



The Integrated Instruction with Thai History Study-Trip Project in English for the Third Year Students, English Major, Mahachulalongkornrajavidyalaya University, Chiang Mai campus

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Abstract

This research examines and explores students' satisfaction towards the integrated instruction of "the important places of religions in Thailand" with 'Thai history study-trip project in English' for the third year students, English major, Mahachulalongkornrajavidyalaya University, Chiang Mai campus. The target group consists of 82 third-year English major students in their second semester of the academic year 2018. Data was collected using seven teaching plans and questionnaires on the students' satisfaction of the integrated instruction of "the important places of religions in Thailand" with 'Thai history study-trip project in English'. Data analysis consists of mean and standard deviation.

The results of this study are as follows: the third year students, English major, Mahachulalongkornrajavidyalaya University, Chiang Mai campus, were satisfied with the integrated instruction of 'the important places of religions in Thailand' with 'Thai history study-trip project in English'. Satisfaction levels determined at the highest level (4.47) consisting of the total learning methods were at the highest level (4.48), the total learning atmosphere and outcome were at the highest level (4.46), and the other learning facilities were at the highest level (4.47). Therefore, the research concludes that integrated learning is an effective teaching method, which can be used to effectively develop and improve the students' English competency.



Key words: Integrated Instruction, Important Places of Religions in Thailand; Thai History Study-Trip Project in English

Introduction

The Thailand National Education Act focuses on an integrated instruction at every level of Thailand's education system in order to develop the students' learning standard. There are usually four main objectives at the Higher Education Institutes (university levels) as follows: 1) to teach and cultivate the graduates, 2) to conduct research that develops a body of knowledge, 3) to promote academic services for society, and 4) to preserve arts and culture. Integrated instruction with these four objectives is necessary and important to encourage learners to successfully graduate at every level of Thai education. It is also another important aspect of the Thai Education's Quality Assessment (Phramaha Suthat, et.al., 2556:2). Similarly to other higher education Institutes, Mahachulalongkornrajavidyalaya University (MCU), Chiang Mai campus, has its four objectives as follows: 1) to produce and develop its graduates; 2) to conduct research that develops a body of knowledge and Buddhist academics; 3) to promote Buddhism and to provide academic services; and 4) to promote and develop learning resources for preserving arts and culture (Self-Assessment Report of MCU, Chiang Mai campus, 2018:7)

The researcher, as the lecturer of English majors, noticed that English major students still have problems with English competency usage when they give a presentation in English because they have different English background and often lack confidence and have insufficient knowledge of the subject. Teaching method, learning atmosphere, and learning facility are also the factors that can support learners to gain the effective learning, so the lecturer should find the interesting teaching method, creative learning atmosphere, and appropriate learning facility so that the learners can develop themselves effectively. The integrated instruction with the university's missions is another option that learners can learn everything



happily and understand it thoroughly which is in accordance with Phramaha Suthat, et.al. (2556:5) suggested five guidelines for teaching students of the integrated instruction with any university's missions which can be the best beneficial to the learners as follows: 1) the integrated instruction with academic services for society, 2) the integrated instruction with research, 3) the integrated instruction with research and preserving arts and culture, 4) the integrated instruction with academic services for society and research, and 5) the integrated instruction with research, academic services for society, and preserving arts and culture. In addition, lecturers can support learners to achieve the learning aims effectively through students-centered method which is another main point of the education revolution. The teachers' roles are to arrange the several and appropriate learning activities to learners, to interact with learners in the real situations, and to suggest and support learners to develop their own competencies (Worawit and Chawalit, 2016:287-288). However, lecturer must also consider the development of learners' intelligent levels, arrange the appropriate learning activities with the development of learners' levels. They must also gauge the students' level to provide appropriate instruction because learners may develop a negative attitude to learning a subject if they are not able to understand the material (Tidsana, et.al. 2001:12-14)

The problems that the lecturers' encountered with the students directly as mentioned above and the guidelines of the integrated instruction with any university's missions are the main reason that the researcher should provide with the integrated instruction of 'the important places of religions in Thailand' with 'Thai history study-trip project in English' to arrange the appropriate learning activities in order to improve the learners effectively and to achieve the course's leaning aims.

Content

Research Objective

To study the satisfaction towards the integrated instruction of with the



integrated instruction of ‘the important places of religions in Thailand’ with ‘Thai history study-trip project in English’ for the third year students, English major, Mahachulalongkorn-rajabhidyalaya University, Chiang Mai campus.

