

ผลของการเรียนการสอนไวยากรณ์ภาษาอังกฤษเพื่อการสื่อสารโดยใช้แนวคิดการเรียนรู้แบบทีมที่มี
ต่อความสามารถในการสื่อสารภาษาอังกฤษของนักเรียนมัธยมศึกษาปีที่สี่
โรงเรียนนวมินทราชินูทิศ หอวัง นนทบุรี



นายวรพล มหาแก้ว

ศูนย์วิทยทรัพยากร

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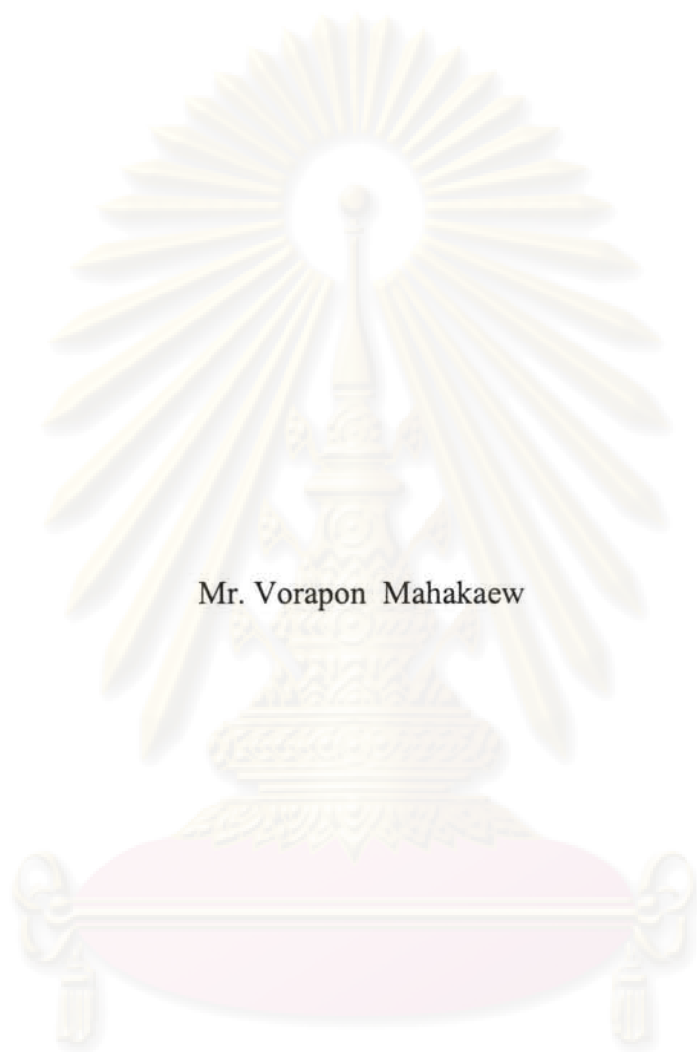
วิทยานิพนธ์นี้เป็นส่วนหนึ่งของการศึกษาตามหลักสูตรปริญญาครุศาสตรมหาบัณฑิต
สาขาวิชาการสอนภาษาอังกฤษเป็นภาษาต่างประเทศ ภาควิชาหลักสูตร การสอนและเทคโนโลยีการศึกษา

คณะครุศาสตร์ จุฬาลงกรณ์มหาวิทยาลัย

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ลิขสิทธิ์ของจุฬาลงกรณ์มหาวิทยาลัย

EFFECTS OF COMMUNICATIVE ENGLISH GRAMMAR INSTRUCTION USING
TEAM- BASED LEARNING APPROACH ON COMMUNICATIVE ENGLISH
LANGUAGE ABILITY OF TENTH GRADE STUDENTS
AT NAWAMINTRACHINUTHID HORWANG
NONTHABURI SCHOOL



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จุฬาลงกรณ์มหาวิทยาลัย

A Thesis Submitted in Partial Fulfillment of the Requirements
for the Degree of Master of Education Program in Teaching English as a Foreign Language
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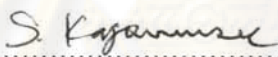
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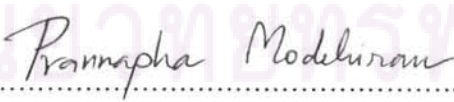
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วรพล มหาแก้ว : ผลของการเรียนการสอนไวยากรณ์ภาษาอังกฤษเพื่อการสื่อสารโดยใช้แนวคิดการเรียนแบบทีมที่มีต่อความสามารถในการสื่อสารภาษาอังกฤษของนักเรียนมัธยมศึกษาปีที่สี่ โรงเรียนนวมินทราชินูทิศ หอวัง นนทบุรี.(EFFECTS OF COMMUNICATIVE ENGLISH GRAMMAR INSTRUCTION USING TEAM-BASED LEARNING APPROACH ON COMMUNICATIVE ENGLISH LANGUAGE ABILITY OF TENTH GRADE STUDENTS AT NAWAMINTRACHINUTHID HORWANG NONTHABURI SCHOOL). อ.ที่ปรึกษาวิทยานิพนธ์หลัก อ.ดร.ปราณภา โหมดหิรัญ, 142หน้า.

การวิจัยนี้มีจุดประสงค์เพื่อศึกษาผลของการเรียนการสอนไวยากรณ์ภาษาอังกฤษเพื่อการสื่อสารโดยใช้แนวคิดการเรียนแบบทีมที่มีผลต่อความสามารถในการสื่อสารภาษาอังกฤษของผู้เรียนและศึกษาผลของการเรียนการสอนที่มีผลต่อความสามารถในการสื่อสารภาษาอังกฤษของผู้เรียนที่มีความสามารถด้านภาษาอังกฤษแตกต่างกัน กลุ่มตัวอย่างเป็นนักเรียนชั้นมัธยมศึกษาปีที่ 4 โรงเรียนนวมินทราชินูทิศ หอวัง นนทบุรี ภาคเรียนที่ 2 ปีการศึกษา 2552 จำนวน 48 คน การทดลองใช้เวลาทั้งสิ้น 11 สัปดาห์ ทั้งนี้ ผู้วิจัยได้สร้างรูปแบบการเรียนการสอนไวยากรณ์ภาษาอังกฤษเพื่อการสื่อสารโดยใช้การเรียน การสอนแบบทีมทำการวิเคราะห์ข้อมูลโดยหาค่ามัชฌิมเลขคณิต, การทดสอบค่าที (t-test) ความถี่, เปอร์เซ็นต์

ผลการวิจัยพบว่า(1) นักเรียนที่เรียนไวยากรณ์ภาษาอังกฤษเพื่อการสื่อสารด้วยแนวคิดการเรียนแบบทีมได้คะแนนการสื่อสารภาษาอังกฤษหลังการทดลองสูงกว่าคะแนนก่อนการทดลองอย่างมีนัยสำคัญทางสถิติที่ระดับ 0.05 และมีค่าอิทธิพลเฉลี่ย 0.86 ซึ่งหมายถึงมีค่าอิทธิพลมาก (2) นักเรียนที่มีความสามารถด้านภาษาอังกฤษในระดับสูง กลาง และต่ำ ที่เรียนด้วยวิธีการเรียนการสอนนี้ได้คะแนนการสื่อสารภาษาอังกฤษจากหลังการทดลองสูงกว่าคะแนนก่อนการทดลองอย่างมีนัยสำคัญทางสถิติที่ระดับ 0.05 และมีค่าอิทธิพลเฉลี่ย 0.72, 0.43, และ 0.75 ตามลำดับ ซึ่งหมายถึงมีค่าอิทธิพลปานกลาง การวิจัยนี้ยืนยันถึงประสิทธิผลการเรียนการสอนไวยากรณ์ภาษาอังกฤษเพื่อการสื่อสารด้วยรูปแบบทีม ในกระบวนการเรียนการสอนพบว่านักเรียนสามารถพัฒนาการสื่อสารภาษาอังกฤษได้อย่างดีควบคู่ไปกับการพัฒนาทักษะการเรียนรู้ร่วมกันในทีม

ภาควิชา.....หลักสูตร การสอน และเทคโนโลยีการศึกษา.....ลายมือชื่อนิสิต.....วรพล มหาแก้ว

สาขาวิชา.....การสอนภาษาอังกฤษเป็นภาษาต่างประเทศ.....ลายมือชื่อ อ.ที่ปรึกษาวิทยานิพนธ์หลัก.....ชานนท์ ทุเวอหิรัญ

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VORAPON MAHAKAEW: EFFECTS OF COMMUNICATIVE ENGLISH
 GRAMMAR INSTRUCTION USING TEAM-BASED LEARNING APPROACH
 ON COMMUNICATIVE LANGUAGE ABILITY OF TENTH GRADE STUDENTS
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The objectives of this study were to: 1) investigate the effects of using a communicative English grammar instruction using team-based learning approach on communicative English language ability of tenth grade students, and 2) examine the communicative English language ability scores of the participants with high, moderate, and low English ability. The subjects were 48 upper secondary students (Grade 10) who studied at Nawamintarachinutid Horwang Nonthaburi School. The duration of experiment lasted for 11 weeks. In this study, the researcher constructed the communicative English grammar instruction using team-based learning approach. The data were analyzed using arithmetic mean, t-test, frequency, and percentage.

The results of the analyses revealed that (1) students who learned a communicative English grammar instruction using team-based learning approach gained significantly higher average scores on the post Communicative English Language Ability test than the pre Communicative English Language Ability test at the significant level of 0.05 and the mean of the effect size was at 0.86 which referred to large effect, and (2) The participants with high, moderate, and low English ability who learned through this communicative English grammar instruction gained significantly higher average scores on the role-play assignment week 9 than the role-play assignment week 6 at the significant level of 0.05 and the mean of the effect size was at 0.72, 0.43, and 0.75 respectively which referred to medium effect. This research confirms the effectiveness of the communicative English grammar instruction using team-based learning approach. Through the teaching and learning process, students could improve their communicative English language ability and simultaneously they gained their team learning skill.

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CHAPTER I

INTRODUCTION

Background and Statement of the Problems

In the context of teaching English as a foreign or second language, teaching grammar has traditionally been dominated by a grammar-translation method. The traditional grammar teaching method has mainly focused on grammatical rules and structures. Nevertheless, in the mid nineties, Communicative Language Teaching (CLT) has been introduced to the English language teaching because of the criticism over the traditional grammar teaching method. CLT approach places primary emphasis on helping students use the target language in a variety of learning language functions fluently while the accuracy is located to the second place (Nakkyo, 2001).

However, CLT approach was found to be inadequate in promoting both fluency and accuracy (Xin, 2007). Swain (2001) and her colleagues reveal the result of learning outcomes in second language learning programs that, despite substantial long-term exposure to meaningful input, the learners do not achieve accuracy in certain grammatical forms. This research suggests that some type of focus on grammatical forms was necessary if learners were to develop high levels of accuracy in the target language. A number of research studies provide the same results and suggestions pointing to the inadequacies of the CLT approach where the focus is primarily on meaning-focused communication and grammar is not addressed

In order to enable learners to effectively use language for communicative purposes, grammar and communication must be integrated. Ellis (2003) supports the need for provision of communicative opportunities containing instructed grammar forms, and he recommends a combination of form focused instruction and meaningful communication. As a consequence, the effects of instruction on the development of specific target language forms indicate that grammatical instruction has a significant effect on attainment of accuracy along with the fluency. When learners receive communicative exposure to grammar points introduced through formal instruction, their awareness to forms becomes longer lasting and their accuracy of use improves (Fotos, 1998)

Thus, the method of teaching grammar for communicative purposes can be done better by collaborative group learning which requires learners to collaboratively produce language forms with accuracy in a meaningful context. This provides the opportunities for learners to interact and help each other construct the form, meaning and use of grammar to obtain fluency and accuracy (Swain, 2001).

One of the findings that show some advantages of the interaction of collaborative group work that helps construct the knowledge of English grammar for communicative purposes is from Meteetham (2001). This finding revealed the effectiveness of the interaction between the stronger and the weaker students that help construct the knowledge. With the use of collaborative group learning, the researcher revealed that collaborative group classroom gains more benefits in terms of the interaction that created a range of opportunities. Moreover, nearly all subjects had positive attitudes towards collaborative group learning in terms of oral competence, academic achievement in

grammar, social skills, personal development, collaborative skills, thinking skills, and learning atmosphere.

Hence, one should find an approach that gives importance to the interaction within students in collaborative group work. One of the approaches given that could enhance the fluency and the accuracy of L2 learners' grammar knowledge in communicative way includes Team-based learning approach.

Team-based learning is an approach using interactive, collaborative group in classroom. Learners actively participate in and out of class. Class time is set from learning facts and toward application and integration of information. The instructor takes charge of topics, and becomes both facilitator and content expert (Fink, 2004). Using Team-Based Learning contributes to the advantages that can be attained with active learners. The approach helps developing students' higher-level cognitive skills in large classes, providing social support for students, and building and maintaining members' enthusiasm (Michaelsen, 2008).

Through the interaction within students in collaborative group, Team-based learning approach is proved to be an alternative means of effective teaching in collaborative group work that can promote better interaction among learners. Therefore, the current study investigates on how communicative English language ability of second language learners can be enhanced through communicative English grammar instruction using Team-Based Learning Approach.

Research Questions

This study, then, endeavors to answer the following research questions:

1. To what extent does communicative English grammar instruction using Team-Based Learning Approach affect learners' communicative English language ability?
2. How do high, moderate, and low English ability learners improve their communicative English language ability?

Research objectives

1. To examine the effects of communicative English grammar instruction using Team-Based Learning Approach on learners' communicative English language ability.
2. To examine the improvement of learners from high, moderate and low ability towards the communicative English grammar instruction using Team-Based Learning Approach.

Statements of Hypotheses

Johnson and Johnson (2004) stated that Team-based learning approach could promote higher-level reasoning, deeper-level understanding, and long-term retention. Moreover, as Michaelsen (2008) claimed that in the past twenty-years, over 99.9 percent of the learners in more than sixteen hundred teams in Team-based learning class have improved their performances. Sripanngen (2008) found that students who learned a reading instruction program based on team-based learning approach gained significantly higher average scores on the post English reading comprehension test than the pre English

reading comprehension test at the significant level of 0.05. According to the proposed studies, the researcher would like to propose the hypothesis as follows:

1. The scores of the learners from communicative English language ability test are significantly higher than those of the pretest at the level of .05 after learning through team-based learning approach.

2. The scores of the high, moderate and low English ability learners from the role-play assignment week 9 are significantly higher than those of the role-play assignment week 6 at the level of .05 after learning through team-based learning approach.

Scope of the study

The study restrains in the following areas.

1. The population for this study is Upper Secondary School students of Nawamintharachinuthid Horwang Nonthaburi School.
2. The sample of this study was 48 tenth grade students.
3. The variables in this study are as follows:
 - a. Independent variable was communicative English grammar instruction using Team-Based Learning Approach.
 - b. Dependent variable was learners' communicative English language ability.

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The definition of terms

1. Communicative English grammar instruction

Communicative English grammar instruction refers to the English instruction that instructs learners how to combine a fixed set of English word forms and rules of usage into sentences in order to use the target language for the communicative purposes in certain contexts.

2. Team-Based Learning Approach

Team-based learning refers to a special, in-depth approach to the use of small groups in teaching. It calls for restructuring a course in a way that facilitates the development of newly formed groups into teams and then engages those teams with challenging, complex learning tasks.

3. Communicative English grammar instruction using Team-Based Learning Approach

Communicative English grammar instruction using Team-Based Learning Approach refers to the communicative grammar instruction using Team-based learning approach as a teaching procedure. The 11-week lessons designed with activities, which is composed of three phases: preparation, application, and assessment phase.

4. Communicative English language ability

Communicative English language ability means the ability to apply the English language structures for communicative ways in certain contexts. The learners' Communicative English language ability was assessed by using Communicative English language ability Test before and after taking Communicative English grammar instruction using Team-Based Learning Approach. Using the role-play assignment scores

assessed the improvement of the learners' communicative English language ability over the instruction.

5. Tenth grade students

Tenth grade students refer to Upper Secondary Students of a secondary school in Nonthaburi who enrolled in a school elective course of communicative English in the second semester of academic year 2009.

Organization of the Chapters

The thesis entitled "Effects of Communicative English Grammar instruction using Team-Based Learning Approach on Communicative English Language Ability of Tenth Grade Students" is divided into five main chapters.

The first chapter presents background to the present study, the statement of the problem, research questions, objectives, hypotheses, scope of the study, and definitions of terms.

The second chapter reviews the theoretical frameworks and previous research studies. The literature review consists of three topics including communicative language ability, communicative grammar teaching and team-based learning approach.

The third chapter presents the research methodology, which is the research design, population and samples, research procedures, research instruments, data collection and data analysis. The fourth chapter presents the findings of the study, which answer the research questions.

The last chapter summarizes the study and results, discusses the findings and implications and recommendations for teachers and future research.

CHAPTER II

REVIEW OF LITELATURE

In this chapter of the research “Effects of Communicative English Grammar instruction using Team-Based learning Approach on Communicative English Language Ability of Tenth Grade Students at Nawamintrachinuthid Horwang Nonthaburi”, the researcher explores the concept of the present study. The literature first presents a general description of communicative language ability. Second, the concept of communicative grammar teaching is illustrated as well as the previous research. Last, the concept of team-based learning approach is reviewed along with its previous research in both international and Thai context.

Communicative Language Ability

In Thailand, communicative Language Teaching (CLT) plays an important role in the English language teaching. The approach places primary focus on helping students have the ability to communicate in the target language for a variety of learning language functions (Nakkyo, 2001). Thus, the ability to communicate the target language is crucial aspect in this present study. In order to understand the concept of communicative language ability, the researcher reviewed the definition of communicative language ability, components of communicative language ability and communicative language ability assessment.

Definition of Communicative Language Ability

Communicative language ability as was concerned with the social and cultural knowledge which speakers need in order to understand and use linguistic forms, Hymes (1972) while Canale and Swain (1980) also defined communicative language ability as the ability to put that knowledge into use in communication, and a means to know and to be able to use language knowledge have developed.

However, Bachman's model (1990) tends to be more current endeavor of communicative language ability. He proposes the framework of communicative language ability.

According to Bachman (1990), in order to achieve a communicative goal, communicative language ability (CLA) consists of three components, which are linguistic competence, pragmatic competence, and strategic competence.

To sum up, communicative language ability in this study is the ability to put that knowledge of linguistic forms into use in communication or the ability to apply the English language structures for communicative ways in certain context.

Components of communicative language ability

In this present study, the theoretical framework of communicative language ability from Bachman (1990) was reviewed. Three components are the focuses: linguistic competence, pragmatic competence and strategic competence.

