AN INVESTIGATION OF TEACHER OPINIONS ON
THE EFFECTIVENESS OF AN ENGLISH TEXTBOOK
FOR GRADE 1 STUDENTS

BY

MR. SARAWUT PORNSAKKUL

AN INDEPENDENT STUDY PAPER SUBMITTED IN PARTIAL
FULFILLMENT OF
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was approved as partial fulfillment of the requirements for
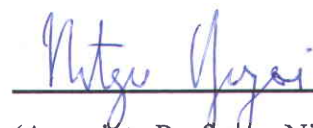the degree of Master of Arts in English for Careers

on July 30, 2016

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Independent Study Paper Title	AN INVESTIGATION OF TEACHER OPINIONS ON THE EFFECTIVENESS OF AN ENGLISH TEXTBOOK FOR GRADE 1 STUDENTS
Author	Mr. Sarawut Pornsakkul
Degree	Master of Arts
Major Field/Faculty/University	English for Careers Language Institute Thammasat University
Independent Study Paper Advisor	Associate Professor Nitaya Yuangsri
Academic Years	2015

ABSTRACT

English is one of the most important languages in Thailand. Teachers have taught English to their students for more than 30 years and they have the same problems every year. The problem is that their pupils cannot use English proficiently. The Thai Ministry of Education endorses the use of many textbooks to help teachers teach their students.

The study examined how effective the English textbook "Smile1" is when used in classes and also aimed to investigate the benefits of this English textbook among grade 1 English teachers in Ranong. There were 20 participants who were all English teachers in four schools in Ranong. A questionnaire was used to obtain the data in this study. .

The findings showed that Smile 1 English textbook is effective for English teachers teaching English in grade 1. This textbook is sufficiently beneficial and helps students develop their English skills, especially listening and writing skills.

Keywords: English, textbook, teacher, grade 1 student

ACKNOWLEDGEMENTS

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CHAPTER 1
INTRODUCTION

1.1 Background

English is one of the most important languages in the world. In Thailand, many teachers have taught English to their students more than 30 year and they had the same problems every year. The problems are their pupils cannot use English proficiency. The Thai Ministry of Education guarantees many textbooks that help teachers to teach their students

There are many reasons why textbooks are important for teachers and students. The first reason is textbooks are the framework which regulates and time the programs. And another reason is in the eye of learners, no textbook means no purpose, and without textbooks, the learners think their learning is not taken seriously. (Ansary & Babaii, n.d.). Teachers, students and administers are all consumers of textbooks. In other hand, these entire groups may conflict views about what good/standard textbook is. The best way for teachers to choose the good textbook that suitable for their students is textbook must cover all course objectives (CITL, n.d.).

However, teachers who can lead their students to success on English language must follow the guideline from textbooks and follow step by step. For teachers, how to teach English skills (speaking. Writing, listening, and reading) are the main points for teachers to deal with. The effective method for teaching English to their students is using textbooks in classrooms. According to Educational and Stationary bookstore Ranong, there are many English textbooks from various publishers in our bookstore. However, we received lots of purchase orders from school's teachers in Ranong in 2015. And the English textbooks that teachers ordered the most are "Smile 1 English textbooks". We sold these English textbooks more than 1,500 books in that year.

"The Smile 1 English textbooks" were published by Aksorn CharoenTat ACT. Co., Ltd. They sold these textbooks to the market more than five years ago and these textbooks had permission from The Ministry of Education to teachers for using on their teaching. The Smile 1 English textbooks had interested by many teachers in Ranong, guaranteed by our purchase orders in 2015.

Nowadays, learning English is popular and advantage for Thai students. So it encourages me to do this research study to find out the accurate result. The result will help teachers to find out what are the best and suitable English textbooks for their teaching.

1.2 Research Questions

In this study, the purpose is to examine how effectiveness of English textbook "Smile1" is when teachers use for their teaching. Additionally, this study aim to investigate the uses of these English textbooks among grade 1 teachers who teaching English subjects on schools in Ranong. Therefore the study is created to clarify the following questions:

1.) Is the English textbook "Smile 1" effective for teachers who teach English subject?

2.) What are the benefits of using Smile 1 textbooks to teach students?

1.3 Objectives of the study

As mentioned earlier, teachers using textbooks to cover and support their teaching. According to this reason, it might be useful to have a close look at what the students got after learning English by using these textbooks. And investigate the textbooks that are effective enough to teachers or not. In order to cope with the research questions, the research objectives are set as below:

1.) To analyze whether the English textbook "Smile 1" is effective enough for teachers teaching English

2.) To investigate the benefits of using Smile 1 textbook to teach students

1.4 Scope of the Study

This study aims to find out what benefits that teacher receive while using Smile 1 English textbook and weather this textbook can be effectiveness with English traditional curriculum. The students, they can improve their English skills (speaking. Writing, listening, and reading), spend less time understanding in English vocabularies and use varieties of vocabularies after learned from their teachers. The participants were the grade 1 English teachers from schools in Ranong. The

questionnaires were used to gather data. The questionnaires collected quantitative information of strategies used by the teachers when they use English Smile 1 textbooks for their teaching. The study focus on the benefits of using these textbooks.

