CHAPTER 2

LITERATURE REVIEW

In studying for this research on "Development of English Curriculum Using Learner-Centered Innovation with the Cooperation of Rajamangala University of Technology Lanna Network", the researcher has reviewed the relevant literature and research as follows:

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Section 1: Development of the English 1 Curriculum

1.1 Meanings of Curriculum and Development of the English 1 Curriculum

Curriculum is a term used widely in education and it has various meanings. According to the point of view of scholars, educators and curriculum developers, curriculum is defined in both wide and narrow levels. They view curriculum in different aspects depending on their current positions: curriculum constructors, users or other concerned personnel. In conclusion, curriculum is everything arisen from

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planning the learning process aiming at learners'self-development. Chaisorn (2005, pp. 64-65) stated that curriculum is a major composition as a target of the operation of educational institutions. This is because curriculum is a plan of learning process offered to learners. The desired characteristics of learners which appeared in the curriculum are known as curriculum aims or curriculum objectives. In addition, each curriculum contains learning contents, learning process and methods of measurement and evaluation. This is truly an important composition of the curriculum which conforms with the philosophy, vision of educational institutions, current world and social affairs as well as academic standards. The curriculum of the university or institute in a wide level refers to the philosophy, visions, missions of the university, curriculum objectives and components on learning contents identified as the curricular programs provided by each faculty. In addition, rules and regulations concerning learning process, measurement and evaluation are operational guidelines of the university. As for the curriculum in a narrow level, it is the curriculum of each subject.

Curriculum is very essential to educational management because it is a guideline for providing learners' experience. It acts as a compass for achieving educational goals. Phupan (2003, p. 158) revealed that important characteristics of curriculum are dynamic and able to be adapted in accordance with the needs of societies. Thus, curriculum development is an activity that continually happens as societies always change. It is essential that education be prepared to serve the needs of the social change. Thus curriculum development cannot be avoided. Both Thai and foreign educators give the definition of curriculum development as the improvement of an existing curriculum or the preparation of a new curriculum, including the production of various learning materials for learners. (Saylor & Alexander, 1974, p.7, Uttranun, 1989, p.30, Suwanprasert, 2001, p.15, Sirikheat, 2003, p.9)

Since curriculum is ranged from a broad level to a narrow level--national, local and classroom levels, it can be developed in various levels depending on the objectives of curriculum development. Development of the English 1 curriculum in this study is the development of learning lesson plans of English 1 which is the narrowest level of curriculum development. This is considered as the most important part of curriculum development in a classroom level in that curriculum is developed

for learners' effective learning in order to achieve the goal of communication and further study. The goals of effective local curriculum and national curriculum can be achieved by this curriculum development.

1.2 General Features of the English 1 Curriculum

The English 1 curriculum is one of the undergraduate curriculums under the English subject group of the General Education curriculum (the revised 2003 curriculum), Department of Western Language, Rajamagala Institute of Technology (RIT). The department is fully responsible for providing the English 1 curriculum in accordance with the policy of RIT – that seeks to produce the students who have knowledge, abilities and skills to earn a living for the national development. They need to have knowledge of Thai and foreign languages adequately to respond to a wide variety of careers and to support technological advances. The English language learning needs to be used as well as being coupled with professional education (Rajamangala Institute of Technology, undergraduate curriculums, under the English subject group of the General Education curriculum, the revised curriculum, 2003)

The characteristics of English 1 (01-320-101)

01-320-101 (English 1) is the code and name of English curriculum under the English subject group of the General Education curriculum which is a fundamental compulsory subject that undergraduates need to study in the first academic year.

Course objectives: To be able to

1. know vocabularies, idioms and basic structures of the language;
2. know techniques for finding the meanings of vocabularies and idioms;
3. use general English in speaking, finding topic and main ideas from listening and reading;
4. use appropriate structures in language for writing short paragraphs;
5. develop positive attitudes toward the English language.

Course description :

        To study and practise listening, speaking, reading and writing skills, finding topics and main ideas, techniques for finding the meanings of vocabularies and idioms, daily life communication through appropriate idioms and basic structures of the language in sentence levels and short notes; At the end of the course, students will have a good attitude towards English learning.

        The English 1 Curriculum is produced RIT and it will be implemented by all the campuses. Each campus can adapt learning and teaching activities or extra curriculums by adding appropriate details on each topic and scope of content mentioned in the course description. Thus, this curriculum development is concerned with adapting learning and teaching activities and learning contents in accordance with learners' needs and current conditions.

1.3 The Process of the English 1 Curriculum Development

        The English 1 curriculum development is a process of systematic operation which is very essential to adapt and extend the English 1 curriculum that leads to teaching in actual situations by consecutive steps of determining its target, carrying out operational tasks, evaluating its outcome and bringing the outcome of same objectives. This is also agreed with Kunarak (cited in Intiyakoses, 1993, p.16) in that curriculum development is a process of planning all the forms of learning activities which enables learners to change their behaviors in accordance with the determined aims and objectives. It is essential to plan the outcome evaluation explicitly as to know if learners' changes are able to achieve the real aims and goals or not. Thus, the appropriate curriculum development in accordance with each locality needs to have an effective process. In addition, Dissara (1992, p.31) stated that curriculum development is a process or step of making decisions for appropriate alternatives and then turn its system into practice. Moreover, Phupan (2003, p.174) suggested that in curriculum development, one needs to make a plan for initially developing the study and analysis of basic information and the study of criterion and steps on selecting appropriate forms. Curriculum development is also a process of continuing and involving many parties in wide areas and probably developing the entire process. It initiates determining objectives, provides curriculum contents, implements curriculum, evaluates curriculum, and adapts or develops the particular curriculum.

Most teachers had guidelines for developing curriculum in the same direction and all agreed that the form of curriculum development was essential and it would be widely used later. For example, Tyler (1975) presented the principles of curriculum development by determining 4 common steps as follows:

1. to set educational objectives that a campus should seek;
2. to offer educational experiences leading to the achievement of the determined goal;
3. to provide means to make these educational experiences effective;
4. to evaluate educational provisions will leading to achieved goal.

The four basic factors that Tyler (1962) focused on are arranged in consecutive terms: 1) Objective determination; 2) Alternative selection to achieve the goal; 3) Preparation and management; and 4) Product evaluation. Therefore, the objective of first step is very essential; it is because the three other steps are conditioned by the first one.

Moreover, Taba (1962 cited in Chanpan, 1989, p. 21) determined the form of planning curriculum in 7 consecutive steps as follows: 1) Analysis of the needs; 2) Determination of objectives; 3) Selection of content; 4) Management of content; 5) Selection of learning experiences; 6) Provision of learning experiences; and 7) Determination of evaluating policy, including methods and equipments.

For Thai educators, Uttranun (1989, pp. 38-42) claimed that Taba's process is particularly concerned about a process of curriculum development, which does not cover curriculum implementation and evaluation. Therefore, he offered the following process of curriculum development in consecutive terms:

1. analysis of basic information on educational history and philosophy, learners' data, learning theories, cultural societies and natural contents;
2. determination of curriculum objectives aiming to solve problems and respond the needs obtained from data analysis;
3. selection and provision for contents and experiences compared to a medium means that leads learners to achieve the determined goal;
4. the determination of measuring and evaluating outcome in order to know what to be measured and evaluated in accordance with curriculum objectives and intentions;

5. the implementation of curriculum in classroom which needs to be based on other activities, i.e. documentary handbook production, personal preparation, curriculum administration, teaching-learning methods, orientation, and curriculum results follow-up;

6. the evaluation of curriculum implementation;

7. the adaptation of the curriculum planned in accordance with social conditions by using the results of curriculum evaluation.

In addition, Chanpan (1999) suggested the guidelines for curriculum development in systematic terms, called SPIE model as follows:

1. Situation Analysis is analyzing the current conditions and problematic needs. It tells what information of operational task in current situations, how to achieve, what limitations, and what problems and needs of acting on and taking in are;

2. Planning is a core working. Any method of teaching is not neglectful of the questions based on who will be taught, why it will be taught, what will be taught, how it will be taught, where academic sources will be, and how evaluation will be carried out. Then, planning covers goals, aims, objectives, structural knowledge, course descriptions, lesson plan determination and development of media and evaluation tools;

3. Implementation is the operation of curriculum plan consisting of two kinds of activities. The first, activity is the readiness of personnel, materials, equipments, buildings, places, and supporting systems. The second one is a process of the planned operation according to steps, methods and all the strategic implementations. Curriculum implementation will be achieved depending on 3 main factors; teachers, administrators and operational plans or projects;

4. Evaluation is an inspection of finding any improvements. It can be carried out during the operation of project and the end of project leading to develop the factors of input, process and product.

The curriculum development can be differentiated in details. In general, the process of curriculum development consists of the essential steps to develop curriculum effectively. The process begins with studying and analyzing basic

information, and then determining objectives, content and learning experiences. After that, curriculum is implemented and evaluated for the adaptation and change curriculum.

This English 1 curriculum development is also composed of the essential factors: studying basic information; determining learning objectives, content, experiences and activities; implementing; evaluating and improving the curriculum. Another important step of establishing the network for developing the curriculum is included. The principal policy of RMUTL in curriculum development is to involve teachers who are directly responsible for learning-teaching process in each subject and to encourage key persons of curriculum development in a particular subject in form of networking. The key persons of RMUTL network exchange learning methods, share ideas, construct and develop the curriculum among network campuses in the same region.

Therefore, English 1 curriculum development consists of the following operational steps:

1) the establishment of a core network for developing the English 1 curriculum;

2) the study of basic information essential to develop the English 1 curriculum;

3) the planning of English 1 curriculum development and designing the learner-centered innovation of English 1-- The learning content is analyzed and chosen by using the results of learners' needs surveys and the main criterion of the selection of learning contents that Chueratananpong (1994 cited in Kamtathep, 1999, p. 37) suggested were as follows: 1) Significance for learning; 2) Validity; 3) Interest; 4). Ability to be learned; 5) Appropriateness of Objectives; 6) Usefulness for learners; and 7) Feasibility;

4) the determination of learning guidelines by using the criterion of selecting the learning experience-- Chueratananpong (1994 cited in Kamtathep, 1999, p. 37) suggested the following ways of selecting the learning experience: selecting contents and learning activities in accordance with the learning objectives and responding to learners' needs and interests including the maturity and individual differences. The previous experiences of learners enable them to

learn quickly and to rank pervious experience from the simple to difficult in consecutive terms. The learning experience is flexible enough for all teachers to apply in the actual environments of each network campus;

5) the implementation of the English 1 curriculum-- The LCI learning implementation is done under Udomseth's suggestions (2003, p.27). They are 1.) to provide learning activities with techniques and various methods; 2.) to provide activities for developing learners in accordance with objectives of each activity; 3.) to measure its outcome and evaluate its learning outcome in accordance with the objectives of learning determined in each period of time; 4.) to conduct remedial classes for helping the learners having problems in learning process; and 5.) to research and develop the methods of teaching and learning in classroom;

6) the evaluation of the English 1 curriculum implementation-- The evaluation of the English 1 curriculum implementation analyzed from the effectiveness of the lesson plan evaluated by the experts and from the appropriateness of English 1 curriculum by the learners;

7) the application of evaluation results for improving and developing the English 1 curriculum.

