AN EVALUATION OF ANCILLARY LISTENING ACTIVITIES
IN SEE SAW: A CASE STUDY AT SAINT PETER’S SCHOOL,
NAKHON PATHOM, THAILAND

CAI QINGHUA

A THESIS SUBMITTED
FOR THE DEGREE OF MASTER OF ARTS IN
ENGLISH LANGUAGE TEACHING
MA-ELT,
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PLAGIARISM STATEMENT

Statement: I certify that I am the author of the thesis and all the materials in this study which are not my own work has been identified and acknowledged, and that no material is included for which a degree has already been conferred upon me.

Cai Qinghua
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Abstract

This study aims to evaluate the ancillary listening activities of the See Saw materials which encourage the pupils’ participation in the Thai EFL context. The See Saw series was published by Macmillan, and it is claimed that the series is designed for young Asian learners. The study focuses on ancillary listening which is one of the distinct features of the materials.

The listening activities of the See Saw series cover around 40 percent of the materials with an audio CD. The types of listening activities include chants, songs, stories, etc. There are illustrations in every page. The listening activities are integrated with other language skills (speaking, reading and writing). The case study also explores the young EFL learners’ difficulties while using the See Saw series.

The data of this study were collected from Saint Peter’s School, Nakhon Pathom Province, Thailand. The See Saw series (Levels 1 to 6) is used in the primary education (Grades 1 to 6) at the Saint Peter’s School. Two out of six levels of the See Saw series were observed in the classes at Grades 1 and 6. The population of pupils in each class is about 50, and the pupils are Thais. The teachers are foreigners (Filipino) with a Thai assistant. Listening to the audio CD is the only channel of listening to native speakers in the English class.

The data were gathered through classroom observations (video recordings), the teachers’ journals and the pupils’ work. Every activity was evaluated with a checklist which focused on the degree of the pupils’ participation in the ancillary listening activities.
The findings of the study indicate that the pupils in the lower grade (Grade 1) participated much more than the pupils in the higher grade (Grade 6). The findings also show some positive factors of the See Saw materials, like the types of the activities, and the sound effects of the audio recordings. However, the pupils had similar difficulties when they participated in the ancillary listening activities of See Saw materials; for instance, the difficulties on the westernized or unfamiliar topics, the speed of the delivery and the accents of the recording.

It is expected that the study can be helpful for the teachers using the See Saw to have a better understanding of the materials. Moreover, the listening difficulties of the young Thai pupils discussed in the study are expected to be useful for the EFL teachers.
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Chapter 1

Introduction

This study aims to evaluate the ancillary listening activities of See Saw which are used at the primary level in Saint Peter’s School, Nakhon Pathom Province, Thailand. This chapter provides the background, rationale, objectives, research questions, definition of terms, and the thesis organization.

1.1 Background

Got it was replaced by See Saw in March 2009 at primary level of Saint Peter’s School, Nakhon Pathom Province, Thailand. See Saw is visually appealing and colorful. Furthermore, it is a series of free textbooks. In December 2008 the Education Minister of Thailand, Jurin Laksanawisit, announced the intention to provide Thai children with free textbooks and learning materials throughout the 15 years of government-sponsored free education. The series of See Saw for primary level was among the free textbooks. It was free for the students, but after three years the See Saw should be returned to the government.

See Saw series integrates all the skills (listening, speaking, reading and writing) in the students’ books. An audio CD is provided for the ancillary listening activities in every book. The publisher Macmillan (2008) claims that it is designed for Asian learners, and the teachers at Saint Peter’s School claim that See Saw series is more suitable for the learners than the previous materials Got it. In each class, there are five periods for English in a week. Four periods are taught by Thai English teacher
and a period by a foreign (Filipino) teacher with a Thai assistant. According to the foreign teachers, they spend one fourth of the course on listening, because the teachers teach writing, speaking and reading skills as well.

Rost (1990) points out that understanding spoken language is a necessary condition for language acquisition. The listening activities can be one of the features of the See Saw series. The speakers in the CD are native speakers (mainly children), and there are various types of activities, like phonetic practices, chants, songs, stories, which are likely to be helpful to the young learners’ listening competence.

1.2 Rationale
Listening is considered as the foundation of all skills, and the quality and quantity of input influence the learning process of students (Rixon 1986). The teacher is the main source of language input. Apart from the teacher, the learners need to be exposed to other inputs. The more inputs they listen to, the more they get used to the language. Moreover, Rost (1994: 148) states that L2 listening is difficult for learners because of problems of motivation, transferring and accessing to input.

Thai is the dominant language of the pupils at Saint Peter’s School, while English input is limited for them. The pupils of primary level (aged 7-13) study English five periods every week. Due to their education and family environment, the beginners’ English competence is relatively limited.

Therefore, to improve the pupils’ listening comprehension, appropriate listening activities which can evoke their participation are necessary for the pupils. Anderson
and Lynch (1991: 63) categorize listening activities into autonomous listening and ancillary listening activities. The See Saw series contains abundant ancillary listening activities which involve aural, vocal and visual skills.

Macmillan company has authorized the printing right of See Saw series to Perfect Publishing Co. Ltd. of Thailand in 2008, but the contents of the See Saw have not been changed. The ancillary listening activities consist of graded phonics practices, songs, and short comic strips stories with sound effects. The listening activities may help the listeners, but the researcher presumes that the pupils have difficulties while using the series. For instance, the normal speed of the recording is not likely to be easy to manage for the beginners; the accents of the speakers which are different from the teachers may be unfamiliar to the listeners; the topics may not be suitable for the pupils.

The researcher is interested in finding out to what extent the ancillary listening activities of See Saw series encourage the pupils’ participation in the Saint Peter’s School. In fact, the researcher assumes that the Thai EFL beginners might encounter listening difficulties with the See Saw materials.

1.3 Objectives

Aimed at the pupils of primary level, the series has six books from Level 1 to Level 6. In order to find out to what extent the ancillary listening activities evoke the pupils’ participation, and explore the learners’ listening difficulties while studying the See Saw series, the researcher has studied Level 1 and Level 6 of the See Saw series
taught by the foreign (Filipino) teachers. Therefore, the data are collected from classroom observations in Grade 1 and Grade 6 through video recordings, and supplementary data are from the teachers’ journals and the students’ work.

1.4 Research questions

This study has the following research questions:

- To what extent do the ancillary listening activities of *See Saw* Level 1 and Level 6 evoke Thai EFL learners’ participation at Saint Peter’s School?
- What difficulties do the EFL learners encounter in the ancillary listening activities in the *See Saw* Level 1 and Level 6?

1.5 Definition of Terms

The definitions of the terms used in the thesis are:

*Evaluation*: the systematic collection and analysis of all relevant information necessary to promote the improvement of a curriculum and assess its effectiveness and efficiency as well as the participants' attitudes within the context of the particular institutions involved (Brown 1989).

*Listening*: is receiving what the speaker actually says and then to construct and represent the concept (Rost 2002).

*Listening comprehension*: the listener processes and decodes the input from both the concept and references in the real world (Rost 2002).

*Ancillary listening material*: a part of a lesson based on a global language materials
that includes the exploitation of recorded materials that are linked-structurally, functionally, thematically-with the current learning focus (Anderson and Lynch 1991).

**Ancillary listening activity:** For promoting interest or pleasure, or in order to achieve listening competence or the listening activities are integrated with other skills, which could be mixed with the aural, vocal and visual skills (Anderson and Lynch 1991).

### 1.6 Thesis Organization

This thesis has five chapters. Chapter 2 Literature review focuses on the materials evaluation and studies related to listening. There are five sections covered in Chapter 2: overview of materials evaluation, general perspectives of listening materials, evaluation factors for ancillary listening activities, pupils as listeners in the classroom, and the teacher's teaching methods.

Chapter 3 discusses the methodology applied in the study. Contents include the research context, research population, methods of data collection and methods of data analysis.

Chapter 4 is the data analysis. Research questions are answered basing on: classroom observation video, teachers' journals of every unit, and students' work. The video recordings show the listeners' participation of the ancillary listening activities. Teachers' journal and student's work are the supplementary resources of the data analysis.

Chapter 5 is the conclusion which provides a succinct summary of the research before providing suggestions for future researches. At the same time, Chapter 5 states the limitations of the study and the relative field that could be explored in the future.
research.

Conclusion

See Saw is a series of materials for English language beginners, which is used in the primary level at Saint Peter’s School, Nakhon Pathom Province, Thailand. Focusing on listening, the study aims to find out the pupils’ participation of the ancillary listening activities of See Saw series through classroom observation, and the Thai EFL learners’ listening difficulties are studied as well. Next chapter is the literature review on the materials evaluation and the studies on listening.
Chapter 2

Literature Review

Introduction

Focusing on the evaluation of listening activities, Chapter 2 contains five sections: the first section discusses the overall review of materials evaluation; the second part presents the overall review of listening, especially on ancillary listening activities; the third part further focuses on the evaluation factors of ancillary listening activities; the fourth part is pupils as listeners in the classroom; the last part discusses teachers' teaching methods in class.

2.1 Materials evaluation

Materials evaluation is common in EFL. Some researchers (Cunningsworth 1984, Tomlinson 1998, McGrath 2002, etc.) have completed studies on the materials evaluation from various angles. First of all, on the definition of evaluation, Brown (1989: 223) defines evaluation in the following words:

The systematic collection and analysis of all relevant information necessary to promote the improvement of a curriculum and assess its effectiveness and efficiency as well as the participants' attitudes within the context of the particular institutions involved.

Evaluation focuses on measuring the helpfulness and efficiency of the materials for the users. The section of this chapter discusses the purpose and the types of materials evaluation.
2.1.1 What is materials evaluation?

According to Cunningsworth (1995: 15), evaluation has two main purposes: for potential and suitability. The basic difference between evaluation for potential and for suitability is highlighted by contrasting the question ‘What would this coursebook be good for?’ with ‘Would it be good for my class?’ Since the materials are available in this study. Therefore, the aim of this materials evaluation is for suitability, that is, seeking the answer to ‘Would it be good for my class?’ Cunningsworth (1995: 15) puts forward that evaluation for suitability that involves matching the materials to a concrete requirement includes the learners’ objectives, the learners’ background, the resources available, etc.

Cunningsworth (1995) suggests that coursebook evaluation helps the teachers move beyond an impressionistic assessment and it helps them to acquire useful, accurate, systematic, and contextual insights into the overall nature of materials. Considering from the suitability of administration and education, Tomlinson (1998: 11) offers a list of comprehensive reasons for materials evaluation:

1. To select a textbook for a course;
2. To select materials to supplement a coursebook;
3. To select materials from different sources in an eclectic manner;
4. As a basis for adaptation of materials in order to make them more suitable for a particular course;
5. As a basis for improving materials (trialling or piloting materials);
6. In order to edit materials produced by others;
7. In order to help teachers or trainee teachers develop their understanding of methodology and/or materials writing;
8. In order to recommend a coursebook for an institution or a ministry of education;
9. As part of a research experiment.
The reasons for the study are: firstly, as a basis for adaptation of materials in order to make them more suitable for the target group which refers to the pupils at the Saint Peter’s School, or the similar group of learners. Secondly, to help the teachers who are using the See Saw to develop their understanding of the materials. A thorough evaluation would enable the teachers to discriminate the available materials for their target learners and the environment.

2.1.2 Types and methods of materials evaluation

Several researchers, such as Cunningsworth (1995), Ellis (1997), Tomlinson (2003), McGrath (2002), suggest that evaluation can take place in three periods of evaluation: before a material is used, during its use and after use, depending on circumstances and the purposes for which the evaluation is being undertaken. Firstly, the most common form is a pre-use evaluation: to examine the future or potential performance of a textbook. It is also the most difficult kind of evaluation as there is no actual experience of using the book for evaluator to draw on. Secondly, whilst-use evaluation refers to material evaluation whilst the material is in use. The evaluation is valuable but has limitations. According to Tomlinson (2003), it is difficult to measure items like, ‘are the instructions clear to the learners?’ and ‘to what extent are the instructions clear?’, or evaluation cannot measure what is happening in the learners’ mind. If the whilst-evaluation is done with planning and focus, it can generate useful data. Lastly, post-use evaluation provides retrospective assessment of a material’s performance and can be useful for identifying strengths and weaknesses which
emerge over a period of continuous use.

Tomlinson et al. (2001) have evaluated eight materials published by British publishers through a criterion-evaluation. A list of 133 criteria was developed and they were graded on a five-point scale and included nine categories, such as publishers' claims, topic contents, durability, appearance, design, illustrations and reading texts. The materials with cassette (& CD-Rom) or video were evaluated as well. On the listening part the evaluation was focused on: realistic (or authentic, spontaneous), varied and engaging factors. The method of the study is worth to be considered for materials evaluation.

One more aspect that needs attention to materials evaluation is that, no matter how structured, criterion referenced and rigorous an evaluation is, the judgements will inevitably be subjective to some extent and will reflect the views and priorities of those making them (Cunningsworth 1995: 9, Tomlinson 2003: 16). Essentially, evaluation is subjective, because the standard of evaluation is according to the evaluator's experience. Therefore, the materials evaluation should be planned and concentrative to minimize the subjective.

Based on the above discussions, the evaluation in this study is adapted to generate useful data. However, the difficulty of evaluation is non-observable comprehension (Tomlinson 2003, Brown 1994: 245), so the methods of material evaluation are vital during the process of evaluation. Tomlinson's (1998; 2003) criterion-referenced evaluation will be used through classroom observations. Because it can reduce subjectivity and make an evaluation more principled, rigorous,
2.2 Listening

It is vital to have an overview of listening comprehension and listening materials from various aspects. This section discusses the two types of listening activities (autonomous and ancillary listening), and the cues of ancillary listening activities after an overview of listening.

2.2.1 Overview of listening

Rost (2002:1-3) defines that listening has four orientations: receptive, constructive, collaborative, and transformative.

Orientation 1: receptive: Listening is receiving what the speaker actually says.
Orientation 2: constructive: Listening is constructing and representing meaning.
Orientation 3: collaborative: Listening is negotiating meaning with the speaker and responding.
Orientation 4: transformative: Listening is creating meaning through involvement, imagination and empathy.

The above four orientations indicate that listening is to receive sound, and then to construct and represent meaning. In this study, the learners accomplish CD-related listening activities, which involve the receptive and constructive orientations but rarely refers to collaborative or transformative, that is, listening is receiving what the speaker actually says and then to construct and represent the concept.

Subsequently, Rost (2002) considers comprehension is the first-order goal of
listening, the highest priority of the listener. Rost (2002: 59) defines listening comprehension as, "the listener has a clear concept in memory for every referent used by the speaker." In a more specific sense, comprehension is the process of relating language to concepts in one's memory and references in the real world. Listening comprehension means the listener processes and decodes the input from both the concept and references in the real world.

Rost (2002), McDonough and Shaw (2003) have similar opinion that listening comprehension goes through three levels: processing sound, processing meaning and using knowledge and context.

First, the processing of sound and meaning are fundamental to L2 listening development. The main and related factors of the two processes are compared below:

<table>
<thead>
<tr>
<th>Processing sound</th>
<th>Processing meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phonological</td>
<td>Semantic</td>
</tr>
<tr>
<td>Lower-order/automatic skills</td>
<td>Higher-order skills of organizing and interpreting</td>
</tr>
<tr>
<td>Recognition of sounds, words</td>
<td>Comprehension</td>
</tr>
<tr>
<td>Localized: the immediate text</td>
<td>Global: the meaning of the whole</td>
</tr>
<tr>
<td>Decoding what was said</td>
<td>Re-construction after processing the meaning</td>
</tr>
<tr>
<td>Perception</td>
<td>Cognition</td>
</tr>
</tbody>
</table>

(McDonough and Shaw 2003: 135)

To process the sound, the learners should be able to overcome the phonological and lexical knowledge of the language system. It is the perceived level of listening comprehension. During the higher level, syntactic or the meaning processing level, the learner needs both motivation to detect new forms and a mean to access a
grammar-building model. According to McDonough and Shaw (2003: 135), with the ability to recognize key aspects of the sound system, listeners combine the syntactic ability, interpret and make sense of the incoming language data.

Second, using *knowledge and context* is the highest level of listening comprehension. Using justified command in word or non-linguistic knowledge is vital. According to Anderson and Lynch (1991: 14), using knowledge and context is called schema. It is defined as mental structure, consisting of relevant individual knowledge, memory, and experience, which allows us to incorporate what we learn into what we know.

Anderson and Lynch (1991: 13) also suggest that, we may not distinguish between these information sources or levels of processes in any clear or conscious way, which means it is often difficult for us to discriminate between what was actually said and what we have constructed by integrating the spoken words with our own knowledge and experience. Therefore, these three levels are inseparable.

2.2.2 Listening materials: autonomous and ancillary listening materials

Listening activities are for arousing the interest or pleasure, or in order to achieve the listening competence. Nation and Newton (2009: 38) believe that listening activities provide a psychological benefit for the learners, for it can help the learners overcome the fear of the limited knowledge of a foreign language.

Teaching materials for listening activities are copious but various. Anderson and Lynch (1991: 63) categorize these materials into two types:
Listening’ would be a complete timetabled session by that name, using published material specifically designed to practice the aural comprehension skill; we might call this *autonomous* listening material...it might be only part of a lesson based on a global language course book that includes the exploitation of recorded materials that are linked-structurally, functionally, thematically-with the current learning focus. We could call this *ancillary* listening material.

Listening activities are categorized into autonomous listening and ancillary listening activities. Autonomous listening focuses on aural comprehension skill. Ancillary listening practices are integral with the aural, vocal and visual skills. Benson and Hjelt (1978) present a viewpoint that language learning is an integrative process.

> All four conventional skills should be introduced simultaneously, so that practice in one can support and reinforce practice in the others. Early listening comprehension materials should be kept within the limits of structural patterns being learned.

Ancillary listening material is the listening activities integrated with other skills, which could be mixed with reading, speaking and writing activities. Brown (1994: 244) points out that it is vital to specifically develop listening comprehension competence in an interactive, four-skill curriculum. As Cunningsworth (1984: 46) indicates, simultaneously or in close succession, the language user the exercises the abilities in two or more skills.

Davies and Pearce (2002) mention that at lower language level listening activities are to help the learners understand the text and the teacher should not expect the listeners to try to understand every word. Listening activities are not tests for the listeners to complete the work correctly, but a method to enhance the learners’
comprehension ability.

Generally, studies on autonomous listening activities are abundant, for instance, Anderson and Lynch (1991), Rost (2002) and McDonough and Shaw (2003) put forward a full-scale guidance on the evaluation of autonomous listening materials, grading L2 autonomous listening, and research orientations, etc. However, studies on ancillary listening materials are scarce. The See Saw is a series of integrated language skills books including ancillary listening activities. Therefore, the study focuses on the exploitation of the ancillary listening activities.

2.2.3 Cues of ancillary listening activities

Cunningsworth (1984, 1995) points out that in actual language use, we rarely use one skill in isolation. A straightforward listening activity may well involve reading as associated activities. Ancillary listening activities are the integrated activities, which are composed with audio recording and contain two or more other skills.

Ancillary listening activities could be involved with reading skill, especially when the activities provide written texts. Students participate in the activity through listening to the audio material and looking at the text. Ur (1998) claims that listening to recorded text is not an easy job for the learners, but if provided with a written text, that might help the learners. With the assistance of visual input, the difficulties of listening could be reduced. The learners could develop the four language skills in an integrated activity at the same time, listening with the aid of written texts on the other hand can help the learners finish task in an easier way; moreover, it can reduce the
anxiety while learning. But there is a disadvantage that learners might set at the back of the chair and close their ears and finish the activity by reading alone without listening (Ur 1998).

According to Cunningsworth (1984) and McDonough and Shaw (2003) listening is an integral part of conversation. It means listening is naturally connected with speaking. In ancillary listening activity, the learners might be required to listen, and read or repeat the input from a recording. Through ancillary listening activities, as well as speaking, the learners apply two or more language skills together.

Moreover, ancillary listening activity is common with the aid of visuals. Topics with the aid or support of other forms can help the learners (Anderson and Lynch 1991, Ur 1998). Visual supports, such as illustrations, photographs, grids, graphs, are used in listening activities to a certain extent. Broughton et al. (1994) consider the visual supports as the visual identification of the physical world, and are an invaluable contextual resource that confirms to the learners that listening and understanding have taken place.

2.3 Evaluation factors for listening activities

The evaluation of ancillary listening activities of See Saw is being carried out by a criterion-referenced evaluation, based on Cunningsworth’s (1995), Hill and Tomlinson’s (2003) evaluations on listening activities on material. Besides, Lund’s (1990) and Tomlinson’s (2001) methods on listeners’ comprehension are also used in this study.

Cunningsworth (1995) considers materials focusing on listening which have the following features:

1. The pattern or objective of the listening materials should be checked.
2. The quality of the recorded sounds should be high. In the class, only when the recording is clearly presented, then the listening activity can be carried out.
3. The speed of the speaking should be appropriate to the learner's ability and level, no matter the speaker is from the recording or the teacher in the classroom.
4. Visual aid from a video is another support for the learners to comprehend the input. The absence of visuals contributes to the difficulty of understanding recorded material, depriving students of all the supporting features normally available through facial expression, gesture, eye contact, etc.
5. Materials should be in conjunction with reading texts as well. With the assistance of written text, the speed of comprehension is enhanced.

The above five criteria provide a useful standard to evaluate the listening factors of material, and these are applicable factors for evaluation, except in the fourth criterion, video materials are recommended by Cunningsworth (1995). The See Saw series does not have video recording, but the illustrations in the materials are abundant.

Moreover, Hill and Tomlinson (2003) examined listening activities from three student's books of intermediate level. The study found the following weaknesses of the listening materials.
Firstly, the majority of the listening activities are traditional listening comprehension activities of extracting factual information from a spoken text. For example, listening for specific information / listen and check / pronunciation practice / cloze, which mainly focus on the linguistic factors, that is, pronunciation, vocabulary, and grammar information. Secondly, the textbook authors provided a limited range of listening activities, which shown a lack of systematic approach to listening skill work. Therefore, to develop the learners’ listening skills, Hill and Tomlinson (2003) offer the following suggestions on listening activities:

a) The sources of input have the potential to facilitate language acquisition which should have relevance to the learners. For example, listening to familiar topics, listening to music for enjoyment and arousing interest.

b) Activities are used for helping the learners to achieve multidimensional representation of what they listen to, which help the learners to increase their chances both of becoming effective listeners and to maximize the potential of listening situations for language acquisition.

c) Ways of developing listening skills can be let the learners to expose a wide variety of listening text genre and text types and provide similar topic.

From Hill and Tomlinson’s (2003) study, one can find that the various and familiar language inputs are vital for the learners. Through appropriate and creative activities, the learners enhance listening comprehension.
2.3.2 Classroom observation factors

Listening comprehension is a cognitive internal procedure, as Brown (1994: 245) claims that, "aural comprehension itself cannot be overtly 'observed'". However, by the means of verbal and non-verbal behaviors, the learner’s understanding can be decoded. Lund (1990) offers nine different ways to check listeners’ comprehension:

- Doing - the listener responds physically to a command.
- Choosing - the listener selects from alternatives such as pictures, objects, texts.
- Transferring - the listener draws a picture of what is heard.
- Answering - the listener answers questions about the message.
- Condensing - the listener outlines or takes notes on a lecture.
- Extending - the listener provides an ending to a story heard.
- Duplicating - the listener translates the message into the native language or repeats it verbatim.
- Modeling - the listener orders a meal, for example, after listening to a model order.
- Conversing - the listener engages in a conversation that indicates appropriate processing of information.

The nine different facets generated from the listener’s participation provide an observable measure for classroom observation. According to the ways of looking at the listener’s participation, the learner’s comprehension states are able to be analyzed.

Moreover, Tomlinson (2003: 24) states that there are measurable factors for a criterion-referenced evaluation, examples are like:

- Clarity of instructions;
- Comprehensibility of texts;
- Achievability of tasks;
- Achievement of performance objectives;
- Practicality of the materials;
Teachability of the materials;
Flexibility of the materials;
Appeal of the materials;
Motivating power of the materials;
Impact of the materials…

The factors are focused not only the participation of the learners, but also are covered the teacher and the materials. While evaluating the listening activities of See Saw: firstly, the achievability of tasks should be observed in the class: the objectives or the aims of the activities. Secondly, the clarity of instructions is important, for the learners can only carry out an activity on the condition of receiving a clear instruction. Thirdly, the appeal of the materials, whether the learners can focus on the materials need to be observed. The students’ facial expression or eye focus, body language, these factors indicate students’ participation.

2.3.3 Summary of observable factors

In this case study, the researcher aims at evaluating the ancillary listening activities of See Saw materials, based on the studies of Lund (1990), Cunningsworth (1995), Tomlinson (2003), Hill and Tomlinson (2003), which are discussed in the above section. To observe the participation of the learners, the evaluation factors are summarized below.

Types of the listening materials

The types of the listening materials should be appropriate for the learners (Cunningsworth 1995: 67). The formats could be in words, sentences or paragraphs; monologues or dialogues; chants, songs or stories, and so on. No matter what format
is, the language should be controlled and graded (Rixon 1986, Cunningsworth 1995).

**Clarity of the CD**

The CD should be audible for the learners (Cunningsworth 1984, 1995). The quality of the equipment should function properly in the classroom to make sure the learners hear the sound of the CD properly.

**Speed of the audio recording**

The pupils’ competence on managing the speed of the audio recording should be observed. Cunningsworth (1995: 67) mentions, “the speed of speaking should be appropriate to the learners’ ability and level.” The basic level learners may not be able to comprehend the inputs even in normal speed. Rost (2002: 20) explains there are no reliable cues marking every word boundary, so word recognition is often the most problematic process in listening. Changes in sounds happen when they occur in rapid, connected speech (Rixon 1986: 38; Lynch 2009). Hence, the speed of delivery should be appropriate to meet the younger learners’ linguistic level.

**Pronunciation**

The learners’ ability to pronounce the words clearly is consistent with “achievement of performance objectives (Tomlinson 2003)”. Whether the learners achieve the objectives, the basic language unit, words should be articulated clearly.
Role of visuals

It is adapted from Cunningsworth (1995: 68), "is there any video material for listening?" Cunningsworth (1995) considers visuals are helpful for listening, "another factor contributing to the difficulty of understanding recorded material is the absence of vision, depriving students of all the supporting features normally available through facial expression, gesture, eye contact, etc." Although there are no video materials, visuals in the book are one of the features of See Saw. Therefore, the visuals of the materials are to be evaluated in the study. Moreover, resorting to the visuals is one of the facts that the pupils "doing" (Lund 1990).

Role of written texts

This criterion is adapted from Cunningsworth (1995: 67). Written text is considered as "comprehensibility of text (Tomlinson 2003)". The listening materials of See Saw are in conjunction with reading texts, which might help the learner’s listening comprehension. Therefore, this factor needs to be evaluated.

