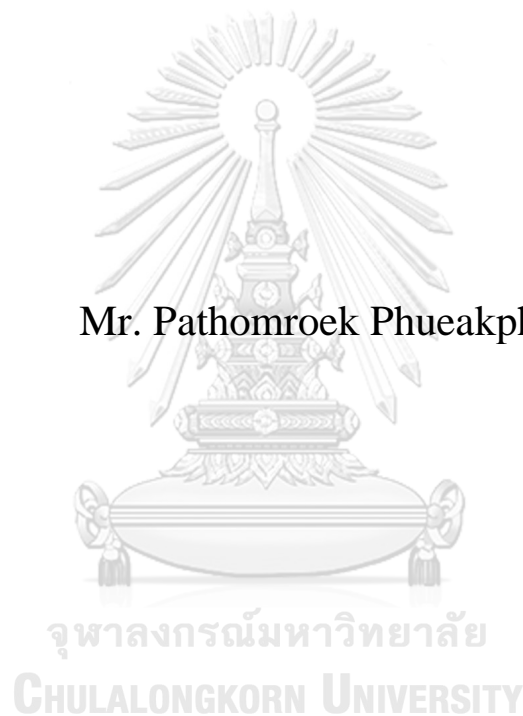


Effects of Using Tiered Instruction and Gamification Teaching  
Method on English Oral Communication Ability of Ninth Grade  
Students

Mr. Pathomroek Phueakphud



A Thesis Submitted in Partial Fulfillment of the Requirements  
for the Degree of Master of Education in Teaching English as a Foreign  
Language

Department of Curriculum and Instruction  
FACULTY OF EDUCATION  
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ผลการใช้รูปแบบการสอนแบบแบ่งชั้นความแตกต่างของผู้เรียนผลานกับแนวคิดเกมมิฟิเคชันที่มี  
ต่อความสามารถในการพูดภาษาอังกฤษเพื่อการสื่อสารของนักเรียนมัธยมศึกษาปีที่ 3



วิทยานิพนธ์นี้เป็นส่วนหนึ่งของการศึกษาตามหลักสูตรปริญญาครุศาสตรมหาบัณฑิต  
สาขาวิชาการสอนภาษาอังกฤษเป็นภาษาต่างประเทศ ภาควิชาหลักสูตรและการสอน

คณะครุศาสตร์ จุฬาลงกรณ์มหาวิทยาลัย

ปีการศึกษา 2562

ลิขสิทธิ์ของจุฬาลงกรณ์มหาวิทยาลัย

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By	Mr. Pathomroek Phueakphud
Field of Study	Teaching English as a Foreign Language
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จุฬาลงกรณ์มหาวิทยาลัย  
CHULALONGKORN UNIVERSITY

ปฐมฤกษ์ เพื่อกศุค : ผลการใ้รูปแบบการสอนแบบแบ่งชั้นความแตกต่างของผู้เรียน  
 ผสานกับแนวคิดเกมมิฟิเคชันที่มีต่อความสามารถในการพูดภาษาอังกฤษเพื่อการ  
 สื่อสารของนักเรียนมัธยมศึกษาปีที่ 3. ( Effects of Using Tiered  
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การวิจัยกึ่งทดลองนี้มีวัตถุประสงค์เพื่อ 1) ศึกษาผลการใ้รูปแบบการสอนแบบแบ่งชั้นความแตกต่างของผู้เรียนผสานกับแนวคิดเกมมิฟิเคชันที่มีต่อความสามารถในการพูดภาษาอังกฤษเพื่อการสื่อสารของนักเรียนในแบบองค์รวมและองค์ประกอบ และ 2) เพื่อศึกษาผลการใ้รูปแบบการสอนแบบแบ่งชั้นความแตกต่างของผู้เรียนผสานกับแนวคิดเกมมิฟิเคชันและการสอนแบบปกติที่มีต่อความสามารถในการพูดภาษาอังกฤษเพื่อการสื่อสารของนักเรียน กลุ่มตัวอย่างที่ใช้ในการวิจัย คือ นักเรียนชั้นมัธยมศึกษาปีที่ 3 โรงเรียนมัธยมศึกษาขนาดเล็ก จังหวัดชุมพร ได้มาด้วยวิธีการเลือกแบบเจาะจงและดำเนินการเลือก 2 ห้องเรียนที่คละความสามารถ จากนั้นทำการสุ่มแบบกลุ่มห้องเรียนโดยได้กลุ่มทดลองจำนวน 22 คนที่เรียนด้วยรูปแบบการสอนแบบแบ่งชั้นความแตกต่างของผู้เรียนผสานกับแนวคิดเกมมิฟิเคชัน และกลุ่มควบคุมจำนวน 18 คนเรียนด้วยการสอนแบบปกติ เครื่องมือที่ใช้ในการวิจัย คือ 1) แบบทดสอบความสามารถในการพูดภาษาอังกฤษเพื่อการสื่อสารแบบคู่ขนานก่อน-หลังเรียน 2) แผนการจัดการเรียนรู้ของรูปแบบการสอนแบบแบ่งชั้นความแตกต่างของผู้เรียนผสานกับแนวคิดเกมมิฟิเคชัน 3) แผนการจัดการเรียนรู้แบบปกติ ใช้เวลาทั้งสิ้น 100 นาทีต่อสัปดาห์เป็นเวลา 8 สัปดาห์ และวิเคราะห์ข้อมูลโดยใช้ค่าเฉลี่ยเลขคณิต ค่าส่วนเบี่ยงเบนมาตรฐาน สถิติทดสอบค่าที่สำหรับ paired-sample และ independent-sample

ผลการวิจัยสรุปได้ดังนี้

1) กลุ่มทดลองมีความสามารถในการพูดภาษาอังกฤษเพื่อการสื่อสารองค์รวมสูงกว่าก่อนเรียนอย่างมีนัยสำคัญทางสถิติที่ระดับ .05 และมีคะแนนเฉลี่ยด้านองค์ประกอบ 4 ด้านจาก 5 ด้านคือเนื้อหา คำศัพท์

ความคล่อง และไวยากรณ์สูงขึ้นอย่างมีนัยสำคัญทางสถิติที่ระดับ .05

2) กลุ่มทดลองมีมีความสามารถในการพูดภาษาอังกฤษเพื่อการสื่อสารองค์รวมสูงกว่ากลุ่มควบคุมอย่างมีนัยสำคัญทางสถิติที่ระดับ .05 และมีคะแนนเฉลี่ยด้านองค์ประกอบ 3 ด้านคือ ความคล่อง ไวยากรณ์ และการออกเสียงสูงกว่าอย่างมีนัยสำคัญทางสถิติที่ระดับ .05

สาขาวิชา การสอนภาษาอังกฤษเป็น  
 ภาษาต่างประเทศ

ปีการศึกษา 2562

ลายมือชื่อนิติ

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ลายมือชื่อ อ.ที่ปรึกษาหลัก

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# # 6083396927 : MAJOR TEACHING ENGLISH AS A FOREIGN LANGUAGE

KEYWORD: English oral communication, tiered instruction, gamification, English Language Teaching

Pathomroek Phueakphud : Effects of Using Tiered Instruction and Gamification Teaching Method on English Oral Communication Ability of Ninth Grade Students. Advisor: Asst. Prof. Ruedeerath Chusanachoti, Ph.D.

This quasi-experimental research was conducted with two purposes: 1) to investigate the effects of tiered instruction and gamification teaching method on students' English oral communication ability in overall and analytical views and 2) investigate the effects between tiered instruction and gamification teaching method and conventional instruction on students' English oral communication ability. The participants were ninth grade students of a small-sized secondary school in Chumphon, selected by purposive sampling into two mixed-ability classrooms. They were cluster-randomly assigned into experimental group with 22 students learned by tiered instruction and gamification teaching method, and control group of 18 students learned by conventional instruction. The research instruments consisted of (1) parallel pre- and post-test of English oral communication (2) lesson plans of tiered instruction and gamification teaching method, and (3) lesson plans of conventional instruction. The data collection procedure was 100 minutes per week for 8 weeks. The collected data were analyzed by arithmetic mean, standard deviation, paired-sample t-test, and independent-sample t-test.

The result of this study showed that

1) The experimental group had higher mean scores of English oral communication ability in overall view than before the experiment at .05 significant level. Besides, their mean scores in four out of five elements of English oral communication ability namely content, vocabulary use, fluency, grammatical structure, improved at .05 significant level.

2) The experimental group had higher mean score of English oral communication ability than the control group at .05 significant level. Moreover, mean scores in three elements of English oral communication ability including fluency, grammatical structure, and pronunciation of the experimental group were higher than the mean scores of control group at .05 significant level.

Field of Study: Teaching English as a Foreign Language

Academic Year: 2019

Student's Signature .....

Advisor's Signature .....

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# CHAPTER I

## INTRODUCTION

### 1.1 Statement of Problems

Speaking involves dynamic interactions of mental, articulatory and social processes. To master in speaking skills in English is commonly set as a priority for many language learners in ESL or EFL context (Richards, 2006). Importantly, English language has served as a means of communication between people who come from different first language backgrounds. Despite the importance of English as a means of communication, speaking English is a great challenge for foreign language learners, and students must master several difficult skills to perform speaking.

Thailand has adopted English language as a compulsory subject for students to learn throughout the entire basic education including elementary and secondary level. Ministry of Education (2014) is aware of the current English language teaching and launched the policy to issue the Common European Framework of Reference for Languages (CEFR) as the framework of the English language instruction in designing the curriculum, assessment and evaluation, and teaching professional development. CEFR requires ninth-grade students to reach at minimum of A2 level to communicate with some confidence on familiar routines and non-routine matters related to their interests and professional field (Council of Europe, 2018). Accordingly, Ministry of Education (2008) emphasizes that one of the ninth-grade students' qualities is being able to communicate in real or simulated situations in contexts including classroom, school, community, and society.

However, there are several factors concerning the success or failure of foreign language learning. One of the main reasons which students avoided speaking were anxiety and a lack of motivation (Goh & Burns, 2012). Those who suffer from language anxiety would find speaking in a second language as an uncomfortable experience, and less willing to take risks and express themselves in the target language. In the context of English language teaching in Thailand where English is suited as a foreign language setting, students have limited opportunities to speak English outside the classroom (Khamkhien, 2010; Zhang, 2009). Thai students expressed that one high-ranked factor causing the reluctance to speak English is that

they are worried about making mistakes in pronunciation (Khamkhien, 2011). Moreover, limited vocabulary, lack of self-confidence, and linguistic accuracy can cause Thai students in speaking anxiety (Akkakoson, 2016). Still, students realize the necessary and importance of English language.

Thai future graduates of secondary schools must encounter situations, which tourisms and businesses are growing in their local context, Chumphon province, where English language is needed to be a mean of communication, therefore, there is necessity of becoming a competent speaker of English to sustain these advantages for their livings.

As the most crucial and demanding skills to achieve, Rahman (2010) defined oral communication skills as spoken interaction between more than one person which involves the effective transmission of facts, thoughts, ideas, feelings, and values. Oral communication skills require abilities to understand what and how to say things in various contexts. Students who learn to speak in a second language rather accomplish three components in order to produce spoken language fluently, accurately and socially appropriate ways. Goh and Burns (2012) proposed aspects of second language speaking competence, consisted of knowledge of language and discourse, core speaking skills, and communication strategies. Knowledge of language and discourse refers to the knowledge about grammar, phonology, words and their meanings, and discourse. Core speaking skills include four sub-skills: pronunciation, speech function, interaction management, and discourse organization. Communication strategies include cognitive, metacognitive, and interactional strategies, which support students to overcome lexical gaps, negotiate meaning, and repair communication breakdown. In other words, students need to decide what to say and use their linguistic knowledge to construct utterances and encode this message in sound and sound pattern that can be recognized by their listeners. They also need to consider the context of interaction and engage their listeners in socially appropriate ways to communicate. As a result, students who fail to process either one of the components would be unable to produce the oral communication effectively.

Moreover, mixed-ability classroom context, where students are in same classroom but with a broad range of ability was normally found in daily teachers' routines in Thailand. Despite its common, mixed-ability classroom demanded serious

attention, which in English language class, teachers may fail to address the needs of every student regardless students' proficiency differences (Hedge, 2000). Common scenarios were found in mixed-ability classrooms that in general or during demanding task, students with high ability tend to easily understand the lesson and maintain their active state, while students with lower ability struggle and remain passive. These challenges can influence students' motivation in learning that with an easy task, lower ability students joined in effectively, while the higher found it redundant. These types of situations can lower both groups' motivation to study (Hedge, 2000; Nusrat, 2017).

Many educators have proposed ways to support students individually and help them perform English oral communication in a mixed-ability classroom. Tiered instruction is an approach based on differentiated instruction which Tomlinson (2001) defined as the philosophy that students can learn through the adaptation of instruction with such differences of students in terms of learning styles, readiness, and interests. The belief underlying differentiated instruction is the change of pace, level, or kind of instruction to response to students' differences. According to Richards & Omdal (2007), tiered instruction enables the use of the same curriculum material for all students with the differentiation of depth of content, learning processes, and/or types of products to better support individual students to learn effectively based on their prior knowledge. In addition, gamification is the use of game design elements in non-game contexts (Deterding, Dixon, Khaled, & Nacke, 2011). In learning and education, gamification is to create real-world environments to support learning and problem solving (Kim, Song, Locke, & Burton, 2018); it is an approach that engages students in tasks (Reeves & Read, 2009). Gamification is not just designed for learner fun and enjoyment. It is also an instructional approach that can be used to enhance the effectiveness of instruction on student learning as several researchers agreed that gamification helped promote engagement and participation in gamified contexts (Figueroa, 2015; Karagiorgas & Niemann, 2017).

To cope with the difficulties and limitations of acquiring English oral communication ability and mixed-ability classroom, tiered instruction would align the complexity and degrees of instruction based on students' competence and advance students' through tiers. Required skills or concept learning will be gained at a learning rate better matched to students' level (Kingore, 2006; Richards & Omdal, 2007;

Rogers, 1993). In addition, gamification as an application of game design elements would nurture and drive the learning procedures to create an engagement of learning and help generate the behavioral outcomes (Hamari, Koivisto, & Sarsa, 2014; Kapp, 2012). Several studies (Buckley, DeWille, Exton, Exton, & Murray, 2018; Girardelli, 2017; Yildirim, 2017) also showed the positive impacts upon students' attitudes and motivation to study. Therefore, the integration of tiered instruction and gamification would consider to be implemented to enhance English oral communication ability.

### **1.2 Research Questions**

The purpose of the study is to investigate the effects of tiered instruction and gamification teaching method on ninth-grade students' English oral communication ability in school.

The following questions are addressed:

1. To what extent does tiered instruction and gamification teaching method effect students' English oral communication ability?
2. Is there statistically significant difference in the English oral communication ability in the posttest between the experimental group learned by tiered instruction and gamification teaching method and the control group learned by conventional instruction?

### **1.3 Research Objectives**

The objectives of this research are:

1. to investigate the effects of tiered instruction and gamification teaching method on students' English oral communication ability in overall and analytical views.
2. To investigate the effects between tiered instruction and gamification teaching method and conventional instruction on students' English oral communication ability.

#### 1.4 Statement of Hypotheses

There are some evidences showing the significant results concerning tiered instruction and gamification. The statements of hypotheses were obtained from these studies. Richards and Omdal (2007) implemented tiered instruction in secondary Science classrooms revealed that tiered instruction increased students' performance, especially students who were in the low-achievement group. Moreover, Amkham (2010) who conducted the study of effects of tiered assignments towards English writing ability confirmed the increase of the enhancement of students' writing ability. In addition, Yildirim (2017) conducted the 14-week lessons implemented gamification-based teaching practices and found that gamification had a positive impact on students' attitudes toward the lessons. Girardelli (2017) has studied impromptu speech gamification for ESL/EFL students of Chinese undergraduate in a public-speaking course. The result showed that gamification built students confidence in giving a short speech and helped gain speech organization.

As a result, the hypotheses of this study are set as follow:

1. After the implementation of tiered instruction and gamification teaching method, students gained higher English oral communication ability which would be examined by the following statements.

1.1 The mean scores in overall view of the posttest of English oral communication ability of students who received tiered instruction and gamification teaching method would be higher than mean scores of the pretest.

1.2 The mean scores in analytical view of the posttest of English oral communication ability of students who received tiered instruction and gamification teaching method would be higher than mean scores of the pretest.

2. There would be statistically significant difference at the significant level of .05 that students' English oral communication ability learned by tiered instruction and gamification teaching method was higher compared to those learned by conventional instruction. It can be examined as follows.

2.1 The mean scores in overall view of the posttest of English oral communication ability of experimental group learned by tiered instruction and

gamification teaching method would be higher than mean scores of control group learned by conventional instruction.

2.2 The mean scores in analytical views of the posttest of English oral communication ability of experimental group learned by tiered instruction and gamification teaching method would be higher than mean scores of control group learned by conventional instruction.

### **1.5 Scope of the Study**

In the present study, the population and the variables are the following;

1. The population of this study is ninth-grade students in a regular program in public schools in Chumphon province.

2. The participants of this study were ninth-grade students, who were studying in compulsory English course in one school in Chumphon province.

