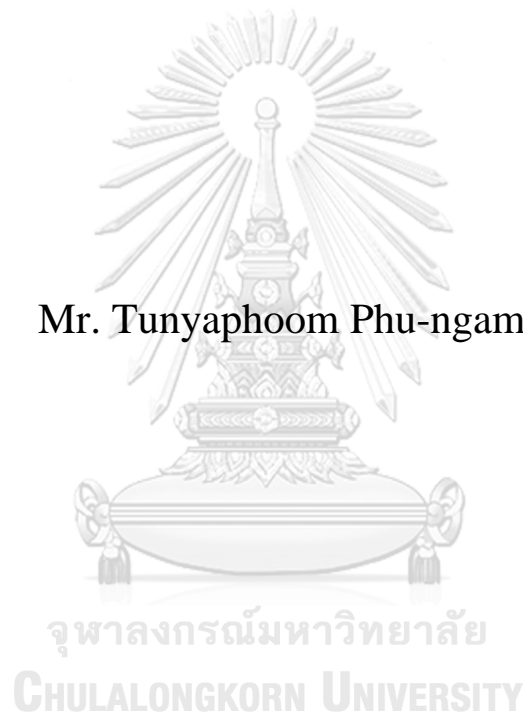# THE EFFECTS OF PROJECT-BASED DRAMA APPROACH VIA BLENDED LEARNING ENVIRONMENT ON THAI EFL UNDERGRADUATED STUDENT'S SPEAKING SKILLS

Mr. Tunyaphoom Phu-ngamthong

จุฬาลงกรณ์มหาวิทยาลัย
CHULALONGKORN UNIVERSITY

A Thesis Submitted in Partial Fulfillment of the Requirements
for the Degree of Master of Arts in English as an International Language
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GRADUATE SCHOOL
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ผลของการใช้วิธีการสอนการแสดงละครโดยใช้โครงงานเป็นฐานผ่านสภาพการเรียนแบบ
ผสมผสานเพื่อพัฒนาทักษะการพูดของนักศึกษาระดับปริญญาตรีชาวไทยผู้ใช้ภาษาอังกฤษเป็น
ภาษาต่างประเทศ

นายธัญภูมิ ภูงามทอง

วิทยานิพนธ์นี้เป็นส่วนหนึ่งของการศึกษาตามหลักสูตรปริญญาศิลปศาสตรมหาบัณฑิต
สาขาวิชาภาษาอังกฤษเป็นภาษานานาชาติ สหสาขาวิชาภาษาอังกฤษเป็นภาษานานาชาติ
บัณฑิตวิทยาลัย จุฬาลงกรณ์มหาวิทยาลัย
ปีการศึกษา 2563
ลิขสิทธิ์ของจุฬาลงกรณ์มหาวิทยาลัย

Thesis Title	THE EFFECTS OF PROJECT-BASED DRAMA APPROACH VIA BLENDED LEARNING ENVIRONMENT ON THAI EFL UNDERGRADUATED STUDENT'S SPEAKING SKILLS
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ธัญภูมิ ภูงามทอง : ผลของการใช้วิธีการสอนการแสดงละครโดยใช้โครงงานเป็นฐานผ่านสภาพ
การเรียนแบบผสมผสานเพื่อพัฒนาทักษะการพูดของนักศึกษาระดับปริญญาตรีชาวไทยผู้ใช้
ภาษาอังกฤษเป็นภาษาต่างประเทศ. (THE EFFECTS OF PROJECT-
BASED DRAMA APPROACH VIA BLENDED LEARNING
ENVIRONMENT ON THAI EFL UNDERGRADUATED
STUDENT'S SPEAKING SKILLS) อ.ที่ปรึกษาหลัก : ผศ. ดร.พรพิมล ศุขะ
วาที

งานวิจัยครั้งนี้มีจุดประสงค์เพื่อ (1) ทดสอบประสิทธิผลของการใช้วิธีการสอนการแสดงละคร
โดยใช้โครงงานเป็นฐานผ่านสภาพการเรียนแบบผสมผสานเพื่อพัฒนาทักษะการพูด และ (2) เพื่อสอบถาม
ความคิดเห็นของนักศึกษาที่มีต่อการใช้วิธีการสอนการแสดงละครโดยใช้โครงงานเป็นฐานผ่านสภาพการเรียน
แบบผสมผสานเพื่อพัฒนาทักษะการพูด กรอบงานวิจัยชิ้นนี้มาจากการรวมกันของ 3 โมเดล (1) การสอน
ภาษาอังกฤษผ่านการแสดงละครสำหรับทักษะการพูด (2) กรอบแนวคิดการเรียนรู้โดยใช้โครงงานเป็นฐาน
และ (3) กรอบแนวคิดการเรียนรู้แบบผสมผสาน งานวิจัยนี้เก็บข้อมูลโดยวิธีการสอนแบบตัวต่อตัวและ
ออนไลน์เป็นเวลา 14 สัปดาห์ติดต่อกัน ในภาคเรียนที่ 2 ปีการศึกษา 2563 ณ มหาวิทยาลัยราชภัฏ
อุบลราชธานี กลุ่มตัวอย่างในงานวิจัยนี้คือ นักศึกษาหลักสูตรภาษาอังกฤษ ชั้นปีที่ 3 ผู้ที่เรียนรายวิชาการ
เรียนรู้ภาษาอังกฤษผ่านการแสดง การเก็บข้อมูลใช้การรวบรวมเชิงคุณภาพและปริมาณ

ผลการวิจัยพบว่า (1) มีความแตกต่างอย่างมีนัยยะสำคัญทางสถิติที่ระดับน้อยกว่า 0.5 ระหว่าง
ข้อสอบก่อนเรียนและหลังเรียน ซึ่งแสดงให้เห็นว่าทักษะการพูดภาษาอังกฤษของนักศึกษามีพัฒนาการที่ดีขึ้น
หลังจากที่ได้เรียนผ่านวิธีการสอนการแสดงละครโดยใช้โครงงานเป็นฐานผ่านสภาพการเรียนแบบผสมผสาน
เพื่อพัฒนาทักษะการพูด และ (2) นักศึกษามีความคิดเห็นในเชิงบวกต่อวิธีการสอนและคิดว่ารูปแบบการ
สอนเป็นประโยชน์ต่อการพัฒนาทักษะการพูดภาษาอังกฤษ งานวิจัยนี้แนะว่าการใช้วิธีการสอนการแสดง
ละครโดยใช้โครงงานเป็นฐานผ่านสภาพการเรียนแบบผสมผสานเพื่อพัฒนาทักษะการพูดมีแนวโน้มที่เป็น
วิธีการสอนที่ช่วยพัฒนาทักษะการพูดภาษาอังกฤษของนักศึกษา และควรจะใช้เพื่อบูรณาการในการสอน
ภาษาอังกฤษสำหรับผู้เรียนชาวไทยผู้ที่ใช้ภาษาอังกฤษเป็นภาษาต่างประเทศ ทั้งนี้งานวิจัยได้ให้ความเข้าใจที่มี
ประโยชน์ต่องานวิจัยในอนาคต ผู้เรียน และผู้สอนในการเรียนการสอนทักษะการพูดภาษาอังกฤษ

สาขาวิชา	ภาษาอังกฤษเป็นภาษานานาชาติ	ลายมือชื่อนิสิต
		....
ปีการศึกษา	2563	ลายมือชื่อ อ.ที่ปรึกษาหลัก
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6187583720 : MAJOR ENGLISH AS AN INTERNATIONAL LANGUAGE
KEYWOR   Speaking Skills, Blended Learning, Drama, Project-Based Learning
D:

Tunyaphoom Phu-ngamthong : THE EFFECTS OF PROJECT-BASED DRAMA APPROACH VIA BLENDED LEARNING ENVIRONMENT ON THAI EFL UNDERGRADUATED STUDENT'S SPEAKING SKILLS. Advisor: Asst. Prof. PORNPIMOL SUKAVATEE, Ph.D.

The objectives of this study were 1) to examine the effectiveness of project-based drama approach via blended learning environment on English speaking skills, and 2) to investigate the students' opinions towards project-based drama approach via blended learning environment on English speaking skills.The framework was derived from the combination of three models; Teaching English through Drama for Oral Skills Model, the Project-Based Learning framework, and the Blended Learning Model. The study was conducted face-to-face and online for 14 consecutive weeks in the second semester of Academic Year of 2020 at Ubon Ratchathani Rajabhat University. The participants were 51 third-year students who enrolled in Learning English through Drama course. To respond to the research question, the data were collected quantitatively and qualitatively.

The findings revealed that 1) there were significant differences between the pre-test and the post-test scores (p <0.05). It illustrated that the students' speaking skills have been improved after the implementation of project-based drama approach via blended learning environment. 2) The students had positive opinions towards the treatment, and they found it beneficial for their speaking skills improvement. The study suggested that the project-based drama approach via blended learning environment tends to be an effective approach to enhance speaking skills, and it should be integrated into teaching English for EFL students. Further, the study gave some useful insights for future studies, students, and teachers in teaching English speaking skills.

| Field of Study: | English as an International Language | Student's Signature .... |
| Academic Year: | 2020 | Advisor's Signature .... |

ACKNOWLEDGEMENTS

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CHAPTER I
INTRODUCTION

1.1 Background of the Study

At present, English has globally dominated the context of foreign language teaching and learning (Akbari,2016). Linse and Nunan (2005) asserted that mastering English, specifically speaking skills, is crucially important for the students' effective communication with other people. Speaking can be defined as a productive skill consisting of producing systematic verbal utterances to convey meaning (Bailey, 2005). It also involves an interactive process of making meaning that includes producing, receiving and processing information (Florez,1999). Many studies (Boonkit, 2010; Khamkhien, 2010; Sirisrimangkorn, 2018; and Zaremba, 2006) stated that speaking is regarded as the most important skill among the four skills in learning a second or foreign language. Speaking skills play a crucial role in students' language learning. Rahmawati (2019) pointed out that speaking is often considered the most challenging skill since it requires people to speak correctly and understandably which requires students to go through a complicated process. One of the reasons why speaking is more difficult than other skills is that a person is required to directly recall all the relevant information or prior knowledge to be able to utter suitable responses within a time constraint (Shabani, 2013). Thus, when participating in a conversation, the students are supposed to have sufficient English speaking skills which include four main components which are pronunciation, grammar, vocabulary and fluency (Leong & Ahmadi, 2017). It can be said that speaking is a key to communication with the purpose to express ideas orally, coherently, articulately, fluently, and

appropriately. Harmer (2007) mentioned that it is significant for the students to be taught, provided opportunities to practice speaking English, and given feedback so that the students can increase their speaking skills.

Despite having studied English for several years, most EFL students have difficulties in speaking English (Shen & Chiu, 2019). Several studies (Noom-ura, 2013; Khosronejad & Parviz, 2013; Tuan & Mai, 2015) indicated that one of the most commonly found problems among students is first inhibition. Students are worried about making mistakes, fearful of criticism, or feel shy. The second problem is that the students lack topical knowledge. Therefore, they have no interest or motivation to engage with the topic and express themselves. The third problem is the inadequate practice of language due to overly large class sizes (Todd, 2012). Some students dominate the class time. So each student has little time or no chance to speak. Therefore, some students lack opportunities to speak English and get exposed to the authentic use of language. The last problem is the use of mother tongue because it is more convenient for them when they are struggling to produce their utterances.

In the Thai context, English also plays a vital role since it is a compulsory course for Thai students from primary level to higher education. Thai students have studied English at least for 12 years, nevertheless; English proficiency, particularly speaking skills are considerably low (Noom-ura, 2013; Piamsai,2017). According to Wiriyachitra (2003), Thai students lack exposure to authentic English speaking environment. Dhanasobhon (2006) asserted that this is due to the overly large class size where the levels of the students are mixed and the time constraint of the class. Furthermore, one of the speaking problems of Thai students is that they have speaking anxiety which is a major element that can affect students' performances and

acquisition in foreign language learning (Chiu et al., 2010). Speaking anxiety includes fear of losing face, shyness, low self-confidence, fear of making pronunciation mistakes, discomfort with the error correction style of the teacher (Ratanapinyowong, Poonpon, 2017 & Honsa, 2007). Moreover, Punthumasen (2007) stated that most of the students find the teaching methodology in the classroom uninteresting so they do not want to participate in class. The other speaking problem of Thai students includes pronunciation when speaking English (Boonkit, 2010; Poonpon, 2017; Noom-ura, 2013).

In the context of Ubon Ratchathani Rajabhat University, a number of English major students have difficulties speaking English effectively. Drawing on the preliminary study, the students reported that they had faced several problems when speaking English. The first problem the students raised was that they did not have enough time to practice speaking in class because there were from 45 up to 50 students in one class. The students further reported that the class structure had provided them with few speaking activities. Also, the teacher could not let them practice individually due to the time constraint which was only 3 hours per week. Another problem was that they had speaking anxiety whenever they spoke. They were afraid of making mistakes and losing face in front of their teacher and classmates. Also, when the teacher asked them to speak, they tended to stay silent because they were unsure about their grammar, vocabulary and pronunciation. In addition, many students asserted that they had problems with pronunciation. When they spoke, they were unsure which syllable has to be stressed and pronounced. Also, they reported that the initial and final sounds were problematic for them such as /sh/, /ch/, /l/, /r/, /v/ and /w/. Apart from that, the students claimed that they did not know how to speak in

a long sentence because they had limited vocabulary size and poor grammatical skills. The last issue raised by the students was that they felt bored and lost interest in the course because of the way the teacher taught. Also, the teacher did not create instructional media that facilitated them to speak. Therefore, the students were reluctant and unmotivated to speak.

To minimize those shortcomings and to actively engage students, project-based learning can be applied in teaching speaking. According to Rochmahwati (2015), project-based learning is one of the widely used teaching methods for improving students' speaking skills. The students play crucial roles in project-based learning by designing, planning and carrying out tasks in order to produce, publish and present a product on their own under the supervision of a teacher. Kokotsaki & Wiggins (2016) pointed out that project-based learning is considered a student-centered approach focusing on the end-product which is beneficial for students' development in language skills.

Many studies revealed that it is effective for teaching speaking skills. Riswandi (2018) conducted project-based learning to improve the speaking skill of 7th grade students in Indonesia. The results revealed that the students' speaking skill was improved in terms of fluency, vocabulary, pronunciation, grammar and comprehension. Another study was conducted by Anuyahong (2015). The study aimed to enhance speaking skill and study the satisfaction of undergraduate students at Thai-Nichi Institute of Technology. The results showed that the students scored higher. They were satisfied with the implementation of project-based learning in their class. Further, Fragoulis (2009) mentioned that students could be engaged in purposeful communication to complete authentic activities (project-work) through

project-based learning. Thereby, they were provided the opportunities to get exposed to the language in a natural context and participate in meaningful activities which require authentic use of language.

Consequently, in order to motivate and provide the students with more opportunity to practice speaking English in a non-threatening and an authentic activity, drama can be applied as a tool for teaching speaking (Khosronejad & Parviz, 2013). The implementation of drama could enhance students to be a good English speaker (Hismanoglu & Colak, 2019). Drama is considered student-centered and meaningful language production-based. It could be used to as a communicative technique. Drama refers to a creative form of learning which involves students in cooperative, process-oriented and at the same time peace-related drama activities (Guliyeva, 2011). According to Fuentes (2010), drama is not always referred to as a performance, but it is a final project or output of the entire learning process. The use of drama in the classroom is also beneficial for students' language learning, specifically in speaking. According to Sirisrimangkorn (2018), drama can help with the students' improvement in speaking fluency because it provides students with drilling and use of divided attention. Also, drama activities allow students to practice in rehearsals which provide an opportunity for them to have adequate practice on intonation patterns, pronunciation, stress and rhythm. Several studies have been conducted which show that drama promotes students' speaking skill as in Banjaree (2014), Manjooran & Resmi (2013), Khosronejad & Parviz (2013) & Sirisrimangkorn (2018). The findings yielded that apart from improving students' speaking skills, the use of drama in the classroom benefits other issues such as the meaningful and fun learning experience, self-confidence, autonomy and research skills.

Blended Learning can complement project-based Learning and drama to help increase the time and maximize opportunities for the students to practice their English speaking skills in an authentic environment, regardless of time and place due to the limitation of the large class size and the number of students in the class Unlike a traditional classroom, blended learning allows teachers and students to apply all innovations, information technology, and communication to enhance teaching and learning management. Marsh (2012) defined blended learning as a learning model that combines various types of learning approaches, learning environment and learning methods that can support the success of traditional learning. Aycock, Garnham & Kaleta (2002) asserted that blended learning benefits from its flexibility and cost effectiveness. Through blended learning, the students can access the learning whenever and wherever they want. Doing so allows the students to have more opportunities to practice outside the classroom. Also, they can review the lessons they have learnt in the class (Syaifudin, 2017). Besides, these approaches encourage students to be more interested and pay greater attention to the contents, which in turn increases their responsibility for their own learning. In addition, it helps teachers create communication channels that motivate students to exchange their learning and experiences (Orhan, 2008). In this study, the learning platform for blended- learning was Google Classroom which is considered an effective platform for educators for a variety of educational purposes which can increase students' engagement. The reason for using Google Classroom in this study was because the students at Ubon Ratchathani Rajabhat University had been familiar with the application because they were trained to use it when they were freshmen. Most of the classes used it as a platform for submitting assignments.

Implementing project-based drama approach via blended learning environment to improve Thai EFL undergraduate students' speaking skills is crucially important. This integration can effectively provide students with some adequate practices for their speaking skills both inside and outside the classroom. However, to the best of my knowledge, no research on the effects of project-based drama approach via blended learning environment on Thai EFL undergraduate students' speaking skills has ever been conducted. This study bridges the gap and sheds light on the insightful perspectives on how project-based drama approach via blended learning environment can be implemented in order to improve English speaking skills by learning English through Drama class.

1.2 Research Questions

1. To what extent does Project-Based Drama Approach via Blended Learning Environment improve students' Speaking Skills?

2. What are the students' opinions towards Project-Based Drama Approach via Blended Learning Environment on students' Speaking Skills?

1.3 Objectives of the study

1. To examine the improvement of students' speaking skills after implementing Project-Based Drama Approach via Blended Learning Environment on Speaking skills

2. To investigate the students' opinions towards Project-Based Drama Approach via Blended Learning Environment on Speaking skills

1.4 Statement hypothesis

The students' speaking skills will be significantly improved after Project-Based Drama Approach via Blended Learning Environment on Speaking skills has been implemented.

1.5 Scope of the study

The study restricts in the following areas;

1.The participants of the study were the third year undergraduate students majoring in English who are enrolling Learning English through Drama course at Ubon Ratchathani Rajabhat University.

2. The variables of the study were as follows;

The independent variable in this study was the Project-Based Drama Approach via Blended Learning Environment.

The dependent variable was the students' speaking skills.

3. The pronunciation lessons taught in this study were based on the problematic sounds that the students faced in both preliminary studies and the pilot study. Also, the sounds that appeared in the script of the Wizard of Oz that seemed to be problematic for the students. The sounds taught were /s/, /z/, sh/, /ch/, /l/,/r/, the -ed ending sounds in past simple tense, the s -ending sounds in present simple tense, the tones used in question-tag to show certainty and uncertainty, and the rising and falling intonation. Also, in the beginning of the lessons, the tongue-twister activities were used as a warm up activity for the students.

4. The designed lessons in grammar was specifically designed to teach students based on the tenses commonly appeared in the script, Wizard of Oz which were present simple tense and past simple tense. In addition, the parts of speech namely nouns, verbs, adjectives, and adverbs were emphasized as part of the lessons.

5. The lessons in vocabulary were designed based on the difficult vocabulary items that appeared and were problematic for the students. Also, the categories of vocabulary items such as describing people, jargons in drama, emotions and actions, words related to time, and place were introduce for both the students' input and output.

1.6 Definitions of Terms

   1.6.1 Project-Based Learning

Project-Based Learning refers to a long term project that is a student-centered which is planned and developed collaboratively and cooperatively by the students and facilitated by the teacher. In this study, the students worked together collaboratively and interactively to conduct a final project which was a drama project that was a theme based on their voices and choices. The theme they chose was the Wizard of Oz the Musical. They had to make a plan for their final project. Through the processes along the way, the students could practice speaking English in activities such as brainstorming, discussing, assigning roles, gathering information, analyzing, negotiating meaning, designing and developing the final project and presented it at the end of the course. After that they received the comments from the teacher and their classmates.

1.6.2 Drama

Drama refers to any kinds of activities that students are asked to portray in an imaginary situation which will be useful for giving opportunity for the students' speaking skill. In this study, it refers to the activities provided to encourage the students to speak which were beneficial for the preparing students for their actual performance in the final drama project and prepare them for their final project. Also, by doing activities in each week, the students' speaking skills were gradually improved and achieve 4 main components of speaking skills which were fluency, pronunciation, vocabulary and grammar. The students were given opportunities to act and create the scenarios, doing a role-play, script analysis, character analysis, scene analysis and song analysis.

1.6.3 Blended Learning Environment

Blended Learning Environment refers to the learning environment that combines of traditional classroom (Face-to-face) and online learning which is used for learning and teaching. In this study, the students worked collaboratively and cooperatively for their final project. Further, they were given more opportunities to speak English both inside and outside the classroom.

The face-to-face sessions were conducted for 12 weeks by allowing the students to practice speaking by participating speaking activities through drama activities and discussing about the final project. The contents and the activities covered all the speaking components; fluency, grammar, vocabulary, and pronunciation. So that the students were gradually improved their English speaking skills.

As for online learning sessions, the platform used in the study was Google Classroom. So that the students had more opportunities to get exposed to an authentic environment and materials. The teacher role of a teacher in an online sessions was to post some video clips related to the topic in each week as well as the exercises as a review for the students. Moreover, the students were assigned to complete their assignments related to the topic of each week as their English speaking practice.

practice speaking from the given sources and submit their works in.

1.6.4 Speaking Skills

Speaking is the productive skill consisting of producing systematic verbal utterances to convey meaning. In this study, speaking skills is the ability that the students can deliver their messages effectively and articulately by having 4 components; fluency, appropriate use of vocabulary, grammatical forms and pronunciation when participating in drama activities and speaking activities. To elaborate, in this study, fluency means the smoothness of the students' responses with less hesitation, and pauses when delivering their speech in drama activities. As for the vocabulary, in this study refers to the ability to used the collection of words taught or appeared mainly in the script of Wizard of Oz or the designed lessons. The pronunciation in this study means the ability to articulate the sounds by knowing where to stress, and which tone should be used when expressing their opinions and delivering their speech. Lastly, grammar refers to structure of rules taught to convey meaning. In this study, the students learnt how to form sentences to deliver their speeches.

1.6.5 Thai EFL Undergraduate Students

In this study, Thai EFL undergraduate students were the third year English major students who enrolled Learning English through Drama Section1 on Monday at Ubon Ratchathani Rajabhat University in the Second semester, Academic Year 2020.

1.6.6 Project-Based Drama Approach via Blended Learning Environment on Thai EFL Undergraduate Students' Speaking Skills

In this study, the third-year students who enrolled in Learning English through Drama as their elective course in the second semester of the Academic Year 2020 had to conduct a final project which was performing drama. The theme the students chose for their final project was "The Wizard of Oz the Musical". The implementation in the last 12weeks which were divided into three stages and were conducted both in face-to-face sessions and online sessions.

The first stage was Planning-Preliminary Stage (Week2-4). This was the initial stage which the students brainstormed and planned for their final project.

The second stage was Implementation-Intermediate Stage (Week 5-11) which the students started doing the final project and rehearsed their acting.

As for the last stage, Creation of Production Stage was the last stage which the students presented their final project by performing their drama. At the same time, while the students did their final project, the researcher designed the contents and activities which were to improve the students' speaking skills in terms of fluency, accuracy and grammar, vocabulary, and pronunciation as suggested by Bailey 2005, both inside and outside the classroom. The platform used for the online session was

Google Classroom which the students at Ubon Ratchathani Rajabhat University were accustomed to.

1.7 Significance of the Study

The purposes of this study were two-fold. The first one was to explore the improvement of students' speaking skills after implementing Project-Based Drama Approach via Blended Learning Environment. The other purpose was to investigate the students' opinions towards Project-Based Drama Approach via Blended Learning Environment. The study was significant in two ways, namely in terms of theoretical contribution and pedagogical implication.

Firstly, in terms of theoretical contribution. This study could be considered as a stimulus for English speaking instruction as an innovative model which focuses on project-based drama approach via blended learning environment in terms of the integration of technology to improve English speaking skills. It could also be employed as an alternative tool to teach for improving students' English speaking skills of EFL students in Thailand. Accordingly, the results are expected to contribute to and reflect on English speaking skill which would benefit Thai undergraduate students. In addition, the Project-Based Drama Approach via Blended Learning Environment could be used as baseline data for speaking courses for undergraduate students in Thailand.

Further, this study also provides the practical pedagogical implications. The insightful descriptions of the design of Project-Based Drama Approach via Blended Learning Environment and students' opinions and reflection toward the instruction could yield valuable guidelines for Thai lecturers who desires to implement Project-

Based Drama Approach via Blended Learning Environment in their speaking courses

to enhance English speaking skill for the students

CHAPTER II
LITERATURE REVIEW

In this chapter, a review of literature was conducted in order to develop project-based drama approach via blended learning on students' English speaking skills. The literature review consists of four major parts which are 1) speaking skills 2) drama 3) project-based learning and 4) blended learning.

2.1 Speaking Skills

2.1.1 Definition of Speaking Skills

Speaking is widely accepted as a necessary component of language learning (Sahyoni, 2018). It is also one of the critical skills that students must master when learning English. Numerous scholars have proposed numerous definitions.

Table 1: Definitions of speaking skills

Scholars	Speaking skills
Nunan (1991)	A verbal expression of one's ideas, feelings, purpose, and thought.
(Brown,1994; Burns & Joyce, 1997).	Speaking is a process of interaction of meaning construction that entails the production, receipt, and processing of information.
Harmer (2001)	Speaking is referred to as a productive skill because we create language when we speak.
Nunan (2003)	Speaking is the most useful oral skill. It entails the systematic production of verbal utterances for the purpose of conveying meaning.
Bailey (2005)	A efficient and verbal skill / purposeful and authentic time consists in

	the production of systematic verbal utterances to convey meaning, which entails the use of speech to communicate with other people and interaction. It is two-way communication in which the speaker uses language and nonverbal cues to engage the listener in what he or she is saying and to ensure that the listener understands the meaning.
Thonbury (2005)	Speaking is a cooperative process that needs the capacity to operate cooperatively to manage speaking turns.
Harmer (2007)	Proficient interaction requires not only knowledge of language characteristics, but also the ability to apply knowledge and language immediately.

To summarize, speaking is a productive and oral skill that is utilized spontaneously in real-world contexts or situations. Additionally, it is an interactive process that places a premium on interaction, communication, and mutual understanding. Thus, speaking ability refers to the capacity to produce language verbally, effectively, and consistently in order to communicate, negotiate meanings, and interact with other interlocutors. Speaking implies that a speaker is able to convey meaning, express thoughts, feelings, and attitudes, as well as clarify and process information regarding grammar, pronunciation, vocabulary, and fluency.

The components of speaking skills will be reviewed in the next section.

2.1.2 Components of Speaking Skills

According to Heaton(1988), for EFL students, speaking is a complex skill to master because it requires mastery of four components: grammar, vocabulary, pronunciation, and fluency.

1) Grammar

Grammar is the collection of logical and structural rules that govern how sentences, phrases, and words are constructed in any natural language. It is critical for students to learn how to construct an appropriate sentence when speaking. As Heaton (1988:5) suggests, students' ability to manipulate structure and distinguish appropriate from inappropriate grammatical forms. Grammar is also useful for learning the proper way to acquire expertise in a language in both oral and written form.

2) Vocabulary

The term "vocabulary" refers to the collection of words that are appropriate for the communication's content (Harris 1974: 68-69). Without a sufficient vocabulary, students will be unable to communicate effectively or express their ideas verbally or in writing (Willid, 1990).

3) Pronunciation

Pronunciation refers to the ability to articulate in a manner that is understandable. It is concerned with the phonological process, which is a subset of a grammar comprised of the elements and principles that govern how sounds vary and pattern in a language. Vowels, consonants, stress, and intonation patterns are all examples of vowels.

4) Fluency

Stovall defined fluency in Asni (2007: 19) as the ability to communicate with others, rather than the ability to read, write, or comprehend oral language. According to the Longman dictionary, fluency is defined as the characteristics that lend speech its natural and normal quality. Meanwhile, Simon and Schuster defined fluency as the following: (1) the quality of flowing, smoothness, and lack of harshness; and (2) the ability to write or speak easily, smoothly, and expressively, as well as the readiness or smoothness of speech.

The ability to speak is inextricably linked to the preceding four components. A good speaker will deliver the topic in such a way that the listener will easily understand it, using the aforementioned components of speaking ability as guidelines.

There are many approaches coined by many scholars. The next section will be the review of how can speaking skills be taught.

2.1.3 Speaking Instruction

Speaking skills are intricate. It entails the systematic production of verbal utterances for the purpose of conveying meaning (Bailey, 2005). It entails the use of language to convey meaning to other people and interaction. It is two-way communication that involves using language and body language to keep the listener involved in what the speaker is speaking and check that they understand the meaning. Furthermore, Bailey (2005) asserts that fluency requires not only knowledge of language features, but also the ability to process information and language appropriately. Brown (1994) also suggested that speaking is the interaction between listening and speaking when applied to

conversation. When speech is written down, it appears far more disorganized and chaotic than written language, yet speakers are easily able to understand and respond to one another in real-world interactions. This indicates that, far from being disorganized, spoken language has its own systematic patterns and structures - they are just slightly different from those found in written language (Burns & Joyce, 1997). Speaking skills are a necessary component of foreign language learning for non-native speakers. The ability to communicate in a language equates to knowledge of that language (Wanthanasut, 2008). Speaking is also one of the most difficult aspects for students to accomplish.

According to Mahripah(2013), in order to develop speaking skills, students must believe that speaking has a legitimate purpose and benefit. For many foreign language students, mastering English speaking skills is a primary objective. They believe that success in language learning requires fluency in speaking. As a result, oral skills have been identified as a critical component of EFL instruction. Teachers used a variety of approaches in their instruction, ranging from direct to indirect. There are numerous approaches that have been used to teach English over the years, but Bailey (2005) suggests that three approaches have played a significant role in the field over the last sixty years.

1. Audiolingualism and the Direct Method

The Direct Method's main focus was on vocabulary and sentence structure. The target language is utilized exclusively in classes that focus on speaking and listening practice "in a carefully graded sequence based around teacher-student question-and-answer exchanges" (Richards and Rogers, 1986, p. 3-4, cited in Bailey, 2005).

2. Communicative Language Teaching Many studies have led instructors and educators to the conclusion that people learn a second language by engagement with others, and that students should learn language through interaction during sessions. CLT (Communicative Language Teaching) sprang to prominence as a result of this notion.

Richards (2008) developed a classification of speaking functions using Brown and Yule's framework. Each of these speech activities is quite distinct in terms of form and function, necessitating a unique approach to instruction.

1. Talk as interaction refers to the activity that we commonly refer to as "conversation" that occurs during human social interaction. This includes greetings, small talk, and retelling stories. This function is more concerned with the speakers and how they wish to be perceived by one another than with the message. Using talk as an interactional tool requires the ability to perform the following skills: initiating and concluding conversations, selecting topics, engaging in small talk, joking, recounting personal incidents and experiences, taking turns, utilizing adjacency pairs, interrupting, reacting to others, and speaking in an appropriate style. According to Richards (2008), the best way to teach talk as interaction is to provide examples of dialogue that demonstrate the function's model characteristics. Giving feedback is another critical component of conversation as interaction. It entails responding to a conversation partner's expressions of interest and a desire for the speaker to continue speaking. Another technique is to provide students with a conversation starter, to which they must respond with one or two follow-up questions.

