USING WEB-BASED INSTRUCTION TO STUDY AN AMERICAN FESTIVAL: A CASE STUDY OF M. 5 STUDENTS AT PHAYUWITTAYA SCHOOL, PHAYU DISTRICT, SISAKET PROVINCE

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ศัพท์สำคัญ : การเรียนการสอนบนเว็บ วัฒนธรรม แรงจูงใจ

การศึกษาครั้งนี้มีวัตถุประสงค์เพื่อเปรียบเทียบผลสัมฤทธิ์ทางการเรียนและเพื่อเสริมแรงจูงใจที่มีต่อการเรียนการสอนบนเว็บของนักเรียนชั้นมัธยมศึกษาปีที่ 5 โรงเรียนพยุห์วิทยา อำเภอพยุห์ จังหวัดศรีสะเกษ จำนวน 20 คน เครื่องมือที่ใช้ในการศึกษาประกอบด้วย บทเรียนบนเว็บ แบบทดสอบวัดผลสัมฤทธิ์ทางการเรียน และแบบสอบถามความพึงพอใจ การวิเคราะห์ข้อมูลใช้โปรแกรมสำเร็จรูปเพื่อการวิจัยทางสังคมศาสตร์ โดยการวิเคราะห์ข้อมูลด้วยค่าเฉลี่ยเลขคณิต (Mean) และส่วนเบี่ยงเบนมาตรฐาน (Standard Deviation)

ผลการศึกษาพบว่าผลสัมฤทธิ์ทางการเรียนของผู้เรียนที่เรียนด้วยบทเรียนบนเว็บหลังเรียนสูงกว่าก่อนเรียนอย่างมีนัยสำคัญที่ระดับ .05 และนักเรียนมีทัศนคติที่ดีต่อการเรียนการสอนบนเว็บ

ABSTRACT

TITLE : USING WEB-BASED INSTRUCTION TO STUDY AN AMERICAN FESTIVAL: A CASE STUDY OF M. 5 STUDENTS AT PHAYUWITTAYA SCHOOL, PHAYU DISTRICT, SISAKET PROVINCE

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KEYWORDS : WEB-BASED INSTRUCTION / CULTURE / MOTIVATION

The purposes of this study were to compare students' English learning achievement and to promote students' motivation toward learning through web-based instruction. The subjects were 20 Mathayomsuksa 5 students at Phayuwittaya School, Phayu district, Sisaket province.

The instruments used in the investigation comprised web-based lesson, pre-test and post-test and questionnaire on motivation. The data were analyzed by using the Standard Deviation and mean.

The results of the study seemed to indicate that the learning achievement of students through the web-based instruction between the pre-test and the post-test was significantly different at .05 level and the students appeared to have a high level of satisfaction toward learning through the web-based instruction.

CONTENTS

	PAGE
ACKNOWLEDGMENTS	**I**
THAI ABSTRACT	**II**
ENGLISH ABSTRACT	**III**
CONTENTS	**IV**
LIST OF TABLE	**VI**
CHAPTER	
1 INTRODUCTION	
1.1 Rationale	1
1.2 Purposes of the study	3
1.3 Research questions	3
1.4 Hypothesis	3
1.5 Definitions of key terms	4
2 LITERATURE REVIEW	
2.1 Internet and Web-based instruction in language classroom	5
2.2 Teaching reading and vocabulary	8
2.3 Teaching of culture	9
2.4 Motivation	10
3 RESEARCH METHODOLOGY	
3.1 Subjects	12
3.2 Instruments	12
3.3 Research procedures	14
3.4 Data analysis	14
4 RESULTS	
4.1 Students' learning achievement	15
4.2 Students' motivation	15
5 DISCUSSION	
5.1 Discussion	21
5.2 Pedagogical implications	23

CONTENTS (CONTINUED)

	PAGE
6 CONCLUSION	
6.1 Conclusion	24
6.2 Limitations	24
6.3 Recommendations for further study	25
REFERENCES	**26**
APPENDICES	
A Lesson plans	32
B List of activities in web-based lesson, an example of activities	36
C Pre-test and post-test	60
D Questionnaire	63
VITAE	**68**

LIST OF TABLES

TABLE		PAGE
1	Pre-test and post-test scores	16
2	Motivation in the web-based lesson	18
3	Topics of preference	19

CHAPTER 1
INTRODUCTION

This chapter describes the background and rationale of the study, purposes of the study, research questions, hypothesis and objectives of the study. Definitions of key terms also appear at the end of this chapter.

1.1 Rationale

Today English is the dominant language of education, commerce, communication, science, technology in the global village (Richard & Rodgers, 2001; Warchauer, 2002). As English is an important language, learners begin to appreciate the usefulness in learning the language. The learners need to develop their English in order to communicate with people all over the world, in both English-speaking and non-English-speaking countries.

Knowledge of the grammatical system of a language has to be complemented by understanding cultural specific meaning (Byram, 1994). Culture aspect is necessary for a good understanding of language and language is necessary for an effective understanding of culture (Garbey, 2004). Language learning should be closely connected to cultural learning to help learners interact and communicate appropriately in an intercultural context. It is impossible to understand the deep meaning of another culture without knowing its language as well. Thus, teaching culture should not be overlooked.

Teaching culture is considered important by most teachers but it has remained insubstantial in most languages. There are several reasons, for example, lack of time, uncertainty about which aspects of culture to teach, and lack of practical techniques (Omaggio, 1993). Thus, English as a foreign language teacher should consider the cultural teaching techniques which provide opportunities to learn and practice language skills. From this point, EFL teachers should bring educational

innovations to cope with the problems of teaching culture. Innovations are now widely used in education to improve new development in educational technology. The use of technology has been rapidly increased in educational contexts. Educational technology can enable students to learn by doing, receive feedback, continually refine their understanding and build new knowledge (Brandford et., al. 1999).

Without doubt, today's world is a knowledge-based society and depends on the rapid exchange of information. Education is changing too. For the past several years teachers have been talking about the use of computers. Now the discussion has shifted to the Internet. Computer technology, particularly the Internet, has an important role in education. The Internet provides the course designer, the instructor and the learner with a variety of tools for the designer of instruction and the acquisition of English as a second language (Dracopoulos, 2003). When used correctly, the Internet can be a powerful source of information. The Internet opens a new area with unlimited resource of learning in a learner-centered environment. The learner can acquire knowledge by themselves. The use of the Internet in the second language classroom encourages the development of student's higher order skills, inquiry-based analytical skills and critical thinking.

English as a foreign language teacher are becoming increasingly aware of the educational value of the Internet and especially, the World Wide Web (WWW), as a good source for foreign language learners. WWW provides a valuable resource for enhancing cultural knowledge. Learners are exposed to authentic English language use and culture. In addition WWW allows the learners to expand learning and training opportunities at reduced cost. The learners can exchange knowledge and discuss with friends or instructors via asynchronous communication such as e- mail, web board or synchronous communication, such as chatting or video conferencing. They are able to repeat sequences on demand.

Web-based instruction (WBI) can be viewed as a hypertext-based instructional program utilizing the attributes and resources of the World Wide Web to foster a meaningful learning environment. WBI, which is a new approach for teaching knowledge and various subject to local and remote learners on the WWW, helps learners to be able to synchronously and asynchronously acquire new knowledge and interact with others for learning (Khan, 1997). The design of WBI is different from

traditional course design since the online resources and materials can be accessed non-sequentially (McCormack & Jones, 1998; Palloff & Pratt, 1999). WBI also represents a nonlinear instructional that may encourage deeper processing and cognitive flexibility in learner (Spiro & Jehng, 1999) by allowing learners to more effectively integrate new information with existing knowledge (Salomon, 1998). Learning activities are set to motivate the learners' from passive learners to be active ones. If learner autonomy is to be acquired, learners' fear and insecurity for learning on their own need to be overcome (Jinwuth, 2001).

From the advantages of educational technology and the cultural knowledge, the researcher is interested in using web-based instruction to teach cultural aspect related to the English speakers' festival with M.5 students at Phayuwittaya School. This method seems to be highly motivating and beneficial for students' understanding and support their long life learning.

1.2 Purposes of the Study

The purpose of this research is to study the effectiveness and motivation toward using web-based instruction of Phayuwittaya School M. 5 students.

1.3 Research Questions

The research questions that this study will address are:

1.3.1 Do learners have a better understanding of Halloween through a web-based lesson?

1.3.2 Are learners motivated by the WBI?

1.4 Hypothesis

1.4.1 The learners may have a better understanding through a web-based instruction on Halloween.

1.4.2 The learners are motivated by the WBI.

1.5 Definitions of Key Terms

WBI — Web-based instruction is a hypermedia-based instructional program, which utilizes the attributes and resources of the World Wide Web to create a meaningful learning environment where learning is fostered and supported (Khan, 1997).

Culture — Culture was defined as "The set of distinctive spiritual, material, intellectual and emotional features of society or a social group and that it encompasses, in addition to art and literature, lifestyles, ways of living together, value systems, traditions and beliefs" (United Nations Educational, Scientific and Cultural Organization (Unesco, 2002).

Motivation — "The factor that determines a person's desire to do something. In second language and foreign language learning may be affected differently by different types of motivation" (Richards, et.,al. 1999)

Asynchronous — When the asynchronous is used to describe computer-mediated human interaction, it indicates that communication can take place without both parties being logged on at the same time, as message can be left for subsequent reading (Berge, 2001). For the purpose of this study the term asynchronous will refer to e-mail and web board.

CHAPTER 2
LITERATURE REVIEW

This chapter aims to review the literature and research relevant to the study. The content of elements to the study are presented under the following headings:

2.1 Internet and Web-based instruction in language classroom

2.2 Teaching reading and vocabulary

2.3 Teaching culture

2.4 Motivation

2.1 Internet and Web-based instruction in language classroom

2.1.1 Internet in language classroom

With the world changing to a globally based information economy, students now need to deal with large amounts of information and be able to communicate across language and cultural barriers, while at the same time, the role of traditional teachers will need to change as well. Teachers are not only source of information any more, but act as facilitators so that students can actively interpret and organize the information needed to complete each task (Dole, et., al. 1997) quoted in (Jinwuth, 2001). Students are now active learners and are being encouraged to explore and create language rather than passive users (Brown, 1997). Access to the Internet and the World Wide Web is an invaluable tool for teaching.

The use of the Internet seems to fit with the current trend of language learning, which is the communicative approach (Frizler, 1995); (Warchauer, 1997); (Nunan, 1998). The benefits of the use of the Internet are described under three aspects: 1) autonomous learning, 2) authentic language learning and 3) life-long learning.

2.1.1.1 Autonomous learning

Due to its non-linear information, the Internet has potential in education that encourages active student-centered learning and uses multiple information sources that can motivate learners and provide more natural efficiency of knowledge. This makes learning more worthwhile and enjoyable.

2.1.1.2 Authentic language learning

The Internet is all about communicating. A variety of website information which is available provides an authentic learning environment for learners to practice their skills of language competence in a real situation. The Internet provides language learners with up-to-date authentic materials on the target language and culture.

2.1.1.3 Life-long learning

With the use of the Internet in school, language communication and culture are now easily reached. Numerous opportunities are offered for the learners to easily communicate and acquire the target language directly from native speakers through various applications such as e-mails or chat programs. Having access to a resource of authentic material, learners will gain knowledge and understand target culture.

2.1.2 Web-based instruction in language teaching

Web-based instruction (WBI) is defined as an innovative approach for instruction to a remote audience using the World Wide Web as the instructional delivery system (Khan, 1997). Web-based learning environment uses the resource of the Web to create the context in which learning is supported and fostered. The Web offers many unique characteristics and features for both educators and learners. The features of the WBI systems will depend on the instructional model developed for the particular learning material and the intended audience (Matejka & Maguire, 2000).

Berge, Collins & Dougherty (2000) state there are three models for Web-based instruction, each having some different emphases regarding instructional design. The first model is using the Web as a supplement to face-to-face instruction. The Web, used as a supplement to classroom activities here, could be used as a resource for information of learning.

The second model is using the Web in a mixed mode with face-to-face instruction. The Web is used with classroom sessions. The instructional goals and objectives can be met online. The learning materials used are both printed and online. Designing a course that uses the advantages of each medium available to the class will maximize benefits to the learners.

The third model is using the Web-based instruction instead of face-to-face instruction. The learners can study when and where is convenient to each of them. Advantages of Web-based courses include instructional work areas that are open for use at any time. Collaboration among distributed learners is possible and often more convenient than with a face-to-face classroom.

