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Appendices

Appendix A: Student Questionnaire of English Language Needs

This questionnaire is designed to help identify the English language needs of the undergraduate students at Kasetsart University. Your responses are useful for the design of an English course for KU students' future career and education.

Please answer each question carefully based on your own opinions and learning experiences.

I. Background information

Instructions: First of all, please provide some information about yourself. Please tick (✓) the appropriate space(s).

1. Sex: ___ male ___ female 2. Age _____

3. Faculty in the University:

___ Agriculture ___ Agro-Industry ___ Architecture ___ Business
 ___ Engineering ___ Economics ___ Education ___ Fishery
 ___ Forestry ___ Humanities ___ Social-Science ___ Veterinary
 ___ Vet-Technology

4. Years of studying at Kasetsart University _____

5. The latest English course _____

6. Years of studying English before studying at KU _____

II. The needs for particular language skills in the personal, academic, and professional domains and student's self rating

Instructions: Put X on the numbers which are relevant to your opinions or abilities.

	Use the following scales for column 1: 1 Poor 2 Not so good 3 Quite good 4 Good 5 Very good	Use the following scales for column 2: 1 Low 2 Low to moderate 3 Moderate 4 Moderate to high 5 High
	How would you rate yourself in terms of your ability in the following skills?	How would you rate your needs to master study the following skills?
For academic study		
1. Reading	1 2 3 4 5	1 2 3 4 5
2. Listening	1 2 3 4 5	1 2 3 4 5
3. Speaking	1 2 3 4 5	1 2 3 4 5
4. Writing	1 2 3 4 5	1 2 3 4 5
For your future career		
1. Reading	1 2 3 4 5	1 2 3 4 5
2. Listening	1 2 3 4 5	1 2 3 4 5
3. Speaking	1 2 3 4 5	1 2 3 4 5
4. Writing	1 2 3 4 5	1 2 3 4 5

For your social or private life		
1. Reading	1 2 3 4 5	1 2 3 4 5
2. Listening	1 2 3 4 5	1 2 3 4 5
3. Speaking	1 2 3 4 5	1 2 3 4 5
4. Writing	1 2 3 4 5	1 2 3 4 5

III. Student's needs of English skill(s) and reasons

1. **Instructions:** Put X on the numbers which are relevant to your opinions.

	Use the following scales: 1 Low 2 Low to moderate 3 Moderate 4 Moderate to high 5 High
	How would you rate your needs of learning the following skills?
1. Reading	1 2 3 4 5
2. Writing	1 2 3 4 5
3. Listening and speaking	1 2 3 4 5
4. Oral communication and presentation	1 2 3 4 5

2. **Instructions:** If you choose **Reading** or **Writing** in the previous section, skip this part and continue part IV. If you choose **Listening and speaking or Oral communication and Presentation**, put X on the numbers which are relevant to your opinions.

	Use the following scales: 1 unimportant 2 Not so important 3 Quite important 4 Important 5 Very important
	How would you rate the reasons why listening and speaking skills or oral communication skill are necessary?
For your present study	1 2 3 4 5
For your future study	1 2 3 4 5
For your future career	1 2 3 4 5
For your social life	1 2 3 4 5
For your free time activities	1 2 3 4 5
To get a good grade	1 2 3 4 5
To get a good and well-paid job	1 2 3 4 5
To improve it because you are not good at	1 2 3 4 5
To practice more although you are good at	1 2 3 4 5
Other reasons. Please specify <i>I love English.</i>	1 2 3 4 5

IV. Students' preference for practicing listening and speaking skills

Instructions: Put X on the numbers which are relevant to your opinions.

	<p>Use the following scales:</p> <p>1 Low 2 Low to moderate 3 Moderate 4 Moderate to high 5 High</p> <hr/> <p>How would you you're your preference for practicing listening and speaking skills in following situations?</p>	<p>Use the following scales:</p> <p>1 Low 2 Low to moderate 3 Moderate 4 Moderate to high 5 High</p> <hr/>
<p>How do you like to study? by yourself with a partner in small groups with 3-5 members in big groups containing more than 5 members</p>	<p>1 2 3 4 5 1 2 3 4 5 1 2 3 4 5 1 2 3 4 5</p>	
<p>How do you like to learn listening and speaking? by using books by listening to cassettes and repeating by using computers by listening to teachers by discussing in class with either teacher or classmates by giving presentations in class after preparing for oral presentations outside classroom or at home by giving presentation immediately after getting topics by studying grammar and practicing speaking</p>	<p>1 2 3 4 5 1 2 3 4 5 1 2 3 4 5 1 2 3 4 5 1 2 3 4 5 1 2 3 4 5 1 2 3 4 5 1 2 3 4 5</p>	
<p>Others (Please specify and rate) _____</p>	<p>1 2 3 4 5</p>	

V. Students' abilities and their needs for practicing the additional skills required for doing project work

Instructions: Put X on the numbers which are relevant to your opinions.

	Use the following scales:	Use the following scales:
	1 Poor 2 Not so good 3 Quite good 4 Good 5 Very good	1 Low 2 Low to moderate 3 Moderate 4 Moderate to high 5 High
	How would you rate yourself in terms of your ability in the following skills that are necessary for doing projects?	How would you rate your needs for practicing the skills that are necessary for doing projects?
1. skills to use online-dictionary	1 2 3 4 5	1 2 3 4 5
2. skills to use computers in searching for information	1 2 3 4 5	1 2 3 4 5
3. skill to evaluate yourself, and your friends	1 2 3 4 5	1 2 3 4 5
4. skills for oral presentation	1 2 3 4 5	1 2 3 4 5

VI. Students' topics of interest.

Instructions: Choose 5 topics you like the most? Circle the numbers in front of each item.

- | | | | |
|----|------------------------------|----|-----------------------------|
| 1 | Our university | 2 | Nature |
| 3 | Food | 4 | Earth - Space |
| 5 | Natural forces - weather | 6 | History |
| 7 | Future career | 8 | Entertainment, music, movie |
| 9 | Our world | 10 | Culture |
| 11 | World resources | 12 | Daily life |
| 13 | Media | 14 | Science and technology |
| 15 | Sport | 16 | Environment |
| 17 | Travel | 18 | Friend |
| 19 | Family | 20 | People |
| 21 | Others (specify please)..... | | |

End of the Questionnaire



Appendix B: Content Validity and Construct Validation of Student Questionnaire

Objectives	Content	Experts' Validation +1 0 -1
<p>Part I. Background information</p> <p>1. To get the information about the subjects' characteristics.</p>	<p>1. Sex: <input type="checkbox"/> male <input type="checkbox"/> female</p> <p>2. Age _____</p> <p>3. Faculty in the University:</p> <p><input type="checkbox"/> Agriculture</p> <p><input type="checkbox"/> Agro-Industry</p> <p><input type="checkbox"/> Architecture</p> <p><input type="checkbox"/> Business</p> <p><input type="checkbox"/> Engineering</p> <p><input type="checkbox"/> Economics</p> <p><input type="checkbox"/> Education</p> <p><input type="checkbox"/> Fishery</p> <p><input type="checkbox"/> Forestry</p> <p><input type="checkbox"/> Humanities</p> <p><input type="checkbox"/> Social-Science</p> <p><input type="checkbox"/> Veterinary</p> <p><input type="checkbox"/> Vet-Technology</p> <p>4. Years of studying at Kasetsart University _____</p> <p>5. The latest English course _____</p> <p>6. Years of studying English before studying at KU _____</p>	<p>1. R = 2 N = 3</p> <p>IOC = $\sum R/N$ = 2/3 = .67</p> <p>Comments:</p> <p>1. More questions can be added e.g. extra English classes outside the classroom.</p> <p>2. Item number 6 was ambiguous because the participants would not know the period of time that the questionnaire writer intended to ask.</p>
<p>Part II. The importance of particular language skills in the personal, academic, and professional domains and student's self rating</p> <p>1. To know about the subject's opinions towards the importance of the four language skills in three domains academic, future career and personal.</p> <p>2. To know about the subject's English ability in four skills in three domains: academic, future career and personal.</p>	<p>Rating scales:</p> <p>1 Unimportant</p> <p>2 Not so important</p> <p>3 Quite important</p> <p>4 Important</p> <p>5 Very important</p> <p>1. How would you rate the important of learning the following skills?</p> <p>For academic study</p> <p>1. Reading</p> <p>2. Listening</p> <p>3. Speaking</p> <p>4. Writing</p> <p>For your future career</p> <p>1 Reading</p> <p>2 Listening</p> <p>3 Speaking</p> <p>4 Writing</p>	<p>1. R = 2 N = 3</p> <p>IOC = .67</p> <p>2. R = 3 N = 3</p> <p>IOC = 1</p> <p>Comments:</p> <p>1. This part was too long and the details of the questions were quite similar.</p> <p>2. The rating scales of question number 1 had to be changed.</p>

	<p>For your social or private life</p> <ol style="list-style-type: none"> 5 Reading 6 Listening 7 Speaking 8 Writing <p>Rating scales:</p> <ol style="list-style-type: none"> 1 Poor 2 Not so good 3 Quite good 4 Good 5 Very good <p>2. How would you rate yourself in terms of your ability in the following skills?</p> <p>For academic study</p> <ol style="list-style-type: none"> 1. Reading 2. Listening 3. Speaking 4. Writing <p>For your future career</p> <ol style="list-style-type: none"> 5. Reading 6. Listening 7. Speaking 8. Writing <p>For your social or private life</p> <ol style="list-style-type: none"> 9. Reading 10. Listening 11. Speaking 12. Writing 	
<p>Part III. Language Needs</p> <p>1. To know about the subject's English needs of learning in three domains academic, future career and personal.</p>	<p>Rating scales:</p> <ol style="list-style-type: none"> 1 Low 2 Low to moderate 3 Moderate 4 Moderate to high 5 High <p>1. How would you rate your needs of learning the following skills?</p> <p>For academic study</p> <ol style="list-style-type: none"> 1. Reading 2. Listening 3. Speaking 4. Writing <p>For your future career</p> <ol style="list-style-type: none"> 5. Reading 6. Listening 7. Speaking 8. Writing <p>For your social or private life</p> <ol style="list-style-type: none"> 9. Reading 10. Listening 11. Speaking 12. Writing 	<p>1. R = 3 N = 3 IOC = 1</p>

<p>Part IV. Students' needs in the particular language skill (oral communication) and other skills.</p> <p>1. To know students' needs for the oral communication skill in academic study, future career and for social or private life.</p> <p>2. To know students' abilities about the skills that are necessary for doing projects.</p> <p>3. To know students' needs of learning the skills that are necessary for doing projects.</p>	<p>Rating scales: 1 Low 2 Low to moderate 3 Moderate 4 Moderate to high 5 High</p> <p>1. How would you rate your needs for the oral communication skill in particular situations?</p> <p>For academic study :</p> <ol style="list-style-type: none"> 1. in class discussion 2. with lecturers 3. at conferences 4. at seminars 5. at meetings 6. in tutorials 7. at presentations <p>For your future career</p> <ol style="list-style-type: none"> 1. at conferences 2. at seminars 3. on the telephones 4. at meetings 5. in informal situations 6. with customers 7. with colleges 8. with higher administrators 9. at presentations 10. others(Please specify and rate.) _____ <p>For your social or private life</p> <ol style="list-style-type: none"> 1. with foreign friends 2. while traveling aboard 3. at social functions 4. others(Please specify and rate.) _____ <p>Rating scales: 1 Poor 2 Not very good 3 Quite good 4 Good 5 Very good</p> <p>2. How would you rate yourself in terms of your ability in the following skills that are necessary for doing projects?</p> <ol style="list-style-type: none"> 1. skills to use dictionary 2. skills to use computers in searching for information 3. skill to evaluate yourself, and your friends 4. skills for oral presentation 	<p>1. R = 3 N = 3 IOC = 1</p> <p>2. R = 2 N = 3 IOC = .67</p> <p>3. R = 3 N = 3 IOC = 1</p>
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	<p>Rating scales: 1 Low 2 Low to moderate 3 Moderate 4 Moderate to high 5 High</p> <p>3. How would you rate your needs for the skills that are necessary for doing projects?</p> <ol style="list-style-type: none"> 1. skills to use dictionary 2. skills to use computers in searching for information 3. skill to evaluate yourself, and your friends 4. skills for oral presentation 	
<p>Part V. Students' topics of interest. 1. To know the 5 topics that student like most.</p>	<p>Choose 5 topics you like most? Circle the numbers in front of each item.</p> <ol style="list-style-type: none"> 1 Our university 2 Nature 3 Food 4 Earth - Space 5 Natural forces – weather 6 History 7 Future career 8 Entertainment, music, movie 9 Our world 10 Culture 11 World resources 12 Daily life 13 Media 14 Science and technology 15 Sport 16 Environment 17 Travel 18 Friend 19 Family 20 People 21 Others (specify please) <p>.....</p>	<p>1. R = 3 N = 3 IOC = 1</p>

English Language Needs

Note: +1 = Agree 0 = Questionable -1 = Disagree

The value of the content validity or Index of Item Objective Congruence (IOC) of the Student Questionnaire of English Language Needs was at 0.88.

