

The Development of model for Creating an English Handbook for Improving Thai Adults' Communicative English through the Use of Karaoke Technique

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Abstract

The purposes of this study were: 1) to develop an effective model for developing an English handbook for improving Thai adults' communicative English employing a Karaoke technique, 2) to develop an effective English handbook for improving Thai adults' communicative English employing a Karaoke technique, 3) to compare subjects' knowledge both before and after learning through the English handbook for improving Thai adults' communicative English employing a Karaoke technique, and 4) to explore the subjects' attitudes towards learning through the English handbook for improving Thai adults' communicative English employing a Karaoke technique. The total population in this study was 80 people of which 40 people were randomly selected via a simple random sampling method of drawing lots. The research instruments in this study were an English handbook for improving Thai adults' communicative English by employing a Karaoke technique, a questionnaire, a semi-interview protocol, and a conversation test which was used as a pre- and post-test. The statistics used in analyzing the data were percentages, means, standard deviation and a t-test.

The results revealed that the model of an English handbook for improving Thai adults' communicative English employing a Karaoke technique was appropriate to construct

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a handbook according to the evaluation of some experts. Moreover, the results of the developed handbook compiled by means of the processes of the developed model in the following part also confirmed its effectiveness. The effectiveness of the English handbook for improving Thai adults' communicative English employing a Karaoke technique was higher than the accepted 80/80 standard. There was a highly significant difference between the subjects' pre- and post-test scores on the Communicative English Test at the level of .05 showing that the developed handbook could improve the subjects' communicative English ability. The subjects also had a very positive attitude towards learning through the English handbook with a total mean score was 3.92. Moreover, the results of the semi-structured interview also confirmed that the subjects were very satisfied with the English handbook. It can therefore be concluded that the English handbook developed for improving Thai adults' communicative English employing a Karaoke technique was effective and appropriate to be implemented to improve the communicative English of adults.

Keywords: Handbook, communicative english, karaoke, adults, learning

Introduction

The increasing demand for English proficiency in global and also ASEAN communication for work situations requires a higher standard of English from employees who would like to change their jobs and recent graduates who are seeking new jobs. In accordance with the ASEAN slogan "One Vision, One Identity, One Community," skilled employees and professional experts can cross the ASEAN borders legally and conveniently, which should result in a widespread and smooth exchange of personnel leading to a greater affluence in this region (Association of Southeast Asian Nations, 2009: 29-30). With the approaching full form of the ASEAN Economic Community (AEC) which was originally established in 2015, some Thais may still be able to keep their traditional way of life, but many others will be faced with English more stringent language requirements, especially in the internationally competitive arena of global trade and business. This situation will stimulate both the unemployed and the employed to respond appropriately to the ongoing changes required in terms of linguistic competence (Chanseawrassamee, 2015: 265). Moreover, the ASEAN Economic Community (AEC) will be a dominant force for many Thais to learn English in a more meaningful way. They will have to reach a standard of English proficiency if they are to be successful.

As mentioned above, a dramatic increase in concern about the communicative English capability of Thai students has become clear through a

steady increase in English programs in both schools and universities. According to a report compiled by the Office of the Educational Council (2004), there were 46 international schools (elementary and secondary private schools where only English is used in their curricula) in 1999, 67 in 2002, and 89 in 2003. Likewise, higher education (both private and public) provided by universities, institutions, colleges or other types of institutions had 356 international programs in 1999, 465 in 2002, and 521 in 2003 (Office of the Educational Council, 2004: 149).

Moreover, Thai government agencies and private sectors require applicants to obtain a score of 550+ in TOEIC (Test of English for International Communication) as necessary for job eligibility. As mentioned in the Strategy in Production and Developing Workforce of the Nation in the Second Decade of Education Reform from 2009 to 2018 reported by the Office of the Educational Council, Ministry of Education, newly-emerging industries require people with a high proficiency in foreign languages with economic significance including English, Chinese, Japanese, or Southeast Asian languages (2011: 13). Moreover, the Office of the Educational Council has also announced the requirements for new graduates to obtain a high standard in terms of the Common European Framework References of English Language (CEFR). This is clear evidence of an increase in the demand for high English proficiency in Thai society in order to cope competitive both in ASEAN and the wider world.

