

USING AUTHENTIC MATERIALS BASED ON COMMUNICATIVE LANGUAGE  
TEACHING TO DEVELOP FACTORY WORKERS' BASIC EFL LITERACY  
AT A.I.P. CO., LTD.: A CASE STUDY



Presented in Partial Fulfillment of the Requirements for the  
Master of Arts Degree in Teaching English as Foreign Language  
at Srinakharinwirot University

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A MASTER'S PROJECT  
BY  
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Presented in Partial Fulfillment of the Requirements for the  
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Rattanawan Aromdee

## TABLE OF CONTENTS

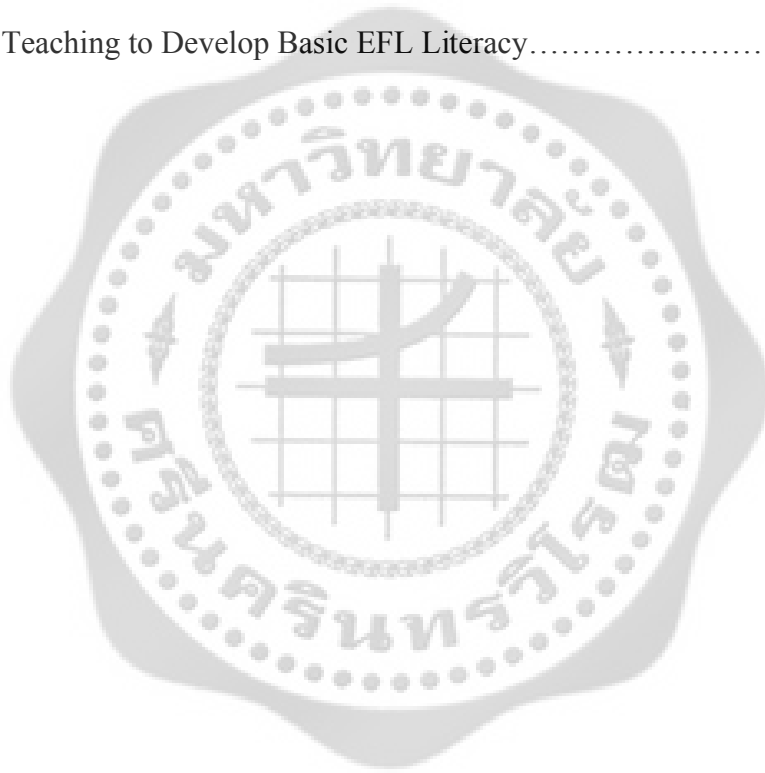
Chapter	Page
<b>1. INTRODUCTION</b>	
Background.....	1
Rationale.....	2
Objective.....	5
Research Question.....	5
Significance of the study.....	5
Scope of the study.....	5
Definition of Terms.....	7
<b>2. REVIEW OF THE LITERATURE</b>	8
Authentic Materials.....	9
Basic EFL Literacy.....	13
Communicative Language Teaching.....	15
Related Studies of Using Authentic Materials in Teaching English.....	16

## TABLE OF CONTENTS (Continued)

Chapter	Page
3. <b>METHODOLOGY</b> .....	23
Population and Sample.....	23
Period of the Study.....	23
Research Instruments.....	24
Data Collection Procedure.....	30
Data Analysis.....	31
4. <b>DATA RESULTS</b> .....	32
5. <b>CONCLUSION &amp; DISCUSSION</b> .....	46
Research Findings.....	46
Discussion.....	47
Limitation of the Study.....	50
Recommendations.....	51
<b>REFERENCES</b> .....	52
<b>APPENDICES</b> .....	61
APPENDIX 1: Lesson plan.....	62
APPENDIX 2: A performance assessment.....	66
APPENDIX 3: A questionnaire.....	76
<b>VITAE</b> .....	81

## LIST OF TABLES

Table	Page
1. The Raw Pre-Test and Post-Test Scores of the Factory Workers and Differences between the Pre-Test and Post-Test Scores.....	42
2. The Opinions of the Sample Group on Using Authentic Materials and Communicative Language Teaching to Develop Basic EFL Literacy.....	43



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The purpose of this study was to study the effectiveness of using authentic materials through Communicative Language Teaching to develop basic EFL literacy of factory workers at A.I.P. Co.,Ltd. The convenience sampling was 8 factory workers. The instruments used for collecting data were ten lesson plans, a performance assessment and an open-ended questionnaire. The analysis of the data was presented in total raw scores and percentage with analytical descriptions individually. The findings revealed that the post-test score of all participants were higher than the pre-test score. The highest different score was 17 points or 56.67%. Moreover, the answers of an open-ended questionnaire indicated that participants' attitudes on using authentic materials based on Communicative Language Teaching were positive. In summary, using authentic materials based on Communicative Language Teaching could develop basic English abilities of factory workers at A.I.P. and they have positive attitudes toward this study.

*Keywords:* authentic materials, basic English literacy

การใช้เอกสารจริงที่อิงการสอนเพื่อการสื่อสาร เพื่อพัฒนาทักษะภาษาอังกฤษขั้นพื้นฐานของพนักงาน  
ฝ่ายโรงงานของบริษัท เอ ไอ พี จำกัด : กรณีศึกษา



เสนอต่อบัณฑิตวิทยาลัย มหาวิทยาลัยศรีนครินทรวิโรฒ เพื่อเป็นส่วนหนึ่งของการศึกษา  
ตามหลักสูตรศิลปศาสตรมหาบัณฑิต  
สาขา การสอนภาษาอังกฤษในฐานะภาษาต่างประเทศ  
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การวิจัยครั้งนี้ มีความมุ่งหมายเพื่อศึกษาผลในการใช้เอกสารจริงที่อิงการสอนเพื่อการสื่อสาร ใน  
การพัฒนาภาษาอังกฤษขั้นพื้นฐานของพนักงานฝ่ายโรงงานของ บริษัท เอไอพี จำกัด กลุ่มตัวอย่างที่ใช้ใน  
การทดลองเป็นพนักงานโรงงานที่เลือกแบบตามความสะดวก จำนวน 8 คน เครื่องมือที่ใช้ในการวิจัยและ  
เก็บข้อมูล คือ แผนการสอน จำนวน 10 แผน แบบทดสอบภาคปฏิบัติ และแบบสอบถามความคิดเห็นต่อการ  
เรียนการสอน ข้อมูลจากงานวิจัยนี้ได้มาจากการสรุปผลคะแนนการสอบภาคปฏิบัติและเปรียบเทียบเป็น  
เปอร์เซ็นต์ รวมทั้งการสรุปความคิดเห็นจากแบบสอบถาม ของพนักงานฝ่ายโรงงาน ทั้งนี้ผู้วิจัยได้นำเสนอ  
ผลวิเคราะห์ข้อมูลในรูปแบบเปอร์เซ็นต์พร้อมทั้งบทวิเคราะห์ประกอบรายบุคคล ผลการวิจัย แสดงให้เห็น  
ว่า คะแนนการสอบภาคปฏิบัติหลังการเรียนการสอนของพนักงานทุกคนสูงขึ้นกว่าก่อนการเรียนการสอน  
ในทุกๆทักษะ คะแนนความแตกต่างของคะแนนก่อนเรียนและหลังเรียนสูงที่สุดคือ 17 คะแนน หรือ คิด  
เป็น 56.67 เปอร์เซ็นต์ นอกจากนี้ พนักงานทุกคนรู้สึกสนุกสนานในการเรียนการสอนด้วยกิจกรรมต่างๆ  
ส่งผลให้ทุกคนมีความคิดเห็นและทัศนคติที่ดีต่อการเรียนการสอนครั้งนี้ จากการศึกษาครั้งนี้ แสดงถึงผล  
การใช้เอกสารจริงที่อิงการสอนเพื่อสื่อสาร ว่าสามารถพัฒนาทักษะภาษาอังกฤษขั้นพื้นฐานของพนักงาน  
ฝ่ายโรงงานของ บริษัท เอไอพี จำกัด ได้ และพนักงานมีทัศนคติที่ดีต่อการเรียนการสอนครั้งนี้

# CHAPTER I

## INTRODUCTION

### Background

Nowadays, international business is expanding globally and communication, including trade and the exchange of information, between nations is on the rise. According to import and export statistics from the Customs Department from 2007 to 2010, imports to Thailand are responsible for revenues of over 1 billion baht per year (Suvarnabhumi Airport Cargo Clearance Customs Bureau, 2010).

A.I.P. Company Limited is one of many Thai companies that import products to Thailand. A.I.P. Co., Ltd. is an importer and authorized distributor of superior quality products for the Thai livestock industry. The majority of the imported goods are products for livestock industry such as feed supplements, veterinary drugs, milk products, disinfectants, etc. All of these products are imported from a number of countries including the Netherlands, the U.S.A., Denmark, and Italy.

For over 30 years, A.I.P. has been importing goods in accordance with the following vision: *“Being the leader of supplying livestock products and natural products with international standard services”*. This vision was accomplished through a series of four missions; research and development in terms of quality control and in accordance with Good Manufacturing Practice (GMP), Hazard Analysis and Critical Control Point (HACCP), and the International Organization for Standardization (ISO), which deals with developing financial stability, expanding their customer base, and continuously developing the potential of employees.

The Deputy Managing Director, Miss Angkhana Banthonsade (personal communication, 2009) is aware of and emphasizes the significance of potential employee development:

*“In addition to the GMP standard, personal hygiene program, monitoring system and continuous development in our factory department, learning and development are key parts of the four missions. Because most of our products are imported from overseas, the packaging, product labels, invoices, and related documents are in English. Basic English courses will help to facilitate worker knowledge as well as improve performance in the workplace”.*

According to the deputy managing director, the factory department required the most development. The factory section consists of the production, warehouse, and transportation departments. The production department is engaged in manufacturing products in accordance with GMP standards and the acquisition of the HACCP quality system, the warehouse department is responsible for receiving, checking, storing and distributing goods and the transportation department is mainly responsible for customer deliveries.

