
The Use of Project Work on Local Product Promotion to Enhance English Proficiency of 3rd Year Certificate Vocational Students

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Abstract

This study utilizes project work instruction methodology centered on Local Product Promotion in teaching English language skills with the purpose to investigate the effects of application in enhancement of English proficiency of students and to examine their opinions towards Local Products Promotion via Project Work Instruction. Sample were selected through clustered random sampling consisting of thirty, third year vocational students enrolled in St.-Mary's Business Administration Technological College, Nakhon Ratchasima during the second semester of the 2014 academic year.

The research was divided into five lesson plans according to Alan and Stoller (2005)'s 'eight step' methodology on project work instruction. Results were based on an English proficiency test and a feedback questionnaire. Data was calculated based on mean score, standard deviation and t-test. This research identified that there is positive correlation between project work instruction focused on local product promotion as an enhancement linguistic tool for teachers and community involvement: 1) mean score of English proficiency post-test was improved, and 2) students developed a positive attitude towards learning English through project work and became more engaged and responsible in a local community context.

Keywords: Project work instruction, Local product promotion, English proficiency



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การใช้วิธีการสอนแบบเน้นโครงงานเรื่อง การส่งเสริมผลิตภัณฑ์ท้องถิ่น เพื่อพัฒนาสมรรถภาพภาษาอังกฤษของนักเรียน ระดับประกาศนียบัตรวิชาชีพชั้นปีที่ 3

บทคัดย่อ

การเรียนรู้ภาษาอังกฤษผ่านการสอนโดยใช้โครงงานเรื่อง การส่งเสริมผลิตภัณฑ์ท้องถิ่น เป็นการบูรณาการการทำงานโครงงานภาษาอังกฤษและการส่งเสริมผลิตภัณฑ์ท้องถิ่น เพื่อเพิ่มทักษะภาษาอังกฤษของนักศึกษาระดับประกาศนียบัตรวิชาชีพ วัตถุประสงค์ของงานวิจัยนี้ เพื่อวัดความสามารถทางภาษาอังกฤษของนักศึกษาระดับประกาศนียบัตรวิชาชีพชั้นปีที่ 3 ซึ่งผ่านการสอนโดยใช้โครงงานเรื่อง การส่งเสริมผลิตภัณฑ์ท้องถิ่น และเพื่อศึกษาความคิดเห็นของนักศึกษาที่มีต่อการเรียนโดยผ่านการทำโครงงาน กลุ่มตัวอย่างที่ใช้ในงานวิจัยคือ นักศึกษาระดับประกาศนียบัตรวิชาชีพชั้นปีที่ 3 จำนวน 30 คน ที่กำลังศึกษาอยู่ในภาคเรียนที่ 2 ของปีการศึกษา 2557 วิทยาลัยเทคโนโลยีมารีย์บริหารธุรกิจ นครราชสีมา กลุ่มตัวอย่างได้จากการสุ่มตัวอย่างโดยการแบ่งกลุ่ม เครื่องมือการวิจัยประกอบด้วยแผนการสอน 5 แผน ตามขั้นตอน 8 ขั้นตอน ซึ่งได้ดัดแปลงมาจากงานวิจัยของ อลันและสโตร์เลอร์ (2005) แบบทดสอบสมรรถภาพภาษาอังกฤษของนักศึกษาและแบบสอบถาม เพื่อสำรวจความคิดเห็นของนักศึกษามีต่อการเรียนภาษาอังกฤษผ่านการสอนโดยใช้ โครงงานเรื่อง การส่งเสริมผลิตภัณฑ์ท้องถิ่น สถิติที่ใช้ในการวิเคราะห์ข้อมูล ได้แก่ ค่าเฉลี่ย ค่าส่วนเบี่ยงเบนมาตรฐาน และการทดสอบค่า t-test for dependent จากผลการศึกษาสรุปได้ว่า

