



The Development of Learning Skills Appropriate for Ethnic Karen Students, Baan Pong Nam Ron School, Serm Klang Sub District, Serm Ngam District, Lampang Province

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Abstract

The research objectives were: 1) to study the context of the area and whether the situation was conducive to learning for Ethnic Karen Students; 2) to study the conditions of factors related to the learning of Ethnic Karen Students; 3) to study the development of appropriate learning skills of Ethnic Karen Students. The Research Methodology was a combination of participatory research and action research which included quantitative research. A variety of research tools were used to collect data, such as observation forms, interview forms, and small group discussions. The sample group consisted of 36 people: 6 administrators and teachers from Baan Pong Nam Ron School; 16 students from Baan Pong Nam Ron School, 2 committee members from Baan Pong Nam Ron School, 12 people from Baan Pong Nam Ron Village including village leaders and villagers. The statistic used was the mean percentage. The study results and recommendations are as follows:

1. The context of the area and the situation conducive to learning can be divided into 3 classrooms: 1) the classroom at the school in which the teacher is the learning facilitator; 2) the classroom at home in which the parents and family members are the learning facilitators; 3) the classroom in the community in which the environment includes community members and the students themselves are the learning facilitators.
2. The factors related to the ethnic Karen students' learning can be divided into 4 factors: 1) Learner: Focus on the children's happiness from learning which allows them to experience Active learning; 2) Teachers: Focus on instructional design in relation to the context- the community, environment, language and culture; 3) Parent or Family: Focus on the attitudes and behavior of family members, regarding ethnic values, lifestyle and the value of cultural transfer; 4) Community environment: Focus on using the environment within the community and the local members to create learning. This factor has a powerful influence on learning.
3. The guidelines for the development of learning skills appropriate for ethnic Karen students involve learning activities that integrate activities both outside and inside the classroom. It is necessary to create a curriculum that promotes Thai language learning skills that 1) establishes a foundation for the use of Thai in terms of listening, speaking, reading and writing skills; 2) builds Thai language skills for learners according to the lifestyle of the Baan Pong Nam Ron community.

Keywords: Development of Learning Skills, Ethnic Student Karen, Thai Language Skills

Introduction

From past to present of northern Thailand, hill tribe people have lived in many areas of northern Thailand, such as Chiang Rai, Chiang Mai, Tak, Phrae, Nan, Maehongson, Lampang, and Lamphun. The hill tribe with the largest number of people is the Karen hill tribe, also known as Pga K'nyau which means 'people with simple lives'. The Karen have lived both in the valley and on the mountain plains. They have settled permanently, staying quietly and not moving frequently like other tribes, with wisdom to manage the soil and water resources for living. The Karen have their own language for communication in their daily life. Originally they had their own alphabet for writing which was created by missionaries who invented a converted Burmese script mixed with Roman script. Later, when learning the Thai language, the mother tongue writing style began to disappear in some localities resulting in those people speaking their own language only. Karen children have been attending school since 1922,



taught in the Thai language because the Thai government has enacted laws relating to “Compulsory education”. So the youth in Thailand, including the youth in Karen and ethnic groups have been attending the ordinary schools of the Ministry of Education involving teaching and learning in Thai. This event has affected the basic condition of the Karen community. However, instructional courses taught in Thai using Thai teaching materials are only suitable within the context of the Thai population. They are not appropriate for the Karen population as they cannot create proactive learning, create creativity, or develop their self-confidence. It does not help Karen students act on the content and learn by reading, talking, reflecting, or questioning (Phetcharat, 2017). In terms of the differing contexts, the Karen are clearly distinguished through their language and culture. Therefore, “compulsory education” is suitable only for the majority of Thai youth to within the Ministry of Education system. With the teaching in Thai, the culture of learning is facilitated for most Thai youths. However, this forces the Karen minority to change their minds immediately upon entering the education system, with little time to adjust. Hence, the learning outcomes of Karen students are lower than the criteria, which do not take into account their language and culture (Thepkampanat, 2007).

Baan Pong Nam Ron is a Karen, also known as Pga K’nyau, hill tribe community, located at Moo 1 Tambon Mueang Lampang Province with a total of 150 households and a population of about 500 people. They use the Pga K’nyau language to communicate within the general Karen community. The Baan Pong Nam Ron community is living in harmony with nature and the environment. The lifestyle of most people is still related to nature making it a unique community the education of Pga K’nyau children is taught by the compulsory school in the village, Baan Pong Nam Ron School, which carries out its instructional management according to the Ministry of Education guidelines.