3. The focus variables of the study are:

3.1 Independent variable for experimental group is tiered instruction and gamification teaching method.

3.2 Independent variable for control group is conventional instruction.

3.3 Dependent variable is students' English oral communication ability.

4. English oral communication ability includes two types of dialog functions: transactional and interactional function. Transaction refers to the conversation that speakers exchange and convey the specific information, whereas interaction refers to the conversation to maintain social relationships.

5. The developed instruction is to be implemented in compulsory course (E23102) for ninth-grade students.

6. The duration of the implementation of the developed instruction was 8 weeks. There was one session per week, and each session lasts 100 minutes. The implementation was conducted during the second term of the 2019 academic year.

## 1.6 Context

The school context of the participants is a small-sized secondary school with 200 students in total and located in Chumphon province under control of the Secondary Education Service Area Office 11. The school offers a regular program of study to lower-secondary students. The classroom context is clustered into a mixed-ability classroom by students' learning achievement. Students learn English as a foreign language, where they had minimal opportunities to use English language outside a classroom context.

## 1.7 Definition of Terms

The operational terms were defined as follows:

**English oral communication ability** defines as the ability to perform a spoken interaction as dialogs through exchange of productive and receptive processes (speaking and listening) simultaneously and appropriately in various contexts including interactions to maintain social relationships and to exchange specific information. It includes five elements

- *Content* refers to the relevance of the meaning and related details of the utterances towards to given situations.
- *Vocabulary use* refers to the use of selecting appropriate vocabulary to produce the utterances.
- *Fluency* refers to the use of language confidently, with few hesitations or unnatural pauses.
- *Grammatical structure* refers to the use of selection of correct sentence structures when speaking.
- *Pronunciation* refers to the ability to produce the utterances with correct intonation in sentences, phrases, or word stress.

The English oral communication ability is assessed by English oral communication ability test that the researcher developed.



**Tiered instruction** is an approach intended to provide opportunities for a better instructional match between students and their individual needs based on their prior knowledge. Students are assigned to various types of tier based on learning activities to accommodate individual's pace of learning, offer the personalization of interests, and learning preferences profiles. In this research, three different types of tiers include readiness tier, interest tier, and learning style tier. *Readiness tier* groups students based on their language proficiency. *Interest tier* assigns students to work on their interest topic. *Learning style tier* offers students to expose to the content by their learning preference profiles.

**Gamification** is an application of game design elements in the learning process within the class hours continuously throughout the duration of the implementation and nurtures the atmosphere of the classroom to help support, engage, motivate students to achieve the behavioral outcomes. Adopted from Schell (2014), Gamification in this study including story, technology, mechanism, and aesthetics to support the classroom environment.

- *Story* refers to pieces of scenarios on a hero journey that students receive each week.

- *Technology* is paper materials that involve the learning procedures concerning gamification elements including leaderboard, points, badges, and avatars.

- *Mechanisms* of gamification include reward structure of how or when students receive points, badges, avatar, and leaderboard as an announcement of individual and whole-class progress, and quests as optional activities.

- *Aesthetics* is an artwork to help students engage in the learning environment. Aesthetics was covered by using attractive materials, by giving stickers of points, badges, and items towards students' behavioral outcomes.

**Tiered instruction and gamification teaching method** refers to the teaching method that embeds principles of tiered instruction and gamification as approaches to conduct learning procedures. It is the method that utilizes types of tier to differentiate students and game mechanics to promote learning in supporting students to reach the behavioral outcomes.

**Conventional instruction** refers to the instruction to enhance students to acquire a positive attitude and the abilities to use English language in various situations. The instruction employs strands, standards, and indicators of foreign language of Thai's Basic Education Core Curriculum (A.D. 2008) as achievements for students to reach and implements the PPP procedures (presentation-practice-production) to construct learning procedures. The approach applies to the instruction is Communicative Language Teaching (CLT).

**Ninth-grade students** refers to students who are studying in grade 9 (Mathayom Suksa 3) in a mixed-ability classroom in public schools of Chumphon province.

### **1.8 Significance of the Study**

The findings from this study would benefit teachers and institutions. The research result would be beneficial for teachers who teach English oral communication ability. They would be able to use the findings of this study as a contribution to improve the lessons and/or implement the instruction in their classrooms. In addition, the institutions would raise awareness of addressing students' differences and potentials and provide opportunities of learning to match learners' needs. Lastly, the use of the integration of tiered instruction and gamification in learning and education would benefit English language teaching which provides another advantageous alternative instruction to be implemented in the classrooms in EFL context of Thailand.

## 1.9 Research Framework

<b>Tiered Instruction</b>	<b>Gamification</b>
<ol style="list-style-type: none"> <li>1. Students learn at a level of their prior knowledge and prompts continued growth.</li> <li>2. Students are assigned to various tier differently according to learning activities including readiness interest, and learning style tier.</li> <li>3. Students in different tiers are expected equally to use key skills, or concepts to complete the instruction.</li> </ol>	<ol style="list-style-type: none"> <li>1. Game elements are applied into classroom context to encourage the behavioral outcomes.</li> <li>2. Gamification helps scaffold the development and support the educational advantages.</li> <li>3. The design of the gamification can endure and engage students and promote learning.</li> </ol>



### **Tiered Instruction and Gamification Teaching Method**

The teaching method that utilizes types of tier to differentiate students and game mechanics to promote learning in supporting students to reach the behavioral outcomes.



### **English Oral Communication Ability**

The ability to perform a spoken interaction as dialogs through exchange of productive and receptive processes (speaking and listening) simultaneously and appropriately in various contexts including interactions to maintain social relationships and to exchange specific information. English oral communication ability includes five elements content, vocabulary use, fluency, grammatical structure and pronunciation.

## **CHAPTER II**

### **LITERATURE REVIEW**

The review of literature in this study on effects of tiered instruction and gamification on English oral communication ability of ninth-grade students includes different key concepts focusing in the study. These major key concepts are:

#### **2.1 English Oral Communication Ability**

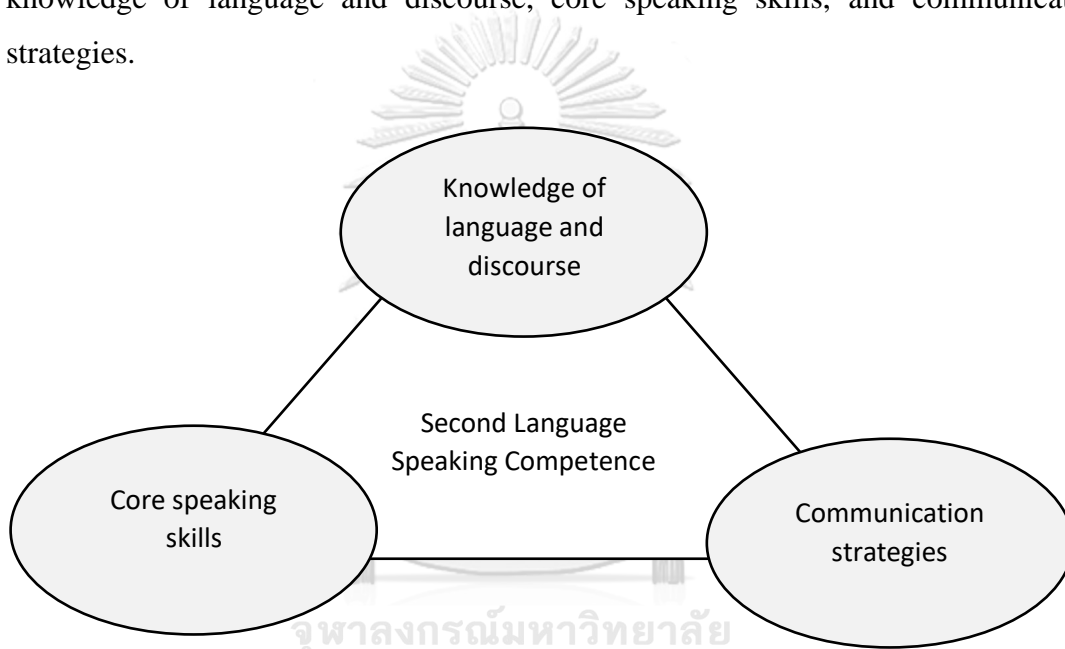
Oral communication was defined as skills involving spoken interaction between more than one person which performs the effective transmission of facts, thoughts, ideas, feelings, and values. Oral communication skills consist of various elements such as language used, gesture, style, facial expression, understanding the audience, politeness, precision, and directness, etc. Cooperating these elements has effects on both failure and success of the interaction. Oral communication is not only the presentation of formulaic expression; it also requires the abilities to understand what and how to say things in different contexts (Rahman, 2010).

English oral communication comprises both speaking and listening ability that is the foundation of literacy. It is the ability to use the language orally and appropriately in any circumstances as well as shared sociocultural or pragmatic suppositions (Bachman, 1990). Oral communication is defined as an interaction which at least two individuals alternately participate a production and reception exchange (Council of Europe, 2018). As oral communication involves speaking and listening skills, several researchers (Burns, 2019; Goh, 2016) have defined speaking as complex and dynamic skills involving several processes to generate in real-time.

English oral communication ability in this study could be defined as the ability to perform a spoken interaction as dialogs through the exchange of productive and receptive processes (speaking and listening) simultaneously and appropriately in various contexts including interactions to maintain social relationships and to exchange specific information.

### 2.1.1 Elements of English Oral Communication Ability

Burns (2019) described speaking involved three factors: cognitive, affective, and social factors. Cognitive factors refer to what speakers prepare conceptually to what they will say, involving utterance formulation within the grammar and vocabulary knowledge, articulation to be comprehensible. Social factors involve the pragmatics and sociocultural aspects for the speakers to handle. Affective factors involve people's feelings, emotions, and psychological reactions. Goh and Burns (2012) proposed the model of second language speaking competence consisted of knowledge of language and discourse, core speaking skills, and communication strategies.



**Figure 1 Second Language Speaking Competence (Goh & Burns, 2012)**

Knowledge and discourse concerns on master the sound patterns of the language, grammar and vocabulary, and discourse. Grammatical, phonological, lexical, and discourse knowledge are composed of the element. Core speaking skills, including four sub-skills: pronunciation, speech function, interaction management, and discourse organization. Core speaking skills enable the ability to process speech quickly to increase fluency and to manage to flow of the speech. While communication strategies refer to the development of cognitive strategies, metacognitive strategies, and interaction strategies, which support the speakers to

compensate for limitations of language knowledge, overcome lexical gaps, negotiate meaning, and repair communication breakdown.

Brown and Lee (2015) proposed the elements of oral communication skills comprised of two main parts; micro- and macro- skills of oral communication. Micro-skills focus on details; allophones, phonemes, stress patterns, rhythmic structure, intonational contours. They help produce fluent speech at a different rate of delivery, speech in natural constituents appropriately, reduce forms of words and phrases. Moreover, micro-skills include the use of strategic devices—pauses, fillers, self-corrections, backtracking to monitor your own oral production and use. They cover the use of grammatical word classes, word order, patterns, rules, elliptical forms. Lastly, micro-skills help express a particular meaning in different grammatical forms. While macro- skills focus on the whole picture of speech. They focus on the use of cohesive devices in spoken discourse, and communicative functions according to situations, participants, and goals to be accomplished appropriately. Appropriate registers, implicature, pragmatic conventions, and other sociolinguistic features in face-to-face conversations should be adopted. Macro- skills can convey the meaning related to main ideas, supporting idea, and include facial features, kinesics, body language, and other non-verbal cues along with verbal language to convey the meaning, and provide the context for interpreting the meaning of words.

In conclusion, these elements of English oral communication ability aligned with similarities, but with the different terms of use. In this study, elements of English oral communication ability are based on the model of Goh and Burns (2012), second language speaking competence.

### **2.1.2 Functions of Oral Communication and Types of Classroom Speaking Performance**

There are two types of spoken language which are simply categorized by Nunan (1991). The first type is called monologs. They are usually found in speeches, lectures, news broadcasts. They can be planned or impromptu. The second type is called dialogs. Dialogs involve two or more speakers to exchange. They can different purposes; promoting social relationships and exchanging factual information.

Brown and Yule (1983) described functions of speaking into three functions; talk as interaction, talk as transaction, and talk as performance. Talk as interaction focused on conversation that serves the social function to maintain relationships including small talks, while talk as transaction primarily focus on message connotations. Talk as performance includes public talks such as publish announcement and speech. Table 2.1 describes the features and sets of skills involved in each function of speaking.

Table 2.1 Functions of speaking (Brown & Yule, 1983)

<b>Functions</b>	<b>Features</b>	<b>Involved Skills</b>
Talk as interaction	<ul style="list-style-type: none"> <li>- have a primary on social function</li> <li>- reflect role relationships and speaker's identity</li> <li>- employ many generic words</li> <li>- use conversational register</li> </ul>	<ul style="list-style-type: none"> <li>- Opening and closing conversations</li> <li>- choosing topics</li> <li>- turn-taking</li> <li>- reacting to others</li> </ul>
Talk as transaction	<ul style="list-style-type: none"> <li>- give and receive information</li> <li>- focus on the message or information not the participants</li> <li>- employ communication strategies to make themselves understood</li> <li>- employ frequent questions, repetitions and comprehension checks</li> </ul>	<ul style="list-style-type: none"> <li>- explaining need or intention</li> <li>- describing something</li> <li>- asking questioning</li> <li>- confirming information</li> <li>- clarifying understanding</li> <li>- making comparisons</li> <li>- agreeing and disagreeing</li> </ul>
Talk as performance	<ul style="list-style-type: none"> <li>- tend to be monologue than dialogue</li> <li>- focus on message and audience</li> <li>- present information in an appropriate sequence</li> <li>- present with correct form and accuracy</li> </ul>	<ul style="list-style-type: none"> <li>- presenting with appropriate format, vocabulary, opening, closing</li> <li>- maintaining audience engagement</li> <li>- performing with correct pronunciation and grammar</li> </ul>

### **2.1.3 Teaching and Learning English Oral Communication in Thai Lower Secondary School**

Basic Education Core Curriculum (2008) is a standard-based curriculum that implements the strands, standards, and indicators into learning procedures. Four of the strands are the components of how the students are going to acquire foreign language, as here is English. Strand 1, Language for Communication, plays an important role in stating the minimum of students' ability to achieve. Strand 2, Language and Culture will be integrated for student students to perform and see the relationship and differences between language and cultures of native speakers and Thai. Strand 3, Language and Relationship with Other Learning Areas, requires students to link the language content with other learning areas. Strand 4, Language and relationship with Community and the World, offers students to explore the various use of language in different situations in the classroom, community, and global society.

There are achievement goals for grade nine graduates to achieve in language competences according to Ministry of Education (2008). The behavioral outcomes in table 2.2 are concerning on English oral communication ability.





Table 2.2 Behavioral Outcomes Relating to Oral Communication Ability of Ninth-grade Students

Strands	Behavioral Outcomes
Strand 1: Language for communication	<ul style="list-style-type: none"> <li>- Speak for an exchange information about themselves, various matters around them, situation and news of interest society, and communicate such information continuously and appropriately.</li> <li>- Use appropriate requests, clarifications, and explanations.</li> <li>- Speak to show needs; offer and provide assistance.</li> <li>- Accept and refuse to give help</li> <li>- Speak appropriately to ask for and give information, describe, explain, compare, and express opinions about what they have heard.</li> <li>- Speak to describe their feelings and opinion about various matters, activities, experiences, and incidents, as well as provide appropriate justifications.</li> </ul>
Strand 2: Language and cultures	<ul style="list-style-type: none"> <li>- Choose appropriate language, tone of voice, gestures, and manners by observing social manners and culture of native speakers.</li> <li>- Compare and explain the similarities and differences between the pronunciation of sentences and word orders of English language and Thai language.</li> </ul>
Strand 3: Language and Relationship with Other Learning Areas	<ul style="list-style-type: none"> <li>- Use English language in searching/conducting research, collecting knowledge/various information sources from the media and various learning resources for further study.</li> </ul>
Strand 4: Language	<ul style="list-style-type: none"> <li>- Use language for communication in real/simulated</li> </ul>

Strands	Behavioral Outcomes
and Relationship with Community and the World	situations in the classroom, school, community, and society. - Use compound/complex sentences to convey meaning in various contexts in both formal and informal conversations.

### 2.1.4 Developing English Oral Communication Task

Brown and Lee (2015) categorized types of classroom speaking performance into five types.

#### *Imitative*

Students imitate a word, phrase, or sentence. The focus is traditionally labeled to pronunciation. Thornbury (2005) also mentioned that drilling acts as a kind of forming an articulation. It is useful in gaining control of short words, phrases, or sentences and their intonation patterns.

