

CHAPTER V

SUMMARY, DISCUSSIONS AND RECOMMENDATIONS

This chapter consists of five parts. The first part begins with a brief summary of the study. It reviews the objectives, the research design, and the research methodology. The second part reviews the research findings. The third part discusses the findings. The fourth part is the pedagogical implications drawn from the study. The last part offers recommendations for further studies.

Summary of the study

The objective of this study was to examine the effects of Cultural Experiential Instruction on English oral communication ability of lower secondary school students. The research design was a single group pretest-posttest experimental design. It compared English oral communication ability of students before and after receiving Cultural Experiential Instruction.

This study was divided into two phases. The first phase was related to the preparation of Cultural Experiential Instruction. In this phase, the instrument was developed and pilot tested to ensure its content and construct validity. The second phase involved with the implementation of the instruction.

Phase 1: The preparation of Cultural Experiential Instruction

The preparatory process of Cultural Experiential Instruction consisted six steps: 1) to specify the population and sample; 2) to explore and study basic concepts

and related documents; 3) to construct lesson plans and research instruments; 4) to verify the effectiveness of lesson plans and research instruments; 5) to pilot test of the instruction; and 6) to revise lesson plans and research instruments.

In step one, the population and sample were selected. The population of this study was lower secondary students from public schools in Bangkok. The samples of the main study were composed of 45 Grade 8 students Room 4 at Saipanya School, during the second semester of the academic year 2007. The English oral communication test was designed and constructed by the researcher. The test consisted of seven pictures and each picture was related to each lesson plan. Based on the Four Cultural Knowings, five guided questions about each picture were designed to elicit students' English oral communication ability.

In step two, the theories and basic concepts related to this study were explored. These included the Experiential Learning Approach, The Cultural Experience, English Oral Communication, World Culture, and Cultural Experiential Instruction.

In step three, the lesson plans and instruments including the English oral communication test were constructed by the researcher. The information from the first stage was compiled and became a theoretical framework for the development of Cultural Experiential Instruction and research instruments.

In step four, the checklists were constructed for three experts to evaluate the effectiveness of the lesson plans and instruments. After the experts' validation, the lesson plans and instruments were revised.

In step five, a pilot study was carried out two weeks prior to the main study. The sample in the pilot study consisted of 5 Grade 8 students who were not the sample group and were studying in the second semester of the academic year 2007.

Lesson 1: "*Hi! What's up?*" and Lesson 2: "*World Food*" had been tried out to identify potential problems. In addition, the English oral communication test was pretested and posttested in the pilot study.

In step six, the lesson plans and the English oral communication test were revised based on the information learned from the pilot study.

Phase 2: The implementation of Cultural Experiential Instruction

The implementation of Cultural Experiential Instruction composed of four steps which were 1) pretest; 2) assign the instruction; 3) posttest; and 4) evaluate the effectiveness of the instruction.

In step one, prior to Cultural Experiential Instruction, students were pretested with the English oral communication test in order to assess their English oral communication ability.

In step two, during the main study, Cultural Experiential Instruction was delivered to lower secondary school students who enrolled in the course "Fun English Across Culture" for 8 weeks including one week of presentation. Each lesson was divided into two periods, approximately 50 minutes a period and lasted for one week. There were seven lessons in total.

In step three, at the end of the main study, all of the students had to take the English oral communication posttest which was the paralleled test in order to measure their English oral communication ability after learning through Cultural Experiential Instruction.

In step four, in order to evaluate the effectiveness of the instruction, the scores obtained from the pre and post English oral communication tests were statistically analyzed by using arithmetic means, standard deviation, and within-group paired sample t-test.

Findings

The findings of the study indicated the effects of Cultural Experiential Instruction. The posttest mean scores of the English oral communication test was significantly higher than the pretest mean scores at the .05 level. Thus, Cultural Experiential Instruction significantly improved Grade 8 students' English oral communication ability.