For this research, web-based lesson is used as a supplement of face-to-face instruction.

WBI has several advantages that may result in WBI being more effective than other media. Firstly, WBI represents a non-linear instructional medium that may encourage deeper processing and cognitive flexibility in learners by allowing trainers to more effectively integrated new information with existing knowledge. Secondly, WBI can also provide beneficial features that are not easily replicable in classroom instruction such as immediate feedback. Thirdly, learners can access information and resources from around the world simply by connecting with an internet connection. Finally, WBI can be interactive and collaborative in nature resulting in what may be called global communication.

A lot of English language teaching websites are being developed by instructional practitioners for use in educational setting. These instructional practitioners hope to better help learners develop their English skills in a learning environment on the Internet. Therefore, English as foreign language teachers can take advantage of Web-based technologies to design and create learning contexts beyond traditional, classroom-based environments (Gi-Zen-Liu, 2003).

Several studies which have been conducted are concerned with Internet use and Web-based instruction. In a study designed to examine the effectiveness of web-based instruction of freshman EFL students, (AL-Jarf, 2004) conducted an online course as a supplement to in-class instruction in teaching English grammar. It was found that the use of web-based lesson as a supplement to traditional

in-class instruction was significantly more effective than teaching which depended on the textbook alone. Two groups of freshmen received online instruction. Post-test means scores showed significant differences between the experimental and control groups in their grammatical knowledge. The study concluded that in learning environment where technology is available to EFL students' learning helped motivate and enhance EFL students' learning and mastery of English grammar.

In another study, (Nongnuch, 2004), who investigated the effectiveness of using web-based lesson to teach conditional sentences to M.5 students. The finding showed that the students had a post-test scores higher than the pre-test scores and the students' opinion toward the web-based lesson was highly positive. Similarly, (Soawalak, 2006) studied a comparison of English learning achievement using a web-based learning approach. The result found that the web-based learning approach helped improve students' learning ability.

Moreover, (Suwanbenjakul, 2002) studied the use of web-based instruction entitled relative clauses to compare students' English achievement of M.5 students at Kham-Sakaesaeng School, Nakorn Ratchasima. The findings of the research showed that the English achievement of students who learned with the web-based instruction was higher than the students who learned in normal classroom and students' attitudes toward learning toward learning through the web-based instruction were positive.

2.2 Teaching reading and vocabulary

Reading is an important skill of English as a second language. With fluent reading skills, learners will make greater progress and development in all other areas of learning (Nunan, 2003). In English as a foreign language (EFL) context, there has been a growing recognition that reading provides important opportunities for second language development in second language learners (Day & Bamford, 1998).

Reading is a complex cognitive activity and its development can be promoted by two approaches – extensive and intensive reading practices. Extensive reading develops word recognition and general language proficiency, while intensive reading deals with detailed comprehension and teaching reading strategies. To get

maximum benefit from reading, learners need to be involved in both extensive and intensive reading (Harmer, 2001).

Grabe (1991) lists the five important areas of teaching reading: schema theory, language skills, vocabulary development, comprehension strategy training and reading-writing relations.

Today language teachers and researchers have realized the important roles of vocabulary in reading comprehension. In learning a foreign language, vocabulary plays an important role. It is one element that links the four skills of speaking, listening, reading and writing all together. In order to communicate well in a foreign language, students should acquire an adequate number of words and should know how to use them accurately.

Aebersold & Field (1997) state that there are three vocabulary techniques employed in language classroom; context, word roots and affixes, and dictionary use. First, the context should be employed as the main approach to enhance vocabulary knowledge. Teachers need to encourage learners to complementarily do a substantial amount of reading and develop their skill. Clearly, learners should be exposed to a word repeatedly to learn new vocabulary item. Second, word roots and affixes predict the meaning of unknown vocabulary. Teachers should present affixes as learners are in need to analyze the structure of the words that students will encounter in reading text (Seal, 1991). Third, using a dictionary plays an important role in EFL learning (Summers, 1988). Dictionary use is an effective learning strategy. The dictionary has come into focus as an important classroom and personal resource. In addition to inferring the meaning of unknown words from the text, dictionary use is a worthwhile strategy in language learning.

2.3 Teaching of culture

Learning a foreign language requires cultural background as well as linguistic competence as all languages live within cultural context. EFL learners have to acquire not only the lexical and syntax of the target language but also appropriate ways in communication. Language and culture are inseparable. One has not to learn only just the pronunciation, the lexical items, the appropriate word order, but he has to

also learn the appropriate ways to use those words and sentences in the second language (Gass & Selinker, 1994). It is impossible to understand the deep meaning of another culture without knowing its language well. Thus teaching culture should not be overlooked. (Brown, 2002) claims that learners are affected by the language acquisition and their perception of the target culture. If a language learner perceives the target culture as well as his native culture in positive terms, then proficiency in the L2 is enhanced.

Moreover, we should be aware of the fact that if we teach language without, at the same time, teaching the culture in which it operates, we are teaching meaningless symbols or symbols to which the student attaches the wrong meaning.

Several studies mentioned that teaching native speaker's culture promote high efficiency of learning language. (Supannee, 2003) investigated students' ability and motivation in learning English with and without cultural content of Matayomsuksa 4 students. She found that the learners' English ability and motivation after learning with cultural content was higher than learning without cultural content.

Atchara (2003) investigated the effectiveness of instruction modules for teaching culture of Matayomsuksa 3 students at Chomchon Tessaban 3 school, Nakhon Phanom Province. A test was taken to see the students' English ability after studying instructional modules. The results indicated that the students' cultural understanding was significantly higher.

2.4 Motivation

Dornyei (2001) identifies motivation as "why people decide to do something, how long they are willing to sustain the activity". A meta-analysis of motivation studied has pointed to motivation as a key to success in learning a foreign or second language (Masgoret & Gardner, 2003). There are two kinds of motivation, extrinsic motivation and intrinsic motivation. Extrinsic motivation is caused by any number of outside factors while intrinsic motivation comes from within the individual (Harmer, 2001).

Motivation is one of the key learners' factors that determines the rate and success of language attainment. It provides the primary impetus to initiate learning the

second language and the driving force to sustain the long learning process. Without sufficient motivation, even individuals with the most remarkable abilities cannot accomplish long-term goals. It is seen that students' language skills cannot be improved without engagement and motivation as the critical element for success in improvement of students' engagement in the classroom and beyond. To improve learners' achievement in English learning, it is essential that the aspect of teaching and learning should take into account the learners' motivation, which may contribute to their success in learning.

This study investigates the learning opportunity provided by a web-based instruction to M.5 students at Phayuwittaya School. This is to find out whether or not the use of web-based instruction enhances EFL students' English learning.

CHAPTER 3
RESEARCH METHODOLOGY

This chapter describes the procedures of this research. It contains information about the subjects, instruments, research procedures and data analysis.

3.1 Subjects

The subjects in this study were M.5 students at Phayuwittaya School, Phayu district, Sisaket province. They were studying English in the second semester of academic year 2006. Twenty students were purposively selected. They were trained in basic computer skills as follows: basic computer operations, basic word processing skills and Internet skills.

3.2 Instruments

3.2.1 The same pre-test and post-test

The test consisted of ten multiple choice items. Six items were related to reading comprehension and four items were about vocabulary related to Halloween. All subjects were given the pretest before the training. The subjects were not provided with all the correct answers after the pre-test. Two weeks later, when the subjects had finished the training, all subjects were given the same post-test. The rationale for using the same test for both pre- and post-test is to make sure an exactly comparable test, avoiding the problem of equaling different forms of pre-test and post-test.

3.2.2 Web-based lesson

The lesson consisted of a reading text about Halloween and vocabulary related to Halloween. The activities were designed to enable students to understand the history of Halloween and motivate students to learn English. The students had to register to be members of the lesson and studied the lesson by

themselves. They could start the activities based on their own preference. The students could discuss questions with their friends or teacher via web board.

3.2.3 Questionnaire on motivation

The questionnaire aimed to evaluate the learners' motivation. All participations answered a questionnaire after completing the web-based lesson. The questionnaire included two parts. Part one is about learners' motivation in learning through a web-based lesson. Part two is about topics of preference.

Part one of the questionnaire consisted of four points Likert scale. The students were asked to rate the degree of agreement on each item. The rating criteria were interpreted as follows:

Score	Interpretation
4	strongly agree
3	agree
2	disagree
1	strongly disagree

Part two of the questionnaire consisted of 5 topics about learning through web-based instructions. The students had to rank the five topics depending on their own preference. The highest score for each topic was five and the lowest score was one. The data were interpreted by mean scores. The rating criteria were interpreted as follows:

Mean	Interpretation
4.01 – 5.00	very high
3.01 – 4.00	high
2.01 – 3.00	moderate
1.01 – 2.00	low
0.00 – 1.00	very low

3.3 Research procedures

The duration in conducting this research experiment was six periods total over a two week period. Each week the students studied the lesson by themselves, a teacher was only as a facilitator.

At the beginning of the first periods, the web-based lesson components were described and instructed on how to use the lesson components. Then the students registered to be a member of the lesson. After that the students took the pre-test.

The students studied the lesson by themselves for four periods. This study took two weeks. At the end of week two, the students were required to take the post-test. The mean of the post-test scores was compared with the mean of the pre-test scores to check the improvement of the learning ability after learning through the web-based lesson.

Finally, the students completed the questionnaire on motivation. This was to measure the motivations of the students after learning through the web-based lesson.

3.4 Data analysis

From data analysis, the researcher analyzed the data from the pre-test and post-test scores and questionnaire.

Scores of the pre-test and the post-test were used to determine the effectiveness of learning through web-based instruction. Both pre-test and post-test scores were compared in order to investigate the progress of the students' ability after learning through the web-based lesson.

All the participants had to complete the questionnaire after the treatment. After the pre-test, post-test and questionnaire were administered, data were collected and subjected to SPSS statistical analysis.

CHAPTER 4
RESULTS

This chapter presents the results of the study in accordance with the two research questions, which were to examine the learning achievement and motivation of the students by using the same pre- and post-tests and the questionnaire.

4.1 Students' learning achievement

The findings of the pre- and post-tests analysis presented the answer to the research question 1: Do learners have a better understanding of Halloween through a web-based lesson?

To study the students' English achievement after learning through the web-based lesson, the pre-test and post-test were administered. The results of this study are shown in Table 1.

Table 1 Pre-test and post-test scores

Student	Total		
	Pre-test	**Post-test**	**Gain**
1	4	6	2
2	2	5	3
3	5	6	1
4	3	7	4
5	1	6	5
6	4	7	3
7	4	6	2
8	1	7	6
9	3	6	3
10	3	6	3
11	3	9	6
12	4	9	5
13	1	9	8
14	2	6	4
15	3	5	2
16	2	9	7
17	3	6	3
18	4	6	2
19	4	4	0
20	2	7	5
Mean $(\overline{X})$	**2.90**	**6.60**	**3.70**
SD	**1.17**	**1.43**	**2.05**
P			**0.000**

* Level of .05 significance

From Table 1, the result indicated that the mean of the pre-test scores was 2.90 (SD = 1.17) and the mean of the post-test scores was 6.60 (SD = 1.43). The difference of the pre-test and post-test scores was at the level of .05 significant. The difference between the means of the two groups is significant. The mean score of gain was 3.70 (SD = 2.05). The results showed that the students did better and their English ability was higher, which corresponded to the first hypothesis. Therefore, it seems true that the web-based lesson helps improve the learners' understanding of Halloween.

4.2 Students' motivation

The findings of the questionnaire analysis presented the answer to research question 2: Are learners motivated by the WBI?

To investigate the attitudes of the students' learning through web-based instruction, the researcher collected data using an attitude questionnaire. The results of the analysis were presented in Tables 2 and 3 below.

Table 2 Motivation in the web-based lesson

	Topic	$(\overline{X})$	SD
1	The web-based lesson is appropriate for me.	3.35	0.49
2	I have more useful information from the web-based lesson.	3.45	0.51
3	I understand more deeply about the culture of English speaking countries by using WBI.	3.25	0.44
4	The web-based lesson format is better than the book format.	3.15	0.59
5	The web-based lesson is easy to navigate.	3.50	0.51
6	I can communicate with the teacher through this web-based lesson like learning in the classroom.	3.10	0.48
7	I enjoy learning through the web-based lesson.	3.65	0.49
	Total	**3.35**	**0.50**

From Part one of the questionnaire on motivation, Table 2 demonstrated that students had good attitudes in all of the items toward learning through web-based instruction ($\overline{X} = 3.35$).