1. Linguistic competence

Linguistic competence consists of two types of abilities: grammatical and contextual. As Bachman (1990) defines, grammatical competence comprises the

competencies involved in language usage, while contextual competence includes the knowledge of joining utterances together to form a unit of language by applying the rules of cohesion and rhetorical organization. Hymes (1972) also points out that in order to satisfy learners' communicative needs, developing linguistic competence in both speaking and writing is the necessity.

Moreover, to achieve organizational competence, language itself should fulfill a meaning or purpose rather than simply practicing a structural model. Some of the classroom activities, such as reporting, persuading, studying literacy and other cognitively demanding texts, discussing, debating, and reaching a consensus could be good choices to practice linguistic ability.

Yet, in the communicative teaching, performance is not restricted to speaking and writing skills, but extends to interpretation and comprehension as other productive skills (Edelhoff, 1981). The simulation technique concerns either what the participants say and do, or what they think. It creates motivation among the participant to break up the silences in class and take up their own responsibilities to integrate the experiences outside the classroom with their knowledge inside the class.

Jones (1982) points out that the simulations are related more with 'the realism of function and the realism of the essential aspects of a situation'. After a simulation experience, some follow-up activities such as project work, role-play exercises, games, and informal drama could be proposed.

2. Pragmatic competence

Pragmatic competence can be defined as the knowledge to perform acceptable language functions as well as the knowledge of the sociolinguistic conventions to

perform language functions appropriately in a given context (Bachman, 1990). Pragmatics is a set of rules to match the functions with linguistic structures in the certain contexts.

In order to provide the chances for the learners to perform activities and tasks in the foreign language, some communicative games which are based on the principle of the information gap, including finding the differences or similarities, describe and arrange, story reconstruction or poem reconstruction. To sum up, language competence consists of two types of competence, organizational and pragmatic. Having the competence means the learners are capable of applying the knowledge of grammatical rules and the cultural patterns or codes to a particular context to achieve particular communicative goals appropriately, effectively and successfully.

3. Strategic competence

Strategic competence is regarded as an important part of communicative language use. Bachman (1990) includes three components in strategic competence: assessment, planning, and execution. These types of competence strategic competence could be utilized to compensate for the deficiencies in other competencies. Therefore, strategic competence is considered as a general ability for the individual to make the most effective use of available abilities to carry out verbal or non-verbal tasks (Bachman, 1990).

In conclusion, three aspects of communicative language ability and their teaching and testing application are explored respectively in accordance with Bachman's recent version. They are linguistic, pragmatic and strategic competence. Linguistic competence concerns about grammatical and contextual abilities, which is the knowledge aspect of

communicative competence. Pragmatic competence is a system of rules that enable us to match the functions with linguistic structures in the certain contexts, which decides the aspect of ability. And strategic competence could be regarded as a technique or a tool to make the most effective use of available abilities to carry out verbal or non-verbal tasks.

Communicative Language Ability assessment

For the assessment issue, the researcher reviewed framework of task characteristics from Bachman and Palmer's (1996) and Purpura (2004), which represents the most thinking in language assessment of potential relationships between task characteristics and test performance. The framework of task characteristics provides a comprehensive means of describing language use and test tasks in order to highlight the potential interactions between test method and test performance.

In other word, tasks on tests should strive to match the types of language-use tasks found in real-life or language-instructional domains. The assessments are explained by as follows :

The multiple-choice (MC) task

This task presents input with gaps or underlined words or phrases. Examinees have to choose the correct answer from the response options given. The answer represents the best, correct or most appropriate, acceptable or natural choice; the options are distractors. MC items are also easily pre-tested. MC tasks are scored objectively (Purpura, 2004).

Multiple-choice error identification task

The task presents test-takers with an item that contains one incorrect, unacceptable, or inappropriate feature in the input. Examinees are required to identify the

error. In the context of grammatical assessment, the errors in the input relate to grammatical accuracy and/or meaningfulness (Purpura, 2004).

The matching task

The task presents input in the form of two lists of words, phrases or sentences. One list can also be in the form of visual cues. Examinees match one list with the other. To avoid guessing, one list has one or more extra distractors. Matching tasks are designed to test several grammatical knowledge within the same task. They are also designed to encourage test-takers to cross-reference and examine the relationships between the two lists so that construct-related associations can be indicated. They are also easy to score (Purpura, 2004).

The discrimination task

The task presents examinee with language and non-language input along with two response choices that are opposites or that contrast in some way. The test-taker selects the image that is best expressed by the utterance. Similarly, the input could be varied to consist of one image and two related utterances. The test-takers would then select the utterance that best expresses the message in the image. Discrimination items are designed to measure the differences between two similar areas of grammatical knowledge (Purpura, 2004).

The noticing task

This task presents learners with a wide range of input in the form of language and non-language. Examinees are asked to indicate that they have identified some specific feature in the language (Purpura, 2004).

The gap-filling task

The task presents input in the form of a sentence, passage or dialogue with a number of words deleted. The gaps are specifically selected to test one or more areas of grammatical knowledge. Examinees are required to fill in the gap with an appropriate response for the context. Gap-filling tasks are designed to measure the learner's knowledge of grammatical forms and meanings (Purpura, 2004).

The information-gap task

This task presents input in the form of two or more sets of partially complete information. Test-takers are instructed to ask each other questions to obtain one complete set of information. In-gap tasks are intended to elicit data involving negotiated interaction and feedback, which can be used to measure the test-takers' ability to use grammatical forms to convey a range of literal functional meanings (Purpura, 2004).

Story-telling and reporting tasks

These tasks present test-takers with prompts that require them to use information from their own experience or imagination to tell story or report information. These tasks can be used to measure the test-takers' ability to use grammatical forms to convey several meanings-both literal and implied (Purpura, 2004).

The role-play and simulation tasks

These tasks present test-takers with a prompt in which two or more examinees are asked to assume a role in order to solve a problem collaboratively, make a decision or perform some transaction. The input can be language and non-language, and it can contain varying amounts of information (Purpura, 2004).

Communicative Grammar Teaching

Communication alone is inadequate to enable learners to effectively use language for communicative purposes. Communicative opportunities containing instructed grammar forms are needed, Ellis (2003). In addition, a combination of form focused instruction and meaningful communication. Therefore, in the present study, several points related to communicative grammar teaching are reviewed.

Basic concepts of communicative grammar teaching

The goal of learning grammar is to learn the language of which the grammar is a part. Therefore, teachers provide grammar forms and structures in relation to meaning and use for the specific communication tasks that learners need to complete. Grammar instruction is much more effective when it is situated in a meaningful context, embedded in authentic discourse, and motivated by getting learners to achieve a goal or complete an interesting task.

Freeman (1991) also points out that grammatical structures not only have form, they are also used to express meaning in context and appropriate use. Moreover, she also states that understanding the reasons for Grammar is not just learning the rules.

Fotos (1998) suggests that when learners receive communicative exposure to grammar points introduced through formal instruction, their awareness to forms becomes longer-lasting and their accuracy of use improves. In teaching grammar, there are several concepts to be discussed.

Nunan (2005) points out that teaching grammar can be deductive and inductive. For the deductive one, it is derived from the notion that deductive reasoning works from the general to the specific. In this case, rules, principles, concepts, or theories are

presented first, and then their applications are treated. A grammar rule is explicitly presented to learners and followed by practice applying the rule. Once learners understand rules, they are told to apply the rules given to various examples of sentences. In conclusion, the deductive approach starts with the presentation of a rule taught and then is followed by examples in which the rule is applied.

For inductive grammar teaching, Felder & Henriques (1995) cite that it can also be called rule-discovery learning. Teacher teach grammar starting with presenting some examples of sentences and learners understand grammatical rules from the examples. The presentation of grammatical rules can be spoken or written. It comes from inductive reasoning stating that a reasoning progression proceeds from particulars to generalities. Teaching grammar inductively attempts to highlight grammatical rules implicitly in which the learners are encouraged to conclude the rules given by teachers.

Consciousness-raising is another concept, which is an attempt to equip learners with an understanding of a specific grammatical feature. According to Richards, Plat, and Plat (1992), they define consciousness-raising as an approach to the teaching of grammar in which instruction in grammar is viewed as a way of raising learner's awareness of grammatical features of the language. Ellis (2002) sums up that a consciousness-raising approach is contrasted with traditional approaches to the teaching of grammar in which the goal is to instill correct grammatical patterns and habits directly.

Practice is the last basic concept of grammar teaching. To begin with, Ellis and Richards (2002) define practice as opportunities for repetition of the targeted feature, which is isolated for focused attention; the learners are required to produce sentences or statements comprising the targeted feature and the learners will be provided with. It is

generally accepted that practice can facilitate accuracy and fluency. In this aspect, accuracy focuses on correct use of language. In fluency, after learners master the rules of language, they are required to apply the rules of language in the form of spoken or written language.

To summarize, practice is directed at the acquisition of implicit knowledge of a grammatical structure. That is the sort of tacit knowledge required for applying the structure for communication. Consciousness-raising is for the formation of explicit knowledge.

Procedures for teaching grammar communicatively

From the basic concept of grammar teaching, Widodo (2006)'s teaching procedures for teaching grammar communicatively the teaching procedures are incorporated the idea of several researchers and educators such Freeman (1991), Fotos (1998), and Nunan (2005). The proposed teaching procedures are in which the activities involve three steps:

Step 1: Building up students' knowledge of form and function

The proposed procedure starts with teaching grammar by some leading questions and providing model sentences in which the grammatical item to be taught is underlined. Students' self-confidence can be stimulated in using the grammatical item learned communicatively. More importantly, this activity encourages students to communicate in a spoken form; thus building the students' confidence in using the rule and the students' awareness of using it in the context of communicative tasks. Moreover, this activity can be carried out through short conversations using the rule learned. In addition to providing the leading questions, model sentences are presented. To help the students to easily focus

on the rule targeted, the crucial elements, which are verb form, and time signals, should be underlined. This activity is reinforcement for the leading questions in which the goal is to enable students to internalize the rule easily in a written form. At the end of Step 1, essentially, the students are involved in communicative grammar teaching. This concept also breaks the folklore that teaching grammar must be separated from a communicative task.

Then, the functions of the grammatical item taught accompanied with examples can be elicited. Students with clear descriptions of the language focus uses can apply the language focus appropriately in communicative settings. In this step, teachers explicitly tell the students some features of the sentence, such as the verb form, commonly used time signals, and functions, so that students are well prepared for the exercises. In other words, students' confidence in applying the rule communicatively can be enhanced. Any teaching media and aids could be used for eliciting the functions of the grammatical item taught.

Step 2: Familiarizing students form and function through exercises and practice.

At this step, teachers provide an assessment of student comprehension to see whether the students completely grasp what they have been taught. The form of the evaluation can be in the form of sentence construction. This is used in order to have the students apply the concept of the grammatical item learned productively, not receptively. This step can help the teacher redesign her or his further grammar teaching to facilitate the students' progress in applying the rule taught.

Step 3: Expanding students' knowledge of form and function

In this step, the teacher employs other activities to reinforce some concepts. Teachers give the students opportunities to do independent work and can set certain activities or tasks from the lesson as an assignment. Pattern identification in a passage or text provides students with an opportunity to do noticing or consciousness-raising. In this aspect, the students are expected to be expert in applying the rule on the basis of their cognitive capacity. This task can train students to think analytically.

Related classroom research on communicative grammar teaching

During the last ten years, several proposals from a number of researchers and educators have been made about combining some form of grammar instruction with the provision of opportunities for communicative input and output, and a number of studies have researched their effectiveness.

VanPatten (1996) suggests that one way to teach grammar communicatively is through processing input or what he called processing instruction. In this approach an initial exposure to explicit instruction is combined with a series of input processing activities, composing mainly of tasks that enhance the comprehension of the target structure rather than its production.

Doughty and Varela (1998) investigated recasts on the learning of past and conditional sentences, finding that learners who obtained corrective recasts in response to their errors made more progress in use of past tense forms than those who did not.

With the investigation of the role of interaction feedback, Lyster (2006) found that recasts were more effective in relation to phonological errors so that the results of

studies on interactional strategies suggest the effectiveness of these strategies in promoting second language acquisition.

Doughty & Varela, (1998) revealed the effects of textual enhancement on drawing the learner's attention to grammar and the methods has been described as the least explicit and the least intrusive method of focus on form. Nevertheless, Fotos (1998) reported the results of the studies on textual enhancement suggesting that, while this strategy may promote noticing of grammatical forms, it may be insufficient for their acquisition.

Hinkel (2001) defines that the instruction of target forms is supported by extensive use of authentic or simplified discourse, including corpus analysis, to supply learners with abundant examples of contextualized usages of the target structure to promote the establishment of form-meaning relationships.

Swain (2001) points out that learning grammar collaboratively can be beneficial. Collaborative output tasks are another way to reproduce language forms accurately through the use of collaborative output tasks that require learners to cooperatively produce language.

In Thailand, a number of research on grammar instruction are proposed by many researchers.

Kaewseduang (2000) stated that after the use of communicative, grammar-based task, students' knowledge of a grammar point and the interactions focused on exchanging information could be promoted. The study results revealed eight subjects obtained the percentages of proficiency gain scores of the three grammaticality judgment tests, which

increased from the first one to the last one. In addition, the subjects produced negotiation of meaning, which increased from the first lesson to the last lesson.

Nakkyo (2001) conducted a research on investigating English oral proficiency of the Information System undergraduates, Business Administration Faculty at Rajamangala Institute of Technology, Bangkok Commercial Campus taught by using form-focused instruction in communicative tasks and to compare English oral proficiency of the undergraduates before and after being taught by using form-focused instruction in communicative tasks.

The results showed that English oral proficiency of the Information System undergraduates, Business Administration Faculty at Rajamangala Institute of Technology, Bangkok Commercial Campus taught by using form-focused instruction in communicative tasks was at the good level with the percentage of mean score at 35.35, When consider the oral English proficiency of the undergraduates according to each activity in the test, which are the job interview, the picture narration of telephone conversation and the role play of making an appointment, it was found that their English oral proficiency were at the average, good and good level with the percentage of mean score at 13.14, 7.12 and 15 respectively. Moreover, English oral proficiency of the undergraduates after being taught by using form-focused instruction incommunicative tasks was higher than that before being taught at the .01 level of significance. The percentage of mean score was 70.7, which was 23 percent higher than the before the experiment.

Meteetham (2001) conducted a case study research on collaborative learning by using the jigsaw technique with nine second-year English major students at Naresuan

University. The purposes of the study were to investigate students' use of linguistic features in their discourse while being involved in collaborative structures, to examine the improvement in students' grammar and competence, to investigate the quality of language input, output, and context in collaborative learning, and to study to what extent the students have positive and negative attitudes towards the collaborative learning method. The design of the study was based on a qualitative approach. Research data came from four instruments including a grammar test, a structured field observation, a semi structured interview and a reflective journal.

The results showed that there were 39 language functions and 3 social language functions used in learning sessions. All subjects had higher academic and oral achievement test scores after engaging in this learning. Moreover, the collaborative language learning also generated functional and communicative, frequent, and redundant input. The last finding revealed that nearly all subjects had positive attitudes towards cooperative learning in terms of oral competence, academic achievement, social skills, personal development, collaborative skills, thinking skills, and learning atmosphere.

As mentioned above, it is clearly stated that the collaboration among students can help them construct the form and meaning in interactional grammar aspects and the approach that promotes collaboration among learners in team is called Team-Based learning which will be used to see the effectiveness of the approach towards the communicative English language ability development.

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Team-based learning approach

The method of teaching grammar for communicative purposes can be done better by collaborative group learning which requires learners to collaboratively produce language forms with accuracy in a meaningful context.

As a consequence, the researcher reviewed an approach that gives importance to the interaction within students in collaborative group work. One of the approaches given that could enhance the fluency and the accuracy of L2 learners' grammar knowledge in communicative way includes Team-based learning approach. Through the interaction within students in collaborative group, Team-based learning approach is proved to be an alternative means of effective teaching in collaborative group work that can promote better interaction among learners.

The researcher reviewed the concept of team-based learning approach, which consists of definition of team-based learning approach, its principles, comparison to other small group learning and related research on team-based learning approach.

Definition of Team-Based Learning Approach

Michaelsen, Knight & Fink (2008) define Team-Based Learning Approach as the instructional approach which puts the focus of classroom on the development of high performance learning teams and provides opportunities for that team to engage in significant learning tasks. In the process, students acquire their initial exposure to the content through readings and are held accountable for their preparation using a Readiness Assessment Process (RAP). Following the RAP, they practice in-class learning how to apply the content using a series of team application exercises. Thus, three phases in each period from Team-based learning are preparation, application, and assessment.

Table 2.1: The Principles in Team-Based Learning Approach (Michaelsen, Knight & Fink, 2008)

Four Key Principles in Team-Based Learning Approach	
<p>1. Group Formation Groups must be properly formed and managed. Instructors should:</p> <ul style="list-style-type: none"> • Separate subgroups • Create teams with diverse skills and abilities • Make groups that are fairly large (5 to 7 members) • Make groups that are permanent 	<p>2. Accountability Students must be made accountable for:</p> <ul style="list-style-type: none"> • Individual pre-class preparation • Contributions to team assignments • Contributions to team functioning
<p>3. Assignment Quality Good assignments promote learning and team development.</p> <ul style="list-style-type: none"> • Effective TBL assignments require teams to make • Complex, • Multi-faceted decisions and • Report in simple form. 	<p>4. Timely Feedback Students must have frequent and timely performance feedback.</p> <ul style="list-style-type: none"> • The RAP informs individuals and groups on their quality of preparation. • Intra and Inter-team discussions during application exercises provide rich opportunities for feedback.

From the table 2.1, the explanations of these four principles are followed respectively.

Principle 1: Groups must be properly formed and managed.

Firstly, groups need to be formed to be concerned with minimizing barriers to group cohesiveness and then giving them the resources they need. Moreover, it is involved with learning teams that should be fairly large and diverse. In other words, teams must be large enough to maximize their intellectual resources, as heterogeneous as possible, but not that large as to prevent full participation by all team members. In general, this means the teams should be comprised of 5-7 members. Lastly, groups should be permanent. It takes time for groups to evolve into effectively functioning teams. Therefore, teachers should leave the groups or teams to be together for the duration of the whole term in an educational setting, which comes to the point that members are willing and able to engage in intense give-and-take interactions (Michaelsen, Watson & Black, 1989).

Principle 2: students must be made accountable

Team-Based learning offers opportunities for establishing each of these three forms of accountability for individual pre-class preparation, for contributing to their team and for high quality team performance. Students must be accountable for individually preparing for group work, devoting time and effort to completing group assignments, and interacting with each other in productive ways.