Discussions

As mentioned earlier, the objective of this study was to investigate the effects of Cultural Experiential Instruction on English oral communication ability of lower secondary school students. As a consequence, the findings were examined and discussed in relation to English oral communication ability of lower secondary school students.

English oral communication ability

In the hypothesis, there was significant difference between the pretest and the posttest mean scores of the English oral communication test at a significant level of .05. The students' posttest mean scores on the English oral communication test were higher than the pretest mean scores. In other words, Cultural Experiential Instruction significantly improved lower secondary school students' English oral communication ability.

In the discussion about the effect of Cultural Experiential Instruction on English oral communication ability, the researcher divided the students into three groups based on the pretest scores: high group (whose scores are 60, 50); medium group (whose score is 40); and low group (whose scores are 30, 20). Patricia, Audrey,

and Hannah represented the students in high group, medium group, and low group respectively. During the course of ten weeks, they had greatly improved their culture-based English oral communication skills.

High group: Patricia

From the experimental study, the researcher found that Patricia gained the score of 50 in the pretest of lesson 2 (World Food) before receiving Cultural Experiential Instruction. The score of 50 means that her oral communication ability usually occurs effectively based on TSE score. In other words, she was competent in oral communication.

During the pretest session, she could answer all of the guided five questions and describe the picture in the test clearly. However, she still encountered the problems in terms of vocabulary and she had limited cross-cultural background knowledge.

To illustrate, after looking at the picture of two men eating noodles, she was asked five guided questions. All of the questions and her answers were transcribed as followed:

Question no.1: What is happening in the picture?

Patricia's answer:

“Two men are sitting in a restaurant.

The next guided question was asked in order to elicit her oral communication ability.

Question no.2: What are they doing?

Patricia's answer:

“The men are eating noodles and.....umm....eat....errr...drinking soup.”

With a little hesitation, she gave the answer. It could be seen that she understood the question. She could use the right grammatical sentences and some easy English words in her oral communication. But while answering, she was not able to decide which word was suitable to use in her sentence, so she paused. Patricia was uncertain about selecting the appropriate words to complete her sentences.

After that she was asked the third question.

Question no.3: What will you say to your Thai friend if she eats loudly? Why?

Patricia's answer:

"I will tell my friend to stop eating. I don't like it."

Then, the fourth question was asked and she responded.

Question no.4: The men are eating their soup loudly. How do they feel?"

Patricia's answer:

"They are not polite. I don't like them."

Considering from the answer of question no. 4, the researcher found that she had problem with cross-cultural knowledge when she expressed her feelings about the men eating soup loudly. She didn't realize that Japanese people always slurp the soup while eating noodles in order to give compliment to the food. These findings were in line with the study by Pattaraworathum (2007). She revealed that the lack of cultural instruction would have an impact on students' culture learning as well as language learning because they would not have sufficient cultural knowledge and understanding of the culture in order to communicate appropriately.

With the last question, she confidently gave the answers.

Question no.5: Do you see a person eating loudly in Thailand?

How do you feel?

Patricia's answer:

“Yes, I see a person eating loudly at Maboonkrong (MBK). I don't like him. I feel bad.”

Apparently, she knew that Thai people should not eat loudly because it is not table manners. She could reflect her feelings on table manners in Thai culture. However, from the question no.4, it revealed that she did not have cross-cultural understanding on table manners in world culture.

Consequently, it can be concluded that Patricia had no problem with grammatical structures while speaking, and yet she still have problems with cross-cultural knowledge and she did not understand and interpret the similarities and differences between Thai culture and world culture.

On the contrary, after receiving Cultural Experiential Instruction, Patricia was posttested by the paralleled test. She gained higher score in the posttest. From the TSE Scores, Patricia had increased her scores from 50 to 60.

In “Fun English Across Culture” course, Patricia along with her classmates studied language and cross-cultural knowledge through the Four Cultural Knowings (Moran, 2001). The students participated in cross-cultural activities such as role play and simulation in Knowing How, describe cultural information in Knowing About as well as learning grammatical structures and new English words about food.