1.5 Definition of terms

The main terms used throughout this paper are defined as below:

Textbook: this term refer to the full definition of the phonics is a book used in the study of a subject: as (a) one containing a presentation of the principle of subject (b) a literary work relevant to the study of a subject**.** According to The Thai Ministry of Education, there are 8 learning groups that have textbooks for studying (Thai language, Mathematics, Science, Social Study, Religion and Culture, Health and Physical Education, Arts, Career and Technology and Foreign Language)

Grade 1 students in Ranong: this term refers to grade 1 students in Ranong who started to study English language since they were in kindergarten 1 (K1). They were four school kindergartens in Ranong province and there is only English teaching that used in Ranong (English traditional curriculum (whole language teaching))

Grade 1 teachers in Ranong: this term refers to grade 1 teacher of academic year 2015 who teaching grade 1 students in schools, Ranong

English subject: this term is refers to one of the subjects that all Thai students learn and cover by the Ministry of Education. English subject can separate into four parts (speaking, listening, writing and reading)

1.6 Significance of the study

The finding of the present study will generate a better understanding of using English textbook used by teachers when they teach to students. To the best of the researcher's knowledge, this is the first study attempting to investigate the effectiveness and benefits from using English textbooks. Teachers may use the result of the study to encourage students to have variety of teaching method which suitable for students' learning styles. Moreover teachers may adopt their teaching techniques to help students achieve their language learning goals.

1.7 Organization of the study

This study is divided into five chapters:

Chapter 1 includes the background of the study, objectives of the study, research questions, definitions of terms, scope of the study, significance of the study, and organization of the study

Chapter 2 consists of the review of the literature related to this research study, it also includes

Chapter 3 describes the methodology of the study, including subjects, research instruments, data collection method, and data analysis.

Chapter 4 presents the results from the questionnaires.

Chapter 5 contains the summary of the findings and discussions, conclusion, and recommendations for further study.
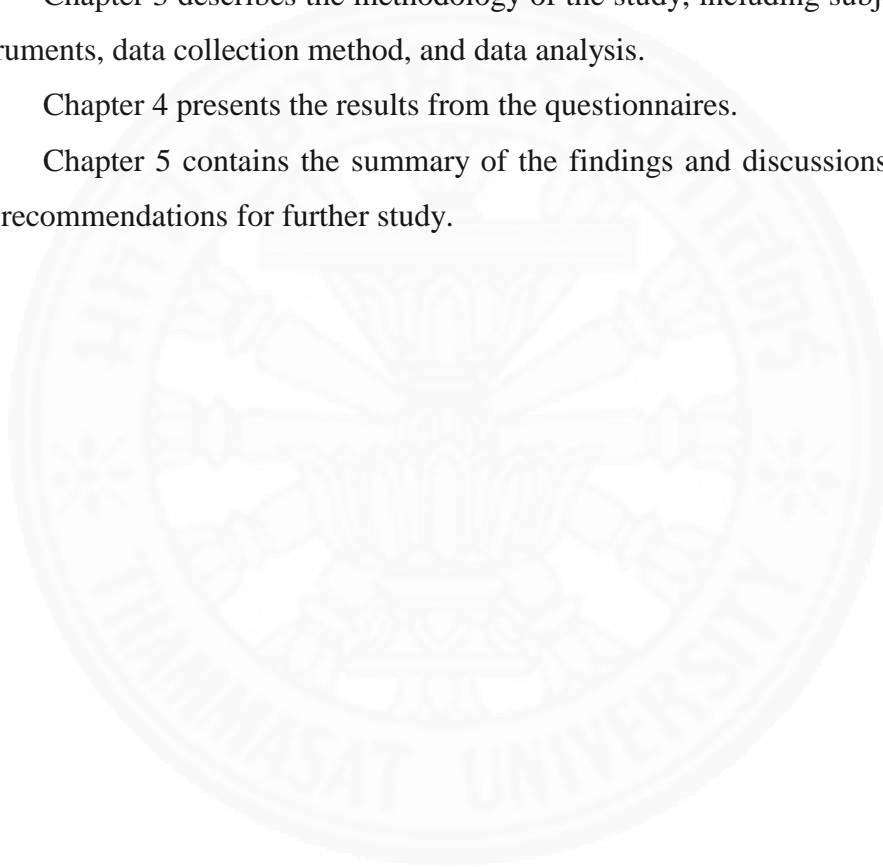
CHAPTER 2
REVIEW OF LITERATURE

This chapter reviews the related literature. A foundation of related knowledge can lead to more reliable research results. The contents of the review of literature are as follows:

2.1 Traditional curriculum in English teaching for grade 1 students

2.2 Textbooks for Thai students

2.3 English textbooks for grade 1 students

2.4 General information on textbooks

2.5 English skills for grade 1 students

2.6 English vocabulary for students

2.7 Games and activities for students

2.8 Related studies

2.1 Traditional curriculum in English teaching for grade 1 students

The traditional curriculum in English teaching method that teachers in Ranong use is "Whole Langauge for English Teaching". According to Dr.Bomengan (2010), the whole language approach is a method of teaching students to read by recognizing words as whole pieces of language; thus, they will understand that language is a complete system of creating meaning and the word functions are related to each other. This English teaching method is always used in regular Thai schools in Thailand. This help students to understand English from the beginner to advanced level and this method combines the four English skills (listening, speaking, reading and writing). Thai teachers use this method with their students, such as they teach a word to their students and they hear the word from teachers. After that, students repeat the word and write the word in their notebook. The result is that the students can remember vocabulary from their teachers. Sometimes problems can occur, such as students cannot remember all the vocabulary from their teachers.

In the view of researcher Regie Routman (1991) "one key to a successful whole language program is teaching for strategies rather than simply teaching for

skills. In teaching for skills, the teacher decides what the learner needs, and the skill is taught directly, often in a predetermined sequence. The student then practices the skill in isolation".

