



## ผลการสอนแบบองค์รวมโดยใช้นิءือหาวัฒนธรรมท้องถิ่นต่อความสามารถในการพูดภาษาอังกฤษเพื่อการสื่อสารของนักเรียนชั้นประถมศึกษาปีที่ 6 ในจังหวัดแพร่

## Effects of Holistic Approach using Local Cultural Content on English Oral Communication Ability of Sixth Grade Students in Phrae Province

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## บทคัดย่อ

งานวิจัยนี้มีวัตถุประสงค์เพื่อศึกษาผลการสอนแบบองค์รวมโดยใช้เนื้อหาวัฒนธรรมท้องถิ่นต่อความสามารถในการพูดภาษาอังกฤษเพื่อการสื่อสารของนักเรียนชั้นประถมศึกษาปีที่ 6 และศึกษาความเห็นของนักเรียนที่มีต่อการสอนแบบองค์รวมโดยใช้เนื้อหาวัฒนธรรมท้องถิ่น กลุ่มตัวอย่างประกอบด้วยนักเรียนชั้นประถมศึกษาปีที่ 6 ที่ศึกษาในปีการศึกษา 2560 ในจังหวัดแพร่จำนวน 21 คน งานวิจัยนี้ได้เก็บข้อมูลเชิงปริมาณและเชิงคุณภาพภายใน 13 สัปดาห์ โดยใช้เครื่องมือการวิจัยประกอบด้วย แบบทดสอบการสื่อสารภาษาอังกฤษ, เกณฑ์การให้คะแนน, แบบประเมินตนเอง, แบบสอบถามเรื่องการตระหนักรู้อภิปัญญาเกี่ยวกับกลยุทธ์ในการสื่อสารภาษาอังกฤษและการสัมภาษณ์กลุ่มเจาจง ข้อมูลเชิงปริมาณที่ได้จากการทดสอบการสื่อสารภาษาอังกฤษและการทำแบบสอบถามเรื่องการตระหนักรู้อภิปัญญาเกี่ยวกับกลยุทธ์ในการสื่อสารภาษาอังกฤษก่อนเรียนและหลังเรียนได้นำมาวิเคราะห์โดยการทดสอบแบบ Wilcoxon Signed Rank Test, ค่าเฉลี่ย และค่าเบี่ยงเบนมาตรฐาน นอกจากนี้ข้อมูลเชิงคุณภาพที่ได้จากการแบบประเมินตนเองและการสัมภาษณ์แบบเจาจง ได้นำมาวิเคราะห์โดยใช้ค่าร้อยละและการวิเคราะห์เนื้อหาเพื่อศึกษาความคิดเห็นของนักเรียนที่มีต่อการสอนแบบองค์รวมโดยใช้เนื้อหาวัฒนธรรมท้องถิ่น

ผลการวิจัยพบว่าคะแนนเฉลี่ยก่อนและหลังจากการสอนภาษาอังกฤษแบบสอนตามเรื่องการตระหนักรู้อภิปัญญาเกี่ยวกับกลยุทธ์ในการสื่อสารภาษาอังกฤษ มีความแตกต่างอย่างมีนัยยะสำคัญทางสถิติที่ระดับ .05 และมีค่าอิทธิพลเฉลี่ยที่ 3.66 ซึ่งหมายถึงมีค่าอิทธิพลมาก นอกจากนี้นักเรียนยังได้รายงานทัศนคติแห่งบวกต่อการสอนแบบองค์รวมโดยใช้เนื้อหาวัฒนธรรมท้องถิ่นด้วย

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### **Abstract**

This study aimed to study the effects of Holistic Approach using local cultural content on English oral communication ability of sixth grade students and to investigate their opinions towards learning through Holistic Approach using local cultural content. The participants were 21 sixth grade students studying in Phrae Province in academic year 2017. The quantitative and qualitative data were collected in 13-week experiment using four instruments including English oral communication test, English oral communication test scoring rubrics, self-evaluation form, metacognitive awareness inventory questionnaire, and focus-group discussion. Wilcoxon Singed Rank Test, means, and standard deviation were implemented to investigate the quantitative data which were the difference of mean scores of students' oral communication ability, and metacognitive awareness before and after learning. Moreover, the qualitative data from the self-evaluation form and focus group discussion were also analyzed by using percentage and content analysis to examine students' attitudes towards learning through Holistic Approach using local cultural content.

