

EFFECTS OF AN ENGLISH INSTRUCTION USING THE FLIPPED LEARNING APPROACH ON
ENGLISH ORAL COMMUNICATION ABILITY AND MOTIVATION IN ENGLISH LEARNING OF
UPPER SECONDARY SCHOOL STUDENTS

Mr. Kriengkrai Sakulprasertsri



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ตอนปลาย



วิทยานิพนธ์นี้เป็นส่วนหนึ่งของการศึกษาตามหลักสูตรปริญญาครุศาสตรมหาบัณฑิต
สาขาวิชาการศึกษาภาษาอังกฤษเป็นภาษาต่างประเทศ ภาควิชาหลักสูตรและการสอน

คณะครุศาสตร์ จุฬาลงกรณ์มหาวิทยาลัย

ปีการศึกษา 2557

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By	Mr. Kriengkrai Sakulprasertsri
Field of Study	Teaching English as a Foreign Language
Thesis Advisor	Jutarat Vibulphol, Ph.D.

Accepted by the Faculty of Education, Chulalongkorn University in Partial Fulfillment of the Requirements for the Master's Degree

.....Dean of the Faculty of Education
(Associate Professor Bancha Chalapirom, Ph.D.)

THESIS COMMITTEE

.....Chairman
(Pompimol Sukavatee, Ph.D.)

.....Thesis Advisor
(Jutarat Vibulphol, Ph.D.)

.....External Examiner
(Supanit Kulsiri, Ph.D.)

เกรียงไกร สกฤตประเสริฐศรี : ผลของการสอนภาษาอังกฤษโดยใช้แนวทางการเรียนรู้แบบห้องเรียนกลับด้านที่มีต่อความสามารถในการพูดภาษาอังกฤษเพื่อการสื่อสารและแรงจูงใจในการเรียนภาษาอังกฤษของนักเรียนมัธยมศึกษาตอนปลาย (EFFECTS OF AN ENGLISH INSTRUCTION USING THE FLIPPED LEARNING APPROACH ON ENGLISH ORAL COMMUNICATION ABILITY AND MOTIVATION IN ENGLISH LEARNING OF UPPER SECONDARY SCHOOL STUDENTS) อ.ที่ปริกษาวิทยานิพนธ์หลัก: อ. ดร. จุฑารัตน์ วิบูลผล, 238 หน้า.

การศึกษาค้นคว้าครั้งนี้มีวัตถุประสงค์เพื่อศึกษาผลของการสอนภาษาอังกฤษโดยใช้แนวทางการเรียนรู้แบบห้องเรียนกลับด้านที่มีต่อความสามารถในการพูดภาษาอังกฤษเพื่อการสื่อสารและแรงจูงใจในการเรียนภาษาอังกฤษและความคิดเห็นที่มีต่อการเรียนการสอนภาษาอังกฤษโดยใช้แนวทางการเรียนรู้แบบห้องเรียนกลับด้านของนักเรียนมัธยมศึกษาตอนปลาย กลุ่มตัวอย่างที่ใช้ในการศึกษาค้นคว้านี้ได้แก่ นักเรียนชั้นมัธยมศึกษาปีที่ 6 ในระดับชั้นมัธยมศึกษาตอนปลายจำนวน 48 คน ที่ศึกษาในภาคเรียนที่ 2 ปีการศึกษา 2557 ของโรงเรียนรัฐบาลแห่งหนึ่งในกรุงเทพมหานคร กลุ่มตัวอย่างที่ใช้ในการศึกษาค้นคว้านี้มีระดับความสามารถที่แตกต่างกัน การสอนภาษาอังกฤษโดยใช้แนวทางการเรียนรู้แบบห้องเรียนกลับด้านใช้เวลาทั้งสิ้น 8 สัปดาห์ ตามขั้นตอนการเรียนการสอน 4 ขั้นตอน ประกอบด้วยขั้นเพิ่มพูนประสบการณ์ (Experiential Engagement) ขั้นเรียนรู้เพื่อสร้างมโนทัศน์ (Concept Exploration) ขั้นสร้างองค์ความรู้ที่มีความหมาย (Meaning Making) และขั้นนำความรู้ไปประยุกต์ใช้ (Demonstration and Application) เครื่องมือวิจัยประกอบด้วยขั้นพูดภาษาอังกฤษ แบบสอบถามแรงจูงใจในการเรียนภาษาอังกฤษ และแบบสัมภาษณ์กึ่งโครงสร้าง คะแนนที่ได้รับจากชิ้นงานพูดภาษาอังกฤษถูกนำมาวิเคราะห์โดยใช้ one-way repeated measure ANOVA เพื่อเปรียบเทียบคะแนนภายในกลุ่มทดลองและ Pos Hoc Tests using the Bonferroni correction เพื่อทดสอบความแตกต่างของคะแนนจากชิ้นงานพูดภาษาอังกฤษในแต่ละบท นอกจากนี้สถิติเชิงบรรยายและ paired-sample t-test นำมาใช้เพื่อเปรียบเทียบการเปลี่ยนแปลงแรงจูงใจในการเรียนภาษาอังกฤษของนักเรียน และใช้การวิเคราะห์เชิงเนื้อหาในการวิเคราะห์ความคิดเห็นของกลุ่มตัวอย่าง

ผลการศึกษาพบว่าความสามารถในการพูดภาษาอังกฤษเพื่อการสื่อสารของกลุ่มตัวอย่างดีขึ้นอย่างมีนัยสำคัญ และแรงจูงใจในการเรียนภาษาอังกฤษของกลุ่มตัวอย่างสูงกว่าก่อนที่จะได้รับการเรียนการสอนภาษาอังกฤษโดยใช้แนวทางการเรียนรู้แบบห้องเรียนกลับด้าน นอกจากนี้กลุ่มตัวอย่างได้กล่าวว่าการเรียนการสอนนี้มีข้อดีคือสร้างสภาพแวดล้อมการเรียนรู้อะบบมีส่วนร่วม เปิดโอกาสในการเรียนและการฝึกฝนทั้งภายในและนอกห้องเรียนมากขึ้น ส่งเสริมให้ผู้เรียนได้มีการเรียนรู้ด้วยตัวเอง และยังได้เรียนรู้เนื้อหาและคำศัพท์ใหม่อีกด้วย ผลการวิจัยชี้ให้เห็นว่าแนวคิดห้องเรียนกลับด้านสามารถนำไปใช้ในการพัฒนาทักษะการพูดภาษาอังกฤษสำหรับชั้นมัธยมศึกษาตอนปลายได้ จึงควรศึกษาแนวคิดห้องเรียนกลับด้านในการพัฒนาทักษะการอ่าน ทักษะการเขียน และทักษะการฟังของนักเรียนควรในอนาคตต่อไป

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KRIENGRAI SAKULPRASERTSRI: EFFECTS OF AN ENGLISH INSTRUCTION USING THE FLIPPED LEARNING APPROACH ON ENGLISH ORAL COMMUNICATION ABILITY AND MOTIVATION IN ENGLISH LEARNING OF UPPER SECONDARY SCHOOL STUDENTS. ADVISOR: JUTARAT VIBULPHOL, Ph.D., 238 pp.

The present study aimed to investigate the effects of an English instruction using flipped learning approach on upper secondary school students' English oral communication ability, motivation in English learning, and opinions toward the English instruction using flipped learning approach. The participants were 48 twelfth-grade students who were studying in the second semester of the academic year 2014 in one upper secondary public school in Bangkok, Thailand. They had different English ability levels. During the eight-week instruction, the class followed four stages of flipped learning approach, namely experiential engagement, concept exploration, meaning making, and demonstration and application. The research instruments consisted of the speaking tasks, the motivation in English learning questionnaire, semi-structured interviews. The speaking scores obtained from speaking tasks were analyzed by using one-way repeated measure ANOVA was employed to compare within-subjects experimental group and Pos Hoc Tests using the Bonferroni correction was used to examine where the differences occurred between speaking tasks. Descriptive statistics and paired-sample t-test were used to compare the change in students' motivation in English learning. In addition, the opinions of the participants were analyzed by using content analysis.

The results revealed that participants' English oral communication ability improved significantly and participants' motivation in English learning were higher than before experiencing in the English instruction using flipped learning approach. The participants also mentioned that the instruction created engaging and active learning environment, provided more opportunities for learning and practicing inside and outside classroom, enhancing learner autonomy, and helping participants learn new content and vocabulary were the advantages of this instruction. The findings also suggest that flipped learning approach can be implemented to enhance English oral communication ability of upper secondary school students. In addition, the effects of flipped learning approach on other language skills including reading, writing, and listening skills should be explored in future research.

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Student's Signature

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Language

Advisor's Signature

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CHAPTER 1

INTRODUCTION

In Thailand, English language is one of the required subjects for students from grade one up to university level. In accordance with Basic Education Core Curriculum B.E. 2551 (A.D.2008), learners should be able use English to creatively convey the concepts and Thai cultures to global society based on the four main strands of foreign language learning area namely language for communication, language and culture, language and relationship with other learning areas, and language and relationship with community and the world (Ministry of Education, 2008). English is also an important tool for the current learning situation in Thailand which needs to keep pace with societal changes resulted from the digital age in the 21st century.

Upon graduation from the upper secondary education level, Thai students are expected to use English for communication in real life situations, searching for knowledge, engaging in a livelihood and understanding of various matters and events of the world community (Ministry of Education, 2008). However, previous studies have revealed that upper secondary school students had low English oral communication ability as well as motivation in English learning even though they had exposed to English since the primary level. (Khamkhien, 2011; Kitjaroonchai, 2012; Nuktong, 2010; Verapornvanichkul, 2011). In fact, the students should be taught to become competent in using English for oral communication and engaged in all activities in classroom. Meanwhile, motivation is an affective factor that helps students become successful English language learners (Z. Dörnyei, 2014). Therefore, it is important that students should be driven by both intrinsic and extrinsic motivation (Cohen & Dörnyei, 2002; Loima & Vibulphol, 2014; Ushioda, 2008). English teachers

and educators should introduce alternative teaching and learning methods that motivate students to learn English and enhance their English oral communication ability at the same time.

One of the recent approaches that can enhance students' interaction and motivation is flipped learning approach. In flipped classroom, content is independently learned outside of the classroom through the instructional media provided by the teacher such as videos, presentation, or reading materials. Leaving the time in class available for engaging students in hands-on activities to practice skills and receive feedback on their learning progress (Bergmann, Overmyer, & Willie, 2012; Bergmann & Sams, 2012; Driscoll, 2012). The teacher can devote more time to effectively facilitate, mentor and coach the students, and to create challenging projects or group activities that enhance students' control over their own learning (Bennett, Kern, Gudenrath, & McIntosh, 2011; Bergmann & Sams, 2012; Cockrum, 2014; Lockwood, 2014; Tucker, 2012).

Since flipped learning approach promotes interaction in class, students' communication can be enhanced (K. Baker, 2013; Cockrum, 2014; Lockwood, 2014; Morris & Thomasson, 2013; Witten, 2013). Students are also required to be active learners and to assume responsibility for their own learning (Bergmann & Sams, 2012). In addition, students' motivation can be enhanced with this autonomy support and authentic materials used in flipped learning (Bergmann et al., 2012; Cockrum, 2014; Lockwood, 2014).

Several studies have been implemented mainly in science and mathematics in secondary school and higher education. Little has been done in second language field. Findings showed positive outcomes for flipped classroom—increased in

students' scores and students' engagement (Green, 2012; Johnson, 2013). In addition, flipped learning created positive attitudes toward learning, increased motivation, and decreased anxiety in learning math (Davies, Dean, & Ball, 2013; Strayer, 2012; Wilson, 2013).

In Thailand, there is no research that employs flipped learning approach in teaching English to Thai students. The present study was the first attempt to investigate the effects of an English instruction using flipped learning approach on the upper secondary school students' English oral communication ability and motivation in English learning in public schools in Thailand.

Research Questions

The present study attempted to find answers to the following questions:

1. To what extent does an English instruction using flipped learning approach affect students' English oral communication ability?
2. To what extent does an English instruction using flipped learning approach affect students' motivation in English learning?
3. What are students' opinions towards the English instruction using flipped learning approach?

Research Objectives

The present research aimed to

1. study the effects of an English instruction using flipped learning approach on students' English oral communication ability; and
2. study the effects of an English instruction using flipped learning approach on students' motivation in English learning; and

3. investigate students' opinions towards the English instruction using flipped learning approach.

Scope of the study

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

1. The population of this study was upper secondary school students in regular programs in public schools in Thailand.

2. The independent variable of this study was the English instruction using flipped learning approach. The dependent variables were students' English oral communication ability and motivation in English learning.

Definition of Terms

The key terms were defined for the purpose of this study as follows:

1. English instruction using flipped learning approach

English instruction using flipped learning approach in this study refers to an English instruction that provides opportunities and engaging activities for students to practice speaking English in class and learn the content from the video and supplementary reading materials by themselves outside classroom. In this study, the instruction procedures for each learning unit consisted of four stages namely Experiential Engagement, Concept Exploration, Meaning Making and Demonstration and Application which happen both inside and outside classroom. Each stage is described in the following section:

Experiential engagement stage

This stage happens inside the classroom. Simulations and games were designed to get students engaged with the content knowledge. The participants use

English as a mean to communicate in the simulations and games inside classroom in order to prepare themselves for the other stages.

Concept exploration stage

This stage takes place outside the classroom. The students constructed the knowledge from each learning unit by watching the instructional video online creating by the researcher. The students were assigned to watch the videos and answer some questions guided by the researcher about the content and language functions that were introduced at the experiential engagement stage.

Meaning making stage

This stage happens inside the classroom. The students reflected their knowledge or the content they learned from watching the video and participating in the simulations and games in the experiential engagement stage inside classroom by completing the activities and worksheets focusing on both content and language functions.

Demonstration and application stage

This stage happens inside the classroom. English speaking tasks were used to assess students' English oral communication ability. The students were asked to do group discussion and/or presentation, record their conversation, and submit the audio recordings to the teacher.

2. English oral communication ability

English oral communication ability in this study refers to the student's individual capacity in using English orally to discuss and present the contents and language functions learned from each unit. English speaking tasks were designed and speaking scoring rubric adapted from Michigan English Test or MET (2012) was used to

assess each student's English oral communication ability. There were three aspects to be evaluated as shown in the rubric including content knowledge and task completion, language resources include vocabulary range and appropriacy to task and grammatical accuracy and complexity, and intelligibility / delivery includes fluency, hesitation, pronunciation, and rhythm.

3. Motivation in English learning

Motivation in English learning refers to the psychological feature caused by both internal and external factors which arouse learners to behave or act towards a desired goal in English learning. The motivation in English learning in this study was measured by the motivation in English learning questionnaire adopted from the Mini-Attitude/Motivation Test Battery (Mini-AMTB) constructed by R. C. Gardner (2004) and translated into Thai by Nuktong (2010). There were eleven sub-dimensions of motivation in English learning in this study including interest in foreign languages, motivation intensity, English class anxiety, English teacher evaluation, attitude towards learning English, attitudes towards English speaking people, integrative orientation, desire to learn English, English course evaluation, English use anxiety, and instructional orientation.

4. Opinions

Opinions in this study refer to feelings towards the English instruction using flipped learning approach concerning its advantages and limitations. The advantages include creating engaging and active learning environment, providing more opportunities for learning and practicing inside and outside classroom, improving speaking skills, increasing motivation in English learning, enhancing learner autonomy, and helping students learn new vocabulary and content about ASEAN Community.

The limitation was the issue of unequally access to technology. The participants' opinions towards the English instruction using flipped learning approach were elicited by using the semi-structured interview.

5. Upper Secondary School Students

Upper secondary school students refer to students who were studying in grades 10-12 (Mathayom Suksa 4-6) in the regular programs in public schools in Bangkok, Thailand.

Organization of the Chapters

This thesis consists of five chapters. The first chapter presents the introduction including the rationale of the present study, research questions, research objectives, the scope of the study, and definitions of terms.

The second chapter presents a review of the literature that was used to develop the conceptual framework of the present study. This chapter is divided into three main sections including the concepts of flipped learning approach, English oral communication ability, and motivation in English learning.

The third chapter presents the research methodology including the research design, context of the study, participants, research instruments, research procedures, data collection procedures, and data analysis. The development of the instruments and how to check validity and reliability is also presented in this chapter.

The fourth chapter presents the findings according to the research questions including the effects of the English instruction using flipped learning approach on students' English oral communication ability and motivation in English learning.

The last chapter presents a discussion of the findings in the present study in relation to previous studies as well as the context of learning English language in Thailand, limitations of the study, pedagogical implications, and suggestions for further research.



CHAPTER 2

REVIEW OF THE LITERATURE

This chapter provides a theoretical background for the present study. First, the researcher describes the concepts of the variables used to indicate flipped learning approach, keys features or pillars of flipped learning, components and characteristics of flipped learning classroom and studies on implementing flipped learning approach in classroom. Second, the researcher elaborates the concepts of English oral communication ability, principles of teaching and assessing oral communication and studies on English oral communication ability. Last but not least, the researcher discusses the concept of motivation in English learning and the previous studies and trends in second language motivation research.

Flipped Learning Approach

Flipped classroom or flipped learning approach is an alternative instructional model that the direct instruction in class time and homework are reversed. Short content or instructional video are introduced and viewed by the students at home before the class time, while homework such as exercises and projects, or class discussions are done in-class time. The video is the main tool in the flipped learning approach that are being either created by the teacher and posted online or selected from online resources or available commercial materials (Bergmann & Sams, 2012; Jacot, Noren, & Berge, 2014; Khan, 2012).

The concept underlying the flipped classroom model includes helping students to become active learning, enhancing students' engagement, designing hybrid course, and course podcasting. The value of a flipped learning model is to

change the class time into learning activities or workshops where students can inquire about the content, test their skills in applying knowledge, and interact with one another in hands-on activities. During class time, the teachers' roles are either facilitators, coaches or advisors, encouraging students in individual inquiry and collaborative effort (Driscoll, 2012; Strayer, 2012). Therefore, the flipped learning approach or the flipped classroom has been introduced in greater numbers of course. This instruction concept supplements traditional out-of-class work with content video or presentations and supporting inquiry-based and project-based learning during regular class times (Bergmann et al., 2012; Bergmann & Sams, 2012; Driscoll, 2012; Khan, 2012).

Principles of Flipped Learning Approach

Experienced educators from the flipped Learning Network and Pearson's School Achievement Services (EDUCAUSE, 2012) identified the key features or pillars of flipped classroom that allow flipped Learning to occur in to four pillars including Flexible Environment, Learning Culture, Intentional Content, and Professional Educator as described in the following section.

Flexible Learning Environments

Flipped learning approach allow classroom having a variety of leaning modes. The learners' learning capacity is rearranged to accommodate the lesson or unit which normally involves group work, independent study, research, performance, project, and evaluation. Therefore, they create flexible environment in which students choose when and where they learn themselves. The students in flipped classroom environment could be somewhat noisier during the instruction in class time compared with the students' behavior in the traditional classroom.

A Shift in Learning Culture

In flipped learning model, students explore topics in greater depth and receive a lot of learning opportunities that move from teacher-centered classroom to students-centered approach. Students are actively engaged in learning new content or knowledge through opportunities to inside classroom and evaluate their learning. They can also pace their own learning by reviewing content outside classroom and teacher can emphasize the use of classroom interactions to ensure student understanding in each particular learning unit.

Intentional Content

Since teachers are an effective tool for teaching particular skills and concept, teachers in flipped classroom will decide what content they need to teach directly and what materials are appropriate to help students explore on their own outside of the classroom. Teachers choose the specific content to maximize classroom time in order to apply various methods of instruction such as active learning strategies, peer instruction, project-based learning, inquiry-based learning or problem-based learning depending on the grade level and subject matter of the students.

Professional Educators

In flipped learning approach, skilled or professional teachers or educators are required and important than in the traditional one. They have to decide whether when and how to shift direct instruction to the individual learning, and how to provide the interaction between students and students or even teacher and students. In addition, the flipped classroom teachers usually reflect their teaching and share with other teachers in order to improve their instruction procedures as well as to gain conceptual understanding of the particular concept.

The Comparison of Traditional Classroom and Flipped Classroom Model

According to Bergmann and Sams (2012), students in flipped classroom work at their own pace. Time in class becomes available for students to engage more deeply content, practice skills, complete some projects, and receive feedback on their learning progress which reverse from the traditional classroom. Teacher can devote more time to facilitate the students, and inspire them by using challenging learning activities or projects that give opportunities for them to work on their own. The differences among the traditional classroom and flipped classroom are the activity. In traditional classroom, the activity focuses on going over homework from previous class, then, introducing new content and following by practicing. Meanwhile, the activity in flipped classroom focuses on questions and answers on videos and dedicates the rest of the class time for guided and independent practice or lab activity for a science classroom. Students may get frustrated when they have to complete homework because of ineffective note-taking. Therefore, the students in flipped learning classroom have more chances to view the content and take note from watching the instructional videos outside classroom. Then they also have chances to ask for clarification and homework will be done in classroom. Teacher will facilitate the discussions during the class time. As a consequence, the gaps in understanding and all the stress will be reduced which is different from what happens in the traditional classroom.

Characteristics of Flipped Learning Approach

In flipped learning approach, the students are allowed to learn own their own pace because learning is not limited to the classroom. The effective flipped learning approach shares a few important characteristics contended by Bennett et al. (2011)

and Bennett, Kern, Gudenrath and McIntosh (2011) and Bergmann et al. (2012) cited in Davies et al. (2013) as follows:

1. Students transform from passive listeners to active learners.
2. Technology often facilitates the attempt or effort in learning.
3. Class time and traditional homework time are exchanged so that homework is done first inside the classroom and class time takes on a fluid structure to help personalize instruction.
4. Content is given context as it relates to real-world situations, and
5. Class time is used either to help students grasp especially challenging concepts or to help students engage in higher orders of critical thinking and problem solving.

Learner Roles

One goal of flipped learning approach is to encourage students to take charge of their own learning and become autonomous learners. In addition, flipped learning approach anticipates that students will be able to support each other collaboratively in learning although it may challenge those students who like to sit down and listen to the lectures as seen in a traditional classroom. In addition, flipped learning approach requires students to explore the content in greater depth by themselves and be able to increase higher order thinking level and provides a lot of learning opportunities that move from teacher-centered to student-centered approach. Students are also actively involved in knowledge formation through opportunities to participate in the meaningful learning environment (Bergmann & Sams, 2012; Cockrum, 2014; Lockwood, 2014).

Teacher Roles

Flipped learning approach expects a change in the typical roles of teachers. The flipped classroom teachers must be knowledgeable in the subject matter and able to elicit that knowledge from the students. Providing the instruction outside of class time allows teachers to be available for students during class time. Therefore, teacher will be free to work with all students and be actively facilitating, monitoring, helping, working with, and guiding students inside the classroom. Teachers also have more opportunities to encourage students and give feedbacks on their learning process and help clarify the misconceptions. Flipped learning teachers have to be responsible for selecting the authentic materials and creating the content videos for students (Bergmann & Sams, 2012; Cockrum, 2014; Lockwood, 2014). Since the videos are the main resources for the instruction, teacher needs to make sure that each student has access to them such as posting the videos online, keeping files on school servers, burning files to DVD, and saving files to flash drive (Bergmann & Sams, 2012). Once it comes to the assessment, flipped learning teachers need to create alternative assessment for students to demonstrate their knowledge according to learning outcomes for each particular unit of study (Bergmann & Sams, 2012; Cockrum, 2014; Lockwood, 2014).

The Roles of Materials

The materials used in the flipped learning approach are typically used with the subject matter of the core content. It is recommended that the videos and authentic materials are used as the central materials for flipped learning approach. Videos are a great learning tool for students to help them take charge of their own their own learning and make use of the knowledge gained from watching videos to

complete the learning tasks inside the classroom. Meanwhile, other authentic materials such as news articles, TV broadcasts, advertisements, newspapers, magazines, etc. can be useful learning materials to use for both inside and outside classroom activities in the flipped language classroom (Cockrum, 2014; Lockwood, 2014).

Flipped Classroom Development

In terms of developing the course using flipped learning approach, Bergmann and Sams (2012) suggested that there are five components to be considered. The following sections explained each component in details.

Establish clear learning objectives

Objectives are the expected outcomes of learning of each student. Use strands and standards, national frameworks, and the best professional judgment to determine what students need to know and be able to do.

Determine which of the learning outcomes are best achieved through inquiry-based instruction, and which are best learned through direct instruction

Objectives that are best achieved through inquiry activities aimed at engaging students and activating prior knowledge. Then creating a video as the instructional tool will be best achieved for the direct instruction in flipped classroom. They are offered to address misconceptions, illustrate examples, and provide foundational knowledge. There are either produced the videos by the teachers themselves or found videos that will teach the same content. Many of those teachers are making their videos available on the internet, so the other teachers may or may not need to

produce their own videos meaning that they can use the existing videos that others has already produces as a part of their instruction.

Assure student access to videos

The teachers need to make sure that the students have access to the videos. There are variety of ways can be done, such as posting videos online, keeping files on school servers, and burning files to DVD. The teachers will need to work with the IT department and see what will work best in checking whether students have access to the videos the teachers have posted.

Incorporate engaging learning activities to be done in class

The teachers may need to create activities such as games, simulations and class discussions that contain the follow-along notes for the video and suggested worksheets.

Create multiple versions of each summative assessment for students to demonstrate their mastery of each learning objective in a particular unit of study

This is most efficiently and effectively done through the use of a test bank on a computer-generated testing system. For speaking assessment, the teachers might provide some role-play or simulation and presentations that corresponding videos learning objectives, and learning activities.

Flipped Learning Approach Instructional Procedures

Flipped learning approach was developed based on the theory of experiential learning cycles by providing a sequence of learning activities throughout the instruction procedure. There are four stages in the flipped learning approach including Experiential Engagement, Concept Exploration, Meaning Making and

Demonstration and Application suggested by Gerstein (2011). They take place both inside and outside classroom. Experiential engagement stage takes place inside classroom. Then students explore the concept outside classroom in concept exploration stage. After that, students complete the meaning making and demonstration and application stage inside classroom. Each stage is described as follows;

1. Experiential Engagement

Learners are engaged in an authentic or hands-on learning activity that fully engages the student inside classroom in this stage which provides students experience and prepares them for other learning activities in the following stages. Learners are involved in the experience with their background knowledge and become interested in the topic because of the experience that motivates them to have a desire to learn more. Therefore, the teacher is responsible for structuring and designing the activities that will positively influence each student's potential experiences in applying the content knowledge learned such as simulations, experiments, community projects or even arts activities.

2. Concept Exploration

In the concept exploration stage, learners learn more deeply concepts touched upon after they have completed the activities during Experiential Engagement. Learners explore the contents about the topic more which is usually presented via content videos, content-rich websites and virtual simulations online and/or online reading materials outside classroom. This is the time that the videos are used to help students learn the concepts related to the topic being covered. For

examples, those archived from Khan Academy, Teacher Tube, other video services or even teacher-make videos.

3. Meaning Making

This stage, learners elicit their understanding of what was learned during the previous stages including what was experienced during the experiential engagement and what was learned via the content-rich videos during the Concept Exploration inside classroom. Learners can construct their understanding of the content or topic being covered through written blogs or verbal-based audio or video recordings. Meanwhile, tests can be introduced as to test about students' understanding of the content either verbal or written exam.

4. Demonstration and Application

In the demonstration and application stage, learners have an opportunity to demonstrate what they learned and apply the materials in a way that makes sense to them. Learners have to create something that is individualized and extends beyond the lesson with applicability to the learners' everyday lives which can be creative projects or presentations.

How Flipped Learning Promote English Oral Communication Ability

One of the benefits of flipped learning approach is about providing more opportunities for students' interaction. In flipped learning classroom, students are asked to work collaboratively in small groups (Bergmann & Sams, 2012; Hamdan, McKnight, McKnight, & Arfstrom, 2013). Therefore, students are able to develop their English oral communication ability through group discussions, simulations and games by using English as a medium to communicate and negotiate among their peers in

order to complete the tasks (Cockrum, 2014; Lockwood, 2014; Morris & Thomasson, 2013).

However, teachers need to ensure that the activity inside classroom is as interactive and as useful as possible so that students want to participate in the whole flipped learning approach.

In addition, not only students can develop their English oral communication ability through the learning tasks, but the allocation of time for practicing speaking is also important. Flipped learning approach dedicates most of the time for students to practice English skills especially English oral communication in class. They also get a chance to learn how to use the language and practice using the language outside of the classroom by watching the videos (Lockwood, 2014; Marshall, 2013)

How Flipped Learning Promote Motivation in English Learning

Compared to the traditional classroom, flipped learning approach provided a method for delivering scalable and effective teaching and learning inside and outside classroom. The students are allowed to engage the content knowledge at their own pace and make better use of their time to improve their motivation in learning (Davies et al., 2013). Students are more satisfied with the engaging and active learning environment and the task completion which can be the cause of gaining higher motivation in English learning (Cohen & Dörnyei, 2002; Zoltán Dörnyei & Ushioda, 2013).

In addition, flipped learning approach can promotes motivation in English classroom by increasing opportunities for students' collaboration to complete the learning tasks (Driscoll, 2012; Wilson, 2013). The studies also claimed that students have more positive attitudes towards English learning in cooperative environments

and develop higher self-esteem and self-confidence than in other classroom structures (Zoltán Dörnyei & Ushioda, 2013; Hamdan et al., 2013).

Furthermore, flipped learning approach provides opportunities for students to learn on their own paces and become an autonomous learner. Students have higher responsibility to manage their own learning process (Bergmann & Sams, 2012; Cockrum, 2014; Lockwood, 2014). This means that students are able to exercise their freedom of choice towards their personal goals in learning English. They also learn to regulate their own motivation in response to the learning tasks and with the support of the engaging and active learning environment. Therefore, students' motivation in English learning can become higher (Benson, 2010; Zoltán Dörnyei & Ushioda, 2013).

Studies on Implementing Flipped Learning Approach in Secondary Schools and Other Content Areas

The researches on implementing flipped learning approach in classroom were stemmed from science classroom. There is no empirical research done in English classroom. Therefore, this section mainly provided the information about the research on implementing flipped learning approach in the secondary school level and other content areas. The followings were the recent study related to flipped learning approach.

To begin with, Clintondale High School in Michigan was successfully conducted the flipped learning in math program with all ninth grade classes in 2010. The results showed that the test scores, graduation rates, and college attendance increased. Student engagement significantly improved, and the number of the discipline problems declined. By the of the first flipped learning semester, the pass rate increased in every subject that flipped learning was introduced including English,

math, science, and social studies. By the end of the second year of flipped learning, students scored higher in writing and reading on the Michigan Merit Exam (Green, 2012).

In the same education level, Johnson (2013) examined students in three high schools in flipped math classrooms. The perceptions of the flipped classroom and the roles of social media, educational technology, mastery learning, and self-pacing played in flipped classroom environments were explored. The qualitative and quantitative research methods were used to provide a broader understanding of how students responded as a group and as individuals. The findings revealed that Students enjoyed learning in a flipped classroom environment, benefited from watching the videos and did less homework in a flipped Classroom than in a traditional lecture-based classroom.

Studies on Implementing Flipped Learning Approach in Higher Education and Other Content Areas

Strayer (2012) compared the flipped classroom learning environments of an introductory statistics class with a traditional classroom at the same university. The researcher applied the mixed-methods research in this study. The research instruments included field notes, interviews and focus groups to investigate the learning environments of these two classrooms. The findings revealed that the participants were less satisfied with how the classroom structure oriented them to the learning tasks in the course, but they became more open to cooperative learning and innovative teaching methods or flipped learning approach.

In the same line of research, Wilson (2013) found that undergraduate statistics courses were perceived as challenging by both students and instructors. Students'

attitudes, motivation, math anxiety, and preparedness can negatively impact the student and instructor experience and have the potential to negatively impact student learning. The researcher attempted to address some of these challenges through structural and procedural changes to an undergraduate statistics course that was required for social science majors. The traditional lecture/homework structure of the course was flipped so that the majority of basic knowledge acquisition moved out of the classroom, making room for interactive activities during class time. The findings showed that there was a positive impact on students' attitudes toward the class and instructor as well as on students' performance in the class after implementing flipped learning approach into classroom.

Additionally, Davies et al. (2013) explored how technology can be used to teach technological skills and to determine what benefit flipping the classroom might have for students taking an introductory-level college course on spreadsheets in terms of students' achievement and satisfaction with the class. In this study, the findings revealed that the simulation-based instruction tested was found to be an extremely scalable solution, but less effective than the regular classroom and flipped classroom approaches in terms of student learning. While the process focus of the simulation's instruction and assessments frustrated students and decreased their motivation to learn. In addition, students' attitudes towards the topic and their willingness to refer the course to others were considerably lower than those of students in the flipped classroom situations. Therefore, it could be concluded that the technology enhanced in the flipped classroom was both effective and scalable. It also facilitated learning better than the simulation based training and more motivating.

In terms of language learning, K. Baker (2013), Marshall (2013) and Witten (2013) stated that using video, for example, students can pause, rewind, and review lesson at any time that allow students to work on mastering concepts on their own time and pace. Therefore, flipped learning approach provides students more opportunities for in-class interaction among themselves or with the teacher that could help English language learners further develop their proficiency and confidence in using the language in the real life situation.

English Oral Communication Ability

English Oral communication comprises of both speaking and listening ability that are the foundation of literacy. It is the ability to use the language orally and appropriately in any circumstances as well as shared sociocultural or pragmatic suppositions. Bachman (1990) described oral communication ability in terms of communicative ability that comprises of knowledge or competence and the capacity for implementing that competence in appropriate or contextualized communicative language use.

Concept of Oral Communication

The concept of oral communication originated from the term “communicative competence” defined by well-known linguist, Chomsky, in 1965 as linguistic competence and cognitive aspects of human language acquisition (H. D. Brown, 2007). Hymes, a sociolinguist, later on in 1966 coined the linguistic term “communicative competence” that communicative competence comprised not only grammatical competence but also required socio-cultural aspects about how and when to use utterances appropriately.

Then in 1980, Canale and Swain described the components of communicative competence into four competences as shown in Table 2.1.

