Demystifying English Simple Past Tense: A Thai Teachers’ Guide to Teaching English Simple Past Tense to Thai Adult Learners

Chitkamon Tungkaburana
k.tungkaburana@gmail.com

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Demystifying English Simple Past Tense: A Thai Teachers’ Guide to Teaching English Simple Past Tense to Thai Adult Learners

A Field Project Proposal Presented to
The Faculty of the School of Education
International and Multicultural Education Department

In Partial Fulfillment
Of the Requirements for the Degree
Master of Arts in Teaching English as a Second Language

By
Chitkamon Tungkaburana
May 2019
Demystifying English Simple Past Tense: A Thai Teachers’ Guide to Teaching English Simple Past Tense to Thai Adult Learners

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MASTER OF ARTS

in

TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES

By
Chitkamon Tungkaburana
May 2019
Under the guidance and approval of the committee, and approval by all the members, this field project (or thesis) has been accepted in partial fulfillment of the requirements for the degree.

Approved:

May 16, 2019
Instructor/Chairperson

Date
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Love

Chitkamon Tungkaburana (Koi)
ABSTRACT

Similar to many English learners whose native language does not use tense-aspect system to describe events/ or actions, Thai learners find English tense-aspect system very challenging to fully acquire. Ineffective current pedagogical teaching approaches used and mother tongue influence inhibit English tense-aspect acquisition and pose learning difficulties. In this field project, I would like to show Thai teachers how to teach English Simple Past tense more effectively with application of Communicative Language Teaching (CLT) approach. I created a teachers’ guidebook solely just to prove that English tenses are not too difficult to acquire. It is relatively accomplishable if done right. Thai teachers can use my guidebook as a free resource to implement CLT activities in language classroom to enhance Thai learners’ exposure to English and provide more opportunities for them to use English to meaningfully communicate in real-life settings.
CHAPTER I

INTRODUCTION

Statement of the Problem

As English has increasingly been very important to business globalization as an economic lingua franca, Thailand’s Ministry of Education has continuously implemented English core curriculum to prepare its citizen to enter fast-changing global competition. In Thailand, English is taught in an English as a foreign language (EFL) setting. English does not serve widely as an official language, but the Basic Education Curriculum proclaimed by Ministry of Education requires Thai students to take English as a fundamental course from early kindergarten to college level (Office of The Basic Education Commission, 2008, p.1). Thai students start learning English at a very young age and they become English literate; nonetheless, their oral proficiency is at unsatisfactory level (Noom-ura, 2013; A. Franco & S. Roach, 2018; Khamkhien, 2010).

Lack of English proficiency among Thai young adult learners and professionals disadvantages the country’s competitiveness in labor force. According to Education First’s (EF) English Proficiency Index 2018, Thailand is currently ranked 64th among the 88 listed, falling 11 spots in the proficiency rankings for non-native English-speaking countries (EF Education First, 2018). Data based on EF Standard English Test (EF SET) test results of 1.3 million adult test takers worldwide indicate that Thai adults have the lowest English oral proficiency compared to those of other Southeast Asian countries, except for Cambodia and Myanmar (Noom-ura, 2013). In spite of over 12 years of learning English in primary and secondary school, most Thai learners remain unable to communicate effectively. This leads to doubts in quality of current teaching pedagogies used that fail to equip Thais with proficient English communication skills.
Along with the fact that English is not spoken dominantly inside and outside classroom, English teaching methods, such as Grammar-Translation method and Audiolingual methods, that have been revolving around English education in Thailand for decades are believed to be ineffective to develop Thai learners’ proficiency (Sinwongsuwat & Teng, 2015, p. 13). To clarify, English education paradigm emphasizes on accuracy over fluency. In order to prepare Thai learners for examinations, principles of Grammar-Translation method and Audiolingual methods have been applied to develop mastery of grammatical competence. Language classrooms relies heavily on teacher lectures, rote memorization of vocabulary and grammar rules, and context-less exercises from textbooks, Thai learners, as a result, have limited opportunities to practice speaking and listen to English in real life situations. Moreover, when learning English structure, grammar rules are generally delivered in Thai deductively before non-contextual practice based on rote memorization and textbook exercises. Harmer (2007), posits that a total emphasis on teaching grammatical competence mitigates Thai learners from gaining natural language inputs that will help them develop second language acquisition. This indirect learning without social exposure to the English spoken world, together with and meaningless practicing process provides limited opportunities for Thai learners to expose to authentic language and deepen their understanding of English structures and its usage. It is very necessary that teachers and institutions consider a critical improvement and new pedagogical approaches.

From many years of my own English teaching experience to adult learners in Thailand, I notice that tense-aspect system poses particular difficulties for Thai adult learners. Many of my students find English tenses too complicated to fully learn, and it is impossible for them to learn other aspects of English grammar because tense-aspect system is an undeniably important part of English grammatical structures. Thai is one of the tenseless languages. It has only aspect
Pastness in Thai is expressed differently from that in English which has verb-tense aspect system. Past tense in Thai is not expressed through inflected verbs (Supanvanich, 1973) but rather through context, temporal expressions or lexical words, namely /dâay/ ‘-ed’, /khəəy/ ‘used to’, /láew/ ‘already’, and /dâay–láew/ ‘did something already’, and adverbs of time such as /thii láew/ ‘last’/muawaaníi/ ‘yesterday’ or /piikɔn/ ‘last year’ (Noochoochai, 1978 cited in Prapobaratanakul, C., & Pongpairoj, N., 2016, pp.79). A few examples are as follow:

<table>
<thead>
<tr>
<th>Present tense</th>
<th>Past tense</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. phom pai mahaawittayalai</td>
<td>muawaanii phom pai mahaawittayalai</td>
</tr>
<tr>
<td>(I go to the university.)</td>
<td>(Yesterday, I went to the university.)</td>
</tr>
<tr>
<td>2. kin - (I eat.)</td>
<td>dâay kin láew – (I ate already.)</td>
</tr>
<tr>
<td>3. chan klap muang thai thuk pii</td>
<td>chan klap muang thai mua pii thii láew</td>
</tr>
<tr>
<td>(I visit Thailand every year.)</td>
<td>(I visited Thailand last year.)</td>
</tr>
</tbody>
</table>

Lack of tense inflectional morphemes and a great deal of cross-linguistic differences in concept, tense-aspect system, division of time, and morphophonological features between Thai and English are the major cause of Thai learners’ difficulties in English tense-aspect system acquisition (Tawilapakul, 2003). As a result, it is very common to see Thai learners making basic errors, like I go to school this morning or Did you went to the market last weekend? Inability to internalize tense-aspect rules and its usage fully causes improper choices of verb-tense made. It is believed that this can potentially lead to misunderstanding, unintellectual speech and incomprehensibility, and that, in turn, can lead to low self-esteem in learners and low listeners’
comprehensibility. Accordingly, it is necessary that teachers be highly aware of this problem and find potential solutions to help students acquire English tenses more effectively.

Thus, the two primary problems that this field project aims to address include: (1) current pedagogical approaches commonly used in Thailand do not promote oral English proficiency and (2) Thai EFL learners struggle with English verb tense acquisition. This field project addresses the issues of English language learning and teaching and provides a handbook for Thai teachers to prepare more effective English Past tense lessons to support Thai young adult learners.

**Purpose of the Project**

The major aim of this field project is to create innovative and effective English past tense lesson plans to support Thai teachers and learners in their English teaching and learning in Thailand. As a guidebook for Thai EFL teachers who may have low oral command of English and struggle with implementing communicative practice using English as a medium of instruction in the language classroom. This field project attempts to provide an example for how to teach English past tense effectively despite limitations of time and teachers’ English oral competence. This field project is supported by research in the field of second language acquisition and revolves around the following three parts: (1) Issues of English education in Thailand, (2) Implementation of CLT to Thai EFL classroom, and (3) specific challenges native Thai learners encounter with acquiring English past tense. Chapter II is dedicated to a full discussion of research findings in these three important themes.
Theoretical Framework

The underlying hypothesis of this project is that the English tense and aspect system cannot be fully acquired by Thai adult learners of English, or at least poses a major problem for their learning. This filed project is designed as a guidebook for Thai teachers working with Thai learners who are English literate but have low oral communicative skills. Contrastive Analysis (CA) and Communicative Language Teaching Approach (CLT) are the primary theoretical frameworks for this field project.

Communicative Language Teaching (CLT)

Communicative Language Teaching ultimately emphasizes interaction in classroom. CLT comprises two major guiding principles: the first is teaching language functions and language exponents and the second is providing second language leaners sufficient exposure to language and opportunities to use (Harmer, 2007). Richards (2006), posits that the purpose of CLT is to develop learners’ communicative competence, ability to use the target language in meaningful communication successfully. In this approach, it reminds teachers that people learn languages so as to communicate with them rather than know about them. CLT takes on cooperative approach rather than individualistic approach and has a focus on fluency over accuracy. The aspect of CLT at work involves many communicative activities where learners use all aspects of language they know to communicate. A presence of open-ended discussion questions, pair-work activities, role pays group work activities and project work is typically lesson formats best facilitating learning. Then language teachers take a role of facilitator to motivate learners to produce authentic target language and interact with each other.
Tenses need to be used and practiced a great deal in proper context to become a part of a person’s language. Simply teaching learners the tenses and when to use them will not work very well. Regular meaningful practice is therefore mandatory in order to get learners familiar with the structure and usage. It is suggested that it would be more meaningful and practical if the grammar rules were to be reflected in sentences or contexts as a whole (Larsen-Freeman et al, 2002, p. 4) rather than in the limited formula or that make tedious grammar learning and teaching instead of understandable and interesting lessons.

With the teaching implications of CLT, I will use Task-Based Learning (TBL), which is an extensive approach of communicative language practice to support the creation of the guidebook. This approach is an inductive learning approach which focuses students attaining ‘real-life tasks’ by target language use. Harmer (2007), notes that task-based instruction allows teachers and students to focus on performing and discovering how to accomplish things using target language. A task-based lesson plan consists of three elements; Engage, Study, and Activate. To create successful language learning, prior knowledge activation in forms of games, music, pictures and focused questions is included to engage students emotionally at the beginning during Engage element. Then, we can focus on teaching the target language content for that lesson in Study element. During Study element, it includes presentation of new information and a revision of previously taught contents by teacher’s modeling how the target throughout session. Finally, students use and practice what they have learned from the previous element more freely and communicatively in Activate stage.
Contrastive Analysis Hypothesis (CAH)

With application of the theory of Contrastive Analysis Hypothesis by Lado (1957), it helps us understand that learners’ first language highly plays a crucial role on their second language acquisition and be able to predict what linguistic challenges learners may encounter. Lennon (2008), posits when there is a great deal of linguistic differences between the two languages, it can be predictable that L1 interference does not benefit acquisition of L2 and results in negative transfer. Negative transfer results in unacceptable language production which can be caused by overproduction, underproduction, and misinterpretation (Tawilapakul, 2003).