#### *Intensive*

It includes some speaking and performance involving some practices of phonological or grammatical aspects. The students can initiate intensive speaking in some pair-work activities. There are some examples of tasks described below. Picture-cued tasks offer pictures as materials that require students to elicit using their oral language performance. Pictures should be designed to elicit a word or phrase. A series of pictures can be put to require the students to narrate the story. Similarly to descriptive task mentioned in Luoma (2004), the students will describe something they know to respond to the given prompt, pictures. The description that the students describe may be elaborated further than what prompt gives. Maps are another example designed for students to perform types of language such as giving directions or locating places. Luoma (2004) described that the main purpose of giving directions or instructions is to get the message across and make it understandable. The rating is focused on the accuracy and comprehensibility of the instructions given. Information

gap tasks are a useful activity that one person has information that the other lacks. They need to use the target language to exchange or share information.

### ***Responsive***

It allows students to form a short reply or comment either to students or to teacher. Responsive type of tasks provides a brief interaction with limited length of utterances, yet more demanding than intensive type in the sense which the speaker can talk by their creativity. One example of responsive task is question and answer. They can be standard greetings, small talk, or simple requests and comments. The questions can be open-ended responses, such as “what do you think about the weather today?” or “What do you like about English language?”

### ***Interactive***

Interactive type demands more interactions than responsive task type that interactive task involves longer and more complexed of the interaction, multiple exchanges, and/or more participants involved. Interaction can be separated into two types: transactional and interpersonal exchange. Transactional exchange carries the purpose of conveying or exchanging specific information, while interpersonal exchange serves the purpose of maintaining social relationships. It involves some characteristics such as register, colloquial language, slang, ellipsis, sarcasm, and the meaning between the lines. Some of the example tasks are illustrated below.

Interview is a semi-structured sequence of questions requiring the students to answer the questions (Bailey, 2005). Interview length can vary from 5-45 minutes depending on the purpose and context. It can be tape-recorded for relistening to assess the parameters such as accuracy in pronunciation/grammar, vocabulary usage, fluency, or comprehension. Students are best to practice conducting an interview with their pairs and later interview people they already know rather than strangers in English to at least gaining some confidence in the process.

Roleplaying tasks allow the students to take on a new role to communicate and perform their ability to the requirements of the new role and situation (for instance, age, gender, occupation, etc.) The tasks can be done between the students or between students and the tester (Luoma, 2004). Roleplays can be excellent procedures to

participate and learn the target utterances, vocabulary, or grammar structure. (Brown & Lee, 2015; Luoma, 2004) It is important for teachers to set up roleplays which relate to their real life and needs. Roleplays are also big challenges for students with beginning level. They might feel embarrassed when they make mistakes. Bailey (2005) suggested some concerns when conducting roleplaying as listed:

- 1) Make sure that every student can join the activity at some point.
- 2) Include time for planning.
- 3) Assign pair work or group work to students when preparing the role-play; students can interact and benefit from others in planning together.
- 4) Demonstrate the activity so that students can know what to be expected.
- 5) Have students do role-plays in pairs or smaller groups before having them do in front of a larger number of audiences.
- 6) Create an atmosphere that oral mistakes are natural learning opportunities instead of judging and observing for the correction.

### ***Extensive***

Extensive speaking tasks demand complex, lengthy discourses. They are frequently monologs and usually with minimal verbal interaction. The tasks can be planned or impromptu. They refer to oral presentations, such as oral reports or short speeches. Picture-cued storytelling similarly in intensive speaking task, yet at an extensive level requires longer story or description. Another example is retelling a story. Students hear, read the story or news event, and later retell the story.

### **2.1.5 Assessing Oral Communication Ability**

Four categories of assessment scales are included in Cambridge Certificate in English Language Speaking (CELS): grammar and vocabulary, discourse management, pronunciation, and interactive communication. Grammar and vocabulary category includes the accuracy and appropriateness of the usage of lexicogrammar in tasks. Discourse management involves the ability of how the speaker conveys the information by producing connected and coherent speech. Pronunciation assesses the ability to produce speech comprehensibly by producing, for example,

appropriate individual sounds, stress, or intonation. Lastly, interactive communication evaluates the ability to initiate and respond appropriately to the task.

Brown (2001) illustrated on oral proficiency scoring categories that they involved grammar, vocabulary, comprehension, fluency, pronunciation, and task. Grammar refers to the control of accurate language structure. Vocabulary includes the breadth of vocabulary, idioms, and pertinent cultural references. Comprehension is the scope of how the language is comprehensible. Fluency refers to how to handle the conversations with confidence. Pronunciation is the intelligibility of the accents and the control of error in pronunciation. Lastly, task means the effectiveness of the speakers that can participate in the conversation. The score of oral proficiency scoring categories in each category is ranged from 1-7 (least-most). From the oral proficiency scoring categories, Brown (2001) highlighted all the highest scores in each category that the speakers needed to be equivalent to educated native speakers.

Council of Europe (2018) outlined the qualitative aspects of spoken language use. These behavioral outcomes are called ‘descriptors.’ They are put in five analytic aspects. Table 2.3 describes the qualitative aspects in A2 level.

Table 2.3 Qualitative Aspects of Spoken Language Use (A2 level)

<b>Qualitative Aspects</b>	<b>Descriptors</b>
Range	Uses basic sentence patterns with memorized phrases, grounds of a few words, and formulae in order to communicate limited information in simple everyday situations.
Accuracy	Uses some simple structures correctly, but still systematically makes basic mistakes.
Fluency	Can make him/herself understood in very short utterances, even though pauses, false starts and reformation are very evident.

Qualitative Aspects	Descriptors
Interaction	Can answer questions and respond to simple statements. Can indicate when he/she is following but is rarely able to understand enough to keep conversation going of his/her own accord.
Coherence	Can link groups of words with simple connectors like “and” but” and “because.”

In summary, Oral communication ability in this study were adapted from Cambridge Certificate in English Language Speaking (CELS), oral proficiency scoring categories (Brown, 2001), and Qualitative Aspects of Spoken Language Use for A2 Level (Council of Europe, 2018) to suit the weighting in elements of English oral communication ability for students who were studying in an EFL context that the priority of speaking was not urgent but a long term preparation (Thornbury, 2005). Therefore, in this study, to assess oral communication ability, there were five elements to evaluate namely, content—the relevance of the meaning and related details of the utterances towards to given situations, vocabulary use—the use of selecting appropriate vocabulary to produce the utterances, fluency—the use of language confidently, with few hesitations or unnatural pauses, grammatical structure—the use of selection of correct sentence structures when speaking, and pronunciation—the ability to produce the utterances with correct intonation in sentences, phrases, or word stress.

## **2.2 Tiered Instruction**

### **2.2.1 Definition of Tiered Instruction**

Richards and Omdal (2007) proposed tiered instruction as a way of grouping students for instruction based on their background knowledge in a given subject area. It is the use of the same curriculum material for all students but adjusted for depth of content, the learning activities process, and/or the type of product developed by students.

Similarly, Kingore (2006) stated that tiered instruction aligns complexity to the readiness levels and learning needs of students. Teachers plan different kinds and degrees of instruction depending on students' level. Tiered instruction allows required skills or concept learning to be gained at a learning rate better matched to students' level through the use of flexible grouping (Kingore, 2006; Richards & Omdal, 2007; Rogers, 1993).

Tiered assignments are found as one of the instructional and management strategies for mixed-ability classroom. Tomlinson (2001) described tiered assignments that teacher uses varied levels of activities to ensure that students explore ideas at a level of their prior knowledge and prompts continued growth.

Heacox (2002) defined tiered assignments are differentiated learning tasks and projects that the teacher develops based on diagnosis of students' needs. Tiered assignments are intended to provide a better instructional match between students and their individual needs.

Aligned by the description of tiered assignments, the definition and features contain similarities compared to tiered instruction. This study defined tiered instruction as an approach based on differentiated instruction which Tomlinson (2001) defined as the philosophy that students can learn through the adaptation of instruction with such differences of students in terms of learning styles, readiness, and interests.

### **2.2.2 Principles and Characteristics of Tiered Instruction**

Tiered instruction is a strategy which is underlined the beliefs of differentiated instruction. Differentiated instruction refers to a teaching philosophy which teachers should adapt the instruction to suit student differences and vary instructions to accommodate learning styles, readiness, and interests (Tomlinson, 2001). Teacher

also needs to determine which ways students are organized to learn best. The purpose of developing a differentiated classroom is to make sure that there are opportunities and support for each student to learn essential knowledge and skills effectively and efficiently (Tomlinson & Imbeau, 2010). Differentiated instruction can recognize the change of pace, level, or kind of instruction to respond to individual learners' needs, styles, or interests. The important roles of the teacher in differentiated classroom are that teachers work as facilitators who will provide differentiated learning opportunities. A range of activities created varied to challenges and offer different ways of learning (Heacox, 2002). The qualities of the learning opportunities will contribute to the level of students' learning qualities. In differentiated learning experiences, Kingore (2006) described the qualities in differentiated classroom that the instruction is varied to respond to learner differences, engaging and encouraging complexity and challenges according to students' readiness. Teacher may provide a variety of tasks to support students' interests and choices, so that, students can choose topics to study or product to develop.

Scholars (Heacox, 2002; Kingore, 2006; Richards & Omdal, 2007; Tomlinson, 2001) have described tiered instruction in different terms, yet the descriptions are aligned and illustrated clearly to the nature of tiered instruction.

As tiered assignments shares the underlined beliefs of differentiated instruction, Tomlinson (2001) described tiered assignments as one of the strategies for differentiated and mixed-ability classrooms, which allow teacher to use different levels of activities to ensure students to explore idea based on their background knowledge and prompt continued growth. As a result, tiered assignments offers blended assessment and instruction and reinforces or extends the concept of knowledge based on students' readiness. Students can begin learning from where they are, work appropriately with challenging tasks that students may modify based on their learning style. Tiered assignments promote success and is motivating.

Heacox (2002) as one of the leading experts in tiered assignments and differentiated instruction, has proposed five characteristics of tiered assignments aligned with tiered instruction and helped clarify the nature of tiered lessons. Firstly, students among different tiers would have different work rather than increasing workload. The importance is that the challenge levels of the work of each tier will



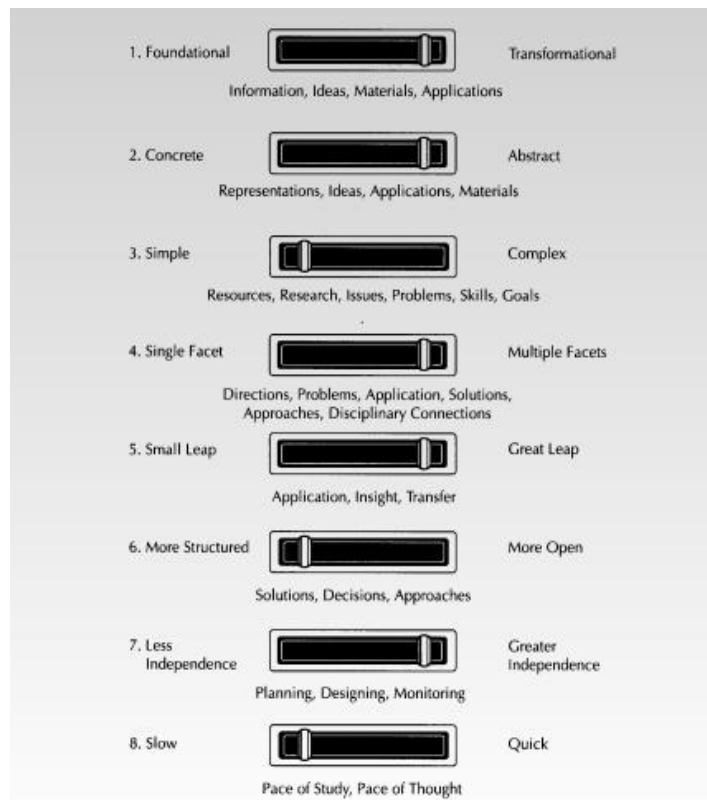
match with students' background of learning. In addition, each tiered activity should be equally active, interesting, and engaging. It is fair for students to work happily with the tiered activities, but a similar level of complexity of product. One option to treat students fairly is to provide students with task options that make learning motivating and more meaningful for them. Furthermore, teacher should consider fairness in terms of work expectation, such as the time to complete the task or the effort students put in their work. The tasks would therefore require the use of key concepts, skills, or ideas for students to make find the connection between what they are going to learn and what they already know.

Fox and Hoffman (2011) described one of the techniques commonly used in differentiated instruction is tiered lessons. Tiered lessons have the same objectives for all students but become differentiated through the tiers and grouping. The lessons can be tiered depending on students' readiness, interests, or learning styles. Tiered lessons are designed to give students choices and let students choose or design their learning according to given options. Tiered lessons focus on having students complete the same objectives even students are in different tiers, and also advance all students through tiers. Tiers are therefore used as conjunction with other objectives and guidelines, such as Bloom's Taxonomy objectives for students' mastery, school curriculum standards, learning styles, or different types of interests.

Nordlund (2003) described tiered assignments as one of the differentiation strategies for teachers to develop activities to vary levels of activities which builds on students' prior knowledge. Tiered assignments use open-ended activities to allow flexibility at most and help with varieties of learning ability within a single lesson. These following outlines are the synthesized principles of tiered instruction (Fox & Hoffman, 2011; Heacox, 2002; Kingore, 2006; Nordlund, 2003; Tomlinson, 2001).

1. Provide choices of tasks to accommodate students' readiness, learning styles, and interests. A teacher may use a variety of resource materials at differing levels of complexity, varying different learning modes, and comforting interests.

2. Ensure students explore ideas based on their prior knowledge and prompt continued growth through tiers. An appropriate challenge can be considered by the complexity, abstractness, numbers of steps, concreteness, and independence. Figure 2 shows the equalizer of how to plan differentiated lessons.



**Figure 2: The Equalizer (Tomlinson, 2001)**

3. Make the objective of each tier the same. Tiered lessons aim to have students complete the same objectives even they are in different tiers. Tiering should not lower standards or expectations for the students.

4. Promote tasks that require the use of key concept and are equally active, engaging, and interesting, despite different tiers. A teacher may vary the types of learning experiences though, demand students to demonstrate their understanding. Students would feel they are treated equally. The unwanted situation is, for example, one tier completes the tasks with pencil and paper, while the other tier does a role-play.

### 2.2.3 Steps in Developing Tiered Lesson

Several scholars have proposed steps in developing tiered lesson. Firstly, Heacox (2002) proposed a 3-level tier that included 6 steps.

- 1) Identify key concepts, skills, and essential understandings all students need to achieve.
- 2) Identify how to cluster the groups/activities into 2-6 tiers depended on students' needs and teacher's diagnosis.
- 3) Select elements to tier.
- 4) Create Tier One that refers to the tier that requires extra support.
- 5) Create Tier Two with some adjustments.
- 6) Develop Tier Three with more advanced activity.

In addition, Pierce and Adams (2005) illustrated some guiding in creating tiered lessons that involved the following steps.

- 1) Identify the grade level and subject.
- 2) Identify the learning standard.
- 3) Identify the key concept and generalization.
- 4) Make sure students have the necessary background to be successful in the lesson.
- 5) Determine in which part of the lesson the content/ process/ product will be tiered.
- 6) Determine tiering type (readiness, interest, learning profile).
- 7) Determine number of tiers.
- 8) Develop an assessment of the lesson.

These steps are an overview of how to construct tiered lessons. Tiered lessons based on tiered instruction provide the same objective(s) for all students yet become differentiated through the tiers or grouping, which offer different learning activities for the various groups of students (Fox & Hoffman, 2011). There are several ways proposed of the tiering method in tiered instruction. Table 2.4 describes the focus of tiering methods according to different researchers.

Table 2.4: Tiering Methods Proposed by Tomlinson (2001), Blaz (2013), and Heacox (2002)

Tiering by	Description
Content (Tomlinson, 2001)	The content is either what teacher teaches or what teacher wants students to learn. It is how teacher gives access to the content to match students' needs.
Resources (Blaz, 2013; Heacox, 2002)	<p>Teacher provides different materials for different tiers. They can be varied by the levels, complexity of the content. Teacher can either match the resources with students' capacities or students choose on their own.</p> <p>For example, teacher provides different reading materials resources, such as newspaper, or websites, yet the same content.</p>
Outcome (Blaz, 2013; Heacox, 2002)	<p>This method offers each student to produce different result, yet use the same materials.</p> <p>For example, one might identify the character of the story, while the other take a character and describe what he/she might have done if he/she had been in the story.</p>
Process (Blaz, 2013; Heacox, 2002; Tomlinson, 2001)	<p>Students act or process differently to which the skills or knowledge first introduced and get the similar result at the end.</p> <p>For example, one group of students may read through the authentic magazine. Another group can search through online materials. These two groups have to search on the similar topic such as teen's interest. Teacher may need to provide a variety of assignment choices for students to choose.</p>
Product	Students have chances to develop the product differently

Tiering by	Description
(Blaz, 2013; Heacox, 2002; Tomlinson, 2001)	based on students' learning preferences. Despite the different products, the evaluation must be the same set of rubrics. The benefit when the products turn out in the same key information and understanding is that all students can develop on their own from appropriate challenges.
Challenge level (Heacox, 2002)	Tasks accordingly matched to students' readiness from introductory levels to more abstract, less concrete, advanced work.  For example, after reading some charts, one tier may describe the characteristics of the data, while another may create another type of chart to show the same data.
complexity (Heacox, 2002)	Bloom's taxonomy will be a useful guideline to develop tasks at various challenge levels.  For example, students are required to create a brochure about environmental issues. Least complex tier can inform the issues, more complex tier may persuade to take action in solving problems.