Table 2.1

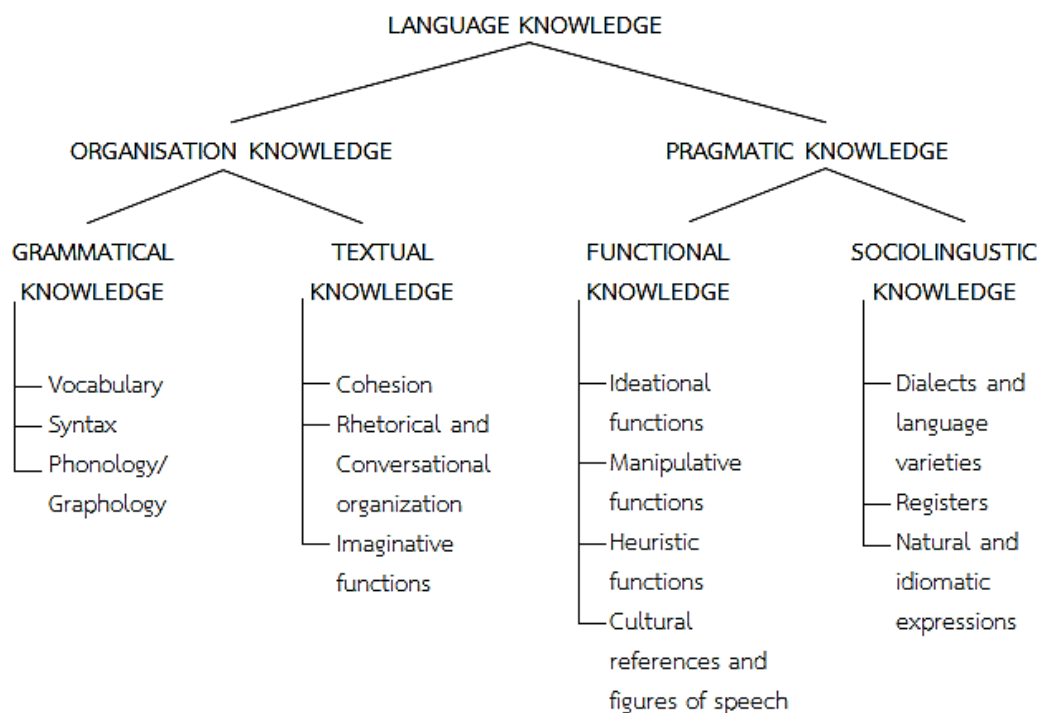
Canale and Swain's Communicative Competence

Canale and Swain's Communicative Competence			
Grammatical Competence	Discourse Competence	Sociolinguistic Competence	Strategic Competence
The knowledge of the lexical items, rules of morphology, syntax, sentence grammar semantics, and phonology.	The cohesion and coherence of utterances in a discourse or cohesion and coherence in general.	The appropriateness of communication depending on the context including the participants and the rules of interaction.	The Verbal and Non-verbal communication strategies especially when communication fails.

In 1990, Bachman and Palmer proposed a theoretical framework for communicative language ability. It comprises of knowledge structures, strategic competence, psychophysical mechanism, context of situation, and language competence. For language competence, Bachman (1990) divided into organizational competence including grammatical and textual competences and pragmatic competence consists of illocutionary and sociolinguistic competences. The areas of language knowledge are presented in the following figure.

Figure 2.1 The Areas of Language Knowledge Proposed by Bachman and Palmer

(1996)



According to Figure 2.1, McKay (2006) proposed the characteristics of oral communication ability included in the areas of language knowledge by Bachman and Palmer (1996) as follows:

Organizational knowledge

There are two areas related to organizational knowledge including grammatical knowledge and textual knowledge. The details of both areas are explained as follows:

Grammatical Knowledge

Students' knowledge of vocabulary, syntax and phonology needs to increase in accuracy and improvement. They need to produce sounds, words and sentences clearly with appropriate pronunciation and intonation as well as understand others'

pronunciation and intonation. In addition, they need to be able to understand the different meanings due to different intonation patterns.

Textual knowledge

Students need to be able to speak in a cohesive and well-organized way. They also need to be able to do both in conversational interactions and taking turns. In addition, they need to understand and use the conjunctions to join sentences together. They need to be able to use relative clauses and learn how to refer back to other parts of the sentence.

Pragmatic knowledge

There are two areas related to pragmatic knowledge including functional knowledge and sociolinguistic knowledge. The details of both areas are explained as follows:

Functional knowledge

Students need to be able to use language in various functions. They need to be able to express what they want and explain things. They also need to learn how to understand the purposes behind what is spoken to them both direct and indirect way.

Sociolinguistic knowledge

Students need to be able to use appropriate language in the certain situations. They need to learn and understand the idioms and cultural references including using language to appreciate the humor, attitudes, beliefs, ideals and values in the talk of other people from different cultures.

In addition to the characteristics of oral communication ability, there are some contributing knowledge and skills for oral communication that are assessed

formatively in the classroom. Some of the contributing knowledge and skills are embedded in the theoretically based model of Bachman and Palmer (1996). However, they are often listed in a curriculum which teachers and assessors need to consider alongside with the learning outcomes. The examples of contributing knowledge and skills for oral communication included in the curriculum are these followings (Bailey, 2005; Hedge, 2000):

- ***Ability to discriminate sounds, stress and intonation:*** The ability to recognize the stress in words and in connected speech. Ability to recognize differences in the use of intonation.
- ***Knowledge of a growing range of vocabulary:*** The ability to use and understand a wide variety of vocabulary in their oral language. Knowledge of vocabulary that is increasing and accuracy.
- ***Knowledge of a growing range of grammatical structure:*** The ability to use and understand the language structures. Improving accuracy in the use of grammatical structures.
- ***Ability to predict meaning from a range of cues:*** The ability to use the semantic, syntactic and graphophonic cues available in others' speech. The ability to use the context and prior knowledge to facilitate understanding.
- ***Ability to listen for explicit and implicit meaning:*** The ability to listen for main ideas and specific information. The ability to understand the connection between ideas by recognizing linking words and phrases.
- ***Ability to take charge of their own learning:*** The ability to seek out opportunities to speak to others, and listen to others talk includes willingness and ability to ask for help.

- **Ability to use communication strategies:** The ability to use strategies to join in and maintain conversations.
- **Confidence and motivation:** Learners show curiosity about situations where the language is used. They enjoy using the language, interact and listen with confidence.

How to enhance English oral communication ability

Based on several educators (Bailey, 2005; H. D. Brown, 2007; Hedge, 2000), there are possible suggestions to enhance students' English oral communication ability in the English classroom as follows:

1. Teachers should talk with students about spoken English either using direct approach or indirect approach. For direct approach, the teachers can apply a systematic analysis to elements of speaking competence and classroom practice. Meanwhile, the indirect approach involves students in conversation through role-play, simulation and problem-solving tasks, and provides more opportunities to practice in classroom activities.

2. Teachers should make accuracy-based practice meaningful including contextualized practice by showing the clear link between linguistic form and communicative function, personalizing language by having students express their own ideas, feelings, preferences, and opinions, building awareness of the social use of language, and building learners' confidence. These concepts would help students to expose to and produce the language in complete the learning tasks. Therefore, there is a need to equip students with the learning resources before engaging in the activity that involves communication and negotiation.

3. Teachers should design and evaluate fluency-based activities such as free discussion, role-play, simulations, and 'Gap' activities. For free discussion, this activity can provide opportunities for students to develop their fluency, encourage them to use the language needed in the conversation with other speakers, and help students to support each other in terms of structuring interactions from the groupwork. In addition, role-play and simulation can help students develop more fluency as they have to perform in pairs or groups. They also involve all students because each student will receive an opportunity to take role to perform. In addition, both role-play and simulation promote transactional and interpersonal language that students can apply to use in their real-life situations. For 'Gap' activities, this activity can promote oral communication ability because it involves the information exchange. Therefore, negotiation of meaning becomes useful strategy for this type of activity.

4. Teachers should provide a range and balance of activities in a course. The criteria for the activities evaluation including students' participation within the group activity, complexity of interactions, opportunities for management of interactions, degree of simulation required, structure of the activity and motivation.

5. Teacher should consider teaching the pronunciation component of a course including balancing holistic and atomistic approaches and integrating pronunciation teaching in the classroom.

6. Teachers should treat error in the classroom. For examples, which errors to correct, how to get a balance between correction and encouragement, which strategies to choose for correction, and how to respond to error during different activities.

7. Managing classroom interaction is another key to help enhancing students' English oral communication. Producing language in front of other students can generate high levels of anxiety especially those students who have negative experiences in speaking activities. Therefore, teacher should create a reassuring and more supportive classroom environment in which students are prepared to experience in the language activities.

Designing Speaking Activities and Tasks

According to the level of the students in this study were the intermediate level students, the following sections explain how to design the speaking activities and tasks suggested by Bailey (2005).

1. Plan speaking tasks that involve negotiation for meaning

Bachman and Palmer (1996) defined speaking tasks as activities that involve speakers in using language for the purpose of achieving a particular goal or objective in a particular speaking situation. Therefore, the emphasis in this definition is based on goal-oriented language use. Teacher should provide students with opportunities to practice and develop their oral language by implementing speaking tasks which require learners to negotiate for meaning.

2. Design both transactional and interpersonal speaking activities

Oral communication ability is beneficial for both transactional and interpersonal purposes. Transactional speech concerns communicating to get something done such as the merchant of goods and services while interpersonal speech concerns communicating for social purposes including establishing and maintaining social relationships. Therefore, students need to practice their oral communication in both transactional and interpersonal settings. In designing speaking

tasks, the main key is to decide whether what the speakers will be asked to do with language and to make sure that those tasks can improve their oral communication ability and their language use skills. Samuda and Bygate (2008) distinguished the types of speaking tasks into factually oriented talk including description, narration, instruction, and comparison, and evaluative talk including explanation, justification, prediction, and decision. In addition to focusing on what speakers will be asked to do with the language, communicative functions should be considered in the task design embodied both transactional and interpersonal speaking activities and language that they are learning for real life situation.

3. Personalize the content of speaking activities whenever possible

Personalization relates to the process of making activities or developing speaking tasks that match the learner's circumstances, learning goals and interests. The teacher can personalize the speaking tasks by creating simulations and role-plays with the situations suggested by the learners or other speaking tasks that students are interested in. In addition, the teacher can also use reading passages based on their interests as the basis of logic puzzles, picture-based activities or other speaking activities.

Assessing English Oral Communication Ability

The scope of oral communication ability assessment depends on the curriculum which may be influenced by various factors including the sets of standards that learners are expected to achieve, the aims of the course and the number of hours, the purposes of assessment or even the genres or functions and underlying skills described. Therefore, learners might be expected to engage in language use in various types of tasks according to their levels of language ability.

Selecting Oral Communication Assessment Tasks

In terms of selecting oral communication assessment tasks, McKay (2006) suggested that the appropriateness and usefulness of the tasks are considered to be a major concern since the tasks will be more useful and more likely to engage learners in language use. The tasks for oral communication assessment may also involve conversational language or extended talk which requires learners to respond in the conversation, make decisions about what to say, give a talk, interrupt a conversation and take a turn. Due to the fact that the participants in this study are intermediate level learners, there are several types of tasks that are suitable for assessing oral communication ability. The following tasks can be introduced in classroom (Bailey, 2005; Luoma, 2004; McKay, 2006).

Role-plays and simulations

Role-plays and simulations are useful for practicing speech acts with intermediate learners. They allow learners to be involved in various situations where they can try out appropriate English utterances before they use them in real life situation. Role-plays and simulations also give learners opportunities to practice their English speaking skills in a safe environment where they can receive immediate feedback from both teachers and peers who are supportive and understand their concerns. In addition, they have chances to record and analyze their own production in which they could try again and redo the interaction with improvements.

Oral Presentations

The oral presentations are considered as extended speaking tasks which learners deliver a report on a project that has been prepared over a certain time, or report on points they discuss with others on certain topics. Learners need to be able to make coherent speech in English to an audience such as giving speech in seminars, attending to academic conferences, and business people involved in marketing or negotiating.

Group discussions

Learners take turns and listen to each other and practice taking part in discussions. The topics that can be discussed include exchanging personal information, sharing likes and dislikes, recounting experiences, expressing opinions, describing and explaining, swapping stories and jokes, and using their own imagination. Group discussions assess oral communication ability related to the different language functions as well as the ability to encourage others, give feedback, negotiate, and work together.

Scoring Method for Assessing Learners' Oral Communication Ability

There are three main methods for scoring learners' oral communication ability or speaking skills: objective scoring, analytic scoring, and holistic scoring according to the criteria by which learners' responses are evaluated and the procedures followed to arrive at a score (Bailey, 2005; Luoma, 2004; McKay, 2006). The details of each method for scoring learners' oral communication ability or speaking skills are explained as follows:

1. Objective scoring

This scoring method does not involve any judgment during the scoring process. It can be done by an untrained person using a scoring key or by a computer in computer-delivered tests or with scannable answer sheets where learners mark their answers. For this type of assessment, there is only one correct answer to each objectively scored test item.

2. Holistic rating scales

A holistic rating scale provides descriptions of ability at a number of different levels in order to describe the quality of learners' performance. These levels are provided on a single scale which may be a rating from one-point to ten-point scale or a designation or bands such as novice, intermediate, advanced, or superior categories. A speech sample such as recorded conversation or discussion is given one overall evaluation.

3. Analytic rating scales

Analytic rating scales differ from holistic rating scales that analytic rating scales involve a rating system in which the abilities underlying the speaking skill have been analyzed and the learners or test-takers are evaluated on how well they perform the various sub-skills. Therefore, the learners' performance is based on each dimension or criterion that are made up of the same number of separate scales as there are distinct components in the construct definition. For example, some people have used the categories of vocabulary, grammar, pronunciation, and fluency in terms of assessing speaking.

Teaching and Learning English Speaking in Thai Upper Secondary Schools

In order to fill in the literature in this section, the strands and standards for foreign language, English in this case, learning in Thai Basic Educational Core Curriculum B.E. 2551 (2008) was reviewed. The main purpose of this process is to find the out the standards and indicators focused on speaking stated in the national curriculum. The information from this review is apparently used as a part of constructing unit plans and English speaking tasks of the present study.

Strands and Standards for foreign language learning in Basic Education Core Curriculum B.E.2551 (A.D. 2008)

According to Ministry of Education, the Office of the Basic Education Commission (OBEC) revised the Basic Education Curriculum 2001 in order to prepare the subsequent Basic Education Core Curriculum 2008. It is greater clarity regarding the goals of improving learners' quality and curriculum application at school and educational service area levels. Therefore, the information is presented covered the vision, goals, learners' significant capacities, desired characteristics and attributes, learning standards and relevant indicators, allotted time to each subject area for each grade level, and evaluation criteria that correlate with learning standards and consequently facilitate curriculum implementation. Thus, schools and educational institutes will be able to further amplification with the guidelines from the Basic Education Core Curriculum 2008 according to their priorities and readiness.

The learning area of foreign languages is aimed at enabling learners to acquire a favorable attitude towards foreign languages, the ability to use foreign languages for communicating in various situations, seeking knowledge, engaging in a livelihood and pursuing further education at higher levels. Learners will thus have knowledge and

understanding of diversified matters and events of the world community, and will be able to creatively convey the conceptions and cultures of Thainess to the global society. Moreover, learners will be of higher quality in regard to acquisition of essential knowledge and skills required for learners' lives in the constantly changing society. Learners will also be able to acquire knowledge for continuous lifelong self-development. Therefore, the main strands and standards in Foreign Languages are presented in Table 2.2.

Table 2.2

The Strands and Standards for Foreign Language Learning in Thai Basic Education Core Curriculum B.E.2551 (A.D.2008)

Strands for Foreign Languages Learning in Thai Basic Education Core Curriculum B.E. 2551 (A.D.2008)	Standards for Foreign Languages Learning in Thai Basic Education Core Curriculum B.E. 2551 (A.D.2008)
Strand 1: Language for Communication	Standard FL 1.1: Understanding and ability in interpreting what has been heard and read from various types of media, and ability to express opinions with reasons. Standard FL 1.2: Possessing language communication skills for effective exchange of information; efficient expression of feelings and opinions.

Table 2.2 (Cont.)

Strands for Foreign Languages	Standards for Foreign Languages
Learning in Thai Basic Education	Learning in Thai Basic Education Core
Core Curriculum B.E. 2551 (A.D.2008)	Curriculum B.E. 2551 (A.D.2008)
Strand 1: Language for Communication (Cont.)	Standard FL 1.3: Ability to speak and write about information, concepts and views on various matters.
Strand 2: Language and Culture	Standard FL 2.1: Appreciating the relationship between language and culture of native speakers and ability in using language appropriately. Standard FL 2.2: Appreciating the similarities and differences between language and culture of the native speakers and Thai speakers, and ability in using accurate and appropriate language.
Strand 3: Language and Relationship with Other Learning Area	Standard FL 3.1: Using foreign languages to link knowledge with other learning areas, as foundation for further development, seeking knowledge and broadening one's world view.

Table 2.2 (Cont.)

Strands for Foreign Languages Learning in Thai Basic Education Core Curriculum B.E. 2551 (A.D.2008)	Standards for Foreign Languages Learning in Thai Basic Education Core Curriculum B.E. 2551 (A.D.2008)
Strand 4: Language and Relationship with Community and the World	Standard FL 4.1: Ability to use foreign languages in various situations: in school, community and society. Standard FL 4.2: Using foreign languages as basic tools for further education, livelihood and exchange of learning with the world community.

Specifically in the educational standards and indicators of twelfth grade students' performance, with regard to English oral communication, students are expected to be able to:

- Express opinions from listening and reading feature articles and materials for entertainment purpose, as well as provide justifications and examples for illustration
- Exchange data about themselves, various matters around them, experiences, situations, news/incidents, issues of interest and communicate them continuously and appropriately; choose and use requests, clarifications, explanations and give instructions; speak to show needs; offer and provide assistance; ask for and give data, describe,

explain, compare and express opinions about matters/issues/news/incidents appropriately; describe their own feelings and express opinions about various matters, activities, experiences and news/incidents with proper reasoning

- Present data about themselves/experiences/news/incidents, matters and various issues of interest; talk about the main idea and theme identified from analysis of matters, activities, news, incidents and situations in accordance with their interests; express opinions about activities, experiences and incidents in the local area, society and the world, as well as provide justifications and examples for illustration
- Choose the language, tone of voice, gestures and manners appropriate to the level of the persons, time, occasions and places by observing social manners and culture of native speakers; explain/discuss about lifestyles, thoughts, beliefs and origins of customs and traditions of native speakers; participate in, advise and organize language and cultural activities appropriately
- Explain/compare differences between structures of sentences, texts, idioms, sayings, proverbs and poems in foreign languages and Thai language; analyze/discuss similarities and differences between the lifestyles, beliefs and culture of native speakers and those of Thais, and apply them with proper reasoning
- Conduct research/search for, make records, conclude and express opinions about the data related to the learning areas from various sources, and present them through speaking and writing

- Use English language for communication in real situations/simulated situations in the classroom, school, community and society
- Use English language in searching for/conducting research, collecting, analyzing and summarizing knowledge/various data from the media and various learning sources for further study and livelihood; disseminate/convey to the public data and news about the school, community and local area/nation in English language
- Talk about themselves, their families, schools, the environment, foods, beverages, interpersonal relationships, free time and recreation, health and welfare, selling and buying, climate, education and occupations, travel for tourism, provision of services, places, language and science and technology with a vocabulary of around 3,600-3,750 words (words with different levels of usage)
- Speak by using compound and complex sentences to communicate meanings in various contexts for both formal and informal conversations

Motivation in English Learning

Motivation is considered as one of the very crucial affective variables to a language learners' achievement (H. D. Brown, 2007; Zoltán Dörnyei & Ushioda, 2013; Ushioda, 2008). The studies about motivation in leaning a second language including English language learning are continually drawn plenty of attention. The present study also particularly focused on the effects of an English instruction using flipped learning approach on students' motivation in English learning. Then the following section described the literature review on motivation in English learning.

Concept of Motivation

In general, motivation refers to a psychological feature causing from internal and external factors which arouse an individual to behave or act towards a desired goal. In general, motivation is examined in terms of intrinsic and extrinsic motives of the learner (H. D. Brown, 2007) and also as instrumental and integrative orientation (R.C. Gardner & Lambert, 1972).

Intrinsic and Extrinsic Motivation

Intrinsic and extrinsic motivation are defined as a continuum of possibilities of intensity of feeling or drive, ranging from deeply internal self-generated rewards to externally rewards from others (Csizér & Dörnyei, 2005). Intrinsic motivation is individual's desire and satisfaction derived from doing an activity or performing certain behavior from their internal motivation such as their needs, interests, challenges, or enjoyment. Meanwhile, extrinsic motivation behaviors are carrying out in anticipating of a reward form outside and beyond itself such as money, prizes, grades, and positive feedbacks. However, extrinsic motivation might lead to short-range activity; therefore, it is important to back up by internalizing the extrinsic motivation through process of learning.

Instrumental and Integrative Orientations

R.C. Gardner and Lambert (1972) divided motivation into two categories includes instrumental and integrative orientations. Instrumental orientation refers to the individual's desire to learn a language for utilitarian purposes whereas integrative orientation is the individual's positive attitudes towards the target language and willing to integrate and be a part of the target language community. Therefore, both integrative and instrumental orientation are usually referred to the context of

learning, individual learners, cultural milieu, teaching methodology, and social interaction.

Promoting Motivation in English Classroom

In terms of teaching English language, motivation plays an important role to help learners become successful. Therefore, teachers have to promote the variety of different ways that motivate students learn effectively. There were four key stages in terms of promoting motivation in English classroom including creating the basis motivational conditions, generating student motivation, maintaining and protecting motivation, and encouraging positive self-evaluation based on the framework of motivational teaching practice in the second classroom developed by Z. Dörnyei (2001). The following sections elaborated the details of each stage.

Creating the basic motivational conditions

There are several conditions that should be considered to create the in the second language classroom including appropriate teacher behaviors and a good relationship with the students such as sharing personal interest in the second language with the students and showing that teacher values second language learning as a meaningful experience that produces satisfaction and enriches their lives. In addition, creating a collaborative and supportive atmosphere should be done in the classroom such as showing sufficient inspiration and enjoyment to build up continuing motivation in the learners. Lastly, providing a cohesive learner group with appropriate group norms should be another condition in the classroom (Z. Dörnyei & Murphey, 2003).

Generating initial motivation

Teachers need to generate positive students' attitudes towards learning English. There are five main points that teacher can do to promote motivation in this stage including enhancing learners' language-related values and attitudes, increasing learners' expectancy of success, increasing learners' goal-orientedness, making the teaching materials relevant for the students, and creating realistic learner beliefs.

To begin with, promoting positive language-related values and attitudes, teacher can generate interest to arouse the students' curiosity and attention for the course known as intrinsic value. Teacher can also introduce some cultural background by using authentic materials and promote contact with native speakers which also known as intercultural value. In addition, teacher can remind students that the successful mastery of learning English is instrumental to the accomplishment of their valued goals, let the students realize that English plays an important roles in the world and potentially in their community, and give students some extrinsic rewards for successful task completion. This is also known as instrumental value. Second, to increase the learner's expectancy of success, teacher may offer students' sufficient preparation and assistance, make sure that students know exactly what success in the task involves, and remove any serious obstacles to success. To increase learner's 'goal-orientedness', the way to achieve this is to initiate a discussion with students to define their own personal goal and criteria for success and how their goals affect their performance. In terms of creating the instructional materials relevant for the learners, teacher may have to find out students' goals and the topics they want to learn, and build these into the course syllabus as much as possible. Lastly, creating realistic learner beliefs, teacher may

need to develop an informed understanding of the nature of second language acquisition and reasonable criteria for progress. In addition, teacher should use different strategies to help students discover the methods and techniques that help they learn best.

Maintaining and protecting motivation

There are particular ways to maintain and protect students' motivation in English classroom including making learning stimulating and enjoyable such as varying the learning tasks, the presentation style, learning materials, teaching procedure and activity sequence, presenting tasks in a motivating way such as explain the purpose and the utility of the task and providing appropriate strategies for doing the task, setting specific learner goals, protect the learners' self-esteem and increase their self-confidence, allow learners to maintain a positive social image, promote cooperation among the learners, create learner autonomy in order that students enable to exercise a certain degree of choice and freedom to share their responsibility among their peers which they can also regulate their own motivation in learning environment, and promote self-motivating learners strategies (Benson, 2010; H. D. Brown, 2007; Wenden, 1991).

Encouraging positive retrospective self-evaluation

Teacher can help students to evaluate their achievement and encourage them to take credit for those achievements by promoting attributions to effort rather than ability, for example, teacher should emphasis on the low effort in failure situations and use as being a strong reason to communicate with students that they can do better in the future, providing motivational feedback, and increasing learner satisfaction and the question of rewards and grades in order to reinforce students'

achievement behavior and encourage them to be proud of themselves after completing the tasks.

Methods Used to Examine Motivation in English Learning

Attitude/Motivation Test Battery (AMTB)

Attitude/Motivation Test Battery or AMTB was constructed by R. C. Gardner (2004). It is designed for investigating secondary school students studying English as a foreign language attitude and motivation. The questionnaire has been checked for the validity and reliability by Gardner himself and his colleagues and it has been translated and used for his research in Brazil, Croatia, Japan, Poland, Romania, and Spain. The Attitude/Motivation Test Battery (AMTB) is comprised of 108 items and categorized into six aspects and 12 components of attitudes and motivation. The details are discussed as shown in Table 2.3.

Table 2.3

The Details of Six Aspects and Twelve Components of Attitude/Motivation Test Battery (AMTB) by Gardner (2004)

Aspects of Attitudes and Motivation	Details
1. Attitudes towards learning situation	The affective reactions to class atmosphere, the quality of materials, availability of materials, the curriculum and the teacher. The two main measures are attitudes towards language teachers and attitudes towards language course.

Table 2.3 (Cont.)

Aspects of Attitudes and Motivation	Details
2. Integrativeness	<p>The group-related affective reactions. The focus is on communication with members of the other language group, an interest in foreign groups, and positive attitudes towards the target language group. There are three main measures; integrative orientation, interests in foreign languages, and attitudes towards the language community.</p>
3. Motivation	<p>The effort and persistence, the desire to learn the language, and affective reactions to learn the language. There are three measures including motivational intensity, desire to learn language, and attitudes towards learning the language.</p>
4. Language anxiety	<p>The psychological factors which can affect the desire to use language in communication. Anxiety can cause from many situations such as previous unnerving experiences in</p>

Table 2.3 (Cont.)

Aspects of Attitudes and Motivation	Details
4. Language anxiety (Cont.)	language class or concern about deficiencies in their learning skills. There are two measures including language class anxiety and language use anxiety.
5. Instrumentality	The condition that students learn language because of their practical or utilitarian purposes. Only one measure is instrumental orientation.
6. Parental encouragement	The supports from the family in terms of budgets, advices, and other internal and external incentive. Parental encouragement will also be measured.

Mini-Attitude/Motivation Test Battery (Mini-AMTB)

In this study, the Mini-Attitude/Motivation Test Battery (Mini-AMTB) was used as the research instrument for examining students' motivation in English learning. The Mini-AMTB is a short version of the Attitude/Motivation Test Battery. It has been introduced in terms of reducing the administration time while still maintain the conceptual structure of the original version (S. Baker & MacIntyre, 2000; M. Bernaus & Gardner, 2008; Merce Bernaus, Wilson, & Gardner, 2009). The Mini-AMTB consisted of

40 items with positive and negative statements covering five dimensions of motivation including attitudes towards the learning situations, integrativeness, motivation, language anxiety, and instrumentality and the items were translated into Thai by Nuktong (2010). The parental encouragement dimension was excluded because it was not a focus of the present study.

Studies Related to English Oral Communication Ability and Motivation in English Learning in Thailand

In order to help construct the concept for the present study, studies related to the two dependent variables including English oral communication ability and motivation in English learning in Thailand context were reviewed as shown in the following sections.

Studies on English Oral Communication Ability

There were studies on English oral communication ability on level of Thai students' English oral communication and how students enhanced English oral communication. The followings were the recent study related to English oral communication ability.

In Thailand, Chuanchaisit and Prapphal (2009) investigated the types of communication strategies that low-ability students select which may affect their oral communication abilities. The participants were three hundred Thai university students randomly selected to complete the Strategies Used in Speaking Task Inventory which was developed to elicit responses related to their use of communication strategies. The content analysis was employed to confirm the quantitative analysis. The findings revealed that low-ability students tended to employ risk avoidance techniques, especially time gaining strategies, and needed

assistance in developing risk-taking techniques such as social-affective, fluency-oriented, help seeking, and circumlocution strategies.

In addition, Vega (2010) investigated the effects of team teaching of Thai and foreign teachers of English in task-based instruction on upper secondary school students' English oral ability and explored students' opinions towards team teaching approach. The participants were forty of tenth graders who studied at Nawamintharachinuthit Horwang Nonthaburi School. The Wilcoxon signed-rank test was employed to investigate the differences between the pretest and posttest mean scores evaluated by two parallel sets of English oral/speaking test. The researcher found that the team teaching of Thai and foreign teachers in task-based instruction enhance students' oral ability and the approach was lively and enjoyable.

Furthermore, Yuangyim (2013) examined the effects of the Oral Communication Instruction using discourse analyzing techniques and pop song lyrics on English oral communication ability of ninth grade students and explored students' opinions towards the use of the instruction. The research instruments were English oral communication ability pretest and posttest and students' opinions survey. The findings revealed that the posttest mean score of the English oral communication ability of students was higher than the pretest and students had positive opinions towards the instruction.

Studies on Motivation in English Learning

There were several studies on level of Thai students' motivation in English learning and how to enhance students' motivation by using different statistic methods. The followings were the recent study related to motivation in English learning.

Recently in Thailand, Kitjaroonchai and Kitjaroonchai (2012) investigated whether English major Thai students at Asia-Pacific International University have integrative or instrumental motivation toward the learning of the English language. A modified 20- item motivational survey adapted from Gardner's (1985) Attitude/Motivation Test Battery (AMTB) was administered to 137 English major Thai students. The findings revealed that the students' instrumental motivation was found slightly higher than the integrative motivation. The investigation also demonstrated that there is a significant positive relation between students' motivation in English learning and their academic achievement (GPA).

In addition, Oranpattanachai (2013) explored the motivation of 420 first-year-Thai undergraduate engineering students in the English language course. The findings of this study revealed that students took English courses for both integrative and instrumental reasons as well as to fulfill the university English language requirement. The majority of students reported that instrumental reasons for studying English were more important than integrative reasons. There was a significant difference between integrative motivation and instrumental motivation. The integrative motivation significantly contributed to the students' strength of motivation. In addition, integrative and instrumental motivations of the participants were the significant predictors of the students' desires to continue studying English beyond their fulfillment of the university English language requirement.

Furthermore, Srithongkham and Sucaromana (2013) investigated the level of intrinsic motivation in English learning of 206 Secondary school students who were studying in public schools in Thailand. The intrinsic motivation questionnaire constructed by Choochom, et al. (1999) was adapted to investigate students' intrinsic

motivation in the study. The researchers found that the students had medium level of intrinsic motivation in English learning. In addition, students' average grade was dominant to their intrinsic motivation for learning. There were no significant differences between students who expected to take elective Science and Language program.

Furthermore, Loima and Vibulphol (2014) attempted to study and discuss the internal and external motivation in learning of nine-grade students in basic education schools in Thailand. The data were collected using observation and questionnaire in English and Mathematics lessons in three anonymous school. The findings revealed that there was no low motivation in any of the schools. However, the motivation in English classes was lower than in Mathematics. The teachers' motivational support addressed only at the group level not individual level. Therefore, the study suggested that developing motivation enhancement skills in teacher education and in-service training are needed and the comparative studies on the motivation of students should be conducted nationwide.

Studies on Both English Oral Communication and Motivation in English Learning

In Thailand, Nuktong (2010) examined the effects of drama-based instruction on eleventh grade students' oral communication ability and motivation in English learning. The participants were thirty five eleventh grade students at Prince Songkla University Demonstration School. The paired sample t-test was applied to investigate the differences between the mean scores from the pre and post oral communication ability test and motivation questionnaire. The researcher found that drama-based

instruction enhances students' oral communication ability as well as high level of motivation in motivation in English learning.

Summary

The literature review in the present study elaborated on three main concepts including flipped learning approach, English oral communication ability, and motivation in English learning. Therefore, there were three main sections of the literature review in this chapter as follows.

In the first section, flipped learning approach was introduced as an alternative model of instruction in which digital technologies, usually videos, are used to shift direct instruction outside of the classroom. Time in class becomes available for students to collaborate with peers, engage more deeply with content, practice skills, and receive feedback on their progress. The principle of flipped learning approach consists of Flexible Environments, Learning Culture, Intentional Content, and Professional Educator. The four stages of flipped learning approach including Experiential Engagement, Concept Exploration, Meaning Making, and Demonstration and Application taken place in both inside and outside classroom was introduced in order to help students become more active learners and autonomous learners and also engaged in learning content. There were limited studies on implementing flipped learning approach in English classroom. However, the studies revealed that available time in class for practice speaking and engaging learning activities helped students improve their English oral communication ability and also gain positive attitudes and higher motivation towards English learning.

