การพัฒนาชุดการเรียนรู้บนโทรศัพท์มือถือเพื่อพัฒนาความสามารถ

การแปลสำหรับนักเรียนระดับชั้นมัธยมศึกษาตอนปลาย

วิทยานิพนธ์

ของ

พีรลักษณ์ รักษะประโคน

เสนอต่อมหาวิทยาลัยราชภัฏบุรีรัมย์ เพื่อเป็นส่วนหนึ่งของการศึกษา

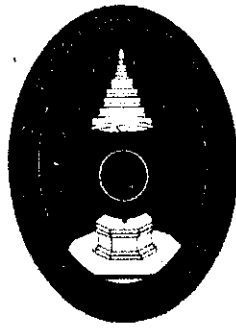ตามหลักสูตรศิลปศาสตรมหาบัณฑิต สาขาวิชาภาษาอังกฤษ

สิงหาคม 2561

DEVELOPMENT OF MOBILE LEARNING PACKAGE
FOR IMPROVING TRANSLATION ABILITY FOR
HIGHER SECONDARY SCHOOL STUDENTS

Peraluk Ruksaprakhon

A Thesis Submitted in Partial Fulfillment of the Requirements

for the Degree of Master of Arts Program in English

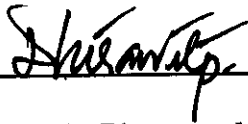August 2018

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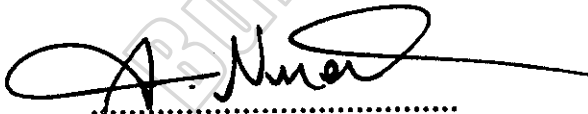
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ชื่อเรื่อง	การพัฒนาชุดการเรียนรู้บนโทรศัพท์มือถือเพื่อพัฒนาความสารถการแปลสำหรับนักเรียนระดับชั้นมัธยมศึกษาตอนปลาย
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บทคัดย่อ

การวิจัยครั้งนี้มีจุดมุ่งหมายเพื่อ 1) หาประสิทธิภาพของแอพพลิเคชั่นเพื่อการเรียนรู้การแปลบนโทรศัพท์มือถือ ระดับชั้นมัธยมศึกษาตอนปลาย ที่มีประสิทธิภาพตามเกณฑ์ 70/70 2) เปรียบเทียบความสามารถการแปลภาษาจากภาษาอังกฤษเป็นภาษาไทยก่อนเรียนและหลังเรียนของนักเรียนชั้นมัธยมศึกษาตอนปลาย โดยใช้แอพพลิเคชั่นเพื่อการเรียนรู้การแปลบนโทรศัพท์มือถือ และ 3) ศึกษาความพึงพอใจของนักเรียนระดับชั้นมัธยมศึกษาตอนปลาย ที่มีต่อการเรียนการแปลโดยใช้แอพพลิเคชั่นเพื่อการเรียนรู้การแปลบนโทรศัพท์มือถือ กลุ่มตัวอย่างที่ใช้ในการศึกษาครั้งนี้เป็นนักเรียนระดับชั้นมัธยมศึกษาตอนปลาย จำนวน 20 คน ที่เลือกเรียนวิชาชุมนุมนักแปลหน้าใหม่ (Newbie Translator) โรงเรียนกระเทียมวิทยา อำเภอสังขะ จังหวัดสุรินทร์ สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษา เขต 33 โดยการเลือกกลุ่มตัวอย่างแบบเจาะจง เครื่องมือที่ใช้ในการเก็บรวมรวมข้อมูลในการวิจัยในครั้งนี้ ได้แก่ แอพพลิเคชั่นเพื่อการเรียนรู้การแปลบนโทรศัพท์มือถือ แผนการจัดการเรียนรู้ แบบทดสอบวัดความสามารถในการแปลภาษาอังกฤษเป็นภาษาไทย และแบบสอบถามความพึงพอใจ สถิติที่ใช้ในการวิเคราะห์ข้อมูล ได้แก่ ร้อยละ ค่าเฉลี่ย ส่วนเบี่ยงเบนมาตรฐาน และ Dependent Samples t-test ผลการศึกษาพบว่า

1. แอพพลิเคชั่นเพื่อการเรียนรู้การแปลบนโทรศัพท์มือถือที่ผู้วิจัยสร้างขึ้นมีประสิทธิภาพ 80.17/83.50 ซึ่งมีประสิทธิภาพสูงกว่าเกณฑ์ 70/70 ที่ตั้งไว้

2. นักเรียนระดับชั้นมัธยมศึกษาตอนปลาย ที่เลือกเรียนวิชาชุมนุมนักแปลหน้าใหม่ มีความสามารถในการแปลภาษาจากภาษาอังกฤษเป็นภาษาไทยหลังเรียนสูงกว่าก่อนเรียนอย่างมีนัยสำคัญทางสถิติที่ระดับ .01

3. นักเรียนระดับชั้นมัธยมศึกษาตอนปลาย ที่เลือกเรียนวิชาชุมนุมนักแปลหน้าใหม่ มีความพึงพอใจโดยรวมอยู่ในระดับมาก

TITLE	Development of Mobile Learning Package for Improving Translation Ability for Higher Secondary School Students
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DEGREE	Master of Arts **MAJOR** English
SCHOOL	Buriram Rajabhat University **YEAR** 2018

ABSTRACT

The objectives of this quantitative research were 1) to construct and determine the efficiency of mobile learning package on translation from English into Thai ability of higher level secondary school (grade 10-12) students with criterion set at 70/70, 2) to compare students' translation ability before and after learning by using mobile learning package, and 3) to investigate their satisfaction toward learning translation from English into Thai by employing the mobile learning package. The samples were 20 students, three of participants from grade 11 and 15 of participants were from grade 12. They were selected through purposive sampling technique. The instruments consisted of focus group discussion, pre-test and post-test, mobile learning package and satisfaction form. The statistics employed to analyze the data were percentage, mean, standard deviation and dependent sample t-test. The findings were as follows:

1. The efficiency of mobile learning package on translation from English into Thai was 80.17/83.50 which was higher than the criterion set at 70/70.

2. The students' translation from English into Thai ability post-test mean score was higher than the pre- test mean score with statistically significant difference at .01 level.

3. The overall students' satisfaction toward learning translation from English into Thai through mobile learning translation was at very satisfied level.

ACKNOWLEDGEMENT

TABLE OF CONTENTS

TABLE OF CONTENTS (CONTINUED)

CHAPTER   **Page**

TABLE OF CONTENTS (CONTINUED)

TABLE OF CONTENTS (CONTINUED)

TABLE OF CONTENTS (CONTINUED)

LIST OF TABLES

LIST OF FIGURES

CHAPTER 1

INTRODUCTION

1.1 Background of the study

At present, languages learning takes a vital role in world communication, career progression, and education. English has one of the biggest roles in language learning. To emphasize the importance of English for Thai education, the Thai Ministry of Education made English one of the compulsory subjects in education in 1996 (Watanapokakul. 2006). The reason for this is that Thai students could use English in their daily life and have more abilities for communicating in various situations, search for knowledge and pursue further education at higher levels. Learners will therefore have knowledge and understanding of stories and cultural diversity of the world community and will be able to creatively convey Thai concepts and culture to the global society. Moreover, learners could utilize English language related to other learning areas, their community and the world (The Ministry of Education, Thailand. 2008).

Refer to a 2013 IDC-Facebook report, 79 percent of people from age 18-44 check their mobile phones immediately after they wake up and last thing they do before bed. Moreover from the report, they keep their phones with them and check it 150 times a day approximately compare to the use of laptops or desktop computers. Nowadays, the innovation in mobile application has raised popularities among people because it convenient people in their daily life. Mobile phones are not only for communication but also providing a chance to explore more knowledge as in a huge

library and it is available 24/7. They are becoming a part of the culture for almost every student. Mobile phones also known as handheld devices can help students to improve their learning and help teachers for classroom dynamic due to their computation and communication abilities (Liu & Kao. 2007). Mobile for learning or Mobile Learning consisted of any kind of learning which is made for mobile phones or handheld devices. They can be access either in or out of classroom or teachers can use it as a part of class period (Hockly & Dudeney. 2017). Mobile learning can be put many classroom materials such as textbooks, notebooks, tests, and so on. It can make a positive learning achievement from how leaners learn and mobile learning can lead leaners to use their mobile phones on the way because it has capability to help learners learn and convey their interests more.

Mobile learning (m-learning) is an important area for development in e-learning. As the mobile device becomes more and more people are doing a wider variety of things with their mobiles. Using mobile phones for learning is becoming more accepted. Doctors are using mobile apps to check symptoms and drug interactions and students are using their phones to revise and check timetables. Mobile learning is concerned the limitation of learning and it can enable people to access the lessons from everywhere around the world within their hands.

To learn English or a second language requires main four skills which are listening, speaking, reading and writing skills. However, one thing which is applied in these main skills is translation. It's important because first, people prefer using their native language to understand a foreign text clearly, second English is the main language to communicate for worldwide business with other countries, but it often

needs translation to make business run smoothly. And third, the ideas can be transferred via the different cultures which are from the different countries (Alison Kroulek. 2016). Translation ability is a fundamental skill for higher academic learning as it is a base which affects students' understanding on learning English for higher education. Translation is important for learning languages since it can provide the learners comprehension of the text they read.

To translate written work from one language to another is harder than translate of a spoken language due to the fact that a text does not provide any extra hints such as facial expressions or gestures. The translator has to have a good understanding of all lexical terms and this may cause problems in translation. One problem indicated by Baker (1992) is that translation is often made difficult because there are no equivalent words in both languages. The meaning of one word in one language might have another meaning in another language, especially idioms or metaphors, so it can cause problems. For instance, the word 'pig' in English means 'a bad person' or 'a police officer showing inappropriate behavior', while in Thailand the word 'pig' means 'an overweight person'.

Translation is not a new thing in Thailand. Many Thai literatures have been translated since the Ayutthaya era. Nowadays, translation can be one of the subjects for higher level school or Mattayom and is also a required subject in a university for those who study in the languages field. For other students who did not study in the languages field still need to use translation for some subjects for understanding the English textbooks (Saibua. 1999). The higher education level needs more understanding of the contents which students learn about because it would provide

more range of information to analyze the contents. Many teachers still use the grammar-translation approach in teaching. The method of this approach is to let the students memorize the meaning of the words and the structure of sentences and translate it to their mother language. Although this approach has been used for long time, many mistakes are still made. Many scholars have studied the problems of translation from English to their language and their language to English. Most students, however, still have problems transferring the meaning from the original text. One of the factors may be due to a lack of understanding of the correct grammar and sentence structure, which, according to Supol (1998: 66-82) is divided into three problems: cultural-translation, structural-translation which is the current problem for Thai students and lexical-translation.

These mistakes made during translation cause many wrong meanings. The meaning is interpreted wrongly by using the wrong words or language for the contents, wrong punctuations, disordering the thought or the translators do not understand the contents. Errors made in translation could also be caused due to interference of the mother language. Especially in Thai, the sentence structures are different from English and many students translate to English by using Thai structures. For example;

Sentence: The hydar was known for its nine long heads.

Translation: ไฮดราถูกรู้จักสำหรับหัวที่ยาวเก้าหัวของมัน

From this example, the translated version is the direct translation but it is not smooth as it should be and the readers might feel strength while reading it.

Translation problems can affect students' comprehension of studying English in higher levels since translation requires practicing.

Therefore, this study has investigated teaching translation from English to Thai by using mobile learning package to help to develop Thai students' translation ability. The results of this research will help teachers understand teaching translation by using mobile application package and therefore improve students' academic achievement.

1.2 Objectives of the study

1.2.1. To construct and determine the efficiency of mobile learning package on translation from English into Thai ability of higher level secondary school (grade 10-12) students with criterion set at 70/70

1.2.2 To compare students' translation ability before and after learning by using mobile learning package.

1.2.3 To investigate their satisfaction toward learning translation from English into Thai by employing the mobile learning package.

1.3 Research Questions

1.3.1 What is the efficiency of mobile learning on translation ability of higher level secondary students in translation as a selective course?

1.3.2 Do students who learn translation through mobile learning have higher scores on their posttest than their pretest score?

1.3.3 What is the overall satisfaction of higher level secondary students in translation activity subject by using mobile learning?

1.4 Research Hypothesis

The students who learn translation through mobile learning package get higher scores on posttest than pretest mean scores.

1.5 Significance of the Research

The finding of this investigation provides advantages to teachers, educators, students and language learners who study English as a foreign language. They can be applied in the following ways:

1.5.1 The result of this study can be useful to the teachers who are interested in teaching translation.

1.5.2 The findings can be useful for the teachers and students to solve the problems of teaching and learning translation.

1.5.3 This study could enhance the students' satisfaction with learning translation through mobile learning.

1.5.4 Based on this study, the results can be used as a resource or guideline for further studies on teaching English through this mobile application.

1.6 Scope and Limitation of the Research

1.6.1 Population and Samples

1.6.1.1 This study was conducted on 391 higher level secondary students who enrolled in the second semester of the academic year 2016 at Krathiamwittaya School, Sungkha District, Surin Province under the Secondary Educational Service Area Office 33.

1.6.1.2 The participants in this study were 20 higher level secondary students who applied for translation as a selective course in the second semester of the academic year 2016 at Krathiamwittaya School, Sungkha District, Surin Province under the Secondary Educational Service Area Office 33.

1.6.2 Variables of the Study

1.6.2.1 The independent variable is teaching translation through mobile learning package.

1.6.2.2 The dependent variable are students' translation ability, students' satisfaction towards learning translation through mobile learning package.

1.6.3 Contents of the Study

This study developed the content based on 'Sunchawee Saibua', and the topics were as follows:

1.6.3.1 Words Translation

    1) Nouns

    2) Nouns Phrases

    3) Phrasal Verbs

1.6.3.2 Sentences Translation

1.6.3.3 Passive Voice Translation

1.6.4 Duration of the Study

The study was conducted in the second semester of the academic year 2016 totaling 10 hours from 10 periods of teaching, including practicing, pretest and posttest. Each period will take 1 hour of teaching translation through mobile learning package in translation as a selective course.

1.6.5 Limitation of the Research

The researcher studied the implementation of mobile learning package on translation from English to Thai of higher level secondary students in Krathiamwittaya School used for translation as a selective course.

1.7 Definition of Key Terms

1.7.1 Translation means to interpret from one language to another. This study refers to the interpretation from English to Thai in written works.

1.7.2 Translation Ability means the ability to interpret from English to Thai suitably and reasonably.

1.7.3 Mobile Learning Package means learning tools which are aimed to expand students' translation ability. This study was created and divided into 3 topics as follows:

1.7.3.1 Words Translation

1) Nouns

2) Nouns Phrases

3) Phrasal Verbs

1.7.3.2 Sentences Translation

1.7.3.3 Passive Voice Translation

1.7.4 Achievement Test is the performance test which evaluates students after they finish studying and performing the works in each lesson plan.

1.7.5 Pre and Post Test means the performance test which is evaluated before and after the whole process of learning through mobile learning. That is the pretest and posttest consisting of 3 topics totaling 20 marks for each. The first item is to translate words from English into Thai (10 marks), the second is to translate sentences by focusing on tenses used (10 marks), and the third is to translate passive voice (10 marks).

1.7.6 Efficiency refers to the quality of the learning package used as teaching and learning tools that facilitate and reinforce students' learning effectively.

1.7.7 The criterion set at 70/70 means the mean scores that were employed to examine the efficiency.

1.7.7.1 The first criterion at 70 (efficiency of the process) is the percentage of the students' total mean scores from the achievement test in the end of each topic scores.

1.7.7.2 The second criterion at 70 (efficiency of the outcome) is the percentage of the students' mean scores from the translation from English into Thai ability test (posttest).

1.7.8 Satisfaction is the feelings of higher level secondary students that indicates favor, pleasure, and gladness which the students reveal toward learning translation through mobile learning package.

1.7.9 Students refer to higher level secondary students who chose Newbie Translator as a selective course at Krathiamwittaya School, Sungkha District, Surin Province under Secondary Educational Service Area Office 33 in the second semester of academic year 2016.

1.8 Summary of the Chapter

This chapter provides background information of the study which includes the definitions of translation, importance of translation, translation ability of Thai students, and mobile application for learning. In addition, research questions; research objectives; research hypotheses; definitions of terms; research framework; and scope of the study have been presented in this chapter. The next chapter, emphasizes the review of the related literature.

CHAPTER 2

LITURATURE REVIEW

This chapter describes theories, principles and previous investigations related to the present study under the following topics:

2.1 The Basic Education Core Curriculum B.E. 2551 (A.D. 2008)

2.2 Translation

2.3 Mobile Learning

2.4 Learning Package

2.5 Efficiency

2.6 Concept and Theory of Satisfaction

2.7 Previous Studies Related to the Present Study

2.8 Summary of the Concept

2.1 The Basic Education Core Curriculum B.E. 2551 (A.D. 2008)

Thai Ministry of Education has announced The Basic Education Core Curriculum B.E. 2551 (A.D. 2008) for national education with goals and learning standards. Teaching-learning activities organised for all Thai children and youths at basic education level are aimed at enhancing learners' quality regarding essential knowledge and skills required for their lives in an ever-changing society. They will be authorized to seek more knowledge for their life and self-development in the future. The Basic Education Core Curriculum has prescribed the following eight learning standards:

1. Thai Language

2. Mathematics

3. Science

4. Social Studies, Religion and Culture

5. Health and Physical Education

6. Arts

7. Occupations and Technology

8. Foreign Languages.

For each learning area, the standards provide the goals to be achieved in developing learners' quality. These standards prescribe what the learners should know and should be able to perform. They also indicate moral and ethical values as well as desirable characteristics upon completing education at basic level. Monitoring for internal quality assurance is essential, as it indicates the extent of success in achieving the quality as prescribed in the pertinent standards. The Basic Education Core Curriculum covers three educational levels as follows; 1. Primary Education Level (Primary education or grades 1-6), Lower Secondary Education Level (Lower secondary education grades 1-3, or grades 7-9), and Upper Secondary Education Level (Upper secondary education grades 4-6, or grades 10-12). The researcher as a teacher who teaches English on upper secondary school level aimed to develop the learners' translation ability for their own learning achievement and to extend English capacity on their further education.