2. Talk as transaction is concerned with what is said and done. The message and conveying it clearly and accurately are the primary focus, rather than the participants and their social interactions. Burns (1998) (as cited in Richards, 2008) distinguished two distinct types of transactional speech. The first focuses on information exchange and reception, while the second focuses on what is said or accomplished. Accuracy may not be critical as long as information is communicated effectively. The second type of transaction is one that involves the acquisition of goods or services, such as checking into a hotel or placing an order at a restaurant. Explaining a need or intention, describing something, asking questions, seeking clarification, confirming information, justifying an opinion, making suggestions, clarifying understanding, making comparisons, and agreeing and disagreeing are just a few of the skills required when using talk as a transaction. Teaching talk as a transaction can be accomplished through group activities or role-playing, which provide opportunities for students to practice using talk to share and obtain information. Students in this function develop their own style of speaking with the assistance of teachers. Grammar serves as a means to an end, rather than an end in itself (Thornbury, 2005, pp. 112, cited in Richards, 2008)

3. A public discussion that communicates information in front of an audience, such as speeches, classroom presentations, and public announcements, is referred to as a talk as performance. It's more of a monologue than a dialogue, and it often follows a predictable pattern. It's closer to written language than spoken language. Teachers should give students with videos, audio recordings, or textual samples of speeches, oral presentations, and

stories to teach speaking as a performance. These are dissected or "deconstructed" to learn how they work and what linguistic and organizational features they have.

Speaking skills can be taught in many ways. The integration of drama could be one way to teach in order to engage students in the classroom. Drama is considered a teaching tool that engages the students in a non-threatening environment which provides students with opportunities to act out. There are numerous researches conducted on drama and speaking skills. The review of how speaking skills can be integrated with drama and the previous studies on drama and speaking skills are described in the next section.

2.1.4 Teaching Speaking through Drama

Drama is a technique for incorporating natural speaking into language classrooms (Miccoli, 2003). Additionally, it enables the analysis of characters' linguistic and cultural backgrounds (Smith, 1984), where participants use English in meaningful contexts. While students are rehearsing, they engage in a process that involves establishing the personalities, motivations, and personas of their characters, thereby establishing a genuine purpose for communication. In other words, drama provides an incentive to communicate. Finally, it instills a sense of motivation and enjoyment in the classroom. Regardless of how threatened students may feel about presenting a play, everyone will enjoy acting, as we all desire glory and fame. Being an actor, even if only in a classroom setting, has an irresistible seductive power that less proficient students accept as a challenge (Smith 1984).

Miccoli (2003) divided the instructional process into three stages: the preliminary stage, the intermediate stage, and the production stage.

Stage 1 Preliminary Stage

This stage includes activities such as getting to know one another, body language exercises, talk and listen cards, role plays and scenarios, and assignment of responsibilities. The first thing that the teacher must establish before implementing this teaching method is "trust" among the students, as they will be required to work collaboratively to complete an assignment. As a result, the teacher must provide some icebreaker activities to help students overcome and reduce their shyness and inhibition. After students become acquainted with one another, voice, breathing, and body exercises are organized to build students' self-confidence in a relaxed environment. Following that, the activities focus on developing speaking skills through the use of role-plays and scenarios. Students must work in pairs to practice brief dialogues about given situations. The students are then required to create their own situation and present it to the class.

Following the presentation, the teacher will provide feedback on the student's pronunciation, body language, and intonation.

Stage 2 Intermediate Stage

At this stage, students develop their speaking abilities through acting. Script analysis, pronunciation and vocabulary practice, emotion, gestures and actions, character analysis, and facial expressions are all included in the activities. The stage begins with a read-through rehearsal in which each student forms a circle and reads the play's script together. The teacher will observe which words appear to be a source of contention for the students. The instructor will then emphasize them. Class

discussion is also critical at this stage. Students must participate actively and enthusiastically in the lesson. The students will acquire additional jargon related to theatre and drama, as well as practice their pronunciation.

Stage 3 Production Stage

The students are prepared to present their two-month-long project. Following their performance, they will receive feedback regarding their strengths and weaknesses.

Various researches on drama and speaking have been conducted in a fun, relaxed, and informal environment.

Khosronejad and Parviz (2013) used a Drama Approach to teach university students how to speak. The findings indicated that drama could be used in a variety of ways to promote speaking. Drama can help students improve their vocabulary, structure, and fluency by requiring them to practice and participate in a series of activities that also boosted their confidence. This is consistent with Atas's (2015) study, which found that drama had a beneficial effect on students' fear, anxiety, nervousness, and embarrassment when speaking. Students improved their speaking abilities in terms of fluency and pronunciation. Interestingly, drama can assist students in reducing their anxiety when speaking in unprepared situations.

Sirisrimangkorn (2018) conducted a study on project-based learning as a means of promoting dramatic speaking. The results indicated that students' speaking abilities had significantly improved. Drama provided students with rich contexts for learning. They can memorize the expressions and use them in their daily lives. Students improved their pronunciation significantly through drills and rehearsals.

They can imitate the characters' pronunciations and have listened to authentic materials.

Putri, Marbun, & Rosnija (2016) investigated the effectiveness of drama technique in teaching pronunciation, especially with the sounds /t/, /d/,/ θ/, /ð/, and /r/. The findings revealed that the students scored higher in the post-test. It implied that teaching pronunciation through drama technique is effective.

Klaypha, Tonboon, Sangwarinta, and Sriwantanasin (2019) used a stage play to identify and improve the English pronunciation of English major students. The findings indicated that students struggled significantly with certain aspects of English pronunciation, such as omitting final sounds when pronouncing words ending in "th", "ed", "sh", "s", and "d". Additionally, it was discovered that the use of teacher-coaches could aid in the improvement of students' pronunciation. Additionally, it may alleviate students' anxiety and boost their speaking confidence.

Hismanoglu and Colak (2019) examined EFL teachers' perspectives and knowledge regarding the use and effectiveness of drama to improve students' speaking abilities in the Turkish context. The findings indicated that teachers generally demonstrated a high level of awareness of the benefits of using drama to improve students' speaking abilities. Furthermore, the findings indicated that EFL teachers who received drama education had a more positive perspective on the use of drama as a technique for improving students' speaking skills than those who did not receive drama education.

Korkut & Çelik (2021) conducted a study to improve students' pronunciation through the use of creative drama in a Turkish classroom setting. The students were given a meaningful context, which provided them with a communicative reason for

always prioritizing accuracy. The findings indicated that students improved their suprasegmental element pronunciation, while some students struggled to pronounce elements derived from Turkish.

It can be concluded that creative drama may be an effective alternative to more traditional methods of pronunciation

Having reviewed how speaking skills can be taught, the next section will be about how the speaking skills can be assessed.

2.1.5 Assessing Speaking Skills

Clark (1979) and Bailey (2005) classify tests of speaking ability into three categories: direct, indirect, and semi-direct.

A direct test is one in which students are required to engage or interact with their interlocutors, who can be other students or test administrators, through the production of spoken language in face-to-face communication. Direct tests may include an oral proficiency interview, a conversation, or an unscripted role-playing scenario.

An indirect speaking test is the polar opposite of a direct test in that no communication is required. As a result, the students remain silent. A closed test is an example of this type of test in which portions of a paragraph are deleted and students are required to fill in the blanks correctly and grammatically. Another type of test in this category is the phoneme discrimination task. Students listen to a single sound and must choose the sound that corresponds to the image. Numerous experts have argued that this test is likely to be invalid because no real communication occurs and students do not have the opportunity to speak.

Students do not interact with human beings during a semi-direct test. Rather than that, they respond to a recorded device. After they complete the test, it will be evaluated by test evaluators. This type of examination has a number of advantages and disadvantages. The advantage is that multiple students can take the test concurrently. For the disadvantage, some students may find it awkward to speak to a tape recorder.

Bailey (2005) proposed three distinct methods for evaluating students' speaking abilities: objective evaluation, analytic evaluation, and holistic evaluation.

There is no need for training the person who corrects the test in objective scoring because there is no judgment involved in the scoring process because the person relies solely on the answer key. Occasionally, a computer or other machine can accomplish this, as each objectively scored test item has only one correct response.

In holistic scoring, test takers are assigned a single score based on their overall performance, which can be expressed as a rating, such as 8 out of 10, or as a designation, such as intermediate level.

Analytic scorings analyze and evaluate test takers' scores on a variety of sub-skills, resulting in increased reliability and fairness. When evaluating speaking, analytic scales typically include the categories of vocabulary, grammar, pronunciation, and fluency.

To summarize, speaking is a complex mental process which combines various cognitive skills virtually simultaneously, and drawing on working memory of words and concepts. Teaching students to speak entails teachers to think of preparing opportunities for students to improve their speaking skills.

The next section will be mainly about drama which was previously mentioned that it could be used as a wat to engage students to speak and could improve the students' speaking skills.

2.2 Drama

2.2.1 Definitions of Drama

Drama is a term that can be defined in a variety of ways. It could be viewed as a catch-all term for "a wide variety of oral activities involving an element of creativity" (Hubbard, 1986, p. 317). Susan Holden defines drama as "any activity in which students are asked to portray themselves or another person in an imaginary situation": "in other words, drama is concerned with the world of "let's pretend"; it requires the learner to imaginatively project himself or herself into another situation, outside the classroom, or into the skin and persona of another person" (Holden 1982, p. 1, cited in Davies, 1990). The term "drama" originates in Greek and means "action" or "a play." The term "drama" is frequently difficult to define because it is frequently confused with "theatre." According to Hubbard et al. (1986), a blanket term can be defined as "a diverse range of oral activities that incorporate an element of creativity," but "most importantly, it should be a communicative activity in which the student makes the choice." Drama is regarded as a technique for involving students in active learning and interactive pedagogy by encouraging them to engage in subject-specific dialogue in highly appropriate contexts (Shraiber & Yaroslavova, 2015). Drama is beneficial for teaching and learning English because it provides students with knowledge about the language and the opportunity to develop language skills (Stewig

& Buege, 1994, p.118). Drama is not simply a performance; it is the culmination or outcome of an entire learning process (Fuentes, 2010, p.321).

Having reviewed the definition of drama, the next section is a review of the commonly used dramatic activities that the teachers used in a classroom.

2.2.2 Dramatic Functions and Activities

Drama activities can be used to engage students actively. The activities engage the entire personality of the student, not just his mental processes. Effective learning occurs when the student becomes personally involved in the tasks and is motivated to use the target language. Numerous scientific studies have established that creative, instructional, and educational drama activities benefit the general education process and improve speaking skills.

Three common dramatic activities are frequently used in the teaching of English.

1. Role-Play

According to Blatner (2002), role play is a technique for delving into the complexities of social situations. McCaslin (1990) concurs with this view, arguing that the emphasis should be on the value of role assumption for the participant rather than on the development of an art form. Participants are assigned roles to act out in a given scenario during role play. Kodotchigova & Maria (2002) asserted that role play prepares L2 students for communication in a new social and cultural context. According to Wrentschur and Altman (2002), this allows participants to try on previously unfamiliar roles and experience what it's like to be on the other side. The primary benefit of role play in terms of language teaching is that it enables the production of a flow of language that would be difficult or impossible to achieve

otherwise. Additionally, role play can help students recreate the language they used in various situations, the type of language they are likely to need outside of the classroom. (Blatner, 2002). Role play enables students to prepare for and practice for possible future situations by simulating reality.

There are numerous varieties of role play. Dramatic plays, story dramatizations, and sociodramas, as well as seminar-style presentations, debates, and interviews, are all available. They range from beginning role play for students who are less proficient to advanced role play for students who are more proficient. Different types of role play necessitate distinct approaches; the manner in which the role play is introduced, the roles are described, the facilitation, and debriefing sessions all differ accordingly.

2. Simulation

Jones (1982) defined simulations as "a simulated reality of functions in a structured environment." A simulation activity is one in which students discuss a problem in a controlled environment. In simulation activities, students either play themselves or another character. Simulation activities are also interactive activities that include a variety of different types of dialogue. Social formulas and dialogues such as greeting, parting, introductions, compliments, and complaints fall into one category. Students can practice how to decline an invitation to a date or a party through simulation exercises. Another type of simulated interaction activity is community-based tasks, in which students learn how to manage shopping, purchasing a bus ticket, and so on. This type of simulation benefits students' communicative participation in the community and, at the very least, assists them in gathering critical information. There is no clear distinction between role play and simulation. These two drama activities are intertwined. Role play is frequently used in conjunction with

simulation. In role-simulation, the participant maintains his or her identity while reacting to a simulated task based on personal or professional experience. In terms of language, it is not critical to teach the distinction between role play and simulation. A simulation's purpose is to allow participants to practice taking on specific roles and improvising within specific situations, with the assumption that with practice, participants will perform their roles more effectively in real-world situations requiring similar skills.

3. Improvisation

According Landy (1982), improvisation was characterized as an unscripted, unrehearsed, spontaneous set of actions performed in response to minimal teacher instructions, which typically include statements about one's identity, location, and activity. As a result, the emphasis is on identifying with characters, enacting roles, and entering their inner fantasy and imagination experiences. Additionally, McCashin (1990) stated that improvisation focuses on assisting students in discovering their own resources from which their most imaginative ideas and most powerful emotions flow; participants gain freedom as their self-discipline and ability to collaborate develop.

Improvisation is an excellent technique to use in the FL/L2 classroom because it encourages students to engage actively in authentic situations, thereby reducing their self-consciousness (Hodgson and Richards,1974). Students will initially be hesitant and shy about participating in the activities, but after a few sessions, their enthusiasm will grow and their confidence will soar. Students can participate in improvisation exercises as a whole class or in smaller groups. Once the context has been established, students will engage in the exercise spontaneously. Participants in a whole-class improvisation exercise could take on the roles of buyers and sellers in a

market. The teacher's role is to set the scene, while participants take on their assigned roles spontaneously and unpreparedly.

The following section will be about how drama could be integrated with project-based learning. Project-based learning refers to an approach which is considered a student-centered approach by allowing opportunities for the students to investigate and solve problems on their own facilitated by a teacher. The are various studies on drama and project-based learning which are demonstrated below.

2.2.3 Drama and Project-Based Learning

Previous scholars studied drama and project-based learning. What the researchers discovered is that both of these approaches have one thing in common: they focus heavily on the "student - centered approach," which enables students to participate more actively in the learning and teaching processes (Khosronejad &Parviz, 2013). SiriSrimangkorn (2018) asserts that both project-based learning and drama are beneficial for language development. They are used to help students achieve their language skills. Thus, implementing these two approaches benefits both teaching and learning by providing students with opportunities to use language and encouraging them to function on it through communicative activities in an active learning environment.

Fiftinova, Inderawati & Rosmalina (2018) investigated the students' perception on the use of project-based drama learning in English language teaching. The results showed that most of the students gave agreement to the use of Project-Based Drama learning. The students believed that the use of Project-Based Drama

learning could facilitate English learning. Further, the phases which exceedingly facilitate reading ability are Critical Reading and Character Analysis.

Having reviewed numerous researches of drama, it shows that implementing drama in a classroom is beneficial. The next section will be the benefits of implementing drama in a classroom.

2.2.4 Benefits of Implementing Drama in a Classroom

Drama techniques also significantly contribute to the development of social skills and interaction. Students must interact and work together to understand one another in order to participate in drama. It enables effective communication by assisting in the removal of social and linguistic barriers. Thus, drama techniques place students in situations that require them to collaborate or work in a team (Mattevi, 2005). Additionally, drama can be enjoyable; it fosters an environment conducive to learning and assists students in overcoming two major barriers to spontaneous speech: fear of making mistakes and fear of speaking in a foreign language in front of others.

What is truly significant is that using drama techniques enables students and teachers to switch roles, improve rapport between a teacher and his or her students, and motivate both students and teachers (Bareto, 2014). Drama activities that can be used in a foreign language class. There are numerous drama-based activities that can be implemented both in and out of the classroom. Drama games (icebreakers, warm-ups, fillers, concentration games), guided improvisation (a crime scene, a company meeting, a summer camp at night, etc.), prepared improvised drama (in which students create and perform a story, a situation, or a series of situations), mime ("a non-verbal representation of an idea or story through gesture, bodily movement, and expression", improvisation (students either improvise or create their own character or

they are given role-cards). Thus, dramatic activities can take many forms and range from songs, rhymes, and chants, to miming, role-playing, and improvisation, depending on the target group's age and level.

According to Ntelioglu (2006), drama is based on a humanistic approach to education, which provides ample opportunities for teachers to exercise facilitative roles in the classroom, such as initiator, counsellor, encourager, supporter, monitor, participant, prompter, co-communicator, and cooperator. These roles do not imply a lack of discipline or authority. They enable teachers to enjoy their jobs and their students, and to view their students as creative and resourceful human beings with genuine needs, desires, and disadvantages.

To conclude, drama could create entertaining, fun and motivation which provide various opportunities for the students for the usage of the language in a context. Through drama, the students learn by developing hands-on skills by applying into real-life situation.

The next section will exclusively focus on project-based learning which could be one of a tool to use for teaching to improve speaking skills.

2.3 Project-Based Learning (PBL)

2.3.1 Definition of Project-Based Learning (PBL)

In the mid-1970s, project-based learning made its way into the field of language education. Since then, this approach has been widely used and accepted (Legutke & Howard, 1991). There are numerous definitions of PBL proposed in the literature by various researchers. Patton (2012) defines project-based learning as a method that enables students to plan, design, and complete an extended project that

results in a publicly displayed output such as a product, publication, or presentation. ”
Through project-based learning, students engage in deliberate communication in order
to complete authentic activities (project work), providing an opportunity for them to
practice and use authentic language in a natural setting (Fragoulis, 2009).
Additionally, Markham, Larmer& Ravitz (2003) stated that project-based learning is a
systematic method of instruction that engages students in an extended inquiry process.
Additionally, Poonpon (2017) stated that project-based learning allows students to
work on a project that allows them to develop a variety of important skills such as
teamwork, critical thinking, and presentation. As Thomas (2000) discusses, project-
based learning is "a model for organizing learning around projects" (p.1). The term
"projects" refers to "complex tasks based on difficult questions or problems, involving
students in design, problem-solving, decision-making, or investigative activities;
allowing students to work relatively independently for extended periods of time; and
culminating in realistic products or presentations." Fried-Booth (1986, p.8) proposed
the term "project" in the context of EFL to indicate that language tasks emerge
naturally from the project itself, "developing cumulatively in response to a
fundamental objective, namely the project." Hedge (1993) defines projects as lengthy
tasks that typically involve the integration of language skills through a variety of
activities. These activities all contribute to the achievement of a common goal and
may include the following: planning, information gathering through reading, listening,
interviewing, and observation; group discussion of information; problem solving; oral
and written reporting; and displaying.

Having reviewed the definition of project-based learning, the next section is a
review of the characteristics of project-based learning.

2.3.2 Characteristics of Project-Based Learning

The following are some significant characteristics of project-based learning:

1. Project-based learning is a process- and product-oriented form of education. The term "product" refers to the end result of completing a series of tasks as part of the project. This emphasis on the product is critical because it demonstrates the students' understanding of what they discovered during their investigation. The process of learning that occurs as students work on and prepare their project is also critical (Moss & Van Duzer, 1998; Fried-booth, 2002; Nunan, 2003)

2. Project-based learning is an approach that is both student-centered and teacher-facilitated.

According to Fried-booth (2002), Asan & Haliloglu (2005), and Bell (2010), project-based learning is characterized by three key phrases: student-centered, student-driven, and teacher-facilitated. These phrases are beneficial because they emphasize the collaborative nature of project-based learning and the roles of students and teachers. The first section discusses the terms 'student-centered' and 'student-driven,' which are interchangeable. It is clear that project-based learning requires students to take ownership of their own learning. Planning and implementation are required to complete the project, which is largely determined by the students themselves.

According to Fenstermacher & Soltis (2004), the teacher's role is to encourage and nurture students' growth. The teacher's role is not to simply impart new knowledge and skills to the students, but to elicit their assistance in achieving the objective. As such, the teacher's role is to facilitate and promote students' learning so that they can maximize their knowledge through project-based learning.

3. Project-based learning is a lengthy process.

Due to the amount of time required to complete a project, project-based learning is considered time-consuming. This is largely due to the fact that students must complete a project in a sequential manner (Hedge, 2000; Katz, Chard.&Kogan, 2014, Beckett 2002)

4. Project-based learning is an inquiry-based approach to education.

According to Bell (2010), students' understanding of a topic is expanded when they pose questions and attempt to find answers on their own. The teacher's role is to motivate students to apply what they've learned, to listen to students' responses to questions, and to encourage further exploration of a subject matter in order to improve understanding. Thus, the key characteristics of project-based learning identified in the scholars' definitions are partially consistent with ten characteristics of effective project-based learning of Stoller (2006). According to Stoller (2006), effective project-based learning should consist of the following:

1) maintain a process- and product-oriented mindset

2) be defined in part by students in order to foster student ownership of the project.

3) span a period of time (rather than a single class session)

4) promote natural skill integration

5) commit to both language and content learning

6) compel students to work in groups and independently

7) assign students some responsibility for their own learning by requiring them to gather, process, and report data from target language resources.

8) necessitate the assumption of new roles and responsibilities by teachers and students

9) result in the creation of a tangible final product

10) Conclude by having students reflect on both the process and the product.

It can be concluded that project-based learning entails the exploration of a task over an extended period of time and the creation of task-related end products. Students are regarded as active individuals. Exploration enables them to develop knowledge and skills and strengthens the connection between learning and taking ownership and control of their own learning experiences, while teachers provide support and assistance to ensure their efforts succeed.

The next section shows the stages of how a project is conducted.

2.3.3 The Stages of a Project

Educators have suggested a variety of stages for completing a project. The researcher adapted the stages suggested by Fried-Booth (2002) for this study.

Fried-Booth (2002) proposed three stages for project completion. The first stage is classroom planning, which is designed to engage students in the learning process by requiring them to define their own learning objectives and practice necessary skills. The second step is to complete the project, during which students collaborate with group members and gather information to complete the assignment. The third stage is the conclusion of the project, during which students must present their findings and knowledge.

Having reviewed the definitions, characteristics, and stages of project-based learning, it shows that project-based could be employed for teaching speaking skills. The next section will be on the studies of project-based leaning and speaking instruction.

2.3.4 Project-based learning and speaking instruction

Since project-based learning has gained widespread acceptance, numerous studies have examined its effectiveness in teaching speaking.

Dewi (2016) conducted a study in which she used the project-based learning technique to help students improve their speaking abilities. The results indicated that students' speaking abilities significantly improved as a result of the six major steps of practice: preliminary preparations, planning, acting, observing, reflecting, and evaluating. As a result, students were actively engaged in purposeful communication in order to complete the authentic speaking activities.

Riswandi (2018) used project-based learning to help junior high school students improve their speaking skills. The results indicated an increase in students' motivation to learn as well as an increase in speaking skills such as vocabulary, grammar, pronunciation, and fluency.

Maulany (2013) also discovered that project-based learning can help young students improve their speaking abilities. Each of the five components significantly improved. After implementing project-based learning, students appear to know more about grammar in terms of tenses. They also increased confidence when speaking. Additionally, the vocabulary size has been increased because students were required to practice numerous drills until they were able to recall and use the vocabulary naturally in context.

Torres & Rodriguez (2017) examined how project-based learning improved the speaking abilities of grade nine students in an EFL classroom. The findings indicated that incorporating PBL into the classroom encouraged students to improve their speaking abilities. Additionally, PBL may assist students in overcoming their

fear of speaking English. Finally, PBL sparked students' interest in their own lives and communities. It was suggested that PBL be implemented in an EFL classroom, particularly in areas where English was not a necessary skill. To engage students in authentic communication.

Kaunang (2017) also explored the improvement of grade 10 students' speaking skills and their interest in learning to speak through the use of project-based learning. The data indicated that project-based learning improved students' speaking abilities. The students successfully addressed all aspects of speaking: pronunciation, grammar, vocabulary, fluency, and comprehension. Moreover, the interview and field notes indicated that students were eager to learn project-based learning for speaking and teaching-learning in the classroom.

Trinh & Schmitt (2020) investigated the application of project-based learning, as proposed by Aland and Stoller (2005), to enhance the speaking abilities of undergraduate students at the University of Da Nang, Vietnam. The findings indicated that students were motivated by the implementation of project-based learning in the classroom. PBL, the students reported, aided them in developing their autonomy, problem-solving skills, and critical thinking. In terms of speaking abilities, students improved in all areas. Additionally, it was discovered that students' self-confidence increased.

Migdadi (2021) examined the extent to which a web 2.0 enhanced project-based learning instructional program improved the speaking abilities of 21 female Jordanian students. The study discovered that the instructional program improved the three speaking abilities. Vocabulary was the most improved skill, followed by fluency, and grammar was the least improved skill. It was suggested that operation projects

supported by a web 2.0 platform be considered in order to provide students with opportunities to practice their language skills, particularly their speaking abilities.

Drawing on the previous studies on project-based learning and speaking instruction, it revealed that project-based learning had advantages on the students' speaking skills. The next section will be mainly about the benefits of implementing project-based learning in the classroom, especially EFL classrooms.

2.3.5 Benefits of Implementing Project-Based Learning in EFL Classrooms

The implementation of PBL in EFL classrooms has numerous benefits for students. The benefits of PBL have been defined by researchers as ranging from the development of language skills to the enhancement of students' personal growth.

To begin, a project integrates the four language skills of speaking, listening, reading, and writing by requiring students to participate in a variety of activities. Students have the opportunity to "recycle known language and skills in a relatively natural context" while working on a project (Haines, 1989, p.1). Similarly, Levine (2004) argues that the most widely recognized benefit of project-based learning in a foreign language classroom is enhanced language skills. Because students communicate purposefully to complete authentic activities, they have the opportunity to practice language in a relatively natural setting (Haines, 1989) and participate in meaningful activities that require practical language use. Authentic activities are those that are designed to foster students' critical thinking and problem-solving abilities in non-school settings, as well as to foster learning to learn (Brown et al, 1989). While activities are defined as anything students are expected to do in addition to receiving input through reading or listening in order to learn, practice, apply, evaluate, or

respond to curricular content in any other way (Mihić & Završki, 2017), practical activities are tasks that span the curriculum. Additionally, project-based learning enables the natural integration of language abilities (Stoller, 2006).

Second, students develop metacognitive skills through project-based learning, which is defined as an activity that "involves a variety of individual or cooperative tasks, such as developing a research plan and questions."and carrying out the plan through empirical or document research, which includes collecting, analyzing, and reporting data orally and/or in writing" (Beckett, 2002, p.54).

Thirdly, as students collaborate to complete their project, they gain confidence and independence (Fried-Booth, 2002). Project work entails collaborative teamwork, problem solving, negotiating, and other interpersonal skills that students identify as necessary for living a successful life (Mihić & Završki, 2017). Additionally, Farouck (2016) confirmed in his study that PBL helps students develop their presentation evaluation skills and reduces communication anxiety.

Fragoulis (2009) and Bell (2010) concluded that implementing PBL in the teaching of English as a Foreign Language has a variety of benefits.

1) Project-based learning provides students with contextualized and meaningful learning.

2) Project-based learning can provide an ideal environment for practicing English speaking.

3) Project-based learning can also encourage students to participate actively in the learning process.

4) Project-based learning fosters a sense of interest, motivation, engagement, and enjoyment among students.

5) Project-based learning encourages social learning, which can help students improve their collaborative skills.

6) Project-based learning provides an excellent opportunity for students to improve their language skills.

Additionally, several benefits of integrating project work into second and foreign language settings have been recommended by other experts. Fried-Booth (2002) stated that the process leading to the end product of project work provides opportunities for students to build their confidence and self-reliance. According to Stoller (2006), students demonstrate increased self-esteem and positive attitudes toward learning. Students' independence is enhanced even more when they are actively involved in project planning, such as when they choose their project's topics. Another frequently mentioned advantage is that students develop stronger social and cooperative skills, as well as group cohesiveness (Albiladi & Alshareef, 2019).

In summary, project-based learning is considered a student-centered approach which focuses on the end-product. It has been reported to promote language teaching and learning by offering authentic and meaningful learning context to improve language skills, especially speaking skills.

The next section will be mainly about blended learning which refers to an integration of face-to-face classroom with online learning. More details and previous studies on blended learning are demonstrated below.

2.4 Blended Learning

2.4.1 Definition of Blended Learning

Bonk and Graham (2012) defined blended learning as the combination of traditional face-to-face instruction with computer-assisted instruction. In another definition, Garrison and Vaughan (2008) indicated that blended learning was developed from the strengths of face-to-face and distance learning. It combines both types of learning as traditional classroom lecture and online learning are used in the teaching and learning process. When describing blended learning, Neumeier (2005) stated that "the most important aim of a Blended Learning design is to find the most effective and efficient combination of the two modes of learning for the individual learning subjects, contexts and objectives.". Significantly, blended learning can be used instead of traditional or online learning because it promotes a stronger sense of engagement and community than traditional face-to-face or fully online teaching and learning methods (Tayebinik & Puteh, 2013). In other words, blended learning allows for more learning opportunities that motivate students to participate in and outside of the class settings. Senffner and Kepler (2015) pointed out blended learning is a flexible, scalable, and meaningful way of teaching and learning. That is, the online component of blended learning allows students to learn anytime in anywhere they prefer without being limited to groups or partners. According to Riel, Lawless, and Brown (2016) "Blended learning environments provide students with online and face-to-face places to meet, collaborate, and work on meaningful projects. Each of these spaces has particular benefits to successful learning".

Having reviewed the definition of blended learning, the next section is a review of how blended learning could be integrated to teach speaking skills.

2.4.2 Blended Learning and Speaking Skills

Numerous studies have demonstrated that blended learning can be used effectively to develop language students' speaking skills when compared to traditional face-to-face or fully online approaches.

Syaifudin (2017) conducted a study to determine how the Blended Learning model can help students improve their speaking abilities and to ascertain students' reactions to the implementation of Blended Learning in speaking classes. The study's findings indicated that blended learning can help students overcome classroom challenges such as insufficient learning and practicing time, fear of making mistakes, and being shy and unconfident to practice, by displaying their average score for each cycle they had completed. The score reflects improvement in all aspects of English speaking skill. Additionally, the students expressed a strong preference for the blended learning model.

Additionally, Grgurovic (2011) examined the use of blended learning in an ESL setting. The purpose of this study was to determine how blended learning is used in ESL classes and how face-to-face and distance learning are integrated. The study was conducted in an intensive English program in the United States of America during a speaking and listening class. There were 19 ESL students and one English instructor in attendance. To determine the effectiveness of this learning model, the researcher observed language classes, surveyed students, and interviewed the instructor. The findings indicated that blended learning could be used to teach all language skills successfully and effectively. Both teachers and students expressed favorable attitudes toward integrating blended learning into English classroom

instruction. They believed that incorporating online instruction enhanced traditional methods and aided students' language learning processes. The researcher concluded by stating that blended learning can be used effectively in foreign/second language programs to teach English. Similarly, Shih (2010) examined the use of a blended learning approach to teach an English course in another study. The study's specific objective was to create a blended learning environment in which instructional blogging could be used with ESL students. The study enrolled 44 college ESL students. The effects of blended learning were investigated using a variety of research methods, including a student satisfaction survey, teacher and student feedback, student self-reflection, and interviews. The study's findings indicated that combining blended learning with video-based blogs resulted in numerous benefits, including improved students' speaking abilities, the development of a sense of autonomy and collaboration, and the enhancement of the learning process. According to Shih (2010), one of the advantages of a blended learning approach is that it helps students improve their speaking abilities as well as other language abilities such as grammar, pronunciation, facial expression, and eye contact.