The step of evaluating the English 1 curriculum implementation is considered as an essential step of curriculum development because it will indicate the achievement or failure of English 1 curriculum. Wongyai (1994 cited in Phupan, 2003, p. 255) suggested the effective criterion to foster the reliability and validity of the evaluations as follows:

1. to have the explicit objectives of evaluation determined on what will be evaluated;

2. to have the reliable outcome measurement by using academic standard tools and criterion of measurement;

3. to gain the correct and reliable data adequate to be used as an evaluative indicator of curriculum value;

4. to have an explicit compass of what and where we can evaluate;

5. to fix the aspect of evaluation process in the period of interests;

6. to collect the data for determining criterion and tools of outcome evaluation on which will be deliberately considered;

7. to analyze the outcome evaluation deliberately and circumspectly and also consider its validity:

8. to use various methods of outcome evaluation;

9. to have the unique judgment of evaluation;

10. to evaluate continually and frequently;

11. to apply all the evaluation outcomes on developing the desired curriculum.

Furthermore, Chueratanapong (1996, pp. 198-202) and Phupan (2003, pp. 256-257) added in a same way that persons in charge of evaluating curriculum should operate in systematic steps as follows: 1) determining objectives or aims of evaluation; 2) determining criterion and methods to implement the outcome evaluation; 3) designing tools and methods of data collection; 4) collecting data; 5) analyzing data; 6) summarizing the outcome of data analyses and reporting the outcome evaluation; and 7) implementing the outcome evaluation on developing curriculums.

Therefore, to obtain the validity and highest effectiveness for the desired English 1 curriculum development, the research used the learners' guidelines and suggestions combining the steps of evaluation in accordance with implementing on actual situations. With the cooperation of many parties of RUMTL network directly concerned, such as learners, administrators, scholars, curriculum experts, and the teachers who are responsible for teaching and learning process of English 1. According the effective and efficient curriculum will be achieved.

1.4 The Cooperation of Network for Developing the English 1 Curriculum

Since the curriculum development is a critical process of educational development, the concerned personnel should be aware of the importance of working hand in hand in full competence for developing curriculum. This will help the local as well as national education be more effective. Phupan (2003, p. 156) stated that the curriculum development is the adaptation and change of curriculum. The persons who are in charge of planning the curriculum development need the cooperation from many parties, such as educators, scholars, researchers, administrators, teachers,

students, committees of community and curriculum developers so as to carry out the process of curriculum development and to achieve educational objectives. Junchareon (2000) cited the importance of network in the introduction of the book "Network Management: A significant strategy for leading to the achievement of educational reform" (Jareonwongsak, 2000, p.21)It is said that the educational objectives will achieve effectively if the tactics and strategies of networks in all the levels of educational administration and management are implemented. Jareonwongsak (2000, p.28) also stated that "network" means any individual organization, agency or institution that sets an agreement systematically to cooperate with each other. It may link individual to individual, individuals and groups, or networks and networks and may become the subsidiary networks under the board network. Starkey (1997 cited in Karnjanarangseenont, 2003) claimed that a network is a valuable tool used to share the data and information among organizations which have the same objectives. Besides, networking is very essential to the organization which needs to gain the most benefit under the limited resources. The network will connect and support data, information, and initiate voluntary cooperation. Such exchange will facilitate the members to have friendships and at the same time retain more independence. Karnjanarangseenont(2003) said that there are numerous forms of network that will be classified by the characteristics of members, geographic regions, major activities, objectives and the structures of network. All the objectives of each network were different but most networks were founded in order to exchange the information among members, to share the data or to cooperate in study, research, faculty training and exchanging the tools for careers.

In conclusion, there are various levels of networks and forms depending on the objectives and activities. Starkey (1997) compiled the utilities of having networks in short terms and long terms as follows:

1. The networks will help faculty member exchange the data and information, skills, experiences, tools, conference media, laboratory experiment, public relation, cooperative operation of projects, sharing skills and experiences.

2. The exchange of information and the coordination among networks will reduce the usage of resources, will be able to carry out the development in advance and in a swift way, and will affect society widely.

3. The networks will link persons in different levels, methods of working, arrangements of organization and backgrounds together. They have a chance to keep in touch and then can effectively combine their understanding leading to the cooperation of all parties.

4. The networks will enable persons and organizations which never have relationships to know that there are still other persons and agencies who are interested in doing the same thing and face the same problem.

5. The networks will speed governmental organizations to respond to the need of institutions.

6. The networks will indicate the problems and their effects on communities;

7. The networks will link the agencies of academic circles and capital resources to the persons who need the academic and financial assistances.

8. The networks will enable persons and organizations to gain the due assistances, wills, motivations and acceptances from colleagues needed in a small unit out of bureaucratic system.

Rajamagala University of Technology, Lanna, an academic institute of vocational study and technology in Northern region, is consisting of six campuses: Chiang Mai, Chiang Rai, Nan, Tak, Pitsanulok and Lampang campuses. Networking for development among campuses is a major policy of RMUTL to promote the cooperation of networks in developing academic and social aspects to the learners, particularly the development of teaching-learning methods. Chiang Mai campus acts as the core of networking for the development of RMUTL. The RMUTL network uses the English 1 curriculum as the pilot project to develop connection among networks. Sinlarat (2003, p.27) suggested that the first step in having network connection should start with only one subject or more than a in the same field. Furthermore, many institutes may join the networks within the country by participating the continual curriculum development and exchanging academic knowledge. Hence, there will be data exchanges and extension of network in the regional and national levels in the future.

Thus, the researcher works as an organizer to found the RMUTL network for the English 1 curriculum development and to carry out the objectives of networking among teachers teaching English 1. The objective of networking of RMUTL is to

exchange the vocational skills, tools, learning media, learning experiences and research knowledge through the participations of seminars, operations and public relations. For the initial step, the core networks have a consultation about guidelines for developing the innovations focusing on learner-centered instruction of English 1 as the pilot project. The development needs to gain the cooperation of many parties and network campuses as mentioned.

Section 2: Learner- Centered Learning Process

2.1 Learning and Learning Process

Learning is the intellectual and emotional process of an individual in the perception of various stimulations and the creation of meanings of the stimulations or experiences obtained. This causes him to understand the stimulations or experiences by using social process assistance. The target of learning is the application of knowledge in the improvement the individual's attitudes, feelings, thinking, understanding and various actions in daily life activities in order to deal with others happily. Khammanee (2002, p.1) defined learning into two aspects: learning process--steps or various methods which help an individual learn and learning outcome--knowledge and understanding in various contexts, ability in doing, and applying skills in various processes, and feelings or attitudes which arise from the learning process. It can be said that learning is the means and ends. These two related components can reflect each other if an individual has an effective knowledge seeking process which is appropriate for him. There is the possibility of comprehensive knowledge and understanding in various processes or contents. Also, attitudes and desired behavioral changes will be manifested.

Learning process is carried out in steps by using various learning methods together with learning contents. When learners use learning process and learning methods in learning various contents, they will understand what they have learnt. Thus, "learning" involves the following: 1) learning process; 2) learning contents; and 3) learning outcome which comprises knowledge, understanding, skills, and attitudes toward learning contents, process, or learning methods. Moreover, it is said that everybody has potential to learn and is learning all the time. They can learn by themselves and from someone. Each person can use learning process or various

methods of learning which may derive from his thinking and also from teachers' instruction in learning various contents. Learning any content using an appropriate process or method promotes learners to learn well. The knowledge about learning process can be accumulated accordingly. Currently, there are many learning theories and principles describing the different learning processes of various contents. Hence, a teacher must be well trained on selecting the theory or principles of learning suitable to the conditions of the learning process. (Khemmanee, 2003, pp. 1-6)

2.2 Learning Theory and Theory- Based Learning

1. Cooperative Learning Theory

Slavin, David Johnson, and Roger Johnson (1994) stated that the relationship of learning processes among learners is a dimension which usually is overlooked. Normally, there are three forms of interaction among learners: 1) competition; 2) individual learning; and 3) cooperative learning. The three forms focus on cooperative learning which has five important characteristics: 1) positive interdependence--learners rely on each other; 2) face-to-face promotive interaction--learners discuss among them closely; 3) individual accountability--each learner has his own role and responsibility which can be monitored; 4) interpersonal and small groups skills--learners use interpersonal skill and group work; and 5) group processing--learners analyze group process. If learners follow these five practices, learning will occur well since cooperation motivates learners to learn through intrinsic motivation, achievement motives, and critical thinking. They can manage time efficiently. In addition, they could have better relationship among learners and have better mental health.

The concept of this theory is the learning process focusing on interaction among learners. This can be applied well to learners of all levels and subjects. The learning activities are applied for developing learners' problem-solving, various thinking, doing complex tasks, moral value, democratic classroom, social skills, co-responsibility habit and cooperative group. The process of effective learning activities are as follows.

1) plan learning process by determining objectives, size of learners' group, components of learners' group, roles of group members as well as the preparation of venue, materials and equipment;

2) prepare learners' groups for cooperative learning by informing learners on doing the tasks, criterion used for task assessment, importance of cooperative learning, role, duty, rewarding system or benefits that learners should obtain, and monitoring system on duty responsibility;

3) take care, facilitate, assist group discussion closely and observe group members on their task implementation including analyzing learning process and process of group working;

4) measure and evaluate learning outcome with different methods both qualitative and quantitative aspects. Learners should be encouraged to take part in the evaluation which the teacher may use different forms of teaching based on an appropriateness of teaching condition.

2. Metacognition theory

Metacognition theory is one concept of learning theory that one has knowledge and understands what he is thinking or is able to control his thoughts. He can also evaluate, plan, and arrange his thought. O'Malley et.al. (1995) defined metacognition as thinking about the learning process, planning, monitoring outcome of an action and self-evaluating after having done a particular activity. This conforms with Eggen's opinion (1999) that metacognition can refer to knowledge and self controlling of thinking process. It differs from intellect or cognition because intellect involves conclusive thinking, comparison for finding reasons, problem- solving, analysis, syntheses, and application. Metacognition, however, refers to the thinking process an individual who knows what he is thinking, how he thinks, how to monitor his thought, and how to adapt his strategies (Carell & Pharis& Laberto, cited in Phuvipadawat, 2001). Metacognitive strategies involve a sequencing process which an individual uses for controlling his thinking activity. This helps the individual be confident in achieving the target of thinking like comprehension on reading text. This process consists of planning, monitoring or controlling on thinking activity and monitoring of what was obtained from doing that activity (Brown, 1987). Besides, Schraw & Dennison (1994) defined metacognition as the strategies that make an individual be able to reflect learning, comprehending and controlling his learning.

The teacher can apply metacognitive strategies, which involve the application of a high level of thinking, in the development of reading comprehension because

reading comprehension itself needs a high level of thinking. These strategies for teaching reading skill consist of the application of background knowledge, guessing meaning from contexts, questioning, answering, identifying important information, monitoring of understanding, implication concluding, writing a summary of reading texts, and evaluating reading outcome.

3. Constructivism Theory

The concept of this theory is applied from the intellectual development theory of Piaget and Vygotsky (1978) which explains the schema structure of an individual developed through assimilation and accommodation processes in order to be in an equilibrium condition. Piaget believed that everyone has steps to follow in development from interaction and experiences in environmental and social aspects whereas Vygotsky focused on the importance of social culture and language. Theorists on constructivism group agreed that the meaning of various things does not exist in itself even though the world truly exists. Things obtain their meaning from man's thoughts and on what perceptions he has towards things. Thus, things in the world have no correct meanings but are dependent on man who defines them. Consequently, the theory focuses on the importance of the process and method of an individual in interpreting meaning and building knowledge and understanding from various experiences. In addition, brain is an important tool that an individual uses for interpreting various phenomena in the world. The interpretation of each individual depends on different perceptions, experiences, beliefs, needs, interests, and background. Thus, the creation of the meaning of information on knowledge and various experiences is a personal matter that one must use the intellectual process in taking information, as well as in doing things.

