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เพื่อการสื่อสารและแรงจูงใจในการเรียนภาษาอังกฤษของนักเรียนชั้นมัธยมศึกษาปีที่ 5



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ลิขสิทธิ์ของจุฬาลงกรณ์มหาวิทยาลัย

THE EFFECTS OF DRAMA-BASED INSTRUCTION ON ENGLISH ORAL COMMUNICATION
ABILITY AND MOTIVATION IN LEARNING ENGLISH OF ELEVENTH GRADE STUDENTS



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ศูนย์วิทยทรัพยากร
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Department of Curriculum, Instruction and Educational Technology

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พจนีย์ หนักรทอง : ผลของการเรียนการสอนด้วยการใช้ละครเป็นฐานที่มีต่อความสามารถในการพูดภาษาอังกฤษเพื่อการสื่อสารและแรงจูงใจในการเรียนภาษาอังกฤษของนักเรียนชั้นมัธยมศึกษาปีที่ 5. (THE EFFECTS OF DRAMA-BASED INSTRUCTION ON ENGLISH ORAL COMMUNICATION ABILITY AND MOTIVATION IN LEARNING ENGLISH OF ELEVENTH GRADE STUDENTS)
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การวิจัยนี้มีวัตถุประสงค์เพื่อศึกษาประสิทธิผลของการเรียนการสอนด้วยการใช้ละครเป็นฐานที่มีต่อความสามารถในการพูดภาษาอังกฤษเพื่อการสื่อสารและแรงจูงใจในการเรียนภาษาอังกฤษของนักเรียนชั้นมัธยมศึกษาปีที่ 5 โดยการจัดการเรียนการสอนโดยใช้ละครเป็นฐานประกอบด้วย การใช้เกม การแสดงบทบาทสมมุติ การแสดงสด และการจำลองสถานการณ์ กลุ่มตัวอย่างเป็นนักเรียนชั้นมัธยมศึกษาปีที่ 5 โรงเรียนสาธิตมหาวิทยาลัยสงขลานครินทร์ สถิติที่ใช้ในการวิเคราะห์ความแตกต่างระหว่างความสามารถในการพูดภาษาอังกฤษเพื่อการสื่อสารและแรงจูงใจในการเรียนภาษาอังกฤษก่อนและหลังการทดลอง คือ Paired sample t-test

ผลการวิจัยพบว่า (1) คะแนนเฉลี่ยจากแบบทดสอบความสามารถในการพูดภาษาอังกฤษเพื่อการสื่อสารก่อนและหลังการทดลองของกลุ่มตัวอย่างมีความแตกต่างอย่างมีนัยสำคัญทางสถิติที่ระดับ .05 (2) คะแนนเฉลี่ยจากแบบสอบถามแรงจูงใจในการเรียนภาษาอังกฤษของกลุ่มตัวอย่างมีความแตกต่างอย่างมีนัยสำคัญทางสถิติที่ระดับ .05 และ (3) นักเรียนมีทัศนคติทางบวกต่อการเรียนด้วยการใช้ละครเป็นฐาน กล่าวโดยสรุป นักเรียนชั้นมัธยมศึกษาปีที่ 5 พัฒนาความสามารถในการพูดภาษาอังกฤษเพื่อการสื่อสารและมีแรงจูงใจในการเรียนภาษาอังกฤษเพิ่มขึ้นหลังจากเรียนด้วยการใช้ละครเป็นฐาน

ภาควิชาหลักสูตร การสอนและเทคโนโลยีการศึกษา ลายมือชื่อนิติศ.....
 สาขาวิชา การสอนภาษาอังกฤษเป็นภาษาต่างประเทศ
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The objectives of this study were to examine the effects of drama-based instruction on eleventh grade students' oral communication ability and motivation in learning English. The drama-based instruction included drama games, role-playing, improvisation and simulation. The participants of this study were thirty five eleventh grade students at Demonstration School, Prince of Songkla University. The paired sample t-test was applied to investigate the differences between the mean scores from the pre and post oral communication ability test and student motivation questionnaire.

The results of the analyses revealed that (1) there was a significant difference between the mean scores from the pre and post oral communication ability test at the significant level of .05 (2) there was a significant difference between the mean scores from the pre and post student motivation questionnaire at the significant level of .05 and (3) students reported the positive attitudes towards learning through drama-based instruction. It can be implied that eleventh grade students improved their oral communication ability as well as their motivation in learning English after the implementation of drama-based instruction.

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Student's Signature



Advisor's Signature



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Chapter 1

Introduction

Background of the study

It is apparent that effective English oral communication has been one of the important skills that individual should have, especially in the era of globalization. Students who possess English oral communication proficiency are more likely to succeed in their studies as well as their future careers (Gimpao, 2005). In Thailand, the Ministry of Education has focused its effort on raising the level of communication and language skills across all age group since the National Education Act of B.E. 2542 (1999). Besides the support from the educational policy, the challenges in preparing students to use English to interact with others successfully in the twenty-first century lead most schools to place English as a foreign language at the center of the curriculum.

To date, Thai teachers teaching English have made great efforts to encourage learners to use English as a medium of communication in class. Interestingly, though a number of communicative approaches are introduced into class, the outcomes are not at the expected level. Learners are still not able to communicate orally in English during face-to-face interaction. Savignon (2001) suggests that real communication requires skills and strategies to understand the message sent by interlocutors in an authentic communication setting. Being provided with inadequate communicative language learning environment, learners will not be able to speak fluently and cannot deal with problems in face-to-face interaction.

It is important to note that the major problems hindering the development of learner's oral communication ability can come from various factors. Wu and Liang (2007) point out causes of psychological barriers in teaching English and they found that language teaching modes and methods are one of the objective factors that hinder learners' oral expressions and improvement. Subjective factors, motivation, interests, and attitudes also play an important role in oral English teaching. Learners who lacks of motivation or have negative attitudes towards oral communication may not be willing to use English to communicate orally. Another problem may come from a teacher-

centered class. Although numbers of communicative approaches have been employed by English teachers in Thailand, it seems that most speaking classes are still controlled and directed by the teachers. The opportunities for students to direct their own learning are limited. Students are likely to be afraid of making mistakes and they do not want to lose their faces in front of other students when their mistakes are corrected by the teacher (Asato, 2003). So, it is essential for English teachers to understand and keep those language learning conditions in their minds and find the effective way to flourish their English classrooms by implementing methodologies which can foster students' oral communication abilities in different contexts.

Besides competency in oral communication skills, motivation is also an important factor which helps learners to succeed in their learning. In order to enhance students' proficiency, it is important for students to be driven by both intrinsic and extrinsic motivation which are known as components that help students learn effectively. Intrinsic motivation is a process of arousal and satisfaction in which the reward comes from carrying out an activity rather than a result of the activity (Beswick, 2002). When learners are intrinsically motivated, there is no requirement for external rewards because the activity is a reward in itself. For example, they do an assignment because they take pride in their work not because they want people to admire it. On the contrary, extrinsic motivation occurs when external factors impel the person to do something; for example, students do their homework to avoid punishment or they desire a better grade. In classrooms, most activities are influenced by extrinsic factors such as grades rather than intrinsic motivation; however, both kinds of motivation need to be fostered as they can lead students to achieve the expected outcomes.

Improving the level of student motivation has become an important education policy in recent years in many countries as a means of tackling problems of school dropout, student disaffection with school and low academic achievement (OECD, 2002). According to the study of the **Organisation for Economic Co-operation and Development Programme for International Student Assessment** or OECD (2003) relating to students' effort and persistence to learn (intrinsic motivation), the result reveals that Hong Kong,

Latvia, and Thailand are the three countries where students are consistently reported that their levels of intrinsic motivation are below the OECD average. The study of Office of the National Education Commission (ONEC), who is a policy maker of Educational Reform in Thailand, reveals that learners in the school system are discouraged from being inquisitive and eager for knowledge. In addition, in Thai school system, instruction focuses on teaching through textbooks rather than motivating students to learn themselves (ONEC, 2000).

In the field of language instruction, Gardner and Lambert (1959) identify that motivation is one of the internal factors that influences the second language learning. Nevertheless, in Thailand where English is being taught as a foreign language, most of students show a lack of motivation as they find the subject matter boring and it is hard to understand the language or express ideas effectively (Panthumasen, 2007). Rasri (2005) also points out that the problem of Thai students in learning English is that students are not enthusiastic to learn and some of them think that English is like a bitter medicine and their hope is simply to pass the examination. In order to eliminate these problems, learners of this modern age must be taught to be competent in the use of English and their goals of language learning should be driven by their motivation. Based upon the discussion above, it is vital for teachers to find out the language teaching approach which can motivate students to learn and lead them to the success in their learning.

It is challenging for all language teachers to find the effective methods and approaches emphasizing learner-centered instruction which can enhance learners' oral communication ability as well as their motivation in language learning. In Thailand, a number of teaching methods and approaches have been introduced to promote students' oral communication ability and motivation, especially in language learning. Communicative language teaching seems to play an imminent role in teaching English as a foreign language as a result of educational reform. It requires all learners to have an ability to communicate in English fluently and to use the language appropriately in particular situations; therefore, students' oral communication ability tends to

continuously improved. According to the study of Jin (2008), communicative teaching focuses on learner-centered instruction and it can promote students' motivation in language learning. Among a considerable number of teaching methods that engage learners in a variety of communicative activities, drama shows itself through many research and practice as an effective median in engaging learners in constructing their own language learning growth (Lui, 2002). In this light, drama-based instruction is viewed as one of the communicative methods in teaching English in which students will be able to participate in the real situations and attain the knowledge from performing their own activities. This goes along with Sam's (1990) study which states that drama used in the classroom can be considered a communicative activity since it fosters communication among learners and provides opportunities to use the target language in various 'make believe' situations.

A drama approach in EFL context can be defined and implemented in each class differently depending on a teacher belief and experience (Brown, 2006). It can be a fully-rehearsed performance, different types of role play with varying degrees of control, improvisation, or games. Although it covers a wide range of techniques, from a theoretical point of view, drama as an educational tool essentially stems from the concept of "learning by doing" of John Dewey (Courtney, 1965). Drama as an approach is a characteristic of constructivist learning. The underlining idea of this theory is that knowledge is not passively transferred to learners, but rather constructed by each learner. Using drama to teach English results in real communication, involving ideas, emotions, feelings, appropriateness of language used. Such activities give the teachers a wider option of learner-centered activities to choose for classroom teaching. Teaching language through drama gives a context for meaningful language production, and motivates students to use language in communicating with others. Additionally, using drama-based activities can lead to non-threatening classroom environments where student motivation and attitudes towards language learning can be enhanced (Charles and Kusanagi, 2006). In this way, the willingness of students to communicate with others will be strengthened.

For many years, groups of researchers have attempted to investigate the effects of using drama-based activities in improving oral communication skills. A number of quantitative and qualitative research have demonstrated that creative, instructional, and educational drama activities improve speaking skills (Ulas, 2008). Via (1976) suggests that drama directs students' awareness of how individuals communicate in different communicative settings and improves communicative behaviors. Also, drama activities can develop students' English abilities in various dimensions including speech act, pronunciation, intonation (Stern, 1983), and discourse strategies (Scarcella, 1978). Dougills (1987) agrees by stating that drama provides a genuine context for communication and makes the target language more real. This can lead to the improvement of students' language and communication skills.

The ability to communicate with other comfortably with self-confidence is an important characteristic of the social aspects of oral communication skills. Drama-based activities are likely to be a useful method for students to enhance their self-confidence. In this regard, Di Pietro (1987) points out that learners tend to be more talkative when they realize that they are not dominated by the teachers. Learning through drama-based instruction, learners are provided with opportunities to engage in the learner-oriented activities actively. Through drama-based activities, students are provided with greater opportunities to speak in the classroom, when compared to the traditional teacher-centered approaches. Students can participate in a wide-range of oral interactions and use a variety of language forms. The more opportunities they get to practice the language, the more fluent they are (Gill, 2004). Based on the researches reviewed, drama-based instruction is a useful approach which can enhance students' English oral communication skills.

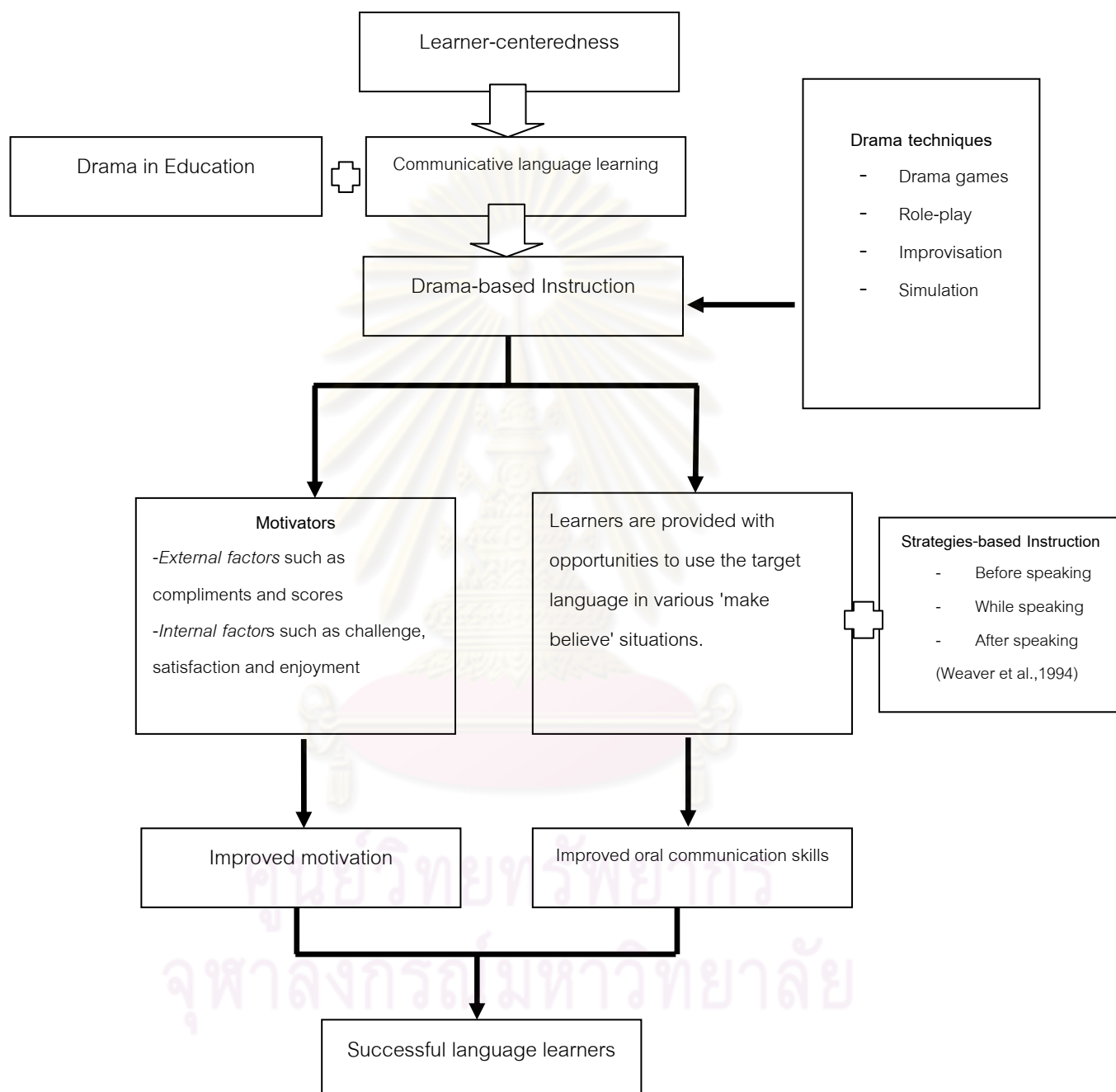
Drama-based instruction involves drama techniques which are not only helping students to communicate more effectively and providing the opportunity to work with cross-curricular themes, it can also motivate learners to learn (Dicks and Blanc, 2006). In relations to the relationship between using drama in teaching language and student motivation, there are a number of studies that examine the relationship between these

two concepts. Recent studies have shown how drama has been successfully used in teaching English as a second language (Dodson, 2002; Lui, 2002). These studies reveal that besides using drama in EFL context can increase learners' oral and written skills, it can also motivate students to learn the target language. Stern (1993) indicates that drama in language teaching can increase spontaneity and enhances motivation, self-esteem and empathy. Cox (1999) suggests that drama can encourage learners to be motivated in learning and it also stimulates both creative and critical thinking and adds enjoyment to learning in school. This result relates to the study of Arieli (2007) who states that drama activities increase students' motivation to learn by capturing their attention as well as by involving them in learning. In addition, these activities are simultaneously educational, entertaining and something students enjoy doing. Drama techniques can also satisfy human needs and foster the development and learning of children (Siks, 1983). Wilburn (1992) suggests that drama can motivate students because it engages learners at the emotional level. Bournot et al. (2007) support the notion of enhancing student motivation when drama is used as an intervention. Since the nature of drama techniques usually increases learners' satisfaction and enjoyment in language learning, I view drama-based instruction as an appropriate approach which can motivate students to learn.

To date, a few research studies have been carried out with Thai students about the use of drama in promoting language learning. Most of them aim at investigating the effects of using drama techniques on students' language proficiency. Some studies attempted to develop students' speaking skills by implementing drama-based instruction; however, only few research conducted in Thailand pays attention to using this type of instruction in promoting students' motivation. So, it was interesting for the researcher to investigate the effect of drama-based instruction on oral communication ability as well as their motivation in language learning. In addition, in the process of implementing drama-based instruction, the language learning strategies used in improving oral communication skills were also emphasized.

The conceptual framework of this study is presented as follows:

Figure 1.1: The conceptual framework



After reviewing related documents, the researcher would like to implement this teaching method with eleventh grade students in Demonstration School, Prince of Songkla University where students were active, confident, and enthusiastic to participate in classroom activities. The reason for selecting students in upper secondary school

level is that, in using drama, learners were required to use English in communicating with one another all the time. All four skills are needed, especially their reading and speaking skills. So, students in upper secondary school level seem to be an appropriate group which can learn through drama-based instruction effectively. In upper secondary school level, some tenth grade students are newcomers from other schools and they are not familiar to one another; thus, in doing group activities, they might not work cooperatively. For twelfth grade students, they have to devote their time preparing for the university entrance examination. Therefore, they might not be willing to participate in activities which require a lot of time to practice. Therefore, eleventh grade students were viewed as the target group in appropriate level that could be taught through drama-based instruction because they were familiar with each other, fluent in using language in communication and had much time to participate in the whole activities.

Thus, the following questions were examined to obtain insights into oral communication ability and motivation in language learning of students learning English through drama-based instruction.

Research questions

1. What are the effects of drama-based instruction on English oral communication ability of eleventh grade students?
2. What are the effects of drama-based instruction on motivation of eleventh grade students?
3. What are the opinions of eleventh grade students towards learning through drama-based instruction?

Research objectives

1. To study the effects of English oral communication ability of eleventh grade students after learning through drama-based instruction.
2. To study the effects of motivation in learning English of eleventh grade students after learning through drama-based instruction.

3. To study eleventh grade students' opinions towards learning through drama-based instruction.

Hypotheses

Based on the study of Gimpao (2005) which focuses on investigating the effect of drama-based activities on the improvement of students oral communication abilities and the study of Bournot et al. (2007) focusing on the role of drama on motivation, the findings reveal that learning through drama-based activities could improve students' oral communication skills as well as their motivation in language learning. So, the hypotheses were proposed as follows:

1. Students' English oral communication ability will be higher after learning through drama-based instruction.
2. Students' motivation in learning English will be higher after learning through drama-based instruction.
3. Students express positive attitudes towards learning through drama-based instruction.

Scope of the study

The population and the variables in the present study were the following:

1. The population of this study was eleventh grade students in Demonstration School, Prince of Songkla University.
2. This study aimed at investigating English oral communication ability and motivation in language learning of students learning through drama-based instruction.

The definition of terms

1. Oral communication ability

Oral communication ability refers to an individual's capacity in using language to communicate orally. Oral communication ability in this study will focus on students' abilities in using appropriate English to express their ideas and feelings.

In this study oral communication ability is the mean scores obtained from the Oral Communication Ability Test constructed by the researcher.

2. Motivation

Motivation refers to a psychological feature causing from internal and external factors which arouse an individual to behave or act towards a desired goal. This study will focus on both extrinsic and intrinsic motivation.

Motivation in language learning in this study was measured in eleven sub-dimensions including interests in foreign language, motivational intensity, English class anxiety, English teacher evaluation, attitudes towards learning English, attitudes towards English-speaking people, integrative orientation, instrumental orientation, desire to learn English, English course evaluation and English use anxiety.

In this study, motivation is the mean scores obtained from the student motivation questionnaire adapted from the mini Attitude/Motivation Battery Test (AMBT) constructed by Gardner (2004).

3. Drama-based instruction

Drama based instruction is an instructional method which allows students to improvise and construct a meaning of a word, a concept, an idea, an experience or an event by utilizing theatre techniques and the play processes. In this study, the instruction focuses on four main drama-techniques which are as follows;

3.1. *Drama games* refer to short games that usually involve movement and imagination. They allow learners to use their play-acting as a way to discover the freedom, creativity, and expression of living. Examples of drama games are mirror and freeze.

3.2. *Role-playing* refers to activities that students act out small scenes using their own ideas and information on role-cards. In role-play, learners are usually given information about their roles which can be a person or a job title. Those roles are typically printed on role cards. Learners have to take a little preparation time and then meet up with other students and use their own ideas to act out a small scene based on the role given.

3.3. *Improvisation* is the group activities that students, one by one, will improvise the scene in response to suggestions involving key words suggested

by the teacher, until the whole scene and possible story take on a life of their own. It allows freedom for students to act out the scene without any preconceived plan. There are two kinds of improvisation which are spontaneous and prepared improvisation.

3.4. *Simulation* is problem solving activities simulating real life situation with the students playing as themselves or in social roles. It is the large-scale role-play involving decision making and students have to use their own experience to the portraying of roles in simulation. Simulation is generally divided into three phases: a stage for giving the participant necessary information, the problem solving discussions, and the follow-up work.

4. Eleventh grade students

Eleventh grade students refer to eleventh grade students at Demonstration School, Prince of Songkla University, Pattani Campus who enrolled elective course, "Learning English through Drama" in the first semester, academic year 2010.

Significance of the study

1) The administrators and educators can use the results of this study to plan the language instruction policy which can enhance learners' oral communications abilities as well as their motivation in language learning and other related aspects.

2) English teachers can apply the results of this study within their classes and use them as a guideline to design their own activities.

3) The researchers who are interested in this area can use the results of the study for their research.

Chapter 2

Review of Literature

I Drama-based instruction

A. Drama in language learning

The concept of using drama for the purpose of language learning and teaching is not an innovative classroom practice (Bang, 2003). Drama in language education has developed from drama in education, which was introduced in the 1950s and 1960s in the UK and Australia (Yoshida, 1996). The use of drama as a tool in education is widely known by Dorothy Heathcote, the educator who developed the approach which emphasizes on creating an imagined dramatic context where learners are empowered by making decision (Heathcote and Bolton, 1995). However, it has only been the last thirty years or so that drama's applicability as a language teaching techniques to enhance oral skills has used worldwide (Smith, 1984).

Drama in education usually involves the entire class playing their roles and improvising in an imagined context (Bournot-Trites et al, 2007). Anderson (2004) indicates that instead of limiting learning in the context of classroom setting, the pedagogy of drama in education provides learners with opportunities to practice in as-if world.

Drama is viewed as an effective tool that could help teachers create more experiential learning tasks and provide learners with purposeful and contextualized activities (Wheeler, 2001). Whereas most traditional classrooms highlight the importance of teaching limited types of language used, drama, on the other hand, provides an opportunity for learners to experience the different use of languages in various contexts. Besides improving learners' oral communication skill, drama also enables learners to be aware of different linguistic features (Stella, 2004).

Scharenguival (1991 cited in Stella, 2004) proposes three important values of drama for language teachers as follows;

1. Drama is an outstanding teaching technique used for eliciting autonomous interaction in speech.

2. It arouses learners' senses of awareness and interest, and motivates them to learn by providing the most effective incentive.

3. Drama by its nature concerns learning by doing and can help learner to learn to use language in situations where they have to communicate by using the whole self: both verbal and non-verbal communication.

With regards to drama and second language learning, many recent research suggest the reasons why drama has been successfully used in English as a second language learning environment (Dodson, 2002; Lui, 2000). Drama within an ESL context can increase written and communicative skills, motivation to learn and, socio-cultural understanding of the target language. These studies suggest that drama create a positive learning environment that promotes collaboration between each member and encourage students to participate linguistically, emotionally and intellectually (Bournot-Trites et al, 2007).

B. Definition of drama-based instruction

Drama based instruction is an exploratory and experiential approach to learning. San (1996) defines it as an instructional method for allowing students to improvise and construct a meaning of a word, a concept, an idea, an experience or an event by the utilization of theatre techniques and the play processes.

Ozdemir and Cakmark (2008) note that drama-based instruction is an instructional method which can assist learners develop themselves in various dimensions by interacting with others, being active in educational and instructional process, being able to express themselves, being creative and perceiving life from many perspectives.

Heathcote and Bolton (1995) defines drama-based instruction as the application of drama process as an alternative way to teach variety of subjects or to be added to a school's curriculum. From their views, the goal of drama facilitators is to provide a safe space for a group of learners to create shared meaning by exploring topics through

imagination.

To conclude, drama-based instruction is an instructional method which aims at using the theatre techniques in helping learners to develop their capacities in various dimensions by allowing them to improvise and construct a meaning of a word, a concept, an idea, an experience or an event.

C. Principles of drama-based instruction

Drama-based instruction is a pedagogical method focusing on the learning process of the participant rather than polished performance with an audience. Drama based instruction provides opportunities for students to take risk in their learning without fear of punishment, to face and deal with human issues and problems, and to reflect on the implications of choice and decision they may make in the dramatic context (Farris and Parke, 1993).

The scope of drama-based instruction may be briefly explained through six learning principles (Ula, 2008).

1. A student learns meaningful content.
2. Learning occurs as a result of a student's interaction with his environment.
3. The more sensory organs a student uses while learning, the greater the retention of the lessons.
4. A student learns best by doing and experiencing.
5. Effective participation is important in learning emotional conduct.
6. Learning becomes easier and more permanent in educational environments where there is more than one stimulus.

According to the principles of drama-based instruction, it is obviously seen as the learner-centered approach as it provides chances for all learners to take risk in their learning and interact with their classmates without lots of pressure from the teacher. The engagement of learners in the drama activities is a must; therefore, they can learn through experiencing and interacting with their environment.

D. Phases of drama-based instruction

Typically, drama-based lesson plan consists of three parts: introduction, development, and quieting (Heining, 1988).

1. *Introduction part*: In the introduction part, warm-up activities are used as the way to lead everyone to a relaxed mood, ready to work together in harmony, trust each other and also have fun. Cotrell (1987) suggests that at the beginning of the lesson, students need to shift the gears and recharge their imaginations so that they can be ready and confident for the rest of lesson.

2. *Development part*: In the development part, make-believe environment is created in which students are pretending as if something is happening and/or as if be someone. Make believe play brings a metaphor which is a link constricted between the topic of the lesson and the real life.

3. *Quieting part*: In the quieting phase, the key points of the activities are summarized. Students can review what they have learnt by answering or solving the questions which are raised by the teachers, or presenting what they have learnt by an improvisation that requires the use of knowledge learnt.

In this research, all three phases were included in all lesson plans. Besides that, oral communication strategies to be used before speaking, while speaking, and after speaking, were introduced and added in those lessons in order to enable learners to use appropriate learning strategies in developing their oral communication skills (Weaver et al., 1994). The details about oral communication strategies were discussed later in this chapter.

F. Drama Techniques

Drama technique is an improvisational, process-centered form of drama in which participants are guided by a leader to imagine, enact, and reflect upon human experiences. The leader guides the group to explore, develop, express, and communicate ideas, concept, and feelings through dramatic enactment. In drama-based learning, the group improvises action and dialogue appropriate to the content it is

exploring, using elements of drama to give form and meaning to the experiment (Heining, 1981).

As drama activities have been adopted for years by foreign language teachers throughout the world to bring authentic and/or enjoyable language practice to the learner who is deprived of the target language environment in society, school or home.

Many researchers define and categorize drama techniques in different ways based on their implementation and fields of studies.

Maley and Duff (1983) categorize drama-based activities as follows:

1. *Role-playing*: It is when the learner is asked to play the part of someone else. Learners will be provided the detailed information about the person they are to play and the situation they are in.

2. *Simulation*: It is when the learner is to play themselves, but in a situation which is pre-determined.

3. *Interpersonal activity*: It is when the learners share their knowledge about themselves as people with each other.

Scrivener (2005) points out that there are six types of drama activities commonly found in English teaching classrooms; drama games, role-playing, guided improvisation, simulation, acting play scripts, and prepared improvised drama. Holden (1981) introduces five types of drama activities including mime, role-playing, extended role-playing or improvisation, simulation and language games. Dougil (1987) divides drama techniques into introductory exercise, mime, role-playing, improvisation, simulation, and script. John (1987) categorizes drama techniques into six types which are games, mime, role-playing, improvisation, simulation, and storytelling.

Although drama techniques are defined and utilized differently, these following drama-based activities, commonly used in language teaching, are addressed by the majority of researchers.

1. *Drama games*

Drama games refer to short games that usually involve movement and imagination. They are not categorized as staged play but a dynamic form in

which learners explore their minds and the world around them. Drama games allow learners to use their play-acting i.e.in sensory games as a delight way to discover the freedom, creativity, and expression of living.

2. Role-play

Reber and Reber (2001) define role-playing as 1) The acting out or performing of a particular role and 2) The acting out of the role one perceived as properly characteristic of oneself. In role-play, learners are usually given some information about roles which can be a person or a job title. Those roles are typically printed on role cards. Learners have to take a little preparation time and then meet up with other students to act out a small scene based on the role given by using their own ideas. The aim of giving role cards is to offer students opportunities to practice specific part of language which might be grammatical points, functional areas, lexical groups, etc. Students will certainly need an adequate amount of time to prepare both ideas and language before tackling a role-play. In role-playing, students can perform the role of their own choice based on their understanding towards each role.

3. Improvisation

Improvisation is used to allow learners to understand the character they are playing and how they feel. It is a group activity allowing freedom for learners to act out a scene without any preconceived plan. Students, one by one, will improvise the scene in response to suggestions involving key words suggested by the teacher, until the whole scene and possible story take on a life of their own.

Hayes (1984) states that basically there are two kinds of improvisation which are spontaneous and prepared improvisation.

3.1 Spontaneous improvisation: It is an open-ended process initiated by the teacher. The aim of this kind of improvisation is to help the students to discover the meaning behind language and behavior. A situation will

be presented by the teacher and the students have to face the challenge to respond and interact in appropriate ways.

