

**THE TESTING OF NAMA (MIND)-RUPA (BODY) HYPOTHESIS
IN SECOND LANGUAGE ACQUISITION**

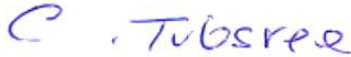
PATTAMA YIMSAKUL

**A DISSERTATION SUBMITTED IN PARTIAL FULFILLMENT OF
THE REQUIREMENTS FOR THE DEGREE OF DOCTOR OF PHILOSOPHY
IN TEACHING ENGLISH AS A GLOBAL LANGUAGE
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IN HUMAN RESOURCE DEVELOPMENT
FACULTY OF EDUCATION
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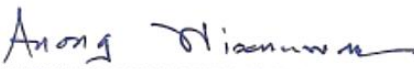
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**The 12th Malaysia International Conference on English Language Teaching (MICELT), 5th–6th October, 2018
Universiti Putra Malaysia, Selangor**



“Shaping New Understandings in ELT”

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Indeed, it was my very first hands-on experience in delivering an academic and research study internationally (*see a PowerPoint for the presentation Brudhiprabha & Yimsakul, 2018*) in partial fulfillment of the requirements for a PhD degree in TEGL—*on top of my dissertation. It was really productive and memorable in the real Groves of Academe!* With many thanks and best wishes to the Organizer & the Main Sponsor of the Conference, including Adjunct Prof. Dr. P.B. Prabha, *Principal Supervisor of my Dissertation who also came along to give me moral support.*

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KEYWORDS: NAMA (MIND)-RUPA (BODY) APPROACH (NRA), SECOND
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This study was part and parcel of my PhD dissertation. Metaphorically speaking, it posed the practical and tangible research problem based on the ‘*Chomskyan Paradigm Shift (1988) of Growing Language in the Mind/Brain*’ (**CPSGLM/B**) that emphasized the development of language like the growth of plant seedlings in the ‘*Language Acquisition Device/System*’ (**LAD/LAS**) to the research study. From the miracle-working powers of a triple layer of mind in the religion of wisdom—***Buddhism with its conscious, subconscious, and superconscious overall componential parts***—in which a Thai guru has generated the *under-lying sole* ‘*Nama (mind)-Rupa (body) Approach*’ (**NRA**) of ELT/SLA in the East since 1991/1996 up until 2018 (Prabha, 2018, p. 34) and this paper shall put it to an acid test by using the quantitative research.

The new ‘*Guided Meditative Techniques of Teaching*’ (**GMTT**), including *Notes to Tutors and Introductory Unit for Non-Native Speakers*’ from the ‘**Introduction**’ of the textbook selected as learning materials in ‘*Communicative Language Teaching*’ (**CLT**) of the course ‘**English for (Thai) Student Teachers**’—i.e., **Teaching English through English**—were thoroughly used in this investigation with five lessons selected to use in the classroom of the freshman students

By selecting only two of the available English classes through tossing a coin to choose the experimental and control groups of which such designs could be susceptible to the questions of external and internal validity; nevertheless, according to the experts on research design and statistics for applied and/or educational linguistics—it was strongly asserted that: “given the state of the art [*in language teaching today*]*—they are the best alternatives available to us.*” (Hatch & Farhady, 1982, p. 24)

Prior to each lesson for both of the purposive-supposed experimental and control groups—short meditative practices vs. listening to music for 3 - 5 minutes were introduced. After each individual lesson, the pre-test and post-test between every treatment (x) and non-treatment (o) were administered as follows:

$$T_1 X T_2 \rightarrow T_3 O T_4 \rightarrow T_5 X T_6 \rightarrow T_7 O T_8, \text{ etc.}$$

“This procedure is followed for two or three times, and the results following the experimental treatment are compared with the alternative treatment scores.” (Hatch & Farhady, 1982, p. 25)

The research results were statistically significant at the *0.01* level. That is to say, the quantitative research highly lent support to the NRA classroom test of this dissertation. Their findings were indeed tenable. The underlying NRA approach was quite valid and it has been all-inclusively accepted by three different ELT/SLA research testing so far. *Perhaps we can say without exaggeration that this is a new theory of L1/L2 acquisition, learning, and teaching in terms of our Theravada Buddhism.*

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CHAPTER 1

INTRODUCTION

1.1 Background of Study and Research Problem

Originally the Nama (mind) –Rupa (body) Approach was an educational hunt or food-for-thought paper presented in 1991. Later on, it was fully developed and a linked study was carry out in 1996 with 11 undergraduate students as control experimental group at a Western Language Department, SWU. The finding was significance at .05 level. This research study has been revised and enlarged several times during the past decade. A developer of the NRA as challenge a concerned researcher to put it in a test.

The impact of meditative practices on language acquisition, learning, and teaching has been greatly emphasized in Thailand for a very long time by the late Supreme Patriarch, including a Thai guru of English Language Teaching (ELT) and Second Language Acquisition (SLA) as well as the many eminent studies of overseas neuroscientists in recent years (Somdet Phra Nyanasamvara, 1982, pp. 95-96; Brudhiprabha, 2017, p. 46; Hanson & Mendius, 2009, p. 9) Hence major pertinent works focusing on the role of meditation in the East and West were critically reviewed and addressed, with the underlying sole Nama (mind) – Rupa (body) Approach (NRA) constructed by the Thai guru selected to validate this study. The statements of the NRA with its entire brain-wave patterns of various types in meditative states are illustrated below:

It is now conclusive that language resides in the left hemisphere of the brain (Aitchison, 1993, p. 94).

With reference to the infant discipline of SLA: I submit that the mind & body must be integrated in order to concentrate on a certain thing—in this case it is the L1/L2 to be acquired and/or learnt. Indeed, meditation is an effective-practical ways and means to bring the mind & body together. I present now a central hypothesis of the Nama (mind)-Rupa (body) phenomena as follows: (1) Language

acquisition is conscious, subconscious, as well as superconscious in procedure within the mind/brain.

(2) The integrated Nama-Rupa will set off if enough comprehensible speech input has entered the Language Acquisition Device (LAD) /Language Acquisition System (LAS) or the mind/brain (Prabha, 2018, p. 17).

This approach has one corollary, i.e., the Nama (mind) – with the Rupa (body) being integrated through '*Samadhi*' (mindfulness concentration) only (Prabha, 2018, p. 23).

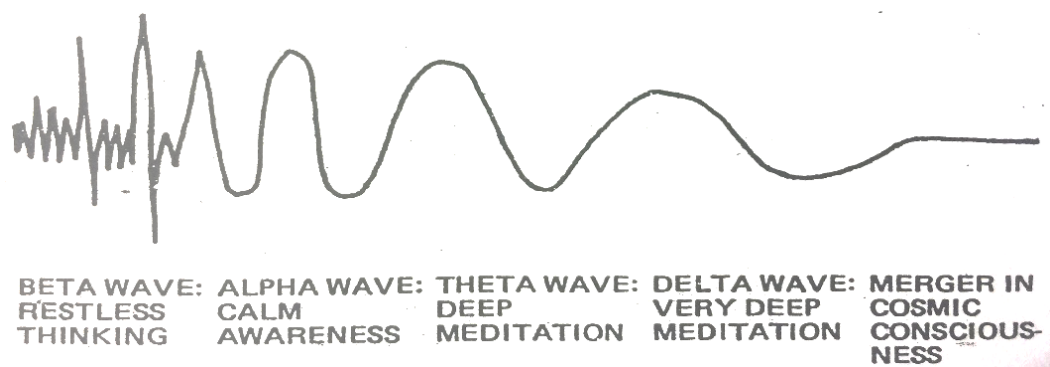


Figure 1.1 Brain Waves

Source: Adapted from Ven. Avadhutika Anandamitra Acarya (1991, p. 74)

The brain is an electrochemical organ (machine) that operates using electromagnetic energy. Electrical activity emanating from the brain is displayed in the form of brainwaves. They range from the high amplitude, low frequency delta to the low amplitude, high frequency beta. Waves of the brain change during meditation. The four categories of these brainwaves are as follows (Crystalinks, 2018):

1. The term 'Beta Waves' refers to the frequency range of human brain activity between 12 and 30 Hz commonly found in awake humans. They are channeled during conscious states such as cognitive reasoning, calculation, reading, speaking or thinking.

2. Alpha waves are the ‘frequency bridge’ between our conscious thinking (Beta) and subconscious (Theta) mind. They are also alternatively termed as Berger’s wave after the EEG founder. It places the brain in a relaxing, non- arousal, meditative, and hypnosis mode.

3. Theta Waves is an oscillatory pattern found in EEG signals that are recorded either from inside the brain or from electrodes glued to the scalp. Theta waves are commonly found when daydreaming or sleeping; thus exhibiting a more relaxed and open mind state.

4. Delta Waves are brain waves of high amplitude with oscillation frequency running from 0 to 4 hertz. Delta waves, like other brain waves, are recorded with an electroencephalogram (EEG) and are usually associated with the deepest sleep stages (3 and 4 NREM), or also known as slow wave sleep (SWS).

In addition, practice meditation over a long period of time can readily affect the brain, making good for studying and learning. According to neurologist Richard Davidson’s research on the Tibetan Buddhist brain that has been practicing meditation for 20-30 years, it has been found that the gray brain had expanded, with the brain waves moving more slowly and consistently (Davidson & Lutz, 2008, pp. 174-176).

To begin with, this dissertation topic originated from a paradigm shift on meditation of Eastern Mysticism under the **NRA** of guided mindfulness techniques in **ELT/SLA**. *Developed by a Thai guru since 1991, it has been continually polished, testified, and finalized up until 2015/ 2017!* Moreover, a well-known book entitled ***The Power of Your Subconscious Mind*** written by an eminent medical doctor with a PhD & DD—*Dr. Joseph Murphy*—had combined spiritual wisdom with cutting-edge scientific research into the mind/brain and its integral connection between thoughts and one’s daily life. This very book (Murphy, 2017) had direct influence on this research study as well as another book by a distinguished Indian guru on meditation—***Beyond the Superconscious Mind***—by Ven. Avadhutika Anandamitra Acarya (1991).

Additional evidence for background of study and research problem were gathered from a recent book entitled ***Buddha’s Brain*** by two eminent neuropsychologist and neurologist —*Drs. Rick Hanson & Richard Mendius*—whereby the foundations of mindfulness, blissful concentration, and road map of meditation were laid out for non-Buddhist meditators to easily follow (Hanson &

Mendius, 2009), including the most recent pertinent book: *The Tao of SLA in Theory and Practice* by the Thai guru of ELT (Prabha, 2018, p. 49) in ‘*Anapanasatibhavana: Mindfulness with Breathing Techniques*’ (Ven. Buddhadasa Bhikkhu, 1989) on L1/L2 acquisition and learning in Theravada Buddhist meditative practices in a thorough step-by-step guide.

It should be noted here that the term ‘meditation’ was also interpreted differently by different people. In the West, it was more often than not defined relatively differently from the East. For example, Goleman (1972 cited in Shapiro, Brown, & Astin, 2008, p. 7) suggests that “meditation techniques can be broadly divided into two groups: concentrative meditation and mindfulness meditation”. The former referred to our one pointedness attention focusing on the object, such as breath or a magical word (mantra) whilst the latter pointing towards the “three core elements: intention, attention, and attitude” (Shapiro, Carlson, Astin, & Freedman, 2006, pp. 373-386). This is fundamentally different from our two types of meditative practices in the aforementioned Eastern ‘Theravada Traditions’ (e.g. in Burma, Cambodia, Laos, Sri Lanka and Thailand). Indeed, there were only two types of meditation, namely (1) ‘Samatha Bhavana’ (Mindfulness or Tranquility Meditation) and (2) ‘Vipassana Bhavana’ (Insight or Intuitive Meditation). Regarding its various points of distinction (Ven. P. A. Payutto, 2007, pp. 106-108), the former (which is the foundation for vipassana) can be mastered in a few minutes—say three to five—(Jenkins, 2015, p. 36) with the latter taking either months or years to master (Jumsai Na Ayudhya, 1990, pp. 5-18). Hence, for educational and timely purposes, the first type of meditation technique is commonly practiced as it takes only a short time to accomplish prior to a regular classroom lesson.

The scope and topic of the topic of my interest dated back to 2600 years ago in the history of the **Eastern Mysticism** with its parallels between the **Western Rationalism/Scientism** of the 17th, 18th, and early 19th century of Modern Physics. An in-depth and in-width study such as this needs a great amount of time, energy, mind/brain mapping, soul-searching, and intuitive insights into the various problems of English language teaching in order to carry out this research study successfully. Fortunately, ‘*the works of two great scholars in the West and the East*’ had provided sufficient pertinent information to make an accurate and smooth investigation into

quantum physics and meditative practices (Capra, 2010; Jumsai Na Ayudhya, 1990; see also its summary in Appendix F).

Unfortunately, the results of its teaching have been utter failures since its inception! To begin with let us listen to a native speaker voices—*Cassandra James, a British-American teacher*—who made a very strong personal comment on the Thai education system (*with a grain of truth!*) in recent years as follows:

I taught in the Thai education system
will
 improve at any time soon. (see full details in Appendix E)

With very unsatisfactory results as clearly indicted by its statistical trend from the ‘*Education First English Proficiency Index (EF EPI) 2017*’ among 20 countries in Asia and 80 non-native speaking countries in the world. Thailand was ranked 15th and 53rd as follows:

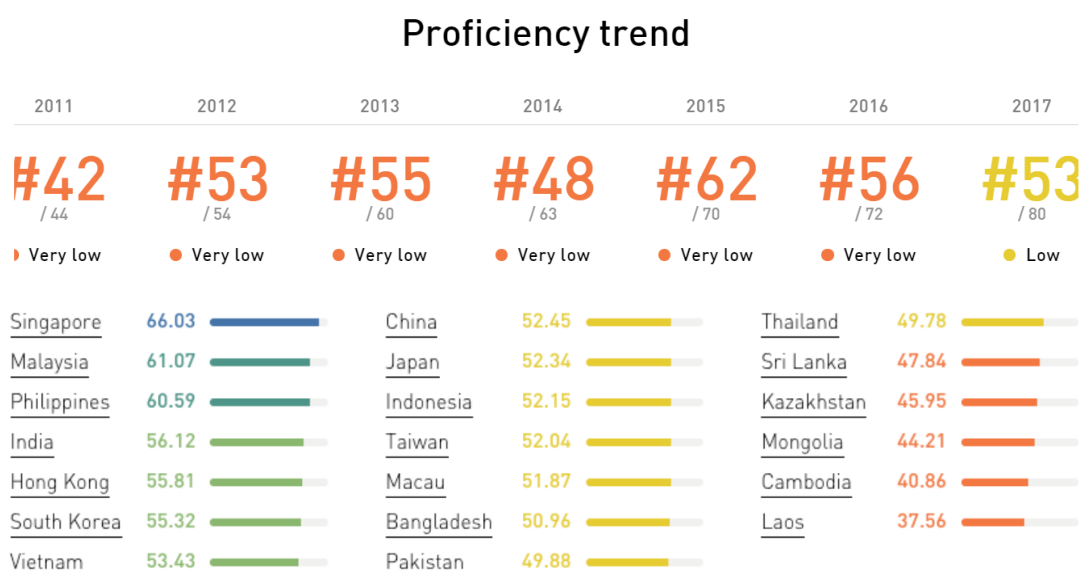


Figure 1.2 Thailand's English Proficiency Trend in 2017

Source: EF Education First (2018, para. 3) and
 Coconuts Bangkok (2017, para. 7)

Most importantly, according to the aforesaid Switzerland-based Education First—a language school operator with worldwide branches and data of 1.3 million adults who took the ‘EF Standard English Test’ (**EF SET**) indicated that Thai English proficiency dropped in the latest results of 2018. “Thailand has a score of 48.54, which is classified as low proficiency. In 2017, Thailand was ranked 53rd (49.7) out of 80 countries and was also categorized in the low proficiency band.” It was continued to report that “In East Asia, Thailand has the worst English proficiency except for Cambodia and Myanmar. Thailand is behind China and Japan, which supposedly have low abilities in English” (Mala, 2018, para. 5).

Moreover, annual results on the level of English proficiency in 2016/2017 from the ‘Ordinary National Educational Test’ (**O-NET**) were also shown in comparison below:

Table 1.1 O-NET results of English in 2016/2017

O-Net Score	2016/English Subject	2017/English Subject
Grade 6	34.59	36.34
Grade 9	31.80	30.45
Grade 12	26.59	40.67

*The scores of 2017 were utter failures all along as usual! I wonder what the “heck” (Prabha, 2018, p. 4) the authorities and the ‘National Institute of Educational Testing Service’ (**NIETS**) had been doing so far since the **O-NET** was first administered in 2005 with dismal failure?*

In addition from 2016, the ‘British Council’ (**BC**) ‘Regional English Training Centers (**RETC**) Project’ popularly known as ‘English Boot Camp’ (**EBC**) began to work in close partnership with **MoE** in order to transform ELT in state primary and secondary schools across the country (British Council Thailand, 2018). Using the ‘Common European Framework of Reference for Languages’ (**CEFR**) as a tool to evaluate the English proficiency or communicative competence skills of Thai in-service teachers—the **BC EBC** found that “only 75 % of participating teachers were to be just at the elementary A2 level or below. Only 20 % were at B1, or

intermediate level, and 5 % at B2 and above level or upper intermediate” (see CEFR criteria in Appendix I).

It was asserted that “participants benefited from the British Council’s teaching methodologies, techniques, and cutting edge education technology, all of which boosted their confidence, both in using English themselves and teaching it” (Bangkok Post, 2018, para. 6)

Nevertheless, the Thai guru of ELT/SLA has this to say about the **BC EBC** current developmental project all over the nation today: “*[Although it is quite effective], it puts the emphasis on teacher training alone like the aforesaid SEAREP and/or RELC.*” (Prabha, 2018, p. 18)

1.2 The Evidence of Meditation in SLA Success

Two well-known scholars—Fritjof Capra and Art-ong Chumsai Na Ayudhya—provide solid foundation for this research study.

The former individual is a world-class physicist who has published works on ‘Western Scientism’ with reference to ‘Modern Physics.’ A best-seller, it has been translated into more than ten languages, including Thai. In his preface to the first edition, he wrote that he had a beautiful experience which inspired him to write this book five year ago. Capra continued to describe that he was sitting at the beach one late summer afternoon, watching the waves rolling in and feeling the rhythm of his breathing and suddenly he became aware of his whole environment as being engaged in a gigantic cosmic dance as follows:



Figure 1.3 Dr. Capra Sat on the Ocean Beach in Deep Meditation

Source: Paily (2010)

Then he asserted that because he was a physicist he understood that the sand, rocks, water and air around him were made of vibrating molecules and atoms, and he explained that these consisted of particles which interacted with one another by creating and destroying other particles (Capra, 2010).

He proclaimed further that: “All this was familiar to me from my research in high-energy physics, but until that moment I had only experienced it through graphs, diagrams, and mathematical theories.” (Capra, 2010, p. 11).

Capra was very impressed and continued to be absorbed in the incident. He expresses this in an anecdote:

As I sat on that beach my former experiences came to life; I ‘saw’ cascades of energy coming down from outer space, in which particles were created and destroyed in rhythmic pluses; I ‘saw’ the atoms of the elements and those of my body participating in this cosmic dance of energy; I felt its rhythm and I ‘heard’ its sound, and at that moment I *knew* that this was the Dance of Shiva, the Lord of Dancers worshipped by the Hindus (Capra, 2010, p. 11).

After his experience of the “Dance of Shiva; Capra realized that ‘Modern Physics’ harmonizes with ancient Eastern wisdom” (Capra, 2010, p. 12).

That is to say, mysticism is being taken seriously by the scientific community after Capra discovered the parallels between ‘Modern Physics’ and ‘Eastern Mysticism’.

On the other hand, the latter individual is a great Thai meditator master and a former NASA scientist who currently runs a school using meditation as a central means of instruction that has proven great success.

Art-Ong Jumsai Na Ayudhya’s successful story on the benefits of meditation and his mystic success in learning; in earning his first degree in engineering at Trinity College, Cambridge; in writing his PhD thesis at Imperial College of Science and Technology, London; and when he saw an image of an automatic landing machine in his mind’s eye, allowing him to design a soft landing spacecraft device for a NASA project to land safely on Mars during the 200th Birthday Anniversary of America in 1975 (more detail in Appendix F).

Art-Ong was a Thai scholar who wrote a compelling thesis and was awarded a PhD from the Imperial College of Science and Technology, London. Following his profound meditation discovery, he wrote a thesis on the results of meditative practices and obtained a PhD.

This is a genuine successful story of a meditator master and NASA scientist. He is now the owner of a very famous school (free enrollment; comprises of 360 students) where meditation is the core technique of studying (Senang, 2013).



Figure 1.4 Art-Ong Sat in Meditative Stage on a Mountain in California

Source: Jumsai Na Ayudhya (1990, p. 38).

Art-Ong sat in meditative stage on a mountain in California for five days where he saw the image of an automatic landing machine in his mind's eye as shown in Figure 1.4.

All in all, what Art-Ong has accomplished were the results of meditative practices; similarly to that of Capra's experiences.

Hence this dissertation of mine is an exploration into meditative mystics and quantum theory vis-à-vis L1/L2 acquisition, learning, and teaching in Thailand today.

Moreover, from ancient wisdom to modern physics, our sages speak of ... the Cosmic Superconscious Mind [which is] all-knowing, and can "see" into the past,

present and future, and into the mysteries of life (see Ven. Avadhutika Anandamitra Acarya, 1991, p. 21).

In addition, two neuroscientists (Hanson & Mendius, 2009) research on the Buddha's Brain has shown that meditation plays a very important role in education and learning.

Most importantly, the Thai NASA scientist and meditator master placed emphasis on the conscious, subconscious, and superconscious mind in the learning process. He concluded that with the help of meditation he could invent the automatic machine to make the spacecraft land softly on Mars for the first time in 1975.

Furthermore, Russian psychologist Lev S. Vygotsky's theory of cognitive and language developments might be of direct relevance to his research study. Nevertheless, through a closer look, his work revealed that it is outside the scope of this dissertation which is focused on 'adult's language acquisition, learning and teaching.' Vygotsky's work was solely about cognitive theory and the benefits of children's play, with specific focus on cognitive theories of bilingualism, the curriculum and/or bilingual education (Baker & Prys Jones, 1998, pp. 163-180).

Another scholar who contributed tremendously to Theravada Buddhism was Professors Rhys Davids. He was a son of a well-known clergyman. He was known as one of the "first scholars to begin the work of translating the Pali Literature into English.... His object in undertaking the work was to prove the superiority of Christianity over Buddhism." (Ven. A. Mahinda, 1956, p. 31). However, he ended up converting to Buddhism after conducting a contrastive study between Christianity and Buddhism: "He failed in this task but he achieved a greater victory than he expected." (Ven. A. Mahinda, 1956, p. 31) He asserts that:

I have examined every one of the great religions of the world and in none of them that I have found anything to surpass the beauty and comprehensiveness of the Four Noble Truths of the Buddha. I am content to shape my life according to that path (Ven. A. Mahinda, 1956, p. 31).

Davids was the founder of '*The Pali Text Society*' in England in 1881, which fosters and promotes the study of Pali texts in Roman alphabet. His *Dictionary*

of Pali became very useful. From 1882 - 1904 he was Professor of Pali at the University of London.

1.3 Objective of the Study

This research study intended to test the NRA in Thailand at the university level to investigate the effect of Buddhist meditation approach: Nama (mind) – Rupa (body) Approach for SLA.

1.4 The Research Hypothesis

This research hypothesis was pinpointed in this dissertation as follows:

What are the effects of Buddhist meditation approach: Nama (mind) – Rupa (body) Approach for SLA?

1.5 Conceptual Framework

1.5.1 Quantitative Conceptual Framework

The conceptual framework of this study was a built-up of ‘Eastern Mysticism’ and ‘Western Scientism.’ The former provided the basis for the study of ‘meditation’ whilst the latter offered insight into ‘Modern Physics’ in terms of ‘Quantum Theory.’ Both of them help us attain ‘Tathata’ or ‘Suchness’ as well as the ‘Infinite’ or ‘Oneness’—‘The Unity of All Things’ which is ‘the Ultimate Reality of the Whole Cosmos’ that is to say, the complete liberation of life (Brudhiprabha, 1991; Capra, 2010; Hanson & Mendius, 2009; Ven. Avadhutika Ananda Mitra, 1991) as follows:

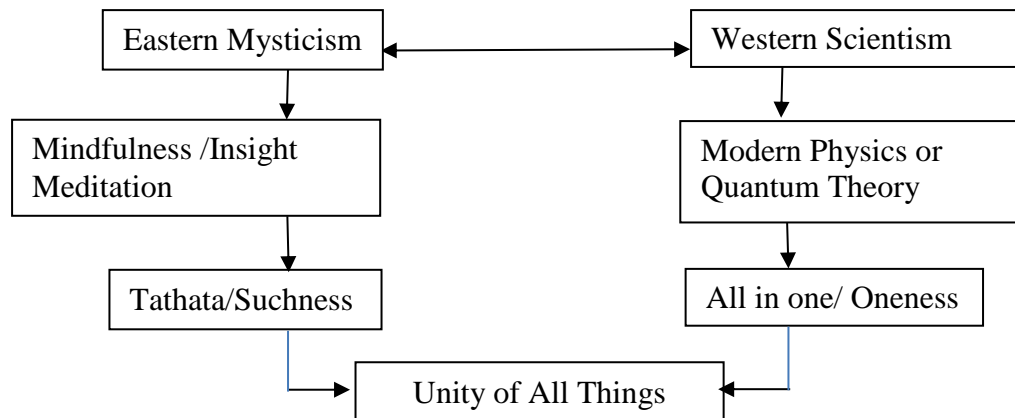


Figure 1.5 Framework of the Study from Eastern Mysticism to Western Scientism

1.5.2 The Variables of this Research Study

The variables of this research study are shown below

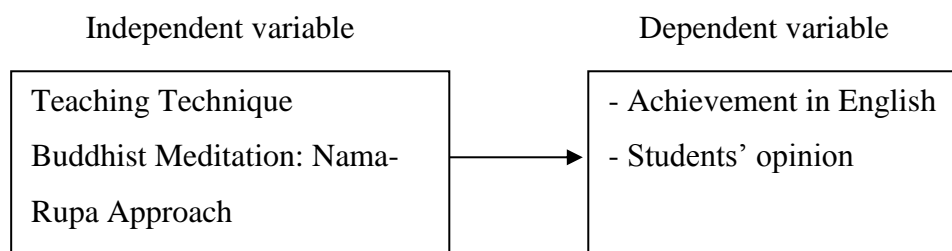


Figure 1.6 Independent Variable and Dependent Variable of the Research

1.6 Theoretical Rationale

Research and theory should go hand in hand, whereby ‘Research without theory is futile; theory without research is fatal.’ Hence, this study was based on a theory of SLA called ‘The Intersection of Three Fundamental Disciplines’ (McLaughlin, 1987, pp. 2-12, Prabha, 2018, p. 5) as illustrated below:

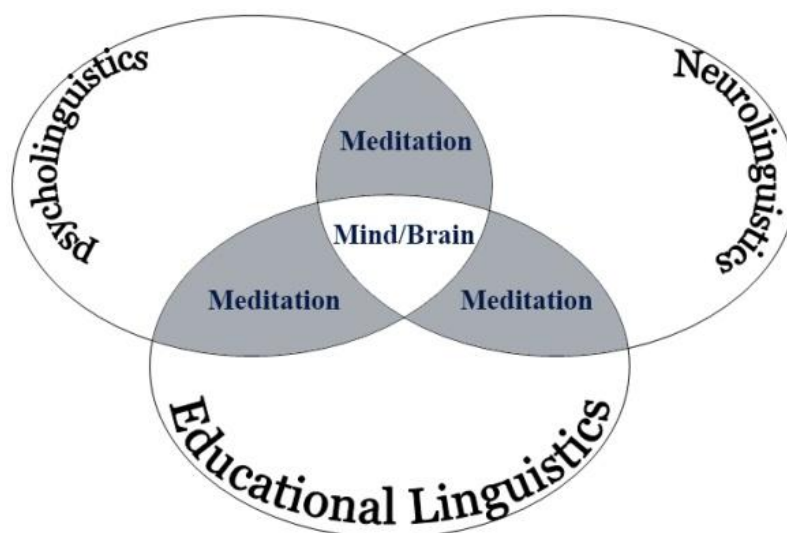


Figure 1.7 Venn Diagram of the SLA Theory

Source: Modified from Brudhiprabha (1991, p. 5); see also Hanson and Mendius (2009, p. 9)

As for the practical classroom teacher, the above model must be put into practice as follows:

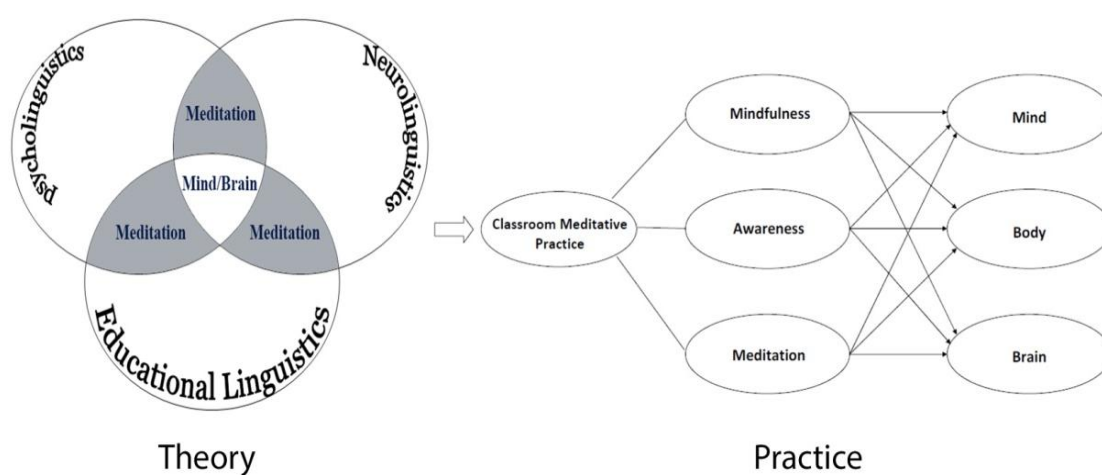


Figure 1.8 The SLA from Theory into Practice

Source: Modified from Brudhiprabha (1991, p. 5); see also Hanson and Mendius (2009, p. 9)

In regard to '**Meditation**,' "the Buddha offered a road map for contemplative/meditative: steady the mind, quieten it, bring it to singleness, and concentrate on it. We would use this as a guide for the following meditation, which draws on the support for mindfulness and concentration" (Hanson & Mendius, 2009, p. 201).

With reference to '*Psycholinguistics*,' it can provide insights into new language on the process of L1/L2 acquisition (Garman, 1990, p. 20).

As for '*Neurolinguistics*,' it can contribute to the study of how the brain/mind operates in SLA (Obler & Gjerlow, 1999).

Finally, in regard to '*Educational Linguistics*,' it can provide a rational for L1/L2 education in terms of teaching techniques in the classroom (Scrivener, 2011).

These are the viable roles of intersection of the three disciplines in the interlink circles shown above with regard to the SLA theory (Hanson & Mendius, 2009, p. 9; McLaughlin, 1987, pp. 4-12).

1.7 Contribution to Knowledge

The research study results would give ideas to teachers in using meditative techniques when teaching English to (Thai) students.

The results of this study can provide insights to benefit the following aspects.

1.7.1 Teachers would have ideas to adopt GMTT technique to their language classes.

1.7.2 School administrators can benefit from the results of the study. The teaching technique could be adopted and employed to foreign language classrooms to promote students' English language ability.

1.7.3 It could benefit for any subject not only languages subject.

1.8 Scope of the Study

This study is limited to the population of one Rajabhat University, random sampling for two groups: experimental and control group in terms of two classes of

students who take the course on ‘English for (Thai) Student Teachers’. They were 18 students for each class.

1.9 Definitions of Terms

The Nama (mind)–Rupa (body) Approach (NRA) refers to conscious, subconscious and superconscious mind with comprehensible speech input to enter the LAD/LAS i. e., the mind/brain through of meditative practices.

Mindfulness (Samatta) Meditation (M/SM) is defined as to concentrate or calm the mind with ‘mantra’ by using a chosen mantra as an object of meditation to develop Samadhi.

Second Language Acquisition (SLA) refers to the ability of the brain/mind to acquire L1/L2.

Anapanasati refers to one type of easy meditation recommended by the Buddha.

Buddhist Meditation is defined as the practice of meditation in Buddhism.

Effect is defined as the result of using Buddhist meditation and listening to music in the classroom.

Learning Achievement is defined as the learning result of studying vocabularies, grammar, reading, listening, and writing.

Guided Meditative Techniques of Teaching (GMTT) is defined as the teaching language by using meditative techniques as a tool to gain knowledge.

1.10 Limitations of the Study

This study aimed to investigate into the effects of Buddhist meditation approach for SLA. In the experimental group the researcher gave only 3-5 minutes for students to meditate before lesson, this limit time may not be able to make all student get in to the complete meditation stage which could affect the student learning the second language. Moreover, the opinion survey conducted after the end of the experimental session was only able to specify the student’s opinion towards meditation, not the whole learning second language ability.

CHAPTER 2

RELATED LITERATURE REVIEW

Since this dissertation leaned pervasively towards the core of Western and Eastern SLA hypotheses are illustrated chronologically below in Figure 2.1. Their major paradigms were thoroughly reviewed in the first place. Moreover, the pertinent research studies and experiments would be chosen for critical review—with regard to primary and secondary schooling as well as higher education, both in Thailand and overseas—so that the research results can be concluded with more reliable evidences.