2.2 Textbooks for Thai students

In general, Thai schools have used school books for more than 30 years. There are many reasons why they use them in their classroom. For example, it depends on the design and focus of the curriculum, the documents of the administration, and/or the level of skill on the part of classroom teachers. According to TeacherVision (2010) "a textbook is a collection of the knowledge, concepts, and principles of a selected topic or course. It's usually written by one or more teachers, college professors, or education experts who are authorities in a specific field. Most textbooks are accompanied by teacher guides, which provide you with supplemental teaching materials, ideas, and activities to use throughout the academic year."

Richards (2007) states that there are some disadvantages related to using textbooks, as "they may not reflect the students' need. Because textbooks are often written for global markets, they may not reflect the interests and needs of students and hence may require adaptation". He also agrues that "they can deskill teachers: If teachers use the textbook as the primary source of their teaching, leaving the textbook and teacher's manual to make the major instructional decisions for them, the teacher's role can become reduced to that of a technician whose primary function is to present materials prepared by others."

2.3 English textbooks for grade 1 students

There are many English textbooks that have been used in grade 1 schools. For example, "Top1" from WATANA PHANIT PRITING & PUBLISHING CO., LTD, and "Smile 1" from Aksorn CharoenTat ACT. Co., Ltd. The school owners and teachers will choose these English textbooks for their teaching. The most interesting English textbook that schools choose for grade 1 students is "Smile 1".

The English textbook "Smile 1" contains many processes to help teachers. This textbook has units, aims, English vocabulary, games and activities that enable students to understand and have fun while learning English in school. The advantage

of using this English textbook is students can remember a lot of English vocabulary and sentences that they can use in their daily life. On the other hand, the disadvantage of using this English textbook is that it has too many units and teachers sometimes do not follow the units step by step.

2.4 The general information of "Smile 1" textbook

The textbook gives brief information on the cover so that evaluators can compare it with other textbooks easily.

Table: Textbook Details for Analysis

TITLE	TEXTBOOK DETAILS
Title	Smile 1(Student book)
Author	Patricia Cromwell Sophia Griffith
Publisher	Aksorn Charoen Tat
Price	90 Baht
ISBN	978-616-203-444-2
Number of Pages	92 pages
Components	Student book, teacher's guide, workbook, audio CDs, and online learning center
Level	Phatomsuksa 1 (Grade 1)
Teaching hours	80 Hours

2.5 English skills for grade 1 students

Many researchers agree that there are two English skills that are suitable for grade 1 students as follows:

2.5.1 Writing Skill

First grade students have mastered writing letters in kindergarten and they can take the next step in 1st grade and write longer pieces in a variety of genres. They can practice their spelling skills as they further develop their writing skills.

Ackerman (2013) clams that "writing occurs throughout the day as students learn a variety of subjects in addition to the specific writing lessons or times in class. For example, students may write about a math problem, explaining how they solved it or write about a topic they learned in science or social studies. All of this work makes them better writers overall". Teachers can lead their students to improving their writing skills.

2.5.2 Reading Skill

Enhancing reading and reading skills are important parts of grade 1 students' learning. Practice of reading as well as specific reading lessons are invaluable to creating strong readers. In addition, 1st grade students must improve their reading comprehension skills so they understand what they have read.

Ackerman (2013) lists the the methods to build reading skills for grade one students as follows:

-First, students must have knowledge of the features of a sentence (for example, first words, capitalization, and ending punctuation.)

- Second, students must remember the spelling and sound of two letters that represent one sound. For example, th, ch, wh sound (these are also known as digraphs).

- Third, students must learn to read regularly spelled one-syllable words.

- Next, students must understand how an "e" at the end of a word changes a vowel within the word.

- Then, student must divide longer words into syllables in order to read them.

- Next, students should read grade-level words that have irregular spellings.

- After that, students should know the difference between and read fiction and non-fiction texts with purpose and an understanding of the important ideas, characters and plots in the stories.

- Students should talk about and answer questions about the text he/she reads.

- Finally, students should read texts aloud at an appropriate speed and with expression to help them understand clearly.

2.5.3 Listening Skill

Active listening skills can help students achieve effective communication in their daily lives. Many Thai students often struggle with listening skills and miss key pieces of information in the communication process. Developing listening skills also help students develop their reading skills.

Frost (2015) points out that "helping your students improve listening skills at an early age can benefit them in schools and in their social relationships".

2.6 English vocabulary for students

Vocabulary is very important for students and is central to English language teaching because without sufficient vocabulary students cannot understand others or express their own ideas. Wilkins (1972) clams that "… while without grammar very little can be conveyed, without vocabulary nothing can be conveyed". Teaching vocabulary helps students understand and communicate with others in English. Voltaire writes that "Language is very difficult to put into words". So the first step to learning English is students must know many English words and they will understand English easily.

2.7 Games and activities for students

Nguyen Thi Thanh Huyen and Khuat Thi Thu Nga (2003) claim that "games have been shown to have advantages and effectiveness in learning vocabulary in various ways. First, games bring in relaxation and fun for students, thus helping them to learn and retain new words more easily. Second, games usually involve friendly competition and they keep learners interested".

Learning vocabulary through activities and games is an effective and interesting method that can be used in classrooms and schools. They are not just used for fun, but more importantly, for the review and practice of language lessons; therefore, they can improve learners' communicative efficacy.

2.8 Related studies

Many studies have examined English textbooks. Iqbal (2013) studied English textbooks at the secondary level in Pakistan. In this study, the population consisted of all the English students and English teachers who were studying and teaching the subject of English with textbook 2 in all secondary schools (Boys / Girls, Urban / Rural and Residential / Days Schools, Government / Private) in Mardan District, (KPK). A questionnaire was used for collecting the data. The findings showed that this textbook was effective. It also recommended that the interests of the students should always be kept in mind when a textbook is chosen.

