CHAPTER 2

LITERATURE REVIEW

The main purpose of this chapter is to provide the review of literature on important issues related to this research. It is intended to outline the theoretical framework essential to an understanding of the present study, including Basic Education Core Curriculum B.E. 2551 (A.D. 2008), speaking ability communication, efficiency and effectiveness index, satisfaction and a number of previous studies related to the present investigation.

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

The Ministry of Education (A.D 2008) has reformed and mentioned about the Basic Education Core Curriculum B.E. 2551 as following:

2.1.1 Vision

The Basic Education Core Curriculum (2008) is aimed at enhancing capacity of all learners, who constitute the major force of the country, so as to attain balanced development in all respects-physical strength, knowledge and morality. They will fully realize their commitment and responsibilities as Thai citizens as well as members of the world community, they will be endowed with basic knowledge and essential skill and favorable attitude towards further education, livelihood and lifelong learning. The learner-centered approach is therefore strongly advocated, based on the conviction that all are capable of learning and self-development to their highest potentiality.

2.1.2 Principles

Notable principle underlying the Basic Education Core Curriculum are as follows:

1. The ultimate aim is attainment of national unity; learning standards and goal are therefore set with a view to enabling the children and youths to acquire knowledge, skills, attitude and morality to serve as a foundation for Thai-ness and universal values.

2. The curriculum facilitates education for all, who have equal access to education of high quality.

3. The curriculum facilitates decentralization of authority by allowing society to participate in educational provision, which suits prevailing situations and serves local needs.

4. Structure of the curriculum enjoys flexibility regarding learning contents, time allotment and learning management.

5. The learner-centered approach is strongly advocated.

6. The curriculum is intended for education of all types-formal, non-formal and informal, covering all target groups and facilitating transfer of learning outcomes and experiences.

2.1.3 Goals

The Basic Education Core Curriculum 2008 is aimed at the full development of learner in all respects-morality, wisdom, happiness, and potentiality for further education and livelihood. The following goals have consequently been set for achievement upon completing basic education:

1. Morality, ethics, desirable values, self-esteem, self-discipline, observance of Buddhist teaching or those of one's faith, and guideline principle of sufficiency economy.

2. Knowledge and skills for communication, thinking, problem solving technological know-how, and life skills.

3. Good physical and mental health, hygiene, and preference for physical exercise.

4. Patriotism, awareness of responsibilities and commitment as Thai citizens and members of the world community, and adherence to a democratic way of life and form of government under constitutional monarchy.

5. Awareness of the need to preserve all aspects of Thai culture and Thai wisdom, protection and conservation of the environment, and public-mindedness with dedication to public service for peaceful and harmonious co-existence.

It can be said the Basic Education Core Curriculum 2008 focuses on learners' development for being good citizens, enabling learners to have wisdoms, happiness and high potentiality for further education and career.

2.1.4 Learners' Key Competencies

The Basic Education Core Curriculum 2008 is aimed at including among learners the following five key competencies.

2.1.4.1 Communication Capacity

Capacity to receive and transmit information; linguistic ability and skills in expressing one's thoughts, knowledge and understanding, feelings and opinions for exchanging information and experience, which will be beneficial to oneself and society; information and experience, which will be beneficial to oneself

and society; negotiation for solving or reducing problems and conflicts; ability to distinguish and choose whether to receive or avoid information through proper reasoning and sound judgment; and ability to choose efficient method of communication, bearing in mind possible negative effects on oneself and society.

2.1.4 2 Thinking Capacity

Capacity for analytical, synthetic, constructive, critical and systematic thinking, leading to creation of bodies of knowledge or information for judicious decision-making regarding oneself and society.

2.1.4.3 Problem–Solving Capacity

Capacity to properly eliminate problems and obstacles, based on sound reasoning, moral principles and accurate information; appreciation of relationships and changes in various social situations; ability to seek and apply knowledge to prevent and solve problems; and ability for judicious decision-making, bearing in mind possible negative effects on oneself, society and the environment.

2.1.4.4 Capacity for Applying Life Skills

Capacity for applying various processes in daily life; self-learning; continuous learning; working; and social harmony through strengthening of happy interpersonal relationships; elimination of problems and conflicts through proper means; ability for self-adjustment to keep pace with social and environmental changes; and capacity for avoiding undesirable behaviour with adverse effects on oneself and others.

2.1.4.4 Capacity for Technological Application

Ability to choose and apply different technologies; skills in application of technological processes for development of oneself and society in regard to

learning, communication, working, and problem-solving through constructive, proper, appropriate and ethical means.

2.1.5 Desirable Characteristics

The Basic Education Core Curriculum focuses on learners' development for attainment of the following desirable characteristics, enabling learners to enjoy a life of harmony among others as Thai citizens and global citizens:

1. Love of nation, religion and king
2. Honesty and integrity
3. Self-discipline
4. Avidity for learning
5. Observance of principles of Sufficiency Economy Philosophy in one's way of life
6. Dedication and commitment to work
7. Cherishing Thai-ness
8. Public-mindedness

It can be concluded that learners' key competencies and desirable characteristics are aimed to learners' development for standard quality set, ability of elimination problems and obstacles properly based on sound reasoning, moral principles and accurate information; appreciation of relationships and changes in various social situations.

2.1.6 Learning Strands and Standards for Foreign Languages

Learning strands for foreign language are divided into 4 major substances as follows:

Learning Stand of 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

Grade level indicators : Grade 7

1. Act in compliance with orders requests, instructions and simple explanations heard and read.

2. Accurately read aloud texts, tales and short poems by observing the principles of reading.

3. Choose/specify the sentences and texts related to non-text information, read/specify the topic and main idea and answer questions from listening to and reading dialogues, tales and short stories.

