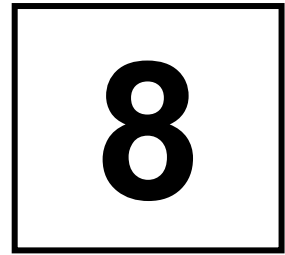

THE EFFECTS OF THE INSTRUCTIONAL PACKAGES ON COMMUNICATIVE ENGLISH
TENSES FOR GRADE 9 STUDENTS



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ABSTRACT

The purposes of this study were: 1) to determine the efficiency of the instructional packages on communicative English tenses for grade 9 students based on the standard criterion set at 75/75; 2) to compare students' learning achievement before and after learning through instructional packages on communicative English tenses; and 3) to investigate the students' satisfaction towards the instructional packages on communicative English tenses of grade 9 students. The samples of this study were 24 grade 9 students who took fundamental English (E23101) course in the first semester of academic year 2013 at Muangphochaipittayakom School, Nongki District, Buriram Province under the Secondary Educational Service Area Office 32, selected by simple random sampling technique. The research instruments were 2 instructional packages, an achievement test, and a satisfaction questionnaire. The statistics used to analyze the collected data were percentage, mean, standard deviation, and dependent samples t-test. The findings were as follows:

1. The instructional packages on communicative English tenses for grade 9 students had an efficiency of 77.96/77.92 which was higher than the standard criterion set at 75/75.
2. Grade 9 students who learned by instructional packages on communicative English tenses after learning had higher achievement than before learning at the .01 level of statistical significance.
3. Grade 9 students were satisfied toward the instructional packages in overall at the most satisfactory level.

The findings can be significant for teachers and students to develop an effective teaching and learning the communicative English tenses in ELT setting through the instructional packages.

Keywords: Instructional Packages, Communicative English Tenses, Efficiency, Learning Achievement

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INTRODUCTION

English is now a lingua franca of the world, the language of international communication, education, and business. It is very significant and essential in daily life. The demand for studying English is growing, especially in non-native English speaking countries in order to communicate with the rest of the world. In Thailand, English has been systematically taught as a foreign language since the first educational act. The current English curriculum for primary and secondary schools focuses on communicative English (Ministry of Education. 2008). One of the major purposes is to support students to develop their ability in the four basic skills: listening, speaking, reading, and writing. Students must use these four skills efficiently in international communication, education, and business.

Grammar is one of the important factors in English of communication. Grammar is partly the study of what forms (or structures) are possible in a language. Traditionally, grammar has been concerned almost exclusively with analysis at the level of the sentence. Thus grammar is a description of rule that governs how a language's sentences are formed (Thornbury. 2001: 1). Learning and practicing of the rules of grammar can help learners know how to compose the sentences efficiently. To communicate in English is very necessary to know and understand the English grammar to communicate correctly (Hinkel and Fotos. 2002). There are many differences between English and Thai grammatical structures that make it difficult for Thai learners to understand English. Swan&Smith (2004: 349) state that "the grammatical structure of Thai is very different from that of English. Plurals of nouns and verb tenses are normally unmarked: when it is necessary to distinguish between singular and plural or the time an action takes place, this is done by the addition of structural words rather than by inflection. Thai adjectives and adverbs can also function as verb, while Thai pronominal system is more complex, with different sets of pronouns reflecting different degrees of intimacy and hierarchy. One of the few broad areas of similarity is the order of words in a sentence, namely, 'Subject + Verb + Object'; however, the subject is commonly omitted in Thai when it is clearly understood who or what is referred to". As we can see, the grammatical structure of Thai is very different from that of English which make Thai learners difficult to understand English. One of the most important things concerning with English for communication and which should not be omitted is the use of tenses. Tense is one of the most important part of English grammatical structure, and it cannot deny that tense is the most difficult part of English for Thai learners. They have to spend a lot of time understanding and using English tenses correctly and properly. Learning tense is very essential for Thai students to understand absolutely. They have to know how to use each tense in order to produce the language; if not, they are not able to communicate in English understandably and grammatically. Also, English teachers should practice and teach English in the correct pattern of English grammar tense as much as possible.

In the past, grammar was taught through language books; learning grammar and practicing grammar exercises. Nowadays, English teaching and learning in Thailand focuses on English for communication and seldom emphasizes grammar teaching and learning. However, grammar is an important factor to communicate in English correctly; teachers have to apply many theories and employ appropriate materials and educational innovations to improve student's grammar skill.