Appendix C: Instructional Manual, Teaching Materials, Lesson plans and the instructional activities

Instructional Manual

Oral Communication Course Based on the Project-based Learning Approach

Rationale

With regard to the national curriculum, English has assumed a position of importance in Thai education. Educational institutes of all levels have realized and responded to this urgent need. Kasetsart University (henceforth KU) is one of the most prestigious public universities, and it offers a variety of programs for students who have completed their secondary schooling to further their education in the areas of science, business, and humanities. As the university realizes that its graduates need to learn not only the general knowledge in a specific field but also specific skills which will support their future careers or further education, the university requires students to attend elective English courses in addition to the general compulsory courses.

Many research findings have indicated that most national and international workplaces prefer employees who can communicate well in English as a large number, if not most, of employers, business partners, and clients are foreigners whose medium of communication is English. In other words, companies would rather hire the applicants who are qualified and who demonstrate the ability to use English well, especially when communicating orally. Unfortunately, most Thai university graduates' English proficiency does not meet this requirement.

The necessity of turning out graduates who are qualified in terms of their specific academic knowledge and who have acquired sufficient English language skills is recognized by KU. To provide the students with the opportunities to practice English skills, the university requires all KU students to attend at least four English courses in order to complete their undergraduate program of study. Every student has to study the three foundation English courses and one elective course according to their interests, e.g. Writing I, Reading I, Reading for Mass Communication, or Listening and Speaking I, to name just a few.

However, it is worth noting that most of the elective courses provided by KU emphasize reading and writing skills. Of the total 16 elective courses, only one course focuses specifically on the development of listening and speaking skills. This means that students have only one option if they intend to practice their oral skills. Listening and Speaking I, the only course that provides students with a chance to practice listening and

speaking skills, emphasizes practicing certain functional language including greetings, making requests, or giving personal information. In practicing such functional language, students are provided with opportunity to listen to conversations, learn vocabulary, study the functions of the language, practice pronunciation of certain sounds, repeat sentences after the model sentences, and then practice all these elements in the situation provided; that is, students practice listening and speaking skills in simulated activities in the classroom. In doing so, it is expected that students may be able to transfer this knowledge to use in real-world situations.

Not only does the university recognize the significance of improving its students' oral communication ability, but the students themselves also acknowledge their needs to further develop this ability. The result from a questionnaire carried out by the researcher in 2004 with KU non-English major undergraduate students revealed that 72 out of 95 students listed oral communication as their number one priority when asked which English skill they wanted to improve the most.

With such realization of the importance of development of oral communication ability, an effective English oral communication course needs to be developed and offered to KU students. It is the researcher's belief that this can be done if students can practice and use the target language in real-life situations simultaneously with in-class learning. This is because students will be able to reinforce the knowledge accumulated from the classrooms by reproducing and reusing the learned language through interaction in actual settings.

In summary, there is a need to develop a course which aimed at promoting KU students' English oral communication ability. In order to create an environment where students are exposed to the target language and use it properly, carefully planned tasks and activities need to be designed. During the course of instruction, students need to actively take a major role as well as responsibility to plan, manage, and present their work, while the teacher is assigned the role of a facilitator who is ready to help fill in the gaps if necessary. By being involved in this kind of instruction, students are expected to be fully motivated, and they will have more opportunities to practice and use the target language meaningfully in authentic situations, eventually leading to a higher level of oral communication ability.

The English oral communication course is developed based on the Project-based Learning Approach and the KU students' needs. The course aims at improving students' oral communication ability and is provided for the KU students who have already practiced the four language skills; listening, speaking, reading and writing in the three

foundation English courses and who prefer to develop their oral communication skill as they may lack the opportunities to practice their known linguistic knowledge in the real-life situations. This oral communication course may suit well with these students since the project work functions as a bridge between using English in class and using English in real life situations outside of class (Fried-Booth, 1997).

Theoretical framework

Project work (Fried-Booth, 1986; Haines, 1989)

Project work or project work instruction is a language learning instruction whose principles are based on the Project-based Learning Approach. Project work refers to the highly motivated instructional model that intends to engage learners in authentic and real world tasks (Moss, Donna-Van Duzer, & Carol, 1998) to improve their English language ability. In this study, project work refers to a language learning instruction that intended to improve KU students' English oral communication ability and emphasized the process in which students work cooperatively in fixed-groups to accomplish the series of tasks, from agreeing on a theme for the project, determining the final outcome, structuring the project, planning all the steps of the project in details, gathering information, compiling and analyzing information, preparing for the final presentation, presenting the final product, to evaluating the process and projects. For example, to collect data for their project, students had to interact with the English speakers orally and meaningfully, such as interviewing tourists who were native English speakers and surveying foreigners' opinions on certain issues or topics of interest before reporting their final products orally to the whole class at the end of each project.

Course designed

It was discovered from the needs analysis that KU students would like to improve their oral or speaking skill in their elective courses. Then, this finding was further interpreted to determine the goals and objectives of the course. Apart from defining the students' needs, there were five more concepts derived from the three learning approaches, namely social constructivism, cooperative learning, and the learner-centered approach, which were also incorporated into the course development. They were as follows:

- a. Learners should engage in the social learning activities.
- b. Learners need the skills to expand their vision that is an important foundation for their thinking.

c. The environment and the social relationships among group members help learners construct their own knowledge as called learning from others.

d. The process when learners work together can take place in both small and large groups to accomplish the shared goals.

e. Learners are closely involved in the decision-making process and have considerable control of and responsibility for activities.

In addition to the findings from the needs analysis and the aforementioned five concepts, the six applications derived from the Project-based Learning Approach were integrated into this interpretation and then transferred into the instructional course goals and objectives. They were as follows:

1. Project work is learner-centered. As it focuses on content learning rather than on a specific language target, learners will have a significant voice in selecting the content areas or topics of interest and the nature of the projects that they do.

2. Project work is learner-centered as learners are actively engaged in 'doing' things rather than in 'learning about' something. Learners are required to produce a product, presentation, or performance.

3. Project work is cooperative rather than competitive since, most of the time, learners work in small groups to complete a project.

4. Project work requires multiple stages of development to be successful in producing a final product. The collections of the sequenced and integrated tasks are added up to the final project.

5. Project work provides learners with the opportunities to practice the four language skills in real-life situations and real-world tasks. The real goal of project work in language education is to create authentic contexts for language learners to achieve comprehensible input and producing comprehensive output by interacting and communicating with one another, as well as with the speakers of the target language, with information, documents, or texts in English in real-life situations.

6. Project work is not only motivating but also empowering and challenging. As learners take control of their own learning, they are able to work not only inside the classroom but also outside.

Table 2 presents the goals and objectives of the English oral communication course derived from the Project-based Learning Approach and the findings of the students' needs analysis.

Table 1: Goals and objectives of the English oral communication course

Goals	Objectives
1. Students will learn the basic skills that are necessary for developing projects, e.g. learning how to use online dictionary websites, researching techniques, and presentation skills.	By the end of the course, students should be able to: 1. find the information by searching the dictionary websites on the Internet; 2. search for information by using search engines as a tool to obtain the data from the Internet; 3. deliver the presentation orally and effectively;
2. Students can evaluate themselves, peers, and group performances collaboratively for their improvement.	4. complete the assessment questionnaires and learner logs; 5. reflect on the information from the questionnaires and learner logs for their own improvement;
3. Students will learn how to develop a project.	6. plan the projects; 7. develop the projects as planned;
4. Students are able to improve their oral communication ability.	8. present the final outcomes orally; 9. evaluate and reflect on their own performance and peers' performance.

Table 2: Contents of the course

Content I	Content II
<ul style="list-style-type: none"> - Online dictionary websites - Online search engine websites - Presentation skills <ul style="list-style-type: none"> - Introducing oneself - My favorite free time activities - News report - How to deliver a good oral presentation - The procedures for managing a project - Assessments: self-assessment, peer assessment, and project assessment 	<p>Project topics derived from the students' needs analysis:</p> <ul style="list-style-type: none"> - sports - entertainment-music-movie - travel - future - career - food - daily life

Tasks or instructional activities

All of the activities emphasized that students had to actively involve in the process of learning. Students were required to complete a series of activities as illustrated in Table 3 below.

Table 3: Tasks or instructional activities

Task	Activities	Lesson plans
1	Student' self introduction	Week 1
2	Online dictionary exercises	Week 1
3	Presentation on the topic 'My favorite free time activities'	Week 2
4	Research skills exercise by using the Internet search engines	Week 2
5	Self-assessment and reflection	Week 2
6	News report	Week 3
7	Peer evaluation task	Week 3
8	Presentation skills workshop	Week 3
9	How to develop a project	Week 4
10	Reflection task	Week 7
11	Group project	Week 8-14

Assessment

As previously mentioned, this study focused on the improvement of students' oral communication ability comprising general oral communication ability and oral presentation ability. Therefore, the students' general oral communication which is a linguistic component is measured rather than their non-linguistic abilities. In the oral presentation category, students' oral presentation, linguistics-wise, is measured rather than their presentation competency. In brief, the two main objectives of the assessment are to evaluate students' general oral communication and to evaluate students' oral presentation.

Teacher's role:

The instructional process of the project work will take place both in class and outside the classroom. Students will spend most of the time in class in the first three weeks to learn to use dictionary, researching skills, presentation skills and how to assess themselves, their peers and the group. The teacher will provide the students with the tasks that they have to complete. As the tasks require the students to use computers to practice

those skills, the teacher will facilitate the learners in the computer lab as the problems might arise during the course of learning. During practicing presentation skills, the students will do the brain-storming and practice the presentation while the teacher will give them feedback and comments. Then, the students will learn how to develop a project. They will discuss for the topic that they prefer to study, discuss for the expected outcome, plan the project, manage the jobs description and distribute the jobs to the members. While they are in these processes, the teacher will take the role of the leader of discussion who motivates the students to share their ideas and summarize the outcomes. Then, the student will do their research for the information or collect data necessary for their project. If there is any problems that might occur outside the classroom, the teacher will be available. Moreover, the teacher will take the role to facilitate learners in learning how to assess themselves, their peers and the group. Finally, the students will do their presentation as the teacher gives comments and evaluates their presentations.

Student's role

The project-based learning instruction emphasizes the role of the learners in responsible to their learning. They will be responsible in completing the tasks assigned by working collaboratively and cooperatively with their friends and their group members. The students will be in charge of participating in discussion, suggesting their ideas, listening to their friends, negotiating for what they think appropriate for each situation. They will learn these working skills and at the same time their oral communication ability will improve. Working collaboratively and cooperatively, the students will evaluate themselves and their peers and reflect those to themselves. With and through the assessment and the reflection, the students will develop their proficiency in terms of working experience and oral communication ability. When the students present their final products, their friends in other groups will evaluate them and make comments on their performances. Later, they will watch the video record of the presentation for discussion and comments. These help learners to reflect themselves and collect data for their improvement.

Lesson plan

Week	Goals & Objectives	Activities	Preparation	Procedures	Assessment
1.	<p>Goal 1: Dictionary, researching and presentation skills</p> <p>Objective: By the end of the course, students are able to:</p> <p>1.1 find the information by searching through the dictionary websites in the internet.</p> <p>Time: 3 hours</p>	<p>Introduction:</p> <ul style="list-style-type: none"> - description of the course syllabus - self introduction - doing a task by using the dictionary websites in the internet to search for the answers 	<ul style="list-style-type: none"> - course syllabus - a worksheet - computer lab 	<ol style="list-style-type: none"> 1. Teacher explains the course syllabus and the process of learning and teaching. 2. Students prepare for self introduction. They are given 5 minutes to prepare and 2 minutes for each student to present. They can talk about their personal information, family, education, free time, sports, future and their impression in the past. 3. A work sheet will be given to the students. The students will learn how to use online dictionary by doing the tasks provided in the worksheet. The explanation and the instructions are included in the worksheet. 4. When they complete the tasks, the teacher will check their answers orally. 5. Homework: Prepare for a 3 minutes presentation on my favorite free time activity next period. 	<ul style="list-style-type: none"> -presentation - check students' answers orally <p>Note: Pre-test before studying the first session.</p>

Week	Goals & Objectives	Activities	Preparation	Procedures	Assessment
2.	<p>Goal 1: Dictionary, researching and presentation skills Objective: 1.3 deliver the presentation orally and effectively 1.2 search the information by using search engines as tools to get the data needed from the internet</p> <p>Goal 2: Assessment for self improvement 2.1 complete the assessment questionnaires 2.2 use the information from the questionnaires for their self-improvement</p> <p>Time: 3 hours</p>	<p>Researching skills self evaluation - presentation on my favorite free time activity - doing tasks by using the search engines in the internet to search for the answers - whole class discussion</p>	<p>- peer assessment worksheet - oral presentation evaluation worksheet - worksheets - computer lab</p>	<p>1. Students deliver their presentation on the topic my favorite free time activity. 2. As the students present, teacher will evaluate the students. 3. Students will complete their own self-evaluation questionnaire. The questionnaire will ask the students to reflect their own performance and what and how to improve themselves for the next assignment and the next presentation. 4. Teacher gives students the work sheet. They will learn how to use search engines to search for the information required by doing the tasks provided in the worksheet. The explanation and the instructions are included in the worksheet. 4. When they complete the tasks, the teacher will check their answers orally in class and collect the assignment. 5. Homework: Prepare to present a news for a 2 minutes by choosing the news they prefer and practice for presentation next period.</p>	<p>- oral presentation - check students' answers orally and check the assignment - from discussion in class</p>

