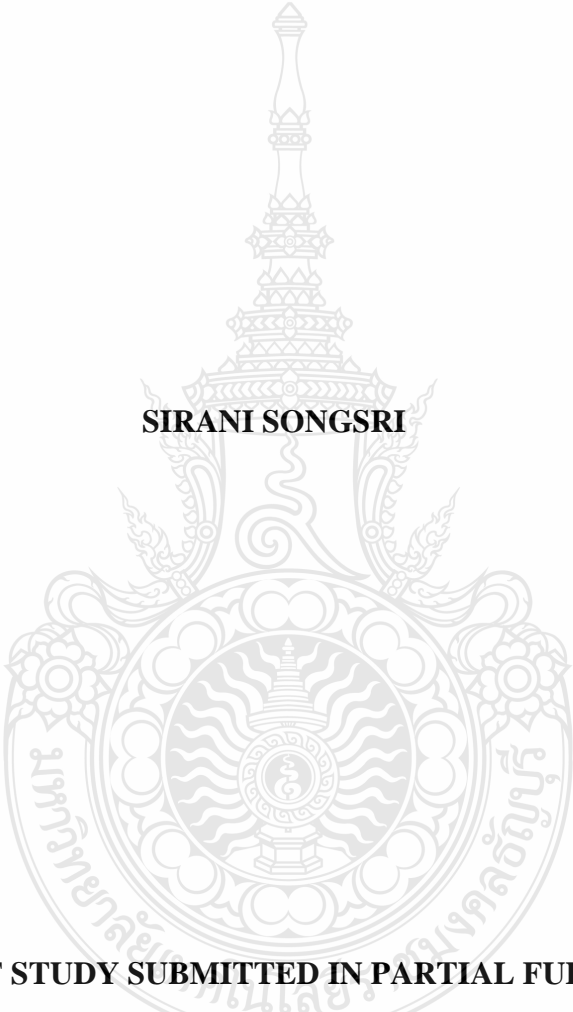


**USING COMMUNICATIVE ACTIVITIES TO ENHANCE THE ENGLISH-
SPEAKING SKILLS OF THE FIRST YEAR HIGH VOCATIONAL STUDENTS
AT PRACHIN BURI TECHNICAL COLLEGE**

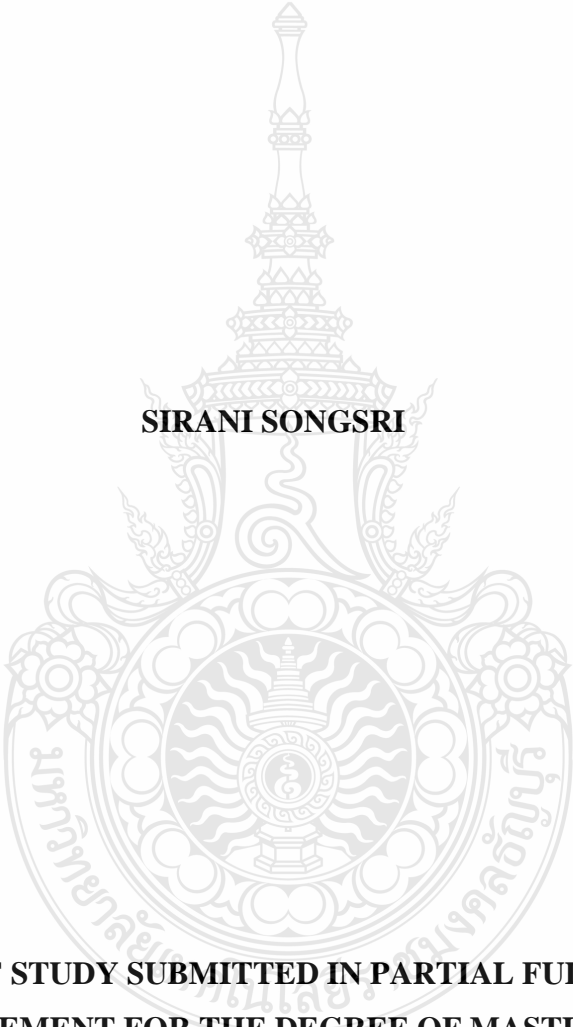
SIRANI SONGSRI



**AN INDEPENDENT STUDY SUBMITTED IN PARTIAL FULLFILLMENT OF
THE REQUIREMENT FOR THE DEGREE OF MASTER OF ARTS
MAJOR SUBJECT IN ENGLISH FOR CAREER DEVELOPMENT
FACULTY OF LIBERAL ARTS
RAJAMANGALA UNIVERSITY OF TECHNOLOGY THANYABURI
ACADEMIC YEAR 2022
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Independent Study Title Using Communicative Activities to Enhance the English - Speaking Skills of the First-Year High Vocational Students at Prachin Buri Technical College

Name - Surname Miss Sirani Songsri

Program English for Career Development

Independent Study Advisor Mr. Krishna Kosashunhanan, Ed.D.

Academic Year 2022

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Date 31 Month October Year 2022

หัวข้อการค้นคว้าอิสระ	การใช้กิจกรรมการสื่อสารทางภาษาเพื่อพัฒนาทักษะการพูดภาษาอังกฤษของนักศึกษาระดับประกาศนียบัตรวิชาชีพชั้นสูง ชั้นปีที่ 1 วิทยาลัยเทคนิคปราจีนบุรี
ชื่อ-นามสกุล	นางสาวศิริภาณี ส่งศรี
สาขาวิชา	ภาษาอังกฤษเพื่อการพัฒนาอาชีพ
อาจารย์ที่ปรึกษา	อาจารย์กฤษณะ โหมขุณห์, กศ.ด.
ปีการศึกษา	2565

บทคัดย่อ

การวิจัยนี้มีวัตถุประสงค์เพื่อ 1) พัฒนาทักษะการพูดของนักศึกษาระดับประกาศนียบัตรวิชาชีพชั้นสูง ชั้นปีที่ 1 วิทยาลัยเทคนิคปราจีนบุรี โดยใช้กิจกรรมการสื่อสารทางภาษา และ 2) ศึกษาความพึงพอใจของนักศึกษาในการใช้กิจกรรมการสื่อสารทางภาษา

การวิจัยนี้เป็นการวิจัยกึ่งทดลอง ดำเนินการทดลองตามแบบแผนการทดลองกลุ่มเดียว สอบก่อนและหลังการทดลอง กลุ่มตัวอย่างคือนักศึกษาระดับประกาศนียบัตรวิชาชีพชั้นสูง ชั้นปีที่ 1 จำนวน 34 คน ที่ลงทะเบียนเรียนวิชาภาษาอังกฤษเพื่อการสื่อสาร ภาคการศึกษาที่ 1 ปีการศึกษา 2565 โดยใช้วิธีการเลือกกลุ่มตัวอย่างแบบเจาะจง เครื่องมือที่ใช้ในการวิจัยประกอบด้วย 1) แบบทดสอบก่อนเรียนและหลังเรียน 2) แผนการสอนจำนวน 7 แผน โดยมี 4 หัวข้อ 3) เกณฑ์การประเมินการพูด และ 4) แบบสอบถามเพื่อวัดระดับความพึงพอใจของนักศึกษาโดยใช้สถิติในการวิเคราะห์ข้อมูลคือ ค่าเฉลี่ย ส่วนเบี่ยงเบนมาตรฐานเพื่อแปลผลตามเกณฑ์การแปลผลคะแนน 5 ระดับ สถิติที่ใช้ในการวิเคราะห์ข้อมูลเพื่อหาความแตกต่างของค่าเฉลี่ยระหว่างก่อนและหลังเรียนคือ ค่าเฉลี่ย ส่วนเบี่ยงเบนมาตรฐาน และ t-test (dependent t-test) โดยใช้โปรแกรม SPSS ในการวิเคราะห์ข้อมูล

ผลการวิจัยพบว่า 1) ค่าเฉลี่ยของคะแนนก่อนเรียนและหลังเรียนโดยการใช้กิจกรรมการสื่อสารทางภาษามีความแตกต่างกันอย่างมีนัยสำคัญทางสถิติที่ระดับ .05 โดยคะแนนเฉลี่ยของนักศึกษาหลังเรียน (13.15) สูงกว่าคะแนนก่อนเรียน (7.88) 2) ความพึงพอใจของนักศึกษาที่มีต่อการใช้กิจกรรมการสื่อสารทางภาษา โดยมีค่าเฉลี่ยโดยรวมอยู่ที่ 4.40 ซึ่งอยู่ในระดับสูง และส่วนเบี่ยงเบนมาตรฐานคือ 0.49 จากผลการวิจัยพบว่าการใช้กิจกรรมการสื่อสารทางภาษามีประสิทธิภาพในการเสริมสร้างทักษะการพูดของนักศึกษาให้สูงขึ้น

คำสำคัญ: กิจกรรมการสื่อสารทางภาษา ทักษะการพูดภาษาอังกฤษ นักศึกษาระดับประกาศนียบัตรวิชาชีพชั้นสูง

Independent Study Title	Using Communicative Activities to Enhance the English-Speaking Skills of the First-Year High Vocational Students at Prachin Buri Technical College
Name - Surname	Miss Sirani Songsri
Program	English for Career Development
Independent Study Advisor	Mr. Krishna Kosashunhanan, Ed.D.
Academic Year	2022

ABSTRACT

This research aimed to: 1) improve speaking skill achievement of first-year high vocational students at Prachin Buri Technical College using communicative language activities, and 2) investigate the students' satisfaction with the use of communicative language activities.

This quasi-experimental study employed a one-group pretest-posttest design to examine the students' speaking skill achievement. The participants, obtained by purposive sampling, were 34 first-year high vocational students who enrolled in the course of English for Communication in the first semester of the academic year 2022. Four research instruments were employed in the research: 1) a pre-test and post-test, 2) seven lesson plans of 4 topics, 3) a speaking evaluation form, and 4) a satisfaction questionnaire. The pre-test and post-test scores were analyzed using mean, standard deviation, and dependent t-test to determine whether the mean scores before and after using the communicative activities were significantly different using SPSS. The questionnaire was analyzed using mean and standard deviation and was interpreted based on a 5-point scale.

The research results revealed the following: 1) regarding the difference between the results of the pre-test and the post-test after using the communicative language activities, the students' speaking skills were statistically significant difference ($p < .05$). The average mean score of the students' post-test (13.15) was higher than that of the pre-test (7.88). 2) The students' satisfaction with the use of the communicative language activities was high with the overall average scale of 4.40, and the standard deviation was .49. According to the results, using the communicative language activities was effective in enhancing the students' speaking skills.

Keywords: communicative activities, english speaking skills, high vocational students

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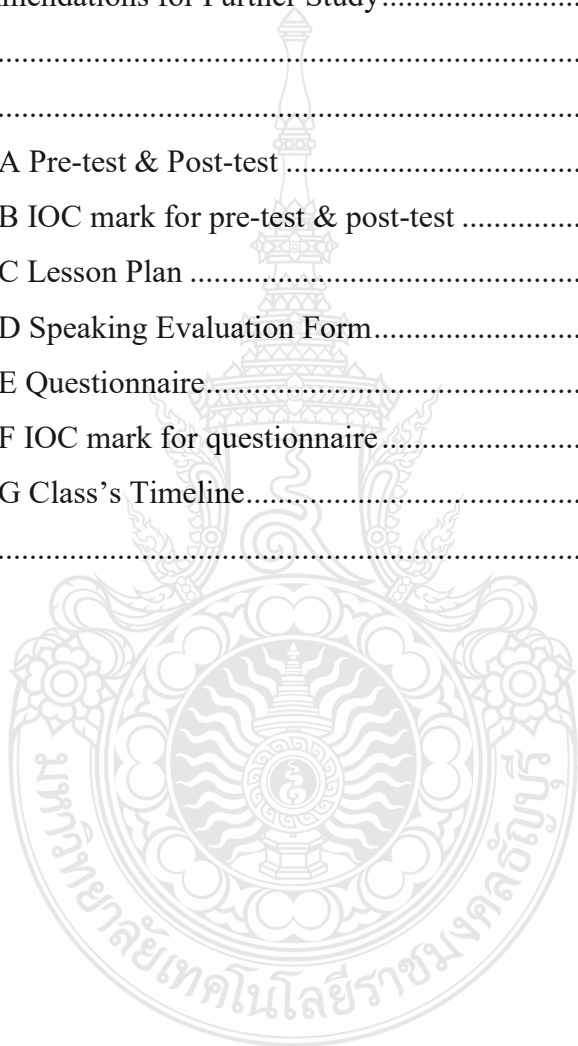


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CHAPTER 1

INTRODUCTION

Chapter 1 presents an overview of the relevant aspects about this independent study and why this study should be have done.

1.1 Background

The 21st century is the world of information technology; people all around the world can learn from each other through social media as if they are in the same places, and the internet has changed the world to be “the global village” Vasanchai and Thanyathep (2018). According to P21 Partnership (2002), one of the core subjects is English which is essential for learners in the 21st Century. Nowadays, English is the international language for communication and it is an important tool for communication in all aspects of global society, business, education, technology, medication, entertainment, and so on. And also, many companies use English as an official language, and English ability is required when applying for work. Especially speaking skills that are more important than other aspects, people worldwide communicate by speaking English. Therefore, it can be said that English-speaking skills become an important tool for communication in a global society, students should have more opportunities to speak English, and they should be provided simulations in speaking English in their classroom to enhance their English-speaking skills to prepare them to get more opportunities on their future job or any chance in their life.

English for communication is one of the compulsory subjects in the Vocational Education Commission curriculum for first-year high vocational students which is expected to enable students to communicate with other people in daily life. According to Thanyatorn (2018), English is the standard language for people over the world to speak to foreigners in English for many purposes. And also, In the world, English is used as a medium for communication (Pariyanuch & Natthicha, 2017).

Statement of the Problem

English subjects have been implemented every semester; thus students are expected to be able to speak English fluently and accurately. Currently, first-year high vocational students cannot respond in English, they cannot ask in English though they have some questions, and they cannot even use classroom language which is simple

sentences with the teacher. They always keep silent when the teacher asks questions as they have no opportunity to speak English in their everyday life or even in their classroom. Moreover, they always speak Thai to their classmates and teachers in English classrooms. In addition, activities in English classrooms do not support them to speak English as they should. They are provided with studying from books, more writing, and reading than speaking, and they lack encouragement and self-confidence to speak English as same as Jantima (2017) states that the most important language skill that is used in everyday life is speaking but for Thai students, their English-speaking skills are very low. According to Thanyalak (2012), students in an EFL classroom cannot use English in real-life situations, they lack self-confidence and avoid communicating with foreigners as they are unable to communicate appropriately and correctly. If this phenomenon continues, it is difficult to get opportunities required for people who can speak English as Harahap, Ramadani, Sanuisi, Sinaga, & Tampubolon (2021) point out that students who are not being able to speak English will encounter difficulty in finding work.

According to the reason stated above, the researcher has been interested in using communicative activities to enhance the English-speaking skills of first-year high vocational students at Prachinburi Technical College.

1.2 Purposes of the Study

The research aims to fulfill the two following purposes.

1. To improve speaking skills achievement of the first-year high vocational students at Prachinburi Technical College using communicative language activities.
2. To investigate students' satisfaction towards using communicative language activities.

1.3 Research Questions

This research was conducted to answer two research questions.

1. What are the effects of using communicative activities on the English-speaking skills achievement of the first-year high vocational students at Prachinburi Technical College?
2. What are the students' satisfactions level towards using communicative activities

1.4 Definition Terms

This research investigated how communicative activities improve students' speaking skills. There are four key terms such as communicative activities, speaking skills, students, and students' satisfaction are clarified as follows:

Communicative language activities are the Information gap, Role plays, and Picture describing which will be used to enhance English speaking skills for first-year high vocational students at Prachinburi Technical College.

- **Information gap activities** refer to the activities that require the first-year high vocational students at Prachinburi Technical College to speak and fill the gap with their classmate's information.

- **Role play activities** refer to classroom activities in which first-year high vocational students act on different roles of people and act out in real-life situations.

- **Picture describing activities** refers to the activities that the first-year high vocational students will discuss the picture with their groups or team.

English Speaking skills are the skills of the first-year high vocational students who can communicate with others to express their thought or ideas correctly and suitably in different situations.

Students are 34 first-year high vocational students studying at Prachinburi Technical College and they are the participants in this research.

Students' satisfactions refer to the first-year high vocational students' satisfactions towards communicative activities.

1.5 Significance of the Study

1. This research will guide teachers to know how to improve their classroom activities and develop their students' English-speaking skills.
2. The students will have new experiences from studying by using communicative activities.
3. The administrators will find a way to encourage teachers to have more activities in the English classrooms.