According to the questionnaire on motivation, three aspects were examined: students' satisfaction (items 1and 7), cultural knowledge (items 2 and 3) and the format of the lesson (items 4, 5 and 6).

The results of student satisfaction showed that all of the students enjoyed learning through the web-based lesson and the lesson was appropriate for them ($\overline{X} = 3.65$). In particular, 35% said that they strongly agreed that they were satisfied and 65% said they agreed.

The mean scores of cultural knowledge aspect showed that some of them (45%) strongly agreed and the rest (55%) agreed that they had more useful information on Halloween from the web-based lesson ($\overline{X} = 3.45$).

Regarding the format, most of the students (90%) agreed that the web-based lesson format was better than the book format and the web-based lesson was easy to navigate ($\overline{X} = 3.50$).

This indicated that the web-based lesson could motivate the students to learn English.

Table 3 Topics of preference

	Topic	$(\overline{X})$	**SD**
1	Cultural knowledge	2.75	1.45
2	Activities	3.50	1.50
3	Sound and animation	2.95	1.54
4	Practicing vocabulary	3.05	1.23
5	Practicing reading	2.75	1.37
	Total	**3.00**	**1.42**

Part two of the questionnaire on motivation indicated that the mean of the five topics was 3.00 (SD = 1.42). Even though the students' attitudes toward learning through web-based lesson from Part one of the questionnaire was highly positive, the students rated the five topics from the web-based lesson only at a moderately satisfactory level. The ranking of the topics of their preference, from the most to the least, were Activities ($\overline{X} = 3.50$), Practicing vocabulary ($\overline{X} = 3.05$), Sound and animation ($\overline{X} = 2.95$), the least were Cultural knowledge and Practicing reading ($\overline{X} = 2.75$).

The students chose the Activities as the most preference one. They said the reasons that they liked to learn English through the web-based instruction were; they enjoyed doing the activities from the web-based lesson and receiving immediate feedback; they had opportunities to learn English and to use computer at the same time; they also liked communicating with their friends and teacher by using the web board, and learning through the web-based lesson was convenient. Therefore, the English class was not boring and the learning atmosphere was not too serious. Practicing vocabulary also helped the students to expand their knowledge of

vocabulary. However, some parts of website did not much appeal to the students. It did not have many interesting animated displays. The text and explanations were all in English. Some students could not understand them clearly. They spent a lot of time on reading. The students admitted that they did not like reading because it was difficult, especially for the reading comprehension. With the limited number of words, the students tended to read and translate word by word. Although the simplified texts were used, the students still had a lot of difficulties.

CHAPTER 5
DISCUSSION

This chapter discusses in detail the findings presented in Chapter 4 and pedagogical implications are also presented.

5.1 Discussion

The study has been conducted in order to develop a web-based instruction on Halloween, to compare the learning achievement of the students before and after learning through the web-based lesson and to explore students' attitudes toward learning through the web-based instruction.

The first objective of this study is to investigate whether the web-based instruction helps learners have a better understanding of Halloween. The findings on their pre-test and post-test scores (Table 1) indicated that web-based instruction helps students have a better understanding of Halloween. Based on the scores of the pre-test and post-test, the means of the post-test scores were significantly higher than the mean of the pre-test scores.

The positive results supports (Nongnuch, 2004) and (Soawalak, 2006), who have found that the web-based instruction could improve students' ability and their opinion toward the web-based lesson was highly positive. Therefore, it seems that the web-based instruction can improve students' learning achievement.

However, if we look at the raw scores of the pre-test (Table 1), most of the students received low pre-test scores. The main factor that might affect their learning was the reading skill. The students here had a poor reading ability and their vocabulary knowledge was limited, as well. During the researcher's informal discussion with the students, they admitted that they did not know the meaning of many of the words. They also did not understand what Halloween meant. Some of them preferred to be told about this festival from the start of the lesson. Moreover, the students were allowed to do the test only one time. If they clicked the "Submit"

button, they could not change their answers. Unfortunately, some students mistakenly clicked the button before they finished the test. In fact, the technical problem seems to be crucial, as well. Some of the students do not have an adequate computer skill. They are not familiar with typing in English.

For the post-test scores, the highest score was only nine. Some students stated that they could not understand the passage on Halloween. This may be due to the fact that the students did not have previous knowledge about Halloween. They would find that reading was difficult. The background knowledge related to Halloween is also important on reading. (Harmer, 2001) supports this: without the pre-existing knowledge, comprehension becomes much more difficult. Moreover, it is possible that the students did not understand or enjoy the reading activities due to the short time. As we know, reading is a skill which takes time to master. The reader should spend more time analyzing and synthesizing the content of the reading (Nunan, 2003). This research spanned only two weeks (six periods), which was not long enough to help students gain much improvement.

The second objective of this study is to investigate whether the web-based instruction better motivates the students to learn or not. The questionnaire consisted of two parts. Part one was related to the students' opinions on learning through a web-based lesson, their attitudes toward learning through the web-based lesson were positive in all items. All of them agreed that they enjoyed learning through the web-based lesson.

Therefore, can probably say that the web-based instruction is effective and can be employed to enhance students' motivation. The result corresponded with (Chaichomchuen, 2002) and (Naksit, 2003), who found that the level of student satisfaction with the web-based instruction was at a good level.

Part two on motivation indicated that the students rated five topics concerning the web-based lesson was at a moderately satisfactory level. The average showed that the students had similar preference at a good level and there was no significantly different in all five items.

There are several factors that may affect the students' preference for web-based instruction, for example, activities, immediate feedback, practicing computer skills and web board. Moreover, the English class was not boring.

However, the animated display did not appeal to the students. The text and explanations were all in English, therefore, the students could not understand them clearly. They needed more time to understand and do the activities.

English websites have a greater attraction for students. Many studies (e,g, Suthida, 2002; Aiemkhajornchai, 2002; Kasemjit; 2006) have mentioned about the positive attitudes toward web-based instruction. It was interesting that this mode of learning and teaching might affect students' attitudes because it promoted interaction between both students to students and students to the teacher. The teacher can now play the role of a facilitator, giving support and guidance. This would mean that the students would be more relaxed. According to (Komkrit, 1997), the upper secondary level Thai students participating in SchoolNet chose "having pleasure" as the benefit of the Internet in their study. From the enjoyment aspect of the Internet, it is possible that the students would gain knowledge from the Internet, as well.

5.2 Pedagogical implications

There are some pedagogical implications that can be made. First, in order to learn through web-based instruction, students need to have basic computer skills so that they will be able to use computers and the Internet and develop confidence using them. Second, like other effective ways of learning, web-based instruction requires time. The time for learning should not be limited since students have different English abilities. Third, the web-based lesson should include a variety of content so that students have more opportunities to choose what they wish to learn. Fourth, the website should have good graphic design, images and sound, the navigating system should be clear and simple, e.g. it can have a "HELP" button to explain the lesson and activities. The information of the webpage should be regularly updated to interest students. However, the website should not be overloaded with information.
In addition, the web-based lesson should be appropriate for the students' level, in terms of the content and language. Finally, there can be some background music that corresponds with the story.

CHAPTER 6
CONCLUSION

The major sections of this chapter summarize the results and suggestions are made on way in which the use of web-based instruction can be used to encourage students to learn language and recommendation are given for further studies.

6.1 Conclusion

This study is an attempt to examine the students' achievement and motivation by learning through the web-based instruction.

The research tools were the pre- and post-test and questionnaire. While the pre-test and post-test were used to compare the learning achievement, the questionnaire was used to explore the students' attitudes on the web-based instruction.

In the pre-test and post-tests, it is found that web-based instruction seems to be effective in helping students to learn English and the culture. The result, derived from the post-test score, is statistically higher than the pre-test score.

In the questionnaire, the students had a high level of satisfaction with learning through the web-based lesson. It has been found that there is no statistically significant difference in the rating of five topics from the web-based lesson. It can be concluded that a web-based lesson appears to be suitable for increasing students' motivation and their knowledge of English.

6.2 Limitations

There are a number of limitations in the study, that is, the number of samples, content and time. This study investigated a small number of students within a group. There was no comparative study of learning achievement with the other groups of students. Moreover, there was only one topic that was presented in the web-based lesson and there was no other online resource for the students. There should be other contents and more resources should be provided to motivate students.

Finally, the time spent in the study, six periods of sixty minutes each, appears to be rather insufficient to help the students to gain and further improve their knowledge.

6.3 Recommendations for further study

There are several topics that can be recommended for further studies. First, studies to find out the satisfaction level of students in a normal classroom comparing to those who learn with web-based instruction would give additional data for further learning and teaching development. Second, there should be research on learning achievement and retention through web-based instruction to compare the short and long term memory. Third, there should be comprehension studies with different sample groups of students to find out the differences in academic achievement. Finally, the teacher should recommend useful search engines websites for language learning. This is to find sufficient and appropriate information. It can be a motivating activity that students generally enjoy surfing for information.

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APPENDICES

APPENDIX A
LESSON PLAN

Lesson Plan 1

Title: Halloween

Time: 180 minutes (3 periods)

Objectives

1. To access students' background knowledge in Halloween.
2. To enable students to understand the history of Halloween.
3. To motivate students to learn English through web-based instruction.

Materials

1. The pre-test
2. Web-based lesson

Procedure

Presentation

1. The web-based lesson components are described and instructed on how to use the lesson components.
2. Students register to be members of the lesson.
3. Students do the pre-test with time limitation (ten minutes).

Practice

1. Students learn about Halloween through the web-based lesson for two periods.
2. Students can discuss questions with their friends or teacher via web board when they learn the lesson.
3. Teacher is a facilitator to answer the students' questions or give them some suggestions on web board.

Production

1. Students do the exercises by themselves.

Evaluation

1. Feed back and all correct answers of exercises are provided.

Lesson Plan 2

Title: Halloween

Time: 180 minutes (3 periods)

Objectives

1. To enable students to understand the history of Halloween.
2. To motivate students to learn English through web-based instruction.
3. To measure the achievement and the motivation of the students after learning through web-based instructions.

Materials

1. Web-based lesson
2. The post-test
3. Questionnaire

Procedure

Presentation

1. Students register the lesson.

Practice

1. Students learn about Halloween through the web-based lesson for two periods.
2. Students can discuss questions with their friends or teacher via web board when they learn the lesson.
3. Teacher is a facilitator to answer the students' questions or give them some suggestions on web board.

Production

1. Students do the exercises by themselves. Feed back and all correct answers of exercises are provided.

Evaluation

1. Students do the post-test with time limitation (ten minutes).
2. Feedback and all correct answers are provided.
3. Students fill in a questionnaire on their motivation concerning the web-based instructions.