2.1.1 Learning Area of Foreign Language

2.1.1.1 Why is it necessary to learn foreign languages?

In the present global society, learning foreign languages is very important and essential to daily life, as foreign languages serve as an important tool for communication, education, seeking knowledge, livelihood and creating understanding of cultures and visions of the world community. Foreign languages enable learners to be aware of diversity of cultures and viewpoints in the world community, conducive to friendship and cooperation with various countries. They contribute to learners' development by giving learners better understanding of themselves and others. The learners are thus able to learn and understand differences of languages and cultures, customs and traditions, thinking, society, economy, politics and administration. They will be able to use foreign languages for communication as well as for easier and wider access to bodies of knowledge, and will have vision in leading their lives.

The foreign language constituting basic learning content that is prescribed for the entire basic education core curriculum is English, while for other foreign languages, e.g., French, German, Chinese, Japanese, Arabic, Pali and languages of neighboring countries, it is left to the discretion of educational institutions to prepare courses and provide learning management as appropriate.

2.1.1.2 What is learned in foreign languages?

The learning area for foreign languages is aimed at enabling learners to acquire a favorable attitude towards foreign languages, the ability to use foreign languages for communicating in various situations, seeking knowledge,

engaging in a livelihood and pursuing further education at higher levels. Learners will thus have knowledge and understanding of stories and cultural diversity of the world community, and will be able to creatively convey Thai concepts and culture to the global society. The main contents include:

1) Language for Communication: use of foreign languages for listening, speaking, reading and writing, exchanging data and information, expressing feelings and opinions, interpreting, presenting data, concepts and views on various matters, and creating interpersonal relationships appropriately

2) Language and Culture: use of foreign languages harmonious with culture of native speakers; relationships, similarities and differences between languages and cultures of native speakers; languages and cultures of native speakers and Thai culture; and appropriate application

3) Language and Relationship with Other Learning Areas: use of foreign languages to link knowledge with other learning areas, forming the basis for further development, seeking knowledge and broadening learners' world views

4) Language and relationship with Community and the World: use of foreign languages in various situations, both in the classroom and the outside community and the global society, forming a basic tool for further education, livelihood and exchange of learning with the global society

2.1.1.3 Learners' Quality Graduated Grade 12

1) Observe instructions in manuals for various types of work, clarifications, explanations and descriptions that they have heard and read; accurately read aloud texts, news, announcements, advertisements, poems and skits by observing

principles of reading; explain and write sentences and texts related to various forms of non-text information that they have heard or read; identify the main idea, analyse the essence, conclude, interpret and express opinions from listening and reading feature articles and materials for entertainment purpose, as well as provide justifications and examples for illustration

2) Converse and write to exchange data about themselves, various matters around them, experiences, situations, news/incidents, issues of interest and communicate them continuously and appropriately; choose and use requests, clarifications, explanations and give instructions; speak and write to show needs; offer and provide assistance; speak and write appropriately to ask for and give data, describe, explain, compare and express opinions about matters/issues/news/incidents about which they have heard and read; speak and write to describe their own feelings and express opinions about various matters, activities, experiences and news/incidents with proper reasoning

3) Speak and write to present data about themselves/experiences /news/incidents, matters and various issues of interest; speak and write about the main idea and theme identified from analysis of matters, activities, news, incidents and situations in accordance with their interests; speak and write to express opinions about activities, experiences and incidents in the local area, society and the world, as well as provide justifications and examples for illustration

4) Choose the language, tone of voice, gestures and manners appropriate to the level of the persons, time, occasions and places by observing social manners and culture of native speakers; explain/discuss about lifestyles, thoughts,

beliefs and origins of customs and traditions of native speakers; participate in, advise and organise language and cultural activities appropriately

5) Explain/compare differences between structures of sentences, texts, idioms, sayings, proverbs and poems in foreign languages and Thai language; analyse/discuss similarities and differences between the lifestyles, beliefs and culture of native speakers and those of Thais, and apply them with proper reasoning

6) Conduct research/search for, make records, conclude and express opinions about the data related to the learning areas from various sources, and present them through speaking and writing

7) Use language for communication in real situations/simulated situations in the classroom, school, community and society

8) Use foreign languages in searching for/conducting research, collecting, analysing and summarising knowledge/various data from the media and various learning sources for further study and livelihood; disseminate/convey to the public data and news about the school, community and local area/nation in foreign languages

9) Are skilful in the use of foreign languages (with emphases on listening, speaking, reading and writing) to communicate about themselves, their families, schools, the environment, foods, beverages, interpersonal relationships, free time and recreation, health and welfare, selling and buying, climate, education and occupations, travel for tourism, provision of services, places, language and science and technology with a vocabulary of around 3,600-3,750 words (words with different levels of usage)

10) Use compound and complex sentences to communicate meanings in various contexts for both formal and informal conversations

2.1.2 Learning Strands and Standards for Foreign Language

Strand 1: Language for Communication

Standard F1.1: Understanding of and capacity to interpret what has been heard and read from various types of media, and ability to express opinions with proper reasoning

Standard F1.2: Possessing language communication skills for effective exchange of date and information; efficient expression of felling and opinions.

Standard F1.3: Ability to present data, information, concepts and views about various matters through speaking and writing

Strand 2: Language and Culture

Standard F2.1: Appreciation of the relationship between language and culture of native speakers and capacity for use of language appropriate to occasions and places

Standard F2.2: Appreciation of similarities and differences between language and culture of native and Thai speakers, and capacity for accurate and appropriate use of language

Strand 3: Language and Relationship with Other Learning Areas

Standard F3.1: Usage of foreign languages to link knowledge with other learning areas, as foundation for further development and to seek knowledge and widen one's world view

Strand 4: Language and Relationship with Community and the World

Standard F4.1: Ability to use foreign languages in various situations in school, community and society

Standard F4.2: Usage of foreign languages as basic tools for further education, livelihood and exchange of learning with the world community languages.

2.1.3 Course Syllabus for Newbie Translator (Selective Course)

Course Code	-
Learning Unit	0.5
Course Name	Newbie Translator
Department	Foreign Language
Semester	Second
Level	Grade 10-12
Status	Selective course
Durations	1 hour per week
Course Assessment	Pass - 80% of attendance and 50% of Total test scores
	Fail - lower than 80% of attendance and 50% of Total test scores

Course Description:

After learning this course, most of learners will be able to gain more knowledge and understanding of translation types, the roles of translator and the basics of translation. This subject is aimed to provide the learners to understand the theories and strategies for translation from English into Thai. Moreover, the learners

will be able to translate words, sentences, idioms and proverbs emphasized on each type of the writing works. The last purpose is to provide the learners' evaluation for their translation work.

2.2 Translation

2.2.1 Definition of Translation

The definitions of translation were given by many educators.

Eugene A. Nida (1964) states that translation is to convey the meaning in one form to another by keeping the same meaning, sense, expression or feelings as the original texts. The translation is not only to present the meaning but also express the feelings, word choice and the texts which contain the sentences. To order the words for the sentences is important and the translator has to consider and pass the meaning on the source language.

Nida and Taber (1969) give the definition of translation as consisting in reproducing in the receptor language the closet natural equivalent of the source language message, first in the terms of meaning and secondly in the terms of style.

Catford (1965: 20) states that translation may be defined as the replacement of textual material in one language (SL) by equivalent textual material in another language (TL). Similar definition is also mentioned by Larson (1984: 3). He says that translation consists of translating the meaning of the source language into the receptor language. This is done by going from the form of the first language to the form of a second language by way of semantic structure. It is meaning which is being transferred and must be held constant. Only the form changes.

Larson (1984: 10) states "Translation consists of studying the lexicon, grammatical structure, communication situation and cultural context of the source

language, analyzing it in order to determine its meaning, then reconstructing the same meaning using the lexicon and grammatical structure which appropriate in the receptor language and its cultural context".

In conclusion, translation is to transfer message from the source text to the target text. The aim of translation is to find the equivalent meaning of the source language expression in the target language. Thus, meaning is important in translation and it must be held constant. Furthermore, translating a literary work into another language is creating a new literary work in another language. A translation novel is a novel that contains different language from the original text but carrying the spirit of the original text. It also arouses the same respond to the readers between the two languages.

2.2.2 The Importance of translation

As Duff (1989:5) says, "As a process of communication, translation functions as the medium 'across the linguistic and cultural barriers' in conveying the message written in the foreign languages." In other words, the function of translation is a medium or a means to carry the message from the SL to TL. And it is very helpful for people which come from around the world in communication to each other. And Nida (1981:2) states, "Translation means communication because it has three essential elements to form a process of communication. The three essential elements are source, message, and receptor, and these elements must be found in all communication activities". In brief that, translation is a means in communication, that has source, message, and receptor which must be found in all communication activities.

2.2.3 Types of Translation

Larson (1984, cited in Pinmanee. 2014) states that translation is divided into two types; 1) form-based translation, and 2) meaning-based translation. Form-based translation is to translate by keeping the original word or structure of source language (SL). This type suits for those who want to study the source language. For meaning-based translation focuses on the equivalence meaning for both of source language and target language (TL) followed by three compositions which are the smoothness, the structure and the word choice of target language.

Newmark (1995) divides the translation into two types which are source language emphasis and target language emphasis. The figure of SL emphasis and TL emphasis is also suggested in V shape below;

SL Emphasis   TL emphasis

Word-for-word translation   Adaptation

Literal translation   Free translation

Faithful translation   Idiomatic translation

Semantic translation   Communicative translation
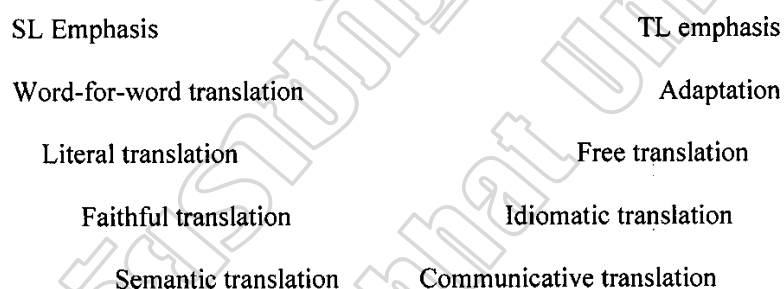
Figure 2.1 Types of translation

Source: Newmark (1995)

Word-for-word translation

This method is often used as interlinear translation, with the TL immediately below the SL words. The SL word-order is preserved and the word translated singly by their most common meaning, out of context. Cultural words are translated literally. The main use of word-for-word translation is either to understand

the mechanics of the source language or to construe a difficult text as a pre-translation process.

Literal translation

The SL grammatical constructions are converted to their nearest TL equivalents but the lexical words are again translated singly, out of context. As a pre-translation process, this indicates the problem to be solved.

Faithful translation

A faithful translation attempts to reproduce the precise contextual meaning of the original within the constraints of the TL grammatical structures. It 'transfers' cultural words and preserves the degree of the grammatical and lexical 'abnormality' (deviation from SL nouns) in the translation. It attempts to be completely faithful to the intentions and the text-realization of the SL writer.

Semantic translation

Semantic translation differs from 'faithful translation' only in as far as it must take more account of the aesthetics value (that is, the beautiful and natural sound) of the SL text, compromising on 'meaning' where appropriate so that no assonance, word-play or repetition jars in the finished version. Further, it may translate less important cultural words by naturally neutral third or functional terms but not by cultural equivalents and it may make other small concessions to the readership. The distinction between 'faithful' and 'semantic' translation is that the first is uncompromising and dogmatic, while the second is more flexible, admits the creative exception to 100% fidelity and follows for the translator's intuitive empathy with the original.

Adaptation

This is the 'freest' form of translation. It is used mainly (comedies) and poetry; the themes, characters, plots are usually preserved, the SL culture converted to the TL culture and the text rewritten. The deplorable practice of having a play or poem literally translated and then rewritten by an established dramatist or poet has produced many poor adaptations, but other adaptations have 'rescued' period plays.

Free translation

Free translation reproduces the matter without the manner, ot the content without the form of the original. Usually it is a paraphrase much longer than the original, a so-called 'intralingual translation', often prolix and pretentious, and not translation at all.

Idiomatic translation

Idiomatic translation reproduces the 'message' of the original but tend to distort nuances of meaning by preferring colloquialisms and idioms where these do not exist in the original.

Communicative translation

Communicative translation attempts to render the exact contextual meaning of the original in such a way that both content and language are readily acceptable and comprehensible to the readership.

From the figure, SL emphasis aims to keep the structure of source language from the highest level of keeping the SL structure, word-for-word translation, to the lowest level which is semantic translation. In the other hand, TL emphasis aims to interpret the meaning and transfer the comprehension of the reader. The highest level of interpreting the meaning is adaptation and the lowest level is

communicative translation. The good translations from Newmark's point of view are semantic translation and communicative translation.

Saibua (1999) also mentions two types of translation; literal translation and free translation.

1) Literal translation is to translate source language by keeping the form as much as the translator can. Saibua defies form as words, word orders, groups of meaning, sentence compositions and punctuation use.

2) Free translation is different from literal translation on form keeping. The translator can use the different words or word orders. The pattern of sentence also can be changed and the purpose is only to lead the reader to the message from source language to target language.

In conclusion, the types of translation focus on the different details. SL emphasis or literal translation is more about the structure of source language and translate directly into words by words and keep the structure use. TL emphasis or free translation has no pattern of word orders or sentence structure for translation and mostly use in literature work for the reader's flavor. However, for both of SL emphasis and TL emphasis has the same main purpose which is to convey the meaning from one language to another.

2.2.4 Translation Strategies

To translate from one language to another, the translator might not find the exactly same meaning for both of languages due to the differences of the amount of words to use for the meaning according to the culture of each country. The translator needs to find the words with lexical equivalence to provide the same message in both source language and

target language. From the obstacles above, the translation educators suggested the translation strategies for guiding the translator to choose the particular words for the contexts.

Hatim (1990) mentions three principles of translation which are 1) the translation should give a complete transcript of the ideas of the original work, 2) the style and manner of writing should be the same character with that of the original, and 3) the translation should have all the ease of original composition.

Pinmanee (2014) suggests five translation strategies for the known words which are 1) nonliteral lexical equivalents, 2) descriptive phrase, 3) related words, 4) generic- specific words, and 5) secondary and figurative sense. For the unknown words, there are three translation strategies; 1) wide definition with the explanation, 2) loan words, and 3) replace the words which in exist in the culture of the target language.

Saibua (1999) states that translation from English into Thai can be adapted the words and phrases for translating the source language into target language and provide the closest understanding for the readers. There are five strategies; 1) adding the explanation, 2) using phrases or sentences to refer to the words that not exist, 3) using the wide ranged of the specific words (same as Pinmanee's strategy), 4) using the related words, and 5) omitting the words or phrases. Moreover, Saibua suggests the translation process which the researcher followed;

1) Study and analyze the original text, search the information about the original text and the writer and also the other work of the writer.

2) Interpret and gather the message of the original text, understand the idea which the translator must transfer to the readers.

3) Analyze the target readers and choose the translation type

which suits for the target readers, semantic translation or communicative translation,

and use the words, sentences and language level for the context.

4) Revise the translation work.
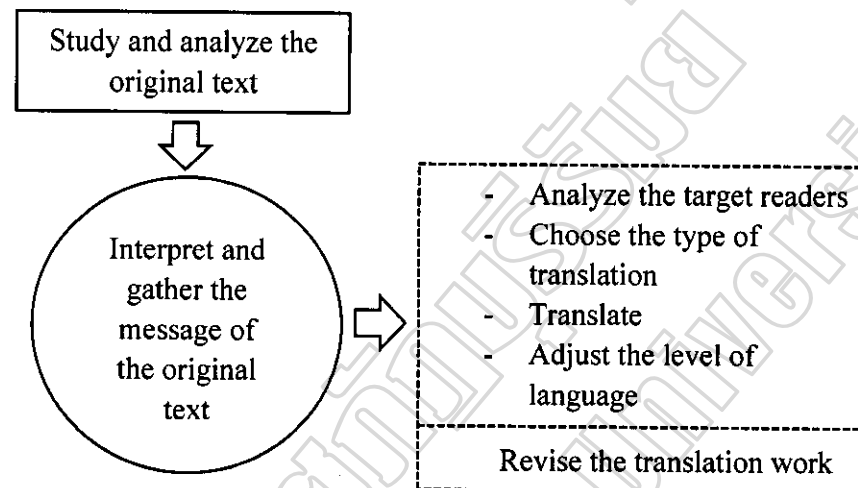
Figure 2.2 Translation Process

Source: Saibua (1999)

2.3 Mobile Learning

2.3.1 Definition of Mobile Learning

UNESCO (2013) gives the definition of mobile learning as the use of

mobile technology, which can be used for individual or multi-task with other

information and communication technology (ICT), to enable learning anytime and

anywhere. Learning can extend in many ways: people can use mobile devices to

access educational resources, connect with others, or create content, both inside and

outside classrooms. Mobile learning also envelops attempt to support broad

educational achievements such as the effective administration of school systems and

improved communication between schools and families.

Yousef and Hamideh (2013) states in their journal that the term Mobile Learning means a subset of E-Learning, educational technology and distance education, which learning from mobile devices. Mobile learning also has many different definitions and is known by many different names, like M-Learning, U-Learning, personalized learning, learning whilemobile, handheld learning, and so on.