Clarity of instructions

This criterion is consistent with "clarity of instructions" mentioned by Tomlinson (2003: 24). Only when the pupils understand the instructions, then they are able to complete the activity. The instructions are indicated from the materials and the CD, and it could under the extra assistance from the lecturer and the assistant in the classroom.
To sum up, the seven adapted observable criteria are to be used in the classroom observation, which focuses on the pupils’ accomplishment of the tasks and participation in the activities. The pupils and the teacher which are the two influential factors are studied in the following section.

2.4 Pupils as listeners in the classroom

The researcher will focuses on the pupils as listeners, whose characteristics are discussed, and the section also review the studies on pupils as listeners in the perspective of the listening materials.

2.4.1 Learning characteristics of pupils as listeners

When evaluating materials, the evaluator should find out whether “it [the material] would be good for my class? (Cunningsworth 1995)”. See Saw series is designed for elementary students, and the study focuses on the ancillary listening activities.

Krashen and Terrell’s (1983) study on L2 acquisition puts forward the theory of Input hypothesis, that is, human acquire language in only one way – by understanding messages, or by receiving ‘comprehensive input’. People move from $i$, the current level, to $i + 1$, the next level along the natural order. The input should be comprehensive and the process is done through a natural and a spiral procedure. The gradually increasing comprehensive input theory applies to the range of materials, that is, the contents should be presented in a spiral method to strengthen learners’ memory and comprehension repeatedly. Follows are the discussions on the
appropriate listening contents for pupils.

2.4.2 Recordings

Dalton and Seidlhofer (1995: 6) point out, the task of pronunciation teaching, as in the teaching of other languages, is to establish models for guidance, not norm for imitation. Listening to recordings is a model for improving listening comprehension, which helps learners to resolve the obstacles like sound and accents. To promote learners understanding of the listening input, the sounds of the recordings should be intelligible for listeners.

It is not easy to get used to another accent. Accent means a regional variation in speech patterns. Ur (1998: 20) points out that, “Many foreign-language learners who are used to the accent of their own teacher are surprised and dismayed when they find they have difficulty understanding someone else.” Because these systems will most probably operate in English quite differently from the way they are used in the learners’ mother tongues (Cunningsworth 1995: 95).

Cunningsworth (1995: 67) mentions, “The speed of speaking should be appropriate to the learners’ ability and level.” The basic level of learners may not be able to comprehend the input even in normal speed. Rost (2002: 20) states that, because there are no reliable cues marking every word boundary, word recognition is often the most problematic process in listening, and changes in sounds when they occur in rapid, connected speech (Rixon 1986: 38; Lynch 2009). Hence, the speed of delivery should be appropriate to meet the younger learners’ linguistic level.
Many studies (Goh and Doyle 1998, Tomlinson 1998, Hill and Tomlinson 2003) suggest that materials should provide authentic context. Rixon (1986: 13) also mentions that authentic listening material is a natural “slice of life”. However, according to Cunningsworth (1995: 46), “the language in the coursebooks of elementary level and lower-intermediate level is limited in its range and complexity. Consequently, the discourse structure will also be restricted in range and complexity.” A real-life listening experience is highly complex and is hard to introduce in the classroom (McDonough and Shaw 2003: 126). Therefore, the suggestions from Ur (1998: 24) are more moderate:

Students may learn best from listening to the speech even if it’s not entirely authentic, and is an approximation to the real thing, and is planned to take into account the learners’ level of ability and particular difficulties... If the texts are carefully enough graded, prepared and administered, then the final transition from ‘imitation’ authentic to ‘genuine’ authentic speech should take place smoothly.

Considering the learners’ level and competence, an graded and appropriate listening material might help young learners. Therefore, Ur (1998: 24) suggests that the CD materials should have a natural rhythm and sounds be natural as if they were being made on the spot. It is claimed as “genuine context” (Ur 1998). Hence, compared with authentic recordings, genuine and naturally recorded listening materials are more recommended.

2.4.3 Pupils and the listening content

Listening requires the processing of the sounds (phonological elements), which is the
basic linguistic knowledge for listeners. What content is heard and how the input is presented are vital. Brand and Lavallee (1996) consider pronunciation and listening a virtuous circle, as shown in the illustration:

As we practice the pronunciation of the new language items, our ability to recognize them in the natural flow of speech also improves. Correspondingly, as our ability to recognize the new language items increases, so does the clarity and accuracy of our pronunciation of these new items.

A focus on pronunciation may help improve listening and a focus on listening may help improve pronunciation. Therefore, listening comprehension and pronunciation are related and reciprocal.

McCarthy (1995: 86) believes, “ease or difficulty in the learnability of vocabulary is not unconnected with the notion of frequency, since the most frequent words will probably be absorbed and learnt simply because they occur regularly.” Rost (2002: 21) has the similar idea that more frequent words have a lower threshold for recognition, which means listeners will have less difficulties to recognize a word if it is appeared recircling. Therefore, during listening, new vocabulary should be emphasized, which can enhance the learners’ listening ability.

The topic familiarity is important aspects in the listening studies. Anderson and Lynch (1991) mention a few studies carried out by Brown, Smiley, Day, Townsend, and Lawton (1977, cited in Anderson and Lynch 1991: 49), young L1 children were
told a familiar story in advance, study shows familiar topics were helpful to interpret what they have heard, and listeners were able to use the background knowledge in listening performance. Background or schematic knowledge played a powerful role in listening performance.

Othman and Vanathas (2005) have carried out a topic familiarity of listening activities on EFL students in Malaysia. The study shows that topic familiarity helped the listeners overcome the vocabulary and abstract concepts, and improved the language output. Othman and Canathas (2005: 20) mention that, “listening is not only concerned with identifying the linguistic features of the text, but also with matching speech with what the listener already knows about the topic.” The researcher focuses on the topic familiarity, which are the important factors for evaluating listening activity. Sperber and Wilson (1986) claim that human cognition has a single goal: we pay attention only to information which seems relevant to us. If our entire cognition – our power of attention, perception and interpretation – is organized most naturally and most readily within the context of ‘relevance’, it certainly makes sense to place relevance of input as the top priority in teaching. Relevant materials are central to all progress in language learning. On the topics for new beginners, Nation and Newton (2009) suggest the learners should learn: using a new alphabet, phrases for talking about oneself, phrases and vocabulary for everyday life, sight vocabulary, classroom expressions and high frequency words (e.g. numbers, classroom objects, colours). The contents should be relevant to the learners’ lives.

The range of topics should be considered as well. The depth of coverage of the
topics can influence the learners' listening comprehension. For instance, the topic of fruit for kindergarten may cover the names of fruits, but coursebooks for university students might discuss nutrition, taste, or the price of fruits. The range of topics should be considered in terms of the learners' linguistic and cognitive competence.

Visual cues are helpful for the learners' listening comprehension. Anderson and Lynch (1991: 58) point out that listeners benefit from further help in the form of visual support material that is designed to assist their interpretation of what they hear. Carrying out listening activities is not an easy task for beginners and young learners. Support material helps the learner understand the input from various channels. Every page of the See Saw contains illustrations. Based on the researcher’s experience, Thai students are visual learners, which means visual aids could help them enhance their listening comprehension.

The activities should be appropriate for the class size. Materials activities are planned for certain group in advance. If the activities are designed for a group of 20 students, then while carrying out the activities in a class of 50 learners, it is hard to cover all the learners, so the results of the activities will not be as effective as in a small sized classes.

The instructions should be presented clearly to the learners. If the learners misunderstand the instructions or the aim of the activity, then the listeners are easy to get confused which lead to the failure of the activity. Clear instructions can be checked through whether the instructions are articulated clearly, whether an example is provided for the learners.
Proper materials encourage learners to achieve success on less complex tasks before moving to more complex ones (Anderson and Lynch 1991: 41). On one hand, a listener who has experienced success in simple comprehension tasks is more likely to have the necessary self-confidence to adapt these active listening strategies. On the other hand, it provides a way of dealing with the complexities of language input. However, it is hard to measure the boundary of easy or difficulty and it depends on the learning ability of individuals that which is easy for student A might be extremely hard for student B in the same class. But generally we can classify the task through some ways. The activities like checking items, coloring things heard, lining two words, writing words heard, writing down a sentence, the difficulties progress gradually which requires non-verbal response to word, sentence verbal response.

2.5 Teachers’ methods to materials

The teachers influence the process of classroom activities in various ways. For instance, teachers’ attitude to listening activities, the verbal and nonverbal behavior during the process, the methods he or she applied, these factors affect the learners’ participation of the activities. Concerning on the use of materials, teacher’s adaptation of the activities and the teaching technique are discussed.

2.5.1 Adaptation of the materials

White (1998: 73) points out, “published materials of any kind have to cater for a wide range of possible users, which means that they cannot address any individual student
or group of students directly.” The publisher cannot cater for all the individual.

O’Neill (1990: 155-156, cited from Richards and Renandya 2002) claims that,
textbooks can at best provide only a base or a core of materials, but textbooks have
inherent limitations, since language is an instrument for generating what people need
and want to say spontaneously, a great deal must depend on spontaneous creative
interaction in the classroom. McDonough and Shaw (2003: 73) state that the
evaluation and adaptation have straightforward relationship, and evaluation and
adaptation are connected with the terms ‘adopting’ and ‘adapting’: “adaptation is a
process subsequent to, and dependent on, adoption. Furthermore, whereas adoption is
concerned with whole coursebooks, adaptation concerns the parts that make up that
whole.” When materials are evaluated and feasible for the students, then the materials
can be adopted, that is, the materials can be used by the teachers and then follows
adaptation.

McDonough and Shaw (2003: 85) emphasize that effective adaptation is based on the
fully understanding of the features of syllabuses and materials. Similarly, McGrath
(2002: 73) points out that, two processes are involved in adaptation: first, the
evaluation of materials against contextual criteria; subsequently, the tailoring of the
materials to suit these criteria.

Cunningsworth (1995) states the reasons to adapt: the dynamics of the classroom,
the availability of resources and the expectations and motivations of the learners.
Islam and Mares (2003: 86) also states that, “a good teacher’s guide will supplement
materials with useful alternatives and adaptations, but where this does not happen or
a teacher does not have the teacher's guide, adaptation will become part of the creative dialogue between the teachers and published materials.” Moreover, McDonough and Shaw (2003) state the amount of material is another reason for adaptation. The amount of material to cover in a limited teaching schedule influences the participation of the learners, so the teacher should know to modify the material for the learners.

2.5.2 Methods of adaptation

Adaptation contains many methods, McGrath (2002), Islam and Mares (2003), McDonough and Shaw (2003) have similar conclusion on the methods of adaptation. McDonough and Shaw (2003: 87) sum up the methods into five individual techniques. The techniques are:

- Adding, including expanding and extending
- Deleting, including subtracting and abridging
- Modifying, including re-writing and re-structuring
- Simplifying
- Re-ordering

Follows are the discussion of the methods, which are based on the study of McDonough and Shaw (2003), and based on the theories of McGrath (2002) and Islam and Mares (2003). First of all, adaptations can be additions which contain (a) extemporization, (b) extension and (c) exploitation. (a) Extemporization is the most natural form of adaptation, that is, a spontaneous response on the part of the teacher to a problem or an opportunity. (b) Extension refers to the provision by the teacher of additional material in order to enhance understanding or learning. (c) Exploitation is
the creative use of what is already there (e.g. text, visual, activity) to serve a purpose which is additional to the foreseen by the textbook writer.

Deletion is one of the methods of adaptation. As with the technique of adding, material can be deleted both quantitatively (subtracting) or qualitatively (abridging). When subtracting, for example, a teacher can decide to do five of the questions practicing the simple past tense instead of the ten in the coursebook. When abridging, however, the teacher may decide that focusing attention on pronunciation may inhibit the learner’s fluency and decide not to do any of the pronunciation exercised in a coursebook.

Another approach of adaptation is modifying. Modifying Modification can be subdivided under two related headings. The first is rewriting, when some of the linguistic content needs modification; e.g. new vocabulary is printed just as a list, with explanatory notes and perhaps the mother tongue equivalent. We may wish to modify this kind of presentation by taking out the notes and writing an exercise that helps students to develop useful and generalized strategies for acquiring new vocabulary. The second is restructuring, which applies to classroom management. For example, the materials may contain role-play activities for small size of groups. The logistics of managing a large class are complex from many points of view, and it will probably be necessary to assign one role to a number of pupils at the same time.

Adaptation includes simplifying. When simplifying, the teacher could be rewording instructions or text in order to make them more accessible to learners or teachers. Islam and Mares (2003: 92) point out the shortcoming of simplifying that it
might distort the language when attempting to simplify a text and thus making the text inauthentic.

Reordering is another form of adaptation. When reordering, the teacher has decided that it makes more pedagogic sense to sequence activities differently. It can be referred to the possibility of putting the parts of a coursebook in a different order.

2.5.3 Drills

The teacher gives out commands to carry out activities, while the teacher maintains control over the procedures. Brown (1994) claims that, “in an interactive, four-skill curriculum, make sure that (the teachers) does not overlook the importance of techniques that specifically develop listening comprehension competence.” It is common that the teachers apply drills to carry out activities. Brown (1994: 138) defines drill as:

A drill is a technique that focuses on a minimal number of language forms (grammatical or phonological structures) through some type of repetition. Drills are commonly done chorally (the whole class repeating in unison) or individually.

Brown (1994) then divides drill practice into three categories: mechanical, meaningful, and communicative. Firstly, mechanical drills have only one connection with reality. Repetition drill is a common form of mechanical drill, and the students simply repeat words or phrases mechanically. Secondly, a meaningful drill may have a predicted response or a limited set of possible responses, but it is connected to some form of reality, and the process may continue on as the teacher reinforces certain grammatical or phonological elements. Thirdly, communicative drills offer
the students the possibility of an open response and negotiation of meaning, and then it is no longer a drill. The researcher considers the pupils’ participation might be influenced in terms of the drills methods the teachers apply.

Conclusion

This chapter has reviewed the following studies:

Tomlinson’s (1998, 2003) studies on materials evaluation and put forward various practical methods. Evaluation should specifically concentrate on the factors of comprehensibility, achievability, teachability, flexibility, etc. Therefore, in this study the criterion-referenced evaluation is used.

Cunningsworth (1995) considers listening skills as one of the factors of sound, accents and articulation. McDonough and Shaw (2003) discuss listening skills on two factors: types of listening activities and process of listening comprehension. Rost (1994, 2002), Ur (1998), and McDonough and Shaw (2003) put forward a similar theory on the processes of listening comprehension in terms of different levels of language input. Listening comprehension progresses from easy to difficult elements, which follows three processes: of sound, of meaning and of knowledge and context.

Anderson and Lynch (1991) also point out there are two kinds of listening materials, autonomous listening and ancillary listening material. See Saw contains ancillary activities which are integrated with other language skills.

Based on the studies mentioned above, the researcher has the following adaptations:
To evaluate the ancillary listening activities of *See Saw*, the evaluation is based on the observable criteria of Lund (1990) and Tomlinson (2003). The discussions on the listening activities of coursebooks of Cunningsworth (1995) as well as of Hill and Tomlinson (2003) are adapted in this study.

The researcher discusses the pupils as listeners in the classroom. Input hypothesis of Krashen and Terrell (1983) is mentioned. The contents of listening materials, including the recording materials and the contents of the coursebooks, are related to young learners. The discussions are mainly drawn from the studies of Rixon (1986), Dalton and Scidhofer (1995), Brand and Lavalle (1996), Ur (1998) and Othman and Caanathas (2005). The teachers section focuses on the adaptation of the coursebooks, which refers to the studies of McDonough and Shaw (2003), Islam and Mares (2003). The features of teacher’s drills are discussed based on the study of Brown (1994).
Chapter 3

Research Methodology

Introduction

This chapter has five sections. First, the research questions are restated; second, the research context focuses on the background of the Saint Peter’s School and the English course of the school; third, the research population covers the pupils, the teachers, and the See Saw materials; fourth, the methods of data collection are discussed; and final part introduces the methods of data analysis.

3.1 Restatement of the research questions

As stated in Chapter 1, this study has the following research questions:

- To what extent do the ancillary listening activities of See Saw Level 1 and Level 6 evoke Thai EFL learners’ participation at Saint Peter’s School?
- What difficulties do the EFL learners encounter in the ancillary listening activities in the See Saw Level 1 and Level 6?

3.2 Research Context

To evaluate the ancillary listening activities of the See Saw series, the case study was carried out in two grades (Grade 1 and Grade 6) of primary level at the Saint Peter’s School. The learners were Thai pupils and were aged 7-8 (Grade 1) and 12-13 (Grade 6). This section has two parts: the overview of Saint Peter’s School, and the English course of the primary level.
### 3.2.1 Overview of Saint Peter’s School

Schools are categorized into public and private schools in Thailand. Located in Nakhon Pathom Province, Saint Peter’s School is a fee-paying, but non-profit private school. It was established by a Catholic organization of Bangkok – The Education Department of Bangkok Archdiocese in 1949.

Until October 2010, the coeducational Saint Peter’s School had around 2500 students in total, and the number of girls and boys was relatively balanced in every class. The school opened to students in kindergarten (Anuban), primary education (Prathom 1 to 6, age group: from 7 to 12), and lower secondary education (Matthayom 1 to 3, age group: from 13 to 15).

From May 2009 the school introduced upper secondary class Matthayom 4 (age group: 16), the upper secondary classes will be completed by 2012. Kindergarten and upper secondary levels have about 30 students in every class. The class size of primary and lower secondary is 50 students in average. Most of the students are from the residential district around the school.

### 3.2.2 Primary level English course at Saint Peter’s School

The children of the kindergarten study English two hours weekly. There is no textbook for Kindergarten, so the teachers decide the topics by themselves. In primary level, English class is increased to five periods per week (every period lasts for 50 minutes). Four periods are taught by a Thai teacher and one period is taught by a foreign teacher.
The Thai teachers teach every subject in Thai, including the compulsory English subject: they give instructions, explain grammar in Thai and teach English through translation, translating English into Thai or Thai into English.

3.3 Research population

In this section, the pupils of the observed classes (Grades 1 and 6), the English teachers and the assistants are reported. Moreover, the ancillary listening activities of the coursebooks See Saw series are presented as well.

3.3.1 The pupils of Grade 1 and Grade 6

The pupils of the observed classes in Grade 1 and Grade 6 were all Thai. A few pupils’ parents or preceding family members were from other Asian countries (e.g. China, Burma, or Laos) but this generation had merged with Thai and they spoke Thai as their first language.

The pupils of Grade 1 were recruited at the aged of 7 or 8, and the pupils of Grade 6 were aged from 12 to 13. Below is the population of the pupils of the studied grades:

<table>
<thead>
<tr>
<th>Class</th>
<th>Student Number</th>
<th>Boys</th>
<th>Girls</th>
<th>Age</th>
<th>Level of See Saw</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class 2 Grade 1</td>
<td>38</td>
<td>18</td>
<td>20</td>
<td>7-8</td>
<td>Level 1</td>
</tr>
<tr>
<td>Class 3 Grade 6</td>
<td>50</td>
<td>26</td>
<td>24</td>
<td>12-13</td>
<td>Level 6</td>
</tr>
</tbody>
</table>

3.3.2 The English teachers of the observed classes

Two English teachers’ classes (in Grades 1 and Grade 6) were observed in the study,
and there were four foreign (Filipino) teachers. The case study was carried out based on their willingness to assist the research.

**Teacher A:** has a Bachelor’s degree from the Philippines. Since July 2006, she had been an English teacher in Saint Peter’s School. The Teacher A was in charge of two classes of kindergarten and the lower primary classes of Grade 1 and Grade 3. She taught every class once in a week.

**Teacher B:** had a Bachelor’s degree in Education from the Philippines, and he had been a teacher before he came to Thailand. It was his second year in Saint Peter’s School in October 2009. He taught Grade 6 of primary level and all the classes of lower secondary level.

**The assistant:** A Thai teacher was present in the English class to assist the foreign teacher. The Thai assistant was an English teacher who taught in other periods, but the duty of the assistants was to maintain discipline in the foreign teachers’ classes. Sometimes the assistant offered supplementary explanation in Thai.

### 3.3.3 *See Saw* series of Thailand edition (2008)

The *See Saw* series has six levels. Each level includes: a) a student’s book, b) a teacher’s book, c) a student workbook, d) a CD (or cassette) and e) flash cards. The data were elicited from primary pupils of Grades 1 and Grade 6 at Saint Peter’s School. The researcher evaluated the students’ books of levels 1 and 6 of the *See Saw* series. As mentioned in Chapter 1 (p. 1), the series was free from the government. The pupils of Saint Peter’s School had the students’ book and students’ workbook. The teachers had the CD, but the teacher’s book and flashcards were not available to the learners.

The student’s book of *See Saw* has 10 units, and a quiz spreads on two pages at the end of two units. A unit has eight lessons (one lesson covers one page). There are four to five lessons containing ancillary listening activities with an audio CD in each unit.

### 3.4 Methods of data collection

Data for this study were collected through classroom observations, teachers’ journals and the students’ work. Classroom observation data were obtained through video recordings which were evaluated with a checklist. The researcher did the pilot study at Saint Peter’s School in July, August and December 2009. The results of the study are presented below.

#### 3.4.1 Pilot study

A pilot study was conducted in two grades (Grades 1 and 6) at Saint Peter’s School.
During the pilot study, the researcher observed the ancillary listening activities of vocabulary presentation, grammar presentation and phonics. One unit was observed in each grade. Grade 6 was observed in July and August (2009), and Grade 1 was observed in December (2009).

Table 3.2 Coverage of listening activities of pilot study

<table>
<thead>
<tr>
<th>Class</th>
<th>Activity</th>
<th>Level of See Saw</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class 2 Grade 1</td>
<td>vocabulary, grammar and phonics</td>
<td>3</td>
<td>December, 2009</td>
</tr>
<tr>
<td>Class 3 Grade 6</td>
<td>Vocabulary and grammar</td>
<td>6</td>
<td>July and August, 2009</td>
</tr>
</tbody>
</table>

Three kinds of ancillary listening activities (vocabulary presentation, grammar presentation and phonics activities) were observed. Although there were four to five activities in each unit, the teachers did not carry out all the ancillary listening activities.

The checklist was developed from the aforementioned studies in Chapter 2 that focused on the pupils’ participation to the ancillary listening input. The pilot study confirmed that the criteria of the checklist were observable. For instance, to what extent did the pupils manage the speed of the CD, to what extent did the pupils resorted to the visuals, or resorted to the written texts.

The pilot study shows that the pupils of both grades relied on the assistant’s instructions and translation very much. The discipline of the class was varied in terms of the presence of the assistant, which affected the success of the activities.

The pilot study indicates the study could not cover all the activities. The criteria of the checklist were observable. Through the pilot study, the pupils got used to the
camera and the researcher’s presence who was also a teacher in the school.

3.4.2 Classroom observation

Classes were recorded with a Sony digital video camera (DCR-SR40E). As a non-participant, the researcher sat at the back of the classroom. To make the students feel comfortable and behave naturally, the researcher sat silently and made the recording as inconspicuous and casual as possible. The pupils’ participation, the teachers’ instructions and the activities were recorded during the observation.

The observation was from October 14th, 2009 to February 19th, 2010. Four out of ten units were observed in levels 1 and 6 of the See Saw. The following tables are the schedule of the observation of Grade 1 and Grade 6.

Table 3.3 Schedule of observations - Grade 1

<table>
<thead>
<tr>
<th>No.</th>
<th>Date</th>
<th>Unit</th>
<th>Activity No.</th>
<th>Activity type</th>
<th>No. of B/G</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Dec. 04th, 2009</td>
<td>7 Outside</td>
<td>Activity 1</td>
<td>Vocabulary presentation</td>
<td>12/16</td>
</tr>
<tr>
<td>2</td>
<td>Dec. 04th, 2009</td>
<td>7 Outside</td>
<td>Activity 2</td>
<td>grammar presentation</td>
<td>12/16</td>
</tr>
<tr>
<td>3</td>
<td>Dec. 11th, 2009</td>
<td>7 Outside</td>
<td>Activity 3</td>
<td>Language extension</td>
<td>15/19</td>
</tr>
<tr>
<td>4</td>
<td>Dec. 18th, 2009</td>
<td>7 Outside</td>
<td>Activity 4</td>
<td>Phonics</td>
<td>17/19</td>
</tr>
<tr>
<td>5</td>
<td>Jan. 15th, 2010</td>
<td>8 Food</td>
<td>Activity 3</td>
<td>Language extension</td>
<td>16/19</td>
</tr>
<tr>
<td>6</td>
<td>Jan. 15th, 2010</td>
<td>8 Food</td>
<td>Activity 4</td>
<td>Phonics</td>
<td>16/19</td>
</tr>
<tr>
<td>7</td>
<td>Jan. 22nd, 2010</td>
<td>8 Food</td>
<td>Activity 5</td>
<td>Story</td>
<td>16/19</td>
</tr>
<tr>
<td>8</td>
<td>Jan. 29th, 2010</td>
<td>9 Playtime</td>
<td>Activity 1</td>
<td>Vocabulary presentation</td>
<td>18/20</td>
</tr>
<tr>
<td>9</td>
<td>Jan. 29th, 2010</td>
<td>9 Playtime</td>
<td>Activity 2</td>
<td>Grammar presentation</td>
<td>16/20</td>
</tr>
<tr>
<td>10</td>
<td>Feb. 16th, 2010</td>
<td>10 Party Time</td>
<td>Activity 1</td>
<td>Vocabulary presentation</td>
<td>16/20</td>
</tr>
<tr>
<td>11</td>
<td>Feb. 16th, 2010</td>
<td>10 Party Time</td>
<td>Activity 2</td>
<td>Grammar presentation</td>
<td>16/20</td>
</tr>
<tr>
<td>12</td>
<td>Feb. 26th, 2010</td>
<td>10 Party Time</td>
<td>Activity 4</td>
<td>Phonics</td>
<td>16/20</td>
</tr>
</tbody>
</table>
### Table 3.4 Schedule of observations - Grade 6

<table>
<thead>
<tr>
<th>No.</th>
<th>Date</th>
<th>Unit</th>
<th>Activity No.</th>
<th>Activity type</th>
<th>No. of B/G</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Oct. 14(^{th}), 2009</td>
<td>5 Gadgets</td>
<td>Activity 1</td>
<td>Vocabulary presentation</td>
<td>26/24</td>
</tr>
<tr>
<td>2</td>
<td>Feb. 24(^{th}), 2010</td>
<td>5 Gadgets</td>
<td>Activity 3</td>
<td>Story</td>
<td>26/24</td>
</tr>
<tr>
<td>3</td>
<td>Jan, 06(^{th}), 2010</td>
<td>6 Movie Mania</td>
<td>Activity 1</td>
<td>Vocabulary presentation</td>
<td>24/24</td>
</tr>
<tr>
<td>4</td>
<td>Jan. 13(^{th}), 2010</td>
<td>6 Movie Mania</td>
<td>Activity 2</td>
<td>Song</td>
<td>24/24</td>
</tr>
<tr>
<td>5</td>
<td>Jan. 20(^{th}), 2010</td>
<td>7 It's a Fact</td>
<td>Activity 1</td>
<td>Vocabulary presentation</td>
<td>26/24</td>
</tr>
<tr>
<td>6</td>
<td>Jan. 27(^{th}), 2010</td>
<td>7 It's a Fact</td>
<td>Activity 3</td>
<td>Story</td>
<td>23/24</td>
</tr>
<tr>
<td>7</td>
<td>Feb. 10(^{th}), 2010</td>
<td>8 Amusement Park</td>
<td>Activity 1</td>
<td>Vocabulary presentation</td>
<td>26/24</td>
</tr>
<tr>
<td>8</td>
<td>Feb. 17(^{th}), 2010</td>
<td>8 Amusement Park</td>
<td>Activity 3</td>
<td>Story</td>
<td>26/23</td>
</tr>
</tbody>
</table>

**Observation checklist**

The case study applied a criterion-referenced evaluation on a five-point scale to evaluate the video recording (Appendix 2: Levels 1 and 6), which focused on the pupils' participation of listening activities. The observation was analyzed through several factors that reflected the pupils' participation. Firstly, the researcher observed how the teachers carried out the listening activities, whether the activities were adopted or adapted from the materials and the possible reasons. Secondly, the pupils' performance was a vital factor for the evaluation of the activities, which was illustrated from various ways, for instance, the way that the pupils cooperated during the activities, the extent of participation and their body language. The results of the pupils' work were included if the work was available. Thirdly, other factors that influenced the process of listening activities, like the quality of the audio CD and the assistant's presence, are taken into account.
3.4.3 **Teachers' journal**

Teachers' journals (Appendix 3) were used to evaluate the materials and analyze the data. The teachers wrote the journals by units. Usually the teachers (Teacher A and Teacher B) carried out around three ancillary listening activities in a unit, and they discussed the activities in the journals.