In this study, tiered instruction is an approach based on differentiated instruction philosophy that students can learn through the adaptation of instruction with such differences of students in terms of readiness, in other words, language proficiency. Tiered instruction is intended to provide opportunities for a better instructional match between students and their individual needs based on their prior knowledge. Tiering methods offer different learning activities for various groups of students and enable a teacher to differentiate types of classroom performance to match students' differences by complexity or challenge level of the tasks. Students start at the same tier, later have opportunities to choose the complexity or challenge level of the tier which is appropriate to an individual's pace of learning, and advance their learning through more complex, or more challenging tiers.

### **2.2.4 Grading and Reporting Achievement of Tiered Lessons**

Tiered lessons require students to be in different level of tiers. The assessment is rather equally stratified. After practicing the skills at varied levels, the final product or test should be adjusted to the manner in which students learned the skills (Blaz, 2013). Heacox (2002) stated that to make grading fair and equitable, students need to clearly understand tasks' expectation, that each task should own clear evaluation criteria. The quality of criteria needs to be clear, concise, yet specific. In addition, another way to be sure of the differences between each tier is to provide grading based on rigor. A teacher can describe the criteria of each task in different tiers, which students can have choices to attend. What teacher should be aware of is that all students can think and work at higher challenge levels, and the criteria for quality of work should be high, yet attainable.

### **2.2.5 Previous Studies on Tiered Instruction**

In the EFL context, Amkham (2010) studied the effects of tiered instruction, so-called tiered assignment, on students' English writing ability of ninth-grade students in Thailand. The implementation was for 8 weeks. The study found that tiered instruction enhanced students' English writing ability significantly and provided advantages to work on appropriate and challenging tasks, as reported by the participants. There were some disadvantages such as an overwhelming workload and lack of assistance from more capable classmates.

Another study concerned the effects of tiered instruction was conducted in a secondary science course. Richards and Omdal (2007) illustrated that tiered instruction is to group students for instruction based on their prior background knowledge in a given subject area. The purpose of the study was to compare the science achievement between two groups of students. The study implemented 7 control classrooms to receive middle-level of non-tiered instruction, while the other 7 classrooms were conducted with the treatment of three-level tiered instruction. The result showed that the low-level students who received tiered instruction were benefited by tiered instruction.

## **2.3 Gamification**

### **2.3.1 Definition of Gamification**

Gamification is the use of game design elements in non-game contexts (Deterding et al., 2011). Similarly, gamification is the use of gameplay mechanics for non-game application. It works by making technology more engaging and by encouraging desired behaviors. Gamification applies game-based mechanics, aesthetics, and game thinking to engage people, motivate action, promote learning, and solve problems (Kapp, 2012).

Hamari et al. (2014) described gamification as the process of enhancing the motivational affordances to arouse gameful experiences and generate behavioral outcomes.

Kim et al. (2018) mentioned that gamification can be useful for learning and instruction. Gamification in learning and education refers to a set of activities or processes to solve the problem in a learning context by using or applying the game mechanics.

In this study, gamification refers to the process of applying game design elements in the learning procedures to engage students and promote learning.

### **2.3.2 Principles and Characteristics of Gamification**

Kapp (2012) refers gamification as the use of gameplay mechanics for non-game applications to engage people, motivate action, promote learning, and solve problems. It is to be illustrated that the goal of gamification is to create a system that people feel to invest brain share, time, and energy for abstract challenges and gain person's attention by engaging ones through the aesthetics or the user experience of the game. Moreover, as gamification promotes learning, it offers points and motivates to drive the participation through gamification process.

Kim et al. (2018) described gamification especially in the learning and education field that gamification is the use and application of game mechanics through a set of activities and processes to solve problems related to learning and education. It helps create a real-world environment to support learning and problem-solving.

Bunchball (2016) illustrated gamification in a general context as a strategy for influencing and motivating the behavior of people, whether they are customers, students, or employees. Gamification can drive participation and engagement by integrating game mechanics and game dynamics in implementation. Game mechanics are the basic actions of processes and the control of mechanisms of activities including, for example, rules, points, challenges, e.g. which make up the game and create a compelling and engaging the user experience. While, game dynamics refer to emotions, compelling desires, and motivation of user experience, which consists of rewards, achievement, status, or competition.

Kapp et al. (2014) proposed that gamification, therefore, will be effective when it is used to encourage students to progress through content, motivate action, influence behavior, and drive innovation. The overview of gamification can be set apart as two types: structural gamification, and content gamification. These two types of gamification—structural and content gamification can be used alternately. Structural gamification refers to the application of game elements to motivate students to learn through content without any additional changes to content. The content will not become game-like, only the structure will activate. The focus of structural gamification is to motivate students to go through content and to get engaged in the learning process. Clear goals, transparency, and progression are some of the examples involved in structural gamification. While, content gamification refers to the application of game elements, game mechanics, and game thinking to alter content to make it more game-like. To illustrate, starting a course with challenge instead of a list of objectives can be one example of the method of content gamification. The idea is to add elements and concepts from games to the instruction rather than create an entire game.

The following outlines, therefore, are the synthesized principles of gamification (Bunchball, 2016; Kapp, 2012; Kapp et al., 2014; Kim et al., 2018).

1. Gamification helps engage students in a learning environment. Game mechanics and game dynamics – such as points, rules, or challenges, or rewards, can be effective when implementing in the learning environment at the structural level of gamification.



2. Students are motivated to learn through the content. Students may see clearer goals of what they need to do as a final outcome and see their progress out of the leaderboard.

3. Students' behavior is influenced positively when game mechanics are placed properly.

### **2.3.3 Related Theories and Frameworks to Supporting Gamification of Learning**

**Motivation** is the key concept of gameplay. There are two types of motivation: intrinsic and extrinsic. Intrinsic motivation is when the rewards come from carrying out an activity rather than from the result of the activity. When people are intrinsically motivated, they give careful attention, need time to make choices, to gather information, and to have an appreciation of the well-finished product. However, extrinsic motivation is a behavior undertaken to obtain some rewards or avoid punishment.

**Scaffolding** is the idea built upon the “Zone of Proximal Development” (Vygotsky, 1978) which stated the distance between an actual development level and the level of potential development. Scaffolding is the process of controlling the task elements that initially beyond students' capacity. Once students achieve the potential development level, they will have another goal that needs the previous knowledge to accomplish. Scaffolding provides support and functions as a learning tool. The technique of scaffolding and the use of levels in games provide educational advantages but also maintain interest in the game as a player moves from level to level having different experiences and achieving success as they progress towards the goals.

### **2.3.4 Components of Gamification Framework**

Kim et al. (2018) has summarized the components of gamification frameworks from different authors into four recognized components: story, dynamics, technology, and mechanics.

Story is a course of events that gamers can experience while playing a game. The story in a game can be developed in a linear structure or a branching structure. Story can be effectively delivered by the aesthetics and technology.

Dynamics is the observable behavior that gamers enact while playing a game. According to PLEX framework, there are 20 categories of playful experiences.

Technology is the materials which implement in the gamification. They can be information technologies or those including paper, wooden sticks, badges, or stickers.

Mechanics are the components implemented for a game. With data and algorithms, mechanics define the behaviors allowed to the gamer and the control mechanism of the game.

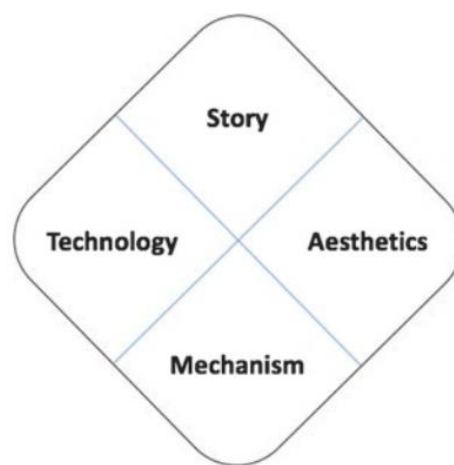
In summary, according to Kim et al. (2018), Table 2.5 describes the elements of mechanics in gamification.

Table 2.5 Categories of Mechanics of Gamification (Kim et al., 2018)

Categories	Mechanics
Rewards	Points, levels, progression, badge, authority, virtual goods, physical goods, discontinuation, gifting, free lunch, virtual currency
Reward schedules (algorithms for rewards)	Fixed interval reward schedule, fixed ratio reward schedule, variable interval reward schedule, variable ratio reward schedule
Avoidance: behavior to Avoid Penalties	Discouragement, leaky bucket
Leaderboard (a board showing learning gamers' achievement)	Macro leaderboard, micro leaderboard, indirect competition, direct competition
Status	Avatar, ranking, social network
Quest (specific mission to	Unlocking content, countdown, lottery,

Categories	Mechanics
complete to receive rewards)	communal discovery, scaffolding

There are several ways to generate the gamification suggested by researchers. In this study, gamification framework of Schell (2014) is adopted. The framework consists of four components: story, technology, aesthetics, and mechanism as shown in Figure 4.



**Figure 4 Schell's gamification framework**

Story of gamification is similar to ones in novels, movies, or games. Kim et al. (2018) suggested that story in gamification for education can be simpler and less complicated as the purpose is to deliver meaning knowledge. Kapp (2012) added that story can include characters, plot, tension, and resolution as elements together to create an effective story. A common story method in most games is known as the monomyth or the hero's journey (Kapp, 2012; Kim et al., 2018).

Technology describes as situations, materials, and hardware used to create a game. It can be digital or paper materials, such as a sheet of paper, a pencil, or a token.

Aesthetics is art, beauty, and visual elements that are part of every game. Aesthetics help the player to be caught up in the game experience. For instance, chess

pieces are varied beautifully created of different characters, such as dinosaurs to represent the role of pawn, knight, queen, and others (Kapp, 2012).

Mechanism describes the rules and procedures of the game. It defines how the players will score and what situations their points will be taken. It involves a reward structure, giving away points and badges. In this study, stage, points, badge, leaderboard, avatar, and quest are used as a mechanism to design the instruction as described in Table 2.6

Table 2.6 Mechanism to Implement in the Study

<b>Mechanism</b>	<b>Definition</b>	<b>Examples</b>
Stage	Section or scene of a game	- In order to join stage 2, Students need to pass stage 1.
Points	Numerical rewards for specific behaviors	- Students complete the task can get rewards as points.
Badge	The visible sign of achievement note. Gamer can receive badges for completing specific tasks.	- Badge of Completing the First Quest - Badge of Completing the task first person of the class
Leaderboard	A list of names, ranking, and scores of the gamers leading the overall game (Kim et al., 2018)	Leaderboard can create the indirect competition when players observe the ranking on the board.
Avatar	A tool for players to project themselves into (Schell, 2014)	In learning, the desire behavior can be expressed through the given avatar to the players.
Quest	A specific mission to complete to receive rewards (Kim et al., 2018)	Quest is an optional mission to complete. It may provide extra rewards or unlock the special content or scenario.

### 2.3.5 Gamification Design Process

Kim et al. (2018) proposed some considerations before gamifying the instruction. They concern about the content and the instruction, numbers of students, mechanics, and level of technology. Firstly, the content should not be too complicated to understand. Gamifying the complicated content at first may lead to a struggling instruction. Numbers of students involve in the preparation and possibility of scenarios which can happen in class. Mechanics chosen to be gamified should be connected elements so that the gamification can work effectively. Lastly, the level of technology should be a realistic game graphic that can engage students in learning experience. Familiar or immediately available technologies or resources can be useful in designing the gamification process. Huang and Soman (2013) proposed an educational gamification five-step process.

*Step 1: Understanding the target audience and the context*

The teacher needs to know who students are and analyze the context to understand key factors, such as group size, environment, length, age, and skills sequence. Understanding a pain point referred to a factor that prevents students from achieving the objectives can be a benefit in the design of the learning process.

*Step 2: Defining learning objectives*

The teacher may want to define the objectives well enough for students to accomplish at the end of learning program. These objectives can include general instructional goals, such as having students complete the assignments or task, specific goals, understanding the concept, or able to perform a task after the trainings, and behavior goals – having students pay more attention to class.

*Step 3: Structuring the experience*

Stages and milestones are effective tools for teachers to sequence knowledge and quantify what students need to learn and achieve at the end of each stage or milestones. If students have difficulties in completing the stage, the teacher needs to provide a push for motivation to accomplish the stage. A teacher should start with simpler to more complex stages so that students can stay engaged and motivated. One advantage for a teacher in ordering the stages is for judging the objectives, context, pain points, and preparing a more effective overall gamified process.

*Step 4: Identifying resources*

In this step, a teacher will identify which of the designed stages can or cannot be gamified. The teacher needs to consider several aspects to be gamified. Five aspects include tracking mechanism, currency, level, rule, feedback.

*Step 5: Applying gamification elements*

The teacher decides which elements of gamification should be applied. There are two elements: self and social elements. Self-elements include points, badges, levels or time restrictions, whereas, social-elements are interactive competition or cooperation, such as leaderboards, virtual goods, or storyline. This part is made public to include oneself in a community. Using a specific type of element differently react to students. For example, if the stage is difficult and requires students to use certain skills, self-elements may be more suitable as students may be intimidated to learn something new. Besides, keeping other factors constant, social-elements can motivate students in a community setting.

### **2.3.6 Previous Research on Gamification in Classroom Setting**

Girardelli (2017) has studied impromptu speech gamification for ESL/EFL students of undergraduate in public-speaking course. The use of the gamification of the study aimed to minimize face-losing in case of making mistakes, and increase the amount of practice of speech organizational skills. Game elements included *freedom to fail, rapid feedback, and storytelling*. Chinese EFL second-year undergraduate enrolling in this course stated that the activity built them confidence in giving a short speech in English and helped gain a better understanding of speech organization.

The study of Lam et al. (2018) conducted the class on student argumentative writing in a Hong Kong secondary school using a blended approach and gamification. The study found that there was a significant improvement in students' writing and on-topic online contributions were significantly higher when gamification was adopted. However, there were no significant differences in the post-test scores of argumentative writing between two groups of the study: blended learning, and blended learning and gamification. The authors discussed that the points system was motivating and some students were especially encouraged by the rank on the leaderboard. Points were given to every contribution. However, some students were not confident enough to comment on opposing views as they were either afraid of offending people or worried that their views might not be convincing enough.

Another study (Hanus & Fox, 2015) investigated the effects of gamification in the classroom and drew some perspectives when applying gamification elements. The result of the study showed that students learned with gamification showed less motivation, satisfaction, and empowerment over time compared to students learned in the non-gamification context. Students with performance anxiety may be overly pressured by some gamification methods. Therefore, when applying gamification elements, the instructor may need to aware of students individually and gamification elements chosen to apply in the classroom.

## CHAPTER III

### RESEARCH METHODOLOGY

This study, “Effects of Using Tiered Instruction and Gamification Teaching Method on English Oral Communication Ability of Ninth-grade Students” are (1) to investigate the effects of tiered instruction and gamification teaching method on students’ English oral communication ability in overall and analytical views (2) investigate the effects between tiered instruction and gamification teaching method and conventional instruction on students’ English oral communication ability. This chapter outlines the overall design of research methodology and the procedures used in this study. The population and the sample are presented, followed by the development and validation of the research instruments. Finally, data collection and data analysis are discussed.

#### 3.1 Research Design

In order to investigate the effects of tiered instruction and gamification teaching method on English oral communication ability across ninth-grade students from a mixed-ability classroom in Thai secondary school, pretest-posttest control-group design was employed. Quantitative data were collected and analyzed. The figure below presents the design of this study.

experimental group	O <sub>1</sub>	X <sub>T</sub>	O <sub>2</sub>
control group	O <sub>1</sub>	X <sub>C</sub>	O <sub>2</sub>

O<sub>1</sub> means pre-test

O<sub>2</sub> means post-test

X<sub>T</sub> means the treatment which is the tiered instruction and gamification teaching method

X<sub>C</sub> means the treatment which is conventional instruction



Pretest-posttest control-group design had an effective way to achieve internal validity in possessing a control group. Therefore, random assignment is crucial to apply in this experimental design. The quantitative data, drawn from the comparison of pretest and posttest results were used to prove the effects of tiered instruction and gamification teaching method on students' English oral communication ability in both overall and analytical views. Moreover, the data obtained from the posttest results from two groups of samples were analyzed to explore the effectiveness of tiered instruction and gamification teaching method and conventional instruction on students' English oral communication ability.

### **3.2 Population and sample**

#### **3.2.1 Population**

The population of the study were ninth-grade students in a regular program of Thai secondary public schools in Chumphon province.

#### **3.2.2 Participants**

The participants of this study were from two mixed-ability classrooms and the number of participants was total at 40 ninth-grade students. The participants were studying a mandatory course of English language and were purposively selected from Paknam Chumphon Wittaya School.

