การศึกษาประโยชน์และความสนุกสนานของกิจกรรมภาษาอังกฤษที่เน้นการสื่อสารตามการรับรู้
ของนักเรียนโรงเรียนสาธิตระดับมัธยมศึกษาตอนต้น

นางสาวพรพรรณ วิมุกตะลพ

A STUDY OF USEFULNESS AND ENJOYABLENESS OF COMMUNICATIVE
ENGLISH ACTIVITIES AS PERCEIVED BY LOWER SECONDARY
DEMONSTRATION SCHOOL STUDENTS

MISS PORNPUN VIMOOKTALOP

A Thesis Submitted in Partial Fulfillment of the Requirements
for the Degree of Master of Education Program in Teaching English as a Foreign Language
Department of Curriculum, Instruction, and Educational Technology
Faculty of Education
Chulalongkorn University
Academic Year 2006

Thesis Title   A STUDY OF USEFULNESS AND ENJOYABLENESS OF COMMUNICATIVE ENGLISH ACTIVITIES AS PERCEIVED BY LOWER SECONDARY SCHOOL STUDENTS

By   Miss Pornpun Vimooktalop

Field of Study   Teaching English as a Foreign Language
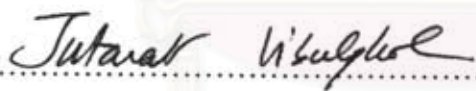
Thesis Advisor   Jutarat Vibulphol, Ph.D.

Thesis Co-advisor   Mr.David Brooks
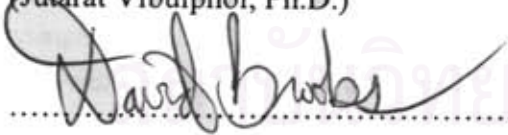
Accepted by the Faculty of Education, Chulalongkorn University in Partial Fulfillment of the Requirements for the Master's Degree

.... Dean of the Faculty of Education

(Associate Professor Pruet Siribanpitak, Ph.D.)

THESIS COMMITTEE

.... Chairperson

(Associate Professor Suwattana Eamoraphan, Ph.D.)

.... Thesis Advisor

(Jutarat Vibulphol, Ph.D.)

.... Thesis Co-advisor

(Mr.David Brooks)

.... Member

(Assistant Professor Chansongklod Gajaseni, Ph.D.)

พรพรรณ วิมุกตะลพ : การศึกษาประโยชน์และความสนุกสนานของกิจกรรมภาษาอังกฤษที่เน้นการสื่อสารตามการรับรู้ของนักเรียนโรงเรียนสาธิตระดับมัธยมศึกษาตอนต้น (A STUDY OF USEFULNESS AND ENJOYABLENESS OF COMMUNICATIVE ENGLISH ACTIVITIES AS PERCEIVED BY LOWER SECONDARY DEMONSTRATION SCHOOL STUDENTS) อ. ที่ปรึกษา : อ.ดร.จุฑารัตน์ วิบูลผล, อ. ที่ปรึกษาร่วม : อ.เดวิด บรู๊คส์, 165 หน้า.

การศึกษาวิจัยครั้งนี้มีวัตถุประสงค์เพื่อ (1) ศึกษาประสบการณ์ในการทำกิจกรรมภาษาอังกฤษที่เน้นการสื่อสารและไม่เน้นการสื่อสารข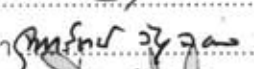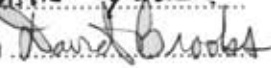องนักเรียนโรงเรียนสาธิตระดับมัธยมศึกษาตอนต้น (2) ศึกษาความคิดเห็นของนักเรียนโรงเรียนสาธิตระดับมัธยมศึกษาตอนต้นเกี่ยวกับประโยชน์และความสนุกสนานของกิจกรรมที่เน้นการสื่อสารและไม่เน้นการสื่อสาร (3) ศึกษาความสัมพันธ์ระหว่างการรับรู้เกี่ยวกับประโยชน์และความสนุกสนานของกิจกรรมที่เน้นการสื่อสารและไม่เน้นการสื่อสาร และ (4) เปรียบเทียบความคิดเห็นของนักเรียนที่มีผลสัมฤทธิ์ทางการเรียนวิชาภาษาอังกฤษในระดับสูง ปานกลาง และต่ำเกี่ยวกับประโยชน์และความสนุกสนานของกิจกรรมที่เน้นการสื่อสารและไม่เน้นการสื่อสาร กลุ่มตัวอย่างในการศึกษาวิจัยครั้งนี้ประกอบด้วยนักเรียนระดับมัธยมศึกษาตอนต้นจำนวน 400 คน ที่ศึกษาอยู่ในโรงเรียนสาธิตจำนวน 5 โรงเรียนในกรุงเทพมหานคร การศึกษาวิจัยนี้แบ่งเป็น 2 ช่วง คือ ช่วงที่ 1 ใช้วิธีการวิจัยแบบสำรวจโดยใช้แบบสอบถามและแบบสัมภาษณ์ ช่วงที่ 2 เป็นการวิจัยแบบทดลองโดยทดลองสอนกิจกรรมที่เน้นการสื่อสารจำนวน 6 กิจกรรมใน 4 บทเรียน และใช้แบบสอบถามสำรวจความคิดเห็นของนักเรียนเกี่ยวกับกิจกรรมต่างๆ สถิติที่ใช้ในการวิเคราะห์ข้อมูลจากแบบสอบถามประกอบด้วยร้อยละ มัชฌิมเลขคณิต ส่วนเบี่ยงเบนมาตรฐาน สัมประสิทธิ์สหสัมพันธ์เพียร์สัน และความแปรปรวนแบบทางเดียวโดยใช้โปรแกรม SPSS รุ่น 11.0 สำหรับใช้กับโปรแกรม Windows ข้อมูลจากแบบสัมภาษณ์วิเคราะห์โดยใช้การวิเคราะห์เชิงเนื้อหา

ผลการวิจัยพบว่า (1) นักเรียนโรงเรียนสาธิตระดับมัธยมศึกษาตอนต้นมีประสบการณ์ในการเรียนภาษาอังกฤษผ่านกิจกรรมที่ไม่เน้นการสื่อสารมากกว่ากิจกรรมที่เน้นการสื่อสารในภาพรวมเพียงเล็กน้อย (2) นักเรียนโรงเรียนสาธิตระดับมัธยมศึกษาตอนต้นคิดว่าทั้งกิจกรรมที่เน้นการสื่อสารและกิจกรรมที่ไม่เน้นการสื่อสารเป็นกิจกรรมที่มีประโยชน์ แต่คิดว่ากิจกรรมที่เน้นการสื่อสารสนุกกว่ากิจกรรมที่ไม่เน้นการสื่อสาร (3) การรับรู้เกี่ยวกับประโยชน์และความสนุกสนานของนักเรียนโรงเรียนสาธิตระดับมัธยมศึกษาตอนต้นเกี่ยวกับกิจกรรมที่เน้นการสื่อสารและไม่เน้นการสื่อสารมีความสัมพันธ์กันทางบวกอย่างมีนัยสำคัญทางสถิติที่ระดับ 0.05 (4) ในด้านประโยชน์ นักเรียนที่มีผลสัมฤทธิ์ทางการเรียนวิชาภาษาอังกฤษแตกต่างกันมีความคิดเห็นเกี่ยวกับกิจกรรมที่เน้นการสื่อสารและไม่เน้นการสื่อสารแตกต่างกันอย่างมีนัยสำคัญทางสถิติที่ระดับ 0.05 ในด้านความสนุกสนาน นักเรียนที่มีผลสัมฤทธิ์ทางการเรียนวิชาภาษาอังกฤษแตกต่างกันมีความคิดเห็นเกี่ยวกับกิจกรรมที่เน้นการสื่อสารไม่แตกต่างกัน แต่มีความคิดเห็นเกี่ยวกับกิจกรรมที่ไม่เน้นการสื่อสารแตกต่างกันอย่างมีนัยสำคัญทางสถิติที่ระดับ 0.05

ภาควิชาหลักสูตร การสอนและเทคโนโลยีการศึกษา   ลายมือชื่อนิสิต ....

สาขาวิชาการสอนภาษาอังกฤษเป็นภาษาต่างประเทศ   ลายมือชื่ออาจารย์ที่ปรึกษา ....

ปีการศึกษา 2549   ลายมือชื่ออาจารย์ที่ปรึกษาร่วม ....

4683714827: MAJOR TEACHING ENGLISH AS A FOREIGN LANGUAGE

KEY WORD: COMMUNICATIVE ACTIVITIES / STUDENT PERCEPTION / DEMONSTRATION SCHOOL STUDENTS

PORNPUN VIMOOKTALOP: A STUDY OF USEFULNESS AND ENJOYABLENESS OF COMMUNICATIVE ENGLISH ACTIVITIES AS PERCEIVED BY LOWER SECONDARY DEMONSTRATION SCHOOL STUDENTS. THESIS ADVISOR: JUTARAT VIBULPHOL, Ph.D., THESIS CO-ADVISOR: DAVID BROOKS, 165 pp.

The objectives of this study were (1) to study the extent to which lower secondary demonstration school students had experienced communicative and non-communicative activities, (2) to study lower secondary demonstration school students' opinions towards the usefulness and the enjoyableness of communicative and non-communicative activities, (3) to find relationships between perceived usefulness and perceived enjoyableness of communicative and non-communicative activities, and (4) to compare opinions towards the usefulness and the enjoyableness of communicative and non-communicative activities of low, medium, and high English proficiency students. The participants consisted of 400 lower secondary school students from five demonstration schools in Bangkok. The study was divided into two phases: the survey phase and the experiment phase. In the survey phase, the research instruments were a questionnaire and an interview form. In the experiment phase, four lesson plans were conducted to study the students' opinions about six communicative activities. Another questionnaire was administered in this phase. To analyze the questionnaire data, the researcher employed percentages, mean, standard deviation, Pearson correlation coefficients and One-Way ANOVA using SPSS Version 11.0 for Windows. The interview data were analyzed using content analysis.

The findings in this study revealed the followings: (1) the participants had experienced both communicative and non-communicative activities in their English classes; (2) the participants perceived that both communicative and non-communicative activities were useful but they thought communicative activities were more enjoyable; (3) there were positive relationships between perceived usefulness and perceived enjoyableness of communicative activities and non-communicative activities at the 0.05 level of significance; (4) there were not any significant differences in opinions towards the enjoyableness of communicative activities of low, medium, and high English proficiency students but there were significant differences in their opinions towards the enjoyableness of non-communicative activities and towards the usefulness of communicative and non-communicative activities at the 0.05 level of significance.

Department Curriculum, Instruction and Educational Technology	Student's signature ....
Field of study Teaching English as a Foreign Language	Advisor's signature ....
Academic year 2006	Co-advisor's signature ....

ACKNOWLEDGEMENTS

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CHAPTER I

INTRODUCTION

The purpose of this chapter is to introduce the background of the present study. It contains background of the study, research questions, research objectives, definition of terms, scope of the study, and significance of the study.

Background of the Study

In the past, most English language teachers in Thailand implemented the Grammar-Translation Method in their classes. Their instruction focused mainly on form and employed non-communicative activities such as translating sentences and texts into and out of the target language, analyzing grammar rules, reciting vocabulary, and so on. The Audiolingual Method was another popular method in Thailand. It was also form focused. This type of teaching method emphasized drills and memorizing a form of dialogues with the focus on sentence patterns. The two methods were well-known because the goal of Thai students in studying English was to pass form-focused examinations, especially twelfth grade students (Mathayom suksa 6). Their goal was to pass the national entrance examination in order to study in public universities. The contents of this entrance examination mostly focused on forms and patterned dialogues, and thus encouraged students and teachers to use the Grammar-Translation Method and the Audiolingual Method.

Nowadays, English is accepted as the most popular foreign language in the world as a learning tool and as a communication tool. First, English is a tool for learning in the information age. Now people are exposed to abundant information and new knowledge. Everyone can access information easily from all over the world via the Internet. With this new information technology, information about

any and all topics is available in the cyberspace, mostly in English. People, therefore, see the importance of studying English to enable their access to information. Second, English is a means for communicating with people from other countries. As English is widely accepted as an international language, people who seek interactions with people from other countries need to know English.

With the importance of English as a medium for learning and communicating nowadays, English has become more important for students in Thailand. Thai people are aware that knowing English well generates a good opportunity in their life. They can interact with people from other countries and learn new information and knowledge from various sources. Consequently, English is a required foreign language subject for Thai students in the basic education level. Students in grades one to twelve are registered to study English and pass it as a requirement for graduation.

Currently, the Basic Education National Curriculum B.E. 2544 (A.D. 2001) promotes the learning of foreign languages for communication. The foreign language subject group consists of four strands which are Language and communication, Language and culture, Language and other subjects group relationship, and Language, community, and world relationship. These four strands reflect the goal of learning foreign languages as a tool for communication and learning. Three of the four strands emphasize the role of language as a communication tool as follows. The first strand, Language and communication, aims to enable students to be able to use the target foreign language to communicate with other people. The fourth strand, Language, community, and world relationship, extends the role of foreign language to be a medium of creating relationships with others. The second strand, Language and culture, emphasizes the relationship

between language and culture and, thus, stresses that students should understand other peoples' and their own cultures in order to communicate effectively and appropriately. The third and fourth strands reflect the importance of foreign language as a tool for learning and career respectively. In the third strand, the goal is to enable students to use the target foreign language to learn other content subject matters. The fourth strand aims to enable students to use the target foreign language in their career.

Considering the goals of the Basic Education National Curriculum B.E. 2544 (A.D. 2001) in enabling students to use English as a tool for communicative learning and for their careers, there is a strong need for English teachers in Thailand to use communicative activities in their classrooms; however, some questions arise. Have teachers used any communicative activities in their classes? Do Thai students enjoy learning English in the communicative way?   Do they think they learn English effectively using communicative activities?

Several studies on students' opinions towards communicative activities and non-communicative activities have shown that not all students enjoyed communicative activities (Barkhuizen, 1998; Green, 1993; Rao, 2002; Savignon and Wang, 2003).   Some studies even showed that students preferred non-communicative activities to communicative activities. Barkhuizen (1998) and Rao (2002) found that the students in their studies favored more traditional approach focusing on form rather than communicative approach to teaching English. The findings showed that the students believed that the form-focused approach would benefit them more than communicative approaches. Other studies showed that students preferred a mixed-method of communicative and non-communicative approaches. Savignon and Wang (2003) found that most Taiwanese learners

participating in their study favored the idea of adopting a meaning-based approach with grammar taught in class as needed. Similarly, Green (1993) found that many Puerto Rican students in his study reported accepting both communicative and non-communicative activities as effective.

The findings from these studies showed that not all students enjoyed communicative activities or perceived that these activities were effective. Hence, the researcher was interested in examining Thai students' perception towards communicative and non-communicative activities. Since most secondary school students' study goal is to pass the university entrance examination and the entrance examination does not require students to show their communicative ability directly, Thai students may not think that communicative activities are helpful for them. Since tests influence students' learning (Hughes, 2003), the entrance examination may affect Thai students' preference in their learning as well. Consequently, they might not enjoy doing these activities in class. The form-focused university entrance exam may make students value non-communicative activities. Therefore, in the present study, the researcher aimed to investigate Thai students' opinions towards the usefulness and enjoyableness of English activities in order to find the kind of communicative English activities that Thai students would enjoy learning and think that the activities were useful.

This present study focused on students in demonstration schools in particular for two reasons. First of all, the researcher is an English teacher in one of demonstration schools in Thailand. The understanding of this group of students' opinions will contribute to the improvement of her teaching. Second, demonstration schools' philosophy is to be laboratory schools. Assumingly, demonstration school teachers should be receptive to changes and always try out new teaching methods or

techniques. Since the concept of communicative approaches is promoted in the Basic Education National Curriculum B.E. 2544 (A.D. 2001), teachers in demonstration schools should be one of the pioneers who try to use these approaches with their students. As a result, it is possible that the students in these schools may be more familiar with communicative activities than students in other schools.

In addition, researchers have argued that the learning of students' opinions about instructional practices is central to the development of teaching. For example, Kumaravadivelu (1991) stated that "the more we know about the learner's personal approaches and personal concepts, the better and more productive our intervention will be"(p.107). Similarly, Nunan (1993) noted that it is important for teachers to learn about their students' opinions about "what they want to learn and how they want to learn" (p.4). The understanding of students' opinions towards different types of activities will help teachers make appropriate decision in designing classroom activities to suit their learners' preference. The findings from the present study will make English teachers in Thailand, especially those in demonstration schools, aware of their students' preferences of English activities and thus help teachers design appropriate activities for their students.

Research Questions

In this study, the researcher attempted to answer these following questions:

1. To what extent had lower secondary demonstration school students experienced communicative and non-communicative activities?

2. What are lower secondary demonstration school students' opinions towards the usefulness and the enjoyableness of communicative and non-communicative activities?

3.   Are there any relationships between perceived usefulness and perceived enjoyableness of communicative and non-communicative activities?

4.   Are there any differences in opinions towards the usefulness and the enjoyableness of communicative and non-communicative activities of low, medium, and high English proficiency students?

Research Objectives

The objectives of the present study were as follows:

1. To study the extent to which lower secondary demonstration school students had experienced communicative and non-communicative activities.

2. To study lower secondary demonstration school students' opinions towards the usefulness and the enjoyableness of communicative and non-communicative activities.

3. To find relationships between perceived usefulness and perceived enjoyableness of communicative and non-communicative activities.

4. To compare opinions towards the usefulness and the enjoyableness of communicative and non-communicative activities of low, medium, and high English proficiency students.

Definition of Terms

In the present study, the following terms are defined as follows.

1. **Communicative activities**. These are activities that English teachers use in class and that consist of one or more of the following six characteristics.

1.1 Interaction

Communicative activities involve some kinds of interaction between teacher and student(s) or between student(s) and student(s). The interaction could be either verbal or non-verbal.

1.2 Meaning focus

Communicative activities involve meaningful communication and focus on communicative functions.

1.3 Contextualization

Communicative activities specify the context for communication clearly such as the relationship of the interlocutors, time, place, and others.

1.4 Authentic materials

Communicative activities employ authentic materials such as newspapers, menus, signs, charts, and others in order to simulate real-life communication.

1.5 Fluency and accuracy

Communicative activities aim to enhance students' ability to use language fluently, accurately, and appropriately in the situation depending on the setting, the roles of the participants and the purpose of the communication.

1.6 Trial and error

Communicative activities encourage students to learn from their errors. Immediate correction or feedback by teachers is not always necessary.

The description of these six characteristics was used to write the items in the questionnaire that was used to elicit the participants' opinions about communicative activities. Eleven items characterize communicative activities in the questionnaire.

2. **Non-Communicative activities.** These are activities that English teachers use in class and that consist of one or more of the following six characteristics.

2.1 No interaction

Non-communicative activities do not encourage students to have interaction with others. Students may be asked to work on workbook type drills and

exercises only. Teachers always give lecture on grammar rules and conduct substitution drills. Students do not have an opportunity to communicate in class.

2.2 Form focus

Non-communicative activities mainly focus on sentence structures and grammar rules, not on meaning.

2.3 Decontextualization

Non-communicative activities involve practicing language as discrete sentences out of context.

2.4 Non-authentic materials

Non-communicative activities involve using mainly the materials that are produced specifically for classroom purposes.

2.5 Accuracy

Non-communicative activities focus mainly on the accurate use of language in terms of pronunciation and sentence structures.

2.6 Error free

Non-communicative activities encourage students to produce correct pronunciation and sentences. Students are asked to memorize dialogs and do a lot of drills in order to reduce the chance to make mistakes.

The description of these six characteristics was used to write the items in the questionnaire that was used to elicit the participants' opinions about non-communicative activities. Eleven items characterize non-communicative activities in the questionnaire.

3. **Usefulness**. This refers to the opinions that the respondents have about English activities whether they think that the activities would be useful or help them learn English or not. In the present study, the participants were asked to rate their

opinions about various English activities in a questionnaire using the rating scale ranging from 0 to 4. The numbers were interpreted as follows.

0 means the participant thinks that activity is 'not useful at all.'

1 means the participant thinks that activity is 'hardly useful.'

2 means the participant thinks that activity is 'sometimes useful.'

3 means the participant thinks that activity is 'useful.'

4 means the participant thinks that activity is 'very useful.'

4. **Enjoyableness**. This refers to the opinion that the respondents have about English activities whether they think the activities would be fun or enjoyable for them or not. In the present study, the participants had to read the description of various English activities in a questionnaire and rate their opinions about each activity using the rating scale ranging from 0 to 4. The numbers were interpreted as follows.

0 means the respondent thinks that activity is 'not fun at all.'

1 means the respondent thinks that activity is 'hardly fun.'

2 means the respondent thinks that activity is 'sometimes fun.'

3 means the respondent thinks that activity is 'fun.'

4 means the respondent thinks that activity is 'very fun.'

5. **English Proficiency**. This refers to the participants' English ability and skills. In the present study, the average of the participants' grades from two English subjects (Foundation English and English Four Skills) they took in the 2005 academic year were used to determine the participants' English proficiency. The possible grades that the participants reported for each subject included seven grades as follows: 1.00, 1.50, 2.00, 2.50, 3.00, 3.50, and 4.00. The average grades of the participants were used to classify the participants into three proficiency groups:

high, medium, and low. The high English proficiency students were those who had the average grades between 3.50 – 4.00. The medium English proficiency students were those who had the average grades between 2.00 – 3.25. The low English proficiency students were those who had the average grades between 1.00 – 1.75.

Scope of the Study

This research study involved lower secondary school students in five demonstration secondary schools in Bangkok which were Chulalongkorn University Demonstration Secondary School, Kasetsart University Laboratory School, The Demonstration School of Ramkhamkaeng University, Patumwan Demonstration School, Srinakarinwirot University, and Prasanmit Demonstration School, Srinakarinwirot University. The study attempted to examine the students' opinions towards the usefulness and the enjoyableness of communicative and non-communicative activities.

Significance of the Study

The findings of the present study will be useful information for English teachers in order to design the kind of instructional activities that will be perceived as useful and enjoyable by students. Moreover, teachers may be able to adapt the research instruments from this study to survey their students' opinions towards the usefulness and the enjoyableness of their designed class activities in order to analyze their students' needs and preferences. As we are aware that students' opinions affect their learning behavior, teachers who are aware of their students' preferences in class activities will be able to design effective lessons that support students' learning.

CHAPTER II

LITERATURE REVIEW

To design the present study, the researcher reviewed the documents and the research studies related to the following topics:

1. Communicative competence
2. Communicative approaches and traditional approaches
3. Characteristics of communicative and non-communicative activities
4. Related studies on communicative activities

Communicative Competence

In the past, the aim of Thai students in learning English was to pass their examinations. The contents that were designed in English examinations in 1977 emphasized vocabulary and grammar structures according to the survey of Central Institute of English Language/ CIEL (cited in Wongsothorn, 2000). CIEL found that most participants who were English instuctors in Thailand revealed that they mostly designed their examinations focusing on grammar structures, vocabulary, and reading comprehension respectively. Hence, grammatical or linguistic competence was the goal of learning English through traditional approaches at that time.

Nowadays, according to the Basic Education National Curriculum B.E. 2544 (A.D. 2001), the goal of learning English is using language as a tool of communication. Thus, it is essential for English teachers to design activities that develop Thai students' communicative competence or communicative language ability.

Communicative competence consists of four components that are grammatical / linguistic competence, sociolinguistic competence, discourse competence, and strategic competence (Canale and Swain, 1980; Chomsky, 1965; Hymes, 1972; Savignon, 1983, 1997).

First, grammatical competence or linguistic competence emphasizes the knowledge of vocabulary and the rules of sounds, words, phrases, and sentences in grammar structures of a language.

Second, sociolinguistic competence is the knowledge of the sociocultural rules of language and of discourse. It is also the social context in which language is used such as the role of the participants, the information they share, and the function of the interaction.

Third, discourse competence is the ability to change simple spoken conversation to lengthy written texts by using cohesion (the way to link structurally and facilitates interpretation of a text) and coherence (the relationships among the different meanings in a text, both communicative functions and attitudes) that are necessary to form a meaningful text.