Ehsanifard, Ghapanchi & Afsharrad (2020) investigated the effects of blended learning on speaking ability and learner engagement. The findings showed that students enrolled in blended learning instruction outperformed the control group in terms of oral proficiency and engagement, indicating the benefits and opportunities associated with blended learning. Additionally, blended learning engages students more than traditional classroom instruction does. It was concluded that incorporating

technology into the learning and teaching environments could increase student engagement. It is more efficient to work on students' oral communication skills.

Isda, Purwati & Imran (2021) studied the effect of blended learning on students' English speaking abilities and the extent to which they differed following the administration of blended learning treatments to eleventh-grade students at a senior high school. Students participated in online and offline activities focusing on the application of speaking skills. They were shown some videos of native speakers speaking. While analyzing the video, students were instructed to imitate any type of language feature. As a result, it can be concluded that blended learning improves students' speaking abilities.

Overall, research indicates that blended learning can be used effectively to help English language students develop their language competencies in the ESL and EFL contexts. According to the reviewed studies, language teachers could use blended learning as a teaching model to help students develop a variety of skills, including reading, writing, speaking, and vocabulary knowledge.

The following section is the review of the previous studies on blended learning and project-based learning.

2.4.3 Blended Learning and Project-Based Learning

Many researchers have conducted studies on Blended Learning and Project-Based Learning. Some are related to the field of English language teaching, while some are in other fields such as biology, computer sciences, and the 21st century

skills. The findings from the studies showed that blended learning could complement project-based learning to reach the expected outcomes.

Avci & Adiguzel (2017) carried out a study with a group of English foreign language students who were involved in a project that required both synchronous and asynchronous collaborative interactions, which were mediated via the social messaging application WhatsApp. The purpose of this study was to determine how students who typically lack exposure to the target language in real-world situations could benefit from an out-of-class activity such as working in small groups and receiving immediate feedback from their instructor. The findings yielded that the students were exposed to the target language in a real-world context through their project work. As a result, they not only increased their vocabulary through the use of lexical collocations and certain subject-based words, but also gained an understanding of the distinctions between formal and informal language. Moreover, they had favorable attitudes toward the use of WhatsApp for out-of-school activities. Additionally, EFL students gained the opportunity to work on a project that aided in the development of their integrated language skills and interpersonal skills by providing them with diverse learning experiences.

Cronin&Caria (2019) were also important in performing a teaching experiment involving the use of Moodle as a Blended Learning support for students enrolled in a postgraduate degree program in Document Management. The project was titled "Task: Your Company Profile Project," and its primary objective was to engage students through project-based learning materials that included specific objectives for a series of study activities and tasks. The findings indicated that students were highly engaged with Moodle and enthusiastic about this type of project-

based learning in a digital format, provided that the necessary forms of support were available.

Yustina, Syafii & Vebrianto (2020) explored the role of Blended Learning (BL) and Project-Based Learning (Pj-BL) on the creative thinking of pre-service teachers while learning biology. They used 76 biology education students as research participants. The experimental class was instructed in the BL and Pj-BL methodologies. The control class, on the other hand, was the traditional class. The study's findings indicated that pre-service teachers in the experimental class scored higher on the creative thinking scale than those in the control group. It can be concluded that Blended Learning and Project-Based Learning were effective in increasing pre-service biology teachers' capacity for creative thinking, and that BL and Pj-BL were more effective than traditional classes in increasing pre-service biology teachers' capacity for creative thinking in biology learning.

Nurhayati Rizaldi & Fatimah (2021) examined the use of a project-based learning model in combination with a blended learning system in the Indonesian context during the new normal period of COVID-19. The Kurt Lewin model was used as the design model. All students in class XII SMAN 3 Mataram were included in the study, with a total of 102 students divided into three classes. The findings from the study of the project-based learning model in combined with the Blended Learning system regarding the collaborative nature of the solution via the ice cream project may increase students' interest in studying chemistry. Students gained meaningful and enjoyable learning experiences as a result of this learning model. Thus achieving the goal of having life skills and 21st Century skills.

Huang & Wu (2020) conducted the study with five students with arts and design backgrounds. They were guided through the process of developing a computer adventure game in one year through the use of blended learning. Additionally, they were required to complete the game's four stages of instruction: plan, concept, structure, and design. The findings indicated that blended learning methods could significantly enhance students' autonomy in learning, innovative thinking, teamwork, and problem-solving abilities. It also faces some obstacles, most notably those related to self-regulation and the application of skills. As a result, teachers must develop appropriate teaching applications, materials, and strategies while also planning the overall instructional design in order to increase students' motivation and effectiveness.

In the digital era, one of the primary functions of teaching and learning is to engage students actively in the learning process. This process of engagement orients the learning process around the students and enables them to learn independently. Allowing students to be at the center of their learning means allowing them to explore their ability to define, analyze, and apply the knowledge they acquire in a specific course that relates to their learning objectives. They must be actively involved in extracurricular learning. One way to accomplish this is by implementing a digital classroom that students can access from outside the classroom, such as Google Classroom. There are many tools that could be used in a blended learning environment. In this study, Google Classroom was purposively selected due to the familiarity of the students. Therefore, the next section is a review of Google Classroom.

2.4.4 Google Classroom

Google Classroom is designed to give institutions a platform for blended learning by streamlining the process of creating assignments and communicating grades to students in a paperless manner (Yates, 2017). It is a well-known Web 2.0 tool that provides a plethora of interesting features and applications. As is the case with many other Web 2.0 tools, it has the potential to enhance teaching and learning through its built-in pedagogical, social, and technological affordances (Wang, 2012). Google Classroom is a brand-new tool that was launched as part of Google Apps for Education in 2014. Teachers can use this classroom to quickly create and organize assignments, provide timely feedback, and communicate with their students. Online or blended learning modes of instruction have a number of advantages over traditional classroom instruction. The most significant advantages are its accessibility, students' scheduling flexibility, and adaptability to work environments (Gallagher, 2015). It takes specific functions into account, such as streamlining student-teacher communication and facilitating assignment distribution and grading. It enables students to submit assignments online for teacher grading within specified deadlines. Similarly, teachers can gain a holistic view of each student's progress and return work with appropriate comments so that students can revise their assignments. Google Classroom's features make it beneficial for both students and faculty members. It simplifies communication and workflow for students. When developing learning strategies, it is critical to be paperless. As a result, students' files can be more organized, and redundant information can be electronically stored in a single program (Shaharanee,2016). Challob, Ab, and Latif (2016) concur with the preceding statement, stating that Google Classroom is advantageous for facilitating the teaching

and learning processes. It is easily accessible to students whenever the need arises. Teachers' primary responsibility is to educate students regarding proper app usage. One way to conduct online learning is through the use of Google Classroom. Google Classroom is accessible through a variety of devices, including computers and mobile devices. Teachers and students are welcome to pay a visit.

To sum up, blended learning can be used instead of traditional classroom or online learning because it promotes a stronger sense of engagement than the traditional face-to-face or fully online teaching and learning. Blended learning also allows for more learning opportunities that motivate students to participate inside and outside the classroom.

Figure 1: Proposed Research Conceptual Framework
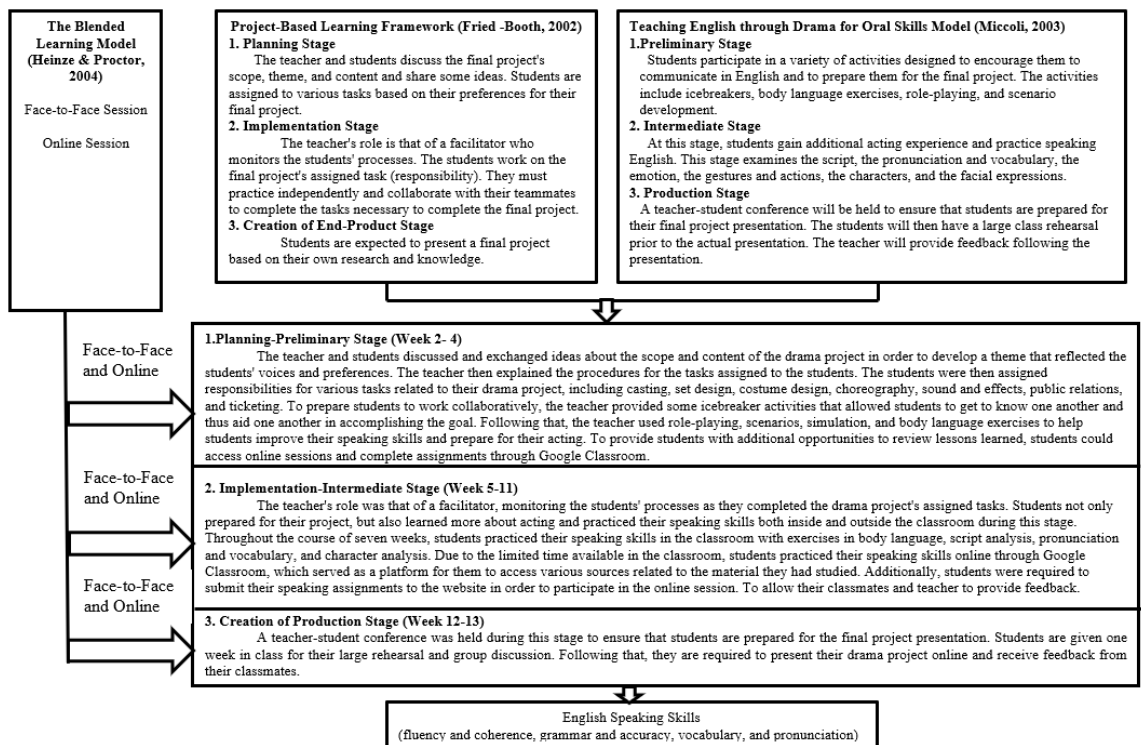
CHAPTER III
METHODOLOGY

This chapter presents the methodology used in this study. It describes: (1) research design of Project-Based Drama Approach via Blended Learning Environment on Speaking Skills, (2) setting, (3) participants of the study, (4) research procedures, and (5) research instruments. Data collection and data analysis are discussed at the end of the chapter.

3.1 Research design

To collect data of students' English speaking skills, the study was based on mixed method. The design was one-group quasi experimental design. The Project-Based Drama Approach via Blended Learning Environment was a treatment. Before a treatment, an English speaking pre-test was administered. After the treatment, English speaking post-test scores were analyzed to see whether the students' performance would be better than the pre-test. Thus, the students' English speaking skills and their opinions towards project-based drama approach via blended learning environment were considered as dependent variable and the Project-Based Drama Approach via Blended Learning Environment was the independent variable.

The study was carried out for 14 weeks during the second semester of the academic year 2020. To collect data, the instruments were parallel pre and post English speaking test, students' opinions questionnaire ,and a focus group discussion.

One group pre-test/ post-test design

Figure 2: Research Design

O₁	X	O₂
Pre-test	**Treatment**	**Post-test**
English speaking skills	Project-Based Drama Approach	English speaking skills
	via Blended Learning Environment	
	on Thai EFL Undergraduate Students' Speaking Skills	
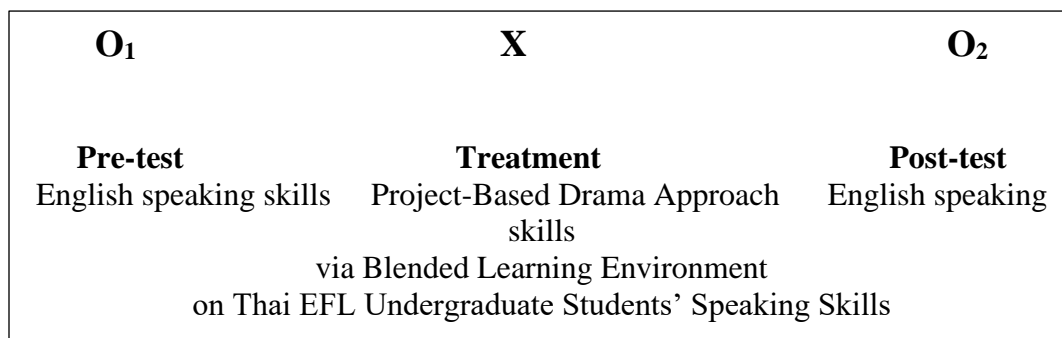
3.2 Setting

The setting purposively selected for this study was Ubon Ratchathani Rajabhat University which is one of the two public universities in Ubon Ratchathani, a province located in the northeastern part of Thailand. At present, there are approximately 20,000 students studying in undergraduate and graduate levels.

3.3 Participants of the study

Participants of this study were 51 third-year students majoring in English who enrolled in Learning English through Drama course at Ubon Ratchathani Rajabhat University in the second semester of academic year 2020. Therefore, the group of these students was considered intact group because the researcher intended to collect the data from the group of students who were already-formed. There was no selection procedure used.

Further, the researcher selected nine participants to participate in the focus-group discussion. They were selected based on their pre-test scores: the students with three highest scores, three medium scores, and three lowest scores in the class.

3.4 Research procedures

There were two phases in the research procedures. The first phase involved the preparation of Project-Based Drama Approach via Blended Learning Environment on Speaking Skills. The second phase involved the implementation of Project-Based Drama Approach via Blended Learning Environment on Speaking Skills. The third part involved the evaluation of the effectiveness of Project-Based Drama Approach via Blended Learning Environment on Speaking Skills. The two main phases are shown in Figure3.

Figure 3 : Research Procedure

Research Procedure

Phase 1: Preparation of Project-Based Drama Approach via Blended Learning Environment on Speaking Skills

Step 1.1: Explore and study the basic concept and related

Documents of lesson plans, English Speaking Ability

test, questionnaire and focus group discussion questions

Step 1.2: Construct lesson plans, English Speaking Ability test,

questionnaire and focus group discussion questions

Step 1.3: Validate the lesson plans and instruments

Step 1.4: Conduct a pilot study

Step 1.5: Revise the lesson plans and instruments according to the

experts' suggestions and results from the pilot study

Phase 2: Implementation of Project-Based Drama Approach via Blended Learning Environment on Speaking Skills

Step 2.1: Pre-test of the English speaking skills

Step 2.2: Conduct the Project-Based Drama Approach via Blended

Learning Environment on Speaking Skills

Step 2.3: Post-test of Project-Based Drama Approach via Blended

Learning Environment on Speaking Skills and administer

the questionnaire of the students' opinions towards the

instruction

Step 2.4: Evaluation of the effectiveness of speaking skills tests and

students' opinions towards Project-Based Drama

Approach via Blended Learning Environment on Speaking Skills

Phase 1: Preparation of Project-Based Drama Approach via Blended Learning Environment on Speaking Skills

Step 1.1: Explore and study the basic concept and related documents

The researcher explored and studied all basic concepts from sources such as books, researches, theses, article documents, and journals which were relevant to the experimental model.

Step 1.2: Construct lesson plans, English Speaking Ability test, questionnaire and focus group discussion questions

1.2.1: The instruction and its components were designed. A proposed framework of Project-Based Drama Approach via Blended Learning Environment on Speaking Skills was derived from the combination of three models; Teaching English through Drama for Oral Skills Model (Miccoli, 2003), the Project-Based Learning framework (Fried-Booth, 2002) and the Blended Learning Model (Heinze &Proctor, 2004). The proposed framework was presented in Figure…

1.2.2: Lesson plans design was developed by the researcher which was based on Project-Based Drama Approach via Blended Learning Environment on Speaking Skills. Lesson plans were designed for 5 units and were constructed to teach for 14 weeks; 12 weeks for the instruction both inside the classroom and online, and 2 weeks for course orientation, pre-posttest, distributing a questionnaire, and focus group discussion. The class was 3 hours per week.

The scope and sequence of Project-Based Drama Approach via Blended Learning Environment on Speaking Skills are as follows:

Table 2: The scope and sequence of Project-Based Drama Approach via Blended
Learning Environment on Speaking Skills
All the activities were created according to the theme of the students' final project

"The Wizard of Oz"

Unit	Class session	PBL Stage + Teaching English through Drama Stage	Topic	Speaking Activities				Project Task	Evaluation
				Oral Task	Pronunciation	Grammar	Vocabulary		
	1			• Orientation of the course • English Speaking Ability Pre-Test					
1 Speak Up!	2	Planning-Preliminary Stage	1) Getting to know each other	-Who am I? (self-introduction as a character)	Introduction to consonant and vowel sounds	Adjective	-Personality (Describing people)	-Tentative final project plans; theme and responsibilities of the students	- Observation -Teacher's record -Self-evaluation
			2) Breaking the ice	- 10 Things in Common -Line Up -**Whodunit?** -**Scavenger hunt**					
			3) Talking about the final project plan	Final Project Discussion					
			4) Choosing the theme and responsibilities for the final project	-Expressing opinions and sharing ideas on the possibility of the theme of the final project. -Discussing the responsibilities of the final project and choosing the roles					
	3			Face-to-Face					
			1) Students' Progress Presentation (1)	-Group Presentation about their tentative plans	-Introducing tones -Introducing places of articulation	Verb suffixes; -en -ize -ify -ate	Jargons and Terms about Drama	Proposal on final project	-Self-evaluation
			(2) Introduction to Drama -Definition -Nature	-Class/Group discussion -Group presentation -Drama activities;					

			-Drama in Education -Drama Activities in Language Classroom -The Benefits of Drama	role-play, mime, improvisation					
			3) Function of Speech Exercises	-Mechanic of voice production -Exercises on: Breathing Resonance Articulation Inflexion					
			Online						
			Face-to-Face						
	4		1) Students' Progress Presentation (2)	-Group Presentation about their final project progress	-Minimal Pairs /s/, /z/ /sh/, /ch/ /l/, /r/	Participle Adjective	Emotions Actions	Proposal on final project	-Self-evaluation
			2) Body Language and Non-Verbal Communication Exercises	Exercises on: Gestures List Silence Scenes Non-Communication Non-Emotions Good Listener/Bad Listener One Talker/One Not					
			3) Short Dialogues, Role-Plays and Scenarios	-Practice memorization and recitation on the lines from the given script					

				-Practice creating a role-play on a given situation and students' creation -Practice creating scenarios					
2 Script Analysis	5		Face-to-Face						
		Implementation- Intermediate Stage	1) Students' Progress Presentation (3)	-Group Presentation about their final project progress	Verbs that end with -S /s/ /z/ /IZ/	Present Simple	Challenging vocabulary items from the script	Script of the final project	-Scoring rubric -Teacher's record
			2) The Script Read- Through	-Reading the whole script aloud					
			3) Vocabulary Revision from the Script	-Unfamiliar vocabulary exercises -Putting the difficult vocabulary into contexts					
			Online						
			-Revision on place of articulation -Revision on Minimal Pairs - Grammar exercises on adjective, participle adjective and present simple -Choosing one favorite character then describe the personality (2 sentences) and daily routines (5 sentences) for 7 sentences and then record a video and post in Google Classroom.						
	6		Face-to-Face						
			1) Students' Progress Presentation (4)	-Group Presentation about their final project progress	Sounds of -ed ending	Past Simple	Words related to places	Script of the final project	-Scoring rubric
			2) Component s of Script Analysis; characters, time, period, place, locale,	-Group discussion -Group presentation					

			mood and theme.						
			3) Steps of analyzing the script	-Group discussion -Class discussion					
3 Character Analysis				**Online**					
				-Grammar exercises on past simple -Reading the text about the sounds of -ed ending aloud and record a video. Then submit to the teacher in Google Classroom. -Choosing one Aesop's Fable and analyzing its components; characters, time, period, place, locale, mood and theme. Then record a video, after that post in stream in the Google Classroom. And discuss among your classmates.					
	7			**Face-to-Face**					
			1) Students' Progress Presentation (5)	-Group Presentation about their final project progress	Rising Intonation (Pattern; 2-3)	Forming a Yes/No Question	Appearances And Traits of characters	Characters for the Final Project	-Scoring rubric
			2) The importance of characters in a story	-Scene creation with relationship of characters (Group work) - What if you were that character (Individual work) -My favorite character from the script (theme of the project) -Character Traits activity (Individual work) -Group discussion on character traits from a story					
				Online					
				-Watch a video on rising intonation for a revision - Record a video about rising intonation with the given sentences Then submit to the teacher in Google Classroom.					
3 Character Analysis	8			**Face-to-Face**				Characters for the Final Project and interpretation	-Scoring rubric
			1) Students' Progress Presentation	-Group Presentation about their final project progress	-Rising-Falling Intonation	Forming a WH-question	Feelings of character		

			(6)		(Pattern; 2-3-1)				
			2) The importance of characters in a story (2)	Group discussion on the following questions; Please clarify the characters on the following topics: -Key moments for the character -Climax for the character -How the plot resolves for the character -Objective(s) of the character -Obstacle(s) of the characters					
			3) Characters interpretatio n	Exercises on same line different meanings; Emphasis Emotion Sliding Scale Variations					
				Online					
				-Watch a video on rising-falling intonation for a revision					
Unit 4 Scene Analysis				- Record a video about rising-falling intonation with the given sentences Then submit to the teacher in Google Classroom.					
	9			Face-to-Face				Scenes for final project	-Scoring rubric
			1) Students' Progress Presentation (7)	-Group Presentation about their final project progress	Intonatio n for Question -Tag (Certain and Uncertai n)	Question- Tags	Words describing a story setting		
			2) Introduction to scene analysis	Group work Class Discussion					
			3) Scene project	-Creation of a scene uniquely created by students -Group discussion on scene project					
				Online					
				-Watch a video on using question-tag for a revision -Watch a video on Intonation for Question-Tag (Certain and Uncertain) - Grammar exercise on Question-Tag					

			- Record a video about Intonation for Question-Tag (Certain and Uncertain) with the given sentences Then submit to the teacher in Google Classroom.						
	10		Face-to-Face					Scenes for final project	-Scoring rubric
			1) Students' Progress Presentation (8)	-Group Presentation about their final project progress	Non-Final Intonation (Pattern2 -3-2,)	If-Clause	Words describing scenes		
			2) Creation of a scene from the script	-Presentation of a scene project from a script -Class discussion					
			Online						
Unit5 Song Analysis			Watch a video on using if-clause for a revision -Watch a video on Intonation for if-clause - Grammar exercise on If-clause - Record a video about Intonation for if-clause with the given sentences Then submit to the teacher in Google Classroom.						
	11		Face-to-Face						
			1) Students' Progress Presentation (9)	-Group Presentation about their final project progress	Non-Final Intonation (Pattern: 2-3, (2-3), 2-3-1)	Reported Speech	Descriptive words for song	Production	-Scoring rubric
			2) The Elements of song analysis	-Class discussion on a character description -The purpose of singing the songs -The person the song is for -The importance -Activity I: My favorite song -Activity II: Songs from the script					
			3) The elements of music	Class discussion on the following topics; Duration • Dynamics • Harmony • Melody • Structure • Texture • Timbre					
			4) The Lyrics	Class discussion on analyzing the					

				meanings of the songs in the script					
				Online					
				Watch a video on using reported speech for a revision -Watch a video on Intonation for reported speech - Grammar exercise on reported speech - Record a video about Intonation for reported speech with the given sentences Then submit to the teacher in Google Classroom.					
	12	Creation of End-Product Stage		Teacher-student conference					
	13			Students' Final Project Presentation					course-evaluation
	14			• English Speaking Ability Post-Test • Focus group discussion					

1.2.3 Design the pre-test and post-test

The pre-test and post-test were parallel because the researcher used the same test to measure students' English speaking skills before (Week1) and after (Week14) the instruction. In order to perform their English speaking skills, the students had to do the test according to the directions. The test was separated into three parts. The English speaking skills took 14 minutes. The preparation time took 35 minutes (See Appendix A). Students were both tested individually and in group with an examiner and an inter-rater. The students' responses were audio and video recorded for the evaluation by using a scoring rubric which was fluency and coherence, accuracy and grammar, vocabulary, and pronunciation (See Appendix B).

1.2.4 Adapt the questionnaire for the students' opinions

The questionnaire consisted of a set of statements and questions which were used to seek the students' opinions towards project-based drama approach via blended

learning environment on speaking skills (See Appendix D). This questionnaire was composed of 28 statements using 5-Likert scale and 3 open-ended questions. The first part was about the students' personal data. The second part was designed to seek the students' opinions towards project-based drama approach via blended learning environment on speaking skills. The questionnaire was also translated into Thai for an overall understanding of the students. The questionnaire was then verified the effectiveness by three experts.

Step 1.3: Validate the lesson plans and research instruments

The checklists of the Item Objective Congruence (IOC) were evaluated and commented on lesson plans by three experts. All three experts evaluated and gave some comments on lesson layout and design, learning objectives, activities, procedures, and teaching materials for each session of lesson plans. In addition, in order to check whether the lesson plans were congruent with the objectives, the checklists were distributed to the experts to rate in the evaluation forms.

After the Item Objective Congruence (IOC) Index was evaluated by three experts to check whether learning objectives, contents, activities, and teaching materials were appropriate or not.

Three experts were asked to rate the validity and reliability of lesson plans. Items which scored higher than 0.5 would be accepted and those which were lower than 0.5 would be revised and edited. The results from the validation from the validation of lesson plans were reported in Appendix

The additional suggestions and comments from experts were helpful as they could make the lesson plans more comprehensible. The suggestions and comments were as follows:

Expert A commented that the materials were not that interesting in order to attract the students' attentions. Also, more photos should be added rather than texts on teaching slides. Moreover, Expert A gave a suggestion that some activities should be adjusted. They were not interesting and unclear. The researcher should find more interesting one. In addition, a comment on teaching minimal pairs was given that the researcher should focus more on the sounds that Thai students have problems with like /v/ /l/ and /r/. Therefore, according to the expert A suggestions, the teachings materials were adjusted and made them more interesting. The activities were re-designed to attract students' attentions and participations.

Expert B suggested that the language level of teaching materials should be parallel. Some were too easy, while some were too difficult. Also, in online sessions, a number of speaking exercises should be added. Expert B also commented that some activities should be adjusted because the length was too long. Also, some activities were very teacher-controlled. Therefore, the researcher adjusted the materials to be in the same level of difficulty to make them parallel. Apart from that, the researcher created and added more speaking practices and exercises in Google Classroom so that the students could improve their speaking skills.

Expert C recommended that to help students improved their pronunciation from teaching minimal pairs, the activities and exercises should be added. The students needed to learn a lot more from repetitions through various exercises. Also, -s sounds exercises should be in the same number as -ed sounds. Therefore, the researcher created more exercises and teaching materials for teaching minimal pairs so that the students could achieve their pronunciation.

The edited version of lesson plans according to the experts' s suggestions could be seen in Appendix D.

As for the research instruments, they were developed based on the objectives of the study. According to the first research objective: to examine the improvement of students' speaking skills after implementing Project-Based Drama Approach via Blended Learning Environment, the pre-test and post-test of English speaking skills were developed to measure the students' speaking skills. For the second research objective: to investigate the students' opinions towards Project-Based Drama Approach via Blended Learning Environment, the students' opinions questionnaire and the focus-group discussion questions were developed to investigate the students' opinions towards the instruction.

After that, the instruments were validated their effectiveness by three experts in the field of English language teaching. They were requested to decide the appropriateness of the instruments. They were also asked to give some suggestions to improve the instruments. Then, the data obtained from the experts were analyzed by using mean scores and standard deviation. The Item-Objective Congruence Index (IOC) was used to summarize the experts' opinions.

$$IOC = \frac{R}{N}$$

IOC   means the index of congruence

R   means the total scores obtained from the experts

N   means the numbers of experts validating the

instruments

Step 1.4: Conduct a pilot study

Having revised the lesson plans according to the experts' comments and suggestions, the researcher conducted a two-week-pilot study with 15 third-year students from English major at Ubon Rachathani Rajabhat University who did not enroll in Learning English through Drama course as their elective course. The purpose of conducting a pilot study was to try out the lesson plans and the teaching materials developed by the researcher. The results of the pilot study were employed to adjust the lesson plans and the teaching materials.

After conducting a pilot study, the researcher found that the students were not familiar with English language instruction due to their language proficiency. They preferred Thai instruction rather than English. So, the researcher adjusted the style of teaching. Some activities were too difficult for them because they did not know the meaning of the words. Also, when they did minimal pairs part, they had problems on how to pronounce. The researcher had to find the way to teach them step by step. Moreover, the students were afraid to speak up. They had speaking anxiety. So, the researcher had to think of the ice-breaking activities to let them be worry-free when speaking. As for the teaching materials, the students seemed to pay attention since a lot of photos were added and the texts were shortened. The researcher also revised some vocabulary exercises due to the students' language proficiency to make them more appropriate for them.

Step 1.5: Revise the lesson plans and instruments according to the experts'
suggestions and results from the pilot study

The most commonly found problem from the two-week-pilot study was that
the students had speaking anxiety. It could be said that they did not have enough
input, so they could not have the output. Also, some activities were too difficult for
them. Therefore, the researcher adjusted the language used in the exercise slides to be
more comprehensible. Moreover, the researcher tried to redesign the length of each
activity because ice-breaking activities were crucial to relieve the stress of the
students and to elicit their participation.

Phase 2: Implementation of Project-Based Drama Approach via Blended
Learning Environment on Speaking Skills

Step 2.1: Pre-test of the English speaking skills

The pre-test of English speaking skills was administered in the first week of
the implementation. The students were both tested individually and in a group. There
were three parts of the test which included Describing a character, Role-play, and
Expressing opinions on a character (See Appendix A). There were 4 criteria used for
assessing English speaking skills which were fluency and coherence, grammar and
accuracy, vocabulary, and pronunciation. Each criterion provided 5 points. So, for the
scores of the test, each part of the test provided 20 points. The total raw score was 60
points. The total converted score was 20 points.

Step 2.2: Conduct the Project-Based Drama Approach via Blended
Learning   Environment on Speaking Skills (Week 2 -13)

Since the framework of this study was the combination of three
models; Teaching English through Drama for Oral Skills Model (Miccoli, 2003), the

Project-Based Learning framework (Fried-Booth, 2002) and the Blended Learning Model (Heinze &Proctor, 2004), the class was divided into three main stages and 5 units which covered all of the components in order to improve the students' speaking skills.

The first stage was called Planning-Preliminary stage (Week 2 - 4). In this stage, the students the theme of the final project was chosen by the students. The chosen theme was "The Wizard of Oz the Musical." The students were then assigned their roles which were based on their interest and preference; cast, setting design costume, choreography, sounds effect, public relations, and ticketing. Before getting started to work together for the final project, the researcher provided some ice-breaking activities for the students since some of the students never studied or worked together before. The purposes of the activities were first to bridge the gap between the students. So that they could get along well because they had to work together for a few months. Relieving stress of the students was the second reason. When it came to speaking, students seemed to have speaking anxiety so some stress-free activities needed to be provided. These three weeks were considered the initial stage. The students had to make a plan for doing their final project. In the beginning of the course, the progress of each group was presented. The researcher as a teacher gave comments and suggestions. The students did not only make a plan for their final project, they also studied English from the materials and activities that the researcher designed. The activities and materials covered all of the components the students had to be improved for their speaking skills; fluency and coherence, grammar and accuracy, vocabulary, and pronunciation. The design was adjusted based on the preliminary study that the researcher conducted with a group of students, and the

results from the pilot study. In order to have mutual understanding of the Wizard of Oz, a read through rehearsal was organized. The read-though rehearsal was an important component of script analysis. The students had to read the script together to understand the whole picture of the story before acting. Apart from that, to maximize the students with opportunities to improve their speaking skills outside the classroom. Blended learning played an important role. The platform used as a learning platform was Google Classroom. The exercises and additional videos about the contents the students had studied were provided. The students could review the lessons for the unlimited of times. After reviewing, the students had to complete speaking assignments in each week. The researcher then gave some comments on the assignments the students submitted.