Baan Pong Nam Ron School is a Pga K’nyau school which faces the problem of teaching and learning using the Thai language. The school was established on May 2, 1970 teaching from kindergarten – elementary. There are 47 students, all of whom are Karen. There are 7 teachers, consisting of 4 Thai teachers and 3 native teachers who teach according to the Core Curriculum Basic Education 2008. In the process of teaching the school can use the distance teaching system (Klai Kangwon) using a satellite as the transmitter. Satellite signals are used because cellular signals cannot be accessed. Based on an initial assessment of the students’ Thai language skills by the teacher, 30% of the students could understand the Thai language; 30% of the students could read and spell words in Thai, although maybe without understanding the meaning; 20% of the students could write in dictation with only consonant and vowel, and 20% of the students could speak Thai for communication with their teachers although not fluently. Attempts to teach Thai language courses in a school which uses the Pga K’nyau language as the everyday language of communication results in some students being unsuccessful and unhappy at school. These Karen children are confused by the learning system that is not in line with their own language and culture. This creates a barrier to learning Thai which impacts on learning achievements in the Thai language as well as for other subjects which use Thai as the language of instruction and learning.

As mentioned, the research team was interested in learning about the learning styles of the Pga K’nyau students by studying the various ways in which Pga K’nyau learners interact with teaching and learning in order to find ways to stimulate their thinking process by analyzing the syntax taking to the language and culture of the learners, it considered to be an interesting way, based on the knowledge base, as a bridge for learning the language appropriate to the youth. In ethnic areas, the Karen language and culture is linked to the Thai language within the research framework as shown in Figure 1.

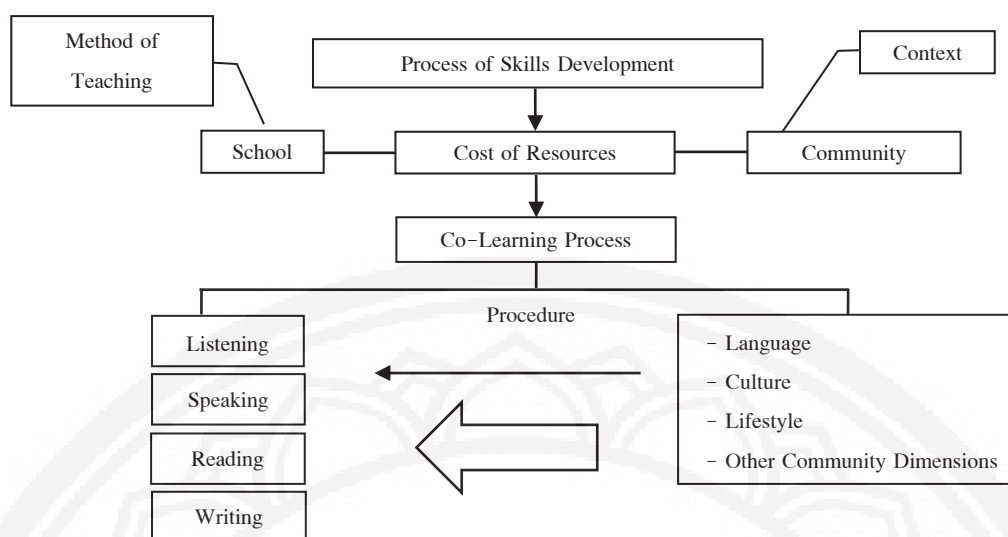


Figure 1 Research framework

The Development of Learning Skills Appropriate for Ethnic Karen Students, Baan Pong Nam Ron School

Research Objectives

1. To study the context of the area and whether the situation is conducive to learning for ethnic Karen students.
2. To study the conditions of factors related to the learning of ethnic Karen students.
3. To study the development of appropriate learning skills of ethnic Karen students.

Research Methodology

The research methodology of the present study used a combination of participatory research and action research which included quantitative research.

Target Area for the Study: Baan Pong Nam Ron village, Serm Klang Sub District, Serm Ngam District, Lampang Province.

Research Team: The team consisted of the main researchers and the co-researchers as follows:

1) The main research team consisted of 15 members consisting of 4 lecturers from the Faculty of Education, Lampang Rajabhat University, 6 administrators and teachers from Baan Pong Nam Ron School, and 5 people, including village leaders and villagers from Pong Nam Ron village. This team was responsible for planning, designing, carrying out, and analyzing the research project.

2) The co-research team consisted of 15 members consisting of 2 people from the School Board of Baan Pong Nam Ron School, 7 villagers from Baan Pong Nam Ron village, and 6 students from the Faculty of Education, Lampang Rajabhat University. This team participated in the decision-making, and provided the main information required by the research project via the development of media management learning.