1. ค่าเฉลี่ยของคะแนนทดสอบสมรรถภาพภาษาอังกฤษของนักศึกษาผ่านการสอน โดยใช้โครงงานเรื่อง การส่งเสริมผลิตภัณฑ์ท้องถิ่น สูงกว่าก่อนเรียนอย่างมีนัยสำคัญทางสถิติที่ระดับ .05
2. นักศึกษามีความคิดเห็นในทางบวกต่อการเรียนภาษาอังกฤษผ่านการสอนโดยใช้โครงงานเรื่อง การส่งเสริมผลิตภัณฑ์ท้องถิ่น นอกจากนี้ นักศึกษายอมรับว่า ทฤษฎีนี้ช่วยให้ ในการเรียนรู้ร่วมกับชุมชน และพัฒนาสมรรถภาพภาษาอังกฤษของนักศึกษาระดับประกาศนียบัตรวิชาชีพ

จากการศึกษาแสดงให้เห็นว่านักศึกษามีสมรรถภาพด้านภาษาอังกฤษเพิ่มขึ้น หลังการใช้รูปแบบการสอนโดยใช้โครงงานเรื่อง การส่งเสริมผลิตภัณฑ์ท้องถิ่น ด้วยเหตุนี้รูปแบบการสอนโดยใช้โครงการสามารถพัฒนาสมรรถภาพภาษาอังกฤษของนักศึกษาระดับประกาศนียบัตรวิชาชีพได้

คำสำคัญ: การสอนแบบเน้นโครงงาน การส่งเสริมผลิตภัณฑ์ท้องถิ่น สมรรถภาพภาษาอังกฤษ



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Introduction

Although many vocational colleges provide access to learning foreign languages, they fall short in ensuring high levels of English proficiency which results in low scores on English tests in the Vocational National Educational Test (V-NET), lack of motivation to learn and communicate among students and therefore difficulty in securing a wanted job by the apprentices. This challenge has been also observed at St. Mary's Business Administration Technological College as students try to avoid speaking English to their teachers as well as to their peers, besides the fact that students seldom have the ability to communicate in English during the internship course.

In order to understand the root causes of that problem the researcher of this paper conducted a study among third year vocational students at St. Mary's Business Administration Technological College and identified that inability to use English in everyday life or in real-life situations, concrete separation language learning into listening, speaking, reading and writing. Lack of full engagement and motivation of the teacher might have contributed to the undesirable effect of acquiring the language skills as students developed negative attitudes towards learning English. Likewise, some Thai students felt opposed to learning English language in the past because of the lack of effective learning methods, and therefore they have negative attitudes towards learning English (Noon-ura, 2008 : 175). Consequently it appears that different teaching approaches in vocational schools are necessary to investigate in more detail – perhaps ones that are student-centered. Therefore using project work instruction can be one of models to improve English proficiency of the certificate vocational students.

Project work instruction is especially useful in teaching English, as students are empowered to take initiative, improve their self-esteem, creativity and independence (Stoller, 1997 : 9). This methodology proposes a series of activities that allow the students to study, research and act by themselves according to their abilities, interests, personal experience and aptitudes (Musa, Mufti, Latiff and Amin 2011 : 193). It is a student-centered and driven approach through which the product is developed by the participants. Students are actively engaged in information gathering, processing and reporting over a period of time, and the outcomes increase content knowledge and



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language learning (Alan and Stoller 2005 : 10). Furthermore, by utilizing this method they show more interest in studying the language and reveal a higher level of English proficiency, build well-rounded knowledge and foster civic engagement with local community (Wilhelm, Sherrod and Walters, 2008 : 221).