However, as mentioned earlier there is clear evidence showing the demand and responses both private and government sectors to prepare for improving the English proficiency of students, graduates, and employees. There are still some groups of people who need to improve their English to cope with the rapid changes in the world. For example, there are adults who work as local entrepreneurs selling local products or providing traditional local services for foreign tourists. This group of adults is very important, because their businesses support tourism in local areas which corresponds to Thailand 4.0 of the Thai government. With more comfortable transportation and the new trends in tourism, such as health tourism offered by spas, traditional Thai massage parlours, and homestays, as well as historical and cultural tourism which includes the sale of local souvenirs, such as clothes, and herbal products. The people working in these areas need support in improving their ability to English communicate in English with foreign tourists.

Unlike young learners, many researchers in adult education have found that adults are unique (Crandall, 1979; Burt, Peyton and Adams, 2003; Nunan, 1999). “Adults who need English for access to technical texts or training for employment have a strong motivation to acquire the language” (Crandall, 1979: 7). Similar to Crandall’s statement, Nunan (1999: 59) points out that good language learners should have three essential characteristics: motivation, preparedness to take risks, and determination to apply their developing skills outside

the classroom which correspond with what Crandall found 20 years earlier. As is generally known, self-motivation as well as adequate exposure to the language is a must for good language learners as they are both one important factors in helping learners to improve their English language skills. “Adults can learn best when the content is personally relevant to past experience or present concerns and the learning process is relevant to life experiences”, stated Nunan (1999: 15). Adult learners should enter into learning activities through multiple channels that are meaningful to them. That is why, as a rule, classroom-based teaching should be accompanied by extracurricular activities, e.g., light reading or reading for pleasure, surfing the Internet, movie-going, listening to music and karaoke, partying with foreigners, and travelling abroad, etc. Moreover, adult learners can succeed in learning ESL when the materials they learn from fit their real-life expectations (Chanseawrassamee, 2015: 1357). Although some adult learners have become familiar with technology and prefer online learning, others, especially those who live in local areas, prefer classroom-based and offline learning materials, because they are more familiar and require less support.

It is remarkable to note that, although there are many useful materials for implementing English language teaching, a relatively well established rationale and a list of useful activities relating to music, songs, and lyrics in ELT classes, considerably limited attention has been paid to a singing activity that has become increasingly popular in society, namely karaoke (Erten, 2015: 590). Karaoke is a Japanese invention where, by looking at a screen, students can read the lyrics and listen to music without a voice being heard; thus, it allows students to read the lyrics, sing and go through the melodies. They can also listen to books and read the lyrics for karaoke, so there are many possibilities. Karaoke is not a new technique for learning English. It has been used in many countries for different intentions, mostly for social and enjoyment purposes (Rengifo, 2009: 92). However, the researcher does not intend the subjects to sing songs from karaoke, but to use the karaoke technique to improve communicative English ability. The researcher, therefore, will use the lyrics for a reading technique in which the lyrics are typed in Thai for reading instead of English.

In order to develop an English handbook, this study needs an Instructional System Design (ISD) to create a model for its development. Instructional Systems Design (ISD) is a process for developing instruction. There are many available models which provide guidance for developing instruction. The ISD model acknowledges a relationship between learners, instructors, and materials in developing instruction. Instructional developers who use the ISD model can see how learners, instructors, and materials are related and that they are dependent on one another. Because every component in ISD is related to each other, changing any one of those, therefore, will affect the entire system and the outcome of instruction.

Consequently, this study, therefore, aims at developing a model for creating an English handbook for improving Thai adults' communicative English by employing a Karaoke technique. The results of the study may also serve as a guide for the development of new teaching materials or instructions for teaching English for adults.