3.2 *Prepared improvisation*: It is when the group is making up a play. The play should have a beginning, a middle, and an end. The scene will start with a basic theme or situation. Then, during the process of the improvisation, the group will develop their ideas, select and organize them into a structure which will be communicable to others. After finishing the process of theme-choosing, there should be discussion of the implementations of the theme, preparation in small groups and finally a presentation to the whole group.

4. *Simulation*

Simulation is an oral communicative activity involving decision making, in which the participants may act as themselves or in social roles (Bygate, 1993). It is really a large-scale role-play. It is when the participant is to play themselves, but in the situation which is pre-determined (Allan, 1983). Role cards are often used but it is also provided with a lot of other printed and recorded background information presented in the form of newspaper articles, graphs, memos, etc. which may come at the beginning of the simulation or appear while the simulation is unfolding, causing all participants to take notes of the new data and possibly readjust their positions. In doing this, students have to utilize the materials given wisely so that they can use them as a clue to perform the simulation.

Herbert and Sturtridge (1979) propose that simulation is generally divided into three phases: a stage for giving the participant necessary information, the problem solving discussions, and the follow-up work.

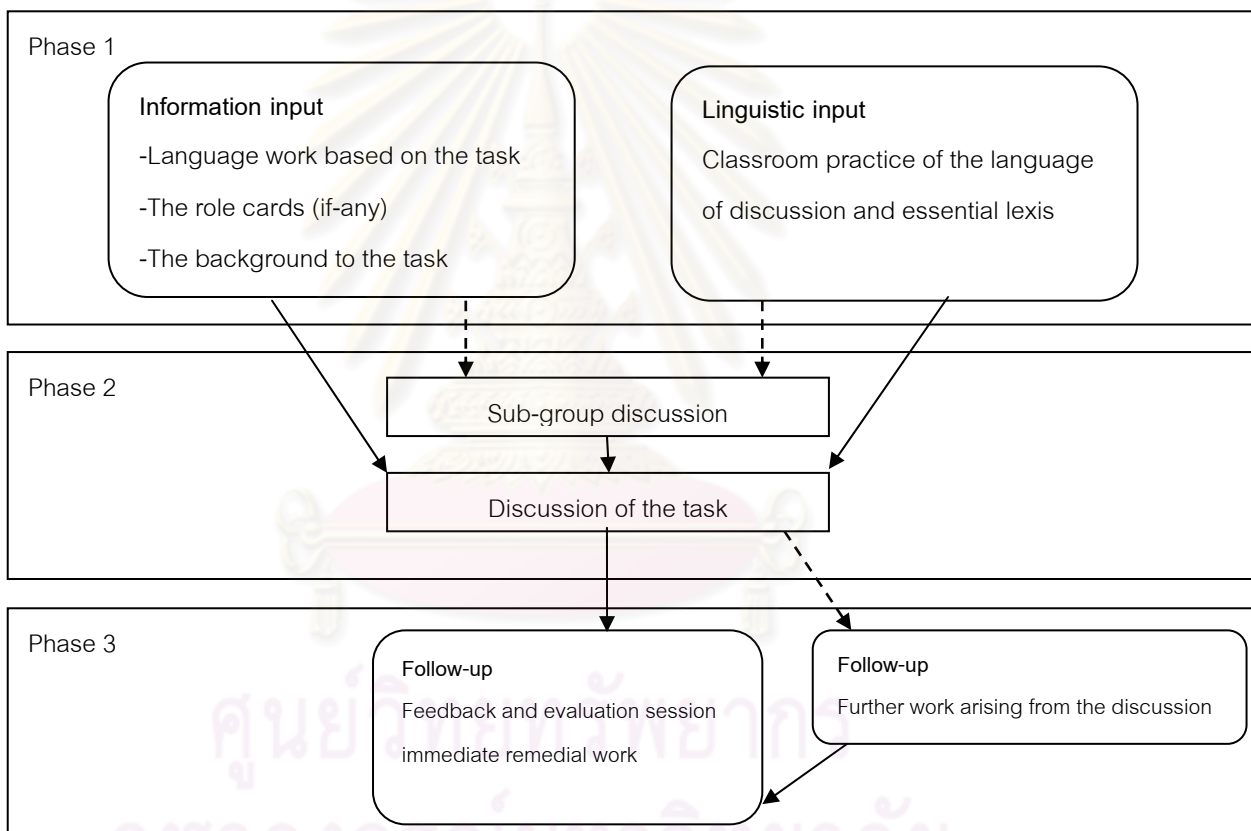
1. *Giving the participants necessary information*: In the first stage, the participants are introduced to the facts about the background information. Then they will read information sheets to build up a fuller picture. Each group will be formed with a chairman and each group member will be given different role card.

2. *The problem solving discussion:* After necessary information is given, the simulation groups then try to resolve the problem, starting from the positioned outlined on their role cards.

3. *The follow up work:* In the last stage, participants will report the result orally or in writing.

The following diagram describes all three phases of simulation.

Figure 2.1: The structure of a simulation



Source: Herbert and Sturtridge (1979)

The description of each drama techniques is summarized in table 2.1 below.

Table 2.1: Four main types of drama techniques commonly found in English language teaching classrooms

TYPES	DESCRIPTION
<i>Drama games</i>	They are short games that usually involve movement and imagination.
<i>Role-playing</i>	Students act out small scenes using their own ideas or from ideas and information on role-cards.
<i>Improvisation</i>	A scene is improvised. Students perform the spontaneous improvisation based on the roles they choose. They have to use their creativity as well as problem solving skills to act out the scene without pre-planning. The teacher might suggest some key words for students.
<i>Simulation</i>	This is really a decision making activity. Role-cards are normally used and there is often other background information as well. Students have to discuss as a group in order find the solution for the topic given. They have to bring their own experience to the portraying of roles in simulation.

Source: Adapted from Scrivener (2005)

All drama techniques discussed above provides opportunities for learners to use language to communicate with other students. Outstandingly, learners have to practice their oral communication abilities through various kinds of drama-based activities. In addition, they have to work cooperatively with their peers and group members in order to discuss, negotiate, exchange information, and accomplish the goal they plan. Thus, these types of activities can be claimed as the effective way to promote learners' oral communication abilities. Interestingly, these drama techniques seem challenging for

learners because they have to write and perform according to the topic of their interest and complete the tasks. Additionally, some drama techniques like drama games can create the supportive learning environment and bring satisfaction and enjoyment to classrooms which can motivate students to learn language.

F. Methods used in drama project

Hayes (1984) proposes the method used in a drama project as follows.

1. *Choose situation*: The teacher and students choose the situation which is the main theme of the project. This will lend itself to dramatic interpretation and involves lots of interaction with the students.

2. *Set the scene*: Students will be asked to describe and discuss the scene.

3. *Allocate roles*: Roles may be devised by the teacher or, if students feel confident, they can devise they own.

4. *Role preparation*: Students study their roles in order that they can begin to identify more completely with the personalities behind the roles and moves towards characterization.

5. *Direct students through improvisation*: The interaction scenes will have to be careful controlled by the teacher to avoid having everyone talking at once. At this stage, teachers should not stop the action to correct grammatical errors but aim for clarity of speech and feed in any language that might be appropriate. During the first improvisation either record it on tape or make notes of the dialogue.

6. *Shaping and editing*: In this stage, the teacher will discuss with the students how to make the play more dramatically effective. The action will have to be carefully plotted and a structure imposed.

7. *Scripting*: Once the structure has been agreed, the play can be properly scripted. This can be done by the group or by the teacher.

8. *Staging*: After the first reading of the completed script, the play should be staged and the actors' moves and business worked out.

9. *Developing character*: In this stage, another group discussion would be useful to consider ways of developing characters.

10. *Rehearsal*: When the students are completely familiar with their roles and the action of the play, they can begin to learn the words and the play can be rehearsed until the performance stage is reached.

11. *Performance*: Students show their performance to the teacher and other audience.

In doing drama-based project, these methods were used as a guideline to complete the project. It is interesting that learners play an important role in most stages since they become involved in the planning, writing the scripts, and performing the drama activities. In this study, the researcher utilized these methods in the final project in investigating whether these learner-centered methods could help learners improve their oral communication skills and increase their motivation in language learning.

G. Roles of teachers and students in drama-based instruction

Roles of teachers

It is apparent that the roles of teacher in drama-based instruction are greatly different from of the teacher in the traditional language classroom. Heathcote (1995) states the role of teachers in drama-based instruction is facilitators. Instead of teaching language through the traditional transmission from teachers to students, a partnership between teachers and students should be established and students should be encouraged to take on their own responsibility for learning.

Borge (2007) suggests that the roles of drama-based foreign language teachers should be the following;

1. *Facilitator*: The teacher should promote the process of communication between learners, and between learners and the given

tasks. Teacher may supply relevant materials to enrich student's performance.

2. *Independent participant*: The teacher should act as an independent participant observing all actions occurring in the language group.

3. *Counselor*: The teacher should assist learners in case that they need some help to cope with difficulties they've found during the communication process.

4. *Manager (or producer-director)*: The teacher has to set up and organizational framework for communicative activities.

In addition, Holden (1981) suggests that teachers must present the scenario or idea clearly, organize any preliminary works, and ensure that each learner understand their responsibilities in the process of drama-based instruction. The teacher is also responsible for directing the discussion which follows each scene by asking students some questions. Students should be encouraged to describe what they have done and explain why they chose to do something in a particular way.

Roles of students

Learning through drama-based instruction, it is essential for all learners to participate actively in all drama-based activities. Student will be engaged in different roles from working as a big group, to small group and then perhaps to work in pairs to explore the dramatic world in various perspective, and to develop their language proficiency (Liu, 2002).

To achieve the goal of implementing drama-based instruction into classrooms effectively, it is vital for the teachers to realize their roles in facilitating learners with available materials in meaningful contexts, observing and supporting their learning, providing learners with useful advice, and setting up the activities which are useful for learners to practice their communication skills. Besides realizing their own roles, the teachers have to help learners to understand their roles in learning through drama-

based instruction and encourage them to get involved in their learning process actively instead of being a passive listener.

H. The advantages of using drama techniques

In the book *Drama techniques in Language Teaching*, Maley and Duff (2005) state the significance of drama as follows:

1. It integrates language skills in activities naturally. Spontaneous verbal expression is integral to most of activities whereas careful listening is also a key feature.
2. It integrates both verbal and nonverbal aspects of communication. It restores the balance between physical and intellectual aspects of learning.
3. It draws upon both cognitive and affective domains so it can restore importance of feeling as well as thinking.
4. By focusing on using language in different contexts, it brings the classroom interaction to life and intensely focuses on meaning.
5. It fosters self-awareness (and awareness of others), self-esteem and confidence.
6. Motivation is fostered and sustained through the variety and expectancy generated by the activities.
7. It transfers the emphasis of main responsibilities from the teacher to learners.
8. It encourages an open, exploratory style of learning where creativity and imagination are given scope to develop. This promotes risk-taking, which is an essential element in effective language learning.
9. It has a positive effect on classroom dynamics and atmosphere, thus facilitating the formation of a bonded group, which learns together.
10. It is an enjoyable experience.
11. It is low-resource. For most of the time, all you need is a room and audience.

Heldenbrand (2003) says that the benefits of using drama techniques are as follows:

1. *Drama is fun*: A fun class can lead to the improvement of the learning environment. Generally, learners prefer the enjoyable learning process and drama provides them with knowledge concerning the use of language as well as satisfaction and enjoyment in language learning. Mordecia (1985) also points out that the combination of drama activities with learning a second language can create a fun along with enriching and purposeful experience.

2. *Drama is a relaxed and informal way to learn English*: Instead of learning through a general textbook dialogue which is only one way communication and does not provide the freedom for learners to express their ideas holistically, drama allows them the freedom to think and perform. Through drama-based instruction, communication becomes more informal and learners can remain enjoyably relaxed.

3. *Drama helps to learn new vocabulary and expressions in the proper environment*: Drama helps learners to extend, retain and reinforce vocabulary and sentence structure through drama activities such as role-play and communication games (Sam, 1990). In addition, drama can enhance learners' sensitivity and imagination which makes learning more realistic and meaningful.

4. *Drama helps in proper pronunciation and intonation in English*: It is interesting for the teacher to use words and expressions found within the drama scripts to highlight particular phonetic sounds and assist with correction on pronunciation and proper pronunciation.

5. *Drama builds confidence in the learner's ability to speak English*: As the focus of drama-based instruction is not on exact speaking, but on enabling learners to communicate, learners tend to be more confident to use English to communicate with others. Additionally, since learners are provided with a wide-range of activities to get involved, their confidence in speaking can be greatly developed.

6. *Drama motivates students to learn English:* It is noticeable that drama has enabled learners to take risk with English and express themselves in various ways. Motivated students can also expand their excitement in learning English to other students in the classroom.

7. *Drama builds a better understanding of culture:* Through the use of drama activities, cultural elements can be explained and understood. Learners tend to strengthen their understanding about the relationship between the language and its meaning when they are familiar with cultural learning points.

8. *Drama removes the focus on the English textbook:* As the goal of language teaching is to lead learners to use language in real situations instead of the memorization of textbook dialogues, the drama activities such as role-play and simulation are effective methods for learners to use language learned within the textbook.

9. *Drama involves the whole person as a total physical activity:* Learning English through drama-based activities involves a kinesthetic, emotional, and experiential approach to learning. Thus, learners can develop their physical and mental elements from participating in drama-based activities.

According to the studies of Catterall (2002), the results reveal that drama is a beneficial learning approach for students of various ages and within diverse contexts. These benefits include:

1. *Development of social skills:* Through drama-based activities, learners can develop their social skills because the participation and interaction between each learner is required.

2. *Improvement of expressive language skills as well as reading skills:* In class time, learners have to use language in expressing their ideas and feelings and read the scripts for the understanding of the characters. Thus, both speaking and reading skills can be improved.

3. *Increased imaginative play*: In the stage of scripting and performing, learners have to develop their thinking about each character and perform based on their imagination. This can lead to the improvement of imaginative skills.

4. *Development of literacy*: In doing drama-based activities, learners can improve their literacy and they can practice their main four language skills.

5. *Development of mental images for stories*: This mental development relates to comprehension skills, improvement of student engagement in learning as well as higher-order thinking skills.

Lui (2002) suggests that the advantage of drama in second or foreign language classrooms is that it focuses on interaction aiming at developing learners' communicative competence. Instead of learning from the dialogue presented in routine classroom, drama-based instruction offers a greater potential within a context of drama where it is more contextualized in a theme of meaningful and authentic communicative events.

In conclusion, besides developing communicative competence among students, drama techniques have a great potential in increasing their motivation in language learning. The variety and expectancy generated by activities can foster and sustain learners' motivation in language learning. Additionally, satisfaction, enjoyment, and challenge from doing drama-based activities can be effective incentives to motivate learners to learn. Interestingly, it is noticeable that drama techniques could help learners to construct their own knowledge from what they have done and retain what they have learned through the drama activities.

Related Studies

Many researchers introduce the use of drama techniques and some have implemented drama techniques in their classes. Wright (1984) points out that the curriculum concerning drama techniques will help bring learners to a comfort level with drama. Once this is achieved, they will find many opportunities to use drama in their classrooms, both in formal drama periods and during self-access learning.

Ozedemir (2007) conducts his research with 78 the Grade four students attending the Primary School Teacher Education Program at Elementary Education Department of Faculty of Education, Kirikkale University. The effects of drama education on creativity of prospective classroom teachers were examined. The results from this study reveal that at the end of the Drama Course, the scores of creativity test that participants took increased to some extent in all of the dimensions of creativity test. The researcher also suggests that drama should be an essential part of all teacher programs and it is recommended that more research should be conducted and focused on the effects of drama on students' various intellectual skills and attitudes.

Ulas (2008) conducts his study with two groups of fourth year students teaching an elementary school in Turkey. This study aims at determining whether native language teaching course that utilizing creative drama activities are more efficient in developing oral communication skills than traditionally native language teaching course. The findings show a significant difference between the experimental group's and controlled group's oral communication skills. It can be assumed from this study that the application of drama activities using native language instruction improved development of oral communication and pronunciation skills when compared with traditional teacher-centered method.

There is evidence that using drama as a tool in teaching language as a second or foreign language can develop learners' positive attitude towards participation in drama activities. Stern (1981) conducts a survey with 24 EFL learners and the results show that drama activities had improved pronunciation, intonation and ability to express themselves. All participants reported the increase of self-confidence and feeling less embarrassed when using language to communicate with others. They also enjoyed the activities, especially improvisation, and were motivated to continue participation.

Bournot et al. (2007) compare the results obtained from two groups of students: the library group and the drama group. Students in the library group learning through structured and teacher-centered environment, saw the teacher as the source of knowledge. On the other hand, students in the drama group who learn under student-

centered environment showed signs of higher motivation and enthusiasm than the library group. In the drama group, students gradually built their senses of intrinsic motivation and show a higher desire to learn language than the library group.

Catterall (2006) conducts a study with 71 students in USA who engaged in School Drama Project activities and 84 non-participating comparison group of students. Students learning through drama in the School Project showed significant gains in most domains which are: ability to work in group, problem resolution skills, awareness of their own thinking process, and attitude about drama. They also increased self-efficacy and positive opinions towards acting and performing.

O' Gara (2008) conducts a qualitative study on the effectiveness of drama as a teaching tool in teaching language tenses. The sample of this study is composed of four classes with twenty-two students in each class. The findings reveal that teaching language tenses through drama was more effective than using traditional methods. In addition, it is reported that learning through drama increases attention levels in the intervention class and create a more active and enthusiastic learning environment which is the evidence of increased knowledge retention.

In addition, there are some research studies on the relationship between drama-based instruction and foreign language. Aynal (1989) compares the drama-based instruction with teaching through lecturing on third graders' learning English vocabulary and imperative sentences. The results reveal that drama-based instruction has significant positive effects on students' achievement.

In Thailand, there are studies concerning drama-based instruction and the implementation of drama techniques in teaching different subjects. In language teaching field, most of them aimed at investigating the effects of using drama techniques on students' language proficiency. Ruangsang (2003) studies the effects of role play on interpersonal communication of Grade four students and the result showed the improvement of interpersonal communication of the experimental group. In Thai subject, drama is used to promote students' abilities in using Thai words and the results of this study indicated that the group learned by Dramatic Plays had higher scores in

using Thai words and learning retention than the group learned by Dialogue Reading. Another research conducted by Posriprasert (2002) presents the development of speech improvement program for early childhood teachers through drama techniques which was based on Dramatic Arts as aesthetics and ethics which aimed at raising human consciousness. The results present the positive improvement of the ability of speech articulation and sound level of the experimental group. Hemchu (1991) studies the effects of using drama techniques as English co-curricular activities for upper secondary students and surveyed students' opinion towards the techniques used. The results shows that drama techniques were suitable for the English co-curricular activities which are the additional activities organized in order to enrich students' abilities in out-of-class language learning and support upper secondary students to improve their language learning. These results go along with Tawisuwan (1993) who points out that drama-based activities are suitable for training English speaking skills for communication and they can enhance English speaking proficiency.

In accordance with the research discussed above, it is noticeable that there are only few studies concerning the effects of using drama as the educational tool in language learning, especially on oral communication abilities of students in upper-secondary level and their motivation in language learning. Studies in Thailand focus on using drama-based instruction as a median to increase learners' language proficiency, the improvement of speaking skills and pronunciation in particular but none of research conducted in Thailand pays close attention on using drama-based instruction in promoting students' oral communication ability along with their motivation despite the fact that it can provide lots of opportunities for learners to use language in a supportive learning environment which can motivate learners to learn effectively. Based on all studies reviewed, the researcher would like to study the effects of drama-based instruction on students' oral communication abilities and motivation in language learning.

II Oral communication ability

A. Definition of oral communication

Oral communication involves all abilities necessary for the effective expressions of ideas and feeling in oral form. It is defined differently based on the researchers' beliefs.

Mackey (1965) states that besides involving the use of the right sounds in the right patterns of rhythm and intonation, oral communication concerns the choice of words and inflections in the right order to convey the right meaning.

Ammer et al. (2005) say that oral communication is the process of an individual using verbal and nonverbal expressions to generate meanings within and across various contexts, cultures, channels, and media. It can enhance the effective and ethical practice of human communication.

Mead and Rubin (1985) define oral communication as an interactive process which an individual alternatively takes the roles of speakers and listeners, which includes both verbal and nonverbal expressions.

To sum up, oral communication ability is an individual's capacity in using language to communicate orally. Oral communication ability in this study will focus on students' abilities in using English to express their ideas and feelings with appropriate verbal communication and abilities on utilizing oral communication strategies to develop their language learning.

B. Principles of teaching oral communication skills

Bailey (2005) suggests the principles of teaching oral communication skills of students as follows;

1. *Plan speaking tasks that involve negotiation for meaning*

By implementing speaking tasks which require learners to negotiate for meaning, teachers can provide students with valuable opportunities to practice and develop their oral language. Information gap may be useful technique for

enabling students to select the right vocabulary, apply grammar rules, and pronounce words carefully.

2. Design both transactional and interpersonal speaking activities

Oral communication ability is beneficial for interpersonal and transactional purposes. Interpersonal speech involves communicating for social purposes including establishing and maintaining social relationships while transactional speech concerns communicating to get something done like the exchange of goods. Students need to practice their oral communication in both transactional and interpersonal settings. So, it is vital for the teacher to implement the classroom activities which embody both purposes.

3. Personalize the content of speaking activities whenever possible

Personalization relates to the process of making activities match the learner's circumstance, goals, and interests. The teacher can personalize the exercise by building role-plays around situations suggested by the learners or other speaking activities which learners are interested in.

The principles of teaching oral communication skills discussed above are beneficial to use as a guideline to select the appropriate teaching approaches covering all principles to teach students in upper secondary level. From this view, drama-based instruction seems to be a good choice for the teacher since it provides numbers of speaking tasks, emphasizes on negotiation for meaning, involves both interpersonal and transaction activities such as role-play or simulation, and offers speaking activities which students are interested in.

C. Strategies-based instruction (SBI)

To help students become successful in their efforts to communicate effectively in foreign languages, the teacher has to teach them various strategies. The main goal of teaching oral communication strategies is to help learners to get the message across in the target language despite the gaps in target language knowledge (Cohen et al., 1996). The use of appropriate strategies can promote the greater success in teaching

oral communication. Weaver and Cohen (1994) states that there are considerable ways to teach strategies and strategies-based instruction (SBI) is viewed as one of the interesting approaches which encourage learners to experiment with a wide range of strategies and develop their oral communication ability.

Strategies-based instruction (SBI) is a learners-centered approach which focuses on two major components: 1) students are explicitly taught how, when and why strategies can be used to facilitate and improve their language learning and 2) strategies are integrated into everyday classroom language tasks (Cohen et al., 1996). The main goal of strategies-based instruction is to help foreign language learners raise their awareness about the ways in which they can learn more effectively, ways in which they can enhance their own comprehension and production of target language, and ways in which they can continue to learn on their own.

Oral communication strategies

Weaver et al. (1994) compile the oral communication strategies as follows;

1. *Before speaking*

1.1. Lower learners' anxiety: The techniques to lower the anxiety include deep breathing, positive self-talk, and relaxation techniques.

1.2 Prepare and plan: Planning strategies can help learners develop and use forethought. During the planning process, good learners will think about how they are going to approach and carry out the task. In the stage of preparation and planning, these following strategies can be used:

1.2.1 Identify the goal and purpose of the task.

1.2.2 Ask for clarification of the task.

1.2.3 Activate the background knowledge.

1.2.4 Relate the task to a similar situation, make associations.

1.2.5 Predict what is going to happen.

1.2.6 Predict the vocabulary, make word maps, groupings.

1.2.7 Predict the structure (grammar).

1.2.8 Transfer sounds and structures from previously learned material to the new situation.

1.2.9 Predict the difficulties which might encounter.

1.2.10 Plan the responses and contributions.

1.2.11 Prepare a general outline (use notes, keywords, or draw pictures).

1.2.12 Cooperate in all areas if it is a group task

2. *While speaking*

2.1 Feel in control: At this stage, these following strategies are recommended for students to use:

2.1.1 Relax and try to remove the tensions.

2.1.2 Concentrates on the tasks.

2.1.3 Use prepared materials (when allowed).

2.1.4 Ask for clarification.

2.1.5 Delay speaking.

2.1.6 Think in the target language.

2.1.7 Use positive self-talk.

2.2 Be involved in the conversation: At this stage, learners will concentrate on their conversation.

2.2.1 Listen to the conversation partner. It is beneficial for learners to use the structure or vocabulary that their partners use in their own response.

2.2.2 Cooperate and negotiate meaning and complete the task.

2.2.3 Anticipate what the other person is going to say based on what has been said so far.

2.2.4 Emphasize what the partner says and try to be supportive and helpful.

2.2.5 Take responsible risks. Speak when it is appropriate, rather than keeping silent for fear of making mistakes.

2.3 Monitor the performance: These following strategies can help students to monitor their performance while they are speaking:

2.3.1 Monitor the speech by paying attention to vocabulary, grammar, and pronunciation while speaking.

2.3.2 Self-correct when making a mistake.

2.3.3 Activate new vocabulary.

2.3.4 Compensate by using strategies i.e. circumlocution, synonyms, guessing which word to use, getting helps, using cognates, making up words, and using gestures.

2.3.5 Adjust or approximate the message. If the learners cannot communicate the complexity of idea, they should communicate it simply.

2.3.6 Switch to a topic for which learners know the words.

3. *After speaking*

3.1 Evaluate the performance: This process allows learners to see if they carried out their plans and to check how well strategies helped. These following strategies are recommended to use for evaluating the performance.

3.1.1 Summarize what learners have learned. Summarizing involves oral or written summary of information.

3.1.2 Reward themselves with positive self-talk for completing the task.

3.1.3 Check goals and decide whether learners met the goal of the task and how well the activity was accomplished.

3.1.3 Identify the problem area.

3.1.4 Share with peers and teachers.

3.1.5 Be aware of others' thoughts and feelings.

3.2 Plan for future tasks: It is necessary for learners to use some strategies for planning their future tasks.

3.2.1 Plan for how learners will improve for the next class time.

3.2.2 Look up vocabulary and grammar forms learners had difficulty remembering.

3.2.3 Ask for help or correction.

3.2.4 Work with proficient users of the target language.

3.2.5 Keep a learning log.

In this study, strategies-based instruction was included in the lesson plans in order to provide students with necessary oral communication strategies to enhance their oral communication abilities. These strategies were added in each lesson in all three phrases of learning; before speaking, while speaking, and after speaking. Although the main focus of this research was on using drama as a medium of instruction, the addition of learning strategies enabled students to develop their own oral language and select their appropriate strategies to help their learning in various contexts.

D. Corrective feedback

To enhance students' oral communication ability, the teacher has to play a vital role in giving some correction to learners about the errors that they made when they did a conversation in the speaking class. The correction given by the teacher may be various in different situations. Lightbown and Spata (1999) define corrective feedback as the indication that the teacher makes in order to help the learners perceive that their use of the target language is incorrect. The corrective feedback provided by the researcher can help learners improve their oral communication ability (Milani, 2009). By giving corrective feedback, learners tend to be able to correct their error and they do not do those mistakes again.

Types of corrective feedback

The corrective feedback can be explicit like grammatical explanation or implicit. The example of implicit correction is that confirmation checks, repetitions, recasts, clarification requests, silence, and even facial expressions (El Tatawy, 2002)

Lyster and Ranta (1997) categorize the corrective feedback given by the teacher into six types; explicit correction, recast, clarification request, metalinguistic clue, and repetition.

Lyster (2002 cited in Nipaspong, 2007) categorizes corrective feedback into three main types which are explicit feedbacks, prompts and recasts.

1. *Explicit feedback*: It is the explicit provision of the correct form. It includes explicit correction and metalinguistic feedback. Explicit correction refers to the teacher's feedbacks providing the correct form by indicating what the learners said was incorrect. While explicit correction provides learners with the correct form at hand, metalinguistic feedback will give the clue to help learners achieve it. It includes specific grammar information that students can refer to in case that they make an incorrect answer.

2. *Prompts*: It refers to a set of interactional moves that the teacher uses to lead students' attention to the language form and enable them to improve accuracy of their non-target output (Nipaspong, 2007). Prompts are consisted of four main techniques which are;

2.1 Clarification requests: The teacher asks a student to rephrase the utterance by using phrases like "Excuse me?" or "I don't understand. The teacher indicates that the utterance has not been understood or it contained some kind of mistake (Tedick and Gortari, 1998).

2.2 Metalinguistic clues: The teacher gives some comments or questions which relate to the accuracy of the student's utterance.

2.3 Elicitation: The teacher asks the questions in order to elicit correct form from students, pauses to allow students to complete the teacher's utterance, and asks students to reformulate the utterance.

2.4 Repetition: The teacher repeats a student's incorrect utterance and raises his voice to highlight the error.

3. *Recasts*: It is when the teacher implicitly reformulates a student's utterance wholly or partly in a correct form without directly indicating that the student's utterance was incorrect (Basiron, 2008).

The suggestions for using corrective feedbacks in enhancing student's language proficiency

El Tatawy (2002) also suggests that in order to use corrective feedbacks to help learners to improve their language proficiency, there are certain conditions that the teacher should keep in mind. First, the provision of the feedback should be systematic and consistent. Second, teachers need to provide the corrective feedback which is clear enough to be perceived. Third, the techniques used in correcting the mistakes should allow for time and opportunity for self- and peer-repair and modified output. Forth, it is recommended that the feedback given by the teacher should be fine-tuned in the sense that there should be as close a match as possible between the teacher's intent, the targeted error, and the learners' understanding towards the given feedback. Fifth, the feedback provided should pay attention on only one error at a time, over a period of time because learners may be confused what the mistakes they have made. Finally, the learner's developmental readiness to process the feedback given should be focused.

In this study, both explicit and implicit feedback were used as the useful way to help student to understand what the mistakes they have made and the effective solutions to cope with those difficulties. At the beginning, the researcher used implicit feedbacks such as clarification requests and repetition to help students to beware of the mistakes they have made. Then, in case that those mistakes were complicated to understand, the explicit feedback was employed as the technique in correcting errors. In addition, the researcher provided the corrective feedback for learners systematically and consistently so as to maximize the effectiveness of using corrective feedback in developing learners' oral communication ability.

E. Teachers' and students' roles in teaching oral communication

Teachers' roles

Browne (2007) suggests that teachers have a threefold role in developing oral communication skills.

1. *Plan opportunities for talk:* Careful planning is an important step that can lead to the effective teaching. Planning moves through a number of stages. The teacher will start from long-term planning which outlines the overall contents that learners will experience over the course of the year, the medium-term plans, which outline the learning objectives for each block of work, to short-term plans, which identify the activities that provide opportunities for students to talk in each week.

2. *Provide models of different types of speaking:* It is essential for teachers to provide learners with some necessary demonstrations of particular uses and forms of language by describing information, describing an object, recounting an experience, and giving reasons for their opinions.