Research Methodology Subjects of the Study and Research Instrument

This research was a classroom research and employed a quantitative methodology. The population of this study was 82 third-year English major students in the second semester of the academic year 2018 at Mahachulalongkornrajavidyalaya University, Chiang Mai campus. The research tools used in data collection were 1) seven teaching plans, and 2) questionnaires. Then, they were checked and approved by three experts. The researcher followed the methodologies:

1. The 82 students were taught, trained, and presented with with the integrated instruction of ‘the important places of religions in Thailand’ with ‘Thai history study-trip project in English’. They learned and presented about the history and architectural styles of the assembly halls (*Vihan*), pagodas (*Chedi*), ordination halls (*Ubosoth*), Buddhist scripture halls (*Hortrai*) or reliquary of Northern family (*Koo*) (Wisuttichai, 2018:2-3) with seven teaching plans: 1) Suandok temple, 2) Phrasingh temple, 3) Chiang Man temple in Chiang Mai, 4) Changlom temple, 5) Chedi Chet Thaew temple in Sukhothai, 6) Phra Sisanphet, and 7) Phra Mongkhon Bophit temple in Ayutthaya.

2. The questionnaires about the satisfaction towards with the integrated instruction of ‘the important places of religions in Thailand’ with ‘Thai history study-trip project in English’ consist of four parts: 1) learning method, 2) learning atmosphere and outcome, 3) learning facilities, and 4) open comments towards the integrated instruction (if any), was distributed.

Data Analysis

The data were analyzed by mean and standard deviation. An average score of a 5 rating scale was interpreted to show levels of agreement to each questionnaire item as the following: 4.21-5.00 representing highest level of agreement; 3.41-4.20, high; 2.61-3.40, moderate; 1.81-2.61, low; and 1.00-1.80 mean lowest.



Results

The 82 third-year students, English major, Mahachulalongkornrajavidyalaya University, Chiang Mai campus have registered the “important places of religions in Thailand” in the second semester of the academic year 2018, but 78 students (95.12%) responded the questionnaire about with the integrated instruction of ‘the important places of religions in Thailand’ with ‘Thai history study-trip project in English’. The average satisfaction of respondents was totally at the highest level (4.47) as follows:

1. The average satisfaction of respondents towards the learning method was totally at the highest level (4.48) as follows: the integrated instruction helps respondents to understand the lesson better was at the highest level (4.55), it helps the respondents to search more information about the important places was at the highest level (4.53), it helps the respondents to learn more the important places by themselves was at the highest level (4.51), it helps the respondents to collect and present the information systematically was the same as there are the vital processes of learning at the highest level (4.47), it helps the respondents to plan their presentation was the same as the history study trip project in English are accordant with the teaching plan at highest level (4.47) respectively.

2. The average satisfaction of respondents towards the learning atmosphere and outcome was totally at the highest level (4.46) as follows: to work with your friends as a team work was the same as to learn personally with your interested items at the highest level (4.55), to love and proud in your heritage and country was the same as to learn and understand the integrated instruction at the highest level (4.51), to share the knowledge and ideas with your friends was the same as to develop the analytical thinking at the highest level (4.48), to apply the knowledge in daily life was the same as the total satisfactoriness to the integrated instruction at the highest level (4.44), to entertain and satisfy with the learning activities was the same as to have more responsibility at the highest level (4.43), to encourage the students to learn the given topics was the same as to share the knowledge with people lived closely near temples and communities at the highest



level (4.41), and to give the benefit back to the temples and communities was at the highest level (4.37) respectively.

3. The average satisfactoriness of respondents towards the learning facilities was totally at the highest level (4.47) as follows: Transportation or bus was at the highest level (4.51), food and beverage was at the highest level (4.48), and activities during the study trip was at the highest level (4.41) respectively as shown in the below table:

Statements	Response of informants		
	X	S.D.	Meaning
I. Learning method			
1. This method is accordant with the teaching plan.	4.44	.59	Highest level
2. It helps you to understand the important places better.	4.55	.52	Highest level
3. It helps you to learn more the important places by yourself.	4.51	.59	Highest level
4. It helps you to search more information about the important places.	4.53	.57	Highest level
5. It helps you to collect and present the information systematically.	4.47	.63	Highest level
6. It helps to plan your presentation.	4.44	.67	Highest level
7. There are the vital processes of learning.	4.47	.61	Highest level
Total of learning method	4.48	.65	Highest level
II. Learning atmosphere & outcome			
8. To encourage the students to learn the given topics.	4.41	.65	Highest level
9. To work with your friends as a team work.	4.55	.61	Highest level