Objectives

1. To develop an effective model for developing an English handbook for improving Thai adults' communicative English by employing a Karaoke technique.
2. To develop an effective English handbook for improving Thai adults' communicative English by employing a Karaoke technique.
3. To compare subjects' knowledge both before and after learning through the English handbook for improving Thai adults' communicative English by employing a Karaoke technique.
4. To explore the subject's attitudes towards learning through the English handbook for improving Thai adults' communicative English by employing a Karaoke technique.

Research design

The research design is based on a model for compiling an English hand-book for improving Thai adults' communicative English by employing a Karaoke technique comprising 6 phases: (1) Context Analysis, (2) Developing a Handbook (3) Formative Evaluation (4) Revision of the Handbook (5) Implementation of the Handbook, and (6) Summative Evaluation as illustrated below:

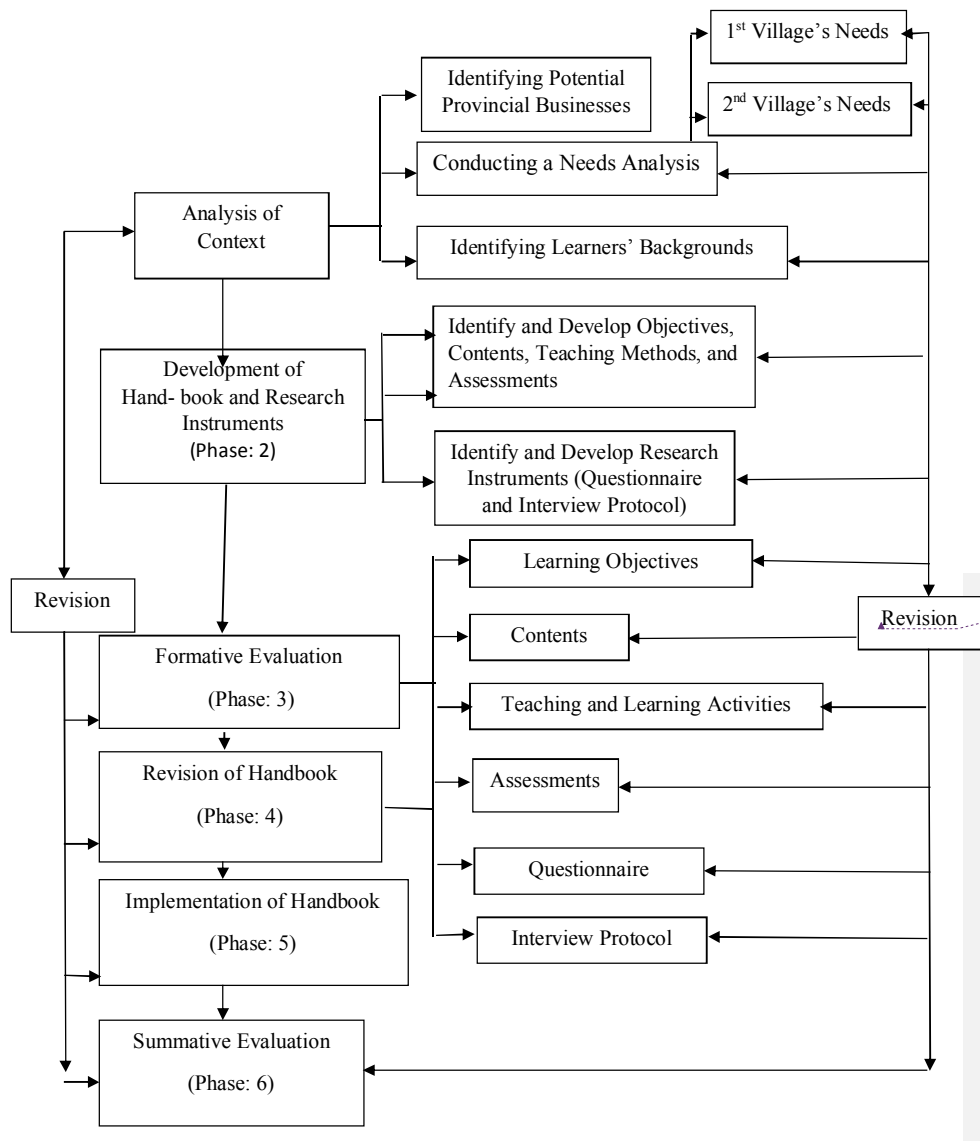


Figure 1: A model for developing an English handbook for improving Thai adults' communicative english by employing a karaoke technique

