

## **RAISING LEARNER AWARENESS OF LOCAL WISDOM IN TOUR-RELATED PROJECT TEACHING**

Amporn Sa-ngiamwibool<sup>1</sup>

*Krirk University, Bangkok, Thailand,*

email: [amporn\\_kai@yahoo.com](mailto:amporn_kai@yahoo.com), [amwibool@hotmail.com](mailto:amwibool@hotmail.com), [amporn@krirk.ac.th](mailto:amporn@krirk.ac.th)

**Abstract:** This study investigated how CLT (Communicative Language Teaching) and awareness-raising enhanced Thai learners' awareness of their local wisdom in a tour-related project work with three specific purposes, which were to explore how the learners interacted with textual representations of their local wisdom to create their project, what extent CLT and awareness-raising tasks developed their communicative competence of the target language, and what object of awareness that the tasks could help the learners realize while working on their projects. This study was triangulated. The elicitation instruments were project instructions, CLT and awareness-raising tasks, pretests and posttests based on TOEIC (Test of English for International Communication), learner logs, interviews, and observation notes. The study revealed that, first, on the awareness of local wisdom in a tour-related project work, the learners interacted with textual representations of their local wisdom through theme-centered learning process. Second, on the enhancement of CLT and awareness-raising, CLT allowed the learners to deal with interactive, spontaneous, and more meaningful communication actively while awareness-raising helped the learners consciously focus on semantic, linguistic, and pragmatic aspects of the target language. Lastly, on object of awareness, CLT and awareness-raising tasks could lead the learners to realize these objects of awareness: nature of experiential learning, subject content, and skill content. For pedagogical implications, project-based teaching with the support of CLT and awareness-raising tasks can raise learner awareness of local wisdom in tour-related topics effectively. Pedagogical implications illustrated some practical applications of CLT and awareness-raising tasks for enhancing learner awareness in ESP project work in a Thai classroom. Future inquiry should replicate this study or apply to business or other ESP project instructions.

**Keywords:** tour-related project work of local wisdom, communicative language teaching (CLT) or communicative language learning (CLL), awareness-raising or consciousness-raising (C-R)

**Abstrak:** Penelitian ini mengkaji bagaimana CLT (*Communicative Language Teaching*) dan *awareness-raising* meningkatkan kesadaran para pembelajar terhadap kearifan lokal mereka dalam tur yang berhubungan dengan tugas dan memiliki tiga tujuan khusus, yakni untuk memeriksa bagaimana para pembelajar berinteraksi dengan representasi tekstual dari kearifan lokal mereka dalam membuat tugas mereka, sejauh mana CLT dan tugas *awareness-raising*

---

<sup>1</sup> Amporn Sa-ngiamwibool, B.A. (2<sup>nd</sup> class honors), M.A. (Comparative Literature), M.A. (Communication Research), and Ph.D. (English Language Study), is an assistant professor and the head of Department English for Business Communication, Faculty of Arts, Krirk University, Bangkok, Thailand

mengembangkan kompetensi komunikasi mereka dalam bahasa target, dan bidang kesadaran apa yang tugas tersebut bantu kembangkan dalam diri siswa ketika mereka menyelesaikan tugas tersebut. Penelitian ini ditriangulasi dengan Instrumen elisitasinya dibentuk dalam instruksi tugas, tugas-tugas CLT dan *awareness-raising*, *pretest* dan *posttest* menggunakan TOEIC (*Test of English for International Communication*), log pembelajar, wawancara, dan catatan observasi. Penelitian ini menemukan bahwa, pertama para pembelajar berinteraksi dengan representasi tekstual kearifan lokal mereka melalui proses pembelajaran tematik, pada kesadaran kearifan lokal dalam tugas berelasi dengan tur. Kedua, perkembangan CLT dan *awareness-raising*, CLT memungkinkan para pembelajar berlatih secara aktif dengan komunikasi yang interaktif, spontan, dan lebih bermakna sementara *awareness-raising* membantu para pembelajar secara sadar fokus pada aspek semantik, linguistik, dan pragmatik dari bahasa target. Terakhir, pada objek kesadaran, CLT dan *awareness-raising*: bentuk pembelajaran empiris, konten pelajaran, dan konten keterampilan. Untuk implikasi pedagogi, pembelajaran *project-based* dengan dukungan tugas CLT dan *awareness raising* dapat meningkatkan kesadaran para siswa terhadap kearifan lokal dalam topik yang berhubungan dengan tur secara efektif. Implikasi pedagogi menggambarkan beberapa aplikasi praktis dari tugas-tugas CLT dan *awareness raising* untuk meningkatkan kesadaran para siswa tugas proyek ESP para siswa dalam kelas di Thailand. Penelitian selanjutnya dapat mereplikasi penelitian ini atau mengaplikasikannya dalam ESP untuk bisnis atau pelajaran ESP lainnya.

**Kata kunci:** proyek pembelajaran wisata yang mengandung kearifan lokal, pengajaran bahasa komunikatif (CLT) atau belajar bahasa secara komunikatif (CLL), peningkatan kesadaran atau membangkitkan kesadaran (C-R)

Learner autonomy, more specifically learner awareness, is a key factor for language development (Wenden, 1991; Gathercole, 1990; Little, 1990; Holec, 1981; Stern, 1992; Wenden and Rubin, 1987). One effective way to enhance learner autonomy is through project work teaching by allowing EFL learners opportunity to formulate responses relevant to their experience in project work, especially ESP projects. However, such teaching is a demanding job since it needs supporting tools to motivate both group dynamics and individual involvement effectively.