Week	Goals & Objectives	Activities	Preparation	Procedures	Assessment
3.	<p>Goal 1: Dictionary, researching and presentation skills Objective: 1.3 deliver the presentation orally and effectively</p> <p>Goal 2: Assessment for self improvement 2.1 complete the peer evaluation form and learner logs 2.2 reflect the information from the evaluation form and learner logs form for their selves' Time: 3 hours</p>	<p>Presentation skills self evaluation peer evaluation - a news presentation - presentation workshop</p>	<p>- oral presentation evaluation worksheet - workshop worksheet - learner logs</p>	<p>1. Students present a news for 2 minutes each. As each student report the news, the rest will evaluate their friend's presentation in the evaluation form which is later given to the presenter for self reflection and self improvement.</p> <p>2. Students will be given the learner logs form to complete in class.</p> <p>3. Students will do the workshop entitled 'How to deliver a good presentation'</p> <p>4. They will do the brainstorming, discussion and then, practice presentation in the classroom.</p> <p>5. Homework: Prepare for discussion next period about which topic they want to do the project; Travel; Entertainment, music movie; Food; Daily life and Sport.</p>	<p>- oral presentation - learner logs</p>

Week	Goals & Objectives	Activities	Preparation	Procedures	Assessment
4.	<p>Goal 3: Project management</p> <p>Objective</p> <p>3.1 plan the projects</p> <p>3.2 develop projects as planned</p> <p>Time: 3 hours</p>	<p>Project development skills (Project 1)</p> <p>- discussion for topic</p> <p>- discussion for outcomes</p> <p>- planning the project</p> <p>- jobs description</p> <p>- researching for the information</p>	<p>- planning sheet</p> <p>- learner logs</p> <p>- peer evaluation</p>	<p>1. Students will participate in the whole class discussion for the topic they prefer to work on and do the project while teacher leads the discussion and encourage students to share their opinions and reasons. Then, make a conclusion to the topic they want.</p> <p>2. Then, they will discuss on the format of the outcome or the final product that they prefer to do. This can be a report, a TV program, or any oral presentation.</p> <p>3. Then, students will work in pair to plan how to do the project by discussing and completing the planning sheet.</p> <p>4. When they finish planning, they will select their own jobs e.g. collecting data, prepare the questionnaire, interview people.</p> <p>5. Students will be given the peer evaluation form to evaluate their peer performance. The evaluation forms will be given to the owner of the evaluation for self reflection and for improvement.</p> <p>6. Then, students will complete the learner logs. Later, they will do the jobs as planned and prepare for their presentation.</p>	<p>- check planning sheet</p> <p>- check learner logs and read peer evaluation</p>

Week	Goals & Objectives	Activities	Preparation	Procedures	Assessment
5.	<p>Goal 3: Project management</p> <p>Objective</p> <p>3.2 develop projects as planned</p> <p>3.3 present the final outcomes orally</p> <p>Time: 3 hours</p>	<p>Project development skills</p> <p>- oral presentation</p> <p>- peer presentation evaluation</p>	<p>- oral presentation evaluation worksheet</p> <p>- learner logs</p> <p>- video-tape recorder</p>	<p>1. Students in each pair will deliver their presentation orally while teacher and the rest of the students will evaluate the presenters. Their presentation will be recorded.</p> <p>2. Then, students write their learner logs and prepare for the discussion of their presentations next week.</p>	<p>- oral presentation</p> <p>- check learner logs and listen to comments</p>

Week	Goals & Objectives	Activities	Preparation	Procedures	Assessment
6.	<p>Goal 4: The improvement of students' oral communication abilities</p> <p>4.1 evaluate and reflect their own performance and peers' performance</p> <p>Time: 3 hours</p>	<p>Self evaluation, peer evaluation and reflection</p> <p>- viewing their presentations and making comments</p>	<p>- learner logs</p> <p>- video-tape recorder</p> <p>- TV or monitor</p>	<p>1. The students will view the presentation recorded. After finish viewing each pair's performance, all the students will discuss and make comments on the presentation. The comment derived from the discussion will be used for self reflection and improvement.</p> <p>2. Then, students will write their learner logs.</p> <p>3. Homework: Prepare for discussion next period about which topic they want to do the project; Travel; Entertainment, music movie; Food; Daily life and Sport</p>	<p>- check learner logs and listen to comments</p>

Week	Goals & Objectives	Activities	Preparation	Procedures	Assessment
7.	<p>Goal 3: Project management</p> <p>Objective</p> <p>3.1 plan the projects</p> <p>3.2 develop projects as planned</p> <p>Time: 3 hours</p>	<p>Project development skills (Project 2)</p> <ul style="list-style-type: none"> - discussion for topic - discussion for outcomes - planning the project - jobs description - researching for the information 	<ul style="list-style-type: none"> - planning sheet - learner logs - peer evaluation 	<ol style="list-style-type: none"> 1. Students will participate in the whole class discussion for the topic they prefer to work on and do the project while teacher leads the discussion and encourage students to share their opinions and reasons. Then, make a conclusion to the topic they want. 2. Then, they will discuss on the format of the outcome or the final product that they prefer to do. This can be a report, a TV program, or any oral presentation. 3. Then, students will work in group of 4 to plan how to do the project by discussing and completing the planning sheet. 4. When they finish planning, they will select their own jobs e.g. collecting data, prepare the questionnaire, interview people. 5. Students will be given the peer evaluation form to evaluate their peers performance. The evaluation forms will be given to the owner of the evaluation for self reflection and for improvement. 6. Then, students will complete the learner logs. Later, they will do the jobs as planned and prepare for their presentation. 	<ul style="list-style-type: none"> - check planning sheet - check learner logs and read peer evaluation

Week	Goals & Objectives	Activities	Preparation	Procedures	Assessment
8.	Goal 3: Project management Objective 3.2 develop projects as planned	Project development skills - researching for the information - reporting the progress	- learner logs for reporting progress	1. Students will report their progress in groups and they may discuss the problems they have with other groups. 2. They will write learner logs.	- check learner logs - listen to the report

Week	Goals & Objectives	Activities	Preparation	Procedures	Assessment
9.	Goal 3: Project management Objective 3.3 present the final outcomes orally	Project development skills - oral presentation - viewing self presentation and making comments	- oral presentation evaluation w/s - learner logs - video-tape Recorder - TV	1. Students in each group will deliver their presentation orally while teacher and the rest of the students will evaluate the presenters. Their presentation will be recorded. 2. Then, students will write their learner logs. 3. Homework: Prepare for discussion the presentations next period.	- oral presentation - check learner logs and listen to comments

Week	Goals & Objectives	Activities	Preparation	Procedures	Assessment
10.	<p>Goal 4: The improvement of students' oral communication abilities</p> <p>4.1 evaluate and reflect their own performance and peers' performance</p> <p>Time: 3 hours</p>	<p>Self evaluation, peer evaluation and reflection</p> <p>- viewing their presentations and making comments</p>	<p>- learner logs</p> <p>- video-tape Recorder</p> <p>- TV set</p>	<p>1. The students will view the presentation recorded. After finish viewing each group's presentation, all the students will discuss and make comments on the presentation. The comment derived from the discussion will be used for self reflection and improvement.</p> <p>2. Then, students will write their learner logs.</p> <p>3. Homework: Prepare for discussion next period about which topic they want to do the project; Travel; Entertainment, music movie; Food; Daily life and Sport</p>	<p>- check learner logs and listen to comments</p>

Week	Goals & Objectives	Activities	Preparation	Procedures	Assessment
11.	<p>Goal 3: Project management</p> <p>Objective</p> <p>3.3 plan the projects</p> <p>3.4 develop projects as planned</p> <p>Time: 3 hours</p>	<p>Project development skills (Project 3)</p> <p>- discussion for topic</p> <p>- discussion for outcomes</p> <p>- planning the project</p> <p>- jobs description</p> <p>- researching for the information</p>	<p>- planning sheet</p> <p>- learner logs</p> <p>- peer evaluation</p>	<p>1. Students will participate in the whole class discussion for the topic they prefer to work on and do the project while teacher leads the discussion and encourage students to share their opinions and reasons. Then, make a conclusion to the topic they want.</p> <p>2. Then, they will discuss on the format of the outcome or the final product that they prefer to do. This can be a report, a TV program, or any oral presentation.</p> <p>3. Then, students will work in group of 4 to plan how to do the project by discussing and completing the planning sheet.</p> <p>4. When they finish planning, they will select their own jobs e.g. collecting data, prepare the questionnaire, interview people.</p> <p>5. Students will be given the peer evaluation form to evaluate their peers performance. The evaluation forms will be given to the owner of the evaluation for self reflection and for improvement.</p> <p>6. Then, students will complete the learner logs. Later, they will do the jobs as planned and prepare for their presentation.</p>	<p>- check planning sheet</p> <p>- check learner logs and read peer evaluation</p>

Week	Goals & Objectives	Activities	Preparation	Procedures	Assessment
12.	<p>Goal 3: Project management</p> <p>Objective</p> <p>3.2 develop projects as planned</p>	<p>Project development skills</p> <ul style="list-style-type: none"> - researching for the information - reporting the progress 	<ul style="list-style-type: none"> - learner logs for reporting progress 	<ol style="list-style-type: none"> 1. Students will report their progress in groups and they may discuss the problems they have with other groups. 2. They will write learner logs. 	<ul style="list-style-type: none"> - check learner logs - listen to the report

Week	Goals & Objectives	Activities	Preparation	Procedures	Assessment
13.	<p>Goal 3: Project management</p> <p>Objective</p> <p>3.3 present the final outcomes orally</p>	<p>Project development skills</p> <ul style="list-style-type: none"> - oral presentation - viewing self presentation and making comments 	<ul style="list-style-type: none"> - oral presentation evaluation worksheet - learner logs - video-tape Recorder - TV set 	<ol style="list-style-type: none"> 1. Students in each group will deliver their presentation orally while teacher and the rest of the students will evaluate the presenters. Their presentation will be recorded. 2. Then, students will write their learner logs. 3. Homework: Prepare for discussion the presentations next period. 	<ul style="list-style-type: none"> - oral presentation - check learner logs and listen to comments

Week	Goals & Objectives	Activities	Preparation	Procedures	Assessment
14.	<p>Goal 4: The improvement of students' oral communication abilities</p> <p>4.1 evaluate and reflect their own performance and peers' performance</p> <p>Time: 3 hours</p>	<p>Self evaluation, peer evaluation and reflection</p> <p>- viewing their presentations and making comments</p>	<p>- learner logs</p> <p>- video-tape Recorder</p> <p>- TV set</p>	<p>1. The students will view the presentation recorded. After finish viewing each group's presentation, all the students will discuss and make comments on the presentation. The comment derived from the discussion will be used for self reflection and improvement.</p> <p>2. Then, students will write their learner logs.</p> <p>3. Some students will be interviewed.</p>	<p>- check learner logs and listen to comments</p>

Week	Goals & Objective	Activities	Preparation	Procedures	Assessment
15.	Goal 4: Oral communication ability improvement (Post-test)		- post-test	Students will be post-tested and will complete the opinion questionnaire.	

355241 (Project work) Dictionary exercises

w/s 1

Instructions: Visit the websites by typing 'online dictionary' by using Google search engine. Then, do the following exercises.

Collocation

Look at each sentence and the three choices below it. Choose the word or phrase to complete the sentence.

- He didn't know anything about business, so starting his own was _____.
 - a leap into the clouds
 - a leap in the dark
 - a leap into the whole
- His new car is amazing, but it must have cost him _____.
 - a packet
 - the sea
 - the Sun
- I hate the way he criticizes everybody. It really rattles _____.
 - my back
 - my bones
 - my cage

Countable and uncountable nouns

Look at each sentence below and decide whether the word in bold is countable (C) or uncountable (U). Write C or U in the blanks provided.

- The **information** I received was completely wrong. ____
- She didn't take the doctor's **advice** and went on the holiday anyway. ____
- We had lots of **work** to do yesterday so that why I missed the party. ____
- I usually take a couple of **sandwiches** to work with me. ____
- It was the second **trip** she had made to the USA. ____

Do, make or take

Look at each sentence and choose whether 'do', 'make' or 'take' is needed to complete the sentence.

- If you are not happy to the situation, you should _____ a complaint.
- I usually _____ the washing up and leave the cooking to my wife, as she is a better cook than me.
- I _____ your point; we should consider the offer more seriously.
- Some people _____ so much money in the Internet boom that they became rich over night.

Phrasal verbs with put

Look at each sentence and the three phrasal verbs below it. Choose the phrasal verb to complete the sentence.

- She doesn't mind if you use her things but please _____ where you found them or she won't know where they are.

a. put them back	b. put them in	c. put them over
------------------	----------------	------------------
- He wanted to save money on a regular basis and _____ fifty pounds a month.

a. put back	b. put by	c. put in
-------------	-----------	-----------
- Have you heard about government report that was _____ yesterday?

a. put in	b. put off	c. put out
-----------	------------	------------

Abbreviations and acronyms

2

Look at the abbreviations and acronyms below. Choose the word from the list to complete the abbreviation.

language	design	assistant	provider	disc
television	learning	president	recorder	modified

1. CAD = computer-aided _____
2. CALL = computer aided language _____
3. CD = compact _____
4. GMO = genetically _____ organism

Antonyms Look at each word below and choose the word which means the opposite.