According to this theory, it is believed that learning is a process which occurs within each person. One creates knowledge from the relationship between what he has seen, his background knowledge and understanding. This intellectual structure is not for the teacher to adapt to the learners' intellect. However, teachers can help learners by preparing conditions which can contribute to make learners have intellectual conflict, a condition wherein the new experiences are not relevant to previous ones. Learners must try to adapt new information to their previous experiences and then create new knowledge. That is, learning facilitation of this theory focuses on learners'

thinking development by using new knowledge which has been integrated with existing knowledge or previous experiences. Then, learners can create new knowledge using existing value and belief as well as the interaction with others for the occurrence of learning. This theory is developed from Schema Theory which focuses on the importance of background knowledge of an individual which affects learning. It also includes the development from Cognitive Theory like learning theories of Piaget, Dewey and Bruner which focus on learning together with others to understand new knowledge. It relies on accumulated experiences and learners must create the new structure by themselves. They must have concrete intellectual development leading to abstract development. When having higher maturity, new complex intellectual structure will be developed and then learners learn better. Murphy (1997) proposed the principles of learning process in accordance with this theory that promote metacognition, self-analysis and self awareness. The learning process is in the actual context together focusing on the importance of problem-solving and higher-order thinking skills. For the teacher, he will act as a facilitator and gives suggestions to learners.

Therefore, the teacher should encourage learners to learn by themselves by providing learners activities that they can participate in. That is, they not only receive information but also arrange various information or experiences and then create meaning of those things by themselves. The teacher should also create sociomoral atmosphere since social interaction is an important factor of constructing and exchanging knowledge, opinions, and experiences between learners and others. This helps learners get more knowledge and self-learning. In addition, the teacher has to change his role from a knowledge transmitter and a learning controller to a facilitator assisting learners and creating intrinsic motivation for them. The teacher must also prepare learning activities relevant to learners' needs and interests. Moreover, the teacher must give suggestions on academic and social aspects to learners. In case of learning performance, the teacher should do goal free evaluation to meet each learner's objectives. The evaluation method should be in various forms using the actual context because learning under the Constructivism Theory is dependent on the different interests and meaning creation of each individual.

4. Constructionism Theory

This theory is also derived from the intellectual development theory of Piaget and Vygotsky (1978). Papert had more insightful concept which claimed that learners should have opportunity to create learning and can get their thoughts to create tasks using appropriate media and technology. This helps the learners create learning by themselves. The learners can remember the created knowledge easily if they can make others understand their thought or concept. Besides, the created knowledge can be a sound basis that helps learners further create knowledge. In this theory, Papert (1978) focused on the importance of learners and learning process. This conforms with Bruner in that learning is a process which learners have interaction with environment by themselves. Each learner has different experiences and basic knowledge. Learning will occur when learners create a relationship between new things and experiences which conform with one another. This relates to Ausubel's learning theory which states that learning will occur when learners have basic knowledge and connect it with the new one. New learning will be meaningful to learners by creating a relationship between new thought and existing knowledge structure.

In the learning process, the teacher should encourage learners to create learning content and various tasks by themselves. The teacher prepares environmental condition, learning aids, and other convenient facilities to learners. The teacher should also promote learning and create knowledge by using modern media and technology because the media have high potential in developing the process of the creation of knowledge. Moreover, the teacher should create a warm, friendly, safe, and easy-going atmosphere which learners can choose in accordance with their interests. This can motivate learners to learn further.

Those learning principles and theories have already been proved applicable. However, all theories have limitations. Each theory shows interesting aspects but no theory can explain instructional phenomenon covering all aspects. Some theories can be applied broadly while others can be applied specifically to a specific aspect of learning. Therefore, it is necessary that the teacher studies various theories and principles in order to be able to select the ones suited to the learning condition. Learning process at present must conform with the National Education Act of 1999, Section 4, Action 22 which states that all teachers must be aware of learner-centered

approach. Learning must be based on individual differences. The teacher must fully develop the learners' potential by using a learning process which focuses on learner-centered instruction. Thus, the teacher must adjust his teaching role by: 1) preparing the learning activities with clear directions; 2) determining the learning objectives; 3) providing the learning content relevant to learners' needs and locals'; 4) having knowledge and understanding of the preparation for learning appropriate to the nature of the subject to be taught; 5) selecting techniques on learning facilitation focusing on learner-centered instruction; and 6) preparing different learning activities as well as appropriate measurement and evaluation in accordance with the actual conditions. The teacher must well understand the meanings, concepts, principles, forms, and techniques on learning process focusing on learner- centered instruction.

2.3 The Meaning of Learner-Centered Learning Process

The Academic Department, Ministry of Education (2001, p.5) defined the meaning of learning process focusing on learner-centered instruction as the methods of learning which focus on the learners so that individual differences, intellectual ability and learning method are considered. Learners have an opportunity to learn with the appropriate method suited to their potential and interests. They are provided with opportunities to practise thinking, do tasks, and solve problems whereas the teacher acts as a facilitator on the preparation of learning activities, content, equipment and various teaching aids suited to learners. Moreover, the teacher must give feedback information to learners in order to help them be able to improve themselves and develop their learning potential for constructivism. This conforms with Wongsothorn (1999) who claimed that in learner-centered instruction, the teacher acts as a learning facilitator who prepares learning content, equipment, materials, and various teaching-aids appropriate to learners. Moreover, the teacher must always observe learners' performance and give feedback to learners for the improvement of learning performance.

Kitrungrueng, et, al. (2002, p. 10) cited that the learning process focusing on learner-centered instruction is the preparation of learning that employs various learning methods based on skills, interests, and individual differences. Moreover, learners are encouraged to participate in the determination of learning content, activities and practices. This helps them discover knowledge and methods of practice

by themselves from various learning sources and finally apply them, to real life activities. Kammanee (2001, p.122) stated that learning process focusing on learner-centered instruction is a concept that can be applied in many aspects. It can be extended or generated in various forms or processes. Although the process and method may be employed differently, it can help learners have active roles or participation in physical, intellectual, emotional and social aspects in the classroom. It can be claimed as a learning process focusing on learner-centered instruction.

In conclusion, the learning process focusing on learner-centered instruction supports learners to have the opportunity to participate in actual practice. Moreover, learners can develop their thinking process which results in learning by themselves. This helps learners be able to improve their skills on creative thinking, constructing, summarizing knowledge and applying their knowledge by themselves.

2.4 Approach and Principles of Learner-Centered Learning Process

2.4.1 Learner-Centered Approach

The concept on learning process focusing on learner-centered instruction has been developing continually--beginning with the concept in educational philosophy like the progressivism which focuses on the learners' full development on their potential in terms of physical, intellectual, emotional and social aspects. Learners are provided the opportunity to learn in accordance with their individual skills and interests. Later, the educational concept is changed to be reconstructionism which focuses on the advantage of learning society by working together and also focuses on practicing techniques and methods of problem-solving in a democratic way. Lastly, the educational concept emphasizing the development of an individual to have freedom and responsibility which leads to existentialism. The teacher only stimulates or encourages learners' learning which is focused on self-knowing. Moreover, educational philosophy of Buddhism focuses on learning by doing or experiential learning. There is the application of the four noble truths to the teaching and learning activities. Rangubtuk (1999, pp.3-4) cited that there are some concepts and beliefs of various groups of learning philosophers and other learning theories which directly concerned with learning process that focuses on the development of an individual or a learner through learning process focusing on learner-centered instruction. Kammanee (1997, pp.4-6) stated that an important concept on the learning and teaching process

focuses on learner-centered instruction which promotes learners' experiences by investigating, constructing, concluding, and applying knowledge. This covers the following 5 important principles: 1) Learners must be responsible for their learning and they must participate in teaching and learning activities; 2) Learning does not occur from only one learning source but from different learning sources; 3) Discovering knowledge by learners plays a major part in good learning; 4) Learning process is important to learning; and 5) Learning is meaningful and one should be able to apply it to the learners' real life activities. These principle are relevant to the policy of the Academic Department, Ministry of Education (2001, p.16). The Academic Department concluded that the learning process focusing on learner-centered instruction is the real life learning because it is based on the learners' perceived conditions. Learners are free to learn and are fully promoted to their potential in terms of physical, intellectual, emotional, and social aspects. Learners are developed by constant practice thinking, and learning by doing activities. They can do learning activities correctly, accurately, and relevant to the nature of a subject to be learned. This helps the learner systematically and rationally form good personality and it is a life-long learning. In conclusion, the learning process focusing on learner-centered instruction is not a particular method of learning but it is a form of learning paradigm contributing to learners to acquire knowledge by self-practice. In fact, there are effective management skills of both teachers and learners which focus on free thinking and learning independently with different methods. Learners have an opportunity to investigate, construct, conclude the knowledge by themselves and they are also able to work with others so that their knowledge can be utilized in real life activities.

According to this concept, learning activities provide learners a chance to participate in the activities and to involve their own learning styles. This is aimed to help learners understand what they are learning and then they will develop learning skills which they can apply to their daily life activities. Therefore, the teacher's roles must be changed in order to support learners as effectively as possible. Meaningful learning experiences must be provided to learners. Moreover, learners must always be encouraged to love to learn and find knowledge by themselves and the teacher must

be able to tell learners about sources of knowledge. The following are the principles of learning process:

2.4.2 The Principles of Learner-Centered Learning Process

The Supervisory Unit of the Department of General Education (1999, pp. 16-19) revealed that the process of learning process focusing on learner-centered instruction will promote learners to know how to think, analyze, and plan. Moreover, learners must be eager to learn and discover knowledge until it becomes the culture of learning. Meanwhile, the teacher acts only as a facilitator providing convenience in learning, such as stimulating, concluding and co-evaluating with learners. The following are the teacher's roles of learning facilitating: 1) providing learners an opportunity on independent learning; 2) preparing a conductive learning environment; 3) suggesting and assisting learners when they have learning problems; 4) listening to learners' opinions; 5) providing learners the opportunities for knowledge seeking; and 6) preparing learning environment for learners by creating good learning atmosphere of the classroom such as academic exhibition and information board. Phalasoon (2000 cited in Phongsuwan, 2002, p.12) revealed the following desired characteristics of learning process focusing on learner-centered instruction: 1) it is a group process for learning, self-knowing, knowing how to live with others, knowing how to be dependent with one another, knowing the method of how to find knowledge alone or with others, knowing self-education and acceptance of others' evaluation; 2) it focuses on actual practice of all steps based on constructivism theory by the provision of activities based on the learners' needs or interests, practical co-planning for finding solutions and making conclusion by themselves, individual differences, learners' practice to be a good leader or follower and learning through natural environment or actual situations; and 3) it provides learning activities in the learners' actual conditions and environment, beginning with their close surrounding up to social world, problem conditions in the community and employment in the community, the evaluation of the learners' successful learning achievement based on the actual conditions as well as their behavior, characteristics, and other indicators.

If the teacher or concerned personnel uses the mentioned principles of learning process, learners' learning will be efficient and effective. That is, learners will have an opportunity to develop their potential since each of them has different perception of

knowledge and experience. It is essential that they have chances to share their feelings, opinions and experiences to use their previous learning experiences in the classroom activities. For learner-centered instruction, activities provided to learners are open-ended. Learners are encouraged to be responsible for filling in details. Thus, the same conceptual scope may have different details or methods due to different groups of founders, resulting in new discoveries of concepts and ideas. Moreover, it helps learners be more interested in the lessons because they must do activities assigned by the teacher and they must know what they are going to do. Learners can also learn from other group members since each learner has different level of basic knowledge in the learning content. Hence, each learner must understand what his group members are talking about while they are doing group activities. This nurtures group unity for each learner must help one another in order to achieve the goals. This is truly not a competition among group members.