Mr. Somchai Chansorn, the factory manager, provided further information on the duties of factory workers that use English language on a daily basis, such as filling out forms to accept product deliveries to the warehouse, reading information on product invoices and labels, and delivering products according to the customer requirements (personal communication, 2009). As a result, English is an important aspect of their work and the types of English used in the workplace include reading, writing, listening and speaking skills.

## **Rationale**

A.I.P. Co., Ltd. imports a range of products from a number of countries in which English is used as the universal language (Tores, 2003) as well as the language of business

(Browne, 2006). Therefore, the English language is used in all aspects of the importing business, including product names, product labels, invoices, technical data sheets, and certificates. These kinds of tasks are part of the everyday work of the factory section, but factory workers generally have a different educational background.

The profile of the factory workers indicates that they are all male. The age range is between 30 to 55 years old. Their level of education is limited to Prathomsuksa VI and Mathayomsuksa III. The factory workers can barely read and write in the English language. They can only speak one or two words of English, which correspond to the Early Production stage of the five stages of second language acquisition, originally created by Krashen & Terrell (1983). According to the findings of the questionnaire, the factory workers require studying English needed to develop their listening, speaking, reading, and writing skills, as well as the English required in the workplace and for general topics.

As I have been working as an assistant to the Deputy Managing Director while also studying for a Masters Degree in Teaching English as Foreign Language, I was encouraged to teach Basic English to factory workers at A.I.P.

In correspondence with the needs analysis and company policy, the factory workers need to develop many skills in order to cope with the use of the English language in their daily working lives. English is ubiquitous in their workplace, from product names and logos to invoices and certificates of analysis, etc.

Belifore and Burnaby (1995) stated that using material from the workplace is beneficial when teaching Basic English, as material that is relevant to the learners will be more stimulating for them.

According to many research, using materials that contain the target language, but are not originally designed for language teaching purposes and taken from real-life situations can lead to learners developing a variety of English skills. Most researchers use authentic text

materials to develop reading skills, such as Pakdee (2003) and Plungsangmas (2006). However, authentic materials can also be used to develop other skills. For example, Sookgasem (2007) used authentic materials to develop critical reading and writing abilities in English and Thanajaro (2000) used them to develop listening skills. The results of this research indicated that using authentic materials can develop the reading, writing and listening skills of English learners.

In addition, there are expansive studies using authentic materials that focus more on participation in class and communication to teach English. Participation in class and using communicative English exercises or activities could increase the listening and reading abilities of students to a higher level, as reflected in the studies of Maneekul, 2002; Reunchaiman, 2003; Wongwarot, 2005; Khowsaard, 2006; Jacobson, 2006.

The factory workers are adult learners who need more motivation to learn than young learners (Spratt, Pulverness, & Williams, 2005), authentic materials will increase their motivation and encourage them to learn more. (Nunan, 1999; Melvin and Stout, 1987).

From the many studies that employed authentic materials mentioned above, it can be concluded that the use of authentic materials to teaching English as Foreign Language can develop a variety of English skills as well as increase the motivation of the learners. This study aims to develop the basic EFL literacy of factory workers in compliance with company policy. As a result, while working as the Assistant to the Deputy Managing Director and studying for my Masters Degree in Teaching English as Foreign Language, I was encouraged to use authentic materials based on communicative language teaching to develop the Basic English skills of factory workers at A.I.P.

### **Objective of the Study**

The objective of this study was to study the effectiveness of using authentic materials through Communicative Language Teaching to develop the basic EFL literacy of factory workers at A.I.P.

### **Research Question**

To what extent can the use of authentic materials through Communicative Language Teaching develop the basic EFL literacy of factory workers at A.I.P.?

### **Significance of the Study**

The significance of this study is to provide a guideline for job training courses and staff development in order to improve the performance of factory workers.

### **Scope of the Study**

This study is based on a case study. The sample group in this study was recruited through convenience sampling. The sample group consisted of 8 A.I.P. employees working in the factory, production, warehouse, and transportation departments.

### **Population**

The population of the study consists of the 13 A.I.P. employees who work in the factory section.

### **Sample**

The sample group of this study includes 8 A.I.P. employees who work in the factory, production, warehouse, and transportation departments and have been recruited by factory manager. This sample group was recruited by convenience sampling.

### **Period of time**

This study consisted of 20 hours in total; teaching Basic English with 10 lesson plans for 15 hours, a performance assessment of 4 hours and a 1 hour questionnaire on completion of the course.

### **Contents of the study**

The contents of the study consisted of authentic materials, based on Communicative Language Teaching, used to develop the basic EFL literacy of A.I.P. factory workers. The authentic materials included product labels, product logos, certificates, websites, etc., which they were familiar with in their daily working lives. This material was used to create 10 lesson plans with an emphasis on communication. The topics are as follows:

#### **Lesson plans**

1. Welcoming visitors
2. Jobs in factory
3. Product brands
4. Countries of imported products
5. Product names
6. Products
7. Expiry dates
8. Product colors
9. Product forms
10. Product packaging

## Variables

**Independent variable** was the use of authentic materials to develop the basic EFL literacy of factory workers at A.I.P.

**Dependent variable** was the development of the basic EFL literacy of factory workers at A.I.P.

## Definition of Terms

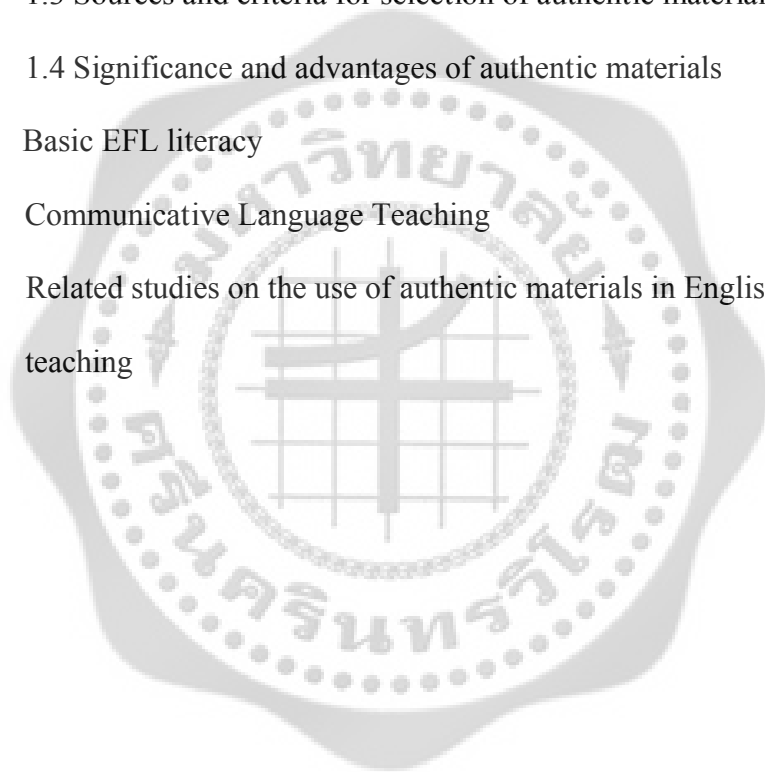
1. **Authentic materials** refer(s) to materials used in daily life and in the workplace. In this study, this includes product logos, product labels, invoices, pictures, websites, clips, etc.
2. **Factory workers** refer to the 8 A.I.P. employees who work in the production, warehouse, and transportation departments and were recruited by factory manager to take part in this study.
3. **Basic EFL literacy** is an overall ability to read, write, listen, speak, view and visual representative in English.
4. **Communicative Language Teaching** is an approach to teaching the English language with an emphasis on using language to communicate in real-life situations and content-based materials.

## CHAPTER II

### LITERATURE REVIEW AND RELATED STUDIES

The following chapter consists of a review of the relevant literature and related studies on this topic, as follows:

1. Authentic materials
  - 1.1 Definition of authentic materials.
  - 1.2 Types of authentic materials
  - 1.3 Sources and criteria for selection of authentic materials
  - 1.4 Significance and advantages of authentic materials
2. Basic EFL literacy
3. Communicative Language Teaching
4. Related studies on the use of authentic materials in English language teaching



## **1. Authentic Materials**

### **1.1 Definition of authentic materials.**

A definition of authentic materials can be provided by the identification of the authentic materials in question. Widdowson (1990) defined authentic materials as materials that are designed for use by native speakers of English and use in the English language classroom setting. Similarly, the UCLA International Institute (2009) defined authentic materials as language materials that were originally intended for native speakers. The initial definition of authentic material is language material that was designed or intended for native speakers of the English language.

The definition of authentic materials can be expanded to include elements including the target culture, cultural information and the social purpose of the materials. Peacock (1997) defined authentic materials as materials that have been produced to fulfill some social purpose in the language community. Beckman and Kinghammer (2006) defined authentic materials as materials used in the target culture for actual communicative needs.

On the other hand, Nunan (1988, 1989) defined authentic materials as materials that were not specifically created for the purposes of language teaching. Furthermore, authentic materials can include any kind of materials from the real world that are used in real life and were not specifically created for any language teaching purpose. Berwald (1987) defined authentic materials, such as newspapers, magazines, catalogs, timetables, films, etc., as designed for use in real life situations, rather than for use as instructional tools. Moreover, Smirnova and Teplyakova (2006) defined authentic materials as any kind of materials taken from the real world and not specifically created for any language teaching purposes.

According to these definitions, authentic materials include any kind of materials which include target language from the real world which were not originally designed or produced for language teaching, but for actual communication purposes.

## 1.2 Types of authentic materials.

Authentic materials are often associated with newspapers and magazines, but there are a variety of authentic materials from a number of sources. Ellis and Johnson (1994: 161-162) listed the following sources of authentic materials for teaching Business English as follows:

### 1. Books

Correspondence (formal and informal letters, faxes), reports and memos, minutes of meetings, contracts, manuals, written instructions, etc.

