

**EFFECTS OF DRAMA-BASED ACTIVITIES AND FACEBOOK
ON THAI SECONDARY SCHOOL STUDENTS' ENGLISH
SPEAKING SKILLS, ATTITUDES AND MOTIVATION**

A Thesis submitted by

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ABSTRACT

This study explored Thai secondary school students' English language learning with an aim to investigate the effects of integrating drama-based activities and Facebook on the students' English speaking skills, attitudes towards and motivation in learning the English language. The study used a mixed methods approach to collect both quantitative and qualitative data. A total of 40 students from two Grade 12 classes and 2 teachers of English at Srinakarindra the Princes Mother School, Nongbualamphu, Thailand participated in this study. They were selected using purposive sampling and assigned to two groups of 20 students each: the experimental group (using drama-based activities and Facebook) and the control group (using traditional face-to-face learning activities). The data was collected through English speaking tests, Attitude and Motivation Test Battery (AMTB) questionnaires, classroom observations, classroom evaluations and interviews. Throughout the data collection process, reflective journals were used to help the students reflect on learning activities as the study progressed. The findings of the study indicate that the integration of drama-based activities and Facebook had positive effects on the students' speaking skills. The integration technique encouraged the students to be more active in their learning and increased their motivation and positive attitudes towards learning the English language. The integration technique also provided the students with more interaction and a flexible learning environment to actively communicate and collaborate with their teachers of English and peers. The activities also led the students to develop not only their speaking skills but also other skills that are important for language learning in the classroom, such as discussion and writing skills. The findings of the study may be beneficial to researchers and teachers who aim to develop students' EFL speaking skills and active learning, while enhancing positive motivation and attitudes towards learning and speaking English. The study offers alternative English teaching methods that integrate a social media platform such as Facebook with drama-based learning activities to produce an interactive and motivated learning approach. The findings of the study also provide insightful descriptions of how drama-based activities and Facebook can be effectively integrated into the curriculum to assist Thai EFL secondary school students to develop their English-speaking skills.

CERTIFICATION OF THESIS

This Thesis is entirely the work of Manit Wongsu except where otherwise acknowledged. The work is original and has not previously been submitted for any other award, except where acknowledged.

Principal Supervisor: Associate Professor Jeong-Bae Son

Associate Supervisor: Dr Stewart Riddle

Student and supervisors signatures of endorsement are held at the University.

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CHAPTER 1

INTRODUCTION

1.1 Background

The English language plays a significant role in Thai society, particularly since the Association of Southeast Asian Nations (ASEAN) Economic Community (AEC) agreed to use English as its official language of communication for business, social and educational purposes, and for political cooperation following the establishment of the AEC in 2015 (ASEAN Secretariat, 2015). Professionals and skilled workers who possess an advanced level of proficiency in the English language potentially have an advantage in the ASEAN job market. In order to prepare Thai students to acquire English language proficiency for future professions, Thai school curricula on learning English have increased the emphasis on providing students with communicative English knowledge and skills.

Thai curricula place high expectations on students' English learning. However, teachers are experiencing increasing dissatisfaction with the quality of English teaching in Thailand. According to the Office of Education, Religion, and Cultural Development in Educational Region 10 (2003) in Thailand, the majority of university students who have studied English for more than ten years remain unable to use English at advanced levels upon completion of their studies. Additionally, students' English achievements at both primary and secondary levels do not meet national expectations in English reading, writing, listening and speaking skills.

The test results in English proficiency, examined through the Ordinary National Educational Test (O-NET), revealed the average English scores of lower secondary school students as 28.71 out of 100 per cent in 2013, 30.35 per cent in 2014 and 27.46 per cent in 2015. Among upper secondary school students, average English scores were 25.35 per cent in 2013, 23.44 per cent in 2014 and 24.98 per cent in 2015 (National Institute of Educational Testing Service, 2016). These poor results

are undoubtedly concerning for teachers and those involved in school curriculum development.

The 2017 Test of English as a Foreign Language (TOEFL) demonstrated that Thailand ranked 116 of 163 countries in student English proficiency (Educational Testing Service, 2017). The average international score was 82 out of 120, while the Thai average score was 78, which was slightly higher than the average scores of Cambodia, Laos, Vietnam and Myanmar, but trailed far behind other ASEAN countries such as Indonesia, Malaysia, the Philippines and Singapore. As English is used by participants in ASEAN countries and other worldwide platforms as the language to communicate, negotiate and execute transactions, Thailand will lag behind on the national stage in the context of business, education, science and technology if the teaching and learning of English in Thailand is not improved.

One key obstacle to improving the quality of English teaching in Thailand lies with the English proficiency and knowledge of Thai teachers of English. Prapaisit (2004) conducted a study under the Basic Education Curriculum 2001 to investigate Thai teachers' perspectives on the learning and teaching of English and found that the majority of Thai teachers of English have limited English proficiency and misunderstand the concept of a communicative approach. These teachers were unable to use English appropriately and lacked the skills necessary to provide communicative activities in their classes (Prapaisit, 2004). This is a common problem in most Thai schools (Butler, 2004), particularly at the primary and secondary levels, where there is a dearth of teachers who have majored in English at university levels. Many in-service teachers of English in Thailand simply cannot facilitate the interactive activities required for a communicative approach in their classrooms (Nonkuketkhong, 2006). Based on a study in the Thai context, Swain and Lapkin (2013) argue that the English language classroom does not offer stimulating and communicative activities.

The limited English competence of Thai students in secondary schools then affects their English learning at higher educational levels (Chomdokmai, 1998). Classes become boring and teachers rely heavily on textbook-centred approaches. As a result, teachers are unable to support learning of English, and students become increasingly

alienated and have less motivation to learn the language. This has prevented most Thai students from being able to use English proficiently, despite their 12 years of learning English at school (Nonkuketkhong, 2006). Schertzer (2010) believes that students can learn English effectively at higher levels when they have developed an adequate foundation in their early levels of schooling. It is a great challenge for the Thailand's Ministry of Education to achieve its high expectations of Thai students given that the teachers of English at primary and secondary levels lack an understanding of English teaching and are not proficient in English themselves.

According to the National Education Act of BE 2542, issued by the National Education Commission Office of the Prime Minister in the Kingdom of Thailand (1999), secondary school and university students have difficulties communicating in English. The TOEFL internet-based test (iBT) 2017 results revealed that the average English speaking score of test takers in Thailand was 19 out of 30, which was lower than the score for other skills (Educational Testing Service, 2014).

Wiriyachitra (2002) argues that Thai students face difficulties in becoming proficient in speaking the English language because they are passive learners and lack confidence in using English to communicate in the classroom. Deveney (2005) also found that Thai students are passive learners and prefer receiving answers to asking questions. Schertzer (2010), an EFL teacher in Thailand, states that Thai students "are terribly afraid to stand out" (p. 12) and that they provide thought-provoking and sophisticated answers only when placed in a situation where providing an answer is unavoidable. The study's results of Deveney and Schertzer seem to correspond with Khamkhien's (2010) point that Thai students are generally reluctant to participate in active learning activities such as discussion and conversation activities.

In the context of Thai culture, students become passive learners because they respect teachers and feel that they must be quiet, listen and take notes rather than actively participate in the lessons (Holmes & Tangtongtavy, 2003). Grubbs et al. (2008) found that Thai students' levels of English proficiency were affected directly or indirectly by their cultural background and learning cultures. In addition, Thai students have little opportunity to use English because it is rarely used in public (Dhanasobhon, 2006). Therefore, they lack experience in communicating within an

English speaking environment. In contrast, students in Singapore have more opportunities to use English in their schools and daily life because the English language is one of the country's official languages (alongside Malay, Tamil and Mandarin) (Chulalongkorn University, 2000).

Several researchers (e.g., Dhanasobhon, 2006; Geringer, 2003; Wiriyachitra, 2002) have noted several factors that contribute to the failure of English language teaching in Thailand. In particular, Dhanasobhon (2006) and the Office of the National Education Commission (ONEC) (2003) reported that these factors include unqualified and poorly trained teachers, poorly motivated students, students of mixed abilities in overly large classes, and rare opportunities for student exposure to English outside of class time.

In addition, Wiriyachitra (2002) examined the causes of difficulties in English language learning and teaching in Thailand, particularly focusing on primary and secondary schools. Wiriyachitra's study suggested that some key problems facing English language teaching in Thailand include: heavy teaching loads; inadequately equipped classrooms; inadequate access to quality education technology; a university entrance examination system that focuses only on written grammar; and teachers' insufficient English language skills.

Similarly, the problems reported by ONEC (2003) in relation to students who wish to speak English fluently included: challenging interference from the Thai language; a lack of opportunity to use English in students' daily lives; unchallenging English lessons; Thai students encouraged to be passive learners and too shy to speak English with classmates; poor motivation to learn English; and students lacking responsibility for their own learning. According to Dhanasobhon (2006), many Thai students attribute these problems to the unsatisfactory level of English language teaching in Thailand.

Several communicative activities are implemented in Thai schools in an attempt to promote students' English language learning and to develop their attitudes and motivation for learning English (Ulas, 2008). For example, drama activities are communication-based activities widely accepted in language acquisition research as

an effective strategy for second language teaching (Richards & Rodgers, 2001). Teaching language through drama activities is a potentially useful teaching method because it provides a context for listening, speaking and meaningful language production, enabling students to draw on their language resources (Chauhan, 2004). In addition, drama activities have been found to benefit students' affective factors such as motivation, through providing a non-threatening classroom environment (Donnery, 2009; Pacyga, 2009; Read, 2009).

Many language learning and teaching activities are implemented through network-based language teaching (NBLT) (Kern & Warscheur, 2000). Among many social media networks, Facebook has the potential to provide many pedagogical advantages to teachers. It helps teachers connect with their students outside of the classroom with regard to assignments, upcoming events, useful links, and samples of work (Muñoz, 2009). Previous studies (Shih, 2011; Venable, 2012) have demonstrated that using Facebook as a medium for language learning not only enhances language competence but also builds positive attitudes in students. Venable (2012) also argues that teachers can utilise Facebook for class projects to enhance communication. This means that Facebook can possibly be used as a medium for maintaining contact between teachers and students in the teaching and learning process in a manner that may not be possible in the traditional classroom environment.

The study attempts to establish the specific assistance teachers require and determine how to support EFL teachers with limited proficiency in English and English pedagogy to effectively implement the communicative language teaching approach in their classroom. The current study aims to provide an effective EFL pedagogy, thereby developing an approach for working more effectively with in-service teachers in the region to develop their EFL teaching. The findings of the study might reveal a need for support related to computer technologies to assist students' learning via Facebook. Such information will be beneficial to the Ministry of Education and will help the department provide adequate and suitable support to EFL teachers in regional secondary schools. The study is also expected to contribute to the field of language education in Thailand and to the same context in other countries where students have a similar cultural background and language learning problems.

1.2 Research Aims and Questions

Recent Thai educational reforms direct Thai schools and universities to improve English language learning outcomes for Thai students. Thai educational authorities currently emphasise the significance of communicative English and learner-centeredness. For this reason, it is necessary for English language teachers to implement effective pedagogical techniques and teaching approaches to help develop the English language skills of Thai students, while also encouraging positive attitudes towards, and motivation for learning the English language. This study considers an English language learning method through drama-based activities by implementing drama practices in language learning techniques that integrate the Facebook social media platform. The study also hopes to deliver crucial insights into classroom implementation for EFL educators and, as a result, develop a greater awareness of the obstacles faced related to EFL speaking skills, attitudes, and motivation.

This study aims to investigate the effectiveness of the use of drama-based activities and Facebook on Thai secondary school students' English speaking skills. It also aims to investigate the effects of the integration of drama-based activities and Facebook on the students' attitudes towards and motivation in learning and speaking English. To achieve these aims, the study addresses the following research questions:

1. What are the effects of the use of drama-based activities and Facebook on Thai secondary school students' English speaking skills?
2. What are the effects of the use of drama-based activities and Facebook on the students' motivation and attitudes towards learning and speaking English?
3. To what extent do students' motivation and attitudes towards learning English differ in a classroom that integrates drama-based activities and Facebook compared with a traditional classroom setting?

The results of the study may benefit researchers and teachers who aim to develop students' English speaking skills and active learning, while building students'

positive attitudes towards and motivation in learning and speaking English. The study may also contribute to gaining a better understanding of how drama-based activities and Facebook can be adopted in the Thai EFL context, particularly with students who have a similar cultural background and language learning problems. The study offers alternative English teaching methods for the Thai context that integrate an online learning platform (through the social media platform Facebook) and drama-based learning activities to produce interactive and motivated learning approaches.

For this study, a small sample of participants was studied at their school where they conveniently accessed computers or mobile devices. Due to the nature of this study, the results of the study focus on a small number of students in a centralised area, and the data disseminated may therefore not be applicable to all secondary students. This study included 40 students from two Grade 12 classes and two teachers of English at Srinakarindra the Princess Mother School, Nongbualamphu, Thailand. Though a small group of participants is considered unsuitable in terms of generalising findings to schools in other contexts, this case study obtained in-depth data collected from various sources (speaking tests, AMTB, classroom observation, interviews).

The period for implementing the treatment sessions and data collection was ten weeks, as per the available time in the school timetable. The introduction session of the study and the pre-tests were conducted in the first week, while the conclusion of the treatment sessions and the post-tests were conducted in Week ten. The students' achievement scores were collected from speaking tests because the purposes of the current study focus on the basic ability to use the language for speaking skills. However, reading, spelling, and writing abilities were also observed during the treatment sessions.

1.3 Terms and Definitions

For the purposes of this study, the following terms and definitions are used. *Active learning* is commonly considered to refer to all instructional methods that involve students in the learning process (Campbell & Campbell, 2008). In such a learning process, students are asked to perform meaningful activities, such as

creating drama scripts or role-plays, and to think about what they are doing (Prince, 2004).

Attitudes refers to beliefs about outcomes or attributes of performance, weighted by evaluations of those outcomes or attributes. A person who holds strong beliefs that a behaviour will lead to positively valued outcomes will value the behaviour that leads to such outcomes (Wenden, 1991).

Drama refers to any work designed to be represented by using acting skills. Drama is the human process whereby imaginative thought becomes action. Drama can be used as a method of an instruction that provides students with opportunities to perform and use both verbal and non-verbal communication (Boudreault, 2010).

Drama-based activities refer to verbal and non-verbal activities based on a drama that involves learners' participation in creating dialogue, rehearsing, recording, presenting performances, and reflecting on other actors (Guryay, 2016).

Facebook (<https://www.facebook.com/>) is an online social networking website where users can share information and communicate with others online. Users can create personal profiles by providing photographs, lists of personal interests, contact details, and other information. They can also communicate with friends and other users through private or public messages and a chat feature (Lin et al., 2016).

Motivation refers to the choice of action, the persistence to carry out the action, and the choices that people make in relation to the experiences or goals they wish to approach (Keller, 1983). Motivation is the dynamically changing cumulative arousal in a person that initiates, directs, coordinates, amplifies, terminates and evaluates the cognitive process, whereby the initial wishes and desires are selected, prioritised, operationalised and acted out (Dörnyei & Otto, 1998).

Speaking skills refer to students' ability to use both verbal language (forms of spoken communication) and non-verbal language (body language, gestures, facial expression and eye contact) (Ay, 2010).

Student Teams Achievement Division (STAD) refers to an instructional cooperative method that emphasises shared team goals and depends on the combined learning of all group members. This method also focuses on the group learning of students who have different levels of ability (Innovative Learning, 2009).

1.4 Structure and Format of the Thesis

This chapter has introduced the background of the study and has described the importance of using the English language in Thailand and the AEC. It has also discussed the context of the Thai education system in relation to teaching and learning English in Thailand. The research questions attempt to address the aims of the study through examination of the following issues: students' attitudes towards and motivation in learning and speaking English, and potential teaching methods to improve students' English speaking skills in the Thai context. In addition, the significance of the study has been outlined and key terms have been listed and briefly defined.

Chapter 2 presents a review of the selected literature on students' English language learning in Thailand. The first section addresses the cultural background of Thai students in learning the English language. Affective factors (e.g., attitudes, motivation) in learning EFL are also outlined. The chapter then discusses the use of drama-based activities and Facebook in education, the application of drama-based activities in the teaching of English and the teaching of English speaking skills. Finally, the theoretical framework of the study is presented and explained.

Chapter 3 delineates the methodology employed to address the research questions and provides the rationale for adopting a mixed methods research methodology. It describes participants and data collection instruments used in the study, including questionnaires, semi-structured interviews, classroom observations, classroom evaluations and English speaking tests. It then explains the quantitative and qualitative data collection and analysis procedures. Ethical considerations of the study are also presented.

Chapter 4 presents the results of the study. The results of English speaking tests are reported. The pre- and post-test results of the students are compared to evaluate the effectiveness of the teaching methods (traditional activities versus drama-based activities and Facebook). The students' responses to questionnaires and classroom evaluation results are presented, followed by qualitative data obtained from interviews with students and classroom observations. The findings are described at length to provide a complete picture of the students' attitudes towards and motivation in learning the English language.

Chapter 5 discusses the findings of the study. The findings obtained from the English speaking tests, interviews, classroom observations and classroom evaluations are discussed in relation to the research questions, with reference to the questionnaire results where appropriate. The EFL learning environment is also considered in relation to the students' past learning context and exposure to English. Their attitudes towards and motivation in English language learning are discussed and compared pre- and post-tests and between the control and the experimental groups. In addition, a possible means of resolving the differences between these findings is discussed.

Chapter 6 highlights the findings of the study in response to the research questions. Contributions of the study to EFL education and research are highlighted in the context of Thai secondary schools. Recommendations are also made to better prepare students for EFL learning and to improve students' attitudes towards and motivation in EFL learning. The limitations of the study are also considered and directions for future research are proposed.

CHAPTER 2

LITERATURE REVIEW

2.1 Overview

This chapter presents a literature review on EFL learning in relation to Thai students' contexts. Following this overview, Section 2.2 discusses the cultural background of Thai students, and the cultural challenges and barriers inherent in Thai students' learning of the English language. In Section 2.3, affective factors, particularly attitudes towards learning and motivation to learn EFL, are discussed based on relevant previous studies. Section 2.4 reviews the literature related to the use of drama in language learning. This section also outlines drama-based activities and approaches that can be used to undertake the learning activities used in the current study. Section 2.5 focuses on the application of Facebook in language learning, with a specific discussion of the use of Facebook in English language learning contexts. Section 2.6 outlines the theoretical framework of the study with regard to Active Learning theory and Student Team Achievement Divisions (STAD). A summary of the chapter is provided in Section 2.7.

2.2 Cultural Background of Thai Students

The cultural background of students plays an important role in the process of language learning. Students from different cultural backgrounds may have different ways of learning, and their perceptions of other languages may be influenced by their own cultures (Teng & Sinwongsuwat, 2015). Thus, understanding the nature of students' cultural backgrounds is important as it can help teachers create and deliver effective learning activities for their students. This section provides a view of the nature of the students involved in the current study. Thai communication styles are sought to avoid conflict or complaint and to demonstrate respect for people in higher social or professional positions (Thapatiwong, 2011). Thai people consider non-verbal communication to be a polite response. For example, smiling is sometimes used to disagree with the opinions of others without providing a verbal statement (Holmes & Tangtongtavy, 2003).

It is frequently difficult for Thai people to verbalise disagreement, and it would be unusual to hear a Thai person say 'no', especially to those who they consider their superiors. Thai people often compromise their feelings in order to be sensitive and respectful to others' feelings, and 'face-saving' is often used to maintain social relationships (Thepthepa, 2007). For instance, Thai students prefer to sit quietly and listen to their teachers and are reluctant to contribute in class (Deveney, 2005). In understanding the effects of the cultural background of Thai students on foreign language learning beliefs, teachers of English can better understand students' learning beliefs, and help students develop their own independent understanding of the target language and avoid false language learning beliefs.

In Western classrooms, such as those in Australian schools, it is not unusual for students to highlight or discuss mistakes; however, in Thai culture, a student would be reluctant to highlight any form of error on the part of others (Thepthepa, 2007). Even when they are confident in their answers, students still avoid answering questions in case they feel foolish or 'lose face' in the presence of their friends if the answer is incorrect (Thapatiwong, 2011). Due to the influence of this aspect of the Thai cultural background, Thai students avoid taking the initiative and do as they are told. Therefore, culturally, it is usual for Thai students to be afraid of making mistakes during the teaching and learning process, which may lead them to experience a passive form of learning and in turn find it challenging to be active learners (Kumaravadivelup, 2003).

With reference to Thai learners of English, it could be said that they subscribe to what could be generalised as Eastern values, those based on a high-context culture of respect and not being outspoken where older or 'superior' persons are concerned. These values are part of a relational philosophy, which differs from the transactional or individualistic one commonly found in Western cultures. Adherence to high-context cultural traits generally results in the average learner of a foreign language exhibiting some or all of the following traits (Goh, 1996):

- shy and inhibited;
- quiet and introverted;
- lacks animation;
- avoids taking risks in the target language for fear of making

- grammar and pronunciation errors that may make her/him lose face;
- will not respond voluntarily or spontaneously;
- avoids eye contact;
- lacks motivation, self-esteem, and confidence;
- exhibits anxiety;
- discouraged by the enormity of the task;
- lacks enthusiasm;
- has limited rapport with the teacher; and
- finds the culture of the target language alien.

Naturally, given such characteristics, the already onerous task of learning a target language becomes even more difficult. In this situation, drama appears to be an effective way of addressing the above-mentioned problems (Gill, 2007). The relevance of drama techniques to present-day target language learning and teaching can perhaps best be established by contrasting them with traditional ones. To this end, the views expressed by Stern (1992) in relation to traditional and communicative approaches, echoed in Gill's (2007) summary of analytic and experiential strategies, appear most applicable. Their most salient characteristics can be adapted and summarised as below:

TRADITIONAL

1. Objective
2. Focus on grammar
3. Sequenced language items
4. Observation-based work
5. Skill-getting
6. Language practice
7. Emphasis on accuracy
8. Predictability of response
9. Teacher-centred
10. Errors must be corrected
11. Learning

DRAMA

1. Subjective
2. Focus on communication
3. Meaningful activities with appropriate (formal) language and real-life (informal) language
4. Participation-based activities
5. Skill-using
6. Language use
7. Emphasis on fluency
8. Information gap
9. Learner-centred
10. Accepting errors
11. Acquisition (p.3)

From the above, it can be surmised that theatre helps to generate a greater output of authentic language through interactive, hands-on activities that are of greater relevance to learners, with the teacher as a guide and an observer rather than a controller. Target language learners could profit from theatre in the following ways (Ballantyne et al., 1997; Gill, 2007):

- their motivation, self-esteem, spontaneity, and empathy increase, while their sensitivity to rejection is reduced;
- they become more creative with the target language;
- class activities are learner-centred;
- their participation in and experimentation and risk-taking with the target language during discussions and rehearsals increase;
- their fear of embarrassment and 'loss of face' decrease because theatre provides them with 'masks';
- they have better group dynamics and time-management skills;
- learning is less threatening and more enjoyable;
- there are increased opportunities to use the target language through greater interpersonal interaction;
- the language used is more global in nature;
- speaking and listening skills, in particular, are enhanced;
- subconscious language learning occurs;
- different ability levels can exist in the same group;
- vocabulary and grammar can be internalised in an integrated and contextualised manner; and
- learners' strengths and weaknesses can be identified through the language corpus produced.

2.2.1 Cultural challenges

In terms of their English language skills, Thai students are still inadequately prepared for current job markets, especially in the international context. Many Thai students graduate from universities without having been taught how to question, analyse, or respond to problems. Thai students are subjected to a rigid pedagogy of rote learning that does not encourage student participation in class (Baker, 2008). Traditionally, Thai students are family-oriented and trained to listen passively without challenging their seniors. Likewise, in an educational setting, a teacher is meant to be respected and not challenged. School curricula are developed according to subject content and assessed based on content presentation instead of promoting engagement with the content. Students mainly listen passively in the classroom, and student engagement with the subject content is observed by teachers as optional. This characteristic causes difficulties in promoting deep learning or creative thinking, and it does not prepare students for employment in companies that require staff to exhibit creativity, independence and leadership (Mulder, 1997). It is notable that learning does not only occur in educational institutions but also in household production and community activities. Therefore, cultural contexts can influence individual attitudes and behaviours developed since birth through family institutions and orientation.

Biggs (2003), a leading Western scholar researching cross-cultural approaches to learning, believes that teaching is an individual process. He suggests that it is a teacher's responsibility to modify teaching methods to suit students' learning circumstances in cross-cultural environments. In addition, he argues that there will never be one right method of teaching and that international students are likely to bring with them differences in learning habits acquired in their home countries. This makes the cultural mix of any classroom even more complex, at least to those educators who can detect and interpret cultural dynamics in their classroom and the wider institution. These are important factors in any classroom, and therefore teachers need to consider each student's cultural background and learning style in order to reduce cultural barriers to the language learning of students.

2.2.2 Cultural barriers to language learning

Language and culture cannot be separated, and the global spread of English as a means of wider communication has raised questions as to the nature of this connection (Harumi, 2002). Language reflects and is influenced by culture. Therefore, it is important for students to comprehend the culture of the language they are learning. Using a simple random sampling technique, Suebsaila (2001) identified Thai cultural traits from the analysis of questionnaires of 148 first-year liberal arts undergraduates at the Rajamangala Institute of Technology. The traits included freedom loving, playful, polite and gentle, friendly, considerate, generous, respectful (especially to the elderly), peaceful, and responsible.

Aspects of Thai culture may inhibit students' confidence in expressing ideas if they are unable to have the opportunity to speak English in various situations, especially when they try to avoid speaking to their teachers or other people outside the classroom. McIntyre and Rudduck (2005) suggest that teachers should have knowledge of, or a readiness to learn about, students' community cultures. Teachers should aim to perceive students' feelings by asking about them directly, which would help teachers understand why some situations occur in the classroom. Pearce (2006) states that cultural factors are seen as either leading to or limiting achievement of language learning. The potential for achievement and attainment occurs when students break down cultural barriers, and it is complemented by teachers taking a

risk and positively changing the classroom setting for the benefit of students (Alkan & Arslan, 2014).

Chayanuvat (2003) observes that, within the power structure of the Thai classroom, the teacher reigns. While one advantage of this is that the curriculum is relayed effectively, the disadvantage is that students tend to depend on their teachers, reducing their potential to develop into independent learners who learn and grow by themselves, which paves the way towards lifelong learning (Johal, 2006). Students do not usually talk about their learning problems with their teachers, but rather choose people on the same level as themselves (e.g., their peers) to discuss their problems. The current study attempted to introduce active and cooperative learning activities to enhance discussion opportunities for the students.

In language classrooms throughout Thailand, some students become anxious when learning English because the theories used may not support the learning activities and contexts, which engenders negative attitudes towards language learning, especially towards speaking (Chang, 2000). Teachers need to be aware that this may occur in the classroom for the sake of professional development. Moreover, teachers must be aware of cultural factors that may have a significant influence on the way individuals respond to learning (McLoughlin, 2003). If the teachers do not do so, their language teaching methods may negatively affect students' responses to learning as a result of their limited understandings of their students' cultural backgrounds.

2.2.3 Foreign language speaking

The ability to speak a language is the most basic means of human communication (Lazaraton, 2001). Being able to speak is probably the most problematic language skill to teach, learn, and assess (Pavao, 2007). Speaking in a foreign language is very difficult, and competence in speaking takes a long time to develop (Luoma, 2004). It requires engaging several abilities and demands different types of reactions, both from teachers and learners. Teaching students how to speak a foreign language involves preparing them to be able to use it in the diverse situations (Bygate, 1987). Speaking involves having knowledge of grammar and vocabulary, with the skills that

allow speakers to know when and how to use it (Bygate, 1987). Learning to speak a foreign language requires more than knowing its grammatical and semantic rules. Furthermore, learners must acquire the knowledge of how native speakers use the language in the context of a structured interpersonal exchange, in which many factors interact.

Speaking a language is especially difficult for EFL learners because effective oral communication requires the ability to use the language appropriately in social interactions. Speaking interaction involves both verbal communication and paralinguistic elements of speech such as pitch, stress, and intonation (Luoma, 2004). In addition, non-linguistic elements such as gestures and body language or posture, facial expression, and so on may accompany speech or convey messages directly without any accompanying speech. There are many factors that affect an EFL learner's oral communication. According to Oxford (1990), the affective side of the learner is probably one of the most important influences on language learning success or failure. There are various affective factors related to second language or foreign language learning, for example, emotions, self-esteem, empathy, anxiety, attitude, and motivation. Adults, unlike children, are concerned with how they are judged by others. The sensitivity of adult learners to making mistakes or fear of losing face has been the explanation for their inability to speak English without hesitation (Luoma, 2004).

In order to be able to speak a foreign language, there are several components that speakers must acquire in order to communicate effectively. The enhancement of speaking ability involves the acquisition of linguistic forms and the knowledge of communication contexts, which determine both the content and manner of verbal expression. Moreover, one should have the ability to interpret and appropriately respond to nonverbal clues such as facial expressions and tone of voice. Therefore, learners should be provided with learning environments where different forms of social interaction are simulated in order to acquaint them with a variety of linguistic forms and communication contexts. Vygotsky (1987) proposes that language development depends entirely on social interaction. He claims that knowledge entails self-regulation and that social interaction enables individuals to construct knowledge that is meaningful to them. In terms of a language perspective, communicative

competence must include not only the linguistic form of a language but also knowledge of when, how, and with whom it is appropriate to use this form (Hymes, 1972).

According to Stinson and Freebody (2005), students must feel that language is working for them and that they can communicate successfully and get things done in their foreign language in order for them to create an identity as a competent and productive user of that language. Therefore, in order to become orally productive and competent, speakers must be able to respond in a relevant and socially appropriate way when communicating with others (Guryay, 2016). At this point, drama-based activities can help learners develop communication skills through fluency, pronunciation, cooperative learning, confidence building, and intercultural awareness (Zyoud, 2010). One of the major characteristics of the social aspect of oral communication skills is the ability to deliver speech comfortably and with self-confidence. Additionally, drama-based activities appear to be the ideal method for students to develop self-confidence. Using drama activities has clear advantages for language learning. Moreover, it encourages students to speak and gives them the chance to communicate, even with limited language, using non-verbal communication, such as body movements and facial expressions. Several scientific investigations (Guryay, 2016; Zyoud, 2010) have demonstrated that creative, instructional, and educational drama activities provide positive contributions to the general education process and that these activities improve speaking skills (Zyoud, 2010).

2.2.4 English language classrooms in Thailand

In Thailand, the government has long realised the importance of the English language as a major core subject in schools, and it has been a compulsory subject at varying levels for several decades (Wongsothorn, 2002; UNESCO, 2013). This is due to English being a means to seek knowledge both in school and out of school, and it is also the language medium in the global economy, tourism, and international organisations (Graddol, 2006). Furthermore, the use of English is rapidly increasing through media and the internet in communication worldwide. Accordingly, the curriculum encourages schools to design their own English curriculum. The teaching

of EFL in Thailand could be described as using deductive methods, depending on the rules set by teachers.

There are factors influencing the apparent failure of English language learning and teaching in Thailand, such as unqualified teachers, unmotivated students, learners of mixed abilities in large classes, and rare opportunities for students' exposure to English outside classrooms (Dhanasobhon, 2006; ONEC, 2003). Moreover, some English teachers are not qualified because they are foreign tourists wanting a part-time job as an English teacher (Dhanasobhon, 2006). In the EFL context, some cultural aspects in the target language may not be naturally acquired (Brown, 2001; Cotterall & Cohen, 2003). According to Jensen (2005), understanding the Thai classroom culture, how students' minds process information, and how they sort out strategies to increase students' engagement and involvement in Thai classrooms is critical. Jensen (2005) explains that the students who are engaged in their learning process require a balance of learning that includes passive, active, and reflective learning activities. Increased variety of teaching and learning approaches help students generate meaning and ultimately improve learning (Jensen, 2005).

Leigh, Laurene and Tiffany (2012) conducted a study with over 40 students in a Thai school on teachers' instructional methods and the level of students' engagement in classes. They observed that the teachers were typically at the front of the classroom instructing the whole class. Note taking was the most common student activity in these classes, and the average percentage of students engaged in the instruction in these classes ranged from 11 per cent to 75 per cent. Improvements in student engagement in the treatment classrooms were observed after their participation in the intervention, despite the limited duration of both the training and the coaching.

On the other hand, Prapaisit (2004) conducted a case study of three English teachers in Thailand. According to the results of the study, the teaching was teacher-centred and non-communicative. The teachers also felt that their own proficiency in the language was low, and they did not feel confident using the target language. Chayarathee and Waugh (2006) found that the attitudes of sixth grade students towards learning the English language improved significantly when they were learning under a cooperative teaching method rather than under the traditional Thai

teaching method which the teachers does not allow their students to participation and stifle debate and critical thinking.

The traditional method is a teacher-focused teaching style that includes repeating words and phrases after the teacher. In addition to this, students work individually by reading texts and answering questions. The results of Chayarathee and Waugh's (2006) study indicate that students are not very motivated to learn English and that their attitudes towards the language are not very positive due to the teaching methods used. The traditional English classroom may not provide interactive learning for students to practise and improve their language skills. The current study aims to address this issue and tries to introduce cooperative and active learning methods to promote communication between the students and the teacher. With this teaching method, the students can interactively work in groups to complete instructional activities.

The review of the literature related to the cultural background of students provide an understanding of the relationship between EFL and Thai culture. Understanding students' cultural background assisted the researcher in creating learning lessons for the current study and can also help English teachers at the school provide students with appropriate teaching methods because the relationship between language and culture is central to the EFL classroom.

2.3 Affective Factors in Learning EFL

2.3.1 Attitudes

Affective factors, attitudes, motivation, and anxiety are emotional factors that influence learning and they can have a negative or positive effect on students throughout the learning process (Garrett, 2010). Thus, affective factors may be important for successful language learning perhaps more than the ability to learn. In the behavioural literature, attitudes are hypothetical constructs used to explain directions in, and the persistence of human behaviour (Baker, 1992). Ruengmanee (2001) suggests that people's experiences develop their attitudes and guide their future behaviours. Attitudes are crucial in language growth or decay and in the

restoration or destruction of language. In addition, attitudes are internal states that influence what students are likely to do (i.e., the internal state is some degree of positive/negative or favourable/unfavourable reaction towards an object).

Attitudes differ in intensity or strength. A language attitude is an important concept to analyse because it plays a key role in language learning and teaching. Oller (1979) explains that attitudes comprise one type of factor that gives rise to a form of motivation that eventually results in the attainment of proficiency in a second language. Stern (1983) distinguishes three types of attitudes in EFL learning situations: (a) attitudes towards the community and people who speak EFL; (b) attitudes towards learning the target language; and (c) attitudes towards languages and language learning in general. Tahaineh and Danna (2013) discuss the eminent role attitudes play in determining one's behaviour, as attitudes have the impetus to stimulate behaviour and direct it towards a certain goal.

Attitudes are thus related to achievement and attainment in second language acquisition. It can be said that encouraging positive attitudes towards a particular academic subject may increase students' desire to learn that subject and develop the ability to apply what they have been taught, as well as lead to an improvement in their retainment of the language (Hattie & Anderman, 2013). According to Dörnyei and Csizér (2002), positive attitudes facilitate foreign language learning while negative attitudes act as a psychological barrier against it. They also highlight the important role that positive attitudes play in learning a second language and EFL; that is, positive or negative feelings about a language may respectively increase the ease or difficulty of learning.

Learning environments and situations can influence students' learning attitudes and progress (Curtin, 1979). Many Thai students are not confident speaking English in English language classrooms. They are afraid of making grammatical errors and they may not receive a response in English from their fellow students (Rahman, 2005). Fear and anxiety, frustration, humiliation, embarrassment and physical discomfort can all adversely affect teaching and learning outcomes (Oraif, 2007). For example, fear and anxiety can cause students to develop negative attitudes towards the learned language (Al-Fauzan & Hussain, 2017). Learning environments and classroom

situations can affect students' learning attitudes and learning outcomes. The current study aims to provide students with active and supportive education environments, using drama-based activities and Facebook to support their learning.

Moreover, Oraif (2007) states that students with more positive attitudes towards themselves are able to limit the effect of adverse influences on their EFL acquisition. On the other hand, students with negative attitudes towards themselves cannot compensate for failures in their learning in the same way. Curtin (1979) maintains that students who are given enough practice participating in discussions are not afraid of making mistakes and can develop natural skills in second language acquisition. Thus, attitudes can motivate people and influence their beliefs and cognitive responses, leading to the development of the intended behaviour.

2.3.2 Attitudes towards learning English and related studies

Attitudes are based on individuals' beliefs about certain outcomes or attributes of their performance, weighted by evaluations of those outcomes or attributes. There is a general consensus in the literature that acquiring and using a language is easier for individuals who have positive attitudes towards that language and its speakers (Garrett, 2010; Karahan, 2007; Zhang & Slaughter-Defoe, 2009). Language attitudes can not only influence the responses speakers of the language receive from others but can also help them predict what others' responses to the choice of words will be (Garrett, 2010). Baker (1992) and Holmes et al. (1993) highlight how attitudes shift or maintain a language. For example, Baker (1992) suggests that "in the life of a language, attitudes to that language appear to be important in language restoration, preservation, decay or death" (p. 9). Similarly, Holmes et al. (1993) argue that language attitudes have a leading influence on the various levels of language shift and maintenance among Tongan, Greek, and Chinese communities in New Zealand. Holmes (2001) also found that positive attitudes motivated speakers of the minority language to use their language in various domains, which helped with their slow shift to the mainstream language.

There are three common ways of investigating attitudes: societal treatment studies, direct measures, and indirect measures (Garrett, 2010). While the first two

techniques tend to employ many methods to examine attitudes towards language, the indirect approach is mainly dependent on the matched guise method. All three techniques differ in the frequency of their use. Societal treatment studies involve inferring participants' attitudes from policy documents, media scripts, advertisements, and other sources, while direct measures include asking participants direct questions regarding their language attitudes, also known as evaluation preference, (Garrett, 2010), which is usually undertaken through interviews and surveys. Finally, indirect methods elicit the language attitudes of the participants using techniques that do not involve asking direct questions, the most common of which is the matched guise technique (Zhang & Slaughter-Defoe, 2009). In terms of frequency, the direct approach is the most common technique, followed by the indirect approach, with the societal treatment technique being less used in most language attitude research (Garret, 2010). The current study used combination of the three approaches as a guide to conduct the semi-structured interview sessions in order to investigate the students' attitudes towards their English language learning.

Hartiala (2000) claims that one of the main goals of teaching people to use content- and language-integrated learning models is to encourage positive attitudes towards the target language and other languages. As a result, it is important to study whether this goal has been reached or not and, if it has, how this has occurred. Attitudes towards different languages have been studied for decades (Karahan, 2007), and there are different schools of thought with regard to the definition of language attitudes, their construction, and how they can be studied. The most evidence view of language attitudes supported by Ayuni, Al-Amin and Shaidatul (2017) and Kansikas (2002) suggests that attitudes towards different languages are not static but ever changing, and thus there is no definitive answer to questions concerning them due to variation in attitudes in different circumstances.

Al Samadani and Ibnian (2015) conducted a study with 112 English major students from Umm Al-Qura University, Saudi Arabia in order to explore their attitudes as well as the factors affecting their English learning. The study also investigated the relationship between their attitudes and grade point average (GPA). The findings of this study indicate that, overall, the learners had positive attitudes towards English,

and students with the highest positive attitudes towards English had high GPAs, followed by medium and then low GPA students.

Ahmed, Yossatorn and Yossiri (2012) investigated students' attitudes towards activities used in an EFL classroom at one Thai university. Their participants included first-year students (bachelor students of medical and engineering faculties) who had studied public speaking as their minor in the second semester. The data was collected through class observations and semi-structured interviews. In classroom observations, EFL learners' perceptions of and satisfaction with their teacher's use of class activities were recorded in field notes. During the semi-structure interviews, questions relating to EFL learners' attitudes towards target language learning based on certain factors, including better teaching strategies, classroom activities, and social environments were also asked, all of which can change negative attitudes. This study found promising results concerning the students' attitudes towards the activities used by teachers. More than half of the participants believed that their teachers' use of activities determined the students' successful language learning (Ahmed, Yossatorn, & Yossiri, 2012). Less than half of the participants showed dissatisfaction with teachers who used humour about the students' cultures as part of their teaching. In the current study, observations were conducted in both control and experimental groups to reveal how students participate in classroom activities. This was undertaken in conjunction with each individual interview session.

Norris (2012) investigated the attitudes of Japanese students towards the study of English. Attitudinal measures, including levels of students' interest, study habits, and the perceived utility of English, were examined. The participants of the study included two separate age groups: first-year junior high school students and third-year senior high school students in a private girls' school in central Japan. The same study also examined attitudinal differences between the three elected lines in third-year senior high school. A total of 577 individuals participated in the study, 379 of which were third-year seniors while the remaining 198 were first-year juniors. A 34-item Likert scale questionnaire was administered to examine the perceptions and attitudes of students towards the study of English in a foreign language context. A four-point positive/negative scale was utilised in order to encourage students to make an attitude choice. His findings show both similarities and differences in the way in

which junior and senior high school students respond to learning English. Of interest to this study were the students' perceptions regarding studying both English grammar and conversation without a focus on university entrance examinations. Differences were found in the students' general views towards the study of English, with junior high school students indicating that they studied harder in class and enjoyed doing homework more than the seniors. Senior high school students displayed stronger positive attitudes towards the continued study of English and towards English classes being conducted in the English language.

The questionnaire items in the current study were developed from Norris (2012) and adapted to explore students' attitudes towards their English language learning. Having reviewed previous studies with similar aims to those of the current study, the researcher aimed to highlight the impact of students' attitudes and motivation on their performance and academic achievement, and compared attitudes towards the English language between students studying in a drama and social media-integrated classroom (drama-based activities and Facebook), and a traditional classroom (face-to-face).

2.3.3 Motivation in language learning

Motivation is considered an affective factor in second or foreign language learning (Dörnyei, 2001; Ehmman & Oxford, 1989). Keller (1983) defines motivation as the choices people make regarding what experiences or goals they wish to achieve, while Guay et al. (2010) simply describe it as "reasons underlying behaviour" (p. 712). Deci and Ryan (1985) propose a model to distinguish intrinsic and extrinsic motivation. An intrinsically motivated student wants to study and receives some level of satisfaction from learning (Deci & Ryan, 1985). In this sense, there is no reward except for the activity itself (Chalak & Kassaian, 2010), meaning that the essence of the motivation is the sense of autonomy, and the desire to complete the activity is self-initiating and self-regulating.

In terms of extrinsic motivation, rewards from outside the classroom and school are anticipated, meaning that a person gains motivation from an outside source rather than being self-motivated. Intrinsic motivation enables students to engage in learning

for their own sake (Brown, 2001). Students come to feel that learning is important for their self-respect and seek out learning activities for the joy of learning. In contrast, extrinsic motivation comes from external sources such as the avoidance of punishment or the attainment of a reward (Brown, 2000). In the current study, drama-based and Facebook learning activities were used as extrinsic motivation to motivate the students to engage in the English language learning.

Motivation can be defined as a driving force that helps an individual achieve his or her goals (Teeter, 2017). According to Dörnyei and Otto (1998), motivation is a dynamically changing, cumulative stimulation that initiates, directs, coordinates, amplifies, terminates, and evaluates the cognitive and motor processes, whereby the initial wishes and desires of the individual are selected, prioritised, operationalised, and acted out. Lightbown and Spada (2006) assert that there are two types of motivation factors in language learning: the learner's communicative needs and the learner's attitude towards the second language community.

Appropriate motivations enable learners to be successful in second language acquisition (Brown, 2000). Gardner (2006) states that students with higher levels of motivation will do better than students with lower levels. Studies of motivation in foreign language acquisition often refer to a distinction between instrumental and integrative motivations (Brown, 2000). Instrumental motivation affects the learner when, for instance, they need to use a second language or foreign language in their careers or to pass examinations (Gardner, 1983).

Regarding the impact of motivation on learners, a study was carried out by Al-Tamimi and Shuib (2009) to investigate petroleum engineering students' attitudes to learning the English language. The study showed that the students were motivated to improve their English due to their future career options and educational status. Thus, individuals' language learning could differ depending on their motivation, which can be influenced by environmental circumstances or particular pressures. Motivation can be seen as one significant factor that creates differences in learners' achievements in second/foreign language learning.

Regarding language learning, the model of Gardner and Lambert (1972) is based on the division between integrative and instrumental motivation. If people learn a language primarily for a purpose, such as getting a job or fulfilling an academic requirement, they are affected by instrumental motivation (Chalak & Kassaian, 2010). In other words, instrumental motivation refers to the motivation needed to acquire a language in order to achieve certain goals, such as promoting a career or job or reading technical texts, while integrative motivation relates to the desire for acceptance within a community in which that language is dominant. Integrative motivation refers to integrating oneself within a culture to become a part of that culture and associated society (Waninge, Dörnyei, & De Bot, 2014). Gardner and MacIntyre (1991) refer to the two types of motivation as motivation orientations and argue that, depending on a learner's orientation (either academic-related instrumental or sociocultural-related integrative), different needs must be fulfilled in foreign language teaching.