3. *Respond to and develop learners' contributions:* The teacher has to respond and provide useful feedbacks for students in order to improve their oral language.

Students' roles

To succeed in oral language learning, it is important for students to shift their roles from passive message receivers to more active learners. Students should prepare themselves and get more involved in their learning as they are offered with authority and responsibility over the oral work being carried out (Encabo et al., 2008). In addition, after being trained with oral communication strategies, students should be able to use those strategies in their learning both in and outside classroom.

Both teachers and students' roles discussed are essentials in developing students' oral communication skills. The teachers are required to plan, facilitate, and monitor the oral communication materials and activities to encourage students to learn.

At the same time, students should play their roles in engaging in their own learning as much as possible. Consequently, the learner-centered approach like drama-based instruction combined with strategies-based instruction may establish a good relationship between the teacher and learners and help them to play their roles in their language teaching and learning effectively.

F. Drama and oral language learning

Generally, it is accepted that drama can promote the development of oral communication. Interestingly, studies of student participation in the second-language classroom have revealed that 70% of the total of classroom talk is performed by the teacher and they are likely to perform twice as many interactional acts as students (Stinson, 2004). If the teacher takes lots of control in presenting the new vocabulary and flows of talk too comprehensively in the classroom, students will rarely have opportunities to interact with others.

Participation in drama-based activities can facilitate learning as it allows students to use their language knowledge to create and to respond to the interlocutor in different contexts and for different purposes. By introducing drama-based activities, EFL learners are provided with opportunities to use the target language in the genuine context for communication (Dougill, 1987). Neelands (1992) proposes a model of language learning that focuses on the significance of working in role in the development of dialogue and language skills. By working in role and in the "as-if" context of drama, students will have opportunities to create new context, to develop good relationship with classmates, to respond to language demands of the dramatic situation, and to practice real-life language in authentic and relaxed settings.

The use of drama-based instruction fulfills learner's multidimension aspects in a foreign language classroom. O'Neil and Lambert (1982) suggests that drama-based activities can facilitate learners' cognitive development in problem solving, creative thinking, negotiating, and questioning. Henry (2000) also suggests that drama-based activities like improvisation and role-playing can develop young students' cognitive and

emotional intelligences, negotiating skills, and ability to translate ideas to a new situation in various settings.

The evidence shown above reveals the close relationship between drama-based instruction and the improvement of oral communication ability in various dimensions since it provides learners with lots of opportunities to practice their oral language in the authentic settings. Besides enhancing learners' oral communication abilities to interact with others effectively, using drama as a medium of instruction also enables learners to improve a wide range of skills such as thinking skills and social skills. The discussion above provides the reasons why the researcher believes that proficiency in English oral communication can be developed by means of adapting some drama-based activities to prepare upper secondary level students to become competent in communicating with others in their real life.

Related studies

There are a considerable numbers of studies based on the hypothesis that drama can improve speaking skills in various fields.

Bang (2003) conducts the study with EFL students in Korea to investigate the improvement of college students' communicative ability through drama-oriented activities and explore students' reaction towards drama-oriented activities. Bang employs the open-ended scenario as the drama technique used in language teaching. Using this technique, learners are able to respond to the problem presented in the scenario freely by using their own personal strategies for dealing with the situation at hand. The scores obtained from the oral proficiency test report the improvement in students' communicative ability. However, the participants report both positive and negative responses towards drama activities. The results also reveal benefits of implementing drama-oriented activities in EFL classroom in cognitive, affective, socio-cultural and linguistic domains.

Ballou (2000) investigates the effects of drama on communication skills and attitude towards school and learning of at risk Grade six students. Twenty-four at risk

students are matched based on an at-risk index, reading level, discipline infractions, age, and attendance pattern. The findings of this study reveal that drama shows a significantly positive effect on communication skills of students in experimental groups participating in drama-based activities and on their attitudes towards school and learning.

Encabo et al. (2008) study the effects of using drama as teaching and systematic resources on the improvement of oral expression in an elementary school. Students in the experimental group are taught through drama and the results reveal that students in this group have improved their capacities in understanding the oral message, using corporal gestures, and improving the intonation related to the context. So, it can imply that drama is a useful resource in enhancing learners' oral communication ability.

Gimpao (2005) conducts the study focusing on enhancing the oral communication skills of business students through drama-based activities. The findings from this study suggest that the drama-based lessons are appropriate and effective enrichment materials for enhancing oral communication skills of business students. These activities are also relevant tools in eliciting creativity and resourcefulness from students. Additionally, the researcher suggests that drama-based lessons can be used as a guideline in teaching other related subject areas.

Nowadays many English teachers in Thailand have confronted with the challenge of overcoming the shyness of Thai students in using English to communicate with others. It is crucial for language teachers to find out the teaching techniques or approaches that enable learners to become more confident and motivated when communicating in English. Drama-based instruction is an interesting approach which can overcome this challenge. That is why the researcher is interested in using drama-based instruction in fostering students' oral communication ability. Though its effectiveness in improving oral communication ability are shown by a number of research done in various countries, the effects of implementing drama-based instruction

in Thai upper-secondary classroom, where characteristics of students and context of learning differ, is a challenging questions waiting for the researcher to find out.

III. Motivation

A. Definition of motivation

In a general sense, motivation can be defined as the dynamically changing cumulative arousal in a person that initiates, directs, coordinates, amplifies, terminates, and evaluates the cognitive and motor processes whereby initial wishes and desires are selected , prioritized, operationalised and acted out (Dornyei and Otto, 1998).

Keller (1983) defines motivation as the choices that an individual makes as to what experiences he will approach or avoid, and the degree of his attempt to exert in this respect.

As stated by Harmer (2001), motivation is a kind of internal drive which arouses an individual to do things so as to achieve the desired goal. From different perspective, Brown (1994) defines motivation as the success or the failure causing from any complex task.

Steers and Porter (1991) propose three main components which relate to motivation: what energizes human behaviors, what directs or channels such behaviors, and how this behaviors is maintained or sustained.

Gardner (1985) defines motivation in language learning as the extent to which the individual behaves or works to learn the language due to a desire to do so and satisfaction obtained from this activity.

To conclude, motivation refers to a psychological feature causing from internal and external factors which arouse an individual to behave or act towards a desired goal. This study will focus on the motivation in language learning and the effective ways to enhance students' motivation.

B. Motivation in language learning

General concepts of intrinsic and extrinsic motivation

Gardner and Lambert (1959) suggest that one of significant internal factors which can affect the second language is motivation. They divide motivation into two main types, integrative and instrumental. Instrumental motivation refers to the individual's desire to learn a language for utilitarian purposes such as to get a better grade whereas integrative motivation is the individual's positive attitude towards the target language and willing to integrate and be a part of the target language community. For several decades, a distinction has been made between integrative and instrumental orientation which are related to the field of second language acquisition (Brown, 2000). The study in 1972 of Gardner presents that an integrative orientation, known as a desire to learn a language stemming from a positive affect towards a community of its speakers, was more strongly related to success in learning a second language than an instrumental orientation, a desire to learn a language in order to attain certain career, educational, or financial goals. However, later studies presents that both orientations could be linked to success in language learning. Brown (2000) also suggests that instead of selecting one types of motivation in language learning, learners tend to choose a combination of both types; integrative and instrumental motivation in the real situation. For example, the Thai students studying Business in UK are learning for academic purposes as well as wishing to integrate with English people and culture. So, it is important to note that the concept of motivation may differ from culture to culture. Some local conditions like belief and tradition can possibly affect types of motivation that drive learners to succeed in language learning.

While integrative and instrumental orientation is a true dichotomy and refers only to the context of learning, intrinsic and extrinsic motivation is defined as a continuum of possibilities of intensity of feeling or drive, ranging from deeply internal self-generated rewards to externally rewards from others. Instrumental and integrative motivation is two sub-types underneath the intrinsic motivation.

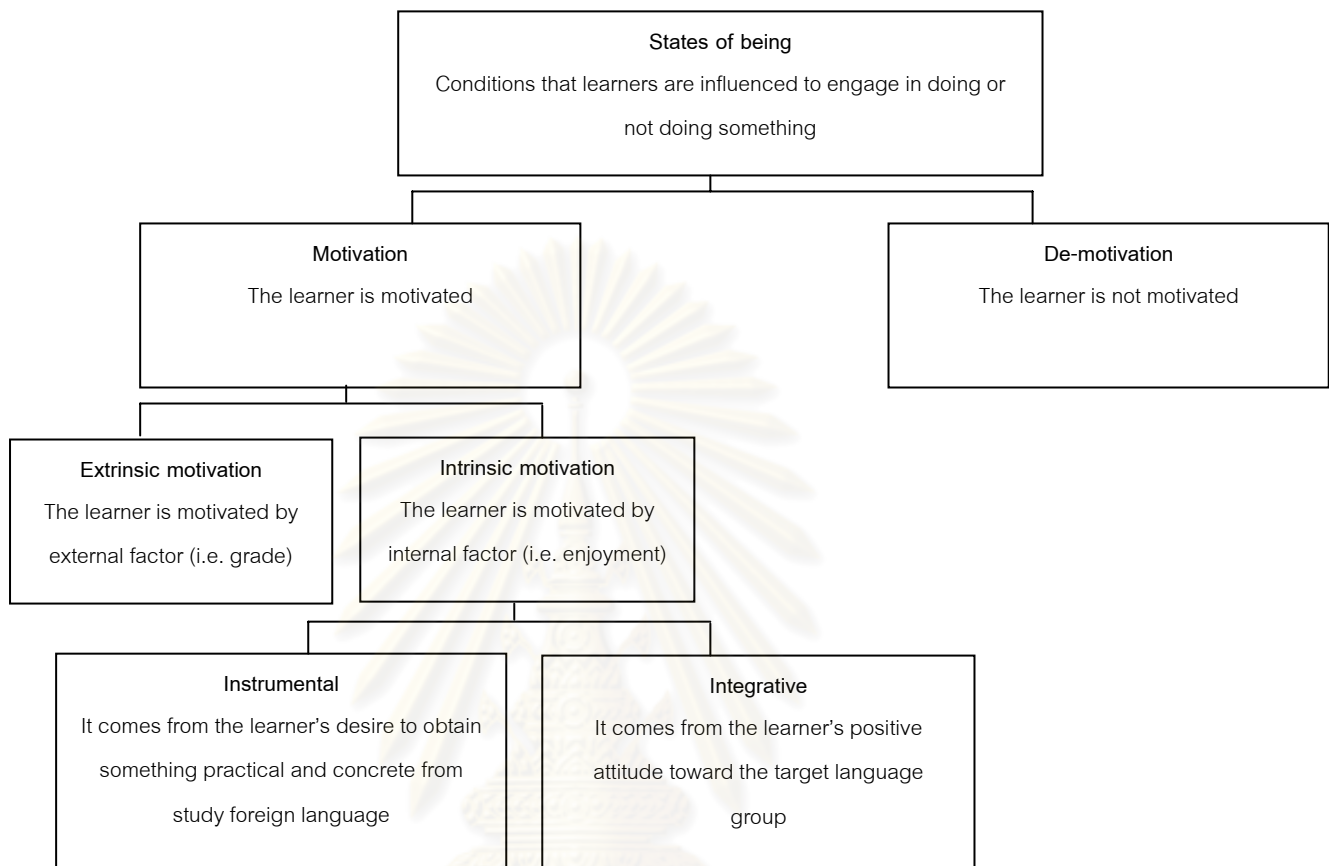
Intrinsic motivation is individual's desire and satisfaction derived from doing an activity or performing behavior from their internal motivation such as interests, challenges, or enjoyment (Beswick, 2002). An intrinsically motivated person will work on a math equation, for example, because it is enjoyable. Or an intrinsically motivated person will work on a solution to a problem because the challenge of finding a solution provides a sense of pleasure. In neither case does the person work on the task because there is some reward involved, such as a prize, a payment, or in the case of students, a grade.

In contrast to intrinsic motivation, extrinsically motivated behaviors are carried out in anticipation of a reward from outside and beyond itself. The examples of extrinsic reward are money, prizes, grades, and positive feedbacks. However, sometimes in case that a learner does not have any goal to engage in learning activities, the de-motivation will exist. In this case, learners are likely to quit taking that activity. However, extrinsic motivators may merely lead to short-range activity while actually reducing long-range interest in a topic. Therefore, it is essential that extrinsic motivators be backed up by intrinsic motivators or that the extrinsic motivation becomes internalized through the process of learning (Csikszentmihalyi and Nakamura, 1989).

According to the classification discussed above, the diagram of motivation is presented as follows:

ศูนย์วิทยทรัพยากร
จุฬาลงกรณ์มหาวิทยาลัย

Figure 2.2: The diagram of motivation



Source: Adapted from Songsana et al. (2008)

Vallerand's Taxonomy of extrinsic and intrinsic motivation

Vallerand (1997) divides motivation into a three-part taxonomy of intrinsic motivation (IM) and three levels of extrinsic motivation (EM). A three-part taxonomy of intrinsic motivation taxonomy consists of IM-knowledge, IM-Accomplishment, and IM-Stimulation. IM-Knowledge relates to the feelings stimulated by discovering new knowledge. IM-Accomplishment concerns the sensations associated with task completion or goal achievement. Lastly, IM-Stimulation refers to the motivation obtaining from doing activity for the feeling and sensations associated with performing enjoyable tasks.

On the contrary, extrinsic motivation occurs when external incentive is present. Three levels of extrinsic motivation consist of external regulation, introjected regulation,

and identified regulation. External-regulated extrinsic motivation can be comparable to Gardner's (1985) instrumental orientation. The behaviors of an externally-regulated learner are determined by external incentive such as grades or money. In case that the external incentive is taken away, learners will discontinue doing the activities. Introjected-regulated extrinsic motivation occurs when the external pressure has been transferred to the self of learners. Task engagement only comes from threatened sanctions or promised rewards. And the final type of extrinsic motivation, identified regulation, relates to a state that individuals do activity for a good cause. Identified-regulated learners would engage in an activity because they identify with the values it entails.

As motivation is an important factor that encourages learners to learn effectively, the implementation of learner-centered approach is viewed as the practical way to motivate learners to learn. To be a motivated learner, students should be provided with opportunities to participate in the activities that are created in supportive environment and fulfill their satisfaction and enjoyment. The interesting challenging activities can also attract learners to participate in. In the researcher's view, engaging in communicative language teaching like drama-based instruction, learners tend to be motivated to learn because it provides learners with external and internal incentives.

The main motive that influence learner's behavior and thinking

Heckhausen and Kuhl (1985) suggest that from a temporal perspective at least three distinct phases of the motivational process should be pointed out:

1. *Preactional stage*: At the beginning stage, motivation needs to be generated. The motivation dimension concerning this initial phase can be described as the generated motivation that leads to the selection of the goal that the individual will be willing to participate in.

2. *Actional stage*: In this second stage, the generated motivation needs to be actively maintained and protected while the particular action lasts. This motivational dimension is particularly relevant to sustained activities such as

studying second language and learning in classroom setting where numbers of distracting influences like anxiety about tasks or off-tasks though can affect students' motivation.

3. *Postactional stage*: In this final stage, it concerns the learners' retrospective evaluation of their own learning process. In this process, students will determine the kinds of activities they will be motivated to pursue in the future.

According to the three motivational stages discussed above, the main motive that influence learner's behavior and thinking during these three phases are presented as following table.

Table 2.2: The main motive that influence learner's behavior and thinking during the three motivational phases

Pre-actional stage	Actional stage	Post actional stage
<p>Main functions of this stage:</p> <ul style="list-style-type: none"> -Setting goals -Forming intentions -Launching action 	<p>Main functions of this stage:</p> <ul style="list-style-type: none"> -Generating and carrying out subtasks. -Ongoing appraisal (of one's performance) -Action control (Self-regulation) 	<p>Main functions of this stage:</p> <ul style="list-style-type: none"> -Forming casual distributions -Elaborating standard and strategies -Dismissing intention and future planning
<p>Main motivational influence:</p> <ul style="list-style-type: none"> -Various goal properties (e.g. Goal relevant, specificity, and proximity) -Values associated with the learning process itself, as well as with its outcomes and consequences -Attitudes towards the L2 and its speakers -Expectancy of success and perceived coping potential -Learners beliefs and strategies -Environmental support and hindrance 	<p>Main motivational influence:</p> <ul style="list-style-type: none"> -Quality of the learning experience (pleasantness, need significance, coping potential, self and social image) -Sense of autonomy -Teacher's and parent's influence -Classroom rewards and goal structure -Influence of learner groups -Knowledge and use of self-regulatory strategies (e.g. goal setting and self-monitoring strategies) 	<p>Main motivation influence:</p> <ul style="list-style-type: none"> -Attributional factors (e.g. attributional styles and biases) -Self concept beliefs (e.g. self-confidence and self-worth) -Receive feedbacks, praises, and grades

Source: Dornyei, 2001

According to the main motive that influence learner's behavior and thinking during the three motivational phases discussed above, it is interesting for the teacher to bare the information in mind and find out the learning techniques that can strengthen all main motives so as to increase the learners' motivation in language learning. For example, at the beginning of the class, it is crucial for all students to set their own goals. Then in the actional stage, they should be encouraged to use self-regulatory strategies and be autonomous in their learning process. And for the last stage, students should be able to retain their intention in language learning and plan for their learning in the future.

C) Attitude/Motivation Battery Test (AMBT)

Attitude/Motivation Battery Test (AMBT) constructed by Robert Gardner (2004) is designed for use with secondary school students studying English as a foreign language. This questionnaire has been checked for the validity and reliability by Gardner and his colleagues. This questionnaire has been translated and used in his research in Brazil, Croatia, Japan, Poland, Romania, and Spain. The AMTB is comprised 108 items categorized into 12 components. The details of all subtests are discussed as follows;

1. *Attitudes towards the learning situation*: It refers to affective reactions to class atmosphere, the quality of materials, availability of materials, the curriculum and the teacher. The two main measures are attitudes towards language teachers and attitudes towards language courses.

2. *Integrativeness*: It refers to group-related affective reactions. The focus of this subtest is on communication with members of the other language group, an interest in foreign groups, and positive attitudes towards the target language group. Three measures from the AMTB are integrative orientation, interests in foreign languages, and attitudes towards the language community.

3. *Motivation*: Motivation in the AMTB is identified by assessing effort and persistence, the desire to learn the language, and affective reactions to learn the language. The three scales used to measure motivation in this questionnaire are

motivational intensity, desire to learn language, and attitudes towards learning the language.

4. *Language anxiety*: It concerns the psychological factors which can affect the desire to use language in communication. Anxiety can cause from many situations such as previous unnerving experiences in language class or concern about deficiencies in their learning skills. In the AMTB, the two measures are employed; language class anxiety and language use anxiety.

5. *Instrumentality*: It refers to condition that students learn language because of their practical or utilitarian purposes. In the AMTB, instrumental orientation is one of subscales considered to measure.

6. *Parental encouragement*: It concerns the supports from the family in terms of budgets, advices, and other internal and external incentives. Parental encouragement will also be measure in the AMTB.

Mini-AMTB

The mini-AMTB is a short version of the Attitude/Motivation Test Battery. It has recently been introduced to use for measuring individual motivation since it can reduce administration time while maintaining the basic conceptual structure of the original version. The mini-AMTB will measures the twelve variables in the original AMTB using single item indicators each on 7-point rating scales. Several researchers have successfully used the mini-AMTB in their studies, for example, Baker and Macintyre (2000); Gardner and Macintyre (1993); Macintyre and Charos (1996); Macintyre and Noels (1996); and Masgoret et al., 2001. According to the potential problems with single-item measurement, Gardner and Macintyre (1993) have pointed out the acceptable concurrent and predictive validity of this instrument. In addition, several researchers have shown their predictive validity for each subscale as the following;

1. Integrativeness ($\alpha = .86$ in Macintyre and Charos, 1996).
2. Attitudes towards learning situation ($\alpha = .89$ in Macintyre and Charos, 1996).

3. Motivation ($\alpha = .65$ in Macintyre and Charos, 1996).
4. Instrumental orientation
5. Language anxiety ($\alpha = .48$ in Macintyre and Charos, 1996).

In this study, the researcher included five dimensions: attitudes towards the learning situations, integrativeness, motivation, language anxiety, and instrumentality. The parental encouragement was excluded as it did not relate to the research objective. So, the Student Motivation Questionnaire consisted of 40 items covering five dimensions discussed. To prevent the problems of time consumption and students' de-motivation resulting from completing the questionnaire with lots of items, Gardner's (2004) mini-AMTB used in this study was modified and simplified instead of adopting the original version of AMTB.

E. Drama-based instruction and motivation in language learning

A number of educators have attempted to seek the effective ways to motivate students to learn efficiently. Drama-based instruction which is known as the learner-centered approach is one of interesting choices for the teachers to implement in their classroom because it can encourage learners to learn with both internal and external incentives. Mordecai (1985) says that drama can increase motivation and provide the incentive to work hard. Due to the fact that drama-based activities help students to expose and use the language in the meaningful contexts, they see the needs to communicate and concentrate on the tasks which benefit their future education and careers. These following topics will provide the guidelines for the teachers to increase learners' motivation in language learning.

1. Motivation activities in the second language classroom

Brown (2000) proposes the activities that focus on the intrinsic motivation by appealing to learners' self-determination and autonomy. They are as follows;

- a. Teaching writing as a thinking process helping learners to develop their ideas freely and openly.

b. Presenting learners strategies of reading that enable them to transform their own information into the written word.

c. Language experience approaches in which students create their own reading materials for others in the class to read.

d. Oral fluency exercises in which learners talk about what interests them instead of focusing on topics assigned by the teacher.

e. Listening to an academic lecture in one's own field of study for specific information that will fill a gap for the learners.

f. Communicative language teaching that enables learners to accomplish certain specific function.

g. Grammatical explanations, if learners see their potential for increasing their autonomy in a second language.

From this view, drama-based instruction is viewed as an interesting concept to provide learners with activities that can enhance learner motivation. Through drama-based instruction, learners can write their own script freely, perform their roles based on topic of their interests, and practice the target language in make-believe settings. So, in this study, the teacher as a facilitator introduced and used drama-based activities as a medium to bring satisfaction and enjoyment into class so as to motivate learners to learn.

2. The ways to engage the interest of the learners

McInerney and McInerney (2003) indicate that the features of activities and learning environments discussed below are most likely to engage the interest of the learner.

a. Level of challenge

In case individuals are encouraged to do the task involving a level of challenge that is suited to their perceived capacity, they tend to be motivated in those particular tasks because their skills are put to an appropriate test. So, the teacher should help students to set realistic and challenging goal.

b. Curiosity and motivation

One of major elements of motivation is curiosity. It is stimulated by situations that are surprising or out of keeping with a student's existing beliefs and ideas.

c. Sense of autonomy

A child's feeling of having a choice in and control of activities are also important. Motivation is maintained and enhanced when learners experience feelings of competence and autonomy. It can be said that learners tend to work best at things they are interested in and have control over.

d. Fantasy, make believe and simulation games

According to the study of Lepper and Hodell (1989 cited in McInerney and McInerney, 2003), fantasy, make believe and simulation games can also enable learners to become motivated. There are numbers of classroom activities as well as computer software programs which capitalize on fantasy and simulation to captivate the interest, attention, and motivation of learners. Curiosity, fantasy and simulation concern the term, situational interest in the task which can facilitate learner's motivation.

e. Active involvement, immediate feedback, finished product and peer interaction

There are other classroom practices associating with developing students' intrinsic motivation. They include giving students the opportunities to be actively involved in the lesson through manipulation of objects, cooperative group works and presentations, providing immediate feedback to learners on their performance so that they can perceive how well they are doing; allowing students time to finish their work; and allowing students to interact with peers on various learning situations such as role plays, dramas, debates, and simulation.

f. Teachers as model

The role of the teacher is to model an interest in learning and a motivation to learn by being enthusiastic, interested in the tasks being presented and curious. In addition, if the teacher provides a safe, trusting and supportive environment, students' natural motivation to learn will be enhanced.

In the researcher's view, drama-based instruction could be implemented as an instructional approach in response to the effectiveness to engage the interest of the learners because drama-based instruction and the guidelines given possess the same characteristics that enable learners to increase their motivation in language learning. Thus, in this study, all prominent features of activities and learning environments mentioned above were addressed into classroom to facilitate upper secondary students to be motivated learners. The tasks for each lesson were designed to help students to reach challenging goals. The researcher also gave students an opportunity to make their own choice and control the activities. A number of make-believe situations were addressed in class. Learning through this method, the teacher will play the important role as the model of interest in learning.

3. A framework for motivational strategies

Thanasoulas (2002) proposes a framework for motivational strategies based on the process-oriented model by Dornyei and Otto (1998). The main strategies presented in this framework are as follows:

a. Creating the basic motivational conditions

It involves the ways to set the scene for the use of motivational strategies. Before the process of generating motivation, these following preconditions should be met:

- The teacher should establish a relationship of mutual trust and respect with the learners.

- The teacher should create a pleasant and supportive learning atmosphere in order to reduce learners' tensions and enable them to express their opinions without lots of pressure.
- The teacher should promote group cohesiveness by using the activities that encourage learners to learn about each other, interact, and share their experiences with their classmates.

b. Generating student motivation

At this stage, it is important for the teacher to help learners to generate their motivation in language learning by using these following strategies:

- The teacher should increase learners' goal-orientedness by helping them to understand why they get involved in an activity. Students should be able to set their personal goals as well as a group goal.
- The teacher should make the curriculum relevant for the learners by surveying what they want to learn and what the topics of their interests are. Based on this information, then, the teacher has to cooperate them into the curriculum.
- The teacher should create realistic learner belief. In doing so, learners are required to develop an understanding of the nature of second language learning and the appropriate use of learning strategies which match with their learning styles.

c. Maintaining and protecting motivation

To maintain and protect learners' motivation, it is vital for the teacher to avoid and eliminate the factors which can de-

motivate and hinder the success of their learning. These following strategies should be kept in the teacher's mind:

- The teacher should increase the learners' self confidence by giving them some small word of encouragement and fostering the belief that competence can be developed.
- The teacher should create learner autonomy by providing them with opportunities to set their own goal, monitor their learning and engage in their learning process as much as possible.

d. Encouraging positive self-evaluation

Learners' feeling of accomplishment and the amount of satisfaction they experience after completing the task can affect their lifelong learning. Learners tend to continue learning if they had a positive feedback from doing the tasks. Therefore, it is essential for the teacher to provide them with some motivational feedback and increase learners' satisfaction by giving some external incentives such as rewards and grades.

The motivational strategies discussed above are recommended for the teacher in order to motivate their students. Interestingly, learning through drama-based instruction can offer the learners the chance to use those strategies. Drama games have the effectiveness in creating the basic motivational conditions because learners are likely to be relaxed when they involve in the play process. In the process of generating learners' motivation, drama-based activities create the make-believe world that helps learners understand the use of language in the meaningful way. Drama can also maintain students' motivation as it can increase learners' self-confidence under the supportive environment. Additionally, it can encourage positive self-evaluation as a result of the satisfaction that the learners gain from doing enjoyable activities.

Consequently, drama-based instruction may correspond to these motivational strategies which motivate learners to learn effectively.

In relation to the relationship of drama-based instruction and student motivation in language learning, the researcher would like to study the increase of motivation in learning English of eleventh grade students after learning through drama-based instruction as it is believed that this approach is beneficial for the teachers to create the supportive environment which foster student motivation in language learning.

Related Studies

A number of research focuses on motivation in language learning. In Thailand, Songsana et al. (2007) conducts the studies to investigate students' motivation in their English class, what types of motivation is the most prevalent for learning English in Thai formal context, and the correlation between students motivation and their language achievement. A questionnaire and unconstructed interviews are used as an instrument in this study. The data analysis reveals that students, whether they like or dislike studying English, are motivated to do the tasks by both types of motivation: integrative and instrumental. However, in this study, the instrumental is the most prevalent motivation for students. It also reveals that the correlation between student motivation and their achievement in learning English is at moderate level. The results from this study give us the information that both types of motivation play their roles in language learning differently in each student; therefore, it is interesting to find the teaching techniques which can motivate students no matter what types of motivation they have.

In relation to the relationship between drama-based instruction and student motivation, Dick and Le Blanc (2009) investigate the impact of drama for learning on students' attitudes, motivation, and learning in French second language (FSL) classrooms. The researchers conduct their study with grade 9 and 10 classrooms based on the principles of drama for learning including play and make believe, learning in context and ownership of learning. Data collected for assessments included student questionnaires and teacher interviews. The findings of the project indicate that there is an increased level of motivation on the part of the learners involved. Students also

appear to become more active and engaged in their learning because they feel a sense of ownership over their drama productions. In addition, the teachers express a high degree of satisfaction with the approach, especially because of their involvement in the development and implementation of the materials from the beginning, which appear to raise their sense of ownership and empowered them in their professional growth.

Belliveau (2007) studies the impact of drama-based practicum on learning in meaningful ways of pre-service teachers and Grade six students during a three-week alternative teaching placement. The research methods consist of open-ended questionnaires, journals, and focus groups. The data were collected from elementary students, pre-service teachers, and in-service teachers. The findings from elementary students' responses reveal that the drama-based approach make learning meaningful and it can motivate them to learn effectively. Due to the safe environment created by pre-service teachers, numbers of the elementary participants felt comfortable expressing their ideas vocally and physically. They also report the creation of team environment. For pre-service teachers, the findings reveal that they view drama as a meaningful approach for learning. In-service teachers also reflect the positive opinions towards the benefits of Drama Project on their students.

In addition, there are some studies concentrate on only extrinsic or intrinsic motivation. For example, Akin-Little, Eckert, Lovett, and Little (2004) study the effects of extrinsic reinforcement in the classroom. The data collected reveal that external motivation was not detrimental to students' intrinsic motivation. Moreover, the appropriate use of praise and rewards for doing well can increase the learners' self-determination and encourage them to continue to perform well.

Harter (1978) postulates that the effectance motive should operate across different developmental levels but that its corresponding behaviors may change with development. In one study, 4-year-old and 10-year-old children participated in the discrimination task in which they were presented with colored disks and had to choose one; a marble was released if they chose the correct disk. The results show that older children were motivated to succeed to obtain the correct answers, whereas younger

children were motivated for sensorimotor reasons (e.g., pushing buttons that made lights go on and off, causing marbles to be released.) This point supports White's (1959) contention that intrinsic motivation becomes more focused with development.

In Thailand, Sinakom (2006) studies the effects of empowerment program on intrinsic motivation of person with disabilities in Nakhonsawan. Empowerment program is the social action process of recognizing, promoting and enhancing people's abilities in response to individual's needs and problem solving, including four steps; discovering reality, critical reflection, taking charge, and holding on. Intrinsic motivation was measured before and after empowerment program. The results indicate that empowerment program can improve the intrinsic motivation of person with disabilities thus it is recommended that this method might be an effective way to promote intrinsic motivation among people at other handicaps groups.