### 2. Public information material

This comprises all types of materials including documents, brochures, leaflets and video materials, tourist information (maps and lists of restaurants and hotels), timetables, financial and stock exchange information, customs and VAT, etc.

### 3. Recording live events on audio or video

Gebhard (as cited Oura, 2001) provided examples of authentic materials from the following sources.

#### 1. Authentic listening & viewing materials

TV commercials, quiz shows, cartoons, news clips, comedy shows, movies, soap operas, professionally audio taped short stories and novels, radio ads, songs, documentaries, and sales pitches.

#### 2. Authentic visual materials

Slides, photographs, paintings, children's artwork, stick-figure drawings, wordless street signs, silhouettes, pictures from magazines, ink blots, postcards, pictures, wordless picture books, stamps, and X-rays.

#### 3. Authentic printed materials

Newspaper articles, movie advertisements, astrology columns, sports reports, obituary columns, advice columns, song lyrics, restaurant menus, street signs, cereal boxes, candy

wrappers, tourist information brochures, university catalogs, telephone books, maps, TV guides, comic books, greeting cards, grocery coupons, pins with messages, and bus schedules.

#### 4. Realia (Real world objects)

Coins and currency, folded paper, wall clocks, phones, Halloween masks, dolls and puppets, to name a few.

Authentic materials can be categorized and divided into the following four types: authentic listening or audio, authentic visual materials, authentic printed materials, and authentic multimedia materials.

### **1.3 Criteria for selection authentic materials.**

The criteria for selecting the type or source of authentic materials are generally based on how useful the material is to the learners. Lynch (n.d.) claimed that the most effective use of authentic materials in teaching English is to adapt the material to suit the specific needs of language learners.

Kelly et al. (2002) suggested that the information contained in the authentic materials be kept up-to-date in order to stimulate the interest of students. Kelly also stressed the importance of the relevance of authentic materials and their appropriateness in terms of the level of the students. Thompson (1997) recommended a 7-point checklist in order to effectively select authentic materials for reading, listening and viewing skills. The 7-point checklist includes authenticity, the background knowledge of learners, their level of interest, and language level, the organization of the text, the quality of audiovisual materials and the period of time for which they were used, and the basic principles of receptive skill lesson development.

Ellis and Johnson (1994) and Smirnova and Teplyakova (2006) suggested three key points regarding the selection of materials: the background of the learners, the purpose of the training or teaching, and the best way to exploit the materials.

Fotos and Browne (2004) provided directions to select and exploit authentic materials on the website. They suggested that materials should be familiar or contain simple and appropriate content level to learners. Materials taken from websites should be both meaningful and have technological support.

The criteria for the selection of authentic materials are suitability in terms of content and level appropriateness, as well as content that stimulates the interest of learners and conforms to the learning purpose. Another consideration is that authentic materials, such as visual or multimedia sources, should be an appropriate length and of adequate quality.

#### **1.4 The significance and advantages of using authentic materials.**

There are many advantages to using authentic materials in language teaching. Martinez (2002) stated that the advantage of using authentic materials is that they expose students to the real world and encouraged learners to read and study more because of the variety of types of language and language styles used.

Brosnan et al. (1984) argued that the significance of authentic materials derived from their naturalness and the fact that they contained complete and meaningful messages.

Authentic printed materials also provided students with a variety of non-linguistic clues such as pictures, symbols and layout. Each of these elements also helped learners to quickly grasp the meaning of the material and make a connection to the real world obviously for adult.

Brinton (1991) claimed that authentic materials and media helped students to understand the direct relationship between the language classroom and the outside world.

Nunan (as cited in Oura, 2001) claimed that listening to or reading a variety of authentic materials helped to motivate learners and also made important connections between the classroom and the real world. Another advantage of using authentic material is that learners can encounter the target language. Furthermore, Nunan stated that reading magazines, stories, printed materials, hotel brochures, airport notices, bank instructions and a wide range of written messages helped learners to successfully deal with communication outside the classroom environment.

Melvin and Stout (1987) found an overall increase in motivation to learn and interest in the subject matter when students studied culture in the language classroom. Smirnova and Teplyakova (2006) provided several reasons for using authentic materials. Authentic materials also exposed learners to various types of language, developed their comprehension skills, and even enhanced their ability to produce language. They also provided information about real-life situation or events.

From numerous significances and advantages above, the prominent point of using authentic materials is that they expose learners to language and connect them to the real world in which genuine language situations occur on a daily basis. Authentic materials also contain complete and meaningful messages which help learners to encounter target language and a variety of authentic materials encourages students to learn more and increases their motivation.

## **2. Basic EFL literacy**

### **2.1 Definition of literacy.**

Defining 'literacy' is quite difficult as there is no clear or fixed meaning and numerous points of view on what literacy is. However, a simple definition of literacy is "the ability to read and write" (Thomas, 1989). Nevertheless, the definition of literacy varies

depending on individual points of view. According to UNESCO (2005), literacy is four discrete skills; as applied, as practical and situational, as well as a learning process and as text. Another approach to defining literacy in the international community is the evolution of literacy from the past to the present.

1950s – 1960s	The “eradication” of literacy
1960s – 1970s	Functional literacy and experimental world literacy program.
1970s	Paulo Freire and literacy as transformative
1980s – 1990s	Reduced Investment and the impact of Jomtien
1990s – Present	Dakar to the present

The definition of literacy from an English language perspective is focused not only on reading and writing skills, but also listening and speaking. The International Reading Association (IRA) and National Council of Teachers of English (NCTE) collaborated to provide an expanded definition of literacy in English to include the following elements; reading, writing, speaking, listening, viewing, and visual representative. These are the six skills that students should learn as part of an English language arts course or a standard equivalent.

However, definitions of ‘literacy’ are currently expanding in accordance with contemporary society and technology. This also influences which skills students should learn and the fact that English proficiency is not limited to the four skills. The International Reading Association (IRA) and the National Council of Teachers of English (NCTE) (1996) both suggested adding “viewing” and “visual representative” skills as a part of a definition of general literacy.

### **3. The Communicative Approach**

#### **3.1 The communicative language teaching.**

There are a number of methods to teach second language or foreign languages, rather than a single 'correct' or ideal teaching methodology (Spratt, Pulverness, & Williams, 2005). According to Richard and Rodgers (2001), teaching methodologies have been developed from the 1800s up until the present day. These methodologies include the Grammar Translation method, the Direct method, the Structural method, the Reading method, the Audio-lingual method, the Situational method and the Communicative approach.

Nunan (2003) also addressed language teaching methodology in relation to various theories, including behaviorism and structural linguistics, and a humanist approach to education. However, the Communicative Approach (CA) or Communicative Language Teaching (CLT) has become the preferred methodology in recent years. The Communicative Approach is a set of principles, including method and syllabus, focused on meaningful communication and actual use, rather than structure and usage (Jin, 2008). Similarly, Richard (2001) claimed that the Communicative Approach (CA) is the result of a focus on communication rather than complex grammatical systems.

Communicative Language Teaching emphasizes meaning over form and fluency over accuracy. However, CLT became widely known and has been developed into Task-Based Language Teaching (TBLT) in the present day (Nunan, 2003). In summary, Communicative Language Teaching (CLT) is a set of principles for teaching methods focused on meaningful communication with an emphasis on meaning and fluency over structure or grammatical systems.

#### **3.2 The characteristics of communicative language teaching.**

Rodgers, Jin, and Chaugule provide a more detailed analysis of the features and the principles of Communicative Language Teaching (CLT). Rodgers (2001) advocates CLT

with broader set of principles, with a focus on communication and the integration of different of language skills, so the goal of the classroom activities should be to learn language through communication through authentic and meaningful activities.

Jin (2008) describes the features and principles of CA, or more simply CLT, which can be divided into 3 principles: communication, task based learning, and meaningful content. In other words, classroom activities or tasks should contain meaningful language and support the learning process. In addition, the CLT focuses on task-based learning which emphasizes meaningful content and fluency in communication and the ability to communicate and interact with others people in either way.

Chaugule (2009) summarized the characteristics of Communicative Language Teaching or CLT as follows; the learning tasks are content-based, theme-based, project-based or combination of all three. CLT focuses on using language to communicate and aims to simulate real-life communication experiences rather than just using listening and speaking activities to assess the ability or knowledge of the learners.

In summary, the prominent characteristics of CLT consist of using the target language to communicate and interact with people by integrating of various skills, and as a result, the activities and tasks used in learning process should be authentic and meaningful to learners.

#### **4. Related Studies of Using Authentic Material in Teaching English**

There are numerous advantages to using authentic materials and related research which aims to develop authentic materials designed to develop all 4 skills as well as other aspects of English.

Sincharoen (1983) studied the use of authentic documents in learning French at the Mathayomsuksa IV level with 48 students at Satreenonthaburi School in order to compare the achievement levels of a group taught by using authentic documents (an experimental group of

24 students) and a group taught by conventional methods (a control group of 24 students) with an achievement test (t-test). The results indicated that there was a significant difference between the achievement levels of the group taught using authentic documents than the group taught using more conventional methods.

Laothong (1997) compared the achievement levels of 2 groups of English reading classes at the Mattayomsuksa III level for 54 students at Chanawittaya School. The experimental group was taught using authentic and text-based materials, while the control group was taught using textbook-based instructions. The results of the 50 item-multiple choice (4 options) reading comprehension achievement tests via t-test analysis revealed that the reading comprehension ability of students instructed using the authentic text was higher than those instructed using the textbook-based instructions.

Thanajaro (2000) studied the use of authentic materials to develop listening comprehension in the second language classroom with interviews, questionnaires and class observation. Firstly, the influence of aural authentic materials on the listening ability of English as Second Language students was examined. Secondly, the learning strategies used by ESL students using authentic were observed, and finally, the influence of authentic materials on the attitudes of ESL students regarding studying English. It can be concluded that authentic materials increase the comfort level and self-confidence of the students, their ability to listen and understand the target language, that the students paid more attention to English speech and that authentic materials in ESL classroom had a positive effect on student motivation.