This concept and principle shows the development of the learning process focusing on learner-centered instruction. The learner-centered process is a vital basis for the development of learners' potential in order to be able to develop themselves. In conclusion, there are 7 important aspects on the principle of learning process focusing on learner-centered instruction. These are: 1) promote learners to discover and construct knowledge by themselves; 2) promote learners to think and perform for problem-solving or doing tasks; 3) promote interaction among learners or learning from one another and exchanging ideas and experiences; 4) promote learners to have roles in doing task process; 5) promote learners to create their work from doing tasks; 6) promote learners to participate in self-assessment and peer-evaluation; and 7) promote learners to apply knowledge to the learning process focusing on learner-centered instruction.--The researcher applied these important aspects for implementation which is in accordance with CIPPA model (Khammanee, 1997, pp.20-21); Construct, Interaction, Physical participation, Process and Application. The CIPPA model focuses on practicing, finding, collecting information, and constructing knowledge by learners themselves. They must also do self-practice in order to promote discipline and responsibility. The application of the 5 principles can be done in various forms.

In this learning process, the researcher worked together with network cores of RMUTL for developing English 1 curriculum based on the principles, theories and the model of learning process mentioned. The preparation of learning process included 3 steps of language teaching:

1) Presentation --At this step, learners are informed about the objectives of learning and they are also asked to determine the objectives of learning by themselves. Learners are provided opportunities to participate in the activities that help them develop their thinking skills and information finding such as questioning, answering, group discussion, brain storming, or language practice. All of these activities help the learners review their previous knowledge or experiences and connect them with the new knowledge. Their previous knowledge could help them understand and do the given tasks. The teacher could help the learners prepare for language readiness such as vocabulary, grammar, language functions and content in order to make them understand the steps or working procedures.

2) Practice --Learners are given advices about language learning and techniques of self-learning. The learning activities focused on learner- centered and conformed with the learning objectives and content of each lesson are provided in this step. The teacher usually prepared various learning activities for learners to use the English language for communication or interaction and participation in knowledge exchange. Learners are also given an opportunity to practice critical thinking skills in order to make decisions or choose their own choices while performing the tasks. The procedures of presentation are provided so that the learners can use them in the production step.

3) Production --At this stage, learners apply what they learned to do the new tasks which are different from the tasks they did before. While each group is presenting their work, the other groups will assess their friends' presentation. In addition, the teacher will give feedback to each group and then the learners in each group will work together on comments and feedbacks received and exchanged their opinions to find the ways to correct the mistakes.

Section 3: Learner-Centered Techniques Promoting Learners' English Skill
Ability

3.1 Learner- Centered Techniques

Based on the investigation of documents, textbooks and related research, the researchers realize about the importance of teaching styles, techniques, and methods of learning process promoting learner-centered instruction. Khammanee (2002: pp.122-147) proposed concepts on the various forms of learning process focusing on learner-centered. They are as follows:

1. Learner-Emphasized Instruction

1.1 Individualized Instruction is the teaching and learning process for an individual learner in terms of his background, intellect, potential, aptitude, learning styles, interests, and needs. The teacher needs to make a diagnosis of individual learners. Learners must follow the set plan and they must do self-assessment. However, the teacher must keep on assisting and collecting learners' data individually and then use the data for further planning (Karlin & Burgan, 1974, pp.17-30, 214-229).

1.2 Self- Directed Learning provides an opportunity for learners to plan learning by themselves. The plan covers learners' needs in learning, goal setting, learning objectives, selecting of learning methods, seeking for knowledge sources, collecting of data, analyzing of data, and self- assessment. It is essential that the teacher be a true supporter encouraging and giving advice to learners in doing needs surveys, objective determination, preparation of learning plan, preparation of materials and equipment, information sources, as well as learning together with learners and monitoring learning outcome.

2. Knowledge and Ability-Emphasized Instruction

2.1 Mastery Learning is a process promoting learners' ability to perform real learning (Block & Anderson, 1975, pp. 25-55). That is, learners are able to achieve all learning objectives. The teacher analyzes learning content and determines details and sequences of learning objectives. Furthermore, the teacher must plan learning for each learner who has different aptitude. This can be done by seeking methods, using media and allocating time for learning individualized. Meanwhile, learners follow the plan which is under the teacher's supervision and assistance and

eventually achieve the objectives. The teacher must seek methods, media, or different innovations to assist learners to be able to achieve learning objectives. There is then learners' assessment after learning objectives are met.

2.2 Verification Instruction focuses on the preparation of learning conditions in which the teacher determine learning objectives (as a part or the whole of learning objectives and they can be general objectives or specific objectives). This instruction can prove whether learning occurred or not. Moreover, the teacher conducts a pretest regarding learning objectives for each learner. The teacher must repeat the teaching and after that a posttest will be conducted. This can be done until learners achieve learning objectives. Thus, determined learning objectives must be appropriate and possible to learners. (Laska, 1990)

2.3 Concept- Based Instruction is the planning of the teaching and learning process by identifying desired concepts to be obtained by learners. Teaching and learning activities using various methods and principles aim to help learners understand the concept and apply it to various new situations. This also includes the assessment focusing on the learners' comprehension of a particular concept.

3. Experience- Emphasized Instruction

3.1 Experiential Learning helps learners be able to learn as expected and learners are given experiences needed for learning. Then learners must observe or revise what has already happened. Learners must help one another in making the consideration and making various concepts on what they learned. After that, learners must apply the concepts to various new situations.

3.2 Service Learning helps learners create learning by allowing them to have experiences in social services. However, learners must do a survey on needs of communities in terms of learning issues. Learners must do social services as planned until there are the occurrences of concepts, principles, and assumptions which can be tried or applied in various new situations.

3.3 Authentic Learning helps learners acquire knowledge by allowing them to deal with actual situations, actual problems in the actual contexts, and help one another in learning, seeking for knowledge, information, and various methods for problem-solving. Results of the assessment can be obtained.

4. Problem-Emphasized Instruction

4.1 Problem-Based Instruction is the teaching and learning process using learning problems as a tool for assisting learners to achieve learning target. The teacher may encourage learners to be involved in a real problem condition or he(she) may provide a problem condition that learners will encounter. This will nurture learners to clearly understand the problem and find alternative ways and methods in problem-solving. It also encourages learners to learn and to have skills on how to solve problems through various problem-solving processes.

4.2 Project-Based Instruction is the teaching and learning process which learners work together on an interested project. They work together on the exploration, observation, and determination of a subject they are interested in. They plan a project that they will work for or investigate essential information. Then they work on the plan that has been already set until they discover the solution. After that they will be assigned to write a report and then present it to the class. This also involves making conclusions from their experiences.

5. Skill Process-Emphasized Instruction

5.1 Inquiry-Based Instruction is the teaching and learning activities focusing on inquiry in which the teacher encourages learners to formulate questions and seek knowledge for the formulation of answers and make conclusion by themselves. However, the teacher must always assist learners in seeking knowledge sources, investigating data, holding academic discussion, and working with others.

5.2 Thinking-Based Instruction focuses on the investigation process in which the teacher uses forms, methods, and techniques on teaching. The process will help learners extend their particular existing thoughts such as broadening their thoughts which are reasonable and believable.

5.3 Group Process-Based Instruction focuses on group activities and learners are given suggestions, practice and instruction so that they will learn about the process of group work together with learning content.

5.4 Research-Based Instruction focuses on using a research process for encouraging learners' learning. In other word, results of the research are used as a tool in learning various content. This can be done by using research review as part of learning content instruction and the process of research can be used in the learning

content instruction. Learners must directly conduct a research or the teacher helps them practice various skills in conducting a research.

5.5 Instruction for Self-Directed Learning provides learners with an opportunity to study by themselves. Learners can select a topic, content, methods, and media based on their interests. The teacher encourages learners to learn and helps them develop skills on learning by themselves. The teacher also gives them appropriate advice related to the finding of knowledge sources, methods of investigation, analyses, and making conclusion.

6. Integrate-Emphasized Instruction

Integrated Instruction is the combination of some learning contents which are related to one another for the preparation of learning activities. This aims to help learners have knowledge and understanding of the related learning contents as a whole. Then they are able to apply it to their daily life activities. The integration of related learning contents may be done within a subject or among subjects. Buasri (1999, pp. 200-201) cited that their should also be some other aspects of integration such as the integration between knowledge and learning process, knowledge development and spiritual development, knowledge and action, and what the learners learned in school and their daily life activities.

Academicians and educators have found a lot of techniques and methods on learning process focusing on learner-centered instruction from the past up to the present. Each technique or method has its own prominent feature and advantage and it is different from others in its application. In learning process, the teacher should select techniques or methods suitable to the nature of a subject to be taught, learning content, and desired objectives. Thus, learning process focusing on learner-centered instruction is important for promoting learners' skills in listening, speaking, reading and writing. This research presents a new way of learning process which develops learners' skills in English as well as thinking activities in the form of integration. Listening, speaking, reading, and writing skills are integrated in the learning process using various teaching strategies--not only one. However, the teacher should select the best part of various teaching methods using knowledge and understanding on language teaching and new methods and principles. The data obtained from the research concerning English teaching skills on listening, speaking, reading, and

writing were carefully taken into consideration for selecting the appropriate and relevant to the learning objectives, content and learners' needs.

3.2 Learner-Centered Techniques Promoting Learners' English Language Skill Ability and the Related Research

Based on the researcher's synthesis on the methods of learning process focusing on learner-centered instruction from documents, textbooks, and related research, it was found that there are various effective techniques which can be implemented in the classroom. The following techniques can promote learners' abilities on English skills (listening, speaking, reading, and writing) and can be used in developing the learner-centered innovation.

3.2.1 Whole Language Technique.

Whole Language Technique is a specific strategy on language teaching which focuses on leaner-centered instruction. The learners begin with what learners know. Learning activities are based on the learners' interest and the teacher prepares learning content which learners can acquire knowledge. The teacher also prepares learning experiences so that learners have an overview of learning content before learning or practising learning experiences in details.

Many educators define the whole language techniques. Bergeron (1990 cited in Ragsuam, 2003) said that it is a concept which is the combination of the philosophy of language development and teaching strategies. The construction of this concept consists of the use of authentic materials, less on content, meaningful writing, and promotion of cooperative tasks for creating motivation and interest in the learners' learning process. Traw (1996) agreed that the whole language technique does not only create motivation and interest but also improves learning skills. The whole language technique focuses on the flexibility of teaching & learning activities and the media used are found on both learners and the teacher as well as the learners' attitudes. Hence, the whole language technique provides freedom to the teacher in employing activities and media which are appropriate to learners. Spiegel (1992) and Watson (1994) viewed the whole language technique as a method providing freedom to learners in experimenting and seeking for knowledge. Moreover, learners are provided an opportunity to express opinions which means that they have roles and are

part of the society due to cooperative working. (Allun cited in Freeman and Freeman, 1992; Goodman, 1989) stated that learners have an opportunity in interaction among them and learning content is as media. Moreover, there is a consideration on the principles of teaching under the concept of whole language technique concerning about the various skills needed in giving the broad definition of the whole language technique (Combourne, 1998; Weaver, 1994).