The stages and details of the model are discussed below:

Phase 1: Analysis of Context

Regarding the development of foreign language teaching in particular contexts, the researcher had to analyze each factor within this context to identify those that can possibly affect the success of implementation, and try to find the solutions in advance. Therefore, the first step in the model is to identify the potential businesses in a province, and the needs and expectations of the villagers in each business. The data obtained will be used as a framework for goals for developing the English handbook for improving Thai adults' communicative English.

Phase 2: Development of Handbook and Research Instruments

The purpose of the second phase is to develop the English handbook for improving Thai adults' communicative English employed Karaoke technique after analyzing the components mentioned above. The contents in the English handbook for improving Thai adults' communicative English by employing a Karaoke technique were based on the results of a needs analysis of the context.

Phase 3: Formative Evaluation

To evaluate the effectiveness of the English handbook for improving Thai adults' communicative English, the formative evaluation was conducted in three steps of the pilot study including one-to-one testing, small group testing, and field trial testing. The purpose of each step was to improve the lessons and research instruments including learning objectives, learning activities, assignments, rubric assessments, questionnaires, and semi-structured interviews. This kind of evaluation was carried out to find out what is working well, what is not working well, and what problems need to be addressed and resolved. The data obtained from the three steps of the trial were used to revise and improve the English handbook for improving Thai adults' communicative English by employing a Karaoke technique in the revision phase.

Phase 4: Revision of the Handbook

After the formative evaluation, a revision of the English handbook for improving Thai adults' communicative English by employing a Karaoke technique was carried out. Data from the formative evaluation was summarized and interpreted to identify difficulties experienced by learners in achieving the learning objectives, learning activities, assignments, and assessments before it was implemented in the next phase.

Phase 5: Implementation of Handbook

After the English handbook for improving Thai adults' communicative English by employing a Karaoke technique was revised in the revision phase, it was implemented with two groups of subjects.

Phase 6: Summative Evaluation

According to Dick and Carey (1985) a summative evaluation should be conducted to make decisions about the worth or value of the instruction and to determine the effectiveness of the handbook, its efficiency, and to some extent its acceptability.

Methodology

The present study is a mixed-method research which consists of both quantitative and qualitative data collection and analysis. The study includes two groups of subjects. The first group consisted of 20 villagers in the Phraewa Silk local entrepreneurs, and the other consisted of 20 villagers who were providing a homestay service. The data obtained were analyzed quantitatively and qualitatively by means of a questionnaire and a semi-structured interview.

Participants

The population in this study consisted of 80 people. However, only 40 people were randomly selected via simple random sampling using a method of drawing lots. The total population was divided into 2 groups for a comparison of the effectiveness of the developed handbook at the end. The first group consisted of 20 villagers selling Phraewa Silk, the other were 20 villagers providing a homestay service. The subjects were also classified into three groups based on the pre-test scores, namely, high English ability, medium English ability, and low English ability. It should be noted that the average age of the subjects in this study were more than 40 years old, and that they had had very little exposure to English either in a classroom or outside a class. Regarding the educational environment at the time they were young adults, it was quite rare for any of them to have attended international or bilingual programs

Research instruments The research instruments in this study were an English handbook for improving Thai adults' communicative English by employing a Karaoke technique, a questionnaire, a semi-interview protocol, and a conversation test which was used as a pre- and post-test. The procedures for constructing these instruments are described below:

1. The English handbook for improving Thai adults' communicative English by employing a Karaoke technique was a means for the study of communicative English. The procedures used for the compilation of the handbook are described as follow:

1.1 The researcher reviewed the related literature.

1.2 The researcher developed an English handbook for improving Thai adults' communicative English by employing a Karaoke technique. It included four units including Greetings and Introduction, Location and Direction, Shopping, Phraewa Silk (for the villagers in the Phraewa Silk local entrepreneurs), and Traditional Thai Massage (for the villagers in a homestay services). The content of each unit employed Karaoke technique by adding dialogue in Thai placed above every English word for the subjects to read like singing Karaoke.