The two foreign teachers discussed their views about the ancillary listening of *See Saw* activities and the practical results or effects of the activities done in the classes. The teachers' journals were matched with the researcher's classroom observations in this study.

3.4.4 **Students' work**

There were two kinds of students' work. One was the pupils' answers to the questions during the activities. For instance, they answered the questions by raising hands, speaking out the answers. The other kind of students' work was the written work. In some activities, the pupils wrote down the answers in notebooks. The work was checked by the researcher, and the scores were converted into percentage. If the written work was available, it was accounted as one of the criteria in the checklist. The result of the work was discussed as well.

3.5 **Method of data analysis**

The researcher analyzed the data through the following steps:

Classroom evaluation was based on the five-point scale checklists (Appendix 2):
from the lowest score one point (1) to the highest score five points (5). There were
seven or eight items and the full score was 35 or 40 points. The scores were
converted into percentage. Both the percentage and the five-point scale follow the
corresponding scales:

Table 3.5 Scale of the percentage and points

<table>
<thead>
<tr>
<th>Percentage</th>
<th>100-80%</th>
<th>79-60%</th>
<th>59-40%</th>
<th>39-20%</th>
<th>19-0%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Five-point</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Scales</td>
<td>High</td>
<td>Moderately-high</td>
<td>Moderate</td>
<td>Moderately-low</td>
<td>Low</td>
</tr>
</tbody>
</table>

The rating points and the percentage follow the five scales. The definitions of the
scales are:

- **High**: the score is highly satisfactory;
- **Moderately-high**: the score is moderately satisfactory;
- **Moderate**: the score is moderately-unsatisfactory;
- **Moderately-low**: the score is unsatisfactory;
- **Low**: the score is highly unsatisfactory.

After the checklist was presented, the video recordings of classroom
observations were discussed. The observation reflects the pupils’ participation of *See Saw* ancillary listening activities in the real situations. The following factors were
emphasized: the students’ reaction to the listening activities, the use of visual and
written cues, the influence of teachers’ instructions, and the influence of the
assistant’s presence.

The teachers’ journals were studied. It was used to find out the teachers’ views
about the listening activities of *See Saw*, and the journals were another source for
data analysis.
Moreover, if the pupils’ work was available, the researcher focused on the factors during the evaluation: whether the pupils completed the task independently; analyzing the possible reasons of errors to relate with the observation criteria.

Lastly, based on the analysis of the data, the researcher highlighted the difficulties of the Thai EFL learners of Saint Peter’s School encountered in the See Saw ancillary listening materials.

Conclusion

The chapter provided information on the context of the teachers and the students of Saint Peter’s School, and the See Saw materials. This chapter has also given an overview of the instruments for evaluation, methods of data collection and analysis. The following chapter will report the major findings of this study.
Chapter 4

Data Analysis

Introduction

This chapter focuses on the analysis of the ancillary listening activities of *See Saw* Level 1 and Level 6. The data were collected from the activities in classes (Grade 1 and Grade 6) through video recordings, teachers’ journals and students’ work at Saint Peter’s School. The first section discusses the ancillary listening activities of *See Saw* Level 1, and then follows the summary of the *See Saw* Level 1. Similarly, *See Saw* Level 6 is discussed. The last section is the conclusion of the classroom observation and the answering to the research questions.

The two levels of *See Saw* were used in Grade 1 and Grade 6 respectively. Mention must be made that the pupils learnt the *See Saw* series for the first time, that is, Grade 6 had not used the previous levels before. The book is meant for 45 hours while the study time was less than 20 hours, which means the books were not completed in the classes.

The evaluation of the ancillary listening activities was based on the classroom observation with a checklist. The criteria of the checklist focused on the objectives of the lessons, and the pupils’ participation of the listening activities. The teachers’ journals and the students’ work are also included in the evaluation. Each criterion of the checklist was rated on a five-point scale (from five to one). Five is the highest score and one is the lowest score. The total score of the criteria is converted into percentage, which is divided into five scales (Table 3.5, p. 45).
4.1 Classroom observation of *See Saw* Level 1

The data of *See Saw* Level 1 were collected from December 4th, 2009 to February 19th, 2010. The classroom observation contains four units: from Units 7 to 10, while every unit had around two to four activities. The activities in the video recordings were evaluated with a checklist and the TA’s journals.

Table 4.1 presents the ancillary listening activities (p.13) of *See Saw* material that were observed:

<table>
<thead>
<tr>
<th>Ancillary Listening Activities</th>
<th>Unit 7</th>
<th>Unit 8</th>
<th>Unit 9</th>
<th>Unit 10</th>
<th>Average (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A1 (Vocabulary)</td>
<td>✓</td>
<td>-</td>
<td>✓</td>
<td>✓</td>
<td>%</td>
</tr>
<tr>
<td>A2 (Grammar-chant)</td>
<td>✓</td>
<td>-</td>
<td>✓</td>
<td>✓</td>
<td>%</td>
</tr>
<tr>
<td>A3 (Language extension)</td>
<td>✓</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>%</td>
</tr>
<tr>
<td>A4 (Phonics)</td>
<td>✓</td>
<td>✓</td>
<td>-</td>
<td>✓</td>
<td>%</td>
</tr>
<tr>
<td>A5 (Story)</td>
<td>-</td>
<td>✓</td>
<td>-</td>
<td>-</td>
<td>%</td>
</tr>
<tr>
<td>Coverage</td>
<td>4/5</td>
<td>3/5</td>
<td>2/5</td>
<td>3/5</td>
<td>12/20</td>
</tr>
<tr>
<td>Average (%)</td>
<td>80%</td>
<td>60%</td>
<td>40%</td>
<td>60%</td>
<td>60%</td>
</tr>
</tbody>
</table>

Teacher A (hereafter as ‘TA’) did not carry out all the ancillary listening activities.

According to the TA:

I carried out four listening activities (of Unit 7). Compared with other units, four listening activities are a lot; besides listening, I should cover other skills as well. (Appendix 3: TAJ-U7)

I carried out the first two listening activities only, due to lack of time: it’s close to the end of the semester. Required by the supervisor of English department of our school, I must finish all the units. Therefore, I chose the most important activities as first order. (Appendix 3: TAJ-U9)

The journal extracts show the reasons for omitting the ancillary listening activities and the TA’s opinions about *See Saw*. As mentioned earlier, the teaching period for the entire book was 40 hours, but the TA taught the *See Saw* for 16 hours only. The TA tried to make a balance between the four skills. Moreover, the activities were considered as “the most important activities”. The analysis of the observed activities
will be reported in the following section.

4.1.1 Observation of Unit 7 Outside

A1 Vocabulary presentation (Appendix 4-1)

A1 (vocabulary presentation, Table 4.2) was carried out at the beginning of the first period of Unit 7. There were 28 pupils while 10 pupils were absent for an outdoor activity. The period was 50 minutes and A1 lasted for about 13 minutes, followed by A2 for about 20 minutes, and the pupils played a game in the last 15 minutes.

Table 4.2 Observation of A1 (vocabulary) of Unit 7 Outside

<table>
<thead>
<tr>
<th>Activity no.</th>
<th>Segment</th>
<th>Page</th>
<th>Date</th>
<th>Objective</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>4-2-1-1</td>
<td>58</td>
<td>Dec. 4th, 2009</td>
<td>The pupils learn the things in nature (ant, bee, bird, flower, frog, and tree), and learn to apply the plural form, such as trees, flowers, frogs.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Procedure</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The children listened to the words and followed the recording.</td>
</tr>
<tr>
<td>2. The children looked at a picture in the See Saw, answered teacher’s questions about the number of animals.</td>
</tr>
</tbody>
</table>

Table 4.3 Students’ participation in A1, U7 Outside

<table>
<thead>
<tr>
<th>No.</th>
<th>To what extent…</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>was the listening activity appropriate for the pupils?</td>
<td>✓</td>
</tr>
<tr>
<td>2</td>
<td>was the CD audible in the classroom?</td>
<td>✓</td>
</tr>
<tr>
<td>3</td>
<td>did the pupils manage the speed of the CD?</td>
<td>✓</td>
</tr>
<tr>
<td>4</td>
<td>did the pupils pronounce the words clearly?</td>
<td>✓</td>
</tr>
<tr>
<td>5</td>
<td>did the pupils resort to the visuals?</td>
<td>✓</td>
</tr>
<tr>
<td>6</td>
<td>did the pupils resort to the words?</td>
<td>✓</td>
</tr>
<tr>
<td>7</td>
<td>did the learners follow the instructions?</td>
<td>✓</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Score</th>
<th>23/35</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage</td>
<td>66%</td>
</tr>
</tbody>
</table>
Observation and journal:

The objective of Al (vocabulary presentation) was to learn six words: *ant, bee, bird, flower, frog, and tree* (including the plural). Every word was presented with a picture. Twenty-eight pupils were in the classroom and about 70% of them participated in the activity. Around 30% (six) pupils did not participate: three pupils did not have the books and were distracted (one in the second row intermittently swayed her seat or rested on the desk; two pupils on the right side sat quietly); two pupils turned to the wrong pages; two boys at the rear chatted and were warned by the assistant; one girl at the rear frequently turned around to look at the camera.

The audio CD was clearly heard in the classroom. Except when the assistant talked with the non-participants at the back of the classroom, her loud voice could have affected the listening of the pupils at the back.

The pupils listened to the words (like: *flower, bee, 5 frogs, 1, 2, 3, 4, 5*) and then repeated after the CD. The pupils listened to the plural form of the words and then read aloud. The consonants at the end of the words were not heard: ‘birds’ was pronounced as /bɔːr/; ‘frogs’ was pronounced as /frɔː/; ‘flowers’ was pronounced as /flaʊə/, etc. Every word was accompanied with a picture. The pupils looked at their books or the TA’s book which she showed it to the students while pointing to the items. The students in the first four rows could see the pictures clearly. The TA asked six questions about the words. For example, the TA asked: “‘Flower’ ˌflaʊər (What does the ‘flower’ mean)?” The participants answered all the questions loudly.

Later, the participants looked at the pictures in their books, counted the animals
in the pictures. E.g. The pupils counted in chorus, "Five frogs, 1, 2, 3, 4, 5." They counted the numbers (1, 2, 3, 4, 5) louder than the items (five frogs). As mentioned, three pupils who did not have the book and two pupils who turned to the wrong page did not participate in the procedure.

Before listening to the CD, the participants spelt the words, e.g. a-n-t, ant. When the CD was played, around 50% of the participants looked at the books, and the other 50% of the pupils repeated the words after the CD without looking at the books.

The TA reminded the pupils 'ðənət (read aloud)', then the pupils uttered the words loudly; when the pupils were asked to count the animals, the TA led the activity by counting together, the pupils followed her in chorus.

The TA wrote in her journal,

The words of Unit 7 are common in daily life, and they are not difficult for them to understand. The pupils learnt fast, the vocabulary activity was carried out smoothly. My students were able to repeat the words correctly.

(Appendix 3: TAJ-U7)

The TA considered the pupils could 'repeat the words correctly', but the observation illustrated that they omitted the end of the plural form. For instance, 'birds' was pronounced as / bɔː/; 'frogs' was pronounced as / frɔ/. The score of A1 (66%) shows a 'moderately-high' degree of participation. There were four criteria to a 'moderately-high' degree of participation (the appropriateness of the activity, the clarity of the CD, the aid of the visuals and the written texts). The participants managed the speed of the CD to a 'moderate' degree, and they
pronounced the words to a ‘moderately-low’ degree for they dropped the final sounds of the plural form. The pupils tried to follow the instructions with help from the TA.

The following section will report the major findings of A2 which was a grammar presentation activity.

**A2 Grammar presentation (Appendix 4-2)**

A2 (grammar presentation, Table 4.4) was after A1 (vocabulary presentation) and it lasted for about 10 minutes, the number of the pupils was 28.

Table 4.4 Observation of A2 (grammar presentation) of Unit 7

<table>
<thead>
<tr>
<th>Unit</th>
<th>7</th>
</tr>
</thead>
<tbody>
<tr>
<td>Page</td>
<td>59</td>
</tr>
<tr>
<td>Date</td>
<td>Dec. 4th, 2009</td>
</tr>
<tr>
<td>Activity Duration</td>
<td>10'</td>
</tr>
</tbody>
</table>

Objective: The pupils review the words (ant, bee, bird, flower, frog, and tree) and learn to use the sentence: *There's/ There are ...*

Procedure:
1. The pupils listened to TA's question and answer “*There is/are...*”
2. The pupils listened to a chant, and used the words (ant, bee, bird, flower, frog, and tree) in the sentence: *There's/There are ...*

Table 4.5 Students’ participation in A2, U7

<table>
<thead>
<tr>
<th>No.</th>
<th>Criteria</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>was the listening activity appropriate for the pupils?</td>
<td>✓</td>
</tr>
<tr>
<td>2</td>
<td>was the CD audible in the classroom?</td>
<td>✓</td>
</tr>
<tr>
<td>3</td>
<td>did the pupils manage the speed of the CD?</td>
<td>✓</td>
</tr>
<tr>
<td>4</td>
<td>did the pupils pronounce the words clearly?</td>
<td>✓</td>
</tr>
<tr>
<td>5</td>
<td>did the pupils resort to the visuals?</td>
<td>✓</td>
</tr>
<tr>
<td>6</td>
<td>did the pupils resort to the chant?</td>
<td>✓</td>
</tr>
<tr>
<td>7</td>
<td>did the learners follow the instructions?</td>
<td>✓</td>
</tr>
</tbody>
</table>

Score: 21/35

Percentage: 59%
Observation and journal:

The objective of A2 was to learn the sentences (There's/ There are ...) and read the chant (There's an ant. There are ants. There are birds!). There were three pictures in p. 59 indicating the meaning of the sentences. Around 89% of the learners participated in the activity except three (11%) pupils who did not have the books. A girl in the second row was doing the homework of fine arts; the other two pupils did not respond during the activity.

The participants omitted the consonants at the end of the words and pronounced ‘there’s’ as ‘there’ when they repeated the sentences in the CD. The TA asked six questions like: How many ants? How many birds? The answers could be found in the pictures of p. 59. The first question was answered by one girl. The participation of the second and third questions was about 20%. Then the TA asked the pupils to raise their hands and pointed to the books, encouraged all the pupils to count together. At this moment, the participation increased to 70%. The girls’ voice was louder than the boys’.

Before the chant was played, the TA reminded the pupils: “อ่านพังนะ (read aloud.)” When the chant was played, the pupils followed in a soft voice, which gradually got inaudible, it appeared it was hard to manage the speed of the CD for the pupils.

The pupils followed the instructions with the help of the assistant. When the TA instructed the pupils to read, around 89% of the participants read. When the TA asked questions, around 40% of the students answered. When the assistant translated the
TA’s questions into Thai and reminded them to look at the pictures, the participation was around 90%. The pictures, the TA’s and the assistant’s help tend to increase the participation.

TA (Appendix 3: TAJ-U7) wrote in her journal that,

They did not answer at the beginning. Then I asked them to raise hands, more students participated and at the last question, about 70% of the students answered loudly.

The journal described the moment when “The TA asked questions like: How many ants?” At first, “the first question was answered by one girl”, but at the sixth question, about 70% out of the pupils participated. The TA asked the pupils to raise their hands to show her the answers, then she loudly counted the number of participants. More and more pupils participated in the following questions. It is possible that the teacher’s question evoked participation.

In the ‘chant’ section, the pupils followed in soft voices, which gradually got inaudible: it shows that the pupils did not chant in chorus. One reason was the pupils were not able to manage the speed of the CD. Since the CD was not paused during the activity, the students did not have sufficient time to process the information.

A2 (59%) indicates a ‘moderate’ degree of participation. However, the scores of three criteria reflect only a ‘moderately-low’ degree of participation. The pupils omitted the end of the ‘there’s’ in every sentence, and the pupils did not follow the chant from the CD, which shows they did not manage the speed of the CD successfully. The pupils’ participation includes the visuals, the TA’s question and the assistant’s help. The participation would have been higher if the CD was played for a few more times.
The following section will report the major findings of A3 which was a language extension activity.

A3 Language extension (Appendix 4-3)

A3 (language extension, Table 4.6) was carried out at the second period (one week after) of Unit 7. Four out of 38 pupils were absent. The assistant was not in the classroom during this activity. The pupils had studied the days of the week in the Thai teacher’s English class before the activity.

Table 4.6 Observation of A3 (language extension) of Unit 7

<table>
<thead>
<tr>
<th>Activity number</th>
<th>Segment</th>
<th>Date</th>
<th>Activity Duration</th>
<th>No. of boys/girls</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>4-2-1-3</td>
<td>Dec. 11th, 2009</td>
<td>6'</td>
<td>15/19</td>
</tr>
</tbody>
</table>

Objective: The children learn the days of the week, and express the days in a sentence: *It's ... Monday...*

Procedure:
1. The pupils listened to the words and followed the recording.
2. The pupils listened and answered the days of a week.
3. The pupils played games: seven children stood in front of the classroom with a flashcard in hands, asked: *What day is it?* Others answered: *It's...*
4. The pupils played a game about the days of the week.

Table 4.7 Students’ participation in A3, U7

<table>
<thead>
<tr>
<th>No.</th>
<th>Criteria</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>To what extent...</td>
<td>5</td>
</tr>
<tr>
<td>1</td>
<td>was the listening activity appropriate for the pupils?</td>
<td>✓</td>
</tr>
<tr>
<td>2</td>
<td>was the CD audible in the classroom?</td>
<td>✓</td>
</tr>
<tr>
<td>3</td>
<td>did the pupils manage the speed of the CD?</td>
<td>✓</td>
</tr>
<tr>
<td>4</td>
<td>did the pupils pronounce the words clearly?</td>
<td>✓</td>
</tr>
<tr>
<td>5</td>
<td>did the pupils resort to the visuals?</td>
<td>✓</td>
</tr>
<tr>
<td>6</td>
<td>did the pupils resort to the sentences?</td>
<td>✓</td>
</tr>
<tr>
<td>7</td>
<td>did the learners follow the instructions?</td>
<td>✓</td>
</tr>
</tbody>
</table>

Score: 22/35

Percentage: 63%
Observation and journal:

The objective of A3 was to learn the days of the week and the expressions “What day is it? It's ...Tuesday... ”. The written texts were presented in p. 62 of the book and in the flashcards prepared by the TA. The visual was a game on the days of the week. Around 79% of the pupils participated while eight pupils (21%) did not participate: one boy in the front looked around; a girl at the left side stood up; two boys looked at a different page; four students faced each other chatted and laughed. The participants (79%) followed the CD. They listened to the days of the week, and followed the words from the CD. They articulated the words in the sentences correctly.

The TA asked questions (for example: What day is it?) with the flashcards in hands, the participants answered. Later, they played a game about the days of the week which was illustrated in the book. Seven pupils stood in the front of the class holding a flashcard. One of the pupils asked “What day is it?”, and then the other pupils who sat in the seats answered according to the flashcard. About 15 pupils (40%) participated. They answered loudly and appeared to be excited. However, the noise made by the non-participants (about 60%: 19 pupils) was equally loud. The class was so noisy that the TA took about three minutes to organize the students when the assistant was not available in the class, but the chaotic situation continued.

The TA gave instructions mainly in English, but sometimes spoke in Thai, e.g. เบื้อง (What is it?), รู้หรือไม่ (Do you understood?). When the pupils listened to the words, 79% of the pupils followed the CD without the TA’s reminder. The participation of the game was around 40%, the pupils at the back participated lesser
than the pupils in the front.

The TA commented on the game section in her journal,

I carried out the activity from page 62 on the days of the week. I asked volunteers to do the game. Many of them raised their hands and could not wait to go to the front of the class. They loved the activity, because the other students answered loudly, and they looked relaxed.

(Appendix 3: TAJ-U7)

The TA considered the game was carried out successfully. However, the video shows only 40% of the learners looked excited, and the non-participants (from 21% increased to 60%, from the back rows of the classroom) were neglected by the TA. The possible reasons for the low participation are: firstly, the instructions were not clear to the pupils. Secondly, they did not resort to the visuals. A picture indicating the game in p. 62 (seven students holding the flashcards about the days of the week) was meant to be used for the activity, but the TA did not instruct the learners to look at it. Thirdly, the absence of the assistant made the pupils feel relaxed. Lastly, the pupils sat at the back and they were neglected by the TA. There was another kind of 'noise' from the participants, who shouted the answers loudly, and the researcher considers this as positive 'noise'. As mentioned, they had learnt the days of the week in the Thai teacher's class. It appeared that the familiar topic encouraged the participants to answer confidently.

A3 (63%) was successful to a 'moderately-high' degree. The pupils articulated the words a 'moderately-high' degree of success. The participants resorted to the
flashcards. In the latter part of A3 was a game about the days of the week, 40% out of
the pupils participated. It is possible that the familiar topic helped the learners.
However, around 60% of the pupils did not participate. If the TA had guided the
pupils to use the visuals, and spent more time in organizing the pupils, the
participation would have been higher. The section below will report the major
findings of the last activity of Unit 7 which was a phonics activity.

A4 Phonics (Appendix 4-4)

A4 (phonics, Table 4.8) was carried out in the last 13 minutes of the last period of
Unit 7. Thirty-six out of 38 pupils were present, and the assistant sat at the back of
the classroom.

Table 4.8 Observation of A4 (phonics) of Unit 7

<table>
<thead>
<tr>
<th>Unit</th>
<th>Segment</th>
<th>Activity Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>4-2-1-4</td>
<td>12’12”</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Date</th>
<th>No. of boys/girls</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dec. 18th, 2009</td>
<td>17/19</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Objective</th>
</tr>
</thead>
<tbody>
<tr>
<td>Children learn the consonants: /s/ and /z/; /w/ and /q/, and to</td>
</tr>
<tr>
<td>read a short poem containing the consonants.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Procedure</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The pupils listened to the CD and followed the consonants.</td>
</tr>
<tr>
<td>2. The pupils followed TA to read the poem and learned the</td>
</tr>
<tr>
<td>meaning of the poem.</td>
</tr>
<tr>
<td>3. The pupils followed the CD again.</td>
</tr>
</tbody>
</table>

Table 4.9 Students’ participation in A4, U7

<table>
<thead>
<tr>
<th>No.</th>
<th>Criteria</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>To what extent was the listening activity</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>appropriate for the pupils?</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>was the CD audible in the classroom?</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>did the pupils manage the speed of the CD?</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>did the pupils pronounce the words clearly?</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>did the pupils resort to the visuals?</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>did the pupils resort to the poem?</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>did the learners follow the instructions?</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Score</th>
<th>24/35</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage</td>
<td>69%</td>
</tr>
</tbody>
</table>
Observation and journal:

The objective of A4 was to learn the consonants (/s/ and /z/; /w/ and /q/) and a poem containing the consonants. The four sounds were on the top of p. 63, the poem about ‘a queen bee’ was under the letters of the sounds. On the four corners of the poem there were four bees. The letters of the consonants were required to be traced in the book, but the TA adapted the activity by omitting the procedure.

After introducing the consonants, the TA pointed to the book, “Look at the ‘queen’, ‘queen’ (What does it mean)?” The clue could be found from the picture, but no one answered. Then the TA asked the meaning of ‘bee’, a pupil cried out “(bee)” soon after the TA reminded the pupils to look at the pictures.

The CD was audible in the classroom. All the pupils repeated after the CD loudly and clearly when they uttered the consonants (/s/ and /z/; /w/ and /q/). However, their voices were inaudible when they repeated the poem along with the CD. They pronounced the second line ‘buzz, buzz, buzz’ clearly, but the other sentences (Appendix 5) like: ‘Buzz on Wednesday and on Thursday’ were unclear, and their voices gradually weakened.

When they pupils followed the TA or read aloud by themselves, the words were uttered clearly, except the word ‘queen’: they stopped at it, and then the TA articulated it for them. Around 75% of the pupils participated. The others sat quietly and listened to the CD. However, when the assistant reminded them that they would have a test on the poem, they read aloud in chorus.
The video shows that the pupils resorted to the visuals. ‘Queen’ was a new word and the meaning was indicated in the book (a cartoon image of queen bee had a crown on its head). The TA guided them to look at the visual and asked them the meaning, but “no one answered the question”. The possible reasons are: the TA did not offer enough time for them (she stopped about 10 seconds). Maybe there was a cultural difference in the understanding of the ‘queen bee’: they might have considered ‘queen’ as a female, i.e., a human being but not a bee.

As mentioned above, the assistant told them that they would have a test on the poem, then “all the pupils read aloud”. The TA mentioned it in her journal (Appendix 3: TAJ-U7),

My assistant helped me during the activity. I asked my students to stand up, and listen to me and then read aloud. At first some boys moved slowly or randomly before reading. After the assistant’s intervene, they stood straightly and read aloud clearly.

The journal extract indicates that the TA considered the presence of the assistant influenced the behavior of the pupils. On the other hand, it is possible that the pupils were not intrinsically motivated to do the activity, but the test fear lead to participation. Another reason was the pupils were tired after read the poem repeatedly.

A4 (69%) shows a ‘moderately-high’ degree of success. The participants used the visuals and the written text. They uttered the sounds of the letters clearly but the voices were inaudible when following the poem from the CD. The pupils articulated the words to a ‘moderate’ degree of success, but failed to pronounce the unfamiliar
words. They depended on the assistant's instructions. The cultural differences (understanding of the 'queen bee'), test fear, and the repeating of the poem were the possible reasons that decreased the participation. The summary of Unit 7 will be discussed below.