1.6 Scope of the Study

The participants of this research were 34 first-year high vocational students who enrolled in English for Communication in the first semester of the academic year 2022 at Prachinburi Technical College by using a purposive sampling method. This research plans to investigate the English-speaking skills achievement and the satisfactions towards using communicative activities of the students. A quasi-experimental design with one-group pretest- posttest was employed in this research. There are four research instruments: 1) pre-test and post-test, 2) seven lesson plans with 4 topics, 3) a speaking evaluation form, and 4) a questionnaire. The classroom activities were implemented for 6 weeks.

1.7 Conceptual Framework

The conceptual framework of this study includes the theory of communicative language teaching, communicative activities, and speaking skills as follows.

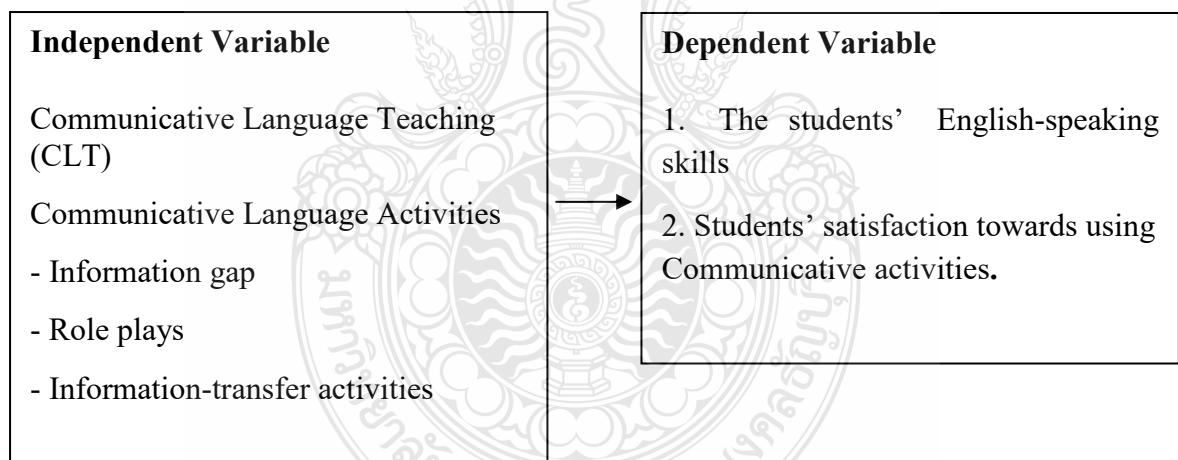


Figure 1.1 Conceptual Framework

Chapter 2

Review of the Literature

This chapter presents the previous research which is relevant to this research, “Using communicative language activities to enhance the speaking skills of the first-year high vocational students at Prachinburi Technical College”. The review is arranged in a sequence of communicative language teaching (CLT), communicative activities, speaking skills, and speaking assessments.

2.1 Communicative Language Teaching (CLT)

Richard (2006) indicates that communicative language teaching today is known as a set of principles that can be applied in different ways, depending on many factors of each context. Savignon (2001) also reveals that communicative language teaching (CLT) is employed over the world as an “innovative” way to teach English as a second or foreign language. Similarly, the CLT approach is widely used in both second-language teaching and foreign-language teaching (Chayanant & Kasma, 2021). Likewise, communicative language teaching is one of the effective teaching methods of foreign languages (Akbarova, 2021). The purpose of CLT is to encourage learners to use the target language for reaching the goal of communication (Arrassul & Pole, 2021). Lumy (2018) and Haliwanda (2021) argue that Communicative language teaching (CLT) is an appropriate approach that can improve and increase learners’ speaking skills and it also helps them speak confidently. Keith (1985) also points out that communicative language teaching is the approach that is used for people interaction.

Richard (2006, p.22) mentions 10 core assumptions based on current practices in communicative language teaching.

Ten Core Assumptions of Current Communicative Language Teaching

1. Learning a second language can be facilitated in engaging students in meaningful interaction and communication.
2. Effective classroom learning is to provide tasks and exercises as the chance for students to communicate in several aspects.
3. Students process relevant, purposeful, interesting, and engaging content to make meaningful communication.

4. The use of various language skills is a comprehensive process in communication.

5. Learning a language is facilitated in inductive activities and organization including analyzing and language reflection.

6. Learning a language is a progressive process and the learning goal is the ability to use the new language accurately and fluently.

7. Students have different paths in improving their language learning, different levels, needs, and motivations.

8. Using effective learning and communication methods can be successful in learning a language.

9. The teacher's role in the language classroom is as a facilitator in building a classroom atmosphere to support language learning and provide students with opportunities to practice the language and provide feedback on using language and language learning.

10. Learning by sharing and collaborating in a community in the classroom.

2.2 Communicative Activities

Richard (2006) asserts that communicative activities should be used as a balance of fluency and accuracy activities, and accuracy should be used to support fluency activities.

Brumfit (1984) points out that group work is one of the communicative activities that facilitate and stimulate natural language activities.

Little Wood (2001) says that four purposes of communicative activities can make language learning as follows:

1. Various communicative activities with whole-task practice encourage students to practice at an appropriate level of students.

2. Communicative activities encourage students' motivation; the more classroom supports them in reaching the goal the more their motivation is sustained.

3. Inside and outside the classrooms of communicative activities are important in natural learning.

4. Communicative activities support positive relationships between students and teachers, support learning context, and support their efforts to learn.

Garni and Almuhammadi (2019) assert that communicative activities play an important role in encouraging learners to communicate with others. The activities should be provided from easy to complex based on their level.

Richard (2006, p.18) suggests that communicative activities include as follows:

1. Information-gap activities, activities are known as real communication that people communicate for getting information.

2. Jigsaw activities, the class is divided into groups and each group has part of the information needed to complete activities based on the information gap.

3. Task-completion activities, focus on using one's language resources to complete a task such as puzzles, games, map reading, and others.

4. Information-gathering activities, students are required to use their linguistic resources to collect information by conducting surveys and interviews.

5. Opinion-sharing activities, students compare values, opinions, or beliefs in order of importance.

6. Information-transfer activities, students are required to take information to present in one form and different.

7. Reasoning-gap activities, deriving some new information from given information through the process of inference, and practical reasoning.

8. Role-plays, students are assigned roles and improve a scene based on given information.

2.3 Speaking Skills

2.3.1 Definition of speaking

The definitions of speaking have many variations. According to Mead and Rubin (1985), speaking is an interactive process, which includes both verbal and nonverbal components.

Baker and Westrup (2003) state that speaking means using language for many purposes.

Roa (2019) mentions that speaking skill is one of the key skills to acquire a foreign or second language learning and it is the most important skill for learners who need to get better opportunities in their career and be more confident in communicative situations.

Richards (2008) states that with speaking, we tend to be getting something done, exploring ideas, working out some aspects of the world, or simply being together.

According to Luoma (2009, p.1), speaking skills play an important role in language teaching and “Speaking as interaction, and speaking as a social and situation-based activity”

Moreover, speaking is defined as a “productive skill” in which students are expected to have the background and linguistic knowledge, and vocabulary for producing their thought into words (Kieu Dinh, 2021).

Besides, Akhter, Haidov, Rana, & Qureshi (2020) point out that speech or human language is very crucial in order to express ideas, feelings, and thoughts for building society.

2.3.2 The nature of speaking

Brown (2004, p.140) states that “speaking is a productive skill that can be directly and empirically observed”.

Brown (2004) also addresses five basic types of speaking as follows:

1. Imitative. At one end of a continuum of types of speaking performance is the ability to simply parrot back (imitate) a word or phrase or possibly a sentence. While this purely phonetic level of oral production, a number of prosodic, lexical, and grammatical properties of language may be included in the criterion performance.

2. Intensive. A second type of speaking frequently employed in assessment context is the production of short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical, or phonological relationships.

3. Responsive. Responsive includes interaction and test comprehension but at the somewhat limited level of very short conversations, standard greetings and small talk, simple requests, and comments.

4. Interactive. The difference between responsive and interactive speaking is in the length and complexity of the interaction, which sometimes includes multiple exchanges and or multiple participants. Interaction can take the two forms of transactional language, which has the purpose of exchanging specific information, or interpersonal exchanges which have the purpose of maintaining a social relationship.

5. Extensive. Extensive oral production tasks include speeches, oral representations, and storytelling, during which the opportunity for oral interaction from listeners is either highly limited (perhaps to nonverbal responses) or ruled out together.

2.4 Teaching of Speaking

Spratt, Pulverness & Williams (2005) suggest that speaking is productive skills that produce language rather than receiving. Thus, the learners in the classroom need to have more activities for practicing to develop their speaking.

The activities in a speaking lesson often follow this pattern:

1. Lead-in: an introduction to the topic of the lesson plus activities including a focus on the new language.

2. Practice activities or tasks in which learners have opportunities to use the new language - these activities may move from controlled to freer activities or a teacher may choose to do them in the opposite order, depending on the class and learning context.

3. Post-task activities: activities in which learners do free speaking activities on the topic and/or work on the language used in the tasks.

Renandya and Richard (2007) point out that to speak effectively, students need to have enough basic grammar in the target language and vocabulary. Hence, they should be developed in four keys of speaking competence as follows:

1. Phonological skills are important for effective oral communication. Learners should learn to articulate and blend vowels and consonants ('Phonemes') of the language that they are learning.

2. Speech function skills are micro-skills necessary for achieving specific communicative ends in routine social and transactional exchanges (e.g. to greet, to agree, to complain, to offer a reason, to clarify etc.). Many language syllabuses that adopt

communicative language teaching will show lists of common speech functions that are considered important for learners to develop in the target language.

3. Interaction management skills are macro-skills for dealing with face-to-face spontaneous exchange. These include the ability to initiate, sustain and end an interaction (e.g. conversations, discussions), offer and take conversational turns, modify or redirect the focus or topic of an interaction, and negotiate meaning to ensure that one understands what our interlocutors mean.

4. Extended discourse or organization skills are another set of macro-skills for dealing with spoken interaction. Language learners often need to produce long stretches of language in various situations in and out of class. To ensure that their listeners understand what they say, learners need to be able to structure their spoken output in a way that is easy to follow.

2.5 Speaking Skills Assessment

Assessing speaking is challenging and time-consuming. Hence, many assessors have different criteria for judging students' speaking skills (Pariyanuch & Natthicha, 2017).

Harris (1996) states that there are five components of criteria to measure students' speaking skills such as pronunciations, grammar, vocabulary, fluency, and comprehension with 1 to 5 scales in each aspect.

Underhill (1987) concludes that there are five levels of rating scale to describe what students at each level can do in speaking English as follows:

Level 1: Very limited personal conversation.

Knows formulaic greetings and some vocabulary

Cannot construct correct simple sentences

Level 2: Personal and limited social conversation.

Can answer simple questions about personal topics correctly in present and past tenses.

Has difficulty with question formation.

Vocabulary still very limited

Level 3: Basic competence for social and travel uses.

Has basic command of all simple tenses and can operate question and negative forms.

Shows awareness of perfect forms but makes errors in using them.

Familiar with common concrete vocabulary: still searches for words.

Level 4: Elementary professional competence.

Makes effective use of all tenses, including past vs perfect and simple vs continuous distinctions; occasional errors in tense forms.

Fully active concrete vocabulary and larger passive vocabulary.

Level 5: General proficiency on all familiar and common topics; may be at a loss for words on other topics, but is able to paraphrase successfully.

Can produce correct complex sentences; very rare errors in structural forms, but makes errors of idiom or collocation.

In conclusion, the related theoretical which is employed in this research consisted of 3 parts: 1) Communicative Language Teaching, 2) Communicative Activities including information-gap activities, information-transfer activities, and Role-plays, and 3) speaking skills, the nature of speaking, teaching of speaking, and speaking skills assessment.



Chapter 3

Research Methodology

This research aims to improve the speaking skills achievement of the first-year high vocational students in Prachinburi Technical College using communicative activities. This chapter presents the research methodology which includes five parts: (1) research design, (2) population and sample, (3) research instruments, (4) data collection, and (5) data analysis.

3.1 Research Design

This research was a quasi-experimental design with one-group pretest-posttest to examine the students' speaking skills.

3.2 Population and Sample

The population of this research was 261 who enrolled in English for the Communication course at Prachinburi Technical College, of the academic year 2022 and the participants were 34 first-year high vocational students. They were selected by using the purposive sampling method.

3.3 Research Instruments

Four research instruments were employed in the study, as follows:

3.3.1 Pretest-posttest

Pretest and posttest were used to evaluate the 34 first-year high vocational students' speaking skills before and after using communicative activities. Both the pretest and posttest were the same with 10 questions and 4 picture cards based on 4 Topics, Asking and giving personal information, Asking and Giving directions, talking about the weather, and, telling the time. (See appendix A)

These tests have checked the validity by the three experts and were calculated by using the index of Item Objective Congruence (IOC) as follows;

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

IOC is the index of Item-Objective Congruence

ΣR is the total expert opinion scores

N is the expert

The index of Item Objective Congruence (IOC) of the test was 1, accepted. (See appendix B)

3.3.2 Lesson Plan

The lesson plan is selected from the description of English for Communication and analyzed according to the Vocational Education Commission curriculum. The topics were basic conversations in daily life that could encourage students to understand easily.

There are four topics in this lesson plan including Asking and giving personal information, Asking and giving directions, talking about the weather, and telling the time as in the following outline:

Table 3.1 Lesson Plan Outline

Unit	Topic	Hour (s)
1	Asking and giving personal information	2
2	Asking and giving directions	4
3	Talking about the weather	4
4	Telling the time	4

Each lesson plan consisted of 4 states of teaching: lead-in, presentation, practice, and production. The communicative activities, information gap, role plays, and information-transfer activities were included in the lesson plans. (See appendix C)

3.3.3 Speaking Evaluation Form

A speaking evaluation form was adapted from *Testing English as a Second Language* (Harris, 1969) which consists of four aspects: pronunciation, grammar and vocabulary, fluency, and comprehension with five rating scores ranking from 1- 5. This form was created to evaluate students' speaking skills before and after using communicative activities. (See appendix D)

3.3.4 Questionnaire

A questionnaire was adapted from Kittiya (2012) and Pariyanuch and Natthicha (2017) which was created to investigate students' satisfaction towards using communicative activities. The components of questionnaire consisted of 2 parts; 1) General information about students, and 2) Information on satisfactions of using Communicative Language Activities in English Classroom. There were 10 Likert-type items including five points rating scale from 'strongly agree' to strongly disagree as shown below;

Table 3.2 Five Points Likert Scale (See appendix E)

Scale	Interpretation
1	Strongly Disagree
2	Disagree
3	Neutral
4	Agree
5	Strongly Agree

The three experts checked the validity of the questionnaire and calculated by using the index of Item Objective Congruence (IOC).

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

IOC is the index of Item-Objective Congruence

$\sum R$ is the total expert opinion scores

N is the expert

The index of Item Objective Congruence (IOC) of the questionnaire was 1, accepted. (See appendix F)

3.4 Data Collection

The procedures for collecting the data are as follows;

First, a pretest was provided to the students. Then, seven lesson plans with communicative activities were used in an English classroom with 34 students. Next, a post-test was provided after teaching. Finally, the satisfaction questionnaire was conducted.

3.5 Data Analysis

The pre-test and post-test scores were analyzed using mean, standard deviation, and dependent t-test to compare whether the mean score before and after using communicative activities were significantly different using SPSS.

The satisfactory questionnaire data was analyzed by using mean and standard deviation and interpreted into five levels as follows:

4.51 – 5.00 = Very high

3.51 - 4.50 = High

2.51 - 3.50 = Moderate

1.51 - 2.50 = Low

1.00 - 1.50 = Very low

In conclusion, Table 3.3 illustrates the research procedure showing research objectives, participants, research instruments, and data analysis related to each objective.

Table 3.3

The Summary of Research Procedure

Research Objective	Source of Data	Data Collection Method or Research Instrument	Method of Data Analysis
1- To improve speaking skills achievement of the first-year high vocational students at Prachinburi Technical College using communicative language activities.	34 first-year high vocational students	- Pre-test and Post-test - Seven Lesson Plans - Speaking Evaluation Form	- Mean score (M) - Standard deviation (SD) - Dependent t-test
2- To investigate students' satisfaction towards using communicative language activities.	34 first-year high vocational students	- 10 Likert-type items on students' satisfaction towards using communicative activities	- Mean score (M) - Standard deviation (SD)

Chapter 4

Research Results

4.1 Results

This chapter shows the data analysis of using communicative language activities to enhance speaking skills. The participants were 34 first-year high vocational students in the academic year of 2022 at Prachinburi Technical College. The data of the research was obtained from the pre-test, post-test, and satisfaction questionnaire. The results were presented regarding two main objectives as follows:

1. To improve the speaking skills achievement of the first-year high vocational students at Prachinburi Technical College using communicative language activities., the speaking test of 10 items was administered for the pre-test and post-test. The mean scores and the standard deviation of the pre-test and post-test are presented in Table 4.1 below.

