









programs where students are exposed to more than 15 hours of English per week [4]. However, unlike those programs, learning activities and instructions in this study were carried out by a Thai teacher who is proficient in English. Classroom setting is seen as a traditional Thai class with English used as the medium of communication.

## 5. Conclusion

This study investigated the use of English to teach science content to lower secondary students in Suratpittaya School, Surat Thani, Thailand. 32 Mattayom 3 students (Grade 9) participated in the learning of science through English by a Thai teacher. Teaching materials used in this study were prepared in English. The content of science on Genetics was based on the core curriculum which focused mainly on knowledge. The pretest and posttest scores were compared and the test paper in Thai was administered. Students' attitudes were also examined through a self-reported survey questionnaire to obtain students' perspective regarding the teaching platform. The results showed a promising possibility of learning science in English in accordance with the Thai core curriculum. This study shows satisfactory results both in learning outcomes as well as students' attitudes. However, tutorial class in Thai is eventually required to supplement the regular classes so as to ensure that the

content is covered. The results from this study not only imply the potential of learning platform of science in English to a group of students that are quite keen on the language but also provide essential information of teaching science using English as a medium. Further research in this area is required in order to explore the effectiveness of learning to a broader extent.

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