To sum up, the studies of motivation are conducted in various fields such as nursing science and language learning. Moreover, some studies attempt to seek the effective ways to improve student motivation by introducing motivational programs, for instance. However, there are only few researchers that have carried out the studies concerning motivation of upper secondary level students learning through learner-centered approaches like drama-based instruction. This is the reason why the researcher is interested in studying the improvement of motivation in language learning of eleventh grade students learning through drama-based instruction.

Chapter 3

Methodology

In the present study, the researcher attempted to study effects of drama-based instruction on oral communication ability and motivation of eleventh grade students of Demonstration School, Prince of Songkla University. The research procedures were as follows.

Context of the study

The study was conducted as an elective course “Learning English through Drama” for eleventh grade students in Demonstration School, Prince of Songkla University. Demonstration School, Prince of Songkla University was categorized as the middle size educational institute located in Pattani. For upper secondary level, students in each grade were divided into four classes. Students in three classes were in Mathematics and Science major and the fourth class was for students in Mathematics and English major. Only students in Mathematics and English major could enroll in this course as the students in the other three classes were required to enroll in reading and writing course as their elective course. Thus, all participants in this study were from Mathematics and English major. Their English proficiency was various and ranges from beginner to intermediate level. Since this study was conducted in the single group design, the effect size was calculated in order to see the actual effect of drama-based instruction on students’ oral communication ability and motivation in language learning.

Population and sample

The population in this study was eleventh grade students in Demonstration School, Prince of Songkla University. The sample of this research was 35 eleventh grade students in the first semester of academic year 2010. All participants were 16-17 years old at the time that the research was conducted.

For the sampling selection, 35 eleventh grade students who enrolled in the elective course “Learning English through Drama” in the first semester of academic year 2010 were purposely selected as the sample of this study.

Research instrument

There were two types of instruments used in this study, treatment instrument and data collection instrument. The treatment instrument consisted of three units in teaching English focusing on drama-based instruction. The data collection instruments consisted of 1) Oral Communication Ability Test; 2) Student Motivation Questionnaire adapted from Gardner’s (2004) mini Attitude/Motivation Testing Battery (mini-AMTB); and 3) interview questions. The details of instrument construction were as follows:

Table 3.1: The research procedure

Stage 1 : Preparation of the experiment	
Stage 1.1	Explore and study the core curriculum of the foreign language strand
Stage 1.2	Explore and study the basic concept and related documents
Stage 1.3	Construct lesson plans, the Oral Communication Ability Test, student motivation questionnaire and interview questions
Stage 1.4	Validate the effectiveness of the lesson plans and instruments
Stage 1.5	Try-out the lesson plans and instruments
Stage 1.6	Revise the lesson plans and instruments
Stage 2: Treatment	
Stage 2.1	Pretest 2.1.1 Pretest the Oral Communication Ability 2.1.2 Pretest the Student Motivation
Stage 2.2	During the experiment 2.2.1 Implement drama-based instruction
Stage 2.3	Posttest 2.3.1 Posttest the Oral Communication Ability

Stage 2: Treatment (cont.)	
	2.3.2 Posttest the Student Motivation 2.3.3 Interview students
Stage 3: Data analyses	
Stage 3.1	Evaluate the effects of drama-based instruction on oral communication ability and motivation of participants. 3.1.1 Compare mean scores of pre and post Oral Communication Ability Test by using t-test and calculate for the effect size 3.1.2 Compare mean scores of pre and post the Student Motivation Questionnaire by using t-test and calculate for the effect size 3.1.3 Analyze the interview data by using content-analysis

A. Treatment instrument

1. Lesson plans based on drama-based instruction

In order to construct lesson plans to teach the sample group, these following procedures were done;

1.1 Study the core curriculum of the foreign language strand from the National Education Act (1999) and Basic Education Curriculum B.E.2551 (A.D.2008) to set the main objectives of teaching, and survey eleventh grade students' textbook in order to explore the contents that should be covered in each unit. The content for each unit was selected based on the situations which are related to students' life.

1.2 Study related documents and research in order to study various dimensions of the use of drama-based instruction and provide the conceptual framework in writing the lesson plan for each unit.

1.3 Drama techniques which were commonly used in drama-based instruction including drama games, role-playing, improvisation, and simulation were implemented in each unit. Lesson plans for three units were constructed to teach within sixteen weeks. Each unit took 3 weeks thus there were 9 weeks of instruction. Each week had 2 periods

and each period has 50 minutes. So, students received 300 minutes of instruction for each unit. Drama games were addressed as warm-up and relaxation exercises in every lesson plans. The drama techniques used in each unit were ordered from the most controlled activities to more independent tasks where students could create their scripts freely and act out their own scene in the drama project. After nine weeks of instruction, students were assigned to prepare for the drama-project. During this time, all drama techniques and oral communication skills were reviewed again. Within two weeks, students who were divided into groups of five, had to prepare their performance by using all oral communication skills they have learnt through drama-based instruction to create the scene and perform their drama project. Then, in week 14, students had to present their fifteen-minute drama project to class.

The following is the long-range plan presenting the contents covered in three units.

Table 3.2: Long-range plan for Learning English through Drama Course

Unit/Week	Drama techniques	Oral Communication Skills	Classroom activity	Evaluation
Introduction to the course (Week1-2: 4 periods)	-	-	- Ice breaking activities - Introducing the course schedule and explaining the objectives of the course. - Pre-test the Oral Communication Test - Pre-test the Student Motivation Questionnaire	- Scoring the Oral Communication Test by using rubrics - Scoring the Student Motivation Questionnaire by using AMTB's key.

Unit/Week	Drama techniques	Oral Communication Skills	Classroom activity	Evaluation
<p>Unit 1: Newcomers (Week 3-5: 6 periods)</p>	<ul style="list-style-type: none"> - Drama games -Role-playing 	<ul style="list-style-type: none"> -Greeting -Introducing oneself - Giving directions 	<ul style="list-style-type: none"> - Drama games - Students learn to use appropriate gestures to communicate with others. - Students take the part of different character based on the given roles. 	<ul style="list-style-type: none"> -Teacher assessment/ corrective feedback - Peer assessment
<p>Unit 2: Our School (Week 6-8: 6 periods)</p>	<ul style="list-style-type: none"> - Drama games -Improvisation 	<ul style="list-style-type: none"> - Describing people - Describing places - Story telling 	<ul style="list-style-type: none"> - Drama games - Students perform the spontaneous improvisation based on the roles they choose. They have to use their creativity as well as problem solving skills to act out the scene without pre-planning. The teacher might suggest some key words for students. 	<ul style="list-style-type: none"> -Teacher assessment/ corrective feedback - Peer assessment

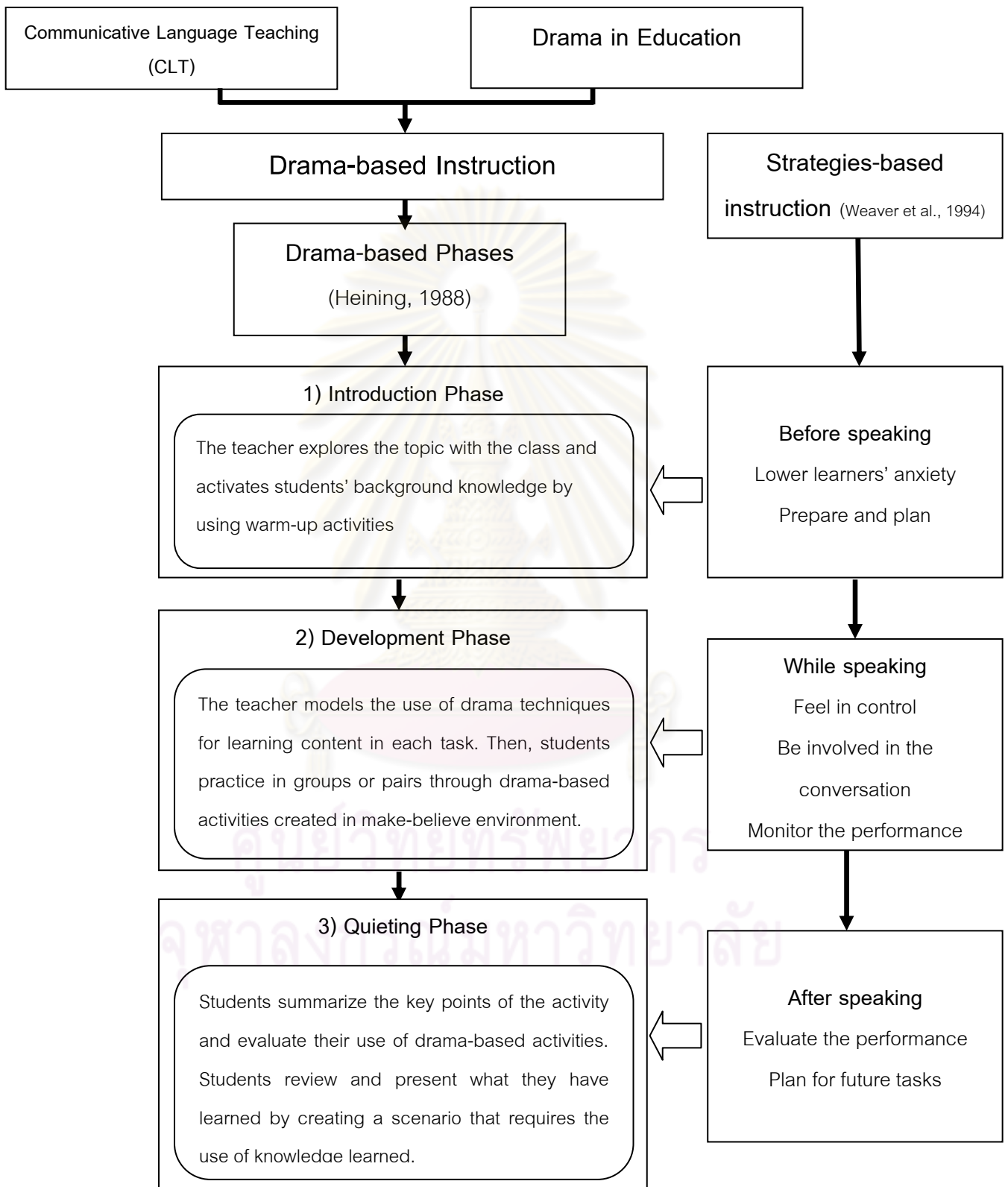
Unit/Week	Drama techniques	Oral Communication Skills	Classroom activity	Evaluation
Unit 3: Our Environment (Week 9-11: 6 periods)	<ul style="list-style-type: none"> - Drama games -Simulation 	<ul style="list-style-type: none"> - Expressing opinions - Expressing agreement and disagreement - Giving advices 	<ul style="list-style-type: none"> - Drama games - It involves the discussion of a problem which is presented by the researcher using various forms of realia such newspapers. Learners have to bring their own experience to the portraying of roles in simulation. 	<ul style="list-style-type: none"> -Teacher assessment/ corrective feedback - Group assessment
Final project: Save Our World (Week 12-13: 4 periods)	<ul style="list-style-type: none"> - 	<ul style="list-style-type: none"> - Guidelines for performing the final project 	<ul style="list-style-type: none"> - Review and practice all oral communication skills learning through drama-based instruction. - The final project is open-ended. In groups of 5 students, they are required to write their own script around 15 minutes long and perform it. All oral communication skills they have learned in class must be included in their drama projects. The teacher only provides some guidelines for them. 	<ul style="list-style-type: none"> -Teacher assessment/ corrective feedback - Group assessment

Unit/Week	Drama techniques	Oral Communication Skills	Classroom activity	Evaluation
Week 14 (s2 periods)	Final project presentation (The integration of all nine oral communication skills)			-Teacher assessment - Group assessment - Self evaluation
Wrap-up (Week 15-16: 2 periods)			- Posttest the Oral Communication Test - Posttest the Student Motivation Questionnaire - group interview	- Rubrics - AMTB's key.

All lesson plans were constructed based on three phases of drama-based instruction; introduction, development and quieting. In addition, as the objective of this course was to improve student oral communication ability, the oral communication strategy was added in each lesson. Strategies-based instruction led by Weaver et al. (1994) gave support to the learner at each step of the oral communication task; before speaking, while speaking, and after speaking.

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Figure 3.1: The proposed framework of drama-based instruction



The brief description of the sample lesson plan is presented below.

Table 3.3: The sample lesson plan

Unit 2 : Our School (the first week)			
Drama techniques: Improvisation			
Oral Communication skill: Describing people			
Objective: Students will be able to describe people by using appropriate vocabulary and expressions			
Drama-based Phase (Heining, 1988)	Drama-based activity	Oral communication strategy (Weaver et al., 1994)	Learning Outcomes
Introduction Phase (10 minutes)	<ul style="list-style-type: none"> -Ss are introduced and informed about a topic of the lessons. - The goal of the lesson is informed. -Ss play drama games in order to warm-up before doing the main activities (Freeze Game). 	<ul style="list-style-type: none"> - Lower your anxiety - Prepare and plan 	<ul style="list-style-type: none"> -Ss express some background knowledge about the topic. - Ss set the goal for their learning. -Ss feel relaxed and ready to perform the main activities.
Development Phase (60 minutes)	<ul style="list-style-type: none"> -T shows a picture of well-known people and asks students to describe it by using their background knowledge. -T introduces some vocabulary and expressions used for describing people. -T models how to improvise the scene by using the appropriate vocabulary and expressions through the sample situation. 	<ul style="list-style-type: none"> - Feel in control -Be involved in the conversation - Monitor the performance 	<ul style="list-style-type: none"> -Ss describes picture by using their prior knowledge. -Ss practice using vocabulary and expressions. -Ss improvise the given scene in pairs by using some clues guided by the teacher. -Ss practice spontaneous improvisation in different situations.

Drama-based Phase (Heining, 1988)	Drama-based activity	Oral communication strategy (Weaver et al., 1994)	Learning Outcomes
	<p>-Ss are asked to improvise the given scene in pairs by using some clues from the teacher.</p> <p>-Ss are asked to improvise different scenes and they have to respond to the scene without preparation.</p>		
<p>Quieting Phase (30 minutes)</p>	<p>-Ss are asked to demonstrate what they have learned from doing drama-based activities and use appropriate vocabulary and expressions to describe people by performing spontaneous improvisation based on the situation given.</p> <p>-Ss evaluate themselves about what they have done.</p> <p>- Ss are asked to suggest ways to improve their performance in the next class.</p>	<p>- Evaluate the performance</p> <p>- Plan for future tasks</p>	<p>-Ss perform spontaneous improvisation based on what they have learned from drama-based activities and use appropriate vocabulary and expressions in describing people.</p> <p>-Ss evaluate their performance with their peer.</p> <p>- Ss suggest ways to improve the success of doing activities in the next class.</p>

1.4 Each unit was examined by an advisor for the appropriateness of the activities, the time allocation, the accuracy of grammar and language use. Then, three experts in teaching English as a second language checked the content validity, the appropriateness of the activities and the time by using index of item-objective congruence (IOC). The suggested comments were revised and edited accordingly.

In order to verify the effectiveness of lesson plans, evaluation forms for lesson plan were constructed. Three language experts validated the lesson plans. The results of lesson plans evaluation forms were calculated for IOC. (See appendix F)

The results obtained from the lesson plan evaluation checklist revealed that the lesson plan had content validity and the learning objectives were relevant well with the classroom activities. It could have been implied that classroom management, activities and tools presented in the lesson plan were appropriate with students in upper-secondary level and could promote students' oral communication skill. The overall lesson plan was good. Nevertheless, the three experts also gave some useful comments for revising the lesson plan.

Expert A suggested that the warm-up activities and the language focus in the development stage should be relevant and congruent with the terminal objectives of the lesson. The expressions and structures used should be presented precisely and comprehensibly.

Expert B gave the comments that the teacher should inform students with more vocabulary and structures so as to enable students to create their own sentences and be willing to communicate with others.

Expert C revised some grammatical errors and suggested the teacher to clarify the instructions in the additional handout.

Since the results from the lesson plan evaluation revealed their good characteristics of good lesson plan, they were revised according to the experts' suggestions and comments so as to be prepared for the pilot study.

1.5 The revised plan was tried out with 30 eleventh grade students in Demonstration School, Prince of Songkla University where the

students have the same learning environment and educational system. Students in this group did not enroll in this course; however, they possess the same characteristics with students in the sample group. This is to investigate the effectiveness of using the lesson plans in the real classrooms and the time management.

The results revealed that all activities could be completed within 100 minutes. The instructions were clear and comprehensible; thus, the students could follow all steps and participate in all phases of drama-based instruction as expected.

1.6 The lesson plans were revised again based on the effectiveness of the lesson plan in the pilot study.

B. Data collection instrument

1. Oral Communication Ability Test

The Oral Communication Ability Test was constructed by the researcher to assess the student's English oral communication ability before and after learning through drama-based instruction.

The procedures of constructing the Oral Communication Ability Test were describes as follows;

1.1 The researcher studied and reviewed various types of oral communication tests used in relevant study and choose appropriate types of test to assess the oral communication ability of students in upper-secondary level.

1.2 The researcher reviewed the Test of Spoken English (TSE) validated by Powers et al. (1999) and used it as a guideline to construct the Oral Communication Ability Test. The test required learners to demonstrate their ability to communicate in English by responding orally under timed condition to printed information given. The test was modified to suit with students in upper secondary level.

1.3 The Oral Communication Ability Test was constructed by the researcher. The test covered all nine oral communication skills stated in the long-range plan. All skills measured were related to what the teacher taught in class, however the activities used in the development phase and the ones used in the pretest and post test were different. That is, the situations and contexts were not the same. It consisted of two parts. The first part is story-telling activity which was aim at evaluating learners' oral communication skill through spontaneous improvisation. In the second part, students were required to act out the scene in order to respond to the information given. The researcher selected these two activities because the student could perform them individually whereas in role-playing and simulation, the interaction between students was needed. The pretest and posttest focused on the same language content but differed in terms of the test structure, activities and details such as the name of the character, the name of place cited on the map and the position of the things in the pictures. The details of each part were discussed as follows:

Part A: Story-telling (4 minutes)

It is a spontaneous improvisation test. Each student takes a look on six given pictures. Then, the student has to tell a story by using all pictures as sources of information. Each student had one minute to look at the pictures and he had to complete the story within three minutes.

Part B: Guided improvisation (12.5 minutes)

In this test, learners were required to respond to three situations where by using appropriate oral communication skills.

Situation 1: Greetings and introducing one's self (2 minutes)

Situation 2: Describing people, describing places, and giving direction (6 minutes)

Situation 3: Expressing opinions, expressing agreement and disagreement and giving advices (4.5 minutes)

The sample situation was presented as follows:

Situation 2: You are at school in the evening and found a man trying to steal something from the school meeting room. You have to report what you have seen to the police by trying to:

- Describe the robber's appearance to a police (T shows a picture of the robber);
- Describe the place you found him (T shows a picture of the place);
- Give the direction to the school meeting room (T shows a map).

You have only thirty seconds to look at each picture. Then, report it to the police within one minute and thirty seconds.

Each student was asked to imagine himself in a given situation and responded to the addressed character. The student had to show how well they can communicate with others. The student had to make their response appropriate to the situation and to the people he was addressing. Each student had one minute to prepare the response and three minutes to act out this scene.

Scoring systems and rubrics

In this study, the scoring systems and rubrics were adapted from the Speaking Proficiency English Assessment Kit (SPEAK) which was used as the instrument for assessing the English speaking proficiency of people who are not native speakers of the language. Originally, Test of Spoken English (TSE) rating scale was used for assessing non-native speakers' oral communication skills. As the original version of the scoring system was designed in holistic rubrics, the researcher would like to modify the rubrics by separating the overall features into four main

competences originated from TSE rating scales: functional competence, sociolinguistic competence, discourse competence, and linguistic competence.

1. *Functional competence*: It refers to the speaker's ability to select functions to reasonably address the task and to select the language needed to carry out the function. Students should be able to use the appropriate oral communication skills such as describing places and people in order to complete the tasks successfully.

2. *Sociolinguistic competence*: It refers to the speaker's ability to demonstrate an awareness of audience and situation by selecting language, register, and tone that is appropriate. Students should be aware of the appropriateness of the language use in different situations.

3. *Discourse competence*: It refers to the speaker's ability to develop and organize information in a coherent manner and to make effective use of cohesive devices to help listener follow the organization of the response. It concerns clear and logical organization used during communicating with others.

4. *Linguistic competence*: It refers to the ability of the speakers in selecting vocabulary, control of grammatical structures, along with smooth delivery in order to produce intelligible speech.

In addition, instead of ranging the scores from 20-60 as in the TSE scoring system, the researcher would like to range the scores of each competence from 1 to 5. The details of score level performance are presented in Appendix B.

Thus, the total score for the Oral Communication Ability Test was 180, 20 marks for each sub skill. The researcher and the research assistants used this rubric as the instrument to assess students' oral communication ability.

1.4 The Oral Communication Ability Test was validated. The item-objective congruence (IOC) was checked by three experts. Then, the test was tried out with ten students from Demonstration School, Prince of Songkla University who did not enroll this course for its levels of difficulty, the time allocation, and the comprehensibility of language used in the test. (See Appendix F)

The results obtained from the Oral Communication Ability Test revealed that the test had content validity. The directions presented were understandable and the language used was appropriate with students' language proficiency. As for the scoring rubrics, the criteria set were stated clearly and could be measured. The overall oral communication test was good: nevertheless, the experts also gave some comments as follows:

Expert A suggested that the pictures should be clearer and more colorful so as to attract students' attention.

Expert B recommended that the pictures of the boy in part 1.2 should be more attractive.

Expert C gave the comments that the pictures of furniture in part 2.2 should be more noticeable and clearer. Moreover, in part 2.3, the roads' and streets' names should be stated clearly.

The researcher revised the oral communication test based on the experts' comments. All ambiguous pictures were replaced by more comprehensible pictures. The names of the roads were also typed on the map.

After the pilot study, the reliability of the test was estimated using an internal-consistency measure of reliability (Cronbach's coefficient alpha) Reliability and standard errors of measurement (SEM) of the test is presented as follows.

Table 3.4: Reliability of oral communication test

Oral Communication Test	Reliability
Cronbach's Alpha	0.968
Cronbach's Alpha based on standardized items	0.972

Using Cronbach's alpha coefficient method, the acceptable value should be more than 0.7. The alpha coefficient of this pilot study was equal 0.968, so it demonstrated that the Oral Communication Ability Test constructed by the researcher is reliable.

1.5 The test was revised again based on the comments on the try-out.

2. Student Motivation Questionnaire

The data collection instrument of this study was a questionnaire adapted from Gardner's (2004) mini-Attitude/Motivation Test Battery (AMTB) which was a standardized test originally designed for using with secondary school students studying English as a second language. The AMTB has been used in his research in Brazil, Croatia, Japan, Poland, Romania, and Spain. Originally, the AMTB consists of 104 items covering twelve dimensions: interests in foreign language, motivational intensity, English class anxiety, English teacher evaluation, attitudes towards learning English, attitudes towards English-speaking people, integrative orientation, instrumental orientation, desire to learn English, English course evaluation, English use anxiety and parental encouragement. Besides the AMTB, there is the short version of this test called the min-AMTB. The mini-AMTB is comprised of twelve items covering all main twelve sub-dimensions. In the mini-AMTB, each item corresponds to the scale on the full AMTB. It was developed based on a procedure originally suggested by Guilford (1954). This version is used to assess the convergent validity of the

AMTB scales in the international studies. In this study, parental encouragement dimension was excluded as it was not related to the study and there was no effect on the treatment given. The researcher only selected some interesting statements which were congruent to the research questions and matched with the aims of this study. The modified questionnaire consisted of 40 items which were developed into a Likert-type questionnaire in English and Thai, with six answers to circle in each statement and all eleven dimensions are covered. For each statement, there were six choices that respondents will choose to express their opinions towards that item. In this study, 6-Point Likert Type Scale was used as the rating scale to measure the personal attribute which was the motivation in learning English. Chang (1993) proposed that 6-Point Likert Type Scale is cutting the opportunity that students answer without considering the items of measurement. To respond to each item, the respondents cannot select the middle point in this rating scale because the respondents have to choose between one of the two qualifications of the scale. Additionally, Chomeya's (2010) study revealed that psychological test with 6-Point Likert Type Scale had higher power of discrimination and reliability than 5-Point Likert Type Scale. The six answers were listed according to the degree of agreement:

1 means strongly disagree

2 means moderate disagree

3 means slightly disagree

4 means slightly agree

5 means moderate agree

6 means strongly agree

In addition, the researcher would like to make some modification in terms of form by assigning scores to each statement so as to help the respondents to differentiate the degree of their opinions towards each point. The details of all 40 items are presented as follows;

Table 3.5: The components of student motivation questionnaire

Components of AMTB	Questionnaire Item Number,	
	Positively Keyed	Negatively Keyed
Construct1: Integrativeness		
Integrative Orientation	3	25
Interest in English Language	1, 30	11, 35
Attitudes towards English-speaking People	8, 24	14, 31
Construct2: Attitudes towards English learning situation		
English Course Evaluation	15, 40	10, 33
English Teacher Evaluation	16, 22	12, 37
Construct3: Motivation		
Motivational Intensity	27, 36	2, 20
Desire to Learn English	9, 32	29, 39
Attitudes towards Learning English	7, 23	13, 18
Construct4: Instrumental orientation		
Instrumental Orientation	4	17
Construct5: Language Anxiety		
English Class Anxiety	28, 38	6, 21
English Use Anxiety	5, 19	26, 34
Total	40 items	

A pilot test was administered to 30 randomly selected eleventh grade students at Demonstration School, Prince of Songkla University to ensure that there were no ambiguous words or confusing statements that might affect the content validity.

The researcher maintained all eleven original components of Gardner's mini-AMTB except parental encouragement dimension and they were used as

the main section of this questionnaire. In addition, the researcher constructed an additional section, personal information, to make the questionnaire more understandable for the respondents.

Part A: Personal information

In this section, the respondents were required to complete the personal information as the following.

1. Name of the student
2. The period of time that the student has been learning English
3. The student's educational achievement; Overall GPA and grade of English language including Basic English Course and Listening and Speaking Course for the first and second semester of Grade 10, Academic year 2009.

Part B: The mini-Attitude/Motivation Test Battery (mini-AMTB)

It was the main part of questionnaire adapted from standardized test constructed by Gardner (2004). This part comprised forty statements concerning student motivation in language learning. For each of these statements, there were six choices for the respondent to rate their opinions from 1-6. The respondent had to check the number representing his actual opinions towards each statement.

All two sections were translated into Thai so as to help student to understand each statement precisely.

As the questionnaire was adopted from the standardized test, the validity was still measured and the Thai version translated by the researcher still required the checking of the appropriateness of language used with the experts. Three experts validated the questionnaire by using the IOC. (See Appendix F)

As for the results obtained from student motivation in language learning questionnaire evaluation checklist, it could be implied that

overall questionnaire had content validity. All forty items were reserved. All three experts suggested that the directions should be stated about the appropriate symbol that should be used to check the answers. The researcher revised the direction from “Please check one number of each statement according to the amount of your agreement or disagreement with that item.” to “Please check ✓ one number of each statement according to the amount of your agreement or disagreement with that item.”

In addition, the reliability of the test was estimated using an internal-consistency measure of reliability (Cronbach’s coefficient alpha) Reliability and standard errors of measurement (SEM) of the test is presented as follows.

Table 3.6: Reliability of student motivation questionnaire

Student motivation questionnaire	Reliability
Cronbach’s Alpha	0.784
Cronbach’s Alpha based on standardized items	0.816

The results revealed that the analysis reliability value is more than 0.7. The alpha coefficient from the pilot study was equal to 0.787; therefore, it can be assumed that the adapted motivation questionnaire had high reliability.

3. Interview questions

For the qualitative data, they were collected through group interviews. A semi-structured interview was conducted at the end of the semester. For interview, ten students were interviewed on record for thirty minutes. The interviewees were selected from five students obtaining the

highest scores from the Oral Communication Ability Test and Student Motivation Questionnaire and the other five students getting the lowest scores in the same tests. The interviews were all conducted in Thai.

The procedures of constructing the interview questions are described as the following.

3.1 The researcher surveyed the books, journals, and researches concerning the interview questions.

3.2 A semi structured interview was used to collect data after teaching all sixteen weeks. Interview questions were constructed by the researcher. The questions were divided into three parts: the improvement of oral communication ability, motivation in language learning, and opinion towards learning through drama-based instruction. Each student was asked about these two topics in order to explore their motivation and attitudes after learning through drama-based instruction.

3.3 Three experts validated interview questions by using the IOC. (See Appendix F) The results obtained from the interview questions evaluation checklist revealed that the interview questions had content validity. Both English and Thai translation versions were clear and comprehensible. The overall questions were good. There was no additional comment for this part.

3.4 The researcher revised the questions according to the experts' comments.

Data collection procedure

The researcher collects the data by following these steps:

1. Contact with Graduate School, Chulalongkorn University in order to obtain the official letter used for asking the collaboration from the educational institution where the researcher planned to conduct the research.

2. The official letter was sent to the administrator of Demonstration School, Prince of Songkla University, Pattani.

3. The researcher pretested students' oral communication ability by using the Oral Communication Ability Test and pretested student motivation by using the standardized motivation questionnaire.

4. The researcher started teaching the sample, based on lesson plans constructed. Each lesson plan was taught according to the time given for each unit. The following table presents the length of time spending on each unit.

Table 3.7: Lengths of time spending on each unit

Unit	Week	Length of times
Introduction to the course	Week 1-2: 4 periods	200 minutes
Unit 1: Role-playing	Week 3-5: 6 periods	300 minutes
Unit 2: Improvisation	Week 6-8: 6 periods	300 minutes
Unit 3: Simulation	Week 9-11: 6 periods	300 minutes
Final Project (preparation)	Week 12-13: 4 periods	200 minutes
Final Project (presentation)	Week 14: 2 periods	100 minutes
Wrap-up	Week 15-16: 4 periods	200 minutes

5. After completing all three units and the drama project, students' oral communication ability and motivation were measured again.

6. The semi-structured group interview was used after finishing all lessons. The data collected concerned student's improvement in oral communication ability, motivation and opinions towards drama-based instruction. Ten students were selected to participate in the group interview. They were from five students obtaining the highest scores from the Oral Communication Ability Test and Student Motivation Questionnaire and the other five students getting the lowest scores in the same tests. The questions were asked within 30 minutes.

7. All the interviews were tape recorded and transcribed.

Data analyses

Since there were many types of data collected in this study, the analyses were differed.

1. Student's Oral Communication Test

The scores obtaining from the Oral Communication Ability Test was collected before and after the instruction. Then the data were analyzed by using SPSS version17. To compare means of students' oral communication ability before and after the instruction, one-sample t-test was used.

As this study was conducted with one sample group, the effect size, a measure of the strength of the relationship between two variables in a statistical population, was used to calculate the actual effect of drama-based instruction. In this study, Hedges' g which is the modified method of Cohen's d was used to find the effect size of the treatment.

