

การสร้างแบบฝึกพัฒนาทักษะการอ่านจับใจความและเขียนสรุปความ โดยใช้นิทาน สำหรับนักศึกษาชาวจีนมหาวิทยาลัยหัวเฉียวเฉลิมพระเกียรติ

Using Thai folktales to improve Chinese students' reading and writing skills

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บทคัดย่อ

การฝึกทักษะการอ่านจับใจความและการเขียนสรุปความเป็นสิ่งจำเป็นโดยเฉพาะสำหรับการเรียนในระดับเริ่มต้นสำหรับนักศึกษาจีนเพื่อเป็นพื้นฐานสำคัญในการพัฒนาความรู้ด้านต่าง ๆ ต่อไปในอนาคต แต่การจะสอนทักษะการสื่อสารให้ประสบความสำเร็จ นักศึกษาควรมีความรัก ความสนุกสนานในการเรียน ไม่เบื่อและเกลียดการอ่าน อาจารย์จึงต้องหาวัสดุการอ่านที่น่าสนใจและเหมาะสมกับความสนใจของนักศึกษา วิธีสอนอ่านจับใจความและเขียนสรุปความโดยใช้นิทานเป็นอีกวิธีหนึ่งที่นิยมนำมาใช้ ผู้วิจัยจึงคิดสร้างแบบฝึกพัฒนาทักษะการอ่านจับใจความและการเขียนสรุปความ โดยใช้นิทาน สำหรับนักศึกษาชาวจีน มหาวิทยาลัยหัวเฉียวเฉลิมพระเกียรติ เพื่อพัฒนาทักษะการอ่านจับใจความและเขียนสรุปความของนักศึกษาชาวจีนให้มีประสิทธิภาพมากขึ้น ผลการวิจัยพบว่า เมื่อนักศึกษาเรียนด้วยแบบฝึกทักษะการอ่านจับใจความและการเขียนสรุปความ โดยใช้นิทาน จำนวน 10 แบบฝึก นักศึกษามีผลสัมฤทธิ์ทางการเรียนที่สูงขึ้น ซึ่งแสดงให้เห็นว่านักศึกษามีทักษะการอ่านจับใจความและเขียนสรุปความที่มีประสิทธิภาพขึ้นด้วย เหตุที่ผลวิจัยออกมาเป็นเช่นนี้ เนื่องจาก “นิทาน” เป็นสื่อที่ทำให้ผู้อ่านได้รับความรื่นรมย์ ไม่ว่าจะเป็นเด็กหรือผู้ใหญ่ก็จะชอบฟังหรืออ่านนิทานทั้งสิ้น นอกจากผู้แต่งจะมุ่งให้ความเพลิดเพลินกับผู้อ่านแล้วยังมุ่งให้ได้รับประโยชน์ด้านอื่นด้วย เช่น คุณค่าทางภาษาซึ่งพิจารณาจากการใช้ถ้อยคำ สำนวนสุภาพ และข้อคิดต่าง ๆ ด้วยเหตุนี้นิทานจึงมีบทบาทสำคัญต่อการที่อาจารย์จะนำมาใช้พัฒนาคุณภาพทางภาษาแก่นักศึกษาชาวจีนให้ดีขึ้น โดยเฉพาะผู้ที่เริ่มต้นเรียนภาษาไทยซึ่งเป็นชั้นวางรากฐานทางภาษาไทยที่มั่นคงให้กับนักศึกษา ส่งเสริมให้รักภาษาไทย สนใจและมีเจตคติที่ดีต่อการเรียนภาษาไทย

