

International Academic Multidisciplinary Research Conference 2017

Conference Proceedings

**INTERNATIONAL BUSINESS ECONOMIC TOURISM SCIENCES TECHNOLOGY
HUMANITIES SOCIAL SCIENCES AND EDUCATION RESEARCH CONFERENCE**

*London, United Kingdom
5 – 7 April, 2017*

THE 2017 ICBTS



Conference Three Themes

The International Business Tourism and Applied Sciences Research Conference

The International Education Social Sciences and Humanities Research Conference

ISBN 978-616-406-840-7

Conference Proceedings

INTERNATIONAL BUSINESS ECONOMIC TOURISM SCIENCES TECHNOLOGY
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THE 2017 ICBTS

Organised by

ICBTS Institute Conference Center & IJBTS International Journal of Business Tourism and Applied Sciences

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Published by Chayanan Kerdpitak (ICBTS Institute Conference Center & CK research)
Phaholyothin Road, Klongnuang, Klongluang
Pathumtani 12120, Thailand: Tel 087 0287 287, Fax +662 994 5021

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Proceedings of Abstracts and Papers (on CD-ROM or flash drive) of The International Business Economics Tourism Transport Technology Social Sciences Humanities and Education Research Conference

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ISBN: 978-616-406-840-7 (electronic book)

Published by Chayanan Kerdpitak (ICBTS Institute & CK Research)

Pramsiri Boutique Park, 18/83 Building A, Prasertmanukid Rd. Bangkok, 10900, Thailand

Plum Condo Park Rangsit, 91/194 moo4, Phaholyothin Road, Klongnung Klongluang Pathumtani 12120, Thailand

INTRODUCTION

We would like to welcome our colleagues to the International Business Tourism Transport Technology Social Sciences Humanities Education Research Conference. It is the seven series in 2016 of Conference on Business Tourism and Apply Sciences was held in Amsterdam. As always many members of the ICBTS 2016 community look forward to meeting, sharing and exchanging their research ideas and results in both a formal and informal setting which the conference provides. Likewise, the concept of alternating the international conference every one month on April to November between Europe and the rest of the world is now well established. This year's event in London (UK) Paris (France) Munich (Germany) Amsterdam (Netherlands) Boston (USA) Toronto (Canada) London (United Kingdom) Zurich (Switzerland) Berlin (Germany) Tokyo (Japan) and another continues with the cultural following the very successful and productive event held in London-Zurich in August 2016 in the field of various types for international academic research conference on Business Economics Social Sciences Humanities Education and Apply Sciences. As usual The ICBTS 2016 brings together leading academics, researchers and practitioners to exchange ideas, views and the latest research in the field of Business Tourism and Apply Sciences.

The theme of this event The 2016 ICBTS International Business Tourism Social Sciences Humanities and Education Research Conference is "Opportunities and Development of Global Business Economics Social Sciences Humanities and Education" It is also represents an emerging and highly challenging area of research and practice for both academics and practitioners a like, The current industrial context is characterized by increasing global competition, decreasing product life cycles, Global Business, Tourism Development, Social Sciences Humanities Education Apply Sciences and Technology collaborative networked organizations, higher levels of uncertainties and, above all, and customers. In our view holding this event in Tokyo represents a timely opportunity for academics and researchers to explore pertinent issues surrounding Business Economics Tourism Social Sciences Humanities Education Sciences and Technology.

Potential authors were invited to submit an abstract to the International Conference Session Chairs. All abstracts were reviewed by two experts from the International review committee and final papers were further reviewed by this volume with 30 contributing authors coming from 18 countries. This book of proceedings has been organized according to following categories:

- Business
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COMMUNICATION BILINGUAL APPROACH IN A THAI SCHOOL ON VOCABULARY AT HOME AND AT SCHOOL

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ABSTRACT

The objectives of this study were (1) to develop a set of teaching material on vocabulary by using the Communicative Bilingual Approach; (2) to compare the achievement of students in the fourth grades by implementation on vocabulary at home and at school before and after the experiments; 10 sets of vocabulary assignments: five sets for using at home and five sets for using at school. A quasi-experimental research with one group Pretest-Posttest design was employed to collect data and administered to four teachers and 89 students in the fourth grade at Suppawit School in the district of Wangnamyen, Sakaeo province, over one semester (2013). The instruments used to collect data in this research included 10 sets of oral tests analyzed by percentage; mean value, E1/E2 efficiency index, Z-test dependent and content analysis.