To promote group dynamics, researchers (e.g., Williams and Burden, 1997; Lessard-Clouston, 1997; Bialystok, 1991; Oxford, 1990; Littlewood, 1981) suggest that communicative language teaching (CLT) is effective for communication skills which are needed for promoting group dynamics. CLT is therefore a necessary factor and an effective tool for promoting group dynamics.

However, to promote group dynamics in project work through CLT effectively, individual members of the group need to be aware of their own learning while engaging in CLT tasks actively and processing new information consciously. In addition, to promote group dynamics in project work in EFL context, the individual members need to be aware of foreign language socially, cognitively, and affectively.

Therefore, researchers (e.g., Izumi, Bigelow, Fujiwara, & Fearnow, 1999; Jourdenais, Ota, Stauffer, Boyson, & Doughtly, 1995; Izumi, 2000; Leow, 1993, 1995, 1997; VanPatten, 1990, 1994, 1996; Schmidt, 1990; Alanen, 1995; Ellis, 1994; Jourdenais, 1998) suggest that raising individual members' awareness to social, cognitive, and affective engagement in active communication is needed for promoting group dynamics. These researchers suggest awareness-raising as a tool for enhancing individual involvement in work project.

Awareness-raising, theoretically equals to consciousness-raising (C-R)-a term coined by Schmidt (1990), is a deliberate attempt on the part of a teacher to increase learners' awareness of the perceived information to the state of being conscious of the information, notice the relationship between the information and the contexts, turn the relationship into learning, and be able to apply the learning to various contexts autonomously. In awareness-raising theory, there is an agreement that noticing, or perceiving consciously, is needed for raising learners' awareness, especially in SLA and EFL contexts.

To verify this theory in Thai contexts, Sa-ngiamwibool conducted studies (2007a, 2007b, 2008a, 2008b, 2008c, 2009a, 2009b, 2009c, 2009d, 2009e, 2009f, 2010a, 2010b, 2010c, 2010d, 2010e, 2010f, 2010g, 2010h, 2011a, 2011b, 2011c, 2011d, 2011e, 2011f) to examine the effects of awareness-raising or C-R on the English language learning in Thai classrooms. Those studies concluded that noticing is needed and effective for raising Thai learners' awareness of the English language.

More specifically, three of the studies examined the effectiveness of CLT or CLL (Communicative Language Learning) incorporating with awareness-raising on project work and confirmed that CLT or CLL is effective for enhancing project work and awareness-raising is needed and effective for promoting active, self-directed, autonomous learning. Below were the details of the studies.

In Study 1 (2011c), this study aimed to determine whether the Internet, CLL, and C-R were effective for initiating research project proposal. The study revealed these results. The Internet is a valuable source of information for research project proposal production. Cognitively, C-R led them to the state of being conscious of how learning came about while, affectively, CLL tasks stimulated their willingness to communicate. Both CLL and C-R could extend their ability to evaluate and make sensible judgments of their own learning. The study concluded that the Internet, CLL, and C-R could enhance learner autonomy in research project work effectively.

In Study 2 (2011f), this study aimed to investigate how CLL enhanced learner autonomy for sustainable development in a project group work. The study revealed that the posttest mean scores by *TOEIC* proficiency test were significantly higher than those of their pretest scores. In addition, the learners gained more self-confidence in appropriating the target language for expressing, implying, and creating meanings. While negotiating in project work, the learners gradually developed their sense of responsibility and accountability in managing their own learning in planning, leading, and evaluating their own projects. Finally, the various CLL tasks developed their degree of independence in choosing, developing, and testing ways of

**Amporn Sa-ngiamwibool**  
*Raising Learner Awareness of Local Wisdom in Tour-Related Project Teaching*

working in order to optimize individual and group dynamics and set free creativity and willingness to communicate. The study concluded that the chosen CLL tasks in this study are needed for enhancing learner autonomy for sustainable development in EFL contexts.

In Study 3 (2011e), this study aimed to determine whether each of these communicative learning tasks - consisting of 1) trust-building activities and relaxation exercises, 2) awareness and sensibility training, 3) information-sharing activities, 4) thinking strategies and problem-solving, 5) information gap and creative expression, 6) role-playing and creative dramatics, 7) interpersonality and interaction, 8) process evaluation, and 9) language and skill training - was effective for each stage of a project - consisting of 1) opening, 2) topic orientation, 3) research and data collection, 4) preparing data presentation, 5) presentation, and 6) evaluation. The data from questionnaires revealed that, first, communicative learning tasks in this study could enhance project learning effectively. Second, the learners liked the tasks at different levels. Lastly, with the time constraints, they suggested the teacher should change leave out a few time-consuming and less effective tasks. The data from other elicitation instruments revealed similar findings.