Lastly, strategic competence is the ability to cope with imperfect knowledge, and to sustain communication through paraphrase, repetition, circumlocution, hesitation, avoidance, and guessing.

Extending the four components of communicative competence, Bachman (1990) proposed a model for a theoretical framework of "communicative language ability" that consists of three major components: language competence, strategic competence, and psychophysiological mechanisms (See Figure 1).

Figure 1

Components of Communicative Language Ability Communicative Language Use

(Bachman, 1990)

KNOWLEDGE STRUCTURES
Knowledge of the world

LANGUAGE COMPETENCE
Knowledge of language

STRATEGIC
COMPETENCE

PSYCHOPHYSIOLOGICAL
MECHANISMS

CONTEXT OF
SITUATION
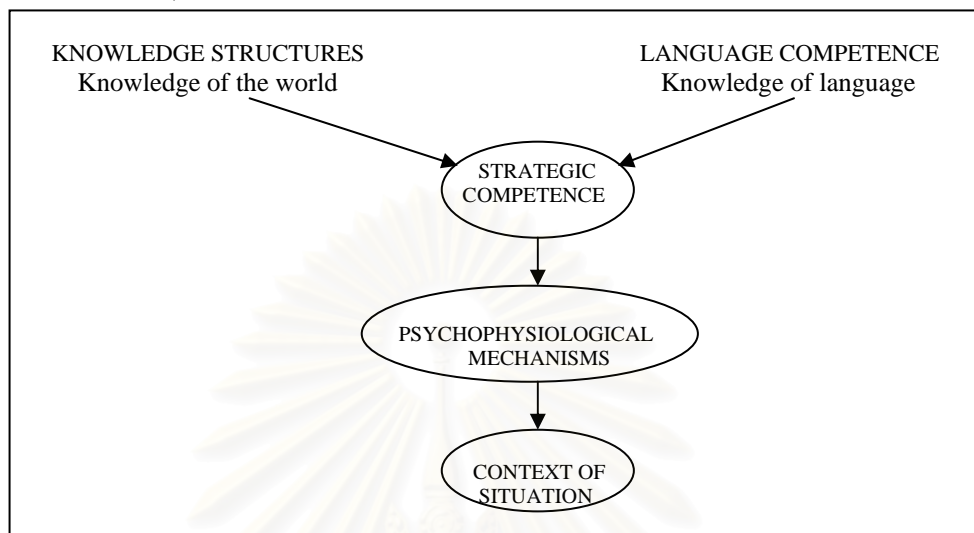
The language competence in Bachman's model is made up of various kinds of knowledge that we use in communicative language use, whereas the strategic competence and psychophysiological mechanisms include the mental capacities and physical mechanisms by which that knowledge is implemented in communicative language use. Furthermore, Bachman focuses on the language competence and described that there are two major types of abilities: organizational competence and pragmatic competence (See Figure 2). Organizational competence includes grammatical competence and textual competence. On the other hand, pragmatic competence consists of illocutionary competence and sociolinguistic competence. Grammatical competence includes control of vocabulary, morphology, syntax, and phonemic and graphemic elements. Textual competence refers to cohesion and rhetorical organization. Illocutionary competence comprises of the ability to express ideas and emotions, to get things done, to use language to teach, learn and solve problems, and to be creative. Lastly, sociolinguistic competence refers to the

speakers' sensitivity to a variety of language in real use, and understanding of cultural referents and figures of speech.

Figure 2

Components of Language Competence (Bachman, 1990)
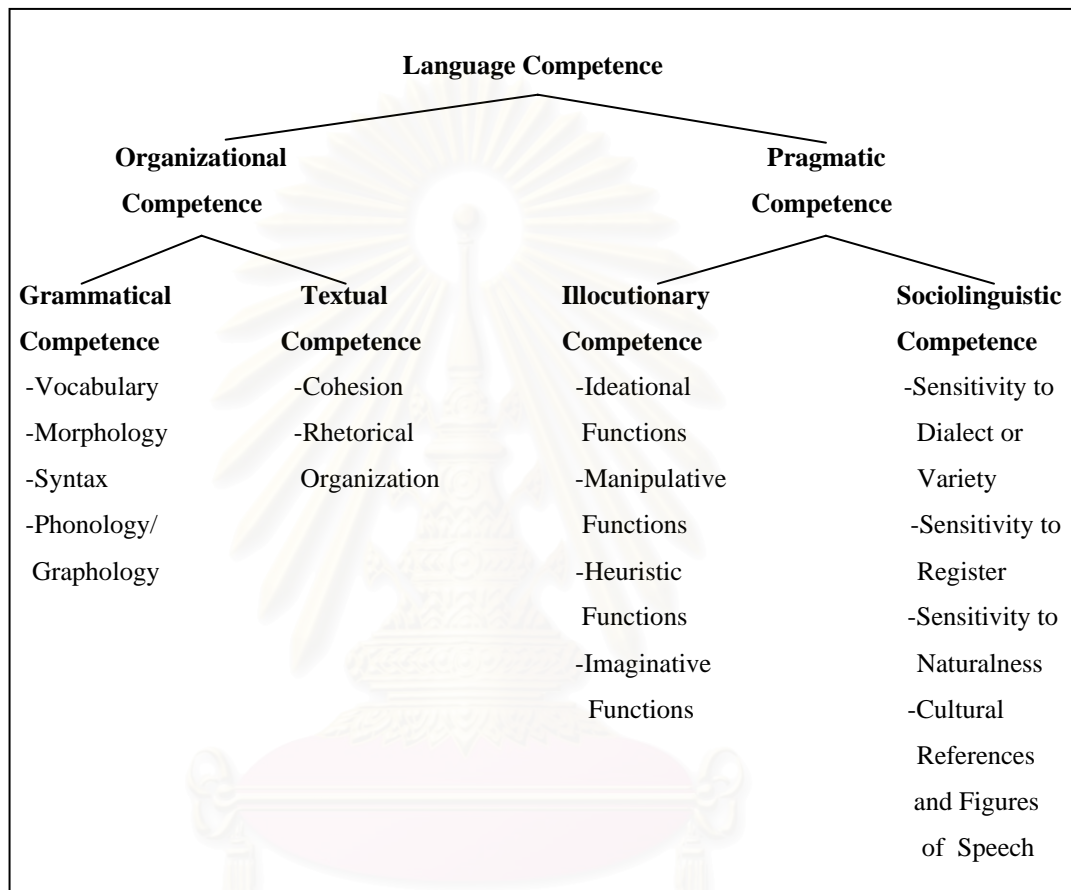
Considering the definitions of communicative competence and communicative language ability mentioned above, the goal of language learning, and instruction in Thailand according to the Basic Education National Curriculum B.E. 2544 (A.D. 2001) needs to aim at developing these competences: organizational competence (grammatical and discourse competence), pragmatic competence (functional and sociolinguistic competence), and strategic competence.

All of these competences are the desired goal of learning English through communicative approaches.

Communicative Approaches and Traditional Approaches

In the past, traditional approaches (Brown, 2001; Celce-Murcia, 2001; Richards and Rogers, 2003) such as Grammar-Translation Method, and the Audiolingual Method were employed in English class. Both Grammar-Translation Method and the Audiolingual Method focused on form. For Grammar-Translation Method, students studied English through non-communicative activities such as reciting the vocabulary, translating sentences and texts into and out of the target language, learning grammar inductively like analyzing grammar rules, and others. For the Audiolingual Method, English language teachers applied non-communicative activities in which students repeated and memorized dialogues and drills based on sentence patterns in class.

Nowadays, communicative approaches such as Communicative Language Teaching Approach, the Natural Approach, Cooperative Language Learning, Content-Based Instruction, and Task-Based Language Teaching should be employed in English classroom. According to Brown (2001), Celce-Murcia (2001), and Richards and Rogers (2003), the researcher found the key concepts of the following communicative approaches.

Communicative Language Teaching Approach (CLT) emphasizes learning English through communication in the realistic situation and the meaningful context through functional communicative activities and social interaction activities (Littlewood, 1981). Fluency and accuracy are the essential elements of communication which involves the integration of different language skills.

Moreover, the primary role of the learners is as a negotiator while the main role of the teachers is as a facilitator.

The Natural Approach is another kind of communicative approach. It is a method of teaching second language that focuses on the centrality of the acquisition process and teaching communicative abilities. Krashen and Terrell (1983) suggested the implications for language teaching in the Natural Approach that the activities have to present comprehensible input in the target language and meaningful communication. Teacher talk focuses on objects in class, and teachers have to talk slowly. To reduce stress, learners are not required to say anything until they feel ready, but they should respond to teacher commands and questions in other ways. Teachers employ pair or group work and lead the whole-class discussion.

For Cooperative Language Learning (CLL), students learn English through a group activity that depends on the socially structured exchange of information between learners in groups. It is essential that teachers have to create opportunities for learners to work in groups as teammates such as jigsaw and information-gap activities. As a result, group activities are planned to maximize learners' interaction and to facilitate learners' contributions to each other's learning. Hence, the proponents of CLL focus on both learning and learners' interaction skills as well.

Content-Based Instruction (CBI) is the instruction of content or information through the language being learnt and focuses on real communication and the exchange of information. An ideal situation for a second language learning would be one where the subject matter of language teaching was not grammar or functions, but content that is the subject matter from outside the domain of language. The language teaching aims of CBI is the integration of content learning. Therefore, the

activities emphasizing the subject matter that is essential for students' lives make them think and learn through English.

Task-Based Language Teaching (TBLT) focuses on the use of meaningful tasks and activities involving real communication which promote and are essential for language learning. Tasks play an important role in TBLT because it is believed that a task is a vehicle for promoting communication and authentic language use in second language classrooms and can also apply in the real world.

To sum up, the goal of language teaching through communicative approaches is that students will be able to communicate in English. Moreover, the content of an English course focuses on notions and functions. In communicative approaches, teachers facilitate communication through communicative activities in which students work in groups or pairs to bridge the gaps that one student has information that the other(s) lack, and teachers provide different social contexts in which students engage in role play. Authentic materials are demanded when teachers use the communicative approaches in English class.

After reviewing communicative approaches and traditional approaches, the researcher found some main characteristics of communicative activities and non-communicative activities in order to employ these characteristics as the framework of this present study.

The Characteristics of Communicative and Non-communicative Activities

According to the review of communicative approaches, the researcher found that communicative activities and non-communicative activities can be distinguished using six characteristics: interaction, content focus (meaning or form), contextualization, teaching materials, assessment focus (fluency or accuracy), and teacher feedback.

The first characteristic that can be used to distinguish communicative activities and non-communicative activities is 'interaction.' An interaction refers to a process by which two or more people exchange their feelings, ideas, or thoughts. The interaction could be either verbal or non-verbal. It is essential for learning the target language to communicate through interaction. Therefore, the interaction is the prominent feature in learning to communicate. Communicative activities should involve some kinds of interaction between teacher and student(s) or between student(s) and student(s). In this type of activity, students interact with other people for specific purpose through pair work (e.g., interview, role-play, simulations, etc.), group work (e.g., games, discussions, problem-solving tasks, drama, projects, brainstorming, information gap, jigsaw, decision making, opinion exchange, etc.) or in their writing such as dialogue journals that the teacher responds to students' (Finocchiaro and Brumfit, 1983; Nunan, 1993; Green, 1993; Oxford, 1997; Brown, 2001). In contrast, 'no interaction' is the first characteristic of non-communicative activities that do not encourage students. Students may be asked to work on workbook type drills and exercises only. Teachers always give lecture on grammar rules and conduct substitution drills. Students do not have an opportunity to communicate in class (Green, 1993; Brown, 2001; Richards, 2006).

The second characteristic, 'content focus,' refers to the focus of content employed in English activities including 'meaning focus' or 'form focus.' Communicative activities generally focus on meaning. The activities involve meaningful communication and focus on communicative functions (Finocchiaro and Brumfit, 1983; Green, 1993; Brown, 2001; Richards 2006). On the contrary, non-communicative activities focus mainly on form such as sentence structures and

grammar rules, not on meaning (Finocchiaro & Brumfit, 1983; Richards and Rogers, 2001).

The third characteristic, 'contextualization,' refers to the context of communicative including the participants, setting, time, and so on. Communicative activities should specify the context for communication clearly such as the relationship of the interlocutors, time, place, and others. Finocchiaro and Brumfit (1983) stated that contextualization is a basic premise for communication. As a result, students learn the grammatical system within the context of how the language gets things done. On the other hand, non-communicative activities are decontextualized, the process called 'decontextulization.' In these activities, students are asked to practice language using discrete sentences out of context.

The fourth characteristic, teaching materials, include 'authentic materials' and 'non-authentic materials.' Communicative activities employ authentic materials such as newspapers, menus, signs, charts, and others in order to simulate real-life communication (Gower, R., D. Phillips, and S.Walter, 2005; Senior, 2005). In contrast, non-communicative activities employ non-authentic materials or the materials that are produced specifically for classroom purposes such as supplementary materials and grammar exercises in the coursebooks (Peacock, 1997).

The fifth characteristic, 'assessment focus,' refers to the indicator of success in language learning including 'fluency and accuracy' or 'accuracy only.' Communicative activities aim to enhance students' ability to use language fluently and accurately while non-communicative activities focus mainly on the accurate use of language in terms of pronunciation and sentence structures.

Lastly, 'teacher feedback' feature refers to how teachers respond to students' language production. In communicative activities, teachers encourage

students to practice using language to convey meaning that is called 'trial and error.' Immediate correction or feedback by teachers is not always necessary. In contrast, non-communicative activities characterize 'error free' situation in which students are encouraged to produce correct pronunciation and sentences. Students are asked to memorize dialogs and do a lot of drills in order to reduce the chance to make mistakes. Teachers give immediate feedback to any errors.

These six characteristics are used as the framework to design the research instruments for the present study.

Related Studies on Communicative Activities

To design the research method to study student opinions of communicative and non-communicative activities, the researcher reviewed related research studies conducted in Thailand and other countries. The related studies on communicative activities can be grouped into three topics including the application of communicative activities in class, the opinions of students towards communicative activities, and the comparison of students' and teachers' opinions towards communicative activities.

The first perspective is the application of communicative activities in class. Sayan Jupamadta (1996) studied the effectiveness of using the information transfer principle in teaching English and studied students' attitudes and opinions towards studying English after the experiment. The information transfer principle is one of the five principles of communicative methodology (Johnson and Johanson, 1998). The information transfer principle is the ability to understand and convey information content through information transfer activities. For example, if the teacher teaches reading comprehension from the letter of a job application, the students should be asked, not to comment on any point of grammatical structure or

the meaning of the words, but to extract certain pieces of information and to transfer them onto the application forms. The findings of Sayan Jupamadta (1996) revealed that the experimental group that was taught by using information transfer activities obtained higher achievement scores and had better attitudes towards studying English by using communicative activities than the control group that was taught by using the exercises in the textbook. Moreover, Chukwan Rattanapitakdhada (2000) studied the effects of teaching interaction strategies on English oral communicative proficiency and the use of interaction strategies. She found that English oral communicative proficiency of the students taught by using interaction strategies was higher than those of the students taught by using conventional methods. The students taught by using interaction strategies used interaction strategies after the experiment more than before the experiment.

To sum up these studies, the application of communicative activities through the information transfer activities and the interaction strategies make the students have high English communicative proficiency, high English achievement score and better attitudes towards studying English. According to the two studies, the researcher thought that communicative activities are very useful for students because this kind of activity can help them learn English better.

The second perspective of the related studies is about the opinions of students towards communicative activities. Barkhuizen (1998) found that South African students favored more non-communicative activities rather than communicative activities because the students believed that non-communicative activities would benefit them more than communicative activities. Similarly, Rao (2002) found that Chinese students in his study preferred non-communicative activities to communicative activities. Savignon and Wang (2003) also found that

most of Taiwanese students in their study felt that the classroom practices in their English class were primarily non-communicative activities; however, the students enjoyed opportunities for learning English through communicative activities. As a result, most learners participating in the study favored the idea of adopting a meaning-based approach with grammar taught in class as needed, but they also thought teachers should not overemphasize the teaching of rules. Moreover, Green (1993) found that many Puerto Rican students in his study reported accepting both communicative and non-communicative activities as effective, but the students thought that the communicative activities were more enjoyable than non-communicative activities. His finding also revealed a tendency for the reported enjoyableness and perceived effectiveness of ESL techniques and procedures to be correlated.

To summarize, the studies of Barkhuizen (1998) and Rao (2002) revealed that the students in their studies preferred non-communicative activities to communicative activities. Savignon and Wang (2003) and Green (1993) showed that students preferred a mixed-method of teaching. According to these studies, the researcher found that the opinions of the students were divided into two perspectives: preferring non-communicative activities and preferring both communicative activities and non- communicative activities.

The last perspective of the related studies is the comparison of students' and teachers' opinions towards communicative activities. Nunan (1987) found mismatches between student and teacher responses and found strong response differences on error correction, student self-discovery of errors, and pair work. Students preferred error correction to student self-discovery of errors and pair work whereas teachers preferred student self-discovery of errors and pair work to error

correction. Similarly, Hawkey's study (2006) revealed that students' opinions of their classroom language learning activities differed from those of their teachers. The students see grammar exercises as more important in their classrooms than do the teachers; however, the students see pair discussion as less prominent in their classrooms than do the teachers. Moreover, Eslami-Rasekh and Valizadeh (2004) found that students had high preferences for communicative activities but their teachers were not aware of their students' preferences. Students' preferred communicative activities more than their teachers believe that students did.

To sum up, the researcher found the difference between the opinions of students and teachers according to these studies. In the studies of Nunan (1987) and Hawkey (2006), the researcher found that the students in their studies preferred error correction and grammar exercises in non-communicative activities rather than student self-discovery of errors and pair discussion in communicative activities.

Conclusion

After review the literature, the researcher found that the Basic Education National Curriculum B.E. 2544 (A.D. 2001) tries to promote communicative approaches employing communicative activities in English instruction in Thailand. However, some research studies (Barkhuizen, 1998; Rao, 2002) revealed that the students in South Africa and China preferred non-communicative activities to communicative activities while some studies (Green, 1993; Savignon and Wang, 2003) showed that the students in Puerto Rico and Taiwan preferred both communicative activities and non- communicative activities. The researcher wondered what kind of activities Thai students prefer either communicative activities or non- communicative activities. There are not any answers for this question. As a result, the researcher is interested in studying the perceived

usefulness and the enjoyableness of communicative activities as perceived by Thai students, especially lower secondary demonstration school students.

CHAPTER III

METHOD

The present study was conducted to investigate students' experience in learning English through communicative and non-communicative activities and their opinions towards the usefulness and the enjoyableness of these activities. The research framework was modified from Green (1993). The study was divided into two phases, a survey phase and an experiment phase. The survey was conducted as the main source of data for the study. The experiment provided supplementary data to support the findings from the survey. This chapter presents the information about the participants, research instruments and data collection procedures, and the data analysis of these two phases of this study in detail.

Phase I   The Survey Phase

In the first phase of the study, the researcher surveyed lower secondary school students' opinions about communicative and non-communicative activities. Questionnaires and interviews were used to collect the data for this phase. The findings from this phase were used to answer all the four research questions of this study.

The population in this study was lower secondary school students who were studying in five demonstration schools in Bangkok in the 2006 academic year (B.E.2549). The five schools were Chulalongkorn University Demonstration Secondary School (CUS), Kasetsart University Laboratory School (KUS), The Demonstration School of Ramkhamkaeng University (DAR), Patumwan Demonstration School, Srinakarinwirot University (PDS), and Prasanmit Demonstration School, Srinakarinwirot University (PSM). In the 2006 academic

year, there was the total of 4,933 students registered in Grades 7-9 (Mathayom suksa 1-3) in these schools.

Participants

 Survey participants

 To determine the sample size for the survey, the researcher used the Table of Sample Size for Specified Confidence Limits and Precision created by Yamane (1973) by looking at the level of the confidence at 95%. From Yamane's table, the sample for this population (approximately 5,000 students) needs to be at least 370 students (See Appendix 1); therefore, the researcher decided to involve 400 participants in the study.

 The researcher calculated the number of the participants from the five schools using the following equation.

$$\text{School Participants} = \frac{\text{Total Participants} \times \text{School Population}}{\text{Total Population}}$$

 'School Participants' refers to the number of participants needed to obtain from each school.

 'Total Participants' refers to the number of sample calculated from Yamane's table.

 'School Population' refers to the number of lower secondary school students in each school.

 'Total Population' refers to the number of lower secondary school students in the five demonstration schools.

 As shown in Table 1, the researcher had to distribute the questionnaire to at least 20 students in each grade in each school. Since the number of students in each class in the five schools was approximately 30-40, the researcher decided to send 40

questionnaires to one class in each grade. Totally, six hundred questionnaires were sent to the five schools. 400 questionnaires were completed and returned. Table 2 shows the number of the questionnaires sent to each school and the number of the questionnaires returned.

Table 1

The Number of Population and Calculated Participants in the Five Participated

Demonstration Schools

Names of the Demonstration Schools	Number of Population	Number of Calculated Participants	Number of Calculated Participants for each grade
CUS	756	61	20-21
KUS	877	71	23-24
DAR	1,222	99	33
PDS	1,215	99	33
PSM	863	70	23-24
Total	4,933	400	400

Table 2

The Number of Questionnaires Sent and Returned

Names of the Demonstration Schools	The Number of Questionnaires Sent	The Number of Questionnaires Returned and Completed
CUS	120	61
KUS	120	71
DAR	120	99
PDS	120	99
PSM	120	70
Total	600	400

Among 400 participants who completed the questionnaires, 235 participants were female students and the other 165 were male students. All of them were studying in the lower secondary school level. The number of the participants from each grade was slightly different. 129 students were in Grade 7 (Mathayom suksa 1), 140 students were in Grade 8 (Mathayom suksa 2), and 131 students were in Grade 9 (Mathayom suksa 3) (See Table 3 for details).

Table 3

Participants' Personal Information

Schools	Total Participants	Gender		Grade		
		Male	Female	7	8	9
CUS	62	33	29	20	23	19
KUS	72	35	37	24	24	24
DAR	86	35	51	24	33	29
PDS	90	35	55	30	30	30
PSM	90	27	63	31	30	29
Total	400	165	235	129	140	131
(%)	100	41.3	58.8	32.3	35.0	32.8

Interview participants

Not all the participants from the survey phase were involved in the interviews. Only fifty ninth grade students from the five participated demonstration schools who answered the questionnaire were selected for the interview (See Table 4). The students in ninth grade were chosen for the interviews because they had more years of learning English than the students in the lower grades.

The interview participants were selected on a voluntary basis. The researcher asked the research coordinators in the five schools to find ten students who would be willing to participate in the interviews. Because of the constraints at the end of the semester, most school could not find enough students for the interviews as requested. The researcher, therefore, interviewed more students from Chulalongkorn University Demonstration Secondary School to obtain the number of fifty students as planned.

Table 4

The Interview Participants

Names of the Demonstration Schools	Number of Participants
CUS	20
KUS	7
DAR	8
PDS	8
PSM	7
Total	50

Research instruments

The instruments used in the survey phase were a questionnaire and an interview form. The description of each instrument is presented in this section.

Questionnaire I

The questionnaire used in the present study was conducted by the researcher. It was used to investigate whether the respondents had ever experienced communicative and non-communicative activities in their English classes and to examine the respondents' opinions towards the usefulness and the enjoyableness of these two kinds of activities.

The questionnaire was written in Thai (See Appendix 2.1 for the Thai version and Appendix 2.2 for the English version). It consisted of three parts.

The first part of the questionnaire consisted of five multiple choice questions and was used to elicit the participants' personal information including gender, educational level, school, and English grades of two English subjects (Foundation

English and English Skills) in Academic Year 2005. The reported grades were averaged and used to determine the participants' English proficiency level.

The criteria used to determine the participants' proficiency level were as follows:

Average Grades	English Proficiency
3.50 – 4.00	high
2.00 – 3.25	medium
1.00 – 1.75	low

There were twenty-two items in the second part of the questionnaire. Eleven items were used to investigate the participants' opinions towards communicative activities and the other eleven items were used to elicit their opinions towards non-communicative activities.