Table 4.1 The comparison of mean scores between the pre-test and the post-test

	n	Mean	S.D.
Post-test	34	13.15	2.66
Pre-test	34	7.88	2.77

As shown in Table 4.1, the mean score of the post-test was 13.15 (SD =2.66) while the mean score of the pre-test was 7.88 (SD = 2.77). That is to say after practicing with communicative activities, the students' speaking scores improved much higher. To confirm that the scores from the post-test were significantly higher than those of the pre-test, the 2 sets of scores were compared with paired sample T-test shown in Table 4.2.

Table 4.2 The comparison of achievement

	n	Mean	S.D.	t	p-value
Posttest- Pretest	34	5.26	2.00	15.31	.000*

According to Table 4.2 shows the difference of mean scores before and after using communicative activities. The achievement scores of the pre-test and the post-test were significantly different at .05. The different mean scores of the post-test and the pretest were 5.26, the t-test was 15.31 and the standard deviation was 2.00.

2. To investigate students' satisfaction towards using communicative language activities, the students were required to give their opinion with a five-rating scale from very low to very high as shown in Table 4.3.

Table 4.3 The mean scores and SD scores of the students' satisfaction towards

The students' satisfaction towards using communicative language activities	M	S.D.	Interpretation
1. Communicative activities are interesting.	4.59	0.49	Very high
2. Communicative activities can encourage me to speak English.	4.44	0.50	High
3. Communicative activities help me to improve my English-speaking abilities.	4.41	0.49	High
4. Communicative activities help me to understand the conversation.	4.24	0.42	High
5. Communicative activities help me to improve my vocabulary.	4.26	0.44	High
6. Communicative activities help me to improve my pronunciation.	4.38	0.49	High
7. I enjoy communicative activities in class.	4.38	0.49	High
8. I have more confidence to speak English after I participated in communicative activities.	4.21	0.58	High
9. I have more chances to speak English in communicative activities.	4.47	0.50	High
10. Communicative activities help me speak English more fluently and with accuracy.	4.65	0.48	Very high
Average	4.40	0.49	High
using communicative language activities			

Table 4.3 shows the student's satisfaction after using communicative activities. The overall mean score at 4.40, demonstrating that students' satisfaction towards using communicative activities was high level. It was found that the students had positive satisfaction towards using communicative activities. The students gave the highest score towards question number 10 (M = 4.65), the students responded that communicative activities help them speak English more fluently and with accuracy and question number 1 (4.59), the students answered that communicative activities are interesting. However,

the students gave the lowest score towards question number 8 ($M = 4.21$), the students answered that I have more confidence to speak English after I participated in communicative activities. The most students gave the opinion about using communicative activities that these activities helped them study without stress and made them relax while doing activities with friends.

Regarding the two objectives of the research, it was found that the speaking skills achievements of the students after using Communicative activities were higher than before using these activities. The students gave their positive satisfactions towards using Communicative activities.



Chapter 5

Conclusion and Recommendation

This chapter presents the conclusion, the finding regarding to the improvement of the speaking skills achievement of first-year high vocational students at Prachinburi Technical College after using communicative language activities, the students' satisfaction towards using communicative language activities, and the recommendations for further study.

5.1 Conclusion of the Research

The results of this research indicated that the difference between the pre-test and post-test after using communicative activities, the students' speaking skills achievement was significantly different (sig = 0.00, $p < 0.05$). The average mean score of students' post-tests (13.15) was higher than the pre-test (7.88). It was found that using communicative activities in teaching Speaking is one of the important parts of English for Communication course. The results of the research showed that the English-speaking skills of the first-year high vocational students were improved after using communicative activities. The students gave a high level of satisfaction in using communicative activities, and the overall mean score of students' satisfactions towards using those activities at 4.40. Moreover, their self-confidence was increased after speaking English with friends and the teacher in a variety of activities in the classroom.

5.2 Discussion of the Research

5.2.1 The improvement of the speaking skills achievement of first-year high vocational students at Prachinburi Technical College using communicative language activities

According to the finding, it can be discussed as follows: First, the Communicative activities encouraged the students to speak English as they had more opportunities to speak English with their classmates and the teacher. The finding is consistent with Pariyanuch and Natthicha (2017), students speaking skills were improved because of using communicative language activities.

According to Little Wood (2001), Communicative activities improve motivation; learners' motivation is more likely to be sustained if they can see how classroom learning supports them to achieve the goal of communication with others and increasing success. The activities can also create a context that supports learning and communicative activity can create positive relationships among learners and between learners and teachers that support learners' efforts to learn.

Second, the students had opportunities to practice speaking English in many situations in a variety of activities including information gap, role plays, and information-transfer activities. The activities encouraged the students to speak with their classmates in many kinds of situations such as pair work, group work, and whole class. According to Brumfit (1984), group work is one of the communicative activities that facilitate and stimulate natural language activities.

Moreover, the communicative activities encouraged the students to speak English with more confidence as the activities can create a friendly situation. The teacher and their friends helped them to repeat the correct one if they made mistakes in speaking or mispronounced some words. This finding is consistent with Kittiya (2012), The student's self-confidence increased after using communicative activities as the activities encouraged students to speak English as much as possible.

5.2.2 Students' Satisfactions towards Using Communicative Activities

The results of this research revealed that the students had positive satisfaction towards using communicative activities ($M=4.40$). It can be implied that using communicative language activities provided the students with great opportunities to speak English to each other. The activities also helped them speak fluently and accurately. Moreover, the activities are interesting because there are many activities that provided them to talk, discuss, and do activities with friends. Likewise, Muhassin (2016) reveals that the students give positive satisfaction in using communicative activities in the teaching-learning process. In addition, Pariyanuch and Natthicha (2017), the students were satisfied with the communicative activities help as the activities helped them in improving vocabulary, they had a chance to participate in a classroom, and their English-speaking skills were improved after using communicative activities.

5.3 Pedagogical implication

The research shows that using communicative activities could improve the students' speaking skills. To use the teaching method based on communicative activities, information gaps, role plays, and information-transfer activities should be integrated into the lesson plan. The playful content and activities make learning more enjoyable and effective. Students will learn with less pressure and engage in learning. In addition, monitoring students while they do activities which can help them concentrate more on activities, and teachers can see their mistakes and give feedback to correct the mistakes after finishing doing activities. According to Kittiya (2012), walking around the classroom to monitor their performance and it made them focus on the activities more completely.

5.4 Recommendations for Further Study

These recommendations might be beneficial for English teachers and researchers who are interested in implementing communicative language activities in the classroom.

1. Interviews should be included in research instruments to correct in-depth information.
2. Researcher could implement communicative activities to improve other skills such as listening and writing.
3. Researcher could compare students' English-speaking skills achievement by using communicative activities and other approaches.

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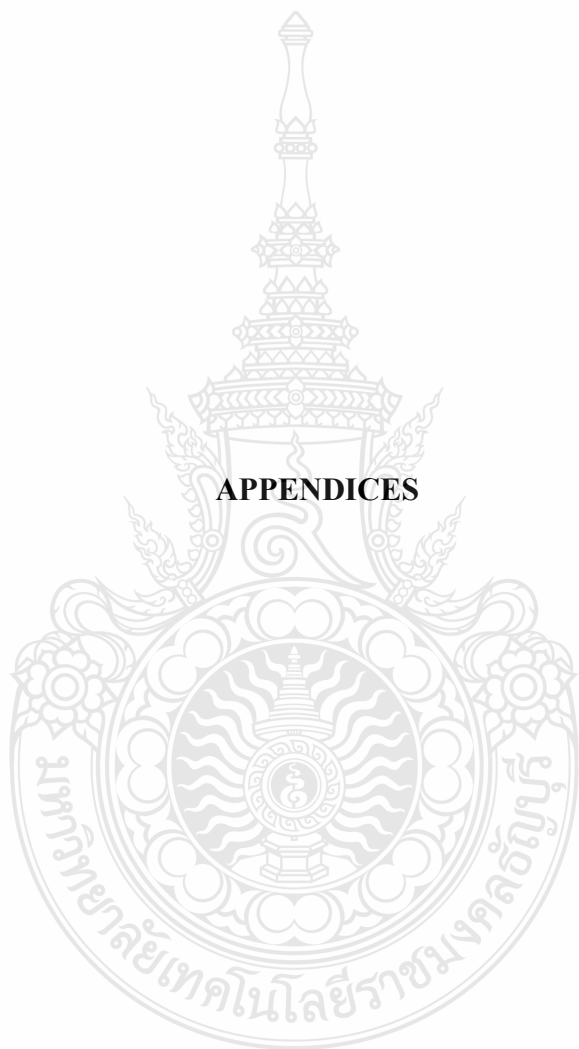
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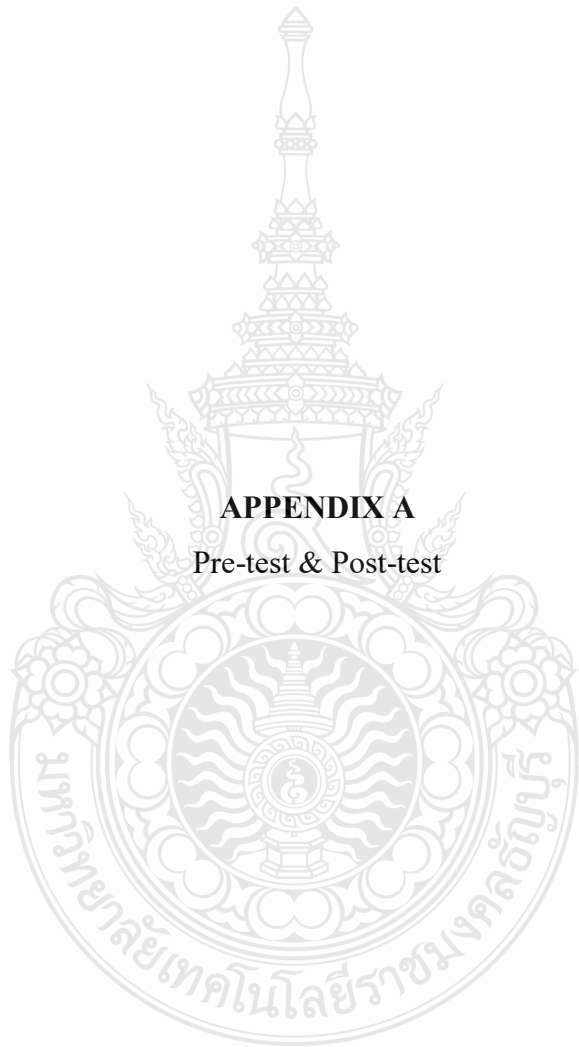
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APPENDICES



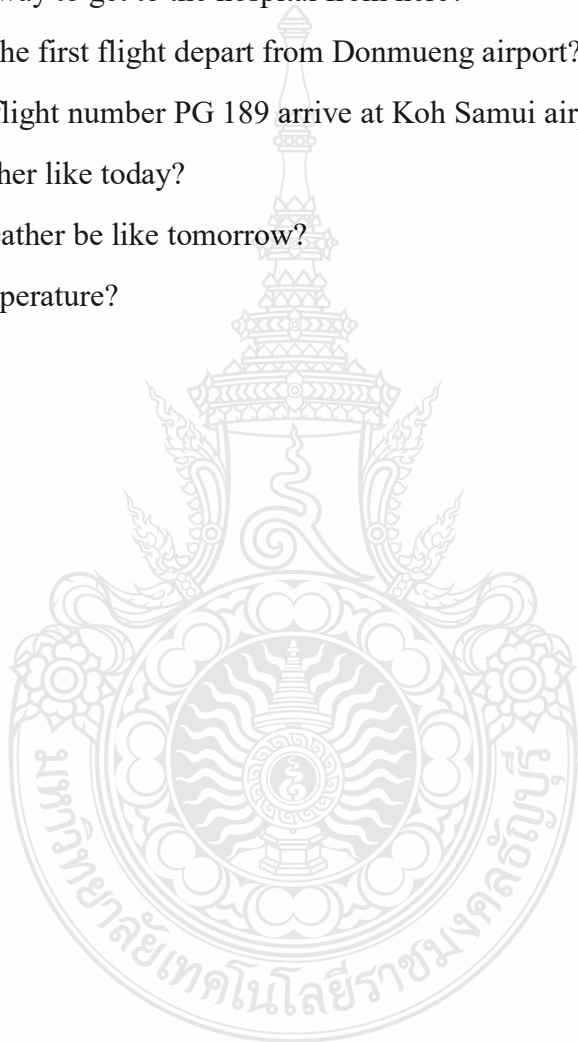


APPENDIX A

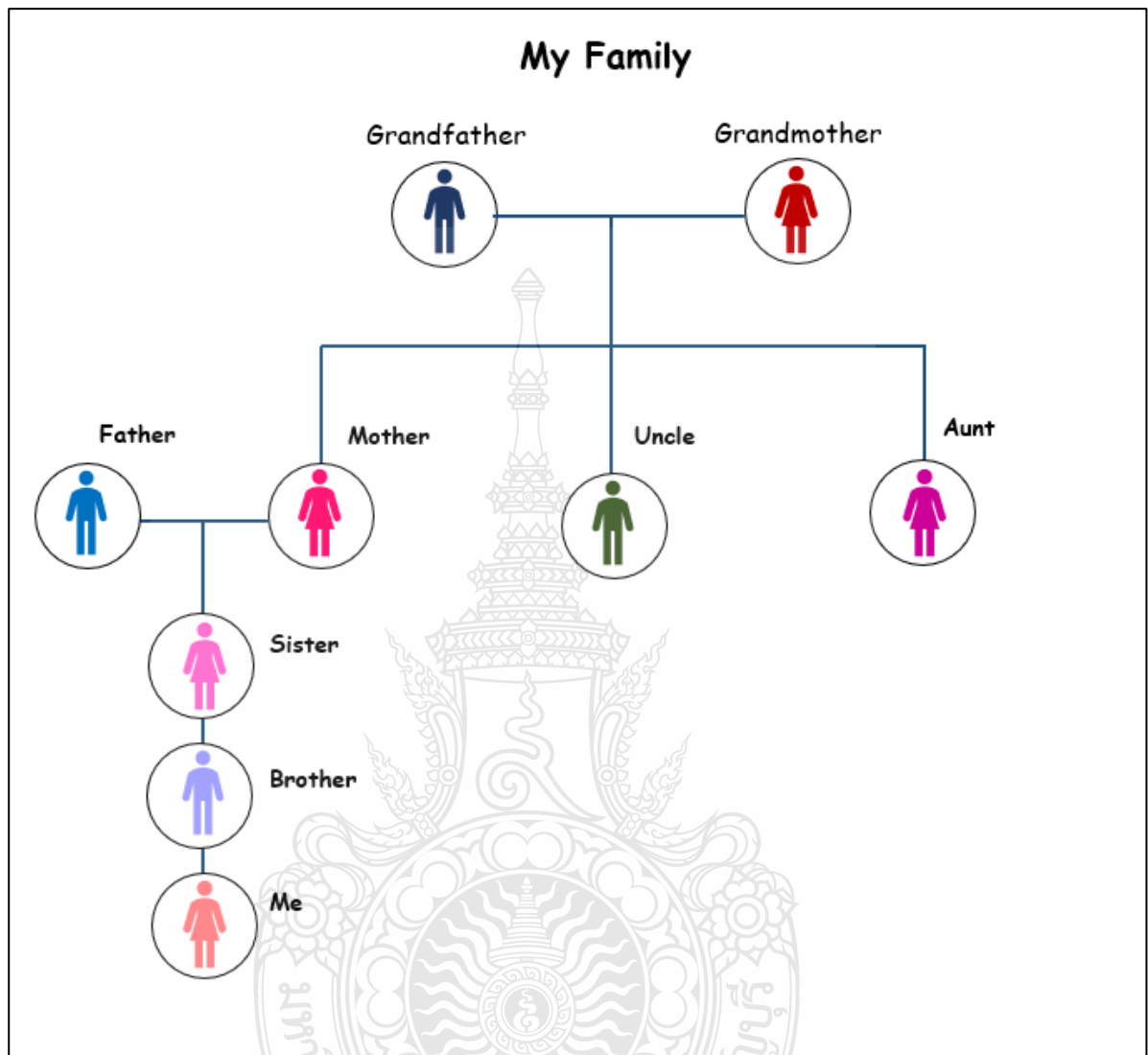
Pre-test & Post-test

Pre-test & Post-test (Speaking test)