Collectively, all these studies verified how CLL or CLT and awareness-raising incorporating enhanced project work. Drawing upon these previous studies, this present study with a wider, deeper, and more practical perspective investigated how the blend of CLT and awareness-raising could raise EFL learners' awareness of local wisdom in tour-related project work with the following research questions: (1) How do the learners interact with textual representations of their local wisdom to create their project?, (2) To what extent do CLT and awareness-raising tasks develop the learners' communicative competence of the target language?, and (3) What object of awareness can CLT and awareness-raising tasks help the learners realize while working on their projects?

The main purpose of this study aimed to investigate how CLT and awareness-raising tasks could raise Thai learners' awareness of their local wisdom in a tour-related project work, with three specific purposes of the study, which were to: (1) Explore how the learners interacted with textual representations of their local wisdom to create their project, (2) Explore to what extent CLT and awareness-raising tasks developed their communicative competence of the target language, and (3) Investigate what object of awareness that the tasks could help the learners realize while working on their projects. Based on the specific purpose of study 2, the only hypothesis of this study was: *The posttest scores on communicative competence assessed by TOEIC Test were significantly higher than the pretest scores.*

## **METHODOLOGY**

This study was triangulated. The study followed the experimental design: pretest, instructions, and posttest. The quantitative data were collected from pretests and posttests based on *TOEIC Test*. The two tests were assigned before and after the experiment. The qualitative data from observation notes, interviews, and learner logs were collected during and after the instructions. The two types of data were then compared and analyzed to draw a conclusion of the study. The subjects were 32 third-year English majors who enrolled in the course *English for Tour*

*Guides* in 2010. The subjects were divided into small groups. *TOEIC* Test (Test of English for International Communication) was used as a test of proficiency for classifying the subjects into 4 groups (A, B, C, and D), each of which consisted 8 students of equal average proficiency of 350-400. The researcher as the instructor played a role as a coordinator and facilitator of learning process who mostly allowed peer teaching but retained the right to intervene only when the students needed advice. The elicitation instruments were project instructions with CLT and awareness-raising tasks, pretests and posttests, learner logs, interviews, and observation notes. Below were the details of the instruments.

### **Project Instructions**

The project instructions which lasted 18 hours followed these stages, consisting of 6 stages: 1) opening, 2) topic orientation, 3) proposal writing, 4) preparing proposal presentation, 5) presentation and sharing, and 6) evaluation of learning process and project. The researcher needed to make sure that all groups were fully aware of the purposes of each stage and comprehended the procedures of each stage thoroughly. Then, various CLT and awareness-raising tasks were introduced to the stages appropriate and effective for achieving the purpose of the particular stage and for enhancing the learners' awareness of content learning, of communicative competence, and of language development in the project production and presentation. During each of these stages, each group was assigned to write a learner log of all stages. Also, each group was interviewed for more details concerning its cognitive and affective learning.

### **CLT and Awareness-raising Tasks**

The various CLT and awareness-raising tasks were introduced according to the purpose of each of the stages as presented below. First, in the opening stage, each group discussed their topics of special interest to initiate topic planning. CLT tasks such as information-sharing and trust-building were introduced to get each group into a communicative approach, develop positive group dynamics, articulate interest, introduce use of data from various sources and media (e.g. the Internet) for topic planning and text retrieval and production, and introduce texts as data for their project. Second, in the topic orientation stage, a CLT task (i.e. brainstorming) and awareness-raising were used to arouse curiosity and create awareness of the project topic area, share data retrieved from the Internet, exchange existing knowledge and personal experiences of the topic, and weight and evaluate the data.

Third, in the writing stage, each group drafted the outline of the project proposal. CLT tasks such as interpersonality and interaction were used for allocating areas of responsibility. In addition, language exercises with a focus on raising cognitive and affective sensitivity by awareness-raising tasks, which specifically drew the members' attention to the gaps in knowledge of contents and areas of language weakness were introduced to edit the first, second, and third drafts and produce the final draft of written proposal.

Fourth, in the stage of preparing presentation, each group selected the data for presentation, decided on the form of the presentation, prepared texts for presentation, practised the presentation, and evaluated the practice. The same communicative tasks in the previous stage were used for allocating areas of responsibility. In addition, the same awareness-raising

## Amporn Sa-ngiamwibool

### *Raising Learner Awareness of Local Wisdom in Tour-Related Project Teaching*

language exercises which specifically drew the presenter's attention to the gaps in the content presentation and areas of language weakness when presenting the oral presentation were also practised.

Fifth, in the presentation stage, the presenter gave a lead-in to the proposal, presented the contents of the project, and ended the presentation. After each presentation, it was a sharing time when exchange of information and experience, comments, questions and answers, clarification, and feedback on contents and presentation from teacher and from other groups were allowed. CLT tasks in this stage were primarily determined by groups and used various forms of communicative tasks appropriate for communicative situations.

Sixth and lastly, in the evaluation stage, each group evaluated the learning process and product. The evaluation of learning process was mainly concerned with the group dynamic processes whereas that of product was concerned with what each group received from the sharing time after the presentation. Then, each group made use of what it received from the sharing time and further worked on areas of content and language weaknesses based on new ideas received from the sharing time. Finally, each group submitted the final draft of the project.