As per the Curriculum for Certificate of Vocational Education B.E. 2545 (2002) English classes should provide the certificate vocational students with a necessary, safe and engaging learning environment to allow them to connect what they learn in the class room to their real world and make time spent in the classroom meaningful and worthwhile. Simultaneously, very often local communities lacks adequate skills such as computer literacy, marketing or English language to promote their products outside their region. Simultaneously, local product promotion could be added to business courses for the benefits of third year vocational students with low levels of English proficiency and improve their attitudes towards English learning. Therefore the researcher identified that there is positive correlation between project work instruction focused on local product promotion as an enhancement linguistic tool for teachers and community involvement.

The study focuses on utilizing project work instruction methodology centered on Local Product Promotion in teaching English language skills to third year vocational students enrolled in St.-Mary's Business Administration Technological College, Nakhon Ratchasima and therefore contributing to enhancement of their language proficiency skills, civic engagement while supporting sustainable development of local community. The result of the study could serve as potential guide to develop new resources related to vocational certificate education and students' learning style through project work instruction.

Objectives of the study

1. To investigate the effect of Project Work on Local Products Promotion to enhance the English proficiency of third year certificate vocational students.
2. To examine the students' opinion towards Local Products Promotion via Project Work Instruction of third year certificate vocational students.

Significance of the study

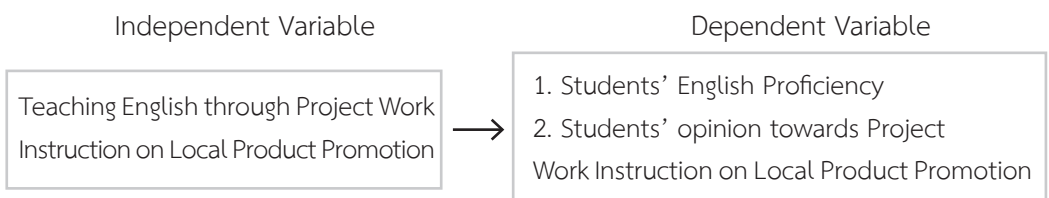
1. Development of lesson plans through project work on Local Product Promotion to be used as guideline for teacher's classroom resources;
2. The result of the study would be beneficial to English teachers in organizing teaching and learning English through the use of project work.

Scope of the study

This study investigated the effects of teaching English through project work instruction on Local Product Promotion on English proficiency of third year certificate vocational students at St. Mary's Business Administration Technological College. The scope of the study was determined as followed:

1. The population of the study consisted of 60 third year certificate vocational students enrolling in St. Mary's Business Administration Technological College Nakhon Ratchasima during the second semester of the academic year 2014.
2. The samples of the study were 30 third year certificate vocational students who enrolled in St.-Mary's Business Administration Technological College, Nakhon Ratchasima during the second semester of academic year 2014. The samples were selected through cluster random sampling: the population was divided into two clusters; then, the researcher randomly selected one cluster and all students within selected cluster were included in the sample.
3. The variables of the study were as follows:
 - 2.1 The independent variable was teaching English through project work instruction on Local Product Promotion.
 - 2.2 The dependent variables were students' English proficiency and students' opinion towards learning English through project work instruction on Local Product Promotion.

Figure 1 : Conceptual framework of the study





Research Hypothesis

The mean score of the English proficiency post-test of the students who have been taught via project work instruction on Local Product Promotion would be significantly higher than the pre-test.

Methodology

This study was pre-experimental design; a one-group pre-test and post-test design. First in order to identify baseline assessment students asked to take a group pre-test before the study for checking their background knowledge and a post-test design for results. Throughout the period of the research students went through duration of five English lesson plans that integrate learning areas of social studies and local product promotion through project work instruction in their second semester of the academic year 2014. Following that test would be given to assess their proficiency level with questionnaires and open-end questions to gain students' opinion towards project work on local product promotion with English instruction.

The experimental design

Figure 2 : The research design: one group pre-test and post-test design

| Pre-test | Treatment | Post-test |
|----------|-----------|-----------|
| O1 | X | O2 |

Research Instruments

This study was a pre-experimental that used one experimental group. There were two categories of research instruments: the instruments used in research procedures and the instruments use in data collection. There were five lesson plans were composed of eight steps through project work instruction on Local Product Promotion, which covered 15 periods in 5 weeks. The instruments included in data collection of the study were English proficiency test and a questionnaire.