Regarding common errors conducted by Thai learners, a number of studies in past decades, such as Hinnon (2015), Kaweera, C. (2013) and Watcharapunyawong, S., & Usaha, S. (2013), provide evidence of omission of some grammatical morphemes in a sentence which accordingly affects the meaning of the sentence, as well as omission of some phonological features of English past-tenses markers, e.g. –ed ending. Examples of the incorrect use are as follows:

“I start learning English when I was in Prathom 5 and the class was small and everyone participate in class activities and contributed to group work.”

“I find it interesting when she was asked about her experience in teaching English and”

“They got what I talk to them and I understand them”


Implications of Contrastive Analysis allow teachers to pay special attention to learners’ difficulties in learning specific grammar points and apply that knowledge to create proper lesson plans with an emphasis on assisting learners to overcome the challenges they encounter.
Significance of the Project

As a former English learner and an English teacher myself, this project is tremendously significant since I have a strong desire to make an impact in English education in Thailand. I have long wanted to create English lessons to support effective teaching and learning of English tenses to Thai teachers and learners. If attained, this proposed project benefits Thai teachers and learners in many ways.

For teachers, the guidebook has many significant benefits. First, this project saves teachers time. Thai teachers can use the ready-to-use guidebook as a free resource for English Simple Past tense lessons. Second, the project increases teachers’ awareness of learners’ challenges. Next, it boosts teachers’ capacity of giving better explanation to Thai adult learners and designing proper materials and curriculum that accommodate learners’ needs. Finally, this field project inspires Thai teachers to implement CLT activities in any English structure lessons. Thai teachers can use the proposed sample Simple Past tense lessons to teach together with other English grammar contents, such as, -ed and -ing ending adjectives and Present Perfect tense.

Moreover, this project also brings great benefits to Thai learners. One of the learners’ benefits is that the proposed lesson plans enable learners to develop their communicative competence. Next, the learners are able to make appropriate English verb tense-aspect choices with more confidence and become more competent. Most importantly, when learner’s oral proficiency improves, learner’ self-esteem, as a result, is boosted by seeing their progress.
**Definition of Terms**

- **English as a foreign language (EFL)**: The teaching of English to non-native students in their home country where English is not the dominant language (Bell, 2011).

- **Communicative competence**: It is the main goal of communicative language teaching. It refers to knowledge of how to use language for meaningful communication according to the setting and the participants, as well as ability to use language for a range of different purposes and function (Richards, 2006).

- **L1**: Learners’ first language.

- **L2**: Target language, which in this project refers to English.

- **Negative transfer**: It is the unacceptable linguistic features in the speech repertoire of L2 learners caused by a great deal of linguistic differences between learner’s first language and the target languages. Negative transfer results from L1 interference and learner’s first language competent does not benefit acquisition of L2 (Lennon, 2008).
CHAPTER II
REVIEW OF THE LITERATURE

Introduction

As discussed in Chapter 1, the two primary problems that this field project aims to address are (1) current pedagogical approaches commonly used in Thailand do not promote oral English proficiency and (2) Thai EFL learners struggle with English verb tense acquisition. This chapter identifies scholarly literature that is relevant to the creation of English past tense lesson plans for this field project. The review of literature will explore three themes in relation to issues of English tense-aspect system acquisition among L1 Thai learners and ways to improve learners’ oral proficiency by implementing CLT activities to support learners’ acquisition of such grammar point more effectively.

First, the review will provide an overview of status of English and how it is taught in Thailand and examine issues of current EFL teaching pedagogical approaches used and teaching styles for English education in Thailand that contribute to unsuccessful leaning of English tenses among Thai adult learners. Next, the second section will look at principles of Communicative Language Teaching approach and the ways to implement CLT activities into the language classroom in order to enhance Thai students exposure to English and opportunities to use it in real-life communication. Finally, it will analyze learning challenges L1 Thai learners encounter resulting from mother tongue interference based on the theory of the Contrastive Analysis Hypothesis.
English education in Thailand

Issues about current EFL teaching pedagogical approached used in Thailand

As discussed in the statement of the problem of this project in chapter one, Thai adults have low English oral proficiency despite twelve years of taking English as a mandatory course since very young age. The Ordinary National Education Test, O-NET, in 2011 revealed that the average English test score of 350,000 Thai high school students was 19.22 out of 100 (O-NET reports, 2012). The low test results leads to questions about the quality of current pedagogical approaches used in teaching and learning English practices in Thailand (Noom-Ura, 2013) as one factor contributing to English education failure.

Along with the fact that English is taught in an EFL setting, Thai teachers’ passive teaching approaches that revolve around Grammar-Translation and Audiolingual method limit Thai learners’ exposure to the target language both inside and outside classroom. Having been taught passively, Thai learners are accustomed to listen to classroom lectures, rote repetition and context-less fill-in the-gap exercises that mainly focus on accuracy over fluency. These learners, as a result, become efficient in reading; however, have low oral proficiency because of limited English used as a medium of instruction and interaction between students in class. The teaching practice based on Grammar-Translation and Audiolingual method do not support the Basic Education Core Curriculum B.E. 2551 (A.D. 2008)’ mission which aims to equip all Thai learners with adequate communicative competence to use English in global society (Choomthong, 2014).

In addition to the current teaching pedagogical approaches used discussed above, Thai EFL teachers’ passive teaching style is another major factor contributing to malfunction of the
English learning and teaching (Noom-Ura, 2013; Supalak, 2016). Noom-Ura (2013), states that many Thai EFL teachers, without great motivations of professional development, is one of the causes of English learning failure in Thailand. Thai EFL teachers lack motivations to prepare effective lessons and adjust their teaching strategies due to the fact that they have overloaded burden and get relatively paid poorly (Supalak, 2016). Their teaching styles, as a result, start to become fossilized in which rote-learning, Grammar and Translation method, and spoon-feeding are generally presented. This teacher-centered teaching style and non-interactive classroom activities do not allow students to express themselves, direct their own learning, and collaborate with other students. Students usually passively receive information by teachers’ spoon-feeding. This style of teaching in traditional classrooms may be most accommodating merely to learners who are good at retaining information through auditory sense. As a result of this passive teaching style, many learners who have different learning styles do not benefit from the teaching, so their overall second language learning suffers. Furthermore, mismatches of teaching and learning styles that occur have negative effects on learners’ learning and their attitudes towards the language class (Reid, 1987; Felder, 1995). Often times it creates in bored, inactive, and poorly motivated class participants. Information that is delivered in style that matches learners’ learning styles promote understanding, resulting in retention of new information at a deeper level rather than memorization at a surface level (Bastable, 2008 cited in Supalak, 2016, p. 106).

Compatibility of our teaching and learners’ learning style is believed to help improve students’ learning outcomes effectively (Reid, 1987; Felder, 1995; Peacock, 2001; Khamkhien, 2011). To improve, teachers’ teaching styles, materials, and classrooms activities should be designed to accommodate all learners who acquire information through different sensory channels (Reid, 1987; Felder, 1995; Peacock, 2001; Khamkhien, 2011). Relevant scholarly literature about
perceptual learning styles that contributes to the improvement of Thai EFL learners’ outcomes will be discussed in the following section.

The learning style preferences of Thai learners

The literature on learning styles has been used loosely and often interchangeably with such terms as learning style, cognitive style, personality type, sensory preference, and modality (Ehrman et al., 2003). Perceptual learning style is another dimension of learning style that has been identified as one of the factors that accounts for the differences of how one perceives new information. Through a wide range of sensory channels, each learner perceives and process new information differently (Ellis, 2008). As part of the top-rated trend towards learner-centered instruction, attention to the match of teaching style and students’ preferred learning styles has been drawn in order to help teachers decide how to accommodate different styles in the language classroom. Furthermore, Learning styles can be used to determine ability, predict performance, and improve classroom teaching and learning (Ehrman, 2003). Exploring learners’ preferred learning styles is significant to teachers because it help guide their students to become self-governed learners who are aware of their strengths and weaknesses and take appropriate action on their second language learning challenges.

Reid (1995)’s definition of perceptual learning styles is broadly accepted and cited (as seen in Khamkhien, 2011; Peacock, 2003, Liu, J. and He, Q., 2014; Ellis, 2008). She notes that learning styles are used as one of the affective factors contributing to learners’ learning outcome. According to Ried (1995), learning styles are learners’ variables in using one or more senses to understand, organize, and retain experience. Based on the previous literature on sensory learning modalities (especially drawing on the work done by the Dunns and colleagues in 1975, 1983, and 1984), Reid (1987) distinguishes four perceptual learning modalities (visual,
auditory, kinesthetic, tactile) and adds two sociological styles (individual and group) in order to better apply the framework to L2 learning classroom. According to these preferences, visual-oriented learners grasp information most effectively if provided through the visual channel. They remember and understand information and instructions better by reading and utilizing visual media such as diagrams, pictures, charts, films, and videos. Auditory learners refer to those who predominantly acquire information through hearing. This kind of learners prefers oral explanation of instruction and auditory input such as lectures and audiotapes. Next, kinesthetic learners like to be physically involved in classroom activities. These learners retain information well when stimulated by a combination of words spoken out and an interactive activity that requires an entire-body movement. Tactile learners, on the other hand, prefer a hands-on and touching learning approach. Taking notes and making flash cards can help them remember information better. Next, concerning sociological styles, learners with a strong individual learning style preference learn best and make better progress when they work by themselves, unlike those group-oriented learners who tend to be more successful when they work cooperatively with others.

Reid’s significant research on preferred learning styles of native speakers of English and ESL learners in the US published in 1987 has expansively contributed to the field of second language learning and teaching. Reid (1987) found some notable cross-cultural differences in visual and auditory styles. She claims that different modes of thinking, including learning styles, are often characteristic of different cultures. In her study, Reid examined the learning styles of ESL learners from diverse cultural backgrounds and native speakers of English in the US. 1,234 ESL students in 39 intensive English language programs and to 154 native-speaking university students were asked to respond to a self-report questionnaire, Perceptual Learning Styles.
Preferences (PLSPQ), that is designed to identify the relationship of learning style preferences to such variables as language background, field of study, level of education, TOEFL score, age, sex, and length of time studying in the US. Statistical analyses of the questionnaires showed that non-native English learners’ learning style preferences often differ significantly from those of native English learners. Among the results, compared to native English speaking American, it is found that Chinese and Arab students are more auditory inclined while Korean students are more visually oriented. Interpretations from the study contributes to second language teaching and L2 learners’ learning in the way that identifying the learning style preferences of ESL learners that exhibit distinctive learning style characteristics, may be important to the areas of curriculum design, materials development, student orientation, classroom instruction and teacher training.