Base on research question 2 concerning to what extent CLT and awareness-raising tasks develop the learners' communicative competence of the target language, the quantitative data from a standard test was required to be compared with the qualitative data from logs, interviews, and notes which might be based on and subject to subjectivity and bias. To draw a concrete conclusion to this research question, pretests and posttests were assigned to this study. The two tests were mostly drawn from *TOEIC* Test, a standard test which aims to assess communicative proficiency of the English language and this aim is also the purpose of this present study as mentioned in the second specific purpose of study. Therefore, the test was chosen for the purpose of study and a more objective conclusion.

The pretests (based on the listening part of *TOEIC* test since the project learning process in this study primarily dealt with group dynamics through spoken English) contained short conversation and small talk. The test consisted of 50 questions. Below was sample of the pretests.

*Why did the secretary quit?*

(A) *Bad working conditions*

(B) *Little advancement potential*

(C) *Lack of vacation time*

(D) *Low wages*

The posttests were a new set of the listening part of *TOEIC* test since the results of these tests needed to be compared with those of the pretests. Therefore, they were in parallel with the pretests. Below was sample of the pretests.

*Why is everyone leaving the building?*

(A) *The store is closing.*

(B) *It is time to go home.*

(C) *There may be a bomb.*

(D) *Someone was injured.*

Base on research questions 2 and 3, the learner logs were concerned with both the effectiveness of the CLT and awareness-raising tasks in developing the learners' communicative competence of the target language and the object of awareness that CLT and awareness-raising tasks helped the learners realize while working on their projects. While working on each step of the project work, the subjects were required to write logs concerning how the CLT and awareness-raising tasks developed the learners' communicative competence of the English language while engaging with their project work. The logs were compared with the interviews and the researcher' observation to draw a conclusion of the study. Below was a guiding question for the subjects.

*In your opinion, how do the CLT and awareness-raising tasks develop your communicative competence of the target language? How do the tasks raise your awareness? What awareness do you realize?*

Base on research question 2, the interviews were designed for comparing with the logs. Therefore, partly like the learner logs, the interviews were also concerned with the effectiveness of the CLT and awareness-raising tasks in developing the learners' communicative competence of the target language. Therefore, the researcher interviewed the subjects with the questions concerning how the CLT and awareness-raising tasks developed the learners' communicative competence of the English language while engaging with their project work. The interviews were also compared with the logs and the researcher' observation to draw a conclusion of the study. Therefore, the interviews questions were the same as logs with different versions of the language use. In case the researcher had questions concerning, the logs, the learners required the interviews.

Base on research questions 2 and 3, like the learner logs, the researcher's observation notes were concerned with both the effectiveness of the CLT and awareness-raising tasks in developing the learners' communicative competence of the target language and the object of awareness that CLT and awareness-raising tasks helped the learners realize while working on their projects. The data from these notes were then compared with the data from the logs and the interviews to confirm the conclusion of the study.

The data collection lasted for ten weeks and three hours a week, starting from June to September in 2010. The procedures began with the TOEIC pretests, were then followed by the project instructions incorporating CLT and awareness-raising tasks, and ended with the parallel posttests. Since the *TOEIC* Test is a standard test so there was no validity check. For reliability check, the instruments were tested by Cronbach's Alpha Coefficiency. The result was 0.896, which indicated high reliability.

This study was triangulated. Therefore, the data were analyzed quantitatively and qualitatively. For statistical analysis of quantitative data, the *TOEIC* pretest and posttest scores were compared and statistically analyzed by t-test, chosen for testing the only hypothesis of this study. For qualitative data analysis, the learner log, the interview, and the observation note were analyzed qualitatively to draw main points and conclude the study.

## **FINDINGS AND DISCUSSION**

### **Learners' interaction with textual representations**

The results of the study revealed that all groups interacted with textual representations of their local wisdom through theme-centered learning to create learner-contributed content materials of tour-related projects on local wisdom such as festivals (e.g., Songkran Festival - a traditional Thai festival to celebrate Thai new year), folk dances (e.g., nail dancing), handicraft (e.g., wood crafting), and traditional Thai food and dessert (e.g., Tom Yam Kung).

On production process, they used text-based projects, starting with searching information from a variety of sources and media (e.g., the Internet, magazine, newspapers). They reacted to the world as revealed through the texts. In these 'textual representations,' the learners shared not only information and facts but also their experience, opinions, attitudes, and feelings to initiate the topic and work on the process through communication and negotiation.

In addition to strengthen the text projects and 'textual representations,' some groups incorporated the learners incorporate exploratory encounter projects. In text projects which allowed the learner reactions to the world as revealed through the texts, such learning was not connected to the real world where tour-related projects on local wisdom exist. Therefore, some groups of learners provided themselves opportunity to make direct contact to the local people who involved in their projects.

For example, the learners of the nail dancing project spent hours in observing and videotaping nail dancers' practice. In addition, the group interviewed the nail dancers on their attempts and hardship to practice the performance and others. From these observation and interviews which revealed the nail dancers' attempts and hardship, the group suggested that these attempts and hardship should also be revealed to the tourists before enjoying any shows in order to create mood, appreciation, and impressions of the show and concluded this is a way to create cultural value added to the show.

This sample showed that the group contributed their own content added to their project content. Although this contribution might possess little marketing value in the business world, it was highly valued in terms of creativity and experiential learning. To illustrate this, the learners could bring text projects in a classroom to encounter projects in the real world. From 'textual representations' to encounter with the real world, the learners could create their content materials of their tour-related projects of the chosen local wisdom consciously and successfully. This is truly learning.