1. **Documents Collection.** This refers to the collection of relevant documents such as teaching design and, learning achievements were compiled from evidence of Baan Pong Nam Ron School and included information found on the Internet. This refers to documentary evidence of the change in external behavior which provided a snapshot of the school, with information such as process factors and school outcomes including other obstacles.

3. Interview Form. Use this was used for both group interviews and individual interviews. The purpose of the interview was to find out the learning styles that make Karen students happy including activities to explain the essence of the interview.

5. Assessing Learning Skills Form. The common goal of the community is to have Thai language skills of listening, speaking, reading, and writing, as well as having life skills. The learning achievement assessment focused on: 1) the learner's ability to communicate with Thai language skills using the full list of vocabulary, correct to 80 %; 2) the learner's appreciation of the Karen way of life and communication using Thai language skills according to age. The instructor checked and analyzed the IOC to a value of 0.5 up.

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for creating a curriculum called “Tyler’s Rationale” The curriculum design and instruction focused on four basic parts. 1) Course Objectives 2) Study Experience 3) Learning Experience 4) Evaluation



Figure 3 Teacher Jane Jira (PgaK'nyau Teacher) teaches by using the learner experience to stimulate learning

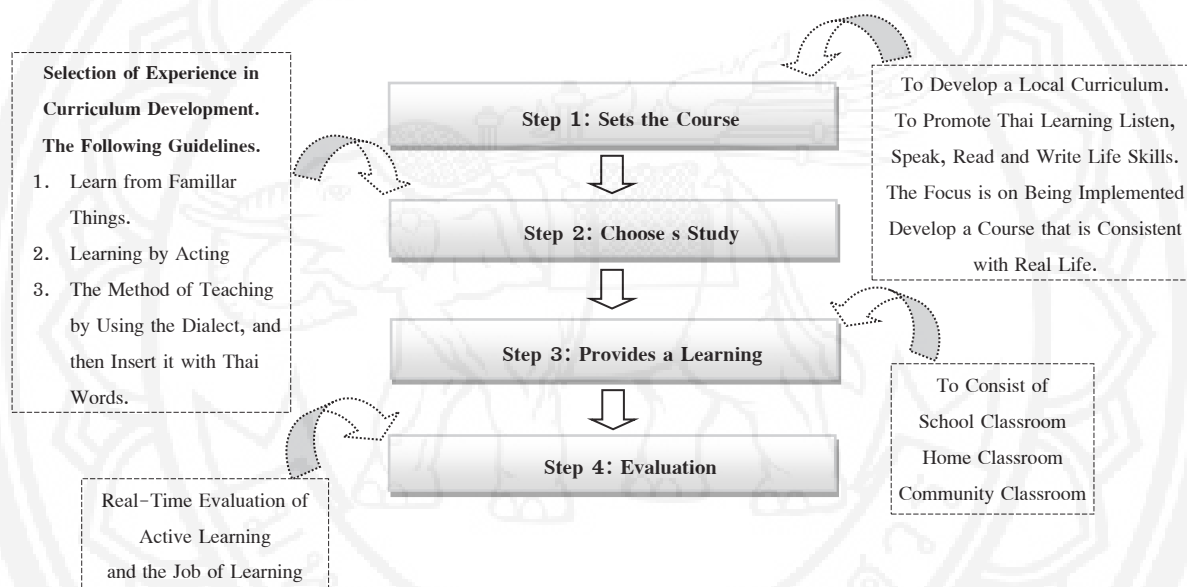


Figure 4 Development Framework for the Learning Curriculum

Development of the curriculum was based on a conceptual framework with feasibility study activities carried out during the curriculum development. The curriculum which was designed to promote Thai language learning, in terms of listening, speaking, reading and writing skills was then evaluated. The quality of the local curriculum was monitored by 3 experts, who reviewed its principles, objectives, content structure and evaluation. The scoring method used +1 point if the measure was considered correct, -1 when the measure was not correct, and 0 when not sure if the measure was correct. The scores taken from the experts were used to calculate the consistency index. Consistency index scores between 0.75–1.00 were considered for selection (Uamcharoen, 2014).

Data Analysis

The data was analyzed using SPSS for Windows, using average (\bar{x}), percentage (%), and standard deviation (SD).



