การประยุกต์ใช้บัตรคำเพื่อสอนภาษาไทยระดับสูงแก่ผู้เรียนชาวจีน

Implementation of Flash Cards to Teach Advanced Thai Language for Chinese Learners

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บทคัดย่อ

วัตถุประสงค์ของบทความนี้เป็นไปเพื่ออธิบายวิธีการประยุกต์ใช้บัตรคำแก่ผู้เรียนชาวจีนใน
การสอนภาษาไทย ประชากร คือ นักศึกษา 15 รายที่เรียนในระดับ 4 ของหลักสูตรเร่งรัดภาษาไทยสำหรับ
ชาวต่างประเทศ เครื่องมือในการวิจัย คือ บัตรคำ 6 ประเภท ประกอบด้วย อาหาร บุคคล วัน สิ่งของ
คำสร้างคำถาม และสถานที่ ผลการศึกษาพบว่า การประยุกต์ใช้บัตรคำมี 7 ขั้นตอน ประกอบด้วย การ
ทบทวนคำศัพท์ การจัดกลุ่มผู้เรียนใหม่ตามความหมายของบัตร การพูดเร็ว การจัดประเภทของบัตรคำลง
ในกล่อง การสร้างย่อหน้าด้วยคำศัพท์จากบัตรคำ การรวมกลุ่มใหม่เพื่อช่วยกันเล่าเรื่องจากบัตรคำของ
สมาชิกในกลุ่ม ผลลัพธ์การเรียนรู้หลังการประยุกต์ใช้พบว่า ผู้เรียนมีส่วนร่วมกับกิจกรรมทุกคน และผู้เรียน
มีวิธีการที่จะช่วยเพื่อนให้จดจำประโยคเพื่อให้เล่าเรื่องได้สำเร็จ สำหรับการทวนสอบผลลัพธ์การเรียนรู้ทำ
ขึ้นหลังกิจกรรมเสร็จสิ้นแล้ว 2 วัน พบว่า ผู้เรียนยังสามารถจดจำคำ ความหมาย และเขียนเล่าเรื่องโดย
ใช้บัตรคำเหล่านั้นได้อย่างถูกต้อง

คำสำคัญ: บัตรคำ, การสอนภาษาไทยสำหรับชาวต่างประเทศ, ผู้เรียนชาวจีน, การเรียนอย่างมีส่วนร่วม

Abstract

The objective of this article was to explain the implementation of Thai language
flash cards to Chinese learner to teach Thai language. Population was 15 Chinese students

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who studied in level 4 of intensive course. Research tool was 6 categories of flash cards (food, people, day, things, question words and places). The process of learning management in effective way consisted of reviewing vocabulary, new-grouping by meaning of flash cards, rapid speaking, classifying flash cards into the box, making a paragraph with words from given flash cards, and joining into the group for creating a story by using all flash cards from everyone. Result of study after implementation found that all learners participated in activity and they used techniques to help their friends to remember the sentences in order to tell a story successfully. The verification was held after 2 days of learning ended, it found that the learners could remember words, meanings, and write the story from flashcard correctly.

Keywords: flash card, teaching Thai language for foreigner, advance learner, Chinese, participatory method

Introduction

Lampang Rajabhat University has launched the intensive course of Thai Language for foreigners since 2006. This course responded the need of Chinese who graduated from high school at Kunming, China and wanted to study further in a Bachelor's degree in Thailand and person who interested. The course was 840 hours of studying and 120 hours for field trip. The content consisted of listening, speaking, reading, writing, and cultural studied. The curriculum was approved by experts of teaching Thai as a foreign language in 2014. The evaluation of learning achievement was taken at every level from 1-4. Each level took 2 months for teaching (210 hours.) the certificate was sent to students in a graduation's day and it was used as an evident for applying into any other university as well. The lecturer of intensive course was 10. The students were 16. The schedule of teaching was Monday – Friday since 9.00 -12.00 A.M. and 13.00-16.00 P.M. Main style of teaching was doing the exercise by sheets from each lecturer. The student recruitment was on July.

On Monday morning class, the objective of class was speaking so the target was how to push the students to speak. The lecturer tried to ask and stimulate them for answering started from easy to difficult questions such as 'What kind of food did you have this morning?' or asking about weather, clothes, hair style and even the reason of

absent student. After that the students had learnt content of the day then writing as a script for speaking. The explanation for each topic of studying needed more than 1 language for communication. Therefore, in speaking class used Thai, Chinese and English for communicating and explaining the word. The students were practiced in listening and speaking skill. The attractive technique for learning sheet was color pictures printed out on the sheets. (Figure 1)
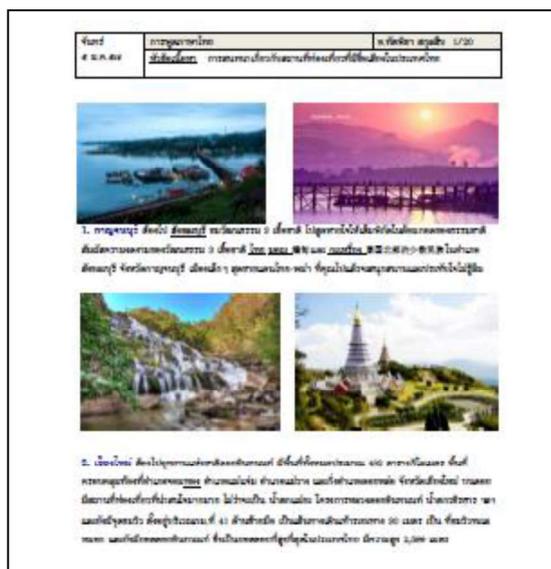