Dörnyei (1994) argues that the main emphasis in Gardner's motivation model has been on general motivational components grounded in a social milieu rather than in a foreign language classroom. He claims that instrumental motivation may be more important in foreign language learning because students have limited or no experience with living in the target community and, as a result, are not committed to integrating into that group. Moreover, Dörnyei (1994) asserts that foreign language learners have a different kind of integrative motivation, which is more culture-general than culture-specific. Gardner and MacIntyre (1991) studied the effects of both instrumental and integrative motivation among university students, and the results of the study show that both types of motivation facilitate learning but that students who are instrumentally motivated study longer than those who are integratively motivated.

To develop learners' motivation, drama activities can be used to enhance their motivation and reduce their anxiety (Rass, 2010). According to Sato (2001), exercises focused on meaningful communication rather than structural or grammatical aspects create more motivating learning experiences. Moreover, students retain more while practising English in communicative activities in real contexts (El-Nady, 2000). Drama-based activities may be used to provide extra

motivation for students during the process of language learning. Kao and O'Neill (1998) propose that students are likely to participate in the learning process when the environment allows them to include some part of themselves in classes. Similarly, Scharenguival (1990) found that drama provides an authentic context for, and reasons to use, a particular language. In this regard, learners' linguistic competencies, motivations, and interests can be boosted through drama activities.

2.3.4 Motivation in learning English and related studies

Most studies of motivation have focused on the correlation or causal relationship between motivation and learners' achievements. Dörnyei (2001) states that teachers can implement interactive learning activities in the classroom to increase language learners' motivation, although, as Song (2002) comments, the real value of these strategies remains to be seen in empirical studies and results. Gardner and Tremblay (1994) show that situational characteristics are among the motivational variables that have not yet been studied. They maintain that measurements of the trait characteristics of the most commonly used motivation research models are too stable and not sufficiently dynamic to account for the pragmatic implications for motivating learners.

Al-Quyadi (2002) conducted a study to investigate Yemeni EFL learners' attitudes and motivations and found that students had high levels of both instrumental and integrative motivations toward learning English in addition to having positive attitudes towards the language. Al-Tamimi and Shuib (2009) investigated Yemeni petroleum engineering students' motivations and attitudes towards learning English and found instrumental motivations to be the primary source of their motivation. In this regard, these students had a great desire to learn the English language for both utilitarian and academic reasons.

Qashoa (2006) conducted a study to examine secondary school students' instrumental and integrative motivations for learning English in Dubai. The study also aimed to recognise the factors affecting learners' motivation. A questionnaire and interviews were employed, with the sample for the questionnaire consisting of 100 students. The interviews were conducted with 20 students, 10 Arab English

teachers, and 3 supervisors. The results of the study indicate that difficulties with aspects of the subject (English), such as vocabulary, structures and spelling, were found to be the major demotivating factors for the students.

In China, Kyriacou and Zhu (2008), Liu (2007), and Wang (2008) studied Chinese university and high school students' attitudes towards, and motivations for, learning English, as well as the correlations between attitudes and motivation and the students' English proficiency and perceived influence of important factors on their learning. The students were found to have positive attitudes towards learning English and were highly motivated to study the language, and they had more instrumental than integrative motivations for learning English. The students' attitudes and motivations were positively correlated with their English proficiency. Furthermore, the students' English learning motivations were dominated by life and career-based reasons rather than integrative reasons. Students with external motivations learned English mainly for the praise of their teachers, examination results and graduation, while students with internal motivation recognised the importance of English language learning.

Research on the motivation language learning has progressed in various directions. Some research (e.g., Csizer & Dörnyei, 2005; Dörnyei, 2003) is based on theories of practice and models for analysis postulated by several scholars, some (e.g., Shaaban & Ghaith, 2000; Warden & Lin, 2000; Wu, 2003) is associated with the investigation of motivation types among learners, while other research (e.g., Dörnyei, Csizer, & Nemeth, 2006; Lamb, 2004) sets out to test the validity of motivational constructs at the present time.

Most researchers (e.g., Dörnyei, 2001; Kalaja & Leppanen, 1998; Spolsky, 2000) have focused on the causal relationship between motivation and learners' achievements or behaviours over a period of time. Dörnyei (2001) advocates the construction of pedagogical strategies for increasing learners' motivation. Spolsky (2000) discusses how scholars utilise discursive social psychology to enrich the methodology used in order to investigate integrative motivation because the use of questionnaires alone cannot tackle the complexity, variability, and motivation. In the current study, in order to better understand the construct of motivation, theories from

other disciplines, such as psycholinguistics and sociolinguistics, are incorporated into the exploration.

The above studies indicate that both integrative and instrumental motivations are important factors in compelling learners to achieve their foreign language learning goals. The findings of the study showed that these EFL learners tended to learn English for both instrumental and integrative reasons, and their attitudes towards the target language were generally positive in nature. The failure or success of foreign language learners to acquire their target language appears to be determined by their levels of motivation. This aspect of foreign language learning led to the investigation of motivation in the current study as a primary driving force for Thai secondary school students learning English.

2.3.5 Directed Motivational Currents (DMCs)

A Directed Motivational Current (DMC) is a conceptual framework that depicts unique periods of intensive motivational involvement, both in pursuit of and fuelled by a highly valued goal/vision (Dörnyei et al., 2016). The theoretical model of DMCs provides a relevant theoretical framework for the current study, particularly in terms of students' motivations to learn a language. A DMC may occur when a variety of time and context-related factors come together in a person or a group to generate the strong momentum for an individual to pursue a significant goal along a set pathway (Dörnyei et al., 2014). In other words, using the metaphor of waves and currents (terms originally used by MacIntyre, 2012), a DMC is analogous to the currents that exist beneath the surface of the water that have "long-lasting, deep-running, broad pathways of movement and are different from the surface variability of the waves" (Dörnyei et al., 2016, p. 12).

Despite the use of the metaphor, the authors (Dörnyei et al., 2016) do not view a DMC as any motivational current or trait in general, but rather as a unique period of heightened motivation that is set into motion by the combination of a number of factors in the pursuit of a specific goal or vision (Dörnyei et al., 2016). According to DMC researchers, four components are delineated as central to the construct:

- *Generating parameters.* To initiate a DMC, ‘triggering stimuli’, which occur in learning environments such as in the organisation of an event or a race, play an important role.
- *Goal/vision-orientedness.* The construct is directed, and in order to set things into a course of action there should be a well-defined goal or specific outcome for the energy to be channelled towards a specific path.
- *Salient facilitative structure.* According to the researchers (Dörnyei et al., 2016), a targeted goal/vision should be accompanied by ‘an adequately tailored pathway’ in which there is an abundance of sub-goals. There should also be a clear starting point, with a conscious decision regarding the launch of action plans, as well as having a sense of participant ownership on the part of the individual.
- *Positive emotionality.* A DMC features positive emotionality and enjoyment associated with one’s goals and vision. It is linked to the term ‘eudaimonic well-being’, a term introduced by Aristotle, and is used to refer to “personal wellness as distinct from happiness per se” (Dörnyei et al., 2014, pp. 102–103).

Muir and Dörnyei (2013) contend that an individual who is in a DMC is different from someone who is inherently interested and motivated in an area; a person in a DMC displays motivated behaviour that is over and above his/her normal levels of motivation, and which pervades several aspects of his/her life. In essence, Muir and Dörnyei (2013) succinctly summarise DMCs as phenomena created when a structured pathway is set up towards a vision, in such a way that the pathway both reinforces momentum towards the vision and, at each step, intensifies it. In this way, a detailed vision of a possible future self-acts as the fuel for this drive (Muir & Dörnyei, 2013).

DMCs offer an exciting research avenue, as researchers have successfully identified specific phases of heightened motivated behaviours that are displayed during specific timeframes, such as the period prior to an assignment deadline, an athlete training before a race, and a time in which someone engages in weight loss (Dörnyei et al.,

2014). Dörnyei et al. (2015) suggest that these are the experiences of many people and there are also behaviours that individuals can observe in their friends and family. Some other examples of DMCs related to educational outcomes include language teaching tasks, projects, and study abroad experiences (Dörnyei et al., 2015). Researching what initiates DMCs and the structural components that support the associated pathways will be of great interest to motivation researchers and education practitioners alike.

In language learning, a DMC refers to an intense motivational drive that is capable of both stimulating and supporting long-term behaviour. It involves an intense motivational surge whereby individuals pursue a goal/vision (Dörnyei et al., 2015). However, a DMC does not replace everyday classroom motivation; rather, it can be viewed as a possible boost of motivation to transport a person or a group towards a special destination (Dörnyei et al., 2016). The DMC model focuses on intensive motivation and aims to improve students' English speaking and enhance their opportunities of using the English language more than in the classroom alone. The current study attempted to induce positive attitudes and motivations toward learning English, particularly in terms of speaking skills, by utilising drama-based activities and Facebook as DMC tools.

2.3.6 Active learning

Active learning is commonly defined as an instructional method that involves students in learning and teaching processes (Campbell & Campbell, 2008). Active learning is a more effective strategy for language learning than passive learning (Hernández-Gantes & Blank, 2008). Smith and Cardaciotto (2011) emphasise that students involved in active learning show better retention and engagement with course materials. Furthermore, active learning methods require learners to not only listen but also write, speak, construct, and reflect when they solve problems, discuss in groups, learn new skills, and demonstrate procedures (Smink & Schargel, 2004). Hussin, Maarof and D'cruz (2001) discuss how teachers can motivate their students to learn spoken English and maintain their attention if they offer activities in which in-class and out-of-class language activities are interrelated.

Active learning is important for students because it gives them opportunities to actively participate in learning activities (Simmons & Distasi, 2008). In this sense, they can be taught to learn when they are given responsibility for some of the decisions that can or should be made in the classroom. Simmons and Distasi (2008) explain how active learning activities that require students to use a variety of learning methods promote the retention of large amounts of information and encourage greater social interaction through peer discussion. Teachers across a wide range of subjects and grade levels propose and use active learning strategies in the recognition that allowing students to be involved in their own learning will increase learning outcomes. Thus, they encourage students to take greater responsibility for their own learning.

Some students can have difficulty staying interested in a traditional classroom (Goldburg & Finkelsten, 2002). Active learning can keep material more engaging by relating the concepts to students' life experiences (Hatcher, Hinton, & Swartz, 1996). When participants are more engaged in an activity, they learn more (Pare & Maistre, 2006). Active learning is especially beneficial for topics in the current study where students have a lot of personal experience and expertise. Relating the information to their own real-life situations makes information more applicable and interesting to students (Pare & Maistre, 2006).

Some of the most encouraging research (e.g., Dugan & Letterman, 2008; Levy et al., 2006) shows that students of active learning techniques retain information more effectively. Students who were taught the material using active learning had higher achievement than those who were not (Dugan & Letterman, 2008). For example, Koles et al. (2005) discovered that students who had the lowest scores at the beginning of the study showed significant academic improvement with active learning techniques. High-scoring students at the beginning of the course did not exhibit a difference between passive or active learning techniques. However, students in the active learning group showed greater long-term learning retention among all groups (the high and low scorers). The students in the active cohort also had a higher attendance rate and reported greater affinity for the course (Koles et al., 2005).

The literature reviews related to active learning provide the framework for the current study. The reviews suggest that, in order to use this approach, classroom teachers are required to focus on issues like briefing students about the active learning approach, engaging in effective lesson planning, using appropriate assessment techniques, organising students for effective instruction, involving students in decision-making, giving timely feedback, and monitoring and evaluating the progress of the teaching and learning process. It is also important to be flexible and adapt during instruction by considering the dynamics of the classroom.

2.3.7 Student Team Achievement Divisions (STAD)

STAD is research-driven, pragmatic, and highly compatible with existing practices; however, STAD will not have any effect if participants feel they are detached and ignored during the activity (McCafferty, Jacobs, & Iddings, 2006). If competent groups outperform their peers, the attention received by the better groups may discourage other groups, who run the risk of being marginalised (Johnson & Johnson, 2009). An STAD rationale requires teachers to assign students to different groups based on a range of variables, such as their second language competence. Divisions of this type may discomfort students who are not yet competent in the second language, thus impeding their collaboration with more capable students (Jacob, Rottenberg, Patrick, & Wheeler, 1996).

Robert Slavin and his associates at Johns Hopkins University (Innovative Learning, 2009) devised STAD as a collaborative learning strategy by which small groups of learners with different levels of ability work together to accomplish a shared learning goal. According to STAD learning, students are assigned to four- or five-member learning teams that are mixed in terms of performance level, gender, and ethnicity. The teacher then presents a lesson and students work together with their team to ensure that all team members have comprehended the lesson (Felder & Bren, 2001; Ghaith, 2001; Ghazi, 2003). Thereafter, all students take individual quizzes, but they may not help each other. Students' quiz scores are compared to their own past averages, and points are awarded on the basis of the degree to which students meet or exceed their own earlier performance.

To advance the understanding of STAD, the following section will discuss the different methodologies used to investigate the effectiveness of STAD and how previous findings may inform a feasible methodology for future studies. Van Wyk (2012) further explored the effects of STAD by analysing how achievement and attitude scores vary from the direct instructional method, and, in more depth, if STAD students were more accomplished, motivated, and nurtured by a modified STAD practice.

In Van Wyk's (2012) study, quasi-stratification, pre-test/post-test, and experimental group and control group were used. A total of 168 student teachers enrolled in elementary economics were invited to participate in the study. The experimental group was composed of 85 participants while the control group had 83. Both groups were instructed using the same method regarding the three instruments deployed in the study. The questionnaires were conducted three times in pre-test, post-test, and post-post-test forms and were distributed before the practice, after the first round of practice, and after the second round of practice, respectively. The second instrument used was the Test of Economic Literacy (TEL), which primarily determined participants' subject knowledge of economic conceptualisations. Van Wyk aimed to discern significant variations between the tests' means in the aspects of achievement, attitudes, and learning motivation. Subsequently, independent and paired tests were used to measure achievement and attitudes between the two groups in order to identify any significant differences (Walter, 2009).

Controversially, STAD is not viewed as equivalent to proper and cohesive implementation because teachers are very likely to be resistant to instructional innovations and mediate STAD based on their own teaching rationale or convenience (Stevens, 2003). Thus, STAD strategies in unstructured settings fail to produce desired outcomes (Ghaith, 2003; Ghaith, 2004). As previously mentioned, one of the key questions regarding STAD is how teachers can be motivated to adopt the method for their own use. Ghazi's (2003) work shows that teachers' experiences are not related to their willingness to implement STAD, but their teaching rationales are. If a researcher assumes the role of a tutor, motivational experiences may perhaps be more accessible (Haller et al., 2000).

Due to its simplicity and flexibility, STAD is the choice of a number of researchers from different fields working in language learning. According to Tiantong and Teemuansai (2013), STAD has been used in a variety of subjects and on a variety of students from second grade to college level. Slavin (1995) investigated 22 studies, out of which 17 supported the effectiveness of STAD. However, Alijanian (2012) argues that the majority of these past studies were not conducted in the EFL context and therefore are limited in application to that context. Similarly, Kreishan and Al-Dhaimat (2013) point out that research on motivation has been largely conducted in the first language (L1) context (where the target language is widely used, e.g., in America, Canada, and some other Western countries). The use of STAD and other cooperative learning strategies is still under-researched in Thailand and many countries where English is taught as EFL.

Slavin (1995) states that students are more enthusiastic about learning using STAD than through individual work. Each study group must have students from different backgrounds, experiences, and academic achievements. Therefore, high achievers can improve their social and communication skills, enthusiasm in terms of helping friends, and skills in terms of working with low achieving students. On the other hand, low achievers can reach high levels of enthusiasm, gain in performance, improve their willingness to participate in learning, and increase their self-esteem, attitudes, and motivation. STAD also provides students with the opportunity to interact and socialise with others and to feel that learning is more interesting than just sitting in and listening to lessons. Learning within a STAD environment, therefore, may be an effective way of encouraging learners to learn actively, especially when teacher assistance and appropriate dialogues are provided (Haruyama, 2008).

2.3.8 Learning styles

Different learning styles of students can affect their learning outcomes and the way that teachers plan their curriculum. Studies (e.g., Amir & Jelas, 2010; Khine & Leng, 2005; Sookhaphirom, 2006) have shown that the most successful EFL teachers find a way to cater to the needs of students with different language learning styles. Leaver, Elyildirim and Ashton (2006) define learning styles as convenient shortcuts for talking about patterns of what an individual is likely to prefer as a learner. Students

should have an opportunity to select their own ways of language learning at their own pace.

In addition, Watson (2000) recommends that “there are no correct ways of learning English and there are no wrong ways of learning English. Any way of learning English that helps you is good” (p. 69). Zacharias (2006) concludes that the learning process will be most successful when learning styles are considered and accommodated in the classroom. Therefore, teachers must focus increasingly on individual needs in order to plan and manage personal study environments and programs (Khine & Leng, 2005; Wilson, 2001).

Sookhaphirom (2006) states that, in language learning and teaching, activities and materials should be related to students’ learning styles. She divides the benefits of understanding learning styles into the two categories, learners and teacher:

Learners: Students who understand their weak and strong points and obstacles to their learning can adopt and adapt learning strategies to reach their language learning goals, especially speaking goals;

Teacher: To understand students’ learning styles, it is necessary for the teacher to think of providing a wide variety of language teaching approaches in terms of techniques, activities, materials, content and classroom atmosphere. (pp. 24–25)

Due to gender characteristics, males and females have different learning styles. Several learning style studies (e.g., Amir & Jelas, 2010; Baneshi et al., 2014; O’Faithaigh, 2000) have shown that males have a greater preference for independent learning than females. Although those studies have similar findings on gender differences in learning styles, very limited literature explains the differences in detail. Baneshi et al. (2014) suggest that the socialisation process may explain the gender differences. They also add that the process of searching for gender identity in school and outside school may determine how females and males behave in educational settings. Females tend to have feminine attributes such as being tender and passive, while males tend to have masculine attributes, such as being assertive and bold

(Amir & Jelas, 2010). Oxford and Anderson (1995) concluded from several studies that males usually process language information more readily through the left-hemispheric, analytic mode, but females may process language learning data through an integration of left- and right-hemispheric modes.

However, previous research results on gender differences in learning styles are sometimes inconsistent regarding which learning styles are preferred by males or females. For instance, Isemonger and Sheppard (2007) conclude that male students are more kinaesthetic than females; in contrast, Melton (1990) found that females are more kinaesthetic than males. Hence, Baneshi, Tezerjani and Mokhtarpour (2014) explain that the differences in learning styles may be due to the context of the research and that a great variety of factors, such as educational backgrounds and culture, can influence students' learning style preferences.

2.3.9 Anxiety in EFL learning and speaking

Foreign language anxiety is a major element that affects the language acquisition and performance of students. Foreign language acquisition occurs more in output language abilities such as writing and speaking than in input abilities (Chiu et al., 2010). In a study by Chiu et al. (2010), a high percentage of students reported that it was easy for them to become anxious when they spoke in English. McIntyre and Gardner (1991) state that speaking is the most anxiety-provoking activity in second language acquisition, as half of their students reflected on the use of speaking skills as confidence building. Thus, it can be implied from this study that when there is no anxiety-provoking situation, students have more self-confidence in speaking English.

The level of self-confidence is one of the most important factors provoking anxiety, because when students experience high self-confidence, they are not afraid of making mistakes or having other students laugh at them. In addition, it was found in a study by Park and Lee (2005) that low self-confidence or high anxiety levels affect students' speaking performance negatively. Zheng (2008) states that when students are supposed to complete an oral task, their anxiety level can increase. Giving oral presentations and performing in front of other students was reported to be one of the most anxiety-provoking situations (Ohata, 2005; Woodrow, 2006). Ohata (2005) and

Ay (2010) also mention the effect of ‘unpreparedness’ on students’ speaking anxiety. In this situation, a student may report that she/he feels awkward, prefers to keep his/her silence during the whole class, and wishes not to be asked any questions (Ohata, 2005).

People are often anxious about their ability in a foreign language, especially in listening/speaking situations, which lead to a type of anxiety called “communication apprehension” (Macintyre & Gardner, 1991, p. 298). This type of anxiety plays such a crucial role in foreign language speaking anxiety that even talkative people become silent in a foreign language class when they have communication apprehension (Ay, 2010; Aydın, 2008). There is extensive research literature on the effects of foreign language anxiety, which is generally categorised as either debilitating or facilitating. Young (1990) says, “anxiety leading to improved performance is called facilitating anxiety and anxiety leading to impaired performance is called debilitating anxiety” (p. 551).

A number of researchers (e.g., Argaman & Abu-Rabia 2002; McIntyre & Gardner 1994; Young 1990) have addressed facilitating anxiety. For instance, Argaman and Abu-Rabia (2002) proposed that facilitating anxiety, which is the proper, optimal level of anxiety, can motivate students to work harder and have better performance. This facilitating or optimal anxiety can lead to high achievement; whereas, low anxiety produces no motivation to make effort, and high anxiety prevents students from performing well. On the other hand, anxiety can cause interference at the input, processing, and output levels of foreign language learning. Argaman and Abu-Rabia (2002) state that anxiety can cause learning problems in all four skills of listening, speaking, reading, and writing.

Anxious students tend to avoid attending classes, avoid voluntary answers and participating in oral activities, or avoid speaking (e.g., Elkhafaifi, 2005; Liu & Jackson, 2008; McIntyre et al., 1997). Liu and Jackson (2008) investigated the relationship between language anxiety and willingness to communicate in a foreign language. They found that learners perceived low foreign language learning competence alongside foreign language anxiety. Anxiety also causes students’ negative attitudes towards foreign language learning and impairs their motivation for

learning (Dewaele, 2005). Moreover, high levels of foreign language anxiety lead to low self-perceived foreign language proficiency and low perceived self-worth (Onwuegbuzie et al., 1999).

Anxious students tend to underestimate their competence in foreign language learning (Dewaele, 2002). Yan and Horwitz (2008) interviewed 21 EFL learners in China with varying levels of anxiety and found that comparison with peers, learning strategies, and language learning interest and motivation were the most immediate factors associated with students' anxiety in language learning. Other variables like teacher characteristics, test types, language aptitude, parental influence, gender, class arrangement, and regional differences were reported as more remote sources of anxiety because they did not affect anxiety directly. The students in the study of Yan and Horwitz (2008) perceived that these factors influenced their comparison with peers and language learning strategies, which in turn influenced their anxiety.

Researchers (e.g., Awan et al., 2010; Dalkılıç, 2013; Ohata, 2005; Park & Lee, 2005; Woodrow, 2006; Würde, 2003) present many reasons for why EFL learners experience speaking anxiety, such as:

- fear of public speaking,
- communicating orally,
- immature vocabulary,
- fear of making pronunciation mistakes,
- limited grammatical knowledge,
- unpreparedness,
- fear of being laughed at,
- taking an oral test,
- native speaker effect,
- error correction style of the teacher,
- levels of English proficiency,
- worrying about being understood or not,
- shyness, and
- low self-confidence.

Previous studies (e.g., Gai & Yang, 2010; Galante, 2012; Stroud & Wee, 2006; Woodrow, 2006; Wood, 2008; Zerey, 2008) have shown that the largest portion of anxiety in the foreign language classroom belongs to speaking a foreign language. With the intention of finding a remedy for this disturbing situation, a number of researchers (e.g., Galante, 2012; Gorjian et al., 2010; Miccoli, 2003; Wood, 2008;

Zerey, 2008) have tried drama techniques in foreign language classrooms. Based on the results of these studies, it is implied that drama changes attitudes and beliefs of students about learning a foreign language as well as speaking it in public or in a foreign language classroom atmosphere. The current study aims to use drama-based activities and Facebook to improve students' English language abilities. It also proposes that the application of drama-based activities to the English language classroom can lead students to be active in learning situations and increase their positive attitudes and motivation.

2.4 Drama-Based Activities in Language Learning

Drama-based activities can be applied in an English class to enable English teachers to deliver the English language in an active, communicative, and contextualised way. It also allows English language teachers to create realistic situations in which students have a chance to learn how to apply the target language in a specific context (Guryay, 2016). Drama-based activities are useful for students to improve the four English language skills (i.e., writing, reading, listening, and speaking), especially for enhancing students' verbal communication skills (Boudreault, 2010). Creative drama is an improvisational form of drama created by participants based on their observations and experiences. It enhances imagination, communication, and problem-solving skills (Guryay, 2016). In language teaching, creative drama can help develop positive attitudes towards language because students are invited into an enjoyable environment where active participation is required (Batdi & Batdi, 2015).

2.4.1 Drama-based activities and oral communication

According to Ulas (2008), drama-based activities play a significant role in language learning, especially in improving speaking skills. Ulas claims that one significant characteristic of the social aspect of oral communication skills in EFL learning contexts is the ability to deliver a speech comfortably with self-confidence. Drama-based activities appear to be useful techniques of communicative language teaching because the students are encouraged to express their own ideas and contribute to the whole classroom through the drama-based activities (Bang, 2005).

Bang (2005) explains that drama-based activities require the involvement of learners in the dynamic and interactive processes of communication. In drama-based activities, the students are provided with the virtual experience of functioning in an extended, realistic discourse in the target language. They are able to learn not only appropriate language use but also real communicative processes. The success of using such activities in language learning highlights the importance of providing language learners with opportunities to interact directly with the target language and to acquire it by using it rather than by studying it.

Drama-based activities can be instructional, based on teaching communicative language, and can fulfil goals of learner-centred instruction, which seeks to involve the learner more fully in the instructional process, making a far more active use of the learner's mental powers than traditional methodologies (Nunan, 1988; Sasaki & Kono, 2006). The learner-centred approach to language teaching makes the experience personally fulfilling, which creates a student-participatory language learning experience (Gasparro & Falleta, 2004). These are factors that make drama-based activities highly effective tools in increasing comprehension, fluency, vocabulary, and general knowledge and skills with the language in language classrooms.

2.4.2 Drama-based activities and affective factors

According to Sun (2003), integrating drama-based activities in EFL classes increases language learning, enhances motivation, and reduces anxiety among learners. The use of drama-based activities has advantages for language learning regarding motivation because learners are actively involved and work in pairs or groups for the activities; if learners are motivated (Phillips, 2003). As a result, learners feel more comfortable in acquiring the target language (Krashen, 1984). Motivation encourages greater effort from language learners and usually leads to greater success in terms of language proficiency (Gardner, 1994). Peregoy and Boyle (2008) claim that acting out stories and events motivates learners to process and share information.

Using the language in a context or a situation, learners can see the meaning and the purpose of it and are thus more motivated (Fuentes, 2008). When students have a

high level of motivation, the learning process takes place almost unconsciously. If students are motivated, they will learn more, leading to more satisfaction, more confidence, and higher self-esteem (Read, 2009). Acting provides for a healthy release of emotions in a safe setting, which can relieve tension as students enjoy the learning activity and are able to let their guards down (Fuentes, 2008). Shyness and the fear of learning English slow down the learning process. If students are immersed in an enjoyable activity, they are more open to new concepts, and learning will occur as a result (Samat, 2010).

Researchers (e.g., Fuentes, 2008; Read, 2009; Royka, 2002; Samat, 2010) confirm that the benefits of drama activities and drama-based activities relate to the enhancement of students' speaking abilities and affective factors. Even though drama-based activities are beneficial, there should be precautions against using drama-based activities that can cause students embarrassment (Samat, 2010). Drama-based activities should be chosen and lessons should be planned carefully so that the potential for these issues to arise is reduced. In terms of language instruction, many teachers are unwilling to adopt drama-based activities for various reasons. For example, some claim that they are not drama experts, while others do not want to appear silly in front of their students (Royka, 2002). In addition, traditional teachers claim that drama-based activities are fun but are not serious methods for learning (Read, 2009). Moreover, others may think that preparing drama-based activities is time-consuming. These problems may be solved if teachers use simple drama-based activities as games in lesson warm-ups and to provide students with fun and motivating activities.

2.4.3 Role-play

Andryani (2012) identifies role-play as a spontaneous, dramatic, and creative teaching strategy in which individuals overtly and consciously assume the roles of others. It involves multi-level communication, taking on the role of an imaginary person in a hypothetical or real situation, and it is a powerful affective teaching strategy that influences attitudes and emotions and promotes higher-level cognitive and affective thinking skills of analysis, synthesis, evaluation, and valuing.

Similarly, Littlewood (1981) explains that role-play is used to broaden people's repertoire of behaviours and to help them gain insight into their present behaviours and possibly modify them. Role-play gives people an opportunity to try out behaviours before mistakes are made in real life situations. Students pretend they are in various social contexts and have a variety of social roles. Harmer (1991) places an emphasis on role-play activities where the teacher gives information to learners, such as who they are and what they think or feel. These definitions underpin the claim that role-play is an effective strategy for learning because it is connected to real-life situations. Burke and O'Sullivan (2012) also state that role-play promotes active personal involvement in learning.

Littlewood (1981) believes that teachers should provide students with exposure to and interaction with the diverse registers they need to know. In this regard, one of the ways to achieve this is by using role-play in the classroom, as role-play brings the outside world into the classroom and, consequently, limitations imposed by the classroom are overcome. In the same context, Larsen-Freeman (1986) explains that role-play is important in the communicative approach to language because it gives learners an opportunity to practise communication in different social contexts and different social roles. Role-play is, therefore, a highly flexible learning activity, which has a wide scope for variation and imagination. According to Ladousse (1987), role-play uses different communicative techniques to develop language fluency, promote interaction in the classroom, and increase motivation.

While many language learning activities are clearly purposeful and beneficial to language learners, Brash and Warnecke (2009) suggest that such benefits can be further enhanced by using dynamic role-play scenarios, such as those suggested by Cockett (2000), in which the key aspect of this kind of role-play lies in the teacher's ability to motivate the group to develop a narrative collaboratively. Participants can choose their roles and develop them in an individual way. Language learners are then engaged in the preparation and practice of the role-play. The aspect of playing is central in this context as the students tell a story together. A drama-based role-play allows participants to play out their emotions in a safe way within a fictitious narrative. Regarding the concept of a drama-based role-play, Brash and Warnecke (2009) describe its benefits as four-fold:

First, role-play benefits students psychologically; it lets them act in a framework where they can overcome their fears of certain emotional, linguistic, or social constraints. Students physically involved in the preparation of the role-play are also emotionally involved and more inclined to work as a team. They are allowed to select their own roles, increasing their willingness to try out new and different roles. This kind of role-play seems attractive to participants because they can use language creatively and playfully. It can lessen perceptions about the artificiality of the language classroom and may make learning more realistic and meaningful.

Second, role-play is useful for students of different abilities. Playing a role takes students away from routine activities and rehearsed language patterns in tutorials. It focuses their energy on their own experiences, thus catering to different types of language learners. An absence of error correction during activities challenges students to sustain communication for a longer period because participants experience a real need to communicate as opposed to acting out set communication patterns. Students dare to take risks and are willing to make mistakes. They focus on their roles and the communication involved between characters in the role-play rather than on the linguistic accuracy of their statements. In this sense, role-play mirrors real life as a drama and stimulates authentic conversation.

Third, role-play is beneficial for students' cultural awareness. Students take on a new role when they become students of a foreign language. In this role, they will try to link their understanding and knowledge of their own culture to new concepts and ideas as well as developing their own perceptions of another culture. Role-play allows them to act out their new cultural understandings. When students are brought into an unusual and unpredictable situation, they can test boundaries and cultural sensitivities as well as their linguistic progress in the target language.

Fourth, role-play emphasises the playfulness of language. It works best when students are happy to take risks and move beyond the comfort of their course materials. It also enhances their understanding of the use of grammatical forms because it highlights the importance of contextualised speech. It often introduces humour into the learning situation and can increase motivation as well as students' self-confidence. Finally, based on a narrative developed by the students, role-play

can be particularly motivating in distance learning when it is continued over several tutorials. In this way, it provides a means to link sessions, encourages students to attend classes more regularly, and creates a much stronger co-operative spirit within the group.

From the above review, it can be seen that role-play is beneficial to affective factors. It can be used to promote students' attitudes and motivation as it provides students with fun activities and a suitable learning environment. Role-play also provides authentic conversation for the students, which can result in the development of students' communicative behaviours. Due to these benefits, a role-play activity was selected for use in the current study in order to develop students' communication behaviours, motivation, and attitudes. In the study, role-play aimed to help students use language communicatively. Instructions on how to role-play were provided to enable the students to perform well in active learning environments. Role-play activities in this study required learners to work cooperatively with their friends through the scaffolding of role-play: co-creating scripts, rehearsing, recording, and reflecting.

2.4.4 Hot seating

Ashton-Hay (2005) gives the broad definition of hot seating as the use of a press conference format (or similar), wherein students play the role of a character who sits in the centre of the improvised conference and answers questions offered by the other participants. Hot seating techniques can be employed for various purposes. Borich (2004) suggests that hot seating helps let other people know more about the participants. The technique also creates interest, motivates participation in a class, and encourages students to clarify and express their thoughts or ideas. In addition, hot seating techniques help evaluate, diagnose, and check students' preparation and understanding of the class material.

Moore (2005) notes that the hot seating technique is a valuable tool that aids in the delivery of learning goals. This is most immediately apparent in communication, language, and literacy, whereby the technique:

- Uses language to imagine and recreate roles and experiences.
- Uses talk to organise, sequence, and clarify thinking, ideas, feelings, and events.
- Sustains attentive listening and encourages students to respond to what they have heard through relevant comments, questions, or actions.

The hot seating technique is also used to help with personal and social development and assists students to:

- Become confident in trying new activities, initiating ideas, and speaking in a familiar group.
- Maintain attention, concentrate, and sit quietly when appropriate.

The questioning technique is one component of the hot seating technique. It can be applied to create background knowledge of drama components, such as situations, types of characters, or dramatic themes. The hot seating technique is a way of developing character. This means that when students are in the hot seat, they answer questions from others in the group while they are in their role. When students ask questions of the student in the hot seat, the latter has to answer as much detail as possible. The characters will seem more realistic if learners really know their roles. The current study employed an interview approach as a hot seat activity to encourage the students to speak and practise English in different topics.

Researchers (e.g., Ladousse, 1995; Littlewood, 1981; Scarcella & Oxford, 1992; Van Ments, 1989) show how role-play and hot seating activities can compensate for the limitations of the traditional teacher-dominated language classroom. They provide students with a variety of conversational models and different roles, while role-play and hot seating activities change classes from being teacher-centred to being student-centred. Scarcella and Crookall (1990) argue that, when teachers determine the whole speaking process, students are less likely to have a full picture of how language is used in real situations. In addition, by practising different roles, students can experience a variety of speech acts, such as apologies, promises, and congratulations. In being exposed to such genuine verbal interactions, students gradually develop communicative strategies that enable them to progressively learn.

The students can also make their conversation flow freely without frequent interruption by their teachers.

2.4.5 Effects of drama and drama-based activities on speaking skills

In a study by Adcock and Ballantyne (2007), which had the purpose of improving eleventh-grade students' speaking abilities, the following problem statement was formulated: "Can socio-drama improve the students' speaking skills?" (p. 16). Socio-drama is a method by which a group of individuals spontaneously enact a specific social situation common to their experience (Adcock & Ballantyne, 2007), and it can be one of the teaching methods used to develop a particular speaking skill. The target population in their study was randomly chosen and included one English teacher and all eleventh grade students at one secondary school in Iran. The study employed questionnaires, interviews, and observation techniques for data collection, and the results of the study revealed that the use of socio-drama techniques in teaching had a positive effect on developing speaking skills.

In a similar context, Tsou (2005) conducted a study to find out how to improve speaking skills through instruction in oral classroom participation. In her study, students' participation included many forms of student actions, such as speaking, listening, reading, writing, body language, or physical movement. Students at a university in Southern Taiwan were selected from the freshman English class, a required course for all first-year students, and the participants were divided into two groups: an experimental group and a control group. Tsou designed a course that depended on participation instruction (PI), which mainly focuses on the use of drama techniques in teaching. Quantitative data was collected through questionnaires, tests, and observations, while qualitative data was gathered through passive participant observation, survey responses, and an interview with the teacher. In order to examine differences between the experimental and control groups before the onset of the experiment, preliminary tests were conducted. At the end of each semester, every student was required to fill out course and teacher evaluation forms. These completed forms were then analysed, and the students' preliminary tests average scores calculated. The experimental group showed consistently higher mean scores than the

control group. The findings of the study suggest that teachers should use PI to develop speaking skills.

Janudom and Wasanasomsithi (2009) conducted a study to discover the extent to which drama and questioning techniques can enhance students' speaking achievements. Their study also aimed to examine students' attitudes towards English instruction by employing an integration of drama and questioning techniques. The study was conducted with an intact group of 15 students (3 males and 12 females) who were second-, third-, and fourth-year students enrolled in an elective course offered by the university as a seven-week 'English through Drama' summer course. For the data collection, speaking achievement tests were administered before and after exposing students to drama and questioning techniques, while an attitude questionnaire, arranged on a five-point Likert scale, was utilised at the end of the experiment. Data was also collected by using students' reflective journals and teachers' diaries to supplement the questionnaire data. The results of the study indicate that drama and questioning techniques helped enhance the students' speaking abilities and their positive attitudes towards EFL learning.

Stinson (2006) conducted a study aimed at examining how the use of drama may improve students' oral communication in English, both speaking and listening. Participants of the study involved groups of 16-year-old Singaporean students from four schools, each providing a class of approximately 40 students in a drama intervention program. The participants were divided into a comparison group and an intervention group. Two of the schools provided classes at the same year level and streams for pre-test and post-test comparison. The research intervention involved the students participating in ten hours of process drama classes, pre-planned by the researchers and facilitated by local drama teachers. Both the intervention and comparison classes were pre-tested and post-tested using the standard Ministry of Education Oral Communication examination. The results of the study indicate that in the pre-test the comparison and intervention groups had similar scores, while in the post-test the intervention group performed consistently better in each of the criteria of clarity, vocabulary, relevance to the topic, interaction with the examiner, and the need for prompting.

Similar to Stinson (2006), Miccoli's (2003) study aimed to investigate the value of using drama in a Brazilian university classroom by conducting an 'English through Drama' course to observe the effects of drama on developing oral skills. She asked the participants to use portfolios to record their reflections on using drama to develop speaking skills. The portfolios were used as evaluation tools for the use of drama in the classroom. During the course, the participants were encouraged to use the portfolios, which promoted reflections and behavioural changes. The results of the study indicate that using drama in the English classroom had a significant influence on the development of participants' oral skills.

Moreover, Emel (2010) conducted a study to examine whether creative drama had any effect on the communication skills of 48 students divided into two groups: an experimental group consisting of 24 students and a control group of the same number. The participants in the study were from Selcuk University, Turkey, and were Faculty of Vocational Education students in the Child Development and Education Teaching Department. Both pre-testing and post-testing were conducted with both groups. Students in the experimental group participated in a communication skills education program integrated with 90 minutes of creative drama for eight weeks. The pre-test was used in the experimental and control groups before the implementation of the educational program. At the end of eight weeks, the post-test was applied to both groups. The evaluating communication skills scale was used as a data-gathering tool to measure the communication skills of the students. The pre-test scores showed that the experimental and control groups had equal scores. Emel found that the post-test average score of the experimental group was higher than the post-test average score of the control group. The communication skills developed through creative drama education could increase the communication skill scores of students.

Additionally, Jarayseh (2010) highlights the impact of using drama in teaching on the proficiency and fluency of students studying English. The specific focus of Jarayseh's study was the expected advantages of drama for Palestinian students' language learning. The participants of the study included 31 students from Herman Gmeiner School and 26 students from Talitha Kumi School, Bert Jala, and the sample for the impact of using drama was randomly selected from these two schools.

After exposing the 57 students from seventh and eighth grades to drama-in-education techniques, they filled out a specifically designed questionnaire given to all students in order to understand their views of the drama lessons. The students took a test after being exposed to two drama pieces. After twelve weeks practicum, an assessment of each student was carried out. The study found that, compared to traditional approaches, using drama in learning English made the students more enthusiastic and had more impact on their language skills. Jarayseh explains the positive effects of using drama in enhancing the students' confidence, motivation, and oral communication skills. The results of the study indicate that the use of drama in education ensured that students became more active participants in the class rather than passive recipients.

On the other hand, Lin (2009) conducted a study to generate a holistic picture of Chinese EFL teachers' role-play implementation in secondary school classrooms and provided valuable insights into role-play pedagogy in EFL education. Through a case study of seven teachers and some of their students in an authentic Chinese secondary school context, Lin gathered data using in-depth interviews, classroom observations, student-focused group discussions, and subsequent questionnaires. The findings of the study reflect the benefits of role-play as a language teaching strategy. Moreover, the outcomes of the study include a sample role-play project and a series of recommendations that are helpful to teachers, administrators, and teacher training program developers in encouraging the use of role-play both effectively and communicatively.

Conejrous and Ortiz (2006) also conducted a study to find out the efficiency and effectiveness of using drama techniques in teaching EFL. The participants in the study were 36 students undertaking the English Communication Teaching degree at the Universidad Austral de Chile. The participants of the study were divided into two groups: a control group learned English using traditional formal methods, while an experimental group learned English using drama techniques such as role-play, simulation, improvisation, dialogues, and interviews. After using traditional approaches with the control group and drama techniques with the experimental group, a test was administered to investigate the effectiveness of using drama techniques in teaching English. The results of the study indicate that retention was

significantly higher for the experimental group and suggest that drama techniques improved English speaking skills.

Drama-based activities provide an ideal opportunity for task-based learning in the study of languages (O’Gara, 2008). According to McMaster (1998), drama-based activities encompass all four of the language modalities and are an effective medium for building and decoding vocabulary, syntactic discourse, and metacognitive knowledge. McMaster (1998) also presents strong arguments as to the benefits of drama-based activities for children learning a language, with drama providing a way to experiment with different ways of talking, leading to a greater awareness of variations in language. Gill (2008) states that there is a dynamic production of the target language as the learner group writes, produces, rehearses, and performs plays. In other words, learners use the language of the real world, getting the message across without necessarily worrying about whys and wherefores. Instead of using grammatically rigid language, there is a mixture of language elements, with the target language being used in an integrated and holistic fashion.

In discussing the relevance of drama-based activities and task-based language teaching, it is necessary to understand the concept of task-based language teaching and learning. A task in this context is an activity requiring learners to use language, with an emphasis on meaning, to achieve an objective (Bygate, Skehan, & Swain, 2001). Ellis (2003) explains that such a task requires participants to function primarily as language users, in the sense that they must employ the same kinds of communicative processes as those involved in real-world activities. Lochana and Deb (2006) claim that tasks contain some form of input, which may be verbal (dialogue/role-play/reading) or nonverbal (pictures/gestures), followed by an activity that is in some way derived from the input. This activity sets out what learners need to do in relation to the input.

In the language classroom, a task is an activity with a specific goal and involves the use of communicative language in the process (Wang, 2008). A task goes beyond the common classroom exercise because it has a certain relationship with the real world. The kind of discourse that arises from a task is intended to resemble that which occurs naturally in the real world (Ellis, 2000). When learners work in group

scenarios, they are allowed to react in their own ways to an event or a set of circumstances that involves them. Activities in group scenarios facilitate the pooling of resources by learners and enable them to become powerful generators of knowledge. Drama-based activities engender collaborative and cooperative learning by having students work with each other. Each student contributes his/her part to the collective knowledge of the group while taking from this shared wealth what can best serve them in specific circumstances (Bang, 2005).

Based on previous studies related to the use of educational drama techniques (e.g., Bang, 2005; Ellis, 2003; Gill, 2008; Lochana & Deb, 2006; Wang, 2008), speaking skills seem to be interrelated because most drama-based activities involve interaction, using either verbal or non-verbal language. Educational drama techniques are useful when applied to language courses focused on speaking where learners learn to voice their opinions and listen to one another. All the previous studies use the experimental research method, which utilises qualitative and quantitative data collection methods using observation cards, questionnaires, pre- and post-tests, and/or interviews. The current study has benefitted greatly from the previous studies, which have been utilised in order to categorise the sub-skills of speaking. They have also enabled the researcher to select suitable tools for use in the study.

2.4.6 Games

Traditionally, games have been used as positive reinforcement in classes to show teachers' satisfaction with students (Chen, 2005). At other times, games have been conducted during warm-ups at the beginning of classes or fill-ins at the end of lessons to finish off a lesson in a playful and fun way. According to Jackson (2011), games can also be used as a tool to increase creativity with students. Her study maintains that the more students played games of all sorts, the more creative they were in tasks such as drawing pictures and writing stories. She also claims that games can be designed to optimise the development of creativity while retaining their entertainment values such that a new generation of games will blur the distinction between education and entertainment. She argues that education and

entertainment should be able to cooperate in a beneficial way that will give both learners and educators a newfound interest in teaching and learning.

When it comes to games in language learning, a number of studies have indicated the same positive impact on learners. For example, Gee (2007) suggests that in relation to language teaching and learning, games can be considered conceptual models that work across formal and informal contexts of learning. In this specific aspect of teaching, games are often seen as a stimulator in the classroom, since students seem to be more motivated by them. Games in the language classroom are considered a fun factor of language learning, and students seem to engage in a more communicative way when using games as a learning tool (Meyer & Holm, 2007).