Kontozi (2013) investigated the effectiveness of the textbooks used for 6th grade EFL students in Greek state schools. The results of the study suggested that the advantages of the textbook could be identified in the areas of content, organization, and inclusion of all the language skills. However, the problems related to genuine language, integration of language skills, and nature of tasks and materials for evaluation. The findings accentuate the need for adaptation by teachers and revisiting of the material by the authors.

Chaisongkram (2011) studied an English textbook called MeGaGoal 1. She used the checklist of textbook evaluation criteria established by Cunningsworth (1995) and Daoud and Celce-Murcia (1979) to analyze the textbook. The checklist includes general information of the textbook and the textbook analysis questions divided into eight criteria: topics, aims, organization and design, structure and vocabulary, skills, illustration, physical make-up and phonology. The results showed that MeGaGoal 1English textbook was in accordance with the English education program guidelines set by the Thai Ministry of Education in 2008. The design and organization facilities users as it provides supplementary materials, such as a CD-ROM, which is a part of teaching in the technology world nowadays.

Lawlence (2011) studied textbooks in Hong Kong's New Secondary School (NSS) Curriculum. This study used post-use textbook evaluation with local teachers within the Hong Kong ELT environment. The results showed that the teachers found the proposed evaluation framework to be an effective tool for determining the suitability of the new curriculum. However, many teachers also claimed that using the framework to engage in post-use evaluation of textbooks is a pedagogically unsound

concept. Elaborating on their criticism of the pedagogical value of post-use evaluations, the teachers suggested that the framework is still important and should be used in the other areas of the ELT context.

He (2009) studied the most frequent vocabulary in English textbooks for grades 1-3. In this study, she collected a corpus of 146,192 running words that were first compiled from 501 lessons of the 14 series of textbooks. From this initial corpus, a total of 3,818 word types in frequency rank were sent to one native and two ESL speakers of English who were asked to examine the list. This yielded the most frequent 500-Word List for Grades 1-3. The result showed that the percentage of overlap increased with a decrease in the size of word lists and there was a very high percentage of overlap between the present study's most frequent 500-word list and the Dolch Basic Word List.

Staehr (2008) studied vocabulary size and the skills of listening, leading, and writing. In this study, she investigated the relationship between vocabulary size and the reading, writing and listening English skills a foreign language (EFL). The participants were 88 EFL learners from secondary education whose language skills were evaluated as part of the national school leaving examination in Denmark. The result showed that the highest learning goal for low-level EFL learners is the 2000-word vocabulary level.

CHAPTER 3
RESEARCH METHODOLOGY

In this chapter will discuss about research methodology. Sample frame is described at the beginning, follow by the method, and data collection. Finally, data analysis will provided

3.1 Subjects

Population of this study was the grade 1 school's teachers in Ranong province. First, Anuban Ranong School. Second, Chatchalerm School. Third, Mingxin School and the last one, Wat Hat Som Bpean School. This research will focus on all four schools that use Smile 1 textbooks and school names are Anuban Ranong School. Second, Chatchalerm School. Third, Mingxin School and the last one, Wat Hat Som Bpean School.

The goal of this project will be study teachers who use Smile 1 textbooks for their English teaching in these schools. This project focuses on all 20 teachers in grade 1. Because there are the small number of teachers in Ranong. This research use Group Random Sampling to pick up the whole population for finding answer and result from research questions.

3.2 Materials

The questionnaires and surveys are valuable methods for collecting data from large groups of subjects (Seliger & Shogamy, 1989). Accordingly, the research instruments if this research was the questionnaire particularly designed based from Lawlence (2011) – "the Self-Constructed Checklist Used for Textbook Evaluation" to confirm with the purpose of the study.

3.2.1 Questionnaire

The questionnaire (see Appendices) contained 2 parts, i.e. participants' personal information and the questions about their Opinions from Smile1 English textbooks, as follows:

3.2.1.1 Part I The participants' general personal information

The first part aimed to collect participants' data including name, gender, teacher rank, and name of school. The questions were filled in questions.

3.2.1.2 Part II The participants' opinions on Smile 1 English textbooks

The purpose of this section was to examine the participants' opinions on Smile 1 English textbooks. The teachers were asked to rate the frequency of the effectiveness on these textbooks, 8 questions in total. The questionnaire based from Lawlence (2011) – "the Self-Constructed Checklist Used for Textbook Evaluation" was in four-point Likert scale ranging from 'poor', 'average', 'good', and 'best' choices. The scales were as follows:

  1 = it is very poor

  2 = it is poor

  3 = it is average

  4 = it is good

  5 = it is excellent

3.2.1.3 Part III Participants' suggestions

This part asked for suggestions from the respondents

3.3 Procedures

3.3.1 Research design

The survey questionnaire asking about how effectiveness of Smile 1 English textbooks to English teachers and their opinions on using Smile 1 English textbooks. These questionnaires were given to English teachers at schools in Ranong.

3.3.2 Data collection

In the present study, 20 questionnaire copies were distributed to the target group after teachers finish their teaching and were returned when they finish. The data was collected from March 16-19, 2016 between the working time of the schools from 9.00 a.m. – 3.00 p.m.

3.3.3 Data analysis

In this research, the research method in education is quantitative method. This quantitative research uses SPSS program to transform the data into numbers. The basic concept of quantitative research methodology is "explaining phenomena by collecting numerical data that are analysed using mathematically based methods in particular statistics" (Aliaga and Gunderson, 2000). After received the numbers from SPSS program, inserted them on the tables in chapter 4.

