

ผลการพัฒนาเอกสารตำราเรียนภาษาอังกฤษเพื่อการสื่อสารสำหรับนักศึกษา ระดับอุดมศึกษา The Result of the Development of the Coursebook of English for Communication for Higher Education Students

ปรีชา ศรีเรืองฤทธิ์¹ ณัฐชยา หุมนานา¹

E-mail: spreecha04@gmail.com, Hnatchayaa@gmail.com

บทคัดย่อ

การวิจัยครั้งนี้มีจุดประสงค์เพื่อหาประสิทธิภาพของตำราเรียนประจำรายวิชาภาษาอังกฤษเพื่อการสื่อสาร และเพื่อเปรียบเทียบความสามารถในการใช้ภาษาอังกฤษเพื่อการสื่อสารของนักศึกษา ก่อนและหลังเรียนโดยใช้ตำราเรียน และความพึงพอใจของนักศึกษาที่เรียนโดยใช้ตำราเรียน โดยใช้กลุ่มตัวอย่างจำนวน 6 ห้องเรียน ซึ่งได้มาโดยการสุ่มตัวอย่างแบบสะดวก เครื่องมือที่ใช้ในการเก็บรวบรวมข้อมูลได้แก่แบบทดสอบความสามารถในการใช้ภาษาอังกฤษเพื่อการสื่อสาร และแบบสอบถามความพึงพอใจในการเรียนการสอนโดยใช้ตำราเรียนที่พัฒนาขึ้น ผลการวิจัยพบว่าประสิทธิภาพของตำราเรียนรายวิชาภาษาอังกฤษเพื่อการสื่อสารมีค่าเท่ากับ 80.48/80.00 ซึ่งสูงกว่าเกณฑ์ที่ตั้งไว้คือ 70/70 ความสามารถในการใช้ภาษาอังกฤษเพื่อการสื่อสารหลังการเรียนของนักศึกษา สูงกว่าก่อนการเรียนอย่างมีนัยสำคัญทางสถิติที่ระดับ .05 และความพึงพอใจในการใช้ตำราเรียนของนักศึกษายู่ในระดับสูงทั้งในภาพรวมและเป็นรายข้อ

คำสำคัญ: เอกสารตำราเรียน วีดิโอคลิป ความสามารถในการใช้ภาษาอังกฤษเพื่อการสื่อสาร ความพึงพอใจ

Abstract

The purposes of the research were to find out the efficiency of the coursebook of English for communication and to compare the students' English for communication ability before and after learning by using the coursebook, and the students' satisfaction with the coursebook of English for communication. The samples used were 6 classes of students randomized with Convenience sampling method. The data collecting tools were English for Communication Test, and questionnaires of satisfaction with the developed coursebook. The results were found that the overall efficiency of the coursebook of English for communication was 80.48/80.00, which was higher than the set criteria of 70/70, the students' English for communication ability after learning by using the developed coursebook of English for communication was significantly higher than before learning at the statically significant level of .05, and the students satisfaction with the coursebook of English for communication in overall and by each aspect was at high level.

Keywords: coursebook, English for communication ability, video clips, satisfaction

Introduction

the level of English communication ability of Thai people is still very low, that is, most Thai people cannot use English for communication efficiently, when compared with the neighbor countries like Singapore, Malaysia, Philippines, Myanmar, and even Cambodia, as Ramarngkur (2018) argued "The English ability of Thai people is generally lower than our neighbor countries, no matter of speaking, reading, and writing, when measured. Thai youths scored averagely low, at the 53rd of 80 countries, and at the 15th of 20 countries in Asia that do not used English as the mother tongue in everyday life. Even the score was getting better when compared with Laos, Cambodia, and Myanmar, Thai youths scored lower than many countries in the same region like China, Malaysia, Singapore, and Vietnam". Especially, the English for communication ability of Thai youths is empirically low. As in the specific setting of Phetchabun Rajabhat University in 2015-2018, most students low performed English for communication, they got grade D in the course of English for Communication (The Office of Academic and Registration Affairs of Phetchabun Rajabhat University. 2018).