The finding revealed that there was a significant difference between the mean scores from the pre and post English oral communication test and pre and post metacognitive awareness questionnaire at .05 level and the effect size was 3.66 which represented the large effect. Additionally, students also reported positive attitudes towards learning Holistic Approach using local cultural content.

**คำสำคัญ:** การตระหนักรู้ภัปญญา/กลยุทธ์ในการสื่อสาร/วิจัยสอนการพูด

**KEYWORDS:** Metacognitive awareness/communication strategies/speaking-teaching cycle

## Introduction

Oral communication ability seems to be a priority of many second or foreign language learning since speech is the most basic means of human communication (Goh & Burns, 2012; Gold, Morgan, & Ellis, 2011). Moreover, second or foreign language learners tend to evaluate their success of language learning through the proficiency of spoken language (Richards, 2006) because the oral communication ability allows them to express all knowledge they have learned to others (Harmer, 2007). Consequently, oral communication has been emphasized as a significant part of English language instruction all over the world.

In Thailand, the importance of oral communication ability has been a focus for all ages of learners. According to the Basic Education Core Curriculum B.E. 2551 (A.D. 2008), “Language for Communication” has been defined as one of the four strands which learners are expected to achieve from learning a foreign language. Interestingly, despite such emphasis in the national curriculum, the outcome of students oral communication proficiency are congruently unsatisfied (Nuktong, 2010). The majority of Thai students are unable to use English as a means of communication confidently, during face-to face interaction, especially with international speakers (Boonkit, 2010; Nuktong, 2010) due to many reasons namely lack of opportunities to expose English outside the classroom, lack of practice, the influence of native language, lack of confidence, and also problems of pronunciation of their Thai teacher (Khamkhien, 2010).

Apart from learners’ perception towards English oral communication, the instructional method is also one of the main problems that obstruct learners’ oral communication improvement. Thai educational system puts the focus on exam-based system so that autonomous learning is hindered. At the same time, they also lack of opportunities to learn the communication strategies, namely planning, self-monitoring, paraphrase, clarification or asking for repetition, etc. as a preparation before speaking and holding on during the speaking process. Consequently, the learners might have no idea about what to convey and how to cope with problems occurring during the conversation as well as how to improve their oral communication ability by themselves (Burns, 2012; Mali, 2013). Therefore, it is necessary for teachers to be aware of these problems and find the appropriate teaching methodologies that can foster leaners to achieve effective oral communication ability. Holistic Approach for teaching speaking was proposed by Goh and Burns (2012) to address these communicative problems. Holistic Approach was an explicit teaching speaking that integrates

metacognitive skills, language and discourse knowledge and communicative strategies in order to develop learners' oral communication ability effectively. Obviously, the benefits of implementing Holistic approach were found in previous studies. Holistic approach helps learners develop metacognitive knowledge and self-regulation of their speaking (Goh & Burns, 2012). Based on the study of Shu and Renandya (2016), the Holistic Approach combines the strength of direct approach which emphasizes accuracy of speech through learning speaking knowledge and strategies explicitly and indirect approach which focuses on fluency and appropriateness of speech through learning speaking knowledge and skills implicitly.

Beside the systematical approach, the selection of content to be integrated into oral communication instruction is also necessary. It is recognized that language and culture are inseparable (Kramsch, 1998). Learning foreign language enables learners to be exposed to international culture. However, the need to maximize the learners' ability to explain their local culture is also necessary since we need to be able to express ourselves (Moran & Lu, 2001). Based on Basic Education Core Curriculum B.E. 2551 (A.D. 2008), the Ministry of Education has identified the aim of learning a foreign language as a tool to understand the cultural diversity of the world and to be able to represent Thai culture and its unique qualities to the global society. (Ministry of Education, 2008). Therefore, it must be aware that apart from teaching knowledge of language and discourse, skill and communication strategies, local cultural content should be integrated in English oral communication instruction.