In Thailand, broad attention to teaching and learning styles has also been focused as a part of the trend towards learner-centered instruction. A number of researches on Thai learners’ English learning style preferences have been carried out with an attempt to better understand how Thai learns. Khamkhien (2011) conducted a study on Thai EFL learners’ perceptual learning style preferences. Randomly selected 262 Thai EFL freshmen participating in this study were asked to respond to a 30-item Perceptual Learning-Style Preference Questionnaire inspire by Reid’s (1995). It was found that Thai EFL learners preferred auditory learning most, followed by kinesthetic, group, tactile, visual and individual learning, respectively, with field of study is the most significant variable factor affecting the choice of learning styles. However, a pilot case study of Mae Fah Luang University’s English-majored freshman by Yosraveevorakul et al. (2017) indicated slightly contrast results. In this case study, data collected from 140 Thai freshmen majoring in English by means of PLSPQ questionnaire shows that kinesthetic styles are most preferred, followed by auditory and visual respectively. With the implications of these
two studies, it can be said that Thai learners are accustomed to listening to teachers’ lectures in traditional classrooms (Decapua & Wintergerst, 2004 cited in Yosraveevorakul et al., 2017) and preferred oral explanation and hearing words spoken when learning English. Besides preparing innovative materials that promote hearing and speaking, such as audiotapes, reading-aloud activities and class discussions, Thai EFL teachers should also create experiential activities that allow learners to get physically involved in order to help them learn English more effectively.

To sum up, learning styles are the internal affective factor that influences towards second language learning and teaching in educational paradigm, and it is crucial that teaching styles, materials, and classrooms activities be designed to accommodate all learners with different learning style preference. Thai teachers should have an awareness of the differences of how students learn, prepare to explore learners’ preferred learning styles so as to help guide their students to become self-governed learners who are aware of their strengths and weaknesses and take appropriate action on their second language learning challenges.

**Implementing Communicative Language Teaching in English classroom**

Communicative language teaching (CLT) has been part of a response to the paradigm shift from a focus on mastery of grammatical competence to development of communicative competence in the last 30 years (Richards, 2006). CLT is geared towards teaching communicative competence which refers to a capability to use the language for meaningful communication. CLT comprises two major guiding principles: the first is teaching language functions and language exponents and the second is providing second language learners sufficient exposure to language and opportunities to use (Harmer, 2007). Regarding the first guiding
principle, it aims to teach learners how to use the language. It involves learners’ sociolinguistic knowledge of how to vary their language through different context for a wide range of purposes and functions, as well as knowledge of how to maintain communication in spite of their limited knowledge of grammatical competence. A CLT movement away from traditional teacher-centered classroom formats that are based upon teaching vocabulary and different grammar points through rote memorization of rules, dialogs and drills implies new roles of teachers and learners in the classroom. CLT suggests that attention to overt presentation of and discussion of grammar rules is less paid.

Second guiding principle of CLT focuses on learners’ absorption of the target language. Activities proposed in CLT maximize target language exposure and provide learners opportunities for learners to activate their knowledge and communicate real messages. CLT makes language classroom become student-centered classroom formats. Learners have to take on a greater degree of responsibility for their own learning (Richards, 2006). Learners are expected to participate and cooperate with one another while doing interactive pair-work and group activities; meanwhile, teachers take on a role of facilitator and monitor. Brown (2007, p. 241), simply summarizes four interconnected characteristics of CLT.

1. Teaching goals are not emphasized all components of communicative competence and not restricted to just grammatical or linguistic competence.
2. Aspects of language that empower the learner to achieve meaningful communication is the central focus. Teaching techniques are designed to engage learners in authentic, practical use of the target language for meaningful purposes.
3. Fluency takes no more significance than accuracy so as to maintain learners engaged meaningfully in use of language.
4. Ultimately, students are required to use the target language productively and receptively in spontaneous contexts under guidance, not control, of the teacher.

The fourth characteristic of CLT often poses difficulty for a nonnative English speaking teacher who have low oral proficiency of English to teach to deliver communicative classroom effectively (Brown, 2007).

Regarding English teaching and learning in Thailand, with the doubts of quality of pedagogical approaches used in the past, along with the attempt to improve English learning and teaching as mentioned earlier, more communicative student-centered teaching methods, like Communicative Language Teaching, have been adopted and replaced traditional teaching methods since mid 1980s (Teng, B. & Singwongsuwat, 2015). The Ministry of Education ‘s ultimate goal of foreign language learning is that Thai students, upon graduation, are able to use language communicatively in real-life situations. CLT then appears to be the most preferred teaching approach that aligns with the learning goal of cultivating Thai learners of greater communicative competence. However, CLT implementation appears to continuously fail to equip Thai learners with adequate communicative competence. Even though the Ministry of Education has trained Thai EFL teachers through a variety of professional development programs, there is a gap between language policies and practices due to ineffective language instruction and insufficient skilled teachers (Choomthong, 2014).

There are various factors contributing to challenges in CLT implementation. First, Noomura (2013), notes that there is a significant number of Thai teachers struggle with performing CLT because of their insufficient English fluency. A great number of Thai EFL teachers, who are not English competent in speaking and listening prefer to use Thai as a medium of instruction and teach only reading skills. According to Brown (2001), a non-native speaking teacher who
was not very proficient in the second language would face difficulty in order to use English effectively in the classroom. When the teacher is not fluent in English, they end up using their first language in teaching. Similarly, due to the fact that they speak English non-natively and have low oral fluency, Thai EFL teachers tend to use Thai as a medium of instruction and put an emphasis on grammatical competence, drill-based activities, and rote-memorization of non-contextualized isolated sentences. Thai EFL learners, accordingly, have developed habits of focusing on accuracy over fluency. Too much reliance on L1 is believed to be disadvantageous to learners (Choomthing, 2014). Dominantly spoken in class, Thai as a medium of instruction hinders Thai learners’ ability to think directly in the target language. Moreover, learners are extrinsically motivated to only get correct answers, have good grades, and pass the examination. Secondly, there is inadequate time to implement CLT activities since English classes in Thailand are usually organized into 50-min sessions. Such time constraints hinder Thai EFL teachers to implement activities purposed by CLT. Teng, B. & Singwongsuwat (2015), also point out that CLT is time-consuming for students to actually learn something substantive. The average of Thai class is relatively large; an English classroom usually consists of more than 40 students often with varying levels of proficiency. This large class size impedes CLT classroom activities (Saengboon, 2006). Accordingly, Thai EFL teachers tend to have difficulties preparing activities and materials that suit different needs of the students.

To cope with the limitations of CLT implementation mentioned above, I will use Task-Based Learning (TBL), which is an extensive approach of communicative language practice to support the creation of the guidebook. This approach is an inductive learning approach which generalizations leads to specifications of rules. TBL focuses on ‘real-life tasks’ which learners perform using target language in order to subsequent learning later (Harmer, 2007). Task-based
instruction allows teachers and students to focus on how to accomplish things using target language. A task-based lesson typically consists of three elements; Engage, Study, and Activate. To create successful language learning, it is very important that our students are engaged emotionally at the beginning. In Engage sequence, materials and activities include games, music, discussion questions, pictures, dramatic stories are used to activate students’ prior knowledge and encourage them to make predictions. Regardless of types of tasks or skills you are teaching, students need to be engaged with what they are learning so we can further their involvement in learning. Next, Study element, language contents are presented. Students are asked to focus on the construction of an element of grammar or pronunciation, and controlled practice (Harmer, 2007). Showing some examples of language and have students discover the rules is one innovative way to present complicating grammar contents. Finally, it is Activate element. This sequence includes exercises and classroom activities that require students to interact with one another using target language as freely and communicatively as they can with little or no restriction. The main goal of this element is to provide students opportunities to try out real language use. Freeer language practices in this sequence involve role-plays, debates, and group presentations.

To sum, for teaching pedagogical implications, Thai learners are well-equipped with grammar rules and reading comprehension skills; however, lack proficiency in speaking. It is very important that we increase exposure to English during limited class session by implementing CLT activities in language classroom. With the applications of CLT, I will create task-based learning lesson plans to provide an example for how to teach English past tense through proposed communicative activities so that Thai learners have opportunities to activate
their language knowledge and are able to meaningfully apply the knowledge of grammar rules into real-life situations.

**Linguistic challenges to English tense-aspect system acquisition in Thai young adult learners**

Contrastive Analysis Hypothesis (CAH) is a long-standing theory of linguistic comparison between two languages: learner’s native language (L1) and the target language (L2). (Lado, 1957; Wardhaugh, 1970). Lado (1957), notes that the objective of this theory is to predict and to describe the linguistic patterns that will/ or will not cause learning difficulties by comparing the L2 language and culture to be learned with the language and culture of the learner (L1). According to Ellis (2008), L1 transfer is a learner-internal factor of L2 acquisition. It usually refers to the incorporation of the L1 into the knowledge systems of the L2 which the learners is trying to form. When the habits in the L1 are carried over into the L2, they either benefit or impede the acquisition of L2. On one hand, in cases where some linguistic features of both languages are identical, it usually results in positive transfer where learners do not encounter substantial difficulties. For instance, a native Spanish speaker applying his L1 knowledge into English cognates, words that are spelled identically. On the other hand, in cases where the target language differs from the L1, this results in L1 interference or negative transfer. For example, an ESL learner whose first language is tenseless, like Thai, would have difficulties acquiring English tense-aspect system. (Tawilapakul, 2003; Kanchanawan, 1978; Noochoochai, 1978; Scovel, 1970). With assumptions of ability to identify points of similarity and difference between L1 and L2, it determines what the learners have to learn and what the teacher has to
teach. Literature review on cross-linguistic differences between English and Thai that account for Thai learners’ challenges in English past tense-aspect system acquisition will be discussed.

First, the difference of temporal reference in Thai and English is one of the major cross-linguistic differences that pose learning difficulties for Thai learners. Scovel (1970), posits that all languages have the semantic notion of time. Time has been characterized as a simple diagram in which it is represented by a horizontal line stretching from the infinite past into the infinite future and there is a vertically intersecting line at right angles into it representing occurring speech event. The temporal relationship between events/or actions is indicated by tense and aspect. English is a time-oriented language which requires overt time-markers in its sentences (Lewis, 1986). Tense refers to a verb form that expresses a specific point in time or period of time. There are two tenses in English: simple present and simple past tense. The simple present tense usually refers to the present time and general time and the simple past tense usually refers to past time. Then aspect is added to those two simple tense forms in a sentence to indicate further meaning and viewpoints of the events being described. There are two aspects in English: the progressive aspect and perfect aspect. Furthermore, English tense-aspect system involves a morphological change or an auxiliary added into base form of the verb to indicate when an event occurs. In contrast, time reference in Thai is not expressed through the use of tense-aspect system like that in English. Thais process a different parameter of expressing time. Prapobaratanakul, C and Pongpairoj, N (2016), point out that Thai is one of the languages which has only aspect and no tense. Kanchanawan (1978), suggests that, in Thai, combination of other linguistic devices, such as time phrases, time markers, and certain types of verbs, are used optionally to convey specific period of time instead of inflecting base form of verb and combining an auxiliary. Moreover, concerning semantics, English tense-aspect system becomes
more complicated to L2 learners since they have to deal with the meanings and usage of each tense form (Larsen-Freeman et al, 2002). High level of the abstractness of the English distinctive time reference and its tense-aspect semantic features, as a result, poses complication and learning challenges to many Thai learners in comprehending and making appropriate choice of complex English tense-aspect system.