Standard F1.2: Endowment with language communication skills for exchange of data and information; efficient expression of feelings and opinions

Grade level indicators : Grade 7

1. Converse to exchange data about themselves, various activities and situations in daily life.

2. Use requests and give instructions and clarifications according to the situation.

3. Speak and write appropriately to express needs, ask for help and agree and refuse to give help in various situations.

4. Speak and write appropriately to ask for and give data and express opinions about what has been heard or read.

5. Speak and write to express their own feelings and opinions about various matters around them, various activities, as well as provide brief justifications appropriately.

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

Grade level indicators : Grade 7

1. Speak and write to describe themselves, their daily routines, experiences and the environment around them.

2. Speak/ write to summarise the main idea/theme identified from analysis of matters/incidents of interest to society.

3. Speak/write to express opinions about activities or various matters around them as well as provide brief justifications.

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

Grade level indicators : Grade 7

1. Use language, tone of voice, gestures and manners politely and appropriately by observing social manners and culture of native speakers.

2. Describe the festivals, important days, lifestyles and traditions of native speakers.

3. Participate in language and cultural activities in accordance with their interests.

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

Grade level indicators : Grade 7

1. Tell differences and similarities between pronunciation of various kinds of sentences, use of punctuation marks and word order in accordance with the structures of sentences in foreign languages and Thai language.

2. Compare similarities and differences between the festivals, celebrations, important days and lifestyles of native speakers and those of Thais.

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

Grade level indicators : Grade 7

1. Use language for communication in real situations/ simulated situations in the classroom and in school.

Strand 4: Language and Relationship with Community and the World

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

Grade level indicators : Grade 7

1. Use foreign languages in conducting research for knowledge/ various data from the media and different learning sources for further education and livelihood.

2.2 Speaking Ability Communication

2.2.1 Definition of Speaking Ability Communication

Sholihah (2010) defines that speaking in development of the relationship between speakers on his hearer. Speaking as a communicate activity has a kind of scope or area that skills can apply. Speaking needs performance, expression, intonation, stressing, pronunciation, grammar and confidence to explore the idea or opinion. In speaking ability, the most effective tool for communication is speaking, because it can be comprehended quickly. The most human beings use speaking to express message from a speaker to a hearer in all situation and condition such as relaxes situation where speaking is needed. Speaking is used more often and it is more important to make students or adults orally express their message to show their feeling, ideas, happiness, angry and emotion. Systematic and continues instruction must be developed in order to teach and reinforce the basic attitude skill and abilities of their expression and implement their use in meaningful communicational situations. Speaking scope is limited in grammar, vocabulary, and pronunciation accuracy because they are more important in speaking than writing. In speaking, the students must have many vocabularies. They should master vocabulary to effect that they can use it fluently add to their feeling of competency in expression. Fluency in language is developed through communication of complete understanding of meaningful words.

Brown and Yule(cited in Satip, 2010) states in their book. "Speaking is to express the needs request, information, service, etc." ¬The speakers say word to the listener not only to express what in their mind but also to express what he needs whether information service. Most people might spend of their everyday life in

communicating with other. Revell (1997:110) defines communication as follow: "Communication, of ideas, of opinions, of feelings." Therefore, communication involves at leas two people where both sender and receiver need communicate to exchange information, ideas, opinions, views, or feelings. Meanwhile, Jones, Woodhouse and Rowe (2007) states "Speaking is a form of communication." We can say that the speaker must consider the person they are talking to as listeners. The activity that person does primary based on particular goal. So, it is important that everything we wants to say is conveyed in an effective way, because speaking is not only producing sounds but also a process of achieving goals that involves transferring messages across, "How you say something can be important as what you say in getting your meaning across." Therefore, speaking process should pay attention how to say as well as to whom appropriately. "How you say something ca be important as what you say in getting your meanings across." Ideas, opinions, views, or feelings. Speaking is an activity by someone to communicate with other. It takes place very where and has become part of our daily activities. When someone speaks, he or she interacts and uses the language to express his or her ideas, feelings, and thought. He or she also shares information to other trough communication.

2.2.2 Teaching Speaking to EFL Leaners

The audio lingual approach has been changed in the late 1960 to the new concept, namely, the Communicative Language Teaching (CLT). This concept is consistent to the educational reform for the foreign language essence (Ministry of Education, Department of Education. 2001: 105-106) The author posited that the learner-centered education should be emphasized so that the learners can

communicate in English proficiently. The learners should also be provided with various learning skills for the real-life practices.

Cannale and Swain (1980:1) considers that the learner-centered education and real learning media should be used in the teaching of English for communication.

Richard and Rodgers (1982: 155) conciders that language is used as the communicative tool of people and society. The scope of language depends therefore on the educational development. Teaching can be conducted through movement, expression, opinion sharing, and so on. Besides, the integrative education or the learner-centered education should be promoted so that the learners can develop their four skills consistently.

Piepho (1987:12) suggests the following fundamental principles for teaching English for communication:

1. The learners should know and understand the objectives of practices and activities they participate in.

2. The learning in the class usually emphasizes the situation and contents. However, the course should be related to and can answer the Wh-questions including the learning objectives. Moreover, the learners should know how and to whom they can convey the idea and feeling.

3. The class participation is also important. Various activities should be provided to satisfy the knowledge, ability and skills of individual learner.

4. The contents and the activities should be realistic and make the learners understand easily.

5. The contents and teaching may be depending on the age and knowledge both general and specific knowledge of the learners. The review and presentation of

the contents should be consistent. If necessary, the mother-tongue language may be used before the English dialogue.