In the second section, the concept of English oral communication originated from the term "communicative competence" which comprised of four competences

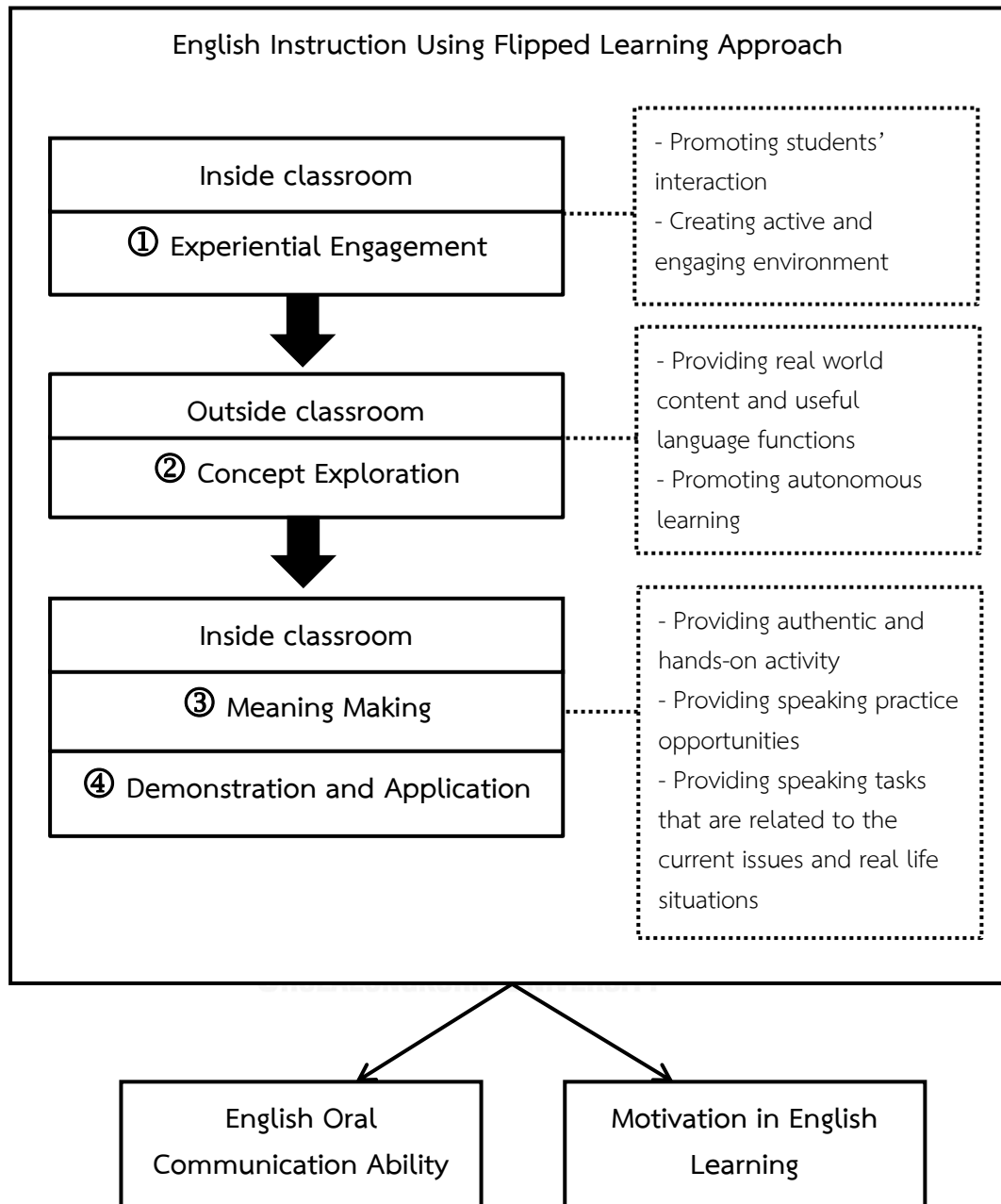
including grammatical competence, discourse competence, sociolinguistic competence, and strategic competence. Then the concept was shifted to the areas of “language knowledge” which comprised of organization knowledge and pragmatic knowledge. In terms of teaching English oral communication, teachers should plan speaking tasks that involve information exchange and negotiation for meaning. Teacher should also design both transactional and interpersonal speaking activities, and the content for speaking activities should be personalized whenever possible. In addition, teacher should manage classroom interaction by providing opportunities for each student to participate in speaking activities. These principles should be adopted as the guidelines to select the appropriate speaking tasks and teaching approach to suit the level of the students. To select speaking tasks, role-plays, simulations, oral presentation, and group discussions are particularly introduced in terms of language use. Then the use of scoring rubric should be applied to assess students’ English oral communication ability.

Lastly, in the third section, motivation in English learning is referred to the psychological feature causing from internal and external factors which arouse learners to behave or act towards their desired goal in learning English. In early studies, there were instrumental and integrative orientations that refer only the context of learning, individual learner, cultural milieu, teaching methodology, and social interaction. Later, the previous studies also mentioned about intrinsic and extrinsic motivation which are defined as a continuum of possibilities of intensity or feeling or drive, ranging from deeply internal to external. In terms of promoting motivation in English classroom, teacher should create basic motivational conditions, generate initial motivation, maintain and protect motivation, and encourage positive

retrospective self-evaluation. In terms of researching motivation, the Attitude/Motivation Test Battery or AMTB is widely used as the research instrument to explore motivation in language learning.

Therefore, the conceptual framework of this study was developed based on the literature review. The present study follow four stages of flipped learning approach that students engage in simulations and games in experiential engagement stage inside classroom. Then they explore the main content of each unit by watching the content video in concept exploration stage. Next, students return to the class to complete the comprehensive learning activities to check their understanding about the content they learn from the video. Last but not least, students complete the speaking task for each unit in order to assess their English oral communication ability. The motivation in English learning was also explored before and after implementing the English instruction using flipped learning approach. Figure 2.2 illustrated the conceptual framework of the English instruction using flipped learning approach used in this study.

Figure 2.2 Conceptual Framework of the Present Study



CHAPTER 3

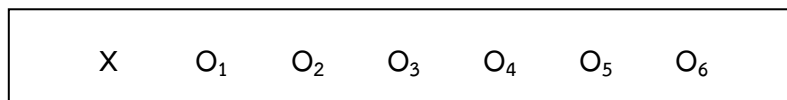
RESEARCH METHODOLOGY

The present study was an experimental study which aimed to investigate the effects of an English instruction using flipped learning approach on students' English oral communication ability and motivation in English learning. This chapter presents the description of the research methodology including research design, population and participants, instruments, research procedures, data collection procedures, and data analysis.

Research Design

One-group quasi-experimental design was employed in this study to explore the effects the English instruction using flipped learning approach on students' English oral communication ability and motivation in English learning. Therefore, there were two research designed in this study. First, English instruction using flipped learning approach was used as the treatment or instruction in this study. To explore students' English oral communication ability, the speaking scores were obtained from six unit speaking tasks and analyzed to provide the evidence of the effects of an English instruction using flipped learning approach on students' English oral communication ability. The following figure illustrated the diagram of the research design for experimenting students' English oral communication ability.

Figure 3.1 Research Design for Exploring Students' English Oral Communication Ability

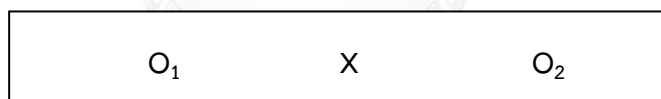


X means the English instruction using flipped learning approach

O means unit speaking task

Second, the motivation in English learning questionnaire was used as the research instrument in the present study. The mean scores obtained from the questionnaire were compared between before and after experiencing the English instruction using flipped learning approach. The following figure displayed the diagram of the research design for exploring students' motivation in English learning.

Figure 3.2 Research Design for Exploring Students' Motivation in English Learning



O₁ means before experiencing the English instruction using flipped learning approach

X means the English instruction using flipped learning approach

O₂ means after experiencing the English instruction using flipped learning approach

Population and Participants

The population in this study was upper secondary school students who studied in the second semester of the academic year 2014. One public school in

Bangkok was conveniently selected because it has offered additional English courses that the English instruction using flipped learning approach can be implemented.

The school administrators randomly selected a class and students to participate in this study. In total, 48 twelfth-grade (also called “Mathayom six”) students with 21 male and 27 female students participated in this study. The participants’ age ranges from between 16-18 years old and they all studied in Mathematics-English program. In addition, the participants were mixed from low to high English proficiency and English oral communication ability levels based on the grade of the English core course reported from the previous semester (As shown in Appendix A).

Instruments

Two types of instruments were used in this study, an instructional instrument and three research instruments. The instructional tool in this study was the English instruction using flipped learning approach. The three research instruments included English speaking tasks, motivation in English learning questionnaire and interview questions.

Instructional Instrument

In the present study, an English instruction using flipped learning approach was developed to enhance English oral communication ability and motivation in English learning of upper secondary school students. The instruction consisted of eight weeks and the class met twice a week for two periods each.

Designing the instruction

To design the instructional instrument, the framework of course development process suggested by Graves (2000) and the components of flipped classroom

suggested by Bergmann and Sams (2012) were mainly applied in this study. The following section described the development process of the instructional instrument in this study.

Defining the context

To begin with, the main goals for twelfth grade level of learning English in the Basic Education Core Curriculum B.E. 2551 (A.D. 2008) were studied. It was found that they aimed at enabling Thai students to use English for communication in various situations, seeking knowledge, engaging in a livelihood, pursuing further education at higher levels, and also creatively conveying the conceptions and Thai cultures to the global society.

In addition, the context of the school in the study was explored. The findings showed that the school is a coeducational school meaning there are both male and female students in the school. It is considered to be an extra-large school (The Secondary Education Service Area Office 1, 2014) divided into lower secondary school (Grades 7-9) and upper secondary school (Grades 10-12). For both lower and upper secondary school levels, the school offers three types of educational programs including Regular Program, Intensive English Program (IEP) and Gifted Program. All programs provided instruction based on the Basic Education Core Curriculum B.E. 2551 (A.D. 2008). The Regular program instruction uses Thai as the medium of instruction in all subjects or learning areas. Intensive English program (IEP) emphasizes learners' English language ability by providing more hours in learning English with native speaker teachers. Last, Gifted program emphasizes on the development of students' mathematics and science ability using Thai as the medium of instruction.

For upper secondary level in particular, there are ten classes with different programs including Mathematics-Science, Mathematics-languages including English, Chinese, Japanese, French and German, and Mathematics-Arts. All programs have to take English core courses and the class only meets twice a week. The additional English courses were offered for the students who study in all programs except those who study in Mathematics-Science program and the class also meets twice a week.

Selecting content

In terms of selecting the content, three Social Studies teachers who also teach ASEAN Studies course were interviewed. As a result, all Social Studies teachers recommended selecting the content of ASEAN Community as the main content in this study. They also recommended applying the framework of ASEAN Curriculum Source Book to design the instructional instruments. From the review, there were five themes or chapters in the ASEAN Curriculum Sourcebook including Knowing ASEAN, Valuing Identity and Diversity, Connecting Local and Global, Promoting Equity and Justice, and Working together to a Sustainable Future. There were also four interconnected pathways in the sourcebook including People, Places, Materials, and Ideas (ASEAN Curriculum Sourcebook, 2012).

Due to the appropriateness of topics for the students' level and the completion of the content within eight weeks of instruction, the Social Studies teachers suggested following all the five themes from the ASEAN Curriculum Source Book (2012) as the course unit. The topics selected were relevant to each theme in order to use as the content for each unit. They were based on the enduring concepts, the thematic pathways and essential questions in history and social studies subject for upper secondary level in the ASEAN Curriculum Source Book (2012). The

topics included An Overview of ASEAN and ASEAN Connectivity, Mutual Benefits from ASEAN Integration, ASEAN Economic Community (AEC), ASEAN Socio-Cultural Community (ASCC), ASEAN Political-Security Community (APSC), and Future Challenges of Becoming One Community.

Establishing learning outcomes

To establish learning outcomes for this instructional instrument, the strands, standards, and indicators for twelfth-grade students in the Basic Education Core Curriculum B.E.2551 (A.D.2008) were analyzed. Due to the fact that this instruction was applied in an additional English course that aimed to enhance students' English oral communication ability, the indicators related to oral communication were also selected.

After selecting the content and analyzed the communicative functions for grade twelve in the Basic Education Core Curriculum B.E.2551 (A.D.2008), all possible learning outcomes according to the suggestion from the thematic pathways and essential questions in history and social studies subject for upper secondary level in the ASEAN Curriculum Source Book (ASEAN, 2012) were listed. To respond one of the components of flipped learning approach suggested by Bergmann and Sams (2012), all possible learning outcomes were determined again to make sure that which learning outcomes are best achieved inside classroom and which are best for outside classroom. Therefore, the videos and reading supplementary materials played an important role for inquiry-based outcomes and activities in class time became the tools for direct instruction. Table 3.1 showed the summary units, topics and selected learning outcomes for the course in this study.

Table 3.1

Summary of the Unit, Topics, and Selected Learning Outcomes for the Course in this Study

Units	Topics	Learning Outcomes
Unit 1: Knowing ASEAN	An Overview of ASEAN and ASEAN Connectivity	Students will be able to propose how young generations prepare themselves for becoming a part of the ASEAN Community.
Unit 2: ASEAN as Regional Organization	Mutual Benefits from ASEAN Integration	Students will be able to express opinions about the mutual benefits derived by close economic and social ties among ASEAN member countries.
Unit 3: Connecting Local and Global	ASEAN Economic Community (AEC)	Students will be able to identify the impacts of the ASEAN Economic Community (AEC) on local communities and countries across the ASEAN Community.
Unit 4: Valuing Identity and Diversity	ASEAN Socio-Cultural Community (ASCC)	Students will be able to explain how cultural diversity in ASEAN can create challenges and opportunities in developing ASEAN identity.

Table 3.1 (Cont.)

Units	Topics	Learning Outcomes
Unit 5: Promoting Equity and Justice	ASEAN Political-Security Community (APSC)	Students will be able to propose ways to promote rights and responsibilities as ASEAN youth across the region.
Unit 6: Working Together for a Sustainable Future	Future Challenges of Becoming One Community	Students will be able to identify the challenges from establishing the ASEAN Community.

Developing learning materials

In terms of developing materials, there were three main learning materials used as the learning resources in this study including content videos, supplementary reading materials, and worksheet. The following section explained the development of each learning material.

Firstly, the content video was created based on the five themes from ASEAN Curriculum Sourcebook including Knowing ASEAN, Connecting Local and Global, Valuing Identity and Diversity, Promoting Equity and Justice, and Working Together for a Sustainable Future related to the ASEAN Community content and language functions. For the ASEAN Community content, each video was selected only the segment of one conversation related to the unit topic which can be found from <http://www.youtube.com>. Then it was combined with the language functions part prepared by the research using Windows Live Movie Maker as the main program to

create the videos in this study. The graphic, animation, and music and sound were designed and added in the video to make the video more attractive. The video was about ten to fifteen minutes in length and each video was uploaded and posted on the internet a week before beginning the new unit.

To assure student access to videos, the alternative ways provided for each student to access to the videos. First, all videos were also made in .wmv files and left the files in the school computer lab to solve the problem of internet access. Furthermore, the school IT department was asked to provide the computer at the computer lab for the students to watch the video during lunch break or after school in case the students faced the internet access problem and also needed to review the content if they still had questions about the content from each unit in order to make sure that all students had access to the videos throughout the instruction.

Second, the supplementary reading materials were developed to accommodate each learning unit. The content in the supplementary reading materials was selected from the authentic materials including the information about ASEAN Community and three pillars was from the ASEAN Charter and ASEAN official website on <http://www.asean.org/>. The issues about the mutual benefits, the opportunities and challenges of establishing ASEAN Community were selected from the news articles. The supplementary reading materials were given to each student at the beginning of each unit in order that students could read the supplementary reading and explore the additional content by themselves and further finding more information if needed outside classroom.

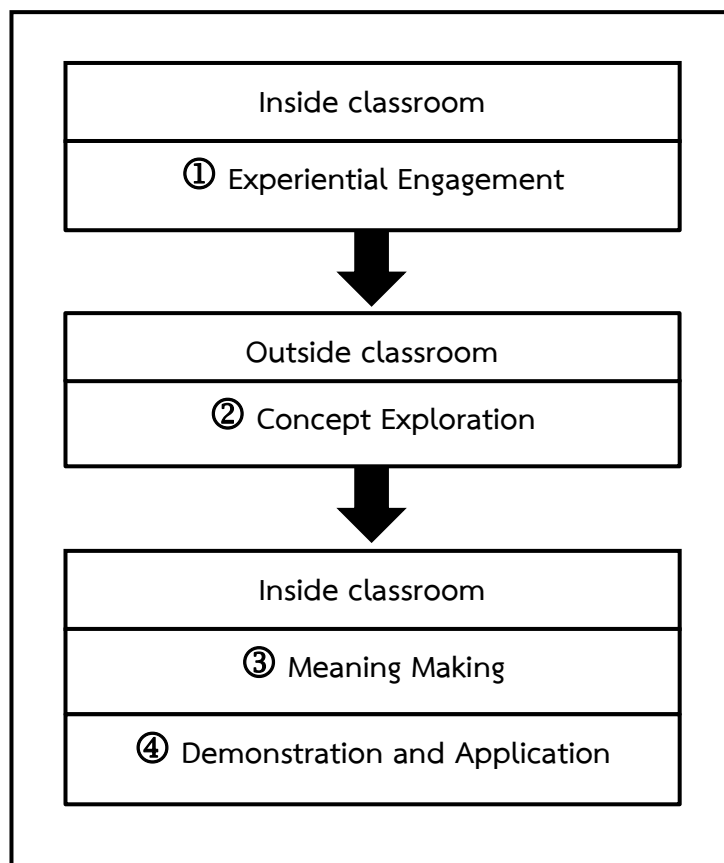
Last but not least, the worksheet was designed for each learning unit in order to check students' comprehension after exploring the ASEAN Community content

and language functions from watching each unit video. In order to make the unit worksheet more interesting, there were two parts in the worksheet. In Part A, the main objective was to check the students' comprehension about how to use the language function from each unit. There were various types of task for Part A in the worksheet including filling in the gaps, matching, identifying the texts, drawing graphic organizer and rewriting the sentences. For Part B, students were asked to complete the conversation by using the appropriate language function and the content learned from each unit.

Designing unit plans

In terms of designing the unit plans for this study, the instructional procedures employed in the study were developed based on the framework suggested by Gerstein (2011) framework which includes four main stages namely experiential engagement, concept exploration, meaning making, and demonstration and application (As shown in Figure 3.3)

Figure 3.3 Instructional Procedures in Each Unit



Each step of the English instruction using flipped learning approach procedures is described in the following section:

Experiential engagement

To get students engaged to the content about ASEAN Community by using English as a mean to communicate, the simulations and games were used as the main learning activity. Experiential engagement stage was the introduction of each unit. By doing simulations and games, each student had a chance to prepare themselves for the other stages in the unit. In this stage, the teacher designed the simulations and games for this particular stage. Then the teacher explained how to do the simulations and how to play games. Teacher also monitored around the

room as if there was a need for clarification and checked whether students followed the rules and regulations to complete the simulations and games or not. In addition, teacher also needed to keep time and debrief what had been learned from completing this stage. The following section explained the simulations and games for each unit.

Unit 1: Knowing ASEAN

The simulation was designed for the experiential engagement stage in this unit. The students were divided into groups. Each group represented one village that has their own language and culture. Each village earned their living by selling their products to others and also bought some products for themselves. When interacting with others, they have to follow their cultural restrictions and beliefs. Therefore, there were some conflicts to be solved while doing this simulation.

Unit 2: ASEAN as Regional Organization

For Unit 2, the game was developed for the experiential engagement stage in this unit. The students were divided into groups. Each group received a different set of English alphabets. Each set contains 20 letters. Each group had to build up as many as English words as possible according to the categories given including Natural resources / Environment, Politic / Government, Communication, and Trading. There were four rounds. Each round had a different word category and 15 minutes to play. The group that built the most number of words with correct spelling and related to each category won. Therefore, the students came up with their group strategies in order to try to win this game.

Unit 3: Connecting Local and Global

The simulation was designed for the experiential engagement in this unit. Each student was assigned a role of a local people of one country. Their country was in the same region with other countries. Their country had to import and export the local food with other countries. Therefore, there were some problems about trading the similar products and services to be solved while doing the simulation.

Unit 4: Valuing Identity and Diversity

The board game was developed for the experiential engagement in this particular unit. The students were divided into small groups (three to four students in each group). The goal of this board game was to obtain the most scores. Each player received fifty points at the starting point. Each player picked two cards of common practices in one community from the deck and those were their villages that they owned. The rules of this board game were these followings:

- Whenever you land on your own village, you will receive the points appear on the board.

- If you land on someone else's village or other player lands on your village, both players have to look at the common practices together. There are two cases:

1. If the common practices of both players are acceptable for the village owner, the player who lands on that village will not lose any points.

2. If the common practices of both players are in conflict, the player who lands on that village will lose the points that appear on the board.

- If you land on any villages that are not owned by someone, you can use your points to buy that village.

- The player will receive another fifty points each time when a player's token lands on or passes over "GO" sign. The players can make an agreement together on how many rounds they want to play the game. At the end of the game, ask each player to calculate the total score when finishing the game. The player who obtains the most score will win this game.

Unit 5: Promoting Equity and Justice

For this unit, the simulation was designed to introduce students about rights and responsibilities. The students were divided into groups. Each group represented one factory that the members followed their own rights and responsibilities. However, the rights and responsibilities of employer and employees in this factory were different in terms of status interpretation. During the simulation, both employer and employees tried to negotiate with one another in order to find the common ground to respect individual rights and responsibilities and to keep this factory run smoothly as much as possible.

Unit 6: Working together for a Sustainable Future Concept exploration

The board game was designed for the experiential engagement stage in this unit. The students were into a group of four and pair up two groups together to play against each other. The goal of the game was to obtain the most scores. The first team who got to the "FINISH" point got 100 points. Each group could also collect the extra points by moving forwards to the numbers that contained these items: rice (100 pts.), corn (50 pts.), sugar (35 pts.), rubber (80 pts.), car (40 pts.), bicycle (25 pts.), chicken (45 pts.), and pork (70 pts.) which were randomly on the board. The rules of this board game were these followings:

- Decide who goes first by rolling the dice.
- Whoever rolls the highest number gets to play first.
- Roll the dice and move. To take your turn, roll the dice again and read the number that you rolled. Pick your game piece and move forward that number of spaces. For example, if you roll a two, move your piece to square two. On your next turn, if you roll a five, move your piece forward five squares, ending up on square seven.
- To make it more fun and challenging, each group chooses five numbers and creates any challenges for the other team players. For example, “Go to someone in the class and ask him or her to do the chicken dance with you.” If any players fail the challenge, their team players have to stop one turn and lose 20 points to the other team players.

Concept exploration

In order to construct the knowledge from each learning unit, the students were asked to watch the instructional video online. While watching the instruction video, teacher explained the expected outcomes and the students were asked to answer some questions about the content and language to be able to participate in the stage of meaning making and demonstration and application in the classroom. Not only creating the video for each unit, but the teacher also had to make sure that students watch the video by asking them to take notes while watching the videos. The details of each unit video were explained as follows:

Unit 1: Knowing ASEAN

The content in the video was about the overview of ASEAN and ASEAN Connectivity by using the video clip of the conversation between Steve Paikin, the

TV program host in Canana and Dr.Surin Pitsuwan, a former Secretary General of ASEAN. The language function in this unit video was asking for and giving information.

Unit 2: ASEAN as Regional Organization

The video was about the mutual benefits from establishing ASEAN Community by using the video clip of the interview between Dr. Sok Siphana, a TV host in Cambodia and Dr. Surin Pitsuwan, a former Secretary General of ASEAN. The language functions in this unit video were expressing opinions and showing agreement and disagreement.

Unit 3: Connecting Local and Global

The impacts of the ASEAN Economic Community (AEC) on local communities and countries across the ASEAN Community were selected as the content in the video. The video clip of the conversation between Ms.Haslinda Amin from News Anchor for Bloomberg Television and Mr.Ong Keng Yong, High Commissioner of Singapore to Malaysia were used. The language function in this unit video was speculating and expressing possibility by using modal auxiliaries.

Unit 4: Valuing Identity and Diversity

The main content in the video was about ASEAN Socio-Cultural Community focusing on how cultural diversity can be a challenge and opportunity to create an ASEAN Community identity by using the video clip of the presentation done by a group of university student. The language function was signposts and language signals in structuring presentation.

Unit 5: Promoting Equity and Justice

The content in the video was about ASEAN Political-Security Community through the role as ASEAN youth to promote rights and responsibilities across the

region by using the video clip of the speech of Ms. Ng Yeen Seen, Senior Director of Policy, Research and Programs Asian Strategy and Leadership Institute (ASLI) and Director of Centre for Public Policy Studies (CPPS), Malaysia. The language function was emphasis and pausing when giving presentation in this unit.

Unit 6: Working Together for a Sustainable Future

The main content in the video was the three pillars of ASEAN Community and the challenges from establishing the ASEAN Community by using the video clip of the speech of the talk of Mr. Ong Keng Yong, the former Ambassador-At-Large, Ministry of Foreign Affairs from Singapore. The language function was giving reasons and showing contrast in this unit.

Meaning Making

To elicit students' knowledge after exploring the content from watching the video and participating in the simulations and games from experiential engagement stage, the students were asked to complete the group activities and individual worksheet. In this stage, teacher designed learning activities and worksheet to elicit students' knowledge from watching the video. The teacher also gave students supports by answering some questions that came from students while completing the tasks and worksheet. In addition, the teacher also observed students and probably asked high proficiency students to help low proficiency students to complete the tasks and worksheet together as a pair or a group work. The details of each unit task for meaning making stage were explained as follows:

Unit 1: Knowing ASEAN

The students were divided into small groups (4-6 students per group). Each group received two kinds of information: one describes certain situations and the

other offers expressions. They had to match each situation with the expression(s) that responds to each situation. They were also asked to add two more expressions on their own that may be used in each situation. Then each student was asked to do the worksheet by filling in the blank to complete the conversation.

Unit 2: ASEAN as Regional Organization

The students were divided into small groups (4-6 students per group). Each group was given a set of situations (Situations A, B and C) and expressions. Each group had to fill in the graphic organizer with each set of situation and possible expressions. Then each student was asked to do the worksheet by filling in the blank with the appropriate answer to complete the conversation.

Unit 3: Connecting Local and Global

The students were divided into small groups (4-6 students per group). Each group received various expressions on speculating and expressing possibility. Each group had to identify whether each statement expresses certainty or uncertainty. Then each student was asked to do the worksheet by filling in the blank with the appropriate answer to complete the conversation.

Unit 4: Valuing Identity and Diversity

The students were divided small groups (4-6 students per group). Each group receives various expressions on signposting and signaling. Each group has to identify each expression and match to the appropriate functions. Then each student was asked to do the worksheet by filling in the blank with the appropriate answer to complete the conversation.

Unit 5: Promoting Equity and Justice

The students were asked to work in pairs. Each pair had to identify the text of the presentation by circling the words that should be emphasized and draw the slanting line (/) for pausing between words that should be paused when giving the presentation. Then each pair of the students was asked to take turn practice giving presentation by using text A and B as the examples.

Unit 6: Working Together for a Sustainable Future

The students were asked to work individually to draw lines to match the sentences in Column A and Column B with the appropriate connectors for giving reasons including “because”, “because of”, “so that” and showing contrast including “however” and “although”, and rewrite the sentence in the spaces provided in the worksheet. Then each student was asked to do the worksheet by filling in the blank with the appropriate answer to complete the conversation.

Demonstration and Application

The speaking tasks were developed as the assessments for students to demonstrate what they learned from the overall class using flipped learning approach. The teacher selected discussion and presentation as the assessment tasks in order to assess English oral communication ability of the students suggested by Anderson, Maclean, and Lynch (2012). Due to the fact that the size of the participants in this study was quite large, the students were asked to perform the discussion and presentation in small groups and audio record their conversation during completing the task to accommodate the assessment process. Then the use of scoring rubric adapted from Michigan English Test or MET (2012) was applied to assess each student in this study. In addition, the teacher supported students by

answering questions if students still had some difficulties in terms of content and language knowledge. Teacher also helped them to provide the equipment to audio record their conversation. The following section described the speaking task from each unit.

Unit 1: Knowing ASEAN

The students were asked to form groups of three. Each student acted as student at ASEAN High School. The school organized the exhibition for the ASEAN Day. So, the school asked this class to be responsible for leading the discussion on the topic of “What should young generations in Thailand do to prepare themselves to become a part of the ASEAN Community?”. The students discussed, recorded their conversation, and submitted the recorded file.

Unit 2: ASEAN as Regional Organization

The students were asked to form a group of three. Each student acted as an exchange student who came from different ASEAN member countries and studied at the same class. The school had a meeting with the representatives from ASEAN Secretariat and they would like to hear some opinions from the students in this school. Therefore, the students in this class were selected and assigned to discuss and express their opinions about the mutual benefits of becoming a part of the ASEAN Community in 2015. The students discussed, recorded their conversation, and submitted the recorded file.

Unit 3: Connecting Local and Global

The students were asked to form a group of three. Each student acted as a merchant from different ASEAN country members where there are different limited resources and similar products. Each merchant came to one market to sell and

purchase some products. Then discuss about the impacts of the establishment of the ASEAN Economic Community (AEC) on local communities and countries across the ASEAN community. The students discussed, recorded their conversation, and submitted the recorded file.

Unit 4: Valuing Identity and Diversity

The students were asked to work individually for this particular unit. Each student was assigned to explain how cultural diversity can be a challenge and opportunity in order to create ASEAN identity by using the information cards provided and a mind-mapping to help illustrate the ideas. Then each student recorded their presentation before submitting the recorded file.

Unit 5: Promoting Equity and Justice

The students were asked to form groups of three. Each group was assigned to give a presentation on the ways to promote rights and responsibilities as ASEAN youth across the region in the 1st ASEAN Youth International Forum and Exhibition focusing on the current issue about the Rohingya problem in Thailand. The students discussed, recorded their presentation, and submitted the recorded file.

Unit 6: Working Together for a Sustainable Future

The students were asked form a group of three. Each student acted as the host of the school radio called “ASEAN High School Talk”. Since the content about ASEAN Community became popular, so they chose to discuss on the topic of “The challenges from establishing the ASEAN Community”. The students discussed and recorded their talk before submitting the recorded file.

According to the instruction designing process, the English instruction using flipped learning approach for eight weeks of instruction including introduction and

wrap up period at the beginning and at the end of the instruction was designed. Each unit comprised of learning outcome, learning content, teaching materials, teaching procedures and speaking tasks as for assessing students' oral communication ability. (See Appendix B for the long range plan)

Verification of the Unit Plans

Unit plans were guidelines to conduct the English instruction using flipped learning approach. Each unit plan was designed based on the framework suggested by Bergmann and Sams (2012), Cockrum (2014), and Gerstein (2011). Each unit plan consisted of four stages namely Experiential Engagement, Concept Exploration, Meaning Making and Demonstration and Application (See Appendix C).

The unit plans were validated by three experts in teaching English as a second and foreign language field and three experts in teaching social studies field. The experts were asked to check the appropriateness of learning outcome, content, assessment, supplementary reading materials, instructional activities and procedures, and video material by using Unit Plan Evaluation Form (See Appendix D).

From the overall unit plan evaluation, the experts from both teaching English as a second and foreign language field and teaching social studies field agreed that the unit plans were appropriate. In addition, they had given additional comments and suggestions according to each aspect from the unit plan and material evaluation form as follows:

1. Learning Outcome

Experts in both teaching English as a second and foreign language and social studies field agreed that the learning outcome for each learning unit was appropriate.

2. Content

Experts in both teaching English as a second and foreign language and social studies field agreed that the content for each learning unit was appropriate.

3. Assessment

Experts in both teaching English as a second and foreign language and social studies field agreed that the assessment for each learning unit was appropriate.

4. Supplementary Reading Materials

Experts in both teaching English as a second and foreign language and social studies field agreed that the supplementary reading material for each learning unit was appropriate. In addition, Expert F stated that the idea of using news/analysis is a great idea. For example, the students can be encouraged to extract and identify the challenges from the news article.

5. Instructional Activities and Procedures

Experts in both teaching English as a second and foreign language and social studies field agreed that the instructional activities and procedures for each learning unit were appropriate. The following sections showed the experts' suggestions for each stage of the English instruction using flipped learning approach.

5.1 The activity for the experiential engagement stage. All experts agreed that the activity for the experiential engagement was appropriate. In addition, Expert A stated that using simulation and game help students engage with the content and language later use in the lesson. The debriefing questions are relevant and can help students understand the content of the activities later. Accordingly, Expert F also suggested that the games can also involve physical as well as

intellectual capacity such as walk rallies to answer quizzes which can be played in teams as well.

5.2 The activity for the concept exploration stage. All experts agreed that the activity for the experiential engagement was appropriate. Expert A suggested that the additional materials for students to study on their own outside the class should be meaningful and not too difficult for them to understand. Therefore, the materials were analyzed again and simplified before using with the participants. Meanwhile, Expert B stated that it is good to ask students to notice the language and content before asking them to watch the video. Expert F also suggested it would be a great idea if the teacher could provide a bit more background or context on each speaker in the video. Therefore, each unit video was revised by adding a brief background of each speaker to provide some background for students.

5.3 The activity for the meaning making stage. All experts from social studies field agreed that the activity in the worksheet was appropriate. However, all experts from teaching English as a second and foreign language agreed that the activity in the worksheet should be varied and the questions should help students to elicit their knowledge about content and language learned from the video. Expert A suggested that the teacher may need to use various or different kinds of the activities in the worksheet in order to help students elicit on the language part e.g. vocabulary and sentence pattern (grammar) game, multiple choice or even identify true/false that they can use to complete the speaking task. Meanwhile, Expert B suggested that the questions related to the language should provide some situations that students can apply language functions from the video to answer rather than listing out words or phrases they learned from the video. In addition, Expert C

suggested that the questions asking about the language should not only focus at the word level. The questions can be related to the content by using the language functions they learned from the video to answer the questions. As a consequence, the group activities were created to elicit students' knowledge about the language learned from watching the videos by using various types of activities such as gap filling, matching, and drawing graphic organizer. The worksheet was also adjusted to be contextualized by integrating both language and content knowledge in order to check students' comprehension. The revised activities and worksheets can be found in the revised unit plan (See Appendix C).

5.4 The speaking task and role cards for the demonstration and application stage. All experts from both teaching English as a second and foreign language and social studies fields agreed that the speaking task and role cards were appropriate.

5.5 The time allocation for each instructional procedure. All experts from both teaching English as a second and foreign language and social studies fields agreed that the time allocation for each instructional procedure was appropriate.

Furthermore, the researcher also asked the three experts in teaching English as a second and foreign language field to check the appropriateness of video materials. The experts agreed that the videos were appropriate including the language used in the video, presentation techniques, narrator's voice, and audio system.

Research Instruments

Three research instruments were used to collect the data of the three variables that were English oral communication ability, motivation in English learning, and opinions towards an English instruction using flipped learning approach. The three instruments were English speaking tasks, a motivation in English learning questionnaire and semi-structured interview (As shown in Table 3.2).