Hueta-Macias (1993) proposed that the whole language technique can be applied to adult learners which the teacher is aware of the importance of language learning and the function of language. Although adult learners cannot read and write English, they have the development of world knowledge. That is, they have experiences and can develop their speaking, reading, and writing skills. They can also create a concept by themselves on what is literacy, why do you need to learn, and how to learn. Huerta Macias proposed steps in language teaching by employing the whole language technique as follows:

1. The teacher tells learners to share attitudes and opinion about the learning topic. This also focuses on the importance of function of language and language context so that learners may realize that language is a tool leading to the goals and needs in living.

2. The teacher must motivate learners to use English language in speaking and writing for language development by using a method which is related to the actual daily life activities.

A group of researchers of the Thai-Israel Foundation under the Royal Patronage and the Nation Education Institution for Elementary Students of the National Education Committee (2000) has applied the concept of the whole language technique to the actual teaching and learning in schools throughout the country since 1993. It is believed that language development occurs in all aspects of learners' experience accumulation --seeing, listening, reading, writing, interpreting what was obtained from learning and understanding spoken language which is stored in the brain.

Thus the whole language technique relies on the communicative approach emphasizing the interaction between learners and the teacher as well as among learners. Learners are able to use the language to convey meaning by themselves

through small group activity for listening-speaking like discussion, opinion presentation, reading and writing of ideas, and coordinative tasks. In addition, the whole language technique adapts the National Approach which focuses on the provision of the comprehensible input to the teaching process suited to the learners' language learning. This can help learners be successful in language learning. The concept of the whole language technique also includes the Genre-Based Approach which focuses on the same principles as the Systematic Linguistic Theory of Halliday (cited in Inthrartsamee, 1994) which focuses on language for conveying meanings suited to situations. Teaching steps of the whole language technique were developed in the form of the integrated language development (Freeman and Freeman, 1992) that is, from the meaning of a topic to small elements of language. It also focuses on the processes of listening and speaking wherein learners are familiar with listening by answering questions, and presenting ideas or opinions related to what they have listened to.

Researchers and educators had conducted various studies on teaching steps of the whole language technique. Traw (1996) conducted a study on the method of teaching using the whole language technique to improve reading and writing skills. He used elementary school students and secondary school students of Sioux Falls and West Des Moines as respondents and sample group. It was found that the students can better learn skills on reading and writing through this technique. Lonna (cited in Freeman and Freeman, 1992) applied this technique to a high school in the U.S.A where most students are Southeast Asians-Thai, Cambodian, Mong, and Laotian. It was found that the students have motivation in learning and were able to develop their skills in reading and writing. A study conducted in Thailand, it was found that the whole language technique applied in kindergarten level caused changes in learning reform for learner-centered instruction (Kaewdaeng 2000 cited in the National Education Committee, 2000). Moreover, Ruksuan (2003) found that the English listening-speaking skills and the social skills of the adult learners learning through the Whole Language Approach were higher than the prior.

3.2.2 The Communicative Language Technique

This technique is a method of learning process arising from a systematic planning of a speaker who tries to convey meaning in a situation wherein the speaker

encounters a problem and difficulty due to his lack of knowledge on language. It may also arise from the speaker who needs time in planning speaking to achieve the goal of communication. Thus, the strategies on communication need to be practised for learners in consideration to the level of learners' ability and the appropriateness of learning content.

The communicative language technique believes that the goal of language teaching is to develop learners to be able to communicate. Hymes (cited in Angwattanakul, 1991) defined it as the ability to use language correctly and appropriately when having interaction with others. It is ability to know how and whom to speak with appropriately and clearly. Effective communication covers the following: 1) linguistic or grammar for communication correctly through listening, speaking, reading, and writing; 2) sociolinguistic competence --the ability to use language in consideration of social rules and regulations; 3) discourse competence-the ability to connect language meaning between sentences correctly; and 4) pragmatic competence or strategic competence-- the ability to adapt oneself to situations as well as the use of gestures in communication. Broumfit (1984) believed that learning language for communication and fluency in using language are more important than language accuracy. Krashen and Terrell (cited in Wiriyachittra's study, 1989) revealed that in language learning, learners should receive information on language which can be understood easily and learners should be provided opportunities to use language in the actual situations. Correction of errors should at least be done in order to achieve continuous and effective communication. Hence, the communicative language technique creates an advantage to learners very much and it is suited for teaching listening and speaking in all levels. Poulisse & Schils (1989) and Bialystok (1989) found that a speaker can select an appropriate communicative language technique and be able to solve problems in using language. Hasstrep & Phillipson (1983) and Parkbakht (1985) found that a speaker can employ communicative strategies for avoiding failure or conversation interruption. More importantly, employing communicative strategies can promote a speaker language fluency. Dornyei (1995) found that communicative strategies affect better efficiency in speaking.

The assessment of the communicative language ability can be operated as follows: 1) qualitative assessment --the observation of communicative behavior for the investigation of the frequency of the communicative language use; 2) quantitative assessment --the frequency of communicative language use is computed into marks to determine the ability level of the learners' communicative language; and 3) spoken report which a speaker or a learner is told to report orally or to write a report describing learners' general behavior when confronting problems in communication. According to a study of Washburn & Christianson (2000), students clearly could better speak English and were more fluent in communication after being taught with the conversation strategies. More importantly, the students applied the conversation strategies appropriately and the clarification strategy was implemented most among the students. Besides, the students would not change the topic in conversation until they tried to use other strategies.

3.2.3 Learning Strategies Technique

Learning process at present focuses on learner-centered instruction. Unlike in the past, the learners' roles in learning process are now adapted to be in accordance with learning method. Particularly in learning a second language or foreign language, it is essential that learners know the methods of knowledge finding. This is not only helping learners be able to determine ways for learning but it also helps them be able to identify problems and needs in learning (Cohen, 1998, p.66).

Learning strategies are essential to language learning. According to the theory of second language learning, a study on learners' learning strategies helps create cognitive mechanisms. It also enriches the learners' knowledge about a process concerning the skills on various languages which the teacher can use as a guideline for teaching. Moreover, it provides information on learning elements and the difference of rate and route in learning (McDonough, 1999, p.1). The Cognitive theory that investigates efficient learning strategies also helps the teacher transfer procedural knowledge and prepare the appropriate teaching and learning activities for learners. In the case of social psychology, it is accepted that the form of learning strategies is related to the form that overlaps with learners' personality and outside factors. All of these influence the learners' fluency of a second language. It was also found that successful language learners usually have a knowledge of good learning

strategies. This conforms with the results of studies abroad which identify that successful language learners have good learning strategies and they use various learning strategies (O' Mallize & Chamot, 1990 cited in Lessard-Clouston, 1997, p.5). In case of successful language learners, although they know some learning strategies, they are not able to use them appropriately or not even able to integrate them into their language learning (Green & Oxford, 1995, p.262). It can be seen that the lack of learning strategies significantly affects the efficiency of learners' language learning. Thus, there is an attempt to practice the language strategies for language learners. However, reports about learning strategies in Thailand revealed that Thai students have few learning strategies. Moreover, it was found that there are differences on characteristics, efficiency, and levels of learning strategies used by students having different English language learning achievements. Language researchers attempt to explain and identify the different methods or behaviors of second or foreign language learners. O' Malley & Chamot (1993) proposed a series of learning strategies which can be used for the practice of learners' learning strategies such as metacognitive strategies, cognitive/comprehension strategies, and social/ affective strategies.

3.2.4 Metacognitive Strategy Technique

This technique focuses on learners' actions or behaviors. It is employed for controlling planning and self-assessment for effective learning. Knuth & Jones (1991) defined metacognitive strategy technique as self-thinking process and learning arrangement. This conforms with Grabe (1991) who revealed that it is the knowledge about thinking and self-intellectual arrangement. O' Malley & Chamot (1995) proposed that the metacognitive strategy comprises the following sub-strategies: 1) advance organization-- checking of main ideas and concepts to be learned by skimming for main ideas; 2) advance preparation-- reviewing of language knowledge needed in speaking and writing; 3) organization planning-- planning of components, methods, and different concepts used in speaking and writing; 4) selective attention-- attending to important words, phrases, sentences, and various forms of information; 5) self-monitoring-- checking understanding during listening or reading and checking of correctness during speaking or writing; 6) self-evaluation-- evaluating self-ability after finishing the tasks; and 7) self-management-- seeking or facilitating appropriate conditions for learning such as seeking for an opportunity. Payne & Mannig (1992)

conducted a study on the outcome of the metacognitive strategy technique application in the teaching of reading for skill learning in reading comprehension and attitudes towards reading development. It was found that the teacher can use the metacognitive strategy technique in the teaching of basic reading. Moreover, Nicaise (1995) taught four students in the higher education level which focused on a strategy technique. It was found that the students awaring of the metacognitive strategy technique and self-reliance promotion had better development in the metacognitive strategy technique. They had better understanding in reading and appreciating the reading ability. Moreover, results of a study of Thai educators revealed that the metacognitive strategy technique can be successfully implemented for the development of English reading for learners' comprehension in the lower-secondary school level (Suebthin, 1992; Ranubtook, 1993; Samarnphan, 1997). Later on, Khuncharoew (2001) studied the ability of learners in listening English for comprehension using pretest and posttest. The learners were practised on the application of metacognitive strategy technique on listening in various situations and found that they had better listening comprehension and the strategy techniques they used most were planning, evaluating, and monitoring the listening. Moreover, they used all kinds of listening strategy techniques in other situations. La-ongthong's (2002) and Tanjitanont (2004) studied the effect of English reading comprehension instruction using metacognitive strategies on undergraduate students' achievement. The finding of the study revealed that the students' mean score of the post-test were higher than those of the pre-test at least 15 percent of the full score. Likewise, Uttongkorn (2003) found that the English writing ability of the second year Payap University students was higher after using metacognitive strategies.

According to results of the mentioned researches, it can be concluded that the metacognitive strategy technique is an innovation on learning process which can be effectively applied in teaching for promoting the learners' abilities in listening, reading and writing. This can also develop learners' meaningful thinking process so it truly promotes learner-centered learning process.

3.2.5 Comprehension Strategy Technique

This technique focuses on comprehension and it was developed from the teaching concept of the comprehension-based approach. Saengsin (2000) cited that

the comprehension strategy technique is a process that learners use in reading for information. This conforms with Anderson (1991) who said that the comprehension strategy technique is a process or steps that readers use in reading for needed information and understanding. This also conforms with the opinion of Laotherdphong (1998) that the comprehension strategy technique is a method that learners use in reading which helps them better understand what they are reading.

Thus, the comprehension strategy technique is a process that helps readers better understand what they are reading. It also promotes learners' ability to ask questions and connect their previous knowledge to the new one obtained from what they are reading. Moreover, the comprehension strategy technique helps learners know how to discuss since steps in teaching provide learners the chance to present their opinions through discussion which results in exchanging opinions about what they are reading. This is related to the teaching and learning activities which focus on communicative approach. There are 3 steps in the learning process using the comprehension strategy technique: 1) learning content presentation-- the teacher provides language information focusing on learners; 2) practice-- it focuses on making learners memorize forms of language and practice using them for accuracy; and 3) language use for communication-- this step focuses on practice activities for language use in the actual situations and this is an important step particularly to higher education students. Kiatkiri (2004, p.12) and Casey and Jennifer (2001) conducted student activities focusing on the comprehension strategy technique. They established the Book Lover Club to promote reading to adult learners. They were also introduced the 5-strategy technique on comprehension: 1) connection of reading text with themselves; 2) connection of reading text with the world; 3) connection of reading text with other reading texts; 4) prediction and asking open-ended questions; and 5) the application of what was learned during and after reading. Results of the studies revealed that students who chose reading text and strategies in comprehension had a high tendency to read and learn more vocabulary. They were also confident in participation in discussions using the principles and strategies that they chose to use in reading. This is supported by the findings of Kiatkheeree's (2004) that the students' English reading ability and discussion ability were increased after they were taught through comprehension strategies. Moreover, Boonkerd (2003) developed learning

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strategies focusing activities to enhance English writing skills and to study the learning strategies that the students used in their English writing and it was found that all learning strategies focusing activities were highly effective and the students' paragraph writing average scores were higher than 60 percent which was the set standard. Besides, the learning strategy that the students used the most frequently in their writing was the substitution strategy, and the self-evaluation strategy was sometimes used.

