

## Abstract

**Title :** A study of the usage of "La France en Direct, 1980 book and teachers' hand book" in the secondary schools of the Educational Region 8.

**Researchers :** Mrs. Ampha Danpakdie  
Mrs. Nopawan Suwannaprakorn

**Purpose :** To investigate the usage circumstances of "La France en Direct 1980 book and teacher's handbook", their advantages and disadvantages, in the secondary schools of the Educational Region 8.

**Methodology :**

The samples were 415 French pupils and 20 French teachers from 9 schools in the Educational Region 8 under the Authority of the General Education Department, Ministry of Education. They were selected by the Stratified Random Sampling. The data obtained was analyzed by the percentage, the arithmetic means and standard deviation.

The research findings were as follows :

### 1. Usage circumstances

#### 1.1 Pupils

The material which was mostly used by their teachers was the tapes of principal dialogues of each lesson, and the maps of France secondly. The book mostly used in class was "Adaptation".

The pupils were taught and practised by the supplementary contents and exercises from other books. In each period there were exercises of four integrated skills. In class they used the Thai language the most and they were collectively practised. The four skills were evaluated at the end and during each semester.

## 1.2 Teachers

All teachers used every handbook in their teaching and the flannel boards and maps of France secondly. "Adaptation" was the mostly used book in class and the others were supplementary. Grammar and vocabulary were respectively added. The most trained skills were speaking and writing. Their pupils were individually trained. The teachers used the Thai language the most. The four skills were evaluated at the end and during a semester

## 2) Advantages in teaching and learning by "Adaptation"

### 2.1 Pupils

The mostly ranked advantage was content being suitable to age and level of pupils. The next one was content presented in progression. The pupils learned the difference between the Thai and the French culture. Activities and exercises were suitable for age and level of pupils. The last two advantages ranked were lessons, activities and exercises focused on the integrated skills. In the manuel, linguistic games, humoristic stories, cartoons and songs were included. This made the pupils enjoy studying.

## 2.2 Teachers

The highly ranked advantage was handbooks providing details in teaching, and hand books facilitated the preparation of teaching, secondly, there were clear explanation and suggestion. The last two ones were exercises and activities promoting the language usage in communication. Contents were suitable for training in communication.

### 3) Problems in teaching and learning by Adaptation.

#### 3.1 Pupils

The problems ranked at the middle level were that the books did not indicate the pronunciation of difficult words such as proper nouns for the names of towns or people in the lessons, and the methods of reading, pronouncing sentences were not explained. Those ranked at the low level were that the tapes were not clear and some disappeared.

#### 3.2 Teachers

The problem ranked at the high level was that the detailed presentation and study of the authentic documents made pupils bored and tired, such as the train schedules. Those of the middle level were that cartoons and humoristic stories satirizing the French society did not make sense in the Thai culture and items prepared in tests provided in each lesson were not sufficient. Those ranked at the low level were that some tapes of the principal dialogue of the lesson were lost and handbooks of some lessons disappeared.