- | | |
|-------------|-----------------|
| 1. deny | 3. improbable |
| a. admit | a. definite |
| b. commit | b. doubtful |
| c. delay | c. likely |
| 2. sink | 4. ineptitude |
| a. dive | a. ability |
| b. float | b. incompetence |
| c. submerge | c. inefficiency |

Compound adjectives

Look at the words in the list below and choose the word which matches each definition.

show-stopping	eye-catching
law-abiding	record-breaking
mind-boggling	groundbreaking
long-running	time-consuming
high-ranking	mouth-watering

1. Something that has been continuing for a long time = _____
2. Something unusual or attractive in a way that make you notice it = _____
3. Something higher, lower, bigger, better etc of its type than has ever happened or existed = _____
4. Food that looks or smells extremely good = _____

Around the world

Look at the countries below. Decide what language is spoken in each of these countries.

- | | |
|------------------|--------------------------|
| 1. Denmark _____ | 3. Greece _____ |
| 2. Germany _____ | 4. The Netherlands _____ |

Festivals and holidays

Look at the festivals, holidays etc in the list below and decide which one matches each definition.

Diwali	Ramadan	Epiphany	Passover	Mardi Gras
Halloween	Yom Kippur	St Patrick's Day	Thanksgiving	Pentecos

1. Celebrate by children, who dress in costume and go from house to house asking for sweets

2. A public holiday in the USA when families have a big meal together to celebrate and be thankful for food, health, and families etc. _____
3. The day before Lent begins, or the music, dancing etc that happen on this day in some countries

4. A Hindu festival that is celebrated in the autumn _____

355241 (Project work) Research skills

w/s 2

Instructions: Search the information from the Internet websites and answer the questions or give suggestions to the situations given.

1. I have 3-5 days vacation and want to travel with my friends, 3 girls and 2 boys. Where should I go and what can I do while we are in the trip?

2. I am a little overweight, 2 – 3 kilos. How can I lose my weight? I want to be healthy and I want have lots of energy for my activities.

3. I like cooking as I love eating. Can you recommend some recipes for the dishes that look good and taste nice.

4. You have a closed friend who wants to get a job which is well paid. He always says that he would like to work in an international company but he is a limited English proficient student. Please give him some effective suggestions how to improve his proficiency and what he should do.

5. Plan to conduct a poll on foreign tourists' preferences about Thailand. Please suggest how to display results graphically and how to present conclusions orally. (The topic of the poll can be changed to the one that you like.)

Suggested topic for oral activities

1. Two students choose a topic to debate, with each student representing opposing views. Students research their topic and prepare their arguments. Each pair presents its side to the class which decides, using a rubric, who had the most convincing arguments.
2. The entire class is given (or chooses) a problem (e.g. how to protect endangered animals, how to save the environment, how to limit urban growth, how to limit poverty, how to stop homelessness, how to combine work, school and play, how to find enough money for college, education, immigration). Each student orally proposes a solution to the problem. Other students rate each presentation according to a rubric. (Rubric could include: feasibility of solution, cost, comprehensibility of presentation, etc.)
3. Students demonstrate in front of the class how to do something (tying a shoe, learning a special dance, setting a table, playing a sport, drawing a special figure, cutting out paper to form a figure - origami). The rest of the class follows the instructions to accomplish the task.

Subject(s)	Performance Assessment Tasks
ALL	Write a newspaper article
ALL	Use evidence to solve a mystery.
ALL	Devise a game.
ALL	Participate in a debate.
ALL	Infer the main idea of a written piece.
ALL	Draw a picture that illustrates what's described in a story or article. Explain what you have drawn, using details from the story or article.
ALL	Write a research paper.
ALL	Apply a scoring rubric to a real or simulated piece of student work.
ALL	Write an outline of a text or oral report.
ALL	Propose and justify a way to resolve a problem.
ALL	Design a museum exhibit.
ALL	Develop a classification scheme for something and explain and justify the categories.
ALL	Justify one point of view on an issue and then justify

	the opposing view.
ALL	Given background information, predict what will happen if _____.
ALL	Evaluate the quality of a writer's arguments.
ALL	Combine information from several sources to draw a conclusion about something.
ALL	Determine alternative courses of actions, giving advantages and disadvantages of each.
ALL	Analyze how a particular system works and the way the components work together to affect each other.
ALL	Apply rules to particular situations.
ALL	

Appendix D: Validation of Instructional Materials

Objective: To test...	Experts' Validation				Comments
	1	2	3	4	
I. Rationale of the study 1. clear description of the background 2. logical rationale 3. sequenced ideas 4. adequate information	1. R = 11 N = 3				1. The rationale was quite clear. 2. The design of the validation form was complicated and difficult to follow.
	$IOC = (\sum R/N) \times .25$ $= (11/3) \times .25$ $= .92$				
	2. R = 9 N = 3				
	3. R = 11 N = 3				
	4. R = 10 N = 3				
II. How well the theoretical framework has been defined and translated into the instruction? 5. clear description of the concepts 6. adequate information 7. appropriate goals and objectives 8. appropriate application to the developed instructional materials 8.1 Week 1- Worksheet 1 8.2 Week 1- Worksheet 2 8.3 Week 2- Worksheet 1 8.4 Week 2- Worksheet 2 8.5 Week 3- Worksheet 1	5. R = 10 N = 3				
	6. R = 11 N = 3				
	7. R = 11 N = 3				
	8.1 R = 10 N = 3				
	8.2 R = 10 N = 3				
	8.3 R = 10 N = 3				
	8.4 R = 10 N = 3				
	8.5 R = 10 N = 3				
III. The main components of the course 9. appropriate contents which relevant to the theoretical framework 10. appropriate organization of the contents	9. R = 11 N = 3				
	10. R = 11 N = 3				

IV. Tasks		
11. The effectiveness of the tasks		
Task 1. (Week 1)	T 1 R = 12 N = 3 = 1	1. The online-dictionary exercises were quite boring.
Student' self introduction	T 2 R = 10 N = 3 = .83	2. More time should be
Task 2. (Week 1)	T 3 R = 12 N = 3 = 1	devoted to practice
Online dictionary exercises	T 4 R = 8 N = 3 = .67	presentation skills.
Task 3. (Week 2) The presentation on the topic 'My favorite free time activities'	T 5 R = 12 N = 3 = 1	
Task 4. (Week 2) Research	T 6 R = 12 N = 3 = 1	
skills exercise by using	T 7 R = 12 N = 3 = 1	
search engines in the Internet	T 8 R = 12 N = 3 = 1	
Task 5. (Week 2) Self-assessment and reflection	T 9 R = 9 N = 3 = .75	
Task 6. (Week 3)	T 10 R = 9 N = 3 = .75	
News report	T 11 R = 12 N = 3 = 1	
Task 7. (Week 3)	T 12 R = 9 N = 3 = .75	
Peer evaluation task	T 13 R = 11 N = 3 = .92	
Task 8. (Week 3)		
Presentation skills workshop		
Task 9. (Weeks 4-5)		
How to develop a project		
(pair-work).		
Task 10. (Week 6)		
Reflection task		
Task 11. (Weeks 7-10)		
Group project		
12. appropriate tasks sequenced		
13. the relevance of the tasks to the theoretical framework		

V. Assessment and Evaluation		
14. appropriate objectives of the assessment	T 14 R = 10 N = 3 = .83	1. The construct of the test should be added to the Instructional Manual. 2. Scoring criteria should be added to the manual.
15. appropriate tasks	T 15 R = 10 N = 3 = .83	
16. appropriate scoring proportions	T 16 R = 11 N = 3 = .92	

The IOC value of the content and construct validity of the instructional materials, lesson plans and the instructional activities was at .88.

Appendix E: Oral Test (The Group Project Simulation Task)**Simulation Oral Test (The Group Project Simulation Task)**

Instruction: The test consists of two stages; preparation stage and presentation stage. You will work cooperatively in a group of four or five to complete a group project in 60 minutes. You will have approximately 45 minutes for the preparation stage and approximately 15 minutes for your presentation and Question and Answer Session.

Situation: You are invited to be guest speakers in a 15 minutes discussion on stage with 50 audiences at The Lecture Hall I, Kasetsart University on the topic 'How to get a good job?'

One of your group members will take the role of the moderator and the rest will be guest-speakers who will act as experts in specific areas; e.g. in the area of how to write an attractive resume and application letter. The interviewer will introduce the speakers and their expertise. Then, the interviewer will ask the speakers questions. The speakers will response to those questions and the interviewer will can present his/her own idea.

Conditions: Work in group to plan, search for the information, discuss, prepare for the oral presentation and visual aids if needed, and finally present your oral presentation.

As you are working and presenting, the whole procedures will be videotaped.

Note: Don't forget to prepare for 2-3 minutes Question and Answer Session.

Materials: Some sources and a computer with the Internet accessibility are provided.

Evaluation: The general oral communication during preparation stage, the group performance and the oral presentation will be evaluated.

Analytic Rubric for General Oral Communication Name.....ID.....

Directions: Use this form to evaluate students' oral communication. Mark the appropriate blank to the left of each statement.

1. Comprehensibility

1. Conversation/classroom discussions barely comprehensible or frequently has difficulty following what is said.
2. Can comprehend some conversation/classroom discussions spoken slower-than-normal speed with frequent repetitions
3. Understands most of what is said almost at normal speed and and/or with some repetitions.
4. Understands nearly everything at normal speech. Although occasional repetition may be necessary.
5. Understands eligible native-like conversation and classroom discussions.

2. Fluency

1. Speech so halting and fragmentary as to make conversation/classroom discussions almost impossible with many disfluencies, such as "ahs" or "uhms" or ineffective silences.
2. Speech in conversation/classroom discussions frequently hesitant, occasionally forced into silence by language limitations, frequently exhibits disfluencies.
3. Speech usually flows, occasionally interrupted by the student's search for the correct manner of expression/appropriate words.
4. Speech generally fluent, with occasional lapses while the student searches for the correct manner of expression.
5. Speech fluent and effortless; approximating that of a native-like speaker.

3. Pronunciation

1. Pronunciation problems usually so severe as to make speech unintelligible or hard to understand.
2. Pronunciation occasionally unclear or influenced by first language and lead to misunderstanding and/or frequently repeat in order to make him/herself understood.
3. Pronunciation clear with some incorrectly pronounced words/terms that interferes with communication.
4. Pronunciation always intelligible with a few incorrectly pronounced words/terms and occasionally inappropriate intonation patterns.
5. Pronunciation and intonation approximate that of a native-like speaker.

4. Vocabulary

1. Vocabulary is very limited and inaccurate or inappropriate words are frequently used, and this adversely affects the comprehensibility of the message conveyed.
2. Word choices are limited to simplistic vocabulary that barely conveys intended messages.
3. Words are appropriate for the intended message and the context, but there are occasional inaccurate or problematic words that interfere with meaning.
4. Appropriate words are chosen for their precise and accurate meanings.
5. Rich and varied word choices chosen to precisely and accurately convey meanings in the context.

5. Grammar

1. Frequent errors in grammar and usage and word orders that interfere with meaning.
2. Lapses in grammar and usage distract from the message and restrict him/herself to basic patterns.
3. Grammar and usage usually correct with occasionally errors that obscure meaning.
4. Grammar and usage usually correct with few major mistakes and some minor mistakes, but none interferes with meaning.
5. Grammar and usage almost entirely correct. Only minor mistakes are detected with no major mistakes.

Add all numbers for Total Score _____ (out of 25)

Analytic Rubric for Oral Presentation

Directions: Use this form to evaluate students' oral presentation. Mark the appropriate blank to the left of each statement.

Name.....ID.....Scores.....Rater.....

I. Content, Organization and Coherence

- 1) Minimal content to complete the task; much of the content is irrelevant to the task or situation. The information is disorganized so the message is hardly understood.
- 2) Content minimally develops or extends the task; some irrelevant content may be included which distracts from the task or situation. Concept and ideas are loosely connected; there is a lack of clear transitions; flow and organization are choppy.
- 3) Content adequately develops the task; minimal irrelevant content is included but that does not distract from the task or situation. The information is generally presented in logical sequence; it is well organized and has a good transition. Some points may be confusing.
- 4) Content appropriately develops and extends the task; all of the content is relevant to the task or situation. Most information is presented in logical sequence; it is generally well organized with a good transition. A few minor points may be confusing.
- 5) Superior content develops and extends the task in an interesting, creative manner; all of the content is not only relevant but specific and well-chosen for the task or situation.

II Volume and Rate

- 1) Volume is so low and the rate is so slow that it makes the message almost incomprehensible.
- 2) Volume is too low or too loud. The rate is too fast or too slow or uneven, making the message occasionally incomprehensible.
- 3) Proper volume (neither too low nor too loud) and rate (neither too fast nor too slow) are steadily maintained.
- 4) Proper volume and rate vary with some pauses to add emphasis and interest to the message which is sufficiently audible.
- 5) Effective variation of volume and rate with appropriate pauses are used to add emphasis and interest to an effectively delivered message.

III Articulation and Pronunciation

- 1) Student mumbles and pronounces most terms incorrectly. The pronunciation is so unclear that most of the message is incomprehensible.
- 2) There is some mumbling. Student frequently pronounces words/terms incorrectly. The pronunciation is unclear.
- 3) The pronunciation is clear with some incorrectly pronounced words/terms. Rather clear articulation.
- 4) The pronunciation is clear. Clear articulation but not as polished. Student pronounces most words/terms correctly.
- 5) Pronunciation is very clear with correct and precise pronunciation of terms/words, with poised and clear articulation. The speaker uses delivery to emphasize and enhance the meaning of the message.

