Improving the Secondary Students' Confidence in English Speaking Skill
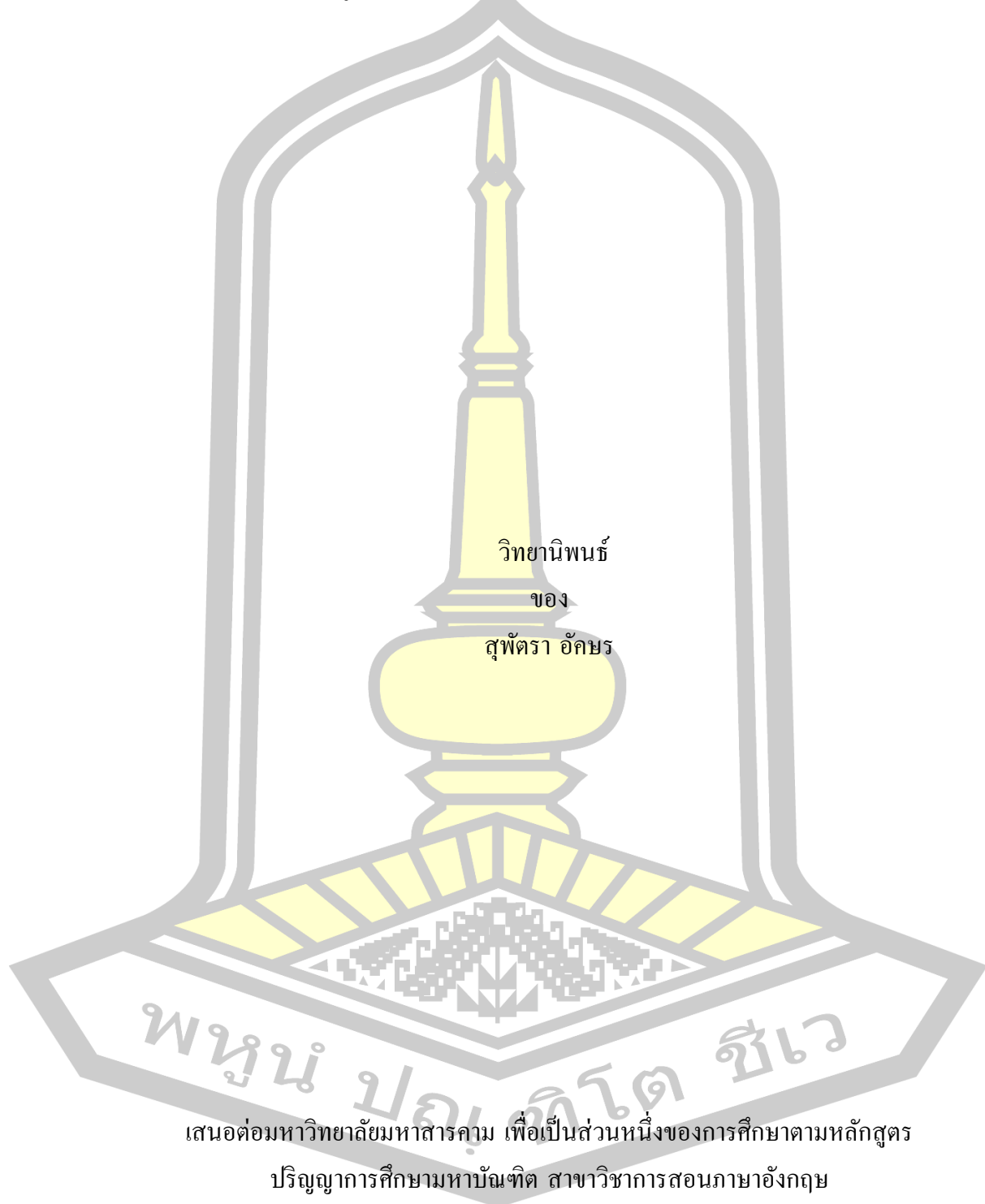Through Integrated CLT Techniques

Supattra Akkasorn

A Thesis Submitted in Partial Fulfillment of Requirements for

degree of Master of Education in in English Language Teaching

May 2021

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วิทยานิพนธ์
ของ
สุพัตรา อัคษร

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Through Integrated CLT Techniques

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A Thesis Submitted in Partial Fulfillment of Requirements

for Master of Education (in English Language Teaching)

May 2021

The examining committee has unanimously approved this Thesis, submitted by Miss Supattra Akkasorn , as a partial fulfillment of the requirements for the Master of Education in English Language Teaching at Mahasarakham University

Examining Committee

....Chairman
(Asst. Prof. Apisak Sukying , Ph.D.)

....Advisor
(Asst. Prof. Intisarn Chaiyasuk ,
Ph.D.)

....Committee
(Pilanut Phusawisot , Ph.D.)

....External Committee
(Assoc. Prof. Supakorn
Phoocharoensil , Ph.D.)

Mahasarakham University has granted approval to accept this Thesis as a partial fulfillment of the requirements for the Master of Education in English Language Teaching

....
(Assoc. Prof. Nittaya Wannakit , Ph.D.)   (Assoc. Prof. Krit Chaimoon , Ph.D.)
Dean of The Faculty of Humanities and   Dean of Graduate School
Social Sciences

TITLE   Improving the Secondary Students' Confidence in English Speaking Skill
Through Integrated CLT Techniques

AUTHOR   Supattra Akkasorn

ADVISORS   Assistant Professor Intisarn Chaiyasuk , Ph.D.

DEGREE   Master of Education   **MAJOR**   in English Language Teaching

UNIVERSITY Mahasarakham University   **YEAR**   2021

ABSTRACT

This study aims to improve students' confidence in English speaking skills through the integration of information gathering and role-play techniques and to investigate the students' attitude towards using the integration of information gathering and role-play techniques in the classroom. Twenty-one secondary students were selected by convenient sampling technique to be the participants in this study. Confidence checklist observation form and students' self-rating scales on confidence were employed after pre-interview activity and post-interview activity. The teacher journals were recorded after each lesson plan. Also, students' attitude questionnaires were used. The basic statistics were used to analyze the data. The findings showed that the post-activity's mean scores were higher than pre-activity's mean scores when we looked at students' speaking performance. The results from students' self-rating scale on confidence were related to the result from the confidence checklist observation form. In part one, the average mean scores were increased, and the open-ended part showed that this activity helped students to decrease their anxiety to speak. It can be concluded that the implementation of the integration of information gathering and role-play techniques could improve students' confidence in English speaking skills. Moreover, the students expressed a positive attitude towards the integration of information gathering and role-play techniques at a high level.

Keyword : Confidence in English speaking, information gathering technique, role-play technique

ACKNOWLEDGEMENTS

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CHAPTER I

INTRODUCTION

This chapter presents the background and rationale of the study. It includes six main parts: background of the study, purposes of the study, research questions, scope of the study, the definition of terms, and outline of the study. The study is aimed to improve the students' confidence in English speaking skills through integrated CLT techniques and to investigate the students' attitudes toward using integrated CLT techniques.

1.1 Background of the Study

Speaking skills are a vitally important method for communication. People around the world use speaking skills to communicate with each other to reflect their thoughts, opinions, and feelings. A person requires effective communication skills in many situations like face-to-face conversations, telephonic conversations, interviews, meetings, conferences, group discussions, seminars, workshops, etc. However, several factors deter Thai EFL students from mastering the aforementioned skill (Tuan, N. H., & Mai, 2015). To help EFL students enhance their speaking, previous research studies suggest that students should be supplied with the communicative learning environment, confidence, and an opportunity to express their thoughts. Creating a communicative environment can help to increase students 'speaking performance (Nanthaboot, 2012).

Based on the researcher's past experiences about teaching English, the grammar-translation method was applied in the English class. This kind of instruction focused on the rules of grammar and their application in translation passage from the English language to the Thai language. The result from using this traditional instruction made the students lack confidence and the opportunity to practice speaking. It also prevented them from effective communication. These factors affected students' willingness to speak English because students were unable to learn how to orally produce the target language even in a classroom context. This issue challenges all English teachers to solve the problems, and the researcher aspires to improve the students' confidence in English speaking.

According to Nelson, E., P., & Pearson (1982), confidence was another important factor found to help promote students' speaking ability. As suggested by Licain (2019),

confidence helped learners utter words or sentences and participate more in the classroom. Moreover, their learning could be enhanced and retained. Leong and Ahmadi (2017) also supported that the teacher should provide appropriate instruction and give students opportunities to practice speaking. At the same time, the classroom atmosphere should be surrounded by cooperative learning which could help increase students' confidence and reduce their anxiety in speaking English.

The communicative language teaching approach (CLT) was introduced and implemented in a language classroom. The principle of the communicative approach is learning to communicate by using the target language through interaction. Based on the notion of CLT, when EFL learners are involved in real communication, their natural strategies for language acquisition is stimulated (Richard & Rogers, 2001). Songsiri (2007) carried out a study using the CLT approach which focused merely on speaking, providing a positive atmosphere, and giving positive feedback to encourage students to participate in classroom activities. She found that the more students kept practicing speaking; the more speaking competence increased. When the communicative competence increased, their confidence was also heightened. There are several classroom activities underlying principles of CLT, such as information gap, information gathering, opinion-sharing, task-completion, interview, and role-play, but above all the information gathering and role play techniques seem to suit the researcher's present study because of their characteristics and functions. The details are as follows.

Firstly, information gathering is a learning activity suggested to promote CLT by improving students' interaction in using the target language. When they have more interaction while using the target language, their confidence in using the language is increased, (Utami, 2010). In using these techniques, students are required to conduct a survey, an interview, and information searching. The application of these techniques was found to help lower-level language students to articulate the target language and this matches the level of the researcher's students in secondary school.

Secondly, a role play is also widely implemented in the language classroom to help further the CLT approach. The language teacher can set a situation similar to reality which requires students to be involved and use the target language as in their daily life. The previous study supports this technique indicating that the role play helps encourage

students to speak by using context relating to a real situation (Bupphachat, 2018). These two techniques are in Presentation-Practice-Production teaching model known as PPP which is the most common modern methodology of CLT. PPP was developed to Communicative Language Teaching (CLT), combining CLT and traditional approaches. In the presentation stage, the teacher gives explanation on the topic, and students are allowed to use the language in a semi-controlled activity in the practice stage. Finally, production stage gives the students the opportunity to use the language freely.

Other previous studies found that factors such as group dynamics, individual behavior, and self-motivation could help increase the students' confidence. Pongchup (2006) investigated the development of self-confidence among the third-level education students in the English program utilizing group dynamics activities, and the result showed that group dynamics enhanced students' confidence and provided a happy learning atmosphere. Similarly, Pratama (2017) carried out her study in a foreign context and found that internal factors such as behavior and motivation helped students increase their confidence in public speaking. She also found that external factors affected students' degree of confidence. Hence, to improve the students' confidence in English speaking, group activities which include information gathering, and role play activities are employed in this study. These do not only help to promote students' confidence, but also provide an enjoyable atmosphere in the classroom.

Previous studies also reaffirmed that the CLT techniques including information gathering and role play helped to increase students' speaking performance and confidence. Abdellmageed & Omer (2020) revealed that using information gathering in the classroom could enhance students' speaking skill and motivate them to use the target language fluently which is related to confidence in speaking. Moreover, Ponglangka (2007) investigated the role play technique in enhancing Matthayomsuksa five students' speaking performance. The result indicated that using role play activities in class could improve students' speaking and students gained more confidence to speak English.

Based on the previous studies above, the researcher decided to choose information gathering and role play techniques. The information gathering technique is appropriate

for my students who have limited English competence because this technique is not difficult to follow. Moreover, the interaction between students and students can occur while using the target language to communicate. The role play technique encourages the students to work in a group. It can reduce their anxiety, urge them to speak, and promote a warm atmosphere in the classroom too.

Above all, several studies investigated the effect of CLT techniques but a few were conducted in Thai contexts. In particular, using CLT in English language teaching to improve the confidence in speaking in my context, the opportunity expansion school, is raer. Thus, improving the secondary students' confidence in English speaking skill through integrated CLT activities is an essential issue that the researcher wants to find out and this is believed to help expand more knowledge on CLT. This research emphasizes the students' performance and evaluates their confidence while they are speaking. Two aspects, body aspects and voice aspects, are analyzed to refer to their confidence in speaking.

In summary, increasing confidence is and initial significant step to enhance English learners' speaking skills. Students with a low proficiency level should be prompted to participate in activities such as role play and information gathering in order for them to engage in a communicative and collaborative atmosphere and put them at ease to produce the target language. This could lead to a satisfying outcome of English learning. This study is thus designed to investigate the improvement of students' confidence after applying integrated CLT techniques.

1.2 Significance of the Study

The findings of this research study provided empirical evidence of the integrated CLT activities: information gathering and role play techniques. The students' attitude about the implementation of the information gathering and role play in the classroom was analyzed thus providing results regarding what these two techniques is truly benefited students and promote their confidence in speaking English. Therefore, language

teachers interested in this particular field can apply the results derived from this study so that at least this can be the guidance to solve the problems such as shyness, lack of the opportunity to speak in class as well as anxiety. For the researchers, this study expands more knowledge on CLT which is applied to diverse groups of participants and emphasizes the necessity of this approach in the language classroom.

1.3 Purposes of the Study

The purposes of the study are:

1. to improve the students 'confidence in English speaking skills through integration of information gathering and role play techniques
2. to investigate the students' attitude toward using the integration of information gathering and role play techniques

1.4 Research Questions

According to research purposes, the two research questions are pursued as follows:

1. Can using the integration of information gathering and role play techniques improve students 'confidence in English speaking skills?
2. What is the students' attitude toward using the integrated of information gathering and role play techniques?

1.5 Scope of the Study

This research aimed to improve the secondary students' confidence in English speaking skills through integrated CLT techniques. The population in this study was the secondary students from group 9 of Mahasarakham Primary Educational Service Area Office 2. The 21 students from one school were selected by convenient sampling technique to be the participants in this study. They participated in English class during the first semester that starts from 1st July to 11th November 2020. To see the improvement, the six lesson plans were applied for 18 hours. The topics are as follows;

     1. New friends (3 hours)

     2. My Daily Routine (3 hours)

     3. Don't worry! Be happy (3 hours)

     4. Have you ever? (3 hours)

     5. Let's go shopping (3 hours)

     6. What should I do? (3 hours)

1.6 Definition of Terms

The key terms in this study are as follows:

Students' confidence means students' expressions through body aspects and voice aspects. In terms of body aspects, we can notice from gestures, facial expressions, eye contact, and movement. For voice aspects, we can notice from pause, volume, pronunciation, and fluency. They can show these appropriate body language and voice expressions while they are speaking.

Communicative language teaching (CLT) refers to the teaching approach in which students have to communicate real meaning by using the English language. The learning theory behind this approach is that activities that involve real communication promote learning. For this study, the researcher uses CLT in the weak version. Howatt (1984) distinguishes between a strong and a weak version of CLT. The strong version claims that language is acquired through communication, while the weak version stresses the importance of using the language for communicative purposes within a wider program of language teaching. In other words, while the weak version means learning to use the language, the strong version entails using the language to learn it.

Integrated CLT techniques refer to the combination between the information gathering and role play activities in the classroom. The information gathering allows students to use the target language and increase an interaction with their peers while the role play gives them an opportunity to practice speaking which is similar to their daily conversation.

Secondary students refer to the 21 ninth-grade students of one Thai opportunity expansion school from group 9 of Mahasarakham Primary Educational Service Area Office 2.

Educational opportunity expansion schools refer to the school that operates form Kindergarten 1 to grade 9. They are located in a rural area.

1.7 Outline of the study

The outline of the study comprises five chapters.

Chapter 1 presents the background and rationale of the study. It includes the statement of the problems, the significance of the study, purposes, and research questions. Furthermore, the scope of the study and definition of terms are also included.

Chapter 2 presents the literature on speaking, confidence in English speaking, communicative language teaching, and communicative language teaching activities, information gathering technique, role play technique, and related studies.

Chapter 3 presents the research methodology. It includes the participants of the study, research design, research instruments, data collection, data analysis, and statistics used in the study.

Chapter 4 presents the effect of the integration of information gathering and role play techniques and students' attitudes toward the use of integration of information gathering and role play techniques.

Chapter 5 presents a summary of the findings, the discussion of the findings, and the conclusion of the study. Then, the pedagogical implication, the limitations of the study, and the recommendations for further studies are discussed.

The next part is chapter two that will show the citations, findings, and issues related to the knowledge from chapter one.
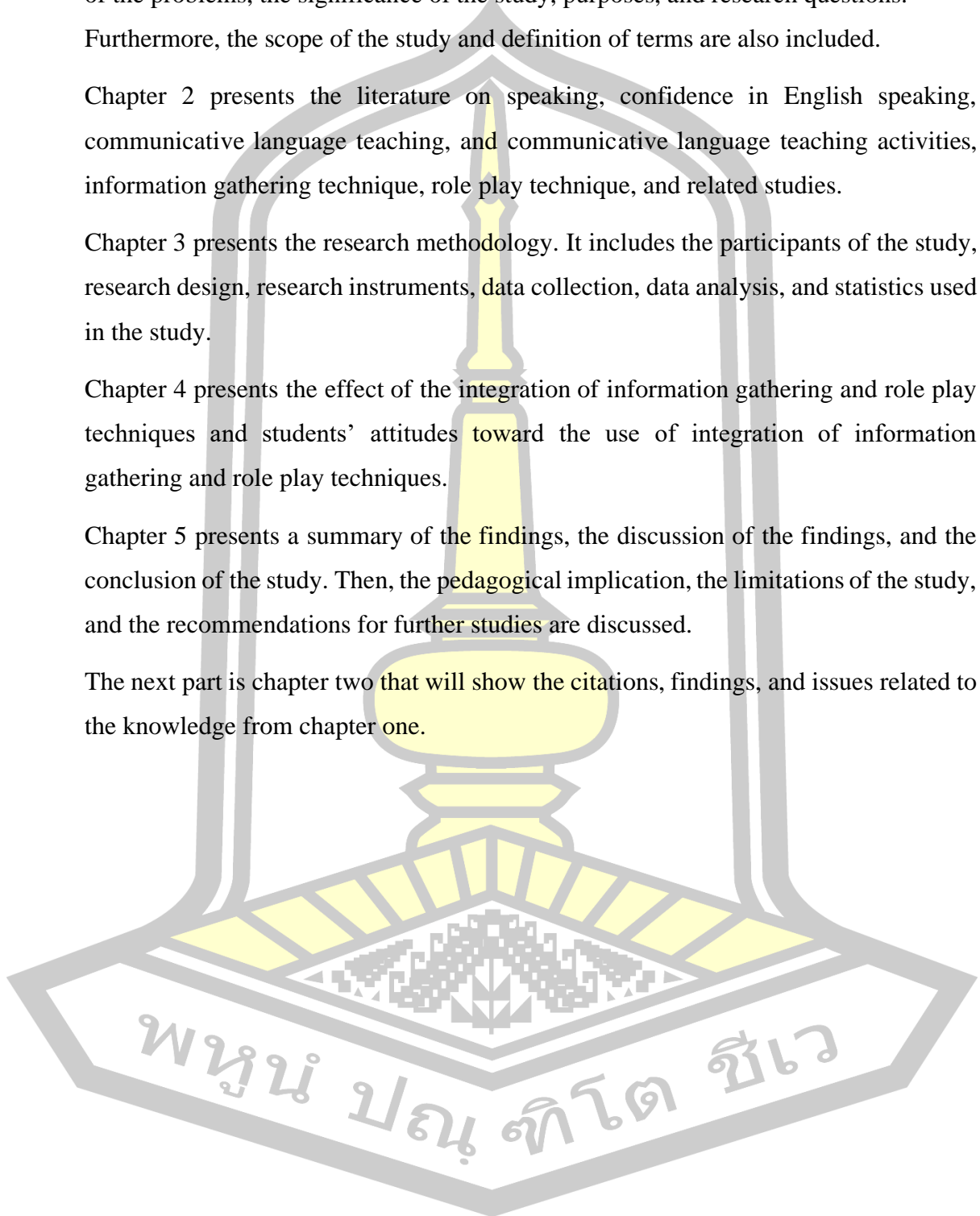
CHAPTER II
REVIEW OF LITERATURE

This chapter presents a review of the related literature which comprises four parts: speaking, confidence in speaking, communicative language teaching, and related studies.

2.1. Speaking

Speaking is an essential skill that the speaker has to use many language skills to make the listener understand clearly and convey their ideas or feeling into words. Moreover, the speaker has to choose the appropriate words for different situations.

2.1.1 Nature of speaking

Speaking is an interactive process of constructing meaning that involves producing and receiving information. All human being in this world understands and speak to carry out every activity in their daily life. Everyone speaks because they live in a society that needs interaction between each other

According to Widdowson (1978) speaking as an instance of use, therefore, is a part of reciprocal exchange in which both reception and production play a part which involves both reception and production participation. He also added that speaking refers to the realization of language as used in spoken interaction and visual media since it is an activity that makes good use of gesture, and facial expression.

While Thornburry and Scott (2005) state that speaking is a part of daily life that we take for granted. The average person produces tens of thousands of words a day, although people like auctioneers or politicians may produce even more than that.

From the statements above, it can be concluded that speaking is the most important skill in mastering the language. Someone who learns a language can be said to be successful and skillful in mastering the language when he matters speaking skills.

2.1.2. Teaching speaking

Students' language learning can be successful if the students can communicate in the target language. Thus, this becomes the main goal of language learning, especially in speaking class.

Bryan (1997) proposes that the main goal in teaching the productive skill of speaking will be oral fluency. Oral fluency can be defined as the ability to express oneself intelligibly, reasonably, accurately, and without too much hesitation. Speaking is any kind of bridge for the student between the classroom and the outside world. To build the bridge, in the speaking activities the teacher must give them practice opportunities for meaningful communication. Brown (2000) states that teaching is guiding and facilitating learning, setting the condition for learning, giving instruction, providing knowledge.

From the definition above, it can be concluded that teaching speaking is the guiding and facilitating learning to produce English speech sound by using the appropriate words, stress, and intonation to the proper social situation confidently.

2.1.3. Techniques of teaching speaking

According to Harmer (1998) methods in speaking activity are as follows: Using pair work or group work helps to encourage quiet students to speak because when they do the activity with other students in pairs or groups, they get pressure less than speaking in front of the whole class. Allowing the students to speak in a controlled way, the teacher should give opportunities to quiet students by asking them questions related to the material given. Using acting out and reading aloud are the ways to encourage the quiet students to speak. Using role play, many students speak more freely when they are playing a role play that they do not have to be themselves. Using the tape recorder, the teacher can tell the students to record what they would like to say outside the lesson.

There are many ways to teaching speaking in class. The teacher can combine many techniques to keep the students to speak the target language. For this study, the instruction helps to encourage the development of speaking by using the authentic language in meaningful contexts. The students practice in pair and in group through the integration of information gathering technique which allows the students to speak in controlled way, and role play technique which lets the students acting out. Finally, the teacher provides appropriate feedback and correction.

Furthermore, Brown (1987) provides some principles for designing speaking techniques in teaching to speak English as follow: techniques should cover the spectrum of learner needs from language-based focus on accuracy to message-based focus on interaction, meaning, and fluency. They should be intrinsically motivating. They should encourage the use of authentic language in meaningful contexts, provide appropriate feedback and correction, capitalize on the natural link between speaking and listening, and encourage the development of speaking strategies.

2.2 Confidence in speaking

2.2.1 The definition of confidence in speaking

According to MacIntyre, Clement, Dornyei, & Noels (1998), confidence in speaking referred to their speech and their movement which was natural without anxieties. There was a good harmony between words, actions, and movements. Moreover, there were clear facial expressions while speaking. They could act properly by being themselves, even they were under pressure situations. They could speak with confidence, use body language, and eye contact without fear. Hence, students' confidence in English speaking in this study means students' speaking performance that they can convey the confidence in speaking through body and voice aspects. In terms of body aspects, we can notice from gestures, facial expressions, eye contact, and movement. For voice aspects, we can notice from pause, volume, pronunciation, and fluency. They can show these appropriate body language and voice expressions while they are speaking.

2.2.2 The role of confidence in speaking

Self-confidence is really important in speaking English. Every student must have the self-confidence to share their ideas and their opinions without worry to make a mistake because this could lead them to have a more positive effect in their learning process, communication, and relationship (Desvarni, 2017). Therefore, confidence was a qualification that should be promoted because confident people could show their high potential and work with creativity. They had a good personality that was accepted by society. Hence, they were proud of themselves and lived happily in society. In language learning, especially speaking, students 'confidence was one important factor to improve their learning (Kelly, 1989). Moreover, Ismail (2015) studied the relationship between self-confidence and speaking skills in which the purpose of the study was to find out

whether self-confidence played an important role in speaking skills or not. The result showed that success in speaking related to self-confidence. Advancement in English was limited when students lacked the opportunity to participate in classroom activities which results in low self-confidence. When the students gained a negative feeling, they did not show the ability in speaking. On the other hand, if they had high self-confidence, they felt that they could control their thinking. So, confidence could support smooth and correct speaking in both mother tongue and second language.

Factors affecting the confidence in speaking

Pongpanich (2008) stated that many factors affected the students' confidence in speaking English in the community, such as lack of a good attitude in speaking English. That was because of learning activities in the classroom. The teachers and their teaching methods played an important role in the students' attitude. The proficiency teachers could encourage the students to learn. Moreover, while the teachers were teaching, they should not blame or compare the students in the classroom. The students lacked knowledge and basic skills that were components in speaking English for communication. The students needed to understand and memorize the words to be organized into text before speaking out. Normally at the primary level, the teachers focused on learning vocabulary and language structure. The students learned to pass the test. So, they lacked the communicative skills and confidence to speak. Furthermore, the students lacked skills in composing ideas in presentations. Moreover, many factors affected the speaking of second language students, such as losing face, having poor language knowledge, and having a negative experience in English speaking. The cultural beliefs about appropriate behavior in the classroom context, for example, showing respect to the teacher by silence was one factor. Lastly, the students lacked practicing and experiencing in speaking English. Regular training under guidance and demonstration made the students brave enough to speak which could increase their language skills.

The ways to improve confidence in English speaking

Dornyei (2003) suggested that the way to promote students' confidence was by encouraging the learners to speak, reducing anxiety, and providing the experience of success. Gardner (2006) argued that learners feel more confident when they gained independent or fluent levels of proficiency. Yashima, Tomoko & Zenuk-Nishide, Lori & Shimizu, Kazuaki (2004) stated that the learners should communicate to improve their communication skills and increased their confidence in speaking. The atmosphere and the activities in class affected the increase of students' confidence. Will (2019) suggested that there were many techniques that the learners could use to speak with more confidence even if they did not feel truly confident inside. The best way to learn to speak fluently in English was to gain a lot of daily practice. Bruke (2015) recommended ways to increase confidence in speaking English. When we learned a language, we often encountered unfamiliar things that lead us to new situations and those things made us feel anxious, which affected our confidence in speaking. However, there were ways to increase confidence that would make speaking English easier, for example, training and preparation, finding techniques, reviewing what you have learned, and spending more time to study English. Moreover, attitudes and thoughts were very important for us to spend time learning English and trying to be calm and relaxed, and using our knowledge of English.