Second, another different linguistic feature of English tense-aspect system that causes learning difficulties for Thai learners is that English verb tense has more complex syntactic form. As discussed earlier, English verb tense requires a morphological change to the base form of verb and either an additional auxiliary attached to it in order to indicate aspect. Inflectional suffixes, e.g. –s, -es, -ing, and –ed, are applied to the end of verb base form. For example, “I was walking home when he called me”. This example shows us the complexity of two different verb forms of two different tenses, which are past progressive tense and simple past tense respectively. However, Pastness in Thai is not expressed through inflected verbs or auxiliary like that in English. Noochoochai (1978 cited in Prapobaratanakul, C., & Pongpairoj, N., 2016) notes that Thais use temporal expressions, lexical word and context to indicate time and aspects. For the purpose of illustration, the following example shows uninflected verb forms of “pai” (literally translated to ‘go’) in two different contexts.

<table>
<thead>
<tr>
<th>Thai</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phom pai long rian</td>
<td>I go to school./ I went to school</td>
</tr>
<tr>
<td>Phom pai long rian mua waan nii</td>
<td>I went to school yesterday.</td>
</tr>
</tbody>
</table>

Due to lack of pastness inflectional morpheme in L1, it is believed this poses a potential problem among L1 Thai learners. Regarding production of English past tense inflectional
morphemes, when Thai students are asked about what they did at the weekend or last week they will frequently, even at advanced levels, reply using uninflected verb forms (Baker, 2002). For example, “Although I was so tired, I kept going on for only one reason, that I loved them.”

Various studies on this issue were conducted. Among these is Khumdee’s (2013). In her study, Khumdee (2013) investigated variable production of English past tense marking by L1 Thai learners based on the grammaticality judgment test, the cloze test and the story-telling test. The results across the three tests show that Thai speakers showed variable production of /-ed/ morphemes in their production of English past tense, especially in the story-telling test. In the oral test, rates of correct use of English past tense marking were lower than those of the written tests, particularly when adverbial phrases of time indicating pastness were absent. It can be implied that the English grammatical knowledge was acquired by Thai learners; however, their learning problems lie in accessing morphology, particularly when learners have to spontaneously respond. For pedagogical implications, it is essential that teachers create communicative tasks to expose L1 Thai learners to use of English past tense.

Furthermore, there is also a problem regarding pronunciation of past tense verb inflections that are related to learning challenges. Goad, White & Steele (2003 cited in Prapobaratanakul, C., & Pongpairoj, N., 2016), propose Prosodic Transfer Hypothesis in L2 acquisition. It is claimed that the differences of prosodic structures between learners’ L1 and the target language are the cause of variation in production of L2 inflectional morphology. When L1 phonemic system constraints against certain kinds of phonological representations as required by the L2, learners usually have difficulties in representing such morphology in the outputs of the phonological component of the interlanguage grammar. With the application of this hypothesis, we can make an assumption about limitation of L1 phonological system that causes difficulties in
producing past tense morphophonemes among Thai learners. Regarding Thai phonology Thai syllables always end with either a vowel sound or a single consonant (Haas 1964). Bickner, R., & Hudak, T. (1990), state that only certain numbers of single consonants of twenty phonemes are allowed to be at the final position of a syllable and there are no final consonant clusters, unlike in English where many phonemes can be blended together at a final position of a syllable like in “asked /-skt/ or jumped /-mpt/”. As a result, consonant clusters associated with English verb inflections indicating regular past tense morphemes ‘-ed’ cause difficulties for L1 Thai learners. There is a tendency of the final cluster sound /-t/, /-d/, and /-ed/ elision from a word or syllable due to L1 constraint against final consonant clusters (Baker, 2002). For example, /waʃt/ for ‘watched’ /waʃt/. Therefore, even if Thai learners are aware of the grammatical constructions needed, they may not be able to physically produce them, especially when attempting fluent conversation. Research related to the issue of variable production of English past tense morphology in spontaneous speech by Prapobaratanakul, C., & Pongpairoj, N. (2016) shows that English past tense oral production problems of a 40-year-old L1 Thai informant rather lies in processing morphophonology. The results of two tests, the Grammaticality Judgment Test and a spontaneous interview with a native English speaker shows that the informant somewhat has developed English past tense structure knowledge but has some problems orally producing those morphemes since the her correct use on regular past tense morphemes was high in the Grammaticality Judgment Test (more than 80%) and was very low in the interview (less than 40%). For pedagogical implications, it is essential that teachers be aware of this cross-prosodic difference between the two languages and focus on creating communicative tasks to make L1 Thai learners better recognize the importance of the distinctive pronunciation of English past tense morpheme.
In conclusion, L1 negative transfer due to the differences of temporal reference, morphological and phonological rules of tense-aspect system between Thai and English is the major cause of L1 Thai learners acquisition of English past tense. Overt explanation of these differences should be introduced to L1 Thai learners (Bennui, 2008; Baker, 2002). Teachers can make use of CA to reduce the effects of L1 interference by creating efficient teaching materials and deliver directed teaching focused solely on challenges learners encounter.
CHAPTER III
THE PROJECT AND ITS DEVELOPMENT

**Brief Description of the Project**

The aim of this project is to create innovative and effective English past tense lesson plans by applying Communicative Language Teaching (CLT) to support Thai teachers and learners in their English teaching and learning in Thailand. This guidebook for Thai EFL teachers attempts to provide sample lessons of how to teach English Simple Past tense in a communicative way.

The guidebook contains seven sample lesson plans that are designed based upon five sequences of Simple Past tense teaching. A lesson in each sequence contains an introduction to the specific form of Simple Past tense, along with interactive activities, which promote communicative language practice on pronunciation, listening, speaking, reading and writing. Following that are teachers’ resources and students’ worksheet sections which includes a sample of Lesson one PowerPoint presentation and a student worksheet as an example of material preparation. Each lesson plan consists of three elements; Engage, Study and Activate. In Engage stage, prior knowledge activation in forms of games, music, pictures and focused questions is included to engage students emotionally. Next, during Study stage, the focus is on teaching target language content for that lesson. It includes presentation of new information and a revision of previously taught contents. Teachers explain language contents and model how the target grammar point is used in communication throughout session. Finally, students use and practice what they have learned from the previous segment in Activate stage. Exercises and activities are controlled and freer practice that are designed to encourage students to rehearse what they have
learned and to use English in real-world communication. Student tasks involve individual and group-oriented learning activities.

The following picture shows the sequences of approaching Simple Past tense teaching and numbers of sample lesson plans of each sequence:

- Letter to Thai Teachers

1. Simple Past tense of regular verbs (2 lessons)
2. Simple Past tense of irregular verbs (1 lesson)
3. Negative form (1 lesson)
4. Interrogative forms (1 lesson)
5. Extended Practice (2 lessons)

- Teacher’s resources
- Student worksheet

1. Letter to Thai teachers

It is a greeting to the target audience and a simple introduction of how to use the guidebook to teach English Simple Past tense. In the introduction, I provide a brief description of the project and teaching tips for Thai teacher should take into consideration.
2. Simple Past tense of regular verbs

<table>
<thead>
<tr>
<th>Lesson One: I kissed a girl!</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Duration: 50 minutes</td>
</tr>
</tbody>
</table>

**MATERIALS:**
- PowerPoint (see teachers' resource manual for lesson 1)
- Activity 1 worksheet in Student worksheet
- Whiteboard and markers
- Projector
- Speakers

**LEARNING OBJECTIVES:**
At the end of this lesson, your students should be able to
- Understand how –ed at the end of regular verbs is pronounced and say them correctly.

<table>
<thead>
<tr>
<th>Lesson Two: When I was a child …</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Duration: 50 minutes</td>
</tr>
</tbody>
</table>

**MATERIALS:**
- Whiteboard and markers
- Projector

**LEARNING OBJECTIVES:**
At the end of this lesson, your students should be able to
- Compare the past with the present using Simple Past tense with proper pronunciation of –ed ending.

In this sequence, there are two sample lesson plans designed to teach Simple Past tense of regular verbs with a heavy focus on teaching –ed ending pronunciation. It covers introduction to English voiced and voiceless consonant sounds and rules of –ed ending pronunciation. Students are engaged in classroom activities which include songs, puzzles and focused questions that guide them to discover –ed ending pronunciation inductively. Next, Simple Past tense structure and its usage are presented by comparing it with Simple Present tense.
3. Simple Past tense of irregular verbs

This sequence is a combination of past tense of irregular verbs revision and a recap of the language contents in the first sequence. The communication goal of this sequence is to generally make students talk about past experience events using Simple Past tense appropriately. A designed sample lesson plan of this sequence is geared towards illustrating how to corporate games into Thai EFL classroom at the beginning of the class in order to lower students’ affective filters and to promote exciting, stress-free learning. Throughout the lesson, students are encouraged to compete and interact with one another using their knowledge of Simple Past tense. Classroom activities in each segment include a competitive relay race game between groups, speaking and writing tasks about late famous people.
4. Negative form of Simple Past tense.

In this sequence, a sample lesson plan demonstrates how to teach negative form of Simple Past tense. The structure of negative statements of Simple Past tense is presented inductively by teachers’ modeling and alternating between affirmative and negative statements in order to illustrate how a grammatically correct negative sentence is transformed from an affirmative sentence. This provides learners opportunities to develop deeper understanding of meaning and usage of Simple Past tense. In this sequence, teacher’s correction of students’ errors is encouraged when students overly produce past tense after auxiliary ‘did’. For example, student may possibly say “I didn’t went to school.” Correcting students can be done in a less threatening way, for instance, echoing what they just say. This will help train students to listen to
themselves and raise better awareness of their own possible mistakes. This way, students become more confident and autonomous learners as they learn to self-correct.

5. Interrogative forms

In this sequence, the aim of this sequence is to introduce yes/no and wh-questions of Simple Past tense. A sample lesson plan covers how to form yes/no questions, wh-questions and ways to respond to the questions using complete and short answers. In the lesson, teachers are encouraged to break down abstract syntactic transformation of past tense yes/no and wh-questions by using a practical table that shows transformation of different types of Past Simple tense statements. With the application of what students previously learn from the first four
lessons, they have a concrete picture of how an affirmative statement systematically transforms into a question. Teachers create meaningful context to get learners practice interrogative forms of Simple Past tense. Through the support of listening and speaking activities in this sequence, students should be able to produce proper Simple Past tense questions to ask and describe about personal life events.

6. Extended practice

This sequence contains two sample lesson plans as a recap of all previous lessons. Students have learned all components of Simple Past tense structures and had clearer pictures of how Simple Past tense is used. In this sequence, accordingly, I decide to create extended lessons to assess their learning while still supporting communicative practice. With a focus on improving
students’ public speaking skills and essay writing, topic, tasks, and classroom activities are considered relatively more advanced and complicated than what has been taught in previous lessons. Students should be able to sequence events using timeline, narrate historical events and confidently make oral presentations in front of the classroom.