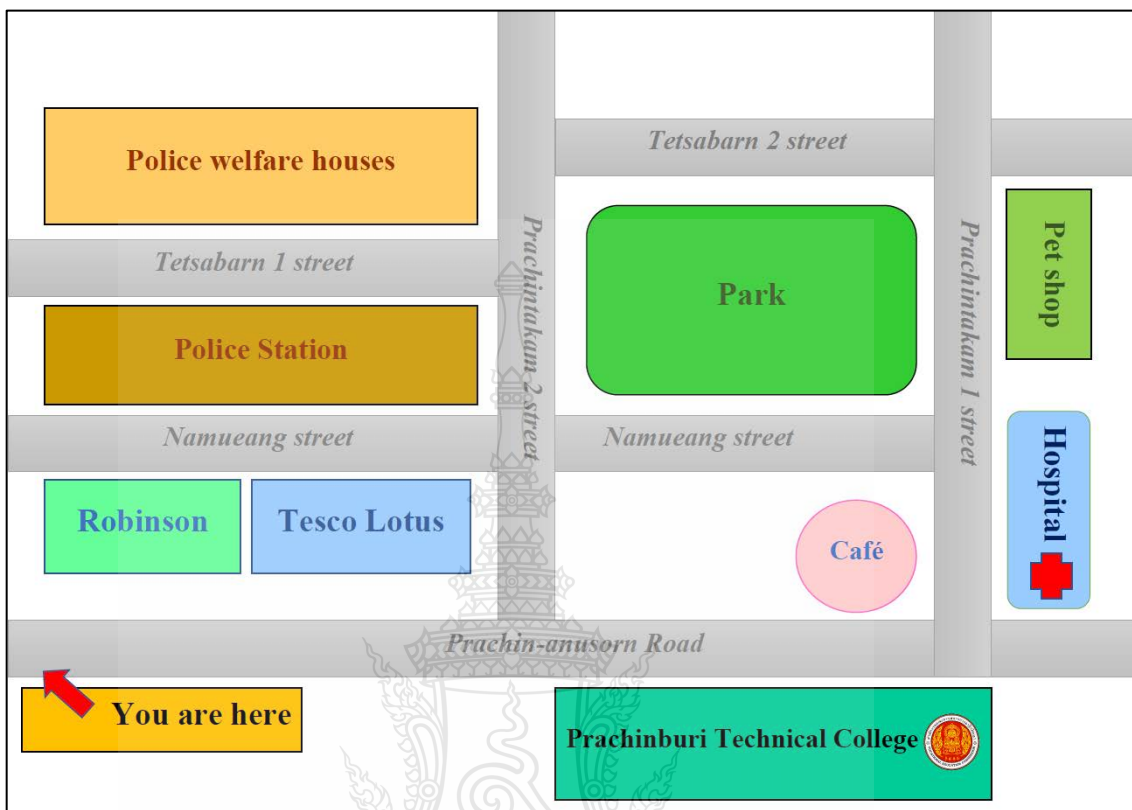
1. Please introduce yourself and talk a little bit about your family.
2. Who do you live with?
3. Could you please tell me how do I get to the police station?
4. How can I go to the hospital?
5. What is the best way to get to the hospital from here?
6. What time does the first flight depart from Donmueng airport?
7. What time does flight number PG 189 arrive at Koh Samui airport?
8. What is the weather like today?
9. What will the weather be like tomorrow?
10. What is the temperature?



Picture card (My family)



Picture card (Asking and Giving directions)



Picture card (Telling the time)








Origin: Donmueng airport

Destination: Koh Samui airport

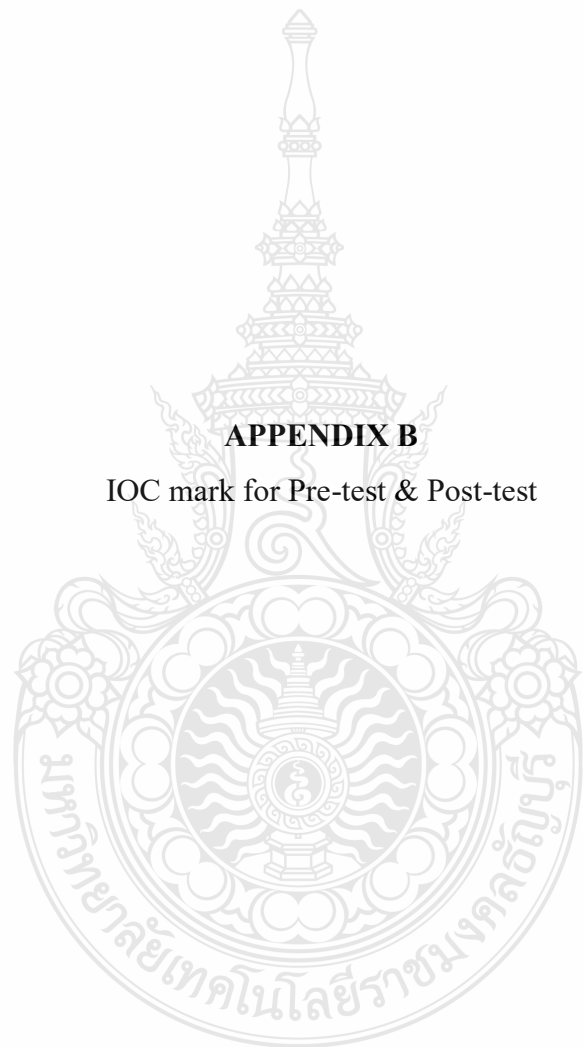
DAILY FLIGHT		
Departure Time	Arrival Time	Flight Number
7.30 a.m.	8.30 a.m.	PG 153
9.50 a.m.	10.50 a.m.	PG155
11.20 a.m.	12.20 p.m.	PG 165
1.45 p.m.	2.45 p.m.	PG 179
3.00 p.m.	4.00 p.m.	PG 175
5.40 p.m.	6.40 p.m.	PG 189
7.30 p.m.	8.30 p.m.	PG 191
9.50 p.m.	10.50 p.m.	PG 197



Picture card (Talk about the weather)

Prachinburi: Weather Forecast						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
						
35°c	29°c	28°c	31°c	30°c	28°c	26°c
<i>(°c = degree Celsius)</i>						



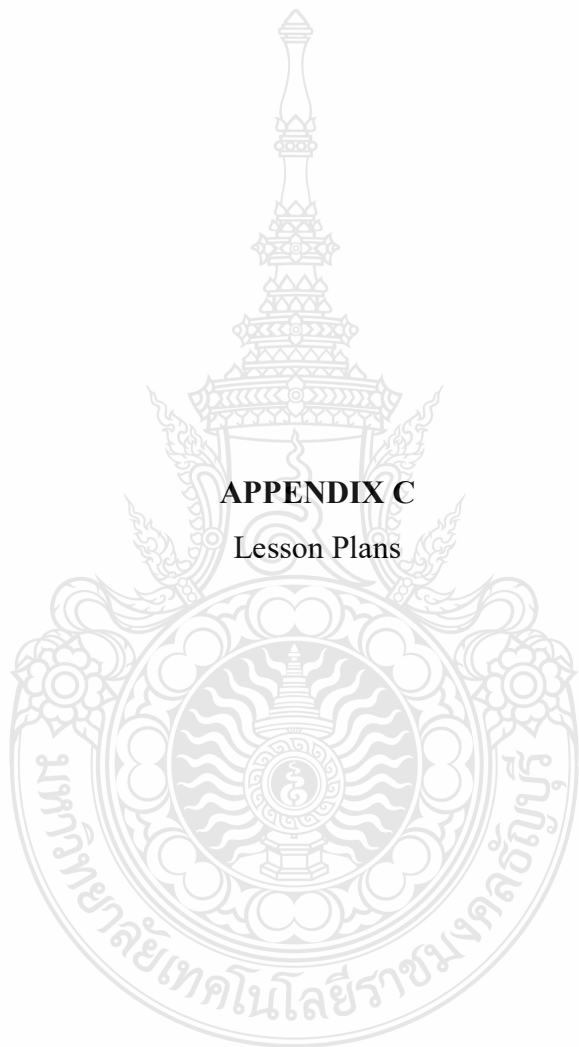


APPENDIX B

IOC mark for Pre-test & Post-test

IOC mark for Pre-test & Post-test

Items	Expert 1	Expert 2	Expert 3	IOC	Interpretation
1. Please introduce yourself and talk a little bit about your family.	+1	+1	+1	1	Accepted
2. Who do you live with?	+1	+1	+1	1	Accepted
3. Could you please tell me how do I get to the police station?	+1	+1	+1	1	Accepted
4. How can I go to the hospital?	+1	+1	+1	1	Accepted
5. What is the best way to get to the hospital from here?	+1	+1	+1	1	Accepted
6. What time does the first flight depart from Donmueng airport?	+1	+1	+1	1	Accepted
7. What time does flight number PG 189 arrive at Koh Samui airport?	+1	+1	+1	1	Accepted
8. What is the weather like today?	+1	+1	+1	1	Accepted
9. What will the weather be like tomorrow?	+1	+1	+1	1	Accepted
10. What is the temperature?	+1	+1	+1	1	Accepted
Total				1	Accepted



APPENDIX C
Lesson Plans

Lesson Plan 1

Class Level: First-year Diploma

Topic: Giving personal information

Material: Flashcard / Game / Information gap-fill table

Time: 2 hours

Teacher: Sirani Songsri

Aims: By the end of this lesson, learners will be able to ask and answer questions about personal information. The learner will create a poster of personal information.

Stage	Timing	Interaction	Procedure
Lead-in	15 mins	WC	<ul style="list-style-type: none"> - Students play a “picture dictation” game. - Students and teacher talk about the topic which they studied last time.
Learning objective	5 mins	WC	<ul style="list-style-type: none"> - Teacher talks about the learning aims. Ss discuss the understanding of the learning aims.
Presentation	30 mins	WC I	<ul style="list-style-type: none"> - Teacher presents 10 words (e.g. address full name, occupation, nationality) and shows the words on the whiteboard. - Teacher models pronunciation and lets the students drill for pronunciation accuracy. - Teacher presents the target language about personal information and shows the sentences on the whiteboard. - T models the target language (e.g.) - What’s your full name? <ul style="list-style-type: none"> - My full name is Sirani Songsri. - Students drill for pronunciation accuracy. - Teacher asks some students to test their understanding.

Stage	Timing	Interaction	Procedure
Practice	35 mins	PW	<ul style="list-style-type: none"> - Teacher gives students the information-gap fill table. - Teacher instructs and describes how to do the information-gap activity. - Teacher brings a pair of students to the front of the class for the model. <p>e.g. A: What is your full name?</p> <p style="padding-left: 40px;">B: My name is.....?</p> <ul style="list-style-type: none"> - Student A takes note and asks the next question. <p style="padding-left: 40px;">A: Where do you live?</p> <p style="padding-left: 40px;">B: I live in Mueng Prachinburi.</p> <p>* After student A finished asking and taking notes, then student B takes a turn asking student A.</p> <ul style="list-style-type: none"> - Students do the activity for 10 minutes by talking in pairs and after they are finished they will change into new pairs until the time is up. - Teacher monitors and takes notes of something hear. - Students go back to their seats after they finished talking. - Teacher lest some students talk about what information they got from their friends. - Teacher gives feedback after finishing the activity.

Stage	Timing	Interaction	Procedure
Production	35 mins	GW	<ul style="list-style-type: none"> - Teacher gets some attention. - Students will be divided into a group of 5-6. - Teacher gives instructions to make a poster - Teacher gives examples. - Teacher asks some questions for checking the understanding. - Students discuss in a group and make their posters. - Students post their posters on the wall of the classroom. - Students do the gallery walk activity. - Students and teacher talk and review the topic of this class. - Teacher gives some praise. - Teacher gives feedback.

T= Teacher SS= Students W = Whole class I= individual PW= Pair work

GW= Group work

Lesson Plan 2

Class Level: First-year Diploma

Topic: Asking and giving directions 1

Material: Map and flashcard

Time: 2 hours

Teacher: Sirani Songsri

Aims: By the end of this lesson, learners will be able to ask for directions and respond in the correct ways by using vocabulary and sentences of directions. The learner will create a map to show their directions to go anywhere.

Stage	Timing	Interaction	Procedure
Lead-in	15 mins	WC	Students play “where am I” game. Students and Teacher talk about the topic which they studied last time.
Learning objective	5 mins	WC	Teacher writes learning objectives on Whiteboard. Students discuss the understanding of the learning aims.
Presentation	30 mins	WC I	- Teacher presents 10 words (e.g. turn left, turn right, go straight on) and shows the picture on the whiteboard. - Teacher models pronunciation and lets the students drill for pronunciation accuracy. - Teacher models the target language. (e.g.) - Excuse me, how do I get to the hospital? - Go straight on about 100 meters, then turn left and it’s on your right.

Stage	Timing	Interaction	Procedure
Practice	35 mins	PW	<ul style="list-style-type: none"> - Teacher divides students into pairs. - Teacher instructs and describes how to do the role-play activity. - Teacher shows the map on the board and lets students see the position of places on this map. - Teacher brings a pair of students to the front of the class for the model. <p>e.g. A: Excuse me, do you know where the nearest gas station is?</p> <p style="padding-left: 40px;">B: It's next to the electrical shop on Prachin Anusorn road.</p> <p style="padding-left: 40px;">A: Thank you very much.</p> <p style="padding-left: 40px;">B: No, problem.</p> <ul style="list-style-type: none"> - Students do the activity by talking in pairs and after finishing they will change into new pairs. - Teacher monitors and takes notes of something hear. - Teacher gives feedback after they finished the activity.

Stage	Timing	Interaction	Procedure
Production	35 mins	GW	<ul style="list-style-type: none"> - Teacher gets some attention. - Students will be divided into a group of 6. - Teacher gives instructions to make a map to go to their place. - Teacher gives examples. - Teacher asks some questions. - Students discuss in a group and make their map. - Two volunteer students go to show the map and talk about their map to another group and change the new volunteer students go to other groups to show their map and talk. (They will do this activity until finishing talking to all groups) - Students post their map on WB. - Students and teacher talk and review the topic of this class. - Teacher gives some praise. - Teacher gives feedback.

T= Teacher SS= Students W = Whole class I= individual PW= Pair work

GW= Group work

Lesson Plan 3

Class Level: First-year Diploma

Topic: Asking and giving directions 2

Material: Flashcard / Kahoot game

Time: 2 hours

Teacher: Sirani Songsri

Aims: By the end of this lesson, learners will be able to ask for the directions and respond in the correct way by using vocabulary and sentences of directions. Learners will create a map to show the position of their house.

Stage	Timing	Interaction	Procedure
Lead-in	15 mins	WC	- Students play “Kahoot game” about prepositions.
Learning objective	5 mins	WC	- Teacher writes learning objectives on WB. - Students discuss the understanding of the learning aims.
Presentation	30 mins	WC I	- Teacher presents 7 words on the whiteboard. (e.g. next to, opposite near, behind, at, in front of, between) - Teacher models pronunciation and students drill for pronunciation accuracy. - Teacher models target language. (e.g.) - Excuse me, where is the nearest hospital? - It’s next to the police station.

Stage	Timing	Interaction	Procedure
Practice	35 mins	PW	<ul style="list-style-type: none"> - Students will be divided into pairs. - Teacher instructs and describes how to do the role-play activity. - Teacher gives a different map for each student. - Teacher brings a pair of students to the front of the class for the model. <p>e.g. A: Excuse me, do you know where the nearest gas station is?</p> <p style="padding-left: 40px;">B: It's next to the electrical shop on Prachin Anusorn road.</p> <p style="padding-left: 40px;">A: Thank you very much.</p> <p style="padding-left: 40px;">B: No, problem.</p> <ul style="list-style-type: none"> - Students do the activity. - Teacher monitors and takes notes of something to hear. - Teacher gives feedback after they finished the activity.
Production	35 mins	PW	<ul style="list-style-type: none"> - Teacher gets some attention. - Teacher gives instructions to make a map to show the position of their house. - Teacher gives examples. - Teacher asks some questions for checking students' understanding. - Students make their map. - Students sit in a group and show the map and talk about the position of the house to their friends.

Stage	Timing	Interaction	Procedure
Production	35 mins	PW	<ul style="list-style-type: none"> - Teacher asks the volunteer of each group to talk about the position of their house in front of the class. - Teacher gives some praise. - Teacher gives feedback.

T= Teacher SS= Students W = Whole class I= individual PW= Pair wor

GW= Group work



Lesson Plan 4

Class Level: First-year Diploma

Topic: Telling the time 1

Material: Flashcard / Picture

Time: 2 hours

Teacher: Sirani Songsri

Aims: By the end of this lesson, learners will be able to ask and answer questions about the time correctly. They will play the “Kahoot game” about telling the time.

Stage	Timing	Interaction	Procedure
Lead-in	15 mins	WC	<ul style="list-style-type: none"> - Teacher asks a question “What time is it” - Students answer the question. - Students and teacher talk about the topic which they studied last time.
Learning objective	5 mins	WC	<ul style="list-style-type: none"> - Teacher talks about the learning aims. - Students discuss the understanding of the learning aims.
Presentation	30 mins	WC I	<ul style="list-style-type: none"> - Teacher presents 6 words (e.g. minute hour, pointer, o'clock) and shows the words on the whiteboard. - Teacher models pronunciation and lets the Ss drill for pronunciation accuracy. - Teacher presents the target language about the time and shows the sentences on the whiteboard. - Teacher models the target language (e.g.) - What time is it? - It's ten o'clock.