¹ อาจารย์ประจำสาขาวิชาภาษาอังกฤษ คณะมนุษยศาสตร์และสังคมศาสตร์ มหาวิทยาลัยราชภัฏเพชรบูรณ์

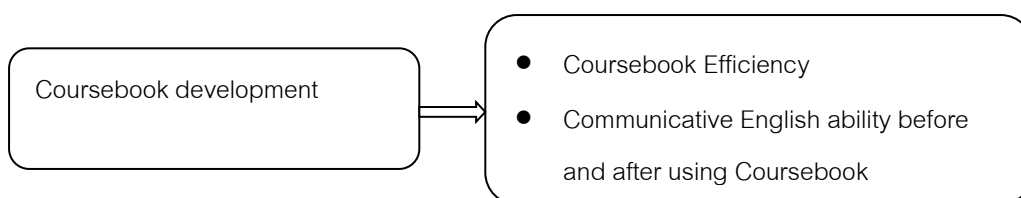
Teaching arrangement of English in education institutions still depends on coursebooks in which the contents, teaching and learning activities and materials are included. A coursebook, which is designed for the instruction of a certain course (English Oxford Dictionary, 2018). A good coursebook provides the balance of learning objectives, language content, teaching and learning guideline, materials, and evaluation guideline. The coursebook which is developed to suit the levels of the learners and to facilitate teaching and learning is equivalent to an innovation (Savides, 2016).

One of the most important elements of the coursebook to enhance the students' learning of English is the listening part, which provides the teachers and the students with listening materials to practice listening. At the age of advanced online technology, video clips in YouTube are unlimitedly accessed and used for teaching and learning both inside and outside of the classroom. The most advantage of the video clips in YouTube is that they are realistic and authentic and they are produced to facilitate learning as in the real life, and they provide the new way of learning with new body of knowledge (Phumjit & Lhuangnapha, 2561). So, the coursebook, which is designed to use video clips as the main media for practice listening and speaking should be practical for teaching and learning of English for communication in the countries where English is taught and learned as a foreign language.

Therefore, the researcher had developed a coursebook of English for Communication using video clips in YouTube as the main media, and experimented in to find out its efficiency and the students' English communication ability.

Conceptual framework of the research

This article presents the research methodology and the results based on Research and Development (R&D) concept, focusing on the experiment of the implementation of the developed coursebook of English for Communication by using video clips as the main media with the following conceptual framework.



Objectives of the research

1. To find out the efficiency of the coursebook of English for Communication by using video clips.
2. To compare the students' English for communication ability before and after learning by using the coursebook of English for Communication by using video clips.
3. To evaluate the students and teachers' satisfaction with using the coursebook of English for Communication by using video clips.

Research Methodology

1. Research Design

1.1 To find out the efficiency of the developed coursebook, the formula of Phromwong (2012) and Kosiyadol (2010) to calculate for $E1=70\%$ and $E2=70\%$, which referred to the efficiency of the process and that of the output, was applied.

1.2 The research is a part of the Research and Development (R&D) concept, which was undertaken under the framework of *Plan(P) - Do(D) - Check(C) - Act(A)* (Memmis & McTagart, 1988). It was carried out in the experimental one-group pretest-posttest design as illustrated below.



2. Population and samples

2.1 Population were 20 classes of the students of Phetchabun Rajabhat University who studied English for Communication course in 2019.

2.2 The samples were 6 classes of the students of Phetchabun Rajabhat University who studied English for Communication course in 2019, randomized with cluster sampling method using the classroom as the random unit.

3. Variables

3.1 The independent variable was teaching and learning process by using the coursebook of English for Communication by using video clips as the main media.

3.2 The dependent variables were the efficiency of the coursebook of English for Communication by using video clips as the main media.

