

# **PATTERN DESIGN FROM THE CONCEPT OF THE CARP FISH WEAVE**

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## **ABSTRACT**

Pattern design fashion products from the carp weave concept aims to investigate the ongoing use of images of fish in contemporary Eastern (Oriental) design patterns. The mixture of fashion and lifestyle achieves commercial success by incorporating the interpretation of the carp weave, a symbol of faith in abundant wealth and prosperity. To weave these elements requires the development of a prototype design with contemporary colors and composition of stripes. This is then brought to experts and business operators to assess the suitability of the patterns. The pattern evaluation is then performed involving the distributor of fashion products and the experimental data are statistically analyzed using percentages.

The results showed that the use of the weave and the composition of the carp weave were developed in the design prototypes with the colors and compositions of the designs numbering 15 shirts; six professionals and entrepreneurs were satisfied at the highest level. The colors and patterns incorporated in fashion products using eight stripes resulted in satisfaction at the highest level for those particular patterns. The fashion product category of scarves had high satisfaction levels with the introduction of the patterns. Other types of fashion and lifestyle products incorporated the patterns in a total of eight designs for the manufacturing of prototypes of fashion scarves sized 100 cm x 100 cm, which were sold experimentally in the BIG & BIH 2016 fairs at the BITEC Exhibition Centre.

**Keywords** – carp fish weave, pattern design, fashion product, Oriental Pattern

## **INTRODUCTION**

The handmade crafts of the people of Southeast Asia have their own uniqueness and specific identity. In Thailand, the local wisdom and Thai identity, particularly in weaving works, are the old wisdom that has been inherited from generation to generation. Carp fish weave made from palm leaves is another type of traditional Thai craft that is connected to the ways of life of Thai people whose lives are attached to the river. The “Silver Barb” is a freshwater fish that is a symbol of prosperity and fruitfulness. According to the ancient belief, hanging carp weave over the child’s cradle is done in order to wish them good health. This belief exists in every social class, from general people to nobility, as we can see in the ceremony of blessing the royal child and his or her cradle. Due to the long-term relationship between the carp fish weave and the Thai lifestyle, the researcher utilized this idea to design the Thai and oriental fusion patterns to be contemporary and able to increase value, and to develop them for commercial fashion products.



**Picture 1** Carp weave in the ceremony of blessing the royal child and his or her cradle

Source :<https://www.dek-d.com/board/view/1017802>

## LITERATURE & THEORIES

The research of designing fashion pattern from carp fish weave is a study pathway using theories and related documents as follows:

### Background of Carp Weave and Coloring

Carp weave is a handmade item from Thai local wisdom, previously made using long and thin palm leaves to weave into the shape of the silver barb. In the past, Thai people mostly worked as farmers. In the canals, there are a lot of silver barbs. Thus, they became the symbol of prosperity because the growth to maturity of the fish is the same time period as that of rice bearing grains. Moreover, people fashionably hang the carp fish weave over the child's cradle in order to wish them to be healthy. There are two types of carp fish weaves: beautiful patterns and decoration in the reign of King Rama V, and the natural pattern.

### Oriental Pattern or Southeastern Pattern

The oriental pattern originates from the idea and composition of the natural landscape in combination with the religious beliefs and local art and culture. In the materialistic era, the modern trends often change as there are many new innovations and technologies causing the mixture of the evolution of pattern design connected to the current and more contemporary ways of living.

### Fashion Trends

The fashion trends in 2017 are stated in the articles about Hometown Discovery, Andaman Sun Spirit, Oriental Express, and Zen & Serene. The researcher selected the Oriental Express trend group by choosing the similar colors or natural colors that transmits warmth, liveliness, happiness, energy and fruitfulness.

## RELATED WORKS OR DISCUSSION

The research of the fashion pattern design from carp fish weave referred to the related researches such as the design and development of patterns from the arts in Wat Phra Dhat Pha sorn kaew Temple to be applied for the casual clothes.



**Picture 2 :**Arts in Wat Phra Dhat Pha sorn kaew Temple in Phetchaboon Province



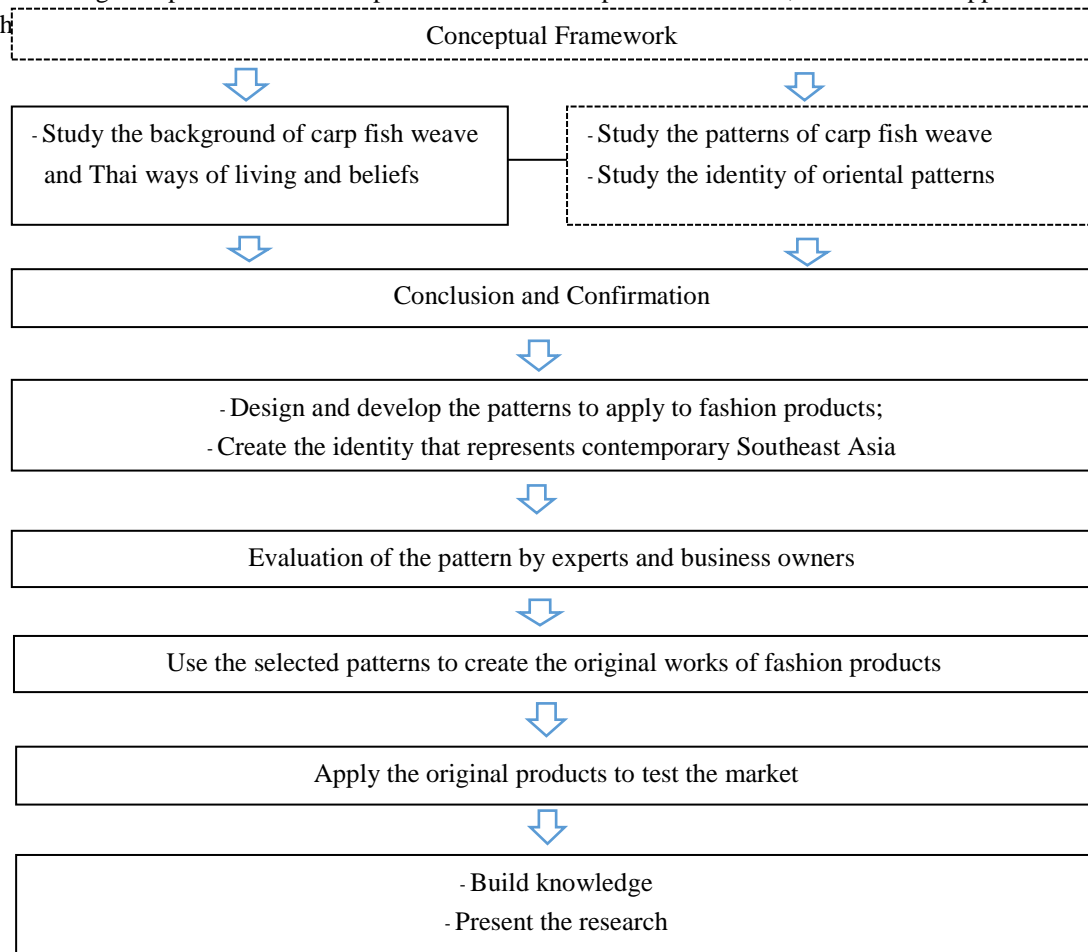
**Photo 3** Master Patterns and Design of Casual Clothes

Source:[www.sciencedirect.com/siracha](http://www.sciencedirect.com/siracha) samleethong,201

Based on the reference research, the researcher adapted the design and development process of the patterns from the arts found in Wat Phra Dhat Pha sorn kaew Temple to use with the casual style clothes as reference.

### METHODOLOGY

To design the patterns of fashion products from the carp fish weave idea, the researcher applied the meth

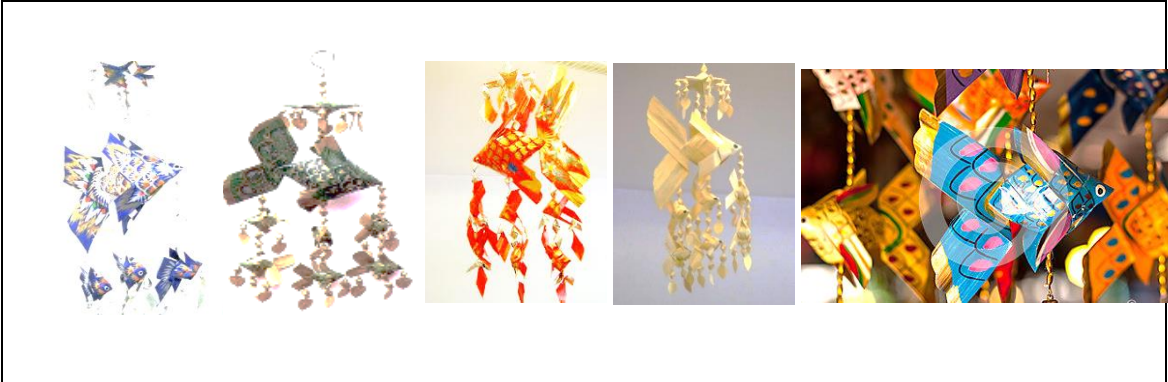
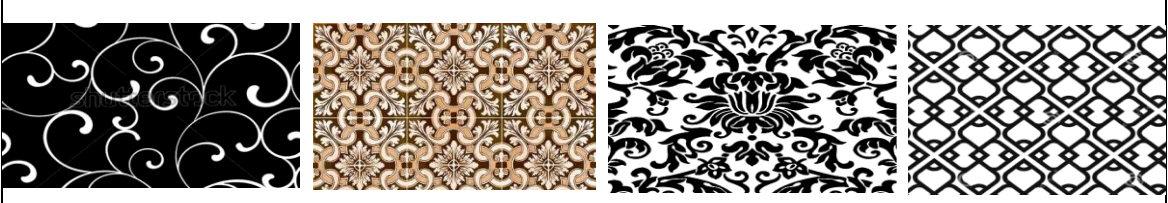





**Table 1** Research Methodology

**RESULTS SUMMARY AND FUTURE WORK**

According to the study of the carp fish weave background and Thai ways of life and beliefs, patterns, coloring, the carp fish weave and the uniqueness of the oriental patterns, the researcher summarized the interpretation of patterns in connection with Southeast Asian lifestyles as follows:





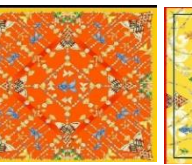
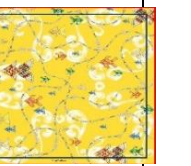

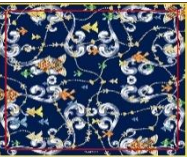



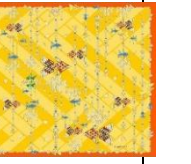






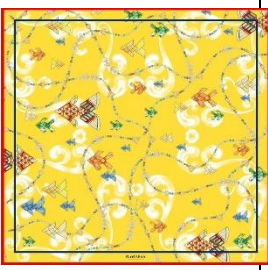

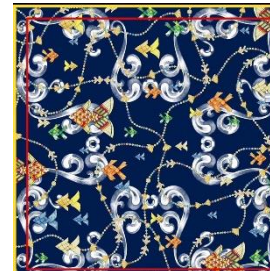

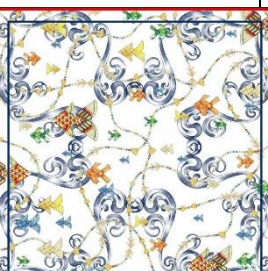
Carp Fish Weave Patterns

Patterns representing the Oriental style

New designs and developments


**Table 2** Results Summary and Future Work

**Analysis from the experts and business owners**

According to Table 2 showing the Results Summary and Future Work, the researcher brought the 15 patterns to be evaluated by the experts and business owners to determine if the patterns can be used for commercial products. The process rated eight patterns, which are as follows:



New designs and developments					
					
					
					
The design the experts/ the business owners selected.					
					
					

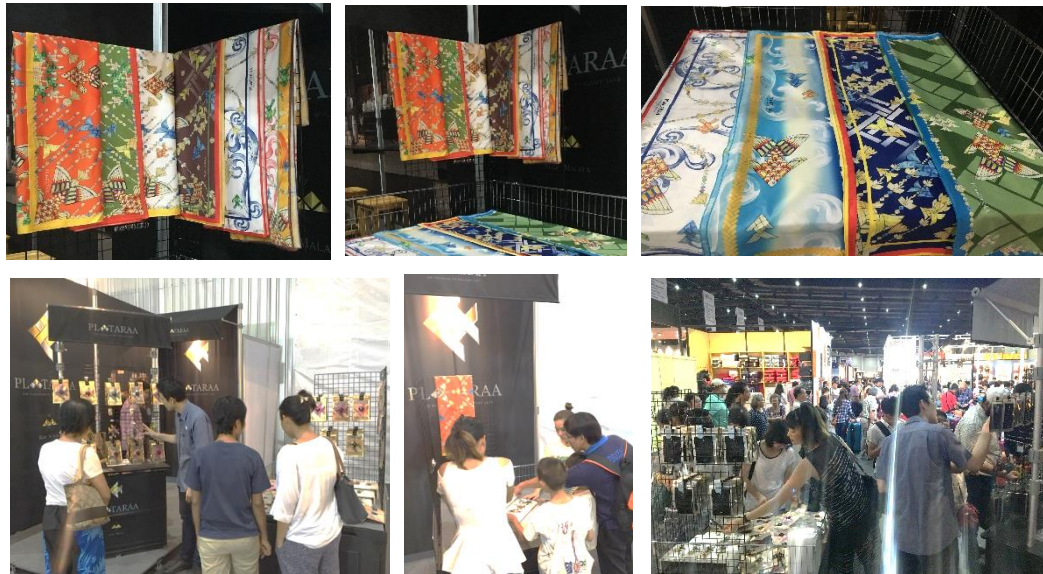
**Table 3** Selections of the experts and business owners

According to the analysis results from the experts and business owners consisting of three persons, the satisfaction toward the eight patterns is at the highest level with the mean at 4.42.

- The respondents were satisfied with the patterns and coloring of scarves at the highest level with the mean at 4.42.

- The respondents were satisfied with the patterns and coloring of the other products at the highest level with the mean at 4.25.

In addition, the researcher applied the patterns to product scarves, the size of 100 cm x 100 cm, and sold them in BIG & BIH at BITEC Bangna Bangkok in May 2016, in collaboration with Siam Malaya Co., Ltd. under the brand name "Plataaraa".



**Photo 4** The sample original products of scarves sold in BIG & BIH at BITEC Bangna, Bangkok

## CONCLUSION

The results showed that the imports of the weave and the composition of carp weave develop a design prototype with the color and composition of marking number 15 shirt, professionals and entrepreneurs of six people are satisfied at the most. The color and pattern masters saw fit to fashion products of eight stripes satisfaction is at the highest level at that pattern, the fashion product category scarf and satisfaction levels with the introduction of patterned it to do.

## ACKNOWLEDGMENTS

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# THE HISTORY OF THAI WOMEN LINGERIE

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## ABSTRACT

This research aims to study on background and evolution of lingerie in Thailand in order to collect devices and knowledge on history and culture of Thai women on lingerie wearing, techniques, design, and how to tailor various designs of lingerie invented by former people to current world, culture and values of dressing influencing on lingerie wearing of each period, and figure of Thai women in overall picture, for collecting knowledge that was useful for designers or anyone interested in lingerie.

The results showed that knowledge on lingerie was quite limited specifically for persons working in lingerie business only, especially knowledge on background and evolution of lingerie in Thailand. Since lingerie of Thai women was influenced by western countries, there are currently books on lingerie from foreign countries only. However, from studying on obtained data, the research found some interesting differences of Thai women from European women in covering their breasts based on local wisdom and traditional way of life. Formerly, Thai women covered their breasts with different styles of wrapping and knotting before developing as international design as found in present world. From this research, historical data and evidences on lingerie of Thai women were collected and the researcher also focused on passing on the knowledge obtained from this research to students, general people, and companies related to lingerie design in order to utilize the results of this research further.

**Keywords**– Breasts, lingerie, Thai women, Underwear.

## INTRODUCTION

Since lingerie is considered as the important apparel that has been worn by women every day since they were young to teenage and old, lingerie is designed to have different styles, designs, and materials upon characteristics and benefits on wearing of the target group. Currently, lingerie is beyond something worn for supporting or covering breasts. Accordingly, lingerie design has been being developed upon fashion with more extrovert design and novel style. Sometimes, some lingerie design can be worn as outer clothing. Undershirt or brassiere has become important for all women. Besides benefit on beauty, it also helps to support breast tissue that is delicate and fragile and may be torn and wounded if such tissue is frequently attacked violently. In addition, if breasts are not given proper care, they would be premature sagging. Good brassiere should help to support breasts. To select undershirt that is suitable with body correctly, it will help to enhance confidence and good image of wearer as well as help to prevent any possible health problem. In medical view, physicians suggest that undershirt helps to protect body from exposing with germ, bacteria, and dirty things. Although undershirt is only a small piece of apparel, it can indicate values, belief, way of life, custom, tradition, and culture of each era properly.

The scope of this research is to study the history of Thai women lingerie specifically through lingerie designs and body structure of Thai women in order to gather knowledge and historical evidences related to lingerie for passing on such knowledge and evidences to students and general people interested in this topic as well as all organizations or companies related to lingerie design and production, i.e., the results of this research can be used as reference for their further designs.

## RELATED LITERATURES



The term lingerie is originated from a French word “lin” in French means linen that is the first type of fabric used for making lingerie in the past because linen helps to warm body properly. In addition, this word is also another origin of the word “Kang Keng Ling” (underwear) in Thai. In English, there are also other words that can refer to undershirt including lingerie, underwear, and undergarment, referring to a kind of apparel worn under outer clothing. However, ancient people called this kind of apparel as “foundation” because it was considered as foundation of dressing, including both upper and lower parts of body. For upper part of woman's body, it is called bras originated from brassiere referring to supporter. Thai people call this kind of undershirt as “Yok Song” originated from clothing of Minoan in Greece around 2,500 years B.C.

**Figure 1**  
**The picture of Minoan women.**



**Figure 2**  
**Ancient lingerie of the 15<sup>th</sup> century.**



However, in 2012, the Institute of Archaeology of Innsbruck University, found 4 women's underwear from Middle Ages around the 15<sup>th</sup> century under Lengberg Castel located in Tyrolmore, Austria. Based on discovery of this new evidence, it could be believed that women started wearing bras from 600 years ago.

Woman's body is consisted of natural curves but there have been some ideals on woman's body shown in various cultures. The most important change of western women's lingerie occurred in 1830 -1839 when lingerie consisted of several pieces and became an important apparel that must be worn regularly. In such period, wearing no underwear referred to dirtiness, roughness, low class, and poor manner.

**Figure3**  
**Thai women with naked breasts**



**Figure4**  
**Drawing of Thai Women during Ayutthaya period.**



For ancient Thai people, they formerly dressed comfortably or wore only one piece of cloth to cover lower part for men and two pieces of cloth for covering upper and lower parts. In ancient time, many Thai women, especially married women and old women, preferred bare their breasts and wore only one piece of cloth for covering their lower parts. Actually, Thai women had some blouses and tap clothes for covering

their breasts but they preferred wearing or covering such clothes in winter only. In summer, they preferred baring their breasts due to the hot weather of Thailand.

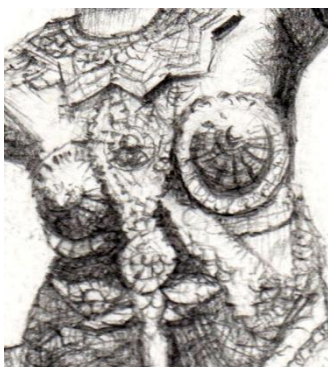
However, there was a kind of ancient Thai apparel that was similar with bra but it was worn by dancers only. It was made of polished coconut shells covered with lacquer and gold leaves and decorated with mirror. For inside part, it was covered with soft fabric. This type of apparel was called “breast boxes” that was presumed to be influenced by Cambodian dancers because there was the cultural exchange between Thailand and Cambodia leading to similar design of apparel.

During the late Ayutthaya period, Thailand was at war with Burma. Women had to fight along with men to protect their country. Therefore, the need to wear tighter clothes was required. Shorter hair cut for easy movement when they fought and escaped. “Ta Beng Man” were the Thai women dresses at that time to support their breasts. It is characterized by a blanket across the breasts area, then gathered and tied behind the neck.

**Figure 5**  
Ancient dancers



**Figure 6**  
The details of breast boxes



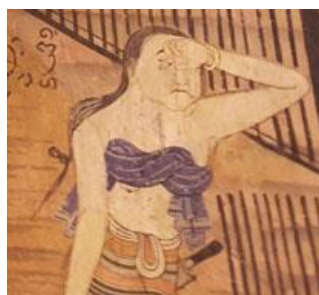
**Figure 7**  
Thai Women with Ta Beng Man



In the reign of His Majesty King Mongkutor King Rama IV, “Yok Song” or formerly called “Plei- Nom” was imported to Thailand. At that time, it was not popular due to the habit of Thai women in baring their breasts.

In the past, Thai women covered their breasts with tap or bared their breasts at home due to the hot weather of Thailand until the reign of King Rama V when Thailand started to adopt westerner values. Consequently, King Rama V was pleased to enact a royal act directing Thai women to wear clothes entirely and properly before leaving home. However, some Thai women in rural areas were not familiar with wearing lingerie. At that time, girls mostly wore their hair in a bun and wore blouses with round-necked sleeveless collar without wearing anything under their blouses. When they became teenagers, they would wear taps with the shape resembling ribbon for inserting and wrapping around their collars before pulling such ribbon to puff out in order to cover breasts from clear visibility. Correct tap wearing was the manner that such tap helped to support or hold the breasts not just simple wrapping or pressing breasts because such action may make breasts smaller with wrong shapes

**Figure 8**  
**Northern women dress.**



**Figure 9**  
**Woman in Early Rattanakosin period.**



King Rama V visited Europe and adapted European dressing style to Thailand. This was considered as the big change of Thai dressing tradition for royal-blooded persons, government officials, and general people. Subsequently, there was the notification to “prohibit improper dressing” for general people in public areas (e.g., roads, rivers, and canals). There was a term of improper dressing in such act or notification stated that improper dressing was that man wearing cloth drawn up high without covering his knees or shorts (except for wearing for taking shower or working for civil works), “ woman bearing her breasts, woman wearing cloth that could not cover her breasts properly”, child wearing no cloth, long shirt, or pants. Accordingly, such dressing was prohibited according to this act. Punishment of this act was that any person violated this act must be arrested by officers of Police Department for bringing to the court and shall be fined not over than 10 baht. For children with the age lower than 15 years, their parents must be punished. Since then, general people in Bangkok and other provinces turned to dress properly. Moreover, tradition of naked breasts of women in the north of Thailand also disappeared. There were only women in rural areas who still bared their breasts in their houses or villages.