1. The instruments used in research procedures
 - 1.1 The lesson plans



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There were 5 lesson plans were composed of 8 steps through project work instruction on Local Product Promotion, which covered 15 periods in 5 weeks. The lesson plans were divided into 8 steps and constructed as follows:

1.1.1 Study guideline for students' learning based on course description of the curriculum for the certificate vocational education 2002, related studies and journals.

1.1.2 Study the information and texts of Local Product Promotion applied to practice from related studies and journals.

1.1.3 Study stages of project work, project work instructions from relevant textbooks, related studies and journals.

1.1.4 Decide on the objectives, steps of teaching, language outcome and learning time.

1.1.5 Make the first draft of the 5 lesson plans for main 8 steps. Submit them to research advisor for checking and reviewing.

1.1.6 Edit and revise the second draft of the lesson plans according to the advisor's recommendations.

1.1.7 Acquire the permission from the graduate school to submit the revised lesson plans to three experts who graduated at least a Master's Degree in English or Teaching English as a foreign language to check the validity of the lesson plans.

1.1.8 Collect the reviewed lesson plans and adjust according to the experts' recommendations and prepare for the tryout.

1.1.9 The tryout of the lesson plans consisted of the third year certificate vocational students in St. Mary's Business Administration Technological College Nakhon Ratchasima.

1.1.10 After the tryout the researcher made some adjustments to the learning activities in the lesson plans to suit the contents and times.

The lesson plans were evaluated by three experts to check the accuracy of topics, objectives, contents, steps of teaching activities. The evaluation form was presented in the form of four-point scales. The results of the experts' evaluation revealed that the assessment issues were rated in only "Good" and "Excellent" rank.



In addition, the mean score of all assessment issues was 3.48 which meant that the lesson plans were good.

Table 1 The outline of lesson plans

| Lesson Plan | Step of teaching | Learning Objective | Time (Period) |
|--|--|---|---------------|
| Lesson plan 1 Topic : The initial discussion of topics/ theme | Step 1 : The students and the teacher agree on the theme for the project. Step 2 : The students and the teacher determine the final outcome of the project. | <ul style="list-style-type: none"> - Students are able to gain the information from reading materials written in English. - Students are able to discuss and exchange their opinions on Local Product in Nakhon Ratchasima. | 1-3 |
| Lesson plan 2 Topic : The preparation of a project work | Step 3 : The students and the teacher structure the project. | <ul style="list-style-type: none"> - Students are able to reflect and discuss on the issue of Local Product Promotion. - Students learn the necessary vocabularies, phrases, and expression regarding the local product promotion in English. | 4-7 |
| Lesson plan 3 Topic : Carrying out tasks of a project | Step 4 : The teacher prepares the students for the demands of the information gathering. Step 5 : The students gather information. | <ul style="list-style-type: none"> - Students are able to identify what are known and unknown about knowledge based on local product promotion and reflect and discuss on local product promotion. - Students are able to analyze the data collected by the research. | 8-11 |



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| Lesson Plan | Step of teaching | Learning Objective | Time (Period) |
|---|---|--|---------------|
| Lesson plan 4 Topic : Arranging final product presentation | Step 6 : The students compile and analyze the information. | - Students are able to identify their own project and create a new packaging to promote local product | 12-13 |
| Lesson plan 5 Topic : Project presentation and evaluation | Step 7 : The students present the final outcome. Step 8 : The students evaluate the project. | - Student provide the opportunities to give presentation in English. - Students convey their own message in English | 14-15 |

2. Instrument for data collection

The instruments included in data collection of the study were English proficiency test and a questionnaire.