In case of the teaching of listening focusing on listening strategies, O' Malley and Chamot (1990 cited in Vandergrift, 1999) conducted a study on the teaching of listening using strategies on the management of self-assessment, knowledge and thinking, and social and emotional aspects of high school students who study English as a second language. It was found that the learner group taught by using the strategies on the management of self-assessment had a better listening outcome than that of the learner group taught by using only a strategy on comprehension. Thomson & Rubin (1996 cited in Khucharoen, 2001) had investigated the outcome of the teaching of listening by using the strategies on the management of self-assessment and comprehension technique for higher education students who study Russian language. Results of the study revealed that the students who were taught by these strategies had higher marks in listening than before teaching and they had higher marks than the study group that was not taught by using the strategies. The researchers concluded that the application of the strategies on the management of self-assessment helps learners be able to manage their strategies in listening. This conformed with a study of Dology (2000 cited in Suthjit, 2004) using the strategies on the management of self-assessment and the comprehension which comprise looking for main ideas, concluding, and taking notes. Results of the study revealed that students who were taught through these strategies had higher marks than those who were not taught through the strategies. Ozeki (2000) made a comparative study on the teaching of listening outcome using the strategies on the management of self-assessment, comprehension, and social and emotional aspects of female students in the higher education level. It was found that they had higher marks after they had been taught. And the group of students who had lower marks were found to use the strategies less. Kohler (2002) had conducted a study on the teaching outcome through

the strategies on the management of self-assessment of missionary learners who study Spanish as a second language. It was also found that they had higher marks after learning through the strategies both in listening and learning vocabulary and sentences. In Thailand, Suttajit's (2004) compared the students' English listening comprehension before and after being taught using listening strategies and investigated the use of listening strategies by the students who were categorized by the scores of listening comprehension test and it was found that the scores of English listening comprehension of the students obtained after listening strategies instruction were higher than those before the instruction; besides, the students who got the high scores of listening ability posttest used the metacognitive strategies and cognitive strategies at the high level and those who got the low scores used both strategies at the moderate level.

It can be concluded that language learning which focuses on the comprehension strategy technique is very essential to learners. This is because it is a tool which learners use in the interaction activities and a tool to help set the determination of learning by themselves. Learners can participate in discussions needed in the development of learners' language skills. Moreover the teacher should adapt the comprehension strategy technique suited to the learning content and objectives.

3.2.6 Critical Reading Strategy Technique

Critical reading is high level of reading ability which relies on the Metacognitive Theory focusing on the method of thinking, the ability to monitor own-thinking, and the ability to adapt the method of thinking. Rubin (1992) stated that critical reading is reading deeply into details and readers can analyze what they have read rationally. Chaisuria (2000, p.5) cited that critical reading requires skills on discourse competence, analysis, synthesis and evaluation on what have been read. This helps readers understand the meaning of language, the objectives of language, level of language, writing style of the author, and can tell whether what they have read is relevant or not. O' Donnet (1973) said that critical reading requires the ability on the monitoring of fact, rationality, reliability and accuracy of what the author has written. Moreover, readers must know the author's motivation, the selection of words to be used in writing, the author's bias in writing, and exaggeration, etc. Mckee (1996

cited in Khattiya, 2001, p.3) revealed that if readers can read critically and comprehend what they are reading, they will be able to make decisions or evaluate the reliability of what they are reading. If readers are competent in reading English, they can be appropriated by international authors rapidly. Besides, critical reading helps readers not be under the influence of the author or others that try to conquer the readers' thinking. Indeed, it can be said that critical reading is worthwhile and very essential.

In conclusion, critical thinking affects the ability to read critically. Thus, the effective teaching activities in critical reading should be included. Critical reading is a form of learning process focusing on learner-centered instruction. It also focuses on the promotion of learners thinking, decision-making and learning process.

3.2.7 GSK Strategy Technique

This technique is in steps of teaching reading and summary writing with the combination of reading strategies and three types of writing strategies. GSK strategy consists of Gist strategy which is a reading strategy focusing on helping learners get main ideas of what they are reading as the first step. Then, the KWL (Know, Want to Know, and Learned) will be used to provide learners the opportunity to combine their existing knowledge to get the main ideas for summary writing. Learners are encouraged to do brainstorming and small group discussion. Each of them must present ideas or opinions about what they have read and then write about it as a task paper. Learners must also sort the information and question about the topic. Later on, they read again to find the answers. This step is a practice for learners on information sorting for supporting main ideas which must be clear and easy to memorize. After that, the SSW Strategy (Sustained Summary Writing) is employed. Learners are told to do summary writing from the information that they have memorized with their own language style within 10 minutes and without reading it again. This step helps learners comprehend what they have read; that is, those who comprehend what they have read well can also do summary writing well. Srirat (2004) adapted the three-strategy technique and named it as the GSK strategy technique. She believed that the three strategies reinforce one another. It helps learners more if reading and writing strategies are employed at the same time. That is, learners have the ability to distinguish main ideas and they can monitor their reading comprehension for thinking

classification. It also helps promote learners to do their tasks in groups and reduces tension and worry in learning among them. The Affective Filter Hypothesis theory which was proposed by Krashen (1983) explained that the learners' emotion and attitudes may promote or be the barrier in learning language information. In fact, emotion and attitudes affect language learning in 3 ways: 1) motivation-- learners who have a high level of motivation usually have good learning achievement; 2) self-confidence-- it is one component that promotes learning of language information. Learners having self-confidence have a high tendency to be successful in learning. Practising learners to be skillful on finding main ideas they are reading can enhance their self-confidence and help them truly understand it. This is learners' motivation to choose more complex reading; and 3) anxiety-- it is also a component which affects language learning. Learners having a low level of anxiety together with easy-going classroom conditions can be successful in language learning. Moreover, learners' opportunity to do tasks in groups can reduce their stress and anxiety which is advantageous in language learning.

In conclusion, using a particular strategy technique in teaching and learning activities may not help learners increase comprehension. Gist strategy technique focuses on reading for getting main ideas whereas the KWL can help learners find supporting details. Moreover, the KWL strategy technique is a practice of summary writing without reading again. Therefore, the integration of the three-strategy techniques is the good way to achieve the best results. That is, the Gist and the KWL strategy techniques prepare learners to have adequate information for a writing summary in the form of the SSW strategy technique. Thus, the integrated-strategy technique helps promote the learners' ability in reading and writing. It focuses on learners' learning process, brain storming, and cooperation in producing their tasks.

3.2.8 Question-Based Strategy Technique

This technique can be applied in various language activities including creative thinking and problem-solving. It also urges learners to find answers and have a better understanding of what they are learning. Punthana (2003) defined the question-based strategy technique as a method which the teacher uses to promote learners' creative thinking and problem-solving. The questions must be in various creative forms which are new to learners. This strategy also stimulates learners to

have comparative thinking different from what they used to think. They will see problems in different points of view leading to the application of learners' creative thinking and writing in various aspects. It also covers initiative thinking, flowing thinking, and flexible thinking. Moreover, Sinthuravet (cited in Punthana, 2003, p.42) stated that a good question should stimulate learners' learning and will lead to other questions. It must also stimulate learners to be curious to find answers. This requires creative and critical thinking skills. For effective questioning, learners should avoid asking yes- no questions, instead they should ask questions focusing on thinking skill rather than memorizing one. Thus, learners should use questions that begin with 'Why' and 'How' and the questions should challenge learners' thinking skill. The questions should not be too easy or too difficult but it should be a little more difficult for the learner who is asked. The learner must think before answering each question. When the learner can answer a question, it means that the question can stimulate his or her thinking process and confidence. The follow-up questions should be more difficult gradually. In addition, the questions should concern the 5 types of learners' working process --What, Where, When, Why and How. The sample questions are "Why do you think to work on this piece of task?" and "How are the results of what they have done?". These types of questioning promote learners to be able to plan or consider their learning. This is also related to the metacognitive theory that encourages learners to be aware of the importance of questioning.

Therefore, learners should study on good questioning and always practice questioning from their teacher. The teacher should help them understand the difference of each type of questions. The teacher should also facilitate learning conditions for learners' effective learning. Questioning is one metacognitive strategy techniques that not only the teacher but also learners can ask questions related to what they are learning. The question asked by learners can be an indicator of what they are going to learn. If learners always practise on questioning by themselves, this will help them be responsible and be able to manage their learning. Harris and Sipay (1990 cited in Punthana, 2003, p.43) stated that if learners can question by themselves, it helps them be responsible for their learning leading to independent learning. Moreover, if learners have an opportunity to deal with complex questions which challenge thinking rather than memorizing process, it helps them have an opportunity

to create knowledge or to learn by themselves. In fact, questioning is for learners who are curious (Guildford, 1986 cited in Otto, 1998). This conforms with Zachlod (1996, cited in Punthana, 2003, p.43) who stated that the best questions should be the ones from learners' interest and curiousity. Chaiyo (2001) and Punchana (2003) studied the creative English writing abilities and problem-solving abilities of the students learning through the question-based strategies and they revealed that the creative English writing abilities and problem solving abilities of the students after learning through the question-based strategies were higher.

In conclusion, questions prepared by learners and obtained from their curriousity can be advantagous to them. Besides, learners can learn from questioning, the teacher also learns from learners. Samran (1999) revealed that if the teacher has good preparation on teaching and understands types of questions, good characteristics of questioning and applying questioning both the teacher and learners will learn. Aside from models and practice, Marksberry (1979 cited in Punthana, 2003, p.44), stated that the development of learners' questioning is based on environmental conditions. Learners should be practised through group work in solving the same problem for the development of their questioning skills. Moreover, learners should be encouraged and practised on questioning when they are young. The teacher should also stimulate learners to ask questions when they do not understand what they are learning. This will lead to explanation, discussion, interpreting and problem solving for better understanding. It can be said that the Question- Based Strategy Technique is one technique of learning process focusing on learner-centeredness.

3.2.9 Problem-Based Learning Technique

This technique is from the philosophy of experimentation or construction of knowledge through doing. It is the learning process adapted from an education concept which believes that learning consists of knowledge and doing. That is, having knowledge and ability in the application of knowledge is the most important thing of learning. According to the concept of the problem-based learning technique, learners can acquire new knowledge when the existing knowledge is related to the desired knowledge. Moreover, new knowledge obtained can be applied to different situations in the future. Learners are expected to learn through the process of problem-solving related to learners' actual experiences. Learners will develop skills in problem-solving

by using the existing knowledge together with new knowledge obtained from learning by themselves or from consulting with others. This type of learning can be obtained if learners are assigned to do their tasks in groups for solving their problems. Learners must do their tasks in accordance with the plan that has been set and they must find information by themselves. There should be determination of objectives in problem-solving, task presentation in a fixed time, evaluation of fixed scores, and self-assessment. Meanwhile, the teacher only gives suggestions while learners are working on their tasks. This technique is the learning method that stimulates learners to use their thinking skills on analyses in each step of learning. Learners are the center of learning and they must be responsible for their own learning. When having problems, it is essential that learners find information by themselves for problem- solving (Aspy & Quimby, 1993). This learning technique helps learners understand more what is happening and they develop skills in various aspects (Albanese & Mitchell, 1993). Learning in the actual context is not only making deep and stable learning but also increasing skills on transfering knowledge to do tasks (Gallagher, Stepien & Rosenthal, 1992). Transferability is increased because learners can practise knowledge and skills for working on their tasks. Moreover, it helps learners have better imagination when they apply their knowledge and skills in doing tasks in actual situations. Suriya (2000) developed English project work lessons to enhance language skills and to study the students' self-esteem. After learning these lessons, it was found that the students' speaking and writing skills were satifactory and their self-esteem was positive in all factors. In addition Intanark (2002) examined the English speaking ability, and the students' motivation in learning before and after being taught through problem-based learning activities and it was found that after being taught, more than 60 percent of the students obtained the English speaking ability scores equivalent to the fairly good level, and the posttest mean score of students' learning motivation was higher than that of the pretest one.