Research Process

This research was conducted with focus on community and school participation at all stages, involving joint thinking, joint decision making, co-operation, joint investigation, and benefit sharing. Focus was on the people in the Baan Pong Nam Ron home community (People-Centered Development). Problems were solved using the learning process that simultaneously followed The King Rama IV strategies “Understand Access Development”. This refers to development of learning in accordance with the ‘Geosocial’ characteristics giving value to local management of learning appropriate to ethnic students. The main operations were as follows:

Activity 1: The meeting clarified the objectives and guidelines of the research team. The goal for understanding the project objectives and the research approach with the research team found that teachers and parents were interested in and volunteered for the project because of the good results that would happen to Karen students, their children. In the past achievement of Thai language learning and other subjects these students did not pass the benchmark, so there was nothing to lose. This research represented a new way for things to happen in terms of collaboration between the school and the community.

Activity 2: Reviewing the situation of past educational management in schools. The goal of reviewing the situation of past educational management in schools was to review the situation of the school’s past management approach. The teaching and learning management system of the teacher was as follows:

- 1) The teaching method that each teacher chose was different according to the individual. The emphasis was on the transfer of knowledge, and the students’ attention was fundamental including the potential of teachers.
- 2) In the small classes, from Kindergarten 1 until Primary 3, the teacher focused on student activities outside the classroom. These activities were relevant to the content of the course being studied. Using a community environment encourages learning. Students in grades 4–6 focused on academic content. The teaching activities took place in the classroom. The teachers planned and conducted the learning activities that could make students did not participate in any of the activities.
- 3) Out-of-class learning management enabled the teachers and learners to learn more about Active Learning via increased interaction and removal of the gaps in the Thai language. At the same time, it removed the barrier of Thai language learning. Students were not worried or afraid of using incorrect Thai language.
- 4) Out-of-class learning gave students the opportunity to show their abilities in life skills and learn to live together in a collaborative way.

Activity 3: The review of community resources within the community environment sought to facilitate the implementation of learning management. Overall in support for the implementation of learning, the community was found to have natural learning sources, such as a mountain forest river lying at the heart of the culture of the village which lives according to the wisdom of the forest. This is close to the students and they are interested in knowing about it.

Activity 4: With a situational learning approach for Pga K’nyau Ethnic Students, the goal was to find the situation and the learning factors that could be used for planning, such as preparing the teacher, preparing the instructional direction, and working towards development of the learning curriculum. 4 main factors were considered.

- 1) Child / Learner: Focus was on the child’s happiness from learning by allowing them to experience Active Learning, in which children will dare to express themselves confidently in their learning, as well as be ambitious and curious. So the condition of Pga K’nyau’s happiness relates to living in the environment in which they grow

up. The students will have many questions and curiosities which will evolve as they grow up. These should be integrated into both their language and their culture, so the child does not suffer.

2) School / Teacher (Like a Second Home): Focus was on the design of the teacher's learning management. The goal was to improve Pga K'nyau students skills to their full potential consistent with the environmental community. Children should be encouraged to have the knowledge, and experience of life in order to grow up to be a strong adult with a stable job.

3) Home / Parents: The focus was on parental behaviors since children learn and follow through observation. The best socializing institution is the "family institution", imitating parents' behavior, and trying to get involved in activities such as fishing, digging up bamboo, or finding mushrooms.

4) Community / Local Environment: The focus was on exemplary transfer of local wisdom to children in terms of both culture and traditions. This is the way to control the behavior of the people in the community so as to coexist in harmony.

Activity 5: The local curriculum was designed and developed through a participatory process. The goals were to provide basic information for the curriculum, evaluate the selected basic information, analyze the appropriate course characteristics, choose a model to develop a learning curriculum, and develop a curriculum that promotes Thai language learning in terms of listening, speaking, reading, writing skills, and also including life skills. The curriculum principles, objectives, and structure are shown in Figure 5 and the level of training is shown in Table 1.