2.1 English proficiency test

The English proficiency test consisted of 60 items of multiple choice questions with four alternative, which total score was 60. The aim of the test was to examine the effect of learning English through project work instruction on Local Product Promotion. The English proficiency test was constructed as follows :

2.1.1 Study course description and guideline of students' learning English through project work instruction

2.1.2 Design on objectives, number of items. For the first draft, the test composed 80 items.

2.1.3 Submit the first draft to research advisor for checking and reviewing. After that, revise and edit.

2.1.4 Edit and revise the second draft of the English proficiency test according to the advisor's recommendations.



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2.1.5 Obtain permission from graduate school to submit the complete paper to experts to check the validity of the test using IOC index. The IOC index ranges from -1 to 1. Items that had an index lower than 0.5 were unacceptable.

2.1.6 The researcher revised the test items by checking and editing them according to the experts' recommendations and prepared the try out.

2.1.7 The test tryout was conducted with the third year certificate vocational students.

2.1.8 The results of the test item were analyzed for reliability, difficulty index and discrimination index of the test. The researcher selected only 60 items for the English proficiency test. The reliability of the overall test calculated by KR-20 formula was 0.80 which could be interpreted that the test had high reliability. The difficulty index (p) of the test was between 0.22-0.78. The acceptable values of the test items for difficulty index ranges from 0.20 to 0.80. The discrimination index (r) of the test was between 0.22-0.57. The acceptable values which were equal or higher than 0.20 could be accepted (Ladajit Ruangpornasawat. 2012 : 59 ; Monsit Sittisomboon. 2007 : 87-129).

2.1.9 The English proficiency test was edited before being used with the sample in order to check their English proficiency test before and after the learning process by using project work instruction on Local Product Promotion to enhance English proficiency.

2.2 The questionnaire

The questionnaire expected to explore students' opinion towards project work instruction on Local Product Promotion. The questionnaire had a total of 12 questions with Likert rating scale from 1-5 which 5 was assigned to the response that indicated the strongly agree and 1 to response that strongly disagree. The stage in constructing the questionnaire were as follows :

2.2.1 The questionnaire contained 12 – closed questions with the desired one-directional rating scale.

2.2.2 The questionnaire was presented to the research advisor to check the appropriateness of the questions. Following that, the researcher modifies and revises the questionnaire according to the suggestions of the thesis advisor.



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2.2.3 The questionnaire was presented to three experts to check the language and evaluate the appropriateness of the questions. The experts were asked to rate each item for the content validity using the Likert scale. The value of rating scores for each question was illustrated in Appendix B (p. 77) Results indicated that the 12-items questionnaire were all acceptable. The questionnaire was modified and revised according to the suggestions of the experts, before using it with the samples.

2.2.4 The tryout questionnaire was conducted with the students who involved in the tryout of the lesson plans. The results of the questionnaire in the tryout were analyzed. Then the questionnaire was adjusted and made a complete questionnaire before giving to the sample.

The questionnaire contained close questions, with the desires rating being a number on a scale from one to five. The five rating scales of the questionnaire regarding students' opinions.

Data Collection

The data were obtained during the second semester of academic year 2014 to investigate the using of project work instruction on Local Product Promotion to enhance students' English proficiency and the students' opinion towards learning through project process. The study was conducted 15 periods / 5 weeks with the sample of students enrolling in third year certificate vocational students. Before learning, the students were given a pre-test then the learning procedure were carried out following the 5 lesson plans. The lesson plans were divided into 8 steps through project work instruction on local product promotion. After a total of learning 15 periods, the students took the post-test to examine the effect of learning via project work instruction.

The English proficiency test consisted of 60 multiple choice questions with four alternatives. The total scores were 60, and the passing score was set at 60 percent. The time allowed to take the test was one hour. The questionnaire aimed to explore students' opinions towards learning English lessons among third year certificate vocational students after learning through project work instruction. The questionnaire had total of 12 questions with a Likert rating scale from 1-5.