IV Vocabulary

- 1) Vocabulary is very limited and inaccurate or inappropriate words are frequently used, and this adversely affects the comprehensibility of the message conveyed.
- 2) Word choices are limited to simplistic vocabulary that barely conveys intended messages.
- 3) Words are appropriate for the intended message and the context, but there are occasional inaccurate or problematic words that interfere with meaning.
- 4) Appropriate words are chosen for their precise and accurate meanings.
- 5) Rich and varied word choices chosen to precisely and accurately convey meanings in the context.

V Grammar

- 1) Frequent errors in grammar and usage interfere with meaning.
- 2) Lapses in grammar and usage distract from the message.
- 3) Grammar and usage are occasionally incorrect but do not impede meaning.
- 4) Grammar and usage are usually correct. Very few major mistakes and some minor mistakes, but none interferes with the meaning.
- 5) Grammar and usage almost entirely correct. Only minor mistakes are detected with no major mistakes.

VI. Fluency

- 1) Almost no sense of presenting to an audience and/or the speaker usually reads notes. Many disfluencies, such as "ahs" or "uhms" or ineffective silences.
- 2) Usually presents with hesitation and usually refers to notes; he or she exhibits a lot of disfluencies such as "ahs" or "uhms" or ineffective silences and often reads the presentation.
- 3) Speaker presents quite fluently with occasional hesitation and only occasionally refers to notes. Speaker exhibits some of the above disfluencies.
- 4) Speaker presents fluently as if speaking spontaneously to the audience though occasional lapses (referring to notes, or exhibiting disfluencies) are present though not distracting.
- 5) Speaker fluently and exceptionally communicates with the audience. Skillful pauses and references to notes (e.g. for quotations, statistics, etc.) enhance the verbal delivery of the message.

Appendix F: Validation of Group Project Simulation Task

Objectives/ Content	Experts' Validation +1 0 -1	Comments
<p>The objectives were</p> <p>1. to elicit the test-taker English general oral communication and oral presentation through Group Project work from the topic and situation given.</p> <p>2. to elicit the test-taker English oral presentation through Group Project work from the topic and situation given.</p>	<p>1. R = 3 N = 3 IOC = $\sum R/N$ = 3/3 = 1</p> <p>2. R = 3 N = 3 = 3/3 = 1</p>	<p>1. Test-takers should be informed the objectives of the test or the objectives of the test should be added to the instruction.</p>
<p>Test specification</p> <p>1. The following components of the test specification are appropriate.</p> <p>1.1 Content of the test 1.2 Format of the test 1.3 Timing of the test 1.4 Weight between a. the general oral communication (50%) and b. the oral presentation (50%)</p> <p>2. Construct of the test was appropriate</p> <p>3. The instruction of the task was clear</p> <p>4. Rubric</p> <p>4.1 Rubrics for general oral communication comprising of comprehensibility, fluency, pronunciation, grammar and vocabulary 4.2 Rubrics for oral presentation comprising of content-organization-coherence, volume-rate, articulation-pronunciation, fluency, vocabulary and grammar</p>	<p>1.1 R = 2 N = 3 IOC = .67</p> <p>1.2.R = 3 N = 3 IOC = 1</p> <p>1.3 R = 2 N = 3 IOC = .67</p> <p>1.4 R = 3 N = 3 IOC = 1</p> <p>2. R = 3 N = 3 IOC = 1</p> <p>3. R = 2 N = 3 IOC = .67</p> <p>4.1 R = 3 N = 3 IOC = 1</p> <p>4.2 R = 2 N = 3 IOC = .67</p>	<p>1. The topic about 'How to get a good job?' was too academic.</p> <p>2. What would happen if students spend too much time or less time than the time given?</p> <p>3. The rubrics for oral presentation should take an account of physical dimensions e.g. eye-contact.</p> <p>Note: The IOC value of the content validation and construct validity of the GPST was at .81.</p>

Appendix G: Validation of Descriptors of the Analytical Rubric for General Oral Communication of GPST

Objectives/ Content	Experts' Validation +1 0 -1	Comments
<p>The objective was to validate the descriptors of the General Oral Communication of GPST</p> <p>1. Comprehensibility</p> <p>__1. Conversation/classroom discussions barely comprehensible or frequently has difficulty following what is said. __2. Can comprehend some conversation/classroom discussions spoken slower-than-normal speed with frequent repetitions</p> <p>__3. Understands most of what is said almost at normal speed and and/or with some repetitions.</p> <p>__4. Understands nearly everything at normal speech. Although occasional repetition may be necessary.</p> <p>__5. Understands eligible native-like conversation and classroom discussions.</p>	<p>1. R = 3 N = 3</p> <p>IOC = $\sum R/N$ = 3/3 = 1</p> <p>2. R = 2 N = 3 = 2/3 = .67</p> <p>3. R = 3 N = 3 = 3/3 = 1</p> <p>4. R = 3 N = 3 = 3/3 = 1</p> <p>5. R = 3 N = 3 = 3/3 = 1</p>	<p>1. Comprehension should be changed to comprehensibility.</p> <p>2. Avoid complete sentences which made the descriptors too long.</p> <p>3. The descriptors and the marking could be on separate sheet.</p>
<p>2. Fluency</p> <p>__1. Speech so halting and fragmentary as to make conversation/classroom discussions almost impossible with many disfluencies, such as "ahs" or "uhms" or ineffective silences.</p> <p>__2. Speech in conversation/classroom discussions frequently hesitant, occasionally forced into silence by language limitations, frequently exhibits disfluencies.</p> <p>__3. Speech usually flows, occasionally interrupted by the student's search for the correct manner of expression appropriate words.</p>	<p>1. R = 3 N = 3</p> <p>IOC = $\sum R/N$ = 3/3 = 1</p> <p>2. R = 3 N = 3 = 3/3 = 1</p> <p>3. R = 2 N = 3 = 2/3 = .67</p> <p>4. R = 2 N = 3 = 2/3 = .67</p> <p>5. R = 3 N = 3 = 3/3 = 1</p>	<p>1. Some examples of the terms e.g. disfluencies should be given.</p> <p>2. Descriptors of 3 and 4 were almost similar.</p>

<p>__4. Speech generally fluent, with occasional lapses while the student searches for the correct manner of expression.</p> <p>__5. Speech fluent and effortless; approximating that of a native-like speaker.</p>		
<p>3. Pronunciation</p> <p>__1. Pronunciation problems usually so severe as to make speech unintelligible or hard to understand.</p> <p>__2. Pronunciation occasionally unclear or influenced by first language and lead to misunderstanding and/or frequently repeat in order to make him/herself understood.</p> <p>__3. Pronunciation clear with some incorrectly pronounced words/terms that interferes with communication.</p> <p>__4. Pronunciation always intelligible with a few incorrectly pronounced words/terms and occasionally inappropriate intonation patterns.</p> <p>__5. Pronunciation and intonation approximate that of a native-like speaker.</p>	<p>1. R = 3 N = 3</p> <p>IOC = $\sum R/N$ = 3/3 = 1</p> <p>2. R = 3 N = 3 = 3/3 = 1</p> <p>3. R = 3 N = 3 = 3/3 = 1</p> <p>4. R = 3 N = 3 = 3/3 = 1</p> <p>5. R = 3 N = 3 = 3/3 = 1</p>	
<p>4. Vocabulary</p> <p>__1. Vocabulary is very limited and inaccurate or inappropriate words are frequently used, and this adversely affects the comprehensibility of the message conveyed.</p> <p>__2. Word choices are limited to simplistic vocabulary that barely conveys intended messages.</p> <p>__3. Words are appropriate for the intended message and the context, but there are occasional inaccurate or problematic words that interfere with meaning.</p> <p>__4. Appropriate words are chosen for their precise and accurate meanings.</p> <p>__5. Rich and varied word choices chosen to precisely and accurately convey meanings in the context.</p>	<p>1. R = 3 N = 3</p> <p>IOC = $\sum R/N$ = 3/3 = 1</p> <p>2. R = 3 N = 3 = 3/3 = 1</p> <p>3. R = 2 N = 3 = 2/3 = 1</p> <p>4. R = 2 N = 3 = 2/3 = 1</p> <p>5. R = 3 N = 3 = 3/3 = 1</p>	<p>1. Descriptors of 3 and 4 were almost similar.</p>

<p>5. Grammar</p> <p>__1. Frequent errors in grammar and usage and word orders that interfere with meaning.</p> <p>__2. Lapses in grammar and usage distract from the message and restrict him/herself to basic patterns.</p> <p>__3. Grammar and usage usually correct with occasionally errors that obscure meaning.</p> <p>__4. Grammar and usage usually correct with few major mistakes and some minor mistakes, but none interferes with meaning.</p> <p>__5. Grammar and usage almost entirely correct. Only minor mistakes are detected with no major mistakes.</p>	<p>1. R = 3 N = 3 $IOC = \sum R/N$ $= 3/3$ $= 1$</p> <p>2. R = 3 N = 3 $= 3/3$ $= 1$</p> <p>3. R = 3 N = 3 $= 3/3$ $= 1$</p> <p>4. R = 3 N = 3 $= 3/3$ $= 1$</p> <p>5. R = 3 N = 3 $= 3/3$ $= 1$</p>	
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The IOC value of the descriptors of the Analytical Rubric for General Oral Communication of the GPST was at .96.

Appendix H: Validation of descriptors of the Analytical Rubric for Oral Presentation of GPST

Objectives/ Content	Experts' Validation +1 0 -1	Comments
<p>The objective was to validate the descriptors of the GPST</p> <p>The descriptors were appropriate.</p> <p>I. Content, Organization and Coherence</p> <p>__1) Minimal content to complete the task; much of the content is irrelevant to the task or situation. The information is disorganized so the message is hardly understood.</p> <p>__2) Content minimally develops or extends the task; some irrelevant content may be included which distracts from the task or situation. Concept and ideas are loosely connected; there is a lack of clear transitions; flow and organization are choppy.</p> <p>__3) Content adequately develops the task; minimal irrelevant content is included but that does not distract from the task or situation. The information is generally presented in logical sequence; it is well organized and has a good transition. Some points may be confusing.</p> <p>__4) Content appropriately develops and extends the task; all of the content is relevant to the task or situation. Most information is presented in logical sequence; it is generally well organized with a good transition. A few minor points may be confusing.</p> <p>__5) Superior content develops and extends the task in an interesting, creative manner; all of the content is not only relevant but specific and well-chosen for the task or situation.</p>	<p>1. R = 3 N = 3 $IOC = \sum R/N$ $= 3/3$ $= 1$</p> <p>2. R = 3 N = 3 $= 3/3$ $= 1$</p> <p>3. R = 3 N = 3 $= 3/3$ $= 1$</p> <p>4. R = 3 N = 3 $= 3/3$ $= 1$</p> <p>5. R = 3 N = 3 $= 3/3$ $= 1$</p>	<p>1. The descriptors were quite long and complicate; therefore, the raters should be clear with the descriptions before rating.</p>

<p>II Volume and Rate</p> <p>__1) Volume is so low and the rate is so slow that it makes the message almost incomprehensible.</p> <p>__2) Volume is too low or too loud. The rate is too fast or too slow or uneven, making the message occasionally incomprehensible.</p> <p>__3) Proper volume (neither too low nor too loud) and rate (neither too fast nor too slow) are steadily maintained.</p> <p>__4) Proper volume and rate vary with some pauses to add emphasis and interest to the message which is sufficiently audible.</p> <p>__5) Effective variation of volume and rate with appropriate pauses are used to add emphasis and interest to an effectively delivered message.</p>	<p>1. R = 3 N = 3</p> <p>IOC = $\sum R/N$ = 3/3 = 1</p> <p>2. R = 3 N = 3 = 3/3 = 1</p> <p>3. R = 2 N = 3 = 2/3 = .67</p> <p>4. R = 2 N = 3 = 2/3 = .67</p> <p>5. R = 3 N = 3 = 3/3 = 1</p>	<p>1. Descriptors of 3 and 4 were almost similar.</p>
<p>III Articulation and Pronunciation</p> <p>__1) Student mumbles and pronounces most terms incorrectly. The pronunciation is so unclear that most of the message is incomprehensible.</p> <p>__2) There is some mumbling. Student frequently pronounces words/terms incorrectly. The pronunciation is unclear</p> <p>__3) The pronunciation is clear with some incorrectly pronounced words/terms. Rather clear articulation.</p> <p>__4) The pronunciation is clear. Clear articulation but not as polished. Student pronounces most words/terms correctly.</p> <p>__5) Pronunciation is very clear with correct and precise pronunciation of terms/words, with poised and clear articulation. The speaker uses delivery to emphasize and enhance the meaning of the message.</p>	<p>1. R = 3 N = 3</p> <p>IOC = $\sum R/N$ = 3/3 = 1</p> <p>2. R = 3 N = 3 = 3/3 = 1</p> <p>3. R = 3 N = 3 = 3/3 = 1</p> <p>4. R = 3 N = 3 = 3/3 = 1</p> <p>5. R = 3 N = 3 = 3/3 = 1</p>	