คำสำคัญ: แบบฝึก การอ่านจับใจความ การเขียนสรุปความ นิทาน

Abstract

This research project looks at the use of Thai folktales to improve Chinese students' reading and writing skills in Thai language at Huachiew Chalermprakiat University. The research shows that when students learn from 10 drill patterns that improve reading and writing skills, their learning achievements are greater. For example, it helps students learn how to read for main ideas and how to write summaries. The research shows that students become more efficient at these skills. Moreover, Thai folktales make reading enjoyable. Both children and adults love reading and listening to tales. Apart from readers' pleasure, Thai folktales offer other advantages, such as improving language skills by focusing on the use of words, proverbs, and thoughts. Thus, Thai folktales are a very useful tool for developing Chinese students' Thai language skills, particularly for beginners. At all levels, the study of Thai fairy tales increases students' endurance, loyalty, passion, interest, and good attitudes when learning the Thai language.

Keyword: Drill patterns, Reading for main ideas, Writing summary, Folktales

Introduction

Huachiew Chalermprakiat University recognizes the importance of learning Thai language as a Thai identity, the national language, and the language of daily communication. Thus, the Faculty of Arts has launched a Master of Arts in Communicative Thai as a Second Language degree for Chinese students, which aims to encourage foreign students to use Thai language as a tool for communication, knowledge acquisition, and experience gain from various information sources in order to improve their knowledge and understanding, build good relationships, and foster professional development for social and economic stability. Using correct and appropriate Thai language requires interrelated primary skills in listening, seeing, speaking, reading, and writing. (Ministry of Education, 2001, p. 3)

According to the key objectives of the Communicative Thai as a Second Language program, basic knowledge of Thai usage can be applied to communication; hence instructors must create efficient learning processes through which students can correctly use the four skills, namely listening, speaking, reading, and writing. Listening and speaking skills can be naturally practiced once a language has been acquired; while reading and writing skills are more difficult and require practices to become proficient and be able to use them as tools for broadening knowledge and expressing themselves,

especially for foreign students. Thus, practicing reading and writing skills is significant for the Chinese students.

Reading for main idea skill is expertise or proficiency in reading with which readers are able to fully comprehend reading materials. Reading for main idea skill is not automatically acquired, but practices are needed (Mansethawit, 2002, p. 83); as readers having such skill must be able to understand and remember gists and authors' recorded thoughts. Reading for main ideas is literally comprehensive reading. (Sathornsamritphon, 2006, p. 34)

Summary writing is a skill necessary in everyday life, especially for those from academia in the age of globalization during which communication is fast-paced and widespread. Students and scholars learn in class and read a great number of books and textbooks; but they cannot record or remember all content. Therefore, summarizing techniques are essential for learning. (Na Chiangmai, 2004, p. 4) Summary writing is a basic skill which helps people to understand content through reading and direct experiences. Summarizing skills are a practical method of acquiring knowledge which beginners need to practice in order to enhance learning efficiency and apply in daily life. (Thiplai, 2002, p. 2)

Although reading for main ideas and summary writing skills are important and the instructors are interested in teaching these two skills; Chinese students often have difficulty in writing summaries. The reason for this problem, i.e., inability to write summaries, is that they cannot pinpoint the main ideas of texts and write summaries using secondary ideas, missing main points, or using incorrect and inappropriate words and expressions. Some even excerpt original texts as summaries. (Na Chiangmai, 2004, p. 4)

Practicing reading for main idea and summary writing skills is necessary especially for Chinese beginners as important basics of knowledge development in the future. Teaching communication skills will be successful if students love and enjoy learning and do not hate or are not bored of reading. Therefore, instructors should provide them with interesting materials which effectively stimulate students.

Teaching reading for main ideas by telling folktales is a common method. When it comes to "folktales", it commonly refers to a story invented by an author for reader's enjoyment. Both children and adults enjoy reading and listening to folktales. Apart from enjoyment, folktales also offer other benefits such as language values that derived from the use of words, expressions, proverbs, and

pensées. Hence, folktales play a vital role in carrying out language quality improvement for Chinese students, particularly beginners during whose level the fundamentals of Thai language are entirely mastered, and they are encouraged to appreciate the language and to have interest in and positive attitudes towards learning the language. (Mansethawit, 2002, p. 122)

According to the above-mentioned reasons, the instructors responsible for teaching Thai language to Chinese students should improve the efficiency of the Chinese students' communication skills, namely reading and writing skills so that they are able to accurately and clearly obtain information and communicate in accordance with the program's objectives. Hence, drill patterns for improving reading for main idea and summary writing skills by using Thai folktales for Chinese students at Huachiew Chalermprakiat University are developed.