Moreover, in Knowing why she was active in interpreting and analyzing the similarities and differences between Thai culture and world culture. In addition, she reflected on her opinions and feelings across cultures in Knowing Oneself.

Thus, in the posttest session she could give the description of the picture with various English words that she learned in the classroom such as cafeteria, slurp, bad manners, tasty, yummy. Also, she could interpret and analyze cross-cultural information and reflect her opinions and feelings on cross-cultural contents.

Her answers were illustrated below.

Question no.1: What is happening in the picture?

Patricia's answer:

"A Japanese woman is in the cafeteria at school."

Question no.2: What is she doing?

Patricia's answer:

"She comes from Japan. She is eating noodles and slurping soup in the cafeteria."

Question no.3: What will you say to your Thai friends if they eat loudly?

Why?

Patricia's answer:

"I will tell my friends to stop eating loudly because it is bad manners."

Question no.4: The woman is slurping her soup loudly. How does she feel?"

Patricia's answer:

"She enjoys eating because her soup is tasty. She loves her noodles and soup. She feels happy."

After the posttest, Patricia's answer of question no. 4 was changed. The researcher found that she improved her cross-cultural knowledge when she expressed her feelings about the men eating soup loudly. She realize that Japanese people always slurp the soup while eating noodles in order to give compliment to the food.

Question no.5: Do you see a person eating soup loudly in Thailand?

How do you feel?

Patricia's answer:

“Yes, I see my friend slurping soup loudly. I don't like her. I feel bad. It is bad manners in Thailand.”

From the answer, it can be concluded that Patricia had improved her English oral communication ability. She could form her sentences using new English vocabulary. She also improved her cross-cultural knowledge, and developed her cross-cultural understanding, and cross-cultural awareness after receiving Cultural Experiential Instruction.

Apart from this evidence, supplementary information from the interview also revealed her positive opinions towards Cultural Experiential Instruction. Patricia's interview was shown below.

“รู้สึกสนุกมากค่ะ ได้รู้วัฒนธรรมของต่างชาติเยอะ หนูเองก็ชอบเรียนวัฒนธรรมอยู่แล้วค่ะ ได้พูดภาษาอังกฤษเยอะขึ้นด้วย ทำให้อยากเรียนภาษาอังกฤษมากขึ้นค่ะ หนูชอบเรียน Around the World ค่ะ เพราะได้เรียนสถานที่ต่างๆในโลกค่ะ ชอบท่องเที่ยว อยากไปเที่ยวปิรามิด เป็นสิ่งมหัศจรรย์ค่ะ คลาสเรียนนี้ทำให้หนูอยากเรียนค่ะ คลาสเรียนปกติ เคร่งเครียดทำให้หนูไม่ค่อยอยากเรียนค่ะ”

[I have a lot of fun with the class. I like learning cross-cultural contents. I get a chance to speak English so I want to learn English very much. I like 'Around the World' because I like travelling. I wanted to see the Pyramids which is one of the Seven Wonders of the World. This class made me want to learn English but in another class, I felt stressed and didn't want to study English anymore.]

Patricia Informal Interview, 25 February 2008

In conclusion, Patricia, the representative of the high group, had improved her culture-based oral communication ability after she studied language and cross-cultural content in Cultural Experiential Instruction.

Medium group: Audrey

From the experimental study, the researcher found that Audrey, the representative of the medium group, gained the score of 40 in the pretest of lesson 2 (World Food) before receiving Cultural Experiential Instruction. The score of 40 means that her oral communication ability sometimes occurs effectively based on TSE score. In other words, she was fairly competent in oral communication.

During the pretest session, she could answer some of the guided five questions and sometimes unclearly describe the picture in the test. Additionally, she had problems with grammatical structures, vocabulary, and cross-cultural contents.