Data Analysis

1. The proficiency test: A comparison of mean score from the pre-test and post-test of English proficiency test was conducted by using Arithmetic mean (\bar{x}), standard deviation (S.D.) and Dependent-Sample t-test.

2. The questionnaire: The data collected from the questionnaire was analyzed using the Arithmetic mean (\bar{x}) and standard deviation (S.D.). The results from the data indicated the samples' opinion toward learning through project work instruction on Local Product Promotion. The research statistical analysis used in the study was the comparison of mean score obtained from the pre-test and post-test of proficiency test. It was calculated by using the Arithmetic mean (\bar{x}), standard deviation (S.D.) and Dependent-Sample t-test. The data from rating scale of the questionnaires was analyzed by Arithmetic mean (\bar{x}) and standard deviation (S.D.)

Results of the study

The English proficiency of the 30 students of the samples was tested and scored by using the English proficiency pre-test and post-test. The total raw with the mean score and the standard deviation of the students' English proficiency test were presented in Table 2. The students' average score increased from 30.20 in the pre-test to 42.73 in the post-test. Then comparison of the mean score of the pre-test and post-test was further analyzed using Dependent-Sample t-test.

As shown in table 2, the highest score of the pre-test was 40 (one student) and the lowest score was 20 (one student). After learning English through project work instruction on Local Product Promotion, the highest post-test score was 55 (one student) and the lowest score was 32 (one student). The lowest score in the pre-test increased from 20 to 34 in the post-test



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Table 2: Summary of the pre-test and post-test results

| Students | Pre-test | Post-test | Students | Pre-test | Post-test |
|----------|-----------|-----------|----------|----------|-----------|
| 1 | 25 | 38 | 16 | 30 | 45 |
| 2 | 25 | 37 | 17 | 25 | 32 |
| 3 | 20 | 34 | 18 | 26 | 35 |
| 4 | 30 | 40 | 19 | 32 | 48 |
| 5 | 29 | 38 | 20 | 30 | 47 |
| 6 | 27 | 33 | 21 | 36 | 50 |
| 7 | 39 | 50 | 22 | 40 | 55 |
| 8 | 25 | 35 | 23 | 36 | 48 |
| 9 | 35 | 48 | 24 | 29 | 37 |
| 10 | 29 | 45 | 25 | 27 | 39 |
| 11 | 23 | 38 | 26 | 32 | 49 |
| 12 | 31 | 45 | 27 | 33 | 42 |
| 13 | 32 | 48 | 28 | 35 | 47 |
| 14 | 27 | 45 | 29 | 37 | 48 |
| 15 | 27 | 35 | 30 | 34 | 51 |
| | \bar{x} | | | 30.20 | 42.73 |
| | S.D. | | | 4.88 | 6.37 |

The comparison of mean scores from the pre-test and post-test of English proficiency test of the students was shown in table 3.



Table 3: Comparison of mean score from the pre-test and post-test of English proficiency test of the students.

| Mode of assessment | N | \bar{x} | S.D. | t | p |
|--------------------|----|-----------|------|---------|------|
| Pre-test | 30 | 30.20 | 4.88 | 20.61 * | .000 |
| Post-test | 30 | 42.73 | 6.37 | | |

* $p < .05$

From table 3, the results showed that the post-test mean score of English proficiency test of the students learning through the process of English project work on Local Product Promotion was significantly higher than the students' pre-test mean score at the level of .05. This indicates that the students' English proficiency had improved after learning through English project work instruction on Local Product Promotion.

To explore the students' opinion towards project work instruction on Local Product Promotion using a questionnaire, the result showed that the students had positive opinion on learning process that provided them with a lot of advantages. The questionnaire used to explore the students' opinions after learning through English project work instruction on Local Product Promotion was shown in table 4.