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Principle 3: team assignments must promote both learning and team development

The development of appropriate group assignments is a critical aspect of successfully implementing team-based learning. The most fundamental aspect of designing effective team assignments is ensuring that they truly require group interaction. Assignments that require groups to make decisions and enable them to report their decisions in a simple form, will usually generate high levels of group interaction.

Principle 4: students must receive frequent and immediate feedback

Students must have regular and timely feedback on group performance. To begin with, the Readiness Assessment Tests (RATs) are an important source of feedback that supports both learning and team development. They support learning by informing individual students and the groups as to how effective their current learning procedures are (Watson, Michaelsen & Sharp, 1991). Secondly, providing immediate feedback on application-focused team assignments is also important for both learning and team development. In conclusion, RATs are designed to ensure that students understand basic concepts; most application-focused team assignments are aimed at developing students' higher level learning skills.

Components of Team-Based Learning Approach

Team-based learning sets up a sequence of learning activities that consists of three phases (Michaelsen, 2004)

Phase 1: preparation phase

Students acquire their initial exposure to the content through reading. Then, in class, their accountability is for their preparation using a Readiness Assessment Process (RAP). In the RAP, students take a Readiness Assessment Test (RAT) individually and as a team by using Immediate Feedback Assessment Technique (IF-AT answer sheets) shown in figure 2.1. This allowed the teams to compare their answer. Teacher gives feedback to the whole class. Students can appeal any questions for clarifying the questions that the team answers incorrectly. Teacher gives oral feedback immediately after the appeal process to clarify any students' confusion. Both tests are graded and both count as part of the course grade.

Figure 2.1: A sample of Immediate Feedback- Assessment Technique (IF AT)

IMMEDIATE FEEDBACK ASSESSMENT TECHNIQUE (IF AT®)

Name _____ Test # _____

Subject _____ Total _____

SCRATCH OFF COVERING TO EXPOSE ANSWER

	A	B	C	D	Score
1.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	_____
2.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
3.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
4.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
5.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
6.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
7.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
8.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____

Phase 2: application phase

The teams are given increasingly challenging exercises on which to work and practice. Students use the content they learned already to answer questions, solve problem, create explanations, and make predictions. They are assessed but they do not count as part of the course grade. The teams work on these exercises during class and the instructor leads a discussion of their responses. This provides immediate feedback on the quality of their responses. Nevertheless, it is important for instructors when designing the exercises: (Michaelsen, Knight & Fink, 2002)

1. The tasks are meaningful and related to the ultimate learning goals.
2. Successful performance by the groups will require them to engage in a high level of INTRA – group dialogue.
3. Group answers / responses can be displayed easily and quickly.
4. The application exercises should have the principle of the “3 S’s”

Same Questions or Problem – All groups should work on the same question or problem.

Specific Choice – The task should call for each team to make a specific choice that requires using ideas concepts and/ or tools from the course. This prompts in-depth discussion, both within groups and between groups.

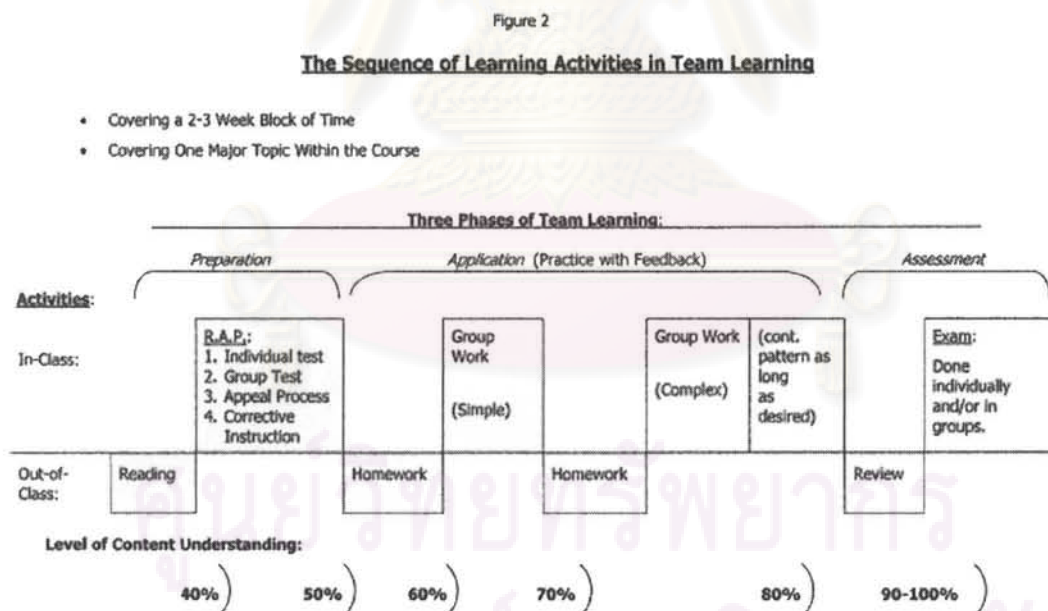
Simultaneous Report- Out – All groups report or share their answers at the same time.

5. Having groups write a term paper is not a good group assignment. Generally this does not promote a high level of intra-group discussion.

Phase 3: assessment phase or final assessment

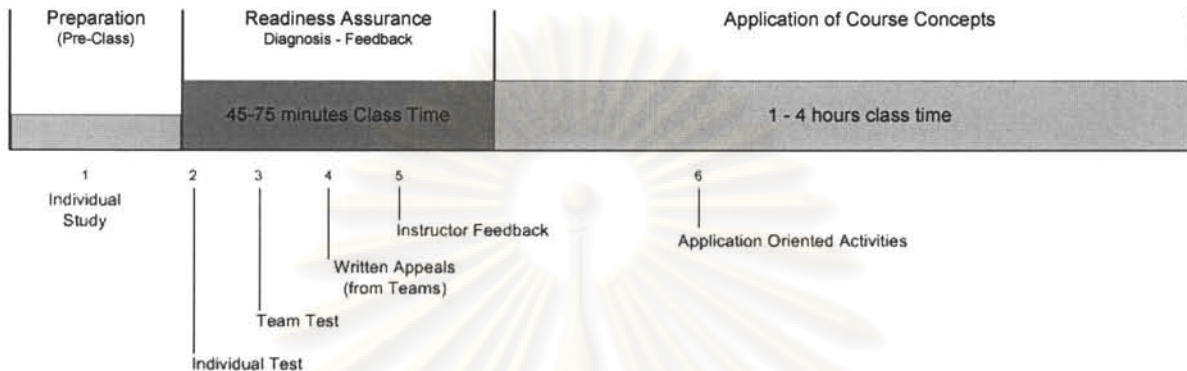
Teachers should make explicit connections between end of the course exams, the RAT questions and application assignments. The teams are given challenging projects on which to work that will form part of their grade. Making teamwork a central part of the course requires changes in the way assessments take place. There must be both individual and group accountability. In addition, individual students must be accountable for their individual preparation and for their contribution to the work of the team. A summary score of this rating process is then included in the calculation of the final course grade for each student.

Figure 2.2: Team-Based learning: The Sequence of learning Activities for Each Major Topic Unit



It can be said that there are the changes of the role of teacher who will become facilitator providing feedback.

Figure 2.3: Team-Based learning Activity Sequence



A sequence of learning activities is followed that ensure content coverage and in-class activities that encourage students to apply their newly acquired knowledge and to build group cohesiveness. (Michaelsen, 2004)

Comparison between Team-Based Learning Approach and other Small group Approach

According to (McInerney, 2003), three general approaches to the use of small groups are well identified on college teaching: cooperative learning, problem-based learning, and team-based learning. In general, cooperative learning advocates the use of small groups as a specific activity that is inserted into an existing course structure that otherwise remains more or less undisturbed. In contrast, problem-based learning calls for a significant restructuring of the design of a course such that groups of students are presented with a problem before they have studied all the relevant concepts.

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Table 2.2: Comparing Group Learning, and Team-Based Learning Approach (McInerney, 2003)

Feature	Group Learning	Team-Based Learning
Individual members of the team are assigned roles	✓	✗
The use of tutors to guide the work of individual groups is needed.	✓	✗
Given tasks that require the team to make a decision or solve a problem is a lengthy paper to write.	✓	✗

It can be said that Team-based learning belongs to these two approaches in between. In team-based learning, the course does need to be structured in a special way to support the development of groups into teams. But, unlike problem-based learning, students in team-based learning courses acquire the needed information and concepts first, often by the traditional lecture-based format, and then engage as teams in various application exercises.

From the table 2.2, there are a few other more specific differences that distinguish team-based learning from the other two approaches. In team-based learning, individual members of the team are not assigned roles. The team contains five to eight members, is kept intact for the entire academic term, works primarily during class time, and is given

frequent and prompt feedback on its work. Unlike problem-based learning, team-based learning does not require the use of tutors to guide the work of individual groups. Finally, the team is given tasks that require the team to make a decision or solve a problem (McInerney, 2003).

Related Research on Team-based Learning Approach

From much previous research linked to Team-Based Learning Approach, a similar conclusion has been contributed that the approach supports active learning, motivates students' interest, develop critical thinking and problem solving skills (Freeman, McGrath-Champ, Clark and Taylor, 2003; Touchet & Coon, 2004; Tobin, 2006).

Lemond's study (2004) that presents an Activity Theoretical examination of team-based computer-mediated communication (CMC) with the ideal of the team-based learning approach asserted. The use of team chat activities, where the teacher is absent, provided socially based opportunities for language practice and afforded social support for learners throughout the semester. Thus, the team chats created opportunities for social interaction that encouraged learners to bridge the gap between what they could do alone and what they could accomplish collaboratively with others.

A Medical Gross Anatomy and Embryology course has been using the approach progressively. Many instructors stated that the approach proved to be a superior method in their course. Students improve day-to-day preparedness and group problem solving. In addition, Dickerson (2006) states that the approach can help students when they are learning in English classes.

Michaelsen and Dickerson (2006) indicated that team-based learning helped the weaker students learn from their peers and facilitated discussion in general as questions were raised about the more difficult material. Moreover, the team-based learning helps students learning in English classes.

Letassy (2008) also reported with the use of the team-based learning, students' course grade were higher compared to the traditional lecture-based learning. Enhancing teamwork, increasing student interactions, improving member feedback on content, and increasing opportunities to practice higher-level thinking are other benefits.

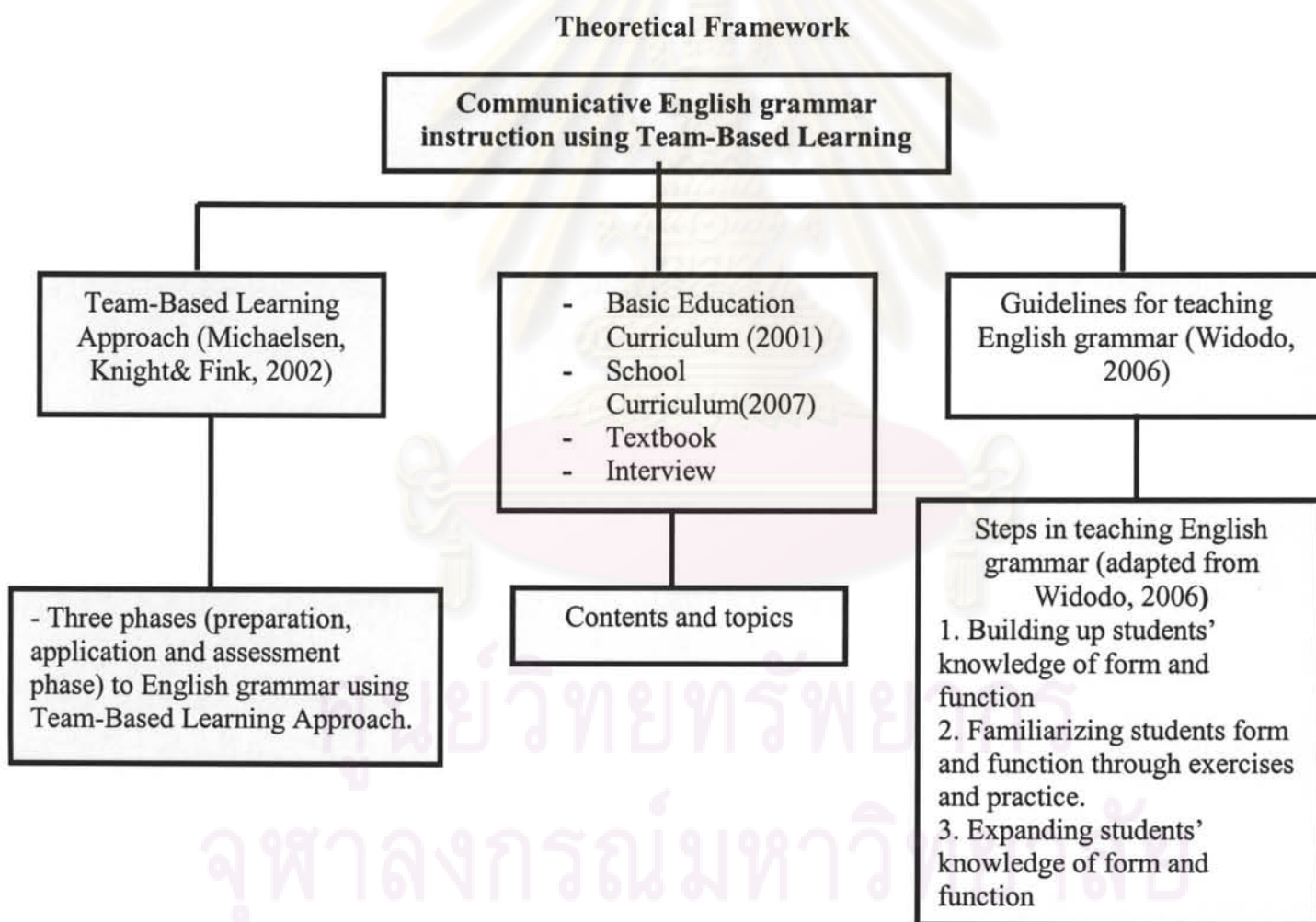
In Thailand, Sripanngen (2008) conducted a research on investigate the effects of using a reading instruction based on team-based learning approach on English reading comprehension ability of upper secondary school students. The results of the analyses revealed that students who learned a reading instruction program based on team-based learning approach gained significantly higher average scores on the post English reading comprehension test than the pre English reading comprehension test at the significant level of 0.05.

Furthermore, the participants with high, moderate, and low English ability who learned through this reading instruction program gained significantly higher average scores on the post English reading comprehension test than the pre English reading comprehension test at the significant level of 0.05 Through the teaching and learning process, students could improve their reading ability and simultaneously they gained their team learning skill. Thus, the approach could be proved to be the alternative approach that might enhance the communicative English language ability of second language learners.

Summary

The literature review consists of 3 topics including communicative language ability, grammar teaching and team-based learning approach. The researcher used these concepts to develop the theoretical framework in this study. However, the present study designs are reviewed in this chapter and applied in the study. Figure 2.4 illustrates the theoretical framework.

Figure 2.4



CHAPTER III

RESEARCH METHODOLOGY

This chapter discusses the research design and methodology used in the study. This study aims at designing communicative English grammar instruction using Team-Based Learning Approach to examine its effects on learners' communicative English language ability of upper secondary school students (tenth grade or Mathayomsuksa 4). The description of context of study, research design, research process, research instrument, data collection, and data analysis are presented in this chapter.

Context of the study

Nawamintrachinuthid Horwang Nonthaburi school is an extra large-scale government school with an approximation of 3,000 students. Their levels are from Mahayomsuksa 1 (Grade 7) to Mathayomsuksa 6 (Grade 12), with the age between 13 – 17 years old. According to the data from foreign language department of the school, the English ability in the upper secondary level is medium.

Population and Samples

The population for this study was upper secondary students (tenth grade or Mathayomsuksa 4) from Nawamintharachinuthid Horwang Nonthaburi School in Nonthaburi. The overall number of the tenth grade students is five hundred and fifty. The participated students under the experiment were forty-eight of tenth grade or Mathayomsuksa 4 students who enrolled in the course of Communicative English

Grammar in the second semester, academic year 2009. All participants were from Math-English program.

The students were pretested with the communicative English language ability test and the scores from the test were used to place the students in different English ability levels.

The researcher put their scores in order from the highest to the lowest one and equally divided them into three English ability levels – low, moderate and high English ability. The scores were randomly assigned into 8 teams. Each team consisted of six members with different of English ability. Furthermore, the six members in each were in the same groups for the entire semester.

The average pretest scores of the students in different English ability levels were shown in Table 3.1.

Table 3.1: The different English ability from students' total scores

Pre-test Scores	Frequency	Ability
8 – 12	16	Low
13 – 15	16	Moderate
16 – 24	16	High

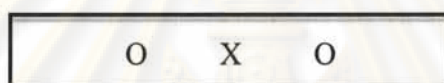
Research Design

A single group design is used with pre-test and post-test as quantitative measurements of the effect of the treatment. The design allows a comparison of students' communicative English language ability before and after the treatment. The intention of

the study is to explore the effect of communicative English grammar instruction using Team-Based Learning Approach on students' communicative English language ability of upper secondary school students (tenth grade or Mathayomsuksa 4).

The independent variable referred to the communicative English grammar instruction using team-based learning approach. The students' mean scores on communicative English language ability scores were dependent variables.

Figure 3.1 illustrates the research design of the present study.



O refers to pretest and posttest on communicative English language ability

X refers to the communicative English grammar instruction using team-based learning approach

Figure 3.1 Research design

Research Procedures

Research procedures of the present study consisted of three stages: the preparation stage, research instrument and instructional instrument construction stage, and the implementation stage. Figure 3.2 illustrates the overview of research procedures.

