

ENHANCING TEMPLE CHARITY SCHOOL STUDENTS' KNOWLEDGE  
OF VOCABULARY RELATED TO BUDDHISM:  
GOOGLE CLASSROOM EXERCISES



A Thesis Submitted to University of Phayao  
in Partial Fulfillment of the Requirements  
for the Master of Arts Degree in English  
May 2022

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การเสริมสร้างการเรียนรู้คำศัพท์ในทางพระพุทธศาสนาของนักเรียนโรงเรียนการกุศลของวัด  
ในทางพระพุทธศาสนา: แบบฝึกหัดผ่าน Google Classroom



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Title

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Master of Arts Degree in English  
University of Phayao

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**Title:** ENHANCING TEMPLE CHARITY SCHOOL STUDENTS' KNOWLEDGE  
OF VOCABULARY RELATED TO BUDDHISM:  
GOOGLE CLASSROOM EXERCISES

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**Keywords:** Google Classroom exercises, Student, Buddhist vocabulary

#### ABSTRACT

Knowledge of vocabulary is essential for school students with different dimensions so far as learning achievement is concerned. Charity school students are required to know Buddhist vocabulary knowledge as their learning context is related to Buddhism. The purposes of this study were to: 1) compare the vocabulary learning achievements of the charity school students before and after learning through the Google Classroom Exercise; and 2) study the charity school students' satisfaction with learning through the Google Classroom Exercise. The population included Grade 11 students at Wisutwittayakorn School. The research instruments were Google Classroom exercises, pretest and posttest, a questionnaire, and interview. The data were analyzed using descriptive statistics, percentage, mean, standard deviation (S.D.), and T–Test. Results indicated that: 1) students' learning achievement after using the exercises showed a significant difference between the means of the pretest and post–test at .005; 2) the average score of students' overall satisfaction with the Google Classroom Exercise was at a high level ( $\bar{x} = 4.48$ ). Results benefit learning achievement of Buddhist vocabulary knowledge of schools in Buddhist context in particular and schools in different contexts in general.

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Parwin Utahorn

The image contains a large, semi-transparent watermark of the University of Phayao logo. The logo features a central emblem with Thai script, surrounded by a yellow banner with the text 'UNIVERSITY OF PHAYAO' in English and Thai script.

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## CHAPTER I

### INTRODUCTION

#### **Background and Rationale of the Study**

The English language is a necessary and important form of communication. English has become an international language, which is used for communication in several aspects, such as in business, politics, education, sciences, and technologies. Therefore, the English language is an essential communication tool for people around the world. Most countries in the world recognize English as a necessary and useful communication tool for understanding the vision of the global community and understanding the multiculturalism and perspective of the global society which brings countries together in mutual collaboration.

Thus, English language education is expected to develop learners to have a clear understanding of themselves and others so that they can learn and appreciate the differences between languages, cultures, values, thoughts, communities, economies, politics, and governments. In addition, learners can develop a positive attitude towards using the English language for communication as well as be able to access various bodies of knowledge easily. Finally, learners can also have a vision for living in a wide range of contexts with people from different cultural and language backgrounds.

In Thai society specifically, we can see nowadays that English has played a very important role in the livelihoods of Thai people. Throughout Thailand, English is seen differently in all professions for consumer products, product labels, various published advertising media, and several scholarly texts related to tourism, exports, transportation, dealing with foreign countries. Therefore, there are many opportunities for Thai people to use the English language in a variety of contexts. It may be said that individuals who have a good command of English have an advantage over those who have limited knowledge of English. More importantly, the career path is open significantly wider for those who know better English.

Thailand is one of the most popular tourist destinations in the world, according to the UN travel agency. Thailand continues to position itself as a destination for travelers, and stays in the top 10 destinations, according to a recent report by the UN travel agency Marukatat (2018, Online) which included a list of popular tourist attractions, particularly

cultural and religious places. Religious sites in Thailand are the most popular among tourists, both Thais and foreigners, who generally visit for different purposes. A current trend in tourism is Buddhist tourism, which is popular among Buddhists who want to perform Buddhist rituals, and also popular among non-Buddhists, who visit religious sites to appreciate arts and culture. Buddhist tourism means traveling for learning and practicing according to the right path in Buddhism, for developing one's thinking on how to live right according to Buddhism, creating a human relationship with the environment, and creating peace and harmony among other people and the world. Presently, there is a trend of Buddhist tourism throughout countries in ASEAN. Silawanna (2007) points out that essential elements or components of Buddhist tourism are tourists' intention, faith in Buddhism, and readiness of tourists, both physical and mental, to participate in activities arranged in Buddhist tourism. According to PhraSutheeweerapandit (Abhakaro) and Phrabaidika Sanya Abhivanno (Sodprasert) (2016) the Buddhist and cultural tourism industry in the ASEAN community has a growing tendency and high potential. The places and peoples which are popular for Buddhist tourism have specific features, lifestyles, communities, and cultures that attract tourists. Proper promotion from the public sector in Thailand will trigger the development of Buddhist tourism and link it with other tourism networks in the country and lead to sustainable community development.

Nowadays, more and more Thai people learn English since learning English is considered to be a method of communication for a wide range of occupations. Therefore, schools and institutions have organized the teaching and learning of English to meet this need. The teaching and learning of English are also strongly linked with other countries that use English for international communication. Every country needs to connect with other countries for their development in business, commerce, education, science and technology, and various forms of entertainment. English is therefore a necessary communication skill for all of these purposes Boriboon (2011, p. 30)

In the Thai education system, according to the 2008 core curriculum of basic education, learning a foreign language such as English consists of four strands: 1) language for communication, 2) language and culture, 3) language's relationship with other subject groups and subject matter, and 4) language's relationship with the environment and the world

from the perspective of the learners. English remains a universal foreign language and is the center of many schools' foreign language education.

The Thai education curriculum emphasizes four main skills for junior high school students. These four main skills are: listening, speaking, reading, and writing with a focus on subject-matter communication about a variety of topics, such as oneself, families, education, community, food, drinks, leisure time, recreation, health, welfare, buying, selling, bargaining, weather, school, jobs, travel, hospitality, places, language, science, and technology. The curriculum requires junior high school students to possess a vocabulary of approximately 2,100–2,250 words consisting of mostly abstract vocabulary (Academic and Educational Standards Office of the Commission for Basic Education, Ministry of Education, 2009, p. 7).

Learning a language, no matter what language it is, requires that learners become proficient in the language itself in terms of the structure of sound, vocabulary, and language. All languages have the same essential elements: sound, vocabulary, and grammar. Learning a language allows learners to improve and develop their understanding of the specific language in terms of its unique structure and use. While vocabulary is just one element of a language, it is the most important one because it is foundational in the practice of all four skills, especially for achieving a high level of reading ability the meaning of words in the target language is also critical in the teaching of foreign languages because vocabulary knowledge allows students to use and remember the language forever. Therefore, when it comes to teaching the English language to students, teachers should not ignore teaching vocabulary, as it is an important element in learning any language. Knowing and using properly a wide range of vocabulary is one way by which learners show their success in the language. Moreover, basic vocabulary knowledge facilitates all four language skills. Learners who lack or misunderstand vocabulary will be unable to understand any material that they encounter. This will unfortunately lead to students' failure to become proficient in the language.

While the current social trend among members of ASEAN supports the policy that English is the common language for communication among member countries, the Thai Ministry of Education aims to improve the teaching of English by incorporating it into various subjects such as social sciences, sciences, and mathematics. This will encourage Thai students as citizens of the ASEAN community to interact and communicate with their

international peers successfully (Office of the Education Commission for the Recovery Ministry of Education, 2011, pp. 20–21). The government of Thailand also wants to promote English as the second language of industry and intends to promote English as the second language of education in Thailand in 2022. However, the majority of Thai people throughout the country, are using very little English.

Currently in Thailand, teaching English as a foreign language means teaching English only in the classroom. Similarly, in many countries, English is taught under more favorable conditions. Mayora (2006) Thai students are often unable to find opportunities to use English after leaving the classroom. Boriboon (2011, pp. 29–30). In addition, several studies indicate that Thai high school students encounter a number of problems with learning English. For example, According to Rodkhum et al. (2016) the underlying problem with learning the four skills is difficulty with vocabulary due to a lack of vocabulary knowledge. This is one of the reasons why students are not successful in learning English in the Thai education system. The results of monitoring the use of the core curriculum of basic education indicated that most of the processes of learning management were unable to improve the learners to achieve the quality purposes of the curriculum.

For this current study, one of the goals of the report on the students' learning achievement is the ability to use English for communication and the four skills of listening, speaking, reading, and writing (Office of High School Administration, Office of the Basic Education Commission, Ministry of Education 2019, p. 7), which is consistent with the National Basic Educational Test (O–NET) score of the lower secondary 3 students in the academic year 2019 and the mean learning standard of students. The learning standards of the school in this study, Wisutwittayakorn School, should urgently be improved because the average scores of students at the school are lower than the national average scores. For example, the students' average scores of an English subject divided into four strands in O–NET are less than 50 percent. In Strand F.1.1: Language for communication, students' average score is 26.19. In Strand F.1.2: Language for communication, the students' average score is 28.57. In Strand F.1.3: Language for communication, students' average score is 21.98. In Strand F.2.1: Language and culture, students' average score is 14.29. (The result of O–NET on Mathayomsuksa 3 students of English subject, Wisutwittayakorn School 2020). We can

also see from the findings reported in academic year 2012 that the scores of the Ordinary National Education Test (O-NET) of the secondary school level 3 at Wisutwittayakorn School were below 50% (Information of Wisutwittayakorn School, 2012, pp. 3–6). Both of these average scores taken at different time periods show the urgent need for improving the learning standards of Wisutwittayakorn School.

The researcher also found that the main problem with the low scores on the Ordinary National Educational Test, or O-NET, is likely due to poor vocabulary skills. Based on the comments of the students at level 3 of Mathayomsuksa, the researcher, who teaches vocabulary at Wisutwittayakorn School every academic year, finds that the students consistently report vocabulary related problems taking the O-NET test. After testing, the students commented that they did not know the English language, could not interpret the questions, could not understand the questions, and could not guess the keywords in each test item. This is an indication that the students' vocabulary memory was very poor. Even after in-class revising or dictating, students cannot memorize the words that they have learned. The results also showed that the students did not remember the vocabulary that they learned in classes. As a result, less than half of the scores were below 50 percent, which greatly affected the progress of teaching and learning activities. This situation leads the students to not improve their listening, speaking, reading, and writing skills. If students do not know the vocabulary words, they cannot read and interpret the meaning of a sentence or longer passage, which can lead to failures of their learning and confidence in using English for communication in daily life.

One of the most significant problems for Thai students in learning English for communication is the lack of sufficient teaching materials and technology support. These long-standing problems can be solved with today's educational technology that helps students improve their communicative English skills, even outside the classroom, and is suitable for students who are classified as Gen Z, defined as a group of people who grow up with regular use and expansion of digital technologies Hiranponga Pasu Decharinb and Thawesaengskulthai (2016).

From the above circumstances, the researcher was interested in applying educational technology as a method of communicative language teaching (CLT), as it was broadly accepted

and in line with the policies of the Ministry of Education. International educators commonly accept educational technology as a way of growing the language skills of students, in other words, helping students communicate better Li and Song, (2007). According to Mayora (2006) multimedia technology can be used to overcome difficulties in EFL contexts, such as in large classes or mixed-ability classrooms.

The Google Classroom app, one of the applications in the World Economic Forum on Google Apps for Education indicates that it allows students to take part in up-to-date class activities or work on assignments. Google Apps for Education is also a digital tool that helps students to continuously develop their documents, tables, and slides. Online communication has become increasingly useful in recent years as it allows students to help each other at any time. It is also a tool that helps teachers manage class-building and assign exams. In addition, teachers can grade students' work, check whether or not students have completed their work by the scheduled due date, and can comment on students' work directly. Learners can view class contents, track assignments, and review their performance. Importantly, learners can learn anytime and anywhere, as the application can be used and expanded as an add-on to classroom teaching. The target user for the application includes school teachers, educational service area teachers, and/or interested people in general.

The Google Apps for Education was used by 16 million students from 146 countries in 2011. In Thailand, Khon Kaen University was the first Thai university to engage in this experiment using Google Apps for Education (Valaya Alongkorn Rajabhat University, Office of Human Services and Information Technology, 2015). In addition, several studies Sethrit, 2020 confirmed that the use of Google Classroom improved English language learners' communication skills. The studies also show that the use of technology for English language teaching provided students with enjoyment and satisfaction with the lessons and positive attitudes towards learning English through online lessons Reilly and Kanoksilapatham, 2019. Furthermore, Wat Nai Rong School, 2012 began using Google Apps for Education for teaching and learning English (English Program) by the Ministry of Education's basic education curriculum. In 2012, the school allowed students, teachers, and staff to use Google email under the domain of Schools. The policy was introduced to all teachers to have their teaching and learning websites. Wat Nai Rong School there were two advantages to this policy: teachers

could create content for Thai students, and students could study from any location. In the classroom, it improved the learning experience and could be found on websites such as YouTube.

Regarding the abovementioned importance of vocabulary in English language learning, several studies have shown that employing technology helps speed up the acquisition of essential language skills in students. Technology also makes learning English easier because learners gain more confidence and are able to use their vocabulary skills to form sentences and communicate more successfully. In the present study, the researcher adopted Google Classroom as a platform for students to learn English vocabulary regarding Thai temples and Buddhist monks' daily activities. The students learned and practiced using vocabulary concerning the temple and Buddhist monks' daily activities through five lessons in Google Classroom, adopting Gagne's framework for designing online lessons. Before the study, the students were asked to take a pretest, and then to take a posttest after the completion of the research project. Finally, the satisfaction questions were provided to the students. It was hoped that the students would gain more knowledge of English vocabulary regarding the temple and Buddhist monks' daily activities so that the students could utilize this vocabulary knowledge for their future studies and career. The results of the present study will provide guidelines for Thai English language teachers to apply in other contexts.

### **The Purpose of the Study**

1. To examine the effects of using Google Classroom exercises to enhance the temple charity school students' acquisition of Buddhist vocabulary.
2. To study the temple charity school students' satisfaction with learning Buddhist vocabulary through the Google Classroom exercises.

### **Hypothesis**

1. The charity school students who will be trained with Google Classroom exercises will have higher posttest scores.
2. The charity school students' satisfaction with learning Buddhist vocabulary through the Google Classroom exercises will be at a high level.

## Research Questions

1. Do the Google Classroom exercises have any effects on the temple charity school students' acquisition of Buddhist vocabulary?
2. What is the temple charity school students' satisfaction with learning Buddhist vocabulary through the Google Classroom exercises?

## Scope of Study

### Population

The population of this research included 15 Grade-11 students of Wisutwitthayakorn School, Mueang Lampang District, Lampang Province. The school is a temple charity school under the Office of the Private Education Commission, Ministry of Education. The students enrolled in the 1<sup>st</sup> semester in the academic year of 2021.

### Contents

The contents used in the study involved vocabulary related to religious places and practices including appliances of monks, various daily activities, important days in Buddhism, and some religious teachings.

### Variables

The research variables in this study are divided into two types.

1. Independent variable is Google Classroom Exercises.
2. Dependent variables are students' vocabulary learning achievement and satisfaction with Google Classroom Exercises.

### Duration of the Study

The present study was conducted from February 2021 to October 2021.

## Definition of Key Terms

The key technical terms regarding the present study have been defined for readers to have a clear understanding of these key terms used throughout the thesis. The details of each key term are as follows:

1. Google classroom refers to Google Classroom Exercises for students at Wisutwittayakorn School to learn Buddhist English vocabulary

2. Buddhist vocabulary knowledge refers to the vocabulary related to buildings around the temple, temple accessories, Triple Gems, basic moral principles, and Buddhist monks' life.

3. Students refers to Grade-11 students (2<sup>nd</sup>-year upper secondary school students) at Wisutwittayakorn school, Mueang, Lampang province.

4. School refers to Wisutwitthayakorn School which is a temple charity school, under the Office of the Private Education Commission, Ministry of Education.

### **Significance of the Study**

1. EFL students of the temple charity school will improve their Buddhist English vocabulary knowledge and can communicate topics related to religion and culture in temple contexts.

2. The results of the present study will be the guidelines for improving the learning of Buddhist English vocabulary at the secondary school level using Google classroom activities.

3. The Office of the Private Education Commission and the Offices of Provincial Tourist Authority can apply Google Classroom Exercises in teaching and training students and personnel related to Buddhism or cultural tourism.

4. Teachers of English, in general, can utilize the Google Classroom Exercises to improve their students' vocabulary knowledge.

## CHAPTER II

### REVIEW OF RELATED LITERATURE AND RESEARCH

The literature review in this study covers the following topics:

1. The core curriculum for basic education, 2008; foreign language learning
2. Temple charity school
3. A brief history of Wisutwittayakorn School
4. Definition of Buddhist Cultural Tourism
5. Vocabulary teaching
6. Gagne learning management
7. Google Classroom
8. Satisfaction in learning
9. Previous studies

#### **The Core Curriculum for Basic Education, 2008; Foreign Language Learning**

When discussing a contemporary global society's issue that is related to learning and communication, learning a foreign language is considered extremely beneficial and necessary in today's world, as foreign languages are essential instruments for global communication, education, information gathering, survival, cultural awareness, and vision. Learners of foreign languages gain a better understanding of the world's cultures and views together with the development of international friendships and cooperation by allowing students to better understand themselves and others around the world. This allows them to learn and comprehend distinctions in languages and cultures. Language learners will be able to converse and obtain knowledge in foreign languages more simply and broadly with a life vision Basic Education Core Curriculum (2008, pp. 266–267).

The foreign language included in every educational institution in Thailand is English, which completes the core curriculum of primary education, while other foreign languages, such as French, German, Chinese, Japanese, Arabic, Pali, and languages of neighboring countries, are included at the discretion of educational institutions to plan courses as well as provide learning management where appropriate. The core curriculum for basic education,

2008; foreign language learning can be summarized as shown below Basic Education Core Curriculum (2008, pp. 252–253):

### **1. Contents for Learning Foreign Languages**

The Thai Ministry of Education holds the view that the learning area for foreign languages is designed to allow learners to develop several characteristics regarding foreign languages, namely, a favorable attitude towards foreign languages, the ability to use foreign languages to interact in different contexts, to seek information, to livelihood, and to pursue further education at higher levels. Therefore, learners are expected to gain experience and comprehension of the international community as well as cultural diversity, and to be able to communicate Thai ideas and culture creatively to global society Basic Education Core Curriculum (2008, p. 266). Key content includes:

**1.1 Language for Communication:** use of foreign languages for listening, speaking, reading, and writing, exchanging data and knowledge, expressing feelings and opinions, translating, presenting data, concepts, and views on different topics, and establishing effective interpersonal relationships.

**1.2 Language and Culture:** use of foreign languages harmonious with the culture of native speakers; relationships, similarities, and differences between languages and cultures of native speakers; languages and cultures of native speakers and Thai culture; and appropriate application.

**1.3 Language and Relationship with Other Areas of Learning:** use of foreign languages to connect knowledge with other areas of learning, building the foundation for further growth, finding information, and broadening the world views of learners.

**1.4 Language and Interaction with the Community and the World:** use of foreign languages in different contexts, both in the classroom and in the outside environment as well as in global society, as a basic tool for further education, living, and learning communication with the global society.

### **2. Learners' Quality**

Learners can communicate about themselves, their families, schools, the world, food, free time and leisure, health, and welfare, buying and selling, atmosphere, education and jobs, travel facilities, locations, language and science, and technology with a base

vocabulary of about 2,100–2,500 words using foreign languages focusing on the four main skills of listening, speaking, reading, and writing Basic Education Core Curriculum (2008, p. 271).

### **Strand 1: Language for Communication**

Standard F1.1: understanding and ability to understand what was said, and reading from different types of media, and being able to articulate thoughts with clear logic.

For M.2 or Grade 8, grade level indicators consist of: (1) act by demands, directions, clarifications, and clear explanations heard and read; (2) accurately read aloud texts, news, advertisements, and short poems by observing the principles of reading; (3) specify/write sentences and texts relating to various types of non-text reading information; (4) choose the subject and the key concept.

Standard F1.2: providing the language communication skills to effectively communicate an expression of feelings and opinions, as well as data and information.

For M.2 or Grade 8, grade level indicators consist of: (1) converse appropriately to share information about themselves, various matters around them, and different circumstances in everyday life; (2) give commands and provide directions, clarifications, and explanations according to the circumstance; (3) talk and write appropriately to communicate needs, offer assistance, and agree and refuse to assist in different situations; (4) speak and write correctly to request and provide data, explain and express opinions on what has been heard or read; (5) speak and write to express one's feelings and opinions on various issues concerning them and different activities, and provide brief justifications when needed.

Standard F1.3: opportunity to present, by speaking and writing, data and information, concepts, and opinions on different matters.

For M.2 or Grade 8, grade level indicators consist of: (1) speak and write to describe themselves, their everyday lives, experiences, and news/incidents of interest to society; (2) speak and write to summarize the key concepts, subjects, and issues found from the study of topics/news/incidents of interest to society; (3) speak and write to express views on events or different topics of interest to society.

## **Strand 2: Language and Culture**

Standard F2.1: understanding of the relationship between the language of native speakers and community, and the ability to use language suitable for different occasions and locations.

For M.2 or Grade 8, grade level indicators consist of: (1) use of language, tone of voice, movements, and manners acceptable to different individuals and occasions by observing native speakers' social manners; (2) describe native speakers' holidays, important days, lifestyles, and rituals; (3) participate in language and cultural events according to their interests.

Standard F2.2: understanding of the similarities and differences between the language and culture of English speakers and Thai speakers, and the ability to use language correctly and properly.

For M.2 or Grade 8, grade level indicators consist of: (1) compare and explain similarities and discrepancies between the pronunciation of different types of sentences and word order by systems of sentences in international and Thai languages; (2) compare and describe differences and similarities between the activities and culture of English speakers and Thai speakers.

## **Strand 3: Language and Relationship with Other Learning Areas**

Standard F3.1: using foreign languages to connect knowledge with other learning areas, and as a basis for further growth, finding knowledge, and broadening one's view of the world.

For M.2 or Grade 8, grade level indicators consist of: (1) scanning, gathering, and summarizing the data/facts from learning sources relevant to other learning areas, and presenting them through speech/writing.

## **Strand 4: Language and Culture and World Relationships**

Standard F4.1: ability to use foreign languages in different educational, cultural, and social contexts.

Standard F4.2: using foreign languages as basic tools for further education, survival, and cultural exchange with different groups around the world.

For M.2 or Grade 8, grade level indicators consist of: (1) use of foreign languages to perform research, gather and summarize knowledge/different media data and various learning outlets for further education and livelihood; (2) disseminate/transmit to the public information and news about the school in foreign languages.

It can be assumed that the foreign language learning curriculum is a learning material that strengthens the human foundation and provides the opportunity for innovative thinking and working to improve learners with desirable features. The foreign language learning curriculum aims to meet the standards of the curriculum of basic education and to train students to use language for communication and exchange, present knowledge, express opinions, attitudes, emotions, and feelings about different subjects, in both spoken and written form.

### **Temple Charity School**

The Buddhist temple charity school is a network of temple schools across Thailand. It is licensed by Section 15(1) of the Private School Act BE 2525(3). Administrators, operators, and owners are monks or clergy. The schools provide teaching and learning to the public in the areas of science, math, art, and professional levels from early childhood through elementary school, lower secondary, and high school (secondary 1–6). One of the temple charity school's missions is to provide services to the public according to the Buddhist principle of the provision of education, which is considered to be one of the social services of Buddhist monks. Therefore, the Buddhist temple charity school is considered a joint work of education providers that has been undertaken from the past to the present time. Monks who are abbots can operate the school or give land or allow the use of the land of the temple for the establishment of a school (under the administration of a government agency) and establish a charity school affiliated with private education, managed by the Sangha, a Buddhist Organization, and the state to sponsor and support the school. Therefore, the Buddhist temple charity school is classified as one of the services of the Sangha in providing social and public welfare to the people as a place of study for Buddhism.

In 1945, the government of Thailand adopted the regulations of the Ministry of Education in the private school of the temple to allow the temple to play a role in the

education of youth in the form of a private school under the name “The Buddhist Temple Charity School.” The school was allowed to manage teaching from the early childhood level (Kindergarten) to secondary education. There was established a representative of the temple to receive the license, and monks, and laypeople as administrators and managers of school because originally most temples were the center of education. The first Buddhist temple charity school was Suwanrang Sarit Wittayalai School, Muang District, Phetchaburi Province. This school has carried out teaching and learning since 1932, has been managed under the Office of the Private Education Commission, and receives some subsidies from the government. The Buddhist temple charity school is a collaboration between the Sangha and the governmental and public sectors. Its mission is to promote social services and public benefits for the general population.

### **A Brief History of Wisutwittayakorn School**

The researcher performed work for this study at one Buddhist temple charity school, Wisutwittayakorn School. The following is a brief history of the school: Wisutwittayakorn School (Wat Boonyawat Wihan) is located in Wat Boon Wat Wihan, No. 1, Hua Wiang sub-district, Mueang district, Lampang province, Thailand. The school was licensed by the Office of the Private Education Commission on September 14, 1956. The school is known by the founder’s name, Wisutwittayakorn and has the abbreviation WK.

Wisutwittayakorn School (Wat Boonyawatwiharn) is a Buddhist temple charity school established by a committee with the following objectives:

1. According to the national education plan, students can read, write, and understand Thai.
2. Students are responsible persons with moral values and understand their responsibilities to their community.
3. Students have a deep understanding of geography and history with a sense of love for the nation, religion, and the monarchy.
4. Students take a general education course to be able to live a life outside the temple and to act as a base for further, higher education.
5. To provide educational opportunities to monks and novice monks.

### **Definition of Buddhist Cultural Tourism**

Culture is common to people in all societies across the world to preserve their lives, history, and traditions. Issues surrounding culture can be regarded from a variety of perspectives, and many definitions of “culture” have been given in this regard.