When Thai women started to wear outer clothes in European style, lingerie started to play a role in Thai women's dressing. The first design of Thai lingerie was princess style adjusted by cutting its curve to be wider without any sleeve as well as cutting its length to be higher than waist level and its frontage must be opened for buttoning. There was also a pocket or two pockets on such kind of lingerie (because most women had no handbag at that time, so they used that small pockets for keeping money and other things). This kind of lingerie was called “Blouse with five seams”. It tightened the breasts instead of supporting them. According to the hot weather of Thailand, it was difficult to wear lingerie with European style like princess design and it was also inconvenient for daily activities, blouses with five seams were used as lingerie for covering with other types of clothes. Petticoat played a role in the same time with skirts that were often cut by wearer or tailor without any instant petticoat. Such petticoat was slightly transparent and white fabric that was stitched by using gathering foot sewing at the waist area while its hem was decorated with cotton lace. There was no elastic or synthesized lace available as present time.



**Figure10**  
**Blouse with five seams.**



**Figure11**  
**Front-Zip Cotton long-bra.**



Thai women in the early period of the reign of King Rama VII preferred wearing simple lingerie that was cut in 2 pieces of square fabric and its sides were stitched resembling pillow case with small straps for wearing and covering breasts without any supporter. Some women with big breasts still wore former style of lingerie in order to tighten their breasts while many old women preferred wearing wide blouses with pleated collars and decorated with crocheted lace while letting their breasts flabby naturally.

In 1947 or after World War II, there were some lingerie imported from other countries and Thai women started to prefer wearing bras since then. Subsequently, such preference was getting higher increasingly. After that, there was the first sewing school for lingerie opened in the area of Phra Sumen Road. Since then, Thai dressmakers have been able to tailor brassieres and shaper with the same design as those imported from other countries. However, since there was no distribution of materials and devices, plastic bones were replaced by wicker stripes for strapless bras.

Since then, lingerie design and wearing of Thai women has not been different from those of western women. To measure breast size in the past, chest circumference was measured without under bust measuring. Then, wearer had to try on such bras. If it was fit, such lingerie was suitable with such wearer. If not, it had to be fixed upon such wearer's body.

### **THAILAND'S LINGERIE IMPORTATION**

When mentioning instant lingerie selling in Thailand, it could be said that a company under Saha Group is the first company importing Wacoal lingerie from Japan in 1970. In the first period, most imported designs were Japanese patterns with breast sizes suitable for Japanese women. Consequently, there were some problems for Thai women. Subsequently, its patterns were adapted based on Thai women's structure mainly. In addition, Body Survey Section was also established to survey body and shape of Thai women regularly in order to respond to customers' demands as much as possible.

The first imported lingerie design was almost 100% made of cotton fully or mixed with lace. Its straps were also made of cotton. However, it was uncomfortable because such cotton was not flexible like current one. Its patterns were also simple with three colors including white, beige, and black. Formerly, its price was around 8 baht and not more than 20 baht. Subsequently, lingerie industry was developed on its materials in order to suit Thai women's body more properly including its patterns with cutting for supporting breasts, cloth making techniques, or utilization of new materials besides former cotton, for example, powernet fabric, and some fabric with spandex or lycra that would help to improve flexibility making wearer feel more comfortable.

**Figure 12**  
Wacoal lingerie shop in 1970.



**Figure 13**  
Components of Bra and Underwear by Junjira Monnin.



### THAI WOMEN PHYSIOLOGICAL

Information on Thai Women's Body: Currently, it is found that body size and breast size of Thai women are getting bigger every year. Based on researches officially conducted by the researchers of Wacoal and Thai Industrial Standards Institute (TISI) since 1981 and repeated every five years, it was found that breast size of Thai women has increased regularly as follows:

**Table1**  
**Physiological Transformation of Thai Women During 1982 to 2009**

Physiological Transformation of Thai Women (Compared during 1982 to 2009)		
body measurement	Data	+ Increase / - Reduce
Height	158 cm.	+ 4.8 cm.
Weight	54.5 kg.	+ 4.3 kg.
Bust	87.9 cm.	+ 4.8 cm.
Waist	72.1 cm.	+ 4.7 cm.
Hip	94.8 cm.	+ 5.4 cm.

In the light of physiology, the cup size of most Thai women is currently larger and the amount of women with C cup will become the majority that is different from the past that most women had AA cup. Due to changing period, women have learned to look after themselves with better health, hygiene, and living. They had more choices on diet and higher level of fast food consumption due to hasty lifestyle. In comparison with the past, it could be seen that current Thai girls grow more rapidly than those in the past.

### METHODOLOGY

Part 1 :Data was collected from some historical evidences and some foreign and Thai textbooks were studied. Moreover, photos of some sculptures and mural paintings of some ancient temples were also studied in order to reflect the way of life of ancient people.

Part 2 :Data was collected by conducting an interview with some experts on lingerie and woman's physiology of Thai Wacoal Public Company Limited.

Part 3 :Data was collected from 100 questionnaires completed by sampled women with the age over than 50 years in Bangkok and surroundings.

## RESULTS

From data collection obtained from historical evidences on dressing of Thai ancient women related to lingerie wearing, Thai women's lingerie wearing could be divided into 4 major periods as follows:

**Table 2**  
**Evolution of Thai Women Lingerie.**

Period	Top	Bottom
1 <sup>st</sup> Period: When Thai women preferred baring their breasts. <ul style="list-style-type: none"> <li>• Thawarawadi (557-1057)</li> <li>• Srivijaya (757-1257)</li> <li>• Lop Buri (1057-1357)</li> </ul>	<input type="checkbox"/> Topless	-
2 <sup>nd</sup> Period: Most of Thai women still preferred topless but they started to cover their breasts with shoulder cloth. <ul style="list-style-type: none"> <li>• Chiang Saen (1118-1188)</li> <li>• Sukhothai (1249 – 1463)</li> </ul>	<input type="checkbox"/> Topless <input type="checkbox"/> Shoulder cloth	<input type="checkbox"/> Tew: looks like Thong (During their period)
<ul style="list-style-type: none"> <li>• Ayutthaya (1350 – 1767)</li> </ul>	<input type="checkbox"/> Topless <input type="checkbox"/> Ta Beng Man <input type="checkbox"/> Shoulder cloth <input type="checkbox"/> Breast wrapper	
<ul style="list-style-type: none"> <li>• Thon Buri (1767 – 1782)</li> <li>• King rama 1 (1782-1809)</li> <li>• King rama 2(1809-1824)</li> <li>• King rama 3 (1824-1851)</li> </ul>	<input type="checkbox"/> Topless <input type="checkbox"/> Shoulder cloth <input type="checkbox"/> Breast wrapper	
3 <sup>rd</sup> Period: The combination period of topless, shoulder cloth and different styles of breast wrapper. The influence of western lingerie started. <ul style="list-style-type: none"> <li>• King rama 4 (1851-1868)</li> <li>• King rama 5 (1868-1910)</li> </ul>	<input type="checkbox"/> Topless <input type="checkbox"/> Shoulder cloth <input type="checkbox"/> Breast wrapper <input type="checkbox"/> Five seam blouse	<input type="checkbox"/> Tew: looks like Thong (During their period) <input type="checkbox"/> Smocking Panty
4 <sup>th</sup> Period: When Thai women have worn lingerie. <ul style="list-style-type: none"> <li>• King rama 6 (1910-1925)</li> <li>• King rama 7 (1925-1934)</li> </ul>	<input type="checkbox"/> Five seam blouse <input type="checkbox"/> Cotton long-bra	<input type="checkbox"/> Smocking Panty <input type="checkbox"/> Panty
	After world war 2 (1937-1957) Imported Lingerie.	



<ul style="list-style-type: none"> <li>• King rama8 (1934-1946)</li> <li>• King rama 9 (1946-2016)</li> <li>• King rama 10 (2016-Present)</li> </ul>	<ul style="list-style-type: none"> <li>☐ Long-bra</li> <li>☐ Half-bra</li> <li>☐ Lace bra</li> <li>☐ etc.</li> </ul>	<ul style="list-style-type: none"> <li>☐ Smocking Panty</li> <li>☐ Bikini</li> <li>☐ Thong</li> <li>☐ etc.</li> </ul>
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## CONCLUSION

From data collection, it could be perceived that Thai women have learned to cover their breasts since ancient time in the form of wrapping and covering cloth on breasts with different styles. Social, administrative, and cultural changes have influenced the way of life and lingerie wearing of Thai women from the period of naked breasts to the age of lingerie. Formerly, lingerie was customized for each person before being developed until there were some standard sizes with various designs as shown in present time.

Most western women wear lingerie for warming their body and it is also suggested medically that lingerie wearing can prevent some germ and dirty things from exposing to body. Ancient Thai women preferred baring their breasts due to the hot weather of Thailand. In the Thai society, lingerie wearing was adapted from western culture but breasts covering using fabric wrapping had been used since Chiang Saen period (around 543 – 1188). However, if lingerie means something that women wear for covering nipples or supporting breasts, it could be considered that Thai women started to wear lingerie in the reign of King Rama IV that was the beginning of Plei-Nom. In the reign of King Rama V, dressing of people in Thai society highly changed due to legislation of the act stipulating that Thai women had to wear clothes properly and entirely before leaving home. Consequently, Thai women turned to wear lingerie increasingly leading to the invention of blouses with five seams and blouses with round-necked sleeveless collar. In the first period, purpose of wearing lingerie is only for politeness and preventing sweat to stain outer clothes. This was different from current linter that is designed for highlighting shape of wearer. In addition, some lingerie designs are also worn as outer clothes frequently. Currently, there are only old women who wear blouses with five seams and blouses with round-necked sleeveless collar.

After World War II, Thailand imported ready-to-wear lingerie from Japan by Wacoal brand. At the beginning the design basically used cotton, custom-made only. The tailors needed to measure the individual size and adjust one by one. Later on it began to produce a standard size in a variety of designs. Now it has been developed with a soft touch fabric, stretching material and advanced sewing techniques.

Lingerie design is still performed in accordance with outer clothing trends, i.e., some trends demanding wearers to have firm breasts while other trends may require wearers to have naturally circular breasts or some trends may require light look as if wearers wearing nothing. In conclusion, lingerie design could help to promote or fix women's body to be as demanded. Accordingly, lingerie is till necessary for women continually.

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# SATISFACTION OF URINATION PROMOTION IN BENIGN PROSTATIC HYPERPLASIA

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## ABSTRACT

To study the satisfaction of using clinical practice guideline for promoting urination in the elderly priests with Benign Prostatic Hyperplasia, by adopted the clinical practice guideline for promoting urination in the elderly with Benign Prostatic Hyperplasia, at Urology Surgical ward, Priest Hospital. Sample were 20 priests, who aged 60 years old or over and suffer from Benign Prostatic Hyperplasia. Questionnaire was used to collect data. Statistic to be used in this study was percentage, average, and standard deviation. This study was divided into two parts: first part, investigate the satisfaction of priests, who received care from the health care team, according to clinical practice guidelines for promoting urination (CPGs). Results showed that the priests were satisfied in the knowledge about the disease, diagnosis, and treatment other complications up to 90 percent; second part, investigate the satisfaction of CPGs users. Results showed that the overall satisfaction level from clinical practice guidelines was high (87.5 percent), suitable for adoption up to 87.5 percent, easy and comfort to use, and possibly continuous clinical practice guideline.

Suggestion

1. When using clinical practice guideline for promoting urination in the elderly with Benign Prostatic Hyperplasia, the Urology Surgical OPD should assigned the health care team to participate in this clinical practice guideline for more effectiveness of care.
2. Future study should investigate the effectiveness of current clinical practice guideline for promoting urination in the elderly with Benign Prostatic Hyperplasia, and compare the effectiveness of current clinical practice guidelines for the better one and also improves the performance of the health care team

**Keywords**--Benign Prostatic Hyperplasia, Clinical Practice Guideline of Urination Promotion, Satisfaction, Priests

## INTRODUCTION

BPH is the men's health issues which stems from changing the sex hormones. [1] [2]. The incidence was found about 40 percent in men between 50-60 years old, possibly increasing to 70 percent between 61-70 years old, and could reached to 90 percent between 80-90 years old. Recently, the research found that two out of five Thai men suffer from BPH [3]. In Thailand, during 2550 to 2552 B.E., this incidence rate per 100,000 population was 116.38, 130.80, and 141.95, in respectively. Record from Urology Surgical ward, Priest Hospital, revealed that there was 52 percent with Benign Prostatic Hyperplasia. All of them were priest, age over 60 years old (Medical Records, Priest hospital, 2557). Signs and symptoms that occur because of the prostate which surrounds the urethra grow in size and to squeeze the urethra cause of narrow of urethra include difficulty starting a urine stream (hesitancy and straining), decreased strength of the urine stream (weak flow) dribbling after urination feeling that the bladder is not completely empty, an urge to urinate again soon after urinating, and pain during urination. In addition to the symptoms mentioned above, the irritation that affects the



response of the bladder from the prostate to grow, which include frequent urination, having to get up to urinate at night, causing sleep disturbance, fatigue, anorexia, resulting in deteriorated health condition .[4] In some case, the patients may unable to urinate by themselves and have to retained catheter for life .[5].The impact from BPH could identified into 3 categorizes; first impact was physical impact, which effect on the lifestyle and quality of life; second impact was social impact such as fail in interaction, embarrassing, and loss of self-confidence [6] ; and third impact was economy impact that often occurs after the behavioral modification. If the symptoms was not improved, the doctor need to treat by medication. However, if they still no fully improved, the doctor will determine the treatment method for prostate surgery. All impacts affecting the quality of life of patients. Therefore, the patients should and to reduce the impact of such patients with an enlarged prostate should be encouraged to urinate, urinary excretion better.

Factors effected the severity of urinary stress disorder in BPH include 1) fluid intake 2) obesity, especially abdominal obesity that increased abdomen pressure. As a result, increases the function of the autonomic nervous system. Patients will have frequent urination and urinary incontinence 3) people who ignore to exercise could lead to have poorly elasticity of the muscle or sphincter [7-8] 4) eating a high-energy, carbohydrates, fat and protein, a major risk factor causing obesity [9-10] 5) beverages containing caffeine 6) smoking and 7) constipation.

The promotion of urination from Benign Prostatic Hyperplasia was the process for promoting urination in elderly in order to have better urinate, prevent disease symptoms intensified[11-14], and reducing the cost of care. In addition, the patients should have adequate knowledge and skills to manage their urinary disorders which were as follows: 1) to educate the patients for more understanding which leads to confidence and cooperation of care (Education and reassurance); 2) to modify the lifestyle; 3) to intervene the behavior; 4) cauterization care for the patients who cannot urinate or urinary retention and need to retained catheter. This study investigates the satisfaction of using clinical practice guideline of the Australia National Health and Medical Research Council [NHMRC] for promoting urination in the elderly priests with Benign Prostatic Hyperplasia at Urology Surgical ward, Priest Hospital.

## **METHODOLOGY**

### **1. Research Questions**

How preference for using of clinical practice guideline for promoting urination in the elderly priests with Benign Prostatic Hyperplasia is ?

### **2. Objective of the research**

To study the satisfaction of using clinical practice guideline for promoting urination in the elderly priests with Benign Prostatic Hyperplasia at Urology Surgical ward, Priest Hospital

### **3. Population and sample**

Population in this study was the priests, aged 60 years and over, with Benign Prostatic Hyperplasia at Urology Surgical ward, Priest Hospital. Sample was 20 priests .The inclusion criteria was the priests, aged 60 years old and over, with Benign Prostatic Hyperplasia, who neither planned nor prostate surgery and urinary problems caused by the enlarged prostate

### **4. Instrument**

1. Questionnaire: the overview of the CPGs users including gender, age, education, job tenure, and already trained on using the clinical practice guideline for promoting urination in the patients with Benign Prostatic Hyperplasia.

2. Questionnaire: the possibility to use of clinical practice guideline for promoting urination in the elderly priests, aged 60 years old or over, with Benign Prostatic Hyperplasia.

## **RESEARCH RESULTS**

Part 1: The demographic of elderly priests with Benign Prostatic Hyperplasia.

**Table 1**  
**Number and percentage of elderly priests with Benign Prostatic Hyperplasia at Urology Surgical ward, Priest Hospital. Classified by age, education, primary caregivers, and preferential treatment.**

Demographic	Frequency (n=20)	Percent
<b>Age (year)</b>		
60-69	8	40
70-79	8	40
80-89	3	15
90-100	1	5
<b>Education</b>		
Primary school	17	85
Secondary school	2	10
Diploma	1	5
<b>Primary Caregiver</b>		
Child	10	50
Wife	3	15
Other priest from same Temple	7	35
<b>Preferential Treatment</b>		
Welfare scheme	19	95
Government officer	1	5
<b>Total</b>	20	100

Sample in this study was the elderly priests with Benign Prostatic Hyperplasia at Urology Surgical ward, Priest Hospital. The demographic was as follows; all participants were male, age between 63-93 years old, 73.3 years old in average. Most of the sample were finished in primary school (85 percent), followed by secondary school (10 percent), and diploma (5 percent). The patients' care givers were their child, wife, and other priest from the same temple, which are 50 percent, 15 percent and 35 percent, in respectively. Preferential treatment was welfare scheme (95 percent) and government officer (5 percent).

Part 2: The satisfaction of elderly priests with Benign Prostatic Hyperplasia on clinical practice guidelines for promoting urination.

**Table 2**  
**Number and percentage of elderly priests with Benign Prostatic Hyperplasia, classified by level of satisfaction on clinical practice guidelines for promoting urination (n = 20).**

Satisfaction of Care	Level of Attitude					
	High		Moderate		Low	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
1. geriatric diagnosis and assessment before promoting urination	11	55	9	45	0	0
2. health education investigation and treatment other complication	18	90	2	10	0	0
3. promoting urination	13	65	7	35	0	0
4. follow up and give the instruction for self-management	17	85	3	15	0	0
5. medium for promoting urination	11	55	9	45	0	0

Satisfaction of Care	Level of Attitude					
	High	Moderate	Low	Frequency	Percent	
6. overall satisfaction on promoting urination	17	85	3	15	0	0

Table 2 showed the satisfaction of the health care team on elderly priests with Benign Prostatic Hyperplasia on clinical practice guidelines for promoting urination. The research found that most of the priests satisfied on geriatric diagnosis and assessment before promoting urination at high level (11 priests, or 55 percent), and moderate level (9 priests, or 45 percent). They were satisfied on health education investigation and treatment other complication at high level (18 priests, or 90 percent), and moderate level (2 priests, or 10 percent). Next, satisfaction on promoting urination was at high level (13 priests, or 65 percent), and moderate level (7 priests, or 35 percent). The satisfaction on follow up and give the instruction for self-management at high level (17 priests, or 85 percent), and moderate level (3 priests, or 15 percent). Table 2 also revealed that the satisfaction on medium for promoting urination was at high level (11 priests, or 55 percent), and moderate level (9 priests, or 45 percent). Finally, the overall satisfaction on promoting urination at high level (17 priests, or 85 percent), and moderate level (3 priests, or 15 percent).

Part 3: The satisfaction of users on clinical practice guidelines for promoting urination in elderly priests with Benign Prostatic Hyperplasia

**Table 3**  
**The satisfaction of users on clinical practice guidelines for promoting urination in elderly priests with Benign Prostatic Hyperplasia**

Satisfaction of Care	Level of Attitude					
	High	Moderate	Low	Frequency	Percent	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
1. ease and comfort to use	6	75	2	25	0	0
2. suitable for Urology ward	7	87.5	1	12.5	0	0
3. benefit for clinical practice guideline	8	100	0	0	0	0
4. possibly continuous clinical practice guideline	6	75	2	25	0	0
5. overall satisfaction on clinical practice guideline	7	87.5	1	12.5	0	0

Table 3 showed the satisfaction on clinical practice guidelines for promoting urination in elderly priests with Benign Prostatic Hyperplasia. Results showed that majority of the users satisfy with ease and comfort to use at high level (6 priests, or 75 percent), and moderate level (2 priests, or 25 percent). They was satisfied on suitable for Urology ward at high level (7 priests, or 87.5 percent), and moderate level (1 priest, or 12.5percent). The satisfaction on benefit for clinical practice guideline at high level (8 priests, or 100 percent). Next, they were satisfied on possibly continuous clinical practice guideline at high level (6 priests, or 75 percent), and moderate level 2 priests, or 25 percent). Finally, the overall satisfaction on clinical practice guideline at high level (7 priests, or 87.5 percent), and moderate level (1 priests, or 12.5 percent).

## DISCUSSIONS

The study of using clinical practice guideline for promoting urination in the elderly priests with Benign Prostatic Hyperplasia. The research found that the majority were satisfied on health education investigation and treatment other complication at high level (90 percent), follow up and give the instruction for self-management (85 percent), and overall satisfaction on promoting urination (85 percent). The research resulted consistent with



the study of Pen Pengpuengkaew (2554) [15] which showed that the elderly with Benign Prostatic Hyperplasia satisfy on the clinical practice guideline for promoting urination at high level (100 percent).

All CPG users were registered nurses at the urology surgical ward, Priest Hospital. They satisfied on benefit for clinical practice guideline, suitable for Urology ward (87.5 percent), ease and comfort to use (75 percent), possibly continuous clinical practice guideline (75 percent), and the overall satisfaction on clinical practice guideline (87.5 percent). The research resulted consistent with the study of Pen Pengpuengkaew (2554) which showed that CPG users at the urology surgical ward, Ratchaburi Hospital, were satisfied on ease and comfort to use, suitable for Urology ward, benefit for clinical practice guideline, possibly continuous clinical practice guideline, and the overall satisfaction on clinical practice guideline at high level (87.5 percent).

## CONCLUSIONS

This study was divided into two parts: first part, investigate the satisfaction of priests, who received care from the health care team, according to clinical practice guidelines for promoting urination (CPGs). Results showed that the priests were satisfied in the knowledge about the disease, diagnosis, and treatment other complications up to 90 percent; second part, investigate the satisfaction of CPGs users. Results showed that the overall satisfaction level from clinical practice guidelines was high (87.5 percent), suitable for adoption up to 87.5 percent, easy and comfort to use, and possibly continuous clinical practice guideline.

## SUGGESTIONS

1. When using clinical practice guideline for promoting urination in the elderly with Benign Prostatic Hyperplasia, the Urology Surgical OPD should assigned the health care team to participate in this clinical practice guideline for more effectiveness of care.

2. Future study should investigate the effectiveness of current clinical practice guideline for promoting urination in the elderly with Benign Prostatic Hyperplasia [16-17], and compare the effectiveness of current clinical practice guidelines for the better one and also improves the performance of the health care team.

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# EXPLORING HEALTH STATUS AMONG OLDER ADULTS IN THE URBAN COMMUNITY OF BANGKOK, THAILAND

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## ABSTRACT

**Purpose of research:** The objective of this study was to explore health status among older adults with hypertension in an urban community of the Bangkok Metropolitan Administration.

**Methodology:** Twenty participants were recruited. The majority of participants were female (65%), with an average age  $\pm$  SD of  $73.1 \pm 12.6$  years old ranging from 50 to 93. Interviews focused on participants' health during the two weeks prior to the interview

**Results:** and most of them rated their health status as good to moderate (90%), with the remainder describing it as fair (10%). However, most also mentioned several chronic illnesses, such as hypertension plus with more than one additional chronic problems (40%) or hypertension and one other chronic condition (40%). Regarding their daily activities, most participants reported that they enjoy a simple lifestyle with their family and engage in social leisure activities, such as consuming quality and healthy foods and food supplement products, socializing with their neighbors, participating in festival events, and receiving an annual health check-up. The participants stated that, concerning dietary intake and their chronic conditions, high blood lipids were difficult to control by themselves because of variety of foods and sweets in their diets. Some participants reported that they exercise regularly for 20-30 minutes during the week at a community center, or that they exercise by themselves at home, in order to keep in good physical health and to reduce stress. We conclude that individual health status, including psychological and social well-being, among older adults in urban communities should be studied in relation to several practices, in order to help this population practice self-care and get a suitable amount of exercise. Professional health-care teams should establish an appropriate model for sustainability and better health for older adults with chronic conditions in the community.