**Summary of Unit 7 Outside**

The average score of Unit 7 (64%) shows a 'moderately-high' degree of participation and all the ancillary listening activities are in the same degree. The visuals and the written texts were the positive elements that evoked the pupils' participation. When they listened to the audio CD, they managed the speed of the words, but the participation weakened to a 'moderately-low' degree when they followed the sentences (A2 and A4). The ending consonants were dropped in the plural form, and in the sentences of "there's". Moreover, it is possible that familiar topics increased the participation (A3), but unfamiliar topics decreased the participation (A4). The TA and the assistant's discipline technique affected the participation, without the presence of the assistant, the pupils felt relaxed, but would not have participated in A3.

**4.1.2 Observation of Unit 8 Food**

A3 Language extension (Appendix 4-5)

A3 (Table 4.10) was carried out in the second period of Unit 8 after the items of food were learnt. Thirty-five out of 38 pupils were present. The activity lasted for about
four minutes. A4 was carried out in the same period as well.

Table 4.10 Observation of A3 (language extension) of Unit 8

<table>
<thead>
<tr>
<th>Unit</th>
<th>Segment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Page 70</td>
<td>Activity Duration 3'20”</td>
</tr>
<tr>
<td>Date Jan. 15th, 2010</td>
<td>No. of boys/girls 16/19</td>
</tr>
<tr>
<td>Objective</td>
<td>Children consolidate the expression of like or dislike something (Do you like...? Yes, I do. / No, I don’t.).</td>
</tr>
<tr>
<td>Procedure</td>
<td>1. Followed the TA and practiced the sentences.</td>
</tr>
<tr>
<td></td>
<td>2. Listened to the CD, read after the CD.</td>
</tr>
<tr>
<td></td>
<td>3. TA asked: Do you like frogs/ flowers/ eggs/ burgers? Answered according to teacher’s instruction.</td>
</tr>
</tbody>
</table>

Table 4.11 Students’ participation in A3, U8

<table>
<thead>
<tr>
<th>No.</th>
<th>Criteria</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>To what extent... was the listening activity appropriate for the pupils?</td>
<td>5</td>
</tr>
<tr>
<td>2.</td>
<td>was the CD audible in the classroom?</td>
<td>4</td>
</tr>
<tr>
<td>3.</td>
<td>did the pupils manage the speed of the CD?</td>
<td>3</td>
</tr>
<tr>
<td>4.</td>
<td>did the pupils pronounce the words clearly?</td>
<td>2</td>
</tr>
<tr>
<td>5.</td>
<td>did the pupils resort to the visuals?</td>
<td>1</td>
</tr>
<tr>
<td>6.</td>
<td>did the pupils resort to the sentences?</td>
<td>✓</td>
</tr>
<tr>
<td>7.</td>
<td>did the learners follow the instructions?</td>
<td>✓</td>
</tr>
</tbody>
</table>

Score 23/35
Percentage: 66%

Observation and journal:
The objective of A3 was to reinforce expressions: Do you like...? Yes, I do. / No, I don’t. The pupils listened to the sentences with two pictures, and then answered eight questions. Around 83% of the pupils participated, and six pupils (17%) did not participate: two students flapped the books randomly; one boy played with his fingers; three students appeared to be distracted in their seats.

Although the CD was audible, the sentence ‘Do you like hot dogs/dogs?’ was not uttered clearly by the pupils. The pupils did not articulate the latter part of the sentences (e.g. hot dogs). About five pupils uttered the sentences, but the others (86%)
stopped in the middle of the sentences. Comparatively, 83% of the pupils answered ‘Yes, I do.’ or ‘No, I don’t.’ in chorus.

Later the pupils answered the TA’s eight questions of a similar pattern (likes or dislikes). For instance, the TA pointed a picture and asked: *Do you like flowers? ‘flower’ what does it mean? (If you like it, what will you answer)?*’ The pupils omitted the consonants at the end of the plural form. The words: *hot dogs, dogs, frogs* were pronounced as *hot dog, dog, frog*, which is a feature of their spoken English.

The pupils resorted to the visuals. They all turned to the correct pages, and the TA’s showed her students book. The pupils resorted very little to the written texts. All of the pupils repeated after the CD, or when answering ‘yes’ or ‘no’, their sounds were loud and clear.

The activity lasted for about four minutes, which had around 83% participation. The participants were able to express likes and dislikes, but the final consonants were dropped.

According to the TA, “They like to listen to the CD, every time I asked them to follow the CD, they read aloud loudly.” The pupils did read aloud in certain sentences, like they “answered ‘Yes, I do.’ or ‘No, I don’t.’ in chorus.” However, when they followed longer sentences like ‘do you like hot dogs?’ the 83% participants “stopped in the middle of the sentences.” It indicates the learners did not manage the speed of the CD successfully.
The score of A3 (66%) shows a ‘moderately-high’ degree of participation. The pupils resorted to the visuals and followed the instructions. However, the pupils did not manage the speed of the CD (moderately-low) while they did not pronounce the final consonants of the plural nouns. The following section will report the major findings of A4 which was a phonics activity.

A4 Phonics (Appendix 4-6)

A4 (phonics, Table 4.12) was carried out after A3 with 35 pupils’. This activity lasted for more than 25 minutes.

Table 4.12 Observation of A4 (phonics) of Unit 8

<table>
<thead>
<tr>
<th>Activity number</th>
<th>Segment</th>
<th>4-2-2-2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Page</td>
<td>71</td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Jan. 15th, 2010</td>
<td>25’38”</td>
</tr>
<tr>
<td>No. of boys/girls</td>
<td>16/19</td>
<td></td>
</tr>
</tbody>
</table>

Objective
The pupils learn the vowel /iː/ of letters ‘ea’ and ‘ee’, and read a poem with letters ‘ea’ and ‘ee’.

Procedure
1. The pupils brainstormed the words with the sound of /iː/.
2. The pupils listened to the CD and followed the sounds.
3. The pupils listened to the poem, and practice three times; the assistant translated the meaning.

Table 4.13 Students’ participation in A4, U8

<table>
<thead>
<tr>
<th>No.</th>
<th>To what extent…</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>was the listening activity appropriate for the pupils?</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>2</td>
<td>was the CD audible in the classroom?</td>
<td>✓</td>
</tr>
<tr>
<td>3</td>
<td>did the pupils manage the speed of the CD?</td>
<td>✓</td>
</tr>
<tr>
<td>4</td>
<td>did the pupils pronounce the words clearly?</td>
<td>✓</td>
</tr>
<tr>
<td>5</td>
<td>did the pupils resort to the visuals?</td>
<td>✓</td>
</tr>
<tr>
<td>6</td>
<td>did the pupils resort to the poem?</td>
<td>✓</td>
</tr>
<tr>
<td>7</td>
<td>did the learners follow the instructions?</td>
<td>✓</td>
</tr>
</tbody>
</table>

Score 24/35
Percentage 68%
Observation and journal:

The objective of A4 was to learn the vowel /iː/ of letters ‘ea’ and ‘ee’ and to read aloud a poem with letters ‘ea’ and ‘ee’. The letters ‘ea’ and ‘ee’ were on the top of p. 71, under the section was a poem about peaches. There were images above the words of /iː/ sound (peaches, three, tree and teachers) in the poem. The vowels in broken line were meant to be traced, but the TA did not ask the students to trace. The pupils articulated the letters (‘ea’ and ‘ee’) loudly. However, they did not recite the poem when the CD was played, but only around 20% of the pupils murmured the poem.

Later the pupils followed the TA to read aloud the poem. When the pupils read aloud the poem peach, they were stuck at the word “peach”. The TA asked: “Do you know what peach is? It looks like apple, look at the picture.” They looked at the books, but the pupils did not respond to the TA’s question. Then the assistant explained the shape, the flavor of peach in Thai, but most of them kept quiet with a confused look.

The pupils resorted to the visuals. The poem includes visuals of ‘peach’, letter “3”, ‘tree’, and ‘teacher’. But the picture of ‘peach’ did not help as it did not look like a peach. During the brainstorming, the TA pointed to certain items, like: teeth, knee, feet, three, etc. The pupils answered correctly. The poem was written on the blackboard. The participants looked at the blackboard while reciting the poem.

The pupils followed the instructions from the TA and the assistant. The pupils sat quietly and listened to the CD and followed the TA. The assistant asked three questions about the poem. For example, she asked: ‘Yes, I do’. มีการใช้ประโยค (Does it
mean ‘like’ or ‘don’t like?’); ‘There are three peaches’. (How many peaches?). The assistant’s questions were answered correctly.

The video shows that the pupils were not able to utter ‘peach’. The TA was aware of the pupils’ puzzled look. She wrote in her journal,

I did not expect that my students had difficulty in understanding the common fruit, and the picture in the See Saw did not help them either.

(Appendix 3: TAJ-U8)

Peach is not a kind of ‘common fruit’ for the pupils. In Thailand it is imported from other places. Most of the pupils were unfamiliar with the subtropical fruit. Since the pupils were unfamiliar with the fruit, they were not able to utter ‘peach’.

The score of A4 (68%) shows a ‘moderately-high’ degree of participation. There were three criteria (the types of the activity, clarity of the pronunciation and the role of the written texts) are successful to a ‘moderately-high’ degree. The visuals did not help the pupils to understand unfamiliar contents, and the unfamiliar topics affected participation. They managed the speed of the CD to a ‘moderately-low’ degree of success, and relied on the TA and the assistant’s help. The following section will report the major findings of the story activity.

A5 Story (Appendix 4-7)

A5 (Story, Table 4.14) was the last ancillary activity of Unit 8. The activity lasted for more than 14 minutes and it was the last section of the period.
Table 4.14 Observation of A5 (story) of Unit 8

<table>
<thead>
<tr>
<th>Activity number</th>
<th>Segment</th>
<th>Date</th>
<th>Activity duration</th>
<th>No. of boys/girls</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>4-2-2-3</td>
<td>Jan. 22nd, 2010</td>
<td>14’37”</td>
<td>16/19</td>
</tr>
</tbody>
</table>

Objective: The learners consolidate the language (vocabulary and grammar: *I like/don’t like... elephant...*) they learnt through a story.

Procedure:
1. The pupils read the four-picture comic strip.
2. The pupils listened to the CD and read after it.

Table 4.15 Students’ participation in A5, U8

<table>
<thead>
<tr>
<th>No.</th>
<th>Criteria</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>was the listening activity appropriate for the pupils?</td>
<td>5</td>
</tr>
<tr>
<td>2</td>
<td>was the CD audible in the classroom?</td>
<td>✓</td>
</tr>
<tr>
<td>3</td>
<td>did the pupils manage the speed of the CD?</td>
<td>✓</td>
</tr>
<tr>
<td>4</td>
<td>did the pupils pronounce the words clearly?</td>
<td>✓</td>
</tr>
<tr>
<td>5</td>
<td>did the pupils resort to the visuals?</td>
<td>✓</td>
</tr>
<tr>
<td>6</td>
<td>did the pupils resort to the dialogues?</td>
<td>✓</td>
</tr>
<tr>
<td>7</td>
<td>did the learners follow the instructions?</td>
<td>✓</td>
</tr>
</tbody>
</table>

Score: 29/35
Percentage: 83%

Observation and journal:

A5 aimed to review the words and grammar (*“I like/don’t like... elephant...”*) through a story. The story was presented in a four-picture comic strip. The CD had the sound effects of monkey, elephant, and camera. Around 86% of the pupils participated, except five pupils (14%) chatted or moved around the classroom.

The CD was audible in the classroom. The pupils appeared to enjoy the sound effects: 50% of the pupils shouted “phants” (elephant) as soon as the sound of an elephant was heard from the CD, about four boys held the book pointing to the elephant and laughed; a boy exclaimed “/ɪlɪfənt/” in an excited tone.

The participants (around 86%) read aloud the story after the CD. The consonants at the end of sentences or words were omitted, like: ‘t’ of ‘I don’t’ and ‘s’ of ‘bananas’
were not heard. They read the written text, and then answered the TA's questions, the 
TA asked eight questions, for instance, "Mr. Snoop  sourced (What did he answer)" ,
the whole class answered, "No, I don't". They appeared excited.

The TA wrote in her journal,

The activity was carried out successfully. I was happy to see the pupils 
like the sound effects of the CD. They laughed at the sound of 
elephant and monkey, even laughed at the sound of camera clicking 
when one scene was transferred to another scene in the book. I noticed 
two boys at the rear participated as well, they did not pay much 
attention normally.

(Appendix 3: TAJ-U8)

The TA confirmed the positive influence of the listening activity. She had a high 
impression on the sound effects of the CD. The journal is consistent with the video 
that the class was in an exciting atmosphere. It even evoked the participation of the 
boys at the back of the classroom, who did not participate much in other activities. 
The pupils resorted to the visuals: they turned to the correct page and looked at it 
while listening and reading; when the sound of the elephant was heard from the CD, 
"about four boys held the book pointing to the elephant and laughed".

A5 (80%) indicates a ‘high’ degree of success. Four items were a ‘moderately-high’ 
degree of participation. The pupils liked the sound effects of the activity, the 
atmosphere became relaxed and pleasant. In this kind of the atmosphere, the pupils resorted to the visuals, the story, and the instructions from a ‘high’ to a 
‘moderately-high’ degree of participation. They omitted the consonants at the end of 
sentences or words which is a typical feature of spoken English of Thais. The
following section will report the summary of Unit 8.

**Summary of Unit 8 Food**

The average score of Unit 8 (72%) shows a ‘moderately-high’ degree of participation. A3 and A4 have the same score, but A5 (83%) shows a ‘high’ degree of participation. The activities show that the pupils resorted to the visuals and the written texts. The final consonants were omitted in words or sentences, even when they followed the CD. A4 shows unfamiliar topics (western food) interfered with understanding. However, the relaxed and pleasant atmosphere evoked high participation, which led to a ‘moderately-high’ degree of success. The following section will discuss the major findings of Unit 9.

4.1.3 **Observation of Unit 9 Playtime**

**A1 Vocabulary presentation**

A1 (Table 4.16) was carried out in the first period of Unit 9. Thirty-eight students were in the class. The activity took about 13 minutes, and the second activity lasted for about five minutes.

<table>
<thead>
<tr>
<th>Activity number</th>
<th>Segment</th>
<th>Duration</th>
<th>No. of boys/girls</th>
</tr>
</thead>
<tbody>
<tr>
<td>Page</td>
<td>76</td>
<td>12'28&quot;</td>
<td>18/20</td>
</tr>
<tr>
<td>Date</td>
<td>Jan. 29th, 2010</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Objective**

Children learn verbs (*jump, run, sing, swim, talk, and walk*), and to connect with the family members.

**Procedure**

1. The pupils listened to the words and follow the recording.
2. The pupils looked at a picture of outdoor activity and answered, e.g. *Who is ...walking...?*
Table 4.17 Students’ participation in A1, U9

<table>
<thead>
<tr>
<th>No.</th>
<th>Criteria</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>was the listening activity appropriate for the pupils?</td>
<td>✓</td>
</tr>
<tr>
<td>2</td>
<td>was the CD audible in the classroom?</td>
<td>✓</td>
</tr>
<tr>
<td>3</td>
<td>did the pupils manage the speed of the CD?</td>
<td>✓</td>
</tr>
<tr>
<td>4</td>
<td>did the pupils pronounce the words clearly?</td>
<td>✓</td>
</tr>
<tr>
<td>5</td>
<td>did the pupils resort to the visuals?</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>did the pupils resort to the words?</td>
<td>✓</td>
</tr>
<tr>
<td>7</td>
<td>did the learners follow the instructions?</td>
<td>✓</td>
</tr>
</tbody>
</table>

Score: 22/35
Percentage: 63%

Observation and journal:

The objective of A1 was to learn the verbs (*jump, run, sing, swim, talk, and walk*) and to distinguish family members’ activities in a picture on p. 76. The new words were presented with pictures. In the brainstorming section, the TA and the assistant guided the pupils, only 50% of the pupils participated in the activity and there was lots of noise. The assistant asked them to be quiet. Later, they listened to the CD and followed the verbs (*jump, run, sing, swim, talk, and walk*). Although the texts were in the book, the TA also wrote them on the board.

The CD was audible in the classroom, and the pupils appeared to follow the CD. Every word had a picture and the pupils looked at their books or the TA’s book which she showed it to the pupils and pointed to the items on the page. The pupils answered questions about the verbs except “talk”. The TA asked, “‘talk’ what is it? (What does it mean)”, there was no response to the question, then the TA answered by herself. The word appeared three times and the students answered correctly in the third instance.

Another picture of family members’ activities was on the right side of the page. The
words (walk, sing) had extra sound effects from the CD. The pupils answered the TA’s questions (e.g. Who is …walking…?) by looking at the picture. The pupils followed the instructions with help from the TA and the assistant. The TA reminded the pupils ‘อ่านอีก (read louder)’ and pointed to the picture in book all the time, the assistant reminded the pupils five times ‘ที่นี่ (Look at the picture)’. The TA asked six questions about the picture, the assistant translated four questions. The TA asked: Who is walking? (No response), then the assistant reminded: ดูภาพ (Look at the picture), ใครกำลังเดิน (Who is walking)? After 10 seconds, a boy answered “/ded/”. Other pupils were sitting quietly.

The visuals in the See Saw did not help the learners understand the word ‘talk’. “There was no response to the question [about ‘talk’]...The word appeared three times and the students answered only in the third instance.” Visuals have limitations. The picture of ‘talk’ in p. 76 could be decoded as waving the hands, pointing to a direction, etc. Therefore, the pupils did not understand the meaning through the picture.

“Who is walking?” after “10 seconds’ pause”, only one boy said “/ded/”, which indicates that the boy was not familiar with the word ‘dad’ but ‘father’. The TA explained in the journal,

They had learnt the family members in Unit 2. My students took a long time to recall ‘dad’, because the Thai teacher taught them ‘father’ but not ‘dad’.

(Appendix 3: TAJ-U9)

The TA’s journal extract indicates that the students tend to forget what they learnt
from the *See Saw*. The pupils forgot the previous language points like the word ‘dad’, either because the TA did not provide familiar contexts for the language points or the students did not have a chance to use the language points in real life situations.

The score of A1 (63%) indicates a ‘moderately-high’ degree of success. During the CD was played, the non-participants (50%) were noisy that they might have affected the clarity of the CD to the participants. The participants were able to follow the words along with the CD and they resorted to the written texts. Lastly, the recurrence of the previous topic (family members) was low in the material (‘dad’ appeared twice in the book only). The TA did not reinforce the language points by providing familiar context for the pupils (‘dad’), or help the pupils with the abstract words (e.g. talk), which decreased the participation. The following section will report the major findings of A2 which was a grammar presentation activity.

**A2 Grammar presentation (Appendix 4-9)**

A2 (grammar presentation, Table 4.18) on the p. 77 followed A1 (vocabulary presentation) and it lasted for about 5 minutes. There were 38 pupils in the class.

<table>
<thead>
<tr>
<th>Activity number</th>
<th>Segment</th>
<th>Page</th>
<th>Activity duration</th>
<th>Date</th>
<th>No. of boys/girls</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>4-2-3-2</td>
<td>77</td>
<td>5'00&quot;</td>
<td>Jan. 29th, 2010</td>
<td>18/20</td>
</tr>
</tbody>
</table>

**Objective**

The pupils learn to use the sentence: *I can/can’t ... walk...*

**Procedure**

1. The pupils listened to CD twice, and read after TA.
2. The pupils listened to the chanting, and read aloud the chant.
### Table 4.19 Students’ participation in A2, U9

<table>
<thead>
<tr>
<th>No.</th>
<th>Criteria</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>was the listening activity appropriate for the pupils?</td>
<td>5</td>
</tr>
<tr>
<td>2</td>
<td>was the CD audible in the classroom?</td>
<td>✓</td>
</tr>
<tr>
<td>3</td>
<td>did the pupils manage the speed of the CD?</td>
<td>✓</td>
</tr>
<tr>
<td>4</td>
<td>did the pupils pronounce the words clearly?</td>
<td>✓</td>
</tr>
<tr>
<td>5</td>
<td>did the pupils resort to the visuals?</td>
<td>✓</td>
</tr>
<tr>
<td>6</td>
<td>did the pupils resort to the chant?</td>
<td>✓</td>
</tr>
<tr>
<td>7</td>
<td>did the learners follow the instructions?</td>
<td>✓</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Score</th>
<th>22/35</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage</td>
<td>63%</td>
</tr>
</tbody>
</table>

**Observation and journal:**

The objective of A2 was to learn the positive and negative form in sentences: *I can/can’t ... walk...* and read aloud a chant (*I can walk, I can jump, I can’t sing*). 86% of the pupils (33 pupils) participated in the activity, except five pupils (around 14%) did not participate: three pupils at the back played the game ‘hammer, scissors, cloth’ silently; two pupils who walked into the classroom later did not join the activity when they sat down.

There were three pictures in p. 77 illustrating the sentences. One of the sentences was: *I can’t sing*. The illustration of the sentence was a girl covering her ears for cannot bear the terrible voice; the sound effect in the CD was a boy tried to sing, but his voice was not melodious. The pupils giggled at the ‘awful voice’ from the CD, and a boy imitated the sound. Then the pupils repeated the sentences after the CD and the TA. Around 86% of the pupils dropped /t/ from “can’t”, when they read aloud.

**CD:** *I can’t sing.*

**Pupils:** *I can sing.* ฉันสามารถร้องเพลงได้ (I can sing).

**TA:** *No, can’t แปลว่า ไม่ได้* (It means “can’t”).
Pupils: ฉันไม่สามารถร้องได้ (I cannot sing).
TA: I can't sing.
Pupils: I can sing.

The segment shows that the TA instructed the pupils to read aloud and 86% of them did so. When the TA asked questions (e.g. 'I can jump' bai wa alai (what does it mean)?), around 50% of the pupils answered when the assistant repeated the TA's questions and asked them to look at the pictures. The TA and the assistant kept reminding them to look at the pictures.

The CD was played later in the chant section and the participants murmured the chant after the CD. Their voice was soft, and the excitement caused by the 'awful singing' just now in the former half section was disappeared. However, when repeated after the TA who was with a slower pace than the CD, the participants read aloud clearly. The pupils looked at the chant in the books and on the blackboard, they kept their eyes on the same page, several pupils pointed out the books; when the TA pointed to the texts on the blackboard, their eyes converged on the texts. The pupils followed the instructions with some help from the assistant.

According to the TA (Appendix 3: TAJ-U9),

The activity was presented with well-illustrated pictures and interesting sound effects. Grammar presentation in this method is good and I think they like it and learnt well. Especially the sound effects had aroused their interest. I noticed a girl stood up and tapped her hands with the rhythm of the sound from the CD.

The TA considers the CD to be helpful. The CD relaxed the class atmosphere, because “The pupils giggled at the ‘awful singing’ from the CD, and a boy imitated the sound”. However, the video indicates that the pupils did not completely
understand the negative form of the sentence, which was explained as positive meaning. The pupils pronounced and translated the sentences wrongly. If the TA had guided the pupils to look at the picture closely, then the visuals would have been helpful.

The students dropped /t/ sound in the negative form, and only “murmured the chant” after the CD. However, they “repeated loudly and clearly” after the TA who ‘read aloud at a slower pace than the CD’. It indicates the pupils completed the task more successfully when they followed the TA, the possible reasons are they cannot manage the speed or the accents of the CD.

The score of A2 (63%) shows a ‘moderately-high’ degree of participation which could have been higher if the TA and the assistant had helped the learners with the visuals. The pupils liked the sound effects of the CD which relaxed the class. However the pupils dropped the “‘t’ from “can’t” and translated the negative form “I can’t sing” wrongly into positive meaning (moderately-low). The following section is the summary of Unit 9.

Summary of Unit 9 Playtime

The average score of Unit 9 (63%) shows a ‘moderately-high’ degree of participation and two listening activities are successful to a ‘moderately-high’ degree. The pupils were able to follow the words from the CD in A1, but when they uttered the sentences, ‘can’t’ was pronounced as ‘can’ and was translated into Thai wrongly. A2
shows the pupils enjoyed the sound effects and it relaxed the class. It is impossible that everything was illustrated by visuals, then the teacher’s help are needed (A1). A1 also shows the low occurrence of previous topics (family members) influenced the participation. The following section is the last unit observed in the Grade 1.

4.1.4 Observation of Unit 10 Party Time

Unit 10 was the last unit of the See Saw Level 1. Six words were introduced, but not new grammar. It was the end of the school semester. Three listening activities of Unit 10 were observed: vocabulary (A1), grammar (A2) and phonics (A4).

A1 Vocabulary presentation (Appendix 4-10)
A1 (Table 4.20) was carried out in the first period of Unit 10 on p. 84. There were 36 students while two were absent. It lasted for around ten minutes.

<table>
<thead>
<tr>
<th>Activity number</th>
<th>Segment</th>
<th>Page</th>
<th>Activity duration</th>
<th>Date</th>
<th>No. of boys/girls</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>4-2-4-1</td>
<td>84</td>
<td>08'41&quot;</td>
<td>Feb. 19th, 2010</td>
<td>16/20</td>
</tr>
</tbody>
</table>

Table 4.20 Observation of A1 (Vocabulary Presentation) of Unit 10

Activity number 1

Table 4.21 Students’ participation in A1, U10

<table>
<thead>
<tr>
<th>No.</th>
<th>To what extent…</th>
<th>Criteria</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>was the listening activity appropriate for the pupils?</td>
<td>☑</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>2</td>
<td>was the CD audible in the classroom?</td>
<td>☑</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>did the pupils manage the speed of the CD?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>did the pupils pronounce the words clearly?</td>
<td>☑</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>did the pupils resort to the visuals?</td>
<td>☑</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>did the pupils resort to the words?</td>
<td>☑</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>did the learners follow the instructions?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Score 19/35
Percentage 54%
Observation and journal:

The objective of A1 was to learn the items used in a party (balloon, cake, card, hat, present and table) and to describe the colors of the items. The words were presented with pictures. The TA wrote the words in the blackboard. Around 83% of the pupils participated when six pupils (around 17%) did not: two at the back wrote a worksheet of another subject; two pupils played with rulers together; two were quiet.

After the words were presented from the CD, the participants (83%) spelt the words. Then the participation reduced to 40% as more and more pupils chatted and played, looked around, kept quiet, or moved around their seats. The pupils became quiet when the assistant walked into the classroom.

The pupils were supposed to ‘listen and color’ the items, but this section was adapted as ‘listen and answer’, the TA asked the pupils to translate the English words related to color into Thai. The extract is:

CD: There’s a pink present.
TA: Present ฑฉิ่น (What color is it)?
Pupils: ฑruby (pink).

TA: ฑฉิ่น (What’s ‘pink’ in English)?
Pupils: Pink.
TA: รูังขัส (Read aloud). There’s a pink present.
Pupils: There a pin present.

The pupils had learnt the colors in Unit 4. The extract shows 1) the pupils dropped the consonant /s/ from ‘there’s’ and 2) the TA asked two questions which were answered correctly. However, then follows the TA asked five sets of similar questions (see the observation extract above), but only two were answered correctly.
(the questions about 'yellow' and 'orange' were answered, but 'blue', 'red', and 'green' were not). Therefore, they answered three out of six sets of questions (50%) correctly.