This success might be a result of CLT and awareness-raising tasks which helped raise their cognitive and linguistic awareness and stimulate their interest and their willingness to communicate while working on the project as presented in the result of the next purpose of the study.

### **CLT and awareness-raising tasks**

The results of the study revealed that the learners gradually developed their communicative competence through CLT and awareness-raising tasks provided to enhance project learning in



each stage. The various CLT and awareness-raising tasks were chosen based on their effectiveness for enhancing the groups' awareness and the individual members' awareness of communicative competence in tour-related theme production and presentation of a proposal and were introduced to each stage of project learning mainly to develop their communicative competence. The results of the study indicated that the chosen CLT and awareness-raising tasks could enhance project learning in each stage effectively as details presented below.

In the opening stage, each group shared information on the content materials of tour-related projects on local wisdom and discussed to initiate the topic and plan the project. The chosen CLT tasks such as ice-breaking, information-sharing, and trust-building helped get each group into a communicative approach and develop positive group dynamics as revealed in one of the learner logs in Group A.

*"Before the CLT tasks, I was reluctant to share my ideas on the topic but, after the tasks, I felt relaxed and happy to say what I was thinking about the topic. Someone else seemed to feel free, too. We had positive feelings for one another from the beginning and the feelings helped develop the relationships among us."*

[Student A and B, Group A]

In the topic orientation stage, CLL tasks such as awareness tasks and brain-storming helped arouse the exchange of existing knowledge and personal experiences of the topic as revealed in an interview of a learner in Group B on how they created the topic.

*"We started with discussions on several possible topics, compared them, identified resources materials of the topics, weighted the resources material and selected the topic based on resources materials we weighted. Then we set our target and planned our project step-by-step."*

[Student A, D, and E, Group B]

In the proposal writing stage, each group drafted the outline of the project proposal and developed a proposal. Language exercises with a focus on raising cognitive and affective sensitivity by awareness-raising, which specifically drew the learners' attention to the areas of language weaknesses in order to help them edit their proposal. The effectiveness of the chosen tasks was noted in the researcher's observation notes.

*"The chosen tasks helped individual learners focus on semantic, linguistic, and pragmatic aspects of the language. They were more conscious of grammatical competence, the use of language in context, the ability to present ideas coherently, and the use of the language to communicate our ideas and repair communication breakdowns."*

[Researcher's Observation Notes]

Fourth, in the stage of preparing research proposal presentation, the tasks provided each group opportunity to select the data for presentation, decide on the form of the presentation, prepare texts for presentation, practise the presentation, and evaluate the practice. The learners in Group D noted how the tasks helped them achieve the presentation preparation.

**Amporn Sa-ngiamwibool**  
*Raising Learner Awareness of Local Wisdom in Tour-Related Project Teaching*

*“The language exercises which specifically drew our attention to the gaps in the content and language helped us a lot in selecting the form of presentation appropriate for the contexts to communicate our intended meaning successfully.”*

[Researcher’s Observation Notes]

Fifth, in the presentation stage, the presenter gave a lead-in to the proposal, presented the contents of the proposal, and ended the presentation. After each presentation, it was a sharing time. The task in this stage was information-sharing. Below was part of the observation by the researcher.

*“In the sharing time, the learners participated in the working time actively. They exchanged information and experience, made comments, asked questions, asked for clarification, and received feedback on contents and presentation from teacher and from other groups. In addition, they made use of what they received from the sharing time and further worked on areas of content and language weaknesses based on new ideas received from the sharing time.”*

Sixth and lastly, in the evaluation stage, the evaluation of the learning process and product could be shown in the logs of Group B.

*“On process evaluation of their learning, cognitively, we were aware of the purposes of the various tasks and learnt about themselves and about others from topics, language, learning, and strategies. Affectively, our feeling changed more positively during the different steps of the project.”*

[Student B and C, Group B]

Similarly, the results of statistical analyses by *TOEIC* test strongly supported the qualitative analyses mentioned above as shown in the results of independent one sample t-test analyses in the following tables.

*Table 1 Mean Scores between the Pretest and the Posttest of Communicative Competence*

	N	Mean	Std. Deviation
Pretest	32	12.3125	3.22728
Posttest	32	23.5938	4.64105

Table 1 showed that the posttest mean scores were significantly greater than the pretest mean scores (Posttest > Pretest 11.2813) indicating that the CLT and awareness-raising tasks had a strong effect on the learners’ communicative competence.

*Table 2 Comparison of t-values between the Pretest and the Posttest of Communicative Competence*

	t	df	Sig. (2-tailed)
Pretest	21.582	31	.000
Posttest	28.758	31	.000

Table 2 showed that the posttest scores (28.758) were higher than the pretest scores (21.582) and there were differences between the pretest and the posttest scores at the significant level of 0.05 ( $p = .000$ ) indicating that the CLT and awareness-raising tasks had a positive effect on the learners' communicative competence.

The results of statistical analyses were consistent with the results of qualitative analyses. This consistence confirmed that CLT and awareness-raising tasks helped develop the learners' semantic, linguistic, and pragmatic (i.e. communicative) competence of the English language in project learning process effectively. This increased communicative competence might also be a result of the learners' increased awareness as presented in the next and last research question.

