



รายงานวิจัยฉบับสมบูรณ์

โครงการผลของการสอนโดยเน้นไวยากรณ์ในการเตรียมความพร้อมทดสอบ TOEIC

สำหรับแรงงานภาคอุตสาหกรรมของประเทศไทยเพื่อเพิ่มโอกาสการแข่งขัน

ในตลาดแรงงานภายใต้ประชาคมเศรษฐกิจอาเซียน

The Effect of Grammar-Based Teaching on TOEIC Preparation for Industrial

Labors in Thailand to Seize an Opportunity in the Trade Liberalization

under ASEAN Economic Community

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ชื่อเรื่อง	ผลของการสอนโดยเน้นไวยากรณ์ในการเตรียมความพร้อมทดสอบ TOEIC สำหรับแรงงานภาคอุตสาหกรรมของประเทศไทย เพื่อเพิ่มโอกาสการแข่งขันในตลาดแรงงานภายใต้ประชาคมเศรษฐกิจอาเซียน
ผู้วิจัย	นางสาวบุษบง แซ่จิว
หน่วยงาน	สถาบันภาษา

### บทคัดย่อ

การวิจัยครั้งนี้มีวัตถุประสงค์เพื่อศึกษาผลของการสอนโดยใช้เอกสารการสอนโดยเน้นหลักไวยากรณ์ต่อแรงงานภาคอุตสาหกรรมของไทยเพื่อเตรียมพร้อมรับการทดสอบ TOEIC เอกสารประกอบการสอน Grammar as the TOEIC Conqueror เป็นเอกสารการสอนตามหลักไวยากรณ์ที่พัฒนาขึ้นโดยนักวิจัยผู้เข้าร่วมวิจัยเป็นแรงงานภาคอุตสาหกรรมไทยที่ทำงานในเขตอุตสาหกรรมอมตะนคร ชลบุรีจำนวน 40 คน ได้รับการสอนหลักสูตรเตรียมตัวสอบ TOEIC 30 ชั่วโมงโดยผู้เข้าร่วมวิจัยทั้งหมดจะต้องทดสอบก่อนและหลังการเรียน คะแนนทั้งหมดจะนำมาวิเคราะห์โดย (t-test) ผลการวิจัยพบว่าคะแนนการทดสอบหลังเรียนของผู้เข้าร่วมวิจัยส่วนใหญ่สูงกว่าก่อนการทดสอบอย่างมีนัยสำคัญทางสถิติผลการวิจัยสามารถสรุปได้ว่าการพัฒนาเอกสารการสอนโดยเน้นหลักไวยากรณ์เป็นอีกทางเลือกหนึ่งสำหรับแรงงานภาคอุตสาหกรรมไทยในการเตรียมความพร้อมทดสอบ TOEIC ซึ่งเป็นการขับเคลื่อนประเทศไทยสู่ตลาดนานาชาติ

**TITLE** The Effect of Grammar-Based Teaching on TOEIC Preparation for Industrial Labors in Thailand to Seize an Opportunity in the Trade Liberalization under ASEAN Economic Community

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### ABSTRACT

The purpose of the research is to study the effect of grammar-based teaching material for Thai industrial labors to be ready for TOEIC test. Grammar as the TOEIC Conqueror is grammar-based teaching material developed by the researcher. The participants of the research were forty Thai industrial labors who work in Amata naknon industrial estate, Chonburi. These participants were taught TOEIC preparation courses for 30 hours by using Grammar as the TOEIC Conqueror. All Participants were asked to take pre-test and post-test. Their scores were analyzed and compared by t-test. The result of the research shows that their scores of post-test were higher than pre-test at  $p < 0.5$ . The result of the research can conclude that to develop grammar-based teaching material is the another choice for educators to prepare Thai industrial labors to take the TOEIC test. This can drive Thailand to international world.

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## CHAPTER I

### INTRODUCTION

The implementation of AEC has begun in 2015. This offers a new opportunity for employees due to the free flow of workforces within the member nations (Crocco & Bunwirat, 2014; Pyakurel, 2014). This is good for Thai people to have chances to work in any country members of AEC to get a higher benefit. This enable the economics of Thailand to continually go forward.

For English, it is known that at least a quarter of the world's population speaks English. This has grown in the last decade. English is in the primary curriculum in many countries. Good English is an entry requirement for much tertiary education in a global market that English users get a competitive advantage. (Harmer 2015)

According to Article 34 of the ASEAN Charter (Kirkpatrick, 2008), English was declared to be the sole working language of AEC in 2007 to facilitate communication among the ten countries. English language proficiency has become a required qualification for labors in the AEC. Employers can select the most qualified employees who are the best for job positions from any member countries (Bunwirat & Chuaphalakit, 2016). Thailand is a member of the ASEAN Economic Community, so Thai labors have opportunities to work in any member countries. The most important factor for them to work in AEC well is English language. If the labors can show their English ability, a required qualification, to employers, they may get closer to their goals.

TOEIC is an English language proficiency test for people whose native language is not English. The scores of TOEIC can indicate how well people can communicate in English with others in the global workplace. The result of the TOEIC test is used for deciding on the hiring of employees in AEC. As a result, Thai labors should be prepared for the English language proficiency test. This enables Thai people to reach the goal of getting a good job in AEC.



To find a way to prepare Thai labors for the TOEIC test is very important. Thai labors whose TOEIC scores were accepted in the workforce market in AEC will help the Thai economics improve better.

### **Research Questions**

How grammar-based teaching material affect to Thai industrial labors in AEC to be ready for TOEIC?