According to the Royal Institute Dictionary (2011), the word “culture” is defined as a culture that thrives in a group of people, such as Thai culture, culture in costumes, and ways of life of the group such as folk culture and Hill Tribe culture. The term “tourism” refers to travel for work, leisure, or recreational purposes. According to the world travel and tourism council, “Tourism involves the activities of people traveling to and staying in places outside their normal environment for not more than one consecutive year for recreation, company and other reasons not connected to the exercise of an occupation remunerated from within the place visited”. There are many characteristics of tourism, including ecotourism, historical tourism, ethnic tourism, cultural tourism, adventure tourism, health tourism, religious tourism, etc. The tourism industry is the subset of tourism concerned with the culture of a country or region, specifically the people’s lifestyle in a geographical area, the history of those people, their art, architecture, religion, and other elements that help shape and define their way of life. Cultural tourism includes urban tourism, especially historic or large cities, as well as its cultural facilities such as museums and theatres.

The Thai Ministry of Culture (2011) has defined cultural tourism as a study of knowledge of the places, or areas with significant historical and cultural features, telling stories of social and human development through history. This definition is related to the culture, the body of knowledge, and the values of society, and includes architecture and the natural environment, which can demonstrate the beauty and benefits of nature, as well as reflect the life conditions and well-being of people in each period of time, whether economic, social, or religious.

Apart from the abovementioned definition, other studies define cultural tourism. As traveling to see or learn about a variety of art and culture, such as painting, sculpture, and architecture, including traditions, rituals, festivals, and recreation. Examples of cultural tourism activities are visits to a local handicraft art challenge, listening to local music, participating in religious practices and beliefs, etc. Furthermore, Jittangwattana (2005)

classified cultural tourism into five types: historical tourism, cultural and traditional tourism, rural tourism/village tourism, sport tourism, and cultural health tourism.

Thailand is one of the most popular tourist destinations in the world, according to the UN travel agency. Thailand continues to position itself as a destination for travelers, and stays in the top 10 destinations, according to a recent report by the UN travel agency Marukatat (2018) which included a list of popular tourist attractions, particularly cultural and religious places. Religious sites in Thailand are the most popular among tourists, both Thais and foreigners, who generally visit for different purposes. A current trend in tourism is Buddhist tourism, which is popular among Buddhists who want to perform Buddhist rituals, and also popular among non-Buddhists, who visit religious sites to appreciate arts and culture. Buddhist tourism means traveling for learning and practicing according to the right path in Buddhism, for developing one's thinking on how to live right according to Buddhism, creating a human relationship with the environment, and creating peace and harmony among other people and the world. Presently, there is a trend of Buddhist tourism throughout countries in ASEAN. Silawanna (2007) points out that essential elements or components of Buddhist tourism are tourists' intention, faith in Buddhism, and readiness of tourists, both physical and mental, to participate in activities arranged in Buddhist tourism. According to PhraSutheeweerapandit (Abhakaro), and Phrabaidika Sanya Abhivanno (Sodprasert) (2016) the Buddhist and cultural tourism industry in the ASEAN community has a growing tendency and high potential. The places and peoples which are popular for Buddhist tourism have specific features, lifestyles, communities, and cultures that attract tourists. Proper promotion from the public sector in Thailand will trigger the development of Buddhist tourism and link it with other tourism networks in the country and lead to sustainable community development.

Butthipsakul (2015) there are 5 major elements of Buddhist tourism, which focuses on the following:

1. Architecture and painting
2. Discussions of Dharma or Vipassana (inside meditation)
3. Purchasing talismans
4. Making merit and expelling evils
5. Various activities of the temple, including annual events such as Makha Bucha Day

The above activities are common and familiar to Buddhist tourists as they grow up with these elements in their daily life from a young age. However, foreign visitors need some guidance to know about and understand these elements. For example, foreigners without a tourist guide visit temples alone and want information about the temples and religious activities. Usually there is no one to provide all the information they need, even though some temples might have brochures and pamphlets. It would be useful if Buddhist monks and novices could explain religious and cultural information to the visitors in English. Some of them can converse in English, but they lack specific knowledge of Buddhist and cultural terms in English.

These 5 aspects of Buddhist tourism are a combination of all major Buddhist activities in the development of the mind, emotions, society, and intellect for tourists visiting the temple. If schools and responsible agents like the Provincial Tourist Authority and Provincial Cultural Office see the necessity to arrange a workshop or a short course for religious personnel, this would be a productive way to propagate religious and cultural information to visitors worldwide. Schools themselves can design and create a material package such as a workbook or dictionary for developing religious and cultural vocabulary.

In conclusion, cultural tourism can be defined as the study of historical sites, architecture, and buildings, as well as arts, performance, lifestyle, rituals, traditions, and customs. Buddhist cultural tourism is the study of these features that specifically pertain to Buddhism.

### **Vocabulary Teaching**

When it comes to teaching methods of communication, for hundreds of thousands of years, mankind has evolved instructional styles, whether through symbols, painting, or other means of communication. In modern times, the basis of teaching remains expressing what we are trying to explain to others. Vocabulary instruction is one of the most fundamental approaches used for teaching language in the classroom.

According to Cambridge Advanced Learner's Dictionary (2003), vocabulary means all the words that a person knows in a particular language; a list of words and their meanings, and all the words that exist in a language, or are used when addressing a particular subject. Vocabulary can be described as language terms, including single items and phrases or

multi-word chunks that convey a particular meaning, as individual words do. Vocabulary addresses single lexical items—words with specific meaning(s)—but it also includes lexical phrases or chunks.

### **Importance of Vocabulary**

Lund (2020) emphasizes the importance of vocabulary for reading comprehension, where vocabulary development cannot be overestimated. A robust vocabulary improves all areas of communication—listening, speaking, reading, and writing. Further, she explained the importance of vocabulary below: Vocabulary is critical to a child’s success for these reasons: (1) vocabulary growth is directly related to school achievement, (2) the size of a child’s vocabulary in kindergarten predicts the ability to learn to read, (3) vocabulary helps children to think and learn about the world, and (4) expanding a child’s knowledge of words provides unlimited access to new information.

In English language learning, it is accepted that vocabulary is very important for communication and could be seen as more important than grammar. The linguist Wilkins (1972, pp. 111–112) wrote, “While without grammar very little can be conveyed, without vocabulary, nothing can be conveyed”. This means people need to use words as the basis of expressing themselves in any language. Most learners understand the value of vocabulary. Lewis (1993) went on to claim, “Lexis is the heart or meaning of language” (p. 89). Especially as students gain greater fluency and speech in English, gaining more effective vocabulary skills and developing their vocabulary learning strategies are important for them.

### **Classification of Vocabulary**

First and foremost, before beginning to teach vocabulary, one must consider the classification of terms. Words can be divided into two groups: content words and function words. Content words are based on the definition given in a dictionary, and function words are based on the word’s function in a sentence Saengthanu (1985). Furthermore, English words can be classified into four groups: (1) simple words with free morphemes like a “house” and “copper,” (2) complex words like “lover” and “hopelessness,” (3) compound word like “bedroom” and “bluebell,” and (4) compound–complex words such as “daydreamer” and “forthrightness.” Other researchers such as Limsiri (2010) have classified words into four categories, namely: 1) vocabulary for listening, 2) vocabulary for speaking, 3) vocabulary

for reading, and 4) vocabulary for writing. For all of these classifications, word recognition is very important for learners, as learners who know both words and meaning can successfully reach the goal of learning the whole language. Word recognition for native speakers includes approximately 20,000–100,000 words with unlimited expansion. Richard, (1976); Nation, (1983); Gairns and Redman (1986) have defined word recognition as the ability to pronounce, spell, know when the word is read or heard, recall when it is in used, grammatically use the word, and know word relation in the scope of meaning (antonym, hyponym, synonym, related word).

### **Words for Teaching**

Lado (1986) has suggested that vocabulary words for teaching should be related to learners' experience and interest, and the number of syllables in words should be suitable for the students' age and intellectual ability at their level of education. Gairns and Redman (1986) have classified suitable words to be taught in terms of their occurrence in the textbook, consisting of words in language activities in the textbook, including grammar practice. Also, a class teacher can use the material at the same level from outside.

### **Meaning of Exercises**

In learning, regardless of the subject matter, if the learners are trained often to become proficient, then they will be able to increase their knowledge of that skill. For learning English, it is necessary that the learners practice their skills until they are proficient and actively gain true knowledge and understanding. The exercise is a type of teaching and learning tool which helps learners gain more knowledge and understanding in the lesson, and improves their learning. The definition of the word "exercise" is given by many educators as follows:

According to the Cambridge Dictionary (2020), "exercise" means a piece of written work that helps someone learn something. The Miriam-Webster Dictionary (2020) defines "exercise" as something performed or practiced to develop, improve, or display a specific capability or skill. The Royal Institute Dictionary, BE 2554 (2011) defines the word "exercise" as examples of problems or directions set up for students to practice answering. Chaiwongchan (2010, p. 30) summarizes the meaning of "exercise" as training sets or teaching materials that teachers create-so that students can practice more skills to achieve

knowledge that can then be put into practice and applied for benefits in daily life. Yeedoung (2007, p. 19) states that “exercises” refer to documents or exercises used as a medium for instruction for students to study until they can comprehend and achieve the right idea. Yeedoung (2007, p. 19) also describes “exercise” as an indicator of the amount of knowledge learners gain in the lesson to enhance knowledge and to become more skilled.

In conclusion, it can be said that the term “exercises” refers to teaching materials or activities created to develop a particular skill for the student and used to train the student to increase knowledge and competency according to the objectives set by teachers, and which teachers and learners use to check their understanding of the lesson independently.

### **The Importance of Exercise**

Skill training is an important means of improving student’s learning processes, especially in learning English. Teaching and learning from textbooks alone may not be sufficient for improving English language skills. The instructor must have the learners practice language skills by using skill learning English vocabulary exercises to make them proficient, accurate, and use the language correctly. Many scholars have discussed the importance and benefits of skill exercises as follows:

Chaiwongchan (2010, p. 34) summarized the benefits of skill exercises as an enhancement of language skills and a tool to improve language skills, allowing teachers to see the strengths and problems of students as well as see differences between individuals and the learners’ progress. In addition, skill exercises help teachers and students to save time. The important factor is to help students better understand and be able to review language activities in the exercise by themselves. Chaiwongchan (2010, p. 23) described the importance of the exercise by confirming that it helps learners to practice their learning skills by actively participating in their study, reflecting, answering, and gearing their learning towards becoming proficient in achieving the determined goals of the language. Exercise is important for the development of language teaching and practice. Exercises are one tool that helps students learn quickly. Students practice by themselves Yeedoung (2007, p. 27) and thereby reinforce their individual learning style.

In sum, skill training is important because it helps students improve their language by allowing them to apply the knowledge they have learned to practice their understanding

more broadly. Skill training also creates a valuable language experience in the learners by encouraging them to focus on, practice, and improve their knowledge of and problems with the language.

### **Characteristics of Good Exercises**

To improve the learning of English vocabulary by using exercises, teachers must be aware of the characteristics of good exercises in order to promote successful learning according to the stated objectives. There are many types of good exercises, in which teachers should create appropriate skills training which is in line with the skills needed to practice the learners' level of competence, interest, and age. Characteristics of a good exercise should be as proposed by Sunthornrot (2002, pp. 131–132) as shown below:

1. A good exercise is something that students have already learned and are familiar with.
2. A good exercise is suitable for the age and ability of the learner.
3. There is a brief statement to help students understand how to do the exercise easily.
4. Using the exercise at the right time, not too little or too much.
5. Being interesting and challenging the students.
6. Allowing students to choose both limited and free responses.
7. Including instructions or examples and being not too long and not difficult to understand.
8. Containing many forms of meaning for students.
9. Using the psychological principle.
10. Using language idioms that are easy to understand.
11. Training students to think fast and have fun.
12. Awakening and inspiring students' attention.
13. Being suitable for students' ages and abilities.
14. Promoting self-study.

Further, a good skill-enhancing exercise must be built according to psychology, containing easy language, being interesting, and including many exercises that suit the difficulty, content, and duration of the training Yeedoung (2007, p. 21). There are clear

directions, explanations, and examples that provide various concepts with illustrations Pornsuwantra (1980 as cited in Yeedoung, 2007, p. 21).

Chaiwongchan (2010, p. 31) concluded that the characteristics of a good exercise are that it must be a short and repeatable practice. A variety of forms should be used to make the training effective. There should be clear explanations, simple language, and the time required to complete the exercise should not be too long. A good exercise promotes learning, practice, and improvement. As such, teachers should use the exercises to correct the students' defects. Additionally, a good exercise requires content ranging from easy to hard with a variety of interesting themes, along with short explanations to help students understand, and be suitable for the age or ability of the learner. Time consumption is appropriate, and content is in line with the learned subject. This will help students to be more successful in their studies.

### **Gagne's Theory of Learning Management**

As Gagne's conditions of learning have been introduced since 1985, as evidence of effectiveness, the theory was adopted in several studies. For example, Harpain, Sidabalok, and Cahyani (2019) conducted a study to search for contextual teaching and learning models suitable for developing English speaking skills for first-year students by using Gagne's learning theory. In addition, Rosita, Susan and Mairi (2019) try to describe the phenomena of using Google Classroom by applying Forum Group Discussion (FGD) and the training method adopting Gagne's learning theory. In Mohammed's study (2020), applying instructional technology by following Gagne's condition of learning to language teaching and learning made learners more cooperative and participate in English language classes. In another study, Kusumawati (2020) describes Online Learning (OL) design following Gagne's learning theory to assess speaking performance in ESP classes. In Aiswaryakj and Pai's (2021) study, the possibilities of improving speaking skills among students through a self-made instructional design based on Gagne's Hierarchy of Learning Theory were investigated. It can be seen from the studies mentioned above that Gagne's learning theory is still prevalently used in some studies at present. As such, Gagne's learning theory and Gagne's Hierarchy of Learning Theory were adopted in the present study as a guideline to design the steps

of Google Classroom vocabulary learning exercises as learners can follow from the beginning steps to the end. Each step helped learners to learn from the designed materials meaningfully.

### **Benefit Learning Form**

#### **1. Gagne Classified Eight Forms of Hierarchical Learning, from Simple to Unusual.**

1.1 Signal–Learning is learning that results from an automatic reaction to stimuli outside the mind. Students can not cause the content to fail. This kind of learning stems from the fact that people mix the features of the current stimulus with those of the new stimuli that resemble the original stimuli. Signal Learning is the conditional form of learning for Pavlov.

1.2 Stimulus–Response Learning is continuous learning since the relations between stimuli and responses are different from Signal Learning theory. The learner demonstrates actions because he or she is validated by doing so, according to Thorndike’s coherent learning theory and Skinner’s conditional learning theory. After all, the learner is in control of his or her behavior. Stimulus–Response Learning claims that learning is the action the learner proactively does, without waiting for external stimuli. Learning is an action conveyed by the inner stimulus of the learners themselves.

1.3 Chaining is learning that connects sequential stimuli to responses. Chaining is a behavior that involves motion and movement.

1.4 Verbal Association is a form of learning similar to continuous associative learning, and is based on the use of language and sensory awareness.

1.5 Learning the Difference, or Discrimination Learning, is learning wherein learners perceive differences between the objects of study. These differences depend particularly on the nature of the object.

1.6 Concept Learning is learning based on the recognition of the same or different characteristics where students associate the same or different stimuli, as well as extend their exposure to new topics beyond what they previously learned.

1.7 Rule Learning is learning to integrate or link two or more principles and set them up as laws. Learners then understand these laws and use them in various circumstances.

1.8 Problem-Solving is learning based on problem solving through the application of laws. Such learning is a mechanism that takes place within the learner. It entails the use of advanced rules to solve very complicated problems, and this concept can be applied to similar situations.

## **2. Gagne's Learning Ability**

Gagne divided the human capacity for thought into five categories:

2.1 Verbal knowledge is the capacity to remember memory-dependent facts and the ability to recall.

2.2 Intelligence quotient (Intellectual Skills) or cognitive skills is the brain's capacity to think and reason by the use of facts, experiences, knowledge, and ideas in different fields; it is basic learning which ranges from simple skills to more complicated skills. The most critical intelligence skills to be educated are Discrimination, Concrete Concepts, Established Concepts, the understanding and use of laws, and problem solving.

2.3 Cognitive strategies are mechanisms that regulate learning, selection, perception, and information extraction within the human brain. The initial knowledge and insight emerge from anyone who has strategies based on high thought. These are strategies for successfully leveraging the cumulative information, memory, understanding, and experience, and for being able to solve problems in various circumstances as well as being able to solve problems creatively.

2.4 Technical skills are the ability to learn or use different bodily limbs while conducting different tasks. People with good motor skills exhibit quick, agile, and correct movements.

2.5 Attitudes are emotions about situations that influence the individual's choice or desire to do something or not.

## **3. Gagne's Learning Elements**

Gagne's Theory of Learning states that learning has three components:

### **3.1 Principles and Concepts**

There are five types of human learning outcomes or competencies:

3.1.1 Cognitive competencies (Intellectual competencies) consist of classification, conceptualization, rule generation, process formation, or advanced laws.

3.1.2 Cognitive strategy

3.1.3 Verbal information

3.1.4 Motor skills

3.1.5 Attitude

3.1.6 Human learning and the method of memorizing. Human beings have a method of storing knowledge in the brain. People depend on this stored knowledge to decide to do something. While the brain has a process of manipulating this information, events in the environment outside the human body can affect or hinder the internal learning process.

Therefore, Gagne proposed that the requirements for teaching and learning should be adapted to each form of learning with different characteristics by setting external conditions to facilitate the internal learning process of the learners.

### **3.2 Objectives of Gagne's Theory of Learning**

To help the learners easily understand new material and recall what they have been learning for a long time.

### **3.3 Teaching process**

Gagne has adopted the teaching and learning paradigm focused on the concepts of content design and the structure of immersive learning. His nine foundations of teaching are:

3.1.1 Gain Attention

3.1.2 Specify Objective

3.1.3 Activate Prior Knowledge

3.1.4 Present New Information

3.1.5 Guide Learning

3.1.6 Elicit Response

3.1.7 Provide Feedback

3.1.8 Assess Performance

3.1.9 Review and Transfer

## Google Classroom

### Definition of Google Classroom

At present, online digital media are structured for learning and teaching and contain learning platforms that facilitate learning by being inspiring and dynamic. One of the best online classroom management systems available is Google Classroom. Many educators define Google Classroom as follows:

Saeng and Virojwan (2015, p. 2) stated that Google Classroom refers to the Google Apps for Education platform, an online suite of productivity-enhancing resources. Google Classroom is designed to help teachers generate and collect assignments without paper waste. This platform keeps students and teachers organized by tracking all assignments that are due on the task tab. Each student can access Google Docs, which contains documents and files for each task. Teachers can see at a glance which assignments students have completed or skipped, and get instant feedback and instant ratings about their Google Classroom class.

Sittiwaha and Chuthong (2015, pp. 1–38) defined Google Classroom as a combination of Google's existing services, such as Drive, Docs, and Gmail. It is viewed as a single, all-in-one framework and a platform for teachers to effectively benefit from the compilation of their students' works. Google Classroom also allows students to submit assignments online immediately, while teachers can review assignments and provide feedback in real-time. Teachers can add students to the class by creating a page in the classroom, or by sharing a code with a group of students.

Singsungnern and Jeerungsuwan (2015, pp. 14–20) described Google Classroom as a set of programs developed by Google that support effective teaching and learning in the classroom by being based on the concept of teachers and students working together. It is a networked model of teaching in which teachers can conduct all tasks or assignments entirely online. Homework is sent to learners via email, which saves paper resources. Students can log in to complete their homework and then submit it to the teacher. Teachers can easily monitor assignments by monitoring the students' online status. Furthermore, Google Classroom incorporates online chat features, enabling students to ask questions about assignments immediately.

Wongpracha (2018, pp. 32–33) noted that computers are a crucial tool for teachers with an educational outlook in the 21<sup>st</sup> century. Computers allow teachers to access learning materials, prepare curricula, assign and check homework, and communicate with parents. Using computers in education provides learners with many valuable 21<sup>st</sup> century skills.

In summary, the “Google Classroom Program, part of Google Applications for Education” is a free, productivity-enhancing suite of educational facilities designed to help teachers create and collect work without paper waste using time-saving features, such as the ability to easily copy and send documents to each student via Google Docs. The system creates folders for each assignment and for each student to keep everyone in the class organized. Teachers can manage their classroom entirely online by reviewing student names, submitting assignments, recording grades, testing, and communicating with students. Students can keep track of assignments and due dates on the teacher assignment page. Teachers can see at a glance which students have completed or missed tasks, and can provide instant feedback and instant grades. Studying the consequences of Google Classroom, researchers will infer that Google Classroom is one of Google’s online resources, an online classroom management system.

### **Benefits of Using Google Classroom**

Online classroom management systems are continuously being developed to enable teachers to handle online teaching and learning more effectively. Therefore, teachers need to consider Google Classroom’s advantages for successful classroom applications. Wongpracha (2018, pp. 34–35) describes the advantages of Google Classroom as follows: explains the benefits of Google Classroom as follows:

1. It is simple to install and access. Teachers can directly add students or share a code for students to enter the class.
2. It saves time by allowing instructors to develop, review, and grade assignments as quickly as possible, and without wasting paper.
3. It helps maintain organization so that students can view all of their work on the assignments page, and all class material is stored automatically in a Google Drive folder.

4. It facilitates communication by allowing teachers to send announcements and begin class discussions immediately. Students can share resources, or answer questions in a real-time chat thread.

5. It is economical. All services provided by Google Apps for Education are free for schools and do not contain advertisements.

6. It is safe. Google servers are automatically backed up and protected by a privacy system that blocks intrusion and identity theft. Educational institutions may acquire ownership of their data.

7. The system can be accessed anytime and anywhere via the cloud from all types of technology devices.

8. Learners and teachers or teams can work together, and they can work in real-time, which expedites sharing of information and knowledge.

9. Work performance is easy and fast, allowing students to work together on the same task and set the time for submission.

10. It saves the cost of developing education technology by not requiring schools to purchase hardware and software. It thereby decreases the costs of using education technology, as well as calculates the environmental effects of this technology use.

By examining these advantages of Google Classroom, it can be seen why Google Classroom is currently the most popular system for online classroom management.

In the educational environment of today, Google Classroom is a useful medium of contact between teachers and learners and between learners and learners, who can learn anywhere and anytime they want. Google Classroom is also beneficial for Thai teachers and learners in the Thai education system.

### **Using Google Classroom to Improve Teaching and Learning**

There are many kinds of education systems and software nowadays that promote teaching and learning. Google Classroom is the main gateway for developing educational experiences that can strengthen learning through the use of resources that support teaching and learning and are responsive to and compatible with the learning patterns of today's students. The researcher has defined the resources on the Google Classroom as follows:

1. Gmail is Google's electronic mail (E-mail) sending service. Gmail is the most powerful e-mail service under the Gmail domain, with quick uploading and download of files. For regular users, up to 15 gigabytes of space are available. It provides a user-friendly menu, reliable privacy protection, and can be used for teaching and learning by enabling students to submit assignments via email.

2. Google Drive is an online storage service that allows users to upload a variety of files such as documents, videos, images, program files, and so on to the Google Drive server. 15 gigabytes of space are available free to general users. If the user wishes to increase the capacity, the storage space can expand to 1 GB&TB for a free. Teachers can back up their data and teaching materials to Google Drive by sharing a link to the material with students and colleagues.

3. Google Calendar is an online calendar service that provides online organization of work schedules, appointments, and meetings, and allows for sharing of schedules. Teachers can use Google Calendar to create a timetable of due dates so that students can prepare their submissions on time.

4. Google Docs is an electronic document service that facilitates student work and allows for close collaboration among teachers and educators. This service enables users to access the same online document simultaneously, print or share the document, and edit or add to the document. Users can see the contributions of others in the group, and students can see the answers of their classmates.

5. Google Sites is a free service that allows teachers to build a personal website easily and quickly. A menu for the creation of educational websites is given. Teachers can insert video files, images, documents, and worksheets to allow students to complete activities at no cost on the teacher-created website.

6. Google Forms is a tool for developing quizzes, tests, and questionnaires on a network that allows a variety of questions and responses to be allocated to avoid plagiarism of students' answers. The score of the exam is automatically counted by the computer system, and the test scores are emailed to the student. This electronic service reduces paper use in classrooms by making quizzes, tests, and questionnaires entirely digital.

Given that Google Classroom currently offers such a broad network of learning management, several universities and schools use Google Classroom to manage their online classes. Suwanchart (2016 as cited in Wongpracha, 2018, p. 36).

Form the above in conclusion, such applications as the ones explained above show that Google Classroom is an effective online classroom management system that offers a variety of services such as Gmail, Google Drive, Google Docs, Google Calendar, Google Web, Google Forms, etc. Google Classroom is a robust and free learning management system that has led many of Thailand's universities and schools to embrace Google Classroom to develop their classrooms further. Using Google Classroom promotes the simultaneous growth of teachers and learners around the world while fulfilling the Thai Ministry of Education's vision for fostering 21<sup>st</sup> century learning management.

### **Design Principles for Google Classroom**

There are various aspects to consider when creating a Google classroom. The researchers in this study used Gagne's principle to design a hierarchical teaching model that attempts to blend the teaching and learning environments. Gagne's principle describes two different types of learning: learning outside the learner vs. learning within the learner. The former is a process of learning outside is linked to learning within processes, while the latter is a process of internal learning that takes place within the student. As Gagne demonstrated, brain functioning is akin to how a machine functions.

In a teaching management system Gagne proposed a nine-step teaching method that should align with the learning process:

Step 1 This step draws scrutiny and creates interest. This is the stage that keeps the learner engaged in the lesson as a form of encouragement that derives from both the external rewards and from the student him- or herself. This stage consists of conversation techniques, asking questions, guessing issues, or providing different materials that inspire the learners to be alert and interested in learning.

Step 2 Consists of telling the learners about the goals or results that will be obtained from the lesson, particularly so that the learners can see the benefits of engaging in the lesson. It helps students to prepare for their studies, and helps teachers follow the route that leads to their destination or goal for the lesson.

Step 3 Helps the learners to recall the requisite prior information. This step is important for linking students to new information, which requires reviewing previous knowledge.

Step 4 Involves presenting the lesson at the beginning of a new teaching exercise using the required teaching materials.

Step 5 Entails directing the learning and lets the student do the task independently. The instructor can recommend ways of doing things, suggest sources of research, and otherwise direct learners to think for themselves and discover information on their own.