Pakdee (2002) examined the effects of using authentic materials on the ability level of 80 reading comprehension students at the Mathayonsuksa IV level at Nongchangwittaya School. The dual purposes of this study were to study and compare the ability of reading comprehension before and after being taught with authentic materials, and also to compare

the level of reading comprehension between the students taught with authentic materials (an experimental group of 40 students) and those taught according to the methodology in the teacher's manual (a control group of 40 students.) Their reading comprehension abilities were assessed by a reading comprehension achievement test. The results revealed that after being taught by authentic materials (such as advertisements, product labels, and instructions), the reading comprehension ability of the students increased. The reading comprehension ability of the experimental group (after being taught with authentic materials) was also significantly higher than that of those students who had been taught using more conventional methods.

Maneekul (2002) studied using authentic materials and tasks after watching video programs of native speakers and investigating the listening strategies of five students who took a class called 'Teaching Listening Comprehension at the Secondary School Level' in the second semester of the 2001 academic year at Chiang Mai University. These students took this class in order to enhance their English listening skills and develop more listening strategies. This study was ethnographic research and conducted by video programs featuring native speakers, lessons, listening strategy and reflection questionnaires. The data were analyzed by means, percentage and content analysis. The results of this study indicated that the listening skills of the students who were taught using authentic materials and tasks were at a high level and that their ability to use all 3 types of listening strategies to perform tasks was at moderate level.

Reunchaiman (2003) studied the efficiency of communicative English reading exercises from authentic materials and the English reading ability of Mathayomsuksa V students at Sriprachan "Methipramuk" School. This study aimed to create efficient communicative English reading exercises from authentic materials and to compare the reading ability of the students, both before and after being taught by this exercise with a reading proficiency test, and also to take a survey regarding student attitudes with a

questionnaire. The results indicated that the students had a high level of understanding of the material, their reading skills had improved and they had a highly positive attitude toward learning with authentic materials.

Harirhabpairee (2005) compared the reading ability of 27 Prathomsuksa V students in a bilingual program divided into 2 groups. One group used authentic texts, while the other used standard school reading texts, and the former group also had to provide their opinion on using authentic texts. The students were divided into two groups, an experimental group consisting of 14 students, taught through authentic texts, and a control group consisting of 13 students and taught through school reading texts. The results of the study indicated that ability level of the students in the experimental group were significantly higher after using authentic texts. Similarly, their abilities were also significantly higher than those of the control group.

Wongwarote (2005) compared the English reading ability level of Prathomsuksa VI students at Anuban Hankha school with a group of 38 students being taught with authentic texts and participation (an experimental group) and another group of 38 students being taught with authentic texts and no participation (a control group), and also studied the attitudes of students towards learning English through authentic texts and with participation. Both the results and the attitudes of the students indicated that learning English through authentic texts and with participation were of a higher level than the students in the control group.

Plungsangmas (2006) studied the use of authentic text materials to enhance the English reading comprehension ability of 50 Mattayomsuksa II students at Assumption College Thonburi School, and to survey the opinions of the students regarding learning with authentic materials. This study consisted of one group taking a pre-test and a post-test. The results of this study revealed that the English reading ability of the students increased after

using authentic text materials. Furthermore, the students also had positive attitudes toward using authentic materials when reading English.

Khowsaard (2006) studied the efficiency of communicative English reading exercises by using authentic local materials with Mattayomsuksa III students at Banhinchang School in order to construct and test the efficiency of communicative English reading exercises, to compare the English reading ability levels of students before and after using the exercises, and to analyze the opinions of the students toward communicative English reading exercises. The results indicated that the efficiency of constructed communicative English reading exercises was at a high level, and the ability level of the students was also significantly higher than before they used these exercises. The opinions of the students toward these exercises were mostly positive.

Sookgasem (2007) compared critical English reading and writing abilities before and after being taught using authentic materials with 54 Matthayomsuksa IV students from the Science-Mathematics program who took Fundamental English as a summer course. This study consisted of one group taking a pre-test and a post-test. The results indicated that both critical reading and writing abilities improved from the pre-test to the post-test.

Charmsamut (2008) studied the use of authentic text to enhance the English reading comprehension skills of 30 Mathayomsuksa III students at Piboonbumpen Demonstration School, and studied student satisfaction regarding authentic materials. This study consisted of one group taking a pre-test and a post-test. The results of this study revealed that the English reading ability significantly increased and student satisfaction with using authentic texts was at a high level.

Smith (1997) developed the idea of combining new technology, successful EFL teaching practices and techniques and specific needs to create “Virtual realia”

He used Virtual realia (a collection of linguistic and non-linguistic authentic materials which have been compiled, scanned, and posted on his server) to train in-service trainee teachers who are mostly are from eastern Germany and have never been to the United States. Smith claimed that Virtual realia was “motivating and meaningful in that it brings an authentic piece of the target culture into the language classroom”. Some of the other advantages of Virtual realia include facilitating the integration of computer-based foreign instruction with other subjects and revealing both the similarities and the differences between native and target cultures. Moreover, it improved the quality and availability of culturally-based and authentic EFL materials.

Jacobson (2006) studied two different aspects of adult literacy instruction; using authentic materials and collaboration between teacher and students, and whether or not the students would be able to transfer these reading and writing skills and strategies into their daily lives. The data was gathered using a questionnaire, interviews and class observations. Moreover, they conducted further research by doing the questionnaire at the homes of their subjects and interviewing 14 people in a follow up questionnaire. The results of their study revealed that students who participate in classes that include authentic or learner-contextualized materials and activities had started new literacy practices and increased the amount of time they used literacy activities in their daily lives.

Anderson et al (2008) studied the use of video games in English in the foreign language classroom to improving the English listening ability of foreign language learners in Taiwan. He conducted two experiments during the experimental trials which focused on using video games. A game called America’s Army (AA) was used to teach EFL and provide directions for the main experiment. The second experiment was to explore whether or not AA could increase the listening comprehension of EFL learners in Taiwan. The results of this

study revealed that the listening comprehension score of the game tutorial group showed only a small improvement.

From the many studies mentioned above, it can be concluded that authentic materials for teaching English as foreign language could develop a variety of English skills as well as increasing the motivation of learners.



## **CHAPTER III**

### **METHODOLOGY**

1. Population and Sample Group
2. Research Instruments
3. Creating Research Instrument
4. Data Collection Procedures
5. Data Analysis

#### **Population and Sample**

The population of the study consists of the 13 A.I.P. employees who work in the factory section.

#### **Sample**

The sample group of this study includes 8 A.I.P. employees who work in the factory, production, warehouse, and transportation departments and have been recruited by factory manager. This sample group was recruited by convenience sampling.

#### **Period of time**

This study consisted of 20 hours in total; teaching Basic English with 10 lesson plans for 15 hours, a performance assessment of 4 hours and a 1 hour questionnaire on completion of the course.

#### **Contents of the study**

The contents of the study consisted of authentic materials, based on Communicative Language Teaching, used to develop the basic EFL literacy of A.I.P. factory workers. The authentic materials included product labels, product logos, certificates, websites, etc., which

they were familiar with in their daily working lives. This material was used to create 10 lesson plans with an emphasis on communication. The topics are as follows:

### **Lesson plans**

1. Welcoming visitors
2. Jobs in factory
3. Product brands
4. Countries of imported products
5. Product names
6. Products
7. Expiry dates
8. Product colors
9. Product forms
10. Product packaging

### **Research Instruments**

1. Ten lesson plans designed by the researcher using authentic materials to be aligned with communicative language teaching. Each plan is 90 minutes.
2. A performance based assessment designed and revised by the researcher under supervision of three experts.
3. An open -ended questionnaire after this study.

### **Creating Research Instruments**

#### **1. Lesson plan.**

- Collect and study data of factory workers' background from their profiles, job responsibilities and an open-ended questionnaire.

- Analyze collected data from the factory workers for their needs.
- Study the standard of English language of what areas or skills that learners should learn to be literate in the present.
- Choose the appropriate content based on company policy and factory workers' needs.
- Study using authentic materials and communicative language teaching in teaching English language from many research.
- Create lesson plans with using authentic materials focusing on communicative language teaching principles and characteristics (Rodgers, 2001; Nunan, 2003; Jin, 2008; Chaugule, 2009).
- Have received lesson plans created with authentic materials based on communicative language teaching by an expert in teaching English and the deputy managing director for consideration and checking validity of these lesson plans.

### **Lesson plans**

1. Welcoming visitors
2. Jobs in factory
3. Product brands
4. Countries of imported products
5. Product names
6. Products
7. Expiry dates
8. Product colors
9. Product forms
10. Product packaging

## **2. Performance Assessment.**

- Study the design of a performance assessment from (Moskal, 2003; Ferman, 2005; Chookampang, 2007; Maneechot, 2010).
- Study and choose content related to the jobs of factory workers in accordance with company requirement, then design the performance assessment.
- Study and design a rubric scale for this performance assessment from (Heaton, 1990; Mertler, 2001; Moskal, 2003; Shrum, & Glisan, 2005). It divides into six skills; writing, reading, listening, speaking, viewing and visual representative according to IRA and NCTE.
- Hand designed the performance assessment and the rubric scale to the experts in teaching English and the deputy managing director for consideration and checking validity.

## **3. A questionnaire.**

- Design a questionnaire with six open-ended questions by the researcher.
- Submit the questionnaire to experts in teaching English and the factory manager for consideration.

## Example of Performance Assessment

แบบทดสอบภาคปฏิบัติ	
ให้ผู้เรียนปฏิบัติงาน ดังต่อไปนี้	
1.	ทักทายผู้มาเยือน
2.	ตรวจเช็คครายละเอียดสินค้าและกรอกลงในแบบฟอร์ม
3.	เตรียมตัวอย่างตามคำสั่ง
4.	จับคู่โลโก้สินค้ากับประเทศที่นำเข้า
5.	เขียนชื่อบริษัทฯ

### Rating Scales (Heaton, 1990; Shrum, & Glisan, 2005).

#### 1. Writing – Filling a form

Scale 5 - Able to write complete all three company names correctly

Scale 4 - Able to write complete and correct only two company names

Scale 3 - Able to write complete and correct only one company name

Scale 2 - Able to write some words of company names

Scale 1 - Able to write some alphabets

Scale 0 - Unable to write any alphabets

## 2. Reading – Product Labels

Scale 5 - Able to read product labels with full understanding and complete a form with all correct answers.