As mention before, it shows that the best way to improve confidence in English speaking is practicing which is related to this research that using integration of information gathering and role play techniques to increase students' practicing opportunity to speak English in class. When the students keep practicing speaking English, they can gain more confidence to speak.

2.2.3 Assessment confidence in speaking

Nelson & Pearson (1982) showed two big aspects of confidence in speaking. These were body aspects and voice aspects. We could notice confidence in speaking from body aspects: the gesture was a movement of part of the body, such as hands, head to express an idea or meaning, facial expression was motions or the feelings expressed on a person's face, movement was the physical behavior of people while they were speaking such as body posture, eye contact was when two people looked at each other's eyes at the same time, it defined the act as a meaningful and important sign of

confidence, respect, and social communication. For voice aspects, we could notice confidence in speaking from their pause which was the length of the time that they stop while speaking, volume was the loudness of speaking, their pronunciation that pronounces the words correctly, and their fluency which was the smoothness or flows with sounds, syllables, words, and phrases are joined together when speaking quickly. According to the statement above, the researcher designed the confidence checklist observation form by referring to both body and voice aspects. There were eight items following the Likert five-rating scale checklist from 5 4 3 2 and 1 which showed the level of quality as follows; very good, good, fair, poor, and very poor, respectively. To be easy in consideration for observers, the researcher organized the confidence criteria levels. This criterion was referenced in the book named Confidence in Public Speaking by Nelson& Pearson (1982). The confidence checklist observation form was used to notice the students' confidence while they were speaking through the video recording. Moreover, the students rated their confidence in English speaking by themselves.

2.3. Communicative Language Teaching

Language is the best tool used for communication because it is a system of expression of meaning. Moreover, the main function of language is to allow communication and interaction. Communicative language teaching (CLT) begins with a theory of language as communication which aims to develop learner's communicative competence. The learners know how to use language for different purposes and functions (Richards 2006). The principle of CLT is that the learners learn language through interaction between the learners and users of the language by creating a meaningful and purposeful language. Language is seen as a social tool that speakers use to make meaning. The PPP is the most common modern methodology employed by professional schools around the world. PPP was developed for Communicative Language Teaching (CLT), combining CLT and traditional approaches. The PPP acronym stands for Presentation, Practice, and Production. Each letter means a stage of the learning process. The first stage is called Presentation, where the teacher explains the topic. The Practice Stage is the time for the students to use the language in a semi-controlled activity. And the Production stage allows the students to use the language freely.

CLT focuses more on the use of target language and the improvement of fluency than accuracy (Richard & Roger, 2004). This approach emphasizes the collaborative creation of meaning. Thus, the communicative classroom is provided for the students. Communicative activities have an important role to create opportunities for students to use the language for communicative purposes. Howatt (1984) distinguished between a strong and a weak version of CLT. The strong version claimed that language was acquired through communication, while the weak version stressed the importance of using the language for communicative purposes within a wider program of language teaching. In other words, while the weak version meant learning to use the language, the strong version entailed using the language to learn it. Although CLT focuses more on fluency to develop speaking, it is necessary to balance accuracy and fluency. For the teachers' and students' roles in the classroom, students have to participate in classroom activities. Moreover, they should be comfortable with listening to their peers in group work or pair work tasks, rather than relying on the teacher for a model. The teacher will be a facilitator and monitor. They should give them feedback and suggestions.

In conclusion, CLT is an approach that focuses on using a target language that relates to a real-life situation. For this study, the researcher used communicative activities which integrated information gathering and role play activities to enhance students' confidence in English speaking. The researcher used CLT in the weak which focused on the students' performance while they were speaking. Hence, communicative activities were focusing on enhancing fluency than accuracy. CLT in the weak version was suitable to the participants who did not have proficiency in using English. PPP methodology of CLT was adapted in class. Besides, the researcher believed that these activities could provide the students with the opportunity to practice the language in real situations. Moreover, doing activities in a group could reduce their stress to speak English and encouraged them to speak in a friendly atmosphere.

2.3.1. Communicative Language Teaching Activities

In a communicative activity, students have to communicate for some purposes. They will focus on the content of what they are saying rather than the form of the language.

They will use a variety of language, and the teacher will not interrupt by telling students directly what mistakes they have made in their English or correcting their pronunciation, etc.

Communicative activities have a strong effect on student's confidence in their speaking. This can help students have more chances to talk to lots of classmates without fear of making mistakes. In a communicative activity, instead of having students stand in front of the class and talk to others, the teacher sets up the activity that they can talk to some other students but not the whole class and the teacher. That makes a better effect on helping students avoid their fear of making mistakes. Then they seem to be more confident to speak and eager to speak a lot. (Contributor, 2014)

One of the most important features of CLT is a collaborative task that students can learn from each other. Thomson (1996) suggested that with pair and group work, students can produce a greater amount of language output than they would produce in teacher-center activities. Students' motivation is likely to increase. They have the opportunity to develop speaking without any pressure coming from their teacher.

Communicative intent is always given a prime position in every CLT activity. In a communicative class, students are provided with opportunities to use the language a great deal through communicative activities. There are various classifications of activities that are typically found in a communicative language classroom. Paulston and Bruder (1976), for example, in their book Teaching English as a Second Language: Techniques and Procedures classified the activities into the four categories below:

1. Social Formulas and Dialogs: These cover such speech encounters as greetings, partings, introductions, excuses, compliments, complaints, hiding feelings, etc. It is very difficult to lie, complain and turn someone down for a date in another language, and the learners of a foreign language need to be taught how to get along with those situations in an appropriate manner.

2. Community Oriented Tasks: Those are sets of exercises that compel the student to interact with native speakers outside the classroom.

3. Problem-Solving Activities: The students are presented with a problem and some alternative solutions, from among which they have to choose one or create their own.

4. Role Plays: In a role play, students are assigned a fictitious role. The students may even act out the role of themselves. In the situation, the teacher clearly explains the scene and the plot of the role play, which is followed by the description of the task and the action to be accomplished. Then, the teacher assigns the roles, the list of characters, making sure that the roles are not too elaborate for the students to carry out. Useful linguistic information part contains primarily expressions, and phrases that will facilitate the acting out of the roles.

Celce-Murcia (1991) also examined the classroom activities that help learners develop their communication skills and grouped them under four basic headings for ease of discussion:

1. Linguistically Structured Activities: These activities generally revolve around the presentation or the practice of certain linguistic structures. What she suggests is that although these activities are not inhibitive, they may pretty well turn out to be so unless they are contextualized and made meaningful. The structured interview, where the students question each other for factual information, thus exchanging real information; and language games can best exemplify useful linguistically structured activities.

2. Performance Activities: These are activities in which students prepare something beforehand and deliver their message to the class, which is or can be followed by a classroom discussion. Peer evaluation is an invaluable technique to ensure that the audience is more than passive listeners knowing that they will evaluate the presenters based on the given criteria draws their attention to the presenter. Role play and drama are among the ones that can be cited as examples of performance activities.

3. Participation Activities: In participation activities, students take part in some communicative activities in natural settings. Guided discussions, interviews, and oral dialogs best exemplify these types of activities. Here, the factor of authenticity arouses interest and motivation on the part of the learners, calling for a natural need to carry out what is expected by the activity.

4. Observation Activities: In observation activities, learners are expected to observe and/or record verbal and nonverbal interactions between two or more native speakers of the target language, which is of extreme benefit in that the students appreciate and become aware of the target language as it is used in real life. Another possible

distinction can be made between fluency and accuracy activities. It is mostly agreed that one of the goals of CLT is to develop fluency in language use. In Richard's (2006) terms, "fluency is the natural language use occurring when a speaker engages in meaningful interaction and maintains comprehensible and ongoing communication despite limitations in his or her communicative competence". He further suggests that to build up fluency, teachers should develop classroom activities in which students need to negotiate to mean, use communication strategies to avoid potential breakdowns in communication.

Richards (2006) highlights that activities that lead to fluency have the following features: the activity reflects the natural use of language, focuses on achieving communication n, requires meaningful use of language, requires the use of communication strategies, produces language that may not be predictable, seeks to link language use to context.

Communicative Language Teaching (CLT) is based on the main goal of involving students in meaningful communication using the target language. Many activity types can be used in the classroom to achieve that goal. The following are the main ones of them.

1. Information-gap activities: The concept of the information gap is an important aspect of communication in a CLT classroom. This essentially is based on the fact that in their everyday lives people generally communicate to get the information they do not possess. This is referred to as an information gap. If students can be involved in information gap activities to exchange unknown information in language classrooms, more authentic communication is likely to occur in the classroom. By doing so, they will draw available vocabulary, grammar, and communication strategies to complete a task.

2. Jigsaw activities: These activities are also based on the information-gap principle. The class is divided into groups and each group has part of the information needed to complete an activity. The class is supposed to fit the pieces together to complete the whole. In that way, they need to use their language resources to communicate meaningfully and so take part in meaningful communication practice.

3. Communication games: These games primarily involve information-gap activities that are intended to provoke communication in the classroom. The games are generally in the form of puzzles, drawing pictures, and putting things given in the correct order. The students have a piece of information which is part of the total, what they need to do is to walk around to get the necessary information to reach the entire information, through which an artificial need on the part of the learners is created to get them to speak. Students feel it as a challenge to participate; thus, unconscious learning and practicing of knowledge occur which erases out the fears learners have for speaking in the class (Johnson & Morrow, 1981).

4. Discussion and debates: Discussion and debates are widely utilized activity types due to their low effort demanding the nature of the teacher. Now and then, an intimate atmosphere of discussion occurs in the classroom, however, when appropriately exploited, these discussions will undoubtedly end up in speaking opportunities of extreme worth, both in terms of language presentation and practice. Either encouraging competition or cooperation, which one to choose is a matter of familiarity with the students; the teacher may foster discussion over the debate.

5. Prepared talks and oral presentations: These are the talks which are prepared by students about a specific topic and given in the class to persuade, informing students about a topic or just to entertain them.

6. Communicative activities: In these activities, students should use the language in real-life communicative situations where real information is exchanged and authentic language is used. In addition, the language used is not predictable, for example when asking about directions and how to get to certain places; the nearest bus stop, café, or train station.

7. Task-completion activities (puzzles, games, map-reading, etc.)

In these tasks, the focus is on using the language resources to complete a task.

8. Information-gathering activities (survey, interviews, searches, etc.)

In these activities, students are required to use the language resources to collect information.

Concisely, the different types of CLT activities that each researcher had divided, consistent with the two activities in this present study. Since both information gathering and role play activities were a kind of social formulas and dialogs. Additionally, both activities were performance activities that the students had to work in a group. This could decrease students' pressure and anxiety when they spoke English.

2.3.2 Information gathering Technique

Information gathering activity is one activity that is under the CLT approach such as surveys, interviews, searches, and etc. In this research, the class survey is employed for the information gathering technique. Moss & Ross-Feldman (2003) state that in the class survey, students are required to use the language resources to collect information. The class survey is fun and not overly challenging. It is very effective as ice-breaking activity, especially at the beginning of a course. It also lets students know that class will be more than sitting at a desk and copying the teacher's words. It is important to do something with the survey information. Otherwise, there is no intrinsic reason for gathering the information. Therefore, plan ways to process the information.

The purpose of the class survey is that the students gather information about a particular topic. They increase proficiency and confidence in asking one or more questions at the same time as they are increasing graphic literacy skills. For the context, this class survey activity is especially useful for beginning levels because there is not much information that needs to be asked or recorded and only one or two questions and answers need to be learned. Surveys can be used with higher levels if more complex questions and answers are required. Surveys are suitable for general ESL classes. The time to do the class survey will vary according to how many students there are in the class, and how long it takes for the spelling and the recording to take place. Materials for the class survey, the teacher needs to make a survey form so students can easily ask the question and record answers.

The procedure of class survey:

1. Build on what learners already know about the common question. Therefore, pre-teach and practice the questions and vocabulary needed to answer the questions.

2. Hand out the survey forms and explain the task to the students. Then, they have to walk around the room asking everyone the question and recording the answers.

3. Model the procedures with one or two student volunteers and check comprehension of instructions.

4. When students begin to complete the survey, monitor the process and be ready to assist students if they ask for help. The teacher should not interrupt if the students copy from another's paper or someone writing information down right on the questioner's sheet because the main idea is to get authentic communication going, and it is good for people to help each other.

5. Discuss the information with the class. Using the information from the surveys. The students can work in small groups to categorize information, create graphs, or write sentences summarizing the information.

2.3.3 Role play technique
The Definition of Role Play

Harmer (1990) revealed that in role play activities, the teacher gives information to the students such as who they are and what they think or feel. Then, the teacher can tell the student to act in each character in the play. After that, students pretend that they are in various social contexts and have a variety of social roles.

Furthermore, Stocker (2000) also pointed out that role play can be performed which starts from preparing scripts by creating from a set of prompts and expression or consolidation knowledge gained from instruction or discussion of the speech act. Besides, role play is a vehicle in which students can more easily learn the fundamentals of English conversation in a specific situation, requiring the use of keywords that act as signifiers for that particular situations.

As Holt and Kysilka (2006) indicated that role play is a fun activity and leads to better learning. Using a student-student interactional pattern, help EFL learners to understand the importance of cooperation and to encourage them for learning.

The Significance of Role Play

Role play is one of the activities which is particularly suitable for practicing the sociocultural variations in speech acts, such as asking direction, complaining, and the

giving suggestion. According to Ladousse (2005), role play promotes interaction in the classroom and increases confidence by using different communicative techniques to develop fluency in the language. Furthermore, role play encourages shy students to interact with other students. Besides, it is fun and most students will agree that enjoyment leads to better learning. Based on that statement, it shows that role play gives many advantages: such as motivating students to practice their English. When they practice enough, their confidence in English speaking can be increased.

The Purpose of Role Play

Role play helps to give the students some experience of using meaningful communication. Therefore, the main purpose of role play is to develop a communication situation. The realistic communication situation gives the students new experience in using the language that they have learned, and the experience is good for remembering what they have learned. Hence, the goal of teaching speaking is similar to the goal of role play technique that is communication. It means role play can be applied in teaching speaking and it can help students to improve their speaking ability and also increase their confidence in speaking.

Reasons for Using Role Play in English Language Classroom

This section attempts to present a rationale for using role play activity in English language classrooms. The reason for incorporating role play in the classroom is that encouraging the classroom environment with lively activity. Some students learn for specific roles in life. They may want to work or travel in a worldwide context. It is very advantageous for these students to have tried out in pleasant with the language they will presumably use. Role play is a helpful activity and allows students to learn how to interact in a variety of circumstances (Putri, 2016).

However, role play may have disadvantages, too. Thornbury (2008) indicated that students feel self-conscious while they are performing in front of the class. To put it in other words, the author notes that public performance may cause a big problem for some reticent students. Then, adding the preparation stage may be helpful to overcome the fear of speaking. Teachers must be careful during role play not to make any students feel awkward. So, to avoid this problem, the teacher should integrate other techniques for students first to practice the language.

The steps of teaching by using role play activities

Richards (2008) mentioned about six stages for using role play activities;

1. The preparation stage is a review step to review vocabularies for students to connect the knowledge with the real world and the context of the role play. The students can identify, interpret, and introduce the problem.

2. In the character selection stage, the teacher and the students describe each character. The students set the scene and select the actors but do not have to create conversations.

3. Demonstration stage allows the students to think about their background knowledge related to interpersonal relations.

4. The practicing and reviewing process stage is to help and train students using the chat cards provided to identify roles or provide training language to help others with the appropriate situation.

5. Acting stage allows the actors to perform according to the roles assigned and observe the behavior that is expressed.

6. Discussion and evaluation stage for teachers and students to discuss important issues, knowledge, ideas, feelings, and expressive behaviors. This part shows the summary of learning correctness in terms of language use, evaluating student learning outcomes, correcting errors for clear understanding, and improving the next performance.

In summary, this study used information gathering and, role play techniques to improve student's confidence in English speaking. Information gathering was very effective as ice-breaking activity, especially at the beginning of a course. This technique let students practice the target language in pair and group. Then the students moved to role play technique which the students learned through performance activity or roles to develop the students' speaking ability. The situations and the roles were related situations in their life so the students knew the functions of English in real life. Moreover, it could promote students to speak and interact with others in the classroom.

2.3.4 The integration of CLT techniques in the lesson plans

To improve students' confidence in English speaking, the integration of the information gathering and role play techniques will be applied in the six lesson plans through the PPP methodology. This method was divided into three stages as follows:

The First stage is called presentation. This stage usually consists of two steps: an introductory activity such as a warm-up or a lead-in, which is an activity, intended to raise students' interest in the topic; and an introduction of the target language. Here the teacher explains the grammar and vocabulary of the topic to be covered. For the teacher's role in this stage, the teacher speaks up to 75% of the time, as they are presenting the information. The teacher focuses on accuracy when correcting students at this stage. The teacher asks concept check questions to see if students have understood. The student is the listener**.**

In the practice stage, the focus is on the form. The teacher provides opportunities for students to practice the learned items in a controlled way. This is a chance for the students to use what they have learned without making mistakes. The students are monitored and all mistakes are corrected. A common controlled activity can be in the form of an oral exercise, targeted at individual students, or in the form of worksheets. For the teacher's role in the practice stage, the teacher uses activities to practice the new language orally and in written format. The teacher models and corrects when mistakes occur. The teacher encourages lots of pair work and group work during this stage. The Students speak up to 60% of the time, teacher up to 40%.

The production stage focuses on fluency and provides students with an opportunity to personalize the language learned by doing less controlled tasks, that is, by using their ideas. In this stage, the students start to produce language more freely. For example, they might be given role play situations to devise and act out. The teacher monitors but does not correct until the end. The focus is now on fluency and rather than accuracy. The students speak up to 90% of the time, teacher up to 10%. The students use the language in a natural, everyday context, through a practical task with minimal input from the teacher.

The following is the process of the integrating two CLT techniques in the lesson plans.

First hour:

   1. Lead-in

The teachers stimulate students' background knowledge.

   2. Presentation

The teachers present new knowledge related to the topic to the students.

   3. Practice

The students practice asking and answering the question about the topic.

   4. Produce

The students participate in the information gathering technique by using class survey activity after getting the information, the students make a group of three to discuss their information. Then each group design graph to show their information.

Second hour:

   1. Lead-in

The teachers show the video conversation about the topic.

   2. Presentation

The teachers review knowledge that the students have learned last time and add new more knowledge from the video.

   3. Practice

The students practice speaking in pairs.

   4. Produce

The teacher set the situation. Then, students make a group of three organize the conversation. Each group shows t role play and the teacher gives feedback.

Third hour:

   1. Lead-in

The teachers show the video conversation about the topic.

   2. Presentation

The teachers review knowledge that the students have learned last time and add new more knowledge from the video

   3. Practice

The students practice speaking in pairs.

4. Produce

The students make the same group of role play activity. Each group has to survey two groups and one member in each group has to stay to answer the questions from other groups.

Group 1 surveys group 2 and 3.
Group 2 surveys group 3 and 4.
Group 3 surveys group 4 and 5.
Group 4 surveys group 5 and 6.
Group 5 surveys group 6 and 7.
Group 6 surveys group 7 and 1.
Group 7 surveys group 1 and 2.

After that, each group discusses the information that they have gathered.

The teacher let each group present their information.

From the procedures in the lesson plan above, it can be seen that the information gathering technique is easy to be implemented in class to make students have confidence and active in the class and they have good skill in English, especially in speaking skill. In the survey activity, the students get a chance to ask and answer the question in English to get the information. The students will have more confidence before they move to perform the role play by using the target language.

2.4. Related studies on improving students' confidence in English speaking

The researcher has reviewed the previous studies both in Thai and international contexts that related to improving students' confidence in English speaking. There are many research articles related to using communicative language teaching to improve students' confidence in English speaking.

2.4.1 The studies in the Thai contexts

Krisanalom (1998) studied the effect of role play on students' attitudes, achievement, and self-confidence in speaking English. The 50 students in high school were divided into two groups. One group was taught English through role play and the other was taught English with the usual classroom practice of teacher center instruction. The oral test, the language learning behavior questionnaire, and the attitudinal questionnaire

were used to collect the data. The result showed that the students studying through role play had more confidence in speaking than those who studied through usual classroom practice. The students had a positive attitude toward learning.

Songsiri (2007) conducted an action research study of promoting students' confidence in speaking English. This study aims to improve Thai students' confidence in speaking English. The study was conducted in two cycles: the first cycle involved teaching a program to a class of engineering students for one semester. The teacher used new student-centered techniques to teach differently from traditional teaching using six activities as a tool to motivate students to speak. The second cycle followed the reflection on the first cycle to further develop materials, activities, teaching techniques, and teacher's roles. It involved a further semester teaching the six activities to a new class of engineering students. Data were collected through the teacher's journal, observers' sheets, students' worksheets, students' diaries, and self-rating scales. The data are presented through narrative and interpretation of students' responses.

Data were also used to construct a model for promoting students' confidence in speaking English. The results of the research indicated that students' increased confidence in speaking English was influenced by teaching-learning strategies, using authentic materials, and presenting the activity in non-threatening terms. Student-centered approaches including pair and group work, cooperative learning, giving the opportunity to practice, time to rehearse, and promoting positive attitudes towards language learning also contributed to improving outcomes. Paranapiti (2014) conducted the research title "Effect of communication strategy instruction on English speaking ability and confidence of EFL undergraduates". This study was conducted to investigate the effect of communication strategy instruction (CSI) on speaking ability, to examine the effect of the CSI on speaking confidence, and to explore the attitude of EFL undergraduates toward the CSI. Data were collected by using the English speaking test and English speaking confidence scales before and after the instruction. The finding revealed a statistically significant difference at the 0.05 level. The students showed a positive attitude toward the instruction.

Pratumrat (2014) studied the development of undergraduate social studies majoring in students' confidence in speaking English using a reward as positive reinforcement. The

objectives of this study were: to investigate the efficiency of the method of teaching English by giving a reward based on the criterion set at 80/80, to examine the students' confidence in speaking English after the teaching by giving a reward, to compare the students' achievements in learning English between before and after the treatment by teaching with giving a reward, and to examine students' satisfaction with a method of teaching with giving a reward. The methodology used was a quasi-experimental research with one group pretest-posttest design. The sample selected by simple random sampling was 39 undergraduate students whose major was social studies, who were enrolled in one University in Thailand. Statistics for data analysis were percentage, mean, standard deviation, and t-test. The findings indicated that the efficiency of teaching English by giving a reward was 88.56/89.4, which was higher than the criterion set at 80/80. The students had confidence in speaking English, had enthusiasm and a positive attitude towards learning English, had the intention to learn and always attended their class, and had confidence in expression for each situation. The students gained a significantly higher score of achievement in learning English after the treatment than that before the treatment at the .01 level. 4. Moreover, the students were satisfied with the method of teaching English by giving a reward at the highest level.

Chanwichit (2018) studied the development of activity learning on English in daily life by using the theory of communicative language teaching approach (CLT) to enhance listening speaking ability and confidence of using English for the fourth-grade students. The purposes of this research were: 1) to develop an activity learning on English in Daily Life by using the theory of communicative language teaching approach (CLT) which had an efficiency of the set criteria of 75/75 2) to find out the effectiveness index of developing an activity learning package on English in Daily Life by using the theory of communicative language teaching approach (CLT) 3) to compare listening ability between before and after learning English 4) to study English speaking ability of Prathomsuksa 4 students 5) to study the confidence of using English of Prathomsuksa 4 students 6) to study the satisfaction of the Prathomsuksa 4 students toward an activity learning on English in Daily Life by using communicative language teaching approach (CLT) The results findings were as follows:1) The activity learning on English in Daily Life by using the theory of communicative language teaching approach (CLT) had an efficiency of 79.82/77.75. It was higher than the established requirement. 2) The

activity learning on English in Daily Life by using the theory of communicative language teaching approach (CLT) had an effectiveness index of 0.5459 showing that they progressed their learning at 54.59 percentages respectively. Show that students are progressing at a high level. 3) Prathomsuksa 4 students who learned by using the activity learning on English in Daily Life by using the theory of communicative language teaching approach (CLT) were higher than that they had before at the .05 level of significance. 4) Prathomsuksa 4 students who learned by using the activity learning on English in Daily Life by using the theory of communicative language teaching approach (CLT) had 78.88 of English speaking ability. 5) The students' confidence in using English after learning was at a high level. 6) The students' satisfaction after using the activity learning on English in Daily Life by using the theory of communicative language teaching approach (CLT) was at a high level.

2.4.2 The studies in the global contexts

Desvarni (2017) studied the use of the skit technique to increase students' self-confidence in speaking. This study aimed to know the use of the skit technique to increase students' self-confidence in speaking English. This study aims to know whether the skit technique can increase self-confidence in speaking English. In other words, the skit technique can help to increase self-confidence in speaking English. The design of this research is an experiment. The population of the research is 46 students at the eighth-grade students of one primary school in Indonesia. The sampling technique is random sampling. The result shows that this technique can be implemented to increase students' self-confidence in speaking English.

Derakhshan et al (2015) researched the title helping adult and young learners to communicate in speaking class with confidence. This review aims to represent the implementation of various experiences which would be highly useful for teachers in the process of teaching EFL/ESL. As a result of the significant difference between young and adult learners, teachers' awareness can help them in their careers. It is strongly showed that students' motivation along with a good relationship between students-teacher and students themselves in class can actively support the amount of success for

students by taking part in speaking tasks. Moreover, the tools and methods which a teacher chooses to foster students' oral activities are considerable to great extent.

Doqaruni (2015) conducted action research about increasing English as a Foreign Language (EFL) students' confidence in speaking. Participants involved in this study were 16 male university students. Extra speaking activities were incorporated into the classroom for eight weeks. The technique used to engage students in speaking was an interview. The students' confidence development was gained through qualitative analysis of their reflective journals. The findings of this study suggest that second language teachers should look for ways to increase students' collaboration in the classroom to help them gain confidence in speaking.

Kurniawati (2013) The study was aimed to improve the self-confidence in speaking practice by using role play techniques for the Eight grade students of SMP Muhammadyah 3 Yogyakarta. It tried to find the actual problems in the field and then solve them collaboratively. The results of the study showed that there were some improvements in the students' self-confidence. Related to the teaching-learning process of speaking, it was shown that role play techniques like guided role play and the use of some role cards, cue cards, colorful pictures and other accompanying actions (teaching the students' pronunciation, asking the students to practice role play, asking the students to perform in front of the class, and giving feedback) gave the students a lot of opportunities to be more active. In Cycle I, there was some unsuccessful actions. Meanwhile, in Cycle II, the implementation of role play techniques was successful in improving the students' self-confidence in speaking practice.

Shand (2008) studied the use of drama to reduce anxiety and increasing confidence and motivation towards speaking English. The purposes of this study are to present and analyze a curriculum for drama-based instruction for English language learners, to confirm other studies showing drama to be a successful method of second language instruction in reducing anxiety and increasing confidence and motivation, to reveal the responses of the student participants to the drama-based curriculum, to advocate for

incorporating drama methods in ELL classrooms. The participants were eighteen elementary-age English language learners who participated in the summer school program. The participants' response to the drama curriculum was measured by pretest-posttest, observations, and interviews. Results of the study revealed that drama was successful in reducing the third-grade participants' anxiety and increasing their confidence and motivation towards speaking English. There was evidence of positive benefit of the drama with the sixth and seventh graders, but there was little change in participants' anxiety, confidence, and motivation towards speaking English.

