

CHAPTER III

RESEARCH METHODOLOGY

This chapter deals with the research methodology to study the effects of Cultural Experiential Instruction on English Oral Communication Ability of lower secondary school students. It includes the following topics: research design, population and samples, research procedure, research instruments, data collection, and data analysis.

Research Design

The present study was a single group experimental research study employing quantitative research methods.

The study was carried out for ten weeks in the second semester of the academic year 2007. One lesson was taught each week. Each lesson took a hundred minutes and was divided into two periods. There were seven lessons in total. Cultural Experiential Instruction was developed as a component of the research treatment.

The research instruments were employed to examine the effects of Cultural Experiential Instruction on English oral communication ability. They were the English oral communication pretest and posttest. The independent variable referred to Cultural Experiential Instruction used in this study and the dependent variable was the students' English oral communication ability scores.

Population and Samples

The population for this study was lower secondary school students. This experimental study was conducted at Saipanya School. The samples for this study consisted of 45 students from Grade 8 Room 4, semester 2 in the academic year 2007. The samples were purposively selected. Among the three levels of lower secondary school students, the researcher selected Grade 8 students to be the samples in the study because there was a wide variety of cultural contents in the textbooks for Grade 8 students. Thus, Grade 8 students had a lot of cultural contents to learn and they would benefit from learning the Four Cultural Knowings: Knowing How, Knowing About, Knowing Why, and Knowing Oneself in Cultural Experiential Instruction.

However, there were two reasons why Grade 7 students were not selected. First, they had just enrolled in this school and they were adapting themselves to their new environment. In addition, the cultural contents in the textbooks for Grade 7 were not sufficient to apply in Cultural Experiential Instruction. Therefore, Grade 7 students were likely to have problems in describing, interpreting, analyzing, and reflecting the cross cultural aspects of the contents.

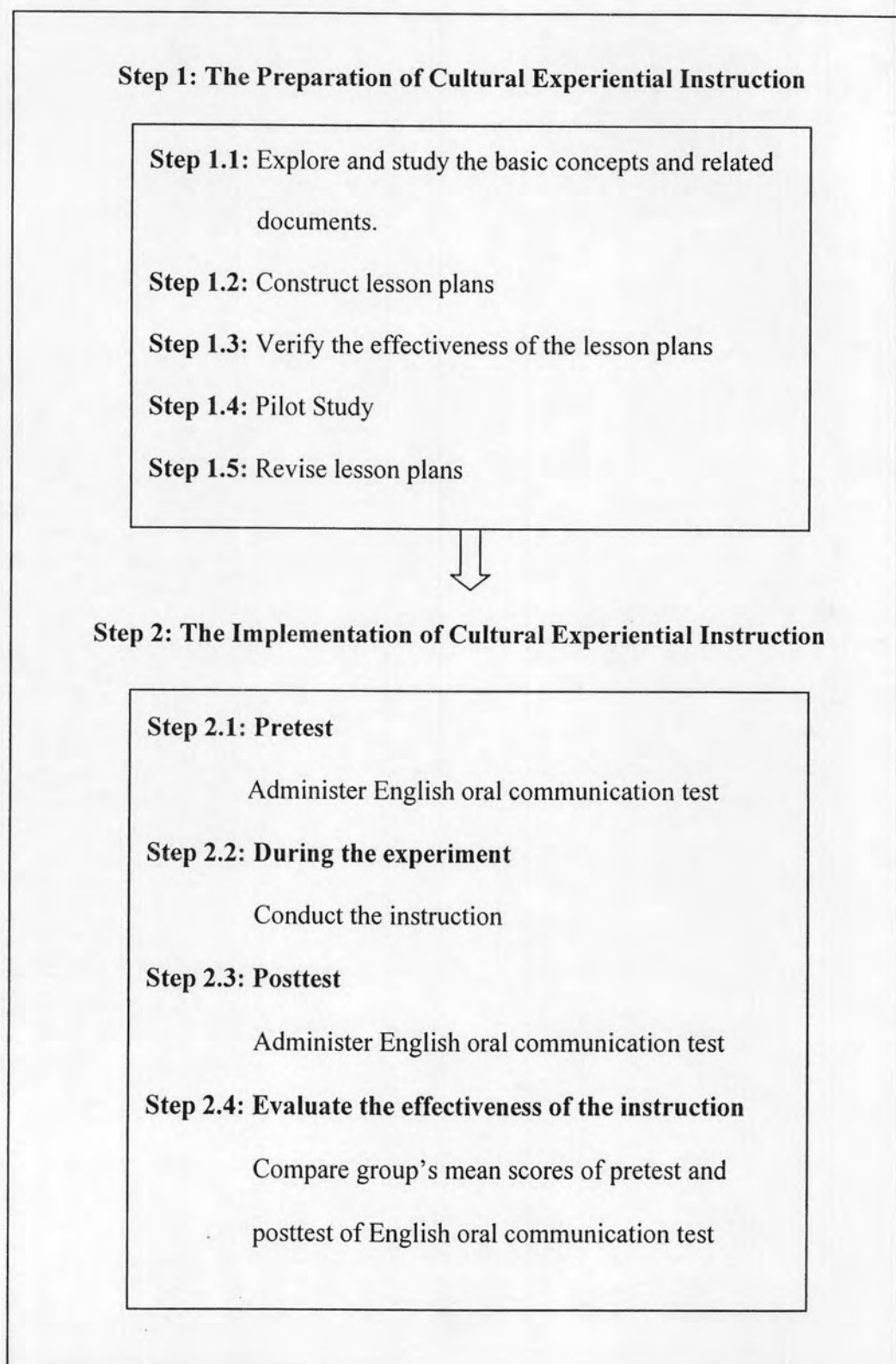
Additionally, Grade 9 students were not selected since the researcher found out that they had much more knowledge about cross-cultural knowledge because the textbooks used for Grade 9 consisted of many cultural contents. Thus, the students had already learned much about cross-cultural knowledge. Besides, they were rather busy preparing for the competitive exams to further their studies in Grade 10.