6. In the class, the learners will improve their skills and confidence through practices and class assignments. This also encourages the learners to be attentive, cooperative and creative.

7. Various teaching techniques and methods should be used to develop the cognition and remembrance of the learners.

8. Teaching the English for communication, the communicative atmosphere should be built with the emphasis on the authentic communication.

Morrow (1981: 56-69), suggests that the teaching of English for communication should own the following characteristics:

1. The teaching should be complied with the learning objectives (i.e. to know what you are doing). Besides, the language must be applied and used in the daily life.

2. The overall understanding is important. In other words, the whole is more than the sum of the parts. Thus, the integrated teaching should be promoted.

3. The processes are as important as the forms, so the teaching and learning must be consistent to the communicative process in the class. Additionally, the language activities should be realistic as much as possible.

4. The learners just learn and use the language. So, the instructors should provide opportunity and language-related activities.

5. Mistakes are not always a mistake. The correction of the instructors may sometimes destroy the confidence of the learners so that they do not dare to communicate in English. So, only a few necessary corrections should be made by the instructors.

Littlewood (1984) states the opinion that the language for communication should emphasize on the learners. The learners should be encouraged to practice and use language in their daily life.

Revell (1979) suggests the following techniques for the teaching of English for communication:

1. The postures or body language can be used in the communication. The learners should therefore learn how to express their emotion and feeling properly.

2. The original media such as newspapers, journals, maps, food recipes, bus tables, cartons, movies should be used in teaching English as the learning media.

3. The role card can be used in the pair assignment encouraging the learners to communicate in English with their peers.

4. The yes/no and Wh-questions can be used to allow the learners to answer the questions or share their opinions.

Sukumaran (2010) defines that Teach real-life speaking patterns to students. Native speakers of English have a natural flow, emphasizing certain words and running others together. Drill these patterns in practice in the classroom. Require students to speak to native speakers. Bring guests into the classroom who are native speakers in order to expose your students to real speech patterns and speeds. English teachers often change their speaking patterns to allow for better understanding; this helps students learn in the classroom, but they need practice for real-world speaking scenarios. Show movies in the classroom. Movies build passive comprehension skills needed for conversation. Define terms for students beforehand and give out comprehension quizzes or worksheets to assess students' understanding of the videos. Teach functional lessons in group scenarios. For example, teach one topic, like

restaurant language, and the many possible dialogues and vocabulary that could occur in such a setting. Have students role play with each other to practice. Throw in changes in the scenario to help students adapt to different situations in real life. Drill pronunciation and clarity in your class. Consistently correct common pronunciation mistakes. Build better pronunciation by using tongue twisters.

Richard (2007) said that you can give objective grades in a speaking class. Just use the following criteria evaluate students' speaking abilities, and give students to helpful feedback as to language learning and also a fair and well earned grade as follow:

1. Create a Rubric, most teachers will be familiar with the concept of grading with a rubric, a table with different criteria and a grading scale. Simply choose the criteria on which you will grade students and list them along the left side of the page. Then create an even number of columns along the top of the page. Four is the easiest to start with if this is your first rubric. These columns will represent potential skill levels of your students. For each criterion, define what level of the ability a student at each of the four levels would exhibit. For example, the most straightforward way to label the boxes on the rubric would be, "Meets expectations high, meets expectations low, slightly underperforms, does not meet expectations." The more rubrics you make, the more detailed you can be in your descriptions. Then, as you evaluate each student, determine at which level he or she is performing. Take the average level among the criteria and you have an objective grade with suggestions for areas in which your student can improve.

2. Pronunciation , pronunciation is a basic quality of language learning. Though most second language learners will never have the pronunciation of a native

speaker, poor pronunciation can obscure communication and prevent an ESL student from making his meaning known. When evaluating the pronunciation of your students, listen for clearly articulated words, appropriate pronunciations of unusual spellings, and assimilation and contractions in suitable places. Also listen for intonation. Students using the correct inflection for the types of sentences they are saying.

3. Vocabulary, after noting your students' pronunciation levels, move to vocabulary. Vocabulary comprehension and vocabulary production are always two separate banks of words in the mind of a speaker, native as well as second language. For this reason it is helpful to evaluate your students on the level of vocabulary they are able to produce. They are using the specific vocabulary you have instructed them in this semester, using vocabulary appropriate to the contexts in speaking.

4. Accuracy, Grammar has always been and forever will be an important issue in foreign language study. Writing sentences correctly on a test, though, is not the same as accurate spoken grammar. As students speak, listen for the grammatical structures and tools have taught. They are able to use multiple tenses.

5. Communication, a student may struggle with grammar and pronunciation, Assessing communication of students means looking at their creative use of the language can make understood. A student with a low level of vocabulary and grammar may have excellent communication skills whereas an advanced student who is tied to manufactured dialogues may not be able to be expressive with language and would therefore have low communication skills.

6. Interaction, with a foreign language is one thing, being able to interact with another. Ask students' questions. Observe how they speak to one another. They are able to understand and answer questions. They can answer, give appropriate responses

in a conversation. All these are elements of interaction and are necessary for clear and effective communication in English. A student with effective interaction skills will be able to answer questions and follow along with a conversation happening around him.

      7. Fluency, may be the easiest quality to judge in students' speaking. There are great pauses and gaps in the student's speaking. Fluency does not improve at the same rate as other language skills. Fluency is a judgment of this ease of communication and is an important criterion when evaluating speaking.