#### **Object of awareness and awareness-raising tasks**

The observation notes and learner logs revealed that the tasks could help the learners realize while working on their projects were concerned with nature of learning, subject content, and skill content as revealed in the researcher's observation note.

On nature of learning, project learning is highly experiential. The chosen CLT and awareness-raising tasks helped enhance the experiential process through project learning by allowing the learners the opportunity to follow a cyclical model of investigative and experiential learning as revealed that the learners moved from project ideas to concrete experience, from text projects to encounter projects, and from project learning in a classroom with peers to direct contact to the real world with local people. This experience is valued as learning. Therefore, the chosen CLT and awareness-raising tasks could raise the project learners' awareness of this experiential learning successfully.

On subject content, as revealed through each stage of project development, the chosen CLT and awareness-raising tasks allowed the learners the opportunity to be aware of how to shape forms and outcomes of learning, how to construct and negotiate plan of actions, how to define tasks and problems, and how to contribute to each step of learning process from the initiation of their own ideas to the completion of the project. The learners therefore initiated their own subject contents, project ideas, and themes consciously.

On skill content, subject contents alone are not valued as learning in project learning process where the learners need to experience learning through a process of communication, discussion, negotiation, experimentation, application of ideas to new cycles of experimentation, reflection, and revision. Therefore, project learning was highly skill-oriented. The chosen CLT tasks in project process which were highly skill-oriented were able to bring

## **Amporn Sa-ngiamwibool**

### *Raising Learner Awareness of Local Wisdom in Tour-Related Project Teaching*

together learners' language, social, and related skills, abilities, and attitudes to negotiate and determine what and how to communicate successfully.

The main point that could be drawn from the results of this research question was that while CLT tasks mainly helped developed communicative competence, awareness-raising tasks helped develop awareness within learners. This awareness directed the attentions of the learners inwards to their realization of nature of experiential learning, subject content, and skill content.

The results of this study support prior research study at least in five main points. First, on learner awareness, the results of this present study support those of the prior study (Wenden, 1991; Gathercole, 1990; Little, 1990; Holec, 1981; Stern, 1992; Wenden and Rubin, 1987) that learner awareness, or in a broader sense learner autonomy, is necessary for language development. Project work in this present study enhanced EFL learners' awareness by allowing them opportunity to shape forms and outcomes of learning relevant to their experience in project work.

Second, on group dynamics, the results of this present study revealed similar findings as those of prior study (Williams and Burden, 1997; Lessard-Clouston, 1997; Bialaystok, 1991; Oxford, 1990; Stern, 1992; Littlewood, 1981) that communicative language teaching (CLT) is needed for promoting group dynamics. CLT tasks incorporating with awareness-raising tasks in this present study confirmed that the tasks are necessary and effective tool for enhancing communication skills and promoting group dynamics.

Third, on learner awareness, the results of this present study were consistent with those of the prior study (Izumi, Bigelow, Fujiwara, & Fearnow, 1999; Jourdenais, Ota. Stauffer, Boyson, & Doughtly, 1995; Izumi, 2000; Leow, 1993, 1995, 1997; VanPatten, 1990, 1994, 1996; Schmidt, 1990; Alanen, 1995; Ellis, 1994; Jourdenais, 1998) that raising individual learners' awareness to social, cognitive, and affective engagement in active communication is needed for promoting group dynamics. This present study confirmed that awareness-raising is needed for enhancing individual members' awareness and social, cognitive, and affective engagement. These awareness and engagement account for active involvement in group project learning.

Fourth, on EFL contexts, the results of this present study confirmed that awareness-raising is needed and effective for raising Thai learners' awareness of the English language. This present study supports the prior study (Sa-ngiamwibool 2007a, 2007b, 2008a, 2008b, 2008c, 2009a, 2009b, 2009c, 2009d, 2009e, 2009f, 2010a, 2010b, 2010c, 2010d, 2010e, 2010f, 2010g, 2010h, 2011a, 2011b, 2011c, 2011d, 2011e, 2011f).

Lastly, specifically on the effects of CLT and awareness-raising in Thai contexts, the results of prior study (Sa-ngiamwibool 2011c, 2011e, 2011f) revealed that CLT or CLL alone or CLT or CLL incorporating with awareness-raising are effective tools for enhancing project work and awareness-raising is needed for promoting active, self-directed learning in EFL contexts. Similarly, the results of this present study confirmed that CLT and awareness-raising tasks could raise Thai learners' awareness in ESP project work effectively.

**CONCLUSION**

The results of the study led to these conclusions. First, the learners interacted with textual representations of their local wisdom through theme-centered learning process to create learner-contributed content materials of tour-related projects on Songkran Festival, folk dances, handicraft, and traditional Thai food. Second, on the enhancement of CLT and awareness-raising, CLT allowed the learners to deal with interactive, spontaneous, and more meaningful communication actively while awareness-raising helped the learners consciously focus on semantic, linguistic, and pragmatic aspects of the target language. Lastly, on object of awareness, CLT and awareness-raising tasks could lead the learners inwards to realize nature of experiential learning, subject content, and skill content. Therefore, this study could be concluded that CLT and awareness-raising tasks could raise Thai learners' awareness of their local wisdom in a tour-related project work effectively. Pedagogical implications illustrated some practical applications of CLT and awareness-raising tasks for enhancing learner awareness in ESP project work in a Thai classroom. Future inquiry should replicate this study or apply to business or other ESP project instructions.