The questionnaire items in Part II contained the description of English activities that have characteristics of communicative activities and non-communicative activities. As discussed in Finocchiaro and Brumfit (1983), Nunan (1991), Green, (1993), Oxford (1997), and Brown (2001), communicative activities can be characterized using the following six main characteristics as follows:

1. activities involve some kinds of interaction between teacher and student(s) or between student(s) and student(s). The interaction could be either verbal or non-verbal. (Interaction)

2. activities involve meaningful communication and focus on communicative functions. (Meaning Focus)

3. activities specify the context for communication clearly such as the relationship of the interlocutors, time, place, and others. (Contextualized activities)

4. activities employ authentic materials such as newspapers, menus, signs, charts, and others in order to simulate real-life communication. (Authentic Materials)

5. activities aim to enhance students' ability to use language fluently, accurately, and appropriately in the situation depending on the setting, the roles of the participants and the purpose of the communication. (Fluency and Accuracy)

6. activities that encourage students to learn from their errors. Immediate correction or feedback by teachers is not always necessary. (Trial and Error)

The researcher employed these characteristics as the framework to construct the questionnaire items. The eleven items concerning communicative activities contained the description of activities that involve interaction, focus on meaning, are contextualized, use authentic materials, focus on both fluency and accuracy, and encourage trial and error. The items concerning non-communicative activities, on the other hand, lack interaction, focus on form, are decontextualized, focus on accuracy only, and encourage error-free language production.

In Part II of the questionnaire, five Likert-type scale were used to investigate the participants' opinions towards communicative and non-communicative activities in three aspects: their experience with the activities, their opinions towards the usefulness of the activities, and their opinions towards the enjoyableness of the activities. The participants were asked to read the statements describing various English activities and express their opinions towards the three aspects using numbers 0 to 4. The numbers were interpreted differently for each aspect as follows.

For the experience aspect, the participants were asked whether they had ever experienced the kind of activity stated in each item in their English classes or not. The participants responded to the questionnaire by choosing the numbers from 0 to 4. The five numbers were interpreted as follows:

0 means the participant 'never' studies English through that activity.

1 means the participant 'hardly' studies English through that activity.

2 means the participant 'sometimes' studies English through that activity.

3 means the participant 'often' studies English through that activity.

4 means the participant 'always' studies English through that activity.

For the usefulness aspect, the participants were asked whether they perceived that the kind of activity stated in each item to be useful or not. The participants responded to the questionnaire by choosing the numbers from 0 to 4. The five numbers were interpreted as follows:

0 means the participant thinks that activity is 'not useful at all.'

1 means the participant thinks that activity is 'hardly useful.'

2 means the participant thinks that activity is 'sometimes useful.'

3 means the participant thinks that activity is 'useful.'

4 means the participant thinks that activity is 'very useful.'

For the enjoyableness aspect, the participants were asked whether they perceived that the kind of activity stated in each item to be enjoyable or not. The participants then responded to the questionnaire by choosing the numbers from 0 to 4. The five numbers were interpreted as follows:

0 means the respondent thinks that activity is 'not fun at all.'

1 means the respondent thinks that activity is 'hardly fun.'

2 means the respondent thinks that activity is 'sometimes fun.'

3 means the respondent thinks that activity is 'fun.'

4 means the respondent thinks that activity is 'very fun.'

The participants were informed that they should respond to the usefulness and the enjoyableness aspects even though they might not have had any experience with the activity before.

In the last part of the questionnaire, the participants were asked to answer five short open-ended questions. The following questions were used to elicit further information about English instructional activities. The five questions were:

1. From your experience in studying English, which one do your English teachers emphasize more between "Vocabulary and grammar structure" and "English four skills: listening, speaking, reading and writing" and are you satisfied with that? Why or why not?

2. Please give one example of English instructional activities that is the most enjoyable activity that you have ever studied.

3. Do you think whether the activity in item No.2 is useful? How?

4. Please give one example of English instructional activities that is the most useful activity that you have ever studied.

5. Do you think whether the activity in item No.4 is enjoyable? How?

Validity and reliability check

After constructing the questionnaire, the researcher sent the questionnaire to three experienced English instructors to check for the validity. The three experts were asked to check the content validity of the questionnaire items and the clarity of the language used in each item. The experts suggested rephrasing some items to make them easier to understand. Also, they suggested rearranging the order of the items. Items describing similar kinds of activities were recommended to be put

close to one another. The researcher, then, revised the questionnaire items according to the experts' suggestions. After that, the researcher tried out the questionnaire with thirty ninth grade students from Chulalongkorn University Demonstration Secondary School in order to check the reliability. Cronbach Alpha was tested. The results yielded high reliability ($\alpha = 0.9361$). Therefore, no changes were made after the tryout.

Interview form

The purpose of the interviews was to obtain data from another source to triangulate with the results from the questionnaire and to find additional information. After collecting the questionnaires from the students, the researcher constructed the interview form with four main questions about English instructional activities. After that, the interview form was sent to three experienced English instructors to check for the validity. The three experts were asked to check the content validity of the interview form. There were not any changes. After that, the researcher tried out the interview form with ten sixth grade students from Chulalongkorn University Demonstration Secondary School. In addition to the scripted questions, impromptu questions were asked when the participants talked about interesting issues related to the research questions. (See Appendix 3.1 for the Thai version and Appendix 3.2 for the English version).

Data collection procedures

The researcher collected the data in the survey phase by distributing the questionnaires to the coordinators in the five demonstration schools and collecting them in person after they were completed. The schools were asked to administer the questionnaire to all students in one class in each grade in the lower secondary level.

The participants completed the questionnaire during class time. It took approximately 15 – 20 minutes for the participants.

After administering the questionnaire, the researcher conducted semi-structured interviews with fifty ninth grade students in the five demonstration schools who answered the questionnaire in the survey phase by asking the coordinators of each school to make an appointment with any ten participants. The researcher interviewed the participants at their school for approximately 10 – 15 minutes each. The researcher took notes during the interviews by writing down key answers to each prepared question.

Data analysis

The data from the questionnaires were analyzed using percentage, mean, standard deviation, Pearson correlation coefficients, and One-Way ANOVA by using the Statistic Package for the Social Sciences (SPSS) program Version 11.0 for Windows. Percentages were used to describe the respondents' personal information.

For Research Questions 1 and 2, mean and standard deviation were used to analyze the data in the experience aspect, the usefulness aspect, and the enjoyableness aspect from Part II of the questionnaire. The researcher used Mean of the participants' opinions to classify the participants' opinions towards communicative activities and non-communicative activities into five levels which were very low, low, medium, high, very high. The following criteria were used for the interpretation for all three aspects.

Mean Range	Levels of Opinions
0.00 – 0.80	Very Low
0.81 – 1.60	Low
1.61 – 2.40	Medium
2.41 – 3.20	High
3.21 – 4.00	Very High

For the experience aspect, the participants circled number from 0 – 4 to report how often they do each activity. The mean scores were interpreted as follows:

'Very low level' (0.00 – 0.80) means the participants 'never' study English through that activity.

'Low level' (0.81 – 1.60) means the participants 'hardly' study English through that activity.

'Medium level' (1.61 – 2.40) means the participants 'sometimes' study English through that activity.

'High level' (2.41 – 3.20) means the participants 'often' study English through that activity.

'Very high level' (3.21 – 4.00) means the participants 'always' study English through that activity.

For the usefulness aspect, the participants circled number from 0 – 4 to express their opinions towards the usefulness of each activity. The mean scores were interpreted as follows:

'Very low level' (0.00 – 0.80) means that the participants think that the English activity is 'not useful at all'.

'Low level' (0.81 – 1.60) means that the participants think that the English activity is 'hardly useful'.

'Medium level' (1.61 – 2.40) means that the participants think that the English activity is 'sometimes useful'.

'High level' (2.41 – 3.20) means that the participants think that the English activity is 'useful'.

'Very high level' (3.21 – 4.00) means that the participants think that the English activity is 'very useful'.

For the enjoyableness aspect, the participants circled number from 0 – 4 to express their opinions towards the enjoyableness of each activity. The mean scores were interpreted as follows:

'Very low level' (0.00 – 0.80) means that the participants think that the English activity is 'not fun at all'.

'Low level' (0.81 – 1.60) means that the participants think that the English activity is 'hardly fun'.

'Medium level' (1.61 – 2.40) means that the participants think that the English activity is 'sometimes fun'.

'High level' (2.41 – 3.20) means that the participants think that the English activity is 'fun'.

'Very high level' (3.21 – 4.00) means that the participants think that the English activity is 'very fun'.

To answer Research Question 3, Pearson correlation coefficients were employed to find the relationship between perceived usefulness and perceived enjoyableness of communicative and non-communicative activities. For Research Question 4, the researcher used One-Way ANOVA to compare opinions towards the usefulness and the enjoyableness of communicative and non-communicative activities of low, medium, and high English proficiency of the respondents. Lastly,

the researcher used the content-analysis to analyze the interview data and the questionnaire data in Part 3 that is open-ended questions about English instructional activities.

Phase II   The Experiment Phase

The goal of the second phase was to obtain additional information and to confirm the survey data about students' opinions towards the usefulness and the enjoyableness of the communicative activities that received high scores from the questionnaires in the aspects of usefulness and enjoyableness.

Experiment participants

Eighteen seventh grade students from Chulalongkorn University Demonstration Secondary School who had participted in the survey phase were asked to participate in the experiment phase on the voluntary basis. Ten students were male and eight students were female. Among these students, six reported having high English proficiency, seven reported having medium English proficiency, and five reported having low English proficiency. The class was conducted as a special class in March 2006. This class was not a part of any regular courses and had no formal assessments. The researcher taught in this special class by herself.

Research instruments

The second phase of the study was aimed to obtain additional information about students' opinions towards communicative activities. The researcher conducted four lessons that employed the six most useful and enjoyable communicative activities as perceived by the participants and administered a questionnaire after teaching the four lessons. The goal on this phase was to confirm

the survey data about students' opinions towards the usefulness and the enjoyableness of these six activities.

Lesson plans

In the experiment phase, the researcher designed four lesson plans that employed six communicative activities that the participants reported their opinions in the high and very high level in the aspects of usefulness and the enjoyableness from the questionnaire. The six communicative activities were the ones described in Items 4, 6, 13, 16, 17, and 22 of the questionnaire from the survey phase (See Appendix 4.1 – 4.4). Two lessons were 50 minutes long and the other two were 100 minutes long. Each lesson employed at least one of the following six types of communicative activities.

Item 4 described an activity in which teachers assign students to read some sentences or passages and try to guess some unknown words without searching for them from the dictionary and after that the students act out following the instructions from the sentences that they read or answer the questions after reading the passages. This activity was employed in Lesson Plan 1, 2, 3, and 4.

Item 6 described an activity in which teachers use authentic materials such as maps, newspapers, menu, pictures, timetables, etc to apply in English instructional activities. It was used in Lesson Plan 3.

Item 13 described an activity in which teachers divide students into pairs or groups to do the activities in which students use English as a medium such as Twenty Questions, drama, role play, project, and others. It was employed in Lesson Plan 1, 2, 3 and 4.

Item 16 described an activity in which students practice communicating in English by using role plays and teachers set the context clearly such as the

relationship of the interlocutors, time, places, and others. The activity in this item was used in Lesson Plan 4.

Item 17 described an activity in which teachers provide the activity that students have a chance to practice communicating in English focusing on grammatical correct and appropriateness of the situation depending on the setting and the roles of the participants. It was used in Lesson Plan 3 and 4.

Item 22 described an activity in which teachers provide the activity focusing on meaning rather than form. For example, teachers give the students worksheet with song lyrics that blank some words. Then the students have to listen to the song and fill in the blank with the words they heard and conclude together what the singer want to tell the listeners. It was employed in Lesson Plan 2.

Validity check

After designing the four lesson plans, the researcher asked two of the three experts who checked the research instruments in the survey phase to check the validity of the activities in the lesson plans. The experts suggested rephrasing some sentences and designing more fun activities related the topic of each lesson plan. The researcher then revised the lesson plans according to the experts' suggestions.

Questionnaire II

After conducting all four lesson plans, the researcher asked the participants to answer a short questionnaire in order to check their opinions about the six communicative activities employed in the lessons. The questionnaire was written in Thai (See Appendix 5.1 for the Thai version and Appendix 5.2 for the English version). Questionnaire II was designed in the same way as the first questionnaire used in the survey phase.

There were three parts in this questionnaire. The first part was used to examine participants' personal information.

The second part was used to investigate the participants' opinions towards communicative activities in two aspects: their opinions towards the usefulness of the activities and their opinions towards the enjoyableness of the activities. Six Likert-type scale items were employed in this part. The participants responded to the questionnaire by choosing the numbers from 0 to 4 as in the first questionnaire in the survey phase. The six items described the six communicative activities that were conducted in the four lesson plans.

In the last part of the questionnaire, the participants were asked to answer five short open-ended questions. The questions were used to elicit further information about English instructional activities.

Data collection procedures

To conduct the four lessons, the researcher asked eighteen seventh grade students from Chulalongkorn University Demonstration Secondary School who participated in the survey phase to participate in the experiment phase on the voluntary basis. The researcher taught the four lesson plans by herself in one day. Three lesson plans were taught in the morning. It took four hours from 8.30 a.m. to 12.30 p.m. The other lesson plan was taught in the afternoon. It took one hour and forty minutes from 1.30 to 2.10 p.m. After teaching the last lesson, the researcher administered Questionnaire II. It took approximately 10 – 15 minutes.

Data analysis

The data from the experiment phase were analyzed using percentage, mean and standard deviation by using the Statistic Package for the Social Sciences (SPSS) program Version 11.0 for Windows. Percentage was used to describe the

respondents' personal information. Mean and standard deviation were used to analyze the data in the usefulness aspect and the enjoyableness aspect from Part II of the questionnaire. The researcher used mean of the participants' opinions to classify the participants' opinions towards communicative activities and non-communicative activities into five levels which were very low, low, medium, high, very high. Lastly, the researcher used content-analysis to analyze the interview data and the questionnaire data in Part 3 that was the open-ended questions about English instructional activities.

The next chapter (Chapter 4) presents the results from the data analysis. In Chapter 5, the results are discussed to answer each of the four research questions.

CHAPTER IV

RESULTS

The present study focused on examining lower secondary students' experiences with communicative and non-communicative activities and their opinions towards the usefulness and the enjoyableness of these two kinds of activities. The data were obtained from questionnaires and interviews. Four hundred lower secondary school students from five demonstration schools in Bangkok participated in this study. The data were collected and analyzed to answer the following research questions:

1. To what extent have lower secondary demonstration school students experienced communicative and non-communicative activities?

2. What are lower secondary demonstration school students' opinions towards the usefulness and the enjoyableness of communicative and non-communicative activities?

3. Are there any relationships between perceived usefulness and perceived enjoyableness of communicative and non-communicative activities?

4. Are there any significant differences in opinions towards the usefulness and the enjoyableness of communicative and non-communicative activities of low, medium, and high English proficiency students?

The purpose of this chapter is to present the results from the data analysis generated from the study. The results are presented in the order of the research questions.

Research Question 1

The first research question was developed to study the extent to which lower secondary demonstration school students had experienced communicative and non-communicative activities. The data from Part II of the questionnaire in the survey phase for the experience aspect were used as the main source of data. The data from the open-ended question (Item 1) from Part III of the questionnaire in the survey phase and the interview data were used as supplementary data. Mean and standard deviation were employed to analyze the questionnaire data by using SPSS program version 11.0 for Windows.

The results from the data analysis are presented in Table 5. Overall, the results revealed that the participants had experienced both communicative and non-communicative activities in their English classes in slightly different degrees. The participants reported having studied English through non-communicative activities more often than through communicative activities.

Specifically, the mean score of the experience aspect for communicative activities was 2.30. This indicates that the participants had their experience with English communicative activities at the 'medium' level or that the participants 'sometimes' studied English through communicative activities. Three communicative activities that the participants reported having experienced the most were activities described in Items 3, 4, and 17 with the mean scores 2.72, 2.59, and 2.46 respectively. These scores indicate that the participants 'often' studied English through the communicative activities in which teachers teach vocabulary and structure in the context of reading passages (Item 3), teachers encourage students to guess the meaning of unfamiliar words from context when reading (Item 4), and

teachers provide practice activities for students to use English to communicate with others correctly and appropriately regarding the grammatical rules and contexts (Item 17).

For the items concerning non-communicative activities, the mean score of the experience aspect for all items in this category was 2.45. The result indicates that the participants had experienced non-communicative activities at the 'high' level or they 'often' studied English through non-communicative activities. Three non-communicative activities that the participants reported having experienced with the most were the activities in which teachers assign students to do exercises to practice applying grammar rules in sentences (Item 10, $\bar{x}$ = 2.98), teachers assign students to read a given passage or to do exercises from a textbook or the teacher-made supplementary material (Item 5, $\bar{x}$ = 2.94), and students practice speaking by pronouncing words or sentences after the teacher or a cassette tape (Item 18, $\bar{x}$ = 2.85). The results of these individual items support the overall results that the participants reported having slightly more experience with non-communicative activities than with communicative activities.

Of all the items in Part II of the questionnaire, the activity in which teachers assign students to do exercises to practice applying grammar rules in sentences, (Item 10) which characterizes a non-communicative activity, received the highest mean score ($\bar{x}$ = 2.98). This result indicates that the participants studied English through this non-communicative activity the most. On the contrary, the item that received the lowest mean score ($\bar{x}$ = 1.63) described the activity in which teachers teach vocabulary and structure out of context (Item 2). This item characterized a non-communicative activity as well.

Table 5

Mean and Standard Deviation of the Participants' Opinions Regarding their

Experiences with Communicative and Non-communicative Activities (n = 400)

Communicative Activities			Non-communicative Activities		
Items	Mean	SD	Items	Mean	SD
Interaction			*No interaction*		
11	2.12	1.234	1	2.00	1.145
13	2.34	1.220	7	2.74	1.012
Meaning focus			*Form focus*		
15	2.16	1.226	10	2.98	1.042
22	2.35	1.228	14	2.16	1.270
Contextualization			*Decontextualization*		
3	2.72	1.020	2	1.63	1.170
16	2.23	1.200	8	1.92	1.121
Authentic materials			*Non-authentic materials*		
6	2.10	1.245	5	2.94	0.987
Fluency and accuracy			*Accuracy only*		
17	2.46	1.056	12	2.66	1.159
21	2.37	1.197	18	2.85	1.146
Trial and Error			*Error Free*		
4	2.59	1.089	9	2.64	1.111
20	1.92	1.322	19	2.41	1.096
Overall	2.30	0.702	Overall	2.45	0.560

The questionnaire results concerning the participants' experience with communicative and non-communicative activities are supported by the data from the open-ended question Item 1 and the interviews. The interview and open-ended question data revealed that most participants (almost 50%) learnt English through non-communicative activities, about thirty percent reporting that their class activities were communicative oriented, and sixteen to seventeen percent of the participants reported having experienced with both kinds of English activities.

Research Question 2

The second research question was developed to study lower secondary demonstration school students' opinions towards the usefulness and the enjoyableness of communicative and non-communicative activities. The discussion of this research question involved the data from the two phases of the study: the survey phase and the experiment phase. Mean and standard deviation were employed to analyze the data by using SPSS version 11.0 for Windows. The data from the open-ended questions of the questionnaire in Phase I (Items 2 to 5) and in Phase II (Items 1 to 5), and the interviews in regard to the usefulness aspect and the enjoyableness aspect were used to supplement the questionnaire data.

The Survey Phase

Opinions towards the usefulness of communicative activities and non-communicative activities

Regarding the perceived usefulness of communicative and non-communicative activities, the results showed that the participants thought both communicative and non-communicative activities were 'useful.' They ranked their opinions at the 'high' level for both kinds of activities with the overall mean score

of 2.85 for communicative activities and 2.77 for non-communicative activities. Of all the items, the activity that was perceived to be the most useful was a non-communicative activity in which teachers assign students to do exercises to practice applying grammar rules in sentences (Item 10, $\bar{x}$ = 3.17) and the activity that was perceived as the least useful was the activity was also a non-communicative activity in which teachers teach English vocabulary and structure out of context (Item 2, $\bar{x}$ = 2.15). Table 6 shows the results of the participants' perceived usefulness of communicative and non-communicative activities.

For communicative activities, the mean score of the participants' perceived usefulness was 2.85 which can be interpreted that the participants perceived communicative English activities to be 'useful'. The item that received the highest mean score was the activity in which teachers teach vocabulary and structure in the context of reading passages (Item 3, $\bar{x}$ = 3.11). In other word, the participants reported thinking that this communicative activity was the most useful. On the other hand, the communicative activity that was perceived as the least useful was the activity in which teachers ask students to practice speaking without giving any correction as long as the students can convey meaning successfully (Item 20, $\bar{x}$ = 2.17).

Table 6

Mean and Standard Deviation of the Participants' Opinions towards the Usefulness

of Communicative and Non-communicative Activities (n = 400)

Communicative Activities			Non-communicative Activities		
Items	Mean	SD	Items	Mean	SD
Interaction			*No interaction*		
11	2.86	1.065	1	2.59	1.056
13	2.85	1.007	7	2.93	0.877
Meaning focus			*Form focus*		
15	2.85	1.050	10	3.17	0.863
22	2.96	0.954	14	2.82	1.043
Contextualization			*Decontextualization*		
3	3.11	0.868	2	2.15	1.122
16	2.87	0.964	8	2.22	1.026
Authentic materials			*Non-authentic materials*		
6	2.84	1.006	5	2.98	0.917
Fluency and accuracy			*Accuracy*		
17	2.98	0.898	12	2.94	1.007
21	2.85	0.978	18	3.00	0.977
Trial and Error			*Error Free*		
4	2.99	0.973	9	2.88	1.020
20	2.17	1.303	19	2.79	0.949
Overall	2.84	0.590	Overall	2.77	0.556

Similar results were found about non-communicative activities. The participants reported perceiving the usefulness of the majority of items characterizing non-communicative activities with the overall mean score of non-communicative activities in the usefulness aspect being 2.77. This indicates that non-communicative English instructional activities were perceived as 'useful'. The item that received the highest mean score was Item 10 ($\bar{x}$ = 3.17) which is the activity in which teachers assign students to do exercises to practice applying grammar rules in sentences. In other words, the participants reported thinking that of all the non-communicative activities this activity was the most useful. On the other hand, the non-communicative activity that was perceived as the least useful was the activity in which teachers teach vocabulary and structure out of context (Item 2, $\bar{x}$ = 2.15).

Reassuringly, the interview data and the open-ended questions yielded similar results. Even though more participants (approximately 56%) reported perceiving that communicative activities in which students work in pairs to make conversation, activities in which students work in groups such as doing creative activities by using English as a medium such as creating posters for the advertisement and presenting in front of the class, playing communicative games (e.g., Twenty Questions, guessing the things from the box, and others), and when students learn and speak with foreign teachers were useful. The other forty-four percent of the participants thought non-communicative activities in which students recite the vocabulary, do activities that students learn English grammar including grammar exercises, and play vocabulary and grammar games (e.g., Bingo, Spelling bee and Hangman) were useful.

Opinions towards the enjoyableness of communicative activities and non-communicative activities

Overall, the participants perceived that communicative activities were more enjoyable than the non-communicative activities. The overall mean scores for the items concerning communicative activities and non-communicative activities were 2.44 and 2.17 respectively, as shown in Table 7. Of all the items, the activity that was reported as being perceived as the most fun activity was a communicative activity in which students work in pairs or groups to do the activities that use English as the medium of communication (Item 13, $\bar{x}$ = 2.77) and the perceived least fun activity was the one in which teachers teach English vocabulary and structure out of context (Item 2, $\bar{x}$ = 1.73).

For communicative activities, the results revealed that the participants' perceived enjoyableness towards the items in this category appeared to be at 'high' level ($\bar{x}$ = 2.44), which can be interpreted as the participants reported thinking that communicative activities were 'enjoyable'. The item that received the highest mean score described the activity in which students work in pairs or groups to do the activities that students use English as the medium of communication (item 13, $\bar{x}$ = 2.77). In other words, the participants reported thinking that this activity was the most fun of all communicative activities. On the other hand, the communicative activity that was perceived as the least fun was the activity in which teachers ask students to practice speaking without giving any correction as long as the students can convey meaning successfully (Item 20, $\bar{x}$ = 1.95).