### **Research Objectives**

1. To create the course syllabus for the TOEIC preparation course for Thai industrial labors
2. To create grammar-based teaching material in TOEIC preparation for Thai industrial labors

### **Expected Benefits**

1. To study and find the best way to work in any member countries in AEC well.
2. To drive Thai industrial labors to international standard

### **Scope of the Study**

The grammar-based teaching material for TOEIC preparation will be created. 40 Thai industrial labors will be taught with the grammar-based teaching material for TOEIC preparation created by the researcher. They will be asked to do the pre-test and post-test that are the TOEIC model tests. The results of pre-test and post-test are studied. After the course, the participants will be asked to answer the satisfactory questionnaire and will be interviewed. The answer from the questionnaire and the interview will be analyzed to create the suitable course syllabus and material for Thai industrial labors

**The population of the study**

Forty Thai industrial labors were the population of the study. They were taught with the grammar-based teaching material for TOEIC prepared by the researcher. They had to do the pre-test and post-test. The pre-test and post-test are the TOEIC model tests. The results of pre-test and post-test were analyzed. After course, they were asked to answer the Learner Satisfaction Survey for English for TOEIC Preparation Course via Google form. The answers of all forty participants were analyzed. Four of all participants were interviewed.

**Location**

The study will be done at Burapha University

**Subject of the study**

To study the effect of grammar-based teaching on TOEIC preparation for Thai industrial labors.

**The Instruments**

1. Grammar as the TOEIC Conqueror is the material developed by the researcher used to teach the 40 participants.
2. The practice test one from the New TOEIC Test Intermediate Coursebook was used as pre-test and post-test for all participants. The test components and the numbers of test items are the same as the TOEIC test.
3. The Learner Satisfaction Survey for English for TOEIC Preparation Course was created by the researcher via Google form. Item-Objective Congruence Index, IOC, was evaluated by three experts.

## **The Definition of Terms**

**TOEIC** is the Test of English for international communication.

**Grammar-Translation method** refers to the teaching method that was based on a detailed analysis of the grammar of the language, followed by exercises involving translating sentences and texts from the mother tongue into the target language.

(Richards 2015)

**ASEAN Economic Community** refers to ASEAN economic integration

[http://asean.org/asean-economic-community/aec-monitoring/\(2012\)](http://asean.org/asean-economic-community/aec-monitoring/(2012))

## **CHAPTER II**

### **REVIEW OF THE LITERATURE**

To study the effect of grammar-based teaching material for Thai labors to be ready for the AEC is the objective of the research. In this chapter, further details of theoretical issues and related research articles are reviewed to give a clear understanding of the research. There are six aspects to be reviewed.

#### **English Language**

According to Richards (2015), the status of the English language is complicated today. It is the first language for some people while it is required to study in the school for some people. It is a key for academic and professional success because it has become the language for communication between international communities.

Farzad (2009) claimed that English has traveled around the world. By choice or force, it is an international language. And it is a lingua franca for the AEC, too.

Richards (2015) referred that English is essential in economic development for many countries. There are many studies showed that the countries whose people have poor English-language skills have lower levels of income, trade, and innovation.

Paitoonpong (2013) said the English-language proficiency of Thai workers is a weakness that needs to be addressed quickly, as well as skills in information technology.

## **English Grammar**

Grammar is a principle role in language teaching. For older traditions of language teaching, knowledge of grammar is the key to successful language learning and language use. For recent approaches to language teaching, grammar knowledge is to carry out tasks, to create texts, and to understand content and information. (Richards, 2015)

According to Caponigro, Cecchetto, & Chierchia (2013), the key aspect of human language is determined by grammar.

English grammar is a root for the English language. All aspects and all four skills of English language related to English grammar.

Richards (2015) suggested that to learn how to use grammatical knowledge in building sentences and texts is the core topic in second language learning and it has also been focused on extensive research in applied linguistics.

Grammar can be described on a basic level as being concerned with the internal structure of words and phrases and the way in which words are arranged into sentences and texts. (Carter and McCarthy, 2006)

Jones & Waller (2015) stated that grammar is the analysis of form and function. Words, phrases, clauses, sentences, utterances, and texts in term of both the form used and how these make meaning in context are interested when the grammar is focused.

Grammar for language is a full analysis of a language which includes all the words and word classes of the language. (Hudson, 2010)

There are many ways to introduce grammar. For example, teachers can show learners grammar evidence and ask them to work out for themselves how the language is constructed. Teachers give a chance for learners to practice different grammar points, and they can use games for learners to practice grammar.

## **Grammar-Translation Method and Grammar-Based Teaching**

Grammar-translation is a teaching method that has been used for centuries and it is still used until now in some parts of the world. This method based on a detailed analysis of the grammar of the language, followed by exercises involving translating sentences and texts from the first language into the target language. (Richards, 2015)

Harmer (2015) claimed that for grammar-translation, learners were given explanations of individual points of grammar, and they were given sentences which exemplified these points. The sentences had to be translated from the target language back to the learners' language.

Azar (2007) claimed that Grammar-Based Teaching (GBT) is as an effective, ever-evolving, and widespread pedagogical practice. The importance of teaching grammar is that it can help learners find the nature of language. Language usually consists of predictable patterns that make what we say, read, hear, and write intelligibly. As a result, GBT can improve learners' language in all four skills. The main advantage of GBT is that it can help language learners understand grammar concepts, such as parts of speech.

Purpura (2004) showed the definition of grammar from Rea-Dickins that grammar is the single embodiment of syntax, semantics, and pragmatics. She also stated that the purpose of communicative grammar tests is an opportunity for the test-takers to build their messages and grammatically respond to a given context.