| Pga K'nyau Local Learning Curriculum to Enhance Thai Language Learning: Listening, Speaking, Reading and Writing Skills, and Life Skills | |
|--|--|
| Curriculum Principles | |
| 1. This is a local learning curriculum that takes place in schools to build the basics of the Thai language. | |
| 2. The curriculum focuses on Thai translation of Pga K'nyau words and does not focus on grammar. | |
| 3. The curriculum focuses on understanding communication and does not focus on how to pronounce the right character (hard tongue). | |
| Curriculum Objectives | |
| 1. To build the basics of the Thai language in listening, speaking, reading and writing skills. | |
| 2. To build skills in using the Thai language according to the life style of Pga K'nyau people. | |
| Curriculum Structure | |
| Organize the content according to the number of vocabularies used in each age range by using the Pga K'nyau language to tell stories that engage in local events. Switch the Pga K'nyau language into Thai word by word, then increase the amount of vocabulary to complete the Circle vocabulary group. | |
| Content Preview (Circle Vocabulary Group) | |
| Level 1 = 48 words Chan Yoo Baan Pong Nam Ron Pen Kon Ka Ren Po Moo Ti Nuang Tum Bol Serm Klang Um Per Ngam Chang Wad Lam Pang Plug Kwao Kin Ang Liang Mu Dum Wau Mae Tor Pa Keb Pak Ma Kin Jub Pla Tung Pee Mee Mai Tong Sue | |
| Level 2 (Same words) = 48 words Chan Yoo Baan Pong Nam Ron Pen Kon Ka Ren Po Moo Ti Nuang Tum Bol Serm Klang Um Per Ngam Chang Wad Lam Pang Plug Kwao Kin Ang Liang Mu Dum Wau Mae Tor Pa Keb Pak Ma Kin Jub Pla Tung Pee Mee Mai Tong Sue | |
| Level 3 (Same words) = 20 words (1 voice = 1 word) Phom Dichan Pga K'nyau Puen Reig Wa Dai Wai Khay Tai Toon Lae Hai Nai Pa Keng Poo Ying Took Tam Pa Kao Ha Tam Lam Tan Por Khong Aow Chai Pi Tee | |

Figure 5 Structure of Pga K'nyau Local learning curriculum to Enhance Thai Language Learning

**Table 1** Table of the Level of Training

| Level | Skills | Contents | Methodology |
|-----------|--|--|--|
| Level 1 | Listening | - I live in Baan Pong Nam Ron | - Students listen to and speak Pga K'nyau first. |
| | | - I am Karen | - Students listen to words spoken (not written) by the teacher every day so as to write letters that match words |
| | Speaking | - I live in Tambol Serm Klang | - Teachers may supplement other words which are not too long. |
| | Reading | - My family grows rice | - The teacher adjusts the words back and forth to enhance the experience, but does not require long explanations. |
| | Writing | - My family has black pigs. - My mother weaves - I grow vegetables. | - Have students illustrate their imagination. |
| Level 2 | Add words / replace words that can be used interchangeably. | | - Review the same content and method as Level 1. |
| | Listening | - I live in Baan Pong Nam Ron village. | - Separation of words and demonstration of reading, blending and spelling by the instructor. Do not explain the grammar to the students. Read / Write every day. Match the words. Students listen / speak. |
| | Speaking | - I am a Pga K'nyau- others call us Karen. | Teachers may have to read and write repeatedly. |
| | Reading | - I live in Moo 1 Tambol Serm Klang | - Teachers may supplement other words but not with long explanation. |
| | Writing | - My family grows rice. We do not grow rice for sale. - My family and my friend's family have black pigs under the house and the cow is kept in the wild. | - When students listen, speak, read and write fluently, practice mixing spelling and tonal variation. |
| Level 3 | Listening | - content the same as level 1 level 2 with addition of words / replacement of words | - Review with content and the same way as Level 2. |
| | Speaking | | - Same method as level 2 |
| | Reading | | - Listening / Speaking many sentences. |
| | Writing | | |
| Level 4-5 | Listening | Use original vocabulary and add new Circle vocabulary group. | Same method as level 2 |
| | Speaking | | |
| | Reading | | |
| | Writing | | |
| Level 6 | Listening | Use old vocabulary and add new Circle vocabulary group to the end. | Same Method as Level 2 |
| | Speaking | | - Students tell stories using Thai words and long consecutive sentences. |
| | Reading | | - Students draw the narrative. |
| | Writing | | |

Activity 6: Development of a new curriculum was investigated. The objective was to evaluate the local course of teaching (trial version) to enhance Thai language learning in terms of listening, speaking, reading and writing skills, as well as life skills. It was divided into 2 times as follows:

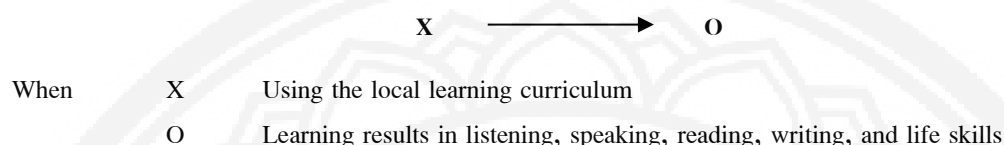
1st. The quality of the curriculum was checked in order for possible curriculum development. An investigation was carried out with 10 Pga K'nyau students at Baan Pong Nam Ron School, in relation to students' happiness and enjoyment of vocal activities in listening, speaking, reading, writing skills, as well as life skills.