According to Mayer and Holm (2007), games have often been misunderstood, since they are connected with informal situations that do not belong in the classroom; therefore, gaming has never become the central activity in students' language development. Mayer and Holm suggest that games should not be looked upon as simply an out-of-school practice but should be utilised as a framework for providing a meaningful context for language acquisition. Students who are using games in their learning also gain broader social interaction and community awareness.

Games that have positive social messages can influence players to act in a more positive way, both in school and at home (Richards & Rodgers, 2001). Some of these games that have encouraging messages give the participant of the game a more pro-social state of mind and more helpful behaviour. To be able to start using games for teaching, educators must be convinced of the benefits that games provide them and why games should be given to students in addition to their formal learning sessions. In addition to this, educators or teachers must gain knowledge of how games should be used in teaching contexts and how their students benefit from them in the best way. This is something that must be focused on more, because if teachers do not have sufficient knowledge of the teaching method, then games cannot be used to support students' learning.

Gee (2003) points out that language learners were very enthusiastic when it came to using games in their learning, and this is a factor that should be taken into

consideration when it comes to using games in learning situations. If learners already have a great interest in this type of learning, they are also more eager and willing to engage in a different way than if the interest is lacking (Gee, 2003). In addition, teachers should carefully choose what games they are using in their teaching, since many of the students may not perceive that games can be formally used as a learning tool. Therefore, it is important to explain the purpose of the specific games being used.

2.4.7 Storytelling

Storytelling relates a tale to one or more listeners through voice and gestures (Speaker, 2000). Storytelling provides an immediate interaction between a teller and a listener. It is a method by which imagination can be stimulated and in turn leads to a higher cognitive level in students' responses (Taylor & Kamen, 2004). It is a powerful and effective tool in teaching language acquisition (Honeygan, 2000). When children listen to stories, they develop skills that will prepare them for more complex literature (Taylor & Kamen, 2004). In a study conducted by Phillips (2003), he states that vocabulary development and oral language are more advanced in children who are continuously exposed to various stories.

While storytelling can be linked to language literacy and development, it is also important to other areas of learning. Taylor and Kamen (2004) assessed changes in verbal fluency in a group of preschool children. They analysed each student's language ability before and after multiple sessions of a storytelling program. They concluded that each student within this group improved their language skills when storytelling was implemented in the curriculum. Though each student's language development grew at different rates, each student had growth in his/her overall expressive language acquisition.

In using storytelling, comprehension can also be reinforced through activities such as learning story structure, the ability to visualise, learning new vocabularies, and relating ideas to their own lives and the world (NCTE, 1992). Storytelling promotes a wide range of skills and can expose students to different social and cultural experiences (Woodward, 2002). Moreover, students can make connections to a

reality outside the classroom, and they are able to practise listening skills as they are listening (National Storytelling Press, 1994). In addition, a storytelling activity can help students organise ideas and content coherently and accurately (Prabpairee, 2000). When students know what they will talk about and attempt to organise their ideas, they will probably be fluent in using the language while speaking (Honeygan, 2000).

2.4.8 Improvisation

Improvisation is a strategy of teaching whereby students are given roles to perform dialogues or conversation using their own words or sentences based on a given conversation. Lubis (1988) defines improvisation as a dramatic hypothetical situation in which two speakers interact without any special preparation. When working with improvisations, the teacher should have a large supply of hypothetical situations at hand, situations that are simply stated and challenging to the students' creativity. Via (1987) states that improvisation is a very useful drama technique, since it focuses on students' ability to use the language that they have acquired without the benefit of a script. All improvisations should be goal oriented or have a problem to solve. This enables students to have something definite to talk about.

In improvisation, students must create a scene, speak, act, react, and move without preparing (Syamsurizal, 2008). Maples (2002) emphasises that improvisation provides learners with opportunities not only to improve their language communication skills, but also to improve their confidence, which will ultimately lead to the development of positive self-concepts. Improvisational exercises provide three main benefits: student pronunciation improves, proper use of a grammatical structure is reinforced, and vocabulary practise is enhanced (Thornbury, 2005).

Berlinger (2000) and Syamsurizal (2008) conducted studies on using an improvisation technique to improve students' English speaking. Berlinger (2000) implemented script-based improvisations to encourage English expression. The results presented by Berlinger (2000) indicate that the students were motivated to generate imaginative and detailed ideas, expand their vocabulary, actively practise language skills, and attain far greater fluency. The findings of the study also

demonstrate that script-based improvisations provide a setting in which the students can explore the social values of a different culture. Participating in this kind of activity also strengthens students' confidence in their academic ability, an essential component of successful language acquisition.

While implementing improvisation, the situation must be clearly stated and easy to act out, and it must have a dramatic story twist. When students are relatively fluent in English, they should be able to create a plausible conversation around the given situation and complete it with appropriate facial expressions and gestures (Barbu, 2007). It is important to note, however, that the purpose of improvisation in the EFL class is not to entertain others but to provide participants with a medium of self-expression (Athimoolam, 2004). At the beginning, students may be hesitant and shy about participating in the activities, but after a few sessions they become more enthusiastic, and there is a phenomenal improvement in their confidence level (Syamsurizal, 2008). Practicing an improvisation exercise generally requires students to utilise a number of skills at once. During the improvisation exercise, students actively listen to their peers, need to be aware of body language and other contextual clues, maintain eye contact, and respond quickly, generally using a stem (Thornbury, 2005).

2.4.9 Scriptwriting

According to Henry (2011), scriptwriting is an activity in which students write their own words (and sometimes actions) to perform drama or role-plays. Students may write what they will say, establish cues for movement, and incorporate other scene-setting elements. This can be as simple as a short dialogue or as long as a full-length play. After students write their script, they can act it out. Scriptwriting can be done individually, in pairs, or in groups. Furthermore, it helps students focus on register, adjacency pairs, vocabulary in context, and fluency. A script can be edited and re-drafted to focus on the writing process. The added benefit is that students can perform their script when it is completed.

An easy way to engage students in the learning of new vocabulary is to have them create very short scenes in which they perform drama about certain concepts. In

addition to practicing newly learned vocabulary, students can focus on specific grammar features. Likewise, students may write scripts for scenes that focus on specific pronunciation issues. According to Porcaro (2001), while primarily a writing exercise, role-play scriptwriting provides an opportunity to integrate it with other basic language skills of reading, speaking, and listening in EFL instruction. It provides an opportunity for thoughtful expressions and exercises the imagination, effectively integrates all the basic language skills, involves participation by all members of the class, and is informative and entertaining.

2.5 Facebook as a Social Network in Language Learning

Facebook (<https://www.facebook.com/>) is a social networking website where users can share information and communicate with friends as well as meet and interact with others online. Users can create personal profiles with photos, lists of personal interests, contact details, and other information. They can also communicate with friends and other users through private or public messages and a chat feature. An important feature of Facebook that makes it useful for educational purposes is that it offers the means to create and join special interest groups. Facebook users in such groups can communicate about common interests, share photos, music, and videos, make new friends, and generally socialise online (Lin et al., 2016). It is one of a new generation of social networking tools that include MySpace (<https://myspace.com/>), LinkedIn (<https://www.linkedin.com/>), Instagram (<https://www.instagram.com/>), Twitter (<https://twitter.com/>), Google+ (<https://plus.google.com/>), and many others (Son, 2010).

Boyd (2003) first described social networking as software applications that support the development of social connections between individuals and groups within a community. Similarly, Barlett-Brag (2006) viewed social networking as “the range of applications that augments group interactions and shared spaces for collaboration, social connections, and aggregates information exchanges in a web-based environment” (p. 3). As seen in both definitions, the bottom line is that social networking is based on the assumption that individuals interact with each other in shared spaces for collaboration that allow the exchange of information. Taking a further step, Boyd (2008) described social networking sites as “web based services

that allow individuals to construct a public or semi-public profile within a bounded system, to articulate a list of other users with whom they share a connection, and to view and traverse their list of connections and those made by others within the system” (p. 211).

Ajjan and Harsthone (2008) listed the benefits of using social networking sites in educational settings. First, social networking enhances students’ learning. Second, it facilitates teacher-student and student-student interactions. Third, it makes students more motivated for the classes. Fourth, it develops students’ writing skills. Finally, the use of social networking makes it easier for students to get involved in the learning process. Related to those benefits, some research studies (e.g., Norris, 2002; Resnick, 2001) postulate that social networking sites are very influential in fostering connections between participants, thereby supporting a wide range of relationships. Mazer, Murphy and Simonds (2007) looked at the effects of computer-mediated teacher self-disclosure on student motivation, affective learning, and classroom climate. They concluded that teacher self-disclosure may lead students to get to higher levels of anticipated motivation and affective learning and create a more comfortable classroom climate. Ajjan and Harsthone (2008) found that those social networking tools increased students’ learning, the interaction between students and teachers, and the integration of various applications into learning processes. Another study (Selwyn, 2007) conducted on the use of Facebook by college students underlined five crucial aspects of social networking: reflecting university experiences, sharing practical information, sharing academic knowledge, sharing pictures and links, and creating new connections with others.

As for the challenges, social networking sites have received a lot of criticism from their users worldwide. According to Lacy (2009), the negative effects of popular social networking sites, especially Facebook, on individuals include short attention spans, sensationalism, inability to empathise, and a shaky sense of identity among children. Similarly, Derbyshire (2009) believes that social networking websites such as Facebook, MySpace, and Twitter are causing alarming changes in the brains of young users. Derbyshire (2009) argues that exposure to computer games, instant messaging, chat rooms, and social networking sites could leave a whole generation with poor attention spans.

Due to increased advances in and ownership of wireless mobile technology, students use their smartphones, tablet computers, personal digital assistants and MP3 players to become involved in real-life situations (Son, 2016). Mobile-based systems have been successfully used to teach pronunciation and listening skills (Foote & McDonough, 2017; Uther, et al., 2005). Mobile phones are also increasingly used to enhance learners' lexical abilities by sending messages that include words of the day, short messages that students need to respond to via the short message service (SMS) (Kennedy & Levy, 2008; Lu, 2008; Stockwell, 2010), and grammar, listening, and speaking activities via mobile video conferencing (Li & Hegelheimer, 2013). In addition, mobile devices provide learners, specifically in remote rural areas, with constant access to authentic educational materials (Valk, Rashid, & Elder, 2010).

In a study by Wang and Smith (2013), teachers sent customised comprehension questions and quizzes to students' emails to be accessed through the students' mobile phones. For student-teacher interaction, a comment-quiz system was used. The results of the study indicate that most of the students were in favour of using mobile phones for reading and grammar. In another study, Kim, Rueckert, Kim and Seo (2013) conducted pre-test and post-surveys of students from a Master of Arts in TESOL program to examine their perceptions of using mobile phones for language learning.

The rapid development of mobile technologies has brought up a new trend called mobile-assisted language learning (MALL), which assists teachers of foreign languages in facilitating and mediating language learning for their students (Son, 2016). Teachers incorporate a variety of tools to engage their students and allow them to interact in new and different ways, both in and outside the classroom (Thorne & Payne, 2005). Popular social networking sites such as Facebook, Edmodo, and LinkedIn offer educators even more options to help students increase motivation and reinvigorate the classroom climate (Kolokytha et al., 2015; Mazer et al., 2007). The benefit of using mobile phone technology in the current study was that lessons and learning resources could be delivered via the Facebook application; mobile devices could also be used to access resources outside the classroom.

However, while technology can play an important role in supporting and enhancing language learning, the effectiveness of any technological tool depends upon the knowledge and expertise of qualified language teachers who manage and facilitate the language learning environment (Bloch, 2009). Son (2018) states that, in computer-assisted language learning (CALL), “teachers become CALL implementers when they try to understand the notions of CALL theory and practical and use CALL in and out of the classroom” (p. 34). Teachers still play an important role in supporting their students to learn by interacting with the students to teach the target language while using technologies (Son, 2018).

The easy accessibility and ubiquity of Facebook have inspired many practitioners of second language teaching and learning to integrate networked forms of communication into educational contexts such as language classrooms and study abroad programs (Warner & Chen, 2017). Based on an understanding of the benefits of social media technology such as Facebook on language learning, the current study applied Facebook and drama-based activities to English language learning at a secondary school. The study provided opportunities for students to improve their digital and multiliteracy skills, interact in and through the target language, work collaboratively, and enhance their linguistic and pragmatic proficiency. By using social media technologies in the language classroom, teachers can better prepare students for international cross-cultural interactions and communications.

Several studies (e.g., Alm, 2015; Aubry, 2009; Kabilan et al., 2010; Medley, 2010; Mills, 2011; Mitchell, 2012; Reinhardt & Zander, 2011; Terantino, 2013) have been undertaken to investigate the adoption of Facebook to aid second/foreign language learning. One empirical study of the influence of social network services (SNSs) on EFL learners in a university in Taiwan (Wu & Hsu, 2011) suggests that Facebook lowers students’ stress levels and enhances learners’ engagement and interaction. Participants in the study reported that Facebook was informal, and they felt less pressure and more confidence using it to state their opinions on most topics. They also found that Facebook enhanced online classroom interactions between students and teachers and promoted interactions. Previous research studies (e.g., Kabilan et al., 2010; Mills, 2011; Terantino, 2013; Yunus & Salehi, 2012) show that Facebook plays a positive role in terms of promoting students’ creative thinking skills. Creative

thinking involves students generating and applying new ideas in specific contexts, viewing existing situations in a new way, identifying alternative explanations, and seeing or making new links that generate positive outcomes (Yunus & Salehi, 2012). Kabilan et al. (2010) found that students believed Facebook could be utilised as an online environment to facilitate learning English because it leads to the improvement of language skills, confidence, positive attitudes, and motivation in terms of learning and communicating in English.

Terantino (2013) found that foreign language students were more open to using Facebook for foreign language learning, but that teachers were not convinced. In another empirical study, Mills (2011) explored how a Facebook project allowed intermediate-level students of French to obtain information about French culture. She found that Facebook supported a global simulation of community building in a French virtual context and enhanced a variety of opportunities for interpretive, creative, and interpersonal engagements within a context that emphasised self-direction, ownership, and autonomy.

Shih (2011) conducted a mixed methods study to investigate the integration of Facebook and peer assessments into the instruction of a college English writing class through a blended teaching approach. The results of the study suggest that participants improved their English writing skills and knowledge not only as the result of in-class instruction but also from co-operative learning on Facebook. In this sense, he claims that the integration instruction enhanced students' interest and motivation.

Özdemir (2017) states that Facebook is one of the easiest and quickest ways to communicate with other people. He conducted a study to investigate the effect of Facebook on intercultural communicative effectiveness (ICE) among EFL students. A mixed-methods approach was employed: data were collected from multiple sources including pre- and post-administration of intercultural effectiveness scale, semi-structured interviews, and students' essays. He found that the Facebook discussion group had significantly higher ICE scores than the in-class discussion group. The results of his study indicate that most students had positive feelings and

attitudes towards the intercultural instruction and the use of Facebook for developing ICE.

In a qualitative study, Medley (2010) compared written communication discourse on Facebook among American students and international students from Asia. She found that, when compared to American students, Asian students were more open and willing to engage in discussions with native English-speaking peers in order to develop their language competence through membership to a Facebook discourse community, which helped them bridge cultural and linguistic differences. In another qualitative study conducted in the US, Mitchell (2012) explored motivations of seven ESL students for joining and using Facebook. The study followed individual cases and looked at the cases to find trends in motivation, use, and difficulties. The students in the study joined Facebook for social reasons. The results of the study indicate that the students were able to improve their English ability and cultural competency by using Facebook and were able to do more than they had originally intended; furthermore, they kept in contact with old friends and learned about American culture through Facebook (Mitchell, 2012).

2.5.1 Facebook and students' performance outcomes

Several studies (e.g., Dizson, 2016; Madge et al., 2009; Schroeder & Greenbowe, 2009; Selwyn, 2008; Stewart, 2009) have examined the effect of Facebook on student learning outcomes, and the results of these studies suggest that the use of Facebook could enhance student learning. However, none of these studies employed a control group, and the results were mainly collected from students' self-reports. Schroeder and Greenbowe (2009), for example, created an online community on Facebook for an organic chemistry laboratory, and found that the number of posts on Facebook were nearly four times greater than on WebCT, an online learning platform, and the Facebook postings raised more complex topics and generated more detailed replies.

Dizson (2016) examined the impact of Facebook use on the second language writing of Japanese EFL students. He compared the experimental group using Facebook with the control group using paper-and-pencil and found that the Facebook group

improved their writing fluency to a greater degree than the comparison group on a timed post-test. Significant differences in lexical richness or grammatical accuracy were not found.

Stewart (2009) examined whether Facebook could be used to facilitate the development of literacy skills by building a community of readers on the site. The findings of the study indicate that the facilitator could help students develop their literacy skills by assigning readers various roles such as literary luminary, synthesiser, analyser, and evaluator via using the 'Literature Circle' on Facebook. In another study, Selwyn (2008) analysed the Facebook 'wall' activities of 909 undergraduate students in one university in the UK, and the findings of the study show that the Facebook wall certainly functioned as a valuable means of information exchange for those students who were making active use of Facebook with their peers. Another study (Madge et al., 2009) found that the use of Facebook was related more to social purposes than formal teaching purposes, although it was sometimes used informally for collaboration on group projects.

A number of researchers (e.g., Hewitt & Forte, 2006; Li & Pitts, 2009; Mazer, Murphy, & Simonds, 2007; Shafie, Yaacob, & Singh, 2016) have investigated the use of Facebook in the language learning context and report affective outcomes in terms of student motivation and satisfaction, classroom climate, and student or faculty relationships. O'Sullivan et al. (2004) found that students who viewed an instructor's website with high levels of mediated immediacy, including forms of self-disclosure, reported high levels of motivation, affective learning, and positive attitudes towards the course and the teacher.

Li and Pitts (2009) found that offering virtual office hours via the Facebook instant messaging client had a positive impact on students' satisfaction with student-faculty communication outside the classroom. Madge et al. (2009) explored how pre-registration engagement with a university Facebook network influenced students' post-registration social networks. They found that joining Facebook pre-registration was a helpful means of making new friends at university. Hewitt and Forte (2006) found that interactions on Facebook had a positive impact on students' perceptions of their professors. However, one-third of the students surveyed felt that faculty

members should not be present on Facebook. Some raised concerns about identity management and privacy issues. Similarly, Madge et al. (2009) found that 41 per cent of participants strongly agreed that they would not like tutors to contact them via Facebook for formal learning reasons.

2.5.2 Facebook as an academic tool

Mack and Head (2007) investigated how librarians could use Facebook to effectively communicate with students and colleagues. They found that the questions the librarian received via Facebook significantly outpaced those received from instant messenger or by phone. Among undergraduate students, Facebook inquiries were more common than those received either in person or via email. This study suggests that Facebook is considerably popular as a means of seeking asynchronous reference and research assistance. Connell (2009) surveyed 366 students to examine their feelings about librarians using Facebook and Myspace as outreach tools. The study shows that most participants were accepting of library contact through those websites, although a sizeable minority reacted negatively to this idea. Furthermore, in their responses, students made it clear that they did not want their time wasted and considered superfluous e-mails or wall messages as spam, which caused them to 'unfriend' the library.

Scale (2009) utilised an experimental research design to examine the potentiality of Facebook as the future of the online search. He found that, as a search engine, Facebook often yielded irrelevant results in response to search queries for unknown persons or groups. Also, Facebook failed to provide timely and relevant results when attempting to find information from persons with whom the user has a weak relationship. Another factor that could influence the use of Facebook is pedagogical issues, which include tasks or activities, motivation, and relevance to the curriculum. In the educational context, there is a general campaign for and trend towards life-long learning, inquiry-based learning, peer coaching and learning in groups (Olaleke, Iroju, & Olajide, 2015).

Facebook may have significant potential for innovative learning approaches. Scheirier (2006) created Facebook groups for a biology class, and the experiment

highlights that the use of Facebook improved students' motivation and helped to build self-confidence. Bowers (2008) reports that a teacher's Facebook profile could function as a pedagogical tool for communicating interest and concern and Facebook was helpful for improving low self-efficacy and self-regulated learning.

2.5.3 Facebook usage profile

Numerous researchers (e.g., Debatin et al., 2009; Dwyer, Hiltz & Passerini, 2007; Kolek & Saunders, 2008; Mazman & Usluel, 2010; Orr et al., 2009; Ross et al., 2009) have investigated the frequency and the reasons of Facebook usage by students and teachers in relation to language learning and academic work. With regard to the frequency of Facebook use, Dwyer, Hiltz and Passerini (2007) investigated participants' use of Facebook and found that 55 per cent of Facebook members accessed Facebook every day, while 82 per cent of Facebook members updated their profiles on a daily basis.

In another study, Madge et al. (2009) report that most respondents used Facebook for social reasons and some students used Facebook for informal learning: 10 per cent of them used Facebook to discuss academic work with other students and less than 1 per cent used it to contact university staff. The reasons for Facebook's popularity as a campus networking tool over other tools include the depth of information sharing, easily viewable social networks, course tracking, and the ability to post messages for all users to read. However, information overload and its time-consuming nature may be the challenges of employing Facebook in language learning.

As mentioned above, previous studies of Facebook and English language learning suggest that there are positive outcomes in terms of attitudes and motivations to learn in relaxed and flexible environments. The current study applied the benefits of Facebook to encourage Thai secondary school students to become motivated and actively participate in learning English. Integrating Facebook with drama-based activities has thus created a flexible learning environment and encouraged the students to get involved in accessing learning activities.

2.5.4 Facebook and students' engagement in EFL learning

Facebook has been used to engage students in teaching and learning activities. Khan and Jarvenpaa (2010) examined how postings are placed on walls and how a group leader affects the group members' use of Facebook to coordinate events. Originally, they covered students' party events from a Midwestern university in the U.S. However, the researchers expanded their sample with global networks. They collected trips and party events. Their study covered a total of 136 events from the university and 158 events from the global networks. They found that the Facebook groups had few interactions, and most of the inquiries on the group pages were left unanswered. The average latency for responses was 1.7 days, and, if there were no immediate responses, then the post would likely not have responses. The posts had three purposes: affective, cognitive, and behavioural. All three types were either negative or positive towards the group. The other finding was that there were significantly more responses from group members when the group creator was involved in posts.

Although Khan and Javerpaa's (2010) finding of little interaction could be alarming, more research is needed because Facebook features related to interaction have changed considerably these days. Facebook groups now consist of more than just word posts. Facebook users can post pictures and videos and share links, and the group interface has been redesigned. Khan and Javerpaa (2010) state that a limitation of their study was that Facebook did not notify users when someone responded to one of their posts. That is different in the new feature of the network, as Facebook notifies a user that someone has posted something to the group and updates the user if other users have responded to the general post. Posts also appear on the newsfeed. Moreover, a new feature that was not available in 2010 is that users who are part of a group can participate in a message room that multiple members can join and have real time discussions in.

Junco (2012) investigated the relationship between the frequency of Facebook use and activities and its relationship to a student engagement scale, class preparedness, and other co-curricular activities. He surveyed 2,368 students from a public Northeast university and asked the students for their estimated amount of time spent

on Facebook, the average number of times they checked Facebook daily, and the types of activities they did on Facebook. The students spent an average of 750.75 minutes per week preparing for class and 298.50 minutes per week participating in co-curricular activities. In addition, the students had spent an average of 101.09 minutes on Facebook on the day of the survey and 74.97 minutes on the site the day before, and they had checked Facebook 5.75 times on the day of the survey and 4.8 times the day before. Junco also examined other variables that could affect student engagement. He defines student engagement as the amount of physical and psychological energy that students devote towards their curricular and co-curricular experiences. He used the National Survey of Student Engagement to measure student engagement and found that the amount of time on Facebook and overall Facebook activity were negative predictors of student engagement. Similar variables were found to affect student preparedness for class. The frequency of engaging in Facebook chat was a negative predictor of preparing for class. Junco was able to find positive correlations between student frequency of Facebook usage and co-curricular involvement. Three Facebook activities, including playing games, checking up on friends, and posting pictures, were negative predictors of co-curricular activities.

Numerous studies on Facebook's inclusion in second and foreign language education environments have reported positive influences on student motivation, engagement, and attitudes (e.g., Bugeja, 2006; Lampe, Ellison, & Steinfield, 2008; Mazer, Murphy, & Simonds, 2007; McCarthy, 2012; O'Sullivan, Hunt, & Lippert, 2004; Promnitz-Hayashi, 2011; Suthiwartnarueput & Wasanasomsithi (2012); Terantino & Graf, 2011; Yunus & Salehi, 2012; Ziegler, 2007). Among the studies conducted, Facebook has been shown to have an impact on motivation among students in higher education. Most notably, Mazer et al. (2007) suggest that student motivation and participation are greatly enhanced when engaging course material is presented through more personalised platforms, which Facebook and other social networks provide. Similarly, Ziegler (2007) contends that Facebook has the "capacity to better motivate students as engaged learners rather than learners who are primarily passive observers of the educational process" (p. 69).

Yunus and Salehi's (2012) study also revealed similar conclusions that coincide with the claims made by Mazer et al. (2007) and Ziegler (2007) regarding the perceived

value of language learning through Facebook. Yunus and Salehi found that students felt their motivation and confidence improved through participating in activities within Facebook. Specifically, the majority of students reported that instant interaction and feedback increased motivation, while informal interactions (e.g., when fellow students ‘liked’ comments) helped to improve their confidence. Findings from the abovementioned studies indicate that Facebook’s integration into education has had positive effects on student motivation.

As with motivation, sustaining students’ engagement often depends on good instruction, timely delivery of quality materials and, most importantly, general student satisfaction. Therefore, a number of studies (e.g., Blattner & Fiori, 2009; Harwood & Blackstone, 2012; Kabilan, Ahmad, & Abidin, 2010; Li & Pitts, 2009; Mills, 2009; Shih, 2011; Wang & Vasquez, 2012; Yunus & Salehi, 2012) collectively assert that the inclusion of Facebook along with other Web 2.0 technologies enhances student satisfaction and investment, especially among second and foreign language learners. Yunus and Salehi’s (2012) study investigated students’ perceptions of using Facebook groups for improving students’ writing skills as they engaged in various writing tasks such as brainstorming and summarising. The study by Yunus and Salehi reported positive student attitudes towards Facebook’s group application to help improve their writing outcomes. More specifically, they highlighted student frustration at the perceived lack of authentic learning available to them in a traditional second language classroom setting. They found that Facebook’s group application could provide such authenticity, especially an environment in which students feel confident enough to use and improve their second language skills.

In a similar study, Shih (2011) supported Yunus and Salehi’s (2012) findings by claiming that the use of Facebook for peer-to-peer assessment, a process where learners evaluate their peers’ work based on teacher-developed benchmarks, resulted in increased student interest and engagement, especially with regard to writing. Furthermore, Kabilan et al. (2010) reported that students believed that their language skills increased through using Facebook, and their motivation, confidence, and attitudes concerning language learning were also enhanced through their experiences. Taken collectively, these studies indicate that when Facebook is utilised effectively,

it can help to build student confidence, which in turn enhances student engagement and satisfaction in language learning.

Additionally, several studies (e.g., Akbari, Eghtesad, & Simmons, 2012; Eren, 2012; Hiew, 2012; Suthiwartnarueput & Wasanasomsithi, 2012) have examined how students generally perceive Facebook for language learning or how Facebook's integration into traditional second language learning environments has affected or changed student attitudes towards it. They reported an increase in positive student attitudes towards using Facebook. Specifically, Akbari et al. (2012) and Suthiwartnarueput and Wasanasomsithi (2012) reported that students considered Facebook a relevant and purposeful educational tool for language learning. Similarly, Eren's (2012) study examined student attitudes based on six variables, including Facebook's use in education and improving language skills. However, there are apparent limitations in each of these studies. Although Hiew (2012) focuses on student perceptions of all aspects of language learning through Facebook, his only focused on the data from written discourse drawn from student' reflective journals.

In contrast, Suthiwartnarueput and Wasanasomsithi (2012) only explored Facebook's impact on individual academic skills (i.e., grammar) through writing activities. Meanwhile, Eren's (2012) and Akbari, Eghtesad and Simmons' (2012) studies have limitations in regard to small participant sample sizes (48 students and 20 students, respectively). Eren looked at Turkish university students' perceptions of using Facebook to improve language skills, as they were concerned that most English language teaching is classroom-based and that there are few opportunities to use English outside of class. Results of Eren's study indicated that students overall had positive attitudes towards Facebook for educational purposes and for improving language skills. However, due to the limited number of participants, claims made in the study are not generalisable to the attitudes of most second language learners.

The above studies support the advantages of utilising Facebook in the current study for language learning. Because several studies have already reported on Facebook's positive impact on students' motivation and satisfaction, the present study aimed to further support this body of research, by exploring the perceptions and attitudes of students regarding Facebook and EFL learning. In recent years, second and foreign

language teachers have been faced with conflicting information regarding the appropriateness and effectiveness of Facebook's educational potential and need support for any decision that they may make in the classroom. With a focus on learner needs and interests, this study was designed to discover how the foreign language learners perceived the usefulness of specific pedagogical activities conducted on Facebook.

2.6 Theoretical Framework

Student Team Achievement Division (STAD) (Innovative Learning, 2009) and active learning theory (Boudreault, 2010) were used as the theoretical framework for the current study. STAD enables students to work with their colleagues competently and successfully (Balfakih, 2003). The STAD lessons were a combination of technology and classroom instruction (face-to-face) in a flexible approach to learning that recognises the benefits of delivering some elements of training and assessment online, in addition to using other modes to devise a complete training program (Banados, 2006). STAD has been proven to be successful in a wide range of subjects and at different age levels (Felder & Bren, 2001). Slavin (1995) claims that STAD has shown positive effects in all subjects and the positive effects on student learning occur when groups are recognised or rewarded based on the individual learning capabilities of each of the group members.

Figure 2.1 shows the theoretical framework of the study. Active learning and STAD were integrated for use as the framework of the study. The selection of the independent variables (drama-based activities and Facebook) was based on the guidelines of the activities in active learning and STAD. In this study, drama-based activities and Facebook were selected to encourage students to actively participate in the EFL classroom, to work in groups, and to enhance the opportunities for students to improve their EFL learning outside the classroom via Facebook. The independent variables (drama-based activities and Facebook) were integrated to help the students improve their EFL speaking skills and to enhance their attitudes and motivation for learning EFL.

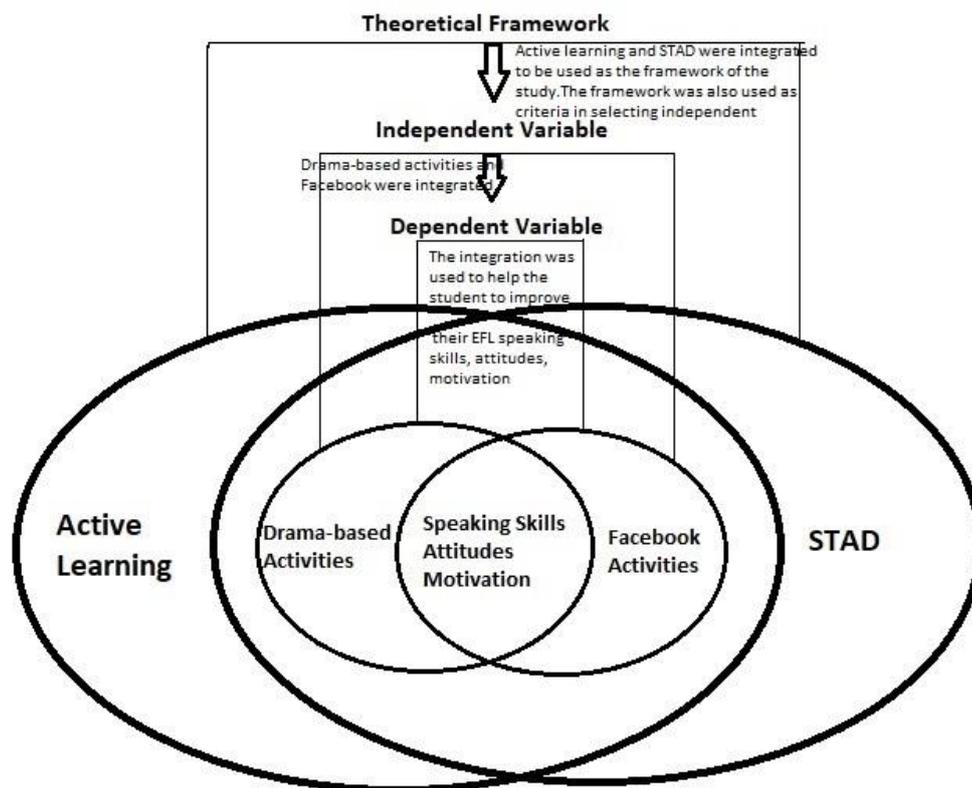


Figure 2.1. The theoretical framework of the study.

Active learning is dynamic, multisensory and participatory, and students are encouraged to join in the class. The current study applied active learning to the EFL classroom in order to encourage the students to be actively involved in learning activities both inside and outside the classroom. In active learning, teaching becomes more intellectually challenging when students learn actively and independently (Boudreault, 2010). Active learning potentially helps teachers meet students' needs by specifically choosing a level of difficulty that is appropriate for the target group, while also giving the teacher time to perform the functions of coach, listener, and advocate.

STAD requires students to do more than mechanically follow their teachers' instructions. Teachers are required to do more than simply pass on knowledge to students (Campbell & Campbell, 2008). In addition, the important feature of active learning strategies is that students get immediate feedback from their teachers, which

increases their motivation (Bonwell & Eison, 1991). Involving students in active learning not only helps gradually improve retention and reasoning abilities but also helps them understand new knowledge better (Smith & Cardaciotto, 2011). When students are engaged in active learning, they learn to apply and transfer new ideas to different situations (Huxham, 2005).

To support students in active learning tasks under an STAD learning environment, teachers act as coaches, advisors, and facilitators of students' learning. Instead of lecturing to a whole class as a primary mode of instruction, teachers provide opportunities for students to take charge of their own learning (Clarke, 2003; Keefe & Jenkins, 2008). Chet (1993) notes the roles active learning can play in solving problems with attention and responding to learners' different learning styles. According to Chet (1993), the importance of active learning depends on two basic assumptions: (1) "learning is by nature an active effort" and (2) "different people learn in different ways" (p. 21).

Learning through active learning activities (e.g., drama-based activities) occurs within a face-to-face learning environment. If students are required to present their work in classrooms only, their performances will not be shared or used as learning resources with other students outside the classroom. In order to utilise students' work (such as video clips) as learning resources for the students themselves and others, social media sites such as Facebook can be used, as in the current study. The students can listen to the relevant language in the videos and also learn by reading comments posted in English, situated below each video or picture. In the current study, the STAD learning activities include (a) a face-to-face EFL classroom setting and (b) students' work or group projects presented via Facebook. Through active learning, such as drama-based activities and Facebook's facilities, there is a dynamic production of the target language. This method of learning potentially keeps students active and also allows them to easily access learning resources (Boudreault, 2010). The integration of drama-based activities and Facebook can be a potential approach to provide learners with more opportunities for learning both inside and outside the classroom.

As mentioned in Chapter 1, the existing problems of students in the current study are: (1) students have difficulties in speaking English and (2) students have low motivation and negative attitudes towards English language learning. Because of these problems, communicative activities in classroom settings may not be interactive enough to invoke students' attention and motivate them to learn. In lessons utilising STAD and active learning environments, students are asked to cooperatively perform meaningful activities, such as creating drama or role-play scripts (Prince, 2004).

In light of what has been mentioned previously, the researcher of the current study expects that active learning and STAD are the practical side of the constructional theory that affirms the active role of the students and shifts the focus of their learning partly from the teacher and course content to the student and his/her active engagement with the material. The students build the knowledge by forming links to the ground to which former knowledge structures are attached. On the basis of these assumptions, the arguments are first, that students learn best when applying subject matter, in other words, learning by doing in constructivism (Ertmer & Newby, 1993), and second, that teachers who rely exclusively on any one instructional approach often fail to help significant numbers of students learn better.

In addition, in the teaching process, a teacher who tries to teach concepts directly usually accomplishes nothing but empty verbalisation on the part of students, inducing a parrot-like repetition of words, whereby the student simulates knowledge of the corresponding concept that actually conceals a knowledge vacuum (Capel, 1995). Therefore, the combination of STAD and active learning theory provides the current study's framework for creating a cooperative learning environment for the students and for evaluating the effectiveness of using active learning activities (i.e., drama-based activities and Facebook) in English language classrooms.

2.7 Summary

This chapter has reviewed the literature relating to the current study. First, it has described the influence of cultural background on Thai students' learning styles. Based on the review of the related literature, it has been shown that the Thai cultural

context influences the individual attitudes and behaviours of Thai students. Thai cultural aspects may inhibit students' confidence in expressing ideas and lead to passive learning. Affective factors, attitudes, and motivation in learning EFL contexts have also been reviewed. Learning environments and situations can influence students' learning attitudes and progress. In addition, maintaining positive or negative attitudes towards a language may respectively increase the ease or difficulty of learning.

The literature on motivation and language learning highlights both integrative and instrumental motivations as important factors in compelling students to achieve their language learning goals. The most recent theoretical framework relating to motivation in language learning is Directed Motivational Currents (DMC), which is an intense motivational drive that is capable of both stimulating and supporting long-term learning behaviours. Based on the review of previous studies on affective factors (attitudes and motivations) in language learning, the current study attempts to introduce positive attitudes towards and motivations for learning English, particularly speaking skills, by utilising drama-based activities and Facebook as DMC tools.

Next, previous studies relating to the use of drama-based activities and Facebook in language learning and teaching support the idea that drama-based activities enable EFL teachers to deliver the English language in an active, communicative, and contextualised way. Studies on Facebook and English language learning suggest that there are positive outcomes in terms of attitudes and motivations to learning in relaxed and flexible environments. With the draw of Facebook, students potentially gain skills through peer learning, giving feedback, interpersonal communication, and group collaboration. Finally, this chapter has presented the theoretical framework used in the current study. Active learning theory was chosen as it offers opportunities for students to actively participate in learning activities, and it also gives them responsibilities for aspects of decision-making in classrooms, which is one way to teach students how to learn. STAD was also selected because it enables students to work with their colleagues cooperatively and improves positive attitudes towards the subject, as well as increasing students' motivation and interpersonal skills in learning the English language.

CHAPTER 3

METHODOLOGY

3.1 Overview

This chapter describes the research design, process, and methods used in data collection and analysis. The chapter is divided into eight main sections. Section 3.1 presents an overview of the chapter and Section 3.2 explains the research design and the reasons for choosing mixed methods as the research methodology while locating the study within a research paradigm. Section 3.3 provides information on the participants of the study and how to recruit them. Data collection instruments are explained in Section 3.4. Section 3.5 elaborates data collection methods and explains how the researcher conceptualised the data collection approach, the types of data collected and the methods used for analysing the data. The analysis of data is given in Section 3.6. Section 3.7 provides ethical considerations of the study and Section 3.8 presents a summary of the chapter.

3.2 Research Design

The study adopted a mixed-methods approach to collect both quantitative and qualitative data. Mixed-methods research represents a process that involves collecting, analysing, and interpreting quantitative and qualitative data in a single study, or in a series of studies that investigate the same underlying phenomenon (Creswell, 2009). The participants were selected based on the fact that they had experienced the central phenomenon of the study.

The study employed Attitude and Motivation Test Battery (AMTB) questionnaires (Gardner, 2004) designed to evaluate the motivation and attitudes of participants in pre-treatment and post-treatment sessions. Data from the study (speaking tests, AMTB, classroom observations, interviews) were collected concurrently. Quantitative and qualitative data were presented in separate sections, but the analysis of the data was combined and presented as the findings of the study.

The study used Student Team Achievement Divisions (STAD) (Innovative Learning, 2009) and active learning theory (Campbell & Campbell, 2008) to provide guidance in the selection of drama-based activities to use in the treatment sessions for the experimental group. Drama-based activities were selected and used in the English classrooms to promote the learning of students and encourage them to become involved in English language learning activities. The study used drama-based activities and Facebook to develop students' speaking skills and to improve their attitudes towards learning and motivation to learn English.

The integration of drama-based activities and Facebook was conducted in STAD learning environments as the integration potentially provided the students with more opportunities to learn both inside and outside the classroom. The treatment sessions (learning models in this study) for the experimental group included (a) students' work with an e-learning platform, employing Facebook as a learning tool and (b) a face-to-face EFL classroom setting. According to the drama process, there is a dynamic production of the target language as learner groups write, produce, rehearse, and perform the plays. Facebook was selected in order to promote discussion among the students and interaction outside the classroom.

The treatment sessions of the experimental group consisted of five important components: class presentations, teamwork, classroom work, individual improvement scores, and team recognition and reflection. The class presentation component was based on students' individual learning in each class lesson and online (Facebook). Team activities, quizzes, and individual improvement scores were conducted in a classroom setting, whereas team recognition and comments on each other's works were implemented in both online (Facebook) and classroom settings.

3.3 Participants

Participants in this study included a total of 40 students and 2 teachers of English at the participating high school in Thailand. The students were from two Grade 12 classes at Srinakarindra the Princes Mother School, Nongbualamphu. The students were aged 16 and 17 years old, enrolled in an English subject as a core unit according to the school curriculum. They were selected by purposive sampling and

assigned to two groups of 20 students each: an experimental group (20 students) and a control group (20 students). The students were not randomly allocated to the study groups because they were in two separate classrooms, so the researcher of the current study selected one classroom to be the control group and another classroom to be the experimental group. The breakdown of age and gender of the students in each group is shown in Table 3.1.

Table 3.1
Gender and Age of Participating Students

Age (years)	Control Group			Experimental Group			Students Total
	Male	Female	Total	Male	Female	Total	
16	3	5	8	4	2	6	14
17	5	7	12	7	7	14	26
Total	8	12	20	11	9	20	40

In terms of the time management of the two groups, the students spent two English class times (60 minutes for each class) for one unit of the study. The total length of treatment sessions and evaluation was ten weeks. The treatment sessions were in three phases (see Table 3.2 for the timeline of each phase). Phase 1 was an introduction period, consisting of one week. The students were introduced to the treatment sessions and pre-tests were conducted during this phase.

Phase 2 was an implementation phase, consisting of eight weeks. During this phase, the students participated in the treatment sessions of their control and experimental groups. Phase 3 was an evaluation phase, consisting of one week. Post-tests were conducted and the students were given an opportunity to ask questions about their speaking skills and overall study outcomes. Semi-structure interviews were conducted in this phase.

Table 3.2
Timeline of the Study's Phases

Phases	Activities	Durations
1	Introduction - Orientation - Pre-test/pre-AMTB questionnaires	A total of 8 hours (both groups) Week 01/08/16 – 07/08/16
2	Implementation of the treatment sessions Week 1: Introduction Week 2: Feeling expression Week 3: The world of works Week 4: Favourite story Week 5: Job interview Week 6: Introducing your place Week 7: A popular song Week 8: Drama acting Week 9: The final project	2 hours (per one learning topic) Week 08/08/16 – 14/08/16 Week 15/08/16 – 21/08/16 Week 22/08/16 – 28/08/16 Week 29/08/16 – 04/09/16 Week 05/09/16 – 11/09/16 Week 12/09/16 – 18/09/16 Week 19/09/16 – 25/09/16 Week 26/09/16 – 02/10/16 Week 03/10/16 – 09/10/16
3	Evaluation phase - Post-test; semi-structured interviews; post-AMTB questionnaires	A total of 8 hours (both groups) Week 10/10/16 – 16/10/16

3.4 Data Collection Instruments

3.4.1 English speaking pre-test and post-test

Pre-speaking tests and post-speaking tests were given to the students in both groups. The students attended the speaking tests in pairs for the purpose of students' communication skills evaluation. Each speaking test lasted approximately 15–20 minutes for both pre-tests and post-tests. The researcher of the current study and a teacher of English at the school used the English speaking test and the marking criteria (see Appendix A) to evaluate each student's English speaking skills. The pre-

speaking test evaluation was conducted after the students completed the test during Phase 1. The post-speaking test evaluation was conducted during Phase 3 of the study.

There were 3 parts in the English speaking test. In Part 1 of the test, the students were asked to talk about their personal information. The researcher interviewed the students about their name, address, hobbies, education, and family, etc. This part took approximately 1–2 minutes per student. In Part 2, the students were required to select one of six role-play situations and create their own dialogue based on that situation. The students worked in pairs to select the topic and were given 3–5 minutes to create a dialogue. Then they were asked to perform their role-plays for approximately 1–2 minutes. The situations from which they could choose were:

- A. Greetings and introducing new friends to each other.
- B. Deciding what and where to eat for lunch.
- C. Talking about a new foreign English teacher.
- D. Deciding on what activities to do on Sunday.
- E. Asking for and giving directions from the bus station to the school.
- F. Talking about what they did last weekend.

In Part 3 of the test, the students were asked to discuss topics that were general and related to their personal experience. The topics for the third part were given to the students during the tests. The topics included their home town, popular foods of Thailand, future careers, tourist attractions in Thailand, and famous teenagers. This part took approximately 1–2 minutes per student. At the end of the course, the pre-speaking tests and the post-speaking tests were statistically compared to see the differences in the students' performance.