4. Instruments for the research

4.1 The coursebook of English for Communication by using video clips from YouTube that the contents were concerned for each chapters as the main media, which consisted of 12 chapters with the following teaching and learning process:

Chapters	Stages and teaching and learning process
Chapter 1 Self- Introduction	Stage 1: Warm-up and introduction: (1) Playing vocabulary games. (2) Reading the introduction. (3) Creating realization of the learning objectives. Stage 2: Presentation and learning the content: (4) Having the students read and listen to the written text of content to learn the meanings of vocabularies and sentences. (5) Presenting the spoken text or dialogues from video clips (each chapters) and make the learners practice pronunciation. (6) Have the students complete the exercises or learning tasks at the end of written and spoken texts of the contents Stage 3: Language learning (7) Explaining the language patterns for speaking situations. (8) Having the students complete the dialogues or practice writing short paragraph for the oral presentation. (9) Allowing the students to practice writing and speaking in class. Stage 4: Making communication and marking (10) Having the students take speaking test for the certain topic (chapter) throughout the day, the week, or the semester (11) Allowing the students to retake the speaking test as long as they wish to improve their speaking ability or scores.
Chapter 2 Getting to Know Each Other	
Chapter 3 Permissions and Requests	
Chapter 4 Dates and Time	
Chapter 5 Weather	
Chapter 6 Directions and Locations	
Chapter 7 Shopping	
Chapter 8 Personalities and Appearances	
Chapter 9 Foods-Fruits-Drinks	
Chapter 10 Telephoning	
Chapter 11 Sickness and Health Problems	
Chapter 12 suggestions	

The results of the verification of the efficiency of the course book revealed that the experiment with 3 students (1:1), 6 students (1:10), and 30 students (1:100) yielded the values of E1/E2 by 74.55/78.30, 81.45/82.02, and 80.38/81.75, respectively.

4.2 The pretest and posttest of English for communication was constructed and qualified through IOC evaluation by 3 experts, finding levels of difficulty (P) between .60-.80, discrimination (r) \geq .25, reliability with Kuder Richardson's formula (KR-20) in order to compare the score before and after using the coursebook of English for Communication.

4.3 A questionnaire of the students' satisfaction with the coursebook of English for Communication course was constructed and qualified through IOC evaluation by 3 experts and its reliability with Kuder Richardson's formula (KR-20).

5. Data collection method

5.1 Had the sample students took pretest of English for communication before learning by using the coursebook on 5th December 2019

5.2 Taught English for communication to six classes of the sample students youths by using the coursebook and using the video clips as the main media in academic year 2/2019 (5th December 2019 – 16th March 2020).

5.3 Scored the sample students when they did writing and speaking tests as assigned in each of twelve chapters.

5.4 Had the sample students took posttest of English for communication after learning by using the coursebook.

5.5 Had the students took the final examination and completed satisfaction questionnaires on 23rd March 2020.

6. Data analysis and statistics

6.1 The data of the students' English communication ability collected during the semester through small test in each chapter were analyzed with the statistics of percentage, mean, and standard deviation (SD) to find out the efficiency of the process (E1).

6.2 The final scores of the students' English communication ability after learning by using the developed version of the coursebook were analysed with the statistics of percentage, mean, and standard deviation (SD) to find out the efficiency of the output (E2).

6.3 Compare the English for communication ability scores of the students before and after learning by using the developed coursebook with the statistics of percentage (%), mean, standard deviation (SD), and dependent t-test.

Results of the research

1. The efficiency of the coursebook of English for communication is presented in table 1.

Table 1: The scores of the efficiency of the coursebook of English for Communication.

The coursebook of English for Communication by using video clips as the main media	Percentage of the efficiency of process (E1) 130				Percentage of the efficiency of products (E2) 10x12			
	Total	Mean	Percent	S.D.	Total	Mean	Percent	S.D.
Chapter 1 Self-introduction	108	4.15	83.00	0.67	234	4.50	90.00	0.87
Chapter 2 Getting to Know Each Other	108	4.15	83.00	0.67	206	4.00	80.00	0.60
Chapter 3 Permissions and Requests	105	4.04	80.80	0.72	206	4.00	80.00	0.60
Chapter 4 Date and Time	101	3.88	77.60	0.58	195	3.50	70.00	0.55
Chapter 5 Weather	100	3.85	77.00	0.64	208	4.00	80.00	0.60

Table 1: The scores of the efficiency of the coursebook of English for Communication.