2nd. Curriculum Assessment. The tool used was an evaluation form to find the course performance and learning outcomes. Development of the evaluation form was undertaken by 3 experts: 1 expert in curriculum development; 1 expert in learning consultancy; 1 expert in curriculum measurement and evaluation. The principles, objectives, content structure, and evaluation of the curriculum were examined. Items with a consistency between 0.75-1.00



were selected, if the evaluation form is 0.80–1.00 so could be used. This tool is used for evaluation before using the course. Focus was on assessing the readiness and sufficiency of factors or resources in the curriculum, and its suitability. Clarity and integrity of the curriculum found that the score for the local learning curriculum efficiency was over 70/70 so could be used.

Activity 7: Experimental Activities. The curriculum reflected the changes that occur in school and community dimensions and the changes in skills of the learners. The goal was to know the course results and a summary of the changes in the students' Thai language learning, regarding listening, speaking, reading and writing skills, and their life skills. The trial plan One-shot case design with 16 samples was used.



Evaluating Course Achievement Used the Following Criteria

1. Learners communicate with Thai language skills using the full list of words in Circle vocabulary group Level 5 correct to 80 %.
2. The learner recognizes the value of Pga K'nyau life and communicates with Thai language skills appropriate to their age.

Activity 8: This activity was a summary of the lesson. The goal was to analyze the lessons from the perspective of learner changes by interviewing students and observing their behavior. Changes in relation to happiness were found. The students developed courage to use Thai language because the content that they used in the lesson was relevant to them and encouraged them to dare to read, write, and be creative. The results showed development of Thai language skills (listening, speaking, reading and writing) as well as critical thinking skills. In addition, they could practice life skills according to their local culture and appropriate to their age. The children's emotions were affected by behavioral learning, which is linked to their life and future. The emotions that led to a lack of happiness in learning are as follows:

- 1) Fear- this will happen when students feel unsafe. Mostly fear comes from adaptation to the school's society, since this differs to their tribal society. This is shown in the words of a female student in Grade 2: "At first I did not want to go to school because my parents did not come. I do not know the Thai language, I'm afraid the teacher will hit me and I'm afraid to be teased by friends."
- 2) Anxiety- this is a result of fear such as attending a school activity that is not routine, or experiencing a strange social relationship at school. One Pga K'nyau boy said: "The school has a lot of strange things. We stand in line in the morning. But I do not want to sing the national anthem".

Research Results

The results can be summarized according to the research objectives as follows:

Objective 1. To Study the Context of the Area and Whether the Situation is Conducive to Learning for Ethnic Karen Students.

The classroom is divided into 3 places: 1) the classroom in the school where the teacher is the learning facilitator; 2) the classroom at home where the parents and family members are the learning facilitators; 3) the



classroom in the community in which the environment includes community members, and the students themselves are the learning facilitators. If the assessment of the classroom situation is conducive to learning, the impact on learning comes from the Community Classroom. This serves as a very big classroom in which there are sufficient materials, resources, personnel, and diversity that can be created for children. Learning according to age and aptitude is important so as to be consistent with the students' real way of life. Children have fun in their Pga K'nyau community classroom in which they have lived throughout their childhood. Community spirit can be learned by seeing, imitating, and following their parents. When children see and follow they will often develop skills in this community classroom even if they are not set as learning goals. The classroom in the school is a result of curriculum management which enhances students' learning achievements according to criteria that are set by the individual teachers. However, the way to create learning that is active and stimulating is via learning that is consistent and close to the learners' real environment, which the students can apply to their own lives in the future. But the classroom at home where the parents and family members are the learning facilitators does not represent a positive effect on the students' learning due to the problem of parental literacy.



Figure 6 The Community Classroom where learning managers are the environment and the people living in the community

Objective 2. To Study the Conditions of Factors Related to the Learning of Ethnic Karen Students.

The factors affecting the learning of ethnic Pga K'nyau students are divided into four main areas:

1) Child / Learner: Focus is on the child's happiness from learning. This can be a result of Active Learning and inquisitiveness. The happiness of Pga K'nyau students in learning is living in the environment in which they grew up, including having many questions and curiosities that evolve as the students grow up. The language and culture of children can be linked so as to be ready to learn new things within a familiar context. This represents the joy of learning of the Baan Pong Nam Ron ethnic students group.

2) School / Teacher: This factor focuses on the teacher's learning management design, the conditions of which will help to develop learning skills that are appropriate for the Pga K'nyau students.