The content of the test was based on the learning content of the students' course book to measure the students' speaking ability and their communicative development. The speaking test was expressly designed to measure the students' speaking skills in order to compare the students in the control group and the experimental group. In constructing the test, the content and design of the speaking tests were evaluated by two experienced teachers of English at the school. The performance assessment

rubric (see Tables 3.3 and 3.4) used in this study consisted of scoring rationales for both verbal and non-verbal communication. Scores in the two areas were then combined to create an overall communication competency score.

Table 3.3
Scoring Rationale for Items A–E: Verbal Communication

Score	Scoring Rationale
(1) Needs Improvement	The student is unable or unwilling to complete the speech for assessment.
(2) Developing	<ol style="list-style-type: none"> 1. Very limited understanding of the purpose for speaking. 2. Vocabulary is very limited. 3. There are numerous syntactical errors. 4. Pronunciation interferes with communication. 5. Voice modulation (volume, intensity, pitch, or rate of speech) is generally (70+ %) inappropriate and/or interferes with communication.
(3) Adequate	<ol style="list-style-type: none"> 1. The student’s response does not clearly identify the purpose for speaking. 2. Response displays some of the necessary vocabulary, but the student often cannot find the right word. 3. Response shows control of basic syntactical (grammatical) structures but includes numerous errors. 4. Pronunciation sometimes interferes with communication. 5. Voice modulation (volume, intensity, pitch, or rate of speech) is sometimes (50%) inappropriate and/or interferes with communication.
(4) Good	<ol style="list-style-type: none"> 1. The student’s response clearly identifies the purpose for speaking but does not provide explanations of details and content. 2. Vocabulary is generally (80%) adequate. 3. Response is generally (80%) adequate syntactically (grammatically). 4. The student makes some errors in pronunciation. 5. Voice modulation (volume, intensity, pitch, or rate of speech) is generally (80%) appropriate and does not interfere with communication.
(5) Excellent	<ol style="list-style-type: none"> 1. The student’s response clearly identifies the purpose for speaking; student provides much elaboration of details and content. 2. Vocabulary is precise and varied. 3. Response contains few syntactical (grammatical) errors and contains varied sentence structures. Errors are minor. 4. Pronunciation is accurate with only minor lapses. 5. Voice modulation (volume, intensity, pitch, or rate of speech) is appropriate with only minor lapses.

Table 3.4
Scoring Rationale for Items F–J: Non-verbal Communication

Score	Scoring Rationale
(1) Needs Improvement	The students are unable or unwilling to complete the speech for assessment.
(2) Developing	<ol style="list-style-type: none"> 1. Extremely anxious and/or apprehensive. 2. Eye contact is very limited (≤ 1 contacts at 3 seconds each). 3. There are numerous displays of inappropriate facial expression. 4. There are numerous displays of inappropriate gesturing. 5. Posture: very closed (arms folded, head down, head and/or body turned away from listener/s).
(3) Adequate	<ol style="list-style-type: none"> 1. Somewhat anxious and/or apprehensive. 2. Eye contact is somewhat limited (2 contacts of 3 seconds each). 3. There are some displays of inappropriate facial expression. 4. There are some displays of inappropriate gesturing. 5. Posture: mostly closed (arms folded, head down, head and/or body turned away from listener/s).
(4) Good	<ol style="list-style-type: none"> 1. Occasionally anxious and/or apprehensive. 2. Eye contact is good (3 contacts at 3 seconds each). 3. There are occasional displays of inappropriate facial expression. 4. There are occasional displays of inappropriate gesturing. 5. Posture: occasionally closed (arms folded, head down, head and/or body turned away from listener/s).
(5) Excellent	<ol style="list-style-type: none"> 1. Rarely anxious and/or apprehensive. 2. Eye contact is excellent (≥ 4 contacts at 3 seconds each). 3. There are numerous displays of appropriate facial expression. 4. There are numerous displays of appropriate gesturing. 5. Posture: completely open (arms open/relaxed, head up, head and/or body turned towards from listener/s).

In terms of verbal communication behaviour, the students were evaluated based on five behaviours: (1) identifying the purpose for speaking, (2) using correct vocabulary, (3) using correct grammar, (4) using correct pronunciation, and (5) modulating tone/voice appropriately. For non-verbal communication behaviour, the students were evaluated based on another five categories: (1) being willing to communicate, (2) being confident in communication, (3) making eye contact appropriately, (4) using facial expressions appropriately, and (5) using gestures appropriately. According to the verbal and non-verbal communication behaviours assessment, the students were assessed based on the following qualitative titles: 0 =

unable/unwilling, 1 = needs improvement, 2 = developing, 3 = adequate, 4 = good, and 5 = excellent. The students' speaking tests were converted to a final score with a maximum of 20 marks.

3.4.2 Attitude and Motivation Test Battery (AMTB)

AMTB questionnaires were designed to evaluate the attitudes and motivation of the students in pre-treatment and post-treatment sessions. The items in the AMTB used in previous studies (Al-Hataab, 2006; Dörnyei, 2001) were adapted for use in this study. According to Dörnyei (2001), it is necessary to develop the test as a result of changes in context because the AMTB is a collection of variables that need to be adjusted according to the context. Therefore, statements were categorised into ten attitudes and motivational components (see Table 3.5). Verification of the statements of the test was made by 2 experienced teachers of English at the school to ensure that the statements were appropriate to use with the students. The first teacher was a female with 30 years of experience in teaching English and the second teacher was a male teacher who has taught English at a secondary school level for 25 years.

Table 3.5
Components of Student Attitudes and Motivation Test Battery (AMTB) Questionnaires

Components of AMTB		Questionnaires Item Number	
		Positive Keys	Negative Keys
1	Interest in English language	1, 30	11, 35
2	Motivation intensity	27, 36	2, 20
3	English class anxiety	28, 38	6, 21
4	English teacher evaluation	16, 22	12, 37
5	Attitudes towards learning English	7, 23	13, 18
6	Active learning strategies	8, 24	14, 31
7	Learning environment stimulation	4, 17	3, 25
8	Performance goals and desire to learn English	9, 32	29, 39
9	English course evaluation	10, 33	15, 40
10	Anxiety in using English	5, 19	26, 34
Total		40	Items

There was a total of 40 questions in each set of AMTB questionnaires. Efforts were made to use plain or general English. The students were required to respond to each item by putting a mark (/) in the box that most suited their opinion: strongly agree (5), agree (4), neutral (3), disagree (2), or strongly disagree (1). Additional comments could be given as open responses in the space provided (see Appendix B). The students in both the control and the experimental groups were required to complete the survey twice, first before they participated in the study or the treatment sessions, and then again after they participated in the study. The students were allowed approximately 20 minutes per survey. The students completed the survey using paper and pen and returned it to the researcher in a provided envelope. A student representative of each class sealed the envelope and gave it to the researcher.

3.4.3 Classroom observation and evaluation

In conjunction with each individual interview session, the students were observed to see how they participated in the classroom activities. Selinger and Shohamy (1989) state that observation is considered a major data collection tool and often used to collect data on how learners use language in a variety of settings, to study language learning and teaching processes in the classroom, and to study teacher and student behaviours. Observation helped the researcher see the behaviour of the students during their participation in the classroom activities. Video recordings were used in order to observe the students working together and interacting in particular classroom environments. The recordings were played by the researcher at the end of the data collection period to observe the differences in student learning between the two groups.

Classroom observation was conducted in each class for both groups. There were three observers: Observer 1 was the researcher of the study; Observer 2 was a teacher of English at the school; and Observer 3 was a nominated student, who was changed each week. During each class, the observers evaluated the classroom against four checklist categories: participation in team assignment (PT), drama-based or classroom activities (CA), peer interaction (PI), and student-teacher interaction (ST). The observers were required to rate (evaluate) their satisfaction level on each of these checklist categories on the following scale: 3 = good; 2 = average; 1 = poor (see

Appendix E for Classroom Observation and Evaluation Checklist). The observers also made comments in the spaces provided. The observation outcomes were analysed qualitatively and the evaluation outcomes were analysed quantitatively based on the evaluation scores of the three observers.

3.4.4 Student interviews

A semi-structured interview was employed as an instrument for collecting perceptions of the students from the control group and the experimental group toward learning English. The interview questions below were developed from a combination of the researcher's experience and a literature review. The advantages of the semi-structured interview were that the interviewees were given a degree of power and control over the course of the interview (Merriam, 1998). The students were interviewed about how the lessons affected their speaking skills, attitudes towards English and motivation to learn. The researcher's intention was not to adhere to an exact wording or order of questions during the interviews. The questions were used as a rough guide by the researcher to encourage the participants to discuss and explain matters that they deemed important and relevant. The interview questions asked the students to explain their learning experiences during the treatment session. The students in the experimental group were asked to elaborate their perceptions on learning English language through drama-based activities and Facebook. The students in the control group were asked to describe the learning experience through the traditional English language classroom in which they participated.

Interview questions for the experimental group

1. How would you describe this English course/training in which you just participated?
2. Would you recommend this course to your friends? Why?
3. Do you feel this course has any advantages for the students? Which?
4. Do you feel this course has any disadvantages for the students? Which?
5. In which classes did you work most actively: when you were in the classroom or when you participated Facebook activities? Why?
6. What did you like the most about this course?

7. What did you like the least about this course?
8. Would you like to take more courses that use drama-based activities and Facebook? Why?
9. If you could suggest changes to this course, what would you suggest?

Interview questions for the control group

1. How would you describe this English course/training in which you just participated?
2. Would you recommend this course to your friends? Why?
3. Do you feel this course has any advantages for the students? Which?
4. Do you feel this course has any disadvantages for the students? Which?
5. In which classes did you work most actively?
6. What did you like the most about this course?
7. What did you like the least about this course?
8. Would you like to take more courses that use the same teaching approach? Why?
9. If you could suggest changes to this course, what would you suggest?

A total of 20 students from the control group and the experimental group (ten from each group) attended the interviews. The participants were selected from their post-speaking test achievements in each group. There were three students with a high level of achievement (students who had the highest test scores), four students with middle achievement, and three students with low achievement. These students were coded and the codes were used (in replacement of the students' names) in data presentation. Each student was given a code according to their post-speaking test result, group allocation (control or experimental), and a student number.

For example, a student number three (3) who achieved a high score (HA) in the experimental group (E) was coded as HA-E-3. The researcher conducted face-to-face group interviews at the school during Phase 3 of the data collection process (Week 10). The students were randomly allocated to attend the group interview sessions (a total of six sessions). Each group interview session consisted of 3 to 4 students and

took approximately 20–30 minutes. The interviews were conducted in the Thai language and were audio recorded.

3.5 Procedures

3.5.1 Treatment session preparations

Before the data collection process was conducted, the classroom activities, developed by the researcher in collaboration with the teachers of English, of both experimental and control groups were prepared based on the theoretical framework of the study. Selected activities were adapted from Sudharsan’s (2006) study, which suggests that, in the process of language learning, aspects of all activities are based on promoting interaction and participation such as self-introduction, storytelling, improvised drama, and popular music. The students in the experimental group were taught by the researcher using an integrated instruction via drama-based activities and Facebook. Table 3.6 shows weekly learning topics adapted from Armstrong (2000) and Soars and Soars (2009), which were used in the experimental group.

Table 3.6
Weekly Lesson Topics and Activities for the Students in the Experimental Group

Lesson topics	Drama-based activities	Facebook activities
Hello everybody 09/08/2016 09.00 – 11.00	Self-introduction	1. Post self-introduction on a Facebook timeline.
Feeling expression 16/08/2016 09.00 – 11.00	Drama games	1. Post a sentence of students’ opinions related to the game in which they have participated, e.g. the class is interesting or boring, and/or feedback regarding the activity, etc.
The world of the works 23/08/2016 09.00 – 11.00	Drama sculpture	1. Post a photo of each group. 2. Post feedback regarding the activities, what is good and bad about the activity.
My favourite story	Storytelling	1. Post a picture or a poster drawn by students related to their storytelling.

30/08/2016 09.00 – 11.00		2. Write comments on other students' work.
Job interview 05/09/2016 09.00 – 11.00	Hot seating	1. Post a reflection on their own performance.
Introducing your place 13/09/2016 09.00 – 11.00	Role-play	1. Post a role play performance video clip of each group. 2. Write a comment regarding the clip video.
A popular song/sound track 20/09/2016 09.00 – 11.00	A popular song/ sound track	1. Post a music video clip that students design and produce. 2. Write comments regarding the performance of other students.
Drama acting 27/09/2016 09.00 – 11.00	Acting play script	1. Post a performance video clip of each group. 2. Write a comment on other students' work and give feedback regarding the performance.
The final project 04/10/2016 09.00 – 11.00	Prepared improvised drama	1. Post a performance video clip of each group. 2. Write a comment on other students' work and give feedback regarding the performance.

The self-introduction activity in the first week of the treatment session was an icebreaking activity. In this activity, the students in the experimental group were expected to use their intrapersonal and linguistic skills to present themselves to other students. Each student had to introduce themselves and briefly talk about their background in English. At the end of the class, the students were encouraged to post their photo and a brief self-introduction on the Facebook timeline created for the study.

Drama games were based on motifs from real life, in which students tried to solve conflicts arising from the interference of people, their needs and attitudes, and thus create dramatic actions (Neelands & Goode, 2000). These drama games were short games that usually involved movement and imagination. In small group work, only

one student was allowed to see the specific vocabulary for the exercise, and had to try to explain each word without saying the actual word. Other members of the group had to guess the correct word within the given time. At the end of the activity, the group with the highest number of correct words won the game. The students were required to apply their verbal, visual, and body movement skills to the activity. On Facebook, the students were able to post their feedback and discussions regarding the activity and its impact on their motivation and confidence in speaking English.

The drama sculpture activity allowed an individual or a member of a group to model others in order to reflect a particular aspect of the theme or issue under scrutiny. This activity usually produced still images. It required each small work group to create two human sculptures, with all group members participating. The sculptures could mimic well-known movies, dramas, or stories. Then each group had to take photos of their sculpture and give them to other groups to copy, with one member verbally directing other members in forming the sculpture. Similar to a drama game activity, the students were expected to apply their logical, verbal, visual, and body movement skills to the activity, with an understanding of naturalistic and interpersonal skills. On Facebook, the students were again able to post their feedback and discussions regarding the activity and its impact on their motivation and confidence in speaking English.

For a storytelling activity, the students were required to create a story and draw pictures or storylines on a board. Each small work group had to present their story by making a video clip and posting the clip on the created Facebook group. Facebook allowed the students to post a picture or a poster that the students drew related to their storytelling, and to comment on other students' work. In hot seat activities, a character in a role sat on a chair and answered the questions posed by others to highlight the character's motivations and personality. In the activities, the students employed an interview approach, which was a type of short, focused interview. The function of the task was to encourage language learners to contact speakers of the target language. Bailey (2005) identified that contact assignments and interviews were two strategies that encouraged students to speak English. Therefore, it was a potential approach to create tasks that promoted opportunities for the students to

speak. The students were required to write a reflection on their own performance on Facebook after they participated in the classroom activities.

Role-play activities in the English language classroom were usually used in their basic form, where students imagined themselves in some specific situations and acted as if they were there. This was a way to bring everyday reality to the classroom and allowed the students to prepare, to some extent, for these potential situations linguistically. A recorded role-play performance video clip of each group was posted on the Facebook site. The students then wrote comments regarding the video clips of other groups.

Music (popular songs/soundtracks) was used in this study to motivate and relax the students. In this activity, the students had the opportunity to select their favourite popular song, soundtrack, or other music. Each small study group had to select one song or piece of music and write a short dialogue related to the song. The students and their group members had to create their own music video of their selected song, then make a video clip of their performance. The music video clip of each work group was posted on Facebook and the students then wrote comments or suggestions regarding the performances of other students.

Performing play scripts refers to short written sketches or scenes acted out by the students. During the classroom activities, the students were asked to write short scripts or dialogue according to a given scenario or situation such as at a hospital, at an airport, or asking for directions. The script was performed by each work group, who made a video clip to post on the Facebook group. The students were then required to comment on other students' performances. Improvised drama required the students in small groups to invent and rehearse a short scene or story that they would then perform for others. This activity required the students to create props and costumes to use in their presentation. Props and costumes helped the students concretise the characters they were supposed to embody in terms of physical appearance, movements, gestures, and other personal features.

For the students in the control group, the treatment session was based on a face-to-face classroom instruction and work on simple role-plays and group work. The

students were taught by the teacher of English at the school. In a simple role-play, the students were required to practise speaking skills based on the same topics as those used with the experimental group; however, the students in the control group did not create dialogue by themselves. As an alternative, dialogue was selected from the student course book and practised in the classroom. In terms of group work activities, the students worked independently in groups of four on the same worksheets as the experimental group. The control group did not utilise Facebook for online learning. See Table 3.7 for lesson topics for the students in the control group (adapted from Armstrong, 2000; Soars & Soars, 2009).

Table 3.7
Weekly Lesson Topics and Activities for the Students in the Control Group

Lesson Topics	Classroom Presentation	Classroom Activities
Hello everybody 11/08/2016 10.00 – 12.00	In all cases, the teacher introduces the topic to the class and provides the classroom with the language use and related vocabulary.	1. Students are asked their names and stand up in alphabetical order to say their names. 2. Students talk to other students in the class about their names and where they are from.
Feeling expression 18/08/2016 10.00 – 12.00		1. Students are asked for their personal information in terms of names, jobs, addresses, phone number, ages, and so on. 2. Students ask their friends about personal information.
The world of the works 25/08/2016 10.00 – 12.00		1. Students are asked about jobs of the people in their families. 2. Class reviews job vocabulary. 3. Students talk to their friends about people's occupations and their responsibilities.
My favourite story 01/08/2016 10.00 – 12.00		1. Teacher asks students about routine activities. 2. Class reviews vocabulary of daily activities. 3. Students talk to their friends about activities they undertake during their daily routine.
Job interview 07/09/2016 10.00 – 12.00		1. Class reviews job vocabulary. 2. Students talk about their dream job and their responsibilities.
Introducing your place		1. Teacher asks students what furniture and rooms there are in students' houses.

15/09/2016 10.00 – 12.00		2. Class reviews related vocabularies. 3. Students talk to their friends about furniture in different rooms of their houses.
A popular song/sound track 22/09/2016 10.00 – 12.00		1. Students find their favourite song and translate into Thai. 2. Students talk about their song and new vocabulary in classroom
Drama acting 29/09/2016 10.00 – 12.00		1. Students are assigned to work in groups on the given exercises related to unit content. 2. Students work on the team assignment. 3. Students are assigned to do the role-play.
The final project 06/10/2016 10.00 – 12.00		1. Students are assigned to work in groups on the given exercises related to unit content. 2. Students work on the team assignment. 3. Students are assigned to do the role-play.

3.5.2 Data collection

Quantitative data, from speaking tests, AMTB, classroom evaluations, and qualitative data, from interviews, classroom observations were collected in order to evaluate the effectiveness of the use of drama-based activities and Facebook on Thai secondary school students' English speaking skills, attitudes and motivation. The procedures of the study were as follows:

- 1) The students were invited to participate in the study by their teachers of English and the principal. Approximately one week before Phase 1 of the study commenced, the students were informed by their teacher about the study and all students were invited to attend an orientation session, which was held during Phase 1 of the data collection process.
- 2) Consent was obtained in writing from the school principal prior to inviting the students to participate. The students were recruited after they had engaged in discussions about the study by attending an orientation session that was held at their school.
- 3) The students were given information on the study, instructions for it, and their rights and confidentiality, and consent was obtained from their

guardians by giving them the research project information sheet and the consent form for the participants' guardian to read and sign.

- 4) Both the experimental and the control groups of students first took a speaking pre-test. The test aimed to measure their communicative performance before the beginning of the study.
- 5) The AMTB was then distributed to both groups of students in order to measure their motivation and attitudes before the treatment sessions and instructions.
- 6) Different instructions and activities (see Tables 3.6 and 3.7) were given to the two groups. Classroom observations and evaluations were commenced. The observers (the researcher, a teacher of English and a nominated student) used the provided classroom observation guidelines to evaluate the participation of the students in both groups.
- 7) The students in the experimental group had access to drama-based activities and Facebook in the active and STAD learning environment. The Facebook group was specifically created and used by the students in the experimental group; the public or other students were not able to access the Facebook group. The students in the control group learned in a traditional, face-to-face, classroom environment. Each week, all students were required to complete worksheets (Appendix C). Those in the control group completed the activity on paper in classrooms, whereas the students in the experimental group performed the identical tasks in classrooms and on Facebook.
- 8) The students in both groups undertook speaking post-tests (Appendix A).
- 9) The AMTB (Appendix B) was given to both groups of students in order to measure their attitudes towards and motivation to learn English after they participated in the provided English learning and speaking activities.
- 10) The student performances in the control group and the experimental group were analysed.
- 11) Semi-structured interviews were conducted with the control group and the experimental group in order to obtain more in-depth information on the students' perceptions of the use of drama-based activities and Facebook in English speaking lessons.

3.5.3 Validity and reliability

To establish the validity of the study, the relationship observed between two or more variables should be unambiguous and not attributable to any other factors (Fraenkel, Wallen, & Hyun, 2012). Many of the possible threats to the validity of the study were controlled by its design. However, there were other threats to the validity of the study including students' characteristics (i.e., individual differences); data collector characteristics and bias; attitudes of the students; implementation of the treatment sessions; test threat; and maturation.

To reduce these threats, the study took steps to maintain its validity in several ways. For example, students' characteristics were captured and controlled through a pre-test, which provided a baseline for eliminating the threat of student characteristics to the validity of the study. As the study was relatively small, data collection biases were expected to be minimal. Data collection biases were reduced by several factors. For example, in the data collection process, the data collection was done through multiple collectors (two teachers of English at the school, nominated students, and the researcher), rather than only one individual. The research procedure and lesson plans were reviewed by school committee members (which included the school principal, the school community, alumni representatives, and EFL teachers at the school). The four data collection instruments (speaking tests, Attitudes and Motivation Test Battery, classroom observations, interviews) were administered in a controlled environment, under the researcher's supervision.

The supervision of the instruments by the researcher helped reduce a test administration bias. The pre-test and post-test were administered and graded based on marking criteria provided by the researcher and teachers when analysing the results of the test. Having the researcher conduct the teaching part for the treatment group and observation of the control group ensured the reliability of the study, and offered insights into issues that the pre-test and post-test could not.

To ensure validity, the experimental group was taught by the researcher, who was most familiar with the treatment method of instruction. During the implementation of the study, the treatment teacher (researcher) worked closely with the control group

teacher, and monitored instruction through classroom observations. The two groups of students were observed and evaluated over the course of nine weeks regarding their learning behaviour and classroom participation. Inter-rater reliabilities were calculated using the Pearson correlation coefficient to prove that the observation rating scores between the observers were positive inter-rater reliabilities.

Maturation threat to validity was at its lowest level because the duration of the study (nine weeks) was short enough not to observe any maturation over time. Sharing between the experimental group and control group was also minimised by the design of the study, which involved two classrooms in the participating school. This means that students from the experimental group did not interact with students from the control group during their participation in the treatment sessions in two separate classrooms.

3.6 Data Analysis

The results of the students' pre-speaking tests and post-speaking tests, AMTB, and classroom evaluation were analysed quantitatively. The speaking test scores and AMTB were collected before and after the treatment sessions. The classroom evaluations were performed by the researcher, a teacher of English at the school and a student (different students were randomly assigned to evaluate the classroom each week) during the treatment sessions. A *t*-test was conducted to compare the mean scores of the two groups. This helped to determine how confident the researcher could be with regard to differences between the two groups as a result of the treatment sessions (Ruxton, 2006). The *t*-test was used to see if there were any effects of the treatment sessions on the students' speaking skills and AMTB results between the two groups.

Before conducting the *t*-test analysis, the assumptions of the *t*-test were performed to test the normal distribution of the test scores. The *t*-test is an example of a parametric test (i.e., it assumes that data possess certain characteristics). The two-sample *t*-test is valid if the two samples are independent (Conover & Iman, 1981). In the current study, the experimental group and the control group were independent (the students in the experimental group learned the English language using a different teaching

approach and environments from the students in the control group). The data for the *t*-test analysis should comprise measurements at an interval or ratio scale. Additionally, the two groups showed homogeneity of variance. In other words, the spread of scores within each group were roughly comparable. The *t*-test assumes that variances within the two populations were equal; the participant population in the current study totalled 40 (the participants were equally allocated to two different groups).

In terms of sample size, no minimum sample size is required for the *t*-test to be valid, and a small sample size does not invalidate the test (Lehmann, 2012). A study by De Winter (2013) shows that there is no fundamental objection to using a regular *t*-test with extremely small sample sizes. Even a sample size as small as two does not pose problems. De Winter notes that a paired *t*-test is also feasible in the case of extremely small sample sizes. The requirements for performing a *t*-test were conducted to ensure that using the test would be valid for analysing the data.

A *p*-value was also used in the study to weigh the strength of the evidence. The *p*-value is a measure of inconsistency between the hypothesised value for a population characteristic and the observed sample (Devore & Peck, 2005). It is a number between 0 and 1 and is interpreted in the following way (DeVeaux et al., 2006):

- 1) A small *p*-value (typically ≤ 0.05) indicates strong evidence against the null hypothesis, so the null hypothesis is rejected.
- 2) A large *p*-value (> 0.05) indicates weak evidence against the null hypothesis.
- 3) *p*-values close to the cut off (0.05) are considered to be marginal (could go either way).

The data collected from the students' pre-speaking and post-speaking tests were statistically compared in each group using the *t*-test, mean (M), mean difference (MD), standard deviation (SD), *p*-value, and percentages. The statistical results of the pre- and post-speaking tests could be used to indicate the effectiveness of the intervention (teaching methods) of each group. The mean scores, *t*-test results and

the p -value between the control group and the experimental group were compared in the statistical changes of the groups.

Data were also collected from the pre- and post-tests of their attitudes and motivation (AMTB). The students' answers were calculated according to a 5-point scale: strongly agree (5), agree (4), neutral (3), disagree (2), and strongly disagree (1). The total scores of the pre- and post-tests were compared through descriptive statistics and a paired-samples t -test, means, SDs, and p -values to gain a deeper understanding of the students' attitudes and motivations. The classroom evaluations were also analysed by comparing means, SDs, t -tests values and p -values. The students' responses to the AMTB and the classroom evaluation were analysed using SPSS version 17.

A qualitative analysis approach was employed to discover how the students develop their speaking skills and how the students' attitudes towards and motivation in learning and speaking English changed. During the classroom observation, the observers (the researcher, a teacher of English and a nominated student) observed and evaluated the students' participation and any noteworthy observations were also documented. For interview data, the recorded interviews were transcribed verbatim and re-read several times by the researcher to extract key themes that were then noted as the collected data. All the notes taken in the field notes were reviewed by the researcher following each interview and observation, and parts of audio recordings were listened to in order to address any potential sources of misunderstanding and promptly deal with unanswered questions. In this way, the researcher was able to offer opportunities for the students to clarify and explain their words.

Data from the interviews was analysed using content analysis to investigate the students' improvement in speaking skills, motivation, and attitudes towards learning English through the drama-based activities and Facebook, and through the traditional classroom (teacher-centred delivery of instruction to classes of students who are the receivers of information). The interviews were conducted in Thai and recorded with the permission of the interviewees and were transcribed by the researcher for analysis. The participants' words were presented as spoken, whenever possible, by

using embedded and block quotations in order to fully convey the range of emotions expressed (Hustler, 2005).

3.7 Ethical Considerations

The precaution was taken to ensure the wellbeing of the students and the teachers who participated in the study. The researcher followed the ethical guidelines of the Human Research Ethics Committee (HREC) of the University of Southern Queensland (USQ). The students at Srinakarindra the Princes Mother School Nongbualamphu, Thailand were invited through the school's principal to participate in the study. As the students were under 18 years of age, their guardians' approval (consent) was obtained. The research procedure and lesson plans were reviewed by school committee members (which included the school principal, the school community, alumni representatives, and EFL teachers at the school).

The Thailand National Statement on Ethical Conduct in Research Involving Humans includes critical considerations in terms of the subject of children and young people. This was particularly relevant to this study because the participants were young people who may vary in cognitive capacity and maturity, and may be people from other countries. Therefore, the researcher obtained statutory consent from participating school principals as well as the students' guardians for the students who participated in the study as outlined in the National Statement on Ethical Conduct in Human Research. The management of bias in the study was undertaken by the researcher by following sets of guidelines that contain certain criteria about selecting contexts and participants.

Reflective journals were used to reflect on an ongoing basis during the data collection process. For data from the questionnaires, the researcher removed identifiers by replacing them with codes so that the students remained anonymous. The students were individually identified in video recordings, face-to-face interviews and the speaking tests. The researcher provided all participants with an opportunity to ask questions in person or via e-mail after having participated in the study. The students' safety, emotional and psychological support, and general well-being were assured throughout the research period.

3.8 Summary

This chapter has provided details of the research design, methods and procedure of the study. The study adopted a mixed methods approach. The participants were allocated to two groups (control group and experimental group). The students were invited to participate in the study for 10 weeks (including an introduction and an orientation week in Week 1) and they were observed during their classroom participations.

The participants were required to complete pre-speaking tests and post-speaking tests and respond to AMTB questionnaires, and selected students were invited to attend semi-structured interviews. The quantitative and qualitative data were collected and analysed using SPSS software to statistically compare the results between the two groups and between the pre-treatment and post-treatment sessions. The results of the study are presented in Chapter 4.

CHAPTER 4

RESULTS

4.1 Overview

This chapter presents the results of the study. First, it deals with the quantitative analyses of the students' pre-treatment and post-treatment scores and ratings on a speaking test, attitudes and motivation, and classroom evaluation in Section 4.2 Speaking Tests, Section 4.3 Attitudes and Motivation Test Battery (AMTB), and Section 4.4 Classroom Evaluation (quantitative data). Second, the qualitative results of the study are presented in Section 4.4 Classroom Observations (qualitative data), and Section 4.5 Student Interviews. Finally, a summary of the chapter is provided in Section 4.6.

4.2 Results of Speaking Tests

The students' pre-treatment and post-treatment scores on speaking tests were compared in order to determine the effects of the teaching methods on the students' speaking skills. The speaking assessment rubric used in the study consisted of both verbal and non-verbal communication scoring components. Scores in the two areas were combined to create an overall communicative competency score with a total of 20 marks. A total of 40 ($N = 40$) students (i.e., 20 in the experimental group and 20 in the control group) were tested before the lessons were given. As shown in Table 4.1, there was no significant difference ($p > .05$) between the experimental group ($M = 11.25$, $SD = 2.06$) and the control group ($M = 11.23$, $SD = 2.08$) at the pre-treatment stage. After a nine-week period of treatment sessions, the students in both groups were tested again. At the post-treatment stage, there were significant differences between the two groups' scores on the speaking test ($t = 3.482$, $p = .001$), with the experimental group ($M = 14.72$, $SD = 1.74$) scoring significantly higher than the control group ($M = 12.65$, $SD = 2.01$).

Table 4.1
Comparison of Scores on the Speaking between Pre-Treatment and Post-Treatment Tests of the Experimental Group and the Control Group

Timing	Group	N	M	SD	MD	<i>t</i>	<i>p</i>
Pre-treatment	Control	20	11.23	2.08	0.02	0.031	0.976
	Experimental	20	11.25	2.06			
Post-treatment	Control	20	12.65	2.01	2.07	3.482	0.001*
	Experimental	20	14.72	1.74			

Note. * $p < 0.05$

In terms of the effect of classroom instructions, the students in both the experimental and control groups significantly improved their speaking skills (see Table 4.2). The mean test scores for the experimental group at the post-treatment stage ($M = 14.72$, $SD = 1.74$) were higher than those at the pre-treatment stage ($M = 11.25$, $SD = 2.06$), and they were statistically significant ($t = 5.755$, $p < 0.000$). The mean scores for the control group at the post-treatment stage ($M = 12.65$, $SD = 2.01$) were also higher than those at the pre-treatment stage ($M = 11.23$, $SD = 2.08$), and this improvement was also significant ($t = 2.196$, $p = 0.034$). The average speaking test scores (see Figure 4.1) for the experimental group improved by 11.17% ($MD = 3.47$), while those for the control group improved by 4.73% ($MD = 1.42$).

Table 4.2
Comparison of Pre-Treatment and Post-Treatment Scores on the Speaking Test between the Experimental group and the Control Group

Group	Timing	N	M	SD	MD	<i>t</i>	<i>p</i>
Control	Pre-treatment	20	11.23	2.08	1.42	2.196	0.034*
	Post-treatment	20	12.65	2.01			
Experimental	Pre-treatment	20	11.25	2.06	3.47	5.755	0.000*
	Post-treatment	20	14.72	1.74			

Note. * $p < 0.05$

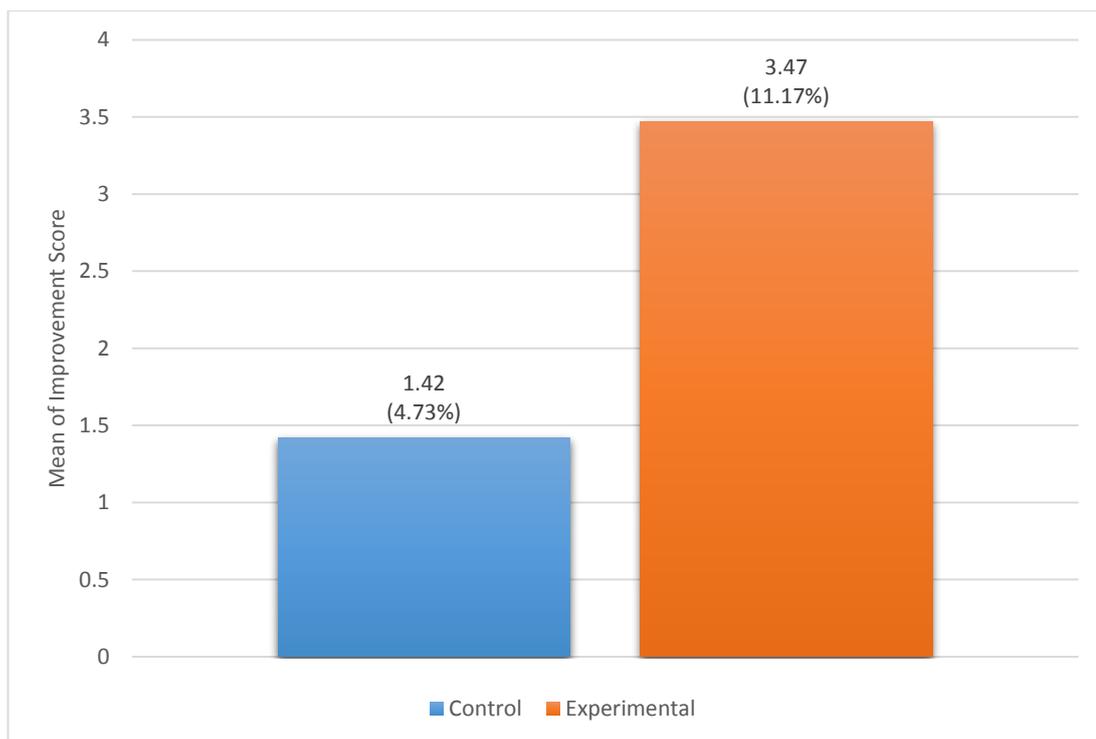


Figure 4.1. Mean of improvement scores on the speaking test for the experimental and control groups.

In the speaking test, each student was evaluated on their oral skills in relation to verbal and non-verbal components, as provided in the assessment rubrics. These verbal and non-verbal components required the students to: (a) identify the purpose for speaking, (b) use correct vocabulary, (c) use correct grammar, (d) use correct pronunciation, (e) modulate tone/voice appropriately, (f) manage anxiety and apprehension, (g) be confident when speaking, (h) make appropriate eye contact, (i) use appropriate facial expressions, and (j) use appropriate gestures. Tables 4.3–4.12 present the mean scores for the control and experimental groups on each component assessed by the speaking test, and Figures 4.2–4.11 show the improvement scores of the control group and the experimental group on each speaking component.

One of the components assessed in the speaking test was the students' comprehension of the given topics. The aim of this assessment was to evaluate the students' ability to identify the purpose for speaking or conversing. Both the control and experimental groups improved their average test scores. Table 4.3 shows that the control group had an average post-treatment score of 13.85 (SD = 1.95), which was

2.55 marks higher than their pre-treatment score. The mean differences between the pre-test and post-test scores were statistically significant ($t = 4.132, p = 0.000$).

The experimental group had an average post-treatment score of 15.40 (SD = 1.19), which represented an increase from an average pre-treatment score of 11.70 (SD = 1.92). This improvement was also significant ($t = 7.323, p = 0.000$). When the improvement scores for the two groups were compared (see Figure 4.2), the experimental group had a bigger improvement of 18.50% (3.70 marks), whereas the control group had improved by 12.75% (2.55 marks).

Table 4.3

Comparison of Scores on the Speaking Test for the Control Group and the Experimental Group in Identifying the Purpose for Speaking

Group	Timing	N	M	SD	t	p
Control	Pre-test	20	11.30	1.95	4.132	0.000*
	Post-test	20	13.85	1.95		
Experimental	Pre-test	20	11.70	1.92	7.323	0.000*
	Post-test	20	15.40	1.19		

Note. * $p < 0.05$

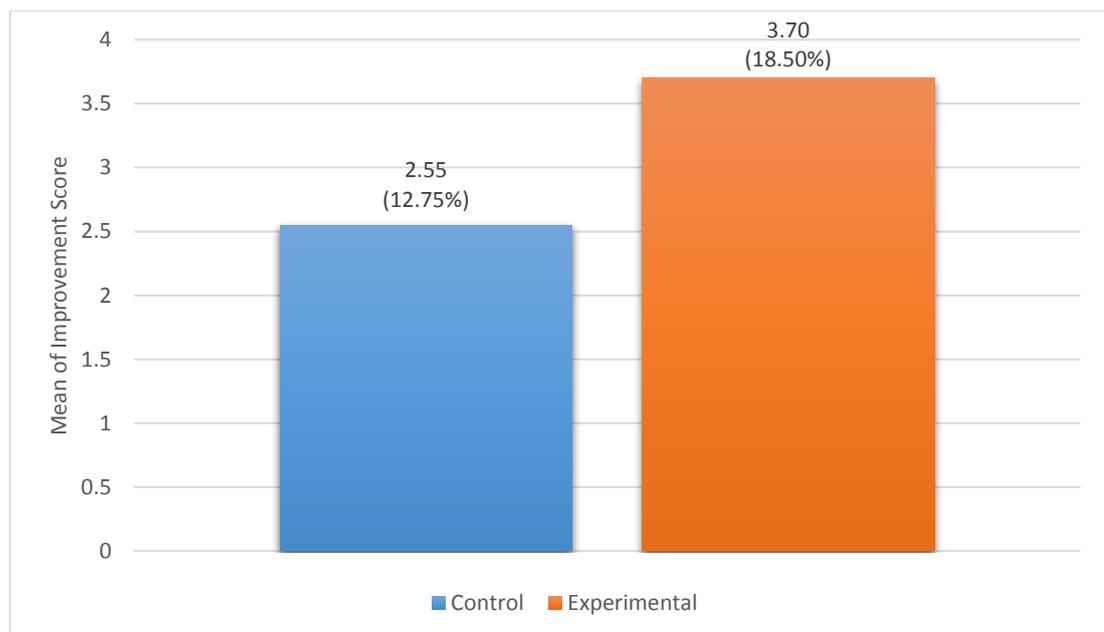


Figure 4.2. Mean of improvement scores for the control group and the experimental group in identifying the purpose for speaking.

The students were also evaluated on their use of vocabulary in the speaking test. Table 4.4 shows that the students from both groups used more complex vocabulary and more appropriate word choices at the post-treatment stage. The average post-treatment score for the control group was 13.45 (SD = 1.70). Figure 4.3 shows that the control group's post-test score increased from the pre-test score by 3.10 marks (an increase of 15.50%).

Table 4.4
Comparison of Scores on the Speaking Test for the Control Group and the Experimental Group in Using Vocabulary

Group	Timing	N	M	SD	<i>t</i>	<i>p</i>
Control	Pre-test	20	10.35	0.88	7.248	0.000*
	Post-test	20	13.45	1.70		
Experimental	Pre-test	20	9.10	1.29	12.959	0.000*
	Post-test	20	14.45	1.32		

Note. * $p < 0.05$

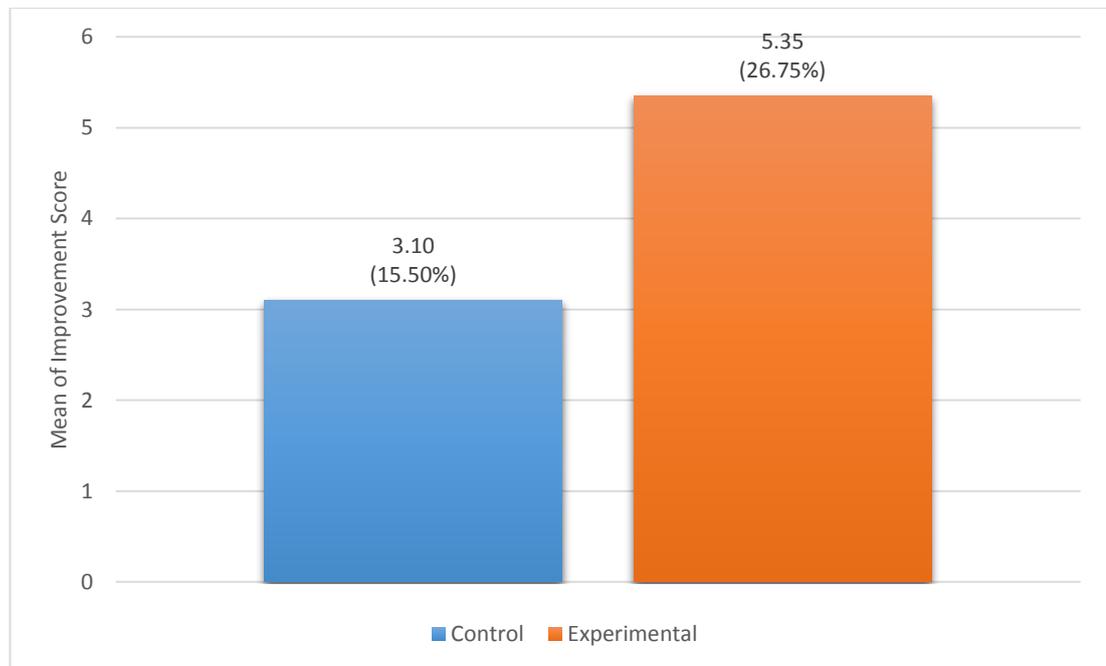


Figure 4.3. Mean of improvement scores for the control group and the experimental group in using vocabulary.

The students in the experimental group did better in the post- speaking test than those in the control group. The average test score for the experimental group increased from 9.10 (SD = 1.29) at the pre-treatment stage to 14.45 (SD = 1.32) at the post-treatment stage, meaning that their scores increased by 5.35 marks or 26.75% (see Figure 4.3). The mean differences between the pre-test and post-test scores of both groups were statistically significant ($p < 0.05$).

Table 4.5 shows that, in the use of grammar, the control group had a slightly higher score than the experimental group at the post-treatment stage. The average score for the control group increased from 11.25 (SD = 1.21) at the pre-treatment stage to 13.95 (SD = 1.23) at the post-treatment stage, and the increase was statistically significant ($t = 6.989, p = 0.000$).

The experimental group's average score increased from 10.40 marks (SD = 0.75) at the pre-treatment stage to 12.80 marks (SD = 0.77) at the post-treatment stage ($t = 5.592, p = 0.000$). Figure 4.4 shows that the control group's score increased by 2.70 marks (12.75%), while the experimental group's improvement score was 2.40 marks (12%).

Table 4.5
Comparison of Scores on the Speaking Test for the Control Group and the Experimental Group in Using Grammar

Group	Timing	N	M	SD	<i>t</i>	<i>p</i>
Control	Pre-test	20	11.25	1.21	6.989	0.000*
	Post-test	20	13.95	1.23		
Experimental	Pre-test	20	10.40	0.75	5.592	0.000*
	Post-test	20	12.80	0.77		

Note. * $p < 0.05$

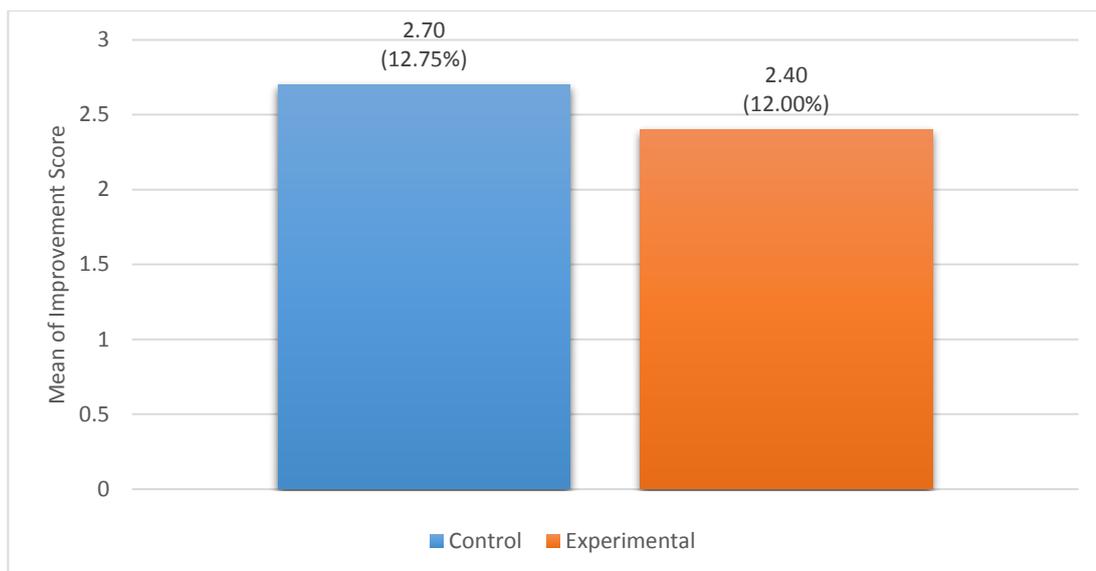


Figure 4.4. Mean of improvement scores for the control group and the experimental group in using grammar.