The mean score, calculated by averaging each level of satisfaction from part II of the questionnaire, was used to interpret the level of teacher's opinions of Smile1 English textbook by using following statistical formula described by Wongrattana (1987).

$$\text{Level Interval} = \frac{\text{Range}}{\text{The Width of Level}}$$

$$= \frac{\text{The Highest Width} - \text{The Lowest Width}}{\text{The Width of Level}}$$

$$= \frac{5-1}{5}$$

$$= 0.80$$

The criteria for interpreting the levels of satisfaction are displayed in the following table of mean scores

Mean Score Range	Description
4.21 – 5.00	Very High
3.41 – 4.20	High
2.61 – 3.40	Moderate
1.81 – 2.60	Low
1.00 – 1.80	Very Low

To sum up, this chapter has presented the subjects, the materials, the procedures, and the data analysis in this study.

CHAPTER 4
RESULTS

The previous chapter explained the instruments for analyzing the textbook. This chapter reports the results of the teacher's opinions, which are divided into two parts: (1) Background information of the teachers, (2) Teacher's opinions on the Smile1 English Textbook.

4.1 Background information of the teachers

The respondents in this study were twenty teachers who were teaching English in schools in Ranong, Thailand

Table 1: Age

Content Age	Frequency	Percentage
22-32	9	45
33-43	4	20
44-55	6	30
55-60	1	5
Total	20	100

According to Table 1, all of respondents were females and the average age was from 22 to 32 (45%).

4.2 Teachers' Opinions on Smile1 English Textbook

In this part, there were 13 questions that asked for the opinions of English teachers who were teaching students in grade 1 and using the Smile 1 English textbook. The questionnaire contained five-point Likert scales ranging from 'very poor', 'poor', 'average', 'good', and 'excellent' choices. The scales were as follows: 1 = very poor, 2 = poor, 3 = average, 4 = good and 5 = excellent

Table 2: Teacher's Opinions on Smile1 English Textbook

Content	3 Average	4 Good	5 Excellent	Mean	STD	Total
1. Smile 1 English textbook cover structures and lesson on my teaching plan	2 (10.0)	13 (65.0)	5 (25.0)	4.15	0.587	20 (100.0)
2. Smile 1 English textbook have varies of English vocabularies and suitable for my students	1 (5.0)	13 (65.0)	6 (30.0)	4.25	0.550	20 (100.0)
3. Smile 1 English textbook have familiar words and suitable for my students	3 (15.0)	13 (65.0)	4 (20.0)	4.05	0.605	20 (100.0)
4. Do smile 1 English textbooks cover 4 English skills? (Writing, Reading, Speaking and Listening)	1 (5.0)	14 (70.0)	5 (25.0)	4.20	0.523	20 (100.0)
5. The exercise can involve my students in a mode of thinking and doing	3 (15.0)	14 (70.0)	3 (15.0)	4.00	0.562	20 (100.0)
6. Do smile 1 English textbooks' exercises can help my students to master the target structures and items effectively?	6 (30.0)	10 (50.0)	4 (20.0)	3.90	0.718	20 (100.0)
7. Do activities of the smile 1 English textbooks encouraged group work or pair work to my students?	4 (20.0)	14 (70.0)	2 (10.0)	3.90	0.553	20 (100.0)
8. Activities can encourage students to learn English	3 (15.0)	16 (80.0)	1 (5.0)	3.90	0.447	20 (100.0)
9. The exercises and activities can help students to develop their listening skill	4 (20.0)	14 (70.0)	2 (10.0)	3.90	0.553	20 (100.0)
10. The exercises and activities can help students to develop their writing skill	4 (20.0)	14 (70.0)	2 (10.0)	3.90	0.553	20 (100.0)
11. Listening materials have used authentic (real life) English language	2 (10.0)	15 (65.0)	3 (15.0)	4.05	0.510	20 (100.0)
12. Do listening materials in the Smile 1 English textbooks can draw my students 'attention to spoke English in their daily lives?	7 (35.0)	11 (55.0)	2 (10.0)	3.75	0.639	20 (100.0)
13. The textbook encourage the use of technology in learning English	10 (50.0)	8 (40.0)	2 (10.0)	3.60	0.681	20 (100.0)

In sum, I think this textbook has fully satisfied the approaches and strategies recommend by The Ministry of Education and I would like to use this textbook again	**19** Yes **(95.0)**	1 No **(5.0)**		**1.05**	**0.224**	**20 (100.0)**

According to table 2, the respondents revealed that Smile 1 English textbooks helped them to make do English teaching. The majority of the respondents (60%) claimed that Smile1 English textbook covered all structures and lessons on their teaching plans. Thirteen of the respondents (65%) said that the Smile1 English textbook had a variety of of English vocabulary and was suitable for the students. Moreover most of respondents (70%) indicated that the exercises in Smile 1 English textbook can involve the students in a mode of thinking and doing.

Moreover, sixteen of the respondents (80%) claimed that the activities of the Smile 1 English textbook can encourage students to learn English. At the same time, most respondents (70%) revealed that the exercises and activities from Smile 1 English textbooks can help students to develop their listening and speaking skills. On the other hand, eleven of the respondents (55%) reported that the listening materials in the Smile 1 English textbooks can draw their students' attention and encourage them to spoke English in their daily lives.

Finally, most of the respondents (95%) claimed that the textbooks fully satisfied the criteria set by the Ministry of Education and they would like to use this textbook again in the next semester.