1.3 The developed handbook was sent to two experts in English language teaching for the evaluation of their appropriateness. The researcher revised the handbook according to the comments and suggestions of the experts.

1.4 The revised handbook was tried out in three steps with the villagers in the two target areas, who were not the subjects of this study, with the purpose of considering the appropriateness of the Karaoke technique used in the developed handbook. The three steps of trial procedures are explained below:

1.4.1 One-to-one trial (1 high ability, 1 medium ability, 1 low ability). They learned by using the handbook for one day. The results from this trial were used to revise the handbook for the trial in the next step.

1.4.2 Small group trial (2 high English ability, 2 medium English ability, 2 low English ability). The revised handbook was used to teach 6 villagers to evaluate its appropriateness. The results obtained were used for the revision of the handbook.

1.4.3 Field study trial (5 high English ability, 10 medium English ability, 5 low English ability). This is the last step of the trial for the development of the handbook which was taught to a large group of villagers.

1.4.4 The results from the previous trial were used to revise the developed handbook in terms of the difficulties and suitability of content, size pictures, size of letters, and Thai description before the implementation step.

2. The triangulation method of collecting and cross referencing data in this research was adopted and the questionnaire was used as one of two research

tools to elicit students' attitudes on learning via the English handbook for improving Thai adults' communicative English by employing a Karaoke technique. The procedures for constructing the questionnaire are presented as follow:

2.1 The researcher reviewed the related literature.

2.2 The researcher developed the questionnaire based on the information from the literature review regarding Likert's scale method. A four-point rating scale was used for rating students' attitudes as follows:

4 = strongly agree

3 = agree

2 = disagree

1 = strongly disagree

2.3 The developed questionnaire was sent to experts to check for the content validity of all statements (A-kakul, 1999). The comments and suggestions from the experts were used to revise the developed questionnaire.

2.4 The revised questionnaire was tried out with the villagers who were not the subjects. The reliability of the questionnaire was examined, using the method of Cronbach Alpha (A-kakul, 1999). The result of the Coefficient Alpha of Cronbach of the reliability of the questionnaire was 0.85.

2.5 The questionnaire was revised again according to the results from the trial.

3. The semi-structured interview protocol was constructed and applied to help the researcher take into account recurring questions and to note the important points while interviewing the subjects. The questions in the interview focused on the subjects' satisfaction on learning by means of the English handbook for improving Thai adults' communicative English by employing a Karaoke technique.

3.1 The researcher reviewed the related literatures

3.2 The semi-structured interview protocol was established.

3.3 The semi-structured interview protocol was then sent to two experts in English language teaching for the evaluation of the appropriateness of questions.

3.4 The semi-structured interview protocol was edited based on the comments and suggestions from the experts before being used in the implementation phase.

4. A Communicative English Test was conducted to check the subjects' understanding of the lesson they learned. A communication dialogue test was used which required the subjects to respond orally with the correct expressions for each item. It was also used as a pre- and post-test in this study. The procedures for conducting the Communicative English Test are described below:

4.1 The researcher studied the related literature.

4.2 The Communicative English Test was administered.

4.3 The test was sent to two experts in English language teaching to evaluate its appropriateness and content validity.

4.4 The test was adjusted according to the comments and suggestions from the experts.

4.5 The test was tried out with 10 villagers in a field trial.

4.6 The data received from the trial was used to revise the test to make it more satisfactory before it was implemented.

Data collection

As mentioned earlier, this study employed a mixed-method research design. Therefore, the data in this study were collected both quantitatively and qualitatively. The quantitative data were obtained from the questionnaire and the Communicative Test, while the qualitative data were from the semi-structured interview protocol.