**Keywords:** Chronic illness, health status, self-care, older adults, urban community.

## INTRODUCTION

The prevalence of chronic diseases increases considerably along with increases in life expectancy and advanced technologies. Globally, the greater number of older people may mean that more people than ever are not suffering from age-related cardiovascular disease [4, 17, 9]. A national health survey of the Thai people has reported on the increasing rate of chronic disease in that country, and discussed diseases' impact of the rapid urbanization of modern cities and its effect on residents' lifestyles, physical inactivity and stress levels [1,16]. Furthermore, it reported that many Thais suffer from at least one chronic disease [13]. Thailand now has a global health policy with strategies to improve health care for chronic disease. It focuses on primary implementation to assist patients and their families by providing promotive, preventive, curative, and rehabilitative services for at-risk groups and those already suffering from chronic conditions [12]. Furthermore, the Thai Ministry of Public Health has launched the Thailand Healthy Lifestyle Strategic Plan 2011-2020. The plan is

being implemented throughout all health-promoting hospitals and primary care facilities under the auspices of a WHO-Thailand Country Cooperation Strategy [10]. However, several studies of primary health in older adults with chronic diseases have indicated that patients usually rely on self-care that varies depending on their own lifestyles, socioeconomic factors, cultural backgrounds, and beliefs [3, 15]. Further, the lifestyles of people in urban areas seem to be quite different from those in rural regions; for example, family size, income, and social relationship with neighbors seems to rely somewhat on one's place of residence [6]. With the above in mind, the objective of this study is to explore the health status of older adults with chronic diseases in an urban community, the Bangkok Metropolitan Administration, Thailand.

## **METHODOLOGY**

### **1. Study design**

A descriptive qualitative study was used to explore in-depth patients' self-care for their chronic diseases under primary health care services, namely Public Health Center 25 (PHC 25), in the Huai-Kwang district of the Bangkok Metropolitan Administration. Finally, the urban community of "Sunthonsiri Village," in the Huai-Kwang district, was randomly selected, with the agreement of PHC 25.

### **2. Participants and Recruitment**

Older adults who live in the Sunthonsiri Village section of the Huai-Kwang district and who receive health services at PHC25 were invited to participate in in-depth interviews during the PHC 25 healthcare team's annual health survey update, between August and October 2016. The inclusion criteria called for participants with an age greater than 50 years; those who had already diagnosed been diagnosed with at least one chronic disease, such as high blood pressure, diabetes, dyslipidemia, or kidney disease; and who follow-up regularly for treatment at PHC 25. Community members who received treatment at other healthcare services were excluded from participation. In the end, 20 participants were recruited.

### **3. Data collection and analysis**

The interviews aimed to collect health status data among participants in terms of self-care habits related to diet and nutrition, physical activity, and relaxation to reduce stress (Table 1). Face-to-face interviews were conducted, and the researchers took the responsibility of coordinating with the public health center and community involved, to ensure a sense of partnership among the community members. The interview guides aimed to engage participants in communication regarding their own lifestyles and personal health concerns relating to their chronic condition. All interviews were audiotape-recorded, and healthcare staff collected written field notes, devoting approximately 30 minutes to each person, or until saturated. Also, a form of a triangulation approach was used to understand people's behaviors using various interpretations from different disciplines to bring a variety of perspectives to the analysis [14]. For the ethical considerations, all interview participants underwent informed consent about our recruitment and in-depth interview; these forms which provided by PHC 25.



**Table 1**  
**The Interview Guide**

List	Category of interview guides
Diet and nutrition	How do you perform self-care for dietary and nutrition concerns?
Physical activity	How do you perform self-care for physical activity and exercise?
Stress and relaxation	How do you perform self-care for stress reduction?

## RESULTS

### 1. Interview participants' characteristics

A majority of participants were female (65%), with an average age (SD) of 73.1 (12.6) years old (full age range: 50 to 93 years). Furthermore, they mentioned several chronic illnesses from which they suffered, including hypertension and other health problems such as diabetes, stroke, gout, knee pain, and dyslipidemia. Before the start of each interview, participants were asked to self-rate their health during the past two weeks. Most of them stated that self-rated health was good to moderate (90%), and the remaining described it as fair (10%). The distribution of participants' general characteristics are shown in Table 2.

**Table 2**  
**Distribution of Interview Participants' General Characteristics**

Variables	n = 20	(%)
Sex		
Male	7	(35.0)
Female	13	(65.0)
Age (years)    Mean (SD) 73.1 (12.6)		
51-60 years	4	(20.0)
61-70 years	4	(20.0)
71-80 years	8	(40.0)
> 80 years	4	(20.0)
Marital status:		
Married	9	(45.0)
Widowed/Divorced/Separated	11	(55.0)
Educational level		
No education	2	(10.0)
Elementary school	11	(55.0)
Secondary school/vocational school	7	(35.0)
Occupation		
Unemployed/retired	16	(80.0)
Employed	4	(20.0)
Smoking status		
Non-smoker	16	(85.0)
Smoker	4	(15.0)
Alcohol status		
Non-drinker	16	(80.0)
Drinker	4	(20.0)
Diagnosis of chronic disease		
Diabetes	2	(10.0)

Variables	n = 20	(%)
Hypertension	2	(10.0)
Diabetes with hypertension	2	(10.0)
Hypertension with post Stroke	4	(20.0)
Hypertension with dyslipidemia	2	(10.0)
Hypertension with other health problems (gout, cataracts, knee pain, kidney disease)	8	(40.0)
Self-rated health in the past 2 weeks		
Good	10	(50.0)
Moderate	8	(40.0)
Fair	2	(10.0)

## 2. In-depth interviews regarding self-care of older adults with chronic diseases

Three questions contained in the interview guide were used to elicit data from the participants individually. Sections on diet and nutrition, physical activity, and stress and relaxation were explored as follows:

### 2.1 Diet and nutrition

Most interviewees indicated that it was not easy to eat healthy foods for a variety of reasons. Some said there were no convenient choices for healthy foods, and one interviewee reported, “I buy some foods because it is more convenient for 1-2 members in my family, and one more reason [is that] it’s cheaper than self-cooked [food].” They also stated, “We have to eat the main dish together as a family, so it is difficult to select only healthy foods.” However, most interviewees indicated that healthy food habits, such as adding more fiber and vegetables, reducing salt intake, pursuing a low-fat diet, and limiting sweet foods helped them to self-care for their blood pressure, serum blood lipids, blood sugar, and control weight. In fact, they said that it is difficult to do well because they had no much time.

### 2.2 Physical activity

Most of the interviewees agreed that physical movement is useful for their health. Three participants agreed that exercise can help them to control serum blood lipids more than taking medication does. One man with gout and a female stroke patient indicated that physical exercise helps them to walk independently without a caregiver’s help. However, they said that they had not paid attention to do well on their own.

### 2.3 Stress and relaxation

Hypertensive interviewees concluded that stress affects their blood pressure more than other health problems because they observed themselves by monitoring blood pressure readings, which are taken care by village health volunteers. Moreover, the other interviewees, such as those with diabetes stated, “Stress made them get high blood sugar easily because of overeating.” Many agreed that spending leisure time is the best way to manage and reduce stress. Also, two female interviewees said that they use Buddhist meditation every night for relaxation, and that it can help them to sleep well. However, the oldest woman, age 89 years, said, “People get sick as their age increases, and it is wasting time to stress, so let’s sing a song every day together. T h a t i s b e t t e r f o r g o o d h e a l t h.”

## DISCUSSION

The study's findings indicated that participants were concerned about their chronic conditions, such as blood pressure readings, blood sugar and serum blood lipids, and having healthy foods. They know they need to take in less salt, less sugar, and add more vegetables to their menus. They also wanted to spend more time relaxing. On the other hand, some participants have not change their lifestyles, even after being diagnosed with one or more health problems, because "people get sick as age increases." Consistent with Prabsangob's study [11].

Due to their experiences, the participants suggested that choosing healthy foods, engaging in movement for exercise, and reducing stress by singing were useful for addressing their chronic conditions. However, they also face barriers to self-care due to circumstances, such as a lack of awareness, belief, low family support, and so on. Such findings were consistent with the study of descriptions of barriers to self-care by persons with comorbid chronic diseases [2, 5]. Similar findings about exercise show that it can relieve knee pain; these have been reported as chronic pain management plans and are among elderly people's preferred coping strategies and barriers to management [7, 8]. The study findings suggest that health status, in terms of self-care with chronic diseases, could improve outcomes in order to maintain health. The limitations of this study are, first, that it used only a purposive and small number of participants; therefore, data may not represent of all views across the urban population. Second, most participants who are diagnosed with hypertension have a wide range of ages. Therefore, the results here may not fully represent other chronic conditions. Third, the specific geographic area in this study may not be generalized to other areas.

## CONCLUSION

Individual health status, including psychological and social well-being, among older adults with chronic diseases in urban communities should be conducted in several practices in order to gather information on self-care, about healthy foods, physical activity, and stress reduction. Professional healthcare teams should establish an appropriate model for sustainability and better health being for older adults in urban communities.

## CONFLICT OF INTEREST

The authors have no conflict of interest

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# Face-to-face learning, cross-cultural virtual teams and study abroad: Incorporating experiential learning into a multi-modal class

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## ABSTRACT

Globalization necessitates that people from a wide variety of cultures are able to communicate and work together both efficiently and effectively (Javidan, 2013). Clearly, as business educators, we need to ensure that our students have the global competency to be able to work with individuals from diverse cultures, to accept and to understand various viewpoints as well as to be able to communicate effectively in a variety of situations with a variety of people with different backgrounds (Duus & Cooray, 2014; Stahl & Brannen, 2013; Taras et al., 2013). Since cross-cultural competency is of great importance in today's business world, it is essential that students have the opportunity to learn how to develop the required skills that will allow them to function effectively in a workplace that is multicultural (Erez, Lisak, Harush, Glikson, Nouri & Shokef, 2013; Javidan, 2013; Mendenhall, Arnardottir, Oddou & Burke, 2013; Taras et al., 2013).

In the past, educators have worked diligently to develop and integrate cross-cultural experiences into the business curricula in order to develop intercultural competency and improve students' cultural awareness (Demangeot et al., 2013; Johnson & Mader, 1992; Koenig, 2007; Metcalf, 2013; Tanner, 2002). One of the most common types of cross-cultural experiences is the study abroad program. These programs vary dramatically, ranging from short one week study programs usually associated with a domestic university to semester or year-long study with enrolment at a foreign university (Clarke, Flaherty, Wright & McMillen, 2009; Johnson & Mader, 1992; Wright & Clarke, 2010). These types of programs also vary by discipline, number of countries visited and types of activities undertaken. Past research has indicated that study abroad programs are highly effective in improving not only academic performance, but also graduation rates, cross-cultural skills, and global engagement (Paige, Fry, Stallman, Josić & Jon, 2009).

However, as effective as study abroad may be in helping students develop cross-cultural competency skills, there are a number of additional skills students need to develop as a result of changing technology and its impact of business. In the 21<sup>st</sup> Century, changes in technology have allowed for firms to increasingly use global virtual teams (GVTs), challenging teams to address not only cultural differences, but also nonverbal communication, trust and relationship issues common with electronic communication. As business educators, we have the responsibility to prepare students for their future employment by allowing them to experience the same type of activities in the classroom that they will face in the workplace (Erez et al, 2013, Chen, Donahue & Klimoski, 2004; Graen, Hui & Taylor, 2006).

In this paper we discuss a multi-modal approach to helping students develop cross-cultural competency in face-to-face and virtual situations with a study abroad class that incorporates a virtual cross-cultural experience with a traditional classroom experience and a study abroad component, focusing on experiential learning in all three aspects of the class.

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# **TOURISM REVENUES REGRESSION FOR TOURISM PROMOTION INVESTMENT DECISION-MADEIRA CASE STUDY**

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## **ABSTRACT**

Investors, always concern on the amount of return, they will generate from their investments. Public and private resources for promotion are limited, so it is important to create and implement a model to valuate at priori the investments made and a continuously monitoring of the return obtained, for every euro invested.

The tourism revenues regression main purpose, is to sustain the prediction, based on historical parameters for revenues on tourism, assuming tree variables that tourism promotion plans refer as main objectives of their campaign: Guests, overnight stays, revenues.

Based on the valuation model created, we can verify that according to the strategic targets, and in harmony with the previous agreed plans, the value obtained is for a return on investment is under the historic level obtained, that is about 47 times.

**Key words:** Touristy Promotion; Return on Investment; Tourist incomes; Tourism Revenues Regression.

# **Alauddin Malay King Mosque- searching for architectural symbols and identity**

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## **ABSTRACT**

Islamic architecture expresses the religious beliefs, social and economic structure, political motivation and visual sensibility of a pervasive and unified tradition. In Malaysia, the most prominent Islamic building, which is the mosque, becomes a unique piece of architecture in the country. The architecture of the mosque in Malaysia is influenced by many architectural styles.

Through this paper, the reader is given the chance to know more about the Islamic architecture focusing to the public religious building located on this part of the world. The architectural study structure focusing on the analysis of the mosque and is done on the aesthetic of Islamic decoration in the forms of light, surface and space. A combination of decorative elements, testifies the diverse artistic influences that Islamic architectures incorporates copied from different cultures and design style from different part of the world carried-in by the colonial masters.

In this study, an introduction about the mosque is given with a brief history as well. It started with the history of the state, the district and finally focused on the history of the mosque itself: Sultan Alauddin Mosque in Jugra, Malaysia. This process allowed an understanding of the site and the building and influences on the mosque noticeable through the analysis.

# THE TEACHING OF ENGLISH LANGUAGE AS A MEANS TO AN END FOR BUSINESS TOURISM

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## ABSTRACT

The tourism industry in general is one of the fastest-growing business ventures in South Africa and more than half a million of the visitors who come into the country are business tourists. This means business tourism is an important contributor to the country's economy because business tourists spend three times more than their leisure counterparts. In this scheme of things, the English language plays a very catalytic role as the dominating tool for communication between business tourism employees and their business clients. As a result, the role played by the effective teaching of English for professional uses at tertiary level, especially in rural provinces, needs to be taken to higher levels and emphasised. Hence the aim of this exposition is to drive home the fact that only competent lecturers who have already proved themselves in teaching general English at tertiary level should be allowed into the field of teaching English for Specific Purposes (ESP). This is because the specific characteristics that the English language possesses for ESP, can only be exploited better by competent lecturers who are able to recognise ways in which their teaching skills can be adapted for the benefit of their charges.

**Keywords: 1, Business Tourism. 2, English for Specific Purposes. 3, Teacher/Facilitator Competence.**

## INTRODUCTION

It was in the 1990s that South Africa joined the competitive world of the business tourism industry. Since then, the country has become increasingly involved in forging partnerships, acquisitions, associations and mergers that go outside its borders. In these endeavours, the usage of the English language is an imperative in the effective conduct of these social, economic and cultural activities. As such, the country's business tourism employees have to be at the top of their game in the use of the English language for the language adds a boost to the effort of competing at an advantage within the highly competitive world of the business tourism industry. As such, managers have to give responses to challenges through building collaborative relationships that are in tune with their clients' preferences so as to establish mutually beneficial targeted goals and this is achieved through interaction in English.

### Statement of the Problem

Since 1994, English language teaching and learning in South Africa generally has been a bone of contention and hence of great concern to all stakeholders. The concern arises from the fact that, after leaving higher education, most graduates do not have the required competencies in English to meet the imperatives of a

globalised English-oriented job market (Car, 20007) <sup>[i]</sup> Griesel and Parker (2009) <sup>[ii]</sup> established a mismatch between the skills that graduates bring as potential employees and employers' expectations of graduates' readiness for the world of work. This dissatisfaction applies to the skill and ability of teachers/lecturers in the teaching of English generally (Grosser & Nel, 2013<sup>[iii]</sup>; Neeta & Klu, 2013) <sup>[iv]</sup> and the lack of skill and ability in general English has spilled over into English for specific purposes. This state of affairs is an indictment on the tertiary education sector which has resulted in society beginning to question the virtue of a higher education qualification that leads to the majority of the graduates not being employed. Parents cannot comprehend why their children are not employed for the reason of lack of English communicative competence (Friedenberg et al., 2003) <sup>[v]</sup>. The country's graduate English language problems include: inappropriate word use and expressions, inadequate vocabulary, and lack of grammar and appropriate discourse knowledge.

The fact is most of the country's university lecturers follow the patterns that they experienced during their 'apprenticeship of observation' (Lortie, 1975: 67) <sup>[vi]</sup>. This means their experiences of being students of English themselves at university and school is what they follow and practise. But university lecturers' teaching is not expected to be simply the reproduction of the practices learnt during their own education programmes as this have been shaped by their personal socio-historical past, beliefs and values' (Borg, 2015) <sup>[vii]</sup>. The repeated reliance on the fossilised English expressions they were taught and the way they were taught from primary through to tertiary level education impacts negatively on them and their students. It is a fact that, for graduate workers to be able to exhibit the required skills in the performance of their duties, they have to be competent in the English language. Thus since English language competence in business tourism is the main thrust of this exposition, the illumination of a theoretical framework that is linked to the literature reviewed acts as a springboard to finding ways of training ESP lecturers/facilitators.

### **Objectives of the Exposition**

- Exploration of relevant literature on the pros and cons of ESP as a discipline and emphasise appropriate training for tertiary ESP lecturers.
- Come up with ideas for the criteria for lecturers to be considered for training as ESP lecturers.

Hence to kick start the threading of relevant nuances to the discussion, the literature review and theoretical framework in the section that follows is bolstered by a symbolic interactionism base.

### **Literature and Theoretical Base**

Since human behavioural patterns have to be studied through units of action that participants are engaged in, it goes without stating that the success of human transactions in the tourism industry are created and realised through effective interaction and this can only be achieved through mutual understanding that emanates from the use of a common global language. The mutual understanding between business tourism employees and



clients is realised through the use of the English language as the interchange engenders cross-cultural empathy. According to Ridley and Lingle (1996) <sup>[viii]</sup>, cross-cultural empathy is when individuals are open minded as this assists them in working successfully across cultures. This is because empathy entails communication, a sense of caring and being helpful as well as permitting a sense of mutuality and understanding across differences in value and expectation. Thus cross-cultural empathy comes into effect in business tourism when employees have the abilities and skills to identify and adapt to cultural differences between themselves and their clients which is accomplished through competence in the English language. The English language is of strategic importance because it is the most common mode of communication in global and cross-border business tourism undertakings hence it is pivotal in the business tourism industry of a country for it is a means for communicating what is relevant in context. As tourism is one of the most lucrative spheres of English for Specific Purposes (ESP), there is a need for the recognition and understanding of the requirements of the business tourism profession with the concomitant strive to adapt to the requirements so that tertiary students can be prepared differently from the usual mainstream English. This is because students need English for specific linguistic competencies in order to achieve real world goals and not necessarily for using it in daily life.

As the learning of English corresponds to the teaching and learning aims that are in sync with the professional and geopolitical context of the educational process, an ESP programme has to be built on the assessment of the purposes, needs and functions for which the English language is required. ESP concentrates more on language in context than on teaching general English because the focal point is that English be taught as an integral part of the students' subject matter which is of critical professional importance to the students. In business tourism practice, all the communication skills are considered top skills as they are of strategic importance to practitioners in varied situations and at different position levels (Kay & Russette, 2000) <sup>[ix]</sup>. This entails the usage of vocabulary and structures learnt in meaningful context, which entrenches what is taught. In this regard, students' capabilities in the subject content in turn improves their ability to acquire English as the subject matter gives the context needed for understanding the English in use (Basturkmen, 2010 <sup>[x]</sup>; Song, 2006) <sup>[xi]</sup>. In the use of model texts and analysis and discussion, the input/ output method is the most ideal for learning varied aspects of language which include genre knowledge. This is why lecturers for ESP have to develop their own teaching materials as available materials do not always give response to the needs of the students. Hutchinson & Waters (1992: 19) <sup>[xii]</sup>, emphasise the fact that ESP is goal oriented language learning as it is an approach and not a product because all the decisions about content and method are based on the students' reason for learning. As such an appropriate and effective syllabus has to be an attempt to overcome the deficiencies of the educational system of the country. In this regard, the demand for ESP lecturer training is critical because not only is there a need for teaching English but also for special technical terms that are in conformity to the dictates of the discipline.

## Justification and Discussion

The tourism sector has been reported to positively contribute to development in target destination areas (Rogerson & Visser, 2004) <sup>[xiii]</sup> and since South African rural areas have vast potentials in this regard, their development augurs well for the country's pro-poor business tourism with the main goal of maximising benefits for local communities (Ndlovu & Rogerson, 2004) <sup>[xiv]</sup>. Since most of the popular tourist types in the country are in rural localities, it makes it a readily available opportunity for the provision of rural populations with the benefits of tourism development in the effort of creating employment opportunities and the elimination of poverty. As a country's business tourism relies on the negotiation and marketing skills possessed by the managers, it all boils down to a relevant command of the English language (Negash, 2011) <sup>[xv]</sup> as English is a tool that crosses regional, cultural and linguistic barriers. So South Africa has to regard English as a useful negotiation tool that cuts through language barriers as it is a language of world markets. As such, it is fitting to refer to the English language as an empowering tool as the reasons for learning it have become more tied to professional needs - that is, using English language skills at work.

As a working day for a business tourism worker consists of situations through which work gets done, it is during these situations that workers get challenged by the English language and it is the challenges that need attention. In this connection, Jonnaert (2007) <sup>[xvi]</sup> points out that the appropriateness of the use of the English language is determined by the ability of the worker in the given situation to use the correct language for dealing with the situation successfully. So the learning has to be based on the building up of the type of skills needed for a variety of situations. So it is a must that the training that the students go through, be carried out in such a way that the graduates are enabled to handle language situations successfully in the work place. This means that ESP modules should be based on the way the language is used in the business tourism environment. Jonnaert (2007) <sup>[xvii]</sup> argues that, language learning that is not appropriately integrated into the context is 'de-contextualised' as it means the language is being learnt for its own sake. But at tertiary level, language learning has to have a determined focus as it is a response to resolving pertinent problems in society. As such, English should be used as an empowering tool for the betterment of the country's rural poor. Hence the crucial importance of teaching English at tertiary level lies in the students' purpose for English. Since in business tourism, workers are constantly faced with English interaction situations which they have to deal with, it is a given that in training, they should be taught in such a way that they can successfully handle language situations. I need to underscore the fact that the successful handling of a situation does not only entail linguistic competence, as it has to be matched by politeness and patience as the flouting of etiquette rules by tourism employees, can result in the failure of a business transaction because those involved do not have the right attitudes in dealing with situations.