Even though applying local cultural content are emphasized in the Basic Education Core Curriculum B.E. 2551 (A.D. 2008), there are some studies revealed that English instruction in Thailand lacks of local cultural content integration. The contents in English lesson are based on foreign context which is different from Thai students' background knowledge. Similarly, commercial textbooks used in Thai classroom were presented to serve English in worldwide classroom. Thus, the content might not relevant to learners' cultural context (Kanoksilapatham, 2014). To integrate local cultural content in English instruction, there are several benefits have been found. Rattanaphumma (2006) indicated that the using local cultural content in English instruction could assist students in the development of language skills, motivation, collaboration and local cultural knowledge. It could inspire students to have positive attitude towards language learning because they could use their prior knowledge to comprehend their tasks (Kongkaew, 2009; Pongto, 2012). The good understanding of local culture is considered as a foundation of communication. The ability to present local culture is not only

mentioned in the Basic Education Core Curriculum B.E. 2551 (A.D. 2008). It also appears in The Community Development Plan of Provincial Division of 2014-2017 of Phrae Province. Phrae as one of the strategy to develop educational system and support tourist industry to be ready to attend ASEAN community and try to cooperate with other countries in ASEAN community and promoting local culture and tourism. As a result, providing the students readiness for their own culture and supporting them the oral communication ability to explain those cultures in English should be involved in English instruction.

To date, although some studies have brought to light the magnitude of using local content in English instruction, few of them aim at improving oral communication ability. In addition, most of studies implemented various approaches which lacked of strategies training. Thus, it is interesting for the researcher to investigate the effects of Holistic Approach on oral communication ability using local content. After reviewing related documents, the researcher would like to implement this teaching method to sixth grade students in Phrae Province. The reason for selecting this group of students is because the elementary level is the grassroots of the education paradigm.

### **Objectives**

1. To study the effects of Holistic Approach using local cultural content on English oral communication ability of sixth grade students.
2. To study sixth grade students' opinion towards learning through Holistic Approach using local cultural content.

### **Methodology**

The study was one-group pretest posttest experimental research design implementing quantitative and qualitative methods. The study was carried out for thirteen weeks in the first semester of the academic year 2017. The main content followed 5 themes of local cultural content chosen by the students, English teachers, and the stake holders involved in local educational system through conducting needs analysis. Each theme took 2 weeks, comprised of two lessons each week, taking 120 minutes in two periods. There were 10 lessons in total. Holistic Approach using local cultural content for teaching oral communication was developed as the component of the research treatment following seven stages of teaching speaking cycle proposed by Goh and Burns (2012) as follows,

**Stage 1:** Focus learners' attention on oral communication

The main goal of this stage was to develop metacognitive awareness of English oral communication in two purposes. The first purpose was to encourage learners to plan for overall oral communication development. The researcher provided the learners with prompts to think about their goals of learning English oral communication and how they prepared themselves for those demands. The second purpose was to prepare learner to get ready for speaking tasks by familiarizing themselves with the outcomes of the task and strategies they needed to complete it. The researcher also asked the students to brainstorm and share their own ideas in group work.

**Stage 2:** Provide input and/or guide planning

To ease the learners' anxiety and cognitive overload, the researcher provided the support for the speaking task such as vocabulary, content and information support from video clip. Another type of support was guiding them to plan what they are going to say. The researcher also had them consider the communicative strategies that they can use once they encounter problems during interaction.

**Stage 3:** Conduct speaking tasks

The purpose of this stage is to provide the context where the learners have opportunities to practice speaking. The researcher provided the oral communication tasks which related to local cultural content. The tasks, such as survey, short conversation, snack party, filling gaps, etc. were provided in order to encourage learners to express meaning with whatever linguistic knowledge, skills and strategies they have through developing of fluency without paying too much attention to accurate form. The tasks focused on communicative need and personal motivation to talk to one another.

**Stage 4:** Focus on language/ skills/ strategies

This stage aimed to create the opportunities for the learners to improve language accuracy and to develop their use of skills and strategies. The researcher encouraged learners' attention to focus on the fluency task they have completed such as pronunciation, grammar, vocabulary and text structures. Consequently, they could realize how these areas were important to communicate and they could develop their knowledge of language, skills and strategies for communication in the further tasks.

### **Stage 5: Repeat speaking tasks**

This stage the learners performed the similar task again but they have had an opportunity to analyze and practice selected language items at the stage 4 before. The aim of this stage was therefore to reduce learners' cognitive loads and use the language by combining the language knowledge and skills more automatically. In addition, this stage could enhance learner's confidence and their awareness towards the expectation of the tasks. Having a second chance to do the task could motivate learners to perform better.