Implementation-Intermediate was the second stage (Week 5 -11). At this stage, the students started doing their final project. The students were divided into 7 groups to study the characters of the Wizard of Oz. Having attended the read- through rehearsal, the students gained more understanding of the story. To understand more clearly, the designed topics by the researcher; character analysis, scene analysis, and song analysis were provided. The students did many speaking practices through the contents and activities designed by the researcher, as well as, the acting. The researcher organized a drama workshop for the students to learn more how to perform for their final project because most of the students did not have prior experience in acting. In this stage, the students were still learning the components of speaking through activities and contents. For the online session, the students completed many speaking tasks. The level of difficulty was increased week by week because the students had to begin from a basic level to higher levels.

The last stage was called Creation of Production stage (Week 12-13). After 10 weeks of learning, rehearsing and practicing speaking, the students had to be ready for their actual performance in this stage. There was one section that the students could consult the researcher asking for some suggestions on how to successfully accomplish their project. In week 13, the students submitted their final project online. The students and the researcher watched together and gave some comments and suggestions.

Step 2.3: Post-test of Project-Based Drama Approach via Blended Learning Environment on Speaking Skills and administer the questionnaire of the students' opinions towards the instruction (Week 14)

The post-test was conducted at the end of the instruction (See Appendix A). The test was the same as the pre-test which was adapted from Sirisrimangkorn & Suwanthep (2013). This test was used as a sample of the test construct in this study. The test required the students to show their English speaking skills by responding orally relevant to the instruction given in each part of the test within the limited time. The 5-rating scale rubric was adapted from four standardized tests; IELTS, TOEFL iBT, PTE, and ACTFL which focused on fluency and coherence, grammar and accuracy, vocabulary, and pronunciation (See Appendix B).

After the students finished doing the post-test, they were given the questionnaire in Thai version so that the researcher could explore the students' opinions towards project-based drama approach via blended learning environment on speaking skills.

Step 2.4: Evaluation of the effectiveness of speaking skills tests and students' opinions towards Project-Based Drama Approach via Blended Learning Environment on Speaking Skills

The researcher explored the answer of the first research question in the effects of Project-Based Drama Approach via Blended Learning Environment on Thai EFL Undergraduate Students'Speaking Skills. The use of mean scores, S.D., and paired sample t-test were employed to analyze the data obtained from the tests.

The students' opinions questionnaire, and focus group discussion were analyzed in order to answer the second research question. Therefore, the data obtained from the students' opinions questionnaire was analyzed by using descriptive statistics. The focus group discussion was analyzed by using content analysis.

3.5 Research Instruments

The research instruments were composed of the English speaking skills test, the students' opinions questionnaire, and the focus group discussion questions. The details were presented as follows:

3.5.1 English speaking skills test

The English speaking skills test in this study was adapted from Sirisrimangkorn & Suwanthep (2013). The purpose was to measure the students' speaking skills before and after the learning of Project-Based Drama Approach via Blended Learning Environment on Speaking Skills.

The construct of the test comprised of four components that the students were assessed which were fluency and coherence, grammar and accuracy, vocabulary, and

pronunciation. The speaking tests were assessed by the researcher and one inter-rater and it was video-recorded for double rating to ensure reliability.

The tests were designed to be carried out by students both individually and in group. The pre-test consists of three parts which were explained below.

Table 3: The contents of the English speaking test

Part	Topic	Test Taker(s)
1	Describing a character	Individual
2	Role-play	Group
3	Expressing opinions on characters	Individual

Each criterion of speaking provided 5 points. Each part of the test provided 20 points. The total raw score was 60 points. The total converted score was 20 points.

In the first part, the students were required to describe a character provided from the Wizard of Oz. The students were randomly given one photo of a character. The students had 2 minutes to prepare and 2 minutes to speak.

In the second part, the students were required to create a scene from the Wizard of Oz based on their creativity by doing a role-play in a group of 4-5 people. The students had to choose one scene from the provided scenes. All students were required to have a chance to speak. The students had 30 minutes to prepare and 10 minutes to do the task.

In the third part, the students were required to express their opinions abou the character from the Wizard of Oz that they previously talked in part 1. The students had to give two reasons why they liked the character they got with some explanations. The students had3 minutes to prepare and 2 minutes to speak.

During the test, the audio and video-recording were used to ensure the reliability of the scores given by the researcher and the other inter-rater.

3.5.1.1 Reliability of two inter-raters

After the researcher and the inter-rater finished giving scores to the students, the Pearson Product-Moment Correlation could be used to find the inter-rater reliability of the pre-and post-test of English speaking skills.

Table 4**:** Pearson Product-Moment Correlation of inter-rater reliability on pre-test

Raters	r
R1+R2	0.82

As demonstrated in Table 2, the overall result of Pearson Product-Moment Correlation of inter-rater reliability was 0.82 from the grading of the pre-test. The correlation values could be indicated that the scores given by the two raters are consistent.

Table 5: Pearson Product-Moment Correlation of inter-rater reliability on post-test

Raters	r
R1+R2	0.85

As demonstrated in Table 3, the overall result of Pearson Product-Moment Correlation of inter-rater reliability was 0.85 from the grading of the post-test. The correlation values could be indicated that the scores given by the two raters are consistent.

3.5.1.2 Validity of the English Speaking Skills Test

Three experts evaluated the English speaking skills test to ensure that its contents, instructions, and rubric were appropriate. The test was evaluated by three experts using Item-Objective Congruence (IOC) (See Appendix H).

Three experts were assigned to verifying the reliability and reliability of English language skills. Items with a score greater than 0.5 were accepted, while those with a score less than 0.5 were revised and edited. Appendix H contains the results of the English speaking test's validation.

The validation results indicated that two items, 3.1 and 3.2, had an IOC value less than 0.5, implying their revision and modification in accordance with expert recommendations. All two items have been suggested and revised in the following ways:

Item 3.1: The instructions are comprehensible, concise and clear.

The experts commented that the instructions and prompts were not clear. In Task 1 "it's not clear about "one photo of a character". It should be mentioned clearly that the characters from which story because it might have affected the amount of the response. In Task 2, the experts were unsure what the students had to do. Also, the number of students should be reduced to 4-5 students in one group because the students might not have equal chance to speak. The experts suggested the researcher

to write test task in a conversation form which would be more comprehensible for the students.

Therefore, the researcher revised and edited based on the experts' suggestions. The researcher added more details in Task1. Also, the number of students was adjusted in Task 2 to 4-5 students. Moreover, the task instruction was rewritten in a conversation form.

Item 3.2 The prompts are easy to understand.

The experts suggested that more details should be added. Also, the comments were similar to item 3.1. The experts suggested the researcher to write test task in a conversation form which would be more comprehensible for the students. The word choices should be as simple as possible.

Therefore, the researcher revised and edited based on the experts' suggestions. The task instruction was rewritten in a conversation form. Also, the word choices were carefully used to avoid confusion for the students.

3.5.2 Students' Opinions Questionnaire

Items and constructs are adapted from Sukvijit Barr (2015). The students' opinions questionnaire was based on the research objective which focused on the opinions of the students towards Project-Based Drama Approach via Blended Learning Environment on Speaking skills. The questionnaire was designed using the five-points Likert scale which was written in English and later was translated into Thai. The items were classified into three parts; general information, the Implementation of Project-Based Drama Approach via Blended Learning Environment on Speaking Skills ,and students' comments and suggestions.

Part 1: General information

This part was designed to identify informants' general information- gender, age, educational background, length of years of studying English, the frequency of opportunities to speak English in the class.

Part 2: The Implementation of Project-Based Drama Approach via Blended Learning Environment on Speaking Skills

The informants were asked to rate the statements related to the implementation of Project-Based Drama Approach via Blended Learning Environment on Speaking Skills which are divided into 4 sub-categories; speaking, project-based, drama and blended learning. There were 28 items in total. Each sub-subcategory was divided into 7 items equally. To avoid the students' guessing, the items in each sub-category were arranged in purposive random sequence as follows;

Project-Based Learning: Items 3,6,8,14,18,21 and 28

Drama: Items 2,5,10,13,16,23 and 26

Blended Learning: Items 1,7,9,12,17,20 and 25

Speaking: Items 4,11,15,19,22,24 and 27

The responses are presented in a five-point Likert scale with the following descriptors; 5 = strongly agree, 4 = agree, 3 = neutral, 2 = disagree, and 1 = strongly disagree.

Part 3: Students' comments and suggestions.

In this part, the informants were asked to do some open-ended questions about the implementation of Project-Based Drama Approach via Blended Learning

Environment on Speaking Skills and their suggestions for the improvement of the course and the treatment.

3.5.2.1 Validity of the students' opinions questionnaire

Three experts evaluated the questionnaire. The evaluation revealed that the questionnaire items were effective in eliciting responses from students regarding the study's model, which was a Project-Based Drama Approach via Blended Learning Environment on Speaking Skills.

Three experts were informed to assess the questionnaire's validity and reliability. Items with a score greater than 0.5 were accepted, while those with a score less than 0.5 were revised and edited, requiring them to be revised and modified in accordance with the experts' suggestions. All two items have been suggested and revised as follows:

The validation results indicated that the questionnaire's average score was between 0.67 and 1, indicating that the questionnaire covered the majority of relevant characteristics. However, Items 3,7,9,15,27, and 28 all received less than a 0.5 score. As a result, they needed to be modified.

All six items were suggested and revised as follows:

Item 3 was suggested to use different term from "instruction" to "Project-Based Learning". It might be confusing for the students if the researcher used the word "instruction".

Item 7 was suggested to modify because it was what everybody knew. There was no need to ask this question. So, the item was re-written to "The online learning motivates me to learn more on how to speak. English.

Item 9 was suggested to use different term from "instruction" to "online learning". It might be confusing for the students if the researcher used the word "instruction".

Item 15 was suggested to use different term from "instruction" to "speaking". It might be confusing for the students if the researcher used the word "instruction".

Item 27 was suggested to use different term from "instruction" to "speaking". It might be confusing for the students if the researcher used the word "instruction".

Item 28 was suggested to use different term from "instruction" to "Project-Based Learning". It might be confusing for the students if the researcher used the word "instruction".

3.5.3 Focus-group discussion questions

The instrument was designed to collect in-depth information and opinions emerged from the naturally occurring conversations between the researcher and the students in order to triangulate the data from the findings which will be collected from the students' opinions questionnaire towards Project-Based Drama Approach via Blended Learning Environment on English speaking skills. The data from this instrument were analyzed and triangulated with the data from the questionnaire to increase the content validity.

3.5.3.1 Validity of Focus-group discussion questions

Three experts were asked to rate the validity and reliability of the Focus-group discussion questions Items which were scored higher than 0.5 would be accepted and those which were scored lower than 0.5 would be revised and edited so they had to be revised and modified based on the experts' suggestions.

The results from the validation showed that the average scores of the Focus-group discussion questions were 1 which implied that all of the Focus-group discussion questions contained relevant characteristic. However, one expert suggested that follow-up questions should be included at the end of the questions.

Table 6: Summary of the Research

Instruments	Objectives	Time of Distribution	Statistics
1.English speaking skills test	1. To examine the improvement of students' speaking skills after implementing Project-Based Drama Approach via Blended Learning Environment	Before and after the treatment (Week 1 and Week 14)	Descriptive Statistics (Paired-sample t-test) Mean and S.D.
1. Students' opinions questionnaire 2. Focus group discussion	2. To investigate the students' opinions towards Project-Based Drama Approach via Blended Learning Environment	After the treatment. (Week 14)	1. Descriptive statistics 2.Content Analysis Key Coders (1)Speaking skills improvement

			(SS)
			(2) The opportunities of in-class and online practices (OL)
			(3) Experience in doing their drama project (DP)
			(4) The benefits of a platform used in a blended learning environment (BL)

3.6 Data collection

At the beginning of the research, the researcher administered the pre-test of English speaking skills in week 1 together with one inter-rater. After that the researcher implemented Project-Based Drama Approach via Blended Learning Environment on Speaking Skills from week 2 – week 13. In week 14, the researcher and one inter-rater administered the post-test of English speaking skills. The scores from the researcher and the other rater who separately evaluated the students' speaking skills test were used to find the inter-rater reliability by using Pearson product-moment correlation.

After that, the questionnaire was distributed to the students to investigate their opinions towards Project-Based Drama Approach via Blended Learning Environment on Speaking Skills. After that 9 students were randomly selected based on their level of proficiency; High Mid, and Low to do a focus group discussion to express their opinions towards Project-Based Drama Approach via Blended Learning Environment on Speaking Skills. During the focus group discussion, the conversations were both audio and video recorded. Later, it was transcribed. The transcriptions then were compared to confirm the congruence of the data gained from the questionnaire.

Table 7: Summary of the data collection

Periods	Weeks	Procedures
Before the implementation of Project-Based Drama Approach via Blended Learning Environment on Speaking Skills		-The lesson plans and teaching materials were given to three experts to validate the effectiveness of Project-Based Drama Approach via Blended Learning Environment on Speaking Skills -The researcher revised the lesson plans and teaching materials according to three experts' comments and suggestions -The researcher conducted the pilot study. -The researcher revised the lesson plans and teaching materials.
During the implementation of Project-Based Drama Approach via Blended Learning Environment on Speaking Skills	Week 1	-The Pre-test of English speaking skills was given to the students -The teacher gave the students orientation before implementing Project-Based Drama Approach via Blended Learning Environment on Speaking Skills
	Week 2-11	The researcher implemented Project-Based Drama Approach via Blended Learning Environment on Speaking Skills

After the implementation of Project-Based Drama Approach via Blended Learning Environment on Speaking Skills	Week 12	-The Post-test of English speaking skills was given to the students - The students' opinions questionnaire towards Project-Based Drama Approach via Blended Learning Environment on Speaking Skills was distributed to the students. -Some students were randomly selected to participate in the focus group discussion.

3.7 Data analysis

Research Question 1: To what extent does Project-Based Drama Approach

via Blended Learning Environment improve students' speaking skills?

The research instrument used to answer the research question 1 was the English speaking skills test. The independent variables were English speaking skills test. The dependent variable was the mean scores of the English speaking skills test.

For the English speaking skills test, students' performance was audio and video recorded during both the pre- and post-test. The scoring rubric which was used to assess the students' speaking skills included four criteria for English speaking abilities: fluency and coherence, accuracy and grammar, vocabulary, and pronunciation. Each criterion was worth five points. The raw score for the three components of the English speaking skills test was 60. The raw score was then converted to a value of 20 points.

The researcher trained the other rater to adhere to the four criteria for English speaking ability before allowing the inter-rater to watch the videos and assign individual scores. Then, using Pearson-product moment correlation, the researcher and another rater analyzed the students' English speaking skills scores to determine inter-rater reliability. Consistency is defined as a value greater than 0.8.

The researcher compared the pre- and post-test data using mean scores, standard deviations, and paired-sample t-tests to determine the students' improvement.

Research Question 2: What are the students' opinions towards Project-Based Drama Approach via Blended Learning Environment on Speaking skills?

The students' opinions questionnaire and the focus group discussion were used to find out the students' opinions towards Project-Based Drama Approach via Blended Learning Environment improve students' speaking skills. There were three parts in the students' opinions questionnaire. The first part was students' personal data. The second part consisted of 28 statements and 3 open-ended questions. All items in the students' opinions questionnaire towards Project-Based Drama Approach via Blended Learning Environment improve students' speaking skills were translated into Thai. Later, it was distributed to the students at the end of the implementation (week 14). Then, the students' opinions were analyzed by using descriptive statistics to find the mean scores and standard deviations so that the researcher could see the students' opinions toward the instruction.

The focus group discussion was also used to answer Research Question 2. Nine students were randomly selected based on their level of proficiency: High, Mid, Low (3 students for each level). The responses of the students were analyzed by using content analysis to triangulate with the data from the students' opinions questionnaire.

Table 8: Summary of Data Analysis

Research questions	Research instruments	Period to find out the answer	Methods of analysis
1.To what extent does Project-Based Drama Approach via Blended Learning Environment improve students' speaking skills?	Pre-test and Post-test	Before and after giving the treatment (Week 1)	Descriptive Statistics (Paired-sample t-test) (Mean Scores & Standard Deviation)
2. What are the students' opinions towards Project-Based Drama Approach via Blended Learning Environment on Speaking Skills?	-Questionnaire	After giving the treatment (Week 14)	1. Descriptive Statistics (Standard Deviation & Mean Scores)
	-Focus Group discussion questions	After giving the treatment (Week 14)	2. Content analysis Key Coders (1)Speaking skills improvement (SS) (2) The opportunities of in-class and online practices (OL) (3) Experience in doing their drama project (DP) (4) The benefits of a platform used in a blended learning environment (BL)

Summary

The study aimed to examine whether Project-Based Drama Approach via Blended Learning Environment improve the students' speaking skills. It was conducted with 51 students for 14 weeks. The researcher compared students' mean scores before and after learning through Project-Based Drama Approach via Blended Learning Environment on Speaking Skills. The students' opinions towards Project-Based Drama Approach via Blended Learning Environment on Speaking Skills were explored by distributing the questionnaire to explore their opinions towards the instruction. The findings for each research question will be presented in Chapter IV.

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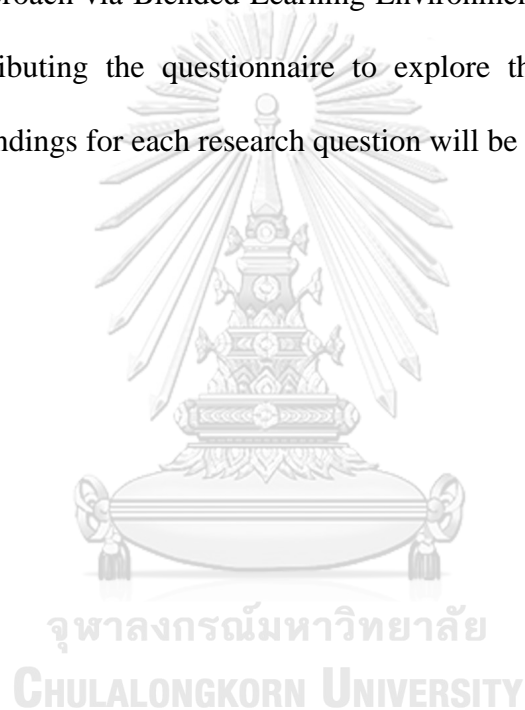
CHAPTER IV
FINDINGS

This chapter reports both quantitative and qualitative results based on two research questions. The first question was to examine the improvement of students' speaking skills after implementing project-based drama approach via blended learning environment. This question reported quantitative results gathered from the pre-test and post-test mean scores. The second research question was to investigate the students' opinions towards project-based drama approach via blended learning environment. Statements and open-ended questions from the questionnaire were analyzed by using descriptive analysis. Further, to gain more in-depth information, focus group discussion was analyzed by using content analysis.

According to the objectives of the study, the analysis of the data was presented in two main parts. The first part was to answer the research question 1 and the second part was to answer research question 2.

4.1 The results of the effects of project-based drama approach via blended learning environment on students' English speaking skills

Research question 1: To what extent does Project-Based Drama Approach via Blended Learning Environment improve students' speaking skills?

Hypothesis 1: The students' speaking skills will be significantly improved after Project-Based Drama Approach via Blended Learning Environment has been implemented.

The research instrument used to respond to research question 1 was the English speaking test. The test comprised of three parts; describing a character, role-play and expressing opinions on characters.

The total raw score of the test was 60 points (20 points for each part of the test). The total converted score was 20 points (divided by 3 from the numbers of parts in the test). The analytic scoring rubric adapted from the standardized tests (TOEFL iBT, IELTS, PTE and ACTFL) was used to evaluated students' English speaking skills. The 20 points of each part of the test were assessed based on four criteria of English speaking skills, which were fluency and coherence, accuracy and grammar, vocabulary, and pronunciation. Each criterion provided 5 points. Therefore, all the following tables were presented in converted score as they were more comprehensible to be read and reported. The details of scores in the English speaking skills test were as follows:

Table 9: Details of the Test

Parts of the test	Raw score	Converted score
Describing a character	20	
Role-play	20	
Expressing opinions on a character	20	20
Total	60	

The first research question focused on examining whether the students' speaking skills will be significantly improved after Project-Based Drama Approach via Blended Learning Environment has been implemented. Therefore, paired-sample t-test was used as the statistical analysis.

The results revealed that the correlation between the researcher and another rater was 0.82 on the pre-test and 0.85 on the post-test which implied that grading students' English speaking skills from both raters was consistent. The students' pre-test and post-test mean scores, standard deviations and statistical significance are presented in Table 10 below

Table 10: Descriptive statistics of the overall English speaking skills test scores of students

English Speaking Skills Test (Total converted score = 20 points)	N	Min	Max	Mean Scores $\bar{x}$	S.D.	Sig.
Pre-test	51	7.41	13.74	9.01	.010	.000*
Post-test	51	10.08	15.83	13.51	.098	

The total raw score of English speaking skills test was 60 points. Each part of test provided 20 points. The 20 points were from four criteria of English speaking skills. Each criterion provided 5 points which included fluency, accuracy and grammar, vocabulary, and pronunciation. The total converted score was 20 points.

From the table, in the pre-test, the minimum converted score was 7.41 points out of 20. The maximum converted score was 13.74 out of 20 points. In the post-test, the minimum converted score was 10.08 points out of 20. The maximum converted score was 15.83 out of 20 points.

As can be seen from the table, the students' post-test mean scores ($\bar{x}$ = 13.51) on the English speaking skills test were significantly higher than the pre-test mean scores ($\bar{x}$ = 9.01). As the results showed that there were statistically significant differences between the pre-test and post-test mean scores from English speaking

skills at a very significant level (p <.01), the hypothesis was supported that the students' speaking skills were improved.

To see a clear picture of how English speaking was assessed, the scale for assessing English speaking skills(adapted from standardized tests) which included fluency, accuracy and grammar, vocabulary, and pronunciation were employed to examine the pre-test and post-test's minimum values, mean scores, standard deviations and paired-sample t-test of students' English speaking skills as presented in Table 11, as follows:

Table 11: the minimum values mean scores, standard deviations and paired-sample t-test of students' English speaking skills in terms of fluency

Fluency and Coherence (Total score =5 points)	N	Min	Max	Mean Scores $\bar{x}$	S.D.	Mean Difference	Sig.
Pre-test	51	1	4	2.20	0.20	1.10	.000*
Post-test	51	2	4	3.30	0.21		

According to Table, the mean score of the pre-test was 2.20 (S.D. = 0.20). The mean score of the post-test was 3.30 (S.D.= 0.21). The mean difference between the pre- and post-test was 1.10 which was significantly higher than the level of 0.01 (p <.01). Therefore, the statistics showed that students gained significantly higher scores of English speaking skills in the terms of fluency after Project-Based Drama Approach via Blended Learning Environment has been implemented

Table 12: The minimum values mean scores, standard deviations and paired-sample
t-test of students' English speaking skills in terms of accuracy and grammar

Accuracy and Grammar (Total score =5 points)	N	Min	Max	Mean Scores $\overline{x}$	S.D.	Mean Difference	Sig.
Pre-test	51	1	4	2.23	0.30	1.12	.000*
Post-test	51	2	4	3.35	0.36		

According to Table, the mean score of the pre-test was 2.23 (S.D. = 0.30). The mean score of the post-test was 3.35 (S.D.= 0.36). The mean difference between the pre- and post-test was 1.12 which was significantly higher than the level of 0.01 (p <.01). Therefore, the statistics showed that students gained significantly higher scores of English speaking skills in the terms of accuracy and grammar after Project-Based Drama Approach via Blended Learning Environment has been implemented

Table 13: The minimum values mean scores, standard deviations and paired-sample
t-test of students' English speaking skills in terms of vocabulary

Vocabulary (Total score =5 points)	N	Min	Max	Mean Scores $\overline{x}$	S.D.	Mean Difference	Sig.
Pre-test	51	1	4	2.24	0.41	1.13	.000*
Post-test	51	2	4	3.37	0.45		

According to Table, the mean score of the pre-test was 2.24 (S.D. = 0.41). The mean score of the post-test was 3.37 (S.D.= 0.45). The mean difference between the pre- and post-test was 1.13 which was significantly higher than the level of 0.01 (p <.01). Therefore, the statistics showed that students gained significantly higher scores of English speaking skills in the terms of vocabulary after Project-Based Drama Approach via Blended Learning Environment has been implemented

Table 14: The minimum values mean scores, standard deviations and paired-sample
t-test of students' English speaking skills in terms of pronunciation

Pronunciation (Total score =5 points)	N	Min	Max	Mean Scores $\bar{x}$	S.D.	Mean Difference	Sig.
Pre-test	51	1	4	2.35	0.10	1.15	.000*
Post-test	51	2	5	3.50	0.11		

According to Table, the mean score of the pre-test was 2.35 (S.D. = 0.10). The

mean score of the post-test was 3.50 (S.D.= 0.11). The mean difference between the

pre- and post-test was 1.15 which was significantly higher than the level of 0.01 (p

<.01). Therefore, the statistics showed that students gained significantly higher scores

of English speaking skills in the terms of pronunciation after Project-Based Drama

Approach via Blended Learning Environment has been implemented

The comparison of mean scores and standard deviation from students' English

speaking skills in all four criteria of English speaking skills were summarized and

presented as follows:

Table 15: The comparison of mean scores and standard deviation from students'
English speaking skills in all four criteria of English speaking skills

English Speaking Skills	Pre-Test		Post-Test		Mean Difference	Sig.(2-tailed)
	Mean	S.D.	Mean	S.D.		
Fluency and Coherence	2.20	0.20	3.30	0.21	1.10	.000
Accuracy and Grammar	2.22	0.30	3.35	0.36	1.12	.000
Vocabulary	2.24	0.41	3.37	0.45	1.13	.000
Pronunciation	2.35	0.10	3.50	0.11	1.15	.000

Ranking from the highest to the lowest mean difference, it could be concluded that students gained the highest mean scores in pronunciation (mean difference = 1.15), followed by

vocabulary (mean difference = 1.13), accuracy and grammar (mean difference = 1.12), and fluency and coherence (mean difference = 1.10), respectively.

To conclude, English speaking skills in terms of pronunciation was enhanced most of all four criteria which means students' English speaking skills was improved in the criterion of pronunciation. On top of that, the post-test mean scores of English speaking skills were significantly higher than the pre-test mean scores. Thus, the results supported the hypothesis that the students' speaking skills will be significantly improved after project-based drama approach via blended learning environment has been implemented.

4.2 Students' opinions towards project-based drama approach via blended learning environment

Research question 2: What are the students' opinions towards Project-Based Drama Approach

via Blended Learning Environment?

To investigate students' opinions towards project-based drama approach via blended learning environment on speaking skills, the questionnaire was used to examine the students'opinions toward the instruction.

Table 16: Mean scores and Standard Deviations of the students' opinions toward project-based drama approach via blended learning environment on speaking skills

Items	Statements	$\bar{\text{x}}$	S.D.
1	The online sessions encourage me to learn more about English speaking.	4.62	0.56
2	Using drama activities is a good way to learn more vocabulary items.	4.56	0.57
3	Doing a project is suitable for student-centered learning.	4.58	0.60
4	I speak English more accurately, according to the grammar rules, after learning through activities in this class.	4.49	0.73
5	Using drama activities can help improve my pronunciation because I practice a lot of drills.	4.77	0.49
6	Apart from speaking skills, my other skills (information searching skill, data collecting skill and technology skill) are improved from doing the project.	4.29	0.57
7	The online learning motivates me to learn more on how to speak English.	4.23	0.73
8	I enjoy working with my team members when doing a task of the project.	4.27	0.60
Items	Statements	$\bar{\text{x}}$	S.D.
9	The online learning is more individualized than traditional learning.	4.43	0.64
10	Using drama activities increases my motivation to speak English.	4.54	0.57
11	Through in-class speaking activities, I am more interested in learning English.	4.54	0.57
12	The online session is convenient for reviewing the lesson outside the classroom.	4.47	0.61
13	I am more confident when learning English through drama activities.	4.50	0.73
14	Participating in this project has increased my motivation to learn how to speak English.	4.39	0.49
15	The in-class speaking activities allows me to have more opportunities to speak English.	4.27	0.63
16	Using drama activities expands my knowledge of English.	4.35	0.62
17	I am satisfied with the assignments I completed in the online sessions.	4.35	0.71
18	The in-class activities have contributed the goals of the Project-Based Learning.	4.43	0.57
19	Through in-class speaking activities, I speak English more fluently.	4.52	0.50
20	The exercises and contents in the online session are compatible.	4.45	0.57
21	Learning through project-based learning develops my	4.56	0.50

	discipline e.g. punctuality, responsibility, etc.		
22	Through in-class speaking activities, I learn more vocabulary items.	4.37	0.56
23	Using drama activities help me feel more comfortable when speaking English.	4.49	0.54
24	The in-class speaking activities helps me to produce longer and more complex sentences.	4.39	0.60
25	Learning online allows me to learn at my own pace.	4.45	0.61
26	Using drama activities in the class is useful and enjoyable.	4.72	0.45
27	Through in-class speaking activities, I become more confident when speaking English.	4.58	0.60
28	Doing a project is meaningful and related to the real world.	4.27	0.60
	Grand mean score	4.46	0.59

4.50 – 5.00 = highly positive,   3.51 – 4.49 = positive,   2.50 –3.50 = neutral,

1.51 – 2.49 = negative,   1 – 1.50 = very negative

According to Table 10, it showed that the students had positive opinions towards the project-based drama approach via blended learning environment on Thai EFL undergraduate students' speaking skills (Grand mean score = 4.46, S.D. = 0.59).

The questionnaire items 2, 5,10,13,16,23 and 26 were constructed in order to investigate the students' opinions on drama

The findings are shown in Table 17

Table 17: students'opinions towards drama

Items	Statements	Mean	S.D.
2	Using drama activities is a good way to learn more vocabulary items.	4.56	0.57
5	Using drama activities can help improve my pronunciation because I practice a lot of drills.	4.77	0.49
10	Using drama activities increases my motivation to speak English.	4.54	0.57
13	I am more confident when learning English through	4.50	0.73

	drama activities.		
16	Using drama activities expands my knowledge of English.	4.35	0.62
23	Using drama activities help me feel more comfortable when speaking English.	4.49	0.54
26	Using drama activities in the class is useful and enjoyable.	4.72	0.45
	Grand mean score	4.56	0.56

4.50 – 5.00 = highly positive,   3.51 – 4.49 = positive,   2.50 –3.50 = neutral,

1.51 – 2.49 = negative,   1 – 1.50 = very negative

In a more specific component, Table 11 showed that the students had highly positive opinions towards drama (The Grand mean score = 4.56, S.D. = 0.56). Ranking from the most to the least, students expressed their opinions towards the questionnaire items as follows: 1) Using drama activities can help improve my pronunciation because I practice a lot of drills.   ($\bar{x}$ = 4.77), 2) Using drama activities in the class is useful and enjoyable. ($\bar{x}$ = 4.72), 3) Using drama activities is a good way to learn more vocabulary items. ($\bar{x}$ = 4.56), 4) Using drama activities increases my motivation to speak English. ($\bar{x}$ = 4.54), 5) I am more confident when learning English through drama activities. ($\bar{x}$ = 4.50), 6) Using drama activities help me feel more comfortable when speaking English. ($\bar{x}$ = 4.50), and 7) Using drama activities expands my knowledge of English. ($\bar{x}$ = 4.35), respectively.

