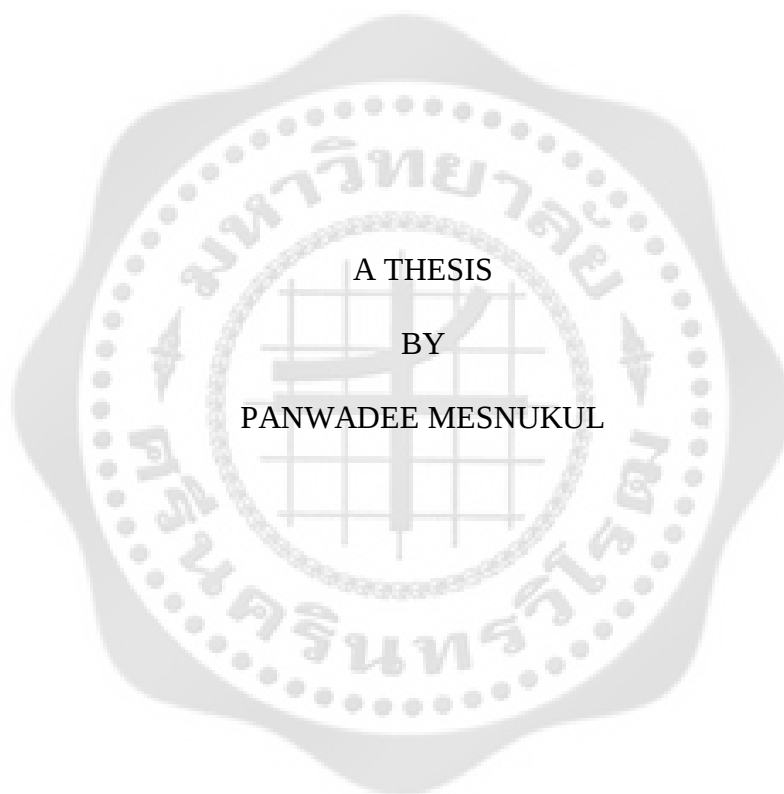


THE EFFECTS OF ENGLISH VOCABULARY TEACHING THROUGH CULTURAL
CONTENT ON 6TH-GRADE STUDENTS' ENGLISH
VOCABULARY LEARNING



Presented in Partial Fulfillment of the Requirements for the
Master of Arts Degree in English
at Srinakharinwirot University
December 2015

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Panwadee Mesnukul. (2015). *The Effects of English Vocabulary Teaching through*

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University. Advisor Committee: Asst. Prof. Dr. Supaporn Yimwilai,

Dr. Walaiporn Chaya.

This research aimed to investigate the effects of English vocabulary teaching through cultural content on students' English vocabulary learning and opinions on classroom activities. The participants were 77 sixth-grade students in an EFL classroom. They were divided into two groups, namely an experimental group and a control group. The experimental group was taught vocabulary through cultural content while the control group was taught vocabulary through a traditional method. The research instruments employed in this study included lesson plans, a vocabulary test, questionnaires, and an interview. Mean scores, standard deviation (SD), and the independent *t*-test were applied to analyze the data.

The results revealed the effectiveness of English vocabulary teaching through cultural content. That is, the vocabulary learning scores of students in the experimental group taught through cultural content were significantly higher than those of students in the control group taught through the traditional method. In addition, the analysis of data from the questionnaire and the interview indicated that students taught through cultural content had highly positive opinions on classroom activities. This indicated that English vocabulary teaching through cultural content had positive effects on students' vocabulary learning.

ผลของการสอนคำศัพท์ภาษาอังกฤษที่มีเนื้อหาทางวัฒนธรรมต่อการเรียนรู้คำศัพท์ภาษาอังกฤษ
ของนักเรียนชั้นประถมศึกษาปีที่ 6



บทคัดย่อ
ของ
พรรณวดี เมสนุกุล

เสนอต่อบัณฑิตวิทยาลัย มหาวิทยาลัยศรีนครินทรวิโรฒ เพื่อเป็นส่วนหนึ่งของการศึกษา

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งานวิจัยครั้งนี้มีจุดมุ่งหมายเพื่อศึกษาผลของการสอนคำศัพท์ภาษาอังกฤษที่มีเนื้อหาทางวัฒนธรรมต่อการเรียนรู้คำศัพท์ภาษาอังกฤษ และเพื่อศึกษาความคิดเห็นของนักเรียนที่มีต่อกิจกรรมการสอนคำศัพท์ภาษาอังกฤษที่มีเนื้อหาทางวัฒนธรรม กลุ่มตัวอย่างคือนักเรียนชั้นประถมศึกษาปีที่ 6 ที่เรียนภาษาอังกฤษในฐานะภาษาต่างประเทศ จำนวน 77 คน แบ่งกลุ่มตัวอย่างออกเป็น 2 กลุ่ม คือ กลุ่มทดลอง จำนวน 38 คน และกลุ่มควบคุม จำนวน 39 คน โดยกลุ่มทดลองได้รับการสอนคำศัพท์ภาษาอังกฤษที่มีเนื้อหาทางวัฒนธรรม และกลุ่มควบคุมได้รับการสอนคำศัพท์ภาษาอังกฤษตามวิธีดั้งเดิม เครื่องมือที่ใช้ในการวิจัย คือ แผนการสอน แบบทดสอบคำศัพท์ภาษาอังกฤษ แบบสอบถามความคิดเห็นของนักเรียนที่มีต่อกิจกรรมการเรียนการสอนคำศัพท์ภาษาอังกฤษที่มีเนื้อหาทางวัฒนธรรมในชั้นเรียน และการสัมภาษณ์ สถิติที่ใช้ในการวิจัย ได้แก่ ค่าเฉลี่ย ค่าส่วนเบี่ยงเบนมาตรฐาน และ

Independent t-test

ผลการวิจัยพบประสิทธิผลของการสอนคำศัพท์ภาษาอังกฤษที่มีเนื้อหาทางวัฒนธรรม ดังนั้นคะแนนการเรียนรู้คำศัพท์ภาษาอังกฤษของนักเรียนในกลุ่มทดลองที่ได้รับการสอนคำศัพท์ภาษาอังกฤษที่มีเนื้อหาทางวัฒนธรรมสูงกว่านักเรียนในกลุ่มควบคุมที่ได้รับการสอนคำศัพท์ภาษาอังกฤษโดยวิธีดั้งเดิม นอกจากนี้ ผลการวิเคราะห์ข้อมูลจากแบบสอบถามและการสัมภาษณ์ความคิดเห็นของนักเรียนที่ได้รับการสอนคำศัพท์ภาษาอังกฤษที่มีเนื้อหาทางวัฒนธรรม พบว่า นักเรียนมีความคิดเห็นต่อ

กิจกรรมการเรียนการสอนคำศัพท์ในชั้นเรียนในระดับดีมาก ผลการวิจัยนี้แสดงให้เห็นว่าการสอน
คำศัพท์ภาษาอังกฤษที่มีเนื้อหาวัฒนธรรมส่งผลดีต่อการเรียนรู้คำศัพท์ของนักเรียน



The thesis titled
“The Effects of English Vocabulary Teaching through Cultural Content on
6th-Grade Students’ English Vocabulary Learning”

By
Panwadee Mesnukul

has been approved by the Graduate School as partial fulfillment of the requirements for the
Master of Arts degree in English of Srinakharinwirot University.

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Panwadee Mesnukul



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CHAPTER I

INTRODUCTION

Background of the Study

English has been an international language widely used for communication. For decades it has been the most influential language used to connect people across the globe and has become increasingly important in the modern world. English is more essential than other languages as it is the current lingua franca for international communication (Crystal, 1997). People who speak different languages can communicate with each other by using English. At present, English is significant in every country in such areas as education, science, technology, medicine, business, and mass media.

In Thailand, English is very important. English is a compulsory subject which every student has to study while attending a primary school, a secondary school and a university. At university, both undergraduate and graduate levels, students are directly and indirectly forced to study English. They may be enrolled for an English subject in a class or assigned to pass an English proficiency test before their enrollment in a course of a higher level of study. Moreover, in 2015, Thailand is going to be a part of the Asean Economic Community (AEC). It will open up a free labor market among the ten member countries of ASEAN. Since English will be the language for business in AEC 2015, the professionals and skilled workers who have an advanced level of English language proficiency have better chances for a job position. This means learning English will become even more crucial in Thailand.

According to Khamkhien (2011), Thai students' English proficiency level is quite low and does not meet the requirement of their standard levels. In addition, the results of the National Test show that the average scores in English subjects in recent years were decreasing (National Institute of Educational Testing Service, 2014). Additionally, the results of the past few years show that the average scores of the English test have always been ranked the lowest when compared with other subjects. The Bureau of Educational Testing reports that the mean score of English of Thai students in the sixth grade was only 36.99 (36.99%), the least required by the standard (Bureau of Educational Testing, 2012). This means that teaching English in Thailand needs to be improved.

Knowledge of vocabulary plays an important role in studying English. It is a key to linguistic competence and can be considered to be more significant than grammar (Ghadessy, 1998) because the language skills of learners will improve as their vocabulary improves (Linse, 2006). The more vocabulary learners obtain, the more sentences they can produce. Hence, language learners have to acquire a sufficient number of vocabularies to successfully communicate in the target language. Krashen and Terrel (1985), in *The Natural Approach*, propose the significant role of vocabulary in both teaching and learning processes:

Vocabulary is basic for communication. If acquirers do not recognize the meaning of the key words used by those who address them, they will be unable to participate in the conversation. If they wish to express some ideas or ask for information, they must be able to produce lexical items to convey their meaning (p.155).

Taylor (1990) also notes the importance of vocabulary knowledge: "In order to live in the world, we must name it. Names are essential for the construction of reality for without a name, it is difficult to accept the existence of an object, an event, a feeling" (p.1).

A language learner with poor vocabulary knowledge has difficulties in listening, reading, speaking, and writing the target language. The lack of vocabulary knowledge can cause many misunderstanding in the real conversation or interpreting the message wrongly. Tunchalearnpanih (2013) claims that Thai students have limited understanding of English vocabulary, and this can deteriorate their spoken and written communication. Donsophon (1997) states that those students who lack vocabulary knowledge will not be able to steadily acquire other language skills as well. Moreover, Meara (1984) adds that students who study English as a foreign language make more vocabulary mistakes than grammatical ones. Wilkins (1972) mentions, “Without grammar very little can be conveyed, without vocabulary nothing can be conveyed” (p. 34). Therefore, as language learners, students should enhance and develop their vocabulary knowledge as much as possible in order to communicate successfully in a foreign language.

However, vocabulary learning of students who study English as a foreign language is not easy at all. McCarthy and O’Dell (2002) mention that learning vocabularies of a foreign language is considered to be a difficult task for language learners and the vocabulary knowledge between native speakers and foreign language learners is entirely different. Leki and Carson (1994) find out that one of the main problems of foreign language learners is they cannot choose suitable vocabularies used in their writing.

For these reasons, vocabulary teaching methods play a significant role. Kapukaya (2006) states the success of students in learning vocabularies depends on how teachers teach. Instead of teaching and translating each English word from the dictionary, teachers should add a different technique by teaching the environment of the vocabulary. Teaching new English vocabularies requires a lot of attention, patience, and motivation in

order that students can absorb the vast number of words. In addition, the method that teachers select should be interesting and enjoyable.

Language and culture are inseparable. Brown (1994) states, “A language is a part of a culture and a culture is a part of a language; the two are intricately interwoven so that one cannot separate the two without losing the significance of either language or culture” (p. 165). Language learning is cultural learning, and consequently, language teaching is cultural teaching (Gao, 2006). Language learning through culture brings learners into realistic virtual environments. Stainer (1971) mentions that culture give learners a reason to study and make the study of language meaningful. Using culture in language teaching will help learners relate the abstract sounds and forms of a language to real people, real place and real situation. Gardner and Lambert (1972) point out that teaching language through culture can achieve high motivation from variety of activities, for example; singing, dancing, role playing, which are more highly preferred than a traditional class. Culture can turn the learners’ feelings toward the people of the target language into a more positive way. By using culture in language learning, language learners will be provided not only language ability but also general background information of the target language (Cooke, 1970). For these reasons, teaching English vocabulary through cultural contents can help develop vocabulary knowledge of students studying English as a foreign language.