Stage	Timing	Interaction	Procedure
Practice	35 mins	PW	<ul style="list-style-type: none"> - It's ten-twenty. - Students drill for pronunciation accuracy. - Teacher asks some students for testing their understanding.
Production	35 mins	GW	<ul style="list-style-type: none"> - Teacher divides students into groups of 6 and asks them to sit in a circle. - Teacher gives students a different picture of a clock. - Teacher instructs and describes how to do the picture describing activity. - Teacher asks one group to show the model of doing the activity. <ul style="list-style-type: none"> e.g. - 5 members of the group ask a question "what time is it?" - One member answers "It's five o'clock." - Teacher asks some students to check their understanding. - Students do this activity until all members of the group finished telling the time. - Teacher monitors and takes note of things heard. - Students go back to their seats after they finished talking. - Teacher shows the pictures and asks some students questions for rechecking their understanding. - Teacher gives feedback after they finished the activity.

Stage	Timing	Interaction	Procedure
Production	35 mins	GW	<ul style="list-style-type: none"> - Teacher gets some attention. - Students play the Kahoot game about the time - Students and teacher review the time shortly.

T= Teacher SS= Students W = Whole class I= individual PW= Pair work

GW= Group work



Lesson Plan 5

Class Level: First-year Diploma

Topic: Telling the time 2

Material: Flashcard / Picture

Time: 2 hours

Teacher: Sirani Songsri

Aims: By the end of this lesson, learners will be able to ask and answer questions about the time of daily routine correctly. They will make a card to show their daily routine.

Stage	Timing	Interaction	Procedure
Lead-in	15 mins	WC	<ul style="list-style-type: none"> - Ss play the “Quizizz” game. - Ss and T talk about the topic which they studied last time.
Learning objective	5 mins	WC	<ul style="list-style-type: none"> - T talks about the learning aims. Ss discuss the understanding of the learning aims.
Presentation	30 mins	WC I	<ul style="list-style-type: none"> - T presents 10 words (e.g. get up, go back home, leave home) and shows the words on the whiteboard. - T models pronunciation and lets the Ss drill for pronunciation accuracy. - T presents the target language about the time and shows the sentences on the whiteboard. - T models the target language (e.g.) - What time do you leave home in the morning? - I leave home at 07.30. - Ss drills for pronunciation accuracy. - T asks some students for testing their understanding.

Stage	Timing	Interaction	Procedure
Practice	35 mins	PW	<ul style="list-style-type: none"> - T. gives ss the information-gap table. - T instructs and describes how to do the information-gap activity. - T brings a pair of students to the front of the class for the model. <ul style="list-style-type: none"> e.g. A: What time do you start your English class? B: I start my English class at 10.00. - Student A takes note and takes turns to student B. <ul style="list-style-type: none"> A: What time do you go to bed? B: I go to bed at 10.30. - Ss A takes notes and asks the next question. - Ss do the activity for 15 minutes by talking in pairs and after finished they will change into new pairs until the time is up. - T monitors and takes note of something hear. - Ss go back to their seat after they finished talking. - T let some students talk about what information they got from their friends. - T gives feedback after finishing the activity.
Production	35 mins	GW	<ul style="list-style-type: none"> - T gets some attention. - T gives instructions to make a card to show their daily routine. - T gives examples.

Stage	Timing	Interaction	Procedure
Production	35 mins	GW	<ul style="list-style-type: none"> - T asks some questions for checking students' understanding. - Ss make their card. - Ss sit in a pair, show their card, and talk about their daily routine. - Ss and T talk and review the topic of this class. - T gives some praises. - T gives feedback.

T= Teacher SS= Students W = Whole class I= individual PW= Pair work

GW= Group work



Lesson Plan 6

Class Level: First-year Diploma

Topic: Talk about the weather 1

Material: Flashcard / Picture

Time: 2 hours

Teacher: Sirani Songsri

Aims: By the end of this lesson, learners will be able to talk, ask and answer questions about the weather correctly. They will create a poster of the weather in their city.

Stage	Timing	Interaction	Procedure
Lead-in	15 mins	WC	<ul style="list-style-type: none"> - Students play the “Kahoot” game. - Students and teacher talk about the topic which they studied last time.
Learning objective	5 mins	WC	<ul style="list-style-type: none"> - Teacher talks about the learning aims. - Students discuss the understanding of the learning aims.
Presentation	30 mins	WC I	<ul style="list-style-type: none"> - Teacher presents 8 words (e.g. hot, cold, rainy) and shows the words and pictures on the whiteboard. - Teacher models pronunciation and lets the students drill for pronunciation accuracy. - Teacher presents the target language about the time and shows the sentences on the whiteboard. - Teacher models the target language (e.g.) - What is the weather like today? <ul style="list-style-type: none"> - It’s hot. - It’s hot and windy.

Stage	Timing	Interaction	Procedure
Presentation	30 mins	WC	<ul style="list-style-type: none"> - Students drill for pronunciation accuracy. - Teacher asks some students for testing their understanding.
Practice	35 mins	PW	<ul style="list-style-type: none"> - Teacher divides students to work in pairs. - Teacher gives students a different picture of the weather forecast and information gap table. - Teacher instructs and describes how to do the information-gap activities. - Teacher asks a pair of them to show the model of doing the activity. <ul style="list-style-type: none"> e.g. Student A: “what will the weather be like Thursday? Student B: It will be rainy and cloudy. * Student A takes notes on the gap table. Then they take a turn. - Teacher asks some students to check their understanding. - Students do this activity after they finished talking. - Teacher monitors and takes notes of things heard. - Teacher gives feedback after they finished the activity.

Stage	Timing	Interaction	Procedure
Production	35 mins	GW	<ul style="list-style-type: none"> - Teacher gets some attention. - Teacher gives instructions to make a poster - Teacher gives examples. - Teacher asks some questions for checking their understanding. - Students discuss in a group and make their posters. - Two volunteer students go to show the map and talk about their map to another group and change the new volunteer students go to other groups to show their map and talk. (They will do this activity until finishing talking to all groups) - Students post their posters on the wall. - Students and teacher talk and review the topic of this class. - Teacher gives some praises. - Teacher gives feedback.

T= Teacher SS= Students W = Whole class I= individual PW= Pair work
GW= Group work

Lesson Plan 7

Class Level: First-year Diploma

Topic: Talk about the weather 2

Material: Flashcard / Picture

Time: 2 hours

Teacher: Sirani Songsri

Aims: By the end of this lesson, learners will be able to use vocabulary in describing seasons and weather. They will create a weather forecast on the Canva slide.

Stage	Timing	Interaction	Procedure
Lead-in	15 mins	WC	<ul style="list-style-type: none"> - Students play “slap on the board game” - Students and teacher talk about the topic which they studied last time.
Learning objective	5 mins	WC	<ul style="list-style-type: none"> - Teacher talks about the learning aims. - Students discuss the understanding of the learning aims.
Presentation	30 mins	WC I	<ul style="list-style-type: none"> - Teacher presents the target language about the structure of the weather forecast and shows the sentences on the whiteboard. <ol style="list-style-type: none"> 1. “It is + Adjective” 2. “It will be + Adjective” - Teacher models the target language (e.g.) - It is hot today. <ul style="list-style-type: none"> - It is sunny in the hot season. - It will be rainy next week. - It will be stormy for next two days. - Students drill for pronunciation accuracy. - Teacher asks some students to test their understanding.

Stage	Timing	Interaction	Procedure
Practice	35 mins	PW	<ul style="list-style-type: none"> - Teacher asks students to count numbers 1 and 2 and let them sit in two lines facing each other. - Teacher gives them a different weather forecast card. - Teacher instructs and describes how to do the role-play activity. - Teacher asks two students to show the model of doing the activity. <p>e.g. A: What will the weather will be like this week?</p> <p style="padding-left: 40px;">B: It will be stormy on Monday and Tuesday. It will be cloudy on Wednesday. It will be both Sunny on Thursday, Friday, Saturday, and Sunday.</p> <ul style="list-style-type: none"> - Teacher asks some students to check their understanding. - Students do this activity for 10 minutes. - Teacher monitors and takes notes of things heard. - Students go back to their seats after they finished talking. - Teacher shows the weather forecast and asks some students questions for rechecking their understanding. - Teacher gives feedback after they finished the activity.

Stage	Timing	Interaction	Procedure
Production	35 mins	GW	<ul style="list-style-type: none"> - Teacher gets some attention. - Teacher gives instructions to make the weather forecast on the Canva slide. - Teacher gives examples. - Teacher asks some questions for checking the understanding. - Teacher divides students into 5 - 6 groups to discuss and make their weather forecast on the Canva slide. - Two volunteers of the groups go to present their weather forecast on the board. - Students and teacher talk and review the topic of this class. - Teacher gives some praise. - Teacher gives feedback.

T= Teacher SS= Students W= Whole class I= individual PW= Pair work

GW= Group work





APPENDIX D
Speaking Evaluation Form

Speaking Evaluation Form Based on David P. Harris

Topic:.....

Name	Pronunciation	Grammar & Vocabulary	Fluency	Comprehension
Student 1				
Student 2				
Student 3				
Student 4				
Student 5				
Student 6				
Student 7				
Student 8				
Student 9				
Student 10				
Student 11				
Student 12				
Student 13				
Student 14				
Student 15				
Student 16				
Student 17				
Student 18				
Student 19				
Student 20				
Student 21				
Student 22				
Student 23				
Student 24				
Student 25				
Student 26				
Student 27				
Student 28				
Student 29				
Student 30				
Student 31				
Student 32				
Student 33				
Student 34				

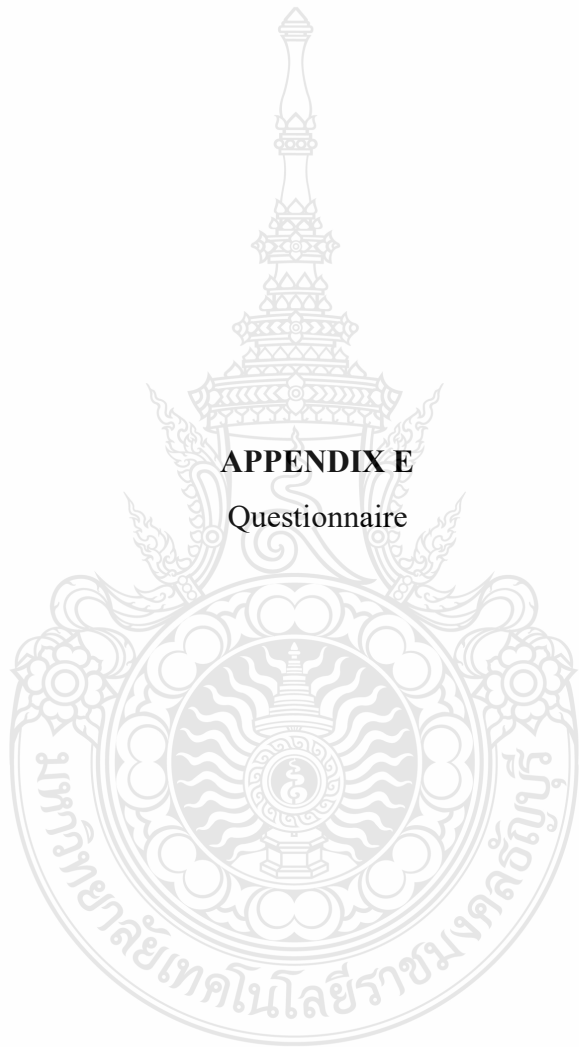
Rubric Speaking Assessment Based on David P. Harris

Components	Assessments	Score
Pronunciation	Their pronunciation is clear.	5
	There are some pronunciation problems, but still quite understandable.	4
	Pronunciation problems necessitate listening and occasionally lead to a misunderstanding	3
	Very hard to understand because of pronunciation problems. Must frequently be asked to repeat.	2
	Pronunciation problem is so severe as to make speech virtually unintelligible.	1
Grammar & Vocabulary	Errors in grammar are quite rare and almost all vocabularies used are in a proper use.	5
	There are few grammatical errors and frequently uses inappropriate terms or must replace ideas but still intelligible.	4
	Makes frequent errors in grammar and word order occasionally obscure meaning and frequently uses the wrong word, conversation somewhat limited because of inadequate vocabulary	3
	Grammar, word order errors, misusing words, and limited vocabulary make comprehension difficult. Must often rephrase sentences or restrict him to basic patterns.	2
	Errors in grammar, word order, and vocabulary limitations so severe as to make speech virtually unintelligible.	1
Fluency	Able to use the language fluently, rare skip, and the speed of speed is at the normal rate.	5
	Speed of speech seems to be slightly affected by language problems.	4
	Speed and fluency are rather strongly affected by language problems.	3
	Usually hesitant often forced into silence by language limitations.	2

Rubric Speaking Assessment Based on David P. Harris (Continued)

Components	Assessments	Score
	Speech is so halting and fragmentary as to make conversation virtually impossible.	1
Comprehension	Understand most of what is said at average speed.	5
	Understand what is said at average speed, but occasional repetition may be necessary.	4
	Understand what is said is at slower than average speed repetition.	3
	Has great difficulty following what is said. Can comprehend only, “social conversation” spoken slowly and with frequent repetition.	2
	Cannot be said to understand even simple conversation English.	1





APPENDIX E

Questionnaire

A Questionnaire Investigation on Students' Satisfaction of Using Communicative Language Activities

Instructions

1. This questionnaire is for The First-Year High Vocational Students, Prachinburi Technical College, comprising 2 parts as the following:

Part 1 General information about students

Part 2 Information on satisfactions of using Communicative Language Activities in English Classroom.

2. Please answer all the questions. Each of your answers is important for the revision and improvement of the activities in the English for communication classroom.

Please make a tick (✓) in the following box to give your consent:

I agree to take part in this questionnaire.

Thank you for your kind cooperation in completing this questionnaire and returning it as soon as possible.

Part 1 General information about students

Instructions: Please indicate your personal information by placing a tick (✓) in the parentheses corresponding to your answer.

1. Sex () Male () Female
2. Age () 15 – 18 () 19 – 22 () 23 – 26

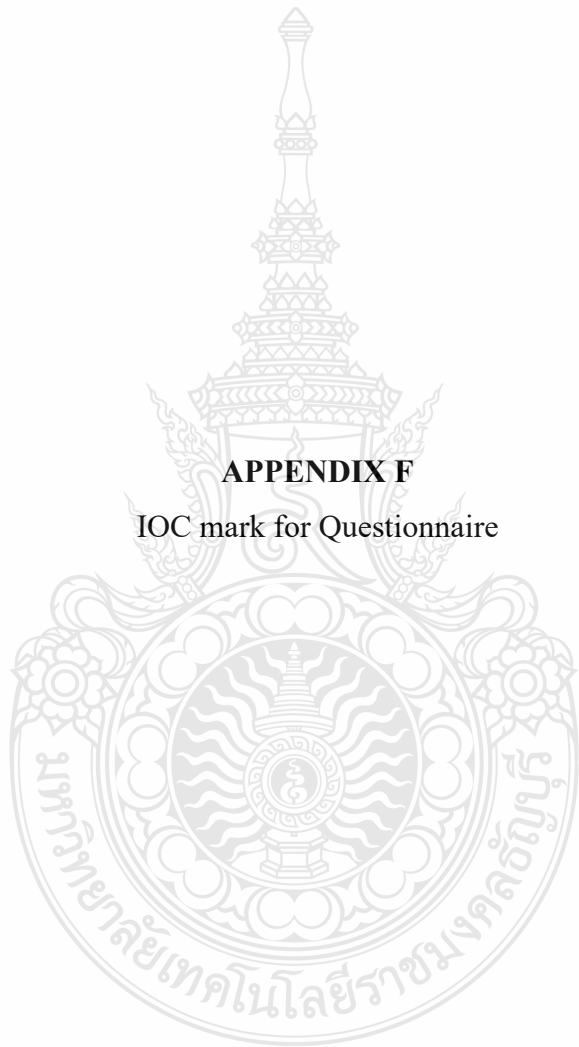
Part 2 Information on satisfactions towards using Communicative activities in the English Classroom.

Instructions: Please indicate the applicable answer in the corresponding box.

- 1 = Strongly disagree
 2 = Disagree
 3 = Neutral
 4 = Agree
 5 = Strongly agree

item	Questionnaire	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
1	Communicative activities are interesting.					
2	Communicative activities can encourage me to speak English.					
3	Communicative activities help me to improve my English-speaking abilities.					
4	Communicative activities help me to understand the conversation.					
5	Communicative activities help me to improve my vocabulary.					
6	Communicative activities help me to improve my pronunciation.					
7	I enjoy communicative activities in class.					
8	I have more confidence to speak English after I participated in communicative activities.					
9	I have more chances to speak English in communicative activities.					
10	Communicative activities help me speak English more fluently and with accuracy.					