The questionnaire items 4,11,15,19,22,24 and 27 were constructed in order to investigate the students' opinions on English speaking skills

The findings are shown in Table 18

Table 18: students'opinions towards speaking skills

Items	Statements	Mean	S.D.
4	I speak English more accurately, according to the grammar rules, after learning through activities in this class.	4.49	0.73
11	Through in-class speaking activities, I am more interested in learning English.	4.54	0.57
15	The in-class speaking activities allows me to have more opportunities to speak English.	4.27	0.63
19	Through in-class speaking activities, I speak English more fluently.	4.52	0.50
22	Through in-class speaking activities, I learn more vocabulary items.	4.37	0.56
24	The in-class speaking activities helps me to produce longer and more complex sentences.	4.39	0.60
27	Through in-class speaking activities, I become more confident when speaking English.	4.58	0.60
	Grand mean score	4.45	0.59

4.50 – 5.00 = highly positive,   3.51 – 4.49 = positive,   2.50 –3.50 = neutral,

1.51 – 2.49 = negative,   1 – 1.50 = very negative

In a more specific component, Table 12 showed that the students had positive opinions towards English speaking skills (The Grand mean score = 4.45, S.D. = 0.59). Ranking from the most to the least, students expressed their opinions towards the questionnaire items as follows: 1) Through in-class speaking activities, I become more confident when speaking English. ($\bar{x}$ = 4.58), 2) Through in-class speaking activities, I am more interested in learning English. ($\bar{x}$ = 4.54),3) Through in-class speaking activities, I speak English more fluently.   ($\bar{x}$ = 4.52),4) I speak English more accurately, according to the grammar rules, after learning through activities in

this class. ($\bar{x}$ = 4.49),5) The in-class speaking activities helps me to produce longer and more complex sentences. ($\bar{x}$ = 4.39), 6) Through in-class speaking activities, I learn more vocabulary items. ($\bar{x}$ = 4.37),and 7) The in-class speaking activities allows me to have more opportunities to speak English. ($\bar{x}$ = 4.27), respectively.

The questionnaire items 1,7,9,12,17,20 and 25 were constructed in order to investigate the students' opinions on blended learning

The findings are shown in Table 19

Table 19: students'opinions towards blended learning

Items	Statements	Mean	S.D.
1	The online sessions encourage me to learn more about English speaking.	4.62	0.56
7	The online learning motivates me to learn more on how to speak English.	4.23	0.73
9	The online learning is more individualized than traditional learning.	4.43	0.64
12	The online session is convenient for reviewing the lesson outside the classroom.	4.47	0.61
17	I am satisfied with the assignments I completed in the online sessions.	4.35	0.71
20	The exercises and contents in the online session are compatible.	4.45	0.57
25	Learning online allows me to learn at my own pace.	4.45	0.61
	Grand mean score	4.42	0.63

4.50 – 5.00 = highly positive,   3.51 – 4.49 = positive,   2.50 –3.50 = neutral,

1.51 – 2.49 = negative,   1 – 1.50 = very negative

In a more specific component, Table 13 showed that the students had positive opinions towards blended learning (The Grand mean score = 4.42, S.D. = 0.63). Ranking from the most to the least, students expressed their opinions towards the questionnaire items as follows: 1) The online sessions encourage me to learn more about English speaking. ($\bar{x}$ = 4.62), 2) The online session is convenient for reviewing the lesson outside the classroom. ($\bar{x}$ = 4.47)3) The exercises and contents in the online session are compatible. ($\bar{x}$ = 4.45). 4) Learning online allows me to learn at my own pace. ($\bar{x}$ = 4.45)5) The online learning is more individualized than traditional learning. ($\bar{x}$ = 4.43)6) I am satisfied with the assignments I completed in the online sessions. ($\bar{x}$ = 4.35) ,and 7), The online learning motivates me to learn more on how to speak English. ($\bar{x}$ = 4.23) respectively.

The questionnaire items 3,6,8,14,18,21 and 28 were constructed in order to investigate the students' opinions on project-based learning

The findings are shown in Table 20

Table 20: students'opinions towards project-based learning

Items	Statements	Mean	S.D.
3	Doing a project is suitable for student-centered learning.	4.58	0.60
6	Apart from speaking skills, my other skills (information searching skill, data collecting skill and technology skill) are improved from doing the project.	4.29	0.57
8	I enjoy working with my team members when doing a task of the project.	4.27	0.60
14	Participating in this project has increased my motivation to learn how to speak English.	4.39	0.49
18	The in-class activities have contributed the goals of the Project-Based Learning.	4.43	0.57
21	Learning through project-based learning develops my	4.56	0.50

28	Doing a project is meaningful and related to the real world.	4.27	0.60
	discipline e.g. punctuality, responsibility, etc.		
	Grand mean score	4.39	0.56

4.50 – 5.00 = highly positive,   3.51 – 4.49 = positive,   2.50 –3.50 = neutral,

1.51 – 2.49 = negative,   1 – 1.50 = very negative

In a more specific component, Table 14 showed that the students had positive opinions towards project-based learning (The Grand mean score = 4.39, S.D. = 0.56). Ranking from the most to the least, students expressed their opinions towards the questionnaire items as follows: 1) Doing a project is suitable for student-centered learning. ($\bar{x}$ = 4.58), 2) Learning through project-based learning develops my discipline e.g. punctuality, responsibility, etc.   ($\bar{x}$ = 4.56), 3) The in-class activities have contributed the goals of the Project-Based Learning. ($\bar{x}$ = 4.43), 4) Participating in this project has increased my motivation to learn how to speak English. ($\bar{x}$ = 4.39)5) Apart from speaking skills, my other skills (information searching skill, data collecting skill and technology skill) are improved from doing the project. ($\bar{x}$ = 4.29) 6) Doing a project is meaningful and related to the real world. ($\bar{x}$ = 4.27) ,and 7), I enjoy working with my team members when doing a task of the project. ($\bar{x}$ = 4.27) respectively.

To summarize, based on the findings, the category that scored highest was drama   ($\bar{x}$ = 4.56) , followed by speaking skills ($\bar{x}$ = 4.45) , blended learning ($\bar{x}$ = 4.42), and project-based learning was the lowest category($\bar{x}$ = 4.39), respectively. It could be illustrated that the students had positive opinions towards project-based drama approach via blended learning environment on speaking skills (the Grand mean

score = 4.46, S.D. = 0.59). They thought that this course and the treatment could enhance their English speaking skills. Further, their English pronunciation, vocabulary, fluency, and grammar were improved after project-based drama approach via blended learning environment on speaking skills has been implemented.

   2) Means of opinion scale $>$ 3.5 from the 5-point scale on the questionnaire referred to the "positive opinion"

The mean scores of all questionnaire items were higher than 4.00 from the 5-point scale. According to the results, they signified positive opinions of the students towards project-based drama approach via blended learning environment on speaking skills.

Apart from the quantitative data gained from the questionnaire, three open-ended questions were also asked to gain more in-depth information from the students. The results obtained from the questionnaire was supported by the qualitative data from the focus group discussion. the focus-group discussion was conducted in Thai with 9 students to elicit their opinions towards Project-Based Drama Approach via Blended Learning Environment on English speaking skills. The students were randomly selected based on their post-test scores including high, middle and low scores. Th researcher coded the interviewees by using letters and numbers. To illustrate, H stands for high proficiency, M stands for medium proficiency, and L stands for low proficiency. Content analysis was used to analyze the data from 5 interview questions and the transcripts from the focus-group discussion. The data was categorized and explained to clarify the students' opinions.

The students expressed their opinions towards Project-Based Drama Approach via Blended Learning Environment on English speaking skills in the following themes: (1) Speaking skills improvement, (2) The benefits of in-class and online practices in a blended learning environment, (3) Experience in doing their drama project, and (4) The benefits of using drama in a classroom (DS). The back-translation was used with the examples of the reports to ensure that the both versions in Thai and English were parallel.

The first theme of the students' opinions was speaking skills improvement. Verbal protocol report 1 which was obtained from the qualitative data demonstrated that the students expressed their opinions that they improved their English speaking skills in terms pronunciation (PN), vocabulary (VC), and grammar (GM) due to the activities and contents of the course.

Verbal protocol 1

(1) Speaking skills improvement (SS)

<u>Data from the open-ended questionnaire</u>

1. "หนูบอกเลยค่ะว่า pronunciation ดีขึ้นค่ะ โดยเฉพาะการฝึกเสียงท้าย ed เพราะว่าออกเสียงไม่ถูกมา

ตลอด ละก็ได้ฝึกเยอะดี ช่วยได้เยอะเลยค่ะ"

  "I would say my pronunciation was improved, especially -ed ending sounds

practices because I had mispronounced all the time. Also, a lot of practices were

provided. they really helped me"

2. "การออกเสียงของผมดีขึ้นครับ ได้ฝึกจาก tongue twister เหมือนได้เป็นการวอร์มลิ้น ทำให้สามารถ

ออกเสียงได้ดีขึ้นครับ"

"My pronunciation was improved, probably due to the tongue twister exercises. It's like a warm-up of my tongue. It could help me to pronounce better."

3. "การออกเสียงดีขึ้นอย่างเห็นได้ชัดครับ จากเดิมที่ผมแยกไม่ออก เสียง s/z และ l/r ออกเสียงได้ดีขึ้น เนื่องจากได้ฝึกเยอะ ตอนอ่านและซ้อมละคร ทำให้ออกเสียงได้ดีขึ้นกว่าเดิม"

"My pronunciation was significantly improved. Before I could not distinguish between the /s/, /z/ sounds and /l/, /r/ sounds, now I pronounced better because of the practices. When we read through a play script or rehearsed, it was less difficult for us."

4. " ด้านคำศัพท์ ได้รู้คำศัพท์ใหม่ๆเยอะเลยค่ะ ถึงจะเป็นศัพท์ไม่ได้ใช้ในชีวิตประจำวัน แต่ก็ดีที่ได้เรียนรู้ คำใหม่ๆ เพราะได้ฝึกด้วย จากเดิมรู้แต่คำเดิมๆ ง่ายๆ"

" I improved in vocabulary. I learnt many new vocabulary items both difficult and ancient ones. Though they were not commonly used in daily life, it's worth learning new words."

5. "ผมมีพัฒนาการทางด้านคำศัพท์ จากศัพท์ที่อาจารย์สอนใน แบบฝึกที่เตรียมให้ ทำให้เวลาไปเจอใน บท จะมีความคุ้นเคย จำได้เร็วขึ้นว่าแปลว่าอะไร ได้เรียนรู้คำใหม่ๆเยอะมาก เป็นประโยชน์จริงๆ"

"I had an improvement in vocabulary. I learnt from the words in the contexts that the teacher provided for us in the exercises. When seeing the words we learnt, we could recall what they meant."

Data from the focus-group discussion

L2: "ที่พัฒนาที่สุด ก็คงเป็นการออกเสียงค่ะ หนูออกเสียงได้ดีขึ้นค่อนข้างเยอะเลยค่ะ ตรงการ

ออกเสียง /ch/ /sh/ แล้วก็เสียงท้าย ed 3 แบบที่หนูออกผิดมาตลอด แบบฝึกของอาจารย์เยอะมาก แถม

สอนสนุกด้วย"

   "What I improved most was the pronunciation. It was because of the exercises.

They helped me to pronounce better, especially the /ʃ/ , / tʃ/, and the -ed ending

sounds /id/ , /t/, and /d/. I mispronounced all the time. The exercises and activities of

the teacher were useful, and fun."

L3: "คำศัพท์ใหม่ๆ เพียบเลยค่ะ ปกติหนูไม่ค่อยได้ศัพท์อยู่แล้ว วิชานี้มีประโยชน์มาก ได้เรียนจากตัวบท

ละคร และแบบฝึกหัด แกรมม่าก็มีสอนบ้างแต่ไม่ได้เน้นเยอะ ก็ถือเป็นการทบทวนดีค่ะ บางอันเราก็คืน

อาจารย์ไปหมดแล้ว"

   "Enrolling in this course was beneficial. I learnt many new vocabulary items from

the play script. Normally, I didn't get exposed to the vocabulary items. Some parts of

grammar were taught, but they were not the focus. It's good for a review. We forgot

something we had learnt."

L1: แกรมม่าครับ รู้สึกเข้าใจมากขึ้นจากแต่ก่อนเรื่อง tense."
" It's grammar. I had a clearer understanding about tenses."

Table 21: reports of frequency in speaking skills improvement

	Code	Participants									Total	%
		L1	L2	L3	M1	M2	M3	H1	H2	H3		
SS	PN	2	3	3	1	2	2	1	3	3	20	51.28
	VC	1	1	2	1	1	1	2	2	2	13	33.33
	GM	1	-	-	1	-	1	1	1	1	6	15.39
Total		4	4	5	3	3	4	4	6	6	39	
Percentage (%)		10.26	10.26	12.82	7.69	7.69	10.26	10.26	15.38	15.38		100

As shown in Table 21, there were a total of verbal protocol reports concerned with speaking skills improvement. A total of 20 reports (51.28%) showed that the students had improved their pronunciation (PN). 13 reports (33.33%) revealed that the students had improved their vocabulary (VC). Lastly, 6 verbal reports (15.39%) showed that the students had improved the speaking skills, in terms of grammar.

Verbal protocol 2 showed the students' opinions towards the opportunities of in-class and online practices. They responded that they were provided more opportunities to practice speaking English both inside the classroom (IC) and outside the classroom (OC) which helped improve their English speaking skills.

Verbal protocol 2

(2) The benefits of in-class and online practices in a blended learning

environment (OL)

Data from the open-ended questionnaire

1. "ได้มีโอกาสพูดเยอะดีในห้อง เยอะกว่าวิชาอื่น ๆ ที่เคยเรียนมา แล้วก็ได้ไปฝึกต่อเองนอกห้อง ทำให้

พูดดีขึ้น อย่างน้อยก็กล้าพูดกว่าเดิม"

"I got more opportunities to speak English than other previous courses I enrolled in. Also, I could practice outside the classroom which helped me to be better. At least, I dared to speak."

2. "ชอบที่ได้ฝึกพูดเยอะทั้งในห้องเรียน และแบบฝึกที่ให้ได้ Google Classroom ช่วยพัฒนาขึ้นค่ะ"

"I liked that we had a lot of speaking practices both inside and outside the classroom (in Google Classroom). They helped me to speak better."

3. "ชอบวิชานี้เพราะ ได้ฝึกพูดเยอะ ไม่จำเป็นต้องถูกแกรมม่า ขอแค่กล้าที่จะพูด แถมได้ฝึกต่อนอก

ห้องเรียนอีก ดีมากค่ะ" " I like this course because there were a lot of speaking exercises.

We didn't have to speak accurately all the time. We only had guts to speak. We could also practice speaking outside the classroom."

Data from the focus-group discussion

M3: "มีโอกาสได้พูดเยอะมาก ในวิชานี้ ทั้งกิจกรรม การบ้าน ที่ทำในห้องและใน Google Classroom

ครับ ถือว่าได้ฝึกเยอะจริงๆ"

 "In this course, I had a lot of opportunities to speak in terms of activities, assignments both inside the classroom and in Google Classroom. I would say, It's a lot of practices.

H3: "วิชานี้ได้ฝึกหลายอย่าง ได้มีโอกาสฝึกพูดเยอะ ถึงแม้จำนวนนักศึกษาจะเยอะ ก็ได้ไปฝึกนอกห้อง

ต่อ การออกเสียงก็ได้ฝึกเยอะมาก คำศัพท์ใหม่ๆก็เยอะ ถือว่าได้พัฒนาspeaking เยอะเลยครับ"

 "I practiced a lot in this course. I had a lot of opportunities to speak. Though there were a lot of numbers of students, we could practice outside the classroom. As for the

pronunciation, we had plenty of practices. Also, I learnt many new words. Well, I

think I could improve my speaking skills quite a lot."

"ได้ฝึกการพัฒนา speaking จากบทเรียนใน Google Classroom ค่อนข้างเยอะค่ะ มีประโยชน์มากค่ะ"

" I practiced a lot of speaking exercises from the lessons in Google Classroom. I

found them beneficial."

<u>Data from the focus-group discussion</u>

M3: "มีโอกาสได้พูดเยอะมาก ในวิชานี้ ทั้งกิจกรรม การบ้าน ที่ทำในห้องและใน Google Classroom

ครับ ถือว่าได้ฝึกเยอะจริงๆ"

 "In this course, I had a lot of opportunities to speak in terms of activities,

assignments both inside the classroom and in Google Classroom. I would say, It's a

lot of practices."

L3: "ปกติก็คุ้นเคยกับ Google Classroom อยู่แล้ว ได้ใช้ส่งงานประจำ แต่ไม่ค่อยได้ใช้ในการทำ

แบบฝึกหัด ดูวิดีโอเพื่อทบทวนแบบนี้ ก็มีประโยชน์ดีค่ะ"

 "Normally, we are familiar with Google Classroom. We submit assignments there,

but we never did exercises or watched videos to review our lessons like this. I find it

useful."

M2: "ได้ทบทวน เวลาที่เราอยากเรียนเพิ่ม กี่ครั้งก็ได้ จะเรียนที่ไหนก็ได้ งานที่ส่งก็เป็นระบบดี เวลาที่
คอมเม้นงานเพื่อนไม่ต้องหายาก"

 "I could review the lessons regardless of time and place. It is systematic when we

wanted to comment our friends' s works. They are there."

H1: "นอกจากใช้ส่งงาน ก็เป็นตัวช่วยให้ทบทวนสิ่งที่เราเรียนไปได้ไม่จำกัดครั้ง ด้วยความคุ้นก็มองว่า

Google classroom ใช้งานง่าย เป็นระบบ"

"Apart from submitting assignments, Google Classroom assisted us to review the

lessons for the unlimited of times. With my familiarity, I find it easy and systematic."

Table 22: reports of frequency in the benefits of in-class and online practices in a blended learning environment

	Code	Participants									Total	%
		L1	L2	L3	M1	M2	M3	H1	H2	H3		
OL	IC	5	4	3	4	3	4	5	7	4	39	41.05
	OC	5	6	6	7	5	5	6	8	8	56	58.95
Total		10	10	9	11	8	9	11	15	12	95	
Percentage (%)		10.52	10.52	9.48	11.58	8.42	9.48	11.58	15.79	12.63		100

As shown in Table 16, there were a total of verbal protocol reports concerned

with the opportunities of in-class and online practices. A total of 39 reports (41.05%)

showed that the students had opportunities to speak English inside the classroom (IC).

56 verbal reports (58.95%) revealed the students had opportunities to speak English

outside the classroom (OC).

Verbal protocol 3 reported the students' opinions towards experience in

conducting a drama project. Since many students had no prior experience in

conducting a stage play as a final project before. They expressed that they learnt

speaking skills through doing a project (SP) as well as learning about collaboration

among their group members (CT).

Verbal protocol 3

(3) Experience in doing their final project (DP)

<u>Data from the open-ended questionnaire</u>

1. "ได้ทำงานกับเพื่อนใหม่หลายคน ตอนแรกก็กลัวงานจะออกมาไม่ดี แต่พอได้ทำงานไปซักพัก เราได้

เรียนรู้ซึ่งกันและกันช่วยเหลือกัน จนงานออกมาเสร็จสมบูรณ์ ทีมเวิร์คสำคัญมากค่ะ"

  "In my group, I worked with many new friends. I was quite worried that the final

project would turn out bad. We gradually got along well week by week until the work

was done. We learnt a lot from one another. Teamwork is crucially important"

2. "ได้เรียนรู้การทำงานกับคนอื่นๆ แม้เราจะ ไม่เคยคุยกันมาก่อน เอาเรื่องงานเป็นหลัก ก็สำเร็จได้"

  "I learnt how to work with the people I had never talked to. Our focus was the final

project and we succeeded."

3. "ได้เพื่อนใหม่จากการทำงานละครเยอะมาก เราทุ่มเทกันสุดๆ เพื่อนในกลุ่มให้ความร่วมมือดีมาก ลง

วิชานี้ได้ทั้งความรู้และมิตรภาพครับ"

  "I had many new friends from doing this drama project. We put our heart and soul

into it. Our group members had good collaboration. I'd say I got both knowledge and

friendship from enrolling in this course."

<u>Data from the focus-group discussion</u>

L2: "คิดว่า นอกเหนือจากได้พัฒนาspeaking การทำละครก็มีประโยชน์นะคะ ได้เรียนรู้คน เหมือนการ
ทำงานแบบจำลองเพื่อเตรียมสู่ชีวิตจริง"

  " I think apart from improving my speaking skills, doing a stage play as our final
project

M1: "ได้เรียนรู้กระบวนการทำงานของการทำละครเวทีทั้งเบื้องหน้าและเบื้องหลัง ท้าทายแต่ก็สนุก"

"I learnt the processes of how to conduct a stage play both in front of and behind the curtain. It was challenging, but fun."

H2: "หนูว่าได้ประสบการณ์ที่วิชาอื่นไม่มี ได้ทำละคร เวลาแค่ 1 เทอม เราก็สามารถทำได้ และได้ความรู้ มากมาย เช่น องค์ประกอบต่างๆของละครเวที การสื่อสารให้คนดูเข้าใจ เหนื่อยแต่สนุก คุ้มค่ากับการ ทุ่มเทค่ะ"

"I think I had the experiences that I didn't have in other courses that is doing a stage play. We only had 1 semester, but we could accomplish it. Also, we learnt many new things like the components of a stage play and how to deliver message to the audience. It was exhausting, but fun. It's worth dedicating for."

Table 23: reports of frequency in experience in doing a drama project

	Code	Participants									Total	%
		L1	L2	L3	M1	M2	M3	H1	H2	H3		
DP	SP	4	4	3	3	3	2	3	3	4	29	55.77
	CT	3	2	3	4	2	2	1	3	3	23	44.23
Total		7	6	6	7	5	4	4	6	7	52	
Percentage (%)		13.46	11.54	11.54	13.46	9.62	7.69	7.69	11.54	13.46		100

As shown in Table 23, there were a total of verbal protocol reports concerned with experience in doing a drama project. A total of 29 reports (55.77%) showed that the students had improved their speaking skills from the experiences they had when doing their drama project (SP). 23 reports (44.23%) showed that the students had gained their collaboration among their team members from the experiences they had when doing their drama project (CT).

Verbal protocol 4 showed the students' opinions towards the benefits of using drama in a classroom (DS). The students reported that many of them had never performed before, not to mentioned acting in the class in front of many people. Once they were familiar with drama that was used to promote their speaking skills, they found that it was beneficial for them to improve their speaking skills. The benefits of

drama that they reported included 1) English speaking confidence (SC) 2) new learning experiences (LE), and 3) creativity development (CD).

Verbal protocol 4

4) The benefits of using drama in a classroom (DS)

<u>Data from the open-ended questionnaire</u>

1. "คิดว่าดราม่ามีประโยชน์กว่าที่คิดค่ะ ได้ฝึกความกล้าแสดงออก ได้รู้ว่าเราก็เป็นนักแสดงที่ดีได้ ขอแค่กล้า วิชานี้ได้ฝึกการแสดงและการพูดค่อนข้างเยอะ"

   " I found that drama was more beneficial than I thought. This course had quite a lot of acting and speaking exercises. I boosted up my confidence. I found that I could be a good actor, too. I just needed more courage."

2. "รู้สึกตัวเองมั่นใจมากขึ้นเวลาที่จะพูดภาษาอังกฤษค่ะ วิชานี้อาจารย์อยากให้เรากล้าพูด ไม่ต้องกลัวที่จะผิด ถ้าผิดอาจารย์จะบอกเราอีกทีโดยไม่ให้เราเสียหน้าค่ะ"

"I am more confident when speaking English. In this course, the teacher wanted us to speak without the fear of making mistakes. If we made some mistakes, the teacher would tell us later in order not to make lose face.

3. "กล้าที่จะพูดค่ะ มั่นใจมากขึ้น จากเดิมที่ขี้อาย กลัวผิด กลัวเพื่อนหัวเราะ ถึงจะผิดหนูก็กล้าพูดมากขึ้นค่ะ"

M3: "acting workshop มีประโยชน์มาก ค่ะ ได้ฝึกกิจกรรมหลายแบบ monologues, dialogues ทำให้มีพื้นฐานด้านการแสดง ที่ไม่เคยรู้มาก่อนเลย ไม่เคยทำไรแบบนี้ ถือว่าเป็นประสบการณ์ที่ดีค่ะ"

"The acting workshop was useful. I practiced through many activities such as monologues, dialogues, and mime which could help me profoundly understand about acting. I never had this kind of experience before. It was a good one for me."

H2: " scene analysis ดีมากครับ เป็นการเปิดโลกมาก ได้คิดวิเคราะห์ ตีความ สนุกมากๆ

"The activity called scene analysis was pretty good. It broadened my world. I used my critical analysis skills, and interpretation skills. It was extremely fun."

M2: "ตอนที่มี acting workshop เป็นประโยชน์มากๆ ได้เรียนหลายๆอย่างที่ไม่เคยทำมาก่อน ทั้งเรื่อง กระบวนการทำงานละครเวที และ การแสดง น่าสนใจดี"

  "I found the contents in this course useful, especially the acting workshop was held. We learnt the processes of how to do a stage play and how to perform which was interesting. I never studied this kind of thing before."

"ได้ใช้ความคิดสร้างสรรค์ เยอะมากค่ะ ตอนที่อาจารย์ให้ฝึกสร้างซีนจากเรื่อง Wizard of Oz ตาม ความคิดสร้างสรรค์ของตัวเอง สนุกมากและมีประโยชน์มาก ได้เอามาต่อยอดตอนซ้อมและแสดงค่ะ"

"I used a lot of my activity when the teacher asked us to create a scene from the Wizard of Oz based on our creativity. It was fun and beneficial. I could use it to further my rehearsal and performance.

"การแสดง มีประโยชน์หลายอย่างครับ ตอนที่อาจารย์ให้ฝึกกิจกรรมในห้อง ผมว่ากลุ่มผมได้ใช้ความคิด สร้างสรรค์ในการดีไซน์ ซีนของตัวเอง ชอบมากๆครับ"

"Drama is beneficial in many ways. For me, creativity is one of them. When the teacher had us practiced the activities, we used a lot of activities to design our own scene. I really like it."

Table 24: reports of frequency in the benefits of using drama in a classroom (DS)

	Code	Participants									Total	%
		L1	L2	L3	M1	M2	M3	H1	H2	H3		
DS	SC	1	-	2	1	-	2	1	-	1	8	24.24
	LE	2	1	1	1	1	2	2	2	1	13	39.40
	CD	1	2	1	-	2	2	1	1	2	12	36.36
Total		4	3	4	2	3	6	4	3	4	33	
Percentage (%)		12.12	9.10	12.12	6.06	9.10	18.18	12.12	9.10	12.12		100

As shown in Table 18, there were a total of verbal protocol reports concerned with in the benefits of using drama in a classroom (DS). A total of 8 reports (24.24%) showed that the students had improved their speaking confidence from the activities they had participated for 12 weeks (SC).

13 reports (39.40%) showed that the students had learnt new learning experience from using drama in a classroom (LE). The other one was creativity with 12 reports (36.36%). The students used their creativity when creating their own scenes in drama activities (CD).

However, the data obtained from the focus-group discussion revealed that the students reported what should be adjusted in this course (MI). The students found that the theme of the project was too difficult for them. Also, the activities provided in the class were demanding, and the language use in the class should be in Thai rather than in English. The excepts were presented in Verbal protocol 5.

Verbal protocol 5

Course adjustment on the theme of final project (FP)

1. "คิดว่าทีมที่พวกเราเลือกยากเกินไป ศัพท์ยาก คราวหน้าเอาเรื่องที่ง่ายกว่านี้ หรือเรื่องที่คนรู้จักมากๆ"

 " I think the theme we chose for the final project was too difficult especially in terms of vocabulary. We had better choose the easier one or the well-known one next time."

2. " เรื่อง Wizard of Oz ถือว่าเก่ามาก อยากทำเรื่องที่ใหม่ๆ หรือเป็นที่นิยม เช่น Disney"

"The Wizard of Oz is considered very old. I wanted to do something new or popular like Disney."

3. "ละครที่เราแสดงยากเกินไป ทั้งคำศัพท์ แกรมม่า ควรจะเลือกเรื่องง่ายกว่านี้"

" The play was too difficult in terms of vocabulary and structures. We' d better do the easier one next time."

Course adjustment on the activities of the class (AC)

1 "การได้ฝึกเป็นเรื่องที่ดี แต่คิดว่างานเยอะเกินไป เพราะว่ามีวิชาอื่นๆอีก"

"Practicing was good, but I think there were too many assignments. I also enrolled in other courses this semester."

2 "กิจกรรมในห้องเยอะ การบ้านเยอะ เวลาทำไม่ค่อยมีเพราะต้องทำงานพาร์ทไทม์"

"There were many activities in the classroom and also assignments. Admittedly, I didn't have much time to do because I had to a part-time job."

3 "คิดว่าควรปรับเรื่องกิจกรรม และงานที่ให้นักศึกษา มันเยอะเกินไป"

"I think what should be adjusted are the activities and the assignments for the students. They were too many."

Course adjustment on the language use in the class (AL)

1 "อยากให้พูดภาษาไทยเยอะกว่านี้ เวลาอาจารย์พูดภาษาอังกฤษฟังไม่ค่อยทัน"

"I couldn't catch up much when the teacher spoke in English. I preferred the teacher to speak more Thai."

2 "บางทีก็กดดันเวลาอาจารย์พูดภาษาอังกฤษ อยากให้พูดภาษาไทยเยอะกว่านี้"

"I felt pressured when the teacher spoke in English. I preferred more Thai in the class."

Table 25: reports of frequency in the adjustment of the course

	Code	Participants									Total	%
		L1	L2	L3	M1	M2	M3	H1	H2	H3		
MI	FP	2	1	2	2	2	1	1	1	2	14	63.64
	AC	1	1	1	-	1	-	-	1	-	5	22.73
	AL	1	1	1	-	-	-	-	-	-	3	13.63
Total		4	3	4	2	3	1	1	2	2	22	
Percentage (%)		18.18	13.63	18.18	9.10	13.63	4.54	4.54	9.10	9.10		100

As shown in Table 25, there were a total of verbal protocol reports concerned with the benefits of a platform used in a blended learning environment. A total of 24 reports (42.10%) showed that the students had improved their English speaking skills which was one of the benefits of a platform used in a blended learning environment (ES). 17 reports (29.83%) revealed that the students expressed that the benefit they got from a platform used in a blended learning environment was the limited amount of access (LA). Lastly, 16 verbal reports (28.07%) showed that the students could access Google Classroom from any where and any time which was one of the benefits from a platform used in a blended learning environment (AW).

Summary

This chapter presented the findings of project-based drama approach via blended learning environment on speaking skills. The results were analyzed quantitatively and qualitatively.

The first research question concerned examining whether the students' speaking skills will be significantly improved after Project-Based Drama Approach via Blended Learning Environment has been implemented. The results showed that

the students gained higher scores of the post-test than the pre-test and were statistically different at 0.01 level. Therefore, the hypothesis was accepted.

The second research question focused on students' opinions towards project-based drama approach via blended learning environment on speaking skills. The results revealed that the students had positive opinions towards Project-Based Drama Approach via Blended Learning Environment on Speaking Skills.

To summarize, the findings clarified that project-based drama approach via blended learning environment on speaking skills was effective in improving students' English speaking skills. Further, students also had positive opinions towards project-based drama approach via blended learning environment on speaking skills

The next chapter will present the summary of the study, the discussion of the findings, and the recommendation for future research studies.