Vocabulary teaching through culture is an interesting teaching method that should be applied to the classrooms in order to help learners achieve language competency. The cultural content in language teaching has been discussed by many scholars (Doganay, 2013). However, these cultural contents have not been designed in course books much enough and have not been put into practice fully in foreign language teaching. Therefore, the researcher felt obliged to investigate the effects of teaching English vocabulary

through cultural content on students' English vocabulary learning and to explore the students' opinions on classroom activities based on English vocabulary learning through cultural content.

Purposes of the Study

The purposes of the study were as follows:

1. To investigate the effects of teaching English vocabulary through cultural content on EFL students' English vocabulary learning.
2. To explore the effects of teaching English vocabulary through cultural content on the EFL students' opinions on classroom activities.

Research Questions

This study addresses two research questions:

1. Is there any difference in the English vocabulary learning between students in the experimental group taught through cultural content and students in the control group taught through traditional method?
2. What level are EFL students' opinions on classroom activities based on English vocabulary teaching through cultural content?

Significance of the Study

The findings obtain from this study help foreign language teachers and educators improve vocabulary teaching. Furthermore, this study provides information for readers and foreign language learners to understand the importance of cultural content in vocabulary learning. In addition, the result of this study can be a guideline for other studies on developing students' English vocabulary learning. Lastly, this study will provide new ideas in teaching English vocabulary of the elementary schools in Thailand.

Scope of the Study

Examining the effects of English vocabulary teaching through cultural content on the sixth-grade students and investigating its effects on students' opinions on classroom activities were the purposes of this study. Seventy-seven participants were selected via convenient sampling. They studied in the first semester of the 2015 academic year at Watbot School in Singburi province. They were divided into the experimental and the control groups. Lesson plans based on vocabulary teaching through cultural content was used as research instrument in this study. The vocabularies in the lesson plans were selected from students' textbook, *Gogo Love English*, and different sources appropriate for sixth-grade students. The types of vocabularies included of Food and Snacks, Happy Birthday, Shopping Toiletries at Grocery Store, My Pet, Christmas Day, Public Transportation, Number and American Money, and Independence Day Picnic.

Definition of Terms

The terms used specifically in this study are defined as follows:

Teaching English Vocabulary through Cultural Content refers to the teaching method in which the teacher integrates foreign cultural background in learning activities while teaching English vocabularies.

Teaching English Vocabulary through Traditional Method refers to the teaching method in which the teacher teaches English vocabularies following the instructions in the textbook. A textbook serves primarily to supplement teacher's instruction. Teacher explains only the meanings of words and how to use them in sentences.

Vocabulary Learning refers to the ability to understand the meaning of words, to spell words, and to use words in sentences correctly.

Opinions on Classroom Activities based on English Vocabulary Learning through Cultural Content refer to beliefs or judgements of students on classroom activities based on vocabulary teaching through cultural content. The students can respond to the activities either positively or negatively.

Summary of the Chapter

This chapter presented the rationale, framework, and explanation of the study. It discussed the background of study including students' problem relating to their English vocabulary learning. It concludes with the purposes of the study, the research questions, the significance of the study and the scope of the study, including the definition of terms used in this research.

Organization of Research

The rest of this research is organized as follows.

Chapter 2 presents literature related to the study as the fundamental of the study. It includes definition of culture, the importance of culture on language learning, methods of teaching vocabulary, methods of teaching vocabulary through cultural content, and related research on the effects of cultural content on language learning.

Chapter 3 presents research methodology including participants and research instruments. It also discusses data collection procedures and data analysis.

Chapter 4 presents results of the study showing the effects of teaching English vocabulary through cultural content on students' vocabulary learning. It includes results of the vocabulary test, the questionnaires, and the interview.

Chapter 5 summarizes findings of the study, discusses the effectiveness of English vocabulary teaching through cultural content, and students' opinions on classroom activities based on English vocabulary teaching through cultural content. Recommendations and implications for further studies are also presented.

CHAPTER II

LITERATURE REVIEW

This chapter provides a review of definition of culture, importance of culture on language learning, methods of vocabulary teaching, teaching vocabulary through cultural content, and related research.

Definition of Culture

The definition of culture has been examined in many different ways. Brooks (1975) defines “culture as everything in human life” and “the best in human life” (p. 20-21). Hudson (1980) describes culture as some property of community, especially those which might discriminate from other communities. Culture values can be compared and contrasted in a natural way that language learners find interesting and stimulating in class (Kapukaya, 2006). According to Kramsch (1998), culture is “a membership in a discourse community that shares a common social space and history, and a common system of standards for perceiving, believing, evaluating, and action” (p. 127). Another definition is proposed by Brown (2000 as cited in Cakir, 2006) who defines culture as a way of life including ideas, skills, customs, arts, and tools that characterize groups of people in a period of time. To sum up, culture is a way of life of a group of people, behaviors, beliefs, values, and symbols that they accept and that are passed along by communication and imitation from generation to generation.

Importance of Culture on Language Learning

Culture in English language teaching methods has been the subject of discussion for many years. McKay (2000) reveals that the reason for the use of cultural content in the classroom is that it will foster learner motivation. Kilickaya (2004) also supports

Mckay's idea that teaching language through cultural content is one of the interesting teaching materials:

Cultural content is a key to effective teaching and learning a language provided that problems arising from introducing culture into EFL classroom are dealt with effectively and teaching strategies and learning materials are chosen appropriately (p. 3)

Consequently, knowing a language goes beyond the knowledge of grammatical rules, vocabulary items and pronunciation of words. Successful language learning needs learners to know the culture underlying that language in order to understand the meaning of the language. Likewise, Shanahan (1997) states that "cultural content provides exposure to living language that a foreign language student lacks" (p. 168). Hence, cultural content is not something involving facts to be learned, but a helpful tool to make learners feel the need to speak and use the target language in more effective ways.

Language totally reflects the culture of the native speakers and provides a significant medium for cultural interaction (Finocchiaro, 1973). Wei (2005) states language has a dual character as a means of communication and a carrier of culture. A particular language is a mirror of a particular culture (Choudhury, 2013). In other words, language and culture cannot separate from each other; therefore, language learning is the way to learn culture of the native speakers at the same time.

The relation between culture and language learning is proposed by many researchers. Gao (2006) points out the interdependence of language learning and culture, and concludes that language learning is culture learning. Gao (2006) further claims that language teachers should pay attention to the place of cultural studies in foreign language classroom and try to enhance learners' cultural awareness as well as their communication skill.

Language teachers and students should understand cultural content inside the lessons while teaching and learning the target language, especially in vocabulary learning (Jiying, 2004). Learners should not only learn the language, but also learn how to respect value or appreciate the people who are part of the culture.

The importance of culture is certainly significant on language learning; as a result, culture also plays a great part in learning vocabulary. Kapukaya (2006) mentions the effects of culture on vocabulary: “Using texts, paragraphs and articles that are culturally loaded and show the differences of cultures stimulates learners a great deal. This is a highly effective way of getting students’ attention to vocabulary learning (p. 162).

Methods of Vocabulary Teaching

Language teachers need to know appropriate methods of vocabulary teaching to promote students to learn and develop vocabulary knowledge. Many scholars and experts have purposed methods of vocabulary teaching in many aspects base on the purposes of teacher techniques, the way to present new vocabulary and the appropriate use of vocabularies to students’ English proficiency level. For example,

Huang (1993) suggests methods of vocabularies teaching as follows. In the beginning, the purpose of teaching is clearly explained in each lesson. The difficulty and the number of vocabulary presented at each level need to be suitable to the learners including the needs and interests of learners. The presentation of new vocabularies must be clear and meaningful and it should be in the context of sentence and in real-life situation. After introducing new vocabularies, teachers need to provide learners with exercises on how to use new vocabularies in order to help students get familiar with and absorb new words. Pronunciation and the meaning of words should be taught several times. Students remember or perceive vocabularies that appear in various forms such as reading, writing,

and speaking. Finally, in class, students should have opportunity to guess the meaning of new vocabulary from the context.

Dele Edgar and others (1999, p. 46-52) also proposes methods of teaching vocabularies as follows. In selecting new vocabularies for teaching, teachers should first consider a range of vocabularies that can be used in real situation. That is, the selected vocabularies can be found in students' daily life. In addition, the selected vocabularies should be normally used by native speakers and should be considered how learners will use those vocabularies in their real conversation. In the first period of teaching, teacher should offer a proper number of new vocabularies appropriate for students' level. Teachers should present new vocabularies in the following classes by using pictures or actions that helps students to apply those vocabularies to the next lesson. Lastly, after teaching new vocabularies, teacher should encourage learners to create new sentence from the previous sentence structure that learners have learned earlier. For example, learners learned the sentence "I went to the store," they can apply a new vocabulary to the same pattern of sentence such as "I went to the market" or "I went to the cinema". Also, learners need to practice how to use new vocabulary in other skills such as speaking, listening, reading, and writing.

According to Donsophon (1997), the steps of teaching vocabularies are the following:

1. Selection of vocabulary. First teacher should consider level of difficulty appropriate for teaching method. Teacher then offers some suitable exercises that match the level of difficulty of vocabularies.

2. Presentation of vocabulary. Teachers should explain the meaning of vocabulary in English; they should not translate it in their own language. Some teaching aids such as chart, pictures, actual materials or gestures can be used to demonstrate or

explain the vocabulary more clearly so that learners can understand the meaning of vocabulary more deeply.

3. Practice pronunciation of new vocabulary. Teachers write new vocabularies on board, pronounce the word and ask students to speak out word by word. If learners pronounce the word wrongly, teachers repeat and allow learners to practice until they can do it correctly.

Furthermore, Masaeng (1989) suggests how to teach the meaning of the vocabulary as follows. First, teacher give the direct meaning or give the opposite meaning of the vocabularies. For non-abstract words, teacher can give a simple definition or a simple sentence. Moreover, use materials or teaching aids such as pictures or gestures to help learners know or recognize vocabulary better and pay more attention to the learning. Use visual devices or gestures, and pictures to help the learners comprehend the meaning. Finally, apply vocabularies in a sentence to help learners remember the meaning. Teacher should offer examples of using a new vocabulary in a sentence and that sentence should be used with known vocabularies that learners can understand.

In summary, teaching vocabulary productively has often been one of the major issues in the second language study. No matter how well students learn grammar or pronunciation, they cannot express and communicate that language meaningfully if they lack vocabulary knowledge. Therefore, EFL students need to know as much vocabulary as possible and can use it appropriately.

Teaching Vocabulary through Cultural Content

Jiying (2004) proposes five methods of teaching vocabulary through cultural content in a foreign language classroom. The first method is exposition and explanation. This most commonly used method is based on teachers' discussion of culture. That is, teachers provide plenty of cultural information to learners in class by presenting

geographical knowledge, historical events of the country and people, different customs and festivals, and general background of English speakers' everyday lives. Teachers have to choose suitable cultural materials for learners in different age groups.

The second method of teaching vocabulary through cultural content is using dialogue, which is considered to be an effective method for teaching students at the beginning level. Teaching cultural content by using dialogue allows learners to learn patterns. Language use in dialogue should be easy and natural to understand, and the selected materials should be appropriate to learners' knowledge level, age, and interests. In the learning process, learners are required to memorize and practice dialogue with the guidance of the teachers. Learners can practice dialogue through role-play which allows them to improve their skills and achieve real communication. Furthermore, learners can learn to express feelings and emotions and can accurately act out certain situations.

The third method is using pictures and films to demonstrate the lives of people in English speaking countries. Teachers have to carefully choose pictures and films that show particular aspects of the target language's cultural behavior and way of life. Teachers should create a pleasant atmosphere in the classroom, tell brief stories of the foreign culture, analyze the cultural content presented in the pictures and films, and use simple language.