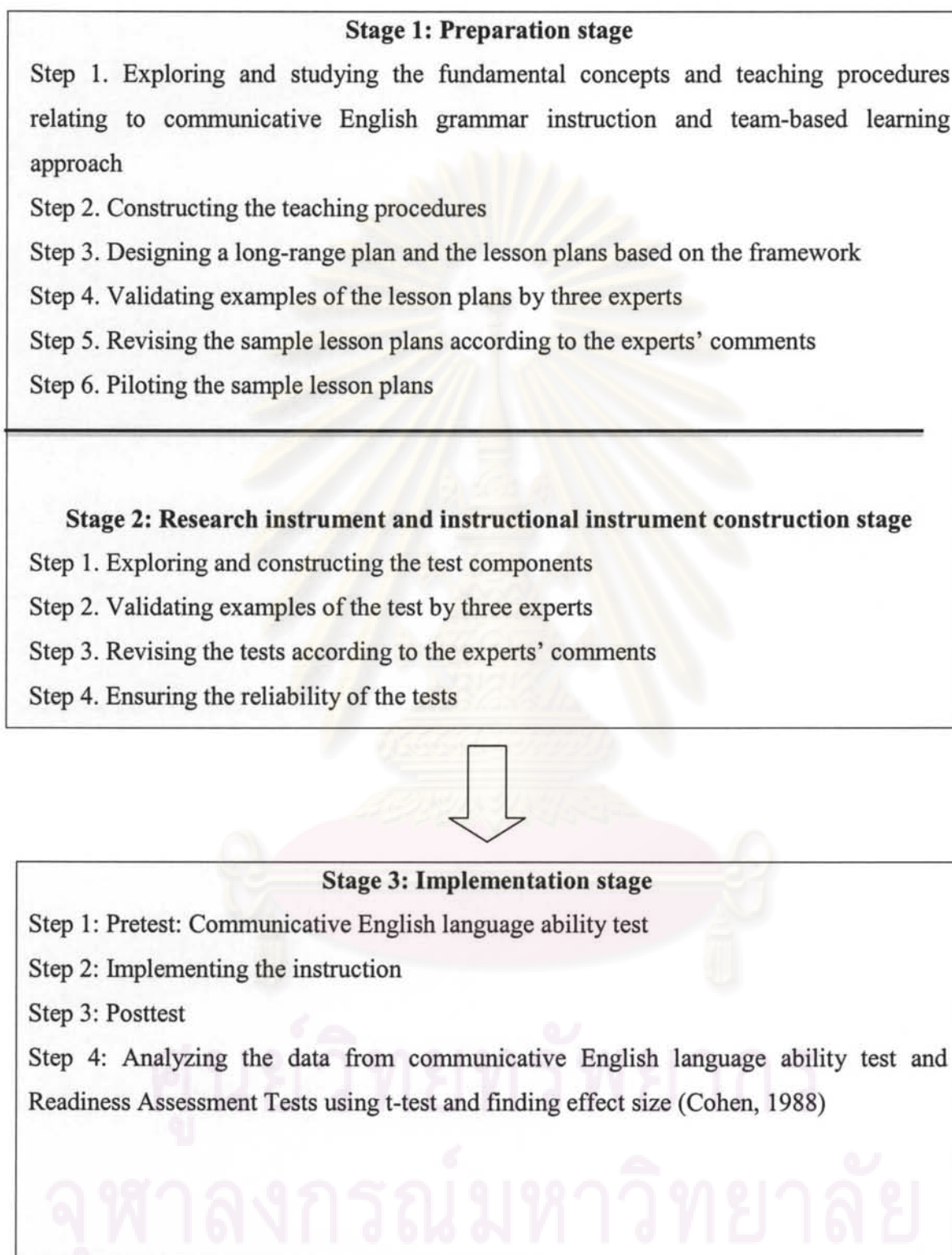


Figure 3.2 Research Procedures

Stage 1: Preparation stage

Step 1: Exploring and studying the fundamental concepts and teaching procedures relating to communicative English grammar instruction and team-based learning approach

In the first step, the researcher studied the basic concepts from the documents and related research: journals, documents, article, research and thesis related to Team-Based Learning Approach and communicative grammar teaching.

Step 2: Constructing the teaching procedures

In the second step, the researcher developed the teaching procedures for the instruction adapting a three-phase sequence: preparation, application, and assessment phase proposed by Michaelsen (2008) and three steps of teaching grammar communicatively proposed by Widodo (2006). The researcher discussed earlier in the review of literature.

The preparation Phase is the first phase along with the first step of building up students' knowledge of form and function. The objective of this step is for the students to integrate their prior knowledge with the interesting texts and the new knowledge about the grammatical points implemented. Students are assigned to read and do worksheets about the form and function of the English grammar outside class before the next period. The teacher leads questions and provides model sentences in which the grammatical item is underlined. The leading questions are from what they have read. Teacher tries to link the grammatical points into the students' everyday's life. Teacher encourages students to communicate in a spoken form. This helps the students perform what they have learned before class in the authentic situation.

Then, students take a Readiness Assessment Test (RATs), which consists of short multiple-choice questions. The questions in the test are taken from the grammatical points they have studied before class. The test is not the single sentence level test. Students need to analyze what they have to choose the grammatical points in context for communicative use. Students take a test individually and it will be scored later after taking a team test.

Students complete the same test in team. During the team-test, teachers roam from team to team, monitoring how the teams are approaching the problem. The feedback members receive from each other immediate scoring of the team RATs by using IF-AT answer sheets. This allowed the teams to compare their answer. Teacher gives feedback to the whole class. Students can appeal any questions for clarifying the questions that the team answers incorrectly. Teacher gives oral feedback immediately after the appeal process to clarify any students' confusion. Finally, if there is no appeal from students, teacher can prompt questions about those grammar topics in order to recheck students' comprehension toward the topics. Teacher reviews the grammatical points and vocabulary in the context by asking questions and explanations from each team.

Next to the preparation phase, it is **the application phase** with the second step of familiarizing students' form and function through exercises and practice and the third step of expanding students' knowledge of form and function. Teacher spends 70 minutes in this phase. Teacher designed team exercises based on the grammatical points, which they work as a team. Teacher provides activities to see whether the students in each team understand what they have learned. Team activities are more difficult than the one in the preparation phase. In the second step, the activities can be in the form of sentence

construction exercises, which are put in the certain context. They can be written or spoken. Certain types of activities can be used such as matching task, discrimination task, gap-filling task and the information-gap task. This is used in order to have the students apply the concept of the grammatical item learned productively, not receptively while in third step, teacher employs other activities to reinforce some concepts with an opportunity to do noticing or consciousness-raising. In this respect, the students in each team are expected to be expert in applying the rule that they learned and produce it in the form of real life communication for both written and spoken one. The activities can be the story-telling and reporting tasks or the role-play and simulation tasks. When students finish doing the activity in application phase, the peer evaluation is needed in order to let students in each team learn about themselves and other members.

The final phase is **the assessment phase**. The assessment activities for students and their teams can be divided into two parts. At the beginning of the course, each team will draw lots to choose what grammar topics they need to do as a project. The project can be in the spoken or written one such as magazine, newspaper, interview or role-play. Each team can discuss about the development of the project in project development week. At the week before the end of the course, each team has to come out in front of class and presents the project about grammar points they have done. The project along with the presentation from each team will be part of their grades. At the end of the course, students will have their final examination test, which will part of their grade. The test is the same test as the pretest, which is the communicative English language ability test.

Step 3: Designing a long-range plan and the lesson plans based on the framework

The third step, the course rationale, course objectives of a school elective course “Communicative English Grammar” and lesson plans were designed based on Team-Based Learning Approach and communicative English grammar instruction. Each lesson provided information and activities concerning each target English grammar feature. One lesson lasts for 2 periods of 50 minutes each. The procedures are the following:

The researcher interviewed the head of foreign language department of the school and other English teachers who taught in tenth grade level about the school curriculum in order to select the grammar topics and contents. Moreover, the researcher analyzed the textbook “My World” used in the general English course.

The results from the interview and textbook analysis showed that the focused grammar points taught in the semester were present continuous, gerund, past simple tense, present perfect, future time, and conditional sentence.

Step 4: Validating the examples of the lesson plans and instructional materials

The checklists were constructed and three experts in English language teaching evaluated and commented on the lesson plans, which were a few samples from lesson one to three. For each lesson plan, the experts evaluated the terminal objectives, enabling objectives, teaching procedures, activities, and materials.

The experts were asked to rate in the evaluation form as to whether it was congruent with the objective using the checklist constructed by the researcher.

Then, the Item-Objective Congruence (IOC) Index will be calculated by assigning scores to the answers as follows:

Congruent = +1

Questionable = 0

Incongruent = -1

IOC (Item-Objective Congruence Index)

$$IOC = \frac{(M - 1)S_i - S_i}{2N(M - 1)}$$

M = the number of objectives

N = the number of expert judges

S_i = the summation of scores for objective i

S_i = the summation of scores for total objectives except i

The result was revealed that IOC on all aspects in all three lesson plans were greater than 0.50, they implied that these lesson plans were acceptable for the study. In addition, the experts suggested very useful points to develop the lesson plans to be more effective. The experts' suggestions are in the next step.

The table 3.2 showed the experts' validation of three lesson plans.

Table 3.2: The experts' validation of three lesson plans

	Space (Present Continuous) Total	Money (Gerund) Total	Activist (Past Simple) Total	Results
1. Topic				
- Appropriate and clear	1	1	1	Acceptable
- Organized effectively.	1	1	1	Acceptable
2. Objectives				
- Clear and concise	1	1	1	Acceptable
- Relevant and consistent	1	1	1	Acceptable
3. Teaching procedures				
- Appropriate sequences	0.67	1	1	Acceptable
- Clear and effective	0.67	1	1	Acceptable
4. Activities				
- Practical	0.67	1	1	Acceptable
- Incorporate team-work	0.67	1	1	Acceptable
5. Materials				
-Appropriate	0.67	1	1	Acceptable

Note: The IOC index ranges from -1 to 1. Items that had an index lower than 0.5 should be revised.

Step 5: Revising the sample lesson plans according to the experts' comments.

The researcher revised the lesson plans according to the experts' suggestions in each one as follows:

“Long-Distance Messenger” lesson plan: Present Continuous

The experts provided some useful suggestions about the modification on certain topics, which were the following:

1. Objectives

Expert A suggested that the terminal objective should be rewritten in order to be observable. The one with “Students will be able to use present continuous tense to talk about the activities at the exact moment” was modified to “Students will be able to write about the activities at the exact moment using present continuous.”

2. Teaching Procedures

Expert B suggested that the steps of teaching were not well organized while Expert A suggested that the steps of Widodo's communicative English grammar instruction were not clearly integrated. As a result, the researcher reorganized and rewrote the lesson plan.

3. Activities

Expert A suggested that all activities and should be about one topic or one Theme. As a result, the researcher rearranged the activities into the same theme.

4. Materials

Expert A suggested that the examples of in the function chart should be from reading passage that was provided to the students. As a result, the researcher changed those sentences into ones in the reading passage.

5. Additional suggestions

Expert B and Expert C suggested that in the lesson, there was no preparation with the vocabulary review to help the students create paragraph to describe. As a result, the researcher reviewed the vocabulary part in the lesson plan.

“Ten Easy Ways to Start Saving Money” lesson plan: Gerund

The experts provided some useful suggestions about the modification on certain topics, which were the following:

1. Objectives

Expert A suggested that the terminal objective should be rewritten in order to be grammatically correct. The one with “Students will be able to write about a short dialogue when making and responding to a polite request and write an activity using gerund” was modified to “Students will be able to write a short dialogue when making and responding to a polite request and write an activity using gerund”

2. Teaching Procedures

Expert C suggested that the steps of teaching were not well organized in terms of the sequence connecting to some activities. As a result, the researcher reorganized the sequence.

3. Activities

Expert A suggested that all activities did not get along with the pictures. As a result, the researcher changed the pictures to match with the activities.

4. Materials

Expert B suggested that the examples of pictures for vocabulary review were unclear. As a result, the researcher changed them to be clearer and easier to understand.

5. Additional suggestions

Expert B and Expert C suggested that the researcher should be more creative for some activities in order to motivate the students to feel more energetic to learn.

“The Decade That Made A Difference” lesson plan: Past Simple

The experts provided some useful suggestions about the modification on certain topics, which were the following:

1. Objectives

Expert A suggested that the enabling objective should be rewritten.

The one with “Students will be able tell the meaning of the following vocabulary: law, protest, fight, and festival.” was modified to “Students will be able to use the following vocabulary: law, protest, fight, and festival.”

2. Teaching Procedures

Expert C suggested that the steps of teaching were not well organized for some parts. As a result, the researcher rewrote the lesson plan.

3. Activities

Expert C suggested that some activities were too difficult. As a result, the researcher rearranged the activities in order to be easier for the students.

4. Materials

Expert A suggested that the examples of in the function chart should be added more. As a result, the researcher added more examples to the function chart.

5. Additional suggestions

Expert A and Expert C suggested the evaluation for the lesson should be

consistent with the objectives. As a result, the researcher revised the evaluation to math with the objective.

Step 6: Piloting the sample of lesson plans.

The researcher piloted the lesson plans with 48 tenth grade students who formed the parallel group of the instruction group. They shared the same characteristics in terms of the Math-English program they are in and their class size. They were studying at Nawamintharachinuthid Horwang Nonthaburi School in 2009, semester one.

Based on the results gained from the pilot study, the lesson plans were altered. The researcher found that lesson plans needed to be more organized to be more concise because students could not finish their tasks in time. Some exercises could be shortened due to time.

Stage 2: Research instrument and instructional instrument construction stage

Step 1: Exploring and constructing the test components

The research instruments for the study were Communicative English Language ability Test, and Readiness Assessment Tests (RAT).

Table 3.3: *The instruments of Communicative English Grammar Instruction using Team-based learning Approach*

Instruments	Objectives	Time of distribution
1. Communicative English Language Ability Test (Research instrument)	To assess students' communicative English language ability	Before and after the instruction
2. Six sets of Readiness Assessment Tests (Instructional instrument)	To assess students' achievement and improvement over English language ability	On the lesson; 2 nd , 3 rd , 5 th , 6 th , 8 th , and 9 th .

1. Communicative English Language Ability Test

The researcher constructed the communicative English language ability test with the rationales proposed from Bachman and Palmer (1996) and Purpura (2004) discussed earlier in the review of the literature.

The researcher chose these two types multiple-choice task and gap-filling task to be the assessment, which were purposively chosen since the test-takers can do these tasks in certain period of time and it was easy to be scored. The test aims to assess students' communicative English language ability, which is beyond the sentence level. The students need to put the grammatical points into certain context. The test is involved with two phases: before and after the instruction.

The topics of the test were based on six grammar points, which are "Present continuous", "Gerund", "Past simple", "Present Perfect", "Future simple", and "Conditional sentence".

These six grammar points were equally assigned in the test. Moreover, the vocabulary selection used in the test was based on the theme "Space", "Activist", "History", "Election", "Future" and "Money" and in similar to reading passages presented in the classroom.

There were 30 items in the test. The test lasts about 60 minutes and consists of 2 parts, which will be multiple-choice items and a modified cloze test.

Part I: Situational dialogues (10 items). Students will be given the conversation between people in the context. They have to choose the right answer, which is based on the English grammar from each unit in the lesson.

Part II: Language in use (20 items). Students will need to complete the gaps in a modified cloze test. The piece of the text will be based on the language in use such as newspaper, letter, advertisement and etc.

Table 3.4 shows the test specification.

Table 3.4: *The Test Specification*

Part	Grammar Points	Context	Interlocutors	Items
1. Situational Dialogue	- Present Perfect	- Yesterday activity	- Friend-Friend	1-2
	- Past Simple	- The hotel	- Boyfriend-Girlfriend	3-4
		- New music	- Buyer-Seller	5-6
		- Place to go	- Brother-Brother	7-8
		- Election	- Teacher-Teacher	9-10
2. Language in use	- Present continuous	- Letter	- Friend-Friend	11-20
	- Gerund	- Magazine	- Writer-Reader	21-30
	- Future Simple			
	- Conditional sentence			

2. Readiness Assessment Tests (Instructional instrument)

The researcher constructed the readiness assessment test with the same rationales proposed from Bachman and Palmer (1996) and Purpura (2004) discussed earlier in the review of the literature. The researcher chose these two types multiple-choice task and gap-filling task to be the assessment, which were purposively chosen since the test-takers can do these tasks in certain period of time and it was easy to be scored.

Readiness Assessment Tests aims to assess students' achievements and improvement over communicative English language ability and measure students'

readiness whether they have prepared or not toward the grammar point. The researcher constructed 5 items of six sets of Readiness assessment tests.

Step 2: Validating the examples of the tests

Communicative English Language Ability Test and Readiness assessment Tests were validated by three experts in English language instruction for a content validity. The researcher employed the Index of Item Objective Congruence (IOC) criteria to calculate the checklists of the tests. Item-Objective Congruence Index can interpret into two ways, with higher than or equal to 0.5 considered acceptable for measure the objective and less than 0.5 considered unacceptable for measure the objective. The value of IOC for each test item of Communicative English Language Ability Test and Rats were illustrated in Appendix H and I respectively.

The results of both tests for content validity showed that every item was higher than 0.50. It means that all were acceptable from the experts.

Step 3: Revising the tests according to the experts' comments

Three experts gave some suggestions for further revision of both tests; Communicative English Language Ability Test and Readiness Assessment Tests. Some are listed as follows:

Expert A suggested that the instructions in both tests are unclear. As a result, the researcher revised the instructions to be clearer.

Expert B and Expert C suggested that the frames of both tests are too large. As a result, the researcher used the new frame according to the experts' suggestions.

Lastly, Expert A suggested that the vocabulary for some parts in both tests should be revised and reselected because of its difficulty. As a result, the researcher studied the vocabulary in each lesson and reselected the vocabulary.

Step 4: Ensuring the reliability of the tests

The researcher measured the reliability of the communicative English language ability test and Readiness assessment tests by the formula of Kuder – Richardson (KR 20).

The researcher use Kuder – Richardson (KR 20) to find the reliability of the reading comprehension test. Kuder – Richardson (KR 20) is commonly used to establish internal consistency reliability, with 0.60 considered acceptable for exploratory purposes, 0.70 considered adequate for confirmatory purposes, and 0.80 considered good for confirmatory purposes (Sukamolson, 1995).

In this study, Kuder – Richardson (KR 20) of the communicative English language ability test and Readiness assessment tests were 0.68 and 0.74 respectively, which were considered adequate for confirmatory purposes. Both tests were chosen because there were only 30 items

The EVANA, the classical item analysis program, was used to explore the level of difficulty of the items (p), and the discrimination power of the items (r). The item analysis was used to evaluate the quality of test items. Each item of the tests was analyzed according to 2 main points: 1) the level of difficulty of the items (p), and the discrimination power of the items (r).

The results of Communicative English Language Ability Test and Readiness assessment tests were illustrated in Appendix J and Appendix K respectively.

According to the criteria for the difficulty index and the discrimination index, the item of which difficulty indices range between 0.20 and 0.80, and discrimination indices were equal or higher than 0.20 were chosen for the main study. All 30 items on both tests were acceptable.