When it came to pronunciation skills, the experimental group had, on average, a higher post-treatment score ($M = 15.15$, $SD = 0.99$) than the control group ($M = 12.80$, $SD = 1.19$) (see Table 4.6). Figure 4.5 demonstrates that the students in the experimental group improved their pronunciation test scores by 14.75% (i.e., 2.95 marks higher than their pre-treatment score). In comparison, the control group's average score was increased by only 4.75%.

Table 4.6

Comparison of Scores on the Speaking Test for the Control Group and the Experimental Group in Using Pronunciation

Group	Timing	N	M	SD	<i>t</i>	<i>p</i>
Control	Pre-test	20	11.85	1.27	2.437	0.019*
	Post-test	20	12.80	1.19		
Experimental	Pre-test	20	12.20	1.06	9.123	0.000*
	Post-test	20	15.15	0.99		

Note. * $p < 0.05$

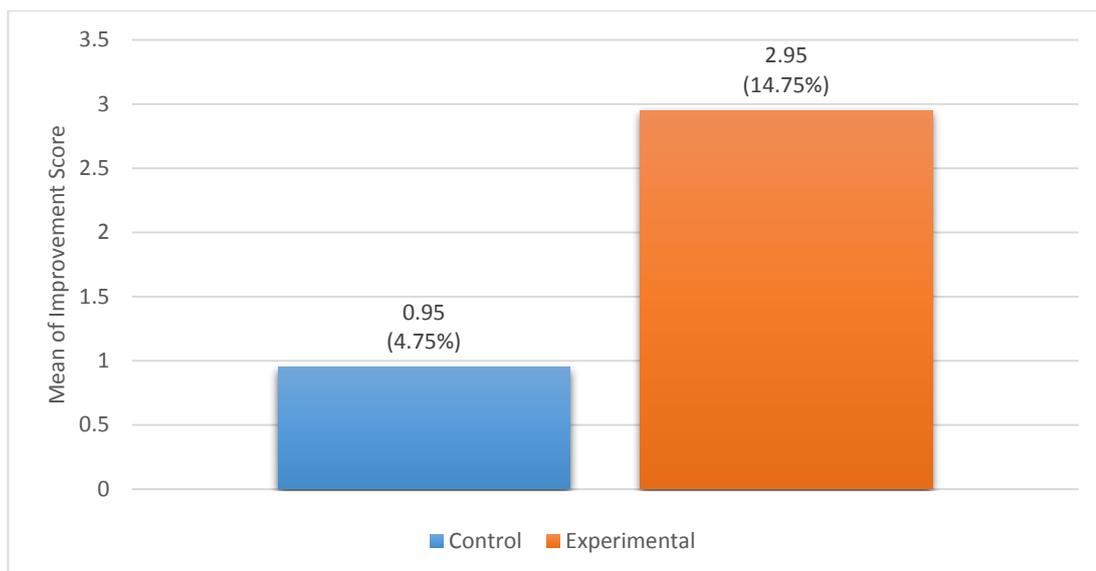


Figure 4.5. Mean of improvement scores for the control group and the experimental group in using pronunciation.

The students were evaluated on their use of modulating tone/voice when speaking or conversing. As shown in Table 4.7, the average pre-treatment scores for the control group and the experimental group were 10.20 (SD = 0.95) and 10.30 (SD = 0.92), respectively. The post-treatment scores reveal that the experimental group's average score increased to 13.60 (SD = 0.69), while the control group had an average post-treatment score of 11.60 (SD = 1.19). Figure 4.6 shows the average post-treatment scores for the experimental group and the control group improved by 16.50% (3.30 marks) and 7.25% (1.45 marks), respectively.

Table 4.7

Comparison of Scores on the Speaking Test for the Control Group and the Experimental Group in Using Tone/Voice

Group	Timing	N	M	SD	<i>t</i>	<i>p</i>
Control	Pre-test	20	10.20	0.95	4.114	0.000*
	Post-test	20	11.60	1.19		
Experimental	Pre-test	20	10.30	0.92	7.636	0.000*
	Post-test	20	13.60	0.69		

Note. * $p < 0.05$

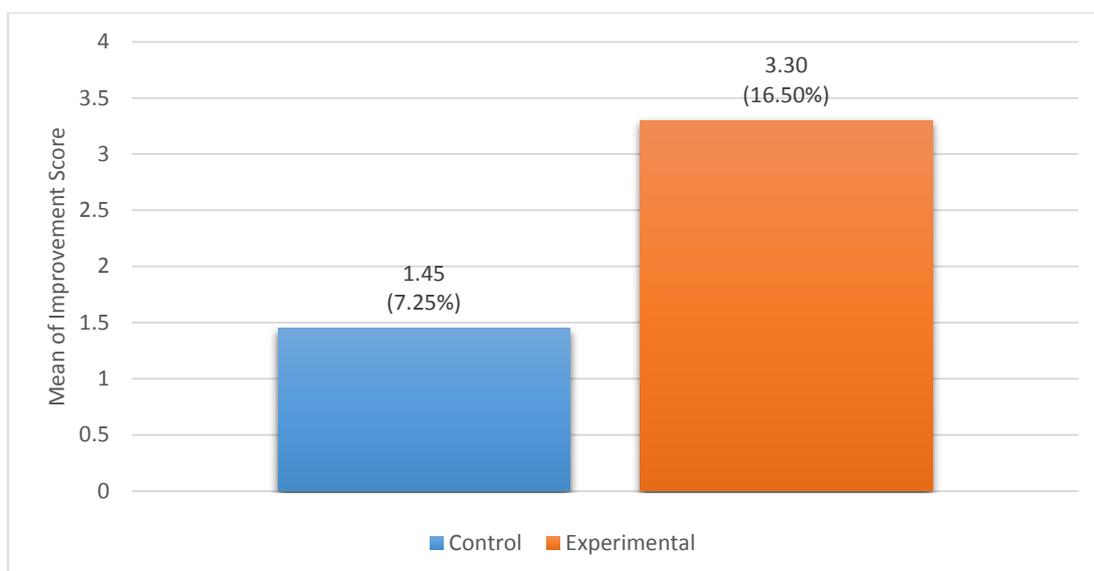


Figure 4.6. Mean of improvement scores for the control group and the experimental group in using tone/voice.

In the speaking test, the students were evaluated on their management of anxiety and apprehension. The average pre-test score for the control group was 12.50 marks (SD = 1.15), which increased to 13.90 marks (SD = 1.39) in the post-test. The experimental group had a higher average post-test score (M = 14.25, SD = 1.07) than the control group (see Table 4.8). Figure 4.7 shows that, after the treatment sessions, the improvement of the experimental group's scores was greater than the improvement of the control group's scores. The experimental group's average score improved by 9.50%, while the control group had an improvement score of 7.0%.

Table 4.8

Comparison of Scores on the Speaking Test for the Control Group and the Experimental Group in Managing Anxiety and Apprehension

Group	Timing	N	M	SD	<i>t</i>	<i>p</i>
Control	Pre-test	20	12.50	1.15	3.472	0.001*
	Post-test	20	13.90	1.39		
Experimental	Pre-test	20	12.35	1.49	4.619	0.000*
	Post-test	20	14.25	1.07		

Note. * $p < 0.05$

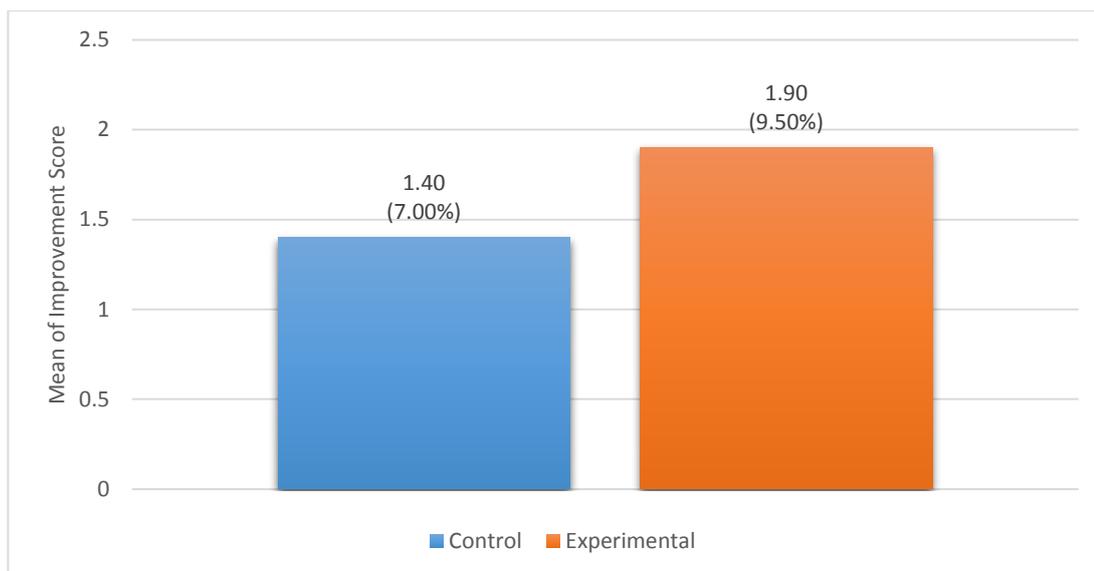


Figure 4.7. Mean of improvement scores for the control group and the experimental group in managing anxiety and apprehension.

Table 4.9 reveals that at the post-treatment stage, the students in the experimental group had more confidence in speaking than those in the control group. The control group had the same average score at both the pre-treatment and the post-treatment stages ($M = 11.30$), whereas, the experimental group improved its average test score from 11.85 marks ($SD = 1.39$) in the pre-test to 15.30 marks ($SD = 1.38$) in the post-test. The increase was statistically significant ($t = 7.886$, $p = 0.000$). The averages of improvement scores for both groups are shown in Figure 4.8. The experimental group had an improvement score of 3.45 (17.25%), while the average test score of the control group remained unchanged.

Table 4.9

Comparison of Scores on the Speaking Test for the Control Group and the Experimental Group in Being Confident in Speaking

Group	Timing	N	M	SD	t	p
Control	Pre-test	20	11.30	1.13	0.000	1.000
	Post-test	20	11.30	0.98		
Experimental	Pre-test	20	11.85	1.39	7.886	0.000*
	Post-test	20	15.30	1.38		

Note. * $p < 0.05$

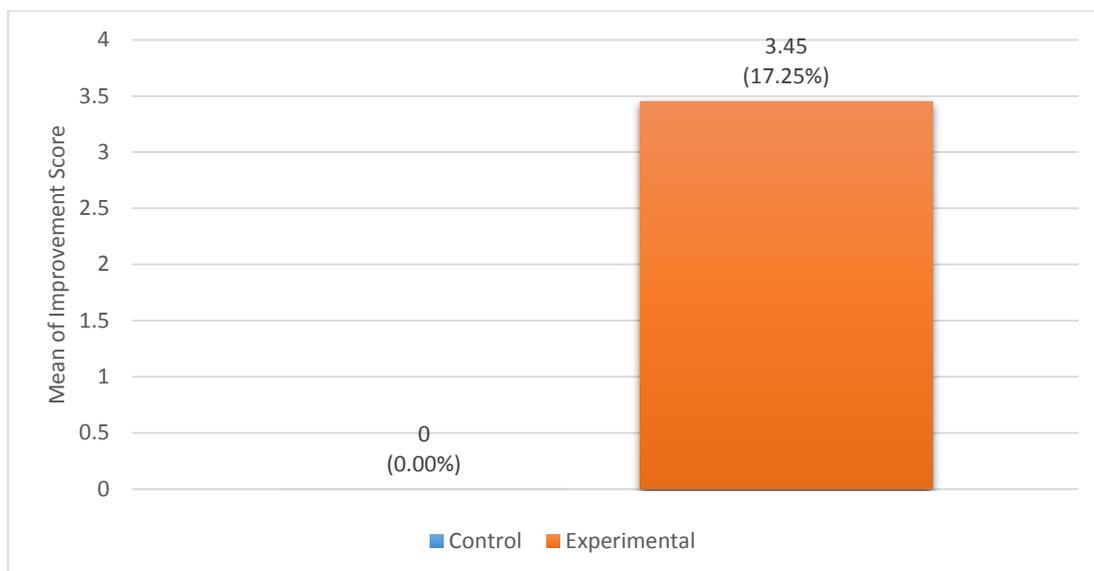


Figure 4.8. Mean of improvement scores for the control group and the experimental group in being confident in speaking.

The students' non-verbal communication skills were also evaluated in the speaking test. Table 10 shows that, at the post-treatment stage, the students in the experimental group performed better than those in the control group in relation to making eye contact with their peers. The experimental group had an average of 14.55 marks (SD = 1.03) at the post-treatment stage, while the control group slightly improved its average score from 11.45 (SD = 1.19) at the pre-treatment stage to 12.50 (SD = 0.95) at the post-treatment stage. Figure 4.9 shows that the improvement score of the experimental group (increased by 17.50%) was higher than that of the control group (increased by 5.25%).

Table 4.10

Comparison of Scores on the Speaking Test for the Control Group and the Experimental Group in Making Eye Contact

Group	Timing	N	M	SD	<i>t</i>	<i>p</i>
Control	Pre-test	20	11.45	1.19	3.087	0.004*
	Post-test	20	12.50	0.95		
Experimental	Pre-test	20	11.05	1.05	9.660	0.000*
	Post-test	20	14.55	1.03		

Note. * $p < 0.05$

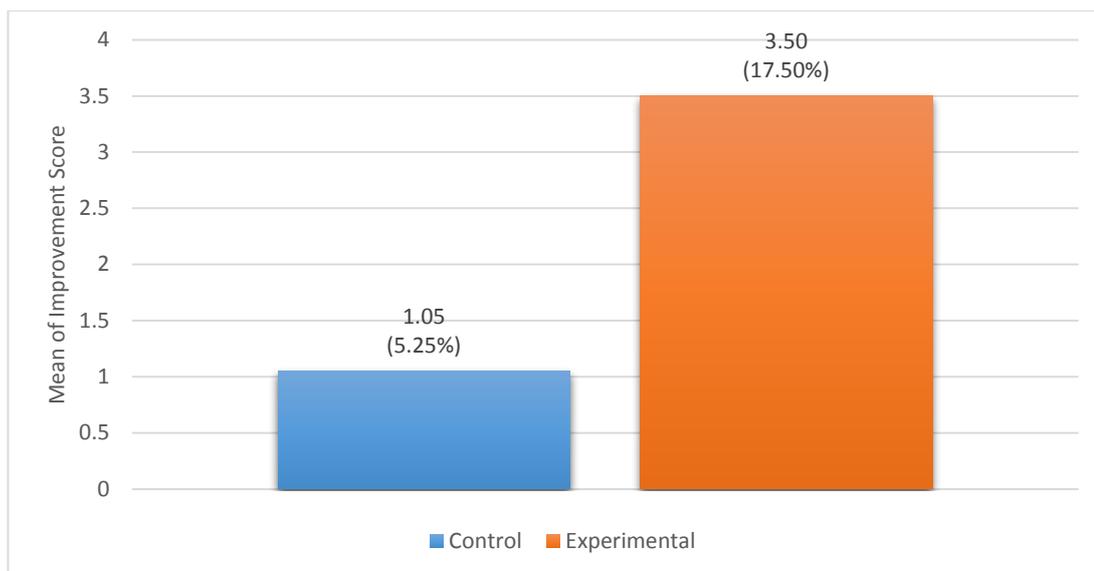


Figure 4.9. Mean of improvement scores for the control group and the experimental group in making eye contact.

Drama-based activities in the treatment sessions helped the students in the experimental group use more appropriate facial expressions during conversation. Table 11 shows that the average score for the control group did not change from the pre-treatment stage to the post-treatment stage. In contrast, the experimental group's average score increased from 12.30 marks (pre-treatment) to 14.45 marks (post-treatment), representing an improvement of 10.75% (see Figure 4.10).

Table 4.11

Comparison of Scores on the Speaking Test for the Control Group and the Experimental Group in Using Facial Expressions

Group	Timing	N	M	SD	<i>t</i>	<i>p</i>
Control	Pre-test	20	11.70	1.56	0.000	1.000
	Post-test	20	11.70	1.03		
Experimental	Pre-test	20	12.30	1.69	4.297	0.000*
	Post-test	20	14.45	1.47		

Note. * $p < 0.05$

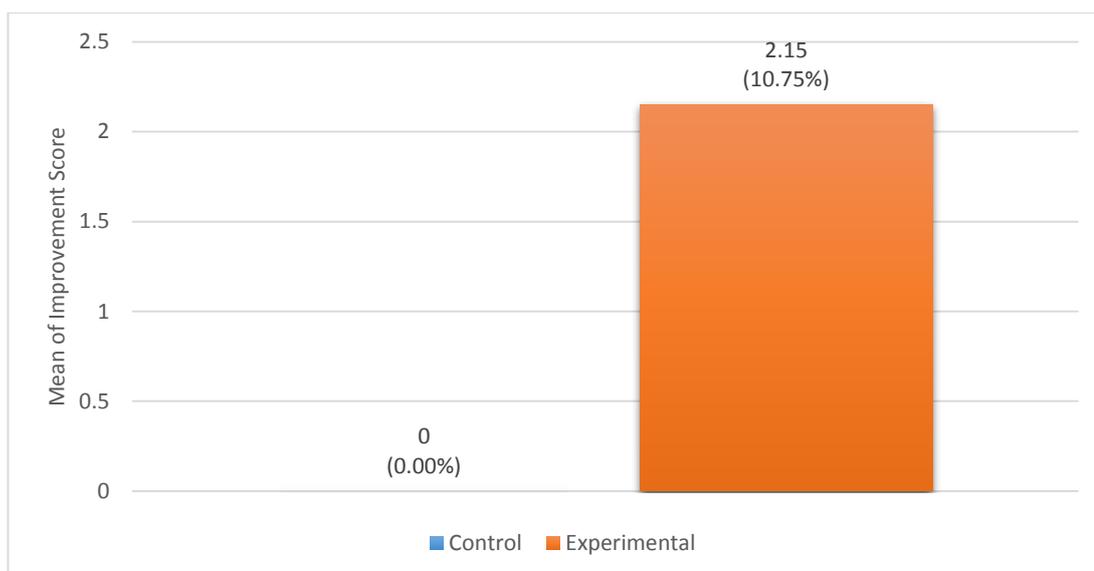


Figure 4.10. Mean of improvement scores for the control group and the experimental group in using facial expressions.

When the students were evaluated on their use of gestures, the experimental group demonstrated better improvement scores than the control group (see Figure 4.11). The experimental group improved on their average test score by 24% (4.80 marks), while the control group improved by 5.25% (1.05 marks). As shown in Table 4.12, the students in the experimental group used more appropriate non-verbal communication (gestures) at the post-treatment stage ($M = 16.05$, $SD = 0.83$), representing an increase from 11.25 ($SD = 0.89$) at the pre-treatment stage. The increase was statistically significant ($t = 15.443$, $p = 0.000$). In comparison, the control group scored only 11.45 marks ($SD = 0.88$) and 10.40 marks ($SD = 0.89$) on average at the post-treatment and pre-treatment stages, respectively.

Table 4.12
Comparison of Scores on the Speaking Test for the Control Group and the Experimental Group in Using Gestures

Group	Timing	N	M	SD	t	p
Control	Pre-test	20	10.40	0.88	3.752	0.000*
	Post-test	20	11.45	0.89		
Experimental	Pre-test	20	11.25	1.12	15.443	0.000*
	Post-test	20	16.05	0.83		

Note. * $p < 0.05$

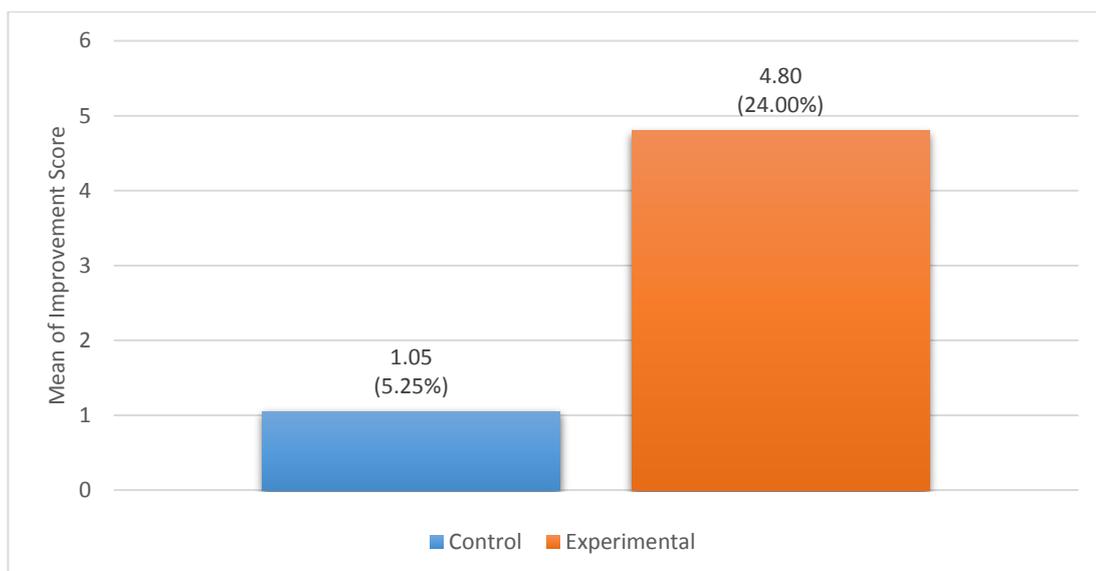


Figure 4.11. Mean of improvement scores for the control group and the experimental group in using gestures.

4.3 Results of the Attitudes and Motivation Test Battery (AMTB)

The quantitative results of the AMTB were utilised in answering the second research question related to the students’ attitudes and motivation. They also allowed the researcher to examine how the students’ attitudes and motivation had developed as a result of integrating drama-based activities and Facebook in class, when compared with the traditional teaching method. Sections 4.3.1–4.3.10 present the results of the AMTB, which are categorised into ten components.

4.3.1 Interest in the English language

With regard to the question of the students’ interest in learning English, the students who learned English through drama-based activities and Facebook gained more interest in the language than those who learned through the traditional method (see Table 4.3). This may imply that lessons using drama-based activities and group assignments were presented in more interesting and exciting ways.

Table 4.13

Results of the AMTB (Students' Interest in the English Language) of Experimental and Control Groups, Pre-Treatment and Post-Treatment

AMTB Items	Group	Pre		Post		MD	<i>t</i>	<i>p</i>
		M	SD	M	SD			
1 ⁽⁺⁾	Control	4.10	0.988	4.75	0.967	0.65	2.103	0.0422*
	Experimental	4.35	1.046	4.90	0.523	0.55	2.013	0.0421*
11 ⁽⁻⁾	Control	2.45	0.887	2.35	0.993	-0.10	0.347	0.7302
	Experimental	2.00	1.026	1.45	0.605	-0.55	2.065	0.0458*
30 ⁽⁺⁾	Control	3.30	0.979	3.95	1.045	0.65	2.030	0.0494*
	Experimental	2.80	0.894	3.95	0.887	1.15	4.084	0.0002*
35 ⁽⁻⁾	Control	3.45	1.293	3.25	1.146	-0.20	0.518	0.6077
	Experimental	3.45	0.945	3.10	1.099	-0.35	1.079	0.2870

Note. ⁽⁺⁾ Positively Keyed Questionnaire Item, ⁽⁻⁾ Negatively Keyed Questionnaire Item

* $p < 0.05$

The students in both the control group and experimental group were motivated to speak English fluently (Item 1), and they wished to use more English outside the classroom, such as meeting English-speaking foreigners (Item 30). At the pre-test stage, the majority of the students in both the control group ($M = 2.45$) and experimental ($M = 2.00$) group did not agree with the statement "I really have no interest in English language" (Item 11). After the students in the experimental group had participated in the treatment sessions, their AMTB rating for Item 11 ($M = 1.45$) was significantly lower than their pre-treatment AMTB rating. On the other hand, the control group's pre-treatment and post-treatment results for this item ($M = 2.35$) were not significantly different.

Although the students from both groups tended to access English language television programmes (Item 35) at the post-treatment stage, they were not more likely to do so when compared to the pre-treatment stage. This implies that the activities and presentations in the classroom had the effect of arousing the students' interest.

4.3.2 Motivation intensity

The analysis of the intensity of student motivation is presented in Table 4.4. The students gained significant improvement in their motivation to learn English, particularly after attending lessons involving drama-based activities and Facebook. The motivation to learn English among the students in the control group also increased in intensity.

Table 4.14
Results of the AMTB (Student's Motivation Intensity) of Experimental and Control Groups, Pre-Treatment and Post-Treatment

Items	Study Group	Pre		Post		MD	<i>t</i>	<i>p</i>
		M	SD	M	SD			
2 ⁽⁻⁾	Control	3.30	0.865	3.10	0.641	-0.20	0.411	0.8310
	Experimental	2.80	0.696	2.00	1.076	-0.80	2.794	0.0081*
20 ⁽⁻⁾	Control	2.85	0.988	2.75	0.967	-0.10	0.324	0.7481
	Experimental	2.25	1.009	1.55	1.075	-0.70	2.123	0.0403*
27 ⁽⁺⁾	Control	3.10	1.071	3.80	1.005	0.70	2.132	0.0396*
	Experimental	3.30	0.978	3.95	0.887	0.65	2.202	0.0338*
36 ⁽⁺⁾	Control	2.60	0.826	3.10	0.718	0.50	2.043	0.0480*
	Experimental	2.95	0.875	3.50	0.834	0.55	2.035	0.0489*

Note. ⁽⁺⁾ Positively Keyed Questionnaire Item, ⁽⁻⁾ Negatively Keyed Questionnaire Item
**p* < 0.05

The students generally agreed that the feedback they had received from their teachers (Item 2) and the teacher's instructions or explanations (Item 20) could improve their motivation to learn English. The results of the AMTB also seem to indicate that, at the post-treatment stage, the students in the experimental group paid more attention to teacher's feedback and explanations than those in the control group. In other words, the students' motivation was significantly improved after learning through drama-based activities and Facebook. One reason for this could be that the drama-based activities required the students to be involved in interactive activities with their group members and the teacher, in addition to giving the students more opportunities to communicate with the teacher and other students during the lesson.

The students' responses to the statements "I really work hard in learning English" (Item 27) and "When I am studying English, I ignore distractions and pay more attention to my tasks" (Item 36) indicate that, in both groups, the students seemed serious about learning English. The students from the control group ($M = 3.80$ in Item 27; $M = 3.10$ in Item 36) and the experimental group ($M = 3.95$ in Item 27; $M = 3.50$ in Item 36) were more motivated to study English and tended to ignore distractions at the post-treatment stage. As the reasons for such motivational change may have differed between the two groups, they were noted for further exploration in the interviews.

4.3.3 English class anxiety

With regard to any anxiety associated with the English class, the post-treatment AMTB results reveal that the students' fear of embarrassment and loss of face appeared to decrease because the learning environment in the treatment sessions was less threatening and more enjoyable. The students in the experimental group were less anxious after learning through drama-based activities and Facebook instruction than the students in the control group (see Table 4.5).

The survey results indicate that, after learning English through drama-based activities, the students felt confident in using English to communicate in the classroom ($M = 3.20$ in Item 6), and they were less anxious about answering questions using English ($M = 3.50$ in Item 21; $M = 2.05$ in Item 28). The students' anxiety level in the experimental group had significantly decreased ($p < 0.05$) by the post-treatment stage.

The results of AMTB in the English class anxiety component indicate that drama-based activities possibly allowed the focus to be taken off the students and lessened any concern they felt about making mistakes when speaking English in the classrooms. Anxiety also decreased among students in the control group; however, the pre-treatment to post-treatment change was not statistically significant.

Table 4.15

Results of the AMTB (Students' English Class Anxiety) of Experimental and Control Groups, Pre-Treatment and Post-Treatment

Items	Study Group	Pre-		Post-		MD	<i>t</i>	<i>p</i>
		M	SD	M	SD			
6 ⁽⁺⁾	Control	2.50	0.827	2.60	0.883	0.10	0.369	0.7137
	Experimental	2.45	0.999	3.20	0.894	0.75	2.502	0.0168*
21 ⁽⁺⁾	Control	2.75	0.940	2.90	0.813	0.15	0.539	0.5925
	Experimental	2.85	1.137	3.50	0.745	0.65	2.139	0.0390*
28 ⁽⁻⁾	Control	3.10	0.718	2.90	0.852	-0.20	0.803	0.4271
	Experimental	3.15	1.099	2.05	0.813	-1.10	3.599	0.0009*
38 ⁽⁻⁾	Control	3.40	0.995	3.35	0.988	-0.05	0.159	0.8741
	Experimental	3.75	0.851	3.55	0.887	-0.20	0.728	0.4713

Note. ⁽⁺⁾ Positively Keyed Questionnaire Item, ⁽⁻⁾ Negatively Keyed Questionnaire Item
**p* < 0.05

The pre-treatment and post-treatment questionnaire results for anxiety in English class support the observation that the students' anxiety had decreased by the post-treatment stage, even though not all AMTB items relating to anxiety indicated a statistically significant reduction. In both groups, the student responses to the statement "I am sometimes anxious that the other students in class will laugh at me when I speak English" (Item 38) were positive; however, the results of the AMTB on Item 38 were not statistically significant.

4.3.4 Teacher evaluation

In the AMTB, the students in both groups were asked to evaluate their English teacher's performance (based on their learning experiences) and their attitudes towards their teacher's teaching method and style. The results of the AMTB in Table 4.6 indicate that the students in both groups evaluated their teachers positively. The experimental group's pre-treatment to post-treatment responses show a statistically significant difference, while the control group's responses show that, although they evaluated their teacher positively, their pre-treatment and post-treatment evaluations did not change significantly.

Table 4.16

Results of the AMTB (English Teacher Evaluation) of Experimental and Control Groups, Pre-Treatment and Post-Treatment

Items	Study Group	Pre-		Post-		MD	<i>t</i>	<i>p</i>
		M	SD	M	SD			
12 ⁽⁻⁾	Control	2.80	1.005	2.65	1.040	-0.15	0.464	0.6454
	Experimental	2.40	1.095	1.95	0.945	-0.45	1.391	0.1722
16 ⁽⁺⁾	Control	3.45	1.050	3.55	1.050	0.10	0.301	0.7649
	Experimental	3.55	1.050	4.55	0.605	1.00	3.694	0.0007*
22 ⁽⁺⁾	Control	3.40	0.995	4.15	0.954	0.75	2.433	0.0198*
	Experimental	3.25	1.182	3.98	0.951	0.73	2.152	0.0378*
37 ⁽⁻⁾	Control	3.10	1.021	2.55	1.146	-0.55	1.603	0.1173
	Experimental	2.20	0.894	1.35	0.587	-0.85	3.554	0.0010*

Note. ⁽⁺⁾ Positively Keyed Questionnaire Item, ⁽⁻⁾ Negatively Keyed Questionnaire Item
**p* < 0.05

As shown in Table 4.6, teachers were considered to be great sources of inspiration for learning English (Item 22). The post-treatment results for this item show that the students from the control group (*M* = 4.15, *SD* = 0.954) and the experimental group (*M* = 3.98, *SD* = 0.951) thought their teachers were motivators and sources of information for learning English. These results were statistically significant when compared with their pre-treatment ratings. In relation to the questionnaire statement “The less I see my English teacher, the more I feel relaxed” (Item 12), the results of the control group and the experimental group were not statistically significant. The students’ responses to Item 22 and Item 12 seem to suggest that teachers still play a significant role in English language classes and students still prefer to see their teachers in person.

The teacher’s teaching method and style (Item 16) and classroom activities (Item 37) seemed to affect the students’ interest or motivation to learn English. After participating in the treatment sessions, the students felt significantly more positive about the teaching approaches and classroom activities adopted by their teacher. Although statistical significance across time was not seen in the control group, these students still had positive opinions about the teaching approaches of their teacher. The results of AMTB Item 16 and Item 37 suggest that a variety of teaching

approaches (e.g., roleplay activities and games) make the lessons more exciting and foster engagement with the students.

4.3.5 Attitudes towards learning English

In both the control and experimental groups, the students' attitudes towards learning English were positively changed at the post-treatment stage. With regard to the statement "I really enjoy learning English" (Item 7), the majority of students agreed that they enjoyed their English classes. The rating for this AMTB item increased significantly for both groups (control group, $M = 3.95$; experimental group, $M = 4.35$) at the post-treatment stage when compared with the pre-treatment stage.

Table 4.17

Results of the AMTB (Students' Attitudes towards Learning English) of Experimental and Control Groups, Pre-Treatment and Post-Treatment

Items	Study Group	Pre-		Post-		MD	<i>t</i>	<i>p</i>
		M	SD	M	SD			
7(+)	Control	3.20	1.081	3.95	1.095	0.75	2.179	0.0355*
	Experimental	3.55	0.686	4.35	0.587	0.80	3.963	0.0003*
13(-)	Control	2.75	0.910	2.75	0.923	0.00	0.000	1.0000
	Experimental	2.75	0.910	2.15	0.813	-0.60	2.199	0.0340*
18(-)	Control	1.60	0.681	1.55	0.671	-0.05	0.234	0.8163
	Experimental	1.75	1.019	1.20	0.571	-0.55	1.723	0.0419*
23(+)	Control	3.30	1.129	3.40	1.231	0.10	0.268	0.7903
	Experimental	4.00	1.076	4.10	0.718	0.10	0.346	0.7315

Note. (+) Positively Keyed Questionnaire Item, (-) Negatively Keyed Questionnaire Item
* $p < 0.05$

As shown in Table 4.7, at the pre-treatment stage, the students in the experimental group tended to spend their time on the subject of the English language as well as on other subjects (Item 13). With regard to the statement "Learning English is a waste of time" (Item 18), the students from both groups responded as in Item 13. After the nine-week period of classes, the majority of the students in the experimental group disagreed with the statement given for Item 13, while the students in the control group did not rate the statement significantly differently from the pre-treatment

stage. In both groups, their attitudes towards how they planned to learn English (Item 23) did not significantly change from pre-treatment to post-treatment. The mean difference (MD) between the pre-treatment rating and the post-treatment rating in both groups was 0.10 and was therefore not statistically significant.

4.3.6 Active learning strategies

At the post-treatment stage, the students in the experimental group were more active in exchanging information and discussing class activities with their peers and teachers than the students in the control group. Table 4.8 shows that, at the post-treatment stage, the mean rating of the control group for the statement “I would discuss with the teacher or other students if I do not understand English sentences or conversation” (Item 8) increased (MD = 0.15), but not significantly. The post-treatment rating of the students in the experimental group was 4.05, which was significantly higher (MD = 0.60) than their pre-treatment rating.

Table 4.18
Results of the AMTB (Active Learning Strategies) of Experimental and Control Groups, Pre-Treatment and Post-Treatment

Items	Study Group	Pre-		Post-		MD	<i>t</i>	<i>p</i>
		M	SD	M	SD			
8 ⁽⁺⁾	Control	3.40	1.046	3.55	1.142	0.15	0.433	0.6673
	Experimental	3.45	1.050	4.05	0.725	0.60	2.103	0.0422*
14 ⁽⁻⁾	Control	2.50	0.761	2.60	0.754	0.10	0.418	0.6787
	Experimental	2.85	0.587	2.05	0.887	-0.80	3.364	0.0018*
24 ⁽⁺⁾	Control	3.40	0.883	3.45	0.887	0.05	0.179	0.8592
	Experimental	3.45	0.826	3.75	0.851	0.30	1.131	0.2650
31 ⁽⁻⁾	Control	3.05	0.826	2.85	0.933	-0.20	0.718	0.4773
	Experimental	2.55	1.056	1.80	1.075	-0.75	2.226	0.0320*

Note. ⁽⁺⁾Positively Keyed Questionnaire Item, ⁽⁻⁾Negatively Keyed Questionnaire Item
**p* < 0.05

The students’ responses to Item 31 (“When I am unable to understand the teacher’s explanations or other students speaking, it makes me not want to learn English”) demonstrate a similar trend to their responses in Item 8 (“Learning English is a waste

of time”). While the majority of the students disagreed with the statement in Item 31, only the student rating for the experimental group reduced significantly from the pre-treatment to the post-treatment stage ($t = 2.226$).

The students who learned English through drama-based activities and Facebook instruction were more likely to speak or practise English with other people outside of classes (Item 14). After attending the treatment sessions, these students tended to disagree with the statement “I do not want to speak or practise English with other people outside the English class” (Item 14). Their pre-treatment rating for this AMTB item was 2.85 (SD = 0.587) and their post-treatment rating was 2.05 (SD = 0.887). In contrast, the ratings by the students in the control group for this AMTB item did not change significantly from pre-treatment to post-treatment. The results seem to indicate that the students in the control group were not active and motivated to use or practise their English outside the classroom.

The experimental group’s post-treatment rating ($M = 3.75$) for AMTB Item 24 (“When learning to speak English in a new situation, I connect it to my previous experiences”) only increased by 0.30 from the pre-treatment rating ($M = 3.45$). The post-treatment rating for the control group was 3.45, representing only a 0.05 increase from the pre-treatment rating. The pre-treatment and post-treatment ratings for both groups did not change significantly ($p > 0.05$).

4.3.7 Learning environment stimulation

The students had positive attitudes towards English when they learned it in an enjoyable and stress-free environment. After attending the treatment sessions, the students in the experimental group tended to agree with the statement ‘I am willing to participate in English class because the activities are exciting and changeable’ (Item 4). As shown in Table 4.9, the control group’s rating for this AMTB item increased slightly from 3.45 (SD = 0.945) to 3.70 (SD = 0.801). The mean rating indicates that the students in the control group also had positive attitudes towards their learning environment, but it was not statistically significant.

Table 4.19
Results of the AMTB (Learning Environment Stimulation) of Experimental and Control Groups, Pre-Treatment and Post-Treatment

Items	Study Group	Pre-		Post-		MD	<i>t</i>	<i>p</i>
		M	SD	M	SD			
3 ⁽⁻⁾	Control	3.15	1.089	3.35	1.050	0.20	0.591	0.5578
	Experimental	2.95	1.146	2.00	1.076	-0.95	2.703	0.0102*
4 ⁽⁺⁾	Control	3.45	0.945	3.70	0.801	0.25	0.903	0.3725
	Experimental	3.85	0.813	4.45	0.759	0.60	2.413	0.0208*
17 ⁽⁺⁾	Control	3.40	1.046	4.10	1.020	0.70	2.143	0.0386*
	Experimental	3.45	1.276	4.45	0.605	1.00	3.167	0.0030*
25 ⁽⁻⁾	Control	2.50	0.761	2.40	0.821	-0.10	0.399	0.6918
	Experimental	2.40	0.794	1.70	0.923	-0.70	2.571	0.0142*

Note. ⁽⁺⁾ Positively Keyed Questionnaire Item, ⁽⁻⁾ Negatively Keyed Questionnaire Item
 **p* < 0.05

The students in the experimental group were provided with opportunities to work cooperatively with their peers and other group members. The AMTB ratings show that, at the post-treatment stage, the students in the experimental group tended to disagree with the statement “Group activities and pair work in English class are a waste of time” (Item 25). Their average pre-treatment and post-treatment ratings were 2.40 (SD = 0.794) and 1.70 (SD = 0.923), respectively. In addition, these students’ views did not change from pre-treatment to post-treatment. Their mean pre-treatment rating for this AMTB item was 2.50 (SD = 0.761) and their mean post-treatment rating was 2.40 (SD = 0.821).

A majority of the students from both the control group and experimental group indicated that they were willing to participate in the English class because the teacher did not put a lot of pressure on them (Item 17). Post-treatment ratings by both groups show that the ratings for this item significantly increased from the pre-treatment stage (control group, MD = 0.70; experimental group, MD = 1.00).

The students in the control group expected that, in English class, the teacher should do most of the talking and the students should only answer when they are called upon (Item 3). Their mean pre-treatment rating for this AMTB item was 3.15 (SD =

1.089), which increased to 3.35 (SD = 1.050) at the post-treatment stage. For the experimental group, the results of AMTB on Item 3 show that the students' pre-treatment rating for this AMTB item was 2.95 (SD = 1.146) and their post-treatment rating was 2.00 (SD = 1.076).

4.3.8 Performance goals and desire to learn English

In the experimental group, the students tended to spend more time learning English (Item 9) after they had attended the treatment sessions consisting of drama-based activities and Facebook. As shown in Table 4.10, the means of the pre-treatment and the post-treatment ratings on the AMTB item were 3.80 and 4.30, respectively. The mean difference (MD = 0.50) between the pre-treatment and post-treatment ratings was statistically significant. On the other hand, the control group's rating decreased from the pre-treatment to the post-treatment stage (MD = -0.15), indicating that, after a period of attending the English classes delivered by using traditional teaching methods, they were not inclined to spend more time on learning English. The students in the experimental group tended to disagree with Item 29 ("I really have no desire to learn English") after the treatment sessions. The students in the control group, on the other hand, appeared to agree with the AMTB Item 29 at the post-treatment stage (MD = -10).

Table 4.20

Results of the AMTB (Performance Goals and Desire to Learn English) of Experimental and Control Groups, Pre-Treatment and Post-Treatment

Items	Study Group	Pre-		Post-		MD	<i>t</i>	<i>p</i>
		M	SD	M	SD			
9(+)	Control	3.65	0.988	3.50	1.051	-0.15	0.465	0.6446
	Experimental	3.80	0.768	4.30	0.725	0.50	2.117	0.0408*
29(-)	Control	2.05	1.078	1.95	1.099	-0.10	0.291	0.7730
	Experimental	1.85	0.933	1.30	0.571	-0.55	2.249	0.0304*
32(+)	Control	3.95	0.945	3.70	1.129	-0.25	0.759	0.4523
	Experimental	4.05	1.050	4.50	0.607	0.45	1.659	0.1053
39(-)	Control	2.45	0.887	1.85	0.889	-0.60	2.137	0.0391*
	Experimental	2.30	0.865	1.70	0.801	-0.60	2.276	0.0286*

Note. (+) Positively Keyed Questionnaire Item, (-) Negatively Keyed Questionnaire Item
**p* < 0.05

Regarding Item 32 (“I often think about how I can learn English better”), the experimental group had a pre-treatment AMTB mean score of 4.05, which increased to 4.50 in the post-treatment AMTB result. The mean score difference between the pre-treatment and the post-treatment AMTB results for the experimental group was not significant. The control group had a high pre-treatment AMTB mean score ($M = 3.95$), but it decreased to 3.70 in the post-treatment AMTB.

The results of the students’ responses to Items 9, 29 and 32 imply that the students in the experimental group wanted to learn English and would like to spend more time improving their knowledge of the English language, while the students in the control group had less desire to learn English. They also show that the students in the control group were unlikely to spend extra time in seeking ways to improve their knowledge and skills in English. The results of the interviews in Sections 4.5.3 and 4.5.4 reveal the students’ reasons as to why they would or would not like to take extra time to study English.

The students from both the control group and experimental group held similar opinions when asked about their communication activities in English language classrooms. The majority of the students disagreed with the statement “Communication activities are a waste of time in English class, because I only need to learn what is necessary to pass my examination” (Item 39), and both groups tended to disagree more at post-treatment than at pre-treatment. The results of AMTB on Item 39 suggest that the majority of the students, irrespective of the teaching method, wanted to learn English to communicate in real life and not just to pass the required examinations.

4.3.9 English course evaluation

Table 4.11 shows that, after learning through drama-based activities and Facebook, the experimental group students’ ratings for the four questionnaire items in the AMTB (Items 10, 15, 33 and 40) changed significantly. However, ratings by the students in the control group changed significantly for only one (Item 40) out of the four AMTB items. Facebook and drama-based activities seemed to encourage the students to work as a group in order to achieve learning objectives. The students in

the experimental group tended to agree that the learning activities were more convenient to access than their previous English classes (Item 10), and the students were allowed to work at their own speed to achieve their learning objectives (Item 33). The students also indicated that the drama-based classroom activities were more enjoyable than their previous (traditional) English classes (Item 15).