<p>IV Vocabulary</p> <p>__1) Vocabulary is very limited and inaccurate or inappropriate words are frequently used, and this adversely affects the comprehensibility of the message conveyed.</p> <p>__2) Word choices are limited to simplistic vocabulary that barely conveys intended messages.</p> <p>__3) Words are appropriate for the intended message and the context, but there are occasional inaccurate or problematic words that interfere with meaning.</p> <p>__4) Appropriate words are chosen for their precise and accurate meanings.</p> <p>__5) Rich and varied word choices chosen to precisely and accurately convey meanings in the context.</p>	<p>1. R = 3 N = 3</p> <p>IOC = $\sum R/N$ = 3/3 = 1</p> <p>2. R = 3 N = 3 = 3/3 = 1</p> <p>3. R = 3 N = 3 = 3/3 = 1</p> <p>4. R = 3 N = 3 = 3/3 = 1</p> <p>5. R = 3 N = 3 = 3/3 = 1</p>	
<p>V Grammar</p> <p>__1) Frequent errors in grammar and usage interfere with meaning.</p> <p>__2) Lapses in grammar and usage distract from the message.</p> <p>__3) Grammar and usage are occasionally incorrect but do not impede meaning.</p> <p>__4) Grammar and usage are usually correct. Very few major mistakes and some minor mistakes, but none interferes with the meaning.</p> <p>__5) Grammar and usage almost entirely correct. Only minor mistakes are detected with no major mistakes.</p>	<p>1. R = 3 N = 3</p> <p>IOC = $\sum R/N$ = 3/3 = 1</p> <p>2. R = 3 N = 3 = 3/3 = 1</p> <p>3. R = 3 N = 3 = 3/3 = 1</p> <p>4. R = 3 N = 3 = 3/3 = 1</p> <p>5. R = 3 N = 3 = 3/3 = 1</p>	
<p>VI. Fluency</p> <p>__1) Almost no sense of presenting to an audience and/or the speaker usually reads notes. Many disfluencies, such as "ahs" or "uhms" or ineffective silences.</p> <p>__2) Usually presents with hesitation and usually refers to notes; he or she exhibits a lot of disfluencies such as "ahs" or "uhms" or ineffective silences and often reads the presentation.</p>	<p>1. R = 3 N = 3</p> <p>IOC = $\sum R/N$ = 3/3 = 1</p> <p>2. R = 3 N = 3 = 3/3 = 1</p> <p>3. R = 3 N = 3 = 3/3 = 1</p>	

<p>__3) Speaker presents quite fluently with occasional hesitation and only occasionally refers to notes. Speaker exhibits some of the above disfluencies.</p> <p>__4) Speaker presents fluently as if speaking spontaneously to the audience though occasional lapses (referring to notes, or exhibiting disfluencies) are present though not distracting.</p> <p>__5) Speaker fluently and exceptionally communicates with the audience. Skillful pauses and references to notes (e.g. for quotations, statistics, etc.) enhance the verbal delivery of the message.</p>	<p>4. R = 3 N = 3 = 3/3 = 1</p> <p>5. R = 3 N = 3 = 3/3 = 1</p>	
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Note: +1 = Agree 0 = Questionable -1 = Disagree

The IOC value of the descriptors of the Analytical Rubric for Oral Presentation of the GPST was at .99.

Appendix I: Learner logs

Learner logs Form

Name: _____ Section: _____ Date: _____

Project topic: _____

Objective: To reflect your own learning and your project.**Instruction:** Write your own thoughts and true feelings for each question on the space provided by giving some evidence, or your experience.

- 1. What did you do best during the project?
.....
.....
.....
- 2. What have you learned from this project e.g. grammar, vocabulary, working with your friends? Please explain.
.....
.....
.....
- 3. Were you satisfied with your project? Please describe why or why not?
.....
.....
.....
- 4. What could you do differently to improve your project?
.....
.....
.....
- 5. What could your friends from other groups learn from your project?
.....
.....
.....
- 6. What did you learn from your friends in your group?
.....
.....
.....
- Your additional comments.
.....
.....
.....
.....
.....
.....

Appendix J: Validation of Learner logs

Objectives	Content	Experts' Validation		
		+1	0	-1
<p>1. The objectives can be measured by this tool.</p> <p>1. To reflect student's achievement. (Q.1, 6)</p> <p>2. To self assess and reflect student's learning process. (Q.2 - 5)</p> <p>2. The questions were appropriate.</p>	<p>Objective</p> <p>1. To reflect student's achievement. (Q.1)</p> <p>2. To self assess and reflect student's learning process. (Q.2-6)</p> <p>Questions:</p> <p>1. What did you do best during the project?</p> <p>2. What have you learned from this project e.g. grammar, vocabulary, working with your friends? Please explain.</p> <p>3. Were you satisfied with your project? Please describe why or why not?</p> <p>4. What could you do differently to improve your project?</p> <p>5. What could your friends from other groups learn from your project?</p> <p>6. What did you learn from your friends in your group?</p>	<p>Objectives</p> <p>1. R = 3 N = 3</p> <p>IOC = $\sum R/N$ = 3/3 = 1</p> <p>2. R = 3 N = 3 = 3/3 = 1</p> <p>Questions:</p> <p>1. R = 3 N = 3 = 3/3 = 1</p> <p>2. R = 3 N = 3 = 3/3 = 1</p> <p>3. R = 3 N = 3 = 3/3 = 1</p> <p>4. R = 3 N = 3 = 3/3 = 1</p> <p>5. R = 3 N = 3 = 3/3 = 1</p> <p>6. R = 3 N = 3 = 3/3 = 1</p>		

The IOC value of the content validity of the learner logs was at 1.

Appendix K: Student Interviews Form**Student's Interview Form****Name:** _____ **Section:** _____ **Date:** _____

Objective: To collect the detailed information about the advantages, disadvantages and problems about using the project work to enhance students' English oral communication ability from the students who have already completed the English Oral Communication course.

Instruction: Interview students by using the following questions.

1. What project was the most successful for you? Why?
2. What was the best thing you learned from the course?
3. Do you think your oral communication ability improved?
If yes, how did it improve? If no, why do you think so?
4. Apart from the oral communication ability, what else did you learn from doing projects?
Are they useful for your study or for your future career?
5. What did you improve the most from learning this course?
6. Do you think project work is suitable for enhancing students' oral communication?
7. Do you think project work is suitable for KU undergraduate students?
8. Was project work stressful for you?
9. Did you learn anything from working in group? Or did you learn anything from your friend? What are they?
10. Are there any problems as you were working in group?
11. If you could change something during the course, what would you do differently?
12. Please give three suggestions that help improve this course.
13. Will you recommend your friend to attend this course? Why or why not?

Appendix L Validation of the Student Interviews

Objectives	Content	Experts' Validation		
		+1	0	-1
<p>1. The objectives can be measured by this tool.</p> <p>1. To collect the detailed information about the students' achievement from learning this course. (Q 1-5)</p> <p>2. To collect the detailed information about the students' attitudes towards benefits and drawbacks of the Project work. (Q. 6 - 8)</p> <p>3. To collect the detailed information about the students' attitudes towards cooperative learning.(Q. 9-10)</p> <p>4. To collect the detailed information about the students' comments and Suggestions. (Q. 6 - 8)</p> <p>2. The questions were appropriate.</p>	<p>Objective 1</p> <p>1. What project was the most successful for you? Why?</p> <p>2. What was the best thing you learned from the course?</p> <p>3. Do you think your oral communication ability improved? If yes, how did it improve? If no, why do you think so?</p> <p>4. Apart from the oral communication ability, what else did you learn from doing projects? Are they useful for your study or for your future career?</p> <p>5. What did you improve the most from learning this course?</p> <p>Objective 2</p> <p>6. Do you think project work is suitable for enhancing students' oral communication?</p> <p>7. Do you think project work is suitable for KU undergraduate students?</p> <p>8. Was project work stressful for you?</p>	<p>Objectives</p> <p>1. R = 3 N = 3 = 3/3 = 1</p> <p>2. R = 3 N = 3 = 3/3 = 1</p> <p>3. R = 3 N = 3 = 3/3 = 1</p> <p>4. R = 3 N = 3 = 3/3 = 1</p> <p>Questions:</p> <p>1. R = 3 N = 3 = 3/3 = 1</p> <p>2. R = 3 N = 3 = 3/3 = 1</p> <p>3. R = 3 N = 3 = 3/3 = 1</p> <p>4. R = 3 N = 3 = 3/3 = 1</p> <p>5. R = 3 N = 3 = 3/3 = 1</p> <p>6. R = 3 N = 3 = 3/3 = 1</p> <p>7. R = 3 N = 3 = 3/3 = 1</p> <p>8. R = 3 N = 3 = 3/3 = 1</p> <p>9. R = 3 N = 3 = 3/3 = 1</p> <p>10. R = 3 N = 3 = 3/3 = 1</p>		

	<p>Objective 3</p> <p>9. Did you learn anything from working in group? Or Did you learn anything from your friend? What are they?</p> <p>10. Are there any problems as you were working in group?</p> <p>Objective 4</p> <p>11. If you could change something during the course, what would you do differently?</p> <p>12. Please give three suggestions that help improve this course.</p> <p>13. Will you recommend your friend to attend this course? Why or why not?</p>	<p>11. R = 3 N = 3 = 3/3 = 1</p> <p>12. R = 3 N = 3 = 3/3 = 1</p> <p>13. R = 3 N = 3 = 3/3 = 1</p>
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The IOC value of the content validity of the Interview was at 1

Appendix M: Opinion Questionnaire**Questionnaire: Student's Opinion toward Project work Instruction**

Purpose: To survey the students' opinion toward project work used in the Listening and Speaking Course. The questionnaire comprises of 2 main sections: Personal Information and Opinion toward project work instruction.

Section I: Personal Information

1. Name _____
2. Sex: a) male b) female
3. Age: _____

Section II: Opinion toward project work

Instruction: Indicate how much you agree or disagree with each of these statements by ticking (√) the appropriate degree.

Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. Students' achievement after learning this course by using project work instruction					
1 I think I am able to improve my listening skill.	1	2	3	4	5
2 I think I am able to improve my speaking or oral skills.	1	2	3	4	5
3 I think I am able to improve my reading skill.	1	2	3	4	5
4 I think I am able to improve my writing skill.	1	2	3	4	5
5 I think I am able to improve my speaking from doing the project work.	1	2	3	4	5
2. Opinion toward benefits and drawbacks of project work					
6. Speaking or oral class is more interesting when applying project work instruction.	1	2	3	4	5
7. Project work helps me improve my oral skills better than learning from a text book.	1	2	3	4	5
8. Project work method is time consuming.	1	2	3	4	5

9. Project work encourages me to speak or interact in English with others.	1	2	3	4	5
10. Project work encourages me to learn and practice English in order to communicate better.	1	2	3	4	5
11. Project work increases my self-confidence in using English.	1	2	3	4	5
12. Project work increases my working skills.	1	2	3	4	5
13. Project work experience is stressful.	1	2	3	4	5
14. I am willing to accept project work as a means to learn English oral skill.	1	2	3	4	5
15. I prefer learning speaking by using a textbook.	1	2	3	4	5
3. Opinion toward collaborative learning					
16. I feel comfortable to participate in project work group discussion.	1	2	3	4	5
17. I feel stressful when I discuss in groups at the beginning of the course.	1	2	3	4	5
18. I feel stressful when I discuss in groups from the beginning of the course through the end of the course.	1	2	3	4	5
19. I feel embarrassed to share my thoughts with my group.	1	2	3	4	5
20. I am frightened of group interactions due to my weak language skills.	1	2	3	4	5
21. I don't mind sharing my thoughts with my group.	1	2	3	4	5
22. I improve my working skills when I work in group in this course.	1	2	3	4	5
23. I prefer working in the same group or with the same friends.	1	2	3	4	5
24. I am able to improve myself after listening to the comments during the reflection session.	1	2	3	4	5
25. My friends' and teacher'' comments help me improve my oral and working skills.	1	2	3	4	5
26. My friends give me suggestions when working in group.	1	2	3	4	5
27. My friends blame me when working in group.	1	2	3	4	5
28. My friends encourage me to improve my oral skills.	1	2	3	4	5
29. My friends help me to improve my oral skills.	1	2	3	4	5

4. Additional comments and suggestions	1	2	3	4	5
30. I will recommend this course to my friends.	1	2	3	4	5
31. I think the group members should be changed after finishing each project.	1	2	3	4	5
32. I think teacher should be more involved in doing projects.	1	2	3	4	5
33. I am able to apply the project method gained from taking this course to the project method in other courses.	1	2	3	4	5
5. Additional comments on learning with project work.					