Another easy and common method is using songs and dances, which provide information about culture and can be used both inside and outside the classroom. Learners can understand what the target language means while they are singing and dancing. Songs and dances show what happened in a specific time and place of the target language (Jiying, 2004). It is very important to select songs and dances that are appropriate for different ages, levels, and interests of the learners.

The last method for teaching culture in the language classroom is using course books and reading materials. This providing learner with knowledge and detailed aspects about the foreign culture uses several types of materials that can be adopted in course work, such as short stories, articles from newspapers and magazines, poems, and scenes from plays. Reading materials should be representative of the attitudes and situations of the target language. Learners can choose reading materials based on their interests and teachers' suggestions.

In brief, various methods of teaching vocabulary through cultural content discussed earlier mostly enhance students' vocabulary learning and positive attitude toward learning English.

Related Research

Many studies indicate that cultural content have a positive effect on students' language learning. For example, Ghaniabadi and Alavi (2008) studied the impact of teaching culture on reading comprehension in Iranian EFL learners at Hakim Sabzevari University and Samen Tabiat Moallem of Mashhad, Iran. The results revealed that students, aging between 20 to 24, who were taught using the culture of English speaking countries improved their reading comprehension. The results of their research suggested that the better performance of the learners in the experimental group indicated the effectiveness of culture teaching in language classroom. Their findings also verified the importance of culture teaching as an effective teaching method.

Dai (2011) also emphasized the importance of cultural acquisition in the study of language courses. His study revealed that learning language through culture provided several benefits to EFL learners: develop linguistic knowledge, extend learners' language proficiency, improve learners' understanding of the target language, and reinforce learners' cultural awareness while learning the language. Furthermore, Dai (2011)

concluded that learning of target-language culture can improve students' understanding of the target language as well as enrich their ability of understanding.

Additionally, Doganay (2013) studied the effect of cultural-based activities in a foreign language classroom at Suleyman Demirel University, Kazakhstan. Her results showed that cultural-based activities had an effective influence on the development of linguistic competency of learners as well as communicative competency. The results also indicated that teaching and learning a foreign language through cultural-based activities is one of the most effective and interesting teaching methods for practicing and developing learners' language ability. Also, her study indicated that cultural activities generate a lot of advantages and effectiveness to learners in many different ways. First of all, cultural activities create enjoyable atmosphere where learners could improve their four skills (reading, writing, speaking, and listening) through sharing information, discussing, and interacting with each other. Secondly, cultural based activities involve learners in the task-based activities where students try their best to reach the goal by competing with each other. Thirdly, socio-cultural activities bring real world context into the classroom and enhance students' use of English in a flexible and communicative way.

There are also some studies on English vocabulary teaching. Manurung and Harjanto (2015) investigated the impacts of teaching English vocabulary with local cultural content materials in an elementary school in Surabaya, Indonesia. The results showed that the teaching of local cultural content materials have contributed to the improvement of the students' vocabulary knowledge. Moreover, it was found that teaching vocabulary with local cultural content materials stimulated students' interest and motivation in learning vocabulary. Also, the results revealed that the students who were familiar with the topics could respond to vocabulary learning better than those who were not. Manurung and Harjanto (2015) also concluded that teaching vocabulary with local

cultural content materials made positive contribution to the students' English vocabulary learning.

Moreover, Akbari (2008) studied the effectiveness of teaching vocabulary items through pictures and contextualization to elementary EFL students at Simin Language Institute in Iran. The subjects of this study were assigned to two experimental groups and one control group. The two experimental groups were taught vocabulary through pictures and contexts while the control group was taught vocabulary through traditional treatment. The results indicated that pictures were more useful and could play an important role in teaching vocabulary items to Iranian EFL learners.

From the previous research studies discussed above, it indicated that using cultural content in language class is an effective teaching method to enhance students' language learning in many skills (reading, writing, speaking, and listening). However, the studies on applying cultural content on developing students' vocabulary learning is limited. Consequently, the researcher is determined to investigate the effects of English vocabulary teaching through cultural content on EFL students.

Summary of the Chapter

This chapter reviewed the definition of culture, the importance of culture on language learning, and the methods of vocabulary teaching. It then described the methods of teaching vocabulary through cultural content used in this study. The relevant previous research on the impact of teaching culture on language learning and the studies of English vocabulary teaching is the final section for this chapter.

CHAPTER III

RESEARCH METHODOLOGY

The purpose of this chapter is to describe the research methodology employed in this study. It begins with presenting the participants, the research instruments, and the research procedure. Next, it addresses the data collection and data analysis.

Participants

The participants in this study were 77 sixth-grade students in the first semester of the academic year 2015 at Watbot School in Singburi Province, Thailand. They were selected via purposive sampling and were divided into the experimental group (38 students) and the control group (39 students). The experimental group was taught vocabulary through cultural content, while the control group was taught vocabulary through a traditional method. Before the experiment, students in both groups were asked to do the pretest on vocabularies. The data from the pretest were analyzed using mean scores (*M*), standard deviations (*SD*), and the independent *t*-test analysis. The results were shown in table 1.

Table 1

A Comparison of Mean Scores of Students in the experimental group to those of the Control Group

	Groups	n	<i>M</i>	<i>SD</i>	Df	t	p-value
Pretest	Experimental	38	12.09	5.33	64.11	1.961	.054
	Control	39	10.06	3.54			

As presented in Table 1, the results revealed that before the experiment, there was no statistical difference between the mean scores of the students in the experimental group and those of the control groups ($t = 1.961$, $p = 0.054$). The mean scores from the

vocabulary pretest of the experimental group and the control group were 12.09 and 10.06, with the standard deviations of 5.33 and 3.54 respectively. It can be concluded that the vocabulary knowledge of the students in the experimental group and in the control group were in the same level.

Research Instruments

The instruments used in this study consist of lesson plans based on English vocabulary teaching through cultural content, an English vocabulary test, and questionnaires to study students' opinions on classroom activities based on vocabulary teaching through cultural content. The details of research instruments are described as follows:

Lesson plans based on vocabulary teaching through cultural content.

Eight lesson plans based on vocabulary teaching through cultural content (See Appendix A) were designed by the researcher and were used to teach students in the experimental group. In each lesson plan, the process of teaching was divided into four stages: warm-up, presentation and practice, production, and evaluation. Five methods of teaching vocabulary through cultural content were integrated into each lesson plan: exposition and explanation, dialogue, picture and films, songs and dances, and course books and reading materials. The details of the teaching methods were:

Exposition and Explanation:

1. Teachers gave plenty of cultural information to learners in class by presenting geographical knowledge, historical events of country and people, the different customs and festivals including general background of the native speakers' everyday life.
2. Teachers chose suitable cultural materials for teaching students.

Dialogues:

1. Teachers taught cultural content by using dialogue to help students learn patterns of certain behaviors with easy and natural language.
2. In the learning process, students were required to learn, memorize and practice the dialogue with the guidance of the teachers.
3. Learners were asked to practice thorough role-plays which offer the opportunities for them to achieve information of the target language and improve their skills needed in the real communication.
4. Students were asked to express feelings and emotions and act out in a certain situation.

Pictures and Films:

1. Teachers chose pictures and films to teach students to show the particular aspect of the target language's cultural behavior and the way of life.
2. Teachers created a pleasant atmosphere in the classroom by telling brief stories of foreign cultures.
3. Teachers explained cultural contents that presented through pictures and films by explaining in simple language.

Songs and Dances:

1. Teacher taught vocabularies by using songs and dances to provide information about culture in order to help students what the target language means while they were singing and dancing.
2. Teacher selected songs and dances appropriate for students' ages and interests.

Course books and Reading materials:

1. Teacher used some types of materials in teaching vocabularies such as short stories, articles from newspaper and magazines, poems, and scene from plays.

2. Teacher presented attitudes and situations in a modern language through reading materials.

In designing the lesson plan, the researcher selected eight groups of vocabularies appropriate for the students' level and interest. The content of vocabularies in lesson plans was limited to the sixth grade students' textbook, which assigned for the English class in Watbot School. Each lesson plan was also designed to improve students' vocabulary learning, as follows:

Lesson plan 1: Food and Snacks (60 minutes).

Lesson plan 2: Happy Birthday (60 minutes).

Lesson plan 3: Shopping Toiletries at the Grocery Store (60 minutes).

Lesson plan 4: My Pet (60 minutes).

Lesson plan 5: Christmas Day (60 minutes).

Lesson plan 6: Public Transportation (60 minutes).

Lesson plan 7: Number and American Money (60 minutes).

Lesson plan 8: Independence Day Picnic (60 minutes).

After teaching each lesson through cultural content and traditional method, the researcher provided vocabulary practice worksheets (See Appendix D).

English Vocabulary Test

An English vocabulary test (See Appendix B) was developed by researcher and used as pre-test and post-test to measure students' vocabulary learning of the students in the experimental group and the control group. The test consisted of 30 items divided into three parts: vocabulary meaning, vocabulary spelling, and vocabulary in sentences. Each part consisted of ten items.

In selecting the vocabularies for the English vocabulary test, the following factors were taken into consideration:

1. Vocabulary items are unfamiliar for the students.
2. Vocabulary items are appropriate for students' level.
3. Vocabulary items frequently appear in the English lesson.
4. Vocabulary items are regularly used in students' daily life.

Table 2 presents the details in each part of the vocabulary test.

Table 2

Numbers and Items in Each Part of the Vocabulary Test

Parts of Vocabulary Test	Numbers of Items	Items in the Vocabulary Test
Vocabulary Meaning	10	1,2,3,4,5,6,7,8,9,10
Vocabulary Spelling	10	11,12,13,14,15,16,17,18,19,20
Vocabulary in Sentences	10	21,22,23,24,25,26,27,28,29,30
Total	30	

Questionnaires to study students' opinion on classroom activities based on vocabulary teaching through cultural content.

The questionnaires (see Appendix C) were designed by the researcher to explore students' opinions on classroom activities based on vocabulary teaching through cultural content. The questionnaires contained 10 items (five positive and five negative items). It was designed as a 5-point Likert Scale. The details were presented in Table 3.

Table 3

The Details of Numbers and Items of Positive and Negative Statements in the Questionnaires to Study Students' Opinions on Classroom Activities

Students' Opinion on Activities in English Class	Number of Items	Items Used in the Questionnaire
Positive Statements	5	1,3,4,6,9
Negative Statements	5	2,5,7,8,10
Total	10	

The researcher asked three specialists in teaching English to determine content validity of instruments by using the criteria of IOC (Index of Item Objective Congruence). When the test was returned, the researcher improved the test as advised by the specialists. The test was also tried out.

Pilot Study

To determine the reliability, all research instruments were tried out with thirty-eight sixth grade students who were not the participants in this study. The instruments were analyzed using the reliability coefficient Cronbach's alpha. The reliability of the English vocabulary test and the questionnaires to study students' opinions on classroom activities stood at 0.72, and 0.73, respectively. Since Cronbach's alpha value was higher than 0.7, the research instruments of this study were strong enough to evaluate students' vocabulary learning and opinions on classroom activities.

Data Collection Procedures

In this study, the quantitative and qualitative data were collected as follows.

Quantitative data collection. The quantitative data were collected in response to two research questions (1) Is there any difference in the English vocabulary learning between the experimental group taught through cultural content and the control group

taught through traditional method?, (2) What are the effects of teaching English vocabulary through cultural content on EFL students' opinions on classroom activities based on English vocabulary teaching through cultural content? The data were collected as in the following collection procedures.

To answer the first research question, the experiment was conducted in the first semester of the academic year 2015 at Watbot School in Singburi province. The English vocabulary pretest was administered in the first week of the experiment in order to determine their English vocabulary learning ability before the experiment. Soon after the pre-test, the researcher taught the students in the experimental and in the control groups for eight sessions per group. Each session lasted one hour. The experimental group was taught using lesson plans based on vocabulary teaching through cultural content, while the control group was taught using a traditional method. The English vocabulary posttest was administered in the ninth week of the experiment.

To answer the second research question, the students in the experimental group were asked to answer the questionnaires to study their opinions on classroom activities based on English vocabulary teaching through cultural content. After that, the researcher analyzed what students responded in the questionnaires.