Step 6 Consists of taking action as students actively help other learners show actions according to their intent.

Step 7 Involves offering reviews. This is the stage where the instructor offers feedback about whether the learners display the correct results, action, or behavior.

Step 8 Entails assessing purposeful learning behavior. It is a calculation and assessment of how well learners perform based on the lesson's goals. This can be assessed using an evaluation test, performance testing, or interviews, depending on what is to be measured, but the measuring instruments must be consistent, reliable, and accurate.

Step 9 Supports precision and learning transfer. It is a review of past research with the goal of ingraining learning patterns into the learners. This step increases information by giving assignments, reading, or learning more about the information in class.

Gagne further suggested that the learning and memory that occur in the human brain structure is clarified by information system theory: memory is experienced when we obtain information from outside of our brain. Some items are stored in short-term memory, and if that matter is essential, then the brain records it in long-term memory as part of the computer record. The brain will then use this stored knowledge by sending it out in the form of a memory, and then use the information as needed.

In conclusion, Gagne's Theory of Knowledge can be applied to the creation of a Google classroom. Gagne's theory can be used to teach a variety of knowledge, some of which can be very easily understood and does not require deep thinking, while some are very complex and needs to be organized into a structured process of learning, starting with creating interest, telling goals, reviewing prior information, introducing new content,

guiding learning, acting, giving feedback, and checking. This process results in new awareness or action for the learner.

## **Satisfaction in Learning**

### **The Definition of Satisfaction**

Successful teaching and learning requires that the learners be satisfied. Therefore, teacher must study the meaning and principles of satisfaction in order to achieve effective teaching and learning. Many scholars have defined satisfaction as follows:

Saengchan (2015, p. 50) Satisfaction is described as a person's good thoughts or attitude toward the desire to work in a way that motivates them to produce high-quality work. outcomes and achieve the organization's objectives with efficiency and effectiveness. Schermerhorn (1984, p. 230) has commented that satisfaction is a person's level of positive or negative feelings towards different characteristics of the person's job, including assignments, job management, and relationships with colleagues. Thanasuphawatt (2004, p. 158) has described satisfaction as the positive attitude of a person towards his work or activities, resulting in a feeling of enthusiasm and determination to work with good morale, which affect the efficiency and effectiveness of work. Further, these individuals' satisfaction is affected by the success and the goals of their organization. In the context of teaching and learning, satisfaction refers to students' feeling of fulfillment during teaching and learning, with the teacher's performance, and the general mood or conditions of instruction Kaenin (2002, p. 36).

From the definitions of satisfaction mentioned above, the researcher concludes that satisfaction is the person's positive feeling that results from interests and attitudes towards work or activities.

### **Concepts and Theories Related to Satisfaction**

Creating satisfaction in teaching and learning results in a higher level of academic achievement for students. In this regard, educators in various fields have conducted studies and discussed the theory of satisfaction as follows:

Herberg (1959, pp. 113–115) studied the theory of the cause of satisfaction called The Motivation Hygiene Theory, addressing two factors that cause satisfaction:

1. Motivation factors are work-related factors that result in job satisfaction, such as job success, recognition of job characteristics, responsibilities, and career advancement.

2. Hygiene Factors are factors related to the work environment and duties for which a person is responsible, both of which make him or her satisfied with work. These factors include salary, the opportunity for career advancement in the future, status, working conditions, professional relationships, etc.

In an academic setting, satisfaction with teaching and learning activities is important for motivating students to do assignments or to fulfill their objectives. Teachers, who in the current state of education serve primarily as facilitators or advisors, must consider student satisfaction with learning. Naweekan (1998) defined two basic concepts of satisfactions follows:

1. Satisfaction leads to improved work efficiency by responding to the needs of the workers until these needs are met, thereby motivating them to increase their productivity to a greater degree than those who do not get their needs met.

2. Good performance leads to further satisfaction, and the relationship between satisfaction and performance is also linked to other factors, such as appropriate compensation. In the end, satisfaction with work results in a motivating response in the form of rewards. This is divided into internal rewards and extrinsic rewards through recognition and fair compensation. The job satisfaction of workers is determined by the difference between work conditions and actual rewards. Also, awareness about the fairness of the rewards naturally produces satisfaction Naweekan (1998, p. 119).

From Naweekan's concepts above, teachers who want to be successful in student-centered teaching and learning activities and meet student satisfaction must consider the classroom atmosphere and conditions, as well as use teaching and learning materials that are conducive to learning, and provide students with incentives for completing activities until the course objectives are achieved. When satisfaction is applied in this way in teaching and learning, internal rewards result from students' feelings about themselves, such as the feeling of success experienced when they overcome various difficulties and can complete all tasks. These feelings make them proud, confident, and encourage them to be successful. As for external rewards, such as praise and compliments from teachers, parents, guardians, and achieving suitable levels of achievement such as good grades,

these are more motivating than internal rewards for being actual results that students can utilize for further learning and success.

### **The Benefits of Satisfaction**

Many researchers have defined the advantages of satisfaction in learning. The following examples were provided as part of this study.

Wong–Anurot (1996, pp. 141–143) stated that learning satisfaction is important to work, responsibility, reaction, and motivation for learning. Chuchai (1998, p.10) explained that satisfaction is fundamental and useful in teaching and learning because when students are satisfied with their studies, they are motivated to study hard and be diligent in their studies, having fun and doing creative initiatives in their studies, as well as achieving high academically. On the contrary, if students are not satisfied with their studies, that is often the cause of their lack of understanding and leads to low learning achievement. Saiyot and Saiyot (2000, p.54) described satisfaction as an abbreviation for feelings that include behavior. If a student says he/she is satisfied with their study, this means that the student loves and enjoys studying, and does many things in their study. Satisfaction is also used to determine the cause of a person's behavior towards other people, work, learning, or other activities. People's satisfaction can promote or hinder their expression in social situations.

From the above ideas, it can be concluded that the learners' satisfaction in learning is crucial for successful learning. If the learners are satisfied with the lessons, they will become more enthusiastic about their studies, work, creativity, interest, and value of learning, resulting in higher learning achievements.

### **Creating Satisfaction in Lessons**

Chinprakhon (2004, p. 38) described the satisfaction of a lesson as follows:

Satisfaction is very useful in learning because if students are satisfied, they are more interested and willing to study and participate in activities, and they will be more successful in their studies. In organizing teaching and learning activities, teachers should consider the interests and differences between students in order to encourage them to be satisfied. Therefore, creating satisfaction in the lesson can be done as follows:

1. Consider the interests, instincts, and curiosity of learners, by bringing stories or new things to them.

2. Create fun lessons using interesting teaching materials or teaching techniques.
3. Make the lessons clear by using simple words and/or focusing on concrete details rather than abstract ones.
4. Allow students to comment on learning activities or encourage students to participate in learning activities by finding various tools to support teaching settings.
5. Make the surroundings more interesting, such as by using exhibitions, discussions, organized communities, and book displays.

Chinprakhon has further suggestions on how to create interest are as follows:

1. Construct basic knowledge of a subject for students.
2. Organize lessons to suit the students' learning ability.
3. Arrange activities for learners to accomplish tasks in a reasonable time.
4. Advise learners of their progress, which encourages them to study and become more interested in learning.
5. Explain the most interesting points of the subject.
6. Organize pleasant and comfortable learning conditions.
7. Focus on creating a good attitude towards the subject.
8. Provide appropriate teaching equipment and materials.
9. Encourage students to participate in activities as much as possible.
10. Organize lessons that are meaningful for the learners' lives.

In conclusion, giving learners satisfaction in learning is the obligation of the teachers. Creating satisfaction can be accomplished by recognizing the differences between students, providing materials, developing an atmosphere that is conducive to learning, organizing a variety of learning activities, and encouraging student participation.

#### **Satisfaction Assessment Form**

To measure whether a person feels satisfied or unhappy with the learning environment, a tool that assesses their attitudes is required. In this regard, many scholars have described methods for assessing satisfaction as summarized below:

Sansanayut (1999, pp. 66–71) recommended assessing satisfaction with a questionnaire that uses a 5–point Likert rating scale with options ranging from most, very, moderate, less, and least, using the statistical method. To include various aspects of

the work in the organization apart from the questionnaire, open-ended questions or free writing are also applicable. Tharaphoch (2003, pp. 76–77) described satisfaction assessment as measuring feelings or attitudes in two different directions, either positive or negative. Satisfaction means that the learners evaluate their feelings in a positive direction. Conversely, the negative direction indicates that learners evaluate their feelings in a bad or dissatisfied way. Measurement of magnitude is a measure of the concentration or intensity of the attitude in a positive or negative direction.

There are a variety of methods of measuring satisfaction, including observation methods, interview methods, and questionnaires, as follows:

1. Observation methods are methods used to check other people by monitoring and taking notes systematically. This is an old method that is still widely used to date, and it is suitable primarily for case studies.

2. Interview methods are methods in which a researcher asks prepared questions of informants to acquire real information from them about their opinions and ideas.

3. Questionnaires entail the use of a well-explained list of questions wherein all respondents answer in the same pattern. This method is often used in situations where a large amount of data is needed from a sample. This is a popular method and is the most common way to measure attitude. A 5-point rating scale developed by Likert is used to measure the participants' attitude and degree of feeling, ranging most, very, moderate, less, and least.

In conclusion, satisfaction measurement is the examination of a person's attitude towards something, and can be measured in many ways, such as observation, interviews, and questionnaires.

### **Previous Studies**

Research conducted by Ruangrong and Wancha-am (2015) concluded that the application of Google apps technology in the development of teaching and learning innovations showed that modern civilization has evolved via the use of technology. To organize and develop the education system, new tools, technology, or communication are extremely important and useful. Many aspects of teaching, such as developing social interactions and satisfaction in learning, are facilitated by technology. Learning management

that focuses on learners is vital for both teachers and students. Teaching via an online network that may be accessed from anywhere and at any time, will show that the online tools and online social interaction have played significant roles in learning management, but the online community that teachers currently utilize may also be able to fulfill less well-known demands or difficulties in learning management. Google apps for education is one of these tools to assist in today's teaching and learning management. It can be used in effective ways to handle various teaching challenges in the classroom. As such, Google apps for education can meet the demands of modern education, which has been entirely transformed in recent years.

Another researcher Kathleen (2016) studied the effects of Google Classroom on teaching social studies to students with learning disabilities. The study involved six seventh graders with learning disabilities who were attending a resource classroom. A single-subject design with ABC phases was used to evaluate their learning outcomes in two areas: knowledge of content and vocabulary words. During the basic phase, students were taught the traditional way of using textbooks. During the intervention phase, students were required to complete various assignments using Google Classroom daily for nine weeks and were assessed by unit tests and vocabulary quizzes using Google Classroom. A survey was given to the students and teachers to evaluate their perspectives about the integration of Google Classroom into social studies instruction. The results showed that all students increased their vocabulary quiz scores but were limited in their content knowledge.

Singhad, Kittiworavej, and Suriya (2018) analyzed the achievement and satisfaction of nursing students exposed to Google Classroom in nursing information technology. The purpose of this quasi-experimental research was to compare the learning achievements before and after using Google Classroom, as well as to study nursing students' satisfaction with Google Classroom. The purposive sampling subjects were 64 second-year nursing students in the Faculty of Nursing at Ubon Ratchathani University who enrolled in the course Nursing Information Technology. The research tools used in this study were lesson plans, pre and post-achievement tests, and satisfaction questionnaires. The data were analyzed by using descriptive statistics such as percentage, mean, standard deviation, and t-test. The results of the research, with statistical significance at the 0.01 level, showed that the

learning achievement of nursing students after using Google Classroom was higher than before using it. The nursing students also indicated the highest level of satisfaction with learning by using Google Classroom.

These results were consistent with Soni, et al. (2018) who also found increased knowledge of SMK Negeri 1 Bangkinang students based on the use of e-learning, blended learning, and Google Classroom. These learning mediums also minimized the use of paper in the teaching and learning process, and reduced costs. This was because the Google Classroom application is easy to use, free of charge, and paperless. Users can use it anywhere and anytime without having to go to a school as in conventional learning and can save paper, which both saves money and reduces impact on the environment. Students only use this application on their smartphones or through their desktop computers. Thus, they use their device more fully and can also gain new experiences with the device's capabilities.

Haniah (2019) stated that her research shows positive outcomes of using Google Classroom on learning social studies, as the use of Google Classroom as a learning medium has a positive impact on students. Students have a new learning experience which is also convenient because they can complete their learning anywhere and anytime without the restrictions of learning only at school. Additionally, there is the potential for both students and teachers to save time because everything is done paperless, and no time is wasted distributing and collecting physical documents. Students can complete their assignments correctly online, making it easier for them to meet the deadlines given. Finally, online learning can be adjusted to suit the students' daily schedule.

Moreover, Nurfalah (2019) study on the optimization of google classroom features noted important impacts on learning in the industrial revolution era 4.0, including:

1. Learning is carried out online by utilizing technology.
2. Learning is not limited by space and time.
3. Students are directly involved in the learning process utilizing the Internet.
4. Learning materials are easily accessible.
5. Students practice data literacy and technology literacy skills.

Educators working to make learning effective and efficient can do so easily using Google Classroom. Indeed everything in today's world is fast-paced, and teachers

and students must master information and communication technology in order to keep abreast of current developments.

In addition, Aldo (2020) implemented a study on the effectiveness of using Google Classroom to teach vocabulary mastery of action verbs to ninth-grade students of MTs al Mina Bandungan in the academic year 2020–2021. The aims of the research were: (1) to find out the difference between student's vocabulary mastery of action verbs before and after being taught using Google Classroom, and (2) to find out the effectiveness of using Google Classroom to teach vocabulary mastery. The researcher used a pre-experimental design in this study. The subjects consisted of 27 participants in total. A pretest and a posttest were conducted to compile the data. The data were analyzed through SPSS 22.0 version for Microsoft Windows and interpreted through the quantitative procedure. The results indicated that the mean score of the posttest, 85.37, was higher than the mean score of the pretest, 43.89. Moreover, the statistical analysis of the mean scores was conducted by using paired sample T-test. The result of the T-test showed that the significant value (sig-2 tailed) was 0.002, which was lower than 0.05, meaning that there was a significant difference in vocabulary mastery scores before and after teaching using the Google Classroom application, suggesting the effectiveness of its use.

Setrit (2021) implemented a study on the application of Google Classroom in communicative language teaching (CLT) to 37 students in Grade-11. This research had four objectives: (1) to develop learning activities for English communicative skills for students in Grade-11, (2) to examine the learning achievement of the learning activities for English communicative skills, (3) to examine the effectiveness index (E.I.) of the students after applying the learning activities for English communicative skills, and (4) to investigate the level of student satisfaction with the learning activities for English communicative skills. The data collection included pretest and posttest, and a satisfaction survey about the CLT lesson plan titled "The World Adventure" on the Google Classroom application. The research results found that the lesson plans on Google Classroom greatly contributed to the improvement of the students' communicative skills, particularly speaking. Students commented on the satisfaction surveys that using their cell phones in the class activities made them enjoy and feel satisfied with the lesson. Moreover, online tasks offered students the

opportunity to learn outside the classroom, and made them more confident and enthusiastic to use English compared to learning in normal classrooms.

Taebenu and Katemba (2021) conducted a study on vocabulary enhancement through memories using Google Classroom. The purpose of their study was to discover a significant difference in vocabulary enhancement between females and males using Google Classroom and Memrise (memories), a vocabulary. This study employed a quantitative research method and a comparative design with pretest and posttest. The sample size for this study was 40 students in the experimental group were taught using Memrise in Google Meet and doing the activities and uploaded their homework and their result was through Google Classroom. The students were divided into two groups of 20 female and 20 male students. The results of this study showed that both groups of students enhanced their vocabulary ability, but the female group showed a significantly higher enhancement compared to the male group. Results further showed a significant difference in vocabulary enhancement between students who were taught using Memrise through Google Classroom in the female and male groups. In summary, the findings indicated that Memrise was effective in helping students to enhance and enrich their vocabulary. The results of the data analysis reveal that both groups have improved their vocabulary. It shows from the pre-test of the female group mean score is 83.7500 and has increased to 95.4000 while the pre-test in the male group's mean score is 80.5000 and has increased to 89.0000. Both groups indicate that there is an increase in vocabulary enhancement but, the female group result shows a significantly higher enhancement compared to the male group. That has answered the research question on Which group among the female and the male group has a higher vocabulary enhancement score? So, it can be said that the Memrise application is more applicable in the female group because the value score of the female is higher than the male. It can be concluded that these strategies have positive results since the strategies are increasing in enhancing the students' vocabulary.

In addition, Prommated (2006) conducted a study on vocabulary knowledge and reading comprehension using Google Classroom with Mattyomsuksa 4 students, comparing the students' English vocabulary knowledge and reading comprehension before and after they were taught through the use of lexically based language teaching. The target group

was 39 Mattayomsuksa 4 students who enrolled in an English reading and writing course (English 41101) for the duration of 21 class periods in the first semester of the academic year 2006 at Hang Dong Ratrath Uppathum School, Hang Dong District, Chiang Mai Province. The target group took English vocabulary knowledge and reading comprehension tests before they were taught through the use of lexically based language teaching, then tested again after they had finished all 21 periods of the course. The data were analyzed by using percentage, mean, and standard deviation. The findings of the research indicated that students had higher English vocabulary knowledge and reading comprehension scores than before the pretest.

Yeedoung (2007) employed spelling exercises via Google Classroom for one Prathom 3 student with borderline intellectual functioning and compared his spelling pretest and posttest scores. The subject for the study was one Prathom 3 student with borderline intellectual functioning who was studying in the second semester of the academic year 2006 at Banrimtai School, Mae Rim district, Chiang Mai province. The research instruments were 16 spelling exercises and 16 teaching plans administered over 16 lessons. Several types of activities were included in the lessons, and each activity was practiced multiple times to develop the student's word spelling skills. In addition, 16 tests were administered after each lesson, and a spelling test administered before and after the implementation of the exercises. The findings indicated that the spelling exercises were suitable for the time and interest of the student. The student's posttest mean spelling scores were 85.00, having increased from a mean score of 42.50 on the pretest.

Limsiri (2010) conducted a study on English vocabulary knowledge and retention through the use of Google Classroom with the goal of comparing English vocabulary knowledge, retention, and opinions of students taught through the Direct Approach and Indirect Approach. The subjects consisted of 42 Matthayom Suksa 2 students enrolled in Fundamental English II (E 21102) at Panpalan School, Maehongson, in the second semester of the academic year 2010. The subjects were randomly sampled and divided into two groups: a control group and an experimental group. Each group consisted of 21 students. The control group was taught through the Direct Approach while the experimental group was taught through the Indirect Approach. The results of the study showed that the mean scores of the students

taught by the Indirect Approach was significantly higher than the mean scores of the students taught by the Direct Approach at a significance level of 0.01. The consistency mean score of the students taught by the Indirect Approach was also higher than the score of the students taught by the Indirect Approach at a significance level of 0.01. Further, the average score of students' opinions of the teaching by both Direct and Indirect Approaches at a significance level of 0.01.

Aningrum and Al-Baekani (2021) a widely accepted belief is that vocabulary is essential to various English skills. In the midst of the Covid-19 pandemic, schools use a wide range of media and online learning technologies to teach such as Google Classroom, which is among the most popular. To discover the students' perceptions on Google Classroom's utility for vocabulary acquisition, the researchers carried out this study. Researchers have employed a qualitative approach to answer research issues, Data were collected by conducting semi-interviews with 9th grade students of SMPN 2 Klari who had experience learning English using Google Classroom. The results showed that students have the same way of comprehended and translated vocabulary by translating it through Google, Google Translate and also a dictionary. In this case the teacher sometimes helps students and sometimes does not help students. The results also showed positive and negative perceptions, participants said that Google Classroom helped them in learning vocabulary even though it was hampered by signals, internet networks and internet quotas.

Yuliantari, et al. (2021, pp. 271-279) Vocabulary learning is one of the essential elements for young learners. This study aims to analyze the planning and implementation of flashcards in Google Classroom to teach vocabulary and analyze the advantages and disadvantages of flashcards in Google Classroom. This research is a case study with an English teacher in the fifth grade of elementary school. Data was collected using a list of observations and interview guides. The procedure for collecting data is conducting online observations in Google Classroom and conducting interviews with research subjects. The data collected was analyzed qualitatively with the analytical technique of Miles and Huberman. The results showed that there were four planning activities: checking the syllabus, determining the text or material to be taught, determining the teaching method, and preparing a lesson plan. Second, teachers do three stages in implementing flashcards in Google Classroom,

namely Initial Activities, Core Activities, and Closing Activities. Third, the advantages of using flashcards in Google Classroom are motivating students to learn, avoiding boredom, building student interest, and helping students remember vocabulary according to pictures. This research implies that the use of flashcards to teach vocabulary using Google Classroom can positively impact students, especially young learners.

To date, several studies have investigated the efficacy of Google Classroom use in teaching and learning at elementary and secondary school levels and the results of those studies were positive, confirming that Google Classroom was effective for improving students' learning achievement in some respects. For example, the study on using Google Classroom with elementary school students by Lau Yen Yen and Mohamad (2021) found that teaching spelling mastery via Google Classroom helped elementary school ESL students improve and increase their motivation in the mastery of spelling. In addition, in Hussaini, et al. (2020) study, the students' perceived that Google Classroom is effective in improving the access and attentiveness towards learning, knowledge, and the skills gained through Google Classroom which made students be active learners as well as providing feedback to both students and parents. In another study, Shaharane and Rodzi (2016, Online) found that the majority of the science students studying data mining subject were satisfied with the Google Classroom tools that were introduced in the class. As such, Google Classroom can be used to improve students' learning achievement in several subjects.

Regarding the teachers' use of Google Classroom as a pedagogical tool to develop students' learning proficiency. Several studies showed that Google Classroom was effective in helping promote students' learning achievement. For example, Pujiastuti, et al. (2021) found that elementary school teachers use Google Classroom as the asynchronous learning variation as a means to establish independent and student-centered learning. In addition, Rosita, Susan and Mairi (2019) examined the senior high school teachers' use of Google Classroom as a hybrid learning tool and the results showed that integrating Google Classroom is one of the most effective ways to improve the professional and pedagogic competence of teachers as well as digital competence. From the study mentioned above, Google Classroom can be used as a learning tool for students and a pedagogical tool for teachers in several subjects.

Concerning the present study, as evident by the studies aforementioned above, the Google Classroom was adopted as a pedagogical tool for charity school students to learn Buddhist vocabulary for several reasons. Firstly, Google Classroom is simple to install and access by both students and teachers. Teachers can directly add students to the classroom. Teachers can develop teaching materials and assignments anytime and can also evaluate students' learning progress instantly. Secondly, Google Classroom helps promoted students' self-study skills as students can learn the assigned materials anytime at their convenience as well as view their learning progress. Another benefit of Google Classroom is that it is free to use. Students, teachers, and schools are not required to purchase the program. The program is free to install on users' notebook computers or desktop computers. It also helps save the cost of developing education technology as the educational institutions do not pay for the software. Importantly, Google Classroom is suitable for students with diverse learning abilities (Kathleen, 2016), especially charity school students in the present study. Some studies proved that Google Classroom can be used as an effective online tool for improving students' vocabulary knowledge (Prommated, 2006; Yeedung, 2007; Limsiri, 2010; Kathleen, 2016; Aldo, 2020; Taebenu and Katemba, 2021;). It can be seen that Google Classroom can help students improve their lexical knowledge, so the present study adopted Google Classroom as a learning platform for students to develop their Buddhist vocabulary. Therefore, the literature review regarding the Google Classroom helped the researcher to design and construct the lessons and research instruments.

### **Research Gap**

According to the previous studies, the majority of Google Classroom is mostly used as a platform to teach English skills in general, no any research on using Google Classroom to teach Buddhist vocabulary had been conducted. However, the researcher chose this approach to teach Buddhist vocabulary appropriate to the charity school.

## CHAPTER III

### RESEARCH METHODOLOGY

This chapter describes the research methodology used in the present study entitled “Enhancing Temple Charity School Students’ Acquisition of Buddhist Vocabulary: Google Classroom Exercises.” This study has the following objectives:

1. To examine the effects of using Google Classroom exercises to enhance the temple charity school students’ acquisition of Buddhist vocabulary.
2. To study the temple charity school students’ satisfaction with learning Buddhist vocabulary through the Google Classroom exercises.

To carry out the present study, the researcher adopted the following research methodology:

1. Population and sample
2. Research instruments
3. Data collection
4. Data analysis
5. Conceptual framework

#### **Population**

The population of this research included 15 Grade-11 students of Wisutwitthayakorn School, Mueang Lampang District, Lampang Province. The students enrolled in the school in the 1<sup>st</sup> semester in the academic year of 2021. The school is a temple charity school under the Office of the Private Education Commission, Ministry of Education. According to the Basic Education Core Curriculum (A.D. 2008), the school provides basic education in 8 learning standards: Thai language; mathematics; science; social studies, religion and culture; health and physical education; art; occupations and technology; and foreign languages. There are 150 students and 20 teachers. Particularly, there are only 2 teachers of English. There are 6 classes of high school students from grades 7–12. Each class contains approximately 15–20 students and include both novice and layman students. Regarding teaching and learning of English, the student’s general English learning achievement needs

improvement as the students' ONET scores in English were below 50% in several years, which is below the standard criteria set by the Ministry of Education. According to the students' report encountering vocabulary related problems when taking ONET tests mentioned in Chapter 1, the students needed to improve their vocabulary knowledge for communication and study purposes. Therefore, the Buddhist vocabulary that is close to the students' daily life must be included in the Google Classroom exercises as a platform for students to practice learning English vocabulary related to the Buddhist temple.

### **Research Instruments**

This study included four research instruments: 1) Google Classroom lessons, 2) pretest and posttest, 3) a questionnaire, and 4) an interview. The details of each instrument are presented in the following sections.

#### **1. Google Classroom exercises**

To select the lesson contents, the researcher chose material from a setting that was familiar to the learners. In this study, the majority of the students came from a network of temple charity schools. The content used to create the lessons can be developed further in higher-level learning and used in everyday life as more international tourists become interested in visiting Thailand. Thai temples are among the most fascinating places that foreign tourists visit. When students study this material, they can apply and use the learned contents in their classrooms and daily lives.