In summary, Grade 8 students were selected to be the sample in the study of the effects of Cultural Experiential Instruction on English Oral Communication ability.

Research Procedure

There were two steps of research procedures. The first step involved the Preparation of Cultural Experiential Instruction and the second step involved the Implementation of Cultural Experiential Instruction (See Figure 3.1).

Figure 3.1

Research Procedure

Step 1: The Preparation of Cultural Experiential Instruction

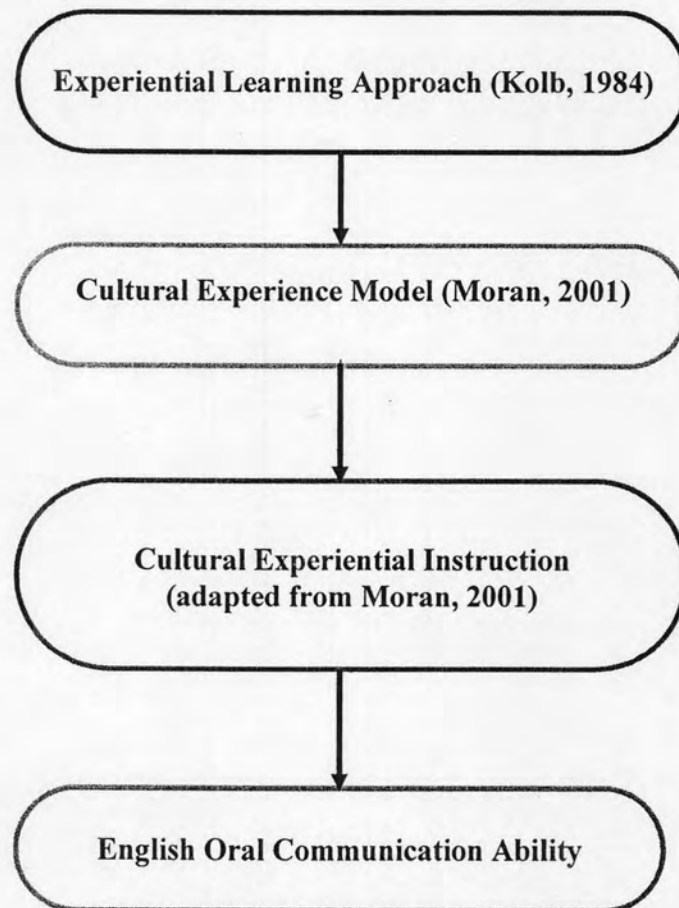
Step 1.1 Explore and study the basic concepts and related documents

The basic concepts and related documents dealing with Cultural Experiential Instruction (Moran, 2001) and cultural contents were explored. The theories and concepts of each could be summarized as followed.

1.1.1 The Conceptual Framework of Cultural Experiential Instruction

(See Figure 3.2)

Figure 3.2

The Conceptual Framework of Cultural Experiential Instruction

In the present study, the researcher has adapted and applied the Cultural Experience Model (Moran, 2001) which is based on Experiential Learning approach (Kolb, 1984) in Cultural Experiential Instruction. The Cultural Experiential Instruction consisted of four interconnected learning interactions called “The Four Cultural Knowings”. The details of the Four Cultural Knowings are summarized as follows:

The first Cultural Knowing is called “**Knowing How**”. The purpose is to build participation in the practices of the culture. Students learn to select linguistic forms and nonverbal behaviors that are effective and appropriate for a given social situation through acts, operations, or scenarios. Besides, students personalize their learning by role plays, performances, or drama. The teacher plays two key roles as a model and a coach in helping learners acquire cultural behaviors.