## **ASEAN Economic Community**

Gerald (2012) point out what the AEC means is a future with a much greater and freer flow of capital, goods, services, and labor among the ASEAN countries. This means that Thais will encounter a much greater number of individuals from neighboring countries such as students, teachers/professors, tourists, customers, employers, traders, businessmen, artistic and cultural performers, and laborers. Since few of these individuals will know Thai, it is imperative to communicate with them effectively in English and/or their native languages.

Thus, in terms of preparation for the AEC era, foremost is the critical need to improve the language proficiency of Thais both in English and in the languages of the ASEAN countries. All Thai college students should be developing proficiency in one Western language (normally English but it could be French, German, or another language) and one language of the ASEAN region.

At the 27th ASEAN Summit on 22 November 2015 in Kuala Lumpur, Malaysia, the ASEAN Leaders adopted the AEC Blueprint 2025. This is the ASEAN economic integration agenda for the period of 2016-2025. And the ASEAN Economic Community (AEC) formally established on 31 December 2015. This establishment is an important step for in ASEAN economic integration journey (<http://asean.org/asean-economic-community/aec-monitoring/>)

## **The Mutual Recognition Arrangements (MRAs)**

The Mutual Recognition Arrangements (MRAs) were marked to encourage work portability in eight professions, Engineering Services, Nursing Services, Architectural Services, Surveying Qualification, Medical Practitioners, Dental Practitioners, Accountancy Services, and Tourism Services.

<http://www.pbic.tu.ac.th/main/sites/default/files/ICAS%20Paper%20A145%20-Patamasiri%20Proofread.pdf>

## **TOEIC Test**

TOEIC is the Test of English for international communication. The test of overall English language proficiency in real life, day-to-day, and business contexts. The TOEIC test consists of two sections. They are listening and reading. There are 100 multiple-choice items and it takes two hours to complete the test. This exam is widely recognized in Asia. (Richards 2015)

Lawson, A.(2008) claimed that the TOEIC test is as an English language proficiency test for people whose native language is not English. It measures the everyday English skills for people who work in an international atmosphere. The scores of the test can show how well people can communicate in English with others in the international workplace. The TOEIC test has developed into one of the world's most dominant in English assessments since 1979. There are over 4.5 million people who take the test every year. It is used for making significant personnel decisions such as hiring or promotion. English language schools and academic institutions use it as a placement test.

Some parts of the TOEIC test involve gap-filling. Bell, S.(2008) in a gap-filling or cloze activity, some words are deleted from a text and test takers are required to fill the gaps with words that are semantically, grammatically and contextually appropriate. Azar, B. claimed that in GBT, communicative practice means that real people are communicating in real-time about real things in a real place for a real purpose.

The composition of the TOEIC test is summarized in Table 1 (Educational Testing Service, 2007). The TOEIC test has old and revised versions. Across the versions, the test consists of listening and reading sections. Each section includes 100 multiple-choice items, with three or four options for each item depending on section parts. The listening section has four parts, is paced by a compact disc or tape-recorder and lasts for 45 minutes. The reading section has three parts and lasts for 75 minutes. Responses to all questions are marked on a separate answer sheet.



In conclusion, the researcher believed that the grammar-translation method for teaching should be suitable for TOEIC preparation for Thai labors. They will be in an international workplace because of the AEC's labor liberalization, so they have to indicate how well they can communicate in English with others in the AEC workplace.

## **CHAPTER III METHODOLOGY**

### **Population**

The population of the study is forty Thai labors in Chonburi. The written invitation letters were sent to Amata corporation public company limited to ask Thai labors who work in companies in Amata Nakhon industrial estate to join the research.

### **Participants**

All forty Thai labors from many companies in Amata Nakhon industrial estate were taught English for TOEIC preparation course by using a material that was created by the researcher. It takes thirty hours for the whole course.

### **Environment**

All participants were taught TOEIC preparation for thirty hours without grading. The courses did not affect them in any aspects.

### **Instruments**

#### **1. Grammar as the TOEIC Conqueror**

Grammar as the TOEIC Conqueror is the material for the TOEIC preparation that the researcher developed. This material consists of grammar points that can be seen in TOEIC test. They are presented one by one with example test items. For instance, the sentence, “The owner had the store \_\_\_\_\_ for the holiday. (close)” was presented after the causative verb was explained to make learners understand this grammar point easily and clearly.

All grammar points are shown and deeply explained. For the parts of speech topic, all kinds of English words are stated. They include nouns, adverbs, adjectives, prepositions, conjunctions, pronouns, etc.

All important aspects of each grammar point are described. Characteristics of nouns, types of nouns, and six noun positions are explained in the topic of nouns. The example of the description about the noun as below.

Langan and Johnson (2013) expressed that parts of speech are words that are classified from their meaning and use in a sentence.

## **Noun**

### **Characteristics of Noun**

1. article (a/an/the/possessive adjectives: my/your/our.../demonstrative: this/that/these/those/number/a lot of...)
2. If noun is countable noun, it can be plural

student—studentss

watch- watches

wife—wives

child---children

fish--fish

3. A Noun can be possessed

The roof **of** my house is white.

**My** house is white.

My parents' bedroom is cleaned every day.

### **Six Noun Positions**

Noun can be placed in six positions in a sentence.

1. Subject
2. Direct object
3. Indirect object
4. Object of preposition

We study English on Saturdays.

5. Complement that usually follows a verb be/linking verb

Martha is a good teacher.

6. Appositive

Jefe, my new colleague, moved to this town last week.

I don't like Jefe- my new colleague.

## Types of Noun

### Countable noun/ Uncountable noun

countable noun---- singular/ plural

uncountable noun--- singular

Rice is the main dish for Thai people.