CHAPTER V
DISCUSSIONS

This chapter is divided into five sections. The first section summarizes the study. The second section summarizes the study's findings. The third section discussed the findings. The fourth section discusses the educational implications. The chapter concludes with a call for additional research.

5.1 Summary of the study

The study used a one-group experimental design to examine the speaking skills of Thai EFL undergraduate students using a project-based drama approach in a blended learning environment. The study compared the English speaking skills of Thai EFL undergraduate students before and after implementing a project-based drama approach via a blended learning environment, using a paired-sample t-test. The participants in this study were 51 third-year English major students enrolled in Learning English through Drama course at Ubon Ratchathani Rajabhat University during the second academic year of 2020.

The study was conducted in two phases. The first phase focused on developing a project-based drama approach for Thai EFL undergraduate students' speaking skills via a blended learning environment. The second phase focused on the impact of a project-based drama approach on the speaking skills of Thai EFL undergraduate students via a blended learning environment.

The first phase of the research procedure involved developing a project-based drama approach for assessing Thai EFL undergraduate students' speaking skills via a blended learning environment. After identifying the participants, the researcher

examined fundamental concepts related to English speaking skills, lesson plans, an English speaking skills test, a questionnaire of students' opinions, and questions for focus-group discussion. Following that, three experts validated the research instruments. The pilot study was then conducted. The research instruments were evaluated in a pilot study with 15 students enrolled in other elective courses. Following that, the lesson plans and other research instruments were revised in light of the pilot study's findings.

The second phase of the study examined the effect of implementing a project-based drama approach via a blended learning environment on the speaking abilities of Thai EFL undergraduate students. This phase began with a pre-test of English speaking abilities (See Appendix A). The participants were required to complete a pre-test and listen to an overview of the course in which they would be participating. Following that, the English speaking test was administered. Following that, the researcher implemented the treatment from week 2 to week 13 in order to improve students' speaking abilities.

To determine the effectiveness of the instruction, the pre- and post-English speaking skills test scores were analyzed statistically using standard deviations and the paired-sample t-test. Additionally, descriptive statistics were used to analyze the students' responses to a questionnaire regarding the effect of a project-based drama approach via a blended learning environment on Thai EFL undergraduate students' speaking abilities. The focus-group discussion was analyzed using content analysis.

This study's analytic scoring rubric was adapted from four standardized tests: IELTs, TOEFL iBT, ACTFL, and PTE (See Appendix B). The total raw score for the speaking evaluation was 60 points (20 points for each part of the test). Each section of

the test was scored on four criteria related to English speaking abilities: fluency and coherence, grammar and accuracy, vocabulary, and pronunciation. Each criterion was worth five points. This test had a total converted score of 20 points.   The reliability of grading students' English speaking abilities pre- and post-test was determined using inter-rater reliability. The results indicated that the correlation between the researcher and another rater was 0.82 on the pre-test and 0.85 on the post-test, indicating that two raters were consistent in grading students' English speaking abilities.

5.2 The findings of the study

The study's findings can be summarized in two major categories: 1) the students' English speaking skills, and 2) the students' opinions of the effect of a project-based drama approach via a blended learning environment on the speaking skills of Thai EFL undergraduate students.

5.2.1 English Speaking Skills of Students

To address the research question, "To what extent does Project-Based Drama Approach

via Blended Learning Environment improve students' speaking skills?" The results indicated that, at the 0.05 level, post-test mean scores were significantly higher than pre-test mean scores.

To assess students' English speaking skills, the researcher used a four-point analytic scoring rubric that included four criteria: fluency and coherence, grammar and accuracy, vocabulary, and pronunciation. The data was then analyzed to

determine the mean, standard deviation, mean differences, and t-values. The findings indicated that, at the 0.05 level of significance, the post-test mean scores on every criterion of English speaking skills were higher than the pre-test mean scores. Thus, it can be concluded that the Project-Based Dramatic Approach via Blended learning environment significantly improved students' speaking skills. In other words, students' English speaking skills improved as a result of the instruction.

5.2.2 Students' Opinions towards Project-Based Drama Approach via Blended Learning Environment on Speaking Skills

To address the second research question, "What are the students' opinions towards Project-Based Drama Approach via Blended Learning Environment on Speaking Skills?" students were asked to complete a questionnaire on their attitudes toward Project-Based Drama Approach via Blended Learning Environment (See Appendix E). The questionnaire data revealed that students believed their English speaking skills had improved as a result of learning through a Project-Based Drama Approach via a Blended Learning Environment. According to the open-ended questions, the students perceived the instruction to be beneficial in terms of improving their pronunciation, self-confidence, vocabulary size, grammar use, and faster rate of speech. Additionally, the students stated that they learned about collaboration while working on the project. Additionally, they possessed a thorough understanding of the stages involved in producing a stage play, as well as acting. However, students provided constructive feedback indicating that the project's theme was too difficult for them. It ought to have been corrected. Additionally, for the benefit of the students' comprehension, the preferred language in class was Thai rather than English.

Additionally, a focus-group discussion was used to elicit additional information from the questionnaire. The students reported that the activities and materials in class aided them in improving their English speaking skills. Additionally, the majority of students indicated that they improved their pronunciation the most, followed by vocabulary, grammar, and fluency. Apart from that, they indicated that the online learning platform, Google Classroom, was beneficial and systematic for them.

To summarize, the research hypothesis for this study was accepted because the average scores on the post-test of English speaking skills were significantly higher. Additionally, the second research question was addressed using data from the students' opinions questionnaire and focus groups. The students expressed favorable attitudes toward the Project-Based Drama Approach for Speaking Skills via a Blended Learning Environment.

5.3 Discussion

As previously stated, the study's objectives were to examine students' speaking skills following implementation of the Project-Based Drama Approach via Blended Learning Environment and to investigate students' opinions toward the Project-Based Drama Approach via Blended Learning Environment. As a result, the findings were analyzed and discussed in relation to two primary areas: students' improvement in English speaking skills and students' opinions toward Project-Based Drama Approach via Blended Learning Environment.

5.3.1 Students' Improvement in English Speaking Skills

There was a significant difference between the pre- and post-test mean scores on the English speaking skills test at a significance level of 0.05 in the hypothesis 1 testing. On the English speaking skills test, students' post-test mean scores were significantly higher than their pre-test mean scores. In other words, a Project-Based Drama Approach on Speaking Skills via a Blended Learning Environment may help students improve their English speaking skills.

As students improved their English speaking skills as a result of learning through a Project-Based Drama Approach via a Blended Learning Environment, it was discovered that all four criteria used to evaluate speaking skills, namely fluency, grammar, vocabulary, and pronunciation, were also improved.

According to the study's findings, pronunciation was the most improved criterion of the four English speaking skills criteria, followed by vocabulary, grammar, and accuracy, and fluency and coherence.

5.3.1.1 Students' improvement in pronunciation

Students had numerous opportunities to practice their pronunciation through drills, activities, and exercises both inside and outside the classroom during the 12-week Project-Based Drama Approach via Blended Learning Environment on Speaking Skills instruction. As indicated in the scope and sequence, the pronunciation exercises were integrated into the unit during each week of instruction, progressing from basic to more difficult levels. Prior to acting and completing the final project, students were introduced to and reviewed the vowel and consonant sounds, places of articulation, and various tones and intonations during the Planning-Preliminary Stage. As Kongsontana (2011) suggested that pronunciation cannot be taught separately. As

a result, the researcher designed activities around contexts related to the final project's theme, Wizard of Oz. The students were divided into groups and assigned to read excerpts from The Wizard of Oz script. The students were then instructed to differentiate the sounds by pronouncing them aloud in groups and circling those they heard, such as as [au], [ər], [æ], [θ], [ð.] In terms of pronunciation and intonation, the researcher showed students examples from the Wizard of Oz stage play to familiarize them with the fact that we do not speak monotonously in daily conversation. The acting was also identical. Students studied the following topics during the Implementation-Intermediate Stage: script analysis, character analysis, scene analysis, and song analysis. Additionally, the students attended an acting workshop to prepare for their final project rehearsal. Following the class, each group of students set their own rehearsal dates and times for the final project. These activities were created to help them improve their pronunciation. According to students' responses during a focus group discussion, the acting workshop taught them a lot. Particularly during the script analysis, which involved everyone reading the script aloud. If the researcher incorrectly pronounces the words, the students can memorize them.

"I think my pronunciation improved a lot. I think it's because of the rehearsal after class. We did it many times until we did it all correctly".

Consequently, many students reported that their pronunciation improved as a result of their rehearsal. They stated that the more they practiced, the more accurate their pronunciation would become. According to Putri, Marbun, and Rosnija (2016), the use of repetition in rehearsing drama can encourage the correction process by increasing participants' awareness of sound problems. The study's findings corroborated Putri, Marbun and Rosnija (2016) and Klaypha, Toonboon, Sangwarinta,

and Sriwantanasin (2019) findings that drama use had an effect on students' pronunciation. They confirmed that by utilizing these techniques, students were able to practice their pronunciation through drill and repetition.

Additionally, students' pronunciations improved as a result of the critical role of blended learning. The students had adequate practice from the Google Classroom online session. Following the face-to-face session, students were required to review what they had learned the previous week by watching videos, completing exercises, and submitting assignments related to the speaking skills they had studied that week. According to the students' responses during the focus group discussion, they found blended learning to be beneficial and systematic. Students gradually improved their pronunciation over the course of 12 weeks through various practices.

"I find Google Classroom useful and systematic. It's like using one stop service. I liked doing exercises there, especially when practicing the words that I mispronounced. I did better eventually."

This was consistent with Alibaladi & Alshareef (2019) assertion that blended learning provides additional opportunities for students to participate both in and out of class. Additionally, blended learning may provide opportunities for language practice outside of the classroom setting (Marsh, 2012).

Similarly, Syaifudin (2017) conducted a study to determine how the Blended Learning model could be used to help students improve their speaking abilities and to ascertain students' reactions to the Blended Learning model being implemented in speaking classes. The study's findings indicated that blended learning can assist students in overcoming classroom barriers such as insufficient learning and practice time, fear of making mistakes, and a lack of confidence and shyness when practicing.

Shih (2010) also noted that one of the benefits of a blended learning approach is that it assists students in developing their speaking abilities as well as other language abilities such as grammar, pronunciation, facial expression, and eye contact.

5.3.1.2 Students' improvement in vocabulary

Vocabulary came in second place across all four criteria. The students were required to memorize a large number of unfamiliar words for the study because the majority of the vocabulary items used in "The Wizard of Oz" were ancient and were not commonly used in daily life. As a result, the researcher was required to develop content and activities that would assist students in effectively using the vocabulary both explicitly and implicitly in contexts when speaking. For instance, over the course of 12 weeks of instruction, students were required to complete matching games, mime, and insert words into a story. The students encountered numerous difficulties during the second stage, Implementation-Intermediate, due to the difficult words, both in terms of meaning and pronunciation. To assist the students, the researcher asked them to circle 50 difficult words in each category. The teacher then gathered and incorporated the problematic words into class and Google Classroom exercises. This was to assist them in memorizing and applying the words to contexts. According to the focus group discussion, many students stated that they learned numerous new vocabulary items from the play script, despite the fact that they found them too difficult.

"Enrolling in this course was beneficial. I learnt many new vocabulary items from the play script. Normally, I didn't get exposed to the vocabulary items."

Likewise, Al-Darayseh (2014) indicated that combining explicit and implicit vocabulary strategies was effective in increasing students' vocabulary size and, as a result, in improving students' speaking abilities. Additionally, it is unquestionably recommended that EFL teachers teach vocabulary in context. Fully contextual vocabulary instruction, in which the teacher incorporates vocabulary instruction into another teaching lesson, such as reading, listening, writing, or speaking, is preferable.

While students reported learning a large number of new vocabulary items in a short period of time, the researcher observed that some students were unable to memorize as many words as they should have. This could be due to the time constraint and the difficulty of the vocabulary items. Several students received low scores on the post-test for vocabulary use.

This is supported by Rohmatillah (2014), who conducted a study on the factors that contribute to students' difficulty in learning vocabulary. The factors that could obstruct students' use of vocabulary were the vast number of words they must learn, the scarcity of sources of information about words, and the complexity of word knowledge, which results in a lack of understanding of the grammatical structure of the words.

5.3.1.3 Students' improvement in grammar

Grammar and accuracy came in third place across all four criteria. Unlike other courses, grammar was not the primary focus of this study, but rather a subcategory of components of speaking skills. Each week, students studied grammar in order to comprehend the message's structure. Following the conclusion of the face-to-face sessions, students reviewed the lessons by watching some grammar point

videos, completing grammar exercises, and submitting grammar assignments. In response to the focus-group discussion, a few students brought up the subject of grammar usage. Students stated that they gained a better understanding of grammar and tenses.

"I learnt more about tenses when I studies this course."

It was revealed that the students' speaking skills had improved. Grammar was included. Thus, the findings were corroborated by Maulany (2013) and Riswandi (2018), who found that implementing project-based learning helped students improve their speaking skills. The results indicated an increase in students' motivation to learn as well as an improvement in their speaking skills, including vocabulary, grammar, pronunciation, and fluency. Students appear to have a better grasp of grammar in terms of tenses. Additionally, they boosted confidence when speaking. Additionally, the vocabulary size has been increased as a result of students being required to practice

5.3.1.4 Students' improvement in fluency

The least improvement criterion was fluency. Students had numerous opportunities to speak both inside and outside the classroom during this study. The findings indicated that the students' speaking abilities had been improved. This could be because of the activities designed to assist students in avoiding lengthy pauses or hesitations. According to their responses to open-ended questions, the students indicated that they improved their speaking skills.

"I got more opportunities to speak English than other previous courses I enrolled in. Also, I could practice outside the classroom which helped me to be better. At least, I dared to speak."

"I liked that we had a lot of speaking practices both inside and outside the classroom (in Google Classroom). They helped me to speak better."

However, none of the students mentioned "fluency" during the focus-group discussion. This is most likely due to the study's time constraints. Fluency is a process that takes time to master. The findings corroborated Brown (2003), Chomraj (2010), and Shen (2013) in that it may take students longer to practice their fluency. Twelve weeks of instruction may be insufficient for them to comprehend. According to the researcher, some students did not show significant improvement between the pre- and post-test. Clearly, they required additional time to practice the language.

To sum up, the findings of this study were consistent with those of previous studies in a number of ways. The findings indicated that students improved in all four criteria of English speaking skills. Further, they benefited from learning Project-Based Drama Approach via Blended Learning Environment on Speaking Skills.

5.3.2 Students' Opinions towards Project-Based Drama Approach via Blended Learning Environment on Speaking Skills

According to the results of the second research question, students had optimistic views toward Project-Based Drama Approach via Blended Learning Environment on Speaking Skills based on their responses to the students' opinions questionnaire. Additionally, their English speaking skills were improved as a result of

the instruction's effectiveness. According to the focus group discussion, the students found the instruction beneficial. Several intriguing topics are discussed below.

5.3.2.1 Students' opinions towards drama

Drama was the component that drew the most attention from students during the focus-group discussion. Furthermore, drama received the highest rating of 4.51 on the 5-point Likert scale in the students' opinions questionnaire. Students reported that they gained valuable knowledge from the acting workshop, which was primarily designed to prepare students for their final project. Besides that, they explained that, in addition to acquiring speaking skills, enrolling in this class provided them with invaluable experience. The students gained an understanding of the processes involved in producing a stage play and its components. Khosronejad&Parviz (2013) supports the students' responses by stating that teaching drama on speaking skills benefits students by encouraging them to develop greater self-confidence in their English usage through exposure to language use in operation and real-world situations.

Since the students were given various opportunities to speak English both inside and outside the classroom during the twelve weeks of implementation of the Project-Based Drama Approach via Blended Learning Environment on Speaking Skills, they were exposed to the target language through their responses to open-ended questions and the focus-group discussion, in terms of pronunciation and intonation, increased vocabulary size, and opportunities to speak English. The findings confirmed Ronke (2005) assertion that drama exercises assisted EFL students in practicing various aspects of target language pronunciation (e.g. pitch, tempo,

volume) and intonation (e.g. melody, rhythm), as well as promoting more fluent and accurate speech.

Burlinska (2016) also noted that incorporating drama into the classroom provided opportunities for students to produce language and helped them overcome their silence and shyness. Correspondingly, Sirisrimangkorn (2018) conducted research on the use of project-based learning with a focus on drama to assist students in improving their English speaking abilities. The participants comprised EFL students enrolled in Learning English through Drama course at Nakhon Ratchasima Rajabhat University. The results indicated that the students' speaking skills had improved. Thus, project-based learning with a focus on drama was effective in enhancing students' speaking skills. Further, drama provides opportunities for students to communicate in communicative contexts and in an enjoyable manner.

5.3.2.2 Students' opinions on experiences from doing a project

During the 12 weeks of doing the final project, the students gained extensive experience. The project was beneficial to them. The students' responses to the project could be classified into three categories: language improvement, collaboration, and challenges. Firstly, the students' pronunciation was improved as part of the language improvement process. Maley & Duff (2005) support this by stating that repeated rehearsals enable students to work on and practice pronunciation, stress, rhythm, and intonation. Ronke (2005) asserts that drama can motivate EFL students to prioritize proper pronunciation and intonation. Additionally, the students' vocabulary size appeared to increase as a result of the repetition of rehearsal, which was consistent with Kalidas (2014) assertion that drama helps students improve their language

proficiency. Because drama allows for the exploration of various scenarios and situations, it enables students to experiment with a variety of oral and written forms. Drama has aided them in expanding their vocabulary and honing their language skills.

Apart from improving speaking skills, collaboration was mentioned. Since the students were required to collaborate on a two-month project. The students had developed friendships, a greater sense of responsibility, and a capacity for teamwork. The findings confirmed Kalidas (2014) statement that drama is a collaborative effort. Drama requires participants to engage in active learning, cooperation, and collaborative effort. Although students were initially hesitant about working in a large group, as they shared their experiences and cultural differences, they began to enjoy the activity and work cooperatively to accomplish a common goal: to perform on stage. Wagner (1989) believes that drama enables children to collaborate and support one another in order to achieve a more meaningful life, and that in order for the drama to succeed, they must cooperate and support one another's efforts. Additionally, students believe that one of the benefits of drama is that it helps them develop soft skills. True, drama teaches students specific gestures and expressions, as well as how to respond to and relate to others, as well as how to deal with feelings and emotions.

While the students gained valuable experience and their English speaking abilities improved as a result of the project, they encountered some challenges while completing the final project. The majority of students had never completed a project before. As a result, it was difficult for them to do so. Additionally, they had disagreements with the group member. The findings supplemented Rogers (2011) argument that student indiscipline was a barrier to project completion. Utilizing a

project-based learning approach entailed the challenge of assisting students in adjusting to a new learning style.

5.3.2.3 Students' opinions towards English speaking confidence

Likewise, students reported that their speaking confidence increased as a result of studying in a blended learning environment using a project-based learning drama approach. The students expressed that prior to the treatment, they lacked confidence when speaking out of fear of losing face if they made a mistake. Mareta (2017) confirmed that students lack confidence as a result of a lack of speaking exposure or speaking practices during the teaching-learning activity. Additionally, Atas (2015) argued that when a student becomes silent in class, the teacher has lost the student. Reluctance to participate in a language classroom does not indicate a lack of discipline, but rather a sign of increased anxiety and disinterest. As a result, teaching-learning activities should be modified to make them more enjoyable and interactive in order to motivate students to speak and build their confidence. The researcher in this study encouraged them to speak up without fear of making a mistake. As a result, the students felt less anxious and were more eager to participate in the lessons. As observed, a greater number of students were willing to participate without fear of making a mistake. The findings corroborated Doqaruni's (2013) observation that students who participated actively in class appeared to have a greater sense of speaking confidence than those who were passive. Additionally, it was discovered that the use of drama can help students develop their speaking confidence. Students expressed that they were no longer afraid to speak in front of the class because they had grown accustomed to acting in front of the class. Atas (2015) supported the

findings that using drama can help students overcome their fear of making mistakes in front of their friends, thereby increasing their confidence when speaking English.

It can be concluded that there is a correlation between students' speaking confidence and their ability to communicate effectively. The more confident students are, the better their speaking skills will be. A teacher's role is to assist and encourage students, not to correct their errors or insult them. When students develop a sense of security in the language classroom, they naturally begin to speak with confidence.

5.3.2.4 Students' opinions towards the importance of technology improving English speaking skills

It is inevitable that technology encompasses our daily lives. For students, technology is critical because they must utilize technology in order to achieve academic success. Students voiced their opinions on Google Classroom, the study's online learning platform. Students found the platform to be advantageous and well-organized. Alim, Linda, Gunawan, and Saad (2019) argued that Google Classroom is extremely beneficial for students' abilities and skills development. Students can either learn independently or with the assistance of a teacher. Students can discover new information when they are required to participate in active learning via Google Classroom. Similarly, students perceived an improvement in their speaking abilities as a result of increased opportunities to review lessons an unlimited number of times, anywhere and at any time. According to Ehsanifard, Ghapanchi, and Afsharrad (2020) and Pramila & Thomas (2019), blended learning has a significant impact on the language proficiency of EFL students in speaking skills. Exposure to authentic resources benefited the students. Additionally, blended learning provides students

with benefits and opportunities. In general, students perform better in public speaking. As a result, it can be concluded that blended learning increases students' engagement in the course and is more effective at improving students' oral communication skills.

It can be concluded that Google Classroom is effective at teaching English speaking skills and improving students' speaking abilities. It can be demonstrated that speaking abilities improved significantly. Google Classroom can be used in place of traditional classroom models and activities in English classes. The use of Google Classroom as a medium for teaching speaking has a significant impact on students' ability to communicate in English. In other words, Google Classroom enables teachers and students to collaborate on materials and assignments. Additionally, it may require additional time, effort, and spirit on the part of teachers, as well as increased techniques to improve students' speaking abilities.

5.4 Pedagogical Implications

The following implication derived from the research findings

5.4.1Teaching materials

Firstly, the theme of the students' final project was the Wizard of Oz. Therefore, the materials had be designed based on the story. However, some students reported that they were not interested the materials that much because it was a very old movie. They preferred the theme from Disney for example. As a result, the researcher suggests the materials should be relevant to the students' interests. So that they could engage in the lessons.

Secondly, the level of teaching materials should be suitable for the level of English proficiency of the students. As in the study, the theme was too difficult for the students. So it was suggested that when designing the materials, the level of the students should be taken into consideration.

Lastly, authentic materials should be employed in the class as much as possible. In this study, the researcher used a lot of authentic materials to teach the students in order to let them familiar with the speeches, the intonation, the correct pronunciation, and the feelings of English speakers. It turned out that the students were interested in participating in the activities that authentic materials were employed. Further, the students could imitate and also improved their English speaking skills.

5.4.2 The role of a teacher

Since the project-based learning was used in this study, the role of a teacher was not an authoritative, but a facilitator. The teacher was not supposed to control the students, but guide them and suggest them what should they do and do not. The key of project-based learning is the student-center. Therefore, the teacher should allow the students to think and work freely. If they are out of track, the teacher could guide them to the right track. As in the study, most of the students had no prior experience in conducting a stage play. So they did what they could do freely, once they did not know what to do they ask for help. The role of the researcher was a facilitator.

The other important issue that should be taken into consideration is that the teacher should know the level of English proficiency of the students. If the students are low proficiency, it means they need more help than others. In this study, the

researcher mainly spoke English in the class so that some students could not catch up. They misunderstood many things. So it is crucially important to know the students.

5.4.3 The role of students

The students who enroll in this course should be highly responsible. It requires a lot of work to accomplish a project. The students need to be responsible in what they do. The important thing is that they need to communicate with others. So if the duty has not been yet completed, others can help. Also, the students should be active since drama and speaking skills played important roles, the students have to participate many exciting activities in order to improve English speaking skills.

5.5 Limitations of the Study

The limitation was a time constraint. This study took 14 weeks to complete. It may not be possible for all students to improve every aspect of their speaking abilities, particularly their fluency since the students had mixed ability. Therefore, it might take some time for some students to improve their fluency.

5.6 Recommendation for Future Research

To begin, the model's implementation could be used to teach other language skills such as listening, writing, or reading. It may reveal some intriguing issues that were not addressed in the current study. Additionally, the instruction could be used to teach courses unrelated to English. The findings from those studies may illuminate important pedagogical issues.

Second, the educational platform can be customized according to the students' interests. Given the variety of available applications and websites, the future

researcher should consider the study's objectives to determine which platform should be used for the students. Additionally, the students' interests are significant. If the students find the platform uninteresting or unfamiliar, the results may not be as expected.

Thirdly, the final project's theme should be determined by the students' interests and abilities. It is critical during the initial stage of deciding on the final project's theme. Students should be able to select their own theme without teacher intervention. The teacher's role should be to guide them in terms of feasibility. Another critical issue is the students' proficiency. The theme should be appropriate for the students' proficiency level. The theme of this study was The Wizard of Oz, which many students found to be too difficult in terms of language and uninteresting. They preferred to do one that was more well-known, such as Disney.

Fourth, the class's use of English should be commensurate with the students' English proficiency. The researcher intended to speak English as much as possible during the instruction's implementation to ensure that students received sufficient input and were able to produce some output. However, students indicated that they preferred more Thai than English for ease of comprehension. Thus, it is critical to ascertain the students' level of proficiency. They may experience anxiety if the teacher speaks primarily in English in class. It should strike a balance between target language and mother tongue usage.

Fifth, future researchers wishing to use the designed model can replicate the experiment using different sample groups. They may differ in terms of non-English majors, national origins, educational attainment, or affiliation with other universities.

Sixth, future researchers may include additional groups in future studies. The control and treatment groups could be used to compare the results of the instruction's effectiveness. As was the case in this study, a single group pre- and post-testing design was used.

Finally, future researchers could use local culture for the theme of the final project, instead of using internationalized culture since culture is used as a tool to promote speaking skills.

5.6.1 Recommendation for Teachers

To begin, the teacher must have a thorough understanding of the model's combination (project-based drama approach via blended learning environment on speaking skills) because there are three combinations (blended learning, drama teaching for oral skills, and project-based learning). So that the teacher will have no difficulty understanding the model when it is time to teach. Additionally, the teacher may design lessons, activities, and content by examining the teaching model.

Second, to provide students with additional opportunities to communicate in English, the teacher should create well-prepared, engaging materials that are relevant to the real world. In other words, if assignments, projects, and activities are designed around the tasks that students are expected to complete in the target language, both the teacher and students benefit. Particularly in the blended learning design, where students are required to review lessons after class. As a result, it is regarded as a critical tool for students to learn independently.

Third, because this study employs project-based learning, the teacher's role is not authoritative, but facilitative. A teacher's critical role is to provide guidance to

students who are struggling. The teacher should not dictate what the students should do. It should be based on students' voices and choices, as a student-centered approach is critical to project-based learning. Students should be allowed to complete the project independently. As a result, students will benefit from the use of project-based learning.

Finally, the teacher should keep in mind the time constraints and the students' ability and potential to complete the assignment. If students have a reasonable level of proficiency, it is assumed that they are capable of completing a more difficult project. On the other hand, if the students have low proficiency, it is critical to design a course based on their potential that is not too difficult for them. Another consideration is the time constraint; time management is critical. A semester is allotted for completing a project. It is possible for students to be irresponsible at times, and the teacher should be prepared to deal with this situation wisely if it occurs.

5.6.2 Recommendation for Students

Firstly, since the focus of the study was on improving speaking skills, the students are required to attend all the sessions. The students will be gradually improved in each week. The activities and materials were designed based on the problems that students commonly faced which covered fluency, grammar, pronunciation, and vocabulary. Also, some parts of the materials were from the students' interests which might be beneficial for the students. Eventually, the students' English speaking skills could be enhanced.

Second, in this study, the students were required to do a final project by performing a stage play. Therefore, the students who are interested in enrolling in the

course should be active and responsible. Doing a project requires a lot of responsibilities, especially punctuality, consistency, disciplines etc. Further, those who are interested should learn how to work with other students because a project is for everyone to give a helping hand to one another so that the project will be accomplished.

Lastly, in this study, blended learning also played important role. Therefore, all students who are interested are suggested to make the use of the technology in their learning. For example, when the teacher requires the students to review the lessons and submit some assignments. The students should spend time watching the videos and the lessons the teacher created as much as possible. So that the students could benefit from the blended learning part.

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APPENDIX

Appendix A: Speaking Skills Test

Pre-English Speaking Skills Test

There are three parts of the speaking test

Part 1: Describing a character Role-play Expressing opinions on characters

You are to describe a character. You will be randomly given one photo of a character from the provided characters from Wizard of Oz.

Instructions: Describe the picture you were assigned. You have 2 minutes to prepare and 2 minutes to speak.

Part 2: Role-play

You are to create a scene from the Wizard of Oz based on your creativity by doing a role-play in a group of 4-5 people. You will choose one scene from the provided scenes.

Instructions: Do a role-play with your group members from the scene you selected. It's important that all students have a chance to speak. You have 30 minutes to prepare and 10 minutes to do the task.

Part 3: Expressing opinions on characters

As you were previously given the photo of the character from the Wizard of Oz, in this part you will express your opinions about him / her.

Instructions: Give two reasons why you like the character you chose with some explanations. You have 3 minutes to prepare and 2 minutes to speak.

Post-test for Speaking Skills

Post-English Speaking Skills Test

There are three parts of the speaking test

Part 1: Describing a character Role-play Expressing opinions on characters

You are to describe a character. You will be randomly given one photo of a character from the provided characters from Wizard of Oz.

Instructions: Describe the picture you were assigned. You have 2 minutes to prepare and 2 minutes to speak.

Part 2: Role-play

You are to create a scene from the Wizard of Oz based on your creativity by doing a role-play in a group of 4-5 people. You will choose one scene from the provided scenes.

Instructions: Do a role-play with your group members from the scene you selected. It's important that all students have a chance to speak. You have 30 minutes to prepare and 10 minutes to do the task.

Part 3: Expressing opinions on characters

As you were previously given the photo of the character from the Wizard of Oz, in this part you will express your opinions about him / her.

Instructions: Give two reasons why you like the character you chose with some explanations. You have 3 minutes to prepare and 2 minutes to speak.