The second is called “**Knowing About**”. The purpose is to describe the cultural information. Students are taught to demonstrate comprehension of the information. Students present and practice through many forms such as authentic material, pedagogical material, and experiences. The teacher plays four key roles in helping learners acquire cultural information: Source, Resource, Arbiter, or Elicitor.

The third learning interaction is called “**Knowing Why**”. The purpose is to teach how to interpret perceptions, values, beliefs, and attitudes that the people of the culture use to explain themselves and their worldview. Students gain insight into the similarities and differences among cultures. Furthermore, students present and practice cultural interpretations through many forms; for example, cultural analysis, cultural interpretation, research projects. The teacher plays as a guide or a co-researcher to help learners acquire cultural explanations.

Finally, the fourth is called “**Knowing Oneself**”. The purpose is to activate students to express their thoughts, feelings, beliefs, attitudes that emerge in reaction to the experience of the target culture or culture learning. Students can also express awareness of their culture, awareness of themselves as a cultural being, awareness of their feelings, perceptions, beliefs, values, and attitudes. Self-awareness activities consist of opportunities for self-expression through reflection, focused talking structured, focused writing. The teacher played as a listener or as a witness or a co-learner.

1.1.2 Collecting and analyzing cultural contents based on textbook analysis from seven textbooks for lower secondary school students.

Based on Brooks (1964), Stern (1992), Byram, Morgan & colleagues (1994), there are ten main categories for cultural contents which are presented as follows:

1. Geography / Places: geographical factors within the national boundaries which are significant in members' perceptions of their country and other factors which are information for outsiders, such as physical location (e.g., world places such as museums, exhibitions, zoos, etc.).

2. Social interaction: verbal and non-verbal behavior in different levels of familiarity (e.g., greetings, friendly exchange, farewells, levels of speech, body language).

3. Routine and actions from daily life: how people live, what they think, value and do (e.g., food, family meals).

4. The moral and religious beliefs and values: routine and actions, the moral and religious beliefs (e.g., observance of Sunday, superstitions).

5. Social life: institutions of socialization, the life-cycle, and the ceremonies through stages of social life (e.g., marriage, festivals, holidays).

6. History: the significant historical developments of the country or region, including the history of minorities, as well as the historically significant symbols, notable events and trends, and the main historical personalities, critical issues, past and present.

7. Institutions: institutions of the state including the values and meanings they embody. They consist of the system of government – central, regional, and local – the educational system, social welfare, economic institutions, the military and the police, religious institutions, political parties, and the media including television, radio, and the press.

8. Cultural heritage: knowledge about and an appreciation of artists, musicians, and writers and their works, and knowledge of other great figures and their achievements, as well as literature, fine art, drama, or the cinema, and cultural artifacts from past and present which are known to members of the nation

9. People and society in general: significant groups in the nation which are the basis for other than national identity, including social class, regional identity, professional identity, economic identity, ethnic minority and age differences.

10. Stereotypes and national identity: the origins of the 'typically' national identity, symbols of national identity, and stereotypes and their meanings.

From the above categories, the researcher selected the cultural contents presented in the textbooks for lower secondary students (See Table 3.1).

Table 3.1

Lists of Textbooks and Cultural contents

Lists of Textbooks	Cultural contents
1. Super Goal	Greeting, Lifestyle, Favorite Pastimes, Holiday and Festivals, Food, Sports, Travel
2. Postcards	Greeting, Food, Lifestyle, People
3. Inside Out	Travel, Music, Sports, Food, Lifestyle, Wedding, Superstition
4. Your Turn	Lifestyle, Travel, Superstition, Music, Food, Sports, Wedding
5. Discovery	Greeting, Food, Travel, Music, Lifestyle
6. Expressions	Family, Travel, Lifestyle, Food, Wedding
7. Reward	Greeting, Food, Lifestyle, Travel, Music, Family, Clothes, Holiday and Festivals, Wedding

Based on the textbook analysis presented in Table 3.1, the researcher selected six common cultural contents to be taught to the lower secondary school students. These contents were Greeting, Food, Holiday and Festivals, Wedding, Travel, and Superstition. Body Language was added as the seventh cultural content because it was one of the ten main categories that were common among educators (Brooks, 1964; Stern, 1992; Byram, Morgan, & colleagues, 1994). All of the selected cultural contents were approved by the Head of English Department, Saipanya School. Consequently, the researcher included those seven cultural contents in the lessons for lower secondary students in Cultural Experiential Instruction. The seven cultural contents were shown in Table 3.2.