As a four-year English teaching-experienced teacher at Muangphochoaipittayakom School, the researcher found that most of students have major problems in understanding English tenses, because they cannot understand the differences between Thai and English verb forms clearly. The English verb forms indicate actions in time when the situations take place, but the Thai

verb forms tell nothing about times and tenses; for example, ไป (Pai) can be translated into English as go, goes, went, gone, or going, so Thai students usually use the wrong English grammatical verb forms in communication. They use the English tenses by comparing with the Thai tenses, and translate English sentence into their native ones: for example; “Yesterday we go to Buriram.”, “We go already.”, “He go to Buriram since ten o’clock.”, and “Where you go last week?” etc. From the problems as mentioned above, the researcher need to find the way to help students able to communicate English tenses correctly and grammatically.

The Ministry of Education suggests the communicative approach for teaching and learning English. Nunan(2003) states that the purpose of the communicative approach is to develop students’ communicative skill. The expression meaning in language is a tool of language. The ultimate aim of the approach is not interlocking of set of grammatical, lexical and phonological. The lesson is based on learning experience that have nonlinguistic outcome, and in which there is a clear connection between the things students do in class and the things they will ultimately need to do outside of the classroom. However, we cannot ignore teaching grammar, because grammar is important part of English language. Grammar–Translation method is a teaching procedure that emphasizes on grammar. Wiriyachittra(2012) affirms that the aim of Grammar–Translation method is to develop students’ grammar and vocabulary and requires students to translate passages from language they learn into the native language. The students will be taught the rule of grammar with extensive explanations in the native language.

There are many different materials and educational innovations in language teaching, and instructional package is one of them which compose of many educational materials and activities which is a complete kit for instruction. It has clear learning objectives and motivates students’ interest, so they achieve a proficient learning. Campbell (1977) mentions that instructional packages support an instructor from the function of permanent transfer of skills and information, decrease tools requirements, and guarantee that each learner is revealed an unvarying instruction program. Khaunhawhech (1987) affirms that instructional package is a multimedia tool that is set along with units of learning, content, and experiences expected for learners to be learned. The instructional package is kind of teaching tool in envelopes, boxes or bags depending on the producers. In order to create the instructional package, the systematic learning is employed to ensure that the learning process is systematic and let learners learn efficiently. Also, it helps teachers to be more confident and ready to teach.

As we know, the instructional packages provide many advantages for students and help students solve the problem of language learning. To solve the problems in learning and teaching communicative English tenses more effectively; consequently, the researcher should to develop instructional packages on communicative English tenses for grade 9 students construction following the Grammar–Translation method mixed with the communicative approach. Grammar–Translation method will be used to construct the instructional package for solving students’ grammar skill and communicative approach will be used to construct the instructional package for solving students’ communicative skill.

Therefore, the findings of this study will be significant to solve the problems on communicative English tenses, to improve learners’ proficiency in learning in English, and to develop learning process in English class. In addition, it will increase learners’ satisfactions with learning English through instructional packages, and will be useful information guideline to develop the learning management in the future.

RESEARCH OBJECTIVES

The main purpose of the study was to explore the development of the instructional packages on communicative English tenses for grade 9 students. Specifically, the study was conducted for the following purposes.

1. To develop and to determine the efficiency of the instructional packages on communicative English tenses for grade 9 students based on the standard criterion set at 75/75.
2. To compare students' learning achievement before and after learning through instructional packages on communicative English tenses.
3. To investigate the students' satisfaction towards the instructional packages on communicative English tenses for grade 9 students.

RESEARCH QUESTIONS

Three research questions were addressed in this study.

- 1) What is the efficiency of the instructional packages on communicative English tenses for grade 9 students?
- 2) Do students who learn communicative English tenses through instructional packages have higher mean scores post-test score than that of pre-test mean score?
- 3) What is the level of the students' satisfactions on learning communicative English tenses by using instructional packages?

RESEARCH HYPOTHESIS

Students who learn communicative English tenses through instructional packages will have higher learning achievement of communicative English tenses skill on post-test mean scores than in pre-test mean scores.

SIGNIFICANCE OF THE STUDY

This study is expected to investigate and improve the efficiency of the instructional packages employed in teaching communicative English tenses for grade 9 students. It is also expected to provide the valuable information for teachers, students and language learners who study English as a foreign language; it can be utilized in the followings:

1. This study can be used as guidelines for development of the instructional packages for teaching communicative English tenses.
2. This study can be used as guidelines for development of the instructional packages of other contents for English teachers.
3. This study might be useful particularly for teachers who are planning to conduct an effective teaching material as instructional packages for their English teaching.
4. The results of this study can be used as teachers' resource or guideline for further studies into teaching communicative English tenses in the future.