The summary of the previous studies indicated that speaking is an essential skill that is a part of daily life. The students can be successful in learning the language when they have speaking skills. Confidence is one important factor in speaking English. Having confidence in speaking leads students to have a more positive effect on their learning process in communication. Hence, confidence is a qualification that should be promoted. Some researchers suggested the techniques that the students can improve their confidence in speaking is daily practice. The teachers should provide the activities in class which give students' practicing opportunity to speak English. When the students keep practicing, they can gain more confidence to speak. Communicative activities have a strong effect on student's confidence in their speaking. There are various classifications of activities that are typically found in communicative language teaching such as, communicative activities, information-gap activities, task-completion activities, information-gathering activities, opinion-sharing activities, information-transfer activities, reasoning-gap activities, and role play activities. For the last part, the previous studies indicated that communicative language teaching has an effective in improving students' confidence. Using communicative strategy instruction can increase speaking ability and confidence in speaking. Providing the activity that gives the students opportunities to practice speaking is very important especially cooperative learning activity which can contribute friendly atmosphere to learn. Information gathering and role play techniques are communicative language teaching techniques that can promote confidence in speaking and a positive attitude toward learning. To improve students' confidence in English speaking in this study, the integration information gathering and role play techniques will be applied in the classroom.

In the next chapter, outlines the methodology for conducting this research. Methods and issues around methods when gathering the data will be discussed.
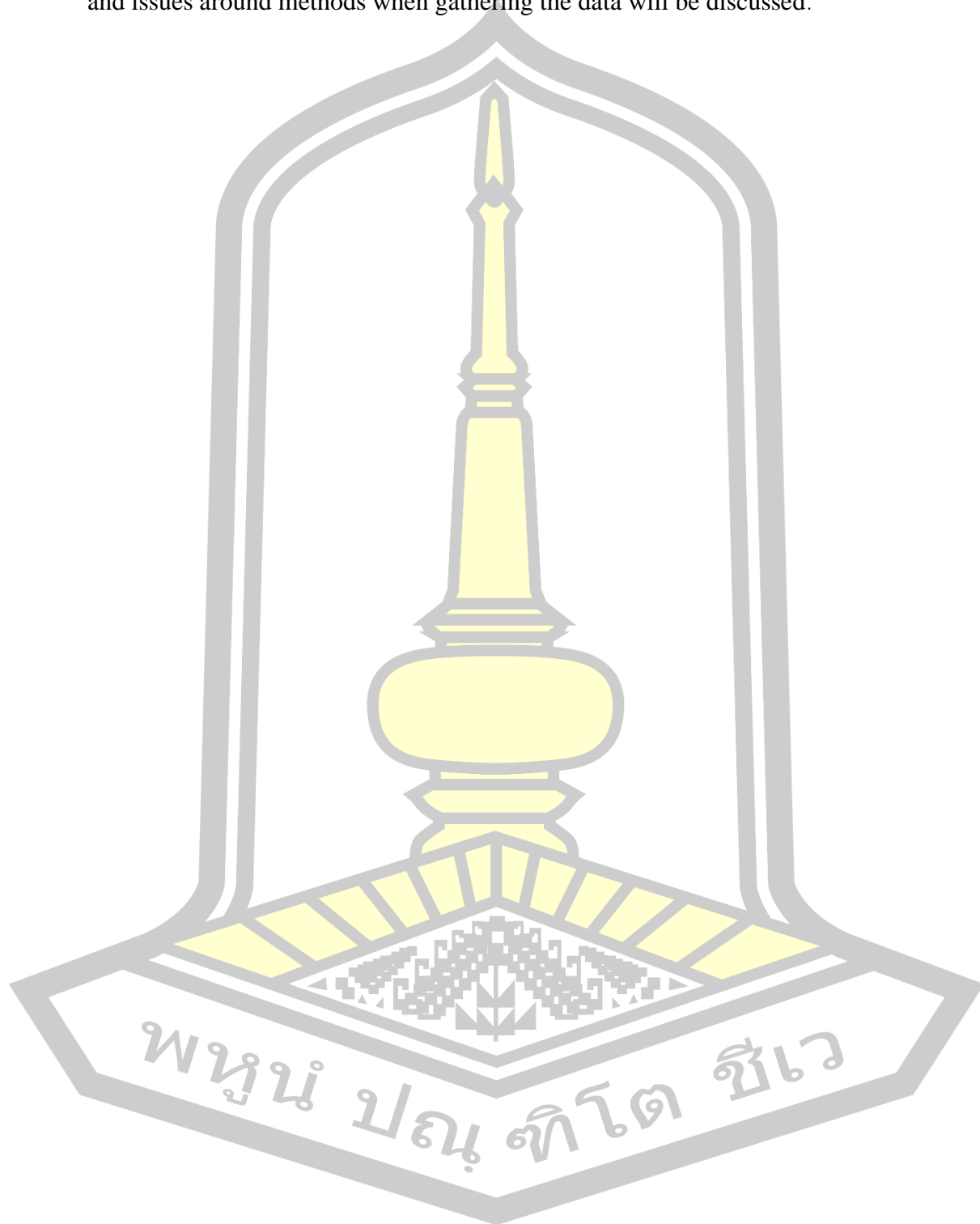
CHAPTER III

RESEARCH METHODOLOGY

This chapter details the procedures regarding integrated CLT techniques to assist EFL learners to improve their confidence in English speaking. It also comprises a research design, population and sample, research instruments, data collection, and data analysis.

3.1 Research Design

This was a quasi-experimental research with one group sample design. The experiment was divided into three steps as follows:
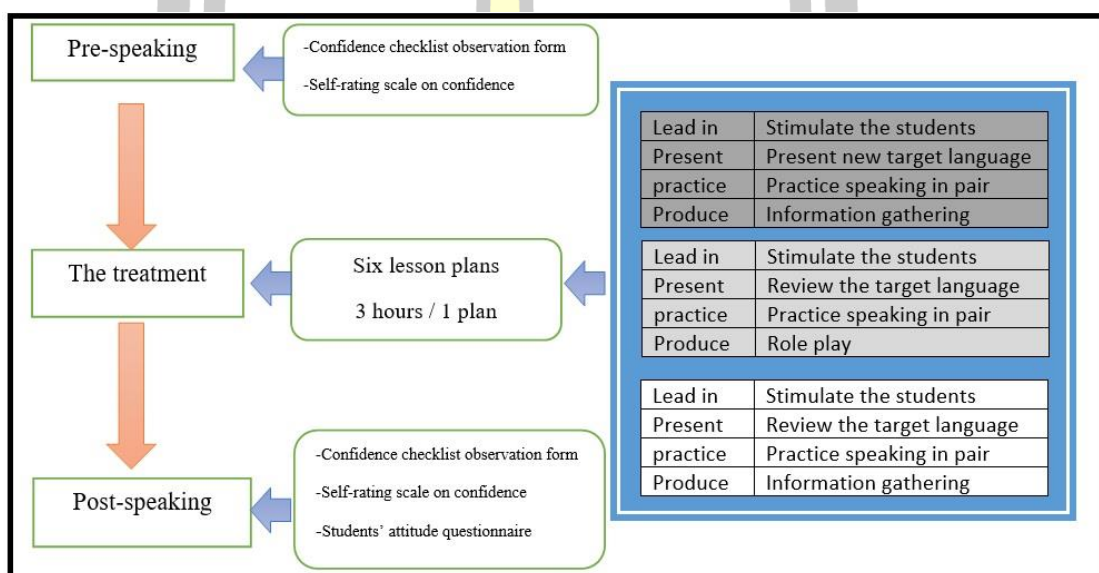
Figure 1: Processing Flow Chart

Figure 1 displays how the experiment was conducted. In the first week, the participants were asked to talk about their personal information as a pre-speaking activity with the video recording. The confidence checklist observation form and the self-rating scale on confidence were applied in this step. Next, was the treatment step which comprised of six lesson plans. There were three hours in each lesson plan which integrated information gathering, and role play techniques. Each hour followed the PPP lesson structure: lead-in, present, practice, and product. Then, the students were interviewed again about their personal information with video recording in the post-speaking step. The confidence checklist observation form and the self-rating scale on confidence were applied again to compare the score with the pre-speaking step. Finally, the students' attitude questionnaires were applied.

3.2 Population and samples

The population in this study was 240 secondary students from three schools in opportunity expansion school from Mahasarakham Primary Educational Service Area Office two. The sample groups were twenty-one ninth-grade students in one opportunity expansion schools from Mahasarakham Primary Educational Service Area Office two which was selected by the convenience sampling technique. The participants were in the English class that the researcher normally taught. The researcher's school was an opportunity expansion school where there was only one class for ninth-grade students, and the researcher found that they had the same characteristics in learning English. Those characteristics were: first they had limited proficiency in English speaking, second, they were shy to interact and use English, and third they did not want to attend an English class. They enrolled in the English class in the first semester of the academic year 2020. This study covered one semester in the academic year 2020 which took five months from July to November.

3.3 Research Instruments

To collect the data, confidence checklist observation form, self-rating scales on confidence, and questionnaire were implemented.

3.3.1 Confidence checklist observation form (See appendix A)

The confidence checklist observation form was adapted from Nelson & Pearson (1982) who showed two big aspects of confidence: body aspects and voice aspects. This instrument was used by two English teachers (Teacher A and Teacher B) who observed each students' confidence through video recording when they had done pre-speaking activity and post-speaking activity. The ways to construct the confidence checklist observation form were as follow steps:

Step 1	Studied the concept and the related
Step 2	Designed the confidence checklist observation

| Step 3 | > | Validated the instruments | > |
| Step 4 | > | Revised the instruments | > |
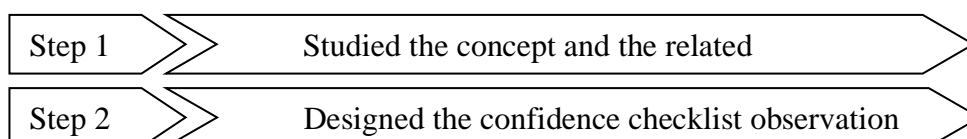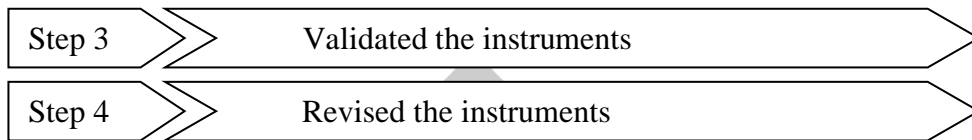
Figure 2: Steps of constructing the confidence checklist observation form

The steps of the development and assessment of the instrument were followed:

Step 1: The researcher studied the concepts and related studies about confidence in speaking.

Step 2: The researcher designed the confidence checklist observation form. According to Nelson& Pearson (1982), there were two big aspects about confidence in speaking items that the researcher focused on body aspects and voice aspects. There were eight items follow the Likert five-rating scale from 5 4 3 2 and 1 which showed a level of quality as follows; very good, good, fair, poor, and very poor, respectively. To be easy in consideration for observers, the researcher organized the confidence criteria levels. These criteria are referenced to the book named Confidence in Public Speaking by Nelson& Pearson (1982) who stated that confidence in speaking could notice from body aspects, such as gestures, facial expressions, movements, eye contact, and from voice aspects, such as pause, volume, fluency. These criteria in each item are based on the degree of confidence related to the level of Likert scales. (See appendix B) The researcher emphasized and observed the students' performance while they were speaking from the video recording focused on fluency more than accuracy in speaking.

Step 3: The experts in the field of English language teaching were invited to check and evaluated instruments. There were some criteria to choose three experts. First, they directly graduated in English or English teaching major. Second, they gained experience in English teaching for more than ten years. Finally, they were professional-level teachers. Then, the experts used content validation to observing all the specific items on the confidence checklist observation form to determine whether the questionnaire addresses the topic overall. This allows the researchers to ensure that every item corresponds to the desired measurement and that everything that should be measured is measured. The Item-Objective Congruence (IOC) was used by the experts to evaluate the items of the confidence checklist observation form based on the score

range from -1 to +1. The items that had scored lower than 0.5 were revised. On the other hand, the items that had scores higher than or equal to 0.5 were reserved.

Step 4: The researcher revised the confidence checklist observation according to the suggestion from the experts.

Table 1: Confidence checklist observation form Item-Objective Congruence (IOC) result

No.	Items	Experts			∑R	IOC
		1	2	3		
1	Gestures: A movement of parts of body; hands, head to express an idea or meaning	1	1	1	3	1
2	Facial Expression: Motions or the feelings expressed on a person's face	1	1	1	3	1
3	Eye Contact: When two people look at each other's eyes at the same time, It defines the act as a meaningful and important sign of confidence, respect, and social communication	1	1	1	3	1
4	Movement Physical behaviors of people while they are speaking such as body posture	1	1	0	2	0.66
5	Pause: The length of the time that they stop while speaking	1	1	1	3	1
6	Volume: The loudness of speaking	1	1	0	2	0.66
7	Pronunciation: The speaker can pronounce the words correctly.	1	0	1	2	0.66
8	Fluency: The smoothness or flow with sounds, syllables, words and phrases are joined together when *speaking* quickly.	1	1	1	3	1

3.3.2 Self-Rating scales on confidence (See appendix C)

Self-rating scales on confidence were adapted from Griffee (1997). The students used this instrument to rate themselves about their confidence in English speaking after pre-speaking activity and post- speaking activity. The steps to construct Self-rating scales on confidence were followed:

Step 1	Studied the concept and the related information
Step 2	Designed the self-rating scale on confidence
Step 3	Checked the instruments by the experts

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┌─────────┐╲╲
│ Step 4  │ ╲╲         Revised the instruments                          ╲
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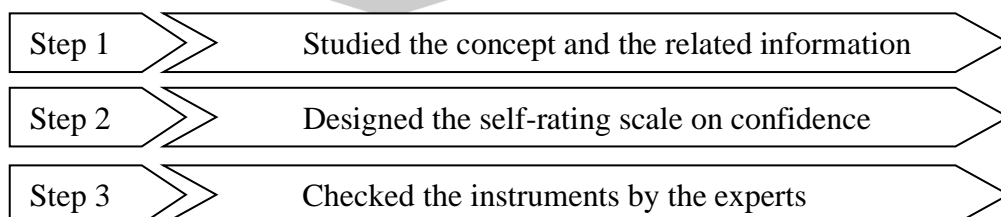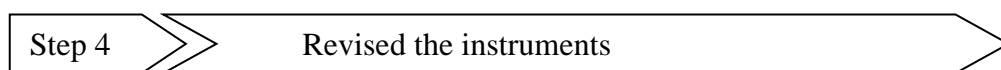
Figure 3: Steps of constructing the self-rating scale on confidence

The steps of the development and assessment of the instrument were followed:

Step 1: The researcher studied the concepts and the related studies about the self-rating scale on confidence.

Step 2: The researcher designed the self-rating scale on confidence. This will be adopted from Griffee (1997). In part one, there were twenty items which were rated by using the Likert five-rating scale from 5 4 3 2 and 1 to show the level of quality as followed; very high, high, moderate, low and very low, respectively. In part two, two opening questions were prepared for students to write their opinion about their confidence in English speaking. The students rated themselves before and after taking six lesson plans. For the writing part, the students wrote their answers in Thai. If some students did not write their answers, the researcher asked them the same questions.

Step 3: The experts validated the content in the self-rating scale on confidence by using The Item-Objective Congruence (IOC). The self-rating scale on confidence was evaluated based on the score range from -1 to +1. The items that had scored lower than 0.5 were revised. On the other hand, the items that had scores higher than or equal to 0.5 were reserved.

Step 4: The self-rating scales on confidence was revised according to the suggestion from the experts.

Table 2: Self-Rating scales on confidence opinion question part Item-Objective Congruence (IOC) result

No.	Items	Experts			∑R	IOC
		1	2	3		

No.	Items	1	2	3	∑R	IOC
1	I use body language when I speak English.	1	1	0	2	0.66
2	I do not feel embarrassed to speak English.	1	0	1	2	0.66
3	I always show facial expression when I speak English.	1	1	1	3	1
4	I do not feel anxious when I speak English.	1	1	1	3	1
5	I have a good body posture while I am speaking.	0	1	1	2	0.66
6	I am confident to be able to express my ideas in English.	1	1	1	3	1
7	I focus on speaking English with confidence more than correct grammatical structures.	1	1	1	3	1
8	I am not nervous when I have to express my ideas in English.	1	1	1	3	1
9	I use eye contact with the interlocutor.	1	1	1	3	1
10	I am not shy when speaking English in front of the class.	1	1	1	3	1
11	I can communicate in English confidently with the teachers.	1	1	0	2	0.66
12	I pause in a short time when I get into trouble while speaking English.	1	0	1	1	0.66
13	I do not have a tremor when I speak English.	1	0	1	1	0.66
14	I always speak English loudly.	1	0	1	2	0.66
15	Even though sometimes I make a mistake when I speak English, I continue speaking.	1	1	1	3	1
16	I am confident to speak English.	1	1	0	1	0.66
17	I can speak fluently.	1	1	1	3	1
18	I have more confidence in speaking than before.	1	1	0	2	0.66
19	I pronounce English words correctly.	1	0	1	1	0.66
20	I feel confident when I speak English with my friends.	1	1	1	3	1

Table 3: Self-Rating scales on confidence open-ended question part Item-Objective Congruence (IOC) result

No.	Items	Experts			∑R	IOC
		1	2	3		

| 1 | How do you feel when you are speaking English? | 1 | 1 | 1 | 3 | 1 |
| 2 | What make you feel more confident to speak English? | 1 | 1 | 1 | 3 | 1 |

3.3.4 Students' Attitude Questionnaire (See appendix D)

The questionnaire was designed to obtain information regarding the participants' opinions about using information gathering and role play techniques. The questions consisted of 10 items, Likert scales with five points rating scale ranging from 'very high' to 'very low'. The participants were asked to rate each item based on their opinion about using information gathering technique and role play technique. The questionnaire was adapted from Sudirman (2013), and Krisanalom (1998)

Table 4: Students' Attitude Questionnaire Item-Objective Congruence (IOC) result

No.	Items	experts			∑R	IOC
		1	2	3		
1	I enjoy speaking activities in class.	1	1	1	3	1
2	My classroom activities encourage me to speak English.	1	1	1	3	1
3	I think using information gathering technique can make me feel more confident when speaking English.	1	1	1	3	1
4	I think role play technique gives me confidence to be able to speak English.	1	1	1	3	1
5	I like practicing speaking English through information gathering technique.	1	1	1	3	1
6	I like practicing speaking English through role play technique.	1	1	1	3	1
7	I think using information gathering technique can decrease my anxiety when speaking English.	1	1	1	3	1
8	I think using role play technique can decrease my anxiety when speaking English.	1	1	1	3	1
9	Both information gathering and role play techniques give me more chance to speak English in class.	1	1	1	3	1
10	I like to practice speaking English with friends more than with a teacher.	0	1	1	1	0.66

3.4 Data Collection

The two kinds of data were collected. Firstly, quantitative data was collected from the confidence checklist observation form, part one of self-rating scales on confidence, and students' opinion questionnaire. Secondly, qualitative data was collected from part two

of self-rating scales on confidence. The procedures of data collection were shown as followed:

1. The students participated in the pre-speaking activity that was personal information interviewing with the teacher. During the interview, the speaking was recorded in the video. The students were acquainted with the video recording one week before the researcher used it to collect the data.

2. The confidence checklist observation form was employed to check the students' confidence from the video recording by the researcher (Teacher A) and one English teacher (Teacher B) from another school to prevent bias from the researcher. Before the observation, teacher B was trained to know about the confidence criteria.

3. Then, the self-rating scale on confidence was used by the students to rate themselves. For the opened-ended part that the students had to write their answer in Thai for two questions. If some students did not write any answers, the researcher used the interview technique with those students by asking the same question as given in the questionnaires.

4. Six lesson plans were applied in the class. Each lesson plan integrated the information gathering and roles play techniques. In addition, giving feedback was used in teaching procedures of CLT.

5. After finishing all six lesson plans, the students participated in the post-speaking activity. The students were interviewed about the personal information which was the same question as to the pre-speaking activity with video recording.

5. The confidence checklist observation form was employed again to check the students' confidence from the video recording by the researcher and one English teacher from another school to notice their confidence improvement.

6. The students also rated themselves again by using the self-rating scale on confidence.

7. The students' attitude questionnaires were used to ask the student's attitude toward the information gathering and the role play techniques.

3.5 Data Analysis

The data were analyzed by using the processes below:

Quantitative data from the confidence observation checklist, the self-rating scale and the students' attitude questionnaire were calculated as a percentage, mean and standard deviation (S.D.)**.** Furthermore, the statistical package for the social sciences was employed to analyze the data.

Content analysis was employed with qualitative data obtained from part two of the self-rating scale on confidence which comprised of two opened-ended questions. This part used the researcher assistant as the interrater who was well trained to help analyzed the data.

3.6 Statistics Used in the Study

Statistics employed in this study were divided into two parts: basic statistic and statistics used in verifying quality of instruments.

Basic statistics

      1. Percentage

      2. Mean or the average

      3. Standard Deviation (S.D.)

Statistics to be used in verifying quality of instruments is as follows.

      Index of Item-Objective Congruence (IOC) was used to assess the objectivity and validity of the confidence observation checklist, the self-rating scale on confidence, and the student' opinion questionnaire.

CHAPTER IV
RESULTS

This chapter reports the effect of the integration of information gathering and role play techniques and students' attitudes toward the use of these two techniques. Two research questions were formed to investigate the effect of the integration of two techniques and students' attitudes: (1) can using the integration of information gathering and role-play techniques improve students' confidence in English speaking skills? And 2) what is the students' attitude toward using the integration of information gathering and role play techniques? To answer the two research questions, the findings were presented on the following topics.

      1) The confidence checklist observation

      2) The students' self-rating scale on confidence

      3) The students' attitude

4.1 Can using the integration of information gathering and role play techniques improve students' confidence in English speaking skills?

This research question determined whether the impact of the integration of information gathering and role play improved students' confidence in English speaking skills. The researcher employed: 1) The confidence checklist observation, and 2) The students' self-rating scale on confidence.

The confidence checklist observation form was employed by two observers using a video recording of both pre-speaking and post-speaking activities. A and B in the table represent the mean scores from observers A and observer B. Then, the mean scores between pre-speaking and post-speaking activities received from the confidence checklist observation form were compared. The mean scores were interpreted by the following ranges: Very poor = 1.00 – 1.50, Poor = 1.51 – 2.50, Fair = 2.51 – 3.50, Good = 3.51 – 4.50, and Very good = 4.51 – 5.00. Table 1 illustrates students' confidence in English speaking skill mean scores in both pre-speaking and post-speaking activities.

Table 5: The confidence mean scores from pre and post speaking activity

Items	Pre-speaking activity				Post-speaking activity				Difference
	A	B	Mean	Result	A	B	Mean	Result	
Gestures	2.52	2.71	2.62	Fair	3.90	3.71	3.80	Good	+1.18
Facial expression	2.81	2.57	2.70	Fair	3.95	3.57	3.76	Good	+1.06
Eye contact	2.00	2.67	2.34	Poor	3.67	3.71	3.69	Good	+1.35
Movement	2.48	2.43	2.46	Poor	3.86	3.67	3.77	Good	+1.31
Pause	2.38	2.48	2.43	Poor	4.00	3.57	3.79	Good	+1.36
Volume	2.81	3.52	3.17	Fair	4.05	3.95	4.00	Good	+0.83
Pronunciation	2.71	2.90	2.80	Fair	3.90	3.71	3.80	Good	+1
Fluency	2.62	2.57	2.60	Fair	4.14	3.43	3.78	Good	+1.18
Total			$\bar{x}$ =2.64	Fair			$\bar{x}$ =3.80	Good	+1.16
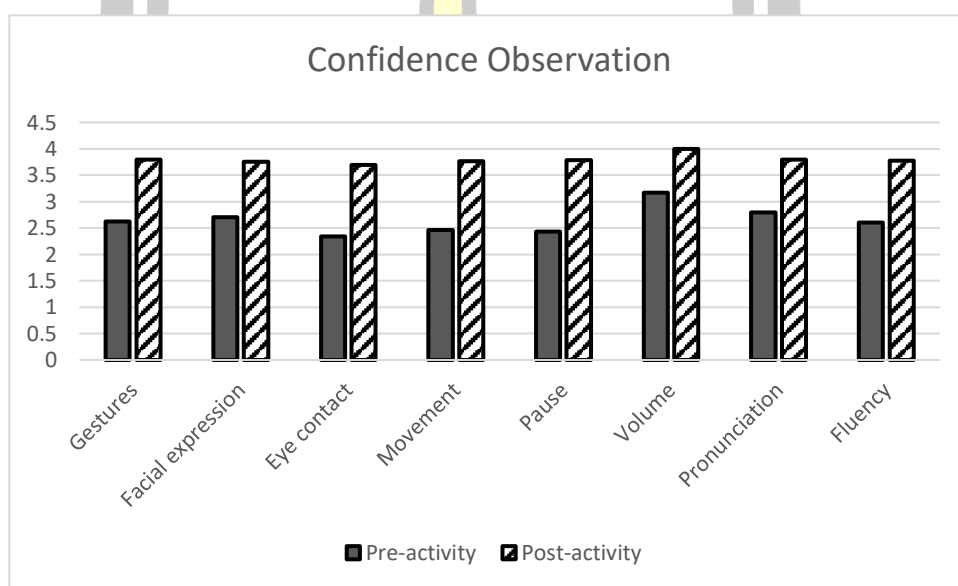
Figure 4: The confidence mean scores

As can be seen in figure 4, the graph of the confidence observation shows that the post-speaking activity's mean scores were higher than the pre-speaking activity's mean scores when we looked at students' speaking performance. Gestures, facial expressions, eye contact, movement, pause, volume, pronunciation, and fluency were noticed when they were speaking.

The students' self-rating scale on confidence was used after they spoke in both pre-speaking activity and post-speaking activity. The students rated themselves in part one and wrote their answers in Thai which was the open-ended question in part two. Then, the mean scores from part one were compared. A mean score was interpreted by the following ranges: Very low = 1.00 – 1.50, Low = 1.51 – 2.50, Moderate = 2.51 – 3.50, High = 3.51 – 4.50, and Very high= 4.51 – 5.00.