Table 3.2

Lists of Selected Cultural contents and Topics of the Cultural contents in Cultural Experiential Instruction

Lists of Selected Cultural contents	Topics of the Cultural contents in Cultural Experiential Instruction
1. Greeting	Hi! What's up?
2. Food	World Food
3. Holidays and Festivals	Festivals and Celebrations
4. Wedding	Will you marry me?

Lists of Selected Cultural contents	Topics of the Cultural contents in Cultural Experiential Instruction
5. Travel	Around the World
6. Superstition	Superstition
7. Body Language	Body Language

Step 1.2 Construct the lesson plans

Lesson plans were constructed based on Cultural Experience Model (Moran, 2001) and were developed by the researcher. Seven lesson plans were designed according to the above seven topics. The general structure of each lesson plan consisted of objectives, cultural contents, and English oral communication contents. The general structure of Lesson 1 (Hi! What's up?) was shown in Table 3.3 below. (See Appendix A for the general structures of Lesson 1-7, p.119).

Table 3.3

The General structure of Lesson 1 (Hi! What's up?)

Lesson	Topic	Objectives	Cultural Content	English Oral Communication content
1	Hi! What's up?	To greet in world culture, take someone's leave, introduce oneself and learn what differences and similarities of greeting in world culture and Thai culture.	Non-verbal communication in greeting: handshaking, kissing, bowing, hugging, Thai Wai, rubbing noses	Formal and informal greeting: Good morning / Good afternoon / Good evening, Mr. / Mrs. / Miss Watson. How do you do? How are you doing? What's going on? How have you been? Nice to meet (see / talk to) you. I'm glad to know you. Long time no see. See you then. Catch you later. Take care. Bye. Cheerio.

From the above general structure, the specific lesson plans were designed to portray Four Cultural Knowings: Knowing How, Knowing About, Knowing Why, and Knowing Oneself in Cultural Experiential Instruction. In each Knowing, various activities were designed to stimulate students' English oral communication. There were different types of oral practices which required students to work in pairs and in groups. Table 3.4 below showed how the Four Cultural Knowings were applied in Lesson 1 (See Appendix B for the whole lesson plan and handout of Lesson 1, p. 126).

Table 3.4

*The Four Cultural Knowings and English Oral Communication Activities in Lesson 1***Lesson 1: Hi! What's up?**

Knowing How	Knowing About	Knowing Why	Knowing Oneself
<p>Students participate in:</p> <ul style="list-style-type: none"> - greeting, leavetaking, and introducing oneself. - handshaking, bowing, hugging, kissing, rubbing noses. - initiating a conversation in English and using small talk to get to know a stranger. 	<p>Students describe:</p> <ul style="list-style-type: none"> - different types of handshakes and other types of non-verbal greeting. 	<p>Students interpret:</p> <ul style="list-style-type: none"> - the values behind the non-verbal communication. - the similarities and differences between non-verbal greetings in world culture and Thai culture. 	<p>Student reflects upon:</p> <ul style="list-style-type: none"> - their opinions and feelings about different types of greeting around the world.

Step 1.3 Verify the effectiveness of the lesson plans

Cultural Experiential Instruction lesson plan evaluation forms were constructed and sent to 3 language-teaching specialists (See Appendix C, p.152). The lesson plans were verified in 17 items which included Objectives (Items 1-4), Materials and Equipment (Items 5-8), Procedures (Items 9-15), and Evaluation (Items 16-17) which ensure construction and content validity. The specialists were asked to rate each item as to whether it was congruent with the objectives and the Cultural Experiential Instruction stated using the evaluation form constructed by the researcher.

In the evaluation form, there were two parts – a written suggestion and a three rating scores for each statement according to the following criteria:

+1	means	=	congruent
0	means	=	questionable
-1	means	=	incongruent

The IOC (Item-Objective Congruence Index) was used to find the consistency of statement.

$$IOC = \frac{R}{N}$$

IOC	means	the index of congruence
R	means	total score from the opinion of the specialists
N	means	numbers of the specialists

If IOC was higher than or equal 0.50, it could be inferred that the topics were appropriate to the level of the students and the theme. On the contrary, if the IOC was less than 0.50, the topics were not appropriate to the level of the students and the theme, so they should be revised (Tirakanant, 2003).

The value of IOC for each lesson plan item was shown in Appendix D (p.155).

The results of the Cultural Experiential Instruction lesson plan evaluation were as follows:

For the lesson plan 1, the results indicated that 88.23% of the items were rated higher than 0.5 of the IOC index, meaning that they were acceptably congruent with the objectives and other aspects. Only 2 items needed a revision.

For the lesson plan 2, the results indicated that 88.23% of the items were rated higher than 0.5 of the IOC index, meaning that they were acceptably congruent with the objectives and other aspects. Only 2 items needed a revision.