Table 7

Mean and Standard Deviation of the Participants' Opinions towards the

Enjoyableness of Communicative and Non-communicative Activities (n = 400)

Communicative Activities			Non-communicative Activities		
Items	Mean	SD	Items	Mean	SD
Interaction			*No interaction*		
11	2.21	1.167	1	1.74	1.157
13	2.77	1.151	7	2.28	1.045
Meaning focus			*Form focus*		
15	2.56	1.063	10	2.31	1.020
22	2.68	1.099	14	2.62	1.109
Contextualization			*Decontextualization*		
3	2.38	0.965	2	1.73	1.109
16	2.46	1.063	8	1.84	1.101
Authentic materials			*Non-authentic materials*		
6	2.58	1.103	5	2.22	1.064
Fluency and accuracy			*Accuracy*		
17	2.48	0.973	12	2.42	1.114
21	2.33	1.134	18	2.37	1.104
Trial and Error			*Error Free*		
4	2.45	1.034	9	2.24	1.092
20	1.95	1.199	19	2.15	1.073
Overall	2.44	0.664	Overall	2.17	0.687

For perceived enjoyableness of non-communicative activities, the results revealed that the participants thought the items in this category appeared to be at 'medium' level ($\bar{x}$ = 2.17). This result can be interpreted that the participants reported thinking that non-communicative activities were 'sometimes enjoyable' of all the non-communicative activities. The item that received the highest mean score described the activity in which teachers conduct some games focusing on English grammar (Item 14, $\bar{x}$ = 2.62). In other words, the participants reported thinking that this activity was the most fun. On the other hand, the non-communicative activities that was perceived as the least fun were the one described the activity in which teachers teach vocabulary and structure out of context (Item 2, $\bar{x}$ = 1.73).

Supporting the questionnaire results, the data from the open-ended questions and the interview revealed that most participants (approximately 60%) reported that they enjoyed communicative activities that characterized interaction in which students work in pairs to make conversation, students work in groups to do creative activities by using English as a medium such as creating posters for the advertisement and presenting them in front of the class, and students play communicative games such as Twenty Questions or guessing the things from the box were enjoyable. The other participants (approximately 40 %) reported that they enjoyed non-communicative activities that characterized form focus and accuracy only such as when students play games focusing on vocabulary and grammar such as Bingo, Spelling bee, Hangman, and others when students do English vocabulary and grammar exercises, or when students write the vocabulary according to teachers' dictation.

In short, the data from the questionnaires and the interviews indicate that the participants reported more positive opinions regarding the enjoyableness of communicative activities than that of non-communicative activities. Consistently, the perceived most fun activity was a communicative activity while the perceived least fun activity was a non-communicative activity.

To sum up the findings from the survey phase, in regard to research question 2, the participants reported perceiving that both communicative and non-communicative activities were useful whereas communicative activities were reported to be more fun than non-communicative activities.

The Experiment Phase

This phase of the study was aimed to further investigate the communicative activities that received high scores in both the usefulness and the enjoyableness aspects in the survey phase. Six communicative activities which were perceived to be useful and fun in the high or very high level were employed in four lessons (See Chapter 3 for details). The researcher conducted the four lesson plans in an extra class of eighteen seventh grade students in one demonstration school. After studying the four lessons, the participating students were asked what they thought about those six activities in terms of their usefulness and enjoyableness. The results revealed the following:

Opinions towards the usefulness of the six communicative activities

The overall mean score of the usefulness aspect of the six communicative activities was 3.53 (See Table 8). The results indicate that the six communicative activities were perceived as very useful activities.

Table   8

Mean and Standard Deviation of the Participants' Opinions towards the Usefulness

and the Enjoyableness of Communicative Activities in the Experiment Phase(n = 18)

Questionnaire Items	Usefulness		Enjoyableness	
	Mean	SD	Mean	SD
Interaction				
3	3.50	0.786	2.83	0.707
Meaning focus				
6	3.78	0.428	3.83	0.383
Contextualization				
4	2.94	0.802	2.94	1.056
Authentic materials				
2	3.67	0.485	3.00	1.085
Fluency and accuracy				
5	3.83	0.383	3.17	0.707
Trial and Error				
1	3.44	5.11	3.50	0.514
All items	3.53	0.309	3.21	0.508

The item that received the highest mean score ($\bar{x}$ = 3.83) was the activity in

item 5 (Item 17 in the survey phase) in which students practice communicating in

English by using role plays and teachers set the context clearly such as the

relationship of the characters, setting, etc. In other word, the participants reported

thinking that this activity was the most useful of all the activities conducted in the

four lessons. The communicative activity that was perceived as the least useful ($\bar{x}$ = 2.94) was the one described in Item 4 (Item 16 in the survey phase) in which teachers assign students to practice using English in a role play with specific contexts.

Opinions towards the enjoyableness of the six communicative activities

The overall mean score of the enjoyableness aspect was 3.21 as shown in Table 8.   This result indicates that the participants perceived that they enjoyed the six communicative activities at the 'very high' level. In other words, they thought that these six activities were 'very fun.'   The item that received the highest mean score ($\bar{x}$ = 3.83) was the activity in Item 6 (Item 22 in the survey phase) in which teachers provide activities that focus on using language to convey meaning rather than learning vocabulary and grammar. In other words, the participants reported thinking that this activity was the most fun activity of all the six communicative activities.

On the other hand, the communicative activity that was perceived as the least fun ($\bar{x}$ = 2.83) was the one described in Item 3 (Item 13 in the survey phase) in which students work in pairs or groups to do the activities that use English as a medium of communication.

To conclude, the results from the experiment confirmed the questionnaire results. The participants reported thinking that the six communicative activities conducted in the experiment phase were useful and fun.

Research Question 3

For the third research question, a correlation was used to determine the relationship between perceived usefulness and perceived enjoyableness of

communicative and non-communicative activities. Pearson correlation coefficients were employed to analyze the data by using SPSS version 11.0 for Windows. The results are shown in Table 9.

Table 9

Correlation Coefficients of the Perceived Usefulness and the Perceived Enjoyableness from Communicative and Non-communicative Activity Items

Communicative Activities		Non-Communicative Activities	
Items	Usefulness / Enjoyableness	Items	Usefulness / Enjoyableness
6	0.586*	2	0.497*
22	0.523*	9	0.493*
13	0.486*	14	0.474*
20	0.474*	1	0.456*
15	0.451*	8	0.446*
4	0.448*	18	0.445*
21	0.435*	5	0.441*
11	0.433*	12	0.393*
16	0.433*	10	0.370*
17	0.424*	19	0.370*
3	0.413*	7	0.323*
All items	0.629*	**All items**	0.541*

* $r < 0.05$

According to the results from Pearson Correlation Coefficients analysis, there were positive relationships between the perceived usefulness and the perceived enjoyableness of communicative and non-communicative activities both at the individual item level and the overall level above the 0.05 level of significance (See Table 9).

The relationship between the perceived usefulness and the perceived enjoyableness of communicative activities was relatively higher than that of non-communicative activities. However, the overall correlation coefficients of both communicative and non-communicative activities were not very high (r = 0.63 and r = 0.54)

Research Question 4

For the fourth research question, One-Way ANOVA was used to compare opinions towards the usefulness and the enjoyableness of communicative and non-communicative activities of low, medium, and high English proficiency students. The data were analyzed using SPSS version 11.0 for Windows.

However, 277 participants (69.3%) reported having their English grade in the high proficiency level (grade 3.50 – 4.00). 106 participants (26.5 %) reported having medium proficiency in English (grade 2.00 – 3.25) and less than five percent (17 participants) reported having low proficiency (grade 1.00 – 1.75).

Opinions towards the usefulness of the participants with different proficiency

As shown in Tables 10 and 11 (See Appendices 6.1 and 6.2 for full results), only three items appeared to receive significant different opinions from the participants with different levels of English proficiency. These items describe one communicative activity (Item 20) and two non-communicative activities (Items 1 and 2).

Table 10

Significant Opinions towards the Usefulness of Communicative Activities of Students with Different English Proficiency (n = 400)

Items	English Proficiency Level	Mean	SD	F	Sig.
Trial and error					
20	High	2.05	1.33	4.79	0.009*
	Medium	2.35	1.23		
	Low	2.88	1.05		

*p < 0.05

Table 11

Significant Opinions towards the Usefulness of Non-Communicative Activities of Students with Different English Proficiency (n = 400)

Items	English Proficiency Level	Mean	SD	F	Sig.
No interaction					
1	High	2.50	1.08	5.92	0.003*
	Medium	2.68	0.98		
	Low	3.35	0.79		
Decontextualization					
2	High	2.03	1.14	7.44	0.001*
	Medium	2.33	1.01		
	Low	2.94	1.14		

*p < 0.05

To examine further, Post Hoc Analysis by Scheffé was employed in the three items that showed significant different opinions among the three groups of students (See Table 12). For Item 20, the Post Hoc Analysis results revealed that the high proficiency students' opinions towards the usefulness of communicative activities were different from that of the low proficiency students at the 0.05 level of significance but not with the medium proficiency students. The low proficiency students ($\bar{x}$ = 2.88) ranked their opinions higher than high proficiency students ($\bar{x}$ = 2.05). This result can be interpreted that the low proficiency students thought that the activity in which teachers ask students to practice speaking without giving any

correction as long as the students can convey meaning successfully were more useful than what high proficiency students thought.

Table 12

Results of the Post Hoc Analysis by Scheffé for the Items that Showed Significant Different Opinions towards the Usefulness (n = 400)

English Proficiency Level	n	Mean	English Proficiency Level		
			High	Medium	Low
Item 20					
High	277	2.05	-	NS	SIG*
Medium	106	2.35	NS	-	NS
Low	17	2.88	SIG*	NS	-
Item 1					
High	277	2.50	-	NS	SIG*
Medium	106	2.68	NS	-	SIG*
Low	17	3.35	SIG*	SIG*	-
Item 2					
High	277	2.03	-	NS	SIG*
Medium	106	2.33	NS	-	NS
Low	17	2.94	SIG*	NS	-

NS $p > 0.05$

SIG* $p < 0.05$

For Item 1, the Post Hoc Analysis results revealed that the high and medium proficiency students' opinions towards the usefulness of non-communicative activities were different from that of the low proficiency students at the 0.05 level of significance. The low proficiency students ($\bar{x}$ = 3.35) ranked their opinions higher than high proficiency students ($\bar{x}$ = 2.50) and medium proficiency students ($\bar{x}$ = 2.68) as shown in Table 12. This result can be interpreted that the low proficiency students thought that the activity in which teachers lecture or explain only English content and students do not have any opportunities to communicate with their teachers and their classmates during the lesson were more useful than what high and medium proficiency thought.

For Item 2, the Post Hoc Analysis results revealed that the high proficiency students' opinions towards the usefulness of non-communicative activities were different from that of the low proficiency students at the 0.05 level of significance but not with the medium proficiency students. The low proficiency students ($\bar{x}$ = 2.94) ranked their opinions higher than high proficiency students ($\bar{x}$ = 2.03) as shown in Table 12. This result can be interpreted that the low proficiency students thought that the activity in which teachers teach vocabulary and structure out of context were more useful than what high proficiency thought.

To sum up, three items appeared to receive significant different opinions towards the usefulness of communicative and non-communicative activities from the participants with different English proficiency. There was a significant difference in the opinions towards the usefulness of the communicative activity emphasizing trial and error (Item 20) between high and low English proficiency students. There were significant differences in the opinions towards the usefulness

of non-communicative activities emphasizing no interaction activities (Item 1) between high and low English proficiency students and between medium and low English proficiency students, and focusing on decontextualization (Item 2) between high and low English proficiency students.

Opinions towards the enjoyableness of the participants with different proficiency

The One-Way ANOVA (See Appendix 6.3 for full results) showed that there were no significant differences in the opinions towards the enjoyableness of communicative activities among high, medium, and low English proficiency students at the 0.05 level of significance.

However, as shown in Table 13 (See Appendix 6.4 for full results), only three items appeared to receive significant different opinions from the participants with different English proficiency. These items describe non-communicative activities (Items 1, 2 and 8).

To examine further, Post Hoc Analysis by Scheffé was employed in the three items that showed significant different opinions among the three groups of students. For Item 1, the Post Hoc Analysis results revealed that the high proficiency students' opinions towards the enjoyableness of non-communicative activities were different from that of the low and medium proficiency students at the 0.05 level of significance. The high proficiency students ($\bar{x} = 1.60$) ranked their opinions lower than low proficiency students ($\bar{x} = 2.47$) and medium proficiency students ($\bar{x} = 2.00$) as shown in Table 14. This result can be interpreted that the high proficiency students thought that the activity in which teachers lecture or explain only English content and students do not have any opportunities to

communicate with their teachers and their classmates during the lesson were less enjoyable than what low and medium proficiency thought.

Table 13

Significant Opinions towards the Enjoyableness of Non-Communicative Activities of Students with Different English Proficiency (n = 400)

Items	English Proficiency Level	Mean	SD	F	Sig.
No interaction					
1	High	1.60	1.14	8.41	0.000*
	Medium	2.00	1.10		
	Low	2.47	1.33		
Decontextualization					
2	High	1.61	1.13	5.09	0.007*
	Medium	1.98	1.01		
	Low	2.06	1.20		
8	High	1.74	1.12	6.05	0.003*
	Medium	2.15	1.01		
	Low	1.59	1.06		

*p < 0.05

For Item 2, the Post Hoc Analysis results revealed that the high proficiency students' opinions towards the enjoyableness of non-communicative activities were different from that of the medium proficiency students at the 0.05 level of significance but not with the low proficiency students. The medium proficiency students ($\bar{x}$ = 1.98) ranked their opinions higher than high proficiency students ($\bar{x}$ = 1.61) as shown in Table 14. This result can be interpreted that the medium proficiency students thought that the activity in which teachers teach vocabulary and structure out of context were more enjoyable than what high proficiency thought.

For Item 8, the Post Hoc Analysis results revealed that the high proficiency students' opinions towards the enjoyableness of non-communicative activities were different from that of the medium proficiency students at the 0.05 level of significance but not with the low proficiency students. The medium proficiency students ($\bar{x}$ = 2.15) ranked their opinions higher than high proficiency students ($\bar{x}$ = 1.74) as shown in Table 14. This result can be interpreted that the medium proficiency students thought that the activity in which teachers assign students to do grammar exercises in disconnected sentences, disconcerning the meaning of context, were more enjoyable than what high proficiency thought.

To sum up, three items appeared to receive significant different opinions towards the enjoyableness of non-communicative activities from the participants with different English proficiency. High proficiency students perceived non-communicative activities as less enjoyable than lower proficiency students.

Table   14

Results of the Post Hoc Analysis by Scheffé for the Items that Showed Significant

Different Opinions towards the Enjoyableness (N = 400)

English Proficiency Level	n	Mean	English Proficiency Level		
			High	Medium	Low
Item 1					
High	277	1.60	-	NS	SIG*
Medium	106	2.00	SIG*	-	SIG*
Low	17	2.47	SIG*	NS	-
Item 2					
High	277	1.61	-	SIG*	NS
Medium	106	1.98	SIG*	-	NS
Low	17	2.06	NS	NS	-
Item 8					
High	277	1.74	-	SIG*	NS
Medium	106	2.15	SIG*	-	NS
Low	17	1.59	NS	NS	-

NS   p > 0.05

SIG*   p < 0.05

Conclusion

According to the research questions, the findings in this study were as follows. First, the participants had experienced both communicative and communicative activities in their English classes. All participants reported having studied English through non-communicative activities slightly more often than through communicative activities. Secondly, the participants reported perceiving both communicative activities and non-communicative activities as useful whereas they thought that communicative activities were more enjoyable. Third, positive relationships were found between the usefulness and the enjoyableness of communicative activities as well as that of non-communicative activities, which indicates that the participants who perceived that any activity was useful were likely to think that it was enjoyable as well. Lastly, for the usefulness aspect, low proficiency students perceived activities described in Items 1, 2, and 20 as more useful than higher proficiency students. For enjoyableness aspect, high proficiency students perceived non-communicative activities in Items 1, 2, and 8 as less enjoyable than lower proficiency students.

CHAPTER V

DISCUSSION AND CONCLUSION

The present study was conducted to investigate students' experience in learning English through communicative and non-communicative activities and their opinions towards the usefulness and the enjoyableness of these activities. This chapter presents the summary of the study, pedagogical implications, suggestions for further research, and limitations. Moreover, in this chapter, the results are discussed to answer each of the four research questions.

The Summary of the Study

In this study, the researcher intended to study the extent to which lower secondary demonstration school students experience communicative and non-communicative activities, to study lower secondary demonstration school students' opinions towards the usefulness and the enjoyableness of communicative and non-communicative activities, to find relationships between perceived usefulness and perceived enjoyableness of communicative and non-communicative activities, and to compare opinions towards the usefulness and the enjoyableness of communicative and non-communicative activities of low, medium, and high English proficiency students.

The study consists of two phases: the survey phase and the experiment phase.

In the survey phase, four hundred lower secondary students who were studying in Grades 7 - 9 in five demonstration schools in Bangkok completed the questionnaire constructed by the researcher. The questionnaire data were used as the main source to answer the four research questions (See Chapter 1). Additional information were obtained using interview. Fifty students who completed the

questionnaire were interviewed for approximately ten to fifteen minutes each. The data showed that, first, the participants had experienced both communicative and communicative activities in their English classes. The participants reported having studied English through non-communicative activities slightly more often than through communicative activities. Second, the participants reported perceiving both communicative activities and non-communicative activities as useful whereas they thought that communicative activities were more enjoyable. Third, positive relationships were found between the usefulness and the enjoyableness of communicative activities as well as that of non-communicative activities, which indicates that the participants who perceived that any activity was useful were likely to think that it was enjoyable as well. Lastly, for the usefulness aspect, low proficiency students perceived activities emphasizing no interaction activities (Item 1), decontextualization (Item 2), and trial and error (Item 20) as more useful than higher proficiency students. For enjoyableness aspect, high proficiency students perceived non-communicative activities emphasizing no interaction activities (Item 1), and decontextualization (Items 2 and 8) as less enjoyable than lower proficiency students.

In the experiment phase, four lessons were conducted to recheck the students' opinions about the six communicative activities that were perceived as 'useful or very useful' and 'fun or very fun' in the survey phase. After the four lessons, the participants were asked to complete a questionnaire to rate their opinions towards the usefulness and the enjoyableness of the six activities employed in the lessons. The results showed that the participants perceived the six activities as 'useful or very useful' and 'fun or very fun' as found in the survey.

Eighteen seventh grade students from Chulalongkorn University Demonstration Secondary School took part in the experiment.

Discussion

Research Question 1

The data from the survey phase showed that the participants had experienced learning English through both communicative activities and non-communicative activities. This can be interpreted that English language teachers in demonstration secondary schools in Thailand conduct both types of English activities in their classes. The findings are pleasing since both communicative and non-communicative activities can enhance students' learning. Savignon and Wang (2003) found students in their study considered the integration of grammar instruction and communicative practices were necessary for their language learning. In contrast, Green (1993) and Barkhuizen (1998) found that the students in their studies had experienced both kinds of activities even though their students had experienced non-communicative activities more frequently than communicative activities.

Research Question 2

The second research question was "What are lower secondary demonstration school students' opinions towards the usefulness and the enjoyableness of communicative and non-communicative activities?" The findings consist of two parts: opinions towards the usefulness and opinions towards the enjoyableness.

In the usefulness aspect, the researcher found that both communicative activities and the non-communicative activities were perceived as 'useful' in the survey. It means that the participants reported thinking that both communicative and non-communicative activities helped them learn English. Further, the interview data

revealed that the participants saw the importance of both kinds of activities. They thought the lack of knowledge in using vocabulary and grammar structures would lead to problems in communication. Similarly, Green (1993) found that many students in his study reported accepting that both communicative and non-communicative activities helped them learn English effectively. However, some studies found that not all students valued communicative activities. Barkhuizen (1998) and Rao (2002) found that the participants in their studies preferred non-communicative activities to communicative activities because they believed non-communicative activities that focused on vocabulary and grammatical form would benefit them more.

The findings about students' opinions towards the enjoyableness of activities yielded different results. Overall, the participants thought that communicative activities were more enjoyable than non-communicative activities. The results confirmed the advantages of communicative activities proposed by Krashen and Terrell (1983) and Lengeling and Malarcher (1997). Krashen and Terrell stated that communicative activities are enjoyable and can help reduce students' anxiety. Similarly, Lengeling and Malarcher stated that communicative activities, especially games, helped students lower their affective filter, encourage creative and spontaneous use of language, promote communicative competence, motivate to learn, and feel fun. Moreover, Dörnyei (2001) suggested that if teachers make the learning process more stimulating and enjoyable, that will contribute to sustained student involvement. As a result, English activities should be fun and useful in order to motivate students. In other words, students will learn a target language most successfully when the information they are acquiring is perceived as interesting, useful, and leading to their desired goals.

Research Question 3

For the third research question, "Are there any relationships between perceived usefulness and perceived enjoyableness of communicative and non-communicative activities?," the data showed that there were positive relationships between perceived usefulness and perceived enjoyableness of communicative activities and non-communicative activities both at the individual item and overall. Green (1993) found the same kind of relationship. This indicates that if students think that any activities are fun, they are likely to think that those activities are useful as well. Therefore, teachers as a needs analyst (Richards and Rogers, 2003) should ask their students what kinds of activities are fun for them since the results for this study suggest that the students are likely to see the usefulness of those activities as well.

Research Question 4

For the fourth research question "Are there any significant differences in opinions towards the usefulness and the enjoyableness of communicative and non-communicative activities of low, medium, and high English proficiency students?" the researcher found some significant differences in the opinions of the three proficiency groups of students in both aspects.

For the usefulness aspect, there was one item (Item 20) that showed a significant difference in the opinions between high and low English proficiency students towards the usefulness of the communicative activity, that is, when teachers ask students to practice speaking without giving any correction as long as the students can convey meaning successfully. Moreover, there were some significant differences in the opinions towards the usefulness of the two non-communicative activities in which teachers lecture or explain only English content

and students do not have any opportunities to communicate with their teachers and their classmates during the lesson (Item1), and teachers teach English vocabulary and structure out of context (Item 2). In Item 1, there were significant differences between high and low English proficiency students and between medium and low English proficiency students whereas there was a significant difference in the opinions towards the usefulness of non-communicative activities between high and low English proficiency students in Item 2.

On the other hand, for the enjoyableness aspect, there were some significant differences in the opinions towards the enjoyableness of non-communicative activities in which teachers lecture or explain only English content and students do not have any opportunities to communicate with their teachers and their classmates during the lesson (Item1), teachers teach English vocabulary and structure out of context (Item 2) and teachers assign students to do the exercises that focus on grammar usage in each sentence out of context (Item 8). In Item 1, there were some significant differences in the opinions towards the enjoyableness of non-communicative activities between high and low English proficiency students and between high and medium English proficiency students, while there was a significant difference in the opinions towards the enjoyableness of non-communicative activities between high and medium English proficiency students in Items 2 and 8.

According to the findings above, the researcher found that high English proficiency students did not think that non-communicative activities – no interaction activities and decontextualized lessons – were useful and enjoyable as lower proficiency students did because the researcher believes that high proficiency students have high ability in English; therefore, they may want to develop their

communicative competence. As a result, high proficiency students preferred communicative activities rather than non-communicative activities in which teachers lecture or explain only English content and students do not have any opportunities to communicate with their teachers or their classmates during the lesson, in which teachers teach English vocabulary and structure out of context, and in which teachers assign students to do the exercises that focus on grammar usage in each sentence out of context. However, high proficiency students thought that even though they did not favor non-communicative activities, but they thought that error correction, which is one kind of non-communicative activities, was useful because they believed that error correction by the teacher was necessary and would help them learn more effectively than learning from their errors. Similarly, Horwitz (1988), Nunan (1987), Kern (1995), and Hawkey (2006) found that most language students in their studies preferred error correction. They wanted their teachers to give feedback and correct their errors.