**REFERENCES**

- Alanen, R. (1995). Input enhancement and rule presentation in second language acquisition. In R. Schmidt (ed.). *Attentional awareness in foreign language learning* (pp. 259-302). Honolulu: University of Hawai'i.
- Bialystock, E. (1991). Attentional control in children's metalinguistic performance and measures of field independence. *Developmental Psychology*, 28: pp. 654-64.
- Cambell, Dave and Mary (1996). *The Students Guide to Doing Research on the Internet*, New York: Addison-Wesley.
- Chun, D. (1994). Using computer networking to facilitate the acquisition of interactive competence. *System*, 22(1), 17-31.
- Brown, I. (1999). Internet Treasure Hunts – A Treasure of an Activity for Students Learning English. <http://iteslj.org/Lessons/Brown-TreasureHunts.html>.
- Ellis, R. (1994). *The Study of Second Language Acquisition*. Oxford: Oxford University Press.
- Gathercole, I. (1990). *Autonomy in Language Learning*. Great Britain: Bourne Press.
- Holec, H. (1981). *Autonomy and Language Learning*. Great Britain: Pergamon Press.
- Izumi, S. (2000). *Promoting noticing and SLA: An empirical study of the effects of output and input enhancement on ESL relativization*. Unpublished doctoral dissertation. Georgetown University, Washington, DC.
- Izumi, S., Bigelow, M., Fujiwara, M., & Fearnow, S. (1999). Testing the output hypothesis: Effects of output on noticing and second language acquisition. *Studies in Second Language Acquisition*, 21, 421-452.
- Jourdenais, R. (1998). *Attending to enhanced input*. Paper presented at the American Association for Applied Linguistics conference, Seattle, WA.
- Jourdenais, R., Ota, M., Stauffer, S., Boyson, B., & Doughty, C. (1995). Does textual enhancement promote noticing? A think-aloud protocol analysis. In Schmidt (ed.), *Attention and awareness in foreign language learning*. Honolulu: University of Hawai'i.

## Amporn Sa-ngiamwibool

### *Raising Learner Awareness of Local Wisdom in Tour-Related Project Teaching*

- Leow, R. (1993). To simplify or not to simplify: A look at intake. *Studies in Second Language Acquisition*, 15, pp. 333-355.
- Leow, R. (1995). Modality and intake in second language acquisition. *Studies in Second Language Acquisition*, 17, pp. 79-89.
- Leow, R. (1997). Attention, awareness, and foreign language behavior. *Language Learning*, 47, pp. 467-505.
- Lessard-Clouston, M. (1997). Language Learning Strategies: An Overview for L2 Teachers. *The Internet TESL Journal*.
- Little, D. (1990). Autonomy in Language Learning. In Gathercole, I. (ed.). *Autonomy in Language Learning*. Great Britain: Bourne Press.
- Littlewood, W. (1981). *Communicative Language Teaching: An Introduction*. Cambridge University Press. Cambridge.
- Oxford, R. (1990). *Language Learning Strategies: What Every Teacher Should Know*. New York: Newbury House Publishers.
- Sa-ngiamwibool, A. (2007 a). *A classroom investigation: A comparison of the "meaning-given" method and the "meaning-inferred" method on analytical reading achievement*. <http://www.kku.ac.th>.
- Sa-ngiamwibool, A. (2007 b). Enhancing structure and written expression among EFL Thai students through consciousness-raising instructions. *Journal of NELTA*, 12 (1&2), pp. 113-128.
- Sa-ngiamwibool, A. (2008 a). English in mass media: Enhancing C-R content-based instruction through a functional focus on language in media. *Phenomena, Journal of Language and Literature*, 11 (3), pp. 115-127.
- Sa-ngiamwibool, A. (2008b). The effects of consciousness-raising instruction on EFL learners on listening achievement through computer-assisted instruction. *NIDA Development Journal*, 48 (2), pp. 65-99.
- Sa-ngiamwibool, A. (2008c). *The Effects of consciousness-raising instruction on EFL learners on listening achievement through computer-assisted instruction*. Proceedings of the 17th MELTA International Conference "English Language and Multiple Literacies," Penang, Malaysia.
- Sa-ngiamwibool, A. (2009a). *Enhancing reading for international communication and profession through consciousness-raising instructions and computer-assisted instruction among EFL Thai students*. Presentation at the 1<sup>st</sup> annual international graduate research conference on social sciences and humanities, Mahidol University, Thailand.
- Sa-ngiamwibool, A. (2009b). *The Influence of cultural schemata on critical reading comprehension*. Proceedings of the 1st international conference on teaching English as a foreign language, Muhammadiyah University of Purwokerto, Indonesia.
- Sa-ngiamwibool, A. (2009c). *Enhancing Critical Reading for Higher Education*. Proceedings of the 1st international conference on looking beyond globalization in higher education, research and development (IHERD), Dhurakij Pundit University, Thailand.
- Sa-ngiamwibool, A. (2009d). *Enhancing business English for real-life communication in a Thai context*. Proceedings of the 7th international conference on developing real-life learning experiences: education reform through teaching strategies, King Mongkut's Institute of Technology Ladkrabang, Thailand.