For the lesson plan 3, the results indicated that 94.11% of the items were rated higher than 0.5 of the IOC index, meaning that they were acceptably congruent with the objectives and other aspects. Only 1 item needed a revision.

For the lesson plan 4, the results indicated that 94.11% of the items were rated higher than 0.5 of the IOC index, meaning that they were acceptably congruent with the objectives and other aspects. Only 1 item needed a revision.

For the lesson plan 5, the results indicated that 100% of the items were rated higher than 0.5 of the IOC index, meaning that they were acceptably congruent with the objectives and other aspects.



For the lesson plan 6, the results indicated that 100% of the items were rated higher than 0.5 of the IOC index, meaning that they were acceptably congruent with the objectives and other aspects.

For the lesson plan 7, the results indicated that 100% of the items were rated higher than 0.5 of the IOC index, meaning that they were acceptably congruent with the objectives and other aspects.

In addition, the three experts gave some additional suggestions for revising the lesson plans. Comments and suggestions from the experts were summarized as follows.

Expert A commented that in lesson 1, Maori's greeting might be inaccessible for some students, especially those who did not have much exposure to world culture. So, the expert suggested that more explanations from the teacher might be needed. Furthermore, the materials and equipment the expert said that students might find pictures a bit 'dry'. Therefore, the teacher should use additional materials such as video clips or film extracts that might help make the lesson more lively and interesting.

Expert B suggested that the teacher should provide more dialogues to help students practice English oral communication. In addition, the expert commented that it was too difficult for lower secondary students to write their reflections.

Expert C commented that some of the topics did not relate to the lesson objectives. Consequently, they should be more specific and relevant to the objectives. Additionally, the expert thought that lesson 1 and 2 were too easy for grade 8 students to learn, and lesson 4 was irrelevant to lower secondary students' lives.

Although the results from the Cultural Experiential Instruction lesson plan evaluation showed that they contained good characteristics, they were revised in terms of the objectives, materials and activities according to the experts' suggestions before the pilot study was conducted. Comments and suggestions from the experts were summed up (See details of experts' comments and suggestions in Appendix E, p.162).

Step 1.4 Pilot Study

After the revision of the lesson plans was done, a pilot study was carried out in order to check whether the lesson plans worked well in the similar context before the main study was undertaken. The students for the pilot study consisted of five Grade 8 students who were not in the sample group and were studying in the first semester of academic year 2007. They shared the same characteristics in terms of their educational background and their background knowledge on the cross-cultural contents and cultural awareness. The pilot study was conducted with 2 lesson plans: Lesson 1: Hi! What's up? and Lesson 2: World Food in order to identify potential problems before the main study was conducted. The results showed that the two lesson plans work successfully. Students enjoyed studying language and culture very much but the instruction time for the Four Cultural Knowings in both lesson plans had to be revised because it took longer than fifty minutes in each period. Additionally, students gave comments that the pictures in the English Oral Communication test were unclear.

Step 1.5 Revise the lesson plans

The activities and the pictures were revised based on the problems found in the pilot study. Mostly, the revision was about the activities of the Four Cultural Knowings used in each lesson plan because they took too long to finish in 50 minutes. Then, the researcher divided the instruction time into two periods. The contents of Knowing How and Knowing About were taught in the first period for fifty minutes. Another two Cultural Knowings; Knowing Why and Knowing Oneself were taught in the second period for fifty minutes. So, seven lesson plans were able to be implemented in the main study for seven weeks.

Step 2: The Implementation of Cultural Experiential Instruction

The duration of the experiment was ten weeks. Each lesson was divided into two periods per week and each period lasted fifty minutes. In the first week the course “Fun English Across Culture” was introduced to students. The course description, the course objective, the course evaluation, and the significance of the course were explained. Then, the next steps in conducting the experiment were as followed.

Step 2.1 Pretest

Prior to Cultural Experiential Instruction, all students were pretested with the English oral communication test to assess their English oral communication ability.

Step 2.2 Assign the Instruction

During the experimental period, the students participated in Cultural Experiential Instruction. They studied the Four Cultural Knowings namely Knowing How, Knowing About, Knowing Why and Knowing Oneself.

Step 2.3 Posttest

At the end of the experimental period, the students were posttested and informally interviewed about their opinions and feelings after receiving Cultural Experiential Instruction.

Step 2.4 Evaluate the effectiveness of Cultural Experiential Instruction

To evaluate the effectiveness of Cultural Experiential Instruction, the data obtained from the pre and post English Oral Communication test were statistically analyzed by means of arithmetic mean, standard deviation, and paired sample t-test in order to compare significant differences of the students' pretest and posttest scores of the English Oral Communication test. The data were used to determine whether Cultural Experiential Instruction enhanced Grade 8 students' English oral communication ability.