Teaching Schedule

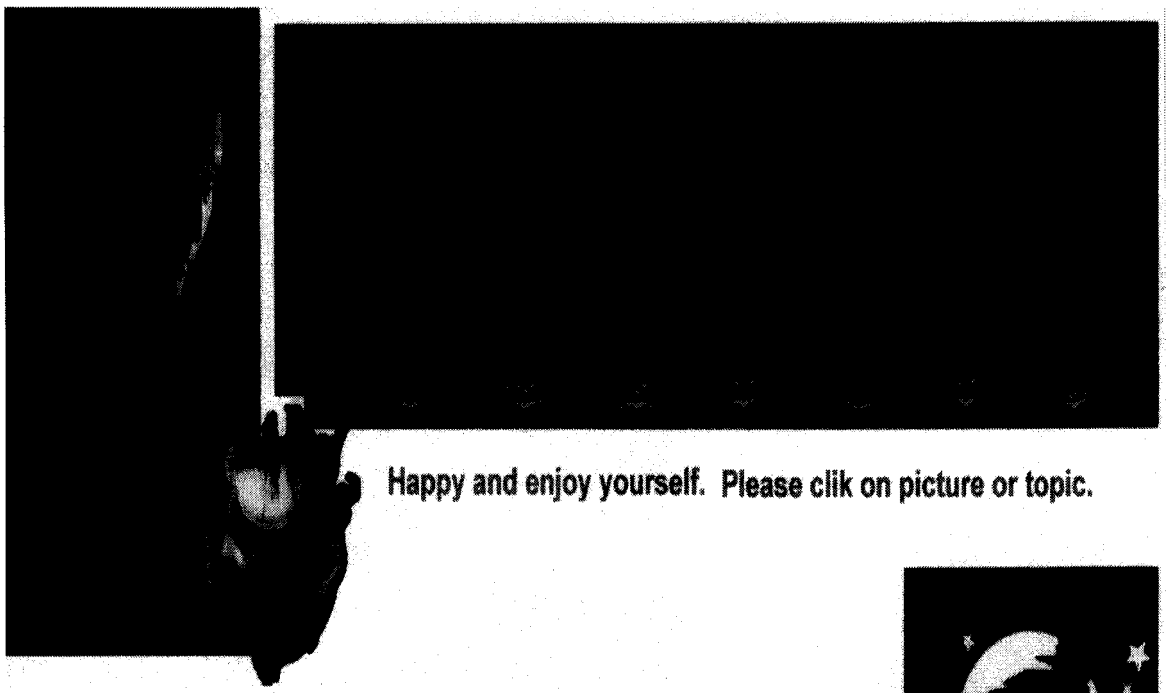
Week / Period	Period 1	Period 2	Period 3
Week 1	Introduction to the lesson and pre-test	Study the lesson	
Week 2	Study the lesson		Post-test and questionnaire

APPENDIX B
LIST OF ACTIVITIES IN WEB-BASED LESSON, AN EXAMPLE OF ACTIVITIES

List of activities in web-based lesson

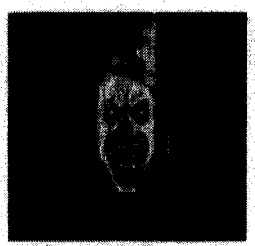
- About Halloween
- Reading activity
- Halloween vocabulary 1
- Halloween vocabulary 2
- Animation cartoon ("A Pumpkin Witch")

Halloween Website



Happy and enjoy yourself. Please clik on picture or topic.

Halloween Vocabulary



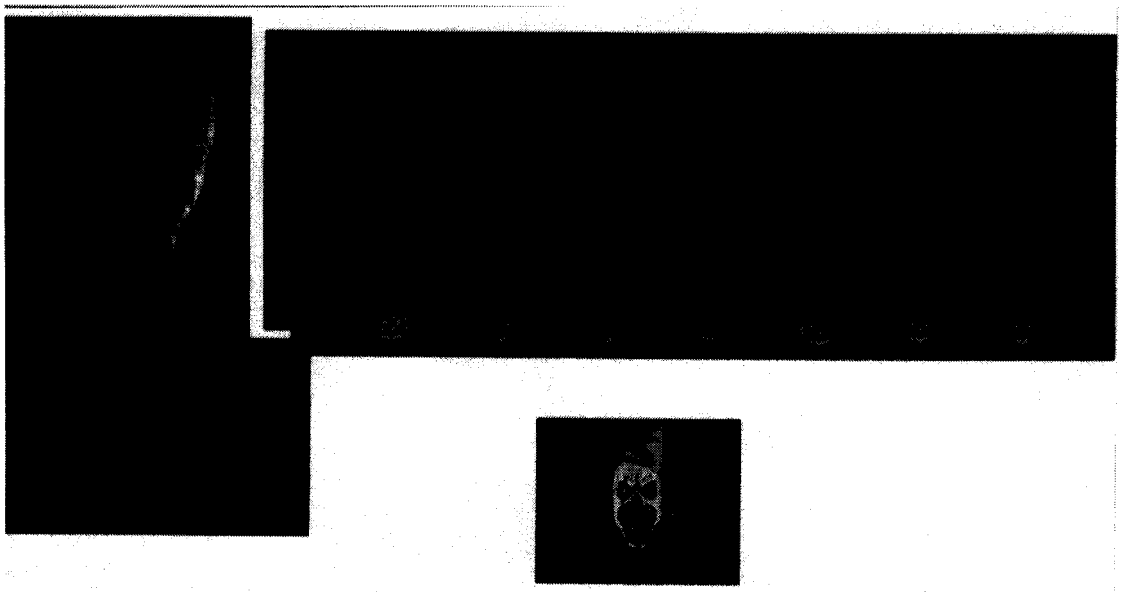
About Halloween

A Pumpkin Witch

Halloween Vocabulary

Reading Exercise

About Halloween

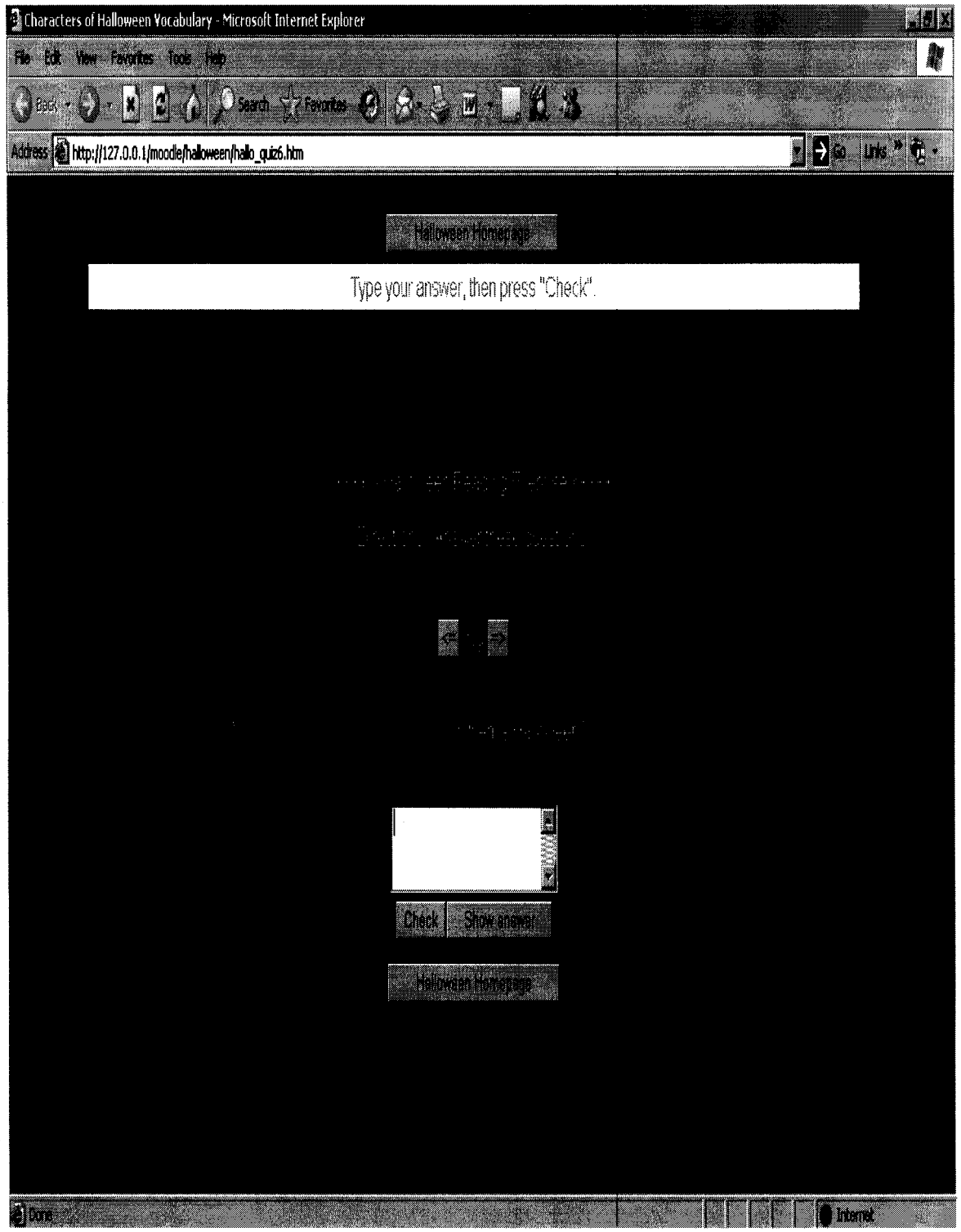


About Halloween

Halloween is on October 31. It was a Celtic festival of the dead. People called it "Samhain." The Celts believed that ghosts come back to the world on this day. Children went to many houses. They said "trick or treat." People in the house would give them some apples. People also cut pumpkins with funny or frightening faces. They also put candles in the pumpkins and placed them on the window. They called the pumpkins "Jack O' Lanterns."

Today Halloween is a very popular festival in the U.S.A. and Canada. People do many things on Halloween just as in the past. They have Jack O' Lanterns on their windows. This is to protect their house from bad spirits. People also decorate their house with pictures of black cats, spiders, witches, bats and ghosts. Children wear costumes. They dress to be famous people, monsters, ghosts and witches. They go trick-or-treating and they get some candies.

Reading activity



Reading activity

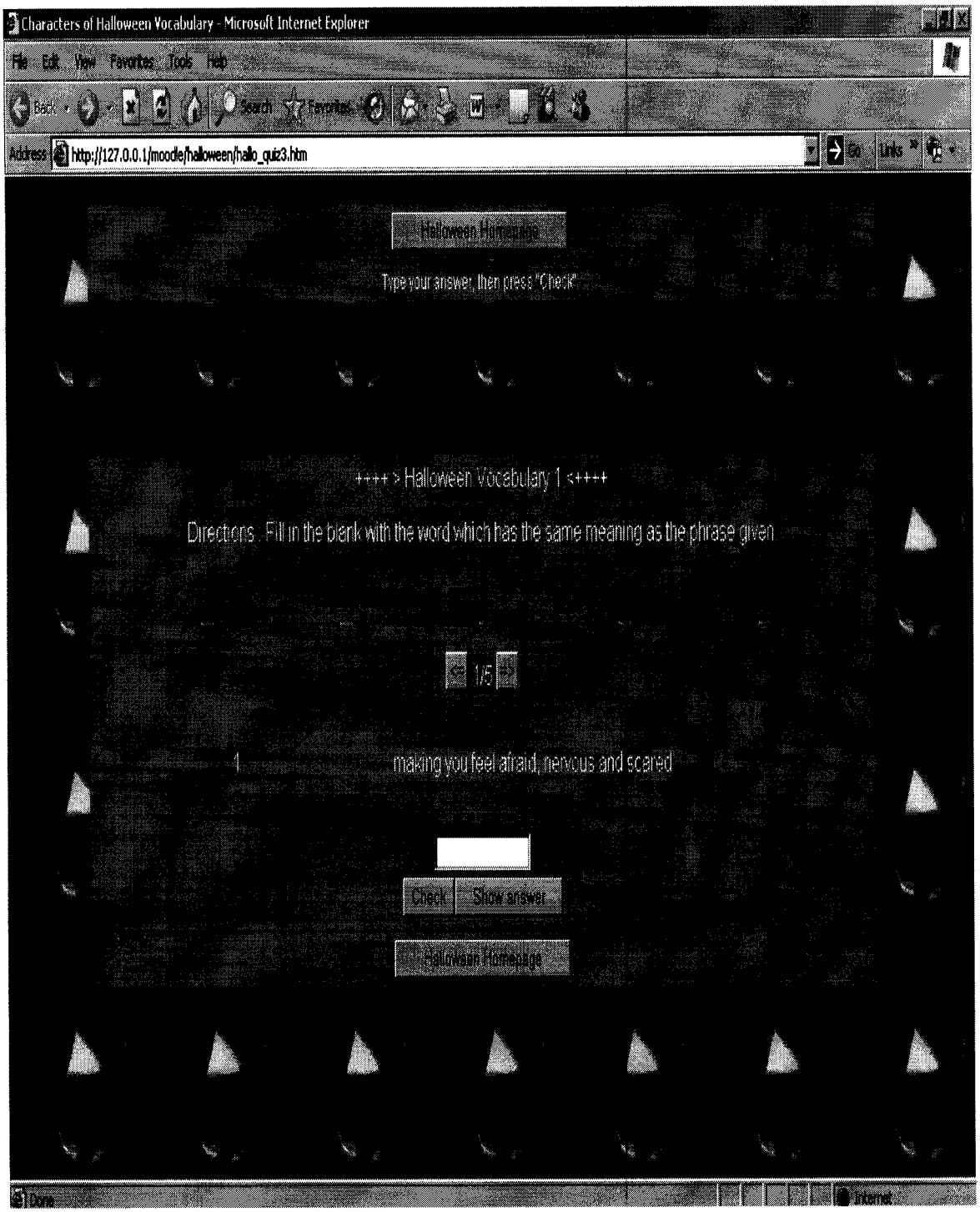
Directions: Answer these questions.