Suggestions.....

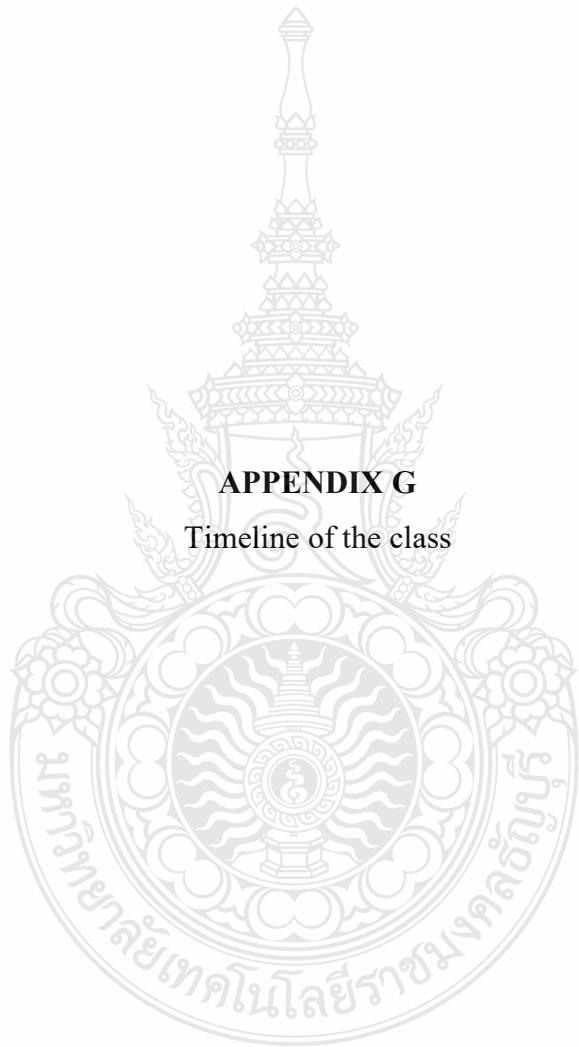


APPENDIX F

IOC mark for Questionnaire

IOC mark for Questionnaire

Question	Expert 1	Expert 2	Expert 3	IOC	Interpretation
1. Communicative language activities are interesting.	+1	+1	+1	1	Accepted
2. Communicative language activities can encourage me to speak English.	+1	+1	+1	1	Accepted
3. Communicative language activities help me to improve my English-speaking abilities.	+1	+1	+1	1	Accepted
4. Communicative language activities help me to understand the conversation.	+1	+1	+1	1	Accepted
5. Communicative language activities help me to improve my vocabulary.	+1	+1	+1	1	Accepted
6. Communicative language activities help me to improve my pronunciation.	+1	+1	+1	1	Accepted
7. I enjoy communicative language activities in the class.	+1	+1	+1	1	Accepted
8. I have more confidence to speak English after I participated in communicative language activities.	+1	+1	+1	1	Accepted
9. I have more chances to speak English in communicative language activities.	+1	+1	+1	1	Accepted
10. Communicative language activities help me speak English more fluently and with accuracy.	+1	+1	+1	1	Accepted
Total				1	Accepted



APPENDIX G

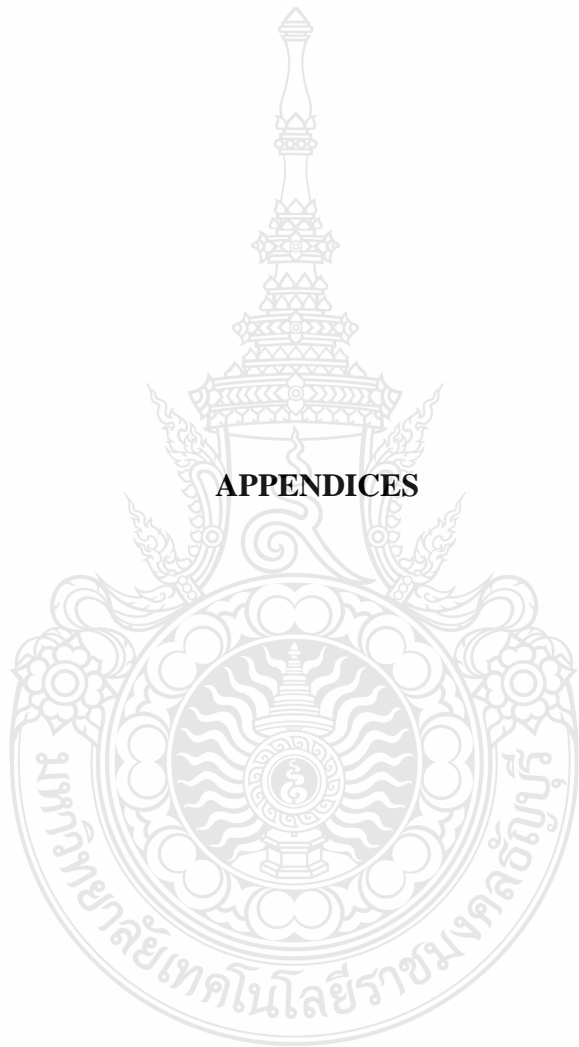
Timeline of the class

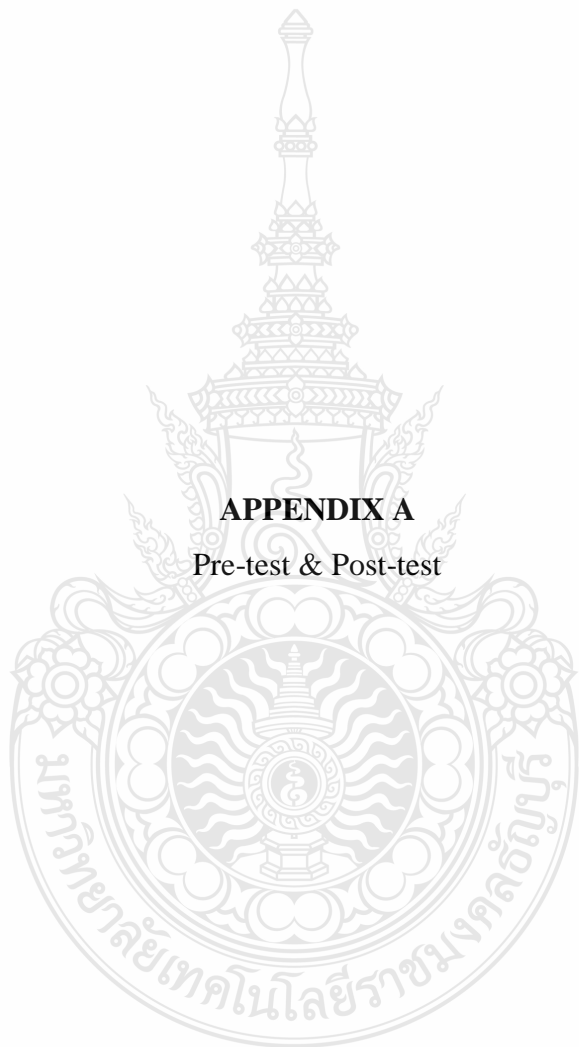
Timeline of the Class

No.	Topic	Period (h)	Week
1	Pretest	4	1
2	Giving personal information	2	2
3	Giving directions 1	2	2
4	Giving directions 2	2	3
5	Telling the time 1	2	3
6	Telling the time 2	2	4
7	Talk about the weather 1	2	4
8	Talk about the weather 2	2	5
9	Posttest	3	6
10	Questionnaire	1	6



APPENDICES



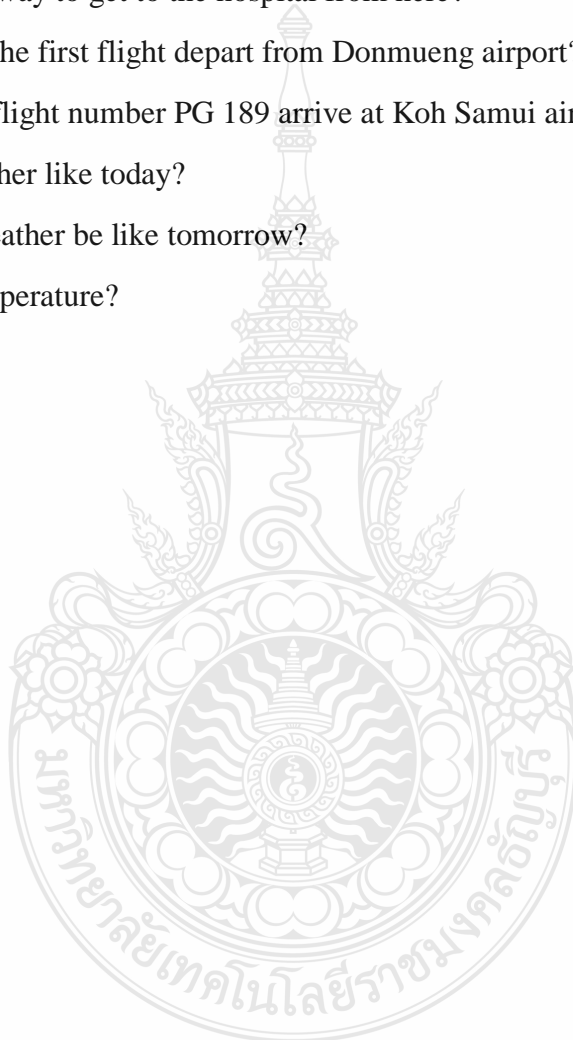


APPENDIX A

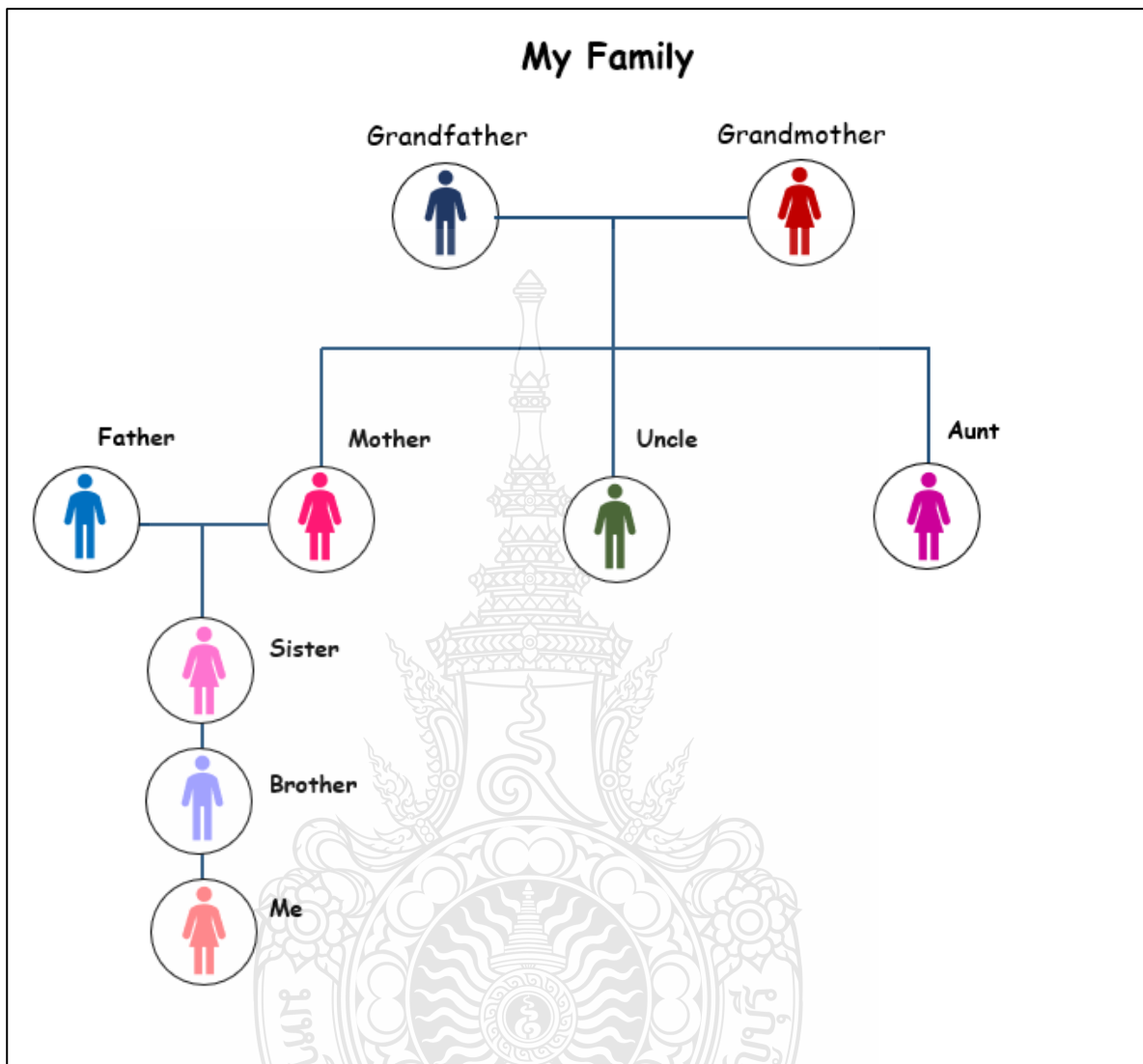
Pre-test & Post-test

Pre-test & Post-test (Speaking test)

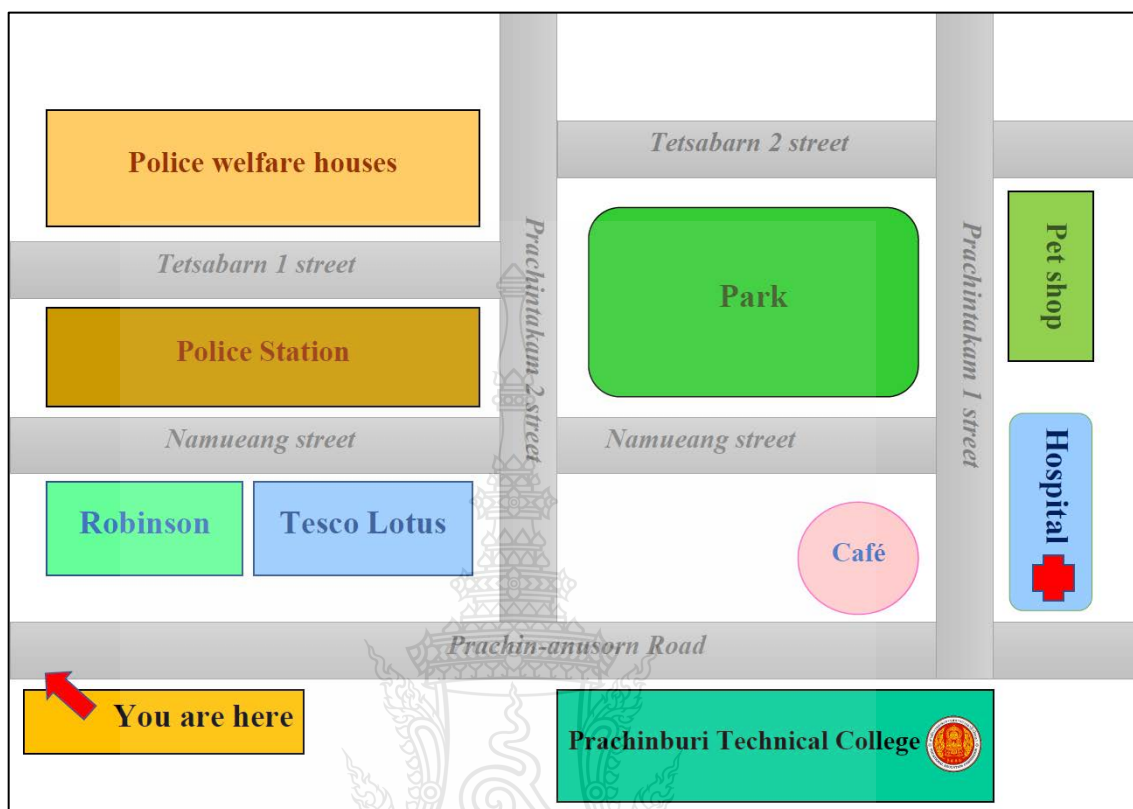
1. Please introduce yourself and talk a little bit about your family.
2. Who do you live with?
3. Could you please tell me how do I get to the police station?
4. How can I go to the hospital?
5. What is the best way to get to the hospital from here?
6. What time does the first flight depart from Donmueng airport?
7. What time does flight number PG 189 arrive at Koh Samui airport?
8. What is the weather like today?
9. What will the weather be like tomorrow?
10. What is the temperature?