- Preparation for teaching. Teachers should prepare their teaching by analyzing student data so as to group learners according to their knowledge, and to determine the learning content which must relate to the child's interest and curiosity.

- Analysis of the curriculum. To connect with the content of the learning, the students or the teacher select content according to their interests. Pga K'nyau students at Baan Pong Nam Ron are encouraged to learn in relation to nature, such as forests and streams, or their parents' jobs, such as farming, fishing, keeping wild animals, thus allowing them to connect with the common goal that will lead to improvement of their skills.

- Preparation of learning resources. This refers to preparation of the 3 classrooms for learning as mentioned in Objective 1: 1) School classroom; 2) Home classroom; and 3) Community classroom.

- Teaching plan and design of activities. This focuses on activities that students have thought about and acted on in order to create an atmosphere conducive to learning that encourages students' participation.

- Planning of assessment. This involves determining the method of assessment that is consistent with the actual situation and the purpose of the learning activities.

3) Home / Parent, Family members: This factor focuses on the attitude and the behavior of the parents, in terms of the value of the inheritance of ethnicity, lifestyle, and cultural relay, in order for the parents to become expert learning facilitators.

4) Community Environment / Local People in the Area: This focuses on the attitude and behavior of people within the community. The Community Environment is a big classroom, in which there are many people with specialist wisdom offering a good source of learning that is contextually appropriate for the students. This is a very powerful source of learning because learning takes place all the time within the community. Learning through their traditional culture will result in children maintaining the identity of their Pga K'nyau community allowing them to exist as a "dynamic society".



Figure 7 Happiness of learners, stimulated by learning through nature

Objective 3. To Study the Development of Appropriate Learning Skills for Ethnic Karen Students.

The way to develop learning skills that are consistent with Pga K'nyau ethnic students is to introduce learning activities that allow learners to experience Active Learning which leads to students' participation in their learning within the local context. The factors that affect the students are themselves, teachers, parents and the community. Learning activities should integrate activities both outside and inside the school classroom, following a detailed local curriculum that promotes the development of the Thai language in terms of listening, speaking, reading, and writing skills, as well as life skills.

Pga K'nyau Local Learning Curriculum to Enhance Thai Language Learning: Listening, Speaking, Reading and Writing Skills, as well as Life Skills

Curriculum Principles

1. This is a local learning curriculum that takes place in schools to build the basics of the Thai language.
2. The curriculum focuses on the Thai translation of Pga K'nyau words but does not focus on grammar.
3. The curriculum focuses on understanding communication and does not focus on how to pronounce the right characters



Curriculum Objectives

1. To build the basics of the Thai language in listening, speaking, reading and writing skills.
2. To build skills in using the Thai language according to the lifestyle of the Pga K'nyau people.

Curriculum Structure

Content is organized according to the number of words frequently used in each of the six age ranges respectively called the *Circle vocabulary groups*. Each Circle vocabulary group will be progressively more difficult with longer sentences, by using the original vocabulary and adding new vocabulary. Levels 1–6 are used for learning in grades 1–3.

Learning Activities Design

Learning Activities: Life Story Narrative (Level 1–3)

The focus is on listening, speaking, reading and writing skills relating to Pga K'nyau tales, songs, and legends. It consists of:

Implementing Learning Activities 1. The teacher uses the Pga K'nyau language to organize activities.

Implementing Learning Activities 2. Behavioral Objectives: Students can pronounce correct Thai words frequently.

The developed curriculum is a guideline for developing learning skills that are appropriate for the Pga K'nyau students. It hopes to illustrate how the use of the local environmental context creates development.

The results of the curriculum development are as follows:

1. Learners communicated with Thai language skills according to the complete Circle vocabulary group (Level 5) correct to 80 %.
2. The learner recognized the value of Pga K'nyau life and communicated with Thai language skills according to their age. The results are shown in Table 2.



Figure 8 Thai language skills of listening, speaking, reading, writing-communication from the whole circle vocabulary group



Table 2 Learning Achievement in Listening, Speaking, Reading and Writing in Thai from the Whole Circle Vocabulary Group Level 5.

| Full Scores of Learning Achievement in Listening, Speaking, Reading and Writing in Thai According to the Full Content Vocabulary Level 5. | Number of Students | Mean | Standard Deviation | Percentage | t-test |
|---|--------------------|-------|--------------------|------------|--------|
| 30 | 16 | 86.03 | 1.89 | 80 | 2.35 |

Table 2 shows that the mean achievement score for listening, speaking, reading and writing in the Thai language according to the content of vocabulary for students in grade 1 through grade 3 was 86.03%. The highest academic achievement scores were 28 points (93.33%), followed by 27 points (90.00%). The lowest score was 24 points (80.00%), indicating that the learners had the skills to learn and expand their Thai vocabulary for use in daily life. This is different from the learning outcomes of the previous curriculum with the Thai vocabulary for listening, speaking, reading, and writing: 70% of students could understand when listening to the Thai language; 50% of students could read Thai but maybe could not understand the meaning; 40% of students could write in Thai correctly; and 30% of students could speak in Thai for communication.