2. Student Motivation Questionnaire

The data from the sample were collected before and after the instruction. Then the data were analyzed by using SPSS version17. One sample t-test was used to compare the student motivation before and after the instruction. In addition, the Hedges' g was used to calculate the effect size of this study.

3. Interview

The data from the interviews were analyzed using content analysis to investigate the student's improvement in oral communication ability, motivation, and opinions towards learning through drama-based instruction. It involved the analysis of key words and phrases. The interviews were tape-recorded with the permission of the interviewees and transcribed for analysis. Key ideas shared in group of students were discussed to shed the light on their possible implications. Once key words were indentified in the transcription of each interview, the frequency which those key words were mentioned could be counted.

The research methodology of this research is summarized in the following table.

Table 3.8: Research procedure based on each research question

Research Questions	Research Instrument	Data analysis
1. What are the effects of drama-based instruction on English oral communication ability of eleventh grade students?	- Oral Communication Ability Test	- t-test
	- Group interview	- Content analysis
2. What are the effects of drama-based instruction on the motivation of eleventh grade students?	- Student Motivation Questionnaire	- t-test
	- Group interview	- Content analysis
3. What are the opinions of eleventh grade students' towards learning through drama-based instruction?	- Group interview	- Content analysis

Chapter 4

Results

The findings of this study were presented in accordance with the research questions presented in the first chapter. They were divided into three parts and presented as follows:

1. The effects of drama-based instruction on English oral communication ability of eleventh grade students
2. The effects of drama-based instruction on motivation of eleventh grade students
3. The opinions of Eleventh grade students towards learning through drama-based instruction

Based on the results from the oral communication test, student motivation questionnaire, and interview, these three research questions were answered respectively.

4.1 The effects of drama-based instruction on English oral communication ability of eleventh grade students

In this part, the results are presented in two main sections: quantitative and qualitative findings. In the first section, the pre-test and post-test scores obtained from oral communication test are revealed.

The researcher evaluated students' oral communication ability through oral communication test which was divided into two parts. Nine sub- oral communication skills are included in the test: greetings, introducing oneself, giving direction, describing people, describing places, storytelling, expressing opinions, expressing agreement and disagreement, and giving advice. All parts are calculated for mean and standard deviation of scores from the pre and post test. In addition, a significant difference between the pre-post scores was examined by using t-test.

4.1.1 Quantitative analyses

Before investigating the results on the scores of the oral communication test, the inter-rater reliability was achieved through the Pearson Correlation Coefficient. Since there are three raters, the total score that each student received from each rater were computed for inter-rater reliability. The results of the coefficient between each pair of rater were illustrated in Table 4.1.

Table 4.1: Pearson Correlation Coefficient of Inter-rater Reliability

Rater	R1	R2	R3
R1		0.995	0.990
R2	0.995		0.995
R3	0.990	0.995	

As shown in Table 4.1, the inter-rater reliability was between 0.990-0.995. Thus the inter-rater reliability is at the high level.

After running the t-test through SPSS, the results of intra-group comparison were presented. Descriptive statistics of the pre-post results obtained from oral communication test are presented in Table 4.2.

Table 4.2: Results of t-test on oral communication test in the sample group (N=35)

	\bar{X}	N	SD	MD (Post-Pre)	T	p
Pretest	93.73	35	29.12	38.51	-16.412	.00*
Posttest	132.24	35	26.68			

*p < .05

The results of the t-test shows that the sample group earned a higher posttest mean score ($\bar{X} = 132.24$) than a pretest mean score ($\bar{X} = 93.73$). The mean difference was 38.51. The t value was -16.412 with a degree of freedom 34 (n=35). The sample group gained 38.51 in the post-test, comparing with the scores they got from the pre-test. Such gain was statistically significant since the p-value was as low as .00. The hypothesis which stated that there would be

significantly higher average scores on the post oral communication test than the pretest was accepted. Therefore, it can be implied that student oral communication skills significantly improved after learning through drama-based instruction.

In addition to comparing the total scores of the sample group, the pre and post scores of nine sub-oral communication skills were examined. Table 4.3 shows the pretest and posttest mean scores of all nine sub-oral communication skills.

Table 4.3: A comparison of mean scores from the pretest and posttest of nine sub-oral communication skills

Oral communication skills	Pre-test		Post-test		MD	t	Sig.
	\bar{X}	S.D.	\bar{X}	S.D.			
1. Greetings	11.64	3.62	15.94	2.90	4.3	-8.394	.000*
2. Introducing oneself and others	11.53	2.96	15.50	2.59	3.97	-10.037	.000*
3. Giving direction	10.37	4.06	14.93	3.80	4.56	-12.332	.000*
4. Describing people	10.34	3.35	14.48	3.02	4.14	-11.095	.000*
5. Describing places	10.54	3.53	15.42	2.67	4.88	-11.854	.000*
6. Story telling	10.65	3.27	14.43	3.78	3.78	-9.547	.000*
7. Expressing opinions	10.01	3.81	14.23	3.70	4.22	-11.098	.000*
8. Expressing agreement and disagreement	9.34	4.35	13.79	3.84	4.45	-9.936	.000*
9. Giving advice	9.30	3.66	13.51	3.99	4.21	-9.343	.000*

*p < .05

As shown in Table 4.3, all nine sub-oral communication skills significantly increased, especially describing places (Mean Difference = 4.88). The oral communication skills which gained the lowest mean difference is story telling (Mean Difference = 3.78). In summary, there are the significant differences in

oral communication skills at .05 level before and after learning through drama-based instruction.

Besides analyzing sub-oral communication skills, the effects of each drama-based activity (role-playing, improvisation, and simulation) were also investigated. The comparison of mean scores of these three techniques is shown in Table 4.4.

Table 4.4: A comparison of the mean scores of three drama-based activities used in the course

Drama Technique	Pre-test		Post-test		MD	t	Sig.
	\bar{X}	S.D.	\bar{X}	S.D.			
1. Role-playing	33.54	9.63	46.38	8.29	12.84	-12.360	.000*
2. Improvisation	31.53	9.61	44.32	8.98	12.79	-14.396	.000*
3. Simulation	28.66	11.34	41.53	11.18	12.87	-11.815	.000*

*p < .05

It is obviously seen from Table 4.4 that the mean scores from these three drama techniques were significantly improved. Simulation is the technique which gained the highest mean difference (MD = 12.87) whereas the mean score from improvisation activities obtained the lowest mean difference (MD =12.79). It can be concluded that students learning through all three drama techniques gained higher scores on oral communication skills.

The effect size

In addition to the calculation of the mean differences in pre and post oral communication ability test, the effect size of the results was also examined through the use of Hedges'g. The thresholds for interpreting of effect size adopted from Ellis (2009) are presented as follow:

Table 4.5: Thresholds for interpreting effect size

Test	Relevant effect size	Effect size threshold			
		Small	Medium	Large	Very large
Standardized mean difference	d , Δ , Hedges' g	.20	.50	.80	1.30
Correlation	r	.10	.30	.50	.70

The results obtained from the calculation of effect size by using Hedges' g showed that the value was 1.36, which is in very large level. Therefore, it can be implied that the effect size of the mean difference between the scores of pre and post oral communication test is very large.

According to the post-test results, it is apparent that student gained the higher scores on oral communication test. This meant that the first hypothesis was accepted. Analyses by t-test reported a significant difference between the pre and post scores of students learning through drama-based instruction. Thus it can be concluded that students improved their oral communication skills after learning through drama-based instruction.

4.1.2 Qualitative analyses: Results of the interview

The data in this section derived from the interviews with five students who obtained the highest scores in the posttest of oral communication test and five students who received the lowest scores in the same test. All ten interviewees were selected based on their scores obtained from oral communication test as well as student motivation questionnaire. Since the researcher examined the correlation between student oral communication ability and motivation by using Pearson correlation, it is apparent that these two components are correlated. This following table revealed the correlation of oral communication ability and motivation in language learning.

Table: 4.6 Pearson correlation between students' oral communication ability and their motivation in language learning

	Pearson correlation			
	N= 35 (samples)	P	N=10 (interviewees)	P
Pre-test	0.736	.000*	0.87	.001*
Posttest	0.588	.000*	0.753	.015*

*Correlation is significant at the 0.05 level (2-tailed)

In this study, the researcher coded each student by using letters and numbers: for example, HP (High proficient learner) stands for students who obtained high scores from oral communication test and motivation questionnaire and LP (Low proficient learner) stands for students who obtained low scores from the same tests. The qualitative analyses are presented following these two components.

The interview questions related to the oral communication skills were constructed in two main components: the improvement of oral communication skills and the improvement of the fluency of the language use. In addition, the questions concerning sociolinguistic and discourse components were used to investigate both components of oral communication ability.

a) The improvement of oral communication skills

The improvement of oral communication skills were analyzed following the interview questions whether they are able to use vocabulary and expressions in communicating with others more effectively.

Most interviewees with high level of proficiency reported that they were able to use appropriate vocabulary and expressions in their communication effectively. Interestingly, 100% of students with low level of oral communication proficiency also admitted that their oral communication skills concerning the use of word choices and expressions had improved after learning through drama-based instruction. They were more willing to communicate with others and tried

to use the vocabulary and expressions they learned as much as possible during the development phase. The examples are:

HP1: "I think my oral communication skills have improved as a result of having opportunities to use vocabulary and expressions during the role-play or improvisation the scene. I might make some mistakes during the performance: however, I noticed that my oral communication skills have improved gradually. I used to spend at least five minutes to think about what I said but now I think I can use English to respond the instruction or conversation spontaneously."

LP3: "My oral communication skills tended to develop. Although I'm not good at English, the knowledge concerning vocabulary and expressions helped me a lot during the class time. Before taking this course, I didn't have knowledge relating to the use of some complex adjectives or adverbs such as 'inconsiderate' or 'considerably'. However, nowadays I try to create elaborate sentences or idioms to make my conversation more comprehensible and sophisticated."

LP4: "Before taking this course, I think that the problem is my limited vocabulary collection. I found that this course provided me with lots of vocabulary and expressions: for example, expressions used for giving advice and expressing agreement and disagreement. I realized that when I agree or disagree, I can use a number of expressions to express my agreement instead of saying yes or no. That is why I think that my oral communication skills have improved. "

LP5: "Comparing to my friend, I was poor at vocabulary and grammar. I don't know how to express myself and avoid using complex structures. However, I realized that my oral communication skills have improved since I made fewer errors and chose appropriate words and expressions in different situations. Previously, when the teacher asked me to give the reasons for any decision, I always answered, 'I don't know

why.’ I hate the question: Why? It made me annoyed and nervous. However, about five weeks of the course participation, I’m more willing to give the reasons and not afraid to share my ideas with my teachers and friends.”

b) The fluency of the language use

In this part, the participants were asked whether they can speak English more fluently. All ten interviewees (100%) reported the increase of fluency after taking the course. The main cause of the improvement is that they felt more comfortable speaking English with their friends and the teacher. They stated that drama-based activities required a good cooperation with their friends and the main attention was on the fluency instead of the accuracy only. The examples are:

HP2: “I noticed that I can speak English fluently because I felt more relaxed when I participated in the group work so I can express my opinions and ideas freely. Generally, when I could not imagine what I’m going to say, I would make a long pause and it is the disaster for my partner. However, when all language learning strategies were taught, I learned to use some strategies like saying, ‘Let me think’ or ‘That’s a good question.’ This helped me a lot in communicating with others.”

HP4: “Without lots of pressures during the class time, I felt more comfortable to use English as a median of communication. Thus, I can express my ideas more fluently. At first, I found that fluency was my major obstacle in communicate with foreigners although I understand what they say but I could not respond as I wanted to. Joining this class helps me a lot due to the fact that I feel more relaxed and it can reduce my stress. I think now I can communicate with my foreign friends more fluently.”

LP1: “I think my fluency in English speaking has slightly improved. I didn’t pay much attention on grammar and tried to speak

and use some gestures to make my conversation effective. I may not use language proficiently as other students: nevertheless, I tried not to be the burden for my partner. My friends helped me a lot and they make me more comfortable to speak.”

c) Additional information concerning sociolinguistic and discourse components

As for the sociolinguistic component, the questions related to the appropriate use of language in different contexts were raised. The students were asked whether they could improve their awareness of audience and situations by selecting language, level of formality and tone appropriately. The interviewees reported that their sociolinguistic competence had improved after learning through drama-based instruction. They described that they could respond to audience and situation by using appropriate language because the teacher showed them the examples of appropriate vocabulary and expressions that could be used and they could apply them in different situations properly. Here are the examples:

HP2: “I realized that when we say something to someone, the level of formality should be considered; however, I’m not sure which one is more polite than the other one. Learning through this course, I could improve this awareness somehow. I remember that when I joined the simulation in expressing agreement and disagreement, there were some expressions that were not appropriate to use with friends because it was too formal such as I’m in complete agreement with you.”

LP3: “At the beginning I didn’t know how to address someone appropriately. I just said ‘Hi, I’m...’ and that’s it. Actually, there are many ways to address other people in different situations. I learned them a lot in the greeting lesson. It was really beneficial for me.”

Another interesting point was discourse competence of oral communication ability. The researcher asked students some questions to investigate the

improvement of their ability to develop and organize the information in a cohesive manner and to use cohesive devices to help the listeners follow the organization of the responses. The findings from the interview section showed that the interviewees thought that their oral communication skill in this competence had improved because they had to use proper cohesive devices to make their conversation more comprehensible. If not, they were unable to exchange information with others effectively. The examples are:

HP4: "I had to do many activities relating to story-telling and I found that using cohesive devices helped me a lot in improving my oral communication in various situations. It also helped my friends to understand what I said; therefore, they could respond to me spontaneously."

LP5: "Organizing the information was such a difficult skill for me. I could not arrange the sentence in logical orders and sometimes it made my partner confused; however, I tried to practice organizing my ideas in many activities and used some simple sequencing words such as first, second, or finally to help my friend to follow what I was saying."

To sum up, this qualitative data were consistent with the results obtained from t-test. All interviewees participated in the interview section also reported their improvement of oral communication skills as well as their fluency in using English. Additionally, their sociolinguistic and discourse competence of oral communication skills was enhanced after taking drama-based course.

4.2 The effects of drama-based instruction on motivation of eleventh grade students

In addition to the examination of the effects of using drama-based instruction on students' oral communication presented above, the effects of using this technique on the students' motivation towards learning English as a foreign language before and after the study were also examined in this section.

The results in this part are presented in two sections. The first section shows the quantitative findings from the motivation in English learning questionnaire. The second reports the descriptive data analyzed from the interview.

4.2.1 Quantitative analysis

The first comparison of motivational change was on the intra-group analysis in the experimental group. Descriptive statistics of pre- and post-student motivation in English learning questionnaire are presented in Table 4.7.

Table 4.7: Paired sample test of motivational change in the sample group (N=35)

Mode of assessment	\bar{X}	N	SD	MD	T	p
Pretest	171.51	35	17.57	9.89	-5.376	*.00
Posttest	181.40	35	17.12			

* p < .05

As presented in Table 4.7, the sample gained significant improvement in their motivation towards learning after the intervention of drama-based instruction for one semester. The results of the t-test show that the sample received a higher post-test mean scores ($\bar{X} = 181.40$) than a pre-test mean scores ($\bar{X} = 171.51$). The mean differences was 9.81 and the t-value was -5.376 with a degree of freedom of 34 ($\bar{X} = 35$). It is obvious that there was a significant different between the mean scores from the pre and post motivation test. In other words, student motivation significantly improved after learning through drama-based instruction.

In addition to the analysis of the total score, each component of motivation also is also analyzed in details as presented in Table 4.8.

Table 4.8: A comparison of the mean scores of each component from motivation questionnaire (N=35)

Category of motivation	Pre-test		Post-test		MD	t	Sig.
	\bar{X}	S.D.	\bar{X}	S.D.			
1. Interest in foreign languages	17.49	3.51	18.69	2.91	1.2	-2.697	.011*
2. Motivational intensity	15.14	2.99	15.60	2.45	0.46	-.996	.326
3. English class anxiety	15.97	3.38	16.83	3.37	0.86	-2.631	.013*
4. English teacher evaluation	17.03	3.67	18.97	2.84	1.94	-3.240	.003*
5. Attitudes towards learning English	18.49	2.92	19.11	2.92	0.62	-1.442	.156
6. Attitudes towards English speaking people	18.26	3.34	19.89	2.75	1.63	-3.752	.001*
7. Integrative orientation	9.23	2.09	9.63	1.73	0.4	-1.502	.142
8. Desire to learn English	18.77	3.38	19.77	2.81	1	-2.199	.035*
9. English course evaluation	16.97	3.91	17.83	3.31	0.86	-1.712	.096
10. English use anxiety	13.63	4.12	14.54	3.29	0.91	-1.552	.130
11. Instrumental orientation	10.51	1.87	10.54	1.62	0.03	-.084	.934

* p < .05

Table 4.8 illustrates significant differences in student motivation towards English learning before and after learning through drama-based instruction. English teacher evaluation is the component which obtained the highest mean difference (MD = 1.94) whereas instrumental orientation is the component which was reported with the lowest mean difference (MD = 0.03). The mean scores on the posttest increased in all components but in different levels. Results of t-test as presented in Table 4.6 reveals that the gain was statistically significant at .05 level for five dimensions: interest in foreign languages, English class anxiety, English teacher evaluation, attitudes towards English speaking people, and desire to learn English. This meant that student motivation towards English learning increased after learning through drama-based instruction. On the contrary, there were no statistical significance for motivational intensity, attitude

towards learning English, integrative orientation, English course evaluation, English use anxiety and instrumental orientation. It meant that these six components of motivation increased after learning through drama-based instruction but it was not statistically significant at .05 level.

The effect size

Besides the mean differences in pre and post oral communication ability test discussed above, the effect size of the results was also calculated by using Hedges' *g*. The results revealed that the value was 0.56, which is at moderate level (> 0.5) when compared to the thresholds for interpreting effect size on Table 4.5. Therefore it can be implied that the effect size of the mean difference between the scores of pre and post oral communication test is moderate.

4.2.2 Qualitative analyses: Results of the interview section

Analyses of students' interview aim at exploring students' motivation in learning English after learning through drama-based instruction. All ten interviewees were divided into two groups: high and low motivation students.

In this section, data were divided into four parts: reasons why they learn English, students' attitudes towards English learning, the change of motivation before and after learning through drama-based activities, and the requirement for taking further course.

a) Reasons why they learn English

The purpose of asking this question is to check whether students learn English because of external or internal motivation and to check their background information concerning motivation in language learning. Regardless of language proficiency, five students (50%) pointed out the reason why they learn English as the school's requirement. Three from ten interviewees (30%) reported that they learn English because they thought that it was important and useful for them to further their study and future careers. Only two interviewees (20%) reported that they learned English because they wanted to be proficient

in English and communicate with others effectively. The examples are presented as the following:

LP2: "I have to learn English because it is included in my transcription. If I don't take this course, I cannot graduate from this school. To tell the truth, I prefer learning other subjects more than English: however, it is compulsory. I have to pass all English subjects: basic English and listening and speaking. It's quite tough for me. "

HP3: "I want to go study aboard: therefore, it is beneficial for me to study English hard. It will help me a lot in communicating with foreigners. If I cannot speak English fluently, I'm not sure whether those foreigners understand me."

HP5: "No one will hire me if I cannot speak English proficiently. If you want to get a good job you should be competent in English. My parents always tell me that if I'm good at English, I will never get a good job with high salaries. "

From the data presented, it is apparent that 80% of interviewees learn English because of the external factors i.e. school's policy and their future career. Only two students learn this subject in order to fulfill their internal motivation.

b) Students' attitudes towards English learning

To obtain in-depth information concerning students' attitudes towards English learning, the researcher collected qualitative data by using interview. 70% of interviewees reported that English is one of their favorite subjects. They viewed the importance of this course and had positive attitude towards this course. Whereas three from ten students (30%) indicated that English is difficult and they do not prefer to learn English. The examples are as follows:

HP1: "English is my favorite subject. I felt eager to learn something new and practice as much as possible. I love keeping my diary in English and chatting with my friends in English. My status in Facebook is often written in English. I believe that the more I practice, the better I am at English. "

HP4: "I think English is interesting and challenging. I'm fond of listening to English songs and watching soundtrack movies. It helps me improve my communication skills. There are many interesting slang and idioms presented in those lyrics and dialogues. It reminds me of some useful sentences that I can use in my daily life."

LP3: "Although I cannot speak English fluently, I tried really hard to practice using English. I hope that my oral communication skill will increase. I tried to jot some words I've learned in class on the paper and stick them around my bedroom. I wish it might help me improve my English somehow."

LP4: "English is such a tough subject. I know what I want to say but I don't know how to say it. I'll be better to learn other easier subjects such as Thai or Religions. "

c) The change of motivation before and after learning through drama-based activities

Interview results indicate that all ten interviewees reported the increase of motivation after learning through drama-based instruction but at the different levels. Four interviewees (40%) reported the high level of improvement after participating in drama-based activities. 40% of students reported the moderate level of improvement whereas 20% of interviewees are categorized their improvement in slightly improved level. Here are the examples:

HP2: "My motivation in language learning has totally increased throughout this semester. I get more confidence and my desire to learn English has improved. I used to be shy and avoid using English in class.

If the teacher did not stated at me, I often used Thai to communicate with my friends. I didn't want to use English and was embarrassed when my friends laughed at me when I made mistakes. Nevertheless, when we learned through drama and worked corporately with my friends, I felt more relaxed. When my classmates attempted to use English, I would like to respond to them in English as well. I realized how to use English in different situations or contexts."

HP5: "If I have to rate the increase of my motivation, I think it is at a moderate level. I felt comfortable to communicate in English. However, I had some difficulties in responding to some of my friends. My desire to learn English improved but it seemed that some classmates didn't work hard enough to be a good partner. It might be good if some of them are more enthusiastic to learn and active in those drama-based activities."

LP3: "I think that my motivation in language learning has slightly improved. I just enjoyed with those fun activities. I love playing games: however, I still think that English is such a difficult subject. I could not get it out of my head."

d) The requirement of taking additional courses

This question was asked in the purpose of investigating their motivation in learning English after learning through drama-based activities. All ten students (100%) reported that it is good opportunities for them to improve their oral communication. If there is any course related to using drama-based activities, they preferred taking it so as to improve their learning skills. They also pointed out that their high motivation would remain at the same level from now on. The examples are presented as the followings:

HP3: "It will be good for us to take other courses like this. I want to continue learning this subject because it improved my oral communication as well as my motivation in learning English. I'm a fan of exciting activities such as drama games so it might be good if all

satisfying games are included in other courses. Doing role-play is also challenging for me to confront with various situations.”

LP4: “Although I think English is such a difficult subject, I think taking the further course should be considered by people who may concern in order to improve my skills. Instead of focus on lecturing or doing tons of homework, the authentic activities like the ones in this course should be incorporated into the class. I love games and drama and I know most of us love them.”

According to the qualitative data discussed above, students reported that their motivation towards English learning had improved after learning through drama-based instruction but at various levels. Interestingly, 80% of students learn English because of the external factors. Most students had positive attitudes towards language learning. The results also revealed that they decided to take the additional courses relating drama-based instruction after taking this course.

In accordance with quantitative results from t-test and qualitative data from the interview, the second hypothesis was accepted. In other words, student motivation towards English learning has increased after learning through drama-based instruction.

4.3 The opinions of eleventh grade students towards learning through drama-based instruction

The opinions of eleventh grade students were analyzed from the interview session regarding the opinions towards learning through drama-based instruction. The qualitative data were presented as follows.

4.3.1 Qualitative analyses: Results of the interview

The data in this session were obtained from ten interviewees participating in drama-based class. Students' opinions towards learning through drama-based instruction in this study includes the drama-based activity that

students like and dislike, the advantages of learning through drama-based instruction, the difficulties that students found during learning through drama-based instruction, and the improvement of cooperation between students.

a) Students' preferences for each drama-based activity

1) Activities that students like the most

Besides drama games which all students reported as their favorite drama-based activities, other three drama techniques were also asked for their preference. Interestingly, all five interviewees from the LP students (100%) reported that the drama-based activity they like most is "role-play". All of them agreed that learning through role-playing helped them in creating a dialogues and preparing the scene. The dialogues presented by the teacher were useful for them since they were provided with sample conversation as a guideline for performing their own scene.

The examples are:

LP1: "I like role-playing the most. I don't know where to begin so the more clues or dialogues given, the easier for me to initiate the conversation. The sample dialogues help me a lot to carry on the task."

LP3: "My partner and I could do better when there was a sample conversation presented. I could not imagine anything without enough clues. Role-playing provided me with many clues. I realize who I am and what I should do next. For other drama-based activities, I have to use my imagination to think about my roles and responsibilities. That is why I prefer learning through role-playing."

LP4: "Two other drama-based activities: improvisation and simulation required higher level of thinking skills: therefore, it is difficult for me to create the conversation myself. If I don't know what I should say first, I can't continue the conversation."

Three HP students (60%) reported role-play as their favorite activity whereas two HP interviewees (40%) thought that simulation was the most effective activity for them. As for the role-playing, student pointed out the same reasons with LP interviewees. They reported the more confidence they gained in case that they got enough clues to form their own conversation. Here are examples:

HP1: "Basically, I'm a visual learner. It's not easy for me to figure the dialogue out without sample conversation or language structures. If there are some useful samples, I could imitate some sentences along with adding my creativity into the context. It can make my conversation more lively and fruitful. Therefore, I think, I could do well in role-playing than other two drama-based activities."

HP2: "I like all three drama-based activities: however, I found that role-playing provided me with the most adequate information such as grammatical structures and word choices. In addition, I have much time to prepare the scene. I have more time to think and make some outline in my mind before performing the role-playing."

As for two HP interviewees reported the simulation as their favorite drama-based activity, they identified that this activity was challenging and activated their thinking skills. Furthermore, they had opportunities to share and exchange their ideas with their classmates in the sub-group. This helped them in shaping their ideas to be the most effective solution. The samples are:

HP3: "Simulation is challenging for me. Although there were many steps to follow, it activated my oral communication skills as well as thinking skills. The problems presented in each lesson are up-to-date and could help me to brush up my ideas. I

also like the step of brainstorming and exchanging ideas with classmates from other groups. I believed that if we listened to other ideas and weighted pros and cons of what you heard will help you a lot to find the effective solution out.”

HP5: “I like the most complex one: simulation. I like doing group work and it might be good if we worked corporately with others. Just sharing ideas with your partner might not be able to develop our own thinking skills. I don’t want to stick with the pattern or forms. I prefer learning and making new things with my creativity.”

2) Activity that students dislike most

Four LP interviewees (80%) indicated that they do not prefer learning through “improvisation” because of the limitation of time for preparation. Although the teacher introduced vocabulary and language structures which were useful for creating the dialogue, they found it was difficult for them to create their own script without much time for preparation. Only one student reported that simulation was his major difficulty since he found it too complex and required high level of thinking skills. As for HP students, all of them (100%) reported that they did not like improvisation because of the limited preparation time. Here are the examples:

LP2: “Learning through improvisation, I’m not sure how to begin or initiate the conversation. For me, the sample conversation is a must. I’m not good at English and I definitely don’t know what I should say. Sometimes I just looked at my partner’s eyes and asked them whether they know where to begin.”

HP5: “I realized that in our real –life situation, we have to use the improvisation all the times. Nevertheless, I need time for

preparation. When the teacher asked me to improvise the scene, I immediately knew that it was a disaster. I don't have time to think or prepare as much as I usually get in other courses. I think I need more time to get used to with this drama-based activity. ”

b) The advantages of learning through drama-based instruction

All interviewees addressed the advantages of learning through drama-based instruction in different way. Four interviewees (40%) raised the ideas that students could learn well under the satisfying environment. Learning through drama-based instruction can reduce their tension during the class time since drama games were introduced in the introduction phase. Three interviewees (30%) reported that the variety of the activities presented is the strength of using this technique. Many activities addressed could help them to be excited and eager to learn. Two interviewees (20%) reported that student can practice using English in as-if situation. They can adapt what they learn in their real life situation. Only one student stated the advantage of learning through this technique that it could help them to work coordinately with their classmates. The examples are presented as follows:

HP1: “Drama games are really fun. I love it! Starting the lesson with games helps me a lot to be ready for learning vocabulary and grammar. I love moving by body. It could help me reduce my tension and be familiar with my classmates.”

HP4: “There are many activities for me to participate in. It was easier for me to keep awake with the various activities going on in class, especially when I needed to perform. I don't want to get stuck on grammar or reading the dialogue on the blackboard. It is interesting to learn English through numerous activities and media. In addition, the variety of evaluation techniques is also challenging for me.”

HP5: "We don't have a lot of chances to practice using language. This technique helps me a lot in figuring what I should say. I hope that I can use all words and expressions when I have a conversation with foreigners."

LP4: "I work a lot with my friends: in pair and in group. I felt that I have someone to share my ideas with. Instead of solving the problems individually, working as a team helps me to accomplish the goal of the task. I prefer working with them and believe that our teamwork leads to the success of the learning."

c) The difficulties that students found during learning through drama-based instruction

The difficulties students found were stated in various ways. 50% of students reported that their background knowledge and grammar were inadequate. This can affect the fluency of the language use. It is difficult for them to communicate since the limitation of word choice and structures were their obstacles. 40% of interviewees reported that the main difficulty was the complexity of the activities and the high level of thinking skills. Some complex activities like simulation were an obstacle for them because it requires high level of thinking skills. In addition, there were many steps to follow so they cannot complete all tasks assigned. Only one student (10%) reported the difficulty about the lack of cooperation with their friend. Here are some examples:

HP2: "I tried to speak as much as possible: however, I don't have enough words to form the correct sentences. Sometimes I don't know where to begin. I realized what should I say but the limitation of word choices always annoys me. For example, I know how to greet my friends but I don't know how I can give my best regards to their parents."

LP4: "I have a difficulty in expressing ideas because I don't have concepts or ideas about the topics presented. For example, when talking about Thai cultures, I partly know the meaning of Thai cultures but I don't have adequate background knowledge to keep talking about it. I can answer yes or no but I don't know what the reasons are. It's quite hard for me to use critical thinking skills in expressing opinions."

HP3: "I want to practice using English however my partner is sometimes an obstacle. I tried to speak but they were silent and had no clue how to respond. That's such a boring thing."

d) The improvement of cooperation between students

The improvement of cooperation between students was also explored in this interview. 80% of students reported the improvement of cooperation. They thought that many drama-based activities required a good cooperation and collaboration between their partners and group members. On the other hand, 20% of students reported that their cooperation was at the same level since they usually worked in groups in other subjects. One from two students reported that there was no improvement since their friends were not willing to work with him.

LP1: "We worked cooperatively. I like group works and I was really happy that I could contribute something to my group. Learning in this course, there are many types of group works for me to participate in. I communicated with my friends all the times and I tried to use English as much as possible."

HP3: "There is no different in work cooperation with friends. Some of them were not willing to communicate and tried to talk to me in Thai. I tried hard to use English as much as possible but it seemed meaningless for them. I tried to explain

that it's the English class, it might be better to use English as a median of communication, but it got worse. They responded to me in Thai and asked me to communicate in Thai. It's boring.”