Since lecturers for business tourism, have to prepare student tourism employees in meeting all kinds of demands made by clients in the English language, this is the reason for the interaction in this sector being most

sensitive. As such, business tourism employees have to communicate ideas without ambiguity and without causing anxiety to the tourists. They are also expected to have the strategies for clarifying and checking unclear information as the priority is to understand and to be understood. All this amounts to a focus on the learning of appropriate language and behaviour for the situations in which tourism employees operate. Therefore, ESP teaching should facilitate the training of business tourism workers to communicate more effectively with international tourists and provide better customer service, thereby improving guest satisfaction and ultimately boosting the rural business tourism industry.

Each of the rural South African provinces, offers a potentially unique business tourism entity that combines African traditional culture as well as expansive wildlife and scenic beauty attractions. In fact the White Paper on the Development and Promotion of Tourism in South Africa (DEAT, 1996) lays emphasis on the fact that the prime tourism attractions are not found in the city centres but are found in the rural areas. But the English language challenges in the country can act as a stumbling block to the desire by rural locales for sustainable business tourism development. Since the tourism industry is cited as one of the anchors for economic growth and employment creation in South Africa and the region as a whole, human resource development through ESP is critical to the success of business tourism in the country's rural provinces. One needs to underline the importance of synergy between ESP teaching programmes and provincial business tourism industry as a worthwhile venture. This is because the connection is pivotal to the assurance of a steady all-year-round business tourism clientele. As ESP is indispensable at both the regional and global market levels, its importance has to be given validation through the appropriate training of the country's facilitators.

### **ESP Facilitator Training**

The quality of teaching is a key determinant of the learning that takes place and teachers of ESP are required to have the knowledge of both the subject matter of ESP and the effective approaches to teaching and learning it. The work of the ESP lecturer involves much more than teaching because it entails the roles of teacher, course designer, materials provider, collaborator, researcher and evaluator all rolled up in one. This is the reason behind Dudley-Evans & St John (1998)<sup>[xviii]</sup> preferring the ESP practitioner title to teacher. In addition, for ESP teaching, the methodology is more specific because the teacher's role demands that a real and authentic communication atmosphere is created in class that is based on the students' knowledge. Secondly, the role involves planning the course and providing materials for it and this could entail the adapting of materials or even having to write own material when the readily available material is not suitable. These materials have to cover and conform to the stipulations of grammatical structures, functions, discourse structures, skills, and strategies of the English language. All this entails working closely with field specialists in order to adopt the methodology and activities of business tourism. This is why ESP facilitators/lecturers have to be of good standing, who are competent in the English language.

But how prepared are tertiary lecturers for teaching ESP, which has both a knowledge and a skill base need to satisfy? This is a question of particular pertinence to the country's higher education landscape as lecturers need advanced academic expertise as they are faced with contextual challenges. An ESP programme should be one that is an improvement over the general English teaching courses as it has to be in tune with employers' needs. As such, a lecturer has to be well versed in the English language because in ESP, language is embraced as 'situated language use' (Baturkmen, 2010: 8) [ibid]. In fact Tudor (1997: 9) [<sup>xix</sup>], aptly points out that ESP deals with 'domains of knowledge, which even the average native speaker of English cannot reasonably be expected to be familiar with.' Hence it is not every lecturer in English language who can be specialised for ESP as only those who are well-educated and have received proper grounding and training as lecturers in tesol are ready and should be selected for continuing personal education. This is because these can offer the appropriate knowledge that is helpful to students at this critical stage because envisaged ESP materials for use have to function as critical connection between what has already been learnt (existing knowledge) and new information (Hutchinson & Waters 1992) [ibid].

It is only a competent lecturer that can make the most of the students' knowledge of the subject content as s/he liaises with content specialists in designing appropriate lessons for business tourism. S/he listens carefully to what the students are saying and gives appropriate feed-back in terms of the students' understanding or misunderstanding because s/he possesses the skills in the communicating and the mediating of necessary professional linguistic elements that create the appropriate learning atmosphere for ESP. This is why appropriate lecturer training should be a major part of resolving both pre and in-service training as well as professional development as the need is felt right through the varied levels of the country's educational sector.

### **Recommendations**

Therefore in the light of the form of professional English language competence needed for the country, the recommendations are that

- Tertiary level English facilitators should be highly qualified and competent experienced teachers.
- A strategically planned ESP practice-based professional training for facilitators for the country's rural provinces should be emphasised and appropriately developed.

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# Dealing with Identity Loss and Stigma of Unemployment in Georgia - Perspective of Youth

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## ABSTRACT

Unemployment is one of the leading social problems of Georgia. The highest level of unemployment is among young population within the 20-24 year age group (30.5%) followed by the age group of 25-29 (23.5%) (Geostat, 2016).

This paper examines how unemployed youth deal with the challenges of identity loss and stigma related to unemployment. The research uses the following variables: social identity, attitudes towards unemployment, self-esteem, happiness, optimism, job-searching strategies and social support. Survey research was conducted with 110 unemployed young people (83.6% females and 16.4% males; average age 24 ).

The most of the participants think that the main reason for their unemployment is a lack of jobs in the country, followed by a mismatch between a received qualification and the Labour Market needs.

Youth thinks that unemployment is crucial to their economic independence, social inclusion and their well-being. Participants think that unemployment makes them vulnerable. In general unemployment, status is inferior to them. They have more positive attitudes towards employed youth. They evaluate the group of unemployed peers more negatively than themselves.

Participants point out that they do not feel comfortable to be depended financially on their family members. Most of the participants think that people around them express a lack of initiative to communicate with them because of their unemployment status. To fill the time gap youth try to participate in various informal courses, follow hobbies and keep themselves busy.

Youth thinks that they are active in searching employment opportunities; despite the failure, they are quite optimistic in getting employed. In general, youth have the optimistic attitude towards their future.

*Keywords: youth unemployment, stigma, social identity.*

# **The Portuguese Presence in the Arabian Gulf as Reflected in Local Omani Historical Narratives**

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## **ABSTRACT**

The local narratives, chronicled in Omani sources, which encompass the Portuguese presence in Oman and the Arabian Gulf provided a densely rich data integral to the historical investigation of that eventful era. The data, preserved in Omani historical records, includes, among other issues, a complex pattern of indications, allusions and references to pivotal political, military and reformative events shaping the history of the region.

Historically, the Ya'ariba of Oman took the initiative of vigorously liberating the coasts of the Gulf and the Arabian Peninsula from the Portuguese occupation. Their powerful naval forces relentlessly chased the defeated Portuguese war ships throughout the coasts of East Africa and across the Indian Ocean. In Omani historical annals, considerable emphasis was placed on the military and political conflict between both sides and the heroic role played by the Ya'ariba state in crushing the Portuguese invaders.

Within this historical parameter, the paper explores the above-mentioned narratives in order to reveal their significance in documenting the history of the Arabian Gulf during the epoch of the Portuguese presence in the region. An examination of these valuable narratives will spotlight the impact of the Portuguese colonization on the enormous changes integral to the region and the key role of Nasir bin Murshid Al Ya'aribi in unifying Oman as a pre-text to challenge external dangers. The paper also scrutinizes the crucial historical and military developments in the aftermath of the confrontations between the two sides and the emergence of a deep awareness of the inevitability of conducting new reforms to cope up with the repercussions emanating from the Portuguese invasion.

Finally, the paper will conclude with an emphasis on the substantial significance of these Omani narratives historicizing the Portuguese invasion of the Arabian Gulf which characterized the advent of the modern era in the region.

# Antecedents of Customer Satisfaction Levels in UAE Museum Shops

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## ABSTRACT

Customer satisfaction typically measures the degree of satisfaction provided by an organization's goods and services. Organizations are interested in measuring customer satisfaction levels as such measurements form a critical element of product and service improvements that in turn contribute to the sustainability of those organizations. Museums face distinctive challenges in this area due in part to their traditional emphases on the roles of nostalgia and education as key marketing attributes, in contrast to the contemporary entertainment model that tend to dominate in other types of customer attraction services. This marketing challenge is of heightened importance in places such as the United Arab Emirates, which have placed a high emphasis on the role of tourism as a future driver for the national economy. As such, the purpose of this paper is to investigate customer satisfaction of visitors to history museum stores. Relying on findings obtained from a survey of visitors to seven museum shops, the paper concludes that the central factor contributing to customer satisfaction with museum stores appears to be satisfaction with the museum itself. It is therefore recommended to museum administrators to concentrate improvement efforts on the museum itself.

**Keywords:** Customer Satisfaction, UAE, Museums

# COMPARISON OF SKIN APPEARANCE WITH APPROPRIATE TIME IN SELF REFLEXOLOGY AREA WITH THAI TRADITIONAL MEDICINE IN GERIATRICS

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## ABSTRACT

Wata (Wind) in Thai Traditional Medicine were the symptoms of dizziness, numbness, dizziness appearance there was the elderly often and easier, difficult recovery and sometime fainted. Self-resuscitation first aid is the vital signs stimulation with the reflexology ankle, it is a sensitive area. Pressing the long and often, to changed skin appearance at reflexology area. Aim: To study appropriate time (10 or 15 or 20 second), that does not make the change skin but has a stimulating effect on resurrection of the elderly with Thai Traditional Medicine. Quasi-experimental research used the elderly 28 samples, assessment of observing skin appearance at self-reflexology area, Pearson Chi-Square, the press time 10, 15 and 20 seconds. The test compares by implied 1(normal skin), 2(redness), 3(dent press), 4(green) and 5 (redness and dent Press), and a translation of 0/1 value (0=no change, 1= change), intervention by before and after fifth Inner Leg Signal reflexology at 10 second 15 second and 20 second. Data were analyzed using frequency, percentage, mean ( $\bar{x}$ ), and Pearson Chi-Square. Results: The most seniors mean 71.82 years old. Skin appearance before the trial is normal skin 96.4% ( $\bar{x}$  =1.036); after treatment for 10 seconds are normal skin 82.1% ( $\bar{x}$  = 1.321), 15 and 20 seconds are normal skin 64.3 % & 24.9% ( $\bar{x}$  = 1.679&  $\bar{x}$  = 2.714) respectively. Pearson Chi-Square test, during the three-time results in change on the skin appearance of age and mood the elderly a statistically significant no difference 0.10. Conclusions: Fifth Inner Leg Signal Reflexology, ten seconds press, have appropriate time to stimulating affect the skin appearance at self-reflexology area of Thai Traditional Medicine in Geriatrics.

**Keywords**–Appropriate, Time, Reflexology Area

## ABBREVIATIONS

p = p-value; sec. = seconds; n = number; min = minimum; max = maximum;  $\bar{x}$  = mean; S.D. = Standard deviation; V = Coefficient of variation; % = percentage.

## INTRODUCTION

Wata (Wind) in Thai Traditional Medicine (Pennapha thamcharent & faculty, 2006) were the symptoms of dizziness, numbness, dizziness, more or less wind up to brain and more or less wind down the lower appearance there (Jerasak Jareanpan, 2010) was the elderly often and easier, difficult recovery and sometime fainted. Self-resuscitation first aid is the vital signs stimulation with the reflexology ankle (Fifth Inner Leg Signal Reflexology); it is a sensitive area, lack of skin elasticity, less moisture, decreased subcutaneous fat according to age (Prasert Assantachai, 2013). Pressing the long and often may affect the appearance of the skin around the spot. The previous studies on reflexology to stimulate the vital signs that the area can increase systolic blood pressure and respiration rate at press time 10 seconds, compared to the five seconds are no different. This study for appropriate time to press the reflexology stimulation of vital signs for 10 seconds, 15 seconds and 20 seconds, which does not make the changed skin appearance, but it, has a stimulating effect on the resurrection of the elderly. And ensure that the pressure does not harm the skin of the elderly self-reflexology.

### **1.1. Objective**

To study appropriate time at 10 or 15 or 20 second in self-reflexology area of Thai Traditional Medicine in Geriatrics.

### **1.2. Hypothesis**

Appropriate time at 10 or 15 or 20 second in self-reflexology area of Thai Traditional Medicine in Geriatrics has difference.

## **LITERATURE & THEORY**

The reflexology ankle (Fifth Inner Leg Signal Reflexology); of seniors have fragile skin that lacks of skin elasticity. Prasert Assantachai (2013) found that the perception of pain, skin down. Damage to the skin and cartilaginous joints is thinner ability to impact reduction.

### **1.1. The observations of skin anomalies**

The observations of skin anomalies (Wachira Kasikason, 2000) are a tablet or a rash, swelling, pale. Skin may be hot or cold than usual on hand to experience depressed mood, irritability, anger (Pongsri Srimorakot, 2008) is sometimes not very flattering or flattering innocent confusion.

### **1.2. The self-reflexology in Thai Traditional Medicine**

The self-reflexology in Thai Traditional Medicine is used the main line, call "Prathan 10 line". Fifth Inner Leg Signal Reflexology (Pronnapa Kijnitshe & Kittis Lisiam, 2009) is on Sahassarangsi line (one of Prathan 10 line). A line that runs through can cause signal reflection of reflexology in the left feet, legs and ankles, to the cardiovascular system, cause stimulation of vital signs.

### **1.3. The Fifth Inner Leg Signal Reflexology**

The Fifth Inner Leg Signal Reflexology in Thai Traditional Medicine is a point below the inner leg ankle. That plans to use it for urged the resurrection of syncope symptoms.

#### **1.3.1. How massage**

Patients lay right leg straight, knee bent 90 degrees left leg, the massage couple kneeling behind the patient. Use the left hand side of the massager, press the offending inches wide by tip of the thumb facing towards you. Massage for the scale used by the three major sessions (one session is breathing in and out deeply the Doctor first time about three seconds).

#### **1.3.2. Benefits of massage**

Benefits of massage such as heating into the ankles to feet out; cure sprain ankle, dislocation ankle, inflammation of ankle pain or spasms. Toe cramps, Hypertension, cure convulsions. Good cure epilepsy or heart attack or temporary coma or abdominal cramps.

## **RELATED WORK**

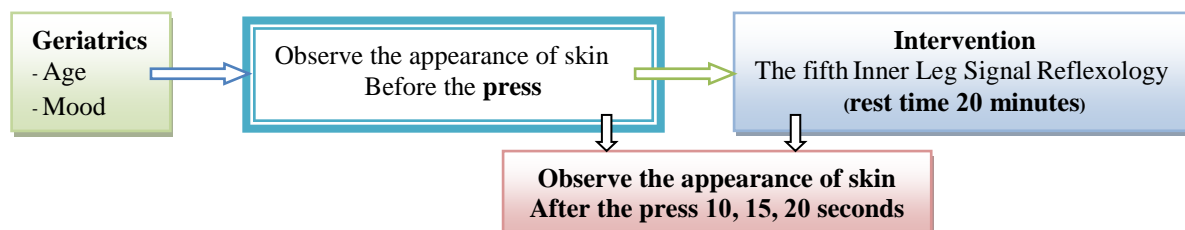
### **1.1. First Aid with Thai Traditional Medicine: Self Resuscitation with Both Hands in Geriatrics Comparison of Vital Signs**

Natsinee Sansuk and Panee Yongjaiyuth (2015) found that the fifth Inner Leg Signal Reflexology, ten seconds press, have been a stimulating effect on vital signs as systolic blood pressure and respiration rate, which showed a statistically significant difference.05 (p=0.018, 0.007 respectively) and higher than before the experiment, but five seconds press found a statistically significant no difference .05(p=0.242).

### **1.2. Comparison of Skin Appearance at Self Reflexology Area with Thai Traditional Medicine in Geriatrics**

Natsinee Sansuk (2016) found that the fifth inner leg signal reflexology, after press time 10 seconds, calculated by Pearson Chi-Square, resulting in changes on the skin appearance of male and female was a statistically significant difference 0.10 ( $p = 0.07$ ).

**Figure 1**  
**The conceptual framework of research**



## METHODOLOGY

Research is quasi experimental research. The samples were selected based on inclusion and exclusion criteria, the experimental group of 28 elderly samples, assessment of observing skin appearance at self-reflexology area, Pearson Chi-Square, the press time 10, 15 and 20 second, each rest time 20 minutes. The test compares by implied 1(normal skin), 2(redness), 3(dent press), 4(green) and 5 (redness and dent Press), and a translation of 0/1 value (0=no change, 1= change), intervention by before and after fifth Inner Leg Signal reflexology at 10, 15 and 20 second. The comparative analysis of skin appearance at self-reflexology area finds out appropriate time (10 or 15 or 20 seconds).

**1.1. Inclusion criteria:** Orawan Plankong, (2010) & Siripran sasat, (2008) & Tamtim wongprayu & porntip kompo, (2008); Elderly Older than 60 years old, both male and female, can do daily activities as usual, Resting blood pressure less than 200/100 mmHg and Voluntary Program

**1.2. Exclusion criteria:** Ankle swelling, fever higher than 38.5 °c, dermatology and infectious diseases

**1.3. Precautions Massage:** Careful or under the control of specialists

**1.4. Posture in self-reflexology;** Sitting meditation on the floor, except the elderly do not feel right, they can sitting in a backrest chair.

**Figure 2**  
**Posture in self-reflexology**



### 1.5. Data Collection

Interview and Recording form for assessment of observing skin appearance at self-reflexology area in the elderly by research assistant, researcher and specialists of reflexology, teaching self-reflexology of the elderly was correct. The study areas were Watt Swat Wari Sima Ram and Nakhon Chai Si community, Dusit, Bangkok, Thailand.

### 1.6. Data analysis

Analysis of experimental data (Sin Panpinij, 2009) using frequency, percentage, mean, standard deviation, coefficient of variation. Pearson Chi-Square Test results comparison of processing skins appearance for appropriate time to observe a two varieties (age and mood of the elderly).



**1.6.1. Data representation;** the test compares skin appearance at self-reflexology area by implied 1(normal skin), 2(redness), 3(dent press), 4(green) and 5 (redness and dent Press).

**1.6.2. Data translation;** Statistics Chi-Square Tests translated into 0/1 (0 = no change, 1 = change).

## RESULTS

### 1.1. General information of the elderly

Seniors, 28 samples, who are interested in participating have the average age 71.82 years, standard deviation 6.85, coefficient of variation 46.89.

### 1.2. Data of Observing skins appearance at self-reflexology area

Data distributions are normal curve.

**Table 1**  
Number minimum maximum mean Standard deviation Coefficient of variation

reflexology	number	min	max	$\bar{x}$	S.D.	V
Before	28	1.00	2.00	1.036	0.189	0.036
After 10 sec.	28	1.00	3.00	1.321	0.723	0.522
After 15 sec.	28	1.00	5.00	1.679	1.156	1.337
After 20 sec.	28	1.00	5.00	2.714	1.384	1.915

**Table 2**  
Number frequency percentage before and After 10, 15, 20 seconds

skin appearance	Number (n)	Before		After 10 seconds		After 15 seconds		After 20 seconds	
		n	%	n	%	n	%	n	%
1.normal	28	27	96.4	23	82.1	18	64.3	7	24.9
2.redness	28	1	3.6	1	3.6	5	17.9	5	17.9
3.dent press	28	-	-	4	14.3	3	10.7	10	35.7
4.green	28	-	-	-	-	-	-	1	3.6
5.redness&dent Press	28	-	-	-	-	2	7.1	5	17.9
<b>total</b>	<b>28</b>	<b>28</b>	<b>100.0</b>	<b>28</b>	<b>100.0</b>	<b>28</b>	<b>100.0</b>	<b>28</b>	<b>100.0</b>

### 1.3. A comparison of skin appearance at self-reflexology area in the elderly (Variable of age and mood) on before and after 10, 15, 20 seconds self-reflexology

Statistics Pearson Chi-Square Tests, comparison of skin appearance with the three-time on before and after 10, 15, 20 seconds self-reflexology each rest 20 minute, translated into 0/1 (0 = no change, 1 = change) to result in change the skin appearance of age and mood Variable of the elderly a statistically significant no difference 0.10.

## CONCLUSION

Skin appearance before the trial is normal skin 96.4% (mean 1.036); after treatment for 10 seconds are normal skin 82.1% (mean 1.321), 15 seconds and 20 seconds are normal skin 64.3 % and 24.9% (mean 1.679

and 2.714) respectively. So that Fifth Inner Leg Signal Reflexology in Thai Traditional Medicine, ten seconds press, has appropriate time to stimulating affect the skin appearance at self-reflexology area in Geriatrics. That does not make the change skin appearance but has a stimulating effect on resurrection of the elderly with Thai Traditional Medicine.

## **ACKNOWLEDGEMENTS**

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# PEER OBSERVATION AND SELF-MONITORING IN PRE-SERVICE TEACHERS' MICROTEACHING

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## **Abstract**

This research reports on the application of peer observation and self-monitoring in pre-service English-major teachers' microteaching. The study aims to explore the effectiveness of the integration of the two strategies in improving the quality of teaching. Thirty fourth-year English-major students of Faculty of Education who enrolled in Communicative Grammar Teaching 1 class are purposively selected as the research participants. Each student is assigned to practice a microteaching lesson in order to gain more experience before their final year internship. For each microteaching lesson, two students study the student teacher's lesson plan, observe the class and make comments for the teaching quality improvement. After teaching, each student teacher is also asked to self-monitor his/her own teaching in order to plan the better lesson. The questionnaire and interview techniques asking how the pre-service teachers view their own teaching improvement process are used for the data collection. Also, the teacher's journal (for the teacher researcher's part) is used as another research instrument in viewing the development of the pre-service teachers' teaching quality. The results reveal that peer observation and self-monitoring greatly help improve the effective teaching both for the lesson planning and the teaching process.

**Keywords**–peer observation, self-monitoring, pre-service teachers, English-major teachers, micro-teaching

## **INTRODUCTION**

In Thailand, English is regarded as a foreign language subject to be taught in school, but rarely used outside the classroom. A few decades ago, English language was appeared in the curriculum as elective courses in secondary schools after they had mastered their first language in the primary education level. Later in 1996, English was made compulsory as the first foreign language for all Thai children from Grade one onwards (Wongsothorn et al., 2003). Though the significance of English is marked in Thai educational system, the standard Thai is still the medium of instruction at all levels of education in Thailand (Makaramani, 2013). Despite studying English for six years in primary schools and another six years in secondary schools, many English learners in Thailand were not able to communicate in English well. This is due to the scarce opportunity of using English in the context of Thailand. Since classroom is the major source for English language practice, the teaching of English in Thai classrooms needs to be communication-oriented. Meanwhile, the teaching of English grammar should also be emphasized since grammar is the tool for language learners in their lifelong self-learning, especially in the context of Thailand where the opportunity for English speaking is rare. Consequently, the teaching of English language should be geared towards the integration of English grammar and communicative competence.

At SSRU (the research site), the fourth-year pre-service English majors must study the course Communicative Grammar Teaching 1 in order to prepare teaching grammar communicatively before their final year internship according to the B.Ed. curriculum requirement (Faculty of Education, 2012). In the course, pre-service English-major teachers study structure, word use, grammatical and semantic functions,

Communicative Language Teaching as well as practice teaching grammar communicatively through microteaching. Pre-service teachers are assigned to plan a primary education English lesson for about twenty to thirty minutes and practice teaching by having their peers as pupils. Two pre-service teachers, besides the teacher of the course, who do not play the role of pupils, are assigned to observe the teaching, make comments and give useful feedbacks for the teacher of the lesson. The teacher of the lesson will/may make a revision version of the lesson plan according to the feedbacks.