Stage 3: Conducting the experiment (Data Collection)

The data collection method that was used to assess the students' communicative English language ability was single group design. The researcher compared the students' communicative English language ability by using pre and post-test mean scores. The data were collected in three parts; pre-test, implementation of the instruction and post-test. In the pre-test, the communicative English language ability test was administered. The students spent 60 minutes to do Communicative English Language Ability Test as the pre-test on the first day of the course to determine students' communicative English language ability. In the implementation of the instruction, the experiment was conducted for 11 weeks in the second semester in academic year 2009. It was designed for 48 tenth-grade students who enrolled in English communication course. The class met once a week for 100 minutes. Each lesson was composed of three phases: preparation phase, application phase and assessment phase. Finally, The students were post-tested on the 11th week. The posttest was same to the pretest. The pretest and posttest were used to compare the students' communicative English language ability before and after taking the communicative English grammar instruction using team-based learning approach.

Table 3.5: Summary of Data Collection

Before the implementation

- Lesson plans and research instrument were distributed to the experts.
- Suggestions from the experts formed basis for adjusting the lesson plans and the test.

Week 1: At the beginning of the study, students were given an overview of the course

Week 2 – 10: Students participated in the lessons (50 minutes per period with two periods per week).

After the implementation

Week 11: The Communicative English Language Ability test was distributed to the students.

Stage 4: Analyzing the data (Data Analysis)

Research Question 1: To what extent does communicative English grammar instruction using Team-Based Learning Approach affect learners' communicative English language ability?

The research instrument used to answer research question 1 was a communicative English language ability test. The independent variable was communicative English grammar instruction using team-based learning approach and the dependent was the mean scores on the test.

The students' communicative English language ability was processed and analyzed using SPSS version 17. The data obtained from the pre and post test was statistically analyzed by means of arithmetic means, standard deviation, and t-test (Paired

samples test) in order to compare the differences in the students' communicative English language ability.

In order to measure the magnitude of the effects of communicative English grammar instruction using team-based learning approach on students' communicative English language ability, the effect size Cohen's d (Jackson, 2005) was used.

Question 2: How do high, moderate, and low English ability learners improve their communicative English language ability?

The research instrument used to answer research question 2 was a communicative English language ability test. The independent variable was communicative English grammar instruction using team-based learning approach and the dependent was the mean scores of students with different English ability on the role-play assignments. The performances from the students in the role-play assignments were transcribed and analyzed by using qualitative analysis in order to see how the students improved their Communicative English language ability.

Moreover, the data obtained from the pre and post-test, the role-play assignment scores, and students' average individual scores and students' average team scores of six sets of readiness assessment tests were statistically analyzed by means of arithmetic mean, standard deviation, and t-test (Paired samples test) in order to examine the communicative English language ability of students with different English ability.

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CHAPTER IV

FINDINGS

Introduction

This chapter reports the results from the study entitled “Effects of Communicative English Grammar instruction using Team-Based learning Approach on Communicative English Language Ability of Tenth Grade Students at Nawamintrachinuthid Horwang Nonthaburi” according to the research questions and the hypotheses, which were set as follows:

Research question 1

To what extent does communicative English grammar instruction using Team-Based Learning Approach affect learners’ communicative English language ability?

The research instrument used to answer research question 1 was communicative English language ability test, which consisted of 30 multiple-choice questions. The first research question focused on identifying whether the pretest mean scores differed from the posttest mean scores at the level of significant 0.05 by using t-test as a means.

Within group paired sample t-test was used to find out whether there was a significant difference between the pretest and posttest mean scores of students. The students’ pretest and posttest mean scores, standard deviations, t-values, and statistical significance are presented in Table 4.1.

Table 4.1: Means, t-values, and significance of the pre-test and post-test

Mode of Assessment	\bar{X}	Mean Differences	t.	df.	Sig.
Pre-test	14.63	- 8.27	- 11.85	47	.000*
Post-test	22.90				

*p<.05

It was found from the mean comparison that students earned a higher post-test mean score ($\bar{X} = 22.90$) than a pre-test mean score ($\bar{X} = 14.63$). The total score was 30 points, the mean difference was $- 8.27$ and the t value was $- 11.85$ with a degree of freedom of 47 ($n = 48$). The result showed that there was a significant difference between the mean scores from the pre-test and post-test at a significant level ($p < .05$).

Thus, the first hypothesis, which stated that there would be significantly higher average scores on post-test than the pre-test, was accepted. It means that students' communicative English language ability significantly improved after receiving the treatment.

Effect Size

The researcher used the value of effect size in order to measure the magnitude of the effects of using the instruction on students' communicative English language ability. By using the means and standard deviations, Cohen (1998) defined effect sizes as follows: "small, $d = 0.2$," "medium, $d = .05$," and "large, $d = .08$ ". The result of the mean effect size correlation (r_Y) was 0.86 and Cohen's d was 3.45, which represented large effect size according to Cohen's (1998).

The effect size of a communicative English grammar instruction using team-based learning approach on students' communicative English language ability was illustrated in Table 4.2.

Table 4.2: The effect size of the instruction on students' communicative English language ability

Cohen's d	Effect Size (r^2)	Percentile Standing Percent	Meaning
3.45700029	0.86558054	79.00	Large

From Table 4.2, an effect size of 0.86 means the large effect size. In this case, it is evident that there was a significant gain from the posttest, which implied that it was a large effect.

Thus, it can be concluded that communicative English grammar instruction using Team-Based Learning Approach had large effect on promoting students' communicative English language ability.

Research question 2

How do high, moderate, and low English ability improve their communicative English language ability?

The second research question determined how the students with different English ability improved their communicative English language ability.

Part 1: Role-play assignment scores and observation over their performances

The researcher used the role-play assignment scores and observation over their performances from time to time to see how the students with different English ability improved their communicative English language ability.

Within group-paired sample t-test was used to find out whether there was a significant difference between mean scores of students with different English ability. The students' mean scores, standard deviations, t-values, and statistical significance are presented in Table 4.3.

Table 4.3: Means, standard deviations, mean differences, t-values, degrees of freedom, the significances of the role play assignment scores of students with different English ability

Levels of English Ability	\bar{X}	S.D.	Mean differences	t.	df.	Sig.	Effect sizes
High ability							
Role-play scores (week 6)	6.10	1.21					
Role-play scores (week 9)	7.35	2.25	-1.25	-4.03	15	.000*	0.72
Moderate ability							
Role-play scores (week 6)	7.71	2.12					
Role-play scores (week 9)	8.38	1.48	-0.67	-1.87	15	.034*	0.43
Low ability							
Role-play scores (week 6)	7.17	2.36					
Role-play scores (week 9)	8.83	1.37	-1.66	4.44	15	.000*	0.75

*p < .05

It was shown in the Table 4.3 that the mean scores of the role-play assignment of students with different English ability were higher than the pretest mean scores. The mean differences were -1.25 for the students with high ability, -0.67 for the students with

moderate ability, and -1.66 for the students with low ability. The t-values were -4.03, -1.87 and 4.44 respectively. It is apparent that there were significant differences between the first and the last role-play assignment mean scores of the test of all levels of English ability at a significant level ($p < .05$).

Effect Size

The effect sizes of the instruction on the students' communicative English language ability were 0.72 for high ability, 0.43 for moderate ability, and 0.75 for low ability, all meaning medium effect.

To be concluded, students for all three groups improved communicative English language ability after receiving the instruction.

Apart from there was evidence indicated that students improved their communicative English language ability after receiving the instruction. The performances from the students in the role-play assignments were transcribed and analyzed by using qualitative analysis in order to see how the students improved their Communicative English language ability. In this study, the researcher conducted further analysis by observing their performances in the role-play assignments in week 6 and 9, which were presented along with some examples of students' performances through the role-play assignments from time to time and the criteria are as follows:

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Confidence

1. Role-play assignment week 6

Most of the students with different English ability were not confident. They were likely to stop playing their roles when they forgot the dialogues. For example, Pongsakorn from students with low English ability group seemed very nervous when he had to perform his role. Another example was from Sakulrat, who was from students with moderate English ability group. Her fear gradually increased when performing her role and then she stopped acting right away. The last example was from Nopparat, who was from students with High English ability group. Although his gesture seemed partly confident, sometimes he could not imagine the gesture to be consistent with his role.

2. Role-play assignment week 9

After being familiar with the instruction, most of the students with different English ability increased their own confidence in gesture. They did not tend to stop when forgetting the dialogues. For example, Pongsakorn from students with low English ability group used to be very nervous when he had to perform his role. In this week, he was not nervous and able to control his emotion and gesture. Another example was from Sakulrat, who was from students with moderate English ability group. She used to be very fearful when performing her role and stopped acting right away but in this week, she had focused more on her role and did not stop. Her gesture was more confident. The last example was from Nopparat, who was from students with High English ability group. In this week, his gesture seemed very confident and he could imagine the gesture to be consistent with his role.

Accuracy and Fluency

1. Role-play assignment week 6

For the accuracy, the students with different English ability pervasively produced a number of mistakes in usage. Some might frequently make mistakes in usage. For the fluency, the students spoke with long pauses. Pronunciation and intonation errors impede communication. For example, Varangkana from students with low English ability group, Kanokwan from students with moderate English ability group, and Pamornpon from students with high English ability group produced wrong structure of present perfect tense many times. They tended to say “He did gone” instead of saying “He has gone”. Moreover, with the pronunciation, they hardly pronounced the sound “s” when needed in the plural form such as “cars” pronounced with out “s”. They paused along the way when not knowing how to pronounce.

2. Role-play assignment week 9

After being familiar with the instruction, for the accuracy, most of the students made the mistakes in usage, which did not distort the meaning or inhibit communication. For the fluency, the students still had some hesitation but the problems with pronunciation and intonation did not prevent effective communication. Varangkana from students with low English ability group, Kanokwan from students with moderate English ability group, and Pamornpon from students with high English ability group tended to produce more accurate structure of conditional sentence. They had the awareness about the structure such as “If he comes, I will go”. Moreover, with the pronunciation, they paid more attention to each final sound such as “s” or “ed”. They hardly paused when not knowing how to pronounce.

Comprehensibility

1. Role-play assignment week 6

Most of the students with different English ability used inappropriate language with major errors. Sometimes, they were likely to produce incomprehensibly. For example, Chutinan from students with low English ability group, Natdanai from students with moderate English ability group, and Sethachok from students with high English ability group used the language for inappropriate context. They knew how to form gerund since they already learned in week 3. However, in the role-play assignment, they used “Stop talking!” to their friends when performing in the father and son dialogue or teachers and students dialogue. This might be inappropriate since it was not polite to use the form of gerund as stated.

2. Role-play assignment week 9

After being familiar with the instruction, most of the students with different English ability conveyed main ideas using appropriate language with only minor errors. Inappropriate language with major errors tended to fade away since the teacher explained more about the appropriate usage of language. Chutinan from students with low English ability group, Natdanai from students with moderate English ability group, and Sethachok from students with high English ability group tended to use the language for more appropriate context. They knew how to use gerund more. When performing for the role-play assignment week 9, they never used “Stop talking!” since they already knew that might be inappropriate since it was not polite to use the form of gerund to their friends in the father and son dialogue or teachers and students dialogue context.

Part 2: Communicative English language ability test

The second research question focused on identifying whether the pretest mean scores differed from the posttest mean scores of the students with different English ability at the level of significant 0.05.

Within group-paired sample t-test was used to find out whether there was a significant difference between the pretest and posttest mean scores of students with different English ability. The students' pretest and posttest mean scores, standard deviations, t-values, and statistical significance are presented in Table 4.4.

Table 4.4: Means, standard deviations, mean differences, t-values, degrees of freedom, the significances of the pretest and posttest scores of students with different English ability

Levels of English Ability	\bar{X}	S.D.	Mean differences	t.	df.	Sig.	Effect sizes
High ability							
Pretest	18.63	2.13					
Posttest	24.31	4.17	-5.68	-5.58	15	.000*	0.82
Moderate ability							
Pretest	14.31	0.81					
Posttest	22.31	4.16	-8.18	-7.37	15	.000*	0.90
Low ability							
Pretest	11.13	1.45					
Posttest	22.06	4.62	-10.93	-9.29	15	.000*	0.94

*p < .05

It was shown in the Table 4.4 that the posttest mean scores of the communicative English language ability test of students with different English ability were higher than the pretest mean scores. The mean differences were -5.68 for the students with high

ability, -8.18 for the students with moderate ability, and -10.93 for the students with low ability. The t-values were -5.58, -7.37 and -9.29 respectively. It is apparent that there were significant differences between the pretest and posttest mean scores of the test of all levels of English ability at a significant level ($p < .05$).

Effect Size

The effect sizes of the instruction on the students' communicative English language ability were 0.82 for high ability, 0.90 for moderate ability, and 0.94 for low ability, all meaning large effect.

To be concluded, students for all three groups improved communicative English language ability after receiving the instruction.

Part 3: Readiness assessment tests 1-6

The researcher used readiness assessment tests 1-6 to see the improvements of the students with different English ability in both team and individual.

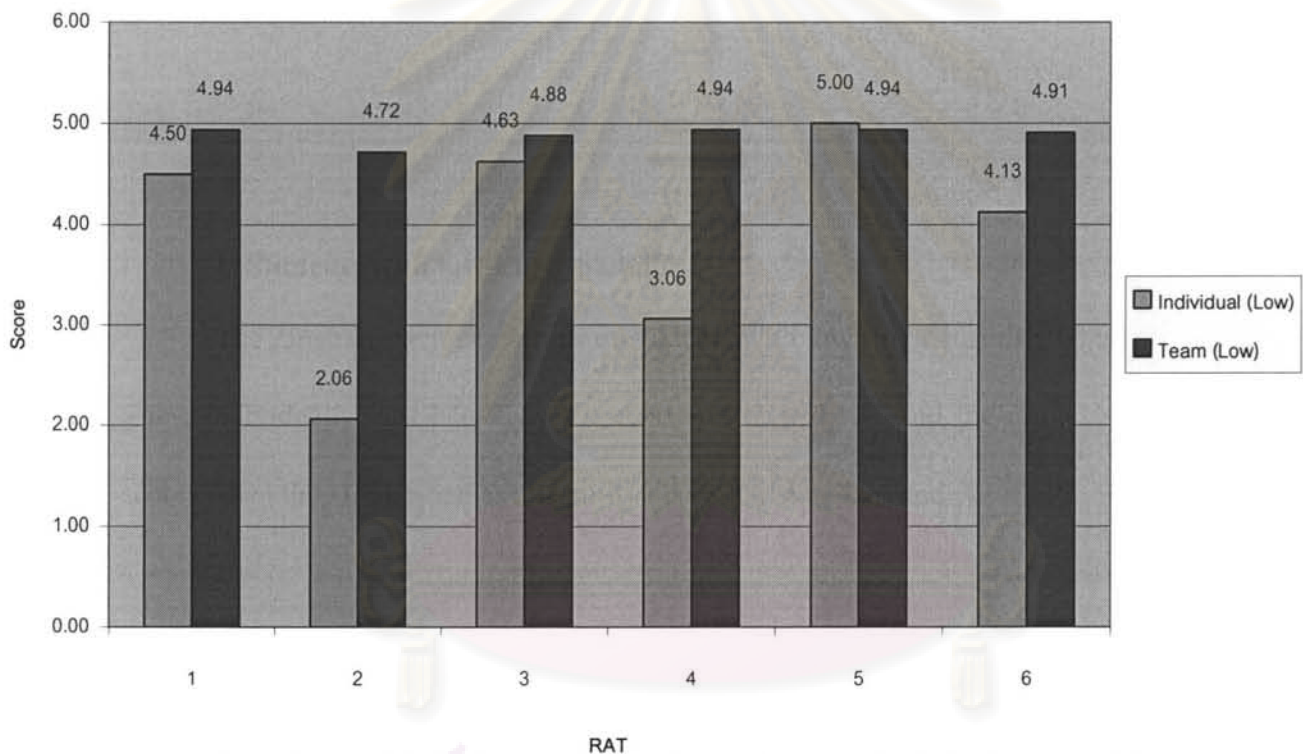
Mean scores of six readiness assessment tests were employed to show when the low, moderate, and high English ability took a test individually and when they took as a team also indicated that students with different English ability improved their communicative English language ability after receiving the communicative English grammar instruction based on team-based learning approach.

The mean scores of six readiness assessment Tests indicated that there were some differences in the range of communicative English language ability scores of low, moderate, and low ability students, shown in figure 4.1, 4.2 and 4.3 respectively.

1. Students with low English ability

The range of the mean scores of students with low English ability when they took a test individually was between $\bar{X} = 4.50$ and $\bar{X} = 4.13$. And the range of the mean scores when they took a test as a team was between $\bar{X} = 4.94$ and $\bar{X} = 4.91$.

Figure 4.1: Mean scores of Six Readiness Assessment Tests of students with low English ability



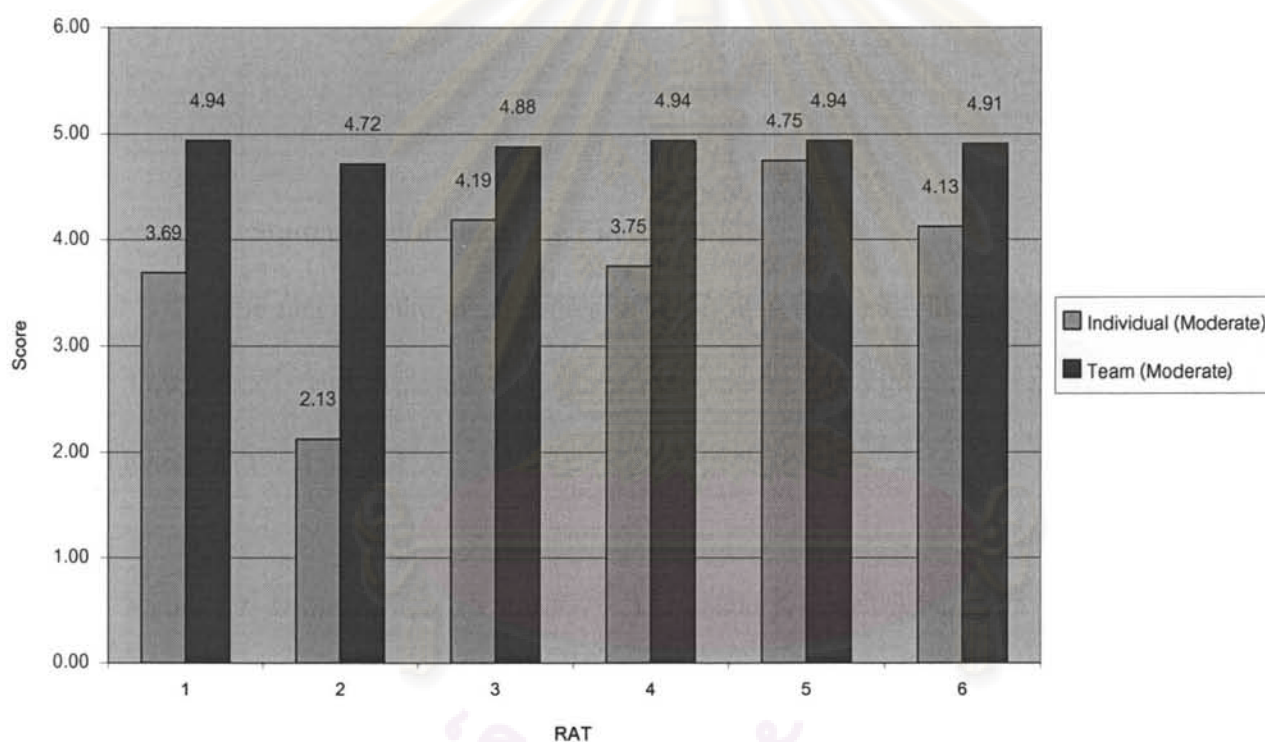
From figure 4.1, it showed that students with low English ability could improve their scores for the six sets of Readiness assessment tests when doing the tests as a team.