When the pupils listened to the CD and then answered the TA's questions about colors (see the extract above which is a set of questions). They 'answered 50% of the questions correctly. The first set of questions (p. 77) was answered correctly because they got a hint (a spot of pink in the picture of present) from the See Saw in p. 84, but there were no hints for the other five questions. Moreover, "gradually more pupils chatted and played", and the participation reduced to 40% from 83%. The possible reasons of the low participation were: the pupils appeared to get bored of the activity. The TA adapted the listening activity of 'coloring' into 'translating', because the students cannot write in the borrowed books from the government. The TA mentioned it in her journal (Appendix 3: TAJ-U10), too. According to the researcher's teaching experience, for the young learners, coloring evokes high participation than other tasks (like translation, speaking or reading). The pupils could not manage the speed of the CD and the accent was unfamiliar for the pupils: they dropped the consonant /s/ from 'there's', the researcher suggests the teacher to play the CD more than once for a better understanding of the questions. The TA did not provide enough time for them to reflect on the questions. She waited around 5 seconds after she asked, then she answered by herself if there was not response. The pupils forgot the colors learnt in Unit 4. The TA did not review the language point in
a familiar context, but pointed to the items in the books only. As mentioned earlier (p. 77), the lack of context for the language points, the TA’s teaching technique have contributed to the learners’ silence. Lastly, the pupils’ attitude changed in the presence of the assistant. When the assistant was not present, the participation decreased from 83% to 40%. The TA did not pay much attention on the discipline.

The score of A1 (54%) indicates only a ‘moderate’ participation of the adapted listening activity. The 40% fall in participation affected the score of this activity. The pupils dropped the final consonants /s/ of the words in sentences (there’s). This was the same case in Unit 7 as well (p. 7). The pupils managed the speed of CD a ‘moderately-low’ degree of success. The possible factors that influenced the participation were the low repetition of the language points (words of color), lack of corrective measures and creative teaching technique of the teacher, and insufficient time for responding. The following section will report the major findings of A2 which was a grammar presentation activity.

A2 Grammar presentation (Appendix 4-11)

A2 (grammar presentation, Table 4.22) was carried out after A1 (vocabulary presentation) and it took about six minutes.

Table 4.22 Observation of A2 (grammar) of Unit 10

<table>
<thead>
<tr>
<th>Activity number</th>
<th>Segment</th>
<th>Activity duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Page</td>
<td>85</td>
<td>5’41”</td>
</tr>
<tr>
<td>Date</td>
<td>Feb. 19th, 2010</td>
<td>No. of boys/girls</td>
</tr>
<tr>
<td>Objective</td>
<td>The pupils review the position of items (<em>Where is/are the ...cake...? It’s/They are in/under the ...tree...</em>).</td>
<td></td>
</tr>
<tr>
<td>Procedure</td>
<td>1. The pupils listened to the words and follow the recording. 2. The pupils looked at the pictures and answered the TA’s questions.</td>
<td></td>
</tr>
</tbody>
</table>
Table 4.23 Students' participation in A2, U10

<table>
<thead>
<tr>
<th>No.</th>
<th>Criteria</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>To what extent was the listening activity appropriate for the pupils?</td>
<td>5/5</td>
</tr>
<tr>
<td>2</td>
<td>was the CD audible in the classroom?</td>
<td>✓/5</td>
</tr>
<tr>
<td>3</td>
<td>did the pupils manage the speed of the CD?</td>
<td>✓/5</td>
</tr>
<tr>
<td>4</td>
<td>did the pupils pronounce the words clearly?</td>
<td>✓/5</td>
</tr>
<tr>
<td>5</td>
<td>did the pupils resort to the visuals?</td>
<td>✓/5</td>
</tr>
<tr>
<td>6</td>
<td>did the pupils resort to the chant?</td>
<td>✓/5</td>
</tr>
<tr>
<td>7</td>
<td>did the learners follow the instructions?</td>
<td>✓/5</td>
</tr>
</tbody>
</table>

Score 21/35
Percentage 60%

**Observation and journal:**

The objective of A2 was to review the expressions (Where is/are the cake? It's/ They are in/under the tree) and read the chant (Appendix 5). Around 83% of the pupils participated in the activity, but the percentage of non-participants (17%) was similar to A1: two at the back wrote a worksheet of another subject; two pupils played with rulers; two were quiet.

The CD was audible in the classroom, the pupils giggled at the sound of monkey and some swayed their arms as a monkey. After listening to the TA twice and the CD once, 83% of the pupils answered the TA's questions, but they omitted the contraction form “’s”. For example, ‘Where’s’ as ‘where’, ‘he’s’ as ‘he’, ‘they’ as ‘they’.

The participants answered the TA’s questions about the visuals. There were three pictures on p. 85 indicating the position of the items. The TA asked the questions like: Where’s the cake? The pupils appeared to look at the books, about 50% of the pupils answered, but most of the boys’ voices were inaudible.

The participants followed the TA three times before they listened to the chant. However, when the CD was played, the pupils did not utter the sentences completely.
e.g. ‘Where is the cake?’ was pronounced as “Where the /ki/?”, ‘He under the...’.

When the TA asked the pupils to read the sentences aloud, 83% of the pupils participated. When the TA asked questions, the participation dropped to around 50%, even when the assistant translated the TA’s questions and reminded the pupils to look at the books. The non-participants just sat quietly.

The TA commented on A2 which was considered to be carried out successfully,

The activity was carried out quickly, better than the previous activity. I did not spend time on explaining the instructions, and the students completed the activity successfully. (Appendix 3: TAJ-U10)

But the video indicates: 1) the assistant’s presence in the class and her translation of the instructions helped participation. 2) The pupils were not noisy but the participation dropped to around 50% while answering the TA’s questions (the non-participants sat quietly). It was possible that the pupils could not answer the questions. 3) The pupils did not utter the sentences clearly. Therefore, the accent or the speed of the CD could be difficult for the pupils.

The score of A2 (60%) indicates a ‘moderate’ degree of participation of the pupils. However, four criteria were in the ‘moderate’ degree (role of the visuals and written texts, the clarity of the instruction). There were two criteria in a ‘moderately-low’ degree of participation: the speed of the CD and the clarity of the pupils’ pronunciation. The participants dropped the ending consonants in the sentences. Lastly, the assistant’s presence and translation helped the students’ participation. The
following section reports the major findings of A4 which was a phonics activity.

**A4 Phonics (Appendix 4-12)**

A4 (phonics, Table 4.24) was carried out after a writing activity and it lasted for about 17 minutes. Two out of 38 pupils were absent.

Table 4.24 Observation of A4 (phonics) of Unit 10

<table>
<thead>
<tr>
<th>Activity number</th>
<th>Segment</th>
<th>Page</th>
<th>Date</th>
<th>Activity duration</th>
<th>No. of boys/girls</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>4-2-4-3</td>
<td>89</td>
<td>Feb. 26th, 2010</td>
<td>16'38&quot;</td>
<td>17/19</td>
</tr>
</tbody>
</table>

Objective

The Pupils learn the vowels /ei/, /au/ and /ju:/ of letters ‘a…e’, ‘i…e’ ‘o…e’ and ‘u…e’, and to read a poem with letters ‘ea’ and ‘ee’.

Procedure

1. The pupils brainstormed the words with the sound of /ei/, /au/ and /ju:/
2. The pupils listened to the TA and followed the sounds, and then three groups competed.

Table 4.25 Students’ participation in A4, U10

<table>
<thead>
<tr>
<th>No.</th>
<th>Criteria</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>To what extent…</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>1</td>
<td>was the listening activity appropriate for the pupils?</td>
<td>✓</td>
</tr>
<tr>
<td>2</td>
<td>was the CD audible in the classroom?</td>
<td>✓</td>
</tr>
<tr>
<td>3</td>
<td>did the pupils manage the speed of the CD?</td>
<td>✓</td>
</tr>
<tr>
<td>4</td>
<td>did the pupils pronounce the words clearly?</td>
<td>✓</td>
</tr>
<tr>
<td>5</td>
<td>did the pupils resort to the visuals?</td>
<td>✓</td>
</tr>
<tr>
<td>6</td>
<td>did the pupils resort to the poem?</td>
<td>✓</td>
</tr>
<tr>
<td>7</td>
<td>did the learners follow the instructions?</td>
<td>✓</td>
</tr>
</tbody>
</table>

Score 19/35
Percentage 54%

**Observation and journal:**

The objective of A4 was to learn the sounds /ei/, /au/ and /ju:/ of letters ‘a…e’, ‘i…e’ ‘o…e’ and ‘u…e’, and to read aloud a poem with the sounds of ‘ea’ and ‘ee’. The letters ‘a…e’, ‘i…e’ ‘o…e’ and ‘u…e’ are on the top of p. 89, followed by a poem about a party. The vowels were meant to be traced, but the TA adapted the activity by omitting the tracing work. At the beginning of this period, 30% (10) of the pupils did
not participate: four moved around their tables; four students did not have the books; two rested in their seats, but the assistant asked the pupils to sit properly. The assistant’s warning increased in about 15% participation. Therefore, 85% of the student participated.

There were images about the words which were learnt in the previous units: bike, rope, kite, cut, rope, coke, and snake. The TA used the flashcards and wrote down the words in the blackboard. During brainstorming of the relevant words, the TA asked and answered herself. The pupils sat quietly without answering the questions. She waited about 10 seconds for the answers. The assistant helped them two items (‘bike’ and ‘coke’). The pupils explained 50% (like: bike, like, snake) of the words correctly.

Later the class was divided into three groups and the pupils competed the ‘listening and reading’ section. They listened to the TA once, looked at the flashcards in her hands and read aloud. During the competition, the first group answered 50% of the questions correctly, because they failed to read out three items (bike, rope, cute). The second and third groups all answered correctly. Although the two groups paused on the words ‘cute’ and ‘rope’ for a while, then they were able to read out by themselves. At last the TA announced the result of the competition, and the winners cheered.

In this activity, the pupils uttered the vowels correctly, but they omitted the consonants, for instance, /k/ sound of ‘bike’ was inaudible, so did the other words (kite, snake, cupcake, like coke, and rope).
The activity was adapted in two parts: firstly, the letters of the broken lines in the books were not traced by the pupils. Secondly, the pupils did not read aloud the poem, but listened to it. The TA made the following comment in her journal about the adaptation,

I used the flashcards of words instead of writing the poem on the blackboard like before. I wanted to emphasis on the words. Actually I asked my students of another class to read after the CD, but they could not follow the sentence “Make a wish…”, therefore I think it would be hard for this class as well.

(Appendix 3: TAJ-U10)

The TA used the words from the poem, without introducing the poem, because she considered the phrase “make a wish” was difficult, and there were unfamiliar words (make, wish, and rope).

The TA used the written texts (flashcards and words on the blackboard) but not the visuals. The items were all illustrated in the See Saw book, but the visuals were not used during the activity. When the class was divided into three groups and competed with each other by reciting the words through flashcards, “the first group answered 50% of the questions correctly... the second and third groups all answered correctly”. Therefore, it shows that the second and third groups made progress. Moreover, “the TA announced the result of the competition, and the winners cheered”, it indicates the pupils enjoyed the competition, which was different from the usual repetition drill practice.

The score of A4 (54%) indicates a ‘moderate’ degree of participation. The TA adapted the activity from reading aloud a poem into drilling word practice. The
pupils omitted the ending consonants while reading aloud the words. They enjoyed and made progress (the latter groups read out the words better than the first group) during the competition. However, they relied on the TA and the assistant’s help during the activity, and the score would have been higher if the visuals were guided by the TA. Below is the summary of the three activities of Unit 10.

Summary of Unit 10 Party time

The unit focuses on reviewing the previous language. The average score of Unit 10 (56%) shows a ‘moderate’ degree of success which is the lowest among the four observed units. The learners dropped the final sounds in the three activities. A1 and A4 indicate the recurrence of the previous topics was necessary. The presence of the assistant influenced the participation. The pupils managed the speed of the CD to a ‘moderately-low’ degree of success. The competition evoked higher participation. Moreover, the visuals and written texts were helpful. In A4 the visuals were not properly guided by the TA, which affected the pupils’ participation.

4.2 Summary of the major findings of See Saw Level 1

Table 4.26 provides a summary of the observations of See Saw Level 1 from Unit 7 to Unit 10.

Table 4.26 the summary of the observed activities of Level 1

<table>
<thead>
<tr>
<th></th>
<th>Unit 7</th>
<th>Unit 8</th>
<th>Unit 9</th>
<th>Unit 10</th>
<th>Average (s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A1 (Vocabulary)</td>
<td>66%</td>
<td>-</td>
<td>63%</td>
<td>54%</td>
<td>61%</td>
</tr>
<tr>
<td>A2 (Grammar-chant)</td>
<td>59%</td>
<td>-</td>
<td>63%</td>
<td>60%</td>
<td>62%</td>
</tr>
<tr>
<td>A3 (Language extension)</td>
<td>63%</td>
<td>66%</td>
<td>-</td>
<td>-</td>
<td>64%</td>
</tr>
<tr>
<td>A4 (Phonics)</td>
<td>69%</td>
<td>68%</td>
<td>-</td>
<td>54%</td>
<td>64%</td>
</tr>
<tr>
<td>A5 (Story)</td>
<td>-</td>
<td>83%</td>
<td>-</td>
<td>-</td>
<td>83%</td>
</tr>
<tr>
<td>coverage</td>
<td>4/5</td>
<td>3/5</td>
<td>2/5</td>
<td>3/5</td>
<td>11/20 (60%)</td>
</tr>
<tr>
<td>Average (s)</td>
<td>64%</td>
<td>71%</td>
<td>63%</td>
<td>56%</td>
<td>64%</td>
</tr>
</tbody>
</table>
The TA adapted the activities by omitting a number of activities, and she also adapted by ‘simplifying’ (p. 31) the activities. For instance, in vocabulary presentation (A1), the pupils were supposed to tick the words while listening, but the TA asked the pupils to read or to spell the words instead of ticking; the ‘listen and join’ (p. 71, A1, U9) was adapted as ‘point and read out’ the actions (jump, swim, talk, etc.). However, the adaptation to ‘listen and color’ (p. 78, A1, U10) was inappropriate: in the class, the pupils would have translated the meaning of the English words (of colors) into Thai instead of coloring in the books based on the instructions in the CD. The researcher considers the adaptation decreased the pupils’ participation. According to the researcher’s teaching experience, young Thai learners are interested in coloring.

All the five types of ancillary listening activities were observed, the scores of participation were varied in the activities (Table 4.26). The strengths and weaknesses of the activities are discussed below:

1) A1 (Appendix 4-1, 8, and 10, vocabulary presentation, 61% in average) indicates a ‘moderately-high’ degree of participation. It was carried out in Units 7, 9 and 10. The scores are: 66%, 63% and 57%. Every word was illustrated with a picture, followed by a vocabulary practice, e.g., plural forms (‘ants’) of the words were presented after the singular noun (‘ant’). The learners were able to read and spell the words loudly. However, the pupils omitted the final consonants of words. The visuals were not helpful for all words, like ‘talk’. Therefore, the teachers should offer extra explanations or ask for feedback.

2) A2 (Appendix 4-2, 9, and 11, grammar presentation, 62% in average) indicates a
‘moderately-high’ degree of participation. It was carried out in Units 7, 9, and 10. There were three sentences with the similar sentence structure with pictures followed by a chant for reinforcing the language points. The scores of the units are: 59%, 63% and 60%, which indicate a ‘moderately-high’ to ‘moderate’ degree of participation. The pupils had difficulty in following the sentences from the CD. They dropped of the consonants, or the learners’ voices were not audible and the words were not articulated correctly or completely. The meaning of the sentences might be changed or understood wrongly, for instance, ‘can’t’ was articulated as ‘can’, and it was translated into Thai wrongly. The pupils appeared to enjoy the sound effects (Unit 9).

3) A3 (Appendix 4-3 and 5, language extension, 64% in average) shows a ‘moderately-high’ degree of participation. It was carried out in Units 7 and 8. The scores are: 63%, and 66% (moderately-high). The grammar (sentence structure) points learnt in A1 and A2 were reinforced, but the topics were different. The pupils had difficulty in uttering the final consonants in the sentences. This problem was observed in most of the activities and the TA did not take any remedial step. Participation increased while dealing with familiar topics. For instance, the participants answered the days of the week which they had learnt in Thai teacher’s class (A3, Unit 7).

4) A4 (Appendix 4-4, 6 and 12, Phonics, 64% in average) indicates a ‘moderately-high’ degree of participation. It was carried out in Units 7, 8 and 10. The scores are: 69%, 68% and 54%. This part focuses on a group of vowels or
consonants (about two to four sounds). It was presented with letters and a poem part. The pupils pronounced the words and resorted to the visuals to a ‘moderate’ degree of success. After the sounds were introduced, the pupils focused on the poem. They repeated after the TA, but they responded not much to the CD. It indicates the pupils had difficult on speed or the accents of the CD. Generally, the researcher considers A4 Phonics helps the pupils to build a sense of pronunciation.

5) A5 (Appendix 4-7, story, 83%) indicates a ‘high’ degree of participation. It was carried out once in Unit 8. The TA (Appendix 3: TJA-8) had positive remarks on A5. The observation shows A5 has the advantage on sound effects, and the pupils appeared to participate with enthusiasm. They followed the instructions without much help from the TA or the assistant, which was different from other activities.

The five types of activities have the above advantages and disadvantages. Compared the scores of the activities (Table 4.26, p. 82), it is found that story (A5, 83%) evoked a ‘high’ degree of participation, and the researcher considers stories can be used frequently for the young EFL learners.

Generally, the scores of Activities 1, 2, 3 and 4 show a ‘moderately-high’ degree of participation: Vocabulary Presentation (A1, 61%), Grammar Presentation (A2, 62%), Language Extension (A3, 64%) and Phonics (A4, 64%). The activities have similar scores. It is assumed that the topics, visuals, written texts, speed of the CD, accents are the dominant reasons which have influenced participation. The positive
aspects of the ancillary listening activities are the visuals, written texts, familiar topics. The main difficulty of the listening activities was the speed of the CD. The following section will report the findings of See Saw Level 6.

4.3 Classroom observation of See Saw Level 6

The data analysis of See Saw Level 6, covering from Units 5 to 8 (Table 4.27; four out of ten units) is discussed below.

Table 4.27 Coverage of the listening activities of Level 6

<table>
<thead>
<tr>
<th></th>
<th>Unit 5</th>
<th>Unit 6</th>
<th>Unit 7</th>
<th>Unit 8</th>
<th>Average (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A1 (Vocabulary)</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>100%</td>
</tr>
<tr>
<td>A2 (Song)</td>
<td>-</td>
<td>✓</td>
<td>-</td>
<td>-</td>
<td>25%</td>
</tr>
<tr>
<td>A3 (Story)</td>
<td>✓</td>
<td>-</td>
<td>✓</td>
<td>✓</td>
<td>67%</td>
</tr>
<tr>
<td>Coverage</td>
<td>2/3</td>
<td>2/3</td>
<td>2/3</td>
<td>2/3</td>
<td>8/12</td>
</tr>
<tr>
<td>Average (%)</td>
<td>68%</td>
<td>62%</td>
<td>46%</td>
<td>67%</td>
<td>59%</td>
</tr>
</tbody>
</table>

Teacher B (hereafter ‘TB’) conducted 59% of the ancillary listening activities. Vocabulary was carried out in every unit; song was used once; story was used three out of four times. Classroom observations of See Saw Level 6 were carried out in Class 3 Grade 6 (48 students in total). Teacher B and a Thai assistant taught the class.

4.3.1 Observation of Unit 5 Gadgets

A1 (vocabulary presentation) and A3 (story) were used in the class. A1 was conducted at the beginning of the school semester (Oct 14th, 2009), and A3 was carried out at the end of the semester (Feb. 24th, 2010).

A1 Vocabulary Presentation (Appendix 4-13)

A1 (vocabulary presentation) lasted for about 24 minutes, then followed a reading
activity (20 minutes). Since video camera was not available, the researcher’s notes, TB’s journal and the pupils’ work are used for the discussion.

**Table 4.28 Observation of A1 (vocabulary) of Unit 5**

<table>
<thead>
<tr>
<th>Name of activity</th>
<th>Vocabulary</th>
<th>Segment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Page</td>
<td>40</td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Oct. 14th, 2009</td>
<td></td>
</tr>
<tr>
<td>Objective</td>
<td>1. The children listened to the words of gadgets (cellphone, camera, DVD player; CD player, computer, and TV) and recited after the CD. 2. The children study the superlative degree: the cheapest, the most expensive.</td>
<td></td>
</tr>
<tr>
<td>Procedure</td>
<td>1. The pupils listened to the words and followed the CD. 2. The pupils listened to five sentences and wrote down in exercise book (the CD was played twice).</td>
<td></td>
</tr>
</tbody>
</table>

**Table 4.29 Students’ participation in A1, U5**

<table>
<thead>
<tr>
<th>No.</th>
<th>Criteria</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>To what extent...</td>
<td>5</td>
</tr>
<tr>
<td>1</td>
<td>was the listening activity appropriate for the pupils?</td>
<td>✓</td>
</tr>
<tr>
<td>2</td>
<td>was the CD audible in the classroom?</td>
<td>✓</td>
</tr>
<tr>
<td>3</td>
<td>did the pupils manage the speed of the CD?</td>
<td>✓</td>
</tr>
<tr>
<td>4</td>
<td>did the pupils pronounce the words clearly?</td>
<td>✓</td>
</tr>
<tr>
<td>5</td>
<td>did the pupils resort to the visuals?</td>
<td>✓</td>
</tr>
<tr>
<td>6</td>
<td>did the pupils resort to the words?</td>
<td>✓</td>
</tr>
<tr>
<td>7</td>
<td>did the learners follow the instructions?</td>
<td>✓</td>
</tr>
<tr>
<td>8</td>
<td>did the pupils complete the work?</td>
<td>✓</td>
</tr>
</tbody>
</table>

Score: 28/40
Percentage: 70%

**Observation and journal:**

The objectives of A1 were to learn the electrical appliances used like cellphone, camera, DVD player, CD player, computer and TV, and the comparative and superlative forms. The vocabulary was presented with pictures in p. 40.

The pupils read aloud the words and then spelt it after the CD. The pupils looked at the flashcards and read chorally. All the words were uttered clearly except ‘camera’ which was pronounced as /gæmər i/. After the word presentation, the pupils did ‘listen and write’ activity. The pupils wrote down five sentences heard from the
CD in their exercise book. The subjects of the sentences were provided in the books, but TB did not allow the pupils to look at the book. The assistant translated the instructions of the TB. After the first sentence was played from the CD, around five boys cried out 'again', than the assistant asked whether the CD need to be played backward, all the students cried, 'yes, again' in anxious. Then the CD was replayed and the TB repeated the contents of the CD slowly. The assistant walked around the classroom reminding the pupils to do the task independently.

The observation indicated the TB adapted the activity. According to him,

Unit 5 is a relatively easy unit for my students. They knew some items before the class. I did not think the activity in page 41 was challenging, the learners easily finished the task. Therefore, I adapted the activity. I have found that most of my students were able to accomplish the task.

(Appendix 3: TBJ-U5)

The TB considered the topics about gadgets (e.g. TV, cellphone, computer) were familiar to the pupils. Moreover, words, like computer, DVD, CD are common to Thais. Since the TB considered the original task to be easy that he connected it without any clues to the pupils. The average score of the students' work on the five sentences is 79%.

The TB considered the pupils were able to complete the adapted activity, that is, to write down five sentences from the CD. However, the assistant translated TB's instructions. The pupils appeared to have difficulty on the CD. They wanted the CD to be replayed. The TB replayed the CD and repeated for the third time at a slower speed. Moreover, the pupils focused on the flashcards but the visuals in the books
were not guided for use. Around 50% of the pupils looked at the books while reading aloud the words.

The mistakes of the students’ work were mainly incorrect spellings. One of the sentences was ‘The camera was the most expensive’ (the score is 53%), ‘camera’ was spelt as ‘kamere’, ‘camare’, ‘kamare’, etc. As mentioned, the pupils pronounced the word ‘camera’ as /gəmər i/. It is possible that the pupils were not able to cope with the speed of the CD.

The score of the adapted A1 (70%) indicates a ‘moderately-high’ degree of the pupils’ participation. The pupils pronounced the words clearly except a word (camera). They managed the speed of the CD to a ‘moderate’ degree of success. However, they relied on the help of the assistant. The participation would have been higher if the TB guided the pupils to look at the visuals. The following section will report the major findings of A3 which was a story based activity.

A3 Story (Appendix 4-14)

A3 of Unit 5 was carried out after Unit 8 which was at the end of the semester. A3 was used to review Unit 5 learnt before. The pupils sat in groups (about 9-10 persons in a group, and six groups in total), and the activity lasted for about 13 minutes.
Table 4.30 Observation of A3 (story) of Unit 5

<table>
<thead>
<tr>
<th>Name of activity</th>
<th>Story</th>
<th>Segment</th>
<th>4-3-1-2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Page</td>
<td>46</td>
<td>Activity duration</td>
<td>12'55'</td>
</tr>
<tr>
<td>Date</td>
<td>Feb. 24th, 2010</td>
<td>No. of boys/girls</td>
<td>26/24</td>
</tr>
<tr>
<td>Objective</td>
<td>Children reinforce the language learnt in the unit through a story. Vocabulary: camera, CD player, cellphone, computer, DVD player, and TV. Grammar: (ask price) How much is it? It's... (superlatives) This TV is the cheapest.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Procedure</td>
<td>1. The students listened to the six-picture comic strips (dialogues and asides). It was a story about buying a TV set (CD two times; TB two times). 2. The students listened to the questions (two questions for a picture; 12 questions in total), then answered ‘true’ or ‘false’.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 4.31 Students’ participation in A3, US

<table>
<thead>
<tr>
<th>No.</th>
<th>Criteria</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>was the listening activity appropriate for the pupils?</td>
<td>✔</td>
</tr>
<tr>
<td>2</td>
<td>was the CD audible in the classroom?</td>
<td>✔</td>
</tr>
<tr>
<td>3</td>
<td>did the pupils manage the speed of the CD?</td>
<td>✔</td>
</tr>
<tr>
<td>4</td>
<td>did the pupils resort to the visuals?</td>
<td>✔</td>
</tr>
<tr>
<td>5</td>
<td>did the pupils resort to the dialogues?</td>
<td>✔</td>
</tr>
<tr>
<td>6</td>
<td>did the learners follow the instructions?</td>
<td>✔</td>
</tr>
<tr>
<td>7</td>
<td>did the pupils complete the work?</td>
<td>✔</td>
</tr>
</tbody>
</table>

Score 23/35  Percentage 63%

Observation and journal:

The children were expected to review the words (camera, CD player, cellphone, computer, DVD player, TV) and the expression for asking price: How much is it? It’s... and the superlative form) through a six-picture comic strips. The comic strips consisted of introduction, dialogues, and asides. When the story was played, the assistant explained the meaning in Thai and reminded the pupils to follow the pictures.

After the story, the pupils answered 12 ‘true / false’ questions from the CD (two
questions for each picture and 12 in total). For instance, the CD: *Picture 1: Bill doesn’t have a cellphone.* The students wrote down ‘true / false’ in their notebooks.