## LITERATURE AND THEORY

Classroom observation is considered one of the most common ways to reflect on classroom teaching. Cohen (1973) has defined classroom observation as ‘those operations by which individuals make careful, systematic scrutiny of the events and interactions occurring during classroom interaction’. The observation needs at least ‘a pair of eyes’ to view classroom interaction. In this study, peers are called to observe as other pairs of eyes in order to improve the quality of teaching.

**Peer observation** refers to a teacher or other observer closely watching and monitoring a language lesson in order to gain an understanding of some aspect of teaching, learning, or classroom interaction (Richards and Farrell, 2005: 87). An observer should observe things that are obviously visible which usually include the following things.

- *Timing*: how much time the teacher spends on different activities
- *Activities*: The types of activities the teacher employs during the lesson
- *Questioning techniques*: The types of questions the teacher asks
- *Participation*: Which learners actively participate in the lesson?
- *Classroom language*: The kinds of language learners produce

The purpose of peer observation is to learn from the observation experience. In order to do this, the observer cannot simply depend on memory. The careful information record needs to be made to portray the scrutinized comments and advice. In this research, field notes are used as the instrument for peer observation.

Field notes consist of brief description in note form of key events that occurred throughout the lesson, including interpretations of incidents where relevant. Taking notes is an informal way of jotting down observations of events as they occur (Richards and Farrell, 2005). Thus the field notes are flexible in form. When significant things happen, the observer notes down relevant information. However, in this study the teacher researcher has designed the form of the observer to use as guideline in taking notes, including description of the class arrangement, warm-up stage, presentation stage, practice stage, production stage, wrap-up stage and overall comments and also the advice for future teaching. (See also in Appendix.)

**Self-monitoring** is another technique used in classroom observation in this study. Self-monitoring refers to a systematic approach to the observation, evaluation, and management of one’s own behavior in order to achieve a better understanding and control over the behavior (Armstrong and Frith, 1984; Koziol & Burns, 1985). In this study, lesson reports are used as the instrument for self-monitoring. A lesson report can be thought of as the opposite of a lesson plan. Whereas a lesson plan describes what the teacher sets out to achieve in a lesson, a lesson report tries to record what actually happened during the lesson. It is normally completed shortly after a lesson has been taught and records as many important details as the teacher can remember. A lesson report may include the following things.

- The extent to which activities and materials were relatively successful or not
- Departures the teacher made from the lesson plan
- The sequence of activities used during the lesson
- Difficulties learners experienced with different parts of the lesson

- Aspects of the lessons that the teacher felt were particularly successful
- Words, expressions, or grammatical items that students needed in order to better cope with the lesson (Richards and Farrell, 2005: 38).

As mentioned earlier, the pre-service teachers are assigned to practice teaching through microteaching. **Microteaching** is a teacher-training technique which has been used for about half a century. Microteaching was first developed by Allen and his colleagues at Stanford University in 1963 (Allen and Ryan, 1969). In the original process, a teacher was asked to prepare a short lesson (usually 15-20 minutes) for a small group of learners who may not have been her own students. This was videotaped. After the lesson, the teacher, teaching colleagues, a master teacher and the students together viewed the videotape and commented on what they saw happening, referencing the teacher's learning objectives. Yule et al. (1983) comments that micro-teaching is a successful, analytical milieu because of its precision, its simplicity, its low pressures, low threats, and the fact that it encourages experimentation, can also be easily replicated and is controllable.

While some strategies and methods have come and gone, incorporating micro-teaching experiences into pre-service teacher education programs is still strong and alive in the 21 Century (Benton-Kupper, 2001). Bell (2007) describes micro-teaching as the common practice of having student teachers in educational method courses "teach" a lesson to their peers in order to gain experience with lesson planning and delivery. He insists that micro-teaching is a system of controlled practice that makes it possible to focus on specific teaching behaviors and practice teaching under controlled conditions.

## METHODOLOGY

Thirty fourth-year English-major students of Faculty of Education who enrolled in Communicative Grammar Teaching 1 class are purposively selected as the research participants. Each student is assigned to practice a microteaching lesson in order to gain more experience before their final year internship. For each microteaching lesson, two students study the student teacher's lesson plan, observe the class and make comments for the teaching quality improvement. After teaching, each student teacher is also asked to self-monitor his/her own teaching in order to plan the better lesson in the form of lesson notes.

During the classroom observation, the observers sit at the back of the class together with the teacher researcher. The observers are trained to observe every stage of classroom interaction and make important notes of events. The questionnaire and interview techniques asking how the pre-service teachers view their own teaching improvement process through peer observation and self-monitoring are used for the data collection. The questionnaire is aimed to investigate the opinions of the pre-service teachers towards the integration of peer observation and self-monitoring concerning the microteaching in the following items. The peer observation and the self-monitoring 1) create more responsibility, 2) help become more aware of lesson preparation and planning, 3) create more understanding on lesson planning process, 4) create more understanding on the 2008 National Core Curriculum of Basic Education, 5) encourage the teachers to achieve the learning objectives, 6) encourage the observers to be able to give the teacher useful comments and advice, 7) help the observers to apply the teaching techniques in their own lessons, 8) create better ways for solving classroom management problems, 9) create better ways for solving their own content problems in teaching, and 10) increase perspectives in English learning management for primary education level.

The questionnaire is ranked and scored in 6 scales when the pre-service teachers view peer observation and self-monitoring according to the ten items above. The score is valued as follows: made no contribution (0 points), made very little contribution (1 point), made a little contribution (2 points), made average contribution (3 points), made rather great contribution (4 points), and made great contribution (5 points).

Also, the teacher's journal (for the teacher researcher's part) is used as another research instrument in viewing the development of the pre-service teachers' teaching quality.

## RESULTS

The questionnaire result revealed as shown in Table 1

**Table 1**  
**Opinions towards Peer Observation and Self-monitoring used in Microteaching**

<b>Peer Observation and Self-monitoring ....</b>	<b>Score out of 5</b>
1. create more responsibility	4.23
2. help become more aware of lesson preparation and planning	4.63
3. create more understanding on lesson planning process	4.63
4. create more understanding on the 2008 National Core Curriculum of Basic Education	4.40
5. encourage the teachers to achieve the learning objectives	4.50
6. encourage the observers to be able to give the teacher useful comments and advice	4.50
7. help the observers to apply the teaching techniques in their own lessons	4.67
8. create better ways for solving classroom management problems	4.53
9. create better ways for solving their own content problems in teaching	4.50
10. increase perspectives in English learning management for primary education level	4.50
<b>Average</b>	<b>4.51</b>

According to the score shown (4.51), it could be interpreted that pre-service teachers think that peer observation and self-monitoring greatly help improve the effective teaching. When interviewed concerning the lesson planning and the teaching process, the informants all agree that peer observation and self-monitoring greatly help improve the effective teaching both for the lesson planning and the teaching process. Their comments/ suggestions from the interview concern the microteaching management e.g. the time allocation and the classroom attendance checklist.

From the teacher researcher's journal, the pre-service teachers viewed themselves important when observing their peers' teaching. They are actually learning how to improve their own teaching by observing others. They can make useful comments which are sometimes overlooked by the teacher researcher, such as, the teacher's movement, the classroom instructions, or the material use in class.

## CONCLUSION AND DISCUSSION

Peer observation and self-monitoring greatly help improve the effective teaching both for the lesson planning and the teaching process (Cosh, 1999; Gebhard, 1996; Richards and Lockhard, 1994; Wajnryb, 1992). For peer observation, it can help teachers become more aware of the issues they confront in the classroom and how those issues can be resolved. For self-monitoring, it can help the teacher see how the future lesson on the same topic should be planned. Sometimes, the lesson planning and the actual teaching do not go the same way. By immediately taking notes after the teaching, the teacher can consider their teaching successful or not, why, why not, and how the lesson could be improved for the future teaching.

It is recommended that peer observation and self-monitoring should be used as useful tools in pre-service teachers' training. The pre-service teachers obviously benefit from the practice of peer teaching, peer

observation, and self-monitoring. Future research can focus more on how observers can make useful positive advice and how the teacher should take useful notes after teaching.

### ACKNOWLEDGEMENT

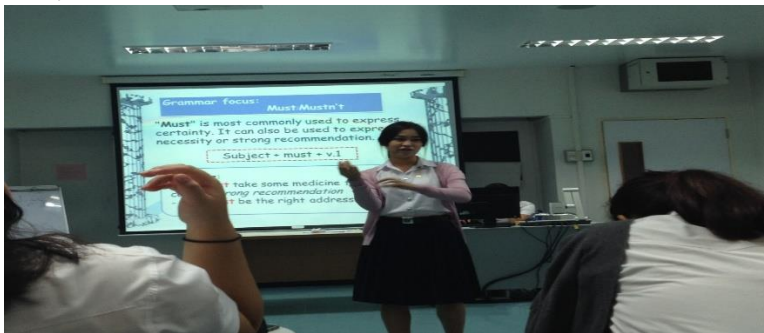
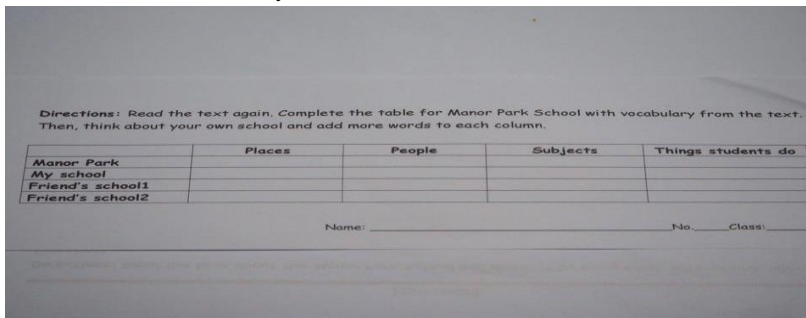
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### APPENDIX

Classroom Observation Note	
Teacher: XXX	Supervisor: YYY
Grade: 6	Class duration: 30 minutes

<b>Class Size:</b> 15 students	<b>Lesson:</b> My School
<b>Language Focus:</b> have to/don't have to, must/mustn't	
<b>Description of the class arrangement:</b> The teacher arranged the students to sit in the U-shape position so that everybody turns his/her face to the board/ screen. The classroom was equipped with the computer, the projector and the screen. The teacher could switch using the board and the screen according to what he wanted to focus on.	
<b>Warm-up Activities:</b> The teacher greeted and asked students "What's your favorite subject?". Then, the teacher brushed up students known vocabulary with pictures by power point presentation. The teacher gave them some time to think about meaning of vocabulary and asked some students to answer the words.	
<b>Presentation Activities:</b> The teacher gave the article in knowledge sheet to students. First, the teacher told students to read the article aloud and asked students whether they had any unfamiliar words. Showed the words on power point presentation which related pictures. After that, the teacher let students guessed the meaning. When they guessed already, the teacher showed the meaning and explains to them. The teacher gave some example of the words that were difficult to understanding. Then, the teacher let them read together. Finally, the teacher taught grammar to students about how to use "have to/don't have to, must/mustn't" clearly.	
	
<b>Practice Activities:</b> The teacher gave the table of paper to students for adding vocabulary in the article to the table completely. Then, the teacher had students survey their friends and added answer in the table.	
	
<b>Production Activities:</b> The teacher had students do classroom activity and told students to create an article about "your perfect school" by individual. The teacher showed some guideline in worksheet to the students. Example: <ul style="list-style-type: none"> <li>• A name of your school</li> <li>• The size of your school</li> <li>• What students can/cannot do</li> <li>• What students have to/don't have to</li> <li>• What subjects you study</li> </ul>	
<b>Wrap-Up Activities:</b> The teacher let students told the use of have to/don't have to and vocabulary again together as a whole class. Before finished class, the teacher gave homework to students do flowchart by group (5 students per group)	
<b>Overall Comments of this Lesson:</b> The teacher has good effort on teaching Grade 6 students to understand how to use have to/don't have to, must/mustn't. She chooses the pictures which are the vocabulary for students understand easily. When she explains the meaning of vocabulary, she explains clearly. Some students pronounce wrongly, she tells students immediately	



and she shows the correct pronunciation too. The article which she has students read is quite an interesting text. The activities are interesting. They make students react with their friends and improve speaking skills too. Besides, they also help the students create their idea for making stories by themselves. The knowledge sheet is OK for the students because it makes students understand easily.

**Specific suggestions concerning how this class could have been improved:** Although the teacher attempts to explain the vocabulary to students clearly, the teacher should have students spell some words for checking students' understanding. In reading the text, the teacher should have students read after the teacher because some students may not know some words and they may produce wrong pronunciation. In grammar, the teacher should be careful not to say "must to..." because it makes students confused how to use "must". During activity time, the survey is not clear for students; the teacher should demonstrate how to do their task every time before having students do activities. In pronunciation teaching, the teacher should be more careful in pronunciation such as the difference between "allow and arrow". Sometimes, the teacher speaks unclearly, so the teacher should speak slowly. Finally, the teacher should give more feedback.

**Further recommendations:** The following website might be useful for the future teaching.

<http://www.oxfordlearnersdictionaries.com>.

<http://www.voki.com>.

# ESL STUDENTS' EXPERIENCE OF PROJECT-BASED LEARNING

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## ABSTRACT

Owing to a resurgence of interest in the idea of Project-Based Learning and its consistent and successful application and management in classrooms, many ESL educators, schools, communities, and other organizations are exploring aspects of Project-Based Learning to facilitate learning in various fields. Some studies have shown project-based instruction as being capable to provide English language learners with opportunities for comprehensible output and integrated language learning. This study aimed to outline students' experience of Project-Based Learning. The study employed a questionnaire form and a semi-structured interview to gain a better understanding of the students' experiences of PBL in relation to their English language skills development. The population of the study consists of 3rd year English major students, Faculty of Education, Suan Sunandha Rajabhat University, Bangkok. Data obtained from the questionnaire and interviews from the subjects show that several vital factors that enhances language skills development are indeed strengthened when using Project-Based Learning method. Most of the subjects concluded that PBL has improved their critical thinking ability, independent study skill, personal and social responsibility, strong communication skills, both for interpersonal and presentation needs, and visualizing and decision making abilities. The results of the study led the researcher to propose an urgent need for ESL educators to deploy Project-Based Learning as one of the tools to enhance ESL students learning abilities.

**Keywords**—ESL Students, Experience, Project-Based Learning

## INTRODUCTION

Project-Based Learning (PBL) is a student-centered instruction that encompasses a self-motivated classroom method in which students attain a deeper awareness through active investigation of real-world challenges and problems. It is a style of active learning and inquiry-based learning that is completely divergence from paper-based, rote memorization, or teacher-led instruction. As stated, "Project-Based Learning is a comprehensive perspective focused on teaching by engaging students in investigation. Within this framework, students pursue solutions to nontrivial problems by asking and refining questions, debating ideas, making predictions, designing plans and/or experiments, collecting and analyzing data, drawing conclusions, communicating their ideas and findings to others, asking new questions, and creating artifacts." (Blumenfeld, P., Soloway, E., Marx, R., Krajcik, J., Guzdial, M., & Palincsar, A. 1991)

The central idea of Project-Based Learning is that real-world problems capture students' interest and incite thoughtful discerning as the students attain and apply new knowledge in a problem-solving situation. The teacher plays the role of facilitator, working with students to frame worthwhile questions, structuring meaningful tasks, tutoring both knowledge growth and social skills, and carefully assessing what students have learned from the experience. Project-Based Learning creates opportunities for groups of students to investigate meaningful questions that require them to gather information and think critically.

Generally, Project-Based Learning helps prepare students for the thinking and collaboration skills required in the workplace. Project-Based Learning functions as a link between using English in class and using English in real life situations outside of class (Fried-Booth, 1997). PBL does this by placing learners in situations that require realistic use of language in order to communicate (e.g., being part of a team or interviewing others). When learners work in pairs or in teams, they find they need skills to plan, organize,

negotiate, make their points, and arrive at a consensus about issues such as what tasks to perform, who will be responsible for each task, and how information will be researched and presented. These skills have been identified by learners as important for living successful lives (Stein, 1995). Based on the collaborative nature of project work, development of these skills occurs even among learners at low levels of language proficiency. Within the group work integral to projects, individuals' strengths and preferred ways of learning (e.g., by reading, writing, listening, or speaking) strengthen the work of the team as a whole (Lawrence, 1997).

## **IMPORTANCE OF PROJECT-BASED LEARNING**

### **1. Enhance Students Skills Development for 21<sup>st</sup> Century Workplace**

When students engage in deep reasoning and problem solving situations, the process will in turn propel the students to practice how to solve highly complex problems which requires students to have both fundamental skills in English language and teamwork, problem solving, research gathering, time management, information synthesizing, and utilizing high tech tools. With this blend of skills, students become directors and managers of their learning process, with some guidance from a skilled teacher.

### **2. Opportunity for Students with Varying Learning Styles and Differences**

Developments and challenges of 21st century workplace have given birth to new economy trends which are powered by technology, driven by information, and knowledge. It is a well-known fact that today's students have various learning styles that enable them to build their knowledge based on varying backgrounds and experiences. Traditional text-based teaching styles have been a stumbling block against students' ability to showcase their broader individual capabilities. Project-Based Learning addresses these differences, because students must use all modalities in the process of researching and solving a problem, then communicating the solutions. When students are interested in what they are doing and are able to use their areas of strength, they achieve at a higher level.

### **3. Enhance Students' Interpersonal Skills**

Another benefit of Project-Based Learning is its effect on students' interpersonal skills. Because projects are often large and complex, students are grouped together to work, which fosters communication skills and encourages even students with diverse and possibly conflicting personalities to find a common ground, or at the very least a way to work together without constant tension. Part of this teamwork building helps introduce students to the specialization and delegation that are extremely prominent in the real world. Some students will naturally be more adept at some problem-solving methods than others, so students will figure out how to allocate resources (themselves) optimally by having part of the group work on one subset of tasks while another part works on another subset.

## **RELATED LITERATURE**

Beckett (1999) investigated the implementation of project-based instruction in a Canadian secondary school ESL class. The main purpose of the study was to examine ESL teachers' goal for PBL, and ESL teachers' and students' evaluation of project-based instruction. The results of the data collected through observations and interviews of the subjects indicated that PBL is highly favored by the ESL teachers because it allowed them to take an integrated approach to language teaching. The subjects attested to the fact that PBL allowed them to foster critical thinking and problem-solving skills and promote independent as well as cooperative learning skills among the students. They evaluated project-based instruction favorably also because they thought it provided contexts for their students to learn English functionally. The teachers were delighted that project activities allowed for unexpected learning to take place.

Christiansen, and Skovsmose (1995) data of their project-based, technology-supported classroom study showed that students liked project-based instruction, especially because it gave them access to the World Wide

Web, educational CD-ROMS, and word-processing software. Students developed ownership of their learning, gathered around the computers, helped each other, and shared information about their projects.

Tretten and Zachariou (1995) piloted an assessment of Project-Based Learning in four elementary schools using teacher questionnaires, teacher interviews, and a survey of parents. A total of 64 across the four schools, were surveyed. The average percentage of instructional time devoted to Project-Based Learning across all schools and teachers was 37%. According to teachers' self-reports experience with Project-Based Learning activities, it had a variety of positive benefits for students including attitudes towards learning, work habits, problem-solving capabilities, and self-esteem.

Duangkamol Thitivesa and Abigail Melad Essien (2013) data from their research 'The Use of Project to Enhance Student Teachers' Writing Skills in a Rajabhat University' showed that, the English major students improved their writing. The achievement means of the group in regards of grammatical correctness at sentence level was 28.6053 points out of the 40 total scores, and standard deviation was 3.1153 points. Comparing to the 80% attainment target, it was found that there were significant differences at 0.05 ( $t=101.699$ ,  $P\text{-value}=0.000$ ).

## METHODOLOGY

The study used a semi-structured interview, which is designed for "concrete and complex illustrations" (Wolcott, 1994, p. 364) with the aim to provide the participants with opportunities to talk about their experiences in their own words and a questionnaire form. All the items in the questionnaire were designed for a Likert scale response using a four-interval scale of "strongly agree", "agree", "disagree", and "strongly disagree".

### 1. Participants

The participants were 50 3<sup>rd</sup> year English major students from the Faculty of Education, Suan Sunandha Rajabhat University Bangkok, Thailand.

### 2. Data Collection and Analysis

Data were collected through the use of semi-structured interview and a questionnaire form with all the participants (individually). The transcripts of the interviews were read, re-read, and marked with annotations. These annotations and specific descriptive phrases were afterwards grouped into broader ideological categories: 'thematic units' and 'core categories' respectively that captured recurring patterns in the data. (Strauss and Corbin 1998). Data obtained from the questionnaire form were analyzed and presented in the form of tables. The questionnaire form was designed to have students reveal on what they have gained from PBL.

## RESULTS

### 1. Questionnaire Results

**Table 1**  
**Project-Based Learning Questionnaire Form**

Questionnaire Items	Strongly Agree	Agree	Strongly Disagree	Disagree
1. I prefer PBL to traditional method of teaching.	16 (32%)	30 (60%)	3 (6%)	1 (2%)
2. I enhanced my communication ability in PBL.	23 (46%)	27 (54%)	0 (0%)	0 (0%)
3. PBL increased my interest in learning English.	23 (46%)	24 (48%)	2 (4%)	1 (2%)
4. The instructional methodology in this course suited the way I like to learn.	12 (24%)	33 (66%)	4 (8%)	1 (2%)
5. The instructional methodology provided me with enough scope to display my skills.	15 (30%)	31 (62%)	4 (8%)	0 (0%)

6. I achieved more in this course than I thought I initially would.	15 (30%)	33 (66%)	1 (2%)	1 (2%)
7. I enjoyed working on a project that was authentic.	17 (34%)	31 (62%)	2 (4%)	0 (0%)
8. I found the course initially challenging but managed to satisfy the project requirements.	9 (18%)	39 (78%)	2 (4%)	0 (0%)
9. I would have preferred to choose my own project.	16 (32%)	33 (66%)	0 (0%)	1 (2%)
10. I found being able to collaborate in my group in practical sessions very helpful.	31 (62%)	18 (36%)	1 (2%)	0 (0%)

The results from the questionnaire form as shown in table one is a clearer indication that the students regard PBL as a viable teaching style capable of revitalizing students' English language and learning skills. 50 (100%) students indicated that PBL enhanced their communication ability in PBL.

Evidently, 46 (92%) students agree that the instructional methodology provided them enough scope to display their skills. And only 4 (8%) students disagree on it. Worthy of note, the majority of the students agree that they should have chosen their own project. This means that teachers should take the students along when deciding on a project.

## 2. Interview Results

### 2.1. Creativity Skill Improvement

All the participants in this study concluded that their engagement in PBL have really improved their creativity skill. "My ability to create new ways to communicate new ideas, and finding creative ways to achieve success in the project I was given have well positioned me to be even more creative in more complex processes and situations" (Participant).

### 2.2. Collaboration Skill Improvement

The skills for effective, collaborative teamwork is a necessary feature of today's and future workplace. The subjects of this study pinpoint how beneficial PBL is in improving their abilities to work with others during the process of their project. "I have learned a lot on how to listen and judge positively the views of others and work cooperatively to find solutions to some problems we encountered during the project we handled" (Participant).