### Abstract noun/Concrete noun

Abstract --- singular

Loneliness is a problem for Thai students in Australia.

### Suffixes for noun

-ty	-ion	-age	-al(burial)
-ance	-ence	-ant	-ian
-ry	-y	-ee	-er
-or	-ment	-ess	-eed
-ful	-hood	-ic	-ist
-let	-ure		

English grammar for the TOEIC test is explained from the basics to the advanced. Before an explanation of types of a verb, the sentence structure is shown for learners to understand why and how the verb in the sentence works.

Geffner (2016) stated that a subject and a verb are the keys of English sentences.

### **What is a complete sentence?**

#### **INSERT AN APPROPRIATE WORD INTO EACH SPACE**

1. The ..... will soon be finished.
2. A strange.....is following.
3. ....is one of my favorite activities.
4. My ..... brought her frog to school.

#### **Every sentence in English has three important and necessary elements**

- 1) the SUBJECT: who or what the sentence speaks about.
- 2) the VERB: what the sentence says about the subject.
- 3) a COMPLETE IDEA: additional information may need to add to the subject and verb in order to complete the idea.

Which of the following are sentences, containing all three elements above?

- Boy !                    (calling a waiter in a restaurant)
- Susan !                (calling to a friend)
- Sit down!            (teacher giving an order)
- Harry is              (describing Harry)
- Harry ate.            (telling what Harry did)

### **Verb**

A verb can be:

#### **One word**

Jack studies well.

Our milkman delivers on weekends.

English majors at this university are lucky.

**A group of words consisting of helping/auxiliary verbs and -ing or past participle form (v3) of the main verb**

The student was punished for copying.

The ruins have been restored by the archeological Department.

The players are waiting for the bus

### A compounding

The students sang and danced.

Tom watched television and did his homework at the same time.

## Types of Verb

### Action Verb

Action verbs may also be divided according to their use in sentences.

The wind **blew** the seeds too far fields.

The wind **blew** strongly from the south.

I **am reading** that book for an assignment.

I **am reading** slowly and carefully.

### Transitive verb

- When there is a noun phrase referring to something or someone other than the subject which serves as the receiver of the action, the verb is called "*transitive*" (AVT); the noun phrase which completes the meaning by receiving the action is known as the DIRECT OBJECT (DO).

John wrote his name in his book.



### **Intransitive Verb**

- If a verb can stand by itself without requiring a noun phrase to receive the action and complete the meaning, it is called “intransitive” (AVi).

John always sleeps in his parent's bedroom.

### **The Mid Verb**

- This box weighs six-kilos.
- His present cost sixty baht.
- Jerry has a new green bike.
- The poor student lacked ambition and self-confidence.

### **VERBS OF BEING/LINKING VERBS**

- Gregory is intelligent./ Gregory is here.
- Gregory was a clever student.
- That snake looks dangerous./That snake stays there.
- My childhood pal became a famous celebrity.

### **A Verb be/Linking verb can be followed by**

1. adjective
2. adverb
3. nouns

### Linking Verb

<b>feel</b>	<b>appear</b>	<b>look</b>	<b>run</b>
<b>seem</b>	<b>sound</b>	<b>prove</b>	<b>stay</b>
<b>get</b>	<b>become</b>	<b>smell</b>	<b>turn</b>
<b>grow</b>	<b>remain</b>	<b>act</b>	<b>taste</b>

**\*\*\*A linking verb can be an action verb**

Your sandwich smells good.      linking verb

I smell your sandwich.      action verb

### Suffixes for verb

<b>-en</b>	<b>-fy</b>	<b>-ize</b>	<b>-ise</b>
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dark---darken

simple---simplify

capital---capitalize

critic---criticize

In addition, the important detail of each sub-topic is described to build learners' strength root. For example, all types of tenses in English are taught one by one tense with all-important detail with easy understand words and symbols.

## Verb Tense

### Past

- Past simple tense
- Past continuous tense
- Past perfect tense
- Past perfect continuous

### Present

- present simple tense
- present continuous tense
- present perfect
- present perfect continuous

### Future

- future simple tense
- future continuous tense
- future perfect tense
- future perfect continuous

### Past Simple Tense

Used for completed event

+	Subject + V2
-	Subject + did + not +V1
?	Did + Subject + V1?
	Question word + did+subject+V1?

#### Time Expression

last.../ ....ago/ time in the past: in 2009

#### Example

I did my master degree more than ten years ago.

### Present Simple Tense

Used for habits/ facts/ status

+	Singular subject + V1 (s/es)
	Plural subject + V1
-	Singular subject + does+not+V1
	Plural subject + do+not+V1
?	(Question word) Does + singular subject + V1?
	(Question word) Do + plural subject + V1?

**Time Expression**

Adverb of frequency, every..., Mondays, once a week

**Example**

George works at home on weekends.

We don't have class on Sunday.

Do they have class on Saturday?

When do you have English class?

**Future Simple tense**

Used for the future situation

+ Subject + will + V1

- Subject + will + not + V1+

? (Question word) + will + subject + V1?

**Time Expression**

Time in the future, tomorrow, next...

**Example**

Sue will go to Japan next month.

We won't be absent next week.

When will you do the TOEIC test?

### Present continuous tense

Used for a happening action or event

+	Subject + is/am/are + V1 ing
-	Subject + is/am/are + not + V1 ing
?	(Question Word) + is/am/are + subject + V1 ing?

#### Time Expression

Now/ right now/ this...

#### Example

I am studying English to do the TOEIC test this month.

Sam is studying English now.

### Past continuous tense

Used for a happening action or event in the past

+	Subject + was/were+ V1 ing
-	Subject + was/were+ not + V1 ing
?	(Question Word) + was/were+ subject + V1 ing?