Scale 4 - Able to read product labels with some understanding and fill out a form completely with incorrect answers

Scale 3 - Able to read product labels in some parts and fill out partial of a form with correct answers.

Scale 2 - Able to read product label in some words and fill out partial of a form with words

Scale 1 - Able to identify isolated words in product label and fill out a form with isolated information.

Scale 0 - Unable to fill out a form

## 3. Listening – Pick up samples as the order

Scale 5 - Able to pick up five samples as the order correctly

Scale 4 - Able to pick up four samples as the order correctly

Scale 3 - Able to pick up three samples as the order correctly

Scale 2 - Able to pick up two samples as the order correctly

Scale 1 - Able to pick up one sample as the order correctly

Scale 0 – Unable to pick up any samples

#### 4. Speaking – Welcome visitor

Scale 5 - Able to greet and welcome visitor to the company with relevant words

Scale 4 – Able to say “hello or hi” and welcome visitor to the company.

Scale 3 - Able to say “hello or hi” and other greeting words

Scale 2 - Able to say only the words “hello or hi”

Scale 1 - Able to say any English words but not related to greeting

Scale 0 – Unable to speak any words

#### 5. Viewing – Package types

Scale 5 - Able to tick five and six marks in a form correctly

Scale 4 - Able to tick four marks in a form correctly

Scale 3 – Able to tick three marks in a form correctly

Scale 2 – Able to tick two marks in a form correctly

Scale 1 - Able to tick one mark in a form correctly

Scale 0 – Unable to tick

#### 6. Visual Representing – Matching logos and country names

Scale 5 – Able to match all logos and country names completely and correctly.

Scale 4 – Able to match seven logos to nine logos and country names correctly.

Scale 3 – Able to match four logos to six logos and country names correctly.

Scale 2 – Able to match two logos to three logos and country names correctly

Scale 1 – Able to match one logo and country name correctly.

Scale 0 – Unable to match any logos and country names.

## 2. Data Collection Procedure

- Asking permission from managing director and discussing with deputy managing director and factory manager for this study.
- Collecting data of learners' background knowledge and their needs from employee's profiles, job descriptions and an open-ended questionnaire.
- Sampling a sample group by convenient sampling in accordance with company policy and recruitment by the factory manager.
- Setting up a meeting with a sample group in order to inform all details of this study such as the objective, procedures, and evaluation.
- Studying and creating lesson plans with using authentic materials based on communicative language teaching in accordance with company policy and factory workers' needs.
- Studying and designing a performance assessment and a rating scale for this assessment.
- Handing lesson plans, a performance assessment, and a rating scale to an expert in teaching English and the deputy managing director for consideration and checking validity.
- Doing a performance test and collecting data before studying.
- Doing this study by teaching factory workers with lesson plans for 10 periods (90 minutes per period) and assessing them with a performance assessment again after learning.
- Comparing raw scores before and after studying and presenting the differences through percentage.
- Summarizing and analyzing the result of data individually.
- Concluding and discussing the result of this study.

### 3. Data analysis

1. Compare the development of factory workers' basic EFL literacy individually before and after studying by comparing the raw scores. The difference of each participant's a pre-test and a post- test will be presented through percentage.

No.	Name	Pre-Score	Post-Score	Score Difference

2. Qualitatively analyze factory workers' opinion on teaching basic English by using authentic materials based on communicative language teaching. The method analysis will be based on open-coding system (Strauss and Corbin, 1990)

## **CHAPTER IV**

### **DATA RESULTS**

This chapter presents the results of the study “ Using Authentic Materials Based on Communication Language Teaching to Develop Factory Workers’ Basic EFL Literacy at A.I.P. Co., Ltd.: A Case Study.”

The results of this study can be presented into 2 parts as follows:

1. The raw pre-test and post-test scores of the factory workers before and after studying EFL literacy using authentic materials.
2. The learner satisfaction questionnaires based on the factory workers feedback on using authentic materials based on Communicative Language Teaching to develop their basic EFL literacy.

#### **Data Analysis**

1. The raw pre-test and post-test scores of the factory workers before and after studying EFL literacy using authentic materials individually.

The sample group of this study consisted of 8 factory workers who took the performance test before and after studying English using authentic materials. The raw pre-test and post-test scores of the participants are presented as follows:

**Participant no. 1**

Age: 41 years old

Education: Diploma

Position: Warehouse Supervisor

Work Experience: 17 years

Literacy Skills	Pre-Score	Post-Score
Writing	4	5
Reading	3	5
Listening	5	5
Speaking	3	5
Viewing	5	5
Visual Representative	3	5
Total	23	30

The first participant had a high raw score on the pre-test, as he has been working in the warehouse for seventeen years and was familiar with most of the product line. He was also qualified and had a good background in English. However, his post-test score increased by 7 points to a perfect score. He wrote the company names completely and correctly. He was able to fill in more information from the product labels correctly in each field. He could also identify the country of origin of the products by their company logos. However, his most outstanding skill was his speech. He was not shy to use English and used it to greet people he encountered in his daily life and used relevant and appropriate language. He should continue to study English at a higher level.

**Participant no. 2**

Age: 34 years old

Education: High School – Grade 9

Position: Assistant Warehouse Supervisor

Work Experience: 14 years

Literacy Skills	Pre-Score	Post-Score
Writing	4	5
Reading	3	5
Listening	3	5
Speaking	3	4
Viewing	5	5
Visual Representative	3	5
Total	21	29

The second participant also had quite a high raw pre-test score, as he has been working in the warehouse department of A.I.P. for more than 10 years and was familiar with the product line. However, his post-test score improved in every skill to an almost perfect score. His English had clearly improved as he wrote company names completely and correctly. He learned more about manufacturing dates and abbreviations and completed the information from the labels. He could accurately identify the country of origin by product logo and his speaking ability had also improved. He could now say more than just “hello and hi”, and could greet and welcome people in English. He should continue to practice speaking English and expand his vocabulary to include more relevant words.

**Participant no. 3**

Age: 38 years old

Education: High School – Grade 9

Position: Warehouse Staff

Work Experience: 13 years

Literacy Skills	Pre-Score	Post-Score
Writing	4	5
Reading	2	5
Listening	2	5
Speaking	0	4
Viewing	5	5
Visual Representative	3	5
Total	16	29

The third participant had quite a low raw score, with the exception of his visual representative skills. He has been working in the warehouse department for 13 years, so he was familiar with the product line and the product packaging. However, despite his long service at A.I.P., he needs to develop his other English skills. His post-test scores were higher than his pre-test scores in every skill category. He wrote company names completely and correctly. He could accurately identify the country of origin by product logo and his speaking ability had also improved. He could use English to effectively greet and welcome people. He should continue to practice speaking English in order to further develop his abilities.

**Participant no. 4**

Age: 41 years old

Education: High School – Grade 9

Position: Production Staff

Work Experience: 6 years

Literacy Skills	Pre-Score	Post-Score
Writing	2	5
Reading	2	5
Listening	3	5
Speaking	0	4
Viewing	1	5
Visual Representative	3	4
Total	11	28

The fourth participant had quite a low raw score on his pre-test, which may have been due to the fact he that worked in the production department and was unfamiliar with the product line in terms of both finished and imported products. However, his post-test score improved in every skill category. He could write complete and company names. He learned more information from the product labels and completed the forms correctly. He improved his ability to accurately match product labels with their country of origin. He could also correctly identify various types of packages. His speaking ability had also improved and he could now greet and welcome people in English. He should continue to practice speaking English and improve his ability to identify the country of origin by the product label. Although he narrowly missed achieving a perfect score, he has continued to develop his English. He is a diligent, hard-working student and consequently, the most developed learner in this study.

**Participant no. 5**

Age: 46 years old

Education: Diploma

Position: Transportation Supervisor

Work Experience: 12 years

Literacy Skills	Pre-Score	Post-Score
Writing	4	5
Reading	5	5
Listening	4	5
Speaking	3	4
Viewing	3	5
Visual Representative	3	4
Total	20	28

The fifth participant had quite a high raw score on his pre-test, as he has been working as a Transportation Supervisor. His responsibility was checking the completion and quality of products before delivery and as a result he was familiar with the entire product line. His post-test score was considerably higher than the pre-test score. He could write company names completely and correctly. He learned more information from the product labels and completed the forms correctly. He also improved his ability to accurately match product labels. His speaking ability had also improved and he could now greet and welcome people in English. He should continue to practice speaking English, in particular, greeting people in English and identifying country of origin by product label.

**Participant no.6**

Age: 42 years old

Education: Primary School – Grade 6

Position: Transportation Staff

Work Experience: 15 years

Literacy Skills	Pre-Score	Post-Score
Writing	4	5
Reading	3	5
Listening	3	5
Speaking	3	4
Viewing	3	5
Visual Representative	3	5
Total	19	29

The sixth participant also had quite a high raw pre-test score and good English abilities. He has been working in the transportation department for 15 years and responsible for delivering products to customers. As a result, he was familiar with the product line and product documentation. His post-test score improved in every skill category and his English speaking ability had also improved. He wrote company names completely and correctly. He learned more information about product labels and completed the form correctly. He could accurately identify the country of origin by product logo. He could speak more English than “hello and hi”, and could also welcome people. He should continue to focus on practicing English and expanding his vocabulary with more relevant words.