Table 6: The students' self-rating on confidence scores from part one

Students	Pre-speaking activity			Post-speaking activity			Difference
	Sum	Mean	Results	Sum	Mean	Results	
S1	35	1.75	low	45	2.25	low	+0.5
S2	47	2.35	Moderate	53	2.65	Moderate	+0.3
S3	56	2.80	Moderate	57	2.85	Moderate	+0.05
S4	57	2.85	Moderate	80	4.00	High	+1.15
S5	52	2.60	Moderate	64	3.20	Moderate	+0.6
S6	44	2.20	low	44	2.20	low	0
S7	68	3.40	Moderate	75	3.75	High	+0.35
S8	40	2.00	low	64	3.20	Moderate	+1.2
S9	58	2.90	Moderate	57	2.85	Moderate	-0.05
S10	45	2.25	low	53	2.65	Moderate	+0.4
S11	61	3.05	Moderate	69	3.45	Moderate	+0.4
S12	44	2.20	low	65	3.25	Moderate	+1.05
S13	65	3.25	Moderate	69	3.45	Moderate	+0.2
S14	38	1.90	low	55	2.75	Moderate	+0.85
S15	52	2.60	Moderate	76	3.80	High	+1.2
S16	47	2.35	low	70	3.50	Moderate	+1.15
S17	50	2.50	low	83	4.15	High	+1.65
S18	35	1.75	low	53	2.65	Moderate	+0.9
S19	57	2.85	Moderate	76	3.80	High	+0.95
S20	64	3.20	Moderate	79	3.95	High	+0.75
S21	60	3.00	Moderate	65	3.25	Moderate	+0.25
Total	51	2.56	Moderate	64	3.22	Moderate	+0.66
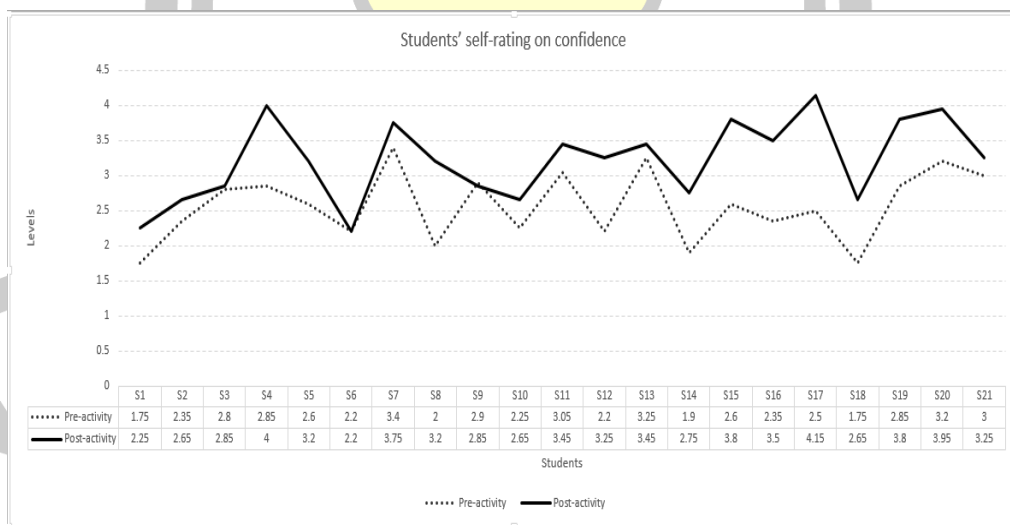
Figure 5: The students' self-rating on confidence scores from part one

As shown in figure 5, the graph of students' self-rating scale on confidence scores indicates that nineteen students or 90 % of students have the post-speaking activity mean scores higher than the pre-speaking activity mean scores. Only 10% of students

have the same scores and lower scores. In table 7, the average mean scores increased from 2.56 to 3.22.

The next part shows the students' answers from the open-ended part which twenty-one students account for 100% in which both pre- speaking activity and post-speaking activity. In the first question, the researcher set the students' answers into two themes. First, the positive feeling theme referred to the students who answered that they did not feel nervous, excited to speak English, and they were happy to practice speaking English. Second, the negative feeling theme referred to the students who answered that they felt nervous, excited, scared to speak English.

Table 7: The students' feeling while speaking English

How do you feel when you speaking English?	Pre-speaking activity		Post-speaking activity	
	Frequency scores	Percent	Frequency scores	Percent
The positive feeling	1	5%	10	48%
The negative feeling	20	95%	11	52%

N=21

From table 7, the students who have positive feelings increase from 5% in Pre-speaking activity to 48% in post-speaking activity. Moreover, the students who have negative feelings decrease from 95% in pre-speaking activity to 11% in post-speaking activity.

In the second question, the researcher also set the students' answers into two themes; practicing speaking theme and the other choices theme. First, practicing the speaking theme referred to the students who answered that they should practice speaking English. Second, the other choice theme referred to the students who answered the different ways to improve their confidence in English speaking, such as studying abroad, being assertive, having a kind teacher, etc.

Table 8: The ways to improve the confidence in speak English

What make you feel more confident to speak English?	Pre-speaking activity		Post-speaking activity	
	Frequency scores	Percent	Frequency scores	Percent

Practicing speaking	11	52%	20	95%
The other choices	10	48%	1	5%

N=21

Table 9 shows the students' ideas to improve their confidence in speaking English. After the implementation, most students 95 % think that practicing speaking English can help to improve their confidence in English speaking which increases from 52% in pre-speaking activity.

From the students' self-rating scale on confidence, we can see that the results from both two parts were consistent. In part one, the students rated themselves which indicated that the average mean scores increased in post-speaking activity. Moreover, form open-ended part two reconfirmed the result because it showed that this activity helped students to have a positive feeling to speak English. The students thought their confidence in speaking was improved because they often practiced speaking.

4.2 What is the students' attitude toward using the integration of information gathering and role play techniques?

This section presents the students' attitude toward using the integration of information gathering and role play techniques. The researcher conducted the students' attitude questionnaire to collect data. Twenty-one students were asked to answer the questionnaire. The questionnaire consists of ten items which are divided into three aspects; the overview of the activity in class, the information gathering activity, and the role play activity. A mean score derived from the students' attitudes was interpreted by the following ranges: Very low = 1.00 – 1.50, Low = 1.51 – 2.50, Moderate = 2.51 – 3.50, High = 3.51 – 4.50, and Very high = 4.51 – 5.00. The summary of the overall mean score is presented in the following table.

Table 9: The mean score of the students' attitudes questionnaire for the instruction

Aspects	Attitudes	Mean	Results	Std. Deviation
1	The overview of the activity in class	3.84	High	.962
2	The information gathering activity	3.81	High	.908

3	The role play activity	3.71	High	.965
Total		3.78	High	.945

N=21

As can be seen in Table 9, the overall mean score of the students' attitudes questionnaire is 3.78, with a standard deviation of 0.945. The result indicates that the students have positive attitudes towards the overview of activity in class which integration the information gathering and role play techniques. The highest mean score is the first aspect; it reveals that the students are satisfied with the overview of the activity in class at a high level (3.84). The following parts present the mean score of the students' attitudes in each aspect. The first aspect shows the students' attitude toward the overview of activity in class which consists of item 1, item 2, item 9, and item 10 in the questionnaire. The mean score is shown in table 10.

Table 10: The students' attitude toward the overview of the activity in class

Item	Attitudes	Mean	Results	Std. Deviation
1	I enjoy speaking activities in class.	3.90	High	.831
2	My classroom activities encourage me to speak English.	3.81	High	.981
9	Both information gathering and role play techniques give me more chance to speak English in class.	3.90	High	1.044
10	I like to practice speaking English with friends more than with teacher.	3.76	High	.995
Total		$\bar{x}$ =3.84	High	.962

N=21

This aspect of the questionnaire asked about the students' attitudes towards the overview of the activity in class. The overall mean score is ($\bar{x}$) 3.84. The highest mean score is item 1 and item 9; it indicates that they enjoy speaking activities in class and both techniques give them more chance to speak English at the highest mean score ($\bar{x}$) 3.90. The activities encourage them to speak English at the mean score ($\bar{x}$) 3.81. They agree that they like to practice speaking English with friends more than with the teacher at the mean score ($\bar{x}$) 3.76. The second aspect shows the students' attitude toward the information gathering technique which consists of item 3, item 5 and item 7 in the questionnaire. The mean score is shown in table 11.

Table 11: The students' attitude toward the information gathering technique

Item	Attitudes	Mean	Results	Std. Deviation
3	I think using information gathering technique can make me feel more confident to speak English.	3.86	High	.854
5	I like practicing speaking English through information gathering technique.	3.76	High	.944
7	I think using information gathering technique can decrease my anxiety to speak English.	3.81	High	.928
Total		$\bar{\text{x}}$ =3.81	High	.908

N=21

The overall mean score of the students' attitudes towards the information gathering technique is ($\bar{\text{x}}$) 3.81. The highest mean score is item 3; it indicates that using the information gathering technique can make them feel more confident to speak English at the highest mean score ($\bar{\text{x}}$) 3.86. Moreover, the information gathering technique can decrease their anxiety to speak English at the mean score ($\bar{\text{x}}$) 3.81. They agree that they like practicing speaking English through information gathering techniques at the mean score ($\bar{\text{x}}$) 3.76. The third aspect of the questionnaire asked about the students' attitudes towards the role play technique which consists of item 4, item 6, and item 8 in the questionnaire. The mean score is shown in table 12.

Table 12: The students' attitude toward the role play technique

Item	Attitudes	Mean	Results	Std. Deviation
4	I think using role play technique can make me feel more confident to speak English.	3.67	High	1.017
6	I like practicing speaking English through role play technique.	3.86	High	1.014
8	I think using role play technique can decrease my anxiety to speak English.	3.62	High	.865
Total		$\bar{\text{x}}$ = 3.71	High	0.965

N=21

The overall mean score of the students' attitude toward the role play technique is ($\bar{\text{x}}$) 3.71. The highest mean score is item 6; it indicates that they like practicing speaking English through role play technique at the highest mean score ($\bar{\text{x}}$) 3.86. Moreover, using role play technique can make them feel more confident to speak English at the mean score ($\bar{\text{x}}$) 3.67. They agree that using role play technique can decrease their anxiety to speak English at the mean score ($\bar{\text{x}}$) 3.62.

4.3 Summary of the chapter

This chapter showed the results of the study according to two research questions. The explanations for each question were as followed: The first question was "Can using the integration of information gathering and role play techniques improve students' confidence in English speaking skills?" and the second was "What is the students' attitude toward using the integration of information gathering and role play techniques?"

In the first question, the results revealed that the students' confidence in English speaking skills improved after receiving the implementation of the integration of information gathering and role play techniques. The mean scores were analyzed to examine the students' improvement which pointed out that the post-speaking activity's mean scores were higher than the pre-speaking activity's mean scores when we looked at students' speaking performance. The results from both two parts of the students' self-rating scale on confidence were consistent. In part one, the students rated themselves which indicated that the average mean scores of post-speaking activity were increased and the open-ended part reconfirmed the result because it showed that this activity created the positive feeling for the students to speak English, and the students thought their confidence in speaking was improved because they often practiced speaking.

In the second question, the students' attitude questionnaire was analyzed to answer this question. According to the obtained data, the students' attitudes toward the integration of information gathering and role play techniques were at a high level. The result revealed that both information gathering and role play techniques give them more chances to speak English in class. It made them feel more confident to speak English, and it also helped decrease their anxiety to speak English. The next chapter presents the discussion of the improvement of the secondary students' confidence in English Speaking skills through integrated CLT techniques.

CHAPTER V

DISCUSSION AND CONCLUSION

This chapter presents a summary of the findings, the discussion of the findings, the conclusion of the study. Then, the pedagogical implication, the limitations of the study, and the recommendations for further studies are discussed.

5.1 Summary of findings

The study aimed to investigate the impact of the integration of information gathering and role play techniques in secondary students' confidence in English speaking skills. The two main purposes of the study were 1) to improve students 'confidence in English speaking skills through integration of information gathering and role play techniques, and 2) to investigate the students' attitude toward using the integration of information gathering and role play techniques. After using three research instruments to collect the data, the result indicated that the students 'confidence in English speaking skills through integration of information gathering and role play techniques is improved in all different levels. Moreover, the students have a positive attitude toward classroom instruction. More details were presented in the next part.

5.2 Discussion

5.2.1 Confidence in English speaking

Confidence in speaking is another important factor found to enhance communication ability. Desvarni (2017) claimed that when the students had self-confidence, they had a more positive effect on their learning process, in communication, and their relationship. Thus, the researcher aspires to improve the students' confidence in English speaking. According to MacIntyre et all (1998), they stated that the confidence in speaking could be referred to their speech and their movement which was natural without anxieties. Moreover, facial expressions, body language, and eye contact were showed. There was good harmony between words, actions, and movements. There are many techniques that the learners can use to speak with more confidence. The students should practice more and more because the more they speak out loud the more confidence increases. Using pair work or group work also helps to encourage quiet students to speak because when they do the activity with other students in pair or group, they get pressure less than speaking in front of the whole class (Harmer, 1998; Will,

2019). Therefore, the integration of information gathering and role play were implemented in this study with the two purposes. The first purpose was to improve the students' confidence and the second purpose was to investigate the students' attitude toward using the integration of information gathering and role play techniques.

The researcher used the confidence checklist observation form to observe the students' confidence when they were speaking with both pre-speaking and post-speaking activities. Two observers observed the students' gestures, facial expressions, eye contact, movement, pause, volume, pronunciation, and fluency. The scores from the observation form showed that the confidence mean scores from post-speaking activity were higher than the confidence mean scores from pre-speaking activity. It increased from 2.64 (fair level) to 3.80 (good level). This referred to the improvement of the confidence in term of body aspect: gestures, facial expressions, eye contact, movement and the voice aspects: pause, volume, pronunciation, and fluency. The students' confidence in English speaking developed continually. The data from teacher's journal also supported that shy students became more confident because the classroom activities gave more chances for the students to speak. Accordingly, it could be concluded that the integration of information gathering and role play techniques had made an impact on students' confidence in English speaking. Furthermore, this result could be supported by the students' self-rating scale on confidence. In part one, the students rated themselves on confidence in English speaking for twenty items. The results showed that nineteen students or 86 % of students had the confidence mean scores from post-speaking activity higher than the confidence mean scores from pre-speaking activity. The average mean scores increased from 2.56 to 3.22. According to the result of the students' self-rating scale on confidence from twenty-one students, the researcher divided the development of confidence in speaking into four groups. Group one and group two were normally developing their confidence in English speaking by the increased mean scores even though some students were still at the same level. On the other hand, two students in group three and group four had a decreased score on self-rating scale on confidence. The effect of the immediate change on instruction caused confusion in learners thus preventing them from learning. They were not acquainted with the new instruction which required them to be more active in using more English in the classroom activities.

5.2.2 Communicative language teaching

Communicative language teaching (CLT) begins with a theory of language as communication. It aims to develop learner's communicative competence. The learners know how to use language for different purposes and functions (Richards 2006). Many types of communicative language teaching activity can be used in the classroom to achieve that goal. This study integrated information gathering and role play activities. The data from the teacher's journal revealed that students felt excited to learn, in particular when the new method of teaching was integrated in classroom. They had stress less than in the beginning and had fun practicing speaking English because they helped each other while speaking by practicing in pairs and groups. Moreover, the classroom had a livelier atmosphere. Doqaruni (2015) also supported the finding above. He found that the students' confidence increases because of incorporating additional speaking activities into the classroom and encouraging them to collaborate with their peers. After the teaching process, the researcher also conducted the questionnaire to collect the students' attitudes. The result indicated that the students have positive attitudes towards the overview of activity in class which integration the information gathering and role play techniques is at high level.

5.2.3 Information gathering technique

The information gathering technique allowed the students to practice the target language in pairs. They joined the activity actively. In this research, a class survey was employed for the information gathering technique. Moss and Ross-Feldman (2003) stated that a class survey was fun and not overly challenging. It was very effective as an ice-breaking activity, especially at the beginning of a course. This supports the results of this study. A high score of the students' attitude toward the use of information gathering technique indicated that students felt more confident in speaking English and relished practicing through information gathering technique. This technique could also help to decrease their anxiety before they started articulating the target language.

5.2.4 Role play technique

The role play technique helped them develop their confidence in both body, and voice aspects. As Holt and Kysilka (2006) indicated that role play was a fun activity and could lead to better learning. Using a student-student interactional pattern, helped EFL

learners to understand the importance of cooperation and to encourage them for learning. Furthermore, Ladousse (2005) also supported this. He stated that role play promoted the interaction in the classroom and increased confidence. It encouraged shy students to interact with other students. Their confidence in English speaking was increased. These were consistent to this research result. The result indicated that the mean score of the students' attitudes towards the role play technique was also at a high level. The students liked practicing speaking English through role play techniques. They thought role play technique could make them felt more confident to speak English. It could decrease their anxiety to speak English too.

The integration of information gathering and role play techniques gave the students opportunities to speak English in class. When students kept practicing speaking English, they could gain more confidence to speak and expressed the confidence in speaking through the body aspect: gestures, facial expressions, eye contact, movement and the voice aspects: pause, volume, pronunciation, and fluency. When the students began to have the confidence to speak English, they enjoy learning and had a positive attitude toward speaking English. It can be concluded that the integration of information gathering and role play techniques had made an impact on students' confidence in English speaking. Moreover, Doqaruni (2015) also supported the conclusion above. He found that the students' confidence increases because of incorporating additional speaking activities into the classroom and encouraging them to collaborate with their peers.

5.3 Conclusion

Confidence in English speaking has significant impact on the students' English language learning. Hence, this current study attempted to improve students 'confidence in English speaking skills and to investigate the students' attitude toward using the integration of information gathering and role play techniques. The participants were ninth-grade students consisted of twenty-one students in the secondary school in an opportunity expansion school. The implementation of the current study took eighteen hours for six topics. The instruction integrated information gathering and role play techniques. A confidence checklist observation form, a self-rating scales on confidence, a teacher journals, and students' attitude questionnaire were employed to collect the

data. The findings from the confidence checklist observation form showed that the post-speaking activity's mean scores were higher than pre-speaking activity's mean scores when we looked at students' speaking expression through the body aspect: gestures, facial expressions, eye contact, movement and the voice aspects: pause, volume, pronunciation, and fluency. Moreover, the results from students' self-rating scale on confidence were consistent. In part one, the students rated themselves which the average mean scores of post-speaking activities increased and the open-ended part showed that this activity helped students to increase their confidence to speak English. The teacher's journals also supported this. It revealed that the students had more confidence to speak English. They had stress less than in the beginning and had fun practicing speaking English. The learning atmosphere became active learning and the classroom had a livelier atmosphere than before. It could be concluded that the implementation of the integration of information gathering and role play techniques could improve students' confidence in English speaking skills. Moreover, the students expressed a positive attitude towards the integration of information gathering and role play techniques at a high level.

5.4 Pedagogical Implications

As mentioned in the background of the study, lacking confidence and lacking the opportunity to practice speaking affects the students' effective communication. Previous research studies suggested that students should be supplied with a communicative learning environment because creating a communicative environment can help to increase students 'speaking performance (Nanthaboot, 2012). Leong and Ahmadi (2017) also advocated that the teacher should provide appropriate instruction and give students opportunities to practice speaking. Furthermore, Songsiri (2007) indicated that students' increased confidence in speaking English was influenced by teaching learning strategies, using authentic materials, and presenting the activity in non-threatening terms. Student center approaches including pair and group work, cooperative learning, giving the opportunity to practice, time to rehearse, and promoting positive attitudes towards language learning also contributed to improve students' confidence. The finding of this study indicated that using the integration of communication language teaching; information gathering and role play techniques can improve the secondary students' confidence in English speaking skills. Both

information gathering and role play techniques give the students more chances to speak English in class. It could make them feel more confident to speak English, and it could decrease their anxiety to speak English when they practiced with friends. Communicative activities should be applied to English speaking classes. Hence, the educators can apply the implementation and the findings of the current study in developing their instruction, which adopts the integration of information gathering and role play techniques into the class in other educational levels. The students will have an opportunity to practice speaking and have courage and confidence in speaking. While the teacher is applying this instruction in class, they should be patient because the shy students need to take time to develop their confidence in speaking. However, there are the limitations of the study, which is discussed in the following section.

5.5 Limitations of the study

Although the findings of the study indicated the positive result of using the integration of information gathering and role play techniques to improve the secondary students' confidence in English speaking skill, and the students expressed positive attitudes towards the implementation, there are some limitations in this study as follows:

1. In this study, there was only one small group of secondary students in an opportunity expansion school in Mahasarakham province. Thus, this study result cannot be generalized to a broader range of secondary students who have a different learning background and context.

2. The techniques used in each lesson did not vary, and the students might not be interested in the same techniques for a long time.

3. The time given for the experiment was only eighteen hours. In each activity had a time limit. So, the students had a short time to practice speaking which could affect their confidence to speak English.

5.6 Recommendations for further studies

The following suggestions may be beneficial to English teachers who are interested in using communicative language teaching activities to improve their students' confidence in English speaking skills.

1. This study only investigated secondary students' confidence in English speaking skills at an opportunity expansion school. There should be a study of students' confidence in English speaking skills at different levels, such as primary level, vocational level, and university level.

2. The researcher may try to integrate the different CLT techniques to improve the students' confidence in English speaking skills. Moreover, the researcher can use the video recording as a tool to improve the students' confidence in English speaking because, from this study, the researcher found that the students loved to see themselves while speaking English through the video recording. They could see their improvement and their weak points from the beginning video and the last video.