Dejan Pukšič, Melita Zemljak Jontes and Marjan Krašna (2015) states that mobile learning or M-learning is a learning process which can be able to extend social and contextual interactions with the tool of mobile devices. M-learning has developed from e-learning which combines ICT and web for teaching and learning, but it is different due to the limitations of mobile devices. Learning materials for computer use are not suitable for handheld devices for the following reasons: (a) mobile devices have visual limitations, (b) they manipulate a haptic user interface, and (c) education is supported by the haptic user interface.
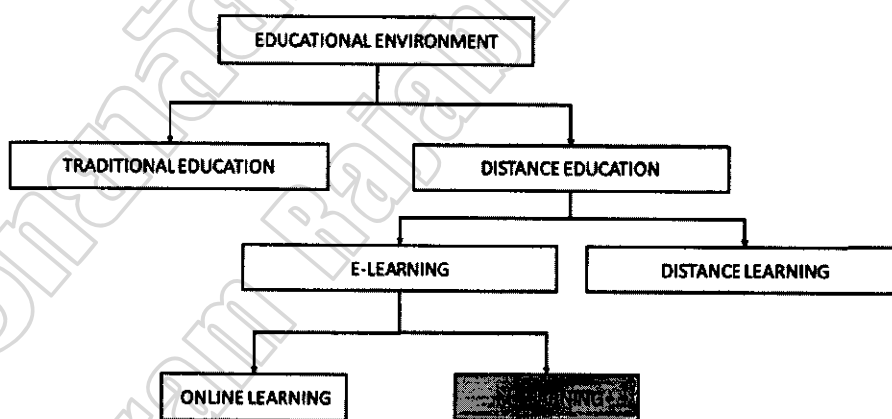
Figure 2.3 Mobile Learning environment

Source: Ozuorcun (2012: 302)

Helen Crompton defines mobile learning as the devices for education, includes smartphones, tablet and handheld devices which allow users to access the

learning contents anytime and anywhere. Mobile learning can provide the learners to take place in several surrounding and social settings. From the convenience of using mobile learning, teachers will be able to gain more attention, raise learning awareness and increase learning opportunities from learners compared to the traditional learning style and easier to use compared to e-learning (Table 2.1).

Table 2.1 Differences between Traditional Learning, E-Learning And M-Learning

	Traditional learning	E-Learning	M-Learning
Time	Limited with formal learning units	Limited to the time spent in front of the computer but can be at any time of day.	No limits. Learning can start anytime, anywhere mobile devices can be used.
User adaptability	Limited in all aspects of differentiation and learning concepts.	Partial adaptability depends on number of users of single computer.	Enables total user adaptability.
Privacy	No.	In general, considered as private.	Yes.
Space	Limited to the learning environment.	Many static locations are possible.	Multiple possible environments. Limited only by connectivity, if required.

Table 2.1 (Continue)

	Traditional learning	E-Learning	M-Learning
Formality type	Formal.	Formal and informal.	In general, informal but can be formal under certain conditions.
Social interaction	Connections established in the real learning environment.	Virtual connectivity using WWW.	Both types of connectivity are possible (virtual and real).
Spontaneity	Non-spontaneous, mostly passive learning.	Partially spontaneous.	Depends on opportunity, can be very active.

Source: Crompton (2013: 50)

One definition of mobile learning is, "any sort of learning that happens when the learner is not at a fixed, predetermined location, or learning that happens when the learner takes advantage of the learning opportunities offered by mobile technologies" (MOBIlearn. 2003). In other words, with the use of mobile devices, learners can learn anywhere and at any time (Crescente & Lee. 2011). Mobile learning is considered to be the ability to use mobile devices to support teaching and learning.

Vate-U-Larn (2008) gives the definitions of Mobile (devices) as a computer device or portable device which can show the pictures and Learning as a process of behavior changing of human from experience things around and learn from

it. Mobile learning or M-Learning is learning through computer device, portable device, or mobile phone with wireless connection. There are three types of portable computer device which are;

1) PDAs (Personal Digital Assistance) is a small handy computer such as laptop, Tablet PC, pocket PC, and Palm. The last two devices can be used as a telephone with electronic pen or Stylus.

2) Smart Phone, it is put PDA's property into it but no need to use Stylus. Smart Phone can install application or program same as PDA. The benefits of smart phone are small, power saving, convenience, and not too expensive.

3) iPod and MP3 players, nowadays these devices are not only for listening to the music, but also can be used as a data storage and can install applications and program by using USB data cable, internet or Bluetooth.

The devices above can use with mobile learning, however, the users can choose operating system which is different from each other, for example, Apple Computer INC use iOS for iPhone, iPod, and iPad, Microsoft uses Windows OS for some smart phone editions, and Android OS is used for many smart phone brands.
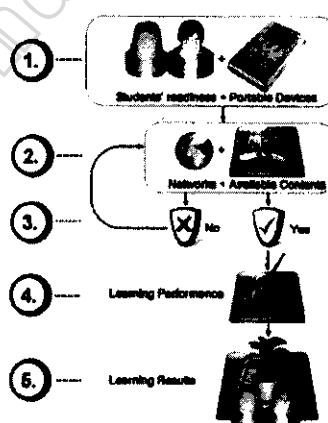
Figure 2.4 Mobile Learning Process

Source: Vate-U-Lam (2008)

From figure2.4, it shows mobile learning process which starts from

1) The learners must have portable device for mobile learning

2) The learners access to the contents by using network if the contents are available in online mode

3) The contents can be in offline mode but requires other ways to access the contents such as using USB cable.

4) The learners learn the contents from their devices

5) The learning outcome has achieve the aspect goal.

Mobile learning has no limit about the time and place but the most important thing is the learners must be ready with the tools. However, mobile learning has a lot of benefits but the teachers who interested on using mobile learning class still need to concern about the limitation of using mobile learning in class.

Kaewkiriya (2009) mentions the obstacle of using mobile learning that the main obstacle for learning through mobile learning via the slow speed internet because the large size of data cannot be downloaded such as pictures or videos. The next obstacle is the variation of mobile phone models especially with the screen. The small screen cannot show all small details of the contents and it also effect on phone memory which can make mobile phone slower than usual. The capable of phone storage is the last obstacle, small storage can cause the problem when installing the application for mobile learning so the data will be limited by the learners' mobile phone.

Vate-U-Larn (2008) suggests that the limitation of using mobile learning is the connectivity same as Kaewkiriya (2009) due to the increasing of the internet users which can effect on the internet speed and the learners cannot download the

contents to their mobile phone. Besides the internet speed, mobile phone market has grown up rapidly and their abilities are quickly changed. It may cause the problem of installation mobile learning to the learners' mobile phone and also the difference operating system of mobile phone. Therefore, the teacher should consider the suitable mobile learning for the target learners.

In additional, mobile learning can be defined as learning process through the use of smartphones and handheld devices. The importance of mobile learning is the ability to access learning materials with interactional response. The learning can be anywhere; at home, school, plane, café, and so on. However, using mobile learning also has the limitations such as;

1) Cost: A mobile device with limited functional capabilities may not be suitable for m-learning. Hence, a learner has no option but to get one with the required level of functionality so as to access the online courses. This mobile device may be relatively expensive.

2) Size inconvenience: The mobile phone normally has a small screen size where the learner is forced to strain their eyes as they access the online resources. The information provided may also be incomplete due to the limited size of the device.

3) Limited storage: Memory storage that is available in mobile devices may not be enough to store many offline contents and other downloaded resources.

4) Unexpected distractions: These distractions may be in the form of a simple SMS, notification, other social network applications or call when the learners use it.

5) Short battery life: Most devices discharge quickly especially when there are a lot of active applications within the device. This could be a major problem for learning across lengthy periods of time.

6) Technological problems: Mobile learning can be challenging if there's no device standardization. The teacher may face the problem of keeping all their learners on the same level due to smartphones and tablets have access to different operating systems and hardware. The students may not be able to engage in online discussions or even access the coursework.

2.4 Learning Package

2.4.1 Definition of Learning Package

Learning package is defined as the system of lessons and multimedia combining and increase more effective the learners' learning behavior. Learning package often put together in a set which contains the instructor and learning materials such as pictures, slides, audio, or documents which related to the lessons. (Brahmawong. 1978)

Srisa-ard (1998) states learning package as the combination of learning materials which assembled in 'Package' or 'Multimedia' for achieving the learners' effective learning. Learning package can be called in the different names; instructional kits or self-instructional unit.

Learning package means the use of two types or more of learning materials together for the learners which they can use it as they want. The learning materials should promote the learning experience altogether in order and in a box set or bag. (Kuanhawate. 1987)

Learning package is one of the pattern of communication between teacher and learner which consists learning activity. Learning package should enhance

learners' learning behavior. The language used in learning package must be clear and easy to understand. (Kapfer. 1972; cited in Preepul. 2004: 28)

Posri (2004) summarize learning package as teaching multimedia system for learning with the teacher is a facilitator and enhance the learners to achieve their learning aspect outcome.

Learning package can be defined as a teaching innovation which construct and combine two or more teaching materials in particular lesson contents and make it in a set for the learners. With the learning package, the learner can learn and practice by themselves. Moreover, the learners are able to evaluate and assess their learning progress with the suggestion or guideline from the teacher.

2.4.2 Learning Package Construction Concept

Brahmawong (1978) presents the concept of learning package construction as follow;

Concept 1 Educators applied psychology theory, Individual Differences Theory, to teaching methods followed by the need, ability, and interest of the learners. The most suitable methods is to teach individually or let the learners learn freely or learn by themselves.

Concept 2 Teachers should focus less on talking, which is 'teacher centered', but should focus more on encouraging the learners to use learning resources and learning materials, which is 'learner centered'. The teacher should arrange these learning resources and materials into a learning package.

Concept 3 To use multimedia as a learning package can provide the learners to learn by doing and can use the materials or multimedia resources which the teacher prepares for them properly. This method differs from the learners only learn

from the teacher who demonstrates for them because the leaners can practice and do by themselves and it is more effective than just watching or listening from the teacher.

Concept 4 From the importance of the interaction between teacher and learner, the teacher should provide the opportunity for the learners to share ideas, give comments, listen to the comments or the ideas from their friends or make their own decisions. The communication is needed in the classroom not only between the teacher and learners and also among the learners too. Learning package can provide the learners to work in group and let them communicate and make their own decision to achieve learning outcome.

Concept 5 Teaching system should provide the chances for the learners to 1) participate the learning activity by themselves, 2) know the results of their decision immediately, 3) motivate them to learn, and 4) learn the lessons step by step upon their abilities and interests. In addition, the teacher should provide the learning process along with the learning package.

2.4.3 Types of Learning Package

Learning package can be divided by activities into three types;

1) Teaching Package

This type of package is for helping teacher to speak less and provide the more chances for the learners to participate in learning activities. Teaching package consists many materials and has to use them systematically. The contents and materials are arranged for large class or small group and the teacher takes the big role in class for using teaching package.

2) Group Learning Package

Group learning package focuses on group activities. To use this package, the teacher divides the lesson units into learning centers and the packages should be the same amount of learning centers. The materials used should be adapted for individual and group learning. The learners read and follow the instruction in each package and the teacher only controls the class and gives suggestions to the learners.

3) Self-Learning Package

Self-learning package is made for the learners to learn by themselves. The learners can use the materials in the package to learn and to search for more information which the teacher suggested in the package. The one of benefits from self-learning package is the convenience. The learners can use this package in and outside of the classroom or at home which parents and other people can participate in their learning. Besides the convenience, it can affect the learners' learning behavior and motivate them to learn and search for more knowledge. Self-learning package consists of the principle, learning outcome, pretest, learning activity, achievement test, and posttest.

2.4.4 Learning Package Construction Process

Brahmawong (1978) suggests how to construct learning package as follow;

1) Define the contents or the lesson

2) Define lesson units

3) Define the topics for each unit which related to the aspect learning outcome

4) Summarize the main idea for each unit

5) Define the learning outcome

6) Create learning activity which suits for the learners and each unit

7) Define how to assess and evaluate with proper scale

8) Choose the materials and construct the learning package

9) Find the efficiency of the learning package

10) Use the learning package which has been examined by the experts followed by five steps;

10.1) The learners do the pretest to measure their background knowledge

10.2) The teacher introduce the lesson unit

10.3) The learners learn from the learning package and do the learning activity by themselves

10.4) The teacher and the learners conclude the knowledge of the lesson

10.5) The learners do the posttest to investigate their ability after learning by the learning package

2.5 Efficiency

2.5.1 Definition of Efficiency

Phromwong (1987) points out that efficiency refers to the quality of multimedia package that is constructed in the instruction set. It facilitates and reinforces students' learning the content effectively.

Cambridge Dictionaries Online (2015) defines the efficiency as the good use of time and energy in a way that does not waste any.

Meriam-Webster (2015) gives the definition of efficiency as the ability to do something or produce something without wasting materials, time, or energy.

Investopedia (2015) claims that efficiency is a level of performance that describes a process that uses the lowest amount of inputs to create the greatest amount of outputs. Efficiency relates to the use of all inputs in producing any given output, including personal time and energy.

In addition, efficiency is the quality of instruction's media. It supports effective learning of students.

2.5.2 The Evaluation of the Efficiency of Learning package

Mobile learning will be tried out with the target groups of students and calculated to find out the efficiency by considering from the percentage of activities, learning process, or sub-test (Kitrakarn. 2001), as follows.

Two numeric values such as E1/E2 = 75/75, E1/E2 = 80/80, E1/E2 = 85/85, E1/E2 = 90/90, etc.

The criteria of calculating for the efficiency such as E1/E2 = 80/80 has revealed that the criterion set 80/80, first criterion set 80 (efficiency of the process) is percentage of learners' total means score from activities scores of learning package. Second criterion set 80 (efficiency of the outcomes) is percentage of learners' total means score from achievement test (Posttest). The statistical formulas are as follows:

$$E_1 = \frac{\frac{\sum X}{N}}{A} \times 100$$

E_1 = Efficiency of the Process

$\sum X$ = Samples' Total Score of Achievement Tests in Each

Lesson Plan

A = Number of Samples

N = Total scores of tasks in Achievement Tests in Each

Lesson Plan

$$E_2 = \frac{\dfrac{\sum F}{N}}{B} \times 100$$

E_2 = Efficiency of the Outcomes

$\sum F$ = Samples' Total Score of Posttest in translation Test

A = Number of Samples

N = Total scores of the posttest in Posttest in translation

learning package Test

Standard Criterion to find out the efficiency of instructional material should

be 75/75, 80/80, 85/85, or 90/90, depending on the contents and characteristics of the

subject. Normally, we define standard criterion 70/70 for subjects related to skill or

attitude, and 80/80, 85/85, or 90/90 for the subjects related to cognition. The level of

mistake is accepted at 2.5%

Efficiency criterion refers to the levels of efficiency of translation learning

package employed in classroom activity and helps reinforce students' learning and

leads the satisfaction to those teachers who created them. Defining efficiency criterion

can be defined by assessment the two kinds of the students' behavior: efficiency of

procedure (E1) assessed by noticing and evaluating the students' learning activities

performance continuously and efficiency of result (E2) assessed by posttest or final

examination. Efficiency is expected as the criterions that satisfy the teachers with the students' learning behavior. Efficiency is defined as percentage of the students' whole score.

Srisa-ard (2003 : 153-156) mentions that the development of teaching and learning or innovation is inevitable to do the trial and find the efficiency of the development to ensure that it is valuable for teaching and learning activities. Finding the efficiency, the criterion widely used is 80/80 which comprises of two approaches are as follows:

(1) Consider from the most of the students (80%) who are able to achieve learning outcomes at a high level (80%). In this case the innovation used take less time in teaching only one content. The criterion 80/80 refers to the number of students no less than 80% of students who scores at least 80% of the total scores.

(2) Consider the result during and at the end of the procedure which is average in high level (80%). In the case of teaching several times with lots of contents such as three chapters and the measurement during the study (formative) take several times, the criterion 80/80 have the following meanings, namely, the first criterion set 80 is the efficiency of the process (E1), and the second criterion set 80 is the efficiency of the overall effect (E2).

Srisa-ard (2003 : 156) also indicates the concepts of determining the criterion as follows:

1) The efficiency criterion can be set variously depending on the researcher himself. If he wants high efficiency, the criterion may be set at 90/90, but in this case it may have problems that the efficiency cannot be achieved the goal. It is not easy to get most of the students scored an average almost 90%. Therefore, the

criterion set 90/90 is not determined in most research. It is likely to set lower than 80 in both the process and the overall effect as the criterion set 70/70 that means the teaching material developed is effective and can be used to develop most students to achieve their learning at high levels. The criterion set 50/50 or 60/60 indicates that the students can be developed average score on one half or slightly more than half (60%), which is unlikely to be enough, it should be developed to be at a more higher level.

2) The criterion set 80/80 is not defined as the ratio between the two parts. Generally, it is not interpreted by the comparison. Therefore, the researchers cannot only write in the form 80/80 but also 80,80 or even a criterion 80% of the overall process and results. The 80/80 separates the efficiency of the process, the first 80 and the overall effect, the second 80.

3) The researcher may set the two parts which does not equal as the criterion set 70/80 which means that the efficiency of process is 70% and the overall efficiency is 80%. However, it is not commonly defined in such a manner.

2.6 Concept and Theory of Satisfaction

Satisfaction is an abstract attitude which cannot be seen as shapes. To know that the people were satisfied or not, they can be observed from their expressions. People's satisfaction is difficult to measure directly. It can be measured by their opinion or performance. Nevertheless, the expression of their comments or opinions must match their real feeling.