Table 4: Results of students' opinions towards learning through English project work instruction on Local Product Promotion.

| Items | \bar{x} | S.D. | Meaning |
|--|-----------|------|----------------|
| 1. I enjoyed activities in learning English through project work on Local Product Promotion. | 4.94 | 0.26 | Strongly Agree |
| 2. Project work instruction on Local Product Promotion helps me learn new vocabularies. | 4.74 | 0.56 | Strongly Agree |
| 3. Project work instruction on Local Product Promotion helps me gain more confidence in using English. | 4.63 | 0.66 | Strongly agree |
| 4. Project work instruction on Local Product Promotion encourages me to use English out of class. | 4.56 | 0.67 | Strongly agree |



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| Items | \bar{x} | S.D. | Meaning |
|--|-----------|------|----------------|
| 5. Project work instruction on Local Product Promotion helps me become more responsible in learning. | 4.46 | 0.50 | Agree |
| 6. I've gained higher achievement in all skills of English. | 4.30 | 0.70 | Agree |
| 7. Project work instruction made learning English more interesting. | 4.97 | 0.14 | Strongly Agree |
| 8. I applied modern technology more in learning English language. | 4.94 | 0.26 | Strongly Agree |
| 9. I've learned more about Local Product Promotion after learning through project work | 5.00 | 0.00 | Strongly Agree |
| 10. I participate more in the community on a true social contexts. | 4.46 | 0.57 | Agree |
| 11. I've gained life skills by doing the project. | 5.00 | 0.00 | Strongly Agree |
| 12. The experiences I've got from doing the project can be adapted to my life. | 4.50 | 0.57 | Strongly agree |
| Total (Mean) | 4.71 | 0.41 | Strongly Agree |

Table 3 has shown that the students strongly agreed with 9 items. According to mean score, most of students strongly agreed with project work instruction on Local Product Promotion. The students only agreed with questions 5, 6 and 10. The result from the total of twelve questions showed students' agreement had a statistical rating of $\bar{x} = 4.71$ and S.D. = 0.41. This could be concluded that the students had positive opinion towards learning English through project work instruction on Local Product Promotion.

The results of the study revealed that the post-test mean score of students' English proficiency was significantly higher than the pre-test mean score at the .05 level. Moreover, the students had high positive opinion towards learning English through project work on Local Product Promotion.



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Conclusion

The objectives of this study were 1) To investigate the effect of Project Work instruction on Local Products Promotion to enhance the English proficiency of third year vocational students and 2) To examine the students' opinion towards Local Products Promotion via Project Work Instruction of third year vocational students. The samples were 30 third year vocational students enrolled in the second semester of the 2014 academic year at St. Mary's Business Administration Technological College, Nakhon Ratchasima. The conclusion from the results of the study revealed that the post-test mean score (42.73) on the English proficiency test was significantly higher than the pre-test mean score (30.20). This agreed with the first objective which suggested that the project work instruction would enhance students' English proficiency. To answer the second research objective, it can be concluded from the results of the questionnaire that they had very positive attitudes towards using project work instruction on Local Product Promotion. In their responses to the questionnaire, the students indicated that they were interested in learning English through project work instruction and gained more knowledge about Local Product Promotion. They also had the opportunity to gain more life skills and use more technology to support their English learning.

Discussion

The results of this study are discussed based on the research objectives below:
Research objective 1 : To investigate the effect of Project Work on Local Products Promotion to enhance the English proficiency of third year certificate vocational students.

According to the results of the mean scores of the pre-test and post-test, the post-test mean score was significantly higher than the students' pre-test mean score. This indicates that the students' English proficiency had improved considerably after learning through English project work instruction on Local Product Promotion. Project work has been linked to encourage meaningful learning as students can learn about topics of interest to them. As well, project work enhances students' motivation and



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increases responsibility in the learning process (Fried-Booth 1993 : 5-7). Project Work instruction involves multi-skill activities focusing on topics or themes, rather than on specific language targets. The students focused on solving a problem or reaching a goal, which this could be helped to promote individualization of activities, and integrates student input in goal setting and eventuation, and group work (Haines. 1989:1 and Eyring, 2001 : 333-334).