In conclusion, the problem-based learning technique does not only help learners develop themselves and their systematic thinking but also affects their future careers. Moreover, this type of learning is an effective learning concept focusing on problem-solving, working with others, learning responsibility and systematic thinking

development. This is truly the learning process focusing on learner-centeredness of practice in every step leading to self-learning.

3.2.10 Knowledge- Based Task Technique

This technique is the basic learning that learners must use knowledge-based task for language learning. Oxford (1990) stated that learning strategies involve steps that learners use for developing their learning. They are the specific strategies of each learner that make them feel that learning can be easier, more rapid and more interesting. Learning strategies are essential to language learning because they are tools used for self-directed learning and they can be applied to new situations. It is one factor in the development of the learners ability of and they make the learners be confident. Boontham (2002, p.9) defined the knowledge-based task technique as a method of learning on writing tasks in which learners must use the metacognitive strategy technique for controlling the writing process. That is, learners can identify writing objectives, types of writing, steps of writing and knowledge and skills used in writing. The Academic Department (1999, p.2) revealed that teaching of writing using knowledge-based technique in doing tasks is a learning activity that conforms with learning reform concept. That is, learners must know the method of doing tasks on writing as determined in different situations. The teacher must teach learners to plan details of tasks rather than only telling them about the topic of the writing tasks. Thus, learners must have task knowledge and must know the objectives of writing tasks, method of planning of writing concept presentation, and method of writing task evaluation. This helps learners have an opportunity to use metacognitive knowledge in which they are aware of intellectual process and able to control the arrangement of their thinking process (Nist & Mealey, 1991 cited in Phachongkarn and Phuwiphadawat, 1997, pp.162-3). Wenden (1995, pp.183-194) stated that task knowledge comprises the following 3 aspects: 1) objectives of task-- Learners know the tasks will be performed in accordance with purpose they desire to achieve in aspects of learning. 2) Task Classification--Learners can know what kind of tasks they will perform, what kind of skills they will focus on, what kind of knowledge will become known and how knowledge will be processed. 3) Task Demands-- Learners can know how to use knowledge, skills and methods to perform any task. Moreover, Dickinson (1992) suggested that the learners' development in using their knowledge-

based task is to determine learners to review and collect the outcomes of all the tasks. This enables learners to manage their presentational system from their own learning in practical terms. The knowledge-based task for writing can solve the problems of their writing skill. In the study of, Kasper (1997), he studied the relation of doing writing task using knowledge-based task by studying the factors of tasks and strategies having an effect on learners' abilities. It was found that the knowledge-based task enabled learners to have better development of writing skill. Moreover, Sonthirak (2002) studies students' writing abilities and compared the students' grammatical knowledge in their writing before and after being supplemented task-based language teaching with Focus-on-Form activities, and it was found that the students had higher writing abilities than the pre-set criterion. Besides, they had higher grammatical knowledge after being supplemented task-based language teaching with Focus-on-Form activities. This conforms with a study of Boontham's (2002) that the students had higher writing scores than those specified in the pre-set criteria. Moreover, the students' ability in writing self-reports were found to be at a moderate level. In addition, they had higher learner autonomy ability after being taught through knowledge-based tasks.

After using knowledge-based tasks, learners have self learning since they could plan, examine and evaluate the outcomes of their own writing by themselves. They knew how to use knowledge, skills and methods to perform the assigned tasks. This point of view was in accordance with the education and learning reform that enables learners to use knowledge to determine their learning by themselves, be able to do summary of what they have learnt and have their outcome of learning evaluated by others. These desired characteristics were determined by National Education Act 2002 and were regarded as one of techniques focusing on learners-centered instruction. This technique was implemented on language teaching and learning which aimed to communicate with other people in daily life.

3.2.11 Task-Based Language Teaching with Focus-on-Form Activity

Technique

This technique emphasizes Focus-on-Form activities which provide the information of learning focusing on forms and other characteristics of language to interest learners by linking their interests to the forms and characteristics of language

in context of using language for communication. This enables the learners to have the opportunity to use language for communication, and be able to learn any form of language together with using language for communication. Long (1998) presented the design of teaching with task-based language by applying Focus-on-Form Activity. It gives the opportunity to the learners in context of teaching English language as a foreign language that can use language for communication more than as usual, which is based on the relational hypothesis between two parts of knowledge and the interactive hypothesis. Long also explained that in the learning process, learners have to give comprehensible feedbacks by practising the relation of Input Hypothesis and Output Hypothesis. Focus-on-Form activity is very essential; particularly, to the learners who do not have English language as a mother tongue. The forms of language are the crucial inputs for communication, so it is impossible that learners not having English language as a mother tongue do not need to learn and realize the forms of language. This is because both the forms of learning and acquisition are closely related – the form of learning possibly becomes the form of acquisition if practising both forms of knowledge adequately (Stevick, 1980, Bialystok, 1977, Schneider & Shriffin, 1977 cited in Ellis, 1991, pp. 234-237). The two forms of knowledge are explicit knowledge and implicit knowledge. Explicit knowledge is the knowledge of grammatical rules and other rules of language. Implicit knowledge is the knowledge learnt by natural instinct – fluent and correct speaking, but explanation illiterate. Long believed that explicit knowledge can be implicit knowledge by the reasons of both having to be closely related in order to communicate correctly. To have explicit knowledge to nurture learning, it is dependable that explicit knowledge of grammatical rules can be practiced in communicating after grammatical rules are taught. It gives learners the opportunity to use that knowledge to communicate in real conditions (Ellis, 1991, pp.234-237). Sonthirak (2002, p.8) gave the definition that focus-on-form activity means the activity that a teacher uses the questions to request clarification when examining learners' writings and finding those using wrong tenses and spelling incorrect words. It is aimed to make the questions to encourage learners to correct the existing writings in accordance with grammatical rules of tenses and word spelling which will appear after the operation of teaching with task-based language by Willis. The teacher has the opportunity to apply the interactive concepts

for operating focus-on-form activity in examining learners' writings in terms of giving negative feedbacks on the forms of language and grammatical errors by using the questions for clarification request, the questions for measurement of confidence and the repetition of partners' speaking.

In a task-based language, teaching focuses on learners who perform the communicative tasks or activities in the production of comprehensive language. This enables learners to obtain their direct experiences and to apply the experiences to both direct and indirect situations. The language input, activities in accordance with language input and learning process will help learners develop cognitive and metacognitive perceptions, language proficiency, strategies of acquisition and self-assessment (Srijaroen, 2001, p.19). The production of language by learners plays a vital role in encouraging learners of a second language to recognize the problems of language with self-consciousness. It also urges learners to pay attention to the characteristics of a second language through focus-on-form activities in terms of giving their negative feedbacks. It helps learners activate the intellectual process which causes them to have much more knowledge proficiency (Swain and Lapkin, 1995, cited in Doughty and Williams, 1998, p.67). William's study (1995) on focus-on-form teaching of Thai language as a second language revealed that focus-on-form teaching enabled learners to develop much more language performances. Learners had been put through focus-on-form teaching and their rate of acquisition was higher according to the consecutive levels of language development which was in accordance with the study of Harley (cited in Doughty and Williams, 1998, pp. 156-174). He compared the roles of tasks about focus-on-form teaching to nurture the second language acquisition of students in the second grade in Canada. It revealed that focus-on-form teaching played a vital role in promoting learners with a second language acquisition. The learners taught by focus-on-form teaching had higher scores, had better accurate noticing and used more correct language than the ones who were not done by it.

It can be concluded that activities emphasizing the importance of meaning need to also emphasize the importance of focus-on-form in order to draw learners' attention to the implementation of focus-on-form or characteristics of language. The forms of interaction and speaking response correctly between a teacher and learners

could improve the quality of language input and facilitate the ways of developing learners' language stages particularly in context of using language for communication. These enable learners to transfer knowledge and understanding to language performance which is an automatic skill.

3.2.12 Constructivist Technique

Constructivist Technique is a method of teaching in accordance with constructivism theory aiming to develop learners' critical thinking by taking the new knowledge to integrate the existing knowledge or their own experiences and then construct their new own knowledge. For instance, brainstorming, questioning, presentations, analysis, discussion of solving-problems in each group of learners stimulate and nurture the learners' creative listening and speaking. These help learners have the initial, flexible, deliberate and fluent thinkings. Constructivism theory developed from the theory of language acquisition by Piaget, Dewey and Bruner explained what knowledge was and how to develop it into human beings. Piaget stated that a person constructs knowledge from his or her own experiences and beliefs, which was in accordance with the definition of Merrill (1991 cited in Phumlumjeak, 2001, pp.12-13). It revealed that the acquisition of Constructivism Theory is as follows: 1) The knowledge is constructed by experiences; 2) The knowledge is the translation of meanings in the world of individuals; 3) The knowledge is the steps of performances that have the meanings based on experiences; 4) The acquisition is the participation of conversation based on the meanings of various aspects; 5) The acquisition should exist in surrounding environmental situations; 6) The test should be the collection of tasks which is not separately measured in activities; 7) The reflection of views is to indicate its component acquisitions in order to be an expert's; 8) The evaluation of outcomes should be based on various aspects as well as the evaluation of teaching; 9) Learners should participate in determining the objectives of activities or tasks, the methods of teaching, the evaluations of outcomes. Furthermore, Bruner (1997) stated that Constructivism Theory is the theory of acquisition based on learners' participation in the process of solving problems, analytical thinking and learning activities. Learners construct their own knowledge by examining their own ideas, beliefs and knowledge. They adapt and combine their new obtained knowledge with the existing knowledge they have had. In

addition, Cobb (1994) (cited in Sirithavee, 1996, p.38) stated that constructivism learning had not been the fossilized process. Learners could construct the knowledge by adapting their surrounding situations in order to explain the new knowledge or the things they were studying. By that time, their acquisitions were associated with teacher-learner relations and the learners' environmental situations influent on learning. In Thailand, Phoemboon and et.al (1998, p.42 cited in the committee of National Educational Office, 2001) stated that constructivism is a learning method that learners have to seek and construct their own knowledge and understand the knowledge by themselves. The knowledge will appear when learners have opportunity to learn and exchange the experiences from and which other classmates or combining their new obtained knowledge with the existing knowledge. It revealed that the constructivist technique is a process of constructing the existing knowledge and leading to acquiring the new knowledge. For implementing the constructivist technique on the actual teaching-learning conditions, Zahorik(1995) stated the steps of implementing are as follows: 1) Activating knowledge--the existing learners' knowledge or experiences that are activated in order to implement the new knowledge; 2) Acquiring knowledge--can not be divided into any part but it needs to be learnt in all the entire parts; 3) Understanding knowledge--learners have to do and test the new knowledge by exchanging the information with others in order to improve the new obtained knowledge. This can be operated by discussing the articles in groups and suggesting the guidelines of different kinds of thinking from what being learnt; 4) Using knowledge--teachers have to give learners the opportunity to use their knowledge for obtaining much more knowledge, which can be operated by discussing and presenting the reports for indicating their ideas; and 5) Reflecting on knowledge --to give advice to the presenting group in order to consider the information presented. Phoomlumjeak (2001) stated that the methods of teaching in accordance with Constructivism theory means the methods of teaching focusing on learners-centered instruction in terms of learning and constructing their knowledge by themselves. Learners are the ones who give the meanings of experiences in the process of linking the existing knowledge with the new one. Learners translate or interpret the obtained words and phrases as their own understanding by using the existing values and beliefs, including the interaction with others to come up with language learning

adapted from the steps of teaching by Zahorik(1995): the existing knowledge stimulation, acquisition, comprehension, application, and knowledge consideration, respectively.