2.6.1 Definition of Satisfaction

One of the most important factors is the students' satisfaction. Satisfaction can be defined in many ways by the academics as follows:

Applewhite (1965 : 5) defines the satisfaction as gratification or happiness derived from physical environment and resulting from participating in activities.

Chai-anan (1997 : 17) indicates that satisfaction is a feeling that a person expresses his happiness or willing to meet the needs of what is missing or what is causing of the imbalance. In other words, satisfaction is what determines the behavior of individuals those impacts on their performance.

Puntevee (1998) mentions that satisfaction is a feeling with in the soul of human which is not expressed the same. It depends on the expectation of each person that whether he can meet a lot of satisfaction. Individuals feel satisfied when outcomes are less than expectation or desires.

The Royal Institute Dictionary (1999 : 775) points out the satisfaction as a human's satisfied feeling on behavior attempted to get rid of tension, anxiety or the unequilibrium condition in the body. For example, when a man can get rid of things, he would be satisfied with what he needs.

Chanpreecharat (2000 : 52) indicates that satisfaction is person's feeling toward positive performance such as, favor, love, satisfy, and good attitude to work which occur from need response.

Saengchai (2000 : 11) states that satisfaction of performance is a feeling that performers have attitude toward performance. This feeling will motivate them to love, to work on their duty. They want to do and find out the effective performances which achieve organization purpose.

Muri (2001 : 35; cited in Narmratch. 2011) states that satisfaction refers to the emotion filled with joy or positive attitude toward work, organization and individuals that affect the imposed performance objectives in positive way.

Arunsornsri (2003) indicates that human's satisfaction is behavioral performance abstract of a human that cannot be seen as shapes. To know that the people were satisfied or not can be observed from the expression which it quite complex and it needs to be stimulated to fulfill their expectations.

Khinna (2003 : 29) mentions that satisfaction to performance is the performers' thinking or attitude toward their performance. It concludes process, components, and factors of work. If it is positive, it provides good satisfaction toward performance. They will devote labor, spirit, money and wisdom to work a lot. In contrast, if it is negative, it provides bad satisfaction which lead them lack of enthusiasm and bad performance. Satisfactions of performance are supported by administrator to motivate the performers to want to act with happiness and achieve the performance efficiency based on the purposes of the organization.

In summary, satisfaction is one's joyful, happy, grateful, and willing feeling toward something which occurs in mind and affects a display of positive behavior or performance. Moreover, it depends on the expectation to get rid of the tension or anxiety condition in the body. In this study, the student's performance is an important measure of the success. Therefore, it is important to know students' feeling about learning oral communication through mobile learning.

2.6.2 Principle of Enhancing Motivation

Issarapreeda (2003 : 310) states that principle of enhancing motivation in learning are as follows:

1) Praise and blame, both of them influence the students' learning.

2) Many examinations, scores of tests are students' motivations. They are significant to students and motivate them to pay attention in learning.

3) Self-learning provides students to always want to learn.

4) New methods enhance students' desire to learn.

5) Setting the price for assignment enhance students' aspiration to learn.

6) Giving examples which the students are familiar is sample to comprehend for students.

7) Connection the new lessons with the knowledge that they have learned supports the students' learning.

8) Games and drama, learning by doing or real situation is more understandable.

9) Reducing and avoiding stressful situations are crucial helping students learn effectively.

10) Motivation is a significant element of learning. Motivated students develop into active and curious learning. Learners will have a positive effect on their performance.

2.6.3 Theory related to Satisfaction

There are a variety of studies and theories about the motivations that will lead to satisfaction in the work.

Issarapreeda (2003 : 310) considers Maslow's the human needs theory; human always needs which never end when he achieves some needs he will need another. The followings are 5 needs according to Maslow's human needs theory.

(1) Basic physiological needs are the most basic and instinctive needs in the hierarchy, such as the needs for food, air, water, temperature, sleep, defecation, residence, clothes, medicine, relaxation, and sex needs, etc.

(2) Safety and security needs are the needs about shelter and removal from ganger in work including security in economic status. Security needs are important for survival, but there are not as demanding as the physiological needs which include a desire for steady employment, health insurance, safe neighborhoods and shelter from the environment.

(3) Love and belonging needs are the needs about love, acceptance, and being a part of groups. There are various groups such as, family, and social group. These needs are less basic than physiological and security needs.

(4) Self - esteem needs are the esteem from others. They are the needs that influence display behavior of human in firstly.

(5) Self-actualization is the highest level of human needs, such as need to be a leader of organization and famous people.

In conclusion, stimulating and assisting learners' necessary satisfaction of the learning experience, and offering external satisfying cause their achievements. In addition, creating an awareness of just treatment is also important, and the strength of learning by affording useful and fair feedback are main factors in learning.

2.7 Previous Studies Related to the Present Study

Suwanich (2010) revealed the findings from the study of the development of mobile learning management system (mLMS) via the personal digital assistant (PDA) that the efficiency of mLMS was in high level, the posttest scores were higher than pretest scores significantly, and the different between the experimental group and control group showed the different between the uses of mLMS. Besides the achievement test scores, the researcher also investigated the satisfaction with learning by mLMS and stated that the satisfaction scores were at high level.

Pollara (2011) investigated on using mobile devices both inside and outside classroom. The research was conducted by mixed-method study with undergraduate students. The results from this research were, the students preferred mobile learning because they can access the lessons and participate in tasks outside the classroom. The limitation of this research was the agreement from faculty which was not to use mobile learning in class. The students, however, seem to be ready change the use of mobile devices for learning.

Botzer and Yerushalmy (2011) examined the use of mobile application for mobile learning in a mathematics methods course. The researchers found that the use of mobile learning environment enhanced the participants to work in group and can provide the real life scenarios. Moreover, they pointed that the use of mobile tools in mathematics education from the participants provided the mobility, and availability of mobile devices.

Baran (2014) explored trends and gaps observed in the literature regarding the use of mobile learning in teacher education. The findings from the research were (1) trends of mobile learning into teacher education is increasing; (2) the adaptation of

attitude was required; (3) to use mobile devices in class need to an agreement between teacher and students; (4) increase challenges and motivate the students; (5) provide the different way of learning and (6) many teaching methodology can apply with mobile learning.

Kananit (2015) worked on the development of android application for health and hygiene. The participants in this research were grade 7 students. The results from comparison between pretest and posttest scores showed that posttest had higher scored than pretest. The satisfaction from the students was at 4.46 which mean the participants has most satisfaction toward the use of mobile learning.

Surathamjanya (2016) investigated the using application for teaching English vocabulary on tablet in English for grade 2 students. The results of this research showed that the students who used application for learning English vocabulary on tablet had higher achieve score than before using the application. After using the application in teaching, the satisfaction of students were at high level.

2.8 Summary of the Chapter

This chapter has presented the detail of Basic Educational Core Curriculum B.E. 2551 (A.D.2008), the present study under the following topics: The Basic Education Core Curriculum B.E. 2551 (A.D. 2008), Learning Package, Translation, Efficiency, Concept and Theory of Satisfaction, and Previous Studies Related to the Present Study. The next chapter is chapter three, the methodological approach in this investigation is discussed in details.

CHAPTER 3

RESEARCH METHODOLOGY

This chapter includes research design; research framework; population and participants; research procedures; and research instruments. The results of validity and variability for each instrument have been presented. Furthermore, the data collection procedures have been described and, finally, the data analysis of the research objectives has been identified with statistics used.

3.1 Research Design

This study employed an experimental research using pretest and posttest. The data was analyzed by using quantitative data. The quantitative data was used as the main source of data to find the extent to mobile learning helped improve learners' translation ability. The sample group of this study was selected by using purposive sampling design.

3.2 Population and Samples

3.2.1 Population

The population of this study included 391 grade 10-12 students from 12 classes who enrolled in the semester of the academic year 2016 at Kratiumwittaya School, Sungkha District, Surin Province under Secondary Educational Service Area 33.

3.2.2 Samples

The samples of this study were 20 grade 10-12 students who chose Newbie Translator as a selective course in the second semester of the academic year 2016 at Kratiumwittaya School, Sungkha District, Surin Province under Secondary Educational Service Area 33. They were selected by purposive sampling technique.

3.3 Research Instruments

Four main research instruments were used in this study: translation mobile learning package, lesson plans, students' achievement tests, and a satisfaction questionnaire. The detail of each instrument and how they were constructed are presented as follows:

3.3.1 The Translation Mobile Learning

The researcher selected 5 topics as followings:

3.3.1.1 Words Translation

1) Nouns

2) Nouns Phrases

3) Phrasal Verbs

3.3.1.2 Sentences Translation

3.3.1.3 Passive Voice Translation

3.3.2 Lesson Plans

The researcher used the 1-hour lesson plans employing the tasks-based approach, for grade 10-12 students constructed by the researcher as the following steps:

3.3.2.1 The researcher studies the Basic Education Core Curriculum B.E. 2551 (A.D. 2008) regarding vision, principles, goals, learner's key competencies, desirable characteristics, learning standards of foreign languages, indicators, learning areas, and strands and learning standards of foreign languages.

3.3.2.2 The researcher studies the methodology, principles, theory and technique of writing lesson plans regarding to the language teaching, for instance, How to Teach English (Harmer. 2002), Approaches and Methods in Language Teaching (Richards & Rodger. 2001), and Aspects of Language Teaching (Widdowson. 1999).

3.3.2.3 The researcher chooses the appropriate contents and designed the purposes, objectives and contexts of lesson plans based on Basic Education Core Curriculum B.E. 2551 (A.D. 2008).

3.3.2.4 The experts examine the lesson plans for content validity quality by using five-point Likert rating scale as follows (Srisa-ard. 2011 : 121):

5 marks for extremely appropriate

4 marks for very appropriate

3 marks for moderately appropriate

2 marks for slightly appropriate

1 mark for not at all appropriate

3.3.2.5 The researcher analyzes the scores from the experts to find out the mean scores of lesson plan's appropriateness, and compared with five-point Likert scale (Srisa-ard. 2011 : 121) as followings:

Opinion Levels	Meanings
4.51-5.00	Extremely Appropriate
3.51 - 4.50	Very Appropriate
2.51 - 3.50	Moderately Appropriate
1.51 - 2.50	Slightly Appropriate
1.00 - 1.50	Not At All Appropriate

3.3.2.6 The researcher considers that scores of 3.50 and above could be used.

3.3.2.7 The researcher improves and revises lesson plans according to the experts' suggestions, after that proposed them to the experts for checking again.

3.3.2.8 The researcher conducts the complete lesson plans with the samples.

3.3.3 Translation Ability Test

The translation ability test is the performance test which included both pretest and posttest. They consist of 2 items, 20 marks for each and totaling 40 marks for both pretest and posttest. Students have to translate related to the topics in each item. The performance test uses score rubric to assess the performance test as below;

Score Rubric for Words Translation

Marks	Description
5	The translation is accurate with no mistranslations.
4	The translation is functionally accurate with only one minor mistranslation.
3	The translation is partly accurate.

2   The translation is not accurate.

1   The translation is completely different from the meaning intended in the original.

Score Rubric for Sentence and Passive Voice Translation

Marks	Description
5	The message of the translation is the same as the meaning intended in the original, containing no errors, omissions or additions.
4	The message of the translation is very similar to the meaning intended in the original. May contain one or two minor errors, omissions or additions.
3	The message of the translation is fairly different from the meaning intended in the original, containing one major or several minor errors, omissions or additions.
2	The message of the translation is drastically different from the meaning intended in the original, containing many major errors, omissions or additions.
1	The message of the translation is completely different from the meaning intended in the original.

3.3.4 Questionnaire

The questionnaire will be employed as a data collection instrument in order to obtain students' satisfaction toward learning translation through the learning package. The question is open-ended in form in which the samples could write down their suggestions or comments in the questionnaire. Five-point Likert scales were used for rating their satisfaction as follows (Srisa-ard. 2011 : 121):

Meaning	Opinion Level
5 means	Completely Agree
4 means	Mostly Agree
3 means	Moderately Agree
2 means	Slightly Agree
1 means	Do Not Agree

The questionnaire will be constructed and developed as follows:

3.3.4.1 The researcher reviews the literature on satisfaction.

3.3.4.2 The researcher studies the literature on how to construct a satisfaction questionnaire as explicated by Likert's method of the five-point rating scale.

3.3.4.3 The researcher gathers and arranges the learning issues through putting tasks into a list.

3.3.4.4 The researcher creates 18 statements based on the issues which were understood to arise from learning via translation learning package.

3.3.4.5 The experts examine the statements for correctness and appropriateness. The five rating levels were as follows (Srisa-ard. 2011 : 121):

Meaning	Opinion Level
5 means	Extremely Appropriate
4 means	Very Appropriate
3 means	Moderately Appropriate
2 means	Slightly Appropriate
1 means	Not At All Appropriate

3.3.4.6 The researcher performs calculations to find out the mean scores. Appropriateness mean scores of 3.50 and over are considered to indicate that the statements could be used. Five-point Likert scales were used for the level of appropriateness as follows (Srisa-ard. 2011 : 121):

Opinion Levels	Meanings
4.51-5.00	Extremely Appropriate
3.51 - 4.50	Very Appropriate
2.51 - 3.50	Moderately Appropriate
1.51 - 2.50	Slightly Appropriate
1.00 - 1.50	Not At All Appropriate

3.3.4.7 The researcher calculates each item of the 5 point rating scale by utilizing Pearson's Correlation Coefficient formula (Rxy) (Srisa-ard. 2011 : 130-131) to find out the discrimination power which must be at a level of 0.20-1.00.

3.3.4.8 The researcher finds out the reliability coefficient used the method of Coefficient Alpha of Cronbach (α-Coefficient) (Srisa-ard. 2011 : 116-117). The reliability coefficient value must be more than 0.80.

3.4 Data Collection Procedure

A quantitative method is employed with a quasi-experimental one group pretest -posttest design in this study. The samples will be given the pretest before getting any treatment by using the translation learning package to improve their translation ability. After they complete training, they were be given the posttest and

the satisfaction questionnaire in order to assess their learning achievement by comparing the pretest and posttest scores and their satisfaction towards learning translation through learning package. The efficiency of the learning package (E1/E2), mean, and standard deviation were calculated by computer software program. A dependent sample t-test is used to analyze the statistics to compare the mean scores of the pretest and posttest. The design of this study is shown in table 3.2 below:

Table 3.1 Research Design

Group	Pretest	Treatment	Posttest
Quasi - Experimental	T_1	X	T_2

Source: Sai-yot (1995 : 248-249)

As shown in Table 3.2 above, T_1 was the pretest, X was the treatment, and T_2 was the posttest.

To collect the data, the present research included learning package, lesson plans, achievement tests, and satisfaction questionnaires.

3.5 Data Analyses and Statistical Procedures

3.5.1 The Data Obtained from Achievement Tests in each Lesson Plan, translation Ability Tests (Pretest and Posttest)

3.5.1.1 In order to evaluate the students' translation ability before and

after being taught through the learning package, the pretest and posttest were computed to find out mean ($\overline{X}$) and standard deviation (S.D.).

 3.5.1.2 The scores obtained from the achievement tests in each lesson plan and posttest from the translation ability tests were calculated to find out the efficiency of process (E1) and the efficiency of the outcomes (E2), respectively.

 3.5.1.3 A dependent sample t-test will be used to compare pretest and posttest mean scores to detect a significant difference set at .05.

3.5.2 The Data Obtained from the Satisfaction Questionnaire

 3.5.2.1 In order to evaluate the students' satisfaction toward learning translation via learning package, the data from questionnaire will be computed for mean ($\overline{X}$) and standard deviation (S.D.). The following criterion will be employed for interpretation (Sri-ard. 2002:103)

Agreeing Levels	Meanings
4.51 - 5.00	Extremely Satisfied
3.51 - 4.50	Very Satisfied
2.51 - 3.50	Moderately Satisfied
1.51 - 2.50	Slightly Satisfied
1.00 - 1.50	Not At All Satisfied

 3.5.2.2 The data obtained by students' opinions and suggestions from the final part of questionnaire was interpreted to find out their satisfaction and reactions toward learning translation through learning package.

3.6 Statistics Used to Analyze the Data

Statistics used to analyze the data were as follows:

3.6.1 Statistics Used to Find Out the Quality of Instruments

3.6.1.1 Reliability coefficient of the satisfaction questionnaire by using Cronbach's Alpha-coefficient (α -Coefficient) (Srisa-ard. 2011 : 117).

$$\alpha = \frac{k}{k-1}\left\{1 - \frac{\sum S_i^2}{S_t^2}\right\}$$

α = Reliability Coefficient

k = Number of Statements

$\sum S_t^2$ = Total of Each Statement's Variance

s_t^2 = Variance of Total Scores

3.6.1.2 The efficiency of lesson plans (E1/ E2) (Kitrakarn. 2002 : 44-49).

$$E_1 = \frac{\dfrac{\sum X}{N}}{A} \times 100$$

E1 = Efficiency of the Process

$\sum X$ = Samples' Total Score of Achievement Tests in Each Lesson Plans

N = Number of Samples

A = Total Score of Achievement Tests in Each Lesson Plans

$$E_2 = \frac{\frac{\sum X}{N}}{B} \times 100$$

E_2 = Efficiency of the Outcomes

$\sum F$ = Samples' Total Score of the Posttest in Translation

from English into Thai Ability Test

N = Number of Samples

B = Total Score of the Posttest in Translation from

English into Thai Ability Test

3.6.1.3 The item difficulty (Nikamanon, 2000)

$$P = \frac{R_H + R_L}{N_H + N_L}$$

P = Item difficulty

RH = Number of samples' correctness in high-score group

RL = Number of samples' correctness in low-score group

NH = Number of samples in high-score group

NL = Number of samples in low-score group

3.6.2 Basic Statistics Used to Analyze the Data

Basic statistics were used in this study as follows;

3.6.2.1 Percentage (%)

$$P = \frac{f}{n} \times 100$$

P = Percentage

f   =   Total of Frequency to Transform to Percentage

n   =   Number of Frequency

3.6.2.2 Mean ($\overline{X}$)

$$\overline{X} = \frac{\sum X}{n}$$

$\overline{X}$ =   Mean

$\sum X$ =   Total of Scores in Group

n   =   Number of Scores in Group

3.6.2.3 Standard Deviation (S.D.)

$$S.D. = \sqrt{\frac{n\sum X^2 - (\sum X)^2}{n(n-1)}}$$

S.D.   =   Standard Deviation

X   =   Score of Each Item

n   =   Number of Scores in Group

$\sum x$ =   Total of Scores in Group

3.6.3 Dependent Samples t-test

The differences between pre-test and post-test mean scores before and after learning through learning package were calculated by using the independent sample t-test formula (Srisa-ard. 2011 : 133).

$$\text{t-test} = \frac{\sum D}{\sqrt{\dfrac{n\sum D^2 - \left(\sum D\right)^2}{n-1}}}$$

t-test = Statistics Index Used to Compare with Critical Index to Find out Significant Difference

D = Different Result of Minus between a Pair of Scores

n = Number of Samples or a Pair of Scores

3.7 Summary of the Chapter

This study aims to find the effects of mobile learning package on translation ability of higher secondary school students. The experimental research design will be employed using one group pretest posttest. The participants are grade 10-12 students who chose translation as an optional course in second semester, academic year 2016 at Kratiumwittaya School, Sungkha District, Surin Province under Secondary Educational Service Area 33.