7. Teachers’ resources and student worksheets

The last section of the guidebook comprises teachers’ resources and student worksheets. Due to a time limit, this guidebook doesn’t cover all resources for each lesson. However, I provided a sample PowerPoint presentation of lesson one, student worksheets, and answer keys to activities in that lesson, and a student worksheet that give Thai teachers ideas of how to create classroom materials and worksheets from scratch and how to use visual aids in the classroom.
Development of the Project

The idea of creating this project stemmed from an ESL lesson I taught while completing a Practicum course at UC Berkeley Extension. It was my last semester that it required me to teach in a real ESL classroom. The class I was observing during that time was a Reading and Writing for beginners at College of Alameda taught by Dr. Sedique Popal. One of the tasks was to teach communicative grammar, I then chose to teach Simple Past tense as a supplementary lesson to what was being taught during that time. In class, I presented my important milestones as a context to engage the students and to expose them to meanings and usages of Past Simple tense. Each activity I planned seemed to go so well that I received many compliments my my mentor and applauds from my students. The minor achievement from that day has inspired me to develop this project as a contribution to learning and teaching English Simple Past tense in Thailand.

Moreover, The ideas to create innovative and effective lesson plans for this project are inspired by some classic ESL textbook that I encountered throughout my years of completing degrees at UC Berkeley Extension and University of San Francisco. For this project, I went through some classic textbooks that have been widely used among ESL teachers in the Bay Area and get inspiration on how to create customized lessons for Thai learners despite of the limitations of time and Thai teachers’ English oral competence mentioned in chapter 2. I found that Linda Grant’s Well Said (2017), Celce-Murcia et al.’s Grammar Dimensions (2007), and Azar, B.S. & Hagen, S.A.’s Understanding and Using English Grammar (2016) are very outstanding ESL textbooks that give useful in-depth information related to my project. In terms of approaching successful Simple Past tense teaching, I found that these three classic English textbooks are great support for creating teaching materials and interactive classroom activities.
First, I found that Well Said series is a useful English pronunciation textbook that can be used to teach -ed pronunciation of past tense of regular verbs. The book is great for Thai classrooms of beginner to advanced students since it suggests a variety of classroom pronunciation activities in support of communicative language teaching. Along with interactive supplemental activities, a wealth of information on pronunciation features of grammatical –ed ending is provided clearly. English consonant system that intersects with the pronunciation of past participle irregular verbs is addressed and described in simple language. Thai teachers would find this book very user-friendly. Next, Grammar Dimensions provides extensive communicative activities that meaningfully apply grammar to reading, writing, listening, and speaking opportunities through clear and comprehensive grammar explanations. It is a great classroom material that helps students develop their capacity of accurate use of English structures in a meaningful and appropriate manner. Finally, The Azar’s Understanding and Using English Grammar is very outstanding in terms of providing clear, comprehensible, visual presentation. This book has been trusted and used by thousands of teachers from all over the world. One thing I found very useful to my project is grammar charts that are very comprehensible. Application of grammar charts used in class can help students grasp complicated concepts of Simple Past tense better.

To sum up, this project focuses on how I think Simple Past tense can be taught effectively in Thailand. Despite the fact that English Simple Past tense is one problematic language content to Thai learners whose first language is tenseless, I challenged the ineffective teaching English Past tense and created innovative and effective English Simple Past tense lesson plans to support Thai teachers and learners in their English teaching and learning. I aimed to prove that Simple Past tense can be comprehensible if broken down into steps and supported by communicative practice using simple language. This project focuses on important elements of
Simple Past Tense teaching that I think Thai teachers need to know. I outline teaching sequences, created seven lesson plans, along with classrooms activities and materials, that promote Thai students’ oral communicative competence. In seven sample lesson plan, the major focus of teaching and learning Simple Past tense is mainly on the significance of –ed ending pronunciation with assumptions that being able to fully acquire -ed ending pronunciation, it benefits students in a way that they become more aware of correct use of English Simple Past tense. Moreover, I aimed to use simple language so it does not overwhelm the teachers and the students with too much new information. I hoped that the simple language used in the guidebook boosts Thai teachers’ capacity of giving better explanation to Thai adult learners so they become more orally competent. Also, I hoped that lesson plans and classroom materials I designed for the project would spark Thai teachers interest of applying the ideas of CLT and meaningful context into their teaching.

**The Project**

The project in its entirety can be found in the appendix
CHAPTER IV
CONCLUSIONS AND RECOMMENDATIONS

Conclusions

The aim of this filed project is to create innovative and effective English Simple Past tense lesson plans to support Thai teachers and learners in their English teaching and learning in Thailand. This field project aims to address two primary problems contributing failure of English Past tense acquisition among Thai adult learners. The issues this project explores include: (1) current pedagogical approaches commonly used in Thailand do not promote oral English proficiency and (2) Thai EFL learners struggle with English verb tense acquisition. I explored scholarly literature review in relation to hindrance of English tense aspect acquisition among Thai adult learners. There are three major themes related to the issues of English tense-aspect system acquisition and resolutions to improve learners’ oral proficiency by implementing Communicative Language Teaching approach to support teaching and learning of English Simple Past tense more effectively. First, overview of English education, current EFL teaching pedagogical approaches used and Thai learners’ preferred learning styles are explored. Then, it is CLT implementation into language classroom as a solution to increase exposure to the target language and to improve English Simple Past tense teaching and learning. Finally, I analyzed learning challenges Thai learners encounter based on the theory of the Contrastive Analysis Hypothesis.

Regarding the first issue, I questioned current pedagogical teaching approaches as they do not support oral command of English effectively. In order to address this issue, backgrounds
of English teaching and learning in Thailand are explored. In Thailand, English does not serve widely as an official language and it is taught in an English as a foreign language (EFL) setting. Thai are required to take fundamental English courses in school from early kindergarten to college level (Office of The Basic Education Commission, 2008, p.1). In common, learners’ first language, Thai, is most of the time used as a medium of communication both inside and outside classrooms. In addition, with a major focus on preparing Thai learners to for examinations, mastery of grammatical competence is emphasized over communicative competence. Main English language teaching approaches in Thailand commonly revolve around Grammar-Translation method and Audiolingual method which emphasized on accuracy over fluency. As principles of these traditional teaching methods relies heavily on teacher lectures, rote memorization of vocabulary and grammar rules, and context-less exercises from textbooks, Thai learners do not have many opportunities to practice speaking and listen to English in real life situations. Particularly, when it comes to teaching English grammar, for instance, English tenses, Thai students have to memorize twelve English tense structures and different pieces of reading that are usually presented contextlessly in order to be able to get accurate answers for the tests. There are very few speaking tasks that allow students to use the target language for communication. With very little attention paid to developing oral fluency and limited exposure to English on a daily basis, Thai learners, accordingly, become efficient in reading; however, have low oral proficiency.

Another factor that contributes to ineffective English tense-aspect acquisition as a result of non-interactive EFL teaching pedagogical approaches currently used is Thai teachers’ passive teaching styles. Noom-Ura (2013), states that lack of motivations and English teaching competence among Thai teachers are major causes of English learning failure in Thailand.
Supalak (2016), adds that due to overloaded burden and relatively small salaries, Thai EFL teachers lack motivations to prepare effective lessons and adjust their teaching strategies. Adopting Grammar and Translation method seems to be the most convenient teaching method that suits the teachers’ needs. Practice of Grammar-Translation method results in teacher-centered teaching in which rote-learning and spoon-feeding are generally used as the medium of instruction. Students usually passively receive information through teacher classroom lectures and non-interactive classroom activities which do not allow students to express themselves, direct their own learning, and collaborate with other students. Since everyone acquire new information through different channels, not all students with different preferred learning styles benefit from traditional classroom lectures. Many Thai students, who are not auditory learners, suffers. Matches of teaching and learning styles should be highly considered as it is believed to have positive effects on second language acquisition. Compatibility of our teaching and students’ learning style is believed to help improve students’ learning outcomes effectively (Reid, 1987; Peacock, 2001; Khamkhien, 2011). Mismatches of teaching and learning styles often times negatively affect student attitudes towards the second language class (Reid 1987). To avoid creating bored, inactive, and poorly motivated classroom participants, we have to adjust our teaching strategies, teaching styles, materials, and classrooms activities to accommodate all learners who acquire information through different sensory channels. In Thailand, broad attention to teaching and learning styles has also been focused as a part of the trend towards learner-centered instruction. A number of researches on Thai learners’ English learning style preferences have been carried out with an attempt to better understand how Thai learns. Much research, such as, Khamkhien (2011) and Yosraveevorakul et al. (2017) show that Thai EFL learners preferred auditory and kinesthetic learning most, followed by group, tactile, visual and
individual learning respectively. With the implications of these two studies, it can be said that Thai learners are accustomed to listening to teachers’ lectures in traditional classrooms (Decapua & Wintergerst, 2004 cited in Yosraveevorakul et al., 2017). They prefer oral explanation and hearing words spoken when learning English. In order to help Thai learners acquire English Simple Past tense more effectively, Thai EFL teachers should prepare innovative materials that promote hearing and speaking practice, such as audiotapes, reading-aloud activities and class discussions, as well as experiential activities that allow Thai learners to get physically involved.

With an attempt to find solutions to lack of English exposure and passive English teaching and learning discussed above, Communicative Language Teaching approach, as a major theoretical framework, was then applied to create innovative Simple Past tense lessons. A CLT movement away from traditional teacher-centered classroom formats that are based upon teaching vocabulary and different grammar points through rote memorization of grammar rules, dialogs and drills will improve the situation. Activities proposed in CLT make language classroom become student-centered classroom formats and imply new roles of teachers and learners in the classroom. With more exposure to the target language and various types of interactive classrooms activities that are conducted in meaningful context, I do believe that the applications of CLT will turn passive, unmotivated teachers and learners into active and highly motivated classroom participants.

Regarding the second issue, in addition to ineffective current pedagogical teaching approaches used, differences of cross-linguistic features between Thai and English hinder Thai learners’ English tense-aspect system acquisition. Similar to many English learners whose native language does not use tense-aspect system to describe time and events, Thai learners find English tense-aspect system very challenging to fully acquire. With the applications of
Contrastive Analysis (CA), I explored cross-linguistic patterns of Thai and English tense-aspect system in order to predict and identify certain linguistic features that pose learning difficulty. In regards of cross-linguistic differences, English is a time-oriented language in which the temporal relationship between events/or actions is indicated by tense and aspect while Thai is a tenseless language. In English, there is semantic notion of time and temporal relationship between events/or actions is indicated by tense and aspect. Furthermore, English tense-aspect system involves a morphological change or an auxiliary added into base form of the verb to indicate when an event occurs. Unlike native English speakers, native Thais process a different parameter of expressing time and do not use tense-aspect system to express temporal relationship between events/ or actions overtly in sentences. In Thai, Pastness is not expressed through inflected verbs or auxiliary like that in English. Thai learners usually have difficulties in representing such morphology in the outputs of L2 phonological component of the interlanguage grammar due to the limitation of L1 sound system. In fact, a Thai syllable always ends with either a vowel sound or a single final consonant. English, on the other hand, allows many final clusters. Thai learners, thus, have difficulties producing English final clusters of -ed ending inflectional morpheme.