Table 3.2

Research Instruments of the Study

Research Instruments	Variables	Time of Assessment
English speaking tasks	English oral communication ability	At the demonstration and application stage in every unit (Week 2-7)
Motivation in English Learning Questionnaire	Motivation in English learning	Before & After implementing the instruction (Week 1 and Week 8)
Semi-structured interview	Opinions towards an English instruction using flipped learning approach	After implementing the instruction (Week 8)

English speaking tasks

The English speaking tasks were constructed by the researcher to assess the students' English oral communication ability in the demonstration and application stage. Each unit consisted of one speaking task which focused on one the communicative function. There were six speaking tasks altogether in this present study and the language functions were asking for and giving information, expressing opinions and showing agreement and disagreement, speculating and expressing possibility by using modal auxiliaries, signposts and language signals in structuring presentation, emphasis and pausing when giving presentation, and giving reasons and showing contrast. The students worked in small groups and individually to discuss and present their thoughts towards the speaking tasks. The students had to audio record their conversation and submit to the teacher at the end of the class. Their speaking skills and responses to the speaking task was observed and evaluated by using rubric scoring adapted from scoring rubric for speaking assessment adapted from Michigan English Test (2012). The categories for assessing English oral communication ability including content knowledge and task completion, language resources which include vocabulary range and appropriacy to task and grammatical accuracy and complexity, and intelligibility / delivery which includes fluency, hesitation, pronunciation, and rhythm. The scores for each category range from 1 (very poor) to 5 (excellent). (See Appendix E for the details of the description in each category rating score)

Verification of the speaking tasks and scoring rubric

English speaking tasks were validated by three experts in teaching English as a second and foreign language field. The experts were asked to check the

appropriateness of assessment and scoring rubric by using scoring rubric for speaking tasks evaluation form. (See Appendix F)

From the overall evaluation, all experts agreed that the scoring rubric for speaking tasks were appropriate in terms of having clear and understandable descriptions, the competences stated in the rubric were measurable, and the rubric was appropriate for each unit speaking task in this study.

Reliability check for using scoring rubric

In terms of checking reliability in using scoring rubric, the training how to use scoring rubric adapted from Michigan English Test (2012) with the expert in teaching English as a second and foreign language field was needed. First, the researcher studied the details of each category in the scoring rubric for speaking assessment used in this study and had a preliminary discussion with the expert about the rating scales for each category. Second, the researcher and the expert listened to the records of the conversation from the pilot study and scored each student according to the speaking scoring rubric. Then the scores given to each student were compared and discussed in order to check the consistency.

After training how to use the scoring rubric, Interrater reliability was employed in order to find the consistency between two raters in scoring students' English oral communication ability. Before the actual assessment began, the interrater was trained to use the scoring rubric in this study. Then both raters independently scored the students' English oral communication ability from all six speaking tasks by using the scoring rubric adapted from Michigan English Test (2012). The consistency of scores using the scoring rubric was checked by using Pearson Correlation Coefficient in SPSS. The results of the coefficient between rater were illustrated in Table 3.3.

Table 3.3

Pearson Correlation Coefficient of Inter-Rater Reliability

Raters	<i>r</i>
R ₁ +R ₂	.94

As shown in Table 3.3, the overall result of Pearson Correlation Coefficient of Interrater Reliability was 0.94 from all units grading. The correlation values imply that the scores given by the two raters are consistent.

Motivation in English learning Questionnaire

The Mini-Attitude/Motivation Test Battery (Mini-AMTB) constructed by Gardner (2004) and translated into Thai by Nuktong (2010) was adopted and used in this study. The questionnaire consisted of 40 items with positive and negative statements which were already checked validity and reliability from the previous study (See Appendix G). The questionnaire items covered eleven dimensions of motivation in English learning including interest in foreign language, motivational intensity, English class anxiety, English teacher evaluation, attitudes towards learning English, attitudes towards English speaking people, integrative orientation, instrumental orientation, desire to learn English, English course evaluation, English use anxiety and parental encouragement. The questionnaire was comprised with six Likert's scale options as follows:

- | | | |
|-------------------------|-------|---|
| 1 (Strongly Disagree) | means | I strongly disagree with this statement |
| 2 (Moderately Disagree) | means | I moderately disagree with this statement |
| 3 (Slightly Disagree) | means | I slightly disagree with this statement |

- | | | |
|----------------------|-------|--|
| 4 (Slightly Agree) | means | I slightly agree with this statement |
| 5 (Moderately Agree) | means | I moderately agree with this statement |
| 6 (Strongly Agree) | means | I strongly agree with this statement |

The questionnaire consisted of two sections as presented below.

Section I: Demographic Information

In this section, the participants were asked to provide their demographic information including name, age, gender, class, study program, grade average and average grade of English in the previous year. This demographic information was used to understand participants' background.

Section II: Motivation in English Learning

In this section, the questionnaire consisted of 40 items used to explore the motivation in English learning. There were 20 positive items and 20 negative items. The questions comprised of eleven sub-dimensions including Interest in English Language, Motivational Intensity, English Class Anxiety, English Teacher Evaluation, Attitudes toward Learning English, Attitudes toward English Speaking People, Integrative Orientation, Desire to Learn English, English Course Evaluation, English Use Anxiety and Instrumental Orientation.

The motivation in English learning questionnaire was administered before and after the students experienced in the English instruction using flipped learning approach in order to explore the change in students' motivation in English learning.

Semi-Structured Interviews

In this study, semi-structured interview was used to explore students' opinion towards the implementation of the English instruction using flipped learning approach. The data obtained from the semi-structured interview was analyzed and

used to support the findings from the students' English oral communication ability and motivation in English learning questionnaire.

The interview was conducted at the end of the instruction. The participant was interviewed by the research one-by-one and the conversation was audio recorded. The semi-structured interview was conducted in both Thai and English whether the students felt comfortable to use in order to receive as many details as possible. The interviewees were able to elaborate and clearly state what they really thought about the teaching and learning process.

Verification of the semi-structured interview

The semi-structured interview questions were validated by three experts including one expert in teaching English as a second and foreign language field and two experts in educational research methodology field. The experts were asked to check the appropriateness of the questions by using 'appropriate and need improvement' evaluation form (See Appendix H). The following section showed results and comments from the three experts.

In response to all questions, all three experts including Expert A, Expert B and Expert C agreed that all questions were appropriate. However, there were some suggestions from the Experts. Expert B suggested that there could be some other questions to extend students' opinions. For example, "What do you think about learning environment in flipped learning classroom?" or "What do you think about the students' participation in flipped learning classroom?". Expert B also recommended that the interviewer may ask students about each step of the instruction in order to get more details from the interviewee rather than asking for the overall perspective.

After receiving the comments from the experts, there was no revision for the interview questions. The additional questions suggested by the experts were considered as the follow-up questions. Therefore, the semi-structured interview questions were presented as follows:

1. What do you think about applying English instruction using flipped learning approach into English classroom?

นักเรียนคิดอย่างไรเกี่ยวกับการเรียนภาษาอังกฤษโดยใช้แนวคิดห้องเรียนกลับด้าน

2. How do videos created by the teacher for each learning unit help you improve your English?

วิดีโอที่ครูสร้างขึ้นสำหรับใช้ในแต่ละหน่วยการเรียนรู้ช่วยพัฒนาภาษาอังกฤษของนักเรียนอย่างไร

3. How does using the content knowledge from the video help you understand each learning unit and be able to complete the activity?

การนำความรู้จากวิดีโอมาใช้ในการทำกิจกรรมในชั้นเรียนช่วยให้นักเรียนเข้าใจเนื้อหาของบทเรียนอย่างไร

4. How each step of an English instruction using flipped learning approach help you improve your English oral communication ability and other skills?

ขั้นตอนในการเรียนภาษาอังกฤษโดยใช้แนวคิดห้องเรียนกลับด้านแต่ละขั้นตอนช่วยให้นักเรียนพัฒนาทักษะการพูดภาษาอังกฤษและทักษะอื่นๆ อย่างไร

Pilot Study

Before implementing the instruction with the participants, the instructional instruments and research instruments were piloted with 40 twelfth-grade students who had similar characteristics to the participants. The pilot was conducted in the second semester of the academic year 2014.

The findings found from this pilot study were mainly focused on time allocation for each stage of the instruction, flow of activities, task difficulty, and video accessibility. To begin with time allocation, the time for each stage was appropriate allocated. The participants completed the activities within the time that had been set in the unit plan. Second, the flow of activities, the activities in each stage were completed and connected thoroughly to the end of the unit according to the unit plan. Third, task difficulty, the participants in the pilot study were able to complete the task without any comments on the difficulty of the tasks. They were able to follow the instructions and finished the tasks in time. Last but not least, video accessibility, the participants were able to access the videos on YouTube channel before coming to the class for the meaning making and demonstration and application stage.

Data Collection

In the present study, the researcher collected the data in three periods: before, during and after the implementation of the English instruction using flipped learning approach in English language classroom in Table 3.2. The following sections explained the data collection process of each step in details.

Before the implementation

During this step, the motivation in English learning questionnaire (Mini-AMTB) were administered to each participant to measure their motivation in English learning before studying in the English instruction using flipped learning approach. All participants were asked to complete the questionnaire in order to check their demographic information and the level of motivation in English learning before experiencing the English instruction using flipped learning approach.

During the implementation

During each unit of the English instruction using flipped learning, the students' English oral communication ability was assessed using the unit speaking tasks. The students were asked to perform altogether six speaking tasks at the demonstration and application stage of every unit. The speaking was audio recorded and later rated using the rubric by two raters.

After the implementation

After six weeks of the English instruction using flipped learning approach, the students' motivation in English learning was examined again using the motivation in English learning questionnaire (Mini-AMTB) in order to check whether there were any changes on their motivation in English learning. In addition, the semi-structured interview was conducted to examine students' opinions towards the use of the English instruction using flipped learning approach. All the interviews were conducted in the same week. Each participant was interviewed in Thai and English by the researcher one-by-one and the interview was audio recorded. The researcher listened to the interview and transcribed the data in order to analyze the data. In case that the interviews were in Thai, the data from the interviews were translated into English. Then the frequencies of key words emerging from the interviews were counted, analyzed and reported in the summary table.

Data Analysis

In the present study, the data about the English instruction using flipped learning approach in English language classroom, students' English speaking scores using scoring rubric and motivation in English learning of each participant were investigated and analyzed.

Data Analysis for Research Question 1

Research question 1 aimed at exploring the effects of an English instruction using flipped learning approach on students' English oral communication ability. The speaking rubric was used to score the students' speaking. The students' English oral communication ability was examined using six speaking tasks. Each task was scored by two raters. Then the average score from the two raters were analyzed and used to represent the students' English oral communication ability in each task. Students' score from six speaking tasks were then analyzed by using one-way repeated measures ANOVA with a Greenhouse-Geisser Correction and Pos Hoc Tests using the Bonferroni correction methods in order to examine the change on students' English oral communication ability after experiencing in the English instruction using flipped learning approach at the significant level of .05. The results from one-way repeated measures ANOVA with a Greenhouse-Geisser Correction were used to compare within-subjects experimental group performance which was an overall difference between speaking tasks. Meanwhile, the results from Pos Hoc Tests using the Bonferroni correction were used to confirm where the differences occurred between speaking tasks (J. D. Brown, 2010).

Data Analysis for Research Question 2

Research question 2 aimed at exploring the effects of an English instruction using flipped learning approach on students' motivation in English learning. The mean scores and standard deviation of the scores obtained from motivation in English learning questionnaire adopted from the Mini-Attitude/Motivation Test Battery (Mini-AMTB) were analyzed to compare the mean scores before and after the implementation of the English instruction using flipped learning approach in English

language classroom. The paired-sample t-test was also used to analyze the overall motivation in English learning of the participants in this study. The means scores obtained from the questionnaire was interpreted according to the criteria as follows:

5.20 – 6.00	means	students reported having very high motivation
4.36 – 5.19	means	students reported having moderately high motivation
3.52 – 4.35	means	students reported having slightly high motivation
2.68 – 3.51	means	students reported having slightly low motivation
1.84 – 2.67	means	students reported having moderately low motivation
1.00 – 1.83	means	students reported having very low motivation

Furthermore, the pair-sample t-test was used to analyze the overall change in students' motivation in English learning after experiencing the English instruction using flipped learning approach.

Data Analysis for Research Question 3

Research question 3 focused on students' opinions towards the English instruction using flipped learning approach. To examine the participants' opinions about applying the English instruction using flipped learning approach in English classroom, the qualitative data from the semi-structured interview was analyzed using content analysis method.

The researcher read the transcription for relevant keywords, phrases or sentences that match with the categories shown in Table 3.4. The categories for the content analysis were developed based on the findings from Bergmann and Sams (2012), Johnson (2013), K. Baker (2013), Bergmann and Sams, Johnson (2013), Morris and Thomasson (2013), Witten (2013), Cockrum (2014), and Lockwood (2014), the additional categories were also added according to the data obtained from the

interviews. The categories consisted of two main aspects including advantages and limitations of the English instruction using flipped learning approach as shown in Table 3.4.

Table 3.4

The Categories and the Keywords for the Content Analysis

Categories	Description	Keywords / Key Phrases
Advantages		
1. Creating engaging and active learning environment	<ul style="list-style-type: none"> - All activities were engaging - Every student got involved in all activities / learning tasks - Doing simulations, playing games, or doing collaborative tasks create active and engaging learning environment 	<ul style="list-style-type: none"> - มีส่วนร่วมในทุกกิจกรรม (<i>engage in all activities</i>) - กระตือรือร้นในการเรียน (<i>active in learning</i>) - มีส่วนร่วมในการทำอะไรบางอย่าง (<i>involve in doing something</i>) - กระตือรือร้นที่จะทำงานให้เสร็จ (<i>enthusiastic to complete the tasks</i>) - ทำงานร่วมกับเพื่อนมากขึ้น (<i>collaborate more with friends</i>)

Table 3.4 (Cont.)

Categories	Description	Keywords / Key Phrases
Advantages		
2. Providing more opportunities for learning and practicing inside and outside classroom	<ul style="list-style-type: none"> - Students were able to access the learning resources at anytime and anywhere - Videos and supplementary materials were the great learning sources outside classroom - More interaction and communication during class time 	<ul style="list-style-type: none"> - ฝึกพูดภาษาอังกฤษในห้องมากขึ้น (<i>practice speak English more in class</i>) - เข้าถึงแหล่งเรียนรู้ได้เมื่อไหร่และที่ไหนก็ได้ (<i>access the learning resources at anytime and anywhere</i>) - หยุดหรือย้อนดูวิดีโอเวลาไหนก็ได้ (<i>stop or rewind the video anytime</i>) - ดูวิดีโอที่เกี่ยวข้องเพิ่มเติม (<i>watch more related videos</i>) - ค้นหาแหล่งเรียนรู้มากขึ้น (<i>find more learning resources</i>)

Table 3.4 (Cont.)

Categories	Description	Keywords / Key Phrases
Advantages		
3. Improving speaking skills	<ul style="list-style-type: none"> - Students used mainly English to complete all activities and speaking tasks. - Students were able to use a wide range of vocabulary and grammatical accuracy and complexity - Students improved their fluency and pronunciation - Students were able to speak more naturally 	<ul style="list-style-type: none"> - เรียนและใช้คำศัพท์ใหม่เพื่อพูดภาษาอังกฤษ (<i>learn and use new vocabulary to speak English</i>) - ใช้หน้าที่ของภาษาที่แตกต่างกันเพื่อพูดภาษาอังกฤษ (<i>use different language functions to speak English</i>) - พัฒนาความคล่องแคล่วและการออกเสียง (<i>improve in fluency and pronunciation</i>) - พัฒนาทักษะการพูด (<i>improve speaking skills</i>)
4. Increasing motivation in English learning	<ul style="list-style-type: none"> - Students made a great effort in order to complete the activities and the tasks - Students were motivated to participate in all activities 	<ul style="list-style-type: none"> - ใช้ความพยายามอย่างมากเพื่อเรียนภาษาอังกฤษ (<i>made a great effort to learn English</i>)

Table 3.4 (Cont.)

Categories	Description	Keywords / Key Phrases
Advantages		
4.Increasing motivation in English learning (Cont.)	inside and outside class	- อยากฝึกภาษาอังกฤษอีก
	- Students kept on practicing speaking to make it better	<i>(want to practice English more)</i> - อยากเรียนภาษาอังกฤษให้ดีขึ้น <i>(want to become better in English)</i> - รู้สึกดีขึ้นเมื่อเรียนภาษาอังกฤษ <i>(feel better when learning English)</i>
5. Enhancing learner autonomy	- Students took responsibility for their own learning	- รับผิดชอบต่อการเรียนของตัวเองมากขึ้น
	- Students learn on their own pace	<i>(more responsible for my own learning)</i>
	- Students searched for more information on their own to complete the tasks	- เรียนรู้ด้วยตัวเอง <i>(learn on my own pace)</i>
	- Students set their own learning goals and try to reach those goals.	- ตั้งเป้าหมายของตัวเอง <i>(set my own goal)</i>
		- จัดการเวลาเรียนด้วยตัวเอง <i>(manage learning time)</i>

Table 3.4 (Cont.)

Categories	Description	Keywords / Key Phrases
Advantages		
6. Learning new vocabulary	- Students learned new vocabulary and used them to complete the learning tasks	- เรียนรู้คำศัพท์ใหม่ (<i>learn new vocabulary</i>) - เรียนรู้คำศัพท์เกี่ยวกับประชาคมอาเซียน (<i>learn new vocabulary about ASEAN Community</i>)
7. Learning new knowledge about ASEAN Community	- Students learned the content about ASEAN Community and were able to transfer to other subjects	- เรียนรู้เนื้อหาเกี่ยวกับประชาคมอาเซียน (<i>learn the content about ASEAN Community</i>)
Limitation		
1. Unequally access to technology	- Students do not have access to the internet at home - Students do not have tools to watch the videos online such as iPhone, iPad and smartphone - Time to use computer in the computer lab at the	- ไม่มีอินเทอร์เน็ตที่บ้าน (<i>do not have access to the internet at home</i>) - ไม่มีโทรศัพท์ไอโฟนหรือสมาร์ทโฟน (<i>do not have iPhone or smartphone</i>) - คอมพิวเตอร์ของโรงเรียนมีไม่พอ

Table 3.4 (Cont.)

Categories	Description	Keywords / Key Phrases
Limitation		
1. Unequally access to technology	school is limited	<i>(school computer is not enough)</i>
	- Computer in the school computer lab is not enough for every student	- ห้องคอมพิวเตอร์ไม่ว่าง <i>(computer lab is not available)</i>
(Cont.)	- School computer lab is not available	

To check the reliability of the content analysis, the intrarater was employed in this study. The audio records of each student interview were listened for four times to ensure consistency in the coding.

CHAPTER 4

FINDINGS

This chapter presents the findings of the present study. Six English unit plans were designed based on the English instruction using flipped learning approach and implemented in a class of 48 twelfth-grade students in one public school in Bangkok, Thailand. During the instruction, the students' oral communication ability was assessed using six speaking tasks designed by the researcher. In addition, the students' motivation in English learning was assessed before and after the instruction using the Mini-Attitude/Motivation Test Battery (Mini-AMTB) translated into Thai by Nuktong (2010). After the instruction, the students were interviewed to elicit their opinions about the English instruction using flipped learning approach.

The findings were presented in three parts based on three research questions. First, the findings about the effects of the English instruction using flipped learning approach on students' English oral communication ability. Second, the findings about the effects of the English instruction using flipped learning approach on students' motivation in English learning. Lastly, the findings about students' opinions towards the English instruction using flipped learning approach in an English classroom. The following section described the findings of each research question.

Research Question 1: To what extent does an English instruction using flipped learning approach affect students' English oral communication ability?

To explore the effects of the English instruction using flipped learning approach on students' English oral communication ability, one-way repeated measure ANOVA with a Greenhouse-Geisser Correction and Pos Hoc Test using

Bonferroni correction were used to analyze the score from six unit speaking tasks.

The descriptive statistics including minimum scores, maximum scores, mean scores, and standard deviation were used to analyze the individual speaking score from each participant from two raters. Table 4.1 illustrated the average scores from two raters in each unit speaking task used to analyze the data.

Table 4.1

Average Scores from Two Raters in Each Unit Speaking Task (n = 48)

Students	Speaking Tasks					
	T1	T2	T3	T4	T5	T6
S1	10	10	11	11.5	12.5	13
S2	10	10	11	11	12	13
S3	8.5	11	12	12.5	13	14
S4	8	10	10	11	11	12
S5	8.5	10	11	12	13	13
S6	9	10	11.5	13	14	14
S7	8	10	10	11	12	12
S8	8	10	10	10	11	12
S9	8	10	10	11	12	13
S10	10	10.5	10	11.5	12	12
S11	8	10.5	11	11	12	13
S12	8	11	12	12	13	14
S13	10.5	11.5	12	13	13	14
S14	8	10	10	11	12	13
S15	7.5	9	10	10	11.5	13

Table 4.1 (Cont.)

Students	<i>Speaking Tasks</i>					
	<i>T1</i>	<i>T2</i>	<i>T3</i>	<i>T4</i>	<i>T5</i>	<i>T6</i>
S16	10	11	11	12	13	13
S17	10.5	12	12.5	13.5	13	14
S18	9	11	10	11	12	12
S19	10	11	11	11	13	12
S20	8	11	11	11	12	13
S21	8	10	10	11.5	11.5	13
S22	10	12	12.5	12	13.5	14
S23	10	11.5	12	13	13	14
S24	10	11	12	12	13	14
S25	8	13	13	14	14	14
S26	9	10	10.5	10.5	11	12
S27	8	13	12	13	12.5	13.5
S28	7	8	8.5	10	10.5	11.5
S29	9	10	10	11	12	13
S30	7	10	10	10.5	11	11
S31	8	10	10	11	11	11
S32	10.5	12.5	13	13	14	14
S33	8	11	11	12	13	14
S34	9	12	12	13	14	14
S35	10	12	13	12	13.5	14

Table 4.1 (Cont.)

Students	<i>Speaking Tasks</i>					
	<i>T1</i>	<i>T2</i>	<i>T3</i>	<i>T4</i>	<i>T5</i>	<i>T6</i>
S36	8	11	11	11	13	13
S37	10.5	11	11	13	12	13
S38	10	10	11	11	11	12
S39	9	10	10.5	11	11	12
S40	10	11	11.5	11.5	12	13
S41	10	11	11.5	11.5	12	13
S42	10	12.5	13	13	14	13.5
S43	10	10	10.5	11	12	12
S44	10.5	13.5	14	14	14	14
S45	9	11	11	11	13	13
S46	10	12	13	13	14	14
S47	10	14	14	14	14	14
S48	10	10	11	12	12.5	13.5
<i>M</i>	9.08	10.89	11.24	11.78	12.48	13.04
<i>SD</i>	1.06	1.17	1.19	1.08	1.01	.87
<i>Min</i>	7	8	9	10	11	11
<i>Max</i>	11	14	14	14	14	14

Note: Total score of each unit speaking task is 15.

From Table 4.1, concerning the scores from each task, the students' speaking scores from Task 1 received the lowest scores in both minimum and maximum scores ($Min = 7$, $Max = 11$). Meanwhile, the students' speaking scores from Task 6 received the highest scores ($Min = 11$, $Max = 14$). In addition, by comparing the minimum and maximum speaking scores of each task, the minimum scores increased from Task 1 to Task 6. However, the maximum score of each speaking task increased only from Task 1 to Task 2, but were consistent from Task 2 to Task 6. The mean scores from Task 1 to Task 6 gradually increased ($M_1 = 9.08$, $M_2 = 10.89$, $M_3 = 11.24$, $M_4 = 11.78$, $M_5 = 12.48$, $M_6 = 13.04$). The data revealed that almost all students' speaking scores gradually increased from one task to the following task. However, some pairs of speaking scores from the consecutive tasks remained the same. For examples, students S1, S2 and S38 received the same score in task 1 and task 2 ($T_1=10$, $T_2=10$). Similarly, students S2, S11, S19, S20, S36, S38, and S45, they received the same score in task 3 and task 4 ($T_3=11$, $T_4=11$). In addition, some pairs of scores from the consecutive tasks decreased. For examples, student S18 received 11 for task 2, but 10 for task 3 ($T_2=11$, $T_3=10$). Similar to student S19, he received 13 for task 5, but 12 for task 6 ($T_5 = 13$, $T_6 = 12$)

To check whether the mean scores from each speaking task was significantly different, the students speaking scores from all six tasks were analyzed by using one-way repeated measure ANOVA Greenhouse-Geisser Correction. Table 4.2 showed the results from one-way repeated measures ANOVA with a Greenhouse-Geisser Correction.

Table 4.2

The Results from One-Way Repeated Measures ANOVA with a Greenhouse-Geisser Correction ($n = 48$)

Source	<i>df</i>	<i>F</i>	<i>p</i>	<i>Partial Eta</i> ²
Greenhouse-Geisser	3.121	260.208	.000**	.847
Correction				

* $P < .05$

The results of the analysis revealed that the average scores from speaking tasks were significantly different between each unit speaking task and the effect size of the English using flipped learning approach was considered as having a large effect size ($F(3.121, 148.567) = 260.208, p = .00, \text{Partial Eta}^2 = .847$).

In addition, Post hoc tests using the Bonferroni correction was used to identify the significant differences between each pair of speaking task as shown in Table 4.3.

Table 4.3

The Results from Post Hoc Tests Using the Bonferroni Correction ($n = 48$)

Tasks	<i>MD</i>	<i>p</i>
Task 1 and Task 2	1.80*	.000
Task 2 and Task 3	.35*	.030
Task 3 and Task 4	.54*	.000
Task 4 and Task 5	.70*	.000
Task 5 and Task 6	.56*	.000
Task 1 and Task 6	3.96*	.000

* $P < .05$

The results of the analysis identified that there was significantly different in the mean difference between each pair of the tasks. The comparison of the mean difference between Task 1 and Task 6 ($MD = 3.96, p < .05$) revealed that the English oral communication ability significantly increased over time.

In conclusion, it can be concluded that students' English oral communication ability improved significantly after experiencing in the English instruction using flipped learning approach according to the results of the one-way repeated measure ANOVA with a Greenhouse-Geisser Correction and Post hoc tests using the Bonferroni correction.

Research Question 2: To what extent does an English instruction using flipped learning approach affect students' motivation in English learning?

To investigate the effects of an English instruction using flipped learning approach on students' motivation in English learning, the data obtained from the motivation questionnaire were analyzed by using mean scores, standard deviations, mean differences, and paired-sample t-test to explore motivation in English learning before and after the implementation of the English instruction using flipped learning approach. Table 4.4 illustrated the paired-sample t-test of overall motivation in English Learning from the Motivation in English Learning Questionnaire.

Table 4.4

Descriptive Statistics and Paired-Sample T-Test of Overall Motivation in English Learning from the Motivation in English Learning Questionnaire (n=48)

Intervention	M	SD	MD	t	p
Pre	4.38	0.67	0.43	-5.795	.000*
Post	4.81	0.63			

* $p < .05$

From Table 4.4, the paired-sample t-test results indicated that the level of students' motivation increased from slightly high motivation to moderate high motivation. In addition, the mean scores of the students' motivation in English learning before experiencing in the English instruction using flipped learning approach ($M = 4.38$, $S.D. = 0.67$) was significantly different from the mean scores of the students' motivation in English learning after experiencing in the English instruction using flipped learning approach ($M = 4.81$, $S.D. = 0.63$, $t = -5.795$, $p < .05$). The mean difference score was 0.43. These results suggested that the students' motivation in English learning was increased significantly after the implementation of the English instruction using flipped learning approach.

In addition to the analysis of overall motivation in English learning, there are eleven sub-dimensions of motivation applied in this study. Table 4.5 illustrated the mean scores, standard deviations, mean differences and paired-sample t-test of each sub-dimension of motivation in English learning before and after the implementation of the English instruction using flipped learning approach.

Table 4.5

Descriptive Statistics and Paired-Sample T-Test of Eleven Sub-Dimensions of Motivation in English Learning from the Motivation in English Learning Questionnaire (n=48)

Sub-Dimensions of Motivation in English Learning	Before		After		<i>MD</i>	<i>t</i>	<i>p</i>
	Implementation		Implementation				
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>			
1. Interest in foreign languages	4.60	1.04	4.99	0.85	0.39	-2.45	.092
2. Motivational intensity	3.67	1.10	4.35	0.90	0.68	-7.56	.005*
3. English class anxiety	4.00	1.07	2.75	0.83	1.25	4.57	.020*
4. English teacher evaluation	4.44	0.99	5.06	0.78	0.62	-5.38	.013*
5. Attitudes towards learning English	4.61	0.95	5.05	0.79	0.44	-3.35	.044*
6. Attitudes towards English speaking people	4.77	0.95	5.06	0.89	0.29	-10.84	.002*
7. Integrative orientation	4.90	1.02	5.22	0.84	0.32	-10.67	.060

Table 4.5 (Cont.)

Sub-Dimensions of Motivation in English Learning	Before Implementation		After Implementation		<i>MD</i>	<i>t</i>	<i>p</i>
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>			
8. Desire to learn English	4.82	0.98	5.18	0.77	0.36	-9.08	.003*
9. English course evaluation	4.16	1.21	4.79	0.94	0.63	-11.05	.002*
10. English use anxiety	3.56	1.00	2.97	0.91	0.59	-21.48	.000*
11. Instructional orientation	5.49	0.71	5.70	0.54	0.21	-5.25	.120

* $p < .05$

Table 4.5 illustrates students' motivation in English learning before and after the implementation of the English instruction using flipped learning approach. The mean scores after the implementation of the instruction increased in all dimensions except for English class anxiety and English use anxiety that decreased. The descriptive statistics and paired-sample t-test results also indicated that the students' motivation scores for eight sub-dimensions were statistically different at the significant level of .05 including Motivational intensity, English class anxiety, English teacher evaluation, Attitudes towards learning English, Attitudes towards English speaking people, Desire to learn English, English course evaluation and English use anxiety. On the other hand, there was no statistical significance for Interest in foreign languages, Integrative orientation and Instructional orientation although these

three sub-dimensions of motivation mean scores increased after learning through the English instruction using flipped learning approach.

Among eleven sub-dimensions of motivation in English learning, English class anxiety was obtained the highest mean difference scores ($MD = 1.25$). Students reported that they tended to have slight high anxiety in English classroom ($M_{pre} = 4.00$), but they reported that they had moderate low anxiety in English classroom ($M_{post} = 2.75$) after the implementation of the English instruction using flipped learning approach. Meanwhile, instrumental orientation is the sub-dimension received the lowest mean difference scores ($MD = 0.21$). However, the scores obtained from instrumental orientation for both before and after the instruction indicated that the participants already had very high motivation ($M_{pre} = 5.49$, $M_{post} = 5.70$).

Research Question 3: What are students' opinions towards the English instruction using flipped learning approach?

To explore the students' opinions towards an English instruction using flipped learning approach, the data obtained from the interviews were analyzed by using content analysis method. The interviews required the students to express their opinions about the instruction using flipped learning approach and the classroom atmosphere overall. Table 4.6 showed the students' opinions towards the English instruction using flipped learning approach.

Table 4.6

Students' Opinions towards the English Instruction Using Flipped Learning Approach
(*n* = 48)

Students' Opinions	Frequencies of keywords / key phrases in the answer
Advantages	
1. Creating engaging and active learning environment	48
2. Providing more opportunities for learning and practicing inside and outside classroom	37
3. Improving speaking skills	42
4. Increasing motivation in English learning	45
5. Enhancing learner autonomy	28
6. Learning new vocabulary	11
7. Learning new content about ASEAN Community	27
Limitation	
1. unequally access to technology	5

Note. The total frequencies of keywords / key phrases in the answer were 243.

In analyzing the students' opinions towards the English instruction using the flipped learning approach, two main aspects of students' opinions were focused: the advantages and limitations of the English instruction using the flipped learning approach. "Creating engaging and active learning environment" was mentioned the most ($f = 48$) among the five advantages followed by "increasing motivation in

English learning” ($f = 45$), and “improving speaking skills” was mentioned the third most ($f = 42$). However, there were only a few students mentioned that unequally access to the technology was the limitation of the English instruction using flipped learning approach ($f = 5$).

To elaborate more on students’ opinions towards the English instruction using the flipped learning approach, the following section showed the excerpts from the content analysis of two main aspects including advantages and limitation obtained from the semi-structured interview.

Flipped learning created engaging and active learning environment

In regard to creating engaging and active learning environment, the analysis revealed that this advantage obtained the most frequencies in the answer from the interview. A number of students ($f = 48$) described that the English instruction using flipped learning approach has engaged them in all activities. They were active and enthusiastic in learning. They also got involved in doing something with the collaboration with their friends more to complete the learning tasks. For the examples, S 1 mentioned that flipped learning approach helped everyone in the class became active and engaged in doing activities together as shown in excerpt 1.

Excerpt 1

S 1: “ผมว่ามันน่าสนใจมาก ห้องเรียนนี้แตกต่างจากห้องเรียนปกติ ผมชอบห้องเรียนแบบนี้มากๆ เพราะไม่น่าเบื่อเหมือนห้องเรียนภาษาอังกฤษที่ผมเคยเรียนมา ครูให้ความช่วยเหลือมากๆ แม้ว่าเค้าจะไม่ได้สอนผมทุกอย่าง แต่เค้าก็หากิจกรรมที่ทำให้ทุกคนในห้องเรียนตื่นตัวและก็มีส่วนร่วมในการทำกิจกรรมไปในเวลาเดียวกัน”

“I think it is very interesting. This class was different from the normal class. I really like this class because it is not boring like other English

class I used to take. The teacher was very supportive even though he did not tell us anything, but he provided a lot of activities that everyone in the class became active and engaged in doing activities together at the same time.”

Consistently with the excerpt 2, S 17 also mentioned that flipped learning approach made him and his friends engaged in every task and everyone got to involve doing something. He also found that he got to collaborate with his friends more than before as shown in the following excerpt.

Excerpt 2

S 17: “ผมชอบเรียนวิชานี้มากๆ เลยครับอาจารย์ ผมคิดว่าการสอนแบบห้องเรียนกลับด้านมันน่าสนใจและก็สนุกมากด้วย การสอนแบบนี้ทำให้ผมและเพื่อนมีส่วนร่วมในการทำภาระงานทุกงานที่อาจารย์เตรียมให้พวกเรา ผมได้ทำงานกับเพื่อนมากกว่าแต่ก่อน พวกเราช่วยกันทำภาระงานให้เสร็จ ผมชอบบรรยากาศห้องเรียนเพราะทุกคนได้มีส่วนร่วมในการทำงานครับ”

“I like this class a lot. I think flipped learning approach is quite interesting and fun. This teaching methodology made me and my friends engaged in every task that the teacher prepared for us. I got to collaborate with my friends more than before. We helped each other to complete the tasks. I also like the environment of the class because everyone got to involve in doing something.”