### **Stage 6: Direct learners' reflection on learning**

This stage aimed to promote self-regulation through evaluating what they have learned from the earlier stages through self-evaluation form. It allowed learners to combine their new knowledge involving language, skills, and strategies use.

### **Stage 7: Facilitate feedback on learning**

At this stage, the research provided learners the overall feedback on their performance in the preceding stages. Moreover, the researcher also provided personal feedback to each learner in self-evaluation form too

## **Research procedures**

The research procedure was divided into two main phases. The first phase involved the preparation of Holistic Approach using local cultural content for oral communication instruction and the second phase involved the implementation of Holistic Approach using local cultural content for oral communication instruction as follows,

### **Phase 1: The Preparation of Holistic Approach Using Local Cultural Content**

#### **Instruction**

Step 1.1: Explore and study the basic concepts and related documents.

Step 1.2: Conduct needs analysis

Step 1.3: Construct lesson plans and research instruments

Step 1.4: Validate the effectiveness of the lesson plans and research instrument

Step 1.5: Revision of the lesson plans and the research instruments

## Phase 2: The Implementation of Holistic Approach Using Local Cultural Content Instruction

Step 2.1: Pretest: Administer English oral communication test

Step 2.2: During the experiment: Conduct the instruction

Step 2.3: Posttest: Administer English oral communication

Step 2.4: Elicit students' opinions towards Holistic Approach Instruction using local cultural content

Step 2.4: Evaluate the effectiveness of the instruction and compare group's mean scores of pretest, and posttest of English oral communication test.

### ***Participants***

The population of this study were sixth grade students at Ban Rongkwang Chanthimakom School in Phrae Province. Purposive sampling was used to select the participants. The participants were 21 sixth grade students who were studying at Ban Rongkwang Chanthimakom School in first semester, academic year 2017.

### ***Research Instruments***

#### **1. English oral communication test**

English oral communication test was designed as the paralleled test implemented before and after proving the treatment in order to investigate the student's English oral communication ability. The type of English oral communication test was role-play between the researcher and students. The role card with five scenarios following five themes of instruction were provided to students. Each part required students to use communication strategies to cope with communication breakdown. The students had one minute to read and think about each situation (the researcher explained the scenarios in Thai if the student could not understand). They were expected to give the correct information which was relevant to local cultural content and use communication strategies to keep the conversation going. The researcher and the inter-rater evaluated the students' performance based on scoring rubric adapted from NHPS World Languages (2014). The total score was 25 points. The example of English oral communication test is as below.

## **Scenario**

Anna, a French foreigner wants to go to Ban Rongkwang Chantimakom School but she isn't sure about the direction to go there. So, she gives you the map and ask for the direction.

Researcher : Excuse me, where is Ban Rongkwang

Ss : It's next to the police station.

Researcher: How can I get to Ban Rongkwang Chantimakom School?

(with very low voice)

Ss: Pardon / louder please

Researcher: How can I get to Ban Rongkwang Chantimakom School?

Ss: Please go straight, and turn left.

Researcher: Thank you so much.

Ss: Your welcome.

### **2. Metacognitive Awareness Inventory Questionnaire**

Since metacognitive awareness was one of the learning outcome of learning through Holistic Approach. This study designed the Metacognitive Awareness Inventory Questionnaire which was adapted from Zhang and Goh (2006)'s questionnaire. It consisted of 38 items used to investigate Singaporean students' metacognitive awareness in terms of strategy use in ESL listening and speaking. The researcher selected 20 items which were relevant to speaking. Each item was categorized into three groups including use-focused learning strategies, form-focused learning strategies, and communication strategies. For each statement, there were 5-Point Likert Type Scale that the students chose to express their opinions towards the usefulness of each oral communication strategy.

### **3. Self-evaluation form**

The self-evaluation form was provided to students at the end of each lesson. There were 10 self-evaluation form for ten lessons. The purpose of the self-evaluation form was to investigate students' opinions towards the lesson each day, to stimulate recall what student

learned and the problems they faced, and to stimulate their thought of how they should solve those problems. Their opinions were helpful for researcher to help them develop their oral communication skills in further.

#### **4. Focus Group Discussion**

After the treatment, nine students including each three students received low score, middle score and high score of post English oral communication test were randomly chosen. They were asked to elicit their opinions towards the instruction, learning activities, content, and overall course.