In this chapter, I would present the concepts, previous studies conducted, and relevant literature to the research scope. This chapter consisted of seven sections. In the first section, I would present the literature review about the benefits of meditation in general and in language learning. The second section addressed the Western hypotheses and the sole Eastern hypothesis. The third section would consist of reviews about research about meditation in education institutions, with the forth section, highlighting on music or song in language acquisition. In the fifth section, I would review about psychology in language acquisition. In the sixth section, I would address the topic of meditation or mind and body in language acquisition. And in the last section, I would conclude all in concluding statement. The details are as follows:

2.1 Research about the Benefits of Meditation in General and in Language Learning

2.2 Western Hypotheses vis-à-vis the Sole Eastern Hypothesis

2.2.1 Chomsky's (1988) 'Innateness Hypothesis' (IH)

2.2.2 Aitchison's (1976) 'Blueprint-in-the-Brain Model' (BBM)

2.2.3 Krashen's (1985) 'Input/Comprehension Hypothesis' (I/CH)

2.2.4 Brown's (1991) 'Ecology of Language Acquisition Model' (ELAM)

2.2.5 Pinker's (1994) 'Genetic Hypothesis of Language' (GHL)

2.2.6 Ellis's (1997) 'Computational Model of L2 Acquisition' (CML2A)

2.2.7 Brudhiprabha's (1991) 'Nama (mind)–Rupa (body) Approach of SLA' (NRA)

2.3 Research about Meditation in Education Institutions

2.3.1 Primary and Secondary Schooling

2.3.2 Higher Education

2.4 Research about the Music or Song in Language Acquisition

2.5 Research about Psychology in Language Acquisition

2.6 Research about the Meditation or Mind and Body in Language Acquisition

2.7 Concluding Statements

2.1 Research about the Benefits of Meditation in General and in Language Learning

First and foremost, let me cite an exemplar par excellence of an incredible success story of the Thai student who had his secondary schooling in England. Originally, he was good for nothing with a complete failure but eventually he became top of the class in all subjects, including English which is not even his mother tongue! How could he accomplish it? (Fong, 2007).

It was evidence that the benefits of meditation in general and in language learning abound. For example, in a series of MIT and Harvard neuroscientists, the benefits of meditation were explain with regard to its 100 physiological benefits, psychological benefits, and spiritual benefits as shown in Info Sheet 1 at the end of this chapter. Moreover, the benefits of meditation on language learning were also numerous.

Saita (2010) conducted a research to compare the perception skills of 40 young meditated children between 4-5 years of age before group activities. The children were divided into two experimental groups meditated before group activities. The instrument of the research used was the Test of Perception Skills of Young Children which had a reliability of .81. The data were analyzed using the *t*-test to gather dependent and independent samples. The results showed that perception skills of young meditated children before group activities were significantly higher than levels .01, perception skills of young children through regular group activities were significantly higher than levels .01, and perception skills of young meditated children before group activities and regular group activities were of significant difference at .01 levels.

Waters, Barsky, Ridd, and Allen (2014) studies analyzed 15 peer-reviewed studies of school meditation programs with respect to three student outcomes: well-being, social competence and academic achievement. In total, there were 76 results where effect sizes could be calculated. The results showed that 67 had small effects on student outcomes, where 24 % of the results had medium effect strength and 9 % having been affected by meditation upon their outcome. They summarized a conceptual model based on two propositions: Proposition 1—meditation positively influences student success by increasing cognitive functioning; proposition 2—meditation positively influences student success by increasing emotional regulation. Suggestions were made to stimulate future research and to assist in the development of more efficacious applications for meditation in schools.

Chuangchit's (2015) studies concentrated mainly on Theravada Buddhism and the goal of meditation practice in Theravada Buddhism. The founding clarified the meaning of Samadhi as mind concentration on one wholesome emotion with wisdom to understand everything and of its proper use in work and study. He also explained about Samadhi which is worth quoting in full as follows:

Samadhi was divided into three levels. The first was Khanika-Samadhi, a basic concentration as seen in common men.

The second was Upacar-samadhi, higher concentration to cease five hindrances. The third was Appana-samadhi, the highest concentration. To develop concentration in Theravada Buddhism covered two types: (1) Samatha-kammatthana to make mind peaceful and concentrated and (2) Vipassana-kammatthana to grow wisdom to learn a form and mind as Three Characteristics. Thus, to develop concentration was a way to train human mind (Chuangchit, 2015, p. ii).

A research review on the 10 benefits of meditation for students (Transcendental Meditation, 2015) based on a recent research published in peer-reviewed scientific journals are as follows:

1. Rise in IQ levels
2. Decrease in academic stress goes down

3. Improvement in academic achievement
4. Better focus
5. Brain integrity & efficiency
6. Reduction in depression and anxiety
7. Reduction in destructive addiction (drugs, alcohol)
8. Lower absenteeism, better behavior
9. Lower risk of cardiovascular diseases
10. Happier; increase in confidence

Stanlake (2017) wrote an article titled “Why Meditation Should Be Taught in Schools. Now!” According to the study, meditation should be included in the curriculum. Students who meditates perform better in school and handle academic stress more efficiently than those who do not. Over 1,800 students all over the world meditate which help improved their academic skills Teenagers who studied meditation in school also showed better concentration on their tasks. It can be concluded that meditating for just a few minutes every day can have an impact on one’s life. Regular practice can help sharpen the mind, clear doubts, and boost overall health.

Boone (2018) revealed her meditation experience in “Can Meditation Help You Learn a Language?” in the following quote:

Meditation has roots in Hindu traditions of Taoist China and Buddhist India. While meditation is relatively new the United States, its growth and popularity among Americans—from stay-at-home moms to Fortune 500 CEOs—has proven its staying power in Western society (para. 2).

Today, people are meditating to help with mental health, joint pain, job stress and – you guessed it—language learning...

So, should you use meditation to help with learning languages? Well, if you feel you’re hitting a block in your learning, meditating is at the least helpful for clearing your mind. I think all language learners could benefits in some way from meditation, whether we choose to practice it or not: routines help to make our daily tasks more efficient and easier to complete (para. 11).

The role of meditation in education and learning are evident if we look at the brain-waves in the mind and how we measure them (see Figure 1.1 Brain Waves).

The figure below illustrates the full-and half-lotus positions.

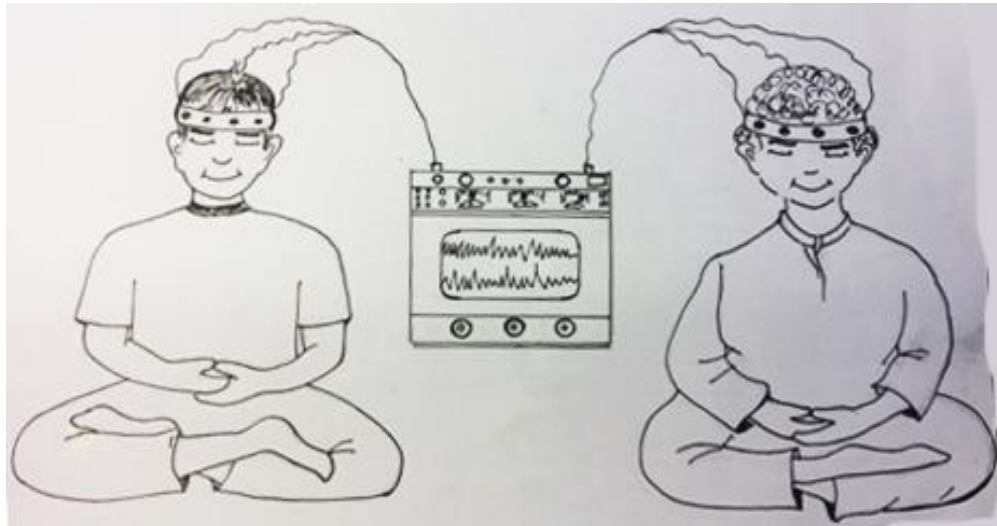


Figure 2.1 The Full- and Half-lotus Positions of Meditation with the Electroencephalograph (EEG) Attached to their Heads to Record a Drawing of the Electrical Activity of the Brain-Waves

Source: Prabha (2018, p. 33)

2.2 Western Hypotheses vis-à-vis the Sole Eastern Hypothesis

For the purpose of this dissertation in reviewing theories, it is important to review pertinent paradigm related to them. Therefore, six major hypotheses from the West were selected to be reviewed, followed by the seventh hypothesis from the East in order “to determine the goodness of fit between theory and data,...” (McLaughlin, 1987, p. 11).

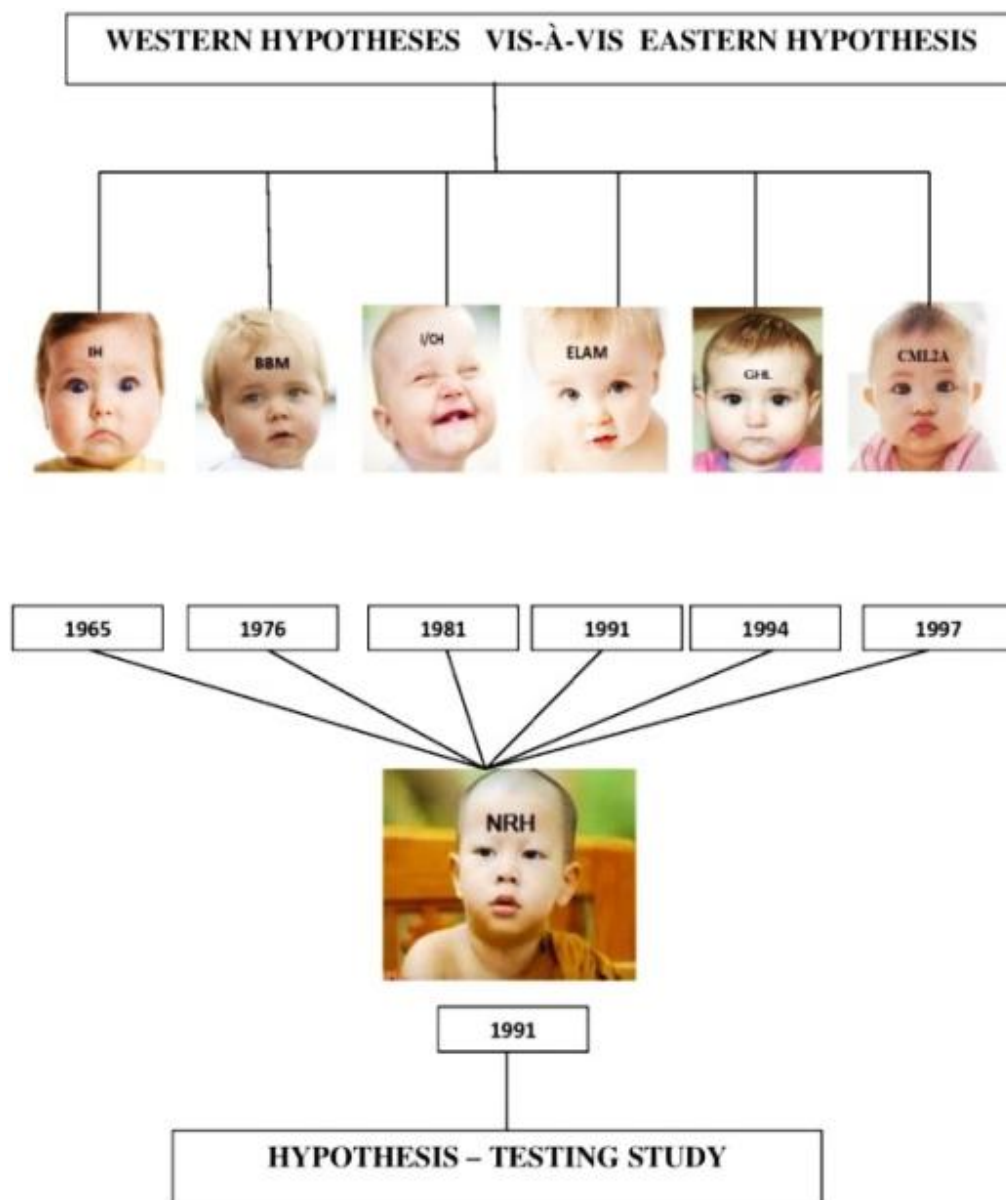


Figure 2.2 Hypotheses of SLA

Source: Modified from Prabha (2018, p. 54)

Second language acquisition (SLA)- the study of the process by which people develop proficiency in L1/L2 (Richards, Platt, & Platt, 1997) is still somewhat mysterious today. Numerous taxonomies, hypotheses, models and theories of contemporary of SLA have been described and constructed in the **WEST**: chronologically ranging from Chomsky's (1988) '**Innateness Hypothesis**', Aitchison's (1976) '**Blueprint-in-the-Brain Model**', Krashen's (1985)

‘Input/Comprehension Hypothesis’, Brown’s (1991) **‘Ecology of Language Acquisition Model’**, Pinker’s (1994) **‘Genetic Hypothesis of Language’**, and the latest theoretical concept, i.e. Ellis’s (1997) **‘Computational Model of L2 Acquisition’**.

2.2.1 Chomsky’s (1988) ‘Innateness Hypothesis’ (IH)

Noam Chomsky has revolutionized American linguistics in the late 1950s. His early ideas on ‘Language Acquisition Device/System’ (LAD/LAS) and his ‘Innateness Hypothesis’ (IH) was the central basis of most language acquisition hypotheses.

Basically speaking, all language acquisition hypotheses were based on Chomsky’s IH- making device which enables them to construct grammatical sentences in their particular language for communication. Therefore, the works of Chomsky would be comprehensively reviewed here as fundamental foundations of ELT/SLA.

As early as 1972, a Thai guru of ELT/SLA & Educational linguistics referred to the works of Chomsky in 1965 as Old Testament and New Testament respectively and expounded his later views (Chomsky, 1965; 1972) when he started to refer to linguistics as a branch of cognitive psychology and repeated the importance of generative grammar for the investigation of the structure and predispositions of the human mind as well as the significant 1988 core concept of SLA in “growing language in the mind/brain” (Brudhiprabha, 1972, p. 89).

IH (Chomsky, 1965), based on the basic concepts of ‘competence & performance’ and the notion of ‘LAD/LAS’ have been explored and studied upon in mid-1960s. His exploration of the language and mind (Chomsky, 1972) made it clear that language exists in the brain/mind in terms of an innately endowed ‘LAD/LAS’ “which is the blueprint or basic premise of language acquisition in the head of human beings” (Brudhiprabha, 2017, p. 17). Metaphorically speaking, Chomsky (1988, p. 55) asserted that language grows in the mind/brain, whereby Aitchison (1993, p. 21) took his metaphor a step further and stated the following: “[the blueprint of language would be that of a seed, which contains within itself the intrinsic ability to become a dahlia or rose, provided that it is planted and tended.]”

More recently Maher and Groves (2005, p. 47) concluded that “**Language Is Not Learned, It Grows.**”

According to Prabha (2018), A.N. Chomsky’s **IH** has been very well-thought-of in linguistic circles of ‘language acquisition’ (LA) paradigms in the West. According to his theory, the universal properties of language called ‘**universal grammar**’ are already present in the child’s mind/brain as innate genetic endowment.

Although the controversy still goes on, despite its extensive debates, the **IH** still remains at the forefront of many LA hypotheses in the West and has been widely reviewed since its hey-day up until the recent years. The following critiques are a few interesting example. Wasow (1973, p. 38) has this to say:

Noam Chomsky’s work in linguistics theory has had a revolutionary impact on the study of language. Probably the most controversial of Chomsky’s claims (and certainly the one which has received the most attention from? scholars in disciplines other than linguistics) is that human beings are generally endowed a highly structured language learning me-, knowledge of which will also provide knowledge about the scope and limits of the human mind.

Criticism of Chomsky’s theory has been widely debated. Although the innateness hypothesis is still not factually accepted, it still remains as the strongest hypothesis that describes the way children acquire language.

In recent years, a BA essay at the Universitat is Islandiae Sigillum on the innateness hypothesis by Samueldottir (2015, p. i) is quoted as follows:

This essay assesses the importance of the innateness hypothesis during the process of first language acquisition. The innateness hypothesis is the hypothesis, presented by Noam Chomsky that children are born with knowledge of the fundamental principles of grammar. Chomsky asserts with his theory that this inborn knowledge helps children to acquire their native language effortlessly and systematically despite

the complexity of the process. Acquiring language is likely the single most difficult process of a child's maturation period. Yet children do not seem to know how much knowledge they are acquiring and processing. In this essay, this process is analyzed in the context of Chomsky's theories of universal and generative grammar and the language faculty. The process of the first language acquisition is surveyed from the very first weeks of a child's life up until the time that grammar is finalized. It is widely debated how children master knowledge of their native language. Criticism of Chomsky's theory is discussed as well as Piaget's constructivist and Skinner's Behaviorist theories of language acquisition. Finally, the critical period is discussed and compared to cases of abnormal language acquisition. It turns out that the innateness hypothesis, although still not accepted as fact, has stayed resilient and this thesis argues that it remains the strongest hypothesis to describe the way children, acquire language.

In summary, perhaps a supposed contextual dialog between the Thai guru of ELT/SLA and Noam Chomsky would make the parallels between Eastern Mysticism and Western Scientism more clear-cut as follows:

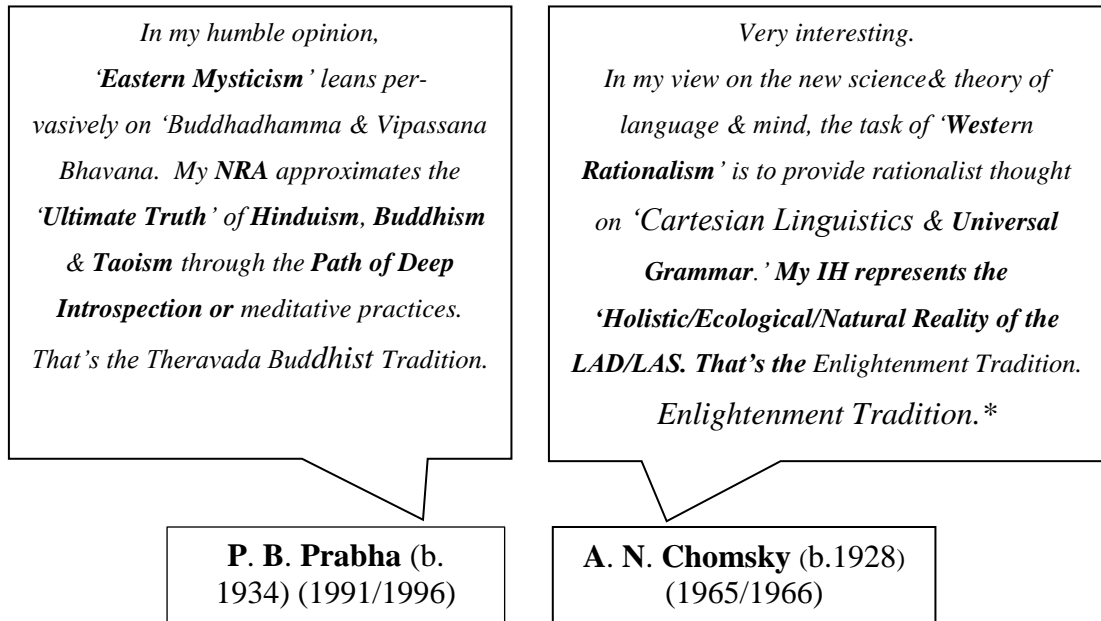


Figure 2.3 A. N. Chomsky & P. B. Prabha's Positions

Source: Prabha (2018, p. 39)

2.2.2 Aitchison's (1976) Blueprint-in-the-Brain Model'(BBM)

An eminent British psycholinguist took Chomsky's IH one step further (Brudhiprabha, 1991, p. 3) stating that "If [his] hypothesis-testing view of language acquisition is correct, children must be endowed with an innate *hypothesis-making device* which enables them, like miniatures scientists, to construct increasingly complex hypotheses" (Aitchison, 2008, p. 99; Fodor, 1966, p. 109), who described the situation vividly.

According to Duncan (1989, p. 26), he claims that

an innate facility for the acquisition of language based on a cerebral and physiological predisposition is becoming more widely accepted. There seems to be a 'blueprint' (Aitchison, 1976) in the brain for language acquisition—a language acquisition device—which constrains the emergence of language features. Some aspects of language seem to be more 'tightly wired' than others, as are the rule systems or processes or constraints for syntax and phonology where they more readily

identified and described, as oppose to semantics and pragmatics.

All in all, Aitchison (1976) made Chomsky's LAD/LAS more concrete by adding what she called '*blueprint in the brain*' in the LAD/LAS through using meaningful English sentences when inputting as follows:

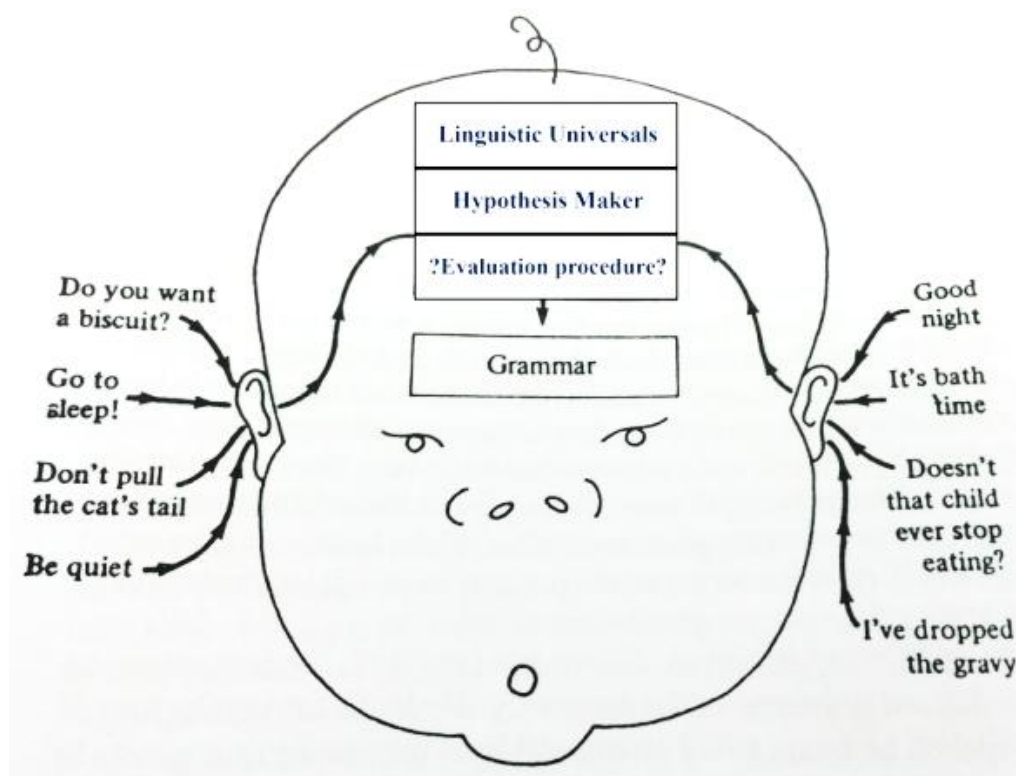


Figure 2.4 Aitchison's Model of Language Blueprint in the Mind/Brain

Source: Modified from Aitchison (2008, p. 100, 105)

The question on SLA still arose, with Aitchison inquiring: But if Chomsky is so unsure, does anybody else know? Chomsky's increasingly broad and general claims about language brought him closer to people he originally disagreed with, those who argued that the broad general principles of language are indistinguishable from the broad general principles of human cognition in general. So where do we go from here?

2.2.3 Krashen's (1985) 'Input/Comprehension Hypothesis' (I/CH)

Krashen proposed his 'Input/Comprehension Hypothesis' (I/CH) in the early 1980s and had it fully developed by 1985. Moreover, in his latest revision of the IH, he termed it as "I/CH." (Krashen, 1985). All in all, his hypothesis was very practical for use for classroom teachers of ELT/SLA. This was what Krashen (1985, p. 2) had to say:

The input hypothesis claims that we move from i to $i + 1$ by understanding input containing $i + 1$. We are able to do this with the help of our previously acquired linguistic competence, as well as our extra-linguistic knowledge, which includes? Our knowledge of the world and our knowledge of the situation. In other words, we use context. (For a more detailed discussion of the role of context, including the issue of what happens when context is "too rich," and no linguistic processing is necessary, see Krashen (1999). For beginners, pictures are a tremendous help in making input comprehensible, as are the body movements that are the core of Asher's Total Physical Response (TPR) method.

According to him, "we acquire language in only one way: when we understand messages; that is, when we obtain "comprehensible input." In other words, we acquire language when we understand what we hear or what we read, when we understand the message. He further on concluded that "In recent years, I have used the term *comprehension hypothesis* to refer to the input hypothesis. *Comprehension* is a better description--mere input is not enough, it must be understood" (Krashen, 2003, p. 4).

That is to say, what the Thai guru of ELT/SLA said was pragmatic for the classroom teachers, i.e., "**Theory without practice is indeed futile; practice without theory is also fatal**" (Prabha & Sakul, 2015, p. 2).

2.2.4 Brown's (1991) 'Ecology of Language Acquisition Model', (ELAM)

Another world-famous ELT specialist –H.D. Brown, who is well known for his ‘ELAM’ (1991, pp. 294-295), points towards the cognitive and affective differences between children and adults (Brown, 1991, p. 51) and it is easier to compare children learning between L1 and L2 in the classroom.

The following model metaphorically compares the language acquisition process to that of a fruit orchard and the teacher as a gardener, illustrating that language can grow in the mind/brain like the fruit trees that grow in a garden that is being tended to by the gardener:

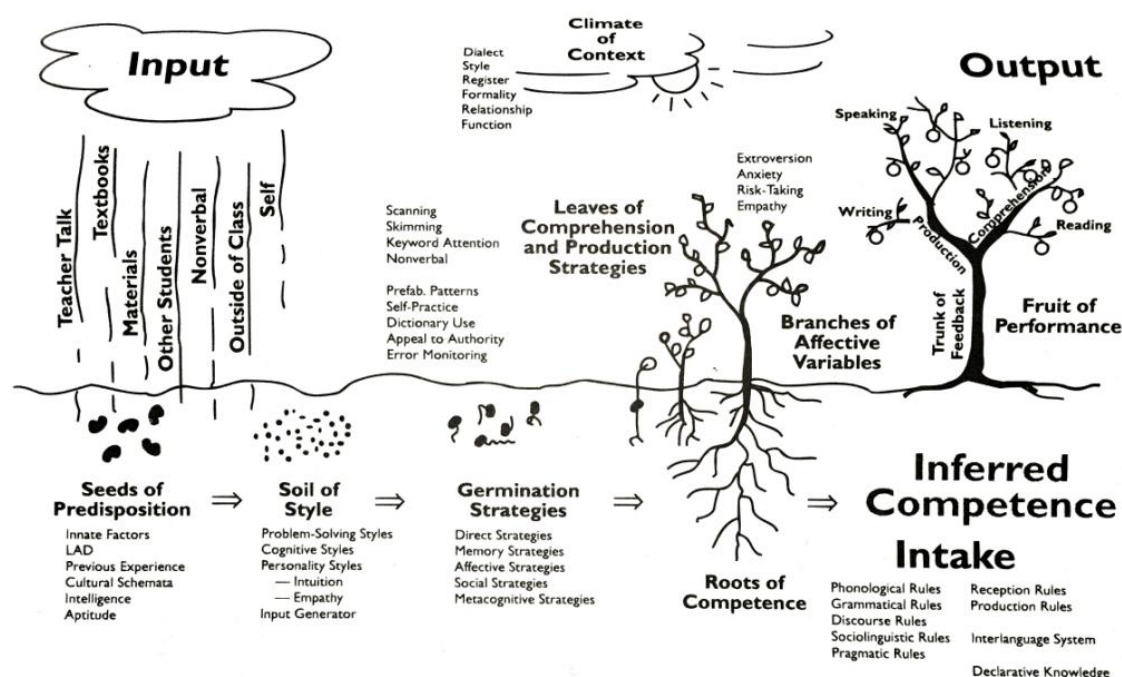


Figure 2.5 The Ecology of Language Acquisition Model (ELAM)

Source: Brown (2000, p. 295)

What Brown (2000, pp. 294-296) said is worth quoting in full as follows:

At the risk of overstating what may already be obvious to you,
I will nevertheless indulge in a few comments.

The rainclouds of input stimulate seeds of predisposition
(innate, genetically transmitted processes). But the potency of
that input is dependent on the appropriate styles and strategies

that a person puts into action (here represented as soil). Upon the germination of language abilities (notice not all the seeds of predisposition are effectively activated), networks of competence (which, like underground roots, cannot be observed from above the ground) build and grow stronger as the organism actively engages in comprehension and production of language. The resulting root system (inferred competence) is what we commonly call intake. Notice that several factors distinguish input from intake. Through the use of further strategies and affective abilities, coupled with the feedback we receive from others (note the tree trunk), we ultimately develop full-flowering communicative abilities. The fruit of our performance (or output) is of course conditioned by the climate of innumerable contextual variables.

2.2.5 Pinker's (1994) 'Genetic Hypothesis of Language' (GHL)

Last but not least, a Canadian psycholinguist proposed another model of language acquisition called **Genetics Hypothesis of Language (GHL)**. This was an extension of Chomsky's IH. Steven Pinker published a book titled "The Language Instinct," which became the bestseller and rated as among the top 10 books of 1994 by the New York Times. He studied primarily about children's language development, and it was a combination of the two - a 'language instinct' that evolved via natural selection and emerge through social interaction. He believed that rules for language acquisition are typified in the neural part of the brain; a biological claim that cannot be taught by parents (Pinker, 1994, p. 6).

Pinker states that, "LAD is a set of language learning tools, intuitive at birth in all children. He further expands this idea into that of universal grammar, a set of innate principles and adjustable parameters that is common to all human languages" (Pinker, 1994, p. 25).

In his most recent book entitled, **Words and Rules** (1999), Prabha (2018, p. 20)—Stephen Pinker, a well-known Canadian psycholinguist who assembled evidence from L1 acquisition and developed a view of how language operates in the

mind— claims that there are two types of language faculty: the ‘**storage or look-up**’ and the ‘**rules**’ which are gradually constructed during acquisition. “In this, linguistic items are learned one at a time, memorized, stored away on file [i.e., the subconscious mind] and then looked up whenever they are needed” for communication transaction in the real world. That is to say, ‘**words in the mind/brain**’ are very important in the process of both L1/L2 acquisition and learning to begin with.

Therefore, the process of word’s storage in the mind/brain is oversimplified and illustrated concretely in the following figure to show how look-up and rules are “gradually constructed during acquisition.”



Figure 2.6 Word’s Storage or Look-Up & Rules

Source: Trask and Mayblin (2002, p. 153)

2.2.6 Ellis’s (1997) ‘Computational Model of L2 Acquisition’ (CML2A)

Ellis (1997, p. 35), an expertise in SLA, or commonly known as the ‘Father of Second Language Acquisition’ proposed a ‘**Computational Model of L2 Acquisition**’ (CML2A), where he compared language acquisition in terms of the computers’ ‘input- process-output’ as follows:

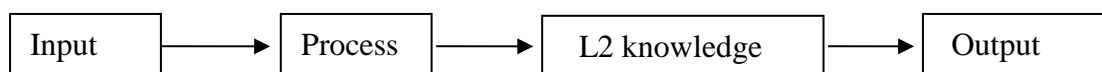


Figure 2.8 A Computational Model of L2 Acquisition

Source: Ellis (1997, p. 35)

Besides this, Ellis (1997, p. 35) identified four macro-options to foster noticing or processing of linguistic form: Processing instruction, explicit instruction, production practice and negative feedback. These four options, with each responding to a theoretical motivation, places the focus-on-form intervention at different points in a computational model of L2 acquisition.

In the final analysis, the SLA teaching model in the classroom proposed by Ellis (1984, p. 193) was very practical as follows:

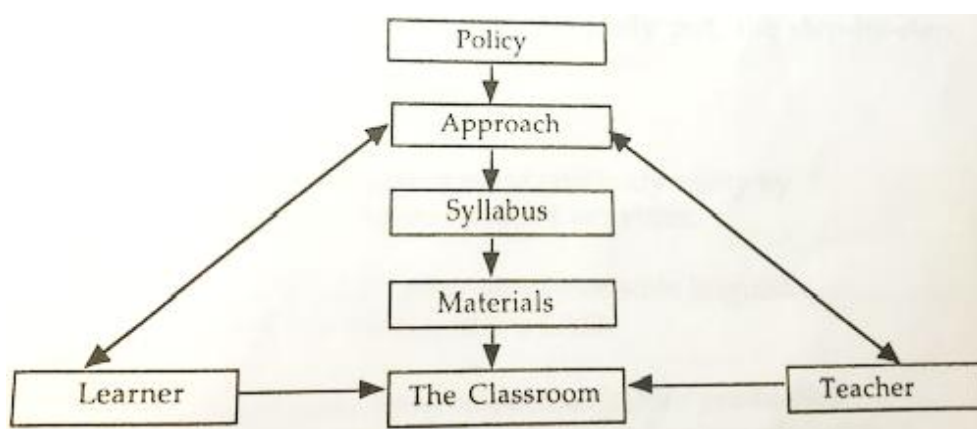


Figure 2.8 The SLA Teaching Model in the Classroom

Source: Ellis (1984, p. 193)

2.2.7 Brudhiprabha's (1991) 'Nama (mind)–Rupa (body) Approach of SLA' (NRA)

As for the NRA, it was analyzed at the beginning in Chapter 1.

2.3 Research about Meditation in Education Institutions

2.3.1 Primary and Secondary Schooling

Research by Sagnuansiritham (1975) compared the academic achievements of meditating and non-meditating students in the following studies: English, Thai, social studies, science, mathematics, health and physical education, art, and collectively as a whole. The sample study in this research consisted of 56 sixth graders, ages nine to twelve students at the Chulalongkorn University Elementary Demonstration School during the academic year 1974. The meditation was held at the

Information Center, Faculty of Education, Chulalongkorn University for a duration of 49 days. The findings of this study indicates that boys who meditated had academic achievement significantly higher than non-meditating boys in English, Thai, and science (0.1, .05, and .01 level of significance respectively). Practice meditation did not change the mental ability of the students. Students who meditated felt happier and comfortable during their meditation and expressed good attitude towards meditation.