#### Time Expression

A Specific time in the past

**Example**

I was studying English to do the TOEIC test in May.

Sam was studying English when his friend was having breakfast.

We were setting the system of media at 9.30 a.m.

**Future continuous tense**

Used for a happening action or event in the future

+	Subject + will + be + V1ing	-
	Subject + will+ not +be + V1ing	?
	(Question Word)+ will+ subject +be+ V1ing?	

**Time Expression**

A Specific time in the future

**Example**

I will be sleeping at 9.00 p.m.

Frank won't be sleeping at 9.00 p.m. because he has a lot of work

to do.

### Present perfect tense

Used for the action or event that started in the past and continue to or complete in the present including experiences.

+	Subject + have/has + V3 (past participle)
-	Subject + have/has + not + V3
?	(Question word) have/has+ subject + V3?

### Time Expression

since / for

### Example

We have studied English for fifteen years.

I've never been to UK.

How long have you worked here?

### Past perfect tense

Used for an event or an action that has begun in a certain period in the past, until another time in the past.

+	Subject + had + V3 (past participle)
-	Subject + had + not + V3
?	(Question word) had+ subject + V3?



**Time Expression**

A Specific time in the past

**Example**

We had studied English before we went to the UK.

**Future perfect tense**

Used for an event or action that begins at a certain time in the future for another time in the future. (Future one before another in the future)

+	Subject + will + have + V3 (past participle)
-	Subject + will + not + have + V3
?	(Question word) will + subject + have + V3?

**Time Expression**

A Specific time in the future

**Example**

We will have studied one more tense before we have a break.

### Present perfect continuous tense

Used to describe events or actions that have taken place in the past to the present and are occurring while speaking.

+	Subject + have/has + been + V1 ing	-
	Subject + have/has + not + been + V1 ing	
?	(Question word) have/has + subject + been + V1 ing?	

#### Time Expression

since / for

#### Example

We have studied English for fifteen years. (present perfect tense)

We have been studying English for two hours. (present perfect con)

### Past perfect continuous tense

Used to an event or action that begins in a certain period in the past until another moment in the past occurs.

+	Subject + had + been + V1 ing
-	Subject + had + not + been+ V1 ing
?	(Question word) had+ subject + been + V1 ing

#### Time Expression

Specific time in the past

#### Example

We had been setting the visual when Henry came in the class.

We had set the visual before Henry came into the class.

### Future perfect continuous tense

Used to an event or action that begins at a certain time in the future, until another moment in the future is occurring.

+	Subject + will + have + been+ V1 ing
-	Subject + will + not + have + been + V1 ing
?	(Question word) will + subject +have+ been + V1 ing?

#### Time Expression

A Specific time in the future

### Example

We will have been studying grammar all day by the time we go home.

The research believes that grammar can build as strong pillars of the building. Learners who want to prepare themselves for taking the TOEIC test should have deep knowledge of grammar. This can help them get good scores for the test and it is a great root for improving other aspects of English.

2. The practice test one from the New TOEIC Test Intermediate Coursebook was used as pre-test and post-test for all participants. The test components and the numbers of test items are the same as the TOEIC test. The test includes seven parts with 200 items as same as the TOEIC test. All parts are four listening parts and three reading parts. All participants were given two hours to complete the test before and after the course.

3. The Learner Satisfaction Survey for English for TOEIC Preparation Course was created by the researcher via Google form. Item-Objective Congruence Index, IOC, was evaluated by three experts. All of them are English lecturers at Burapha University for more than five years. They asked to evaluate the Learner Satisfaction Survey for English for TOEIC Preparation Course was created by the researcher before the survey was sent to learners. There are 16 items in the survey. All forty learners were sent the Learner Satisfaction Survey for English for TOEIC Preparation Course and they could complete the survey online. The survey includes 16 questions as follow.

1. The level of effort you put into the course
2. Level of skill/knowledge before completing the course
3. Level of skill/knowledge after completing the course
4. Instructor was an effective lecturer/demonstrator
5. Instructor stimulated student interest
6. The material was clear and organized

7. The material was available and helpful
8. The material stimulated my interest in the TOEIC Test
9. Learning objectives were clear
10. The course content was organized and well planned
11. The time duration of the course was appropriate
12. The course organized to allow all learners to participate fully
13. The grammar-based material was useful for the preparation of all parts of

#### TOEIC Test

14. What aspects of this course were most useful or valuable?
  15. How would you improve this course?
  16. Why did you choose this course?
4. Set of questions for interviewing four of forty participants. These questions are followed.
1. Have you ever taken the TOEIC test?
  2. What are the key problems for you in taking the TOEIC test?
  3. What do you think is the foundation of English language development?
  4. How important do you think English grammar is to the TOEIC English test?
  5. Do you think the TOEIC preparation course is needed?
  6. After the course, are you confident that you are ready for the TOEIC test?
  7. How do you think TOEIC scores are important to you? In terms of work
  8. After completing the course, will you take the TOEIC test?

### **Data Collection**

1. All participants were asked to take a pre-test before the course.
2. After taking the pre-test, participants were taught for TOEIC preparation by using Grammar as the TOEIC Conqueror. This is grammar-based teaching material developed by the researcher for 30 hours.
3. The second group of participants was taught for TOEIC preparation by Longman Preparation Series for the New TOEIC Test Intermediate Coursebook for 30 hours.
4. When participant completed their TOEIC preparation courses, They were asked to take post-test.
5. The scores of pre-test and post-test were collected to be analyzed.
6. All participants were asked to answer the Learner Satisfaction Survey for English for TOEIC Preparation Course was created by the researcher via Google form. And all answers were analyzed.
7. Four of all participants were interviewed and all answer were analyzed.
8. After seven steps, the course syllabus of English for TOEIC Preparation Course for Thai labors was created.