For example, after looking at the picture of two men eating noodles, she was asked five guided questions. All of the questions and her answers were transcribed as followed:

Question no.1: What is happening in the picture?

Audrey's answer:

“Two man is eating noodles in a restaurant.”

Obviously, it could be seen that Audrey understood the question but she could not form the right grammatical sentences. She answered ‘man’ instead of ‘men’ and ‘is’ instead of ‘are’. She had problems of changing ‘singular nouns’ into ‘plural nouns’ and ‘verb to be’ form.

The next guided question was asked in order to motivate her to continue her oral communication.

Question no.2: What are they doing?

Audrey's answer:

“(She kept silent for a moment.) They is eating noodle and soupwater.”

Her answer showed that she clearly understood the question but she felt uncertain to answer the question. She still struggled with the form of verb to be, including English word usage.

After that she was asked the third question.

Question no.3: What will you say to your Thai friend if she eats loudly? Why?

Audrey's answer:

“When my friend eat loudly, I say to friends stop eating loudly.

I not like.”

Her grammatical structural problems still existed. She could not use the correct affirmative and negative forms of ‘present simple tense’ as well as ‘future simple tense’.

Then, the fourth question was asked and she replied.

Question no.4: The men are eating their soup loudly. How do they feel?”

Audrey's answer:

“They is eating loudly because soup is hot. They feel hot.”

According to her above answer, the researcher found that she still had problems of changing the form of verb to be and had limited cross-cultural knowledge when she explained the men's feelings towards their soup. This meant that she didn't know the table manners in Japanese culture.

Following with the last question, without hesitation, she gave the answer.

Question no.5: Do you see a person eating loudly in Thailand?

How do you feel?

Audrey's answer:

"Yes, my friends is eating rice, noodles, fried-chicken loudly. I feel shy. I not like"

From question no.5, Audrey knew that eating loudly in Thailand was not good table manners so she felt embarrassed when her friends ate loudly. This shows that she could reflect her feeling on table manners in Thai culture even though her English oral communication was not grammatically correct.

Thus, it can be concluded that Audrey had problems with grammatical structures while communicating, and encountered problems with cross-cultural knowledge. She could not understand and correctly interpret the similarities and differences between Thai culture and world culture.

After receiving Cultural Experiential Instruction, Audrey was posttested by the paralleled test. She gained higher score in the posttest. From the TSE Scores, her scores were moved from 40 up to 50.

In 'Fun English Across Culture' course, Audrey and her classmates studied language and cross-cultural knowledge through the Four Cultural Knowings (Moran, 2001). The researcher observed that she was very eager to engage in cross-cultural activities, especially role play in the stage of Knowing how. She enjoyed speaking English conversation with her friends in front of the class. Moreover, she was enthusiastic to listen to the stories about international food. She loved to learn new vocabulary, and practiced forming grammatical structures in the stage of Knowing about. In the stage of Knowing why, she tried to explore the cultural explanation of the similarities and differences between Thai culture and world culture and interpret the values of world culture. Furthermore, she developed her self-awareness across culture in Knowing oneself.

As a consequence, in the posttest session she could describe the picture with new English words that she learned in the classroom such as slurp, canteen, bad manners, yummy, tasty, impolite, polite. Also, she could interpret and analyze cross-cultural information and reflect her opinions and feelings on cross-cultural contents.

Her answers were illustrated below.

Question no.1: What is happening in the picture?

Audrey's answer:

"I see.....a woman is sitting in a canteen"

Question no.2: What is she doing?

Audrey's answer:

"She is eating noodles and drinking.....slurping soup."

Question no.3: What will you say to your Thai friends if they eat loudly?

Why?

Audrey's answer:

"I will say my friends to stop eating. It is bad manners."

Question no.4: The woman is slurping her soup loudly. How does she feel?"

Audrey's answer:

"She likes her soup. It is yummy and tasty."

Question no.5: Do you see a person slurping soup loudly in Thailand?