A research conducted by Dechakraisaya (1988) compared learning achievements of ethical development and development of students' intellect before and after meditation. The results showed that the average score of students after meditation practice were higher than the average scores obtained before the practice at a significant level of .05. In addition, the average scores obtained from I.Q. tests following meditation practice were higher than average scores prior to the practice with no significance level of .05, that is, the practice of meditation results in a slight increase in the students' I.Q test.

Madee (1990) investigated into the effects of meditation practice on learning achievements prior to social studies class with 54 Matthayomsuksa One students of Phan Phrao School, Amphoe Sri Chiang Mai, and Changwat NongKhai. The participants were divided into two groups: Control group off 27 students and Experimental group of 27 students. The instruments used in the study were the Test of 'Social Studies Achievement on a History' and the 'Democratic Regime of Thailand' and a 'Lesson Plan on a History' and the 'Democratic Regime of Thailand.' The experimental group practiced meditation for ten minutes prior to each class session, while the control group did not. The data was analyzed using the *t*-test. The findings revealed that after the experiment. Meditated students showed higher learning achievements than to those who did not meditate before class at a significant level of .01.

Jubjit (1991) compared the results of scientific attitude, scientific process skills, and persistence in learning by using meditation and the result showed that students who had meditated before each lesson had higher academic achievement and learning retention than non-meditators.

Tippongthorn (1996) research on the effects of Anahpahnasati meditation practice on the learning behavior of Matthayomsuksa 1 students: A case study of

Dornkhow School in Nakhon Ratchasima Province with the instruments developed by the researcher were Anahpahnasati meditation practice teaching programs, personal reflection/form to record one's feelings, behavioral observing form, signing form for on-coming practices, mind-trading form and a learning behavior questionnaire. The findings showed that the learning behavior of students following Anahpahnasati meditation practice improved, with the students performing better in their learning achievements as oppose to before they participated in the program.

Hart (2004) conducted a research with 56 undergraduates by comparing the cumulative GPAs of the meditation group and control group. The meditation group used a simple meditation process, then meditated for ten minutes. The findings showed that the meditation group scored significantly higher GPAs than the control group who did not meditate at all.

Lueangon (2004) studies which aimed to investigate the effect of Rational Emotive Behavior Therapy and Aanapanasati meditation training on the learning development of Chbanda (Buddhist intrinsic motivation) on 18 Matthayomsuksa Four students. The researcher divided the sample into three groups with six subjects in each group. The first group was experimental and given Rational Emotive Behavior Group Therapy. The second group was another experimental group which was given Anapanasati meditation training. The last group was the control group which was given nothing. Results of this study showed that there were statistically significant interaction at the .05 level between methods and the duration of experiment. Moreover, across the two experiment groups study of Chbanda, their learning development increased significantly at .05 level. The results also showed that the two experiment groups acquired higher learning development than to that of the controlled group with a significant level of .05.

An experimental study by Tanprasert (2004) examined into the effects of Khun Mae Siri Karinchai's programmed insight meditation training on self-awareness aspect of emotional intelligence of student nurses with introversion and extroversion traits. Results showed that student nurses who participated in insight meditation training program were found to have higher self-awareness aspect of emotional intelligence than those who did not participate in the training program at the .05 level of significance.

Sutipanya (2005) conducted a research studying the effects of Anapanasati concentration practice on the learning achievements of mathematics among Matthayomsuksa One students from Chokchaisamakki School in Chokchai, Nakhon Rachasima. The results of the study found that students who practiced Anapanasati concentration before class had higher learning achievements in mathematics than students who did not practice at the statistical significance of .01. In addition, students who practiced Anapanasati concentration before class showed higher learning achievements in mathematics than students who did not practice at the statistical significance of .01.

An exploration on college students' experiences with breath meditation was conducted at the University of Toronto. It was found that the experiment increased their overall engagement in the learning process (Smiley, 2006).

Beauchemin (2008) conducted a study on high school students with learning disabilities (LD; defined by compromised academic performance). The results showed significant improvements in teacher ratings of the students' academic achievement following their participation in a mindfulness meditation program.

Another research by Chaikuman and Khanto (2010) studied into the learning achievements of the English Language and students' satisfaction of an instructional management scheme by Ana-pana-sati Meditation Training entitled, "English Vocabulary Skill." The scheme used an Experimental Design model alongside the following objectives:

1. To study learning achievements in English Language
2. To study reading skills in English Vocabulary
3. To study students' satisfaction in instructional management by Ana-pana-sati Meditation Training

25 students from Matthayomsuksa 5 in Udon Thani Province participated in the study. Their instrument of study chosen were the 20 Learning Management Plans, which was classified into eight Ana-pana-sati Meditation Training Plans, 12 Learning Management Plans titled "In Reading Skill in Vocabulary English Language", 30 items of Learning Achievement Test with four alternative-multiple choices, Vocabulary Reading Skill Test in English Language, and the Questionnaire of Students' Satisfaction on instructional management. The findings pointed towards an

overall learning achievement of 65.87% with 56% students passing the criterion. Their satisfaction for the Vocabulary Reading Skill was also found to be in “the Highest” level.

Besides this, another mindfulness meditation study by Mendelson et al. (2010) with fourth and fifth grade students in four urban public schools showed that class intervention with meditation was observed as fascinating and positive to students and teachers.

Another experimental research conducted by Tantichuwet and Suthajinda (2009) on teaching psychology to 103 students from the Dhamma Books for Enhancing Student’s Achievement in Psychology for Quality of Life showed that the experiment group scored more on their Psychology Knowledge Test than the control group.

Moreover, a research conducted by Intanon (2011) comparing 1st year undergraduate students’ happy learning taught under Anapanasati meditation and Normal approach at the Faculty of Liberal Arts and Science in Nakhon Phanom University, revealed that their focus on happy learning were significantly different at .05 level.

There were many scholars in the west that endeavored to conduct such researches and development related to Buddhism. For example, the Harvard Medical School and Massachusetts General Hospital conducted many research projects on mindfulness meditation whereby it was found that meditative practice can change the brain and its gray matter density which reduces anxiety and mental stress, improve memory and learning, increase our well-being and quality of life, etc. (Corliss, 2014; McGreevy, 2011).

Albrecht, Albrecht, and Cohen (2012) studied the practice of mindfulness and its increasingly frequent use in schools around the world. Preliminary research in this emerging field suggests that mindfulness has the potential to improve classroom management, teacher-student relationships and instructional strategies. Mindfulness instructors recommend that before teachers can feel comfortable and effectively teach mindfulness in the classroom they need to embody and practice mindfulness in their own lives.

Brooks (2012, para. 16-19) wrote an article titled “Improve Learning by Meditating” as follows:

Around the turn of the century I noticed that the Year 12 students we were tutoring were far more stressed than before – and things have not improved since then. As a result I prepared a 30 minutes Guided Meditation CD to help these students learn how to meditate. The results were fantastic – all the students reported being able to study much longer, and their study periods were far more productive. It also aided concentration and learning at school. More importantly, they were happier and enjoyed their studies much more. Awareness of their mental state enabled them to manage their emotions much better during exams as well. We encourage most of our students to take up meditation, as well as stress-management strategies such as reflexology. Today we have students as young as 4, and as old as 60, meditating on a regular basis and getting wonderful results.

Hollenbeck (2012) studied into the evaluation of acceptability and preliminary outcomes of the Bilingual Guided Meditation with undergraduate Chinese language learners using mixed methods for assessment. The result indicated that the experimental group obtained significantly higher scores than the control group. The learners were more confident in their Chinese class performance. The findings showed that the Bilingual Guided Meditation was accepted as an effective means on their academic enhancement.

Rempel (2012) conducted a research with children and youth on the use of mindfulness-based activities to facilitate student learning enhancement and support of the students’ psychological, physiological, and social development. It resulted that mindfulness-based practices can have a positive impact on academic performances. The question of ‘how meditation can improve your English (and your life)’ has been

investigated and the result was found that meditation can improve the ability to communicate in English without fear (RealLife English, 2013).

Sattayakum (2012) studied and compared pre-posttest of the effect of Buddhist meditation practice on the attentive behavior of 70 Matthayomsuksa 3 students. The result showed that there were statistically significant increase from baseline to post-test ($p=.01$) in attentive behavior of the students who participated in the Buddhist meditation program.

Napora (2013) explored on the impact of classroom-based meditation as a tool to facilitate learning. Moreover, the impact of meditation on cognitive engagement, mindfulness and academic performance of undergraduate college students was investigated. Many important findings emerged from this study. Many significant relationships were found between mindfulness, cognitive engagement and academic performance. Specifically, mindfulness and cognitive engagement were related at both the scale and subscale levels, and GPA was related to two facets of mindfulness and one facet of cognitive engagement.

Hsieh and Wixon (2014) conducted a research on ‘the effectiveness of implementing mindfulness practice in the English classroom.’ They found out that a routine practice of mindfulness affects diverse student s’ bodies both behaviorally and academically. Moreover, the results show a significant decrease in negative student behavior over the course of the mindfulness training.

Swan (2014) reported that Vistacion Valley Middle School brought a meditation programmed called ‘Quiet Time’ to be integrated into the school curricula in 2007. Impressive results were shown with the increase in the school’s grade point averages had and increasing acceptance of graduates into high-ranked universities (Carry the Vision: Restore for Kids! My Time and Our Time Program, 2014; Leach, 2015).

Another research conducted by Tunsatien (2014) showed that showed that before lessons scored higher on their O-Net exams by about 8.5%.

Fletcher (2015) found that meditation, through a contemplative approach could change your English-learning experience. She presented three ways in using contemplative learning to improve English Skills:

1. Use meditation: Sit in silence and concentrate on breathing

2. Use a mindfulness bell: Use a bell to remind you of a determined time
3. Keep a journal: It is helpful to write down and review what you have learnt in a journal

Most importantly, a study on ‘Guided Meditation in the English Language Classroom’ at Teachers College, Columbia University, illustrated that “meditating in class helped students to be more focused and open to language acquisition. The technique described here can be used for nearly any age and for any language level” (Jenkins, 2015, p. 38).

Moreover, in India Nagpal (2015) created a campaign to introduce Meditation to children in schools through the method of “Anapana Meditation” (first step of Vipassana Meditation). There have been news, where the Government of Maharashtra in Delhi, India and other states of India “Vipassana Research Institute (VRI), in partnership with the Government of Maharashtra, has initiated the MitraUpakram to teach Anapana Meditation to almost 2.5 Core school children from all over Maharashtra. Such news indicates that meditation practices are very essential in schools and colleges. The educational institutes should not only provide technical knowledge, but also moral character to build education upon. Education can help students master their minds. They gave an explanation on meditation as follows;

A meditation technique, called Anapana Meditation, has been practiced by children above 8 Years age, and has been observed to give great benefits here and now. Some benefits of Anapana Meditation in student life are:
 (1) Sharper memory (2) Increased concentration (3) Better Decision making and Confidence (4) Peaceful and happy Mind (5) Freedom from stress, fear, worry, anger (6) Better performance in studies, sports, and work (7) Better Health. People above 18 years can do Vipassana Meditation, which is the next step after Anapana Meditation and brings still better benefit (Nagpal, 2015, p. 5).

Waters (2015) research into the fields of psychology, education and neuroscience showed that teaching meditation in schools did have positive effects on

students' well-being, social skills and academic skills. Moreover, meditation could improve a host of academic and learning skills in students including faster information processing, greater focus, effective working memory, more creativity, and cognitive flexibility.

Ziaian (2015) conducted an action research to investigate into the impact of mindfulness meditation with 14 participants who had already completed the mindfulness meditation program (practicing meditation for five minutes a day over a nine-month period). The findings showed that mindfulness meditation helped increase participants' awareness and learning experience.

Poonpipat, Ven. Sunthornsanghapinit, and Inthanon (2016) made an experimental research aimed at 5th grade students to (1) study the affects of meditation activities on the learning development of special needs children, and (2) its results. The students were divided into pretest-posttest control group and ABF control group. The experimental group samples used in this research were students with special needs; those with attention deficit hyperactivity disorder or attention deficit syndrome diagnosed with medical reports by physician or by the class teacher and the subject teacher from Wat Ku Kham School, Muang District in Chiang Mai Province. The control group sample were students without special needs. Experimental group subjects had been trained by meditation program along the guideline provided by a professional monk. The data were analyzed using non-parametric statistics. The findings showed that activities such as walking meditation and meditation were primarily used. After the experiment, the experimental group students who were trained to practice meditation exhibited less inattentive behavior than those in the control group at 0.05 level of significance. The inattentive behavior of the students in the experimental group after the experiment was initially less than that before the experiment with a level of significance. For students in the control group, their inattentive behavior before and after the experiment had not significantly differed.

Bonder (2017) published a YouTube video entitled "Meditation and Language Learning" about his language learning philosophy. In the video, he explains his 'input-over-output' approach towards language learning and how meditation had helped him to learn foreign languages such as Japanese.

Shane English Schools Worldwide (2017) gave a review on “Practice Mindfulness and Learn a Language,” mentioning that meditation can be a huge help in learning to speak English as quoted in the following:

What does meditation have to do with learning English? Meditation has a number of health benefits (The Art of Living, 2018).

In relation to language learning specifically, meditation improves concentration and memory, helps you reduce anxiety, and improves quick recall... But if you take a few minutes each day to sit in quiet stillness, your mind will let go of those hindrances. You leave it open to receive information and recovering that information becomes a lot easier. All the techniques you use to learn English (from classes to conversations to audiotapes) will become a lot more effective if you allow your mind to be calm (Shane English Schools Worldwide, 2017, para. 1, 6).

2.3.2 Higher Education

Shapiro et al. (2008) studied on the integration of meditation into higher education (Bush, 2006, p. 2):

This paper reviews empirical evidence related to the use of meditation to facilitate the achievement of traditional educational goals, to help support student mental health under academic stress, and to enhance education of the “whole person.” Drawing on four decades of research conducted with two primary forms of meditation, we demonstrate how these practices may help to foster important cognitive skills of attention and information processing, as well as help to build stress resilience and adaptive interpersonal capacities. This paper also offers directions for future research, high-lighting the importance of theory-based investigations, increased methodological rigor, expansion of the scope of education related outcomes

studied, and the study of best practices for teaching meditation in educational settings.

A research had been conducted on the use of meditation to facilitate the achievement of traditional educational goals, and to enhance education of the “whole person.” It demonstrated that these practice helped to foster important cognitive skills of attention and information processing (Shapiro et al., 2008).

The definition and characteristics of each type of meditations are as follows:

Table 2.1 The Definitions and Characteristics of Each Type of Meditations

Concentrative Meditation	Mindfulness Meditation
Disciplined, single-pointed focus of attention.	Opening and expanding to an awareness of thoughts and feelings as they pass through the mind, but not focusing on a single purpose.
Meditator may focus attention on their breath, a word, or specific sound (see Carrington, 1998).	Involves three core elements: Intention, attention, and attitude as follows: <ul style="list-style-type: none"> • Intention involves consciously and purposefully regulating attention • Attention is the ability to sustain attention in the present moment without interpretation, discrimination or evaluation. • Attitude is a frame of mind brought to mindfulness meditation; commonly described as openness, acceptance, or non- judgmentally.
Like the zoom lens on a camera.	Like the wide angle lens on a camera.

Source: Shapiro et al. (2008, p. 7)

Arsdell (2011) shared her experience in learning Spanish language in the article named “If You Meditated like the Dalai Lama Could You Learn Spanish

Faster?” She started with a question on how learning to meditate might speed up learning the Spanish language. She explained some the methods she used, which involves sitting down to study. She claims that one can learn faster if phones or chat programs, such as Facebook are turned off. Moving away from any interruptions or distractions. Besides this, she emphasized that meditating before a study session can dramatically help reduce the amount of time that she spends daydreaming. Finally, she suggested that meditation would also help increase learning concentration; speeding up language learning process as a whole.

Moreover, another study on “Guided Meditation in the English Language Classroom” at Teachers College, Columbia University has claimed that “Meditating in class helped students to be more focused and open to language acquisition. The technique described here can be used for nearly any age and for any language level” (Jenkins, 2015, p. 38).

For Önem (2015), he aimed to find out whether meditation can be effective in terms of anxiety and vocabulary learning in a foreign language learning context. To test this, an experimental pre-test and post-test study was conducted with 61 students from the English Language Teaching Department of a state university in Turkey. Students were assigned and divided into control and experiment groups and made to study a group of words in English. An anxiety test (State-Trait Anxiety Inventory) and vocabulary test were administered to both groups as pre-tests to determine their level of anxiety at the first stage before the experiment phase. During the experiment phase, both groups were taught a group of target words by using the same teaching and learning materials for two hours every day over a period of two weeks. Prior to each experiment phase, students from experiment group practiced meditation. After the experiment phase, the same anxiety and vocabulary tests were administered as post-tests and t-test was employed to compare the results. The post-test results revealed that meditation led to a statistically significant difference in the anxiety and learning levels between two groups.

Wurdak (2015) studied about writing in foreign languages. According to Wurdak, he states that this was one of the most difficult skills: “This study investigated the effects of a single 5-minute guided meditation session on student in intermediate to advanced levels of an intensive English program. Student participants

crafted two essays, one with no outside influence and one following the meditation (p. 2).” Furthermore, he continued to say that “participants were also given a survey assessing their writing anxiety and general sense of mindfulness both before their first essay, and prior to any meditation, and following their second essay when they had participated in the meditation (p. 2).” In his final analysis, he concluded that “this study shows that one session of meditation does not strongly affect students’ writing or associated sense of anxiety. However, a longer study investigating the relationship between meditation and writing in the ESL context may provide more significant results (p. 3).”

Khamsri (2018) investigated into the effects of Mindfulness Reading Strategy (MORS) on 27 Thai university students’ reading comprehension skills. This study was designed based on the prominent reading problems and habits of Thai students’; lack of concentration. The research instruments were the TOEFL’s reading comprehension test, MORS worksheet and self-report, MORS interview questions, and MORS Self-observation Checklist. The data was analyzed by t-test, frequency and percent, and content analysis. The findings showed that the students who practiced mindfulness concentration through meditation, improved on their reading comprehension results: Post-test ($M = 16.14$, $SD = 3.57$) with a small effect size (0.37) at the confidence level of 0.01.

Only two experiments were conducted to test the NRA by its founder and his former student as follows:

It was the limited study using the ‘Posttest-Only Control-Group Design’ “the researcher was teaching both groups by himself, using the ‘question-answer method’ with English as a medium of instruction. The experimental group was meditating by means of ‘Khanikasamadhi’ prior to every lesson.”

It was reported that: “A comparison of English language [achievement test] in terms of ‘accent’, ‘fluency’, and ‘comprehension’ between the experimental and control groups via ‘Mann-Whitney U-test’ revealed that the results were statistically at the .05 level for all three dependent variables that have been studied” (Brudhiprabha, 1991, p. 31).

The second research focused on the development of modular materials to teach the four integrated skills of English by using the ‘Mental-Visual-Literacy Technique’ of teaching with real and placebo’s treatment.

The findings indicated that “the quality of innovative materials developed by the researcher were higher than 80/80 assessing criteria, the students were satisfied with the teaching materials, and the achievement tests were significant at the .05 level. All in all, the hypothesis of this study was satisfactorily confirmed” (Trikosol, 1999, p. 3).

2.4 Research about Music or Song in Language Acquisition

Students love to listen to music/songs all the time. They tend to recall some vocabularies through the topics of the songs. Although sing music in the classroom can be fun and engaging, they can also be used to motivate acquisition of a language. Therefore, Music could be used as a tool to promote learning in a second language acquisition environment.

Middleton (2002, p. 139) stated that “while repetition is a feature of all songs and music of any sort, a high level of repetition may be a specific mark of ‘the popular songs’, enabling an inclusive rather than exclusive audience.” As a result, the unique characteristics of the music and songs; repeating composition, memorable lines or words, rhythm or beat, can enable language learners to memorize new words, as well as create a pleasant ambiance motivating certain attitudes within the listeners.

Where songs can help young students improve their listening skills and pronunciation, it can potentially help them improve their speaking skills (Murphey, 1992). Songs can also be beneficial in the learning new vocabularies, sentence structures, and sentence patterns. Not to mention their reflectivity of mother tongue culture (Murphey, 1992). Perhaps the greatest benefit to using songs in the classroom is that they can be fun. Pleasure is an important part of learning a language. Songs can help improve listening skills because they allow students to practice listening to different forms of intonation and rhythm. English has a stress-timed rhythm, for which songs can help to establish a feeling. Music has the power to engrave itself into our brains where “songs work on our short- and long-term memory.” Overall, they are very appropriate tools for use in the language classroom (Murphey, 1992, p. 3).

Gardner (1993) used music as a vehicle for second language learning. Music could be utilized in any number of ways to instruct the second language to second language students. Students might listen to instrumental background music while writing an essay. To elicit verbal responses, students might be asked to listen to classical or jazz music. In order to acquire new vocabulary, students might listen to a story song while the teacher points to picture illustrations of key vocabulary words. Besides this, there were many ways in which music could be utilized to teach the second language. Students would cultivate the musical intelligence which Gardner spoke of. Moreover, students who were strongest in musical intelligence would experience a more successful language learning achievement.

According to Judith Weaver Failoni (Failoni, 1993), music could be used as a means to teach foreign language learners about new cultures and phonetics in American language classrooms. She claimed that “there is probably not a better nor quicker way to teach phonetics than with songs. Phonetics instruction is one good use to which songs can be put even in beginning classes” (Failoni, 1993, p. 98).

Mora (2000) admitted that music and language should be used in EFL classrooms. She claimed that using verbal practices within a musical context can make the learning experience more memorable. Foreign sounds paired with music would be stored in long-term musical memory; easily accessible for mental rehearsal and memorization. Moreover, using melody with new phrases lowers the student’s anxiety. Repetition was considered as one of the main methods that made the brain memorize material. Mora defined the use of melodic approach as being vital, that was, using music had a great influence on the entire language acquisition process of EFL students and on their pronunciation skills. The musical method enhanced on the EFL learner’s awareness of pauses, sounds, rhythms, and intonations. In addition, imitation and sub vocal rehearsal encourages them to develop linguistic fluency.

Lake (2003) used music to teach English pronunciation to young students for 10 years. He claimed that students often came to class feeling alienated and uncomfortable in foreign language classes. Throughout his teaching experience, he “found that students are more willing to negotiate meaning within the circular structure of a song than in simply reading a passage” (Lake, 2003, p. 102).

Eady and Wilson (2004) confirmed that various studies have proven that music did contribute to a learner's academic achievement, motivation and creative development. They concluded that music helped one to learn more, and more effectively. Music contributed to all of education. The learner benefited through an enhancement of their key developmental goals such as self-esteem and creativity.

Learners achieved better scores when music was part of their social studies. McTeer and Bailey (1980) reinforced the thesis that music motivated learning in other disciplines through their research on student attitude towards history and subject knowledge.

2.5 Research about Psychology in Language Acquisition

English is known as an international language and is used internationally as the main communication tool. In order to acquire good knowledge of any language, either foreign or native, everyone should be acquainted with Psychology – a discipline that is closely connected with language teaching. According to the literature studied, many prominent scientists were interested in the psychological of Pedagogy as they tried to study more into the process of an effective education.

There is a kind of psychological suggestion that is mostly used in English teaching in universities and colleges. It is a kind of psychological phenomenon produced through communication and interaction between individual students and others, and others can also have an influence on the emotions and wills of individual student (Berman, 1998). Besides this, teachers can have certain influence on students' psychology through conscious language and behaviors in order to achieve the expected purpose (Clark & Clark, 1977).

Lozanov and Gateva (1988) explained that in the view of psychologist Pavlov, suggestion is the simplest and most typical conditioned reflex of human beings, where psychological suggestion means to replace one's own thoughts and judgment with wisdom of other people that he or she thinks that person is better than themselves.

Schlesinger (1995, p. 181) expressed the modern behavior analytic approach to development and language acquisition, and addresses common misconceptions about reinforcement. For example, mainstream textbooks on language learning often

appeal to “criticisms of reinforcement as a viable language learning process [which] are based on misunderstanding of the concept itself.”

Using visual aids in teaching English language as a second/ foreign language can build strong motivation between the students and context which makes it easier for them to study new words in a target language and remember them forever. Motivation can be defined as a need or desire that stimulates and directs behavior (Myers, 2001 cited in Shirkey, 2003).

Lake (2013) was one of the first to outstandingly adapt and apply PosPsy (Positive Psychology) concepts in his study of Japanese learners' positive self, positive L2 self, self-efficacy, and intended effort.

2.6 Research about the Meditation or Mind and Body in Language Acquisition

According to Thurman (2006), the term Meditation referred to Sanskrit words, Dhamma or Samadhi which translated as a state which was very different from sensory, intellectual, reflective, receptive and discursive state. Thurman separated meditative techniques into two categories i.e. Samatha (calmative meditation) and Vipassana (insight meditation). Samatha or calming meditations were normally one pointed, thought free states which enable the mind to work with greater efficiency but did not produce any positive or negative evolutionary transformation in individuals. This kind of meditation was used mainly in clinical settings. On the other hand, insight meditation ranged from basic scanning, visualization and creation of understanding. Insight meditation was based on individual reflections and was considered significant in intellectual, mental and spiritual improvement.

Lind-Kyle (2009) described that the mind and brain could be trained through meditation. Moreover, her book won the Best Books Award from 2010 USA Book News that explained that the meditator through different meditations designed to influence all the wave; beta, alpha, theta and delta, moving the meditator closer to brain synchrony.

Hoelzel (2011) gave definition of meditation as the nonjudgmental awareness of experiences in the present moment that could produce some good effects on wellbeing.

2.7 Concluding Statements

In the final analysis, it was clearly evident that the extensive review of literature above indicated that meditative practices in general and particularly in education at all levels were greatly advantageous. Therefore, the use of meditation in life, work, schooling, including higher education could not be denied at all.

CHAPTER 3

RESEARCH METHODS

This chapter presented the research methods employed in this study. It showed the selected methods, instruments and participants chosen for the study. In addition, this chapter discussed how data was collected and analyzed for the overall research on the practice of meditation prior to English lessons and its affected on the students learning achievements. The details are as follows:

- 3.1 Research Design
- 3.2 Quantitative Study
- 3.3 Research Instrument
 - 3.3.1 Pre-test and Post-test
 - 3.3.2 The Opinion Survey
- 3.4 Data Collection Procedure
 - 3.4.1 Pre-test and Post-test
 - 3.4.2 The Opinion Survey
- 3.5 Data Analysis
- 3.6 Ethical Considerations
- 3.7 Concluding Statements

3.1 Research Design

This study used quantitative data to investigate students' achievement in English, and to gather the students' opinions towards Buddhist meditation.

The Quantitative Model is illustrated in the following diagram:

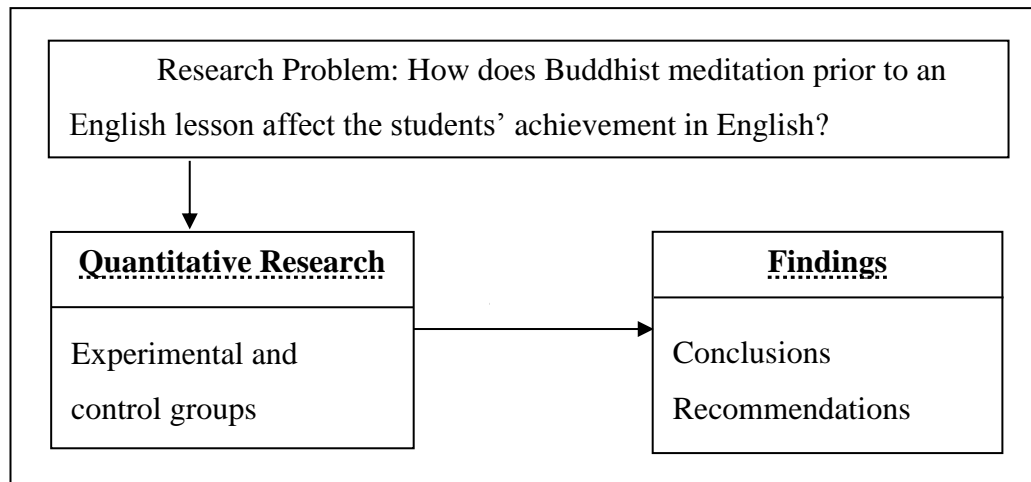


Figure 3.1 Quantitative Methods Design

Source: Modified from Hesse-Biber (2010, p. 71)

In Figure 3.1 the quantitative research started with the research question, i.e., How does Buddhist meditation prior to an English lesson affect the students achievement in English? Quantitative data results assist in the interpretation of qualitative findings: (1) Testing aspects of an emergent theory, and (2) validating a specific set of survey items” (Hesse-Biber, 2010, p. 71). These research procedures lead to the findings in Chapter 4.

3.2 Quantitative Study

Quantitative research method concerns in a numeric or statistical approach to research design. The methodology of a quantitative research maintains the assumption of an empiricist paradigm (Creswell, 2003). The research itself is independent of the researcher. As a result, data is used to objectively measure reality. Quantitative research begins with a problem statement and involves the formation of a hypothesis, a literature review, and a quantitative data analysis. Creswell (2003, p. 18) states about quantitative research that “employ strategies of inquiry such as experimental and surveys, and collect data on predetermined instruments that yield statistical data”.

A preparation of the pre-test and post-test for the experimental and control groups was made in order to compare the two groups’ achievement in English after

the experiment. The experimental and the control group would be taught by using **‘Guided Mindfulness Teaching Techniques’ (GMTT)**. First, a study was made on how to create an achievement test. Second, a criterion referenced test was created to test the four language skills for pre-test and post-test according to the many theories and practices by experts, both foreign and Thai. This is then followed by a multiple-choice test design, consisting of a total of 80 questions with only 60 selected for practical purposes. ‘Overall Table of Specifications or Blueprint of Test Items’ is as follows:

Table 3.1 Overall Table of Specifications or Blueprint of Test Items

	Skills	Listening	Speaking	Reading	Writing	Total
Sub-Skills		20%	20%	30%	30%	100%
Word Stress		4	4			8
Sentence Stress		4	4			8
Vocabulary in Context				8	8	16
Grammar in Use				4	4	8
No. of Items & Total		8	8	12	12	40
		20%	20%	30%	30%	100%

First of all, both experimental and control group took the pre-test. For the experimental group, students practiced meditation for five minutes before lessons. During meditation, they were also made to listen to the sound of nature such as flowing water, blowing wind, and singing birds. Each student were also given a book entitled “Anapanasati’s handbook by Buddhadasa Bhikkhu” (Appendix G) as a guide to their meditation practices. Following meditation, they would resume back to their lesson plan. On the other hand, for the control group, they were made to listen to any music of their choice for five minutes before class. For a majority of the time, they preferred Thai Northeastern music as most of them come from the Northeastern part of Thailand. After completing their lessons, both groups took the post-test. In addition to the post-test, the experimental group also took a survey.

3.3 Research Instrument

3.3.1 Pre-test and Post-test

The pre-test and post-test were designed by the researcher. The purpose of the tests were to find out the level of learning achievements of the subjects.

The results of the pre-test and post-test of English Language for (Thai) Student Teachers subject were proposed to three experts for examination of suitability, coverage, and item objective congruence (IOC) as follows:

+1 = Consistent

0 = Unsure

-1 = Unsure if consistent

The criteria used to consider questions with IOC values ranging from .50 and above indicates that the pre-test and post-test were measured for its purpose or content. As for pre-test and post-test results that obtained IOC values lower than .50, they point towards further improvement or modification of tests. An example of the questions used in the pre-test can be seen in Appendix F.

3.3.2 The Survey

The survey was designed by the researcher focusing on five aspects of the study. The survey used was in form of a five-point Likert scale. The questions asked students about their opinions and attitudes toward GMMT. The highest scores represents satisfactory results. The five-point Likert scale obtained seven items.

The survey was designed by the researcher to find out the attitudes and opinions of students. In terms of validity, the survey was approved by three English language teaching experts in universities located in Bangkok. Students answered the survey by choosing from the five rate of agreement (1-5). The IOC score given by three experts of universities were examined. The survey was formatted in a five Likert scale format. The data was collected and then analyzed.

In addition, *t*-test were used to compare the means.

For lesson plans of both group (see Appendix E), following format was used:

LEARNING & TEACHING ACTIVITIES	
STUDENT	1. Read “Unit 1 – The beginning of the lesson” carefully & think deeply about how to introduce yourself. Then do “Exercise”
	2. Use “Unit 1 – The beginning of the lesson” as a model for writing. Then write about how to greet people you meet for the first time in 120-150 words.
	3. Complete “exercise” at the end of unit.
TEACHER	4. Supervise the students’ work. Let them use a dictionary regularly in their reading & writing in order to form a dictionary habit.
	5. Mark their exercise. Always stick to the marking criteria.
	6. Explain writing problems to the students. Help them write correctly & effectively.

Figure 3.2 Learning and Teaching Activities

Table 3.2 A Comparison between Experimental and Control Groups

Experimental Group	Control Group
Practice meditation before each lesson for about 3-5 minutes	Listening to music before each lesson for about 3-5 minutes
Use Guided Mindfulness Teaching Techniques (GMTT) (cf. Brudhiprabha)	Use Guided Mindfulness Teaching Techniques (GMTT) (cf. Brudhiprabha)
Use the same teaching material	

The teaching materials, research design and statistical analysis used for the experimental and control group are the same.

3.4 Data Collection Procedure

Data collection for quantitative are as follows:

3.4.1 Pre-test and Post-test

The scores of pre-test and post-test were compared in order to find the differences of the participants' achievement after meditation before class. The scores collected from pre-test and post-test were analyzed to pinpoint the area of students' achievement in English language learning.

3.4.2 The Survey

At the end of the experiment, participants answered the questions using the survey.