The assistant translated the instructions after the TB and guided the students to look at the pictures while the CD was played. E.g. the assistant said: ‘ดูภาพที่ 2 ว่าเป็นไปได้หรือไม่’ (Look at the picture: Question 2, Picture 1). After the CD, the TB repeated every question two times.

The students turned to the correct pages and they were appeared to look at the books. They completed the task individually, except two girls at the right side chatted, their work was identical, and a boy in the middle turned around to talk to another student.

The video shows that the assistant was helpful for maintaining the discipline of the class. On the other hand, she assisted the progress of the activity by translating the instructions after the TB and guiding the students to look at the pictures. The pupils relied on the assistant’s instructions more than on the CD or the TB who spoke in English. The participants appeared to use the visuals and the written texts.

The average score of the pupils’ work (12 ‘true/false question’) is 74%. The TB wrote in his journal,

I carried out the story part at the end of the semester. I wanted to know whether the pupils remembered the language they had learnt. They completed the task better than the previous two times... I stopped the CD, and repeated the questions twice by myself, because I knew they could not follow the speed of the CD. Moreover, the accents were different from mine and Teacher Rhajit (the assistant)’s.

(Appendix 3: TBJ-U5)
The TB appeared to be satisfied with the result of their work, and the score was the highest among all the units (the scores of A3 of Units 7 and 8 are: 45% and 58%). It indicates that the familiar task evokes high participation. However, the TB considered the students had difficulty on the speed of the CD and the accents which were different from what they usually hear and theirs. Therefore, the TB repeated the questions at a slower speed than the CD.

The score of the students' work is 74%. The major findings of the students' work were: firstly, three questions had high scores: 1. *Bill doesn’t have a cellphone* (92%). 2. *They buy a cellphone* (88%). 3. *The TV is $130* (90%). The answers were indicated from the pictures and the written texts. It is assumed that the pupils resorted to the visuals and the texts.

There were three questions which got low scores: 1: *Bill buys the most expensive TV* (56%). 2: *Bill and Brooke will meet Joe at the theater* (65%), and 3: *they will listen to music* (66%), these answers could not be found through pictures. It is possible that the pupils got a lower score as there were no visuals. Moreover, the students learnt the words ‘theater’ in Unit 1, the score (68%) shows they might have forgotten the word.

There are two questions about ‘TV’, but the scores were varied. 1. *The TV is $130* (90%), and 2: *Bill buys the most expensive TV* (56%). The possible reasons could be the students understood the expression of asking price, and it was indicated in the book. The other reason was the students did not understand the superlative form (the most expensive).
A3 (63%) indicates a ‘moderately-high’ degree of success. The pupils’ work was completed independently and to a ‘moderately-high’ degree. It was hard for the pupils to cope with the speed of the CD (moderately-low). The students resorted to the visuals and the texts of the story. However, the students relied on the instructions from the assistant. This activity also shows that the occurrence of low frequency words made the understanding of the story hard.

**Summary of Unit 5 Gadgets**

The average score of Unit 5 (68%) indicates a ‘moderately-high’ degree of the pupils’ participation. The topics were familiar to the pupils, but the pupils appeared to have the difficulties on the accent and the speed of CD. Moreover, they relied on the assistant’s translation. A3 also indicates that the recurrence of low frequency words decreased the success of the task. The following section will report the major findings of Unit 6.

**4.3.2 Observation of Unit 6 Movie Mania**

**Activity 1 Vocabulary presentation (Appendix 4-15)**

A1 was carried out at the first period of Unit 6 and it lasted for about 21 minutes.

After A1 was a writing activity. Two students out of 50 were absent.

**Table 4.32 Observation of A1 (vocabulary) of Unit 6**

<table>
<thead>
<tr>
<th>Activity name</th>
<th>vocabulary</th>
<th>Segment</th>
<th>4-3-2-1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Page</td>
<td>49</td>
<td>Activity duration</td>
<td>20'58”</td>
</tr>
<tr>
<td>Date</td>
<td>Jan, 6th, 2010</td>
<td>No. of boys/girls</td>
<td>24/24</td>
</tr>
</tbody>
</table>

Objective: The children study the words: **scary, funny, exciting, romantic, fantasy,** and **mystery,** and use the sentence: *I'd love/like to see...*

Procedure:

1. The pupils listened to the words *(scary, funny, exciting, etc.)* and then spelt and read aloud the words.
2. The pupils wrote down five sentences from the TB.
Table 4.33 Students’ participation in A1, U6

<table>
<thead>
<tr>
<th>No.</th>
<th>Criteria</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>To what extent was the listening activity appropriate for the pupils?</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>2</td>
<td>did the pupils manage the speed of the teacher?</td>
<td>✓</td>
</tr>
<tr>
<td>3</td>
<td>did the pupils pronounce the words clearly?</td>
<td>✓</td>
</tr>
<tr>
<td>4</td>
<td>did the pupils resort to the visuals?</td>
<td>✓</td>
</tr>
<tr>
<td>5</td>
<td>did the pupils resort to the words?</td>
<td>✓</td>
</tr>
<tr>
<td>6</td>
<td>did the learners follow the instructions?</td>
<td>✓</td>
</tr>
<tr>
<td>7</td>
<td>did the pupils complete the work?</td>
<td>✓</td>
</tr>
</tbody>
</table>

Score 21/35
Percentage 63%

Observation and journal:

The children are expected to learn different kinds of movies (scary, funny, exciting, romantic, fantasy, and mystery), and to express their favorite kinds of movies (I’d love/to see...). TB introduced the words through flashcards. The pupils listened to the TB, and the CD player was not used. All the pupils looked at the flashcards, then spelt and read aloud after the TB. The observation illustrates that the pupils had difficulties in pronouncing the words: ‘mystery’, ‘exciting’, ‘scary’, and ‘romantic’, which were pronounced as /mai stɔːri/, /ɪkstɪ/ and /ˈskərɪ/. The TB corrected their pronunciation.

After the words were presented, the pupils listened to five sentences and wrote down in their notebooks. The TB spent more than five minutes on giving instructions: he read a sentence (“I’d like to see a funny movie”) as an example, after that about 10 pupils shouted ‘again’ twice, and the students who were quiet looked puzzled and did not write. The example was repeated four times. The class was noisier than the previous vocabulary practice section, because they were borrowing liquid erasing or other stationery. The assistant reminded the students to complete the task.
individually, and the work was done independently, only one girl in the middle row looked at her neighbor’s work for help.

The pupils learnt the types of movies (e.g. romantic, scary, exciting movie) in this activity. The researcher considers the topic was not appropriate for the 12 or 13 years old pupils, who might not have the conception of types of motives. However, words like exciting, funny, scary could be used to express their feelings. Therefore, the contents were appropriate to a ‘moderate’ degree for the pupils.

The pupils looked at the flashcards and words written on the blackboard during vocabulary practice. The visuals in the books were not guided by the TB. 50% of the students appeared to resort to the visuals in the books.

The listening task was adapted from a writing activity in p. 49. The TB reflected in the journal,

I adapted the grammar activity into a listening activity, because I wanted my students to get used to the sounds of the words. They had little time to be exposed to listening in daily life. Therefore, I mixed the listening activity into writing.... They took a long time to understand the instructions. I read the sentences clearly and slowly so the students could complete the task.

(Appendix 3: TBJ-U6)

The writing activity was modified as a listening activity, because the TB preferred the pupils “to be exposed to aural English” in the class. Although the activity was adapted, the objective was not changed. The TB considered ‘they took a long time to understand the instructions’, and the video shows the TB spent more than five minutes on giving instructions with the help of the assistant. Every sentence was repeated three times by the TB which was read out ‘clearly and slowly’.

98
The average score of the pupils’ work is 76%. While the score of the sentence “I don’t like to see a movie.” is only 52% (the lowest). The pupils appeared to have difficulty on the negative form of “I’d like”, which was spelt as ‘I’d don’t like’. It is possible that the pupils did not manage the speed of the teacher, or maybe the learners did not understand the negative form of ‘I’d like’ but applied the language form mechanically.

The score of ‘I’d like to see a funny movie’ is 92%. According to TB (Appendix 3: TBJ-U6),

‘Funny’ was learnt before. It was possible that the familiar word helped the students. Moreover, during the vocabulary practice, they pronounced the word ‘funny’ clearly and loudly.

The incorrect spellings are the words they articulated incorrectly (e.g. mystery, scary and exciting). The pupils appeared to have difficulties on: the speed of the TB, spelling, and pronunciation. It is possible that incorrect spellings reflected listening difficulty, too. The video shows that the learners pronounced the words wrongly. For instance, ‘scary’ was pronounced as /skəri/ during vocabulary practice, while various wrong forms (‘sgacri’, ‘sary’, ‘scari’) were found in the students work (the score is 59%). The score of ‘romantic’ is 69%, which was pronounced wrongly and was corrected by the TB several times in the vocabulary drill practice.

The score of A1 (63%) indicates a ‘moderately-high’ degree of success. The topics on types of movies might not be appropriate for the pupils’ age (moderate). They resorted to the written texts. They completed the work a ‘moderately-high’ degree of success. However, the pupils managed the speed of the TB, and pronounced the
words incorrectly only to a ‘moderate’ degree of success. They spent a long time in understanding the TB’s instructions (moderately-low). A1 also indicates that the familiar topics helped the pupils’ participation. It was assumed that if the TB had guided the pupils to look at the visuals, the participation would have been higher. The following section will report the major findings of A2 which was a song activity.

**Activity 2 Song (Appendix 4-16)**

A2 was to sing a song about *(sports/pop/movie/TV)* stars. The activity lasted for around 10 minutes. Two out of 50 students were absent. After A2, the pupils had a test by the TB.

**Table 4.34 Observation of A2 (song) of Unit 6**

<table>
<thead>
<tr>
<th>Name of activity</th>
<th>Song</th>
<th>Segment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>51</td>
<td>4-3-2-2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Page</th>
<th>51</th>
<th>Activity duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date</td>
<td>Jan. 13th, 2010</td>
<td>No. of boys/girls</td>
</tr>
<tr>
<td></td>
<td>8’17”</td>
<td>24/24</td>
</tr>
</tbody>
</table>

**Objective**
The pupils learn four phrases *(sports star, pop star, movie star and TV star)* and study the expression: *I’d love to...*

**Procedure**
1. The students listened to a song twice from the CD.
2. The students learnt the differences of sports/ pop/ movie/ TV stars.
3. The song was translated by the assistant.

**Table 4.35 Students’ participation in A2, U6**

<table>
<thead>
<tr>
<th>No.</th>
<th>To what extent...</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>was the listening activity appropriate for the pupils?</td>
<td>✓</td>
</tr>
<tr>
<td>2</td>
<td>was the CD audible in the classroom?</td>
<td>✓</td>
</tr>
<tr>
<td>3</td>
<td>did the pupils manage the speed of the CD?</td>
<td>✓</td>
</tr>
<tr>
<td>4</td>
<td>did the pupils resort to the visuals?</td>
<td>✓</td>
</tr>
<tr>
<td>5</td>
<td>did the pupils resort to the lyrics?</td>
<td>✓</td>
</tr>
<tr>
<td>6</td>
<td>did the learners follow the instructions?</td>
<td>✓</td>
</tr>
<tr>
<td>7</td>
<td>did the pupils complete the work?</td>
<td>✓</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Score</th>
<th>19/35</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage</td>
<td>54%</td>
</tr>
</tbody>
</table>
**Observation and journal:**

The song was used to learn four phrases (*sports star, pop star, movie star and TV star*) and the phrase of "I'd love to..." through a song about a movie star. The pupils appeared to focus on p. 51 of the *See Saw*. When the song was played, around six girls giggled, most of the others smiled and murmured, trying to follow the rhythm. When the song ended, the pupils wanted TB to replay the song. In the second time, about 40% of the students followed the lyrics.

There are four pictures at the four corners of p. 51 indicating the meanings of the four phrases (*sports star, pop star, movie star, and TV star*). When the TB asked the pupils the meanings, they looked at the pictures and answered loudly.

After the song, the TB asked twice, "Do you like the song?" There was no answer to this question. Then the meaning of the song was translated by the assistant. After the translation of the assistant, about three students cried out 'Ohhh...', which seemed that they understood the meaning of the song. Writing a similar verse of the song was supposed to be carried out, but this portion was skipped. Then the pupils had a test which took around 30 minutes.

The observation illustrates the song with a vivid rhythm relaxed the class: the atmosphere became active. However, the pupils appeared to manage the speed of the CD unsuccessfully. After the assistant translated the song, then "three students cried out 'Ohh". It seems that the pupils did not understand the meaning of the song until the translation was available. Therefore, they might not understand "I'd love to..."
The lyrics contained the concept of a superstar, Hollywood, a big white car, which did not appear to be familiar or interesting to the young learners.

The TB omitted the portion of writing a new verse accompanying the song. Maybe it was because one thing changed the TB’s mind:

The time I pressed the button (of the CD), the classroom atmosphere seemed relaxed. Some boys at the rear couldn’t help shaking their body and kept on saying ‘again’ after the music. They liked it. But when I asked twice, “Do you like the song?” No a single response. I think they did not understand the basic answer. Composing a new verse would be a challenge for them.

(Appendix 3: TBJ-U6)

The reason for skipping the writing task was because they did not response to the TB’s question (“Do you like the song?”). The video shows that the students sat quietly. The possible reasons are that, firstly, the learners’ linguistic competence was weak, secondly, they did not pay much attention to the teacher’s word, and thirdly they felt shy or reluctant to answer the question.

The score of A2 (54%) indicates a ‘moderate’ degree of participation. The topic was not likely to be familiar to the young learners. They appeared to enjoy the song (kept saying ‘again’ in an excited voice), but they could not manage the speed of the song, and relied on the assistant’s help very much. A writing task of the activity was not carried out. The researcher considers the TB should have tried instead of worrying about their competence. The following section is the summary of Unit 6.

Summary of Unit 6 Movie mania

The average score of Unit 6 (59%) indicates a ‘moderate’ degree of the pupils’
participation. The objectives are the types of movies and the expression of fondness. The contents were not appropriate for the learners’ age or cultural background. The pupils did not manage the speed of the TB (moderate, A1) and the CD (low, A2). They relied on the assistant’s help very much. The pupils resorted to the visuals and written texts (moderately-high). If the TB had creatively adapted the activity of writing the lyrics instead of skipping it (A2), the score could have been higher.

4.3.3 Observation of Unit 7 It’s a Fact

Activity 1 Vocabulary presentation (Appendix 4-17)

Al (Table 4.36) was carried out at the first period of Unit 7 It’s a Fact, which was about general knowledge. All the students were in the class. The activity lasted for about 26 minutes.

Table 4.36 Observation of A1 (vocabulary) of Unit 7

<table>
<thead>
<tr>
<th>Name of activity</th>
<th>Vocabulary</th>
<th>Segment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Page</td>
<td>58</td>
<td>4-3-3-1</td>
</tr>
<tr>
<td>Date</td>
<td>Jan. 20th 2010</td>
<td>25'46”</td>
</tr>
<tr>
<td>No. of boys/girls</td>
<td>26/24</td>
<td></td>
</tr>
<tr>
<td>Objective</td>
<td>Students study the words: erupted, discovered, drew, invented, won, built, wrote and began (past simple: regular and irregular verbs) through general knowledge.</td>
<td></td>
</tr>
</tbody>
</table>
| Procedure        | 1. The words were introduced.  
|                  | 2. The pupils listened, said and labeled. They listened to a sentence (seven sentences in total), and then labeled the missing words. The CD was played once, and the TB repeated two times. |

Table 4.37 Students’ participation in A1, U7

<table>
<thead>
<tr>
<th>No.</th>
<th>To what extent...</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>1</td>
<td>was the listening activity appropriate for the pupils?</td>
<td>✓</td>
</tr>
<tr>
<td>2</td>
<td>was the CD audible in the classroom?</td>
<td>✓</td>
</tr>
<tr>
<td>3</td>
<td>did the pupils manage the speed of the CD?</td>
<td>✓</td>
</tr>
<tr>
<td>4</td>
<td>did the pupils pronounce the words clearly?</td>
<td>✓</td>
</tr>
<tr>
<td>5</td>
<td>did the pupils resort to the visuals?</td>
<td>✓</td>
</tr>
<tr>
<td>6</td>
<td>did the pupils resort to the words?</td>
<td>✓</td>
</tr>
<tr>
<td>7</td>
<td>did the learners follow the instructions?</td>
<td>✓</td>
</tr>
<tr>
<td>8</td>
<td>did the pupils complete the work?</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>Score</td>
<td>20/40</td>
</tr>
<tr>
<td></td>
<td>Percentage</td>
<td>50%</td>
</tr>
</tbody>
</table>
**Observation and journal:**

Past simple (regular and irregular: erupted, discovered, drew, invented, won, built, wrote and began) verbs were introduced when the students learnt about general knowledge. Before the activity, the students copied seven sentences with the missing words from the blackboard which were in p. 58, too (about ten minutes). After that the pupils read aloud the verbs after the TB from the flashcards. The children uttered the words in a varied pronunciations. For instance, 'Wrote' was pronounced as /wə:t/ or /rət/; 'won' as /wən/, drew as /drə:/, ‘discovered’ as /di'skaʊə/. The pupils’ sounds were mixed with giggle, and whispers. The assistant reminded the pupils to be attentive four times. A girl called out loudly “șan” (be quiet) to try to stop the noise twice. The TB pronounced ‘discovered’ as ‘discovery’, and he taught the pupils ‘begun’ while the book and the CD was ‘began’ (the other form of irregular past form of ‘begin’).

After the word presentation, the pupils read out the sentences they copied at the beginning of this period. The Western names and a country (Greece) were articulated in various ways (such as /grɛs/, /gli:__). Only ‘da Vinci’ was uttered correctly. The class became noisy again. Three boys at the rear chatted. The assistant scolded them and then disciplined the entire class for about 30 seconds.

The pupils then listened and labelled the missing words in notebooks. The CD was played once, and the TB repeated twice. While listening to the CD, the students called out “again”, “again please”. When the TB repeated twice after he paused the CD, the pupils did the work quietly.
The TB was unsatisfied with the result of A2, he commented that,

I had designed the activity for 15 minutes, since the students called 'again' for so many times, I had to repeat the CD player many times. To save time, then I repeated the sentences by myself slower, because I don't think the speed and accent of the CD were understandable for them.

(Appendix 3: TBJ-U7)

The TB confirmed the pupils had difficulties on the speed of the CD and the different accents. The activity took more than 23 minutes which was supposed to be completed in 15 minutes. The score of the students' work is 61%. If the sentences were not repeated by the TB, the score would have been lower.

The pupils studied past simple verbs when they learnt about general knowledge, the topics contained many foreign names (like Alexander Graham, Alexander Fleming, Gustave Eiffel, J.R.R. Tolkien, and Michael Johnson), and the general knowledge were not likely to be familiar for them (for instance, the writer of *The Lord of the Rings*, or the architect of the Eiffel Tower). The observation shows the class was noisy during the procedures. The possible reasons are: firstly, the pupils had difficulties with simple past verbs (regular and irregular: won, wrote, built), e.g., they dropped the final consonants of the words 'discovered', 'erupted' and 'built', the foreign names, Greece), and the general knowledge was beyond their comprehension. Secondly, they could not manage the speed of the CD ("called out "again", "again please". After the TB repeated twice...the pupils had not had cried out 'again' anymore"). Thirdly, the TB’s different accents (taught 'begun' while the book and the CD was 'began') or wrong pronunciation ('discovered' was pronounced as 'discovery') confused the pupils. Fourthly, the pupils could not follow the
instructions from the TB. While the teacher instructed them to do the activity, it lasted for more than 3 minutes, then the assistant explained once after the TB. Lastly, the visuals were not fully used during the activity, because the pupils were not allowed to write in the books, the TB asked the pupils to write down the sentences in the notebooks. The texts were the same, but the visuals about the general knowledge in the book were not guided properly.

The score of A1 (50%) shows the pupils a ‘moderate’ degree of participation. The unfamiliar topics about general knowledge were not appropriate for the young learners (moderately-low). The pupils appeared to have difficulties on the speed of the CD and the different accents (moderately-low). The words were not pronounced clearly, and they dropped the final consonants of the regular simple past form (moderately-low). However, the TB did not utter the words clearly (e.g. began, discovered), and ignored to guide the pupils to look at the visuals. These are the possible reasons that decreased the participation. The following section will report the major findings of A3 which was a story based activity.

Activity 3 Story (Appendix 4-18)

The activity was carried out in the last 27 minutes of the period, before A3 was a reading activity (about 20 minutes). The teacher postponed the class for about 4 minutes in order to finish the activity. Three out of 50 students were absent.
Table 4.38 Observation of A3 (story) of Unit 7

<table>
<thead>
<tr>
<th>Name of activity</th>
<th>Story</th>
<th>Segment</th>
<th>4-3-3-2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Page</td>
<td>64</td>
<td>Activity duration</td>
<td>26’42”</td>
</tr>
<tr>
<td>Date</td>
<td>Jan. 27th, 2010</td>
<td>No. of boys/girls</td>
<td>23/24</td>
</tr>
<tr>
<td>Objective</td>
<td>The pupils strengthen the language through a story. Vocabulary: DVD player, erupted, went, walked, etc. Expression: I’d love to...</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Procedure</td>
<td>1. The pupils listened to a short introduction indicating two friends wanted to go to Hollywood (CD two times; TB two times). 2. The pupils listened to a six-picture comic strip happened at Hollywood (CD two times; TB two times). 3. The pupils answer ‘T(rue) or F(alse)’ questions from the CD (two questions for each picture; 12 questions in total).</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 4.39 Students’ participation in A3, U7

<table>
<thead>
<tr>
<th>No.</th>
<th>Criteria</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>To what extent...</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>1</td>
<td>was the listening activity appropriate for the pupils?</td>
<td>✔</td>
</tr>
<tr>
<td>2</td>
<td>was the CD audible in the classroom?</td>
<td>✔</td>
</tr>
<tr>
<td>3</td>
<td>did the pupils manage the speed of the CD?</td>
<td>✔</td>
</tr>
<tr>
<td>4</td>
<td>did the pupils resort to the visuals?</td>
<td>✔</td>
</tr>
<tr>
<td>5</td>
<td>did the pupils resort to the dialogues?</td>
<td>✔</td>
</tr>
<tr>
<td>6</td>
<td>did the learners follow the instructions?</td>
<td>✔</td>
</tr>
<tr>
<td>7</td>
<td>did the pupils complete the work?</td>
<td>✔</td>
</tr>
<tr>
<td></td>
<td>Score</td>
<td>16/35</td>
</tr>
<tr>
<td></td>
<td>Percentage</td>
<td>46%</td>
</tr>
</tbody>
</table>

Observation and journal:

The objective of A3 was to reinforce the words in the unit through a story which was carried out for the first time in this classroom. All the pupils had the worksheet with the visuals, written texts and the blank answer sheet. They were expected to answer ‘true’ or ‘false’ for the 12 questions of the story.

The story happened at a movie studio of Hollywood. When the words ‘Hollywood’ and ‘Sunset Boulevard’ was heard from the CD, about three students repeated the words and several students giggled. Around five students swayed the
pens or rulers rhythmically, or hummed the sounds. There was a screaming sound accompanied by a cry “I don’t like scary movies!” from the CD, which caused the entire class burst into laughter.

While listening, they shouted “again” at every pause; when the TB or the assistant asked whether a repetition was needed, they answered “yes, again.” The TB repeated the CD twice, and then the pupils started to write.

The TB gave instructions and the assistant explained twice, which took around four minutes. Then the assistant asked: “Do you understand?” The pupils murmured ‘yes’ in a low voice. They did the activity for the first time: A3 of Unit 5 was carried out after Unit 7. While listening, a boy said: “I don’t understand.” in Thai in a depressed voice when scolded by the assistant for his distraction.

The bell rang while the activity was progressing to the fourth question. One boy cried ‘yeah’, and it was noisy outside the classroom. The TB seemed to ignore the bell and continued the CD for eight questions. After that the worksheets were collected. The activity continued for four minutes after the bell.

The TB reflected on the story activity that,

I did not try the activity before for I thought it was difficult for the pupils. However, they need some challenges. I think they completed the task satisfactorily. The topics are interesting for the pupils, because it is about volcano, shooting movie, astronaut, etc... The CD is a little bit fast for them to catch up so I repeated the sentences for them. Moreover, my assistant and I kept on reminding the students to look at the pictures while listening.

(Appendix 3: TBJ-U7)

The TB explained the reason why he did not used story activity until Unit 7, because
he thought the learners' might tried it difficult. But he had positive comments on this activity, ‘they completed the task satisfactorily’, and “the topics are interesting”.

However, the researcher considers the topics are too broad which contained volcano, astronaut, amusement park, etc. Moreover, the story was set at the Sunset Boulevard of Hollywood, which might not be familiar to the young Thai learners. The positive factor was they were interested in the sound effects “swayed the pens or rulers rhythmically, or hummed the sounds... caused the entire class laughed.” But they appeared to have difficulty on the topics. There were students repeated the words after the CD, e.g., ‘Hollywood’ and ‘Sunset Boulevard’.

The TB realized the visuals were helpful for the pupils. For he provided them with the worksheet which consisted the visuals and written texts, and while the pupils were doing the task, ‘my assistant and I kept on reminding the students’. Although the TB guided the pupils to use the visuals and written texts, and the sound effects relaxed the class, the objective of A3 was not achieved. The average score of the students’ work was 45%. Since all the 12 question are ‘true or false’ questions, which means everyone had 50% opportunity to answer correctly even without resorting to the aural material.

The possible reasons are, firstly, the pupils relied on the assistant very much. There were two questions about ‘astronaut’. One was ‘The film was about an astronaut’, the average score was 94%, while the other one was ‘Bill wants to be an astronaut’, the average score was only 15%. The video shows that the assistant told the class the meaning of astronaut in the first question, but she did not explain the
meaning of the second question. Secondly, the score of “Bill sits down” is 90%. The sentence was relatively short and the students were possible found the answer from the visuals: a director showed Bill to sit down in the book. Thirdly, the time was too short for the pupils, since the pupils did the task for the first time, they were not familiar with the activity. Moreover, the eight questions were carried out after the period was over. After the bell a boy cried ‘yeah’, and the average score of the eight questions is lower than the first four questions (42%: 48%). It is possible that the pupils were distracted by the bell.

The score of A3 (46%) shows a ‘moderate’ degree of participation. Although the pupils appeared to resort to the visuals and written texts, they accomplished the task a ‘moderately-low’ degree. The pupils did not manage the speed of the CD. The topics were not appropriate for the young learners. The pupils relied on the assistant’s translation. Since the pupils did the activity for the first time, and they finished the task after the class was over, these factors might have influenced the score. The following section is the summary of Unit 7.