INSTRUCTIONAL PACKAGES

The instructional packages are known as a valuable and effective innovation utilized in teaching and learning which emphasized on student-centered learning approach. There are many scholars define the instructional packages as follows:

Suntomprasert (2004) claims that instructional package is educational innovation of using the multimedia to integrate in teaching and learning. There are the purpose and system in teaching and learning to improve students' achievement effectively and systematically.

Sinthapanon (2010) reveals that instructional package is the educational innovation that teachers use in teaching and learning. It is the form of communication between teachers and learners that consist of teaching and learning materials, teaching and learning instruments, learning activities, and evaluations.

In summary, the instructional package is the multimedia or a collection of teaching material that is prepared and is set systematically for teaching and learning. There are clear purposes, the systems, and the steps in teaching and learning to help teachers and learners achieve the goals. They are also the tools that help students learn quickly, systematically and thoroughly. Absolutely, teachers have to conduct and provide the appropriate instructional package to enhance the learners' achievement.

1. Steps in Constructing Instructional Package

Sinthapanon (2010) mentions that there are seven steps to conduct the instructional package as follow:

- 1) Choose the topic by studying the curriculum.
- 2) Set the contents by considering students' basic skills.
- 3) Set the objectives of teaching and learning.
- 4) Conduct the tests; pre test, post test, unit test.
- 5) Conduct the element of instructional package.
- 6) Plan the learning and teaching activity.
- 7) Conduct the teaching material.

2. Benefit of Instructional Packages

Promwong (1978) states four main benefits of instructional packages: 1) encouraging teacher's preparedness and confidence because of complete preparation on contents, activities, tests, and materials in instructional packages, 2) procuring the same direction of learning and teaching process, 3) avoiding problems from teacher's emotion and ability, and 4) learners' working in group and giving them comments.

Sinthapanon (2010) reveals that the benefits of the instructional package are as follows: 1) the students can study by themselves by using instructional package. It is the practical in learning, reading and concluding the knowledge systematically, 2) doing the drill and exercise make students be a good learner who can solve the problem by themselves, 3) learning and teaching in step makes students be more discipline, 4) students have learn to work with the another, and to practice democracy, and 5) students can learn with the instructional package outside the classroom.

In summary, the instructional package provides many benefits for teaching students. It encourages a teacher to be confident, and to teach systematically. Students can achieve more knowledge if teacher provides effective instructional packages for students.

RESEARCH METHODOLOGY

1. Population and Samples

The populations were 76 grade 9 students who studied the Fundamental English course (E23101) in the first semester of academic year 2013 at Muangphochaipittayakom School, Nongki District, Buriram Province under the Secondary Educational Service Area Office 32.

The samples of this study were 24 grade 9 students who studied Fundamental English course (E23101) in the first semester of academic year 2013 at Muangphochaipittayakom School, Nongki District, Buriram Province under the Secondary Educational Service Area Office 32. Class 3/1 were selected to be the sample group from 3 classes by simple random sampling which the other 2 classes has equal chance to be selected.

2. Research Instrument

The main instruments employed for this study were as follows:

1. The Instructional Packages on communicative English tenses for grade 9 students were instructional packages with lecture or teacher's instructional package which conducted by the researcher including 2 instructional packages namely, 1) Instructional Package 1: Present Simple Tense "What time do you get up?" and 2) Instructional Package 2: Past Simple Tense "Did you have a good vacation?". Each of instructional packages contains the following: 1) Instructions for Teacher, 2) Learning Objectives of Instructional Package, 3) Contents of Instructional Package, 4) Components of Instructional Package, 5) Teacher's Roles, 6) Students' Roles, 7) Lesson Plan, 8) Information Sheet, 9) Worksheet, 10) Worksheet Answer Key, 11) Observation Form, and 12) Worksheet Score Record Form

2. Achievement Test (pre-test and post-test) about communicative English tenses of grade 9 students, including 40 multiple-choice questions.

3. The Satisfaction Questionnaire on students' satisfaction with instructional packages designed to gather the information from the samples in this investigation. The questionnaire consisted of 10 items with the five-point rating scales questionnaire.

RESULTS

1. Research question one: What is the efficiency of instructional packages on communicative English tenses for grade 9 students?