CHAPTER 4

RESULTS

This chapter presented the findings of this study. The results of each question are expressed in the following order: 1) Research Question One regarding the efficiency of mobile learning package on translation ability of higher level secondary students in translation as an optional course; 2) Research Question Two regarding the students who learn translation through mobile learning package have higher scores on their posttest than their pretest score; 3) Research Question Three regarding the overall satisfaction of higher level secondary students in translation activity subject by using mobile learning package. The findings presented are drawn from quantitative data from the achievement test of each lesson plan, pretest and posttest, and questionnaires; and the qualitative data from open-ended questions. The open-ended questions are presented generally descriptively.

4.1 Research Question One: What is the efficiency of mobile learning package on translation ability of higher level secondary students in translation as an optional course?

This section reports the results of the analysis of the quantitative data from the translation mobile learning package and the achievement tests employed in this investigation to find out the efficiency of the mobile learning package for grade 10-12 students based on the criteria set at 70/70. The quantitative data consisted of the achievement test of each lesson plan's scores (efficiency of the process), and

translation ability test scores (efficiency of the outcome). There were 3 topics in this study. The total possible score from all achievement test scores in 9 lesson plans of mobile learning package was 30: words translation (10), sentence translation (10), and passive voice translation (10). The total mean scores from the translation ability was 15. Table 4.1 below illustrates the percentage, mean, and standard deviation.

Table 4.1 The Efficiency of Mobile Learning Package on translation Ability of Grade 10-12 students (n= 20)

| No. | Achievement Test Scores of Learning through the Mobile Learning Package (Efficiency of the Process) | | | | Posttest (20) |
	Topic 1 (10)	Topic 2 (10)	Topic 3 (10)	Total (30)	
1	9	8	8	25	18
2	8	8	7	23	17
3	7	7	7	21	15
4	8	9	8	25	18
5	8	8	7	23	16
6	8	8	8	24	15
7	8	9	8	25	17
8	7	8	7	22	17
9	7	7	8	22	15
10	10	9	9	28	19

Table 4.1 (continued)

| No. | Achievement Test Scores of Learning through the Mobile Learning Package (Efficiency of the Process) | | | | Posttest |
	Topic 1 (10)	Topic 2 (10)	Topic 3 (10)	Total (30)	(20)
11	7	7	8	22	15
12	9	8	8	25	18
13	9	9	9	27	18
14	8	9	7	24	16
15	7	7	7	21	15
16	8	8	8	24	16
17	9	10	8	27	19
18	9	9	9	27	19
19	8	8	8	24	16
20	7	8	6	22	15
Total	161	164	156	481	334
Percentage (%)	80.50	82.00	78.00	80.17 E1	83.50 E2

As shown in Table 4.1, the efficiency of mobile learning package on translation from English into Thai for grade 10-12 students, which were conducted by the researcher, was 80.17/83.50 which was higher than the criterion set at 70/70. It indicates that students who have learned translation from English into Thai through mobile learning package, have received total mean scores from the achievement test

scores in each lesson plan of mobile learning package at 80.17 and total mean scores from the translation ability test (Posttest) after learning through mobile learning package at 83.50.

4.2 Research Question Two: Do students who learn translation through mobile learning package have higher scores on their posttest than their pretest scores?

This section reports the results of the analysis of the quantitative data from the translation from English into Thai ability test used in this investigation to compare students' translation from English into Thai ability before and after learning through mobile learning package. Pretest scores (20) and posttest scores (20) were compared to find out the statistically significant difference as shown in Table 4.2 and 4.3, respectively.

Table 4.2 The Difference between Pre-test and Post-test Scores

No	Pre-test Scores (20)	Post-test Scores (20)	Difference	Double Difference(D^2)
1	11	18	+7	49
2	10	17	+7	49
3	8	15	+7	49
4	12	18	+6	36
5	8	16	+8	48

Table 4.2 (Continued)

No	Pre-test Scores (20)	Post-test Scores (20)	Difference	Double Difference(D^2)
6	7	15	+8	48
7	10	17	+7	49
8	11	17	+6	36
9	7	15	+8	64
10	12	19	+7	49
11	8	15	+7	49
12	12	18	+6	36
13	13	18	+5	25
14	10	16	+6	36
15	9	15	+6	36
16	10	16	+6	36
17	13	19	+6	36
18	12	19	+7	49
19	10	16	+6	36
20	8	15	+7	49
Total	201	334	129	929
$\overline{X}$	10.05	16.7	6.65	43.25

Table 4.3 Comparison of the Difference between Pretest and Posttest Mean Score

Learning Achievement	n	Total Scores	$\overline{X}$	df	t-test
Pre-test	20	201	10.05		
				19	2.86*
Post-test	20	334	16.7		

*significant difference at .01 level

As shown in Table 4.3, students who learned translation from English into Thai through mobile learning package had higher translation ability on posttest mean scores ($\overline{X}$ = 16.7) than in pretest mean scores ($\overline{X}$ = 10.05) at .01 level of statistically significant difference.

4.3 Research Question Three: What is the overall satisfaction of higher level secondary students in translation activity subject by using mobile learning package?

The third research question emphasized on gaining an understanding of the overall satisfaction of the students toward learning translation from English into Thai through mobile learning package hence the samples were asked to complete the 15 items of five rating scale satisfaction questionnaires ranging from extremely satisfied (5) to not at all satisfied (1). The table 4.4 below indicates the mean and standard deviation for each questionnaire item.

Table 4.4 The Mean and Standard Deviation for Each Satisfaction Questionnaire
Item (n=20)

Statements	$\bar{x}$	S.D.	Level of Satisfaction
1. Contents			
1.1 The contents are easy to understand	4.80	0.51	Extremely Satisfied
1.2 The contents are related to the learning outcome	4.90	0.3	Extremely Satisfied
1.3 The contents can be used in daily life	5.00	0.00	Extremely Satisfied
2. Learning Management			
2.1 Presentation for each lesson is interesting	5.00	0.00	Extremely Satisfied
2.2 The learning process is well arranged	4.85	0.36	Extremely Satisfied
2.3 The lessons can improve your translation ability	4.95	0.22	Extremely Satisfied
3. Application Design			
3.1 The lessons encouraged your learning	4.85	0.48	Extremely Satisfied
3.2 The screen layout is interesting	4.80	0.51	Extremely Satisfied
3.3 Menu layout is easy to use	4.50	0.74	Extremely Satisfied
3.4 The colors are suitable for you	4.70	0.56	Extremely Satisfied
3.5 Visual contents are appropriate	4.90	0.30	Extremely Satisfied
3.6 Exercises are provided	5.00	0.00	Extremely Satisfied
3.7 Graphics and content are properly	4.90	0.30	Extremely Satisfied
3.8 Visual contents are easy to understand	5.00	0.00	Extremely Satisfied
3.9 Application is easy to use	5.00	0.00	Extremely Satisfied
Total	**4.88**	**0.39**	Extremely Satisfied

As revealed in Table 4.4, it shows that the students' overall satisfaction toward learning translation through mobile learning was at "Extremely Satisfied" ($\bar{x}$ = 4.88, S.D. = 0.39). When considering each item, it was found that the first highest mean score were no. 1.3 The contents can be used in daily life ($\bar{x}$ = 5, S.D. = 0.00), no. 2.1 Presentation for each lesson is interesting ($\bar{x}$ = 5, S.D. = 0.00), no. 3.6 Exercises are provided ($\bar{x}$ = 5, S.D. = 0.00), no. 3.8 Visual contents are easy to understand ($\bar{x}$ = 5, S.D. = 0.00), no. 3.9 Application is user friendly ($\bar{x}$ = 5, S.D. = 0.00). The second highest mean score was no. 2.3 The lessons can improve your translation ability ($\bar{x}$ = 4.95, S.D. = 0.22). Finally, the third highest mean score were no. 1.2 The contents are related to the learning outcome ($\bar{x}$ = 4.90, S.D. = 0.30), and no. 3.5 Visual contents are appropriate ($\bar{x}$ = 4.90, S.D. = 0.30), and no. 3.7 Graphics and content are properly ($\bar{x}$ = 4.90, S.D. = 0.30).

Furthermore, some additional opinions from the open-ended question, most students stated that mobile learning package helped them be better in translation from English into Thai and can improve their reading and writing skills due to the translation helped them understand more about grammar structure. Besides from learning, some students informed that learning through mobile learning package motivated and attracted them to learn the lessons and it was accessible anywhere and anytime so they could prepare themselves before going to the class. The suggestions given were to put other subjects content into the applications too according to the convenience.

4.4 Summary of the Chapter

In brief, this chapter presents the findings and data analysis of the investigation. The results of each question are expressed from question one to question three. Detailed summary of the findings; discussions, and implications for instruction are proposed in the next chapter.

CHAPTER 5

CONCLUSION AND DISCUSSION

This research aimed to create mobile learning package of translation from English into Thai for grade 10-12 learners. This chapter presents the findings of data analysis under the following topics: 1) summary of the results, which reviews the purposes, the procedures of this study, and the results; 2) discussions of the findings; and 3) suggestions for future study.

5.1 Conclusion

The main purpose of the study was to construct and determine the efficiency of mobile learning from English to Thai ability of higher level secondary (grade 10-12) learners in translation as a selective course. Specifically, the objectives of this research were: 1) to construct and determine the efficiency of mobile learning from English to Thai ability of higher level secondary (grade 10-12) learners in translation as a selective course with criteria set at 70/70; 2) to compare learners' translation ability before and after learning by using mobile learning; and 3) to investigate the satisfaction of higher level secondary learners in translation as a selective course towards learning with mobile learning. The research hypothesis was that the learners who learn translation through mobile learning package get higher scores on posttest than pretest mean scores.

The independent variable of this study was teaching translation from English into Thai through mobile learning package. The dependent variables were learners'

translation from English into Thai ability, learners' satisfaction toward learning translation from English into Thai through mobile learning package, and the efficiency of mobile learning package.

The participants in this study were 20 higher level secondary learners who applied for translation as a selective course in the second semester of the academic year 2016 at Krathiamwittaya School, Sungkha District, Surin Province under the Secondary Educational Service Area Office 33. The samples were selected by a purposive sampling technique with the learners who chose Newbie Translator as a selective course. The research instruments were translation mobile learning package, lesson plans, achievement tests, and questionnaires. The statistics used to analyze the collected data were percentage, mean, standard deviation, and independent sample t-tests.

This study was conducted in the second semester of the academic year 2016 for 10 periods, 50 minutes for each period totaling 8 hours 20 minutes described as follows: 1) 8 periods for learning translation from English into Thai through mobile learning package; 2) 1 period for orientation and doing pre-test; and 3) 1 period for doing translation from English into Thai ability tests (posttest) and doing satisfaction questionnaires toward learning translation from English into Thai through mobile learning package. The content of the study comprised of 4 topics. The findings of the study were as follows:

1) The efficiency of mobile learning package on learning translation from English into Thai was 80.17/83.50 which was higher than the criterion set at 70/70.

2) The learners' translation from English into Thai ability posttest mean

score was higher than the pretest mean score with statistically significance difference at .01 level.

3) The overall learners' satisfaction toward learning translation from English into Thai through mobile learning package was at the very satisfied level.

5.2 Discussion

The researcher discusses the findings of using mobile learning package to improve translation from English into Thai ability of grade 10-12 learners as follows:

5.2.1 Efficiency of mobile learning package on translation from English into Thai Ability

The findings showed that the efficiency of mobile learning package was 80.17/83.50, which was higher than the criterion set at 70/70. In addition, the results indicated that the first efficiency of the process (E1) was higher than the second efficiency of the outcomes (E2). That means the learners got achievement scores in each lesson plan more than the translation from English into Thai ability test (posttest) scores. This is because before doing the achievement test the learners perform mobile learning package and practice translation words, sentences, and idioms and proverbs. Moreover, the achievement test in each lesson plan is quite easy and not too complicated because the samples of writing work were from the textbook and they were only single sentence. Additionally, the efficiency of the outcomes was lower than the efficiency of the process since the translation from English into Thai ability test was more difficult and complicated than the achievement test therefore the longer sentences and the learners had to consider the meaning used in each mark.

The findings of the study could be considered that the researcher studied and analyzed the causes and problems while learning and teaching translation from English into Thai from observation and the learners' learning achievement and the researcher reviewed the related literature. Furthermore, the mobile learning package were given comments and examined by thesis advisors and experts about the correctness and appropriateness. Also, mobile learning package were tried out in three steps to find out the efficiency before using them with the samples. Moreover, the researcher conducted the lesson plans following the steps of the task-based approach as proposed by Willis (1996): 1) pre-task, 2) task cycle; task; planning; report, and 3) language focus; analysis; practice, which facilitated and encouraged learning through mobile learning package.

5.2.2 Comparison of the Learners' translation from English into Thai Ability between Post-test and Pre-test Mean Scores

The result exposed that the learners' translation from English into Thai ability posttest mean score was higher than the pretest mean score with a statistically significant difference at .01. The results of this research is same as Suwanich (2010) of using mobile learning management (mLMS) via the personal digital assistant (PDA) that the effieciency of mLMS was in high level. In addition, the researcher prepared and arranged the survey of using mobile learning package for the learners' study and the results revealed that the learners preferred to study with using mobile devices due to the portable lessons which can access anytime and anywhere. This result is same as Pollara (2011) and also the limitation of the research with the mobile using in school was not allowed but the students have more interesting on using mobile learning package.

The result confirmed the hypothesis in chapter 1 and is in accordance with past research works, namely, Suwanich (2010) revealed the findings from the study of the development of mobile learning management system (mLMS) via the personal digital assistant (PDA) that the efficiency of mLMS was in high level, the posttest scores were higher than pretest scores significantly, and the different between the experimental group and control group showed the different between the uses of mLMS. Besides the achievement test scores, the researcher also investigated the satisfaction with learning by mLMS and stated that the satisfaction scores were at high level. Pollara (2011) investigated on using mobile devices both inside and outside classroom. The research was conducted by mixed-method study with undergraduate students. The results from this research were, the students preferred mobile learning because they can access the lessons and participate in tasks outside the classroom. The limitation of this research was the agreement from faculty which was not to use mobile learning in class. The students, however, seem to be ready change the use of mobile devices for learning. Baran (2014) explored trends and gaps observed in the literature regarding the use of mobile learning in teacher education. The findings from the research were (1) trends of mobile learning into teacher education is increasing; (2) the adaptation of attitude was required; (3) to use mobile devices in class need to an agreement between teacher and students; (4) increase challenges and motivate the students; (5) provide the different way of learning and (6) many teaching methodology can apply with mobile learning.

5.2.3 Learners' Satisfaction toward learning translation from English into Thai through mobile learning package

The result illustrates that overall learners' satisfaction toward translation from English into Thai through mobile learning was at "Very Satisfied" level. This may results from having been provided the use of mobile devices on learning the translation lessons and they felt that their study had more interest than using textbook or handouts. This finding is supported by the results from the researcher's observation of Kananit (2015) worked on the development of android application for health and hygiene. The participants in this research were grade 7 students. The results from comparison between pretest and posttest scores showed that posttest had higher scored than pretest. The satisfaction from the students was at 4.46 which mean the participants has most satisfaction toward the use of mobile learning. Surathamjanya (2016) investigated the using application for teaching English vocabulary on tablet in English for grade 2 students. The results of this research showed that the students who used application for learning English vocabulary on tablet had higher achieve score than before using the application. After using the application in teaching, the satisfaction of students were at high level.

In conclusion, on comments obtained from the opened question, most learners claimed that most students stated that mobile learning package helped them be better in translation from English into Thai and can improve their reading and writing skills due to the translation helped them understand more about grammar structure. Besides from learning, some students informed that learning through mobile learning package motivated and attracted them to learn the lessons and it was accessible anywhere and anytime so they could prepare themselves before going to

the class. The samples also gave some suggestions with an offline application that they had mobile phone and they can access the lessons anywhere and anytime. The result is similar to Crompton (2013) who defines mobile learning as the devices for education, includes smartphones, tablet and handheld devices which allow users to access the learning contents anytime and anywhere. The suggestions given were to put other subjects content into the applications too according to the convenience.