#### *Data Analysis*

1. The pre and post English oral communication scores were analyzed by using nonparametric statistics through Wilcoxon Signed Ranks Test at the significant level at 0.05 in order to examine the change of English oral communication ability of students after receiving Holistic Approach using local cultural content.

2. The pre and post metacognitive awareness scores were analyzed by using mean scores and ranges in order to examine metacognitive awareness of students before and after receiving Holistic Approach using local cultural content.

3. The students' opinions received from self-evaluation form and focus group discussion were analyzed by percentage and content analysis. The researcher also transcribed conversations and categorize the data into categories.

### **Results**

The results of the study were presented based on research questions as follows:

- 1. Research question 1: What are the effects of Holistic Approach using local cultural content on English oral communication ability of sixth grade students?**

**Table 1: Means, standard deviations, and the significance of the pre English Oral Communication Test and the post English Oral Communication Test (n = 21)**

$\bar{x}$	Min	Max	S.D.	MD	Z	Asymp. Sig
						Sig. (2-tailed)
5.86	5	14	1.96	9.62	-4.02	.000*
15.48	10	25	4.12			

\*p < .05

From Table 1, the mean score of English Oral Communication Test after learning through Holistic Approach using local cultural content was clearly higher than before learning. The mean score of the pretest was 5.86 with the lowest score of 5 and the highest score of 14 whereas the mean score of posttest was 15.48 with the lowest score of 10 and the highest score of 25. The mean difference was 9.62. The result revealed that there was a significant difference between the pretest and posttest mean scores at the significant level of .05.

Besides analyzing English oral communication test, metacognitive awareness questionnaire conducted by students was also investigated. Descriptive statistics of pre- and post- metacognitive awareness questionnaire are shown in Table 2.

**Table 2: Means and range of the pre and post metacognitive awareness (n = 21)**

	$\bar{x}$	Usefulness of Communication
		Strategy
Before	4.00	Useful
After	4.32	Most useful

From Table 2, it is obviously seen that before learning through Holistic Approach using local cultural content, participants perceived communication strategy use as useful whereas after learning, they perceived communication strategy use as the most useful.

In addition, the effect size of Holistic Approach using local cultural content was also calculated in order to reveal the magnitude of Holistic Approach using local cultural content on students' metacognitive awareness. It revealed that the Cohen's  $d$  was 3.66. It could be

interpreted that the treatment effect was large. It meant that Holistic Approach using local cultural content had a large effect in improving the students' metacognitive awareness.

**2. Research question 2: What are the opinions of sixth grade students towards learning through Holistic Approach using local cultural content?**

In order to investigate the students' opinion towards Holistic Approach using local cultural content, the data obtained from self-evaluation form and focus group discussion were analyzed.

The self-evaluation form consisted of two parts: checklist questions and open-ended questions. The checklist questions part in self-evaluation form conducted by students in three weeks: second, sixth, and tenth week were selected to analyze in two aspects: the students' opinion towards local cultural content of Phrae Province, and Holistic Approach.

Firstly, In term of local cultural content of Phrae Province, students had positive opinions towards local cultural content of Phrae Province including "I feel more confident to speak English", "I understand the content easily because it is close to my life", "I have fun and I want to learn English more", and "I know more about Phrae Province" were higher than 60 %. Furthermore, their negative opinions including "I feel bored because I knew it already", and "it makes English harder to speak" were lower than 20 %. The percentage of statement selection indicating that "I feel more confident to speak English" also gained gradually with 73.30 %, 84.20 %, and 100 % respectively from second to tenth weeks. On the contrary, the statement indicating that "it makes English harder to speak" decreased steadily from 13.30 %, 10.50 %, to 0.00 % respectively. In the tenth week, the statement that gained the highest percentage of selection was "I have fun and I want to learn English more" (93.30 %) whereas the lowest percentage were found in "I feel bored because I knew it already", and "it makes English harder to speak" (0 %).