Appendix B: Scoring rubric

Scores / Criteria	Fluency and Coherence	Accuracy and Grammar	Vocabulary	Pronunciation
5	- The student speaks fluently with only rare repetition; hesitation is in content rather than to find words or grammar -The response is well-developed and coherent to the task	- The student demonstrate effective use of grammar -The student mostly produces error-free sentences with only rare inappropriacies or non-systematic errors.	The student uses a wide vocabulary resource readily and flexibly to effectively convey precise meaning without ambiguity	The student uses pronunciation features with full precision and accuracy. Sustains flexible use of features throughout. Is effortless to understand.
4	- The student speaks at length, but nay demonstrate hesitation in language, or some repetition, at times. - The student uses range if connectives but not always appropriately.	- The student generally produces error-free sentences, though some grammatical mistakes or systematic errors persist. - The student may make mistake with complex structures, though these rarely cause comprehension problems	The student uses vocabulary flexibly to convey precise meaning, but may exhibit some imprecise and inaccurate use	- The student uses pronunciation features with general precision and accuracy. - The student sustains flexible use of features, with only occasional lapses. -The student's response is easy to understand throughout; L1 accent has minimal effect on intelligibility
3	- The student usually maintains flow of speech, but uses repetition, reformulation and/or slow speech to keep going -Produces simple speech fluently, but more complex speech causes fluency problems -May over-use certain connectives	-The student produces basic sentence forms with reasonable accuracy -The student make mistakes with complex structures, but these cause some comprehension problems	The student manages to convey intended messages in all topics, but uses vocabulary with limited flexibility	- The student can generally be understood, but mispronunciation of individual words or sounds reduce clarity at times The student had minor difficulties with pronunciation, intonation and may require listener effort at times
2	- The student responds with noticeable pauses; speaks	-The student produces only basic sentence forms, but may have some	-The student is able to convey basic meaning with simple vocabulary	-The student uses pronunciation features with limit or frequent lapses

	slowly with frequent repetition - The student links basic sentences with simple connectives, but has breakdowns in coherence. -The ideas are vaguely expressed with limited elaboration	limited success. -The student makes frequent errors, which may lead to misunderstanding.	- The student make sfrequent errors in word choice.	-The student frequently mispronounce some words and causes some difficulty for the listener.
1	- The student speaks with long pauses - The student has limited ability to link simple sentences - The student gives only simple responses - The student is frequently unable to convey basic message.	- The student cannot produce basic sentence forms, or relies on apparently memorized utterances. - The student makes numerous errors except in memorized expressions.	The student only produces isolated words or memorized utterances.	The student often makes unintelligible speech.
0	-The response is completely irrelevant to the task -No rateable language -No communication possible, does not attend	No rateable language No communication possible, does not attend	No rateable language No communication possible, does not attend	The response is totally unintelligible No rateable language No communication possible, does not attend

Appendix C: Lesson Plan

Unit 2: Script Analysis

Terminal Objective	The students will be able to improve their speaking skills through analyzing the script.
Enabling Objectives	The students will be able to: 1) Pronounce the sounds of verbs ending with -s, and -ed articulately. 2) Use present simple tense and past simple tense in speaking activities appropriately and correctly. 3) Read the script in English aloud. 4) Apply the vocabulary items in the contexts of speaking activities. 5) Analyze the components of the script. 6) Express their opinions on the script analysis. 7) Summarize the story of the script orally.
Stages of PBL+ Teaching through Drama	Implementation-Intermediate Stage
Focused Pronunciation	1) Sounds of the verbs that end with -S 2) Sounds of -ed ending
Focused Grammar	1) Present Simple Tense 2) Past Simple Tense
Focus Vocabulary	1) Challenging vocabulary items from the script 2) Words related to time and places
Duration	360 Minutes
Materials	1) PPT slides 2) Grammar Worksheet 3) A4 Paper
Evaluation	1) Scoring rubric 2) Teacher's record

class session 5: 180 minutes

Teaching Procedure			
Face-to-Face			Online
Teacher	Students	Materials	The teacher's role: Facilitator The students' role: Learner
Greetings (2 minutes) "The teacher greets and students Good morning, everyone. How are you doing? Well, I hope you are doing well today because today we are going to do so many fun and interesting as usual. We'll begin with the final project progress presentation as usual. Okay you can start now."	(expected answer) "We are doing very well". **The 3rd students' progress presentation (20 minutes)** The students in each group (cast, costume and props design, setting design, light and sound, choreographer, and public relation) presents the progress they have made and prepared for the final project. This is to keep the students on track and the teacher knows how much progress the students have made in each group.		The teacher uploads the videos (from YouTube) on place of articulation and minimal pairs for the students' revision on Google Classroom which is the main platform where the students get access to learn from the resources and do exercises that the teacher assigns. Also, they have to submit their assignment through this. Tunyaphoom Phu-ngamthong 11:29 AM For your review on place of articulation. Enjoy :D IPA Basics : Place of Artic... YouTube video 6 minutes

Leading to activity 1 (3 minutes) The teacher leads to the first activity "Alright, very well, everyone. I'm impressed with the progress you all have made so far. So, before we get started with the our very first activity today, I'd like to know if there's anyone knows what I assigned you to do last week, apart from the progress report? "Right, I told you to read the script on your own first. How do you find it? Like it? Or too difficult? "So our first activity today is to summarize the script you have read" **Activity 1: Summary of the Script (20 Minutes)** "Don't be stressed, it's not difficult. What I'd like you to do is to work individually by writing a summary of the story you read in 3 sentences from	Ss answer (expected answer) " To read the script of Wizard of Oz" Ss answer Various answers Ss answer "Yes"	 A4 paper	Tunyaphoom Phu-ngamthong 11:32 AM You might want to have a look at this interesting video on minimal pairs for your review. best vest — 60 Minimal Pairs (English ... YouTube video 4 minutes For the videos that the teacher has uploaded, what the students have to accomplished is to watch for learning as a revision from what they have studied which will lead to the next activity. The teacher posts 20 pairs of minimal pairs for the students to practice pronouncing each word correctly. The students have to record a video when pronouncing each word then post in the stream so that the teacher and their classmates can give some comments. **Minimal Pairs** Two words with sounds that differ in only one element. batter / barter, cut / cat, bit / beat, pin / bin, not / note, ban / van, cheap / jeep, den / then, hard / heart, thin / thing jot / yacht, cheese / she's, hack / hag, go / woe, especially / specially, seep / sheep, sin / thin, said / zed, cab / cap, thing / think

your understanding in the A4 paper I'm distributing. Right! Only 3 sentences. You can write whatever you want, but it should be based on the story you read, okay? I'll give you 10 minutes to think about it. Once you have finished, I'll ask for some volunteers to share your answers with friends. If you need help please raise your hands, I'll go to you."

"Okay, everyone, the time is up. Have you finished?

Alright. May I hear from 5 volunteers, please.

Good job. It's a good start. Next, please. | Ss answer 1st student (expected answer)

"It's a story of a young girl named Dorothy. She lived in Kansas. She got lost and met the wizard named Oz."

Ss answer 2nd student (expected answer)

"Dorothy was accidentally blown by a cyclone into the Munchkins Land. There she got some companies which were Tin Man, Scarecrow and Lion. She also met the wizard named Oz."

Ss answer 3rd student (expected answer) "Dorothy had an adventurous adventure in Oz with Toto and her new friends. They follows the Yellow Brick Road to the Emerald City to see Oz because she thought he could help her to find the way back home. Oz would help on one condition only if the Wicked Witch got killed"

Ss answer | | The teacher then posts the videos of grammar points the students have learned and creates the grammar exercises on the following topics

adjective, participle

adjective and present

simple.

 |

Wow, it seems that we get more details now. The next one, please.	4th student (expected answer)		Additional Exercises on Present Simple No due date Present simple exercises https://agendaweb.org/verbs... View assignment
What a nice summary, next please.	"Dorothy was a young girl. She has a dog called Toto. They went to the land of Munchkins by a Cyclone."		
Okay, nice. The last one please.	Ss answer 5th student (expected answer) "Dorothy lost in Munchkins Land. She went to the Emerald City with her friends. Finally, she arrived home safely."		Additional Exercises on Participle Adjectives Posted 11:49 AM No due date 0 Turned in 1 Assigned Participle Adjectives Exer... Participle Adjectives Exer... https://www.perfect-english- https://www.perfect-english-. View assignment
Alright, well done everyone. You did a good summary. During your friends' summary I heard many important names of the characters and places. Can anyone tell me who were the characters your friends mentioned and also the names of the places.	Ss answer (expected answer) Dorothy Scarecrow Oz Lion Tinman Toto Munchkins Land Emerald City		Exercise on Adjective No due date Please do the exercise ! Practice makes perfect. English Exercises: Person... https://www.englishexercises... View assignment
Leading to activity 2 (2 minutes)			
Perfect. Now I think you want to know more details of the story of the Wizard of Oz. What we are going to do next is the most important activity for the	Ss answer (expected answer) "I think we understand the stories better than we did alone at home."		The students have to watch all the videos as their learning. Once they have finished, they have to do the

people who study drama including actors, actresses everywhere in the world do this before they can perform. We call this activity " The Script Read Through" Normally, actors would sit together and read. But since we have large number of students. I'll divide you into 8 groups of 6 people. There'll be 2 groups that have 7 people.	Ss answer (expected answer) " I think we can see a clearer picture of the stories, the characters and the places"		three exercises that the teacher has posted for a revision.
	Ss answer (expected answer) The difficult language?		For another weekly assignment, the teacher created the class assignment on the following instructions:
Activity 2: The Script Read-Through (60 minutes) "In this activity, you will assign among your groups about the responsibility in each scene , it's up to you. But the thing is everyone has to read aloud. Please be informed that while reading aloud, you should circle the unfamiliar words or the words you have never seen or you don't know the meaning	Ss answer (expected answer) "I think we can see how the language is written. We can practice our pronunciation to be ready for a rehearsal." Ss answer (expected answer) Let me try. The tense?	Script of Wizard of Oz	-Choosing one favorite character then describe the personality (2 sentences) and daily routines (5 sentences) for 7 sentences and then record a video and post in Google Classroom. You have to use at least 5 adjectives including particle adjectives when describing your favorite character.
Once you are done, you can think about a nice summary, I'd love to hear it. Now I will walk	Ss answer (expected answer) I noticed past simple. Ss answer (expected answer) Present Simple Tense?		

around to see if you need any help"	Ss answer (expected answer) When something is always true.		
Wrap up: The Script Read-Through (8 minutes) "Attention please, everyone. I think we are running out of time for this activity. Now I'd like to hear from you about what do you think is the benefits of doing the script read through?	Ss answer (expected answer) It snows in the USA. In winter.		Example: My favorite character is Shan Yu. I think he is an interesting person. Even though he is moody, he is a sincere man. He owns
Right, who else wants to share?	Ss answer (expected answer) For the habits or things we do all the time		a wise flightless eagle. He always fights for equality of the Huns. He regularly watches over his tribe when there is danger. He
Good answers. What else can be the benefit of doing this?	Ss answer (expected answer) Jane swims every day.		never gives up on taking care of the lovely people. He stays inside his cottage all the time when there is
You are almost right. Who knows the answers?	Ss answer (expected answer) My friend's name is Bam. She sings most of the time. She dances every day. She also speaks English every day.		war.
That's interesting! Good that you pointed out the language What else in terms of language? What do you notice?	Ss answer (expected answer) His name is Big. He misses his grandmother every		So what the students have to do here is choose their favorite character from any media they like. They are required to come
That's what I expected. There are two tenses that play important roles here in the Wizard of Oz,	day. He visits her		up with 7 sentences (2

who knows?	every weekend. He kisses her sometimes.		sentences for the personality of a character) and (5 sentences for daily routines) then hey have to record a video and submit individually to the teacher.
Yes, past simple is one of them. What is the other one?	Ss answer (expected answer) The sounds of the verbs when added s/es.		
Yes, Present Simple Tense			
I'm sure that you are familiar with this tense, right? Since it's the easiest tense among 12 tenses.	Ss answer (expected answer) /IZ/		
Activity 3: Present Simple Tense and the pronunciation of verbs that end with -S (20 Minutes)	Ss answer (expected answer) /Z/	Worksheet on Present Simple Tense And How to pronounce verbs that end with -S	Then the teacher checks the students' work and give the feedback online to each individual.
"Now, everyone before taking a look at the worksheet what I'd like you to do is to answer me about the uses of present simple tense?	Ss answer (expected answer) No		
	Ss answer (expected answer)		
	We don't know a lot of vocabulary items. So we can't understand.		
Right. Like what?	Ss answer (expected answer) A lot		
Good example. What is another use of present simple?	Ss answer (expected answer) uncountable		
Yes, for the habits we regularly do. Like what?	Ss answer (expected answer) 50		
Great! actually, there are more uses of present simple tense, but you can study on your own later for a revision.	Ss answer (expected answer) 60		

Now I'd like you to talk to the one next to you about the three habits you regularly do, then take turns.	Ss answer (expected answer) 32		
Alright everyone, now I'd like to hear from the volunteer pairs. Begin with the introduction of your friend's name then you may start.	Ss answer (expected answer) 73 Ss answer (expected answer) 55		
Excellent. I think you might notice something from your friends' examples. What is it?	The students play the game and take turn read the definitions of the vocabulary items.		
Excellent. That's the answer I'm looking for. When we add s/es at the end of the verb. The sound is different in some verbs.	Ss answer (expected answer) It was fun and we learn a lot from that.		
If we add -s at the end of the verbs ending with -ss,-se,ch,sh and -ge. The sound would be?	Ss answer (expected answer)		
Right. And if the verb ends with voiced sounds . It will be pronounced like what?	We understand the vocabulary more. Ss answer (expected answer) conviction		
Great. And for the rest you can pronounce /s/	Ss answer (expected answer) Anemia		
Now your job is to take a look at the work sheet on	Ss answer (expected answer) coward		

present simple. Please work with your partner to complete the story of Jessica and Alex. Then practice the pronunciation of the sounds of ending with -s or -es.	Ss answer (expected answer) Ferocious		
	Ss answer (expected answer) conviction		
Alright, everyone I think you'll find this activity beneficial for you once you find the verbs ending with -s sounds in the script when rehearsing, I hope you can pronounce it correctly.	Ss answer (expected answer) ridiculous		
	Ss answer (expected answer) careworn		
Let's move on the next activity			
Activity 4: Vocabulary Revision from the Script (Flyswatter) (40 Minutes)	Ss answer (expected answer) Dwindle		
Alright everyone we have reached our last activity for today, but still it's definitely fun for you.	Ss answer (expected answer) mediocre		
May I ask you did you understand everything from the script? Why not?	Ss answer (expected answer) wicked		
	Ss answer (expected answer) courage		
Right. It's because there are some words that you are	Ss answer (expected answer)		

unfamiliar with. I asked you to circle the words you don't know, right? May I ask how many that you don't know? Please don't be shy. A lot how many? Oh come on, uncountable? Infinite? Okay, that's normal. We'll learn together bit by bit. I have the activity for you to do I'll divide you into 5 teams. The activity is called Flyswatter The instructions are so simple 1 The teacher sticks the vocabulary on the board. 2. Have one student from each team come to the board holding a flyswatter. 3. That students read the definition of a vocabulary word. 4. The Students should race to see who can locate the correct word on the board the fastest. 5. When they find it, they should hit the word on the board with the flyswatter. 6. Play until everyone in the class	Interfere Ss answer (expected answer) optimism Ss answer (expected answer) Conveyance Ss answer (expected answer) Storm cellar Ss answer (expected answer) true and accurate Ss answer (expected answer) something that you want to do or achieve very much Ss answer (expected answer) to close a business and sell everything it owns in order to pay debts Ss answer (expected answer) a soft, gentle song sung to make a child go to sleep		

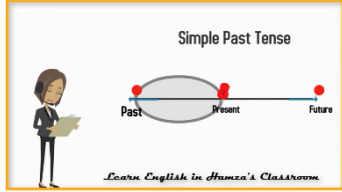|			
has had at least one turn! I have prepared 20 challenging vocabulary items and the definitions for you Let's get started! Alright, everyone. Please come back to your seat. How was the Flyswatter game? Right, it's my intention for you to get familiar with the vocabulary items. So before we go shall we go through them again? I'll read 15 definitions and 5 words and you have to give me the correct words how about that? 1.a false belief or opinion about yourself or your situation 2. low number of red <u>blood cells</u>. 3. a person who is not brave or who does not have the courage to do things that other people do not think are especially difficult			

4. very aggressive or violent; very strong			
5. the act of finding somebody guilty of a crime in court; the fact of having been found guilty			
6. very silly or unreasonable			
7. looking tired because you have a lot of worries			
8. to become gradually less or smaller			
9. not very good; of only average standard			
10. morally bad			
11. the ability to do something dangerous, or to face pain or opposition, without showing fear			
12. to get involved in and try to influence a situation that should not really involve you			
13. a feeling that good things will happen and that something will be successful			
14. the process of taking somebody/something			

from one place to another			
15. underground chamber for refuge during a violent disturbance of the atmosphere			
16. authentic			
17. ambition			
18. liquidate			
19. Mysterious			
20. lullaby			
Wrap up (5) Minutes Great job, everyone. You are excellent students as always! Before you leave the class, I'd like to wrap up what we did today. We first summarized the story of the Wizard of Oz, then to gain more understanding as a whole picture, we have to do the script read-through. Then we touched a little bit on grammar and pronunciation which are important elements for speaking skills as we			

do every week. Then the vocabulary activity for you to get familiar with the script. All in all, what we did today is to prepare you all to the final project. Please keep up the good work as always. Please be informed that today is the first online session that you have to practice. I have uploaded everything in Google Classroom, please access and submit the work on time. If you have any questions, feel free to ask me If not, see you next week, dear.			

Class session 6 : 180 minutes

Teaching Procedure			
Face-to-Face			Online
Teacher	Students	Materials	The teacher's role: Facilitator
Greetings (2 minutes) "The teacher greets and students Hello, my lovely students. How are you doing today? Oh energetic? That's awesome. I promise our class today is going to be fun as always As usual, let's start with your final project progress presentation.	(expected answer) "We are energetic as always". **The 4th students' progress presentation (20 minutes)** The students in each group (cast, costume and props design, setting design, light and sound, choreographer, and public relation) presents the progress they have made and prepared for the final project. This is to keep the students on track and the teacher knows how much progress the students have made in each group.		The students' role: Learner The teacher uploads the videos (from YouTube) on past simple for the students' revision on Google Classroom and after learning from the video, the students have to do the exercises on past simple.
Leading to activity 1 (5 minutes) We now almost reach half way of the final project. I have to say that you have been	(expected answer) We did the read-through script. (expected answer) We reviewed the difficult vocabulary from the script.		

working collaboratively and cooperatively. That's a good sign, indeed. As far as I have observed, the final project will turn out amazing. So first of all, let me recall your memory on what we did last week? Any volunteer? Right. We did the script read-though activity. Thank you. What else did we do? Yes. Thank you. We did the vocabulary review selected from the script. So, today we are getting more profound in terms of analyzing the script. **Activity 1: Components of script analysis (50 minutes)** So, does anyone know what are the components	(expected answer) A character? (expected answer) Settings (expected answer) Time (expected answer) The theme?		The first assignment of this week is that after the students watched the video, the heard the different sounds of verbs ending -ed in past simple. So the teacher then posts a list of 20 verbs ending -ed in 3 different sounds. The students are required to pronounce the sounds and record. Then individually submit to the teacher. After that the teacher will give some feedback. For the second assignment of the week, to gain better understanding of the components of a story is consisted of, the students are required to watch 4Aesop's fables by using

of script analysis? It's okay that you are wrong. Just guess.			past simple when forming sentences then choose only one to analyze the components that they have found; characters, time, period, place, locale, mood and theme. Then record a video, after that post in stream in the Google Classroom. And discuss among your classmates.
You got it right. Character is one of the significant components. Without a character how can a story go on, right? We'll get to know more about characters next week.	(expected answer) At night and during the day.		
Alright, what else?	(expected answer) The enchanted forest		
Right. Setting is also important. In this case, we call it place. Easier right?	(expected answer) A bedroom		
Okay, let me give you the clues, there are 7 components. You got two right. Only 5 left. Let's try. Come on.	(expected answer) happy		
Right. Time is one of the components. Okay. 4 more. Come on.	(expected answer) warm (expected answer) down (expected answer) Unhappy		
That's right. The			

theme is actually the heart of the script. Good job. Okay now leave the rest of the three components with me. Let me open the PPT slide, so it's more convenient for you. Alright, let's start by the big question "Why do we analyze the script?" You don't have to think now. We'll discuss more at the end of this class. So, it says here that Script analysis starts with identifying "given circumstances" or the characteristics of the world of the story explicitly or implicitly found in the script. Meaning that if you want to better understand the whole story, you have to			

analyze the script anyway. Let's get started with the first component: time So time here is the specific time on the scene you select for example, It can be at night, at dawn or in the afternoon. For you to understand more, I'll use Frozen as an example throughout every component. So what is the time you think the story takes place? Right. We don't know exactly what time, but we can tell from the darkness that it's at night. And the sunlight we can surely know that it's a daytime. Ok, next is period… it can be the time in general in terms of year or historical time Like in Frozen if you choose to analyze the	Students from group 1 (expected answer) We chose Act one Scene 1 There are 7 characters Which are -Dorothy -Toto -Aunt Em -Uncle Henry -Hickory -Hunk -Zeke The relationship we can think of is 1. Aunt Em and Uncle Henry are husband and Wife. 2. Aunt Em and Uncle Henry are Dorothy's guardians 3. Dorothy owns Toto 4. Hickory, Hunk and Zeke are Dorothy's friends 5. Hickory, Hunk and Zeke are neighbors of Aunt Em and Uncle Henry. The protagonist is Dorothy. There is no antagonist in this scene. Students from group 2 (expected answer) We choose act1 scene 2 The time is at day time in summertime because we can see the rainbow. The rainbowing this story is unique because it is used as a symbol for		

scene when she was born then the period should be 1818but if you analyze on the scene we watched in Frozen, it's 1839 something like this. Next is the place Can be on stage or more specific place It can be both interior or exterior location Let's see the examples from Frozen I and II. If you are a fan of Disney, you can answer it right away. Where is it on the upper left corner? Right. And the other on is? … a bed room exactly. Alright, the next component is locale. Actually, it means a place where something happens. Of course, when we talk about Frozen, it's undeniable that we all know	Students from group 3 (expected answer) We have to admit that we did a research on the internet because it is hard for us to distinguish the time precisely. So, for what we have read. We can conclude that the Wizard of Oz was used for the sake of satire on political and economic issues in the US in 1873. Students from group 4 (expected answer) We chose Act1 Scene 6 The Munchkins Land So the place is the Munchkins Land. It is exterior because the people are celebrating the death of the witch.at that moment we would say the people are extremely happy. The evidence we can see from the description of a place in the beginning of this scene Students from group 5 (expected answer) We chose Act1 Scene 1 The atmosphere is dry in the Kansas Prairies in the US. What makes this place unique I think is the incubator of a chicken that uncle Henry is keeping. We can't find anywhere else.		

Arendelle, a fictional city. The next component is mood. This one is easy. The feeling for a particular scene. Like when we see Olaf, what do you feel? Right.. right. And how about the shipwreck scene of Anna-Elsa's parents? So next is our last component, but most important which is the theme Like the ideas and you need to support your claims. Like the themes in Frozen, there are so many views Like the theme of love, family, friendship and fear. Ok your turn has come. To You need to do the same like I did in Frozen and with some explanations.	Students from group 6 (expected answer) We chose the last scene. Because it's the scene that every character is happy with what they have. Dorothy got a chance to go back to where she belongs with the help of her friends. This is really impressive. Students from group 7 (expected answer) For the themes we came across are first the friendship. We can throughout the story that Lion, Scarecrow and Tinman draw strength and help one another to become better people. Another theme we have found is good versus evil; In this story Oz represents the wicked person who is not bad but not nice which reflects the society these days. (expected answer) To understand the story in more details		

You will be divided into 7 groups to answer only 1 question. You need to agree among your friends which one will do which question Here are the questions;	Students watch a video		
	(Expected answer)		
1.Who are the characters? What is their relationship? Who are the antagonists? Who are the protagonists?	(expected answer) Past simple tense (expected answer) Past Simple tense		
	(expected answer)		
2. What do you think is the specific time the story takes place? Time of day, time of week time of year. For example, how would a scene that takes place in the middle of a winter night compare to a scene that takes place on a hot afternoon minutes before summer vacation?	Actions in the past expected answer) Jack kissed girlfriend. (expected answer) What is true in the past Jessica played piano when she was young. The students practice the activity. (expected answer) three		
3. Period What is the general or historical time	(expected answer) /d/ /id/		

period in which the story set (e.g., the Dark Ages, the 1950s, or in the faraway future.) How might the period influence the dialogue? How might the costumes or set pieces reflect the period?	/t/ The students do the activities (expected answer) Yes. (expected answer) Group 1 The Emerald City The Emerald city is beautiful, green and elegant. The atmosphere is peaceful. The people who are living here are fashionable.		
4. Where is the specific place the action occurs. (e.g., a fancy living room, a sterile doctor's office, or a ravaged battle field). Is it an interior or exterior location? What sort of set pieces could suggest the place for the audience? How would characters feel or behave in this place compared to other places?	(expected answer) Group 2 The Kansas Prairie The Kansas Prairie is tranquil. The environment is unpolluted. We have a lot of trees so it is shadowy. The animals living here are lovely. At night , we can see the shining and bright star. (expected answer) Group 3 The Munchkin land The Munchkin land is the most happiest city in Oz town. Our town is fashionable, peaceful, lively. The houses are elegant and beautifully decorated.		
5. What is the location the (general region) where the story is set (e.g., New York City, the rural American South, under the	(expected answer) Group4 The forest The forest is shadowy, green, windy, peaceful and tranquil.		

sea.) What makes this locale unique compared to other locales? 6. What is the atmosphere, or feeling of a scene. (e.g., suspenseful, humorous, chaotic) What about the scene causes this mood? Caution: Avoid having actors "play the mood," but instead focus on their objective. For example, many humorous scenes are funny because characters are not getting what they want. The humor of the scene rings more authentically when the actors are not focused on "being funny," but are focused on their character's objective in the scene 7.Theme What ideas does this play make you think about? Does it have a question that it sets out to answer or explore? How do	(expected answer) Group 5 The corn field Our corn field is amazing. It's a fairytale like-field. It is not bustling. It is quite spacious.		

the events of the play develop these ideas? Please be informed that you have 20 minutes to discuss and prepare for class discussion. Then you will be sharing with friends. Alright, it's time to share your ideas with the class. We'll start from group 1 Alright, thank you.. Group2 please Okay, thank you. Next group please. Alright. Good job. Please welcome Group 4 Interesting, please welcome group 5 That's interesting. Next group please. Alright. Please welcome the last group.			

Alright, everyone. I'm impressed with all of your answers. Now I think it's time to discuss why we have to analyze the script. Can anybody tell me? Exactly, we have to carefully read and interpret or analyze. It takes time to do this. By doing so you can become more critical. What you did today I'm impressed. **Activity 2: Steps of analyzing the script (40 Minutes)** Alright everyone. Now we will get into a deeper analysis of the script I'd like you to watch a video first on steps of script analysis and then we discuss later. The teacher introduces the steps of analyzing the script by playing			

the video. Then the students are divided into 5 groups to answer the questions. What is the exposition/ rising action/climax/ falling action and denouement of the story?			
Leading to Activity:3 (2 minutes)			
Okay now let's move on to another fun activity. Do you remember when we did the script read-through. We found 2 tenses mostly used in the script of Wizard of Oz. What is the other one ?			
Right. Today we'll take a look at past simple tense. I think you are familiar with this tense.			
Activity 3: Past simple tense and sounds of verbs ending -ed (25 minutes) If we want to talk about the actions in the			

past. What tense do we use?			
Great. Now we'll go through the structure quickly since it's not our emphasis.			
As you know the structure of past simple tense can be followed by verb ending -ed and irregular ones. Our focus today is the verbs ending -ed sounds.			
Now let me ask you the use of past simple tense. Come on it should be easy.			
Right. For example?			
Okay, what is the other one?			
Correct. Like what?			
Now, I like you to talk with your partner about three things you did in the past and no longer do it now.			

Alright. For the pronunciation do you know that how many ways that verbs ending -ed can be pronounced? Which are? Correct /d/ /id/ /t/ Sounds Now, I like you to do the exercise about the old man and a young boy Then share the answers with your partner and practice the pronunciation **Activity 4: Vocabulary related to places (30 minutes)** Now everyone I wonder if you have your favorite places when you travel? Ok, I heard many of you said yes. What I'd like you to do now is to work in group of 10. Choose one place or one scene from the			

script and draw the picture then use the adjective to describe that place as much as you can. There are a lot of places I don't think you are going to choose the same one. So each group please tell me what you choose. Alright everyone Okay everyone. I'm impressed with your creativity and your beautiful picture. This activity is to help you with some ideas on how to create a scene when doing scene analysis in the next 3 weeks. Now it's time to wrap-up. Thank you being so active today. See you next week on the topic of character analysis.			

Appendix D: Sample of Instructional Materials

Present Simple Tense

What is the structure of the tense?

When do we use this tense?

_____

_____

_____

_____

_____

Your own sentences

_____

_____

_____

_____

_____

How do we pronounce the sounds of the verbs ending -s?

In English, the -s. -es ending has 3 possible pronunciations

_____

_____

_____

Exercise

Please help complete the story of Jessica and Alex by filling in the blanks using the present simple tense of the words in parentheses.

Alex and Jessica

Jessica _____ (live) in Michigan. She _____ (come) France.

She _____ (speak) French, but she _____ (learn) English in college.

She _____ (walk) to college with Alex every morning.

He _____ (take) French course at the same college as Jessica.

They always _____ (go) to a nice restaurant after class. Then Alex usually

_____ (catch) the bus back home. When he _____ (reach) home. He always

_____ (call) Jessica. They normally _____ (spend) one hour on the phone.

At 7 pm. everyday, Jessica has her duties at home. She _____ (wash) her on

clothes, _____ (cook) her own dinner and _____ (watch) Disney Channels.

She always _____ (dream) to be at Disneyland with her boyfriend, Alex.

Materials for Flyswatter Game

conveyance (n.)	ferocious (adj.)
wicked (adj.)	authentic (adj.)
careworn (adj.)	ambition (n.)
storm cellar (n.)	dwindle (v.)
Anemia (n.)	interfere (v.)

optimism (n.)	delusion (n.)
liquidate (v.)	ridiculous (adj.)
lullaby (n.)	coward (n.)
mysterious (adj.)	conviction (n.)
mediocre (adj.)	courage (n.)

Definitions

1. a false belief or opinion about yourself or your situation

2. low number of red <u>blood cells</u>.

3. a person who is not brave or who does not have the courage to do things that other people do not think are especially difficult

4. very aggressive or violent; very strong

5. the act of finding somebody guilty of a crime in court; the fact of having been found guilty

6. very silly or unreasonable

7. looking tired because you have a lot of worries

8. to become gradually less or smaller

9. not very good; of only average standard

10. morally bad

11. the ability to do something dangerous, or to face pain or opposition, without showing fear

12. to get involved in and try to influence a situation that should not really involve you

13. a feeling that good things will happen and that something will be successful

14. the process of taking somebody/something from one place to another

15. underground chamber for refuge during a violent disturbance of the atmosphere

16. something that you want to do or achieve very much

17. seeming strange or secret

18. true and accurate

19. a soft, gentle song sung to make a child go to sleep

20. to close a business and sell everything it owns in order to pay debts

Past Simple Tense
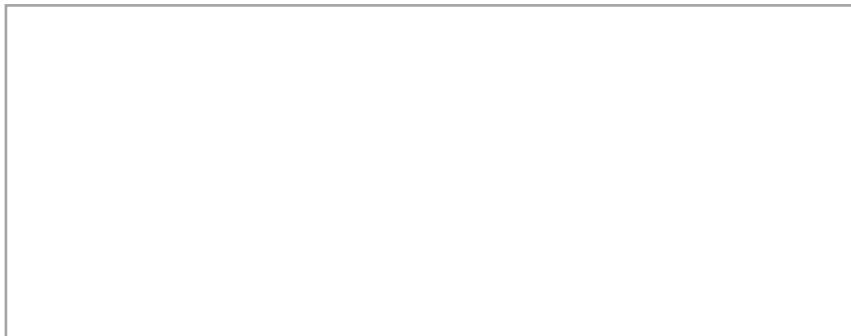
When do we use past simple?

_____

_____

_____

_____

_____

Your own sentences

_____

_____

_____

_____

_____

How do we pronounce the sounds of the verbs ending -ed?

In English, the -ed ending has 3 possible pronunciations

_____

_____

_____

Regular Past Simple: -(e)d

Order this story according to the pictures. Then underline all the verbs in the Past Simple.

1. The old man and the young boy talked for a long time.
2. The boy offered and the old man his bread and soup.
3. When he arrived home in the evening, the young boy looked in the pocket of his trousers and discovered a beautiful little bag.
4. There was a young boy next to the road. He watched the old man for a moment.
5. Once upon a time, there was a very old man who lived in the mountains above a small village.
6. The old man smiled and thanked him.
7. One day, the old man decided to walk down into the village.
8. He opened the bag. It contained four, large gold coins. The boy was very surprised.
9. It was a very hot day and the man was very thin and hungry. He needed to sit down.
10. Then the boy helped the old man to walk back to his house in the mountains.