**Summary of Unit 7 It’s a Fact**

The average score of Unit 7 (48%) indicates a ‘moderate’ degree of participation. The objectives were the past simple verbs learnt from general knowledge. The topics were not likely to be appropriate for the pupils, and the pupils did not manage the speed of the CD (low). The score of the students’ work on vocabulary was 61%,
while on the comprehension of the story was only 45%. It is possible that the pupils were unfamiliar with story activity (A3) for they did it for the first time. The visuals helped the learners a ‘moderately-high’ degree of participation in A3. The TB’s unclear pronunciation (e.g. ‘begun’ and ‘discovered’ in A1) affected the scores.

4.3.4 Observation of Unit 8 Amusement Park

Activity 1 Vocabulary presentation (Appendix 4-19)

A1 was the first activity of Unit 8, and all the pupils were in the class.

<table>
<thead>
<tr>
<th>Name of activity</th>
<th>Vocabulary</th>
<th>Segment</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Page</td>
<td>66</td>
<td>Activity duration</td>
<td>24’21”</td>
</tr>
<tr>
<td>Date</td>
<td>Feb. 10th, 2010</td>
<td>No. of boys/girls</td>
<td>26/24</td>
</tr>
</tbody>
</table>

Objective
The children study the entertainment facilities of amusement park (vocabulary: ghost train, cotton candy, carousel, popcorn, rollercoaster, log flume, Ferris wheel, and bumper cars).

Procedure
1. The pupils wrote down the words heard from the CD. They can look at the pictures while doing the task; CD was played once and TB repeated once.
2. The pupils wrote down the sentences about the price of the entertainment heard from the CD. E.g. How much is the carousel? It’s two dollars.

<table>
<thead>
<tr>
<th>No.</th>
<th>To what extent…</th>
<th>Criteria</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>was the listening activity appropriate for the pupils?</td>
<td>✓</td>
<td>5</td>
</tr>
<tr>
<td>2</td>
<td>was the CD audible in the classroom?</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>did the pupils manage the speed of the CD?</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>did the pupils pronounce the words clearly?</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>did the pupils resort to the visuals?</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>did the pupils resort to the words?</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>did the learners follow the instructions?</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>did the pupils complete the work?</td>
<td>✓</td>
<td></td>
</tr>
</tbody>
</table>

Score 29/40
Percentage 73%
Observation and journal:

The objective of A1 was to learn the entertainment facilities of amusement park (vocabulary: ghost train, cotton candy, carousel, popcorn, rollercoaster, log flume, Ferris wheel, and bumper cars), and the expression about buying ticket (How much is the carousel? It is two dollars). In p. 66, there were pictures for the entertainment equipments. During the vocabulary presentation, the pupils read aloud the words from the flashcards held in the TB’s hands. The words were articulated clearly except ‘ferris’ (of ‘ferris wheel’) was pronounced as /firis/ when they followed the TB.

The pupils resorted to the texts while listening to the words from the CD (once) and the TB (once). They appeared to look at the words in p. 66 in the right corner of the books instead of the visuals. The pupils completed the task individually.

The TB spoke in English and the assistant translated the instructions to the pupils. When the TB presented the examples during the second section (Procedure 2, Table 4.40), the pupils did not answer in the notebooks. The assistant reminded the pupils to be attentive and to listen to the TB, after that the pupils wrote in the notebooks. She disciplined the class throughout the activity, for instance, reminded the students to sit properly, and to answer loudly, or to look at the books.

The score of the students’ work turned out to be 100%. The assistant walked around the class all the time and discouraged copying. The TB was satisfied with the activity, The topics are very familiar to them and there are pictures on the book which also helped the students understand the text, the tasks are very simple.

(Appendix 3: TBJ-U8)
Although the result is positive and the TB had positive feelings on this unit, the researcher considers the tasks were not challenging: the first task was to label the words, which were provided in p. 66. The sounds of the six words (ghost train, cotton candy, carousel, popcorn, rollercoaster, log flume, Ferris wheel, and bumper cars) were easy to distinguish and they could resort to the books. The second task was to answer six questions in the same format 'It is ...dollars', about the price of the entertainment facilities. As long as the listeners heard the price, they could answer correctly. TB confirmed the task was easy too, but an easy task does not mean appropriateness. Moreover, the observation indicates the following findings: the pupils relied on the assistant a lot. The assistant translated the instructions every time and she reminded the pupils to do the task whenever they sat silently. The visuals did not guide to be used during the activity. The pupils resorted to the texts from the books and the flashcards. They pronounced the words clearly except a word 'ferris', which appeared to be misled by the TB. The TB did not remind them to look the visuals, or did not present the meanings through other methods.

The score of A1 (73%) shows a 'moderately-high' degree of success. Scores of 3 criteria reflect a 'moderately-low' degree: the pupils managed the speed of the CD, they used the written texts to a 'moderately-high' degree of success, and the work was completed in a 'high' degree of success. However, the tasks were considered too easy to be appropriate for the pupils and they relied on the assistant’s help very much. Moreover, TB did not guide the pupils to look at the visuals. The following section
will report the major findings of A3 which was a story based activity.

Activity 3 Story (Appendix 4-20)

A3 was carried out at the second period of Unit 8 and it was at the last 22 minutes of the period. One girl out of 50 students was absent.

Table 4.42 Observation of A3 (vocabulary) of Unit 8

<table>
<thead>
<tr>
<th>Name of activity</th>
<th>Story</th>
<th>Segment</th>
<th>Activity duration</th>
<th>Date</th>
<th>No. of boys/girls</th>
</tr>
</thead>
<tbody>
<tr>
<td>Page</td>
<td>72</td>
<td></td>
<td></td>
<td>Feb. 17th, 2010</td>
<td>26/23</td>
</tr>
<tr>
<td>Objective</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Procedure</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1. The pupils listened to a story about Bill and Brooke’s experience in a movie studio (two times).</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. The pupils answered 12 ‘true or false’ questions which were heard from the CD. The TB repeated the question one time after the CD.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. The pupils listened to the CD for the last time without a stop.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 4.43 Students’ participation in A3, U8

<table>
<thead>
<tr>
<th>No.</th>
<th>Criteria</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>To what extent...</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>was the listening activity appropriate for the pupils?</td>
<td>✔</td>
</tr>
<tr>
<td>2</td>
<td>was the CD audible in the classroom?</td>
<td>✔</td>
</tr>
<tr>
<td>3</td>
<td>did the pupils manage the speed of the CD?</td>
<td>✔</td>
</tr>
<tr>
<td>4</td>
<td>did the pupils resort to the visuals?</td>
<td>✔</td>
</tr>
<tr>
<td>5</td>
<td>did the pupils resort to the dialogues?</td>
<td>✔</td>
</tr>
<tr>
<td>6</td>
<td>did the learners follow the instructions?</td>
<td>✔</td>
</tr>
<tr>
<td>7</td>
<td>did the pupils complete the work?</td>
<td>✔</td>
</tr>
<tr>
<td></td>
<td>Score</td>
<td>20/35</td>
</tr>
<tr>
<td></td>
<td>Percentage</td>
<td>57%</td>
</tr>
</tbody>
</table>

Observation and journal:

The objective of A3 was to reinforce the language learned through a story, that is, the progressive tense (e.g. ride-riding; watch-watching; eat-eating) and the vocabulary
It was their second time to work with the comic-strip. The TB and the assistant gave brief instructions about the task.

The TB asked, ‘Are you ready?’ A boy answered, “No.” When the CD was played to Question 3, the assistant found not one answered on the exercise book. Then the CD was played again. Three boys cried out “again”, “Again, please.” After that TB repeated the questions once after every pause of the CD, his speed was slower than the CD. The assistant and the TB constantly reminded the pupils to follow the pictures, to look at the time in the texts.

The TB comments on the type of activity and his impression of A3,

The topics are very familiar to them and there are pictures on the book in every lesson which also help the students understand the text. The sounds are relaxing as well... The comic strips activity was not new to the students, so this time my assistant and I did not spend much time in giving instructions...The activity was more difficult and the result was not as good as the previous ones.

(Appendix 3: TBJ-U8)

The TB considers the familiar topics, the visuals, and sound effects as the strengths of this activity. The researcher considers the topics about amusement park are interesting to the pupils, but the TB carried out the activity without discussing the topics with the pupils. Although the visuals are helpful, the TB and the assistant reminded the pupils to look at the pictures frequently.

The video indicates the students have difficulty to follow the instructions. It was their second time to do this activity, so ‘the TB and the assistant gave brief instructions’, but the students did not answer the questions at the beginning of the activity, then the CD was played again. The assistant translated the instructions every
time after the TB. The pupils completed the work independently, because the assistant did not allow them to copy by walking around in the class. The average score of the work was 58%.

The pupils wanted the CD to be replayed. The pupils appeared that they did not follow the speed. Then ‘the TB repeated the questions once after every pause of the CD, his speed was slower than the CD.’

The pupils appeared to follow the instructions with some help from the TB. Picture 4: *Brook had soda all over her.* The picture showed that soda was spilt on Brook. The phrase of ‘all over’ might be difficult for the pupils. After repeating the question once, the TB walked around to look at the students’ work, then he repeated again, and supplemented: “The soda gets her body, do you understand?” the girls used a liquid to erase the answer, and some other pupils appeared to have got the hint from TB. The score of the question is relatively 71%.

Picture 2: ‘Bill didn’t like the bumper car.’ and ‘Bill closed his eyes.’ The scores of these questions are 79% and 74%. It is possible that the pupils learnt the hints from the picture (the boy Bill looked frightened, he closed his eyes) and the sound effects (A scary scream from the CD). Therefore, probably the visuals and the sound effects helped the pupils.

The score of A3 (57%) indicates to a ‘moderate’ degree of participation. The pupils resorted to the visuals (moderately-high) and the dialogues of the story. However, the pupils did not manage the speed of the CD, and followed the instructions to a
'moderately-low' degree of success while relying on the assistant’s translation. The following section is the summary of Unit 8.

**Summary of Unit 8 Amusement Park**

The average score of Unit 8 (64%) indicates a 'moderately-high' degree of participation. The objectives are the facilities of amusement park. They participated in the vocabulary activity (A1 73%) to a 'moderately-high' degree of participation, but only to a 'moderate' degree of participation of in the story based activity (A3 57%). The difficulty of A3 was mainly on the speed of the CD.

### 4.4 Summary of the major findings of See Saw Level 6

Table 4.44 is the summary of the observation of See Saw Level 6 (from Units 5-8), the scores are based on the classroom observation data.

<table>
<thead>
<tr>
<th>Table 4.44 Summary of the observed activities of Level 6</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Coverage</strong></td>
</tr>
<tr>
<td>--------------</td>
</tr>
<tr>
<td>A1 (Vocabulary)</td>
</tr>
<tr>
<td>A2 (song)</td>
</tr>
<tr>
<td>A3 (story)</td>
</tr>
<tr>
<td>Average (%)</td>
</tr>
</tbody>
</table>

As mentioned in the introduction of this chapter, the coverage of the activities in every unit was not complete. The TB adapted the activities by omitting some activities. Two types of activities were not carried out during the observation period: language extension and phonics. The TB explained the reasons in his journal,

I did not have enough time to use all the activities. The phonics activity was too hard for my students, the same as the language extension. I tried that before, but the texts were too long. The
competence of the pupils did not match the activities.  
(Appendix 3: TBJ-U6)

The aforementioned extract shows that the reasons to omit the activities were lack of time and the pupils' competence did not match the book. The phonics and the language extensions of Level 6 contained paragraphs of around 100 to 150 words, which were longer than the other activities. The topics were not appropriate for the pupils. For instance, the phonics of Unit 6 was a paragraph of interviewing a movie star, unfamiliar words like *adventure*, *North*, *cowboy* might make learning difficult.

The TB adapted the activities through three methods (p. 31): simplified (A3, U7 and U8), re-structured (A1, Unit 6), and re-ordered (A1, Unit 5). The TB (Appendix 3: TBJ-U8) claimed he adapted the activities for his pupils (vocabulary, song and story). The strengths and weaknesses of the three types of listening activities are discussed below:

1) A1 (Appendix 4-13, 15, 17 and 19, vocabulary presentation, 64% in average) indicates a 'moderately-high' degree of participation. Except Unit 7 shows a 'moderate' degree of participation, the other three units indicate a 'moderately-high' degree of participation. Every word was accompanied with a picture, and then followed by an extension practice of vocabulary, the words appeared in sentences. The visuals and the written texts were helpful. However, the unfamiliar topics (general knowledge in the worldwide) of Unit 7 influenced the results of the pupils' work, and the pupils had difficulties in pronouncing the verbs, and could not follow the speed of the CD.

2) A2 (Appendix 4-16, song, 54%) indicates a 'moderate' degree of participation.
The activity was carried out only once, which was used to motivate the pupils and to relax the atmosphere in the class. The pupils were fond of the rhythm of the music. However, the topics of western culture were not familiar to the pupils. The pupils appeared to have difficulty on the understanding of the song. The researcher considers it can be carried out as an ‘appetizer’ for a class or a warm-up activity.

3) A3 (Appendix 4-14, 18 and 20, story, 56% in average) indicates a ‘moderate’ degree of participation. It was a six-picture comic strip which consists of introduction, dialogues and asides. The listeners were expected to answer 12 ‘true/false’ questions after the story. The pupils resort to the visuals and the written texts of the story. The sound effects in the CD helped the pupils. The scores of the overall three times show the pupils’ progress: 45%, 58% and 74%. In the third instance a ‘moderately-high’ degree of participation was observed. If the pupils are familiar to the type of activity, they might have done better. Moreover, the researcher considers that 12 questions were too much for the pupils to complete within a period, or TB should have adapted by omitting few questions.

Compared the scores of the activities (Table 4. 44, p. 117), it is found that all the activities were successful to a ‘moderately-high’ degree. Vocabulary presentation (A1, 64%) is recommended to be used in every unit, because it is the basic activity introducing the language points. The participation in song (A2, 54%) was the lowest but the researcher considered it can be adapted as a warm-up activity. Story activity
shows the pupils had difficulties on several aspects, like the speed of the CD, lack of time, and unfamiliarity to the type of activity.

Although it is hard to decide the most appropriate activity, the researcher considers the dominant reasons were topics, visuals, written texts, speed of the CD, and accents. The advantages and disadvantages of the activities have influenced the results of the study. The following section will report the conclusion of the study and answer the research questions.

4.5 Conclusion of the ancillary listening activities of See Saw

Due to lack of time, both the teachers did not carry out all ancillary listening activities. They used the vocabulary and story activities. However, they had different emphasis on the types of activities. TA took a priority on five types of ancillary listening activities: vocabulary, grammar, language extension, phonics, and story. In TB’s class word presentation was the basic content that needed to be studied, and the story activity was used to reinforce language points, and song was used as a warm up activity.

The policy of not allowing pupils to write on the book influenced the teaching of the activities. For instance, the pupils had to copy the texts into the notebooks in advance in Grade 6. The researcher suggests using extra worksheet in Grade 1 will solve this problem. In Grade 6, the pupils paid more attention to their notebooks than the See Saw books they even ignored the visuals in the materials (‘moderate’ or ‘moderately-low’ degree of participation in A1). While using the notebooks, the
teachers’ guidance was important.

The assistant’s discipline methods helped during the activities. The distracted pupils were warned by the assistant in time, and the pupils were distracted and indisciplined when the assistant was not present in Grade 1 (A3, Unit 8; A1, U10). It reflects that the TA devoted very little time on classroom management. Observed in Grade 1, and according to the researcher’s teaching experience, it is common that the pupils would throw rubbish into the dust bin, went out of the class, or came late to the class. In Grade 6, the students seldom moved in the class or chatted with the other students. One of the possible reasons was the presence of the assistant, or as they grew older they learnt to be disciplined.

The teachers’ teaching method influenced the pupils’ participation. In Grade 1, when the TA asked the pupils to read aloud (A2, A4), the participation was low. More interactions between the teachers and the pupils (A3, Unit 7) or competitions among the pupils (A3, U10) could motivate higher participation. In Grade 6, the interactions between the TB and the pupils were limited. The TB prepared the flashcards before the class, but he ignored to use the visuals in the See Saw. Moreover, he did not articulate the words clearly (A1, Unit 6; A2, Unit 7). It was obvious that the pupils relied on the assistant’s translation on the condition that the TB used English only. Both teachers did not teach the language points in a familiar context relating to the pupils. Especially when the topics were unfamiliar to the pupils, the teachers focused only on the language points of the materials without providing a context. The teachers did not offer sufficient time for the pupils to process information and
questions. For instance, the CD was not paused frequently, and the time for answering the questions was not long enough. Therefore, the scores of the activities might have decreased.

Other factors like test fear lead to participation. Not all the pupils were intrinsically motivated to do the activity, but test fear led to participation (Unit 8, Level 1). Moreover, the physical environment or the equipment influenced the participation. For instance, A3 of Unit 7 (Level 6) was ended in an abrupt manner after the bell, and it had the lowest score (46%). The school administration should keep the equipment ready for the teachers in order to carry out the listening activity (A1, Unit 6, Level 6) with minimal loss of time.

Based on the evaluation of See Saw Levels 1 and 6, factors like the teachers (including the assistant), the learners, the government book policy, the activity time, the physical environment found in the observations influenced the results. This applies to all the activities. The following section will answer the research questions.

- *To what extent do the ancillary listening activities of See Saw Level 1 and Level 6 evoke Thai EFL learners' participation at Saint Peter’s School?*

- *What difficulties do the EFL learners encounter in the ancillary listening activities in the See Saw Level 1 and Level 6?*

The average score (64%, Table 4.26) of the participation in See Saw Level 1 (Units 7-10) indicates a ‘moderately-high’ degree of participation. As to Grade 6, the average score (59%, Table 4.44, p. 117) indicates only a ‘moderate’ degree of participation.
The ancillary listening activities include audio input, which was recorded by native speakers (American). The strong points of the audio CD were the clear articulation of the words and sound effects. The sound effects (moderately-high) could be used to relax the atmosphere of the class, and to motivate the pupils’ participation (Level 1: A5, Unit 8; A2, Unit 9). Sound effects also provided language context for the listeners.

However, the speed of the CD and the accents were difficult for the pupils. The pupils appeared to follow the words in vocabulary presentation (A1), but when they listened to sentences (Activities 2-5, Level 1; A2-3, Level 6), it was hard to follow for the pupils. The speed of the CD was faster than their English teachers, and the native accents were different from the input they heard at school: their English teachers were Thais and Filipinos. They dropped the final consonants of plurals, weak forms form in words and sentences.

The pupils resorted to the visuals to a ‘moderately-high’ or ‘moderate’ degree of success. There were abundant visuals in the books (pictures, comic strips, and illustrations), which connected to the written texts. The pupils were reminded by the teachers and the assistants to look at the visuals in the activities. However, the visuals did not present every word clearly. For instance, ‘talk’ (A1, Unit 9, Level 1) could not be represented through a visual. These affected learners’ understanding as well as participation.

The written texts evoked pupils’ participation from a ‘moderately-high’ degree
to a ‘moderate’ degree. The written texts were presented in words or sentences (vocabulary presentation), chants (grammar presentation), and dialogues (stories). The pupils resorted to the written texts during the activities by reading out or answering. If the pupils did not look at the texts, they could not answer correctly, or could not complete the tasks.

The appropriateness of the contents depended on the levels of the materials. The contents gradually progressed in terms of difficulty. The learners’ competence of high grade did not match with the high level of the material.

The number of new words was one of the factors of the contents. There were six new words in every unit. For instance, in Unit 7 of Level 1, the vocabulary was: ant, bee, bird, flower, frog, and tree. The number of new words in Level 1 was around three per unit (five pages), which was comparatively lesser than Level 6 that contains around six to fifteen in a unit (five pages). The unfamiliar foreign names were not easy for the pupils (A1, Unit 7). When progressed to Level 6, the texts with unfamiliar words and long sentences became difficult for the pupils.

The topics of Level 1 evoked learners’ interest to a ‘moderately-high’ degree, but the topics in Level 6 evoked the pupils only a ‘moderate’ degree of participation. Western countries, western names and unfamiliar events were introduced which were not familiar to the pupils. It became difficult for the pupils and was not appropriate for the pupils’ level. The familiar topics, like Asian life and food were not found in the materials. For instance, the background of A3 of Unit 8 was set at Sunset 124
Boulevard of Hollywood (Level 6) which was not familiar to the pupils, and the pupils did not participate much when they encountered unfamiliar topics.

Although the topics were well-emphasized within a unit, the topics were not reinforced in the succeeding units. For instance, ‘dad’ (Unit 2, Level 1) was reappeared in Unit 7 only, the learners took time to recall the word and pronounced ‘dad’ wrongly. Therefore, the short term learning goal of See Saw Level 1 (i.e. low occurrence of the previous language point) was not appropriate for the learners. The learners were not able to cope with the meanings of the items in many occasions (moderately-low) where decreased the participation.

The pupils responded to the instructions in the books a ‘moderately-low’ degree. The pupils relied on the assistant’s translation of the instructions. In Grade 6, the pupils depended on the assistant’s translation more than the pupils of Grade 1.

To sum up, the series of See Saw is suitable to the lower grade (‘moderately-high’, Grade 1) in terms of the sound effects of the CD, familiar topics, visuals and written texts. The pupils had difficulties on the speed of the CD, accents, unfamiliar topics, and instruction. The materials became more difficult for the pupils of Grade 6. The linguistic competence of the Grade 6 learners did not match the progression of the materials, and the disadvantages of the materials became more and more obvious. As mentioned earlier in this section, pupils had not done the other levels of See Saw before. If the pupils had studied the See Saw before moving to
Level 6, they might have been familiar with the instructions, types of activities, the accents and the speed of the CD, and the participation in Level 6 could have been higher.

The researcher does not recommend *See Saw* Level 6 for Thai Learners in Saint Peter’s School as the material evokes only a ‘moderate’ degree of participation, especially without studying the previous levels. However, *See Saw* Level 1 to a ‘moderately-high’ degree of participation, and the researcher considers it is suitable for the beginning level of the learners.
Chapter 5

Conclusion

This chapter provides the overall conclusion of the major findings. It discusses the usefulness of the study, the pedagogical implications, limitations of the study, and puts forward several suggestions for future research.

5.1 Major findings of the study

Chapter 4 discussed the ancillary listening activities of the See Saw for the Thai EFL pupils at Saint Peter’s School. Table 5.1 indicates the major findings of the study.

<p>| Table 5.1 Overall results of the observed listening activities |
|-------------------------|-------------------|-------------------|</p>
<table>
<thead>
<tr>
<th>Level</th>
<th>Score</th>
<th>Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>66%</td>
<td>Moderately-high</td>
</tr>
<tr>
<td></td>
<td>59%</td>
<td>Moderate</td>
</tr>
</tbody>
</table>

Table 5.1 shows the pupils’ participation of the ancillary listening activities at Saint Peter’s School through classroom observations. Level 1 was carried out in Grade 1, and the score (66%) shows a ‘moderately-high’ degree of participation. Level 6 was conducted at Grade 6, and the score (59%) shows a ‘moderate’ degree of participation of the pupils.

There were several factors that affected the results of the pupils’ participation: the lack of time, free textbooks policy of the Thai government, the teachers’ teaching techniques, and the physical environment. Based on the discussions in Chapter 4, the findings are discussed below:

See Saw Levels 1 and 6 have positive factors for the pupils of Saint Peter’s School. The results are: firstly, the pupils liked the sound effects of the audio CD, it
relaxed the class atmosphere. Secondly, the series was well-illustrated, and the pupils resorted to the illustrations during the study. Thirdly, the written texts were important for the ancillary listening activities.

The negative aspects of the material are: The speed of the recording was hard to be managed by the pupils. They were able to follow the recording in words, however, while listening to sentences, the pupils did not read clearly, or the scores of the work were low in the whole class.

The pupils had difficulty in coping with the accents on the CD. At school, the pupils listened to native accents from the CD in the foreign teachers’ classes, and they had certain pronunciation problems, e.g. the pupils dropped the suffix of words, and did not articulate the words clearly (e.g. the simple past form of verbs).

In Level 1 the topics were about daily life and familiar to the pupils, but in Level 6 the topics of western world or unfamiliar items increased, and it influenced participation and learning.

The instructions in See Saw were not clear for the pupils, who relied on the teachers’ translation. Especially the pupils of Grade 6 relied on the translation very much. In the researcher’s opinion, it was because the pupils’ linguistic competence influenced the understanding of the instructions.

As mentioned in Table 5.1, the scores of Level 1 indicate a ‘moderately-high’ degree of participation (66%) and the score of Level 6 indicates only a “moderate” degree of participation. In Grade 6, the learners’ linguistic levels did not match the materials. The topics and tasks become much more difficult for the pupils.
Furthermore, since it was a series of books, without previous study of the other levels of *See Saw* (from Levels 1 to 5), the pupils of Grade 6 had difficulties while using it for the first time in Grade 6.

### 5.2 Significance of the study

This study is useful for the teachers who use ancillary listening activities of *See Saw* or similar materials in large classes, especially as the students' linguistic competence is limited. More specifically, the study can help the teachers understand the ancillary listening activities in the context of Thailand. The study also analyzed the listening difficulties of the Thai EFL pupils.

To improve the pupils' participation of the listening activities of the *See Saw* materials, the researcher puts forward some suggestions for the teachers:

The teachers should select activities from the material to match the competence of the pupils to cover within a limited teaching schedule.

It is advisable to exploit other teaching techniques apart from mechanical drill practice to create a dynamic learning atmosphere. For example, competitions, games and other interactive activities.

Teachers should devote more energy on classroom management by working with the assistant to control the class. Classroom management becomes an issue in the absence of the assistant.

Teachers could introduce language points in a familiar context especially when dealing with western cultural elements or unfamiliar items, which could be a
challenge for the learners and the teachers. The teachers can create familiar contexts for the learners to explore their own experience.

The listening section of the final test should be increased which is largely grammar-based.

5.3 Limitations of the study

This study has the following limitations:

Firstly, the researcher has studied the ancillary listening activities of the series of See Saw materials (six levels), but the study was conducted only with two out of six levels (Levels 1 and 6), the results do not represent the entire series.

Secondly, the case study was carried out in one class at one grade respectively (Grades 1 and 6). Each grade had four sections.

Thirdly, the teachers’ method of teaching such as their techniques and adaptations have influenced the results of the study. Not all types of activities were used. Although the teachers selected the activities depending on the practical situation, the unused activities cannot be regarded as ‘inappropriate’. The coverage of the activities influenced the result of the study as well.

The entire evaluation was conducted by the researcher who analyzed the checklists of the classroom observations, the teachers’ journals and the pupils’ work. Therefore, the results of the study are unavoidably subjective.
5.4 Suggestions for future research

The first suggestion is to cover more levels of the material in order to make a better evaluation of the *See Saw* series.

The second suggestion is about the checklists for classroom observation. The checklists should be designed by an external evaluator.

The third suggestion is an external evaluator or more evaluators should be included in the evaluation to gain objective results. More evaluators can draw more impartial conclusions.

Lastly, researchers an study the *See Saw* series from other perspectives like how teachers adapt the materials especially when the pupils’ linguistic competence is low.

5.5 Conclusion

The study shows that the ancillary listening activities of *See Saw* Level 1 are successful to a ‘moderately-high’ degree, while the activities of *See Saw* Level 6 are successful only to a ‘moderate’ degree in terms of evoking pupils’ participation.