Google Classroom exercises of Buddhist vocabulary were divided into five topics, each having two parts: lessons and worksheets. This design was based on Gagne, et al. (2004) principles of instructional design, which was employed for constructing the Google Classroom exercises in this study. The Buddhist vocabulary contents used in this study were based on the Dictionary of Buddhism written by Phra Brahmaganabhorn (2011) and Buddhist-related terms compiled by Buddhasukh and Buddhasukh (2017). In addition, the vocabulary contents are the vocabulary frequently used for describing information on a Buddhist temple such as buildings, accessories, triple gems, basic moral principles, and Buddhist monks' chores. The researcher selected 50 vocabulary items that are necessary for talking about Buddhist-related matters in a temple. Then the researcher

used the selected 50 vocabulary items to design the Google Classroom exercises for the students in the present study. The exercises contain five lessons on Buddhist-related vocabulary. The five lessons are as follows:

Lesson 1: The Constructions Around the Temple. This lesson involved describing the primary buildings in the temple complex.

Lesson 2: Temple Accessories. This lesson involved describing the apparatuses common to the temple.

Lesson 3: Triple Gems. This lesson involved describing the meaning and elements of the Triple Gems.

Lesson 4: Basic Moral Principles. This lesson involved describing the purpose and basic moral principles of Buddhists.

Lesson 5: Buddhist Monks' Life. This lesson involved describing the activities which Buddhist monks conduct throughout the day.

### **1.1 Steps for Designing Google Classroom Exercises**

Gagne, et al. (2004) principles of instructional design were used for designing the Google Classroom exercises regarding learning Buddhist vocabulary. The principles include 9 steps which are detailed as follows:

1.1.1 Gain Attention: The students will be engaged in the lesson by the use of encouragement that derives from both the external rewards and the encouragement that comes from within the students themselves.

1.1.2 Specify Objective: Teachers must tell students about the goals that will be obtained from learning the lesson.

1.1.3 Active Prior Knowledge: This helps the students to recall the requisite prior information.

1.1.4 Present New Information: This step begins the new teaching lesson by using the required teaching materials.

1.1.5 Guide Learning: This allows the students to do the task on their own.

1.1.6 Elicit Responses: The students continue to do various activities related to the content.

1.1.7 Provide Feedback: The instructor offers input about whether or not the students display the right results, actions, or behavior.

1.1.8 Assess Performance: This step involves an assessment of how well students can perform based on the lesson's learning goals, by using an evaluation test.

1.1.9 Promote Retention and Transfer: This step consists of a review and reiteration of past research to embed learning patterns into the students.

For this study, the 9 steps above were applied to design the Buddhist vocabulary lessons using Google Classroom from steps 1–9 (see Appendixes J–N for more details).

## **1.2 Google Classroom Material Construction and Verification**

The researcher constructed and examined the reliability, validity, and efficiency of the five-lesson of the exercises as follows:

1.2.1 The current research applied Gagne, et al. (2004) principles of instructional design for designing the Google Classroom exercises on Buddhist vocabulary. The theory was used by the researcher as a guideline to design the exercises and for the students to learn through the presentation and structures of the contents.

1.2.2 The researcher studied the basic education core curriculum B.E. 2551 (A.D. 2008).

1.2.3 The researcher studied documents, theories, and research related to the construction of educational material as a guideline for content arrangement and exercise construction.

1.2.4 The researcher studied the scope of learning and learning outcomes as a guideline for preparing exercises on which to base lessons about vocabulary related to religious contexts, and which can be learned through spelling–study mode.

1.2.5 The researcher used the 50 selected vocabulary items mentioned above to design five vocabulary exercise lessons using Google Classroom as a platform for students to learn the target vocabulary. Then the researchers divided the exercises into five lessons as follows:

Lesson 1: The different structures around the temple

Lesson 2: Temple Accessories

Lesson 3: Triple Gems

Lesson 4: Basic Moral Principles

Lesson 5: Buddhist Monks' Life

1.2.6 The researcher established learning outcomes and learning objectives as a guideline for the preparation of the sequences of the Google Classroom exercises for teaching and learning, including evaluation of each content used in the lesson.

1.2.7 The researcher divided the contents into sub-units and arranged the contents in the order in which they appear in the textbook in the five lessons mentioned above.

1.2.8 The researcher prepared exercises at the end of each lesson for review purposes. The Google Classroom exercises were verified by three experts in terms of format, content, accuracy, and appropriateness before experimenting with the pilot group. The IOC of the Google Classroom exercises was between 0.05 and 1.

1.2.9 The researcher revised the Google Classroom exercises according to suggestions given by the experts, to prepare the final version of the material for implementation with the target group. (see Appendix F for more details).

### **1.3 Pretest and Posttest**

The pretest and posttest were used to investigate the effectiveness of the Google Classroom exercises of Buddhist vocabulary. An identical set of questions was used in both the pretest and posttest, but the choices of answers for each question were reshuffled. Each of the tests included 50 multiple-choice questions, with four answers for each question. The questions were structured to cover all learning goals in 100 multiple-choice test items, consisting of the parallel assessments: 50 pretest items, and 50 posttest items. The scoring criteria for each item was one point given for the correct answer and zero points for the wrong answer (see Appendix D for more details).

## **2. Test Construction and Verification**

The researcher constructed and verified the reliability, validity, and efficiency of the test as follows:

2.1 The researcher studied information related to curriculum design, course description, and the scope of contents and format of the test.

2.2 The researcher wrote the first draft of the test.

2.3 Three experts (see Appendix D for more details) who are high school teachers with specialization in educational content and assessment checked and examined content validity using a consistency index between the question and the learning objectives (Index of Item–Objective Congruence or IOC) of not less than 0.50, which is acceptable in studies of this nature. The items which corresponded to an IOC of 0.50 and objectives of learning were adopted and approved based on the experts' suggestions. Then, the 50 items were chosen from the items of the parallel tests with the highest IOC, which was 1 point.

2.4 The pretest and posttest items were selected for use with the students of the pilot study. 100 items of the pretest and posttest were divided into 50 items on the pretest and 50 items on the post–test. The tests were administered to 15 second–year high school students at Wisutwittayakorn School in the course E23102 and the tests were revised for the population of the present study.

### **3. Questionnaire**

The purpose of the questionnaire was to survey students' satisfaction with the Google Classroom exercises, obtain their views about their knowledge of English vocabulary, and receive suggestions for further improvement. Previous research was used to generate the questionnaires. The questionnaires were administered online after being assessed by three experts at the level of IOC = 1. The researcher examined the quality of the questionnaires to ascertain the students' satisfaction with learning through the Google Classroom exercises for vocabulary development as follows:

3.1 The researcher examined information related to various issues of learning and teaching via the Google Classroom exercises as well as studies related to learning satisfaction to evaluate the structure, content, and form of the questionnaire.

3.2 The researcher specified the format of the questions and studied how to compose the first draft of the questionnaire on the students' satisfaction with the Google Classroom exercises with the 5–point Likert rating scale. The questionnaire was divided into two parts. The first part involved the students' personal information and the

second part dealt with satisfaction with learning Buddhist vocabulary through Google Classroom exercises.

3.3 The researcher wrote the first draft of a questionnaire and asked three experts to check the questionnaire for content validity structure and format by finding the index of Item–Objective Congruence (IOC) of each question and then selecting the questions with an average IOC of 0.5 or higher.

3.4 The researcher revised the items of the questionnaire based on the recommendations of experts.

3.5 The revised questionnaire was used with the population of the present study upon the completion of all lessons (see Appendix E for more details).

#### **4. Interview**

The purpose of the interview was to discover students' level of satisfaction with the Google Classroom exercises. In the next stage after revising the questionnaire, the researcher prepared and confirmed the interview, which was split into two parts, as follows:

Part 1 Status interview form and general information.

Part 2 Interview on the use of the Google Classroom exercises.

#### **The Procedures for Creating the Interview were as Follows:**

4.1 The researcher studied concepts, principles, and theories from related documents and research.

4.2 The research wrote the first draft of the interview questions using related documents in item 1 above.

4.3 The researcher presented the first draft of the interview questions to the thesis advisor for feedback and suggestions for improvement.

4.4 The interview questions were sent to three experts for validity and reliability verification based on the following criteria:

+1 refers to certainty that the question is appropriate.

0 refers to uncertainty that the question is appropriate.

-1 refers to certainty that the question is not appropriate.

4.5 The results obtained from the verification were scored and analyzed for consistency. The questions with an IOC of 0.50–1.00 were acceptable and could be utilized,

whereas the questions with an IOC of less than 0.50 required revision. (see Appendix G for more details).

## **Data Collection**

Data was collected over five weeks through the following procedures:

### **1. Collecting Data from Pilot Study**

For the pilot study, the researcher attempted to check the pilot study students' understanding of the Google Classroom exercise instructions and contents, pre and post-test questions, and questionnaire and interview questions. The two-week pilot research consisted of three classes that included vocabulary exercises via Google Classroom, questionnaires, and interviews. In the pilot study, students were also asked to comment on the proposed instruments. Then the researcher used the students' comments to improve all the research instruments. Finally, the researcher used the revised instruments for the target population of the present study.

### **2. Collection Data from Student Population**

Regarding this step, the researcher collected the data from Grade-11 students who were the population of the present study. The details of each implementation step are as follows.

2.1 The researcher implemented the revised research instruments with the target group of the students of the present study. Before beginning each class, the students took a pretest for one hour to assess their vocabulary knowledge before studying each vocabulary lesson via Google Classroom.

2.2 After taking the pretest, each student used the computer as a learning tool. When students logged in by using their email, they found instructions for learning each lesson. Total time was two hours per week for five weeks.

2.3 After the completion of the five lessons, students were asked to take a posttest for one hour. After they had finished the posttest, they were asked to answer a questionnaire regarding their satisfaction with the use of the Google Classroom exercise.

2.4 Lastly, the researcher conducted the interviews, allowing five minutes for each student's individual interview. There were three interview sessions. Each session included five students. The total time of the interview was seventy-five minutes. The interviews were conducted in Thai so that the students could openly share their opinions regarding their satisfaction with the Google Classroom exercise.

## **Data Analysis**

### **1. Data Analysis for Pretest and Posttest**

An analysis of the differences between the pretest and posttest scores of grade-11 students was carried out by using mean, standard deviation, and t-test (t-dependent).

### **2. Data Analysis for Questionnaire**

An analysis of the questionnaire on the students' satisfaction with the Google Classroom exercises was carried out by using the mean and standard deviation (SD) as data analysis. Then the analyzed data concerning the five-point Likert scale were interpreted using the following criteria proposed by Best (1997).

4.50–5.00 stand for strongly satisfied

3.50–4.49 stand for very satisfied

2.50–3.49 stand for moderately satisfied

1.50–2.49 stand for less satisfied

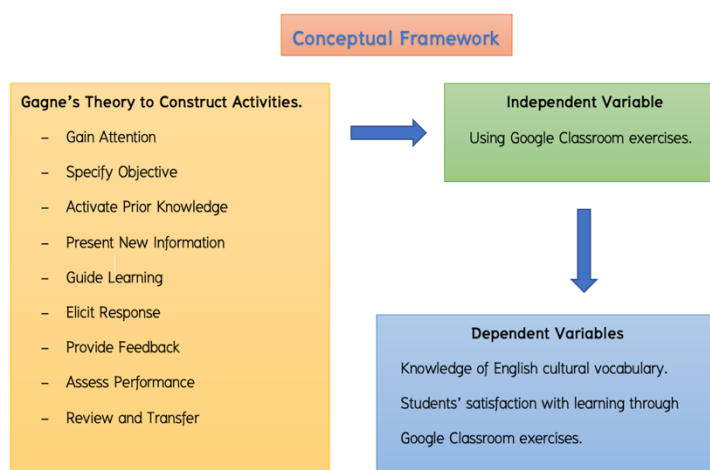
1.00–1.49 stand for least satisfied

### **3. Data Analysis for Interview**

An analysis of the student interviews was performed to assess the students' in-depth attitudes towards the Google Classroom exercises. The students' interview data in Thai were transcribed verbatim and translated into English. The translated interview data were checked by a native speaker of English. Then the interview data were analyzed by using content analysis. The emergent themes were grouped and analyzed. Finally, the results were presented with the students' quotes.

## Conceptual Framework

The research conceptual framework of the present study is detailed in the following figure (Gagne, et al., 2004):



**Figure 1 Conceptual framework adapted from Gagne (1992)**

The conceptual framework shown in Figure 1 began with Gagne, et al.'s theory for designing the Google Classroom exercises for the students. Then, the vocabulary contents related to the Buddhist contexts were selected, and the researcher designed the contents of the lessons based on Gagne et al.'s nine steps. The independent variable was the Google Classroom exercises and the dependent variables were the students' Buddhist vocabulary knowledge and students' satisfaction with learning through the Google Classroom exercises. For the implementation, the Google Classroom exercises were carried out for five weeks. Before each class, the students were asked to take the pretest. Then the students studied the Buddhist vocabulary using the Google Classroom exercises for five weeks. After the completion of the exercises, the students were asked to take the posttest. Then the satisfaction questionnaires were administered. Next, the three sessions of the student individual interviews were undertaken. Finally, the data taken from each research instrument were analyzed, triangulated, discussed, and concluded.

## CHAPTER IV

### RESULTS

This chapter presents the research results derived from data analysis on the effectiveness of Google Classroom exercises used for teaching Buddhist vocabulary knowledge. This study was conducted on students at Wisutwittayakorn School, Lampang, with the title “Enhancing Temple Charity School Students’ Acquisition of Buddhist Vocabulary: Google Classroom Exercises.”

The following research questions of this study were put forward:

1. Do the Google Classroom exercises have any effects on the temple charity school students’ acquisition of Buddhist vocabulary?
2. What is the temple charity school students’ satisfaction with learning Buddhist vocabulary through the Google Classroom exercises?

The results of this research are divided into four parts, consisting of: 1) the effects on the temple charity school students’ acquisition of Buddhist vocabulary, 2) the achievements in vocabulary learning, 3) students’ satisfaction with learning English Buddhist vocabulary through the Google Classroom exercises, and 4) students’ opinions towards the Google Classroom exercises.

#### **Vocabulary Learning Achievement**

This section presents the results of the pretest and posttest to answer Research Question 1: Do the Google Classroom exercises have any effects on the temple charity school students’ acquisition of Buddhist vocabulary?

The following table is an analysis of the Google Classroom exercises during Buddhist vocabulary exercises of 15 students at the Grade-11 level before and after using the Google Classroom exercises. Mean scores of the pretest and posttest were compared using t-test samples based on the differences between the students’ overall Buddhist vocabulary exercises ability before and after the experiment. The students’ ability showed significant improvement at the 0.005 level after using the Google Classroom exercises on

Buddhist Vocabulary. The results of the Google Classroom exercises during the Buddhist vocabulary study of 15 students at the Grade–11 level can be shown in the following Table 1:

**Table 1 Students' pretest and posttest scores on using the Google Classroom exercises on Buddhist Vocabulary**

Test	Number of students	Total score	$\bar{X}$	t-values
Pre-Test	15	50	17.2	42.84
Post-Test	15	50	45	

\*\*Statistically significant at the .005 level ( $p < .001$ )

Table 1 shows that the mean of the pretest scores was 17.2, the standard deviation was 1.85, and that when students studied with Google Classroom exercises on Buddhist Vocabulary of Grade–11 students, the mean of pretest achievement test scores was 17.2. After studying with the Google Classroom exercises, the mean of the achievement test results was 45. When the differences of pretest and posttest mean scores were compared, the pretest scores and posttest scores were found to be significantly different at the .005 level.

### **Students' Satisfaction with Learning Buddhist Vocabulary Through Google Classroom Exercises**

This section presents the results of the satisfaction questionnaire to answer Research Question 2: What is the temple charity school students' satisfaction with learning Buddhist vocabulary through the Google Classroom exercises?

To show the students' satisfaction with the instruction using the Google Classroom exercises on Buddhist Vocabulary, a questionnaire was employed in which students were asked to respond on a five–point Likert rating scale ranging from 1 (Strongly Unsatisfied) to 5 (Strongly Satisfied) after they carried out the posttest. The data drawn from the five–point rating scale were calculated for mean and standard deviation, and arranged to interpret the level of student satisfaction. The results of students' responses to the questionnaires are presented in Table 2 below:

**Table 2 Students' average and standard deviation scores of level of satisfaction with the Google Classroom exercises.**

No.	Areas for rating	Satisfaction Level		
		$\bar{X}$	S.D.	Interpretation
1	Various types of words	4.54	0.49	Very satisfied
2	Vocabulary with definitions in Thai	4.51	0.44	Very satisfied
3	Vocabulary basics in English	4.52	0.44	Very satisfied
4	Practice matching words to words	4.47	0.74	Very satisfied
5	Matching exercises for words and meanings	4.60	0.51	Very satisfied
6	Gap-filling in the supplied sentences using the appropriate vocabulary.	4.27	0.80	Very satisfied
<b>Overall average</b>		<b>4.48</b>	<b>0.57</b>	<b>Very satisfied</b>

According to Table 2, the overall satisfaction of the students was ( $\bar{X} = 4.48$ ). Notable results can be seen for the highest and lowest average scores Item 5: Matching exercises for words and meanings, shows the highest average score of ( $\bar{X} = 4.60$ ). The next highest score was ( $\bar{X} = 4.54$ ) for item 1: Various types of words. The lowest average score was ( $\bar{X} = 4.27$ ) for item 6: gap-filling in the supplied sentences using the appropriate vocabulary.

### **Student's Opinions Towards Learning Buddhist Vocabulary Through the Google Classroom exercises**

This section presents the results of the individual interviews, and answers Research Question 2. In response to learning vocabulary through the Google Classroom exercises, students' comments were organized into seven different themes. To maintain anonymity, the number of each student response has been randomly assigned, and the students' comments were randomly chosen from the emergent themes in each interview.

1. Learning the English vocabulary package in Google Classroom exercises helped students to have fun, be happy, and attain a good learning atmosphere. Most students

reported that they had fun when attending class activities because they thought that learning the Buddhist vocabulary package in Google Classroom exercises was useful or very helpful in bringing them systematic Buddhist vocabulary learning. Learning Buddhist vocabulary made students feel uncomfortable when using their ideas in systematic Buddhist vocabulary learning. They believed that learning Buddhist vocabulary learning was quite difficult, but they enjoyed doing it. Student opinions on this topic included:

“I feel good and enjoy learning Buddhist vocabulary based on a variety of activities that are easy to follow and require continuous training.” (Student 3, interview 1, 10/01/2021)

“After practicing the Buddhist vocabulary lesson, I can organize my English vocabulary order more systematically. Google Classroom exercises is a diverse activity that makes students enjoy learning vocabulary in all five units. I can learn how to memorize the vocabulary and meaning at the same time, to use these vocabularies to explain to others correctly and appropriately.” (Student 9, interview 1, 10/01/2021)

2. The Google Classroom exercises for improving Buddhist vocabulary knowledge could be considered an activity that was suitable for the daily life of students and future careers. Most students thought that they could use the knowledge that they gained from learning Buddhist vocabulary to apply in real-life situations, in conversations with friends and foreigners to discuss Buddhist principles using appropriate vocabulary. This knowledge would lead them to understand more Buddhist vocabulary. Three students commented:

“It is a very good way to learn Buddhist vocabulary that makes me happy every time that I learn how to write a word. Each chapter is composed of Buddhist vocabulary in the English Language mixed with a meaning. The Buddhist doctrine is beautiful and unique, unlike any other doctrine.” (Student 7, interview 2, 10/01/2021)

“I had the opportunity to use the Buddhist vocabulary that I learned online with a foreign friend from England. I felt that he understood what I was trying to say and was quite interested in Buddhist vocabulary, which he had never known before.” (Student 7, interview 2, 10/01/2021)

“Learning Buddhist vocabulary is a very systematic learning activity. Learning vocabulary in each lesson is quite easy for many learners. Practicing how to write the

vocabulary activities allows students to enjoy learning systematically, in which they can simply find the specified meaning of the vocabulary.” (Students 9 and 13, interview 2, 10/01/2021).

3. The Google Classroom exercises for improving Buddhist vocabulary knowledge was conducive to students’ learning vocabulary and language development. This Buddhist vocabulary exercises could assist students by helping them acquire a clear understanding of the Buddhist vocabulary’s meaning. Students could practice the words of Dharma in Buddhism and answer questions regarding people’s doubt by adhering to the Buddhist vocabulary’s meaning as a guideline. Two students commented:

“Learning Buddhist vocabulary helps me to understand more vocabularies’ meaning and explanation of Dharma in English. It helps me memorize many Buddhist words that I had never known before. By memorizing the words, you must know or understand the meaning of the words that correspond to the English language without distortion.” (Student 5, interview 3, 10/01/2021)

“When international visitors came to visit the tourist temples near my home, I was able to use several fascinating Buddhist English phrases to explain or teach them.” (Student 9, interview 3, 10/01/2021)

4. The Google Classroom exercises for improving Buddhist vocabulary knowledge was a systematic learning process that allowed students to allocate ideas or sequences of learning vocabulary in a chain or continuous way. Because learning vocabulary is one of the basics of learning English, it also helped students develop other skills. One student commented:

“The Google Classroom exercises has helped me easily memorize words and explain Buddhist meanings, which has led to the incredible development of pronunciation and clear speech.” (Student 15, interview 4, 10/01/2021)

5. The Google Classroom exercises for improving Buddhist vocabulary knowledge was an Buddhist vocabulary exercises taken from Buddhism contents, and was full of useful vocabulary with deeper meaning. Students learned the vocabulary and meanings systematically. Students were able to learn Buddhist vocabulary and could explain the deeper meaning to others. Buddhist principles that the students have learned from reading passages helped to improve their quality of life. Three students commented:

“Learning Buddhist vocabulary helps students to understand more explanation of vocabularies in the deeper meaning of Dharma. I am always excited when I learn Buddhist vocabulary because every learning lesson is filled with interesting Buddhist words that I have never learned before.” (Student 11, interview 5, 10/01/2021)

“It is English vocabulary learning that incorporates principles for good use in my daily life, especially the five precepts.” (Student 6, interview 5, 07/01/2020)

“Studying Buddhist vocabulary in the English language helps students understand the meaning of Buddhist vocabulary that we can apply in our daily life. Each learning activity is filled with useful content that teaches us to be disciplined, to train ourselves to be generous, to share with the nation, and to do good to our worldly friends in both morality and ethics.” (Student 7, interview 5, 10/01/2021)

6. The Google Classroom exercises for improving Buddhist vocabulary knowledge helped increase students’ confidence and motivation for learning how to pronounce English vocabulary correctly. For example, one student said:

“Learning Buddhist vocabulary is great because it helps students to learn how to write the Buddhist vocabulary correctly, and it can help students become more confident in learning English when they practice in real situations. I can use my perspectives in class today to talk about Dharma in English with future expats, who will visit the temple on important Buddhist days or at other opportunities.” (Student 10, interview 6, 10/01/2021)

7. Many students recommended further improvement of the Google Classroom exercises. The areas of improvement include time management and level of difficulty. The details of each area are as follows:

7.1 Time management: Students needed more time to practice vocabulary lessons, as the text contained Buddhist principles’ vocabulary that students had to memorize and explain the meaning of correctly. There needs to be consistency in the meaning to give the correct explanation. Regarding this issue, one student said:

“I want the teacher to give more time for preparing Buddhist principles’ vocabulary with correctly writing. I need time to practice how to writing the vocabulary in English and learn the meaning of the vocabulary at the same time.” (Student 9, interview 1, 10/01/2021)

7.2 Level of difficulty: 15 students agreed that the Buddhist vocabulary provided through Google Classroom exercises have an easy-to-understand learning framework and can fit into the learning process that lead to future levels. However, the learners must have fundamental knowledge and understanding of Buddhism to comprehend the accurate and profound Buddhist meaning. Two students put it:

“It is a very interesting way of learning Buddhist vocabulary that must be memorized. Although it is quite difficult, it is also something that makes students want to study more and become very interested.” (Student 5, interview 6, 10/01/2021)

“The training time is relatively limited. It is rather difficult to memorize the words that give the deeper meanings of the Buddhist doctrine, because they must be explained correctly and clearly in a short period of time.” (Student 7, interview 6, 10/01/2021)

## **Conclusion**

The results of the research on the efficacy of Google Classroom exercises on Buddhist vocabulary have been presented in this chapter. This study was conducted on students at Wisutwittayakorn School in Lampang on the topic “ Enhancing Temple Charity School Students’ Acquisition of Buddhist Vocabulary: Google Classroom Exercises.” The posttest outcome was significantly higher than previous studies. Therefore, the activity has been evaluated favorably in terms of student satisfaction. In the following chapter of the study, the researcher will summarize and explain the findings, and provide recommendations for further study

## CHAPTER V

### CONCLUSION

This chapter presents an important feature of the current study, which consists of a summary of the study results, implications of the study, limitations of the study, suggestions for further research, and summary and conclusions to improve the effects of the Google Classroom exercises on Grade-11 students' Buddhist vocabulary.

#### Summary of the Study

This study examines the effects of using Google Classroom exercises on the Buddhist vocabulary and language development of Grade-11 students at Wisutwittayakon School in Lampang. The study was inspired by the experience of teaching Buddhist vocabulary, the potential of Google Classroom exercises and practice, and interest in the processes of learning vocabulary. As discussed in Chapter 1, most students are still struggling with learning Buddhist vocabulary, despite learning English for many years.

The theoretical framework for Google Classroom exercises in this study was to create a exercises of Buddhist vocabulary teaching activities derived from a dictionary of Buddhism by a well-known Buddhist scholar, Phra Brahmaganabhorn (Payutto, 1963) and appropriate to the interests and English ability of Grade-11 students.

The present study has used intervention methods to discover the impact of using Google Classroom exercises on Buddhist vocabulary. Both quantitative and qualitative techniques were used to determine the potential for Google Classroom exercises in Grade-11 students at Wisutwittayakon School, and how using Google Classroom exercises affected the Buddhist vocabulary learning of the 15 students in this study. Before and after the program, students took a pretest and posttest, and the students were also asked to respond to a post-session questionnaire. Furthermore, individual interviews were conducted with the students after the lessons on learning English vocabulary. The general results of this study positively answered the three research questions and the results are as follows:

1. Do the Google Classroom exercises have any effects on the temple charity school students' acquisition of Buddhist vocabulary?