Survey was designed by the researcher in order to find out the attitudes and opinions of students towards English language learning. In terms of validity, the survey was approved by three English language teaching experts from universities in Bangkok, Thailand. Students had to answer the survey by choosing the rate of agreement (1-5). The IOC score given by three experts of universities in Bangkok. The survey was formatted in a five Likert scale format to survey the opinions of students toward Buddhist meditation. The data was collected, analyzed and compared between both pre-test and post-test for the experimental group.

3.5 Data Analysis

Quantitative data was analyzed in the form of percentage and compared between the pre-test and post-test, results and the computer program SPSS. Besides this, the data obtained from the questionnaires were analyzed in percentage. This represented the level of satisfaction of students toward the GMTT. The data from this study was then analyzed in numerical and statistical analysis.

Indexes of Item-Objective Congruence: IOC

Calculation of consistency index of gathered data originally came in to use as a poll by weight of Likert Method of Summation Ratings through using the following five criteria: Strongly agree (5), Agree (4), Cannot decide (3), Disagree (2), and Strongly disagree (1). Later on, a specialist (Best, 1986, p. 195) in educational research introduced a new method which only uses three criteria: Strongly agree,

Cannot decide, and Strongly disagree. This is consistent with the new theory- Indexes of Item-Objective Congruence: IOC (Rovinelli & Hambleton, 1977), which is widely used today as follows (Charoentip, 2003, p. 201):

$$IOC = \frac{\sum R}{N}$$

$\sum R$ = Total score of experts' opinion
 N = Number of experts

3.6 Ethical Considerations

Great attention was paid to ethical concerns in this study. The ethical issues, which involved the tests' scores of the participants and opinion of participants of the survey, were protected. Anonymity and confidentiality was strictly observed in this study. No harm was conducted to participants involved in this study. Institutional and human dignities were fully protected. The results of the study did not affect their overall grade performance (Appendix E). Test scores were used to analyze the results of the study. It was made clear that each participant's score were not disclosed to anyone, in order to protect their privacy. Pseudo-names were used to protect the identities and privacy of the participants. Besides this, all participants were informed of the purpose of the research and what was expected of them.

3.7 Concluding Statements

This chapter used the Equivalent time-sample Design (ETSD) for its research methods because it was not possible to have a control group for the research project. The quantitative component was used to 'tests out' ideas.

A preparation of the pre-test and post-test for the experimental and control groups was made in order to compare the two groups' achievement in English after the experiment. A study was then conducted on how to create an achievement test. This was following by the development of a criterion referenced test to test the four language skills for pre-test and post-test according to the many theories and practices by experts, both foreign and Thai.

How does Buddhist meditation prior to an English lesson affect the students' achievement in English?

The methods of this study employed quantitative methods in order to determine the achievement in English language learning through using the GMTT technique. The methods of this study also used a questionnaire to survey the attitudes of university students toward learning English language through using the GMTT technique. Thirty six students were selected to represent the population of university students. Then an experimental group was set up to meditate for five minutes prior to an English lesson. The control group was made to listen to music for five minutes prior to an English lesson. Both groups studied English lesson with the same learning materials and same GMTT technique. The measurement tools were administered in the study to determine the difference in their English language achievement. In addition, a questionnaire was conducted to provide further insight into the attitudes of the students towards learning the English language by using GMTT technique.

CHAPTER 4

RESEARCH RESULTS

This chapter presents the data findings of the research for one-group pre-test and post-test experiment covering description of data.

4.1 Answers to Research Questions

Only one research question was quoted as follows:

1. What are the effects of Buddhist meditation approach for SLA?

This research question should be answered from a paradigm shift based on a solid theoretical frame of reference of ELT/SLA. Such a model has already been developed in recent years (Prabha & Sakul, 2015, p. 5). That is to say, a mega approach should be employed, not just a piecemeal operation or impromptu fashion that has been done time and again in answering and solving research questions and problems so far! Budgeting, starving, communicative syllabuses design and functional learning materials, efficient strategies and effective technique of teaching—including reliable achievement and proficiency testing and proficiency evaluation should be administered at all level of education. That will be the be-all and end-all approach which this dissertation has aimed at in the first place. Second language acquisition hypothesis seeks to quantify how and by what processes individuals acquire a second language.

Dependent *t*-test Results

In order to examine the differences between the pre-test and post-test results, inference or descriptive statistics were calculated. The results of the 18 participant's pre-test and post-test are presented in Appendix E. Table 4.1 illustrates the *t*-test scores of 18 participants in experimental group who meditate prior to lessons by using the GMMT technique.

Table 4.1 The *t*-test Scores of 18 Participants in Experimental Group who Meditate Prior to Lessons by using GMMT

English test scores	<i>N</i>	\bar{X}	<i>S.D.</i>	<i>t</i> -test value	Sig.(2 tailed) level
Pre-test	18	17.33	4.82	1.729	.01
Post-test	18	19.13	4.77		

Table 4.1 indicates the mean scores of the experimental group from the pre-test and post-test. The table shows the average scores of these participants. The average score of the pre-test is 17.33. On the other hand, the average score of the post-test is 19.13. The table above also shows that the post-test scores is higher than the pre-test score. The *S.D.* of the pre-test and post-test are 4.82 and 4.77, respectively.

Table 4.2 presents the results of the *t*-test scores of 18 participants in control group who listened to music prior to lessons.

Table 4.2 The *t*-test Scores of 18 Participants in Control Group who Listened to Music Prior to Lessons

English test scores	<i>N</i>	\bar{X}	<i>S.D.</i>	<i>t</i> -test value	Sig. (2 tailed) level
Pre-test	18	18.94	4.13	9.440	.00*
Post-test	18	26.00	3.80		

Table 4.2 indicates the mean scores of the control group on the pre-test and post-test. The table shows the average scores of these participants. The average score of the pre-test is 18.94. On the other hand, the average score of the post-test is 26.00. The table above also shows that the post-test score is higher than the pretest score. The *S.D.* of the pre-test and post-test scores are 4.13 and 4.42, respectively.

Table 4.3 Opinion Survey of Students

Opinion Assessment Items	\bar{X}	<i>S.D.</i>	Opinion level	Order
1. Meditation before lessons helps increase their concentration in class more	4.93	0.26	Highest	1
2. Meditation before lessons wastes studying time	1.20	0.77	High	5
3. Meditation before lessons makes it easier to understand the lesson	4.33	0.72	High	4
4. Meditation before lessons makes the overall studying session better	4.87	0.35	Highest	2
5. Meditation before lessons makes learning more fun	4.73	0.46	Highest	3
6. Meditation before lessons makes the learners feel tired	1.20	0.77	High	5
7. Meditation before lessons confuses the learners	1.20	0.77	High	5
Total	4.32	0.59	High	

From Table 4.3 the results shows the opinions of students towards meditation before class, where the overall level of satisfaction was high (= 4.32, 0.59).

Table 4.4 Means and Standard Deviation of the Four Language Skills before and after Learning with GMTT

Skills	Post-test		Pre-test		Different	Rank
	\bar{X}	<i>S.D.</i>	\bar{X}	<i>S.D.</i>		
Listening	4.55	1.44733	3.77	1.61387	0.78	2
Speaking	4.72	1.44733	4.61	1.26284	0.11	3
Reading	5.44	1.42343	4.55	1.42343	0.89	1

Writing	4.44	1.21352	4.38	1.50054	0.06	4
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From Table 4.4 with regard to the results of the statistical comparison, the post-test scores of participants were statistically higher than the pre-test results ($p < .01$). All in all, the results revealed that there was an increase in the post-test results following meditation before class. Furthermore, an analysis of the results points towards the students' English language skills in the following average scores: Reading = 5.44, Speaking = 4.72, Listening = 4.55, and Writing = 4.44.

Table 4.5 Results of the Study

Groups	Results	<i>n</i>	\bar{X}	<i>S.D.</i>	<i>t</i>
Experimental Group	Before meditation	18	17.33	4.82	1.729
	After meditation	18	19.13	4.77	
Control Group	No meditation	18	18.94	4.13	9.440
	No meditation	18	26.00	3.80	

From Table 4.6, the overall results of the study were statistically significant. "The significance of probability is $p = 0.01$ (the 1 per cent significance level) is referred to as highly significant" (Robson, 1973, p. 35). That is to say, the NRA test was highly supported in this research study.

4.2 Concluding Statements

From the above results, we can conclude that Buddhist meditation prior to the English lessons had a great effect on the students' English language achievement.

CHAPTER 5

CONCLUSION, DISCUSSION AND RECOMMENDATIONS

This research aimed to investigate into the effects of Buddhist meditation approach for SLA and the Nama (mind) – Rupa (body) Approach. There was only one purpose to the study: to study the effects of Buddhist meditation approach for SLA and the discussion pertaining from the quantitative data analysis.

Quantitative research was employed in this study. It explored and explained the thematic literature in terms of meditative practices. Moreover, the variety of SLA approach was also explored. Quantitative research was conducted to help guide the meditative experiment (Jenkins, 2015, p. 38) in the English language classroom.

5.1 Conclusion

Two conclusions were derived from this study:

5.1.1 The testing of NRA was statistically significant at the 0.01 level. That is to say, the NRA was highly tenable.

5.1.2 Although it was evident that the NRA has been widely accepted, it may perhaps, necessitate that another paradigm may be needed to make the SLA results better. Experience has shown that from the work of the Thai guru of ELT/SLA and his former students, meditation comes with visualization, whereby his students places this knowledge into their communication approach into practice. It is James Asher's "**Total Physical Response Method**," usually used amongst kids. (Larsen-Freeman, 1986), *'the following operation called an action sequence that young or old students'* could be commanded by the teacher to perform in front of the classroom as follows:

For example, the teacher asked his Diploma degree students in a Teaching program at Chiang Rai College to close their eyes and calm their minds or meditate for about five minutes before starting the English lesson. A student, who was skillful in English, was then to act on the lecture theater stage during the listening and speaking session of the lesson:

O.K. Please close your eyes, then sit back and relax. Now, I want you to see something in your mind's eye. It looks like a can. The can is wrapped in yellow paper. You see a small can wrapped up in yellow paper with a green ribbon and a bow on top. The can is on the table in your living room. You are sitting at the table. You want to open the can. You take off the bow and the ribbon. Now you slowly unwrap the paper off the can. You can hear the paper making a crinkling sound. Now the paper is off the can. You open the can and look inside it. You see three tennis balls. You take one of them out and begin to play with it. You are bouncing the ball on the floor and enjoy playing with the tennis ball.

“Now, open your eyes. I want you to come back to where you were. You are in class with me and your friends. What do you think about it? Does it help you to speak or be able to understand more English? Did you learn anything?”

(Kosol & Prabha, 2004, pp. 71-72).

In the early 2010s, he was invited to teach a very big class for a mixed- class of postgraduate students in Diploma in Teaching who wanted to earn a teaching license in English. It was rather an impossible task! However, he attempted to do it with ten small groups of 8-10 students. There were some English majors in the group and one native speaker. He asked them to serve as his teaching assistants with an American student as leader. Every group was to practice a communicative activity as follows:

1. Do what I told you.
2. You are standing in front of the door to your house.
3. Search for the key to open the door.
4. Walk into your living room.
5. Go into the kitchen.
6. Open the refrigerator.
7. Take a can of coke or a carton of orange juice out to drink.

8. Open it and take a sip.
9. Go back to the living room and turn on your television.
10. Sit down on a comfortable sofa, watch your telly—take another deep sip to empty the bottle/carton, and finally nod off for an afternoon nap right there.

Good afternoon, wake up now to continue your lesson! (Brudhiprabha, 2013)

Hence this paper shall place great emphasis on these dramatic phenomena in listening to English and speaking it through meditative practices with the use of '*image or imagination*' to form '*multisensory pictures in the mind/brain*' through '*sights, sounds, touches, etc.*' *that can be seen, heard, realized* (as hard or soft, oval or round, rugged or smooth, so on and so forth) as clearly shown in the two examples above.

In a group of about eight to ten people, students took turns practicing their acting by themselves (*the discourses of the texts can be entirely changed by them.*) They were then asked to demonstrate on stage in front of the lecture theater when he or she is ready for an individual assessment at the end of the course.

The technique worked very well in a big class of about one hundred students that he had taught. They enjoyed the lesson and were quite confident to act out using the English language on stage without any inhibition or fear of making mistakes. This is what Richard A. Via called teaching English through acting, performing, or dramatizing (Via, 1976).

Six Components of Second Language Acquisition Hypothesis

There are six main components of hypotheses in the West. Each of the components relates to a different aspect of the language learning process. The six components are as follows:

1. The Innateness Hypothesis (IH)
2. The Blueprint-in-the-Brain Model (BBM)
3. The Input/Comprehension Hypothesis (I/CH)
4. The Ecology of Language Acquisition Model (ELAM)
5. The Genetic Hypothesis of Language (GHL)
6. The Computational Model of L2 Acquisition (CML2A)

According to Chomsky's, he asserts that, like a scientist, a child has or language acquisition Device/System (LAD/LAS) is the Linguistic Universal which enables her or him to acquire a given language. For Aitchison, she believes human mind/brain is the blueprint for language acquisition. In other words, Aitchison made Chomsky's LAD/LAS more concrete by adding what she called 'blueprint in the brain' in the LAD/LAS. Krashen's hypothesis in 'The Input/Comprehension Hypothesis,' tries to explain how second languages are acquired. To acquire language, the learner needs a source of natural communication only when they encounter second language input that is one step beyond where they are in the natural order. In other words, learners acquire language by "intaking" and understanding language that is a "little beyond" their current level of competence. Brown's hypothesis in 'The Ecology of Language Acquisition Model' talks metaphorically about how ideas are elaborated depending on the different factors, innate and environmental involved in second language acquisition process. He compared this process to a seed-flower. He explains that language acquisition develops like a flower seed. His metaphorical use of language acquisition to nature may help reveal the relative value of the factors contributing to the process, in spite of the fact that the sum of correspondence remains disputable. Another psycholinguist, Steven Pinker proposed a language acquisition model called 'Genetic Hypothesis of Language' which he extends from Chomsky's IH. Pinker states that "LAD is a set of language learning tools, intuitive at birth in all children." Finally, Rod Ellis identified four macro-options to foster noticing or processing of linguistic form: Processing instruction, explicit instruction, production practice and negative feedback. These four options place the focus-on-form intervention at different points in a computation model of L2 acquisition.

Four of seven survey questions were found to be statistically significant. The statements "Meditation before the lesson helps to concentrate in class more," "Meditation before the lesson makes it easier to understand the lesson," "Meditation before the lesson makes studying better," and "Meditation before the lesson makes learning more fun" were also statistically significant; indicating a positive response to the meditation. The statements "Meditation before the lesson wastes the time of studying," "Meditation before the lesson makes the learners tired," and "Meditation

before the class confuses the learners” were also significant; indicating a negative response to the meditation.

It is not difficult or not easy to provide students with the chance to meditate, as it requires longer period of time to practice. Students should have the opportunity to be trained to meditate and given the proper guidance that is adaptable to any classroom situation.

Through the pre-test and post-test results, and survey of students’ opinions, this study sought to discover the effects of students meditating before an English class on their language development across reading, listening, writing and speaking. Speaking is one of the most challenging and, often stressful tasks for Thai students. Although meditation may not aid all students, it is easy for many classroom teachers to prepare and guide students towards their own meditative practices and, potentially, provide them with emotional and academic benefits.

5.2 Discussion

From the analysis of the data and the conclusion of the research, the results can be discussed as follows:

Students who had Buddhist meditation prior to an English lesson achieved in English with the significant at the level of .01. Besides, their opinion in learning English for (Thai) Student Teachers by meditation prior English lesson, the overall level of opinion survey was high ($=4.32, 0.59$). The results are consistent with Saita (2010) who compared the perception skills of young children meditated before group activities with 4-5 years old with 40 children. The result showed that perception skills of young children through meditated before group activities were significantly higher than before at .01 level, perception skills of young children through regular group activities were significantly higher than before at .01 level, and perception skills of young children through meditated before group activities and regular group activities were significantly difference at .01 level. Moreover, Dechakraisaya (1988) compared learning achievement of ethical development and development of student intellect before and after practice of meditation. The result shows that the average scores of students after practice of meditation are higher than the average scores obtained before the practice at a significant level of .05 and the average scores from I.Q. test

after the practice of meditation are higher than average scores before the practice with no significance level of .05, that is, the practice of meditation results in a little higher average scores of the students from I.Q. test than before the practice of meditation. Besides, the result of the students' opinion survey in the overall picture is at a high level.

From the opinion survey, several questions related to positive way of meditation prior lesson were asked in a Likert scale format. Other questions were related to the negative way. Data were collected to determine the respondents' potential future research participate and their opinion toward meditation.

5.3 Recommendations

5.3.1 Recommendations Relating to the Study

It is also recommended that another language subjects such as Thai, Chinese, Japanese, Chinese, etc. may also be taught using meditative practices prior to lessons.

From the research results, it was found that Writing Skill had the lowest average score when compared to Listening Skill, Reading Skill, and Speaking Skill. In this regard, teachers should include more activities or exercises for students to practice writing in English as much as possible, so students can write paragraph, article, or even essay. Teachers should study of teaching and learning management that emphasizes the process of continuous English writing for university students. Besides, Speaking Skill got score next from Writing Skill, so teachers should prepare lesson plan or situation that let students speak English as much as possible. This will help boost the students' confidence when speaking English as well as their knowledge of sufficient English commands. In addition, there should be lesson plans for learning with Guided Meditative Techniques of Teaching' (GMITT) techniques should also be include to enhance others skills such as listening, reading and writing skills in English. Applying other learning theories may prove effective in helping students improve their English language skills. In addition, teachers should organize student-centered activities for students to participate in teaching and learning activities including materials to get students' attention to the content, which is in line with the principles of Sriprapa Palasuthhit (Palasuthhit, 1980 cited in Saiudom, 1998, p. 37)

said that practice form can attract students' attention which will help students succeed in Training.

Moreover, with a predominant of Thai people as Buddhists (94.6%), it would be better if meditation was officially incorporated in Thai education systems. For those who do not follow Buddhism, they can also practice meditation from within their own religion as well, or simply use the 'Transcendental Meditation' (TM) which does not derive from any religion.

Besides this, the NRA Paradigm has already been tested with success by three previous research studies. Therefore, there is no need to test this hypothesis again. Nevertheless, it may be more interesting to conduct a longer meditative session by using the Upacara-samadhi (access concentration) and Appana-samadhi (attainment concentration) outside of the classroom, as these two type of Samadhi takes a longer period of time with is not practical to do it in the classroom.

In the final analysis, it is advisable to conduct the PM-cum-CV Model in the classroom as well, where the paradigm has been proven beneficial; more so than the NRA alone, as discussed earlier.

5.3.2 Recommendations for Further Studies

The results indicate that there are several issues worthy of further studies

When considering the research results alongside its various limitations, we can readily identify its strength and defects which deserves a more thorough research study into. Therefore, it is recommended that further research should be of the following:

1. Meditation can be learned and practiced across every gender and age with consistency and effectiveness. The results of meditation practice highlights one of the many ways in solving the problem of learning English effectively. It may be worth appropriate in integrating the practice across all educational programs.
2. The results of meditation can benefit many practitioners. Further study may be conducted on which studies or courses it should be included in.
3. Further research study into the appropriate time spent in meditation to work effectively on a student's concentration skill when studying English.
4. Further research study into the actual conditions and problems of students who experience difficulty when studying English.

5. Further research study into the different English language teaching that caters to the effective learning of all students.

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APPENDICES

APPENDIX A

The Teaching of English in Thailand: A Negative Look

THE TEACHING OF ENGLISH IN THAILAND: A NEGATIVE LOOK*

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Abstract: The results of ELT in Thailand leave a lot to be desired.

Its problems of teaching have been lingering on for too long. This research study drawn the samples from the cream of the crop who won scholarships to study at McGill University in Montreal, Canada. However, they have encountered all sorts of linguistic deficiencies to begin with! It was envisaged that the issue at stake resulted largely on our unplanned '*Language Policy Decisions in the School/Classroom*' (LPD-S/C). Hence this paper shall attempt to solve the nagging problems.

Keywords: English First English Proficiency Index, the nagging problems of ELT in Thailand, Language Policy Decisions in the School/Classroom

Forty-six years ago I wrote this paper on the poor quality of '*English Language Teaching*' (**ELT**) in Thailand. Oddly enough, it was quite apparent that Thai students' com-municative competence in English last year (2017) was more or less the same as it was in those days! Just imagine, *how much money, energy, and time have been wasted on the teaching of English with utter failures for such a long time!*

Why? What has gone wrong with our **ELT**? In Hong Kong, the (**LPDS/C**) has been questioned and

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guidelines were proposed in terms of ‘what is desirable, what is acceptable, and what is possible’ in determining the Chinese/English or dual-language-stream policy in the school/classroom in terms of *‘selection of the language (L2) of instruction, selection of students, and selection of teachers.’* (cf. 1993/1994) whilst Thailand has followed a rather laissez faire approach to the English medium of instruction. Unfortunately, e.g., *“the so-called mushrooming ‘Bilingual Schooling’ (BS) —i.e., most **EP, MEP** or **CLIL** courses are indeed not up to par” since its inception!* (cf. Prabha 2018a)

What is the proficiency in English of Thai students now? The organization for assessment called ‘*Education First English Proficiency Index*’ (**EF EPI**) indicated that Thailand ranked at 15th amongst 20 countries in Asia with the percentile scores of 49.78 and our English proficiency trends were *‘very low & low’ between 2011 – 16 and 2016 – 17*, respectively as illustrated clearly below:

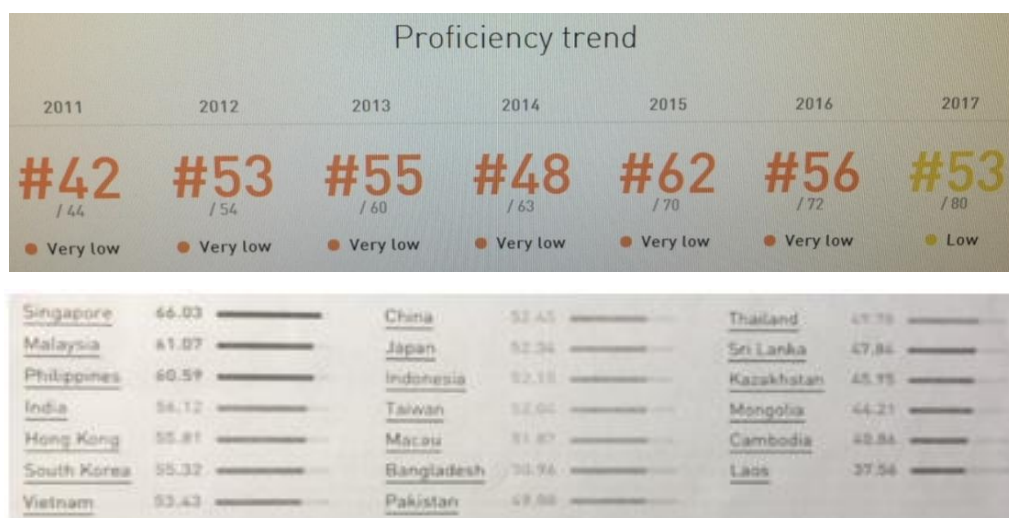


Figure 1: Thailand's English Proficiency Trend in 2017

(<https://www.ef.com/>&<https://coconuts.co/bangkok/news/thailands-english-proficiency-improves-low-low-accord-ing-ef/retrieved> 29th December, 2018)

Therefore, the question arises why it takes so long to raise the standards of ELT in this country. *It was incredible indeed!* That is why this very book and *The*

Tao of SLA in Theory and Practice (Prabha 2018a) were written in order to search for a viable solution to our nagging problems.

However, mention should be made at this point that one of the commendable efforts, *i.e.*, the recent ‘Regional English Training Centres (**RETC**) Project’ of the ‘British Council’ (**BC**) Thailand “in close partnership with the Thai ‘Ministry of Education’ (**MoE**)” known informally as ‘English Booth Camp’ (**EBC**) has been established since 2016 to transform our ‘English Language Teaching’ (**ELT**) in state primary and secondary school across Thailand (<https://www.>, retrieved November 9, 2018; see Appended Info at the end of this paper) although it puts the emphasis on teacher training alone. That is merely one-third of the ELT problems—not the entire **LPDS/C**. Anyway, to begin with, it’s still better than nothing at all for such a long time in the history of **ELT** in this land of smiles!

The ‘Art of Seeing the Forest/Woods and the Trees’ with both of the ‘bird’s eye view & worm’s eye view’ or ‘Systems Approaches,’ (cf. Senge 1990/2001: 128, 171 & Appendix B; see also Brudhiprabha 2010: 12) are employed vis-à-vis a ‘genuine commitment to the whole problems’ in this study. “Systems thinking ... means organizing complexity into a coherent story that illuminated the causes of problems and how they can be remedied in enduring ways.” Hence the **LPD** with its core of the **S/C** are proposed as a ‘Holistic Problem-Solving Model for ELT’ (**HPSMELT**) in the Thai context.

Deliberately and knowingly, I am going to employ a negative approach in this paper, if I may. More often than not, I keep repeating on many occasions that the teaching of English in Thailand should either be abolished or reformed; and I have no apologies for so saying. Perhaps it’s high time I seriously elaborated my proposition, or rather opposition.

First and foremost, I have many good reasons for my convictions. Most importantly, experience has shown that our teaching of English is, unfortunately, and academic wastage. An important question arises at this point, that is, why bother teaching English to Thai students at all if it cannot be well-taught? We are all well aware of the poor results of our teaching. I don’t want to overemphasize the fact that every year our schools, colleagues, and universities turn

out hundreds of thousands of graduates whose knowledge of English is, on the average, nil.

I am currently working on my thesis, an error analysis of English compositions written by Thai students who have had between 6 to 10 years of English, and the results really shook me. I feel sorry for them. Why can't our kids learn English? Chances are it's not that they are stupid, but rather that they haven't been taught properly. To add insult to injury, an illustration could eventually be drawn from the cream of our crop who have won scholarships to study abroad. Even these sophisticated students entertain all sorts of linguistic deficiencies. And nobody in his right mind can afford to ignore this very fact. According to my own investigation (Brudhiprabha, 1971a: 9), here are some of the reactions of professors to the Thai students' knowledge of English:

- On arrival... seemed to have considerable difficulty in conversation
- also has difficulty getting all that is said in classes
- could not grasp the ideas in the book
- does seem to have trouble with certain final consonant sounds and with various vowel combinations
- still has serious difficulties in putting...ideas in standard sentence form ... would rate ... as 'poor' in terms of writing sentences
- would still have to be rated as 'poor' in being able to handle a more sophisticated lexicology in graduate composition

Can we be so proud of our products— with those long laborious years of compulsory English? Who is to blame? How are we going to cope with our failures? These, indeed are questions rarely raised in our education circle. We seem to be well contented with anything and everything. In other words, it's just 'mai pen rai'. We depend too much on 'farangs', on their expertise, and on hearsay rather than our own research. And a sad fact is that we have done relatively nothing that could be called research proper, except, of course, for a handful of scattered theses and dissertations which are inaccessible. These are the types of thing we have to come to grips with-if and only if we still maintain the compulsory notion of English teaching. If not, forget it!

The question “why teach English?” is an empirical one. It simply won’t do to give a blunt answer on the gross value of English, as most people seem to do. English is useful, no doubt about that! But the point here is this: do we all need to know English? Or, for that matter, do all Thai speakers need to know English? Either a negative or positive response can be expected, I am sure.

Let us, however, be optimistic for a while and say yes, we need English. If so, we are begging another question: “who are we?” Obviously, this is a question of our major educational policy, which is, “to teach English to all public school students from Prathom 5 onward. The objectives of this teaching are not entirely clear” (Debyasuwarn, Sukwiat, & Noss 1971: 5). Another important question immediately arises in connection with the objectives of teaching. Despite the ambiguous goals, it is often said that English is essentially the language of higher education. With regard to this, Noss (1970: 11) has logically argued that in Thailand “educational policy quite unrealistically stresses the objective of preparing students for further academic study at the university level, when in fact very few secondary students get as far as the university and even fewer will actually make use of the English medium in their university studies.” In the other part of the world, Bamgboss (1969: 79) also questions the position of English as a compulsory subject in the primary and secondary school in Nigeria. He argues that, “very few of the products of primary schools will go on to the secondary schools, and fewer still of the secondary school products will go on to the university.” As a result, he emphasizes, “What then is the rationale of making English compulsory in the primary school?”

If Bamgboss and Noss are correct, and I believe they are, there is no a priori justification for the compulsory teaching of English to the majority while only a small percentage of the student population needs it. Granting this to be true, one may well ask on what criteria is the decision of who needs English and who doesn’t to be based? Isn’t it undemocratic to give the right to learn English only to the minority? In the Thai context I am afraid not. I submit that the Thai language is fully adequate for all levels of education, from inception, throughout educational hierarchy. I am quite convinced that the majority of our population can live their whole lives without the need for any language other than Thai. And those who haven’t had English before can, more or less, have access through translations to certain subject matter, if they so

wish. Be that as it may, the handful of good teachers of English we now have can eventually untangle the mess!

For all these reasons, in spite of the risk of being misinterpreted, I have put my cards on the table. I do not deny the significance of the English language in the modern world context. What I am saying is that we cannot ask for the impossible. It is not the question of quantity but of quality with which I am concerned. Today, the quality is very bad. It is not a pleasant thing to have to admit this, but we shall never get anywhere if we do not accept realities. Given the situation as described, I foresee no other practical recommendations for the improvement of English teaching in this country unless we could possibly produce well-qualified teachers for all levels of education overnight!

Of course, there is always the other side of the coin. For example, those stopgap measures proposed jointly by the Chairman of the National Committee on English teaching in Thailand with the Director and the Chief Adviser of the English Language Center (Debyasuwarn, Sukwiwat, & Noss, 1971). However, it seems to me at least, that we are complementarily trying to prove the null hypothesis.

Finally, a quick glance at our neighboring countries may help us to better see the gloomy picture of English teaching in Asia as a whole. “With the exception of the Philippines,” Ney (1963: 193) insists, “the teaching of English in the schools and colleges of those island countries which form the rim of Asia [e.g., Japan and Taiwan] suffers under many of the problems that plague the teaching of foreign languages in the USA.” To quote a bit further from him:

In the first place, many of the teachers cannot speak or understand the spoken form of the language they are teaching. In the second place, instruction in how to translate written documents from one language into another substitutes for real language teaching and explanation of the grammatical niceties of the foreign language is added to give language instruction the flavor of a true academic

discipline. In the third place, a paucity of modern, scientifically acceptable teaching materials exists. These three problems are encountered in varying degrees in all of the countries under consideration; the Philippines are an exception only by virtue of the differing context of English teaching there.

I am quite convinced that these very problems plague the teaching of English on the whole rim of Asia. It was not until recently, in the television program of the Linguistics Institute 1971, that I had the opportunity to discuss with other participants our linguistic concerns in the Third World (cf., Nardin *et al*, 1971). Representatives from Afghanistan, India, Indonesia, Japan, Korea, Taiwan, and Thailand were on the screen, discussing our current linguistic activities, available trained personnel, and types of research being done so far. Recommended work for the future, both within the country, and throughout the region was hinted at.

This sad situation, however, is no excuse for us to abandon the fight. Had our policies and goals been carefully spelt out, more success might have been achieved. The idea was sound, the practice and implementation impromptu. This is the issue at stake: making English a compulsory subject for everybody, where it seemingly serves very little everyday life, or worse, without sufficient provision for it, is virtually putting the cart before the horse!

Those were the days of ELT in Thailand which, in essence, are still true *except perhaps the significant role of English that has been drastically changed in the present world context*. It is NOW a real global language (cf. Crystal 1997/ 2003 & Graddol 1997/2006; see also Y. Kachru & Nelson 2006/2011; Mesthrie & Bhatt 2008) and in accordance with the ‘Asian Language Policy’ (ALP), it is the sole official and working language of this region. (cf. Kirkpatrick 2010: 7) Indeed, that is to say—***Thailand also needs English as a ‘Language of Wider Communication’ (LWC) at large—in business, economy, education, industry, science and technology nowadays!*** Hence the ‘**39th Thailand TESOL Inter-national Conference 2019**’ with its theme of ‘**Chances and Changes in ELT**’ is indeed to be applauded.