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2. Students with moderate English ability

The range of the mean scores of when they took individually was between $\bar{X} = 3.69$ and $\bar{X} = 4.13$. And the range of the mean scores when they took a test as a team was between $\bar{X} = 4.94$ and $\bar{X} = 4.91$.

Figure 4.2: Mean scores of six Readiness Assessment Tests of students with moderate English ability

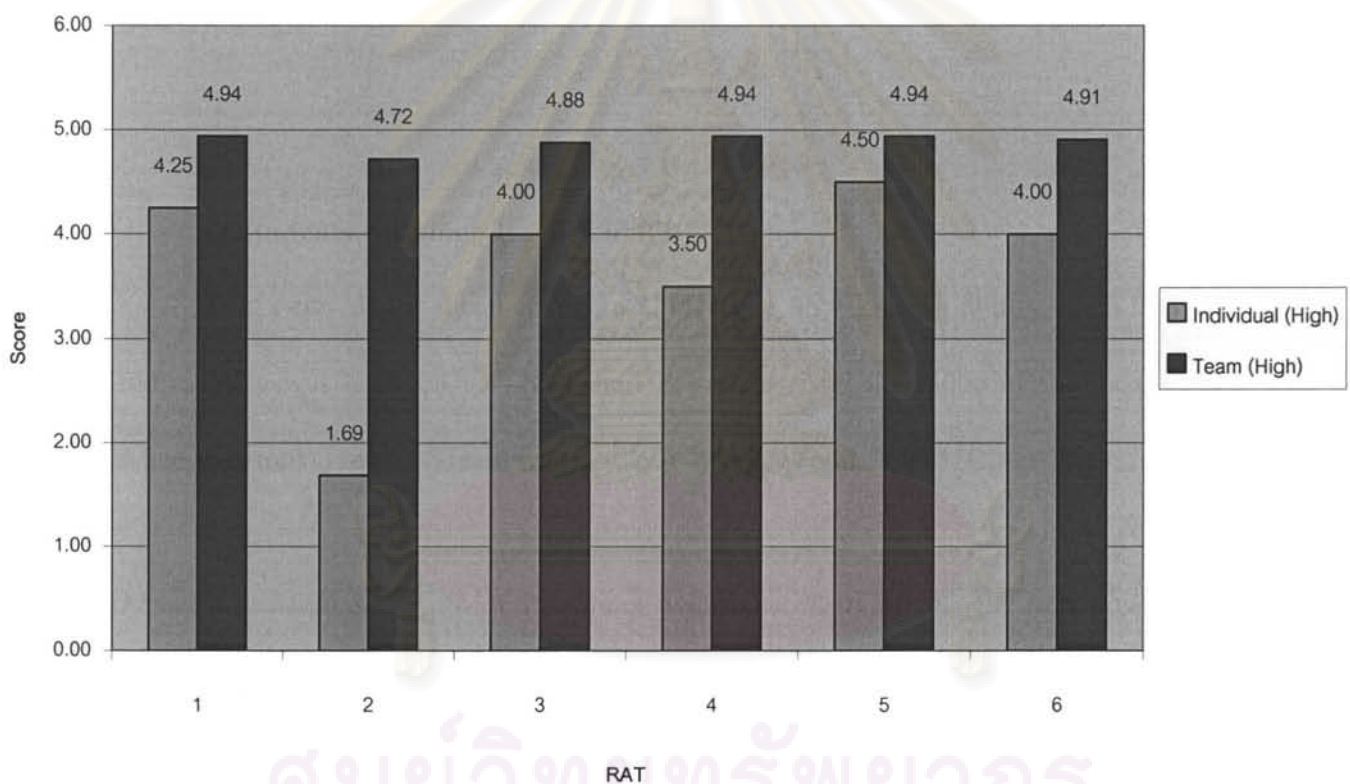


From figure 4.2, it showed that students with moderate English ability could improve their scores for the six sets of Readiness assessment tests when doing the tests as a team.

3. Students with high English ability

The range of the mean scores of students in high English ability when they took individually was between $\bar{X} = 4.25$ and $\bar{X} = 4.00$. And the range of the mean scores when they took a test as a team was between $\bar{X} = 4.94$ and $\bar{X} = 5.91$.

Figure 4.3: Mean scores of six Readiness Assessment Tests of students with high English ability



From figure 4.3, it showed that students with high English ability could improve their scores for the six sets of Readiness assessment tests when doing the tests as a team.

On the account of the data from Figure 4.1, 4.2 and 4.3, it evidently revealed that students with different English ability significantly improved their scores after taking a

test as a team. Hence, the range of communicative English ability scores of students with different ability when performing a test individually and when they took as a team evidently improves across readiness assessment tests.

Furthermore, the researcher also examined the improvement in students' communicative English language ability when they perform a test individually and when they do as a team. Six readiness assessment tests were used to investigate the improvements. The researcher calculated the percentage of students' improvement over individual scores by using the formula (Sripanngen, 2008) was presented in Figure 4.4:

Figure 4.4: How to calculate percentage of students' improvement over individual scores

$$\frac{(\text{Average team score} - \text{average individual score}) \times 100}{\text{Total score of each RAT (5) x average individual score}} = \text{Improvement over individual score}$$

Total score of each RAT (5) x average individual score

For example:

$$\frac{(4.88 - 1.13) \times 100}{(5 \times 1.13)} = 67\%$$

The results from Table 4.5 below revealed that there was some improvement in students' communicative English language ability when they perform a test individually and when they do as a team. Some improvement in scores for teams was consistently higher than the scores for individuals. Improvements in team scores over the individual scores seemed to suggest that discussion during the team tests may help each student to understand.

Table 4.5 presented the average individual score, average team scores, and the percentage of improvement over individual score of the participants in this study.

Table 4.5 : Percentage of students' improvement after taking a test as a team.

Student No.	Student ID.	Team	Average Individual Score	Average Team Score	Improvement over individual score (%)
1	9852	1	4.17	4.92	4
2	9899	6	4.33	4.96	3
3	9994	4	4.00	4.88	4
4	10013	4	4.50	4.88	2
5	10052	5	3.67	4.92	7
6	10058	2	1.83	4.79	32
7	10067	6	4.17	4.96	4
8	10069	2	3.50	4.79	7
9	10109	7	4.50	4.79	1
10	10120	1	4.50	4.92	2
11	10155	3	4.50	5.00	2
12	10158	3	2.83	5.00	15
13	10166	8	3.50	4.83	8
14	10211	2	3.17	4.79	10
15	10264	2	3.17	4.79	10
16	10325	4	3.83	4.88	5
17	11853	6	4.00	4.96	5
18	9918	5	4.33	4.92	3
19	9936	5	4.00	4.92	5
20	9988	1	3.50	4.92	8
21	10036	5	3.67	4.92	7
22	10042	4	3.17	4.88	11
23	10044	7	4.33	4.79	2
24	10088	3	4.33	5.00	3
25	10098	8	1.83	4.83	33

Student No.	Student ID.	Team	Average Individual Score	Average Team Score	Improvement over individual score (%)
26	10136	7	3.17	4.79	10
27	10138	4	3.67	4.88	7
28	10143	1	3.83	4.92	6
29	10146	6	4.17	4.96	4
30	10183	3	3.00	5.00	13
31	10187	2	4.50	4.79	1
32	10203	3	3.17	5.00	12
33	10204	1	4.00	4.92	5
34	10240	2	3.83	4.79	5
35	10250	8	3.83	4.83	5
36	10291	8	4.17	4.83	3
37	10304	3	4.00	5.00	5
38	10346	1	3.83	4.92	6
39	11023	4	3.67	4.88	7
40	11854	7	4.00	4.79	4
41	11855	8	4.33	4.83	2
42	11856	7	4.17	4.79	3
43	11857	5	3.83	4.92	6
44	11858	8	3.83	4.83	5
45	11859	7	3.67	4.79	6
46	11860	6	3.17	4.96	11
47	11861	5	3.83	4.92	6
48	11884	6	4.17	4.96	4

Summary

This chapter reports the findings under two main aspects regarding students' communicative English language ability, and the communicative English language ability of students with different English ability.

According to the research objective 1, the findings revealed that the students earned higher posttest mean score than a pretest mean scores on the communicative English language ability test.

Additionally, according to the research objective 2, the students with different ability improved their communicative English language ability after learning through the instruction. Moreover, the observation of their performances on role-play assignments showed how they improved their communicative English language ability. Besides, the data obtained from students' average individual scores. The students' average team scores of six sets of readiness assessment tests were statistically analyzed by means of arithmetic mean, standard deviation, and t-test (Paired samples test) in order to examine the communicative English ability of students at different English ability.

In conclusion, the findings from this study showed that the communicative English grammar instruction using team-based learning approach helped improve students' communicative English language ability.

The next chapter will cover a summary of the findings, a discussion of the findings and the recommendations for future research.

CHAPTER V

DISCUSSIONS AND RECOMMENDATIONS

This chapter presents the summary of the study, discussion of the two main findings. Also, pedagogical implications, and recommendations for future research studies.

Summary of the study

This study was a single group design research study that employed a communicative English grammar instruction using team-based learning approach on students' communicative English language ability. The instruction was 11 weeks long and was implemented at Nawamintrachinuthid Horwang Nonthaburi School in the second semester, academic year 2009. The population of this study was upper secondary school. The sample of this study was 48 students. They enrolled in an elective course "Communicative English Grammar" using a communicative English grammar instruction based on team-based learning approach as a treatment for this research.

The research instrument was a communicative English language ability test. The independent variable was communicative English grammar instruction using team-based learning approach and the dependent was the mean scores on the test. The students' communicative English language ability was processed and analyzed using SPSS version 17. The data obtained from the pre and post test was statistically analyzed by means of arithmetic means, standard deviation, and t-test (Paired samples test) in order to compare the differences in the students' communicative English language ability.

Moreover, in order to examine the improvement of the students with different English ability, the data obtained from the role-play assignment scores were statistically analyzed by means of arithmetic mean, standard deviation, and t-test (Paired samples test) in order to examine the communicative English language ability of the students with different English ability.

In order to measure the magnitude of the effects of communicative English grammar instruction using team-based learning approach on students' communicative English language ability, the effect size Cohen's *d* was used.

Summary of the findings

Major finding of the research study were summarized in two major sections according to the two research questions. The first section of the findings aimed to answer the first question, which was how communicative English grammar instruction using Team-Based Learning Approach affect learners' communicative English language ability. The second section of the findings aimed to answer the second research question, which was how high, moderate, and low English ability learners improve their communicative English language ability.

1. The effects of communicative English grammar instruction based on team-based learning approach on students' communicative English language ability

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The findings from the communicative English language ability test showed that a communicative English grammar instruction based on team-based learning approach enhanced students' communicative English language ability. The posttest mean scores were significantly higher than the pretest mean scores at the .05 levels. It means that students improved their communicative English language ability after receiving the treatment. Furthermore, the effect size of a communicative English grammar instruction based on team-based learning approach on students' communicative English language ability was 0.86, which indicated the large effect size.

To sum up, a communicative English grammar instruction based on team-based learning approach on students' communicative English language ability had a large effect on promoting students' communicative English language ability.

2. The effects of communicative English grammar instruction based on team-based learning approach on students' communicative English language ability with different English ability

The findings from the communicative English language ability test showed that a communicative English grammar instruction based on team-based learning approach enhanced students' communicative English language ability with different English ability. The role-play assignment week 9 scores were significantly higher than the role-play assignment week 6 mean scores at the .05 levels. It means that students improved their communicative English language ability after receiving the treatment.

In addition, the observation of their performances on role-play assignments showed how they improved their communicative English language ability.

Moreover, the posttest mean scores were significantly higher than the pretest mean scores at the .05 levels. It means that students improved their communicative English language ability after receiving the treatment. Moreover, the effect sizes of the instruction on the students' communicative English language ability with different English ability are 0.82 for high ability, 0.90 for moderate ability, and 0.94 for low ability, all meaning large effect.

Besides, in order to examine the communicative English language ability of students at different English ability, the data obtained from students' average individual scores and students' average team scores of six sets of readiness assessment tests were statistically analyzed by means of arithmetic mean, standard deviation, and t-test (Paired samples test).

In conclusion, a communicative English grammar instruction based on team-based learning approach on students' communicative English language ability had a large effect on promoting students' communicative English language ability with different English ability.

Discussion

The discussion was based on the findings, which revealed that a communicative English grammar instruction based on team-based learning approach enhanced students' communicative English language ability and also enhanced students' communicative English language ability with different English ability.

“The effects of communicative English grammar instruction based on team-based learning approach on students’ communicative English language ability and also with different English ability”

The teaching procedures of the instruction were being briefly discussed. When learning the grammatical features, the students participated in the preparation phase, application phase, and assessment phase.

In each phase, communicative English grammar instruction was involved with three steps; building up students’ knowledge of form and function, familiarizing students form and function through exercises and practice, and expanding students’ knowledge of form and function. The students had an opportunity to interact and exchange their information, background knowledge, and ideas. The collaboration in team helped students from each other.

For the preparation phase, in each period, worksheet towards grammatical features was assigned before coming to class. Individual test and team test were distributed to students to check whether they prepared for the content and accountability. The test and five question items was called Readiness Assessment Test (RATs), which were used as a major instruction material in each period. After the test, appeal process came along with instructor feedback. In this phase, the students were built with the knowledge of form and function by reading before class and participating in the activities.

For application phase, the students in each team did a number of exercises. First, they performed the activities to familiarize with form and function for second step. The activities were in the form sentence construction.

Then, before the end of the class, other activities were employed to reinforce some concepts with an opportunity to do noticing or consciousness-raising. The students in each team are expected to be expert in applying the rule that they learned and produce it in the form of real life communication as the final step of expanding students' knowledge of form and function.

For the assessment phase, the students in each team did the project about grammatical features they have done. The project along with the presentation from each team was part of their grades and at the end of the course; students had their final examination test.

After conducting the present study following the teaching procedures of the instruction, the findings from the overall mean scores of the communicative English language ability test showed that that a communicative English grammar instruction based on team-based learning approach enhanced students' communicative English language ability and also enhanced students' communicative English language ability with different English ability.

The positive results from the present study are mainly based the procedures of the communicative English grammar instruction using team-based learning approach. These following aspects can be discussed.

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Collaborative Learning in Team-Based Learning Approach

The results from the findings revealed that the role-play assignment week 9 scores were significantly higher than the role-play assignment week 6 mean scores at the .05 levels. It means that students improved their communicative English language ability after receiving the treatment. In addition, the observation of their performances on role-play assignments showed how they improved their communicative English language ability. Moreover, the mean scores of each readiness assessment tests the students took in their team are higher than those with the individual mean scores. It can be implied that because of team-based learning approach, the students could perform better scores or grades because of their improving collaborative learning when they worked in their team and learned through the communicative English grammar instruction using team-based learning approach.

Letassy (2008) also reported with the use of the team-based learning, it enhanced teamwork, increased student interactions, and improved their own grades or scores. These are also consistent with previous research towards the concept of team-based learning approach from Freeman, McGrath-Champ, Clark and Taylor (2003), Touchet & Coon (2004), Tobin (2006), and Sripanngen (2008).

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Communicative English language ability with Communicative English Grammar Instruction Using Team-Based Learning Approach

Moreover, with the use of communicative English grammar instruction using team-based learning approach, the posttest mean scores were significantly higher than the pretest mean scores at the .05 levels. It means that students improved their communicative English language ability after receiving the treatment. It can be said that when the students have developed their collaborative skills through the instruction, Communicative English language ability or the ability to apply the English language structures for communicative ways, so called grammatical competence can be enhanced. The results from the present study are consistent with those of Kaewseeduang (2000) and Meteetham (2001), stating that learning grammar collaboratively can be beneficial. The results showed the students had higher academic and oral achievement test scores after engaging in this collaborative language learning. Moreover, from Michaelsen and Dickerson (2006), team-based learning helped the weaker students learn from their peers and facilitated discussion.

In conclusion, it was evidently feasible that the communicative English grammar instruction based on team-based learning approach enhanced the development of students' communicative English language ability and also with different English ability.

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Pedagogical Implications

The findings of the study can be applied to communicative grammar instruction. The goals of communicative English grammar instruction based on team-based learning approach were to help students improve their communicative English language ability. Several suggestions for EFL teachers can be proposed on the basis of the findings of the study.

First of all, EFL teachers should have a thorough understanding of the core concept of the approach because the concept is very flexible. As shown in the present study, the researcher adapted the communicative English grammar teaching steps only from Widodo (2006). Therefore, teachers can adapt the teaching steps to fit with their contexts of classes and students.

Second of all, students' interests over topic learned play an important role in collaboration. Therefore, textbook analysis and needs analysis should be done before implementing the course.

Third of all, in the application phase of the communicative English grammar instruction using team-based learning approach, teachers should spend times designing interesting and motivating activities in order to server students' interests towards learning and collaborating.

The final crucial suggestion for EFL teachers is that for the communicative English grammar instruction using team-based learning approach, teacher-fronted should be avoided. Teachers should be facilitator for students in each team. What the teachers should do is to share his ideas or provide clarification but not lecturing. In the present

study, the teacher-fronted atmosphere never took place in the classroom. The full collaboration among students could be leading to the positive results from the test.

Recommendations for future research

The recommendations for researcher included two points.

Firstly, further studies should be conducted with students at different levels such as elementary or lower secondary school level. The present study only focused on the upper secondary school level so it would be more interesting to conduct in different levels.