The coursebook of English for Communication by using video clips as the main media	Percentage of the efficiency of process (E1) 130				Percentage of the efficiency of products (E2) 10x12			
	Total	Mean	Percent	S.D.	Total	Mean	Percent	S.D.
Chapter 6 Directions and Locations	103	3.96	79.20	0.72	208	4.00	80.00	0.60
Chapter 7 Shopping	107	4.22	82.40	0.65	208	4.00	80.00	0.60
Chapter 8 Personalities & Appearances	108	4.15	83.00	0.73	156	3.50	70.00	0.55
Chapter 9 Foods-Fruits-Drinks	113	4.35	87.00	0.68	208	4.00	80.00	0.60
Chapter 10 Telephoning	109	4.19	83.80	0.84	234	4.50	90.00	0.87
Chapter 11 Sickness & Health Problems	108	4.15	83.00	0.67	195	3.50	70.00	0.55
Chapter 12 Suggestions	101	3.88	77.60	0.81	234	4.50	90.00	0.87
Average mean	105.92	4.08	81.45%	0.60	207.67	4.00	80.00%	0.59
Efficiency of the coursebook	E1 = 81.48				E2 = 80.00			

The table 1 shows that the overall efficiency of the coursebook of English for communication was 80.48/80.00, which was higher than the set criteria of 70/70. When analyzing by chapter, every chapter was also efficient, with the value higher than the set criteria of 70/70.

2. The results of comparison of English for communication ability before and after learning by using the developed coursebook of English for communication are presented in table 2.

Table 2: The results of comparison of English for communication ability before and after learning by using the developed coursebook of English for communication.

Experiment	N	\bar{X}	S.D.	D	df	t*	P
Before learning	2	19.38	4.58	55.29	47.00	-45.60	.00
After learning	2	74.67	9.68				

* significant level = .05

Table 2 shows that the English for communication ability after learning by using the developed coursebook of English for communication was significantly higher than before learning at the statically significant level of .05. The pre-test average scores before learning were 19.38 while that of after learning was 74.67, which showed the different scores of 55.29.

4. The result of the evaluation of the students' satisfaction with the developed coursebook of English for communication is presented in table 3.

Table 3: The students' satisfaction with the developed coursebook of English for communication .

items	\bar{X}	S.D.	Meaning
1. This chapter contains clear learning objectives.	4.38	0.69	High
2. The content is accurate and clear to develop communication skills.	4.30	0.67	High
3. The arrangement of learning and teaching activities is appropriate.	4.22	0.69	High
4. Learning tasks and exercises are effective to facilitate learning.	4.46	0.62	High

Table 3: The students' satisfaction with the developed coursebook of English for communication .

items	\bar{X}	S.D.	Meaning
5. This chapter contains clear learning objectives.	4.38	0.69	High
6. The content is accurate and clear to develop communication skills.	4.30	0.67	High
7. The arrangement of learning and teaching activities is appropriate.	4.22	0.69	High
8. Learning tasks and exercises are effective to facilitate learning.	4.46	0.62	High
9. It shows coherence of learning objectives, contents, learning activities, and measurement and evaluation	4.24	0.75	High
10. The contents are up-to-date or suitable for undergraduate students.	4.33	0.64	High
11. The contents are not too easy or too difficult.	4.18	0.81	High
12. Format, pictures, or learning medias in this chapter are appropriate.	3.84	0.92	High
13. The contents and other components are perfect to use for improving communication skills.	4.25	0.73	High
14. The contents and other components in this chapter should be improved.	4.08	0.89	High
Average mean	4.23	0.74	High

The table 3 shows that the students' satisfaction with the coursebook of English for communication in overall were at high level ($\bar{X} = 4.23$). The efficiency of each aspect was also at high level with the values ranging from effective learning tasks and exercises of $\bar{X} = 4.46$, clear objective of $\bar{X} = 4.38$, up-to-date or suitable content of $\bar{X} = 4.33$, respectively.