How do you feel?

Audrey's answer:

"Yes, my brother likes to slurp soup. I know it is impolite in Thailand."

From all of the above findings, it showed that Audrey had enhanced her English oral communication ability. She could form her sentences with correct grammatical sentences and new English words. She also improved her cross-cultural knowledge, and developed her cross-cultural understanding, and cross-cultural awareness after receiving Cultural Experiential Instruction.

Aside from this evidence, supplementary information from the interview also revealed her positive opinions towards Cultural Experiential Instruction. Audrey's interview was shown below.

“ภาษาอังกฤษของหนูดีขึ้น เข้าใจศัพท์ว่าจะใช้ในสถานการณ์ไหน ชอบเรื่องเทศกาลมากที่สุด เพราะชอบลอยกระทงและไปงานสงกรานต์ หนูได้พัฒนาเรื่องพูดมากขึ้น เรียนแล้วได้ใช้จริง ชอบที่มีให้แสดงหน้าห้อง แล้วก็รู้วัฒนธรรมของแต่ละประเทศด้วยค่ะ ปัจจุบันนี้หนูเรียนแต่หลักแกรมมาร์ และศัพท์ก็เรียนน้อย”

[My English is better. I understand the usage of each word and can use them in any appropriate situations. I'm really interested in festivals and celebrations because I like Loy Kratong Festival and Songkran Festival. I improve my speaking skill and I can use all words and grammatical sentences in my real life. I like to play roles in activities. I get a chance to learn cross-cultural knowledge. I learn only the grammatical structure and a few English words in another English class.]

Audrey Informal Interview, 25 February 2008

In conclusion, Audrey, the representative of the medium group, had improved her culture-based oral communication ability after she studied language and cross-cultural content in Cultural Experiential Instruction.

Low group: Hannah

From the experimental study, the researcher found that Hannah, the representative of the low group, gained the score of 20 in the pretest of lesson 2 (World Food) before receiving Cultural Experiential Instruction. The score of 20 means that her oral communication ability occurs ineffectively based on TSE score. In other words, she was not competent in oral communication.

During the pretest session, she could not answer all of the guided five questions. She could not describe the picture in the test either. Additionally, she had the serious problems with grammatical structures, vocabulary, and cross-cultural contents.

To illustrate, after looking at the picture of two men eating noodles, she was asked five guided questions. All of the questions and her answers were transcribed as followed:

Question no.1: What is happening in the picture?

Hannah's answer:

“ไม่เข้าใจค่ะ แปลว่าอะไรค่ะ.....ทำงัยดี หนูไม่รู้อะค่ะ.....มีผู้ชาย **man**.....กิน

ไอ้ย จำศัพท์ไม่ได้.....ก้วยเดียว ไม่รู้ว่าเรียกว่าอะไรอะครู”

Clearly, Hannah did not understand the question. She struggled with grammatical structures and English vocabulary. She could not form any grammatical structures. Besides, she could not remember any English words.

The next guided question was asked in order to motivate her to continue her oral communication.

Question no.2: What are they doing?

Hannah's answer:

“**no....no....**หนูไม่เข้าใจค่ะครู.....หนูไม่รู้อะค่ะ”

She still struggled to describe the picture. She did not understand of the question. Moreover, she was faced with grammatical problems, and vocabulary problems.

After that she was asked the third question.

Question no.3: What will you say to your friend if she eats loudly? Why?

Hannah's answer:

“แปลว่าอะไรค่ะ ไม่รู้จริงๆ หนูคิดไม่ออกค่ะ”

Then, the fourth question was asked and she answered in Thai again.

Question no.4: The men are eating their soup loudly. How do they feel?”

Hannah's answer:

“เฮ้อ... หนูนึกศัพท์ไม่ออกอะครู่... หนูจะได้ก็คะแนนเนี่ย.. กินซุปรวยยังงัยน้ำ.... คิดไม่ออก”

Following with the last question, she could not respond.