Suffice it to say, high level of the abstractness of the English distinctive time reference, its tense-aspect semantic and syntactic features poses complication and learning challenges to Thai learners in comprehending and making appropriate choice of complex English tense-aspect system. The learning problems lie in accessing morphology and making appropriate tense choice, particularly when learners have to spontaneously response. For pedagogical implications, the theory of Contrastive analysis determines what Thai learners have to learn and what Thai teachers have to teach. Ability to identify points of similarity and difference between L1 and L2 helps boosts Thai teachers’ capable of predicting learning challenges students may
encounter, giving better explanations, and designing proper classroom materials that facilitate Thai students’ learning more efficiently. It is essential that Thai teachers understand and become aware of these learning challenges caused by mother tongue influence and create communicative tasks to expose Thai learners to use of English past tense in meaningful communication.

In conclusion, this field project focuses on how I think Simple Past tense can be taught effectively in Thailand. In doing so, I dug deeply into issues regarding the causes of learning challenges. The causes contributing to learning hindrance are lack of exposure to the language as a result of non-interactive EFL teaching pedagogical approaches currently used, the limitations of implementing CLT activities in the language classroom owing to oversized class, time limit and Thai EFL teachers’ oral competence, and mother tongue influence. Communicative Language Teaching approach and Contrastive analysis which are the two main theoretical frameworks driving this project help me develop ideas of creating innovative lesson plans suitable for learning context in Thailand. As a guidebook for Thai EFL teachers, this project focuses on important elements of Simple Past Tense teaching that I think Thai teachers need to know. I emphasized on teaching -ed ending pronunciation because of its significance to Simple Past tense structure and usage. I aimed to prove that Simple Past tense is not too complicated to teach and to acquire despite a 50 minute time limit per session. Supported by communicative practice using simple language, English Simple past tense acquisition is relatively achievable if broken down into steps so I outlined teaching sequences, created seven lesson plans, together with classrooms activities and materials, to promote meaningful practice in classroom. I do hope that this project will enhance Thai students’ oral communicative competence and teachers’ capacity of teaching English tenses more effectively.
Recommendations

As a former English learner and an English teacher in Thailand myself, my goal of this project is to make a significant change in English teaching and learning in Thailand. I hope that this field project ignite Thai teachers’ ideas of how to avoid dull language classroom and instead create fun, interesting English grammar lessons. This project is just the very beginning of work I would like to at least inspire Thai teachers to apply CLT activities into the language classroom.

This guidebook is a simplified introduction to teaching English Simple Past tense that can be distributed to any new teachers or existing Thai EFL teachers as a free resource who have low oral command of English and struggle with implementing communicative practice using L2 in the language classroom. This guidebook is time-saving and user-friendly since it contains seven sample lesson plans that are ready-to-use and presented in simple language. Each lesson is designed based upon a 50 minute time limit per session so it is something Thai teachers can work on for the first 10 50-minute lessons when introducing English tenses. Lessons can be stretched out or shortened and repeated depending on time constraints and student’s needs.

Thai teachers should also consider supplementing with their own visual aids, realia (real life objects, or photos of them) when teaching. Creating eye-catching PowerPoint presentations with minimal texts is very important since it is easy to follow and catches students’ attention. During Study element, to some extent, L1 use for an explanation of grammar rules is sometimes helpful for weak students since it enhances students’ understanding of such complicated linguistic terms.
In addition, when working on the proposed lessons, Thai teachers are encouraged to take classroom management into their consideration. As my goal of this guidebook is to turn passive learners into active learners, it is very vital that teachers become physically active as well. In terms of organizing classroom space, teacher’s physical presence in classroom plays a crucial role in keeping students motivated. It is believed that constant physical movement along the aisles between chairs helps retain students’ interest (Harmer, 2007). It is worth remembering that our physical movement can emotionally arouse bored students. So try to make students move around and talk to each other when possible.

I also look forward to add more English lesson plans that is related to contents of Simple Past tense. There are many other language contents that can be presented alongside the proposed Simple Past tense lessons. For example, -ed and -ing ending adjectives and Present Perfect tense because these language contents are also problematic English structure many Thai learners encounter. In the future, I hope to use this guidebook as a personal resource or as a model to train Thai teachers to develop a one-hour presentation on any English grammar lessons based on CLT approach. If well-trained about teaching English communicatively, Thai teachers will become more confident about their capacity of giving better explanation to Thai adult learners using English despite their low oral proficiency of English and designing proper materials and curriculum that accommodate learners’ needs.

To sum up, it is worth remembering that our main mission is to empower students to use English in real-world communication successfully. We should, accordingly, focus on teaching fluency over accuracy. Classroom time should be spent on teaching students how to
communicate better rather than on explaining grammar rules and practicing reading comprehension without meaningful context.
REFERENCES


Demystifying English Simple Past Tense:

A Thai Teachers’ Guide to Teaching

English Simple Past Tense

to Thai Adult Learners

By

Chitkamon Tungkaburana
Table of Contents

• Letter to Thai Teachers

1. Simple Past tense of regular verbs (2 lessons)
2. Simple Past tense of irregular verbs (1 lesson)
3. Negative form (1 lesson)
4. Interrogative forms (1 lesson)
5. Extended Practice (2 lessons)

• Teacher’s resources

• Student worksheet
To Thai EFL Teachers

This guidebook is a practical guide to essential Simple Past tense teaching. This guidebook provides you ideas about how to proceed English Simple Past tense and how to create innovative, fun, comprehensive English tense lessons that keep your students right on track. This guidebook includes seven sample lesson plans to demonstrate how English Simple Past tense can be taught more effectively based on Communicative Language Teaching approach.

The following sample lessons are suitable for passive intermediate learners who are literate; however, have low oral proficiency. You can work on these lessons for the seven to ten 50-minute sessions. Each lesson consists of three elements; engage, study, and activate. In each element, students participate in various types of classroom activities that are designed to promote different student’s preferred learning styles. Students will be learning to use Simple Past tense though
meaningful context that are woven to make sense to them,
support their learning, and inductively motivate them to reach
beyond memorization and grammar rules. I hope you have more
fun teaching English tenses!!!

Best,

Chitkamon Tungkaburana
IN THIS STEP, STUDENTS WILL

• Learn -ed ending pronunciation of regular verbs

• Compare the past with the present

INSTRUCTIONS FOR THE TEACHER

During this step, you will be introducing the –ed ending pronunciation of past tense forms of regular verbs. Learning pronunciation and meaning of Simple Past tense from music is the one innovative to engage your students. In this step, you may need to spend quite some time to explain phonological features of voiced and voiceless consonants, but try to go slowly to encourage students to discover the pronunciation rules by themselves in order to make sure that they fully understand the concepts of–ed ending pronunciation. Next, you can present the Simple Past tense structure and its usage by comparing it
with Simple Present tense. You will be modeling and writing the base form of each verb, along side with students’ answers of the past tense forms on the whiteboard in order to illustrate how Simple Past tense is used in context as the students orally generate the language. During each activity, encourage students to elaborate their answers and you should also focus on students’ production of the –ed ending pronunciation. Have your students repeat chorally and individually.
Lesson One: I kissed a girl!

Class Duration: 50 minutes

MATERIALS:
- PowerPoint (see teachers’ resource manual for lesson 1)
- Activity 1 worksheet in Student worksheet
- Whiteboard and markers
- Projector
- Speakers

LEARNING OBJECTIVES:
At the end of this lesson, your students should be able to
- Understand how –ed at the end of regular verbs is pronounced and say them correctly.
<table>
<thead>
<tr>
<th>Aim</th>
<th>Procedure</th>
<th>Time</th>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Engage</td>
<td>Listen to Katy Perry’s ‘I kissed a girl’</td>
<td>10 mins</td>
<td>PPT slide 1-3</td>
</tr>
<tr>
<td></td>
<td>• Greet students and ask about how their last weekend was? Then tell them that today they will be listening to a song and learning about something that happened in the last weekend.</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>• Tell students to listen carefully to “I kissed a girl” by Katy Perry. Ask them to pay specific attention to what Katy did last weekend and what she said in the main hook verse.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Study</td>
<td>Introduce –ed ending pronunciation of regular verbs</td>
<td>25 mins</td>
<td>PPT slide 4</td>
</tr>
<tr>
<td></td>
<td>• After the first listening to the song, ask students ‘What happened in the song?’? If as expected, they will respond “She kiss a girl”, “She like it” then try to correct them several times by saying “You mean she kissed a girl?” or “She liked it” with an emphasis on the verb ending.</td>
<td></td>
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<tr>
<td></td>
<td>• Take approximately another two minutes for the second listening of the main verse of the song.</td>
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</tr>
<tr>
<td></td>
<td>• In a group of three, have the students list past simple of regular verbs then put each verb into each column that related to how –ed ending of each verb is pronounced or how the students hear it. Elicit answers from the students and ask them if they think there is a systematic rule for ed- ending pronunciation.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Explain to the students about the systematic rules of –ed ending pronunciation and why this important to their oral</td>
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</tr>
</tbody>
</table>
In this stage, you will explain and illustrate the difference of voiced and voiceless consonants by modeling. Show the students where the vocal cords are and have them place one hand on their neck to feel their vocal cords vibrating when pronouncing voiced sounds. Have the students say each verb chorally several times before individually.

### Activate

- **Ed ending pronunciation worksheet**

  - In this activity, students will learn and apply a basic past tense pronunciation rule. Make one copy of the worksheet for each student. Distribute the worksheets. Explain to students that this is an exercise to check their understating of what they have just learned in the previous state.
  
  - Give student approximately five to seven minutes to fill in the chart on their own before spending another three minutes having them compare their answer with a partner. With the partner, students take turns to say the verbs. Circulate during the activity and monitor the pronunciation of –ed ending.
  
  - Elicit answers from the students by having them write the answers on the board. Make sure they get all the answers correctly. After that, have the students repeat the verbs chorally and individually.
  
  - Assign the students homework. Have them record themselves saying the verbs in past tense in activity 1.