5.3 Suggestions for Future Research

The followings are some recommendations based on the research results:

5.3.1 The application for translation mobile learning developed by the researcher can be used as a textbook for the ones who wants to learn the basic of translation and can be a guideline to translate English into Thai. This application is not complicated to use and can be developed for other contents besides translation. Finally, mobile learning has two modes which are offline for the content and online for the exercises so it can be useful for those who want to learn the basic translation with Android portable devices.

5.3.2 The ability test should be assured that the learners will not use other translation applications for the test.

5.3.3 It is also recommended that further studies should be conducted for other subjects or related interests, or can be developed for more complex according to the level of target users.

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APPENDICES

APPENDIX A

The Evaluation Form of Correctness and Appropriateness of Mobile

Learning Package on Translation from English into Thai for Higher

Level Secondary School Students

(For Experts)

…………………………………………………………………..

Directions: Please give your opinion for each statement to indicate that it is

appropriate or not. Then you should tick (✓) in the table which

is your opinion. There are three alternatives as follows:

5 means extremely appropriate   4 means very appropriate

3 means moderately appropriate   2 means slightly appropriate

1 means not at all appropriate

Part I: Content Evaluation

Statements	Opinion Level				
	5	4	3	2	1
1 Contents					
1.1 Correspond with learning objectives					
1.2 The contents cover all learning objectives					
1.3 Presentation suits with the contents					
1.4 Suitable for learners' level					
1.5 Useful for daily life					

Statements	Opinion Level				
	5	4	3	2	1
2 Assessments and Evaluation					
2.1 Correspond with learning objectives					
2.2 Enhance learning					
2.3 Challenge learners					
2.4 Clear and easy to understand					
2.5 Suitable for learners' level					
2.6 Assess by using holistic assessment					

Part II: Material Evaluation

Statements	Opinion Level				
	5	4	3	2	1
1 Lesson Management					
1.1 Content presentation					
1.2 Content arrangement					
1.3 Enhance learning					
1.4 Motivated learners					
2 Content Design					
2.1 Screen Layout					
2.2 Menu layout					
2.3 Color used					
2.4 Picture size					
2.5 Correspond with the content					

Statements	Opinion Level				
	5	4	3	2	1
2.6 Appropriate with self-assessment					
2.7 Interesting presentation					
2.8 Appropriate with duration					
2.9 Self-assessment					
2.10 Provide evaluation and assessment					
3 Graphic and Multimedia					
3.1 Clear, beautiful and interesting					
3.2 Creative and understandable					
3.3 Balanced compositions					
3.4 Suitable graphic to convey the content					
4 Interaction					
4.1 Easy to use					
4.2 Interaction between application and users					
4.3 Suitable lessons navigation					
4.4 Enhancing learning					
4.5 Giving feedback from learners					
5 Application Facilities					
5.1 Printable version for contents					
5.2 Interaction between teacher and learners through social network					
5.3 Interaction between teacher and learners through long distance communication					

Statements	Opinion Level				
	5	4	3	2	1
5.4 Learning assessment through mobile learning package					
5.5 Provided Pretest and Posttest through the application					

Signature........................... Evaluator

(...................…...................)

APPENDIX B

The Evaluation of Correctness and Appropriateness of Mobile Learning Package on Translation from English into Thai for Higher Level Secondary School Students

....

Directions: Please give your opinion for each statement to indicate that it is appropriate or not. Then you should tick (✓) in the table which is your opinion. There are three alternatives as follows:

5 means extremely appropriate   4 means very appropriate

3 means moderately appropriate   2 means slightly appropriate

1 means not at all appropriate

Part I: Content Evaluation

Statements	Experts' Opinion Level			X̄	S.D.	Meaning of Opinion Level
	1	2	3			
1 Contents						
1.1 Correspond with learning objectives	5	5	5	5.00	0.00	extremely appropriate
1.2 The contents cover all learning objectives	5	4	5	4.67	0.58	extremely appropriate
1.3 Presentation suits with the contents	5	4	4	4.33	0.52	very appropriate

Statements	Experts' Opinion Level			X̄	S.D.	Meaning of Opinion Level
	1	2	3			
1.4 Suitable for learners' level	5	5	5	5.00	0.00	extremely appropriate
1.5 Useful for daily life	5	5	5	5.00	0.00	extremely appropriate
Total				4.80	0.17	**extremely appropriate**
2 Assessments and Evaluation						
2.1 Correspond with learning objectives	5	5	5	5.00	0.00	extremely appropriate
2.2 Enhance learning	5	4	5	4.67	0.58	extremely appropriate
2.3 Challenge learners	5	4	4	4.33	0.52	very appropriate
2.4 Clear and easy to understand	5	5	5	5.00	0.00	extremely appropriate
2.5 Suitable for learners' level	5	4	4	4.33	0.52	very appropriate
2.6 Assess by using holistic assessment	5	5	5	5.00	0.00	extremely appropriate
Total				4.72	0.25	**extremely appropriate**

Part II: Material Evaluation

Statements	Experts' Opinion Level			$\bar{X}$	S.D.	Meaning of Opinion Level
	1	2	3			
1 Lesson Management						
1.1 Content presentation	5	4	4	4.33	0.52	very appropriate
1.2 Content arrangement	5	5	4	4.67	0.58	extremely appropriate
1.3 Enhance learning	5	5	5	5.00	0.00	extremely appropriate
1.4 Motivated learners	5	5	5	5.00	0.00	extremely appropriate
Total				**4.75**	**0.25**	**extremely appropriate**
2 Content Design						
2.1 Screen Layout	5	5	4	4.67	0.58	extremely appropriate
2.2 Menu layout	5	5	5	5.00	0.00	extremely appropriate
2.3 Color used	5	5	5	5.00	0.00	extremely appropriate
2.4 Picture size	5	5	5	5.00	0.00	extremely appropriate

Statements	Experts' Opinion Level			$\bar{X}$	S.D.	Meaning of Opinion Level
	1	2	3			
2.5 Correspond with the content	5	5	5	5.00	0.00	extremely appropriate
2.6 Appropriate with self-assessment	5	4	4	4.33	0.58	very appropriate
2.7 Interesting presentation	5	4	5	4.67	0.58	extremely appropriate
2.8 Appropriate with duration	4	4	5	4.33	0.58	very appropriate
2.9 Self-assessment	5	5	5	5.00	0.00	extremely appropriate
2.10 Provide evaluation and assessment	5	4	4	4.33	0.58	very appropriate
Total				**4.61**	**0.25**	**extremely appropriate**
3 Graphic and Multimedia						
3.1 Clear, beautiful and interesting	5	5	5	5.00	0.00	extremely appropriate
3.2 Creative and understandable	5	4	5	4.67	0.58	extremely appropriate
3.3 Balanced compositions	5	5	5	5.00	0.00	extremely appropriate
3.4 Suitable graphic to convey the content	5	4	5	4.67	0.58	extremely appropriate

Statements	Experts' Opinion Level			$\bar{X}$	S.D.	Meaning of Opinion Level
	1	2	3			
Total				4.79	0.28	extremely appropriate
4 Interaction						
4.1 Easy to use	5	4	5	4.67	0.58	extremely appropriate
4.2 Interaction between application and users	5	5	5	5.00	0.00	extremely appropriate
4.3 Suitable lessons navigation	5	4	4	4.33	0.58	very appropriate
4.4 Enhancing learning	4	5	4	4.33	0.58	very appropriate
4.5 Giving feedback from learners	5	5	4	4.67	0.58	extremely appropriate
Total				4.60	0.20	extremely appropriate
5 Application Facilities						
5.1 Printable version for contents	5	5	5	5.00	0.00	extremely appropriate
5.2 Interaction between teacher and learners through social network	5	4	5	4.67	0.58	extremely appropriate

Statements	Experts' Opinion Level			$\bar{X}$	S.D.	Meaning of Opinion Level
5.3 Interaction between teacher and learners through long distance communication	5	5	5	5.00	0.00	extremely appropriate
5.4 Learning assessment through mobile learning package	5	5	5	5.00	0.00	very appropriate
5.5 Provided Pretest and Posttest through the application	5	5	5	5.00	0.00	extremely appropriate
Total				4.93	0.12	extremely appropriate
Total				4.76	0.17	extremely appropriate

APPENDIX C

The Evaluation Form of Content Validity of Lesson Plan of Mobile Learning Package on Translation from English into Thai for Higher Level Secondary School Students

(For Experts)

....

Directions: Please give your opinion for each statement to indicate that it is appropriate or not. Then you should tick (✓) in the table which is your opinion. There are five alternatives as follows:

5 means extremely appropriate   4 means very appropriate

3 means moderately appropriate   2 means slightly appropriate

1 means not at all appropriate

Statements	Opinion Level				
	5	4	3	2	1
1. Learning Objectives					
1.1 Correspond with contents					
1.2 Clear and easy to understand					
1.3 Suitable for students' level					

Statements	Opinion Level				
	5	4	3	2	1
2. Contents					
2.1 Clear and easy to understand and interesting					
2.2 Correspond with learning objectives					
2.3 Suitable for students' level					
3. Learning Activities					
3.1 Enhance learning					
3.2 Correspond with contents					
3.3 Correspond with learning objectives					
3.4 Appropriate with duration					
3.5 Suitable for students' level					
3.6 Learning activities begin from easy to difficult					
4. Assessment and Evaluation					
4.1 Correspond with learning objectives					
4.2 Assess by covering all contents which consist of activities and post-test					

Signature.......................... Evaluator

(.............................)

APPENDIX D

The Evaluation Form of Content Validity of Lesson Plan of Mobile Learning Package on Translation from English into Thai for Higher Level Secondary School Students

By the Experts

Statements	Experts' Opinion Level			$\bar{x}$	S.D.	Meaning of Opinion Level (Appropriateness)
	1	2	3			
1. Learning Objectives						
1.1 Correspond with contents	5	5	5	5.00	0.00	Extremely Appropriate
1.2 Clear and easy to understand	4	5	5	4.67	0.58	Extremely Appropriate
1.3 Suitable for students' level	4	5	5	4.67	0.58	Extremely Appropriate
Total				**4.57**	**0.23**	**Extremely Appropriate**

Statements	Experts' Opinion Level			$\overline{X}$	S.D.	Meaning of Opinion Level (Appropriateness)
	1	2	3			
2. Contents						
2.1 Clear and easy to understand and interesting	5	5	5	5.00	0.00	Extremely Appropriate
2.2 Correspond with learning objectives	5	5	5	5.00	0.00	Extremely Appropriate
2.3 Suitable for students' level	5	5	5	5.00	0.00	Very Appropriate
Total				4.85	0.16	Extremely Appropriate
3. Learning Activities						
3.1 Enhance learning	5	5	4	4.67	0.58	Extremely Appropriate
3.2 Correspond with contents	4	5	5	4.67	0.58	Extremely Appropriate
3.3 Correspond with learning objectives	5	5	5	5.00	0.00	Extremely Appropriate
3.4 Appropriate with duration	5	4	4	4.33	0.58	Very Appropriate
3.5 Suitable for students' level	4	4	4	4.00	0.00	Very Appropriate

Statements	Experts' Opinion Level			$\overline{X}$	S.D.	Meaning of Opinion Level (Appropriateness)
	1	2	3			
3.6 Learning activities begin from easy to difficult.	4	5	4	4.33	0.58	Very Appropriate
Total				**4.50**	0.17	Extremely Appropriate
4. Assessment and Evaluation						
4.1 Correspond with learning objectives	5	5	5	5.00	0.00	Extremely Appropriate
4.2 Assess by covering all contents which consist of activities and post-test	5	5	5	5.00	0.00	Extremely Appropriate
Total				4.71	0.18	Extremely Appropriate
Total				**4.67**	**0.58**	**Extremely Appropriate**

APPENDIX E

Lesson Plans

LESSON PLAN 1

Course: Translation (optional course)	**Grade Level: Higher Secondary**
Theme: Words Translation	**Topic: Introduction to Translation**
Semester 2/2016	**Time Allocation: 1 hour**

1. Concept

Translation ability is a fundamental skill for higher academic learning as it is a base which affects students' understanding on learning English for higher education.

2. Standard Performance Indicators

Standard F2.2: Appreciation of similarities and differences between language and culture of native and Thai speakers, and capacity for accurate and appropriate use of language

Indicator 1: 1. Explain/compare differences between the structures of sentences, texts, idioms, sayings, proverbs and poems in foreign languages and Thai language.

3. Learning Outcomes

Learners are able to know and understand the importance of translation, the overall of translation and basic principles of translation.

4. Expected Characteristics

4.1 Honesty and integrity
4.2 Self-discipline
4.3 Avidity for learning
4.4 Dedication and commitment to work

5. Content

5.1 The importance of translation
5.2 The definition of translation
5.3 The purposes of translation
5.4 The basics principles of translation

6. Teaching Materials

- LearningTranslation Mobile Application
- Pretest

7. Learning Activities

Learners do the pretest about translation.

7.1 Pre-Task

- Teacher asks learners about translation.
  "Have you ever translated?"
  "How can you choose the meaning for the word that you're looking for?"
  And so on
- Teacher introduce LearningTranslation mobile application and installs the application on learners' phones by the link or QR code.

Link: http://gg.gg/peralukapp

QR Code:

7.2 Task Cycle

Task: Learners learn the importance of translation, the definition of translation, the purposes of translation, and the basics principles of translation from LearningTranslation mobile learning package.

หลักการแปลเบื้องต้น

ในการแปลงานชนิดต่างๆ ผู้แปลจะต้องมีความรู้ในเรื่องของความหมายและการใช้คำให้มีความสละสลวย เพื่อให้งานแปลนั้นๆ มีคุณภาพและอรรถรส นักแปลหลายท่านได้ให้หลักการแปลต่างๆไว้มากมาย ซึ่งสามารถสรุปได้เป็นหลักการดังนี้

คุณสมบัติของผู้แปล

1. ผู้แปลจะต้องมีความรู้ภาษาของต้นฉบับและภาษาที่จะใช้แปลอย่างดี
2. ผู้แปลจะต้องมีความรู้ในเรื่องที่จะแปล
3. ต้องเป็นนักอ่านที่ดี
4. มีใจรักในการค้นคว้า และการถ่ายทอดความรู้ให้แก่ผู้อื่น

OVERALL

ในการเรียนภาษาต่างประเทศสิ่งหนึ่งที่สำคัญนอกจากการใช้ทักษะในการสื่อสารทั้ง 4 ทักษะซึ่งได้แก่ ทักษะการฟัง พูด อ่าน และเขียนนั้นยังมีอีกทักษะหนึ่งที่แฝงอยู่ด้วยเสมอนั่นคือ ทักษะการแปล โดยจะอยู่ใน การแปลงสารจากภาษาหนึ่งไปยังอีกภาษาหนึ่ง

Unit Screenshot examples

Planning: Learners work in work while teacher is monitoring and giving some advice.

Report: Learners share their about using translation in their daily life.

7.3 Language Focus

Analysis: Teacher and learners discuss about the importance of translation, the definition of translation, the purposes of translation, and the basics principles of translation.

Practice: -

Wrap Up:
- Learners review the contents they have learnt.

8. Evaluation

8.1 How to evaluate
- Learning behavior observation

8.2 Instruments of Evaluation
- Learning behavior observation form

Learning Observation Form
Newbie Translator (Selective Course)

Thursday _____ month _____ Year _____

No.	Name	Learning Behavior					Total (20)
		Attention (4)	Interest (4)	Answer the questions (4)	Work on time (4)	Activity participation (4)	
1.							
2.							
3.							
4.							
5.							
6.							
7.							
8.							
9.							
10.							
11.							
12.							
13.							
14.							
15.							
16.							
17.							
18.							
19.							
20.							

Peraluk Ruksaprakhon

Grade Description

4   Learner always performs the aspect behavior for the whole period

3   Learner usually performs the aspect behavior for the whole period

2   Learner sometimes performs the aspect behavior for the whole period

1   Learner rarely performs the aspect behavior for the whole period

Criteria for total score interpretation

20 - 18   Very Good

14 - 17   Good

10 - 13   Poor

0 - 9   Very poor

Feedback
Date:_____
Comments
Suggestions for improvement
Action Plan
Head of Department's Comments   _____ Ninnetr Chatchoulai
Deputy Director of Academic Department   _____ Anuwatr Muenkid
Director of Kratiamwittaya School   _____ Suwan Saithai

Pretest-Posttest

จงหาและแปลคำนามในประโยคต่อไปนี้จากภาษาอังกฤษเป็นภาษาไทย

Focus on nouns

There are a lot of people who cannot write computer programs.
*

Your answer

Do you believe aliens are invading Earth? *

Your answer

Habitats are the places where the plants and animals live. *

Your answer

Every autumn I plants tulip bulbs. *

Your answer

จงหาและแปลคำนามวลีในประโยคต่อไปนี้จากภาษาอังกฤษเป็นภาษาไทย

focus on noun phrases

I would say a sense of leadership is important.

Your answer

A sleepy village surrounded by woods and rivers might suit
some people.

Your answer

There are only a few parks in this city.

Your answer

All animals need a lot of space to live in.

Your answer

จงหาและแปลคำกริยาวลีในประโยคต่อไปนี้จากภาษาอังกฤษเป็นภาษาไทย

Focus on phrasal verbs

Sarah can't wait for school to break up for the summer holidays.

Your answer

Their plans for opening a new branch fell through due to lack money.

Your answer

Thieves broke into her house and stole all her jewelry.

Your answer

Could you look after my dog while I'm away?

Your answer

จงแปลประโยคต่อไปนี้จากภาษาอังกฤษเป็นภาษาไทย

Focus on tense

Your sister has just had a baby.

Your answer

Michael has been working as a zookeeper since 1998.