Appendix N: Validation of Opinion Questionnaire

Objectives	Content	Experts' Validation		
		+1	0	-1
<p>1. The objectives can be measured by this tool.</p> <p>1. To collect the detailed information about the students' achievement from learning this course.</p> <p>2. To collect the detailed information about the students' attitudes towards benefits and drawbacks of the Project work.</p> <p>3. To collect the detailed information about the students' attitudes towards cooperative learning.</p> <p>4. To collect the detailed information about the students' comments and Suggestions.</p> <p>2. The statements were appropriate.</p>	<p>Objective 1</p> <p>1. I think I am able to improve my listening skill.</p> <p>2 I think I am able to improve my speaking or oral skills.</p> <p>3 I think I am able to improve my reading skill.</p> <p>4 I think I am able to improve my writing skill.</p> <p>5 I think I am able to improve my speaking from doing the projects.</p> <p>Objective 2</p> <p>6. Speaking or oral class is more interesting when applying the Project work Instruction.</p> <p>7. Project work helps me improve my oral skills better than learning from a text book.</p> <p>8. Project work method is time consuming.</p> <p>9. Project work encourages me to speak or interact in English with others.</p> <p>10. Project work encourages me to learn</p>	<p>Objectives</p> <p>1. R = 3 N = 3 = 3/3 = 1</p> <p>2. R = 3 N = 3 = 3/3 = 1</p> <p>3. R = 3 N = 3 = 3/3 = 1</p> <p>4. R = 3 N = 3 = 3/3 = 1</p> <p>Statements:</p> <p>1. R = 3 N = 3 = 3/3 = 1</p> <p>2. R = 3 N = 3 = 3/3 = 1</p> <p>3. R = 3 N = 3 = 3/3 = 1</p> <p>4. R = 3 N = 3 = 3/3 = 1</p> <p>5. R = 3 N = 3 = 3/3 = 1</p> <p>6. R = 2 N = 3 = 2/3 = .67</p> <p>7. R = 3 N = 3 = 3/3 = 1</p> <p>8. R = 3 N = 3 = 3/3 = 1</p> <p>9. R = 2 N = 3 = 2/3 = .67</p> <p>10. R = 2 N = 3 = 2/3 = .67</p> <p>11. R = 3 N = 3 = 3/3</p>		

and practice English in order to communicate better.	= 1
11. Project work increases my self-confidence in using English.	12. R = 3 N = 3 = 3/3 = 1
12. Project work increases my working skills.	13. R = 3 N = 3 = 3/3 = 1
13. Project work experience is stressful.	14. R = 3 N = 3 = 3/3 = 1
14. I am willing to accept the Project work as a mean to learning English oral skill.	15. R = 3 N = 3 = 3/3 = 1
15. I prefer learning speaking by following a textbook.	16. R = 3 N = 3 = 3/3 = 1
Objective 3	17. R = 3 N = 3 = 3/3 = 1
16. I feel comfortable to participate in the Project work group discussion.	18. R = 3 N = 3 = 3/3 = 1
17. I feel stressful when I discuss in group at the beginning of the course.	19. R = 3 N = 3 = 3/3 = 1
18. I feel stressful when I discuss in group from the beginning of the course through the end of the course.	20. R = 3 N = 3 = 3/3 = 1
19. I feel embarrassed to share my thoughts with my group.	21. R = 3 N = 3 = 3/3 = 1
20. I am frightened to the group interactions due to	22. R = 3 N = 3 = 3/3 = 1
	23. R = 3 N = 3 = 3/3 = 1
	24. R = 3 N = 3 = 3/3 = 1
	25. R = 3 N = 3 = 3/3 = 1
	26. R = 3 N = 3 = 3/3 = 1
	27. R = 3 N = 3 = 3/3 = 1
	28. R = 3 N = 3 = 3/3 = 1
	29. R = 3 N = 3 = 3/3 = 1

	<p>my weak language skills.</p> <p>21. I don't mind sharing my thought with my group.</p> <p>22. I improve my working skills when I work in group in this course.</p> <p>23. I prefer working in the same group or with the same friends.</p> <p>24. I am able to improve myself after listening to the sharing comments during the reflection session.</p> <p>25. My friends and teachers' comments help me in improving my oral and working skills.</p> <p>26. My friends give me suggestions when working in group.</p> <p>27. My friends blame me when working in group.</p> <p>28. My friends encourage me to improve my oral skills.</p> <p>29. My friends help me to improve my oral skills.</p> <p>Objective 4</p> <p>30. I will suggest my friends to attend this course.</p> <p>31. I think the group members should be</p>	<p>30. R = 3 N = 3 = 3/3 = 1</p> <p>31. R = 3 N = 3 = 3/3 = 1</p> <p>32. R = 3 N = 3 = 3/3 = 1</p> <p>33. R = 3 N = 3 = 3/3 = 1</p> <p>1. Statements 9 and 10 were closed in meaning. 2. Questionnaire should be translated into Thai. 3. Some statements can be in both the objective 2 and 3.</p>
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	<p>changed when finishing each project.</p> <p>32. I think teachers should involve in doing project more.</p> <p>33. I can apply the stages to do projects in the oral class with projects in other subjects.</p>	
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The IOC value of the content validity and construct validity of the opinion questionnaire was at .97.

Appendix O: A Development of the Opinion Questionnaire

The Development of Opinion Questionnaire for Project work

In this study, the questionnaire is used to collect the data regarding the students' opinions toward the English oral communication course developed based on the Project-based Learning Approach and project work instruction. It is designed in anticipation that the questions about the project work experiences would be able to elicit true answers that accurately reflect these students' opinions especially when the questionnaire is administered on an anonymous basis.

The opinion questionnaire is categorized into four parts: the students' achievement after studying in the English oral communication course developed based on the Project-based Learning Approach, their opinions toward the benefits and drawbacks of project work, their opinions toward cooperative learning, and other comments and suggestions. Both positive and negative opinions are outlined to elicit students' points of view in all related issues.

The students are asked to rate the degree of agreement on each item, the rating criteria are:

5	=	Strongly Agree
4	=	Agree
3	=	Neutral
2	=	Disagree
1	=	Strongly Disagree

Validation

The opinion questionnaire will be validated by three experts in the fields of English language assessment including one native speaker who had expertise in language teaching. The opinion questionnaire's content validity value will be measured by the IOC Index.

Questionnaire: Student's Opinion toward Project work Instruction

Purpose: To survey the students' opinion toward project work used in the Listening and Speaking Course. The questionnaire comprises of 2 main sections: Personal Information and Opinion toward project work instruction.

Section I: Personal Information

4. Name _____

5. Sex: a) male b) female

6. Age: _____

Section II: Opinion toward project work

Instruction: Indicate how much you agree or disagree with each of these statements by ticking (✓) the appropriate degree.

Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. Students' achievement after learning this course by using project work instruction					
1 I think I am able to improve my listening skill.	1	2	3	4	5
2 I think I am able to improve my speaking or oral skills.	1	2	3	4	5
3 I think I am able to improve my reading skill.	1	2	3	4	5
4 I think I am able to improve my writing skill.	1	2	3	4	5
5 I think I am able to improve my speaking from doing the project work.	1	2	3	4	5
2. Opinion toward benefits and drawbacks of project work					
6. Speaking or oral class is more interesting when applying project work instruction.	1	2	3	4	5
7. Project work helps me improve my oral skills better than learning from a text book.	1	2	3	4	5
8. Project work method is time consuming.	1	2	3	4	5

9. Project work encourages me to speak or interact in English with others.	1	2	3	4	5
10. Project work encourages me to learn and practice English in order to communicate better.	1	2	3	4	5
11. Project work increases my self-confidence in using English.	1	2	3	4	5
12. Project work increases my working skills.	1	2	3	4	5
13. Project work experience is stressful.	1	2	3	4	5
14. I am willing to accept project work as a means to learn English oral skill.	1	2	3	4	5
15. I prefer learning speaking by using a textbook.	1	2	3	4	5
3. Opinion toward collaborative learning					
16. I feel comfortable to participate in project work group discussion.	1	2	3	4	5
17. I feel stressful when I discuss in groups at the beginning of the course.	1	2	3	4	5
18. I feel stressful when I discuss in groups from the beginning of the course through the end of the course.	1	2	3	4	5
19. I feel embarrassed to share my thoughts with my group.	1	2	3	4	5
20. I am frightened of group interactions due to my weak language skills.	1	2	3	4	5
21. I don't mind sharing my thoughts with my group.	1	2	3	4	5
22. I improve my working skills when I work in group in this course.	1	2	3	4	5
23. I prefer working in the same group or with the same friends.	1	2	3	4	5
24. I am able to improve myself after listening to the comments during the reflection session.	1	2	3	4	5
25. My friends' and teacher's comments help me improve my oral and working skills.	1	2	3	4	5
26. My friends give me suggestions when working in group.	1	2	3	4	5
27. My friends blame me when working in group.	1	2	3	4	5
28. My friends encourage me to improve my oral skills.	1	2	3	4	5
29. My friends help me to improve my oral skills.	1	2	3	4	5

4. Additional comments and suggestions	1	2	3	4	5
30. I will recommend this course to my friends.	1	2	3	4	5
31. I think the group members should be changed after finishing each project.	1	2	3	4	5
32. I think teacher should be more involved in doing projects.	1	2	3	4	5
33. I am able to apply the project method gained from taking this course to the project method in other courses.	1	2	3	4	5
5. Additional comments on learning with project work.					

Appendix P: Students' Pre-test Scores

Group	Scores (%)	Average (%)
G1 S1	53.44	43.67
S2	21.22	
S3	58.11	
S4	43.67	
S5	41.67	
G2 S6	67.11	47.91
S7	52.11	
S8	37.11	
S9	36.33	
S10	46.89	
G3 S11	61.78	52.39
S12	46.67	
S13	37.33	
S14	63.78	
G4 S15	38.33	45.86
S16	65.56	
S17	49.67	
S18	29.89	
G5 S19	55.44	46.42
S20	38.33	
S21	32.89	
S22	59.00	
Average score = 47.11		

Appendix Q: The Average Pre-test Scores, Post-test Scores and Gain Scores

	Pre-test	Post-test	Gain scores
Student no.	%	%	%
1	67.11	80.78	13.67
2	52.11	69.00	16.89
3	37.11	68.22	31.11
4	36.33	61.56	25.22
5	46.89	76.44	29.56
6	61.78	77.22	15.44
7	46.67	76.67	30.00
8	37.33	62.78	25.44
9	63.78	77.78	14.00
10	58.11	73.33	15.22
11	21.22	52.33	31.11
12	41.67	68.67	27.00
13	53.44	71.56	18.11
14	43.67	74.22	30.56
15	38.33	62.78	24.44
16	65.56	80.00	14.44
17	49.67	68.11	18.44
18	29.89	52.11	22.22
19	55.44	73.67	18.22
20	38.33	55.56	17.22
21	32.89	55.00	22.11
22	59.00	73.67	14.67
Total	1036.33	1511.44	475.11
Average (%)	47.11	68.70	21.60

Appendix R: The Example of the Learner logs, Student Interview, and Teacher Diary

Learner logs

First Presentation (My favorite free time activity)

S1

*I'm not sure that I did it best because I forgot to prepare this presentation during the weekend.

*I realized that pronunciation was an important factor for delivering a good presentation. Physical behavior, when I came to present in front of the classroom, was another factor that made my presentation successful or not. However, I did not improve much.

*I felt unsatisfied with my preparation a bit in this presentation. I'm going to improve it later.

*I will prepare for the information that I will use in the next presentation. I will do better than I did this time.

*Everybody had to prepare for his presentation. Don't forget to prepare or you would be in a big problem as I did.

S2

*The presentation technique and the performance. I think I was not afraid to express myself in front of the audience. I knew I could not speak well so I used a material, a saxophone, to help me.

*Don't be excited. Be calm. I will have to prepare myself very well.

*I prepared what I was going to present at lunch time before coming to class. When I came to class, I forgot what to say. I could not remember the script. I said whatever came into my mind. The presentation was not a success.

* I think I should improve how to organize the contents of my presentation, vocabulary and the presentation steps. I should be calm. I should know that I did not have much confidence so I should prepare well and should not be careless like this time.

*I think others should learn from the ability to express myself in front of people.

S3

*I improved my ability to give a present in English and people could understand what I said.

*If I was not too excited in front of many audiences, I would have spoken naturally.

*I prepared myself well and I was satisfied with my preparation.

*I would like to increase my self-confidence in speaking in front of many audiences because I was very excited every time I gave presentations. Although I had prepared myself very well, I was still excited and nervous and not very confidence.

*When you make a presentation, you have to interact with your audiences because the audiences will focus on what you present. They will be interested in what is presenting and will not get bored with the presentation.

S4

*I was glad that I chose the right topic . It was the familiar topic that everyone knew so the audiences could follow my presentation and understand what I presented easily.

*Next time, I will have to prepare more than I did this time. So, I will feel more relaxed.

*No, I didn't satisfy with it because my presentation was not good. I could not speak fluently when I presented and I often had a look at my note. I would not have much confidence without it.

*I would prepare more and I would make an outline of the contents that I would present so that I could find each topics easily.

*I asked the audiences some questions so that they would pay attention to me.

S5

*I think my friends enjoyed my presentation.

*I learned how to make my present interesting.

*The topic for the first presentation was difficult for me because my free time activities were very common. Therefore, I had to prepare some materials to show during my presentation and I practiced using them with my friend. I felt more confident.

*I should prepare more content for the next presentation and practice to project my voice. Practice makes perfect.

*Don't be shy and enjoy what you are doing.

Teacher diary

The oral communication ability of the students

	Content	Vol/Rate	Arti/Pron	Vocab	Gram	Fluen		%	Compra	Fluen	Pron	Vocab	Gram		%	
S3	3	3	3	3	3	3	18	60.00	3	3	3	3	3	15	60	60.00
S2	1	2	1	1	1	1	7	23.33	1	1	1	1	1	5	20	21.67
S5	3	2	2	2	2	2	13	43.33	2	2	2	2	2	10	40	41.67
S1	3	3	3	2	2	3	16	53.33	3	3	3	3	2	14	56	54.67
S4	3	2	3	2	2	3	15	50.00	3	3	2	2	2	12	48	49.00

S1

S1 had a high motivation to study speaking skill as he realized that speaking English well was one of the conditions to get a good job. He had some self-confidence when he started to learn in this course. He was nervous that he would speak English with the wrong use of grammar. Therefore, he spent a long time to think before speaking. However, he made a lot of grammar mistakes e.g. part of speeches, tenses, articles, and prepositions. He also had a limit vocabulary, that is, he had some difficulties in searching for the right or precise words. Therefore, he often had some pauses when he spoke. His pronunciation was quite good and he often spoke with appropriate intonations and stresses.