This research question was directed towards the efficiency of instructional packages in communicative English tenses for grade 9 students who participated in this research. To answer this question, the researcher employed the quantitative data from the instructional packages and achievement test, which determined the efficiency of the instructional package on communicative English tenses for grade 9 students based on criterion set at 75/75. The quantitative data consisted of the activities scores from all instructional packages (efficiency of the process), and post-test scores (efficiency of the outcomes). There were 2 instructional packages in this study. The total mean scores from all activities scores of instructional packages were 300 scores: instructional package 1 (150 scores), and instructional package 2 (150 scores). The total mean scores from the achievement test or post-test were 40 scores. Table: 1 below illustrates mean, standard deviation, percentage and the efficiency of the instructional packages.

Table 1: Efficiency of Process and Outcome

Test	%	\bar{X}	SD	n
Efficiency of Process (E1)	77.96	233.88	21.97	24
Posttest	77.92	31.17	3.12	24

As shown in Table: 1 above, the result of the first question show that the efficiency of the instructional packages on communicative English tenses for grade 9 students, which were conducted by the researcher was 77.96/77.92 which was higher than the criterion set at 75/75. It claims that students, who learned communicative English tenses through the instructional packages, received total mean scores from the activities scores of instructional packages at 76.65 % and total mean scores from the achievement test after learning through instructional packages at 76.98 %.The results of the present study reveal that instructional packages could help the students improve their communicative English tenses skill because it could make the students achieve higher learning.

2. Research Question Two: Do students who learn communicative English tenses through instructional packages have higher mean scores post–test score than that of pre–test mean score?

To gain more insights into the students' learning achievement before and after learning through instructional packages on communicative English tenses, the second research question was formulated. To address this question, the researcher used quantitative data in terms of the comparison the difference between pre–test and post–test mean scores. Evidently, pre–test scores (40 items) and post–test scores (40 items) were also compared to find out the statistically significant difference.

Table 2: Differences of the Pretest and the Posttest Scores

Achievement	N	Total Scores	\bar{X}	S.D.	t
Pre–test	24	40	10.13	3.55	50.75**
Post–test	24	40	31.17	3.12	

** significant difference at .01

As indicated in the Table 2, the independent samples t–test was conducted in order to find whether there was a significant difference in the using the instructional packages of the pre–test and the post–test mean scores. The results showed that there was statistically significant difference between the pre–test and the post–test mean scores in using instructional packages on communicative English tenses at a .01 level.

3. Research Question Three: What is the level of the students' satisfactions on learning communicative English tense by using instructional packages?

The third research question focused on gaining an understanding of the level of the students' satisfactions on communicative English tenses by using instructional packages.

All of 24 grade 9 students were asked to complete the 10-item of 5-rating scale satisfaction questionnaires, ranging from the most satisfactory (5) to the least satisfactory (1). Table: 3 below demonstrated the mean and standard deviation for each questionnaire item.

Table 3: Mean and Standard Deviation for Each Satisfaction Questionnaire Item (N = 24)

No.	Statements	\bar{X}	S.D.	Meaning	Rank
1	Learning communicative English tenses through instructional packages enhances your knowledge about present simple tense and past simple tense.	4.83	0.38	The Most Satisfactory	1
2	Learning communicative English tenses through instructional packages give you a chance to practice communicative skill.	4.71	0.46	The Most Satisfactory	4
3	Learning communicative English tenses through instructional packages improves your English to use for communication in everyday life.	4.63	0.49	The Most Satisfactory	9
4	Learning communicative English tenses through instructional packages helps you understand the contents well.	4.58	0.50	The Most Satisfactory	10
5	Learning communicative English tenses through instructional packages is useful.	4.75	0.44	The Most Satisfactory	3
6	Learning communicative English through instructional packages makes you get more interested in learning English.	4.71	0.46	The Most Satisfactory	4
7	The contents and activities are relevant and appropriate.	4.67	0.48	The Most Satisfactory	8
8	You enjoy activities provided in the instructional packages.	4.71	0.46	The Most Satisfactory	4
9	You always feel motivated when learning English by doing and practicing with instructional packages.	4.79	0.41	The Most Satisfactory	2
10	You gain more knowledge from instructional package.	4.71	0.46	The Most Satisfactory	4
	Grand Total	4.71	0.41	The Most Satisfactory	