**Participant no. 7**

Age: 37 years old

Education: High School - Grade 9

Position: Production Staff

Work Experience: 3 years

Literacy Skills	Pre-Score	Post-Score
Writing	4	5
Reading	2	4
Listening	2	5
Speaking	3	5
Viewing	3	5
Visual Representative	3	5
Total	17	28

The seventh participant had quite a good raw score on his pre-test, considering he had only been working at the company for a few years. However, his reading and listening skills were quite low, which may be due to fact that he worked in the production department and rarely dealt with the finished products. His post-test score was higher than his pre-test score in every skill category. He wrote company names completely and correctly. He learned more information about product labels and completed the form correctly. He could accurately identify the country of origin by product logo and all packages. He could speak English and had a vocabulary of relevant words. He should continue to practice his English, especially reading product labels, which contain most of the details about the product.

**Participant no. 8**

Age: 57 years old

Education: Primary School – Grade 6

Position: Production Staff

Work Experience: 15 year

Literacy Skills	Pre-Score	Post-Score
Writing	2	4
Reading	0	3
Listening	1	3
Speaking	0	2
Viewing	0	2
Visual Representative	0	3
Total	3	19

The eighth participant had a very low raw score on his pre-test, his scores for some of the skills, such as reading and speaking, were zero. However, his post-test skills improved in every skill category. His low pre-test score may have been due to the fact that he is less educated than his colleagues. He is also functionally illiterate in his own language and cannot write in Thai. Another cause may be that he works in the production department and has less contact with the finished products or imported products. After the post test, he could write more company names in English and filled out more information on the form based on the labels. He was even able to match the product logos with the country names, which he was unable to do on the pre-test. His spoken English was limited to saying “hi or hello” to greet people, but considering his pre-test score, this was a significant improvement. His development was continuous, but slow compared to the progress of his colleagues, and he often needed more time to process new information. Despite his best efforts, he continued to take more time than the other seven participants did to complete the same tasks.

In summary, the post-test scores of all eight participants were higher than their pre-test scores. The post-test scores indicated that the English skills of all the participants had improved between taking the pre-test and post-test. A summary of the raw scores of this study and the differences between the pre-test and post-test scores are presented in Table 1.



Table 1. *The Raw Pre-Test and Post-Test Scores of the Factory Workers and the Differences between the Pre-Test and Post-Test Scores*

No.	Name	Pre-Test	Post-Test	Score Difference(s)	Percentage of Differences
1	Participant 1	23	30	7	23.33%
2	Participant 2	21	29	8	26.67%
3	Participant 3	16	29	13	43.33%
4	Participant 4	11	28	17	56.67%
5	Participant 5	20	28	8	26.67%
6	Participant 6	19	29	10	33.33%
7	Participant 7	17	28	11	36.67%
8	Participant 8	3	19	16	53.33%

Table 1 indicates that the post performance scores of all 8 participants were higher than their pre-performance scores, after they had been taught using authentic materials. The highest difference between pre-test and post-test scores was 17 or 56.67 percent.

2. The learner satisfaction questionnaires were based on the feedback of the participants on using authentic materials and Communicative Language Teaching to develop their basic EFL literacy. The sample group completed a questionnaire on using authentic materials and Communicative Language Teaching. All of the six open-ended questions used in the questionnaire are presented in Table 2.

Table 2. *The Opinions of the Sample Group on using Authentic Materials and Communicative Language Teaching to Develop Basic EFL Literacy*

No	Questions	Opinions
1	<p>Could authentic materials enhance your understanding of basic English? How could it make your job easier?</p>	<p>Yes, authentic materials enhanced our understanding of basics English. The vocabulary was useful in our everyday working life and the real documents were particularly meaningful</p>
2	<p>Could using authentic materials and activities encourage you to continue to study English?</p>	<p>Yes, they could. Authentic materials and activities increase interest in English because they are clear and easy to understand and deal with aspects of everyday work.</p>
3	<p>Which English language skills have improved after studying?</p>	<p>Many English skills were improved, such as listening, speaking, reading, writing, and familiarity with the English alphabets.</p>

Table 2. (Continued)

No	Questions	Opinions
4	Will you be able to apply these English language skills in your daily working life?	Yes, we will. English has many workplace applications, for example, checking products and stock, product delivery, and product information (manufacturing and expiry dates, product characteristics) which would reduce the amount of mistakes made by factory workers.
5	What are your favorite parts of this study?	Activities such as Q&A, guessing vocabulary and playing games made the class fun and enjoyable. Also, giving examples enhanced understanding and made learning easier.
6	Do you have any suggestions regarding the teacher and the teaching methods?	The English course should have some continuity. For example, a class once a month to review and practice English skills.

The information obtained from the 6 questions provided insight into the opinions of the learners on studying English using authentic materials through Communicative Language Teaching. The feedback was positive; the students were satisfied with the class and had positive opinions regarding studying English with authentic materials through Communicative Language Teaching.



## CHAPTER V

### CONCLUSION AND DISCUSSION

This study was a case study on the efficacy of using authentic materials through Communicative Language Teaching to develop the EFL literacy of factory workers at A.I.P. Co., Ltd. The objective of this study was to test the effectiveness of authentic materials and Communicative Language Teaching to develop the EFL literacy of factory workers at A.I.P.

A.I.P. Co., Ltd. is an importer and authorized distributor of superior quality products for the Thai livestock industry. The majority of the products are related to the livestock industry, such as feed supplement, veterinary drugs, milk products, disinfectant, etc. These products are imported from a number of countries, including the Netherlands, the United States, Denmark, Italy, etc. The English language is used in all aspects of the import business, such as reading product names and labels, invoices, technical data sheets, and certificates. These kinds of tasks are the responsibility of the factory workers, who must use English in their daily working lives. However, the factory workers have a different educational level and background to some of their more qualified colleagues.

This study was based on a case study. The sample group of this study was recruited through convenience sampling and consisted of 8 A.I.P. employees, who worked in the factory section, the production department, the warehouse department, and the transportation department.

#### **Research Findings**

The purpose of the study was to investigate to what extent the use of authentic materials through Communicative Language Teaching could improve the basic EFL literacy of factory workers at A.I.P. The results are presented as follows:

1. The post-performance scores of all participants were higher than their pre-performance scores, after they had been taught with authentic materials through Communicative Language Teaching. The highest difference between pre-test and post-test scores was 17 or 56.67 percent.

2. The information obtained from the six-question questionnaire revealed that the opinions of the learners regarding studying English using authentic materials through Communicative Language Teaching were positive. They were satisfied with the course and provided positive feedback on studying English with authentic materials through Communicative Language Teaching.

## **Discussion**

The post-test scores of all participants were higher than their pre-test scores, which may indicate that the overall English abilities of the learners developed over the duration of the course. The learners showed the most improvement in their reading and speaking skills. The reading skills of the factory workers were focused on particular product details, including details like the batch number, serial number, date of manufacture or production, and expiry date. On the pre-test, the participants were only able to complete a little information regarding specific product details, but could complete a lot more product detail information following the post-test.

Additionally, the participants speaking skills improved remarkably over the duration of the course. Most of the participants were unable to speak English before the lessons started. Their vocabulary was mostly limited to short and familiar words like “OK” and “Thank you”, and some could introduce themselves in English. Following this study, the participants could speak English in sentences, as well as use it to greet colleagues in their daily working life.

In addition to the improved reading and speaking skills of the participants, they also developed other literacy skills. Most participants were able to use the English alphabet and write company names in English, with only misspellings and other minor errors. However, there were some participants who were unfamiliar with the English alphabet and could write only a few English letters and words. The results of the post-test also revealed that their ability to spell company names correctly had improved over the duration of the course.

Moreover, the listening skills of the participants improved to the extent that they were familiar enough with the product names to prepare goods or samples for orders. A.I.P. has a wide range of products, resulting in a variety of product names and product information. The listening skills of the participants improved to the extent that they were familiar with the entire product line. Furthermore, the participants could visually identify product packaging more accurately on completion of the course. They could also apply these skills in their daily working lives, such as accepting goods in the warehouse, checking stock, preparing goods for delivery, etc. Concerning to the study of Thanajaro (2000), using authentic materials to develop listening comprehension. The results revealed that authentic materials could increase self-confidence to listen to the target language and students had positive effect on learning English.

Before the study, only a few of the participants could identify the country of origin of each product. Most of them guessed the answers by matching the country names and product logos on the pre-test. During the course, they learned to visually identify and match the product logos with their countries of origin. The results of the study revealed that their post-test scores was higher than their pre-test scores, and on completion of the course that the participants were able to accurately match product logos and country names.

Therefore, it can be concluded that all of the participants learned English through authentic materials based on Communicative Language Teaching could increase basic English

skills. This development was as results of authentic materials were meaningful and containing target language which enhanced all participants understand easier so authentic materials were useful materials for teaching English. Similarly to Belifore and Burnaby (1995), authentic materials from workplace were the beneficial materials for teaching basic English because they were relevant and stimulate for learners.

There are varieties of authentic materials, including printed materials, documents or books, realias, listening and viewing materials, medias, etc. All of these could increase learners' motivation in learning. It is supported by the similar idea from Nunan (as cited in Oura, 2001), listening to or reading a variety of authentic materials help to motivate learners and also made important connections between the classroom and the real world. Similarly to Brinton (1991), authentic materials and media helped students to understand the direct relationship between the language classroom and the outside world.

The six-question questionnaire revealed that the 8 participants agreed that using authentic materials could help them to understand basic English, as using authentic materials, which incorporated meaningful information that they were familiar with in their daily working lives. Moreover, authentic materials like product labels, packages and documents also aided the development of various skills including listening, speaking, reading, writing and basic literacy. The participants could also directly apply their literacy skills to their jobs, in tasks such as checking stock, delivering products, and product information, such as the date of manufacture, the expiry date, and packaging. These skills could also help them to avoid making mistakes in English in the workplace.

In addition to using authentic materials, communicative activities also enhanced the learning experience for the participants. The use of activities such as playing guessing games or taking surveys made the classes more enjoyable for the learners. However, their preference for these activities may be indicative of their strong motivation to learn English. It is

supported by the similar result of Jacobson (2006), the results of the study revealed that students who participated in classes that include authentic or contextualized materials and activities had started new literacy practices and increased the amount of time they used literacy activities in their daily lives.