In order to check the reliability of the data analysis from the pretest and the posttest scores of the English Oral Communication test, inter-rater reliability was used. The scores were evaluated and analyzed by the researcher and the rater using the Pearson Product-Moment Correlation. The researcher and another rater evaluated and analyzed students' English oral communication ability from their overall communicative oral language performance and gave them scores.

In order to illustrate the results of inter-rater reliability obtained from the pretest and the posttest, Table 3.5 to Table 3.11 were shown as followed below.

Table 3.5

The result obtained from grading the pretest and the posttest between the researcher and a rater from Picture 1 (Hi! What's up?)

Rater	Pearson Product Moment	
	Pretest	Posttest
R1+R2	0.97	0.94

According to Table 3.5, the Pearson correlation between the scores related by the researcher and another rater of pretest and posttest were 0.97 and 0.94 respectively. It implied that grading students' English oral communication ability from the two raters were reliable.

Table 3.6

The result obtained from grading the pretest and the posttest between the researcher and a rater from Picture 2 (World Food)

Rater	Pearson Product Moment	
	Pretest	Posttest
R1+R2	1.00	0.98

According to Table 3.6, the Pearson correlation between the scores related by the researcher and another rater of pretest and posttest were 1.00 and 0.98 respectively. It implied that grading students' English oral communication ability from the two raters were reliable.

Table 3.7

The result obtained from grading the pretest and the posttest between the researcher and a rater from Picture 3 (Festivals and Celebrations)

Rater	Pearson Product Moment	
	Pretest	Posttest
R1+R2	1.00	1.00

According to Table 3.7, the Pearson correlation between the scores related by the researcher and another rater of pretest and posttest were 1.00 and 1.00 respectively. It implied that grading students' English oral communication ability from the two raters were reliable.

Table 3.8

The result obtained from grading the pretest and the posttest between the researcher and a rater from Picture 4 (Will you marry me?)

Rater	Pearson Product Moment	
	Pretest	Posttest
R1+R2	1.00	0.98

According to Table 3.8, the Pearson correlation between the scores related by the researcher and another rater of pretest and posttest were 1.00 and 0.98 respectively. It implied that grading students' English oral communication ability from the two raters were reliable.

Table 3.9

The result obtained from grading the pretest and the posttest between the researcher and a rater from Picture 5 (Around the World)

Rater	Pearson Product Moment	
	Pretest	Posttest
R1+R2	1.00	0.98

According to Table 3.9, the Pearson correlation between the scores related by the researcher and another rater of pretest and posttest were 1.00 and 0.98 respectively. It implied that grading students' English oral communication ability from the two raters were reliable.

Table 3.10

The result obtained from grading the pretest and the posttest between the researcher and a rater from Picture 6 (Superstition)

Rater	Pearson Product Moment	
	Pretest	Posttest
R1+R2	1.00	1.00

According to Table 3.10, the Pearson correlation between the scores related by the researcher and another rater of pretest and posttest were 1.00 and 1.00 respectively. It implied that grading students' English oral communication ability from the two raters were reliable.

Table 3.11

The result obtained from grading the pretest and the posttest between the researcher and a rater from Picture 7 (Body Language)

Rater	Pearson Product Moment	
	Pretest	Posttest
R1+R2	1.00	0.97

According to Table 3.11, the Pearson correlation between the scores related by the researcher and another rater of pretest and posttest were 1.00 and 0.97 respectively. It implied that grading students' English oral communication ability from the two raters were reliable.

Furthermore, the information obtained from the informal interviews of students in the posttest session were transcribed and reported as additional information. Then, all data were used to determine if Cultural Experiential Instruction had effects on students' English oral communication ability.

Research Instrument

The English oral communication test

The instruments used in this study were the English oral communication pre/post paralleled tests constructed by the researcher. The tests were designed to elicit students' English oral communication ability. Each test consisted of seven pictures. Each picture was followed by five questions. The questions were about the Four Cultural Knowings: Knowing How; Knowing About; Knowing Why; and Knowing Oneself.

In addition, all questions measured the knowledge of world culture and Thai culture together with the usage of English grammar and vocabulary used in English Oral Communication. Table 3.12 and Table 3.13 show the sample of the questions from Lesson 4 (Will you marry me?) in the English Oral Communication pretest and posttest.

Table 3.12

The Questions from Lesson 4 (Will you marry me?) in the English Oral Communication pretest



Lesson	Questions
<p data-bbox="263 1694 545 1800">Lesson 4 Will you marry me?</p> 	<ol style="list-style-type: none"> <li data-bbox="581 1685 1067 1724">1. What is happening in the picture? <li data-bbox="581 1754 1240 1793">2. Who is the woman in the center of the picture? <li data-bbox="581 1823 981 1862">3. What is the woman doing? <li data-bbox="581 1891 1263 1930">4. What are women standing in back doing? Why? <li data-bbox="581 1960 1216 1999">5. How do you feel if you can catch the flower?