As one of its founding fathers, *I do hope that there will be some new developments and revitalization in ELT in this country because it was too long ago since English has been officially taught as a compulsory subject according to the National Education Act for the first time during the reign of King Rama VI in 1921!* My urgent question for Thailand is: ***‘Where have all the [ELT experts] gone, long time passing?’***

If there are no changes in the foreseeable future, *there will be very little hope for ELT in Thailand!* So, where do we go from here? Indeed, the MoE must do something. ***The sooner the better!***

As a matter of fact, I’ve already written several open letters to the previous MoE ministers—***but it was of no avail!*** (cf. Prabha 2018a:) *All of the political parties simply promise what will be the main platform before an election. That’s all the naked truth.* Although actions speak louder than words, *we’ve heard only big words of propaganda in the empty political talks from the powers that be time and time again without any real actions after they have been elected!*

APPENDIX B
Ethical Consideration Approval

ETHICAL CONSIDERATION APPROVAL



แบบรายงานผลการพิจารณาจริยธรรมการวิจัย คณะศึกษาศาสตร์ มหาวิทยาลัยบูรพา

๑. ชื่อวิทยานิพนธ์

ชื่อเรื่องวิทยานิพนธ์ (ภาษาไทย) การวิเคราะห์เชิงลึกเกี่ยวกับพุทธปัญญาทางตะวันออกและ
วิทยาศาสตร์ทางตะวันตก: ตามสมมติฐาน นาม-รูป เกี่ยวกับการรับภาษาที่สอง

ชื่อเรื่องวิทยานิพนธ์ (ภาษาอังกฤษ) AN EXPLORATION OF THE PARALLELS BETWEEN
BUDDHADHAMMA AND MODERN PHYSICS: THE TESTING OF THE NAMA-RUPA
HYPOTHESIS IN SECOND LANGUAGE ACQUISITION

๒. ชื่อนิสิต MS. PATTAMA YIMSAKUL

หลักสูตร ปรัชญาดุษฎีบัณฑิต (หลักสูตรนานาชาติ)

รหัสประจำตัว ๕๗๘๒๐๐๐๗ **สาขาวิชา** การสอนภาษาอังกฤษในฐานะเป็นภาษาโลก **คณะศึกษาศาสตร์**

☐ ภาคปกติ

☐ ภาคพิเศษ

๓. ผลการพิจารณาของคณะกรรมการจริยธรรมการวิจัย:

คณะกรรมการจริยธรรมการวิจัย ได้พิจารณารายละเอียดวิทยานิพนธ์ เรื่องดังกล่าวข้างต้นแล้ว
ในประเด็นที่เกี่ยวกับ

- ๑) การเคารพในศักดิ์ศรี และสิทธิของมนุษย์ที่ใช้เป็นตัวอย่างการวิจัย
- ๒) วิธีการที่เหมาะสมในการได้รับความยินยอมจากกลุ่มตัวอย่างก่อนเข้าร่วมโครงการวิจัย
(Informed consent) รวมทั้งการปกป้องสิทธิประโยชน์และรักษาความลับของกลุ่มตัวอย่างในการวิจัย
- ๓) การดำเนินการวิจัยอย่างเหมาะสม เพื่อไม่ก่อความเสียหายต่อสิ่งที่ศึกษาวิจัยไม่ว่าจะเป็น
สิ่งที่มีชีวิตหรือไม่มีชีวิต

คณะกรรมการจริยธรรมการวิจัย มีมติเห็นชอบ ดังนี้

(✓) อนุมัติโครงการวิจัย

() ไม่อนุมัติ

๔. วันที่ให้การอนุมัติ:.....๑๙.....เดือน มกราคม พ.ศ. ๒๕๖๑

(รองศาสตราจารย์ ดร.วิจิต สุรัตน์เรืองชัย)

คณบดีคณะศึกษาศาสตร์

ประธานคณะกรรมการพิจารณาจริยธรรมการวิจัย

APPENDIX C
IOC Format

IOC FORMAT

IOC/Item Objective Congruence Index of Pre-test,
English for (Thai) Student Teachers Subject

ITEM	Specialists' opinion			Suggestion
	Appropriate	Not sure	Not appropriate	
	1	0	-1	
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				
16				
17				
18				
19				
20				
21				
22				

ITEM	Specialists' opinion			Suggestion
	Appropriate	Not sure	Not appropriate	
	1	0	-1	
23				
24				
25				
26				
27				
28				
29				
30				
31				
32				
33				
34				
35				
36				
37				
38				
39				
40				

APPENDIX D

IOC Result

IOC Result

IOC/Item Objective Congruence Index of Pre-test,
English for (Thai) Student Teachers Subject

ITEM	IOC Result			Σ R	IOC
	Specialist No.1	Specialist No.2	Specialist No.3		
1	1	1	1	3	1
2	1	1	1	3	1
3	1	1	1	3	1
4	1	1	1	3	1
5	1	1	1	3	1
6	1	1	1	3	1
7	1	1	1	3	1
8	1	1	1	3	1
9	1	1	1	3	1
10	1	1	1	3	1
11	1	1	1	3	1
12	1	1	1	3	1
13	1	1	1	3	1
14	1	1	1	3	1
15	1	1	1	3	1
16	1	1	1	3	1
17	1	1	1	3	1
18	1	1	1	3	1
19	1	1	1	3	1
20	1	1	1	3	1
21	1	1	1	3	1
22	1	1	1	3	1

ITE M	IOC Result			Σ R	IOC
	Specialist No.1	Specialist No.2	Specialist No.3		
23	1	1	1	3	1
24	1	1	1	3	1
25	1	1	1	3	1
26	1	1	1	3	1
27	1	1	1	3	1
28	1	1	1	3	1
29	1	1	1	3	1
30	1	1	1	3	1
31	1	1	1	3	1
32	1	1	1	3	1
33	1	1	1	3	1
34	1	1	1	3	1
35	1	1	1	3	1
36	1	1	1	3	1
37	1	1	1	3	1
38	1	1	1	3	1
39	1	1	1	3	1
40	1	1	1	3	1

APPENDIX E
IOC Specialist

IOC SPECIALIST

1. Assistant Professor Dr. Kornkamon Sriduandao

Lecturer of English for International Communication, Rajamangala
University of Technology Krungthep

2. Assistant Professor Dr. Tayawan Kakham

Dean of Faculty of Humanities and Social Sciences, Dhonburi Rajabhat
University

3. Dr. Maliwan Sukprasert

Vice-Dean of Faculty of Humanities and Social Sciences, Dhonburi
Rajabhat University

APPENDIX F

Pre-Test

PRE-TEST

Choose the correct answer (x) ลงในวงเล็บใต้พยางค์ของคำที่ออกเสียงหนักที่สุด

Word stress

1. Cowboys
() ()
2. Neighbor
() ()
3. Beginning
()()()
4. Cinema
()()()
5. Television
()()()()

Sentence stress

6. How are you?
() () ()
7. I was ill.
()()()
8. I am not good today.
()()()()()()
9. Is anybody here?
()()()()()
10. Is anybody absent?
()()()()()()

17. It took me only ten minutes to get here..... the heavy traffic.
a. because of b. owing to c. despite the fact that d. in spite of
18. I'm sure you must hear my speech clearly...you are deaf.
a. although b. even if c. unless d. nevertheless
19. I'm _____ shopping. Do you want _____?
a. going, some b. going to, anything
c. going to, some d. going, anything
20. You _____ a helmet when riding a motorcycle.
a. should wear b. must to wear
c. should to wear d. has to wear
21. Mary _____ in computers.
a. is interested b. interests
c. is interesting d. interested
22. I think Paul is _____ than Tom.
a. most handsome b. handsome
c. more handsome d. handsomest
23. An English teacher is a person _____ teaches English to students.
a. what b. who c. which d. however
24. He is _____ Thai food.
a. never try b. never tries c. tries d. never tried
25. _____ I'm much older than her, we get on very well together.
a. However b. Although c. Despite d. Occasionally

26. Everyone _____ got _____ faults. Nobody is perfect.
 a. has/her b. have/their c. has/their d. have/his
27. That shop is too expensive. Let's go _____.
 a. somewhere else b. something else
 c. nothing else d. anywhere else
28. I will wait for you _____ the corner of the street.
 a. in b. inside c. at d. to
29. I'm just going to _____ a photo of the town square.
 a. take b. paint c. draw d. make
30. Raja was warned not to _____ his teacher about the bully.
 a. tells b. telling c. tell d. told
31. Why are Gary and Lucy at the party? It _____ invited them.
 a. wasn't me what b. wasn't me who
 c. weren't me who d. wasn't I which
32. Fred won the race. He came _____.
 a. first b. fourth c. fifth d. third
33. _____ a car park near the supermarket.
 a. There is b. There are c. There d. There will
34. Anna: "Shall I put the books on the floor?"
 Elsa: "No, I want to keep the _____."
 a. room tidily b. room tidy c. tidy room d. tidily room
35. There is _____ box and _____ bottle of ink on _____ desk in my room.
 a. some, the, the b. a , a, the
 c. a, the, a d. - , the, the

Reading

36. Many desert animals are nocturnal. They sleep during the day in burrows below the surface of the desert or hide in shaded areas. They come out at night to eat. Some desert animals do not need to drink water. They get water from the foods they eat. Most desert animals are small.

Which of these titles best reflects the main topic?

- | | |
|--------------------|--------------------------------|
| a. Animal survival | b. Ways desert animals survive |
| c. Arabian camels | d. A harsh environment |

37. Some bullies act the way they do to try to make themselves feel more important or more popular. Other bullies are acting out or copying things they have seen. Most bullies do not realize or understand how they are hurting others?

Which of these titles best reflects the main topic?

- | | |
|------------------------------|-------------------------|
| a. Angry, Bully, Hate | b. How to be a bully |
| c. The Art of Playing Soccer | d. Reasons for Bullying |

38. Electricity is a servant for modern man. It provides power to do a lot of work for him. It heats homes and stores. It cools buildings by running air conditioners. Electricity can also be very dangerous to man. Lightning, a form of electricity, has started many fires and struck many people. Other injuries and deaths have come from electricity in the home. Electricity is helpful but dangerous, too.

- Electricity is helpful but dangerous, too.
- Electricity is a servant for modern man.
- Electricity can also be very dangerous to man.
- injuries and deaths have come from electricity in the home.

39. Dr. Diamond is married to Susan Diamond. **She** is a scientist with a Ph.D. in Chemistry and works in laboratory in New York City. What does **She** refer to?

- | | |
|----------------|------------------|
| a. Dr. Diamond | b. Susan Diamond |
| c. scientist | d. Chemistry |

40. The job of young doctors are not easy. **They** often spend many hours with a patient. There are usually more patients waiting. So doctors do not have much free time during the day. What does **They** refer to?
- a. patient b. The job c. young doctors d. spend

APPENDIX G
The Evidence of Success

THE EVIDENCE OF SUCCESS

Dr. Art-Ong Jumsai Na Ayudhaya's successful story on the benefits of meditation including his mystic success in learning; in earning his first degree in engineering at Trinity College, Cambridge; in writing his PhD thesis at Imperial College of Science and Technology, London; and in designing the soft landing device for a spacecraft of the NASA project to land and bring to a stop softly on Mars during the 200th Birthday Anniversary of America in 1975.

Dr. Art-Ong was a Thai scholar who did a wonderful thesis and was awarded his PhD from the Imperial College of Science and Technology, London. After his profound meditation, he saw a picture in his mind's eyes of intuition from which he wrote his thesis and submitted it to the university and obtained his PhD from the results of meditative practices.

In fact, according to him things like this also happened during his primary and secondary schooling in France and England. He said that he was a very naughty student and was at the bottom of his class until he was fifteen years old when he realized that something must be done to change. He started to meditate all by himself for half an hour every day. After one year, he became top of the class!

He studied engineering at Trinity College, Cambridge. His room was next to Sir Isaac Newton (who studied there 500 years ago) and became his role model. He even sat under the apple tree, but no apple fell on his head like Newton who discovered the law of gravity. However, he earned his first degree in engineering from Cambridge in two years that was an exception to the rule.

During his professorship of engineering at Chulalongkorn University, he applied for a job of NASA Viking Spacecraft project and was accepted because all American professors failed to invent the automatic landing system on Mars. He experimented laboriously in the laboratory for one year without any successes. He decided to take a day off and went on top of the mountain in California. Dr. Art-Ong ended up relaxing and calming his mind on the mountain for five days. On day six, he saw the picture of the machine during his meditation; he ran down to the laboratory right away and invented the machine, gave it to NASA to test and it worked. NASA asked him to invent three more and wanted him to work there with

a new project to design the air plane that could not be shot down by offering a rocketing salary more than twenty times of what he was hired there, including gave him the US citizen. He humbly replied that he would not do a thing like that even if he could. Dr. Art-Ong returned to Chulalongkorn University for a salary only 4,500 B as a professor there!

This is a genuine successful story of the meditator master and NASA scientist. He is now the owner of a very famous school (for free, with 360 students) and meditation is the core techniques of studying at this school (Senang, 2013).



Figure 1.4: Dr. Art-Ong sat in meditative stage on the mountain in California for five days where he saw the image of an automatic landing machine in his mind's eye (Art-Ong, 1990, p. 38)

APPENDIX H
About EF EPI

ABOUT EF EPI

The EF English Proficiency Index is increasingly cited as an authoritative source by journalists, educators, officials, and business leaders. EF is pleased to contribute to the ongoing global conversation about English language education. This eighth edition of the EF EPI is based on test data from more than 1,300,000 test takers around the world who took the EF Standard English Test (EF SET) in 2017. The EF standard English test

The EF SET is an online, adaptive English test of reading and listening skills. It is a standardized, objectively-scored test designed to classify test takers' language abilities into one of the six levels established by the Common European Framework of Reference (CEFR). The EF SET is available to any Internet user for free. For more information about the research and development of the EF SET, visit www.efset.org/research/.

EF EPI 2018 scores have been found to correlate strongly with TOEFL iBT 2017 scores ($r=0.82$) and IELTS Academic Test 2016 scores ($r=0.71$). These correlations show that, while these tests have different designs and test taker profiles, they reveal similar trends in national English proficiency.

TEST TAKERS

Although the sample of test takers for the EF EPI is biased toward respondents who are interested in pursuing language study and younger adults, the sample is balanced between male and female respondents and represents adult language learners from a broad range of ages.

- Female respondents comprised 60% of the overall sample.
- The median age of adult respondents was 26 years.
- 86% of all respondents were under the age of 35, and 99% under the age of 60.
- The median age of male and female respondents was the same.

Only cities, regions, and countries with a minimum of 400 test takers were included in the index, but in most cases the number of test takers was far greater.

Cuba, Qatar, Mongolia, Angola, Cameroon, and Laos were included in the previous edition of the EF EPI but did not have enough test takers to be included in this edition.

Score calculation

To calculate an EF EPI score, we used the 100 point scale of the EF SET. Regional averages are weighted by population. Based on score, we assigned countries, regions, and cities to proficiency bands. This allows recognition of clusters with similar English skill levels and comparisons within and between regions.

The proficiency bands are aligned to the Common European Framework of Reference (CEFR) and EF's course levels:

- The Very High Proficiency band corresponds to CEFR level B2.
- The High, Moderate, and Low Proficiency bands correspond to CEFR level B1, with each band corresponding to a single EF course level.
- The Very Low Proficiency band corresponds to CEFR level A2.

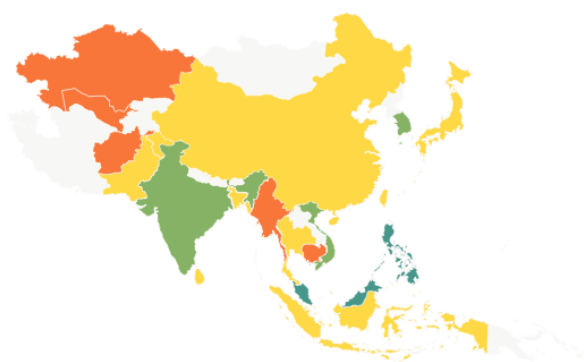
<https://www.ef.com/wwen/epi/regions/asia/>

Asia

EF EPI average 53.49

Population: 3,975,774,798

GNI per capita: \$23,768.00



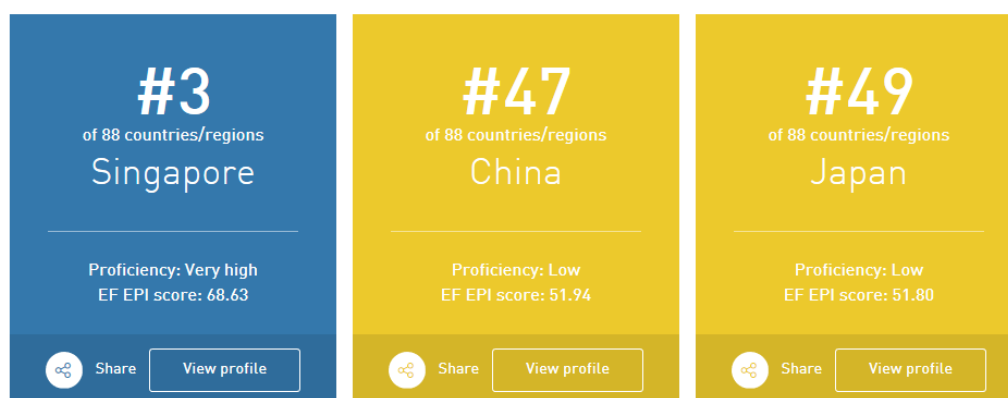
Singapore	68.63		Macau, China	52.57		Bangladesh	48.72	
Philippines	61.84		China	51.94		Thailand	48.54	
Malaysia	59.32		Taiwan	51.88		Kazakhstan	45.19	
India	57.13		Japan	51.80		Myanmar	44.23	
Hong Kong, China	56.38		Pakistan	51.66		Afghanistan	43.64	
South Korea	56.27		Indonesia	51.58		Cambodia	42.86	
Vietnam	53.12		Sri Lanka	49.39		Uzbekistan	42.53	

Although average adult English proficiency in Asia was stable relative to last year, half of the countries and regions included in both indices experienced a rise or fall of more than one point. This vast and populous continent is anything but monotonous.

APPRECIATING ENGLISH

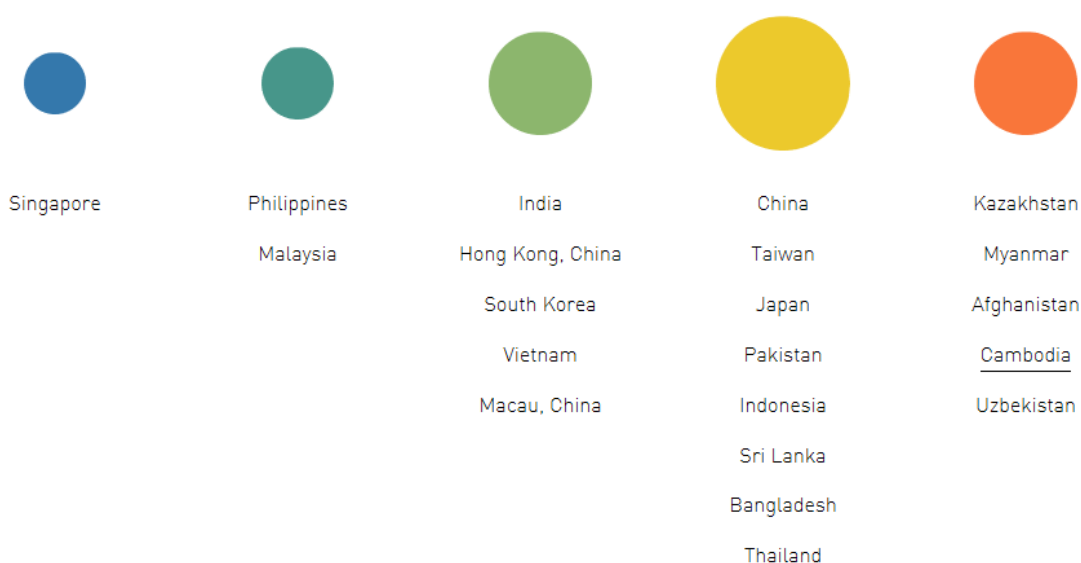
With rapid growth in trade and technology, Asian countries with strong English proficiency are thriving. Singapore, which has consistently scored in the top 10 of the EF EPI, has had a trade to GDP ratio of over 300% since 1960. Although India is better-known for offshore services, it is the Philippines, with less than 10% of India's population, which has the larger number of call centers.

In some Asian countries, though, English education is still too focused on rote learning. In particular, China's transition from a manufacturing economy to a knowledge-based economy requires more people with strong English communication skills. According to The Economist, at its present pace, China's tech industry will be at parity with America's within the next 15 years. But despite this rapid progress, less than 25% of Chinese scientific papers published in 2016 cited an international coauthor. Awareness of the value of speaking English in China is extremely high, however. Seventy percent of parents surveyed want their children to learn more English in school. Aspiring English students who are no longer in school or who are dissatisfied with public education offerings have many other options. The private English language training market in China is estimated to be growing at 22% per year.



SWEEPING REFORMS

In many countries, deficiencies in English education reflect much larger systemic issues. Just 2% of GDP is spent on education in Myanmar, and a third of teachers in Bangladesh are not certified to teach. Facing severe educational gaps, Pakistan is reforming its schools at an extraordinary pace, banking on privatization to improve an underperforming system. Private providers have taken over 4,300 schools in Punjab and are expected to take over 10,000 in the region before the end of this year. Private money currently pays for more of Pakistan's education system than the government does. It remains to be seen whether this privatization push will improve educational outcomes, but there is evidence that in severely underperforming systems, expanding public-private partnerships is a faster solution than system-wide reform.



WORKERS LEFT BEHIND

Informal and temporary employment is widespread in many parts of Asia, meaning that relatively few workers have access to ongoing, employer-subsidized education to improve their English skills. More than half of South Korea's workforce is employed on temporary contracts, and 90% of India's workforce is employed without a contract at all. Teaching English in schools is important, but in countries with an aging population, it will be impossible to develop English proficiency without helping adults learn English as well.

INITIATIVES

Countries/regions across Asia are interested in improving English proficiency, and they have devised a myriad of projects to do so. These range from sweeping teacher retraining initiatives to small-scale projects that increase exposure to native English speakers. However, parents across the region remain dissatisfied with English teaching in public schools, and those who can afford it often pay for after-school English tutoring. Hong Kong and Singapore are unique in sponsoring ongoing public awareness campaigns that use humor to encourage adults to improve their English.

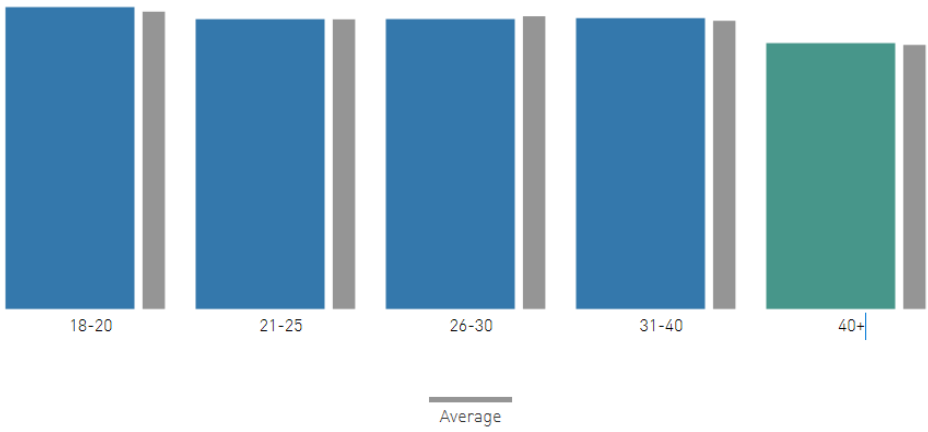
GENDER GAP

Asian gender scores are on par with global averages. Asian women improved their English slightly while men's scores declined slightly, so, as in Europe, the gender gap in Asia has widened significantly, increasing from half a point last year to one and half points this year.



GENERATION GAP

An age gap in English proficiency has emerged in Asia this year. This age gap is in line with worldwide trends, but it is new to Asia, where previously most age groups scored similarly to each other. Except for 18-20 year olds, all Asian age groups saw their proficiency scores decline, with adults over age 40 declining most.



APPENDIX I

Common European Framework of Reference for Languages (CEFR)

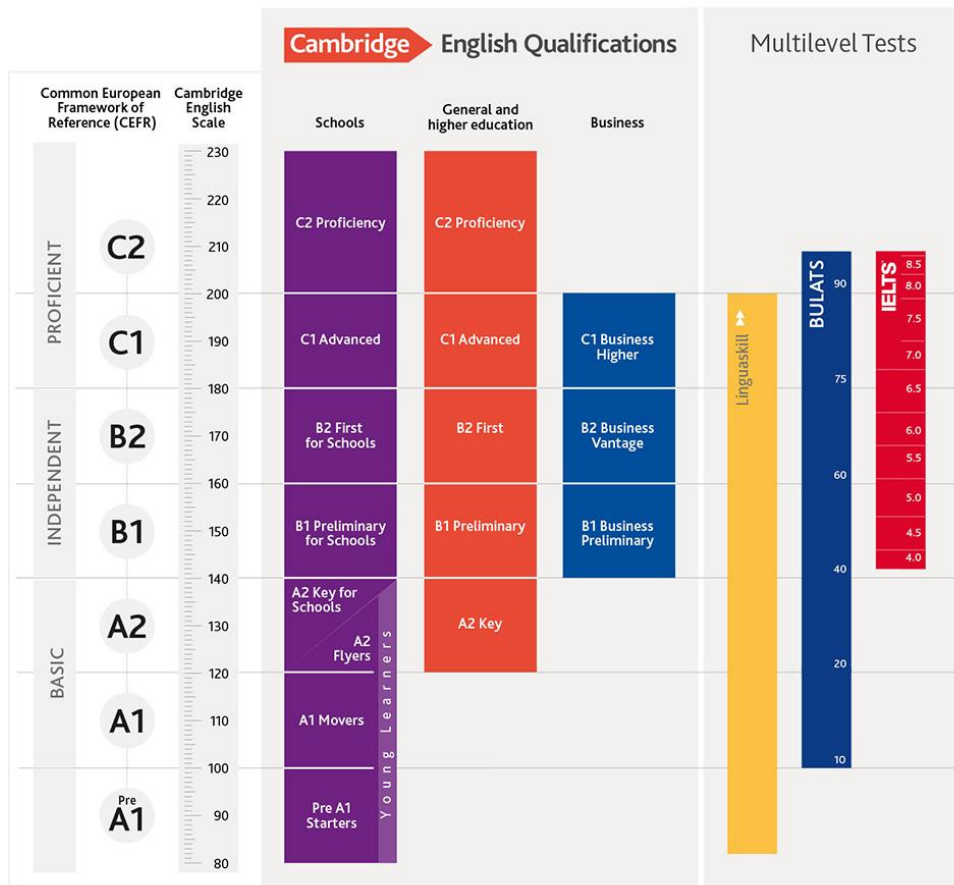
COMMON EUROPEAN FRAMEWORK OF REFERENCE FOR LANGUAGES (CEFR)

About the Common European Framework of Reference for Languages (CEFR)

The Common European Framework of Reference for Languages (CEFR) is an international standard for describing language ability. It describes language ability on a six-point scale, from A1 for beginners, up to C2 for those who have mastered a language. This makes it easy for anyone involved in language teaching and testing, such as teachers or learners, to see the level of different qualifications. It also means that employers and educational institutions can easily compare our qualifications to other exams in their country.

What exams are on the CEFR?

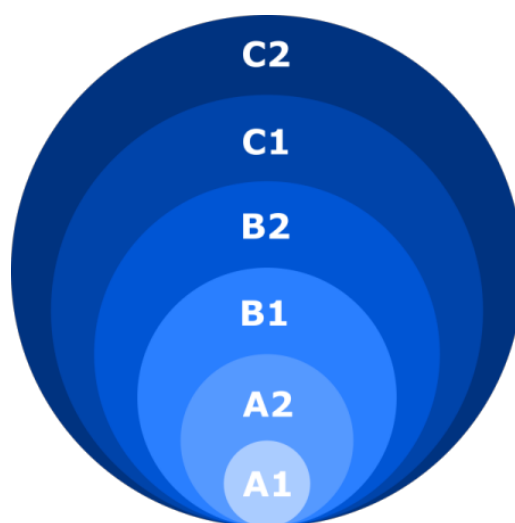
The diagram below shows all of our English exams on the CEFR.



Some of the instruments produced within the Council of Europe have played a decisive role in the teaching of so-called “foreign” languages by promoting methodological innovations and new approaches to designing teaching programmes, notably the development of a communicative approach.

They have facilitated a fresh approach to communicating these teaching methods in a manner potentially more conducive to operational appropriation of unknown languages. By thus identifying language needs, they were able to pinpoint the knowledge and know-how required for attaining this communication “threshold.

The CEFR organizes language proficiency in six levels, A1 to C2, which can be regrouped into three broad levels: Basic User, Independent User and Proficient User, and that can be further subdivided according to the needs of the local context. The levels are defined through ‘can-do’ descriptors. The levels did not suddenly appear from nowhere in 2001, but were a development over a period of time, as described below.



Launched in 2001, the CEFR marked a major turning point as it can be adapted and used for multiple contexts and applied for all languages.

The CEFR is based on all these achievements and has developed a description of the process of mastering an unknown language by type of competence and sub-competence, using descriptors for each competence or sub-competence, on which we shall not go into further detail here. These descriptors were created without reference

to any specific language, which guarantees their relevance and across-the-board applicability. The descriptors specify progressive mastery of each skill, which is graded on a six-level scale (A1, A2, B1, B2, C1, C2).

Global scale - Table 1 (CEFR 3.3): Common Reference levels

It is desirable that the common reference points are presented in different ways for different purposes. For some purposes it will however be appropriate to summarize the set of proposed Common Reference Levels in a holistic summarized table.

Such a simple 'global' representation will make it easier to communicate the system to non-specialist users and will provide teachers and curriculum planners with orientation points

PROFICIENT USER	C2	Can understand with ease virtually everything heard or read. Can summarize information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.
	C1	Can understand a wide range of demanding, longer texts, and recognize implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organizational patterns, connectors and cohesive devices.

INDEPENDENT USER	B2	Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialization. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
	B1	Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes & ambitions and briefly give reasons and explanations for opinions and plans.
BASIC USER	A2	Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.

	A1	Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.
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APPENDIX J

Education in Thailand: A Terrible Failure

EDUCATION IN THAILAND: A TERRIBLE FAILURE

The Thai Education System is One of the Worst in S.E. Asia and is Worsening Every Year



Thai students sleeping in class – Nakhon Sawan, Thailand.

Credit: Wikimedia Commons – Public Domain – Love Kittaya

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I taught in the Thai education system for more than three years and during this time learned quickly how bad the education system in Thailand really is. Plagued by inadequate funding, huge class sizes (more than 50 students to a class), terrible teacher training, lazy students and a system that forces teachers to pass students even though they've actually failed – there doesn't seem to be much hope education in Thailand will improve any time soon.

I taught in a private bi-lingual school, so had many less problems than exist in government schools. Even here though, the school falls under Ministry of Education bureaucracy, which is one of the most ridiculously inept in the world. Rules change every semester, new guidelines are handed down to teachers regarding course content, lesson plans, testing etc. at the beginning of each new semester, then change again the following semester. Teachers are told to pass students, even though they've failed, and a blind eye is turned to serious problems like plagiarizing.

Every year, the Ministry of Education brings into effect another bright idea for improving education in Thailand. This year's bright idea is to force every Western

teacher teaching in Thailand to take a Thai Culture course. Regardless that many teachers have been here for years and are well-versed in Thai culture, in order to get a teacher's license or renew one, they will be forced to take this course. As the course costs between \$110 and \$300, money that has to be paid by the teacher, many teachers are saying they will not do it. I already know of two excellent teachers who have left Thailand to go to Korea and Japan to teach instead.

In most other countries in South East Asia, Western teachers are paid more, it's easier to get work permits with less hoops to jump through, and the Ministry of Education in these countries is much more forward thinking. Thailand already has problems getting and keeping good, qualified Western teachers. Implementing this new law will simply mean even more of these teachers will go elsewhere.

In most countries, government organizations are known to not be particularly effective. The Ministry of Education in Thailand though, is the worst government organization I have ever dealt with. When I was teaching at my last school, I was approached for help in English grammar one day by the Thai computer teacher who was very upset because he'd just been chastised by a representative from the Ministry of Education. The Ministry representative had seen some work he had been doing with the kids and had told him very rudely that he should make sure the English wording on the kids' Mother's Day greeting cards was correct. This coming from a representative of an organization that routinely sends forms in English to Western teachers that don't have even one grammatically correct English sentence on them. Some of them were so unintelligible my boss would just chuck them in the nearest garbage can.

Thailand is now facing a crisis in education. Thai students are not taught to think for themselves so have no critical thinking skills. At government schools, more than 50 students in a class is the norm. Half the kids just sleep through class, as the teacher doesn't notice if they're listening or not. Books are limited, science equipment doesn't exist in a lot of schools, and Western teachers in government schools are often the dregs of society. But as the schools can't afford to pay more than \$750 a month, they get what they pay for. (Many of these 'teachers' are old men without college degrees who simply came to Thailand because of the Thai women, then ended up teaching as it's one of the few jobs Westerners are allowed to do).

In order to try to solve the problem of unqualified Western teachers, Thailand is now clamping down on tourist visas. These unqualified teachers cannot get work permits so they live here on tourist visas, leaving the country and renewing them every 3 months. Now it's going to be more difficult to do this. However, the only thing this new tourist visa restriction will do is to penalize the true tourist to Thailand. The guys who are getting them illegally, will just choose to stay in Thailand illegally, so nothing will change.

Meanwhile, education in countries such as Vietnam, Malaysia, Korea and China is improving in leaps and bounds. Thailand is set to fall to the bottom of the pile of southeastern Asian countries both educationally and economically, yet the government and the Education Ministry wastes their time on ridiculous new rules, instead of a more common sense way of dealing with things.

Firstly, if the government simply mandated that a college degree and a TEFL certificate were the basic qualifications to teach in Thailand, this would rid them of most of the Western men here who aren't qualified to teach. Secondly, if they increased teacher salaries for both Thais and Westerners, they would get better qualified teachers. As it stands right now, Thai schools pay the exact same low wages they did when I came here five years ago. Yet prices in the last five years have gone up more than 20%. Thirdly, if the government made getting a work permit easy for qualified individuals, instead of the mess it is now, teachers would come here and would stay. But at the moment, you can get a visa, work permit and a better paying job in Korea, China, Singapore, Hong Kong, Malaysia and Japan. So why come to Thailand?

However, things are not likely to change in Thailand any time soon. Thai society is all about saving face and appearance is everything. The Ministry never listens when it's given advice by teachers who know better than them what Thai education needs. And as long as the way a kid looks is more important than what the kid knows, Thailand's education system is a lost cause. Thailand will continue to fall further behind in the education game and the better Western teachers will continue to leave. But hey, who cares, at least the kids look cute when they're all parading around in their Scouts uniforms. Just a pity less than 10% can actually speak more than 20 words of English correctly and a lot of them aren't very good at Thai either?

Published by Cassandra James

Cassandra James I'm a British-American writer currently living in Bangkok, Thailand. I've been writing for Associated Content since 2007 and was Named one of AC's Top 100 Writers for 2008, 2009 and 2010. I primarily Write about travel, teaching EFL overseas, and alternative health. My work has been published in various magazines and newspapers Throughout South East Asia.