Qualitative data collection. Qualitative data were collected in response to the second research question, “What are the effects of teaching English vocabulary through cultural content on EFL students' opinions on classroom activities based on English vocabulary teaching through cultural content?”

To support the data from the questionnaires, the interview was conducted after students' completing the questionnaires. The researcher asked students in the experimental group to volunteer in the interview; there were 8 students volunteering to participate in the interview session.

Data Analysis

The data from the research instruments were analyzed as the following:

1. The data from the pre-test and post-test of the English Vocabulary Test were analyzed by mean scores and standard deviations. After that the mean scores of the pretest and the post-test were compared by using the independent *t*-test analysis to find out whether there was a significant difference in the English vocabulary learning between the experimental group and the control group in terms of the scores gained from the pretest and posttest.

2. The data from the questionnaires on students' opinions on classroom activities based on English vocabulary learning through cultural content were scored as follows:

For the positive statements,

Opinion		Score
Strongly Agree	=	5
Agree	=	4
Neutral	=	3
Disagree	=	2
Strongly Disagree	=	1

For the negative statements, the scores were reversed in order to evaluate values in the same direction as those of five positive statements as follows.

Opinion		Score
Strongly Agree	=	1
Agree	=	2
Neutral	=	3
Disagree	=	4
Strongly Disagree	=	5

The data from the questionnaires were analyzed by using mean scores and standard deviations. The value of students' opinions was determined by using the following criteria.

Mean scores	Value
0-0.99	Highly negative
1.00-1.99	Negative
2.00-2.99	Average
3.00-3.99	Positive
4.00-4.99	Highly positive

3. The data from the interview were analyzed by content analysis. The researcher grouped and summarized the data from the interviewing into the percentage. Then the researcher discussed the data descriptively with the plausible explanations.

Summary of the Chapter

This chapter presented research methodology. It discussed participants, research instruments, pilot study, data collection procedure, and data analysis. Chapter 4 presents the results of the study.

CHAPTER IV

RESULTS OF THE STUDY

This study was conducted to investigate the effects of teaching English vocabulary through cultural content on the sixth-grade students' English vocabulary learning.

Furthermore, this study was aimed to explore students' opinions on classroom activities based on English vocabulary teaching through cultural content. This chapter presents the results of the study. The first part of the chapter presents the effect of teaching English vocabulary through cultural content on students' vocabulary learning. The second part presents students' opinions on classroom activities based on English vocabulary teaching through cultural content. The analysis of results from the interview data is also discussed.

The Effect of English Vocabulary Teaching through Cultural Content on Students' Vocabulary Learning

To investigate English vocabulary learning of students in the experimental and the control groups, the data were analyzed by using mean scores and standard deviations. To compare whether there was significant difference between the mean scores of students in the experimental group and those of the control group, an independent *t*-test analysis were employed. The results were presented in Table 4.

Table 4

A Comparison of Vocabulary learning of the Experimental group to that of the Control group

	Groups	n	<i>M</i>	<i>SD</i>	Df	t	p-value
Pretest	Experimental	38	12.09	5.33	64.11	1.961	.054
	Control	39	10.06	3.54			
Posttest	Experimental	38	19.07	7.51	75	2.518	.014*
	Control	39	14.92	6.93			

*Significance at the 0.05 level ($p < 0.05$)

As presented in Table 4, the results revealed that before the experiment, there was no statistical difference between the mean scores of students in the experimental group and those of the control group ($t = 1.961$, $p = 0.054$). The mean scores from the vocabulary pretest of the experimental group and the control group were 12.09 and 10.06, with the standard deviations of 5.33 and 3.54 respectively. It can be concluded that students in the experimental group and in the control group were in the same level.

After the experiment, the results showed that there was a statistical difference between the mean scores of the students in the experimental group and those of the control group ($t = 2.518$, $p = 0.014$). The statistical differences of the posttest scores between the experimental group and the control group were found at the .05 level ($t = 2.518$, $p < .05$). The p-value was 0.014 which was lower than the set value (0.05). The mean scores from the vocabulary posttest of the experimental group and the control group were 19.07 and 14.92, with the standard deviations of 7.51 and 6.93 respectively. This means that the mean score of the students in the experimental group was significantly higher than that of the control group. It can be concluded that English vocabulary teaching through cultural content was more effective in developing EFL students' English vocabulary learning than the traditional method.

Figure 1 illustrates a graphical comparison of the mean scores of vocabulary learning of students in the experimental group to those of the control groups before and after the experiment.

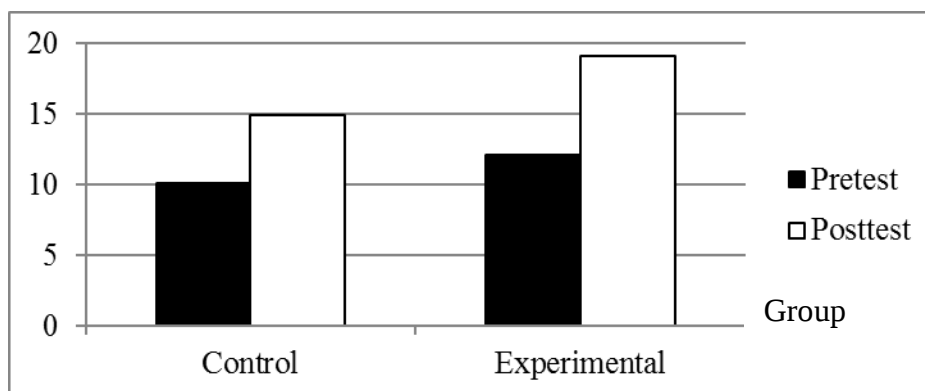


Figure 1. The Mean Scores of the Experimental Group and the Control Group

As shown in Figure 1, the results showed that after the experiment the mean scores of students in the experimental group and in the control group were higher than those of before the experiment. For the control group, the mean score of the pretest was 10.06 and the posttest was 14.92. For the experimental group, the mean score of the pretest was 12.09 and the posttest was 19.07. That is, the mean score of the posttest outperformed the mean score of the pretest. The results also indicated that after the experiment, the students in the experimental and in the control group improved their vocabulary knowledge. However, the mean score of the experimental group was higher than that of the control group. This means that the vocabulary learning of students in the experimental group was higher than that of students in the control group.

Students' Opinions on Classroom Activities Based on English Vocabulary Teaching through Cultural Content

To study the opinions of students on classroom activities based on English vocabulary teaching through cultural content, the data from the questionnaires were scored. For the positive statements, the responses were scores as follows: strongly agree = 5, agree = 4, neutral = 3, disagree = 2, strongly disagree = 1. For the negative statements, the score were reversed in order to evaluate values in the same

direction to the positive statements as follows: strongly agree = 1, agree = 2, neutral = 3, disagree = 4, strongly disagree = 5. After that, the scores were analyzed by using mean scores and standard deviations. The results were shown in Table 5.

Table 5

Students' Opinions on Classroom Activities Based on English Vocabulary Teaching through Cultural Content

Statements	n	M	SD	Value
1. Activities in class allowed me to learn more English vocabularies.	38	4.42	0.68	Highly Positive
2. Activities in class did not help me to understand meanings of vocabularies.*	38	3.84	1.20	Positive
3. Activities in class allowed me to understand the Western culture better.	38	4.03	0.97	Highly Positive
4. I enjoyed doing activities in class.	38	4.76	0.59	Highly Positive
5. Activities in class were boring.*	38	4.42	0.86	Highly Positive
6. I wanted to study English subject because I liked activities in class.	38	4.34	0.78	Highly Positive
7. I felt unhappy when I have to do activities in class.*	38	4.21	1.12	Highly Positive
8. Activities in class could not encourage me to speak English.*	38	3.74	1.16	Positive
9. I can write English vocabularies more correctly from doing activities in class.	38	4.03	1.13	Highly Positive
10. I could not apply English vocabularies studied in class to my daily life.*	38	3.71	1.25	Positive
Average	38	4.15	0.50	Highly Positive

* Negative statement

Table 5 presents the value of students' opinions on classroom activities based on English vocabulary teaching through cultural content. The results show that on average, students' opinions on classroom activities were in highly positive level (mean score = 4.15 and the standard deviation = 0.50). Based on the mean scores of students' opinions, the statements which received the highest mean scores was "I enjoyed doing activities in class" (4.76), and the second was "I enjoyed doing activities in class." (4.42). The third was "Activity in class was boring" (4.42), which was a negative statement; this means that students thought that the activities were not boring. The statement which received lowest mean scores was "I could not apply English vocabularies studied in class to my daily life" (3.71). Although this statement received the lowest mean scores, it was still in the positive level. It can be concluded that students favored the method of teaching.

Interviewing

The results from interviewing students supported the results from the questionnaires. That is, students favored the activities based on English vocabulary teaching through cultural content in classroom. It was found that all eight students (100%) said that classroom activities based on English vocabulary teaching through cultural content allowed them to learn more English vocabularies while 7 students (87.5%) answered that activities in class help them understand the meaning of vocabularies better. In addition, it was found that students enjoyed doing activities in class which help them understand Western culture better; all students (100%) responded they learned some new western cultures from doing classroom activities. For example, one student said, *"I have learned some differences between my own culture and the western culture from doing activities in class."* Some students said that they liked the role play that they used a grocery bag, or a brown paper bag to shop in a supermarket or a

grocery store in order to learn new vocabularies “a grocery bag” and “a grocery store”. Another student added that he learned that Thai people usually use a plastic bag when going shopping at a grocery store. In addition, the students said that they learned how the westerners ate chips. Another student said, *“I know guinea pig as a new type of pet for the first time.”* and one student mentioned that *“I like a double-decker bus with open air and I have never seen one before.”* This reveals that students not only learned the vocabularies but they also learned cultures related through classroom activities. They also stated that these activities help them remember the vocabularies.

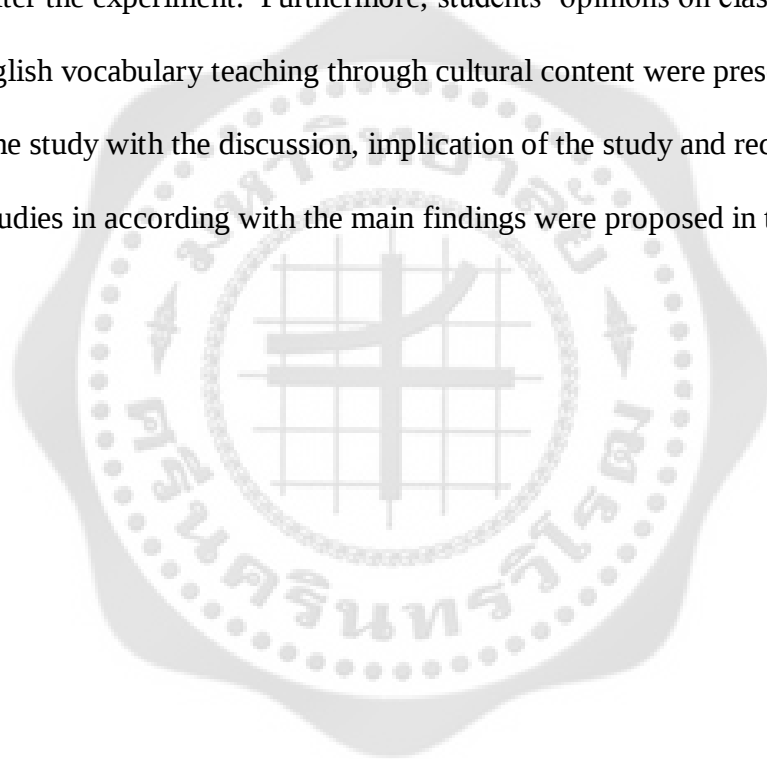
Additionally, activities in class encouraged students to speak English, and they felt more comfortable to communicate with foreigners. For example, one student said, *“I want to speak English with foreigners as much as I could.”* Another student said, *“When I study with a foreign teacher, I am willing to speak English more.”* Furthermore, all students agreed that they could apply English vocabularies studied in class to their daily lives. For example, one student mentioned, *“I think I can write English vocabularies correctly by doing activities in class.”* Besides, the results of interviewing are evident to show that students liked exciting activities. All students responded that they liked “Treasure hunting” most. This means that students liked to do exciting activities, especially competition, which made them enjoyable and delightful.