Picture card (My family)



Picture card (Asking and Giving directions)



Picture card (Telling the time)








Origin: Donmueng airport

Destination: Koh Samui airport

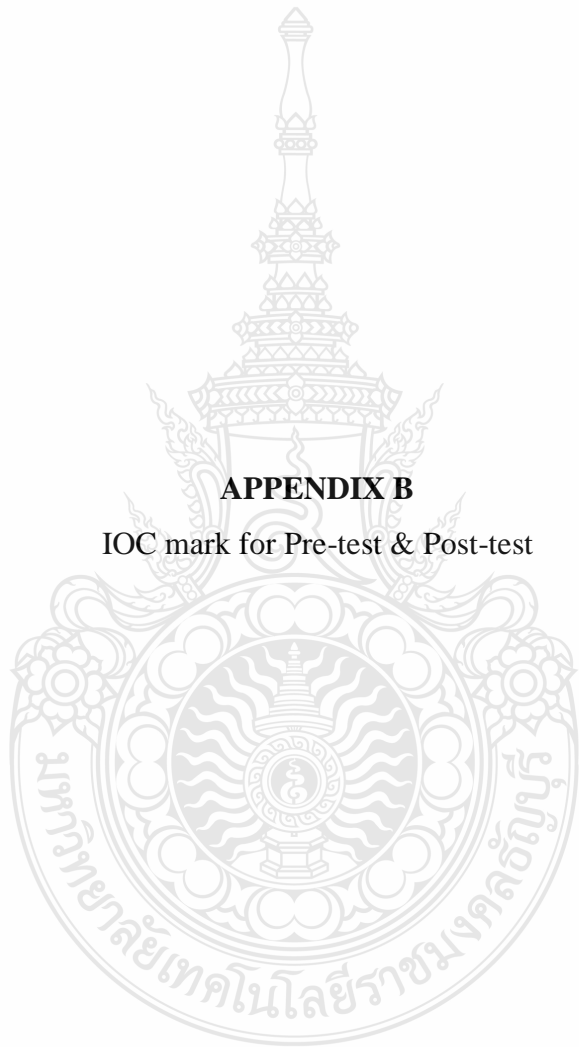
DAILY FLIGHT		
Departure Time	Arrival Time	Flight Number
7.30 a.m.	8.30 a.m.	PG 153
9.50 a.m.	10.50 a.m.	PG155
11.20 a.m.	12.20 p.m.	PG 165
1.45 p.m.	2.45 p.m.	PG 179
3.00 p.m.	4.00 p.m.	PG 175
5.40 p.m.	6.40 p.m.	PG 189
7.30 p.m.	8.30 p.m.	PG 191
9.50 p.m.	10.50 p.m.	PG 197



Picture card (Talk about the weather)

Prachinburi: Weather Forecast						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
						
35°c	29°c	28°c	31°c	30°c	28°c	26°c
(<i>c</i> = degree Celsius)						





APPENDIX B

IOC mark for Pre-test & Post-test

IOC mark for Pre-test & Post-test

Items	Expert 1	Expert 2	Expert 3	IOC	Interpretation
1. Please introduce yourself and talk a little bit about your family.	+1	+1	+1	1	Accepted
2. Who do you live with?	+1	+1	+1	1	Accepted
3. Could you please tell me how do I get to the police station?	+1	+1	+1	1	Accepted
4. How can I go to the hospital?	+1	+1	+1	1	Accepted
5. What is the best way to get to the hospital from here?	+1	+1	+1	1	Accepted
6. What time does the first flight depart from Don Mueng airport?	+1	+1	+1	1	Accepted
7. What time does flight number PG 189 arrive at Koh Samui airport?	+1	+1	+1	1	Accepted
8. What is the weather like today?	+1	+1	+1	1	Accepted
9. What will the weather be like tomorrow?	+1	+1	+1	1	Accepted
10. What is the temperature?	+1	+1	+1	1	Accepted
Total				1	Accepted



APPENDIX C

Lesson Plans

Lesson Plan 1

Class Level: First-Year High Vocational

Topic: Giving personal information

Material: Flashcard / Game / Information gap-fill table

Time: 2 hours

Teacher: Sirani Songsri

Aims: By the end of this lesson, learners will be able to ask and answer questions about personal information. The learner will create a poster of personal information.

Stage	Timing	Interaction	Procedure
Lead-in	15 mins	WC	<ul style="list-style-type: none"> - Students play a “picture dictation” game. - Students and teacher talk about the topic which they studied last time.
Learning objective	5 mins	WC	<ul style="list-style-type: none"> - Teacher talks about the learning aims. Ss discuss the understanding of the learning aims.
Presentation	30 mins	WC I	<ul style="list-style-type: none"> - Teacher presents 10 words (e.g. address full name, occupation, nationality) and shows the words on the whiteboard. - Teacher models pronunciation and lets the students drill for pronunciation accuracy. - Teacher presents the target language about personal information and shows the sentences on the whiteboard. - T models the target language (e.g.) - What’s your full name? - My full name is Sirani Songsri. - Students drill for pronunciation accuracy. - Teacher asks some students to test their understanding.

Stage	Timing	Interaction	Procedure
Practice	35 mins	PW	<ul style="list-style-type: none"> - Teacher gives students the information-gap fill table. - Teacher instructs and describes how to do the information-gap activity. - Teacher brings a pair of students to the front of the class for the model. e.g. A: What is your full name? <p style="margin-left: 40px;">B: My name is.....?</p> - Student A takes note and asks the next question. <p style="margin-left: 40px;">A: Where do you live? <p style="margin-left: 40px;">B: I live in Mueng Prachinburi.</p> </p> * After student A finished asking and taking notes, student B takes a turn asking student A. - Students do the activity for 10 minutes by talking in pairs and after finished they will change into new pairs until the time is up. - Teacher monitors and takes notes of something hear. - Students go back to their seats after they finished talking. - Teacher lets some students talk about what information they got from their friends. - Teacher gives feedback after finishing the activity.

Stage	Timing	Interaction	Procedure
Production	35 mins	GW	<ul style="list-style-type: none"> - Teacher gets some attention. - Students will be divided into a group of 5-6. - Teacher gives instructions to make a poster - Teacher gives examples. - Teacher asks some questions for checking the understanding. - Students discuss in a group and make their posters. - Students post their posters on the wall of the classroom. - Students do the gallery walk activity. - Students and teacher talk and review the topic of this class. - Teacher gives some praise. - Teacher gives feedback.

T= Teacher SS= Students W = Whole class I= individual PW= Pair work

GW= Group work

Lesson Plan 2

Class Level: First-Year High Vocational

Topic: Asking and giving directions 1

Material: Map and flashcard

Time: 2 hours

Teacher: Sirani Songsri

Aims: By the end of this lesson, learners will be able to ask for directions and respond in the correct ways by using vocabulary and sentences of directions. The learner will create a map to show their directions to go anywhere.

Stage	Timing	Interaction	Procedure
Lead-in	15 mins	WC	Students play “where am I” game. Students and Teacher talk about the topic which they studied last time.
Learning objective	5 mins	WC	Teacher writes learning objectives on Whiteboard. Students discuss their understanding of the learning aims.
Presentation	30 mins	WC I	- Teacher presents 10 words (e.g. turn left, turn right, go straight on) and shows the picture on the whiteboard. - Teacher models pronunciation and lets the students drill for pronunciation accuracy. - Teacher models the target language. (e.g.) - Excuse me, how do I get to the hospital?

Stage	Timing	Interaction	Procedure
Practice	35 mins	PW	<ul style="list-style-type: none"> - Go straight on about 100 meters, then turn left and it's on your right.- Teacher divides students into pairs. - Teacher instructs and describes how to do the role-play activity. - Teacher shows the map on the board and lets students see the position of places on this map. - Teacher brings a pair of students to the front of the class for the model. <p>e.g. A: Excuse me, do you know where the nearest gas station is?</p> <p>B: It's next to the electrical shop on Prachin Anusorn road.</p> <p>A: Thank you very much.</p> <p>B: No, problem.</p> <ul style="list-style-type: none"> - Students do the activity by talking in pairs and after finishing they will change into new pairs. - Teacher monitors and takes notes of something hear. - Teacher gives feedback after they finished the activity.

Stage	Timing	Interaction	Procedure
Production	35 mins	GW	<ul style="list-style-type: none"> - Teacher gets some attention. - Students will be divided into a group of 6. - Teacher gives instructions to make a map to go to their place. - Teacher gives examples. - Teacher asks some questions. - Students discuss in a group and make their map. - Two volunteer students go to show the map and talk about their map to another group and change the new volunteer students go to other groups to show their map and talk. (They will do this activity until finishing talking to all groups) - Students post their map on WB. - Students and teacher talk and review the topic of this class. - Teacher gives some praise. - Teacher gives feedback.

T= Teacher SS= Students W = Whole class I= individual PW= Pair work

GW= Group work

Lesson Plan 3

Class Level: First-Year High Vocational

Topic: Asking and giving directions 2

Material: Flashcard / Kahoot game

Time: 2 hours

Teacher: Sirani Songsri

Aims: By the end of this lesson, learners will be able to ask for directions and respond in the correct way by using vocabulary and sentences of directions. Learners will create a map to show the position of their house.

Stage	Timing	Interaction	Procedure
Lead-in	15 mins	WC	- Students play “Kahoot game” about prepositions.
Learning objective	5 mins	WC	- Teacher writes learning objectives on WB. - Students discuss their understanding of the learning aims.
Presentation	30 mins	WC I	- Teacher presents 7 words on the whiteboard. (e.g. next to, opposite near, behind, at, in front of, between) - Teacher models pronunciation and students drill for pronunciation accuracy. - Teacher models target language. (e.g.) - Excuse me, where is the nearest hospital? - It’s next to the police station.

Stage	Timing	Interaction	Procedure
Practice	35 mins	PW	<ul style="list-style-type: none"> - Students will be divided into pairs. - Teacher instructs and describes how to do the role-play activity. - Teacher gives a different map for each student. - Teacher brings a pair of students to the front of the class for the model. <p>e.g. A: Excuse me, do you know where the nearest gas station is?</p> <p>B: It's next to the electrical shop on Prachin Anusorn road.</p> <p>A: Thank you very much.</p> <p>B: No, problem.</p> <ul style="list-style-type: none"> - Students do the activity. - Teacher monitors and takes notes of something to hear. - Teacher gives feedback after they finished the activity.
Production	35 mins	PW	<ul style="list-style-type: none"> - Teacher gets some attention. - Teacher gives instructions to make a map to show the position of their house. - Teacher gives examples. - Teacher asks some questions for checking students' understanding. - Students make their map. - Students sit in a group and show the map and talk about the position of the house to their friends.

Stage	Timing	Interaction	Procedure
Production	35 mins	PW	<ul style="list-style-type: none"> - Teacher asks the volunteer of each group to talk about the position of their house in front of the class. - Teacher gives some praise. - Teacher gives feedback.

T= Teacher SS= Students W = Whole class I= individual PW= Pair wor

GW= Group work



Lesson Plan 4

Class Level: First-Year High Vocational

Topic: Telling the time 1

Material: Flashcard / Picture

Time: 2 hours

Teacher: Sirani Songsri

Aims: By the end of this lesson, learners will be able to ask and answer questions about the time correctly. They will play the “Kahoot game” about telling the time.

Stage	Timing	Interaction	Procedure
Lead-in	15 mins	WC	<ul style="list-style-type: none"> - Teacher asks a question “What time is it” - Students answer the question. - Students and teacher talk about the topic which they studied last time.
Learning objective	5 mins	WC	<ul style="list-style-type: none"> - Teacher talks about the learning aims. - Students discuss their understanding of the learning aims.
Presentation	30 mins	WC I	<ul style="list-style-type: none"> - Teacher presents 6 words (e.g. minute hour, pointer, o'clock) and shows the words on the whiteboard. - Teacher models pronunciation and lets the Ss drill for pronunciation accuracy. - Teacher presents the target language about the time and shows the sentences on the whiteboard. - Teacher models the target language (e.g.) - What time is it? - It's ten o'clock.

Stage	Timing	Interaction	Procedure
Practice	35 mins	PW	<ul style="list-style-type: none"> - It's ten-twenty. - Students drill for pronunciation accuracy. - Teacher asks some students for testing their understanding.
Production	35 mins	GW	<ul style="list-style-type: none"> - Teacher divides students into groups of 6 and asks them to sit in a circle. - Teacher gives students a different picture of a clock. - Teacher instructs and describes how to do the picture-describing activity. - Teacher asks one group to show the model of doing the activity. <ul style="list-style-type: none"> e.g. - 5 members of the group ask a question "what time is it?" - One member answers "It's five o'clock." - Teacher asks some students to check their understanding. - Students do this activity until all members of the group finished telling the time. - Teacher monitors and takes note of things heard. - Students go back to their seats after they finished talking. - Teacher shows the pictures and asks some students questions for rechecking their understanding. - Teacher gives feedback after they finished the activity.

Stage	Timing	Interaction	Procedure
Production	35 mins	GW	<ul style="list-style-type: none"> - Teacher gets some attention. - Students play the Kahoot game about the time - Students and teacher review the time shortly.

T= Teacher SS= Students W = Whole class I= individual PW= Pair work

GW= Group work



Lesson Plan 5

Class Level: First-Year High Vocational

Topic: Telling the time 2

Material: Flashcard / Picture

Time: 2 hours

Teacher: Sirani Songsri

Aims: By the end of this lesson, learners will be able to ask and answer questions about the time of daily routine correctly. They will make a card to show their daily routine.

Stage	Timing	Interaction	Procedure
Lead-in	15 mins	WC	<ul style="list-style-type: none"> - Students play the “Quizizz” game. - Students and T talk about the topic which they studied last time.
Learning objective	5 mins	WC	<ul style="list-style-type: none"> - Teacher talks about the learning aims. - Students discuss their understanding of the learning aims.
Presentation	30 mins	WC I	<ul style="list-style-type: none"> - Teacher presents 10 words (e.g. get up, go back home, leave home) and shows the words on the whiteboard. - Teacher models pronunciation and lets students drill for pronunciation accuracy. - Teacher presents the target language about the time and shows the sentences on the whiteboard. - Teacher models the target language (e.g.) - What time do you leave home in the morning? - I leave home at 07.30.

Stage	Timing	Interaction	Procedure
			<ul style="list-style-type: none"> - Students drills for pronunciation accuracy. - Teacher asks some students for testing their understanding.
Practice	35 mins	PW	<ul style="list-style-type: none"> - Teacher gives students the information-gap table. - Teacher instructs and describes how to do the information-gap activity. - Teacher brings a pair of students to the front of the class for the model. <ul style="list-style-type: none"> e.g. A: What time do you start your English class? B: I start my English class at 10.00. - Student A takes notes and takes turns to student B. <ul style="list-style-type: none"> A: What time do you go to bed? B: I go to bed at 10.30. - Students A takes notes and asks the next question. - Students do the activity for 15 minutes by talking in pairs and after finished they will change into new pairs until the time is up. - Teacher monitors and takes note of something to hear. - Students go back to their seats after they finished talking. - Teacher lets some students talk about what information they got from their friends.

Stage	Timing	Interaction	Procedure
			<ul style="list-style-type: none"> - Teacher gives feedback after finishing the activity.
Production	35 mins	GW	<ul style="list-style-type: none"> - Teacher gets some attention. - Teacher gives instructions to make a card to show their daily routine. - Teacher gives examples. - Teacher asks some questions for checking students' understanding. - Students make their cards. - Students sit in a pair, show their cards, and talk about their daily routine. - Students and Teacher talk and review the topic of this class. - Teacher gives some praise. - Teacher gives feedback.

T= Teacher SS= Students W = Whole class I= individual PW= Pair work

GW= Group work

Lesson Plan 6

Class Level: First-Year High Vocational

Topic: Talk about the weather 1

Material: Flashcard / Picture

Time: 2 hours

Teacher: Sirani Songsri

Aims: By the end of this lesson, learners will be able to talk, ask and answer questions about the weather correctly. They will create a poster of the weather in their city.

Stage	Timing	Interaction	Procedure
Lead-in	15 mins	WC	<ul style="list-style-type: none"> - Students play the “Kahoot” game. - Students and teacher talk about the topic which they studied last time.
Learning objective	5 mins	WC	<ul style="list-style-type: none"> - Teacher talks about the learning aims. - Students discuss their understanding of the learning aims.
Presentation	30 mins	WC I	<ul style="list-style-type: none"> - Teacher presents 8 words (e.g. hot, cold, rainy) and shows the words and pictures on the whiteboard. - Teacher models pronunciation and lets the students drill for pronunciation accuracy. - Teacher presents the target language about the time and shows the sentences on the whiteboard. - Teacher models the target language (e.g.) - What is the weather like today? <ul style="list-style-type: none"> - It’s hot. - It’s hot and windy.