Objectives of the research

Objectives of the research are as follows:

1. To develop drill patterns for improving reading for main idea and summary writing skills by using Thai folktales for Chinese students at Huachiew Chalermprakiat University in order that its efficiency meets standards.
2. To compare achievements of reading for main idea and summary writing skills of Chinese students at Huachiew Chalermprakiat University before using the drill patterns to those of the skills after using the drill patterns.

Significance of the research

The drill patterns for improving reading for main idea and summary writing skills developed by using Thai folktales would help boost the efficiency of these skills of Chinese students at Huachiew Chalermprakiat University. These patterns also included morals, values, and Thai society in the past.

Scope of the research

The scope of the research is defined as follows:

1. **Population:** 172 Chinese freshmen at Huachiew Chalermprakiat University in the 2009 academic year.

2. Sample: 72 Chinese students at Huachiew Chalermprakiat University who enrolled in the TC 3082 Writing Literature for Children course in the 2nd semester, the 2009 academic year. Purposive sampling techniques were employed amongst the Chinese students who enrolled in the courses taught by the researcher.

3. Content: the drill patterns for improving reading for main idea and summary writing skills were developed by using 10 types of Thai folktales as detailed below:

3.1 1 Thai fables

3.2 2 Parables

3.3 2 Explanation tales

3.4 1 International tales

3.5 1 Thai eastern folktales

3.6 1 Thai central folktales

3.7 1 Thai north-eastern folktales

3.8 1 Literature tales

4. Related variables

4.1 The independent variable included the drill patterns for improving reading for main idea and summary writing skills by using Thai folktales.

4.2 The dependent variable included achievements of reading for main idea and summary writing skills of Chinese students at Huachiew Chalermprakiat University.

Research methodology

1. Research tools are shown below:

1.1 20 item-pre- and post-tests in reading for main idea and summary writing skills by using Thai folktales.

1.2 Two sets of learning management plans: set 1 which included pre- and post-tests and set 2 which was 10 drill patterns for improving reading for main idea and summary writing skills by using Thai folktales.

1.3 Ten drill patterns for improving reading for main idea and summary writing skills using Thai folktales

2. Data collection

Data was collected going through the following processes:

2.1 Preparations for teaching practices were made in order to give the sample group an understanding about learning; and the pre-test on reading for main idea and summary writing skills would be given to the sampling group before the teaching practices.

2.2 Ten teaching practices were given to the sampling group in the 2nd semester of the 2009 academic year.

2.3 Post-tests were given once the sample group completed all drill patterns for improving reading for main idea and summary writing skills by using Thai folktales.

3. Data analysis

3.1 Measuring the efficiency of drill patterns for improving reading for main idea and summary writing skills by using Thai folktales.

3.2 Comparing achievements of reading for main idea and summary writing skills before using drill patterns with those of the skills after using the drill patterns.

Research Findings

The findings reported in this research article focused on processes of adapting folktales to drill patterns for improving reading for main idea and summary writing skills for non-native Thai students. Effects on students/learners were also reported. It is expected that this report would be beneficial to lecturers in Thai language for non-native Thai students adopting folktales as teaching materials for their foreign students.

1. Processes of adopting folktales as drill patterns for improving reading for main idea and summary writing skills

1.1 Selection of Folktale Types

Appropriate folktales for Chinese students who were beginners learning Thai language as their second language were selected from six types of tales with which the students had been familiar since their primary and secondary schools in China. The six types of folktales were Aesop's tales; moral tales; pourquoi tales; tales from around the world; local folktales; and literary tales.