It is interesting that all students reported wide range of comments and ideas towards drama-based instruction. Students viewed drama techniques as a good way to enhance their motivation towards English learning: nevertheless, there are some difficulties: for instance, their weak background knowledge, the complexity of the learning phrases, and the lack of cooperation. In addition, most students reported the improvement of cooperation between students.

4.4 Summary

This chapter reports the findings obtained from the analysis of quantitative and qualitative data from three main instruments: oral communication test, student motivation in learning English questionnaire and the interview. As for the hypothesis testing regarding to the effects of learning through drama-based instruction on student's oral communication ability, students earned a higher post-test mean scores than a pre-test mean scores. It can be concluded that drama-based instruction can enhance students' oral communication skills. Another hypothesis regarding to the change of motivation among students after learning through drama-based instruction, the results revealed that there was a change in motivation towards learning English before and after the instruction. As for the attitudes of students towards drama-based instruction, most students express positive attitudes towards this technique as it can establish the pleasant learning atmosphere and provide them with various kinds of enjoyable activities. Thus, it could be stated that drama-based instruction can enhance eleventh Grade students' oral communication skills as well as their motivation in language learning English.

Chapter 5

Discussion

In this chapter, a summary of the study and results were presented in accordance to three hypotheses. Then the research findings are discussed with support from relevant theories and studies concerning drama-based instruction. Teaching implications and recommendations for the future research were presented at the end of this chapter.

5.1 Summary of the study

5.1.1 Objectives

The objectives of this study are to study the effects of English oral communication ability and motivation of eleventh grade students after learning through drama-based instruction. Also, the study of students' opinions towards learning through drama-based instruction was concluded in the adjective.

5.1.2 Research design

The study was designed in one-group experimental research. Thirty five students voluntarily participated in the selective course called Learning English through Drama. Measurements of the students' Oral Communication Ability Test and student motivation questionnaire were done two times; the pre and the posttest.

5.1.3 Procedure

The procedure of this study started with the pre-test on Oral Communication Ability Test and student motivation questionnaire. Then, the subjects participated in sixteen-week instruction period which the focus of each lesson was on using drama techniques to teach oral communication skills. Sixteen weeks later, the posttest on oral communication ability as well as motivation towards English learning was done. After the scores were calculated, five subjects of the high proficiency students and five of the low proficiency students were asked for joining in a group interview.

5.1.4 Samples

The samples of this study were thirty-five eleventh grade students of Demonstration School, Prince of Songkla University. The subjects' level of English proficiency is between beginners to intermediate level.

5.1.5 Instrumental invention

The 100–minutes classes met once a week for sixteen weeks, totaling 1,600 minutes. Drama techniques were applied in an elective course called Learning English through Drama which was conducted over a two-hour period each week, for sixteen weeks. This course is exclusive in the sense that the entire learning phases were drama-based which includes three main parts: Introduction (warm-up activities), development (introducing the dramatic moment and the improvisation of the dramatic moment by the students and quieting (evaluation of the lesson).

5.1.6 Instruments and data analyses

Three research instruments were employed in data collection.

1) The oral communication test: The aim of this test is to measure the subjects' oral communication test before and after the treatment. It comprised two parts including nine sub oral communication skills test.

2) The student motivation questionnaire: It comprised 40 items of motivation questionnaire which focused on eleven sub-categories of motivation's components. The test was designed in the five-point Likert scale.

3) The interview: The objectives of the interview were three fold. The first part aimed at exploring students' improvement on oral communication ability and their fluency in using language to communicate. The second part focused on students' motivation in language learning. As for the last part, student's attitudes towards drama-based instruction were examined.

5.1.7 Results

The results of the study can be summarized in response to the research questions as follows.

1) Oral communication ability

In response to the first research question, the findings from the t-test indicated that there were significantly higher average scores on the post oral communication test than the pre oral communication test. In other words, students' oral communication ability significantly improved after learning through drama-based instruction. In addition, the results from the interview session revealed that students reported the improvement of their oral communication abilities after learning through drama-based activities at various levels. Students also reported their higher fluency in using language to communicate than before taking the course. In addition, the improvement of their oral communication ability in terms of sociolinguistic and discourse competences was mentioned in the interview section.

2) Motivation in language learning

In response to the second research question, the results from the t-test identified that there was a significant difference between the mean scores from the pre-post student motivation questionnaire. This can be implied that students' motivation in language learning improved after learning through drama-based instruction. The results from the interview section also supported the quantitative findings. Students reported that their motivation in using language to communicate had improved through this semester.

3) Attitudes towards drama-based instruction

Based on the data from the interview, most students reported the positive attitude towards drama-based instruction. However, there were some difficulties that the researcher should bear in mind including the lack of students' background knowledge concerning grammar and expressions, the complexity of some drama-based activities and the lack of cooperation between their peers and group members.

5.2 Discussion

The results were interpreted and discussed in response to the research hypotheses.

Hypothesis 1: Students' English oral communication ability will be higher after learning through drama-based instruction.

According to the results from the paired sample t-test, students' oral communication ability significantly improved. ($p < .05$). Hence, the hypothesis that students' oral communication ability will be higher after learning through drama-based instruction is accepted.

In other words, students' oral communication ability improved after learning through drama based instruction. The significant gains of the sample group on oral communication test supported the views that activities which drama techniques integrated could enhance students' speaking skills. The findings were congruent with Ulas (2008)'s claim that drama-based instruction was considered the instructional method fostering students to increase their oral communication skills based on the study of elementary graders' achievement on oral communication and pronunciation skills. The results also agree with the findings of effectiveness of drama-based instruction on seven graders' achievement on geometry (Duantepe, 2004), third graders' achievement on English as a foreign language (Aynal, 1989), and elementary graders' science achievement (Kamen, 1992).

Interestingly, the oral communication ability from the posttest of all thirty-five subjects increased at various levels. Due to the comparison between the pre- and posttest, some students gained high level of oral communication skills while the others slightly improved. The reasons why students gained different levels of improvement came from various reasons. First, their background knowledge concerning word choices, grammar and expressions could be the obstacles for the students with lower language proficiency. The second reason might be their experiences relating to the previous teaching methodology. Some students were familiar with teacher-directed classroom so, they tended to be reluctant to talk and perform in drama-based class.

Finally, their interest towards the subject matter also could be the reason for wide-range of the improvement. Students with little interest in English might perform and be willing to participate in the classroom activities less than the preferable ones. As for the significant increase of students' scores in oral communication test, this might cause from their solid background knowledge in language learning, especially English. Most of them reported the high scores in other related course such as basic English or listening and speaking. It was noticeable that they could use complex sentences in communication fluently. Apart from their strong background knowledge, students obtaining high scores in oral communication test also performed well under learner-centered environment. They preferred learning in relaxing atmosphere where they could control and handle the tasks themselves. Since the class provided them with many challenging activities, they tended to be excited to learn and perform their best in all tasks including oral communication test.

Besides the improvement of student oral communication ability in terms of functional and linguistic competences, the findings from the interview section also showed their development in sociolinguistic and discourse competences. Learning through drama-based instruction, students could use English in various make-believe social situations and they could select appropriate use of language. When students acted out the scene, they were expected to use the language which was proper for the audience and the situations. Students were aware of the proper language use and demonstrated their awareness by applying appropriate use of language in different social contexts. As for discourse competence, since there were a variety of activities that fostered students to practice their speaking skills as much as possible, students' ability in organizing information in a cohesive manner was enhanced. Furthermore, they could select the appropriate cohesive devices to help their partner to follow what they were saying and to give responses effectively.

Based on the findings shown in Chapter 4, all nine sub-oral communication skills of students had significantly improved. The possible reasons to account for the

significant gain in the sample group in terms of their increase of their oral communication scores could be synthesized into the following categories:

1) **The communicative learning context:** In context which drama techniques were applied, there were many interactive tasks; for example, simulation or improvisation. As Wei (1997) stated that the interactions between more than two persons were vital for effective communication activities. In drama-based lessons, students were provided with greater opportunities to practice the target language through numbers of learner-centered activities which provided interaction among students. The useful vocabulary, expressions and language structures were presented at the beginning of the class in order to give students some background. Then, they were encouraged to talk freely. They could refer to the structure presented at the presentation stage if they wanted to. Additionally, at the quiet phase, students had time to reflect on their ideas and make a conclusion of what they learned.

The data obtaining from the interview section also revealed that most students thought that their oral communication ability had improved. They felt that they were able to use the target language in communication more fluently. Gill (2002) stated this finding that the more opportunities learners get to practice the target language, the more comfortable and fluent they are. It was noticeable that students could learn through the self-correction and peer-correction along with some corrective feedback provided by the teacher. These could encourage students to take the active roles in their learning. Most activities introduced into class engaged all students in language production and practice. The concept of this learner-centered learning is similar to Duartepe and Ubuz (2004)'s idea that stated that drama-based instruction created an environment in which students play the main roles in constructing their own knowledge through their actual experiences rather than focusing on what they have been taught.

Drama-based instruction also created *as-if environment*. Only reading the dialogue from the textbook could not develop students' oral communication skills. Through drama-based instruction, a number of as-if situations on diverse real life situations were introduced to class from simple skills such as greetings and giving

directions for the tourists to more complex activities such as expressing the opinions in school meetings or exchanging information in the conferences. Role-playing was used to practice oral communication skills at the beginning then, students were asked to use the language they learned to improvise the scene. Not only using role-playing and improvisation, students could practice their listening and speaking skills through simulation.

In Thailand, it is found that lots of students have a few chances to use English in their daily life. In addition, it is common that many students lack speaking opportunities in class (Khamkhien, 2010). Therefore, it is essential for the teachers to provide as-if environment for students both in and out classroom as much as possible. McDonough and Show (1993) indicated that many non-native speakers were able to speak accurately in class when a clear stimulus was given by their teachers; however, when they were confronted with the real life contexts, they lacked the capability to deal with such situations. Besides that, it is found that students generally were more comfortable with teacher-driven classes owing to their own learning experience prior to taking this course.

2) The supportive environment: After learning through drama-based instruction, students were more willing to use English as a medium of communication as a result of the decrease of their anxiety during the class time. Students' fear of embarrassment and loss of face decreases because the learning environment was less threatening and more enjoyable. Focusing only on grammatical errors or language structures as other traditional methods, students are likely to get nervous and be afraid to make mistakes. On the other hand, learning through drama-based activities, students reported that they were more willing to communicate in the stress-free zone. Although the accuracy of the language usage were included in the criteria used evaluating students' performances, the fluency of the language use were mainly highlighted in this course.

3) The increase of collaboration between students: As teamwork and group participation were required for almost all drama-based activities, students were provided with opportunities to exchange information and share ideas with their peers.

Participating in the activity that focused on individual performance, students tended to be nervous however the group work helped them to be relaxed and were able to use language freely. When they worked closely with their friends, they could feel free to take risks without peer pressure. In addition, a good collaboration among students is a must. So, students had to exchange information and discuss the given topic in small groups before making a final decision as a whole group. This activity could enhance students' oral communication skills along with their information exchange. Instead of working on their own in finding the solutions to the problems, they could exchange their ideas with their classmates who came up with various interesting ideas and solutions. This could lead students to weigh pros and cons of what they discussed and find out the best solution after getting the information and ideas from numerous points of views. This corresponded to Liang (1996) who suggested the advantages of group work that 1) group work could help students defeat anxiety because sharing ideas with their friends is less threatening than speaking to a teacher in front of the class; 2) group work gave students more opportunities to use the target language; 3) working as a group could reduce anxiety of speaking a foreign language in class. Another benefits gained from the group work was that students learn to be responsible as well as enabling them to acquire knowledge by giving and receiving different ideas and understanding other points of views.

4) The long lasting learning: It is interesting to note that students who experienced drama-based instruction can improve their retention of English language achievement (Bellizia, 1985). Getting involved in a number of activities such as improvising the scene, explaining, story-telling or discussing, students tended to learn better and remember longer. Students' long term memory was activated through the active involvement. Learning by doing and acting out could encourage students permanent learning (Bellizia, 1985).

5) The increase of students' self-confidence: The results from the interview revealed that drama-based instruction improve students' confidence in themselves. These findings are concurrent with Farris and Parke (1993) and Freeman (2000) who

claimed that drama activities helped students to gain their self-confidence. Learning through drama-based instruction, students often deal with social environment so that they are more active and be more willing to express themselves. There is a greater output of authentic language through interactive activities which are relevant to learners. They were presented as a sample dialogue or the instructions in the development phase. Instead of being a controller, the teacher plays his main roles as a guide and an observer. In addition, the evidence showed that students' self confidence and their achievement are significantly correlated (Askew and William, 1995). If students gained more confidence after learning through drama-based activities, their achievement in language learning would tend to increase.

In sum, these mechanisms of drama-based instruction seemed to contribute to students' oral communication skills as demonstrated in the findings of this study. With such results, it is interesting to note that drama-based instruction deserved more attention as one of the effective communicative approaches with can develop students' oral communication through pleasant environment as well as supportive learning contexts.

Hypothesis 2: Students' motivation in learning English will be higher after learning through drama-based instruction

Based on the assumption, students' language proficiency and motivation are closely correlated. The results from the student motivation questionnaire revealed that the students' motivation significantly improved on the posttest ($p < 0.05$). Thus, the hypothesis that students' motivation in learning English will be higher after learning through drama-based instruction is accepted. The findings were congruent with Dick and Le Blanc (2009)'s claim that drama-based instruction was considered the instructional method fostering students to be motivated in their language learning.

Based on the evidences from this study, the reasons why students' motivation in learning English improved after learning through drama-based instruction are:

1) **Fun activities:** It was noticeable that students had fun during the drama-based lessons. The results from the interview revealed that there were various levels of enjoyment reported by students. Consistent with Freeman (2000) and Kamen (1992), it was revealed that students enjoyed participating in drama-based instructed lesson since it provided them with an exciting and motivating environment. The more fun students had during the drama-based lesson, the more their positive attitudes towards language learning increased. This went along with the findings of Kamen (1992) who suggested that attitude towards content area significantly increased through the implementation of drama-based instruction.

2) **Stress-free zone:** As discussed previously, the drama-based learning context that the subjects were exposed to was relaxing and pleasant. When students worked as a group, their linguistic self-confidence increased. Learning through drama-based instruction, students are encouraged to participate in discussion without concerning about making grammatically accurate sentences. However, it does not mean that all grammatical errors were entirely ignored since the teacher had to give corrective feedback when students made mistakes or asked for clarification. Even though the students learned under stress-free zone, they could not avoid having a certain level of anxiety. Their anxiety, however, had positive influence on the students because it could stimulate them to be active in achieving the main goal.

Interestingly, there are some educators who viewed the work associated with a relaxed informal environment as ineffective in learning language (Gill, 2008). Nevertheless, the recent evidence revealed that learning can occur in a fun-filled environment (Anderson, 2005). Under relaxed atmosphere, students' intrinsic motivation in language learning tended to be increased.

3) **Positive reinforcement:** Besides giving useful corrective feedback, the teacher also provided some motivationally appropriate feedback, praise and rewards so as to increase their motivation in language learning and their effort at schoolwork and other assignments. It is noticeable that the allocation of appropriate incentives could reinforce students to continue studying. The students who behaved and performed well until

reaching the learning outcomes were often received the satisfying reinforcement from the teachers. In addition, the students frequently received praises from their peers and group members for meeting the challenge of the tasks assigned.

In order to create the effective teaching and learning atmosphere, teacher used fun activities, created stress-free zone, and gave positives reinforcement. However it is not an easy task for all language teachers. The teachers have the significant roles in selecting the right materials and delivery instruments. Dornyei (1995) suggested the ways to integrate two main components of motivation: intrinsic and extrinsic into the real classroom. Intrinsic motivation is the external incentives which causes from the internal factor i.e. self-satisfaction in doing task while extrinsic motivation concerns the motivation gaining from external rewards such as scores and praises. In order to improve students' intrinsic motivation, the fruitful sources of simulation as well as the exposure of the activities which can arouse natural curiosity and interest of students should be introduced into the class. Also, providing students with intrinsic incentives can develop student's autonomy. These concepts are similar to Gardner's (1985) framework of integrative and instrumental orientation of motivation and both types of motivation were addressed and included in the drama-based course.

Regarding the increase of student motivation in different components, the results of t-test reveals that the gain was statistically significant for five dimensions: interest in foreign languages, English class anxiety, English teacher evaluation, attitudes towards English speaking people, and desire to learn English. The reasons for these can be explained as follows:

Interest in foreign language: It can be implied that students learning through drama-based instruction gained more interest in foreign language. This might stem from the lessons which were presented in interesting and exciting ways; for example, the researcher used some animated cartoons as the presenter of each unit or added some effects to arouse students' interests. PowerPoint presentation with attractive graphics was used to stimulate students'

attention towards the lessons. The way the language was presented might cause the lessons to be more fruitful and interesting.

English class anxiety: This aspect of motivation concerns the feeling of being anxious about one's performance, not about the willingness to communicate. The increase of English class anxiety does not mean that students' motivation in language learning declined. On the contrary, it helps students to be more enthusiastic to learn the language. The moderate level of anxiety could encourage learners to be more active and prepared to give the responses. Gill (2000) suggested that learning through drama, students would dare to take a risk in using target language in discussion. The results from the interview section also revealed that students who got anxious towards what they learned tended to be active learners and they reported that this course was challenging and they wanted to accomplish their learning goals.

English teacher evaluation: In the pretest, the English teacher evaluation referred to students' learning experiences and their attitudes towards previous English teachers' teaching styles. In the posttest, on the other hand, it referred to the teaching style of the researcher. The results from the posttest along with the interview revealed that students evaluated the researcher in positive manner due to their preference of the techniques that the researcher used in class and her teaching styles. They reported that the researcher often used a variety of techniques in drawing their attention and gave some positive compliments for students when they did good jobs. In addition, the researcher tried to use pronunciation and intonation to make the lessons more exciting. During the class time, the researcher made an effort to bring the enjoyable and satisfying atmosphere into class so as to help students to be more willing to communicate and interact with the researcher as much as possible. For example, the researcher started every lesson with games and initiated the lesson by raising the interesting current issues or introducing attractive pictures. The researcher played the key role as the facilitator and did not interrupt the continuity of

activities. This went along with Gill's (2000) suggestion that implementing drama into classroom, the teacher should create relaxed atmosphere and facilitate learning rather than just imparting information.

Attitude towards English speaking people: Since the teacher provided students with chances to use English in as-if situation, students were less reluctant to communicate with foreigners. Some students reported that they were more eager to use English with foreign teachers and other tourists after learning through drama-based instruction where they could learn English through authentic situations. This finding is congruent with the findings of Kusanagi (2006) who suggested that students learning through drama-based instruction became aware of other community and cultures: for example, the English speaking people and community and were able to compare and contrast those cultures with theirs.

Desire to learn English: Getting involved in pleasing environment, students' desire to learn English was strengthened. When they found that English was an interesting and challenging subject, they tended to require learning more than usual in order to enhance their English proficiency. The qualitative analysis from the interviewed revealed that after learning through drama-based activities, they would like to take other courses which used this methodology. They wanted to learn English as it exposed them with authentic contexts and they could to use it in real life.

On the contrary, there are six components which were reported that students' motivation increased after learning through drama-based instruction although it was not statistically significant. These components include motivational intensity, attitude towards learning English, integrative orientation, English course evaluation, English course anxiety and instrumental orientation. It means that some students got the higher motivation while some did not. The reasons why those components had not significant increased were discussed as follows:

Motivation intensity, attitude towards learning English, English course anxiety and English course evaluation: There are various reasons to support these four aspects which did not gain significant differences. Firstly, their prior experiences with English course might have some influence. Some students reported in their interview that English was a boring subject and they preferred learning other subjects more than English. This evidence could show that some samples had negative attitudes towards English. Although many fun activities were used in class, some negative experiences and feelings still remained. Second, their learning styles might result in different levels of motivation intensity and anxiety. Some students paid much attention in learning and put their efforts in completing the tasks whereas some tended to give up and did not pay attention when they did not understand the instruction or explanation. Students who were not active learners might not be interested in the lesson while the others who preferred learning by doing felt free to join all phases of the lesson. Third, various levels of English proficiency could be another reason. When students with different levels of proficiency had to work as a group to complete the same task, some students with low proficiency might be left behind and could not reach the objectives of the lesson. From this point, their attitudes towards the course tended to be negative. Their tension might increase and they did not want to participate in any activity. Finally, the big class size might have an impact on the effectiveness of drama-based instruction. To deal with a large number of students, the time allocation for students to create the script or prepare their scripts was limited and it could increase students' tension and they might be afraid of losing face. This obstacle could lead to negative attitudes among some students. This could be the explanation why motivation intensity, attitudes towards learning English, English course anxiety and English course evaluation did not significantly increase.

Integrative and instrumental orientation: These components were included in the interview section and students reported both integrative and instrumental orientation in language learning. 50% of interviewees learned English because it was the school's requirement. 30% students reported that they learn English because they thought that it was important and useful for them to further their study and future careers. This could be

categorized as the instrumental oriented learners. The rest of the interviewees reported that they learned English because they wanted to be proficient in English and to communicate with others effectively. This is the sample of integrative oriented learners. Both types of motivation might not be changed easily since their reasons for learning originated from different reasons such as their parents' attitudes. It is important to note that at the beginning of the course, students were asked to measure their awareness of the importance of English and they perceived the importance of English from the beginning. That is why results on the pretest and posttest were approximately the same. In order to clarify this point, the researcher would like to give further description for each component.

Integrative motivation: Gardner and Lambert (1972) suggested that integrative motivation means positive attitudes and feelings towards the target language group. To explore students' integrativeness towards the target language, the items in the questionnaire focused on their genuine interest to assimilate with the target language, culture, and way of life. Interestingly, the respondents' scores were approximately at the same level with the pretest. This type of motivational orientation is a strong interpersonal attitude towards the target language and its speakers. Students would like to be valued as a speaking member of the second language community. However, integrative motivation does not occur easily. Social integration with speakers of a foreign language was difficult when students were monolingually oriented and lived within their monolingual community (Al-Ansari, 1993). Therefore, it was not easy to develop this kind of motivation.

Instrumental motivation: Instrumental motivation refers to the potential utilitarian gains of the language proficiency; for example, getting a better job. (Gardner and Lambert, 1972) The findings of this study pointed out that students' utilitarian for learning English was for their future careers and their study, and their responses were consistent from the beginning to the end of this course. It might be possible that there were other extraneous variables that

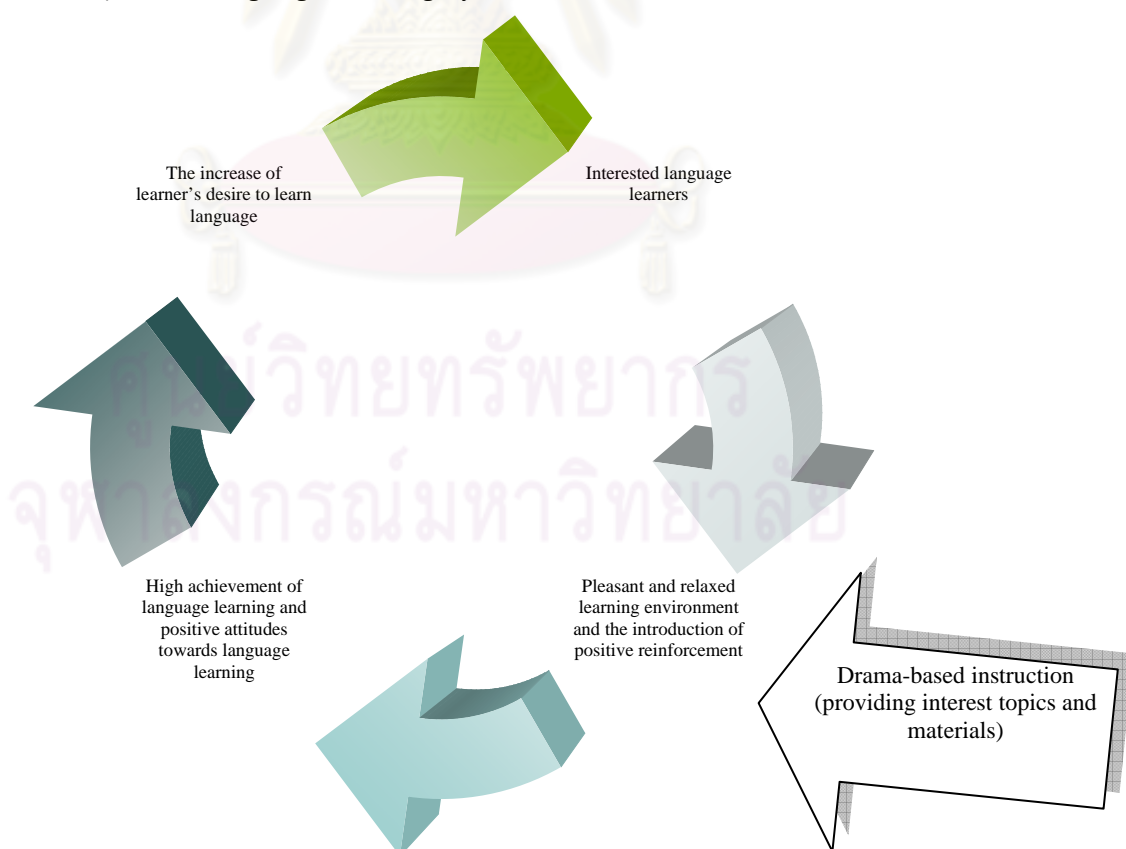
affected their instrumental motivation such as the expectation of their teachers and parents.

Because of the above reasons, two components of motivation: integrative and instrumental orientation, did not significantly increase.

Apart from the positive quantitative findings obtained from student motivation questionnaire, the findings gained from student interview also supported the hypotheses that drama-based instruction helped to enhance students' motivation towards language learning. As the results shown in the student interview, it is obvious that students could improve their motivation at various levels in terms of self-confidence since drama techniques rendered the overall learning experience more satisfying and enjoyable.

Based on the findings and discussion about student motivation after learning through drama-based instruction, it could be identified how intrinsically motivated learners become. This following language learning circle could be clarified.

Figure 5.1: A positive language-learning cycle



Source: Adapted from Hutchinson and Waters (1987: 47)

To sum up, students learning through drama-based instruction had greater opportunities to learn under the stress-free environment where students could learn by doing and controlling their own learning. They could work corporately with their friends and share their ideas as a team. They participated in drama-based activities which provided them with various fun activities such as drama games (i.e. mirror or throwing a ball) and simulation where the active role of learners is a must. These can cause the pleasant and relaxed learning environment. Besides the preferable environment, students were also presented with positive reinforcement such as prize and praise from the teachers and their peers. Supported by satisfying environment, students tended to get the high achievement in language learning and gaining positive attitudes towards learning this subject. This can affect the increase of learner's desires to continue learning language and finally be the interested highly motivated language learners. Consequently, it should be noted that drama-based instruction could support students' cognitive and affective characteristics.

Hypothesis 3: Students express positive attitudes towards learning through drama-based instruction.

Students vary considerably in their attitudes towards their language learning. The findings from the interview section revealed that students reported the positive attitudes towards learning through drama-based instruction. According to the results, the hypothesis that students express positive attitudes after learning through drama-based instruction is accepted. Based on the evidence from the study, the reasons why students expressed positive attitude should be from;

1) **The interesting themes and topics:** The themes of the lesson presented to students are interesting for students: for example, expressing agreement and disagreement about the issues of Thai elephants and pandas or verbal and non-verbal greetings in different cultures. The language use was not too complicated and appropriate for their level of English proficiency. In this study, the researcher had an attempt to choose the topic which match with students' age and interests. Due to the

fact that all participants are teenagers, therefore, the pictures presented in each unit should be attractive, modern, and fashionable. For example, when students learned about describing people, the teacher used pictures of well-known cartoons, characters from the movies, and other funny pictures to draw their attention. All topics were presented by using modern teaching aids such as animated cartoons, glitters, or even application in social network i.e. Facebook which can attract students' interests. Moreover, the reliable and authentic materials were also introduced into class. Interesting pictures from newspapers, brochures, and magazines were also introduced to the class.

2) Relationships in small group activities: The activities can encourage students to work as a group; therefore, the collaboration and cooperation in their language learning have improved. Students were provided with opportunities to work corporately with their peers and other group members. For instance, working through simulation, students were asked to share their ideas to solve the given problems as a team and also exchanged the information with the members of other groups possessing the same responsibilities. The information exchange occurred all the time since student's collaboration is a must. To be both good listeners and speakers, they practiced communicating with their classmates through drama-based activities such as role-playing and simulation as much as possible. They had to use language to inquire and exchange the information all the times. In addition, groups were formed according to student preference. The activity became livelier when students worked with their friends and they felt more relaxed than an ordinary mix of all classmates. Working with their close friends, students seemed to be less worried about making mistakes since they realized that their friends understood them and were willing to help them in learning together. The results from the interview revealed that most students thought that drama-based activities helped them to work corporately with their friends. They also reported that it is difficult for them to speak in front of the whole class. It might be better for them to talk with peers or other members in the small groups.

3) The pleasant atmosphere: As drama games were introduced as the warm-up activities, students' tensions tended to be reduced. When students feel relaxed under pleasant atmosphere, they are likely to be willing to communicate and their anxiety about grammatical errors declined. Thus, introducing the drama-games in the first phase of the lesson helped students to be ready for learning contents in the following phase.

Also, there are the interesting points about attitudes towards drama-based instruction which should be covered in this section.

1) Students' preferences

Drama games were viewed as the favorite drama techniques for most students as they were introduced as the warm-up activities (introduction phase) which kept students interested in class. Many extrinsic and intrinsic rewards were contributed as the incentives for students to carry on the tasks and be prepared for the practice stage.

Among three main drama techniques implemented into the presentation phase: role-playing, improvisation, and simulation, they like role-playing the most for many reasons. Firstly, there were some useful clues for them to create their own dialogues. They have enough time to think and shape their ideas into the realistic conversation. Second, it is useful for all low achievers who might not be able to use language to communication immediately as they wish. Learning through role-playing, students with low academic achievement could still get some points for their performances imitating the given dialogues and clues whereas the other two techniques: improvisation and simulation, were their obstacles in their language learning as a result of the limitation of time for preparation. This result supported the study of Alwahubee (2000) who stated that role-play activities were the instructional method which can improve the overall speaking ability of Saudi college students.