### **Data Analysis**

The scores of all participants from both pre-test and post-test were collected to be analyzed to find the percentage, mean scores, and standard deviation.

All answers from the survey and from interviewing were collected and analyzed. They were found the percentage.

Data were compared to find the answers to the research questions.

## CHAPTER IV

### FINDINGS

#### 4.1 Symbols used to analyze and interpret data

N refers to the number of participants in the group

$\bar{x}$  refers to mean scores

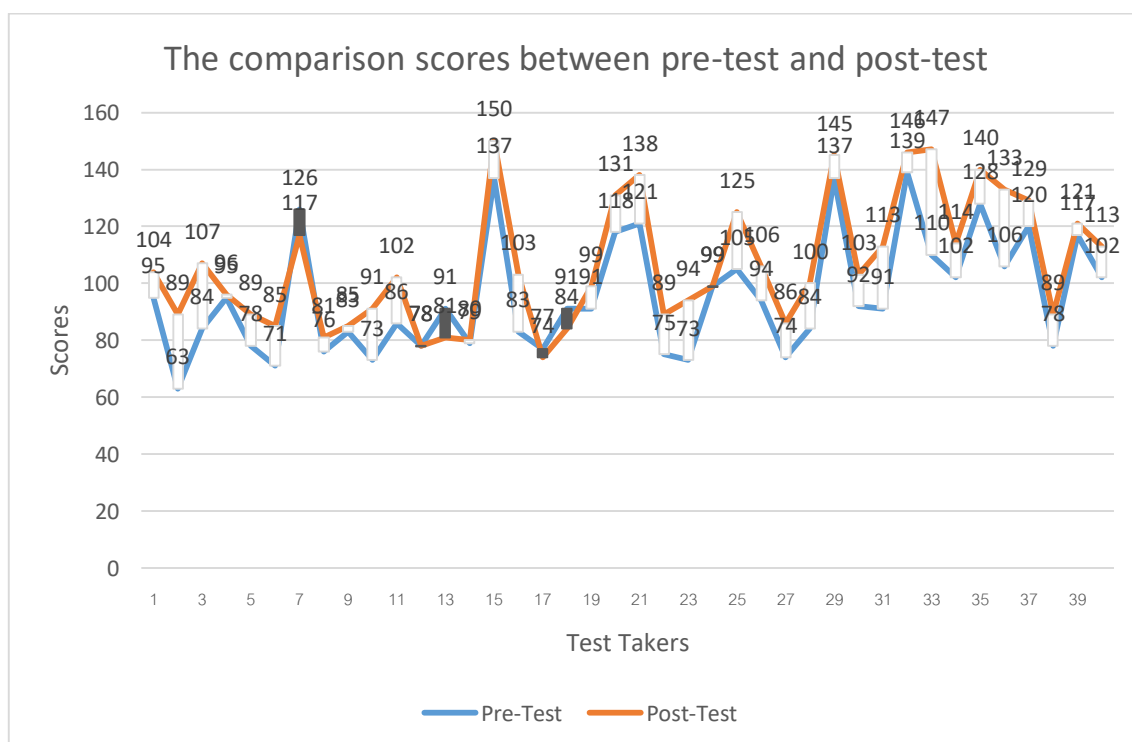
SD refers to standard deviation

T refers to t-test analysis

p refers to significances

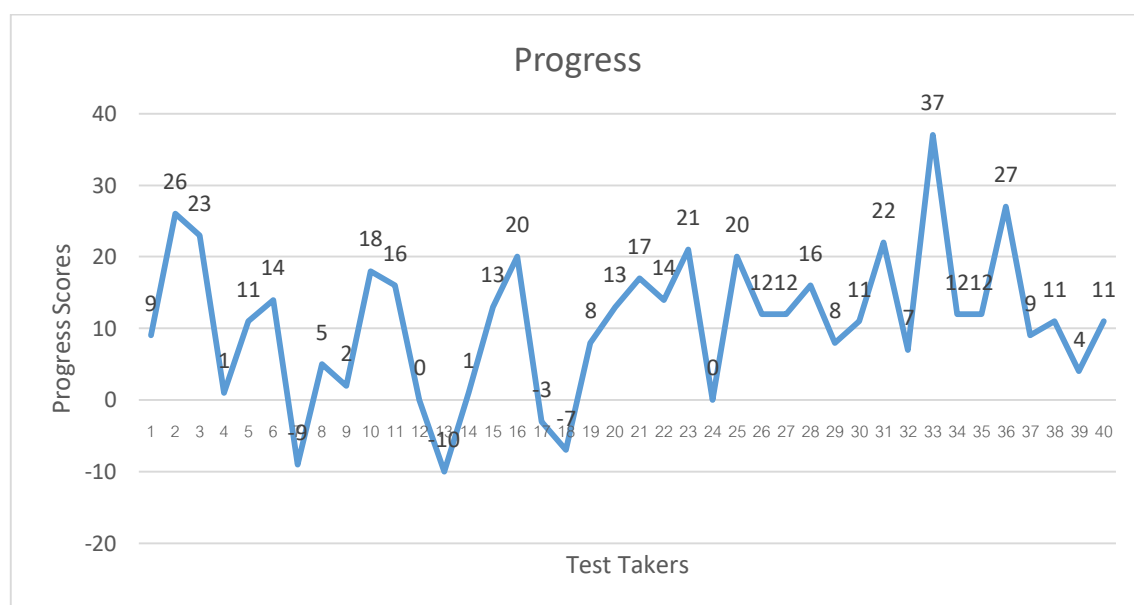
#### 4.2 Presentation of data analysis results

The methods of presenting the results of the data analysis are divided into two easily understood groups. These groups were two charts, one table, and analyzed data from Google form. The first two charts show data analysis step by step. First, the chart shows a comparison of the scores between pre-test and post-test of the participants who were prepared for TOEIC by using the teaching material developed by the researcher.