One or two tales of each type were selected considering that they are amusing stories, have plain plots, present clear morals, and reflect Thai local communities and cultures. The total ten

folktales were selected as follows:

1.1.1 Aesop's tales: *The Father, the Son and their Donkey*

1.1.2 Moral tales: *The Chameleon that Received Gold*, and *The Squirrel that Drilled a Hole on a Coconut*

1.1.3 Pourquoi tales: *Why Turtles Have Shells*, and *Why Zebras Have Stripes*

1.1.4 Tales from around the world: *Grandma's Sunshine*

1.1.5 Local Folktales – from three regions:

1) The eastern region: *Grandpa Mong Lai*

2) The central region: *Grandma and Grandpa*

3) The north-eastern region: *Fields of the Crying Kula*

1.1.6 Literary tales: *Khawi*

1.2 Rewriting the selected folktales in simple and appropriate Thai for foreign learners

An example of rewritten of a pourquoi tale called *How Zebras Have Stripes* is shown below:

Zebras in the past were different from those in the present. They were only a type of horses. They were small and white without stripes. One day, a zebra learned of a beauty contest; and it became worried. It then walked to a riverbank and looked at its shadow in the water. It talked to herself sighing, “How ugly I am! There is a beauty contest; and I won't get any prizes. Maybe, I would be awarded the Ugliest-of-Them-All Prize!”

1.3 Adopting the folktales as drill patterns for increasing reading for main idea and summary writing skills

Factors and processes of adopting the ten selected folktales as drill patterns for improving reading for main idea and summary writing skills emphasized asking questions to initiate students' critical thinking skills, as well as developing their reading for main idea and summary writing skills. The processes were as follows.

1.3.1 Exploring the TQF2 of the Bachelor of Arts degree, majoring in Communicative Thai as the Second Language at Huachiew Chalermprakiet University.

1.3.2 Reviewing content and styles of folktales, focusing on plots and language usage (words and sentences) which were suitable for Chinese students. The obtained data was adopted as

drill patterns for improving reading for main idea and summary writing skills.

1.3.3 Creating ten exercises which contained critical questions and honing students' analytical skills: as well as reading for main idea and summary writing skills by adopting the ten selected folktales. Illustrations were added to the exercises in order to attract students' interest in the drill patterns.

An example of the exercises adopting a pourquoi tale called *Why Turtles Have Shells* was shown below:

- 1) Why did all animals go to see God Jupiter?
- 2) How different were turtles in the past to those in the present?
- 3) Why was the turtle the last animal going to see God Jupiter?
- 4) Why did God Jupiter cast a spell of having a hard shell on the turtle's back?
- 5) What is the moral of this folktale?
- 6) Write a summary of this pourquoi tale.

1.3.4 Submitting the rewritten folktales and designed exercises to three academic experts for assessment in terms of the appropriateness of language usage for foreign learners.

1.3.5 Reviewing the folktales and exercises as suggested by the three academic experts.

1.3.6 Pilot testing the rewritten folktales and designed exercises on other ten non-target Chinese students at Huachiew Chalermprakiet University. Length of the exercises and the appropriateness of language usage were revised again.

1.3.7 Making complete drill patterns, rewritten folktales and exercises and using with the sample group of 37 Chinese students at Huachiew Chalermprakiet University who enrolled in the course TC3083 Children Literature.

1.4 Making guides to using the drill patterns for improving reading for main idea and summary writing skills by adopting Thai folktales

Processes of making the guides to adopting folktales as drill patterns for improving reading for main idea and summary writing skills for Chinese students at Huachiew Chalermprakiet University were based on the TQF2 of the curriculum of Bachelor of Arts degree majoring in Communicative Thai as the Second Language. The six steps were as follows.