Data analysis

The data obtained from different research instruments were analyzed and interpreted in two ways: quantitatively and qualitatively. As mentioned above, quantitative data obtained from the questionnaire and the Communicative Test were analyzed quantitatively through the criteria for evaluating questionnaires and statistics, namely, using the mean, standard deviation, percentage, and a dependent sample t-test.

The data from a four-point rating scale was calculated for the arithmetic means. These means showed the students' attitudes toward learning via the English handbook for improving Thai adults' communicative English by employing

a Karaoke technique. The criterion of means was from a range divided by the number of levels. This was $(4-1) / 3 = 1$ for each level and the means were added up with 1. The following criteria were used for interpretation.

Table 1: The Criteria for the Interpretation of the Scores from the Questionnaire

Means	Interpretation
1.00-2.00	Students state negative attitudes towards learning via handbook
2.01-3.00	Students state positive attitudes towards learning via handbook
3.01-4.00	Students state very positive attitudes towards learning via handbook

The qualitative data obtained from the semi-structured interview protocol were analyzed through a coding technique (Creswell, 2002)

Results

1. The effectiveness of the model for developing the English handbook for improving Thai adults' communicative English employed Karaoke technique.

The model for developing the English handbook for improving Thai adults' communicative English by employing a Karaoke technique was created systematically based on the review of the literature. It was sent to two experts in English language teaching to evaluate. The results from the evaluation of the experts showed that the model was appropriate to be used to construct the handbook. Moreover, the results of the effectiveness of the English handbook for improving Thai adults' communicative English by employing a Karaoke technique developed under the processes of the developed model in the following part also confirmed its effectiveness.

2. The effectiveness of the English handbook for improving Thai adults' communicative English by employing a Karaoke technique.

The effectiveness of the English handbook for improving Thai adults' communicative English by employing a Karaoke technique was tried out according to the accepted 80/80 standard through the three trial steps, namely, one-to-one trial, small group trial, and field study trial (Brahmawong, 1978). The results are presented below:

Table 2: The results of the effectiveness of the English handbook for improving Thai adults' communicative English by employing a Karaoke technique

Trial	E ₁ (Mean Scores of Learning Activities)	E ₂ (Mean Scores of Test Score)
One-to-one	76.58	72.24
Small Group	79.87	78.32
Field Study	80.04	80.36

Table 2 presents the effectiveness of the English handbook for improving Thai adults' communicative English by employing a Karaoke technique which is higher than the accepted 80/80 standard. This means that the handbook developed was effective.

3. The comparison of the subjects' knowledge both before and after learning through the English handbook for improving Thai adults' communicative English by employing a Karaoke technique.

The pre- and post-tests on communicative English related to the content in the handbook were used to compare the knowledge of the subjects both before and after learning through the English handbook. The results are shown in Table 3 below:

Table 3: The comparison of the subjects' knowledge both before and after learning through the English handbook

One-Sample t-test							
Tests	N	Mean	S.D.	Mean Difference	t	df	Sig. (2-tailed)
Pre-test	40	2.35	0.67	14	15.67	19	.000
Post-test	40	16.35	0.88		83.56	19	

As shown in Table 3, there was a highly significant difference between subjects' pre- and post-test scores of Communicative English Test at the level of .05 with the mean score of the pre-test at 2.35 and the mean score of the post-test at 16.35, respectively. This indicates that the subjects had better scores on the Communicative English Test after learning through the English handbook. It can therefore be said that the handbook helped subjects to significantly improve their communicative English ability.

4. The subjects' attitudes towards learning through the English handbook for improving Thai adults' communicative English by employing a Karaoke technique.

