

## ABSTRACT

In this classroom action research, The research samplings was 66 Thai students at the grade 12 level. The research duration was from July to August 2014. Research instruments included:

1) lesson plans of teaching-learning activities about the difference between the expression “te” and other expressions, “tekara” “nagara” and “kara/node” Three lessons of 50 minutes each were examined.

2) A pretest and posttest of the expression “te” and other expressions. Three sets of comprehensive tests, each test of 15 items, were provided.

3) A set of exercise about using the expression “te” and other expressions for beginning Thai students of Japanese.

Data were analyzed through percentage, mean, and standard deviation. A paired samples t-test was used to analyze the difference in score between the pretest and posttest.

Research findings included: students had the highest score of comprehension for “te” and “nagara.” Mean scores of comprehension before learning and after study were 10.8 and 12.6, respectively, suggesting that students had good and very good levels of comprehension. The second highest score was comprehension of “te” and “tekara.” Mean scores of comprehension before learning and after study were 9.0 and 11.7, showing moderate and good levels of comprehension. Students had the lowest scores of comprehension for “te” and “kara/node.” Mean scores of comprehension before and after study were 8.4 and 11.7, respectively, revealing moderate and good levels of comprehension.

Testing correlations between scores derived from comprehension and ability by using Pearson Correlation coefficients showed that comprehensive scores of “te” had the same direction of the relationship. When students had a high score for “te,” they scored well in the ability to use it too.

The exercises and educational activities of this study focused on pictures as teaching-learning materials. Emphasizing input by showing examples of sentences illustrating how to use or explain different situations could enhance understanding of the difference of

the expression “te” from other expressions. Once students understood these differences, they were able to use the expression “te” and other expressions more accurately.

**Keywords:** Expression “te”, Comprehension in using the expression, Ability to use the expression “te”