Discussion

Having studied the development of learning skills in accordance with the ethnic students, the research team had discussions reflecting on the results of the local curriculum for the Pga K'nyau in Baan Pong Nam Ron village. Over the years many curricula have been developed by a particular group of people which do not reflect the context of the area (Wasi, 2001). They are only successful in the papers. But face problems in terms of adoption, especially regarding the interpretation of the purpose, the learning process, and the evaluation of learning outcomes (Samudavanija, 2011). This meant that they lead to the same standards. Students have to learn something far away from them life, take extra tutorial class are required to pass the exam. But life skills are not taught seriously and inner spiritual life is not practiced (Sacrick, 2002). These are the problems facing the Pga K'nyau teacher. In addition to not creating a happy teaching and learning process, the curriculum also pulls the community spirit out of the students. A curriculum that is not consistent and lacking in quality adversely affects learning, meaning that children are pushed to the fringes of educational situations (Cullen, 2016). This study attempted to point out some of the issues in managing the curriculum directly from the center. It is not conducive to the life of the learner in the real context or to reinforce the student's identity. This situation can occur in many ways within an area under a single management framework.

The challenge for the research team was to investigate the current situation and, if necessary, to find possible solutions. The main points of focus were on cooperation and opening up the mind for the benefit of learning. In particular, the research team found that the local teachers had a good social relationship with their learners, cooperating and trying to learn together. However when the core learning flow is not geared towards learning within the real context the development of a local curriculum is a worthwhile answer. The gathering of information in the real conditions is of paramount importance to providing the basis for local curriculum development, adhering to the principles of the work "Royal Initiative of His Majesty: Understand, Achieve and Develop". This refers to understanding the problem fully- understanding the context of the terrain and understanding the diversity of the community in terms of both its physicality and its customs. The most important paradigm for change is "Learn life, not learn subjects". This involves the development of 3 facets of learning that need to be aligned with each



other: 1) Instruction in the classroom; 2) Extension Schools Activities as learning resources in Schools; 3) Real life outside of school (Longja, 2014). When ready this must be put into practice. Success can be achieved when both parties, the donor and the recipient, agree. Learning should come from a way that is consistent with the social and cultural contexts in order to develop both ideas and life skills. Vygotsky explains that children change their minds, understandings, and experiences based on their social and cultural experiences to build up intellectual process (Higher Mental Functions). (Vygotsky, 1978)

A local curriculum focuses on the use of real-life information such as the learners' lifestyle-making a living by growing rice, keeping wild animals, or having knowledge of wild herbs, forests and water for living. These activities are fully self-reliant. The Pga K'nyau convey the unique characteristics of their cultural beliefs and values to their children, making them understand what they think and what they think should be appropriate (Shaffer, 1999). Bringing the content of life to learning requires communication, explanation and understanding amongst others. Teaching the Thai language requires the gradual insertion of Thai words into the native language and not only in the classroom. Even at the homes of the Pga K'nyau students who use their own dialect, the students will gradually add Thai words from the classroom practice amongst their family and expand to other social groups. This served as the source for the present research study which may help to outline the process of curriculum development in real-life contexts. Correspond with words, Education and Life are related from the dimension of birth to die. Education and Life cannot be separated. (Buranarittawee, 2002)

Suggestions

1. In relation to the results of this research, the next thing to consider is the continuity of practice adding to the experience of the instructor and helping to create a better teaching style by applying the model that this research study has outlined.
2. Data collection and analysis should be accurate and thorough. Conclusions should not be drawn if there is no clear information. This will lead to discrepancies in the research findings.
3. To prevent confusion of learning goals in this area, the learning areas that parents, teachers, and students need should be analyzed. This may be narrowed into 3 parts: 1) perception / understanding of what is perceived; 2) modification of attitudes 3) behavior change.
4. This research is based on the parallelism of cultural equality by education: 1) The governments use education as tool to create a good citizenship. 2) Use education as a resource to build a strong country. If you know clearly research concept it lead to the research process design and take advantage from research results.
5. For language learning to be effective, teaching must: 1) be inspirational and useful; 2) focus on vocabulary; 3) encourage students to practice.

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