Credit: <http://voices.yahoo.com/education-thailand-terrible-failure-889841.html?cat=16>

<http://inebnetwork.org/education-in-thailand-a-terrible-failure/>

Appendix K
100 Benefits of Meditation

100 BENEFITS OF MEDITATION

There are so many advantages to meditation. When I first originally thought of this post, I indeed wanted to make it 100 benefits long (think big right!), however, I wasn't sure I could find more than perhaps 20-25 benefits. Well, I made it happen! Meditation is as powerful as I thought it would be. Here is the definitive list of benefits that meditation can provide you with:

Physiological benefits:

- 1- It lowers oxygen consumption.
- 2- It decreases respiratory rate.
- 3- It increases blood flow and slows the heart rate.
- 4- Increases exercise tolerance.
- 5- Leads to a deeper level of physical relaxation.
- 6- Good for people with high blood pressure.
- 7- Reduces anxiety attacks by lowering the levels of blood lactate.
- 8- Decreases muscle tension
- 9- Helps in chronic diseases like allergies, arthritis etc.
- 10- Reduces Pre-menstrual Syndrome symptoms.
- 11- Helps in post-operative healing.
- 12- Enhances the immune system.
- 13- Reduces activity of viruses and emotional distress
- 14- Enhances energy, strength and vigor.
- 15- Helps with weight loss
- 16- Reduction of free radicals, less tissue damage
- 17- Higher skin resistance
- 18- Drop in cholesterol levels, lowers risk of cardiovascular disease.
- 19- Improved flow of air to the lungs resulting in easier breathing.
- 20- Decreases the aging process.
- 21- Higher levels of DHEAS (Dehydroepiandrosterone)
- 22- prevented, slowed or controlled pain of chronic diseases
- 23- Makes you sweat less
- 24- Cure headaches & migraines

- 25- Greater Orderliness of Brain Functioning
- 26- Reduced Need for Medical Care
- 27- Less energy wasted
- 28- More inclined to sports, activities
- 29- Significant relief from asthma
- 30- improved performance in athletic events
- 31- Normalizes to your ideal weight
- 32- harmonizes our endocrine system
- 33- relaxes our nervous system
- 34- Help in choosing casino games
- 35- produce lasting beneficial changes in paper brain electrical activity
- 36- Cure infertility (the stresses of infertility can interfere with the release of

hormones that regulate ovulation).

- 37- Helps in building sexual energy & desire

Psychological benefits:

- 36- Builds self-confidence.
- 37- Increases serotonin level, influences mood and behavior.
- 38- Resolve phobias & fears
- 39- Helps control own thoughts
- 40- Helps with focus & concentration
- 41- Increase creativity
- 42- Increased brain wave coherence.
- 43- Improved learning ability and memory.
- 44- Increased feelings of vitality and rejuvenation.
- 45- Increased emotional stability.
- 46- improved relationships
- 47- Mind ages at slower rate
- 48- Easier to remove bad habits
- 49- Develops intuition
- 50- Increased Productivity
- 51- Improved relations at home & at work
- 52- Able to see the larger picture in a given situation

- 53- Helps ignore petty issues
- 54- Increased ability to solve complex problems
- 55- Purifies your character
- 56- Develop will power
- 57- greater communication between the two brain hemispheres
- 58- react more quickly and more effectively to a stressful event.
- 59- increases one's perceptual ability and motor performance
- 60- higher intelligence growth rate
- 61- Increased job satisfaction
- 62- increase in the capacity for intimate contact with loved ones
- 63- decrease in potential mental illness
- 64- Better, more sociable behavior
- 65- Less aggressiveness
- 66- Helps in quitting smoking, alcohol addiction
- 67- Reduces need and dependency on drugs, pills & pharmaceuticals
- 68- Need less sleep to recover from sleep deprivation
- 69- Require less time to fall asleep, helps cure insomnia
- 70- Increases sense of responsibility
- 71- Reduces road rage
- 72- Decrease in restless thinking
- 73- Decreased tendency to worry
- 74- Increases listening skills and empathy
- 75- Helps make more accurate judgments
- 76- Greater tolerance
- 77- Gives composure to act in considered & constructive ways
- 78- Grows a stable, more balanced personality
- 79- Develops emotional maturity

Spiritual benefits:

- 80- Helps keep things in perspective
- 81- Provides peace of mind, happiness
- 82- Helps you discover your purpose
- 83- Increased self-actualization.

- 84- Increased compassion
- 85- Growing wisdom
- 86- Deeper understanding of yourself and others
- 87- Brings body, mind, spirit in harmony
- 88- Deeper Level of spiritual relaxation
- 89- Increased acceptance of oneself
- 90- helps learn forgiveness
- 91- Changes attitude toward life
- 92- Creates a deeper relationship with your God
- 93- Attain enlightenment
- 94- greater inner-directness
- 95- Helps living in the present moment
- 96- Creates a widening, deepening capacity for love
- 97- Discovery of the power and consciousness beyond the ego
- 98- Experience an inner sense of “Assurance or Knowingness”
- 99- Experience a sense of “Oneness”
- 100- Increases the synchronicity in your life

Meditation is also completely FREE! It requires no special equipment, and is not complicated to learn. It can be practiced anywhere, at any given moment, and it is not time consuming (15-20 min. per day is good). Best of all, meditation has NO negative side effects. Bottom line, there is nothing but positive to be gained from it! With such a huge list of benefits, the question you should ask yourself is, “why am I not meditating yet?”

If you need a point to start from, you should try **guided meditation courses**. They are inexpensive and can provide you with a good foundation from which to begin meditating.

Make sure you meditate; there are quite simply too many positives to just ignore it. (Retrieved on 14 October 2018, <https://ineedmotivation.com/100-benefits-of-meditation/>)

APPENDIX L
Lesson Plan

LESSON PLAN

Subject: English for (Thai) Student Teachers

Unit 1: The beginning of the lesson

Freshmen English 8:00 – 12:00

The lesson plan for this program included:

1. Teaching materials
2. Teaching techniques
3. Evaluation

The aims of this Unit are

1. To help teachers to exploit opportunities for conversation in English at the beginning of the lesson.
2. To help teachers to get their students to relax and accept English as a viable means of communication in the classroom.
3. To teach the pronunciation, meaning of the following vocabularies;

Vocabularies

1. Beginner (n) – a person who is just beginning to learn or do something
She is studying in a beginner's course.

Beginner's luck (Idiom) – good luck or unexpected success at the start of learning to do something.

His book is called 'Chess for Beginner'.

This judo class is for beginners only.

The course is suitable for beginners and advanced students.

2. Cinema (n) – (UK) a building in which films are shown (US – theatre)

He works in the cinema.

The town no longer has a cinema.

We are going to the cinema.

I can't remember the last time we went to the cinema.

They decided to spend an evening at the cinema.

3. Neighbor (n) – (US) a person living next to or near another (US – neighbor)

Turn your radio down, or you'll wake the neighbors.

She is my next-door neighbor.

My neighbor spies on me through a crack in the fence.

The presence of a neighbor's pickup wasn't particularly unusual.

The woman prodded her neighbor and whispered urgently in his ear.

4. Greeting (n) – the first words used when one sees somebody or writes to somebody; an expression of each with somebody is greeted

He raised his hand in greeting.

Greet (v) – to give a sign or word of welcome or pleasure when meeting somebody.

Greeting card – sent at Christmas, or somebody's birthday

His greeting was familiar and friendly.

They exchanged greetings.

5. Second (n) – any of the 60 equal parts of a minute, used in measuring time

The winning time was 1 minute 5 seconds.

Second (pron) – 2nd; next in time, order or importance.

Second (n) – a university of the second class

For a few seconds nobody said anything.

It only takes forty seconds.

Her orbital speed must be a few hundred meters per second.

Within seconds the other soldiers began firing too.

Seconds later, firemen reached his door.

6. Village (n) – a group of houses, shops, etc, usually with a church and situated in a country district

The whole village is involved in the fete.

Villager (n) – a person who lives in a village.

Wimbledon is divided into town and village.

Have you seen him in your city town or village?

We set up three different factories in three different village areas.

7. Weekend (n) – Saturday and Sunday of a slightly longer period as a holiday or rest

The office is closed on the weekend.

Weekender (n) – a person who spends the weekend away from home

Many of the cottages in the village are now owned by weekenders.

She had agreed to have dinner with him in town the following weekend.

He told me to give you a call over the weekend.

Working nights and weekends is part of the job, as are long hours.

8. Dialogue (n) – spoken or written conversation or talk

Most plays are written in dialogue.

The play contained some very snappy/witty dialogue.

Oscar Wilde's plays are famous for their witty dialogue.

People of all social standings should be given equal opportunities for dialogue.

They have begun dialogues to promote better understanding between both communities.

She came back and tried to start a dialogue with the man.

9. Balloon (n) – a thin rubber bag that one blows into to fill with air

Balloons are usually brightly colored and used as children's toys or decorations at parties.

When the balloon goes up (UK idiom) - when expected trouble begins: I don't want to be around when the balloon goes up

She popped a balloon with her fork.

They are to attempt to be the first to circle the Earth non-stop by balloon.

Do they make balloons and party bags for dogs now, do you know?

Her next target is going up in a hot air balloon.

10. Thirsty (adj) – (for something) feeling thirst

Thirstier

Thirstiest

All this talking is making me thirsty.

Thirst (v) – to feel a need to drink

Thirstily (adv) – they drank thirstily.

If a baby is thirsty, it feeds more often.

Drink whenever you feel thirsty during exercise.

Both were extremely hungry and thirsty.

LEARNING & TEACHING ACTIVITIES	
STUDENT	7. Read “Unit 1 – The beginning of the lesson” carefully & try to think deeply about how to introduce yourself. Then do “Exercise”
	8. Use “Unit 1 – The beginning of the lesson” as your models for writing. Then write about how to greet people you meet first time138138 in 120-150 words.
	9. Complete “exercise” at the end of the unit.
TEACHER	10. Supervise the students’ work. Let them use a dictionary regularly in their reading & writing in order to form a dictionary habit.
	11. Mark their exercise. Always stick to the marking criteria.
	12. Explain writing problems to the students. Help them to write correctly & effectively.

Unit 1: The beginning of the lesson

Introducing yourself It's a good idea to do this if it is the first time you have met a class and they don't know you

I'll just	introduce myself. tell you a bit about myself
-----------	--

My name is _____, spell _____

I	come from _____ live in _____ have been working in _____-
---	---

And what about you?	
Can you introduce	yourselves? your neighbor to me?

Test yourself

After you have practiced the classroom language above check your learning by doing the exercise below. Possible answers can be found in the tables but try to do this without looking. You could either write the answers down or do this orally, in pairs, testing each other.

What could you say to class if ...

- (a) it was the first time that you had met them
- (b) one of your students had had her hair cut
- (c) one of the boys had a smart new shirt on

[illegible]

Practice Exercise: Look up the definition of the following words in your dictionary. Try to find their meanings as quickly as possible.

1. relax
2. teenagers
3. holiday
4. register
5. chairman
6. wheeze
7. swap
8. fence
9. serious
10. traffic

Vocabulary Exercise: Match the items on the right to the items on the left

Lose	rang
Make	saw
Meet	made
Ride	lost
Ring	said
Run	met
Say	run
See	rode

Reading Exercise: Read the passage and answer the questions

A. Read this passage and complete exercises B. and C.

Keeping Healthy

Several years ago, Pat was very fat. She went on a diet and lost 160 pounds. Now she is thin, happy, and healthy. She used to eat several sandwiches for lunch, but she doesn't anymore. Now she eats a salad for lunch. She used to drink two bottles of cola with her lunch, but she doesn't anymore. Now she drinks one can of diet soda. She used to weigh 300 pounds, but she doesn't anymore. Now she weighs 140

pounds. She used to wear a size 42 dress, but now she wears size 14. On weekends she used to stay home a lot, but now she goes out shopping. She used to be unhappy and lonely, but she isn't anymore. Now she feels good about herself, her doctor is also very happy because Pat is so much healthier than she used to be.

B. Are these statements *True* or *False*?

1. _____ Pat used to be fat.
2. _____ She is still fat.
3. _____ Her original weight was 300 pounds.
4. _____ She used to eat more than one sandwich for lunch.
5. _____ She drinks two bottles of cola with her lunch.
6. _____ She used to wear a size 14 dress.
7. _____ She lost 140 pounds.
8. _____ She used to spend a lot of time at home on the weekends.
9. _____ She's happier now than she was before.

Writing Exercise:

Write a short paragraph about "Big Al." He used to be thin years ago when he was young. Now he is 54 and fat. Why?

Big Al

LESSON PLAN

Subject: English for (Thai) Student Teachers

Unit 1.1: Checking attendance

Freshmen English 8:00 – 12:00

The lesson plan for this program included:

1. Teaching materials
2. Teaching techniques
3. Evaluation

The aims of this Unit are

1. To encourage teachers to recognize and exploit opportunities for authentic communication in English that occur when checking attendance
2. To point out the dangers of over-simplifying the English they use when talking to learners and to give practice in rephrasing rather than merely repeating what has been misunderstood

Vocabularies

1. Attendance (n) – The action or state of going regularly to or being present at a place or event.

She is being blamed for the museum's low attendances

*Dance attendance (Idiom) to be obsequious in one's attentions or service;
attend constantly*

Average weekly cinema attendance in February was 2.41 million.

This year attendances were 28% lower than forecast.

Some estimates put the attendance at 60,000.

They can win a new bike if their attendance record is good enough.

2. absent (adj) – Not present in a place, at an occasion, or as part of something

John has been absent from school/work for three days now

He has been absent from his desk for two weeks.

The pictures, too, were absent from the walls.

Evans was absent without leave from his Hong Kong-based regiment.

She was old enough to absent herself from the lunch table if she chose.

3. lessons (n) – A period of learning or teaching

I took my first swimming lessons when I was 18 months old.

It would be his last French lesson for months.

Johanna took piano lessons.

I had learned a very important lesson: adults must take responsibility for their own fate.

What is the most important lesson you have learnt about money?

4. accident (n) – An event that happens by chance or that is without apparent or deliberate cause

He had an accident at the factory.

She was involved in a serious car accident last week.

Six passengers were killed in the accident.

She discovered the problem by accident.

Almost like an accident of nature, this family has produced more talent than seems possible.

5. early (adj) – Happening or done before the usual or expected time

We ate an early lunch

I knew I had to get up early.

Why do we have to go to bed so early?

I decided that I was going to take early retirement.

I planned an early night.

6. laugh (n) – to smile while making sounds with your voice that show you think something is funny or you are happy

She's so funny - she really makes me laugh.

I thought they were laughing at me because I was ugly.

She wanted to laugh at the melodramatic way he was acting.

We all had a good laugh when it was sorted out.

We wanted people to have a good laugh.

7. usually (adv) – Under normal conditions; generally

He usually arrives home about one o'clock.

The best information about hotels usually comes from friends who have been there.

They ate, as they usually did, in the kitchen.

Usually, the work is boring.

Offering only one loan, usually an installment loan, is part of the plan.

8. guitar (n) – a musical instrument, usually made of wood, with six strings and along neck, played with the fingers or a plectrum

He sat on the grass, strumming his guitar.

And is he still playing the guitar?

He talked politics, played guitar and sang.

A trithlete, he also plays the guitar and keyboards.

She is tiny, and the bass guitar is huge, but the experience is thrilling.

9. Twice (adv) – Two times; on two occasions

The earl married twice.

He visited me twice that fall.

The government has twice declined to back the scheme.

Brush teeth and gums twice daily.

Twice before he had been in New York with Gladys on summer vacations.

...Foster, who is twice the world champion.

10. forest(n) – A large area covered chiefly with trees and undergrowth

The children got lost in the forest.

They descended from the plane into a forest of microphones and cameras.

Thick forest covers the far bank.

We lose millions of acres of tropical forest a year.

We can therefore see that offsetting ancient forest with newly planted woodland is a fatally flawed concept.

In that case take a map and compass; the forests are large and remote.

LEARNING & TEACHING ACTIVITIES	
STUDENT	1. Read “Unit 1.1 – Checking attendance” carefully & try to think what you say when you check attendance. Then do “Exercise”
	2. Use “Unit 1.1 – Checking attendance” as your models for writing. Then write about how to ask when someone missed the class and why in 120-150 words.
	3. Complete “exercise” at the end of the unit.
TEACHER	4. Supervise the students’ work. Let them use a dictionary regularly in their reading & writing in order to form a dictionary habit.
	5. Mark their exercise. Always stick to the marking criteria.
	6. Explain writing problems to the students. Help them to write correctly & effectively.

Unit 1.1: Checking attendance

1.

Right! Now! OK! Quiet!, now, please.	I’m going to I’ll Listen while I	call the roll. take the register. call your names. see if you’re all here.
	Let’s see	who’s absent. who is absent if everyone’s here. if anyone’s away.

2

Is	anybody absent?	(Yes, Joy is.)
	everybody here?	(Yes, I think so.)
		(No, I think Lee is away.)

3

Where	's Mr.Zack?	(Sorry, I don't know.)
	are Rose and Nadal?	(Oh, he's coming in a minute.)
		(They're just coming.)

4

Does anyone know	where	Leslie is?	(No, I'm sorry, I don't.)
Does anybody know		Nadal and Rose are?	
Who knows	when	Mr. Zack will be back?	(Perhaps he/she...)
Can anyone tell me			

Test yourself

Work on your own, writing what you would say, or work in pairs, orally. Possible responses can be found in the tables above. Where necessary, name the student you are talking to or about.

What can you say to your class if...

- (a) two of your students are not present at the beginning of the lesson
- (b) a student has returned to your class after four days' absence
- (c) you are about to begin taking the register
- (d) you think everybody is present but you are not sure
- (e) a student has been absent for two weeks and has got behind in his work
- (f) someone was away yesterday and you don't know why-he looks well today
- (g) you wanted to know why a student has been away, and encourage him to talk about it

Practice Exercise: Look up the definition of the following words in your dictionary. Try to find their meanings as quickly as possible.

1. funny
2. compare
3. rephrase
4. necessary
5. encourage
6. reporter
7. revolve
8. rarely
9. station
10. club

Grammar exercise: Put the verbs in brackets into the correct form

1. I usually.....(go) to school.
2. They.....(visit) us often.
3. You.....(play) basketball once a week.
4. Tom.....(work) everyday.
5. He always.....(tell) us funny stories.
6. She never.....(help) me with that.
7. Martha and Kevin.....(swim) twice a week.
8. In this club people usually.....(dance) a lot.
9. Linda.....(take care) of her sister.
10. John rarely.....(leave) this country.

Writing exercise: Rewrite these sentences into negative form

1. The book is lying on the table.
.....
2. Smoking is a bad habit.
.....
3. Wild animals live in forests.
.....

4. The singer has performed at our school.

.....

5. All the students sing songs.

.....

6. We went to Japan to study the Japanese.

.....

7. Miss Jane always studies hard.

.....

8. The Brown family live in a big town.

.....

9. Mr. John text messages three times a day.

.....

10. We get wool from sheep.

.....

A. Read this passage and complete the exercise that follows.

Cheap Flights

You don't have to pay high prices for air travel anymore. There are lots of alternatives to regular, full-priced plane tickets if you can plan far enough ahead. Here are a few of the options.

If you are going on a vacation, you may want to take a charter flight. Seats on charter flights are usually sold as part of a package with hotel accommodations. You can get great prices on these charter flights, but occasionally you have to spend long hours waiting in airports because charter airlines often own only one or two planes, and one late flight means that all flights are late. Sometimes charter planes are older and less comfortable than regular planes, so they are not for you if you get claustrophobic!

Regular airlines may offer special rates if you book your flights in advance and fly on certain days of the week when they don't expect to have full planes. These special prices are called "super savers." And you have to ask for them when you call the airline. If you make any changes in your travel plans after you buy your ticket,

you may have to pay a penalty. You usually have to buy these tickets within 24 hours of making the reservation.

If you can't make your plans in advance, you can fly with a regular-price ticket on any airline. You have a choice of flying first class. Business class, or coach. In coach you have less room than in the other sections: in first class, you don't have to pay extra for drinks. You usually get better food in the first-class section.

B. Find the vocabulary on the left in the reading. Then match it with the vocabulary on the right.

- | | |
|-------------------------|----------------------------|
| 1. _____ full-priced | a. premium |
| 2. _____ package | b. fine |
| 3. _____ charter | c. low-priced |
| 4. _____ regular | d. afraid of small spaces |
| 5. _____ penalty | e. possibilities |
| 6. _____ first-class | f. hired for special trips |
| 7. _____ claustrophobic | g. late |
| 8. _____ options | h. complete unit |
| 9. _____ delayed | i. normal |

C. Write about the differences between these types of air travel.

1. On charter flights, you sometimes _____ less comfortable seats.
2. On charter flights, you sometimes _____ quite a long time in airports when flights are delayed.
3. On regular airlines, you usually _____ wait for unexpected delays.
4. If you want a low-priced ticket on a regular airline, you _____ ask for the cheapest fare.
5. With the cheapest tickets on regular airlines, you _____ if you change your plans
6. In the first class section, you _____ for drinks.

LESSON PLAN

Subject: English for (Thai) Student Teachers

Unit 2: Physical conditions in the classroom

Freshmen English 8:00 – 12:00

The lesson plan for this program included:

1. Teaching materials
2. Teaching techniques
3. Evaluation

The aims of this Unit are

1. To encourage teachers to use polite requests rather than imperative forms in the classroom and in general to use in the classroom the kind of English that is acceptable to the outside world.
2. To create an awareness of the importance of intonation patterns and their significance.

Vocabularies

1. Classroom (n) – A room in which a class of pupils or students is taught

I don't think another desk will fit into this classroom.

Older school staff tended to be good at classroom organization and discipline.

School classrooms are stretched to the limit.

The extra classroom assistants do make a real difference.

All discipline helps with discipline in the classroom.

2. Terribly (adv) – very badly

I slept terribly last night.

You're terribly kind.

Both victims must have suffered terribly.

It plays terribly well in focus groups.

So why care terribly much about keeping them sweet?

3. Stuffy (adj) – without air

The bedroom gets a little stuffy in the summer.

Why were grown-ups always so stuffy and slow to recognize good ideas?

So curing your problem means clearing that stuffy nose.

Can you suggest somewhere luxurious, but not too stuffy or formal?

She was standing in a hot, stuffy shop waiting to pay.

4. Curtains (n) -piece of material, especially cloth, that hangs across a window or opening to make a room or part of a room dark or private

Heavy curtains blocked out the sunlight.

If the enemy sees us it will be curtains for us.

I open my eyes and see daylight through a crack in the curtains.

In the darkness, she could hear the curtains creeping on the draught.

She placed the first incendiary device at the foot of heavy silk apricot curtains,

the timer set for one hundred seconds.

5. Noisy (adj) – Making or given to making a lot of noise.

Diesel cars can be very noisy.

His daughter was very active and noisy in the mornings.

The baggage hall was crowded and noisy.

The trees are full of noisy magpie families.

The noisy neighbors are causing a deafening din.

6. Winter (n) – The coldest season of the year, in the northern hemisphere from December to February and in the southern hemisphere from June to August.

The tree has a good crop of berries in winter.

In winter the nights are long and cold.

The birds will winter outside in an aviary.

The family decided to winter in Nice again.

This already matches performance in the depths of winter last year.

7. Cafeteria (n) – A restaurant in which customers serve themselves from a counter and pay before eating

It is described as being a cafeteria and bistro serving simple food.

He stood up on top of a table in the cafeteria and laughed for five minutes.

You can't eat this food in the cafeteria.

She reached the doors of the college cafeteria, slamming them behind her and locking the door.

There was a cafeteria but no food.

8. Crazy (adj) – Mad, especially as manifested in wild or aggressive behavior

Stella went crazy and assaulted a visitor.

People thought they were all crazy to try to make money from manufacturing.

Our policies are crazily extravagant and very destructive.

He strides around the room beaming like a crazy man.

I'm also not crazy about the initial terms of the deal.

9. Dormitory (n) – A large bedroom for a number of people in a school or institution

He visited the boarders in their dormitory.

The latest refugees were housed in makeshift dormitories.

She lived in a college dormitory.

It had become almost a dormitory suburb of the city.

It always happened in a room at our dormitory.

10. Untidy (adj) – If you describe something as untidy, you mean that it is not neat or well arranged.

The guests untidy the room.

Her long hair tumbles untidily around her shoulders.

I'm untidy in most ways.

Some people dislike the untidy look this gives them.

We grew up in an untidy house, with little thought for health and safety.

LEARNING & TEACHING ACTIVITIES	
STUDENT	1. Read “Unit 2 – Physical conditions in the classroom ” carefully & try to think deeply about how to asked students about their physical conditions. Then do “Exercise”
	2. Use “Unit 2 – Physical conditions in the classroom ” as your models for writing. Then write about how to greet people you meet first time154154 in 120-150 words.
	3. Complete “exercise” at the end of the unit.
TEACHER	4. Supervise the students’ work. Let them use a dictionary regularly in their reading & writing in order to form a dictionary habit.
	5. Mark their exercise. Always stick to the marking criteria.
	6. Explain writing problems to the students. Help them to write correctly & effectively.

Unit 2: Physical conditions in the classroom

1.

It’s	rather	hot	in this room, in here,	isn’t it?
	a bit	sunny		
	Too	bright		
	Very	stuffy		
		cold		
		dark		
		draughty		

(Yes.)

(Yes, it is.)

(N, it’s alright.)

2

Isn't it rather	sunny	in here?	(Yes, it is rather.)
	hot		(I think it's alright.)
	cold		(It's alright for me.)
	dark		

3

Is it too	hot	or	are you OK?	(I don't mind.)
	cold		can you work alright?	
	dark		can you see alright?	

4

It's	terribly	untidy	in here, isn't it?
	very		
	awfully		

5

It's much too	untidy for me to teach in.
	noisy for you to hear me.

6

Please	tidy up,	would you?
	settle down,	will you?
	be quiet,	could you?

7

Please	would could	You someone	turn switch	the	light lights cooler air conditioner	on?	(I will.)
	can		put		fan heater fire radiators	off?	(I'll do it!) (I can!)

8

We need	the	light	on	?
I think we need		lights		
Don't we need		cooler		
I don't think we need		heater		
We don't need				

9

Will	you someone	turn		it	on	please?	(Alright.) (I'll do it.) (I will.)
Could		switch					
Can		put					
Would	you somebody	mind	turning switching putting				

10

Then	we can we'll be able to we can	see better.
So		keep warm.
		keep cool.
		get on.

11

Would Could	you	open close shut	a window the window nearest you the door the shutters	please?
		draw the curtain let the blinds down		

12

Would you mind if	we had I switched	the heating on? the heater off? the lights on?		(No, that's a good idea.) (No, that's be fine)
	we had	the door the windows	open?	

13

Please	could you	go and	ask	someone	to fix	the	light?
	would you		fetch	somebody	to mend		heater?
	will you		get	Mr.....	to see to		cooler?

And if the conditions are perfect.....

14

Oh!	Good. That's nice. Well done.	you've remember to		tidy up open the windows	today!
		what a nice	warm cool tidy	classroom,	

Test yourself

What would you say to your adult students if you wanted one of them to

- (a) open the windows (give a reason)
- (b) switch the lights on or off (say why)
- (c) tidy up the room
- (d) turn the fan (or the heater) on or off

What could you ask your students to do if you were teaching them how to use polite requests beginning with ‘Would you mind..... ing’?

What verbal response would you teach your students to give when carrying out the action requested?

3. Student language

Make a list here of things your students may need to tell you or ask you about being too hot or cold etc, e.g. Excuse me, I’m too cold.

Practice Exercise: Look up the definition of the following words in your dictionary. Try to find their meanings as quickly as possible.

1. physical
2. rhythm
3. draughty
4. blinds
5. pupil
6. weather
7. syllabus
8. doubt
9. panic
10. government

Vocabulary exercise: add the -ing

- | | |
|-----------------|-----------------|
| 1. camp | 8. shop |
| 2. swim | 9. tap |
| 3. travel | 10. leave |
| 4. walk | 11. age |
| 5. have | 12. win |
| 6. write | 13. shake |
| 7. cook | 14. face |

Writing exercise: writing into negative sentences

1. She is watching movie now.
.....
2. The president is giving the speech.
.....
3. We are electing a new government on 21 September 2016.
.....
4. It is snowing now.
.....
5. My students are copying their homework.
.....
6. My sister is listening to music.
.....
7. I am driving to work now.
.....

Reading exercise**A. Read this passage. Then complete exercise B.****Tom Watson**

Tom Watson is a freshman at Paxton University. He is majoring in civil engineering. This term he is taking courses in physics, calculus, and drafting. He is also taking a required course in English composition. He is enjoying his classes very much but he is having some problems with his compositions.

It's lunchtime now and Tom is sitting in the cafeteria with his friends Peter and Joe. Peter and Joe are having hamburgers and drinking coffee. Tom isn't having lunch. He's not hungry at the moment: he's busy talking with his friends.

Peter and Joe are in the same dormitory as Tom. Peter is dating Maria, a student from Mexico. Maria is teaching Peter some Spanish. Joe isn't dating anyone special and Tom isn't either.

It's 2:30 now. Tom and Joe are going to their physics class and Peter is going to his English class.

B. Write questions about the reading.

1. Is Tom a freshman?
Yes, he is a freshman.
2. Where _____
He's studying at Paxton University.
3. What _____
He's majoring in civil engineering.
4. How many _____
He's taking four courses.
5. _____
Yes. He's having some problems with his compositions.
6. Where _____
Tom is sitting in the cafeteria
7. Who _____
He is sitting with his friends Joe and Peter.

8. What _____
They are eating hamburgers.
9. Is _____
No, he isn't hungry.
10. What _____
Tom is talking with his friends.
11. Who _____
Peter is dating Maria.
12. Where _____
Joe and Tom are going to their physics class.

LESSON PLAN

Subject: English for (Thai) Student Teachers

Unit 2.1: Getting organized: seating, books, blackboard

Freshmen English 8:00 – 12:00

The lesson plan for this program included:

1. Teaching materials
2. Teaching techniques
3. Evaluation

The aims of this Unit are

1. To help teachers in the selection of socially appropriate forms to use when organizing the room. Social appropriacy is often more vital to communication than grammatical accuracy, and it depends on comparative status of teacher and students, according to age, social position, etc.
2. To show teachers how to involve students actively in the organization, using English purposefully and for genuine communication, as instructions are given and carried out, thus illustrating English in use and developing a spirit of co-operation between teacher and students.

Vocabularies

1. Circle (n) – A round plane figure whose boundary (the circumference) consists of points equidistant from a fixed point (the centre)

We sat in a circle.

The flag was red, with a large white circle in the centre.

The monument consists of a circle of gigantic stones.

We stood in a circle holding hands.

This is the ring road that circles the city.

2. Rubbish (n) – worthless, unwanted material that is rejected or thrown out; debris; litter; trash

I forgot to put the rubbish out this morning.

They had piled most of their rubbish into yellow skips.

He described her book as absolute rubbish.

These reports are total and utter rubbish.

I tried playing golf, but I was rubbish.

3. Bedroom (n) – a room furnished and used for sleeping

Our home has three bedrooms.

Two of the five bedrooms are ensile and one has a balcony.

The master bedroom is on the second floor.

There are nine bedrooms and five reception rooms.

Most have mezzanine double bedrooms and striking views.

4. Deadline (n) – The latest time or date by which something should be

The deadline for submissions is Friday 5th February.

We were not able to meet the deadline because of manufacturing delays.

Negotiations will now resume in September, with a final deadline set for November.

We only just missed the last deadline.

The applications deadline is early in January.

5. Confident (adj) – If you are confident about something, you are certain that it will happen in the way you want it to.

I am confident that everything will come out right in time.

Management is confident about the way business is progressing.

In time he became more confident and relaxed.

She is a confident woman who is certain of her views.

She walked confidently across the hall.

6. Advisor (n) – someone whose job is to give advice about a subject

You plan to make an application as soon as your financial adviser returns from his holiday.

They weren't written by an official or special adviser.

Now the former Downing Street adviser is offering style tips to the rest of us.

The special adviser was seen as a fierce guardian of Mrs May.

When May took over, she said she would clamp down on special advisers.

7. Tuition (n) – the money paid for this type of teaching

Few can afford the tuition of \$12,000 a semester.

The courses will give the beginner personal tuition in all types of outdoor photography.

Angela's tuition at University this year will be paid for with scholarships.

Most sports activities and group tuition is included in the cost of your accommodation.

Personal tuition behind the wheel was a fringe benefit.

8. Arrange (v) – to plan, prepare for, or organize something.

They arranged to have dinner the following month.

This time it was a friend ringing to try to arrange a fishing trip in Scotland.

I've arranged to see him on Friday morning.

He had arranged for the boxes to be stored until they could be collected.

I will arrange for someone to take you round.

9. Exercise (n) – physical activity that you do to make your body strong and healthy

You really should take more exercise.

They are merely exercising their right to free speech.

Leadership does not rest on the exercise of force alone.

She exercises two or three times a week.

Lack of exercise can lead to feelings of depression and exhaustion.

10. Jacket (n) – a short coat

The keys are in my jacket pocket.

The jacket of a book is the paper cover that protects the book.

A jacket is a cover which is put around a vessel, usually to prevent loss of heat.

The bullet has a metal jacket that encloses a lead alloy core.

Who wants to wear a tweed jacket and tie to do that?

LEARNING & TEACHING ACTIVITIES	
STUDENT	1. Read “Unit 2.1 – Getting organized: seating, books, blackboard ” carefully & try to think deeply about how to ask students to help you organized seating, books, blackboard. Then do “Exercise”
	2. Use “Unit 2.1 – Getting organized: seating, books, blackboard ” as your models for writing. Then write about how to greet people you meet first time 165165 in 120-150 words.
	3. Complete “exercise” at the end of the unit.
TEACHER	4. Supervise the students’ work. Let them use a dictionary regularly in their reading & writing in order to form a dictionary habit.
	5. Mark their exercise. Always stick to the marking criteria.
	6. Explain writing problems to the students. Help them to write correctly & effectively.

Unit 2.1: Getting organized: seating, books, blackboard

1.