Figure 1 Example of teaching sheet printed out in color for attracting students

At level 4, the students had to learn for speaking longer and telling a story from what they had seen and expressing their opinions. The students could write down as a script firstly then speak in front of the class or with lecturer. However, there was some problem occurred in class. There were a few students waited until the time was over for avoiding speaking out even though they could use a script for reciting.

Even the speaking from scripts was good for academic and formal purposes; it was not appropriated to daily situation because the students would fail to communicate because they were lack of practice to respond immediately. The flash card technique was used for solving this problem because a few students were afraid of answering since they were lack of confidence and shyness. Moreover, the content of level 4 was the most difficult so some students were bored and sleepy that they did not to take part in the

learning activity. This study had tried to solve the problem of students by adding more attractive activity by using flash card as a tool because it was useful for helping people to memorize information. Research had demonstrated that flash cards represented the single most efficient way of increasing vocabulary range and it remained the mainstay of learning words and expressions in another language because of its flexibility and customizable to individual. (Eli Hinkel, 2015).

There were many researches applied flash card into classroom for example a study of impact of two instructional techniques on EFL learners by flash cards versus word lists. The finding was no significant difference in the efficacy of two techniques. (Baleghizadeh & Ashoori, 2011) Moreover, there was a comparison of two flash-card methods for improving sight-word reading by developing the A-B-A-B for comparing the effect of IR and SIR. The result showed that the students read more words correctly with SIR than IR. (Kupzyk, Daly and Andersen, 2011). It was noticeable that flash cards were used to develop instruction in many ways such as online self-learning (Lee and et al., 2014), sight word recognition (Phillips and Feng, 2012), teaching English tense (Inayah, 2010), teaching vocabulary (Aliponga & Johnston, 2013; Komachali, M.E. & Khodareza, 2012)

Flash card was a cardboard consisting of a word, a sentence, or a simple picture on it. It should be noted that the letters on it must be visible and large enough for everyone sitting in the front and the back of the classroom. (Baleghizadeh & Ashoori, 2011). Normally, flash card was used by both sides for vocabulary and translation but in this study it had only one side for vocabulary because the words on cards were easy and familiar to them before. The vocabulary derived from document of TFL (Sarikbutr [in Thai], 2008). The total number of vocabularies was 60 words from 6 categories. This study aimed to show the implementation of flash card for teaching and inspiring the student to speak in the class. It was approved that the flash card could be used freely for stimulating the students' interests at any age or knowledge level of students.

Objectives

To describe the implementation of flash card in speaking class.

Research Methodology

The participatory method was used as a research methodology for this research. The principles of participatory learning consisted of experiential learning and group process. The experiential learning aimed at inspiring students to create their former experience in an active learning style with interaction between teacher and students or team via communication skill for the better exchange, analysis and synthesis of students. (Department of Mental Health, 2001).

Another important process for the efficient learning based on Kolb's viewpoint (1984) consisted of 4 factors that were experience, reflection/ discussion, experimentation/application, and concept. Furthermore, the group process was used to cooperate with experiential learning since the group process helped the students to have a maximum participation and performance. The key of group process was the assignment which was clear about method and procedure including role of each person. (Department of Mental Health, 2001; Pusurinkam [in Thai], 2008).

From perspective above led to the implementation of flash card in speaking class having problem on some students who were shy to speak and read out in front of classroom. Population was 16 students of Level 4 intensive course of Thai language for foreigners. Tool was 60 flash cards and 6 boxes having the names of each category that were place, person, day of the week, food, material, question word. The data collecting was recording video and taking a photo then doing a follow-up step within 2 days. The process of learning management in effective way consisted of reviewing vocabulary, new – grouping by meaning of flash cards, rapid speaking, classifying flash card into the box, making a paragraph with words from given flash cards, and joining into the group for creating a story by using all flash cards from everyone. After studying the flash cards were stuck on whiteboard so the students could use them again on Monday for verification.

Result

The implementation of flash card in speaking class were followings.

1. Reviewing vocabulary

After greeting the students, it would be a checking for absence (1 person) then teacher showed flash cards and told the students to read out loud. The teacher tried to call everyone and call their names again and again for stimulation and asking them for telling the meaning of each word. The teacher asked the meaning many times to make sure that they remembered the meanings of words thoroughly. This step was important for creating experience

2. New – grouping by meaning of flash cards

The teacher gave a flash card to student with random then the students were told to rearrange the group by matching from meanings of words then sat down together as a buddy for answering when the teacher asked them to do something. In this step, more 9 flash cards about greeting derived from level 1 vocabulary consisting of hello, sorry, and thank you in Thai, English, and Chinese was used to help students in new-grouping. The benefit of new – grouping was changing the atmosphere. The students had opportunity to join in a new group and were enthusiastic to work with friends.