To assign groups to participants, the researcher randomly assigned two groups of participants by comparing the mean score of English language subject in the previous term. The result revealed that two groups had the same characteristics in English language proficiency. Moreover, to ensure the random assignment of two groups, the mean scores of English oral communication ability pretest were compared and there was no significant difference between two groups at the significant level of .05. Then, the researcher did the simple random sampling to choose the experimental group and control group. The experimental group was Grade 9/1 consisted of 22 students and was exposed to tiered instruction and gamification teaching method. The control group was Grade 9/2 consisted of 18 students and was exposed to conventional instruction.

### **3.3 Research Instruments**

Two types of instruments were used in this study namely, an instructional instrument and two research instruments.

#### **3.3.1 Instructional Instrument**

The instructional instrument of this study are consisted of three instruments namely, one long range plan, six lesson plans with the integration of tiered instruction and gamification, the other parallel six lesson plans of conventional instruction

In the study, lesson plans of tiered instruction and gamification teaching method were designed for the experimental group, and lesson plans of conventional instruction were for the control group. Two sets of lesson plans were parallel and had the same objectives. They were developed to enhance students' English oral communication ability and use as guidelines for the researcher to follow steps of the lesson procedures. In order to construct the lesson plans, these steps have been completed as follows:

1. The researcher studied the related documents about tiered instruction and gamification to teach English oral communication, and studied Thai Basic Education Core Curriculum (Ministry of Education, 2008) on standards for ninth-grade level to set the objectives of the lessons.
2. The researcher constructed lesson plans to be validated by three experts who have over 10 years of experience in English language teaching.
3. The lesson plan was revised according to the experts' comments and suggestions.
4. The lesson plan was piloted with the other group of students who were equivalent to the participants.
5. The lesson plan was adjusted before implementing with the experimental group.

### 3.3.1.1 Long Range Lesson Plan

A long range lesson plan was developed as a overview of the course covered in eight weeks. It represented depth of the content, learning objectives in each unit that used the indicators of English language of Basic Education Core Curriculum (Ministry of Education, 2008) as learning goals to accomplish. The unit of each lesson was implemented once a week for two continuous preiods and took 100 minutes. Table 3.1 demonstrates the long range lesson plan to implement tiered instruction and gamification teaching method and conventional instruction.



Table 3.1 Long Range Lesson Plan to Implement for Tiered Instruction and Gamification Teaching Method and Conventional Instruction

<b>Time</b>	<b>Unit</b>	<b>Descriptions</b>	<b>Types of Dialog</b>
<b>Week 1</b>	- Pretest (100 minutes) - Orientation		
<b>Week 2</b> (2 periods: 100 minutes/week)	Oh Dear!	- expressing sympathy/ asking for information about health/illness/symptoms	interaction
<b>Week 3</b> (2 periods: 100 minutes/week)	Your Journey	- conversing information to buy/sell train tickets	transaction
<b>Week 4</b> (2 periods: 100 minutes/week)	Entertainment	- expressing opinions to TV shows and other types of entertainments	interaction
<b>Week 5</b> (2 periods: 100 minutes/week)	Job and Your Future	- interviewing for a part-time job	transaction
<b>Week 6</b> (2 periods: 100 minutes/week)	Wanna go out?	- inviting friends to a movie - accepting/refusing invitations	interaction
<b>Week 7</b> (2 periods: 100 minutes/week)	Our City	- giving directions to places in the city	transaction
<b>Week 8</b>	Post-test (100 minutes)		

### **3.3.1.2 Lesson Plans of Tiered Instruction and Gamification Teaching**

#### **Method**

The lesson plans of tiered instruction and gamification teaching method adopted the structure of presentation, practice, and production to be implemented, although the activities were designed based on the synthesized principles of tiered instruction and gamification.

Firstly, tiered instruction ensured that the students explored ideas based on their prior knowledge, and prompted continued growth (Tomlinson, 2001) through differentiated tiers, and groupings that depended on an individual's readiness, interests, or learning style (Fox & Hoffman, 2011). Moreover, the teacher needed to provide choices of tasks to accommodate individual differences, which were equally active, engaging, and interesting, to help achieve the same objectives of the lesson, regardless whether students were in a different tier (Heacox, 2002).

Secondly, concerning the principles of gamification, the lessons were equipped with gamification that helped engage the students in the learning environment, by integrating various game mechanics, such as points, rules, or rewards (Bunchball, 2016; Kim et al., 2018). In addition, clear goals and a clear pathway of progression motivated students to learn through the content, and get engaged in the learning process. For example, students were able to clearly observe the final outcomes of the lesson, and see their progress on the leaderboard (Kapp et al., 2014).

Accordingly, a sample lesson plan that illustrated tiered instruction and gamification teaching method conducted for Unit 1 (Oh Dear!) is shown in APPENDIX D. Moreover, Table 3.2 displayed the comparison of brief lesson plans between tiered instruction and gamification teaching method and conventional instruction.

### **3.3.1.3 Lesson plans of Conventional Instruction**

The lesson plans of conventional instruction adopted mainly on Communicative Language Teaching (CLT) to be implemented in the classrooms. The lessons contained the structure of presentation, practice, and production. The lesson plans of conventional instruction provided the learning activities mainly for intermediate-level students. The principles of the conventional instruction were

outlined based on Bailey (2005) which involved negotiation in meaning in speaking tasks, designed both transactional and interpersonal speaking activities, and lastly personalized the speaking activities whenever possible. Table 3.2 describes a brief lesson plan of conventional instruction of Lesson 1 (Oh Dear!). The detailed lesson plan of conventional instruction is shown in APPENDIX E.

Table 3.2 Comparison of Lesson Plan of Tiered Instruction and Gamification Teaching Method and Conventional Instruction

<b>Tiered instruction and gamification teaching method</b>	<b>Conventional instruction</b>
Activity 1 <i>Charade</i> Presentation: Perform actions referred to pictures of injuries.	
<u>Tiering method</u> : Students are grouped in mixed-ability group.  <u>Market</u> : Sell items to students. <u>Points</u> : Give when students finish and correct in time. <u>Badges</u> : Give according to the achievement notes.	Students are grouped equally in teams and perform actions referred to pictures of injuries.
Activity 2 <i>Find someone who</i> Practice: Find someone who: Converse on what kind of injuries has happened.	
<u>Tiering method</u> : Students are assigned to pair up by readiness tier: (1) Low-level students receive a short note of Thai translation. (2) Basic- and high-level students receive no aids but will be monitored as needed.	Students are paired up voluntarily.  Converse on what kind of injuries has happened.

<b>Tiered instruction and gamification teaching method</b>	<b>Conventional instruction</b>
<p><u>Leaderboard</u>: Show summarized score.</p> <p><u>Badges</u>: Give according to the achievement notes.</p>	
<p>Activity 3 <i>Listen and Response</i></p> <p>Practice: Show sympathy and suggestion on what to do with the injuries.</p>	
<p><u>Tiering method</u>: students are tiered by learning style</p> <p>Students are exposed to the audio once, and later receive a transcript to read.</p> <p><u>Points</u>: Given when students finish and correct in time.</p> <p>- Students listen and response on their own and later find their pair to converse.</p>	<p>- Students listen and response by writing and saying out loud of what phrase they are using to show sympathy and suggestion.</p>
<p>Activity 4 <i>Role-playing</i></p> <p>Production: Perform according to their own interests about injuries</p>	
<p><u>Tiering method</u>: students are tiered by interest</p> <p>Students choose props and think of how to use the prop on their interests.</p> <p><u>Points</u>: Given when students finish and correct in time.</p> <p><u>Badges</u>: Give according to the achievement notes.</p> <p><u>Leaderboard</u>: Show summarized score.</p> <p>A quest: two pairs of volunteers may perform their scenarios in front of the class and get 2 points.</p>	<p>- Students were personalized to think and create their own dialogue to perform according to their own interests about injuries.</p>

## Validity and Reliability of Lesson Plan of Tiered Instruction and Gamification Teaching Method

Three experts, who have more teaching experiences in EFL context, were invited to validate the lesson plan using the index of item-objectives congruence to validate this instructional instrument. Based on the formula used for calculation of IOC value, if IOC value is higher than 0.50, it means the research instrument in that component is accepted. On contrary, IOC value is lower than 0.50 means; it means the research instrument in that component must be revised.

As a result, the total index-objective congruence of the experts' opinion was at 1.00. The results from the evaluation of the lesson plans showed that three experts agreed to the relevance of the objectives of the lessons plan that was implemented the principles of tiered instruction and gamification, accuracy of the content, appropriateness of the lesson and students' interests, practicality. In addition, according to experts' suggestions, the timing of activity, and the choices of good example of vocabulary were revised. For example, instead of choosing bank logo to represent the bank, the suggestion was to use the picture of a building instead. Moreover, all three experts also agreed on the materials made for gamification mechanics, including achievements, leaderboard, badges, and points.

### **3.3.2 Research Instrument**

#### **3.3.2.1 English Oral Communication Ability Pretest and Posttest**

These parallel pretest and posttest were used to assess students' English oral communication ability in terms of the overall view and analytical views by elements consisted of content, vocabulary use, fluency, grammatical structure, and pronunciation. The tests were launched before and after the tiered instruction and gamification teaching method, and conventional instruction, and were taken at the 1<sup>st</sup> week and the 8<sup>th</sup> week of the experiment. The testers were students who studying in ninth grade of Thai public school in a regular program. Students learned English as a foreign language, where they had limited opportunities to use English language outside a classroom context.



The procedures of constructing English oral communication ability tests were described as follows:

1. The researcher studied and reviewed various types of oral communication tests which were relevant to the study and appropriate for ninth-grade students to assess English oral communication ability.

2. The researcher reviewed on test tasks of Brown and Lee (2015) and Luoma (2004) and used them as guidelines to adapt to English oral communication ability tests. Oral communication ability in terms of this test procedure is that the testers need to produce utterances to the given situations. These utterances must be relevant and meaningful according to the given situations in terms of content and vocabulary. The correct pronunciation of the utterances is expected. The testers also show some fluency in producing utterances. Lastly, the utterances are constructed accurately in terms of grammatical forms.

3. The researcher constructed two sets of parallel English oral communication ability test to alternate one for pretest, and another for posttest. Each part was parallel test, yet differed in term of visual aids, pictures, although provided similar numbers of details, and offered the same function of the talk. The tests were divided into four parts. The first part is description task that focused on conversing on the given picture spontaneously. The second part demanded the students in group of three to narrate on the sequence picture. This part of two sets of parallel tests was slightly different in term of topic, still provided the same function of the talk. The third part provided a map which students needed to listen to the question and respond the correct directions. The test lasted for 12 minutes in total.

To illustrate, the test specification of English oral communication test has three items that function of oral communication in interaction was weighed more than function of oral communication in transaction according to the achievements of ninth grade students stated in the Basic Education Core Curriculum (A.D. 2008). Various achievements concerned that ninth grade students would speak for an exchange of information about themselves, and describe their feelings or opinions about activities or experiences, still there were a small numbers of achievements that illustrated students would, for example, use appropriate requests, or ask for and give information

(Ministry of Education, 2008). The test specification of English oral communication test is illustrated in Table 3.3.

In addition, each item had a total score of 18, and was summed up by totaling each element of English oral communication ability. The test total score is 54. The tests were voice-recorded and rated by two raters using oral communication scoring rubrics.



Table 3.3 Test Specification of English Oral Communication Test

Section	Description	Functions of Oral Communication	Total Score	Types of Task	Time
Part 1: My Last Summer	<ul style="list-style-type: none"> <li>- Converse on information about last summer activity based on the given pictures</li> <li>- Express opinions on given pictures and towards friends' expression.</li> </ul>	interaction	18	Description task	4 minutes
Part 2: Birthday Party (SET A)	<ul style="list-style-type: none"> <li>- Take a role from the given character. One student is assigned to be injured. The other two students are his/her friend.</li> </ul>	interaction	18	Narrative task	4 minutes
Part 2: Sport Injuries (SET B)	<ul style="list-style-type: none"> <li>- Converse as groups according to the sequence pictures.</li> </ul>				
Part 3: My City	<ul style="list-style-type: none"> <li>- Listen to the audio asking questions on directions.</li> <li>- Give directions based on the given map.</li> </ul>	transaction	18	Instruction task	3 minutes

### 3.3.2.1 Oral Communication Scoring Rubrics

Oral Communication Scoring rubrics of the tests were made to correspond with oral communication ability test. The scoring rubrics were developed from Oral proficiency test scoring categories (Brown, 2001) and qualitative aspects of spoken language Use for A2 level (Council of Europe, 2018). The scoring rubrics were in analytical form, in which students' oral communication ability was categorized into five elements: content, vocabulary use, fluency, grammatical structure, and pronunciation. Each element had its scores ranging from 1-4 (lowest-highest), except grammar and pronunciation ranged from 1-3(lowest-high). The total score of all elements would be 18.

The implementation in this study concerned on the balance of five elements that without any one of them, oral communication ability cannot be produced effectively. Priority was not given to grammar and pronunciation as equal to content, vocabulary, and fluency in order to reduce speaking anxiety, maximize the comprehensibility of the speech production, and imitate natural oral production in the test tasks that spontaneous speech focus on ideas, emotions, information to convey rather than the structure (Hughes, 2011). Oral communication scoring rubrics can be seen in APPENDIX C.

The rating system required two inter raters to assess English oral communication ability. Both raters were trained on the English oral communication tests and oral communication scoring rubrics. The same two raters assessed in the process of pilot study and the implementation of the treatment.

#### Validity and Reliability of English Oral Communication Test and Scoring Rubrics

A group of experts was invited to validate the English oral communication test. These three experts have great experience in teaching English in EFL context, and also strong knowledge on the assessment and evaluation of test development. All three experts validated the English oral communication test and scoring rubrics using Item-Objective Congruence (IOC). The acceptable value of the IOC is more than 0.50.

All three experts agreed on the test tasks including the measurement of the oral communication ability, suitability to students' proficiency, materials' appropriateness, time allocation, parallel test with the total index of Item-Objective Congruence (IOC) at 0.82. There were some changes that occurred based on experts' suggestions. Suggestions revealed that the instruction of the task should be simplified and concerned about the context which testers should be familiar with and the tests may need to be more concerning on bias of students' background. The researcher was aware of the comments and suggestions and made changes to best suit the tests of oral communication ability.

The total index of Item-Objective Congruence (IOC) of three experts' opinions on scoring rubrics was at 0.71. Scoring rubrics was revised based on experts' comments. There were some changes to the scoring rubrics in terms of each element of oral communication. The suggestions were as follows. Content was not clearly differentiated. Vocabulary was ranked unrelated to the score given. The term 'grammatical structure' should replace 'accuracy.' Lastly, all experts agreed that the statements mentioned in the scoring rubrics were not overlapped.

English oral communication tests were assessed by inter raters. One of the raters is an English teacher who has had experiences in teaching English for 10 years. The other rater is the researcher. Both raters studied on the English oral communication tests and scoring rubrics. Using Cohen's kappa method to interpret the inter-reliability, the results of the inter-reliability of the pre- and post- tests were 0.90 and 0.97 respectively, which means two raters had almost perfect agreement.

### Pilot Study

Before implementing tiered instruction and gamification teaching method, and English oral communication test to the participants, these instruments were piloted to 10 students who were equivalent to the participants and were not the sample group of the study.

At first, the English oral communication ability test was piloted. The findings found that the time allocation of some test items was too long. Picture aids on the test item represented a good detailed example to help students produce utterances.

In addition, the rating process was piloted to ensure the quality of the reliability. Two raters studied on the English oral communication ability test, and were trained to use the oral communication scoring rubrics and the rating scores. After receiving the voice-recorded audio of the participants who took English oral communication ability test of the pilot study, two raters listened to the audio together though rated the audio individually. Later, two raters revealed the scores and discussed how and why rating scores were equal or differed. Interrater reliability was employed to find the consistency between two raters in scoring students' oral communication ability. The inter-reliability was 0.90, which means two raters had an almost perfect agreement.

Lastly, during the implementation of tiered instruction and gamification teaching method, it is found that the participants were not used to the structure of the tiered instruction and gamification teaching method, although they gave a high interest in language activities. To help the participants to get more familiarized with the instruction, the researcher would have a 3-minute talk about the class progression at the beginning of the class.

The researcher, therefore, adjusted a time allocation of the test and eased the structure of the tiered instruction and gamification teaching method class by giving a short orientation at the beginning of the class.

### **3.4 Data Collection Procedure**

The researcher collected the data by following these steps:

1. The researcher specified the population and participants context and identified the learning goals.
2. The researcher studied the related document, designed the learning objectives of each lesson, gamification mechanics, and selected tiering methods to accommodate learning.
3. The researcher designed the lesson plans of tiered instruction and gamification teaching method and of conventional instruction for six units each.
4. The researcher constructed English oral communication ability tests and scoring rubrics.

5. After verifying the validity of the sample of a lesson plan and English oral communication ability tests and scoring rubrics, the research launched a pilot study to students who were equivalent to the participants.

6. The researcher employed English oral communication ability pretest to two groups of the participants.

7. The researcher implemented tiered instruction and gamification teaching method to the experimental group, and conventional instruction to control group for six weeks including six lesson plans.