The results from this experimental study revealed that (1) The designed and developed a set of teaching material on vocabulary by using the Communicative Bilingual Approach in Thai school; 120 words for 10 sets with 12 words in each category 2) The research found that the mean values of the fourth grade students' academic achievement after the experiments was higher than before experiments significantly at 0.05. The use of conversation and vocabulary cards for home, and school has facilitated the good grasp of communicating in different situations. Using both Thai as their base language and English, the target language can motivate and develop the students' communicative ability.

Keywords—Communicative bilingual approach, Thai school, Vocabulary at Home and at School

INTRODUCTION

Preparation for the ASEAN Economic Community (AEC) that should take effect in 2015 also brought about the fast tracking of the English communication skills improvement among Thai people that should be seen starting in schools from teachers to students and to the community at large. Bilingual Education in this study is defined as an education in which L1 and English are employed as the two languages of instruction. The definition relates to Baker (1987) who points out that bilingual education is referred to 'education in which two languages are used within the school'. Bilingual Education in this study also refers to English Programme (EP) and Mini English Programme (MEP) in which Thai and English are used in Thailand.

LITERATURE & THEORY

Bilingual Approach

Saunders (1982) defines bilingual approach involves teaching most subjects through two languages, mainly the mother tongue and the second language. Bilingualism implies the ability to use more than one language but this conceals a variety of possibilities regarding the forms of language that are used and the contexts in which they are brought to play. Garcia (2011) explain that bilingual teaching is instruction given in, and study of, English, and to the extent necessary to allow a child to progress effectively through the educational system, the native language. It is generally accepted by scholars and researchers that for learners of English as a second language, there is a transfer of language learning skills from the native language to the second language especially in writing (Krapels, 1990; Simpson, 2004).

Code Switching in the Classroom

Language alternation is intended to help promote meta-linguistic awareness through the communicative use of two languages. This model builds the teaching and learning experience on the basis of language alternation, the fundamental idea that the alternating use of both languages reinforces awareness of the free, non-fixed relationship between objects and their labels and the necessary ability to separate words and concepts (Moore, 2002).

Communicative Bilingual Approach

The merger of communicative and bilingual approaches can be termed as “communicative bilingual approach”. This fusion suggests that the methods used in both models are applicable to teaching English whereby the students are encouraged to learn English through Thai as the base language having the activities done in such a way that the function of language is observed. This means that during the teaching-learning process, the teachers and students are allowed dual language use in and outside the classroom. During their discussions or the teachers giving instructions, it is presumed that new vocabularies are used in place of Thai words to express themselves. Applying the idea of Halliday (1975), the communicative bilingual approach fits the description of the functions of language whereby English is used for instrumental, personal, interactional, regulatory, representational, heuristic and imaginary. Among these seven functions of language, it is observed that the instrumental, interactional and regulatory functions are the most used in and outside classroom. Interactional and regulatory are the most used functions owing to the fact that speaking and listening exercises employ short dialogues, discussions, and giving instructions or imperatives. Role playing as one unit in instrumental function deserves second-most usable form of language exercise in the classroom. Since the main goal of the communicative bilingual curriculum is to improve teachers’ and students’ English usage, especially listening and speaking, it is necessary that the activities are focused on useful expressions and what and how to respond to everyday situations.

Curriculum and Instructional Media Design

The design and development of the curriculum and instructional media that suits the teaching and learning activities in the Communicative Bilingual Approach need a thorough setting of theory and model as guiding principles.

The Taba Rationale on Curriculum Development (Taba, 1962) consists of the following seven steps:

- Step 1. Diagnosis of needs
- Step 2. Formulation of objectives
- Step 3. Selection of content
- Step 4. Organization of content
- Step 5. Selection of learning experiences
- Step 6. Organization of learning experiences (development of methods)
- Step 7. Determination of what to evaluate and how

OBJECTIVES

The objectives of this study were (1) to develop a set of teaching material on vocabulary by using the Communicative Bilingual Approach; (2) to compare the achievement of students in the fourth grades by implementation on vocabulary at home and at school before and after the experiments;

METHODOLOGY

A quasi-experimental research with one group Pretest-Posttest design was employed to collect data and administered to four teachers and 89 students in the fourth grade at Suppawit School in the district of Wangnamyen, Sakaeo Province, over one academic year (2013). The experiment tools were 52 sets of weekly conversation cards, 10 sets of vocabulary assignments: five sets for using at home and five sets for using at school. The instruments used to collect data in this research included 52 sets of oral tests analyzed by percentage; mean value, and Z-test dependent.