As revealed in Table: 3, it indicates that the students' satisfactions in learning communicative English tenses by using instructional packages as a whole were at "the most satisfactory" levels ($\bar{x} = 4.71$, S.D. = 0.41). When considering at each item, it was found that the three highest mean scores were no. 1 "Learning communicative English tenses through instructional packages enhances your knowledge about present simple tense and past simple tense." ($\bar{x} = 4.83$, S.D. = 0.38), followed by no.9 "You always feel motivated when learning English by doing and practicing with instructional packages." ($\bar{x} = 4.79$, S.D. =

0.41), and no.5 “Learning communicative English tenses through instructional packages is useful.” ($\bar{x} = 4.75$, S.D. = 0.44), respectively. In contrast, the three lowest mean scores were no.4 “Learning communicative English tenses through instructional packages helps you understand the contents well.” ($\bar{x} = 4.58$, S.D. = 0.50), followed by no.3 “Learning communicative English tenses through instructional packages improves your English to use for communication in everyday life.” ($\bar{x} = 4.63$, S.D. = 0.49), and no.7 “The contents and activities are relevant and appropriate.” ($\bar{x} = 4.67$, S.D. = 0.48), respectively.

DISCUSSION OF THE FINDING

1. The Efficiency of Instructional Packages on Communicative English Tenses

The findings showed that the efficiency of the instructional packages on communicative English tenses was 77.96/77.92, which was higher than the criterion set at 75/75. This is because the instructional packages on communicative English tenses were completely developed in three trails; an individual, a small group, and a field trail. For each step, the researcher could see both good and bad points of the instructional packages to be resources and guidelines to complete the efficiency instructional packages. The results illustrate that the first efficiency of the process (E1) were higher than the second efficiency of the outcomes (E2). That means the students got exercises scores more than post-test scores. It might be that the students were interested in doing activities in the instructional packages on communicative English tenses.

In addition, it could be considered that the researcher reviewed the related literature such as theories and principles on instructional packages composing the Basic Education Core Curriculum B.E.2551 (A.D.2008), grammar, tenses, grammar–translation method, communicative approach, instructional package, satisfaction etc. Then the instructional packages developed appropriately and step by step. In addition, the thesis advisors and the experts made suggestion, gave comments, and evaluate the researcher instruments. Furthermore, the researcher conducted the instructional packages by combining grammar translation method and the communicative approach for designing the learning activities in the instructional packages. The grammar–translation method helps students understand the grammatical lesson clearly as Brown (1994) stated the grammar–translation test are easy to construct and can be objectively scored, and Nitish (2012) also stated that the grammar–translation method helps students to profoundly understand abstract meaning of foreign word and complex sentence structure. At the same time, the communicative approach enhances the students’ opportunities to use language to communicate efficiency as Finocchiaro and Brumfit (1983) mentioned that communicative approach makes the students interact with others and attempt to communicate, Nunan (1991) pointed out that the communicative approach enhance the students’ experiences to link classroom language learning with activation outside the classroom, Richards (2006) stated that communicative approach emphasizes on and aims at communicative competence, and Nitish (2012) stated that communicative approach improves the student's interest in learning English after giving more opportunities to communicate with others in the class. Thus, the students who learned through the instructional packages that combined between the grammar–translation method and communicative approach had understood the grammar on tense to communicate correctly and grammatically. Moreover, the instructional package with lecture or teacher’s instructional package which designed by the researcher comprised of many components, namely 1) Instructions for Teacher, 2) Learning Objectives of Instructional Package, 3) Contents of Instructional

Package, 4) Components of Instructional Package, 5) Teacher's Roles, 6) Students' Roles, 7) Lesson Plan, 8) Information Sheet 9) Worksheet 10) Worksheet Answer Key, 11) Observation Form, and 12) Worksheet Score Record Form helps the researcher and learners complete the activities in class comfortably as many scholars mentioned about the benefit of instructional packages such as: Campbell (1977) mentioned that Instructional Packages release an instructor from the function of permanent transfer of skills and information, decrease tools requirements, and certify that each learner is revealed an unvarying instruction program, Promwong (1978) stated that instructional packages encourages teacher's preparedness and confidence because of complete preparation on content, activities, tests, and materials, Laowanich (2006) pointed out that instructional packages helps teachers to evaluate students consistency with objectives, and Sinthapanon (2010) revealed that learning and teaching in step via the instructional packages makes the students be more discipline.

The results are in accordance with the previous research works, namely, Yanworrapong (2007) investigated learning-centered instructional packages on easy tense had an efficiency level at 81.34/84.51, Srisaeng (2008) investigated the development of English writing skill through instruction packages on the past simple tense for grade 8 students had an efficiency value of 81.65/79.5, and Namkaew (2011) developed instructional packages on past tenses which had the efficiency value at 79.53/76.08. Also, the result parallels with Chamnannarong (2013) who studied the development of an English instructional package on the simple present tense for matthayomsueksa two students at Ramkhamhaeng University Demonstration School which the English instructional package on the simple present tense was found an efficiency level for E₁/E₂ at 81.32/80.83.