Table 3.13

The Questions from Lesson 4 (Will you marry me?) in the English Oral Communication posttest

Lesson	Questions
<p data-bbox="255 638 537 730">Lesson 4 Will you marry me?</p> 	<ol style="list-style-type: none"> <li data-bbox="624 629 1107 668">1. What is happening in the picture? <li data-bbox="624 702 1244 741">2. Who is the woman wearing the white dress? <li data-bbox="624 776 1135 815">3. What is the woman in white doing? <li data-bbox="624 849 1260 888">4. What are the ladies doing in the background? Why? <li data-bbox="624 1005 1260 1044">5. How do you feel if you can catch the flower?

The testing procedure for both pretest and posttest was described as follows.

1. One student was asked to sit in for the test outside the classroom in a quiet atmosphere. The researcher and the inter-rater were both present during the test.

2. The researcher explained the test instruction before the test began.

The instructions were as follows.

- 2.1 The student was told that they were to describe 7 pictures.
- 2.2 Each picture would be given to them one by one. For each picture, there would be 5 guided questions.
- 2.3 The student was allowed to look at each picture for 1 minute.

2.4 After that, the researcher asked the first guided question to the student.

The first question always started with “What is happening in this picture?”

2.5 The student was allowed to describe the situation happening in the picture as much as she could for 2 minutes.

2.6 When the student finished, the researcher continued with the other 4 guided questions.

2.7 During the test, all of the student’s answers were audiotaped.

2.8 The researcher and the rater evaluated and analyzed the student’s English oral communication ability based on her overall communicative oral language performance.

2.9 The researcher continued with the rest of the 6 pictures following the same procedure.

In the pretest and the posttest, the pretest was administered to Grade 8 students in November, 2007 before the instruction and after the instruction the posttest was administered in February, 2008.

The Test of Speaking English (TSE) Rating Scale (1995) was used to evaluate students’ English Oral Communication ability. The TSE score consisted of a single score of communicative language ability, which was reported on the following scale:

60 Communication almost always effective: task performed very competently

50 Communication generally effective: task performed competently

- 40 Communication somewhat effective: task performed somewhat competently
- 30 Communication generally not effective: task generally performed poorly
- 20 No effective communication: no evidence of ability to perform task

The rating scale criteria of the TSE test includes four categories as follows:

1. ability to perform the language function clearly and effectively (functional competence);
2. appropriateness of the response to the designated audience or situation (sociolinguistic competence);
3. coherence of the response and use of cohesive devices (discourse competence);
4. accuracy in the use of linguistic features (linguistic competence)

In the study, since English Oral Communication Test was culture-based, the researcher does not strictly follow TSE criteria because this study aims at the overall communicative oral language performance on cultural content. The 4 aspects above are not the focus of this study. For example, the student can get the score of 60 if she communicates the cultural content effectively regardless of her minor errors. This scoring method encourages the student to focus on the overall effectiveness of her communication rather than merely on the accuracy of her language use.

With regards to scoring, the scores of the researcher and the inter-rater were compared. If the scores from the inter-rater were different by one scale e.g. 20 and 30, they were accepted. On the contrary, if the scores were different by two scales, e.g. 30 and 50, they were not accepted because the interpretation of the student's oral

communication proficiency of the scales was largely different. To illustrate, the score of 30 was considered fairly poor while the score of 50 was considered good. As a consequence, the researcher and the rater would discuss the final score until we arrived at an agreement.

Furthermore, after the posttest session, the researcher also informally interviewed all of the students in the study about their opinions and feelings after studying Cultural Experiential Instruction.

Validity and reliability of the English oral communication test

The content validity of the test items was evaluated by the three experts in the field of language teaching (See Appendix F, p. 166). The experts were asked to rate each item as to whether it was congruent with the objectives and the English oral communication aspects stated using the evaluation form constructed by the researcher (See Appendix G, p. 167). Then, the Item-Objective Congruence (IOC) Index was calculated by assigning scores to the answers as followed:

Congruent = 1

Questionable = 0

Incongruent = -1

The IOC index ranges from -1 to 1. Items that have an index lower than 0.5 should be revised (Tirakanant, 2003). The value of IOC for each test item was illustrated in Appendix H (p. 168).

For Test 1, the results indicated that 89.90% of the items were rated higher than 0.5 of the IOC index, meaning that they were acceptably congruent with the objectives and other aspects. Only 1 item needed a revision.

For Test 2, the results indicated that 100% of the items were rated higher than 0.5 of the IOC index, meaning that they were acceptably congruent with the objectives and other aspects.