      From the article above, it can be said that encourage students to have a large production vocabulary and an even larger recognition vocabulary. The more creative can be with language and the more unique ways they can express themselves, the better their overall communication skills will be. Encourage your students to listen as they speak and have appropriate responses to others in the conversation.

2.2.3 The Resources that Help Improve the Education

      The resources that help improve the education have a similar meaning as the resources that help education (instructional media). Which, in this research, uses the term 'improve the education' for the resources that the teachers and the students use in their education for the best possible results one person can receive while learning. Reungsuwan (2010:80) The resource can be just about anything from a material to an equipment to a tape recorder, slides, radios, television, movies, pictures and etc. All these resources must include the necessary education that the teachers want the students to learn. All these resources are consider physical resources that are technologies being used by education as equipment or as a short cut compromise knowledge, opinions, skills, and experience of the educator to the person being

educated (the students). Therefore, the people being educated or the students will learn and understand the goal of the educator or the teacher thoroughly. (Malitong 2000 : 79). To improve the resources used in education (papers regarding basic education 1999: 146) stated that the improvements of education resources are as follow:

1. The improvement of the basic education and the curriculum of each school provide abilities for students to learn by themselves. Once the students are able to learn by themselves and find the information on their own, they will also be able to do it for their whole lifetime. They will also be able to manage their time more efficient once they are used to it. They can use it to help not only themselves and also their community, society, and country. This also allows the students to be able to learn at any time and just about anywhere. For this to happen, the students must learn about all the resources and how to use them correctly. Therefore, the students will use what they feel is the best way to learn for them and use it for best performance on themselves.

2. The resources for education mean all the resources; everything that surrounds a student that makes that can educate the students. The focus is on the resources that the students are able to use by themselves and learn by themselves. Also, the resources must be usable to the teachers to find information to help educate the students. There are many resources that deal with education on foreign languages, such as; published works, technological resources, realia, and authentic material used in everyday life.

3. The style of the resources for education used while educating suppose to have great quality and should have difference purpose for each resource, whether it is

resources by nature, technologies, or published works and others. Also, it should be interesting, fun, easy to learn, persuade the users to think, and easy to follow. More importantly, it should persuade the user to find out and study by themselves. Therefore, the users can start to educate and improve themselves.

The improvement that shows through the resources can be shown in two ways:

1. The improvement that was already there is the improvement by learning from what the teachers used to teach or by learning from what a single person or an institute created. It also can lead the teachers to find it to be interesting and can use it in their teaching.

2. The creations of new resources for education by evaluating the necessaries and the interests of the students by as follows:

2.1 Indicate the goals in education so that it can be seen weather the resources will go along with the curriculum.

2.2 Indicate the outline of the resources. For that the goals set up earlier can be completed. By information that are on date and goes along with the needs and interests of the students.

2.3 Organize all the information in a nice order, so that it will be easy to find the information when needed.

2.4 Indicate all of the works that needs to be covered for learning about communications. This is for that the students can practice it many times so familiarity can be born in their use of communications.

2.5 Design and indicate the presentation methods so that the resources can be present in an overall picture.

2.6 Write down all the information and materials/tools that are involved in these resources. And prepare all these to be presented as well.

2.7 Prepare all the resources.

2.8 Check and fix the resources if there are any mistakes.

2.9 Finalized the complete resources for education.

Every individual needs to be well equipped with the tools to communicate effectively, whether it is on the personal front, or at work. In fact, according to the management gurus, being a good communicator is half the battle won. After all, if one speaks and listens well, then there is little or no scope for misunderstanding. Thus, keeping this fact in mind, the primary reasons for misunderstanding is due to inability to speak well, or listen effectively. According to the various dictionaries the definition of communication skills is as follows :

1. Communication skills includes lip reading, finger-spelling, sign language; for interpersonal skills use, interpersonal relations.

2. Communication skills is the ability for language (receptive) and expressive information.

3. Communication skills is the set of skills that enables a person to convey information so that it is received and understood. Communication skills refer to the repertoire of behaviors that serve to convey information for the individual.

4. Communication skills is the ability an individual displays in consistently demonstrates the ability to effectively communicate with clients, colleagues, subordinates, and supervisors in professional manner and in the personal department. Communication skills is generally understood to be the art or technique of persuasion through the use of oral language and written language. To understand the basic of

communication skills, one needs to understand that communication is one of those words that is most hyped in contemporary culture. It includes a large number of experiences, actions and events; also a variety of happening and meanings, as well as technologies.

In teaching that every platform for communicating is a communication event. This includes formal meeting, seminars, workshops, trade fairs, etc. Then there are the communication media such as radio, TV, newspapers, etc. The communication technologies include pagers, phones, etc. The communication professionals include advertisers, journalists, camera crew, etc.

2.2.4 Types of Communication Skills

Alfon (2011) notes that communication skills is generally classified into a couple of types. The classifications include:

1. Verbal and non-verbal

2. Technological and non-technological

3. Mediated and non-mediated

4. Participatory and non-participatory

However, the commonly known types of communications are :

1. Intra-personal communication skills : This implies individual reflection, contemplation and meditation. One example of this is transcendental mediation. According to the experts this type of communication encompasses communicating with the divine and with spirits in the form of prayers and rites and rituals.

2. Interpersonal communication skills : This is direct, face-to-face

communication that occurs between two persons. It is essentially a dialogue or a conversation between two or more people.

It is personal, direct, as well as intimate and permits maximum interaction through words and gestures. Interpersonal communications maybe:

1. Focused Interactions : This primarily results from an actual encounter between two persons. This implies that the two persons involved are completely aware of the communication happening between them.