3. The time should be expanded to collect the data.
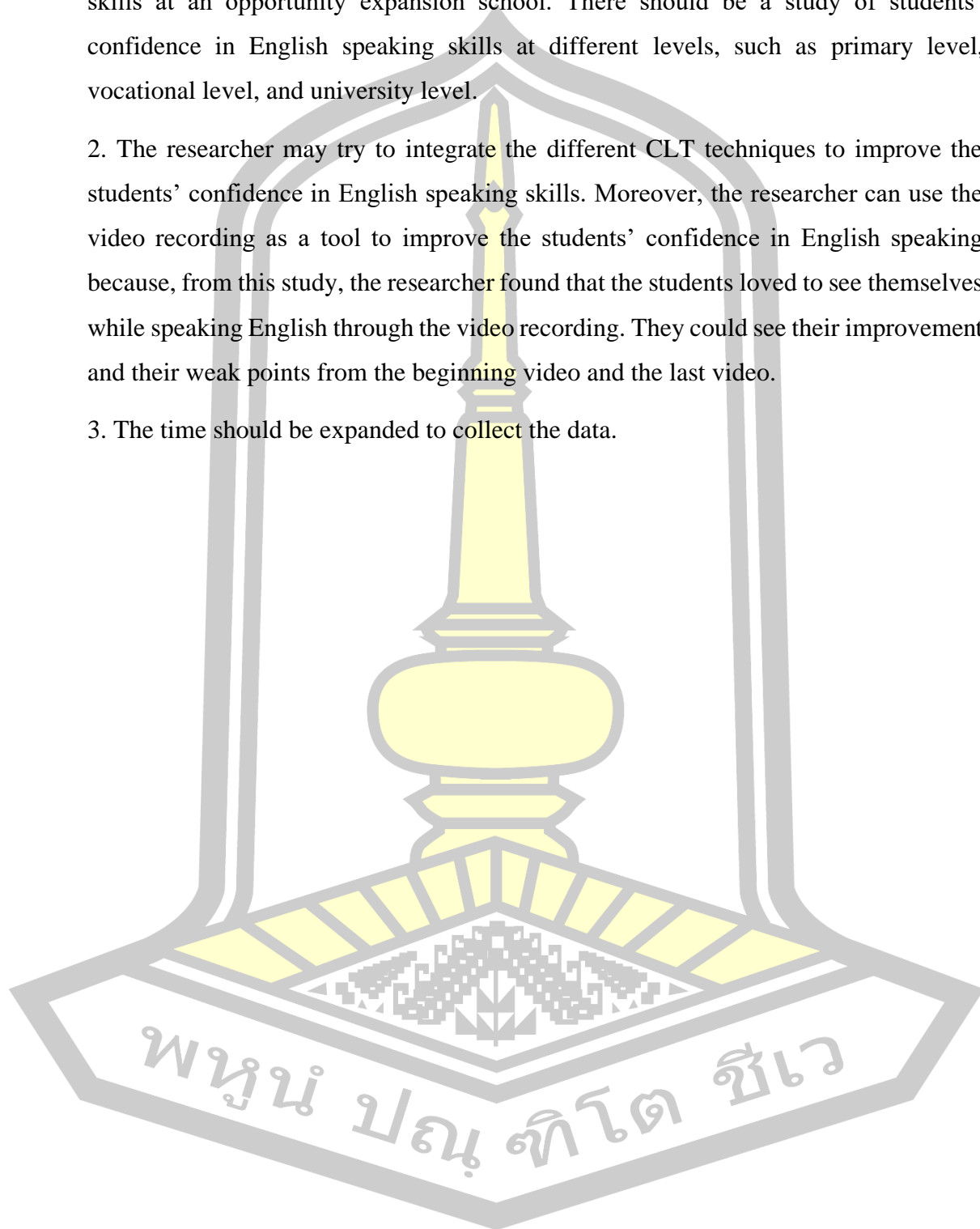
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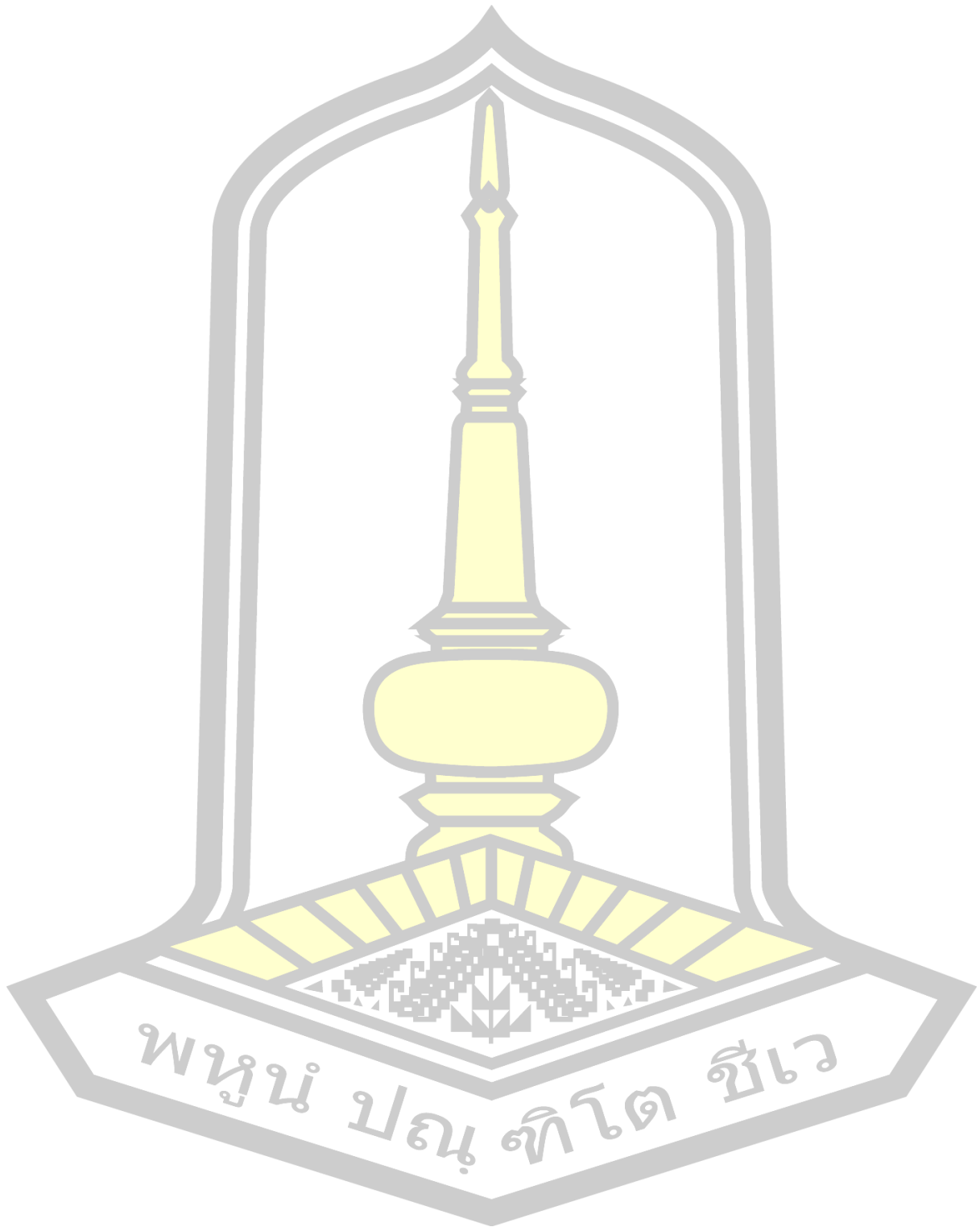
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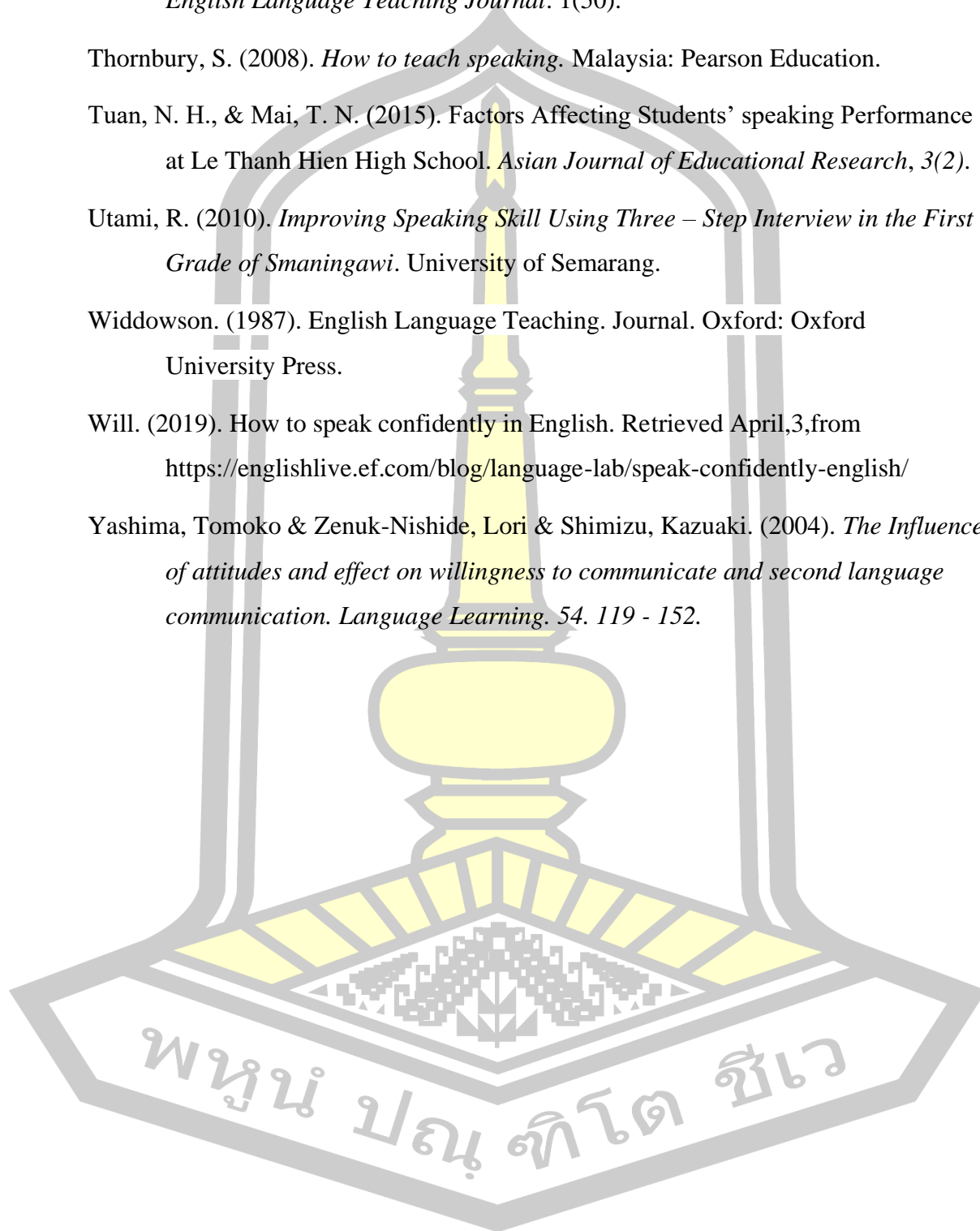
APPENDICES
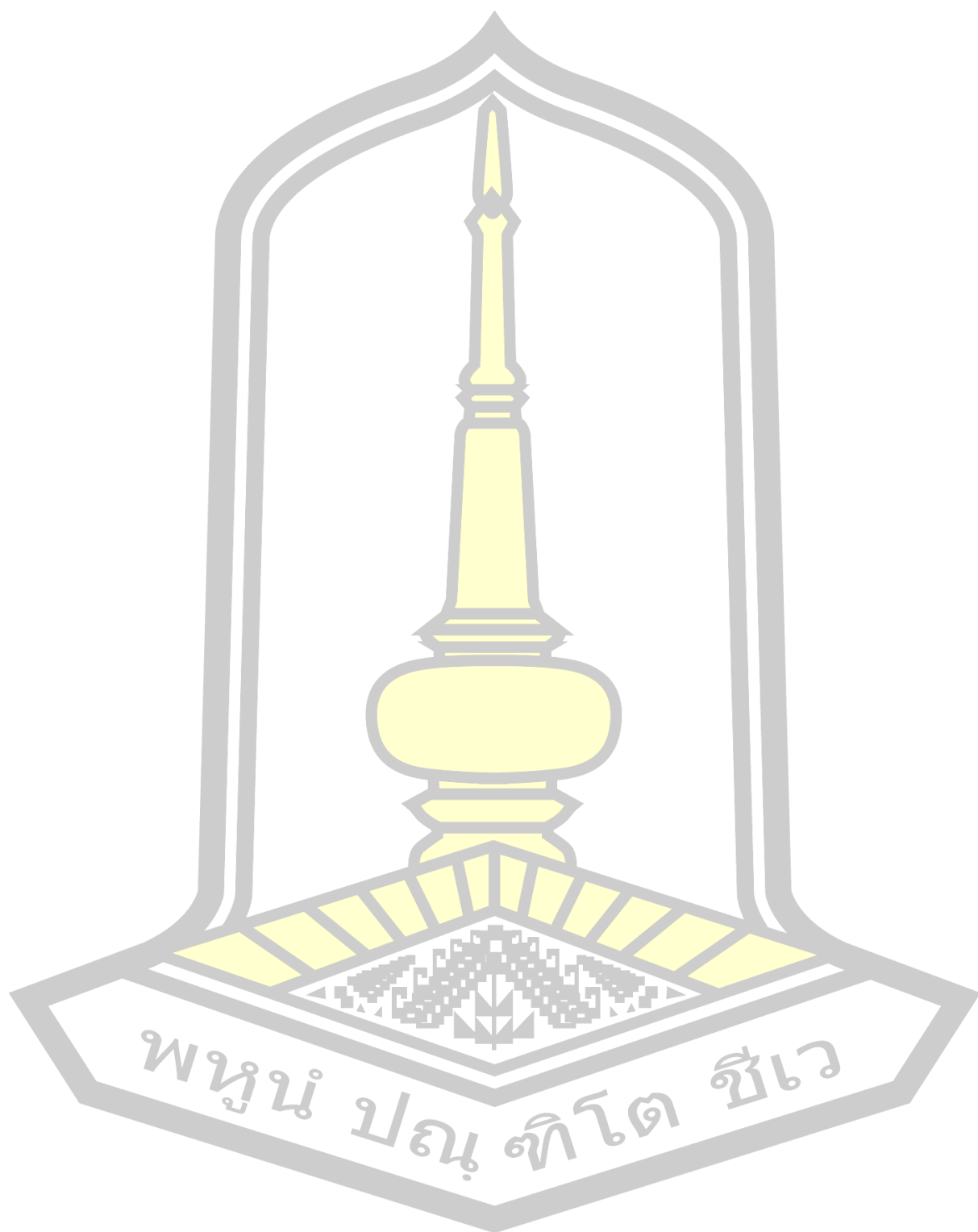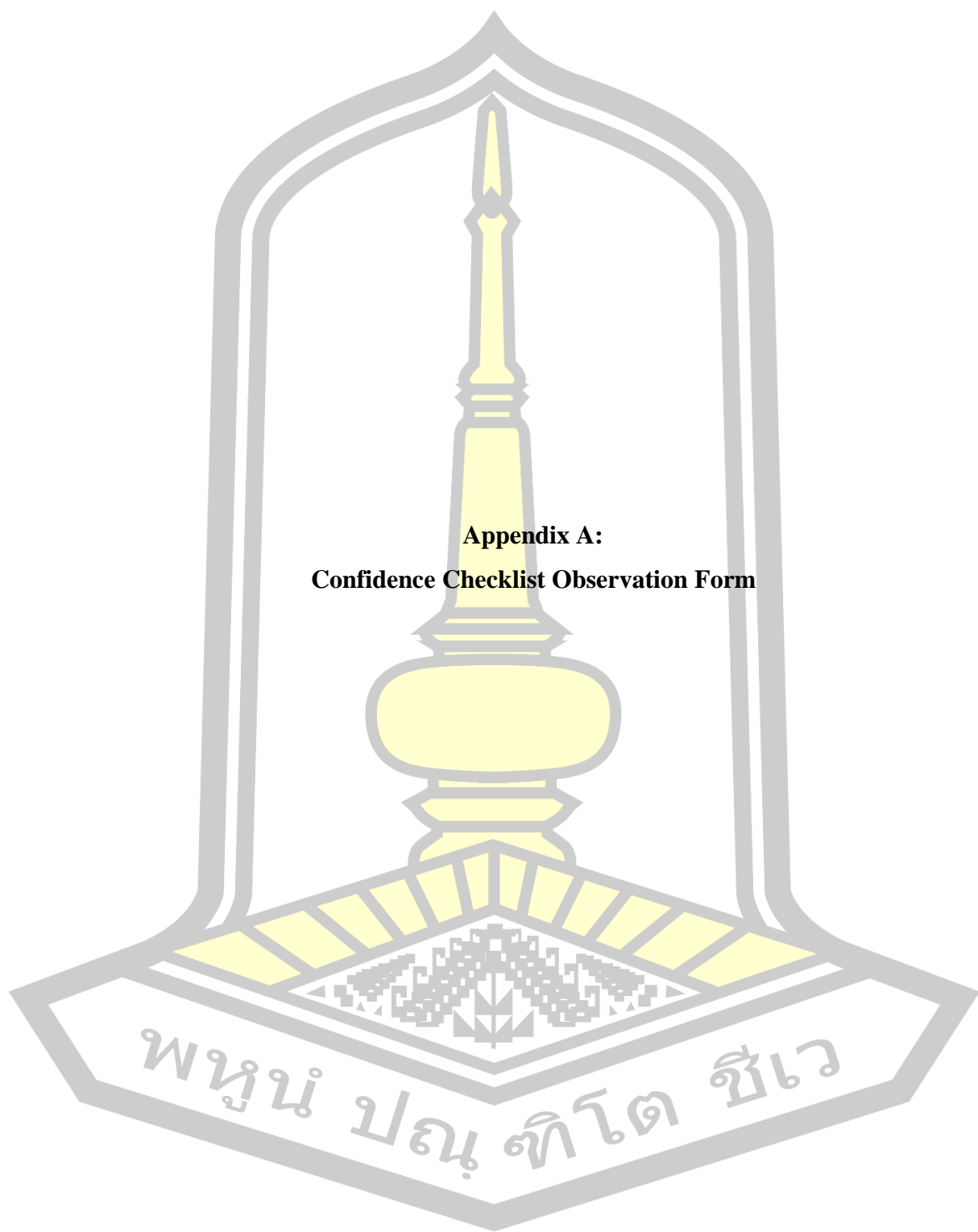
Appendix A:
Confidence Checklist Observation Form

Confidence Checklist Observation Form

Student name: ………………………….Class……………Date………………….

Directions: Put ✓ on the item that you see from the students' performances from video recording according to Likert 5 rating scales

These aspects of performance are from the book "Confidence in Public Speaking" Nelson& Pearson, 1982

Items	Scales				
	Not good at all 1	Poor 2	Neutral 3	Good 4	Excellent 5
1.Body Aspects					
1.1 Gestures A movement of part of the body; hands, head to express an idea or meaning.					
1.2 Facial Expression Motions or the feelings expressed on a person's face					
1.3 Eye Contact When two people look at each other's eyes at the same time, It defines the act as a meaningful and important sign of confidence, respect, and social communication					
1.4 Movement Physical behaviors of people while they are speaking such as body posture					
2.Voice Aspects					
2.1 Pause The length of the time that they stop while speaking					
2.2 Volume The loudness of speaking					
2.3 Pronunciation The speaker can pronounce the words correctly.					
2.4 Fluency The smoothness or flow with sounds, syllables, words and phrases are joined together when speaking quickly.					
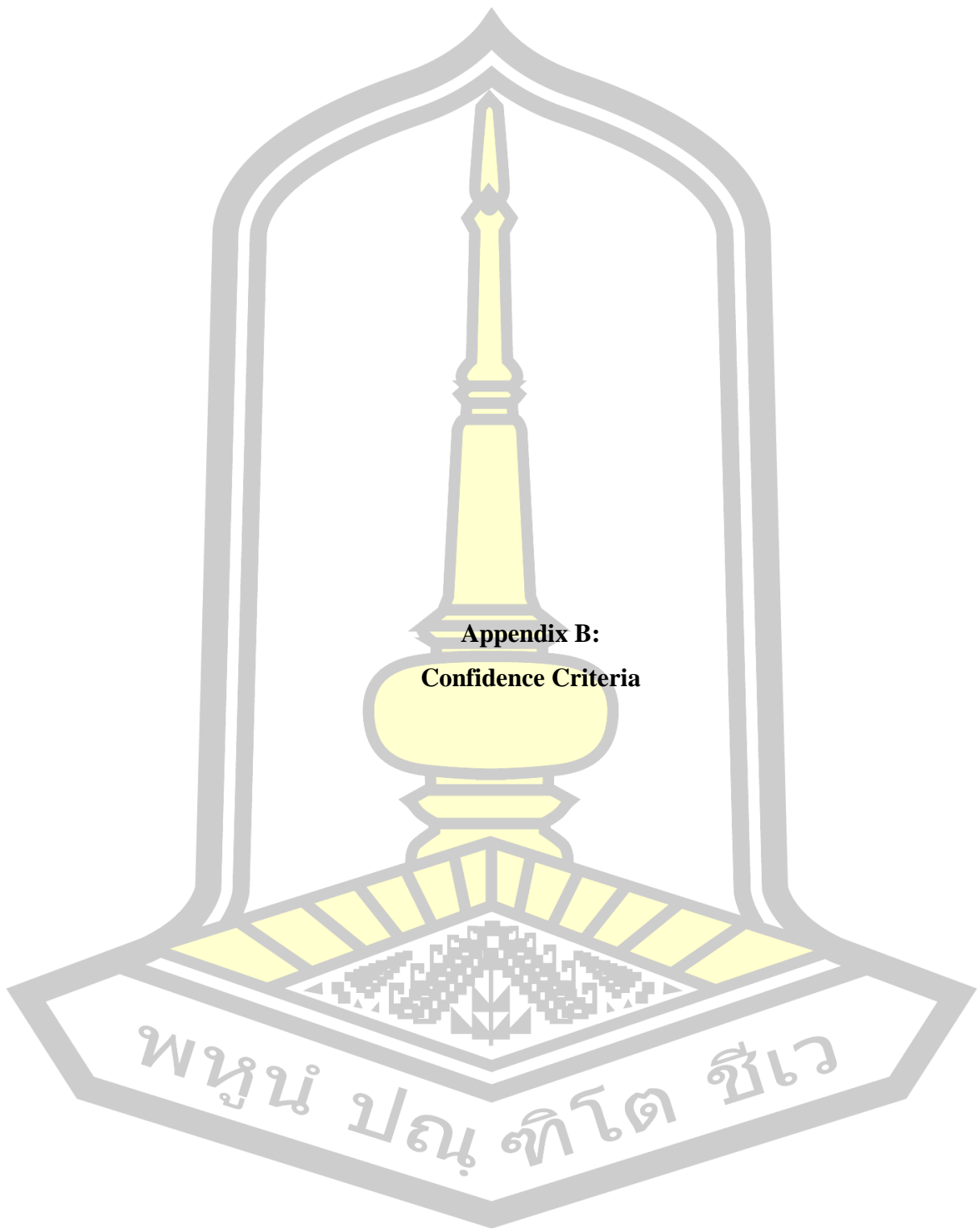
Appendix B:
Confidence Criteria

Confidence Criteria

Explanation: These aspects of performance are from the book "Confidence in Public Speaking" (Nelson& Pearson, 1982) following Likert scales

Items	Scales				
	Not good at all 1	Poor 2	Neutral 3	Good 4	Excellent 5
1.Body Aspects					
1.1 Gestures A movement of part of the body; hands, head to express an idea or meaning.	Freezing and not looking up	Freezing but looking up	Use hands and head movement to express meaning 1 time	Sometimes use hands and head movement to express meaning 2-3 times	Often use hands and head movement to express meaning More than 3 times
1.2 Facial Expression Motions or the feelings expressed on a person's face	Frightened and his/her face look Pale	Frightened and look very nervous	Try to think with a bit nervous	Feel relax and try to covey meaning	Speak with cheerful and smile while trying to convey meaning
1.3 Eye Contact When two people look at each other's eyes at the same time, It defines the act as a meaningful and important sign of confidence, respect, and social communication	Avoiding eye contact at all and looking up and down	Hardly use eye contact with the teacher 1 time	Sometimes use eye contact with the teacher 2-3 times	Often use eye contact with the teacher 4-5 times	Always use eye contact with the teacher all the way
1.4 Movement Physical behaviors of people while they are speaking such as body posture	Freezing with silent and turn face to other side	Hardly shows the body movement 1 time	Sometimes shows the body movement 2-3 times	Often shows the body movement 4-5 times	Always shows the body movement More than 5 times
2.Voice Aspects					
2.1 Pause The length of the time that they stop while speaking	Keep silent all the time	Often stop for 6-5 Seconds	Sometimes stop for 3-4 seconds	Sometimes stop for 1-2 seconds	Hardly stop

Items	Scales				
	Not good at all 1	Poor 2	Neutral 3	Good 4	Excellent 5
2.2 Volume The loudness of speaking	Keep silent	Speak very quietly	Speak quietly	Speak loudly	Speak loudly and clearly
2.3 Pronunciation The speaker can pronounce the words correctly.	Mostly incorrect pronounce	Often incorrect pronounce	Sometimes incorrect pronounce	Mostly pronounce the word clearly and correctly	Pronounce all the word clearly and correctly
2.4 Fluency The smoothness or flow with sounds, syllables, words and phrases are joined together when speaking quickly.	No response	Frequently hesitate while speaking, sound out words or phrase	Speaks with extended pause or hesitations. The speaker has many "rough spots"	Speaks with occasional break in rhythm. The speaker has difficult with specific words	Speak smoothly with some break but self-corrects with difficult words
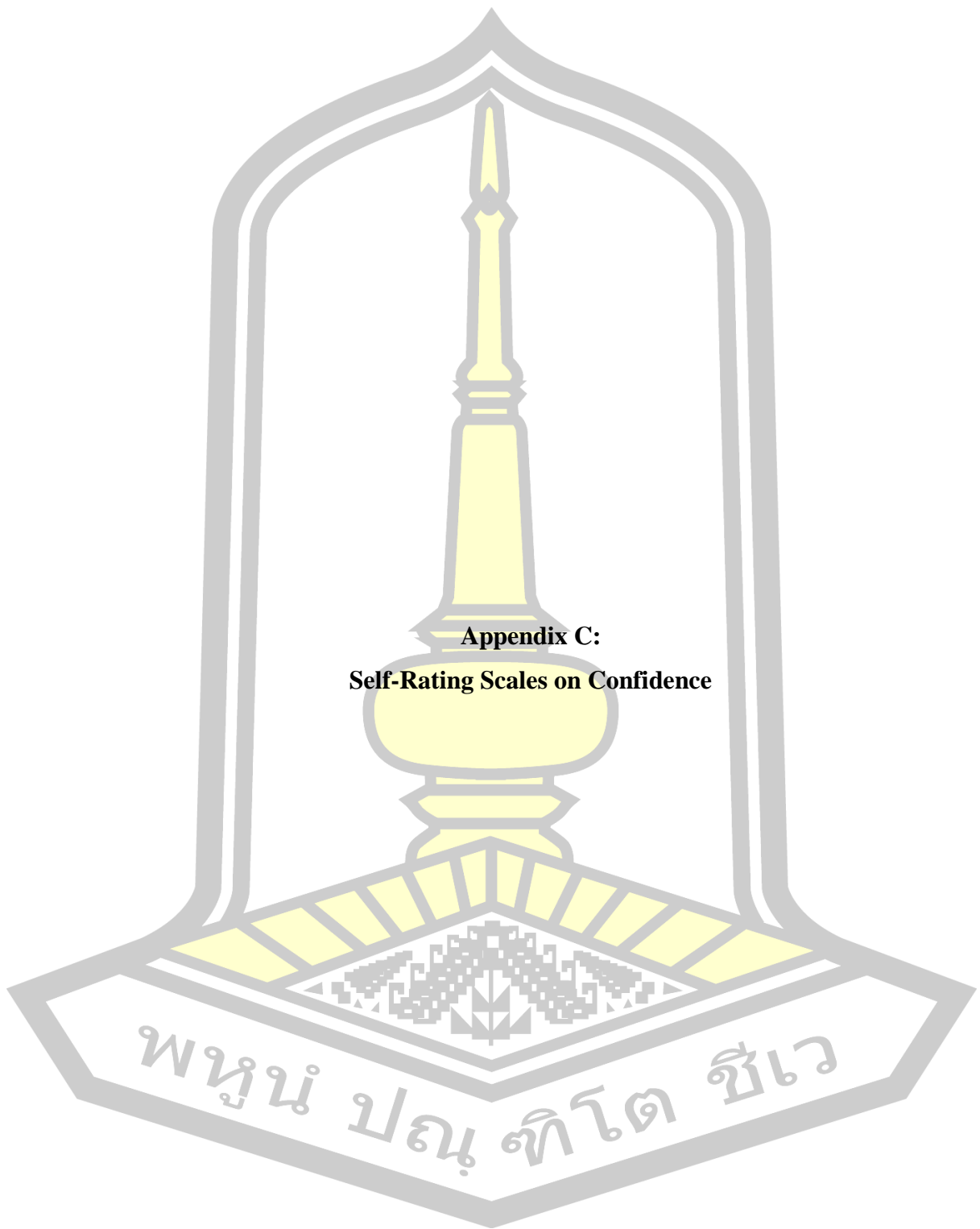
Appendix C:
Self-Rating Scales on Confidence

Self-Rating Scales on Confidence

Name…………………………..Class…….…………Date………………………..

Purpose: To survey students' confidence in English speaking. This form is adapted from

Griffee 1997

Direction:

Part 1 Opinion-Questions: please, mark X on 1,2,3,4 that you think it is the best match with your opinions following Likert 5 Rating scales

5= Strongly agree 4 =Agree   3 = Not sure   2 = Disagree   1 = Strongly disagree

Opinion-Questions

Items	5	4	3	2	1
1. I use body language when I speak English.					
2.I do not feel embarrassed to speak English.					
3.I always show facial expression when I speak English.					
4.I do not feel anxious when I speak English.					
5.I have a good body posture while I am speaking.					
6.I am confident to be able to express my ideas in English.					
7.I focus on speaking English with confidence more than correct grammatical structures.					
8.I am not nervous when I have to express my ideas in English.					
9.I use eye contact with the interlocutor.					
10.I am not shy when speaking English in front of the class.					
11.I can communicate in English confidently with the teachers.					
12.I pause in a short time when I get into trouble while speaking English.					
13.I do not have a tremor when I speak English.					
14.I always speak English loudly.					
15.Even though sometimes I make a mistake when I speak English, I continue speaking.					
16.I am confident to speak English.					
17.I can speak fluently.					
18.I have more confidence in speaking than before.					
19.I pronounce English words correctly.					
20.I feel confident when I speak English with my friends.					

Part 2 Open- ended Questions: please write your opinion

Open-ended Questions

1. How do you feel when you speaking English?

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

2. What make you feel more confidence to speak English?

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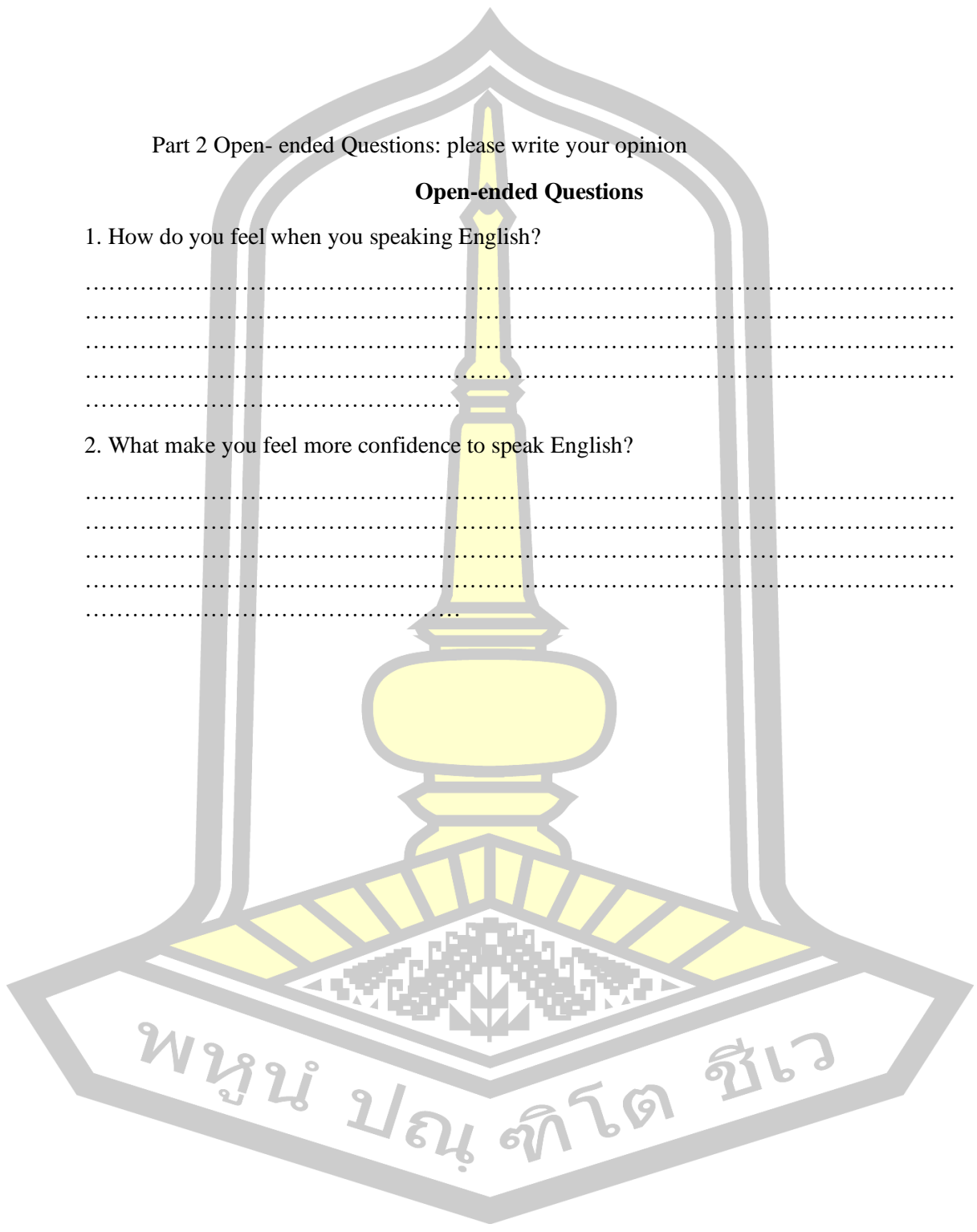
แบบประเมินตนเองด้านความมั่นใจในการพูดภาษาอังกฤษ (ก่อนทดลอง)

ชื่อ…………………………..ชั้น………………

วันที่…………………………………..…………..