RESULTS

1. Vocabulary Sets by using the Communicative Bilingual Approach

From the study, there were 10 sets of vocabulary composed of five sets for using at home and five sets for using at school as shown in Table 1.

Table 1
Topics for Vocabulary: At Home and At School

No.	At HOME	No.	At SCHOOL
1	Bedroom	1	First Aid
2	Dining Room	2	Canteen
3	Garage	3	On the Bus
4	Living Room	4	Classroom
5	Washroom	5	Toilet

2. An example of vocabulary sets: At home in the bedroom

Each set contains 12 English words, Thai pronunciation, and Thai meaning with a picture. For example, At home in the bedroom, they were: bed, pillow, blanket, mirror, hook, hanger, alarm clock, lamp, comb, clothe, lipstick, and powder. They were as the labels on those things in the bedroom at home of the students. The students studied the words as shown in Figure 1 Vocabulary: At Home in the bedroom, below.

Figure 1
Vocabulary: At Home in the bedroom

At HOME in the BEDROOM					
words	reading	Meaning	words	reading	Meaning
<i>bed</i>	เบ็ด	 เตียงนอน	<i>alarm clock</i>	อะตาม คล็อก	 นาฬิกาปลุก
<i>pillow</i>	พิลโลว์	 หมอน	<i>lamp</i>	แลมป์	 โคมไฟ

3. Students' Learning Achievement

The 89 students in the fourth grades were able to improve themselves in terms of their English skills. The research found that the students' learning progress increased significantly at .05. The post-test results are higher than the pre-test ones as shown in table 2.

Table 2
The post-test and the pre-test results

Tests	\bar{x}	S.D.	Z	P. Value
Pre-test	6.9887	1.1530	-10.4296	.000
Post-test	7.9887	1.2476		

4. The post-test and the pre-test results in each sets of vocabulary

Learning achievements comparing between Pre-test and Post-test results of each sets of vocabulary showed that vocabulary on bedroom set was the highest for at home while first aid was the highest for at school while washroom for at home was the lowest for at home while toilet was the lowest for at school. It showed in Table 3.

Table 3
The post-test and the pre-test results

Vocabulary sets	Pre-test		Post-test	
	\bar{x}	S.D.	\bar{x}	S.D.
At HOME				

Bedroom	8.5955*	1.3876	9.7191*	0.6740
Dining Room	8.2584	1.2110	9.2134	1.2922
Garage	7.7528	1.1004	8.6179	1.3272
Living Room	7.3595	1.2177	8.1348	1.3667
Washroom	6.9887	1.1530	7.9887	1.2476
At SCHOOL				
First Aid	8.6629*	1.2242	9.5168*	0.9306
Canteen	8.1685	1.1305	8.8764	1.1948
On the Bus	7.5842	1.1561	8.1460	1.2205
Classroom	7.5842	1.1851	7.8089	1.2511
Toilet	7.1123	1.1720	7.5168	1.3577

CONCLUSION

The fusion of communicative approach and bilingual approach can be termed as “Communicative Bilingual Approach”. The way that the designed teaching material focusing on vocabulary at home and at school to be taught follows a combination of communicative language teaching method and that of bilingual approach with the inclusion of code switching. The focus of this merger of approaches is the students’ confident use of English in and outside the classroom or home and school. The observation of the function of language should be seen as the dominant feature of the communicative bilingual approach. According to Cook (2001) said that treating the L1 as a classroom resource opens up several ways to use it, such as for teachers to convey meaning, explain grammar, and organize the class, and for students to use as part of their collaborative learning and individual strategy use. The first language can be a useful element in creating authentic L2 users rather than something to be shunned at all costs. With different activities, teaching methods and with various learning styles, they affected students’ learning achievement at a high level. Therefore, teachers should also have a variety of teaching styles and learning activities based on students’ different learning styles (Anugkakul, 2016). For vocabulary both at home and at school can encourage the students’ learning achievements as Chatburapanun & Yordchim (2014) said that students can employ authentic materials and present language from natural texts rather than made-up examples. The corpus-based learning list will be used to develop language testing such as making tests that reflect the actual language that students will be using on a general basis. It is also useful for the creation of effective teaching materials and activities for classroom and workplace training.

ACKNOWLEDGEMENTS

The researchers would like to express their gratitude to Research and development Center of Suan Sunandha Rajabhat University, Bangkok, Thailand for the funding support.

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