The researcher examined the subjects' attitudes towards learning through the English handbook find out whether they found the learning process or not. The results are shown in Table 4 below:

Table 4: The subjects' attitudes towards learning through the English handbook for improving Thai adults' communicative English by employing a Karaoke technique

Statements	\bar{X}	S.D.	Satisfactory
1. The interest of handbook	3.85	.366	Very Positive
2. Illustrations correspond with content	3.80	.410	Very Positive
3. The language used is easy to understand	3.85	.366	Very Positive
4. Karaoke language is easy to read	4.00	.000	Very Positive
5. Contents are appropriate for context	3.85	.366	Very Positive
6. Easy usage	3.85	.366	Very Positive
7. Handbook increased confidence in using English	4.00	.000	Very Positive
8. The Karaoke technique is useful in learning English	4.00	.000	Very Positive
9. Information in handbook can be applied in daily life	4.00	.000	Very Positive
10. Overall satisfaction with handbook	4.00	.000	Very Positive
Total	3.92	0.180	Very Positive

Table 4 reveals that the subjects had a very positive attitude on learning through the English handbook with a total mean score of 3.92. Moreover, there were 5 statements which were rated with a score of 4.00 including 'the Karaoke language is easy to read,' thus the handbook increased students' confidence in using English, and the Karaoke technique was found to be useful in learning English, the information in the handbook can be applied in daily life, and there was an overall satisfaction with the handbook, respectively.

5. The results from the interview of the subjects on learning through the English handbook for improving Thai adults' communicative English by employing a Karaoke technique.

Following to the triangulation method of collecting and cross referencing data in this research, the semi-structured interview was administered as one of the two research tools which was used to elicit the subjects' attitudes on learning

through the English handbook for improving Thai adults' communicative English by employing a Karaoke technique. The semi-structured interview was conducted with six subjects having mixed – language proficiency from 2 groups of which 2 subjects had a high English ability, 2 medium English ability, and 2 low English ability. The results from the semi-structured interview are presented as follows:

S 1 “Learning English through the English handbook for improving Thai adults' communicative English by employing a Karaoke technique is very easy and convenient and I can also the self-study and I can read by myself.”

S 2 “After training, we mostly forget what we learnt. I like the handbook, because I can practice even after the training finished.”

S 3 “I like it very much. It encouraged me to speak English, because I can read the Karaoke language in the content to communicate with others.”

When the researcher asked about the degree of satisfaction of the interviewees with the developed English handbook for improving Thai adults' communicative English by employing a Karaoke technique, all of them answered in a similar way by saying that they liked the Karaoke language in the content as shown in the following statements:

S 4 “I like the karaoke language very much. It's very easy for me and I can read it myself”

S 5 “I had a chance to attend many English classes before, but no one used this Karaoke language. I like the Karaoke language. It's very easy for me”

S 6 “With the Karaoke language in this handbook, I can tell other people about our Phrae Wa Silk company. I like it very much.”

When the researcher asked the interviewees about what they most disliked in the English handbook, all of them mentioned that they did not dislike anything in the training. All of them liked the training very much as shown by the following:

S 7 “Everything is good. There is nothing I dislike.”

S 8 “I do not dislike anything in the training. Everything is very good.”

S 9 “Everything is very good, especially the handbook. I like it very much.”

When the researcher asked for comments and suggestions on the English hand, all the interviewees reported that they didn't have any comments and suggestions on the handbook and training, but they wanted to have more training as shown by the following statements:

S 10 “I don’t have any comments on either the handbook or training. They are very useful.”

S 11 “Both the handbook and training are good well. Please add more days for training. It’s easy and fun for me.”

S 12 “I have no comment. The handbook and the training are very good.”

In summary, it could be said that the interviewees were very satisfied with it. They liked the content which they found interesting, the beautiful illustrations and, especially, the Karaoke language used which helped increase their confidence in learning and speaking English. They found that it wasn’t necessary to memorize the dialogues as in their previous English training conducted by other organizations.

Discussion

The results of the study revealed that the English handbook for improving Thai adults’ communicative English by employing a Karaoke technique was effective for English language training. The evidence for this is discussed below:

1. An effective model for developing an English handbook for improving Thai adults’ communicative English by employing a Karaoke technique.