2. What is the temple charity school students' satisfaction with learning Buddhist vocabulary through the Google Classroom exercises?

Research data was obtained from a pretest and posttest, a post-session questionnaire, and individual interviews.

With regards to research question 1. It was found that Grade-11 students' learning achievement was significantly higher after using the vocabulary exercises at the .05 level. The mean of the pretest scores was 17.2, with a standard deviation of 1.85. After using the Google Classroom exercises, the average score of the posttest, which tested the academic achievement after learning, was 45 with a standard deviation of 2.13. This indicates a significant difference between the pretest and posttest scores. In all respects, the statistics are based on Hypothesis 2 at the .05 level.

As regards research question 2, it was found that the overall results from post-session questionnaires and personal interviews reflected the students' positive views on Google Classroom exercises for teaching Buddhist vocabulary. Students supported the Google Classroom exercises for teaching Buddhist vocabulary and were satisfied with learning Buddhist vocabulary through the Google Classroom exercises.

### **Discussion of the Research Findings**

The capacity to absorb English words one at a time is the emphasis of this Buddhist vocabulary study resource. The Google Classroom exercises was utilized in this study to construct vocabulary learning materials that can assist students' focus on vocabulary acquisition, while also giving them an understanding of the real meaning of the words or passages that are read in a systematic and uncomplicated manner. According to the stated objectives, the outcomes of the research on teaching Buddhist vocabulary using Google Classroom exercises for students in Grade-11 of Wisutwittayakorn School may be discussed as follows:

1. The results of the examination of the first hypothesis found that the academic achievement of Grade-11 students studying with Google Classroom exercises on Buddhist vocabulary showed statistically significant improvement at the .005 level, indicating that using Google Classroom exercises to improve students' Buddhist vocabulary may lead to greater vocabulary knowledge. This may have resulted because the researcher created

Google Classroom exercises that were reviewed by experts in Buddhist vocabulary. Additionally, students' vocabulary knowledge increased through self-study based on the mass of experience gained from practicing such exercise-based activities used in Google Classroom exercises. Studying Buddhist vocabulary with Grade-11 students through the Google Classroom exercises motivates students' self-study because it involves a variety of fun exercises. In addition, students can review the content online at any time. It also allows students and teachers frequent interaction with each other. This allows students to build new knowledge on their own based on engaging course content. The activities featured a variety of instructional materials and clear drawings that were tailored to the student's age, experience, and interests to assist them in improving their vocabulary abilities while focusing on vocabulary. As evidenced by the higher average posttest results, the practice exercises could be used to apply the knowledge gained through this skill set both to studies and daily life. This finding was in line with the findings of Chuleetham, et al. (2020) who conducted a comparison study on the learning outcomes of classroom management using active instruction and passive instruction. The case study on teaching and learning management in a Thai history course for Mathayomsuksa 6 students used both Google Classroom teaching innovations (active learning) and traditional teaching (passive learning). Students who participated in active learning utilizing Google Classroom teaching innovations scored significantly higher (at the .05 level) than students who received passive learning. Additionally, Taebenu and Katemba (2021) researched Memrise (refer to memories) and Google Classroom for Vocabulary Enhancement. The goal of this study was to investigate whether utilizing Google Classroom and Memrise resulted in a significant difference in vocabulary enhancement between males and female students. The findings of this study revealed that both groups of students could improve their vocabulary ability, although the female group's improvement was substantially greater than the male group's. Another finding revealed a substantial difference in vocabulary augmentation between female and male students who were taught using Memrise through Google Classroom. In conclusion, as the results of the present study have suggested, the adoption of technology can enhance and motivate students to learn a foreign language successfully if the sequences of the activities are well designed and suit students' interests.

2. Regarding the second hypothesis, the assessment of students' opinions and satisfaction with the Google Classroom exercises on Grade-11 students' Buddhist vocabulary knowledge indicated that overall student satisfaction was high because many students expressed satisfaction with learning through Google Classroom exercises, showing that they were interested in and enjoyed practicing the activities listed in each lesson. These findings were consistent with a study by Fai Muen Wai and Ratsida (2014) titled "Learning Achievement and Students' Satisfaction with Instruction in the BNS Course via Google Classroom (Culture and Health)." These researchers noted a statistically significant (p.05) difference between Google Classroom learning achievement and traditional learning. Students' satisfaction with Google Classroom teaching and learning was also very high, with a mean overall satisfaction score of 3.78/0.84. The satisfaction score for all questions was at a high level in terms of the learning outcomes. The findings revealed that practically all the training, in terms of lesson structure, course design, and learning material, was well received by the students because it aided in the achievement of learning objectives, improved understanding of lessons, enhanced self-study skills, and influenced educational achievement as indicated on final exam scores and observations of student conduct at the highest level. There were also high scores in student punctuality, completeness of additional knowledge-seeking activities, methodical reporting, and group work collaboration, as well as average posttest scores that were greater than the average pretest score.

### **Limitations of the Study**

Limitations of the study are presented below.

1. The subject taught was a basic English language course taught to a small sample size of 15 Grade-11 students who were available during the period of learning implementation. This course was offered over a 10-week teaching period in the second semester of academic year 2021. This teaching period allowed the researcher to see development and changes in the students' language ability and Buddhist vocabulary pronunciation. Also, the reliability of the data gathering procedures was enhanced by using multiple instruments adopted in action research: pre-and post-English lesson vocabulary tests, questionnaires, and individual interviews.

2. The teacher and the researcher were the same person. Therefore, the opinions and experiences of other teachers about this project may differ from the researcher's opinion the observations and opinions derived from this study may be unique and limited to the researcher. Nonetheless, it is imperative to expand the program of teaching and vocabulary learning activities and assess the delivery of Google Classroom exercises by other teachers in order to determine this program's efficacy with other groups that do not require research incentives. They can apply or adopt Google Classroom exercises of Buddhist vocabulary instruction activities using Google Classroom exercises to help guide them for future Buddhist vocabulary teaching methods.

3. In terms of the sample population, disparities in educational opportunities existed. Student background different and included students from different living circumstances, such as poor, troubled, or broken families. These demographics show the challenges English teachers face in coming up with a range of approaches, methods, or processes for teaching English that are both engaging for students and provide them an easy approach to learning English so that students can enjoy studying English and use their English knowledge to continue with their schooling.

## **Suggestions**

### **Suggestions for Google Classroom exercises**

1. The study series' activities were research-based exercises, in which the researcher examined the language that arises in the learner's context. The students were instructed by the researcher, learning vocabulary by performing activities. This helped the students by allowing them to become more familiar with the language. In further applications, additional instructors or groups of students may use these teaching activities alongside the teacher's instructions.

2. Before teaching, teachers should use the Google Classroom exercises to show the learning strategy and how to control the teaching and learning process.

3. Teachers should use the pretest to assess the students. Teachers may have to review each activity with their students. Teaching and learning activities need to be organized around phases and the overall process.

### **Suggestion for Further Study**

As previously indicated, the findings of this study show that a variety of activities for teaching Buddhist vocabulary using Google Classroom exercises has a positive impact on students' Buddhist vocabulary acquisition. The following are some useful examples for learning Buddhist vocabulary that may be used in various classes:

1. To teach Buddhist vocabulary that is appropriate to a specific learning context, a comparison study of teaching techniques utilizing the English vocabulary learning activity package through the Google Classroom exercises with other teaching methods should be conducted.
2. At any grade level, there should be exercises to help students create additional forms of vocabulary, such as: create (verb), creation (noun), creative (adjective).
3. A comparison of the learning accomplishment of the learners, who were taught by practice exercises versus conventional teaching, should be conducted, to improve teaching and learning management.
4. The lessons should be studied at a time that is convenient for learning and conducting exercises and include vocabulary and activities that are acceptable and appropriate to levels of difficulty.
5. Activities should be modified for higher grade levels so that they are more diversified and challenging.
6. A comparison of students' learning achievement and favorites among lessons should be conducted.

### **Summary and Conclusion**

This study investigated the impact of the Google Classroom exercises-based Buddhist vocabulary teaching activity bundle on the growth of Buddhist vocabulary in Wisutwitthayakorn School students. Several inferences may be derived from the study's findings. The exercises were taught for learning in ways that are distinct from traditional education, in the opinion of the researcher, resulting in scores over the threshold. Furthermore, posttest results were greater than pretest values, a result of the researcher's use of experts to assess the appropriateness of the vocabulary for the students, as well as for the exercises.

Finally, the high satisfaction with Google Classroom exercises was intended to assist students in improving their ability to memorize words. Google Classroom exercises is a valuable learning exercises, a primary form of study that may assist pupils in acquiring and learning vocabulary on their own. In conclusion, this learning package is appropriate for today's COVID-19 pandemic, in which technology is popularly used in teaching, learning, and self-learning. Therefore, using technology to learn English is necessary and important because it will assist pupils in learning at a faster pace and thereby meet-their goals and expectations.



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APPENDIX

มหาวิทยาลัยพะเยา  
UNIVERSITY OF PHAYAO

APPENDIX A Letter of consent to participate in child volunteer research projects  
aged 7–18

 <p>University of Phayao Human Ethics Committee</p>	<p>หนังสือแสดงความยินยอมเข้าร่วม โครงการวิจัย สำหรับอาสาสมัครเด็กอายุ 7-18 ปี (Informed Consent Form)</p>
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การวิจัยเรื่อง:

**ภาษาไทย:** การเสริมสร้างการเรียนรู้คำศัพท์ในทางพระพุทธศาสนาของนักเรียน  
โรงเรียนการกุศลของวัดในทางพระพุทธศาสนา: แบบฝึกหัดผ่าน Google Classroom

**ภาษาอังกฤษ:** Enhancing Temple Charity School Students' Acquisition of Buddhist  
Vocabulary: Google Classroom Exercises

วันให้คำยินยอม วันที่.....เดือน.....พ.ศ.....

ข้าพเจ้าชื่อ ..... ที่อยู่.....

ได้อ่านรายละเอียดจากเอกสารข้อมูลคำอธิบายสำหรับผู้เข้าร่วมการวิจัยที่แนบมาฉบับวันที่  
..... และยินยอมเข้าร่วมในโครงการวิจัยโดยสมัครใจ

หนูได้รับสำเนาเอกสารแสดงความยินยอมเข้าร่วมในโครงการวิจัยที่ข้าพเจ้าได้ลงนาม  
และ วันที่ พร้อมด้วยเอกสารข้อมูลสำหรับผู้เข้าร่วมโครงการวิจัย ทั้งนี้ก่อนที่จะลงนามในใบ  
ยินยอมให้ทำการวิจัยนี้

หนูได้อ่านเอกสารและปรึกษากับหมอ พยาบาล ผู้ปกครอง หรือญาติ และเจ้าหน้าที่  
ในโครงการในส่วนที่ข้าพเจ้าไม่เข้าใจ และต้องการรู้เพิ่มเติมจนมีความเข้าใจอย่างดีแล้ว  
โดยหมอและพยาบาลได้ตอบคำถามต่าง ๆ ด้วยความเต็มใจไม่ปิดบังซ่อนเร้นจนหนูพอใจ

หนูได้อ่านและทำความเข้าใจข้อมูลเกี่ยวกับโครงการวิจัย ข้าพเจ้ามีความเข้าใจ  
ในผลประโยชน์และผลเสียที่อาจได้รับจากการเข้าร่วมในโครงการวิจัยนี้และมีสิทธิ์ที่จะถอนตัว  
ออกจากโครงการวิจัยเมื่อใดก็ได้ โดยไม่มีผลกระทบต่อการเข้ารับการรักษาพยาบาลในภายหลัง

หนูทราบจากคุณหมอและพยาบาลว่าคุณหมอและพยาบาลจะไม่มีเก็บข้อมูลใด ๆ ของข้าพเจ้าเพิ่มเติม หลังจากที่ข้าพเจ้าขอยกเลิกการเข้าร่วมโครงการวิจัยและต้องการให้ทำลายเอกสารและ/หรือ ตัวอย่างที่ใช้ตรวจสอบทั้งหมดที่สามารถสืบค้นถึงตัวหนูได้

.....ลงนามอาสาสมัครเด็กอายุ 7-18 ปี  
(.....) ชื่อของอาสาสมัครเด็กตัวบรรจง  
วันที่ .....เดือน.....พ.ศ.....

หนู  ยินยอม  ไม่ยินยอม ให้เก็บตัวอย่างชีวภาพ(เช่น เลือด)ที่เหลือไว้  
เพื่อการวิจัยในอนาคต


.....ลงนามผู้ให้ความยินยอม  
(.....) ชื่อผู้ยินยอมตัวบรรจง  
วันที่ .....เดือน.....พ.ศ.....

.....ลงนามผู้แทนโดยชอบธรรมผู้ให้ความยินยอม  
(.....) ชื่อของผู้แทนโดยชอบธรรมตัวบรรจง  
วันที่ .....เดือน.....พ.ศ.....

ข้าพเจ้าได้อธิบายถึงวัตถุประสงค์ของการวิจัย วิธีการวิจัย อันตราย หรืออาการไม่พึงประสงค์หรือความเสี่ยงที่อาจเกิดขึ้นจากการวิจัย หรือจากยาที่ใช้ รวมทั้งประโยชน์ที่จะเกิดขึ้นจากการวิจัยอย่างละเอียด ให้ผู้เข้าร่วมในโครงการวิจัยตามนามข้างต้นได้ทราบและมีความเข้าใจดีแล้ว พร้อมลงนามลงในเอกสารแสดงความยินยอมด้วยความเต็มใจ

.....ลงนามผู้ทำวิจัย  
(.....) ชื่อผู้ทำวิจัย ตัวบรรจง  
วันที่ .....เดือน.....พ.ศ.....

.....ลงนามพยาน  
(.....) ชื่อพยาน ตัวบรรจง  
วันที่ .....เดือน.....พ.ศ.....

ข้าพเจ้าไม่สามารถอ่านหนังสือได้ แต่ผู้วิจัยได้อ่านข้อความในแบบคำยินยอมนี้ให้แก่ข้าพเจ้า	
ฟังจบเข้าใจดี ข้าพเจ้าจึงประทับตราลายนิ้วมือข้าพเจ้าในแบบคำยินยอมนี้ด้วยความเต็มใจ	
 <p>ประทับลายนิ้วมือขวา</p>	ลายมือชื่อผู้อธิบาย..... (.....)
	พยาน.....(ไม่ใช่ผู้อธิบาย) (.....)
	วันที่.....เดือน.....พ.ศ.....

**APPENDIX B Display the Index of Item–Objective Congruence (IOC) value for The  
Effect of Google Classroom Exercise on Grade–11 Students’ Buddhist  
Vocabulary by 3 experts**

Items	Expert (the person)			
	1	2	3	IOC
	+1	0	-1	
<p>1. General components of English vocabulary activity (ด้านองค์ประกอบทั่วไปของชุดกิจกรรมการอ่านภาษาอังกฤษ)</p> <p>1.1 มีคำชี้แจงอธิบายเนื้อหาคำศัพท์ได้อย่างชัดเจน</p> <p>1.2 คำศัพท์ที่ใช้อ่านเข้าใจง่ายและเหมาะสมต่อผู้เรียน</p> <p>1.3 กิจกรรมการเรียนการสอนคำศัพท์แต่ละชั้นมีความสอดคล้องสัมพันธ์กัน</p>	+1	+1	+1	1
<p>2. ด้านองค์ประกอบของแผนการจัดการเรียนรู้</p> <p>2.1 มีองค์ประกอบของแผนการจัดการเรียนรู้ครบถ้วน</p> <p>2.2 กำหนดจุดประสงค์ เนื้อหา และเวลาสอดคล้องกัน</p> <p>2.3 กำหนดกิจกรรมการเรียนการสอนที่สอดคล้องกับจุดประสงค์และวิธีการจัดการเรียนรู้แบบ Google Classroom</p> <p>2.4 กิจกรรมการเรียนการสอนเอื้อให้นักเรียนฝึกทักษะการอ่านเพื่อความเข้าใจอย่างเหมาะสม</p> <p>2.5 กำหนดสื่อการเรียนสอดคล้องกับกิจกรรม เนื้อหา และระดับของผู้เรียน</p> <p>2.6 กำหนดแบบทดสอบหลังการเรียนการสอนเหมาะสมและสอดคล้องกับจุดประสงค์</p> <p>2.7 กำหนดแบบทดสอบหลังการเรียนการสอนเหมาะสมกับระดับของผู้เรียน</p> <p>2.8 กำหนดวิธีการวัดและประเมินผลที่สอดคล้องกับจุดประสงค์</p> <p>2.9 การจัดลำดับขั้นตอนการสอนในแผนการจัดการเรียนรู้เหมาะสมกับวิธีการจัดการเรียนรู้แบบ Google Classroom</p>	+1	+1	+1	1

Items	Expert (the person)			
	1	2	3	IOC
	+1	0	-1	
3. ด้านเนื้อหา 3.1 มีความสอดคล้องกับจุดประสงค์ 3.2 เหมาะสมกับระดับชั้นและความสนใจของนักเรียน 3.3 เนื้อหา มีความสอดคล้องกับกิจกรรม 3.4 มีความยากง่ายที่พอเหมาะ 3.5 มีความชัดเจน เข้าใจง่าย นำไปสู่การปฏิบัติได้ 3.6 เนื้อหาและกิจกรรมการเรียนรู้มีครบทั้ง 4 ทักษะ	+1	+1	+1	1
4. ด้านการใช้ภาษา 4.1 ใช้คำศัพท์และโครงสร้างทางไวยากรณ์ในการอ่านที่เหมาะสมกับระดับชั้นเรียน 4.2 ใช้ภาษาถูกต้อง เหมาะสมตามสถานการณ์ที่กำหนด 4.3 ใช้ภาษาชัดเจน เข้าใจง่าย เหมาะสมกับระดับชั้นของผู้เรียน	+1	+1	+1	1
5. ด้านองค์ประกอบการสอนโดยใช้วิธีการสอนแบบ Google Classroom 5.1 มีลำดับขั้นตอนการสอนที่ชัดเจนและเหมาะสม 5.2 กิจกรรมเน้นฝึกทักษะการอ่านควบคู่ไปกับการเรียนรู้แบบ Google Classroom 5.3 เนื้อหาเหมาะสมกับวิธีการจัดการเรียนรู้แบบ Google Classroom	+1	+1	+1	1

**APPENDIX C Display the Index of Item–Objective Congruence (IOC) value of satisfactions form for The Effect of Google Classroom Exercise on Grade–11 Students’ Buddhist Vocabulary (For 3 experts)**

Items	Expert (the person)			
	1	2	3	IOC
	+1	0	-1	
Content of the vocabulary (ด้านคำศัพท์)				
1. Vocabulary is very interesting. (คำศัพท์ที่น่าสนใจ)				
2. The language of vocabulary is appropriate to learner’s ability. (ระดับภาษาของคำศัพท์เหมาะสมกับความสามารถของผู้เรียน)				
3. The vocabularies are enjoyable and useful in everyday life. (คำศัพท์มีความน่าสนใจและมีประโยชน์ในชีวิตประจำวัน)				
4. The content and process of Google Classroom are appropriate for the learner's level. (เนื้อหาและกระบวนการของ Google Classroom มีความเหมาะสมต่อระดับของผู้เรียน)				
Teaching and learning activities (ด้านกิจกรรมการเรียนการสอน)				
5. Directions for each activity are clear. (คำอธิบายการทำกิจกรรมชัดเจน)				
6. Duration of activities is appropriate. (ระยะเวลาในการทำกิจกรรมมีความเหมาะสม)				
<b>Teaching and learning steps (ขั้นตอนการเรียนการสอน)</b>				
7. Pre–test encourage learners to continue doing other subsequent. (แบบทดสอบก่อนเรียน กระตุ้นให้ผู้เรียนอยากทำกิจกรรมอื่น ๆ ต่อไป)				
8. Pre–test activities allow learners to link existing knowledge with the content they are vocabularies. (แบบทดสอบก่อนเรียน ช่วยให้ผู้เรียนสามารถเชื่อมโยงความรู้ที่มีอยู่กับเนื้อหาคำศัพท์)				
9. Learning vocabulary activities help readers understand the content of the meaning. (กิจกรรมระหว่างการเรียนรู้คำศัพท์ช่วยให้				

Items	Expert (the person)			
	1	2	3	IOC
	+1	0	-1	
ผู้เรียนเข้าใจความหมายคำศัพท์)				
10. Post-test activities allow learners to transfer readable data to other formats. (แบบทดสอบหลังเรียนทำให้ผู้เรียนถ่ายโอนข้อมูลที่อ่านเป็นรูปแบบอื่น ๆ ได้)				
11. After learning vocabulary activities, learners can express their opinion about vocabulary. (กิจกรรมหลังการเรียนรู้คำศัพท์, ผู้อ่านสามารถแสดงความคิดเห็นได้)				
<b>Assessment (ด้านการประเมินผล)</b>				
12. The assessment is appropriate and consistent with what is being taught. (การประเมินผลเหมาะสมและสอดคล้องกับสิ่งที่เรียน)				
13. The evaluation results make the learner clear in the systematic reading process. (ผลการประเมินทำให้ผู้เรียนมีความชัดเจนในกระบวนการอ่านอย่างเป็นระบบ)				
14. The assessment helps students to have a better accurate knowledge and understanding of the English reading comprehension. (ผลการประเมินทำให้ผู้เรียนมีความรู้และความเข้าใจที่ถูกต้องในกระบวนการอ่านภาษาอังกฤษเพื่อความเข้าใจดีขึ้น)				
15. The results of the assessment allow the learners to correct and improve their work. (ผลการประเมินทำให้ผู้เรียนแก้ไขปรับปรุงงานด้วยตนเอง)				

Items	Expert (the person)			
	1	2	3	IOC
	+1	0	-1	
16. Learners can reinforce good attitudes toward learning English for reading comprehension. (ผู้เรียนสามารถเสริมสร้างทัศนคติที่ดีต่อการเรียนภาษาอังกฤษสำหรับการอ่านเพื่อความเข้าใจได้ดี)				
<b>The use of the benefits. (ด้านการนำไปใช้ให้เกิดประโยชน์)</b> 17. It's useful to understand the content of English reading comprehension. (มีประโยชน์เพื่อทำความเข้าใจเนื้อหาของการเรียนรู้การอ่านภาษาอังกฤษ)				
18. It encourages confidence and learning meaning vocabulary for better understanding. (ส่งเสริมความมั่นใจ และการเรียนรู้ความหมายคำศัพท์ภาษาอังกฤษเพื่อความเข้าใจที่ดีขึ้น)				
19. It makes the learners more eager to improve their learning vocabulary and to apply the meaning of vocabulary to other subjects. (สร้างความกระตือรือร้นการพัฒนาการเรียนรู้คำศัพท์อย่างสม่ำเสมอและสามารถนำความหมายของคำศัพท์ประยุกต์ใช้ในรายวิชาอื่นได้เป็นอย่างดี)				
20. It enables the learners to use their meaning of vocabulary to help others who are interested in English effectively. (ผู้เรียนสามารถนำความรู้ทักษะการอ่านไปช่วยเหลือคนอื่น ๆ ที่มีความสนใจในคำศัพท์ภาษาอังกฤษได้อย่างมีประสิทธิภาพ)				
21. นักเรียนสามารถนำกระบวนการการเรียนภาษาอังกฤษแบบ Google Classroom ไปสู่การสืบค้นข้อมูลในด้านอื่น ๆ ได้เป็นอย่างดี				
22. การเรียนภาษาอังกฤษในระบบ Google Classroom มีความสะดวกในเรื่องของสถานที่และเวลาที่ผู้เรียนสามารถกำหนดได้ด้วยตนเอง				

Items	Expert (the person)			
	1	2	3	IOC
	+1	0	-1	
23. การเรียนในระบบ Google Classroom สามารถลดค่าใช้จ่ายในเรื่องของอุปกรณ์การเรียน เช่น กระดาษ หมึก ปากกาได้เป็นอย่างดี				
24. การเรียนในระบบ Google Classroom สามารถตั้งค่าได้ง่ายดายและใช้เวลาไม่นาน โดยผู้สอนสามารถเพิ่มผู้เรียนได้โดยตรง หรือแชร์รหัสให้ผู้เรียนเข้าชั้นเรียนได้				

Other Suggestions (ข้อเสนอแนะอื่น ๆ)

.....

.....

.....

.....

Sign (ลงชื่อ).....

(.....)