Interestingly, among these three drama techniques, improvisation was viewed as the most difficult activities. It is believed that this technique required

complex language use. Actually, more complex communication situations do not necessarily mean more complex language. Ishige (1999) stated that more motivated students often preferred practicing their conversation through improvisation. The wide-range oral communication skills among students might be another reason why some students reported the difficulties of this drama-technique. Students with lower language proficiency tended not to dare to use language in complex situations as their oral communication skills are limited. Although the teachers had attempted to introduce and review some vocabulary and grammatical structures needed, they still required more samples of the dialogue. Kusanagi (2006) suggested the difficulties of using improvisation in the classroom that most students in English class tended to feel uncomfortable with this activity due to their lower expectations of learning English in a progressive way. They avoided risk-taking because they believed that they could not accomplish the goal. Consequently, it is recommended for the teacher to encourage students to practice using language in order to develop the language ability the students already have and also to introduce new linguistic forms and structures to help them communicate their own ideas and interests effectively. If students gained more adequate skills in using language, they will be confident to develop their own original dialogue by using vocabulary and expressions they have learned. Before assigning improvised tasks, it is advisable for the teachers to engage students in guided practice by starting with mini-dialogue and then longer dialogue. Finally, students should be able to create their own dialogues.

As for the simulation, it was reported as the preference drama techniques for high proficient learners. In case students are highly-motivated or their English proficiency is high enough to deal with improvisational activity, they were more enjoyable in joining this activity since they found that it was challenging and interesting for them. Students had to use comprehensible sentences to exchange their opinions with their group members. They had to be

able to explain and give a short description of the sharing information. If students could overcome the burden of grammatical errors, they would gain confidence and feel free to express their ideas. Learning through this activity, students' high level of thinking skills was increased because there were many interesting topics presented in order to challenge their ideas such as creating the effective way to promote Thai cultures or finding the solutions to solve the school problems.

2) The advantages of learning through drama-based instruction

Besides the fun activities and relaxed environment as discussed earlier, it is obvious that this instructional method is suitable for students with different levels of multiple intelligences. Many drama-based activities as well as drama games introduced in the first phase could meet the challenge of students with different learning styles. For example, students who are good at physical movement might love moving their bodies during playing games or students who are visual learners might prefer watching attractive VDO clips or pictures at the beginning of the class. Apart from serving the needs of students with high cognitive and affective achievement, drama-based activities were also useful for students who love learning by doing. Students were encouraged to move their bodies and be active instead of sitting in the class and paying attention on the lecture and explanation of grammar rules.

In addition, a prominent advantage of drama-based instruction was demonstrated in the drama project when all features taught in class were implemented by the students at the end of the semester. All nine oral communication skills were integrated and constructed as the script for the fifteen-minute stage performance. Students had to form group of six students and create the best drama project for the class. The findings from the interview section revealed that most students enjoyed doing their drama project.

There are many other major advantages which should also be considered. First, the students' oral communication skills had improved since the

researcher asked them to use English for communication during the planning process, writing the script and rehearsing the scene. The use of Thai language in their performance was prohibited; therefore, the effectiveness of their communication in their own group was definitely important. Second, the collaboration between their group members was enhanced because they had to share their concepts and ideas with their friend. Each group member had to be responsible for their own roles in order to succeed in completing this final project. Third, it brought happiness and enjoyment to the class. Instead of paying their attention on their own group performance, students were the audience and could give comments to the other groups. There were numerous scenes which were really amusing and exciting. Many jokes presented had filled the class with smiles and laughter. Finally, the drama project could be the best conclusion of all drama-based activities. The success of the instruction could be measured by the students' performance as well as their feedback and comments at the end of the course. The performances indicated the effectiveness of drama-based instruction together with the students' effort in learning English.

3) The difficulties found in learning through drama-based instruction

The limitation of word choices and grammatical structures, the complexity of the activities as well as the lack of cooperation found in some cases were reported as the difficulties found throughout one semester. There were several causes affecting those difficulties as mention earlier.

4) The improvement of collaboration between students

As for this point, students reported their improvement in collaborating with their peers and group members but in different level. For more information, the supportive details were discussed and presented in the first hypothesis.

It can be claimed that the research questions in this study favored drama-based instruction as a powerful instructional method for students at upper secondary level.

5.3 Teaching Implications

Teaching implications stem from the development of the research instruments and findings from this study.

Teaching activities for oral communication lesson

There are some recommended drama-based activities for teaching oral communication lesson.

Although drama-based instruction is viewed as the way that enhance students oral communication and their motivation in language learning, the individual differences of students should be taken into the consideration since some students may not prefer learning through drama techniques where the participation and interaction between students are required. To conclude, it is recommended for teachers to balance learning techniques in the lesson. The variety of the activities should be introduced in class so as to help students with different characteristics learn through the activities which match with their needs and learning styles.

The class size was could be the difficulty of implementing these techniques. As the collaboration of students is needed, the class size should not be too large. To use drama-based instruction in class, it would be better to decrease the class size or divide students into small sub groups. This could help teachers to be convenient for supervising the activities and giving students useful corrective feedbacks.

The limitation of time is one of the major points to consider. As for the course for upper-secondary level in Thailand, the textbook-oriented teaching might be the limitation of communicative learning. To use drama techniques in classroom, time-consumption both in teacher preparation and classroom organization could be main obstacles. However, it is important to note that drama-based instruction is an instructional method which could not take over any other useful techniques used in classroom. Instead, it is created as a tool for enhancing students communicative skills. It can work well when cooperating with other useful teaching techniques based on the different styles of teaching of each teacher. For example, the teacher might integrate drama-based activities with cooperative learning or implement into CALL lessons. It can be applied and used in some lessons or introduced in some phase of learning. The teacher could

select some drama games relating to their content as the warm-up activities. In writing class, the teacher might encourage students to write their scripts for the drama project and perform those scenes as the final project.

Another point to consider is curriculum development. It is interesting for curriculum developers to take drama-based instruction into consideration during curriculum development process. It might be useful if drama-based instruction could be included as the teaching method in new curricular because students could develop linguistically and emotionally. The fun and relaxing drama-based activities could encourage learners to learn under satisfying atmosphere. Although a number of advanced technology have been addressed into classroom, it is necessary for students to learn to work corporately with their friends and construct the knowledge themselves from what they do. The pleasant environment initiating from drama-games and other drama-based activities should be introduced so as to create the preferable learning atmosphere for students as well as teachers.

5.4 Recommendations for Further Research

Recommendations for the further research obtain from the findings and limitations of this study. Three recommendations in this area are discussed as follows;

1) A study on the effects of different kinds of drama techniques on students' English proficiency could be done. As this study focuses on four main drama techniques which are drama games, role-playing, improvisation, and simulation, it is interesting for other researchers to adopt other kinds of drama techniques in their studies: for example, prepared improvised drama.

2) A study on the effects of drama-based instruction on other English learning skills could be explored. Since the study of this instruction on other skills such as reading and writing are rarely done, it is challenging for the researchers to explore the effects of this technique in improving subjects in other skills. Further exploration in these areas is needed.

3) Although there are some positive findings indentifying the effectiveness of drama-based instruction on students' oral communication as well as their motivation in language learning, some limitations of the study should be noted before the results could be generalized. Due to the fact that this study was conducted with only a small group of EFL students, the interpretation of the findings is limited. Therefore, a future research may be administered to a larger group of students. Furthermore, the comparison with the controlled group should be done in order to increase the reliability of the results of the study. Two-group design is required for further research.

4) It is recommended for researchers to pay attention on students' behaviors concerning language learning for example, students' autonomy in language learning. Therefore, it is advisable to video tape the drama-based instructed lesson so as to investigate those behaviors.



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APPENDICES

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APPENDIX A

List of experts validating the instrument

A. Experts validating the lesson plans

1. Assistant Professor Ekkarin Sungtong, Ph.D.
Faculty of Education, Prince of Songkla University
2. Assistant Professor Suchada Tipmontree
Faculty of Humanities and Social Sciences, Prince of Songkla University
3. Ruedeerath Chusanachoti, Ph.D.
Faculty of Education, Chulalongkorn University

B. Experts validating oral communication test and student motivation questionnaire

1. Assistant Professor Kusuma Lanui
Faculty of Education, Prince of Songkla University
2. Pornpimol Sukavatee, Ph.D.
Faculty of Education, Chulalongkorn University
3. Mrs. Panjai Sangsila
Faculty of Education, Prince of Songkla University

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APPENDIX B
Oral Communication Ability Test

Oral Communication Ability Test

Direction

This test consists of two parts;

Part A: Story-telling (20 points)

Part B: Improvisation (160 points)

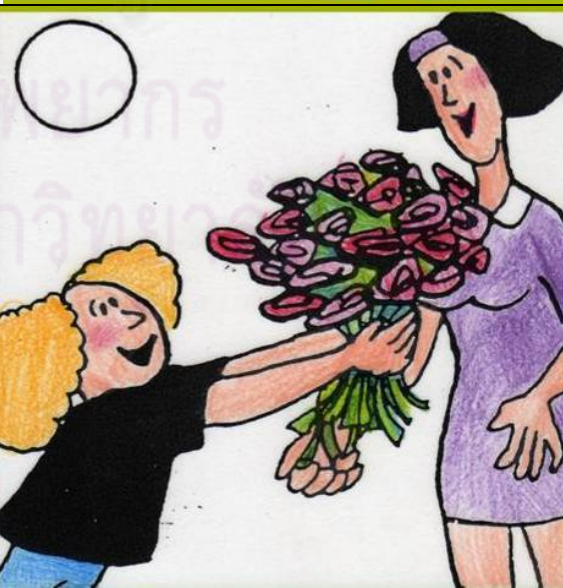
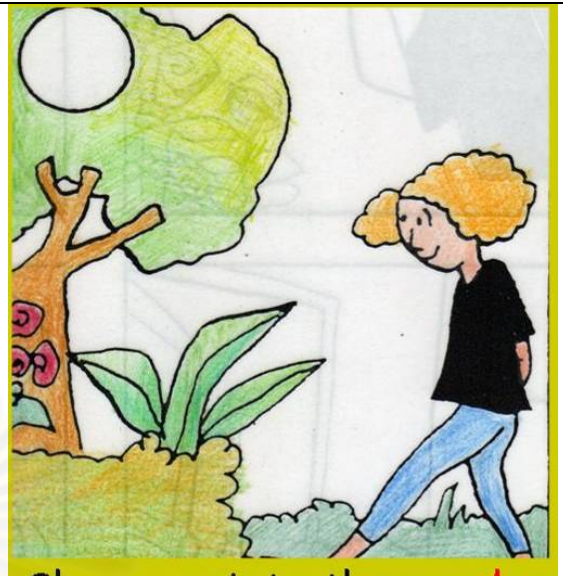
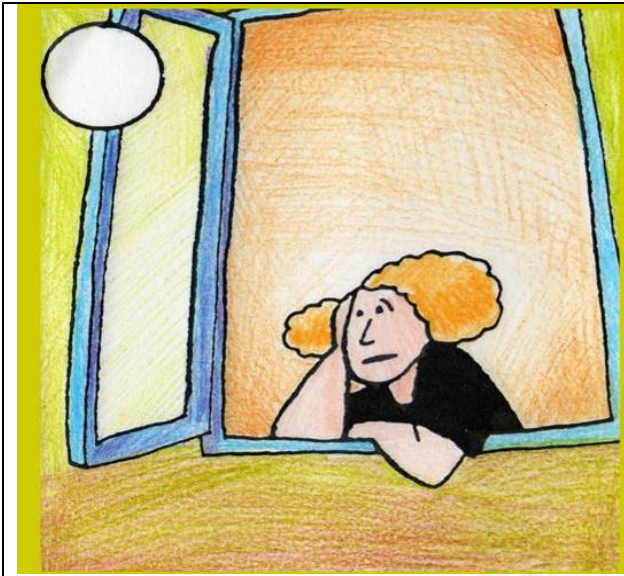
The total score of this test is 180. You have twelve minutes to complete all parts.

Part A: Story-telling (4 minutes)

Direction: You will see six pictures. Then, you have to tell a story by using all pictures as the sources of information. You have one minute to look at the pictures and you have to complete the story within three minutes.

คำสั่ง นักเรียนจะได้เห็นรูปภาพทั้งหมด 6 รูป จากนั้น นักเรียนจะต้องเล่าเรื่องที่มีความต่อเนื่องกัน โดยใช้ข้อมูลจากรูปภาพทั้งหมด นักเรียนมีเวลาหนึ่งนาทีในการดูภาพและมีเวลา 3 นาทีในการเล่าเรื่องจากภาพ

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Part B: Improvisation (12.5 minutes)

Direction: You are required to respond to three situations. Each situation is described on a card. You have 30 seconds to read each situation. Then, you have to give your response. The situations are as follows:

Situation 1: Greetings and introducing yourself.

Situation 2: Describing people, describing places, and giving direction.

Situation 3: Expressing opinions, expressing agreement and disagreement and giving advice.

The situations are presented as follows:

Situation 1: You and your friend, Jojo, meet a Chinese exchange student for the first time.

You want to talk to her in order to know her more. You:

1.1 Look at the Chinese girl in this picture. Then, greet her and introduce yourself by using appropriate language.



Ping-Ping: Chinese exchange student

You have thirty seconds to greet and introduce yourself.

1.2 Introduce your friend (Jojo) to her based on the information given.



Name: Anan Sangsaton (Jojo)

Nationality: Thai Class M.5

You have thirty seconds to introduce your friend to the Chinese student.

Situation 2: You were at school in the evening and saw a man trying to steal something from the school meeting room. You have to report what you had seen to the police by trying to:

2.1 Look at the picture of the robber. Then, describe the robber's appearance to a police.



You have thirty seconds to look at the picture. Then, report it to the police within one minute and thirty seconds.

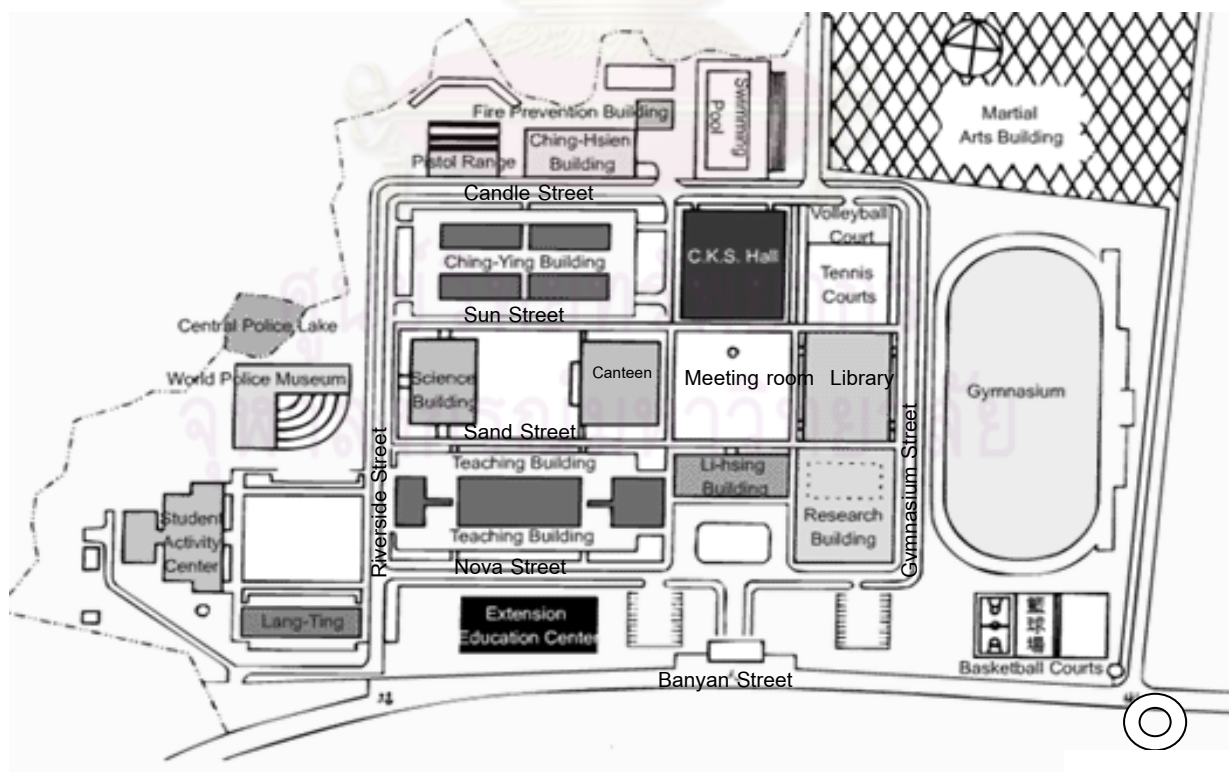
2.2 Look at the picture of the place you have found the robber. Then, describe that place.



Meeting room

You have thirty seconds to look at the picture. Then, report it to the police within one minute and thirty seconds.

2.3 Look at the map. Then, give the direction to the school meeting room.



You are here

You have thirty seconds to look at the map. Then, report it to the police within one minute and thirty seconds.

Situation 3: You are at an International Youth Camp. Your American friend asks you: “What do you think are the best ways to promote Thai culture among Thai teenagers?” You have to respond to this question by trying to:

3.1 Express your opinion and give him some reasons.

You have thirty seconds to think and one minute to respond to his question.

Then, your friend says: “I think Thai people don’t like to communicate with foreigners because they are not good at English.” You have to express your opinion.

3.2 Say whether you agree or disagree with his point of view and give him some reasons.

You have thirty seconds to think and one minute to express your opinion.

Your friend asks you to give him some advice: “I would like to buy souvenirs for my parents. Could you give me some choices and where can I get them?” You have to give him the information.

3.3 Give him some useful advice about the souvenirs and the places to go.

You have thirty seconds to think and one minute to give him the information.

Scoring rubrics

	5	4	3	2	1
	<i>Functions performed clearly and effectively</i>	<i>Functions generally performed clearly and effectively</i>	<i>Functions performed somewhat clearly and effectively</i>	<i>Functions generally performed unclearly and ineffectively</i>	<i>No evidence that functions were performed</i>
Functional competence is the speaker's ability to select functions to reasonably address the task and to select the language needed to carry out the functions	Speaker is highly skillful in selecting language to carry out intended functions that reasonably address the task.	Speaker is able to select language to carry out functions that reasonably address the task.	Speaker may lack skills in selecting language to carry out functions that reasonably address the task,	Speaker often lacks skills in selecting language to carry out functions that reasonably address the task.	Speaker is unable to select language to carry out the functions.
	<i>Appropriate response to audience/situation</i>	<i>Generally appropriate response to audience/situation</i>	<i>Somewhat appropriate task response to audience/situation</i>	<i>Generally inappropriate response to audience/situation</i>	<i>No evidence of ability to respond appropriately to audience/situation</i>
Sociolinguistic competence is the speaker's ability to demonstrate an awareness of audience and situation by selecting language, register(level of formality) and tone, that is appropriate	Speaker almost always considers register and demonstrates audience awareness. -Understanding of context, and strength in discourse and linguistic competence, demonstrate sophistication	Speaker generally considers register and demonstrates sense of audience awareness. -Occasionally lacks extensive range, variety, and sophistication; response may be slightly unpolished	Speaker demonstrates some audience awareness, but register is not always considered. -Lack of linguistic skills that would demonstrate sociolinguistic sophistication	Speaker usually does not demonstrate audience awareness since register is often not considered. -Lack of linguistic skills generally masks sociolinguistic skills	Speaker is unable to demonstrate sociolinguistic skills and fails to acknowledge audience or consider register.

	5	4	3	2	1
	<i>Coherent, with effective use of cohesive device</i>	<i>Coherent, with some effective use of cohesive device</i>	<i>Somewhat coherent, with some use of cohesive devices</i>	<i>Generally incoherent, with little use of cohesive devices</i>	<i>Incoherent, with no use of cohesive devices</i>
Discourse competence is the speaker's ability to develop and organize information in a coherent manner and to make effective use of cohesive devices to help the listener follow the organization of the response.	Response is coherent, with logical organization and clear development. -Contains enough details to almost always be effective -Sophisticated cohesive devices results in smooth connection of ideas	Response is generally coherent, with generally clear, logical organization, and adequate development. -Contains enough details to be generally effective -Some lack of sophistication in use of cohesive devices may detract from smooth connection of ideas	Coherence of the response is sometimes affected by lack of development and/or somewhat illogical or unclear organization, sometimes leaving listeners confused. -May lack details -Mostly simple cohesive device are used -Somewhat abrupt openings and closures	Response is often incoherent; loosely organized, and adequately developed or disjointed, discourse, often leave listener confused. -Often lacks details -Simple conjunctions used as cohesive devices, if at all -Abrupt openings and closures	Response is incoherent. -Lack of linguistic competence interferes with listener's ability to assess discourse competence

	5	4	3	2	1
	<i>Use of linguistic features almost always effective; communication not affected by minor errors</i>	<i>Use of linguistic features generally effective; communication generally not effected by errors</i>	<i>Use of linguistic features somewhat effective; communications sometimes affected by errors</i>	<i>Use of linguistic features generally poor; communication often impeded by major errors</i>	<i>Use of linguistic features poor; communication ineffective due to major errors</i>
Linguistic competence is the effective selection of vocabulary, control of grammatical structures, and accurate pronunciation along with smooth delivery in order to produce intelligible speech.	<ul style="list-style-type: none"> -Errors not noticeable -Range in grammatical structures and vocabulary -Delivery often has native-like smoothness 	<ul style="list-style-type: none"> -Errors not unusual, but rarely major -Some range in vocabulary and grammatical structures, which may be slightly awkward or inaccurate -Delivery generally smooth with some hesitancy and pauses 	<ul style="list-style-type: none"> -Minor and major errors present -Simple structures sometimes accurate, but errors in more complex structures common -Limited ranges in vocabulary; some inaccurate word choices -Delivery often slow or choppy; hesitancy and pauses common 	<ul style="list-style-type: none"> -Limited linguistic control; major errors present -Speech contains numerous sentence fragments and errors in simple structures -Frequent inaccurate word choices; generally lack of vocabulary for task completion -Delivery almost always plodding, choppy, and repetitive; hesitancy and pauses very common 	<ul style="list-style-type: none"> -Lack of linguistic control -Speech contains mostly sentence fragments, repetition of vocabulary, and simple phrases -Delivery so plodding that only few words are produced.

Source: Speaking Proficiency English Assessment Kit (TSE committee, 1995)

APPENDIX C

Student Motivation Questionnaire

Student Motivation in Learning English Questionnaire

Direction

This questionnaire consists of two parts.

Part A: Personal Information

Part B: Student Motivation in Learning English adapted from the Attitude/Motivation Test Battery (Gardner, 2004)

Please complete the information for all sections. The results will be used to the benefits of improving the course.

Thank you very much for your cooperation in completing this questionnaire.

คำสั่ง

แบบสอบถามชุดนี้ประกอบด้วยชุดคำถาม 2 ส่วนได้แก่

ส่วนที่ 1: ข้อมูลส่วนบุคคล

ส่วนที่ 2: แบบวัดแรงจูงใจในการเรียนภาษาอังกฤษของนักเรียน ปรับปรุงจากแบบวัดทัศนคติและแรงจูงใจของ Gardner (2004)

ขอความร่วมมือผู้เรียนในการตอบคำถามในทุกๆส่วน ผลที่ได้จากแบบสอบถามนี้จะใช้ในการพัฒนารายวิชาต่อไป

ขอขอบคุณที่ให้ความร่วมมือ

Part A : Personal Information

Direction: Please complete the information below. (จงกรอกข้อมูลต่อไปนี้)

1. Name _____
2. I've learned English for _____ years
3. Educational achievement:
 - GPAX _____
 - Grade of Basic English Course _____
 - Grade of Listening and Speaking Course _____

Part B : Motivation in Learning English

Direction: Following are a numbers of statements with which some people agree and others disagree. Please check one number for each statement according to the amount of your agreement or disagreement with that item.

คำสั่ง : ข้อความต่อไปนี้ เป็นข้อความที่มีผู้เห็นด้วยและไม่เห็นด้วยแตกต่างกันออกไป จงทำเครื่องหมายลงบนตัวเลขที่ตรงกับความคิดเห็นของนักเรียนมากที่สุด

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No ข้อ	Statement ข้อความ	Strongly Disagree (1) ไม่เห็นด้วยอย่างยิ่ง	Moderate Disagree (2) ไม่เห็นด้วยปานกลาง	Slightly Disagree (3) ไม่เห็นด้วยเล็กน้อย	Slightly Agree (4) เห็นด้วยเล็กน้อย	Moderate Agree (5) เห็นด้วยปานกลาง	Strongly Agree (6) เห็นด้วยอย่างยิ่ง
1	I wish to speak English perfectly. (ฉันต้องการที่จะพูดภาษาอังกฤษได้อย่างสมบูรณ์แบบ)	1	2	3	4	5	6
2	I don't pay much attention to the feedback I receive in my English class. (ฉันไม่ได้ให้ความสนใจกับผลป้อนกลับที่ได้รับจากชั้นเรียนภาษาอังกฤษ)	1	2	3	4	5	6
3	Studying English is important because it will allow me to be more at ease with English speakers. (การเรียนรู้ภาษาอังกฤษมีความสำคัญมากเพราะมันทำให้ฉันรู้สึกผ่อนคลายมากยิ่งขึ้นเมื่ออยู่กับคนที่พูดภาษาอังกฤษ)	1	2	3	4	5	6
4	Studying English is important because I will need it for my career. (การเรียนรู้ภาษาอังกฤษเป็นสิ่งสำคัญเพราะมันเป็นสิ่งที่จำเป็นสำหรับฉันในการประกอบอาชีพ)	1	2	3	4	5	6
5	I feel very much at ease when I have to speak English. (ฉันรู้สึกผ่อนคลายมากเมื่อต้องพูดภาษาอังกฤษ)	1	2	3	4	5	6
6	I feel confident when asked to speak in my English class. (ฉันรู้สึกมั่นใจเมื่อถูกเรียกให้พูดในชั้นเรียนภาษาอังกฤษ)	1	2	3	4	5	6
7	I really enjoy learning English. (ฉันรู้สึกสนุกกับการเรียนภาษาอังกฤษมาก)	1	2	3	4	5	6
8	Most native English speakers are so friendly and easy to get along with, we are fortunate to have them as friends. (เจ้าของภาษาอังกฤษโดยส่วนมากมักจะเป็นมิตรและเข้ากับผู้อื่นได้ง่าย เราโชคดีมากที่มีพวกเขาเป็นเพื่อน)	1	2	3	4	5	6
9	If it were up to me, I would spend all of my time learning English. (ถ้าทุกอย่างขึ้นอยู่กับฉัน ฉันจะใช้เวลาทั้งหมดในการเรียนภาษาอังกฤษ)	1	2	3	4	5	6
10	I think my English class is boring. (ฉันคิดว่าชั้นเรียนภาษาอังกฤษของฉันน่าเบื่อ)	1	2	3	4	5	6
11	I really have no interest in English language. (ฉันไม่มีความสนใจเกี่ยวกับภาษาอังกฤษ)	1	2	3	4	5	6

No ข้อ	Statement ข้อความ	Strongly Disagree (1) ไม่เห็นด้วยอย่างยิ่ง	Moderate Disagree (2) ไม่เห็นด้วยปานกลาง	Slightly Disagree (3) ไม่เห็นด้วยเล็กน้อย	Slightly Agree (4) เห็นด้วยเล็กน้อย	Moderate Agree (5) เห็นด้วยปานกลาง	Strongly Agree (6) เห็นด้วยอย่างยิ่ง
12	The less I see my English teacher, the better I feel relaxed. (ยิ่งฉันเจอครูสอนภาษาอังกฤษน้อยเท่าไร ฉันยิ่งรู้สึกผ่อนคลายมากยิ่งขึ้น)	1	2	3	4	5	6
13	I would rather spend my time on subjects other than English. (ฉันอยากใช้เวลาไปกับวิชาอื่นๆมากกว่าภาษาอังกฤษ)	1	2	3	4	5	6
14	I do not prefer making friends with native English speakers. (ฉันไม่ต้องการที่จะมีเพื่อนที่เป็นเจ้าของภาษาพูดภาษาอังกฤษ)	1	2	3	4	5	6
15	I enjoy the activities in the English class much more than those of other classes. (ฉันสนุกสนานกับกิจกรรมในชั้นเรียนภาษาอังกฤษมากกว่าชั้นเรียนวิชาอื่นๆ)	1	2	3	4	5	6
16	My English teacher has a dynamics and interesting teaching styles. (ครูสอนภาษาอังกฤษของฉันมีชีวิตชีวา มีรูปแบบการสอนที่หลากหลายและน่าสนใจ)	1	2	3	4	5	6
17	Studying English is not important for me because it does not help me get a good job. (การเรียนภาษาอังกฤษเป็นสิ่งที่ไม่สำคัญสำหรับฉันเพราะไม่ได้ช่วยให้ฉันได้หน้าที่การทำงานที่ดี)	1	2	3	4	5	6
18	Learning English is a waste of time. (การเรียนภาษาอังกฤษเป็นเรื่องเสียเวลา)	1	2	3	4	5	6
19	I will feel quite relaxed if I have to give street directions in English. (ฉันจะรู้สึกผ่อนคลายเมื่อต้องบอกทางเป็นภาษาอังกฤษ)	1	2	3	4	5	6
20	I tend to give up and not pay attention when I don't understand my English teacher's explanation. (ฉันมีแนวโน้มที่จะไม่ให้ความสนใจเมื่อฉันไม่เข้าใจในสิ่งที่ครูสอนภาษาอังกฤษอธิบาย)	1	2	3	4	5	6
21	I don't get anxious when I have to answer a question in my English class. (ฉันไม่มีความวิตกกังวลเมื่อต้องตอบคำถามในชั้นเรียนภาษาอังกฤษ)	1	2	3	4	5	6
22	My English teacher is a great source of inspiration to me. (ครูสอนภาษาอังกฤษของฉันเป็นแรงบันดาลใจที่ดีให้กับฉัน)	1	2	3	4	5	6

No ข้อ	Statement ข้อความ	Strongly Disagree (1) ไม่เห็นด้วยอย่างยิ่ง	Moderate Disagree (2) ไม่เห็นด้วยปานกลาง	Slightly Disagree (3) ไม่เห็นด้วยเล็กน้อย	Slightly Agree (4) เห็นด้วยเล็กน้อย	Moderate Agree (5) เห็นด้วยปานกลาง	Strongly Agree (6) เห็นด้วยอย่างยิ่ง
23	I plan to learn as much English as possible. (ฉันวางแผนที่จะเรียนภาษาอังกฤษให้มากที่สุดเท่าที่จะทำได้)	1	2	3	4	5	6
24	I would like to know more native English speakers. (ฉันอยากจรรู้จักเจ้าของภาษาที่พูดภาษาอังกฤษให้มากขึ้น)	1	2	3	4	5	6
25	Studying English is not important for me because it does not help me interact more easily with speakers of English. (การเรียนภาษาอังกฤษเป็นสิ่งที่ไม่สำคัญสำหรับฉันเพราะไม่สามารถช่วยให้ฉันปฏิสัมพันธ์กับคนที่พูดภาษาอังกฤษได้ง่ายขึ้น)	1	2	3	4	5	6
26	I would feel uncomfortable speaking English anywhere outside the classroom. (ฉันรู้สึกไม่สบายใจหากต้องพูดภาษาอังกฤษที่ได้ก็ตามนอกชั้นเรียน)	1	2	3	4	5	6
27	I really work hard to learn English. (ฉันเรียนภาษาอังกฤษหนักมาก)	1	2	3	4	5	6
28	I get nervous when I am speaking English in my English class. (ฉันรู้สึกประหม่าขณะพูดภาษาอังกฤษในชั้นเรียน)	1	2	3	4	5	6
29	I really have no desire to learn English. (ฉันไม่มีความปรารถนาที่จะเรียนภาษาอังกฤษเลย)	1	2	3	4	5	6
30	I enjoy meeting people who speak English (ฉันรู้สึกสนุกสนานกับการพบปะผู้คนที่พูดภาษาอังกฤษ)	1	2	3	4	5	6
31	The more I get to know native English speakers, the less I like them. (ยิ่งฉันได้ทำความรู้จักเจ้าของภาษาที่พูดภาษาอังกฤษมากขึ้นเท่าไร ฉันก็ยิ่งชอบพวกเขาน้อยลง)	1	2	3	4	5	6
32	I wish to be fluent in English. (ฉันปรารถนาที่จะใช้ภาษาอังกฤษได้อย่างคล่องแคล่ว)	1	2	3	4	5	6
33	I have a hard time thinking anything positive about my English class. (การที่จะต้องคิดถึงชั้นเรียนภาษาอังกฤษในแง่บวกเป็นเรื่องยากสำหรับฉัน)	1	2	3	4	5	6
34	I feel anxious if someone asks me something in English. (ฉันรู้สึกกระวนกระวายใจหากมีใครมาถามอะไรฉันเป็นภาษาอังกฤษ)	1	2	3	4	5	6

No ข้อ	Statement ข้อความ	Strongly Disagree (1) ไม่เห็นด้วยอย่างยิ่ง	Moderate Disagree (2) ไม่เห็นด้วยปานกลาง	Slightly Disagree (3) ไม่เห็นด้วยเล็กน้อย	Slightly Agree (4) เห็นด้วยเล็กน้อย	Moderate Agree (5) เห็นด้วยปานกลาง	Strongly Agree (6) เห็นด้วยอย่างยิ่ง
35	I would rather see a TV program dubbed into Thai language than in its own language with subtitles. (ฉันชอบดูรายการโทรทัศน์ที่พากย์เป็นภาษาไทย มากกว่าดูรายการที่ใช้ภาษาต่างประเทศและมีคำแปลอยู่ด้านล่าง)	1	2	3	4	5	6
36	When I am studying English, I ignore distractions and pay attention to my task. (เมื่อฉันเรียนภาษาอังกฤษ ฉันจะเพิกเฉยกับสิ่งดึงดูดความสนใจอื่นๆ และให้ความสนใจกับการทำชิ้นงานเท่านั้น)	1	2	3	4	5	6
37	My English teacher doesn't present materials in any interesting way. (ครูสอนภาษาอังกฤษของฉันไม่มีการนำเสนอสื่อการสอนในรูปแบบที่น่าสนใจ)	1	2	3	4	5	6
38	I am sometimes anxious that the other students in class will laugh at me when I speak English. (ฉันรู้สึกกระวนกระวายในบางครั้งว่าเพื่อนนักเรียนคนอื่นๆ จะหัวเราะเยาะฉันในขณะที่ฉันพูดภาษาอังกฤษ)	1	2	3	4	5	6
39	I haven't any great wish to learn more than the basic of English. (ฉันไม่มีความปรารถนาที่จะเรียนรู้อะไรเพิ่มเติมไปจากภาษาอังกฤษพื้นฐาน)	1	2	3	4	5	6
40	English is one of my favorite courses. (ภาษาอังกฤษเป็นวิชาโปรดวิชาหนึ่งของฉัน)	1	2	3	4	5	6

Keys for Student Motivation in Learning English Questionnaire

Dimensions	Questionnaire Item Number,	
	Positively Keyed	Negatively Keyed
Interest in English Language	1, 30	11, 35
Motivational Intensity	27, 36	2, 20
English Class Anxiety	28, 38	6, 21
English Teacher Evaluation	16, 22	12, 37
Attitudes toward Learning English	7, 23	13, 18
Attitudes toward English-speaking People	8, 24	14, 31
Integrative Orientation	3	25
Desire to Learn English	9, 32	29, 39
English Course Evaluation	10, 33	15, 40
English Use Anxiety	5, 19	26, 34
Instrumental Orientation	4	17
Total	40 items	

ศูนย์วิทยทรัพยากร
จุฬาลงกรณ์มหาวิทยาลัย

APPENDIX D

Interview Questions

Part A: The improvement of oral communication ability

A1: Do you think your oral communication ability improve after learning through drama-based instruction? How?