Firstly, model was developed by the researcher using a step-by-step approach. Every step was considered by experts in both English Language Teaching and Curriculum and Instruction. All the materials used were sent to the experts to evaluate. They were revised according to the suggestions of the experts. Moreover, the trial phases of the model also improved the effectiveness of the model. In addition to the model being evaluated by experts, it was also taught to and evaluated by three groups of subjects. So, the comments and suggestions from each trial were used to revise the model and to make it more effective. According to the evidence mentioned in the results part, it can be seen that the English handbook as designed by the researcher worked well through all the steps. This makes the final model effective for language teaching according to the 80 / 80 standard. Although the scores in both the process and learning activities (E_1) and the results of the Communicative English Test (E_2) met the 80 / 80 standard, in fact they slightly exceeded them. This was because the model for developing the English handbook was developed and designed as a systematic process for the design, development, implementation, and evaluation of the instruction (Dick, Carey, and Carey, 2005 ; Reiser and Dempsey, 2007) with a step by step system to evaluate students’ needs, the design and development of the training materials, and

the effectiveness of the training intervention (Kruse, 2011). All of the components of the model are complement each other well and the quality of the instructional design was high (Martin, 2011). Therefore, as expected, the elements of the final model were evaluated and approved by two experts indicating that all aspects were satisfactory.

2. The development of an effective English handbook for improving Thai adults' communicative English by employing a Karaoke technique.

Firstly, the English handbook was developed systematically. Secondly, the content in the English handbook was based on the results of an analysis of context of the subjects which supported their needs and interests. This made the subjects pay more attention to the content of each unit. Thirdly, the easy usage of the English handbook stimulated the subjects to learn and practice the conversation actively. The researcher observed that most of them did not feel anxious when preparing and presenting the conversations. It seemed that the English handbook helped them increase their confidence in speaking English. Consequently, Karaoke is likely to generate opportunities for meaningful language practice, which is often proposed to be one of the key ingredients of and requirements for the development of both receptive and productive language skills (Anderson, 1985 ; O'Malley and Chamot, 1990 ; Ur, 1996).

3. The comparison of the subjects' knowledge both before and after learning through the English handbook for improving Thai adults' communicative English by employing a Karaoke technique.

These results indicate that the subjects had higher scores in the post-test than the pre-test. This might be related to the well-designed content of the handbook which was suitable and useful for the subjects and stimulated them to pay more careful attention whilst learning through the use of the handbook. Moreover, the easy reading Karaoke technique might also have encouraged the subjects to self-study since they could read the content by themselves at home after the training session. This is also stated by Erten (2015) who mentioned that Karaoke can be especially useful for the development of language learners' competence through repetitive exposure to language items as well as improvement of their fluency by means of meaningful practice. As a result this study shows that the students were able to obtain higher scores in the post-test than the pre-test.

4. The exploration of the subjects' attitudes towards learning through the English handbook for improving Thai adults' communicative English by employing a Karaoke technique.

The results of the study reveal that the students learned happily when they studied using the English handbook. They had the opportunity to learn from the

handbook and to work co-operatively with their friends. Moreover, they could use their handbook as a resource for both learning and creating their role plays for a presentation. This made them feel at ease while learning with the English handbook. Thus, they had a very positive learning attitude and felt relaxed about studying in this way. It can be said that students' very positive attitudes toward learning through the use of the English handbook for improving Thai adults' communicative English by employing a Karaoke technique this study reflected their learning proficiency. This is supported by a study of Shore (2001) who states that when the attitude toward learning is positive and the mood in the classroom is relaxed, language learning efficacy is more likely to be achieved.

Pedagogical Implications

1. Teachers in English teaching and other fields should pay more attention to studying the applications of the Karaoke technique. They should try to create various ways of teaching adults by using this technique.

2. This is one of the pioneering studies showing that the Karaoke technique is effective in English teaching for adults. This study will provide guidance for researchers to adapt for studying the use of Karaoke technique for English teaching.

3. Teachers, researchers, and curriculum developers should pay more attention to using the Karaoke technique for English teaching and training for adults.

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