Expert (ผู้ทรงคุณวุฒิ)

**APPENDIX D Display the Index of Item–Objective Congruence (IOC) value of the  
Pre–Test for The Effect of Google Classroom Exercise on Grade–11  
Students’ Buddhist Vocabulary by 3 experts**

Items	The 3 Experts			
	1	2	3	IOC
1. Where do the monks live? A. Home B. House C. Temple D. Vihara	+1	+1	+1	1
2. Where did my abbot put the relics of the noble monks? A. Tower B. Pagoda C. Shelter D. Memorial	+1	-1	+1	0.70
3. For decorative reasons, my temple is now renovating the pagoda with ..... A. Gold B. Gold leaf C. Gold tilea D. Thong Janko	+1	+1	+1	1
4. What is this structure? A. Khong gate B. Makong gate C. Vihan Luang D. Pavilion	+1	-1	+1	0.70



Items	The 3 Experts			
	1	2	3	IOC
5. What is the place for the monastic meeting to perform the chanting? A. Kuti B. Chedi C. Pavilion D. Vihan Luang	-1	+1	+1	0.70
6. People frequently visit the ..... to worship the Buddha's image. A. Pagoda B. Vihan C. Khong Gate D. Phra That Chedi	+1	+1	-1	0.70
7. A beautiful ..... is always facing the east in the temple hall. A. Pagoda B. Buddha image C. Buddha-image hall D. Temple of Buddha	+1	+1	+1	1
8. The area where the Buddha image is enshrined is known as? A. Mondop B. Vihara C. Temple D. Khong Gate	+1	-1	+1	0.70
9. What is the northern term for "pagoda"? A. Relics B. Stupa C. Tower D. Phra That Chedi	+1	+1	+1	1

Items	The 3 Experts			
	1	2	3	IOC
10. What does this structure?  A. Temple B. Stupa C. Temple hall D. Temple of Buddha	+1	+1	+1	1
11. What do we light to honor the Buddha? A. Incenses sticks B. Candles C. Fireworks D. All of the above	-1	+1	+1	
12. Which one of the following things is used to signify the wisdom? A. Candles B. Incenses sticks C. Flowers D. Sacred thread	+1	+1	+1	
13. What is used to link the sacred ritual and altar table? A. Tether B. Rubber strap C. Relationship D. Sacred thread	+1	+1	+1	1
14. What is the name of the thing that the monks use to cover at the time of blessing? A. Blow B. Fan of rank C. Lan leaves D. Palm leaf ritual fan	+1	+1	-1	0.70

Items	The 3 Experts			
	1	2	3	IOC
15. What container is used to stick incense sticks in? A. Pot B. Box C. Bottle D. Incense burner	+1	+1	+1	1
16. What is the container for supporting the candle? A. Pot B. Bottle C. Incense burner D. Candle holder	+1	-1	+1	0.70
17. What do you use to place flowers in? A. Pot B. Jay C. Vase D. Glass	+1	+1	+1	1
18. What do you call a monk's seat? A. Mat B. Asana seat C. Carpet D. Leather	-1	+1	+1	0.70
19. What is the reason for blowing holy water as a temple activity? A. For blessing rice and food B. For creating the talisman C. For making holy water D. For blessing the ancient scripture	+1	-1	+1	0.70

Items	The 3 Experts			
	1	2	3	IOC
20. Where are the incense burner and candle holder placed? A. On the table B. On the chair C. On the floor D. On the set of altar tables	+1	+1	+1	1
21. Together, what are Buddha, Dharma, and Sangha called? A. Triple Gem B. Noble Truths C. Compassionate D. Wise Guide	+1	+1	+1	1
22. People who pursue the jewels are what sort of people? A. Informed B. Enlightened C. Ignorant D. Benighted	+1	-1	+1	0.70
23. What is the name given to a man who is able to enlighten himself and teach others to do the same? A. Sangha B. Buddha C. Buddhist D. Dhamma	+1	+1	+1	1
24. What is the Buddha's teaching called? A. Sangha B. Buddha C. Buddhist D. Dhamma	+1	+1	+1	1

Items	The 3 Experts			
	1	2	3	IOC
25. What exactly does the term "Buddhist Successor" mean? A. Sangha B. Buddha C. Dhamma D. Buddhist	+1	+1	+1	1
26. What do the following words mean means as they describe assisting people without expecting anything in return? A. Quality–making B. Goodness–making C. Merit–making. D. Caliber–making	+1	+1	+1	1
27. Which of the following words mean “do not” neglect? A. Sleeper B. Awaken C. Dreamer D. All of the above	+1	-1	+1	0.70
28. How do we praise the person when they return something to its rightful owner? A. Distrustful B. Disloyal C. Faithful D. Unfaithful	+1	+1	+1	1
29. What does “a female devotee” mean? A. Monks B. Novices C. Male lay disciples D. Female lay disciples	+1	+1	+1	1

Items	The 3 Experts			
	1	2	3	IOC
30. Which of the following is a monk's responsibility? A. Career leader B. Spiritual leader C. Superstition leader D. Astrology leader	+1	-1	+1	0.70
31. What does the word "Pancasila" mean? A. Four Precepts B. Five Precepts C. Six precepts D. Seven precepts	+1	+1	+1	1
32. What religion do most Thais follow? A. Confucianism B. Buddhism C. Christianity D. Sikhism	+1	+1	+1	1
33. The planet would be in chaos if everyone loses..... A. Super car B. House C. Money D. Morality	+1	+1	+1	1
34. What is the need for most people who improve at studying? A. Wisdom B. Money C. Fortune D. Chance	+1	-1	+1	0.70

Items	The 3 Experts			
	1	2	3	IOC
<p>35. What does the word “Panatipata” mean to refrain from?</p> <p>A. Abstain from killing</p> <p>B. Abstain from false speech</p> <p>C. Avoid sexual misconduct</p> <p>D. Abstain from taking what is not given</p>	+1	+1	+1	1
<p>36. What of the following words denote on unwillingness to steal?</p> <p>A. Somchai enjoys assisting animals.</p> <p>B. Somsri has never lied to anyone.</p> <p>C. Sopa is devoted to his husband.</p> <p>D. Despite his poverty, Mana never steals.</p>	-1	+1	+1	0.70
<p>37. What does the word “Kamesumit” mean to refrain from?</p> <p>A. Abstain from intoxicating drinks</p> <p>B. Avoid sexual misconduct</p> <p>C. Abstain from taking what is not given</p> <p>D. Abstain from false speech</p>	+1	+1	+1	1
<p>38. What is the guidelines principle for not telling lies?</p> <p>A. Somchai enjoys assisting animals.</p> <p>B. Somsri has never lied to anyone.</p> <p>C. Despite his poverty, Mana never steals.</p> <p>D. Since he was a child, Nadi has avoided intoxicating beverages.</p>	+1	-1	+1	0.70
<p>39. Which principles are beneficial to one's health?</p> <p>A. Somchai enjoys assisting animals.</p> <p>B. Somsri has never lied to anyone.</p> <p>C. Despite his poverty, Mana never steals.</p> <p>D. Since he was a child, Nadi has avoided intoxicating beverages.</p>	+1	+1	+1	1

Items	The 3 Experts			
	1	2	3	IOC
40. Which one is a benefit for following the precepts? A. A family in disarray B. Mental cultivation C. Unstable Mind D. Society Loses Trust	+1	-1	+1	0.70
41. What is activity for monks and novice in the morning? A. Chanting B. Receiving food C. Doing meditation D. Doing compassion	+1	+1	+1	1
42. What is the significance of sitting cross-legged with the eyes closed? A. Prayer B. Study C. Thinking D. Meditation	+1	+1	+1	1
43. After the merit-making ritual, what do Buddhists have to do? A. Pity B. Concern C. Sympathy D. Do compassion	+1	+1	+1	1
44. What is the name of a young Buddhist monk who is under the age of 20? A. Novice B. Buddha C. Monk D. Layman	-1	+1	+1	0.70

Items	The 3 Experts			
	1	2	3	IOC
45. What is the significance of monks and novices morning walk? A. Exercising B. Receiving food C. Presenting food D. Sending food	+1	+1	-1	0.70
46. What do monks and novices have to do every evening in the temple hall? A. Watching television B. Going to sleep C. Evening chanting D. Studying dharma	+1	+1	+1	1
47. What is the name of the person who is a temple caretaker? A. The monk B. The novice C. Layman D. The abbot	+1	+1	-1	0.70
48. What qualities do you need to be a good Buddhist? A. Ethic B. Money C. Unethical D. Knowledge	+1	+1	+1	1

Items	The 3 Experts			
	1	2	3	IOC
49. What does it mean to give up secular sex and become ordained? A. Privacy B. Aloneness C. Aloofness D. Monkhood	+1	-1	+1	0.70
50. What kind of things will the monks be required to do in addition to their prayer routines? A. Preaching B. Playing game C. Collecting money D. Raising animals	+1	+1	+1	1
<b>The total average</b>	1	1	1	1

**ANSWER KEYS FOR PRE-TEST**

1	C	11	B	21	A	31	B	41	A
2	B	12	A	22	B	32	B	42	D
3	D	13	D	23	B	33	D	43	D
4	A	14	D	24	D	34	A	44	A
5	D	15	D	25	A	35	A	45	B
6	B	16	D	26	C	36	D	46	C
7	B	17	C	27	B	37	B	47	D
8	A	18	B	28	C	38	B	48	A
9	D	19	C	29	D	39	D	49	D
10	D	20	D	30	B	40	B	50	A

From showing the Item-Objective Congruence (IOC) Index of the Pre-Test seen above, it was found that the Conformity Index of the Pre-Test Assessment of the English Vocabulary Learning Development of students studying English as a foreign language using the Google Classroom exercises, based on 3 experts, is 0.93 for each question's validity with a consistency index considering all points. It shows that the results of pre-learning studies on the development of Buddhist vocabulary of students studying English as a foreign language using the Google Classroom exercises to learn English as a foreign language are of good quality, acceptable and consistent in all respects.

**APPENDIX E Display the Index of Item–Objective Congruence (IOC) value of  
Satisfaction survey for The Effect of Google Classroom Exercise on  
Grade–11 Students’ Buddhist Vocabulary by 3 experts**

Items	The 3 Experts			
	1	2	3	IOC
<b>1. Students' difficulties with learning new terms</b>				
1.1 My study and usage of English is hampered by a lack of vocabulary	+1	+1	+1	1
1.2 In my study and use of English, learning new terms is crucial and necessary.	+1	+1	+1	1
1.3 More English terms are on my wish list.	+1	+1	+1	1
1.4 I'm constantly eager to pick up new English phrases.	+1	+1	+1	1
<b>2. Students use a variety of methods to practice learning new words.</b>				
2.1 I study English vocabulary via hearing, speaking, reading, and writing.	+1	+1	+1	1
2.2 I memorized new words.	+1	+1	+1	1
2.3 I utilized a technique to deduce the meaning of new words based on their context.	+1	+1	+1	1
2.4 When I'm learning new English words, I use a dictionary.	+1	+1	+1	1
2.5 To learn new words, I use online resources like online dictionaries.	+1	+1	+1	1

Items	The 3 Experts			
	1	2	3	IOC
<b>3. English Vocabulary Lessons Online Satisfaction</b>				
3.1 The lessons are easy to follow and understand.	+1	+1	+1	1
3.2 The lesson's design is interesting, which helps students learn English vocabulary.	+1	+1	+1	1
3.3 The presentation of the lesson (illustrations, letters, and sounds) is beautiful and fascinating.	+1	+1	+1	1
3.4 The classes are set out in a logical order, with easy-to-understand content presented in phases.	+1	+1	+1	1
3.5 The textbook includes clear directions and explanations that aid in the learning process.	+1	+1	+1	1
3.6 As needed, I can go back and study the lesson (vocabulary).	+1	+1	+1	1
3.7 I can take the test and get the results right away.	+1	+1	+1	1
<b>4. The textbook's numerous elements aid vocabulary learning.</b>				
4.1 In Thai, the meanings of vocabulary words are defined (Format, Presentation, Color, and Position)	+1	+1	+1	1
4.2 Various Types of Words	+1	+1	+1	1
4.3 Vocabulary word definitions in Thai	+1	+1	+1	1
4.4 Vocabulary Versatility in English	+1	+1	+1	1
4.5 Sentence examples with words	+1	+1	+1	1
4.6 Exercises	+1	+1	+1	1
4.7 Practice matching sorts of words to words.	+1	+1	+1	1
4.8 Matching Exercises for Words and Meanings	+1	+1	+1	1
4.9 Fill in the blanks in the supplied sentences using the appropriate terminology.	+1	+1	+1	1
<b>The total average</b>	1	1	1	1

From the index display The Item–Objective Congruence (IOC) of the English Activity Package Satisfaction Survey shown above found that three experts in each topic considered the English Activity Package Satisfaction Survey Concordance Index for each development activity package. Buddhist Vocabulary of Grade–11 students studying English as a Foreign Language using the Google Classroom exercises, each topic is consistent with a concordance index of 1.00 to ensure that each package of English language teaching activities. In order to understand the content of Buddhist vocabulary of Grade–11 students studying English as a foreign language using Google Classroom exercises to improve their Buddhist vocabulary learning, quality is appropriate and consistent with all issues.



**APPENDIX F Form of Display the Index of Item–Objective Congruence (IOC) value  
for The Effect of Google Classroom Exercise on Grade–11 Students’  
Buddhist Vocabulary by 3 experts**

.....

An Assessment of Integrity (IOC) of Subject Research Tools (IOC) “Enhancing Temple Charity School Students’ Acquisition of Buddhist Vocabulary: Google Classroom Exercises” to evaluate expert opinions on relevant questionnaires as a tool for the collection of research data to ascertain the validity of these questions in Chapter ..... Story..... by setting the criteria for determining the fidelity

+1 = Confirm that the questions are appropriate,

0 = Not sure if the question is acceptable

-1 = Be sure that the question is not relevant

Please write a check mark R in your comment level box to see how consistent or reliable the message is.

Items	Expert (the person)			IOC
	1	2	3	
	+1	+1	+1	
1. General components of English vocabulary activity Package 1.1 There is a clear appropriate explanation 1.2 Indicate specifics of the content explicitly 1.3 The language used is easy to read and understand 1.4 Teaching and learning activities are related to one another at each stage.				

Items	Expert (the person)			
	1	2	3	IOC
	+1	+1	+1	
<p>2. Elements of the management plan for learning</p> <p>2.1 Complete components of the learning management plan are included.</p> <p>2.2 Accordingly, define the purpose, content and time.</p> <p>2.3 Defines teaching and learning activities in line with the Google Classroom exercises purpose and method of learning management.</p> <p>2.4 Instructional activities encourage students to properly practice learning Buddhist vocabulary.</p> <p>2.5 Set instructional materials in line with the learners' tasks, content and stages.</p> <p>2.6 Define relevant post-instructional quizzes that are in accordance with the objectives.</p> <p>2.7 Define a post-teaching examination which is sufficient for the stage of the learner.</p> <p>2.8 Establish measurement and evaluation methods consistent with the objectives.</p> <p>2.9 The sequence of teaching procedures in the learning management plan is suitable with the Google Classroom exercises learning package.</p>				
<p>3. For content</p> <p>3.1 The content correlates to the objective</p> <p>3.2 Suitable for the students' stage and interests</p> <p>3.3 Be consistent with activities</p> <p>3.4 Has an acceptable challenge</p> <p>3.5 Be concise, easy to understand, and lead to action</p>				

Items	Expert (the person)			
	1	2	3	IOC
	+1	+1	+1	
3.6 Content and learning activities consist of all 4 skills				
4. Language use 4.1 Use of vocabulary and grammatical constructs that are suitable for grade level comprehension. 4.2 According to the circumstances given, use appropriate language. 4.3 Using vocabulary that is simple, easy to understand and relevant to the level of the learner.				
5. Teaching components by using the teaching of Google Classroom exercises 5.1 There is a clear and appropriate sequence of teaching 5.2 Activities focus on reading skills along with learning of Google Classroom exercises 5.3 Content is suitable with the learning management of Google Classroom exercises				

**Other Suggestions**

.....

.....

.....

.....

Signature .....

(.....)

Expert

**Appendix G Questions for students focusing on group interviews Personal Students**

Question	Student's answer	Remark
1) What are your opinions on the vocabulary's content?	..... ..... .....	
2) Does the vocabulary material correspond to the students' desires or needs?	..... ..... .....	
3) What is the role of Google Classroom in the students' English vocabulary learning?	..... ..... .....	
4) How do you learn English vocabulary by applying previous knowledge?	..... ..... .....	
5) How does Google Classroom help you learn English vocabulary.	..... ..... .....	
6) What do you think about the activity?	..... ..... .....	

## APPENDIX H Questionnaire

Part 1: Please read the following text of the questionnaire. Then take into account your own satisfaction with the process and process of the Google Classroom exercises – taught Buddhist vocabulary learning content and specify each appropriate level with R (checklist in your right hand) that was correct. It must be based on your perception of only one level of satisfaction at the appropriate level.

5 = Highest                      4= High                      3= Moderate  
 2= Less                              1= Least

### Satisfactions on learning and teaching by Google Classroom exercises

Items	Satisfaction's Level				
	5	4	3	2	1
1. Various types of words					
2. Vocabulary with definitions in Thai					
3. Vocabulary basics in English					
4. Practice matching words to words					
5. Matching exercises for words and meanings					
6. Gap-filling in the supplied sentences using the appropriate vocabulary.					

Part 2: Please provide your comments/suggestions towards learning Buddhist vocabulary in accordance with the Google Classroom exercises.

.....

.....

.....

.....

Thank you very much for you cooperation

## APPENDIX I List of experts








### List of experts

1. พระมหาเกียรติ วรกิตฺติ ดร.
2. Mr. Kenneth Thongsyeng
3. นายกล้าณรงค์ วงศ์สุวรรณ



## APPENDIX J Lesson 1 Important Structures around Temple Compound

### Unit 1 : Important Structures around Temple C... :

 Worksheet 1.4	แก้ไขเมื่อ 22 มี.ค.
 Worksheet 1.3	แก้ไขเมื่อ 22 มี.ค.
 Worksheet 1.2	แก้ไขเมื่อ 22 มี.ค.
 Worksheet 1.1	แก้ไขเมื่อ 22 มี.ค.
 Vocabulary lesson 1 Important Structures ar...	แก้ไขเมื่อ 09:03
 Important Structures around Temple Comp...	แก้ไขเมื่อ 09:03
 Gagne's theoretical English vocabulary teac...	โพสต์เมื่อ 18 มิ.ย. 2021

### ทดสอบก่อนเรียน :

 Pre-Test	โพสต์เมื่อ 18 มิ.ย. 2021
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## APPENDIX A1

## THE TRAINING PHASE LESSON: 1

## APPENDIX A1: The Reading Text

### Important Structures around Temple Compound

Pong spent the majority of his free time at the temple, cleaning the temple and listening to the Dharma. Pong also acts as a little tour guide for Wat Phra That Lampang Luang, assisting with the daily introduction of foreign tourists. He had the chance to encounter a foreigner from Canada named Peter who was traveling alone one day. As a result, he offered to be a little tour guide, who was happily taking Peter across the *temple* grounds.

**Peter:** How long ago was this temple built? How many monks are there, and what is the significance of the temple to the community?

**Pong:** This temple was built over two thousand years ago. This temple houses a total of 20 monks. The temple serves as a social and cultural center for people from all over the community.

**Peter:** Can you tell me what the important places of the temple are and what they mean?



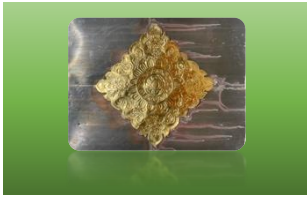
**Pong:** Let me begin by saying that the *temple of Buddha* (Viharn Phra Phutthabat) is a vihara facing the world, with the *Phra That Chedi* (Chedi/ Pagoda/ Stupa) at its heart, and was constructed as the first temple in 1957, during the time of Lord Krishna. The *Buddha-image hall* was designed by the craftsmen who decorated the vihara to be exquisite and original and perhaps, the most beautiful aspect of this. Second, *Viharn Luang* which is a dwelling-place (for Buddha image) is the main temple, located on the same line as the *Khong Gate* (The Lanna-style gate: temple arch) and Phra That Chedi *Buddha image*. It is a rectangular gable temple in the form of an open temple in the early Lanna style. The gable roof is stacked in layers. Inside the vihara which contains the Phra Chao Lan Thong *Mandop*. (a pavilion) Inside the second neckline, there is an ancient color painting of the allegory. Third, the Khong Gate “is a beautiful ancient [Chang Luang] craft, made of brick and limestone, made a tiered arch with four directions decorated with stucco motifs, flowers and animals in [Himmaphan]” Symbol of the city of Lampang is the seal of Lampang Province. Finally, Phra That Chedi is a Lanna *pagoda* mixed with a Lanna style chedi made of bricks. It consists of a rectangular base recessed with a three-tiered lotus flower. It is a large stupa covered with open brass sheets, also known as *Thong Janko*, which houses a 45-inch wide bronze Buddha image.



- Peter:** This is an excellent opportunity for me to learn more of the second neckline, there is an ancient color painting on the allegory. Third, the Khong Gate “is a beautiful ancient [Chang Luang] craft, made of brick and limestone, made a tiered arch with four directions decorated with stucco motifs, flowers and animals in [Himmaphan]” Symbol of the city of Lampang is the seal of Lampang Province.
- Finally, Phra That Chedi is a Lanna *pagoda* mixed with a Lanna style chedi made of bricks It consists of a rectangular base recessed with a three-tiered lotus flower. It is a large stupa covered with open brass sheets, also known as *Thong Janko*, (Brass Sheet) which houses a 45-inch-wide bronze Buddha image.
- Peter:** This is an excellent opportunity for me to learn more about this famous temple and its long history. Thank you so much for sharing information about this temple. It was a very informative.
- Pong:** It was my pleasure.



### Vocabulary lesson 1 The different structures around the temple

	Thai language	English language	
1	วัด	Wat, Monastery, Temple	
2	วิหารพระพุทธ	Wihan Phra Buddha, Temple of Buddha (Viharn Phra Phutthabat)	
3	พระธาตุเจดีย์	Phra That Chedi (Chedi/ Pagoda/ Stupa) Relic Pagoda	
4	พระพุทธรูป	Buddha image	

	Thai language	English language	
5	วิหาร	Buddha-image hall	
6	วิหารหลวง	Wihān Luang, shrine-hall.	
7	ประตูโขง	Khong Gate (The Lanna-style gate: temple arch)	
8	ทองจังโก (ทองเหลืองที่ตีแผ่ เป็นแผ่นบางนิยมใช้ หุ้มองค์เจดีย์ ป้องกันการผุกร่อน)	Thong Janko (Brass Sheets)	

	Thai language	English language	
9	เจดีย์	Chedi, Pagoda, Stupa	
10	มณฑป	Mandop (a pavilion)	

Photos 1–10: showing the different structures around the temple

Note: These photos were taken by the researcher.



## APPENDIX A2

### THE TRAINING PHASE

#### APPENDIX A2: Gagne's theoretical

**Gagne's theoretical English vocabulary teaching design is applied to Google Classroom in this guide.**

1. First and foremost, students must log into the e-mail accounts that the instructor has assigned to each student.
2. Then, to enter the lesson, open the Google Classroom app.
3. After the lesson is over, make students click on the first task of the lesson and watch videos of materials from Facebook or YouTube to pique their interest.
4. After seeing the video media, explain to students why they should practice the lesson.
5. After that, have students take a pre-study exam to check their previous knowledge.
6. Once you've completed the pre-study exam, the instructor tells a tale about the temple's various locations. Students can learn English vocabulary and the meanings of various words by making them read. regarding the Temple
7. To obtain consistent scientific knowledge and comprehension of learners, the instructor asks open-ended questions to which students must respond. Students will complete the exercise on lesson 1 The different structures around the temple
8. The students will do exercises at lesson 1 The different structures around the temple to assess their comprehension of the content covered in the lessons on students' the different structures around the temple.
9. The instructor corrects the worksheets and recommends that they return the worksheets with the right definitions so that they can understand.

APPENDIX D3  
THE INTRODUCTION PHASE

APPENDIX D3: The learning Material (For Students)

Handout: "The Five Precepts"

Worksheet 4.1










**Direction:** Match the following words with the right pictures


Five precepts, Wisdom, Abstain from killing, Mental cultivation, Morality, Abstain from intoxicating drinks, Buddhism, Abstain from taking what is not given, Abstain from false speech, Avoid sexual misconduct,

	<p>1) .....</p>		<p>6) .....</p>
	<p>2) .....</p>		<p>7) .....</p>
	<p>3) .....</p>		<p>8) .....</p>
	<p>4) .....</p>		<p>9) .....</p>
	<p>5) .....</p>		<p>10) .....</p>

Worksheet 4.2

**Direction:** Fill in the blanks below correctly

<p>F_v_p_e_e_t_</p>	
<p>B_d_h_m</p>	
<p>W_s_o_</p>	
<p>M_r_l_t_</p>	
<p>M_nt_l_c_l_t_v_t_i_n</p>	
<p>A_s_a_n_f_o_k_l_l_i_g</p>	
<p>T_k_n_ what is _ot_g_v_n</p>	
<p>A_o_d_s_x_a_m_s_o_d_c_</p>	
<p>F_l_e_s_e_c_</p>	

<p>ltx_ctn_dik</p>	
--------------------	---



## Worksheet 4.3

**Direction:** Find eight words in the table below.

i	f	q	e	r	t	y	u	i	o	p	l	k
n	i	b	u	d	d	h	i	s	m	w	w	i
t	v	s	e	x	u	a	l	s	d	f	g	l
o	e	z	x	c	v	m	b	n	m	a	s	l
x	p	w	i	s	d	o	m	q	w	e	r	i
i	r	q	a	z	x	r	e	c	v	b	n	n
c	e	a	s	d	f	a	n	g	h	j	k	g
a	c	q	s	d	f	l	t	g	h	j	k	l
t	e	z	x	c	v	i	a	b	n	m	d	f
i	p	r	t	y	u	t	l	i	o	p	d	f
n	t	s	f	g	h	y	d	f	g	h	j	y
g	s	f	a	l	s	e	s	p	e	e	c	h













## Worksheet 4.4

**Direction:** Match the Thai words with their names in English.

	Thai		English
1.	ศีลห้า		a. Wisdom
2.	ศาสนาพุทธ		b. Mental cultivation
3.	ปัญญา		c. Five precepts
4.	ศีลธรรมจรรยา		d. Abstain from killing
5.	การปลุกฝังจิตใจ		e. Abstain from intoxicating drinks
6.	เว้นจากการฆ่าสัตว์		f. Buddhism
7.	เว้นจากการลักทรัพย์		g. Abstain from taking what is not given
8.	เว้นจากการประพฤติดีผิดในกาม		h. Abstain from false speech
9.	เว้นจากการพูดเท็จ		i. Avoid sexual misconduct
10.	เว้นจากของมีนเมา		j. Morality



## THE ANSWER KEYS

UNIT: 4 “The Five Precepts”	ANSWER KEYS		
<b>Worksheet 4.1</b> Match the following words with the right pictures.			
	1) Morality		6) Avoid sexual misconduct
	2) Wisdom		7) Abstain from intoxicating drinks and substances
	3) Abstain from taking what is not given		8) Abstain from killing
	4) Mental cultivation		9) Abstain from false speech
	5) Buddhism		10) Five precepts

UNIT: 4 “The Five Precepts”	ANSWER KEYS
<b>Worksheet 4.2</b> Fill in the blanks below correctly	
Five precepts	
Buddhism	
Wisdom	
Morality	
Mental cultivation	
Abstain from killing	
Taking what is not given	
Avoid sexual misconduct_	
False speech	
Intoxicating drinks	

UNIT: 4 "The Five Precepts"	ANSWER KEYS
<b>Worksheet 4.3</b> Find eight words in the table below.	