Question no.5: Do you see a person eating loudly in Thailand?

How do you feel?

Hannah's answer:

“ฟังไม่รู้เรื่องค่า แปลไม่ออกอะค่ะ”

Considering from the five guided questions, Hannah did not give any answers in English. She lacked of grammatical knowledge, vocabulary, including cross-cultural knowledge.

Thus, it can be concluded that she had tremendous problem with grammatical structures and vocabulary. She did not know how to form correct grammatical sentences and how to use subject pronouns, object pronouns, and possessive pronouns. In addition, she could not recognize how to change the verb forms. With regards to cross-cultural knowledge, she could not understand and interpret the similarities and differences between Thai culture and world culture.

In contrast, after receiving Cultural Experiential Instruction, Hannah was posttested by the paralleled test. She gained higher score in the posttest. From the TSE Scores, her scores were increased from 20 to 40.

In 'Fun English Across Culture' course, Hannah and her classmates studied language and cross-cultural knowledge through the Four Cultural Knowings (Moran, 2001). She was taught new English words (Knowing About) and then was coached how to order food and give compliments on food (Knowing How). After that, she practiced speaking English conversation by creating a short dialogue to order and compliment the food and doing role plays in front of the class. The researcher found that Hannah was very active to be a volunteer in every role play. Moreover, she was happy to discuss and analyze the similarities and differences between the eating customs as well as table manners in Thai culture and world culture with her friends in the classroom (Knowing Why). Besides, during the game 'Close your eyes and Taste the food', she enjoyed tasting international food. Then, she reflected her opinions and feelings on world food (Knowing Oneself).

Therefore, in the posttest session, she could answer all of the five guided questions and describe the picture with new English words that she learned in the classroom such as eat, slurp, tasty, delicious, loudly, restaurant, canteen, bad manners, noodles, etc. Besides, she could develop her grammatical knowledge. She could form correct grammatical sentences but there were sometimes few mistakes in those sentences. Also, she could interpret and analyze cross-cultural information and reflect her opinions and feelings on cross-cultural contents.

Hannah's answers in the posttest were illustrated below.

Question no.1: What is happening in the picture?

Hannah's answer:

"There is a girl in a restaurant."

Question no.2: What is she doing?

Hannah's answer:

"She is eat noodles and slurp soup."

Question no. 3: What will you say to your Thai friends if they eat loudly?

Why?

Hannah's answer:

"Stop to eat noodles loudly. It is bad manners. I don't like to slurp."

Question no.4: The woman is slurping her soup loudly. How does she feel?"

Hannah's answer:

"She feels happy. The soup is delicious. It is yummy. She like it."

Question no.5: Do you see a person slurping soup loudly in Thailand?

How do you feel?

Hannah's answer:

"Yes, my friend eats loudly. I feel shy. I don't likes to slurp soup."

From the answers in the posttest, it revealed that Hannah had enhanced her English oral communication ability. She could form her English sentences and use new English words even though there are a few mistakes in her sentences. She also improved her cross-cultural knowledge, and developed her cross-cultural understanding, including cross-cultural awareness after receiving Cultural Experiential Instruction.

In addition to support the results of Cultural Experiential Instruction, supplementary information from the interview also showed her positive opinions towards Cultural Experiential Instruction.

Hannah's interview was shown below.

“หนูรู้สึกสนุกกับการเรียนการสอนแบบใหม่นี้ค่ะ แล้วได้ความรู้ด้วย จำศัพท์ได้แม่นกว่าเมื่อก่อน หนูชอบเรียน Festivals and Celebrations มากที่สุดค่ะ โดยเฉพาะ Halloween หนูพัฒนาพูดขึ้นมากค่ะ สมัยก่อนหนูเรียบเรียงประโยคคำพูดไม่ค่อยได้เลย หลังจากเรียนแล้วหนูไม่อายที่จะพูดเลยค่ะ”

[I enjoy learning English through the Cultural Experiential Instruction. I get a lot of cross-cultural knowledge and I can remember a lot of new words. I like studying festivals and celebration, especially Halloween. I improve my English speaking and can form correct grammatical sentences. I am not shy to speak English anymore.]