Moreover, S 24 also mentioned flipped learning approach made a whole class very active and everyone engaged in all activities. The following excerpt showed the consistency of keywords mentioned in this category.

Excerpt 3

S 24: “การสอนแบบเนี้ยค่อนข้างใหม่สำหรับหนูค่ะ ทั้งห้องเรียนตื่นตัวมากๆ กิจกรรมทุกกิจกรรมก็ชวนให้เข้าไปมีส่วนร่วมและหนูก็ชอบทุกๆ กิจกรรมเลยคะเพราะหนูได้ทำงานกับเพื่อนแทนที่จะทำงานคนเดียว”

“This teaching methodology is quite new to me. A whole class was very active. All activities were engaging and I like every activity because I can work with my friends instead of working alone.”

Flipped learning increased motivation in English learning

To focus on increasing motivation in English learning, this advantage obtained the second most frequencies from the students’ answer. A number of students ($f = 45$) described that they had made a great effort to learn English more than other classes. They also wanted to practice English more and become better in English. In addition, this instruction made them feel better when learning English. For the examples, S 9 said that he really enjoyed doing activities and also made a great effort to complete the tasks as shown in the excerpt 1.

Excerpt 1

S 9: “ผมไม่เคยทำการบ้านเสร็จที่บ้านเลยครั้บโดยเฉพาะวิชาภาษาอังกฤษครั้บ มันแตกต่างกันอย่างสิ้นเชิงเลยครั้บหลังจากที่ผมมาลงเรียนในชั้นเนี้ย ผมสนุกกับการทำ กิจกรรมทั้งในห้องเรียนและก้นอกห้องเรียนมากๆ ครั้บ และผมก็คิดว่าผมพยายามที่จะทำมันให้สำเร็จ ผมชอบคลาสนี้มากๆ เลยครั้บ”

“I have never done any homework at home especially English subject. It was completely different when I took this course. I really enjoyed doing activities inside and outside classroom and I think that

I really made a great effort to complete the tasks. I like this class a lot.”

Additionally, as shown in the excerpt 2, S 18 reported that he was really motivated to learn English more after even though he used to hate English so much. However, he enjoyed learning more than before.

Excerpt 2

S 18: “ทุกกิจกรรมในคลาสเนี่ยทำให้ผมอยากเรียนภาษาอังกฤษมากยิ่งขึ้น ผมยอมรับว่าผมเกลียดภาษาอังกฤษและภาษาอังกฤษเป็นวิชาที่ผมไม่อยากจะเรียนวิชาหนึ่งเลย แต่ผมก็เปลี่ยนความคิดหลังจากได้เรียนในคลาสนี้ ผมสนุกกับการเรียนภาษาอังกฤษมากกว่าเดิมครับ”

“All activities in this class really motivated me to learn English more. I have to admit that I hate English and English is one of the subjects I do not wish to learn. I have changed my mind after I took this course. I enjoyed learning English more than before.”

The following excerpt also confirmed that flipped learning approach could enhance students’ motivation in English learning. S 30 mentioned that she felt much better in terms of learning English and she wanted to practice English more. She also wanted to become better which showed her motivation intensity in learning.

Excerpt 3

S 30: “บอกตรงๆ นะคะ หนูไม่ชอบวิชาภาษาอังกฤษตั้งแต่แรก หนูยอมแพ้หลายครั้ง เมื่อไหร่ที่หนูพยายามแต่หนูก็ไม่เข้าใจอะไรเลย หลังจากที่หนูได้ลงเรียนวิชาเนี่ย หนูรู้สึกดีขึ้นมากๆ กับการเรียนภาษาอังกฤษ นะคะ หนูไม่รู้เพราะว่าอะไรแต่หนูรู้สึกว่าจะอยากที่จะฝึกพูดภาษาอังกฤษให้มากขึ้น และหนูก็อยากทำให้ดีขึ้นด้วยคะ”

“To tell the truth, I do not like learning English subject at first. I gave up many times when I try, but I do not understand anything. Then I took this course and I felt much better in terms of learning English. I do not know why, but I felt like I want to practice speaking English more and I want to become better.”

Flipped learning improved speaking skills

In regarding to improving speaking skills, this category obtained the third most frequencies from the interview answer. A number of students ($f = 42$) described that this instruction helped them learn and use new vocabulary to speak English. The English instruction using flipped learning approach also help students use different language functions to speak English. Moreover, students improved their fluency and pronunciation throughout the instruction procedures. For the examples, as shown in the excerpt 1, S 12 reported that his speaking skills had improved because he spoke English more in doing group activity.

Excerpt 1

S 12: “ผมได้เรียนคำศัพท์ใหม่ ความรู้ใหม่เกี่ยวกับประชาคมอาเซียน แล้วผมก็ได้ใช้คำศัพท์กับความรู้ที่ได้เรียนพูดกับเพื่อนตอนที่ทำกิจกรรมกลุ่มด้วย ผมไม่ค่อยเก่งในการพูดภาษาอังกฤษเลยครับแต่ผมก็คิดว่าผมพูดอังกฤษได้มากขึ้นถึงมันจะไม่เหมือนฝรั่งก็เหอะ”

“I learned a lot of new vocabulary and content about ASEAN Community. I also used them to speak with my friends when we did a group activity. I am not good at speaking English at all, but I think I

“speak English a lot more even though the sound may not like the native ones.”

Consistently, S 36 also mentioned that her speaking skill had improved throughout learning in this course. She also reported that she spoke more naturally more than before as shown in the following excerpt.

Excerpt 2

S 36: “หนูรู้นะจารย์ว่าหนูไม่ได้เป็นเด็กดีสักเท่าไร แต่หนูคิดว่าหนูพัฒนาทักษะการพูดของหนูมากขึ้นตลอดการเรียนในชั้นนี้ หนูจะพยายามใช้ฟังก์ชันภาษาที่ครูบอกในการสอบพูด ครูก็ช่วยให้หนูพูดได้เป็นธรรมชาติมากขึ้นด้วยค่ะ”

“I knew that I am not a good student, but I think I improved my speaking skill throughout this course. I tried to use language functions that the teacher introduced to do the speaking task. The teacher allowed me to try to speak more naturally and he encouraged me a lot.”

In regarding to the two preceding excerpts, S 41 revealed that not only her speaking skills were improved, but also her fluency and pronunciation were much better than before as shown in the excerpt 3.

Excerpt 3

S 41: “หนูไม่เคยคิดว่าทักษะการพูดของหนูจะพัฒนาหลังจากที่หนูได้พูดกับอาจารย์ฝรั่งอะค่ะ เคื่อบอกหนูว่าหนูพูดได้คล่องแคล่วขึ้นและออกเสียงดีขึ้นกว่าคาบแรกค่ะ เคื่ตักใจมากค่ะ หนูก็ตกใจเหมือนกัน หนูสนุกกับการเรียนในชั้นเรียนนี้มากๆ เลยค่ะ”

“I have never known that my speaking skills were improved after I talked with my foreign teacher. He told me that my fluency and

pronunciation were much better than the first period. He was really surprised and so was I. I really enjoyed learning in this class.”

Flipped learning provided more opportunities for learning and practicing inside and outside classroom

In terms of providing more opportunities for learning and practicing inside and outside classroom, the data obtained were in the fourth ranks for this category. Many students ($f = 37$) described that this approach provided more time to practice speak English more in class. In addition, they could get access the learning resources at anytime and anywhere. They could stop or rewind the video anytime and they could search for more learning resources or related videos. For the examples, as shown in the excerpt 1, S 4 reported that this instruction provided more opportunities for learning and practicing using English inside and outside classroom.

Excerpt 1

S 4: “ชั้นเรียนนี้ทำให้ผมมีโอกาสได้ฝึกใช้ภาษาอังกฤษทั้งในห้องและนอกห้องมากขึ้น มันต่างจากห้องเรียนอื่นมากๆ ครับ ผมรู้สึกว่ามีเวลาที่ฝึกพูดมากขึ้นเวลาที่ผมทำกิจกรรมในห้องเรียนครับ”

“This class provided me a lot of opportunities to practice using English inside and outside classroom. It was so much different from other courses. I felt that I have more time to practice speaking when doing the activities in class.”

In addition to the preceding excerpt, S 38 mentioned the additional information that flipped learning approach gave her opportunities to learn outside of

class. As shown in the following excerpt, she mentioned that she could access the videos online at anytime and anywhere.

Excerpt 2

S 38: “หนูสามารถดูวิดีโอเวลาไหนและก็เมื่อไหร่ก็ได้หรือไมก็สลับและก็รีวินวิดีโออีกที่รอบก็ได้ถ้าหนูอยากดูค่ะ หนูคิดว่าพวกเอกสารความรู้อื่นๆ ที่ครูให้เป็นประโยชน์มากๆ เลยค่ะ ตอนที่หนูอยากเรียนรู้เพิ่ม หนูก็แค่เข้าอินเทอร์เน็ตแล้วก็หาข้อมูลเพิ่มเติมด้วยตัวหนูเองออนไลน์ค่ะ”

“I can access the videos online at anytime and anywhere or even stop or rewind the video and watch it again as many times if I wanted to. I also like the supplementary materials that the teacher provided for us. They are very useful when I wanted to learn more, then I can go online and search for more information by myself.”

Consistently, as shown in the following excerpt, S 24 mentioned that she had more time to practice speaking English in class. Meanwhile, the videos and learning materials were useful sources to learn outside classroom.

Excerpt 3

S 42: “หนูสนุกกับการเรียนภาษาอังกฤษในห้องเรียนนี้มากกว่าที่เคยเรียนมาเลยคะ หนูรู้สึกว่ามีเวลาฝึกพูดภาษาอังกฤษในห้องมากขึ้น วิดีโอกับเอกสารอื่นๆ ก็มีประโยชน์มากคะในการเรียนนอกห้องเรียน ทำให้หนูเรียนรู้ด้วยตัวเองข้างนอกห้องเรียนก่อนที่จะเข้าเรียนคะ”

“I enjoyed learning English in this class more than I used to. I felt like I had more time to practice speaking English in class. The videos and materials were quite useful sources to learn outside classroom that I

can study and practice on my own outside classroom before coming to the class.”

Flipped learning enhanced learner autonomy

In addition to the previous advantages, the English instruction using flipped learning approach also enhanced learner autonomy. Many students ($f = 28$) described that this instruction helped them to be more responsible for their own learning. Besides, students also mentioned that they learn from their own pace and set their learning goal. For the examples from the excerpt 1, S 16 reported that this instruction helped him to be able to work on his own pace and search for more information if needed without waiting for the teacher.

Excerpt 1

S 16: “ห้องเรียนนี้ไม่ได้สอนผมแค่ภาษาอังกฤษอย่างเดียว แต่ยังสอนผมให้รู้จักทำงานด้วยตัวเอง ครูบอกจุดประสงค์ในทุกบทเรียนอย่างชัดเจนแล้วซึ่งเราสามารถค้นหาข้อมูลเพิ่มเติมที่เราต้องการเองได้โดยไม่ต้องรอให้ครูบอก”

“This class taught me not only English, but also how to be able to work at my own pace. The teacher stated a very clear objective for each unit that we could actually search for more information if needed on our own without waiting for the teacher.”

Besides working on one’s pace, S 27 added that she became more responsible for her own learning. As shown in the following excerpt, she also set her own learning goal and tried to accomplish that goal.

Excerpt 2

S 27: “สำหรับหนูนะค่ะ หนูคิดว่าหนูมีความรับผิดชอบกับการเรียนของหนูเองมากกว่าแต่ก่อน หนูทำตามจุดประสงค์ที่ครูตั้งไว้ในทุกบทเรียนและพยายามตั้งจุดมุ่งหมายในการเรียนแต่ละบทของหนูเองค่ะ และหนูก็พยายามที่จะทำให้สำเร็จ ครูให้การสนับสนุนมากๆ ค่ะและครูก็ได้สอนพวกเราตรงๆ แต่ครูพยายามให้ฝึกให้พวกเราเป็นคนที่ยืนรู้ด้วยตัวเองได้ค่ะ”

“To me, I think I am more responsible on my own learning more than before. I followed the objective set by the teacher for each unit and also try to set my own goal for each unit. Then I try to reach that goal. The teacher is very supportive and he didn't teach us directly, but he encouraged us to become self-learner.”

Consistently reported, S 46 felt that she had to be responsible for her own learning otherwise she may not be able to understand and complete any activities as shown in the following excerpt.

Excerpt 3

S 46: “หนูไม่เคยรู้สึกว่าคุณหนูเองมีความรับผิดชอบกับการเรียนของหนูมาก่อน สิ่งเดียวที่หนูทำก็แค่ทำการบ้านให้เสร็จและก็ส่งให้ทัน แต่คลาสนี้ต่างจากคลาสอื่นๆ ค่ะ ถ้าหนูไม่รับผิดชอบต่อการเรียนของหนูเอง หนูก็อาจไม่เข้าใจในบทเรียน หนูไม่สามารถทำกิจกรรมอะไรได้เลยถ้าหนูไม่ได้ดูวิดีโอและอ่านเอกสารที่ครูให้มาก่อน”

“I have never felt like being responsible for my own learning before. Only thing I did just complete my homework and submit them on time. However, this class is different. If I am not responsible for my own learning, I may not understand each learning unit. I could not do

any activities if I didn't watch the videos and study supplementary reading materials before.

Flipped learning helped learning new content about ASEAN Community

This category was an additional category added after analyzing the data from the interviews. This category was considered one of the advantages of the English instruction using flipped learning approach. A number of students ($f = 27$) stated that the English instruction using flipped learning approach helped students learn the content about ASEAN Community. For the examples, as shown in the excerpt 1, S 19 reported that not only he learned new vocabulary, but he also learned the new content about ASEAN Community.

Excerpt 1

S 19: “นอกจากผมจะได้คำศัพท์ใหม่แล้วผมยังได้เรียนเนื้อหาใหม่ๆ เกี่ยวกับ ประชาคมอาเซียนที่ผมไม่เคยรู้มาก่อนด้วยครับ”

“Not only I learned new vocabulary, but I also learned the new content about ASEAN Community that I hadn't known before.”

In line with S 19, the following excerpt was from S 22. Similarly, she also stated that she learned many things about ASEAN Community and she thought that the knowledge she gained was very useful.

Excerpt 2

S 22: “หนูได้เรียนรู้อะไรใหม่เกี่ยวกับประชาคมอาเซียนมากมายเลยคะ และหนูคิดว่าความรู้ที่หนูได้เรียนจากคลาสนี้มีประโยชน์มากๆ ค่ะ”

“I learned many new things about ASEAN Community and I thought that the knowledge I gained from this class was very useful.”

Flipped learning helped learning new vocabulary

This category was also added later besides flipped learning helped learning new vocabulary after analyzing the data from the interviews. The analysis revealed the English instruction using flipped learning approach helped students learn new vocabulary ($f = 11$). For the examples, as shown in the excerpt 1, S 10 reported that he learned new vocabulary.

Excerpt 1

S 10: “ผมได้เรียนคำศัพท์ใหม่ๆ เพิ่มมากขึ้นจากการเรียนในชั้นนี้และผมก็คิดว่ามันมีประโยชน์มากๆ ครับ”

“I learned a lot of new vocabulary from this class and I thought that they were very useful.”

In addition, as shown in the following excerpt, S 15 also stated that he learned the new vocabulary about ASEAN Community that he could use them in the future.

Excerpt 2

S 15: “ผมได้เรียนคำศัพท์ใหม่ๆ เกี่ยวกับประชาคมอาเซียนมากมายเลยครับ ส่วนตัวผมคิดว่าผมสามารถเอาคำศัพท์พวกนั้นไปใช้ได้ในอนาคตถ้าผมได้พูดเกี่ยวกับประชาคมอาเซียน ผมคิดว่ามันมีประโยชน์มากๆ ครับ”

“I learned a lot of new vocabulary about ASEAN Community. To me, I thought that I could use those vocabularies in the

future if I had to talk about ASEAN Community in English.

I thought that they were very useful.”

Limitation

From the semi-structured interview, a few students reported that unequally access to the technology was found to be the limitation during learning through an English classroom applying the English instruction using the flipped learning approach.

Unequally access to the technology

In terms of unequally access to the technology, a number of students ($f = 5$) reported that they do not have access to the internet at home and they do not have any smartphone. For example from the excerpt 1, S 28 reported that she did not have a smartphone or computer at her house in order to watch the unit videos and search for information. Therefore, it was hard for her to get access to the internet and do everything online as shown in the following excerpt 1.

Excerpt 1

S 28: “สิ่งหนึ่งที่หนูกังวลในการเรียนในห้องเรียนที่ใช้แนวคิดห้องเรียนกลับด้านก็คือหนูไม่มีสมาร์ทโฟนหรือคอมพิวเตอร์ที่บ้านคะ เพราะฉะนั้นหนูต้องไปที่บ้านเพื่อนเพื่อที่จะอ่านหนังสือด้วยกัน พ่อแม่หนูไม่อนุญาตให้หนูไปร้านอินเทอร์เน็ตเพราะมันอันตรายเกินไปสำหรับผู้หญิง หนูคิดว่าการสอนแบบเนี้ยเป็นการสอนที่ดีมากเลยนะคะแต่มันยากสำหรับหนูที่จะเข้าเน็ตเพื่อที่จะดูวิดีโอออนไลน์อะคะจารย์”

“One thing that I am really concerned when learning English using flipped learning approach is that I do not have a smartphone or computer at my house. So, I needed to go to my friends’ place and

studied together. My parents do not allow me to the internet café as well because it is too dangerous for a girl. I think it is a great teaching methodology, but it is hard for me to get access to the internet to watch the videos online.”

Consistently, the following excerpt showed that S 29 also faced the same problems about getting access to the internet at home. In addition, she reported that the computers in the computer lab at the school were not enough for everyone. Therefore, it was difficult to her to get access to the internet.

Excerpt 2

S 29: “หนูไม่สามารถต่อเน็ตได้ที่บ้านคะอาจารย์ ทางเดียวที่จะเข้าได้ก็คือต้องใช้คอมพิวเตอร์เรียนหลังโรงเรียนเลิกค่ะ แต่คอมพิวเตอร์ที่ว่างมันไม่พอสำหรับนักเรียนทุกคน ใครมาก่อนก็ได้ใช้ก่อน หนูเลยต้องไปที่บ้านเพื่อนสนิทแทนและก็ดูวิดีโอกับเตรียมตัวเรียนด้วยกันค่ะ”

“I cannot get access to the internet at home. Only way I can do is going to the computer lab after school, but there is not enough available computer for all students. It was a first come, first serve sort of. So, I went to my close friends’ place instead and we watched the videos and prepared for our class together.”

For the following excerpt 3, S 43 agreed that accessing to the technology could be a problematic for this instruction. She reported that she had no smartphone or computer at home. So, she needed to use computer at the school instead. Due to the limited time and numbers of available computer, she could not watch the videos and search for more information.

Excerpt 3

S 43: “หนูไม่มีโทรศัพท์ไอโฟน สมาร์ทโฟน หรือคอมพิวเตอร์ที่บ้านที่จะดูวิดีโอหรือทักะ
หนูไปห้องคอมหลังเลิกเรียนแทน ปัญหาก็คือว่าเวลาก็บจำนวนเครื่องคอมมันจำกัด
เวลาที่หนูจะใช้ดูวิดีโอและค้นหาข้อมูล”

*“I do not have iPhone, smartphone or computer at home to watch
 the videos. So, I went to the computer lab after school instead. The
 problem was that there was limited time and numbers of available
computer that I can use for watching the videos and search for
 information.”*

In addition to the advantages and limitation, students reported that they learned new vocabulary about ASEAN Community. They could also apply the knowledge about ASEAN Community they gained from experiencing the English instruction using flipped learning approach to integrate with other subject areas especially social studies class.

In conclusion, applying the English instruction using flipped learning approach in classroom could establish engaging and active learning environment in which students engaged and enjoyed learning English. This teaching methodology also provided more opportunities for students to practice English both inside and outside classroom. Students’ speaking skills were improved and their motivation in English learning increased significantly. In addition, this teaching approach enhanced learner autonomy which they were more responsible for their own learning. Additionally, the analysis also revealed that this instruction could also help students learned new vocabulary and the new content about ASEAN Community. However, lacking of

devices such as iPhone and other smartphone to access the internet was found to be the main limitation based on students' opinions towards the English instruction using flipped learning approach in this study.

Summary

Overall findings of this study revealed that the students' English oral communication ability and motivation in English learning were enhanced after receiving the English instruction using flipped learning approach.

The scores for each of the six speaking tasks were significantly different and the students' motivation scores from the questionnaire after the implementation of the English instruction using flipped learning approach were significantly different from the ones before the implementation. Students' motivation in English learning was reported to gain higher level from slightly high motivation to moderate high motivation according to the descriptive statistics and paired-sample t-test. By comparing each sub-dimension of motivation in English learning, students were reported to have high anxiety in English class before experiencing the English instruction using flipped learning approach. However, their anxiety in English classroom was found lower after experiencing this instruction. Meanwhile, instrumental orientation received the lowest mean difference scores even though the students' motivation level toward instrumental orientation was already high.

Concerning the students' opinions towards the use of the English instruction using flipped learning approach, the findings revealed that there were advantages and limitations from applying this teaching approach in the English classroom. The advantages included creating engaging and active learning environment, providing more opportunities for learning and practicing inside and outside classroom,

improving speaking skills, increasing students' motivation in English learning, enhancing learner autonomy and helping students learn new vocabulary and new content about ASEAN Community. On the other hand, the main limitation of this study was the lack of devices to access the internet.

To sum up, the overall findings of this study can be concluded that the English instruction using flipped learning approach is an effective teaching approach to enhance students' English oral communication ability and increase students' motivation in English learning.



CHAPTER 5

DISCUSSIONS

This chapter presents a summary of the study, summary of findings, and a discussion of the findings in comparison with the previous studies. In addition, the limitations of the study, pedagogical implications, and suggestions for future research are presented.

Summary of the study

This study employed one-group quasi experiment design to investigate the effects of an English instruction using flipped learning approach on students' English oral communication ability and motivation in English learning and to explore students' opinions towards applying the English instruction using flipped learning approach into English classroom. The participants were 48 twelfth grade students who studied in the regular program at Sri Ayudhya School, second semester, academic year 2014. They were randomly selected to participate in this study.

The instruction was implemented in an additional English course. There are four steps of the English instruction using flipped learning approach (Gerstein, 2011) including experiential engagement, concept exploration, meaning making, and demonstration and application. Each participant participated in the activities provided for each step and completed the speaking task at the end of each unit.

The research instruments in this present study were speaking tasks, motivation in English learning questionnaire, and semi-structured interview questions. First, to explore the effects of an English instruction using flipped learning approach,

the data obtained from the speaking tasks were analyzed by using one-way repeated measure ANOVA. Second, for motivation in English learning, the data obtained from pre-intervention and post-intervention were analyzed by using pair-sample T-test to compare the mean scores, mean difference, and standard deviation. Last but not least, the content analysis was used to analyze the data from the semi-structured interview in terms of triangulate the data with the statistical analysis of English oral communication ability and motivation in English learning.

Summary of the findings

The present study revealed three main findings according to the research questions. First, the quantitative data from all speaking task scores showed that students' English oral communication ability had statistically significant improved in terms of content knowledge and task completion, language resources including using a wide range of vocabulary and grammatical accuracy, and language delivery including fluency, hesitation, pronunciation, and rhythm after experiencing the English instruction using flipped learning approach.

Second, the data obtained from the motivation in English learning questionnaire revealed that students' motivation in English learning statistically significant increased after experiencing the English instruction using flipped learning approach. The results indicated that the students' motivation in English learning was statistically different for eight sub-dimensions including Motivational intensity, English class anxiety, English teacher evaluation, Attitudes towards learning English, Attitudes towards English speaking people, Desire to learn English, English course evaluation and English use anxiety. On the other hand, there was no statistical significance for

Interest in foreign languages, Integrative orientation and Instructional orientation even though the mean scores of all sub-dimensions were increased.

Lastly, the data from the semi-structured interview revealed that there were advantages and limitations derived from students' opinions. The advantages of the instruction using flipped learning approach in an English classroom included creating engaging and active learning environment, providing more opportunities for learning and practicing inside and outside classroom, improving speaking skills, increasing students' motivation in English learning, and enhancing learner autonomy. Additionally, this instruction could also help students in learning new vocabulary and the content about ASEAN Community. Meanwhile, the only limitation found from the data analysis was unequally access to the technology.

Discussions

In the present study, the data revealed that the English instruction using flipped learning approach in English classroom could enhance students' English oral communication and increase motivation in English learning. The following section presents the discussions of the findings in light of previous studies.

The Effects of the English Instruction Using Flipped Learning Approach on English Oral Communication Ability

The findings from this study revealed that the English instruction using flipped learning approach can enhance students' English oral communication ability. Based on the principles underlying the flipped learning approach, this instruction was developed to provide content and language expressions, provide speaking practice opportunities and create more active and engaging learning environment for the students. The following sections were the explanation for each aspect.

To begin with, the English instruction using flipped learning approach provided students the content knowledge about ASEAN Community and useful language functions. The students were able to transfer that new knowledge and useful language functions learned from watching the video in concept exploration stage to the complete the speaking activities, individual worksheets and speaking tasks in this study. In addition, by embodying both transactional and interpersonal speaking activities that were current issues and interests in the real life situations and personalizing English speaking tasks, the students were able to perform better especially in simulations and discussions (Bailey, 2005; Hedge, 2000; Luoma, 2004; McKay, 2006) because they were engaged to the content and willing to share their ideas and express their opinions towards the topics in both speaking activities and tasks.

In addition, the English instruction using flipped learning approach provided a lot of opportunities for students to learn and practice speaking English as well as other skills both inside and outside classroom (K. Baker, 2013; Bergmann & Sams, 2012; Cockrum, 2014; Hamdan et al., 2013; Lockwood, 2014). According to Bailey (2005), to enhance English oral communication ability, students need to have adequate practice opportunities. During the course of instruction, the students practiced speaking English in all four stages—experiential engagement, concept exploration, meaning making, and demonstration and application—in every unit.

In the experiential engagement stage, the students were prepared to engage in the topic by participating in simulations or games. By taking on different roles in the simulations or completing the language learning games, the students were required to use English as the medium of communication to exchange information or

negotiate with other students. These activities increased students' interaction in English which in turn develop their English oral communication ability (Bailey, 2005; H. D. Brown, 2007; Hedge, 2000). For example, in Unit 3, students were assigned roles as traders from different countries in the same region and they had to trade their local products with other countries as much as possible. In order to accomplish the task, the students had to ask for products information, to negotiate the price, and also to advertise their own products.

In the second stage, concept exploration, the students viewed the unit video which provided content about ASEAN Community and how to use English in various situations. By using videos for the instruction outside the classroom, the students learned various expressions. In each unit video, there was a language section that gave students opportunities for practicing after learning from the example conversation from the video. For example, in Unit 1, the students viewed the example conversation between Steve Paikin, the TV program host, and Dr. Surin Pitsuwan, the former Secretary General of ASEAN talking about the preparation for ASEAN Community. The students also learn how to ask for and give information and express opinions from the authentic language. Therefore, students' English oral communication ability was also developed through this stage of flipped learning approach (Bailey, 2005; Hedge, 2000).

In meaning making stage, the students were required to apply the knowledge gained from the stage of experiential engagement and concept exploration to participate in the speaking and learning activities. The activities in this stage helped students to check their learning comprehension. By providing various types of speaking activities and embody both transactional and interpersonal activities that

were current issues and interests in the real life situations, the students were able to express their ideas, feelings or opinions in English more freely (Bailey, 2005; Hedge, 2000; Lockwood, 2014; Samuda & Bygate, 2008). For example, in Unit 2, the students were asked to match the appropriate expressions on showing agreement and disagreement on the issue of mutual benefits of establishing ASEAN Community.

At the demonstration and application stage, the students were required to perform what they have learned from the preceding stage to complete the speaking tasks by doing the discussions and giving presentation. By having students discuss and give the presentation, students also had a great chance to freely express their ideas, feeling, preferences and opinions towards the topics of each unit. For examples, in Unit 4, the students were asked to give a presentation to explain how cultural diversity can be a challenge and opportunity in order to create an ASEAN Community Identity. The speaking tasks in this stage allowed students to perform their English oral communication ability after learning through every stage of the instruction in this study (Anderson et al., 2012; Bailey, 2005; Luoma, 2004; McKay, 2006).

Furthermore, the English instruction using flipped learning approach created more active and engaging learning environment (Bergmann & Sams, 2012; Driscoll, 2012). By doing simulations and games, watching the content video, working in small groups, engaging in hands-on activities, and completing the speaking tasks, the students were active and engaged in those activities from each learning stage of the English instruction using flipped learning approach since the beginning of the unit towards the end. In addition, all speaking and learning activities in each stage were hands-on activities that help students develop their English oral communication

ability which was different from the direct instruction. (Bailey, 2005; Hedge, 2000; Jacot et al., 2014). Therefore, the students were more willing to try and communicate with their peers by using English without hesitation or being worried about producing errors (Clément, Baker, & MacIntyre, 2003; Hedge, 2000; Ortega, 2009). As a consequence, students can develop and improve their English oral communication ability through completing all the learning activities.

The Effects of the English Instruction Using Flipped Learning Approach on Students' Motivation in English Learning

The findings from this study revealed that the students gained higher motivation in English learning after experiencing the English instruction using flipped learning approach. The students' motivation could be enhanced by experiencing in the active and engaging learning environment, participating in collaborative group work and group discussion, learning on their own paces, and exposing to the supportive and collaborative learning environment from both peers and teacher based on the principles underlying the flipped learning approach. The following sections provided the details of each aspect.

First, the English instruction using flipped learning approach provided an active and engaging learning environment and supportive learning atmosphere (Cockrum, 2014; Lockwood, 2014). Various activities were used for each stage of the instruction in order to engage students' in learning so that the students had more opportunities to practice both inside and outside classroom. For instance, in one unit, the students participated in the simulation or game. Then the students explored more content about ASEAN Community and language functions from watching the video. The students continued applying the knowledge gained from

viewing the video and complete the speaking activities and speaking tasks at the end of the unit. As a consequence, the students were engaged and active through the process of learning which could increase students' motivation in English learning (M. Bernaus & Gardner, 2008; Cohen & Dörnyei, 2002; Zoltán Dörnyei & Ushioda, 2013).

Second, the English instruction using flipped learning approach provided opportunities for collaborative group work and group discussion that helped students to gain higher motivation (Z. Dörnyei, 2014; Zoltán Dörnyei & Ushioda, 2013). In this study, the students were required to do the group work throughout the whole learning unit except in the concept exploration stage and individual worksheet. Those activities were simulations and games in the experiential engagement stage, speaking activities in the meaning making stage and speaking tasks in the demonstration and application stage. Working in small groups can create a group norm that each member potentially influenced and motivated one another in order to complete the speaking activities together (Z. Dörnyei & Murphey, 2003). There were some studies also supported that students in collaborative environments had higher level of motivation in English learning, more positive attitudes towards English learning and developed higher self-esteem and self-confidence than in other classroom structures (Zoltán Dörnyei & Ushioda, 2013; Hamdan et al., 2013; Lockwood, 2014).

In addition, the English instruction using flipped learning approach provided opportunities for students to learn on their own paces and become an autonomous learner (Cockrum, 2014; Lockwood, 2014). In this study, the students managed their own learning process throughout the instruction especially during the concept exploration stage. The students had to learn the content and language functions on

their own. As a consequence, flipped learning approach helped each student to exercise their freedom of choice towards their personal goals. They also learn to regulate their own motivation in response to the learning tasks and with the support of the engaging and active learning environment throughout the instruction. As a result, students' motivation in English learning could be enhanced after receiving the instruction (Benson, 2010; Zoltán Dörnyei & Ushioda, 2013).

Last but not least, the English instruction using flipped learning approach English provided opportunities for students to expose to the supportive and collaborative learning environment from both peers and teacher which could reduce students' anxiety in terms of learning and using English in the classroom. All learning activities in this instruction helped students to build self-confidence through positive learning experiences which decreased students' anxiety level (Hedge, 2000; MacIntyre, 2002). The immediate feedback on students' progress and helpful learning materials could also help decrease their anxiety which caused higher motivation in English learning (Cockrum, 2014; Ortega, 2009; Wilson, 2013).

Students' Opinions towards the English instruction Using Flipped Learning Approach

The findings from the semi-structured interview by using content analysis could be implied that there were both positive and negative opinions towards the English instruction using flipped learning approach according to the advantages and limitation found from this study. The following sections explained both positive and negative opinions in details.

For positive opinions, it could be implied from the interview that the English instruction using flipped learning approach provided many advantages for learning

including creating engaging and active learning environment, providing more opportunities for learning and practicing inside and outside classroom, improving speaking skills, increasing students' motivation in English learning, enhancing learner autonomy and helping learning new content knowledge and vocabulary about ASEAN Community. Almost all students agreed that creating active and engaging learning environment was the advantage that received the highest frequencies in the answers from the interviews. In addition, the students stated that increasing motivation in English learning and improving speaking skills were the advantage of this instruction which received the second and third most frequencies in the answers from the interviews. These findings were consistent with the previous studies and literatures from Cockrum (2014), Lockwood (2014), Morris and Thomasson (2013), and Witten (2013).

For negative opinions, the finding revealed that the students viewed the unequally access to the technology as the main limitation for their learning which was consistent with the previous studies done by Driscoll (2012) and Johnson (2013). Several students reported that they were unable to get access to the internet because they did not have the devices to connect with the internet such as iPhone, other smartphones, or even computer at home. This limitation might cause the problem in terms of following the content and language functions that could be used to complete the activities and speaking tasks.

Limitations of the study

Although this study has successfully conducted and the findings reached all the research objectives, the limitation that might affect on the implication of the findings was elicited from the interview. Several students reported that they had no

access to the technology in order to watch the content videos. Even though they tried to use computer in the school computer lab, but the availability and the time in using school computer was also limited. As a result, those students might not be able to complete the activities and speaking tasks.

Pedagogical implications

The findings from the present study suggested the following pedagogical implications.