Complete the chart with the verbs underlined according to their pronunciation.

/-t/	/-d/	/-id)

Minimal Pairs Worksheet

1.Pronunciation /r/ and /l/

Activity 1 Listen to your teacher saying the words in Column 1 and Column 2 below.

Column 1	Column 2
rice	lice
right	light
berry	belly
rink	link
grass	glass
race	lace
steering	stealing
rain	lane
pray	play
road	load
rhyme	lime
fry	fly

Activity 2 Listen to your teacher saying one of the words from Activity 1. Say if you think the word is in Column 1 or Column 2.

Activity 3 Listen to your teacher saying two words from Activity 1. If the words are the same, circle S below. If you think the words are different, circle D below.
1. S D   6. S D
2. S D   7. S D
3. S D   8. S D
4. S D   9. S D
5. S D   10. S D

Activity 4 Listen to your teacher reading the sentences below. Circle the word you hear.
1. The child had rice/lice in his hair.
2. He was steering/stealing the car.
3. It's not right/light yet.
4. The rain/lane was never-ending.
5. That's a big berry/belly!
6. He prays/plays every day.
7. The rink/link was damaged.
8. It was a wide road/load.
9. His job involves cutting grass/glass.
10. He has always loved rhymes/limes.

11. Did she like the race/lace?

12. I don't know how to fry/fly that.

2. Pronunciation Minimal Pairs /f/ and /v/

Activity 1 Listen to your teacher saying the words in Column 1 and Column 2 below.

Column 1	Column 2
fan	van
off	of
fine	vine
fault	vault
safe	save
lift	live
calf	carve
file	vile

Activity 2 Listen to your teacher saying one of the words from Activity 1. Say if you think the word is in Column 1 or Column 2.

Activity 3 Listen to your teacher saying two words from Activity 1. If the words are the same, circle S below. If you think the words are different, circle D below.

1. S D   5. S D
2. S D   6. S D
3. S D   7. S D
4. S D   8. S D

Activity 4 Listen to your teacher reading the sentences below. Circle the word you hear.

1. She bought a new fan/van.

2. He took a lot off/of it.

3. He thought it was a very big fine/vine.

4. There was a large fault/vault in the ceiling.

5. It was an excellent safe/save.

6. We lift/lived it up.

3. Pronunciation Minimal Pairs /d/ and /ð/

Activity 1 Listen to your teacher saying the words in Column 1 and Column 2 below.

Column 1	Column 2
day	they
doze	those
den	then
udders	others
breed	breathe
load	loathe
header	heather

Activity 2 Listen to your teacher saying one of the words from Activity 1. Say if you think the word is in Column 1 or Column 2.

Activity 3 Listen to your teacher saying two words from Activity 1. If the words are the same, circle S below. If you think the words are different, circle D below.

1. S D   5. S D
2. S D   6. S D
3. S D   7. S D
4. S D   8. S D

Activity 4 Listen to your teacher reading the sentences below. Circle the word you hear.

1. She made him doze/those.
2. I saw her den/then.
3. What colour were the udders/others?
4. We will not survive unless we breed/breathe.
5. We load/loathe cardboard boxes.
6. The header/heather was amazing.

4. Pronunciation Minimal Pairs /ɪ/ and /iː/

Activity 1 Listen to your teacher saying the words in Column 1 and Column 2 below.

Column 1	Column 2
fit	feet
bins	beans
lick	leek
ship	sheep
chip	cheap
hit	heat
it	eat
sin	seen
wick	week

Activity 2 Listen to your teacher saying one of the words from Activity 1. Say if you think the word is in Column 1 or Column 2.

Activity 3 Listen to your teacher saying two words from Activity 1. If the words are the same, circle S below. If you think the words are different, circle D below.

1. S D   5. S D
2. S D   6. S D
3. S D   7. S D
4. S D   8. S D

Activity 4 Listen to your teacher reading the sentences below. Circle the word you hear.

1. They need more bins/beans.
2. Do you want a lick/leek?
3. He wants to buy the ship/sheep.
4. I can't give you this chip/cheap.
5. You mustn't hit/heat it.
6. He does it/eat sometimes.
7. It was a long wick/week.

5. Pronunciation Minimal Pairs /ʤ/ and /ʧ/

Activity 1 Listen to your teacher saying the words in Column 1 and Column 2 below.

Column 1 Column 2 jeep cheap large larch jokes chokes gin chin June tune

Activity 2 Listen to your teacher saying one of the words from Activity 1. Say if you think the word is in Column 1 or Column 2.

Activity 3 Listen to your teacher saying two words from Activity 1. If the words are the same, circle S below. If you think the words are different, circle D below.

1. S D   5. S D
2. S D   6. S D
3. S D   7. S D
4. S D   8. S D

Activity 4 Listen to your teacher reading the sentences below. Circle the word you hear.

1. Can I have this jeep/cheap, please?
2. There was a large/larch tree in the garden.
3. He jokes/chokes a lot.
4. The man a very big gin/chin.
5. The fans jeered/cheered as the team played.
6. She likes to sing in June/tune

Lesson 2 Script Analysis

Generally speaking, you will read a script several times while working on it. The first time you read the script, try to read it in one sitting. Don't focus on analyzing it—just take in the story and imagine it as an audience member might. Pay attention to your reactions. What excites you? Surprises you? Then, on subsequent readings, you will begin to analyze the script in more depth. While the following sections are sorted by complexity, even advanced drama clubs will take the previous sections into account as they work on a play.

NASCENT

Script analysis often starts with identifying the "given circumstances," or the characteristics of the world of the play explicitly or implicitly found in the script. These given circumstances place the action of the play in context for actors, designers, and audience members. Some of these are clarified in stage directions, while others are inferred from characters' lines. As you reread the script, identify each of the following:

• Time: The specific time the scene takes place. Time of day, time of week time of year. For example, how would a scene that takes place in the middle of a winter night compare to a scene that takes place on a hot afternoon minutes before summer vacation?

• Period: The general or historical time period in which the play is set (e.g., the Dark Ages, the 1950s, or in the faraway future.) How might the period influence the dialogue? How might the costumes or set pieces reflect the period?

• Place: The specific place on stage where the action occurs. (e.g., a fancy living room, a sterile doctor's office, or a ravaged battle field). Is it an interior or exterior location? What sort of set pieces could suggest the place for the audience? How would characters feel or behave in this place compared to other places?

• Locale: The general region where the play is set (e.g., New York City, the rural American South, under the sea.) What makes this locale unique compared to other locales? •

Mood: The atmosphere, or feeling of a scene. (e.g., suspenseful, humorous, chaotic) What about the scene causes this mood? Caution: Avoid having actors "play the mood," but instead focus on their objective. For example, many humorous scenes are funny because characters are not getting what they want. The humor of the scene rings more authentically when the actors are not focused on "being funny," but are focused on their character's objective in the scene.

• Theme: What ideas does this play make you think about? Does it have a question that it sets out to answer or explore? How do the events of the play develop these ideas?

Once you have identified the given circumstances, keep them in mind as you work on scenes. How might they influence what happens in a scene? Do they change from scene to scene or stay

constant throughout the play? How can you communicate these ideas through the actors, the costumes, and the set pieces?

INTERMEDIATE

What distinguishes drama from other forms of writing is that it is made primarily of dialogue—characters speaking to each other (or to the audience), with some actions indicated through stage directions. Unlike prose, drama largely does not include narration, unless the playwright has included a narrator character. Because dialogue is the primary medium of drama, all dialogue should serve two purposes: revealing character and furthering the plot.

When analyzing a scene, it is helpful to think about it in terms of text, context, and subtext:

• Text: The actual words written by the playwright and spoken by the actors. As you analyze the text, look up any words, expressions, or references that are unfamiliar.

• Context: The situation surrounding the characters that influences the decisions they make. Where are the characters? Why are they there? Where were they before the beginning of this scene? Where are they going after this scene?

• Subtext: The underlying meaning of what the characters say. For example, suppose a character says "Everything is fine." The meaning, or subtext, of this phrase changes depending on their tone and body language. Are they being serious, or sarcastic? To look for the subtext within dialogue, consider what each character wants and what obstacles they face. Why do they say the words they do? Does it help them move toward their objectives?

Have the students each come up with their own context (Where are they? What specific task is Character B busy with? Where is Character A coming from? Where are they going and why?). Then have them determine what the subtext is for each character (E.g., Is Character A impatiently trying to hurry Character B, or trying to determine if Character B is feeling okay?) Have them perform for each other. After each little scene, ask the other students to try to identify the context and the subtext the actors created from their text. You may be surprised with how many different ways students can interpret the same text!

Adopted from Cleverland Play House

Name:_____

CHARACTER ANALYSIS

CHARACTER:_____   SCENE:_____

BASIC DESCRIPTION (Who is this person?):

SUPER OBJECTIVE (What is this character's goal?):

CONFLICT (What is the main conflict that stops the character from reaching their goal? Between characters? Within the character?):

VALUES (What does this character care about?):

RELATIONSHIPS (What is the main, driving relationship for this character?):

PERSONALITY TRAITS (What is this person like?)

WILL POWER (Who controls their actions? Themselves or others?):

Appendix E: Questionnaire

Students' Opinions Questionnaire

Project-Based Drama Approach via Blended Learning Environment on Speaking Skills

Instructions

1. This survey aims to investigate the students' opinions towards Project-Based Drama Approach via Blended Learning Environment on Speaking Skills.

2. This survey is divided into 3 parts. The first part is about general information. The second part is about classroom management implementing Project-Based Drama Approach via Blended Learning Environment. The third part is the students' comments and suggestions.

Part 1: General Information

1. Gender ☐ Male ☐ Female

2. Age _____

3. How long have you studied English: _____

4. How often do you have an opportunity to speak English in English classes?

☐ Always (More than 80%)   ☐ Often (About 70%)

☐ Sometimes (About 50%)   ☐ Rarely (About 20%)

☐ Never

Part 2: The Implementation of Project-Based Drama Approach via Blended

Learning Environment on Speaking Skills

Instructions: Please tick for the following statements to indicate your opinion.
(5 = strongly agree, 4 = agree, 3 = neither agree nor disagree, 2 = disagree,
1 = strongly disagree)

Statement	Criteria				
	5	4	3	2	1
1. The online sessions encourage me to learn more about English speaking.					
2. Using drama activities is a good way to learn more vocabulary items.					
3. Doing a project is suitable for student-centered learning.					
4. I speak English more accurately, according to the grammar rules, after learning through activities in this class.					
5. Using drama activities can help improve my pronunciation because I practice a lot of drills.					
6. Apart from speaking skills, my other skills (information searching skill, data collecting skill and technology skill) are improved from doing the project.					
7. The online learning motivates me to learn more on how to speak English.					
8. I enjoy working with my team members when doing a task of the project.					
9. The online learning is more individualized than traditional learning.					
10. Using drama activities increases my motivation to speak English.					

11. Through in-class speaking activities, I am more interested in learning English.					
12. The online session is convenient for reviewing the lesson outside the classroom.					
13. I am more confident when learning English through drama activities.					
14. Participating in this project has increased my motivation to learn how to speak English					
15. The in-class speaking activities allows me to have more opportunities to speak English.					
16. Using drama activities expands my knowledge of English.					
17. I am satisfied with the assignments I completed in the online sessions.					
18. The in-class activities have contributed the goals of the Project-Based Learning.					
19. Through in-class speaking activities, I speak English more fluently.					
20. The exercises and contents in the online session are compatible.					
21. Learning through project-based learning develops my discipline e.g. punctuality, responsibility, etc.					
22. Through in-class speaking activities, I learn more vocabulary items.					
23. Using drama activities help me feel more comfortable when speaking English.					
24. The in-class speaking activities helps me to produce longer and more complex sentences.					
25. Learning online allows me to learn at my own pace.					
26. Using drama activities in the class is useful and enjoyable.					
27. Through in-class speaking activities, I become more confident when speaking English.					
28. Doing a project is meaningful and related to the real world.					

Part 3: Students' comments and suggestions

1) In your opinion, what are the strengths and advantages of the implementation of Project-Based Drama Approach via Blended Learning Environment?

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2) What should the instruction be adjusted?

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3) Additional Comments

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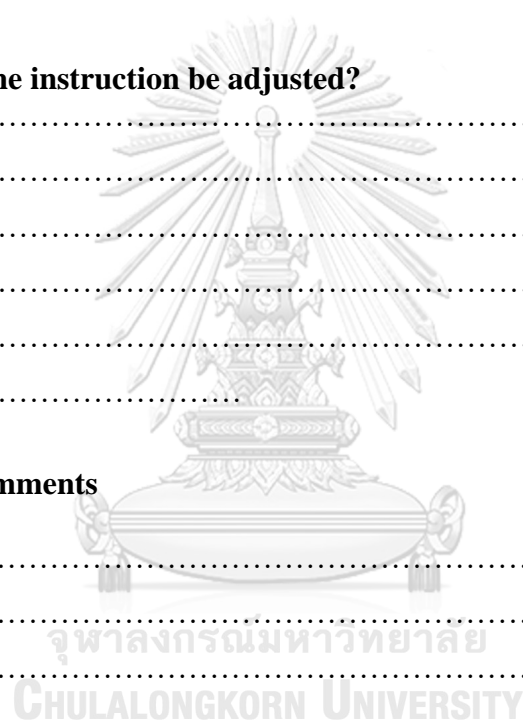
Appendix F: The Thai version of Questionnaire

แบบสอบถามความคิดเห็นของนักศึกษาที่มีต่อการใช้วิธีการสอนการแสดงละครโดยใช้โครงงานเป็นฐาน
ผ่านสภาพการเรียนแบบผสมผสานเพื่อพัฒนาทักษะการพูดของนักศึกษาระดับปริญญาตรีชาวไทยผู้ใช้
ภาษาอังกฤษเป็นภาษาต่างประเทศ

คำชี้แจง

1.แบบสอบถามนี้มีวัตถุประสงค์เพื่อทราบความคิดเห็นของนักศึกษาที่มีต่อวิธีการสอนการแสดงละครโดยใช้โครงงาน
เป็นฐานผ่านสภาพการเรียนแบบผสมผสานเพื่อพัฒนาทักษะการพูดของนักศึกษาระดับปริญญาตรีชาวไทยผู้ใช้
ภาษาอังกฤษเป็นภาษาต่างประเทศ

2.แบบสอบถามฉบับนี้แบ่งออกเป็น 3 ตอน คือ ตอนที่ 1 ข้อมูลทั่วไป ตอนที่ 2 ความคิดเห็นเกี่ยวกับการจัดการ
เรียนการสอนการแสดงละครโดยใช้โครงงานเป็นฐานผ่านสภาพการเรียนแบบผสมผสานเพื่อพัฒนาทักษะการพูด
ของนักศึกษาระดับปริญญาตรีชาวไทยผู้ใช้ภาษาอังกฤษเป็นภาษาต่างประเทศ และตอนที่ 3 ความคิดเห็นและ
ข้อเสนอแนะของนักศึกษา

ตอนที่ 1: ข้อมูลทั่วไป

1. เพศ ☐ Male ☐ Female

2. อายุ _____

3. นักศึกษาเรียนภาษาอังกฤษมานานเพียงใด : _____

4. นักศึกษามีโอกาสพูดภาษาอังกฤษในรายวิชาภาษาอังกฤษมากน้อยเพียงใด

☐ Always (More than 80%)   ☐ Often (About 70%)

☐ Sometimes (About 50%)   ☐ Rarely (About 20%)

☐ Never

ตอนที่ 2 ความคิดเห็นเกี่ยวกับการจัดการเรียนการสอนการแสดงละครโดยใช้โครงงานเป็นฐานผ่าน
สภาพการเรียนแบบผสมผสานเพื่อพัฒนาทักษะการพูดของนักศึกษาระดับปริญญาตรีชาวไทยผู้ใช้
ภาษาอังกฤษเป็นภาษาต่างประเทศ

คำชี้แจง กรุณาทำเครื่องหมาย ✔ ลงใน ☐ เพื่อแสดงความคิดเห็นของนักศึกษาตามความเป็นจริง

เกณฑ์ประเมิน   5 = เห็นด้วยอย่างยิ่ง 4 = เห็นด้วย 3 = เห็นด้วยปานกลาง
2 = ไม่เห็นด้วย   1 = ไม่เห็นด้วยอย่างยิ่ง

ประเด็น	ระดับความคิดเห็น				
	5	4	3	2	1
1. คลาสเรียนออนไลน์ช่วยส่งเสริมให้ฉันเรียนการพูดภาษาอังกฤษมากกว่าเดิม					
2. การใช้กิจกรรมการแสดงละครเป็นวิธีการที่ดีที่จะเรียนรู้คำศัพท์เพิ่มมากขึ้น					
3. การทำโครงงานเหมาะสำหรับการเน้นผู้เรียนเป็นสำคัญ					
4. ฉันพูดภาษาอังกฤษได้แม่นยำขึ้นตามหลักไวยากรณ์หลังจากที่เรียนผ่านกิจกรรมการสอนพูดภาษาอังกฤษ					
5. การใช้กิจกรรมการแสดงละครช่วยพัฒนาการออกเสียงของฉันได้เพราะฉันได้ฝึกค่อนข้างเยอะ					
6. นอกจากทักษะการพูด ทักษะด้านอื่น ๆ ของฉัน เช่น ทักษะการสืบค้นข้อมูล ทักษะการเก็บข้อมูล และ ทักษะการใช้เทคโนโลยี ได้รับการพัฒนาไปด้วยจากการได้ทำโครงงาน					
7. การเรียนออนไลน์ ทำให้ฉันอยากที่จะเรียนรู้ในการพูดภาษาอังกฤษ					
8. ฉันทำงานร่วมกับสมาชิกในกลุ่มได้อย่างสนุกสนานเวลาทำงานของโครงงาน					
9. การเรียนออนไลน์เน้นที่เด็กเป็นรายบุคคลมากกว่าการสอนแบบดั้งเดิม					
10. การใช้กิจกรรมการแสดงละครสร้างแรงจูงใจให้ฉันอยากที่จะพูดภาษาอังกฤษ					

11. ฉันรู้สึกสนใจในการเรียนวิชาภาษาอังกฤษมากขึ้นผ่านการสอนการพูด					
12. คลาสเรียนออนไลน์สะดวกมากสำหรับการทบทวนบทเรียนนอกห้องเรียน					
13. ฉันมีความมั่นใจมากขึ้นเมื่อได้เรียนภาษาอังกฤษผ่านกิจกรรมการแสดง					
14. การได้เป็นส่วนหนึ่งของโครงงานนี้ได้เพิ่มแรงจูงใจในการเรียนวิชาภาษาอังกฤษให้กับฉัน					
15. กิจกรรมการพูดในห้องเรียนทำให้ฉันมีโอกาสพูดภาษาอังกฤษมากขึ้น					
16. การใช้กิจกรรมการแสดงละครเพิ่มความรู้ภาษาอังกฤษให้กับฉัน					
17. ฉันพอใจกับการบ้านที่ฉันส่งในคลาสออนไลน์					
18. กิจกรรมที่ทำในห้องเรียนได้ช่วยสร้างเป้าหมายของโครงงานให้ชัดขึ้น					
19. ฉันพูดภาษาอังกฤษได้คล่องแคล่วมากขึ้นหลังจากการเรียนการพูดภาษาอังกฤษ					
20. แบบฝึกหัดและเนื้อหาในคลาสออนไลน์มีความเกี่ยวเนื่องกันเป็นอย่างดี					
21. การเรียนผ่านการใช้โครงงานเป็นฐานช่วยพัฒนาความมีวินัยให้กับฉัน เช่น การตรงต่อเวลา และการมีความรับผิดชอบ					
22. ฉันได้เรียนรู้คำศัพท์เพิ่มมากขึ้นหลังจากเรียนการพูด					
23. การใช้กิจกรรมการแสดงละครช่วยให้ฉันรู้สึกอุ่นใจมากขึ้นเมื่อพูดภาษาอังกฤษ					
24. กิจกรรมการพูดในห้องเรียนช่วยให้ฉันสร้างประโยคที่ยาวและซับซ้อนมากกว่าเดิมได้					
25. การเรียนออนไลน์ทำให้ฉันเรียนได้ตามกำลังของตนเอง					
26. การใช้กิจกรรมการแสดงในรายวิชานี้เป็นประโยชน์และมีความสนุกสนาน					
27. ฉันมีความมั่นใจในการพูดภาษาอังกฤษมากขึ้นหลังจากการเรียนการพูด					
28.การทำโครงงานมีคุณค่าและเชื่อมโยงกับโลกความเป็นจริงได้					

ตอนที่ 3 ความคิดเห็นและข้อเสนอแนะของนักศึกษา

1. ในความคิดของนักศึกษา จุดแข็งและข้อดีของการใช้การจัดการเรียนการสอนการแสดงละครโดยใช้โครงงาน
เป็นฐานผ่านสภาพการเรียนแบบผสมผสานเพื่อพัฒนาทักษะการพูดคืออะไร

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2. สิ่งที่ควรเปลี่ยนแปลงหรือปรับปรุงในรายวิชานี้

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3. ข้อเสนอแนะเพิ่มเติม

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Appendix G: Focus Group Discussion Questions

Focus group discussion questions

1. What did you like most about this course? Why?

2. What do you think is beneficial for you from taking this course? How?

3. What do you think about Google Classroom as your learning platform? Do you like it? Why or Why not?

4. What do you think about conducting a final project?

5. Out of 4 components in English speaking skills (Fluency, pronunciation, vocabulary, and grammar) in your opinion, what did you improve most? How and Why?

Appendix H: The Thai version of Focus Group Discussion Questions

คำถามสำหรับการสนทนากลุ่มย่อย

1.นักศึกษาชอบอะไรในวิชานี้มากที่สุด เพราะอะไร

2.นักศึกษาคิดว่าอะไรบ้างที่มีประโยชน์จากการลงเรียนวิชานี้ อย่างไร

3.นักศึกษาคิดอย่างไรกับการใช้Google Classroom เป็นช่องทางในการเรียนรู้ ชอบหรือไม่ เพราะอะไร

4.นักศึกษาคิดเห็นอย่างไรกับการทำโครงงาน

5. ในบรรดา 4 องค์ประกอบของทักษะการพูด (ความคล่องแคล่ว, การออกเสียง, คำศัพท์ และไวยากรณ์) นักศึกษา

คิดว่าตนเองพัฒนาอะไรมากที่สุด เพราะเหตุใดและอย่างไร

Appendix I

Lesson Plans Evaluation

Index of Item Objectives Congruence (IOC) of Lesson Plans

Please rate ($\checkmark$) in the rating box (+1, 0, -1) to score the items according to your opinion.

+1   means   Congruent

0   means   Questionable

-1   means   Incongruent

Items	Experts' judgements			IOC Mean Score	Meaning
	A	B	C		
1. Lesson Layout and Design:					
1.1 The layout and design of the lesson are appropriate and clear.	+1	+1	+1	1	Reserved
1.2 The layout and design of the lesson are effectively organized.	+1	+1	+1	1	Reserved
2. Objectives:					
2.1 The terminal objective is realistic, appropriate, and achievable for the lesson and time allocation.	+1	+1	+1	1	Reserved
2.2 The enabling objectives are related to the terminal objective.	0	+1	+1	0.67	Reserved
2.3 The objectives are relevant and consistent with the concept of the lesson.	+1	+1	+1	1	Reserved
3. Stage and Activities:					
3.1 The activities in face-to-face	+1	+1	+1	1	Reserved

sessions are relevant to "Implementation-Intermediate" stage which is to facilitate the students on their chosen theme of the final project and to practice speaking skills through drama activities.					
3.2 The activities in online session help the students to practice their speaking skills adequately and appropriately.	+1	+1	0	0.67	Reserved
3.3 The activities in both online and face-to-face sessions are relevant to lesson objectives.	+1	+1	+1	1	Reserved
4. Procedures:					
4.1 The procedure in each activity meets its aims.	+1	+1	0	0.67	Reserved
4.2 The procedure in each activity is in logical sequence	+1	+1	+1	1	Reserved
4.3 The procedure in each activity is clear and effective.	+1	+1	0	0.67	Reserved
5. Materials:					
5.1 Materials are appropriate for the lesson.	+1	0	0	0.33	Revised
5.2 Materials are suitable for students' language proficiency.	+1	+1	+1	1	Reserved
5.3 Materials are interesting, motivating, and comprehensible.	+1	+1	+1	1	Reserved

Appendix J

English Speaking Skills Test Evaluation

Index of Item Objectives Congruence (IOC) of English Speaking Skills Test

Please rate ($\checkmark$) in the rating box (+1, 0, -1) to score the items according to your opinion.

+1	means	Congruent
0	means	Questionable
-1	means	Incongruent

Items	Experts' judgements			IOC Mean Score	Meaning
	A	B	C		
1. Context:					
1.1 The tasks are relevant to speaking skills.	0	+1	+1	0.67	Reserved
1.2 The time allocation is appropriate.	+1	0	+1	0.67	Reserved
2. Content:					
2.1 The tasks require the test takers to perform their English speaking skills in terms of fluency.	+1	+1	+1	1	Reserved
2.2 The tasks require the test takers to perform their English speaking skills in terms of grammar.	0	+1	+1	0.67	Reserved
2.3 The tasks require the test takers to perform their English speaking skills in terms of vocabulary.	+1	+1	+1	1	Reserved
2.4 The tasks require the test takers to perform their English speaking skills in terms of pronunciation.	+1	+1	+1	1	Reserved
2.5 The prompts are appropriate to elicit English speaking skills.	0	+1	+1	0.67	Reserved
3. Language:					
3.1 The instructions are comprehensible, concise and clear.	0	0	+1	0.33	Revised
3.2 The prompts are easy to understand.	0	0	+1	0.33	Revised
4. Scoring rubric					
4.1 The scoring rubric is suitable for the test.	+1	+1	+1	1	Reserved

Appendix K

Questionnaire of Students' Opinions Evaluation

> **Index of Item Objectives Congruence (IOC) of Questionnaire of Students' Opinions**

Please rate (✓) in the rating box (+1, 0, -1) to score the items according to your opinion.

+1	means	Congruent
0	means	Questionable
-1	means	Incongruent

Project-Based Learning: Items 3,6,8,14,18,21 and 28

Drama: Items 2,5,10,13,16,23 and 26

Blended Learning: Items 1,7,9,12,17,20 and 25

Speaking: Items 4,11,15,19,22,24 and 27

Items	Experts' judgements			IOC Mean Score	Meaning
	A	**B**	**C**		
1. The online sessions encourage me to learn more about English speaking.	+1	+1	+1	1	Reserved
2. Using drama activities is a good way to learn more vocabulary items.	+1	+1	+1	1	Reserved
3. The instruction is suitable for student-centered learning	0	0	+1	0.33	Revised
4. I speak English more accurately, according to the grammar rules, after learning through the speaking instruction.	+1	0	+1	0.67	Reserved
5. Using drama activities can help improve my pronunciation because I practice a lot of drills.	+1	+1	+1	1	Reserved
6. Apart from speaking skills, my other skills (information searching skill, data collecting skill and technology skill) are improved from doing the project.	+1	+1	+1	1	Reserved

7. I have no limit access regardless of time and place when learning online.	0	+1	0	0.33	Revised
8. I enjoy working with my team members when doing a task of the project.	+1	+1	+1	1	Reserved
9. The instruction is more individualized than traditional learning.	0	0	+1	0.33	Revised
10. Using drama activities increases my motivation to speak English.	+1	+1	+1	1	Reserved
11. I am more interested in learning English class through English speaking instruction.	+1	0	+1	0.67	Reserved
12. The online session is convenient for reviewing the lesson outside the classroom.	+1	+1	+1	1	Reserved
13. I am more confident when learning English through drama activities.	+1	+1	+1	1	Reserved
14. Participating in this project has increased my motivation to the subject.	0	+1	+1	0.67	Reserved
15. The instruction allows me to have more opportunities to speak English.	0	0	+1	0.33	Revised
16. Using drama activities expands my knowledge of English.	+1	+1	+1	1	Reserved
17. I am satisfied with the assignments I completed in the online sessions.	+1	+1	+1	1	Reserved
18. The activities in the class have contributed the goals of the project.	+1	0	+1	0.67	Reserved
19. I speak English more fluently after learning through the speaking instruction.	+1	0	+1	0.67	Reserved
20. The exercises and contents in the online session are compatible.	0	+1	+1	0.67	Reserved
21. Learning through project-based learning develops my discipline e.g. punctuality, responsibility, etc.	+1	+1	+1	1	Reserved
22. I learn more vocabulary items after learning through the speaking instruction.	+1	0	+1	0.67	Reserved
23. Using drama activities help me feel more comfortable when speaking English.	+1	+1	+1	1	Reserved

24. The instruction helps me to produce longer and more complex sentences.	+1	0	+1	0.67	Reserved
25. The instruction allows me to learn at my own pace.	+1	0	+1	0.67	Reserved
26. Using drama activities in the class is useful and enjoyable.	+1	+1	+1	1	Reserved
27. I am more confident to speak English after learning through the speaking instruction.	0	0	+1	0.33	Revised
28. The instruction is meaningful and related to the real world.	0	0	+1	0.33	Revised
Content:					
1. The questionnaire is able to evaluate students' opinion towards Project-Based Drama Approach via Blended Learning Environment on Thai EFL Undergraduate Students' Speaking Skills	+1	+1	+1	1	Reserved
Language:					
1. The items are comprehensible, brief, and unambiguous.	+1	+1	+1	1	Reserved
2. Both English and Thai versions are parallel.	+1	+1	+1	1	Reserved

Appendix L

Focus Group Discussion Questions Evaluation

Index of Item Objectives Congruence (IOC) of Focus Group Discussion Questions

Please rate (✓) in the rating box (+1, 0, -1) to score the items according to your opinion.

+1	means	Congruent
0	means	Questionable
-1	means	Incongruent

Items	Experts' judgements			IOC Mean Score	Meaning
	A	**B**	**C**		
1. What did you like most about this course? Why?	+1	+1	+1	1	Reserved
2. What do you think is beneficial for you from taking this course? How?	+1	+1	+1	1	Reserved
3. What do you think about conducting a final project?	+1	+1	+1	1	Reserved
4. Out of 4 components in English speaking skills (Fluency, pronunciation, vocabulary, and grammar) in your opinion, what did you improve most? How and Why?	+1	+1	+1	1	Reserved

Appendix M

Lists of Experts Validating the Instruments

A: Experts Validating Lesson Plans

1. Assistant Professor Chansonglod Gajaseni, Ph.D.
   Foreign Language Teaching Division, Faculty of Education,
   Chulalongkorn University

2. Assistant Professor Ruedeerath Chusanachoti, Ph.D.
   Foreign Language Teaching Division, Faculty of Education,
   Chulalongkorn University

3. Saisunee Chaimongkol, Ph.D.
   English and Communication Program, Faculty of Liberal Arts,
   Ubon Ratchathani University

B: Experts Validating English Speaking Skills Test, Students' Opinions Questionnaire, and Focus Group Discussion Questions

1. Associate Professor Punchalee Wasanasomsithi, Ph.D.
   Division of English for Science and Technology,
   Chulalongkorn University Language Institute, Chulalongkorn University

2. Assistant Professor Kornwipa Poonpon, Ph.D.
   English Department, Faculty of Humanities and Social Sciences,
   Khon Kaen University

3. Denchai Prabjandee, Ed.D.
   Department of International Graduate Studies in Human Resource Development,
   Faculty of Education, Burapha University

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