2. Unfocused interactions : This occurs when one simply observes or listens to persons with whom one is not conversing. This usually occurs at stations and bus stops, as well as on the street, at restaurants, etc.

3. Non verbal communication skills : This includes aspects such as body language, gestures, facial expressions, eye contact, etc., which also become a part of the communicating process; as well as the written and typed modes of communications.

4. Mass communication : This is generally identified with tools of modern mass media including social media marketing, which includes: books, the press, cinema, television, radio, etc. It is a means of conveying messages to an entire populace.

2.2.5 Different Type of Resources for Education

English communications skills is an important factor in learning English language. It helps students to improve English as following:

Ely (1972 : 16) has divide the resources for education by learning resource into five different types. All these types have different styles but the same goal to help and aid in education. The five different types are:

1. Materials. Materials mean resources that contain information that would be useful in learning, such as, pictures, models, maps, etc. All these will able to learn from it by themselves.

2. Tools and equipment. These are used along with materials or activities while teaching and learning. The tools and equipment not have any information concerning the lesson being taught, but the tools and equipment make it easier to learn.

3. Activities. Activities, in this case, means events going on in schools. Such as, games, theater shows, and so on. Also events that are outside of schools' walls such as; field trips, work training, community service, and so on. This method is the same whether the schools are in the cities or in the countries.

4. People. People are persons who are there to help in educating students such as teachers and other faculties in schools.

5. The facilities. The facilities of the schools such as, laboratories, libraries, classrooms, and etc. All of these are very important to the learning of each student. Also it is a must to have in schools. The benefits of the resources for education especially any place in community such as manufactory, store

Thammetar (1998:47 -48) states that the benefits of the resources for education are divided into 3 divisions. These are the benefits of the resources to the students, and the benefits to the research projects.

The benefits of educational resource for teachers

1. It reduces the work in preparation for a lesson a teacher needs to make. In some cases, the teacher can have the students find out the information from the resources.

2. The teacher can also enjoy the learning process of the students and have fun along the way. This is because the circumstance in a class has changed. It is not only the teacher speaking in front of class, but by using the resources, there are other activities to go along with each lesson. This will also help the students enjoy learning even more.

3. This can also motivate teachers to be active in preparing a lessons and making instructional media. Therefore the learning process will be funnier and not be boring.

4. This can also build more confidence in the teacher. This is because the teacher can look back for more information from the resources and in case they have forgotten the lessons or any information, they can always refer back to the resources.

5. Finally, the resources can replace teachers, some lessons that the teachers aren't available to teach or there are shortages in teachers.

The benefits of the resources for the students : Motivate and build the interests a learner has in the lesson, helps the learner understand the lesson faster and more clearly, using the resources as a base to get rid of all the differences between the learners or the students, using the resources will make all the learners have the same understanding of the lesson, it can also help make the relationship between the teacher and the learner well.

The benefits of the resources from the research project : Helps the learner learn from their experiences, helps make the learner remembers and also builds an

impression in the lessons, helps the learners pick up more information in less timing, helps support the ideas and thoughts of each learner towards the lessons, helps reduces the information a teacher will brief in front of class, thus saving more time and reduces the chance of the learners becoming bored, helps reduces the wastefulness in a lesson.

The resources are very important in learning. They help both the teachers and the learners, in learning activities. It also saves time. Both teachers and the learners can have fun while learning and it creates relaxing atmosphere.

2.3 The Cartoon Animation Lessons

2.3.1 The Definition of Cartoon Animation

Animation or the moving picture is made on the screen using the biological phenomenon called "the visual continuality" and the certain moving speed so that the eyes can see the objects moving (Karnchanasuwan. 2003).

In general, the animation is presented with 30 frames per second for television, 24 frames per second and 48 frames per second for movie screen, respectively.

Animation can be differently made based on the devices and desirable applications. Anyway, the frame-by-frame and tween animation are preferably used.

1. Frame-by-fame Animation: The pictures are put in each frame. The key frame is determined to control the speed of the pictures. This kind of animation is therefore ideal for the rapidly-changing or complicated presentation.

2. Tween Animation: The word "Tween" is derived from "Between." As such, only the first and the last key frames are determined. The tween animation can be divided into two types as follows:

2.1 Motion Tween or Motion Path: The movement of the objects will be fixed and controlled by the drawn lines. This type of animation is most preferable.

2.2 Shape Tween: The shapes of objects will be changed whereas the positions, sizes, directions and colors of the objects will be determined. This type of animation is preferably used only with drawings.

The cartoon animation reduces the file sizes and provides smoother movement than the frame-by-frame animation.

2.3.2 Using Computers in Language Teaching

Eastment (1999) states computers have made a triumphal entry into education in the past decade, brought significant benefits to teachers and students alike. they are ways that computers can be used in English language teaching, with a view to helping colleagues make the most of the opportunities.

It is helpful to think of the computer as having the following main roles in the language classroom:

1. Computer as teacher. In using CD ROMS, students can get instruction and practice in language skills such as reading, listening and writing.

2. Computer as a tester. There are some programs which do offer more useful feedback than right or wrong, or that can accept varying input. Such programs blur the role of the computer as teacher or tester and can be recommended to students who enjoy learning grammar or vocabulary in this way. If two or more students sit at the same computer, then they can generate a fair amount of authentic communication while discussing the answers together.

3. Computer as a tool. The most important role of the computer in the language classroom is its use as a writing tool. It has played a significant part in the introduction of the writing process.

4. Computer as a data source. As an alternative to the Web, there are very many CD ROMs, e.g. encyclopaedias, that present information in a more compact, reliable and easily accessible form.