First, the English instruction using flipped learning approach can be implemented in speaking courses at the upper secondary education level to help students develop their speaking skills especially English oral communication ability. Each stage of flipped learning approach provides students more opportunities to use English in order to complete the learning tasks. The students have a great chance to communicate with their peers by using English through the simulations, games, learning tasks, discussions and presentation.

Second, the findings suggested that the English instruction using flipped learning approach can be implemented to enhance all the necessary for oral communication as specified in the four strands of the Basic Core Curriculum B.E. 2551 (A.D. 2008). The instruction developed in this study promoted English oral communication in various situations, integrated English with teaching and cultural content and social studies. The students also expanded knowledge and broad their world views.

Third, the English instruction using flipped learning approach allows teacher to develop or select the materials that are related to the real world situation or the current issues. The students are also allowed to find any other materials related to

the content and help them complete the learning tasks. In addition, by developing or selecting the materials to accommodate each learning unit, authentic materials that motivate students to learn such as current news articles and the video clips from the free sources like YouTube are very useful for students.

Fourth, to ensure the accessibility of the videos, the findings from this study suggested that there were many ways to help students to get access to the videos. For example, the video can be uploaded in to the free source website like YouTube so that students can watch the video at anywhere and anytime on their own, teacher can seek cooperation with the school computer lab to save the video files and provide computers after the school for students to watch. In addition, teacher can also save the video files to the flash drive or DVD for those students who do not have the access to the internet at home.

Last but not least, to make the students experience more active and engaging to the content knowledge in the videos, the interactive of the instructional videos should be created instead of regular content videos. In addition, the unit videos could have interactive buttons and incorporate quizzes in order to engage students from the beginning to the end of the content presentation in the videos.

Suggestions for future research

Since the present research is the first study that implemented flipped learning approach in English instruction in Thailand context, the findings of the present study have provided preliminary results for future research in the fields. The findings from the present study revealed that the English instruction using flipped learning approach could be used to enhance Thai students' English oral

communication ability and motivation in English learning. Therefore, future research can be conducted to examine whether flipped learning approach can be implemented to enhance other language skills including listening, speaking, and reading skills.



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Appendix A

Demographic information of each participant ($n = 48$)

Participants	Gender	Age	Study Program	Average grade of English Core Course from the previous semesters
S1	Male	17	Math-English	2.5
S2	Male	16	Math-English	2.0
S3	Male	17	Math-English	2.0
S4	Male	17	Math-English	2.0
S5	Male	17	Math-English	2.5
S6	Male	17	Math-English	3.5
S7	Male	17	Math-English	2.5
S8	Male	17	Math-English	2.0
S9	Male	17	Math-English	2.0
S10	Male	16	Math-English	2.5
S11	Male	17	Math-English	3.0
S12	Male	17	Math-English	2.0
S13	Male	16	Math-English	3.0
S14	Male	17	Math-English	2.0
S15	Male	18	Math-English	2.0
S16	Male	17	Math-English	3.0
S17	Male	17	Math-English	3.0
S18	Male	17	Math-English	2.0
S19	Male	16	Math-English	3.0
S20	Male	17	Math-English	3.5
S21	Male	17	Math-English	2.0
S22	Female	17	Math-English	3.0
S23	Female	17	Math-English	3.0
S24	Female	17	Math-English	3.0

Participants	Gender	Age	Study Program	Average grade of English Core Course from the previous semesters
S25	Female	17	Math-English	3.0
S26	Female	18	Math-English	2.5
S27	Female	16	Math-English	3.0
S28	Female	17	Math-English	2.0
S29	Female	17	Math-English	2.0
S30	Female	17	Math-English	2.0
S31	Female	17	Math-English	2.0
S32	Female	18	Math-English	4.0
S33	Female	17	Math-English	3.0
S34	Female	16	Math-English	2.5
S35	Female	17	Math-English	3.0
S36	Female	17	Math-English	2.0
S37	Female	16	Math-English	2.5
S38	Female	17	Math-English	2.5
S39	Female	16	Math-English	2.0
S40	Female	17	Math-English	3.0
S41	Female	17	Math-English	2.0
S42	Female	17	Math-English	3.0
S43	Female	17	Math-English	2.0
S44	Female	17	Math-English	2.5
S45	Female	17	Math-English	3.0
S46	Female	17	Math-English	3.0
S47	Female	16	Math-English	3.5
S48	Female	17	Math-English	2.0

Appendix B

Long Range Plan

Week	Unit / Topic	Enduring Concept	Learning Outcome	Speaking Task	Materials	Assessment
1 (2 periods)	Introduction	-	Students will be able to know about the course and process of the English instruction using flipped learning approach	-	1. Motivation in English Learning Questionnaire (Pre-intervention)	1. Pretest of Motivation in English learning Questionnaire



Week	Unit / Topic	Enduring Concept	Learning Outcome	Speaking Task	Materials	Assessment
2 (4 periods)	Unit 1: Knowing ASEAN Topic: An Overview of ASEAN and ASEAN Community	ASEAN was formulated because of changing global conditions and founding Member States' commitments to strengthening connections among their nations in order to promote peace, stability, and prosperity of communities and people within their nations and throughout the region.	Students will be able to propose how young generations prepare themselves for becoming a part of the ASEAN Community.	Group Discussion	1. Unit 1 Video Clip 2. Unit 1 Video Script 3. Unit 1 Worksheet 4. Unit 1 Reading Supplementary 5. Role Card for Simulation 6. Role Card for Speaking Task 7. Rubric Scoring Sheet	1. Speaking Rubric Score

Week	Unit / Topic	Enduring Concept	Learning Outcome	Speaking Task	Materials	Assessment
3 (4 periods)	Unit 2: ASEAN as Regional Organization Topic: Mutual Benefits from ASEAN Integration	Creating and maintaining an effective regional organization requires its members to work together to build consensus. Complexities can arise, but members can work together to weigh and discuss issues in order to minimize difficulties in political, economic, and cross cultural cooperation and achieve common goals.	Students will be able to express opinions about the mutual benefits derived by close economic and social ties among ASEAN member countries.	Group Discussion	1. Unit 2 Video Clip 2. Unit 2 Video Script 3. Unit 2 Worksheet 4. Unit 2 Reading Supplementary 5. Unit 2 Game Instruction 6. Sets of Alphabets for “Building and Sharing” Game 7. Role Cards for Speaking Task 8. Rubric Scoring Sheet	1. Speaking Rubric Score

Week	Unit / Topic	Enduring Concept	Learning Outcome	Speaking Task	Materials	Assessment
4 (4 periods)	Unit 3: Connecting Local and Global Topic: ASEAN Economic Community (AEC)	The ASEAN Economic Community or AEC accommodate the interests of all ASEAN member states. Premise on a single market and production base, A highly competitive economic region. A region of equitable economic development and the region fully integrated into the global economy.	Students will be able to identify the impacts of the ASEAN Economic Community (AEC) on local communities and countries across the ASEAN Community.	Group Discussion	1. Unit 3 Video Clip 2. Unit 3 Video Script 3. Unit 3 Worksheet 4. Unit 3 Reading Supplementary 5. Role Card for Simulation 6. Role Card for Speaking Task 7. Rubric Scoring Sheet	1. Speaking Rubric Score

Week	Unit / Topic	Enduring Concept	Learning Outcome	Speaking Task	Materials	Assessment
5 (4 periods)	Unit 4: Valuing Identity and Diversity Topic: ASEAN Socio- Cultural Community (ASCC)	The peoples of ASEAN have multifaceted identities, which can be influenced by many things, including geography, nationality, language, ethnicity, socio-economic standing, education, religion, age, gender, and professional interests and pursuits.	Students will be able to explain how cultural diversity in ASEAN can create challenges and opportunities in developing ASEAN identity.	Presentation	1. Unit 4 Video Clip 2. Unit 4 Video Script 3. Unit 4 Worksheet 4. Unit 4 Reading Supplementary 5. Instructions for Group Activity/Game 6. Information Cards for Speaking Task 7. Rubric Scoring Sheet	1. Speaking Rubric Score

Week	Unit / Topic	Enduring Concept	Learning Outcome	Speaking Task	Materials	Assessment
6 (4 periods)	Unit 5: Promoting Equity and Justice Topic: ASEAN Political- Security Community (APSC)	All people, regardless of region or locale, age, gender, culture, race, ethnicity, economic status, religion, and education level should enjoy equity and justice. Individuals have the responsibility and accountability to contribute to the larger community and also promote stability in a society throughout the population.	Students will be able to propose ways to promote rights and responsibilities as ASEAN youth across the region.	Presentation	1. Unit 5 Video Clip 2. Unit 5 Video Script 3. Unit 5 Worksheet 4. Unit 5 Reading Supplementary 5. Role Card for Simulation 6. Role Card and News Article for Speaking Task 7. Rubric Scoring Sheet	1. Speaking Rubric Score

Week	Unit / Topic	Enduring Concept	Learning Outcome	Speaking Task	Materials	Assessment
7 (4 periods)	Unit 6: Working Together for a Sustainable Future Topic: Future Challenges of Becoming One Community	ASEAN strives to help nations and communities across the region meet the challenges of the future. Moreover, Regional cooperation comes in many forms and can change the lives of people across ASEAN.	Students will be able to identify the challenges from establishing the ASEAN Community.	Group Discussion	1. Unit 6 Video Clip 2. Unit 6 Video Script 3. Unit 6 Worksheet 4. Unit 6 Reading Supplementary 5. Unit 6 Game Instruction for Experiential Engagement 6. Role Card for Speaking Task 7. Rubric Scoring Sheet	1. Speaking Rubric Score

Week	Unit / Topic	Enduring Concept	Learning Outcome	Speaking Task	Materials	Assessment
8 (2 periods)	Introduction	-	Students will be able to know about the course and process of the English instruction using flipped learning approach	-	1. Motivation in English Learning Questionnaire (Pre-intervention)	1. Pretest of Motivation in English learning Questionnaire



Appendix C

Sample Unit Plan

Unit Plan 2

Unit 2: ASEAN as Regional Organization**Class:** Matthayom 6**Topic: Mutual Benefits from ASEAN Integration****Time:** 4 periods**Standards and Indicators:**

FL 1.2/4, 1.2/5, 1.3/2, 1.3/3, 3.1/1, 4.1/1, 4.2/2

SO 2.2/2, 3.2/3, 4.2/2

Essential Question:

What mutual benefits are derived by ASEAN member countries from close economic and social ties created by globalization?

Learning Outcome:

Students will be able to express opinions about the mutual benefits derived by close economic and social ties among ASEAN member countries.

Content:

1. ASEAN Community

- The mutual benefits of becoming a part of ASEAN Community including economic and social aspects

2. Language Functions

- Expressing opinions
- Showing agreement and disagreement

Materials and equipment:

1. Unit 2 Video Clip
2. Unit 2 Video Script
3. Unit 2 Worksheet
4. Unit 2 Reading Supplementary
5. Unit 2 “Building and Sharing” Game Instruction for Experiential Engagement
6. Sets of Alphabets for “Building and Sharing” Game
7. Role Cards and ASEAN Member Countries Information Cards for Speaking Task
8. Rubric Scoring Sheet

Suggested resources:

1. <http://www.asean.org/news/item/asean-vision-2020>
2. <https://www.youtube.com/watch?v=6oXzh2YgXdw>

Assessment:

Students express opinions about the mutual benefits derived by close economic and social ties among ASEAN member countries.

Instructional procedures:

Teacher	Students
<p data-bbox="300 456 459 488">Periods 1-2</p> <p data-bbox="300 566 823 600"><i>Experiential engagement (100 minutes)</i></p> <p data-bbox="408 678 799 712">“Building and Sharing” Game</p> <ul data-bbox="384 790 855 1921" style="list-style-type: none"> <li data-bbox="384 790 855 1921">• Divide students into eight groups. Each group receives a different set of English alphabets. Each set contains 20 letters. You have to build up as many as English words as possible according to the categories given. There are four rounds. Each round will have a different word category and 15 minutes to play. The group that can build the most number of words with correct spelling and relate to each category will win. The groups should find their own strategies that will help them to build new words in each round. They can also trade some of their letters with the other groups. <li data-bbox="384 1787 855 1921">• Pass the game instructions to each group. (see the appendix for the instruction cards for each round) 	<ul data-bbox="890 790 1294 880" style="list-style-type: none"> <li data-bbox="890 790 1294 880">- (get into groups and play the game)

<p><i>Round 1: Natural resources / Environment</i></p> <p><i>Round 2: Politic / Government</i></p> <p><i>Round 3: Communication</i></p> <p><i>Round 4: Trading</i></p> <p><i>Debriefing</i></p> <ul style="list-style-type: none"> • Ask students to reflect what they have learned from playing the game. <ol style="list-style-type: none"> 1. What happened during the game? 2. What have you learned from the game? 3. How can we relate this game to the situation in ASEAN nowadays? 	<p>The answers may include:</p> <ul style="list-style-type: none"> - There are limited vowel to build up the words. - We need more letters to build the words. <p>The answers may include:</p> <ul style="list-style-type: none"> - We may need to ask for more letters from the other teams in order to build the words as many as we wanted. <p>The answers may include:</p> <ul style="list-style-type: none"> - If people in ASEAN work together, they will be able to enjoy the mutual benefits that arise from the
--	--

<ul style="list-style-type: none"> • To prepare the students for the next period, assign students to watch Unit 2 video to learn about the mutual benefits from establishing ASEAN Community from the interview between Dr. Sok Siphana, a TV host in Cambodia and Dr. Surin Pitsuwan, a former Secretary General of ASEAN. • Ask them to notice the language used in the video to learn how to express opinions. Introduce YouTube Channel where the video is posted. (http://www.youtube.com/watch?v=QbssVh3iHOM.) The students may watch the video online at home or in the computer lab at school. 	<p>integration. For example, they can establish the collaboration to fight against terrorists in the region. They can also create a single market to sell their local products in reasonable price.</p> <p>- (listen to the teacher and take notes)</p>
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- In addition, ask students to read the Unit 2 reading supplementary “The Purposes of ASEAN Community”, visit the official website of ASEAN on <http://www.asean.org> news/item/asean-vision-2020 for more information about ASEAN vision.

(Outside Classroom)

Concept Exploration

- Unit 2 video is about the mutual benefits from establishing ASEAN Community which shows examples of the interview between Dr. Sok Siphana and Dr. Surin Pitsuwan, a former Secretary General of ASEAN. The video also highlights expressions that can be used for expressing opinions.
- (Students watch video online on their own time)

Periods 3-4

Meaning Making (30 minutes)

- Divide students into small groups (4-6 students per group). Each group will be given a set of situations (Situations A, B and C) and expressions. The groups have to fill in the graphic organizer with each set of situation and possible expressions. The situations and the expressions are the following:
- (Fill in the graphic organizer with each set of situation and possible expressions)
- The answers are in the answer key.

Situation A:

You friend asks you to express opinions about the benefits that Thai students may get from becoming a part of ASEAN Community. You may start the conversation by saying.....

Situation B:

One of your friends says that there will be a very competitive market after becoming a part of ASEAN Community and you agree with him/her. What would you say to show your agreement?

Situation C:

One of your colleges says that ASEAN's economy and society will collapse after establishing the ASEAN Community, but you disagree with him/her. What can you say to show your disagreement?

Situation D:

Your friend says that the social welfare in your country will become better after establishing the ASEAN Community. You feel very certain that your friend is right, you may say.....

Situation E:

You hear one of you friends say that build one community cannot strengthen our regional economy and prosperity, but you do not think his/her idea is right. What would you say to respond to his/her idea?

Expressions:

I believe that...

I think that...

It seems to me that...

I'd say that...

To me...	
As far as I'm concerned...	
I agree with you.	
I don't agree with you.	
Yes, you're right.	
I disagree with you.	
I don't think that's true.	
I see what you mean, but...	
Yes, it's true, but...	
<ul style="list-style-type: none"> • Ask students to summarize how to express opinions and also show agreement and disagreement from this activity. 	<ul style="list-style-type: none"> - The summary may include: <ul style="list-style-type: none"> - To express opinions, we can use "To me,...", "I think that...", "I believe that...", "I'd say that...", "It seems to me that...", "As far as I'm concerned,..." - To show agreement, we can use these expressions; "I agree with you.", "Yes, you're right." - To show disagreement, we can use these expressions; "I don't agree / disagree with you.", "I don't think that is true."

- | | |
|---|---|
| <ul style="list-style-type: none"> • Ask each student to complete Unit 2 Worksheet. (See Unit 2 Worksheet) • Check the answers with the students before introducing the speaking task for the next stage. (See Unit 2 Worksheet Answers Key) <p><i>Demonstration and Application</i>
(60 minutes)</p> <ul style="list-style-type: none"> • Ask students to form a group of three. Each student acts as an exchange student who comes from different ASEAN member countries and studies at the same class. The school will have a meeting with the representatives from ASEAN Secretariat and they would like to hear some opinions from the students in this school. Therefore, the students in this class are selected and assigned to discuss and express their opinions about the mutual benefits of becoming a part of the ASEAN Community in 2015. | <ul style="list-style-type: none"> - (Complete Unit 2 Worksheet) - (Check the answers together) |
|---|---|

<ul style="list-style-type: none"> • Pass the role cards with the country's information card to each student and ask them to start the group discussion and record the conversation during the discussion. • Ask each group to summarize and present the points that they have made about the mutual benefits derived by close economic and social ties among ASEAN member countries. • In addition, ask each group to share what they have found during the group discussion focusing on the language. 	<ul style="list-style-type: none"> - (discuss and record the discussion) - (present the points of discussion in front of the class) - Points of discussion may include: For content: <ul style="list-style-type: none"> - We can help each country to promote peace by accepting each country's laws and regulations. - We can strengthen our economy and prosperity by creating a single market that we can enjoy trading our goods and services. - We can help each other to develop our regional human resources, and keep our people safe from the outside threat. For language: <ul style="list-style-type: none"> - To express view, we can use "To me,...", "I think that...", "I believe that...", "I'd say that...", "It seems to me that...", "As far as I'm concerned,..." then express points of view.
--	--

- To show agreement, we can use “I agree with you.”, “Yes, you’re right.”. If we want to express disagreement, we can use these expressions; “I don’t agree / disagree with you.”, “I don’t think that is true.”

Wrap up (10 minutes)

- Conclude what students have learned from this unit and ask them to write the reflection.

Summary

- In terms of the content that we focus on this unit, the establishment of ASEAN Community as the regional organization creates the cooperation among ten member states. This integration brings the mutual benefits to each member country as for promoting peace, strengthening our economy and prosperity, developing our regional human resources, and keeping our people safe from the outside threat.

(Class dismissed)

Unit 2 Conversation Script

Sok Siphana: but you know as a rule-based, don't you think that all the decoration, all the agreement that we signed eventually have to be translated. Of course, many countries have ratified it. But, to me, I think that the chance perhaps easier the translating of these regional commitment to national policy action plan. What do you think of that?

Surin Pitsuwan: Absolutely! Absolutely. We are learning from the EU now. How do you transcend or how do you transmit regional agreement into national legislation national implementation. Sometimes, you see, you ratify this agreement among ASEAN. But member states will have to implement which will need in many cases enabling legislation, (Exactly!), which will need a form of amendment of rules and regulations at the ministerial level. Sometimes, at the departmental level and yes create process and institutions and mechanisms to monitor.

Sok Siphana: And how's it coming along?

Surin Pitsuwan: Coming along fine. Urr, you know, it's certainly go faster, but again because of the diversity among us, you know, we have all sorts of differences among the ten and we would like to hear from them, too, that are these enough of the rules and regulations of..... the space that we have opened up or do you want more. So, Economic Community of ASEAN will not be a reality unless Cambodia SME would move to Thailand, Thai SME will move into Laos, Singaporean SME will move into Indonesia, cross, crisscrossing the orders. We bring the borders down. We bring the barriers down. 600 million consumers, two trillion dollars GDP combine. Yes, a big market and it's certainly looked at by the global trading partners; the EU, the US, Japan, Korea, looking at us, would like to trade, would like to invest, would like to come here. We have to make this landscape more level, in a more level that they feel that they can come in, they can invest, they can make profit, and they can move out. We also benefit.

Set A

A	H	E	X
J	B	K	M
C	N	D	R
P	G	O	L
T	Q	S	F

Set B

U	H	E	G
J	B	K	M
C	N	D	R
P	W	V	L
T	Q	S	F

Set C

W	H	I	Z
J	B	K	X
C	N	D	R
P	G	V	L
T	Y	A	F

Set D

W	H	O	Z
J	B	K	X
C	N	D	R
P	G	V	L
T	Y	E	F

Set E

W	H	U	M
J	B	K	X
C	N	D	R
P	G	V	L
T	Y	I	F

Set F

W	H	A	M
J	B	K	X
C	N	D	R
P	G	V	L
E	Y	T	F

Set G

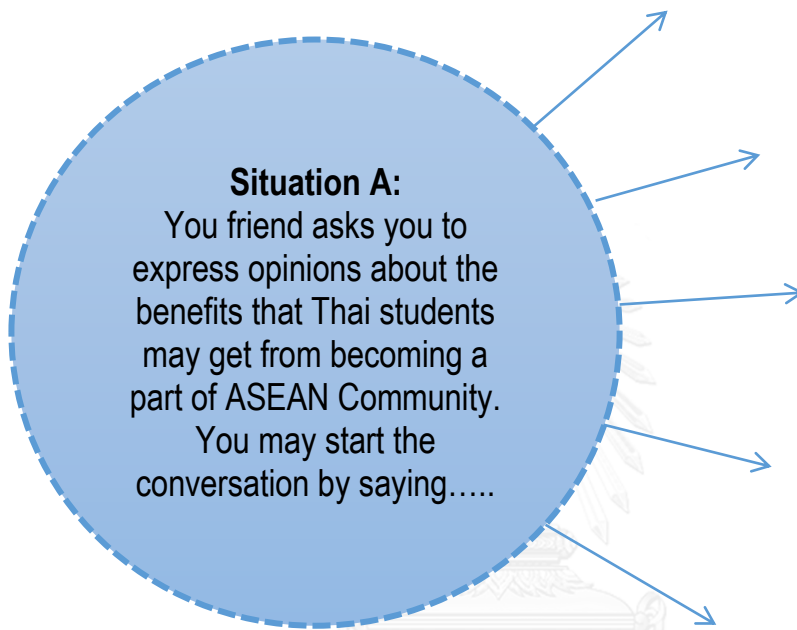
W	H	E	M
J	B	K	Q
C	N	D	R
P	I	V	L
T	Y	G	F

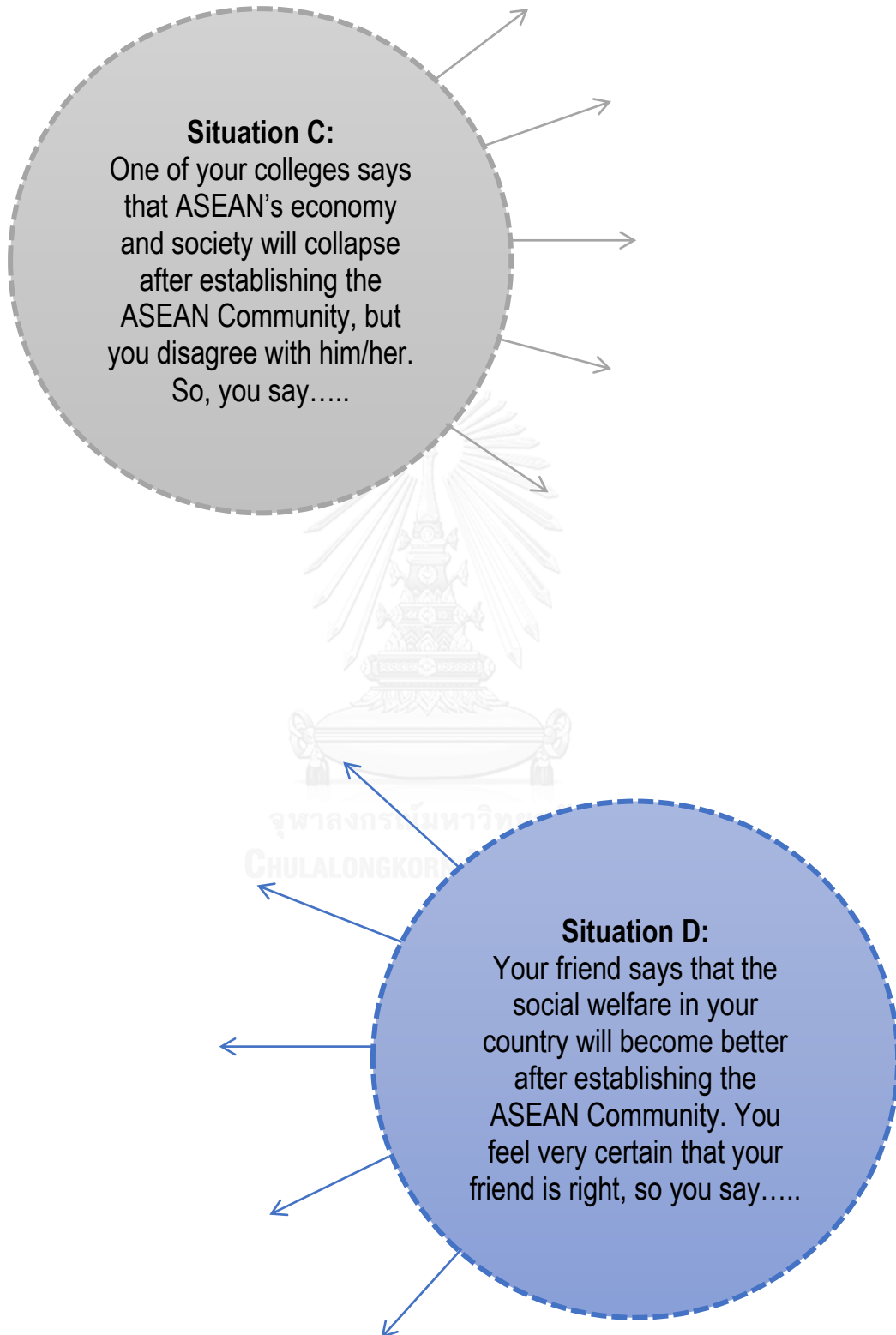
Set H

W	H	O	M
J	B	K	Q
C	N	D	R
P	I	V	L
T	Y	G	F

Unit 2 Group Worksheet for Meaning Making

Direction: Fill in each figure of graphic organizer with the appropriate expressions





Situation E:

You hear one of your friends say that building one community cannot strengthen our regional economy and prosperity, but you do not think his/her idea is right. So, you say.....

Unit 2 Worksheet

Name.....Class.....No.....

Direction: Fill in the blanks in the dialogue with the expressions listed below.

- | | |
|--------------------------------|----------------------------|
| a. I'd say that | d. what do you think |
| b. I absolutely agree with you | e. as far as I'm concerned |
| c. I don't agree with you | f. I see what you mean |

Situation: Two SME (Small and Medium Enterprise) owners are talking about expanding their business in the ASEAN Community.

SME Owner A: 1).....about going to expand our business in ASEAN Community this coming year?

SME Owner B: 2).....there will be a great opportunity for us because all the member countries are going to bring the borders down and SME owners like us can do business with them.

SME Owner A: 3).....Also, those global trading partners like EU, US, Japan, Korea would like to trade, invest and come in the ASEAN Community for business partnership.

SME Owner B: Well, 4)....., we need to expand our business as fast as possible.

SME Owner A: 5)..... . Although 6)....., we don't need to rush. We should plan our business plan carefully before doing anything.

SME Owner B: Alright! Let's start planning now otherwise we'll be late for this golden opportunity.



Unit 2 Worksheet

Name..... **(Answer Key)**Class.....No.....

Direction: Fill in the blanks in the dialogue with the expressions listed below.

- | | |
|--------------------------------|----------------------------|
| a. I'd say that | d. What do you think |
| b. I absolutely agree with you | e. as far as I'm concerned |
| c. I don't agree with you | f. I see what you mean |

Situation: Two SME (Small and Medium Enterprise) owners are talking about expanding their business in ASEAN Community.

SME Owner A: 1) d. What do you think about going to expand our business in ASEAN Community this coming year?

SME Owner B: 2) a. I'd say that there will be a great opportunity for us because they are going to bring the borders down and SME owners like us can do business with them.

SME Owner A: 3) b. I absolutely agree with you. Also, those global trading partners like EU, US, Japan, Korea would like to trade, invest and come in ASEAN Community for business partnership.

SME Owner B: Well, 4) e. as far as I'm concerned, we need to expand our business as fast as possible.

SME Owner A: 5) c. don't agree with you. Although 6) f. see what you mean, we don't need to be rush. We should plan our business plan carefully before doing anything.

SME Owner B: Alright! Let's start planning now otherwise we'll be late for this golden opportunity.



Unit 2 Reading Supplementary

The Purposes of ASEAN Community

The ASEAN Charter

The ASEAN Charter is the code or legal framework for ASEAN member states. It took effect on December 15, 2008 and was comprised of thirteen chapters and 55 articles, including the following important points.

The Purposes of the ASEAN Community

1. To maintain and enhance peace, security, and stability and further strengthen peace-oriented values in the region.
2. To enhance regional resilience by promoting greater political, security, economic and socio-cultural cooperation.
3. To preserve Southeast Asia as a nuclear weapon-free zone and free of all other weapons of mass destruction.
4. To ensure that the people and member states of ASEAN live in peace with the world, in a just, democratic and harmonious environment.
5. To create a single market and production base that is stable, prosperous, highly competitive, and economically integrated, with effective facilitation for trade and investment, in which there is a free flow of goods, services, and investment; facilitates movement of business people, professionals, talent and labor; and which allows freer flow of capital.
6. To alleviate poverty and narrow the development gap within ASEAN through mutual assistance and cooperation.
7. To strengthen democracy, enhance good governance and the rule of law, and to promote and protect human rights and fundamental

freedoms, with due regard to the rights and responsibilities of the member states of ASEAN.

8. To respond effectively, in accordance with the principle of comprehensive security, to all forms of threats, transnational crimes and trans-boundary challenges.

9. To promote sustainable development so as to ensure the protection of the region's environment, the sustainability of its natural resources, the preservation of its cultural heritage and the high quality of life of its peoples.

10. To develop human resources through closer cooperation in education and lifelong learning, and in science and technology, for the empowerment of the people of ASEAN and for the strengthening of the ASEAN Community.

11. To enhance the well-being and livelihood of the people of ASEAN by providing them with equitable access to opportunities for human development, social welfare and justice.

12. To strengthen cooperation in building a safe, secure and drug-free environment for the people of ASEAN.

13. To promote a people-oriented ASEAN in which all sectors of society are encouraged to participate in, and benefit from, the process of ASEAN integration and community building.

14. To promote an ASEAN identity through the fostering of greater awareness of the diverse culture and heritage of the region.

15. To maintain the centrality and proactive role of ASEAN as the primary driving force in its relations and cooperation with its external partners in a regional architecture that is open, transparent and inclusive.

Speaking Task

Unit 2: ASEAN as Regional Organization

Topic: Mutual Benefits from ASEAN Integration

Time: 60 minutes



Scenario:

ASEAN is going to establishing the ASEAN Community which comprises of Economic Community, Socio-Cultural Community and Political-Security Community. Each of the country in Southeast Asia that is the member of ASEAN will share the mutual benefits from close economic and social ties among each other.

Role Card A:

In this role play, you are an exchange student from Brunei Darussalam. You are sharing your opinions about the mutual benefits that Brunei Darussalam and other ASEAN country members with other two exchange students. You also listen to both of them and show agreement and disagreement while they share their opinions.

**Role Card B:**

In this role play, you are an exchange student from Cambodia. You are sharing your opinions about the mutual benefits that Cambodia and other ASEAN country members with other two exchange students. You also listen to both of them and show agreement and disagreement while they share their opinions.

**Role Card C:**

In this role play, you are an exchange student from Indonesia. You are sharing your opinions about the mutual benefits that Indonesia and other ASEAN country members with other two exchange students. You also listen to both of them and show agreement and disagreement while they share their opinions.



Role Card D:

In this role play, you are an exchange student from Laos. You are sharing your opinions about the mutual benefits that Laos and other ASEAN country members with other two exchange students. You also listen to both of them and show agreement and disagreement while they share their opinions.



Role Card E:

In this role play, you are an exchange student from Malaysia. You are sharing your opinions about the mutual benefits that Malaysia and other ASEAN country members with other two exchange students. You also listen to both of them and show agreement and disagreement while they share their opinions.



Role Card F:

In this role play, you are an exchange student from Myanmar. You are sharing your opinions about the mutual benefits that Myanmar and other ASEAN country members with other two exchange students. You also listen to both of them and show agreement and disagreement while they share their opinions.



Role Card G:

In this role play, you are an exchange student from the Philippines. You are sharing your opinions about the mutual benefits that the Philippines and other ASEAN country members with other two exchange students. You also listen to both of them and show agreement and disagreement while they share their opinions.



Role Card H:

In this role play, you are an exchange student from Singapore. You are sharing your opinions about the mutual benefits that Singapore and other ASEAN country members with other two exchange students. You also listen to both of them and show agreement and disagreement while they share their opinions.



Role Card I:

In this role play, you are an exchange student from Thailand. You are sharing your opinions about the mutual benefits that Thailand and other ASEAN country members with other two exchange students. You also listen to both of them and show agreement and disagreement while they share their opinions.

Role Card J:

In this role play, you are an exchange student from Vietnam. You are sharing your opinions about the mutual benefits that Vietnam and other ASEAN country members with other two exchange students. You also listen to both of them and show agreement and disagreement while they share their opinions.



Brunei Darussalam

Brunei, a small Southeast Asian country, is located in the Northwest of Borneo and consists of two unconnected parts. Most of the country is flat coastal plain with mountains in the east and hilly lowlands in the west. Approximately 97 percent of the population lives in the western part of the country, while only a small amount of people live in the eastern section due to its mountainous terrain.

Brunei is an Islamic country so has heavy Islamic influences. So, lifestyle and social order in the country run according to the Islamic faith and beliefs. Most citizens have a decent quality of life and are provided with proper basic necessities due to the country's efficient welfare state system. They normally do not encounter economic hardship.

Most of Brunei's citizens work for the government and major private companies. Brunei is a small country with a small population; therefore, the country lacks of labor especially skilled labor. Brunei has to recruit a large numbers of workers from neighboring countries such as Indonesia, the Philippines, Malaysia and Thailand, to work in the clothing industries and on construction sites.