Discussion

1. The results of developing and finding out the efficiency of the developed Coursebook of English for communication, which was higher than the set criteria of 70/70 for both overall efficiency (80.48/80.00) and the efficiency of each chapter, might have come from many factors. The first factor was the use of information obtained from the evaluation of the former version of the coursebook, which was used in 2018 for improving the developed version. The average score of English for communication ability of the students who learned by using the first version was 55.86. In addition, the teachers' satisfaction with the former version in overall was at medium level ($\bar{X} = 2.76$), especially the need of improvement of the content and other components was at the highest level ($\bar{X} = 4.65$). Also, there were additional opinions and suggestions for further development of the coursebook such as improving the contents, using video clips as a main media, adding more speaking tasks, adding one more chapter so as to develop the coursebook to match the teachers' teaching styles and the students' learning styles. This went congruent with what Zohrabi (2010) argued that coursebook development could help teachers to try to know their students, their needs, wants, and goals. It could help teachers to try to familiarize themselves with teaching and learning theories and their application in the classroom. In this way, teachers could discover their own potential, limits, and abilities in imparting knowledge and consequently gaining confidence in their skills. The second factor that resulted in the increase of efficiency of the coursebook was the use of video clips as the teaching and learning media, which helped motivate and facilitate the teaching of the teachers and the learning of the students. The results went in line with what found by Phuangnoi and others (2017) that the efficiency of the learning media was at 85.70/80.05 which were higher than the criteria set at 80/80, and that the difference between the means of the pretest and posttest was significant at the level of .01. This was consistent with what Phumjit and Lhuangnapha (2561) argued that the most advantage of the video

clips in YouTube is that they are realistic and authentic and they are produced to facilitate learning as in the real life and they provide the new way of learning with new body of knowledge.

2. The results of comparison of the English for communication ability of the students before and after learning by using the developed coursebook of English for communication showing that the English for communication ability after learning by using the developed coursebook of English for communication in 2019 was significantly higher than after learning at the statically significant level of .05, and that the pre-test average scores before learning were 19.38 while that of after learning was 74.67, which showed the different scores of 55.29. The results were relevant to those found by many school teachers who had developed the English for communication skill packages such as Phew-orn (2017), Bunmang (2017), Leelarojana (2017), and Phuphuak (2017). They had found that the students' English learning achievement after learning with the package was higher than before learning at significant level of .05. This might have come from the following factors. The first was that the contents were adjusted and simplified. The contents were arranged in 12 chapters and each chapter consisted of 10 main parts; Introduction, Warm-up, Reading, Listening, Understanding Check, Language focus, Practice writing a dialogue, Practice speaking, Conclusion, and Assessment, which could help the learners see a clearer picture of what and how to learn. The contents and the teaching and learning activities focused on all four skills development even the main focus was on speaking English for communication. This goes congruent with what Nooyod and Hiranto (2017) put that, to teach English for communication, all four skills (listening, speaking, reading, and writing) should be focused because each skill would reciprocally related with one another. Learners should be enhanced to use English appropriately with different people in various situations in line of related skills, allowing them to use the language among themselves. The next factor was that the adjustment and addition of speaking tasks for the learners could provide relevant learning activities for the learners to practice speaking through reading and writing, designed as a learning task in the coursebook. The second factor was that the coursebook was designed to integrate all four skills (reading, listening, writing, and speaking) with the emphasis on speaking. This was agreeable with the Integrated Approach, Content Based Instruction (Candy, 2016) in particular, by incorporating 4 stages of learning and learning process; Warm-up and introduction, Presentation and learning the content, Language learning, and Making communication and marking. This process was believed to help the teachers and the learners concentrate more on what and how to learn and practice English for communication. It exposed English language learners to authentic language and challenges them to interact naturally in the language, allowing teachers to track students' progress in multiple skills at the same time and making learning a language more interesting and motivating (Peachey, 2017). It also exposed the learners to authentic language and challenges them to interact naturalistically in the language, which make them rapidly gain a true picture of the richness and complexity of the English language as employed for communication (Oxford, 2001). The next factor was that the coursebook provided online teaching and learning media, video clips, which helped present realistic vocabularies, sounds, structures, pictures, and situations for communication. Such a kind of media could help motivate the learners to learn and provide the teachers with effective teaching facilities. It is what Phumjit and Lhuangnapha (2018) argued that the most advantage of the video clips in YouTube is that they are realistic and authentic and they are produced to facilitate learning as in the real life, and they provided the new way of learning with new body of knowledge.