3. Rapid speaking

The teacher reviewed 9 vocabularies for the class by asking them to read out loud then speeded up for fun. This step was ice-breaking because some group of students had never worked together so it was necessary to relax and open mind for working with other classmate who was not their close friend before.

4. Classifying flash card into the box

After introduction was started, the 60 targeted vocabularies were inserted by teacher raised it in the air and told them to read before classifying into 6 boxes putting on the table in front of the classroom. This step was easy and it was not taken too much time but the teacher should stimulate them by showing pictures of each word in order to support their imagination, too. This was noticeable that even the students were not at a beginner level, they still loved to see the real pictures together with vocabulary.

5. Making a paragraph with words from given flash cards

The flash cards were mixed up then gave 2 flash cards to each student then told them to make a sentence. The teacher had to correct the sentence if it was wrong. The

second round, the students received one more flash card to make a longer sentence. The third round, the student had to prepare themselves for speaking immediately after seeing one more flash card from teacher. They had to think about the meaning of word at once then mix into their own flash card then speaking out. The presenting of flash cards in no time to prepare was an active learning that the student had to pay attention all the time for figuring out what and how to say. Fortunately, the relationship of students in class was well so the other students tried to help friends to make a longer sentence too. The teacher had to correct the sentences of each student at once for understanding. This step was an example of creating experience of language and reflection to students before going to the group process session.

6. Joining into the group for creating a story by using all flash cards from everyone

The students returned to their seats and started the next step by dividing into 2 group as they wanted then mixed up all flash cards from each person then created a story by those words. The first group had 7 and 8 for the second. The students had an hour to prepare for telling a story under the clue that everyone must speak and every flash card were used up. From observation, the first group mixed up all flash cards then looked up the meaning of vocabulary again in dictionary then assigned the cleverest student in a group to write down the story on paper then the cleverest student trans-lated the story into Chinese for telling friends in group to comment or correct. The second group was not serious as much as the first group, but they started with the same technique that was mixed up and look into the relation of each word. The different thing was the second group had done together and helped the diffident student by making an easy and short sentence for him to read. However, the first group used translation for helping the diffident students. This was an application step for group process then the group came out to tell a story one by one. From the observation found that the team tried to help his members to speak and they were so happy with their group success.

For the concept, both groups presented the story about one man do the things in each day of week and the story had conversation between that man and people he had met. The interesting thing was every student succeeded to speak and tell a story with group. The group process enhanced their confidences to speak.

Figure 2 The implementation of process group into the students; group 1 and 2

7. Verification was held after 2 days of implementation

The verification was held without notice, as soon as they came back to the class on Monday morning, the flash cards were stuck on whiteboard so they had to speak again and write down the story from their own imagination. There were 12 students attended class and 3 students were absent. The results showed that there were 9 students from 12 or 75% were able to write down the story from given words and handed in on time. The rest of student, 3 students, could not speak alone or write down and this was still being a problem for further study.

The 9 pieces of writing found that the 5 students tried to show their writing skill by making a new plot, there was 1 student used the story had been told in the day before. For 3 diffident students, the first student used the old plot, the second used the new plot about herself and the last one used the new plot about experience on studying at intensive course. The problem of misspelling was most found.

In summary, the result of the study as followed

1. The implementation of flash card in speaking class had 7 steps that enhanced the students to speak successfully. (100%)

2. The ability to speak and tell a story of students after the use of flash card was successful because 100% of students were able to speak and tell the story and their behaviors were better than before because the participatory learning method; the experiential learning and group process.

3. The follow up of the learning achievement after 2 days of learning was 75%.

Discussion and Conclusion

The result showed that the flash card was useful to learn language. When flash card was used with the other methods of learning could enhance level of understanding well especially memorizing vocabulary. (Baleghizadeh & Ashoori, 2011). This study experimented on implementation flash card for telling a story that the result was satisfied. However, the follow up was not satisfied as expected (80%) because the diffident students denied to speak alone or write down the story even the teacher did not force them to make a new plot. This might from the lack of confident (Baleghizadeh & Ashoori, 2011) and knowledge to make a sentence so the students selected not to do the work instead so it still needed to find the way to help them. During the 9 of students who came to speak again and handed in their writing showed their confidences to use their sending message skills. It might conclude that the effective flash card could stimulate the students' interest but the mechanism for communication was more complicated. The others who interest to use this implementation should apply it into the introduction or review process together with the teaching of language grammar structure for facilitating the students to communicate efficiently.

Suggestion from Research

Further study should find out the method to correct the problem of misspelling of students by flash card or the use of flash card for teaching Thai language to adolescents with mild and moderate mental retardation.

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