### 2.3. Communication Skill Development

Today's and future workers will need the ability to effectively communicate in a variety of media for a variety of audiences. Workers will be perpetually faced with choosing the right medium for the right message for the right audience, and with the challenge of doing it all as effectively and efficiently as possible. During the interviews, all the participants made mention of how PBL is effective in improving their communication skills. "I have really learned a lot about how to effectively communicate to different audiences and how to use the right media in my presentation to address a particular audience" (Participant).

## CONCLUSION

This study was primarily set out to outline ESL Students' Experience of Project-Based Learning. The data obtained from both the questionnaire form and the semi-structured interview of the students portrays PBL as a viable learning style capable of enhancing both the ESL students' English language skills and socio-cultural skills needed in the 21<sup>st</sup> century workplace. Other studies have also proven that when implemented well, Project-Based Learning (PBL) can increase retention of content and improve students' attitudes towards learning. "The design principles most commonly used in PBL align well with the goals of preparing students

for deeper learning, higher-level thinking skills, and intra/interpersonal skills" (Condliffe et al., 2016). Teachers can create real-world problem-solving situations by designing questions and tasks that correspond to two different frameworks of inquiry-based teaching: Problem-Based Learning, which tackles a problem but doesn't necessarily include a student project, and project-based learning, which involves a complex task and some form of student presentation, and/or creating an actual product or artifact.

The knowledge of human nature have innovated our understanding of how we learn, how we develop expertise, and how higher level thinking is achieved. Information from science and social psychology have added to our understanding of what settings create the best environment for learning. Culture, context, and the social nature of learning all have a role in influencing the learner's experience. PBL emphasizes active, student-directed learning which eventually lead to deeper understanding.

Project-Based Learning gives students a real-world context for learning, creating a strong need to know, and to personalizing the learning experience. Mere ability to read is no longer sufficient. Students need the ability to traverse and evaluate enormous collection of material. This calls for a better understanding of the use of available technology with regards to the development of critical-thinking skills. PBL class setting offers students opportunities to make sense of this information and also to expand on it with their own inputs.

The very fact that today's students will face complex tasks when they complete their education, calls for far-reaching measures to equip the students with the necessary abilities needed in the future workforce. Knowing how to solve problems, work collaboratively, and think creatively are becoming indispensable skills -- not only for future livelihoods but also for dealing with difficult disputes locally and around the world. Therefore, PBL is a powerful method of preparing students for a better future.

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# THE EFFICACY OF EXPLICIT INSTRUCTION ON IMPLICIT AND EXPLICIT KNOWLEDGE OF ENGLISH ARTICLES

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## ABSTRACT

This study examined the extent to which second language (L2) learners of English acquire English articles in terms of implicit knowledge (IK) and explicit knowledge (EK). It investigated the effects of explicit instruction (EI) on IK and EK. The participants were divided into two groups where the experimental group ( $n=40$ ) was explicitly instructed on the use of English articles, while the control group ( $n=35$ ) received no EI. Four sessions on English articles were delivered to the experimental group through face to face classroom interaction. Four tests were implemented on both groups to measure article acquisition in terms of IK and EK: an elicited imitation task, timed and untimed grammar judgment tests, and a metalinguistic knowledge test. These tests were administered in the pretesting, immediate post-testing and delayed (three-weeks) post-testing stages. Results on all four tests revealed gains during the immediate post-test stage on both IK and EK. Furthermore, the experimental group continued to gain more IK four weeks after the intervention. The theoretical implication of these results suggests that EI facilitates development of L2 language knowledge of non-salient forms in terms of both IK and EK. Finally, the findings of this study contributed towards a better understanding of EK and IK of L2s. It also sheds light on the potential effectiveness of EI on the acquisition of English articles.

**Keywords:** explicit knowledge, implicit knowledge, explicit instruction.

## INTRODUCTION

The limited success of second language acquisition (SLA) compared to first language acquisition in adults underlies the controversy surrounding the role of grammar instruction in second language (L2) learning (Krashen, 1981). In SLA, it is assumed that both implicit and explicit 'learning' are involved, resulting in a combination of implicit and explicit L2 'knowledge' (R. Ellis, 2009). SLA, however, is considered different from L1 acquisition in terms of explicit knowledge (N. Ellis, 2006, 2008). Implicit language knowledge (IK) is defined "as the intuitive and procedural knowledge that is normally accessed automatically in fluent performance and that cannot be verbalized" (Gutierrez, 2012, p. 21). Explicit language knowledge (EK) is defined "as the conscious and declarative knowledge of L2 that is accessed during controlled processing and that is potentially verbalized" (Bowles, 2011, p.284).

There are two contradicting views about the role of EK in developing IK in SLA. Some SLA researchers consider EK to have a facilitative role in developing IK, hypothesizing interface between IK and EK (e.g., N. Ellis, 2002, 2008; R. Ellis, 2002, 2009;), while others have been skeptical of the function of EK in developing IK, hypothesizing no-interface between IK and EK (e.g., Hulstijn, 2002; Krashen, 1985).

There is a lack of accurate evaluation of L2 acquisition in communicative language abilities, such as fluency, which is considered to be an indicator of IK (N. Ellis, 2008). Furthermore, he added that many of the studies evaluating SLA did not use measures of IK, but rather used measures of EK. Thus, the results of such studies cannot be generalized. Therefore, measurement issues have added to the controversy surrounding the effectiveness of EI (Hulstijn, 2005). Studies have begun to directly address the issue of measurement of IK and EK (Akakura, 2009, 2012; Bowles, 2011; Erlam, 2006, R. Ellis, 2002-2009; Gutierrez, 2012) in spite of methodological difficulties. R. Ellis (2005) revolutionized the SLA field by



operationalizing IK and EK and identifying the criteria for measuring each separately. In addition, Akakura (2012), Bowles (2011), and R. Ellis (2005) provided promising results in the design of valid tests and tasks that can measure IK and EK separately.

## **LITERATURE & THEORY**

Linguistic knowledge is an “elaborate network of nodes and internode connections of varying strengths that dictate the ease with which specific sequences or rules can be accessed” (R. Ellis, 2005, p. 142). According to cognitive psychologists, linguistic knowledge (linguistic competence) is developed in a step-by-step fashion that implies language is learned like other activities are learned (Clark, 2010). They argue that learning is driven mainly from input. Thus, the way input is delivered to learners, whether explicitly through instruction or implicitly through language exposure, affects the way that knowledge is stored and processed in learners' minds (R. Ellis, 2005). This view of linguistic knowledge is the one adopted in this study and widely accepted by many SLA researchers such as Akakura (2009, 2012), Bowles (2011), Dekeyser (2009, 2011), R. Ellis (1998-2009), N. Ellis (1994, 2008), Gutiérrez (2011, 2012), and Zhang (2015), to name a few. They also agree that the purpose of language theory is to study how IK is acquired, since L2 linguistic knowledge consists of IK (R. Ellis, 2009). Furthermore, Rebuschat (2013) argued that for learners to use a language fluently and accurately they need to have IK of that language, thus, it is of great importance to develop IK within learners.

### ***2.1. Distinction between implicit and explicit knowledge***

L2 speakers have two distinct types of knowledge storage: IK and EK (Bowles, 2011; Dekeyser, 2011; N. Ellis, 2008; R. Ellis, 2009; Zhang, 2015). Implicit learning results in IK, which is tacit and inaccessible to conscious introspection, while explicit learning results in conscious EK (Rebuschat, 2013). R. Ellis (2009) identified seven criteria to ‘differentiate’ between IK and EK. The first criterion is that EK is conscious while IK is tacit and intuitive. Second, IK is procedural while EK is declarative. Third, learner procedural knowledge may well be similar to the target language or not; however, declarative rules are usually imprecise and inaccurate. Fourth, EK is accessed in controlled processing while IK is available through automatic processing. The fifth criterion is learners who have difficulty in performing a language task usually rely on EK. This is not the case with IK, which is used by learners as the default in L2 production. The sixth criterion is that IK manifests in verbal behavior whereas EK could be verbalized. The seventh criterion is the limitation of learner ability to acquire IK while most of EK is learnable.

### ***2.2. Measurement of implicit and explicit knowledge***

#### ***2.2.1. Operationalization of implicit and explicit knowledge***

R. Ellis (2005, 2009) hypothesized the following seven criteria to ‘operationalize’ IK and EK. ‘Degree of awareness’ is the extent to which learners are aware of their own linguistic knowledge. It can be measured by asking the learners to report on what they rely on when answering by feel (implicit) or by rule (explicit). ‘Time available’ is a criterion that refers to whether the learner is pressured to perform a task within a time limit or not. Learners under time pressure do not have the opportunity to plan their response; thus, it measures their IK, while without time pressure it measures their EK. ‘Focus of attention’ involves focus on message creation in order to convey an idea or information, while accuracy entails focus on form. Thus, primary focus on meaning is an indicator of IK and primary focus on form is an indicator of EK. ‘Systematicity’ is a criterion concerned with whether the learners are consistent or variable in their responses to tasks. Hence, if learner responses are consistent, this measures IK; and if responses are variable, it measures EK. ‘Utility of metalanguage’ focuses on the relationship between metalanguage and EK, where learner knowledge of metalinguistic terms will be related to their analyzed knowledge. ‘Certainty in response’ is a criterion concerned with how certain the learners are that the linguistic form they produced conforms to the target language rule. R. Ellis (2005) argued that learner EK has been shown to be irregular, while some

learners will be more confident in their responses to tasks if they have drawn on their IK. Finally, 'learnability' of IK and EK varies by age of acquisition.

R. Ellis' (2005) study explored to what extent it is possible to differentiate between IK and EK on the basis of the behavioral measures hypothesized to distinguish between the two. The participants in this study were 111. The tests were designed to test learner knowledge of 17 English grammatical structures considered to be difficult by L2 users. The participants were examined by a set of five tests consisting of an oral imitation test, oral narrative test, timed grammaticality judgment test (TGJT), untimed grammaticality judgment test (UGJT), and a metalinguistic knowledge test (MKT). Test scores were analyzed using factor analysis to conclude whether there are two separate domains of L2 knowledge (implicit and explicit). The oral imitation test, the oral narrative test, and the TGJT required unplanned language usage under speeded conditions and loaded on one factor, IK. The UGJT and the MKT were expected to be representative of analyzed EK and loaded on another factor. The results of the tests confirmed that there is a possibility to measure IK and EK relatively separately by manipulating conditions to elicit one type of language knowledge over the other.

### *2.2.2. Measures of explicit knowledge*

Grammar judgment tests (GJTs) and MKT are commonly used to measure EK. GJTs consist of grammatical and ungrammatical sentences where learners are asked to determine whether a sentence is well formed or deviant (R. Ellis, 1991). GJTs draw attention to form, thus tapping into EK, especially when there is no time limit. However, it is imprecise because it may be an indicator of both EK and IK (R. Ellis, 2005). Gutierrez (2013) argued that GJTs without any time constraints on learners' response, allows learners to engage in the three processes of semantic processing, noticing, and reflecting. Thus, learners will have more opportunity to access their EK (R. Ellis, 2004).

Measuring EK entails assessing both of its components: structural knowledge and metalinguistic knowledge. Therefore, to have a better measurement of EK researchers employed an assessment of metalinguistic knowledge, "which is that part of explicit knowledge able to be expressed in technical linguistic terminology" (Akakura, 2009, p.31). The common method to evaluate metalinguistic knowledge is through error correction and verbalizing the rules (Bowles, 2011). These tests focus on form, unlike GJTs where there is some focus on meaning. Nonetheless, there is a problem with this type of measurement because it only measures a part of EK and not EK as a whole (Akakura, 2009). For that reason, studies attempting to study EK usually employ MKT as well as GJTs (Akakura, 2012; Bowles, 2011; R. Ellis, 2004, 2005; Gutierrez, 2012). Hence, a MKT and UGJT were suggested when measuring EK. Also, no time pressure was used to ensure that participants used their EK.

### *2.2.3. Measures of implicit knowledge*

Two types of testing are used to measure IK: receptive testing, such as TGJT (Akakura, 2009; R. Ellis, 2005; Gutierrez, 2012), and productive measures, such as oral interviews or free and elicited language production tasks (Akakura, 2009; Bowles, 2011; R. Ellis, 2005; Gutierrez, 2012).

As discussed above, GJTs are problematic for measuring IK because the task demands focus on form rather than meaning, and participants are likely to tap into their EK. R. Ellis (2004) argued that to ensure that the participant would not tap into EK a time limit should be implemented to stop participants from reflecting and to only process meaning when noticing the grammatical mistake. The reason was that reflecting likely required access to EK to verify sentence grammaticality (R. Ellis, 2004). Few studies used both timed and untimed versions of GJT (Bowles, 2011; R. Ellis, 2005; Gutierrez, 2012). These studies were interpreted as proof that UGJTs employed participants' EK while TGJTs employed participants' IK.

R. Ellis (1994) argued that IK was accessible by means of 'automatic processing' and it was evident in natural language production where it did not require time for monitoring. Thus, language users who were

mainly focused on meaning and who had no or limited awareness of language forms would be accessing IK. Consequently, free language oral production tasks (e.g., describing pictures or oral interviews, etc...) are considered the most reliable measures of IK (Erlam, 2006, 2009; R. Ellis, 1994). Yet free production tasks have two important limitations, which are imposing time limit and that there is no guarantee that the participants would use the targeted structure (Erlam, 2003). Therefore, Akakura (2012), Bowles (2011), Erlam (2009), R. Ellis (2005, 2009), Zhang (2015) and others proposed and used elicited imitation tests to measure IK. Elicited imitation tests involve the repetition of spoken sentences, which are either grammatical or ungrammatical. Furthermore, Erlam (2009) hypothesized that participant acceptance and rejection of grammatical violations of spoken stimuli presented in real time would be an indication of their internalization of the target structure (i.e., having IK of a specific structure lead to better imitation of the stimulus).

Bowles (2011) and Zhang (2015) conducted two separate studies to validate the set of tests developed by R. Ellis (2005) to measure IK and EK separately. The participants in Bowles (2011) were L2 learners and heritage learners of Spanish while in Zhang (2015) study, they were Chinese first-year university students. Both studies concluded that their results point to the validity of the tests because the participants' results loaded on two separate factors, one representing EK and the other representing IK, thus, providing further evidence that these tests tapped into relatively two separate areas of knowledge.

Thus, where measuring IK is concerned, studies (Bowles, 2011; Erlam, 2006; R. Ellis, 2005; Zhang, 2015) implemented oral tests (imitation test, narration test, and spontaneous oral test) and TGJTs. Multiple measures of both IK and EK were considered necessary to avoid making erroneous inferences (VanPatten & Sanz, 1995), as pure measures of IK and EK are not possible.

## **RELATED WORKS**

Akakura (2012) investigated the effectiveness of EI on L2 learners' IK and EK of English articles. The study was conducted on 115 participants who were L2 learners of English with a high level of proficiency. EI was delivered to the experimental group by computer for three hours in one week. The control group received no EI. A pretest and two posttests were conducted, immediate and delayed posttests (after 6 weeks). The elicited imitation task and the oral narration task were used to measure IK, while the UGJT and MKT were used to measure EK. The experimental group gained significantly in IK immediately after EI and on delayed post-testing, with increase in degree of significance. The significant delayed effect of instruction in the delayed post-test was at the  $p = .000$  level, with large effect sizes. As for gains in EK, no significant effect of instruction between groups was observed for judgments of generic articles through the UGJT. Akakura (2012) concluded that EI could benefit implicit L2 knowledge as well as EK.

In summation, the discussed studies examined measures of IK and EK. Most of the studies attempted to develop valid and reliable measures of IK and EK separately. However, most of the studies were conducted on participants with high proficiency levels in the L2. Thus, their results cannot be generalized. Therefore, the proposed study explored the effect of EI on EK and IK of English articles and did so with low to mid-proficiency L2 learners.

## **METHODOLOGY**

### ***4.1. Research questions & Research hypotheses***

The research questions addressed in the study were as follows:

1. Does EI affect the acquisition of EK of English articles?
2. Does EI affect the acquisition of IK of English articles?

The following hypotheses were posited on the bases of literature reviewed for the purposes of the study:

H1: EI would result in considerably higher scores on posttests (immediate and delayed) measuring EK (untimed GJT and metalinguistic knowledge test) in line with previous findings on effects of EI (Akakura, 2012; Bowels, 2011; R. Ellis, 2005; Gutierrez, 2012, 2013).

H2: EI would result in considerably higher scores on posttests (immediate and delayed) measuring IK (timed GJT and elicited imitation test) in line with findings from Akakura (2012).

#### **4.2. Instruments**

*Grammar Judgment Test (GJT):* The study used TGJT and an UGJT as pretests and posttests (immediate and delayed) to measure IK and EK. On the TGJT, participants were given a limited time of five minutes to judge 10 underlined parts of the sentences for grammaticality, divided evenly into five grammatical and five ungrammatical sentences. The UGJT was given to participants without time limit to judge 10 underlined portions of sentences for grammaticality. The GJT items were adapted from Akakura (2012).

*Metalinguistic Knowledge Test (MKT):* This two-part test was adapted from Akakura (2012) to have a more reliable measure of EK. In the first part participants were asked to correct 10 sentences, each containing an article error that was underlined. In the second part, the rule-stating section, participants were required to provide written explanations for five ungrammatical articles.

*Elicited Imitation Task:* This is a semantic processing and sentence repetition accuracy task. The task was designed by Akakura (2012) and was used to measure IK. The task involved 14 true or false sentences in which 10 grammatical and 10 ungrammatical articles were tested. The participants were asked to listen to a story while looking at a series of 16 pictures that illustrated it. Participants were asked to describe the picture orally using all of the words provided under the picture. Akakura calculated Cronbach's alpha reliability for the pretest as 0.804.

*Instructional Material:* The study used a descriptive approach in the intervention stage to explain the English articles and how and why they are used. Participants assigned to the experimental group received an intervention that included EI for one hour every week for four weeks. In the one-hour intervention articles' forms and function were explicitly explained to participants through illustrative sentences and by stating the grammatical rule on the board using PowerPoint slides. Each lesson was concluded with a worksheet that had two exercises, and participants were given time to complete them. The first exercise required participants to fill in the gaps, while the second exercise asked participants to decide whether the underlined articles were correct. The instructor provided explicit feedback after each point, whether participant answers were correct or incorrect.

#### **4.3. Participants**

The participants in this study were 75 female learners of English at a public university in Riyadh, Saudi Arabia. They were native speakers of Arabic between the ages of 19 and 25. They were randomly assigned to one of two course sections through the college registry system. One class was assigned to be the experimental group ( $n = 40$ ); while the other class was assigned to be the control group ( $n = 35$ ).

#### **4.3. Procedure**

The study was conducted during the summer of 2014. All four tests (elicited imitation task, TGJT, UGJT, and MKT) were used at the pretest, immediate post-test, and delayed post-test stages. The control group did not receive any article instruction during the intervention stage and was tested only twice (pretest and the immediate post-test). The experimental group received explicit article instruction during the intervention stage (for one hour every week for four weeks). The experimental group was assessed three times around the intervention: pretest, immediate post-test, and delayed post-test. The written tests (TGJT, UGJT, MKT) took up one hour to complete. The oral test (the elicited imitation task) took up 15-18 minutes to complete individually. The pretest was conducted one week before the intervention and the immediate

posttest was conducted one week after the intervention, while the delayed posttest was conducted three weeks after the immediate posttest.

## RESULTS

### 5.1. Effect of explicit instruction on explicit knowledge

The first research question asked: “Does EI affect the acquisition of EK of English articles?” The hypothesis stated that EI would result in higher scores on the immediate and delayed posttests in measures of EK in line with previous findings (Akakura, 2012; Bowels, 2011; R. Ellis, 2005; Gutierrez, 2012). Results of the UGJT and MKT supported the hypothesis.

#### 5.1.1. Untimed grammar judgment test

Before the intervention, the control group scored higher ( $M = 5.6$  out of 10) than the experimental group ( $M = 4.9$  out of 10). After the intervention, the experimental group performed better on the immediate post-test ( $M = 7.0$  out of 10). The experimental group continued to improve on the delayed post-test ( $M = 7.35$  out of 10), which meant that they sustained knowledge three weeks after the intervention. The control group, however, performed slightly worse on the immediate post-test ( $M = 5.2$  out of 10) than on the pretest.

Table 1 presents the mean scores and significance values of an independent  $t$ -test for the differences between the control group and the experimental group on the UGJT measuring EK. There was not a statistically significant difference between groups before the experiment ( $p = 0.079$ ) on the pretest. There was, however, a statistically significant difference between the two groups on the immediate post-test ( $p = 0.00$ ). This suggested that when participants were exposed to EI, their EK of the targeted structure increased significantly.

**Table 1**  
**Independent  $t$ -test for the untimed grammar judgment test**

Test	Groups	Mean	$t$ -value	Significant value
Pretest	Control group	5.6286	1.781	0.079
	Experimental group	4.9000		
Immediate post-test	Control group	5.2	-5.012	*0.00
	Experimental group	7.0		

\*. The mean difference is significant at the 0.05 level

Table 2 presents a Tukey HSD test, additionally showing a significant difference between the pretest and the delayed post-test ( $p = 0.00$ ), and revealing nonstatistic gains from immediate post-test to delayed post-test ( $p = 0.673$ ).

**Table 2**  
**Tukey HSD results for the experimental group on the untimed grammar judgment test**

(I) group	(J) group	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Pretest	Immediate	-2.10000*	.41174	.000	-3.0774-	-1.1226-
	Delayed	-2.45000*	.41174	.000	-3.4274-	-1.4726-
Immediate	Pretest	2.10000*	.41174	.000	1.1226	3.0774
	Delayed	-.35000-	.41174	.673	-1.3274-	.6274
Delayed	Pretest	2.45000*	.41174	.000	1.4726	3.4274
	Immediate	.35000	.41174	.673	-.6274-	1.3274

\*The mean difference is significant at the 0.05 level.

#### 5.1.2. Metalinguistic knowledge test

As indicated in the literature review, EK has two components: structural knowledge and metalinguistic knowledge (Akakura, 2009). Table 3 shows that participants in the control group ( $M = 4.4286$  out of 15) performed better than participants in the experimental group ( $M = 3.125$  out of 15) before the intervention, with no statistical difference between the groups. After the intervention, the experimental group ( $M = 7.725$  out of 15) outperformed the control group ( $M = 4.8286$  out of 15) significantly ( $p = 0.00$ ). The experimental group did not continue to improve on the delayed post-test ( $M = 7.38$  out of 15), with a slight and non-significant difference ( $p = 0.313$ ).

**Table 3**  
**Independent *t*-test for the metalinguistic knowledge test**

Type of test	Group	Mean	<i>t</i> -value	Significant value
Pretest	Control group	4.4286	1.884	0.064
	Experimental group	3.1250		
Immediate post-test	Control group	4.8286	-4.555	*0.00
	Experimental group	7.7250		

\* The mean difference is significant at the 0.05 level.