For Test 3, the results indicated that 86.60% of the items were rated higher than 0.5 of the IOC index, meaning that they were acceptably congruent with the objectives and other aspects. Only 2 items needed a revision.

For Test 4, the results indicated that 83.20% of the items were rated higher than 0.5 of the IOC index, meaning that they were acceptably congruent with the objectives and other aspects. Only 2 items needed a revision.

For Test 5, the results indicated that 100% of the items were rated higher than 0.5 of the IOC index, meaning that they were acceptably congruent with the objectives and other aspects.

For Test 6, the results indicated that 89.90% of the items were rated higher than 0.5 of the IOC index, meaning that they were acceptably congruent with the objectives and other aspects. Only one item needed a revision.

For Test 7, the results indicated that 89.90% of the items were rated higher than 0.5 of the IOC index, meaning that they were acceptably congruent with the objectives and other aspects.

After the consultation with the experts, the items adjusted were as follows:

Test 1: Question no.4 should be changed because it might be difficult for lower secondary students. It was changed as followed:

If you were the girl, what would you say to him?



What is she saying to him? (modified)

Test 2: There were 2 questions in No.2, so one question should be deleted.

Where are they from? (deleted)

Question no.5 should be grammatically corrected.

Can you see a person eating loudly in Thailand? How do you feel?



Do you see a person eating loudly in Thailand? How do you feel? (modified)

Test 3: Question no. 4 and question no. 5 should be changed. They were respectively changed as followed:

What should the man do?



What is the man doing? (modified)

Do we have ghost stories in Thailand? What are they?



What do you do if you see a ghost? (modified)

Test 4: Question no. 6 should be added because students could reflect their opinions.

Do you want to have Thai wedding ceremony or Western wedding ceremony?

Test 6: Question no. 3 should be changed because students could show their opinions on the hidden meaning about superstition.

What country are they from?



Do you think he will win or lose the game? Why? (modified)

Test 7: Question no. 5 should be changed.

How do you feel if someone gives you thumb up?



In Thailand, what will you do when you like something? (modified)

After the revision, the test was pilot tested with five students from Grade 8 who were not in the sample group. They shared the same characteristics in terms of their educational background and their background knowledge on the cross-cultural contents and cultural awareness.

Consequently, it could be concluded that one main instruments of the research used in this study was English oral communication test. Table 3.13 presented a summary of research instrument.

Table 3.14

Summary of the research instrument

Instrument	Objective	Time of Distribution	Statistics
English Oral Communication Test	To assess students' English oral communication ability	Before and after the treatment	\bar{X} 1. Mean, (\bar{X}), S.D. 2. Dependent t-test

Data Collection

The data collection was carried out in two phases: before and after the experimental study. The whole experiment lasted for ten weeks. Prior to Cultural Experiential Instruction, the English oral communication pretest was employed to the students in order to assess Grade 8 students' English oral communication ability. Then, students participated in Cultural Experiential Instruction for seven weeks. At the end of the instruction, the students were posttested with the English oral communication test in order to examine the effects of Cultural Experiential Instruction on English oral communication ability. Furthermore, students were informally interviewed about their opinions and feelings in the posttest session. Table 3.14 showed the summary of data collection.

Table 3.15

*Summary of data collection***Before the implementation**

- Lesson plans and the research instrument were distributed to the experts.
- Suggestions from the experts formed basis for adjusting the lesson plans and the test.
- Students were given an overview of the course.

Week 1: The 'Fun English Across Culture' course was introduced to students.

Week 2: The English oral communication pretest was employed.

Week 3-9: Students participated in the lessons for seven weeks per seven lessons (50 minutes per period with two periods per week).

After the implementation

Week 10: The English reading comprehension posttest was employed and students were informally interviewed about their opinions and feelings.



Data Analysis

Data analysis for the research question

The research question was concerned with the effects of Cultural Experiential Instruction on students' English oral communication ability. The independent variable was the Cultural Experiential Instruction. The dependent variable was scores on the English oral communication test. The data obtained from the pre and post English oral communication test was statistically analyzed by means of arithmetic mean, standard deviation, and t-test (Paired samples test) in order to compare the differences in the students' English oral communication ability.

Conclusion

This study aims to examine whether Cultural Experiential Instruction can help improve and enhance students' English Oral Communication ability. The study was designed as a single group experimental research study employing quantitative research method. It was conducted with 45 Grade 8 students for ten weeks at a public secondary school in Bangkok. The main instrument used in this study was English oral communication test. Informal interviews were used as a supplementary instrument to find additional information from the experiment. The data obtained from the English Oral Communication pretest and posttest were analyzed using arithmetic mean, standard deviation, and applied t-tests (Paired samples t-test). The research results and additional findings for a research question are presented in Chapter IV.