Table 4.21

Results of the AMTB (Students' Evaluation of the English Course) of Experimental and Control Groups, Pre-Treatment and Post-Treatment

Items	Study Group	Pre-		Post-		MD	<i>t</i>	<i>p</i>
		M	SD	M	SD			
10 ⁽⁺⁾	Control	3.55	0.999	3.70	0.801	0.15	0.524	0.6034
	Experimental	3.15	0.875	3.75	0.883	0.60	2.159	0.0373*
15 ⁽⁻⁾	Control	2.70	0.979	2.50	0.946	-0.20	0.657	0.5151
	Experimental	2.30	0.923	1.35	0.587	-0.95	3.884	0.0004*
33 ⁽⁺⁾	Control	3.40	0.940	3.50	0.889	0.10	0.346	0.7315
	Experimental	3.50	0.761	4.01	0.759	0.51	2.122	0.0404*
40 ⁽⁻⁾	Control	2.60	1.314	1.70	1.191	-0.90	2.269	0.0290*
	Experimental	2.15	1.387	1.20	0.410	-0.95	2.938	0.0056*

Note. ⁽⁺⁾ Positively Keyed Questionnaire Item, ⁽⁻⁾ Negatively Keyed Questionnaire Item
**p* < 0.05

The majority of the students from the control group and the experimental group disagreed with the statement “English is a boring subject” (Item 40). The mean rating score at the pre-treatment stage for the control group was 2.60, which significantly decreased to 1.70 at the post-treatment stage (MD = -0.90). Similar results were found for the experimental group, with its mean pre-treatment rating of 2.15 decreasing significantly to 1.20 (MD = - 0.95) at the post-treatment stage. These suggest that English is an interesting subject for the students, but the teaching methods or the type of classroom activities can affect the students’ attitudes and motivation to learn English.

4.3.10 Anxiety with using English

With regard to anxiety, using English may be an emotionally and physically uncomfortable experience for the students. As shown in Table 4.12, the AMTB

results indicate that traditional teaching methods (experienced by the control group) had no significant positive effect on the students' anxiety with using English. The control group's mean pre-treatment and post-treatment ratings for four AMTB items (Items 5, 19, 26 and 34) were not significantly different. On the other hand, the experimental group's pre-treatment and post-treatment ratings were significantly different for Item 5 ("I feel relaxed when speaking English") and Item 34 ("I feel anxious if someone asks me something in English").

As shown in Table 4.12, the students' responses to Item 19 ("Studying English language helps me to be more comfortable engaging in English conversation with English speakers/foreigners") and Item 26 ("I would feel uncomfortable speaking English anywhere outside the classroom") did not show significant differences between the pre-treatment and the post-treatment stages. However, the mean difference (MD) results between the pre-treatment and the post-treatment stages for the experimental group suggest that these students' anxiety with using the English language had eased.

Table 4.22
Results of the AMTB (Students' Anxiety with Using English) of Experimental and Control Groups, Pre-Treatment and Post-Treatment

Items	Study Group	Pre-		Post-		MD	<i>t</i>	<i>p</i>
		M	SD	M	SD			
5 ⁽⁺⁾	Control	2.95	1.191	3.05	1.099	0.10	0.277	0.7841
	Experimental	2.85	1.137	4.45	0.759	1.60	5.234	0.0001*
19 ⁽⁺⁾	Control	3.00	0.973	3.05	0.945	0.05	0.165	0.8699
	Experimental	3.45	1.050	3.90	0.641	0.45	1.636	0.1101
26 ⁽⁻⁾	Control	3.20	1.005	3.35	0.988	0.15	0.476	0.6368
	Experimental	2.70	1.174	2.20	0.894	-0.50	1.515	0.1380
34 ⁽⁻⁾	Control	3.60	0.754	3.40	0.754	-0.20	0.839	0.4068
	Experimental	3.65	0.887	3.10	0.823	-0.45	2.033	0.0491*

Note. ⁽⁺⁾Positively Keyed Questionnaire Item, ⁽⁻⁾Negatively Keyed Questionnaire Item
 **p* < 0.05

4.3.11 Students' comments

In the AMTB questionnaire, there was also a section where the students could write any comments that could not be given by responding to the questionnaire statements. In the students' comments, English was mentioned as an important communicative language for work and for further studies. They all agreed that English is the language everyone uses for communication and one must know how to use it correctly.

The students from the control and the experimental groups were also concerned for their own language skills. Many wrote that they would like to know English better and the language should be used more to improve their English speaking skills. Some respondents wrote that English should be taught more in school and used every day in order to be more exposed to the language:

“If we would really like to speak English well, then the language should be used in everyday life and not just in school.” (A student from the experimental group)

“English should be taught more than now, so that we would learn to speak it better and we would understand more.” (A student from the control group)

An issue that emerged from the responses was the difficulty of the English language. A number of students wrote that they find English difficult due to grammar rules that they cannot remember. They could feel overwhelmed with the syntax of a language that is very different from the Thai language. They also mentioned that English language is difficult, because there are a lot of rules and grammar. Learning language outside of the school environment was also mentioned. However, the fear of speaking incorrectly is an issue that impedes learning. A student from the control group mentioned, “I know how to speak English but because a lot of people are afraid of speaking incorrectly they don't dare to speak at all”.

There were also comments on their teachers of English. One student from the experimental group at the pre-AMTB survey wrote: “The school should use native teachers, so we would learn to speak clearly and would learn the right accent in order

to communicate correctly with foreigners”. Nine students from the control group and five students from the experimental group felt that English language is not difficult, but Thai teachers make it difficult, so the students did not want to learn. Furthermore, the teachers only teach from books and do not teach how to use the language in daily life.

The teachers’ attitudes toward teaching has impacted on the students’ study. A student in the control group (post-AMTB) commented:

“I will have more interest on my study when the teacher shows that he or she is willing to teach. This is not only in English language subject but in all subjects... If the teacher just enters the class, and he or she orders students to open the books and follow the instructions in the book, I do not think students will want to learn throughout the lesson.”

Three students from the control group and the experimental group commented that a teacher’s attitude towards students is the most important factor. For example, “I always feel uncomfortable when I study with a teacher who is very strict in classrooms” (an experimental group student commenting in the pre-AMTB survey); “I do not feel like to participate in activities or sometimes I feel nervous when a teacher asks the question about the lesson” (a control group student commenting in the post-AMTB survey); and “I think that, if a teacher is more generous or kind to students, I will feel more comfortable and have more encouragement to participate or learn in every class” (an experimental group student commenting in the post-AMTB survey).

The above comments suggest that the traditional teaching methods seem to focus on teaching grammar, which the students tend to feel is both boring and difficult. Thus, it is challenging for teachers of English to maintain motivation when a subject is felt to be overwhelming. If the content of teaching was kept at a level that the students could understand easily, the students would probably feel more motivated as their skills would improve more rapidly. In addition, if the students feel the language is difficult, they easily lose motivation to use the language. They may feel that if they have not learned the correct way of using English, they should not use it at all. When

students are afraid to make mistakes, they do not try to learn or practise the targeted language. This leads to slower development in their skills and less motivation to learn, and they may have negative attitudes towards learning and speaking the English language.

4.4 Results of Classroom Observation and Evaluation

The two groups of the students were observed and evaluated over the course of nine weeks regarding their learning behaviour and classroom participation (participation in team assignments = PT; drama-based/classroom activities = CA; peer interaction = PI; student-teacher interaction = ST). The students' classroom behaviour and classroom participation were rated by three observers on a satisfaction scale (3 = good; 2 = average; 1 = poor) during each classroom activity. The observed and evaluated data was analysed to identify the student's participation in class activities. The classroom evaluations for each week were presented in mean (M) satisfaction rating scores, the percentage (%) of the mean scores, standard deviations (SD), and *p* values. In addition, inter-rater reliabilities were calculated using the Pearson correlation coefficient. As shown in Table 4.23, Pearson correlation coefficients of 0.856 to 0.887 were achieved between the observers, which were considered to be strong positive inter-rater reliabilities.

Table 4.23
Pearson Correlation Coefficients between Observers (Inter-Rater Reliability)

	Observer 1	Observer 2	Observer 3
Observer 1		0.856	0.887
Observer 2	0.856		0.871
Observer 3	0.887	0.871	

4.4.1 Week 1

Classroom Observation

Control group: The class started when the teacher gave instructions based on the contents to be learned. The students worked independently on given worksheets, and they had minimal interaction with their classmates and teachers. Observer 1 stated that “the group assignments should involve and be carried out by all its members.

However, it was seen that when the students were required to work as a group, group leaders were always active in completing the tasks, while the other students occasionally helped”. Observer 2 also commented that “when the students were given worksheets to work in groups, they helped each other to answer questions on the worksheets. However, they did not share equal workloads, and some students were given less tasks than others”.

Experimental group: The class started when the teacher (the researcher) explained the lesson plans and activities. The students were assigned to groups of four people. The researcher introduced himself to the students, and all the students took turns introducing themselves to the rest of the class. The students were asked to use their mobile phones to log into their Facebook account and join a closed Facebook group. All students had their mobile phones, and they were asked to post a self-introduction on the Facebook wall. Observer 2 commented that “the students participated to an average degree in terms of classroom participation. The students discussed the activities and helped each other to complete the tasks”.

Classroom Evaluation (Satisfaction Rating)

After observing the classroom, the observers evaluated the participation of the students in the control group and experimental group. Table 4.24 and Figure 4.12 show that, in Week 1, both groups had similar satisfaction ratings regarding their classroom participation. The average satisfaction rating scores for the control and the experimental groups were 1.33 (44.31%) and 1.42 (47.33%), respectively. These results reveal that the observers were not satisfied with student participation in the classroom.

Table 4.24
Observer Evaluation (Satisfaction Rating) of the Experimental and the Control Groups in Their Classrooms: Week 1

Learning Topic	Study Group	Evaluations					Total M	p
		PT M	CA M	PI M	ST M			
Introduction	Control	1.33	1.00	2.00	1.00	1.33	0.837	
	Experimental	1.67	1.00	2.00	1.00	1.42		

Note. PT – Participation in Team assignments; CA – Classroom Activities; PI – Peer Interaction; ST – Student-Teacher interaction. 1 – Poor; 2 – Average; 3 – Good.
 * $p < 0.05$

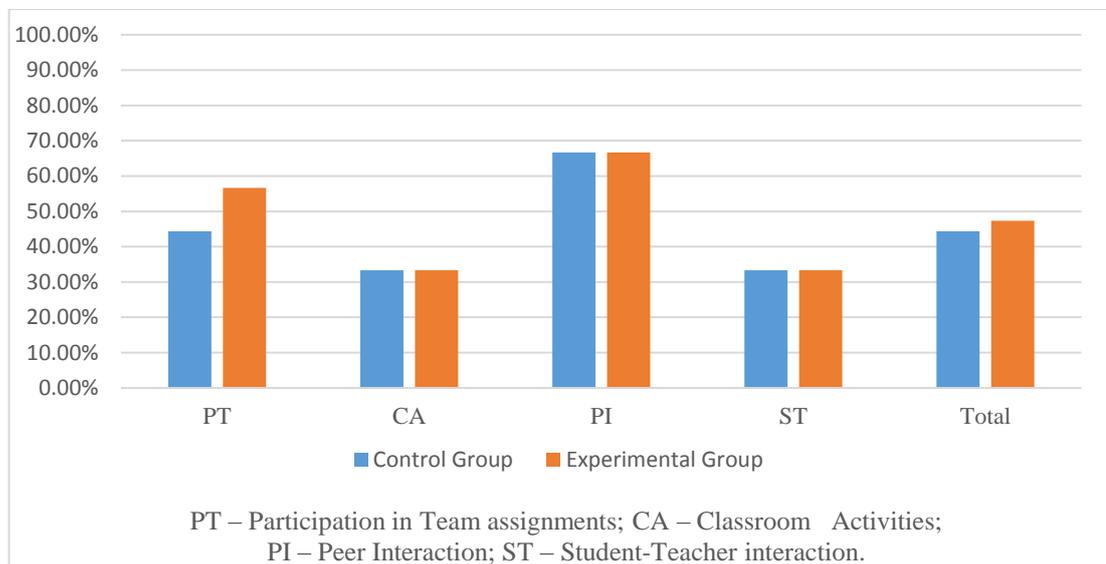


Figure 4.12. Percentages of classroom evaluation results (Week 1) for the control group and the experimental group.

4.4.2 Week 2

Classroom Observation

Control group: The teacher started the lesson by introducing new English words related to the topic. The students repeated the new words for correct pronunciation. The teacher asked the students to write sentences using the new words. During class activities, the students worked individually and the teacher provided individual assistance. The students were encouraged to answer the questions raised by the teacher. There was minimal communicative interaction during the class. The

observers gave comments on the students' classroom participation in Week 2 that "the students paid good interest in class" (Observer 3). "They were active in working on the assignment individually. However, they did not interact with other students" (Observer 1).

Experimental group: The activities in this lesson were based on drama games. The students from each group were given tasks and an exercise for the activities. In the first task, the students were asked to find new English words related to the topic. Each group had to provide a minimum of ten words. Observer 3 commented that "the students shared responsibilities by helping their friends to look for appropriate vocabulary in a course book or a dictionary". In the second task, each group had to choose a set of words that another group had prepared for the activities during the first task. Two group members used their acting and speaking skills to explain the given words, and two other members of the group had the task of guessing the words. Each group was allowed two minutes and, at the end, the team with the most number of correct words won the game. The students were asked to provide their comments or feedback on the activities via Facebook after the class had finished. The students worked together without any issues. The three observers agreed that the students were working with their group members, and they participated to an average satisfaction level in the group activities.

Classroom Evaluation (Satisfaction Rating)

In Week 2, the control group and the experimental group had the same evaluation results (see Table 4.25), with each group's satisfaction rating score being 1.92 (64%). The satisfaction rating results of Week 2 were higher than the rating results in Week 1. Figure 4.13 shows that both groups had an evaluation score above 50% in all categories (PT, CA, PI and ST). However, the satisfaction rating was still below the average satisfaction rating scale (2 or 66.67%).

Table 4.25
Observer Evaluation (Satisfaction Rating) of the Experimental and the Control Groups in Their Classrooms: Week 2

Learning Topic	Study Group	Evaluations					<i>p</i>
		PT M	CA M	PI M	ST M	Total M	
Week 2 Feeling expression	Control	2.00	1.67	2.00	2.00	1.92	1.000
	Experimental	2.00	2.00	2.00	1.67	1.92	

Note. PT – Participation in Team assignments; CA – Classroom Activities; PI – Peer Interaction; ST – Student-Teacher interaction. 1 – Poor; 2 – Average; 3 – Good.
 * $p < 0.05$

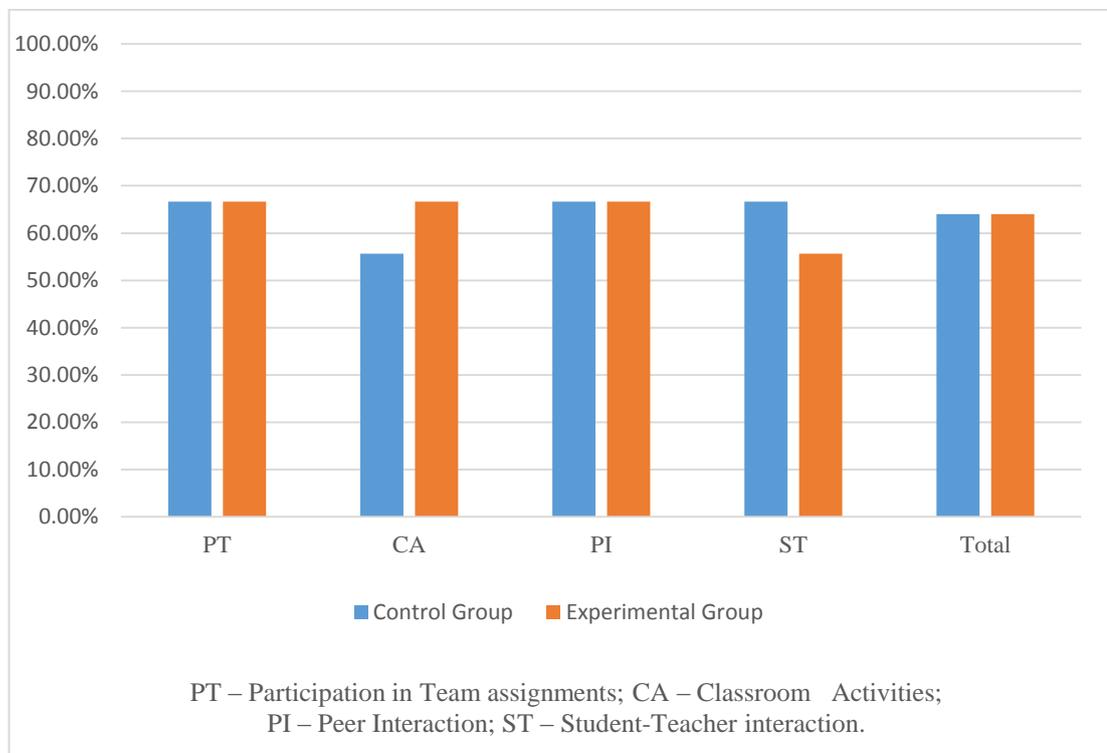


Figure 4.13. Percentages of classroom evaluation results (Week 2) for the control group and the experimental group.

4.4.3 Week 3

Classroom Observation

Control group: The class was taught with a traditional method. The teacher was the information provider and the students were passive receivers of the information. Not all students were involved in class activities. Some students avoided answering

questions or interacting in class. Observer 1 pointed out that “only a few students took part in the discussion, and the rest of the students lost interest and did not take part in the activities”. Observer 3 stated that “some students did not attempt to engage in the lesson; they just talked amongst themselves”.

Experimental group: The students learned about professions they wanted to be in the future. The first activity was matching words with pictures. Each group was given a set of pictures and worksheets with sentences related to the pictures. The students were required to write down the word under the correct picture. They were given instructions to complete a worksheet and to discuss it with their group members for approximately five minutes. The second activity was ‘Q and A matching games’, in which each student was given either a question or an answer. For example:

Question: Who will you see in a hospital when you are sick? He or she will look after you (e.g., by giving medication), but he or she is not a doctor?

Answer: I am working in a hospital or a clinic. My job is to assist and look after patients. I do not treat patients. I am a nurse.

The students had to match their given questions and answers within the allotted times, and, after they had matched the question to the answer, each pair had to read their sentences aloud to other students. Observer 1 said that “there was good group participation in the first activity and good peer interaction in the second activity”, while Observer 3 commented that “it could be seen from the classroom environment that the lesson was more relaxed for the students and there were good interactive activities for the students to participate in”.

Classroom Evaluation (Satisfaction Rating)

In Week 3, the students in the experimental group participated in interactive classroom activities. The satisfaction ratings for all categories were average and above. Table 4.26 shows that the overall average satisfaction rating was 2.25 (75%). Figure 4.14 also shows the overall evaluation scores for the control group were 2 (66.67%) for all four categories. The satisfaction rating scores for both groups were better than the results in Weeks 1 and 2.

Table 4.26
Observer Evaluation (Satisfaction Rating) of the Experimental and the Control Groups in Their Classrooms: Week 3

Learning Topic	Study Group	Evaluations					<i>p</i>
		PT M	CA M	PI M	ST M	Total M	
The world of work	Control	2.00	2.00	2.00	2.00	2.00	0.392
	Experimental	2.33	2.33	2.33	2.00	2.25	

Note. PT – Participation in Team assignments; CA – Classroom Activities; PI – Peer Interaction; ST – Student-Teacher interaction. 1 – Poor; 2 – Average; 3 – Good.
 * $p < 0.05$

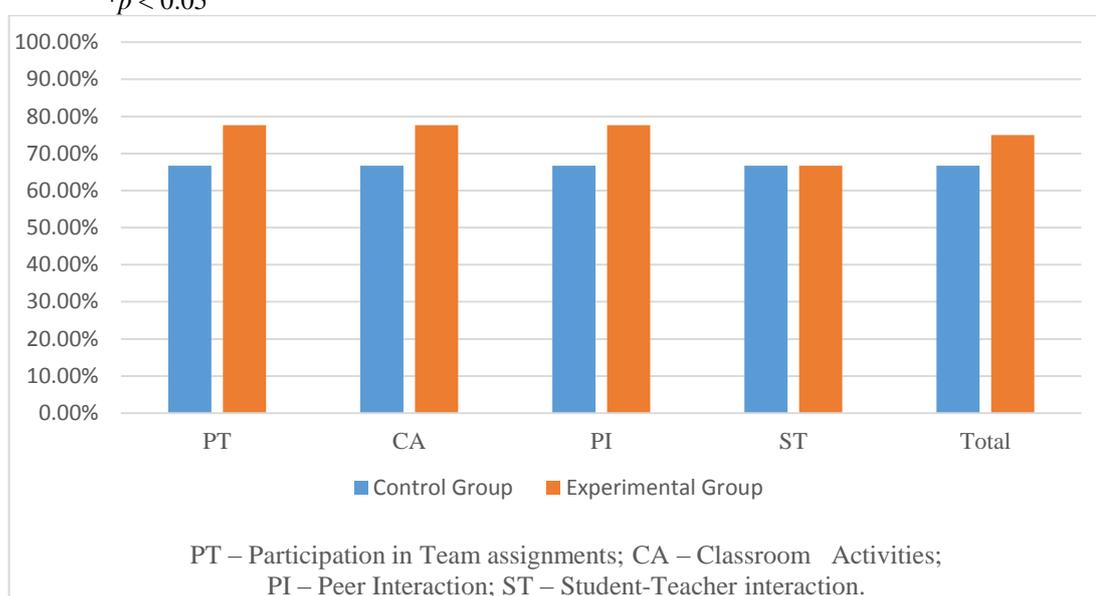


Figure 4.14. Percentages of classroom evaluation results (Week 3) for the control group and the experimental group.

4.4.4 Week 4

Classroom Observation

Control group: The lesson was delivered mainly in Thai, and only reading passages and worksheets were in English. The lesson was delivered in a routine manner that did not incorporate much variety or offer interactive activities. There was very little interaction in the classroom. Only a few students took part in the activity, and the teacher focused on these students throughout the class.

Experimental group: Prior to the class, tasks were allocated to each group via Facebook (one week in advance). Each group was asked to create a short story and present it to the class. The students were given 20 minutes to prepare in the classroom, and each group had up to five minutes to present. They could use a picture that they had prepared or a poster on which pictures or diagrams of their story could be drawn. Observer 1 commented that “the students worked interactively and laughed whilst working in their group”, and Observer 3 stated that “the students did not only work in their groups but also helped students from other groups”. After the lesson, the students were asked to provide feedback regarding the activities on the closed Facebook group.

Classroom Evaluation (Satisfaction Rating)

Table 4.27 shows that the overall satisfaction score for the experimental group in Week 4 was well above average, with a mean score of 2.84. In two categories, CA and PI, the group was evaluated with a good satisfaction level (3 score). The other two categories, PT and ST, also received a satisfaction score. The control group had an overall evaluation score of 2.08, which was within the average satisfaction level, and the group’s evaluation score in each category was between 2 and 2.33.

Table 4.27
Observer Evaluation (Satisfaction Rating) of the Experimental and the Control Groups in Their Classrooms: Week 4

Learning Topic	Study Group	Evaluations					<i>p</i>
		PT M	CA M	PI M	ST M	Total M	
Week 4	Control	2.00	2.00	2.33	2.00	2.08	0.018*
Favourite story	Experimental	2.67	3.00	3.00	2.67	2.84	

Note. PT – Participation in Team assignments; CA – Classroom Activities; PI – Peer Interaction; ST – Student-Teacher interaction. 1 – Poor; 2 – Average; 3 – Good.
**p* < 0.05

According to Figure 4.15, the percentage of the overall satisfaction score for the experimental group in Week 4 was 94.67%. In two categories, CA and PI, the group was evaluated with a satisfaction score of 100%. The other two categories, PT and

ST, received an 88.89% satisfaction score. The control group had an overall evaluation score of 69.33%. The group's evaluation score in each category being between 66.67% and 77.67%.

There was a statistically significant difference in the evaluation scores between the experimental group and the control group, indicating that the students were more motivated or encouraged by the activities provided in the experimental group than those in the control group.

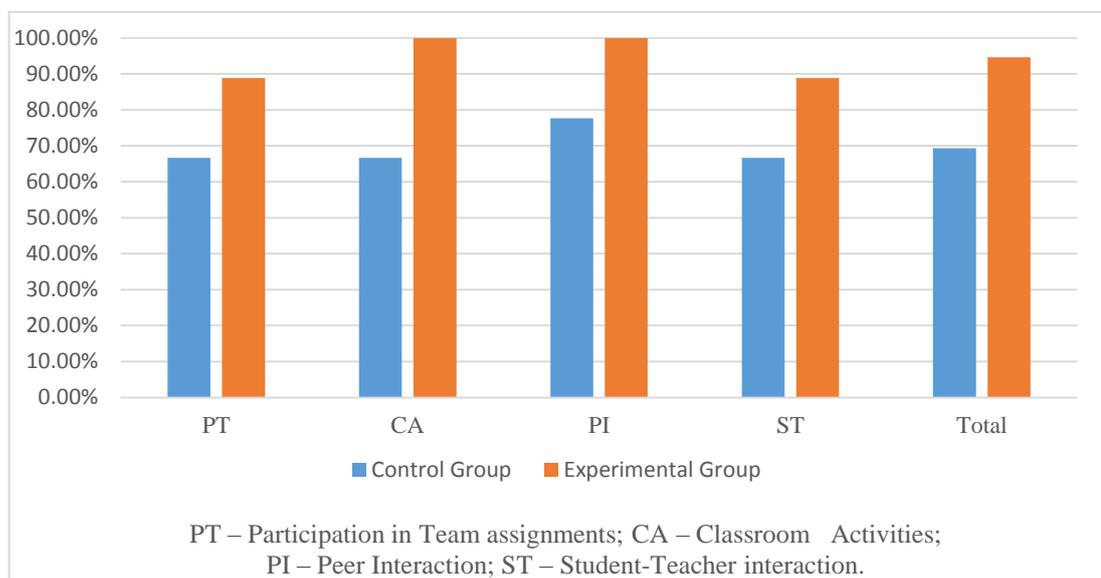


Figure 4.15. Percentages of classroom evaluation results (Week 4) for the control group and the experimental group.

4.4.5 Week 5

Classroom Observation

Control group: The teacher introduced the topic and provided worksheets and relevant vocabulary to the students. All students worked individually on the worksheets. In the second activity, each student had to choose a favourite career and talk about it with other students. Many students discussed the given activity only in Thai, while only a few students used both English and Thai in the activity. In addition, the Thai language was mainly used throughout the lesson. Observer 3 said that “the activities may not be interactive enough to encourage the students to take part. Some students still avoided sharing their work with their classmates”.

Experimental group: A hot seat activity was conducted in this class. Each group was given a situation for group members to practise their speaking. The students worked in pairs. They were asked to pretend to be someone (working in an occupation) and create a conversation with their peers. Observer 2 commented that “the students’ participation in this activity was good and led to a relaxing classroom environment; the students were willing to discuss and help each other throughout the class”. After the class activities, the students were encouraged to write their comments and post any questions on the Facebook group.

Classroom Evaluation (Satisfaction Rating)

Table 4.28 and Figure 4.16 present the classroom evaluation results for Week 5. The overall evaluation for the experimental group in the classroom was 2.83 (94.33%). In three categories (PT, CA and PI), the experimental group was rated, on average, with a good satisfaction score of 3 (100%). The control group had an overall evaluation score of above average satisfaction, with the overall classroom evaluation result for the control group being 2.25 (75%).

Table 4.28
Observer Evaluation (Satisfaction Rating) of the Experimental and the Control Groups in Their Classrooms: Week 5

Learning Topic	Study Group	Evaluations					<i>p</i>
		PT M	CA M	PI M	ST M	Total M	
Week 5 Job Interview	Control	2.00	2.33	2.33	2.33	2.25	0.045*
	Experimental	3.00	3.00	3.00	2.33	2.83	

Note. PT – Participation in Team assignments; CA – Classroom Activities; PI – Peer Interaction; ST – Student-Teacher interaction. 1 – Poor; 2 – Average; 3 – Good.
* $p < 0.05$

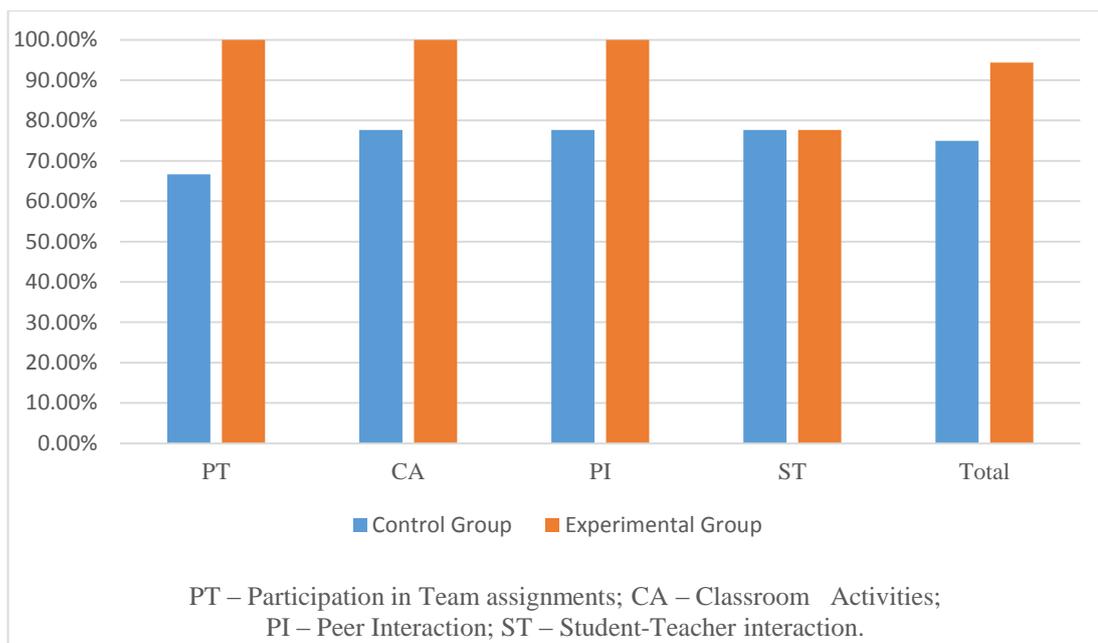


Figure 4.16. Percentages of classroom evaluation results (Week 5) for the control group and the experimental group.

The statistically significant differences between the overall evaluation results of the experimental group and the control group suggest that the drama-based activities allowed the students to actively participate and interact with other students in order to complete their assignments.

4.4.6 Week 6

Classroom Observation

Control group: The students were assigned tasks and instructed to work in groups of four. A reading passage and worksheets were given to each group, and the students were deep in concentration while reading the passage. The students had to talk about their home town with other group members. They were active in participating in the activity. However, most of the time they spoke in Thai and sometimes chatted on topics that were not relevant to the activity. Observer 2 commented that “it was good to see the students were excited and working together to complete the worksheets. However, not all the students contributed equally to the activity; they tried to avoid the discussion, and they talked about irrelevant stories in Thai”.

Experimental group: The students had to create a role-play activity on a given topic. They worked in pairs, but the members of each group helped each other prepare, practise and record a video clip of the activity, and they then submitted the work via Facebook. Each group had to submit two video clips (one clip per two members). The students worked with their group members and helped each other create and write role-play scripts. They asked for help from other students or from their teacher only when none of their group members knew the answers.

Classroom Evaluation (Satisfaction Rating)

As shown in Table 4.29, the classroom evaluations in Week 6 were significantly different between the control group and the experimental group. The students in the experimental group were more active and paid more attention to the classroom activities than those in the control group.

Table 4.29
Observer Evaluation (Satisfaction Rating) of the Experimental and the Control Groups in Their Classrooms: Week 6

Learning Topic	Study Group	Evaluations					<i>p</i>
		PT M	CA M	PI M	ST M	Total M	
Introducing your place	Week 6 Control	2.33	2.33	2.33	2.00	2.25	0.048*
	Experimental	2.67	3.00	3.00	2.67	2.84	

Note. PT – Participation in Team assignments; CA – Classroom Activities; PI – Peer Interaction; ST – Student-Teacher interaction. 1 – Poor; 2 – Average; 3 – Good.
* $p < 0.05$

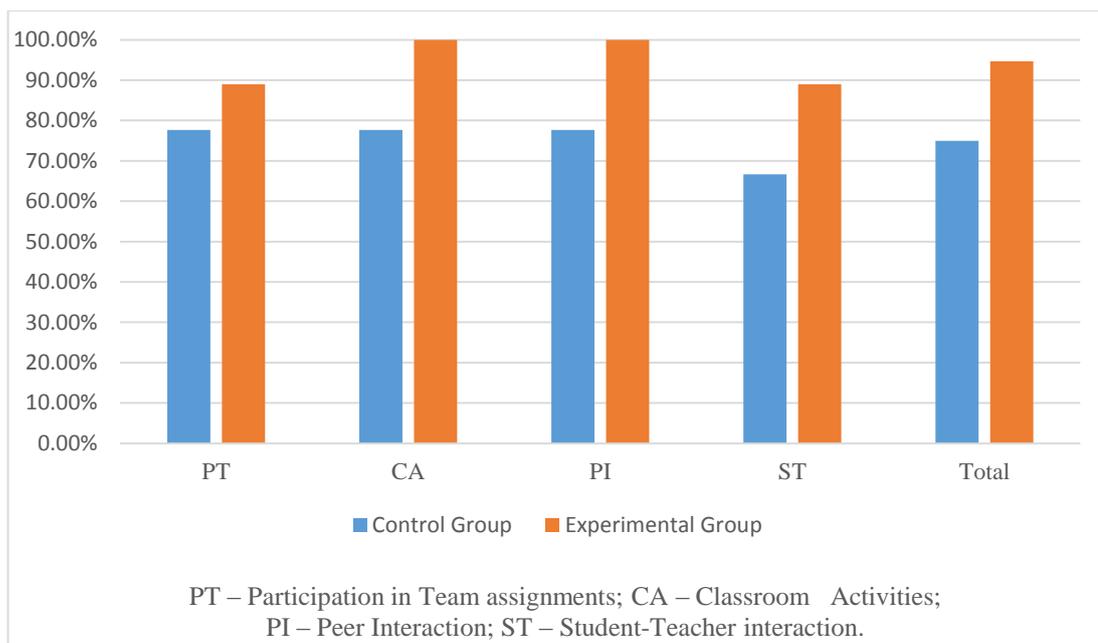


Figure 4.17. Percentages of classroom evaluation results (Week 6) for the control group and the experimental group.

The observers rated (Table 4.29 and Figure 4.17) the experimental group with an overall satisfaction score of 94.67% (a rating of 2.84), with a satisfaction score of 3 (100%) in peer interaction (PI) and classroom activities participation (CA). In the other two categories (PT and ST), they rated 2.67 (89%) on the satisfaction scale. The control group rated the same as Week 5, which was 2.25 (75%), an above average satisfaction level. In three categories (PT, CA and PI), they indicated a satisfaction rating of 2.33 (77.67%), and in the ST category they demonstrated an average satisfaction level (i.e., an average rating of 2).

4.4.7. Week 7

Classroom Observation

Control group: The students were asked to bring the lyrics of an English song of their choice to the class, and they were asked to translate the song lyrics into Thai and briefly talk about it to their classmates. They could use a dictionary, an electronic dictionary or a mobile phone to translate difficult vocabulary, but they were not allowed to use an automatic translation program to translate the whole of the song lyric. On observation, the students lacked interest in the lesson, with some students asking questions unrelated to the lesson. Observer 3 said that “some students

were distracted by playing with their mobile phones. Some students were quietly working on their translations while others talked to each other, but the topic was not related to the work”.

Experimental group: Each group was asked to choose one of their favourite English songs and submit the translated lyrics via Facebook, and then perform a short story related to the song. The performance could be 2–3 minutes long. At the end of the class, every group had to vote for the best performance. The students participated and interacted positively throughout the lesson. Observer 2 said that “it was an interesting lesson; the class was well managed and every student knew their tasks”.

Classroom Evaluation (Satisfaction Rating)

The control and the experimental groups were evaluated on their classroom participation during the classroom activities (see Table 4.30 and Figure 4.18). Overall, the experimental group had an evaluation result of 2.89 (96%), well above the average satisfaction level and a higher percentage than that of the control group. The experimental group received good satisfaction ratings (a rating of 3) in the CA, PI and ST categories. The overall evaluation result for the control group was 2.33 (77.67%), an above average satisfaction. There was a significant difference between the overall evaluation results of the experimental group and the control group.

Table 4.30
Observer Evaluation (Satisfaction Rating) of the Experimental and the Control Groups in Their Classrooms: Week 7

Learning Topic	Study Group	Evaluations					<i>p</i>
		PT M	CA M	PI M	ST M	Total M	
Week 7 A popular song	Control	2.67	2.33	2.33	2.00	2.33	0.049*
	Experimental	2.67	3.00	3.00	3.00	2.89	

Note. PT – Participation in Team assignments; CA – Classroom Activities; PI – Peer Interaction; ST – Student-Teacher interaction. 1 – Poor; 2 – Average; 3 – Good.
**p* < 0.05

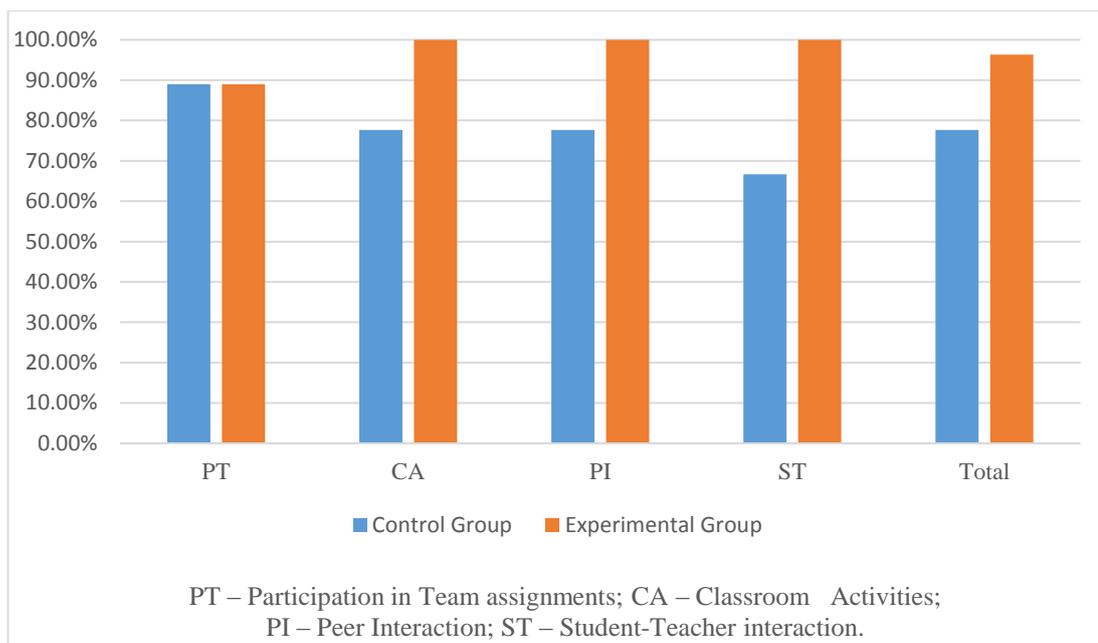


Figure 4.18. Percentages of classroom evaluation results (Week 7) for the control group and the experimental group.

4.4.8 Weeks 8 and 9

Classroom Observation

Control group: The final activities for the classroom were divided into two parts, occupying two weeks (Weeks 8 and 9). In the control group, the students were assigned to work in a group of four. Each group was required to work together on writing a drama script. Then the students had to perform a short story of their chosen situation or topic in the following week (Week 9). Most students were actively involved in the given tasks. They seemed to enjoy collaborating and trying to use new English phrases in a dialogue with others.

Experimental group: In Week 8, the students worked together with their group members to create a drama script. They created a dialogue and practised their performance in the classroom. Each group had to submit a video clip of their performance via Facebook by the end of the week. Other groups were required to access Facebook and watch the other groups' videos. They were encouraged to discuss the clips in Week 9. All students worked together; while each had their own responsibilities, they helped each other write the drama script. Observer 2 commented that “the students worked cooperatively and divided the dialogue

equally”, in addition to “sharing responsibilities to complete the assignment and submit it on time”.

Classroom Evaluation (Satisfaction Rating)

The results for Week 8 shown in Table 4.31 and Figure 4.19 indicate that the experimental group rated higher than the control group. In the drama acting class, the experimental group was rated 100% (good satisfaction rating), while the control group was rated 89% (above average satisfaction rating). The mean difference between the groups was significant.

Table 4.31
Observer Evaluation (Satisfaction Rating) of the Experimental and the Control Groups in Their Classrooms: Weeks 8

Learning Topic	Study Group	Evaluations					<i>p</i>
		PT M	CA M	PI M	ST M	Total M	
Week 8 Drama acting	Control	2.67	2.67	3.00	2.33	2.67	0.040*
	Experimental	3.00	3.00	3.00	3.00	3.00	

Note. PT – Participation in Team assignments; CA – Classroom Activities; PI – Peer Interaction; ST – Student-Teacher interaction. 1 – Poor; 2 – Average; 3 – Good.
**p* < 0.05

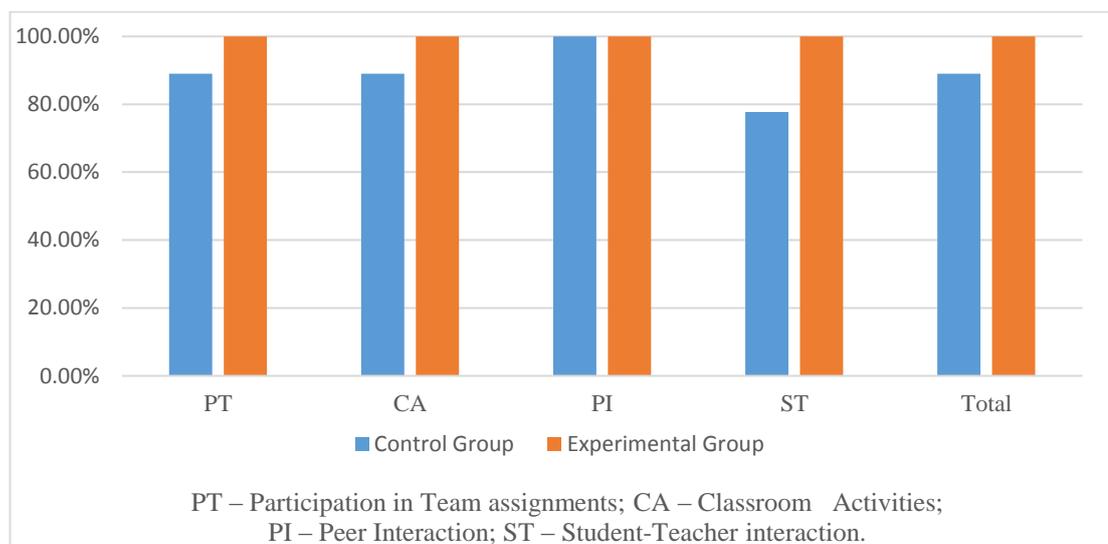


Figure 4.19. Percentages of classroom evaluation results (Week 8) for the control group and the experimental group.

The evaluation results for Week 9 (see Table 4.32 and Figure 4.20) also show a significant difference between both groups, with the overall evaluation score for the control group and experimental group being 2.25 (75%) and 2.92 (97.33%), respectively. The experimental group was rated 100% (good satisfaction score) in three categories (PT, CA and ST).

Table 4.32
Observer Evaluation (Satisfaction Rating) of the Experimental and the Control Groups in Their Classrooms: Week 9

Learning Topic	Study Group	Evaluations					<i>p</i>
		PT M	CA M	PI M	ST M	Total M	
Week 9 The Final Project	Control	2.33	2.00	2.67	2.00	2.25	0.048*
	Experimental	3.00	3.00	2.67	3.00	2.92	

Note. PT – Participation in Team assignments; CA – Classroom Activities; PI – Peer Interaction; ST – Student-Teacher interaction. 1 – Poor; 2 – Average; 3 – Good.
* $p < 0.05$

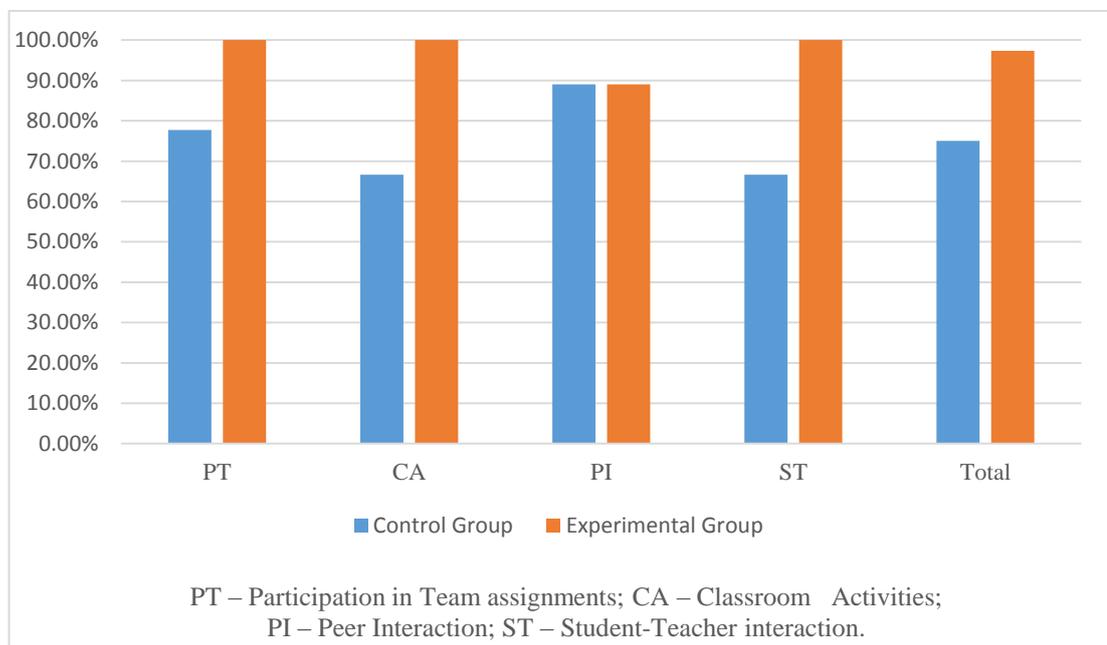


Figure 4.20. Percentages of classroom evaluation results (Week 9) for the control group and the experimental group.