Secondly, further studies should conduct a questionnaire to investigate the students' attitudes towards the instruction because the researcher had an informal interview with the students how they felt with the communicative English grammar instruction using team-based learning approach. It revealed that they were impressed with the instruction.

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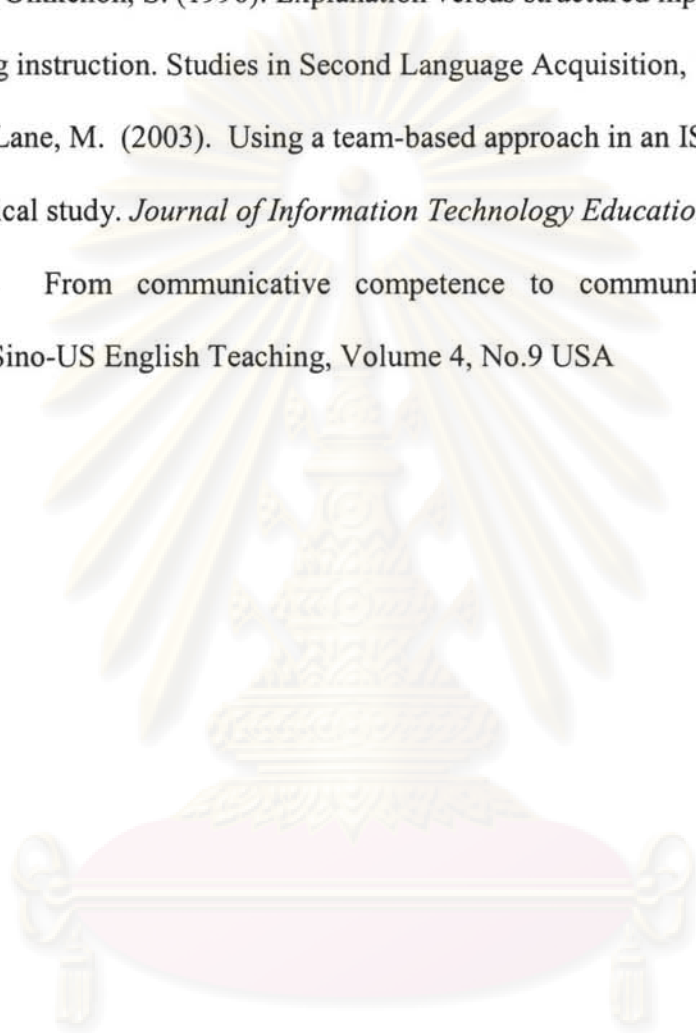
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APPENDICES

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Appendix B

Course Syllabus

1. **Course Title:** Communicative English Grammar
2. **Credit Hours:** 2 periods
3. **Semester:** Second Semester
4. **Academic Year:** 2009
5. **Instructor's Name:** Vorapon Mahakaew
6. **Course level:** Tenth Grade
7. **Course Description:** Through communicative grammar instruction using Team-Based Learning Approach, students are able to combine a fixed set of English word forms and rules of usage into sentences in order to use the target language for communicative purposes.
8. **Course Objectives:**
1. Reflect their Communicative English grammar through learning as a team.
 2. Identify the forms and use in English grammar
 3. Develop the skills for working effectively on a team
9. **Evaluation:**
- | | |
|------------------------------------|-------------|
| Class attendance and participation | 10% |
| RAT (Individual) | 10% |
| RAT (Team) | 10% |
| Application assignment | 10% |
| Assessment assignment | 30% |
| Midterm Test | 15% |
| Final Test | 15% |
| Total | 100% |

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Appendix C

The scope and sequence of communicative grammar instruction using team-based learning approach

Week	Unit	Preparation Phase	Application Phase (Activities)	Assessment Phase	Language Focus	
					Grammar	Function
1 (2 periods/ 50 minutes each)					<i>Introduction (40 minutes) and Pre-test(60 minutes)</i>	
2 (2 periods/ 50 minutes each)	Unit 1 “Long- Distance messenger”	- Readiness assessment test 1 from present continuous worksheet(before class)	- Matching pictures with provided sentences -Writing stories in the context given	<i>See details in week 10 and 11</i>	- Present continuous tense	- To talk about the exact moment
3 (2 periods/ 50 minutes each)	Unit 2 “10 easy ways to start saving money”	- Readiness assessment test 2 from gerund worksheet (before class)	-Writing sentences from pictures - Writing short dialogue in the given context	<i>See details in week 10 and 11</i>	- Gerund	- To refer to activity or state

Week	Unit	Preparation Phase	Application Phase (Activities)	Assessment Phase	Language Focus	
					Grammar	Function
4 (2 periods/ 50 minutes each)	<i>Project Development Discussion</i>					
5 (2 periods/ 50 minutes each)	Unit 3 “The Decade that made a difference”	- Readiness assessment test 3 from past simple tense worksheet (before class)	- Filling the gap - Writing a letter in the given context	<i>See details in week 10 and 11</i>	- Past simple tense	- To talk about the ended situations
6 (2 periods/ 50 minutes each)	Unit 4 “Tales of a world traveler”	- Readiness assessment test 4 from present perfect tense worksheet (before class)	- Describing situations from pictures - Story telling in the given context	<i>See details in week 10 and 11</i>	- Present perfect tense	- To refer to actions that continue from the past into the future

Week	Unit	Preparation Phase	Application Phase (Activities)	Assessment Phase	Language Focus	
					Grammar	Function
7 (2 periods/ 50 minutes each)	<i>Project Development Discussion</i>					
8 (2 periods/ 50 minutes each)	Unit 5 “The election”	- Readiness assessment test 5 from future simple tense worksheet before class	- Exchanging ideas from the interesting topic - Role-playing in the given context	<i>See details in week 10 and 11</i>	- Future simple tense	- To make predictions - To express quick expression
9 (2 periods/ 50 minutes each)	Unit 6 “What will happen in the future?”	- Readiness assessment test 6 from if-clause (first condition) worksheet before class	- Story telling from the pictures - Role-playing in the given context	<i>See details in week 10 and 11</i>	- If-clause (first condition)	- To talk about a cause (possible situation) and effect relationship

Week	Unit	Preparation Phase	Application Phase (Activities)	Assessment Phase	Language Focus	
					Grammar	Function
10 (2 periods/ 50 minutes each)	<i>Project Presentation</i>					
11 (2 periods/ 50 minutes each)	<i>Post-test(60 minutes)and Course Summary(40)</i>					

Appendix D

The example of lesson plan (Lesson 1)

Terminal Objective:

Students will be able to write about the activities at the moment that is happening.

Enabling Objectives:

1. Students will be able to identify and explain the rules of forms and functions of present continuous tense.
2. Students will be able to create sentences in written form using present continuous tense.
3. Students will be able to tell the meaning of the following vocabulary: spacecraft, earth, astronaut and solar system

Background Knowledge:

- The form and function of present simple tense
- The form and function of verb to be (is, am, are)

Materials and Equipments:

1. Handouts:
 - Reading Text
 - Explanations and Exercises
 - Pictures
 - Charts

Evaluation:

- Class participation
Completed RAT/IF-AT
Presentation
- sentence level matching activity
 - paragraph writing activity

Time Allocation:

1 period/ 100 minutes

Stage I: Preparation phase (30 minutes)

Step 1: Building up students' knowledge of form and function

Warm-up activity; (3 minutes)

- ⊗ Teacher asks students about the given assignment last period. Students were assigned to read the before-class worksheet. The worksheet consists of the reading passage “Long-Distance Messenger”, the form and function charts for present continuous tense, and two exercises.
 - Class, how do you do with the assignment?
 - Who believes life on other planets is coming to earth? And then, who believes we won't ever find life on other planets? (Accept various answers from students)
 - We still don't know. Maybe one day, life from other planets might come to our world. We should wait and see.

Individual RAT Test; (5 minutes)

- ⊗ Teacher gives a Readiness Assessment Test (RAT) to every student to have individual test.
 - Okay, class, I will give you a Readiness Assessment Test (RAT)
 - There is no need to help each other. It is the personal grade. Everyone has 5 minutes to do it.

Team RAT Test; (10 minutes)



Teacher tells students to go in their teams and gives the same Readiness

Assessment Test (RAT) and IF-AT to have team test.

- It's already five minutes so please give me your answer sheets. Your score will be told after a team test.
- Class, please sit together with your team. Every group will get an IF-AT *answer sheet to do the test again.

(IF-AT * is an immediate feedback assessment test.)

IMMEDIATE FEEDBACK ASSESSMENT TECHNIQUE (IF AT)

Name Team # 3 Test # 1

Subject _____ Total 23

SCRATCH OFF COVERING TO EXPOSE ANSWER

	A	B	C	D	Score
1.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	4
2.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2
3.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	4
4.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1
5.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4
6.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4
7.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	0
8.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	4
9.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
10.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

- Try your best to help each other to get good scores for your team by discussing within your team.
 - When you are ready to answer, you have to scratch off the covering of one of the box on IF-AT answer sheet in search of a mark.
 - If you can find the mark on the first try, you'll get the full credit. (four points) But if cannot find the answer, you have to scratch off until you find the mark. But the score will be reduced (from three, two, and one point).
 - If you are ready, let's start. Don't forget that each group has 10 minutes.
- (While the students do the team test, teacher roams from team to team, monitoring how the teams were approaching the problems).

Appeal Time; (5-10 minutes)

- ⊗ Teacher and students discuss about the questions asked from each team.
- Time's up. Please hand in your answer sheets.
- Class, it's time for you to check your scores and tell me on the team score board.
- If is there anything you would like to ask, please do the appeal by showing red pen and we'll discuss about it together.

⊗ Vocabulary Review and Grammar instruction

If there is no appeal from students, teacher can prompt questions let students do an activity about those grammar points and vocabulary.

Teacher will show the pictures and the sentences in order to recheck students' comprehension toward the topics of the present continuous and the vocabulary from the reading passage about space.

- Class, I will show these pictures. I will write the sentences on the board. Each team has to help each other thinking about the meaning of the word. Then, each team has to answer what I am going to ask.

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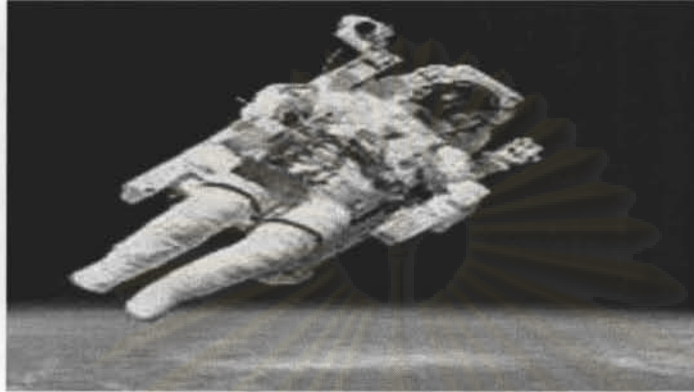
VOCABULARY REVIEW**1. Show the picture of spacecraft and sentences**

- The spacecraft is in the space. It is very big.

- Class, can you tell me what this is?
- (Accept various answers from every team; **spacecraft = ยานอวกาศ**)

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2. Show the picture of astronaut and sentences



My brother loves science. He wants to be an astronaut.

- Can you tell me who this is?
- (Accept various answers from every team; **astronaut** = นักบินอวกาศ)

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3. Show the picture of earth and sentences

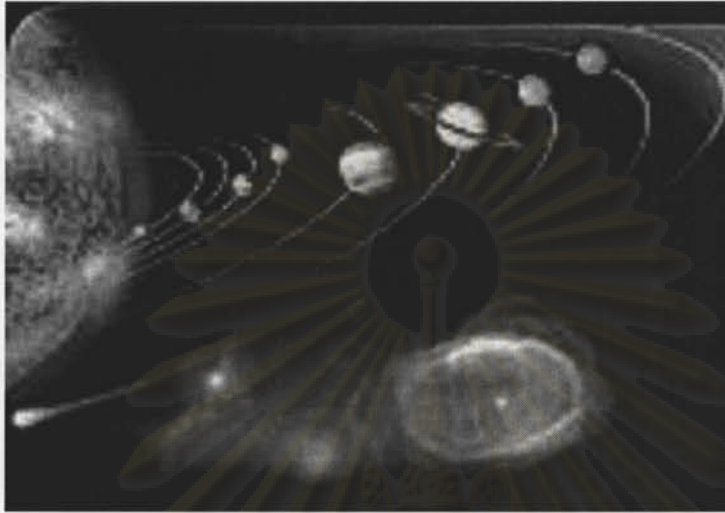


- People used to believe that earth is flat but in fact, it is round.

- Can you tell me what this is?
- (Accept various answers from every team; **earth = โลก**)

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4. Show the picture of solar system and sentences



- There are many planets in the solar system. Earth is one of them.

- Can you tell me what this is?
- (Accept various answers from every team; **solar system = ระบบวงโคจรรอบดวงอาทิตย์**)

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GRAMMAR REVIEW

- Okay class, now we have already finished reviewing some vocabulary. I would like to notice these sentences and answer the questions.

1. What is NASA doing?



- *NASA is launching* their newest spacecraft into the space now.

- Class, can you tell me what NASA is doing?
- (Accept various answers from every team; *NASA is launching* their newest spacecraft into the space now. = นาซ่าปล่อยยานอวกาศลำใหม่ขึ้นสู่อวกาศ)

What is this woman doing?



- Now, the scientist *is recording* data in the lab.

- Class, can you tell me what this woman is doing?
- (Accept various answers from every team; **now, the scientist *is recording* data in the lab.** = ผู้หญิงคนนี้กำลังเก็บข้อมูลในห้องทดลอง)

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What are they doing?



- They *are studying* hard about the solar system at this time.

- Class, can you tell me what these students are doing?
- (Accept various answers from every team; **they are studying hard about the solar system at this time.**= พวกเขา กำลังเรียนอย่างหนักเกี่ยวกับระบบสุริยะ)

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What are they talking?



- *Are we watching the program about the earth?*
- *Yes, we are./ No, we are not.*

- Class, can you tell me what they are doing?
- (Accept various answers from every team; **they are talking about the TV program about earth.** = พวกเขากำลังพูดกันถึงรายการทีวีเกี่ยวกับโลก)

What do we learn?

- The Form of Present Continuous is
 - Subject +is, am, are+ verb-ing
 - They *are studying* hard about the solar system at this time.
- The Function of Present Continuous is
 - activities that are happening **at the exact moment** the speaker is talking.
 - Now, the scientist *is recording* data in the lab.

- After talking about these four sentences, what do we learn about present continuous?
- Here is the summary table for both form and function of present continuous.
- Class, what is the basic form of present continuous?
- (Accept various answers from every team; Subject +is, am, are+ verb-ing)
- When do we use present continuous?
- (Accept various answers from every team; **activities that are happening at the exact moment that the speaker is talking.**)
- You can review it yourself by looking at the form and function chart again.

Stage II: Application Phase (70 minutes)

Step 2: Familiarizing students form and function through practice.

Activity (30 minutes)

⊗ “A Visit from Outer Space”

A teacher gives each team a packet of picture cards. Each team has to match picture cards and the provided sentences using present continuous to form the story correctly. Students will get one point if they can match pictures and information correctly and bonus (3 points) points if they finish first.

- Class, you will do the activity called “A Visit from Outer Space”.
- Imagine that you are watching movie about alien on HBO. One of your friends calls and asks you to tell what is going on in the movie because his or her television has been just broken.
- Each team has to match picture cards and these sentences using present continuous to form the story correctly.
- Each team has to help each other review the vocabulary. If you have any question about the vocabulary, you can ask me for advice.
- At last, each team will take turn and show what each team did to other teams and ask them whether your team agree or disagree with the stories.

(Teacher circulates and helps as necessary with vocabulary. Teacher roams from team to team to monitor for correct usage and make necessary corrections.)

Instruction: Each team has to match picture cards and these sentences using present continuous to form the story correctly.

1



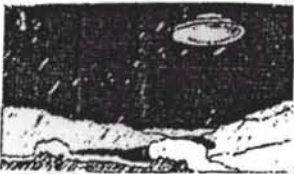
2



3



4



วิทยาลัยเทคโนโลยีพระยาภิรมย์
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Instruction: Put these sentences using present continuous to form the story correctly into the provided spaces. Underline the form of present continuous in every sentence.

1. They are screaming and trying to shout for help.
2. In the middle of cold winter, the snow is falling in the country.
3. They are becoming very frightened.
4. They are walking on and on because they want to see the beauty of the scenery.
5. The door is opening from the UFO.
6. Two friends are going for a walk through the snow.
7. Surprisingly, they are going into the spaceship.
8. The UFO is flying to the sky and the outer space.
9. But they are slowly losing their voices.
10. Suddenly, it is getting darker and darker.
11. The UFO is landing down on the ground.
12. Then, it is closing.

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Step 3: Expanding students' knowledge of form and function

Form and function enrichment activity; (40 minutes)

⊗ “Mission to Mars”

Teacher asks the students to create stories using the present continuous tense and the vocabulary they learnt from the reading passage.

- Class, every team will do the activity called “Mission to Mars”.
- You are a scientist from Thailand. You have to record the data sent from Mars planet. You have to write everything that is happening when the astronaut is telling you.
- Imagine the story and then write it by using the knowledge you have learned about present continuous tense and the vocabulary from the reading passage.
- Write the story in these provided papers.

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Conclusion

- **Each team has to help each other in creating the story. There must be every team's members' handwriting in the provided papers. If it is not in this way, you will not get fewer points. It means that everyone in each team has to choose the responsibility. For example, there might be two persons looking up for the meanings in the dictionary. Three persons outline the story and create sentences.**
- After this, every team will come in front of class and tell about what your team wrote. Each team has to jot down the new vocabulary from every team that and ask for the meaning you do not know.
- If there is any question or correction to the work of other teams on the structure of present continuous, raise your hand after the end of the presentation.
- Each team will vote to select the best one according to the criteria of content, form and the interest of the discussion. The winner will get the prize.

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Worksheet 1 (Before class)

Present Continuous Tense

Instruction: Read the reading passage “Long-Distance Messenger”

: Do the exercises accompanied with the reading passage

: Study the form and function charts

SPACE

LONG-DISTANCE MESSENGER

Voyager 1 is a spacecraft that left Earth in 1977. Its purpose was to explore our solar system. Scientists expected to receive information about other planets from *Voyager* for ten to fifteen years. They were very wrong. They are still receiving messages from *Voyager* today. *Voyager* is currently moving away from Earth at a speed of 39,000 miles per hour (62,904 kilometers per hour). Now it is so far away that its messages take almost ten hours to travel to Earth. After all this time, these messages are still giving scientists important information about our solar system.