5. Computer as communication facilitator. Computers in education have been disparaged. And certainly many computer activities of dubious pedagogical value have been devised in the past simply to justify the existence of an expensive computer in the classroom.

From the article above, the researcher meet that computer is very important for the teacher in teaching students in the EFL class, especially students can used it by themselves in learning English language from CD ROM, internet, e.g. It make them increase in language skill such as reading, listening and writing.

2.3.3 Fundamental Psychology for Promotion of Learning Media

What the instructors should bear in mind is that the learning media, suggested by Songkhla (1998:21), should be designed to arouse the interests of the learners as follows:

1. The colorfulness should be used to attract the learners.

2. The learners should be regularly aroused by the use of various stimuli.

3. The intonation can attract the learners and enhance the interestedness of the lessons.

4. The moving stimuli are more interesting than the plain ones. Thus, the moving learning media should be used in the class to attract the learners and enhance their interest.

5. The new and amazing environment can perfectly promote the learning of the learners.

Watnucha (2004:70-71) suggest that the psychological principles should be applied in the development of learning media to attract the learners of all age levels. The exact objectives and behavioral objectives should be determined based on the contents. Various activities should be also offered to the learners to make them always aroused. The contents should be in accord with the learning objectives whereas the technology and illustrators should be also used properly. The appropriate learning sessions should be clearly stated and notified to the learners. The progress of the learners should be also evaluated from the learning objectives.

It can be mentioned that there are six aspects to be considered in developing the learning media: Each learner has different ability, skills and interest; the contents should be offered from the easiest to the most difficult one; the learning can be achieved by exercising and practicing; the activities offered to the learners should be various to arouse the learners; technology and illustrators should be used appropriately and ; the learners should be spiritually encouraged when doing activities.

2.3.4 Criteria for the efficiency Testing of Learning Media

Phromwong et al. (2002) mention that to find out the efficiency of learning media, have to be tried out, adjusted, trialed out, re-adjusted and implemented,

respectively. Hence, the criteria should be determined to evaluate the satisfaction and effectiveness of the learning media for further implementation.

The criteria evaluate the behaviors of the learners in two ways – transitional behavior (process) and terminal behavior (product). The effectiveness of the process and product are determined as E_1 and E_2, respectively.

The evaluation of transitional behavior can be done by the observation of learners' process such as group report and personal assignments.

For the terminal behavior, the product will be evaluated with the consideration on the tests and final examination.

The effectiveness of the learning media is regarded as the level of learners' satisfactory behaviors, calculated as the percentage of all scores on the E_1 / E_2, that is, the effectiveness of the process and the product.

The criteria or level of E_1 / E_2 depends on the instructors' consideration. In general, the values are set as 80/80, 85/85 or 90/90. However, the values of skills may be lower such as at 75/75.

2.4.5 Efficiency of Learning Media

The efficiency of the developed learning media will be obtained by the following procedures (Phromwong.1977).

2.4.5.1 Individual 1:1: The cartoon animation are tried out with 3 students : good, moderate and weak to obtain the effectiveness. The score lower than the criteria will be adjusted before the group testing. The values of E_1 / E_2 should be approximately 60/60.

2.4.5.2 Group 1:10: The model media are tried out with 6 – 10 learners. The effectiveness was calculated for further adjustment. The values of E_1 / E_2 should be 70/70.

2.4.5.3 Field Testing 1:100. The effectiveness is calculated from 40 – 100 learners. The value lower than the criteria within 2.5% is accepted.

Learning media have played a great role in education. Hence, the instructors should deliberately select the most appropriate media for the learners so that they can achieve the learning objectives efficiently. In addition, the instructors should be careful whether the used learning media can satisfy the educational purposes and learning plans properly and effectively for the highest benefits.

2.4.6 Principles of Animated Cartoon Production

The production of cartoon animation can be summarized as follows (Pitchayaphaiboon.1999; Porapakpralai. 2005).

2.4.6.1. Concept: The contents, characteristics and scenes should be determined. The humor or critical decision of the characters should be also presented. The theme of the story should be conveyed to the audience directly, simply and distinctly with some points of view at the end.

2.4.6.2. Characters: The characteristics of the characters should be consistent to the story as follows:

1) The characteristics of the characters must be outstanding and easy to be recognized. Imagine Doraemon, for example.

2) The characteristics of the characters must be specific and special.

3) The names of the characters should be short, simple, outstanding and easy to be remembered.

2.4.6.3. Storyboard: The details of the scenes are provided and directed. For example, what kind of description or background music should be used?

2.4.6.4. Sound: The dubbing, soundtrack or background music may be used.

In conclusion, the concept and theme of the story and the characteristics of the characters must be simply understood and easy to be recognized by children. Besides, the humor and good points of view should be presented to attract the audience.

2.4.7 Design Principles

Malithong (2000) suggest that the following aspects should be considered for the good design:

2.4.7.1. The composition and balance are very important. The outstanding points should be clearly presented.

2.4.7.2 The meaning or concept of the story should be explicitly communicated to the audience.

2.4.7.3. The contrast and sharpness are also important because they can enhance the dimension of the objects.

2.4.7. 4. The proper materials and resources should be properly and gainfully used in the design. The meaning should be conveyed to the audience in compliance with the objectives. The plan or outline should be first established to make the design more attractive as follows:

      1. Simplification: The design should be easy for the conveyance of meaning, understanding and practical implication.

      2. Unity: All compositions e.g. shapes, colors or even space should be united

      3. Emphasis: Only one concept or theme should be presented.

      4. Balance: The left and right of the objects should be equal. The balance can be divided into two types:

      4.1 Formal Balance: The left and right side of the objects are balanced.

      4.2 Informal Balance: The both sides are not balanced but the audience feels instead the balance.

      To prepare the slides or presentations, the art compositions can be used as the guidelines to arouse the learners more as follows:

      1. The line will attract the audience.

      2. The shape will initially arouse the audience.

      3. The texture will emphasize the difference and enhance the dimensions of objects.

      4. The color will increase the reality, contrast, emphasis and emotional expression of the objects.

      5. The space will make the texts easy for reading. It also enhances the orderliness.

2.4.8 Production and Script Writing

      Trakulkasemsuk (2001) mention that movie script writing is a kind of arts. Like other arts, even the best artists cannot tell how many trees, mountains, rivers etc.

can make the drawing perfect. What is required for movie script writing is just the guidelines whereas the details will be added later for the camera men and directors to handle with the scenes. To write a movie script, the concept and objective must be exactly stated. The target group should be also determined so that the movies can be produced properly. Movies for children and adults are different in many aspects like language, music, and so on. Besides, what should be considered for the production of movies includes the occupation, gender, education, personal characteristics and culture of the target audience.

    1. The movie script can be simply written with the following procedures:

    1.1 Synopsis is the theme or concept of the story derived possibly from the novels or social points of view. The synopsis is required because it lets the writers know about the story outline.

    1.2 Treatment is the story arrangement with the sequence of the scenes. Sometimes, the novels or stories, written as the movie scripts, have to be edited, omitted or added depending on the movie time.

    2. Script is written by separating the treatments into shots. Good scripts save time and reduce the problems while filming because the shots can be edited later.

    3. Story Board consists of texts and illustrators. It facilitates the filming because some story boards even tell about the position of lighting, cameras, actors, actresses, etc. However, some story boards tells only about the shots and scenes.

    4. The following aspects should be indicated in the movie scripts:

    4.1 Shot: The movement of camera such as pan, tilt, dolly or movement of people like walking or running of cars is regarded as the same shot as long as the shutter is continued. The shot sizes may be different depending on the distance

between the cameras and compositions. Generally, the shots can be divided into extreme long shot, long shot, medium long shot, medium shot, medium close up, close up, extreme close up and ultra close up whereas the camera movement includes dolly, pan, tilt, crane, tracking, and so on.

4.2 Scene: A scene comprises several continued shots. So, the scene may consist of several situations. For example, an incident is occurred at a place. The robbers make their plan. Then, they rob a bank, hide the stolen assets in a cave and celebrate each another in a party.

4.3 Sequence: Sequence consists of several scenes. However, the events are not occurred at the sample place buy they are correlated.

4.4 The fade in, fade out, the wide and the superimpose

4.5 Description tells about the details of each shot.

4.6 Sound includes the dialogues, conversation, explanation, etc. conveyed to the audience while watching the movie.

From the explanation above, we can see that the material available in the cartoon animation movie should to know about the guidelines to handle with the scenes for write a movie script, the concept and objective must be exactly stated.

2.4.9 Character Design

Ueraksakul (2004) mention about the character design as follows:

1. At present, cartoons play a great role in advertisement media and games. Cartoons have been used with various purposes. Apart from enjoyment and relaxation, people can understand the message conveyed by the use of cartoons easily. The imagination is also fulfilled unlimitedly. As a little child, all people can draw cartoons

naturally without any effort. Thus, the cartoonists and artists believe that all children are innocent as same as their drawings. The imagination of children is very high. The success of animations or games does not depend only by the contents or art compositions but the character design is also very important.

2. To design the characters successfully, the writers must know what the story is about. For example, writing about the teenagers, the writers should do the research through magazines or interviews on the dressing, behaviors, lifestyle of the adolescents so that the characters can be properly designed from the collected data.

Many people may think that the characters can be made easily only by imagination. This is partially true but the characters will be plain. There are no exact formulas for the successful characters. Only the popularity and rating of the audience can indicate the success. The audience may prefer the characters with special characteristics such as extra power or beauty. They want such characters to be real on the earth. Sometimes, we can thus see that the audience tries to imitate such characteristics of the preferred characters.

3. About the originality, Japanese cartoons influence Thai cartoons in many ways. So, some Thai cartoons look alike Japanese manga. Inspiration and imitation of the art are normal. In the past, Japan was also influenced by the cartoons of other nations. However, the Japanese can adapt the inspiration to their culture compromisingly.

4. The characters should express their emotion and habits distinctly and variously. Their emotion and mood, such as anger, sadness, happiness, good sense of humor, etc., will be expressed facially or with some habits like nail biting when being

not confident or head scratching when suspecting something to make their characteristics more outstanding and easily recognized.

5. The status of characters e.g. gender, age, occupation, height, and so on, should be determined clearly for the proper character design.

6. The specialness of the characters such as ability or extra power like flying, invisibility, etc. should be added.

7. The beauty-cool-cute-smart characteristics can attract the audience more. Even the evils in the cartoons are charming and attractive.

8. All characters should be cleaned up to make the character design completed. The incomplete parts will be adjusted so that the final characters are communicated and presented to the audience appropriately.

2.4 Efficiency

2.4.1 Definition

Efficiency of the cartoon animation refers to the quality of the multimedia lessons that is created in the cartoon animation set. It facilitates and reinforces students' ;earning the content effectively (Promwong et. al. 1977).

2.4.2 How to Find out Efficiency of Lesson Materials by Empirical Approach?

Cartoon animation Lesson materials are tries out with the target groups of students. Most of cartoon animation are calculated to find out the efficiency by considering from the percentage of exercise, learning process, or sub-test (Kitrakarn. 2001), as follows.