1. When is Halloween?
2. What did the Celts believe about Halloween?
3. What are the pumpkins with funny or frightening faces called?
4. Why do people have Jack O' Lantern on their window?
5. What did children say when they went to many houses on Halloween night?
6. Halloween is a .....festival in USA. And Canada?
7. People sometimes.....their house with pictures of witches or ghosts.
8. How do Americans and Canadians dress on Halloween?
9. What do they do on Halloween night?

Answer key:

1. Halloween is on October 31.
2. The Celts believed that ghosts come back to the world on this day.
3. They are called Jack O' Lantern.
4. Because they want to protect their house from bad spirits.
5. They said "trick or treat".
6. famous or popular
7. decorate
8. They dress to be famous people, monsters, ghosts, and witches.
9. They go trick-or-treating and get some candies.

Halloween vocabulary 1



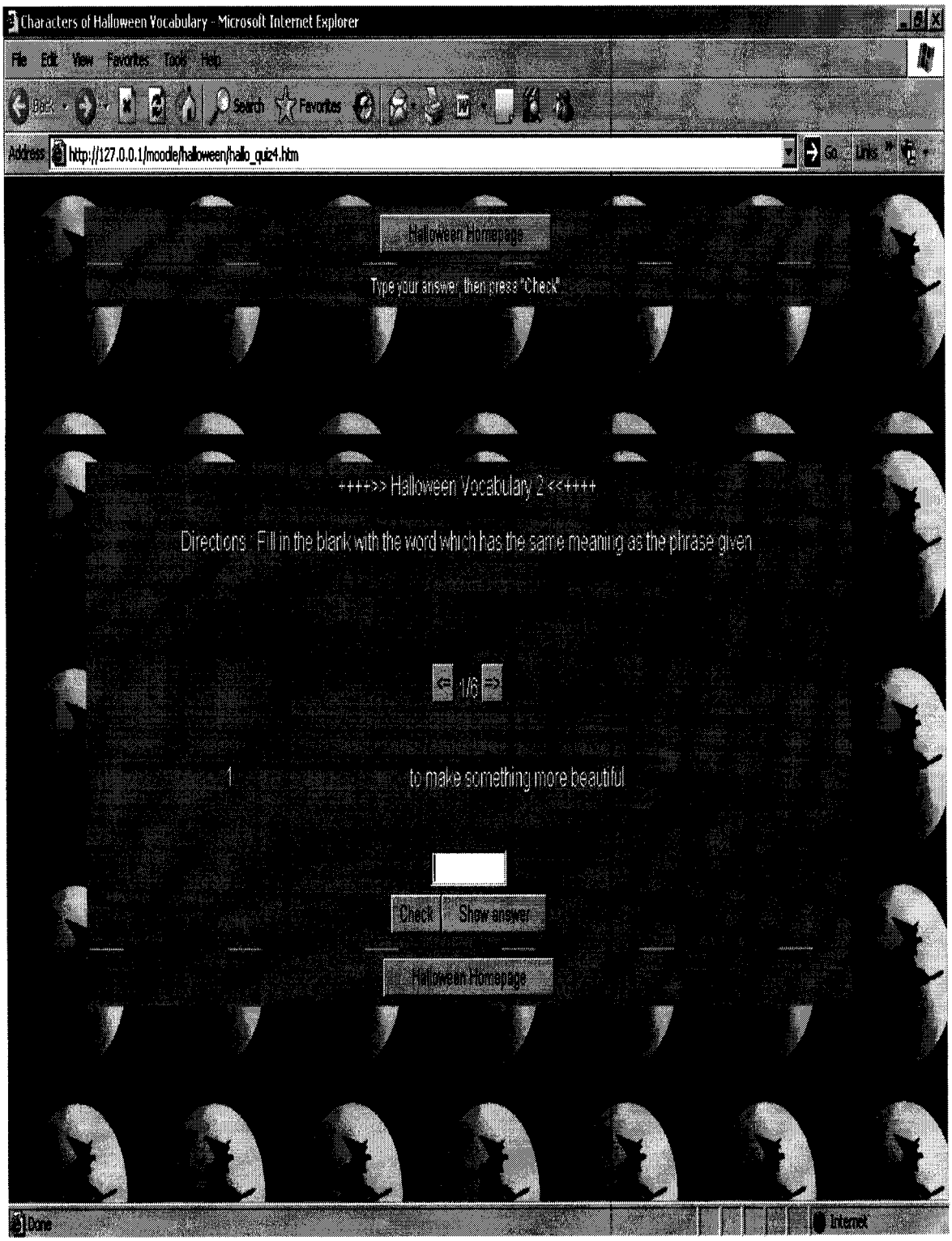
Halloween vocabulary 1

Words and definitions list

festival	pumpkin	spirit
to place	frightening	

- making you feel afraid, nervous and scared
- a ghost or supernatural being
- a large, round, orange vegetable with a thick skin
- put something in a special position
- a day or time of the year when people have a holiday from work and celebrate some special event

Halloween vocabulary 2



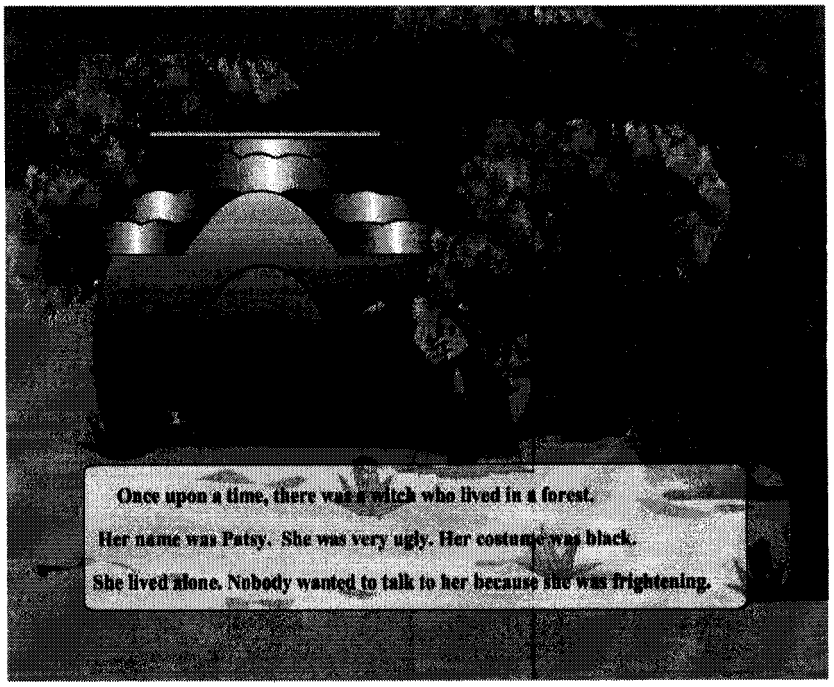
Halloween vocabulary 2

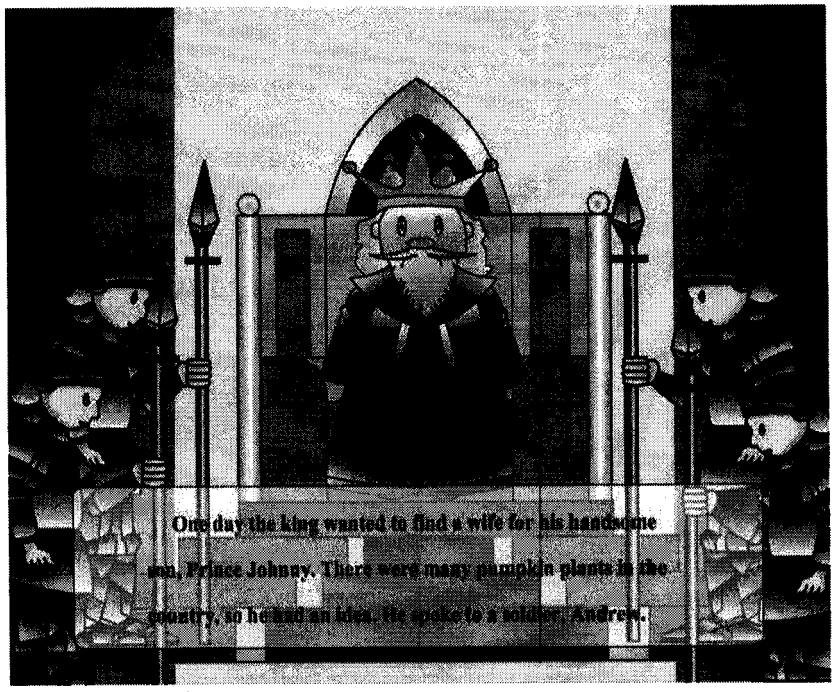
Words and definitions list

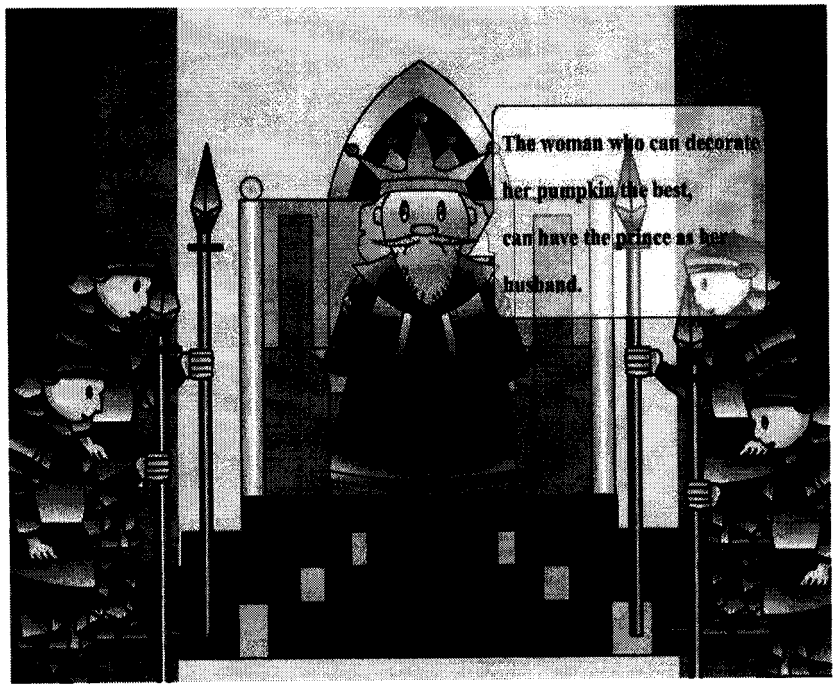
witch	costume	protect
decorate	famous	trick or treat

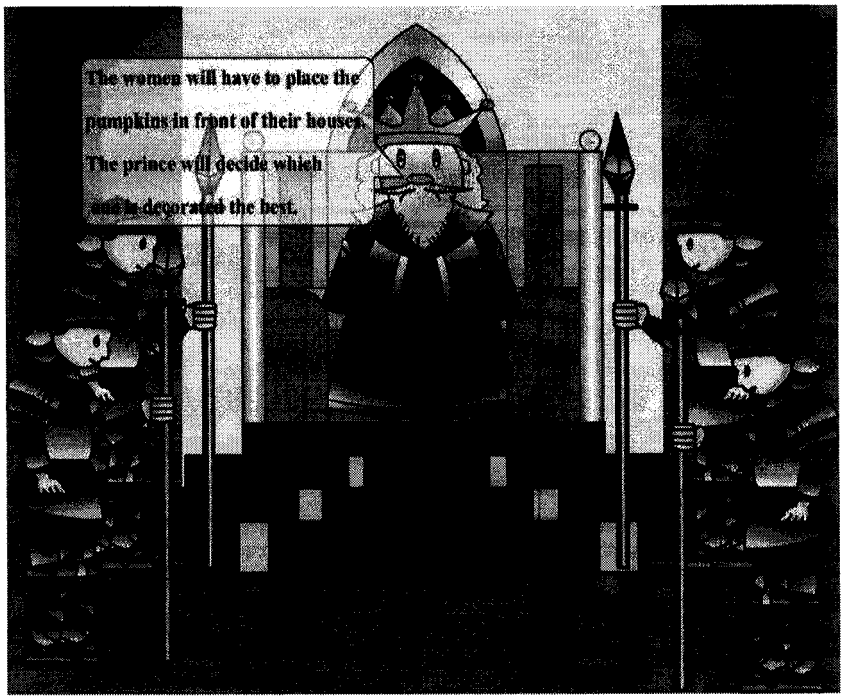
- to make something more beautiful
- words that children say when they knock on the doors of houses at Halloween
- an old woman who has magic powers to do bad things
- very well known by many people in many places
- keep someone or something safe from harm or damage
- clothes which people wear at a Halloween party to try to frighten people