To sum up, according to the opinions of the participants with different English proficiency, for the usefulness aspect, low proficiency students perceived communicative activity – in which teachers ask students to practice speaking without giving any correction as long as the students can convey meaning successfully and perceived non-communicative activities in which teachers lecture or explain only English content and students do not have any opportunities to communicate with their teachers and their classmates during the lesson, and teachers teach English vocabulary and structure out of context – as more useful activity than higher proficiency students. For enjoyableness aspect, high proficiency students perceived non-communicative activities – in which teachers lecture or explain only English content and students do not have any opportunities to

communicate with their teachers and their classmates during the lesson, in which teachers teach English vocabulary and structure out of context and in which teachers assign students to do the exercises that focus on grammar usage in each sentence out of context – as less enjoyable than lower proficiency students. These results indicate that most students who had high and medium proficiency thought that communicative activities were enjoyable and useful. As a result, teachers should employ communicative activities in class a lot.

Conclusion

To conclude, according to the research questions, the findings in this study were as follows. First, the participants had experienced both communicative and communicative activities in their English classes. The participants reported having studied English through non-communicative activities slightly more often than through communicative activities. Second, the participants reported perceiving both communicative activities and non-communicative activities as useful whereas they thought that communicative activities were more enjoyable. Third, positive relationships were found between the usefulness and the enjoyableness of communicative activities as well as that of non-communicative activities, which indicated that the participants who perceived that any activity was useful were likely to think that it was enjoyable as well. Last, for the usefulness aspect, low proficiency students perceived communicative activity in which teachers ask students to practice speaking without giving any correction and perceived non-communicative activities in which teachers lecture or explain only English content and students do not have any opportunities to communicate with their teachers and their classmates during the lesson, and teachers teach English vocabulary and structure out of context as more useful than higher proficiency students. For

enjoyableness aspect, high proficiency students perceived non-communicative activities – in which teachers lecture or explain only English content and students do not have any opportunities to communicate with their teachers and their classmates during the lesson, teachers teach English vocabulary and structure out of context and teachers assign students to do the exercises that focus on grammar usage in each sentence out of context – as less enjoyable than lower proficiency students.

Limitations and Suggestions for Further Studies

The researcher faced three main problems during conducting the present study which were as follows:

First, the participants may interpret the term 'experience' in the questionnaire differently because the researcher did not elaborate the definition of this term well. The researcher did not identify the exact number of the days in a week that the participants did the activities reporting in the questionnaire.

Second, the number of low, medium and high proficiency participants was not equal in the present study. There were a large number of high proficiency participants but a small number of low proficiency participants. This difference might affect the results of the comparison of opinions among low, medium and high proficiency students for the Research question 4.

Lastly, the small number of participants in the experiment phase was another limitation. Only eighteen students participated in the class conducted to test the six communicative activities. As a result, the findings in this phase might not be generalized to a wider population.

According to the limitations of the present study, further research should concern the followings.

First, regarding the scope of the present study, the researcher examined only lower secondary demonstration school students' opinions; thus, investigating opinions of other population such as higher secondary school students and students in other type of schools will yield results that are generalizable for a wider population.

Second, to avoid any misinterpretation of the experience aspect in the questionnaire, researchers may need to specify time for each degree of experiences.

Third, for comparison, researchers should collect the data from equal number of participants.

Lastly, to conduct lessons as in the experiment phase of this study, researchers should not have a small number of participants. Thirty participants or more participants can generalize the finding to a wider population. Thus, researchers should teach in normal classes during the school semester better than in special classes in summer with voluntary students in which researchers cannot predict the number of participants.

Investigating higher secondary demonstration school students' opinions or other kinds of school students' opinions, elaborating definition of terms in the questionnaire clearly, having equal number of each participants' group, and having enough participants for experiment research studies are all suggestions for further studies.

Pedagogical implications

The findings about the opinions towards the usefulness and the enjoyableness of communicative and non-communicative activities lend three suggestions for English language teachers.

First, English language teachers should employ communicative activities in their classes to make their classes more enjoyable for students. As found in the present study, the participants thought that communicative activities were more enjoyable than non-communicative activities. In addition, communicative activities can help reduce students' anxiety and relax students in a classroom atmosphere (Krashen and Terrell, 1983).

Second, English language teachers should avoid conducting the activities in which teachers teach vocabulary and structure out of context, in which teachers assign students to do grammar exercises in disconnected sentences disconcerning the meaning of context, and in which teachers ask students to practice speaking without giving any correction since the researcher found that the participants in the present study thought these activities were the least useful and the least enjoyable.

Third, according to the findings about the opinions of low, medium and high proficiency students towards the enjoyableness of non-communicative activities and towards the usefulness of communicative and non-communicative activities, English teachers should be aware that students with different proficiency may have different preferences towards English activities. Hence, English language teachers should be needs analysts and survey their students' opinions about English activities before designing lesson plans. Students may learn English effectively through the activities that they think are enjoyable and useful more the vice versa.

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APPENDICES

Appendix 1   Table of Sample Size for Specified Confidence Limits and Precision

by Yamane (1973)

TABLE

Sample Size for Specified Confidence Limits and Precision
When Sampling Attributes in Percent

A. 2σ Confidence Interval
$(\pi = 0.5)^a$

Size of Population (N)	Sample Size (n) for Precision (c) of					
	$\pm 1\%$	$\pm 2\%$	$\pm 3\%$	$\pm 4\%$	$\pm 5\%$	$\pm 10\%$
500	b	b	b	b	222	83
1,000	b	b	b	385	286	91
1,500	b	b	638	441	316	94
2,000	b	b	714	476	333	95
2,500	b	1,250	769	500	345	96
3,000	b	1,364	811	517	353	97
3,500	b	1,458	843	530	359	97
4,000	b	1,538	870	541	364	98
4,500	b	1,607	891	549	367	98
5,000	b	1,667	909	556	370	98
6.000	b	1,765	938	566	375	98
7,000	b	1,842	959	574	378	99
8,000	b	1,905	976	580	381	99
9,000	b	1,957	989	584	383	99
10,000	5,000	2,000	1,000	588	385	99
15,000	6,000	2,143	1,034	600	390	99
20,000	6,667	2,222	1,053	606	392	100
25,000	7,143	2,273	1,064	610	394	100
50,000	8,333	2,381	1,087	617	397	100
100,000	9,091	2,439	1,099	621	398	100
$\rightarrow \infty$	10,000	2,500	1,111	625	400	100

^{a} Formula for sample size when population proportion π is

$$n_o = \frac{z^2 \pi (1 - \pi) N}{z^2 \pi (1 - \pi) \div N c^2}$$

This table assumes $\pi = 0.5$, $z = 2$:

$$n = \frac{2^2 (0.5)^2 N}{2^2 (0.5)^2 \div N c^2} = \frac{N}{1 \div N c^2}$$

$$n \geq n_o$$

^{b} In these cases the assumption of normal approximation is poor, and the formula does not apply.

APPENDIX 2

Questionnaire I

Appendix 2.1   **Questionnaire for the Survey Phase (Thai version)**

Appendix 2.2   **Questionnaire for the Survey Phase (English version)**

Appendix 2.1   **Questionnaire for the Survey Phase (Thai version)**

แบบสอบถาม

ความคิดเห็นของนักเรียนโรงเรียนสาธิตระดับมัธยมศึกษาตอนต้นที่มีต่อกิจกรรมการเรียนการสอน

ภาษาอังกฤษที่เน้นการสื่อสารและไม่เน้นการสื่อสาร

ในการตอบแบบสอบถามนี้ ผู้วิจัยขอให้ผู้ตอบแบบสอบถามอ่านคำสั่งและคำชี้แจงอย่างครบถ้วน
ก่อนตอบแบบสอบถาม ซึ่งแบบสอบถามฉบับนี้แบ่งออกเป็น 3 ส่วน ดังนี้

<u>ส่วนที่ 1</u> ข้อมูลส่วนตัวของผู้ตอบแบบสอบถาม

<u>ส่วนที่ 2</u> ความคิดเห็นเกี่ยวกับประสบการณ์ ประโยชน์ และความสนุกสนานในการเรียน
ภาษาอังกฤษ ซึ่งประกอบด้วย 2 หัวข้อ คือ ลักษณะกิจกรรมที่ครูใช้ในการเรียน
การสอน และลักษณะกิจกรรมที่ครูให้นักเรียนฝึกการใช้ภาษา

<u>ส่วนที่ 3</u> ข้อเสนอแนะสำหรับการจัดกิจกรรมการเรียนการสอนภาษาอังกฤษ

ผู้ตอบแบบสอบถามจะใช้เวลาในการตอบแบบสอบถามประมาณ 15 – 20 นาที และ ข้อมูลที่ได้จะ
เป็นความลับ และจะไม่กระทบต่อเกรดของผู้เรียน ดังนั้น ***ผู้วิจัยขอความกรุณาให้ผู้ตอบแบบสอบถามตอบ***
แบบสอบถามตามความคิดเห็น และตามความรู้สึกที่แท้จริง เพื่อผู้วิจัยจะสามารถนำผลที่ได้รับจากการตอบ
แบบสอบถามนี้ไปปรับปรุงและพัฒนารูปแบบกิจกรรมการเรียนการสอนภาษาอังกฤษให้สนุกสนาน   และเป็น
ประโยชน์กับนักเรียนในอนาคต   ทั้งนี้   ผู้วิจัยขอขอบคุณผู้ตอบแบบสอบถามที่ให้ความร่วมมือในการตอบ
แบบสอบถามมา ณ โอกาสนี้

ส่วนที่ 1   **ข้อมูลส่วนตัวของผู้ตอบแบบสอบถาม**

จงใส่เครื่องหมาย ✔ ใน ☐ หน้าข้อความที่ตรงกับความเป็นจริงมากที่สุด

1.   เพศ   ☐ ชาย   ☐ หญิง
2.   กำลังศึกษาในระดับชั้น

☐ มัธยมศึกษาปีที่ 1   ☐ มัธยมศึกษาปีที่ 2   ☐ มัธยมศึกษาปีที่ 3

3.   กำลังศึกษาอยู่ที่

☐ โรงเรียนสาธิตจุฬาลงกรณ์มหาวิทยาลัย ฝ่ายมัธยม

☐ โรงเรียนสาธิตแห่งมหาวิทยาลัยเกษตรศาสตร์ ศูนย์วิจัยและพัฒนาการศึกษา

☐ โรงเรียนสาธิตมหาวิทยาลัยรามคำแหง

☐ โรงเรียนสาธิตมหาวิทยาลัยศรีนครินทรวิโรฒประสานมิตร (ฝ่ายมัธยม)

☐ โรงเรียนสาธิตมหาวิทยาลัยศรีนครินทรวิโรฒปทุมวัน

4.   เกรดวิชาภาษาอังกฤษพื้นฐานหรือภาษาอังกฤษหลักของปีการศึกษาที่ผ่านมา

☐ 4

☐ 3   ☐ 3.5

☐ 2   ☐ 2.5

☐ 1   ☐ 1.5

5.   เกรดวิชาภาษาอังกฤษเพิ่มเติม(ภาษาอังกฤษเสริม / เสริมทักษะ)ของปีการศึกษาที่ผ่านมา

□ 4

□ 3   □ 3.5

□ 2   □ 2.5

□ 1   □ 1.5

ส่วนที่ 2   **ความคิดเห็นเกี่ยวกับประสบการณ์ ความสนุกสนาน และประโยชน์ของกิจกรรมที่ใช้ในการเรียนภาษาอังกฤษ**

คำชี้แจง

แบบสอบถามตอนนี้ประกอบด้วยข้อคำถามเกี่ยวกับกิจกรรมที่ใช้ในการเรียนภาษาอังกฤษ   ขอให้นักเรียนอ่านข้อคำถามแต่ละข้อแล้วแสดงความคิดเห็นในหัวข้อ 3 หัวข้อ ดังนี้

<u>หัวข้อที่ 1</u> **"ประสบการณ์"** ขอให้นักเรียนพิจารณาว่าเคยเรียนภาษาอังกฤษโดยใช้กิจกรรมที่ระบุในข้อคำถามหรือไม่ โดยทำเครื่องหมาย **X** ทับตัวเลข 0-4 โดยตัวเลข 0-4 มีความหมาย ดังนี้

ไม่เคย <--0------------1------------2-------------3------------4--> เป็นประจำ

0 หมายถึง นักเรียน **"ไม่เคย"** เรียนภาษาอังกฤษโดยใช้กิจกรรมเหล่านี้เลย

1 หมายถึง นักเรียนเรียนภาษาอังกฤษโดยใช้กิจกรรมเหล่านี้**"นานๆครั้ง"**

2 หมายถึง นักเรียนเรียนภาษาอังกฤษโดยใช้กิจกรรมเหล่านี้ใน **"บางครั้ง"**

3 หมายถึง นักเรียนเรียนภาษาอังกฤษโดยใช้กิจกรรมเหล่านี้ **"บ่อยครั้ง"**

4 หมายถึง นักเรียนเรียนภาษาอังกฤษโดยใช้กิจกรรมเหล่านี้ **"เป็นประจำ"**

<u>หัวข้อที่ 2</u> **"ความสนุกสนาน"** ขอให้นักเรียนแสดงความคิดเห็นว่าการเรียนภาษาอังกฤษโดยใช้กิจกรรมเหล่านี้ **"น่าสนุก"**หรือไม่ (แม้ว่านักเรียนจะไม่เคยเรียนโดยใช้กิจกรรมเหล่านี้เลยก็ตาม) โดยทำเครื่องหมาย **X** ทับตัวเลข 0-4 โดยตัวเลข 0-4 มีความหมาย ดังนี้

ไม่สนุกเลย <--0------------1------------2-------------3------------4--> สนุกมาก

0 หมายถึง นักเรียนคิดว่ากิจกรรมเหล่านี้ **"ไม่สนุกเลย"**

1 หมายถึง นักเรียนคิดว่ากิจกรรมเหล่านี้ **"ไม่ค่อยสนุก"**

2 หมายถึง นักเรียนคิดว่ากิจกรรมเหล่านี้ **"สนุกบ้างในบางครั้ง"**

3 หมายถึง นักเรียนคิดว่ากิจกรรมเหล่านี้ **"สนุก"**

4 หมายถึง นักเรียนคิดว่ากิจกรรมเหล่านี้ **"สนุกมาก"**

<u>หัวข้อที่ 3</u> **"ประโยชน์"** ขอให้นักเรียนแสดงความคิดเห็นว่าการเรียนภาษาอังกฤษโดยใช้กิจกรรมเหล่านี้ **"มีประโยชน์"**หรือไม่ (แม้ว่านักเรียนจะไม่เคยเรียนโดยใช้กิจกรรมเหล่านี้เลยก็ตาม) โดยทำเครื่องหมาย **X** ทับตัวเลข 0-4 โดยตัวเลข 0-4 มีความหมาย ดังนี้

ไม่มีประโยชน์เลย <--0------------1------------2-------------3------------4--> มีประโยชน์มาก

0 หมายถึง นักเรียนคิดว่ากิจกรรมเหล่านี้ **"ไม่มีประโยชน์เลย"**

1 หมายถึง นักเรียนคิดว่ากิจกรรมเหล่านี้ **"ไม่ค่อยมีประโยชน์"**

2 หมายถึง นักเรียนคิดว่ากิจกรรมเหล่านี้ **"มีประโยชน์บ้าง"**

3 หมายถึง นักเรียนคิดว่ากิจกรรมเหล่านี้ **"มีประโยชน์"**

4 หมายถึง นักเรียนคิดว่ากิจกรรมเหล่านี้ **"มีประโยชน์มาก"**

ข้อ	กิจกรรม	ประสบการณ์	ประโยชน์	สนุกสนาน
1	ครูสอนภาษาอังกฤษด้วยวิธีบรรยาย หรือ อธิบาย เนื้อหาที่สอนเพียงอย่างเดียว โดยนักเรียนไม่มีโอกาส ฝึกใช้ภาษากับครูหรือเพื่อนร่วมชั้นเรียนในระหว่าง การเรียนการสอน	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4
2	ครูสอนคำศัพท์และโครงสร้างไวยากรณ์โดยไม่ได้ คำนึงถึงความหมายของคำศัพท์และการใช้โครงสร้าง ไวยากรณ์ในบริบท	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4
3	ครูสอนคำศัพท์และโครงสร้างไวยากรณ์โดยให้ นักเรียนสังเกตการใช้คำศัพท์และไวยากรณ์จาก บริบทของเรื่องหรือบทความที่ครูให้อ่าน แล้วจึงสรุป หลักไวยากรณ์	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4
4	ครูให้นักเรียนอ่านข้อความ หรือบทอ่านโดยกระตุ้น ให้นักเรียนเดาความหมายของคำศัพท์จากบริบทของ เรื่องที่อ่าน โดยไม่ต้องเปิดพจนานุกรมเพื่อหา ความหมายของคำศัพท์นั้นๆทุกครั้ง และปฏิบัติตาม ข้อความที่อ่าน หรือตอบคำถามจากบทอ่านที่ครูให้ อ่านได้ถูกต้อง	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4
5	ครูให้นักเรียนอ่านบทอ่าน หรือทำแบบฝึกหัดจาก ตำราเรียน หรือเอกสารประกอบการสอนที่ผลิตขึ้น เพื่อสอนภาษาอังกฤษโดยเฉพาะ	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4
6	ครูนำสื่อภาษาอังกฤษที่พบเห็นในชีวิตประจำวัน เช่น แผนที่ หนังสือพิมพ์ เมนูอาหาร รูปภาพ ตาราง เป็น ต้น มาประยุกต์ใช้ในกิจกรรมการเรียนการสอน ภาษาอังกฤษ	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4
7	ครูจัดกิจกรรมโดยให้นักเรียนแต่ละคนทำแบบฝึกหัด เพื่อฝึกการใช้คำศัพท์ หรือโครงสร้างไวยากรณ์ที่ เรียน	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4
8	ครูให้นักเรียนทำแบบฝึกหัดที่เน้นการใช้ กฎไวยากรณ์ในประโยคเดี่ยวๆ โดยไม่คำนึงถึง ความหมายในบริบท	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4

ข้อ	กิจกรรม	ประสบการณ์	ประโยชน์	สนุกสนาน
9	ครูให้นักเรียนท่องจำและฝึกใช้ประโยคที่ถูกต้องตามหลักไวยากรณ์เพื่อจะได้ไม่ออกเสียงหรือใช้โครงสร้างไวยากรณ์ผิดเมื่อนำประโยคนั้นไปใช้	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4
10	ครูให้นักเรียนฝึกทำแบบฝึกหัดเพื่อฝึกการใช้กฎไวยากรณ์ เช่น ครูให้นักเรียนเปลี่ยนรูปประโยคจากประโยคบอกเล่าเป็นประโยคปฏิเสธ ตัวอย่างเช่น จากประโยค Beckham plays football every evening. ให้นักเรียนเขียนเป็นประโยคปฏิเสธว่า Beckham doesn't play football every evening. หรือเติมคำกริยาในประโยคโดยเปลี่ยนรูปตาม tense ต่างๆ	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4
11	ครูให้นักเรียนแต่ละคนเขียนเรียงความเล่าเหตุการณ์ต่างๆที่เกิดขึ้น บรรยายความรู้สึกนึกคิดในสมุดเป็นภาษาอังกฤษ และครูเขียนโต้ตอบกลับมาเป็นภาษาอังกฤษ	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4
12	ครูให้นักเรียนท่องคำศัพท์ หลังจากนั้นครูให้นักเรียนเขียนคำศัพท์ตามคำที่ครูบอกให้ถูกต้อง หรือให้นักเรียนทำแบบฝึกหัดเติมคำศัพท์ที่มีตัวอักษรตัวแรกขึ้นต้นมาให้ในช่องว่างให้ถูกต้อง	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4
13	ครูให้นักเรียนจับคู่หรือแบ่งกลุ่มเพื่อทำกิจกรรมโดยใช้ภาษาอังกฤษเป็นสื่อ เช่น การเล่นเกมถามตอบ 20 คำถาม การแสดงละครหรือบทบาทสมมติ และการทำโครงงาน เป็นต้น	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4
14	ครูให้นักเรียนแต่ละคนทำกิจกรรมโดยเล่นเกมเกี่ยวกับไวยากรณ์ภาษาอังกฤษ เช่น ครูกำหนดคำศัพท์ภาษาอังกฤษให้ซึ่งมีทั้งคำนาม คำสรรพนาม คำกริยา คำคุณศัพท์ คำวิเศษณ์ คำสันธาน และคำบุพบท แล้วให้นักเรียนแต่ละคนนำคำเหล่านั้นมาแต่งประโยคให้ได้มากที่สุด คนใดที่แต่งประโยคได้มากที่สุดภายในเวลาที่กำหนดจะเป็นผู้ชนะ	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4

ข้อ	กิจกรรม	ประสบการณ์	ประโยชน์	สนุกสนาน
15	ครูให้นักเรียนแสดงบทบาทสมมติโดยครูจัดสถานการณ์เพื่อให้นักเรียนได้ใช้ภาษาอังกฤษในการสื่อความหมาย เช่น ครูให้นักเรียนแสดงบทบาทสมมติฝึกการกล่าวทักทาย การกล่าวอำลา การซื้อของ หรือการสั่งอาหาร เป็นต้น	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4
16	ครูให้นักเรียนฝึกใช้ภาษาอังกฤษโดยการแสดงบทบาทสมมติโดยครูกำหนดบริบทที่ชัดเจน เช่น ความสัมพันธ์ระหว่างคู่สนทนา เวลา และสถานที่ของสถานการณ์ เป็นต้น	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4
17	ครูจัดกิจกรรมที่ให้นักเรียนฝึกใช้ภาษาอังกฤษในการสื่อสารให้ถูกต้องตามกฎไวยากรณ์และเหมาะสมกับกาลเทศะ หรือบุคคลที่สนทนาด้วย	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4
18	ครูให้นักเรียนฝึกพูดภาษาอังกฤษโดยให้ออกเสียงคำศัพท์และประโยคตามครู หรือเทป	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4
19	ครูให้นักเรียนฝึกทักษะการพูดภาษาอังกฤษจากการท่องจำบทสนทนา โดยครูจะให้นักเรียนหยุดพูดและแก้ไขทันทีเมื่อนักเรียนออกเสียงคำศัพท์ หรือใช้โครงสร้างไวยากรณ์ไม่ถูกต้อง	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4
20	ครูให้นักเรียนฝึกพูดภาษาอังกฤษโดยครูไม่แก้ไขเมื่อนักเรียนพูดไม่ถูกต้อง ตราบใดที่นักเรียนยังสามารถสื่อสารให้อีกฝ่ายหนึ่งสามารถเข้าใจได้	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4
21	ครูจัดกิจกรรมที่เน้นการพัฒนาความสามารถเพื่อการสื่อสารโดยใช้ภาษาอังกฤษ เช่น ให้นักเรียนนำเสนอผลงาน หรือรายงานหน้าชั้นเรียนเป็นภาษาอังกฤษ เป็นต้น และประเมินผลในด้านความถูกต้องและการสื่อความหมาย	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4
22	ครูจัดกิจกรรมที่เน้นการใช้ภาษาเพื่อสื่อความหมายมากกว่าเรียนคำศัพท์หรือโครงสร้างไวยากรณ์เท่านั้น เช่น ครูแจกเอกสารเนื้อเพลงที่มีคำบางคำขาดหายไปและให้นักเรียนฟังเพลงและเติมคำศัพท์ที่หายไปลงในช่องว่าง และสรุปความหมายของเพลงที่ได้ฟังว่าผู้ร้องต้องการสื่อสารถึงผู้ฟังว่าอย่างไร เป็นต้น	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4

ส่วนที่ 3　　　　**ข้อเสนอแนะสำหรับการจัดกิจกรรมการเรียนการสอนภาษาอังกฤษ**

1. จากประสบการณ์ของนักเรียนในการเรียนภาษาอังกฤษ　　นักเรียนเรียนภาษาอังกฤษโดยเน้นเรื่องใด มากกว่ากันระหว่าง "คำศัพท์และไวยากรณ์ภาษาอังกฤษ" และ "ทักษะการสื่อสารฟัง พูด อ่านและ เขียนภาษาอังกฤษ" แล้วนักเรียนพอใจกับการเรียนการสอนแบบนั้นหรือไม่ เพราะเหตุใด

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2. ขอให้นักเรียนยกตัวอย่าง　　　และอธิบายกิจกรรมการเรียนการสอนภาษาอังกฤษที่นักเรียนคิดว่าสนุก มากที่สุดมา 1 กิจกรรม

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3. นักเรียนคิดว่ากิจกรรมที่นักเรียนยกตัวอย่างในข้อ 2 มีประโยชน์หรือไม่ อย่างไร

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4. ขอให้นักเรียนยกตัวอย่างและอธิบายกิจกรรมการเรียนการสอนภาษาอังกฤษที่นักเรียนคิดว่ามี ประโยชน์มากที่สุด มา 1 กิจกรรม

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5. นักเรียนคิดว่ากิจกรรมที่นักเรียนยกตัวอย่างในข้อ 4 สนุกหรือไม่ อย่างไร

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Appendix 2.2 **Questionnaire for the Survey Phase (English version)**

Questionnaire

Lower Demonstration Secondary School Students' Opinion towards

Communicative and Non-communicative English Instructional Activities

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To answer this questionnaire, the researcher would like the respondent to read the instructions carefully before answering. In this questionnaire, there are three parts:

<u>Part I</u> Respondent's personal information

<u>Part II</u> Items about the aspects of the experience, the usefulness, and the enjoyableness towards English instruction in terms of two features: English instructional activities and language use activities

<u>Part III</u> Open-ended questions about English instructional activities

The respondent will take about 15 – 20 minutes to answer the questionnaire. Responses will be the secret and will not affect the respondent's grade. Therefore, the researcher would like the respondent to answer the questionnaire faithfully in order to use the result from the questionnaire to develop English instructional activities to be fun and useful in the future. The researcher thanks the respondent for your cooperation.