UNIT: 4 “The Five Precepts”		ANSWER KEYS	
<b>Worksheet 4.4</b>			
Match the Thai words with their names in English.			
	Thai		English
1.	ศีลห้า	3	a. Wisdom
2.	ศาสนาพุทธ	5	b. Mental cultivation
3.	ปัญญา	1	c. Five precepts
4.	ศีลธรรมจรรยา	6	d. Abstain from killing
5.	การปลุกฝังจิตใจ	10	e. Abstain from intoxicating drinks
6.	เว้นจากการฆ่าสัตว์	2	f. Buddhism
7.	เว้นจากการลักทรัพย์	7	g. Abstain from taking what is not given
8.	เว้นจากการประพฤติดีผิดในกาม	9	h. Abstain from false speech
9.	เว้นจากการพูดเท็จ	8	i. Avoid sexual misconduct
10.	เว้นจากของมีนเมา	4	j. Morality

## APPENDIX K Lesson 2 Temple accessories

### Unit 2: Temple Accessories



 Worksheet 2.4	แก้ไขเมื่อ 10:51
 Worksheet 2.3	แก้ไขเมื่อ 10:51
 Worksheet 2.2	แก้ไขเมื่อ 10:51
 Worksheet 2.1	แก้ไขเมื่อ 10:51
 Vocabulary lesson 2 Temple Accessories	โพสต์เมื่อ 19 มิ.ย. 2021
 Temple accessories	โพสต์เมื่อ 18 มิ.ย. 2021
 Gagne's theoretical English vocabulary teac...	โพสต์เมื่อ 18 มิ.ย. 2021



## APPENDIX B1

### THE TRAINING PHASE LESSON: 2

#### APPENDIX B1: The Reading Text

#### Temple accessories

Tonkla and Namu often go to the temple to make merit on the Buddhist holiday (wanpra). They still listen to sermons and offer alms to the monks. After the ritual, they often speak or talk with the abbot and some monks about Dharma practice according to the Buddhist concepts. The practice begins at 7 a.m., with the sound of a bell signaling the start of the Buddhist rituals.

To execute holy ceremonies, monks and novices all reached the temple at the same time. At the altar stand, the deacon (lay leader) begins to **light incense** sticks and **candles** to worship Buddha. He would then lead the service by reciting the prayer to ask for the precepts. The five precepts will be provided by the Abbot or the monk's leader, who will also give the blessing.



The Abbot will begin the preaching sermon after receiving the precepts, and the deacons will listen to the Dharma sermon to deliver the sermon this last between 20 and 40 minutes depending on the content. After the sermon, the Buddhists would distribute the Sangkhathan to monks and novices, to dedicate it to the belonging (among all monks or monks)

The monks and novices then provided blessings to Pali. Buddhists prepare pouring water and collect blessings for their own and their families' prosperity, as well as dedicating the honor to the relatives of the deceased beings.

Tonkla and Namu help clean up the area outside the temple after the worship ceremony is finished. they begin with the sermon hall, which is used for various purposes, such as moral and ethical instruction for interested students. Then, they clean the cloister,

which is a place of residence for monks and novices, they also clean the donation box, **altar table, asana seat (monk's seat), holy water bowl**, in order, the **holy thread, incense burner, candle holder, Vase, Sacred thread** and other utensils.

Tonkla and Namo both represent themselves as good Buddhists who aid and support the monks and novices who are considered religious descendants, or representatives of Buddhism. They ensure the long-term existence of Buddhism. As a result, they are both admired by those who come to the temple daily to make merit.



## Vocabulary lesson 2 Temple Accessories

	Thai	English	
1	ธูป	Incense sticks (an incense-stick; joss-stick.)	
2	เทียน	Candles	
3	โต๊ะหมู่บูชา	The set of altar tables	
4	ตาลปัตร	Palm leaf ritual fan	

	Thai	English	
5	กระถางธูป	Incense burner	
6	เชิงเทียน	Candleholder	
7	แจกัน	Vase	
8	อาสนะ	Asana seat (monk's seat)	

	Thai	English	
9	บาตรน้ำมนต์	Holy water bowl	
10	ด้าย สายสิญจน์	Sacred thread, Sacred cord, Sacred string	

Photos 1–10: showing temple accessories

Note: These photos were taken by the researcher.



## APPENDIX B2

### THE TRAINING PHASE

#### APPENDIX B2: Gagne's theoretical

##### **Gagne's theoretical Buddhist vocabulary teaching design is applied to Google Classroom in this guide.**

1. First and foremost, students must log in to the e-mail accounts that the instructor has assigned to each student.
2. Then, to enter the lesson, open the Google Classroom app.
3. After the lesson is over, make students click on the first task of the lesson and watch videos of materials from Facebook or YouTube to pique their interest.
4. After seeing the video media, explain to students why they should practice the lesson.
5. After that, have students take a pre-study exam to check their previous knowledge.
6. Once you've completed the pre-study exam. The instructor tells a tale about the temple's various locations. Students can learn English vocabulary and the meanings of various words by making them read. Concerning the Temple
7. To obtain consistent scientific knowledge and comprehension of learners, the instructor asks open-ended questions to which students must respond. By instructing students to complete the exercise in lesson 2 Temple accessories.
8. The students then do exercises in lesson 2 temple accessories to assess their comprehension of the content covered in the lessons on the temple's structures.
9. After that, the instructor goes through the worksheets with the students and recommends that they return the worksheets with the right and simple definitions so that they can contribute to correct understanding.
10. After the students have completed the lesson and exercises according to the teacher's instructions, all students must participate.
11. After the lecture, take a quiz to assess your progress and evaluate your knowledge.
12. Summarize the learners' measurements and evaluations of the temple buildings from Lesson 2.

APPENDIX B3  
THE INTRODUCTION PHASE

APPENDIX B3: The learning Material (For Students)

Handout: "Temple accessories"

Worksheet 2.1

Direction: Match the following words with the right pictures



Incense sticks,	Candles, Altar tables,	A palm leaf ritual fan,	Holy water
bowl,	Asana seat (The monk seat),	Incense burner,	Vases,
Candles holder,	Sacred thread		

	1) .....		6) .....
	2) .....		7) .....
	3) .....		8) .....
	4) .....		9) .....
	5) .....		10) .....

## Worksheet 2.2

Direction: Fill in the blanks below correctly.

1.	ca_d_es	
2.	i_c_n_e s_i_ck_	
3.	a_t_r_t_b_l_s	
4.	p_i_le_f_r_tal_f_n	
5.	h_l_ w_tr b_w_s	
6.	i_c_n_e b_r_e_	
7.	A_a_a s_a_	
8.	c_n_l_h_l_e_	

9.	v_ _es	
10.	s_c_e_t_r_a_	



## Worksheet 2.3

Direction: Look at the pictures and write the words in the blank

	<p>1) These are</p> <p>.....</p>		<p>6) These are</p> <p>.....</p>
	<p>2) This is an</p> <p>.....</p>		<p>7) This is a</p> <p>.....</p>
	<p>3) This is a</p> <p>.....</p>		<p>8) These are</p> <p>.....</p>
	<p>4) These are</p> <p>.....</p>		<p>9) This is a</p> <p>.....</p>
	<p>5) This is a</p> <p>.....</p>		<p>10) This is a</p> <p>.....</p>





## Worksheet 2.4

**Direction:** Match the Thai words with their names in English.




	Thai		English
1.	แจกัน		a. Incense sticks
2.	สายสิญจน์		b. Candles
3.	เทียน		c. Altar tables
4.	ธูป		d. holy water bowls
5.	ตาลปัตร		e. Incense burner
6.	โต๊ะหมู่		f. A palm leaf ritual fan
7.	กระถางธูป		g. Asana seat (The monk seat),
8.	อาสนะ		h. Vases
9.	บาตรน้ำมนต์		i. Candle holder
10.	เชิงเทียน		k. Sacred thread

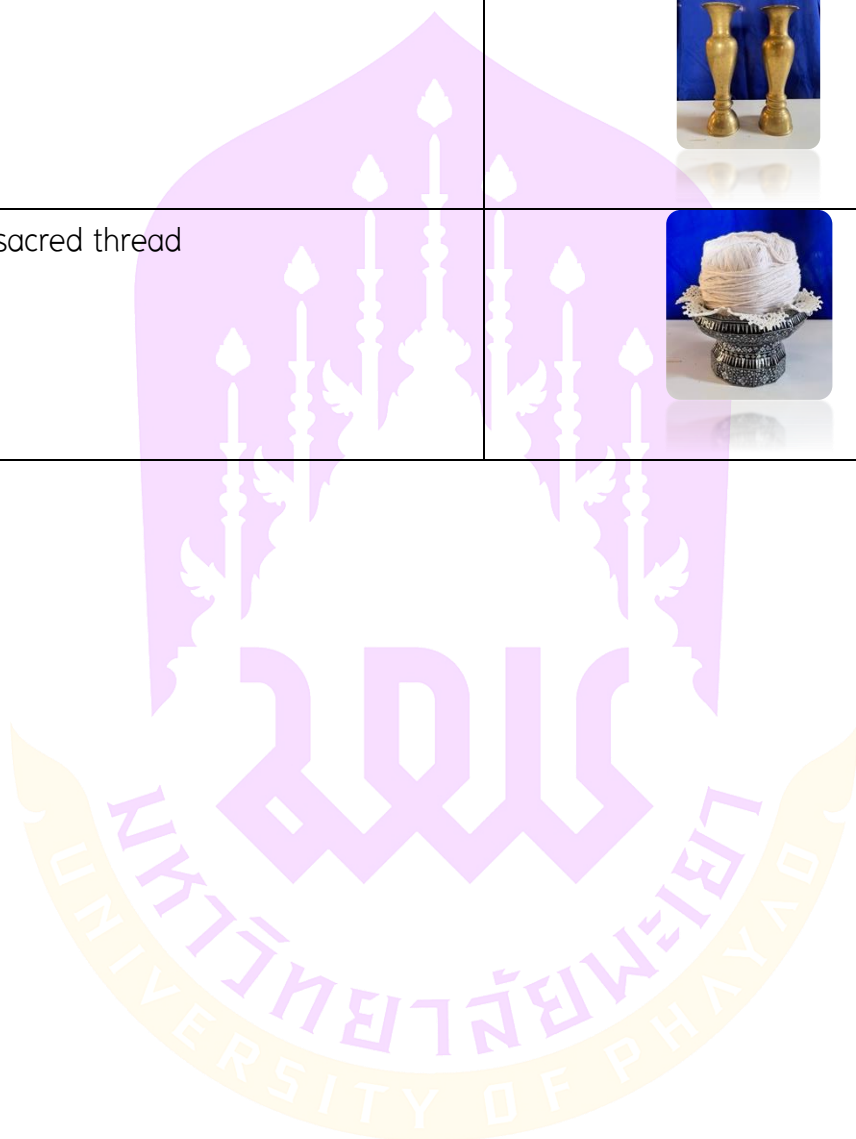


## THE ANSWER KEYS

UNIT: 2 “Temple Accessories”		ANSWER KEYS	
Worksheet 2.1 Match the following words with the right pictures			
	1) Incense sticks		6) A palm leaf ritual fan
	2) Candles		7) Sacred thread
	3) Altar tables		8) Holy water bowl
	4) Vases		9) Incense burner
	5) Candle burner		10) Asana seat

UNIT: 2 “Temple Accessories”		ANSWER KEYS
Worksheet 2.2 Match the following words with the right pictures.		
1.	candles	
2.	Incense sticks	
3.	altar tables	
4.	a palm leaf ritual fan	
5.	holy water bowl	
6.	incense burner	
7.	Asana seat	

8.	candle holders	
9.	vases	
10.	sacred thread	










UNIT: 2 "Temple Accessories"	ANSWER KEYS		
<b>Worksheet 2.3</b> Look at the pictures and write the words in the blank.			
	1) These are <b>candle holders</b> .		6) This is a <b>holy water bowl</b> .
	2) These are <b>incense sticks</b> .		7) This is an <b>asana seat</b> .
	3) These are <b>candles</b> .		8) This is an <b>altar table</b> .
	4) This is a <b>palm leaf ritual fan</b> .		9) This is an <b>incense burner</b> .
	5) These are <b>vases</b> .		10) This is a <b>sacred thread</b> .

UNIT: 2 “Temple Accessories”		ANSWER KEYS	
<b>Worksheet 2.4</b>			
Match the Thai words with their names in English.			
	Thai		English
1.	แจกัน	4	a. Incense sticks
2.	สายสิญจน์	3	b. Candles
3.	เทียน	6	c. Altar tables
4.	ธูป	9	d. holy water bowl
5.	ตาลปัตร	7	e. Incense burner
6.	โต๊ะหมู่	5	f. A palm leaf ritual fan
7.	กระถางธูป	8	g. Asana seat (The monk seat),
8.	อาสนะ	1	h. Vases
9.	บาตรน้ำมนต์	10	i. Candleholder
10.	เชิงเทียน	2	k. Sacred thread

## APPENDIX L Lesson 3 The Triple Gem

### Unit 3 : Triple Gems



 Worksheet 3.4	แก้ไขเมื่อ 10:50
 Worksheet 3.3	แก้ไขเมื่อ 10:50
 Worksheet 3.2	แก้ไขเมื่อ 10:50
 Worksheet 3.1	แก้ไขเมื่อ 10:50
 Vocabulary lesson 3 The triple gem	โพสต์เมื่อ 19 มิ.ย. 2021
 The Triple Gems	โพสต์เมื่อ 19 มิ.ย. 2021
 Gagne's theoretical English vocabulary teac...	โพสต์เมื่อ 19 มิ.ย. 2021



## APPENDIX C1

## THE TRAINING PHASE LESSON: 3

## APPENDIX C1: The Reading Text

## The Triple Gem

Klanarong and Kamon are friends who grew up and went to school together. They have very different paths due to their different family backgrounds. Klanarong has been going to temples to make merit and support society with his family since he was a child. Kamon's family has practiced Buddhism, adhering to the **triple Gem** and exclusively adhering to Buddhist doctrine. Kamon, on the other hand, makes a living by



shooting birds, fishing, and killing wildlife. he dislikes going to temples, **merit-making**, and having faith in the Triple Gem. Klanarong has repeatedly rejected temple invites because he believes faith would not assist him in living a happy existence. Kamon contends that it is our actions that change and enrich our lives.

One day Kamon had an injury. He was taken to the hospital. He had dreams of animals nearly every when night he was in the hospital, which terrified him. Kamon told Klanarong about a nightmare that he was having and asked what he should do. Klanarong took advantage of the opportunity and advised Kamon to continue to recall the virtues of the Triple Gem (Phra Rattanatri) to be humane to all the animals that had been harmed by his actions. Klanarong was requested by Kamol to assist him in explaining the Triple Gem's accession in depth. Klanarong explained to Kamol what the Triple Gem (Phra Rattanatrai) meant as follows;

The Triple Gem, also known as the Three Treasures, Three Jewels, or Three Refuges, is called "Tiratana" in Pali and Phra Ratanatrai in Thai. The three are **Buddha**, **Dhamma**, and **Sagha**. The Buddha means "**Awakened One**" or "**Enlightened One**," as he has discovered the Noble Truths. He is the founder of unsurpassed Buddhism, having attained perfection of all three **virtues**.

The Buddha is the Compassionate One, the Wise Guide, the Torch Bearer, and the Teacher who simply shows the way and provides instruction to followers.

The Dhamma is the eternal truth which the Buddha's teaching has been introduced to us. Having been *enlightened* into the so-called 84,000 Dhamma-khandha (Aggregates or items of Dhamma), the Buddha shouldered the task of disseminating parts of the Dhamma of His discovery that would be conducive to beings' happiness, progress, peace and security. The Dhamma contains the truth or the solution discovered by the Buddha for someone's problems. This well-preached Dhamma is pleasant in the beginning, pleasant in the middle, and pleasant in the end. It brings forth immediate results for those who diligently practice it. Certainly, it protects those who follow it *faithfully*.

The **Saṅgha** means the disciples of the Buddha. They are Bhikkhu (monk), Bhikkhunī (nun), male lay disciples (Upāsaka), and female lay disciples (**A female devotee**). The word SANGHA explicitly refers to those disciples who have realized through their earnest practice of each of the Four Grades of the Path and Fruition called *Sotāpana* (Stream-enterer), *Sakadāgāmī* (Once-returner), *Anāgāmī* (Non-returner), and *Arahanta* (Fully Liberated One). These are called **Ariyasaṅgha** (the Noble Disciples). Sammatisaṅgha refers to Bhikkhus who have not yet attained any of Path and Fruition Four Grades. They took up the task of adhering to the Buddha's *spiritual rules* and studying his teachings.





Having followed Klanarong's counsel, Kamol became faithful to the Triple Gem and began chanting to it after hearing the Triple Gem's virtues. Kamol has promised to seek the Triple Gem, a place of refuge for humanity, to avoid ruining the souls of all creatures, and to carry out the duties of a true Buddhist. Kamol never had another nightmare after that.

**Source:** Adapted from Dhamma in English book, Mahachulalongkornrajavidyalaya University (2012, pp. 2–12) and Mahidol University,



## Vocabulary lesson 3 The triple gem

	Thai	English	
1	พระรัตนตรัย	<i>Triple Gem</i>	
2	พระพุทธเจ้า	<i>Buddha</i>	
3	ธรรมะ	<i>Dhamma</i>	
4	สังฆะ	<i>Sangha</i>	

	Thai	English	
5	การทำบุญ	<i>Merit-making</i>	
6	ผู้ตื่น	<i>Awakened One</i>	
7	ผู้รู้แจ้ง	<i>Enlightened One</i>	
8	ความซื่อสัตย์	<i>Faithful</i>	



	Thai	English	
9	อุปาสิกา	<i>A female devotee</i>	
10	จิตวิญญาน	<i>Spiritual</i>	

Photo-credits: Worksheet Vocabulary lesson 3

**Figure 1 Triple Gem**

Photocrati/Source: <https://mgronline.com/dhamma/detail/9560000080177>

**Figure 2 Buddha**

Source: <https://th.lovepik.com/image-728830417/cute-cartoon-buddha-statue.html>

**Figure 3 Dharmma**

Source: <https://www.ebooks.in.th/29786/>

**Figure 4 Sangha**

Source: <https://th.pngtree.com/so/>

**Figure 5 Merit making**

Source <http://www.dhammadjak.net/forums/viewtopic.php?f=7&t=43221&view=print>

**Figure 6 Awakened One**

Source: <https://www.dek-d.com/education/36161/>

**Figure 7 Enlightened**

Source: <http://cartoon055.blogspot.com/2013/01/blog-post.html>

**Figure 8 Faithfully**

Source: <https://pubhtml5.com/vtkk/phys>

**Figure 9 A female devotee**

Source: <http://skybook.co.th/shop/product/>

**Figure 10 Spiritual rules**

Source: <https://palungjit.org/threads>



## APPENDIX C2

### THE TRAINING PHASE

#### APPENDIX C2: Gagne's theoretical

**Gagne's theoretical Buddhist vocabulary teaching design is applied to Google Classroom in this guide.**

1. First and foremost, students must log in to the e-mail accounts that the instructor has assigned to each student.
2. Then, to enter the lesson, open the Google Classroom app.
3. After the lesson is over, make students click on the first task of the lesson and watch videos of materials from Facebook or YouTube to pique their interest.
4. After seeing the video media, explain to students why they should practice the lesson.
5. After that, have students take a pre-study exam to check their previous knowledge.
6. Once you've completed the pre-study exam. The instructor tells a tale about the temple's various locations. Students can learn English vocabulary and the meanings of various words by making them read. Concerning the Temple
7. To obtain consistent scientific knowledge and comprehension of learners, the instructor asks open-ended questions to which students must respond. By instructing students to complete the exercise in lesson 3 Tripper Gems
8. The students then do exercises in lesson 3 Tripper Gems to assess their comprehension of the content covered in the lessons on the temple's structures.
9. After that, the instructor goes through the worksheets with the students and recommends that they return the worksheets with the right and simple definitions so that they can contribute to correct understanding.
10. After the students have completed the lesson and exercises according to the teacher's instructions, all students must participate.
11. After the lecture, take a quiz to assess your progress and evaluate your knowledge.
12. Summarize the learners' measurements and evaluations of the temple buildings from Lesson 3.

APPENDIX C3  
THE INTRODUCTION PHASE







APPENDIX C3: The learning Material (For Students)





Handout: "Triple Gems"

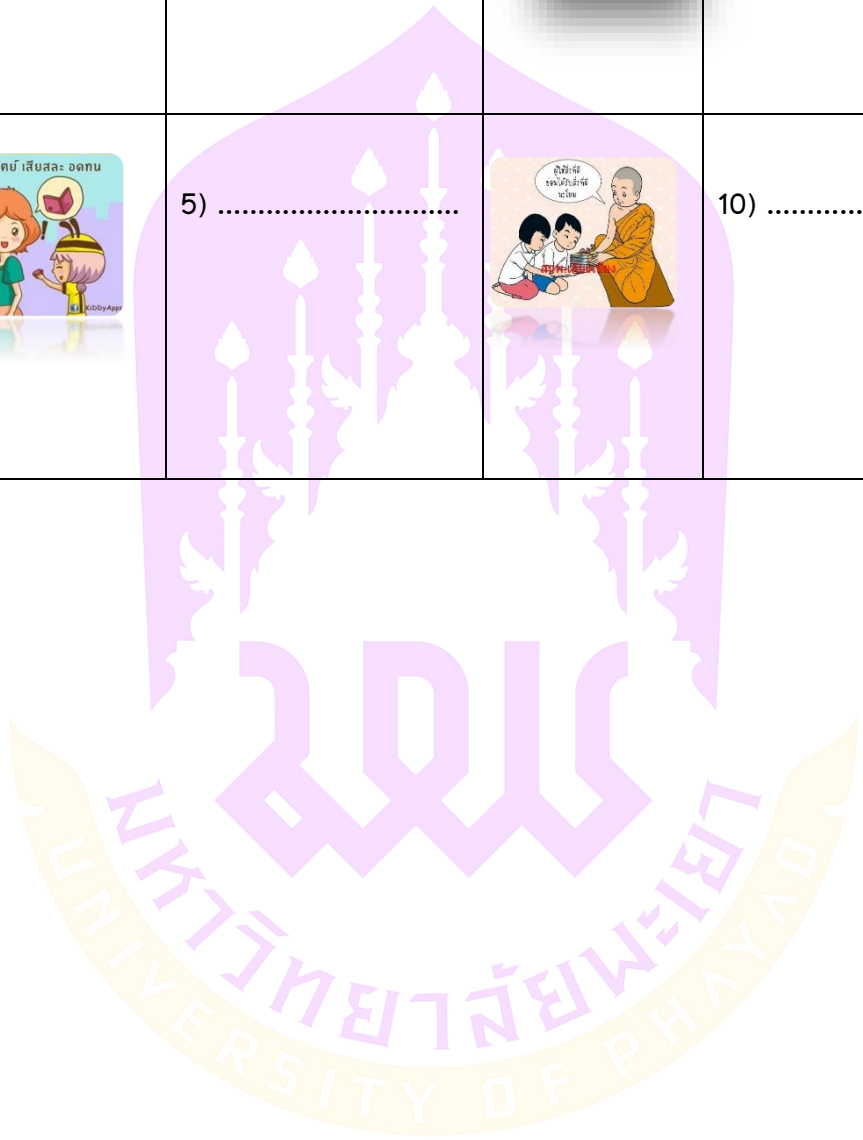
Worksheet 3.1

Direction: Match the following words with the right pictures

Triple Gem, Buddha, Dhamma, Sangha, Merit-making,  
Awakened One, Enlightened one, Faithful,  
A female devotee,











	<p>1) .....</p>		<p>6) .....</p>
	<p>2) .....</p>		<p>7) .....</p>
	<p>3) .....</p>		<p>8) .....</p>

	4) .....		9) .....
	5) .....		10) .....



## Worksheet 3.2

**Direction:** Fill in the blanks below correctly.

1	t_i_l g_m		
2	b_d_h_		
3	d_a_m_		
4	s_n_h_		
5	M_r_t-m_k_n_		
6	A_a_e_e_ o_e		
7	E_l_g_h_e_e_ _ne		
8	F_i_h_u_		
9	A_f_e_a_e d_v_t_e		
10	S_i_i_u_l		

Worksheet 3.3

Direction: Find eight words in the table below.

s	t	m	e	r	i	t	m	a	k	i	n	g
s	r	m	b	y	g	g	c	v	m	o	n	f
p	i	a	u	f	o	g	h	t	a	f	y	a
i	p	g	d	e	d	r	c	t	d	e	h	i
r	e	e	d	h	a	m	m	a	h	c	c	t
i	g	h	h	f	v	h	m	d	e	t	c	h
t	e	a	a	a	m	b	a	h	r	u	n	f
u	m	l	b	b	j	k	l	e	i	r	e	u
a	l	l	u	a	b	e	e	r	n	y	e	l
l	s	a	n	g	h	a	l	i	g	T	s	l
l	b	j	d	l	a	b	a	n	w	q	s	y
y	e	n	l	i	g	h	t	e	n	e	d	t



## Worksheet 3.4











**Direction:** Match the Thai words with their names in English.

	Thai		English
1.	จิตวิญญาน		a. Triple Gem
2.	อุปาสิก		b. Buddha
3.	ความซื่อสัตย์		c. Dhamma
4.	ผู้รู้แจ้ง		d. Sangha
5.	ผู้ดี		e. Merit-making
6.	การทำบุญ		f. Awakened One
7.	พระรัตนตรัย		g. Enlightened one
8.	พุทธะ		h. Faithful
9.	ธรรมะ		i. A female devotee
10.	สังฆะ		J Spiritual



THE ANSWER KEYS

<p>UNIT: 3 "Triple Gems"</p>	<p>ANSWER KEYS</p>		
<p>Worksheet 3.1 Match the following words with the right pictures.</p>			
	<p>1) Triple Gem</p>		<p>6) Awakened one</p>
	<p>2) Buddha</p>		<p>7) Sangha</p>
	<p>3) Dhamma</p>		<p>8) A female devotee</p>
	<p>4) Enlightened one</p>		<p>9) Spiritual</p>
	<p>5) Faithful</p>		<p>10) Merit-making</p>

UNIT: 3 “Triple Gems”	ANSWER KEYS
<b>Worksheet 3.2</b> Fill in the blanks below correctly.	
Triple gem	
Buddha	
Dhamma	
Sangha	
Merit-making	
Awakened one	
Enlightened one	
Faithful	
A female devotee	
Spiritual	








UNIT: 3 “Triple Gems”	ANSWER KEYS
Worksheet 3.3 Find eight words in the table below.	
<p> s t m e r i t m a k i n g  s r m b y g g c v m o n f  p i a u f o g h t a f y a  i p g d e d r c t d e h i  r e e d h a m m a h c c t  i g h h f v h m d e t c h  t e a a a m b a h r u n f  u m l b b j k l e i r e u  a l l u a b e e r n y e l  l s a n g h a l i g t s l  l b j d l a b a n w q s y  y e n l i g h t e n e d t </p>	

UNIT: 3 “Triple Gems”		ANSWER KEYS	
<b>Worksheet 3.4</b>			
Match the Thai words with their names in English.			
	Thai		English
1.	จิตวิญญาน	7	a. Triple Gem
2.	อุปาสิกา	8	b. Buddha
3.	ความซื่อสัตย์	9	c. Dhamma
4.	ผู้รู้แจ้ง	10	d. Sangha
5.	ผู้ตื่น	6	e. Merit-making
6.	การทำบุญ	4	f. Awakened One
7.	พระรัตนตรัย	5	g. Enlightened one
8.	พุทธะ	3	h. Faithful
9.	ธรรมะ	2	i. A female devotee
10.	สังฆะ	1	J Spiritual

## APPENDIX M Lesson 4 The Five Precepts

### Unit 4 : The Five Precepts



	Worksheet 4.4	แก้ไขเมื่อ 10:50
	Worksheet 4.3	แก้ไขเมื่อ 10:49
	Worksheet 4.2	แก้ไขเมื่อ 10:49
	Worksheet 4.1	แก้ไขเมื่อ 10:49
	Vocabulary lesson 4 The Five Precepts	โพสต์เมื่อ 19 มิ.ย. 2021
	The Five Precepts	โพสต์เมื่อ 19 มิ.ย. 2021
	Gagne's theoretical English vocabulary teac...	โพสต์เมื่อ 19 มิ.ย. 2021



## APPENDIX D1

## THE TRAINING PHASE LESSON: 4

## APPENDIX D1: The Reading Text

## The Five Precepts

Johnny is an American who is interested in Buddhism and has a deep faith in Buddhism after reading several Dhamma texts. therefore, he sought advice from the abbot by initiating a dialogue.