1.4.1 Making an outline of the guides on the following topics:

- 1) Learning outcomes
- 2) Course objectives
- 3) Content
- 4) Activities / Processes of learning
 - 4.1) Introduction
 - 4.2) Presentation of new knowledge
 - 4.3) Skill drills
 - 4.4) Discussions
 - 4.5) Summaries
- 5) Teaching materials / sources of knowledge
- 6) Evaluation and assessment

1.4.2 Writing the guides to using the drill patterns by arranging activities according to teaching steps of the *Reading Comprehension and Writing Summaries from folktales* course. The course aimed to train students to have reading comprehension and summary writing skills, and to apply gained knowledge to improve themselves and work. Teaching materials and evaluation and assessment forms were also prepared in accordance with the objectives. Twelve guides of the drill patterns were designed, including one pre-test guide; ten guides for teaching units 1 – 10; and one post-test guide.

1.4.3 Submitting the guides of the drill patterns for improving reading for main idea and summary writing skills by adopting folktales to three academic experts for suggestions on course objectives; language usage; content of each unit; learning activities; teaching materials; and evaluation and assessment.

1.4.4 Revising course objectives, learning activities, and evaluation and assessment of the guides of drill patterns according to suggestions of the three academic experts.

1.4.5 Pilot testing the guides of the drill patterns for improving reading for main idea and summary writing skills by using folktales on other ten non-target group of Chinese students at Huachiew Chalermprakiet University to find the most likely duration of the activities; language usage; and teaching materials. It was found that the activities were excessive; too many questions about the folktales and content of the tasks overscheduled the classes. The inappropriateness was improved in the revised guides.

1.4.6 Making complete copies of the revised guides to using the drill patterns for improving reading for main idea and summary writing skills by adopting folktales. The guides aimed to be used for teaching the sample group of 37 Chinese students at Huachiew Chalermprakiet University who enrolled in the course TC3083 Children Literature.

2. Efficiency of the drill patterns and effects on the learners

After applying the drill patterns for improving reading for main idea and summary writing skills by using folktales on the target Chinese students at Huachiew Chalermprakiet University, it was found that

1. Drill Patterns for improving reading for main idea and summary writing skills by using Thai folktales are efficient at 85.90 / 87.76 in line with the hypothesis 1.

2. The students' achievements in reading for main idea and summary writing skills after practicing the patterns to drill for reading main idea and summary writing skills by using Thai folktales are more efficient than the students' achievements before practicing the drill patterns, with statistical significance at .05 in accordance with the hypothesis 2.

Result Explanation

Chapter 1: The efficiency of drill patterns for improving reading for main idea and summary writing skills by using Thai folktales

In this research, a hypothesis was proposed that Chinese students' reading for main idea and summary writing skills by using Thai folktales achieve the efficiency according to a standard of 80/80. After the sample group of 72 students practiced the drill patterns to improve reading for main idea and summary writing skills by using Thai folktales, it was found that while instruction was being provided, the students were able to read for comprehension and write summaries doing the exercises with the accuracy of 85.90%. After practicing reading for main idea and summary writing skills, the students had the reading for main idea and summary writing skills as they got 87.76% on the test on average. Thus, this shows that the drill patterns are more efficient than the set standard at 85.90 / 87.76. It is probably because using Thai folktales as the tool in teaching foreign students enable the students to easily understand the stories. The instructors are able to broaden learning skills during the class, which contributes to the students' higher learning efficiency according to the study of Kensakoo

(2005), entitled “Development of learning program in analysis reading by folktales ‘Pha Deang Nang Ai’ for students in Secondary school Year 3” (Matthayomsuksa 3), which found that at the beginning of leaning by using drill patterns, students had difficulty in reading and did not understand the story. After practicing in reading, students were able to read faster and enjoy reading in old E-sarn dialect. Moreover, students showed great improvement. The evaluate point from the presentation was 84.32% and points from post-subtests was 76.48 which is higher than the target standard.