The evaluation results reveal that for Week 8 and Week 9 both groups had high satisfaction rating scores. They indicate that the activities given to the students had

positive effects on the students' classroom participation. They also indicate that the drama-based activities and Facebook discussion activities provided the students with more opportunities to learn not only inside but also outside the classroom.

4.5 Results of Student Interviews

A total of ten students from each group (50% of the experimental group (E) and 50% of the control group (C)) were interviewed. The students were selected from their post-speaking test results (three students with high achievement scores (HA), four students with mid-range achievement scores (MA) and three students with low achievement scores (LA)).

The aim of the semi-structured interviews was to collect more data on student perceptions of the English language lessons and the effects of the teaching methods on their English speaking skills, attitudes and motivation. The overall results of the student interviews indicate that most students in the experimental group saw the usefulness of integrating English language learning with the speaking practice.

4.5.1 Effects on oral communication skills

Effects on oral communication skills were investigated to find out whether the students' ability to communicate in English in different situations was different after they had attended the treatment sessions. The students in the control group claimed that the benefits from learning in their (traditional) classes improved their English knowledge and skills in grammar and vocabulary retention.

“My speaking skills are likely to improve. Although I am not good at English, the knowledge in vocabulary and grammar helped me a lot during the English language lessons.” (LA-C-1)

“My English speaking skills were poor, especially in grammar and vocabulary. After the course, I made less errors and used more appropriate words in my sentences compared to before attending the lessons.” (MA-C-2)

“I noticed that my speaking skills have improved slightly. I used to spend a long time thinking about what I wanted to say, but now I think I can respond to my teachers and my classmates in English.” (HA-C-3)

The students in the experimental group who worked on the drama-based activities, especially making the video clip (i.e., script co-creation, individual speaking practice, and team performance), saw their participation in the drama-based activities as a chance to review grammatical knowledge and vocabulary. The students were required to write scripts for their team and they reviewed the grammatical elements together. In addition, more vocabulary items were reviewed and substituted in the dialogues. The drama-based activities in the classroom provided active learning opportunities for the students to learn, practise and improve their English speaking skills.

“My problem with speaking was limited vocabulary. The lessons provided me with the necessary vocabulary to use in conversation. I could also access the conversation clips again at home via Facebook.” (LA-E-3)

“I did not know how to apply related complex adjectives and adverbs in different sentences and situations. After I attended the (drama-based activities and Facebook) lessons, I tried to create and elaborate sentences to make my conversation more comprehensible. I was also able to watch sample conversation clips of other groups on Facebook, so these helped me to learn English better.” (MA-E-4)

“I think my oral communication skills have improved as a result of having opportunities to use English vocabulary and expressions during the drama-based role-play and improvisation activities.” (HA-E-1)

“I was nervous when the teacher asked me something, and I tried to avoid answering the teacher’s questions, particularly when the teacher asked me to give the reasons or explain something in English. After eight weeks of participation in the integrated classroom activities, I am more willing to speak

and provide explanations, and I am not afraid to speak in English with teachers and classmates.” (HA-E-3)

4.5.2 Fluency of language use

The interviews revealed that the students in the experimental group reported an improvement in their speaking skills after learning through the drama-based activities. The students also reported their fluency in using English in their conversation during the English classes. The students felt more relaxed and comfortable speaking English with their friends and teachers after participating in the drama-based activities, and they were able to recognise what they had previously learned by accessing their submitted work via Facebook. The students in the experimental group stated:

“The drama-based activities (in the classroom) required all students to work as a team, so they felt relaxed and I enjoyed the activities. The focus was on fluency and less on accuracy.” (MA-E-1)

“This (integrated drama-based activities and Facebook) class helped me to speak more fluently because I felt relaxed and had less pressure, I think it reduced my stress during my studies. I could easily manage my time to learn and submit my work via Facebook.” (MA-E-3)

“Before participating in the lessons, there used to be long pauses in my conversation because I could not think of what I was going to say. The drama-based activities helped me to visualise and think about situations related to my conversation, so I could speak more fluently.” (HA-E-2)

“I think I can speak English more fluently when I feel relaxed. I could express my opinions freely when I worked in groups and the teacher did not focus on only me. I think I felt at ease with speaking when I recorded myself and posted the clip on Facebook, instead of doing the presentation in the classroom.” (HA-E-3)

Five out of ten students from the control group thought that their limited knowledge of grammar was the problem hindering their fluency in speaking. A student in the control group (HA-C-2) said that, because he was worried about grammar and sentence structure, he found it difficult to speak fluently in conversation. Four out of ten students from the experimental group also thought that a lack of vocabulary caused less fluency in their speaking, in that they had to choose simple words that did not express their thoughts clearly.

In spite of the presence of grammar, vocabulary and pronunciation mistakes, the students paused very little in their speaking during the English conversations if they were not placed in a pressure situation such as speaking in front of the whole class. Other comments relating to the fluency of language use included the following:

“My fluency in English speaking slightly improved. When I was engaged in conversation, I tried to speak slowly and use gestures to support my expressions.” (LA-C-3)

“I was able to express my ideas more fluently when I did not have pressure from the teachers.” (MA-C-3)

4.5.3 Students' attitudes towards learning English

There were both positive and negative attitudes towards the English language lessons in which the students participated. The students reported that the integration of drama-based activities and Facebook provided them with opportunities to practise speaking. They also claimed that they received more opportunities to use what they had learned from the class in a practical way.

“English is a very difficult subject. I know what I want to say but I don't know how to say it. The drama-based activities provide me with activities through which I can improve my (English speaking) skills.” (LA-E-1)

“Learning the English language through drama-based activities made me feel that English is not stressful; it can be enjoyable. Submitting video clips of our

performances on Facebook is better than performing in front of the class because I feel very nervous about performing in front of many people.” (MA-E-2)

“English is my favourite subject. My status on Facebook is often written in English. I believe that my English will be better if I keep practising.” (HA-E-1)

However, as English is a compulsory subject in Thai schools, the students have had to study the language since Grade 1. Twelve out of twenty students in the interview session mentioned that they learn English because they are required to do so in order to complete their studies. The students had various attitudes and motivation towards learning English.

“My spoken English is not good, but I tried very hard to practise using English.” (LA-C-2)

“I think the English language is interesting and challenging. There is a lot of interesting slang and idioms in the reading passages and dialogues.” (HA-E-1)

“I like to study English because I want to use it in my future studies and career. Sometimes I find the subject to be difficult, but I am trying to study harder and spend more time after class to revising the lessons.” (MA-C-3)

4.5.4 Students’ motivation in learning English

The purpose of asking questions regarding the students’ motivation in learning English was to determine whether their motivation was external or internal, and also to evaluate the effectiveness of integrating drama-based activities and Facebook into the lessons. A student in the control group reported that he was learning English because of an external motivation such as the fact that English is a compulsory subject:

“I am learning English because it is compulsory in my course. It’s difficult for me to pass all the English units in my course.” (LA-C-1)

Some students wanted to learn English because they wanted to use the knowledge and skills in their future studies and careers:

“I want to study abroad. It’s beneficial for me to study English because it will help me communicate with foreigners.” (MA-C-1)

“I want to get a good job and a high salary, so I have to be competent in English language skills.” (HA-C-2)

The students in the experimental group explained that the integration classes provided them with the motivation to learn English. They learned that speaking English was not difficult, and they were able to achieve their learning goals. They also thought that they could speak English better when they learned through drama-based activities. Furthermore, they were motivated to participate in the classroom activities, which were fun and interesting. Most students said they were motivated because they had fun working on drama-based role-play activities, drama games (e.g., guessing words from acting, naming famous movies from a human sculpture game) and English language worksheets. As a result, there were more opportunities to learn, and the students were more confident in using English both inside and outside the classroom.

“I think my motivation for learning the (English) language has slightly improved. I enjoyed the fun that came with the learning activities. I like playing games. I want to study English more, if I have a chance.” (LA-E-2)

“I used to be shy when I had to use English in the classroom, but now I feel more confident, and I am willing to speak more when I have the chance.” (MA-E-2)

“I feel relaxed when I perform in my group with friends. I enjoy working with friends, so I think it is a good idea that we have more time to do

activities together while we are in the classroom, and we submit our assignments via Facebook.” (HA-E-2)

“My motivation to learn the language has increased. I feel more confident and my desire to learn English has improved.” (HA-E-3)

4.5.5 Students’ perceptions of learning English

In terms of their experiences with learning English through different activities, the students’ opinions, from both the experimental group and the control group, were both positive and negative. Positive perceptions of learning English were reported by eight students from the experimental group, indicating that the integration had positively improved their English-speaking skills. Drama-based activities kept them engaged in communication, and a flexible learning platform such as Facebook facilitated learning outside the classroom.

“In my opinion, using Facebook as a learning platform is good because I can access it anywhere. I access it when I travel between my house and school.” (LA-E-3)

“I like exciting activities such as drama games and role playing. I found these activities challenging and they kept me focused on the lesson.” (MA-E-1)

The teamwork component allowed them to work with friends in their group. During group work activities, the students in the experimental group worked cooperatively and helped each other complete the given assignment, such as recording themselves performing a role-play and posting it on the Facebook group. The students explained that the teamwork component in the assignments encouraged them to work and help each other, which resulted in success and group harmony.

“It is good that we helped each other, which led us to work better. We looked for information and learned together. We assigned work to each friend. We worked systematically and submitted the assignment.” (MA-E-3)

“There were many activities for me to participate in. It was easier for me to stay awake in the various classroom activities, especially when I needed to perform drama and role-play activities.” (HA-E-3)

The students found learning English through the drama-based activities interesting, and they expressed an interest in using the same method to learn English in other courses. The students also commented that the drama-based activities had provided them with opportunities to improve their speaking skills:

“It would be a good opportunity to take another class like this one. I want to continue learning and improving my English, particularly my oral skills.” (HA-E-2)

“After working on the integration, I have more knowledge and opportunities to work on various activities. So, I think that if I apply this learning method to other subjects, it can give me the motivation to learn.” (MA-E-3)

“Learning (through the drama-based activities and Facebook classroom) is not too serious. I feel stressed when I study other subjects; however, I feel relaxed when I study English in this classroom.” (LA-E-1)

However, three students from the experimental group were not comfortable participating in complex activities such as script acting, and they preferred learning English through the traditional teaching method. For example:

“I prefer to work in a classroom more than at home via Facebook, because if I have any questions I can ask teachers right away. If I have to study at home, I find it difficult to study by myself.” (MA-E-2)

“The teacher from this (traditional) classroom helped me to construct sentences for speaking. I tend to make a lot of mistakes in writing if I learn on my own or study at home, but I tend to make fewer mistakes when the teacher provides examples during the class.” (HA-C-3)

“I think there were many learning procedures (in the drama-based activities and Facebook classroom). The first time I worked on the integration, I was confused. It took time for me to understand the components and finish the activities. I think the learning activities in the traditional classroom are easy to complete.” (LA-E-3)

Four students from the experimental group and six students from the control group felt more comfortable learning face-to-face in the classroom, while six students from the experimental group and four students in the control group felt that the classroom activities did not provide them with the motivation to learn or practise their English speaking skills. The drama-based activities did not motivate every student, which led to unequal contributions to group work or assignments. Negative perceptions towards learning English were reported by seven students from both groups:

“I am not sure how to begin or initiate a conversation. Every time I have to write dialogues for a conversation I need to see a sample dialogue. I’m not good at English and I don’t know what I should say.” (LA-C-3)

“I am a visual learner. It is not easy for me to figure the dialogue out without sample conversations.” (MA-C-1)

“I think I learned a lot in the classroom, but I did not enjoy the classes because the teacher placed too much pressure on us and expected us to give correct answers right after her questions.” (MA-C-2)

“Sometimes I know what I should say in Thai language but because of my limited English vocabulary, I cannot construct English sentences.” (HA-C-3)

“Drama acting activities were challenging for me. There were many steps to follow. I had to prepare a drama script, practise, rehearse with group members and record the drama acting or role-plays.” (LA-E-2)

“I tried to speak as much as possible. However, I do not have enough words to form the correct sentences.” (MA-E-4)

“I wanted to practise using English language in the classroom but my group members sometimes did not like to speak, so I missed out on opportunities to practise conversations in English.” (HA-E-1)

It is interesting that the students provided a wide range of comments toward the treatment sessions. Ten out of ten students from the experimental group viewed learning through drama-based activities and Facebook as a good way to enhance their English language learning opportunities. However, lacking knowledge of the language prevented some students from learning English during the classes.

4.5.6 Student’s interest/engagement in English language learning

The students’ engagement in learning English was positively reported by the experimental group. However, there were two out of ten students, in the interview session, who wanted drama-based activities to be an alternative to traditional teaching, not to replace it. For example, one student (MA-E-3) said, “I would like to have drama-based activities as part of English class; however, it shouldn’t be other, otherwise it can become too much”. A negative aspect of using drama-based activities was also expressed by an experimental group student (HA-E- 2), who said, “if we have it [drama-based activities] too often, doing anything too often can become tedious. A whole 90-minute lesson with these activities would be too much”.

A student from the experimental group perceived the positive effects of using drama-based activities were that the activities helped increase creativity and fluency in the language: “It is nice to have the opportunity to improvise. That is something I would like to do more often. We get to use the language more this way, otherwise it’s easy to hide and you don’t need to speak; now we had to speak.” (HA-E-1)

Less common but still mentioned points were that role playing enables the students to get to know the rest of the class better and that it raises an awareness of others’ ability to speak. One student (LA-E-3) stated, “it was a good way to see where I stood language-wise in comparison to the others”.

4.5.7 Usefulness of drama-based activities in the language classroom

The use of drama-based activities was beneficial to the students in increasing language fluency and training them to speak in front of others. One student expressed the value of drama-based activities to enhance their English speaking skills:

“Using drama as a method helps me getting started, because I’m a little shy... I think I would dare to talk more with native speakers outside school. I think it can prevent insecurity and build confidence in our speech because we get to use more everyday language.” (HA-E-1)

Generally, these points were made by the majority of the students. It was also made clear that it was important from the students’ perspective that if somebody did not feel confident enough to stand in front of the class, they should not be forced to do so. Only two students expressed that they thought it was tiresome if somebody was complaining about having to perform in front of the class. For example, “they should get used to it just like I did. It would be a pity if we would be divided into different groups because of this” (MA-E-4).

There were some concerns from ten students from the experimental group that grammar is not a focus when performing drama activities. One student (LA-E-3) commented, “I would like to have drama activities in all classes on the condition that the grammar should somehow be integrated into the activities. Otherwise, half of the lessons should be dedicated to grammar and half for the drama. I don’t know if we have the time to practise on grammar if we only have drama activities”.

On the other hand, a few comments were also made about potential positive effects of drama on grammar skills, for example, “the use of drama-based activities in English classes was a good approach of practising oral communication... it enables me to receive feedback from other students during the conversation” (ME-E-2). Moreover, several students articulated that they experienced an increased interest in individual words when using them in a drama-based activity context: “When we wrote our dialogues for the role-play, we were more interested to look up new words in the dictionary” (HA-E-2) and “I think the activities are useful because I was able

to remember the words better... I gain a better understanding of how to say the sentences” (MA-E-1).

4.6 Summary

In this chapter, the results of the speaking test and the AMTB have been presented. Independent classroom observations and evaluations of groups in class, as well as student interviews at the post-treatment stage, have also been outlined. In the speaking test, the students were evaluated on their speaking skills, both the verbal and non-verbal components. Statistically significant differences between the speaking pre-test and the speaking post-test were found between the experimental group and the control group. The students in the experimental group achieved significantly higher mean scores on their speaking test at the post-treatment stage than the students in the control group. The AMBT ratings were also quantitatively analysed. Forty questionnaire statements were categorised into ten attitudinal and motivational components. The analysis of the data from the questionnaire indicates that the attitudes and motivation of the students who were exposed to the integrated methods using drama-based activities and Facebook (i.e., the experimental group) had changed significantly. They had more positive attitudes towards English language classroom activities than the students in the control group.

The two groups were observed over a period of nine weeks, during which their learning behaviour and classroom participation were evaluated on a weekly basis. The classroom evaluation results showed a significant difference between the control group and the experimental group. The experimental group was rated with a higher satisfaction score than the control group. At the post-treatment stage, semi-structured interviews were conducted. Data from the interviews indicated that most students interviewed from the experimental group recognised the usefulness of the activities in the treatment sessions for their speaking skills, attitudes and motivation towards learning English. In contrast, the students in the control group stated that the classroom activities and environment did not motivate or support them in learning English.

CHAPTER 5

DISCUSSION

5.1 Overview

This chapter discusses the results of the study. Section 5.2 explains and compares the results of the pre-test and post-test speaking scores. The speaking test scores of the experimental group and the control group are also compared. Section 5.3 and Section 5.4 discuss the results of the AMTB questionnaire, the interviews, classroom observations and classroom evaluations in relation to the students' attitudes towards and motivation in EFL learning and speaking. Section 5.5 discusses the study's findings related to the students' anxiety in EFL learning.

5.2 Students' Speaking Skills

The results of the speaking tests indicate that, after the treatment sessions, the students in both groups had improved speaking test scores. The improvement in the experimental group was significant, with the mean post-test scores of these students higher than their pre-test scores. There was also a statistically significant difference between the pre-test and the post-test of the experimental group and the control group.

A comparison of the mean post-speaking test scores revealed a statistically significant difference between the two groups. The students in the experimental group who worked on the integration activities (drama-based activities and Facebook) showed a greater improvement in their speaking test scores than the students in the control group who did not work through the integration activities. The significant gains of the experimental group on the speaking test scores support the view that the integration of drama-based activities could enhance the students' speaking skills. These findings are congruent with Ulas's (2008) claim that drama-based instruction can assist students to improve their oral communication skills.

The post-speaking test results of the students in both groups increased to various degrees, with some students gaining high levels of oral communication skills while others improved only slightly. There are various reasons for such different levels of improvement. First, background knowledge with regard to word choices, grammar and expression could be an obstacle for those students with a lower language proficiency. The speaking test results showed that the control group had slightly higher post-test scores than the experimental group when evaluating the grammar used in the speaking tests. However, the experimental group had better results with regard to the use of correct vocabulary and pronunciation. In the experimental group, the teacher generally did not focus on correcting the students' mistakes and errors, thinking that it was only natural for them to make mistakes and errors during the learning process. The integrated lesson was designed to promote and maintain an environment where the students could talk freely. Thus, the teacher avoided corrections so that the students would not feel uncomfortable, which would hinder fluency. The teacher believed that facilitating fluency is more important than achieving accuracy. Furthermore, the teacher might pay more attention to accuracy after the students gain more confidence in their speaking.

Second, the students may have been more experienced with teacher-directed classrooms. Lecture-based teaching does not promote communicative language activities in the classroom setting because the students do not have opportunity to interact with each other; in this sense, the students become passive learners and tend to be reluctant to talk and actively participate in drama-based activities and speaking skills assessments. Han (2015) identified similar results in a study of EFL learning among Chinese students. His study found that, culturally, students expected to receive knowledge from their teachers without questioning or challenging its sources.

Third, the students' level of interest in the subject matter likely affected their level of improvement. Those students who are interested in the English language are likely to perform well or be willing to participate in classroom activities. The students preferred learning in a relaxed atmosphere where they could control and handle the tasks themselves. The students might be afraid of voicing their thoughts and opinions in fear of losing face. The classroom observations indicate that the students were often hesitant to say anything unless they were absolutely certain of the correct

answer. The integration activities support the importance of a friendly environment in which the students do not feel threatened or judged for their thoughts and opinions.

The benefit of Facebook as a learning platform is that it is flexible, allowing the students in the experimental group to manage their learning tasks in their own preferred time outside the classroom. The integrated classroom activities provided the students with active learning activities, such as role plays, games and flexible learning activities via Facebook. The students were excited to learn and perform in their speaking tasks during the speaking tests. A discussion of the students' improved speaking skills in the experimental group is given in Sections 5.2.1 and 5.2.2.

5.2.1 Communicative learning context

The integration of drama-based activities and Facebook in the current study provided the students with opportunities to practise speaking skills both inside and outside the classroom. The students in this study only had a two-hour English lesson weekly, so they had limited opportunities to practise speaking during the classroom hours. The students also had limited exposure to English expression outside the classroom as English is not spoken as their first language and most of the Thai media and the surrounding environment use Thai language (Khamkhien, 2010). Because of the limited opportunities to practise their English speaking skills, the students in the experimental group were encouraged to become more involved in communicative activities through drama-based activities.

During the drama-based classroom activities, the students were able to improve their English language skills as they wrote scripts with their friends. They were encouraged to discuss and share comments about what they should say in particular situations. The activities also reminded them of what they had previously learnt so that they could apply their knowledge to the dialogue they created. Outside the classroom, the students in the experimental group were required to practise their speaking individually by writing, reading and translating the dialogues before they rehearsed the dialogues with their friends. The individual practice gave the students chances to speak more English. The group rehearsals also helped them to develop

their speaking skills, both verbal and non-verbal, as they were encouraged to speak English with their interlocutors during the rehearsals.

Facebook activities helped the students access learning lessons outside the classroom, providing a more private, flexible and adaptive environment, which helped the students improve their English language use. Facebook also provides unique functions that allowed the teachers to develop activities for incorporating, communicating, collaborating and sharing strategies. These strategies seem to be effective for learning via social networks (Roblyer et al., 2010). Duatepe (2004) noted that drama activities create an environment in which students play the main roles in constructing their own knowledge, through their actual experience, rather than focusing on what they have been taught.

In the classrooms incorporating drama-based activities, the students were provided with opportunities to practise English through role-play, drama-script acting and drama games, which provided interaction among the students. The post-speaking test results, together with the data from the interviews, revealed that most students thought that their speaking skills had improved. The students felt that they were able to use English in conversations more fluently. The speaking test results (reported in Section 4.2) showed that the students in the experimental group had more confidence in speaking English than those in the control group. Moreover, the students in the experimental group demonstrated an ability to identify the purpose for their speaking or conversation more appropriately than those in the control group.

The students in both groups were reluctant to participate in the classroom as the students did not have the level of proficiency needed to quickly articulate their ideas and feelings in English. The drama-based activities provided opportunities for the students in the experimental group to practise and improve English speaking and listening skills while they were learning inside and outside the classroom. Gill (2008) believes that the more opportunities students have to practise the target language, the more comfortable and fluent they will become.

The analysis of the data from the interviews and the classroom observations indicates that the students' perceptions and views of their language skills improved as a result

of their participation in the integration activities. The students in the experimental group were able to receive updated information by logging into the Facebook group and accessing lessons, worksheets and other online learning materials, which may not have been available through classroom or face-to-face instruction. Teachers were able to respond to questions faster, and the facilitation of discussion via Facebook was faster than relying on email. The students acknowledged that Facebook had the tools and features that offered them opportunities to improve their language, such as useful links and other students' discussions.

The findings of the study also indicate that Facebook may be used as a teaching platform additional to traditional English language teaching methods or face-to-face teaching methods. Facebook is already familiar to the students, and all of the students already had an active Facebook account. Similar high rates of Facebook use by students have been observed in previous studies (e.g., Ophus & Abbitt, 2009; Roblyer et al., 2010; Wise et al., 2011), which indicate that Facebook was well accepted by students and offered an opportunity for teachers to provide students with information they were familiar with.

The students in the experimental group anticipated learning benefits via Facebook due to the increased interaction and participation in discussions. McCarthy (2012) reported that students had supportive attitudes towards the use of Facebook as an academic tool; students indicated that Facebook is a platform familiar to them and allows them access to academic information via a system that they are constantly engaged with. Wise et al. (2011), on the other hand, argued that Facebook has only a limited role to play in promoting student engagement, and institutional-based learning management systems can replicate many of the interactive functions of Facebook. The results of the current study indicate that the students liked receiving academic information on Facebook is available for both tablet and smartphone devices and provides a convenient environment in which academic information can be integrated into a space the students are already using. The Facebook site is a quick and easy way to get information on EFL content (McCarthy, 2012).

5.2.2 Collaborative and flexible learning environments

STAD provides the students with a learning boundary to work in drama-based activities. It helped the students in the experimental group to work cooperatively with their friends, enabling them to complete their assignments. Five components of STAD—class presentations, teamwork, quizzes, individual improvement scores and team recognition—were used with drama-based activities. STAD helped the students learn systematically and participate in classroom activities during the whole learning and teaching process. The students were required to engage in discussions, share opinions and exchange information in order to complete the drama-based activities and assignment tasks. The teacher was a facilitator who supported them and gave them necessary advice. Following the guidelines provided by the teacher, the students were able to cooperatively take part in the active learning activities. After the integration of drama-based activities and Facebook in English classes during the treatment sessions, the students further developed their speaking skills. They were able to speak and create sentences in dialogues related to given topics and were more confident to speak compared to before they participated in the treatment sessions.

Drama-based activities under STAD could benefit students' learning as students have opportunities to participate in the group discussion activities. STAD learning environments allowed students to be more active in communication among friends (Shaaban & Ghaith, 2005). When participating in the activities that focus on individual performance, the students were likely to feel nervous, but when they participated in small group work tasks, they were more relaxed about speaking English in the English language classroom. During small group work tasks, the students were required to exchange information and discuss the given topic before they produced assignments or performed their drama projects. Some drama-based activities, such as writing drama scripts or role-play dialogues, encouraged the students to be more active in learning and working with other members of their group.

Using Facebook as a learning tool may facilitate greater student engagement and appreciation for its integration into the school curriculum. Despite the mixed responses regarding its effectiveness, the majority of the students in the experimental

group recommended using Facebook for their future courses. While Facebook may not aid the students' learning specifically, it lends itself to the provision of productive pedagogy (Al-Rahmi et al., 2015; Denning & Smith, 1997; Ferdig, 2007). Based on the classroom observations, the student engagement with the Facebook activities suggested that Facebook could promote a collaborative and cooperative learning environment. Continued integration of Facebook into courses may see further benefits through enhanced 'student-to-student' and 'student-to-teacher' communication, which, in turn, may translate into greater learning outcomes. Further research is needed to specifically understand how the use of Facebook can enhance student learning outcomes.

On a social network platform like Facebook, the integration of useful websites and programs for designing tasks and exercises for students offered many benefits. The students in the experimental group were able to improve their language proficiency, critical thinking, independence and interactive and collaborative skills, which fostered a necessary sense of active learning. The integration of drama-based activities and Facebook in the current study provided the students with an interactive environment and a flexible learning platform. The integrated drama-based activities, especially those activities related to making video clips and posted them on Facebook, encouraged the students to communicate in English. Heldenbrand (2003) stated that drama activities not only encourage students to participate with interactive communication activities, but also enhance language retention and greatly assist language development.

After learning through the drama-based activities, the students were more willing to use English as a medium of communication. The students' fear of embarrassment and loss of face decreased because the learning environment was less threatening and more enjoyable. Due to the less-threatening classroom, the students in the experimental group were able to perform better in non-verbal communication skills (e.g., making eye contact, using and reading facial expressions, and using appropriate gestures) than the students in the control group.

Drama-based activities had significant effects on helping the students to improve their English speaking skills, while Facebook did not have a direct effect on

improving the students' speaking skills. However, the students had positive views and opinions of Facebook as a flexible learning environment. Facebook provided authentic interaction and communication that the students might not have experienced in a face-to-face learning scenario. Wang and Chen (2007) stated that new positive experiences could increase confidence in language acquisition and improve students' English language learning. Lave and Wenger (1991) also discussed learning as a form of participation in an online social world, and suggested that people learn better in social settings and through authentic and relevant online social interactions. Facebook, as a social network environment, allows and facilitates the necessary interactions that improve learning (Wenger, McDermott, & Snyder, 2002). As such, the students in the experimental group were able to improve their English speaking skills and thus attest to the aptness of Facebook as an online environment that could facilitate their English language learning.

Prior to the commencement of the class during the treatment sessions, the learning content was given to the students in the experimental group via Facebook. However, in the control group classroom, the teacher delivered lessons during the class activities, mainly in Thai, and only learning materials such as worksheets and textbooks were in English. There was minimal interaction during the lessons in the control group classroom. On the Facebook platform, the teacher was able to post topics and initiate discussions among the students. The teacher was also able to divide groups, assign tasks and determine the task timeline of the students. Task assignments within groups and interactive corrections among members in a group were also accessible to the teachers. The students contributed their ideas to complete the tasks. In addition, posts of the students' presentations or video clips could draw attention among members in a group, or the whole class, and the teachers were able to give feedback and make corrections. Using Facebook as a learning platform allowed the content to be more accessible and flexible for the students in order to enhance the quality of their learning, as pointed out in Ferdig (2007).

The integration of drama-based activities and Facebook encouraged the students to access more English language learning resources. Furthermore, the activities helped the students gain knowledge in various situations by performing speaking tasks in different drama-based activities, such as role-plays, hot seating and drama acting.

The students' perceptions and views of their language improvement increased as a result of their participation in drama-based activities. While Facebook may not be proof of their language improvement, it was acknowledged by the students that Facebook had the tools and features (e.g., a chat box, a discussion board) to offer opportunities and support for language improvement. The students also found that it was easy to do their homework by being connected online to their classmates, allowing them to ask for the others' help in the chat box if needed.

The classroom observations and the interview results revealed that the Facebook activities encouraged the students to respond to and reflect on weekly discussions. The students used Facebook to answer questions or give opinions on particular issues raised in posts made by the teachers or other students on the Facebook discussion board. In the interviews, all of the students in the experimental group reported that they left comments at least once in the weekly group discussion. The students in the experimental group described Facebook as convenient, user-friendly and easy to use. For example: "I think, I felt at ease in speaking when I recorded myself and posted the clip on Facebook instead of doing a presentation in the classroom" (MA-E-3); "I could easily manage my time to learn and submit my works via Facebook" (HA-E-2); and "I could also access the conversation clips again at home via Facebook" (LA-E-2). These findings are similar to those of Omar, Amin Embi and Yunus (2012) who found that their students regarded Facebook as good, useful, convenient to access and interesting in terms of its functions.

The majority of the students in the experimental group engaged actively in the discussions, primarily to exchange their ideas and experiences, without feeling shy or fearful. This finding supports the study presented by Bicen and Uzunboylu (2013), which showed that Facebook is a supportive learning environment that increases students' interest in lessons and makes learning more enjoyable. Furthermore, sharing documents or posting comments via the discussion board on Facebook increased the originality of answers and opinions because the students realised that everybody read the comments and, therefore, they tried not to repeat a previous answer. As the students might feel humiliated or ridiculed in class, Facebook activities acted as an alternative platform for the students to participate actively if they failed to do so in class.

All students in the experimental group agreed that they were more comfortable communicating via Facebook than communicating face-to-face. The students claimed that their poor English proficiency made them shy and afraid to speak face-to-face with the teacher in English during the lessons. Being scared of making mistakes was one of the main reasons why they chose not to speak English. However, the students felt more comfortable sending messages to the teacher via Facebook, as they had enough time to modulate their responses and refer to the dictionary or to friends. Several studies (Bicen & Uzunboylu, 2013; Delahunty & Garvey, 2010; Hamid et al., 2015) suggest that shy learners are less discouraged by appearance and social differences in the Facebook environment because these are not as prominent in Facebook as in face-to-face settings. The time constraints facing the students in the experimental group in the completion of English language communication tasks influenced their acceptance of using Facebook as an alternative platform for teaching and learning processes, especially for discussion activities. In addition, after the students posted their comments on the Facebook discussion board, they were encouraged to verbally repeat their comments to other group members in the classroom.

The findings of the study suggest that there were positive and negative effects of using Facebook for English language learning. Facebook was negatively viewed by some students in the experimental group. These students thought that Facebook distracted them from learning. It was difficult for them to concentrate on the course material because other features on Facebook, such as frequent updates of information, interfered with their concentration on the learning content. Thus, careful planning is necessary when using social media for educational purposes. Instead of using it as a learning tool alone, it could be used to support classroom activities and to provide information. Gumport and Chun (1999) suggest that the purpose of applying technology to education is to improve the quality of teaching and learning. However, technology can be viewed as a double-edged sword in the educational setting. If the tool is used improperly, it can inhibit students from learning, rather than providing help (Chen, Liska & Smith, 2017). As Liu (2010) noted, education is not just about using another fashionable technology tool. A number of studies (e.g., Hiew, 2012; Kabilan et al., 2010; Lederer, 2012; Manan et al., 2012; Miyazoe & Anderson, 2010; Omar et al., 2012; Promnitz-Hayashi, 2011; Yunus, Salehi, &

Chenzi, 2012; Zaidieh, 2012) indicate that Facebook has both positive and negative effects on college learning and in English language learning settings.

Even though there were some negative views on the use of Facebook as a learning platform, the students in the experimental group reported that Facebook was a valuable and effective medium for learning and for enhancing language learning opportunities outside the classroom. Facebook helped to break space-time constraints and provided pleasant experiences. The students in the experimental group mentioned several advantages of using Facebook to reinforce their English language learning. Some of them claimed that it was a great way to stay in contact since Facebook could be accessed around the clock; others said it was useful to review class content. The students also mentioned that comments or video clips posted by other students provided extra sources for learning vocabulary, pronunciation and grammar. They reported that the Facebook group provided an easy and convenient way to set dates for class assignments with their classmates. The study results support Mill's (2011) study that participating students developed identities through the enhancement of interpersonal, presentational and interpretive modes of communication, and developed relationships through their participation in learning lessons via Facebook.

As previously mentioned, Facebook may be used as an online learning platform to assist teachers in promoting student learning. However, one of the challenges is finding ways to integrate the technology into curriculum design and assessment as part of the ongoing push to find new ways to engage students in meaningful and intellectually stimulating learning. The results of the study indicate that Facebook functioned as a discussion forum, since it allowed the students to upload information and was also employed as an important educational tool. Facebook could be considered a useful tool to create active learning in flexible learning environments. In flexible learning environments, teachers need to find ways to bring the social network into pedagogies in order to keep instruction relevant and applicable to the students' learning (NMC, 2007). The involvement of technology has attracted far more students to their learning, created positive motivation for these students and helped them learn more effectively (Dörnyei, 2001).

5.3 Students' Attitudes towards Learning and Speaking English

The results of the AMTB showed that after the experimental group students participated in the integration of drama-based activities and Facebook, they improved their attitudes towards learning and speaking English. The students were assigned to work on various drama-based activities, and the students were encouraged to interact and communicate with each other. These findings support Makita's (1995) point that drama-based activities have a positive effect on students' attitudes as they provide students with an authentic and playful environment that can reduce their anxiety, making the process enjoyable.

The English language lessons delivered through the integration of drama-based activities and Facebook allowed the students to employ the full range of their language skills, including reading, writing, speaking, and listening, a combination which could enrich their linguistic repertoire and benefit their speaking skills. Although the integration of drama-based activities and Facebook for English instruction was used as a tool to enhance speaking abilities, other language skills were also required. In the drama-based activities, the students needed to gather ideas so that they could participate in discussions. They were then required to write scripts and produce a play for themselves. As for listening, it was a natural part of oral communication that took place while the students were engaged in speaking.

The students' interviews and the AMTB results indicated that the students viewed the English instruction with the integration of drama-based activities and Facebook as beneficial because such techniques created an enjoyable, relaxing and friendly learning atmosphere. The findings of the study support Akey's (2006) study that there are positive associations between enjoyment and flexible learning environments and students' level of engagement and their academic gain. This could be considered one factor affecting students' attitudes in EFL learning.

The students' attitudes towards English instruction, which was delivered through the integration of drama-based activities and Facebook, were positive. The students in the experimental group responded more positively to the AMTB component items 'Students' Attitudes towards Learning English' (Section 4.3.5) and 'Performing

Goals and Desire to Learn English' (Section 4.3.8) than the control group students. The students' responses in the attitudes questionnaire indicate that most students had favourable attitudes towards English instruction delivered through the integration activities.

The students' responses to the interview questions also confirmed the study's findings. Many students thought that learning through integration made the lessons more interesting. As one of them stated, "learning English language through drama-based activities made me feel that English is interesting, it can be enjoyable" (MA-E-2). On the other hand, several students in the control group reported that they learn English only because they are required to study it in order to complete their course: "I find the subject is difficult but I am trying to study harder and spend more time after class to revise the lessons" (MA-C-3). Furthermore, the students in the experimental group commented that learning through the integration technique made them feel more confident to apply their language skills to express their opinions in English. They noted, for example, that "studying in this (integration of drama-based activities and Facebook) class helped me be able to speak more fluent because I felt relax and have less pressure" (MA-E-2).

The classroom observation and evaluation of the experimental group showed that the students in this group were very satisfied with their learning sessions, in which they participated. The overall classroom evaluation results of the experimental group were higher than the evaluation results of the control group. The drama-based activities in the classroom and the flexible learning platform via Facebook provided opportunities for the students to practise all macro skills (reading, writing, speaking and listening). This could result in improved confidence in using English for communication, since the activities allowed the students to join in every activity prior to their performance. They had to write the scripts, and set the situation and the characters before they rehearsed and presented their performance. The students could work in pairs or in a group, and they could learn how to solve problems in different situations.

Facebook helped increase positive attitudes and enhance the students' achievement by helping them feel more independent in their learning. One possible explanation for EFL students' positive attitudes towards learning EFL via Facebook is that this

social network has become a popular medium for promoting learning resources for the development of language skills. Facebook is one of the most frequently used Internet-based forms of interaction and communication (Wang & Vasquez, 2012). The findings of the current study also support the assertion of Kabilan et al. (2010) that Facebook is a modern model of communication technology that has generally been adopted by EFL students. Facebook can be used to improve students' performance in English, increase their confidence and attitudes, and trigger authentic language interaction (Wang & Vasquez, 2012).

Interactions in Facebook discussions can facilitate an active learning approach and provide students with an opportunity to practise and learn knowledge and skills in an encouraging environment. The students in the experimental group used Facebook to share group work, pictures, information and lesson announcements. The students and the teacher could communicate in a cooperative learning system. Kabilan et al. (2010) stated that, from the perspective of incidental learning, learning English via Facebook is feasible because the technologies that support Facebook (e.g., mobile devices) engaged students to participate in language-based activities such as discussion on a given topic. If planned appropriately as part of an educational project, Facebook activities may facilitate and produce effective and meaningful learning of English within an online community of English language learners. For instance, Kabilan et al. (2010) supported the idea that Facebook and its features can be used as an educational tool to engage learners of English in an online learning community.

The students in the experimental group believed that Facebook facilitates, supports and encourages their English language learning. The majority of the experimental group students agreed that Facebook could be an online environment for enhancing students' positive attitudes towards English language learning. The qualitative data showed a strong favourable perception of using Facebook for specific activities, mostly reflected in two categories: usefulness and flexible learning. The study found that there were six out of twenty students in the experimental group who preferred learning in a face-to-face environment and using online learning via Facebook as an additional tool. In other studies (e.g., Arendt, Matic, & Zhu, 2012; Omar, Embi, & Yunus, 2012; Suthiwartnarueput & Wasanasomsithi, 2012) found that students

enjoyed conversing on Facebook rather than in a (face-to-face) traditional classroom setting. It could be inferred that higher positive attitudes, in the post-AMTB results of the study, were based on experiences communicating socially with friends on Facebook, and that discussing topics in an academic setting did not meet the participants' expectations. However, many topics discussed were similar to those topics that the students might typically discuss socially (e.g., favourite places to eat, hobbies, recent movies they have seen).

The students' responses to the AMTB component, "Learning Environment Stimulation" (reported in Section 4.3.7), indicate that the students appeared to be more concerned about the quality of their work and took a more active role in their learning when participating in the drama-based activities and Facebook. Although some assignment tasks were individual activities, the students took a keen interest in their performance due to the participation of the peer group in a secondary aspect of the overall activity. This helped by identifying their own mistakes and weaknesses, as well as repeatedly practising until they were satisfied with what they had produced, which is considered an important element of learner autonomy (Kabilan, Ahmad, & Abidin, 2010; Mills, 2009; Shih 2011; Wang & Vasquez, 2012; Yunus & Salehi, 2012).

5.4 Students' Motivation in Learning and Speaking English

The AMTB results showed that the students in both the experimental group and the control group had increased motivation after participating in the nine-week treatment sessions. When comparing the mean post-AMTB scores, a statistically significant difference between the two groups was found. The students in the experimental group who learnt through the integration (drama-based activities and Facebook) had a statistically greater improvement in motivation than those students in the control group, who did not learn through the integration. The findings of the study indicate that the treatment sessions helped the students increase their motivation in learning the English language. While the study showed a statistically significant difference in pre-AMTB and post-AMTB survey results, the AMTB results (presented in Section 4.3.4) suggest that a variety of teaching approaches would make the lessons more

satisfying and give the students positive motivation towards English language learning.

The post-AMTB results (reported in Sections 4.3.3 and 4.3.9) showed positive motivation outcomes, with more students in the experimental group enjoying the English class activities. The students were more motivated to learn and were more willing to practise and participate in English learning activities. The students were more confident when they performed or presented their work and could use English in general conversations with their friends and their teachers of English. They were able to apply the conversations to their daily use. In addition, they could prepare the performance of the drama-based activities with their group members beforehand, enabling them to act according to their assigned roles. This finding supports the assertion of Maley and Duff (2001) that drama can motivate students to learn in other subjects, as they want to communicate in different situations via natural communication and in meaningful contexts.

The classroom observations found that some students were quite shy and dependent on their peers at first, but they became more confident after they had participated in the classroom activities. A significant improvement in the students' participation in classroom activities was seen in the experimental group, while the control group improved only minimally. English was spoken more often in the experimental group, and the motivation and confidence to speak in English had increased obviously in the class. One student in the experimental group gave feedback on the integration classroom activities during the interview that "my motivation in language learning had increased. I feel more confidence and my desire to learn English has improved" (HA-E-3).

The students in the experimental group were motivated to practise speaking English through drama-based activities during the treatment sessions. They felt more comfortable in speaking and felt less tension, with a student in the experimental group stating during the interview, "after nine weeks of my participation in the integration course, I am more willing to speak, give explanations and not afraid to speak in English with teachers and classmates" (MA-E-2). The results of the study support the findings of Singh's (2000) study, which examined English teaching using

dramatic activities among students whose native language was Malay and reported that the participants in the study were motivated in joining in the learning activities and that they had fun in doing the activities. The types of class activities that the students participated in most were language games, drama-based role-play, and drama script acting. The classroom observation confirmed that the students seemed to like language games as they were fun and allowed the students to be part of the interactive activities. As Observer 2 mentioned, “the students pay great respect to their friends who are able to converse in English well. This motivates the students to work hard so as to be equally competent as their friends”.

The findings of the current study were similar to Maranon’s (1981) study results that the students who participated in the dramatic activities were more fluent in speaking and writing skills than the non-dramatic class. In the current study, each time the experimental group students presented their work or performances, such as role-plays and drama acting, they were interested in the roles given to them. The classroom evaluation results also indicate that the learning activities based on drama techniques encouraged the students in the experimental group to actively participate in the lesson. During their participation in the classroom activities, the students tried to play the given roles, and they were able to transfer their emotions and engage the role-play or the characters in the dialogues. Participation in dramatic activities can result in development of students’ imaginary and effective communication (Ridel, 1975). Davies (1990) also stated that drama can connect the classroom situation with actual situations. The students in the experimental group had a chance to rehearse their roles and their language use, and were able to practise their listening skills at the same time. Furthermore, they were able to use English fluently for their classroom interactions.

The students in the experimental group, who used Facebook, exhibited more positive motivation and performed more peer interactions (reported in Section 4.3.2). The students seemed to prefer to discuss the questions more on Facebook than in the classroom. Some quiet students in the class demonstrated great interest in replying to questions and arguing with peers on Facebook. These findings indicate that several students who usually hesitated to express their thoughts face-to-face may have been more inclined to communicate with others in a virtual environment.