Table 2.1: Teacher's Opinions on Smile1 English Textbook

Content	3 Average	4 Good	5 Excellent	Mean	STD	Total
14. Smile 1 English textbook cover structures and lesson on my teaching plan	**2 (10.0)**	**13 (65.0)**	**5 (25.0)**	**4.15**	**0.587**	**20 (100.0)**
15. Smile 1 English textbook have varies of English vocabularies and suitable for my students	**1 (5.0)**	**13 (65.0)**	**6 (30.0)**	**4.25**	**0.550**	**20 (100.0)**

	3	4	5	Mean	STD	Total
16. Smile 1 English textbook have familiar words and suitable for my students	**3 (15.0)**	**13 (65.0)**	**4 (20.0)**	**4.05**	**0.605**	**20 (100.0)**
17. Do smile 1 English textbooks cover 4 English skills? (Writing, Reading, Speaking and Listening)	**1 (5.0)**	**14 (70.0)**	**5 (25.0)**	**4.20**	**0.523**	**20 (100.0)**

From Table 2.1, regarding statement number 1 "Smile1 English textbook cover all the structures and lessons in my teaching plan", the respondents claimed that Smile 1 English textbook are effective enough for English teachers in grade 1, which answers research question number 1. Regarding question number 2 and the statement "Smile1 English textbook has a variety of English vocabulary and is suitable for my students", the respondents agreed that that is a lot of English vocabulary in the textbook that is suitable for their students.

Table 2.2: Teacher's Opinions on Smile1 English Textbook

Content	3	4	5	Mean	STD	Total
18. Activities can encourage students to learn English	**3 (15.0)**	**16 (80.0)**	**1 (5.0)**	**3.90**	**0.447**	**20 (100.0)**
19. The exercises and activities can help students to develop their listening skill	**4 (20.0)**	**14 (70.0)**	**2 (10.0)**	**3.90**	**0.553**	**20 (100.0)**
20. The exercises and activities can help students to develop their listening skill	**4 (20.0)**	**14 (70.0)**	**2 (10.0)**	**3.90**	**0.553**	**20 (100.0)**
21. Listening materials have used authentic (real life) English language	**2 (10.0)**	**15 (65.0)**	**3 (15.0)**	**4.05**	**0.510**	**20 (100.0)**
22. Do listening materials in the Smile 1 English textbooks can draw my students 'attention to spoke English in their daily lives?	**7 (35.0)**	**11 (55.0)**	**2 (10.0)**	**3.75**	**0.639**	**20 (100.0)**

According to Table 2.2, statement number 8 "Activities encourage students to learn English" can answer the second research question in this study. A benefit of using the Smile 1 English textbook is that "the activities motivate the students to study English". Also, regarding statements number 9 and 10 "the exercises and

activities can help students to develop their listening skill" and "the exercises and activities can help students to develop their writing skill", the respondents agreed that the one of the significant benefits of using the Smile 1 English textbook is that students can develop their writing and listening skills from doing the exercises and activities in this textbook.

CHAPTER 5
CONCLUSION, DISCUSSION
AND RECOMMENDATIONS

This chapter presents (1) a summary of the study, (2) a summary of the findings, (3) the discussions of the results, (4) the conclusion, and (5) recommendations for future research

5.1 Summary of the study

The summary of the study summarizes the objectives of the study, the subjects, materials, and the procedures of the study.

5.1.1 Objectives of the study

The main purpose of this research was to investigate the opinions of English teachers from schools in Ranong about the effectiveness of an English textbook for grade 1 students. The study also aimed to show the advantages of the Smile 1 English textbook.

5.1.2 Subjects, materials, and procedures

The subjects of this study consisted of 20 English teachers at Ranong schools. A questionnaire was used to collect the data for this survey research. The questionnaire was designed to gather information in two main areas: background information and teachers' opinions on the Smile1 English textbook. The data obtained was processed using the Statistical Package for the Social Sciences Windows program (SPSS) and was analyzed in the form of descriptive statistics.

5.2 Summary of the findings

5.2.1 Background information of the respondents

The results showed that all of the respondents were female and were teaching English in Ranong schools.

5.2.2 Teacher's opinions on Smile1 English textbook

Most respondents strongly agreed that the Smile1English textbook covered all the structures and lessons in their teaching plan. A large group of the respondents also strongly agreed that their students can remember vocabulary. They are brave enough to speak English in their daily lives when they learn English.

In addition, the exercises and activities from these textbooks encourage their students to work as pairs or in groups.

5.3 Discussion

This section concludes some of the findings from the study. The results support previous studies summarized earlier in Chapter 2. They also raise interesting issues that are discussed as follows:

The findings from the study showed that the respondents in this study know the benefits of using Smile 1 English textbooks for their teaching and think that the activities and exercises are very important for students to improve their reading and writing skills. This finding relates to the study of Huyen& Nga (2003), who found that learning vocabulary through activities and games is an effective and interesting method that can be used in classrooms and schools. Reading and writing skills in the exercises can help students improve their English skills quickly.

Moreover, many respondents agreed that the Smile 1 English textbooks cover all lessons and structures in their teaching plans. Likewise, this finding is in line with TeacherVision (2010), which determined that textbooks are a collection of knowledge, concepts, and principles of selected topics and courses. They are usually written by one or more teachers, college professors, or education experts who are authorities in a specific field. Most of them are accompanied by teacher guides, which provide teachers with supplemental teaching materials, ideas, and activities.

In this research, most respondents agreed that the English vocabulary in the Smile 1 English textbook is suitable for their students to study. They claimed that the first step to learn English is to remember a variety of English vocabulary; similarly, Wilkins (2013) also concluded that language is very difficult to put into words; therefore, students should remember a variety of vocabulary, as it is the key to communication and developing other English skills. Vocabulary can encourage

students to learn more in the English subject. The first step to learning English is students should know a large amount of English words and they will then understand and learn English easily.