Overall, each of the participants agreed that using authentic materials based on Communicative Language Teaching could help them to learn and understand English more easily. The fact that the participants enjoyed the communicative activities led to an improvement in their skills. They also found these activities useful on a practical level as they could also apply their knowledge in their daily working lives.

### **The Limitations of the Study**

This study was conducted as a case study at A.I.P., an import and distribution company, and limited to this context and company. This study was not designed for use in other contexts or with other companies. The content of this study was specifically designed for the participants working in the warehouse, production and transportation departments. These participants also had a limited knowledge of English: they could barely read or write and only say a few basic words in English.

Moreover, the number of participants in his study was limited to only 8 people. It was a small group and therefore easy to prepare sufficient authentic materials for and easy to manage. The classroom environment was also ideal in that company provided adequate equipment to support various types of authentic materials including sound and video clips and meeting room had enough space for a range of communicative activities. The factory area was available to the participants as well, which provided another source of authentic materials. In addition, the researcher is an employee of this company and a colleague of all the participants. This may have influenced the atmosphere of cooperation and positive

classroom environment. Despite the fact that the participants respected their teacher and showed enthusiasm in their class work, they were not eager to talk or ask questions outside the classroom.

These are some of factors which may have affected the results of the study, which should be taken into consideration if this research is conducted in a different context or organization. A number of variables, such as the company, the course content, the quantity of participants, the location and the teacher, were all limitations of this study which may cause the results of the study to differ in a different context or company.

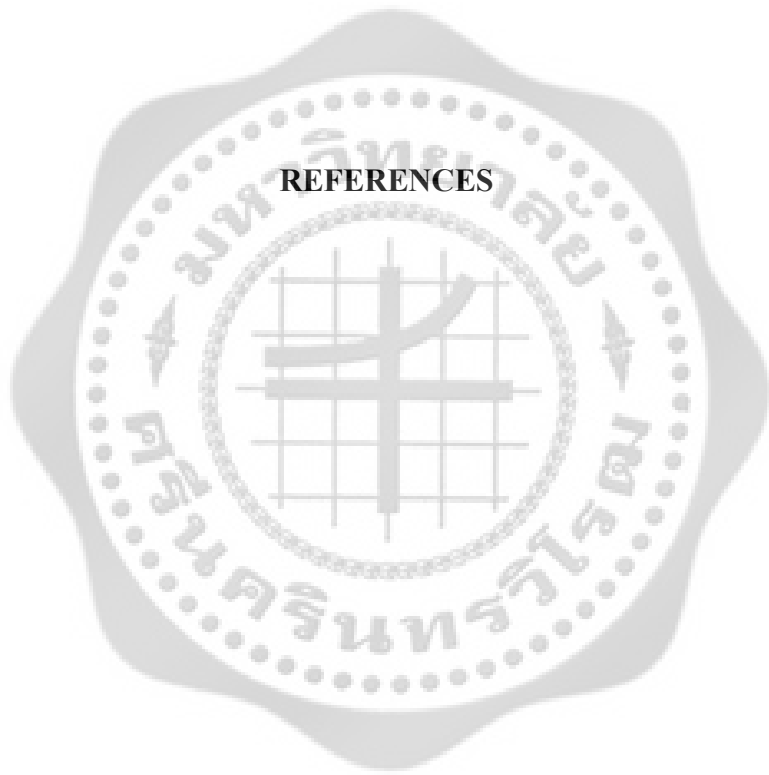
### **Recommendations for further studies**

1. Researchers can extend the period of the study
2. Researchers can do additional interviews individually in order to study the opinions of the participants in more depth.

### **Recommendations for practice**

1. Other organizations or companies can apply the course content or context in accordance with company's business.
2. Other organizations or companies can use authentic materials that are relevant to the job descriptions of the participants.
3. Other researchers or trainers can also design training courses or packages at range of levels by using authentic materials based on the principles of Communicative Language Teaching.

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**APPENDICES**



**Appendix 1: Lesson Plan**

## Lesson Plan

### Jobs in Factory Department

<b>Lesson Topic</b>	What do you do?
<b>Lesson Description</b>	This lesson is about jobs in factory department
<b>Lesson Rationale</b>	Each factory worker has different kind of job in three departments. It is necessary that factory workers learn the characteristic of their jobs and understand basic information in English surrounding them.
<b>Objectives</b>	<ol style="list-style-type: none"> <li>1. The students will be able to talk about their jobs.</li> <li>2. The students will be able identify the name of career while watching a clip and seeing pictures.</li> <li>3. The students will be able to fill careers in the exercise.</li> </ol>
<b>Content Outline</b>	<p>Vocabulary of various careers</p> <p>What do you do?</p> <p>I am working as .....</p>

#### **A Brief Overview of connection between lessons.**

This lesson is about careers. Learners will be able to learn about their careers and job descriptions, also other familiar careers.

**Learning activities**

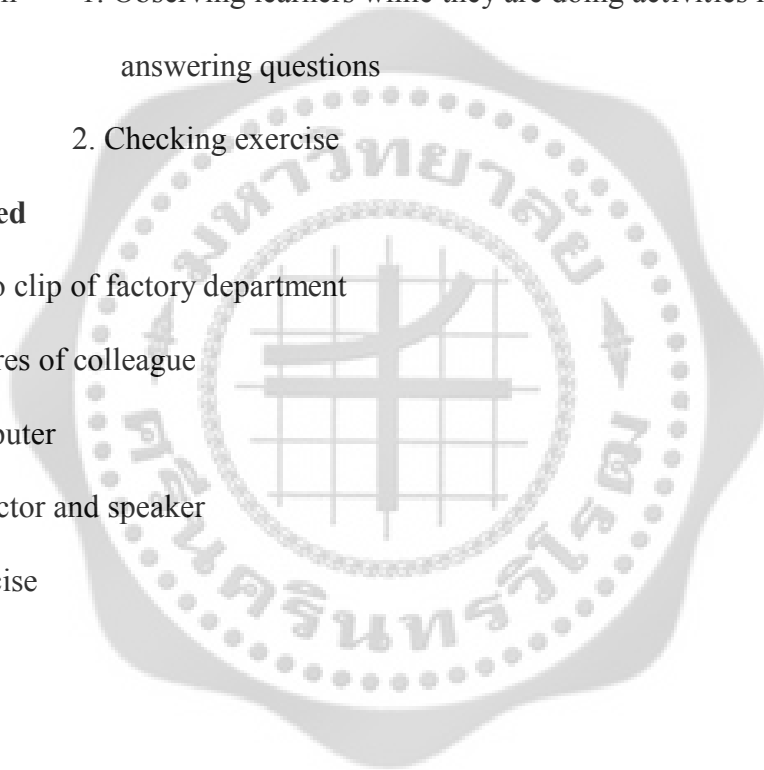
- Watch video clip (factory department)
- View pictures of colleague and talk about career
- Ask friends about their careers
- Do an exercise

**Student assessment procedure**

- Short term
1. Observing learners while they are doing activities responding or answering questions
  2. Checking exercise

**Resources needed**

- Video clip of factory department
- Pictures of colleague
- Computer
- Projector and speaker
- Exercise



Name \_\_\_\_\_

## 1. ตอบคำถามให้ถูกต้อง

What do you do?

I am \_\_\_\_\_.

## 2. นำคำที่ให้ไว้ วางใต้ภาพให้ถูกต้อง

an officer

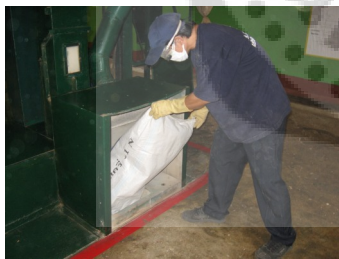
a driver

a factory worker

a salesperson

a teacher

a security



**Appendix 2: A Performance Assessment**



## A Performance Assessment

**แบบทดสอบภาคปฏิบัติ**

ให้ผู้เรียนปฏิบัติงาน ดังต่อไปนี้

1. ทักทายผู้มาเยือน
2. ตรวจสอบเช็ครายละเอียดสินค้าและกรอกลงในแบบฟอร์ม
3. เตรียมตัวอย่างตามคำสั่ง
4. จับคู่โลโก้สินค้ากับประเทศที่นำเข้า
5. เขียนชื่อบริษัท

## Processes

1. Inform the processes and details of a performance assessment to learners which have 5 steps;

The first step	-	Welcome visitor to company
The second step	-	Fill out the form about products
The third step	-	Pick up products according to the order
The fourth step	-	Match product logos and country names
The fifth step	-	Write company names in English

2. Demonstrate these processes to them
3. Check their understanding

Name \_\_\_\_\_

### Performance Assessment – Speaking

กล่าวต้อนรับผู้มาเยือนบริษัทฯ

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## Performance Assessment - Reading and Viewing

Direction : Read product labels and fill information in the form (all)

กรอกข้อมูลของสินค้าที่ระบุไว้ โดยลงไปที่คลังสินค้า

No.	Product Logo	Product Name	Reading			Viewing				
			Batch no./ Serial no.	Production Date	Expiry Date	Box	Bag	Bottle	Tin	Gallon
1		Sweet Note Milk								
2		Springer 1405/40-PW-L								
3		Collisol 1200								
4		Springalys 120/8-PW								
5		Strawberry Bonanza								
6		Fartrim								

Name \_\_\_\_\_

Performance Assessment - Listening

Direction :Pick up sample of product as what they heard (3 for each)











เตรียมตัวอย่างตามคำสั่ง

Doxyfar 50%	Springer 1405/40-PW-L	Ovifertin
Indian Herb	Calphos	Sweet Note Milk
Tylosin 20%	Vitamin AD3E	Stalosan F
Oxytocin	Denkapig	Meboliv

## Performance Assessment - Visual

Direction : Match countries and products

จับคู่โลโกสินค้ากับประเทศ โดยนำตัวเลขที่อยู่มุมหน้าประเทศมาใส่ไว้ที่ช่องโลโก้

(1) Malaysia	(2) Brazil	(3) Italy	(4) Denmark
(5) Netherlands	(6) USA	(7) France	
(8) Denmark	(9) India	(10) Netherlands	

## A Performance Assessment

**แบบทดสอบภาคปฏิบัติ**

ให้ผู้เรียนปฏิบัติงาน ดังต่อไปนี้

6. ทักทายผู้มาเยือน
7. ตรวจเช็ครายละเอียดสินค้าและกรอกลงในแบบฟอร์ม
8. เตรียมตัวอย่างตามคำสั่ง
9. จับคู่โลโก้สินค้ากับประเทศที่นำเข้า
10. เขียนชื่อบริษัทฯ

**Rating Scales** (Heaton, 1990; Shrum, & Glisan, 2005).

### 1. Writing – Filling a form

Scale 5 - Able to write complete all three company names correctly

Scale 4 - Able to write complete and correctly only two company names

Scale 3 - Able to write complete and correctly only one company name

Scale 2 - Able to write some words of company names

Scale 1 - Able to write some alphabets

Scale 0 - Unable to write any alphabets

## 2. Reading – Product Labels

Scale 5 - Able to read product labels with full understanding and complete a form with all correct answers.