It can be observed that before practicing with the drill patterns, the foreign students are not interested in learning and are bored with the traditional style of teaching. After the practices, it is apparent that the students are becoming more interested in the new learning style. This is considered as a good start in boosting learning efficiency according to the study of Saengphakdee (1997), entitled “Use of drill pattern in writing summary of prose with students in secondary school year 1” (Mathayomsuksa 1). Baan Moh “Pattananukul” School, Saraburi, which found that drill patterns of writing summaries of prose enabled the students to achieve capability ahead of the target standard. It was because the pattern offered amusement and was new to the students. The result of the study matched the effectiveness in using folktales to increase reading for main idea and summary writing skills according to the objectives of instructional management of the Ministry of Education (2002), which state that lessons must be meaningful and beneficial to learners, learning activities must be various, the learners must be able to practice by themselves, and learning tools need to be interesting and suitable for their abilities. So, the drill patterns for improving reading for main idea and summary writing skills by using Thai folktales created by the researcher are efficient; as they contain appropriate content and correct word and sentence usage which the foreign students need to read, write and learn in the first year of the Thai language as a second language program. These components enable them to easily understand the stories, enjoy learning, and be able to dramatically improve their reading for main idea and summary writing skills.

Chapter 2: Comparison of achievements of reading for main idea and summary writing skills before and after using the drill patterns

According to the comparison of achievements of reading for main idea and summary writing skills of foreign students before and after using the drills pattern, it is found that the achievement of reading for main idea and summary writing skills after using the drill patterns is higher than before practicing with statistical significance at .05 which confirms the hypothesis. This shows that the

application of the drill patterns to improve reading for main idea and summary writing skills by using the Thai folktales is able to solve the problem because the students learned through their interesting materials. In addition, reading for main idea and summary writing skills were honed along with the drill patterns. The achievement of learning is higher with statistical significance at .05 which matches the study of Choocheun (2005), entitled “Activities to develop writing summary skill from reading Thai learning group by using mind map of Primary education year 5” (Prathomsuksa 5). The study found that the achievement in writing summaries after the experiment was higher than before the experiment and higher than the control group learning by ordinary styles with statistical significance at .01 which is similar to the results of the studies of Suriyakarn (2001) and Karnsaard (2004).

The above-mentioned research results are comparable because the researcher selected folktales and revised word and sentence usage according to what foreign students need to read, write, and learn throughout the “Communicative Thai as Second Language” program; and the researcher used these components as basic principles of the drill patterns to improve reading for main idea and summary writing skills.

In conclusion, the drill patterns for improving reading for main idea and summary writing skills by using Thai folk tales can be considered as efficient learning activities for increasing skills in reading for main ideas and writing summaries.

Suggestions

It can be concluded that the exercises can improve reading comprehension and summary writing skills. The storytelling is a learning activity that can be used for sharpening students’ reading comprehension and summary writing skills effectively. Therefore, further research on development of Thai literacy skills for foreign students should be carried out as follows:

1. According to the results of this research, it can be seen that fairy tales are teaching media which enable learners to become more interested and enthusiastic. Storytelling is also a method that helps broaden reading comprehension and effective summary writing skills. Hence, lecturers who teach Thai language to foreigners should adopt fairy tales to create lessons to practice skills of reading comprehension and writing continual summaries.

2. This research should study further on the development of reading comprehension skills and writing a summary using storybooks in various multimedia formats for online teaching.

Knowledge gained from the research

Tales, words, groups of words and sentences in stories must be selected in order to be consistent with those that foreign student must read, write and learn throughout the Thai Communication as a Second Language Course and these selected tales and words must be used while creating exercises for improving skills of reading comprehension and writing appropriate summaries. Practicing reading comprehension skills and writing summaries by adopting storytelling become effective learning activities for students as well.

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