8. The researcher employed English oral communication ability posttest to two groups of the participants.

9. The researcher analyzed the effectiveness of the instruction by (1) comparing mean scores of pretest and posttest within the participants exposed to tiered instruction and gamification teaching method in holistic and analytical views and (2) comparing mean scores of posttests between the participants exposed to tiered instruction and gamification teaching method to conventional instruction.

### **3.5 Data Analysis**

To answer the research questions, quantitative data were analyzed using different statistical methods suitable for each type of instrument.

To answer the research question 1, to what extent does tiered instruction and gamification teaching method effect students' English oral communication ability? T-test for paired samples was analyzed to describe the differences between the English oral communication ability before and after tiered instruction and gamification teaching method.

To answer the research question 2, is there statistically significant difference in the English oral communication ability in the posttest between the experimental group learned by tiered instruction and gamification teaching method and the control group learned by conventional instruction? T-test for independent samples was analyzed to describe the differences between the English oral communication ability after tiered instruction and gamification teaching method, towards conventional instruction.

The Summary of the data analysis is shown in Table 3.4.

Table 3.4 Summary of Data Analysis

Research Questions	Research instruments	Types of Data	Data Analysis
RQ1: To what extent does tiered instruction and gamification teaching method effect students' English oral communication ability?	Oral communication pretest and posttest	Quantitative data	Descriptive statistics: Mean score, S.D., Inferential statistics: T-test for paired samples, effect size (Cohen's <i>d</i> )
RQ2: Is there statistically significant difference in the English oral communication ability in the posttest between the experimental group learned by tiered instruction and gamification teaching method and the control group learned by conventional instruction?	Oral communication posttest	Quantitative data	Descriptive statistics: Mean score, S.D., Inferential statistics: T-test for independent samples, effect size (Hedge's <i>g</i> )



## CHAPTER IV

### FINDINGS

This chapter presents the results of the present study concerning the effects of using tiered instruction and gamification teaching method on English oral communication ability of ninth-grade students. The instructions including tiered instruction and gamification teaching method and conventional instruction were implemented in two regular-program classes of 22 and 18 students respectively in one public school in Chumphon, Thailand. Before and after the instructions, students' English oral communication ability was assessed using the oral communication ability test designed by the researcher.

The findings were presented in two parts based on research questions.

#### **Research Question 1: To what extent does tiered instruction and gamification teaching method effect students' English oral communication ability?**

The result showed that the mean score of the posttest of English oral communication ability test was higher than the mean score of the pretest with a mean difference at 5.08, t-values -3.10. There was a significant difference between the pretest and posttest mean scores at the significant level of .05. It can be proved that the mean score of English oral communication ability was higher after learning with the tiered instruction and gamification teaching method. In addition, to explore the difference in English oral communication ability of students who were exposed to tiered instruction and gamification teaching method, the researcher compared the results of the mean score of pre-test and posttest score of English oral communication ability rated by the researcher and inter-rater. Table 4.1 showed a comparison of pretest and posttest mean score.

Table 4.1 A Comparison of Pretest and Posttest Mean Scores

Pretest (n=22)		Posttest (n=22)		Total Score	Mean Differences	t	p
$\bar{X}$	S.D.	$\bar{X}$	S.D.				
24.27	5.83	29.35	9.67	54	-5.08	-3.10	.005*

\* $p < .05$

From Table 4.1, the mean score of pretest was 24.27 (S.D. = 5.83) and the mean score of the posttest was 29.35 (S.D. = 9.67). The mean difference was -5.08. The total score was 54. The t-value was -3.096 and p-value was .005. There was a significant difference between the pretest and posttest mean scores at the significant level of .05.

Furthermore, to determine the magnitude of the effectiveness of tiered instruction and gamification teaching method towards students' English oral communication ability, effect size value was also calculated by using Cohen's  $d$ . The effect size of tiered instruction and gamification teaching method on students' English oral communication ability is 0.64. According to Cohen (1988), when  $d < .20$ , the effect size is small, when  $.20 < d < .80$ , the effect size is medium, and when  $d > .80$ , the effect size is large.

Therefore, tiered instruction and gamification teaching method had a medium effect ( $d = 0.64$ ) in improving English oral communication ability of students. It can be stated that the mean score of English oral communication ability posttest was at the 74 percentile of the mean score of the pretest. In addition, the hypothesis which stated that the mean scores in overall view of the posttest of English oral communication ability of students who learned with tiered instruction and gamification teaching method would be higher than mean scores of the pretest was accepted.

In addition, to explore the difference in English oral communication ability in analytical views of the elements of oral communication ability, the mean scores of each element of the English oral communication ability regarding the English oral communication scoring rubrics were analyzed as shown in Table 4.2

Table 4.2 A Comparison of Pretest and Posttest Scores in Analytical Views

Elements of Oral Communication	Total Score	Pretest (n=22)		Posttest (n=22)		Mean Differences	t	p
		$\bar{X}$	S.D.	$\bar{X}$	S.D.			
content	12	5.90	1.31	7.18	2.24	-1.28	-2.86	.009*
vocabulary use	12	5.76	1.36	7.02	2.23	-1.26	-3.17	.005*
fluency	12	4.85	1.21	5.82	2.18	-0.97	-2.86	.009*
grammatical structure	9	3.59	0.84	4.67	1.60	-1.08	-3.88	.001*
pronunciation	9	4.18	1.39	4.66	1.78	-0.48	-1.50	.148

\*p < .05

According to Table 4.2, the posttest score of four of five elements of oral communication ability increased significantly. Content, vocabulary, fluency, grammar increased significantly, but not pronunciation.

The mean score of content in pretest was 5.90 (S.D. = 1.31), and in posttest was 7.18 (S.D. = 2.24). The mean difference was -1.28 with t-value at -2.86, and p-value at .009.

The mean score of vocabulary use in pretest was 5.76 (S.D. = 1.36) and in posttest was 7.02 (S.D. = 2.23). The mean difference was -1.26 with t-value at -3.17 and p-value at .005.

The mean score of fluency in pretest was 4.85 (S.D. = 1.21) and in posttest was 5.82 (S.D. = 2.18). The mean difference was -0.97 with t-value at -2.86 and p-value at .009.

The mean score of grammatical structure in pretest was 3.59 (S.D. = 0.84) and in posttest was 4.67 (S.D. = 1.60). The mean difference was -1.08 with t-value at -3.88 and p-value at .001.

The mean score of pronunciation in pretest was 4.18 (S.D. = 1.39) and in posttest was 4.66 (S.D. = 1.78). The mean difference was -0.48 with t-value at -1.50 and p-value at .148. Element of content had the highest mean difference, whereas the pronunciation had the lowest mean difference. The result showed that there were significant differences between the pretest and posttest mean scores in every element of oral communication ability at a significant level of .05, except the element of pronunciation.

**Research Question 2: Is there statistically significant difference in the English oral communication ability in the posttest between the experimental group learned by tiered instruction and gamification teaching method and the control group learned by conventional instruction?**

The result showed the mean score of posttest of the experimental group learned by tiered instruction and gamification teaching method, was higher than the mean score of the control group learned by conventional instruction, with a mean difference at 6.00, t-values 2.22, p-value at .033. Therefore, there was a significant difference at the significant level of .05. To investigate the difference in oral communication ability of students, the researcher compared the mean scores of posttest of oral communication ability among two groups of the study. Table 4.3 showed the comparison of mean scores of the posttest result.

Table 4.3 A Comparison of Mean Scores of Two Groups

<b>Group</b>	<b>N</b>	<b><math>\bar{X}</math></b>	<b>S.D.</b>	<b>Total Score</b>	<b>Mean Difference</b>	<b>t</b>	<b>p</b>
<b>Experimental group</b>	22	29.35	9.67	54	6.00	2.22	.033*
<b>Control group</b>	18	23.35	6.87	54			

\*p < .05

According to Table 4.3, the mean score of posttest score of experimental group learned by tiered instruction and gamification teaching method was 29.35 (S.D. = 9.67). The mean score of posttest score of control group learned by conventional instruction was 23.35 (S.D. = 6.87). The mean scores of two groups were different at 6.00 with t-value at 2.22 and p-value at .033. The table showed that there was significant difference between experimental group and control group at the significant level of .05.

Furthermore, to examine the magnitude of the differences of two instructions: tiered instruction and gamification teaching method and conventional instruction. The effect size value was also calculated by using Hedge's  $g$  for a small sample size (Lakens, 2013). The effect size of tiered instruction and gamification teaching method and conventional instruction on students' English oral communication ability is 0.70. According to Hedges and Olkin (1985), when  $g < .20$ , the effect size is small, when  $.20 < g < .80$ , the effect size is medium, and when  $g > .80$ , the effect size is large. The result can be indicated that tiered instruction and gamification teaching method had a medium effect size ( $g = 0.70$ ) to students' English oral communication ability compared to conventional instruction. It can be stated that the mean score of experimental group is at 75.8 percentile of the control group.

In addition, to study further on the difference in English oral communication ability in analytical view of the elements of oral communication ability, the mean scores of each element of the English oral communication ability regarding the English oral communication scoring rubrics between two groups and analyzed as shown in Table 4.4.

Table 4.4 A Comparison of Mean Scores of Two Groups in Analytical Views

Elements of Oral Communication	Experimental Group (N=22)		Control Group (N=18)		Total Score	Mean Differences	t	p
	$\bar{X}$	S.D.	$\bar{X}$	S.D.				
Content	7.18	2.24	6.07	1.85	12	1.11	1.68	.102
Vocabulary use	7.02	2.23	5.85	1.65	12	1.17	1.85	.073
Fluency	5.82	2.18	4.38	1.51	12	1.44	2.37	.023*
Grammatical structure	4.67	1.60	3.44	0.98	9	1.23	2.85	.007*
Pronunciation	4.66	1.78	3.59	1.26	9	1.07	2.14	.039*

\*p < .05

According to Table 4.4, Three of the elements including fluency, grammatical structure, and pronunciation had significant differences at significant level at .05. Yet, content and vocabulary use did not have significant differences at significant level at .05.

The mean score of content in experimental group was 7.18 (S.D. = 2.24), and in control group was 6.07 (S.D. = 1.85). The mean difference was 1.11 with t-value at 1.68, and p-value at .102.

The mean score of vocabulary use in experimental group was 7.02 (S.D. = 2.23), and in control group was 5.85 (S.D. = 1.65). The mean difference was 1.17 with t-value at 1.85, and p-value at .073.

The mean score of fluency in experimental group was 5.82 (S.D. = 2.18), and in control group was 4.38 (S.D. = 1.51). The mean difference was 1.44 with t-value at 2.37, and p-value at .023.

The mean score of grammatical structure in experimental group was 4.67 (S.D. = 1.60), and in control group was 3.44 (S.D. = 0.98). The mean difference was 1.23 with t-value at 2.85, and p-value at .007.

The mean score of pronunciation in experimental group was 4.66 (S.D. = 1.78), and in control group was 3.59 (S.D. = 1.26). The mean difference was 1.07 with t-value at 2.14, and p-value at .039.



## **CHAPTER V**

### **DISCUSSIONS**

This chapter presents a summary of the study, a summary of findings, and a discussion of the findings.

#### **5.1 Summary of the Study**

This study aimed to investigate the effects of tiered instruction and gamification teaching method on English oral communication ability of ninth-grade students. The study was designed in pretest-posttest control-group design. There was a total number of 40 participants including 22 students in experimental group who learned with tiered instruction and gamification teaching method and 18 students in control group who learned with conventional instruction. They were from Paknam Chumphon Wittaya School and studied in the regular program of the second term, the academic year 2019. These two groups were in mixed-ability classrooms and had the same level of English proficiency.

The study was carried out in eight weeks. Tiered instruction and gamification teaching method and conventional instruction were developed as the treatment in English oral communication ability course. The participants met the teacher once a week for 100 minutes in two consecutive periods. Participants took the pretest and had an orientation for the first week. There were six units to develop English oral communication ability. Two types of functions of oral communication; transactional and interactional were divided into 3 units each. For the experimental group, pre-test scores were used to tier students into readiness tier. Every 2 weeks, the participants were tiered according to their collected points received by participating in classroom activities. Those who had gained certain or more points would be put in a higher tier of readiness. For the control group, exposed to conventional instruction in applied to Communicative Language Teaching (CLT), the participants were aimed with the same content, objectives, assessments as an experimental group though they were not tiered in different levels and guided with gamification elements. The final week of the procedure was for the participants to take a posttest. To collect data, the researcher employed English oral communication ability pretest to students and conducted



learning procedures by using the developed lesson plans. Afterward, students were assessed with English oral communication ability posttest. Inter raters assessed students' English oral communication ability with English oral communication scoring rubrics. All research instruments were validated by the index of item objective congruences by groups of experts and piloted to examine the practicality, time allotment, and the appropriateness of the content.

To investigate the effects of tiered instruction and gamification teaching method, the data obtained from the English oral communication ability tests were analyzed using a paired-sample T-test to compare mean, mean differences, and standard deviation in overall and analytical views. In addition, to investigate the effects between tiered instruction and gamification teaching method and conventional instruction, an independent sample T-test was used to compare mean between two groups. Moreover, the mean scores of each element of oral communication ability were examined to explore the effectiveness of tiered instruction and gamification teaching method towards conventional instruction.

## **5.2 Summary of the Findings**

The major findings of this research study were summarized in two sections according to research questions. The results of the present study were as follows:

### **5.2.1 Effects of Tiered Instruction and Gamification Teaching Method on English Oral Communication Ability**

From the quantitative data analysis of the differences between mean scores of pre- and post-tests of English oral communication ability, the participants increased their English oral communication ability in overall view significantly at .05 level after learning with tiered instruction and gamification teaching method. In addition, tiered instruction and gamification teaching method had a medium effect ( $d = 0.64$ ) in improving English oral communication ability of students that the mean score of the posttest was at the 74 percentile of the mean score of the pretest. Observing in analytical views, the participants also improved their English oral communication ability in these elements: content, vocabulary use, fluency, and grammatical structure significantly at .05 level, except pronunciation.

### **5.2.2 Effects between Tiered Instruction and Gamification Teaching Method and Conventional Instruction on English Oral Communication Ability**

From the quantitative data analysis of the differences between two groups of the participants in an overall view of English oral communication ability, the result showed the mean score of posttest of the experimental group learned by tiered instruction and gamification teaching method, was higher than the mean score of the control group learned by to conventional instruction at the significant level of .05. The result can be indicated that tiered instruction and gamification teaching method had a medium effect size ( $g = 0.70$ ) to students' English oral communication ability compared to conventional instruction, which means that the mean score of experimental group is at 75.8 percentile of the control group.

In addition, to investigate analytical views, five elements of English oral communication ability; content, vocabulary use, fluency, grammatical structure, and pronunciation were compared. The experimental group had higher mean scores than the control group in the three of five elements namely, fluency, grammatical structure, and pronunciation at the significant level of .05.

## **5.3 Discussion**

The discussion in this research are presented based on two aspects: results of English oral communication ability test and learning experiences of tiered instruction and gamification teaching method.

### **5.3.1 Results of English Oral Communication Ability Test**

According to one of the results, after learning with tiered instruction and gamification teaching method, students' English oral communication ability improved significantly at the level of .05. The result of this study has corresponded to some studies that tiered instruction (Amkham, 2010; Richards & Omdal, 2007) and gamification had changed behavioral outcomes (Figueroa, 2015; Girardelli, 2017; Karagiorgas & Niemann, 2017). Moreover, when comparing between students who learned with tiered instruction and gamification teaching method and who learned with conventional instruction, there were some significant differences in elements of English oral communication ability that they had significant differences in fluency,

grammatical structure, and pronunciation. However, they had insignificant differences in content and vocabulary use. These results had made a case of issues.

Tiered instruction and gamification teaching method was applied tiering methods and gamification mechanics to offer students various opportunities and scaffold students to accomplish the learning goals. Firstly, the instruction adopted tiering methods, underlying the beliefs of differentiated instruction, that offered teachers to adapt the instruction to suit students' differences to accommodate learning styles, readiness, and interests (Tomlinson, 2001), and provide a broad range of activities, to support different ways of learning (Heacox, 2002). Secondly, the instruction provided the process of scaffolding, a concept built upon the "Zone of Proximal Development" proposed by Vygotsky (1978) which individual students were capable of reaching their potential stage when receiving enough support. Kapp (2012) stated that in gamification context, scaffolding started with some guidance and later minimize the assistance while students progressed towards the ultimate goals. To illustrate the integration of tiered instruction and gamification, in this study, some tasks such as information exchange tiered students by their readiness that low-level students were scaffolded with some Thai-translated guidance and given vocabulary words; while high-level students may need only a few vocabulary words to work on.

On the contrary, conventional instruction referred to the instruction to enhance students to acquire a positive attitude and the abilities to use English language applying Communicative Language Teaching (CLT) approach. Students were learning in classroom which based on cooperation rather than individual in CLT classroom (Richards, 2006). They learned in a daily-routine atmosphere, where students learned and participated without any reward systems, and expose to the non-tiered tasks, designed at the intermediate-level tasks, rather than tasks which responded to their individual prior knowledge, learning profile, or interests. However, both tiered instruction and gamification teaching method and conventional instruction were designed to be parallel in activities and had same objectives of each lesson aiming students acquire English oral communication ability.