From the chart, almost post-test scores of almost participants were higher than the pre-test score. It was 90% of the participants. There were only four participants whose post-test score were lower than their pre-test score.

Next, the scores of pre-test and post-test of participants were analyzed. These mean scores of the two groups were compared to find the progress scores. Finally, the progress scores of the two groups were analyzed to compare to find the difference.



#### 4.3 Results of the data analysis

Table 1 shows the comparison of the scores between pre-test and post-test of the participants who were taught for TOEIC preparation using the teaching material developed by the researcher.

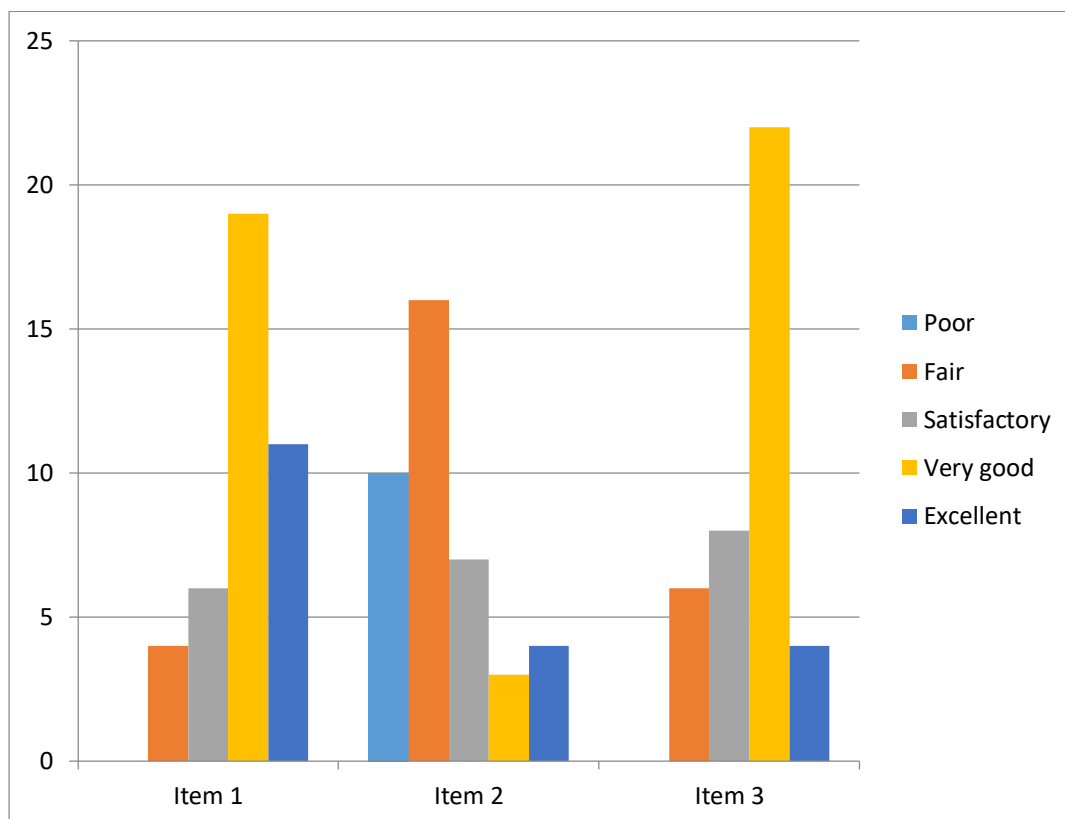
Scores	N	$\bar{X}$	S.D.	T	p
Pre-Test	40	95.55	20.43	6.90*	0.00
Post-Test	40	106.40	22.05		

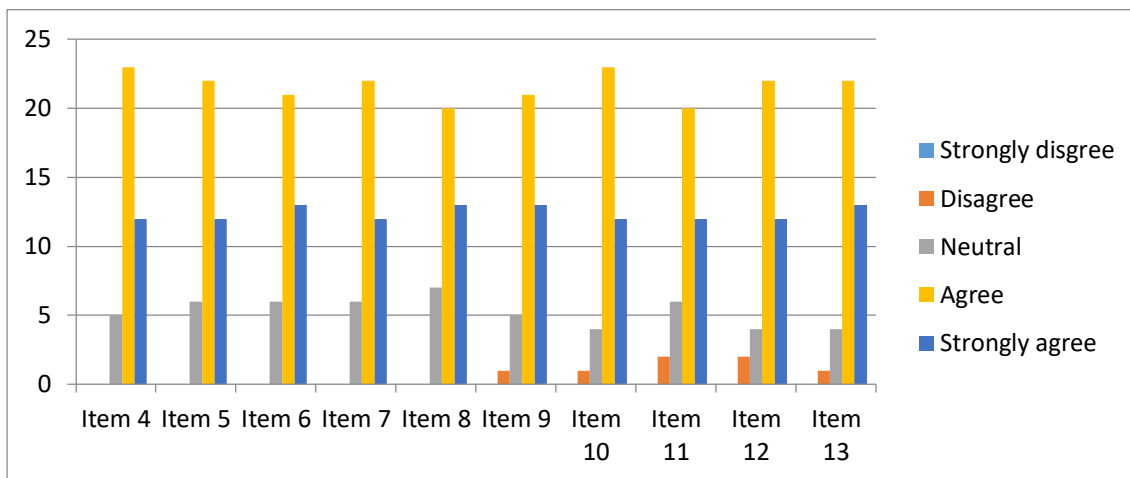


It can be seen in the above chart that the descriptive statistics of the participants' mean scores on the pre-test and post-test of the participant using the teaching materials developed by the researcher are 20.43 and 22.05. It can be seen that the mean score obtained on the post-test (95.55) is significantly higher than the one obtained on the pre-test (106.40) at  $p < .05$ .