จุดประสงค์: เพื่อสำรวจความมั่นใจในการพูดภาษาอังกฤษของนักเรียน ซึ่งแบบประเมินนี้ดัดแปลงมาจาก Griffee 1997

คำชี้แจง: ตอนที่ 1 คำถามความคิดเห็น: กรุณาทำเครื่องหมาย X ลงบนระดับคะแนน 1,2,3,4 ที่ตรงกับความคิดเห็นตนเองที่สุด

5= เห็นด้วยอย่างยิ่ง   4 =เห็นด้วย   3 = ไม่แน่ใจ 2 = ไม่เห็นด้วย   1 = ไม่เห็นด้วยอย่างยิ่ง

คำถามความคิดเห็น

ข้อคำถาม	ระดับ				
	5	4	3	2	1
1. ฉันพยายามสื่อสาร โดยใช้ท่าทางเมื่อต้องพูดภาษาอังกฤษ					
2. ฉันไม่รู้สึกอายเมื่อต้องพูดภาษาอังกฤษ					
3. ฉันแสดงออกทางสีหน้าเสมอเมื่อต้องพูดภาษาอังกฤษ					
4. ฉันรู้สึกกังวลเมื่อต้องพูดภาษาอังกฤษ					
5. ฉันมีท่าทางการยืนที่เหมาะสมขณะพูดภาษาอังกฤษ					
6. ฉันมีความมั่นใจที่จะสื่อสารความคิดเป็นภาษาอังกฤษ					
7. ฉันให้ความสำคัญกับความมั่นใจในการพูดภาษาอังกฤษมากกว่าความถูกต้องตามหลักไวยากรณ์					
8. ฉันไม่รู้สึกกังวลเมื่อต้องสื่อสารเป็นภาษาอังกฤษ					
9. ฉันสบสายตากับคู่สนทนา					
10. ฉันไม่อายที่จะพูดภาษาอังกฤษหน้าชั้นเรียน					
11. ฉันสามารถสื่อสารภาษาอังกฤษกับครูได้อย่างมั่นใจ					
12. ฉันหยุดพูดในเวลาเพียงสั้นๆ เมื่อเจอปัญหาในการพูดภาษาอังกฤษ					
13.ฉันไม่มีอาการตัวสั่นเมื่อพูดภาษาอังกฤษ					
14. ฉันมักพูดภาษาอังกฤษเสียงดังฟังชัด					
15. แม้บางครั้งฉันพูดผิดแต่ฉันก็พยายามที่จะพูดต่อ					
16. ฉันมีความมั่นใจในการพูดภาษาอังกฤษ					
17. ฉันพูดภาษาอังกฤษได้อย่างไม่ติดขัด					
18. ฉันมีความมั่นใจในการพูดภาษาอังกฤษมากกว่าแต่ก่อน					
19. ฉันออกเสียงภาษาอังกฤษได้อย่างถูกต้อง					
20. ฉันมีความมั่นใจในการพูดภาษาอังกฤษเมื่อได้พูดภาษาอังกฤษกับเพื่อน					

ตอนที่ 2 คำถามปลายเปิด: กรุณาตอบคำถามโดยเขียนแสดงความคิดเห็นลงในช่องว่าง

คำถามปลายเปิด

1. คุณรู้สึกอย่างไรเมื่อต้องพูดภาษาอังกฤษ?

……
……
……
…………………………………………

2. อะไรที่จะทำให้คุณรู้สึกมั่นใจในการพูดภาษาอังกฤษมากขึ้น

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Appendix D:
Students' Attitude Questionnaires
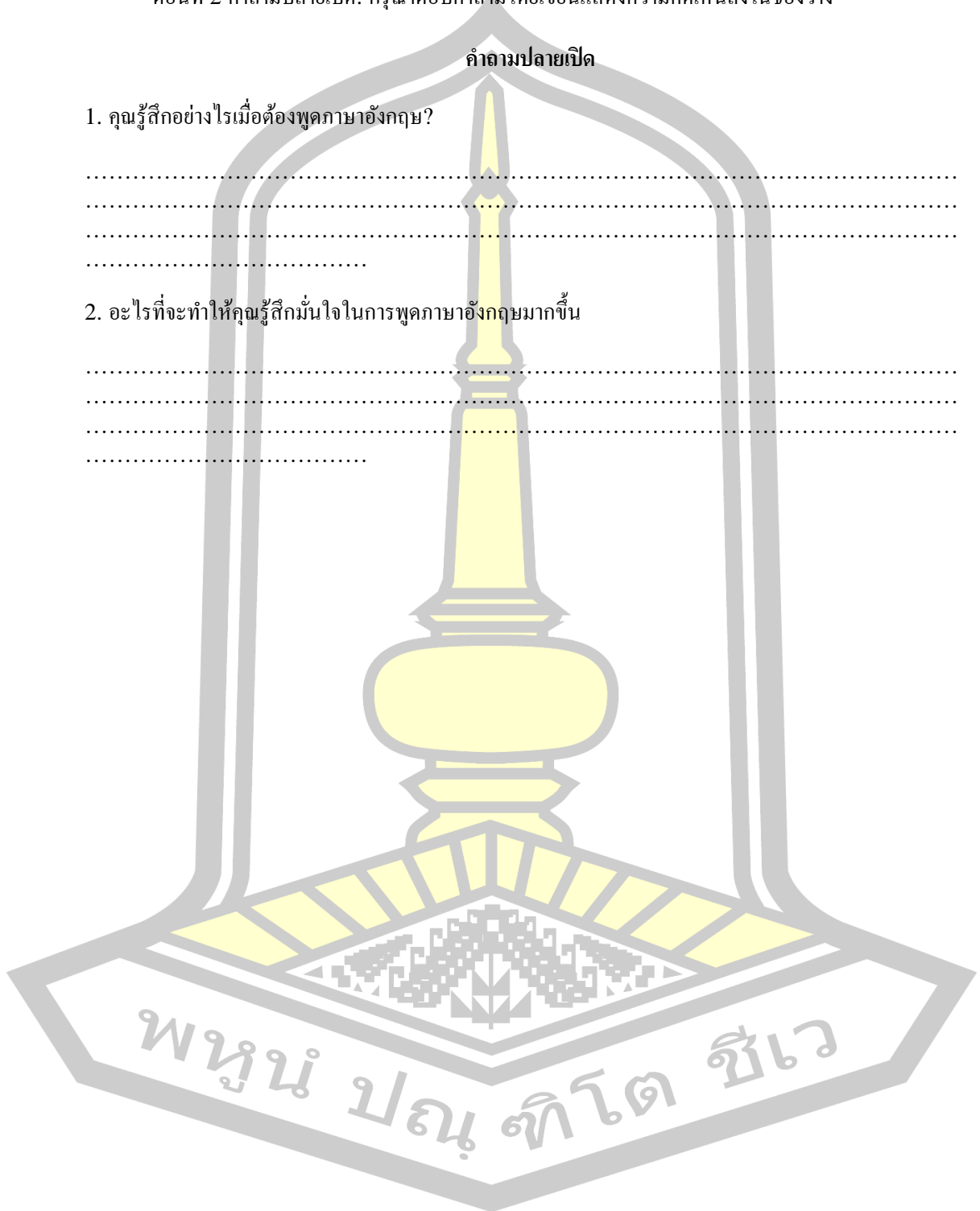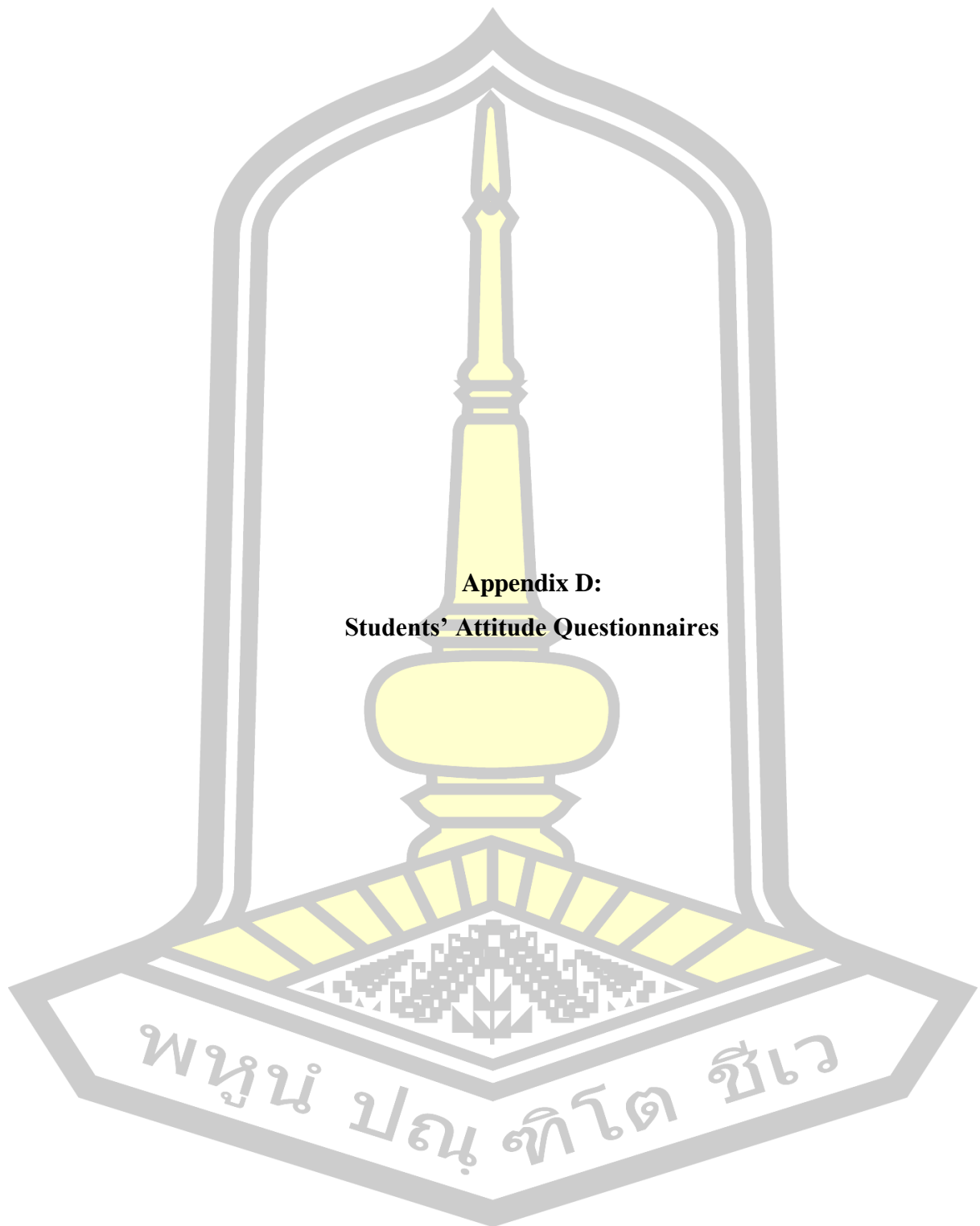
Students' Attitude Questionnaires

Name…………………………..Class………………Date………………………..

Purpose: To survey students' attitude toward using three-step interview and role play techniques in class. This questionnaire is adapted from Krisanalom 1998.

Direction: Please, mark X on 1,2,3,4 that you think it is the best match with your opinions, following Likert 5 Rating scales

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

Items	5	4	3	2	1
1. I enjoy speaking activities in class.					
2. My classroom activities encourage me to speak English.					
3. I think using information gathering technique can make me feel more confident to speak English.					
4. I think using role play technique can make me feel more confident to speak English.					
5. I like practicing speaking English through information gathering technique.					
6. I like practicing speaking English through role play technique.					
7. I think using information gathering technique can decrease my anxiety to speak English.					
8. I think using role play technique can decrease my anxiety to speak English.					
9. Both information gathering and role play techniques give me more chance to speak English in class.					
10. I like to practice speaking English with friends more than with teacher.					

แบบสอบถามเจตคติของนักเรียน

ชื่อ……………………………..ชั้น………………เลขที่………………………..

จุดประสงค์: เพื่อสอบถามเจตคติของนักเรียนต่อรูปแบบการสอนโดยการบูรณาการเทคนิคการรวบรวมข้อมูลและบทบาทสมมุติ แบบสอบถามนี้ดัดแปลงมาจาก Krisanalom 1998.

คำชี้แจง: กรุณาทำเครื่องหมาย X ลงบนระดับคะแนน 1,2,3,4 ที่ตรงกับความคิดเห็นตนเองที่สุด

5= เห็นด้วยอย่างยิ่ง 4 =เห็นด้วย 3 = ไม่แน่ใจ 2 = ไม่เห็นด้วย 1 = ไม่เห็นด้วยอย่างยิ่ง

ข้อคิดเห็น	ระดับ				
	5	4	3	2	1
1.ฉันสนุกกับกิจกรรมฝึกพูดภาษาอังกฤษในชั้นเรียน					
2.กิจกรรมในชั้นเรียนกระตุ้นให้ฉันต้องพูดภาษาอังกฤษ					
3.ฉันคิดว่าการใช้กิจกรรมเทคนิคการรวบรวมข้อมูลสามารถเพิ่มความมั่นใจในการพูดภาษาอังกฤษของฉันได้					
4.ฉันคิดว่าการใช้กิจกรรมเทคนิคบทบาทสมมุติสามารถเพิ่มความมั่นใจในการพูดภาษาอังกฤษของฉันได้					
5.ฉันชอบการฝึกพูดภาษาอังกฤษผ่านกิจกรรมเทคนิคการรวบรวมข้อมูล					
6.ฉันชอบการฝึกพูดภาษาอังกฤษผ่านกิจกรรมเทคนิคบทบาทสมมุติ					
7.ฉันคิดว่าการใช้กิจกรรมเทคนิคการรวบรวมข้อมูลสามารถลดความกังวลในการพูดภาษาอังกฤษได้					
8.ฉันคิดว่าการใช้กิจกรรมเทคนิคบทบาทสมมุติสามารถลดความกังวลในการพูดภาษาอังกฤษได้					
9.ทั้งกิจกรรมเทคนิคการรวบรวมข้อมูลและกิจกรรมเทคนิคบทบาทสมมุติเพิ่มโอกาสให้ฉันได้ฝึกพูดภาษาอังกฤษมากขึ้น					
10.ฉันชอบการฝึกพูดภาษาอังกฤษกับเพื่อนมากกว่าฝึกกับครูผู้สอน					

Appendix E:
Students' answer on self-rating scales open-ended part

ข้อ	Pre-activity answering	Post-activity answering
1.คุณรู้สึกอย่างไรเมื่อต้องพูดภาษาอังกฤษ	A เขินอาย ไม่กล้าพูด กลัวพูดผิด B รู้สึกมีความกังวล C เกร็ง กังวล D ไม่ค่อยมั่นใจในการออกเสียง E ไม่ค่อยรู้สึกอะไรเพราะมีความมั่นใจในตัวเอง F รู้สึกสบายนิดหน่อย G เฉยๆ H กังวลกลัวจะพูดไม่ได้ I ไม่มั่นใจในตัวเอง J ไม่มั่นใจในการพูด K ไม่มั่นใจ L รู้สึกกังวล กลัวพูดติดขัด M กังวล ตื่นเต้น N รู้สึกกลัว กังวล ตื่นเต้น O รู้สึกกังวล ไม่มั่นใจในบางครั้ง P กังวลและไม่มั่นใจในการออกเสียงแต่ละคำ Q ตื่นเต้น สั่น กังวล กลัว R ไม่มั่นใจในการพูด รู้สึกกังวล S ไม่มั่นใจในการออกเสียงสำเนียง T รู้สึกตื่นเต้น ไม่เป็นตัวของตัวเอง U ตื่นเต้นและมีความกังวลใจเล็กน้อย	A เขินอาย กังวล B ธรรมดา ไม่กดดัน พยายามเป็นธรรมชาติ C เขินนิดหน่อย คิดคำพูดไม่ออก D รู้สึกสนุกเมื่อพูดภาษาอังกฤษ E รู้สึกดีใจ F รู้สึกตื่นเต้น G ดีใจที่ได้ฝึกใช้ภาษาที่จำเป็น H เฉยๆ I รู้สึกดีแต่กลัวผิดนิดหน่อย J ธรรมดาไม่กดดัน ทำให้เป็นธรรมชาติ K กังวลบ้างนิดหน่อย L - M รู้สึกตื่นเต้นไม่มั่นใจในการออกเสียง N รู้สึกตื่นเต้นเมื่อทุกครั้งที่ต้องพูดภาษาอังกฤษ O รู้สึกเขินอายเมื่อต้องพูดภาษาอังกฤษ P รู้สึกตื่นเต้น Q รู้สึกตื่นเต้นแต่ก็มีความสุข R รู้สึกกดดันนิดหน่อย S รู้สึกไม่กังวลเหมือนครั้งแรกที่พูด พูดได้อย่างลื่นไหล ไม่มีความกังวลเมื่อต้องพูดหน้าชั้น T รู้สึกเขินอายนิดหน่อยแต่ก็ควบคุมสติได้ U รู้สึกตื่นเต้นนิดหน่อย
2.อะไรทำให้คุณรู้สึกมั่นใจในการพูดภาษาอังกฤษมากขึ้น	A การฝึกจำและการได้ฝึกพูดกับเพื่อน B ความกล้าแสดงออก C การได้ฝึกพูดขณะมีเพื่อนอยู่ด้วย D การไปเรียนต่อต่างประเทศ E เริ่มจากตัวเราเอง F ไม่มีความมั่นใจเท่าไหร่ G เรียนสูง ได้ฝึกพูดกับชาวต่างชาติ H การฝึกสะกดคำ ฝึกพูด I อ่านได้ และรู้ความหมาย J ต้องฝึกพูดให้มากขึ้น K ต้องไปอยู่ต่างประเทศ	A ฝึกพูดกับเพื่อนๆ B การฝึกพูดบ่อยๆ ทำให้เกิดความเคยชิน C มีคนที่รู้จักอยู่ด้วยและฝึกด้วย D เข้าใจการออกเสียงที่ถูกต้อง E การฝึกพูดและการฝึกจำ F ไปศึกษาต่อที่ต่างประเทศ G ฝึกกับชาวต่างชาติ H การฝึกพูดและการฝึกอ่านกล้าพูด I อ่านได้ J การฝึกบ่อยๆทำให้มั่นใจมากขึ้น K พูดบ่อยๆ L -

ข้อ	Pre-activity answering	Post-activity answering
	L ตั้งสติ คิดว่าพูดกับเพื่อนหรือกำลังพูดคนเดียว	M การฝึกสนทนากับครูและเพื่อน
	M สบตากับคู่สนทนา	N การฝึกฝนอยู่คนเดียวหน้ากระจก
	N ครูไม่ทำหน้าดุ	O การฝึกฝนตนเองและเห็นพัฒนาการของตัวเอง
	O การฝึกบ่อยๆ	P ฝึกฝนการพูด
	P การฝึกบ่อยๆ	Q ฝึกพูดบ่อยๆ ทุกวัน
	Q การฝึกบ่อยๆ คุณครูพาฝึกเริ่มจากพูดตาม	R การฝึกพูดบ่อยๆ
	R ต้องฝึกให้มากขึ้น	S การได้ฝึกกับเพื่อนและถามครูทำให้เกิดความมั่นใจมากขึ้น
	S ครูคอยให้คำแนะนำ	T การฝึกฝนการพูดและได้พูดต่อหน้าเพื่อน
	T การฝึกพูดคนเดียวก่อนแล้วค่อยพูดกับคนอื่น	U การฝึกบ่อยๆ และฝึกสนทนากับผู้อื่น
	U การได้ฝึกอ่าน ได้ฝึกท่องกับเพื่อนๆ	
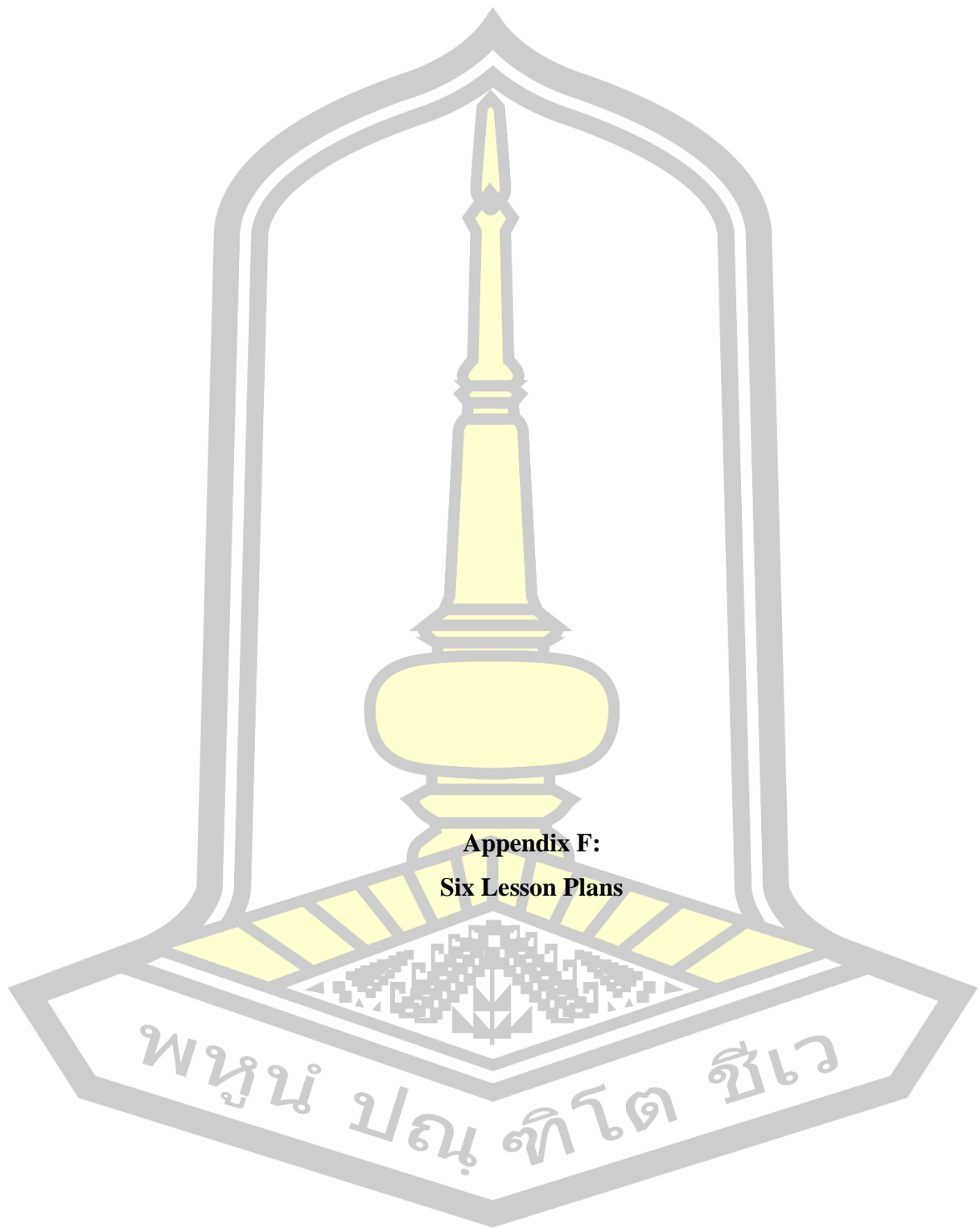
Appendix F:
Six Lesson Plans

Lesson Plan 1

หน่วยการเรียนรู้ที่ 1	New friends	ชั้นมัธยมศึกษาปีที่ 3
หัวเรื่อง	Personal information	เวลา 3 ชั่วโมง

เป้าหมายการเรียนรู้/หลักฐานการเรียนรู้/การวัดผลและประเมินผล

มาตรฐานการเรียนรู้และตัวชี้วัด	สิ่งที่ต้องรู้และปฏิบัติได้	ผลงาน/ชิ้นงาน	การวัดผลและประเมินผล
ต 1.2 ม.3/1 ต 4.1 ม.3/1	สามารถแลกเปลี่ยนข้อมูลส่วนตัวกับเพื่อนได้	แสดงบทบาทสมมติได้อย่างเหมาะสม	นักเรียนสามารถตอบคำถามข้อมูลส่วนตัวและถามเพื่อนได้ร้อยละ 80 ถือว่าผ่าน

ความรู้

โครงสร้างประโยคที่ใช้ถามตอบข้อมูล

- What is your name? My name is……, I am……., You can call me…….
- How old are you? I am……years old.
- Where are you from? I am from………..
- What grade are you in? I am in grade 9, I am in Matthayom 3.
- Where do you study? I study at Banlao school.

ความรู้เพิ่มเติมเกี่ยวกับคำนำหน้านาม

- Mr. ใช้กับผู้ชาย
- Mrs. ใช้กับผู้หญิงที่แต่งงานแล้ว
- Miss ใช้กับผู้หญิงที่ยังไม่แต่งงาน
- Ms. ใช้ได้ทั้งกับผู้หญิงที่แต่งงานแล้ว และยังไม่แต่งงาน

กิจกรรมการเรียนรู้ (ชั่วโมงที่ 1)

แจงจุดประสงค์การเรียนรู้

- ครูบอกนักเรียนว่า ในหน่วยการเรียนรู้นี้นักเรียนจะได้ฟังและอ่านบทสนทนาเกี่ยวกับข้อมูลส่วนตัวของ บุคคล แล้วสามารถบอกรายละเอียดของข้อมูลที่ได้จากการฟังและอ่าน และแสดงบทบาทสมมติได้

1. Lead in

- ครูพูดแนะนำตนเองและบอกข้อมูลส่วนตัวของครูโดยย่อให้นักเรียนฟัง
- ครูให้นักเรียนแนะนำตนเองและบอกข้อมูลส่วนตัวแก่เพื่อนและครู โดยใช้โครงสร้าง ดังนี้

I'm (…..first name + last name….). My favorite subject is English.