Your answer

I downloaded some great songs onto my iPod last night.

Your answer

All animals need a lot of space to live in.

Your answer

จงแปลประโยคต่อไปนี้จากภาษาอังกฤษเป็นภาษาไทย

Focus on passive voice

I don't like watching films if the language has been dubbed.

Your answer

Halloween is celebrated on October 31st.

Your answer

The Prairie style was developed by America's most famous architect.

Your answer

In the past, the groom was invited to the bride's house just before the wedding.

Your answer

LESSON PLAN 2

Course: Translation (optional course)   **Grade Level: Higher Secondary**
Theme: Words Translation   **Topic: Nouns Translation**
Semester 2/2016   **Time Allocation: 1 hour**

1. Concept

Some nouns have several meanings. To translate nouns required the suitable meaning for each context in sentence. The wrong word choice can cause the mistake in communication.

2. Standard Performance Indicators

Standard F2.2: Appreciation of similarities and differences between language and culture of native and Thai speakers, and capacity for accurate and appropriate use of language

     Indicator 1: 1. Explain/compare differences between the structures of sentences, texts, idioms, sayings, proverbs and poems in foreign languages and Thai language.

3. Learning Outcomes

Learners are able to translate nouns and choose the suitable meaning for each context.

4. Expected Characteristics

     4.1 Honesty and integrity
     4.2 Self-discipline
     4.3 Avidity for learning
     4.4 Dedication and commitment to work

5. Content

     5.1 Types of nouns
     5.2 Nouns translation

6. Teaching Materials

     - Translation Mobile Application
     - Flashcards for the game 'Which one?'

7. Learning Activities
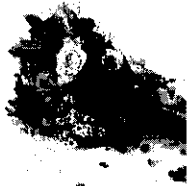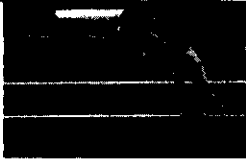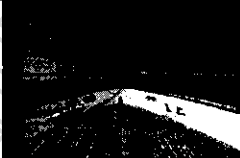
     Warm up: - Teacher divides learners into a group of 5.
                  - Each group will get flashcards with both meanings of the words.
                  - Teacher reads the sentences and each group has to raise the flashcard with the right meaning of the word used in the sentence.
                  - The group that showed the correct meaning gets a point. The group with the most points wins the game.

Cards for teacher
*Teacher can choose 1 sentence from each card to read

He threw the _____ to the player on first base.

Cinderella went to the _____ and danced with the prince.

The player swung the _____ as hard as he could and hit the ball out of the park.

The crowd saw a _____ hanging from the ceiling by its feet.

The day she was sick, Maria laid in her _____ all day and slept.

My grandma planted three kinds of flowers in the flower _____.

Ken paid for his lunch with a twenty dollar _____.

The duck used its _____ to pick up small bugs from the water.

The baby _____ was born yesterday at the farm.

The soccer player got kicked in the _____ and had to sit on the sideline for a while.

The magician did the trick with an ordinary _____ of cards.

We all stood on the _____ of the boat to watch the dolphins playing in the water.

Cards for Learners

ball	ball	bat	bat
bed	bed	bill	bill
calf	calf	deck	deck

7.1 Pre-Task
-   Teacher introduces the lesson about past tense translation and the steps of learning activity which are;
        - Learn nouns translation from mobile learning package
        - Choose and translate the story from warm up activity.

7.2 Task Cycle
        Task: Learners are divided into groups. Each group creates its own sentence using a noun which has different meanings.
        Planning: Learners work in group while teacher is monitoring and giving some advice.
        Report: Each group reads its sentence to the other groups. The other groups try to guess the meaning of the noun.

7.3 Language Focus
        Analysis: Teacher and learners discuss about the meaning of word focus on each sentence from every groups.
        Practice: Learners do the exercise on their mobile phone with LearnTranslation mobile learning package.

Wrap Up:
-   Learners review nouns translation.
-   Learners do the exercise.

8. Evaluation
        8.1 How to evaluate
                - Check the learners' exercise.
        8.2 Instruments of Evaluation
                - Nouns translation exercise

Feedback Date:_____
Comments
Suggestions for improvement
Action Plan

Head of Department's Comments
 	
                    _____
                      Ninnetr Chatchoulai

Deputy Director of Academic Department
 	
                    _____
                      Anuwatr Muenkid

Director of Kratiamwittaya School
 	
                    _____
                      Suwan Saithai

LESSON PLAN 3

Course: Translation (optional course)   **Grade Level: Higher Secondary**

Theme: Words Translation   **Topic: Noun Phrase Translation**

Semester 2/2016   **Time Allocation: 1 hour**

1. Concept

In a noun phrase, dependent words before the head are either determiners (e.g. the, my, some) or pre-modifiers (e.g. adjectives). Dependent words after the head are either complements or post-modifiers.

2. Standard Performance Indicators

Standard F2.2: Appreciation of similarities and differences between language and culture of native and Thai speakers, and capacity for accurate and appropriate use of language

Indicator 1: 1. Explain/compare differences between the structures of sentences, texts, idioms, sayings, proverbs and poems in foreign languages and Thai language.

3. Learning Outcomes

Learners are able to translate noun phrase and choose the suitable meaning for each context.

4. Expected Characteristics

4.1 Honesty and integrity

4.2 Self-discipline

4.3 Avidity for learning

4.4 Dedication and commitment to work

5. Content

5.1 Noun phrase

5.2 Noun phrase translation

6. Teaching Materials

- Translation Mobile Application

- Photocopied selection

7. Learning Activities

Warm up: Teacher tells learners that they will be given a photocopied selection from a class book, and challenge them to find all the noun phrases within the text. (Work in group of 4). Ask each group to circle the noun phrases as they find them. For an added challenge, time learners for two or three minutes, and see who can find the most noun phrases in that amount of time
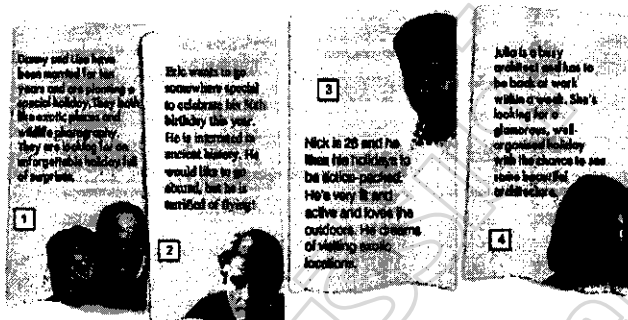
7.1 Pre-Task

- Teacher introduces the lesson about noun phrase translation and the steps of learning activity which are;
  - Learn noun phrase translation from mobile learning package
  - Translate noun phrase they found from warm up activity

7.2 Task Cycle

Task: Learners learn noun phrase translation from mobile learning.

Planning: Learners work in group on translating noun phrase they found from warm up activity.

Report: Each group reads their translated version to other groups.

7.3 Language Focus

Analysis: Teacher and learners discuss about the meaning of noun phrase translated version from every groups.

Practice: Learners do the exercise on their mobile phone with LearnTranslation mobile learning package.

Wrap Up:

- Learners review noun phrase translation.

8. Evaluation

8.1 How to evaluate

- Check the learners' exercise.

8.2 Instruments of Evaluation

- Nouns translation exercise

| Feedback |
| Date:_____ |

Comments

Suggestions for improvement

Action Plan

Head of Department's Comments

_____
Ninnetr Chatchoulai

Deputy Director of Academic Department

_____
Anuwatr Muenkid

Director of Kratiamwittaya School

_____
Suwan Saithai

LESSON PLAN 4

Course: Translation (optional course)   **Grade Level: Higher Secondary**

Theme: Words Translation   **Topic: Phrasal Verb**
Translation

Semester 2/2016   **Time Allocation: 1 hour**

1. Concept

A phrasal verb is a combination of words (a verb + a preposition or verb +adverb) that when used together, usually take on a different meaning to that of the original verb.

2. Standard Performance Indicators

Standard F2.2: Appreciation of similarities and differences between language and culture of native and Thai speakers, and capacity for accurate and appropriate use of language

Indicator 1: 1. Explain/compare differences between the structures of sentences, texts, idioms, sayings, proverbs and poems in foreign languages and Thai language.

3. Learning Outcomes

Learners are able to translate phrasal verb and choose the suitable meaning for each context.

4. Expected Characteristics

4.1 Honesty and integrity
4.2 Self-discipline
4.3 Avidity for learning
4.4 Dedication and commitment to work

5. Content

3.1 Phrasal verb
3.2 Phrasal verb translation

6. Teaching Materials

- Translation Mobile Application
- Find someone who... worksheet
- Words translation test

7. Learning Activities

Warm up: Teacher tells learners that they will play a game 'Find someone who...' and they have to guess and put their friends' name in the table given.

Find someone who…	Name
…*turned down* an offer and later regretted it.	
…always *shops around* before making a major purchase.	
…has *found out* something interesting this week.	
…has recently *gotten over* an illness.	
…is *looking forward to* something special this weekend.	
…recently *made up* an excuse to *get out of* doing something.	
…often *mixes up* people's names.	
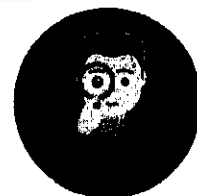
7.1 Pre-Task
- Teacher introduces the lesson about phrasal verb translation and the steps of learning activity which are;
  - Learn noun phrase translation from mobile learning package
  - Find and Translate phrasal verb they found from warm up activity

7.2 Task Cycle

Task: Learners learn phrasal verb translation from mobile learning.

Planning: Learners work on translating phrasal verb they found from warm up activity.

Report: Each learner chooses and reads their translated version to their friends and tell the name of friends they put in the table.

7.3 Language Focus

Analysis: Teacher and learners discuss about the meaning of phrasal verb translated version from them.

Practice: Learners do the exercise on their mobile phone with LearnTranslation mobile learning package.

Wrap Up:
- Learners review phrasal verb translation.
- Learners do Word translation test

8. Evaluation

8.1 How to evaluate
  - Check the learners' exercise.

8.2 Instruments of Evaluation
  - Phrasal verb exercise

Feedback Date:_____
Comments
Suggestions for improvement
Action Plan
Head of Department's Comments   _____ Ninnetr Chatchoulai
Deputy Director of Academic Department   _____ Anuwatr Muenkid
Director of Kratiamwittaya School   _____ Suwan Saithai

LESSON PLAN 5

Course: Translation (optional course)   **Grade Level: Higher Secondary**

Theme: Words Translation   **Topic: Sentence Translation**

Semester 2/2016   **Time Allocation: 1 hour**

1. Concept

The present tense is used to talk about an action in a present situation, a habit or repeated action, a wish or command, an action that started at a certain time in the past and continues into the present, and expressing the near future.

2. Standard Performance Indicators

Standard F2.2: Appreciation of similarities and differences between language and culture of native and Thai speakers, and capacity for accurate and appropriate use of language

Indicator 1: 1. Explain/compare differences between the structures of sentences, texts, idioms, sayings, proverbs and poems in foreign languages and Thai language.

3. Learning Outcomes

Learners are able to translate present tense.

4. Expected Characteristics

4.1 Honesty and integrity

4.2 Self-discipline

4.3 Avidity for learning

4.4 Dedication and commitment to work

5. Content

3.1 Present tense

3.2 Present tense translation

6. Teaching Materials

- Translation Mobile Application
- Words translation test

7. Learning Activities

Warm up: Learners write 1 story together by writing 1 present tense sentence for each with the title: One day, I walk to the forest.

7.1 Pre-Task

- Teacher introduces the lesson about present tense translation and the steps of learning activity which are;
    - Learn present tense translation from mobile learning package
    - Translate the story they write from warm up activity

7.2 Task Cycle

Task: Learners learn present tense translation from mobile learning.

Planning: Learners work in group on translating the story they write from warm up activity.

Report: Each group presents their translated version to their friends.

7.3 Language Focus

Analysis: Teacher and learners discuss about the steps of present tense sentence translation.

Practice: Learners do the exercise on their mobile phone with LearnTranslation mobile learning package.

Wrap Up:

- Learners review present tense translation.

8. Evaluation

8.1 How to evaluate

- Check the learners' exercise.

8.2 Instruments of Evaluation

- Present tense translation exercise

Feedback
Date:_____
Comments
Suggestions for improvement
Action Plan
Head of Department's Comments   _____ Ninnetr Chatchoulai
Deputy Director of Academic Department   _____ Anuwatr Muenkid
Director of Kratiamwittaya School   _____ Suwan Saithai

LESSON PLAN 6

Course: Translation (optional course)   **Grade Level: Higher Secondary**
Theme: Words Translation   **Topic: Sentence Translation**
Semester 2/2016   **Time Allocation: 1 hour**

1. Concept

The past tense in English is used for talking about the past, talking about hypotheses, and politeness.

2. Standard Performance Indicators

Standard F2.2: Appreciation of similarities and differences between language and culture of native and Thai speakers, and capacity for accurate and appropriate use of language

Indicator 1: 1. Explain/compare differences between the structures of sentences, texts, idioms, sayings, proverbs and poems in foreign languages and Thai language.

3. Learning Outcomes

Learners are able to translate past tense.

4. Expected Characteristics

4.1 Honesty and integrity
4.2 Self-discipline
4.3 Avidity for learning
4.4 Dedication and commitment to work

5. Content

3.1 Past tense
3.2 Past tense translation

6. Teaching Materials

- Translation Mobile Application
- Words translation test

7. Learning Activities

Warm up: Teacher tells learners that they will play game: Running through the past.

- Teacher divides learners into 2 groups each group will get flashcards with present verb. The flashcards for each team should be in a different color.
- Teacher sticks the cards with –ed, -ed, and irregular on board.
- Learners stand in the line and run to the board and stick the flashcard on the right column.
- The fastest and most correct team will be the winner.

7.1 Pre-Task
- Teacher introduces the lesson about past tense translation and the steps of learning activity which are;
    - Learn present tense translation from mobile learning package
    - Translate the story they write from warm up activity

7.2 Task Cycle
Task: Learners learn past tense translation from mobile learning package.

Planning: Learners work in group of 5 on selecting 5 verbs on board from warm up activity to make past sentences and give other group to translate their sentences.

Report: Each group presents their translated version to their friends.

7.3 Language Focus
Analysis: Teacher and learners discuss about the steps of past tense sentence translation and the differences between English past tense and Thai structure.

Practice: Learners do the exercise on their mobile phone with LearnTranslation mobile learning package.

Wrap Up:
- Learners review past tense translation.

8. Evaluation
8.1 How to evaluate
- Check the learners' exercise.
8.2 Instruments of Evaluation
- Past tense translation exercise

Feedback Date:_____
Comments
Suggestions for improvement
Action Plan
Head of Department's Comments   _____ Ninnetr Chatchoulai
Deputy Director of Academic Department   _____ Anuwatr Muenkid
Director of Kratiamwittaya School   _____ Suwan Saithai

LESSON PLAN 7

Course: Translation (optional course)   **Grade Level: Higher Secondary**
Theme: Words Translation   **Topic: Sentence Translation**
Semester 2/2016   **Time Allocation: 1 hour**

1. Concept

The future tense indicates that an action is in the future relative to the speaker or writer. There are no inflected forms for the future in English. Instead, the future tense employs the helping verbs will or shall with the base form of the verb.

2. Standard Performance Indicators

Standard F2.2: Appreciation of similarities and differences between language and culture of native and Thai speakers, and capacity for accurate and appropriate use of language

Indicator 1: 1. Explain/compare differences between the structures of sentences, texts, idioms, sayings, proverbs and poems in foreign languages and Thai language.

3. Learning Outcomes

Learners are able to translate future tense.

4. Expected Characteristics

4.1 Honesty and integrity
4.2 Self-discipline
4.3 Avidity for learning
4.4 Dedication and commitment to work

5. Content

3.1 Future tense
3.2 Future tense translation

6. Teaching Materials

- Translation Mobile Application

7. Learning Activities

Warm up: Teacher tells learners that they will do the role-play as a fortune teller.
- Teacher makes draws with the name of all learners and ask them to pick a draw.
- Learners have to predict the future of the name they got.

7.1 Pre-Task

- Teacher introduces the lesson about future tense translation and the steps of learning activity which are;
  - Learn future tense translation from mobile learning package
  - Translate the prediction they make from warm up activity

7.2 Task Cycle

        Task: Learners learn future tense translation from mobile learning package.

        Planning: Learners read their prediction for the friend.

        Report: Each learner translates their prediction from friend.

7.3 Language Focus

        Analysis: Teacher and learners discuss about the steps of future tense sentence translation and the differences between English future tense and Thai structure.

        Practice: Learners do the exercise on their mobile phone with LearnTranslation mobile learning package.

Wrap Up:

-    Learners review future tense translation.

8. Evaluation

    8.1 How to evaluate

        - Check the learners' exercise.

    8.2 Instruments of Evaluation

        - Future tense translation exercise

Feedback
Date:_____
Comments
Suggestions for improvement
Action Plan
Head of Department's Comments   _____ Ninnetr Chatchoulai
Deputy Director of Academic Department   _____ Anuwatr Muenkid
Director of Kratiamwittaya School   _____ Suwan Saithai

LESSON PLAN 8

Course: Translation (optional course)	**Grade Level: Higher Secondary**
Theme: Words Translation	**Topic: Sentence Translation**
Semester 2/2016	**Time Allocation: 1 hour**

1. Concept

-

2. Learning Outcomes

Learners are able to translate sentence.

3. Content

3.1 Present tense

3.2 Present tense translation

3.3 Past tense

3.4 Past tense translation

3.5 Future tense

3.6 Future tense translation

4. Teaching Materials

- Translation Mobile Application
- Sentence translation test

5. Learning Activities

- Teacher and learners review how to translate sentences with present tense, past tense, and future tense.
- Learners do sentence translation test

6. Evaluation

6.1 How to evaluate

- Check the learners' sentence translation test.