Part I **Respondent's personal information**

<u>Please tick ☑ in the box that is your information.</u>

1. Gender ❐ Female ❐ Male

2. Level ❐ Grade 7 ❐ Grade 8 ❐ Grade 9

3. School ❐ Chulalongkorn University Demonstration Secondary School

   ❐ Kasetsart University Laboratory School

   ❐ The Demonstration School of Ramkhamkaeng University

   ❐ Patumwan Demonstration School, Srinakarinwirot University

   ❐ Prasanmit Demonstration School, Srinakarinwirot University

4. Foundation English Grade

   ❐ 4

   ❐ 3 ❐ 3.5

   ❐ 2 ❐ 2.5

   ❐ 1 ❐ 1.5

5. English Skill Grade

        ❒ 4

        ❒ 3   ❒ 3.5

        ❒ 2   ❒ 2.5

        ❒ 1   ❒ 1.5

Part II **Items about the aspects of the experience, the usefulness, and the enjoyableness towards English instructional activities**

Instruction

This part consists of twenty-two items about English instructional activities. Please read each item and make the cross (x) that best represent your opinion in these following three aspects:

Aspect I **"Experience"** Please consider the frequency that you used to study English through these activities or not and make the cross (x) on the number 0 - 4.

Never <--0---------1---------2----------3---------4--> Always

0 means the respondents NEVER study English through that activity.

1 means the respondents HARDLY study English through that activity.

2 means the respondents SOMETIMES study English through that activity.

3 means the respondents OFTEN study English through that activity.

4 means the respondents ALWAYS study English through that activity.

Aspect II **"Usefulness"** Please consider if these English activities are useful or not (even though you may have never studied through these activities) and make the cross (x) on the number 0 - 4.

Not useful at all <--0---------1---------2---------3--------4--> Very useful

0 means the respondent thinks that activity is NOT USEFUL AT ALL.

1 means the respondent thinks that activity is HARDLY USEFUL.

2 means the respondent thinks that activity is SOMETIMES USEFUL.

3 means the respondent thinks that activity is USEFUL.

4 means the respondent thinks that activity is VERY USEFUL.

Aspect III **"Enjoyableness"** Please consider if you enjoy these English activities or not (even though you may have never studied through these activities) and make the cross (x) on the number 0 - 4.

Not fun at all <--0---------1---------2----------3---------4--> Very fun

0 means the respondent thinks that activity is NOT FUN AT ALL.

1 means the respondent thinks that activity is HARDLY FUN.

2 means the respondent thinks that activity is SOMETIMES FUN.

3 means the respondent thinks that activity is FUN.

4 means the respondent thinks that activity is VERY FUN.

No	Items	Experience	Usefulness	Enjoyableness
1	Teachers lecture or explain only English content. Students do not have any opportunities to communicate with their teachers and their classmates during the lesson.	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4
2	Teachers teach English vocabulary and structure out of context.	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4
3.	Teachers teach English vocabulary and structure in context from short passages and conclude the pattern of the structure.	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4
4.	Teachers assign students to read some sentences or passages and try to guess some unknown words without searching for them from the dictionary, and after that the students act out following the instructions from the sentences that they read or answer the questions after reading the passages.	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4
5.	Teachers assign students to read the given passages or to do some exercises from the textbook or from the supplementary sheet that their teachers provided.	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4

No	Items	Experience	Usefulness	Enjoyableness
6.	Teachers use authentic materials such as maps, newspapers, menu, pictures, timetables, and others. to apply in English instructional activities.	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4
7.	Teachers assign each student to do their own exercises in order to practice English words and grammar usage that they have studied.	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4
8.	Teachers assign students to do the exercises that focus on grammar usage in each sentence out of context.	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4
9.	Teachers assign students to recite the sentences which are grammatically correct in order to pronounce the words and use the grammar structure correctly when the students apply these sentences in a real situation.	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4
10.	Teachers assign students to do some exercises in order to practice grammar rules such as changing the verbs to the correct tenses, changing an affirmative sentence to a negative sentence. For example, change the affirmative sentence "Beckham plays football every evening" to the negative sentence "Beckham doesn't play football every evening."	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4
11.	Teachers assign each student to write opinions in some essays or journals in English and teachers responses sharing the teachers' ideas in writing.	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4
12.	Teachers dictate the vocabulary that the teachers assign students to recite.	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4

No	Items	Experience	Usefulness	Enjoyableness
13.	Teachers divide students into pairs or groups to do the activities in which students use English as a medium such as 20 questions, drama, role play, project, etc.	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4
14.	Teachers provide some games focusing on English grammar. For example, the teachers set some word cards in different parts of speech and then each student chooses the words given to write the sentences as much as possible. Whoever writes the sentences the most will be the winner.	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4
15.	Teachers assign students to do the role play by setting some situations for the students such as greeting, buying something, ordering some food.	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4
16.	Students practice communicating in English using role plays and teachers set the context clearly such as the relationship of the characters, time, places, etc.	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4
17.	Teachers provide the activity that students have a chance to practice communicating in English focusing on grammatical correct and appropriateness of the situation depending on the setting and the roles of the respondents.	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4
18.	Students practice speaking skill by pronouncing the words and sentences following English teachers or cassette tapes.	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4

No	Items	Experience	Usefulness	Enjoyableness
19.	Students practice speaking skill by reciting dialogues and teachers always stop and correct their students immediately when they pronounce words incorrectly and speak grammatically incorrectly.	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4
20.	Students practice speaking skill and teachers do not correct the students' grammatical errors as long as they can convey their meaning successfully and make their partners understand what they want to say.	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4
21.	Teachers provide the activity focusing on the development of communicative competence by using English. For example, students present their reports or project in English in front of the class. Teachers evaluate them in terms of fluency and accuracy.	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4
22.	Teachers provide the activity focusing on meaning rather than form. For example, teachers give the students worksheet with song lyrics that have blanks for some words. Then the students have to listen to the song and fill in the blank with the words they heard and conclude together what the singer want to tell the listeners.	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4

Please answer Part III on the next page ⇨

Part III   Open-ended questions about English instructional activities

1. From your experience in studying English, which one of the two choices do your English teachers emphasize: "Vocabulary and grammar structure" or "English four skills: listening, speaking, reading and writing." Are you satisfied with that? Why or why not?

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2. Please give one example of an English instructional activity that was the most enjoyable activity that you ever studied.

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3. Do you think whether the activity in item No.2 is useful? How?

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4. Please give one example of an English instructional activity that was the most useful activity that you ever studied.

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5. Do you think whether the activity in item No.4 is enjoyable? How?

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 ends;d *Thank you for your cooperation.* ends;d

APPENDIX 3

Appendix 3.1 **Interview form (Thai version)**

Appendix 3.2 **Interview form (English version)**

Appendix 3.1   **Interview form (Thai version)**

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แบบสัมภาษณ์

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1. จากประสบการณ์ของนักเรียนในการเรียนภาษาอังกฤษ นักเรียนทำกิจกรรม
ภาษาอังกฤษที่เน้นเรื่องใดมากกว่ากันระหว่างกิจกรรมฝึกคำศัพท์และไวยากรณ์
ภาษาอังกฤษ และกิจกรรมที่ฝึกการใช้ภาษาในทักษะต่างๆ แล้วนักเรียนชอบกิจกรรม
ลักษณะใดมากกว่า จงอธิบายเหตุผล

2. ขอให้นักเรียนเล่าประสบการณ์ในการเรียนภาษาอังกฤษว่ากิจกรรมอะไรที่ทำให้
นักเรียนสนุกสนานกับการเรียนภาษาอังกฤษมากที่สุด เพราะเหตุใด

3. ขอให้นักเรียนเล่าประสบการณ์ในการเรียนภาษาอังกฤษว่ากิจกรรมอะไรที่ทำให้
นักเรียนได้รับประโยชน์จากการเรียนภาษาอังกฤษมากที่สุด เพราะเหตุใด

4. ในความคิดเห็นของนักเรียนคิดว่ากิจกรรมอะไรที่จะทำให้นักเรียนทั้งสนุกสนานและ
ได้รับประโยชน์ในการเรียนภาษาอังกฤษ

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Appendix 3.2   **Interview form (English version)**

Interview Questions

1. From your experience in studying English, which activity do your English
    teachers emphasize between "Vocabulary and grammar structure" and
    "English four skills: listening, speaking, reading and writing" and are you
    satisfied with that? Why or why not?

2. Please tell the most enjoyable English instructional activity that you have
    ever studied.

3. Please tell the most useful English instructional activity that you have ever
    studied.

4. In your opinion, which English instructional activity is both enjoyable and
    useful?

APPENDIX 4

Appendix 4.1   **Lesson Plan 1**

Appendix 4.2   **Lesson Plan 2**

Appendix 4.3   **Lesson Plan 3**

Appendix 4.4   **Lesson Plan 4**

Appendix 4.1   **Lesson Plan 1**

Topic: Furniture   Time: 50 minutes

Aspect: Interaction activities / Trial and error

Terminal objective:

Students will be able to ask and tell the location.

Enabling objectives:

1. Students will be able to pronounce the words and tell the meaning of the words

about the furniture and the preposition of place.

Vocabulary: plants, bookcase, dining table, against, in the middle of,

in the corner

2. Students will be able to ask and tell the location.

Structure: Where + v. to be + the + (n.) ?

Subj. + v. to be + prep. + the + (place)?

Level / number of students:

Matthayomsuksa 1 / 20 students

Materials

-   Pictures   - Worksheet "Lay out"

-   Word cards   - Riddles

-   Charts

Background knowledge

Vocabulary: desk, sofa, computer, armchair, large round table, office chair,

coffee table, side table, in front of, behind, on, next to,

between, opposite

Procedures

Teacher	Students
(Greeting)	(Greeting)
- Class, where is my handbag?	- On the table.
- Where is S2?	- Between S1 and S3.
- Do you know what are we going to learn today?	- การถามตอบเกี่ยวกับตำแหน่งที่ตั้ง
- That's right. Today, we are going to learn about asking and telling the location. First, let's review some words by playing a game called "Riddles." First, I have to divide you into group of four. Next, I will tell you the riddles. If you know the answer, raise your hand. If your answer is correct, your group will get one point in each item. Do you understand?	- Yes.
(T. tells Ss. the riddles.)	(Ss. play the game.)
1. A piece of furniture like a table, usually with drawers in it, that you sit at to write and work. (Answer: DESK)	
2. A comfortable seat with raised arms and a back, that is wide enough for two or three people to sit on. (Answer: SOFA)	
An electronic machine that stores information and uses programs to help you find, organize, or change the information. (Answer: COMPUTER)	

Teacher	Students
3. A comfortable chair with sides that you can rest your arms on. (Answer: ARMCHAIR)	
4. A low table on which you put cups, newspapers etc. (Answer: COFFEE TABLE)	
- Now, let's play another game by looking at the picture and tell me what it is.	
(T. shows the picture of the large round table.)	
- What is it?	It's a large round table.
(T. sticks │ LARGE ROUND TABLE │ on the board.)	
- That's right. It is a large round table.	
- What does it mean in Thai?	- โต๊ะกลมขนาดใหญ่
(T. shows the picture of the office chair.)	
- What is it?	- It's an office chair.
(T. sticks │ OFFICE CHAIR │ on the board.)	
- That's right. It is an office chair.	
- What does it mean in Thai?	- เก้าอี้สำนักงาน
(T. shows the picture of the coffee table.)	
- What is it?	- It's a coffee table.
(T. sticks │ COFFEE TABLE │ on the board.)	
- That's right. It is a coffee table.	
- What does it mean in Thai?	- โต๊ะกาแฟ

Teacher	Students
(T. shows the picture of the side table.)	
- What is it?	- It's a side table.
(T. sticks SIDE TABLE on the board.)	
- That's right. It is a side table.	
- What does it mean in Thai?	- โต๊ะขนาดเล็กที่อยู่ข้างเก้าอี้นวม
- Next, let's review some prepositions of place.	
(T. shows the picture to present the preposition of place "in front of" and T. sticks the chart.)	
The rabbit is <u>in front of</u> the hutch.	
- What does "in front of" mean?	- ข้างหน้า
(T. shows the picture to present the preposition of place "behind" and T. sticks the chart.)	
The rabbit is <u>behind</u> the hutch.	
- What does "behind" mean?	- ข้างหลัง
(T. shows the picture to present the preposition of place "on" and T. sticks the chart.)	
The rabbit is <u>on</u> the hutch.	
- What does "on" mean?	- บน
(T. shows the picture to present the preposition of place "next to" and T. sticks the chart.)	
The rabbit is <u>next to</u> the hutch.	
- What does "next to" mean?	- ถัดไป ติดกับ

Teacher	Students
(T. shows the picture to present the preposition of place "between" and T. sticks the chart.) The rabbit is <u>between</u> two hutches. - What does "between" mean?	- ระหว่าง
(T. shows the picture to present the preposition of place "opposite" and T. sticks the chart.) The rabbit is <u>opposite</u> the hutch. - What does "opposite" mean?	- ตรงข้าม
- Now, let's learn some new words. (T. shows the picture of plants.) - Look at the picture. They are plants. (T. sticks PLANTS on the board.) - Repeat after me, plants.	- plants
(T. sticks the chart.) I always water the flowers and <u>plants</u> in the garden. - Read this sentence, please.	(Ss. read the sentence.)
- What does the word "plants" mean?	- พืช
- Very good. (T. shows the picture of the bookcase.) - Look at the picture. It is a bookcase. (T. sticks BOOKCASE on the board.) - Repeat after me, bookcase.	- bookcase

Teacher	Students
(T. sticks the chart.) I put my books on the <u>bookcase</u>. - Read this sentence, please. - What does the word "bookcase" mean? - Great. (T. shows the picture of the dinning table.) - Look at the picture. It's a dinning table. (T. sticks DINNING TABLE on the board.) - Repeat after me, dining table. (T. sticks the chart.) My mother puts a lot of food on the dining table. - Read this sentence, please. - What does the word "dining table" mean? - Very good. (T. shows the picture to present the preposition of place "against") - The desk is against the window. (T. sticks AGAINST on the board.) - Repeat after me, against. (T. sticks the chart.) Please put the piano <u>against</u> the wall. Now the piano is close to the wall.	 (Ss. read the sentence.) - ชั้นวางหนังสือ - dining table (Ss. read the sentence.) - โต๊ะทานอาหาร - against

Teacher	Students
- Read this sentence, please.	(Ss. read the sentence.)
- What does the word "against" mean?	- ใกล้กับ
- Very good. (T. shows the picture to present the preposition of place "in the middle of.")	
- The dining table is in the middle of the dining room.	
(T. stick [IN THE MIDDLE OF] on the board.)	
- Repeat after me, "in the middle of".	- in the middle of
(T. sticks the chart.)	
The dining table is <u>in the middle of</u> the dining room.	
- Read this sentence, please.	(Ss. read the sentence.)
- What does the word "in the middle of" mean?	- ตรงกลาง
- Great.	
(T. shows the picture to present the preposition of place "in the corner.")	
- The side table is in the corner.	
(T. sticks [IN THE CORNER] on the board.)	
- Repeat after me, "in the corner".	- in the corner
(T. sticks the chart.)	
The side table is <u>in the corner.</u>	
- Read this sentence, please.	(Ss. read the sentence.)
- What does the word "in the corner" mean?	- อยู่ตรงมุม

Teacher	Students
- Next, let's learn the structure. (T. sticks the chart.) A: Where is the rabbit? B: It is behind the hutch. - Read the sentences, please. - Tell me the pattern of these two sentences. - That's right. (T. sticks the chart.) Where + v. to be + the + (n.) ? Subj. + v. to be + prep. + the + (place)? - When do you use these patterns? - That's right. We use this pattern when we want to ask and tell the location. - Next, I will play game "Arrange the furniture." First, I will divide you into four groups. One of your groups will see and remember the picture of the living room where are all the furniture that we have learnt in two minutes. Then, the rest of each group asks the ones who saw the picture where the furniture is. The ones who saw the picture can tell the location only, but they cannot point to the location of the furniture or stick the furniture on the	(Ss. read the sentences.) Where + v. to be + the + (n.) ? Subj. + v. to be + prep. + the + (place)? - เมื่อเราต้องการถาม และบอกตำแหน่งที่ตั้งของคำนามนั้น (Ss. listen to the rule of this task and do the activity.)

Teacher	Students
lay out. After that, the rest of the group sticks all the furniture on the lay out. Which group finishes first and do this task correctly will be the winner. (T. shows the picture of the living room and checks the correctness of the students' task.)	
- Now, I want each group designs the living room by drawing a picture on a piece of paper that is provided and write the location of the furniture as well. You will have 10 minutes to finish your work. After 10 minutes, I will ask each group a question about the location of the furniture. Next, I will call each group to ask other groups three questions about the location of the furniture.	(Ss. do the activity.)
- I hope that you will be able to ask the question about the location. Moreover, you can design the living room as you like and can tell the location of the furniture, too.	
- That's all. See you again. Good bye.	Good bye.

Appendix 4.2   Lesson Plan 2

Topic: Songs   Time: 50 minutes

Aspect: Interaction activities / Meaning focus / Trial and error

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Terminal objective:

       Students will be able to make the transfer from songs to meaningful

referents.

Enabling objectives:

1. Students will be able to pronounce the words and tell the meaning of the words

       Vocabulary: down, troubled, to brighten up

2. Students will be able to practice listening comprehension.

3. Students will be able to understand the meaning of the songs.

4. Students will be able to write a short story from the songs that they listened.

Level / number of students:

       Matthayomsuksa 1 / 20 students

Materials

-   Cassette tape / CD   - Word cards

-   Tags   - Charts

-   Pictures

Background knowledge

    Vocabulary: friend, winter, spring, summer, fall

Procedures

Teacher	Students
- Today, we are going to learn about songs and using to convey the meaning. - First, let's review some vocabulary. (T. sticks FRIEND on the board.) - What does this word mean?	 - เพื่อน
(T. shows the picture of the four seasons and asks Ss. to guess what season is in each picture after that T. tells the correct answers and asks the meaning of each season.)	
(T. sticks WINTER on the board.) - What does this word mean?	 - ฤดูหนาว
(T. sticks SPRING on the board.) - What does this word mean?	 - ฤดูใบไม้ผลิ
(T. sticks SUMMER on the board.) - What does this word mean?	 - ฤดูร้อน
(T. sticks FALL on the board.)	

Teacher	Students
- What does this word mean?	- ฤดูใบไม้ร่วง
- Next, we are going to learn some new words.	
(T. sticks ⬚DOWN⬚ on the board.)	
- Repeat after me, to be down.	- down
(T. sticks a sentence chart.)	
She is very sad. She is <u>down</u> today because her dog was dead.	
- Guess. What does the word "down" mean?	- เศร้า เสียใจ
- Good. It's correct.	
(T. sticks ⬚TROUBLED⬚ on the board.)	
- The next word is the word "troubled."	
- Repeat after me "troubled."	- troubled
- Look at this chart.	
(T. sticks a chart.)	
Tom has got a <u>troubled</u> face because he is worried about his grade.	
- Read this sentence, please.	(Ss. read the sentence.)

Teacher	Students
- What does the word "troubled" mean?	วิตกกังวล เครียด
- Great. That's right.	
(T. sticks TO BRIGHTEN UP on the board.)-	
The next word is the word "to brighten up."	
- Repeat after me "to brighten up."	- to brighten up
- Look at this chart.	
(T. sticks a chart.)	
- My best friend always brightens me up when I am sad.	
- What does the word "to brighten up" mean?	- ทำให้มีความสุข ทำให้หายเศร้า
- Yes, "to brighten up" means to make somebody look happier.	
- Next, we have to do some activities. First, I would like you to divide into three groups. Each group has got 6 – 7 students. Then, I will give you the set of the tags that are each line from the	(Ss. divide into three groups and then they do the activity.)

Teacher	Students
lyric "You're got a friend." After, that I will play the song "You're got a friend" twice and all of you have to rearrange each line from the lyric correctly. (T. distributes the set of the tags of the song "You're got a friend" to each group and plays the song twice. After that T. plays the song again to check the answer.) Answer *You've got a friend* 4.) When you're down and troubled 8.) And you need some loving care 11.) And nothing, nothing is going right 3.) Close your eyes and think of me 10.) And soon I will be there 7.) To brighten up even your darkest night 1.) You just call out my name 5.) And you know wherever I am 12.) I'll come running to see you again 2.) Winter, spring, summer or fall 9.) All you have to do is call 6.) And I'll be there 13.) You've got a friend - Now each group read the questions from the chart and answer them to check your understanding. (T. sticks the chart.)	(Each group answers the following questions by writing down on a piece of paper.)

Teacher	Students
1. When the singer's friend have a problem, what should he/she do? 2. From the line, "To brighten up even your <u>darkest night</u>," what do the underlined words mean? 3. Does the singer hate her friend? 4. Is the singer's friend important to her and why do you think like that?	
- Now check your answer. I will ask each group to answer the questions.	
- Group 1, when the singer's friend had a problem, what should he/she do?	(Ss. in Group 1 answer.) - Her friend should call the singer.
- Great.	
- Group 2, from the line, "To brighten up even your <u>darkest night</u>," what do the underlined words mean?	(Ss. in Group 2 answer.) - The problem, the trouble, the sadness
- That's right.	
- Group 3, please answer the question No. 3 and No.4. Does the singer hate her friend?	(Ss. in Group 3 answer.) - No, she doesn't.

Teacher	Students
Is the singer's friend important to her and why do you think like that? - Very good. - Now each group has to write about your friend according to the meaning of this song. I will give you ten minutes to write and after that each group has to present in front of the class. - I hope the lesson will be useful and make you fun today. Don't forget to be a good friend and help your friends when they had a problem. I believe that whenever you are in trouble, your friends will help you of course.	- Yes, they are important to her because she tell her friends that they can think of her or call her every time whenever they had a problem and she is always beside them to brighten them up. (Each group does the assignment. After that they present their stories in front of the class.)

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Appendix 4.3   Lesson Plan 3

Topic: Ordering food   Time: 100 minutes

Aspect: Authentic materials / / Fluency and accuracy / Trial and error

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Terminal objective:

Students will be able to use the menu to order the food and take the order on

the phone.

Enabling objectives:

1. Students will be able to pronounce the words and tell the meaning of the words

about food.