Brunei has put a lot of effort into diversifying its sources of income. However, about 90 percent of the country's income still depends heavily on oil and natural gas. Besides the petroleum industry, Brunei exports textiles and clothes to Europe and the United States. The government also supports the Halal food industry and ecotourism in Brunei's safe and peaceful environment.



Cambodia

Cambodia is dominated by the low-lying central plain, the Tonle Sap Basin and the Mekong Lowlands, which are surrounded by uplands and low mountains in the north, south west and to the east.

Cambodia in the past was inhabited by the Khom people, who later became known as the Khmer, and finally Cambodians. At least 96 percent of the population is Cambodian while the rest are a combination of Vietnamese, Chinese and other ethnic groups.

Cambodia is a small country known which relies heavily on agriculture. About 85 percent of the population are rural dwellers and depend on agriculture for their livelihoods. Agriculture is the main occupation in Cambodia, accounting for 70 percent of the total population. About 17 percent are in the service sector, 8 percent in industry and 5 percent are in the construction sector. Most Cambodians have relatively low incomes.

Cambodia has transformed itself after the past political conflict, thus, the demand for goods is now increasing.

Cambodia's economy depends on three sectors:

1. Export of clothing and textiles
2. Export of agricultural product such as rice and rubber
3. The service sector such as tourism, hotels and restaurant



Indonesia

Indonesia is long, upturned crescent-shaped archipelago located along the equator on the southernmost part of Southeast Asia. Besides being the country that separates Asia from Australia, it is also a bridge that links the Indian and Pacific Oceans.

Approximately 95 percent of the population is ethnic Malay while the remainder consists of Indians, Arabs, Chinese and Europeans. However, if it is broken down by ethnic groups, there are a total of 365 ethnicities which can be divided into four main groups, namely Melanesians, Proto-Austronesians, Polynesians and Micronesians. Indonesians generally have large eyes, black hair, brown complexions, wide cheekbones, as well as those who have small eyes and large noses. Their average height, like Thai people, ranges between 5-6 feet.

Indonesia is a country with plenty of natural resources. The country's rich fertile soil is suitable for agricultural purposes, and thus most Indonesians' primary profession is agrarian. This is particularly true in Java and Sumatra. Key crops include rice, cassava, maize, soybeans, coconuts, sugar, spices, rubber, tobacco, tea, coffee, palm, pepper, and sugar cane.

Other important professions are related to fisheries (predominantly small-scale), forestry and manufacturing wood-related products because the country has numerous marine animals and approximately 60% of the country is covered by forests. Rich in minerals such as coal and bauxite, as well as petroleum and natural gas, the country has a thriving mining industry. The wealth of natural resources has given rise to related manufacturing industries such as processed food, agricultural equipment, cigarette, tanning, cement, automobiles and even airplane manufacturing.



Laos

Laos is the only landlocked country in the region. It is bordered by five other countries—Vietnam, Cambodia, Thailand, Myanmar and China. Because most of its neighbors have traditionally been more developed and influential, Laos was often a buffer state between competing rivals.

The population of Laos is about 6.4 million, comprised of about 68 different ethnic groups. Languages and cultures are somewhat different among these peoples, but the official language is Lao. The Lao people can generally be divided into Lao-Lum, Lao-Theung, and Lao-Soung.

The principle occupation of the Lao people is agriculture, including fisheries and forestry, followed by services and industries, respectively. Key imports are motorcycles and parts, electrical appliances and consumer products. Key exports are logs, processed wood, wooden products, minerals, scrap metal, coal and ready-to-wear clothing.



Malaysia

Malaysia is consisted of two territories that are separated from each other by the South China Sea, West Malaysia and East Malaysia. West Malaysia is situated on the Malay Peninsula. The country is 70 percent forestland, mountains and wetlands. Its eastern coastal plains face the Indian Ocean and the Strait of Malacca. The coast is also lined by marshland and mangroves. East Malaysia is located on the island of Borneo. This large area is mostly mountainous terrain with high plateaus in the hinterland, and plains along the coastal regions.

Malaysia has multiracial society, a society that can be broken down into smaller groups on the basis of their language, ethnicity and religion, consisting of many ethnic groups including Malays, Chinese and Indians, with their own languages, religions, culture, traditions and ways of life.

Malaysia has transformed itself from a country dependent on mineral and agricultural exports to one where its primary sources of revenue are from manufactured goods and services. In 2011, Malaysia was ranked the 16th most competitive economy in the world!

Key exports are including electrical appliances and electronic goods, Petroleum and liquefied natural gas (LNG), chemicals, and palm oil. Key imports are machinery and equipment and metal products such as components used to assemble cars and engines.



Myanmar

Myanmar is a large country sharing borders with five other countries; China, Laos, Thailand, India and Bangladesh. Myanmar is comprised of people from as many as 135 ethnicities. Eight groups have a sizeable populations and rather distinctive backgrounds, namely the Burmans, Shan, Karen, Rakhine, Chinese, Mon, Indians, and Kachin. Each group has its own language and culture.

Myanmar has great economic potential and advantage as it is a large country with plenty of natural resources and shares borders with important trading countries like India, China and Thailand. Myanmar has strategic ports on the Indian Ocean (the Bay of Bengal) and the Andaman Sea.

Agriculture is the highest income-generating activity for the Burmese people. Myanmar has a lot of fertile land for farming and plantations, and the climate is suitable for such endeavors. The country produces more than sixty crops of economic importance including rice, wheat, corn, beans, oil-producing plants, cotton, jute, rubber, sugar cane, palm, and tobacco. Myanmar is rich with other natural resources, too. In addition to trading by sea and air ports, Myanmar conducts much trade via its land borders as well.



The Philippines

The Philippines is an archipelago in the western Pacific Ocean. It is in an area known as the Pacific Ring of Fire, where a large number of earthquakes and volcanic eruptions occur. The Philippines is comprised of three main island groupings; Luzon, Mindanao and Visayas Group.

About 95 percent of the population is comprised of native peoples. They are generally of medium height; of slight, but strong build; flat noses; black hair; brown eyes; and brown skin. About one percent of the people are Chinese, or of mixed Chinese-Filipino origin; and another one percent have American or European blood. The remaining three percent are tribal people, from more than 100 ethnic groups.

The Philippines is an agrarian country with about 60% of the population involved in agriculture. Since the country is made up of islands, there is not much land available for cultivation. Most crops are grown on the inner plains and on terraced mountains in Luzon. Important crops include rice, corn, sweet potatoes, vegetables and fruits. Coconuts are the country's number one export. The Philippines also produces and exports sugar cane, pineapples and tobacco.

Notable exports include coconut flesh, coconut oil, sugar, traditional textiles, wooden carvings, silver ornaments and other jewelry, Manila hemp rope and the mineral Chromite. Imports include metals, machinery, fuel or petroleum products and textile goods.



Singapore

Singapore is an archipelago comprised of 63 islands big and small. It is the biggest island, followed by Jurong, Pulau Tekong, Pulau Ubin and Sentosa.

Singapore is a country comprised of people from many races. The three most important are the Chinese, Malays and Indians. Thus, it is a nation with various cultures, languages, religions and traditions. Despite these cultural differences, everyone lives together under one single identity: Singaporean.

Despite being a small country with few natural resources, Singapore's economy has grown so rapidly and successfully that it is currently the ASEAN Economic leader and the fifth richest country in the world by gross domestic product (GDP). The country is also one of the world's most important ports.

Singapore's three major industries are chemicals, electronic parts and production of medical equipment and pharmaceuticals.



Thailand

Thailand is located in Southeast Asia on the Indochinese Peninsula. The country occupies an area of 513,115 square kilometers and its shape resembles an axe or an elephant's head and trunk. Thailand is bordered to the east by Laos and Cambodia. In the south, the country borders the Gulf of Thailand and Malaysia. To the west is the Andaman Sea and Myanmar. Also, the North, Thailand's borders are shared with Laos and Myanmar.

Thailand provides for the freedom of religion. Most Thai people are of the Buddhist faith, which has played an important role in shaping Thai belief, culture and customs.

Most of the population of Thailand is engaged in farming and other agricultural activities—the traditional livelihood of Thais. These activities include growing rubber trees, raising livestock and fishing.

The remainder of the working population is engaged in industries, the civil service, state enterprises, the political arena, professions such as the medical and legal sectors, and arts and crafts.

Although rice and rubber are important export products, Thailand is also a major manufacturer and exporter of products such as automobiles and auto parts and computers and high tech components.



Vietnam

Vietnam encompasses the eastern part of the Indochina Peninsula. It is on the South China Sea. The country has archipelagos and more than 1,000 islands stretching from the Gulf of Tonkin in the north to the Gulf of Thailand in the south.

Vietnamese people are drawn from 54 ethnic groups, representing over 1,000 years of evolution. With periodic Chinese invasions, many minorities were driven from north to south. These minority peoples have their own cultures and traditions. The population is concentrated in the Red River Delta and the Mekong River Delta. However, the urban population is increasing rapidly due to the migration of people into the cities for work.

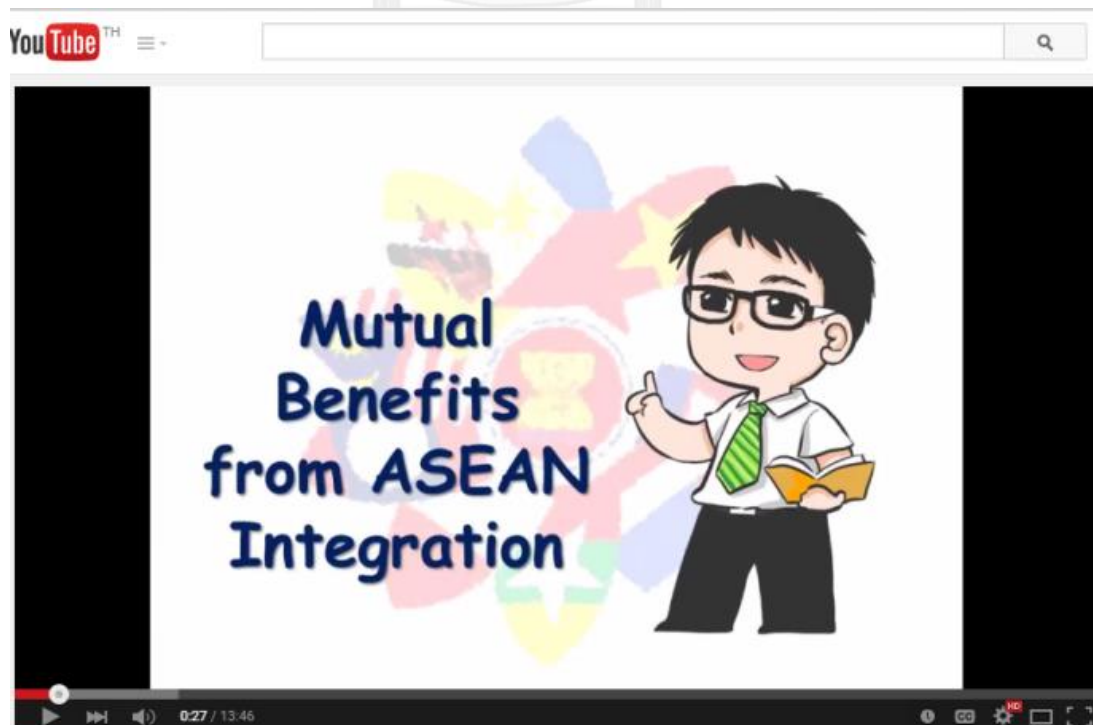
Vietnam has a strong political and economic foundation. People from outside Vietnam, including from ASEAN member countries, are interested in investing in the country, and do so with confidence. With a growing textiles industry, electronics, oil and natural gas exploration, food processing, and animal feed industries. Vietnam has established itself as one of the world's most important manufacturing hubs.

Key export products are ready-made clothing, shoes, seafood, rice and crude oil. Key imports products are machinery and parts, iron and steel, refined oil, fabric rolls, and also computers, electronic equipment and parts.

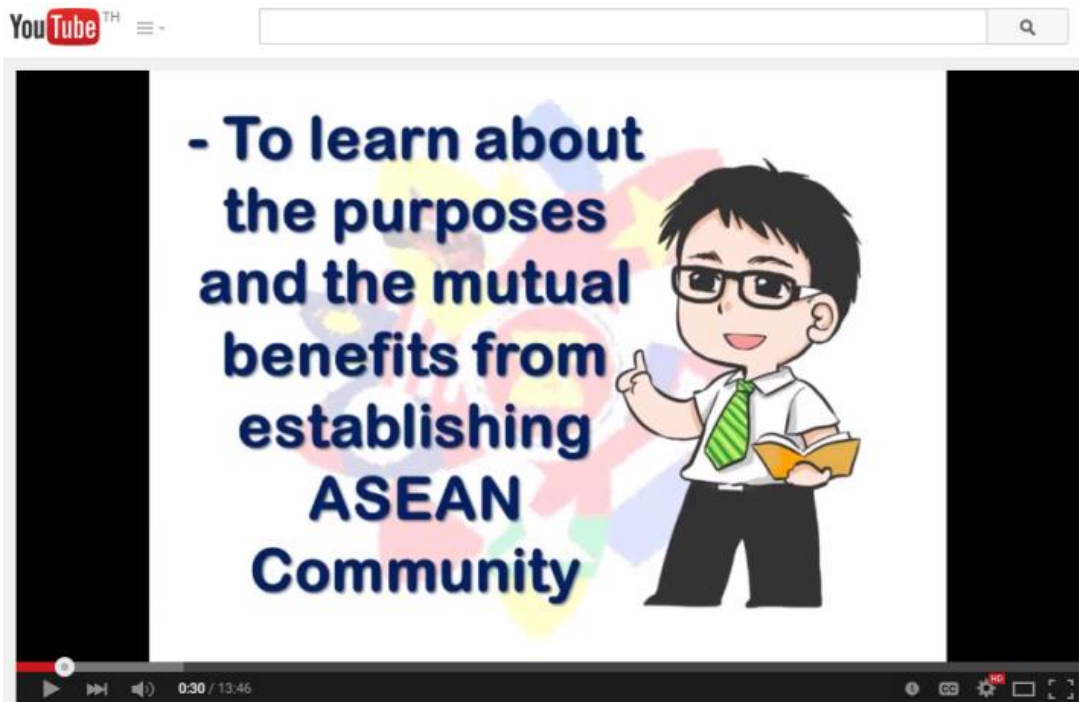


Instructional Video Story Board

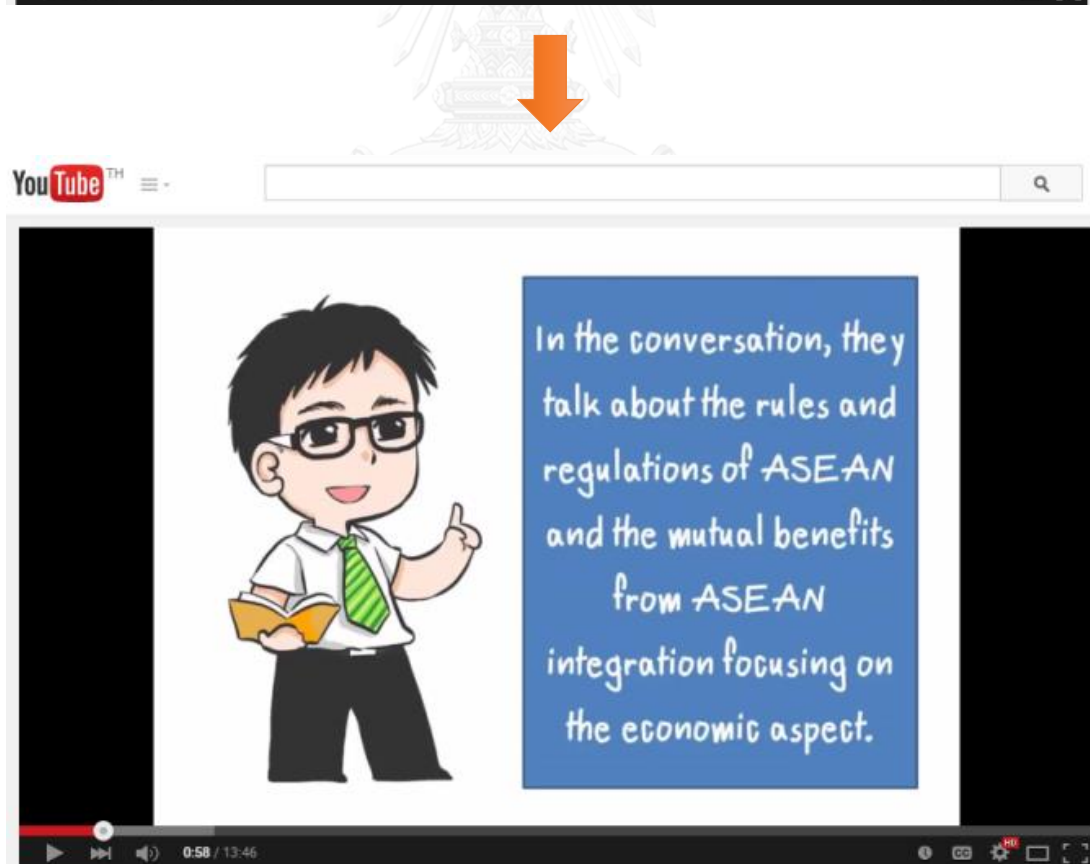
1. Introduce the Unit and Topic



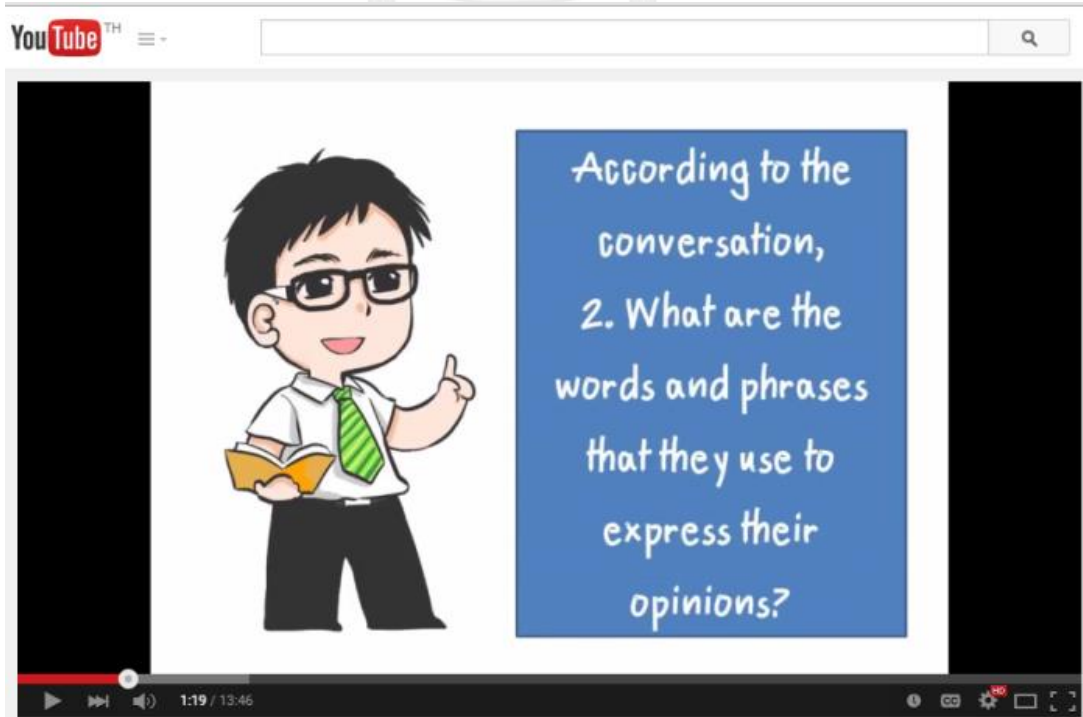
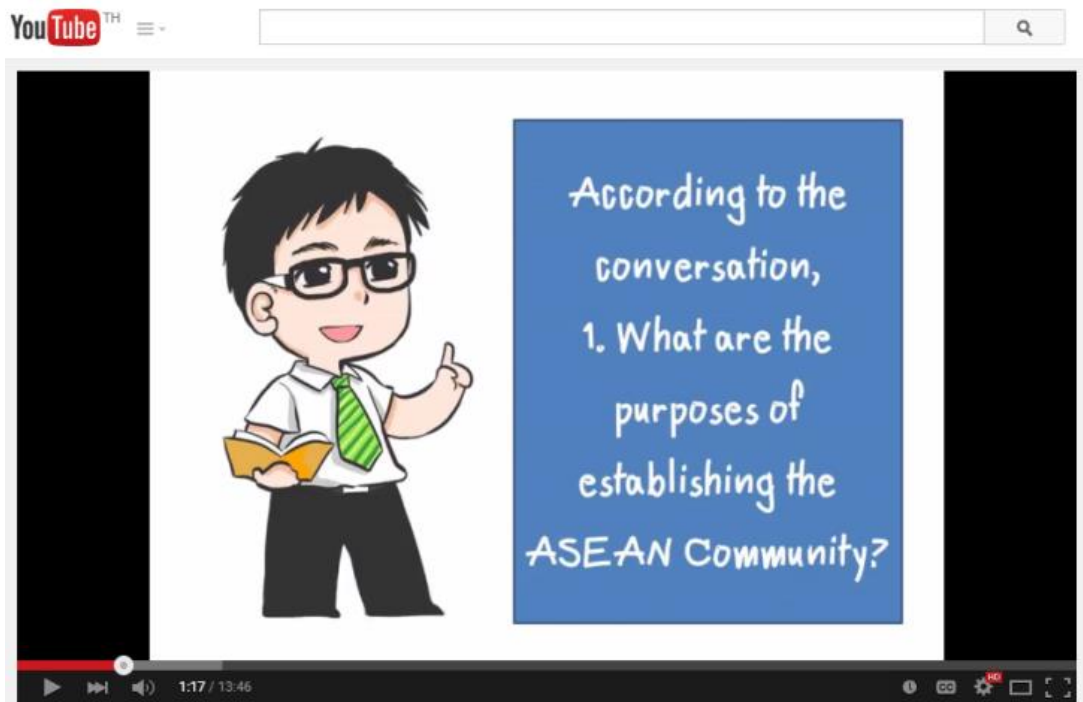
2. State Learning Outcomes



3. Introduce the Example Conversation



4. Ask the main questions about content and language learned from watching the example conversation



5. Show the example conversation



6. Ask the main question again and give 30 seconds to answer the question.

Then give example answers





YouTube™

The purposes of establishing the ASEAN Community:

 1. To maintain and enhance peace, security, and stability and further strengthen peace-oriented values in the region.

6:26 / 13:40

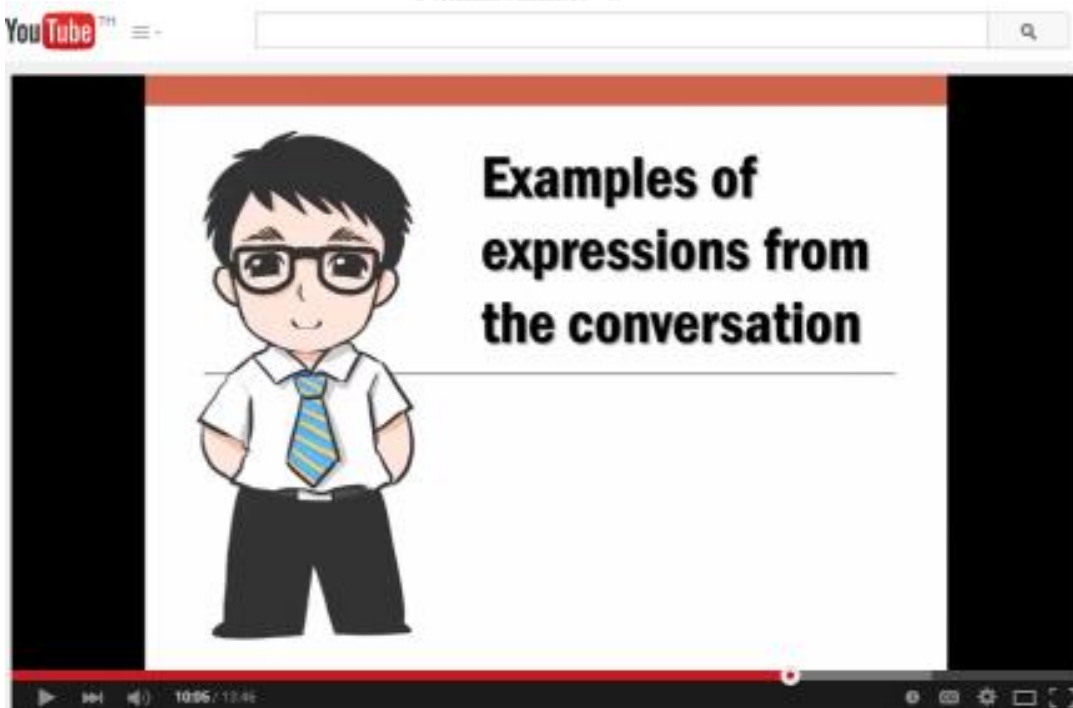


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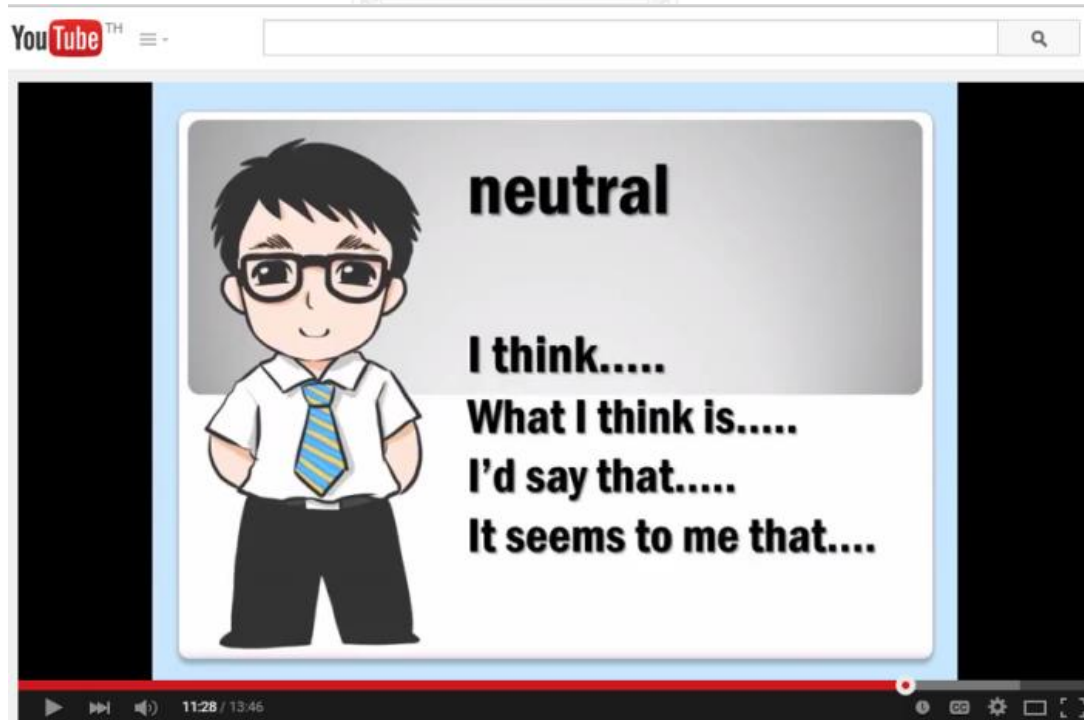
What are the examples of words or phrases that you can use for expressing your opinions?



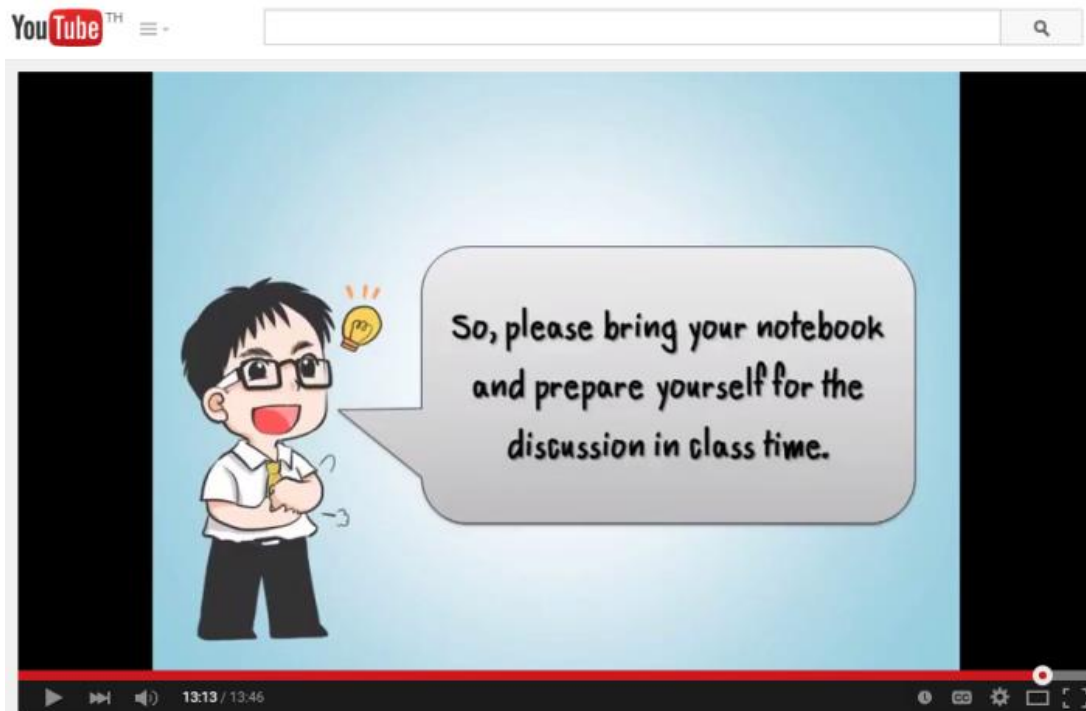
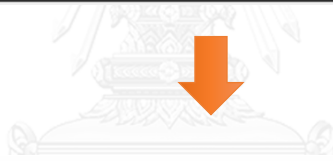
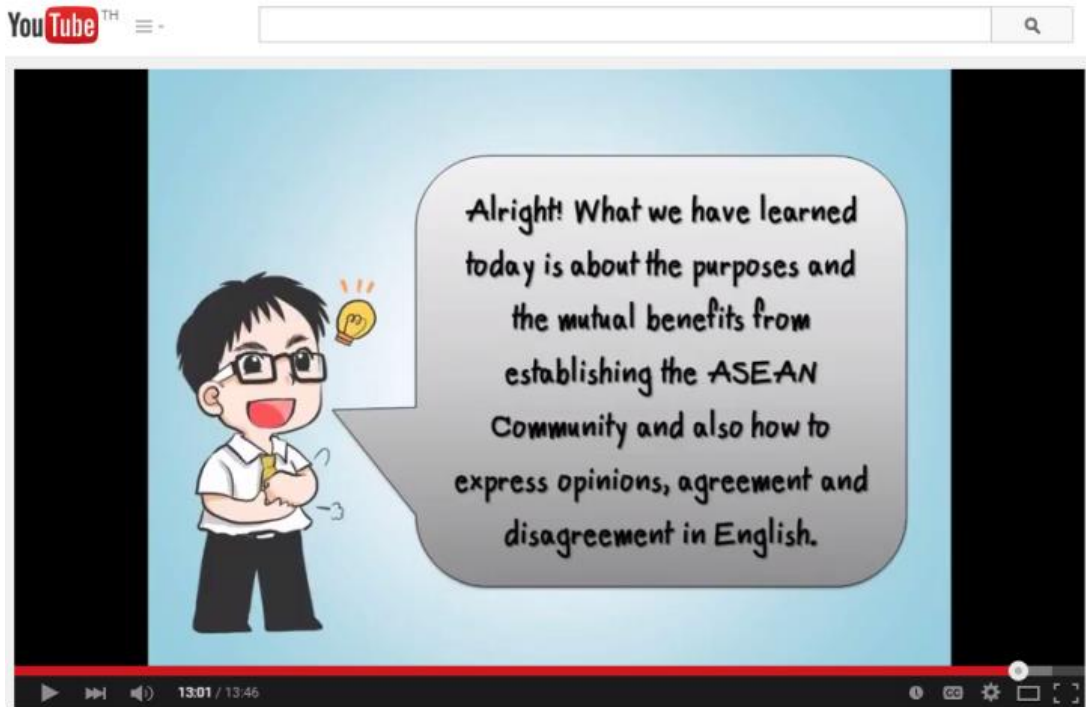
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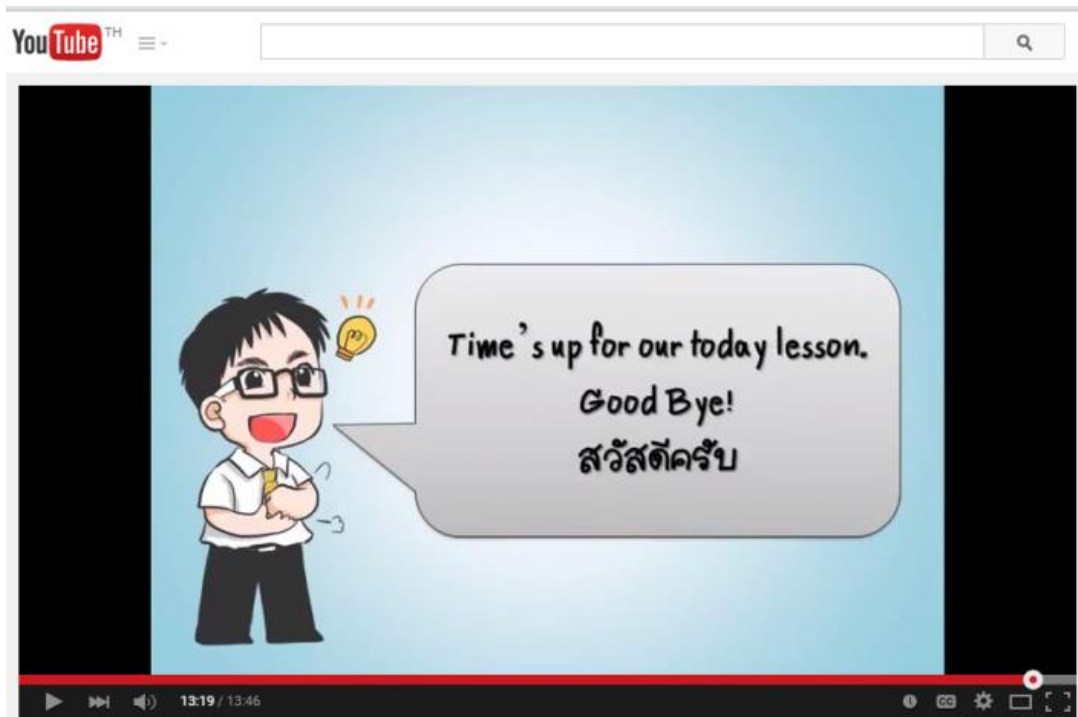


7. Introduce more useful expressions and give examples



8. Summarize the lesson and end the video





Appendix D

Unit Plan Evaluation Form

Unit :

Topic:

Direction: Please check (✓) in the “Appropriate” if you think the item is appropriate or relevant to the study. If you think the item is not appropriate or relevant to the study, please check (✓) in the “Need improvement” and give comments and suggestions in the space provided.