6.2 Instruments of Evaluation

- Sentence translation test

Score Rubric for Sentence Translation

Marks	Description
5	The message of the translation is the same as the meaning intended in the original, containing no errors, omissions or additions.
4	The message of the translation is very similar to the meaning intended in the original. May contain one or two minor errors, omissions or additions.

3	The message of the translation is fairly different from the meaning intended in the original, containing one major or several minor errors, omissions or additions.
2	The message of the translation is drastically different from the meaning intended in the original, containing many major errors, omissions or additions.
1	The message of the translation is completely different from the meaning intended in the original.

Feedback Date:_____
Comments
Suggestions for improvement
Action Plan
Head of Department's Comments   _____ Ninnetr Chatchoulai
Deputy Director of Academic Department   _____ Anuwatr Muenkid
Director of Kratiamwittaya School   _____ Suwan Saithai

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LESSON PLAN 9
</div>

Course: Translation (optional course)   **Grade Level: Higher Secondary**
Theme: Words Translation   **Topic: Passive Voice Translation**
Semester 2/2016   **Time Allocation: 1 hour**

1. Concept

The passive voice is used to show interest in the person or object that experiences an action rather than the person or object that performs the action. In other words, the most important thing or person becomes the subject of the sentence.

2. Standard Performance Indicators

Standard   F2.2: Appreciation of similarities and differences between language and culture of native and Thai speakers, and capacity for accurate and appropriate use of language

Indicator 1: 1.   Explain/compare differences between the structures of sentences, texts, idioms, sayings, proverbs and poems in foreign languages and Thai language.

3. Learning Outcomes

Learners are able to translate passive voice.

4. Expected Characteristics

4.1 Honesty and integrity
4.2 Self-discipline
4.3 Avidity for learning
4.4 Dedication and commitment to work

5. Content

3.1 Passive voice
3.2 Passive voice translation

6. Teaching Materials

- Translation Mobile Application
- Catch me if you can game flashcards
- Passive voice translation test

7. Learning Activities

Warm up: Teacher tells learners that they will play game: Catch me if you can.
- Teacher divides learners into 2 groups and each group will be given flashcards in a different color.
- Teacher reads sentences and each group has to show the flashcard which related to the sentence.
- The group with the most points wins the game.

This is used in a hospital.
This is seen in offices.
This is used on a farm.
This is seen in factories.
This is used in a stadium.
This is seen in schools.
This is seen on boats.
This is used in a car.
This is seen in kitchens.
This is used in space.
This is seen in parks.
This is used in a music studio.
This is seen in train stations.
This is used in a bathroom.

Stethoscope	Computer
Tractor	Helmet
Soccer ball	Book
Anchor	Steering wheel
Frying pan	Space suit

Bench	Guitar
Turnstile	Faucet
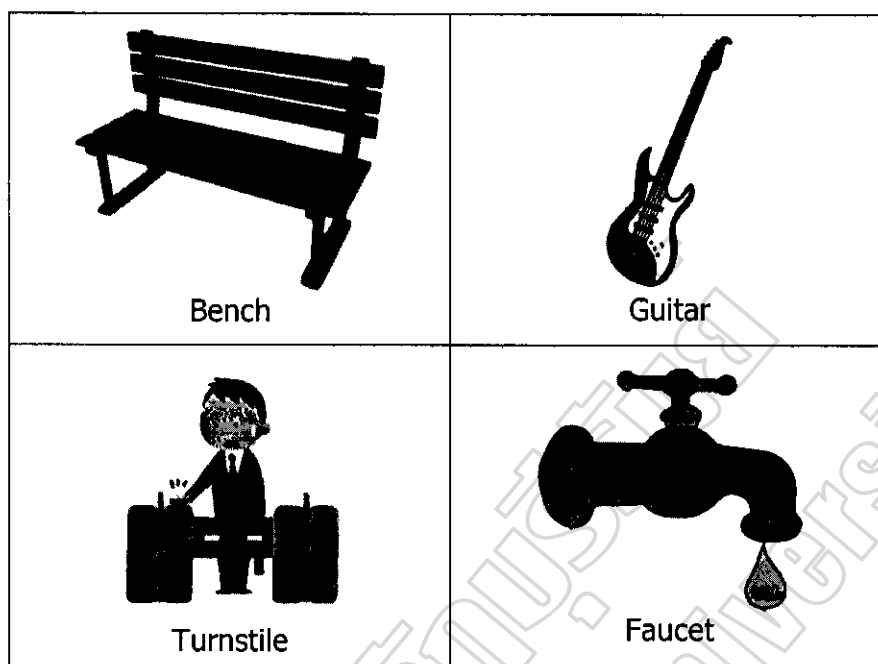
7.1 Pre-Task
- Teacher introduces the lesson about passive voice translation and the steps of learning activity which are;
    - Learn passive voice translation from mobile learning package
    - Translate the sentences used from warm up activity.

7.2 Task Cycle

Task: Learners learn passive voice translation from mobile learning package.

Planning: Learners write 2 sentences by using passive voice form and translate their sentences.

Report: Each learner presents their sentences and translated version to friends.

7.3 Language Focus

Analysis: Teacher and learners discuss about how to translate passive voice.

Practice: Learners do the exercise on their mobile phone with LearnTranslation mobile learning package.

Wrap Up:
- Learners review passive voice translation.
- Learners do passive voice translation test.

8. Evaluation

8.1 How to evaluate
- Check the learners' sentence translation test.
- Check the learners' passive voice translation test

8.2 Instruments of Evaluation
- Passive voice translation exercise
- Passive voice translation test

Score Rubric for Passive Voice Translation

Marks	Description
5	The message of the translation is the same as the meaning intended in the original, containing no errors, omissions or additions.
4	The message of the translation is very similar to the meaning intended in the original. May contain one or two minor errors, omissions or additions.
3	The message of the translation is fairly different from the meaning intended in the original, containing one major or several minor errors, omissions or additions.

| 2 | The message of the translation is drastically different from the meaning intended in the original, containing many major errors, omissions or additions. |
| 1 | The message of the translation is completely different from the meaning intended in the original. |

Feedback
Date:_____
Comments
Suggestions for improvement
Action Plan
Head of Department's Comments   _____ Ninnetr Chatchoulai
Deputy Director of Academic Department   _____ Anuwatr Muenkid
Director of Kratiamwittaya School   _____ Suwan Saithai

LESSON PLAN 10

Course: Translation (optional course)   **Grade Level: Higher Secondary**
Theme: Words Translation   **Topic: Translation**
Semester 2/2016   **Time Allocation: 1 hour**

1. Concept

-

2. Learning Outcomes

     Learners are able to translate English into Thai.

3. Content

     3.1 Nouns translation
     3.2 Noun phrase translation
     3.3 Phrasal verb translation
     3.4 Present tense translation
     3.5 Past tense translation
     3.6 Future tense translation
     3.7 Passive voice translation

4. Teaching Materials

     - Post test
     - Satisfaction questionnaire

5. Learning Activities

     - Teacher and learners review how to translate English into Thai.
     - Learners do posttest and satisfaction questionnaire

6. Evaluation

     6.1 How to evaluate
         - Check the learners' sentence translation test.
     6.2 Instruments of Evaluation
         - Sentence translation test

Score Rubric for Words Translation

Marks	Description
5	The translation is accurate with no mistranslations.
4	The translation is functionally accurate with only one minor mistranslation.
3	The translation is partly accurate.
2	The translation is not accurate.

1	The translation is completely different from the meaning intended in the original.

Score Rubric for Sentence Translation

Marks	Description
5	The message of the translation is the same as the meaning intended in the original, containing no errors, omissions or additions.
4	The message of the translation is very similar to the meaning intended in the original. May contain one or two minor errors, omissions or additions.
3	The message of the translation is fairly different from the meaning intended in the original, containing one major or several minor errors, omissions or additions.
2	The message of the translation is drastically different from the meaning intended in the original, containing many major errors, omissions or additions.
1	The message of the translation is completely different from the meaning intended in the original.

Feedback
Date:_____
Comments
Suggestions for improvement
Action Plan
Head of Department's Comments   _____ Ninnetr Chatchoulai
Deputy Director of Academic Department   _____ Anuwatr Muenkid
Director of Kratiamwittaya School   _____ Suwan Saithai

APPENDIX F

Pretest and Posttest

จงหาและแปลคำนามในประโยคต่อไปนี้จากภาษาอังกฤษเป็นภาษาไทย

Do you believe aliens are invading Earth?

_____

There are a lot of people who cannot write computer programs.

_____

Habitats are the places where the plants and animals live.

_____

Every autumn I plants tulip bulbs.

_____

จงหาและแปลคำนามวลีในประโยคต่อไปนี้จากภาษาอังกฤษเป็นภาษาไทย

There are only a few parks in this city.

_____

All animals need a lot of space to live in.

_____

A sleepy village surrounded by woods and rivers might suit some people.

_____

There are only a few parks in this city.

_____

จงหาและแปลคำกริยาวลีในประโยคต่อไปนี้จากภาษาอังกฤษเป็นภาษาไทย

Their plans for opening a new branch fell through due to lack money.

_____

Could you look after my dog while I'm away?

_____

Thieves broke into her house and stole all her jewelry.

_____

Sarah can't wait for school to break up for the summer holidays.

_____

จงแปลประโยคต่อไปนี้จากภาษาอังกฤษเป็นภาษาไทย

I downloaded some great songs onto my iPod last night.

_____

All animals need a lot of space to live in.

_____

Your sister has just had a baby.

_____

Michael has been working as a zookeeper since 1998.

_____

จงแปลประโยคต่อไปนี้จากภาษาอังกฤษเป็นภาษาไทย

The Prairie style was developed by America's most famous architect.

_____

In the past, the groom was invited to the bride's house just before the wedding.

_____

Halloween is celebrated on October 31st.

_____

I don't like watching films if the language has been dubbed.

_____

APPENDIX G

Questionnaire of Students' Satisfaction towards Learning Translation from English into Thai through Mobile Learning for Higher Level Secondary School Students

....

This questionnaire is designed to assess students' satisfaction toward learning translation from English into Thai through mobile learning package for higher level secondary school. The questionnaire is divided into 2 parts.

Part 1: Students' Satisfaction toward Learning Translation from English into Thai through Mobile Learning for Higher Level Secondary School Students

Directions: Read each statement in the questionnaire, then put a tick ☑

in the box that best represents your opinions.

5 = Extremely satisfied

4 = Very satisfied

3 = Satisfied

2 = Slightly satisfied

1 = Not satisfied

Statements	Opinion Level				
	5	4	3	2	1
1. Contents					
1.1 The contents are easy to understand					
1.2 The contents are related to the learning outcome					
1.3 The contents can be used in daily life					
2. Learning Management					
2.1 Presentation for each lesson is interesting					
2.2 The learning process is well arranged					
2.3 The lessons can improve your translation ability					
3. Application Design					
3.1 The lessons encouraged your learning					
3.2 The screen layout is interesting					
3.3 Menu layout is easy to use					
3.4 The colors are suitable for you					
3.5 Visual contents are appropriate					
3.6 Exercises are provided					
3.7 Graphics and content are properly					
3.8 Visual contents are easy to understand					
3.9 Application is user friendly					

Part 2: Open-ended Questions

Directions: Express your opinions or make suggestions regarding learning

translation from English into Thai through mobile learning package.

_____

_____

_____

_____

Thank you very much for your cooperation

APPENDIX H

The Evaluation of Correctness and Appropriateness of Statements in the

Questionnaire of students' satisfaction towards learning translation from English

into Thai through mobile learning package by the Experts

Statements	Opinion Level			$\bar{x}$	S.D.	Level of Appropriateness
	1	2	3			
1. Contents						
1.1 The contents are easy to understand	5	5	5	5.00	0.00	Extremely Appropriate
1.2 The contents are related to the learning outcome	5	5	5	5.00	0.00	Extremely Appropriate
1.3 The contents can be used in daily life	4	4	5	4.33	0.58	Very Appropriate
2. Learning Management						
2.1 Presentation for each lesson is interesting	4	4	5	4.33	0.58	Very Appropriate
2.2 The learning process is well arranged	4	4	4	4.00	0.00	Very Appropriate
2.3 The lessons can improve your translation ability	5	5	5	5.00	0.00	Extremely Appropriate

Statements	Opinion Level			$\bar{\mathrm{x}}$	S.D.	Level of Appropriateness
	1	2	3			
3. Application Design						
3.1 The lessons encouraged your learning	5	4	4	4.33	0.58	Very Appropriate
3.2 The screen layout is interesting	4	5	4	4.33	0.58	Very Appropriate
3.3 Menu layout is easy to use	5	4	5	4.67	0.58	Extremely Appropriate
3.4 The colors are suitable for you	4	4	5	4.33	0.58	Very Appropriate
3.5 Visual contents are appropriate	5	5	5	5.00	0.00	Extremely Appropriate
3.6 Exercises are provided	5	5	5	5.00	0.00	Extremely Appropriate
3.7 Graphics and content are properly	5	5	5	5.00	0.00	Extremely Appropriate
3.8 Visual contents are easy to understand	5	5	5	5.00	0.00	Extremely Appropriate
3.9 Application is user friendly	4	5	5	4.67	0.58	Extremely Appropriate
Total				**4.67**	**0.58**	**Extremely Appropriate**

APPENDIX I

Difficulty And Discrimination Index

items	PH	PL	PH + PL	PH - PL	p	r
1	10	4	14	6	0.44	0.38
2	12	6	18	6	0.56	0.38
3	13	7	20	6	0.63	0.38
4	8	4	12	4	0.38	0.25
5	9	5	14	4	0.44	0.25
6	12	3	15	9	0.47	0.56
7	8	3	11	5	0.34	0.31
8	11	6	17	5	0.53	0.31
9	12	2	14	10	0.44	0.63
10	6	2	8	4	0.25	0.25
11	13	3	16	10	0.50	0.63
12	9	2	11	7	0.34	0.44
13	6	1	7	5	0.22	0.31
14	9	4	13	5	0.41	0.31
15	7	2	9	5	0.28	0.31
16	8	2	10	6	0.31	0.38
17	10	2	12	8	0.38	0.50
18	8	4	12	4	0.38	0.25
19	13	4	17	9	0.53	0.56
20	14	3	17	9	0.53	0.56

APPENDIX J

Reliability Index

x	f	x^2	fx	fx^2
22	2	484	44	968
21	3	441	63	1,323
20	3	400	60	1,200
19	2	361	38	722
18	2	324	32	648
17	4	289	68	1,156
16	6	256	96	1,536
15	8	225	120	1,800
14	4	196	56	784
13	3	169	39	507
12	2	144	24	288
11	6	132	66	792
10	5	100	50	500
9	3	81	27	243
8	3	64	24	192
7	2	49	14	98
6	3	36	18	108

x	f	x²	fx	fx²
5	2	25	10	50
4	2	16	8	32
	65		857	12,947
				12,947

$$S^2 = \frac{N\sum fx^2 - \left(\sum fx\right)^2}{N(N-1)}$$

$$r_{tt} = \frac{k}{k-1}\left\{1 - \frac{\overline{x}\left(k-\overline{x}\right)}{ks^2}\right\}$$

N = 65

$$\overline{x} = \sum \frac{fx}{N} = 13.19$$

$$\sum fx = 857$$

$$\sum fx^2 = 12,947$$

$$\left(\sum fx\right)^2 = 734,449$$

k = 20

$$\left(k-\overline{x}\right) = 6.81$$

$$S^2 = \frac{841,555 - 734,449}{4,160}$$

$$= 25.74$$

$$r_{tt} = \frac{k}{k-1}\left\{1 - \frac{13.18(20-13.18)}{20 \times 25.74}\right\}$$

$$= \frac{20}{19}\{1 - 0.17\}$$

$$= 1.05\ (0.83)$$

$$= 0.87$$

$$r_{tt} = 0.87$$

APPENDIX K
The Lists of Experts

1. Dr.Wirote Suraphothisuwan, Ph. D. (Teaching English as a Second Language), the English lecturer at Surindra Rajabhat University.

2. Mrs.Duangta Mondi, M.Ed. (Curriculum and Instruction), the English teacher at Prasatwittayakarn School under the Secondary Educational Service Area Office 33

3. Mr.Narin Anongchai, B.Ed. (English), the English teacher of Thepudomwithtaya School under the Secondary Educational Service Area Office 33

CURRICULUM VITAE

Name: Peraluk Ruksaprakhon

Date of Birth: July 2, 1987

Place of Birth: 70/1 Moo 1, Inburi Subdistrict, Inburi District,

Singburi Province, Thailand

Address: 434 Moo 7, Prakhonchai Subdistrict,

Prakhonchai District, Buriram Province, Thailand

Education: 1994 - 1997   Primary School (Grade1-4) from

Watboth School, Inburi District,

Singburi Province, Thailand

1998 - 1999   Primary School (Grade5-6) from

Watpromsakorn School, Muang District,

Singburi Province, Thailand

2000 - 2002   Lower Level Secondary School from

Princess Chulabhorn Science High School Lopburi,

Khoksamrong District, Lopburi Province, Thailand

2003 - 2005   Higher Level Secondary School from Pibulwittayalai

School, Muang District, Lopburi Province, Thailand

2006 - 2009   Bachelor of Arts, English as a Major and Tourism and

Hospitality as a minor from Bangkok University,

Bangkok, Thailand

2013-2018   Master of Arts in English, Buriram Rajabhat

University, Mueang District, Buriram Province,

Thailand

Working Place: English Teacher at Krathiamwittaya School,

Sangkha District, Surin Province, Thailand

The Secondary Educational Service Area 33