Please	Can would Will	You someone	clean	the blackboard? the whiteboard?	(Yes, I will.) (Me!)
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2

Would	You someone	mind	cleaning the board, please.	(No I’ll do it.) (Alright.)
-------	----------------	------	-----------------------------	--------------------------------

3

Just clean		half.	
Leave	this	section.	
Don't clean	that	part.	
		bit.	
		side.	

Not	this	bit.	Thank you
Only	that	section.	
		part.	

4

	top	left-hand		(Yes, of course.)
Could you clean the	bottom	right-hand	corner, please?	(Certainly, Mr. Short.)
				(This bit, here?)
				(Here do you mean?)

5

	rub		words		left		top?
Please could you	wipe	off the	sentences	on the	right	at the	bottom?
			drawings				

6

Rub	everything	off,		Thanks.
Clean	it all		please.	Thank you.
Leave this on				

7

	straightening the chairs		(Yes, OK.)
	moving up (along) a bit		(No, OK.)
Now! Would you mind	moving back a bit	please?	(Yes, alright.)
	sitting in groups of 4		(No, alright.)
	making a bigger-space here		(Alright.)

8

Will Could Would	you	all two both three	straighten your desks tidy your desks put all your books/files/ papers straight put that rubbish in the bin make a gangway through here	please?
------------------------	-----	-----------------------------	---	---------

9

Could you Would you	move	your	chair(s) desk(s) table(s)	in up along back forward this way that way	please	?
	turn your chair round					

10

If you could...	arrange yourselves	to make	group of	3?
Could you possibly	arrange your chairs	to form		4?
Please would you		in		6?
				8?

11

Right! Now! Alright! OK.	You	just only	want need	your	English books blue books exercise books notebooks and pencils workbooks	out.
-----------------------------------	-----	--------------	--------------	------	---	------

12

You'll need Could you get out Would you find	the	materials sheet worksheets polycopies handouts passages books	we you	didn't finish were using had began handed round gave out	last	lesson week time	please.
--	-----	---	-----------	---	------	------------------------	---------

13

Haven't you	got brought	yours	Well,	can you you'll have to you'd better	share with your neighbor.
Have you	lost				

14

Put all your other books and papers away You only want the sheets I told you to get out You don't need these books. Not those. Not that book. The other one. The red one.	No others! That's all. Ready? Let's get on. Ready? Now we can start.
--	--

15

I have some	papers new books worksheets	to give out to hand around	today.
-------------	-----------------------------------	-------------------------------	--------

16

↓ Please will you	give these out, Susan? help Susan?	Thanks
----------------------	---------------------------------------	--------

17

Pass	these papers this work	back round along	please.
------	---------------------------	------------------------	---------

18

Take one and pass them on. Hand these papers round please.	They're for you to keep. You may have them to keep.
---	--

19

I'm afraid you can't keep them. I want these back please. I want them back at the end of the lesson. You must give them in again so please don't write on them.	Alright? OK?
--	-----------------

Test yourself

Select only those situations from below which concern your teaching situation. As before, either work in pairs, testing each other orally, or work on your own, writing down appropriate responses before checking them in the tables.

What can you say if you want

- (a) a child to clean the blackboard for you?
- (b) a student to clean the writing off the blackboard, but leaving one particular picture on the board?
- (c) the class to straighten their desks and generally tidy up?
- (d) a class of teenage to arrange their desks, etc. to make a nice large space for some acting or role play in the classroom?
- (e) your students in groups of six, as far as possible facing each other?
- (f) your class to have only the one or two books or papers that they really need on their desk?

Practice Exercise: Look up the definition of the following words in your dictionary. Try to find their meanings as quickly as possible.

1. repeat
2. section
3. tragedy
4. handout
5. mistake
6. opposite
7. strange
8. rude
9. smart
10. mess

Vocabulary exercise: Match the two column

- | | |
|----------|---------------------------------------|
| a. Feed | have a drink |
| b. Wash | put on your jacket, it's hot |
| c. Don't | your bedroom |
| d. Do | go to class, it's eight o'clock |
| e. Let's | the dishes |
| f. Tidy | your homework |
| g. Don't | the bird |
| h. Let's | leave the door open |

Exercise: Identify the type of sentences

Imperative / Exclamatory

1. How well she sings!
2. Go at once.
3. Bring me that file.
4. Fetch me a glass of water.
5. How beautiful she is!
6. Please be seated.
7. What a tragedy!

3. Public is the opposite of _____.
a. park b. private c. people
4. If you have a scholarship, you don't _____.
a. study b. play football c. pay tuition
5. Stanford University has an excellent reputation. People think it's a _____ school.
a. terrible b. very good c. very easy

C. Answer these questions about the reading.

1. Why are the seniors working so hard on their applications?

2. Why is Susan confident about getting accepted into both universities?

3. What field is Robert planning to study?

4. Why is Cathy trying to find out more about Cornwall?

5. Why is Michael trying to get a football scholarship?

6. Where is Michael applying to college?

LESSON PLAN

Subject: English for (Thai) Student Teachers

Unit 3: Introducing different stages of the lesson

Freshmen English 8:00 – 12:00

The lesson plan for this program included:

1. Teaching materials
2. Teaching techniques
3. Evaluation

The aims of this Unit are

1. To enable teachers to introduce, and to define the aims of new stages in a lesson for the benefit of their students
2. To discuss what use should be made of the mother-tongue while teaching English
3. To revise the language and ideas presented in Units 1-2

Vocabularies

1. Discussion (n) – The action or process of talking about something in order to reach a decision or to exchange ideas.

The EC directive is currently under discussion.

There was a lot of discussion about the wording of the report.

Council members are due to have informal discussions later on today.

The whole question of school curriculum is up for discussion.

The plan may well be over-ambitious, and is clearly open to discussion.

2. Suggestion (n) – An idea or plan put forward for consideration

She made some very helpful suggestions but her boss rejected them all.

The dietitian was helpful, making suggestions as to how I could improve my diet.

Perhaps he'd followed her suggestion of a stroll to the river.

I have lots of suggestions for the park's future.

There are suggestions that he might be supported by the Socialists.

3. Remember (v) – to recall to the mind by an act or effort of memory; think of again

I'll try to remember the exact date.

You wouldn't remember me. I was in another group.

I certainly don't remember talking to you at all.

I remember her being a dominant figure.

I remembered that we had drunk the last of the coffee the week before.

I can remember where and when I bought each one.

I used to do that when you were a little girl, remember?

4. Lecture (n) – an educational talk to an audience, especially one of students in a university.

We went to a lecture on Italian art.

In his lecture Riemann covered an enormous variety of topics.

She then invited him to Atlanta to lecture on the history of art.

She has danced, choreographed, lectured and taught all over the world.

He used to lecture me about getting too much sun.

5. Dangerous (adj) – Able or likely to cause harm or injury

The men are armed and dangerous.

He is dangerously ill.

He rushed downstairs dangerously fast.

The coach rocked dangerously.

It's dangerous to jump to early conclusions.

6. Instrument (n) – A tool or implement, especially one for precision work

Which instrument do you play?

The environment itself will at the same time be measured by about 60 scientific instruments.

Learning a musical instrument introduces a child to an understanding of music.

The veto has been a traditional instrument of diplomacy for centuries.

What was the first instrument you learnt?

7. Hospital (n) – an institution in which sick or injured persons are given medical or

surgical treatment.

He is critically ill in hospital.

A couple of weeks later my mother went into hospital.

He may be able to leave hospital early next week.

Schools and hospitals are not named after him.

Two women escaped and were taken to hospital for treatment for smoke inhalation.

8. Wallet (n) – A pocket-sized flat folding case for holding money and plastic cards.

He pulled out a big, fat wallet stuffed with bank notes.

Your wallet or purse will certainly feel the heat.

Fourteen per cent no longer bother with a wallet or purse.

His wallet and mobile phones were untouched, and the flat was tidy.

You have lost your friends and your wallet and your phone battery is dead.

9. Garden (n) – A piece of ground adjoining a house, in which grass, flowers, and shrubs may be grown

The children were playing in the garden.

Jim gardened at the homes of friends on weekends.

I have taken up gardening again.

The Gardens are open from 10.30am until 5pm.

Once she has been on her own, let her into the garden again.

10. Practice (n) – The actual application or use of an idea, belief, or method, as opposed to theories relating to it.

How do you intend to put these proposals into practice, Mohamed?

The Prime Minister demanded a public inquiry into bank practices.

She was taking all three of her daughters to basketball practice every day.

The new doctor's practice was miles away from where I lived.

My law practice isn't the most important thing in my life, you know.

LEARNING & TEACHING ACTIVITIES	
STUDENT	1. Read “Unit 3 – Introducing different stages of the lesson ” carefully & try to think deeply about how to express the aims of a lesson from the teacher’s point of view. Then do “Exercise”
	2. Use “Unit 3 – Introducing different stages of the lesson ” as your models for writing. Then write about how to express their aims of lesson in 120-150 words.
	3. Complete “exercise” at the end of the unit.
TEACHER	4. Supervise the students’ work. Let them use a dictionary regularly in their reading & writing in order to form a dictionary habit.
	5. Mark their exercise. Always stick to the marking criteria.
	6. Explain writing problems to the students. Help them to write correctly & effectively.

Unit 3: Introducing different stages of the lesson

1.

Right.	Who can Can anyone	remember tell me	what we	did practiced doing talked about read about wrote about learnt used	last lesson? last time?
--------	-----------------------	---------------------	---------	---	----------------------------

Remember? We did this last lesson, didn’t we? Look! Listen!

Do you remember these pictures? Look. We used these pictures, didn’t we?

Do you remember this? Listen. Who is speaking?

We practiced a dialogue about..... remember?

2

Let's	go over it again, revise it, do it once more,	shall we?
-------	---	-----------

3

How about	doing it again quickly?	
What about	revising it?	
	having another practice?	OK?
	going over it again?	Alright?

Talking about the lesson

4

First		practice this.
Then		learn a dialogue about.....
Later (on)		practice asking questions about.....
In a few minutes	we're going to	learn something new.
In half an hour	I want you to	make up a story.
Half way through the lesson	perhaps we'll	listen to a lecture.
Near the end of the lesson	if there's time, we'll	do some reading.
At the end of the lesson	if you've been good, we'll	do some writing.
When we've finished this		do some note taking.
Now,		have some conversation practice.
Right, now,		do some role play.
		play a game.
		sing a song.
		have a break for a moment or two.

Defining aims

5

By the end of the lesson you'll	be able to have learnt how to	say what you and your friends like doing. talk about your likes and dislikes. give descriptions of people. use the present perfect for checking up give people advice. warn people about things that may be dangerous write a letter applying for a job. discuss plans for a holiday.
---------------------------------	----------------------------------	--

6

By the end of the lesson you'll	have had some practice in	saying..... talking..... giving..... using..... warning....
---------------------------------	---------------------------	---

Role play

Introducing your lesson to the class

In groups of 4, each takes a different lesson or Unit from the English Language course book that you use, or will be using. Isolate a new teaching item. Then consider what might have been taught in the previous lesson; the previous lesson's teaching point will be your revision item. For both items, note down (a) exactly what forms the students learnt in the previous lesson, and what they will be learning next lesson (b) in what contexts or situations you have taught the old forms and will teach the new forms (c) a few activities you will use this lesson.

- Look back at the CLASSROOM LANGUAGE section, and the dialogues, and work out how to express your own aims and intentions to your class in a similar way, but using the teaching items from your course book instead of the items suggested here.

- You can use the pictures or aids that could have been used in the previous lesson, so that students can recall the item you wish to revise.

- Plan to begin your role play from the time you walk into the classroom. You do not need to take the register as it seems everyone is present, so you begin with a little informal chat about something topical, then carry on to announce your plans for that lesson.

- Plan to end when you have stated your plans and aims to terms that the students will understand, and have just begun actually revising the previously taught item.

Practice Exercise: Look up the definition of the following words in your dictionary. Try to find their meanings as quickly as possible.

1. choral
2. distort
3. perfect
4. lorry
5. similar
6. previous
7. drum
8. citizen
9. engineer
10. distance

Writing Exercise: Change the following sentences to yes/no question.

1. She is a teacher

.....

2. We are sad today.

.....

3. It is sunny right now.

.....

4. Dan is happy.

.....

5. It is almost dinner time.

.....

Grammar Exercise: Answer the following questions with a short answer.

1. Are you from Italy?

No,

2. Do you know how to drive?

Yes,

3. Are you a citizen of the U.S.?

No,

4. Is Dan an engineer?

No,

5. Is Valentine's Day in February?

Yes,

6. Do people in Seattle like to drink coffee?

Yes,

7. Does your son like computer games?

Yes,

8. Do your children work?

No,

9. Is Seattle Central Community College big?

Yes,

10. Is the United States a powerful country?

Yes,

Writing Exercise: Read the question below.

Write a short paragraph, using a maximum of 8-10 sentences.

“What is your favorite subject? Why?”

.....

LESSON PLAN

Subject: English for (Thai) Student Teachers

Unit 3.1: Using visual aids

Freshmen English 8:00 – 12:00

The lesson plan for this program included:

1. Teaching materials
2. Teaching techniques
3. Evaluation

The aims of this Unit are

1. To train teachers how to use English effectively while setting up and referring to simple visual aids
2. To show how simple visual aids can be used for language work that is teacher initiated but more student centered

Vocabularies

1. Sticky tape (n) – Transparent adhesive tape.

They are sculptures made only of sticky tape.

When flying, I always carry a small roll of sticky tape.

Wrap presents with small amounts of sticky tape.

Please use staples or sticky tape as glue can make the form unreadable.

He jogged and sailed in threadbare business suits and he drove an ancient convertible whose roof was held together with sticky tape.

2. Higher (adj) – used to refer to an advanced level of education

A greater proportion of people with first degrees are now going on to study for higher degrees.

If the tariff could be a bit higher, it would be better.

The rest will come from higher borrowing and hopes of higher growth.

Thousands apply and the standard gets higher each year.

Education has been theirs in so much higher a degree.

3. Between (preposition) – If something is between two things or is in between them, it has one of the things on one side of it and the other thing on the other side.

The dog crawled between us and lay down at our feet.

She left the table to stand between the two men.

Charlie crossed between the traffic to the far side of the street.

I spent a lot of time travelling between London and Bradford.

I think the relationship between patients and doctors has got a lot less personal.

3. Enough (determiner) – As much or as many as required

There was just enough room for two cars.

They had enough cash for a one-way ticket.

There aren't enough tents to shelter them all.

Do you believe that sentences for criminals are tough enough at present?

She graduated with high enough marks to apply for university.

4. Magazine (n) – A periodical publication containing articles and illustrations, often on a particular subject or aimed at a particular readership.

Readers appreciate the magazine if the articles help them gain knowledge.

Her face is on the cover of a dozen or more magazines.

She now writes mainly for magazines and specialist publications.

They want to look like models on the cover of a magazine.

In another life her face could have graced the covers of fashion magazines and billboards.

5. Corner (n) – A place or angle where two sides or edges meet.

Jan sat at one corner of the table.

He saw the corner of a magazine sticking out from under the blanket.

Finally I spotted it, in a dark corner over by the piano.

She would spend the day hanging round street corners.

He waited until the man had turned a corner.

6. Bottom (n) – The lowest point or part of something The office is closed on the weekend.

She paused at the bottom of the stairs.

He sat at the bottom of the stairs.

There's an extra duvet in the bottom drawer of the cupboard.

The bottom had fallen out of the city's property market.

He had worked in the theatre for many years, starting at the bottom.

7. Competition (n) – The activity or condition of striving to gain or win something by defeating or establishing superiority over others.

There is fierce competition between banks.

There's been some fierce competition for the title.

Young painters enjoyed the support and stimulating competition of peers.

I have to change my approach; the competition is too good now.

The American aerospace industry has been challenged by some stiff competition.

8. Secretary (n) - A person employed by an individual or in an office to assist with correspondence, make appointments, and carry out administrative tasks

She was secretary to David Wilby MP.

My grandfather was secretary of the Scottish Miners' Union.

The question was whether that would satisfy the foreign secretary.

He was the club's temporary secretary earlier in the season and is media officer.

All these departments have secretaries.

9. Bedroom (n) – A room for sleeping in

All parents dream of children who tidy their bedrooms without being asked.

The penthouse apartment has three bedrooms and twin balconies.

The master bedroom is not en suite.

It is an apartment with two bedrooms and a large drawing room.

Two double bedrooms and a twin with a shower room are on the first floor.

10. Visual (adj) - relating to sight, or to things that you can see.

The colors we see visually affect us.

Remember you want your visuals to reinforce your message, not detract from what you are saying.

They became the basis for the film's visual style.

She is an active visual artist and writer.

These people know film is first and foremost a visual medium.

LEARNING & TEACHING ACTIVITIES	
STUDENT	1. Read “Unit 3.1 – Using visual aids ” carefully & try to think deeply in what ways visual aids can be a help to teachers and students of English. Then do “Exercise”
	2. Use “Unit 3.1 – Using visual aids ” as your models for writing. Then write about how you could use some visual aids in your lessons in 120-150 words.
	3. Complete “exercise” at the end of the unit.
TEACHER	4. Supervise the students’ work. Let them use a dictionary regularly in their reading & writing in order to form a dictionary habit.
	5. Mark their exercise. Always stick to the marking criteria.
	6. Explain writing problems to the students. Help them to write correctly & effectively.

Unit 3.1: Using visual aids

1.

Could Would Will	someone you	go and fetch bring me find get out	the that a these some	Wall chart(s) of the _____ set(s) of flash cards of food and drink magazine picture(s) of people flannel board(s) and figurines box(es) of _____ folder(s) of cue cards	?
Now, look. I’ve		got brought			

2.

Has anybody seen We need	The	sellotape? sticky tape? blutac? drawing pins? scissors?	They’re It’s	to	stick this up with. fix this picture up with. cut these out with.
				for	sticking this up. fixing these up. cutting these out.

3.

Please could you OK. I'll	put fix stick hang	it them	up here.	Is that	alright? straight? high enough?
				Can you all see it?	

4.

Could you	give hand pass	these	magazine pictures flash cards cue cards	out please?	One Two Three	each. per pair. between 2.
--------------	----------------------	-------	--	-------------	---------------------	-------------------------------------

Referring to visual aids

5.

Take Have	a good look at the	poster. picture.	What	_____?
			Why	Do you think
			Where	_____?
			How	_____?

6.

Look at Tell me about What about	the	people buildings scenery surroundings _____	on the left on the right in the middle in the centre at the top at the bottom	of the	poster. picture. diagram, etc.
		section	In the top right-hand corner. In the bottom left-hand corner.		

7.

Now let's	rub the picture off.
I'm going to	take it down.

8.

Can you remember	what	Was happening?
I want you to tell me		Happened? Had happened earlier?

Clearing up

9.

Would someone I'm going to	take	it them	down	now and put	it them	on my desk. away. back in the ____
	collect the ____sin					

Test yourself

What would you say (and/of do) if you wanted

(a) someone to fetch three sets of cue-cards (say which ones and where from).

(b) a student to offer to fetch two sets of cue-cards.

(c) to ask a student to pin up a poster for you. Make him/her ask for the drawing pins.

(d) to ask a student to collect in, sort out and put away (say where) the different sets of cue-cards they had been using.

(e) someone to offer to collect the cue-cards for you, and to ask where to put them.

(f) someone to find the sticky tape to fix up a picture for you.

(g) your students to collect magazine pictures from home or friends for your next lesson. Say what kind and size of picture.

(h) students to clear up and put away all the aids you had used in class.

(i) a student to fix up a wall chart before the beginning of the next lesson.

Let the student ask which one and where to put it.

Practice Exercise: Look up the definition of the following words in your dictionary. Try to find their meanings as quickly as possible.

1. Stereo tape
2. Scissors
3. Cue cards
4. Poster
5. Scenery
6. Earlier
7. Collect
8. Centre
9. Remember
10. Intonation

Writing Exercise: Make these sentences negative. Using full form

1. The old man is lonely.

.....

2. All the students are joining the competition.

.....

3. This toy car is expensive.

.....

4. It was windy last night.

.....

5. My children are hungry.

.....

6. I like this wine very much.

.....

7. I enjoy playing with my kids.

.....

8. Sharon makes models from clay.

.....

9. I practice the violin every morning.

.....

10. My brother earns two hundred dollars a week.

.....

11. Our team did not play well yesterday.

.....

12. He does not go to school by bus.

.....

Reading and Writing Exercise

Robots

When will we have robots? We already have many kinds of robots! Industries use a variety of robots and now robots are becoming more common in the home. The Husqvarna company makes a lawn mowing robot called the Auto Mower. The robot has sensors that detect where objects are in the yard and it maneuvers around them. The robot can cut the grass while you relax on the patio with a glass of lemonade! Also, Eureka now makes a robotic vacuum cleaner. Like the robot lawn mower, the vacuum cleaner automatically detects where the furniture is and vacuums around it. Cars are becoming robots now that many cars have GPS (Global Positioning Systems) on them. A car with a GPS system can give you directions on how to go somewhere, tell you where the closest gas station is, and, some day in the chase sink miss steal jump future, will drive itself. You will take a nap or read while the car drives itself to your destination.

We even have robotic pets now. The Sony company makes a robotic dog named Aibo that can sit, stand, and walk like a regular dog but can also communicate and take pictures! Aibo understands certain commands, like a dog does, such as “Sit down”, “Stand up”, “Turn right”, etc. If you ask Aibo a question such as “How old are you?”, its eyes will flash the number of years old it is. Aibo is also a great guard dog. He can patrol the yard and take pictures with a built in camera of anything suspicious.

LESSON PLAN

Subject: English for (Thai) Student Teachers

Unit 4: Dividing the class up: choral individual and teams

Freshmen English 8:00 – 12:00

The lesson plan for this program included:

1. Teaching materials
2. Teaching techniques
3. Evaluation

The aims of this Unit are

1. To enable teachers to combine spoken language with gesture in order to give effective instructions to their classes when dividing them up
2. To show teachers how the normal classroom procedure (teacher asking, student responding) can be varied, to make the lesson interesting and motivating (e.g. a textbook exercise can be done in teams, competitively)

Vocabularies

1. Choral (adj) – music is sung by a choir.

His collection of choral music from around the world is called ‘Voices’.

My wife has joined a choir and become obsessed with choral singing.

He enjoys choral music, particularly Handel.

There is something about choral singing that defies definition and description.

Select choral music that will challenge the older musician to work harder.

2. Individual (adj) – relating to one person or thing, rather than to a large group.

They wait for the group to decide rather than making individual decisions.

Aid to individual countries would be linked to progress towards democracy.

Divide the vegetables among four individual dishes.

A child's awareness of being an individual grows in stages during the pre-school years.

It was really all part of her very individual personality.

3. Calculation (n) – the process of working something out mathematically.

For the President, the calculations are equally difficult. If the peacekeeping operation goes wrong, he risks appearing weak.

They had six minutes to make their calculations.

That explains the political calculation behind her two speeches.

All right, let's do a simple calculation.

This method of calculation gives those who appear often an advantage.

4. Respond (v) – When you respond to something that is done or said, you react to it by doing or saying something yourself.

They are likely to respond positively to the President's request for aid.

The army responded with gunfire and tear gas.

I'm pleased to say that he is now doing well and responding to treatment.

It's usually a name with some association, something that's easier to respond to.

When she did not respond, he said, "Someone carved something on a cabinet in her kitchen.

5. Gesture (n) – movement that you make with a part of your body, especially your hands, to express emotion or information.

Sarah made a menacing gesture with her fist.

He throws his hands open in a gesture which clearly indicates his relief.

There's not greater gesture of love than having someone's name tattooed on your body.

As a gesture to security, cars were fitted with special locks.

I wasn't expecting a fortune, just a gesture of goodwill.

6. Chorus (n) – part of a song which is repeated after each verse.

Caroline sang two verses and the chorus of her song.

Everyone joined in the chorus.

The chorus was singing 'The Ode to Joy'.

Students played the lesser parts and sang in the chorus.

He was greeted with a rousing chorus of Happy Birthday.

7. Afraid (adj) – frightened because you think that something very unpleasant is going to happen to you.

She did not seem at all afraid.

I was afraid of the other boys.

I'm still afraid to sleep in my own bedroom.

I was afraid that nobody would believe me.

The Government is afraid of losing the election.

8. Divide (v) – When people or things are divided or divide into smaller groups or parts, they become separated into smaller parts.

The physical benefits of exercise can be divided into three factors.

It will be easiest if we divide them into groups.

Divide the pastry in half and roll out each piece.

We divide into pairs and each pair takes a region.

Bacteria reproduce by dividing and making copies of themselves.

9. Middle (n) – the part of it that is furthest from its edges, ends, or outside surface.

Howard stood in the middle of the room, sipping a cup of coffee.

Hyde accelerated away from the curb, swerving out into the middle of the street.

I was in the middle of the back row.

Make sure the roast potatoes aren't raw in the middle.

The middle button of his uniform jacket was strained over his belly.

10. Explain (v) – give details about it or describe it so that it can be understood.

Not every judge, however, has the ability to explain the law in simple terms.

Don't sign anything until your solicitor has explained the contract to you.

Professor Griffiths explained how the drug appears to work.

'He and Mrs. Stein have a plan,' she explained.

I explained that each person has different ideas of what freedom is.

LEARNING & TEACHING ACTIVITIES	
STUDENT	1. Read “Unit 4 – Dividing the class up: choral individual and teams ” carefully & try to think deeply about how to ask individual students to respond in English. Then do “Exercise”
	2. Use “Unit 4 – Dividing the class up: choral individual and teams ” as your models for writing. Then write about how to respond question in 120-150 words.
	3. Complete “exercise” at the end of the unit.
TEACHER	4. Supervise the students’ work. Let them use a dictionary regularly in their reading & writing in order to form a dictionary habit.
	5. Mark their exercise. Always stick to the marking criteria.
	6. Explain writing problems to the students. Help them to write correctly & effectively.

Unit 4: Dividing the class up: choral individual and teams

Choral response

1

I want I'd like	all of you you all everybody the whole class this half that half one of you just one person	To	answer this question. repeat this sentence. continue this sentence. correct my statements. read the next sentence.
--------------------	--	----	--

Don't put your hands up. All together. Everybody! Listen! Ready? Listen and answer, quietly.

Everyone can try. Come on. Yes, you as well. And you. All together but quietly! A bit quieter please!

2

No! Oh dear	that wasn't	very clear! very good! all together! quiet enough!	Let's Shall we	do it try it	again. Ready?
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Individual response

Now one at a time. Not all together. Listen before you answer.

Hands up before you answer!

Could you put your hands up before you answer, please?

Yes, a good answer. But a bit louder please. Again?...

Now this time, don't put your hands up. I'll point.

Everybody can, try, but one at a time, I'll ask one of you.

Don't shout out. Ready? Quiet. Listening?

You can take turns.

You can all have a go, ... have a turn, ...but one after the other.

One by one. Right?

Taking turns

In groups of four. Take turns to read out 3 or 4 sentences from each of the tables

below. Remember to stress the important words. Normally, these will be words like:

“you”, “her”, “hers”, etc., or a name. As before, use suitable gestures.

3

It's	their your his her	go turn	first, second, third.	then now	it's your	go turn	and so on.
------	-----------------------------	------------	-----------------------------	-------------	-----------	------------	------------

4

It's	Rosa you	first. next.	Now	you. Kumah.	Quickly!	That's it. Good.
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5

Whose	go turn	was it? is it?	Not yours. It's hers/his.	You be quick! Come on!	(Mine.) (Hers.) (His.)
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6

Is it	you All	now? next?	(Oh. Sorry. Yes.)
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7

Come on! Wake up! Hey!	Wasn't Isn't	it	his your her	go? turn?	(Yes it was/is.)
------------------------------	-----------------	----	--------------------	--------------	------------------

8

Good.	Have you all Who hasn't	had a	go turn	now? yet?	(No. Not me.) (I haven't.)
	Has anybody not				

Alright. Next time you can be first.

Class in halves

Now we'll do it differently. Listen! In halves!

9

For this, Now,	I'm going to I'll	divide you down the middle. divide you in half.
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Now, this half of the class, you're "A" and, this half, you're "B"

10

Right.	Now “A”, you and you “B”, you	ask the questions, etc. answer the questions, etc.
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Then we’ll change over.

11

We’ll	score write points	on the board and we’ll see	who wins. who gets the most.
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Teams for competitions

Now we can have a competition, with teams. Hands up, all number ones! Ready?

For this, we’re going to have teams, going from front to back. Now, we have 4, (5,6) teams. A B C D E F etc.

4 teams.

I’ll call a number; only that number can do it.

6 teams. Starting from here.

We need you in pairs within your teams.

Each team! Please will you number off?

Each team, pair off.

You’re 1, you’re 2 and so on. Number off, down the team. In pairs, number off.

12

OK. Now	Wait listen	while I explain	how to play. what we’re going to do.
---------	----------------	-----------------	---

13

Which team can	answer do what I say do it	first? best?
----------------	----------------------------------	-----------------

14

Remember your numbers. We'll	keep the score. see who gets the highest score. have points. see who gets the most points. see which team wins.
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Test yourselves in groups of 5 or 6, taking turns to organize and play, in 2 teams, a competitive game. The teams ask questions in turn until one team guesses.

Practice Exercise: Look up the definition of the following words in your dictionary.

Try to find their meanings as quickly as possible.

1. Choral
2. Individual
3. Calculation
4. Respond
5. Gesture
6. Chorus
7. Afraid
8. Divide
9. Middle
10. Explain

Vocabulary Exercise: Match the items on the right to the items on the left

Take	Driven
Drive	Took
Meet	Rode
Ride	Written
Drink	Met
Strike	Taught
Teach	Drunk
Write	Struck

Writing Exercise: Make the positive present perfect

1. I / study / French.

.....

2. She / eat / octopus.

.....

3. They / go / to Scotland

.....

4. We / read / that book.

.....

5. You / know / David for ten years.

.....

6. We / be / here for two weeks.

.....

Reading and Writing Exercise: Extract

Six months ago I made a rash promise. The leader of the youth club in our village rang me in March saying, “We’re thinking of running a children’s play scheme for a day in October half-term. Would you be prepared to help?” My response was “Sure, why not?” In truth I was a little flattered to be asked, even though working as a care assistant with old people hardly qualified me for the role. Still, I duly put the date in my diary and of course I forgot all about it. I don’t know if you’ve noticed this but time has a habit of speeding along faster than a police car chasing a robber and, before I knew it, the day was dawning.

I arrived at the youth center that morning feeling full of trepidation. There was a gang of 12 helpers including me and each pair had been allocated a particular age group. Mine was the 10 to 11 year olds. Even with the planning meeting I had attended the week before, I worried about whether I was up to the task. Why hadn’t I read through the copious lesson plans we were given beforehand? And wasn’t the average 10-year-old more interested in the latest Play Station game than making things with paper and glue? All too quickly the children began arriving. The look of relief on parents’ faces as they handed their offspring over to us was quite comical. A handful of the children were already members of the club but the other

forty five or so were from the local primary schools. Again I asked myself why I had elected to spend a day with all these ‘little monsters’ especially when I have two all of my own to contend with! I needn’t have worried of course as it turned out to be a marvelous day. We watched entertaining DVD clips, learned ‘action’ songs, made clay pyramids, decorated biscuits, played memory games and spent some time in quiet reflection. I say ‘we’ because I rediscovered my inner child and joined in all the activities.

The particular highlight for me was the final rendition of “He’s got the whole world in his hands” in the closing part of the day. The children knew the words and actions off by heart and sang so loudly it was almost enough to bring the roof down. It’s difficult to explain those moments; only that the body tingles with the pleasure of having witnessed something so magical. Of course there were also moments of great poignancy. I found it difficult to stop thinking of one little girl, who mentioned oh-so casually that her mum was in hospital and would be there for a long time. It’s easy for us adults to idealize childhood and forget that some children have their own burden of anxieties and concerns. When I got home utterly exhausted, still with modeling clay under my fingernails, I reflected on what a privilege it had been.

There was one disappointment for the children and that was that the play scheme was only running for a day, and not the whole week. As I said farewell to my group, one of the children turned and said “Can we do it again in the next holiday, Miss?” My response was, “Sure, why not?”

Source: Flo-Joe. (2017). *Extract*. Retrieved from
<http://www.flojoe.co.uk/fce/students/tests/3part2.htm>

Choose the correct answer

1. When the first day of the job arrived the writer was surprised

 - a. that the day had come round so quickly
 - b. because she’d forgotten to write down the date.
 - c. because she witnessed a car chase on the way.
 - d. that she woke up at dawn.

2. When the writer arrived to start her job she
 - a. put the children into pairs.
 - b. realized she should have done more preparation.
 - c. felt confident she could deal with 10 and 11 year olds.
 - d. saw the children had brought their own electronic games to play with.

3. According to the writer, the parents were
 - a. happy to stay with their children all day.
 - b. worried about children from the other schools.
 - c. nervous that their children might not behave themselves.
 - d. glad to leave their children.

4. The writer's best moment
 - a. occurred in the middle of the day.
 - b. took her by surprise.
 - c. was hard to put into words.
 - d. was when the day was over.

5. According to the writer, adults
 - a. think that being a child is a privilege.
 - b. sometimes forget that children have worries too.
 - c. are usually exhausted by bringing up their children.
 - d. don't have a stressful life.

6. What is the writer's attitude by the end of the day?
 - a. She could imagine doing the job again next time.
 - b. She was sad to say good bye to the children.
 - c. She was disappointed with the experience.
 - d. She hopes the play scheme will be longer in future.

Read the questions below. Write a short paragraph, using a maximum of 8-10 sentences

“What are the best excuses for being absent from class? Why?”

[illegible]

LESSON PLAN

Subject: English for (Thai) Student Teachers

Unit 4.1: Control and discipline

Freshmen English 8:00 – 12:00

The lesson plan for this program included:

1. Teaching materials
2. Teaching techniques
3. Evaluation

The aims of this Unit are

1. To teach the language needed to control classes in such a way as to promote effective learning
2. To revise the language taught in earlier Units by means of a WORKSHOP on lesson planning,

Vocabularies

1. Control (n) – The power to influence or direct people's behavior or the course of events.

The situation was slipping out of her control.