In consequence, the significant result among two groups in analytical views was that students who learned with tiered instruction and gamification teaching method had higher mean scores in three of the elements namely, fluency, grammatical

structure, and pronunciation than students who learned with conventional instruction. Accordingly, tiered instruction and gamification teaching method offered more personalization of the instruction over conventional instruction from the perspective of tiering methods. In the study, when observing activities such as information gaps, jigsaws, surveys, and role-plays suggested by Thornbury (2005), these activities increased on fluency practice. However, students who learned with tiered instruction and gamification teaching method were enriched with more resources to guide them to practice according to their readiness, learning style, or interests.

However, the results of mean scores of grammatical structure and pronunciation were relatively low. As the context of both instructions may lack of activities that solely focus on accuracy. The results of low mean scores in grammatical structure pronunciation were in line with common mistakes including grammatical structure and pronunciation, that occurred to Thai students who studied in EFL context (Boonkit, 2010; Wei & Zhou, 2002). In addition, students in EFL context are limited to language input only from teachers (Renandya, 2013), Thai students had few opportunities to speak English outside the classroom (Khamkhen, 2010; Zhang, 2009). These are some of the examples of extracts from English oral communication ability tests that students performed to showed a limited control of accuracy in grammatical structure, yet produced a somewhat comprehensible content. Some utterances were formed without the subject of the sentence, such as, “*go to the beach, swim in sea.*” There was quite an inaccurate tense produced. In task 1, students were required to speak about their given pictures of where they did last summer. The utterance said, “*I watching TV at home.*”

Furthermore, one of the results revealed that the insignificant differences in elements of content and vocabulary use, though these two elements were two highest mean scores among two groups of participants. As a result, two of the instructions primarily offered students had the full opportunity in the classes to communicate in English with the same content and vocabulary word banks. There were several meaningful and relevant tasks that highly demanded students to participate in communicating such as information gap, jigsaw, survey, and role-plays. Moreover, Bygate (1987) also explained that when time is pressuring, there are some devices that facilitate oral production, for instance, speakers tend to improvise and use the less

complex syntax, produce incomplete sentences, or omitting unnecessary elements. Accordingly, speakers would focus on ideas and information to be conveyed (Hughes, 2011; Skehan, 1998). Luoma (2004) described the nature of picture-based sequence that pictures can be aids to provide opportunities for the testers to show what they know. Hereby, there were some sample extracts from the voiced recording which were consisted of errors, yet comprehensible enough to get the information of the utterances. One of the test tasks demanded students to give directions according to the map. One extract said, “*Turn right Sai Ree Road. The coffee shop is opposite fire station.*” Another task offered students to talk on the given picture sequence. Student with limited vocabulary referred, “*ambulance*” as “*hospital car.*”

In conclusion, both of the instructions, tiered instruction and gamification teaching method, and conventional instruction benefited students relatively in becoming fluent speakers. Richards (2006) stated that errors are a normal product of learning, yet the ultimate goal of learning is to be able to use the new language both accurately and fluently. There could be some improvements to the instructions which concerned more about the accuracy of the language and pronunciation. A teacher should provide more of language-focused learning covering drills, controlled speaking, pronunciation practices (Nation, 2007) and come up with separate lessons to focus on accuracy over fluency (Bailey, 2005).

### **5.3.2 Learning experiences of tiered instruction and gamification teaching method**

Tiered instruction and gamification teaching method embedded principles of tiered instruction and gamification as approaches to conduct learning procedures. Tiered instruction and gamification teaching method utilized types of tier including tiering by readiness, learning styles, and interests, to differentiate students and game mechanics consisted of leaderboard, points, badges, and avatars to promote learning in supporting students to reach the behavioral outcomes and nurture the learning atmosphere. The following outlines discuss on characteristics of tiered instruction and gamification teaching method and illustrate the learning experiences.

Firstly, the learning experience of tiered instruction and gamification teaching method prioritized students’ opportunities in learning. Two of the approaches were

aligned that the heart of differentiated instruction is the use of student flexible groups including cooperative learning groups, students-selected groups, or group which based on students' interests which would accommodate students' needs (Heacox, 2002) and gamification offers opportunities for participants to engage with others in meaningful ways (Reiners & Wood, 2015). Tiered instruction, therefore, offered tiering methods to invisibly group students into groups by labeling on color codes, numbers, or interests. For example, they freely chose the provided props of sports equipment to talk about sports injuries. Students were competitively participated to gain points when it came to mixed ability grouping on task, such as charades. Students were enthusiastic when they chose their close friends to work with.

Secondly, tiered instruction and gamification teaching method offered transparency and progression. Game mechanics hold similar characteristics to the education system, though gamified experiences offer transparency and progression (De Byl, 2013). In comparison, there are several examples: points referred to scores for completing the certain tasks, levels described as points added up at the end of term, and badges meant to award due to academic success. Gamified classroom differed from a common classroom that gamified experiences offered the transparency of goals, points, status, and levels. Students were informed of clear goals of what the final outcomes in educational content are, and what they accomplish in the gamification system. For instance, pathway plan—a format for keeping track of students skills—introduced by Heacox (2002), was given at the beginning of the lesson for students to keep track on class progress, skills they need to achieve, items, and points they were gaining along with the gamification system. Individual achievement plan was given as a guideline on what they plan to achieve during the learning experiences. For example, students received a certain sticker of badge when they finish the task in the first place. Rules were informed and helped dictate how points, badges, and items were earned.

Lastly, students were treated with lessons designed to be equally active and engaging despite students' differences in readiness, interests, or learning styles. Engagement in the learning procedures is a primary focus of gamification; it is to gain person's attention (Kapp, 2012). Shernoff (2013) also described engagement as the heightened simultaneous experiences of concentration, interest, and enjoyment in the

task at hand. For instance, in the classroom of tiered instruction and gamification teaching method, students were entertained choosing their profile picture to represent themselves on the leaderboard and were curious about who was top-ranked. Moreover, Several scholars on gamification (Bunchball, 2016; Burke, 2016; De Byl, 2013; Girardelli, 2017) have agreed on the notion that utilizing game mechanics can foster engagement in people by helping to create more robust experiences in everyday life events. During the implementation, students showed a high interest in investing items with their points at the beginning of the class since items can provide them more extra points or ease their learning with more guidance. In addition, students who advanced through tiered tended to be participating more often as every contribution mattered in point systems on leaderboard, and badges of achievement.

In conclusion, learning experiences of tiered instruction and gamification teaching method had corresponding relevance that it accommodated opportunities in learning, offered clear progress of learning, helped engage students in gamified experiences, and add value to the learning experiences on the top of existing educational content.

#### **5.4 Limitation of the Study**

The present study was achieved the research objectives and investigated some issues of tiered instruction and gamification teaching method. There was some limitation that may affect on the findings of the study. First of all, this study was carried out in 8 weeks. In order to get more insights of perspectives on effects of tiered instruction and gamification teaching method, time allotment could be extended. Secondly, utilizing some digital gamification platform can be an alternative way to ease the teacher to manage gamified classroom. Lastly, as a remark that the participants of this study were purposively selected and it cannot be generalized onto the population groups that do not share the characteristics of the participants in this study.

### **5.5 Pedagogical Implications**

The implementation of tiered instruction and gamification teaching method was an experiment to investigate the differences in how the instructions coped with problems in common English oral communication classroom that was full of mixed-ability students who may lack engagement to the class. The result of the effectiveness of the instruction was obviously positive. It could be better to implement tiered instruction and gamification teaching method by the degree of familiarization of the classroom context.

To apply tiered instruction as strategies to manage the classroom, the teacher may need to understand students' strengths. Heacox (2002) illustrated that keeping flexible grouping as a priority would benefit students that they will learn from varieties of modes according to their readiness, learning preferences, or special interests. Sometimes, even high-level students need help in specific skills or content. A teacher can start with low-prep to high-prep differentiation, such as choices of books to tiered activities.

The teacher who begins to apply gamification in class may consider the use of a few gamification elements at first which students and teacher are familiar within education and learning, such as, points, rewards, leaderboard, to see how students respond and when it is best to apply those elements with appropriate tasks or behaviors. The Gamification platform in digital formatted can be considerably interesting based on the convenience of students and teachers.

### **5.6 Suggestions for Future Research**

For future studies, a longitudinal study could be conducted and time allotment can be extended to observe the effects of tiered instruction and gamification teaching method over times.

Moreover, mix-method research can be considered to collect not only quantitative data but also qualitative data on the opinions of the participants on the instruction. Lastly, research can be conducted to investigate the effectiveness of the instruction towards affective factors in second language acquisition, such as, L2 self-confidence, or willingness to communicate.





**APPENDICES**

จุฬาลงกรณ์มหาวิทยาลัย  
**CHULALONGKORN UNIVERSITY**

## **APPENDIX A**

### **List of Experts**

The research instrument of the study, “Effects of Using Tiered Instruction and Gamification Teaching Method on English Oral Communication Ability of Ninth-grade Students” included, English oral communication ability tests, scoring rubrics of English oral communication ability tests, sample lesson plan, sample gamification materials.

#### **List of experts for the English oral communication ability tests and scoring rubrics**

1. Assistant Professor Pornpimol Sukavatee, Ph.D.  
Chulalongkorn University
2. Assistant Professor Maneerat Ekkayokkaya Ph.D.  
Chulalongkorn University
3. Sumanee Pinweha Ph.D.

#### **List of experts for the sample lesson plan and gamification materials**

1. Assistant Professor Chansongklod Gajaseni Ph.D.  
Chulalongkorn University
2. Pochanee Nuktong Ph.D.  
Teacher staff at Jen Ayutthaya School
3. Kanokwan Kanchana  
Senior Professional Level Teacher at Suansri Wittaya School

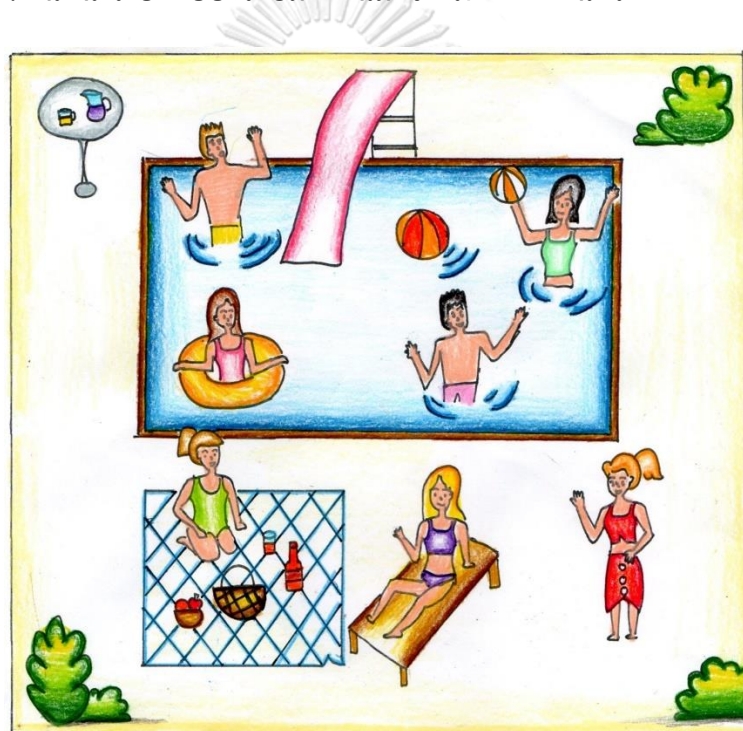
## APPENDIX B

### Sample of English Oral Communication Ability Test

ส่วนที่ 1: ปิดเทอมที่ผ่านมา (4 นาที)

คำสั่ง: นักเรียนกำลังพูดคุยกับเพื่อนเกี่ยวกับกิจกรรมในช่วงปิดเทอมที่ผ่านมา นักเรียนมีเวลาเตรียมตัว 1 นาทีหลังจากได้รับรูปภาพที่กำหนด จงถามและตอบเพื่อนร่วมวงสนทนาให้สอดคล้องเกี่ยวกับรูปภาพที่กำหนดในเวลา 3 นาที

นักเรียนคนที่ 1: สนทนาเกี่ยวกับปิดเทอมที่ผ่านมาจากภาพที่กำหนดให้



## ส่วนที่ 2: วอลเลย์บอลเป็นเหตุ (4 นาที)

คำสั่ง: ให้นักเรียนดูรูปภาพและสมมติตัวเองตามบทบาทในภาพที่ได้รับมอบหมาย เตรียมตัว 1 นาที และพูดเกี่ยวกับบทบาทที่ได้รับมอบหมายตามรูปภาพเป็นเวลา 3 นาทีร่วมกัน

นักเรียนได้รับบทบาทเป็น A

A: นักเรียนอยู่ในโรงเรียนและชวน B และ C ไปเล่นวอลเลย์บอล

นักเรียนได้รับบทบาทเป็น B

B: นักเรียนเป็นเพื่อนกับ A และ C และตอบตกลงที่จะไปเล่นวอลเลย์บอล

นักเรียนได้รับบทบาทเป็น C

C: นักเรียนเป็นเพื่อนกับ A และ B นักเรียนตอบตกลงที่จะไปเล่นวอลเลย์บอล แต่โชคร้ายขณะเล่นนั้นเกิดอุบัติเหตุ



**APPENDIX C**  
**English Oral Communication Scoring Rubrics**

	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Content</b>	The content of the utterances is relevant to the situation <b>and</b> enough correct details are given.	The content of the utterances is somewhat relevant to the situation <b>or</b> correct details are somewhat given.	The content of the utterances is rarely relevant to the situation <b>or</b> only a few correct details are given.	The content of the utterances is limited <b>and</b> correct details are rarely given.
<b>Vocabulary Use</b>	Utterances have an effective range of vocabulary.	Utterances have a simple range of vocabulary.	Utterances have somewhat limited vocabulary.	Utterances have insufficient vocabulary.
<b>Fluency</b>	Pauses occur as transitions meaningfully. Pauses can be long but not frequent. The speaker maintains the conversation smoothly.	Pauses occur frequently <b>and</b> long pauses are evident, but still maintain the conversation.	Unnatural pauses are evident. Longer and frequent pauses occur.	Pauses are longer before most words, unnatural pauses are evident, <b>and</b> some sentences are left uncompleted.

	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Grammatical Structure</b>	-	There is a good degree of control of simple grammatical forms.	There are some attempts to show the correct use of grammatical forms.	There is a limited control of a few grammatical forms.
<b>Pronunciation</b>	-	Most utterances have proper intonation, stress, and sounds.	Some of utterances have proper intonation, stress, and sounds.	Most utterances have improper intonation, unnatural stress and sounds.

## APPENDIX D

### Lesson Plan of Tiered Instruction and Gamification Teaching Method

**Class:** Mathayom 3

**Lesson:** Oh Dear!

**Time:** 100 minutes

**Academic Year:** 2/2019

#### Standard and indicators:

**FL 1.3 Gr.9/1:** Speak and write to express describe themselves, experience/matters/various issues of interest to society.

**FL 1.3 Gr.9/3:** Speak and write to express opinion about activities, experiences and incidents, as well as provide justification.

**Objectives:** 1) Students will be able to express sympathy and ask for information about pain or injuries.

2) Students will be able to suggest how to deal with the pain/injuries

#### Focused content:

vocabulary words:

**noun:**

**verb phrase:**

pain: sprain your wrist, bang your head, twist your ankle, cut your finger, break your leg, hurt your back

suggestion: see the doctor, take some pills, get some rest, apply the balm

**modal verb:** should, must

**interjection:** Oh!, Oh dear!, Oh my god, oh gosh!

The use of exclamation mark in writing language

Expression:

Expressing sympathy

- I hope everything will be OK.
- I'm sorry to hear that.
- Oh dear! You poor thing!
- Cheer up! It might not be that bad.

Asking of what happened.

- Are you all right?
- What's wrong with you?
- What happened?

Expressing of what happened.

- I (verb phrases of the illness/symptoms) in past form usage.
- + followed by additional sentence describing how it happened.

Cultural aspects:

- the difference of the use of *god* and *gosh* in expressing opinion

**Types of oral communication:** interaction

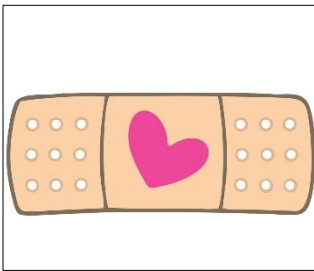
**Students' Context**

- Number of students: 23 students
- Students are tiered by readiness (language proficiency) from the pre-test score and cumulated points from previous class without giving notice by addressing students in color teams.
- Students have chance to advance tier of readiness by cumulating points to a certain criterion.