A1.1 Are you able to use vocabulary and expressions in communicating with others more effectively? How?

A1.2 Do you think you can speak English more fluently? How?

Part B: Motivation towards language learning

B1: What are your reasons for learning English?

B2: What is your attitude towards English?

B3: Has your motivation to learn English changed after attending this course? Why?

B4: Would you like to attend more English language training courses which will help you to improve your proficiency in the language? Why?

Part C: Opinions towards drama-based instruction

C1: Which drama technique do you like most? Why?

C2: Which drama technique do you dislike most? Why?

C3: Do you think learning through drama-based instruction is useful? Why?

C4: What are the difficulties you have found in learning through drama-based instruction? Please explain.

C5: Do you think drama can help students to learn cooperatively in classroom? How?

คำถามที่ใช้ในการสัมภาษณ์

Part A: พัฒนาการในการพูดภาษาอังกฤษเพื่อการสื่อสาร

A1: นักเรียนคิดว่า หลังจากเรียนภาษาอังกฤษโดยใช้การเรียนรู้แบบการใช้ละครเป็นฐาน นักเรียนมีพัฒนาการในการพูดภาษาอังกฤษเพื่อการสื่อสารหรือไม่ อย่างไร

A1.1 นักเรียนคิดว่า ความสามารถในการใช้คำศัพท์และโครงสร้างประโยคในการสื่อสารกับผู้อื่น อย่างมีประสิทธิภาพมากขึ้นหรือไม่ อย่างไร

A1.2 นักเรียนคิดว่านักเรียนสามารถพูดภาษาอังกฤษได้คล่องขึ้นหรือไม่ อย่างไร

Part B: แรงจูงใจในการเรียนภาษาอังกฤษ

B1: สาเหตุที่ทำให้นักเรียนเรียนภาษาอังกฤษคืออะไร

B2: นักเรียนมีทัศนคติต่อการเรียนภาษาอังกฤษอย่างไร

B3: แรงจูงใจในการเรียนภาษาอังกฤษของนักเรียนเปลี่ยนแปลงหรือไม่ หลังจากเรียนวิชานี้ และมีการเปลี่ยนแปลงอย่างไร

B4: นักเรียนต้องการที่จะเรียนวิชาที่พัฒนาความสามารถในการพูดเพื่อการสื่อสารเพิ่มขึ้นหรือไม่ เพราะอะไร

Part C: ความคิดเห็นที่มีต่อการเรียนรู้โดยใช้ละครเป็นฐาน

C1: กิจกรรมการละครใดที่นักเรียนชอบมากที่สุด เพราะเหตุใด

C2: กิจกรรมการละครใดที่นักเรียนไม่ชอบมากที่สุด เพราะเหตุใด

C3: นักเรียนคิดว่าการเรียนรู้โดยใช้ละครเป็นฐานมีประโยชน์กับนักเรียนหรือไม่ อย่างไร

C4: ปัญหาที่พบระหว่างการเรียนรู้โดยใช้ละครเป็นฐานคืออะไร จงอธิบาย

C5: นักเรียนคิดว่าการเรียนรู้โดยใช้ละครเป็นฐานช่วยให้นักเรียนทำงานร่วมกับเพื่อนได้ดีขึ้นหรือไม่ อย่างไร

จุฬาลงกรณ์มหาวิทยาลัย

APPENDIX E

A sample lesson plan (Lesson Plan 2.1)

Course: Learning English through Drama

Unit title: Our School: Describing people

Class: Grade 11

Date:

Time: 100 minutes

Terminal objectives:

1. Students will be able to describe people by using appropriate vocabulary and expressions.
2. Students will be able to use the oral communication strategies in improving their oral communication ability.

Enabling objectives:

After finishing the unit, students should be able to:

1. Play a drama game based on the instruction given;
2. Use vocabulary and structures to describe people from the sources given correctly;
3. Use appropriate oral communication strategies to help them in doing the activities;
4. Evaluate and give comments for their own performance after doing the activities.

Students' background knowledge: The students had already studied adjectives used for describing people such as colors, sizes, and nationalities and the appropriate use of transition words.

Drama technique: Improvisation

Content:

- 1) *Vocabulary:* Vocabulary used in describing people (see in worksheet)
- 2) *Grammar and structure:* Structures used in describing people (see in appendix)
- 3) *Strategies:*
 - Before speaking – lower learners' anxiety and prepare and plan
 - While speaking – Feel in control, be involved in the conversation and monitor the performance
 - After speaking – Evaluate the performance and plan for the future tasks
- 4) *Culture:* The diversities in terms of appearances and personalities of people from different areas in this world

Materials:

- CD
- pictures
- Worksheets
- Evaluation cards

Procedures:

1. *Introduction Phase* (10 minutes)

1) Students are introduced and informed about the topic of the lesson. Then the goal of the lesson is informed. (3 minutes)

Purpose in process	Activities		Learning outcome
	Teacher	Students	
- Introduce to the new lesson	- Greet Ss - Today we're going to learn about the topic which relates to our school environment. Have you ever met some new friends or new teachers while studying in this school? - Sometimes some of your friends have never met those people before; therefore, it is interesting for you to learn how to describe people by using appropriate vocabulary and expressions.	- Greet T - (Various answers)	- Students can share their experiences based on the topic given.
-Prepare and plan for the main activities	- Have you ever given information in order to describe people? - What kind of adjectives do we use for describing people? Could you give me some examples? - Good. To describe people, you should have some background knowledge concerning colors, sizes, and nationalities. However, today we'll learn more adjectives and structures commonly used in describing people.	- Yes/No - (Various answers)	-Students prepare themselves for the class activities by activating their background knowledge relating to the main topic.

2) Before starting the main activities, all students will join in the drama games in order to prepare themselves for drama-based activities. (7 minutes)

Purpose in process	Activities		Learning outcome
	Teacher	Students	
- Lower students' anxiety	<p>- We'll do some drama games in order to relieve your tensions and make you feel more relaxed. Are you ready for the game?</p> <p>- This game's called "Freeze". I will turn on the music and you can move around freely. When the music stops, you must freeze in the position you are in at that time. Now, let's do it. Music!</p> <p>- Now I will play the music again. However, when I stop the music this time, you must all return to your previous position in the room, and freeze in the posture you were in earlier. Ready? Go.</p> <p>- To check your position, you have to form group of four with students near you and then discuss how and where you were standing and how accurately you and others managed to refreeze.</p>	<p>- (Various answers)</p> <p>- Ss play a game.</p> <p>- Ss play a game.</p> <p>- Ss discuss about their position in group.</p>	- Students play a drama game based on the instruction given.

2. Development Phases (60 minutes)

1) The teacher shows students pictures of well-known people and asks students to describe it by using their background knowledge. (5 minutes)

Purpose in process	Activities		Learning outcome
	Teacher	Students	
- Introduce vocabulary and expressions	<p>- You have already warmed up. Are you ready to join the next activity?</p> <p>- Let's see this picture. Who is she? (Show a picture of Michelle Obama)</p>	- (Various answers)	- Students can describe the pictures appropriately

Purpose in process	Activities		Learning outcome
	Teacher	Students	
	<ul style="list-style-type: none"> - Could you describe her by using vocabulary and structures already know? - (The teachers write students' answers on the whiteboard.) - Well, you've got lots of different answers based on your background knowledge. - As I told you at the beginning of this class, today, we will learn useful vocabulary and structures we can use in describing people clearly. 	<ul style="list-style-type: none"> - (Various answers) 	


2) The teacher introduces vocabulary and expressions used for describing people by discussing about how to use them appropriately (10 minutes).

Purpose in process	Activities		Learning outcome
	Teacher	Students	
- Activate background knowledge	<ul style="list-style-type: none"> - (The teacher distributes the worksheet.) - Let's see the vocabulary and grammatical structures provided in the worksheet. (See the worksheet.) -In the worksheet, some additional vocabulary is presented. Let's see them together and try to predict the definition of each word. - Do you have any ideas about how to use the words presented in the worksheet in the sentence? -Let 's see these sentences (T sticks word cards along with the pictures of people on the whiteboard) <div style="border: 1px solid black; padding: 5px; margin-top: 5px;"> <ul style="list-style-type: none"> -Yok-Yek is very tall. - Tom Cruise's eyes are brown, - Maruko is round-faced. </div>	<ul style="list-style-type: none"> -Ss study vocabulary and structures from the worksheet. -Ss guess the meaning of each word presented in the worksheet. - (Various answers) 	<ul style="list-style-type: none"> - Students can identify vocabulary and structures used in describing people appropriately.

Purpose in process	Activities		Learning outcome
	Teacher	Students	
- Introduce new knowledge	<p>-Could you tell me how these sentences are organized? What are the structures?</p> <p>- Right! Here is the structure from the examples given. (T sticks the sentence card on the whiteboard.)</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>- S. + V. to be (is/am/are) +</p> </div> <p>-You can use this structure to describe people's appearances. See! You can use adjectives like tall, handsome, or skinny with this structure. Some words like round-faced are use as the adjectives for describing appearance instead of saying "His face is round", you can also say "He is round-faced".</p> <p>-Let's see this set of sentences. (T sticks word cards along with the pictures of people on the whiteboard)</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>- Sarah has an oval face. - Santa Clause has a mustache. - Cholet has got a big nose. - My sisters have got blond hair.</p> </div> <p>-Could you explain the structures from the sentences given?</p> <p>- Good. It should be.... (T sticks the sentence card on the whiteboard.)</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>S. + has/have +</p> <p>S. + has/have + got +</p> </div>	<p>- Ss identify the structures of the sentences.</p> <p>-Ss discuss about the structure of the sentences</p>	<p>- Students can identify vocabulary and structures used in describing people appropriately.</p>

Purpose in process	Activities		Learning outcome
	Teacher	Students	
	<p>- Now let's check your understanding towards the appropriate use of vocabulary and expressions.</p> <p>- (T shows the picture of a man: see in Material A)</p> <p>- Let's try to describe this picture together by using the vocabulary and expressions you've learned.</p> <p>-After learning vocabulary and how to construct the sentences for describing people, we're going to do the drama-based activity called improvisation.</p>	<p>- Ss describe a picture as whole class.</p>	

3) The teacher models how to improvise the scene by using the appropriate vocabulary and structures through the sample situation (guided improvisation). (10 minutes)

Purpose in process	Activities		Learning outcome
	Teacher	Students	
<p>- Model students how to improvise the scene</p> <p>-Encourage students to feel in control</p>	<p>- Now we will learn how to improvise the scene. When improvising the scene, you may not have plenty of time for preparation. Actually, you have to act without pre-planning. However, because this is the first time for you all, I will give you some time to prepare your scene. I also suggest some key words for you to complete the scene based on the situation given. Here is the example.</p> <div data-bbox="459 1709 916 2016" style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p style="text-align: center;">Profile</p> <p>Teacher's name: Jason/Nationality: British</p>  </div>	<p>-Students study and do the worksheet given.</p>	<p>- Students learn how to improvise the scene.</p> <p>- Students feel in control.</p>

Purpose in process	Activities		Learning outcome
	Teacher	Students	
	<p>-The man in this picture is your new English teacher. You have to describe his appearances for your classmates who have never met him before.</p> <p>- Let's see. I'll model you how to improvise the scene. First of all, I've got some clues from the picture given. You have to think about the setting and in this situation, it takes place in classroom. Then, I have to think about vocabulary and structures that can be used to describe him. The key idea of improvisation is that you don't have much time to think about the description. So try to speak naturally. In this case, I will give you one minute to think about it. Don't forget to use appropriate vocabulary and structures you've learned. Who wants to try first?</p> <p>- OK. I will start first. Anybody wants to be my classmate? Come here. I will tell you about our new English teacher.</p> <p>- Have you ever met our new English teacher? No. Right? His name is Jason. He is British. He's got short brown hair and tiny brown eyes. He's got light complexion. He is quite chubby. I think his age is around 30.</p> <p>- Anybody has different description?</p> <p>-Now it's your turn to respond in the different situations.</p>	<p>-Ss describe the man in the picture given.</p> <p>-(Various answers)</p>	

4) Students are asked to improvise the given scene in pairs by using some clues from the teacher that provide them with the information about nationality, age, and some physical features. The teacher will give students implicit corrective feedbacks in case that they do any mistake. (15 minutes)

Purpose in process	Activities		Learning outcome
	Teacher	Students	
- Be involved in a conversation	<p>- Now, I would like you to work in pairs. I will give each pair two pictures of exchange students. You and your partner have to take turns to describe your new friends based on the pictures and some information given. Your preparation time is about 2 minutes.</p> <p>- (The teacher gives students two pictures.)</p> <p>- I want some volunteers to present your scene to class. Anybody wants to try?</p> <p>- Now let's check with your partner whether what you've told your friends goes along with the pictures given.</p>	<p>- Ss work in pairs and describe people based on the pictures given. (See in Material B)</p> <p>- Ss perform their scenes in front of the class.</p>	- Students can identify vocabulary and structures used in describing people appropriately.

5) Ss are asked to improvise different scenes and they have to respond to the scene without preparation or spontaneous improvisation. Then the teacher gives students some useful corrective feedback for students. At the beginning, the teacher will use implicit feedbacks to help students to be aware of the mistakes they have made. Then, in case that those mistakes are complicated to understand, the explicit feedback will be used. (20 minutes)

Purpose in process	Activities-		Learning outcome
	Teacher	Students	
- Monitor their own performances	<p>- I would like you to have more chances to practice improvising a scene but without the time for preparation. It is a spontaneous improvisation.</p> <p>- Now please form groups of four.</p> <p>- I will provide you with lots of pictures. (See in Material C) You pick one picture and give him or her some occupations such as a new janitor, a new Thai teacher, your friend's sister, or a local politician. Then describe the person in the selected picture to your friend.</p>	<p>- Ss work in group and describe people based on the pictures given.</p>	- Students can monitor their own performance and utilize the sources given appropriately.

Purpose in process	Activities-		Learning outcome
	Teacher	Students	
	- After finishing your description, ask your friend to continue this scene by describing his/her selected picture. My assistance and I will observe your performance to make sure that you participate in the activity. If there are any errors, I will provide some corrective feedback after finishing your performance.		

3. Quieting Phase (30 minutes)

1) Students are asked to demonstrate what they have learned from doing drama-based activities. Then, students are asked to evaluate themselves about what they have done. The corrective feedback is consistently provided for learners if they have any difficulties. (20 minutes)

Purpose in process	Activities		Learning outcome
	Teacher	Students	
- Evaluate the performance	- It seems that you can improvise the scene successfully. However, it might be better if you and your friends can share some comments for each other. Form group of four. I would like you to discuss in your group what you've learned from the drama-based activities. Then, you have to rate your performance and your friends' performances based on the rubrics in the evaluation cards given. (See in Material D) It might be beneficial for your friends if you give them some useful comments for their performance.	-Students discuss about the scene in group of four. - Students evaluate their own performance and each group member's.	- Students can perform the scene and evaluate their performances based on the rubrics given.

2) The teacher asks students to suggest ways to improve their performance in the next class. (10 minutes)

Purpose in process	Activities		Learning outcome
	Teacher	Students	
- Plan for the future tasks.	- What have you learned from today class? - Do you have any difficulty in doing activities? How? - It might be beneficial for us to think about the way to improve the performance in the next class. Any suggestion? - Good. The more you prepare, the more you're ready to learn. Before coming class, if you plan what you have learned it would be help you a lot in succeeding the goal of your learning.	-Students exchange their experiences gaining from doing the activities. -(Various answers)	- Students can plan for their future tasks.

Evaluation

- 1) The accuracy of students' answers in worksheets given.
- 2) The use of self- and group assessments based on the criteria given in the quieting phases.
- 3) The observation of students' cooperative learning and participation during the class time.
- 4) The observation of the use of oral communication strategies of students.
- 5) The observation of the improvement of student oral communication after giving corrective feedbacks.

Reflection:

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Worksheet

Vocabulary and structures used for describing people



Vocabulary



Skinny



Macular

Overweight



Slim

Height	tall, tallish, short, medium height
Built	frail, stocky, slim, thin, plump, fat, skinny, well-built, chubby
Face	round, oval, square, with scares, wrinkles, freckles, sun-tanned, pale
Eyes	big round blue eyes, large, small, bright, narrow
Hair	bald, straight, curly, spiky, wavy
Age	around 17, in his 20s
Complexion	white, light, dark

Structure

Note:

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Material A

Let's see this picture. Then, describe it.



Material B

Clue cards for pair work



Profile

Name: Kashen

Nationality: Indonesian

Other information: Short and brown hair.



Profile

Name: Sammy

Nationality: German

Other information: Chubby and wear glasses

Material C

Clue cards for group work



Name:
Nationality:
Occupation:



Name:
Nationality:
Occupation:



Name:
Nationality:
Occupation:



Name:
Nationality:
Occupation:



Name:
Nationality:
Occupation:



Name:
Nationality:
Occupation:



Name:
Nationality:
Occupation:



Name:
Nationality:
Occupation:

Material D

Self and group assessment

Direction: You have to rate your own and your group member's performance based on the following criteria;

5 – Excellent 4- Good 3- Average 2- Poor 1- Need to be improved

Components	Yourself Name:_____	Member1 Name:_____	Member2 Name:_____	Member3 Name:_____
Vocabulary and expressions				
Content				
Fluency				
Accuracy				
Total scores				

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APPENDIX F

The validity of the instrument

The results obtained from the lesson plan evaluation checklist

Statement	Expert			Total	Comment
	A	B	C		
1. Content validity					
1.1. The contents difficulty and language level are appropriate for the target group of learners.	+1	+1	0	0.66	
1.2 The contents are accurate and up-to-date.	+1	+1	+1	1	
2. Learning objectives					
2.1 The learning objectives are stated as skills.	+1	+1	+1	1	
2.2 The learning objectives are aligned well with classroom activities.	+1	+1	+1	1	
2.3 The lesson objectives are likely to foster the development of concepts.	+1	0	+1	0.66	
3. Learning strategies/Classroom management					
3.1 Learning strategies and classroom management revoke engaged learning, allowing for open-ended inquiry around important concepts and authentic problems and issues.	+1	+1	+1	1	
3.2 Learning strategies and classroom management require learning through dialogue and collaboration in a variety of setting and classroom arrangement.	+1	+1	+1	1	

Statement	Expert			Total	Comment
	A	B	C		
3.3 Learning strategies and classroom management transfer of learning to new contexts, different disciplines, and problem situations	+1	+1	+1	1	
3.4 Learning strategies and classroom management meet the needs of diversity of students.	+1	0	+1	0.66	
4. Exercises and activities					
4.1 The exercises and activities are created based on the phases of drama-based instruction.	+1	+1	+1	1	
4.2 The drama-based activity used in this lesson is appropriate with the contents and oral communication skills.	+1	+1	+1	1	
4.3 The exercises and activities can promote learners' oral communication skills.	+1	+1	+1	1	
4.4 The exercises and activities can motivate and challenge learners to participate in activities.	+1	+1	+1	1	
4.5 The exercise and activities represent a progression from simple to more complex.	+1	+1	+1	1	

Statement	Expert			Total	Comment
	A	B	C		
5. Tools/resources					
5.1 Tools and resources are well-matched to the activities, objectives, and concepts.	+1	+1	+1	1	
5.2 Tools and resources are likely to enable all students to participate actively in the classroom activity.	+1	+1	+1	1	
5.3 Tools and resources accurately describe what they are and how they are used.	+1	+1	+1	1	
6. Time allocation					
6.1 Time allocation is appropriate.	+1	+1	+1	1	
7. Assessment					
7.1 The assessment reflects a variety of assessment strategies in diverse formats and media.	+1	+1	+1	1	

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The results obtained from the oral communication ability test checklist

Statement	Expert			Total	Comment
	A	B	C		
1. Content validity					
1.1 Part A: Story telling	+1	+1	0	0.66	
1.2 Part B: Situation 1 (Greeting)	+1	+1	+1	1	
1.3 Part B: Situation 1 (Introducing oneself)	+1	+1	0	0.66	The information concerning age should not be included.
1.4 Part B: Situation 2 (Describing people)	+1	+1	+1	1	
1.5 Part B: Situation 2 (Describing places)	+1	+1	0	0.66	
1.6 Part B: Situation 2 (Giving direction)	+1	0	+1	0.66	The names of some roads on the map are not stated.
1.7 Part B: Situation 3 (Giving opinions)	+1	+1	+1	1	
1.8 Part B: Situation 3 (Expressing agreement/disagreement)	+1	+1	+1	1	
1.9 Part B: Situation 3 (Giving advice)	+1	+1	+1	1	
2. The directions are understandable	+1	+1	+1	1	
3. The language used is appropriate	+1	0	+1	0.66	
4. The pictures used are appropriate	+1	+1	0	0.66	Some pictures in part 2 are not clear: 2.1, 2.2 (the lamps) and 2.3 (the name of the place)

Statement	Expert			Total	Comment
	A	B	C		
5. Scoring rubrics					
5.1 The description in the rubrics is clear and understandable	+1	+1	+1	1	
5.2 The competences stated in the rubrics are measurable	+1	+1	+1	1	



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The results obtained from Student Motivation in Learning English Questionnaire

Evaluation Checklist

Statement	Expert			Total	Meaning
	A	B	C		
1. Content validity					
1.1 Item 1: Interest in English Language (P)	+1	+1	+1	1	Reserved
1.2 Item 2: Motivational Intensity (N)	+1	+1	+1	1	Reserved
1.3 Item 3: Integrative Orientation (P)	+1	+1	+1	1	Reserved
1.4 Item 4: Instrumental Orientation (P)	+1	+1	+1	1	Reserved
1.5 Item 5: English Use Anxiety (P)	+1	+1	+1	1	Reserved
1.6 Item 6: English Class Anxiety (P)	+1	+1	+1	1	Reserved
1.7 Item 7: Attitudes toward Learning English (P)	+1	0	+1	0.66	Reserved
1.8 Item 8: Attitudes toward English-speaking People (P)	+1	+1	+1	1	Reserved
1.9 Item 9: Desire to Learn English (P)	+1	+1	+1	1	Reserved
1.10 Item 10: English Course Evaluation (N)	+1	+1	+1	1	Reserved
1.11 Item 11: Interest in English Language (N)	+1	+1	+1	1	Reserved
1.12 Item 12: English Teacher Evaluation (N)	+1	+1	+1	1	Reserved
1.13 Item 13: Attitudes toward Learning English (N)	+1	+1	+1	1	Reserved
1.14 Item 14: Attitudes toward English-speaking People (N)	+1	+1	0	0.66	Reserved
1.15 Item 15: English Course Evaluation (P)	+1	+1	+1	1	Reserved

Statement	Expert			Total	Meaning
	A	B	C		
1.16 Item 16: English Teacher Evaluation (P)	+1	+1	+1	1	Reserved
1.17 Item 17: Instrumental Orientation (N)	+1	0	+1	0.66	Reserved
1.18 Item 18: Attitudes toward Learning English (N)	+1	+1	+1	1	Reserved
1.19 Item 19: English Use Anxiety (P)	+1	+1	+1	1	Reserved
1.20 Item 20: Motivational Intensity (N)	+1	+1	+1	1	Reserved
1.21 Item 21: English Class Anxiety (N)	+1	+1	+1	1	Reserved
1.22 Item 22: English Teacher Evaluation (P)	+1	+1	+1	1	Reserved
1.23 Item 23: Attitudes toward Learning English (P)	+1	+1	+1	1	Reserved
1.24 Item 24: Attitudes toward English-speaking People (P)	+1	0	+1	0.66	Reserved
1.25 Item 25: Integrative Orientation (N)	+1	+1	0	0.66	Reserved
1.26 Item 26: English Use Anxiety (N)	+1	+1	+1	1	Reserved
1.27 Item 27: Motivational Intensity (P)	+1	+1	+1	1	Reserved
1.28 Item 28: English Class Anxiety (N)	+1	+1	+1	1	Reserved
1.29 Item 29: Desire to Learn English (N)	+1	+1	+1	1	Reserved
1.30 Item 30: Interest in English Language (P)	+1	+1	+1	1	Reserved
1.31 Item 31 Attitudes toward English-speaking People (N)	+1	+1	+1	1	Reserved
1.32 Item 32: Desire to Learn English (P)	+1	+1	+1	1	Reserved

Statement	Expert			Total	Meaning
	A	B	C		
1.33 Item 33: English Course Evaluation (N)	+1	+1	+1	1	Reserved
1.34 Item 34: English Use Anxiety (N)	+1	0	+1	0.66	Reserved
1.35 Item 35: Interest in English Language (N)	+1	+1	+1	1	Reserved
1.36 Item 36: Motivational Intensity (P)	+1	+1	+1	1	Reserved
1.37 Item 37: English Teacher Evaluation (N)	+1	+1	+1	1	Reserved
1.38 Item 38: English Class Anxiety (N)	+1	+1	+1	1	Reserved
1.39 Item 24: Desire to Learn English (N)	+1	+1	+1	1	Reserved
1.40 Item 40: English Course Evaluation (P)	+1	+1	+1	1	Reserved

P = Positively keyed N = Negatively keyed

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The results obtained from Student Interview questions Evaluation Checklist

Statement	Expert			Total	Meaning
	A	B	C		
1. Content validity					
Part A: The improvement of oral communication ability					
1.1 Part A1	+1	+1	+1	1	Reserved
1.2 Part A1.1	+1	+1	+1	1	Reserved
1.3 Part A1.2	+1	+1	+1	1	Reserved
Part B: Motivation towards language learning					
1.4 Part B1	+1	+1	+1	1	Reserved
1.5 Part B2	+1	+1	+1	1	Reserved
1.6 Part B3	+1	+1	+1	1	Reserved
1.7 Part B4	+1	+1	+1	1	Reserved
Part C: Opinions towards drama-based instruction					
1.8 Part C1	+1	+1	+1	1	Reserved
1.9 Part C2	+1	+1	+1	1	Reserved
1.10 Part C3	+1	+1	+1	1	Reserved
1.11 Part C4	+1	+1	0	0.66	Reserved
1.12 Part C5	+1	+1	+1	1	Reserved
1.13 Part C6	+1	+1	+1	1	Reserved

BIOGRAPHY

Pochanee Nuktong was born on December 29th, 1983 in Narathiwat Province. She graduated with a Bachelors' degree in Education majoring in English and Psychology from Chulalongkorn University. After graduation, she furthered her study at Teaching English as a Foreign Language in the same university. At present, she is as an English teacher at Demonstration School, Prince of Songkla University.



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