Vocabulary: spices, capsicum, mushroom, garlic, mussel, clam, crabstick,

beverages

2. Students will be able to use the menu to order their food.

3. Students will be able to take the order on the phone

4. Students will be able to calculate, ask for and tell the price.

Level / number of students:

Matthayomsuksa 1 / 20 students

Materials

-   Pictures   - Word cards

-   Menu   - Charts

-   Worksheet

Background knowledge

Vocabulary: pizza, salad, cheese, bread, meat, sausage, ham, pork, chicken,

onion, seafood, prawn / shrimp, squid, soup, orange juice,

coffee, lemon tea, pineapple

Procedures

Teacher	Students
(Greeting)	(Greeting)
- Today I'd like to eat pizza. Would you like to eat pizza?	- Yes.
- Let's order a pizza. But before we order a pizza, let's learn how to order the pizza on the phone first.	
- Now, let's review some words by doing the worksheet about food.	
(T. distributes the worksheet and classifies the words given into each topic: food, meat, seafood, vegetables, fruits, and drinks.)	(Ss. do the worksheet.)
- Now, let's learn some new words.	
(T. sticks SPICES on the board.)	
- Repeat after me, spices.	- Spices
(T. sticks the chart.)	
Spices are used in cooking. They have a strong taste and smell.	
- Read these sentences, please.	(Ss. read the sentences.)
- What does the word "spices" mean?	- เครื่องเทศ
(T. shows the picture of a capsicum.)	
- Class, look at this picture. This is a capsicum.	
(T. sticks CAPSICUM on the board.)	
- Repeat after me, capsicum.	- Capsicum
- What does it mean in Thai?	- พริกหวาน

Teacher	Students
(T. shows the picture of a mushroom.) - Class, look at this picture. This is a mushroom. (T. sticks [MUSHROOM] on the board.) - Repeat after me, mushroom. - What does it mean in Thai? (T. shows the picture of garlic.) - Class, look at this picture. This is garlic. (T. sticks [GARLIC] on the board.) - Repeat after me, garlic. - What does it mean in Thai? (T. shows the picture of a mussel.) - Class, look at this picture. This is a mussel. (T. sticks [MUSSEL] on the board.) - Repeat after me, mussel. - What does it mean in Thai? (T. shows the picture of a clam.) - Class, look at this picture. This is a clam. (T. sticks [CLAM] on the board.) - Repeat after me, clam. - What does it mean in Thai? (T. shows the picture of a crabstick.) - Class, look at this picture. This is a crabstick. (T. sticks [CRABSTICK] on the board.)	 - Mushroom - เห็ด - Garlic - กระเทียม - Mussel - หอยแมลงภู่ - Clam - หอยลาย

Teacher	Students
- Repeat after me, crabstick.	- Crabstick
- What does it mean in Thai?	- ปูอัด
(T. shows the picture of water, coffee, orange juice, lemon tea, Pepsi, Mirinda.)	
- Class, look at this picture. These are beverages.	
(T. sticks BEVERAGES on the board.)	
- Repeat after me, beverages.	- Beverages
- What does the word "beverages" mean in Thai?	- เครื่องดื่ม
- Look at the chart.	
A: Good morning. Pizza Hut. Can I help you? B: Yes, I'd like to order Garlic Bread, Hawaiian Lover's with Goldy Cheesy Sausage in medium size, Creamy Chicken & Corn Soup. A: Anything to drink? B: Ice Lemon Tea, please. A: That's 500 bahts. We will deliver your pizza in 30 minutes. B: Thank you.	
- Read this dialogue after me, please.	(Ss. read the dialogue.)
- Now, I will divide you into two groups. This two rows on the right side (Group 1) will be A. This one on the left (Group 2) will be B.	(Ss. read the dialogue.)
- Now, take turn. This two row on the left side (Group 2) will	

Teacher	Students
be A. This one on the right (Group 1) will be B. - Now, this two rows on the right side (Group 1) will be A. This one on the left (Group 2) will be B. This time I will give some lists of food that Group 2 has to order. So, Group 1 has to listen to Group 2 carefully and calculate the price of all items correctly. (T. gives some information that Group 1 has to take an order.) *Group 1* You take Group 2's order at 10 o'clock. (T. gives some lists of food that Group 2 has to order.) *Group 2* Lists of food Onion rings, Seafood Supreme with Stuffed Chessy Sausage in a large size, Spicy Shrimp Salad, and two glasses of orange juice. - Let's make a conversation. - Now, take turn. This two rows on the left side (Group 2) will be A. This one on the right (Group 1) will be B. This time I will give some lists of food that Group 1 has to order. So, Group 1 has to listen to Group 2 carefully and calculate the price of all items correctly. (T. gives some information that Group 1 has to take an	(Ss. read the dialogue.) (G.1 and G.2 make the conversation.)

Teacher	Students
order.)	
Group 2 You take Group 1's order at 4 p.m.	
(T. gives some lists of food that Group 2 has to order.)	
Group 1 Lists of food Two sets of New Orleans Wings, Meat Supreme with Stuffed Chessy Sausage in a large size, Clam Chowder Soup, a can of Pepsi Max and a glass of Ice Lemon Tea	
- Let's make a conversation. - Now, work in pair. One will be A; the other will be B. After that, take turn. One will be B; the other will be A. Both of you can order anything you want to eat from the menu and calculate the price as well. You've got 10 minutes to do this activity and after that I will call some pairs to do this activity in front of the class. - OK. Class, time's up. Now, I will call some pairs to do this activity in front of the class. (T. calls two or three pairs.)	(G.1 and G.2 make the conversation.) (Ss. do the activity.) (Two or three pairs that T. called do the activity in front of the class.)

Teacher	Students
- That's great. Now, the last activity for today is "True or False." I will divide the class into group of four or five to play this game. Now, I will explain how to play it. First, I will say five sentences about the food that I order and the total price. After that, each group has to listen carefully and add up the price of the food that you heard within 20 seconds. Finally, each group has to tell that the sentence I said is true or false by writing TRUE or FALSE on the small white board. If you write FALSE, you have to write the correct price as well. Which group answers correctly will get one point. If the correct answer is FALSE, the group that writes FALSE and the correct price will get two points. But if the correct answer is FALSE, the group that writes FALSE and the incorrect price will get only one point. Which group has the highest score will be the winner.	
- Do you understand?	- Yes.
- Let's start.	
(T. reads each sentence and sticks the chart.)	
1. French fries, Veggie Lover's with Goldy Cheesy Sausage in the large size, and a regular glass of Mirinda is 570 bahts. (False; 565 bahts.)	

Teacher	Students
2. New Zealand Mussels Baked with Cheese, Super Supreme with Pan Pizza in the personal pan, Clam Chowder Soup, and Iced Coffee is 310 bahts. (True.) 3. Two sets of Chicken Fingers, Seafood Supreme with Stuffed Cheesy Sausage in the large size, and Spicy Shrimp Salad is 635 bahts. (False; 735 bahts.) 4. Island Delight Lover's with Pan pizza in the medium size, Hawaiian Lover's with Goldy Cheesy Sausage in the medium size, Bowl Caesar Salad is 710 bahts. (False; 700 bahts.) 5. Cheese garlic bread, Onion Rings, Seafood Supreme with Pan pizza in the personal pan, and two glasses of Ice Lemon Tea is 350 bahts. (False; 315 bahts.)	
- Now, let's add the score in each group. - The winner is Group …. Congratulations! - I hope that after this lesson you will be able to order some food on the phone and calculate the food price. That's all for today. - Good bye.	(Ss. clap their hands.) - Good bye.

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Appendix 4.4   **Lesson Plan 4**

Topic: Holiday Plans   Time: 100 minutes

Aspect: Fluency and accuracy / Contextualization / Trial and error / Interaction activities

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Terminal objective:

Students will be able to ask and answer the question about the holiday plans.

Enabling objectives:

1. Students will be able to pronounce the words and tell the meaning of the words about
   the holiday plans.

   Vocabulary: destination, departure, arrival, elk, curry

2. Students will be able to talk about future plans that they have already arranged by
   using Present Continuous Tense (Question).

   Structure: Question word + v. to be + subj. + v.ing +…?

Level / number of students:

Matthayomsuksa 1 / 20 students

Materials

- Worksheet "Holiday Plans"

- Word cards

- Timetables

- Charts

Background knowledge

Expression: Good morning, Good afternoon, Good evening, Hello, Hi,

How are you?, How's going?, I'm fine., Pretty good, Not too bad.,

Thank you, Thanks, See you later, See you, Good bye, Bye.

Vocabulary: holiday, plan, travel, car, plane, train, look for, visit, climb

Structure: Subj. + v. to be + v.ing

Procedures

Teacher	Students
(Greeting)	(Greeting)
- Class, I am going to China for my holiday. I am traveling by plane. Moreover, I am planning to climb the Great Wall of China and eat Chinese food.	
- How about you? S1, where are you going for your holiday?	- Pattaya.
- How are you traveling?	- By car.
- What are you planning to do there?	- To ride a banana boat and eat seafood.
- That will be great.	
- Well, do you guess what are we going to learn today?	- การเดินทาง การท่องเที่ยว
- That's right. Today, we are going to learn about holiday plans. First, let's review some expressions. (T. sticks the chart.)	

Dialogue 1
 	
Napat is meeting his English teacher, Mr Jones.
 	
Napat: Good morning, Mr Jones.
 	
Mr Jones: Good morning, Napat. How are you today?
 	
Napat: I'm fine, thank you. And you?
 	
Mr Jones: I'm fine, thanks. I have an English class
        now. See you later, Napat. Good bye.
 	
   Napat: See you later. Good bye.	

- Read this dialogue after me.	(Ss. read the dialogue.)

Teacher	Students
(T. sticks the chart.) Dialogue 2 *Napat is meeting his friend, Pete.* Napat: Hello, Pete. How's going? Pete: Pretty good, thanks. And you? Napat: Not too bad, thanks. Pete: I have to go home now. See you. Bye. Napat: See you. Bye.	
- Read this dialogue after me. - Which one is formal, dialogue 1 or 2? - Why do you think dialogue 1 is formal?	(Ss. read the dialogue.) - Dialogue 1 - เพราะณภัทรสนทนากับอาจารย์ และสังเกตจาก สำนวนในบทสนทนาที่ณภัทรพูด เช่น Good morning, Thank you, Good bye, เป็นต้น
- That's right. Because Napat is talking to his teacher, the elder one. (T sticks the chart.) In the formal situation We use these expressions: - Good morning / Good afternoon / Good evening - How are you? - I am fine. - Thank you. - See you later. / Good bye.	

Teacher	Students
- Why do you think dialogue 2 is informal?	- เพราะณภัทรสนทนากับเพื่อน และสังเกตจาก สำนวนในบทสนทนาที่ณภัทรพูด เช่น Hello, Thanks, Bye, เป็นต้น
- That's right. Because Napat is talking to his friend. (T sticks the chart.)	

In the informal situation

We use these expressions:

 - Hi / Hello

 - How's going?

 - Pretty good. / Not too bad.

 - Thanks.

 - See you. / Bye.

Teacher	Students
- Next, let's review some words. (T. sticks HOLIDAY on the board.) - Repeat after me, holiday. - What does it mean in Thai? (T. sticks PLAN on the board.) - Repeat after me, plan. (T. sticks the chart.)	- holiday - วันหยุด - plan - วางแผน

I am planning to see the movie tonight.

I have got holiday plans.

Teacher	Students
- Look at the first sentence, what part of speech is the word "plan"?	- Verb.

Teacher	Students
- What does "plan" in the first sentence mean?	- วางแผน
- Now look at the second sentence, what part of speech is the word "plan"?	- Noun
- What does "plan" in the second sentence mean?	- แผน
- That's right.	
(T. sticks [TRAVEL] on the board.)	
- Repeat after me, travel.	- travel
- What does it mean in Thai?	- เดินทาง
(T. shows the picture of a car.)	
- Class, look at the picture. What is it?	- It is a car.
- That's right. It's a car.	
(T. sticks [CAR] on the board.)	
- What does it mean in Thai?	- รถยนต์
(T. shows the picture of a plane.)	
- Class, look at the picture. What is it?	- It is a plane.
- That's right. It's a plane.	
(T. sticks [PLANE] on the board.)	
- What does it mean in Thai?	- เครื่องบิน
(T. shows the picture of a train.)	
- Class, look at the picture. What is it?	- It is a train.
- That's right. It's a train.	
(T. sticks [TRAIN] on the board.)	
- What does it mean in Thai?	- รถไฟ

Teacher	Students
(T. looks for a handbag.) - I am looking for a handbag. I can't find it. Where is it? (T. sticks ⬚ LOOK FOR on the board.) - What does it mean?	 - มองหา
- You know. I would like to visit the Leaning Tower of Pisa in Italy. (T. sticks ⬚ VISIT on the board.) - What does it mean?	 - เที่ยว เยี่ยมเยียน
(T. shows the picture of a man who is climbing.) - Look at this picture. What's he doing? - Very good. (T. sticks ⬚ CLIMB on the board.) - What does it mean?	 - He's climbing. - ปีน
- Very good. Next, let's learn some new words. (T. sticks ⬚ DESTINATION on the board.) - Repeat after me, destination.	 - destination
(T. sticks the chart.) ⬚ I'm going to China, so China is my <u>destination</u>. - Read this sentence, please. - What does the word "destination" mean? (T. sticks ⬚ DEPARTURE on the board.) - Repeat after me, departure. (T. sticks the chart.)	 (Ss. read the sentence.) - จุดหมายปลายทาง

Teacher	Students
Today is 12 April. Susie is going to Paris tomorrow, so the date of her <u>departure</u> is 13 April.	
- Read this sentence, please.	(Ss. read the sentence.)
- What does the word "departure" mean?	- การออกเดินทาง
- That's right. It means การออกจาก การออกเดินทาง	
(T. sticks ARRIVAL on the board.)	
- Repeat after me, arrival.	- arrival
(T. sticks the chart.)	
I am sorry for the late <u>arrival</u> of the train.	
- Read this sentence, please.	(Ss. read the sentence.)
- What does the word "arrival" mean?	- มาถึง
- That's right. It means การมาถึง	
(T. shows the picture of an elk.)	
This is an elk.	
(T. sticks ELK on the board.)	
- Repeat after me, elk.	- elk
(T. sticks the chart.)	
An <u>elk</u> is a large deer that lives in northern Europe and Asia. In North America it is called a moose.	
- Read this sentence, please.	(Ss. read the sentence.)
- What does the word "elk" mean?	- กวาง
- That's right.	

Teacher	Students
(T. shows the picture of curry.)	
It is curry.	
(T. sticks [CURRY] on the board.)	
- Repeat after me, curry.	- curry.
(T. sticks the chart.)	
Curry is an Indian dish of meat and vegetables cooked with hot spices, often served with rice.	
- Read this sentence, please.	(Ss. read the sentence.)
- What does the word "curry" mean?	- แกง
- That's right.	
- Next, let's review the Present Continuous Tense.	
(T. shows the picture of three dancers.)	
- Look at this picture. What are they doing?	- They are dancing.
- That's right. They're dancing.	
(T. sticks the chart.)	
They are dancing.	
(T. shows the picture of Tata Young.)	
- Look at this picture. What is Tata Young doing?	- She is singing.
- Right. She's singing.	
(T. sticks the chart.)	
She is singing.	
- Now, look at two sentences and tell me the pattern.	- Subj. + v.to be + v.ing.
- When do we use this pattern?	- ใช้กับเหตุการณ์ที่กำลังเกิดขึ้น หรือกำลังกระทำอยู่

Teacher	Students

- That's right. We use this pattern to talk about activities that are going on at the time of speaking.
 	
- Next, let's learn another use of the Present Continuous Tense.
 	
(T. sticks the chart.)
 	
<table><tr><td>A: Where is Jane going for her holiday?
 	
B: She's going to France.
 	
A: How is she travelling?
 	
B: She's traveling by plane.
 	
A: When is she going for her holiday?
 	
B: She is going on May, 21.
 	
A: How long is she going to stay there?
 	
B: She is going to stay there for a week.
 	
A: What is she planning to do on holiday?
 	
B: She is planning to visit the Eiffel Tower,
 	
    go shopping at Champs Elysée and
 	
    eat French cuisine.</td></tr></table>
- Class, read this conversation after me, please.
 	
- Now, this row on the right is A, and this row on the left is B.
 	
 - Look at these questions. Can you tell me the pattern of them?
 	
- That's right.
	
	(Ss. read the conversation after T.)
	
	(Ss. read the conversation by themselves.)
	
	- Question words + v.to be + subj. + v.ing ?

Teacher	Students
(T. sticks the chart.) Question words + v.to be + subj. + v.ing ? - When do you use this pattern? - Right. We use the questions in Present Continuous Tense to ask about future events that we have fixed or arranged. - Now before doing some activities. Let me check your understanding. (T. sticks the chart.) Name: Brad Pitt Destination: _____ Travel plans: _____ Date of departure: _____ Length of stay: _____ Plans while on holiday: _____ _____ - Look at this chart. I knew that Brad Pitt's holiday plans. Do you want to know, so ask me about the missing information. - He's going to Japan. (T. sticks Japan on the chart in the topic of destination.)	 - เมื่อต้องการจะถามเกี่ยวกับสิ่งที่วางแผนที่จะทำใน อนาคต (Ss. ask the questions.) - Where is Brad Pitt going for his holiday?

Teacher	Students
- Next question	- How is he travelling?
- He's travelling by plane.	
(T. sticks [train] on the chart in the topic of travel plans.)	
- Next question, please.	- When is he going to Japan?
- He's going on 22 April.	
(T. sticks [22 April] on the chart in the topic of date of departure.)	
- Do you have any question?	- How long is he going to stay there?
- He's going to stay there for two weeks.	
(T. sticks [2 weeks] on the chart in the topic of length of stay.)	
- What else?	- What is he planning to do on holiday?
- He's planning to climb Mount Fuji and eat Japanese good.	
(T. sticks [climb Mount Fuji and eat Japanese food] on the chart in the topic of plans while in holiday.)	
- Well done.	
- Now, let's do the activity.	(Ss. listen to the explanation of the activity and do the activity.)
- This activity is pair work, so find your partner and decide who will be student A and the other will be student B. Then, I will distribute the worksheet for student A and student B which misses some	

Teacher	Students
information. So, each pair has to find out the missing information by asking your partner questions that you've learnt and you must not let your partner see your information. I will give you 10 minutes to do this activity. Which group finishes first and has got the most correct answers will be the winner.	
- Class, time's up. Now, check your answers together.	
(T. asks each pair a question and writes the answers on the board.)	(Each pair answers the question.)
- The last activity is role-playing. I will divide you into group of three. After that, I will distribute each one a role play card. Then, do the role play as the following examples: (T. sticks the chart.)	(Ss. listen to the explanation of the activity and do the activity.)

Conversation 1

Tina is meeting her best friend, Susie.

Tina: Hi, Susie. How's going?

Susie: Hi, Tina. Pretty good, thanks. And you?

Tina: Not too bad, thanks. Are you planning to go
somewhere on holiday?

Susie: Yes, I am.

Tina: Where are you going for your holiday?

Susie: I'm going to France.

Tina: Really! How are you travelling?

Susie: I'm traveling by plane.

Teacher	Students

Conversation 1 (continued)
 	
Tina: Great. When are you going for your holiday?
 	
Susie: I'm going on 21 May.
 	
Tina: How long are you going to stay there?
 	
Susie: I'm going to stay there for three weeks.
 	
Tina: What are you planning to do on holiday?
 	
Susie: I'm planning to visit the Eiffel Tower,
        go shopping at Champs Elysée and
        eat French cuisine.
 	
Tina: That's great.
 	
Susie: I have to go home now, Tina. See you. Bye.
 	
Tina: See you. Bye.
 	
- Read this conversation after me, please.
 	
- Very good.
 	
(T. sticks the chart.)
 	
Conversation 2
 	
Tina is meeting Mrs Smith who is Susie's teacher
at school in the morning.
 	
Tina: Good morning, Mrs Smith. How are you today?
 	
Mrs Smith: Good morning, Tina. I'm fine, thanks.
            And you?
 	
Tina: I'm fine. Thank you.
 	
Mrs Smith: How about Susie? Is she planning
           to go somewhere on holiday?
	
	(Ss. read the conversation.)

Teacher	Students

Conversation 2 (continued)
 	
Tina: Yes, she is.
 	
Mrs Smith: Where is she going for her holiday?
 	
Tina: She's going to France.
 	
Mrs Smith: How is she travelling?
 	
Tina: She's traveling by plane.
 	
Mrs Smith: When is she going for her holiday?
 	
Tina: She is going on 21 May.
 	
Mrs Smith: How long is she going to stay there?
 	
Tina: She is going to stay there for three weeks.
 	
Mrs Smith: What is she planning to do on holiday?
 	
Tina: She is planning to visit the Eiffel Tower,
    go shopping at Champs Elysée and
    eat French cuisine.
 	
Mrs Smith: Great. I have to go now. See you later,
        Tina.
 	
Tina: See you later, Mrs Smith.
 	
Mrs Smith: Good bye.
 	
Tina: Good bye.
 	
- Read this conversation after me, please.
 	
- Very good.
 	
- What is the difference between these two dialogues?
	(Ss. read the conversation.)
	
	- ความสัมพันธ์ระหว่างคู่สนทนา ในบทสนทนาแรกเป็นบทสนทนาระหว่างเพื่อนกับเพื่อน ดังนั้นจึงสนทนาแบบไม่เป็นทางการ แต่ในบทสนทนาที่ 2 เป็นบทสนทนาระหว่างครูกับนักเรียน จึงใช้สำนวนที่เป็นทางการ

Teacher	Students
- That's right. If you talks to the elder one like Tina, you should use the expressions in the conversation 2. But if you talks to your friend or the younger one, you should use the expressions in the conversation 1. (T. distributes each student a role play card like these.) **Role play card 1** Suppose you are Miss Bacon, Joey's teacher. Ask Mandy, Joey's friend, his holiday plans about destination, travel plans, date of departure, length of stay, and plans while on holiday. **Role play card 2** Suppose you are Mandy, Joey's friend. Ask Joey his holiday plans about destination, travel plans, date of departure, length of stay, and plans while on holiday. **Role play card 3** Suppose you are Joey, Mandy's friend. Tell Mandy your holiday plans about destination (London), travel plans (by train), date of departure (23 July), length of stay (one week), and plans while on holiday (visit Buckingham Palace, take on the London Eye and walk on the Tower Bridge.)	

Teacher	Students
- Now, let's do the activity. I will give you five minutes to do this activity and after that I will call some group to play the role in front of the class.	(Ss. do the activity.)
- OK. Time's up. Group 1, please play your role in front of the class.	(Group 1 plays the role in front of the class.)
- Well done. Group 1, please choose one group to play the role.	- Group 4
- Come on, Group 4. Please play the role in front of the class.	(Group 4 plays the role in front of the class.)
- That's great. That's all. I hope you will be able to ask and tell about your holiday plans.	
- Have a nice holiday. Bye.	- Bye.

