

The Development of Communicative English Learning Process for Local Cultural Communication

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Abstract

The present research was aimed to investigate and to develop the communicative English learning process based on the necessary English communicative skills and contents for local cultural communication. The research methodology consisted of 3 phrases as: 1) to survey the necessary skills and contents of communicative English learning process for local cultural communication in which the samples consisted of 20 local administrators and teachers in the sampling schools in Samutsakorn Province, Thailand. The data was collected using questionnaires, 2) to develop the model of communicative English learning process for local cultural communication based on the results obtained from Phrase 1, and 3) to evaluate the communicative English learning process for local cultural communication with the sampling teachers' focus group. The results concluded that the developed process was appropriate because it facilitates the participation of related local people in determining process and content, the learning content was developed from local cultural knowledge resources, the learners were active to do the assigned tasks, and the development of learning and teaching process according to the local community need in using English for cultural communication.

Keywords: Learning Process/ Communicative English / Local Cultural Communication

1. Introduction

In terms of globalization, English language is generally known as a global language because of its various functions and preference rather than the other languages. English language is used as a necessary language tool for learning, business and social interaction purposes.

Thus, the concept of English language teaching should pay attention to what the learners learn or want to learn rather than what should be taught. Since a person is shaped by one's culture and local setting, we can assume that the cultural context will be an important aspect in language teaching and lead to higher awareness of the role of culture in the classroom

(Sowden C, 2007). In language teaching, it is necessary to teach language and its use, it is also important to develop the language skills in the context of the relation between language and culture because local context cannot separate from the use of language. Every language learners have their own cultural experiences and purposes of using a language. Thus, the language learners' cultural context should be considered during the language learning process in order to make the learning meaningful and relevant.

According to the above notion, the present research was interested in finding a way to make the language practical to its learners. The importance is that cultural setting is a significant aspect to facilitate the learner of English to learn it as the foreign language. This research focused on integrating learning English language and the experience of the learners.

The present research was aimed to investigate and to develop the communicative English learning process based on the necessary skills and contents for local cultural communication. The research methodology consisted of 3 phrases as to survey the necessary skills and contents of communicative English learning process for local cultural communication in which the samples consisted of 20 teachers in the sampling schools and local community administrators in Samutsakorn Province, Thailand which was research area and the data was collected using the questionnaires, to develop the model of communicative English learning process for local cultural community based on the study of local need and necessary, and to examine the communicative English learning process for local cultural communication with the sampling teachers' focus group.

2. Research Methodology

The research methodology consisted of 3 phrases.

Phrase I: The Study of Local Need and Necessary to Use English in Communication

Subjects 20 local administrators and English teachers from 5 primary schools in the research area, Samutsakorn Province. The clustering sampling method was used to select the samples.

Research Methods The data was collected using the questionnaires concerning the local need and necessary to use English in communication. The questionnaires asked the subjects to rank the English necessary skills and contents from the highest to the lowest order.

Phrase II: The Development of the communicative English learning process model for local cultural community.

Subjects 100 primary school students in the 5 sampling schools, Samutsakorn Province were selected using clustering sampling method. The 5 sampling primary schools in the research area were selected using random sampling method and then, 100 primary school students in the sampling schools were selected using random sampling method.

Research Methods The instruments were (1) the developed learning process, and (2) the teaching plans based on the learning process. The data was analyzed using content analysis. The procedure was presented following:

Development This step is to detail the elements of Communicative English Learning Process for Local Cultural Communication. The developed learning process and teaching plans were presented to 3 experts in the field of teaching English as foreign language. The process of developing the Communicative English Learning Process for Local Cultural Communication was illustrated in Figure 1.

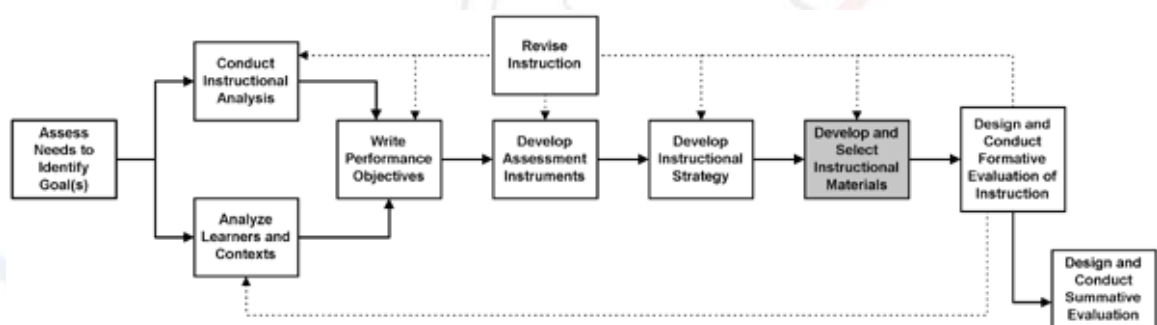


Figure 1 The Process of Developing Communicative English Learning Process for Local Cultural Communication

Improvement The developed learning process and teaching plans were improved based on the 3 experts' suggestions and then the improved learning process and teaching plans were presented to the 3 experts for reevaluation.

In addition, the English learning activity included in the teaching plans based on the developed communicative English learning process has 3 important characteristics as:

- 1) The activity was developed based on the theory and the notion related to Communicative English learning.
- 2) The content and activity related to the local cultural information and context.
- 3) The content and activity related to communicative English necessary skills and contents obtained from the study of phrase I.

Phrase III The Evaluation of Developed Communicative English Learning Process for Local Cultural Communication

Implementation The developed communicative English learning process for local cultural communication was implemented to the 100 primary school student subjects.