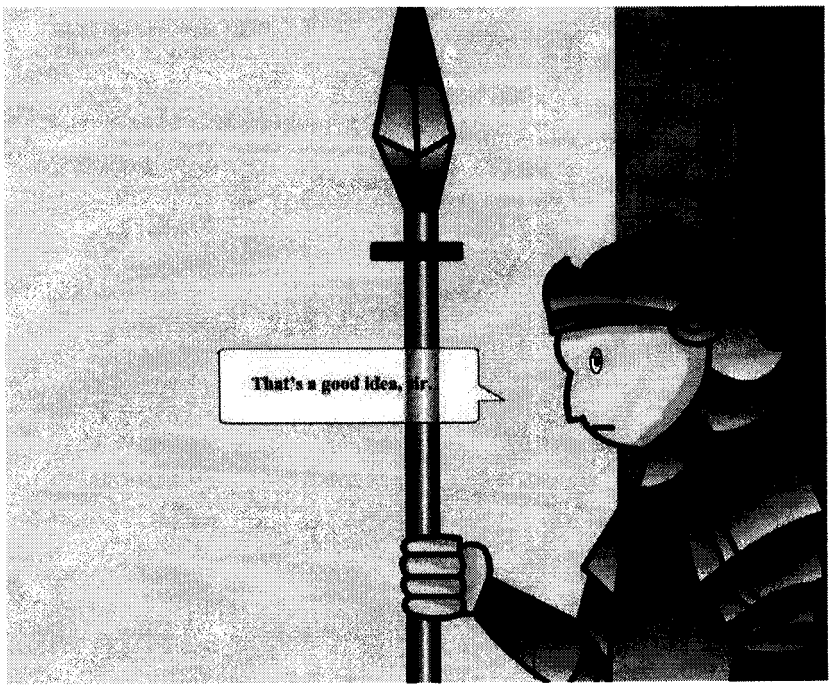
"A Pumpkin Witch"



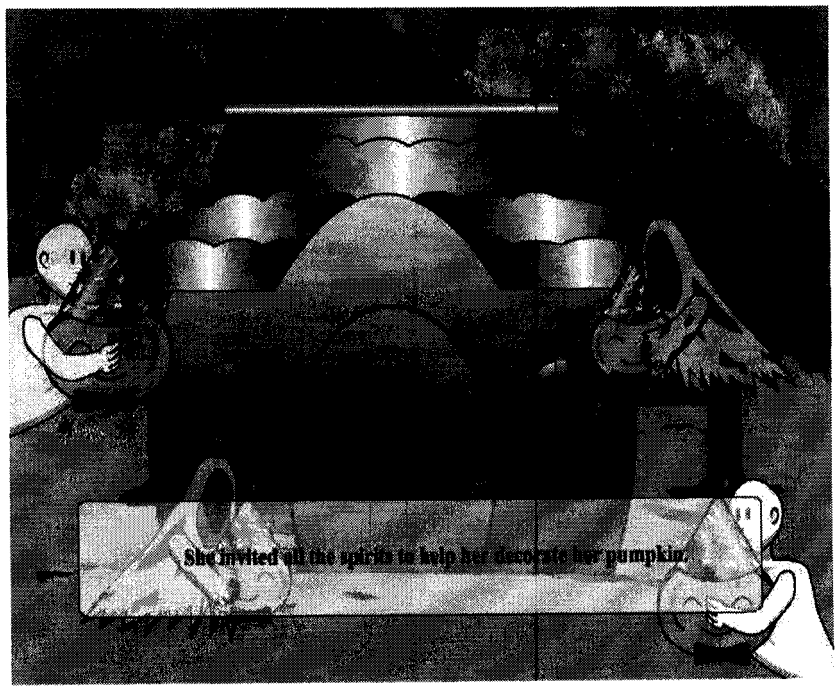

One day the king wanted to find a wife for his handsome
son, Prince Johnny. There were many pumpkin plants in the
country, so he had an idea. He spoke to a soldier, Andrew.

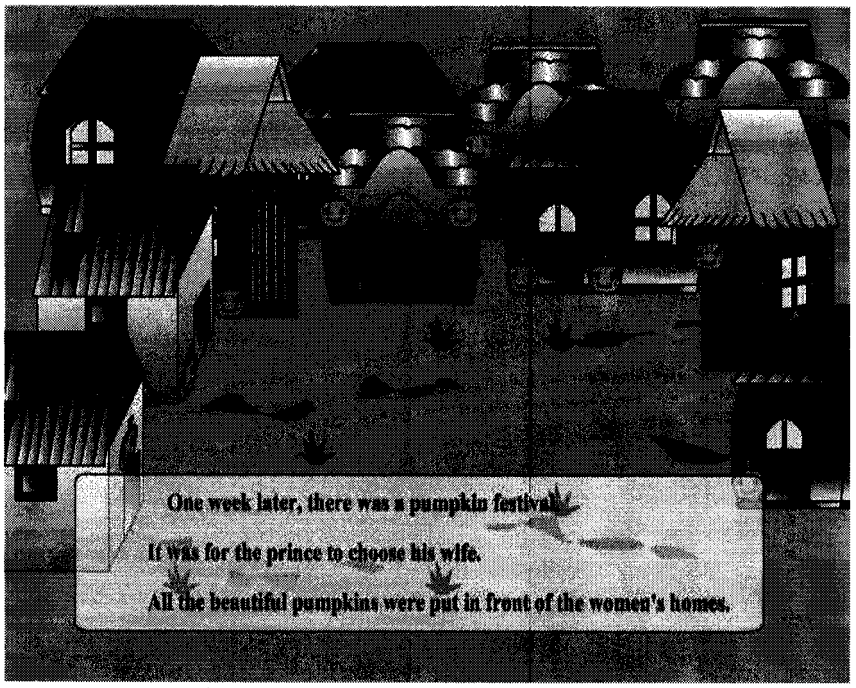

The woman who can decorate
her pumpkin the best,
can have the prince as her
husband.

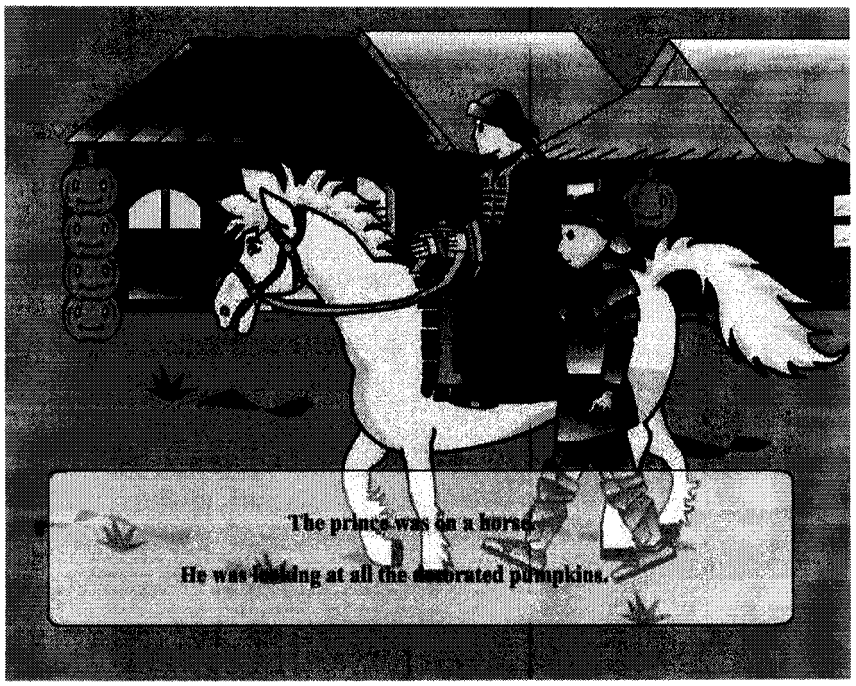

The women will have to place the pumpkins in front of their houses. The prince will decide which one is decorated the best.


That's a good idea, sir.

The witch heard the news.


She invited all the spirits to help her decorate her pumpkin.

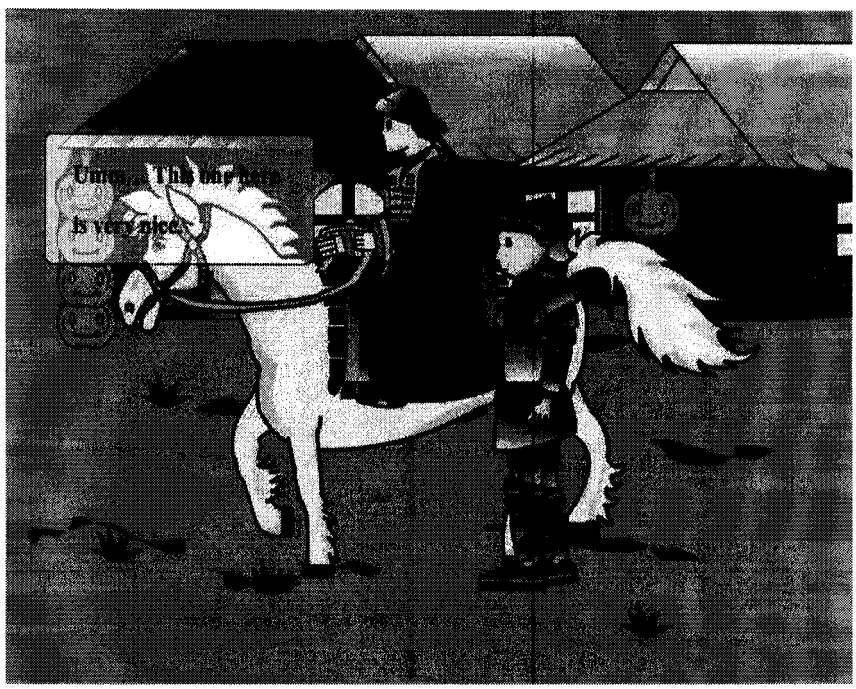

One week later, there was a pumpkin festival.
It was for the prince to choose his wife.
All the beautiful pumpkins were put in front of the women's homes.


The prince was on a horse.
He was looking at all the decorated pumpkins.

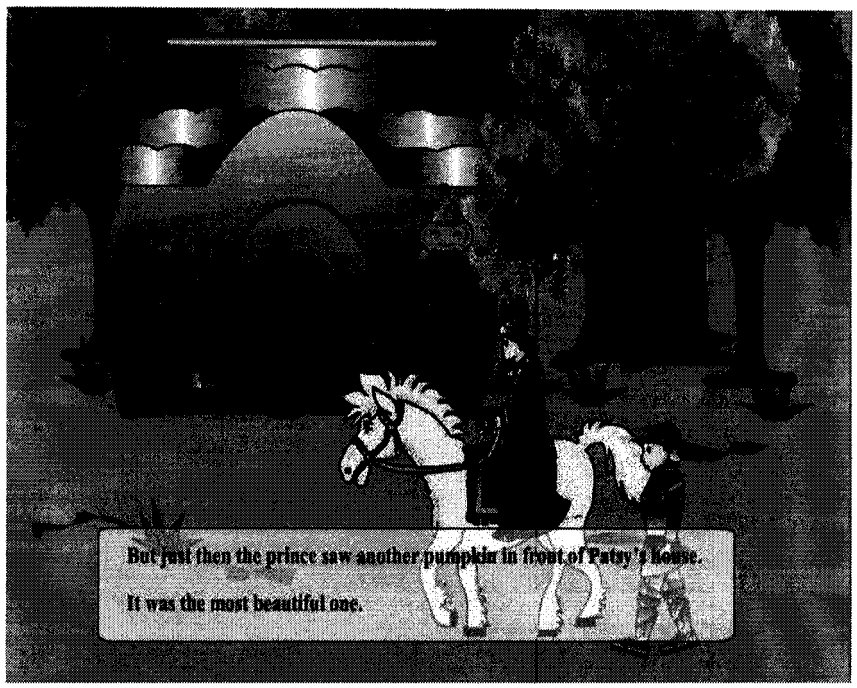
These are very beautiful
pumpkins.