S2

S2 was confident to speak in front of the public but he often spoke Thai. He had a good quality of voice; however, he could hardly produce complete sentences. He was able to communicate by putting a few words together. He often produced long pauses and fillers as he might not find the right English words to represent his thought.

S3

S3 was the student who could speak English the most fluently in this group. He had some difficulties when he started his presentation. I think he was lack of self-confidence to speak English in front of the audience. When he had group discussion, he was quiet at the beginning. After he gained some confidence, he could express his ideas well. He often used correct grammar when he spoke but he had some problems with tenses and word orders. He was able to use a variety of word choices, in other words, he was quite good at using the right words for the right meanings. Besides, his

pronunciation was quite good. He often spoke with appropriate intonations and stresses.

S4

S4 was very shy at the beginning of the course. She often switched to Thai when she tried to seek for the right words to express her ideas. If she had time to prepare for a presentation, she could do it well. But, she had some difficulties when she communicated face to face with others. This was because she was nervous and shy. She spoke quite softly but her pronunciation and articulation were quite good. She often spoke with appropriate intonations and stresses.

S5

S5 often listened to her friends rather than gave her own opinions. She was shy and had less self-confidence at the beginning of the course. However, she could perform and present quite well if she prepared for her presentation. Her intonation and pronunciation were quite well but she was lack of the self-confidence to communicate with others.

S1

S1 was a bit shy and lack of self-confidence to speak in front of the audiences. He tired not to read from his note he had prepared. But sometimes he did so. His voice was a bit soft but it was loud enough for everyone to hear as he used a microphone. He spoke quiet slowly with long pauses. His pronunciation was quite good with quite good intonations and stresses but he had some problems with grammar e.g. tenses, articles. He sometimes used wrong part of speeches e.g. using 'presentation' (n) instead of 'present' (v).

S2

S2 was very nervous because he could hardly speak English. He could not even produce a sentence. Most of the time, he produced short phrases with wrong order. He often made long pauses with lots of Thai particles and words like 'na', 'chai', 'ur'. He spoke English with Thai accent with no stresses or intonations. He sang a Thai song in his presentation.

S3

S3 was nervous at the beginning of his presentation. He spoke with some shaking voices but it was better later on. His articulation and pronunciation were quite good. He presented with appropriate intonations and stresses. He could use a variety of word choices e.g. like, prefer but he had a little problems with grammar e.g. model verbs.

S4

S4 spoke softly with less self-confidence although she could speak English quite well and often with correct stresses and intonations. She often used correct grammar and a variety of word choices. She used a lot of hand gestures when she could not say something properly.

S5

S5 seemed to be shy but when she started to speak she could do it well. She presented fluently and often used correct grammar.

Student interview script

S1

1. I improved my oral communication skills the most from studying this course. I liked the project when I had to interview the foreigners at Wat Pra Keaw. In order to complete the task, I was forced to speak English. I think everyone can improve their English if they had the opportunities to speak with foreigners in the real situations. I was the one who could speak better.

I have been working as a receptionist at the Kasetsart University International Dormitory for about 3 months. I know that my oral English was bad. I work there because I want to improve my speaking. After I complete this course, I think my English will be much improved. I gained more self-confidence to speak. Now I can give the information that the guests want to know. I did a lot of research outside the classroom and I tried to do more communication whenever I could, like talking with my colleague who worked with me or talking to the foreign guests more. I also got some foreign friends who stayed there e.g. an American student.

I had various opportunities to practice English in this course.

2. I think I also improved my presentation skills. I had to practice a lot before giving a presentation. I searched the Internet and I asked my colleague at the International Dormitory how to pronounce the difficult terms.

3. Yes (I could improve my oral communication ability), by having more practice. I did a lot of practices before the final presentation day.

4. Working in group was one thing that I learned from this class. My actual assignments that I usually did were individual projects. I did not have to wait for anyone to do the work.

I was really pleased to help my friend when they asked for it.

5. Other suggestions

I can apply the knowledge I gained from this course e.g. my oral English to my work. I am a fourth year student and I am looking for a scholarship. If I can go to study abroad, I will really appreciate it or I would like to apply for a job in an international company.

I think you should prepare a text book and supplementary exercises that students can practice outside the classroom and which provides the learners with the model conversations that are necessary for them. You should also provide cassette

tape or disc that students can listen some conversations to improve their pronunciation.

S2

1. I think I can. It's better. Umpooth told me that I should be confident to say something because it was better than saying nothing. So, I started to speak and have some confidence to speak English.

Until now, I don't think I improved much but I gained more self-confidence. I often told myself to be clam before saying anything. If I was not relaxed, I would not be able to say anything. I would just say 'er' and 'uh'. But if I was relaxed and stayed calm, I would be able to speak.

My listening ability was much improved. I can understand more but I can not improve my oral communication much. When I interviewed some foreigners for the second project, I prepared the questions and I went to Lumpini Park to interview them. It was difficult for me to understand what they said because their accents were unfamiliar but I prepared the questions and the answers so I could guess what they answered.

Before I attended this course, I could only speak a little English but now I am much better although I can not produce long sentences. Besides, I still have some difficulties with grammar and vocabulary. I don't know some difficult words. I have to read more.

2. I intended to study in this course although most of my friends attended the course called 'English through Songs' or some other courses. I accidentally met Jam in this class. I was glad that I knew someone in this class. Later, one of my friends told me that he had registered the other course for me. I refused to go as I wanted to study oral English.

I did not prepare much for the first presentation. I think giving a presentation was easy. I could do it without much preparation. But I discovered that I was wrong. It was not easy. So, I had to prepare for the later presentations. I started to practice and ask Umpooth and Chanasak how to pronounce the words and the meaning of the sentences. If I could not do anything, I asked my friends. I had to memorize my scripts and learned more vocabulary.

I think I could present well if I had a lot more time to prepare. My presentation skills were improved.

3. Yes. I think I had more opportunities to communicate in English. The more I practiced, the better I was. I practiced a lot when I was studying in this course.

4. Yes, they give me suggestions.

5. I like the first and the third projects because I started to speak English by reading the scripts my friends had prepared for me. It was easy to read. Speaking English was difficult but I found that I could do it so I felt good. In project three, I think I could perform and speak a little bit better.

6. Other suggestions?

At the beginning, I think I had some problems with the learner logs. I could not understand what you wanted from us and why we had to answer so many questions. Finally, I could understand that writing learner logs was like looking at a mirror. I could reflect what I had done. If I did not keep the learner logs, I might not improve much. I did not have to review my previous performances. Sometimes, I realized that I should not have done some improper things but I thought I would correct my mistakes. It's ok.

I also learned to work in groups. I improved my working skills. Working in group had both drawbacks and benefits. It would be nice if we worked cooperatively and help each other to learn. We needed to learn each other characteristics and learn to communicate with one another so that we could understand what our responsibility was. We needed to learn how to communicate with one another because each individual had his own style and preference. But if anyone in the group refused to help, the problems would arise.

S3

1. Yes I had more self-confidence. Before studying this course, I just kept my thought inside my head because I was scared to speak. When I had to work in group in this course, I had to speak, to communicate, and to discuss several topics with my friends. Even more, I was the oldest in the group and I thought if I could not be a good model, other members in the group would not try to do so. I motivated my friends to speak.

In the former time, I just thought and tried to translate from Thai to English. I could not speak English. I could understand what people said, for example, some foreigners visited my mother and I listened to their conversation. I could understand most of it but I did not dare to speak.

2. Yes, but I was nervous every times I had to present. It felt more relaxed after my first presentation. Before I attended this course, I never studied the presentation skills. It was a rare chance for me to do a presentation. I studied how to give a good presentation from this class. I could apply what I had learned to use in my presentations.

3. Yes, the project provided us with more opportunities to discuss and contact with other people who spoke English.

4. We did. We might have some conflicts in the first project as we were not familiar with each other. We were from different majors or faculties. So, we needed to learn to understand each other and adjusted ourselves. Sometimes, someone did not devote their time to work together as he/she might have some homework to do. But they improved themselves, finally. They gradually realized how to learn and what to do. Our relationship was better because we were familiar with each other more and more.

Everyone in my group usually had excellent ideas e.g. S1. But they were shy to speak them out. So, I encouraged them to speak more.

5. Other suggestions

I learned to plan and manage the project. I usually got some useful and splendid ideas to tell my friends. I asked for some suggestions from my parents who always gave me some good ideas. I don't think doing project was stressful.

Writing the learner logs was a good idea because I learned to evaluate myself what I did well and what needed improvement. I liked to reflect what I had done by myself and I also liked when someone gave me some useful comments that could be useful for my improvement. I might not realize some of my weak points by myself because I was usually on my own side that whatever I did was good.

I learned a lot in the reflection sessions for example I've never known that the word 'bullshit' was bad because I heard it all the time in the movies. So, I think it was one of the spoken languages that meant ridiculous. I used it in the last presentation when I interacted with the audience. This was pointed out in the reflection session that it was impolite and I was really ashamed that I did it. I apologized for that.

S4

1. I was able to improve my oral communication ability but it was not as much

as I improved my presentation skill. Actually, I was able to interact with the English speakers before I study this course. Oral communication skill is important for my future career as I am studying Hotel and Hospitality. I want to work as a front desk reception and I have to communicate well in English. I think I improved this skill but I had to practice more to achieve what I aimed at.

2. My presentation skills were improved much more than my communication skills. At first, I did not know how to arrange the contents of my presentation. I gradually learned it in class when I studied in this course.

3. Yes. I don't like to study speaking skill by following a textbook. In this oral communication course, I had a variety of opportunities to practice speaking in the real situations with the real English speakers, give presentations or discuss many topics with my friends. There were several means to practice speaking. I did a lot of practices before the presentation day.

Sometimes, I just forgot what to say so I had to produce the language right away, like in the third project when I did the role play with S2. He forgot his script and I tried to suggest what he should response. He just did not know what to say so I had to solve the problem that occurred immediately without planning. I switched to talk about other topics. My ability to solve the immediate problem was also improved.

4. We had some problems to work in team at the beginning as we did not know each other before. We had to adjust ourselves and become good friends finally. I think the topics were too broad and it was difficult for us to make decision as everyone had their own ideas and we did not have time to discuss. We could not go on and on. The topic should be narrow down and the presentation pattern should be the same.

5. Other suggestions

I gained a lot of my abilities to search for the information for the projects both from the Internet and from talking to the resource persons. I have never done any projects before so I did not know how to find the data and organized them. I spent a lot of time to do each project but it was good to do so. I gained a lot more knowledge from searching for the information and gather the useful ones. The actual assignments I had done in other courses were easy and I did not spend much time to complete them. I am studying Hotel and Hospitality. I could do each assignment within one day. But I spent a lot of time to plan to do each project, collect the data and prepare for the presentation.

I was so stressful at the beginning of the course because I had 5 minutes to prepare to talk about myself. I did not think I could do it but I really did it. I was glad I was able to talk and people understood what I said.

S5

1. Yes, I was able to communicate better. The listeners could understand what I said more. Before studying this course, I said what ever I wanted to and I did not care what's wrong. But right now, I try to speak with the correct grammar. My grammar improved because I tried to listen to what other people said and what you (researcher) said and then, I tried to improve mine.

Besides, my pronunciation was better. I personally like to watch the English movies and listen to the English songs so I got familiar with the pronunciation. But it did not mean that I could pronounce it correctly. I practiced a lot more when I learned this course. I did not have my self-confident to express my idea in English so I kept silence and accepted what ever people said. But, I improved my oral communication a lot I had a lot more self-confidence and was able to express my opinions and ideas in English.

2. Yes. I think I improved my accent, stresses and intonation. I spent time practicing those before the presentations. When I had times, I did practice for several times.

I had more self-confidence to present in front of the audience.

3. Yes, I think so. We may not be able to present the information we have properly if we don't learn how to give a good and interesting presentation. The presentation skills and techniques that we have learned should be applied to suit each individual style and personality.

4. My working skills improve a lot. Before, I just listened to what my friends said. I never expressed my own ideas even in Thai. And I always did whatever they said. But, it was changed when I worked in group to do the projects. I started giving my own opinions although other members did not accept them. I felt good that I got involved in sharing ideas.

I learned how to do a project step by step. I spent time planning and collect the information for my discussion. I spent my free time to search for the information that would be useful for my project. I have never done this before. I used to enjoy myself

whenever I had some free time. I could apply the stages to do a project work to do some other works.

5. Other suggestions

It might be a few problems when we worked in group as we had several ideas. I had to try to persuade my friends to agree with my idea by supporting with more information but very often they did not agree with me. So, I had to accept the majority.

I planned to go aboard to go on my study. I'm glad that I attended in this course. If I had not studied it, I might not have improved my English and I may not survive when I go aboard.

I spent a lot of time to do a project but I enjoyed doing so. So I don't think that I wasted a lot of time with the project work.

Biography

Nawarat Siritaratn got her M.A. (TEFL) from Srinakarinviroj University (Prasarnmit), and a B.Ed. (English) from Srinakarinviroj University (Pratumwon). She worked at Bangkok Christian College for 17 years. She is working at the Faculty of humanities, Kasetsart University now as an instructor who is responsible for undergraduate and graduate students. Her areas of interest are the curriculum development, spoken language, and project work for language teaching and learning.