Tukey HSD test results shown in Table 4 confirmed the findings from the *t*-test (a significant difference between the pretest and the immediate post-test). It also indicated a significant difference between the pretest and the delayed post-test at the *p*-value of 0.00. Like the UGJT, there was no significant difference between the immediate post-test and the delayed post-test ( $p = 0.865$ ). This suggested that increased EK was sustained three weeks after the intervention, though not further improved.

**Table 4**  
**Tukey HSD results for the metalinguistic knowledge test during the three stages of testing**

(I) group	(J) group	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Pretest	Immediate	-4.60000 <sup>*</sup>	.68179	.000	-6.2185-	-2.9815-
	Delayed	-4.25000 <sup>*</sup>	.68179	.000	-5.8685-	-2.6315-
Immediate	Pretest	4.60000 <sup>*</sup>	.68179	.000	2.9815	6.2185
	Delayed	.35000	.68179	.865	-1.2685-	1.9685
Delayed	Pretest	4.25000 <sup>*</sup>	.68179	.000	2.6315	5.8685
	Immediate	-.35000-	.68179	.865	-1.9685-	1.2685

\*The mean difference is significant at the 0.05 level.

Thus to answer the first research question, EI did have a positive and significant effect on EK of English articles. The effect was evident in the results of the experimental group on the UGJT and the MKT. The experimental group significantly outperformed the control group on immediate post-tests and sustained improvement on delayed post-tests.

## 5.2. Effect of explicit instruction on implicit knowledge

The second research question asked: “Does EI affect the acquisition of implicit knowledge of English articles?” The hypothesis stated that EI would result in higher scores on measures of IK (TGJT and elicited imitation test) in line with findings from Akakura (2012). Results from both tests supported the hypothesis.

### 5.2.1. Elicited imitation task

As indicated earlier when group under group compatibility, the control group ( $M = 6.11$  out of 20) performed significantly better than the experimental group ( $M = 4.700$  out of 20) on this task before the intervention with a *p*-value of 0.009. On the immediate post-test, however, the experimental group ( $M = 9.9$  out of 20) significantly outperformed the control group ( $M = 6.4571$  out of 20) with a *p*-value of 0.00. The experimental group continued to improve significantly three weeks after the intervention ( $M = 12.45$  out of

20). The control group remained at a constant level from pretest ( $M = 6.1$  out of 20) to immediate post-test ( $M = 6.5$  out of 20), as shown in Table 5.

**Table 5**  
**Independent  $t$ -test results for the elicited imitation task**

Type of test	The groups	Mean	$t$ -value	significant value
Pretest	Control group	6.1143	2.667	*0.009
	Experimental group	4.7000		
Immediate post-test	Control group	6.4571	-5.248	*0.00
	Experimental group	9.9		

\* The mean difference is significant at the 0.05 level.

The Tukey HSD test shown in Table 6 confirmed the significant difference between the pretest and the immediate post-test for the experimental group. It showed a significant difference between the pretest and the delayed post-test ( $p = 0.00$ ), as well as a significant difference between the immediate post-test and the delayed post-test ( $p = 0.001$ ).

**Table 6**  
**Tukey HSD test on the elicited imitation task during the three stages of testing**

(I) group	(J) group	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Pretest	Immediate	-5.20000 <sup>*</sup>	.67174	.000	-6.7947-	-3.6053-
	Delayed	-7.75000 <sup>*</sup>	.67174	.000	-9.3447-	-6.1553-
Immediate	Pretest	5.20000 <sup>*</sup>	.67174	.000	3.6053	6.7947
	Delayed	-2.55000 <sup>*</sup>	.67174	.001	-4.1447-	-.9553-
Delayed	Pretest	7.75000 <sup>*</sup>	.67174	.000	6.1553	9.3447
	Immediate	2.55000 <sup>*</sup>	.67174	.001	.9553	4.1447

\*. The mean difference is significant at the 0.05 level.

### 5.2.2. Timed grammar judgment test

Table 7 shows that on the pretest, the experimental group ( $M = 6.2$  out of 10) performed slightly better than the control group ( $M = 6.0$  out of 10), but not significantly ( $p = 0.637$ ). On the immediate post-test, the experimental group ( $M = 7.97$  out of 10) significantly outperformed the control group ( $M = 5.77$  out of 10) with a significance  $p$ -value of 0.00.

**Table 7**  
**Independent  $t$ -test for the timed grammar judgment test**

Type of test	The groups	Mean	$t$ -value	Significant value
Pretest	Control group	6.0000	-0.474	0.637
	Experimental group	6.1750		
Immediate post-test	Control group	5.77	-6.230	*0.00
	Experimental group	7.97		

\* The mean difference is significant at the 0.05 level.

Table 8 presents the results of the Tukey HSD and the  $t$ -test confirms the significant difference between the pretest and the immediate post-test at the 0.00 level for the experimental group. It additionally shows a significant difference between the pretest and the delayed post-test with a significance value of 0.002. There was no significant difference between the immediate post-test and the delayed post-test.

**Table 8**  
**Tukey HSD test results for the timed grammar judgment test**

(I) group	(J) group	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval
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					Lower Bound	Upper Bound
<b>Pretest</b>	Immediate	-1.80000*	.32761	.000	2.5777-	-1.0223-
	Delayed	-1.12500*	.32761	.002	-1.9027-	-.3473-
<b>Immediate</b>	Pretest	1.80000*	.32761	.000	1.0223	2.5777
	Delayed	.67500	.32761	.103	-.1027-	1.4527
<b>Delayed</b>	Pretest	1.12500*	.32761	.002	.3473	1.9027
	Immediate	-.67500-	.32761	.103	-1.4527-	.1027

\*The mean difference is significant at the 0.05 level.

To answer the second research question, EI positively affected IK of generic and non-generic English articles. The effect of EI was evident in significant gains on the immediate post-test results of the experimental group on the elicited imitation task and TGJT. Gains continued significantly on the delayed post-test in the elicited imitation task.

### CONCLUSION AND FUTURE RESEARCH

Results of the study showed that EI improved EK of articles, both short-term and long-term. Results also showed that EI improved IK of articles, both short-term and long-term. The study thus found evidence that EI benefited IK by bringing learner awareness to targeted structures in everyday input. This study indicated that only being exposed to was not sufficient for learners when it came to knowledge of articles. The control group did not improve in spite of their enrollment in several English classes the entire duration of the study. Thus, L2 learners require some EI in order to begin noticing target structures in everyday input.

The results of this study suggested that EI affected L2 grammar development. Further verification of this claim would benefit from more empirical evidence with participants with varying proficiency levels and a larger sample. Other grammatical structures would benefit from similar exploration. To conclude, this study investigated the effectiveness of EI on the development of EK and IK. The quantitative data suggested that EI affected EK and IK. The findings of this study made valuable theoretical and pedagogical contribution to the SLA and TESL fields, concerning the role of EI and the possibility of measuring EK and IK separately.

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# TOPSIS METHOD TO SELECT LOCATION OF GRASS FLOWER IN WAREHOUSE

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## ABSTRACT

The goal of this paper is to study the location selection of warehouse of grass in Chiang Rai province using multiple criteria decision making (MCDM) which is technique for order preference by similarity to ideal solution (TOPSIS) for location selection of warehouse of grass in Chiang Rai Province. The glass flowers entrepreneur is imperative build the warehouse of grass and increase the customer satisfaction. For location selection, the seven criteria were used as follows; size of property, property cost, labor cost, public utility, mode of transportation, ability to access of location and distance from supplier. In this paper, using conjunctive constrain method to screen the alternative. There're 5 locations in 4 district Mae Jan district, Mae Sai district, Chiang Saen district and Chiang Khong district were used to selection. The decision making of location selection was made by Technique for Order Preference by Similarity to Ideal Solution (TOPSIS). As a result, Tambon Pa Sang Mae Chan district is appropriate location for warehouse of grass flower in Chiang Rai province.

**Keywords:** Warehouse, Topsis, Chiang Rai, Grass Flower

## INTRODUCTION

Regarding the necessity of the inventory, entrepreneurs may not want the much inventory in the stock because of the economic liquidity and the cost of the organization. But, in terms of inefficient logistic management and range and duration of transportation management, there will have the space of time condition. If the distance is longer, there will take longer time for transportation, as well as higher cost of transportation. That are causes to have the inventories to reduce the cost, and the warehouse is also important to store the inventories.

Brooms are important to clean the house and the life of broom may not long, so the demand is also high continually. Form the demand, the production and income of brooms are also high. This is the new business to earn more money for the villages in Northern and Northeastern Thailand. The supporting evidences show that there are more brooms producers. Also, the producing of the broom will use many elements, especially grass which is the main elements of the brooms. The grass will be collected only in one season from November to March. During this period, the grass will be cheaper. The entrepreneur has to store the grass for further demand all year. There is more demand in the market each year and the entrepreneur has to buy the grass at a higher cost because of higher demand. From the mentioned problem, the entrepreneur needs to find the new appropriate location to store the grass in Chiang Rai Province to increase the capacity of the storage and reduce logistic cost.

Therefore, the location is very important to pay attention to the distance to the sources of production, the size of the area, land's price, the cost of wage, along with the pattern of transportation. All of these are factors of the new chosen location to set the warehouse to save the logistic cost. That means if the location is not appropriate, there will be following problems such as the logistic cost may be higher because of farther distance from sources of production and market. Moreover, there will be insufficient quality labors, elements or materials, along with other necessary factors. Generally, the location has no dominant advantage than

other areas. Only the best properties of the land towards the business will be paid attention for the least effect in the future. Generally, the efficient location for the business should be spent the cost of production and service as least as possible. Thus, many factors will be involved to choose the location of the business because the location is very important to the business of the organization such as transportation planning, investment, and income, etc. (Sudathip Tuntinikulchai and Sakda Hongthong, 2004).

## **LITERATURE & THEORY**

In order to derive germane support for this study, as well as to place it in context of the existing research, some relevant former reviews related to TOPSIS method are summarized in this section.

The criteria to choose the location for the warehouse to gain the information for the study. The involving researches are started from Multi Criteria Decision Making. It is one of the popular criteria to choose to evaluate and analyze in various patterns such as (Kengpol, 2004) who adapted the AHP technique to create the model of transportation problems and analyze the investment to choose the warehouse. He compared 2 locations in Bangkok under the transportation legal regulation. (Thiengburanathum, et al., 2006)'s research who adapted AHP technique to evaluate the transportation route from Kunming, China to Bangkok. This criteria could indicate the significances of the importance of route in term of being the new route linked between Kunming, Yunnan Precinct and Bangkok, Thailand. Rather than AHP technique, there are many criteria from other researches which is the major decision. For example (Milan and Aura, 2002)'s research who adapted the 3 multi criteria decision making about the new center of air traffic of European Union, assigned to administrate the air traffic transportation business. All of 3 criteria decision making are SAW (Simple Additive Weighting Method), TOPSIS (Technique for Order Preference by Similarity to Ideal Solution), and AHP (Analytic Hierarchy Process). These criteria are a part of basic decision of alternative airlines. The used criteria will determine the proficient of the alternative airport, directly affected to choose or further consider the appropriate area. The results are found in many researches with Multi Criteria Decision Making techniques. For example (Nanthakarn Konthongkhum, 2006)'s research who use the ordinal analysis technique to choose the tertiary logistic services. (Patcheree Nimsrikul, 2009)'s research was mentioned in the literature review of capacity evaluation and logistical capacity development index, also used 4 multi criteria decision making such as TOPSIS, ELECTRE, PROMETHEE, and AHP to choose the destination province of the center logistic of product transportation from the North-South economic corridor and East-West economic corridor regarding to the route of Asian Development Bank (ADB). As well as (Ozcan T, et al., 2011)'s research, studied about the criteria to choose the area for warehouse by comparing the criteria of multi criteria decision making. The used criteria were AHP, TOPSIS, ELECTRE, and Grey. In the first procedure, the results from each theory were compared. After that, the locations were chosen by the criteria of AHP, TOPSIS, ELECTRE, and Grey. The best result was chosen. (Demirel T, et al., (2010)'s research studied about the location for products warehouse. The focused criteria are cost, labors, fundamental structure, and marketing. The weight of each criteria was set by researcher. When the data was analyzed by Fuzzy ANP technique, the location was finally chosen. Moreover, in many researches, multi criteria decision making were used to choose the location. For example (Chou Y. S, et al., 2008)'s research had used the fuzzy technique to choose the appropriate location. From the literature review, the multi criteria decision making can be adapted variously. So, the researcher would like to use the multi criteria decision making to choose the location of warehouse of grass in Chiang Rai Province.

## **METHODOLOGY**

This research is the adaptation of the multiple criteria decision making to choose the warehouse of grass in Chiang Rai Province. Chiang Rai province is the appropriate strategic province to set the warehouse. There are many resources in each year, and there is on the important economic route to export the products

to nearby countries. If the warehouse is set in Chiang Rai Province, it will be convenient to transport the grass to other provinces in Northern Thailand all years and there will be the storage of the materials from nearby countries. There will be the logistics efficiency of the location. There may be more than one appropriate location so the multi criteria decision making will be the assistance to choose the best location of the warehouse as indicated below. TOPSIS (Technique for Order Preference by Similarity to Ideal Solution) TOPSIS, developed by Hwang and Yoon in 1981, is a simple ranking method in conception and application. The standard TOPSIS method attempts to choose alternatives that simultaneously have the shortest distance from the positive ideal solution and the farthest distance from the negative-ideal solution. The positive ideal solution maximizes the benefit criteria and minimizes the cost criteria, whereas the negative ideal solution maximizes the cost criteria and minimizes the benefit criteria. TOPSIS makes full use of attribute information, provides a cardinal ranking of alternatives, and does not require attribute preferences to be independent (Chen and Hwang, 1992; Yoon & Hwang, 1995). To apply this technique, attribute values must be numeric, monotonically increasing or decreasing, and have commensurable units.

TOPSIS method to the location selection warehouse of grass in Chiang Rai province. TOPSIS is a multiple criteria decision making methodology (MCDM) which determines solution alternatives from a finite set in the basis of maximizing the distance from the negative ideal point and minimizing the distance from the positive ideal point. (Olson, 2004) TOPSIS is interesting with its need for decision maker's limited number of subjective input. Only subjective input is in the criteria weighting phase. The model algorithms steps of TOPSIS (Olson, 2004) and its practice in the case study is as follows

**Step 1:** Construct normalized decision matrix

$$R_{ij} = \frac{X_{ij}}{\left( \sum_{i=1}^M X_{ij}^2 \right)^{\frac{1}{2}}}, \quad i = 1, 2, 3, \dots, m, j = 1, 2, 3, \dots, n \quad (1)$$

Where  $X_{ij}$  and  $R_{ij}$  are original and normalized score of decision matrix, respectively.

**Step 2:** Construct the weights normalized decision matrix

$$V_{ij} = |w_i * r_{ij}|, \quad i = 1, 2, 3, \dots, m, j = 1, 2, 3, \dots, n \quad (2)$$

Where  $W_j$  is the weight for  $j$  and  $\sum_j W_j = 1$

**Step 3:** Determine the positive ideal and negative ideal solutions

$$V^+ = \{v_1^+, \dots, v_n^+\} = \left\{ \left( \max_i v_{ij} \mid i \in I \right), \left( \min_i v_{ij} \mid i \in I \right) \right\} \quad (3)$$

$$V^- = \{v_1^-, \dots, v_n^-\} = \left\{ \left( \max_i v_{ij} \mid i \in I \right), \left( \min_i v_{ij} \mid i \in I \right) \right\} \quad (4)$$

**Step 4:** Calculate the separation measures for each alternative. The separation from positive ideal alternative is:

$$S_i^* = \sqrt{\sum_j^m (v_{Aj} - v_j^*)^2}, \quad j = 1, 2, 3, \dots, n, \quad (5)$$

Similarly, the separation from negative ideal alternative is:

$$S_i^- = \sqrt{\sum_j^m (v_{Aj} - v_j^-)^2} \quad , j = 1, 2, 3, \dots, n, \quad (6)$$

**Step 5:** Calculate the relative closeness to the ideal solution  $V_i^- V^+$

$$C_i = \frac{S_i^-}{(S_i^* + S_i^-)} \quad , i = 1, 2, 3, \dots, m \quad (7)$$

Where  $C_i^* = 0 \leq C_i^* \leq 1$  Where  $C_i^* = 0$  When  $V_i^- = V^-$

And  $C_i^* = 1$  When  $V_i^- = V^*$

Select the Alternative with  $C_i^*$  closest to 1

## RESULTS

The results stated that the criteria are depended on the appropriate to the research's objectives. So, the appropriate criteria were synthesized from the involving researches' reviews. Moreover, the proper criteria were set by considering from the possible choices to choose the warehouse of grass in Chiang Rai Province. From the reviews of involving literatures and the evaluation of the location's surroundings, there are 7 criteria were set to choose the location covered all concerns as below. Size of property (X1), Property cost (X2), Labor cost (X3), Public utility (X4), Mode of transportation(X5), Ability to access of Location (X6) and, Distance from supplier (X7)

The basic of criteria for the location of warehouse of grass in Chiang Rai Province is Conjunctive constrain method. The filtering factors are as below.

1. It must less than 50 kilometers far from material source.
2. It must be located on main transport routes.
3. It has main road linking the area.

From the initial screening by the above constrained conditions, the choices were cut into 5 districts, including.

1. Tambon Krung Mae Chan Chiang Khong District (A1)
2. Tambon Sri Don Chai Chiang Khong District (A2)
3. Tambon Ban Saew Chiang Saen District (A3)
4. Tambon Mae Chan Mae Chan District (A4)
5. Tambon Pa Sang Mae Chan District (A5)

When the TOPSIS adjust the weight to a standard, it will calculate the weight factor by multiplying the available information to make a smooth adjustment to the weighting normalize and identifying positive ways. And negative by calculating  $\square_{\square}^*$  and  $\square_{\square}^-$  of the numerical consideration the weight for this study using the Ratio Weighting, which is the weight of the value Geometric Mean of each factor. In order to apply for the  $\square^* \square^-$  and  $\square^*$

**Table 1**  
**Result of weighting normalize and identifying positive ways. And negative**

Criteria	A1	A2	A3	A4	A5	$\square^*$	$\square^-$
X1	0.0787	0.0525	0.0899	0.0630	0.1049	0.1049	0.0525
X2	0.0804	0.0764	0.0402	0.0402	0.0563	0.0804	0.0402
X3	0.0316	0.0316	0.0190	0.0253	0.0316	0.0316	0.0190
X4	0.0365	0.0365	0.0122	0.0243	0.0243	0.0365	0.0122
X5	0.0145	0.0435	0.0145	0.0290	0.0290	0.0435	0.0145
X6	0.0199	0.0199	0.0133	0.0199	0.0199	0.0199	0.0133
X7	0.0169	0.0169	0.0169	0.0084	0.0084	0.0169	0.0084

**Table 2**  
**Results of TOPSIS show that  $\square^*$   $\square^-$  and  $\square^*$  and rank of results**

Alternative	$\square^*$	Rank	$\square^-$	Rank	$\square^*$	Rank
A1	0.0580	2	0.0657	3	0.5312	2
A2	0.0649	3	0.0695	2	0.5174	3
A3	0.0939	5	0.0390	5	0.2936	5
A4	0.0715	4	0.0590	4	0.4519	4
A5	<b>0.0356</b>	<b>1</b>	<b>0.0886</b>	<b>1</b>	<b>0.7134</b>	<b>1</b>

From the result of TOPSIS method to choose the location of the warehouse of grass in Chiang Rai Province through the 7 criteria, the results stated that Tambon Pa Sang Mae Chan District (A5) is the interesting place to be the location of the warehouse. The runner-up district is Tambon Krung Mae Chan Chiang Khong District (A1), Tambon Sri Don Chai Chiang Khong District (A2), Tambon Mae Chan Mae Chan District (A4) and Tambon Ban Saew Chiang Saen District (A3) respectively.

## CONCLUSION AND FUTURE WORK

This paper provides a structured overview of the location selection of warehouse of grass in Chiang Rai province using multiple criteria decision making (MCDM) which is technique for order preference by similarity to ideal solution (TOPSIS) procedure, consisting of 7 criteria; the size of area, the land's price, the cost of wage, public utility, transportation, the ability to reach the area, and the distance from the raw materials. From the analysis, the results stated that the appropriate location to be the warehouse of grass in Chiang Rai Province is tam bon Pa Sang Mae Chan district which the location is appropriate to the needs of entrepreneurs. It is also land prices are not too high, transport facilities adjacent to major transportation routes R3A, easily accessible entrance is quite wide and it is not far from the source material. The selected location Storage of grass in Chiang Rai is the factor in selecting all seven factors. For the further researches, researcher would like to recommend to use the various criteria such as AHP SAW, and WPA to compare the results to the results of TOPSIS. The Fuzzy Theory have to use to analyze, too.

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# ONLINE MARKETING IMPLEMENTED ON HIGHER EDUCATION IN THAILAND: A CASE OF INTERNATIONAL COLLEGE, SUAN SUNANDHA RAJABHAT UNIVERSITY

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## ABSTRACT

Online marketing is becoming important tool for today's marketing technology. This mechanism helps marketers reach more target market while enhancing profit. For higher education, online marketing has been recently applied with office marketing tools in order to attract young students who like to search on online platform. The objective of this paper are to analyze online marketing environment of higher education in Thailand as well as to exploit strategy that best appropriated with improving online marketing in International College, Suan Sunandha Rajabhat University context. The sample in this study consists of 10 academic and supporting staffs currently working in International College and 5 students. The samples were obtained by using probability sampling method – samples were selected using population list then using simple random sampling. The instrument is interview questions. Data was analyzed using content analysis method.

The results illustrated that administrative environment could help the college to operate online marketing more efficient. Meanwhile external environment could facilitate the institute to effectively reach target market. To improve strategic environment, TOWS matrix model had been introduced. The college could maximize strengths in terms of creating reliable and attractive online marketing channels. They could also offset weaknesses by using opportunities to provide faster information with high level of accuracy. Moreover, threats could be avoid by providing up-to-date content in order to accomplish customer preferences. Finally, the interviews showed that students were likely to use social media to obtain information. Nevertheless, the usage of other online marketing channels, such as the college's website was quite low. Therefore, International College should promote the website through social media and provide clearer and deeper information in all channels.

**Keywords**—Higher education, Marketing strategy, Online marketing, TOWS analysis.

## INTRODUCTION

Recently, marketing has proved to be important factor for a successful education institute. The high rate of competition has forced higher education to create strategic marketing plan for promote their institutes. One of the strategy includes Memorandum of Understanding or MOU with foreign universities to attract students who like to study abroad. This strategic plan is, indeed, a result from The General Agreement on Trade in Services (GATS). For Thai institutes, GATS put more pressure to them since it provides opportunity for foreign universities to open their education gate in Thailand. For instance, Thailand-Australia Free Trade Agreement (TAFTA), which is an agreement on high education between Thailand and Australia, provides a good chance for Thai students to get Australian degree while study in Thailand. Thus, Thai education institute should enhance their education standard to compete with these foreign education institutes [1].



To improve education quality, an institution should combine various inputs together, such as administration, management, human resource, skills of lecturer, capital as well as student [2]. Method of improvement must be flexible with the focus on process by adopting business model to manage budget and risk [3]. This is the concept of 'students are customers' which concentrates on customer-driven marketing strategy to maximize customers' satisfaction.