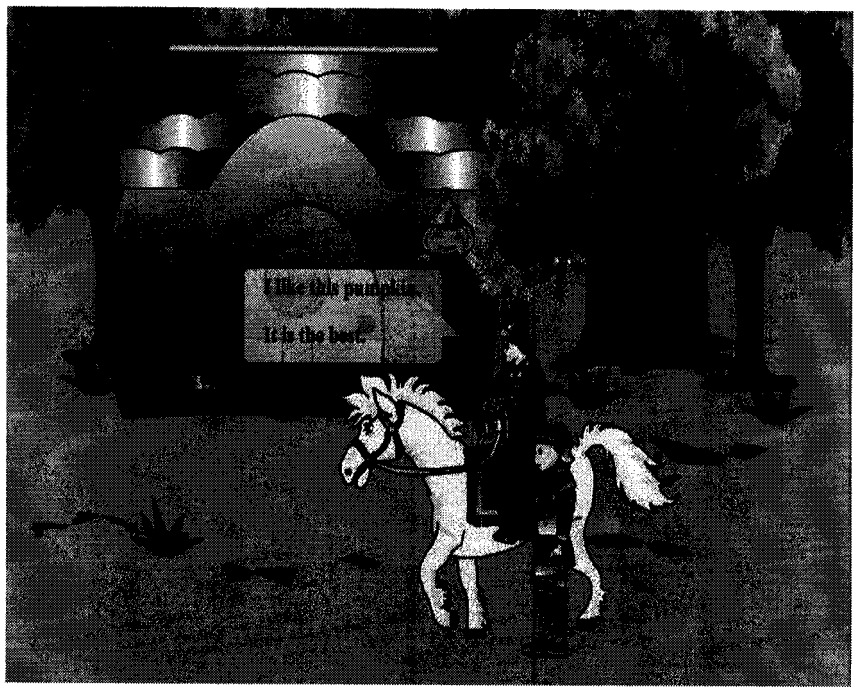
Yes, sir.

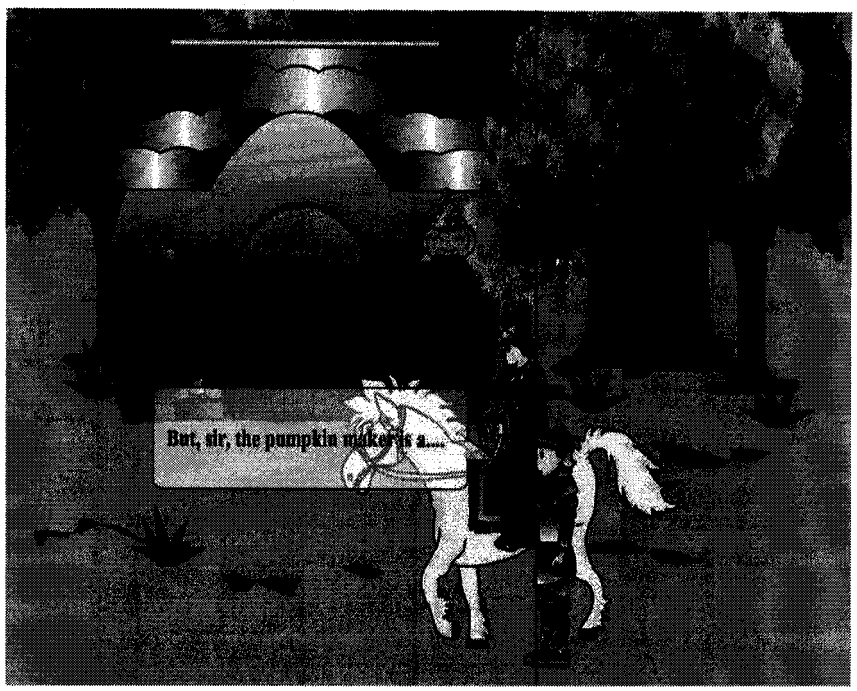
I can't decide which
one is the best.

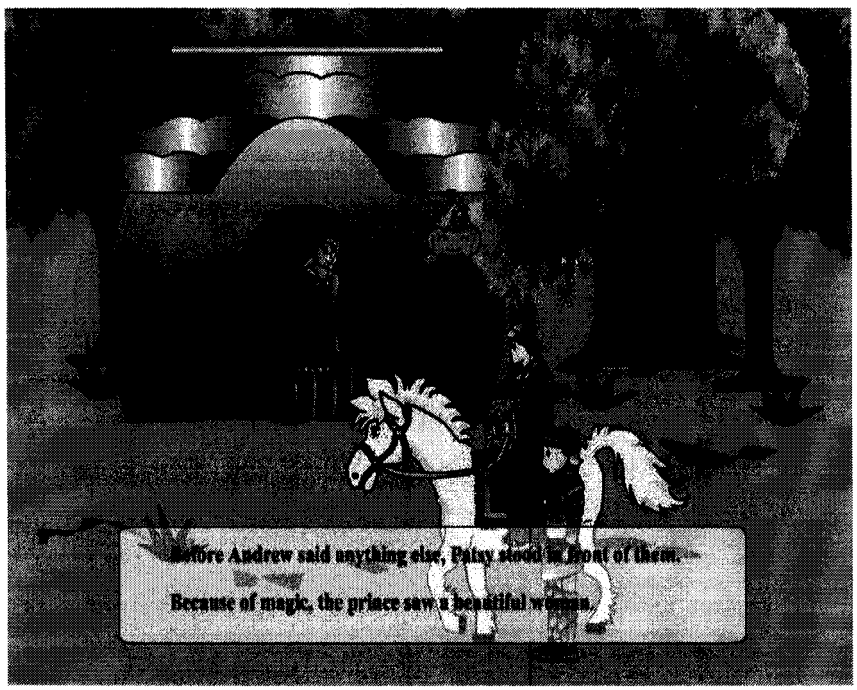

Umm... This one here
is very nice.

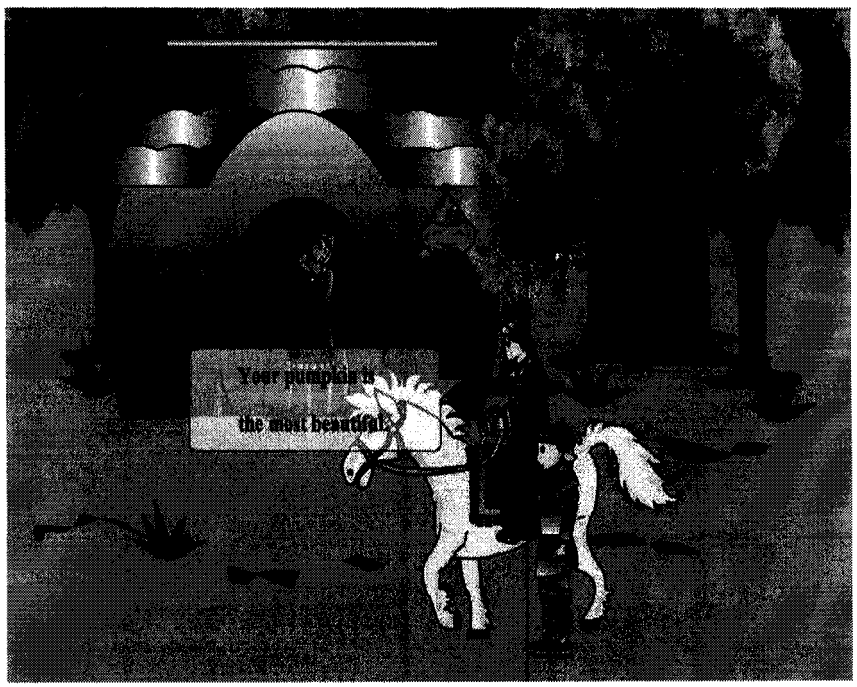
The woman who decorated
that pumpkin is Amy.
Her father is a very famous carpenter.

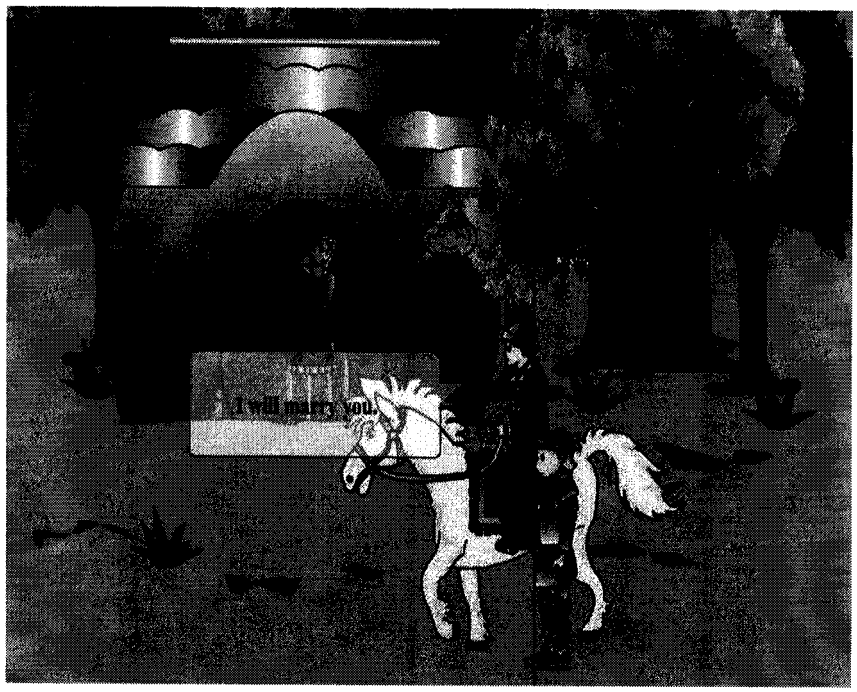

But just then the prince saw another pumpkin in front of Patsy's house.
It was the most beautiful one.

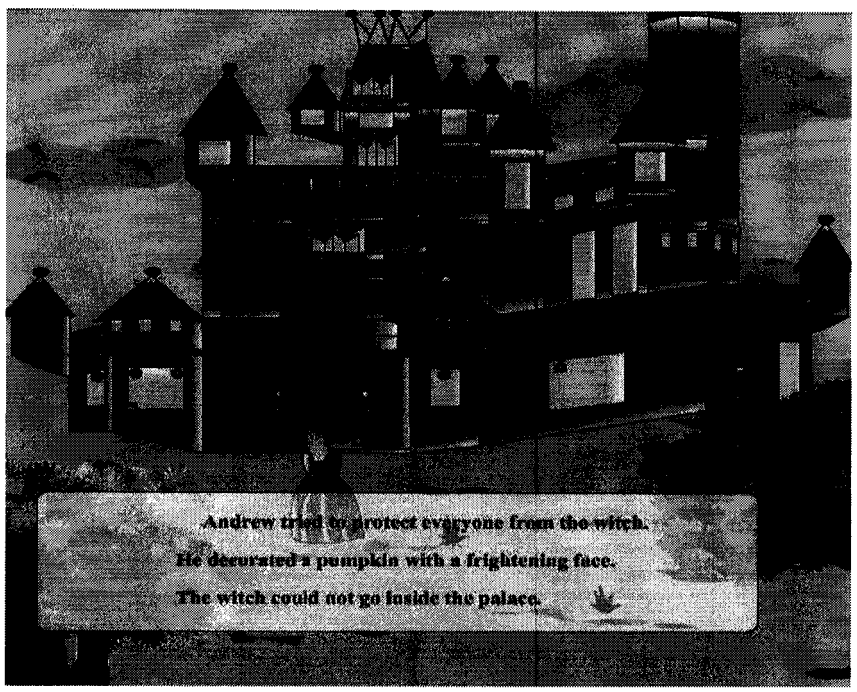

I like this pumpkin.
It is the best.