Voyager has another important job. It is a messenger from our planet to other planets. *Voyager* is not carrying any astronauts, but it is carrying more than 100 pictures of life on Earth and greetings in over 50 languages. It also has examples of animal sounds, different



Voyager 1

kinds of music, the sound of a mother kissing a baby, and messages from world leaders. In addition, it is carrying pictures of humans and a map that shows Earth's location.

Scientists say that *Voyager* will send messages until the year 2020. Perhaps one day someone from another planet will find the spacecraft and learn about our planet.

astronaut: a person who travels in a spacecraft
greetings: words that you say when you see or meet someone
messenger: a person or thing that brings information

solar system: the Sun and the planets that move around it
spacecraft: a vehicle that can travel in space
voyager: somebody or something that travels

Instruction: Write *T* for true or *F* for false for each statement.

(T)

1. Voyager is a spacecraft.
2. Voyager is traveling through space.
3. Voyager is coming back to earth right now.
4. People aren't traveling on Voyager.
5. Voyager isn't carrying pictures
6. Voyager is carrying live animals.

Instruction: Choose 5 sentences in present continuous tense and write in the space provided

1. (They are still receiving messages from Voyager today.)

2. _____

3. _____

4. _____

5. _____

Answer Key 1

1. T
2. T
3. F
4. T
5. F
6. F

Answer Key 2

- (1) They **are still receiving** messages from Voyager today.
- (2) Voyager **is currently moving** away from the earth at a speed of 39,000 miles per hour.
- (3) These messages **are still giving** scientists important about our solar system.
- (4) Voyager **is not carrying** any astronauts,
- (5) But **it is carrying** more than 100 pictures of life on earth and in over 50 languages.



FORM CHART

Affirmative Statements

Subject + is, am, are + verb-ing

Ex; She is working now.
They are playing games.

Negative Statements

Subject + is, am, are + not + verb-ing

Ex; He is not singing now.
We are not listening.

Information Questions

1. Wh-word + Subject + is, am, are + verb-ing?

Ex; Where is it running now?

2. Wh-word + is + verb-ing?

Ex; Who is working late?

Yes/No Questions

Is, Am, Are + Subject + verb-ing?

Ex; Are you eating now?

- Yes, I am.

- No, I am not.

Is she telephoning?

- Yes, she is.

- No, she is not.



FUNCTION CHART

1. Use the present continuous for activities that are in progress (or happening) **at the exact moment** the speaker is talking. You can use time expressions such as *now* or *right now* to emphasize that an action is happening currently. For example,

- Look! It's **snowing!**
- She's **making** dinner now.
- Steve can't come to the phone right now. He's **taking** a bath.

Readiness Assessment Test (RAT 1)

Instruction: Choose the best answer

Dear Whitney,

I love the planet Mars. It has a very restful atmosphere. Right now I _____ (1) under a large tree in the garden. I _____ (2) my meal. Can you believe it? The sun _____ (3), a cool breeze _____ (4) and birds are singing. I am having a wonderful vacation!

What _____ you _____ (5) these days on Moon ? Are you working hard on the spacecraft? Is Ted, the astronaut, still angry at you?

Miss you much

Mariah

- | | | | |
|-----|------------------|-----|----------------|
| (1) | A. am sitting | (4) | A. am blowing |
| | B. are sitting | | B. are blowing |
| | C. is sitting | | C. is blowing |
| | D. be sitting | | D. be blowing |
| (2) | A. don't eating | (5) | A. do, do |
| | B. is not eating | | B. are, doing |
| | C. am eating | | C. am, doing |
| | D. are eat | | D. be, doi |
| (3) | A. is shining | | |
| | B. shine | | |
| | C. shining | | |
| | D. be shining | | |

Appendix E

List of experts validating the instruments

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A. Experts validating lesson plans

1. Jutarat Vibulphol, Ph.D.
Faculty of Education
Chulalongkorn University
2. Somprasong Tintamora
English Language Department
Nawamintharachinutid Horwang Nonthaburi School
3. Renu Kruthai
English Language Department
Nawamintharachinutid Horwang Nonthaburi

B. Experts validating Communicative English language ability test

1. Pornpimol Sukawatee, Ph.D.
Faculty of Education
Chulalongkorn University
2. Somprasong Tintamora
English Language Department
Nawamintharachinutid Horwang Nonthaburi School
3. Renu Kruthai
English Language Department
Nawamintharachinutid Horwang Nonthaburi

C. Experts validating Readiness assessment tests

1. Parnthip Sukgasame

English Language Department

Nawamintharachinutid Horwang Nonthaburi School

2. Somprasong Tintamora

English Language Department

Nawamintharachinutid Horwang Nonthaburi School

3. Renu Kruthai

English Language Department

Nawamintharachinutid Horwang Nonthaburi



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Appendix F

Expert's validation on three lesson plans

Item	Expert			Total	Meaning
	A	B	C		
1. Topic					
- Present Continuous	+1	+1	+1	1	Acceptable
- Gerund	+1	+1	+1	1	Acceptable
- Simple Past	+1	+1	+1	1	Acceptable
2. Objectives					
- Present Continuous	+1	+1	+1	1	Acceptable
- Gerund	+1	+1	+1	1	Acceptable
- Simple Past	+1	+1	+1	1	Acceptable
3. Teaching Procedures					
- Present Continuous	0	+1	+1	0.67	Acceptable
- Gerund	+1	+1	+1	1	Acceptable
- Simple Past	+1	+1	+1	1	Acceptable
4. Activities					
- Present Continuous	0	+1	+1	0.67	Acceptable
- Gerund	+1	+1	+1	1	Acceptable
- Simple Past	+1	+1	+1	1	Acceptable
5. Materials					
- Present Continuous	0	+1	+1	0.67	Acceptable
- Gerund	+1	+1	+1	1	Acceptable
- Simple Past	+1	+1	+1	1	Acceptable

Appendix G

The Example of Communicative English Language Ability Test

COMMUNICATIVE ENGLISH LANGUAGE ABILITY TEST

GENERAL DESCRIPTION

Paper format	The paper contains two parts
Timing	60 minutes
No. of parts	2
No. of questions	30
Task types	Multiple-choice cloze, open cloze
Answer format	Cross the chosen answer from a. to d. in the separate answer sheet within the time limit.
Marks	Each correct answer receives 1 mark.

STRUCTURE AND TASKS

PART1	Situational dialogue
Task type	Multiple-choice items
Focus	Present perfect Past simple
No. of Qs	10
PART2	Language in use
Task type	Modified cloze
Focus	Present continuous Gerund Future simple If-clause (first condition)
No. of Qs	20

Part 1: Situational Dialogue (10 items)

Instruction: Choose the best answer to complete these following dialogues. (1-10)

Situation1 Two friends are talking about the activity yesterday.

Paula: Jessica, where did you ___ 1. ___ yesterday?

Jessica: I ___ 2. ___ the space movie with my boyfriend.

Paula: Did you have a good time?

Jessica: Yes, I did.

1. a. go b. went c. going d. gone
2. a. watched b. watching c. watch d. watches

Situation2 John and his girlfriend stay in the hotel at Lampang Province.

Patti: I do love this hotel. It is very beautiful.

John: Well, I don't like it at all.

Patti: Why? What ___ 3. ___?

John: I have just ___ 4. ___ all my money.

3. a. happening b. happened c. happen d. happens
4. a. spend b. spends c. spent d. spending

Situation3 Monica and Brandy are discussing about Whitney's new album.

Monica: ___ 5. ___ you listened to *I Look To You* album?

Brandy: Yes, it is the greatest album I have ever ___ 6. ___

Monica: I totally agree with you.

5. a. Have b. Has c. Did d. Do
6. a. hear b. hears c. hearing d. heard

Situation4. Mike and Golf are deciding where they want to go.

Mike : Today, we should go to Major Rangsit.
 Golf : No, I ___ 7. ___ there yesterday.
 Mike : So did you ___ 8. ___ John?
 Golf : No, I did not. Anyway, where should we go?

7. a. going b. went c. go d. goes
 8. a. meet b. meeting c. met d. meets

Situation5. Christina and Mya are talking about the election.

Christina: Has Utada ___ 9. ___ yet?
 Mya : No, she ___ 10. ___
 Christina: Thank you

9. a. vote b. voting c. to vote d. voted
 10. a. did b. has c. hasn't d. haven't

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Part 2: Language in use (Cloze test; 20 items)

Cloze Test 1: Letter

Instruction: Fill in the missing part of the letter (11-20)

Dear Missy,

How are you doing? I'm doing great now. I've stayed in Thailand for almost two months. I enjoy ____ 11 ____ in this country. Thai people are good at ____ 12 ____ . I'm truly ____ 13 ____ good. Now, I ____ 14 ____ . How about your university? Are you ____ 15 ____ used to your field of study? *(Continued)*

11. a. live b. to live c. living d. lived
12. a. smiling b. smiled c. smiles d. to smile
13. a. feeling b. is feeling c. are feeling d. am feeling
14. a. am doing b. are doing c. does d. did
15. a. getting b. got c. gets d. are getting

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(Continued)

I ___16___ for learning Thai at Thai language institute. To me, ___17___ new language is not an easy job, especially Thai. I have to put a lot of emphasis on ___18___ new things. ___19___ attention to what I ask for may make me feel bad. No matter how hard I confront, I will keep on ___20___ on for sure. You have to do it as well. God bless!

Miss you much

Tony

16. a. registering b. am registering c. are registering d. registered
17. a. studied b. to study c. studies d. studying
18. a. to memorize b. memorizing c. memorize d. memorizes
19. a. pay b. to pay c. not paying d. paying
20. a. keeps b. keeping c. keep d. to keep

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Cloze Test 2: Reading Passage**Instruction: Fill in the missing part of the passage (21-30)***Ayutthaya*

Late afternoon is the best time to wander through the ruins of Ayutthaya, Thailand's ancient capital. You ___ 21 ___ this city because it ___ 22 ___ you back to the once prosperous world. If you ___ 23 ___ old history, this city ___ 24 ___ the one. Founded on an artificial island in the Chao Phraya River in the mid-fourteenth century, Ayutthaya was the center of Thai power for four hundred years. A lot of people ___ 25 ___ more if they ___ 26 ___ that the city became perhaps the most magnificent city in all of Southeast Asia.

(Continued)

21. a. to love b. loving c. loved d. will love
 22. a. will take b. to take c. takes d. taking
 23. a. will adore b. adore c. adored d. adoring
 24. a. is b. be c. will be d. was
 25. a. admiring b. will admire c. to admire d. admires
 26. a. to know b. knowing c. know d. knew

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(Continued)

If you ___27___ why this city used to be very bountiful, this ___28___ on its wealth which was based on trade, and trade brought a highly cosmopolitan population-Malays, Cambodian, Burmese, and Laos from neighboring countries: Chinese, Japanese, and Indians from anywhere in Asia; eventually the first Europeans from Portugal, Holland, Britain and France. This fact ___29___ more on the reason why Ayutthaya ___30___ on people's mind forever and for always.

27. a. wonder b. to wonder c. wondered d. wondering
 28. a. relies b. relied c. will rely d. to rely
 29. a. emphasized b. emphasizing c. emphasize d. will emphasize
 30. a. will stay b. stays c. to stay d. staying

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Appendix H

The construct validity of Communicative English Language Ability Test

Item	Expert			Total	Meaning
	A	B	C		
1	+1	+1	+1	1	Reserved
2	+1	+1	+1	1	Reserved
3	+1	+1	+1	1	Reserved
4	+1	+1	+1	1	Reserved
5	0	+1	+1	0.67	Reserved
6	+1	+1	+1	1	Reserved
7	+1	+1	+1	1	Reserved
8	+1	+1	+1	1	Reserved
9	+1	+1	+1	1	Reserved
10	+1	+1	+1	1	Reserved
11	+1	+1	+1	1	Reserved
12	+1	+1	+1	1	Reserved
13	+1	+1	+1	1	Reserved
14	+1	+1	+1	1	Reserved
15	+1	0	+1	0.67	Reserved
16	+1	+1	+1	1	Reserved
17	+1	+1	+1	1	Reserved
18	+1	+1	+1	1	Reserved
19	+1	+1	+1	1	Reserved
20	0	+1	+1	0.67	Reserved
21	+1	+1	+1	1	Reserved
22	+1	+1	+1	1	Reserved
23	+1	+1	+1	1	Reserved
24	+1	+1	+1	1	Reserved
25	+1	+1	+1	1	Reserved
26	+1	+1	+1	1	Reserved
27	+1	+1	+1	1	Reserved
28	+1	+1	+1	1	Reserved
29	+1	+1	+1	1	Reserved
30	+1	+1	0	0.67	Reserved

Appendix I

The construct validity of six Readiness Assessment Tests

Item	Expert			Total	Meaning
	A	B	C		
1	+1	+1	+1	1	Reserved
2	+1	+1	0	0.67	Reserved
3	+1	+1	+1	1	Reserved
4	+1	0	+1	0.67	Reserved
5	0	+1	+1	0.67	Reserved
6	+1	+1	+1	1	Reserved
7	+1	+1	+1	1	Reserved
8	0	+1	+1	0.67	Reserved
9	0	+1	+1	0.67	Reserved
10	+1	+1	+1	1	Reserved
11	+1	+1	+1	1	Reserved
12	+1	+1	+1	1	Reserved
13	+1	+1	+1	1	Reserved
14	+1	+1	+1	1	Reserved
15	+1	+1	+1	1	Reserved
16	+1	+1	+1	1	Reserved
17	+1	+1	+1	1	Reserved
18	+1	+1	+1	1	Reserved
19	+1	+1	0	0.67	Reserved
20	+1	+1	+1	1	Reserved
21	+1	+1	+1	1	Reserved
22	+1	+1	+1	1	Reserved
23	+1	+1	+1	1	Reserved
24	+1	+1	+1	1	Reserved
25	+1	+1	+1	1	Reserved
26	+1	+1	+1	1	Reserved
27	+1	+1	+1	1	Reserved
28	+1	+1	+1	1	Reserved
29	+1	+1	+1	1	Reserved
30	+1	0	+1	0.67	Reserved

Appendix J

Item Analysis of the Communicative English Language Ability Test

The EVANA, which is the classical item analysis program, was used to explore the level of difficulty of the items (p), and the discrimination power of the items (r).

Item No.	Difficulty Index	Discrimination Index
1	0.69	0.62
2	0.77	0.46
3	0.69	0.62
4	0.73	0.54
5	0.50	0.23
6	0.65	0.69
7	0.54	0.62
8	0.65	0.54
9	0.27	0.23
10	0.65	0.54
11	0.35	0.23
12	0.31	0.31
13	0.77	0.46
14	0.73	0.38
15	0.65	0.38
16	0.35	0.23
17	0.35	0.23
18	0.42	0.23
19	0.19	0.23
20	0.27	0.23
21	0.46	0.31
22	0.42	0.23
23	0.54	0.31
24	0.42	0.38
25	0.69	0.31
26	0.42	0.38
27	0.77	0.31
28	0.46	0.31
29	0.58	0.23
30	0.35	0.23

Appendix K

Item Analysis of the Readiness Assessment Tests

The EVANA, which is the classical item analysis program, was used to explore the level of difficulty of the items (p), and the discrimination power of the items (r).

Item No.	Difficulty Index	Discrimination Index
1	0.46	0.73
2	0.67	0.45
3	0.63	0.47
4	0.63	0.46
5	0.75	0.38
6	0.46	0.36
7	0.80	0.29
8	0.26	0.63
9	0.54	0.62
10	0.65	0.54
11	0.27	0.23
12	0.65	0.54
13	0.35	0.23
14	0.31	0.31
15	0.77	0.46
16	0.73	0.38
17	0.65	0.38
18	0.35	0.23
19	0.35	0.23
20	0.42	0.23
21	0.33	0.60
22	0.63	0.84
23	0.60	0.65
24	0.43	0.98
25	0.46	0.34
26	0.47	0.68
27	0.33	0.74
28	0.46	0.85
29	0.36	0.92
30	0.36	0.80

Appendix L

How to form team in mix ability group

Student No.	Student ID.	Pre – test	Team
10	10120	24	1
33	10204	16	1
1	09852	15	1
20	09988	13	1
38	10346	12	1
28	10143	8	1
31	10187	22	2
8	10069	16	2
34	10240	15	2
14	10211	13	2
6	10058	12	2
15	10264	8	2
24	10088	20	3
30	10183	17	3
37	10304	15	3
11	10155	13	3
12	10158	12	3
32	10203	9	3
4	10013	19	4
22	10042	17	4
39	11023	15	4
3	09994	13	4
16	10325	12	4
27	10138	11	4

Student No.	Student ID.	Pre – test	Team
5	10052	19	5
21	10036	17	5
43	11857	15	5
47	11861	14	5
19	09936	12	5
18	09918	11	5
7	10067	19	6
2	09899	17	6
48	11884	15	6
46	11860	14	6
29	10146	12	6
17	11853	11	6
9	10109	19	7
26	10136	18	7
23	10044	14	7
42	11856	14	7
40	11854	12	7
45	11859	12	7
13	10166	19	8
35	10250	19	8
25	10098	14	8
36	10291	14	8
41	11855	12	8
44	11858	12	8

Appendix M

How to divide high, moderate, and low English ability students

Student No.	Student ID.	Pre – test	Team
10	10120	24	1
31	10187	22	2
24	10088	20	3
4	10013	19	4
5	10052	19	5
7	10067	19	6
9	10109	19	7
13	10166	19	8
35	10250	19	8
26	10136	18	7
2	9899	17	6
21	10036	17	5
22	10042	17	4
30	10183	17	3
8	10069	16	2
33	10204	16	1
1	09852	15	1
34	10240	15	2
37	10304	15	3
39	11023	15	4
43	11857	15	5
48	11884	15	6
23	10044	14	7
25	10098	14	8
36	10291	14	8
42	11856	14	7

Student No.	Student ID.	Pre – test	Team
46	11860	14	6
47	11861	14	5
3	09994	13	4
11	10155	13	3
14	10211	13	2
20	09988	13	1
38	10346	12	1
6	10058	12	2
12	10158	12	3
16	10325	12	4
19	09936	12	5
29	10146	12	6
40	11854	12	7
41	11855	12	8
44	11858	12	8
45	11859	12	7
17	11853	11	6
18	9918	11	5
27	10138	11	4
32	10203	9	3
15	10264	8	2
28	10143	8	1

BIOGRAPHY

Mr. Vorapon Mahakaew was born on the 2nd December, 1984, Bangkok, Thailand. He received a Bachelor's of Arts majoring in English from the Faculty of Arts, Chulalongkorn University in 2007. In 2007, he continued his Master's Degree in Teaching English as a Foreign Language, Faculty of Education, Chulalongkorn University.



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