All followed charts show the analyzed data from the survey from Google form. These include 16 items. These items were shown in for charts.

**Chart 1** shows the level of effort the participants put into the course, the level of skill/knowledge before completing the course, and the level of skill/knowledge after completing the course





**Chart 2** shows item 4 to item 13.

These items were as followed

4 The Instructor was an effective lecturer/demonstrator

5. The Instructor stimulated student interest

6. The material was clear and organized

7. The material was available and helpful

8. The material stimulated my interest in TOEIC Test

9. The Learning objectives were clear

10. The course content was organized and well planned

11. The time duration of the course was appropriate

12. Course organized to allow all learners to participate fully

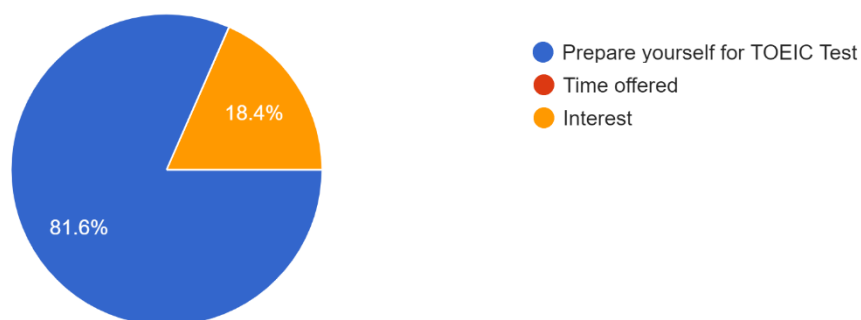
13. The grammar-based material was useful for the preparation of all parts of

TOEIC Test

**Chart 3** shows the reasons why participants made decision to attend the course.

### Why did you choose this course?

38 responses



From the chart, 81.6% of participants attended the course to prepare themselves for the TOEIC test.

For the interview part, there are eight questions. There are four of forty participants were asked these questions. The answers were analyzed and could be shown one by one question. The first question is that you have ever taken the TOEIC test. All four answers show that none of the interviewees have taken the TOEIC test before the course. 75% of interviewees said that grammar was their key problem for taking the TOEIC test and 100% of interviewees claimed that grammar was the foundation of English language development. As a result, grammar was very important for them to get higher scores in the TOEIC test. All of the interviewees agreed that the TOEIC preparation course is needed if they want to take the test. 50% of interviewee said that they are ready for the TOEIC test. 100% of interviewees thought that TOEIC scores are important to them because it can enable them to get promotion and have a chance to get a higher salary. For the last question, all four interviewees said that they will take the TOEIC test after completing the course.

## **CHAPTER V**

### **DISCUSSIONS**

This chapter discusses and interprets the findings of the present study based on the research question. The question is how grammar-based teaching material affects Thai industrial labors in AEC to be ready for TOEIC.

How grammar-based teaching material affect to Thai industrial labors in AEC to be ready for TOEIC?

The main purpose of the research is to study the effect of grammar-based teaching on TOEIC preparation for Thai industrial labors under the ASEAN Economic Community.

For all participants using the teaching materials developed by the researcher, the mean scores obtained on the post-test is significantly higher than the one obtained on the pre-test. Whatever method used to teach learners can make progress of language acquisition, so the scores of the post-test after learning should be higher than the scores of the pre-test. Also, to study the effect of the teaching method should be done in many aspects.

This will can help researchers get more deeply details in the effect. And these details can be studied in many ways. The result of the research can improve teaching material that can help learners get higher progress in English skills. English skills must be tested for choosing the labors in the international community, ASEAN Economic Community. The reason why labors' English skill is important for AEC world and must be tested. The English language is essential for communication between international communities. For the workforce world of AEC, good labors will be accepted to get a good chance to work in the international workplace is that the labor who can show how he can work

well with other people with the international language, English language. The score of TOEIC test is as a certificate that is used for deciding on the hiring of employees in AEC because it can indicate how well people can communicate in English with others in the global workplace.

The answer to the main research question can be answered that grammar-based teaching material developed by the research well affect to English language progress of Thai industrial labors.

### **Conclusion**

To study the effect of grammar-based teaching on TOEIC preparation for Thai industrial labors is the main purpose of the research. The result of the research can conclude that to develop grammar-based teaching material is another choice for Thai industrial labors to prepare themselves to take the TOEIC test. Grammar is still the core part of English language skills. Standardized tests usually include grammatical assessment. Some of the test items are related to grammar knowledge. To strengthen grammar knowledge can help test takers get higher scores in the TOEIC Test because all parts of TOEIC test includes grammatical aspect. For example, test takers usually use their grammar knowledge to analyze questions. Grammar is as a root of English in all aspects.

### Suggestions for Further Study

1. The further study should include the other types of teaching method that were not studied in this research because to study in varieties of teaching method can offer many good ways for Thai industrial labors to prepare themselves on TOEIC under ASEAN Economic Community.
2. The other skills in English development should be studied to increase opportunities for Thai industrial labors in the AEC world.

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