- Sa-ngiamwibool, A. (2009e). *Enhancing autonomous learning for international communication in a Thai context*. Proceedings of the international conference on global and local changes and challenges for sustainable development in education, Assumption University, Thailand.
- Sa-ngiamwibool, A. (2009f). *Facilitating independence learning through communicative learning tasks in EFL classroom*. Proceedings of the international conference on education, Pusat Bahasa Universitas Negeri Makasar, Indonesia.
- Sa-ngiamwibool, A. (2010a). *Enhancing English for International Communication in an EFL Context through CRI and CAI*. Paper at the 2nd international conference on Teaching English as a foreign language (COTEFL), Muhammadiyah Univeristy of Purwokerto, Indonesia.
- Sa-ngiamwibool, A. (2010b) *Raising Intercultural Awareness in Business English Communication Through CLL*. Proceedings of the international conference on language in the realm of social dynamics, University of Thai Chamber of Commerce, Thailand.
- Sa-ngiamwibool, A. (2010c) *The Education of Virtues in English Essay Writing through Consciousness-Raising Model*. Proceedings of the national conference on weaving morality and ethics into higher education teaching, Bangkok University, Thailand.
- Sa-ngiamwibool, A. (2010d). *Enhancing English for International Communication in an EFL Context through CRI and CAI*. Proceedings of the 2<sup>nd</sup> international conference on Teaching English as a foreign language (COTEFL), Muhammadiyah Univeristy of Purwokerto, Indonesia.
- Sa-ngiamwibool, A. (2010e). *Improving Thai Students' Errors in English News Headline Translation Through Noticing and CALL*. *Leksika, Journal of Language, Literature and Language Teaching*. 4(1).
- Sa-ngiamwibool, A. (2010f). *Enhancing Autonomous Learning for International Communication in a Thai Context*. *Scholar*. 1(1): pp. 61-65.
- Sa-ngiamwibool, A. (2010g). *Empowering EFL students with intercultural awareness for international business communication*. Proceedings of Proceedings of the international conference on the dynamics in second/foreign language teaching in the 21st century, Pibulsongkram Rajabhat University, Thailand.
- Sa-ngiamwibool, A. (2010h). *Raising EFL learners' intercultural awareness for international communication through C-R and CALL*. Proceedings of the 7th international conference on pathways in EIL: explorations and innovations in teaching and research, Chulalongkorn University Language Institute, Thailand.
- Sa-ngiamwibool, A. (2011a). *Enhancing EFL students' intercultural and critical awareness*. Proceedings of the 2<sup>nd</sup> international conference on Foreign Language Learning and Teaching, Thammasat University, Thailand.
- Sa-ngiamwibool, A. (2011b). *The effects of different types of reading instructions on executive summary writing and critical thinking*. Proceedings of the 3<sup>rd</sup> international conference on humanities and social sciences, Prince of Songkla University, Thailand.
- Sa-ngiamwibool, A. (2011c). *Enhancing learner autonomy in research project work through the Internet, CLL, and C-R*. Proceedings of the 3<sup>rd</sup> international conference on

## Amporn Sa-ngiamwibool

### *Raising Learner Awareness of Local Wisdom in Tour-Related Project Teaching*

- Multiculturalism, Media, and the Best Practices, Muhammadiyah University of Purwokerto, Indonesia.
- Sa-ngiamwibool, A. (2011d). *From films to social consciousness: A case study of "Finding Nemo."* Proceedings of the National Conference on Contribution of Thai Universities to Social Responsibility, Bangkok University, Thailand.
- Sa-ngiamwibool, A. (2011e). *Enhancing learner autonomy in ESP project work in an classroom through various communicative learning tasks.* Paper presented at EFL "Voices in ELT" the 1<sup>st</sup> Thammasat ELT International Conference, Bangkok, Thailand.
- Sa-ngiamwibool, A. (2011f). *Enhancing EFL learner autonomy for sustainable development.* International Conference on Science and Social Sciences 2011: Sustainable Development, Rajabhat Maha Sarakham University, Thailand.
- Schmidt, R. (1990). The role of consciousness in second language learning. *Applied Linguistics*, 11: 17-46.
- Stern, H.H. (1992). *Issues and Options in Language Teaching*. Oxford: OUP.
- VanPatten, B. (1990). Attending to content in the input: An experiment in consciousness. *Studies in Second Language Acquisition*, 12: 287-301.
- VanPatten, B. (1994). Evaluating the role of consciousness in SLA: terms, linguistic features, and research methodology. *AILA Review*, 11: 27-36.
- VanPatten, B. (1996). *Input Processing and Grammar Instruction*. New York: Ablex.
- Wenden, A. (1991). *Learner Strategies for Learner Autonomy*. UK: Prentice Hall International.
- Wenden, A. and Rubin, R. (1987). *Learner Strategies in Language Learning*. New Jersey: Prentice Hall.
- Williams, M. and Burden, L.R. (1997). *Psychology for Language Teachers: A Social Constructivist Approach*. Cambridge: CUP.