In addition, many respondents also claimed that a lot of the listening materials in the Smile1 English textbook can encourage their students to speak English in their daily lives. This finding concurs with Frost (2015), who found that if students have active listening skills, this can help them to achieve effective communication in their daily lives. Moreover, developing their listening skills also helps students improve their reading skills. This is one of the most significant benefits for helping students improve listening skills at an early age and it can benefit them in schools and in their social relationships.

Moreover, most of the respondents agreed that the exercises and activities in Smile 1 English textbooks can help their students to develop their writing skill; similarly, Ackerman (2013) found that 1 grade learnt to write the English alphabet in kindergarten and they can take the next step in 1st grade and write longer pieces in a variety of genres. They also can practice their spelling skills as they develop their writing skills in the future. All of the exercises and tasks enabled them to be the good writers overall.

5.4 Conclusion

The following conclusions regarding the opinions of English teachers at Ranong schools about using the Smile1 English textbook for their teaching can be drawn from the discussion above.

5.4.1 The respondents believe the Smile 1 English textbook is one of the most effective English textbooks for grade 1 students.

5.4.2 The lessons, exercises, and activities of the Smile 1 English textbook are suitable for grade 1 students who study English.

5.4.3 Most respondents claim that their grade 1 students can improve their English, especially listening and writing skills, while learning English from the Smile 1 English textbook.

5.4.4 In the respondents' view, they would like to use the Smile 1 English textbooks for their teaching again in the next semester.

5.5 Recommentdations for further research

Based on the findings and conclusions of this study, the following recommendations are made for further research

5.5.1 For more reliable results, future research should include more respondents and the number of distributed questionnaires should be increased in order to support the findings.

5.5.2 Future studies should conduct interviews with teachers to gain more information or arrange a test of student listening and writing skill.

5.5.3 Another interesting topic would be to do further study comparing the Smile 1 English textbook and other grade 1 English textbook publications.
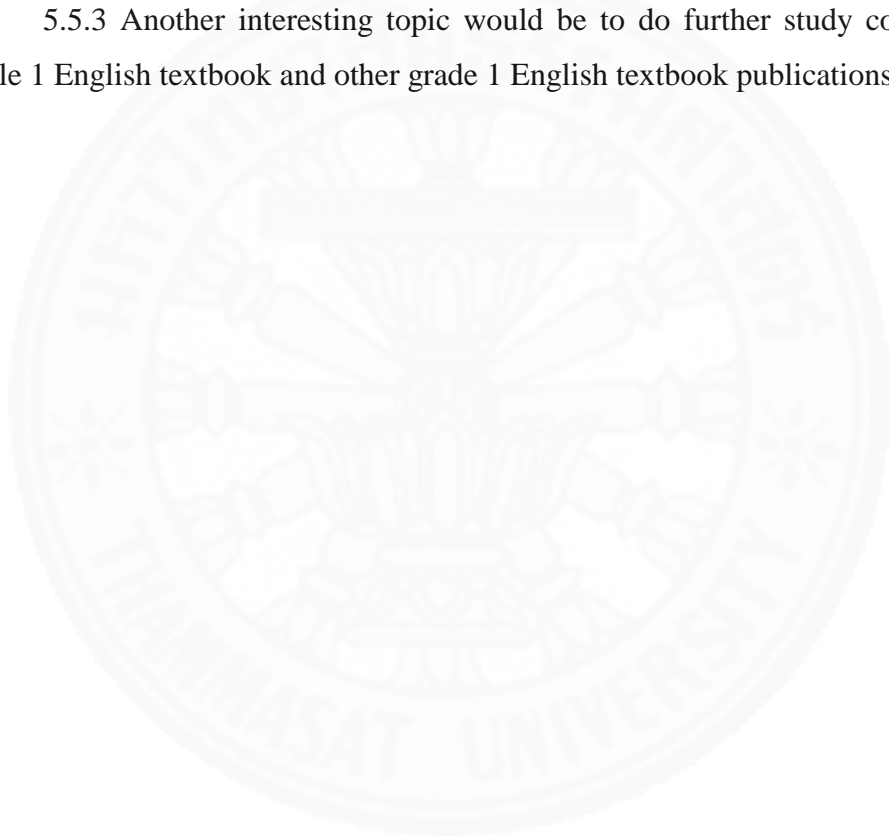
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APPENDICES

APPENDIX A

QUESTIONAIRE: TEACHER'S OPINIONS FROM SMILE1 ENGLISH TEXTBOOK

Directions: Please complete the information as below:

<u>Part 1: Background information</u>

Age _____   Gender _____

Name of School _____

Directions: Please read each of the following statement and chose the best answer which is closet to your opinion by ticking (√) the box which corresponds to your choice.

The questionnaire was in five-point Likert scale ranging from 'very poor', 'poor', 'average', 'good', and 'excellent' choices. The scales were as follows:

1 = Very poor

2 = Poor

3 = Average

4 = Good

5 = Excellent

Part 2: Teacher's Opinions of Smile1 English Textbook

Content	1 Very Poor	2 Poor	3 Average	4 Good	5 Excellent
1. Smile 1 English textbook cover structures and lesson on my teaching plan					
2. Smile 1 English textbook have varies of English vocabularies and suitable for my students					
3. Smile 1 English textbook have familiar words and suitable for my students					
4 Do smile 1 English textbooks cover 4 English skills? (Writing, Reading, Speaking and Listening)					
5. The exercise can involve my students in a mode of thinking and doing					
6. Do smile 1 English textbooks' exercises can help my students to master the target structures and items effectively?					
7. Do activities of the smile 1 English textbooks encouraged group work or pair work to my students?					
8 Activities can encourage students to learn English					
9. The exercises and activities can help students to develop their listening skill					
10 The exercises and activities can help students to develop their writing skill					
11. Listening materials have used authentic (real life) English language					
12. Do listening materials in the Smile 1 English textbooks can draw my students 'attention to spoke English in their daily lives?					
13. The textbook encourage the use of technology in learning English					

In sum, I think this textbook has fully satisfied the approaches and strategies recommend by The Ministry of Education and I would like to use this textbook again (Please circle)	Yes　　　　　No If no, reason is _____

Do you have any suggestion?