These interview data showed that students had positive opinions on classroom activities based on English vocabulary learning through cultural content. From students’ judgments above, they responded that classroom activities with cultural content could enhance their vocabulary learning effectively as well as their understanding of western cultures. Furthermore, they enjoyed doing classroom activities and felt satisfied with

studying English subject, and this led them to apply the vocabularies they learnt to their daily lives.

Summary of the Chapter

This chapter presented the results of the research questions regarding the effects of English vocabulary teaching through cultural content on sixth-grade students' English vocabulary learning. It showed the differences between the students' vocabulary learning before and after the experiment. Furthermore, students' opinions on classroom activities based on English vocabulary teaching through cultural content were presented. The findings of the study with the discussion, implication of the study and recommendations for further studies in according with the main findings were proposed in the next chapter.



CHAPTER V

CONCLUSION AND DISCUSSION

The main purpose of the study was to investigate the effect of teaching English vocabulary through cultural content. This chapter concerns summary of the research followed by summary of the main findings. It also presents the discussion, implications, the limitations of the study, and recommendations for further studies.

Summary of the Research

This study was conducted (a) to investigate the effects of teaching English vocabulary through cultural content on the sixth grade students' English vocabulary learning and (b) to explore the effects of English vocabulary teaching through cultural content on the sixth-grade students' opinions on classroom activities. The participants of the study were 77 students in an elementary school located in Singburi province. The students were divided into two groups: the experimental group (38 students) and the control group (39 students). These students were sixth-grade students in EFL classrooms in 2015 academic year. The instruments used in this study were 1) eight lesson plans that employed cultural content to teach vocabulary 2) vocabulary pretest and posttest 3) a questionnaire on students' opinions on classroom activities based on English vocabulary learning through cultural content.

Mean scores (*M*) and standard deviations (*SD*) were used to describe the scores obtained from the students of the two groups. Additionally, independent *t*-test was employed to analyze whether there was a significant difference between the experimental group and the control group in terms of the scored gained from the pretest and posttest. Before the experiment began, the participants in both groups were asked to take the pretest in order to determine their initial vocabulary

knowledge. Then, they were taught by different methods. The experimental group was taught using lesson plans based on cultural content, while the control group was taught using the traditional method. After the instruction, students in both groups were asked to take the posttest in order to determine whether there was a significant difference in the English vocabulary learning between the experimental and the control group. Right after the administration of the posttest, the students in the experimental group were also asked to complete the questionnaire. A week after the completion of the questionnaires, 8 students, four high achiever- students and four low-achiever-students were selected for the interview.

Summary of the Main Findings

The first research question aimed at investigating the effects of teaching English vocabulary through cultural content on students' vocabulary learning. The analysis of the results indicated that there was a statistical difference in the English vocabulary learning between the experimental group taught through cultural content and the control group taught through traditional method. That is, the English vocabulary learning of the students in the experimental group and the control group were enhanced after the experiment. In other words, students in both groups had better scores on the vocabulary test after being taught via the two methods. However, the students taught using lesson plans based on cultural content exhibited higher vocabulary learning than those taught through traditional method. This means that teaching vocabulary through cultural content was more effective in developing students' vocabulary learning than traditional method. It can be concluded that teaching English vocabulary through cultural content was effective to Thai students in

EFL classroom. This method could improve students' vocabulary learning more than the traditional method.

The second research question was to examine the students' opinions on classroom activities based on English vocabulary learning through cultural content. The results of the questionnaire on the students' opinions on classroom activities which taught vocabulary through cultural content revealed that the students had positive opinions on activities in English class. This indicated that cultural content had positive effect on students' opinions on classroom activities based on English vocabulary learning through cultural content. Additionally, the results of the interview showed that the students liked to do the classroom activities which helped them to recognize cultural content of the native speakers of English while they were learning vocabulary.

Discussion

The overall results of the study are discussed as related to the two main research questions.

Discussion of findings related to the first research question.

The Effects of Teaching English Vocabulary through Cultural Content on Students' Vocabulary Learning. The purpose of the study was to investigate the effects of teaching English vocabulary through cultural content on students' vocabulary learning. According to the statistical findings of this study, teaching English vocabulary through cultural content was more effective than the traditional method. The results of this study revealed that teaching vocabulary through cultural content enabled students to develop their vocabulary learning better than teaching vocabulary through traditional method. The explanation is that the teaching method

and class activities which were designed based on cultural content enable students to relate their vocabulary learning to the activities in class.

In this study, it can be concluded that teaching English vocabulary through cultural content is an effective teaching method in developing learners' vocabulary learning. Learning vocabulary through cultural content offers students advantages for many reasons. First, vocabulary learning through culture provides students with realistic and concrete of language. In this study, using culture in vocabulary teaching helped students relate the abstract sounds and forms of a language to real people, real place and real situation. Learners could understand culture underlying vocabulary when learning through cultural content. Learners not only learned the vocabulary, but also learned how to value and respect the personhood of the target language too. Also, learning vocabulary through cultural content helped students learn language in real situations and patterns of certain behavior of the native speakers. For example, the researcher taught students the vocabulary such as 'grocery bag', 'shopping list', and 'grocery store', by using the pictures and films about shopping at the grocery store. The films shown to students demonstrated the lives of people in English speaking countries and showed particular aspects of the target language's cultural behavior and way of life. In one film, while students were watching a scene of grocery cashier, they could see and understand how those vocabularies were used in a native speaking country. Undoubtedly, by adding cultural content into the English vocabulary lessons, students could grasp the sensitivity and different aspects of the target language. In this way, they could gain vocabulary knowledge very well.

Likewise, the use of cultural content in a classroom can foster students' motivation. Using teaching materials that are culturally loaded and simply present the

differences of cultures bring a pleasant atmosphere to the classroom which can stimulate learners' attentions. In this study, the researcher noticed that the classes based on cultural activities were preferred by the students in the experimental group more highly than the control group who were taught through traditional method. In addition, the activities designed in the class plays significant role. Jiying (2004) proposes five methods of teaching vocabulary through cultural content in a foreign language classroom: Exposition and Explanation, Dialogue, Pictures and Films, Song and Dances, and Coursework and Reading Materials, which were used as the research framework in this study. In this study, the activities designed in class included singing, dancing, and role playing; these activities were successful in motivating students to study in class. For example, when the researcher presented cultures of the native speakers through each vocabulary, the students' interests were significantly increased. These activities helped create a pleasant atmosphere and draw students' attention. In other words, students enjoyed studying in the class and had motivation in learning. Therefore, students in the experimental group had higher scores on vocabulary learning than the control group.

Additionally, teaching vocabulary through cultural content enables students to illustrate and understand how vocabulary can be used in the context of real situations. In this study, while students were studying vocabulary about birthday party, some students in the experimental group were asked what they usually did in their birthday party and what they saw in the pictures or video clips. Then, the researcher connected the vocabulary to students themselves by persuading students to participate in the role plays and activities in class. For example, the class was assumed to be a birthday party for one of the students, there were items of all words in this lesson such as

birthday cake, gift, candle, and crown. By using this activity, students had chances to learn vocabulary by the real objects and had chances to remember how to use vocabularies correctly in the real situation. For example, when teacher taught the word 'crown', students could understand the meaning not only with story and explanation from the teacher, but they also saw one of students wearing a crown as a birthday person. Moreover, while students were playing the treasure hunt game, they learned the word 'treasure' and they also know the activity children in a native speaking country commonly do on their birthday. This made students' vocabulary learning become more energetic and active activities. The class activities helped students in the experimental group develop their vocabulary learning and get higher scores than those in the control group.

The findings of this study were consistent with previous studies conducted by researchers in the field of language learning and teaching. For example, Ghaniabadi and Alavi (2008) studied the impact of teaching culture on reading comprehension in Iranian EFL learners at Hakim Sabzevari University and Samen Tabiat Moallem of Mashhad, Iran. Their findings revealed that students, aged between 20 to 24, were taught using the culture of English speaking countries improved their reading comprehension. The results of their research suggested that the learners in the experimental group had better skill in reading comprehension. This indicated the effectiveness of teaching culture on language competence. Their findings also verified the importance of teaching culture as an effective teaching method. In addition, the results of this study were also consistent with Dai (2011), who emphasized the importance of cultural acquisition in the study of language courses. His study reveals that learning language through culture provided several benefits to

EFL learners: develop linguistic knowledge, extend learners' language proficiency, improve learners' understanding of the target language, and reinforce learners' cultural awareness while learning the language. Furthermore, Dai (2011) concluded that the learning of target-language culture improve students' understanding of the target language as well as enrich their ability of understanding.

Moreover, the result of the present study is in agreement with the study of Doganay (2013), whose study supported cultural-based activities in foreign language teaching for EFL learners in language school at Suleyman Demirel University, Kazakhstan. Her results showed that cultural-based activities had an effective influence on the development of linguistic competency of learners as well as communicative competency. The results also indicated that teaching and learning a foreign language through cultural-based activity is one of the most effective and interesting teaching methods for presenting, practicing, and developing the learners' language ability. Also, her study indicates that cultural activities generate a lot of advantages and effectiveness to learners in many different ways. First of all, cultural activities create enjoyable atmosphere where learners could improve their four language skills (reading, writing, speaking, and listening) through sharing information, discussing, and interacting with each other. Secondly, cultural based activities involve learners in the task-based activities where students try their best to reach the goal by compete with each other. Thirdly, socio-cultural activities bring real world context into the classroom, and enhance students' use of English in a flexible and communicative way.

Discussion of the findings related to the second research question.

Student's Opinions on Classroom Activities Based on English Vocabulary

Learning through Cultural Content. Regarding to the results of the second research question, teaching English through cultural content helps students to have positive opinions on activities in English class in this study. The findings from the questionnaire on students' opinions on classroom activities based on English vocabulary learning through cultural content showed that their opinions on classroom activities in English class were positive. From the questionnaires on students' opinions on classroom activities based on English vocabulary learning through cultural content in this study, some students disclosed that they wanted to study English subject because they like activities in class and they also admitted that activities in class allowed them to understand western cultures better. According to present studies, there are five methods of teaching vocabulary through cultural content in the foreign language classroom (Exposition and Explanation, Dialogue, Pictures and Films, Song and Dances, and Coursework and Reading Materials). The findings were similar to the study of Doganay (2013), who found that cultural based activities can be used not only to develop students' confidence and language skills but also to expand their sense of awareness of intercultural concerns in second language. She observed that cultural-based exercises and activities stimulate students to interact with each other, as they can do the language tasks more efficiently.

Likewise, the results of the interview in this study revealed that students in the experimental group had positive opinions on classroom activities based on English vocabulary learning through cultural content. It was found that after attending this class, all of the students felt more comfortable to communicate with foreigners. This

means they gained more confidence to speak English. For example, one student said, *“I would love to speak English with foreigners and willing to speak as much as I could.”* Another student said, *“I am willing to speak English more.”* In addition, some students agreed that they could adapt language knowledge from class to their daily life. One of the students mentioned, *“I think I can use English language more correctly.”* This shows that most of the students believed that they have more confidence to speak English as they thought they could use English more correctly in their daily life. Moreover, students enjoyed activities in class and learned some new western cultures. In this study, students responded that they enjoyed the activity; called ‘Treasure Hunting’ the most while some students said that they do not like ‘Word Spelling’ activity. This means that the students like to do exciting activities with competition which make them enjoyable and delightful. Moreover, students learned some new cultures of the westerners and they believed that they know different cultures. For example, the students did the role play by using a grocery bag or brown paper bag in a supermarket or a grocery store in order to learn a new vocabulary ‘grocery bag’ and ‘grocery store.’ At the same time, they learned that Thai people usually use plastic bags when going shopping at a grocery store. The students also said that they learned how to have snacks by dipping for chips. This reveals that students not only learned the vocabulary but also learned culture related through classroom activities. This helps them to recognize the cultural content of the native speakers of English.