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<table>
<thead>
<tr>
<th>Time</th>
<th>Student worksheet Activity 1, PPT lesson One, Slide 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>15 mins</td>
<td></td>
</tr>
</tbody>
</table>
Lesson Two: When I was a child …

Class Duration: 50 minutes

MATERIALS:
- Whiteboard and markers
- Projector

LEARNING OBJECTIVES:
At the end of this lesson, your students should be able to
- Compare the past with the present using Simple Past tense with proper pronunciation of –ed ending.
<table>
<thead>
<tr>
<th>Aim</th>
<th>Procedure</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Engage</td>
<td>Activate Prior knowledge — Double Duty Review</td>
<td>10 mins</td>
</tr>
<tr>
<td></td>
<td>• Find out how much your students remember by asking about what they learned in previous session in order to encourage production of Simple Past tense before reviewing what was taught. Keep this discussion informal in order to covertly identify the structures that you are eliciting. Write students’ answers on the board and review contents of the previous lessons briefly.</td>
<td></td>
</tr>
<tr>
<td>Study</td>
<td>Use your own pictures to illustrate how Simple Past Tense is used, comparing to Simple Present tense</td>
<td>15 mins</td>
</tr>
<tr>
<td></td>
<td>• Show a picture of you doing yoga and explain to the students that yoga is one of the hobbies you enjoy doing in your free time at present.</td>
<td></td>
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<tr>
<td></td>
<td>• Ask the students around what their current hobbies. Then draw a line to divide the board into 2 sides. Write Now in one section and Then is another section. Next, write down students’ answers in the Now section.</td>
<td></td>
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<tr>
<td></td>
<td>• Next, Show a picture of your young self cooking and tell the students that cooking was what you liked to do when you were a child. You don’t cook often anymore. Model in both spoken and written forms.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Next, elicit answers from the students about what they liked to when they were young. Write their answers on “Then” side both the base form of the verb and the past tense form.</td>
<td></td>
</tr>
<tr>
<td>Activate</td>
<td>Individual practice</td>
<td>10 mins</td>
</tr>
<tr>
<td>----------</td>
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</tr>
<tr>
<td>• Have the students practice using correct forms of Simple past tense. Create a short story using Simple Present tense and have the students change the sentences into correct Simple past tense. Go over the first three answers as a model. Read the examples aloud, with the students repeating after you chorally. Encourage the students not to use their cellphones to search for vocabulary.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• When they are finished, have a few students put their answers on the board and a few students read each sentence aloud to the class. If there are incorrect answers, elicit correct answers from the entire class.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Pair work (free-er)</th>
<th>15 mins</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Have the students mingle to use the Simple past tense. You will create a worksheet containing a set of questions that students have to find out information about their classmates and to stimulate their own memories of childhood. Circulate and monitor the production of past tense use and –ed ending. Encourage the students to elaborate their answers to make the stories more interesting.</td>
<td></td>
</tr>
<tr>
<td>• After that, have a few students share their answers of what. For example, who they talked to, what the person liked to do, where they usually like to do that activity and with whom etc…</td>
<td></td>
</tr>
</tbody>
</table>
Simple Past Tense of Irregular Verbs

(1 lesson)

IN THIS STEP, STUDENTS WILL

• Brush up their knowledge of past tense form of irregular verbs

conjugation.

• Talk about past experience and events.

• Write a paragraph about late celebrities or leaders that inspire them.

INSTRUCTIONS FOR THE TEACHER

In this step, the focus is mainly on teaching Simple Past form of irregular verbs. The following sample lesson is a recap of what has been taught in the previous lessons. Students will refresh their memory of correct past tense forms of regular by doing fun classroom activities that include game, a speaking, and a writing task. Moreover, the sample lesson illustrates how to corporate games into your EFL classroom. Games are believed to have many advantages for both
language teachers and learners. They are like a welcomed break from the
traditional classroom lectures that promote fun, exciting and stress-free
learning.

Lesson Three: One that passed

Class Duration: 50 minutes

MATERIALS:

• Whiteboard and markers
• Projector
• Speaker

LEARNING OBJECTIVES:

At the end of this lesson, your students should be able to

• Conjugate Simple Past forms of regular and irregular verbs correctly.
• Talk about late celebrity that inspires them.
• Write a short paragraph about a late famous person.
<table>
<thead>
<tr>
<th>Aim</th>
<th>Procedure</th>
<th>Time</th>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Engage</td>
<td>Relay race game</td>
<td>10 mins</td>
<td>See a common irregular verb list in Azar’s Understanding and Using English Grammar (2016)</td>
</tr>
<tr>
<td></td>
<td>• Prepare two sets of a combination of base form of both regular and irregular verbs flash cards. This activity is great for a large class, ideally 20-30 students. In each set of flash cards, write base from of irregular verbs on post-its in a random order.</td>
<td></td>
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<tr>
<td></td>
<td>• Divide the class into two equal teams. Move desks and chairs out of the way, if necessary and have the students from a straight line up facing the board.</td>
<td></td>
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<tr>
<td></td>
<td>• Explain the rules to the students by modeling the first card. Next, give the first student in each line a verb card and that student has to write down the past form of the verb given before passing the marker to the next student in the line. Continue until both team finish.</td>
<td></td>
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<tr>
<td></td>
<td>• Go over the answers. If there are incorrect answers, elicit correct answers from the class. Have students repeat chorally.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Study</td>
<td>Anthony Bourdain: The Original Rock Star of The Culinary World</td>
<td>15 mins</td>
<td>Find more information about Bourdain at <a href="https://explorepunktartsunknown.com">https://explorepunktartsunknown.com</a></td>
</tr>
<tr>
<td></td>
<td>• Ask the students about their understanding of the meaning of the topic, “One that passed”. Elicit correct answers from the students. Then, introduce Mr. Bourdain to the class by showing his photo or a video he filmed with a caption of his date of birth and</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
the date he died. Let the students guess if they know Mr. Bourdain and whether he is alive or not.

- Tell the students that Mr. Bourdain has died; however he is one of the famous people you admire and he inspires you in many ways. Explain what he did and how he became famous.

### Activate

**Controlled practice: speaking task**

<table>
<thead>
<tr>
<th>Late King Bhumibhol: The Greatest King of Thailand.</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Show a picture of King Bhumibhol and ask the students to talk about him. The answers vary from his birthplace, his education and what he did for the country. Encourage students not to use their cellphone to look up information online.</td>
</tr>
<tr>
<td>- Monitor correct production of past tense form of regular and irregular verbs, as well and proper –ed ending pronunciation.</td>
</tr>
</tbody>
</table>

### Free-er practice: speaking and writing tasks

<table>
<thead>
<tr>
<th>Late world famous people that inspires you</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Students take the first ten minutes working individually to find out some information about their own hero, similar to what you model earlier. Use of cellphones is allowed.</td>
</tr>
<tr>
<td>- After that, have each students talk with a partner and share the information they gain. A partner has to</td>
</tr>
</tbody>
</table>
take notes and write a short paragraph about what they learn from their partner. For example, student A says, I talked to student B. He admires Thomas Edison. Mr. Edison was an American inventor.
IN THIS STEP, STUDENTS WILL

- Learn negative forms of Simple Past tense

INSTRUCTIONS FOR THE TEACHER

The following lesson is an introduction to negative statements of Simple Past tense. In this lesson you will be introducing negative form of Simple Past tense by alternating between affirmative and negative statements. Use a table of the structures of affirmative and negative statements of Simple Past tense to illustrate how a grammatically correct negative sentence is transformed from an affirmative sentence. One thing to keep in mind is that sometimes students make errors by overly producing past tense after auxiliary ‘did’ like “I didn’t went to school.” You should correct students covertly by echoing what they say like “you mean you didn’t‘ go to school?”

Negative form of Simple Past Tense

(1 lesson)
Lesson Four: I did this, but didn’t do that

Class Duration: 50 minutes

MATERIALS:

• Whiteboard and markers
• Projectors

LEARNING OBJECTIVES:

At the end of this lesson, your students should be able to

• Produce negative sentences using Past Simple tense correctly.
• Talk about something they did not do in the past.
<table>
<thead>
<tr>
<th>Aim</th>
<th>Procedure</th>
<th>Time</th>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Engage</td>
<td>Activate prior knowledge</td>
<td>10 mins</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Start the class by asking what students had for dinner yesterday. Elicit answers from a few students and write their affirmative answers on the board.</td>
<td></td>
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<tr>
<td></td>
<td>• Then you can say “I had a big lunch. I didn’t have dinner.” Give more examples of negative statements by alternating the students’ affirmative statements written on the board. For example, Student A had pizza. He didn’t eat sushi. Student B had roasted chicken. He didn’t eat beef. Have the students repeat chorally.</td>
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<tr>
<td></td>
<td>• Encourage students to discover the negative statement structure.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Study</td>
<td>A Comparison of Affirmative and Negative statement structures</td>
<td>15 mins</td>
<td>See Azar’s Understanding and Using English Grammar (2016)</td>
</tr>
<tr>
<td></td>
<td>• Use a table of Simple Past tense sentence structures in Azar’s (2016) to illustrate the differences of past tense affirmative and negative statements structure. For negative statements, be aware of students’ overproduction in using double past tense form after auxiliary do.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Activate</strong></td>
<td><strong>Controlled Practice</strong></td>
<td>10 mins</td>
<td></td>
</tr>
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<td></td>
</tr>
<tr>
<td></td>
<td>• Students practice negative form of Simple Past tense by alternating between affirmative and negative statements by responding to an affirmative statement you say. For example, you say I usually wake up at 8, and students expected to say, “but yesterday you didn’t wake up at 8”.</td>
<td></td>
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<tr>
<td></td>
<td>• Call students upon at random so they respond more spontaneously. If students give incorrect answers, correct them covertly by saying a correct form.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Free-er practice: pair-work</strong></td>
<td>15 mins</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• In this activity, students will work in pairs to find out information about what their partner did yesterday. Create a worksheet in which students have to complete sentences with proper past simple irregular verbs and practice negative statement by responding to their partner’s guess. For example, from a sentence, You ….. a bus to school at ….. am. this morning., student A says, “I guess you took a bus to school at 8 am. this morning. Student B then responds, “No, I didn’t.” “I took the bus to school at 7.30.” Explain the instruction clearly and repeatedly. Give a few examples as model. Circulate and monitor production of students’ negative statements.</td>
<td></td>
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<td></td>
<td>• At the end of the session, have some students share their answers orally.</td>
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</tbody>
</table>
Interrogative Forms of Simple Past Tense

(1 lesson)

IN THIS STEP, STUDENTS WILL

• Learn how to form yes/ no questions and wh- questions of Simple Past tense

• Response to past tense questions using short answers

INSTRUCTIONS FOR THE TEACHER

The aim of this sequence is to introduce the structures of yes/no and wh-questions. The following lesson comprises listening and speaking activities to support learning Simple Past tense questions. In this lesson you will demonstrate how yes/no questions are transform from affirmative statement and negative statements respectively. Breaking down abstract transformation of past tense yes/ no and wh- questions would make this complicated grammar point more comprehensible. Similar to teaching negative statements, be aware of students’ possible errors of past tense overproduction.
Lesson Five: What happened all around your milestones?