**Materials:** pathway plan (*Material A*), pictures, Powerpoint slides, role cards (*appendix B*), props for costume  
*gamification materials*- stickers of badge and points, leaderboard, items



## Rules of Gamification


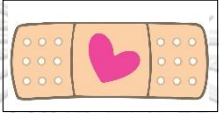
Market Sale:	The sale of item is opened <u>only</u> at the beginning of the lesson for students to invest on items.
Item:	<ul style="list-style-type: none"> <li>- Students use items when teacher offers activity by activity.</li> <li>- At the end of the lesson, item can be sold back.</li> </ul> <p style="text-align: center;"><b>COMPASS</b></p> <p style="text-align: center;"><u>BUY</u> at 5 points, <u>SELL</u> at 2 points</p> <p style="text-align: center;">Number of Use: 2 times</p> <div style="display: flex; align-items: center;">  <div style="margin-left: 10px;"> <p>Activity 1: x1.5 points if you earned at least 3 correct words.</p> <p>Activity 2: +1 extra item if finish first 5 people.</p> <p>Activity 4: +3 points if you have gotten the highest vote.</p> </div> </div>
Rewards (points):	<ul style="list-style-type: none"> <li>- Students use points to buy items.</li> <li>- Students receive points according to their progress in each activity.</li> </ul>
Leaderboard:	<ul style="list-style-type: none"> <li>- Points are collected and shown on the leaderboard at the end of each lesson.</li> <li>- Points are collective and will show students' progress throughout the experiment.</li> </ul>
Quest:	<ul style="list-style-type: none"> <li>- Additional and optional task</li> <li>- Students get different kinds of rewards, such as, items or points, for a completion of quest.</li> </ul>
Badge:	- Students receive badge for their achievement.
Avatar:	- Students wear avatar according to activities.

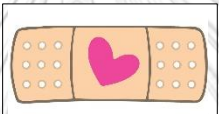
### Summary of Tiered Instruction process

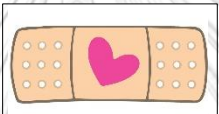
Learning procedure	Tiering process
Activity 2	- Students are tiered by readiness according to the pre-test score.
Activity 3	- Students are tiered by learning style: visual, and aural learners.
Activity 4	- Students are tiered by interests.



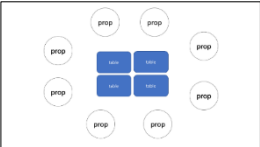
**Learning procedures:**

Activity	Gamification	Tiered Instruction
<b>Warm-up (5 minutes)</b>		
<p>- T shows one video about how injuries can happen at any place and time, especially in sports.</p>  <p>- T asks what kind of accidents that students had experience.</p> <p>- T introduces pathway plan</p> <p>- T introduces the item of this unit and offers a sale at 5 points.</p>	<p>- Ss are given 10 points to start the lesson, as this is the beginning of the lessons.</p> <p><u>Market Sales</u></p> <p>- Sell at 5 points</p>  <p>bandage</p>	

Activity	Gamification	Tiered Instruction
<b>Activity 1: Charades (15 minutes)</b>		
<p><u>Present</u></p> <ul style="list-style-type: none"> <li>- T presents the flashcards of the pain in a very quick look to let Ss guess which organ or what pain it is.</li> </ul> <p><u>Charade</u></p> <ul style="list-style-type: none"> <li>- T provides the flashcard for each team to act out.</li> <li>- T divides Ss into 3 teams.</li> <li>- T reviews the vocabulary from the word search by showing the pictures and lets Ss match as a whole class.</li> <li>- T Introduces the expression of how to ask what happened.</li> </ul>	<p><u>Charades</u></p> <ul style="list-style-type: none"> <li>- Each team answers correct will get points according to the following correct items:</li> </ul> <p>11-14: 5 points 7-10: 3 points 1-6: 1 point</p> <p>ITEM:</p>  <p>bandage</p> <p>x1.5 points if you earned at least 3 correct words.</p>	<ul style="list-style-type: none"> <li>- Ss are grouped in mixed-ability group.</li> </ul>

Activity	Gamification	Tiered Instruction
<b>Activity 2: Find Someone Who (10 minutes)</b>		
<ul style="list-style-type: none"> <li>- T introduces the activity, “Find someone who.”</li> <li>- T gives flashcards of picture for Ss and states that “Do not show your card to anyone.”</li> <li>- T starts the activity.</li> <li>- Ss mingle and ask their friend of what happened.</li> <li>- If there is picture in their worksheet and find the right person. Ss may write their names and ask them further.</li> <li>- Ss need to <u>show the action of what injury they are having.</u></li> </ul>	<p>ITEM:</p>  <p>bandage</p> <p>+extra item if students finish in the first five people.</p>	<p><u>Tiered by readiness</u></p> <p><u>TIER 1</u></p> <p>Students are given some short dialogues with translation along with the flashcard to assist their communication when talking.</p> <p><u>TIER 2</u></p> <p>Students are provided only the flashcard. Students generate phrases/expression to exchange by their own and will be helped if they need.</p> <p>*There are 2 tiers in this activity.</p>

Activity	Gamification	Tiered Instruction				
<b>Activity 3: Oh dear! (30 minutes)</b>						
<p>- T asks Ss to listen to the conversation and fill in the blanks with the given words.</p> <p>- T provides the transcript of the audio.</p> <p>T emphasizes on the difference between <i>god</i> and <i>gosh</i>.</p> <p>- T asks Ss to perform sentences with interjection followed by suggestion.</p> <table border="1" data-bbox="320 1077 667 1193"> <tr> <td data-bbox="320 1077 496 1122">showing</td> <td data-bbox="496 1077 667 1122">suggestion</td> </tr> <tr> <td data-bbox="320 1122 496 1193">sympathy</td> <td data-bbox="496 1122 667 1193"></td> </tr> </table> <p><u>suggestion</u>: see the doctor, take some pills, get some rest, apply the balm</p> <p>- Each team get the score.</p> <p>- Ss listen to the conversation and fill in the blanks.</p>	showing	suggestion	sympathy		<p>- Students get their points based on their performance.</p>	<p>- <u>Tiered by learning style</u></p> <p>Students are exposed to the audio to listen.</p> <p>Students receive the transcript to review again.</p>
showing	suggestion					
sympathy						

Activity	Gamification	Tiered Instruction
<b>Activity 4: Don't worry, my friend! (35 minutes)</b>		
<p><u>Roleplaying</u></p> <ul style="list-style-type: none"> <li>- T asks Ss to pair up.</li> <li>- T offers some props for Ss to perform on their simulation.</li> <li>- Those props are set as stations around the classroom for Ss to work around and work as their own choice.</li> <li>- T lets Ss draft and perform on their chosen scenario.</li> <li>- Ss record their scenario and send the recording to the Facebook group.</li> </ul>	<p><u>A side quest:</u> two pairs of volunteers may perform their scenarios in front of the class and get 2 points.</p>	<p><u>tiered by interest</u></p> 
<b>Wrap-up (5 minutes)</b>		
<ul style="list-style-type: none"> <li>- T summarizes the points, gives out badges, and lets Ss check their progress through the pathway plan.</li> <li>- T picks up some of the videos and show the class.</li> <li>- T gives some feedbacks to students.</li> </ul>	<ul style="list-style-type: none"> <li>- Check the pathway plan.</li> <li>- Give points and badges</li> <li>- Announce the progress from the leaderboard.</li> </ul>	<p>Students reflect themselves on their learning logs.</p>

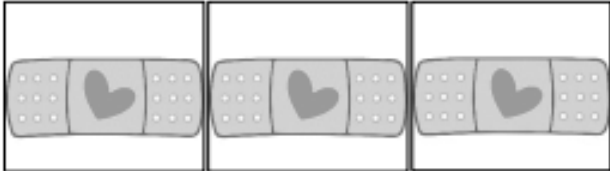
### Assessment and Evaluation

	<b>Method</b>	<b>Tools</b>
<b>Activity 1: Charades</b>	Act out and guess the phrases or injuries from the action in group.	Boards and flashcards
<b>Activity 2: Find Someone Who</b>	Write the missing information on the form by asking/answering exchanging information among classmates orally.	Flashcards, worksheet
<b>Activity 3: Oh dear!</b>	Listen and repeat expression showing sympathy.	Listening audio, listening script
<b>Activity 4: Don't worry, my friend!</b>	Perform a dialog based on their own interest.	Role cards and props





Material A

<b>Pathway plan (Lesson 1: Oh Dear!)</b> NAME: .....		
<b>Warm-up</b> Do you know the word, "injuries"? Do you know the word, "twist your ankle"?	<input type="checkbox"/> YES <input type="checkbox"/> YES	<input type="checkbox"/> NO <input type="checkbox"/> NO
<b>Activity 1: Charades</b> <input type="checkbox"/> Complete the charades with your group. What new words have you learnt from charades? .....	<input type="checkbox"/> points	
<b>Activity 2: Find Someone Who</b> <input type="checkbox"/> Exchange information with friends correctly. Example of Question to ask your friend .....	<input type="checkbox"/> points	
<b>Activity 3: Oh Dear!</b> <input type="checkbox"/> Show sympathy Words/phrases to show some sympathy: .....	<input type="checkbox"/> points	
<b>Activity 4: Don't worry, my friend!</b> <input type="checkbox"/> complete 1 <sup>st</sup> chosen task. <input type="checkbox"/> complete 2 <sup>nd</sup> task. (optional)	<input type="checkbox"/> points	
😊 What you did great! ..... 😐 What you don't feel successful enough ..... 🙄 What you learnt best today.....		
<b>Item</b> 		
Activity 1: x1.5 points if you earned at least 3 correct words. Activity 2: +1 extra item if finish first 5 people. Activity 4: +3 points if you have gotten the highest vote.		

**Material for Activity 3****Activity: Oh Dear!****Directions: Listen to the conversation and fill in the blanks in the conversation.**

Oh dear!	Oh my gosh!	I hope everything will be Okay
Cheer up!	I'm sorry to hear that.	see the doctor
get some rest	Thanks.	apply some balm

**(1)**

Zoey: What's wrong with you?

Mike: I really hurt my back. I played football last night.

Zoey: \_\_\_\_\_ Oh my gosh! \_\_\_\_\_. You should \_\_\_\_ get some rest\_\_\_\_\_.

Mike: Thank you, Zoey.

**(2)**

Ann: Ben, what happened?

Ben: I twisted my ankle one hour ago. I fell off a bike.

Ann: \_\_\_\_\_ Oh dear \_\_\_\_\_! You should \_\_\_\_\_ see the doctor\_\_\_\_\_.

Ben: \_\_\_\_\_ thanks \_\_\_\_\_. I'll let you know.

**(3)**

Antony: What's the matter?

Sarah: I banged my head. I hit my head under the table while I was looking for a key.

Antony: \_\_\_\_\_ I'm sorry to hear that \_\_\_\_\_. You should \_\_\_\_ apply some balm\_\_\_\_\_.

Sarah: Thank you.

## APPENDIX E

### Lesson Plan for Conventional Instruction

**Class:** Mathayom 3

**Lesson:** Oh Dear!

**Time:** 100 minutes

**Academic Year:**

2/2019

**Standard and indicators:**

**FL 1.3 Gr.9/1:** Speak and write to express describe themselves, experience/matters/various issues of interest to society.

**FL 1.3 Gr.9/3:** Speak and write to express opinion about activities, experiences and incidents, as well as provide justification.

**Objectives:** 1) Students will be able to express sympathy and ask for information about pain

or injuries.

2) Students will be able to suggest how to deal with the pain/injuries

**Focused content:**

vocabulary words:

**noun:**

**verb phrase:**

pain: sprain your wrist, bang your head, twist your ankle, cut your finger, break your leg, hurt your back

suggestion: see the doctor, take some pills, get some rest, apply the balm

**modal verb:** should, must

**interjection:** Oh!, Oh dear!, Oh my god, oh gosh!

The use of exclamation mark in writing language

Expression:

- 1) Expressing sympathy
  - I hope everything will be OK.
  - I'm sorry to hear that.

- Oh dear! You poor thing!
  - Cheer up!
- 2) Asking of what happened.
- Are you all right?
  - What's wrong with you?
  - What happened?
- 3) Expressing of what happened.
- I (verb phrases of the illness/symptoms) in past form usage.
  - + followed by additional sentence describing how it happened.

Cultural aspects:

- the difference of the use of *god* and *gosh* in expressing opinion





**Types of oral communication:** interaction






**Students' Context**


- Number of students: 19 students
- Students participate in the activities provided by teacher, thus have chance in actively involve in additional task by their own choice.

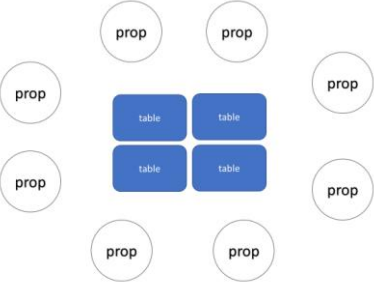
**Materials:** pictures, Powerpoint slides, role cards (*appendix B*), maps, props for costume, mobile phones

**Learning procedures:**

Teacher	Students
<b>Warm-up (5 minutes)</b>	
<p>- T shows one video about how injuries can happen at any place and time, especially in sports.</p>  <p>- T asks what kind of accidents that students had experience.</p>	<p>- various answers</p>
<b>Activity 1: Charades (15 minutes)</b>	
<p><u>Present</u></p> <p>- T presents the flashcards of the pain in a very quick look to let Ss guess which organ or what pain it is.</p> <p><u>Charade</u></p> <p>- T provides the flashcard for each team to act out. Each</p>   	<p>- Ss guess.</p> <p>- Ss join in the charades.</p> <p>- Team of Ss get score if their answer is correct.</p>

Teacher	Students
  	
<p>(1) The rest of Ss ask “What happened?”</p> <p>(2) The active team acts out.</p> <p>(3) The team writes their answers.</p> <p>(4) T reveals the answer.</p> <p>(4) The active team picks the score.</p> <p>(5) T distributes score to those who answer correctly.</p> <p>- T summarizes the questions of asking what happened.</p> <p>- T introduces various incidents which cause accidents.</p> <p>e.g.</p>  	

Teacher	Students
	
<b>Activity 2: Find Someone Who (10 minutes)</b>	
<p>- T introduces the activity, “Find someone who.”</p> <p>- T gives flashcards of picture for Ss and states that “Do not show your card to anyone.”</p> <p>e.g. of flashcard</p> <p>- T starts the activity.</p>	<p>- Ss mingle and ask their friend of what happened.</p> <p>- If there is picture in their worksheet and find the right person. Ss may write their names and ask them further.</p> <p>- Ss need to <u>show the action of what injury they are having.</u></p>
<b>Activity 3: Oh dear! (30 minutes)</b>	
<p>- T asks Ss to listen to the conversation and fill in the blanks with the given words.</p> <p>T emphasizes on the difference between <i>god</i> and <i>gosh</i>.</p> <p>- T asks Ss to perform sentences with</p>	<p>Students listen to the conversation and fill in the blanks.</p> <p>- Students create sentences.</p>

Teacher	Students		
<p>interjection followed by suggestion.</p> <table border="1" data-bbox="328 416 890 472"> <tr> <td>showing sympathy</td> <td>suggestion</td> </tr> </table> <p><u>suggestion</u>: see the doctor, take some pills, get some rest, apply the balm</p> <p>- Each team get the score.</p>	showing sympathy	suggestion	
showing sympathy	suggestion		
<b>Activity 4: Don't worry, my friend! (35 minutes)</b>			
<p>- T asks Ss to pair up.</p> <p>- T offers some props for Ss to perform on their simulation.</p> <p>- Those props are set as stations around the classroom for Ss to work around and work as their own choice.</p> <div data-bbox="328 1223 890 1536" style="border: 1px solid black; padding: 10px; text-align: center;">  </div> <p>- T lets Ss draft and perform on their chosen scenario.</p>	<p>- Ss pair up.</p> <p>- Ss record their scenario and send the recording to the Facebook group.</p>		
<b>Wrap-up (5 minutes)</b>			
<p>- T picks up some of the videos and show the class.</p> <p>- T gives some feedbacks to students.</p>			



### Assessment and Evaluation
















	<b>Method</b>	<b>Tools</b>
<b>Activity 1: Charades</b>	Team, guessing the words from the actions	- pictures
<b>Activity 2: Find someone who</b>	Individually, complete the form in the worksheet by ask/act about the given flashcards of injuries	- dialog sentences - role cards - worksheet
<b>Activity 3: Oh dear!</b>	Listen and fill in the blanks of words and suggestions showing sympathy and suggestions	- audio and worksheet
<b>Activity 4: Don't worry, my friend!</b>	Perform a dialog based on their own interest of choosing the props to properly match the injuries	- props - cell-phone for recording the video clips

## APPENDIX F

### Gamification Achievement Note

Player: \_\_\_\_\_ Class: \_\_\_\_\_

#### Game Achievement

	Finish the task in the first place.		Collect more than 30 points in one lesson.		Use item in every class.
	Become the first in the leaderboard.		Collect more than 100 points.		Spend 3 items.
	Volunteer to act in front of the class.		Collect more than 150 points.		Spend 5 items.
	Move up tiers two times in a row.		Complete more than 2 tasks voluntarily.		Complete 1 quest.
	Win the avatar costume.		Bring your own avatar costume.		Complete 3 quests.



## REFERENCES



จุฬาลงกรณ์มหาวิทยาลัย  
**CHULALONGKORN UNIVERSITY**



จุฬาลงกรณ์มหาวิทยาลัย  
**CHULALONGKORN UNIVERSITY**

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