ครูพยายามให้นักเรียนพูดและครูไม่แก้ไขข้อผิดพลาดในขณะที่นักเรียนพูด และให้นักเรียนพูดแนะนำตัว จนครบทุกคน

2. Presentation

- ครูอธิบายเพิ่มเติมเกี่ยวกับคำนำหน้านาม โดยเขียนบนกระดาน ดังนี้
  - Mr. ใช้กับผู้ชาย
  - Mrs. ใช้กับผู้หญิงที่แต่งงานแล้ว
  - Miss ใช้กับผู้หญิงที่ยังไม่แต่งงาน
  - Ms. ใช้ได้ทั้งกับผู้หญิงที่แต่งงานแล้ว และยังไม่แต่งงาน
- ครูชี้ไปที่นักเรียน 1 คน แล้วพูดว่า This is (name). และครูให้นักเรียนคนนั้นพูดว่า I'm (name). เสร็จแล้ว นักเรียนคนเดิมชี้ไปที่เพื่อนแล้วพูดเหมือนที่ครูพูด แล้วนักเรียนคนที่เพื่อนชี้ก็พูดแนะนำตนเองเหมือนที่ เพื่อนทำ ครูให้นักเรียนทำกิจกรรมนี้จนครบทุกคน

3. Practice

- ครูเขียนประโยคคำถามให้นักเรียนดูบนกระดานและพานักเรียนฝึกพูดประโยคทีละประโยค โดยครูใช้ คำถาม ดังนี้
  - What is your name?   My name is……, I am…….., You can call me…….
  - How old are you? I am…….years old.
  - Where are you from? I am from…………..
  - What grade are you in? I am in grade 9, I am in Matthayom 3.
  - Where do you study? I study at Banlao school.
- ครูอธิบายความหมายของคำถามให้นักเรียนเข้าใจ ครูให้นักเรียนอาสาสมัครตอบ โดยครูเสนอแนะ แนวความคิดในการตอบคำถามเป็นภาษาอังกฤษ
- ครูเขียนตัวอย่างบทสนทนา แล้วให้นักเรียนอ่านให้ครูฟัง จำนวน 1 ประโยค
- ครูให้นักเรียนจับคู่โดยผลัดกันเป็นคนถามและคนตอบโดยเลือกถามคำถามจากที่ครูได้สอนอย่างน้อย 3 คำถาม ให้นักเรียนได้ฝึกถามตอบ 2 รอบ
- ครูสุ่มถามคำถามนักเรียน

4. Product

- จากนั้นครูพานักเรียนทำกิจกรรม Information gathering โดยครูเลือกคำถามจากบทเรียนมา 1-2 คำถาม จากนั้นให้นักเรียนไปรวบรวมข้อมูลโดยถามเพื่อนในชั้นเรียนให้ได้มากที่สุดในเวลา 15 นาที จากนั้น เมื่อ นักเรียนได้คำตอบให้จับกลุ่ม กลุ่มละ 3 คน เพื่อนำข้อมูลที่ได้มาเล่าให้เพื่อนฟัง และออกแบบการนำเสนอ ข้อมูล ในรูปแบบต่างๆ เช่น ตาราง กราฟ แผนภูมิเป็นต้น เมื่อเสร็จเรียบร้อยให้แต่ละกลุ่มโชว์ผลงานของ ตัวเองพร้อมรายงานข้อมูล
- ครูทบทวนคำถามทั้งหมดกับนักเรียนและสรุปบทเรียน

กิจกรรมการเรียนรู้ (ชั่วโมงที่ 2)

1. Lead in
- ครูเปิดวีดีโอบทสนทนาเกี่ยวกับข้อมูลส่วนตัวให้นักเรียนดู แล้วถามนักเรียนว่าบทสนทนาที่นักเรียนฟัง เกี่ยวกับอะไร โดยใช้คำถาม What is the conversation about? คำตอบจากนักเรียนอาจหลากหลาย

2. Presentation
- ครูทบทวนยกตัวอย่างประโยคคำถามที่ใช้ในการถามข้อมูลส่วนตัว และสอนเพิ่มเติมความรู้ใหม่จากวีดีโอ

3. Practice
- นักเรียนฝึกพูดประโยคถามตอบเป็นคู่

4. Product
- ครูให้นักเรียนจับกลุ่ม กลุ่มละ 3 คน และครูให้นักเรียนทำกิจกรรม Role Play โดยครูกำหนดสถานการณ์ สมมติว่ามีเพื่อนใหม่ย้ายมาจากต่างประเทศแล้วให้นักเรียนทำความรู้จักกับเพื่อนโดยแนะนำตัวเองและ สอบถามข้อมูลจากเพื่อนจากนั้นแนะนำให้เพื่อนใหม่ให้เพื่อนทั้งห้องรู้จัก
- ครูให้เวลานักเรียนแต่ละกลุ่มช่วยกันแต่งบทสนทนาโดยครูคอยเดินให้คำแนะนำรอบๆห้อง
- หลังจากทุกกลุ่มได้บทสนทนาของกลุ่มตัวเองเรียบร้อยแล้ว ครูให้นักเรียนฝึกแสดงบทบาทสมมติ
- นักเรียนแต่ละกลุ่มออกมาแสดงบทบาทสมมติหน้าชั้นและครูให้ Feedback แก่นักเรียนแต่ละกลุ่ม

กิจกรรมการเรียนรู้ (ชั่วโมงที่ 3)

1. Lead in
- ครูเปิดวีดีโอบทสนทนาทำความรู้จักเพื่อนใหม่ให้นักเรียนดูอีกครั้ง

2. Presentation
- ครูทบทวนความรู้เดิมและนำเสนอคำถามจากคลิปวีดีโอ และเขียนลงบนกระดานจากนั้นพานักเรียนฝึกพูด ถามคำถาม

3. Practice
- นักเรียนฝึกพูดถามตอบเป็นคู่

4. Product
- นักเรียนจับกลุ่มเดิม 3 คน จากการแสดงบาบาทสมมุติ จากนั้นให้แต่ละกลุ่มเลือกคำถามจากบทเรียน 1 คำถามไปสำรวจข้อมูลจากอีกสองกลุ่ม ส่วนนักเรียนคนที่เหลืออีก 1 คน รอตอบคำถามจากกลุ่มอื่นที่มา สำรวจ โดยครูได้กำหนดกลุ่มในการออกสำรวจเพื่อให้ทุกกลุ่มได้ถามคำถามและตอบอย่างทั่วถึง ดังนี้ กลุ่มที่ 1 สำรวจกลุ่มที่ 2, 3

กลุ่มที่ 2 สำรวจกลุ่มที่ 3, 4

กลุ่มที่ 3 สำรวจกลุ่มที่ 4, 5

กลุ่มที่ 4 สำรวจกลุ่มที่ 5, 6

กลุ่มที่ 5 สำรวจกลุ่มที่ 6, 7

กลุ่มที่ 6 สำรวจกลุ่มที่ 7, 1

กลุ่มที่ 7 สำรวจกลุ่มที่ 1, 2

- แต่ละกลุ่มนำข้อมูลที่ได้มาพูดคุยในกลุ่ม และออกแบบนำเสนอข้อมูลร่วมกัน

สื่อ/แหล่งเรียนรู้

1. หนังสือเรียน New World

2. https://www.youtube.com/watch?v=k1QsgxaN7ic Introduce new friends

3. https://www.youtube.com/watch?v=cpRA8rjtass Asking and giving personal information

4. https://www.youtube.com/watch?v=FS_MQL-s-Uk Personal information questions

บันทึกผลการจัดการเรียนรู้/ปัญหาหรืออุปสรรค/ ข้อเสนอแนะและแนวทางปรับปรุง

Lesson Plan 2

หน่วยการเรียนรู้ที่ 2 My Daily Routine ชั้นมัธยมศึกษาปีที่ 3

หัวเรื่อง Daily Activities เวลา 3 ชั่วโมง

เป้าหมายการเรียนรู้/หลักฐานการเรียนรู้/การวัดผลและประเมินผล

มาตรฐานการเรียนรู้และตัวชี้วัด	สิ่งที่ต้องรู้และปฏิบัติได้	ผลงาน/ ชิ้นงาน	การวัดผลและประเมินผล
ต. 1.4 ม.3/1 ต. 4.1 ม.3/1	รู้คำศัพท์เกี่ยวกับกิจกรรมต่างๆในชีวิตประจำวันและสามารถถาม-ตอบคำถามเกี่ยวกับชีวิตประจำวันได้บอกความบ่อยในการทำกิจกรรมต่างๆ	ถามตอบคำถามเพื่อนเกี่ยวกับกิจวัตรประจำวันได้และแสดงบทบาทสมมติ	สังเกตการมีส่วนร่วมและการโต้ตอบระหว่างสนทนาประเมินการแสดงบทบาทสมมติและใช้เกณฑ์ผ่านระดับพอใช้

ความรู้

...........เกี่ยวกับกิจวัตรประจำวันและการถามความบ่อย

Do you wake up early in the **morning**?　　Yes, I wake up early in the **morning**.

Do you get up and take a shower?

Do you like to put on makeup?

Do you eat breakfast with your family?

How often do you brush your teeth?

How often do you play football?

คำที่ใช้บอกความบ่อย Adverb of Frequency

%	**Adverbs of frequency**	ความหมาย
100%	always	เสมอ
90%	usually	ปกติ
80%	normally / generally	โดยทั่วไป
70 %	often / frequently	บ่อย ๆ
50%	sometimes	บางครั้ง
30%	occasionally	บางโอกาส
10%	seldom	นาน ๆ ครั้ง
5%	hardly ever / rarely	แทบจะไม่เคยแทบจะไม่/
0%	never	ไม่เคย

กิจกรรมการเรียนรู้ (ชั่งโมงที่ 1)

แจ้งจุดประสงค์การเรียนรู้

- ครูบอกนักเรียนว่า ในหน่วยการเรียนรู้นี้นักเรียนจะได้ฟังและอ่านบทสนทนาเกี่ยวกับกิจวัตรประจำวัน แล้วสามารถบอกรายละเอียดของข้อมูลที่ได้จากการฟังและอ่าน และแสดงบทบาทสมมติได้

1. Lead in

- ครูพูดเล่ากิจวัตรประจำวันของครูโดยย่อให้นักเรียนฟัง
- ครูถามคำถามนักเรียน What do you usually do in everyday?
  ครูพยายามให้นักเรียนพูดและครูไม่แก้ไขข้อผิดพลาดในขณะที่นักเรียนพูด

2. Presentation

- ครูเปิดวิดีโอคำศัพท์เกี่ยวกับกิจวัตรประจำวันให้นักเรียนดู เพื่อให้นักเรียนได้เรียนรู้คำศัพท์และฝึกออกเสียง

- ครูเขียนโครงสร้างประโยคคำถามและคำตอบเกี่ยวกับชีวิตประจำวันให้นักเรียนดูบนกระดานและฝึกออก
  เสียง เช่น

  - What do you do every day? - Do you usually get up early or late?

  - How often do you watch movies? - How do you usually go to school?

  - What do you do before you go to bed?

- ครูนำเสนอบัตรคำ Adverb of frequency และอธิบายความหมายของคำให้นักเรียนเข้าใจ

  ยกตัวอย่างคำถามเกี่ยวกับความบ่อย โดยครูเสนอแนะแนวความคิดในการตอบคำถามเป็นภาษาอังกฤษ

- ครูเขียนตัวอย่างบทสนทนา แล้วให้นักเรียนอ่านให้ครูฟัง

3. Practice

- ครูเขียนประโยคคำถามให้นักเรียนดูบนกระดานและพานักเรียนฝึกพูดประโยคทีละประโยค โดยครูใช้
  คำถาม ดังนี้

  - What do you do every day? - Do you usually get up early or late?

  - How often do you watch movies? - How do you usually go to school?

- ครูอธิบายความหมายของคำถามให้นักเรียนเข้าใจ ครูให้นักเรียนอาสาสมัครตอบ โดยครูเสนอแนะ
  แนวความคิดในการตอบคำถามเป็นภาษาอังกฤษ

- ครูเขียนตัวอย่างบทสนทนา แล้วให้นักเรียนอ่านให้ครูฟัง จำนวน 1 ประโยค

- ครูให้นักเรียนจับคู่โดยผลัดกันเป็นคนถามและคนตอบโดยเลือกถามคำถามจากที่ครูได้สอนอย่างน้อย 3
  คำถาม ให้นักเรียนได้ฝึกถามตอบ 2 รอบ

- ครูสุ่มถามคำถามนักเรียน

4. Product

- จากนั้นครูพานักเรียนทำกิจกรรม Information gathering โดยครูเลือกคำถามจากบทเรียนมา 1-2 คำถาม
  จากนั้นให้นักเรียนไปรวบรวมข้อมูลจากเพื่อนในชั้นเรียนให้ได้มากที่สุดในเวลา 15 นาที จากนั้น เมื่อ
  นักเรียนได้คำตอบให้จับกลุ่ม กลุ่มละ 3 คน เพื่อนำข้อมูลที่ได้มาเล่าให้เพื่อนฟัง และออกแบบการนำเสนอ
  ข้อมูล ในรูปแบบต่างๆ เช่น ตาราง กราฟ แผนภูมิเป็นต้น เมื่อเสร็จเรียบร้อยให้แต่ละกลุ่มโชว์ผลงานของ
  ตัวเองพร้อมรายงานข้อมูล

- ครูทบทวนคำถามทั้งหมดกับนักเรียนและสรุปบทเรียน

กิจกรรมการเรียนรู้ (ชั่วโมงที่ 2)

-ครูเปิดวิดีโอ Talking about daily routine ให้นักเรียนดู

2. Presentation

- ครูดึงคำถามจากบทสนทนาในวิดีโอ และทบทวนยกตัวอย่างประโยคคำถามที่ใช้ในการถามเกี่ยวกับกิจวัตร
  ประจำวัน

3. Practice

- นักเรียนฝึกพูดประโยคถามตอบเป็นคู่

4. Product

- ครูให้นักเรียนจับกลุ่ม กลุ่มละ 3 คน และครูให้นักเรียนทำกิจกรรม Role Play โดยครูกำหนดสถานการณ์สมมติว่าให้นักเรียนไปสัมภาษณ์ซุปเปอร์สตาร์เกี่ยวกับกิจวัตรประจำวันของเขา
- ครูให้เวลานักเรียนแต่ละกลุ่มช่วยกันแต่งบทสนทนาโดยครูคอยเดินให้คำแนะนำรอบๆห้อง
- หลังจากทุกกลุ่มได้บทสนทนาของกลุ่มตัวเองเรียบร้อยแล้ว ครูให้นักเรียนฝึกแสดงบทบาทสมมติ
- นักเรียนแต่ละกลุ่มออกมาแสดงบทบาทสมมติหน้าชั้นและครูให้ Feedback แก่นักเรียนแต่ละกลุ่ม

กิจกรรมการเรียนรู้ (ชั่วโมงที่ 3)

1. **Lead in**
   - ครูเปิดวีดีโอบทสนทนา https://www.youtube.com/watch?v=oBfyR4J2Xj8 Daily Routine Conversation
2. **Presentation**
   - ครูนำเสนอคำถามจากคลิปวิดีโอ และเขียนลงบนกระดานจากนั้นพานักเรียนฝึกพูดถามคำถาม
3. **Practice**
   - นักเรียนฝึกพูดถามตอบเป็นคู่
4. **Product**
   - นักเรียนจับกลุ่มเดิม 3 คน จากการแสดงบาบาทสมมติ จากนั้นให้แต่ละกลุ่มเลือกคำถามจากบทเรียน 1 คำถามไปสำรวจข้อมูลจากอีกสองกลุ่ม ส่วนนักเรียนคนที่เหลืออีก 1 คน รอตอบคำถามจากกลุ่มอื่นที่มาสำรวจ โดยครูได้กำหนดกลุ่มในการออกสำรวจเพื่อให้ทุกกลุ่มได้ถามคำถามและตอบอย่างทั่วถึง ดังนี้
     - กลุ่มที่ 1 สำรวจกลุ่มที่ 2, 3
     - กลุ่มที่ 2 สำรวจกลุ่มที่ 3, 4
     - กลุ่มที่ 3 สำรวจกลุ่มที่ 4, 5
     - กลุ่มที่ 4 สำรวจกลุ่มที่ 5, 6
     - กลุ่มที่ 5 สำรวจกลุ่มที่ 6, 7
     - กลุ่มที่ 6 สำรวจกลุ่มที่ 7, 1
     - กลุ่มที่ 7 สำรวจกลุ่มที่ 1, 2
   - แต่ละกลุ่มนำข้อมูลที่ได้มาพูดคุยในกลุ่ม และออกแบบนำเสนอข้อมูลร่วมกัน

สื่อ/แหล่งเรียนรู้

1. หนังสือเรียน New World 3
2. วีดีโอการสนทนา

https://www.youtube.com/watch?v=qD1pnquN_DM Daily routine activifties

https://www.youtube.com/watch?v=JwGnCIsLOpU Talking about daily routine

https://www.youtube.com/watch?v=oBfyR4J2Xj8 Daily routine coversation

3. คอมพิวเตอร์

บันทึกผลการจัดการเรียนรู้/ปัญหาหรืออุปสรรค/ ข้อเสนอแนะและแนวทางปรับปรุง

Lesson Plan 3

| หน่วยการเรียนรู้ที่ 3 | **Don't worry be happy** | ชั้นมัธยมศึกษาปีที่ 3 |
| หัวเรื่อง | Talking about feeling | เวลา 3 ชั่วโมง |

เป้าหมายการเรียนรู้/หลักฐานการเรียนรู้/การวัดผลและประเมินผล

มาตรฐานการเรียนรู้ และตัวชี้วัด	สิ่งที่ต้องรู้และปฏิบัติได้	ผลงานชิ้นงาน/	การวัดผลและประเมินผล
ต. 1.4 ม.3/1 ต. 4.1 ม.3/1	รู้จักคำที่ใช้บอกอารมณ์ความรู้สึก และสามารถถามและบอกอารมณ์ ความรู้สึกตนเองได้	ถามตอบคำถามเพื่อนเกี่ยวกับ ความรู้สึกได้ และแสดงบทบาทสมมติ	ประเมินการแสดงบทบาทสมมติ โดยใช้แบบประเมินการแสดง บทบาทสมมติ และใช้เกณฑ์ผ่าน ระดับพอใช้

ความรู้

- **คำศัพท์**

    - sleepy (adj.):   ready to go to sleep (ง่วงนอน)
    - tired (adj.):   needing rest (เหนื่อย, อ่อนล้า)
    - bored (adj.):   feeling tired and impatient (เบื่อหน่าย)
    - laugh (v.):   to make the sounds and movements of your face that show you are happy or thinks something is funny (หัวเราะ)
    - funny (adj.):   making you laugh, amusing (น่าขบขัน, ตลก)
    - angry (adj.):   having strong feeling about something that you dislike very much (โกรธ, โมโห)
    - happy (adj.):   feeling or showing pleasure (มีความสุข, อารมณ์ดี)
    - sad (adj.):   unhappy or showing unhappiness (เศร้า, ไม่มีความสุข)

-	lonely (adj.):	unhappy because you have no friend or people to talk to (เหงา, โดดเดี่ยว)
-	frightened (adj.):	afraid, feeling fear (ตกใจ, กลัว)
-	nervous (adj.):	anxious about something or afraid of something (กระวนกระวาย, เป็นประสาท)
-	afraid of (adj.):	feeling fear of frightened (กลัว)

กิจกรรมการเรียนรู้ (ชั่วโมงที่ 1)

แจ้งจุดประสงค์การเรียนรู้

- ครูบอกนักเรียนว่า ในหน่วยการเรียนรู้นี้นักเรียนจะได้ฟังและอ่านบทสนทนาเกี่ยวกับการถามตอบเรื่อง
อารมณ์ความรู้สึก แล้วสามารถบอกรายละเอียดของข้อมูลที่ได้จากการฟังและอ่าน และแสดงบทบาท
สมมติได้

1. **Lead in**
   - ครูเปิดวิดีโอ ชุดคำศัพท์เกี่ยวกับความรู้สึกต่างๆ ให้นักเรียนดู
   - ครูทักทายนักเรียน ถามสารทุกข์สุกดิบ และโยงเข้าสู่คำคุณศัพท์ที่บอกอารมณ์และความรู้สึก พร้อมถาม
สาเหตุที่มาของอารมณ์นั้น ๆ เช่น

   > T: How are you today?
   >
   > S: I am happy.
   >
   > T: Why are you happy?
   >
   > S: Because it's my birthday.

   ครูพยายามให้นักเรียนพูดและครูไม่แก้ไขข้อผิดพลาดในขณะที่นักเรียนพูด

2. **Presentation**
   - ครูนำเสนอคำศัพท์เกี่ยวกับความรู้สึกโดยใช้บัตรคำ เพื่อให้นักเรียนได้เรียนรู้คำศัพท์และฝึกออกเสียง
   - ครูเขียนโครงสร้างประโยคและตัวอย่างการให้คำแนะนำ

     -I have a headache. (Why don't you see a doctor?)
     - I'm bored. (Why don't you hang out with friends?)
     - My new camera doesn't work. (Why don't you check the battery?)
   - ครูให้นักเรียนศึกษากฎการใช้ประโยคคำถามด้วย Why? และการตอบด้วย Because จากกรอบ Grammar ด้านล่าง
     โดยให้นักเรียนอ่านประโยคตัวอย่างคำถามและคำตอบดัง ๆ
   - ครูอธิบายว่าคำถามที่ขึ้นต้นด้วย Why ใช้ถามเพื่อหาเหตุผล และตอบโดยใช้ Because เพื่อบอกเหตุผล
   - ครูอธิบายกฎการใช้ Intensifiers: very, so, a little, a bit ในกรอบ Grammar ครูย้ำว่าคำเหล่านี้ช่วยทำให้
     คำที่ตามมามีน้ำหนักมาก (+) ขึ้นหรือน้อยลง (−)
   - ครูเขียนประโยคบนกระดานให้นักเรียนพูด และตอบว่าประโยคไหนมีการเน้นย้ำมากน้อยกว่ากัน

     - I am <u>very</u> nervous before tests. (+)
     - I am <u>a little</u> nervous before tests.
     - The show was <u>a bit</u> funny.

3. Practice

- ครูเขียนประโยคคำถามให้นักเรียนดูบนกระดานและพานักเรียนฝึกพูดประโยคทีละประโยค โดยครูใช้
คำถาม ดังนี้

  - How are you today?   - Why are you…..?

- ครูอธิบายความหมายของคำถามให้นักเรียนเข้าใจ ครูให้นักเรียนอาสาสมัครตอบ โดยครูเสนอแนะ
แนวความคิดในการตอบคำถามเป็นภาษาอังกฤษ

- ครูเขียนตัวอย่างบทสนทนา แล้วให้นักเรียนอ่านให้ครูฟัง จำนวน 1 ประโยค

- ครูให้นักเรียนจับคู่โดยผลัดกันเป็นคนถามและคนตอบโดยเลือกถามคำถามจากที่ครูได้สอนอย่างน้อย 3
คำถาม ให้นักเรียนได้ฝึกถามตอบ 2 รอบ

- ครูสุ่มถามคำถามนักเรียน

4. Product

- จากนั้นครูพานักเรียนทำกิจกรรม Information gathering โดยครูเลือกคำถามจากบทเรียนมา 1-2 คำถาม
จากนั้นให้นักเรียนไปสำรวจถามเพื่อนในชั้นเรียนให้ได้มากที่สุดในเวลา 15 นาที จากนั้น เมื่อนักเรียนได้
คำตอบให้จับกลุ่ม กลุ่มละ 3 คน เพื่อนำข้อมูลที่ได้มาเล่าให้เพื่อนฟัง และออกแบบการนำเสนอข้อมูล ใน
รูปแบบต่างๆ เช่น ตาราง กราฟ แผนภูมิเป็นต้น เมื่อเสร็จเรียบร้อยให้แต่ละกลุ่มโชว์ผลงานของตัวเอง
พร้อมรายงานข้อมูล

- ครูทบทวนคำถามทั้งหมดกับนักเรียนและสรุปบทเรียน

กิจกรรมการเรียนรู้ (ชั่งโมงที่ 2)

1. Lead in

-ครูเปิดวิดีโอการสนทนาเกี่ยงกับความรู้สึกให้นักเรียนดู

2. Presentation

- ครูดึงคำถามจากบทสนทนาในวิดีโอ   และทบทวนยกตัวอย่างประโยคคำถามที่ใช้ในการถามเกี่ยวกับ
ความรู้สึก

3. Practice

- นักเรียนฝึกพูดประโยคถามตอบเป็นคู่

4. Product

- ครูให้นักเรียนจับกลุ่ม กลุ่มละ 3 คน และครูให้นักเรียนทำกิจกรรม Role Play โดยครูกำหนดสถานการณ์
สมมติว่าให้นักเรียนเห็นเพื่อนกำลังแสดงออกทางสีหน้าแล้วเข้าไปถามความรู้สึกและถามสาเหตุ

- ครูให้เวลานักเรียนแต่ละกลุ่มช่วยกันแต่งบทสนทนาโดยครูคอยเดินให้คำแนะนำรอบๆห้อง

- หลังจากทุกกลุ่มได้บทสนทนาของกลุ่มตัวเองเรียบร้อยแล้ว ครูให้นักเรียนฝึกแสดงบทบาทสมมติ

- นักเรียนแต่ละกลุ่มออกมาแสดงบทบาทสมมติหน้าชั้นและครูให้ Feedback แก่นักเรียนแต่ละกลุ่ม

กิจกรรมการเรียนรู้ (ชั่งโมงที่ 3)

1. **Lead in**
   - ครูเปิดวีดีโอบทสนทนา

2. **Presentation**
   - ครูนำเสนอคำถามจากคลิปวิดีโอ และเขียนลงบนกระดานจากนั้นพานักเรียนฝึกพูดถามคำถาม

3. **Practice**
   - นักเรียนฝึกพูดถามตอบเป็นคู่

4. **Product**
   - นักเรียนจับกลุ่มเดิม 3 คน จากการแสดงบทบาทสมมุติ จากนั้นให้แต่ละกลุ่มเลือกคำถามจากบทเรียน 1 คำถามไปสำรวจข้อมูลจากอีกสองกลุ่ม ส่วนนักเรียนคนที่เหลืออีก 1 คน รอตอบคำถามจากกลุ่มอื่นที่มาสำรวจ โดยครูได้กำหนดกลุ่มในการออกสำรวจเพื่อให้ทุกกลุ่มได้ถามคำถามและตอบอย่างทั่วถึง ดังนี้

     กลุ่มที่ 1 สำรวจกลุ่มที่ 2, 3
     กลุ่มที่ 2 สำรวจกลุ่มที่ 3, 4
     กลุ่มที่ 3 สำรวจกลุ่มที่ 4, 5
     กลุ่มที่ 4 สำรวจกลุ่มที่ 5, 6
     กลุ่มที่ 5 สำรวจกลุ่มที่ 6, 7
     กลุ่มที่ 6 สำรวจกลุ่มที่ 7, 1
     กลุ่มที่ 7 สำรวจกลุ่มที่ 1, 2

   - แต่ละกลุ่มนำข้อมูลที่ได้มาพูดคุยในกลุ่ม และออกแบบนำเสนอข้อมูลร่วมกัน

สื่อ/แหล่งเรียนรู้

1. วีดีโอ
2. คอมพิวเตอร์
3. หนังสือเรียน

บันทึกผลการจัดการเรียนรู้/ปัญหาหรืออุปสรรค/ ข้อเสนอแนะและแนวทางปรับปรุง

Lesson Plan 4

หน่วยการเรียนรู้ที่ 4   Have you ever....?   ชั้นมัธยมศึกษาปีที่ 3

หัวเรื่อง   Experiences   เวลา 3 ชั่วโมง

เป้าหมายการเรียนรู้/หลักฐานการเรียนรู้/การวัดผลและประเมินผล

มาตรฐานการเรียนรู้ และตัวชี้วัด	สิ่งที่ต้องรู้และปฏิบัติได้	ผลงานชิ้นงาน/	การวัดผลและประเมินผล
ต. 1.2 ม 3/1 ต. 4.1 ม.3/1	เรียนรู้คำศัพท์ Outdoor Activities และสามารถเล่าประสบการณ์ของตนเองได้	การแสดงบทบาทสมมติ ในชั้นเรียน	นักเรียนสามารถามและตอบคำถามเกี่ยวกับสิ่งที่เคยทำและ ไม่เคยทำ

ความรู้

คำศัพท์เกี่ยวกับ Outdoor Activities

Riding horse, skydiving, camping, sailing, rock climbing, sightseeing, cycling , and etc.