Hannah Informal Interview, 25 February 2008

In conclusion, Hannah, the representative of the low group, had improved her culture-based oral communication ability after she studied language and cross-cultural content in Cultural Experiential Instruction.



In sum, during the Cultural Experiential Instruction based on Cultural Experience Model (Moran, 2001) the students enjoyed participating in the cross-cultural activities. They were eager to practice English oral communication and describe cultural information after they had learned to use the new vocabulary and to form correct grammatical structures. Also, they were active in interpreting and analyzing the similarities and differences between Thai culture and World culture. In addition, students could clearly reflect their opinions and feelings across cultures. In other words, Cultural Experiential Instruction helped students enhance English oral communication ability, comprehend cross-cultural knowledge, and gain cultural awareness of Thai culture and World culture.

Cultural Experiential Instruction

After employing Cultural Experience Model (Moran, 2001) in Cultural Experiential Instruction, the researcher found that there were many advantages of the model in the instruction. Firstly, each step provided a fundamental knowledge for students in order to progress to a higher level as the class proceeded. For instance, in Knowing How, students gained the motivation from participating in the cultural practice; in Knowing About, students gained the cultural content about activities they had just participated. Afterwards, in Knowing Why, students interpreted the similarities and differences between world culture and Thai culture. Finally, Knowing Oneself students reflected their opinions and feelings about world culture and Thai culture. As a result, Cultural Experiential Instruction could promote higher order thinking skills.

Secondly, when receiving the Cultural Experiential Instruction, students learned cross-cultural knowledge as the main part, while at the same time learned the contents of English grammatical structures and English vocabulary in order to use them in English oral communication. In other words, the cross-cultural content was not a supplementary part in English language teaching; it is in fact an integral part of the instruction. Consequently, students were stimulated to be responsive and active learners in the classroom.

Next, students could develop cross-cultural awareness and understanding while at the same time appreciate Thai culture. This is essential for students to become members of global community

Lastly, all the knowledge students gained from Cultural Experiential Instruction could be applied in real life. Students were also confident in their oral communication ability.

On the other hand, there were some disadvantages. Cultural Experience Model (Moran, 2001) was not flexible. The researcher had to follow the Four Cultural Knowings by starting from Knowing How followed by Knowing About, then proceed to Knowing Why, and finished with Knowing Oneself. Furthermore, the researcher had to prepare a wide variety of activities in each stage of cultural Knowings so the researcher had to spend a great deal of time to complete each lesson plan.

Pedagogical Implications

1. Since Cultural Experience Model (Moran, 2001) appears to be too rigid. Teachers might not have to strictly follow the Four Cultural Knowings by starting from Knowing How followed by Knowing About, then proceed to Knowing Why,

and finished with Knowing Oneself. The model should be flexible depending on the cross-cultural contents. To illustrate, in Lesson 2 (World Food) students should be taught English words about food before they are able to order food or give compliment on food. That is, Knowing About should be taught before Knowing How.

2. Before adopting Cultural Experiential Instruction, teachers need to be well-planned, well-organized and well-rounded. This is because each step requires a lot of preparation and it takes time to complete each lesson plan step. In addition, it requires a great deal of class time to implement the whole lesson. What a teacher might do is to teach each cultural Knowing in one lesson so that students can have more time to practice.

Recommendations for further research

This study focused on the effects of Cultural Experiential Instruction on students' English oral communication ability. The instruction should be adapted to other English skills such as Reading, Writing or integrated skills. Furthermore, it could be employed in other school levels such as upper elementary or secondary school levels. Also, the effects of Cultural Experiential Instruction could be explored in bilingual or international schools because there are a lot of teachers and students who have various cultural backgrounds.