Implications of the Study

It is evident that teaching English vocabulary through cultural content is an effective teaching method for improving students' English vocabulary learning. For this reason, this teaching method can be an alternative way for language educators and teachers to develop their teaching method of English vocabulary. The findings suggest that teaching vocabulary through cultural content is helpful in vocabulary learning; therefore, teacher should incorporate this teaching method in the EFL classroom and curriculum in order to create the effective language learning style for EFL learners.

Limitations of the Study

This study was limited to the sixth-grade students at a government elementary school, which was a very particular group of students. As a result, the finding might not be representative of students in other grade levels and might not generalize to other groups of students in different context. Furthermore, this study aimed to compare the effectiveness of teaching English vocabulary through cultural content and through traditional method in developing students' vocabulary learning. Therefore, the results in this study might not be generalizable for teaching English vocabulary regarding other respects.

Recommendations for Further Studies

The following are some recommendations for further studies:

1. This study was conducted to investigate the effects of teaching English vocabulary through cultural content with the sixth-grade students' English vocabulary learning. Therefore, it will be interesting to investigate the effects of this teaching method with students in other level such as students in the secondary school level.

2. The experiment in this study covered only eight sessions. It will be interesting to increase the experiment over a longer period of time so that students can understand better and learn more vocabularies through cultural content.

3. This study aimed to investigate the effects of teaching English vocabulary through cultural content on students' English vocabulary learning. It will be interesting to explore the effects of teaching cultural content on other language skills such as writing, speaking, or listening.





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APPENDIX A

Lesson Plans

LESSON PLAN 1

Skill: Vocabulary

Level: 6 (P.6)

Topic: Food and snacks

Time: 60 minutes

Instructor: Panwadee Mesnukul

Content/Language Focus:

Vocabulary:

- | | |
|--------------------------|-------------------|
| 1. A piece of candy | 5. A bag of chips |
| 2. A carton of ice cream | 6. A can of soda |
| 3. A slice of pizza | 7. Snacks |
| 4. A package of cookies | |

Learning Objectives

Students are able to:

1. Know vocabularies about some Western food and snacks and its quantifier.
2. Use vocabularies about some Western food and snacks in sentences.

Teaching Aids/ Materials:

1. Colored pictures of food and snacks.
2. Flashcards with colored pictures.
3. Some examples of food and snacks.
4. Songs and films about food and snacks.
5. Worksheets.

Learning Activities:

Warm-up

1. Class discuss about their favorite food and snacks.
2. Ask students to listen to songs and watch the clip video and cartoon about food and snacks with sounds and music in order to grab students' attention.

Presentation and Practice

1. Show students the pictures of food and snacks by using the power-point slides with color and movement.

2. Teach the vocabularies of food and snacks.

3. Teach students the pronunciation of each vocabulary and let them repeat after teacher word by word by using flash cards with colored pictures.

4. Teach students about the meaning of each vocabulary for several times.

Also, let students pronounce again by themselves in order to make them recognize and remember the vocabularies.

5. Telling related stories and describing the Westerners' eating habits of each food and snacks, for example, "The Westerners like to eat cookies with milk. They commonly eat chips with dip." Teacher also provides some examples by using songs, clip videos, and colored pictures.

6. Provides food and snacks for students to experience the way that the Westerner eats foods and snacks, for example, eating chip with dip and cookies with milk.

7. Say the new vocabularies in sentences, such as, 'I had a bag of chips' or 'I got a piece of candy'.

8. Ask students to practice the vocabularies in the following conversation.

A: Do you have any snacks at home?

B: Yes I do. I have a piece of candy.

8. Ask students to match the pictures of food and snacks with vocabularies.

Production

1. Ask students to do the exercise on worksheets.

2. Asks some students as volunteers to write answers on the blackboard.

3. Gives the correct answer to the class using power-point slides.

Evaluation:

1. Observe the students' participation in class.
2. Check students' assignments.



LESSON PLAN 2

Skill: Vocabulary

Level: 6 (P.6)

Topic: Happy Birthday

Time: 60 minutes

Instructor: Panwadee Mesnukul

Content/Language Focus:

Vocabulary:

- | | |
|------------------|-------------|
| 1. Birthday cake | 5. Crown |
| 2. Balloon | 6. Treasure |
| 3. Candle | 7. Card |
| 4. Gift | |

Learning Objectives:

Students are able to:

1. Know the vocabularies about Birthday party.
2. Use the vocabularies about Birthday party in sentences.

Teaching Aids/ Materials:

1. Colored pictures of birthday party.
2. Flashcards with colored pictures.
3. Songs and films about birthday party.
4. An example of the Western birthday party.
5. Worksheets.

Learning Activities:

Warm-up

1. Shows a picture of a birthday party.

2. Discuss with students about birthday party. Ask students to name the things they have seen in a birthday party.

3. Ask students to watch the clip video and cartoon about the Western birthday party with sounds and music in order to grab students' attention.

Presentation and Practice

1. Show students the colored pictures of a birthday party using the power-point slides with color and movement.

2. Ask students about what they see in each picture and its name.

3. Teach the vocabularies about a birthday party such as birthday cake, candle, and balloon. Students listen to the pronunciation of each vocabulary and then repeat after teacher word by word using flash cards with colored pictures.

4. Teach students about the meaning of each vocabulary for several times. Also ask students to pronounce again by themselves in order to make them recognize and remember the vocabularies.

5. Explain about activities that the westerners always do in their birthday party; for example, "The Westerner usually have a birthday cake for a birthday party. They will put candles to represent the age of the birthday person. The birthday person will commonly wear a crown." Provides some examples by using songs, clip videos, and colored pictures.

6. Tells students about treasure hunt activity. Then show students clip video of this activity as an example.

7. Divides students into groups and ask students to play treasure hunting game.

8. Sets up a birthday party for one student in the class and ask students to involve the birthday party activity such as blowing candles, singing happy birthday song, and cutting birthday cake.

9. Review all vocabularies again with real objects.

10. Teach the new vocabularies in sentences, such as, 'There are five balloons in the party' or 'I will bring a present to a party'.

11. Introduce vocabularies into the dialogue. Ask students to practice the vocabularies in the following conversation.

A: What will you buy for a birthday party?

B: I will buy a balloon and a card.

Production

1. Ask students to match pictures with vocabularies.
2. Ask students to complete the worksheets.
3. Asks some students as volunteers to write answers on the blackboard.
4. Gives the correct answer to the class using power-point slides.

Evaluation:

1. Observe the students' participation in class.
2. Check students' assignments.

LESSON PLAN 3

Skill: Vocabulary

Level: 6 (P.6)

Topic: Shopping toiletries at grocery store

Time: 60 minutes

Instructor: Panwadee Mesnukul

Content/Language Focus:**Vocabulary:**

- | | |
|---------------------------|------------------|
| 1. A bottle of shampoo | 6. Toiletries |
| 2. A bar of soap | 7. Grocery bag |
| 3. A tube of toothpaste | 8. Grocery store |
| 4. A box of tissues | 9. Shopping list |
| 5. A roll of toilet paper | |

Learning Objectives:

Students are able to:

1. Know the vocabulary about toiletries at the store.
2. Use the vocabulary about toiletries at the store in sentences.

Teaching Aids/ Materials:

1. Colored pictures of toiletries.
2. Flash cards with pictures.
3. Some examples of toiletries and grocery bag.
4. An example of a shopping list.
5. Songs and films about toiletries.

Learning Activities:**Warm-up**

1. Ask students about what they usually buy when they go to a store.

2. Ask students to watch a clip video about shopping in Western countries with sounds and music in order to grab the students' attention.

Presentation and Practice

1. Show students the pictures of toiletries using the power-point slides with color and movement.

2. Ask students about the name of toiletries in each picture.

3. Show students the picture and video about several types of grocery stores in America.

4. Teach the vocabularies of toiletries. Students listen to the pronunciation of each vocabulary and then repeat after teacher word by word using flash cards with colored pictures.

5. Teach students about the meaning of each vocabulary for several times. Then, let students pronounce the word again by themselves in order to make them recognize and remember the vocabularies.

6. Explain about habits of American people when they go shopping, for example, "American people commonly use brown paper when they shop at a grocery store." Also provides some examples by using songs, clip videos, and colored pictures.

7. Teach quantifiers such as a bar of, a box of, and a roll of.

8. Say the vocabularies in sentences, such as, 'I'm going to buy a bar of soap' or 'I'm going to get a roll of toilet paper'.

9. Teach students how to do checklists for shopping.

10. Create an activity to demonstrate the real situation in a grocery store.

11. Ask students to pretend to do shopping in a groceries.

12. Ask students to prepare a small grocery store. In this section, teacher pronounces vocabularies and meaning repeatedly.

13. Let the students pronounce each vocabulary again.

14. Ask students to practice the vocabularies in the following conversation.

A: What are you going to get at grocery store?

B: Yes. I'm going to get a bottle of shampoo and a tube of toothpaste

(See a shopping list).

A: What did you buy at grocery store?

B: (Hold a grocery bag). I bought a bottle of shampoo and a tube of toothpaste.

Production:

1. Ask students to match the pictures with vocabularies.
2. Ask students to complete the worksheet.
3. Asks some students as volunteers to write answers on the blackboard.
4. Gives the correct answer to the class using with power-point slides.

Evaluation:

1. Observe the students' participation in class.
2. Check students' assignments.

LESSON PLAN 4

Skill: Vocabulary

Level: 6 (P.6)

Topic: My pet

Time: 60 minutes

Instructor: Panwadee Mesnukul

Content/Language Focus:

Vocabulary:

- | | |
|---------------|-------------|
| 1. Dog | 10. Bigger |
| 2. Cat | 11. Older |
| 3. Guinea Pig | 12. Faster |
| 4. Goldfish | 13. Taller |
| 5. Hamster | 14. Thicker |
| 6. Rabbit | 15. Smaller |
| 7. Iguana | 16. Younger |
| 8. Ferret | 17. Slower |
| 9. Turtle | 18. Shorter |
| 19. Thinner | |

Learning Objectives:

Students are able to:

1. Know and understand the vocabulary about comparative adjective and pet.
2. Use the vocabulary about comparative adjective and pet in sentences.

Teaching Aids/ Materials:

1. Colored pictures of pets.
2. Flashcards with pictures.
3. Songs and videos about pets in the West.

4. Worksheets.

Learning Activities:

Warm-up

1. Discuss about pets with the class. Ask students about their favorite pets.
2. Show students a video about pets to grab students' attention.

Presentation and Practice

1. Shows students the pictures of pets using the power-point slides with color.

Students listen to the pronunciation of each vocabulary and then repeat after teacher word by word.

2. Show students the video of pets and ask about the name of each one.

3. Introduce some kinds of pets such as iguana, guinea pig, and ferret.

4. Explain how the Westerners take care of their pets. For example, there are laws and regulations for protecting pet in the West. Moreover, the Westerners commonly keep their own pet in houses. Pets live close to people and they are treated as one of family members. Some dogs are the babysitter of the babies. Also, there are the world's pet competitions in the Western countries.

5. Teach the vocabularies about pets using the colored flash cards.

6. Teach students about the meaning of each vocabulary for several times.

Also, let students pronounce the words again by themselves in order to make them recognize and remember the vocabularies.

7. Ask students to choose one of the pets to be their favorite pet and then draw their favorite one in a paper and show the picture to the class.

8. Teach the vocabularies about the comparative adjectives such as bigger, taller, and slower.

9. Say the vocabularies about the comparative adjective in sentences, such as,
'A hamster is smaller than a guinea pig.

10. Ask students to practice the comparative adjectives and vocabularies in the following conversation.

A: Which is smaller, a guinea pig or a hamster?

B: A hamster is smaller.

A: Is a turtle faster than a rabbit?

B: No, it isn't. A rabbit is faster than a turtle.

Production

1. Ask students to complete the worksheets.
2. Asks some students as volunteers to write answers on the blackboard.
3. Gives the correct answer to the class using power-point slides.