1. Learning outcome	Appropriate	Need Improvement
Comments / Suggestions		
.....		
.....		
.....		
2. Content	Appropriate	Need Improvement
Comments / Suggestions		
.....		
.....		
.....		
.....		
3. Assessment	Appropriate	Need Improvement
Comments / Suggestions		
.....		
.....		
.....		

4. Supplementary Reading Materials	Appropriate	Need Improvement
Comments / Suggestions		

5. Instructional activities and procedures

5.1 The activity in the “Experiential Engagement” stage	Appropriate	Need Improvement
Comments / Suggestions		
5.2 The activity in the “Concept Exploration” stage	Appropriate	Need Improvement
Comments / Suggestions		

5.3 The activities in the “Meaning Making” stage	Appropriate	Need Improvement
Comments / Suggestions		
5.4 The speaking task and role cards for “Demonstration and Application” stage	Appropriate	Need Improvement
Comments / Suggestions		
5.5 The time allocation for each instructional procedure	Appropriate	Need Improvement
Comments / Suggestions		

6. Video material

6.1 Language used in the video	Appropriate	Need Improvement
Comments / Suggestions		
6.2 Presentation techniques	Appropriate	Need Improvement
Comments / Suggestions		
6.3 Narrator's voice	Appropriate	Need Improvement
Comments / Suggestions		
6.4 Audio system	Appropriate	Need Improvement
Comments / Suggestions		

• Additional comments / Recommendation:

.....

.....

.....

.....

Appendix E

Scoring Rubric for Speaking Assessment

Categories	Very Poor 1	Poor 2	Fair 3	Good 4	Excellent 5	Scores
Content Knowledge and Task Completion	The content discussed or presented bears almost no relation to the topic of the task. Inadequate information	The content discussed or presented is limited and somewhat relevant to the topic. Possibly major gaps of topic and/or pointless repetition. Speaker has difficulty completing the task.	The most part of the content discussed or presented is relevant to most aspects of the topic of the task even though there may be some gaps or redundant information. Speaker may have some difficulty completing the task.	The content discussed or presented is relevant and adequate to the topic of the task. It also provides general details, but not extensive supporting detail. One argument can lack support.	The content discussed or presented is directly relevant, adequate and more elaborate information to the topic of the task. Arguments supplied with examples. Facts justified with appropriate examples.	
Language Resources	Insufficient language resources to produce any meaningful response.	Communicates in simple or short sentences. Makes basic grammar and word choice errors. Vocabulary range is very limited.	Simple sentence patterns are generally controlled. Speech may contain noticeable errors but the mistakes tend not to interfere with intended meaning. Uses some relevant vocabulary to respond to the task.	Can produce some complex structures but not with consistent control. Response does not contain mistakes that cause misunderstanding. Uses vocabulary that is directly appropriate to the task.	Speaker demonstrates use of complex sentences and this language is usually controlled. Overall, errors are infrequent and not distracting. Response contains a broad range of vocabulary that is appropriate to the task.	
Intelligibility / Delivery	Response is not comprehensible even to a sympathetic listener.	Pauses, false starts, and reformulations are frequent. Response contains many hesitations. Speech requires listener effort.	Response is sometimes hesitant and there are pauses or reformulations as the speaker searches for words or ideas. Speech is generally clear and understandable but listener effort may be required in some stretches.	Some hesitation in speech but no long pauses. Speech is generally clear and understandable with only a few individual words being unclear.	Delivery is usually smooth with little hesitation. Speech is clear and easy to understand.	
						Total (15 Points)

Adapted from Michigan English Test or MET (2012)

Appendix F

Scoring Rubric for Speaking Assessment Evaluation Form

Direction: Please check (✓) whether each item is appropriate or not according to your opinion.

If you think the item is not appropriate or relevant to the study, please check (✓) in the “Appropriate”. If you think the item is not appropriate or relevant to the study, please check (✓) in the “Need improvement” and give comments and suggestions in the space provided.

1. The descriptions in the rubrics are clear and understandable.	Appropriate	Need Improvement
Comments / Suggestions		
2. The competences stated in the rubric are measurable.	Appropriate	Need Improvement
Comments / Suggestions		
3. The rubric is appropriate for each unit speaking task in this study.	Appropriate	Need Improvement
Comments / Suggestions		

Appendix G

Motivation in English Learning Questionnaire

Motivation in English Learning Questionnaire**แบบสอบถามเรื่อง “แรงจูงใจในการเรียนภาษาอังกฤษ”**

This questionnaire is used for a study conducted by Kriengkrai Sakulprasertsri, a graduate student in M.Ed. in the TEFL program, Faculty of Education, Chulalongkorn University. This study aims to examine motivation in English learning before and after implementing the English instruction using flipped learning approach in an English classroom.

Your participation is voluntary. There will be no effect on your grades in any subjects you are enrolled in. They will not be identified in the report of this study. Your answers will be kept confidential and used for this study only.

แบบสอบถามนี้เป็นส่วนหนึ่งของการทำวิทยานิพนธ์ ของนายเกรียงไกร สกุลประเสริฐศรี นิสิตระดับปริญญาโท สาขาการสอนภาษาอังกฤษเป็นภาษาต่างประเทศ คณะครุศาสตร์ จุฬาลงกรณ์มหาวิทยาลัย การศึกษาค้นคว้าครั้งนี้มีวัตถุประสงค์เพื่อศึกษาแรงจูงใจในการเรียนภาษาอังกฤษ ก่อนและหลังการสอนภาษาอังกฤษโดยใช้แนวคิดห้องเรียนกลับด้านในชั้นเรียนภาษาอังกฤษ การศึกษาค้นคว้าครั้งนี้เป็นไปด้วยความสมัครใจ ไม่มีผลต่อการประเมินและวัดผลการเรียนรู้ ข้อมูลและคำตอบของท่านจะไม่ถูกเปิดเผยจากการศึกษาในครั้งนี้

There are two sections in this questionnaire: demographic information and student motivation in English learning adopted from the Attitude/Motivation Test Battery by Gardner (2004) translated in Thai by Nuktong (2010).

There is no right or wrong answer in the questionnaire. Please report your opinions about such statement. Please answer all the items completely. Your participation is appreciated.

แบบสอบถามนี้แบ่งออกเป็น 2 ส่วน ได้แก่

ส่วนที่ 1 ข้อมูลทั่วไป

ส่วนที่ 2 แบบวัดแรงจูงใจในการเรียนภาษาอังกฤษของนักเรียนของ Gardner (2004)

แปลเป็นไทยโดย Nuktong (2010)

ขอความร่วมมือผู้เรียนในการตอบคำถามตามความเป็นจริงและตอบแบบสอบถามในทุกๆ ส่วน ขอขอบคุณที่ให้ความร่วมมือในการตอบแบบสอบถามในครั้งนี้

Section I: Demographic Information

ส่วนที่ 1: ข้อมูลทั่วไป

1. Name.....

(ชื่อ-สกุล)

2. Age (อายุ)years (ปี)

3. Gender (เพศ) Male (ชาย) Female (หญิง)

4. Class.....

(ห้อง)

5. Your study

program.....

(สายการเรียน)

6. GPAX.....

(เกรดเฉลี่ยรวม)

7. GPAX for English Core Course.....

(เกรดเฉลี่ยวิชาภาษาอังกฤษหลัก)



Section II: Motivation in English learning

ส่วนที่ 2: แรงจูงใจในการเรียนภาษาอังกฤษ

This section consists of statements concerning your motivation in English learning before and after participating in the English instruction using Flipped learning approach. Circle the number from 1 (strongly disagree) to 6 (strongly agree) to indicate the amount of your agreement or disagreement towards each statement.

แบบสอบถามส่วนนี้ประกอบด้วยข้อความเกี่ยวกับแรงจูงใจในการเรียนภาษาอังกฤษก่อนและหลังการเรียนภาษาอังกฤษในชั้นเรียนที่ใช้แนวคิดห้องเรียนกลับด้าน จงทำเครื่องหมายวงกลมลงบนตัวเลข

1 (ไม่เห็นด้วยอย่างยิ่ง) ถึง 6 (เห็นด้วยอย่างยิ่ง) ที่ตรงกับความคิดเห็นของนักเรียนมากที่สุด

Statement ข้อความ	strongly agree เห็นด้วยอย่างยิ่ง	moderate agree เห็นด้วยปานกลาง	slightly agree เห็นด้วยเล็กน้อย	slightly disagree ไม่เห็นด้วยเล็กน้อย	moderate disagree ไม่เห็นด้วยปานกลาง	strongly disagree ไม่เห็นด้วยอย่างยิ่ง
1. I wish to speak English perfectly. ฉันต้องการที่จะพูดภาษาอังกฤษได้อย่างสมบูรณ์	6	5	4	3	2	1
2. I don't pay much attention to the feedback I receive in my English class. ฉันไม่ได้ให้ความสนใจกับผลป้อนกลับที่ได้รับจากชั้นเรียนภาษาอังกฤษ	6	5	4	3	2	1

<p style="text-align: center;">Statement ข้อความ</p>	<p style="text-align: center;">strongly agree เห็นด้วยอย่างยิ่ง</p>	<p style="text-align: center;">moderate agree เห็นด้วยปานกลาง</p>	<p style="text-align: center;">slightly agree เห็นด้วยเล็กน้อย</p>	<p style="text-align: center;">slightly disagree ไม่เห็นด้วยเล็กน้อย</p>	<p style="text-align: center;">moderate disagree ไม่เห็นด้วยปานกลาง</p>	<p style="text-align: center;">strongly disagree ไม่เห็นด้วยอย่างยิ่ง</p>
<p>3. Studying English is important because it will allow me to be more at ease with English speakers.</p> <p>การเรียนภาษาอังกฤษมีความสำคัญมากเพราะทำให้นัารู้สึกผ่อนคลายมากยิ่งขึ้นเมื่ออยู่กับคนที่พูดภาษาอังกฤษ</p>	6	5	4	3	2	1
<p>4. Studying English is important because I will need it for my career.</p> <p>การเรียนภาษาอังกฤษเป็นสิ่งสำคัญเพราะมันเป็นสิ่งจำเป็นสำหรับฉันในการประกอบอาชีพ</p>	6	5	4	3	2	1
<p>5. I feel very much at ease when I have to speak English.</p> <p> ฉันรู้สึกผ่อนคลายมากเมื่อต้องพูดภาษาอังกฤษ</p>	6	5	4	3	2	1

<p style="text-align: center;">Statement</p> <p style="text-align: center;">ข้อความ</p>	<p style="text-align: center;">strongly agree</p> <p style="text-align: center;">เห็นด้วยอย่างยิ่ง</p>	<p style="text-align: center;">moderate agree</p> <p style="text-align: center;">เห็นด้วยปานกลาง</p>	<p style="text-align: center;">slightly agree</p> <p style="text-align: center;">เห็นด้วยเล็กน้อย</p>	<p style="text-align: center;">slightly disagree</p> <p style="text-align: center;">ไม่เห็นด้วยเล็กน้อย</p>	<p style="text-align: center;">moderate disagree</p> <p style="text-align: center;">ไม่เห็นด้วยปานกลาง</p>	<p style="text-align: center;">strongly disagree</p> <p style="text-align: center;">ไม่เห็นด้วยอย่างยิ่ง</p>
<p>6. I feel confident when asked to speak in my English class.</p> <p style="text-align: center;">ฉันรู้สึกมั่นใจเมื่อถูกเรียกให้พูดในชั้นเรียนภาษาอังกฤษ</p>	6	5	4	3	2	1
<p>7. I really enjoy learning English.</p> <p style="text-align: center;">ฉันรู้สึกสนุกกับการเรียนภาษาอังกฤษมาก</p>	6	5	4	3	2	1
<p>8. Most native English speakers are so friendly and easy to get along with, we are fortunate to have them as friends.</p> <p style="text-align: center;">เจ้าของภาษาอังกฤษโดยส่วนมากมักจะเป็นมิตรและเข้ากับผู้อื่นได้ง่าย เราโชคดีมากที่มีพวกเขาเป็นเพื่อน</p>	6	5	4	3	2	1
<p>9. If it were up to me, I would spend all of my time learning English.</p> <p style="text-align: center;">ถ้าทุกอย่างขึ้นอยู่กับการฉันจะใช้เวลาทั้งหมดในการเรียนภาษาอังกฤษ</p>	6	5	4	3	2	1

<p style="text-align: center;">Statement</p> <p style="text-align: center;">ข้อความ</p>	<p style="text-align: center;">strongly agree</p> <p style="text-align: center;">เห็นด้วยอย่างยิ่ง</p>	<p style="text-align: center;">moderate agree</p> <p style="text-align: center;">เห็นด้วยปานกลาง</p>	<p style="text-align: center;">slightly agree</p> <p style="text-align: center;">เห็นด้วยเล็กน้อย</p>	<p style="text-align: center;">slightly disagree</p> <p style="text-align: center;">ไม่เห็นด้วยเล็กน้อย</p>	<p style="text-align: center;">moderate disagree</p> <p style="text-align: center;">ไม่เห็นด้วยปานกลาง</p>	<p style="text-align: center;">strongly disagree</p> <p style="text-align: center;">ไม่เห็นด้วยอย่างยิ่ง</p>
<p>10. I think my English class is boring.</p> <p style="text-align: center;">ฉันคิดว่าชั้นเรียนภาษาอังกฤษของฉันน่าเบื่อ</p>	6	5	4	3	2	1
<p>11. I really have no interest in English language.</p> <p style="text-align: center;">ฉันไม่มีความสนใจเกี่ยวกับภาษาอังกฤษ</p>	6	5	4	3	2	1
<p>12. The less I see my English teacher, the better I feel relaxed.</p> <p style="text-align: center;">ยิ่งฉันเจอครูสอนภาษาอังกฤษน้อยเท่าไร ฉันยิ่งรู้สึกผ่อนคลายมากยิ่งขึ้น</p>	6	5	4	3	2	1
<p>13. I would rather spend my time on other subjects rather than English.</p> <p style="text-align: center;">ฉันอยากใช้เวลาทำวิชาอื่นๆ มากกว่าภาษาอังกฤษ</p>	6	5	4	3	2	1

<p style="text-align: center;">Statement ข้อความ</p>	<p style="text-align: center;">strongly agree เห็นด้วยอย่างยิ่ง</p>	<p style="text-align: center;">moderate agree เห็นด้วยปานกลาง</p>	<p style="text-align: center;">slightly agree เห็นด้วยเล็กน้อย</p>	<p style="text-align: center;">slightly disagree ไม่เห็นด้วยเล็กน้อย</p>	<p style="text-align: center;">moderate disagree ไม่เห็นด้วยปานกลาง</p>	<p style="text-align: center;">strongly disagree ไม่เห็นด้วยอย่างยิ่ง</p>
<p>14. I do not prefer making friends with native English speakers.</p> <p>ฉันไม่ต้องการที่จะมีเพื่อนที่เป็นเจ้าของภาษาพูดภาษาอังกฤษ</p>	6	5	4	3	2	1
<p>15. I enjoy the activities in the English class much more than those of other classes.</p> <p>ฉันสนุกสนานกับกิจกรรมในชั้นเรียนภาษาอังกฤษมากกว่าชั้นเรียนวิชาอื่นๆ</p>	6	5	4	3	2	1
<p>16. My English teacher has a dynamics and interesting teaching styles.</p> <p>ครูสอนภาษาอังกฤษของฉันมีชีวิตชีวา มีรูปแบบการสอนที่หลากหลายและน่าสนใจ</p>	6	5	4	3	2	1

<p style="text-align: center;">Statement</p> <p style="text-align: center;">ข้อความ</p>	<p style="text-align: center;">strongly agree</p> <p style="text-align: center;">เห็นด้วยอย่างยิ่ง</p>	<p style="text-align: center;">moderate agree</p> <p style="text-align: center;">เห็นด้วยปานกลาง</p>	<p style="text-align: center;">slightly agree</p> <p style="text-align: center;">เห็นด้วยเล็กน้อย</p>	<p style="text-align: center;">slightly disagree</p> <p style="text-align: center;">ไม่เห็นด้วยเล็กน้อย</p>	<p style="text-align: center;">moderate disagree</p> <p style="text-align: center;">ไม่เห็นด้วยปานกลาง</p>	<p style="text-align: center;">strongly disagree</p> <p style="text-align: center;">ไม่เห็นด้วยอย่างยิ่ง</p>
<p>17. Study English is not important for me because it does not help me get a good job.</p> <p>การเรียนภาษาอังกฤษเป็นสิ่งที่ไม่สำคัญสำหรับฉัน เพราะไม่ได้ช่วยให้ฉันได้หน้าที่การงานที่ดี</p>	6	5	4	3	2	1
<p>18. Learning English is a waste of time.</p> <p>การเรียนภาษาอังกฤษเป็นเรื่องเสียเวลา</p>	6	5	4	3	2	1
<p>19. I will feel quite relaxed if I have to give street directions in English.</p> <p>ฉันจะรู้สึกผ่อนคลายเมื่อต้องบอกทางเป็นภาษาอังกฤษ</p>	6	5	4	3	2	1
<p>20. I tend to give up and not pay attention when I do not understand my English teacher's explanation.</p> <p>ฉันมีแนวโน้มที่จะไม่ให้ความสนใจเมื่อนั้นไม่เข้าใจในสิ่งที่ครูสอนภาษาอังกฤษ</p>	6	5	4	3	2	1

<p style="text-align: center;">Statement</p> <p style="text-align: center;">ข้อความ</p>	<p style="text-align: center;">strongly agree</p> <p style="text-align: center;">เห็นด้วยอย่างยิ่ง</p>	<p style="text-align: center;">moderate agree</p> <p style="text-align: center;">เห็นด้วยปานกลาง</p>	<p style="text-align: center;">slightly agree</p> <p style="text-align: center;">เห็นด้วยเล็กน้อย</p>	<p style="text-align: center;">slightly disagree</p> <p style="text-align: center;">ไม่เห็นด้วยเล็กน้อย</p>	<p style="text-align: center;">moderate disagree</p> <p style="text-align: center;">ไม่เห็นด้วยปานกลาง</p>	<p style="text-align: center;">strongly disagree</p> <p style="text-align: center;">ไม่เห็นด้วยอย่างยิ่ง</p>
<p>21. I do not get anxious when I have to answer a question in my English class.</p> <p>ฉันไม่มีวิตกกังวลเมื่อต้องตอบคำถามในชั้นเรียนภาษาอังกฤษ</p>	6	5	4	3	2	1
<p>22. My English teacher is a great source of inspiration to me.</p> <p>ครูสอนภาษาอังกฤษของฉันเป็นแรงบันดาลใจที่ดีให้กับฉัน</p>	6	5	4	3	2	1
<p>23. I plan to learn as much English as possible.</p> <p>ฉันวางแผนที่จะเรียนภาษาอังกฤษให้มากที่สุดเท่าที่จะทำได้</p>	6	5	4	3	2	1
<p>24. I would like to know more native English speakers.</p> <p>ฉันอยากจะรู้จักเจ้าของภาษาที่พูดภาษาอังกฤษให้มากขึ้น</p>	6	5	4	3	2	1

<p style="text-align: center;">Statement</p> <p style="text-align: center;">ข้อความ</p>	<p style="text-align: center;">strongly agree</p> <p style="text-align: center;">เห็นด้วยอย่างยิ่ง</p>	<p style="text-align: center;">moderate agree</p> <p style="text-align: center;">เห็นด้วยปานกลาง</p>	<p style="text-align: center;">slightly agree</p> <p style="text-align: center;">เห็นด้วยเล็กน้อย</p>	<p style="text-align: center;">slightly disagree</p> <p style="text-align: center;">ไม่เห็นด้วยเล็กน้อย</p>	<p style="text-align: center;">moderate disagree</p> <p style="text-align: center;">ไม่เห็นด้วยปานกลาง</p>	<p style="text-align: center;">strongly disagree</p> <p style="text-align: center;">ไม่เห็นด้วยอย่างยิ่ง</p>
<p>25. Studying English is not important for me because it does not help me interact more easily with speakers of English.</p> <p>การเรียนภาษาอังกฤษเป็นสิ่งที่ไม่สำคัญสำหรับฉัน เพราะไม่สามารถช่วยให้ฉันปฏิสัมพันธ์กับคนที่พูดภาษาอังกฤษได้ง่ายขึ้น</p>	6	5	4	3	2	1
<p>26. I would feel uncomfortable speaking English anywhere outside the classroom.</p> <p>ฉันรู้สึกไม่สบายใจหากต้องพูดภาษาอังกฤษที่ใดก็ตามนอกชั้นเรียน</p>	6	5	4	3	2	1
<p>27. I really work hard to learn English.</p> <p>ฉันเรียนภาษาอังกฤษหนักมาก</p>	6	5	4	3	2	1

<p style="text-align: center;">Statement ข้อความ</p>	<p style="text-align: center;">strongly agree เห็นด้วยอย่างยิ่ง</p>	<p style="text-align: center;">moderate agree เห็นด้วยปานกลาง</p>	<p style="text-align: center;">slightly agree เห็นด้วยเล็กน้อย</p>	<p style="text-align: center;">slightly disagree ไม่เห็นด้วยเล็กน้อย</p>	<p style="text-align: center;">moderate disagree ไม่เห็นด้วยปานกลาง</p>	<p style="text-align: center;">strongly disagree ไม่เห็นด้วยอย่างยิ่ง</p>
<p>28. I get nervous when I am speaking English in my English class. ฉันรู้สึกประหม่าขณะพูดภาษาอังกฤษในชั้นเรียน</p>	6	5	4	3	2	1
<p>29. I really have no desire to learn English. ฉันไม่มีความปรารถนาที่จะเรียนภาษาอังกฤษ</p>	6	5	4	3	2	1
<p>30. I enjoy meeting people who speak English. ฉันสนุกสนานกับการพบปะผู้คนที่พูดภาษาอังกฤษ</p>	6	5	4	3	2	1
<p>31. The more I get to know native English speakers, the less I like them. ยิ่งฉันได้ทำความรู้จักเจ้าของภาษาที่พูดภาษาอังกฤษมากขึ้นเท่าไร ฉันก็ยิ่งชอบพวกเขาขึ้นน้อยลง</p>	6	5	4	3	2	1
<p>32. I wish to be fluent in English. ฉันปรารถนาที่จะใช้ภาษาอังกฤษได้อย่างคล่องแคล่ว</p>	6	5	4	3	2	1

<p style="text-align: center;">Statement</p> <p style="text-align: center;">ข้อความ</p>	<p style="text-align: center;">strongly agree</p> <p style="text-align: center;">เห็นด้วยอย่างยิ่ง</p>	<p style="text-align: center;">moderate agree</p> <p style="text-align: center;">เห็นด้วยปานกลาง</p>	<p style="text-align: center;">slightly agree</p> <p style="text-align: center;">เห็นด้วยเล็กน้อย</p>	<p style="text-align: center;">slightly disagree</p> <p style="text-align: center;">ไม่เห็นด้วยเล็กน้อย</p>	<p style="text-align: center;">moderate disagree</p> <p style="text-align: center;">ไม่เห็นด้วยปานกลาง</p>	<p style="text-align: center;">strongly disagree</p> <p style="text-align: center;">ไม่เห็นด้วยอย่างยิ่ง</p>
<p>33. I have a hard time thinking anything positive about my English class.</p> <p>การที่จะต้องคิดถึงชั้นเรียนภาษาอังกฤษในแง่บวกเป็นเรื่องยากสำหรับฉัน</p>	6	5	4	3	2	1
<p>34. I feel anxious if someone asks me something in English.</p> <p>ฉันรู้สึกกระวนกระวายใจหากมีใครมาถามอะไรฉันเป็นภาษาอังกฤษ</p>	6	5	4	3	2	1
<p>35. I would rather see a TV program dubbed into Thai language than in its own language with subtitles.</p> <p>ฉันชอบดูรายการโทรทัศน์ที่พากย์เป็นภาษาไทยมากกว่ารายการที่ใช้ภาษาต่างประเทศและมีคำแปลอยู่ด้านล่าง</p>	6	5	4	3	2	1

<p style="text-align: center;">Statement ข้อความ</p>	<p style="text-align: center;">strongly agree เห็นด้วยอย่างยิ่ง</p>	<p style="text-align: center;">moderate agree เห็นด้วยปานกลาง</p>	<p style="text-align: center;">slightly agree เห็นด้วยเล็กน้อย</p>	<p style="text-align: center;">slightly disagree ไม่เห็นด้วยเล็กน้อย</p>	<p style="text-align: center;">moderate disagree ไม่เห็นด้วยปานกลาง</p>	<p style="text-align: center;">strongly disagree ไม่เห็นด้วยอย่างยิ่ง</p>
<p>36. When I am studying English, I ignore distractions and pay attention to my task.</p> <p>เมื่อฉันเรียนภาษาอังกฤษ ฉันจะเพิกเฉยกับสิ่งดึงดูดความสนใจอื่นๆ และให้ความสนใจกับการทำชิ้นงานเท่านั้น</p>	6	5	4	3	2	1
<p>37. My English teacher does not present materials in any interesting way.</p> <p>ครูสอนภาษาอังกฤษของฉันไม่มีการนำเสนอสื่อ-การสอนในรูปแบบที่น่าสนใจ</p>	6	5	4	3	2	1
<p>38. I am sometimes anxious that the other students in class will laugh at me when I speak English.</p> <p>ฉันรู้สึกกระวนกระวายในบางครั้งว่าเพื่อนนักเรียนคนอื่นๆ จะหัวเราะเยาะฉันในขณะที่ฉันพูดภาษาอังกฤษ</p>	6	5	4	3	2	1

Statement ข้อความ	strongly agree เห็นด้วยอย่างยิ่ง	moderate agree เห็นด้วยปานกลาง	slightly agree เห็นด้วยเล็กน้อย	slightly disagree ไม่เห็นด้วยเล็กน้อย	moderate disagree ไม่เห็นด้วยปานกลาง	strongly disagree ไม่เห็นด้วยอย่างยิ่ง
39. I have not any great wish to learn more than the basic of English. ฉันไม่มีความปรารถนาที่จะเรียนรู้อะไรเพิ่มเติมไปจากภาษาอังกฤษพื้นฐาน	6	5	4	3	2	1
40. English is one of my favorite courses. ภาษาอังกฤษเป็นวิชาโปรดวิชาหนึ่งของฉัน	6	5	4	3	2	1

Comments:


 จุฬาลงกรณ์มหาวิทยาลัย
 CHULALONGKORN UNIVERSITY

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Thank you for your help in completing the questionnaire.

ขอบคุณที่ให้ความร่วมมือในการตอบแบบสอบถาม

Keys for Student Motivation in English Learning Questionnaire

Dimensions	Questionnaire Item Number	
	Positive Statements	Negative Statements
Interest in English Language	1, 30	11, 35
Motivational Intensity	27, 36	2, 20
English Class Anxiety	28, 38	6, 21
English Teacher Evaluation	16, 22	12, 37
Attitudes toward Learning English	7, 23	13, 18
Attitudes toward English speaking people	8, 24	14, 31
Integrative Orientation	3	25
Desire to Learn English	9, 32	29, 39
English Course Evaluation	10, 33	15, 40
English Use Anxiety	5, 19	26, 34
Instrumental Orientation	4	17
Total	20 items	20 items
	40 items	

Appendix H

Semi-Structured Interview Question Evaluation Form

Direction: Please check (✓) in the “Appropriate” if you think the question is appropriate or relevant to the study. If you think the question is not appropriate or relevant to the study, please check (✓) in the “Need improvement” and give comments and suggestions in the space provided.

1. What do you think about applying English instruction using flipped learning classroom into English classroom? นักเรียนคิดอย่างไรเกี่ยวกับการเรียนภาษาอังกฤษโดยใช้แนวคิดห้องเรียนกลับด้าน	Appropriate	Need Improvement
Comments / Suggestions		
2. How video created by the teacher for each learning unit help you improve your English? การใช้วิดีโอเพื่อเป็นส่วนหนึ่งของการเรียนโดยใช้แนวคิดห้องเรียนกลับด้านมีส่วนช่วยนักเรียนในการเรียนภาษาอังกฤษอย่างไร	Appropriate	Need Improvement
Comments / Suggestions		
3. How can the content from the video help you complete the activity in the class? การนำความรู้จากวิดีโอมาใช้ในการทำกิจกรรมในชั้นเรียนช่วยให้นักเรียนเข้าใจเนื้อหาของบทเรียนอย่างไร	Appropriate	Need Improvement
Comments / Suggestions		

<p>4. How each stage of an English instruction using flipped learning approach help you improve your English oral communication and other English skills?</p> <p>ขั้นตอนในการเรียนภาษาอังกฤษโดยใช้แนวคิดห้องเรียนกลับด้าน ช่วยให้นักเรียนพัฒนาทักษะการพูดภาษาอังกฤษและทักษะอื่นๆ อย่างไร</p>	Appropriate	Need Improvement
<p>Comments / Suggestions</p> <p>.....</p> <p>.....</p> <p>.....</p>		

• Additional comments / Recommendation:

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Appendix I

Speaking Scores from Two Raters ($n = 48$)

Participants	Task 1		Task 2		Task 3		Task 4		Task 5		Task 6	
	R1	R2	R1	R2	R1	R2	R1	R2	R1	R2	R1	R2
S1	10	10	10	10	11	11	11	12	12	13	13	13
S2	10	10	10	10	11	11	11	11	12	12	13	13
S3	9	8	11	11	12	12	13	12	13	13	14	14
S4	8	8	10	10	10	10	11	11	11	11	12	12
S5	9	8	10	10	11	11	12	12	13	13	13	13
S6	9	9	10	10	12	11	13	13	14	14	14	14
S7	8	8	10	10	10	10	11	11	12	12	12	12
S8	8	8	10	10	10	10	10	10	11	11	12	12
S9	8	8	10	10	10	10	11	11	12	12	13	13
S10	10	10	10	11	10	10	11	12	12	12	12	12
S11	8	8	11	10	11	11	11	11	12	12	13	13
S12	8	8	11	11	12	12	12	12	13	13	14	14
S13	11	10	12	11	12	12	13	13	13	13	14	14
S14	8	8	10	10	10	10	11	11	12	12	13	13
S15	8	7	9	9	10	10	10	10	11	12	13	13
S16	10	10	11	11	11	11	12	12	13	13	13	13
S17	11	10	12	12	13	12	14	13	13	13	14	14
S18	9	9	11	11	10	10	11	11	12	12	12	12
S19	10	10	11	11	11	11	11	11	13	13	12	12
S20	8	8	11	11	11	11	11	11	12	12	13	13
S21	8	8	10	10	10	10	11	12	11	12	13	13
S22	10	10	12	12	13	12	12	12	14	13	14	14
S23	10	10	12	11	12	12	13	13	13	13	14	14
S24	10	10	11	11	12	12	12	12	13	13	14	14
S25	8	8	13	13	13	13	14	14	14	14	14	14

Participants	Task 1		Task 2		Task 3		Task 4		Task 5		Task 6	
	R1	R2	R1	R2	R1	R2	R1	R2	R1	R2	R1	R2
S26	9	9	10	10	10	11	10	11	11	11	12	12
S27	8	8	13	13	12	12	13	13	13	12	14	13
28	7	7	8	8	8	9	10	10	10	11	11	12
S29	9	9	10	10	10	10	11	11	12	12	13	13
S30	7	7	10	10	10	10	10	11	11	11	11	11
S31	8	8	10	10	10	10	11	11	11	11	11	11
S32	11	10	13	12	13	13	13	13	14	14	14	14
S33	8	8	11	11	11	11	12	12	13	13	14	14
S34	9	9	12	12	12	12	13	13	14	14	14	14
S35	10	10	12	12	13	13	12	12	13	14	14	14
S36	8	8	11	11	11	11	11	11	13	13	13	13
S37	11	10	11	11	11	11	13	13	12	12	13	13
S38	10	10	10	10	11	11	11	11	11	11	12	12
S39	9	9	10	10	10	11	11	11	11	11	12	12
S40	10	10	11	11	11	12	11	12	12	12	13	13
S41	10	10	11	11	11	12	11	12	12	12	13	13
S42	10	10	13	12	13	13	13	13	14	14	14	13
S43	10	10	10	10	10	11	11	11	12	12	12	12
S44	11	10	14	13	14	14	14	14	14	14	14	14
S45	9	9	11	11	11	11	11	11	13	13	13	13
S46	10	10	12	12	13	13	13	13	14	14	14	14
S47	10	10	14	14	14	14	14	14	14	14	14	14
S48	10	10	10	10	11	11	12	12	12	13	13	14

VITA

Kriengkrai Sakulprasertsri was on October 6th, 1984 in Bangkok, Thailand. In 2004, he was granted a full Government Scholarship to study at the Faculty of Education, Chulalongkorn (five years program) in Secondary Education, majoring in Advanced English. He received his Bachelor Degree in Education with first class honors in 2008. Then in 2010, he received the Chulalongkorn University Graduate Scholarship to Commemorate the 72nd Anniversary of His Majesty King Bhumibol Adulyadej to study in Teaching English as a Foreign Language Program (TEFL) at the Faculty of Education, Chulalongkorn University. He also received the Chulalongkorn University Graduate School Thesis Grant in completing his master thesis. He had taught English at Sri Ayudhya School for five years. Currently, he is aiming to teach English in the higher education level and pursue his doctoral degree in applied linguistics field.

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