Stage	Timing	Interaction	Procedure
Presentation	30 mins	WC	<ul style="list-style-type: none"> - Students drill for pronunciation accuracy. - Teacher asks some students for testing their understanding.
Practice	35 mins	PW	<ul style="list-style-type: none"> - Teacher divides students to work in pairs. - Teacher gives students a different picture of the weather forecast and information gap table. - Teacher instructs and describes how to do the information-gap activities. - Teacher asks a pair of them to show the model of doing the activity. <ul style="list-style-type: none"> e.g. Student A: “what will the weather be like Thursday?” Student B: It will be rainy and cloudy. * Student A takes notes on the gap table. Then they take a turn. - Teacher asks some students to check their understanding. - Students do this activity after they finished talking. - Teacher monitors and takes notes of things heard. - Teacher gives feedback after they finished the activity.

Stage	Timing	Interaction	Procedure
Production	35 mins	GW	<ul style="list-style-type: none"> - Teacher gets some attention. - Teacher gives instructions to make a poster - Teacher gives examples. - Teacher asks some questions for checking their understanding. - Students discuss in a group and make their posters. - Two volunteer students go to show the map and talk about their map to another group, and the new volunteer students go to other groups to show their map and talk. (They will do this activity until finishing talking to all groups) - Students post their posters on the wall. - Students and teacher talk and review the topic of this class. - Teacher gives some praises. - Teacher gives feedback.

T= Teacher SS= Students W = Whole class I= individual PW= Pair work

GW= Group work

Lesson Plan 7

Class Level: First-Year High Vocational

Topic: Talk about the weather 2

Material: Flashcard / Picture

Time: 2 hours

Teacher: Sirani Songsri

Aims: By the end of this lesson, learners will be able to use vocabulary in describing seasons and weather. They will create a weather forecast on the Canva slide.

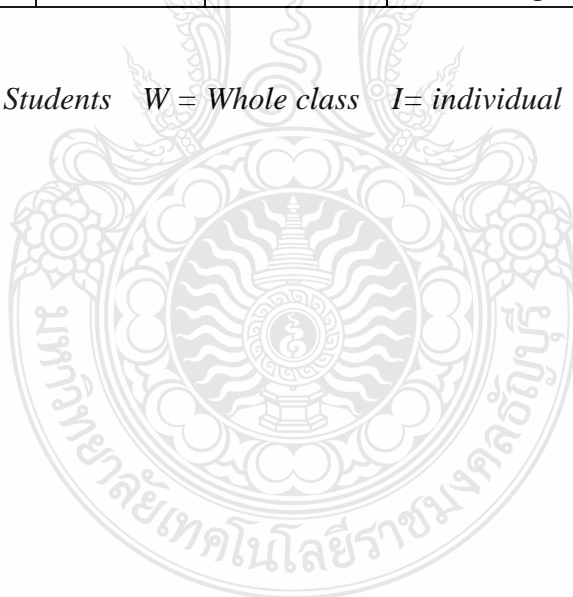
Stage	Timing	Interaction	Procedure
Lead-in	15 mins	WC	<ul style="list-style-type: none"> - Students play “slap on the board game” - Students and teacher talk about the topic which they studied last time.
Learning objective	5 mins	WC	<ul style="list-style-type: none"> - Teacher talks about the learning aims. - Students discuss their understanding of the learning aims.
Presentation	30 mins	WC I	<ul style="list-style-type: none"> - Teacher presents the target language about the structure of the weather forecast and shows the sentences on the whiteboard. <ol style="list-style-type: none"> 1. “It is + Adjective” 2. “It will be + Adjective” - Teacher models the target language (e.g.) - It is hot today. <ul style="list-style-type: none"> - It is sunny in the hot season. - It will be rainy next week. - It will be stormy for next two days. - Students drill for pronunciation accuracy. - Teacher asks some students to test their understanding.

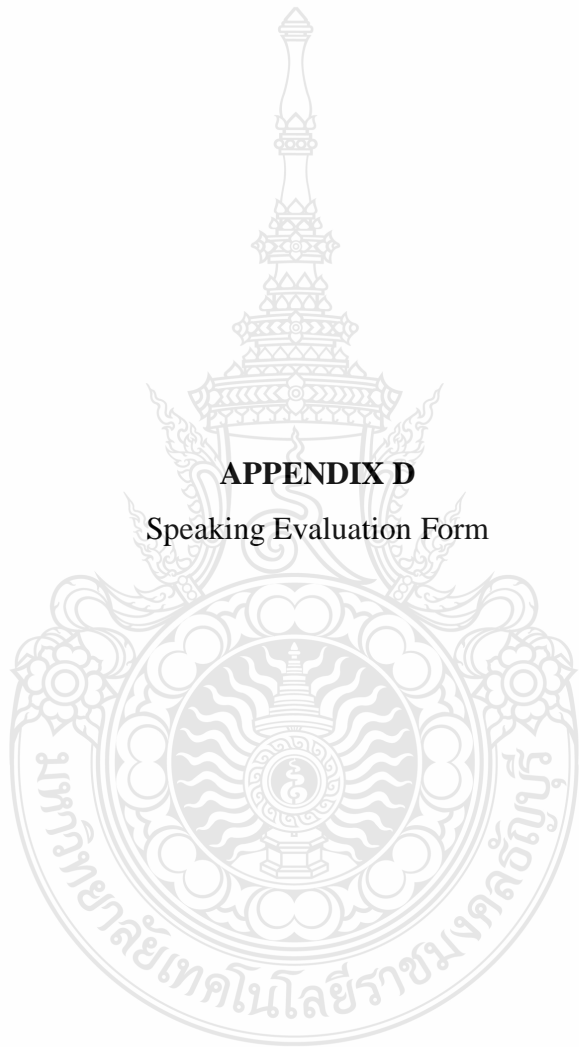
Stage	Timing	Interaction	Procedure
Practice	35 mins	PW	<ul style="list-style-type: none"> - Teacher asks students to count numbers 1 and 2 and let them sit in two lines facing each other. - Teacher gives them a different weather forecast card. - Teacher instructs and describes how to do the role-play activity. - Teacher asks two students to show the model of doing the activity. <p>e.g. A: What will the weather be like this week?</p> <p style="padding-left: 40px;">B: It will be stormy on Monday and Tuesday. It will be cloudy on Wednesday. It will be both Sunny on Thursday, Friday, Saturday, and Sunday.</p> <ul style="list-style-type: none"> - Teacher asks some students to check their understanding. - Students do this activity for 10 minutes. - Teacher monitors and takes notes of things heard. - Students go back to their seats after they finished talking. - Teacher shows the weather forecast and asks some students questions for rechecking their understanding. - Teacher gives feedback after they finished the activity.

Stage	Timing	Interaction	Procedure
Production	35 mins	GW	<ul style="list-style-type: none"> - Teacher gets some attention. - Teacher gives instructions to make the weather forecast on the Canva slide. - Teacher gives examples. - Teacher asks some questions for checking their understanding. - Teacher divides students into 5 - 6 groups to discuss and make their weather forecast on the Canva slide. - Two groups' volunteers present their weather forecast on the board. - Students and teacher talk and review the topic of this class. - Teacher gives some praise. - Teacher gives feedback.

T= Teacher SS= Students W= Whole class I= individual PW= Pair work

GW= Group work





APPENDIX D

Speaking Evaluation Form

Speaking Evaluation Form Based on David P. Harris

Topic:.....

Name	Pronunciation	Grammar & Vocabulary	Fluency	Comprehension
Student 1				
Student 2				
Student 3				
Student 4				
Student 5				
Student 6				
Student 7				
Student 8				
Student 9				
Student 10				
Student 11				
Student 12				
Student 13				
Student 14				
Student 15				
Student 16				
Student 17				
Student 18				
Student 19				
Student 20				
Student 21				
Student 22				
Student 23				
Student 24				
Student 25				
Student 26				
Student 27				
Student 28				
Student 29				
Student 30				
Student 31				
Student 32				
Student 33				
Student 34				

Rubric Speaking Assessment Based on David P. Harris

Components	Assessments	Score
Pronunciation	Their pronunciation is clear.	5
	There are some pronunciation problems, but still quite understandable.	4
	Pronunciation problems necessitate listening and occasionally lead to a misunderstanding	3
	Very hard to understand because of pronunciation problems. Must frequently be asked to repeat.	2
	Pronunciation problem is so severe as to make speech virtually unintelligible.	1
Grammar & Vocabulary	Errors in grammar are quite rare and almost all vocabularies used are in a proper use.	5
	There are few grammatical errors and frequently uses inappropriate terms or must replace ideas but still intelligible.	4
	Makes frequent errors in grammar and word order occasionally obscure meaning and frequently uses the wrong word, conversation somewhat limited because of inadequate vocabulary	3
	Grammar, word order errors, misusing words, and limited vocabulary make comprehension difficult. Must often rephrase sentences or restrict him to basic patterns.	2
	Errors in grammar, word order, and vocabulary limitations so severe as to make speech virtually unintelligible.	1
Fluency	Able to use the language fluently, rare skip, and the speed of speed is at the normal rate.	5
	Speed of speech seems to be slightly affected by language problems.	4
	Speed and fluency are rather strongly affected by language problems.	3
	Usually hesitant often forced into silence by language limitations.	2

Rubric Speaking Assessment Based on David P. Harris (Continued)

Components	Assessments	Score
	Speech is so halting and fragmentary as to make conversation virtually impossible.	1
Comprehension	Understand most of what is said at average speed.	5
	Understand what is said at average speed, but occasional repetition may be necessary.	4
	Understand what is said is at slower than average speed repetition.	3
	Has great difficulty following what is said. Can comprehend only, “social conversation” spoken slowly and with frequent repetition.	2
	Cannot be said to understand even simple conversation English.	1





APPENDIX E

Questionnaire

**A Questionnaire Investigation on Students' Satisfaction of
Using Communicative Language Activities**

Instructions

1. This questionnaire is for The First-Year High Vocational Students, Prachinburi Technical College, comprising 2 parts as the following:

Part 1 General information about students

Part 2 Information on satisfactions of using Communicative Language Activities in English Classroom.

2. Please answer all the questions. Each of your answers is important for the revision and improvement of the activities in the English for communication classroom.

Please make a tick (✓) in the following box to give your consent:

I agree to take part in this questionnaire.

Thank you for your kind cooperation in completing this questionnaire and returning it as soon as possible.

Part 1 General information about students

Instructions: Please indicate your personal information by placing a tick (✓) in the parentheses corresponding to your answer.

1. Sex () Male () Female
2. Age () 15 – 18 () 19 – 22 () 23 – 26

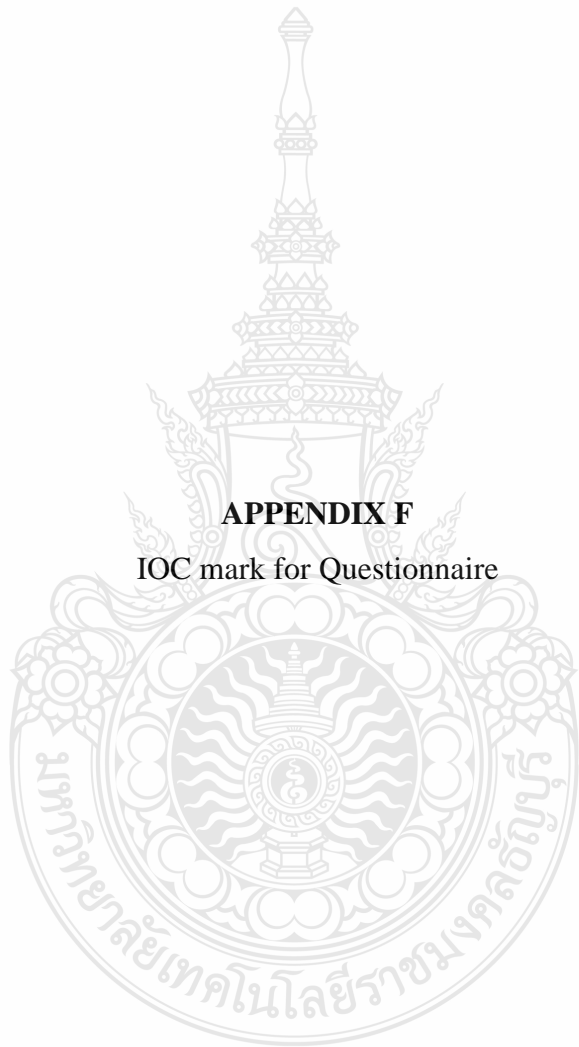
Part 2 Information on satisfactions towards using Communicative activities in the English Classroom.

Instructions: Please indicate the applicable answer in the corresponding box.

- 1 = Strongly disagree
 2 = Disagree
 3 = Neutral
 4 = Agree
 5 = Strongly agree

item	Questionnaire	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
1	Communicative activities are interesting.					
2	Communicative activities can encourage me to speak English.					
3	Communicative activities help me to improve my English-speaking abilities.					
4	Communicative activities help me to understand the conversation.					
5	Communicative activities help me to improve my vocabulary.					
6	Communicative activities help me to improve my pronunciation.					
7	I enjoy communicative activities in class.					
8	I have more confidence to speak English after I participated in communicative activities.					
9	I have more chances to speak English in communicative activities.					
10	Communicative activities help me speak English more fluently and with accuracy.					

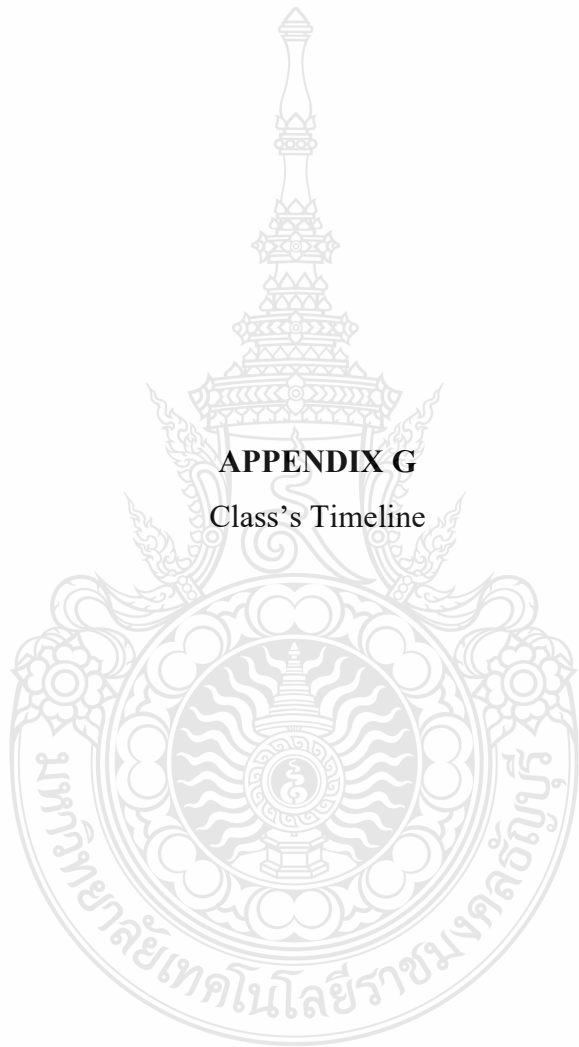
Suggestions.....



APPENDIX F
IOC mark for Questionnaire

IOC mark for Questionnaire

Question	Expert 1	Expert 2	Expert 3	IOC	Interpretation
1. Communicative language activities are interesting.	+1	+1	+1	1	Accepted
2. Communicative language activities can encourage me to speak English.	+1	+1	+1	1	Accepted
3. Communicative language activities help me to improve my English-speaking abilities.	+1	+1	+1	1	Accepted
4. Communicative language activities help me to understand the conversation.	+1	+1	+1	1	Accepted
5. Communicative language activities help me to improve my vocabulary.	+1	+1	+1	1	Accepted
6. Communicative language activities help me to improve my pronunciation.	+1	+1	+1	1	Accepted
7. I enjoy communicative language activities in the class.	+1	+1	+1	1	Accepted
8. I have more confidence to speak English after I participated in communicative language activities.	+1	+1	+1	1	Accepted
9. I have more chances to speak English in communicative language activities.	+1	+1	+1	1	Accepted
10. Communicative language activities help me speak English more fluently and with accuracy.	+1	+1	+1	1	Accepted
Total				1	Accepted



APPENDIX G

Class's Timeline

Class's Timeline

No.	Topic	Period (h)	Week
1	Pretest	4	1
2	Giving personal information	2	2
3	Giving directions 1	2	2
4	Giving directions 2	2	3
5	Telling the time 1	2	3
6	Telling the time 2	2	4
7	Talk about the weather 1	2	4
8	Talk about the weather 2	2	5
9	Posttest	3	6
10	Questionnaire	1	6



Biography

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