โครงสร้างของ Present Perfect Tense   ในการเล่าถึงประสบการณ์สิ่งที่เคยทำและไม่เคยทำ

Have you ever been to Bangkok? Yes, I have. / No, I haven't.

I have eaten grasshopper. I haven't eaten snake.

กิจกรรมการเรียนรู้ (ชั่งโมงที่ 1)

แจ้งจุดประสงค์การเรียนรู้

- ครูบอกนักเรียนว่าหน่วยการเรียนรู้นี้มีจุดมุ่งหมายให้นักเรียนฟังบทสนทนาเกี่ยวกับบุคคลพูดเล่าประสบการณ์ของตนเอง อ่านบทอ่านบรรยายประสบการณ์ที่ประทับใจของบุคคล พูดและเขียนบรรยายเกี่ยวกับประสบการณ์ที่ประทับใจหรือไม่เคยลืมของตนเอง

1. **Lead in**
   - ครูให้นักเรียนบอกสถานที่ท่องเที่ยวที่หลายคนชอบไป เช่น a beach, a zoo, a park และครูเขียนบนกระดาน
   - ครูเขียนประโยคคำถามและคำตอบสั้น ๆ บนกระดาน ดังนี้
     Question: Have you ever been to a zoo?
     Answer: Yes, I have. / No, I haven't.
   - ครูใช้โครงสร้างประโยคคำถาม Have you ever been to … ? ตามตัวอย่างบนกระดาน ถามเกี่ยวกับสถานที่ต่าง ๆ ว่านักเรียนเคยไปหรือไม่ และสุ่มนักเรียน 3-4 คน ตอบคำถามสั้น ๆครูพยายามให้นักเรียนพูดและครูไม่แก้ไขข้อผิดพลาดในขณะที่นักเรียนพูด

2. **Presentation**
   - ครูนำเสนอคำศัพท์เกี่ยวกับ Outdoor Activities เพื่อให้นักเรียนได้เรียนรู้คำศัพท์และฝึกออกเสียง
   - ครูเขียนโครงสร้างประโยคและตัวอย่างคำถาม ครูให้นักเรียนดูภาพจากหนังสือเรียน หน้า 50-51 แล้วให้นักเรียนพูดบรรยายเกี่ยวกับภาพ หรือครูอาจถามคำถามเกี่ยวกับภาพ และให้นักเรียนตอบ เช่น Where are the people? What are they doing?

3. **Practice**
   - ครูเขียนประโยคคำถามให้นักเรียนดูบนกระดานและพานักเรียนฝึกพูดประโยคทีละประโยค โดยครูใช้คำถาม ดังนี้

       Where are the people?   What are they doing?

- ครูอธิบายความหมายของคำถามให้นักเรียนเข้าใจ ครูให้นักเรียนอาสาสมัครตอบ โดยครูเสนอแนะ แนวความคิดในการตอบคำถามเป็นภาษาอังกฤษ
- ครูเขียนตัวอย่างบทสนทนา แล้วให้นักเรียนอ่านให้ครูฟัง จำนวน 1 ประโยค
- ครูให้นักเรียนจับคู่โดยผลัดกันเป็นคนถามและคนตอบโดยเลือกถามคำถามจากที่ครูได้สอนอย่างน้อย 3 คำถาม ให้นักเรียนได้ฝึกถามตอบ 2 รอบ
- ครูสุ่มถามคำถามนักเรียน

4. Product

- จากนั้นครูพานักเรียนทำกิจกรรม Information gathering โดยครูเลือกคำถามจากบทเรียนมา 1-2 คำถาม จากนั้นให้นักเรียนไปสำรวจถามเพื่อนในชั้นเรียนให้ได้มากที่สุดในเวลา 15 นาที จากนั้น เมื่อนักเรียนได้ คำตอบให้จับกลุ่ม กลุ่มละ 3 คน เพื่อนำข้อมูลที่ได้มาเล่าให้เพื่อนฟัง และออกแบบการนำเสนอข้อมูล ใน รูปแบบต่างๆ เช่น ตาราง กราฟ แผนภูมิเป็นต้น เมื่อเสร็จเรียบร้อยให้แต่ละกลุ่มโชว์ผลงานของตัวเอง พร้อมรายงานข้อมูล
- ครูทบทวนคำถามทั้งหมดกับนักเรียนและสรุปบทเรียน

กิจกรรมการเรียนรู้ (ชั่งโมงที่ 2)

1. Lead in
- ครูเปิดวิดีโอการสนทนาเกี่ยวกับการเล่าประสบการณ์ให้นักเรียนได้ดู

2. Presentation
- ครูดึงคำถามจากบทสนทนาในวิดีโอและทบทวนยกตัวอย่างประโยคคำถามที่ใช้ในการถามเกี่ยวกับ ประสบการณ์

3. Practice
- นักเรียนฝึกพูดประโยคถามตอบเป็นคู่

4. Product
- ครูให้นักเรียนจับกลุ่ม กลุ่มละ 3 คน และครูให้นักเรียนทำกิจกรรม Role Play โดยครูกำหนดสถานการณ์ สมมติว่าให้นักเรียนเป็นพิธีกรในรายการแล้วสัมภาษณ์ดาราว่าเขาเคยไปทำอะไรบ้าง
- ครูให้เวลานักเรียนแต่ละกลุ่มช่วยกันแต่งบทสนทนาโดยครูคอยเดินให้คำแนะนำรอบๆห้อง
- หลังจากทุกกลุ่มได้บทสนทนาของกลุ่มตัวเองเรียบร้อยแล้ว ครูให้นักเรียนฝึกแสดงบทบาทสมมติ
- นักเรียนแต่ละกลุ่มออกมาแสดงบทบาทสมมติหน้าชั้นและครูให้ Feedback แก่นักเรียนแต่ละกลุ่ม

กิจกรรมการเรียนรู้ (ชั่งโมงที่ 3)

1. Lead in
- ครูเปิดวีดีโอบทสนทนาเกี่ยวกับประสบการณ์อีกครั้ง

2. Presentation

- ครูนำเสนอคำถามจากคลิปวิดีโอ และเขียนลงบนกระดานจากนั้นพานักเรียนฝึกพูดถามคำถาม

3. Practice
- นักเรียนฝึกพูดถามตอบเป็นคู่

4. Product
- นักเรียนจับกลุ่มเดิม 3 คน จากการแสดงบทบาทสมมุติ จากนั้นให้แต่ละกลุ่มเลือกคำถามจากบทเรียน 1 คำถามไปสำรวจข้อมูลจากอีกสองกลุ่ม ส่วนนักเรียนคนที่เหลืออีก 1 คน รอตอบคำถามจากกลุ่มอื่นที่มาสำรวจ โดยครูได้กำหนดกลุ่มในการออกสำรวจเพื่อให้ทุกกลุ่มได้ถามคำถามและตอบอย่างทั่วถึง ดังนี้

กลุ่มที่ 1 สำรวจกลุ่มที่ 2, 3
กลุ่มที่ 2 สำรวจกลุ่มที่ 3, 4
กลุ่มที่ 3 สำรวจกลุ่มที่ 4, 5
กลุ่มที่ 4 สำรวจกลุ่มที่ 5, 6
กลุ่มที่ 5 สำรวจกลุ่มที่ 6, 7
กลุ่มที่ 6 สำรวจกลุ่มที่ 7, 1
กลุ่มที่ 7 สำรวจกลุ่มที่ 1, 2

แต่ละกลุ่มนำข้อมูลที่ได้มาพูดคุยในกลุ่ม และออกแบบนำเสนอข้อมูลร่วมกัน

สื่อ/แหล่งเรียนรู้

1. หนังสือเรียน New World
2. วิดีโอบทสนทนา

บันทึกผลการจัดการเรียนรู้/ปัญหาหรืออุปสรรค/ ข้อเสนอแนะและแนวทางปรับปรุง

Lesson Plan 5

| หน่วยการเรียนรู้ที่ 5 | Let's go shopping | ชั้นมัธยมศึกษาปีที่ 3 |
| หัวเรื่อง | Buying Things | เวลา 3 ชั่วโมง |

เป้าหมายการเรียนรู้/หลักฐานการเรียนรู้/การวัดผลและประเมินผล

มาตรฐานการเรียนรู้ และตัวชี้วัด	สิ่งที่ต้องรู้และปฏิบัติได้	ผลงาน/ชิ้นงาน	การวัดผลและประเมินผล

ต. 1.4 ม 3/1 ต. 4.1 ม 3/1	เรียนรู้คำศัพท์เกี่ยวกับเครื่องแต่ง กาย ขนาด และสี นักเรียนสามารถ บอกสิ่งที่ต้องการและถามราคาใน การการซื้อของได้	แสดงบทบาทสมมติในการการซื้อ ของ	ประเมินการแสดงบทบาทสมมติ โดยใช้แบบประเมินการแสดง บทบาทสมมติ และใช้เกณฑ์ผ่าน ระดับพอใช้

ความรู้

คำศัพท์

- clothes (n.):   things such as dresses and trousers that you wear to cover, protect, or decorate your body (เสื้อผ้า)
- medium (adj.):   being in the middle between an upper and lower amount, size, degree, or value (ขนาดกลาง)
- large (adj.):   big in size or amount (ใหญ่)
- beige (adj.):   pale brown color (สีน้ำตาลอ่อน)
- blouse (n.):   a shirt for women (เสื้อสตรี)
- skirt (n.):   piece of clothing for women and girls that hangs from the waist and does not have legs (กระโปรง)
- pants (n.):   a piece of clothing that covers you from your waist to your feet and has a separate part for each leg (กางเกงขายาว)
- jacket (n.):   a short coat (เสื้อแจ็คเก็ต, เสื้อชั้นนอก)
- scarf (n.):   a piece of cloth that you wear around your neck, head, or shoulders, especially to keep warm (ผ้าพันคอ)
- sweater (n.):   a piece of clothing with long sleeves that is usually made from wool, worn on the upper part of the body (เสื้อที่ถักด้วยขนสัตว์)

กิจกรรมการเรียนรู้ (ชั่วโมงที่ 1)

แจ้งจุดประสงค์การเรียนรู้

- ครูบอกนักเรียนว่าหน่วยการเรียนรู้นี้มีจุดมุ่งหมายเรียนรู้เกี่ยวกับเครื่องแต่งกายโดยผ่านการฝึกทักษะการฟัง ประโยคเกี่ยวกับเครื่องแต่งกาย พูดถามราคา สีขนาด   ชนิดของเครื่องแต่งกาย การอ่านบทสนทนาเกี่ยวกับ การสอบถามราคาเสื้อผ้า

1. Lead in

- ครูให้นักเรียนช่วยกันบอกคำศัพท์เครื่องแต่งกายที่นักเรียนรู้จักเป็นภาษาอังกฤษ ครูเขียนคำศัพท์ที่นักเรียน บอกบนกระดาน ครูโชว์บัตรคำเกี่ยวกับเครื่องแต่งกายและให้นักเรียนตอบว่าคืออะไร

2. Presentation

- ครูนำเสนอคำศัพท์เกี่ยวกับเครื่องแต่งกายเพื่อให้นักเรียนได้เรียนรู้คำศัพท์และฝึกออกเสียง

- ครูถามนักเรียนว่า What are these? และ What color are they? They are socks. และ They are white. ครูเขียนคำถามและคำตอบบนกระดาน What are you wearing? I am wearing a uniform.

- ครูถามนักเรียนว่า What is this? และ What color is it? ซึ่งนักเรียนน่าจะตอบว่า That is a shirt. และ It is green. ครูเปลี่ยนรูปภาพและถามคำถามไปเรื่องๆ จนครบทุกภาพ

3. Practice

- ครูเขียนประโยคคำถามให้นักเรียนดูบนกระดานและพานักเรียนฝึกพูดประโยคทีละประโยค โดยครูใช้คำถาม ดังนี้

What are these? , What color is it? , What color are they? , What are you wearing?

- ครูอธิบายความหมายของคำถามให้นักเรียนเข้าใจ ครูให้นักเรียนอาสาสมัครตอบ โดยครูเสนอแนะแนวความคิดในการตอบคำถามเป็นภาษาอังกฤษ

- ครูเขียนตัวอย่างบทสนทนา แล้วให้นักเรียนอ่านให้ครูฟัง จำนวน 1 ประโยค

- ครูให้นักเรียนจับคู่โดยผลัดกันเป็นคนถามและคนตอบโดยเลือกถามคำถามจากที่ครูได้สอนอย่างน้อย 3 คำถาม ให้นักเรียนได้ฝึกถามตอบ 2 รอบ

- ครูสุ่มถามคำถามนักเรียน

4. Product

- จากนั้นครูพานักเรียนทำกิจกรรม Information gathering โดยครูเลือกคำถามจากบทเรียนมา 1-2 คำถาม จากนั้นให้นักเรียนไปสำรวจถามเพื่อนในชั้นเรียนให้ได้มากที่สุดในเวลา 15 นาที จากนั้น เมื่อนักเรียนได้คำตอบให้จับกลุ่ม กลุ่มละ 3 คน เพื่อนำข้อมูลที่ได้มาเล่าให้เพื่อนฟัง และออกแบบการนำเสนอข้อมูล ในรูปแบบต่างๆ เช่น ตาราง กราฟ แผนภูมิเป็นต้น เมื่อเสร็จเรียบร้อยให้แต่ละกลุ่มโชว์ผลงานของตัวเอง พร้อมรายงานข้อมูล

- ครูทบทวนคำถามทั้งหมดกับนักเรียนและสรุปบทเรียน

กิจกรรมการเรียนรู้ (ชั่วโมงที่ 2)

- ครูเปิดวิดีโอการสนทนาเกี่ยวกับการซื้อเสื้อผ้าให้นักเรียนดู

2. Presentation

- ครูดึงคำถามจากบทสนทนาในวิดีโอและทบทวนยกตัวอย่างประโยคคำถามที่ใช้ในการซื้อขายเสื้อผ้า

3. Practice

- นักเรียนฝึกพูดประโยคถามตอบเป็นคู่

4. Product

- ครูให้นักเรียนจับกลุ่ม กลุ่มละ 3 คน และครูให้นักเรียนทำกิจกรรม Role Play โดยครูกำหนดสถานการณ์สมมติว่าให้นักเรียนเข้าไปเลือกซื้อเสื้อผ้าในร้าน

- ครูให้เวลานักเรียนแต่ละกลุ่มช่วยกันแต่งบทสนทนาโดยครูคอยเดินให้คำแนะนำรอบๆห้อง

- หลังจากทุกกลุ่มได้บทสนทนาของกลุ่มตัวเองเรียบร้อยแล้ว ครูให้นักเรียนฝึกแสดงบทบาทสมมติ

- นักเรียนแต่ละกลุ่มออกมาแสดงบทบาทสมมุติหน้าชั้นและครูให้ Feedback แก่นักเรียนแต่ละกลุ่ม

กิจกรรมการเรียนรู้ (ชั่วโมงที่ 3)

1. **Lead in**
   - ครูเปิดวีดีโอบทสนทนาเกี่ยวกับการซื้อขายเสื้อผ้าอีกครั้ง

2. **Presentation**
   - ครูนำเสนอคำถามจากคลิปวิดีโอ และเขียนลงบนกระดานจากนั้นพานักเรียนฝึกพูดถามคำถาม

3. **Practice**
- นักเรียนฝึกพูดถามตอบเป็นคู่

4. **Product**
   - นักเรียนจับกลุ่มเดิม 3 คน จากการแสดงบทบาทสมมุติ จากนั้นให้แต่ละกลุ่มเลือกคำถามจากบทเรียน 1 คำถามไปสำรวจข้อมูลจากอีกสองกลุ่ม ส่วนนักเรียนคนที่เหลืออีก 1 คน รอตอบคำถามจากกลุ่มอื่นที่มาสำรวจ โดยครูได้กำหนดกลุ่มในการออกสำรวจเพื่อให้ทุกกลุ่มได้ถามคำถามและตอบอย่างทั่วถึง ดังนี้

     กลุ่มที่ 1 สำรวจกลุ่มที่ 2, 3
     กลุ่มที่ 2 สำรวจกลุ่มที่ 3, 4
     กลุ่มที่ 3 สำรวจกลุ่มที่ 4, 5
     กลุ่มที่ 4 สำรวจกลุ่มที่ 5, 6
     กลุ่มที่ 5 สำรวจกลุ่มที่ 6, 7
     กลุ่มที่ 6 สำรวจกลุ่มที่ 7, 1
     กลุ่มที่ 7 สำรวจกลุ่มที่ 1, 2

แต่ละกลุ่มนำข้อมูลที่ได้มาพูดคุยในกลุ่ม และออกแบบนำเสนอข้อมูลร่วมกัน

สื่อ/แหล่งเรียนรู้

1. หนังสือเรียน New World 3
2. วีดีโอการสนทนา
3. คอมพิวเตอร์
4. พจนานุกรมอังกฤษ-ไทย

บันทึกผลการจัดการเรียนรู้/ปัญหาหรืออุปสรรค/ ข้อเสนอแนะและแนวทางปรับปรุง

Lesson Plan 6

หน่วยการเรียนรู้ที่ 6　　　What should I do ?　　　ชั้นมัธยมศึกษาปีที่ 3

| หัวเรื่อง | Asking and Giving suggestion | เวลา 3 ชั่วโมง |

เป้าหมายการเรียนรู้/หลักฐานการเรียนรู้/การวัดผลและประเมินผล

มาตรฐานการเรียนรู้ และตัวชี้วัด	สิ่งที่ต้องรู้และปฏิบัติได้	ผลงาน/ชิ้นงาน	การวัดผลและประเมินผล
ต. 1.4 ม. 3/1 ต. 4.1 ม.3/1	การขอคำแนะนำ การบอกปัญหาและการให้คำแนะนำ นักเรียนสามารถบอกและให้คำแนะนำอย่างง่ายได้	การแสดงบทบาทสมมติในการเล่าปัญหาและให้คำแนะนำ	ประเมินการแสดงบทบาทสมมติ โดยใช้แบบประเมินการแสดงบทบาทสมมติ และใช้เกณฑ์ผ่านระดับพอใช้

ความรู้

การใช้ Should และ Shouldn't ในการขอและให้คำแนะนำ

ตัวอย่างคำถามขอคำแนะนำ

What should I do to pass the exam? How should we go to the airport? Where should I go for my

vacation?

ตัวอย่างการให้คำแนะนำ

You should study harder. They shouldn't drive so fast.   She shouldn't eat so much chocolate.

กิจกรรมการเรียนรู้ (ชั่วโมงที่ 1)

แจ้งจุดประสงค์การเรียนรู้

-ครูบอกนักเรียนว่าและจับใจความสำคัญจากบทอ่าน ๆ ในหน่วยการเรียนรู้นี้นักเรียนจะ ได้อ่านบทสนทนาสั้น เกี่ยวกับการขอและให้คำแนะนำ

1. **Lead in**

- ครูให้นักเรียนฟังบทสนทนาระหว่าง Gabe and Nick แล้วถามนักเรียนว่าทั้งสองคนเขามีปัญหาอะไร และเพื่อนแนะนำวิธีแก้ปัญหาให้เขาอย่างไร

2. Presentation

- ครูให้นักเรียนอ่านคำสั่งในกิจกรรม New Language ในหนังสือเรียน หน้า 80 เพื่อทำความเข้าใจคำสั่ง และให้นักเรียนดูภาพ จากนั้นให้นักเรียนอาสาให้คำแนะนำบุคคลในภาพแต่ละภาพ ดังนี้

- Take chemistry.

- Why don't you eat the salad?

- Why don't you buy the more expensive laptop?

- Why don't you wear the blue one?

- ครูอธิบายว่านักเรียนได้เรียนรู้เกี่ยวกับการพูดให้คำแนะนำมาแล้ว 2 แบบ คือ Imperatives (กริยาช่อง 1 + กรรม) และ Why don't you ....? ส่วนในหน่วยการเรียนรู้นี้ นักเรียนจะได้เรียนรู้การพูดให้คำแนะนำ อีกแบบ คือใช้ You + should + V1

- ครูเขียนประโยคการพูดให้คำแนะนำ 3 รูปแบบ บนกระดาน พร้อมยกตัวอย่างประกอบ เช่น

  - Get the salad.
  - Why don't you eat the salad?
  - You should get the salad

3. Practice

- ครูเขียนให้คำแนะนำให้นักเรียนดูบนกระดานและพานักเรียนฝึกพูดประโยคทีละประโยค โดยครูใช้ประโยค ดังนี้

Why don't you ....? You + should + V1.

- ครูอธิบายความหมายของคำถามให้นักเรียนเข้าใจ ครูให้นักเรียนอาสาสมัครตอบ โดยครูเสนอแนะ แนวความคิดในการตอบคำถามเป็นภาษาอังกฤษ

- ครูเขียนตัวอย่างบทสนทนา แล้วให้นักเรียนอ่านให้ครูฟัง จำนวน 1 ประโยค

- ครูให้นักเรียนจับคู่โดยผลัดกันเป็นคนถามและคนตอบโดยเลือกถามคำถามจากที่ครูได้สอนอย่างน้อย 3 คำถาม ให้นักเรียนได้ฝึกถามตอบ 2 รอบ

- ครูสุ่มถามคำถามนักเรียน

4. Product

- จากนั้นครูพานักเรียนทำกิจกรรม Information gathering โดยครูเลือกคำถามจากบทเรียนมา 1-2 คำถาม จากนั้นให้นักเรียนไปสำรวจถามเพื่อนในชั้นเรียนให้ได้มากที่สุดในเวลา 15 นาที จากนั้น เมื่อนักเรียนได้ คำตอบให้จับกลุ่ม กลุ่มละ 3 คน เพื่อนำข้อมูลที่ได้มาเล่าให้เพื่อนฟัง และออกแบบการนำเสนอข้อมูล ใน รูปแบบต่างๆ เช่น ตาราง กราฟ แผนภูมิเป็นต้น เมื่อเสร็จเรียบร้อยให้แต่ละกลุ่มโชว์ผลงานของตัวเอง พร้อมรายงานข้อมูล

- ครูทบทวนคำถามทั้งหมดกับนักเรียนและสรุปบทเรียน

กิจกรรมการเรียนรู้ (ชั่วโมงที่ 2)

-ครูเปิดวิดีโอการสนทนาเกี่ยวกับการให้คำแนะนำให้นักเรียนดู

2. Presentation

-ครูดึงคำถามจากบทสนทนาในวิดีโอและทบทวนยกตัวอย่างประโยคคำถามที่ใช้ในการให้คำแนะนำ

3. Practice

- นักเรียนฝึกพูดประโยคถามตอบเป็นคู่

4. Product

- ครูให้นักเรียนจับกลุ่ม กลุ่มละ 3 คน และครูให้นักเรียนทำกิจกรรม Role Play โดยครูกำหนดสถานการณ์ สมมติว่าให้นักเรียนกำหนดปัญหาและไปขอคำแนะนำจากเพื่อนสนิท

- ครูให้เวลานักเรียนแต่ละกลุ่มช่วยกันแต่งบทสนทนาโดยครูคอยเดินให้คำแนะนำรอบๆห้อง

- หลังจากทุกกลุ่มได้บทสนทนาของกลุ่มตัวเองเรียบร้อยแล้ว ครูให้นักเรียนฝึกแสดงบทบาทสมมติ
- นักเรียนแต่ละกลุ่มออกมาแสดงบทบาทสมมติหน้าชั้นและครูให้ Feedback แก่นักเรียนแต่ละกลุ่ม

กิจกรรมการเรียนรู้ (ชั่วโมงที่ 3)

1. **Lead in**
   - ครูเปิดวีดีโอบทสนทนาเกี่ยวกับการให้คำแนะนำอีกครั้ง
2. **Presentation**
   - ครูนำเสนอคำถามจากคลิปวิดีโอ และเขียนลงบนกระดานจากนั้นพานักเรียนฝึกพูดถามคำถาม
3. **Practice**
- นักเรียนฝึกพูดถามตอบเป็นคู่
4. **Product**
   - นักเรียนจับกลุ่มเดิม 3 คน จากการแสดงบทบาทสมมติ จากนั้นให้แต่ละกลุ่มเลือกคำถามจากบทเรียน 1 คำถามไปสำรวจข้อมูลจากอีกสองกลุ่ม ส่วนนักเรียนคนที่เหลืออีก 1 คน รอตอบคำถามจากกลุ่มอื่นที่มาสำรวจ โดยครูได้กำหนดกลุ่มในการออกสำรวจเพื่อให้ทุกกลุ่มได้ถามคำถามและตอบอย่างทั่วถึง ดังนี้
     กลุ่มที่ 1 สำรวจกลุ่มที่ 2, 3
     กลุ่มที่ 2 สำรวจกลุ่มที่ 3, 4
     กลุ่มที่ 3 สำรวจกลุ่มที่ 4, 5
     กลุ่มที่ 4 สำรวจกลุ่มที่ 5, 6
     กลุ่มที่ 5 สำรวจกลุ่มที่ 6, 7
     กลุ่มที่ 6 สำรวจกลุ่มที่ 7, 1
     กลุ่มที่ 7 สำรวจกลุ่มที่ 1, 2
แต่ละกลุ่มนำข้อมูลที่ได้มาพูดคุยในกลุ่ม และออกแบบนำเสนอข้อมูลร่วมกัน

สื่อ/แหล่งเรียนรู้

1. วีดีโอ
2. ซีดีบันทึกเสียง
3. หนังสือเรียน New world

บันทึกผลการจัดการเรียนรู้/ปัญหาหรืออุปสรรค/ ข้อเสนอแนะและแนวทางปรับปรุง

BIOGRAPHY

NAME   Supattra Akkasorn

DATE OF BIRTH   April 3th, 1990

PLACE OF BIRTH   Maha Sarakham

ADDRESS   21/21 Ban Han, Khao Sub-district, Muang District, Maha
                          Sarakham Province, Postcode 44000

POSITION   English teacher

PLACE OF WORK   Banlao School, Mekdam Sub-district, Phayakaphumpisai
                          District, Maha Sarakham Province, Postcode 44110

EDUCATION   2013 Bachelor of Arts (B.A.) in English, Mahasarakham
                          University
                          2021 Master of Education (M.Ed.) in English Language
                          Teaching, Mahasarakham University