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APPENDIX B

แบบสอบถาม: ความพึงพอใจต่อการใช้หนังสือเรียนภาษาอังกฤษ Smile 1

คำแนะนำ: กรุณากรอกแบบฟอร์มด้านล่าง

ส่วนที่ 1: ข้อมูลพื้นฐาน

อายุ _____   เพศ _____

ชื่อโรงเรียน _____

คำแนะนำ: กรุณาอ่านคำถามที่ให้มาและเลือกคำตอบที่สอดคล้องกับความคิดของท่านที่สุด โดยใช้เครื่องหมาย $(\sqrt{})$ ลงในช่องด้านขวามือ

ในแบบสอบถาม มีคำตอบให้เลือกตอบทั้งหมดจากระดับ 1 (แย่มาก) ไปจนถึง ระดับ 5 (ดีมาก) โดยแบ่งเป็น:

1 = แย่มาก

2 = แย่

3 = ปานกลาง

4 = ดี

5 = ดีมาก

ส่วนที่ 2: ความเห็นของครูผู้สอนต่อหนังสือเรียนภาษาอังกฤษ Smile 1

ข้อความ	1 (แย่มาก)	2 (แย่)	3 (ปานกลาง)	4 (ดี)	5 (ดีมาก)
1. หนังสือเรียนภาษาอังกฤษ Smile 1 ได้ครอบคลุมโครงสร้าง และบทเรียนในแผนการสอนของฉัน					
2. หนังสือเรียนภาษาอังกฤษ Smile 1 มีคำศัพท์ภาษาอังกฤษที่หลากหลาย และเหมาะสมสำหรับนักเรียน					
3. หนังสือเรียนภาษาอังกฤษ Smile 1 มีคำศัพท์ภาษาอังกฤษที่คุ้นเคย และเหมาะสมสำหรับนักเรียน					
4 หนังสือเรียนภาษาอังกฤษ Smile 1 ประกอบด้วย 4 ทักษะทางภาษาอังกฤษ (ฟัง, พูด, อ่าน และเขียน)					
5. แบบฝึกหัดของหนังสือเรียนภาษาอังกฤษ Smile 1 มีผลต่อนักเรียนในด้านการคิดและการลงมือทำ					
6. แบบฝึกหัดของหนังสือเรียนภาษาอังกฤษ Smile 1 สามารถช่วยให้นักเรียนได้เรียนรู้ทางด้านโครงสร้างและคำตอบได้อย่างมีประสิทธิภาพ					
7. กิจกรรมของหนังสือเรียนภาษาอังกฤษ Smile 1 ได้ช่วยกระตุ้นให้นักเรียนทำงานเป็นกลุ่ม และทำงานเป็นคู่					
8 กิจกรรมของหนังสือเรียนภาษาอังกฤษ Smile 1 ได้ช่วยกระตุ้นให้นักเรียนสามารถเรียนภาษาอังกฤษได้ดีขึ้น					
9. ทั้งแบบฝึกหัดและกิจกรรมของหนังสือเรียนภาษาอังกฤษ Smile 1 สามารถช่วยให้นักเรียนพัฒนาทักษะด้านการฟังได้ดีขึ้น					
10. ทั้งแบบฝึกหัดและกิจกรรมของหนังสือเรียนภาษาอังกฤษ Smile 1 สามารถช่วยให้นักเรียนพัฒนา					

ทักษะด้านการเขียนได้ดีขึ้น					
11. 'สื่อการฟัง' ในหนังสือเรียนภาษาอังกฤษ Smile 1 มี การใช้ภาษาอังกฤษ ที่น่าเชื่อถือ และนำไปใช้ได้ใน ชีวิตประจำวัน					
12. 'สื่อการฟัง' ในหนังสือเรียนภาษาอังกฤษ Smile 1 สามารถเชิญชวนให้นักเรียน 'สนใจ' ที่จะพูด ภาษาอังกฤษในชีวิตประจำวัน					
13. หนังสือเรียนภาษาอังกฤษ Smile 1ได้มีการกระตุ้นให้ มีการใช้เทคโนโลยีเข้ามาช่วยในการเรียนรู้ภาษาอังกฤษ					
โดยสรุป ฉันมีความพึงพอใจต่อหนังสือเรียนภาษาอังกฤษ Smile 1 ที่ได้รับการรับรองจากกระทรวงศึกษาธิการ และ ฉันต้องการจะใช้หนังสือเรียนเล่มนี้ สำหรับการสอนของฉัน อีก (กรุณาวงคำตอบ)	ใช่　　　　ไม่ใช่ ถ้าตอบ ไม่ใช่, เหตุผล_____				

ข้อเสนอแนะอื่นๆ

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BIOGRAPHY

Name   Mr. Sarawut Pornsakkul

Date of Birth   October 3, 1987

Educational Attainment   2011: Bachelor of Arts (English Program)

Work Position   Assistant Manager
                                      Education and Stationary Bookstore, Ranong

Work Experiences   Assistant Manager
                                      Education and Stationary Bookstore, Ranong

                                      English Academician
                                      Learning Research Institue, Bangkok