3. The results of evaluation of the students' satisfaction with using the coursebook of English for Communication with video clips as the main media showing that the satisfaction with the coursebook of English for communication in overall were at high level ($\bar{X} = 4.29$, $\bar{X} = 4.23$), and that the satisfaction of the teachers and the students was also at high level. The results were relevant to those found by Phew-orn (2017),

Bunmang (2017), Leelarojana (2017), and Phuphuak (2017) whose research results showed that the students' satisfaction with their English for communication skill packages was at high level. This might have been resulted from many factors. As for students, they were provided with what and how to learn, which were clearly arranged in the coursebook. It was more effective when used together with the teachers' lecture before assigning the students to practice speaking. The contents incorporated in the book were relevant to their daily lives, especially the vocabularies and the language patterns were simplified to be relevant to the learners' English background, which generally was not high. Besides, there was interactive activities designed in the coursebook. In every chapter, learning tasks and speaking practice exercises were designed to have the learners work together to get the answers and to do speaking practice and take the speaking test. A well-designed coursebook which allows for adaptation and a certain degree of learner spontaneity is generally regarded as the most visible tool in the balanced teacher/learner relationship. As the aims of the coursebook should correspond as closely as possible to the teacher's own methodology, it is of great importance that teachers evaluate coursebooks in terms of their ability to realize these aims. Besides, coursebooks should be accessible to a variety of students. The next factor was that assessment was incorporated in the teaching and learning process, which the learners could take speaking test anytime when they were prepared. They were also allowed to take speaking test during the semester if they wanted to increase their speaking ability, speaking scores. This complied with the concept of dynamic assessment that is to determine if a student has the potential to learn a new skill (Wikipedia.org 2018) by blending teaching and assessing into a singular activity. It helped the teachers support the learners at the level they most needed it, giving them appropriate challenges so that the lesson was not too difficult and frustrating nor too easy and boring. It was highly interactive and process-oriented. (Asha.org 2018).

3. The factors that were affected the differences in learning outcomes of the students in each group may not be the material or the coursebook was developed, so it may be come from the factors of the teachers or students.

Conclusion

1. The efficiency of the coursebook of English for communication was 80.48/80.00, which was higher than the set criteria of 70/70. When analyzing by chapter, every chapter was also efficient, with the value higher than the set criteria of 70/70.

2. The ability of English communication of the students after using the developed coursebook of English for communication was higher.

3. The students' satisfaction with the developed coursebook of English for communication were at high level.

Recommendation

1. For application the research results to develop learners' communication skills, in teaching and learning process, it was strongly recommended that learners be required to practice pronouncing the words and sentences as fluently and accurately as possible because without this activity it was apparently difficult to make the learners speak as there were expected. Therefore, one of the vital learning tasks set in the coursebook should be a set of word and sentence practice exercise. Besides, to develop the learners' communication skills, they should have had opportunities to expose themselves to the language through reading and listening (receptive skills) and use the language through speaking and writing (productive skills), so integrated approach in English teaching is suggested by the researchers by applying in-trend video clips for every lesson.

2. For next research, it was suggested to conduct further research on application of video clips in variety of models to develop English learners' communication skills such as video clip creation project for developing students' English communication skills, role play based on video clips, etc.