Saduekaan (2001) stated that integrative grammatical teaching is another learning process in accordance with Constructivism theory. In integrative grammatical teaching, learners have an opportunity to interact with classmates and a teacher in forms of groups. Hence, learners' interaction enables them to have the development of language to negotiate in terms of the interactive meanings. Besides the development of language, learners have to construct the new knowledge by interacting with others. The characteristics of teaching and learning in group tasks as mentioned promote learners' opportunity to construct the new knowledge by themselves. Learners have to seek the grammatical rules from examples of the sentences that a teacher assigned and construct the new knowledge in terms of group tasks.

Thus, the learning process in terms of constructing the knowledge by learners is one of learning techniques appropriate to the current education. Learners need to seek and construct their knowledge for catching up with a rapid flow of information and for developing learners' self-learning continually through thinking process, problem-solving and application of their own methods of learning in daily life activities.

3.2.13 Integrative Technique

Integrative Technique is a combination of a learning process which is not only focusing on either communicative or grammatical meanings but also both meanings. Baanpotthong (2001) called this teaching method as Integrative Grammatical Teaching which consists of survey, explanation, and performance. The first step, learners work in groups to seek grammatical rules from the given examples. The next step, the teacher explains the correct grammar to learners. In the final step, learners use the correct grammar to communicate in actual situations.

Integrative grammatical teaching is based on the principles of Constructivism Theory that learners have opportunity to construct their own newly comprehensible knowledge based on the existing knowledge. Learners' interaction in terms of group tasks provides them with social skills. Saduakarn (2002) and Conway (1997) stated that Integrative grammatical teaching is an activity that learners have opportunity to

construct their own new knowledge by participating in solving problems. This teaching process is in accordance with the Constructivism teaching and learning in that learners construct the knowledge from participating in solving the problems more than doing by themselves. The participating activity is a form of tasks which needs the solving problem skill through activities in which learners are discussing and objecting to each other in a polite way.

Integrative grammatical teaching also promotes learners' learning. Stevick (1980) stated that having the grammatical knowledge is different from acquiring it, however, practice of the structure from learning can lead them to learn grammatical rules. Therefore the learning will be occurred when learners learn grammatical rules and use them in communication by practicing the forms of interactional activities. This is accordance with the steps of Integrative grammatical teaching. Learners initiate learning and practicing grammatical rules of the English language. Then, they do more practice and use English for communication more fluently and automatically (Fotos & Ellis, 1991, Mclaughlim, 1978 cited in Prasertsunthron, 1996). Sysoyev (1999) found that the integrative grammar teaching and learning enabled learners to have much more communicative ability and have positive attitude towards this teaching as well. In Thailand, Bunpottong (2002) studied the English speaking ability and social skills of the students taught through the integrative grammar teaching, and it was found that the English speaking ability level of students was higher from the fair level to the good level and the social skills of the students were higher after being taught through the in integrative grammar teaching.

Therefore, it can be concluded that integrative grammatical teaching is the teaching combination between focus-on-form teaching of communicative meanings and focus-on-form teaching of grammar. It is an activity which provides learners with readiness to produce the language without preparation by emphasizing both meanings and grammar in order to enable learners to construct their own new knowledge. In addition, the practice of grammatical rules through interactions causes learners to have better language development and also acquire meaningful learning, which can be regarded as a method of learning process focusing on learner-centered instruction.

3.2.14 Group Process Activity Technique

This technique is an activity of language innovations which enables learners to develop speaking skill and self-confidence. The methods of group process activity is based on Experimentalism in which John Dewey focuses on processes more than contents. Learning by doing is a real learning process in which learners participate in learning experiences by interacting with other members or groups. They are supposed to participate in the 4 stages according to the following group process theory: 1) Involvement Stage --Learners have learning participation in physical, emotional, intellectual and social aspects; 2) Analysis Stage-- Learners can evaluate the learning outcome of acquisition, methods, relations among members of group and their self-awareness in terms of analysing the learning experiences from participating activities by themselves; 3) Generalization and Application Stage-- Learners can conclude the principles into their own concepts and then apply them to solve the problems or construct the new things for the future under two cases; one is to apply for improving personality and self-development, another is to apply for problem-solving; 4) Evaluation Stage-- The learning evaluation according to group process theory allows learners to evaluate their learning by themselves and by group members through discussion, suggestions and comments. It can be concluded that group process activity is the learning experiences for learners to participate in having responsibilities for their own learning. They have to participate in learning activities by themselves and exchange their learning experience with others. The learning outcomes will take place when learners participate in analyzing learning behaviors. In other words, it can be said that group process activity is the learning from experiences in which learners have to participate in provided learning experience.

Teaching by using group process activity is an approach that focuses on learners' participation in the entire learning activities as much as possible. Learners have opportunity to exchange ideas and experiences to each other. Besides, it also focuses on learners' seeking the answers or performing the tasks by themselves and this is called learning by doing. Learning by doing focuses on gaining direct experiences and practising problem-solving. Learners know how to think, analyze, synthesize and determine the alternatives of making-decision in an appropriate operation. Besides, group process activity helps learners develop the values of human

beings and promote physical, emotional, social and intellectual development. The participation and performance of activities by oneself can evaluate and improve the learners' characters and behaviors. They construct the points of view and social values appropriately. It can solve the future problems and promotes the inventions and innovations leading to learners' more self-confidence. Besides, Khothawee (1999) also found that after the instruction through these activities emphasizing group dynamics, the students' achievement on reading comprehension was statistically higher at the significant level of .01. This is in accordance with Suphapimol's (2002) finding that the English speaking ability of the students after being taught through the group process activity lessons passed the pre-determined passing scores of 60. The number of the students passed was 21 out of 24 and the students' self confidence after being taught through the group process activity lesson was 6.8 percent higher.

In addition, group process activity consists of various teaching-learning activities such as Game, Role play, Case, Simulation, Acting and Dramatization. It is found that group process activity is a teaching approach that focuses on learners-centered instruction. This teaching approach will promote learners to know how to seek the knowledge, practise learning by doing and performing in group work. This enables learners to be able to think, perform and solve problems. The interaction between a teacher and learners gives learners much more opportunity to present their ideas and find the values of things they learned to use in actual situations. Role play and Simulation are the most popular learning activities for communicative teaching and learning. Learners also have interaction and gain the language experiences for applying to solve problems in real life.

Role Play Activity

Role play activity is one of group process activities that helps learners develop their listening and speaking abilities for communication and enables them to have more learning motivation. Aungwathanakul (1999) gave the definition of role play activity as an activity of language teaching using role play in any situation close to reality as a teaching tool. Learners play a role and express their own feelings, emotions and attitudes towards the roles. Therefore, the role play is the activity to promote learners to use language skills because the determined situations in the role play will enable learners to have their own motivations and imaginations of using

language skills that they have learned in communication and performance. The role play activity focuses on the relationships among the persons involved in that situation and indicates the relation to words in correct and appropriate usage.

Ladousse (1998) stated that role play activity is a learning technique that can develop learners to use language for communication fluently and promote learners' interactions to increase their motivations for learning. Both teachers and learners participate in the learning process when the role play activity is adopted. The teacher can offer any appropriate flexible situations which can be effectively regarded as a teaching activity. The role play activity is important for teaching language for communication because learners have opportunity to practise communicative conversation in different social conditions. Littlewood(1981) stated that a teaching approach of language for communication must not limit learners' ability only to the knowledge of grammatical structures, but promote them to have the development of all language skills relating grammatical competence to communicative strategy correctly and appropriately. In real life, learners have to keep in touch with communication in many forms of language usage. Therefore, the language teaching for communication should teach learners to be familiar with using language in daily activities and being able to use the familiar language.

According to the teaching approach mentioned, a concept of language teaching should be presented in forms of the language found in actual situations leading to teaching vocabulary, structures, pronunciation and practising learners to understand the contents of structures and can use them correctly. Hence learners use the obtained knowledge in actual situations. Many educators have adopted the role play activity for teaching in order to promote learners to have the development of listening and speaking skills. The study of Kanjanda's (2003) claimed that the students' English listening-speaking abilities were higher than the standard level (60 percent) and the motivation of the students was higher after being taught through the role play activities based on communicative approach.

In conclusion, the role play activity is a method of learning process focusing on learners' practising language in any situations close to reality. Learners are free to select the appropriate language for persons and situations. Besides, they have the development of listening and speaking competences and also have learning

motivation. Since learners have participated in learning activities and they are free to select the language in any situations which are meaningful to them. Furthermore, they could enjoy activities and the atmosphere in class.

Simulation Activity

Simulation activity is a technique of providing teaching-learning activities by simulating conditions which exist in reality or nearly exist in reality. Learners will be in the interactive situation in terms of making-decision and problem-solving. The problems may be indicated implicitly or explicitly depending on any simulation by determining policy and crisis or problems. Decision making will affect the learners who play roles. In existing in actual situations, learners have rights to use the experiences in performing their roles and responsibilities according to the assigned roles. Ruenpan (2003, p. 7) gave the definition of simulation as a technique of learning process by simulating or constructing conditions which nearly exist in reality by learners' response to each other. Learners need to make their own judgments much more than they do in other activities by using language for communication according to the assigned roles. It begins with the step of teaching preparation, language practice and providing information of any situations. The next step is the performance of simulation in which learners will change their roles from participants to co-observers and a teacher will be the facilitator and the controller. The final step is the step of discussing and giving feedback. In this step, the teacher will change his or her role from the facilitator and the controller to a teacher in charge of discussing and evaluating the learners' language.

In addition, Kerr (1997, pp.9-10) stated that the two benefits of simulation implementation on teaching and learning the English language are as follows: One benefit enables the participants in any situation to practice using English for communication and exchanging information for their goals. Another one enables the participants in any situation to use four skills in combination, for example, using the reading skill to read directions and information, using the listening-speaking skills to exchange their information and using the writing skill to fill out forms or take notes and memoranda. The results of using the four language skills from his study can be implemented on simulation satisfactorily and also be much more motivated and less excited to perform activities. Learners feel that the language used is close to the

existing actual situations. Walker (1977, p.3) cited that the role play helps learners develop language skills and better understanding on communication. Ruanpaen (2003) found that the students' English speaking ability after using simulation was at good level and the students' self efficacy after using simulation was higher. It can be said that the role play in classroom activities not only helped the learners be confident in using English for communication (speaking-listening) but also motivated them in language learning.

Thus, this can be concluded that the role play and simulation are language learning activities that can promote the learners' ability in speaking English as well as self-confidence in conversation. This conforms with the principle on the learner-centered strategy and the authentic evaluation.