Besides, the students' opinions towards learning through Holistic Approach were also investigated. It obviously illustrates that the percentages of the positive opinion statements including "I am confident that I can do this again", and "I feel less anxious about speaking", gradually increased from the second week to the tenth week. In contrast, the percentages of negative opinion statements: "I am not very confident that I can do this again", "I am still unsure about what I have to say and do in such a situation", and "I still feel anxious about

speaking”, gradually decreased from the second week to the tenth week. In tenth week, the statement that gained highlight percentage was “I am confident that I can do this again” (86.70 %) followed by “I feel less anxious about speaking” (73.30 %) while “I am still unsure about what I have say and do in such a situation” received the lowest percentage (0 %).

To support the qualitative data obtained from the self-evaluation form, focus group discussion was conducted with nine interviewees including three low English proficiency students, three intermediate English proficiency students, and three high proficiency students, based on their English oral communication posttest score.

According to the data obtained from the interview, it revealed that all of the interviewees had positive attitudes towards the course. The common reasons given by interviewees were 1) various activities and materials in each lesson made English fun and easier than they have learned; 2) the vocabulary was meaningful because it was related to their real life, and 3) they had many opportunities to try to speak English. Moreover, in terms of learning local cultural contents of Phrae Province, all of the interviewees also reported that local cultural content helped them improve their English oral communication skill. The interviewees reflected that they were familiar with the contents so it was easy for them to say it in English. Moreover, some of them also stated that they had a wider vocabulary which was very close to their real life. Additionally, in terms of learning through Holistic Approach, All of them stated that this approach helped them improve their English oral communication skill. Their ideas of how Holistic Approach help improve their English oral communication were 1) repeating vocabulary by using it many times helped to recognize the vocabulary easily; 2) having the chance to practice speaking and learning vocabulary by themselves were challenging, and 3) learning oral communication strategies enabled them to be more confident.

## **Discussion**

The discussion based on the findings of the present study which showed that Holistic Approach using local cultural content enhanced students’ oral communication ability. Moreover, students also had positive attitudes towards learning through Holistic Approach using local cultural content. The finding were discussed into two aspects: English oral communication ability of students, and Students’ opinions towards this course.

### ***English oral communication ability of students***

To design Holistic Approach using local cultural content, there were two main aspects which were Holistic Approach, and local cultural content of Phrae Province. In terms of learning through Holistic Approach, the findings of the present study supports Goh and Burns (2012) stated that Holistic approach develops oral communication in both cognitive and affective levels. The possible reasons to explain the significant oral communication improvement can be analyzed in many aspects. Firstly, communicative context in the classroom. Learning through Holistic Approach, students had opportunities to speak English at least twice at the third stage and have the chance to repeat the oral communication task at the fifth stage. From the observation, the students seemed to be afraid of speaking English at the beginning, having the opportunities to practice several times, they felt more confidence. Task repetition decreases anxiety and enfeebling emotions (Goh & Burns, 2012). Having the opportunity to perform the task again after focusing on language, discourse, skills, and strategies, learners could improve their further performance as they already had language resources. The result also supported Nation (1989) proposed that repetition affect directly to fluency in terms of encouraging a focus on the message while providing more opportunity to monitor and learn. Additionally, the method of organizing the lesson which ordered from whole-task activities, part-skill practice, then whole-task activities also provided the opportunity for learners to express meaning in the communicative context before learning some skills and language item separately. Students, therefore, could investigate their communicative problems and pay attention in the next stage to improve such skills. Furthermore, Holistic Approach also took an account into metacognitive awareness encouragement. Metacognitive awareness is the ability to plan, monitor, and evaluate their own performance which support self-regulation (Wenden, 2001). Learning through Holistic Approach in the present study, students were trained to plan what they would speak in the first stage, try to monitor their communicative performance at the third and fifth stage as well as evaluate their performance at the sixth stage. According to mean scores received from pre and post metacognitive awareness questionnaire, it clearly showed that the students improved their metacognitive awareness. Therefore, in the post English oral communication test, once the students had one minute before performing the conversation, they seemed to think about the vocabulary which related to the scenario as well as tried to use some oral communication strategies to monitor their speaking performance. The result coincided with Ghapanchi and