References

- Aggarwal, M. (2018). **A Good Text-book on History (Qualities and Characteristics)**. <<http://www.historydiscussion.net/history/a-good-text-book-on-history-qualities-and-characteristics/497>>. (Retrieved January 20, 2019).
- Asha.org. (2018). **Dynamic Assessment**. ASHA American Speech-Language-Hearing Association. <<https://www.asha.org/practice/multicultural/issues/example/>>. (Retrieved January 25, 2018).
- Brahmawong, C. (2013), Developmental Testing of Media and Instructional Package. Journal of Silpakorn Educational Research. Vol.5/1 January – June 2013.
- Brahmawong, C. (2012), **Supplement document of Innovation: Efficiency and Effectiveness, Research for Development of Instruction**. Bangkok, Faculty of Education. Silpakorn University.
- Bunmang, P. (2017). **The Effects of English for Communication Skill Package for Grade 9 Students**. Ban Non Toom School. The Office of Primary Education Phechabun Area 1. The Office of Basic Education.
- Candy, C.D. (2016). **The integrated Approach: Giving kids a meaningful learning experience**; <<http://diwalearningtown.com/efficiencyteacher/diwa-innovation->> (Retrieved November 20, 2017).
- English Oxford Dictionary. (2018), **Oxford Dictionary of English**. Oxford University Press.
- Harmer, J. (2003). **How to teach English**. Harlow, Addison Wesley longman Limited.
- Harmer, J. (2007). **The Practice of English Language Teaching**. Harlow, Pearson Education Limited.
- Kemmis, S & McTagart, R. (1988). **The Action Research Planer**. (3rd ed.). Victoria: Deakin University.
- Kosiyadul, S. (2010). **Action Research in the Classroom**. Kampaeng Phet, Kamphaeng Phet Rajabhat University.
- Leelarojana, R. (2017). **The Effects of English for Communication Skill Package for Grade 6 Students**. Ban KM2 School. The Office of Primary Education Phechabun Area 1. The Office of Basic Education.
- Nethibunthitsakul, W. (2017). **The Effects of English Basic Skill Package for Grade 3 Students**. Ban Yawee-Huayphong School. The Office of Primary Education Phechabun Area 1. The Office of Basic Education.
- Nooyod, A. & Hiranto, N. (2017). **A Study of English Instructional Management Based on Communicative Language Teaching Using Lesson Study Innovation for English Major Students, Faculty of Education, Loei Rajabhat University**. Education Journal, Khon Khean University. (Vol. 60/1). Page 60-72.
- Office of Academic and Registration Affairs of Phetchabun Rajabhat University. (2018). Database of Students' Grade Profile. Registration and Assessment System of Phetchabun Rajabhat University.
- O'Neill, R. (1982). "Why use textbooks?" **ELT Journal Vol. 36/2**, Oxford University Press.
- Oxford (2001). **Integrated Skills in the ESL/EFL Classroom**. The journal of TESOL France. TESOL Vol 8 2001 c1.pdf. <[https://www.tesol-france.org/uploaded_files/files/TESOL%20Vol%208%](https://www.tesol-france.org/uploaded_files/files/TESOL%20Vol%208%>)> (Retrieved March 30, 2018).
- Peachey, N. (2017). **Content-based Instruction**. The British Council: <<https://www.teachingenglish.org.uk/article/content-based-instruction>>. (Retrieved March 20, 2017).
- Phew-orn, P. (2017). **The Effects of English for Communication Skill Package for Grade 5 Students**. Khong Huay Na Pattanakarn School. The Office of Primary Education Phechabun Area 1. The Office of Basic Education.

- Phuangnoi, P. et al. (2017). The development of Innovation for English learning by Information Technology System to Develop Skill and Proficiency of English Usage in Higher Education Level. **Journal of Educational Technique Development**. Vol. 23/98. April – June 2017.
- Phumjit, P. & Lhuangnapha, U. (2018). **The Use of Applications in the Development of English Language Listening Skills**. The Second National Conference of Humanities and Social Sciences Students' Research Presentation. 19 January 2019. Suan Sunadha Rajabhat University.
- Phuphuak, J. (2017). **The Effects of English Skill Package for Grade 4 Students**. Ban Khoa Cha-gnok School. The Office of Primary Education Pechabun Area 1. The Office of Basic Education. The Ministry of Education.
- Ramangkur. W. (2018) (2561). **Thais and English**. **Business Prachachat Online**. 15 July 2018 - 09:29 am. <<https://www.prachachat.net/opinion-column/news-190406>> (Retrieved July 15, 2018).
- Savides, S. (2016). **5 Characteristics of a Good Textbook**. Bright Classroom Idea. <<https://www.brightclassroomideas.com/good-textbook-characteristics/>> (Retrieved January 15, 2019).
- Spratt, M. (2005). **The TKT teaching Knowledge Test Course**, New York, Cambridge University Press.
- Taba, H. (1962). **Curriculum Development: Theory and practice**. New York: Harcourt, Brace and World, Inc.
- Tyler, R.W. (1949). **Basic principles of curriculum and instruction**. Chicago: The University of Chicago Press.