10. To learn personally with your interested items.	4.55	.59	Highest level
11. To entertain and satisfy with the learning activities	4.43	.71	Highest level
12. To share the knowledge and ideas with your friends.	4.48	.65	Highest level
13. To have more responsibility.	4.43	.67	Highest level
14. To develop your analytical thinking.	4.48	.63	Highest level
15. To love and proud in your heritage and country.	4.51	.57	Highest level
16. To learn and understand the integrated instruction.	4.51	.55	Highest level
17. To give the benefit back to the temples and communities.	4.41	.63	Highest level
18. To share the knowledge with people lived closely near temples and communities.	4.37	.68	Highest level
19. To apply the knowledge in daily life.	4.44	.63	Highest level
20. Your total satisfaction to the integrated instruction	4.44	.67	Highest level
Total of learning atmosphere & outcome	4.46	.47	Highest level
III. Learning facilities			
21. Transportation: Bus	4.51	.61	Highest level
22. Activities during the study trip	4.41	.71	Highest level
23. Food and Beverages	4.48	.61	Highest level
Total of learning facilities	4.47	.56	Highest level
Total	4.47	.56	Highest level

Table I: Satisfactoriness of the integrated instruction about “the important places of religions in Thailand” subject with ‘Thai history study-trip project in English’

In addition, the respondents gave more comments as follows: “1) To travel and learn from the real places is better than to read the course book, so they learn many things from the study trip. 2) To get the direct experiences and understand Thai history better than before from the study trip. 3) We would like to have the integrated instruction like this next year. 4) The integrated instruction of



‘the important places of religions in Thailand’ with ‘Thai history study-trip project in English’ was well and excellent managed. 5) Thank you so much for our destiny that bring us to know each other and have a trip together, it was so fun and happy. 6) students should be assigned more games to play with their friends, and 7) thank you very much for the lecturers and university.”

Discussions

This research aimed to study the satisfactoriness towards the integrated instruction of ‘the important places of religions in Thailand’ with ‘Thai history study-trip project in English’ for the third year students, English major, Mahachulalongkornrajavidyalaya University, Chiang Mai campus. The target group consisted of 82 third-year English major students in the second semester of the academic year 2018. The discussions were based on the objective of this study and the results as follows:

1. The learning method of the integrated instruction can motivate learners to understand what they have learnt better at the highest level (4.55) because they learn everything in the real situation by themselves, so they are very happy and willing to learn the lesson which is the most important characteristic of the student-centered method (Phaitoon, 2000:318-324). Furthermore, the learners can achieve the learning aims effectively because they have the great stimulation which is similar to the staff work hard for the bonus or promotion. People can choose the right stimulation for their own needs in the different situations (Maslow, 1990:41-43). The learners have their activities to do during the class, so there are the interaction between lecturer and learners, learners and learners that can make the excellent learning atmosphere.

2. The learning atmosphere and outcome of the integrated instruction can stimulate learners to learn voluntary depends on their capabilities at the highest level (4.55) because they learn personally with their interested items and as a team work. The main point is learners learn the lesson by practicing or ‘learning by doing’, so they learn English from their own direct experience and share the knowledge and



ideas with their friends. These finding were supported by Worrawit and Chawalit research (2017:292-294) which revealed that learners can learn from their practices whenever they practice something, they cultivate their thinking, doing, solving problem by themselves, learning and sharing as a team work. As the respondents also mentioned in the comments that to travel and learn from the real places is better than to read the course book. Moreover, the integrated instruction was so fun and happy and they to get the direct experiences and understand Thai history better than before from the study trip. It is in accordance with Dulay and Burt as cited in Pawara's (2006:102-103) research which mentioned that the affective filter hypothesis can promote learners to improve the second language learning quickly. Moreover, if learners have a good self-confidence and self-image, they will learn the second language with greater ease.

2. The learning facilities of the integrated instruction are also the important factors to support the integrated instruction such as transportation or bus, foods and beverages, activities during the study-trip, etc. It is in accordance with Phramaha Sutata, et.al (2013:6-7) research which reported that the leaning facility is the supporting factor of the integrated instruction to achieve the learning aims.

Conclusion

In conclusion, the third-year students, English major, Mahachulalongkornrajavidyalaya University, Chiang Mai campus were satisfied with the integrated instruction about 'the important places of religions in Thailand subject' with 'Thai history study-trip project in English' at the highest level (4.47) that consisted of the total learning method was at the highest level (4.48), the total learning atmosphere and outcome were at the highest level (4.46), and the total learning facilities were at the highest level (4.47). Therefore, the research concludes that integrated learning is an effective teaching method, which can be used to effectively develop and improve the students' English competency.



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