Johnny: I'm curious about **Buddhism** and How can I express my commitment and demonstration that I'm a Buddhist.

Master: You must first present yourself as a Buddhist, by speaking your terms, demonstrating your Buddhist status, saluting the Triple Gem, and accepting the five precepts.

Johnny: What are the **Five Precepts**, and how do they apply to you? Could you please clarify the correct orientation for practising the Five precepts, and how it can be performed?

Master: Pancasila is one of the three basic pieces of training in Buddhism: **morality, mental cultivation, and wisdom**. To practice sīla is to train in preserving one's true nature and not allowing it to be modified or overpowered by negative forces. Let's start with the first precept;

Pāṇātipātā veramaṇī sikkhāpadaṃ samādiyāmi is “to undertake the training rule to abstain from killing. There are five conditions of killing as follows; 1) the being must be alive. 2) We know that it is a living being, 3) we have an intention to cause the death, 4) an act must be performed to cause death, and 5) the death must occur as the result of the act. If all conditions are met, the first precept will be violated.”

Adinnādānā veramaṇī sikkhāpadaṃ samādiyāmi is “to undertake the training rule to abstain from taking what is not given. Below are the five requirements for stealing: 1)



the property must be in the hands of another person, 2) the property must be known to be in the possession of another person, 3) there must be a desire to steal, 4) there must be an act committed to stealing, and 5) the property must have been stolen by that act. If these conditions are met, the second precept will be violated.”



Kāmesumicchācāra veramaṇī sikkhāpadaṃ samādiyāmi is “to undertake the training rule to avoid sexual misconduct. 1) There must be a man or a woman with whom it is inappropriate to have sexual intercourse, 2) there must be a desire to engage in such sexual misconduct with such a man

or woman, 3) there must be an act performed to engage in such intercourse, and 4) there must be the pleasure of the organ touch. If these provisions are met, the third precept will be violated.”

Musāvādā veramaṇī sikkhāpadaṃ samādiyāmi is “to undertake the training rule to abstain from false speech. We should respect each other and not tell any lies or gossip. This precept is an important factor in social life and life dealings. There are four conditions for telling the lies as follows; 1) the thing said must be untrue, 2) there must be an intention to deceive, 3) there must be an effort made as a result of the said intention, and 4) the other must know the meaning of what is said. The fourth precept will be violated if these conditions are fulfilled.”

Surāmerayamajjapamādaṭṭhānā veramaṇī sikkhāpadaṃ samādiyāmi is “to undertake the training rule to abstain from intoxicating drinks and substances that contribute to carelessness. It’s based on self-respect. It helps to prevent losing control of mind, body and speech. There are three conditions for taking intoxicants as follows; 1) it is an intoxicant, 2) there must be an intention to consume, and 3) it is consumed. The fifth precept will be violated if these conditions are fulfilled. However, the use of intoxicants for medical purposes does not violate this precept.”



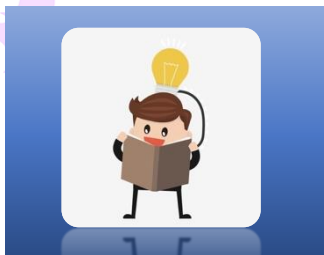


**Johnny:** Now, I am fairly certain that I want to become a Buddhist, pursuing the Buddha and pursuing the Buddha teachings as a living guide from today on.

**Master:** It's wonderful that you have access to Buddhism through the wisdom of the past, which has brought you to meet Buddhism in this life. I hope you intend to continue acting in a Buddhist manner.

**Johnny:** Thank you for your precious time. I'll do my utmost to put the Buddha's teaching into practice.



## Vocabulary lesson 4 The Five Precepts

	Thai	English	
1	ศีลห้า	<i>Five precepts</i>	
2	ศาสนาพุทธ	<i>Buddhism</i>	
3	ปัญญา	<i>Wisdom</i>	
4	ศีลธรรมจรรยา	<i>Morality</i>	
5	การปลูกฝังจิตใจ	<i>Mental cultivation</i>	

	Thai	English	
6	เว้นจากการฆ่า	<i>Pāṇātipātā veramaṇī</i> (abstain from killing)	
7	เว้นจากการลักทรัพย์	<i>Adinnādānā veramaṇī</i> (abstain from taking what is not given)	
8	งดการประพฤตินอกกาม	<i>Kāmesumicchācāra veramaṇī</i> (avoid sexual misconduct)	
9	เว้นจากการพูดเท็จ	<i>Musāvādā veramaṇī</i> (abstain from false speech)	
10	เว้นจากของมึนเมาและสิ่งเสพติด	<i>Surāmerayamajjapamādaṭṭhānā veramaṇī</i> (abstain from intoxicating drinks and substances that contribute to carelessness)	

Photo-credits: Worksheet Vocabulary lesson 4

**Figure 1 Five precepts**

Source: <https://www.dmc.tv/pages/>

**Figure 2 Buddhism**

Source: <http://blog.vzmart.com/>

**Figure 3 Wisdom**

Source: <http://cartoon055.blogspot.com/2013/01/blog-post.html>

**Figure 4 Morality**

Source: <https://www.thammacamp.com/main/node/74>

**Figure 5 Mental cultivation**

Source: [http://publicmind-triamudom.blogspot.com/2013/05/public-mind\\_4928.html](http://publicmind-triamudom.blogspot.com/2013/05/public-mind_4928.html)

**Figure 6 Pāṇātipātā veramaṇī (abstain from killing)**

Source: <https://www.dmc.tv/pages/>

**Figure 7 Adinnādānā veramaṇī (abstain from taking what is not given)**

Source: <https://www.dmc.tv/pages/>

**Figure 8 Kāmesumicchācāra veramaṇī (avoid sexual misconduct)**

Source: <https://www.dmc.tv/pages/>

**Figure 9 Musāvādā veramaṇī (abstain from false speech)**

Source: <https://www.dmc.tv/pages/>

**Figure 10 Surāmerayamajjapamādaṭṭhānā veramaṇī (abstain from intoxicating drinks and substances that contribute to carelessness)**

Source: <https://www.dmc.tv/pages/>

## APPENDIX D2

### THE TRAINING PHASE

#### APPENDIX D2: Gagne's theoretical

**Gagne's theoretical English vocabulary teaching design is applied to Google Classroom in this guide.**

1. First and foremost, students must log in to the e-mail accounts that the instructor has assigned to each student.
2. Then, to enter the lesson, open the Google Classroom app.
3. After the lesson is over, make students click on the first task of the lesson and watch videos of materials from Facebook or YouTube to pique their interest.
4. After seeing the video media, explain to students why they should practice the lesson.
5. After that, have students take a pre-study exam to check their previous knowledge.
6. Once you've completed the pre-study exam. The instructor tells a tale about the temple's various locations. Students can learn English vocabulary and the meanings of various words by making them read. Concerning the Temple
7. To obtain consistent scientific knowledge and comprehension of learners, the instructor asks open-ended questions to which students must respond. By instructing students to complete the exercise in lesson 4 The Five Precepts
8. The students then do exercises in lesson 4 The Five Precepts to assess their comprehension of the content covered in the lessons on the temple's structures.
9. After that, the instructor goes through the worksheets with the students and recommends that they return the worksheets with the right and simple definitions so that they can contribute to correct understanding.
10. After the students have completed the lesson and exercises according to the teacher's instructions, all students must participate.
11. After the lecture, take a quiz to assess your progress and evaluate your knowledge.

12. Summarize the learners' measurements and evaluations of the temple buildings from Lesson 4.



APPENDIX D3  
THE INTRODUCTION PHASE

APPENDIX D3: The learning Material (For Students)

Handout: "The Five Precepts"

Worksheet 4.1






**Direction:** Match the following words with the right pictures


Five precepts, Wisdom , Abstain from killing, Mental cultivation,  
Morality, Abstain from intoxicating drinks, Buddhism, Abstain from taking what is  
not given, Abstain from false speech, Avoid sexual misconduct,

	<p>1) .....</p>		<p>6) .....</p>
	<p>2) .....</p>		<p>7) .....</p>
	<p>3) .....</p>		<p>8) .....</p>
	<p>4) .....</p>		<p>9) .....</p>
	<p>5) .....</p>		<p>10) .....</p>

Worksheet 4.2

**Direction:** Fill in the blanks below correctly.

<p>F_v_p_e_e_t_</p>	
<p>B_d_h__m</p>	
<p>W_s_o_</p>	
<p>M_r_l_t_</p>	
<p>M_nt_l_c_l_t_v_t_i_n</p>	
<p>A_s_a_n_f_o_k_l_i_g</p>	
<p>T_k_n_ what is _ot g_v_n</p>	
<p>A_o_d_s_x_a_ m_s_o_d_c_</p>	
<p>F_l_e_s_e_c_</p>	

<p>l_t_x_c_t_n_ d_i_k</p>	
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## Worksheet 4.3

Direction: Find eight words in the table below.

i	f	q	e	r	t	y	u	i	o	p	l	k
n	i	b	u	d	d	h	i	s	m	w	w	i
t	v	s	e	x	u	a	l	s	d	f	g	l
o	e	z	x	c	v	m	b	n	m	a	s	l
x	p	w	i	s	d	o	m	q	w	e	r	i
i	r	q	a	z	x	r	e	c	v	b	n	n
c	e	a	s	d	f	a	n	g	h	j	k	g
a	c	q	s	d	f	l	t	g	h	j	k	l
t	e	z	x	c	v	i	a	b	n	m	d	f
i	p	r	t	y	u	t	l	i	o	p	d	f
n	t	s	f	g	h	y	d	f	g	h	j	y
g	s	f	a	l	s	e	s	p	e	e	c	h













## Worksheet 4.4

**Direction:** Match the Thai words with their names in English.

	Thai	English
1.	ศีลห้า	a. Wisdom
2.	ศาสนาพุทธ	b. Mental cultivation
3.	ปัญญา	c. Five precepts
4.	ศีลธรรมจรรยา	d. Abstain from killing
5.	การปลุกฝังจิตใจ	e. Abstain from intoxicating drinks
6.	เว้นจากการฆ่าสัตว์	f. Buddhism
7.	เว้นจากการลักทรัพย์	g. Abstain from taking what is not given
8.	เว้นจากการประพาศติผิดในกาม	h. Abstain from false speech
9.	เว้นจากการพูดเท็จ	i. Avoid sexual misconduct
10.	เว้นจากของมีนเมา	j. Morality



## THE ANSWER KEYS

UNIT: 4 “The Five Precepts”	ANSWER KEYS		
Worksheet 4.1 Match the following words with the right pictures.			
	1) Morality		6) Avoid sexual misconduct
	2) Wisdom		7) Abstain from intoxicating drinks and substances
	3) Abstain from taking what is not given		8) Abstain from killing
	4) Mental cultivation		9) Abstain from false speech
	5) Buddhism		10) Five precepts

UNIT: 4 “The Five Precepts”	ANSWER KEYS
<b>Worksheet 4.2</b> Fill in the blanks below correctly.	
Five precepts	
Buddhism	
Wisdom	
Morality	
Mental cultivation	
Abstain from killing	
Taking what is not given	
Avoid sexual misconduct	
False speech	
Intoxicating drink	

UNIT: 4 "The Five Precepts"	ANSWER KEYS
Worksheet 4.3 Find eight words in the table below.	
<p>The grid contains the following words highlighted in blue:</p> <ul style="list-style-type: none"> <li>nibuddhisim</li> <li>sexual</li> <li>wisdom</li> <li>wisdom</li> <li>recvbnn</li> <li>casdfanghjk</li> <li>tezxcv</li> <li>false speech</li> </ul>	

UNIT: 4 “The Five Precepts”		ANSWER KEYS	
<b>Worksheet 4.4</b>			
Match the Thai words with their names in English.			
	Thai		English
1.	ศีลห้า	3	a. Wisdom
2.	ศาสนาพุทธ	5	b. Mental cultivation
3.	ปัญญา	1	c. Five precepts
4.	ศีลธรรมจรรยา	6	d. Abstain from killing
5.	การปลุกฝังจิตใจ	10	e. Abstain from intoxicating drinks
6.	เว้นจากการฆ่าสัตว์	2	f. Buddhism
7.	เว้นจากการลักทรัพย์	7	g. Abstain from taking what is not given
8.	เว้นจากการประพาศิพิตในกาม	9	h. Abstain from false speech
9.	เว้นจากการพูดเท็จ	8	i. Avoid sexual misconduct
10.	เว้นจากของมีนเมา	4	j. Morality

## APPENDIX N Lesson 5 Buddhist Monk's Life

### ทดสอบหลังเรียน



Post-Test

แก้ไขเมื่อ 23 ก.ค. 2021

### Unit 5 : Buddhist Monk's life



Worksheet 5.4

แก้ไขเมื่อ 10:49



Worksheet 5.3

แก้ไขเมื่อ 10:49



Worksheet 5.2

แก้ไขเมื่อ 10:47



Worksheet 5.1

แก้ไขเมื่อ 10:47



Buddhist Monk's Life

โพสต์เมื่อ 19 มิ.ย. 2021



Vocabulary lesson 5 Buddhist Monk's Life

โพสต์เมื่อ 19 มิ.ย. 2021



Gagne's theoretical English vocabulary teac...

โพสต์เมื่อ 19 มิ.ย. 2021



## APPENDIX E1

## THE TRAINING PHASE LESSON: 5

## APPENDIX E1: The Reading Text

## Buddhist Monk's Life

Ton Kao and Ton Nam are two brothers. They became devoted to the concept of renouncing the secular sex to become ordained as a *novice* to better learn the values after attending the temple daily to study Buddhist teachings.

As a result, they've been deciding to become novices. After Ton Kao and Ton Nam have been ordained as novices, they must obey the temple's practices or regulations, which are outlined below;–



## The temple's regular ministering routine


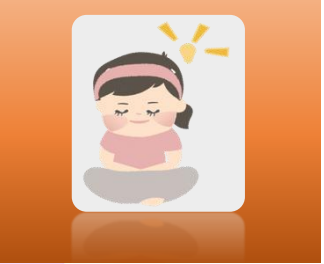


- At 04.30 AM, Wake up to prepare for the day's activities, such as *chanting*, *meditation*, and *compassion*.
- At 06.30 AM, *Receive food* from Buddhists in the neighborhood or surrounding communities in consideration for alms
- At 07.30 AM, Have breakfast from the food that was received from the alms round
- At 8.30 AM, Attending Buddhist school to study general principles and subjects
- At 11.00 AM, Have lunch
- At 04.00 PM, *Clean the temple* area, such as the temple hall and Stupa.  
clean the restroom and the kitchen room, etc.
- At 05.30 PM, Restive, doing personal duties, and arranging for *evening chanting*
- At 06.00 PM, Do ceremonies, chants, meditation, and compassion as a group
- At 08.00 PM. Receive beverage drink
- At 08.30 PM, Listen to the abbot or the leader of the head of the priesthood give a Dharma talk, which includes guidance on the priest's profession as well as morals and ethics.
- At 09.00 PM, Read the Dharma books and reciting the prayers.
- At 10.00 PM, Relax and go to bed






Monks and novices are also expected to go out and do Dharma or practice Buddhism when they are welcomed to assist and support Buddhists on different occasions, such as *preaching* spirituality and *ethical* training at colleges, schools, or other educational establishments,

Since entering the *monkhood*, the novices Ton Khao and Ton Nam were able to carry out daily life of the novices very well. The abbot and the monks of both temples can respect and welcome both novices.



## Vocabulary lesson 5 Buddhist Monk's Life

	Thai	English	
1	การสวดมนต์	<i>Chanting</i>	
2	ทำสมาธิ	<i>Meditation</i>	
3	แม่เมตตา	<i>Compassion</i>	
4	สามเณร	<i>Novice</i>	

5	บิณฑบาตร	<i>Receiving food</i>	
6	ทำความสะอาดวัด	<i>Cleaning the temple</i>	
7	เจ้าอาวาส	<i>Abbot</i>	
8	การเทศน์	<i>Preaching</i>	
9	ศีลธรรม	<i>Ethic</i>	


10	ชีวิตการเป็น พระภิกษุ	<i>Monkhood</i>	
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Photo-credits: Worksheet Vocabulary lesson 5

**Figure 1 Chanting**

Source: <https://www.se-ed.com/product/>

**Figure 2 Meditation**

Source: <https://www.okusanpix.com/2020/04/lady-relaxing-time/>

**Figure 3 Compassion**

Source: <https://www.charoenpornsangkan.com/article/>

**Figure 4 Novice**

Source: <https://www.pinterest.com/pin/633952085023021794/>

**Figure 5 Receiving food**

Source: <https://www.pinterest.com/pin/633952085023021794/>

**Figure 6 Cleaning the temple**

Source: <https://www.kroobannok.com/2207>

**Figure 7 Evening chanting**

Source: [http://gbnus.com/content\\_pick.php?page=3&id=181](http://gbnus.com/content_pick.php?page=3&id=181)

**Figure 8 The abbot**

Source: <https://edtechcreation.com/th/articles/>

**Figure 9 Preaching**

Source: <https://www.facebook.com/>

**Figure 10 Monkhood**

Source: <https://www.pinterest.com/pin/839851030496657663/>

## APPENDIX E2

### THE TRAINING PHASE

#### APPENDIX E2: Gagne's theoretical

**Gagne's theoretical Buddhist vocabulary teaching design is applied to Google Classroom in this guide.**

1. First and foremost, students must log in to the e-mail accounts that the instructor has assigned to each student.
2. Then, to enter the lesson, open the Google Classroom app.
3. After the lesson is over, make students click on the first task of the lesson and watch videos of materials from Facebook or YouTube to pique their interest.
4. After seeing the video media, explain to students why they should practice the lesson.
5. After that, have students take a pre-study exam to check their previous knowledge.
6. Once you've completed the pre-study exam. The instructor tells a tale about the temple's various locations. Students can learn English vocabulary and the meanings of various words by making them read. Concerning the Temple
7. To obtain consistent scientific knowledge and comprehension of learners, the instructor asks open-ended questions to which students must respond. By instructing students to complete the exercise in lesson 5 Buddhist Monk's Life
8. The students then do exercises in lesson 5 Buddhist Monk's Life to assess their comprehension of the content covered in the lessons on the temple's structures.
9. After that, the instructor goes through the worksheets with the students and recommends that they return the worksheets with the right and simple definitions so that they can contribute to correct understanding.
10. After the students have completed the lesson and exercises according to the teacher's instructions, all students must participate.
11. After the lecture, take a quiz to assess your progress and evaluate your knowledge.
12. Summarize the learners' measurements and evaluations of the temple buildings from Lesson 5.

APPENDIX E3  
THE INTRODUCTION PHASE











APPENDIX E3: The learning Material (For Students)

Handout: "The Buddhist's Monk Life"

Worksheet 5.1







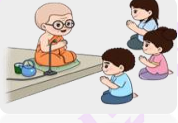



Direction: Match the following words with the right pictures.

Chanting,	Meditation,	Compassion,
Novice,	Receiving food,	Cleaning the temple,
Abbot,	Preaching,	Ethic, Monkhood,

	1) .....		6) .....
	2) .....		7) .....
	3) .....		8) .....
	4) .....		9) .....
	5) .....		10) .....

Worksheet 5.2

**Direction:** Fill in the blanks below correctly.

1	C_a_t_n_	
2	M_d_t_t_o_	
3	C_m_a_s_o_	
4	N_v_c_	
5	R_c_i_i_g f_d	
6	C_e_n_n_t_e t_m_l	
7	A_b_t	
8	P_e_c_i_g	
9	E_h_c	
10	M_n_h_o_	

## Worksheet 5.3

Direction: Find eight words in the table below.

c	o	m	p	a	s	s	i	o	n	t	r
s	d	c	f	m	e	f	g	v	e	t	e
s	v	p	r	e	a	c	h	i	n	g	c
f	g	y	u	d	i	m	o	p	r	e	e
q	t	w	s	i	x	f	e	f	r	t	i
c	h	a	n	t	i	n	g	n	f	h	v
g	e	h	b	a	s	f	v	o	r	i	i
q	a	w	r	t	t	y	u	v	i	c	n
f	b	g	h	i	r	e	w	i	t	a	g
d	b	f	g	o	h	j	k	c	l	l	f
x	o	z	v	n	b	n	m	e	j	k	o
f	t	m	o	n	k	h	o	o	d	r	o
a	s	d	f	g	h	j	k	l	q	w	d

















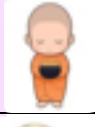





## Worksheet 5.4

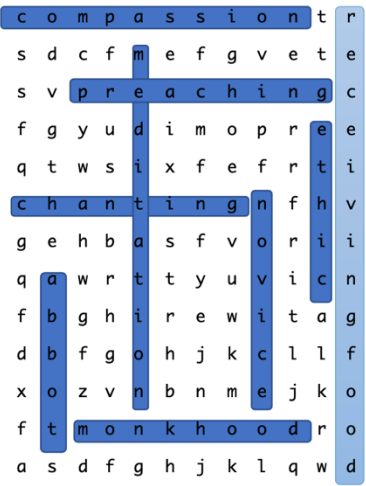
**Direction:** Match the Thai words with their names in English.

	Thai		English
1.	การสวดมนต์		a. Abbot
2.	ทำสมาธิ		b. Chanting
3.	แผ่เมตตา		c. Meditation
4.	บิณฑบาต		d. Novice
5.	สามเณร		e. Receiving food
6.	ทำความสะอาดวัด		f. Compassion
7.	ชีวิตความเป็นพระ		g. Cleaning the temple
8.	เจ้าอาวาส		h. Preaching
9.	ศีลธรรม		i. Ethic
10.	การเทศน์		j. Monkhood

## THE ANSWER KEYS

UNIT: 5 “The Buddhist’s Monk life”	ANSWER KEYS		
<b>Worksheet 5.1</b> Match the following words with the right pictures.			
	1) Ethic		6) Cleaning the temple
	2) Abbot		7) Chanting
	3) Compassion		8) Meditation
	4) Preaching		9) Receiving food
	5) Monkhood		10) Novice

UNIT: 5 “The Buddhist’s Monk life”	ANSWER KEYS
<b>Worksheet 5.2</b> Fill in the blanks below correctly.	
Chanting	
Meditation	
Compassion	
Novice	
Receiving food	
Cleaning the temple	
Abbot	
Preaching	
Ethic	
Monkhood	

UNIT: 5 “The Buddhist’s Monk life”	ANSWER KEYS
<b>Worksheet 5.3</b> Find eight words in the table below.	
 <pre> c o m p a s s i o n t r s d c f m e f g v e t e s v p r e a c h i n g c f g y u d i m o p r e e q t w s i x f e f r t i c h a n t i n g n f h v g e h b a s f v o r i i q a w r t t y u v i c n f b g h i r e w i t a g d b f g o h j k c l l f x o z v n b n m e j k o f t m o n k h o o d r o a s d f g h j k l q w d           </pre>	

UNIT: 5 “The Buddhist’s Monk life”		ANSWER KEYS	
<b>Worksheet 5.4</b>			
Match the Thai words with their names in English.			
	Thai		English
1.	การสวดมนต์	8	a. Abbot
2.	ทำสมาธิ	1	b. Chanting
3.	แผ่เมตตา	2	c. Meditation
4.	บิณฑบาต	5	d. Novice
5.	สามเณร	4	e. Receiving food
6.	ทำความสะอาดวัด	3	f. Compassion
7.	ชีวิตความเป็นพระ	6	g. Cleaning the temple
8.	เจ้าอาวาส	10	h. Preaching
9.	ศีลธรรม	9	i. Ethic
10.	การเทศน์	7	j. Monkhood

## BIOGRAPHY

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<b>PUBLICATION</b>	Pha Pawin Utahon and Khomkrit Tachom. (2565). Academic Artile: The Effectiveness of Google Classroom Exercise on Mattayomsuksa 5 Students' Buddhist English Tourism Vocabulary Knowledge. Journal of Sangkhomkham Buddhist Studies, 6(3), 1-15.
<b>AWARD RECEIVED</b>	-