The restructuring involves Mr. Jonson giving up control of the company.

Some teachers have more control over pupils than their parents have.

He had a terrible temper, and sometimes he would completely lose control.

He was working hard to keep control of himself.

2. Discipline (n) – The practice of training people to obey rules or a code of behavior, using punishment to correct disobedience

It is important to distinguish between discipline and punishment.

It was that image of calm and discipline that appealed to voters.

The discipline of studying music can help children develop good work habits.

The workman was disciplined by his company but not dismissed.

Her husband had at last taken a share in disciplining the boy.

3. Promote (v) – to help or encourage to exist or flourish; further

It has long been known that regular exercise promotes all-round good health.

We actively promote the use of alternative transport methods.

The singer has announced a full British tour to promote his second solo album.

In fact, those people have been promoted.

These two teams were promoted together in 2015 after a close battle in the Championship.

4. Adult (n) – a person or animal that has grown to full size and strength

Adults pay an admission charge but children get in free.

Becoming a father signified that he was now an adult.

Children under 14 must be accompanied by an adult.

I've lived most of my adult life in London.

We were very adult about it. We discussed it rationally over a drink.

5. Motivation (n) – A reason or reasons for acting or behaving in a particular way.

Her main motivation was a desire to see the old mill working again.

Money is my motivation.

The timing of the attack, and its motivations, are unknown.

Money is no object to her but it is definitely not her main motivation.

There's a real personal motivation behind her desire to succeed too.

6. Material (n) – a physical substance that things can be made from
Stone is a durable material.

The materials are soft and comfortable to wear.

The builders ran out of materials.

In my version of the story, I added some new material.

Every room must have been stuffed with material things.

7. Concentration (n) – The action or power of focusing all one's attention.

She was frowning in concentration.

Neal kept interrupting, breaking my concentration.

We lacked concentration and it cost us the goal and the game.

He can play off either foot and has strong powers of concentration.

The largest concentration of service industries are found in urban areas.

8. Interrupt (v) – to stop a person from speaking for a short period by something you say or do

The sudden interruption stopped Beryl in mid-flow.

She rudely interrupted my speech.

He tried to speak, but she interrupted him.

He has rightly interrupted his holiday in Spain to return to London.

The match took nearly three hours and was interrupted at times by rain.

9. Pleasantly (adv) – In an enjoyable or agreeable manner

The water is pleasantly warm

We talked pleasantly of old times.

The room was pleasantly warm.

She was greeted pleasantly by every passer-by.

He smiled pleasantly and extended his arm for me to pass

10. Properly (adv) – Correctly or satisfactorily

I haven't eaten properly for a few days and my sleeping has been erratic.

You're too thin. You're not eating properly.

There needs to be a properly informed public debate.

He's a spoilt brat and it's about time he learnt to behave properly.

They will be concerned to do the right thing—to dress properly, for instance.

LEARNING & TEACHING ACTIVITIES	
STUDENT	1. Read “Unit 4.1 – Control and discipline ” carefully & try to think deeply about in what ways is teaching English to adults different from teaching English to children? Then do “Exercise”
	2. Use “Unit 4.1 – Control and discipline ” as your models for writing. Then write about in what ways is teaching English to adults different from teaching English to children in 120-150 words.
	3. Complete “exercise” at the end of the unit.
TEACHER	4. Supervise the students’ work. Let them use a dictionary regularly in their reading & writing in order to form a dictionary habit.
	5. Mark their exercise. Always stick to the marking criteria.
	6. Explain writing problems to the students. Help them to write correctly & effectively.

Unit 4.1: Control and discipline

1

No, don’ts!	That’s silly.
Don’t do that!	Settle down.
Stop that!	Come on, let’s get on.
Stop doing that!	Now listen.
That’s enough!	Now get on with your work.
You mustn’t do that!	Let’s start again.
Be quiet!	Whose turn is it now?

2

Now then,		behave in class.
No, All.	that’s not the way to	learn English properly.
No. . . .		do pair practice, etc.

3

No No more Stop Would you mind not Please will you stop Without You shouldn't be There'll be trouble if you go on I'll report you to Mr X if you go on	playing around! talking! chatting! making a noise! being silly/stupid! shouting! disturbing the others! interrupting the others! behaving like that! speaking Spanish/Chinese! whispering! copying! Do it on your own! whispering! copying! Do it on your own! passing notes! turning round! Face me! dreaming! Wake up!	Get on, Calm down, Listen, Be quiet, Settle down.	please.
--	--	---	---------

4

No	talking writing	while	I'm talking. I'm writing on the blackboard.
Don't	talk write		I'm explaining this. we're doing this. the lobbers are still working.
	move your lips while you're reading.		

5

Don't You mustn't You'd better not	talk start answer write it down read it write it	until unless	I tell you to. I've finished. I let you. you've understood. I ask you to. I've said it all. everyone's ready. everyone's finished.
You needn't	translate	unless	I ask you to.

6

Wait a minute!	Not No, not	this that	book. picture. page. card. exercise. dialogue. one.	This	book. page. one.	This one. Here. Look.
			way.	This	way.	Like this.

7

You've	brought done got	the wrong	book, page, exercise, one,	haven't you?	What did I ask you to do? Who can remember what I said?
You're	reading doing			aren't you?	
	doing it the wrong way,				

8

Could you	Do it	How The way	I told you to?
	Read Write	The bit The exercise	I asked you to?

9

You'd better	Be careful	Hadn't you?
	Be quiet	
	Listen next time	
	Try harder	
	Watch out	

10

If you don't	Pay attention, Listen properly, Concentrate.	It'll go in one ear and out the other!
--------------	--	--

11

If you	Do that again	I'll I'll have to I'll definitely I'll simply	Send you to Mr X.
	Forget it again		Set you extra work.
	Don't do your homework once more		Tell the Headmaster.
	Don't work harder		Write to your parents.
	Keep on wasting time		Punish you. Tell your parents.

Test yourself

Say the answers to these out loud in a suitable tone of voice. What would you say in these circumstances?

- (a) Gustav turns round for the third time to chat to the person behind.
- (b) Rosa has started the wrong exercise.
- (c) Hossein keeps falling asleep.
- (d) Ali and his friend are being silly.
- (e) Mr Adjimi begins to write while you are presenting something new.
- (f) His friend keeps whispering to him.
- (g) Mrs. Moussavi is writing a whole paragraph rather than the first sentence.
- (h) Miss Kasemi is copying whole sentences instead of writing notes.
- (i) Some children are not working well and repeatedly interrupt the others.
- (j) Chee never finds the right page and even now is looking at the wrong picture.
- (k) Some students are reading silently but moving their lips as they read.
- (l) Mr. Lee keeps giving translations instead of answering in English
- (m) The whole class has worked very well indeed throughout the lesson.

Correction techniques (using a pleasant tone of voice, to be encouraging)

Er.no. . .Ail. you try?

Nearly!

Not quite, try again. . .

That's it!

Better, but still not quite right. Anyone?

Good, that was a difficult one.

(For more Practice activities, see Units 14 and 15.)

(d) Production (simple tasks only. They may need to be explained in L)

Now imagine that you were	This person. Mr X.	What might he say?
------------------------------	-----------------------	--------------------

Can anyone make some more sentences about . . . using the same pattern?

What else could Mr X say?

What about you? If this happened to you what would you say in English? And so on.

Depending on the structure and the situation or context.

(For more on Production activities, see Unit 17.)

Correction techniques

At this stage, when students are experimenting with the new language they are just been taught and beginning to use it for themselves. It would be psychologically unsound to interrupt and correct them, unless they were completely stuck or obviously in a hopeless muddle and feeling unhappy. Teachers should, therefore, not correct, but merely make a note of common errors and plan to deal with them at a later stage.

Practice Exercise: Look up the definition of the following words in your dictionary.

Try to find their meanings as quickly as possible.

1. Rapidly
2. Further
3. Polite
4. Phrase
5. Accompany
6. Specific
7. Headmaster
8. Robber
9. Rainstorms
10. Criteria

Exercise: Match the questions and answers

- | | |
|--------------------------------|------------------------------------|
| a. It costs about 1000 baht. | b. I took a couple of hours to do. |
| c. He studied biology. | d. They arrived at ten o'clock. |
| e. It was about 50 miles. | f. I bought it in New York. |
| g. I don't know why he did it. | h. He started work here in 2001 |
| i. Pete told me. | |

1. What time did they arrive?

.....

2. How much does it cost?

.....

Practice Exercise: Look up the definition of the following words in your dictionary.

Try to find their meanings as quickly as possible.

1. Previous
2. Exploitation
3. Section
4. Status
5. Habits
6. Situation
7. Tutor
8. Doubt
9. Pronunciation
10. Adolescents

Grammar Exercise: Choose the correct adverbs

1. Come (quick, quickly). I need your help.
2. Mrs. Smith cooks the meal very (fast, fastly).
3. Please speak (loud, loudly). I can't hear it.
4. How (well, good) does he play football?
5. You should drive (carefully, careful) along the road.
6. We study English (hardly, hard).
7. The sun was shining (brightly, bright).
8. A sale team prepares their presentation (careless, carelessly).
9. He did (bad, badly) on his exam.
10. Mrs. Smith speaks (soft, softly) to the children.

Vocabulary Exercise: circle the correct word

1. Jack walked (slow, slowly) into the office.
2. Don't worry about this exam. You'll pass it (easy, easily).
3. I broke the grandfather clock. My father was really (angry, angrily).
4. If you drive (careful, carefully), you won't get an accident.
5. Was Martha (bad, badly) hurt?

6. They won't go to that province because it is (dangerous, dangerously) for the girls.

7. Jane became (violent, violently) when the owner of the apartment asked her to leave.

8. Danai is a good tennis player. He hits the ball (hard, hardly)

Reading and Writing Exercise:

It is tough to be young

Are you too old to be a child, but too young to be a teenager? We interviewed five kids between the ages of ten and fourteen, and asked them what the most difficult things about being their age were. Here are their replies.

A. Robyn, aged ten I think the main problem when you are ten is that if you want to do something, or you don't like something, no-one cares, because "you're just a kid". My sister is just two years older than me, yet she is allowed to do all sorts of things I can't, because everyone thinks I'm still a baby. I don't really care about boys, but I have a friend called Darren. He's nice, but he's not a boyfriend or anything like that.

B. Sharon, aged eleven. At school it can be difficult with some of the other girls. There are problems with bullies, and often we have too much schoolwork to do. It's made even more difficult at home, where sometimes I feel unhappy and frustrated that I can't get on with my brothers and sisters, and sometimes we fight and then our parents get angry with us.

C. Terry, aged twelve. I have trouble growing up, because I feel I have no control over my body. Going through puberty is difficult and sometimes it's frightening. You get pimples, and your voice changes and sometimes you feel really self-conscious. Also, you have more responsibilities than you had before and you spend a lot of time away from your family so you have to learn how to look after yourself. All your friends seem to know what they're doing, and sometimes you feel very lonely and left out.

D. Darren, aged thirteen. I get really stressed out, because there is so much schoolwork. You've always got homework, and tests to do at the school. And it's frightening that what you do now can change the way the rest of your life will be.

Sometimes, we don't know what to do, and we don't know who we can ask for help. Also, there is the question of girls. We feel very embarrassed and self-conscious, everybody talks about going out with them all the time, and sometimes on feel that I'm the only one who doesn't know what to do when I'm around girls.

E. Susan, aged fourteen. I spend a lot of time with girls who are my age, and sometimes I have to fit in with them, even if I don't really agree with it sometimes. Otherwise, people make you feel you are weird, and different. Also, you don't know what to do about boys. Everybody else has got a boyfriend except me, but so many of the boys are just so stupid I couldn't go out with them. It would be nice to talk to someone about it, but the only people I know well are my friends the same age, and none of them will admit they have any problems.

Source:

<http://www.englishonline.org.uk/fcefolder/fceread4.php?name=FCE%20Reading%20part%204%20test%201>

Which person?

1. feels that the physical changes of adolescence are disturbing? _____
2. feels ignored? _____
3. thinks that their friends are coping better than they are? (*two answers*)

_____, _____

4. worries about the future? _____
5. finds that being more independent has problems? _____
6. has problems with people at school? _____
7. has the most problems at home? (*two answers*) _____, _____
8. tries hardest to get on with their friends? _____
9. seems happiest with someone of the opposite sex? _____
10. sometimes feel uncomfortable with themselves? (*two answers*) would like to be older? _____, _____

Read the questions below. Write a short paragraph, using a maximum of 8-10 sentences

“How do you request to meet a counselor?”

.....

.....

.....

.....

.....

.....

.....

.....

LESSON PLAN

Subject: English for (Thai) Student Teachers

Unit 5: The first lessons in English

Freshmen English 8:00 – 12:00

The lesson plan for this program included:

1. Teaching materials
2. Teaching techniques
3. Evaluation

The aims of this Unit are

1. To show teachers how to control their language and help students of all levels to understand during their first few lessons entirely in English
2. To bring out the difference between teaching for passive control, i.e. understanding, and active control of English, i.e. speaking and using English productively
3. To examine the use of Questions in the ELT classroom, and give practice in handling them in different circumstances

Vocabularies

1. Active (adj) – Engaging or ready to engage in physically energetic pursuits

Although he was seventy he was still robust and active.

Having an active youngster about the house can be quite wearing.

I am an active member of the Conservative Party.

He is active on Tyler's behalf.

Companies need to take active steps to increase exports.

2. Passive (adj) – Accepting or allowing what happens or what others do, without active response or resistance

The women were portrayed as passive victims

His passive attitude made things easier for me.

Even passive acceptance of the regime was a kind of collaboration.

They want less passive ways of filling their time.

When police arrived, the protesters used passive resistance to continue their protest.

3. Silence (n) – Complete absence of sound

The most underrated element in modern cinema is the sound of silence.

They stood in silence.

He never lets those long silences develop during dinner.

Then he bellowed 'Silence!'

She breathed deeply, savoring the silence.

4. Rapport (n) – A close and harmonious relationship in which the people or groups concerned understand each other's feelings or ideas and communicate well

She had an instant rapport with animals.

He said he wanted 'to establish a rapport with the Indian people'.

The success depends on good rapport between interviewer and interviewee.

You have an intellectual rapport, a kind of easy companionship that makes me really jealous.

I like to build a rapport with people.

5. Procedure (n) – An established or official way of doing something

The police are now reviewing procedures.

A biopsy is usually a minor surgical procedure.

Police insist that he did not follow the correct procedure in applying for a visa.

The White House said there would be no change in procedure.

It also called for clubs to be fined if they fail to follow procedure.

6. Mutter (v) – Say something in a low or barely audible voice, especially in dissatisfaction or irritation.

He muttered something under his breath.

'God knows what's happening in that madman's mind,' she muttered.

She can hear the old woman muttering about consideration.

He sat there shaking his head, muttering to himself.

She was staring into the fire muttering.

7. Vowel (n) – a speech sound produced without occluding, diverting, or obstructing the flow of air from the lungs

A long vowel is a long sound as in the word “shoe”.

The vowel in words like ‘my’ and ‘thigh’ is not very difficult.

Each chapter uses only one vowel.

This corrected her flat southeast London vowels.

If you pronounce the vowel in bit with your lips rounded, you may approach it.

8. Syllable (n) – A unit of pronunciation having one vowel sound, with or without surrounding consonants, forming the whole or a part of a word; for example, there are two syllables in water and three in inferno.

The word ‘button’ has two syllables.

We children called her Oma, accenting both syllables.

Some people labor on to the last syllable.

The song is based on two syllables, each of equal stress.

It goes on and on, until the last syllable of recorded time.

9. Extract (v) – to remove or take out something

They used to extract iron ore from this site.

He extracted a small notebook from his hip pocket.

Patterson went straight to the liquor cabinet and extracted a bottle of Scotch.

She reached into the wardrobe and extracted another tracksuit.

A dentist may decide to extract the tooth to prevent recurrent trouble.

10. Absolute (adj) – very great or to the largest degree possible

I have absolute faith in her judgment.

It’s not really suited to absolute beginners.

A sick person needs absolute confidence and trust in a doctor.

About 12 inches wide is the absolute minimum you should consider.

I think its absolute nonsense.

LEARNING & TEACHING ACTIVITIES	
STUDENT	1. Read “Unit 5.1 – The first lessons in English ” carefully & try to think deeply about the first time you teach a new class it’s a good idea to begin to establish a set of standards concerning class procedures and stick to them. Then do “Exercise”
	2. Use “Unit 5.1 – The first lessons in English ” as your models for writing. Then write about the differences between starting a course with adult beginners and children beginners in 120-150 words.
	3. Complete “exercise” at the end of the unit.
TEACHER	4. Supervise the students’ work. Let them use a dictionary regularly in their reading & writing in order to form a dictionary habit.
	5. Mark their exercise. Always stick to the marking criteria.
	6. Explain writing problems to the students. Help them to write correctly & effectively.

Unit 5: The first lessons in English

Practice Exercise: Look up the definition of the following words in your dictionary.

Try to find their meanings as quickly as possible.

1. Rapidly
2. Further
3. Polite
4. Phrase
5. Accompany
6. Specific
7. Headmaster
8. Robber
9. Rainstorms
10. Criteria

Exercise: Match the questions and answers

- | | |
|--------------------------------|------------------------------------|
| a. It costs about 1000 baht. | b. I took a couple of hours to do. |
| c. He studied biology. | d. They arrived at ten o'clock. |
| e. It was about 50 miles. | f. I bought it in New York. |
| g. I don't know why he did it. | g. He started work here in 2001. |
| h. Pete told me. | |

1. What time did they arrive?

.....

2. How much does it cost?

.....

3. Where did you buy it.

.....

4. Why did he do it?

.....

5. How long did it take?

.....

6. Who told you?

.....

7. How far was it from London?

.....

8. What did he study at college?

.....

9. When did he start work here?

.....

Grammar Exercise: Complete the question tags

1. John smokes a lot, ?
2. My mother has lovely hair, ?
3. You like this film we're watching, ?
4. He can't speak English very well, ?
5. Your brother isn't married,?

6. She doesn't cook very well, ?
7. You're seeing Amy next week, ?
8. They don't have a very nice house, ?
9. She is the richest woman in the town, ?
10. We should leave before it gets dark, ?
11. You would like a cup of tea, ?
12. They mustn't go too near the lake, ?
13. You'll see John tomorrow, ?
14. This was an interesting exercise, ?
15. Let's (us) try and phone her again, ?
16. You've seen this film already, ?
17. Your uncle has never been out of the village, ?

Vocabulary Exercise: Match the two columns

- | | |
|----------|--------------------------------------|
| a. Feed | have a drink |
| b. Wash | put on your jacket, it's hot |
| c. Don't | your bedroom |
| d. Do |go to class, it's eight o'clock |
| e. Let's |the dishes |
| f. Tidy |your homework |
| g. Don't |the bird |
| h. Let's |leave the door open |

Writing Exercise: Rearrange the sentence and identify the type of sentence

1. the milk/ don't spill/ on the carpet
.....
2. our new teacher/ have you/ about/ heard
.....
3. wasn't it/ the performance/ was very successful/ yesterday
.....
4. lazy/ is/ he/ boy/ what a
.....

5. did not park/ the shopping center/ Frank/ his car/ near

.....

6. leave/ your umbrella/ did you/ where

.....

Reading and Writing Exercise: Do children see enough culture?

Millions of British children are "culture starved" as they have never been to an art gallery, theatre or museum, a study has claimed. The research, commissioned by Visit Birmingham, found four in 10 children had never been to an art gallery, while a quarter of parents had never taken their offspring to the theatre. One in five parents said they did not think their child would be interested.

The study surveyed 2,000 parents of five to 12-year-olds around the UK. It also found 17% of children had never visited a museum, while one in 10 had not been outside their home town to visit other sites in the UK. Half of parents said they made little effort to educate their children about culture or history and relied on schools to do so.

A quarter said they could not afford to visit attractions with 28% saying they did not have the time and 18% believed their child was "too young for culture".

However half said they were more likely to take their children sightseeing when they were abroad on holiday.

When asked what cultural activities their children had participated in, the most popular was learning an instrument (39%), with ballet (24%), painting (23%) and singing in a choir (22%) the next most popular activities.

Just over a fifth of children were learning a foreign language. Emma Gray, from Marketing Birmingham, which runs the Visit Birmingham campaign, said it was important for all generations to embrace cultural activity.

"Culture can take many kinds of forms and it's essential our children are encouraged to get involved with this at any early age," she said. "A few trips during the year to museums, landmarks or even cultural festivals will prove to be memorable, informative and fun occasions for youngsters."

Select “True” or “False” to answer each question.

1. Most UK children have never been to an art gallery. _____
2. The survey focused on children from age 11 to 16. _____
3. 50% of parents felt it was the schools responsibility to teach children about culture. _____
4. Some children are learning a foreign language. _____
5. Emma Gray thinks culture isn’t that important and more focus should be on science and math. _____

Writing Exercise: Read the questions below. Write a short paragraph, using a maximum of 8-10 sentences

“Are you satisfied with your GPA? If not, what would you change?”

.....

.....

.....

.....

.....

.....

.....

.....

LESSON PLAN

Subject: English for (Thai) Student Teachers

Unit 5.1: Oral Practice

Freshmen English 8:00 – 12:00

The lesson plan for this program included:

1. Teaching materials
2. Teaching techniques
3. Evaluation

The aims of this Unit are

1. To help teachers evaluate different types of oral practice activities from the linguistic point of view
2. To teach the language needed to handle a variety of oral practice activities in the classroom
3. To give practice in different elicitation techniques that can be used at the practice stage in the lesson

Vocabularies

1. Linguistic (adj) – connected with language or the study of language
I'm particularly interested in the linguistic development of young children.
Somalia is an ethnically and linguistically homogeneous nation.
Modern linguistics emerged as a distinct field in the nineteenth century.
It is ripping down the cultural and linguistic barriers which have divided us.
But it is, on the whole, a bad idea to compare your linguistic ability to his.

2. Handle (n) – a part of a thing made specifically to be grasped or held by the hand

She turned the handle and slowly opened the door.

I turned the handle and found the door was open.

The handle of a cricket bat protruded from under his arm.

To tell the truth, I don't know if I can handle the job.

She cannot handle pressure.

3. Variety (n) – the characteristic of often changing and being different

The Northern Mockingbird is known and loved for the quality and variety of its song.

Susan's idea of freedom was to have variety in her lifestyle.

I know no store anywhere in the world that has such variety and display.

The music itself has so much variety.

The island offers such a wide variety of scenery and wildlife.

4. Elicit (v) – If you elicit a response or a reaction, you do or say something which makes other people respond or react. They were able to elicit the support of the public.

He spoke for a long time, trying to elicit some comment or response from Hanuman.

It is not the first time the play has elicited strong reactions.

All of which has elicited no reaction at all.

Did none of them elicit sympathy?

It is a programme that elicits horror, sympathy and admiration in equal measure.

5. Useful (adj) – Able to be used for a practical purpose or in several ways

At least it felt like I was doing a proper job and something with a useful purpose.

The slow cooker is very useful for people who go out all day.

Hypnotherapy can be useful in helping you give up smoking.

The police gained a great deal of useful information about the organization.

We need to find ways of dealing creatively and usefully with our feelings.

6. Perfect (adj) – complete and correct in every way, of the best possible type or without fault

What is your idea of perfect happiness?

He spoke perfect English.

Hiring a nanny has turned out to be the perfect solution.

It's a perfect example of a house reflecting the person who lives there.

Nobody is perfect.

7. Experience (n) – The knowledge or skill acquired by a period of practical experience of something, especially that gained in a particular profession

You should have the necessary experience in health management.

He has also had managerial experience on every level.

His mother's had plenty of experience taking care of the twins for him.

I should not be in any danger here, but experience has taught me caution.

She had learned from experience to take little rests in between her daily routine.

8. Meaningful (adj) – full of meaning, significance, purpose, or value; purposeful; significant

The comparison must be meaningful and relevant.

She believes these talks will be the start of a constructive and meaningful dialogue.

He asked people to tell him about a meaningful event or period in their lives.

He glanced meaningfully at the other police officer, then he went up the stairs.

'Who's your publisher?'—'Lockett Press,' she said, and she raised an eyebrow meaningfully.

9. Demonstrate (v) – Give a practical exhibition and explanation of (how a machine, skill, or craft works or is performed

She demonstrated how to cook chops.

The study also demonstrated a direct link between obesity and mortality.

You have to demonstrate that you are reliable.

They are anxious to demonstrate to the voters that they have practical policies.

He's demonstrated how a campaign based on domestic issues can move votes.

10. Example (n) – a way of helping someone to understand something by showing them how it is used

In these two examples, the character becomes a friend and helper to the hero.

The doctors gave numerous examples of patients being expelled from hospital.

Listed below are just a few examples of some of the family benefits available.

Symphonies 103 and 104 stand as perfect examples of early symphonic construction.

The plaque illustrated in Figure 1 is an example of his work at this time.

LEARNING & TEACHING ACTIVITIES	
STUDENT	1. Read “Unit 5.1 – Oral Practice ” carefully & try to think deeply about what visual aids you could use to make some of the activities more interesting and meaningful. Then do “Exercise”
	2. Use “Unit 5.1 – Oral Practice ” as your models for writing. Then write about the activities you prefer to use in your classroom in 120-150 words.
	3. Complete “exercise” at the end of the unit.
TEACHER	4. Supervise the students’ work. Let them use a dictionary regularly in their reading & writing in order to form a dictionary habit.
	5. Mark their exercise. Always stick to the marking criteria.
	6. Explain writing problems to the students. Help them to write correctly & effectively.

Unit 5.1: Oral Practice

Substitution tables

1

How many	Sentences Different sentences	Can you	Say? Say to your neighbor? Write down? Remember?	Listen, I’ll do one____. Like this _____. Nice and quickly.
----------	----------------------------------	---------	---	---

2

Who will be the first	team	To	read out	5	Sentences? Questions?
	group		learn	10	
	pair		say	15	
	person		write		
	one				

3 (With a table on the blackboard, you can gradually erase parts of it.)

Now I'm going to rub	some a few more	words off.	can you still say a sentence?
Now	turn round, face the back, without looking at the board,		how many can you remember? say some to yourselves.

4 (With mixed tables where not all combinations produce correct sentences.)

Now, be careful,	this table is more difficult, only some sentences are correct.	
	this time you have to	make true sentences about the picture. answer my questions from the table.

Discrimination exercise

5 (referring to words on the blackboard)

Listen	and tell me which this refers to, this, (past tense) or this (present). Then answer either like this, , or like this, whichever is suitable.
--------	--

6

I'm going to	Read say	some	Sentences questions	Which are either	Past or present. Offers or queries. about one person or two people. a request or a command.
--------------	-------------	------	------------------------	---------------------	--

See Unit 18 for more on listening and oral work.

Substitution drill

7

We' ll start with Look at Listen to	This sentence, “.....”	Can you repeat it?	All together Faster! And against
---	---------------------------	--------------------	--

8

Now	say it with change it, say	“yesterday” instead of “every day” (and remember the verb). “shopping” instead of “to school”.
-----	-------------------------------	---

9

Listen to Look at	The cue and use the cue word.
Listen, and I'll	Do the first two for you so you understand. Show you how I mean

Conversation drill

10

We're going to	Practice using the verb do a conversation drill	with	“need”.	Look at these cues. What are these things?
----------------	---	------	---------	---

11

There are two people talking, A and B. A says something and B answer.	Listen..... Like this.....
--	-------------------------------

12

Now, I'll be A and you	Are B. Take B's part.	Listen to what A says and reply using one of the cues. So you make a sentence with “need”, OK?
------------------------	--------------------------	--

Using picture cues

13

Look at these	People on the board.	They	Want to do like doing are going to do have just done want to buy have just bought etc.	One of these things.
	Names of the people in the picture			

14

So,	can you I want you to	make a sentence ask a question	About each person;	Like this “.....” Using this pattern “.....” Beginning “.....”
-----	--------------------------	--------------------------------------	-----------------------	--

15

Now, in	twos, threes,	Make up a short dialogue Do some questions and answers,	like this, for example about yourselves
---------	------------------	--	---

Guessing games

(to practice question forms)

16

There are	3	people	in this picture.	They all have numbers.
	5	people doing things	on the board.	
	8	objects		
		words expressing time		
		Different things in my bag.		
		Cards with pictures on.		

17

I'm going to One of you can	choose write	one	card number thing	and not tell anyone which it is.
--------------------------------	-----------------	-----	-------------------------	----------------------------------

18

Then the rest of you	can have to	ask questions to	find out guess	which one it is.
-------------------------	----------------	------------------	-------------------	------------------

19

Shall I	show you? demonstrate?	Questions on this Keep to the same	pattern, _____OK?
---------	---------------------------	---------------------------------------	-------------------

20

You	have to can only	ask questions with Yes or No answers,	like this _____ for example _____
-----	---------------------	---------------------------------------	--------------------------------------

21

Right; so	I'll you	choose one, and all of you can guess.	
If you guess correctly,		you	can choose next time. get the next go.

Using Indirect questions

(to give students practice in asking questions and to promote pair practiced)

The table refers to the Wall picture illustrated on page 104 at the bottom. Be careful to use the correct intonation for indirect questions (falling; listen to the question the teacher asks Gustav to ask, in the taped dialogue).

22

Now I want you to practice some questions. Ready?				
Someone Lee,	ask	All Rosa Tse	how	She/he thinks the fire started. the fire started.
			where the students were sitting.	
			what	the students outside did, on seeing the smoke. she/he thinks about the fire.

Ask	your	neighbor partner(s)	who	the fire brigade had to rescue and why. telephoned the fire brigade,
	each other		why the people in the building could not get out. how long it took to put the fire out. how much damage it caused. if anybody had to go to hospital.	

Correction techniques

(at the controlled practice stage, where accuracy is important)

See Part Two, Unit 13 for more on corrections.

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Wait Excuse me Just a minute Er, not “_____”	“_____?”	Was that	correct? how I said it? alright?	Think! What was wrong?	
				Listen Say it	again!
				What should it be?	

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Yes,	well done. much better.	Let’s all say that together. Can you say it again for us?	Listen, OK?
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Practice Exercise: Look up the definition of the following words in your dictionary.

Try to find their meanings as quickly as possible.

1. Purpose
2. Structure
3. Natural
4. Carefully
5. Terribly
6. Discrimination
7. Implication
8. Lottery
9. Excellent

10. Ordinary

Grammar Exercise: Complete the sentences with the correct preposition

Use at, in, on

1. Do you think it is a good idea to ban smoking public places?
2. Look at the picture the wall.
3. My house is the end of the street.
4. I stopped Nancy's house.
5. Do you like walking the garden?
6. I found my keys the desk.
7. I met him Paris.
8. He was crying the back of the classroom.
9. I saw the film TV.
10. These people live my hometown.

Choose the correct preposition

1. They caught the fugitive the corner of the street.
a. in b. on c. at
2. He will wait three o'clock; then he'll have to leave.
a. on b. for c. until
3. They are rarely home at lunch time.
a. in b. on c. at
4. He went a new school in London.
a. from b. to c. in
5. I talk to my mother the phone every weekend.
a. in b. on c. at
6. What time does the flight Amsterdam arrive?
a. from b. to c. at

7. Do you like to live busy road?

- a. in b. on c. at

8. They have been married twenty years.

- a. since b. in c. for

9. I'll be home 10 minutes.

- a. by b. in c. for

10. I like the smile her face.

- a. in b. on c. at

Reading Exercise: Cheating and Plagiarism

Students are responsible for familiarizing themselves with the University Code of Student Conduct, as on enrollment with the University the student has placed themselves under the policies and regulations of the University and all of its duly constituted bodies.

Disciplinary authority is exercised through the Student Conduct Committee.

The Committee has procedures in place for hearing allegations of misconduct.

Copies of the student conduct code are available at the Student Services Office.

Academic dishonesty is never condoned by the University. This includes cheating and plagiarism, which violate the Student Conduct Code and could result in expulsion or failing the course. Cheating includes but is not limited to obtaining or giving unauthorized help during an examination, getting unauthorized information about the contents of an examination before it is administered, using unauthorized sources of information during an examination, altering or falsifying the record of any grades, altering or supplying answers after an examination has been handed in, falsifying any official University record, and misrepresenting the facts to get exemptions from or extensions to course requirements.

Plagiarism includes but is not limited to submitting any paper or other document, to satisfy an academic requirement, which has been copied either in whole or in part from someone else's work without identifying that person; failing to identify as a quotation a documented idea that has not been thoroughly assimilated into the student's language and style, or paraphrasing a passage so closely that the reader could be misled as to the source; submitting the same written or oral material in different courses without obtaining authorization from the lecturers involved; or 'dry-labbing', which includes obtaining and using experimental data from fellow students without the express consent of the lecturer, utilizing experimental data and laboratory write-ups from other parts of the course or from previous terms during which the course was conducted, and fabricating data to fit the expected results.

Source: <https://www.usingenglish.com/comprehension/32.html>

Choose the correct answer

1. The Student Services Office familiarizes students with the student code.
a. True b. False c. Not given

2. Cheats will automatically be expelled because their behavior cannot be condoned.
a. True b. False c. Not given

3. The text lists all activities that are considered to be cheating.
a. True b. False c. Not given

4. According to the text, cheating is a more serious offence than plagiarism.
a. True b. False c. Not given

5. It is never acceptable to paraphrase closely.
a. True b. False c. Not given

6. Students can submit the same work in different courses as long as they ask their lecturer and it is not their own.
a. True b. False c. Not given

7. If students want to use other students' laboratory data, they must ask them and the lecturer first.
a. True b. False c. Not given

8. Data must fit the expected results.
a. True b. False c. Not given

Writing Exercise: Read the questions below. Write a short paragraph, using a maximum of 8-10 sentences

“How do you get a good grade on a test?”

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Source: Lesson Plans from Teaching English through English by Jane Willis