From the data obtained, it can be concluded that, the students' English proficiency did improved. Project work activities concentrated on interpersonal relationship and the development of the individuals in learning a language through project work processes. While completing the project, students developed the English proficiency and understood the contents of English on Local Product Promotion which should be measured via four skills of language; listening, speaking, reading, and writing (Kanchana Prapphal, 2003 : 8). At the same time, the students gained new vocabularies which benefited their English proficiency. Interestingly, project work instruction on Local Product Promotion can be an effective way for teachers to succeed in teaching goals which motivated students' interest and performance as well as life skill while learning English. The Interacting with community increased students' confidence in gaining knowledge of English (Smith, 2005 : 221). However, the teachers for project work process are as an advisor, a facilitator, or a participant, they should carefully design each stage of the teaching process. The lesson plans should be flexible so as to fit more time out of class for doing the project such as time for practicing oral presentation and performances. Following this well planned procedure, students' proficiency in English could be improved as clarified in the results of their opinion through the response of the questionnaire.

Research objective 2 : To examine the students' opinion towards Local Products Promotion via Project Work Instruction of third year vocational students.

The result of the questionnaire showed that students strongly agreed that the students learned more about Local Product Promotion and they gained life skills by doing project on Local Product Promotion. During the project work process, students interacted with the community and shared knowledge as well as using modern technologies (Maley, 2002 : 1-3). Then, the students collected data, analyzed them and



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presented the analyzed information in the end products through creating new ideas of local product promotion in their area. In spite of some problems about the limited time of doing a project, college activities and study workloads as well as the lack of experience in English project, they managed to do them successfully. The researcher implemented this method of using project work instruction for the advantages of students in gaining the language while working in teams through a process of forming groups, using real information sources, processing the information and evaluating them. In addition, the students demonstrate increased self-esteem, and positive attitudes toward learning (Stoller, 1997 : 9).

The students strongly agreed that project work instruction made English learning more interesting and enjoyable which that applied modern technology in learning English language. This showed that the students gain more confidence in using English out of the class and they also got experiences which could be adapted to their life from doing the project. The students agreed that project work instruction on Local Product Promotion assisted them to be more responsible in learning and participated more in the community. As a final point, they agreed gained higher proficiency in all skills of English. The total mean score of the questionnaire was 4.71 completed by the students indicated that they had positive opinion towards project work instruction. The researcher agreed that English project work instruction with the theme of Local Product Promotion in English would lead students to succeed in learning goals of education. In addition, during the project presentation stage, they gained more confidence in using English and working in team. The results of the questionnaire notified that all of the students felt they obtained life skills from applying the project on Local Product Promotion which were both authentic and adaptable to daily life.



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Suggestions

Based on the results, it is recommended that, project work could be affect the students' proficiency in the end products. The following are some recommendations for this studied

1. Project work planning is very important for the students while conducting the project work. It could be affect the students' proficiency in the end products. The teachers should considerably select handouts as well as worksheets to achieve their learning, so can be assessed through rubrics instead of using overall assessment.

2. In evaluating a project work, both teachers and students have to do in the same direction for accurate assessment. The teacher should let the students know what to be assessed and how. The students can be assessed their peers, reflect their studying through speaking and writing to develop themselves.

3. The students should be encouraged to use technology and creative skill to support their learning. The teacher can be facilitated to provide the sources of information.

Recommendations for further study

1. Other researchers can carry on studying the effects of English project work instruction on Local Product Promotion in other business fields. As Local Product Promotion involve different kinds of advertising plans and technology used, students will receive the advantages from learning source in English and constructed their own knowledge under the advice of the teacher within a teamwork concept of mix-ability students



2. The teachers who conducted English project work mentioned that the experiences that they received were absolutely important. Besides, English project work instruction can be used to promote learning in other levels of the students.

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