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

The criteria of calculating for the efficiency such as E1/E2 = 80/80 has showed that the criterion set 80/80, first criterion set 80 (efficiency of the process) is percentage of learner's total means score from exercises scores of cartoon animation lessons. Second criterion set 80 (efficiency of the outcomes) is percentage of learners' total mean scores from achievement test (Post-test). The statistical formulas are as followed.

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

E_1 = Efficiency of the process

$\sum X$ = Total scores of exercises that the samples gained

N = Number of samples

A = Total score of the exercises in the lessons

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

E_2 = Efficiency of the outcomes

$\sum F$ = Total score of samples who passed the post-test

N = Number of samples

B = Total score of the post-test in the lessons

Standard criterion to find out the efficiency of cartoon animation should be 75/75, 80/80, or 90/90 depending on the contents and characteristics of the subject. Normally, we define standard criterion 75/75 for subjects related to skill or attitude, and 80/80, 85/85, or 90/90 for the subjects related to cognition. The level of error is accepted at 2.5%.

Efficiency criterion refers to the levels of efficiency of the cartoon animation lessons employed in classroom activity and helps reinforce students' learning and leads the satisfaction to those teachers who construct them. Defining efficiency criterion can be defined by assessment the two kinds of the students' behavior: efficiency of procedure (E1) assessed by noticing the students' learning activities performance continuously and efficiency of result (E2) assessed by post-test 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.

2.5 Concepts and Theories of Satisfaction

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

Satisfaction can be defined in many ways by the academic person as follows:

Morse (1955: 27) defines the satisfaction means anything that can reduce the stress of people. If people have much stress, the working dissatisfaction will be increased. Stress, in general, results from human demands. When the stress reduces, the satisfaction increases.

From the above definitions, it can be concluded that satisfaction is the preference and happiness to participate in the activities. The satisfaction on English

learning means the liking or happiness to learn or participate in English learning activities including the desire and determination to achieve the learning.

The theories of satisfaction have been developed by many academicians as follows:

2.5.1. Satisfaction Leads to Practice

The satisfaction results in the motivation on the enhancement of efficiency.

Following this concept, to achieve the learning activities, teachers should pay attention on the learning atmosphere and situation, media and equipment facilitating the learning. When the satisfaction of students is satisfied, they will be motivated to participate in and achieve the activities in accord with the curriculum objectives.

2.5.2 Practical Results Result in Satisfaction

The relationship between the satisfaction and practical results is associated with several factors. The good practical results will lead to the proper benefits and finally to the satisfaction. The practical results may be satisfied with different awards and benefits, i.e. internal and external benefits. The fair awarding indicates the given benefits. In other words, satisfaction is determined by the difference between actual and perceived benefits.

This concept is applied in the organization of learning activities. The benefits or internal awards refer to the feeling of students e.g. the feeling of winning, pride and confidence when overcoming the obstacles and achieving the difficult activities. On the other hand, the external benefits may include the awards from other persons such as the praise from parents and teachers including the good scores or satisfactory learning outcomes.

Maslow (1970: 69-80) cites that the demands of human beings are endless. By nature, when the satisfaction of human beings is satisfied, the new desires rise. The demands of human beings may be overlapped. That is, even one demand is not satisfied, the new desire may be raised. As a result, human beings do activities to satisfy their desires. The desires of human beings lead to the driving force and action resulting in the satisfaction.

From the aforementioned theories and concepts related to the satisfaction, it can be concluded that the working satisfaction depends on the motivation. Hence, the motivation is necessary for working achievement in accord with the established objectives. To enhance the learning satisfaction of students, the students should be properly motivated by learning atmosphere, situation, learning techniques and opportunity of interaction in the class.

2.6 Previous Studies Related to the Present Investigate

There have been a number of studies on utilizing cartoon animation lessons in teaching English and speaking. As far as the researcher knows, all claimed that cartoon animation lessons improve learners' English skill and potential in learning on their own.

Moungkaew (2005: Abstract) taught his grade-one students with the animation to teach music for Prathomsuksa1 Students. It was found that the effectiveness of the animation was 82.83/83.59, which was higher than the expected 80/80. Besides, the educational achievement of students learning with animation was significantly higher with the value of .01.

Sitthironnarit (2008:Abstract) studied and developed the animation to teach English vocabulary for daily life to students in Grade 9. The findings indicated that the educational achievement of students after learning with animation was significantly higher with the value of .01 whereas the attitude of the students toward the learning with animation was in the high level.

Khalid (2001: Abstract) studied the presentation of vocabularies through cartoon video clips and texts. The research revealed that the video clips provided higher achievement.

Marbach et al. (2008: Abstract) compared the biological teaching using animation and traditional style among the students in Grade 11-12. The results indicated that learning with animation could yield higher educational achievement than the normal teaching.

Pujiasih (2007: Abstract) studied the teaching names of objects using a cartoon movie entitled "Dora the Explorer" for the sixth grade students of elementary school. It could be seen that the mean of the post – test scores of the students learning with animation movie was higher than the mean post – test scores of the control group. So, the cartoon movie is more effective than the conventional technique.

From the related domestic and international researches, it can be seen that the animation media can enhance the language skills and also attract the learners. As such, animation has become the interesting learning media.

2.7 Summary of the Chapter

This chapter has provided the details of the basic education core curriculum B.E. 2551, speaking ability communication, cartoon animation and efficiency,

concept and theories if satisfaction. Finally, this chapter finished with previous studies related to the present investigation. In order to explain how the study is conducted, the description of methodology is presented in the next chapter, Chapter Three.