APPENDIX 5

Appendix 5.1   **Questionnaire for the experiment phase (Thai Version)**

Appendix 5.2   **Questionnaire for the experiment phase (English Version)**

Appendix 5.1　　　　**Questionnaire for the experiment phase (Thai Version)**

แบบสอบถาม

ความคิดเห็นของนักเรียนโรงเรียนสาธิตระดับมัธยมศึกษาตอนต้นที่มีต่อประโยชน์ และความสนุกสนานของ

กิจกรรมการเรียนการสอนภาษาอังกฤษที่เน้นการสื่อสาร

　　　　ในการตอบแบบสอบถามนี้　ผู้วิจัยขอให้ผู้ตอบแบบสอบถามอ่านคำสั่งและคำชี้แจงอย่างครบถ้วน
ก่อนตอบแบบสอบถาม ซึ่งแบบสอบถามฉบับนี้แบ่งออกเป็น 3 ส่วน ดังนี้

　　　　　　　<u>ส่วนที่ 1</u> ข้อมูลส่วนตัวของผู้ตอบแบบสอบถาม

　　　　　　　<u>ส่วนที่ 2</u> ความคิดเห็นเกี่ยวกับประโยชน์และความสนุกสนาน　　　ที่ได้รับจากกิจกรรมการ
　　　　　　　เรียนการสอน

　　　　　　　ภาษาอังกฤษเพื่อการสื่อสาร

　　　　　　　<u>ส่วนที่ 3</u> ข้อเสนอแนะสำหรับการจัดกิจกรรมการเรียนการสอนภาษาอังกฤษ

　　　　ผู้ตอบแบบสอบถามจะใช้เวลาในการตอบแบบสอบถามประมาณ 10 – 15 นาที และ ข้อมูลที่ได้จะ
เป็นความลับ และจะไม่กระทบต่อเกรดของผู้เรียน ดังนั้น ***ผู้วิจัยขอความกรุณาให้ผู้ตอบแบบสอบถามตอบ
แบบสอบถามตามความคิดเห็น   และตามความรู้สึกที่แท้จริง*** เพื่อผู้วิจัยจะสามารถนำผลที่ได้รับจากการตอบ
แบบสอบถามนี้ไปปรับปรุงและพัฒนารูปแบบกิจกรรมการเรียนการสอนภาษาอังกฤษให้สนุกสนาน และเป็น
ประโยชน์กับนักเรียนในอนาคต   ทั้งนี้   ผู้วิจัยขอขอบคุณผู้ตอบแบบสอบถามที่ให้ความร่วมมือในการตอบ
แบบสอบถามมา ณ โอกาสนี้

ส่วนที่ 1　　　　**ข้อมูลส่วนตัวของผู้ตอบแบบสอบถาม**

จงใส่เครื่องหมาย ✓ ใน ☐ หน้าข้อความที่ตรงกับความเป็นจริงมากที่สุด

1.　　เพศ　　　　　　　☐ ชาย　　　　　　☐ หญิง

2.　　เกรดวิชาภาษาอังกฤษพื้นฐานหรือภาษาอังกฤษหลักของปีการศึกษาที่ผ่านมา

　　　　　　　　　　☐ 4

　　　　　　　　　　☐ 3　　　　☐ 3.5

　　　　　　　　　　☐ 2　　　　☐ 2.5

　　　　　　　　　　☐ 1　　　　☐ 1.5

3.　　เกรดวิชาภาษาอังกฤษเพิ่มเติม(ภาษาอังกฤษเสริม / เสริมทักษะ)ของปีการศึกษาที่ผ่านมา

　　　　　　　　　　☐ 4

　　　　　　　　　　☐ 3　　　　☐ 3.5

　　　　　　　　　　☐ 2　　　　☐ 2.5

　　　　　　　　　　☐ 1　　　　☐ 1.5

ส่วนที่ 2   **ความคิดเห็นเกี่ยวกับความสนุกสนาน และประโยชน์ที่ได้รับจากกิจกรรมการเรียนการสอน**

ภาษาอังกฤษเพื่อการสื่อสาร

คำชี้แจง

แบบสอบถามตอนนี้ประกอบด้วยข้อคำถามเกี่ยวกับกิจกรรมการเรียนการสอนภาษาอังกฤษเพื่อการ

สื่อสารหลังจากที่นักเรียนได้เรียนภาษาอังกฤษผ่านกิจกรรมเหล่านี้แล้ว   ขอให้นักเรียนอ่านข้อคำถามแต่ละข้อ

แล้วแสดงความคิดเห็นในหัวข้อ 2 หัวข้อ ดังนี้

หัวข้อที่ 1 **"ประโยชน์"** ขอให้นักเรียนแสดงความคิดเห็นว่าการเรียนภาษาอังกฤษโดยใช้กิจกรรม

เหล่านี้ "มีประโยชน์"หรือไม่ (แม้ว่านักเรียนจะไม่เคยเรียนโดยใช้กิจกรรมเหล่านี้เลยก็ตาม) โดยทำ

เครื่องหมาย **X** ทับตัวเลข 0-4 โดยตัวเลข 0-4 มีความหมาย ดังนี้

ไม่มีประโยชน์เลย <--0------------1------------2-------------3------------4--> มีประโยชน์มาก

0 หมายถึง นักเรียนคิดว่ากิจกรรมเหล่านี้ **"ไม่มีประโยชน์เลย"**

1 หมายถึง นักเรียนคิดว่ากิจกรรมเหล่านี้ **"ไม่ค่อยมีประโยชน์"**

2 หมายถึง นักเรียนคิดว่ากิจกรรมเหล่านี้ **"มีประโยชน์บ้าง"**

3 หมายถึง นักเรียนคิดว่ากิจกรรมเหล่านี้ **"มีประโยชน์"**

4 หมายถึง นักเรียนคิดว่ากิจกรรมเหล่านี้ **"มีประโยชน์มาก"**

หัวข้อที่ 2 **"ความสนุกสนาน"** ขอให้นักเรียนแสดงความคิดเห็นว่าการเรียนภาษาอังกฤษโดยใช้

กิจกรรมเหล่านี้ "น่าสนุก"หรือไม่ (แม้ว่านักเรียนจะไม่เคยเรียนโดยใช้กิจกรรมเหล่านี้เลยก็ตาม) โดยทำ

เครื่องหมาย **X** ทับตัวเลข 0-4 โดยตัวเลข 0-4 มีความหมาย ดังนี้

ไม่สนุกเลย <--0------------1------------2-------------3------------4--> สนุกมาก

0 หมายถึง นักเรียนคิดว่ากิจกรรมเหล่านี้ **"ไม่สนุกเลย"**

1 หมายถึง นักเรียนคิดว่ากิจกรรมเหล่านี้ **"ไม่ค่อยสนุก"**

2 หมายถึง นักเรียนคิดว่ากิจกรรมเหล่านี้ **"สนุกบ้างในบางครั้ง"**

3 หมายถึง นักเรียนคิดว่ากิจกรรมเหล่านี้ **"สนุก"**

4 หมายถึง นักเรียนคิดว่ากิจกรรมเหล่านี้ **"สนุกมาก"**

ข้อ	กิจกรรม	ประโยชน์	สนุกสนาน
1	ครูให้นักเรียนอ่านข้อความ หรือบทอ่านโดยกระตุ้นให้นักเรียนเดาความหมายของคำศัพท์จากบริบทของเรื่องที่อ่าน โดยไม่ต้องเปิดพจนานุกรมเพื่อหาความหมายของคำศัพท์นั้นๆทุกครั้ง และปฏิบัติตามข้อความที่อ่าน หรือตอบคำถามจากบทอ่านที่ครูให้อ่านได้ถูกต้อง เช่น กิจกรรมที่ครูให้นักเรียนอ่านแถบประโยคและเดาความหมายของคำศัพท์ที่ขีดเส้นใต้	0 1 2 3 4	0 1 2 3 4
2	ครูนำสื่อภาษาอังกฤษที่พบเห็นในชีวิตประจำวันมาประยุกต์ใช้ในกิจกรรมการเรียนการสอนภาษาอังกฤษ เช่น กิจกรรมที่ครูใช้เมนูอาหารเป็นสื่อการสอนโดยให้นักเรียนจับคู่สนทนาสั่งอาหารทางโทรศัพท์	0 1 2 3 4	0 1 2 3 4
3	ครูให้นักเรียนจับคู่หรือแบ่งกลุ่มเพื่อทำกิจกรรมโดยใช้ภาษาอังกฤษเป็นสื่อ เช่น กิจกรรมที่ครูให้นักเรียนแบ่งกลุ่มถามตอบเกี่ยวกับตำแหน่งที่ตั้งการจัดวางเครื่องเรือนในห้องรับแขก	0 1 2 3 4	0 1 2 3 4
4	ครูให้นักเรียนฝึกใช้ภาษาอังกฤษโดยการแสดงบทบาทสมมติโดยครูกำหนดบริบทที่ชัดเจน เช่น กิจกรรมที่ครูแบ่งกลุ่มนักเรียนเป็น 2 กลุ่มสนทนาสั่งอาหารทางโทรศัพท์ตามรายการอาหารที่ครูกำหนด	0 1 2 3 4	0 1 2 3 4
5	ครูจัดกิจกรรมที่ให้นักเรียนฝึกใช้ภาษาอังกฤษในการสื่อสารให้ถูกต้องตามกฎไวยากรณ์และเหมาะสมกับกาลเทศะ หรือบุคคลที่สนทนาด้วย เช่น กิจกรรมที่ครูให้นักเรียนสนทนาถามตอบเกี่ยวกับการวางแผนท่องเที่ยวในวันหยุดระหว่างครูกับนักเรียน และเพื่อนกับเพื่อน	0 1 2 3 4	0 1 2 3 4
6	ครูจัดกิจกรรมที่เน้นการใช้ภาษาเพื่อสื่อความหมายมากกว่าเรียนคำศัพท์หรือโครงสร้างไวยากรณ์เท่านั้น เช่น กิจกรรมที่ครูแบ่งกลุ่มให้นักเรียนช่วยกันฟังเพลง เรียงลำดับเนื้อเพลง และตอบคำถามเกี่ยวกับความหมายของเพลง หลังจากนั้น ครูให้นักเรียนช่วยกันเขียนเล่าเรื่องเพื่อนที่มีลักษณะตรงกับเพลงที่ได้ฟัง	0 1 2 3 4	0 1 2 3 4

กรุณาตอบแบบสอบถามส่วนที่ 3 ในหน้าถัดไป ⟹

ส่วนที่ 3   **ข้อเสนอแนะสำหรับการจัดกิจกรรมการเรียนการสอนภาษาอังกฤษ**

1.   นักเรียนคิดว่ากิจกรรมการเรียนการสอนภาษาอังกฤษที่เน้นการสื่อสารกิจกรรมใดสนุกที่สุด เพราะเหตุใด

....

....

....

....

2.   จากข้อ 1 นักเรียนคิดว่ากิจกรรมการเรียนการสอนภาษาอังกฤษที่เน้นการสื่อสารดังกล่าวเป็นประโยชน์
     หรือไม่ เพราะเหตุใด

....

....

....

....

3.   นักเรียนคิดว่ากิจกรรมการเรียนการสอนภาษาอังกฤษที่เน้นการสื่อสารกิจกรรมใดที่นักเรียนได้รับ
     ประโยชน์มากที่สุด เพราะเหตุใด

....

....

....

....

4.   จากข้อ 3 นักเรียนคิดว่ากิจกรรมการเรียนการสอนภาษาอังกฤษที่เน้นการสื่อสารดังกล่าวสนุกหรือไม่
     เพราะเหตุใด

....

....

....

....

5.   นักเรียนคิดว่ากิจกรรมการเรียนการสอนภาษาอังกฤษที่เน้นการสื่อสารในภาพรวมสนุก และเป็น
     ประโยชน์หรือไม่ เพราะเหตุใด

....

....

....

....

๙๛๛๙ ขอบคุณที่ให้ความร่วมมือ ๙๛๛๙

Appendix 5.2 **Questionnaire for the Experiment Phase (English version)**

Questionnaire

Lower Demonstration Secondary School Students' Opinion towards

the Usefulness and the Enjoyableness of Communicative English Activities

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To answer this questionnaire, the researcher would like the respondent to read the instructions carefully before answering. In this questionnaire, there are three parts as follows:

Part I   Respondent's personal information
Part II   Items about the aspects of the usefulness and the enjoyableness towards communicative English activities
Part III   Open-ended questions about English instructional activities

The respondent will take about 10 – 15 minutes to answer the questionnaire. It will be the secret and will not affect the respondent's grade. Therefore, the researcher would like the respondent to answer the questionnaire faithfully in order to use the result from the questionnaire to develop English instructional activities to be fun and useful in the future. The researcher thanks the respondent for your cooperation.

Part I   Respondent's personal information

Please tick ☑ in the box that is your information.

1. Gender   ❐ Male   ❐ Female

2. Foundation English Grade

       ❐ 4
       ❐ 3   ❐ 3.5
       ❐ 2   ❐ 2.5
       ❐ 1   ❐ 1.5

3. English Skill Grade

       ❐ 4
       ❐ 3   ❐ 3.5
       ❐ 2   ❐ 2.5
       ❐ 1   ❐ 1.5

Part II　　　**Items about the aspects of the usefulness and the enjoyableness towards English instructional activities**

Instruction

　　　　This part consists of twenty-two items about English instructional activities. Please read each item and make the cross (x) that best represent your opinion in these following two aspects:

　　　　Aspect I　　　**"Usefulness"** Please consider that these English activities are useful or not (even though you have never studied through these activities) and make the cross (x) on the number 0 - 4.

　　　　Not useful at all <--0----------1----------2----------3---------4--> Very useful

- 0 means the English activity is NOT USEFUL AT ALL.
- 1 means the English activity is HARDLY USEFUL.
- 2 means the English activity is SOMETIMES USEFUL.
- 3 means the English activity is USEFUL.
- 4 means the English activity is VERY USEFUL.

　　　　Aspect II　　　**"Enjoyableness"** Please consider that these English activities make you fun or not (even though you have never studied through these activities) and make the cross (x) on the number 0 - 4.

　　　　Not fun at all <--0----------1----------2-----------3----------4--> Very fun

- 0 means the English activity is NOT FUN AT ALL.
- 1 means the English activity is HARDLY FUN.
- 2 means the English activity is SOMETIMES FUN.
- 3 means the English activity is FUN.
- 4 means the English activity is VERY FUN.

No	Items	Usefulness	Enjoyableness
1	Teachers assign students to read some sentences or passages and try to guess some unknown words without searching for them from the dictionary and after that the students act out following the instructions from the sentences that they read or answer the questions after reading the passages. For example, teachers assign students to read the sentence tags and ask them try to guess the meaning of the underlined words.	0 1 2 3 4	0 1 2 3 4
2	Teachers use authentic materials to apply in English instructional activities. For example, students use menu as an authentic material to play the role in ordering food on the phone.	0 1 2 3 4	0 1 2 3 4
3.	Teachers divide students into pairs or groups to do the activities in which students use English as a medium For example, teachers divide students into four groups to play games "Arrange the furniture" by asking and answering about the location of each piece of furniture.	0 1 2 3 4	0 1 2 3 4
4.	Teachers assign students to do the role play by setting some situations for the students. For example, teachers divide students into two groups and set the role of each group. Then, each group makes a conversation on the phone in order to order some food.	0 1 2 3 4	0 1 2 3 4
5.	Students practice communicating in English by using role plays and teachers set the context clearly such as the relationship of the characters, time, places, etc. For example, teachers assign students to make a conversation (teacher to student and student to student) about holiday plans.	0 1 2 3 4	0 1 2 3 4
6.	Teachers provide the activity focusing on meaning rather than form. For example, teachers divide students into groups. Then, students listen to the song, rearrange the song lyric, and answer the questions focusing on meaning. After that, teacher assigns students to write about their friends according to the song they listened.	0 1 2 3 4	0 1 2 3 4

Part III   Open-ended questions about English instructional activities

1. In your opinion, which communicative activity is the most enjoyable? Why?

    …………………………………………………………………………………………
    …………………………………………………………………………………………
    …………………………………………………………………………………………
    …………………………………………………………………………………………

2. Do you think whether the activity in item No.1 is useful? How?

    …………………………………………………………………………………………
    …………………………………………………………………………………………
    …………………………………………………………………………………………
    …………………………………………………………………………………………

3. In your opinion, which communicative activity is the most useful? Why?

    …………………………………………………………………………………………
    …………………………………………………………………………………………
    …………………………………………………………………………………………
    …………………………………………………………………………………………

4. Do you think whether the activity in item No.3 is enjoyable? How?

    …………………………………………………………………………………………
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    …………………………………………………………………………………………

5. In your opinion, are these communicative activities in overall enjoyable and
    useful? Why or why not?

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    …………………………………………………………………………………………
    …………………………………………………………………………………………
    …………………………………………………………………………………………

ඐඏඐ *Thank you for your cooperation.* ඐඏඐ

APPENDIX 6

Appendix 6.1   Significant Opinions towards the Usefulness of
Communicative Activities of Students with Different
English Proficiency

Appendix 6.2   Significant Opinions towards the Usefulness of Non-
communicative Activities of Students with Different
English Proficiency

Appendix 6.3   Significant Opinions towards the Enjoyableness of
Communicative Activities of Students with Different
English Proficiency

Appendix 6.4   Significant Opinions towards the Enjoyableness of Non-
communicative Activities of Students with Different
English Proficiency

Appendix 6.1 **Significant Opinions towards the Usefulness of**

Communicative Activities of Students with Different English Proficiency

(Table 10 for full results)

(n = 400)

Items	English Proficiency Level	Mean	SD	F	Sig.
Interaction					
11	High	2.94	1.071	2.406	0.091
	Medium	2.68	1.056		
	Low	2.71	0.920		
13	High	2.83	1.026	0.638	0.529
	Medium	2.86	0.970		
	Low	3.12	0.928		
Meaning focus					
15	High	2.86	1.071	0.068	0.934
	Medium	2.82	1.031		
	Low	2.88	0.857		
22	High	3.01	0.944	1.866	0.156
	Medium	2.87	0.967		
	Low	2.65	0.996		

Table 10   (Continued)

Items	English Proficiency Level	Mean	SD	F	Sig.
Contextualization					
3	High	3.14	0.863	0.676	0.509
	Medium	3.04	0.883		
	Low	3.00	0.866		
16	High	2.87	0.984	0.003	0.997
	Medium	2.88	0.923		
	Low	2.88	0.928		
Authentic materials					
6	High	2.90	0.971	2.565	0.078
	Medium	2.75	1.005		
	Low	2.41	1.417		
Fluency and accuracy					
17	High	2.96	0.872	0.363	0.696
	Medium	3.04	0.945		
	Low	2.88	1.054		
21	High	2.88	0.951	1.067	0.345
	Medium	2.82	1.003		
	Low	2.53	1.231		

Table 10   (Continued)

Communicative Activities Items	English Proficiency Level	Mean	SD	F	Sig.
Trial and error					
4	High	3.04	0.970	2.766	0.064
	Medium	2.81	0.996		
	Low	3.24	0.752		
20	High	2.05	1.326	4.794	0.009*
	Medium	2.35	1.227		
	Low	2.88	1.054		
All items		2.848	0.590	0.319	0.727

*p < 0.05

Appendix 6.2   Significant Opinions towards the Usefulness of Non-Communicative Activities of Students with Different English Proficiency (Table 11 for full results)

(n = 400)

Items	English Proficiency Level	Mean	SD	F	Sig.
No interaction					
1	High	2.50	1.079	5.917	0.003*
	Medium	2.68	0.981		
	Low	3.35	0.786		
7	High	2.89	0.888	0.982	0.376
	Medium	3.03	0.798		
	Low	2.94	1.144		
Form focus					
10	High	3.15	0.862	1.085	0.339
	Medium	3.25	0.860		
	Low	2.94	0.899		
14	High	2.84	1.034	1.175	0.310
	Medium	2.73	1.083		
	Low	3.12	0.928		

Table 11   (Continued)

Items	English Proficiency Level	Mean	SD	F	Sig.
Decontextualization					
2	High	2.03	1.135	7.439	0.001*
	Medium	2.33	1.012		
	Low	2.94	1.144		
8	High	2.12	1.049	4.632	0.010
	Medium	2.39	0.942		
	Low	2.71	0.920		
Non-authentic materials					
5	High	3.00	0.915	0.605	0.547
	Medium	2.95	0.940		
	Low	2.76	0.831		
Accuracy					
12	High	2.97	1.005	0.539	0.584
	Medium	2.86	1.028		
	Low	2.88	0.928		
18	High	3.01	0.965	2.178	0.115
	Medium	3.06	0.994		
	Low	2.53	1.007		

Table 11   (Continued)

Items	English Proficiency Level	Mean	SD	F	Sig.
Error free					
9	High	2.86	1.037	0.186	0.831
	Medium	2.93	0.939		
	Low	2.88	1.269		
19	High	2.80	0.948	0.543	0.582
	Medium	2.72	0.974		
	Low	2.94	0.827		
All items		2.769	0.558	1.107	0.332

*$p < 0.05$

Appendix 6.3   **Significant Opinions towards the Enjoyableness of**

Communicative Activities Students with Different English Proficiency

(n = 400)

Items	English Proficiency Level	Mean	SD	F	Sig.
Interaction					
11	High	2.26	1.190	0.877	0.417
	Medium	2.08	1.079		
	Low	2.12	1.317		
13	High	2.79	1.141	0.234	0.791
	Medium	2.71	1.154		
	Low	2.82	1.334		
Meaning focus					
15	High	2.58	1.063	0.833	0.436
	Medium	2.57	1.042		
	Low	2.24	1.200		
22	High	2.71	1.102	0.437	0.646
	Medium	2.61	1.100		
	Low	2.53	1.068		

Table 14   (Continued)

Items	English Proficiency Level	Mean	SD	F	Sig.
Contextualization					
3	High	2.36	0.955	0.302	0.739
	Medium	2.43	0.936		
	Low	2.29	1.312		
16	High	2.47	1.095	1.234	0.292
	Medium	2.47	0.978		
	Low	2.06	1.029		
Authentic materials					
6	High	2.67	1.083	3.102	0.046
	Medium	2.42	1.077		
	Low	2.18	1.425		
Fluency and accuracy					
17	High	2.48	0.984	1.632	0.197
	Medium	2.42	0.936		
	Low	2.88	0.993		
21	High	2.31	1.172	0.233	0.792
	Medium	2.39	1.047		
	Low	2.41	1.064		

Table 14   (Continued)

Items	English Proficiency Level	Mean	SD	F	Sig.
Trial and error					
4	High	2.42	1.052	0.931	0.395
	Medium	2.55	0.947		
	Low	2.24	1.251		
20	High	1.90	1.231	1.214	0.298
	Medium	2.03	1.134		
	Low	2.29	1.047		
All items		2.439	0.664	0.143	0.867

*p < 0.05

Appendix 6.4   **Significant Opinions towards the Enjoyableness of Non-Communicative Activities Students with Different English Proficiency (Table 13 for full results)**

(n = 400)

Items	English Proficiency Level	Mean	SD	F	Sig.
No interaction					
1	High	1.60	1.140	8.409	0.000*
	Medium	2.00	1.095		
	Low	2.47	1.328		
7	High	2.42	1.050	2.618	0.074
	Medium	2.43	0.956		
	Low	1.88	1.364		
Form focus					
10	High	2.25	1.047	1.448	0.236
	Medium	2.40	0.933		
	Low	2.59	1.064		
14	High	2.67	1.112	1.374	0.254
	Medium	2.46	1.088		
	Low	2.65	1.169		

Table 15   (Continued)

Items	English Proficiency Level	Mean	SD	F	Sig.
Decontextualization					
2	High	1.61	1.126	5.089	0.007*
	Medium	1.98	1.005		
	Low	2.06	1.197		
8	High	1.74	1.116	6.045	0.003*
	Medium	2.15	1.012		
	Low	1.59	1.064		
Non-authentic materials					
5	High	2.23	1.091	0.599	0.550
	Medium	2.24	0.981		
	Low	1.88	1.144		
Accuracy					
12	High	2.44	1.107	1.681	0.187
	Medium	2.46	1.114		
	Low	1.94	1.197		
18	High	2.32	1.143	1.370	0.255
	Medium	2.41	1.012		
	Low	2.76	0.970		

Table 15   (Continued)

Items	English Proficiency Level	Mean	SD	F	Sig.
Error free					
9	High	2.17	1.116	1.453	0.235
	Medium	2.37	0.969		
	Low	2.41	1.372		
19	High	2.10	1.089	0.855	0.426
	Medium	2.23	1.045		
	Low	2.35	.996		
All items		2.17	0.687	2.148	0.118

*p < 0.05

BIOGRAPHY

Pornpun Vimooktalop was born in Bangkok on April 12th, 1979. She is a single child in her family. She graduated with Bachelor's degree (second class honor) in Secondary Education majoring in English and French from the Faculty of Education, Chulalongkorn University. She is an English instructor at Chulalongkorn University Demonstration Secondary School. She has been teaching here since 2001. Besides, she is also the secretary of Associate Professor Verachart Suanphirintr who is the Director of Chulalongkorn University Demonstration Secondary School and Associate Dean of the Faculty of Education, Chulalongkorn University from 2005 to 2008.