Taheryan (2012) claimed that the more learners possess metacognitive knowledge and metacognitive strategy use, the better they perform oral communication. Besides, training students to implement communication strategies also affects their oral communication ability improvement. Obviously, at the pre English oral communication test, students struggled of communicate English with researcher. They came up with the answer “yes” for all questions, laughed, smiled, and kept being quiet. Some of them tried to use the irrelevant vocabulary that they were familiar to answer the questions. Compared to the post oral communication test, it could be noticed that students improved their oral communication ability through applying communication strategies including circumlocution, appealing for help, clarification request, non-verbal expressions, and asking for repetition. As a result, they could maintain the conversation more effectively than pretest. Lastly, the supportive classroom atmosphere also stimulated students’ confidence. The environment plays a crucial role in speaking anxiety particularly as it affects spoken performance (Kessler, 2010). Having the opportunity to have the communication at the third stage, the fluency was mainly focused rather than the grammatical accuracy. Thus, students performed their communication using their existing knowledge and the input provided at the previous stage freely. In the classroom, the mistakes were considered as the opportunity to learn new things. Consequently, students could speak more confidently. Moreover, providing the needed vocabulary and skills at the second stage helps learners to decrease their cognitive demand requiring during performing speaking task. Therefore, it could lower leaners’ anxiety and stress (Goh & Burns, 2012) .

In terms of the effects of local cultural content, according to the data received from self-evaluation form and focus group discussion, students reported that the local cultural content of Phrae province were useful to improve their oral communication ability because the content was close to their life thus the content made English more fun and easier. Students also reported that learning local cultural content of Phrae Province enlarged their local cultural knowledge and also their vocabulary size about local culture of Phrae Province. The study is concurrent with the study of Rattanaphumma (2006) who found that the using local culture content in English instruction could assist students in the development of language skills, motivation, collaboration and local cultural knowledge. It also inspired students to have positive attitude towards learning English. Also, it supports Kanoksilapatham (2014) who

proposed that learning through the content that learners are familiar to enables them to emphasize on language rather than struggling with the unfamiliar content.

#### *Attitudes of students towards Holistic Approach using local cultural content*

According to data received from self-evaluation form and focus group discussion, it revealed that students had positive attitude towards Holistic Approach using local cultural content. The possible reasons were reflected by students were synthesized in two aspects which were Holistic Approach and local cultural content. Students stated that learning through Holistic Approach, it was challenging because they had opportunities to try to do the oral communication task by their own first. However, their tasks were not beyond their cognitive demands which might cause their anxiety since they were also provided the needed input at the previous stage. Moreover, all activities were organized variously in each lesson, they, therefore, had many opportunities to practice speaking in fun authentic communicative classroom context which they had never experienced before. Besides, learning through Holistic approach, they also learnt how to plan, monitor, and evaluate their speaking performance through communication strategies. They could maintain the conversation even though they had limited English proficiency. Therefore, the students felt more confident to speak English. Additionally, in terms of learning local cultural content, according to students' background, their preference towards learning English was low. At the first class, students stated that English seemed unnecessary for them because they had little exposure English outside the classroom and content itself was hard. Learning local cultural content of Phrae Province, the students reported that the content were meaningful to them because it was close to their real life. Consequently, they could understand the content more easily and they could see how they would apply it in the future. Thus, it was necessary to prompt students with their own culture in order to express themselves to others before exposing international cultures.

#### *Recommendation*

According to the finding, it obviously shows that Holistic Approach using local cultural content is beneficial to enhance students' oral communication ability. As a result, it is recommended that the further studies can be conducted with population at different levels or expand in the bigger population. Moreover, in order to investigate the effects of Holistic Approach, it would be interesting to design Holistic Approach integrating with different content

or examine the effects of this approach on different speaking tasks such as oral presentation, public speaking, etc. Additionally, to finish whole teaching speaking cycle, the time location for one lesson in the present study was two periods in role, in order to implement this study in shorter period, the further study can separate a lesson into two periods through whole teaching speaking cycle in different day.

### *Pedagogical Implication*

The result from this study can be beneficial to teachers and administers to plan to develop English oral communication course using Holistic Approach. Implementing this approach, not only that students learn how to speak fluently and accurately, they will also be trained to plan, monitor, and evaluate their speaking performance. As a result, student will be able to speak more confidently and know how to prevent communication breakdown during speaking and improve their performance for the further tasks. In addition, Holistic Approach using local cultural content can be implemented in English instruction to promote oral communication ability and local cultural knowledge. The students can broaden their local cultural knowledge and be able to convey their own culture to global society as mentioned in four strands of leaning foreign language in National Basic Core Curriculum B.C. 2551 (A.D. 2008).

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