Class Duration: 50 minutes

MATERIALS:

- Whiteboard and markers
- Board game and dice
- Projectors

LEARNING OBJECTIVES:

At the end of this lesson, your students should be able to

- Understand the patterns of yes/ no and wh-questions of Simple Past tense.
- Ask questions about past events and answer with short answer.
- Talk about their important life events that contribute to an achievement.
<table>
<thead>
<tr>
<th>Aim</th>
<th>Procedure</th>
<th>Time</th>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Engage</td>
<td><strong>Activate prior knowledge: board Game</strong></td>
<td>15 mins</td>
<td></td>
</tr>
</tbody>
</table>
|              | • Create a board game in which students talk about various topics, such as one interesting thing you did last week, last time you woke up late. In a group of three-four, Students play the board game and take it in turns to roll the dice and move their counter along the board. When one lands on a square, they have to talk about the topic on the square for 30 seconds. The first student to reach the finish wins the game.  
• Teacher acts as a facilitator during the game time. Pick a few topics from the board game and elicit some answers from students. Try to ask both yes/no and wh-questions that consist of auxiliary –be and -do. For example, Were you super tired when you went to bed? “What did you do to make you tired?” Have the students become familiar with the structure you will present covertly. |       |                                               |
| Study        | **The Transformation of yes/no and wh- questions from negative sentences** | 20 mins | See Azar’s Understanding and Using English Grammar (2016) |
|              | • Use a table of Simple Past tense sentence structures in Azar’s (2016) to illustrate how a yes/no or a wh-question transforms from a negative statement.  
• Give as many examples as possible to make sure the students comprehend the structures fully. Similar to teaching negative statements, be aware of students’ |       |                                               |
possible errors of past tense overproduction.

- Then, introduce and explain the meaning of the word "Milestones". As a model, you can use your own photos to create a meaningful context to talk about important life events using Simple Past tense. Draw a timeline on the board, attach each printed photo to each event that occurred in different time periods, and explain why the events contribute to her achievement.

<table>
<thead>
<tr>
<th>Activate</th>
<th>Free-er practice: pair-work</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>- Have students mingle in order to interview two other classmates. Students are required to write correct sentences using Simple Past tense. They have to fill out an interview worksheet. Information they need to find out is as follows:</td>
</tr>
<tr>
<td></td>
<td>- What is your life achievement?</td>
</tr>
<tr>
<td></td>
<td>- When were you born?</td>
</tr>
<tr>
<td></td>
<td>- Where did you grow up?</td>
</tr>
<tr>
<td></td>
<td>- How old were you when you started working on that achievement?</td>
</tr>
<tr>
<td></td>
<td>- What did you do in order achieve your goals?</td>
</tr>
<tr>
<td></td>
<td>- If time, have a few students share what they find out. Monitor correct responses and appropriate pronunciation. After that, collect their worksheets, grade their writing performance based on what correct responses they wrote on the papers, and return students’ papers next session.</td>
</tr>
</tbody>
</table>

| Printed photos of yourself | 15 mins |
IN THIS STEP, STUDENTS WILL

• Sequence important past events in a chronological order.

• Give a group presentation.

INSTRUCTIONS FOR THE TEACHER

Students have learned all components of Simple Past tense structures and had clearer pictures of how Simple Past tense is used to describe completed events or actions that are already over. These following two sample lessons are designed to support communicative practice. The topics and tasks are relatively more advanced and complicated than what has been taught in previous lessons. The lessons focus on improving public speaking skills and essay writing that are suitable for high intermediate or advanced level students.
Lesson Six: Good Old Days

Class Duration: 50 minutes

MATERIALS:

• Whiteboard and markers
• A few pieces of paper
• Microphone
• Projector
• Speakers

LEARNING OBJECTIVES:

At the end of this lesson, your students should be able to

• Give a group presentation about obsolete technology gadgets widely used in the past.
<table>
<thead>
<tr>
<th>Aim</th>
<th>Procedure</th>
<th>Time</th>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Engage</td>
<td>Older people sometimes talk about ‘good old days’</td>
<td>10 mins</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• After returning students’ papers from the previous lesson.</td>
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<tr>
<td></td>
<td>Introduce “good old days”. Ask students what good old days means.</td>
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<tr>
<td></td>
<td>Elicit answers from the class. Then, Give a definition of this saying.</td>
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<td></td>
</tr>
<tr>
<td></td>
<td>• Have students brainstorm about something that becomes outdated and people do not use them any more. Write down students’ answers on the board.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Study</td>
<td>• Show a picture of an old pager. Explain how it was used in the past before new technology took over, as well as give its brief history, as a model the Simple past tense use covertly.</td>
<td>10 mins</td>
<td></td>
</tr>
<tr>
<td>Activate</td>
<td>Free-er practice: group presentation</td>
<td>30 mins</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Divide students into five groups, ideally 4-5 students in each group.</td>
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<td></td>
</tr>
<tr>
<td></td>
<td>In this activity, the students will work in a team to prepare a 3-minute presentation of a designated old communication device that is outdated.</td>
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<tr>
<td></td>
<td>• You have to print out pictures of five outdated communication devices, such as a pager, old home phones, black and white screen mobile phone and very first PC.</td>
<td></td>
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<tr>
<td></td>
<td>• Encourage students to organize their ideas systematically based upon a chronological order and create a brief</td>
<td></td>
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</tbody>
</table>
Lesson Seven: Historical Highlights

Class Duration: 50 minutes

MATERIALS:

- Whiteboard and markers
- A few pieces of paper
- Microphone and Speakers
- Projector

LEARNING OBJECTIVES:

At the end of this lesson, your students should be able to

- Sequence past events
- Write a short descriptive essay about major historical events that occurred during different Thai kingdoms.
<table>
<thead>
<tr>
<th>Aim</th>
<th>Procedure</th>
<th>Time</th>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Engage</td>
<td>Activate prior knowledge</td>
<td>10 mins</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Draw a time line on a board and mark six important events that happened in Bangkok, writing the date and short description. Put a picture of The Grand Palace under 14th Century date. Ask the students if they know anything else that in other century or date written on the time line.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Study</td>
<td>• Use more photocopied pictures showing the important historical events of Bangkok. Identify the events and order the pictures, and then add them to the time line on the board.</td>
<td>10 mins</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Teach key vocabulary, for example, establish, reign, throne</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Activate</td>
<td>Free-er practice: writing in groups</td>
<td>30 mins</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Divide students into five groups, ideally 3-5 students in each group. In this activity, the students will work in a team to write a paragraph about the history of Thailand.</td>
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<tr>
<td></td>
<td>• Distribute a picture of important people or cities in Thailand history to each group.</td>
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<td></td>
</tr>
<tr>
<td></td>
<td>• Students identify the events and find out more information about the events. Students are required</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
to make a historical time line along with five important historical highlights related to the given picture.

- Then, students write a short paragraph describing the events and a volunteer of the group read it aloud to the class.
- During activity, use is cellphones for searching information online is acceptable. Circulate, answer students questions, if any, monitor closely to make sure each student contribute to group work equally.
Teacher’s resources

This part of the guidebook contains a sample PowerPoint slides of lesson 1 and answer keys for activity 1. It gives you some ideas how to create vibrant presentations of complicated, boring concepts of Simple Past tense.

Lesson One

PowerPoint Slides

1.

TALKING ABOUT THE PAST

SIMPLE PAST TENSE
INTRODUCTION TO PAST SIMPLE FORM OF REGULAR VERBS

LESSON 1: I KISSED A GIRL

Warm-Up
https://www.youtube.com/watch?v=tAp9BKosZXs
WHAT HAPPENED???

I kissed a girl and I liked it. ???

Try again!
https://www.youtube.com/watch?v=4TXaaVpiJIYI

Past simple form of English regular verbs

-ED ENDING PRONUNCIATION
6. **PRONUNCIATION PUZZLE:**

**HOW TO SAY IT?**

With a group of 3-4 people, list all the regular verbs in Simple Past tense you heard from the song.

Next, fill in the chart by placing the past tense verbs in the correct columns according to what you heard.

7. **PRONUNCIATION PUZZLE**

<table>
<thead>
<tr>
<th>-t</th>
<th>-d</th>
<th>-id</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>
8. **Voiced VS. Voiceless consonants**

Why do these sounds matter??

9. **Voiceless Consonant Sounds**

Vocal cords not vibrating

\[ p, f, k, s, sh, ch, th \]

For example:

*Stop*, *cough*, *work*, *miss*, *wash*,

*watch*, *bath*
10. **VOICED CONSONANT SOUNDS**

- $b$, $v$, $g$, $z$, $j$, $th$, $l$, $m$, $n$, $r$
- and all vowel sounds are voiced.

Ex: rub, move, raise, judge, breathe, travel, trim, scan, pour, argue

11. **HERE ARE THE RULES**

<table>
<thead>
<tr>
<th>Rule 1</th>
<th>Rule 2</th>
<th>Rule 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Syllable ends with a voiceless sound</td>
<td>Syllable ends with a voiced sound</td>
<td>Syllable ends with /t/ and /d/</td>
</tr>
<tr>
<td>the -ed ending sounds like &quot;t&quot;.</td>
<td>the -ed ending sounds like &quot;d&quot;.</td>
<td>the -ed ending sounds like &quot;id&quot; or &quot;ud&quot;.</td>
</tr>
<tr>
<td>worked</td>
<td>moved</td>
<td>It is pronounced as an extra syllable.</td>
</tr>
<tr>
<td>dropped</td>
<td>returned</td>
<td>Start-ed</td>
</tr>
<tr>
<td>finished</td>
<td>stayed</td>
<td>Divide -d</td>
</tr>
<tr>
<td>divorced</td>
<td>studied</td>
<td>visited</td>
</tr>
<tr>
<td>stopped</td>
<td>married</td>
<td>separated</td>
</tr>
<tr>
<td>laughed</td>
<td>widowed</td>
<td>attended</td>
</tr>
<tr>
<td>coughed</td>
<td>raised</td>
<td></td>
</tr>
</tbody>
</table>
12.

LET’S TRY

rest stay raise demand
cover add

• Student worksheet (Lesson 1, Activity 1) – Individual work/pair-work
Answer keys

PPT slide 7:

### PRONUNCIATION PUZZLE

<table>
<thead>
<tr>
<th></th>
<th>-t</th>
<th>-d</th>
<th>-id</th>
</tr>
</thead>
<tbody>
<tr>
<td>kissed</td>
<td>planned</td>
<td></td>
<td></td>
</tr>
<tr>
<td>liked</td>
<td>used</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>confused</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
PPT Slide 12:

PRONUNCIATION PUZZLE

<table>
<thead>
<tr>
<th></th>
<th>-t</th>
<th>-d</th>
<th>-id</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>stayed</td>
<td>rested</td>
<td></td>
</tr>
<tr>
<td></td>
<td>raised</td>
<td>demanded</td>
<td></td>
</tr>
<tr>
<td></td>
<td>covered</td>
<td>added</td>
<td></td>
</tr>
</tbody>
</table>

Student worksheet Activity 1:

- t  - d  add a syllable -id
watched answered afforded
stopped saved painted
parked showed flooded
mailed sounded
caused wanted
used recorded
needed
Student Worksheets

You can find all exercises referred in each lesson in this part of the guidebook. Feel free to add more

Lesson One

Activity 1:
Change the following verbs to the past tense. Next, fill in the chart by placing the past tense verbs in the correct columns according to how they are pronounced.

<table>
<thead>
<tr>
<th>afford</th>
<th>paint</th>
<th>flood</th>
<th>sound</th>
<th>answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>watch</td>
<td>stop</td>
<td>want</td>
<td>park</td>
<td>record</td>
</tr>
<tr>
<td>show</td>
<td>need</td>
<td>mail</td>
<td>cause</td>
<td>use</td>
</tr>
</tbody>
</table>

- t     -d     add a syllable -id