2. Differences between Students' Learning Achievements

The results revealed that students who learned communicative English Tenses through instructional packages had higher learning achievement of communicative English tenses on post-test mean scores than in pre-test mean scores with statistically significant difference at a .01 level. This could be concluded that instructional packages had the efficiency because it could make the students achievement higher learning. It is quite new for the students to learn communicative English tenses through the instructional packages. It can motivate the students to learn and be interested in the content more than they used to be. This result caused by the instructional packages were tried out and found the efficiency before use with the samples. Moreover, the instructional packages consist of diverse components, and activities which support teaching and learning. Therefore, students who learned through the instructional packages had higher proficiency in learning.

The results confirmed the hypothesis in Chapter One and is in accordance with the past research works, namely, Puncharoen (2005), Yanworapong (2007), Kumchompoo (2008), and Chamnannarong (2013) that mentioned the learning achievement of learners through instructional packages in the post-test was higher than pre-test with statistically significant difference at .05 level. Additionally, Glies (1975), Suriyawong (2001), Phongpanit (2008), Srisaeng (2008), Namkaew (2011), and Narmratch (20011) who constructed the instructional packages which revealed the achievement packages in the post-test was higher than pre-test with statistically significant difference at .01 level.

3. Students' Satisfaction towards the Instructional Packages on Communicative English Tenses the results illustrated that students' satisfactions in learning communicative English tenses through instructional packages were at the most satisfactory level. That means the students were satisfied with learning via instructional packages. This could be explained that the instructional packages were evaluated the quality by the thesis advisors and experts consequently the instructional packages have high quality, appropriate content, and suitable for the level of students. The instructional packages support teaching and learning English systematically. For that reason, students who learned through the instructional packages had higher achievement in learning. Instructional packages are valuable in education since they endow with a systematized process for conveying the systematic learning (Khaunhawhech.1987) employed to ensure that the learning process is systematic and let learners learn efficiently. The finding is similar to Sinthapanon (2010) who pointed out that instructional package is the educational innovation that teachers use in teaching and learning. It is the form of communication between teachers and learners that consist of teaching and learning materials, teaching and learning instruments, learning activities, and evaluations. It corresponds with Issarapreeda (2003: 310) who stated that many examinations; scores of tests are students' motivations. They are significant to students and motivate them to pay attention in learning. Combining between grammar–translation method and communicative approach activities enhances students to learn, and new methods enhance students' desire to learn. The results from the other opinions, students stated that they were satisfied with learning via instructional packages. The instructional packages were very helpful, easy and convenient to use.

The results are in accordance with the past research works, including, Suriyawong (2001) , and Yanworapong (2007) who investigated the development of instructional packages, and found that learners' satisfaction towards instruction via instructional packages was at a high level. In addition, Pancharoen (2008), and Pongpanit (2008) who investigated the development of instructional packages, and the findings of these studies showed the learners' satisfaction towards learning via instructional packages were highly positive. Besides, Srisaeng (2008) investigated the development of instructional packages which found that the learners 'satisfaction towards learning via instructional packages on was the highest level at 4.90. Furthermore, Namkaew (2011) and Namratch (2011) who investigated the development of instructional packages, the findings showed the learners' satisfaction towards learning via instructional packages were at more satisfaction level. Moreover, the results are parallel with Hortong (2008) who constructed the instructional packages, and found that the learners' satisfaction towards learning via instructional packages were at the most satisfactory level.

PEDAGOGICAL IMPLICATIONS

In relation to the theoretical implications of the major findings from this study, the researcher presents the following related implications for instructional practice of communicative English Tenses in EFL contexts.

1. The instructional packages support learning achievement of students. Accordingly, administrators, teachers, and related persons in learning management should apply the lesson plans, and the instructional packages of communicative English tenses for grade 9 students to develop instruction in other contents or subject areas.

2. Learning via instructional packages, teachers should make suggestions and comment to the students on the use of instructional packages step by step by focusing on discipline, faithfulness, and patience.

3. Persons concerned with learning management should hold workshops in conducting educational innovation and supervise to solve the instructional obstacles. Furthermore, they should support teachers to use instructional packages in development of students' learning, which make students achieve in learning.

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