Ancillary listening activities of the *See Saw* materials have a clear audio CD, various types of activities, visuals, familiar topics for the young learners. However, the pupils encountered listening difficulties while using the materials, for instance, the speed of the CD, different accents, and unfamiliar western cultural elements. The difficulties became obvious to the pupils in Grade 6, who did not have previous learning experience of the other levels of the *See Saw* series.

The results of the study are influenced by the factors, like lack of time,
government's free textbooks policy, teachers' teaching techniques, and physical environment. The researcher would like to make the following suggestions to improve the pupils' participation: proper adaptation to the materials; exploiting dynamic and various teaching techniques; devoting more energy on classroom management; providing familiar context related to the pupils' lives and culture.

The researcher considers *See Saw* Level 1 is appropriate for the pupils, while *See Saw* Level 6 is not recommended for the pupils at the Saint Peter's School, especially when the previous levels of the materials are not used.
References


Press.


Appendix 1 Video of listening activities (in DVD format)
Appendix 2 Checklists for evaluating listening activities of *See Saw*

Each checklist contains seven to eight criteria, and all of the criteria follow the five-point scale. The total score was converted in percentage. The rating points and the percentage represent five scales. The definitions of the scales are:

- **High**: the score is highly satisfactory;
- **Moderately-high**: the score is moderately satisfactory;
- **Moderate**: the score is moderately-unsatisfactory;
- **Moderately-low**: the score is unsatisfactory;
- **Low**: the score is highly unsatisfactory.

### 1. Checklist for Activity 1 (Vocabulary presentation), Level 1

<table>
<thead>
<tr>
<th>No.</th>
<th>Criteria</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>To what extent...</td>
<td>5</td>
</tr>
<tr>
<td>1</td>
<td>was the listening activity appropriate for the pupils?</td>
<td>4</td>
</tr>
<tr>
<td>2</td>
<td>was the CD audible in the classroom?</td>
<td>3</td>
</tr>
<tr>
<td>3</td>
<td>did the pupils manage the speed of the CD?</td>
<td>2</td>
</tr>
<tr>
<td>4</td>
<td>did the pupils pronounce the words clearly?</td>
<td>1</td>
</tr>
<tr>
<td>5</td>
<td>did the pupils resort to the visuals?</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>did the pupils resort to the words?</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>did the learners follow the instructions?</td>
<td></td>
</tr>
</tbody>
</table>

Score /35
Percentage %

### 2. Checklist for Activity 2 (Grammar presentation), Level 1

<table>
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<tr>
<th>No.</th>
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<td>1</td>
<td>was the listening activity appropriate for the pupils?</td>
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</tr>
<tr>
<td>2</td>
<td>was the CD audible in the classroom?</td>
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<td>3</td>
<td>did the pupils manage the speed of the CD?</td>
<td>2</td>
</tr>
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<td>4</td>
<td>did the pupils pronounce the words clearly?</td>
<td>1</td>
</tr>
<tr>
<td>5</td>
<td>did the pupils resort to the visuals?</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>did the pupils resort to the chant?</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>did the learners follow the instructions?</td>
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Score /35
Percentage %
### 3. Checklist for Activity 3 (Language extension), Level 1

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<td>2</td>
<td>was the CD audible in the classroom?</td>
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<td>3</td>
<td>did the pupils manage the speed of the CD?</td>
<td>3</td>
</tr>
<tr>
<td>4</td>
<td>did the pupils pronounce the words clearly?</td>
<td>2</td>
</tr>
<tr>
<td>5</td>
<td>did the pupils resort to the visuals?</td>
<td>1</td>
</tr>
<tr>
<td>6</td>
<td>did the pupils resort to the sentences?</td>
<td></td>
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<tr>
<td>7</td>
<td>did the learners follow the instructions?</td>
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Score: /35
Percentage: %

### 4. Checklist for Activity 4 (Phonics), Level 1

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<td>2</td>
<td>was the CD audible in the classroom?</td>
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<td>3</td>
<td>did the pupils manage the speed of the CD?</td>
<td>3</td>
</tr>
<tr>
<td>4</td>
<td>did the pupils pronounce the words clearly?</td>
<td>2</td>
</tr>
<tr>
<td>5</td>
<td>did the pupils resort to the visuals?</td>
<td>1</td>
</tr>
<tr>
<td>6</td>
<td>did the pupils resort to the poem?</td>
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</tr>
<tr>
<td>7</td>
<td>did the learners follow the instructions?</td>
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Score: /35
Percentage: %

### 5. Checklist for Activity 5 (Story), Level 1

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<tr>
<td>2</td>
<td>was the CD audible in the classroom?</td>
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<td>3</td>
<td>did the pupils manage the speed of the CD?</td>
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<tr>
<td>4</td>
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<td>5</td>
<td>did the pupils resort to the visuals?</td>
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<td>6</td>
<td>did the pupils resort to the dialogues?</td>
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<td>did the learners follow the instructions?</td>
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Score: /35
Percentage: %
Checklists for evaluating listening activities of *See Saw* Level 6

1. Checklist for Activity 1 (Vocabulary presentation), Level 6

<table>
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<tr>
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<th>Criteria</th>
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<tbody>
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<td></td>
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</tr>
<tr>
<td>2</td>
<td>was the CD audible in the classroom?</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>did the pupils manage the speed of the CD?</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>did the pupils pronounce the words clearly?</td>
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<td></td>
<td></td>
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<tr>
<td>5</td>
<td>did the pupils resort to the visuals?</td>
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<td></td>
</tr>
<tr>
<td>6</td>
<td>did the pupils resort to the words?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>did the learners follow the instructions?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>did the pupils complete the work?</td>
<td></td>
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Score: /40  
Percentage: %

2. Checklist for Activity 2 (Song), Level 6

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<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>was the CD audible in the classroom?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>did the pupils manage the speed of the CD?</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>4</td>
<td>did the pupils pronounce the words clearly?</td>
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<tr>
<td>5</td>
<td>did the pupils resort to the visuals?</td>
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<tr>
<td>6</td>
<td>did the pupils resort to the lyrics?</td>
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<td>7</td>
<td>did the learners follow the instructions?</td>
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<tr>
<td>8</td>
<td>did the pupils complete the work?</td>
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Score: /40  
Percentage: %

3. Checklist for Activity 3 (Story), Level 6

<table>
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<th>No.</th>
<th>Criteria</th>
<th>Rating</th>
<th>Score</th>
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<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>was the CD audible in the classroom?</td>
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<tr>
<td>3</td>
<td>did the pupils manage the speed of the CD?</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>did the pupils pronounce the words clearly?</td>
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<tr>
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<td>did the pupils resort to the visuals?</td>
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<tr>
<td>6</td>
<td>did the pupils resort to the dialogues?</td>
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<tr>
<td>7</td>
<td>did the learners follow the instructions?</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>did the pupils complete the work?</td>
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Score: /40  
Percentage: %
Appendix 3

Teachers' journals (TJ)

Teacher A's journal: Unit 7, Level 1 (TAJ-U7)

See Saw contains many lively listening activities. The games, chants and action songs are good activities that my young learners are able to be involved in. The grammar chant provides the learners a strong language model. My students enjoyed the chant and could read aloud well. The words of Unit 7 were common in daily life, and it was not difficult for them to understand. The pupils learnt fast, the vocabulary activity was carried out smoothly. My students were able to repeat the words correctly.

Unit 7 is about the common animals and plants, such as bee, bird, frog, tree, and flower. It also includes the days of the week. The phonics is about the consonants: /s/, /z/, /w/ and /q/. I think they learnt it well. I carried out four listening activities. Compared with other units, four listening activities are a lot: besides listening, I should cover other skills as well.

The first listening activity was about the words. The students looked tired during the activity. Especially when we were counting the number of animals, my they did not answer at the beginning. Then I asked them to raise hands, more students participated and at the last question, about 70% of the students answered loudly.

And next I used the third activity. I carried out the activity from page 62 on the days of the week. I asked volunteers to do the game. Many of them raised their hands and could not wait to go to the front of the class. They loved the activity, because the other students answered loudly, and they looked relaxed.
The phonics in this unit is quite helpful, it connects the outside things and days together. They listened to the sounds of ‘s’, ‘z’, ‘w’ and ‘q’. Except the words ‘queen’ and ‘week’ were unfamiliar to them. At first they forgot the meaning of ‘bee’, but then the pictures of ‘bee’ surrounding the poem helped them. Lastly, most of them can read through the poem. I found that the /z/ sound much impressed them.

My assistant helped me during the activity. I asked my students to stand up, and listen to me and then read aloud. At first some boys moved slowly or randomly before reading. After the assistant’s intervene, they stood straightly and read aloud clearly.

So far, the listening activities of See Saw are suitable for my young students, especially the CD is useful for my class. Young Thai learners need more opportunity to listen to other speakers, because they learn English for communication in daily life. That means to understand different accents. Both the native and non-native accents are important for them. Moreover, the sound effects are attractive for the learners. It brings merry moments into the class.

Teacher A’s journal: Unit 8, Level 1 (TAJ-U8)

See Saw is a good material for listening and I hope to use all the activities in my class. However that is impossible. My schedule for each unit is two or three periods, but a whole unit needs about seven or eight periods at least. Except listening activity, we have writing, reading and speaking activities for my students as well. So I choose the most useful and applicable activities for my pupils.

Level 1 starts with vocabulary and short sentences: the short duration is possible
for the hearers to catch up. They like to listen to the CD, every time I asked them to follow the CD, they read aloud loudly.

When we study the poem of phonic practice, they encountered a word ‘peach’. I did not expect that my students had the difficult at understanding the common fruit, and the picture in the See Saw did not help them either.

The phonics in this unit is a good practice, the sound of ‘ea’ and ‘ee’ are common in English words. They can use it when they encounter other words with the ‘ea’ and ‘ee’ form after the class. The learners become independent if they learn the phonics properly.

The last activity was the story part. The activity was carried out successfully. I was happy to see the pupils like the sound effects of the CD. They laughed at the sound of elephant and monkey, even laughed at the sound of camera clicking when one scene was transferred to another scene in the book. I noticed two boys at the rear participated as well; they did not pay much attention normally.

Teacher A’s journal: Unit 9, Level 1 (TAJ-U9)

I carried out the first two listening activities, due to lack of time: it’s close to the end of the trimester, required by the supervisor of English department of our school, I must finish all the units. Therefore, I chose the most important activities as first order. The audio CD was clearly presented and the students followed the CD properly. The visuals were useful and helpful for the students because it illustrated the texts directly.

The activity was presented with well-illustrated pictures and interesting sound
effects. Grammar presentation in this method is good and I think they like it and learnt well. Especially the sound effects had aroused their interest. I noticed a girl stood up and tapped her hands with the rhythm of the sound from the CD.

My students comprehended the lessons quickly because they answered my questions correctly. But the difficulties were found, too. They had learnt the family members in Unit 2. My students took a long time to recall ‘dad’, because the Thai teacher taught them ‘father’ but not ‘dad’.

Teacher A’s journal: Unit 10, Level 1 (TAJ-U10)

Vocabularies in this unit were easy for the students. They followed the audio CD correctly. The activity require the students to color the pictures basing on the listening input, since the borrowed books could not be written, I asked the students to translation the words of color into Thai.

After read the chant, I asked them questions. For example, “Where’s the cake?” they answered, “It’s in the tree.” The students found the objects from the books.

In lesson 6, after listened to the audio CD, the students read the words. For example, cupcake, bike, rope, cute. At first, I asked them to give the words with the same sounds /ei/, /ai/ /ou/ and /ju:/, they almost figured out the words we learnt. Then I showed them the words with flashcards, which were from the poem. In this activity, I used the flashcards of words instead of writing the poem on the blackboard like before. I wanted to emphasis on the words. Actually I asked my students of another class to read after the CD, but they could not follow the sentence “Make a wish...”, 
therefore I think it would be hard for this class as well. The activity was carried out quickly, better than the previous activity. I did not spend time on explaining the instructions, and the students completed the activity successfully.

Teacher B's journal: Unit 5, Level 6 (TBJ-U5)

Unit 5 is a relatively easy unit for my students. They knew some items before the class. I did not think the activity in page 41 was challenging, the learners easily finished the task. Therefore, I adapted the activity. I have found that most of my students were able to accomplish the task.

I used two activities. I do not have enough time to carry out the activities, even half of the activities. Due to the lack of time, I only shallowly touch the skin of See Saw Level 6. Moreover, my students' level is not match with the See Saw. It is difficult to apply it.

The lessons in this unit were easy for the learners and the result was quite satisfactory. The vocabulary was easy for them to master, like: cell phone, TV, and DVD player. These were familiar to them because they use these gadgets everyday. However, the accents are unfamiliar to the learners because they are used to Teacher Rhajit's and my English accents. Moreover, the grammar was harder. The pupils' linguistic level was not equal to the See Saw Level 6. The books introduced the complicated grammar items, e.g., simple past tense, past progressive tense, were inappropriate to the pupils.

I carried out the story part at the end of the semester. I wanted to know whether
the pupils remembered the language they had learnt. They completed the task better than the previous two times. The story activity was familiar to them, so I did not explain too much. I instructed the students to look at the pictures while listening, and Teacher Rhajit explained the meaning of each picture to the students in Thai language. The class was doing well. The students did the activity without much trouble. Teacher Rhajit helped me control the students not to make noise and get ready for the class.

The story listening activity is still a challenge for them even though their completion of the activity is better compared to the results on the other units but still they have difficulty in understanding the story. I stopped the CD, and repeated the questions twice by myself, because I know they could not follow the speed of the CD. Moreover, the accents are different from mine and Teacher Rhajit's. The See Saw provides good listening activities for the students but then they need to be familiar with the accent and catch up with the speed of speech used by the speaker in the CD.

Teacher B's journal: Unit 6, Level 6 (TBJ-U6)

Unit 6 is about movies, they learned the types of movie: the scary, funny, fantasy movie, etc. I carried out two kinds of activities of Unit 6... I did not have enough time to use all the activities. The phonics activity was too hard for my students, the same as the language extension. I tried that before, but the texts were too long. The competence of the pupils did not match the activities.

In the first part of the unit we started with the vocabulary; from easy to difficult. I presented them the new vocabulary. I let the students practice reading some new
words clearly through the flashcard. I let them read the difficult words repeatedly after me like: romantic, fantasy, and mystery. After a few repetitions the students could read the words well and they become familiar with the accent. Moreover, we reviewed the conditional mood word (I'd). I let the students listen to the sentences based on the listening activities. Actually, I adapted the grammar activity into a listening activity, because I wanted my students to get used to the sounds of the words. They had little time to be exposed to listening in daily life. Therefore, I mixed the listening activity into writing.

I read the sentences clearly and slowly so the students could complete the task. The activity took more than ten minutes which is a little overtime because the students took a long time on spelling the words. I have found that some words are easy while some words are difficult for them. ‘Funny’ was learnt before. It was possible that the familiar word helped the students. Moreover, during the vocabulary practice, they pronounced the word ‘funny’ clearly and loudly.

At the beginning of the next period I play the song (page 51). The time I pressed the button (of the CD), the classroom atmosphere seemed relaxed. Some boys at the rear couldn’t help shaking their body and kept on saying ‘again’ after the music. They liked it. But when I asked twice, “Do you like the song?” No a single response. I think they did not understand the basic answer. Composing a new verse would be a challenge for them. I think the song had motivated the learners and it was enough, I had other activities for them, and we don’t have enough time to practice singing the song. Writing a new verse was the following practice in the activity but I think that is
beyond my student’s ability. The song would only a motivation at the beginning of the class and the preceding activity would be too difficult for them to do.

Teacher B’s journal: Unit 7, Level 6 (TBJ-U7)

Unit 7 is more difficult than the previous two units for the student maybe because this unit talks about historical events which include unfamiliar foreign proper names such as: Alexander Fleming, Leonardo da Vinci, Greece, penicillin, Eiffel Tower. It also includes past tense and grammar. I had two listening activities in two separate classes.

The class started as my assistant Thai teacher gave some instructions to the students in Thai language. As usual, I let the students read the new words repeatedly through the flashcards. I paused and let them repeat when they found the words difficult to read. I would read it first and let them follow after me.

The sentence listening activity was adapted from the first listening activity. They copied the sentences and fill in the missing words. I thought it was easy for them. After I played the CD twice, I read the sentences loud clear and slowly. I had designed the activity for 15 minutes, since the students called ‘again’ for so many times, I had to repeat the CD player many times. To save time, then I repeated the sentences by myself slower, because I don’t think the speed and accent of the CD were understandable for them.

Short of time also happened in the next activity. The next activity was listening to a story and answer true or false. Actually it was the first time for them to do the activity. I did not try the activity before for I thought it was difficult for the pupils.
However, they need some challenges. I think they completed the task satisfactorily. The topics are interesting for the pupils, because it is about volcano, shooting movie, astronaut, etc. After the vocabulary drill practice, we did the story activity and it took more than 20 minutes. In the pre-listening activity, they listened and fill the missing words which are provided in the box. The CD is a little bit fast for them to catch up so I repeated the sentences for them. Moreover, my assistant and I kept on reminding the students to look at the pictures while listening.

I have found out that the two classes were not as good as before. Maybe the topics are difficult for them, so they lost interest and motivation. I did the activity for the first time, they did not understand the instruction very well, and it took me and my assistant teacher a long time to explain the instruction. Meanwhile, the students showed a positive response by imitating the sound effects they have heard from the CD. It was quite inspiring and relaxing.

Teacher B's journal: Unit 8, Level 6 (TBJ-U8)

The topic is about the amusement park. The topics are very familiar to them and there are pictures on the book which also helped the students understand the text, the tasks are very simple. I adapted the appropriate activities for my pupils, that is, the vocabulary, song and the story. Tasks are presented from easy ones to harder ones. As usual, I spend two periods for this unit, one is vocabulary the other one is the story activity.

I let the students read the new words through the flash card. I let them read
repeatedly for them to get familiar with the new words. So that they could catch up and understand I usually would say the sentences again in a slower and clearer manner.

I let them listen to the CD and label the new words. I found out that they have little difficulty in doing the activity. Then I ask them to answer the question: How much is the ...? And have them to answer: It is ... dollars. The students did it quickly and correctly. So far the topics are very familiar to them and there are pictures on the book in every lesson which also help the students understand the text. The sounds are relaxing as well.

The comic strips activity was not new to the students, so this time my assistant and I did not spend much time in giving instructions. On the “while listening” part of the lesson I let them listen to the story twice. My assistant guided them to look at the pictures and translated some portions which were quite difficult for them to understand. In the beginning of the activity students did not answer the question maybe because of some loud and disturbing sound outside that caught up their attention or maybe they did not understand the question very well. The activity was more difficult and the result was not as good as the previous ones.
Appendix 4 See Saw Levels 1 (Units 7-10)

4-1 A1 Vocabulary Presentation, Unit 7, See Saw Level 1

Unit 7 Outside

1. Listen and say. Then check ✓.

2. Listen and circle. ✓✓
   5 frogs. 1, 2, 3, 4, 5.

3. Count and say.
   Bees. 4 bees.
1. Look and listen.

2. Say the chant.

There's an ant.
There are ants.
There are birds!

3. Chant again.

There's a tree.
There are flowers.
There are bees.

There's = There is
1. Listen and point.

2. Listen again and say.

3. Ask and answer.

4. Play.
4-4 A4 Phonics, Unit 7, See Saw Level 1

1. Listen and say.
2. Trace and say.

Listen. Then trace.

Look at the queen bee
Buzz, buzz, buzz.
Buzz all week, queen bee.
Buzz on Monday and on Tuesday
Buzz on Wednesday and on Thursday
Buzz on Friday, Saturday and Sunday
Buzz all week, queen bee.

Say the poem.
1. Look and listen.

2. Listen again and say.

Do you like hot dogs?
Yes, I do.

Do you like dogs?
No, I don’t.

3. Ask your friends and draw.

<table>
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<tr>
<th>Do you like</th>
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<th>Friend 2</th>
</tr>
</thead>
<tbody>
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<td><img src="emoji" alt="Sad" /></td>
</tr>
<tr>
<td>2 towers</td>
<td><img src="emoji" alt="Smiley" /></td>
<td><img src="emoji" alt="Sad" /></td>
</tr>
<tr>
<td>3 eggs</td>
<td><img src="emoji" alt="Smiley" /></td>
<td><img src="emoji" alt="Sad" /></td>
</tr>
<tr>
<td>4 burgers</td>
<td><img src="emoji" alt="Smiley" /></td>
<td><img src="emoji" alt="Sad" /></td>
</tr>
</tbody>
</table>
1. Listen and say.

2. Trace and say.

3. Listen. Then trace.

Do you like peaches? Yes, I do.

There are three peaches.

In a tree.

A peach for you.

A peach for me.

And one peach for my teacher.

4. Say the poem.
1. Listen to the story.

2. Listen again and say.

3. Circle for you.  

---

Do you like bananas?  
I like elephants.

Do you like monkeys?  
No, I don't.

Do you like bananas?  
Yes, I do.

Do you like Mr. Snoop?  
Yes, I do.

No, I don't.
Unit 9  Playtime

1. Listen and say.  Then check ✓.
   1. jump ✓
   2. run
   3. sing
   4. swim
   5. talk
   6. walk


1. Look and listen.

2. Say the chant.
   - I can walk.
   - I can jump.
   - I can't sing.

3. Chant again.
   - I can't = I cannot
Unit 10 Party Time

1. Listen and say. Then check ✓.

2. Listen and color. There's a pink present.

3. Check with a friend. Balloon. There's a red balloon.

balloon ✓
cake

card

hat

present

table
1. Look and listen.

2. Say the chant.

Where's the cake?
It's in the tree.
Where are the monkeys?
They're in the tree.
Where's Tom?
He's under the tree.

3. Chant again.

Where's the cake?
The present.
Where are the monkeys?
The birds.
Where's Tom?
Pippa
Where's = Where is
She's

LESSON 2 85
1. Listen and say.
2. Trace and say.

3. Listen. Then trace.
   It's your party.
   Make a wish...
   Wish for a cupcake.
   Wish for a bike.
   Wish for a rope.
   Wish for a kite.
   Wish for a cute snake.
   It's your party.
   Make a wish!

4. Say the poem.
4-13 A1 Vocabulary Presentation, Unit 5, See Saw Level 6

Unit 5 Gadgets

1. Listen, say and label.

2. Write.

- We make these gadgets from plastic, glass and metal.
- What can you do with these gadgets?
- You can watch cartoons on a ________
- You can call your friends on a ________
- You can take pictures with a ________
- You can listen to music on a ________
- You can play movies on a ________
- You can write a letter on a ________

3. Close your book. Then remember and say:

- It's 45 dollars.
- It's the cellphone.
1. Write. Then listen and read.

The story so far...

<table>
<thead>
<tr>
<th>Number</th>
<th>Scene</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>They go to the movies theater. Bill's friend Joe has an idea.</td>
</tr>
<tr>
<td>2</td>
<td>They go to the electronics store. They buy a DVD player and then they watch the TV.</td>
</tr>
<tr>
<td>3</td>
<td>Bill buys the cheapest TV.</td>
</tr>
<tr>
<td>4</td>
<td>They go home and watch a movie together for Brooke.</td>
</tr>
</tbody>
</table>

2. Listen and say True or False.

<table>
<thead>
<tr>
<th>Number</th>
<th>Fact</th>
<th>True/False</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Bill will meet you at the movie theater.</td>
<td>True</td>
</tr>
<tr>
<td>2</td>
<td>Brooke doesn't like the movie theater.</td>
<td>False</td>
</tr>
<tr>
<td>3</td>
<td>Joe's idea is an excellent idea.</td>
<td>True</td>
</tr>
<tr>
<td>4</td>
<td>Bill is going to take the TV.</td>
<td>True</td>
</tr>
<tr>
<td>5</td>
<td>The TV is the cheapest. It's $130.</td>
<td>True</td>
</tr>
<tr>
<td>6</td>
<td>What kind of movie should we watch?</td>
<td>True</td>
</tr>
</tbody>
</table>
1. Listen, say and label.

2. Write the name of the movie and the adjective.

- 1. A boy meets a girl and they fall in love. It’s a __________ movie.
- 2. A big tidal wave hits the USA. It’s a __________ movie.
- 3. A clown makes everyone laugh. It’s a __________ movie.
- 4. Tyler can fly. He saves the world. It’s a __________ movie.
- 5. A tree makes wishes come true. It’s a __________ movie.
- 6. Who’s the man in the black hat? It’s a __________ movie.

3. Write. Then tell a friend.

<table>
<thead>
<tr>
<th>A scary movie</th>
<th>A funny movie</th>
<th>An exciting movie</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

48 LESSON 1
1. Find and label.

I'd love to be a movie star.
I'd love to live in Hollywood.
I'd love to drive a big white car.
I'd love to be a movie star.
Superstar, superstar.
You'll be famous.
You'll go far...
I'd love to be a pop star.
I'd love to live in New York City.
I'd love to drive a fast red car.
I'd love to be a pop star.

Write a new verse.

I'd love to be a...
1. Listen, say and label.

2. Circle the past verbs.

3. Write the verbs in the tables.

<table>
<thead>
<tr>
<th>Present</th>
<th>Regular past</th>
<th>Present</th>
<th>Irregular past</th>
</tr>
</thead>
<tbody>
<tr>
<td>discover</td>
<td></td>
<td>win</td>
<td></td>
</tr>
<tr>
<td>erupted</td>
<td></td>
<td>build</td>
<td></td>
</tr>
<tr>
<td>invented</td>
<td></td>
<td>draw</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>begin</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>write</td>
<td></td>
</tr>
</tbody>
</table>
1. Write. Then listen and read.

The story so far...
Brooke and her friends watched some movies on Bill's DVD player.
Bill had an idea — he wanted to be a movie star. They went to Hollywood and they went down Sunset Boulevard.

1. [Image of people walking down a street]
   Guide: This is a movie about Neil Armstrong. He walked on the moon in 1969.
   Brooke: When did it export?

2. [Image of a character speaking]
   Guide: This is a movie about some children.
   Brooke: Where did they go?
   Guide: They went to an amusement park.

3. [Image of a character speaking]
   Director: Hello! Sit down here.
   Guide: This is a very scary movie.
   Bill: I don't like scary movies.

2. Listen and say True or False.
Unit 8 Amusement Park

1. Listen, say and label.

2. Ask and answer.

3. Tell a friend.

I'd love to go on the log flume. I'd like to eat popcorn.
1. Write. Then listen and read.

The story so far...
Bill and Brooke ___________ to the movie studios and they ___________ a funny movie about some children on vacation. The actor ___________ sick and Bill helped. But it's a ___________ movie too and Bill doesn't like scary movies ...

2. Listen and say True or False.

At 10:00 they were getting popcorn on the roller coaster.

At 12:30 they were riding the bumper cars.

At 11:45 they were eating popcorn on the roller coaster.

At 11:00 they were sleeping on the great train.

At 3:30 they were drinking soda on the coaster.

At 4:15 they were sleeping on the great train.

Bill: Oh, no! This is scary.
Brooke: Don't close your eyes.

Bill: I don't want to be a movie star. I'm tired.
Brooke: Let's go back to the city.