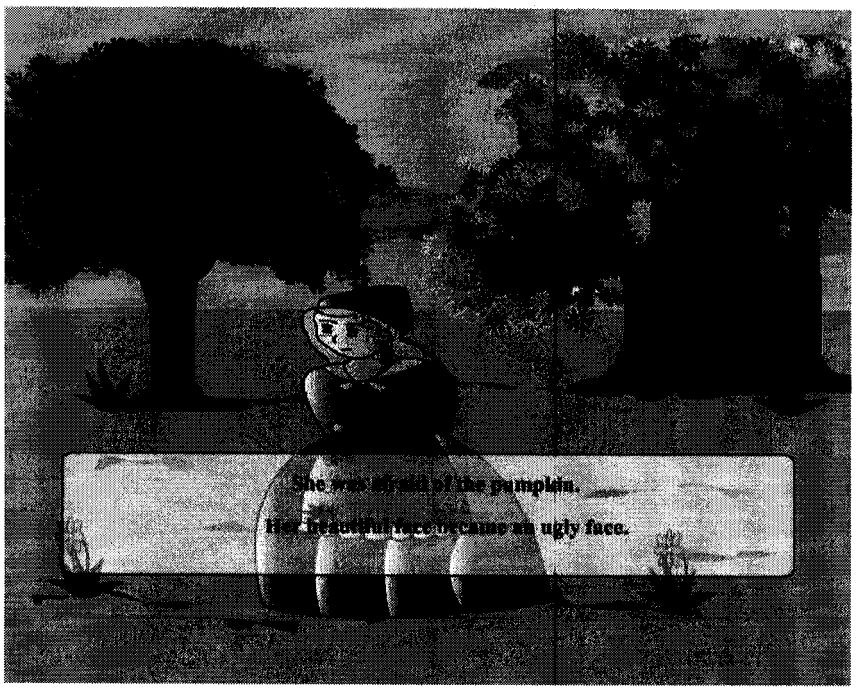

But, sir, the pumpkin vine is a....


Before Andrew said anything else, Patsy stood in front of them.
Because of magic, the prince saw a beautiful woman.

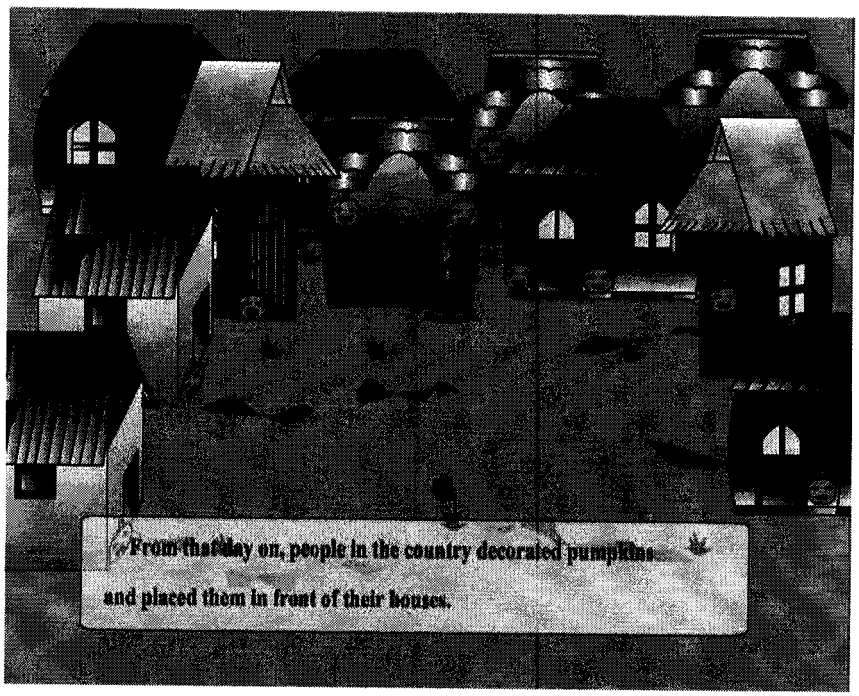

Your pumpkin is
the most beautiful.

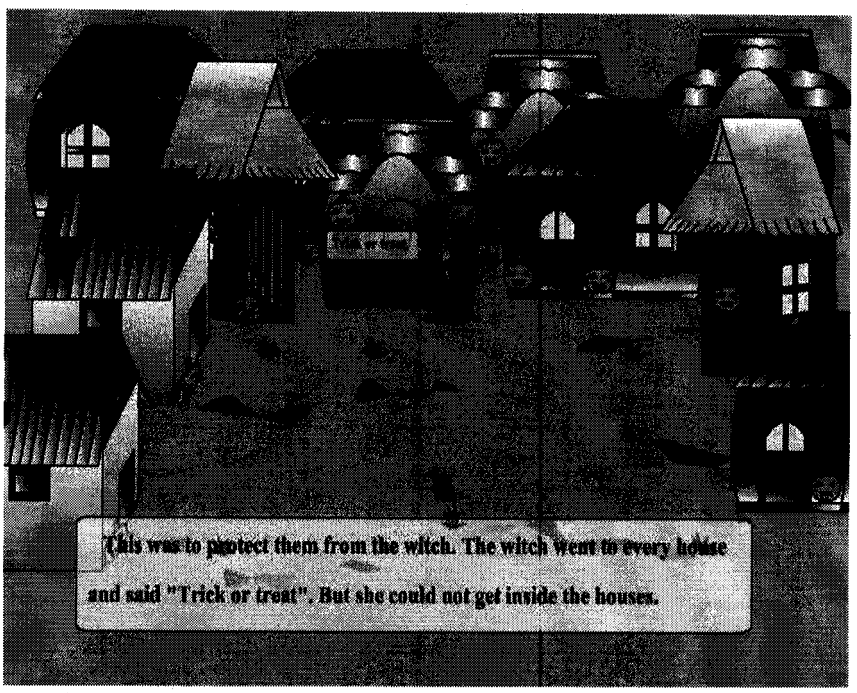

I will marry you.

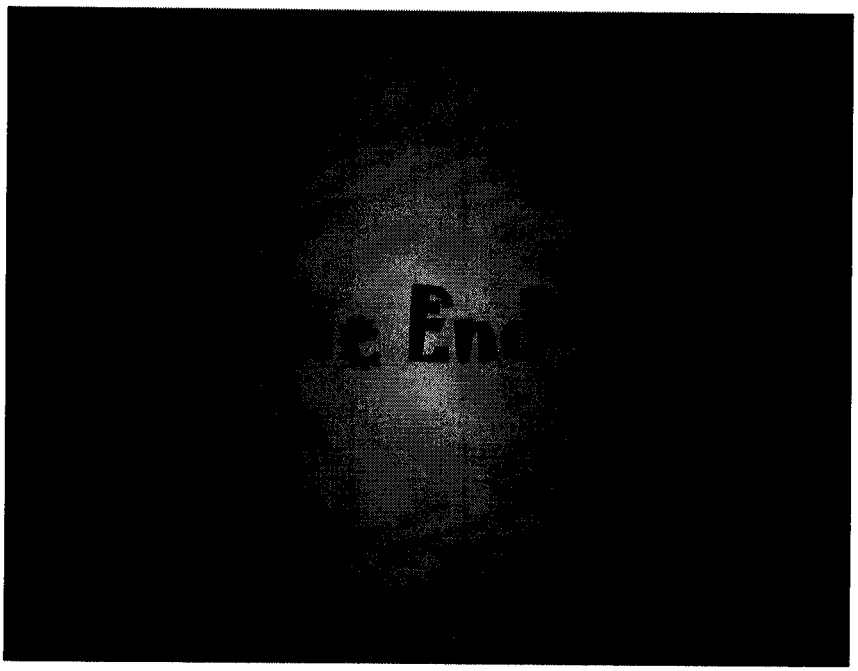

Andrew tried to protect everyone from the witch.
He decorated a pumpkin with a frightening face.
The witch could not go inside the palace.


She was afraid of the pumpkin.
Her beautiful face became an ugly face.

She was afraid of the pumpkin.
Her beautiful face became an ugly face.


From that day on, people in the country decorated pumpkins
and placed them in front of their houses.


This was to protect them from the witch. The witch went to every house
and said "Trick or treat". But she could not get inside the houses.



APPENDIX C
PRE-TEST AND POST-TEST

Pre-test / Post-test

Directions: Choose the correct answers.

1. Why did people celebrate Halloween in the past?
    a. They wanted to give thanks to God.
    b. They wanted to celebrate New Year.
    c. They believed that the spirits will come back to the world.
    d. They believed that Santa will come and give them presents.

2. What do people do on Halloween?
    a. Do trick or treating
    b. Dress up as a witch
    c. Make Jack O' Lantern
    d. All the item

3. What do people sometimes put inside Jack O' Lantern?
    a. An apple
    b. A candy
    c. A candle
    d. A pumpkin

4. What do children say when they go from house to house on Halloween night?
    a. I'm a witch!
    b. Trick or treat!
    c. Give me a treat!
    d. Happy Halloween!

5. Where do people sometimes put Jack O' Lantern?
    a. In the kitchen
    b. At the window
    c. In their bedroom
    d. At the back of their house

6. Why do people put Jack O' Lantern in their house?

a. They like Jack O' Lantern.

b. They have a Halloween party.

c. They want to give children some treat.

d. They don't want ghosts to get into their house.

7. Which word has the same meaning as "famous"?

a. popular

b. difficult

c. wonderful

d. frightening

8. Which word has the same meaning as "protect"?

a. die

b. feel

c. save

d. receive

9. Children wear.....on a Halloween night.

a. spirits

b. witches

c. costumes

d. pumpkins

10. Halloween is a .....in English speaking countries.

a. witch

b. spirit

c. festival

d. pumpkin

APPENDIX D
QUESTIONNAIRE

Questionnaire on motivation of learning through web-based lesson

This questionnaire aims to investigate your motivation through web-based lesson. It has two parts. Part one is on your motivation on the web-based lesson. Part two is on the topics of your preference.

Part 1: Motivation in web-based lesson

Directions: Please mark / where you think is appropriate. The number in the checklist can be explained as follows:

4 = Strongly agree 3 = Agree

2 = Disagree 1 = Strongly disagree

	Topic	4	3	2	1
1.	The web-based lesson is appropriate for me.				
2.	I have more useful information from the web-based lesson.				
3.	I understand more deeply about the culture of English speaking countries by using WBI.				
4.	The web- based lesson format is better than the book format.				
5.	The web-based lesson is easy to navigate.				
6.	I can communicate with the teacher through this web-based lesson like learning in the classroom.				
7.	I enjoy learning through the web-based lesson.				

Part 2: Topics of preference

Directions: Please rank the following five topics in the box according to your preference. And, give some reasons for each topic.

- Cultural knowledge
- Activities
- Sound and animation
- Practicing vocabulary
- Practicing reading

1.....

2.....

3.....

4.....

5.....

แบบสอบถามความคิดเห็นของนักเรียนที่มีต่อการเรียนการสอนบนเว็บ

คำชี้แจง

แบบสอบถามนี้ใช้เพื่อสอบถามความคิดเห็นของนักเรียนที่มีต่อการเรียนด้วยบทเรียนบนเว็บ โดยแบบสอบถามจะแบ่งออกเป็น 2 ตอน

ตอนที่ 1 แรงจูงใจที่มีต่อบทเรียนบนเว็บ

ให้นักเรียนทำเครื่องหมาย / ลงในช่องที่ตรงกับความคิดเห็นของนักเรียน โดยระดับคะแนนคือ

4 = เห็นด้วยอย่างยิ่ง 3 = เห็นด้วย

2 = ไม่เห็นด้วย 1 = ไม่เห็นด้วยอย่างยิ่ง

	หัวข้อ	4	3	2	1
1.	บทเรียนบนเว็บมีความเหมาะสมกับข้าพเจ้า				
2.	ข้าพเจ้าได้รับข้อมูลที่มีประโยชน์จากบทเรียน				
3.	ข้าพเจ้ามีความรู้ความเข้าใจในวัฒนธรรมของผู้ที่พูดภาษาอังกฤษได้ดีขึ้น				
4.	รูปแบบของบทเรียนบนเว็บดีกว่ารูปแบบของหนังสือเรียน				
5.	บทเรียนบนเว็บง่ายและสะดวกต่อการใช้งาน				
6.	ข้าพเจ้าสามารถติดต่อกับครูผู้สอนผ่านบทเรียนบนเว็บได้เช่นเดียวกับการเรียนในชั้นเรียน				
7.	ข้าพเจ้ารู้สึกสนุกสนานกับการเรียนผ่านบทเรียนบนเว็บ				

ตอนที่ 2 ความพึงพอใจที่มีต่อบทเรียน

ให้นักเรียนเรียงลำดับความชอบในหัวข้อต่อไปนี้จากมากไปหาน้อยพร้อมให้เหตุผลสำหรับแต่ละหัวข้อโดยย่อ

- ความรู้ทางด้านวัฒนธรรม
- กิจกรรมการเรียนรู้
- เสียงประกอบและภาพเคลื่อนไหว
- ฝึกทักษะด้านคำศัพท์
- ฝึกทักษะการอ่าน

1.....

2.....

3.....

4.....

5.....

VITAE

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