Evaluation:

1. Observe the students' participation in class.
2. Check students' assignments.

LESSON PLAN 5

Skill: Vocabulary

Level: 6 (P.6)

Topic: Christmas Day

Time: 60 minutes

Instructor: Panwadee Mesnukul

Content/Language Focus:

Vocabulary:

- | | |
|-------------------|---------------|
| 1. Snowman | 8. Stocking |
| 2. Santa Claus | 9. Candy cane |
| 3. Angel | 10. Biggest |
| 4. Elf | 11. Smallest |
| 5. Reindeer | 12. Tallest |
| 6. Penguin | 13. Shortest |
| 7. Christmas tree | 14. Oldest |

Learning Objectives:

Students are able to:

1. Know the vocabulary about the superlative adjectives and Christmas.
2. Use the vocabulary about the superlative adjectives and Christmas in

sentences.

Teaching Aids/ Materials:

1. Colored pictures of items for a Christmas Day.
2. Flash cards with pictures.
3. Some examples of Christmas items.
4. Songs or films about a Christmas Day.
5. Worksheets.

Learning Activities:

Warm-up

1. Ask students about a Christmas Day.
2. Ask students to listen to songs of Christmas Day and ask them about Christmas songs.

Presentation and Practice

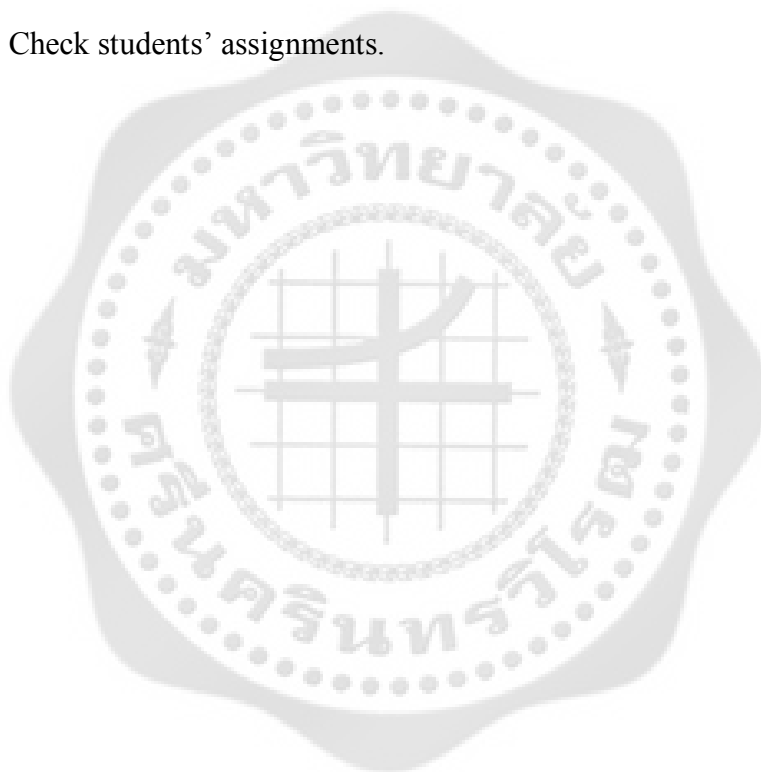
1. Show students the pictures of a Christmas Day and Christmas items by using the power-point slides with color and movement.
2. Show students the video of Christmas Day and ask students about each vocabulary.
3. Teacher explains the meaning of a Christmas Day and the belief of children about Santa clause and presents from Santa Clause for good children.
4. Teach students the superlative adjectives by using colored flash cards. Students listen to the pronunciation of each vocabulary and then repeat after teacher word by word.
5. Show a picture of Christmas items.
6. Say the vocabularies about the superlative adjectives in a single sentence, such as, 'Santa Claus is oldest person in this picture'.
7. Ask students to practice the vocabularies in the following conversation.
 - A: Who is the oldest person in this picture?
 - B: The Santa Claus is the oldest.
 - A: What is the tallest thing in this picture?
 - B: The Christmas tree is the tallest.

Production

1. Ask students to complete the worksheets.
2. Ask some students as volunteers from the class to write answers on the blackboard.
3. Give the correct answer to the class together with power-point slides.

Evaluation:

1. Observe the students' participation in class.
2. Check students' assignments.



LESSON PLAN 6

Skill: Vocabulary

Level: 6 (P.6)

Topic: Public Transportation

Time: 60 minutes

Instructor: Panwadee Mesnukul

Content/Language Focus:

Vocabulary:

- | | |
|-----------|--------------|
| 1. Subway | 6. Never |
| 2. Bus | 7. Rarely |
| 3. Ferry | 8. Sometimes |
| 4. Taxi | 9. Usually |
| 5. Train | 10. Always |

Learning Objectives:

Students are able to:

1. Know the vocabularies about public transportation and adverbs of frequency.
2. Use the vocabularies about public transportation and adverbs of frequency in sentences.

Teaching Aids/ Materials:

1. Colored pictures of American vehicles.
2. Flash cards with pictures.
3. Some examples of American vehicles.
4. Songs and films about American vehicles.
5. Worksheets.

Learning Activities:

Warm-up

1. Ask students to listen to song and watch the video about the public transportation in western countries with sounds and music in order to grab the students' attention.

2. Discuss with students how they usually come to school.

Presentation and Practice

1. Show students the pictures of the public transportation in western countries by using the power-point slides with color and movement.

2. Ask students about the name of vehicles in each picture.

3. Show students a film about several types of vehicles in western countries.

4. Teach vocabularies about the public transportation. Students listen to the pronunciation of each vocabulary and then repeat after teacher word by word by using flash cards with colored pictures.

5. Explain about habits and lifestyles of people in western countries when they use the public transportation, for example, "In the United State, people paying fees for the bus by insert coins into an automatic machine. There is no a conductor on the bus in the United State. Also, buses are very on time. There are pre-paid bus tickets as well as the monthly tickets. Teacher also provides some examples by using colored pictures.

6. Teach the vocabularies of adverbs of frequency such as usually, sometimes, and never.

7. Repeat all vocabularies several times and ask students to pronounce again by themselves in order to make them recognize and remember the vocabularies.

8. Say the vocabularies in single sentences, such as, 'I always take the bus to a grocery store.' or 'I rarely take a train to school.'

9. Divide students into groups and ask them to practice the vocabularies in the following conversation.

A: how do you get to school?

B: I usually take the bus.

A: Do you ever take a subway to home?

B: I sometimes take a subway to home. I always take a taxi.

Production

1. Ask students to match colored flashcards of pictures with vocabularies.
2. Ask students to complete worksheets, and then give the correct answers by using the power-point slides.

Evaluation:

1. Observe the students' participation in class.
2. Check students' assignments.

LESSON PLAN 7

Skill: Vocabulary

Level: 6 (P.6)

Topic: Numbers and American Money

Time: 60 minutes

Instructor: Panwadee Mesnukul

Content/Language Focus:

Vocabulary:

- | | |
|----------------|---------------|
| 1. Expensive | 7. Dollar |
| 2. Cheap | 8. Sixty |
| 3. Penny | 9. Seventy |
| 4. Nickel | 10. Eighty |
| 5. Dime | 11. Ninety |
| 6. Quarter | 12. A hundred |
| 13. A thousand | |

Learning Objectives:

Students are able to:

1. Understand the American currencies such as dollar, dime and penny.
2. Use American currencies to buy things.

Teaching Aids/ Materials:

1. Colored pictures of number and American currencies
2. Flashcards with pictures.
3. Some examples of American currencies.
4. Songs and films about number and American currencies.
5. Worksheets.

Learning Activities:

Warm-up

1. Asks students to listen to songs about American money.
2. Shows students music video about American money.
3. Asks students about types of coins or banknotes they have in their pockets and ask students to show them.

Presentation and Practice

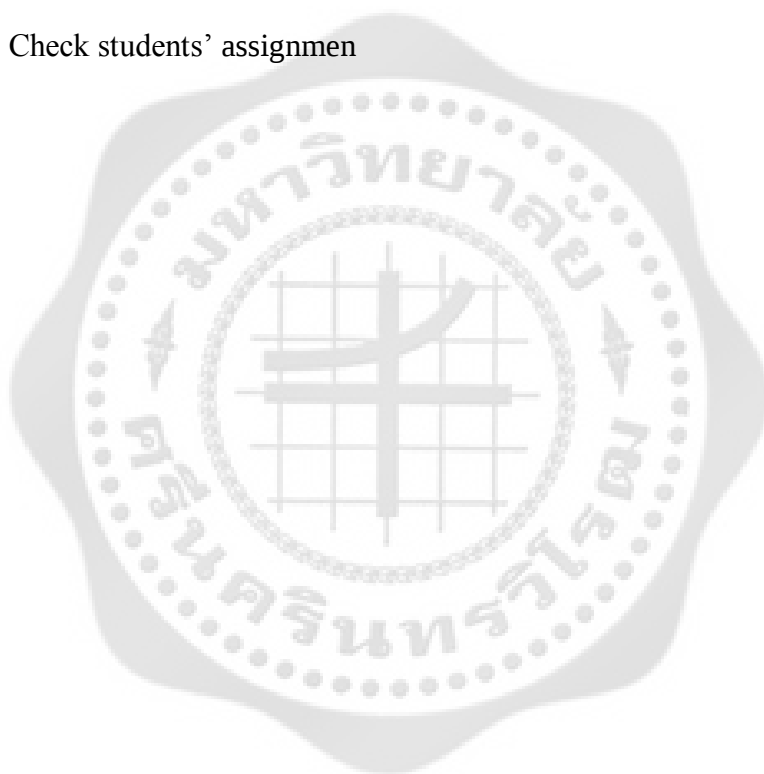
1. Show students the pictures of American money by using the power-point slides with color and movement. Ask students to listen to the pronunciation of each vocabulary and then repeat after teacher word by word.
2. Presents students examples of money (U.S. coins and banknotes).
3. Provides students the information of American money; for example, the name of each coin and its value, and the name of the person on each coin.
4. Shows students the video song of U.S. coins and asks them to repeat the names of each coin again.
5. Teach the vocabularies of numbers and American money by using the colored flash cards of number.
6. Teach students about the meaning of each vocabulary for several times and asks students to pronounce vocabulary by themselves.
7. Says the new vocabularies in sentences by using vocabularies in the previous unit, such as, 'How much are those balloons?' and the answer 'They are seventy dollars.'
8. Asks students to practice using vocabularies in the following conversation.
 - A: Excuse me, how much is a package of cookies?
 - B: It is 25 dollars.
 - A: Oh! That's expensive/ Wow! That's cheap.

Production

1. Asks students to complete the worksheets.
2. Asks some students to be volunteers and to write answers on the blackboard.
3. Gives the correct answer to the class using power-point slides.

Evaluation:

1. Observe the students' participation in class.
2. Check students' assignments



LESSON PLAN 8

Skill: Vocabulary

Level: 6 (P.6)

Topic: Independence Day Picnic

Time: 60 minutes

Instructor: Panwadee Mesnukul

Content/Language Focus:

Vocabulary:

- | | |
|---------------|------------------|
| 1. Flag | 7. Hamburger |
| 2. Firework | 8. Barbecue |
| 3. Basket | 9. Pie |
| 4. Juice | 10. Potato salad |
| 5. Cupcake | 11. Picnic |
| 6. Watermelon | |

Learning Objectives:

Students are able to:

1. Know the vocabularies about Independence Day in America.
2. Understand the stories and activities people do on Independence Day in America.

Teaching Aids/ Materials:

1. Colored pictures about Independence Day in America.
2. Colored pictures of food for Independence Day picnic.
3. Flashcards with pictures.
4. An example of food and things for Independence Day picnic.
5. Worksheets.

Learning Activities:

Warm-up

1. Discuss with students about activities they commonly do on holidays.
2. Ask students about their favorite food when they have a picnic with family.
3. Ask students whether they know or ever heard about Independence Day in

America.