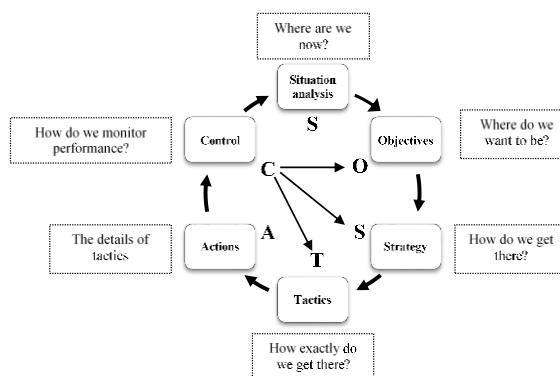
## LITERATURE REVIEW

### 1.1 Online Marketing Concept

Traditionally, marketing means the way that a company uses to satisfy customers' wants or needs. However, the new trend of marketing has been focused on maximizing value of product or service to customers according to their preferences [4]. There is a gradually increase in the usage of marketing via online platforms. Online marketing is, therefore, combining technology with marketing strategy in order to distribute product or service to the hand of customers efficiently [5]. Normally, there are two types of online marketing used within a company: click-only and click-and-mortar. Click-only refers to companies that has established only on online platforms, no physical location. Click-and-mortar, on the other hands, means companies that a physical location for their operations. This type of online marketing allows firms to pursue a various marketing channels - applying online marketing with off-line marketing.

Lately, online marketing principles has put more focus on content and the process of creating online marketing. The process of identifying online strategy can be done through SOSTAC Model as the figure shown below [6].

**Figure 1**  
**SOSTAC Model**



This model, firstly, requires a firm to evaluate their market situation, market positioning, and level of competition in order to specify marketing strategy. Secondly, objectives of doing a business need to be identified. Thirdly, analyze the target customers and marketing strategy according to the objectives. Then, the company need to find the tactics of pursuing marketing strategy and written it as a plan. Lastly, take action of the plan while controlling all functions of management as well as evaluate outcome and get the feedback from customers.

At the same time of setting a marketing plan, data collection and analysis method should also be set. There are many methods to collect data statistically, such as questionnaire, poll, log files, cookies, or web stat. As a result, this data would be analyzed to further generate appropriated online marketing channels for a firm.

## 1.2 SWOT Analysis

SWOT analysis is one of the method of collecting information from internal and external environment related with a company performance. Strength and weakness explain situation within the company while opportunity and threat refer to external changes outside the company that might affect the firm in the future. These information is required when a company identify its marketing strategy [7]. To develop online marketing strategy, TOWS matrix should be used to enhance weakness using strength, and resolve threat using opportunity. The TOWS matrix is illustrated in the table below [8].

**Table 1**  
**TOWS Matrix**

<b>Internal Environment</b> <b>External Environment</b>	<b>Strength</b>	<b>Weakness</b>
<b>Opportunity</b>	<b>SO – Matching Approach</b> Using strength to obtain the new competitive opportunity	<b>WO – Off-Set Approach</b> Using existing opportunity to improve weakness
<b>Threat</b>	<b>ST – Covering Approach</b> Using strength to cover organizational objectives from threat	<b>WT – Mitigation Approach</b> Minimizing or mitigating threat that may affect organizational objectives

This TOWS matrix explains solution approach after doing SWOT analysis. It can tell how a company should maximize its strength through new opportunity as well as when a company should leave the market. Thus, a company can use this matrix to select the appropriate approach for their marketing strategy.

## 1.3 Marketing in Education Sector

The turning point of educational buyer behavior may, perhaps, come from the concept of ‘student is customer.’ This concept has increased a tension of competition in education sector. Reduction of budget supported by the government as well as education quality management are the main factors that forcing many institutes to promote their colleges or universities through modern marketing channels [9]. Nevertheless, understanding customers’ preferences is important to identify their behaviors. Often, the customer who satisfy with product or service will recommend it to others [10]. Buyer behaviors also affect marketing activities, such as product features, and marketing strategy for a specific target group. Marketer will research these target market and identify marketing activity that satisfy customers’ needs and wants.

In order to manage higher education system, administrative in terms of supporting function and academic function are needed [11]. Supporting function includes regulate code of conduct, manage internal administrative, writing a strategic plan, establish community relationship, deal with paper work, and manage budgeting and funding. Academic function refers to teaching standard, curriculum management, student enrolment, teaching and learning environment, lecturer management, student and academic affair, and organizational relation management. Marketing is used to support the main functions of education system, particularly finding fund and student enrolment. Due to the reduction of birth rate trend in Thailand, an institution needs to develop marketing strategy to attract more customers [12]. To develop marketing strategy, an institution can apply 4Ps of traditional marketing mix with 3Ps: producer, purchasers and probing [13]. To increase revenue, therefore, an institution should carefully design appropriated courses, budget, and marketing communication, in order to compete in high competitive market. In this case, applying online marketing would be an appropriated choice for an institute that has less investment. However, they still need to consider basic

infrastructure, such as Internet access, hardware and software for pursuing online marketing communication [14].

## METHODOLOGY

This paper is based on a social science research using qualitative method. Data has been collected by interviewing from stakeholders; supporting staff, academic staff, and students. A sample group consists of 15 people and has been selected using simple random sampling from name lists of three stakeholders. The interview has been conducted using semi-structure interview questions. The questions had been divided into four main themes: internal environment, external environment, factors associated with online marketing communication channels, and factors associated with online marketing content. The data had been analyzed using content analysis.

## RESULTS

### 2.1 Internal and External Environmental Analysis

The result of analysis in internal and external environment of online marketing is shown on the table below.

**Table 2**  
**Environmental Analysis**

Type of environment	Summary of Finding
<b>Internal Environment</b>	
1. Online Marketing Administration	The administration of online marketing relies on Public Relation Division, which means it is easy to control and manage online marketing function. Information and data provided on the website must pass the permission from the head of PR Division.
2. Online Marketing Communication	It is the fastest way to communicate marketing with target market. Even though it is fast, an institute should increase a variety of choice of marketing communication to reach all targets at once.
<b>External Environment</b>	
1. Social factor	There is an increasing rate of adopting online marketing among higher education. The trend of connecting with others through online is an up-coming strategy that an institute can apply to reach the wide range of target group.
2. Economic factor	Applying online marketing gives a benefit to middle income families since it incurs lower cost for them to gather information about an institute when comparing with offline marketing.
3. Competition factor	Due to an increase in competition, education institutes should provide wide variety of marketing communication and public relation online. These channels should also be able to provide further information about course, program, tuition fee, etc. to students and parents.

According to the internal environmental assessment, managing online marketing system in International College is flexible because there is only one division control the system. However, in-depth information about programs or courses still needs to be enhanced. The program should take an information provider role while Public Relation Division should take only a publication role. On the other hands, external environment shown that middle income families can take benefit of online marketing to find information faster and lower cost than other methods.

## 2.2 SWOT Analysis

The environmental assessment can be summarized in SWOT analysis. The flexibility of system management and up-to-date information are the main strengths of online marketing strategy applied by International College. Using pictures and other graphics can attract young target market. Moreover, cost of online marketing is lower than other types of marketing communication. With the improvement of standard infrastructure in suburb areas, opportunity to introduce the college to wide range of customers is growing. Since the cost of internet is lower, customers can obtain information whenever and wherever they want. Although the college provides information on online channels, it could not cover all detail of each program. Furthermore, the variety of online marketing channels should be improved to reach the large number of customers. For threats, the competition has put more pressure on higher education institutes in terms of their marketing fund. To target more customers, they need to invest lots of money for marketing activities. This, in turn, increases cost of maintaining trust on the online marketing system to those institutes.

From the SWOT analysis, the author has developed TOWS Matrix to apply with marketing strategy of International College [15]. The TOWS Matrix can be concluded in the table below

**Table 3**  
**SSRUIC TOWS Matrix**

<div>Internal Environment</div> <div>External Environment</div>	<b>Strengths</b> <ol style="list-style-type: none"> <li>1. Accuracy and flexibility of online marketing system</li> <li>2. Control by Public Relation Division</li> <li>3. Up-to-date information</li> <li>4. Attractive graphics</li> <li>5. Low cost when comparing with other marketing communication channels.</li> </ol>	<b>Weaknesses</b> <ol style="list-style-type: none"> <li>1. Too general detail of each program</li> <li>2. Less variety of channels</li> </ol>
	<b>Opportunities</b> <ol style="list-style-type: none"> <li>1. Increase accessibility of infrastructure (i.e. internet)</li> <li>2. Growth rate of online marketing users</li> </ol>	<b>WO - Off-Set Approach</b> <ol style="list-style-type: none"> <li>1. Expand channels of online marketing to cover wide range of customers.</li> <li>2. Provide in-depth information for each program including activities, news, blog, and announcement</li> </ol>
	<b>Threats</b> <ol style="list-style-type: none"> <li>1. High competition within higher education market</li> <li>2. Perception of trust on the online marketing system through the eyes of customers</li> </ol>	<b>WT - Mitigation Approach</b> <p>Minimize the effect of competition by promote each program progressively through wide range of marketing channels, including offline marketing channel.</p>

TOWS Matrix, therefore, provides alternative approach that International College can use to compete with other institutes. Increasing strengths while off-setting weaknesses could increase the chance that customers will know the college. High accuracy of system would increase trust from customers, which will lead to a high reputation in the future. Moreover, keeping information up-to-date is the most important task in promoting the college.

## CONCLUSION AND RECOMMENDATION

From the SWOT analysis, the system has high accuracy rate because it is controlled by Public Relation Division. However, there should be more information provided in all marketing channels. Furthermore, high competition means customers have low switching cost of accessing information via online marketing channels. The results from TOWS Matrix shown that International College has an effective online marketing strategy. The college has adopted progressive approach to increase number of customers. Although there are threats from external environment, International College can minimize it with the strengths. Therefore, the college should promote the programs in a variety of channels, such as social media, website, as well as other offline channels in order to obtain more customers from this high competitive market.

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# GUIDELINES FOR BUDDHIST ORGANISATION DEVELOPMENT IN THE PRESENT THAI SOCIETY

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## ABSTRACT

The research on “Guidelines for Buddhist Organisation Development in the present Thai Society” aims: 1) to study Buddhist organisation administrative in present Thai society; 2) to create the path of Buddhist organisation adaptation in present Thai society; and 3) to create the path of Buddhist organisation development in present Thai society. This study employs both quantitative and qualitative methodologies. It surveyed 520 monks from 12 provinces of Thailand, and conducted in-depth interviews with 15 monk deans and scholars in Buddhist universities.

The results revealed that, first, the role in adaptation of Buddhist organisations appropriate to present day Thai society should emphasis in the adaptation of a role for religious their development activities and Buddhism propagation especially using the temple as a tourist area, conducting auspicious activities on Buddhist holidays, and organising campaigns for year-end night masses help disseminate Buddhism more effectively and reach more young people, Secondly the guidelines for Buddhist organisation development and reform in Thai society are governance reform, education reform and reform of creating a social space and increasing community involvement.

**Keywords:** Buddhist Organisations, Reformation Period, Thailand

## INTRODUCTION

Buddhist Organisations are regarded as important institutions in Thailand and have been an integral part of the traditions and lifestyle of Thai people for centuries. However, the social and cultural changes in modern Thai society have affected the relationship between Thai people and Buddhist organisations in the areas of beliefs and practices, causing it to become more distant. Moreover, the increasing role of modern technology and new ways of communication is an important factor leading to changes in perceptions of Buddhist organisations. The apparent effect of greater discussion of Buddhist organisations has raised concern about the appropriateness and accuracy of what is being taught. Therefore, some groups of monks including ecclesiastical provincial administrators and monk teachers have attempted to develop activities and projects to adapt to these changes.

If we consider previous adaptation patterns and procedures of Buddhist organisations in Thailand, it can be seen that they have not ignored the changes in society. On the contrary, these organisations from the level of the Sangha Supreme Council and ecclesiastical officials to the level of local monks have tried to compromise and adapt without abandoning doctrine and discipline in order to deal with pressures and expectations of them by Thai society based on prevailing norms. Some examples include changes in the educational management of the clergy from the level of elementary education to tertiary education, organizing missionary teams to go out and propagate Buddhism in remote areas and foreign countries, and establishing clerical titles which are not officially recognized by the governance but are accepted by Thai society.

As a result, it can be said that Buddhist organisations in Thailand have continuously tried to set a direction that incorporates the principle of fulfilling their role in society. Due to the organisational culture and traditions, however, they have not always been able to use the newest channels of communication

extensively and effectively. In spite of this, such organisations continue to play important roles in social development. Specific examples include: training Dhammadaya (Dhamma heirs) at Wat Chonprathan Rangsarit, establishing networks for protecting natural resources and the environment in the northern region, establishing and managing 'Truth and Savings' networks in the eastern region, developing networks of volunteer missionary monks in the southern border provinces, and the policy of five-precepts keeping villages in the present. These are clear evidence showing that the Thai clergy is well aware of the changes and challenges that confront them in the role as part of an organisation that works for society. It can be seen that Buddhist organisations have made efforts to adapt and develop knowledge and work processes so that they can maintain their status as an important Thai institution. This article proposes guidelines for the continued development of Buddhist organisations in present day Thai society.

- 1) To study Buddhist organisation administrative in present Thai society.
- 2) To create the path of Buddhist organisation adaptation in present Thai society.
- 3) To create the path of Buddhist organisation development in present Thai society.

## **METHODS**

This study is a mixed method study focusing on collecting data from both a survey and qualitative research procedures to obtain useful data for developing procedural guidelines for Buddhist organisations in present day Thai society. Research topics can be divided as follows:

3.1 Paper-based research was done by studying and collecting data from academic documents regarding history, arguments concerning sociological and anthropological perspectives, and recommendations for the reform of present day Buddhist organisations. Moreover, this research examined the documents and proceedings of an opinion forum for clergy reform conducted by the National Office of Buddhism and Mahachulalongkornrajavidyalaya University under the supervision of the Sangha Supreme Council.

3.2 Qualitative research focuses on in-depth interviews with ecclesiastical officials, monastic scholars, Buddhist scholars and Buddhist nun scholars so that complete data was gathered based on six clergy missions, namely governance, Buddhist studies, welfare education, Buddhism propagation, construction and renovation of temples, and public welfare. This was done to obtain data for an analysis of the level of adaptation in Buddhist organisations that is appropriate for present day Thai society and to suggest guidelines for the development and reform of Buddhist organisations in Thailand.

## **LITERATURE**

### ***Buddhist organisation administration in present day Thai society***

Clerical administration is governance planning to allow orderly organisation of the clergy by providing regulations that segment them into distinct groups. It is particularly important that there is clear administration to provide order for missions. Definitions of clerical administration are given as follows:

Phra Medhidhammaporn (Prayoon Dhammacitto) defines clerical governance or clerical administration from the Buddhist viewpoint which refers to governance for education. Governance and orderliness stemming from governance are not the objective, but they are factors which support an individual in achieving educational goals or guaranteeing education. If people are not governed by education, they will be governed by power. When people are governed by power, they will have defiant feelings leading to conflict. Consequently, governance which rules by power and criminal law will increasingly focus on penalty. It is not the governance aiming at building good people, but it is the governance aiming at eliminating bad people.

In contrast, Phra Paisal Visalo states that, clerical administration is the work that monks do for society, so the quality of monks is critically important. Nowadays, the quality of monks is decreasing in



terms of precepts and practices, teaching ability, and Buddhist propagation, causing them lose their leadership role in moral teaching and wisdom and causing people to lose faith. Therefore, governance administration and monastic supervision are one means to improve quality. It is felt that the quality of monks will improve with the help of other factors. That is, if clerical administration and governance provide a system for getting monks to behave well and appropriately, the mutual support that is needed is a screening system and training system. The screening system is for selecting people who truly want to be ordained, while the training system is for people who just want to go through the ordination ceremony. The training of monks involves doctrine and discipline. A preceptor is assigned to perform this duty and is an assurer to the clergy. The preceptor must screen and train the monks, screening being the first step for a person to become a member of the clergy. The more important step is training in terms of behaviour, knowledge, and thorough understanding of the teachings of Buddha.

For Buddhist governing procedures and activities, a study finds that Buddhist organisations in Thailand organize clerical governance based on six important missions as follows:

1 ) Buddhist studies refers to the educational administration of Phrapariyattidhamma and other studies that are appropriate for monks such as Phrapariyattidhamma study and Dhamma Pali study. Currently, Buddhist studies are categorised into two parts: the Dhamma Pali section of Phrapariyattidhamma study and the General Education Section of Phrapariyattidhamma study.

2 ) Welfare education is educational administration for lay people. Presently, it is conducted in Sunday Buddhist study centres, temple pre-school children training centres, and charity schools sponsored by temples.

3 ) Buddhism propagation is the dissemination of the Buddha's teaching. This is carried out in two ways: continuous projects and ad hoc projects according to the Thai government's policy.

4 ) Public welfare is the work providing support to communities and society with temples and monks taking on a leadership role. This work includes summer mass ordination programs for monks and novices, supportive programs for monks, novices, and temples experiencing difficult conditions or being without an abbot to lead. Monks are leaders in community and social development such as by providing a place for organising meetings and career training for youths and others, building roads for villages, instituting savings programs, using the temple as a water supply for villages, sponsoring scholarships for students, and helping needy patients.

5 ) Construction and renovation of temples is work regarding temple development in terms of buildings and the environment to support temples' missions such as the maintenance of a temple's public property and maintenance and construction of buildings including temple halls, crematoria, school buildings, Buddhist libraries, monks' quarters and sermon halls. The amount of this work in each temple is not equal, depending heavily on funding, community needs, and the efforts of an abbot or the monks in a temple. Nevertheless, a temple will receive supportive funding partly from the Department of Religious Affairs. This funding is called a subsidy for temple renovation.

6 ) Governance is the administrative work to maintain order amongst the clergy. Governance is administered by the Sangha Supreme Council members who control and supervise policies and set committees to control and support the operations based on the six missions for the clergy nationwide. Additionally, there is clerical power distribution to regions and provinces around the country so that there are ecclesiastical provincial governors who can support and oversee monks appropriately and correctly based on doctrine and discipline.

## RESULTS

### *1. The role in adaptation of Buddhist organisations appropriate to present day Thai society*

Currently, Buddhist organisations in Thailand face tough challenges regarding the role and the management that are appropriate for present day Thai society. The increasing cultural interaction with global

society has led changes in the Thai lifestyle, traditions and culture, so the perceptions and influence of Buddhist organisations have changed from the past. This study aims at suggesting the guidelines for the adaptation of Buddhist organisational development to create a balance of maintaining their importance based on the two approaches below.

1.1 The adaptation of a role for religious their development activities. This approach is to build readiness for the development of religious heirs, especially new generations of novices and monks. The study shows that the decreased number of monks is a trend which Sangha administration organisations are aware of. Moreover, as wealthy and well-educated men are not encouraged to enter the life of a Buddhist monk by leaving their family and property behind, middle-class people are not able to be taught by monks with a similar education level. These people often admire monks who are famous for preaching and creating a learning space and temple area that is attractive to the middle-class. Another group of Thai people is influenced from the secondary Buddhist or Mahayana school. These people pay attention to study practices such as Zen, Tibetan, and Plum Village practices. One significant factor in forming these social groups is the need for new generations of religious heirs who are representatives of the image of modern Buddhism in Thai society. This image is “calm, clear, and clean”.

1.2 The adaptation of a role for Buddhism propagation. This approach is to develop the pattern of Buddhism propagation to be appropriate for the social and cultural changes in present day Thai society. The study finds that the role of Buddhism dissemination played by Buddhist organisations is still passive and focuses on using the temple as the foundation for propagation rather than sending monks out into different areas. Consequently, people feel distant from Dharma principles. However, with the increasing use of technology for communication, some Buddhist organisations are using media appropriate for younger age groups of Buddhists and disseminating the Dharma principles of Buddhism through various processes and channels. Besides these propagation channels, cooperation with organisations and agencies to promote Buddhist organisations and support them to create new activities is also crucial. Using the temple as a tourist area, conducting auspicious activities on Buddhist holidays, and organising campaigns for year-end night masses help disseminate Buddhism more effectively and reach more young people.

In addition to the Buddhism propagation in Thailand, sending missionary monks to areas around the world is regarded as an important strategy that Thai Buddhist organisations can manage effectively. The establishment of Dhammaduta College (missionary monk college) under Mahachulalongkornrajavidyalaya University plays a crucial role in driving Thai Buddhist organisations to maintain their importance on the world stage. Missionary monks who conduct activities abroad have several effective working strategies for dissemination such as (1) participation in social development in poor countries. In India and Nepal, missionary monks play a role in Buddhist propagation and maintain a firm foundation for Buddhism to stay in its motherland countries. Another strategy is (2) being a spiritual and cultural supporter for Thai communities in other countries especially the United States of America and European countries. A lot of Thai people migrate to settle, work and study in those first world countries. Having monks and temples as a cultural area leads to communication, interaction and learning Buddhism in non-hometown areas. This helps develop integration and unity among Thai communities in areas abroad. (3) Buddhism dissemination to foreign people is another strategy. Missionary monks continuously conduct activities on every continent around the world, so this provides both Thai and foreign people in different countries who are interested in Buddhism an opportunity to learn Dharma principles. In several areas, there are communities of devout people and the number of Buddhists is increasing such as in Hungary, Italy, and Germany.

## ***2. Guidelines for Buddhist organisation development and reform in Thai society***

For the guidelines for Buddhist organisation development and reform in Thai society, the researcher has developed three suggestions as follows:

2.1 Governance reform. This means there should be power distribution from the Sangha Supreme Council to relieve the administrative burden and lessen the workload by allowing working groups to function in supporting clergy roles in several aspects such as education, propagation and social development. Indeed, the Sangha Supreme Council should select clerical titles and monks in different regions who have expertise to support working in each aspect. Moreover, the administration in a command line from the level of ecclesiastical direction governors, especially ecclesiastical regional governors, should promote clerical titles who are related to their own governance areas to better understand the working contexts and culture in those areas. For determining the retirement age of clerical titles from the level of ecclesiastical regional governors to ecclesiastical district governors, the governance duration should be decreased to open up more opportunities for new generations to work.

2.2 Education reform. That is, there should be an adjustment of education management that is more appropriate for the age group of learners because novices who study in Phrapariyattidhamma schools must study from both the Dhamma section and the General Education Section based on the policy of the Ministry of Education. This causes novices to have more missions to accomplish than ordinary youths. Additionally, if a novice is interested in studying in the Pali section, this will increase his educational burden. Thus, the integration of a curriculum for age groups of novices should be reformed to open up opportunities for novices to learn as they want. Furthermore, the management of the Pali section should be reformed to focus more on analysis, application, and society description.

2.3 Reform of creating a social space and increasing community involvement. This means Buddhist organisations should value the development of social areas in temples by designating an area of a temple as a Sappaya (suitable) area and a strictly five-precepts keeping area. The employment of landscaping principles to make an area shady and clean is a pattern that can be developed and attract interested people to learn and participate in a temple's activities more than in the past. In addition, giving an opportunity for surrounding communities to determine working activities and create public benefit activities are an approach to support Buddhist organisations in helping them to understand the context of changes, problems, and needs of the people and in overcoming obstacles or problems they are confronted with.

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