Evaluation The developed communicative English learning process for local cultural communication was evaluated with the 20 sampling teachers' focus group. In the focus group, the 20 sampling teachers were asked to give the opinion towards the appropriateness of developed learning process.

Data Analysis. In doing data analysis, mean and standard deviation were adopted as tool to analyze data as the evaluation of specialists, and the opinion towards the appropriateness of the developed communicative English learning process for local cultural communication obtained from the sampling teachers' focus group was analyzed using content analysis method.

3. Research Results

The Study of Local Need and Necessary to Use English in Communication

The study of 20 local administrators and English teachers from 5 primary schools in the research area, Samutsakorn Province with the questionnaire concerning the need and necessary to use English in communication. The results revealed the rank of the English necessary skills and contents from the highest to the lowest need and necessary in terms of the numbers and percentages of subjects. The results were presented in Table 1 and 2.

Table 1 English necessary skills from the highest to the lowest need and necessary

Necessary Skills	1 st Order		2 nd Order		3 rd Order		4 th Order	
	No	Percentage	No	Percentage	No	Percentage	No	Percentage
Listening	7	35	9	45	5	25	3	15
Speaking	8	40	7	35	2	10	2	10
Reading	3	15	2	10	7	35	6	30
Writing	2	10	2	10	6	30	9	45
TOTAL	20	100	20	100	20	100	20	100

From Table 1, 40 percentages of subjects agreed that speaking was ordered as the 1st necessary skill, 45 percentages of subjects agreed that listening was ordered as the 2nd necessary skill, 35 percentages of subjects agreed that reading was ordered as the 3rd necessary skill, and 45 percentages of subjects agreed that writing was ordered as the 4th necessary skill.

Table 2 English necessary contents from the highest to the lowest need and necessary

Necessary Contents	1 st Order		2 nd Order		3 rd Order		4 th Order		5 th Order	
	No	Percentage	No	Percentage	No	Percentage	No	Percentage	No	Percentage
Vocabulary	8	40	5	25	5	25	4	20	0	0
Grammar	4	20	6	30	4	20	4	20	0	0
Social Context Usage	5	25	4	20	8	40	2	10	5	25
Discourse	1	5	3	15	1	5	4	20	8	40
Communicative Strategy	2	10	2	10	2	10	6	30	7	35
TOTAL	20	100	20	100	20	100	20	100	20	100

From Table 2, 40 percentages of subjects agreed that vocabulary was ordered as the 1st necessary content, 30 percentages of subjects agreed that grammar was ordered as the 2nd necessary skill, 40 percentages of subjects agreed that social context was

ordered as the 3rd necessary skill, 30 percentages of subjects agreed that communicative strategy was ordered as the 4th necessary skill, and 40 percentages of subjects agreed that discourse was ordered as the 5th necessary skill.

4. The Development and Evaluation the communicative English learning process model for local cultural community

The learning process was developed based on the results of local need study. This learning process consisted of the teaching plan, activity, exercises, pretest and posttest. The content related to the local culture of Samutsakorn province. The developed learning process was taught to 100 primary school students in the 5 sampling schools, Samutsakorn Province. They were selected using clustering sampling method. The sampling primary schools in the research area were selected using random sampling method and then, the students in the sampling schools were selected using random sampling method. The appropriateness of the developed learning process was evaluated with the sampling teachers' focus group. The data was analyzed using content analysis. Data analysis was presented in terms of the analysis of pretest and posttest achievement scores obtained from the sampling students, and the appropriateness of the developed learning process obtained from the teachers' focus group.

Table 3 Comparison of achievement scores between pretest and posttest
 n = 100

Test	Mean	S.D.	T	Df
Pretest	6	1.26	20.78*	8
Posttest	8	0.26		8

According to Table 3, the achievement in the posttest was significantly higher than in the pretest ($t = 20.78$) at .05 significant level. The opinion of sampling teachers towards the appropriateness of the developed learning process revealed the subjects agreed in the appropriateness of the developed learning process in the following aspects.

1. The participation of local to determine the process and content of learning.
2. The learners learn English through the local knowledge and resources.
3. The learning process is suitable to the learners' English learning purposes
4. The learning process is suitable to the local English learning purposes

5. Conclusions and Discussions

The study of 20 sampling local administrators and English teachers from 5 primary schools in Samutsakorn Province concerning the need and necessary to use English in communication revealed that most of subjects agreed that speaking was ordered as the 1st necessary skill, listening as the 2nd necessary skill, reading as the 3rd necessary skill, writing as the 4th necessary skill. In addition, most of subjects agreed that vocabulary was ordered as the 1st necessary content, grammar as the 2nd necessary skill, social context as the 3rd necessary skill, communicative strategy as the 4th necessary skill, and discourse as the 5th necessary skill.

The comparison between the scores obtained from 100 primary school students in the 5 sampling schools, Samutsakorn Province which was taught by the developed learning process revealed that the achievement in the posttest was significantly higher than in the pretest ($t = 20.78$) at .05 significant level. According to the opinion of sampling teachers towards the effectiveness of the developed learning process, the subjects agreed in the effectiveness of the developed learning process because of the local participation in determining the process and content of learning, using the local knowledge and resources in learning process, and the effectiveness to the learners' English learning purposes and the local English learning purposes.

The results indicated that the teacher of English should realize the importance of local content and context and the use of language materials and resources reflecting local culture in teaching or learning a language and the objectives on inclusion of local culture and context should be involved in English language teaching. This leads to the meaningful and applicable language-learning process.

This research has assumed that the developments in English language learning process based on the local context and resources encourage the effective and meaningful English communicative learning.

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