Scale 4 - Able to read product labels with some understanding and fill out a form completely with incorrect answers

Scale 3 - Able to read product labels in some parts and fill out partial of a form with correct answers.

Scale 2 - Able to read product label in some words and fill out partial of a form with words

Scale 1 - Able to identify isolated words in product label and fill out a form with isolated information.

Scale 0 - Unable to fill out a form

## 3. Listening – Pick up samples as the order

Scale 5 - Able to pick up five samples as the order correctly

Scale 4 - Able to pick up four samples as the order correctly

Scale 3 - Able to pick up three samples as the order correctly

Scale 2 - Able to pick up two samples as the order correctly

Scale 1 - Able to pick up one sample as the order correctly

Scale 0 – Unable to pick up any samples

#### 4. Speaking – Welcome visitor

Scale 5 - Able to greet and welcome visitor to the company with relevant words

Scale 4 – Able to say “hello or hi” and welcome visitor to the company.

Scale 3 - Able to say “hello or hi” and other greeting words

Scale 2 - Able to say only the words “hello or hi”

Scale 1 - Able to say any English words but not related to greeting

Scale 0 – Unable to speak any words

#### 5. Viewing – Package types

Scale 5 - Able to tick five and six marks in a form correctly

Scale 4 - Able to tick four marks in a form correctly

Scale 3 – Able to tick three marks in a form correctly

Scale 2 – Able to tick two marks in a form correctly

Scale 1 - Able to tick one mark in a form correctly

Scale 0 – Unable to tick

#### 6. Visual Representing – Matching logos and country names

Scale 5 – Able to match all logos and country names completely and correctly.

Scale 4 – Able to match seven logos to nine logos and country names correctly.

Scale 3 – Able to match four logos to six logos and country names correctly.

Scale 2 – Able to match two logos to three logos and country names correctly

Scale 1 – Able to match one logo and country name correctly

Scale 0 – Unable to match any logos and country names.

**Appendix C: A Questionnaire**



แบบสอบถามความคิดเห็นของนักเรียน  
ที่มีต่อการใช้เอกสารจริงในการสอนภาษาอังกฤษ

จุดประสงค์

เพื่อสอบถามความคิดเห็นของนักเรียนที่มีต่อการใช้เอกสารและอุปกรณ์จริงในการสอนภาษาอังกฤษ อิงการสอนเพื่อการสื่อสาร

คำอธิบาย

- 1.คำถามทั้งหมด มี 6 คำถาม ซึ่งเป็นคำถามปลายเปิดทั้งหมด
- 2.ให้นักเรียนแสดงความคิดเห็นและข้อเสนอแนะเกี่ยวกับการเรียนการสอน โดยการให้ข้อมูลนี้ไม่มีผลใดๆกับคะแนน



## แบบสอบถามความคิดเห็นของนักเรียนที่มีต่อการใช้เอกสารจริงในการสอนภาษาอังกฤษ

1. เอกสารจริงช่วยให้เข้าใจบทเรียนภาษาอังกฤษขั้นพื้นฐานที่เกี่ยวกับการทำงานมากขึ้นหรือไม่  
อย่างไร

.....  
.....

2. การใช้เอกสารจริงและกิจกรรมช่วยเพิ่มความน่าสนใจในการเรียนภาษาอังกฤษหรือไม่  
อย่างไร

.....  
.....

3. ท่านได้พัฒนาทักษะภาษาอังกฤษด้านใดบ้าง จากการเรียนครั้งนี้

.....  
.....

4. ท่านสามารถนำความรู้ที่ได้จากการเรียนภาษาอังกฤษไปประยุกต์ใช้ในการทำงานได้หรือไม่  
อย่างไร

.....  
.....

5. ประทับใจในการเรียนการสอนหรือกิจกรรมใดๆบ้าง ในการเรียนการสอนครั้งนี้

.....  
.....

6. ข้อเสนอแนะสำหรับการเรียนการสอน และผู้สอน

.....  
.....

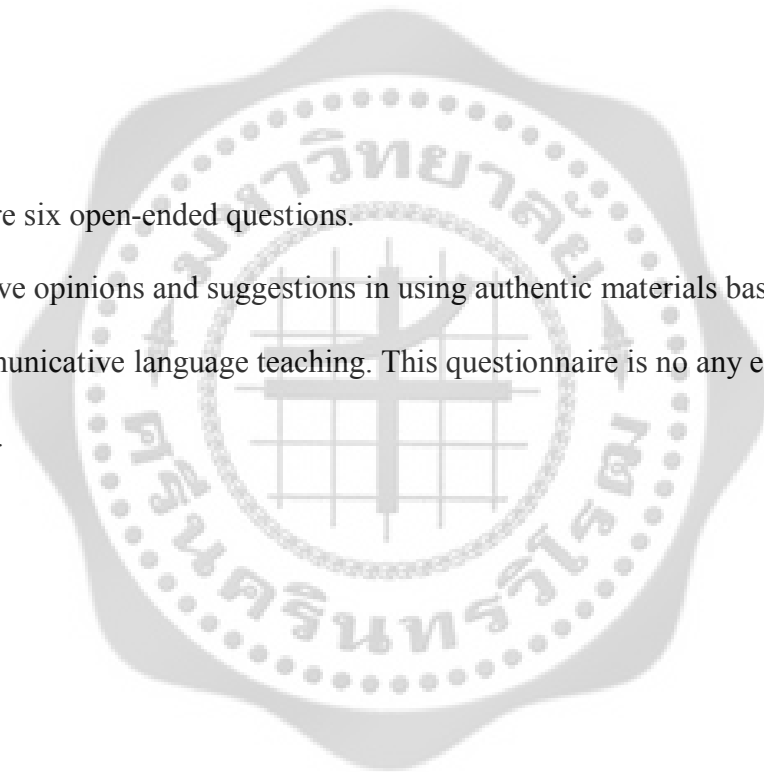
**Questionnaire of Using Authentic Materials Based on Communicative  
Language Teaching to Develop  
Factory Workers' Basic EFL Literacy**

**Objective**

To ask the opinions of participants on using authentic materials based on communicative language teaching to develop basic EFL literacy.

**Description**

1. All are six open-ended questions.
2. To give opinions and suggestions in using authentic materials based on communicative language teaching. This questionnaire is no any effects to the score.



**Questionnaire**

- 1. Could authentic materials enhance your understanding basic English in working easier? How could it make your job easier?

.....  
.....  
.....

- 2. Could using authentic materials and activities encourage you to continue to study English?

.....  
.....  
.....

- 3. What English language skills have improved after studying?

.....  
.....  
.....

- 4. Will you be able to apply English language skills in your daily working life?

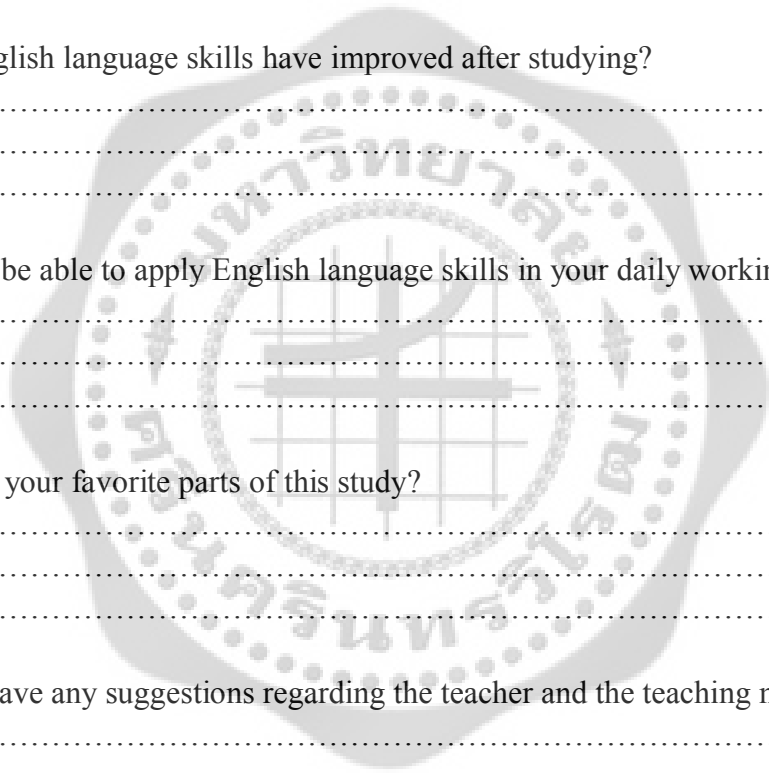
.....  
.....  
.....

- 5. What are your favorite parts of this study?

.....  
.....  
.....

- 6. Do you have any suggestions regarding the teacher and the teaching methods?

.....  
.....  
.....





**VITAE**

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