Presentation and Practice

1. Ask students to watch a film of Independence Day in America.
2. Show students the colored pictures of food that American people prepare for the Independence Day picnic.
3. Teach vocabularies about food for Independence Day picnic by using the colored flash cards.
4. Teacher explains the meaning of Independence Day in America by using songs and films.
5. Students listen to the pronunciation of each vocabulary and then repeat after teacher word by word.
6. Teach students about the meaning of each vocabulary for several times. Ask students to pronounce again by themselves.
7. Demonstrates the real situation of Independence Day in America and asks students to make an American flag.
8. Asks students to pronounce each vocabulary again by using power point slides.

Production

1. Asks students to pair the food for Independence Day picnic and vocabularies.
2. Asks some students to be volunteers and to write their answers on the blackboard.

3. Gives the correct answer to the class by using power-point slides.

Evaluation:

1. Observe the students' participation in class.
2. Check students' assignments.





APPENDIX B

English Vocabulary Test

NAME _____ NICKNAME _____ CLASS _____

Vocabulary Test

Part 1 Vocabulary Meaning (1-10)

Match vocabularies with pictures.

1. Subway



2. Christmas tree



3. Birthday cake



4. Flag



5. Penny



6. Hamster



7. A tube of toothpaste



8. A bag of chips



9. Grocery bag



10. Treasure



Part 2 Vocabulary Spelling (11-20)

Look at the pictures and fill in the blanks.

11.



_ pa_k_g_ o_ _o_ki_s

12.



C_o_n

13.



_ r_ll _f to_l_t p_p_r

14.



G_l_fi_h

15.



S_nt_ C_au_

16.



D_ll _ _

17.



T_x_

18.



W_te_m_l_n

19.



Fi _ _ wo _ _

20.



A h _ nd _ e _

Part 3 Vocabulary in sentences (21-30)

Choose the correct answer.

21. A: Do you have any snacks at home?

B: Yes I do. I have _____.

- a. a hamster
- b. a balloon
- c. a Snowman
- d. a piece of candy

22. A: What will you buy for a birthday party?

B: I will buy _____.

- a. a gift
- b. a basket
- c. a bus
- d. a turtle

23. *At grocery store*

Customer: Do you have toiletries?

Seller: Sure. I have_____.

- a. a slice of pizza
- b. a bottle of shampoo
- c. a hamburger
- d. a candle

Look at the picture and fill in the blanks.

Item 24

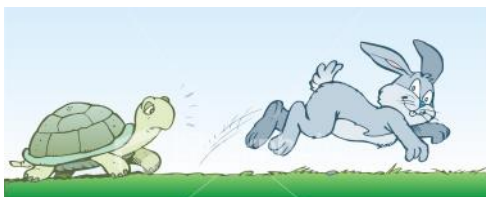


24. A: Which is smaller?

B: _____is smaller.

- a. The rabbit
- b. The guinea pig
- c. The hamster
- d. The cat

Item 25



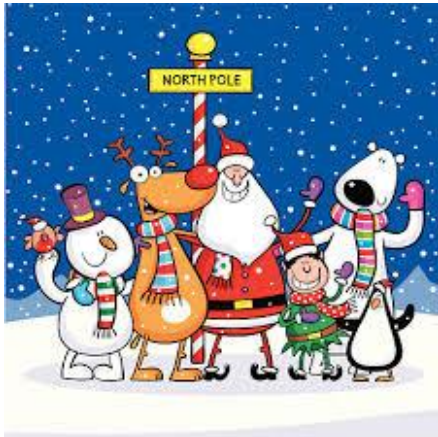
25. A: Which is faster?

B: _____is faster.

- a. The rabbit

- b. The guinea pig
- c. The hamster
- d. The cat

Item 26-27



26. A: Who is the oldest person in the picture?

B: _____.

- a. The Santa Claus is the oldest.
- b. The elf is the oldest.
- c. The reindeer is the oldest.
- d. The snowman is the oldest.

27. _____ is the smallest animal in the picture.

- a. The penguin
- b. The elf
- c. The reindeer
- d. The snowman

28. A: How do you go to school?

B: I usually take_____.

- a. a ferret
- b. a shopping list
- c. a candy cane
- d. a bus

29.



A: How much is a balloon?

B: It is _____.

A: Wow! That is _____.

- a. sixty dollars, cheap.
- b. seventy dollars, expensive.
- c. eighty dollars, cheap.
- d. ninety dollars, expensive.

30. A: What will you bring for _____ tomorrow?

B: I will bring barbecues and cupcakes.

- a. a picnic
- b. a train
- c. a grocery store
- d. a gift



APPENDIX C

Questionnaires

QUESTIONNAIRES

Student's Opinions on Classroom Activities Based on English Vocabulary Learning through the Cultural Content

Objective: To explore students' opinions on classroom activities based on English vocabulary learning through cultural content

Direction: Please tick the choice of the following statements that is closet to your opinion.

Opinion Rating Scale

5 = Strongly Agree 4 = Agree 3 = Neutral 2 = Disagree 1 = Strongly Disagree

Statements	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1. Activities in class allowed me to learn more English vocabularies.					
2. Activities in class did not help me to understand meaning of vocabularies.					
3. Activities in class allowed me to understand the Western culture better.					
4. I enjoyed doing activities in class.					
5. Activities in class were boring.					
6. I wanted to study English subject because I liked activities in class					
7. I felt unhappy when I have to do activities in class.					
8. Activities in class could not encourage me to speak English.					
9. I can write English vocabularies more correctly from doing activities in class.					
10. I could not apply English vocabularies studied in class to my daily life.					

แบบสอบถาม

ความคิดเห็นของนักเรียนที่มีต่อกิจกรรมการสอนคำศัพท์ภาษาอังกฤษโดยใช้วัฒนธรรม
ของนักเรียนชั้นประถมศึกษาปีที่ 6

จุดประสงค์: เพื่อศึกษาความคิดเห็นที่มีต่อกิจกรรมการสอนคำศัพท์ภาษาอังกฤษโดยใช้
วัฒนธรรมของนักเรียนชั้นประถมศึกษาปีที่ 6 โรงเรียนวัดโบสถ์

คำชี้แจง : ใส่เครื่องหมาย ✓ ในช่องว่างที่ตรงกับความคิดเห็นของนักเรียนต่อกิจกรรมการ
สอนคำศัพท์ภาษาอังกฤษในชั้นเรียน

5 = เห็นด้วยอย่างยิ่ง 4 = เห็นด้วย 3 = ไม่แน่ใจ 2 = ไม่เห็นด้วย 1 = ไม่เห็นด้วย
อย่างยิ่ง

รายการ	เห็น ด้วย อย่างยิ่ง	เห็น ด้วย	ไม่แน่ใจ	ไม่เห็น ด้วย	ไม่เห็น ด้วยอย่าง ยิ่ง
1. กิจกรรมในชั้นเรียนทำให้ฉันรู้ คำศัพท์ภาษาอังกฤษมากขึ้นกว่าเดิม					
2. กิจกรรมในชั้นเรียนไม่ช่วยให้ฉัน เข้าใจความหมายคำศัพท์ภาษาอังกฤษ ที่เรียน					
3. กิจกรรมในชั้นเรียนทำให้ฉันเข้า ใจความเป็นอยู่ของคนตะวันตกมากขึ้น					
4. ฉันรู้สึกสนุกเมื่อได้ทำกิจกรรมในชั้น เรียน					
5. กิจกรรมในชั้นเรียนน่าเบื่อหน่าย					
6. ฉันอยากมาเข้าเรียนวิชา ภาษาอังกฤษเพราะชอบกิจกรรมในชั้น เรียน					
7. ฉันไม่มีความสุขเมื่อต้องทำกิจกรรม ในชั้นเรียน					
8. กิจกรรมในชั้นเรียนไม่ทำให้ฉันกล้า พูดภาษาอังกฤษมากขึ้น					

9. ฉันเขียนคำศัพท์ภาษาอังกฤษได้ถูกต้องมากขึ้นจากการทำกิจกรรมในชั้นเรียน					
10. ฉันไม่สามารถนำคำศัพท์ภาษาอังกฤษที่เรียนไปใช้ในชีวิตจริงได้					





APPENDIX D

Worksheets

NAME _____ NICKNAME _____ CLASS _____

Worksheet

Food and Snacks

Fill in the blanks and match vocabularies with the correct pictures.



- A pi_c_ of c_n
- A c_r_on o_i_e_rea_
- A s_ic_ of _iz_a
- A p_c_ag_ _f c_ _ki_s
- A b_ _ of c_ip_
- A c_n o_s_d_
- S_ack_



NAME _____ NICKNAME _____ CLASS _____

Worksheet: Happy Birthday

What item am I? See picture and circle the correct word.

Example:  Dog <u>Cat</u> Pig	 Birthday cake Crown Candle	 Balloon Card Gift
 Birthday cake Card Candle	 Card Treasure Crown	 Gift Treasure Birthday cake
 Balloon Treasure Crown	 Birthday cake Crown Candle	

NAME _____ NICKNAME _____ CLASS _____

Worksheet: Shopping toiletries at grocery store

Match vocabularies with the correct pictures.

A bottle of shampoo

A bar of soap

A tube of toothpaste

A box of tissues

A roll of toilet paper

Toiletries

Grocery bag

Grocery store

Shopping list



1.



2.



3.



4.

5.



6.



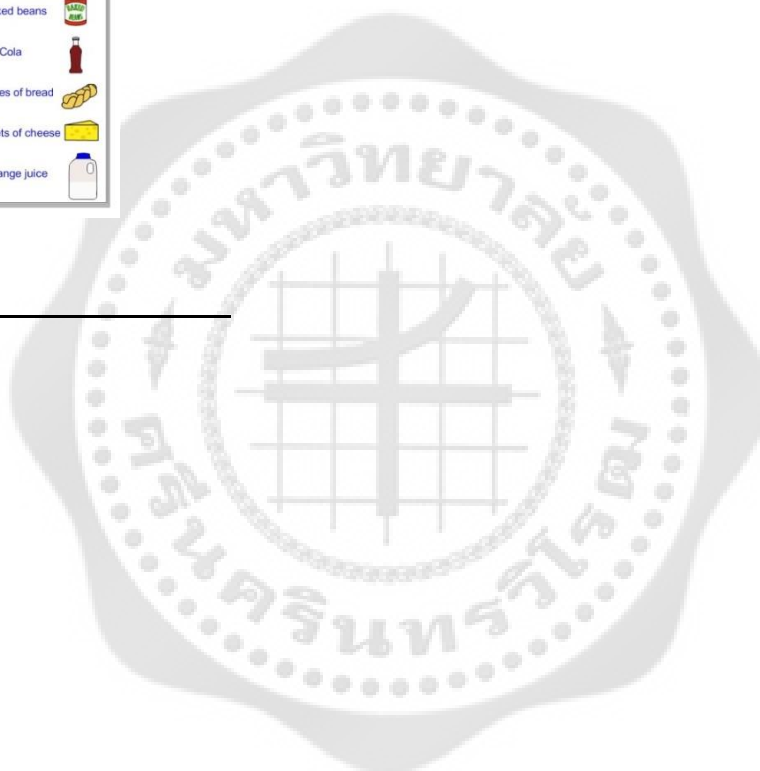
7.



8.



9.

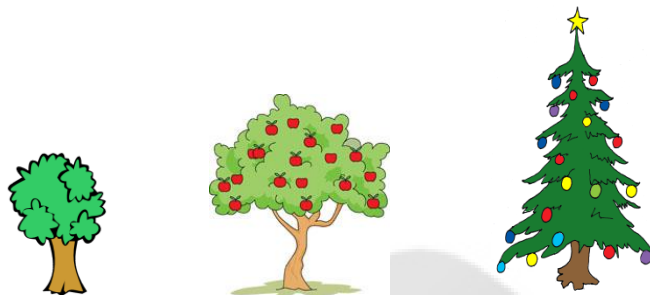


NAME _____ NICKNAME _____ CLASS _____

Worksheet: Christmas Day

Look at pictures and fill words in the blanks.

1.



tall

taller

The c _____ t _____ is the _____.

2.



big

bigger

The s _____ is the _____.

3.



small

smaller

The p _____ is the _____.

4.



old



older



The S _____ C _____ is the _____.

5.



short



shorter



The e _____ is the _____.



VITAE

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