The experimental group students explained that Facebook had been very useful for them. Among the reasons given were that the learning activities posted on Facebook were good and they were easy to access and to discuss. During the interviews, the students from the experimental group stated positively. For example: “I feel motivated to practise and it reminds me to study, so I can review the class contents” (MA-E-3), “it [conversation video clip posted on Facebook by teachers or other students] helps me to improve pronunciation” (HA-E-1), and “the social network like Facebook is good to use in practising English language” (LA-E-3).

According to the students’ opinions, the use of the Facebook group motivated them to improve their language knowledge. It was also a good way to be in contact with the teachers and their classmates. The students justified these opinions by reporting that the extra information had been of great help, and they could study more with Facebook because every time they checked the group posts they were able to learn new things. They also reported that it had been a good way to review the lessons as it had provided access to new and different explanations for what they had studied in the class.

The results of the study accord with those of Thorne, Black and Sykes (2009), who purported that social networking tools have great educational value and potential, and encourage student motivation and engagement. Language instructors know that motivated students experience successful learning (Zaidieh, 2012). Shih (2011) reported that Facebook’s popularity, accessibility and unique features attracted students and eased their resistance to learning, making (his course) a successful course. Thus, if a Facebook group can help students get their homework done, then teachers should utilise it more often if the learning contexts are appropriate to be delivered via Facebook.

5.5 Students’ Anxiety in Learning and Speaking English

The majority of the students in the experimental group reported that learning English language through drama-based activities in the STAD learning environment appeared to have a positive effect on their learning, as many students appeared less anxious when participating in the class activities. However, not all of the students became

visibly relaxed around each other. One reason for this may be the short duration of the treatment sessions. The students only attended nine weeks (including the introduction in the first week) of treatment sessions, which was not enough time to transform the students into a truly cohesive group through the active learning activities.

The post-speaking test results of the study (reported in Section 4.2) indicate that the students in the experimental group were able to manage their anxiety during the test better than those in the control group. The findings of the study were supported by Liang's (1996) study that group work helps students defeat anxiety because sharing ideas with friends is less threatening than speaking to a teacher in front of the class. Other benefits of the drama-based activities were that the students learnt to be responsible and to acquire knowledge by giving and receiving different ideas (Belliveau, 2007). The students tended to enjoy getting involved in a number of drama-based activities, such as improvisation in the scene, storytelling and hot seating activities. They also had more confidence in speaking English after participating in the drama-based activities. The post-speaking test results (reported in Section 4.2) showed that the experimental group had greater improvement in speaking confidence scores than the control group. During the interviews, the students in the experimental group mentioned that they had positive experiences with the drama-based activities in the classroom. Most of the students reported that the activities were an enjoyable way to learn the English language.

The teachers (of English at the school) reported that the students in the experimental group were less anxious and more confident than the students in the control group. Coordination between the students during the drama-based activities motivated the students to place more focus on the learning than the students in the control group. However, many of the students in the experimental group were not quite ready for all the speech production involved in their drama-based activities. The classroom observations and the classroom evaluation results showed that, in Week 1 and Week 2, both the experimental group and the control group did not actively participate in the classroom activities. More emphasis should be placed on drama-based activities and other listening comprehension activities to encourage the students to pay attention to the classroom activities.

Many students in the experimental group had never performed drama-based acting in front of their friends before the study. They said that they were nervous when they shared their performance with their friends for the first time. However, the students developed their confidence later and enjoyed watching their performances, as seen from their comments on the video clips, which reflected positive perceptions. The comments were mostly positive and related to appraisal and encouragement. Most students liked English speaking, acting, and the use of different props. It was an interactive activity that got all students in the class involved in sharing their opinions or ideas, supporting their friends, and showing a sense of humour. Furthermore, a much longer drama-based activities lesson would enable the students to move on from activities to activities that require more speech. Given enough time, these students, when ready, could ultimately participate in more advanced drama-based activities such as puppetry, story dramatisation and process drama. The classroom evaluation results indicated that, after the students in the experimental group participated in the drama-based activities, they had higher satisfaction scores in classroom participation than the students in the control group.

The teacher applied drama-based activities in the English language classroom to keep the students engaged in conversations and discussions, while Facebook was used as an online learning platform to make learning outside the classroom more convenient. The findings of the study demonstrate that drama-based activities can be successfully implemented in EFL classrooms and can be coordinated to reinforce the regular curriculum. The findings of the current study are supported by the findings of other studies (e.g., Andryani, 2012; Janudom & Wasanasomsithi, 2009; Stinson & Freebody, 2006) showing that drama has a positive effect on English language learners' anxiety, attitudes and motivation towards speaking English. Positive perceptions of English language learning were reported by students in the experimental group after participating in the English language class activities both face-to-face (drama-based activities) and on the online learning platform (Facebook).

By using Facebook, the experimental group students could complete peer-assisted or group assignment tasks in their home environment. As one of the experimental group students stated, "in my opinion, using Facebook as a learning platform is good because I accessed it when I travelled between my house and a school. Other

students also can give feedback on my discussion” (LA-E-3). Other comments from the students in the experimental group include: “This [integration of drama-based activities and Facebook] class helped me to be able to speak more fluent because I felt relax and have less pressure” (HA-E-3); and “I was able to watch sample conversation clips of other groups on Facebook, so this [method] help me to learn English better” (MA-E-4). These findings were similar to those of Wu and Hsu (2011) who conducted a study of Facebook usage by English majors at a university in Taiwan. The participants in Wu and Hsu’s study described their experiences in learning English via Facebook group as a pressure-free environment for English learning because it was a virtual community composed of a closed group, which was open only for a limited number of members.

The use of Facebook substantially increased enjoyment and engagement, while reducing anxiety associated with classroom discussions of the students in the experimental group. Gebhard, Shin and Seger (2013) explained that the use of online class activities improves the enjoyment, willingness, confidence and comfort levels of English language learning, as these activities provide an avenue for feedback and evaluation of each other’s works and performances. They also proposed that such positive outcomes are a direct result of reductions in anxiety associated with negative peer approval if critical feedback is offered, and the ability to think about, revise and monitor their feedback before sending it to their peers via blog comments. Similarly, Shih (2011) reported that the advantages of using Facebook for collaborative learning include convenience, anxiety reduction and substantial increases in attentiveness to the task. Shih’s study provides evidence to suggest that incorporating Facebook into the English language classroom also has the potential to motivate the students to participate in English learning activities.

The classroom observations and classroom evaluation results revealed that the students in the control group, who received traditional face-to-face assistance, experienced delayed support and limited feedback on their assignments and classroom participation performance. On the other hand, the experimental group students, who used Facebook to support their learning, were more focused on the assignment tasks, receiving immediate and extensive feedback. They tended to request assistance from peers and the teacher. Facebook provided the students with

immediate peer assistance, alleviated stress caused by time pressures, and allowed other students to provide feedback at their own pace, leading to more extensive and effective scaffolding.

5.6 Summary

The post-speaking test mean scores showed that the students in the experimental group exhibited a greater improvement in speaking skills than the students in the control group. The significant gains among the experimental group on the speaking test support the view that the integration of drama-based activities has a positive effect on improvement in the students' speaking skills. A number of factors influenced the improvement in students' speaking skills: for example, the students' background knowledge in vocabulary and grammar, their experiences relating to the previous learning method, and the students' interest towards the subject matter. The integration of drama-based activities and Facebook provided the students in the experimental group with opportunities to practise speaking skills. The Facebook activities in the treatment sessions helped the students conveniently access the learning sessions outside the classroom. The students frequently interacted with Facebook activities, particularly given that the Facebook application is available for both tablets and smartphones. Drama-based activities under the STAD learning environment benefited the students' learning because the students were encouraged to have discussions among their group members. Facebook was used as an online learning platform to facilitate greater engagement among students and promote a collaborative and cooperative learning environment. When learning via traditional methods, which focus mainly on grammatical errors or language structure, the students in the control group were concerned about their accuracy and were afraid of making mistakes in speaking tasks. This may affect the fluency of the students' English speaking. On the other hand, when learning through drama-based activities, the students in the experimental group reported that they were more willing to participate in classroom activities and group discussions, and the students were able to speak more English during the classroom activities.

The AMTB results showed that the students in the experimental group who participated in the integration (drama-based activities and Facebook) had a

statistically greater improvement in attitudes and motivation towards English language learning and speaking than the students in the control group, who studied through traditional methods. The findings of AMTB indicate that the students in the experimental group had positive attitudes towards the treatment sessions, and the majority of the students in the experimental group agreed that Facebook could be an online environment for enhancing the students' English speaking skills. A significant improvement in participation in the classroom activities was seen in the experimental group, while the control group showed minimal improvement. The students in the experimental group had perspectives of Facebook that it was a valuable and effective medium for learning language and for enhancing language learning opportunities outside the classroom. The students in the experimental group reported a reduction in anxiety when participating in the English language classroom activities. They perceived drama-based activities as fun, believing that drama-based activities provided them with more opportunities to practise their English-speaking skills. However, not all the students became visibly relaxed during the class activities. One reason for this may be the short duration of the treatment sessions. Thus, a longer training period may result in greater improvement.

CHAPTER 6

CONCLUSIONS AND IMPLICATIONS

This chapter presents the conclusions of the study in Section 6.1. The implications of the study given in Section 6.2 address how the findings of the study benefit the EFL teaching and learning context in Thailand. The chapter also presents the limitations of the study in Section 6.3. Recommendations for future research that can further address students' EFL learning are presented in Section 6.4.

6.1 Conclusions

The study was conducted to examine the effects of integrating drama-based activities and Facebook on Thai secondary students' English speaking skills and their attitudes towards and motivation for learning the English language. Both quantitative and qualitative data were collected and analysed. The study found the students in the experimental group showed a greater improvement in their post-speaking test scores than the students in the control group. The students who participated in the drama-based activities and Facebook activities reported that they were motivated by the integration activities while participating in the treatment sessions. The students in the experimental group had positive attitudes towards the integration of drama-based activities and Facebook. The findings of the study indicate that the integration activities helped the students work successfully on their assignments and practise using the English language with their peers.

The students in the experimental group actively participated in the classroom activities by completing the team assignments, writing the drama scripts, rehearsing, performing and presenting their performance via recorded video clips. The majority of them agreed that the integration encouraged them to be more interactive and enthusiastic in learning English. The findings of the study suggest that the integration of drama-based activities and Facebook could be utilised to support students to learn EFL and develop their speaking skills. Moreover, the integration encouraged the students to be more creative in planning and working on the activities, and promoted motivation and positive attitudes towards learning EFL.

Many students were unable to communicate effectively in English, even though they had studied the language for many years, because of a lack of exposure to English in their daily lives and a lack of opportunities to speak English in a meaningful and authentic context. The study applied the integration method, consisting of activities such as role-playing, drama games, hot seating, improvisation and drama acting to provide the participating students with more interaction, promote less anxiety, and more motivation to learn EFL.

The drama-based activities in the treatment session bridged the gap between course-book dialogues and natural usage. They filled in a similar gap between the classroom and real-life situations. Drama-based activities strengthen the bond between thoughts and expressions in language and offer good listening practice. They also help students internalise new vocabulary, and improve pronunciation, intonation and fluency in a language-rich environment. The students in the experimental group expressed that the experiences they had with the drama-based activities were challenging, enjoyable and fun, and they learned from each other. The students' anxiety levels were markedly lowered in such an encouraging and non-threatening learning atmosphere. They reported positive changes in attitudes towards speaking English. Even the quiet and unmotivated students were encouraged and motivated to participate in the activities.

The drama-based activities, which involved dialogues such as role-playing, provided the students with opportunities to practise speaking English in a context that appeared real. The classroom activities made the language easier to internalise and remember, therefore supporting the learning of EFL. It was a valuable experience for the students to write drama scripts that were related to their real experiences, such as hospital visits and special family occasions. The students in the experimental group felt that their speaking abilities were improved because they could speak English more fluently. They were also motivated to use English creatively. As a result, the students were enthusiastic and gained a lot of satisfaction from their performances. In addition, one of the greatest advantages to be gained from using drama-based activities is that the students become more confident in their use of English by experiencing the language in operation.

The STAD learning environment inherent in all drama-based activities also provided the students with more interactive opportunities for language practice. It also encouraged the students to work systematically and practically with their peers. Drama-based activities in the EFL classroom allowed the students to express their own personalities in different scenarios. The activities draw upon the students' natural abilities to imitate and express themselves, and they should arouse interest and imagination and encourage adaptability, fluency and communicative competence. The students were able to put the language into context, giving them the experience of success in real-life situations.

Facebook was used to support the students' individual learning. Facebook had a positive effect on the students' individual learning outside the classroom. The students were encouraged to get involved in learning activities interactively by logging into Facebook when it was convenient to do so. Facebook also provided unique functions that facilitated the teachers to develop activities incorporating strategies for communicating, collaborating and sharing.

The study demonstrated that, when used with proper strategies, both the students' learning attitudes and learning achievements were positively affected by Facebook. The students in the experimental group generally exhibited positive attitudes towards the integration teaching method. Furthermore, the findings of the study regarding the students' learning attitudes and motivation suggest that for Facebook activities external (environmental) motivation was higher than internal (personal) motivation. This indicates that students can be motivated to learn English by being provided with appropriate online learning activities.

Further exploration of the relationship between learning motivation and learning achievement also showed that external motivation was highly correlated with the learning atmosphere and learning achievements. Facebook provided a flexible environment for the students to actively communicate, collaborate, discuss and share their work. Attitudes and motivation are important factors affecting students' inefficient English speaking skills. The students reported positive attitudes towards learning EFL delivered through the integration of drama-based activities and Facebook. The students in the experimental group commented that learning through

the integration techniques made them feel more confident when practising their English language skills. Improvement in learning motivation was evident in the experimental group. The students in the experimental group were motivated by the integration activities. They reported that the drama-based activities helped develop a group learning environment and foster group cohesiveness, which helped lower the students' anxiety about speaking English in front of the group.

It is suggested that EFL teachers should be more active in conducting activities in Facebook groups in order to motivate students to participate more. The teachers should also be aware of the capacity of Facebook to support the teaching and learning process due to negative aspects of Facebook. The classroom observations and evaluation revealed that the students in the control group experienced delayed and limited feedback on their assignments, while the experimental group students, who used Facebook to support their learning, received immediate and extensive feedback.

Improvement in participation in classroom activities was significant in the experimental group, while the control group experienced minimal improvement. English was spoken more often in the classroom of the experimental group. The students indicated that the drama-based activities motivated them to speak more English. However, not all of the students became visibly relaxed around each other when participating in the drama-based activities, due to a lack of time to become accustomed to the activities and build cohesiveness or trust within the group.

A flexible and cooperative learning environment may also be one factor behind the students' perceptions of EFL learning. The students in the experimental group could work on the integrated activities under the STAD environment, so they could study together and learn from each other's previous experiences and mistakes. Group cooperation potentially strengthened their cooperative skills, and in turn, these cooperative skills strengthened each individual learner. The students learned that their mistakes were acceptable, so they felt relaxed and comfortable when they spoke English with their peers and teachers.

The students had positive attitudes towards the integration of drama-based activities and Facebook in their EFL classroom. They participated interactively in the activities and were willing to learn and work through the integration of drama-based activities and Facebook. Therefore, it is worthwhile designing communicative activities in an interactive and non-threatening environment for students to practise their speaking skills and improve their motivation and attitudes towards EFL.

6.2 Implications

The study offers some pedagogical implications. First, incorporating Facebook into the EFL classroom provided pleasant experiences through interesting and flexible classroom activities for the students. The students could use Facebook for a wide array of their learning purposes, particularly communication, collaboration, and accessing/sharing learning materials such as English conversation clips. The prevalence of Facebook and the students' positive attitudes and motivation indicate the great potential of capitalising on Facebook in the EFL context. The study's findings suggest that EFL teachers should consider implementing an online discussion platform by using Facebook as a supplementary learning tool to assist their classroom teaching; in this context, Facebook could be used for discussing course related content, such as assignments, course materials, learning contents and daily questions about the subject. In addition, teachers should be cognisant of how social media can facilitate interaction between students and teachers and enhance a collaborative learning environment.

Second, the integration activities can be appropriately adapted in Thai secondary EFL classrooms. The implementation of the integrated activities gives students opportunities to practise their language skills (e.g., speaking, listening, writing, and reading). The students become actively involved in simulated lifelike conversations that help them enhance their speaking skills. Learning through the integration of drama-based activities and Facebook can help learners organise and clarify their thoughts so that they can express their intended meaning more effectively than in the traditional (only face-to-face) activities. In doing this, the students are engaged in the process of learning in an active learning and non-threatening environment. In addition, for the implementation of the activities in the classroom, teachers play a

new role as facilitators, assisting the students to practise target skills, creating effective learning situations and designing engaging activities, as well as producing an environment suitable for the students to learn.

Third, in terms of policy, the findings of the study suggest that the government should conduct a comprehensive investigation of the effects of the current policy on teachers. In this way, local implementers can provide valuable input to implement the policy. Additionally, constructive debate and discussion must be conducted between policy makers and EFL educators.

Fourth, the study contributes to an understanding of teacher learning and professional development. With the adoption of a national curriculum policy in Thailand, teachers are required to introduce educational innovations into their classrooms. Teachers must be able to make the necessary changes at their own pace and adapt any curricula or pedagogy to their own situations. A professional development programme must be designed that considers the local Thai context and introduces on-going support for teachers during the curriculum implementation phase. Further, the Thai government is recommended to carry out a comprehensive and all-inclusive special training programme for its new EFL teachers before they can work in the field. In-service training is also highly recommended for current teachers.

Finally, this study has been conducted in STAD and active learning environments, including an online learning platform and face-to-face sessions. The STAD environment helped the students work cooperatively with other students and gave them more responsibility for their own learning. In the STAD classroom environment, the EFL teacher could present opportunities for the students to work with their peers and develop skills that would be impossible to promote if they were learning as individuals in a traditional classroom. The study's findings suggest that a small group setting is an ideal environment to foster communication skills, leadership skills, teamwork and friendship as it may decrease anxiety for learners who are withdrawn and passive in whole class learning situations. The STAD and active learning methods also influenced the teacher's role in managing online learning and classroom instructions as the teacher was seen to be more of a facilitator

than a classroom director. Thus, the students had more responsibility in managing their learning tasks and they received less instruction or direction from their teacher.

6.3 Limitations of the Study

There were several limitations of the study. First, the sampling method might present a potential limitation. The participants in the study were selected from a population of Grade 12 students at one school. If the investigation had included students with different demographics or cultural backgrounds, the results of the study would be more generalisable to a broader scope, rather than confined to a single level. Second, the topics of the treatment sessions were selected by a purposive sampling procedure so that it was convenient for data collection. However, the results of integrating drama-based activities and Facebook do not cover other areas of EFL English language teaching and learning.

Another limitation of the study is related to the size of the classrooms in which the treatment sessions were conducted. The small physical size of the classrooms might have affected the students' performances during the activities in a negative way, since they did not have the comfort of a large space in which they could practise their activities during the treatment sessions. For the warm-up activities requiring a large space, in particular, the researcher had to make some changes in the nature of these activities by skipping some stages requiring a large area. The omitted parts of the activities might have hindered the constant development of the activities and reduced their efficiency. Therefore, the students might not have felt comfortable while doing the drama-based activities because they did not have enough time to participate in the warm-up aspect.

Finally, the length of the study was short. A period of nine weeks was allocated for the treatment sessions and one week was added for an introduction session. Although the data collected throughout the study was enough to make inferences, the results of the study may have been more reliable if the treatment sessions were given for a longer period of time. Supporting this point, the teachers and the students agreed that a longer treatment period was required to reach more concrete results on the effects of the integration activities on the students' EFL speaking skills.

6.4 Recommendations for Future Research

Several recommendations for future research can be made. The participants of the study were Grade 12 students from one secondary school in Thailand. Sampling from a larger population would strengthen the findings of the study that the integration of drama-based activities and Facebook is an important and effective strategy for EFL. Future studies could include students from different educational levels, such as primary, secondary and tertiary levels, to compare their perceptions on the integration activities. In addition, it could be interesting to conduct studies in two different types of schools, for example, an under-resourced township school and a well-resourced suburban school.

The focus of the study was given to one social networking site, Facebook, but there are many different forms of social media and technologies that could be used to promote students' engagement with learning EFL. Since the students' perceptions on other social media were not investigated, it was difficult to conclude that Facebook is the most effective learning tool. Therefore, future research should include other types of social media in the course in order to find out which tool the students perceive is the most effective in enhancing their language proficiency.

Future studies could consider combining other social media sites/tools with a traditional (face-to-face) learning environment in order to increase students' communication and interaction during participation in classroom activities. More research is also needed to explore the affordances of social networking sites (SNSs) for community building in the classroom and to find out more about the role of the teacher when using SNSs with the classroom activities. It would be of interest to find out how teachers perceive the SNSs (e.g., Facebook) as teaching tools in order to make the teacher and students comfortable enough to collaborate on SNSs and learning activities.

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Appendix A

English Speaking Test

There are three parts of the speaking test (approximately 15 minutes)

Part 1: The first part of the speaking test takes approximately 2-3 minutes. The students will be asked to talk about themselves.

Part 2: The second part of the speaking test takes approximately 5 minutes and it requires the students do a role play based on the provided situation. Each pair of students is required to choose a situation and allowed few minutes to write notes in preparation for their role play.

The students have to do the role play for 1-2 minutes. The topics might involve familiar topics that they have previously studied.

Part 3: The third part of the speaking test takes approximately 2 minutes and it requires the students to discuss about the topics which are general and related to the students' personal experience.

Part I:

The students are asked to talk about their personal information.

Part II:

1. There are six role play situations. The students may select the topic they like and create their own dialogue based on the situation. The provided situations are as follows:

- Greeting and introducing new friends to each other.
- Deciding what and where to eat for lunch time.
- Talking about a new foreign English teacher.
- Deciding on what activities to do on Sunday.
- Asking and giving directions from the bus station to the school.
- Talking about activities they did on last weekend.

2. The students are evaluated as paired work.

3. Give each pair a role play card.

4. Tell the students that each person must take a role. Their role play should base on the situation provided.

5. The Examiner explains that the students will create a dialogue, which should last for 1-2 minutes.

6. The students are given 5 minutes to prepare their dialogues and work on a role play.

7. Then, the examiner asks the students to get into characters and do the role play.

Part III:

The students are asked to discuss about the topics which are general and related to the students' personal experience. The followings are the topics for the third part. Each student selects one of them according to his or her preference.

1) Hometown; 2) Popular food of Thailand; 3) Future career; 4) Tourist attraction in Thailand; and 5) Famous teenager(s)

Checklist Evaluation of Verbal and Nonverbal Communication Behaviours

Learning Objectives	(1) Needs Improvement	(2) Developing	(3) Adequate	(4) Good	(5) Excellent
Verbal Communication Behaviours					
(A) Identifies purpose for speaking					
(B) Uses correct vocabulary					
(C) Uses correct grammar					
(D) Uses correct pronunciation					
(E) Modulates tone/voice appropriately					
Nonverbal Communication Behaviours					
(F) Manages anxiety and apprehension					
(G) Confidence in speaking					
(H) Makes eye contact appropriately					
(I) Uses facial expression appropriately					
(J) Uses gestures appropriately					

Note. Adapted from Ananda, S. (2000). *Equipped for the future assessment report: How instructors can support adult learners through performance-based assessment.* Washington, DC: National Institute for Literacy

Scoring Rationale for Items A-E: Verbal communication

Score	Scoring Rationale
(1) Needs Improvement	The student is unable or unwilling to complete the speech for assessment.
(2) Developing	<ol style="list-style-type: none"> 1. Very limited understanding of the purpose for speaking. 2. Vocabulary is very limited. 3. There are numerous syntactical errors. 4. Pronunciation interferes with communication. 5. Voice modulation (volume, intensity, pitch, or rate of speech) is generally (70+ %) inappropriate and/or interferes with communication.
(3) Adequate	<ol style="list-style-type: none"> 1. The student's response does not clearly identify the purpose for speaking. 2. Response displays some of the necessary vocabulary, but the student often cannot find the right word. 3. Response shows control of basic syntactical (grammatical) structures but includes numerous errors. 4. Pronunciation sometimes interferes with communication. 5. Voice modulation (volume, intensity, pitch, or rate of speech) is sometimes (50%) inappropriate and/or interferes with communication
(4) Good	<ol style="list-style-type: none"> 1. The student's response clearly identifies the purpose for speaking but does not provide explanations of details and content. 2. Vocabulary is generally (80%) adequate. 3. Response is generally (80%) adequate syntactically (grammatically) 4. The student makes some errors in pronunciation. 5. Voice modulation (volume, intensity, pitch, or rate of speech) is generally (80%) appropriate and does not interfere with communication
(5) Excellent	<ol style="list-style-type: none"> 1. The student's response clearly identifies the purpose for speaking; student provides much elaboration of details and content. 2. Vocabulary is precise and varied. 3. Response contains few syntactical (grammatical) errors and contains varied sentence structures. Errors are minor. 4. Pronunciation is accurate with only minor lapses. 5. Voice modulation (volume, intensity, pitch, or rate of speech) is appropriate with only minor lapses.

Note. Adapted from Ananda, S. (2000). *Equipped for the future assessment report: How instructors can support adult learners through performance-based assessment.* Washington, DC: National Institute for Literacy.

Scoring Rationale for Items F-J: Non-verbal communication

Score	Scoring Rationale
(1) Needs Improvement	The students are unable or unwilling to complete the speech for assessment.
(2) Developing	<ol style="list-style-type: none"> 1. Extremely anxious and/or apprehensive. 2. Eye contact is very limited (≤ 1 contacts at 3 seconds each). 3. There are numerous displays of inappropriate facial expression. 4. There are numerous displays of inappropriate gesturing. 5. Posture: very closed (arms folded, head down, head and/or body turned away from listener/s).
(3) Adequate	<ol style="list-style-type: none"> 1. Somewhat anxious and/or apprehensive. 2. Eye contact is somewhat limited (2 contacts of 3 seconds each). 3. There are some displays of inappropriate facial expression. 4. There are some displays of inappropriate gesturing. 5. Posture: mostly closed (arms folded, head down, head and/or body turned away from listener/s).
(4) Good	<ol style="list-style-type: none"> 1. Occasionally anxious and/or apprehensive. 2. Eye contact is good (3 contacts at 3 seconds each). 3. There are occasional displays of inappropriate facial expression. 4. There are occasional displays of inappropriate gesturing. 5. Posture: occasionally closed (arms folded, head down, head and/or body turned away from listener/s).
(5) Excellent	<ol style="list-style-type: none"> 1. Rarely anxious and/or apprehensive. 2. Eye contact is excellent (≥ 4 contacts at 3 seconds each). 3. There are numerous displays of appropriate facial expression. 4. There are numerous displays of appropriate gesturing. 5. Posture: completely open (arms open/relaxed, head up, head and/or body turned towardtoward from listener/s).

Note. Adapted from Ananda, S. (2000). *Equipped for the future assessment report: How instructors can support adult learners through performance-based assessment*.

Washington, DC: National Institute for Literacy

Appendix B

Attitude and Motivation Test Battery (AMTB)

1. Read all the statements in each section and give your response to each item by putting a mark (/) in the box that suits your opinion most: strongly agree (5), agree (4), neutral (3), disagree (2), or strongly disagree (1). Additional comments may be given as open-response.

อ่านข้อความทั้งหมดในแต่ละส่วนและใส่ความคิดเห็นของคุณลงไปตามระดับความเห็นของคุณ โดยทำเครื่องหมาย (/) ในช่องว่างตามความคิดเห็น เห็นด้วยอย่างยิ่ง (5), เห็นด้วย(4), ปานกลาง (3), ไม่เห็นด้วย (2), ไม่เห็นด้วยอย่างยิ่ง (1) นักเรียนสามารถใส่ความคิดเห็นเพิ่มเติมได้

2. There are no right or wrong answers.

ไม่มีคำตอบที่ถูกต้องหรือผิด

3. Your responses will show your attitudes and motivation, not achievement.

คำตอบจะแสดงให้เห็นถึงแรงจูงใจของคุณไม่ให้ผลสัมฤทธิ์

4. Respond to all items of the questionnaires and return it to the researcher by inserting the completed form in a provided envelope. A representative student seals the envelope and give to the researcher.

ตอบทุกคำถามในข้อสอบถามและส่งคืนผู้วิจัยโดยรวบรวมแบบสอบถามทั้งหมดใส่ในซองที่เตรียมไว้และตัวห้องส่งของปิดผนึกกลับให้กับผู้วิจัย

5. Your responses will be dealt with confidentially and used only for research purposes.

ความคิดเห็นในแบบสอบถามจะใช้เฉพาะในการทำการศึกษาวิจัยเท่านั้น

6. It approximately takes 20 minutes to finish the questionnaires.

ใช้เวลาในการกรอกแบบสอบถามประมาณ 20 นาที

Part I: Student's information

ข้อมูลนักเรียน

Gender เพศ: () Male ชาย () Female หญิง

Age อายุ: (please specify กรุณาระบุ) _____

Part II: Please put a (/) in the box that suits your opinion.

กรุณาใส่ทำเครื่องหมาย / ในช่องที่ตรงกับความคิดเห็นของนักเรียน

Items	Statements ความคิดเห็น	ไม่เห็นด้วยอย่างยิ่ง Strongly Disagree (1)	ไม่เห็นด้วย Disagree (2)	ปานกลาง Neutral (3)	เห็นด้วย Agree (4)	เห็นด้วยอย่างยิ่ง Strongly Agree (5)
1	I wish to speak English fluently. ฉันอยากพูดภาษาอังกฤษได้อย่างคล่องแคล่ว					
2	I do not pay much attention to the feedback I receive in my English class. ฉันไม่ค่อยสนใจผลตอบรับที่ฉันได้รับจากห้องเรียนภาษาอังกฤษ					
3	In English class, the teacher should do most of the talking and the students should only answer when they are called upon. ในห้องเรียนภาษาอังกฤษครูคนเป็นผู้พูดมากกว่าและนักเรียนควรรอตอบแต่คำถาม					
4	I am willing to participate in English class because the activities are exciting and changeable. ฉันมีความสนใจที่จะมีส่วนร่วมในห้องเรียนภาษาอังกฤษ เพราะกิจกรรมน่าตื่นเต้นและท้าทาย					
5	I feel very much at ease when I have to speak English. ฉันรู้สึกผ่อนคลาย (ไม่กดดัน) เวลาพูดภาษาอังกฤษ					
6	I feel confident when I am asked to speak English in my English class. ฉันรู้สึกมั่นใจเมื่อถูกเรียกให้พูดภาษาอังกฤษในห้องเรียน					
7	I really enjoy learning English. ฉันรู้สึกสนุกในการเรียนภาษาอังกฤษ					
8	When I do not understand English sentences or conversation, I would discuss with the teacher or other students to clarify my understanding. เวลาที่ฉันไม่เข้าใจประโยคหรือบทสนทนาภาษาอังกฤษ ฉันมักจะถามครูหรือนักเรียนคนอื่นๆเพื่อความเข้าใจ					

9	I would like to spend more of my own time to learn English. ฉันอยากใช้เวลาของฉันมากขึ้นในการเรียนภาษาอังกฤษ					
10	I can access the learning activities at convenient times to me. ฉันสามารถเข้าถึงกิจกรรมการเรียนในเวลาที่เหมาะสม					
11	I really have no interest in English language. ฉันไม่มีความสนใจในภาษาอังกฤษเลย					
12	The less I see my English teacher, the better I feel relaxed. ยิ่งฉันไม่เจอครูสอนภาษาอังกฤษ ฉันยิ่งรู้สึกผ่อนคลาย					
13	I would rather spend my time on other subjects than English. ฉันอยากใช้เวลากับวิชาอื่นมากกว่าวิชาภาษาอังกฤษ					
14	I do not want to speak or practice English with other people outside the English class. ฉันไม่ต้องการที่จะพูดหรือฝึกใช้ภาษาอังกฤษกับคนอื่นเวลาอยู่นอกห้องเรียน					
15	I do not enjoy the activities in the English class. ฉันไม่สนุกกับกิจกรรมในห้องเรียนภาษาอังกฤษ					
16	My English teacher has interesting teaching approaches and styles. ครูภาษาอังกฤษมีวิธีการสอนที่น่าสนใจ					
17	I am willing to participate in English class because the teacher does not put a lot of pressure on me. ฉันอยากมีส่วนร่วมในกิจกรรมการเรียนภาษาอังกฤษ เพราะครูไม่กดดันฉัน					
18	Learning English is a waste of time. เรียนภาษาอังกฤษเป็นสิ่งที่เสียเวลา					
19	Studying English language helps me to be more comfortable with engaging in English conversation with English speakers/foreigners. การเรียนภาษาอังกฤษช่วยให้ฉันรู้สึกผ่อนคลายขึ้นเมื่อต้องสนทนากับชาวต่างชาติ					
20	I tend to give up and not pay attention when I do not understand my English teacher's instruction or explanation. ฉันค่อนข้างที่จะล้มเลิกความตั้งใจเมื่อฉันไม่เข้าใจครู					

	ภาษาอังกฤษอธิบาย					
21	I do not get anxious when I have to answer questions in my English class. ฉันไม่มีความวิตกกังวลเวลาที่ฉันต้องตอบคำถามครู ภาษาอังกฤษ					
22	My English teacher is my great source of inspiration to learn English. ครูภาษาอังกฤษคือแรงจูงใจในการเรียนภาษาอังกฤษ					
23	I plan to learn English for as long as possible. ฉันหวังว่าจะเรียนภาษาอังกฤษต่อไปเรื่อยๆเท่าที่จะเรียนได้					
24	When learning to speak English in new situation, I connect them to my previous experiences. เวลานั้นเรียนพูดภาษาอังกฤษในเหตุการณ์ใหม่ๆ ฉันพยายามใช้ประสบการณ์ความรู้เก่าๆมาประยุกต์ใช้ในการเรียน					
25	Group activities and pair works in English class are a waste of time. กิจกรรมกลุ่มหรือกิจกรรมที่เป็นคู่เป็นเรื่องเสียเวลา					
26	I would feel uncomfortable speaking English anywhere outside the classroom. ฉันรู้สึกอึดอัดหรือกดดันเมื่อต้องพูดภาษาอังกฤษในสถานที่อื่น ๆ นอกเหนือจากห้องเรียน					
27	I really work hard in learning English. ฉันทุ่มเทในการเรียนภาษาอังกฤษ					
28	I get nervous when I speak English in my English class. ฉันรู้สึกประหม่าเวลาพูดภาษาอังกฤษในห้องเรียน					
29	I really have no desire to learn English. ฉันไม่ได้ต้องการที่จะเรียนภาษาอังกฤษเลย					
30	I enjoy meeting people who speak English. ฉันรู้สึกสนุกเมื่อได้พบและพูดคุยกับเจ้าของภาษา (อังกฤษ)					
31	When I am unable to understand teacher's explanations or other students speaking, it makes me do not want to learn English. การที่ฉันไม่เข้าใจสิ่งที่ครูภาษาอังกฤษหรือนักเรียนคนอื่นๆพูดภาษาอังกฤษ ทำให้ฉันไม่อยากเรียนภาษาอังกฤษ					
32	I often think about how I can learn English better. ฉันคิดเสมอว่าทำอย่างไรถึงจะเรียนภาษาอังกฤษให้ดีขึ้น					
33	I am allowed to work at my own speed to					

	achieve may learning objectives. ฉันสามารถทำงาน (ที่ครูสั่ง) ในเวลาที่ฉันสะดวกเพื่อที่ฉันจะได้ทำงานสำเร็จตามจุดมุ่งหมาย					
34	I feel anxious if someone asks me something in English. ฉันรู้สึกวิตกกังวลถ้ามีคนมาถามฉันบางอย่างโดยใช้ภาษาอังกฤษ					
35	I would rather see TV program dubbed into Thai language than in English with subtitles. ฉันดูโทรทัศน์ที่ใช้ภาษาไทยดีกว่าภาษาอังกฤษ					
36	When I am studying English, I ignore distractions and pay more attention to my tasks. ในเวลาที่ฉันเรียนภาษาอังกฤษฉันจะไม่สนใจสิ่งรบกวนอื่นๆ และจะให้ความสนใจกับสิ่งที่ฉันทำ					
37	Activities and teacher's teaching approaches in my English class do not interest or motivate me to learn. กิจกรรมและวิธีการสอนของครูในห้องเรียนภาษาอังกฤษไม่มีความน่าสนใจหรือจูงใจฉันให้เรียน					
38	I am sometimes anxious that the other students in class will laugh at me when I speak English. บางครั้งฉันรู้สึกกังวลว่าเพื่อนในห้องจะหัวเราะฉันเวลาพูดภาษาอังกฤษ					
39	Communication activities are a waste of time in English class, because I only need to learn what is necessary to pass my examination. กิจกรรมการสื่อสารภาษาอังกฤษเป็นการเสียเวลาเพราะฉันเรียนภาษาอังกฤษเพราะต้องการสอบผ่านเท่านั้น					
40	English is a boring subject. ภาษาอังกฤษเป็นวิชาที่น่าเบื่อ					

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Appendix C

Lesson Plans

Lesson Plan (Experimental group) (Week 1)

Topic: Hello Everybody!

Objectives:

1. Students are able to use 'verb to be' correctly.
2. Students are able to use possessions.
3. Students are able to identify singular and plural nouns.
4. Students are able to greet each other and introduce themselves.

Learning Focus

1. 'Verb to be'
2. Possessions

Vocabulary

1. Countries
2. Everyday objects
3. Plural nouns

Language Functions

Self-introduction

Materials:

1. Drama-based Activities: Self-introduction, Drama games
2. Worksheet
3. Quiz

Time: 120 minutes

Lesson Plan			
Components	Activities	Learning environment	Time (minutes)
Class Presentation	a. Learning content is presented to students. b. Students are assigned to work on exercises related to grammar, vocabulary, writing. c. Students keep reflective journal based on their learning.	classroom	30
Teams	a. Students are assigned to work on worksheets and answer the questions based on the unit.	classroom	70

	<p>b. Students are assigned to work on drama-based activities (games).</p> <p>c. Students are assigned to create a dialogue based on self-introduction, greeting and introducing new friends to each other</p>		
Quiz	Each student does individual quizzes.	classroom	20
Individual	<p>a. Posting self-introduction on a Facebook timeline.</p> <p>b. Post a sentence of a student's opinion related to the game which learners have participated e.g. the class is interesting or boring, and /or feedback regarding the activity etc.</p>	Facebook	Outside classroom activity

Drama games activities (Passing imaginary object)

Techniques: Miming.

Objectives: To choose drama expression (through body), to develop group sensitivity (students have to concur), to develop creativity and imagination.

Focus: Vocabulary - shapes, smells, weight, etc.

Time: 20 min.

Setting: All students stand in the circle.

Teacher: Miming helps students to overcome their self-consciousness and students learn how to use non-verbal communication naturally as a support of communication.

Procedure: 1. Students pass to each other the object the teacher picks up from the floor. They try to express by miming what is its shape, if it is heavy, if it is nice, if it smells good, etc.

2. Students give vent to their imagination and take turns in choosing the objects they are passing around the circle.

Lesson Plan (Control group) Classroom Procedure (week 1)

Time: 120 minutes

1) Warm Up

1.1 Students are asked their names and stand up in alphabetical order and say their names.

1.2 Students talk to other students in the class about their names and where they are from.

2) Presentation

A teacher introduces the topic to class and provides the classroom with the language use and related vocabulary.

3) Practice

3.1 Students are assigned to work in group on the given exercises related to unit content.

3.2 Students work on the team assignment.

3.3 Students are assigned to do the following role play.

A: Hello, my name's Lisa. What's your name?

B: Mike.

A: Where are you from, Mike?

B: I'm from Boston. Where are you from?

A: I'm from Boston, too.

3.4 Students are allowed to practice the conversation by substituting words or vocabulary into the dialogue.

3.5 A teacher walks around the classroom in order to help students dealing with the language use and pronunciation.

4) Production

4.1 Pairs of students are asked to do the role play in front of the classroom.

4.2 A teacher gives feedback and suggestions.

4.3 A teacher and students vote for the best pairs of role play.

5) Wrap-up

5.1 Class summarises the learning content.

5.2 Students do quiz of the unit.

Worksheet 1 (Experimental group and Control group)

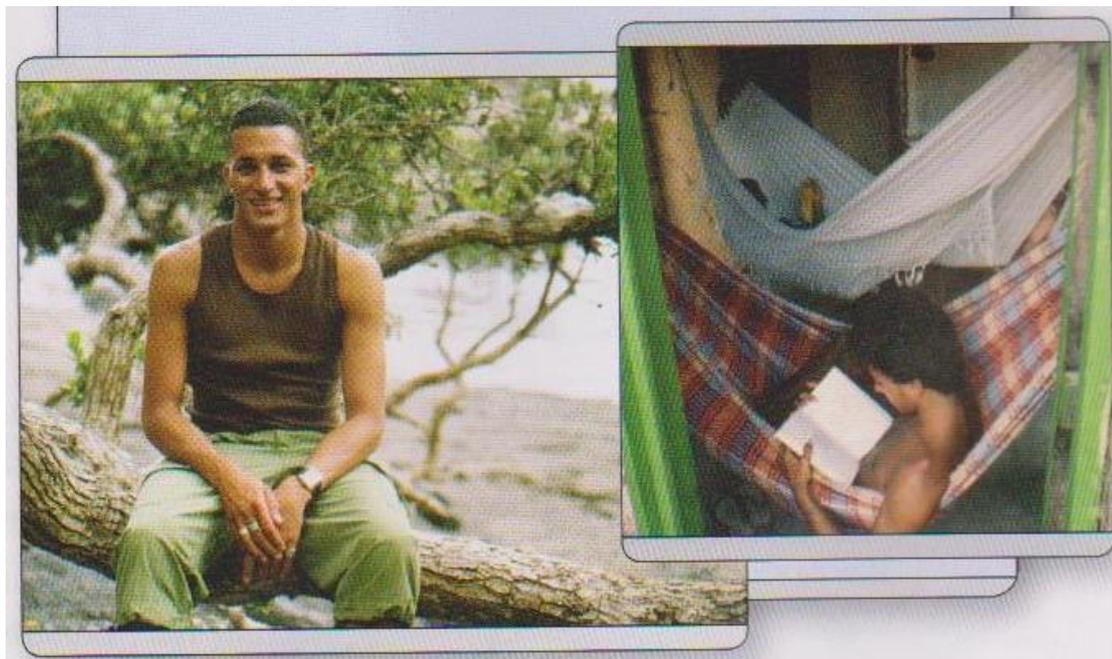
Read about Svetlana and Tiago and answer the questions.



Source: Soars & Soars (2009)

Svetlana

My name's Svetlana Mariskova and I'm a teacher. I'm 30. I'm married and I have two children. I live in an apartment in Moscow. I want to learn English for my job.



Source: Soars & Soars (2009)

Tiago

My name's Tiago Costa and I'm a student. I am 18. I'm not married. I have one sister and two brothers. I live in a house in Fortaleza, Brazil. I want to learn English because it's an international language.

Answer the questions.

1. What do Svetlana and Tiago do?
2. How old are they?
3. Where do they live?
4. Do they have children?
5. Why do they want to learn English?

Quiz 1

Complete the conversation.

1. Kate: Hello, _____ Kate Logan.
a. I've b. I'm c. I'd d. I'll
 2. Mike: My _____ Mike Green.
a. name's b. name c. names are d. names
 3. Kate: _____ you a new student?
a. Is b. Do c. Are d. Will
 4. Mike: Yes, I _____.
a. have b. does c. do d. am
 5. Kate: This _____ my friend, Tom.
a. is b. am c. are d. has
 6. Mike: Hello, Tom. Are _____ also a student here?
a. you b. we c. they d. we
 7. Bill: No, I'm _____. I'm at ABC School.
a. no b. isn't c. none d. not
 8. Mike: _____ it a good school?
a. Is b. That c. Are d. This
- Bill: Yes, it is.
9. Mike: Who is _____ over there, Kate?
a. this b. that c. these d. those
 10. Kate: _____ our new teacher.
a. He's b. I'm c. It's d. They are

Lesson Plan (Experimental group) (Week 2)

Topic: Feeling expression (through the body)

Objectives:

1. Students are able to use 'verb to be' in questions and short answers.
2. Students are able to identify and use possessions.
3. Students are able to talk about feeling expression.

Learning Focus

1. Focused vocabularies
2. Possessions

Language Functions

1. Talking about feeling expression
2. Talking about non-verbal expression

Materials:

1. Drama-based activities: Sculpture
2. Worksheet

Time: 120 minutes

Lesson Plan			
Components	Activities	Learning environment	Time (minutes)
Class Presentation	a. Learning content is presented to students. b. Students keep reflective journal based on their learning.	classroom	20
Teams	a. Students are assigned to work on drama-based-activities: Sculpture, Mining action, Still image	classroom	100
Individual	-Post a photo of their group's sculpture -Post feedbacks regarding the activities, what is good and bad about the activity	Facebook	Outside classroom

Drama activities (Sculpture)

Techniques: Still Image.

Objectives: To choose drama expression (through body), to develop communicative competence (non-verbal), to develop creativity.

Focus: Vocabulary.

Time: 30 min.

Setting: All students stand.

Procedure: Students walk around the classroom and they express the word the teacher says by the medium of their body. (Teacher shows an example: happiness)

Words: anger, puppy, toy, puma, universe, desert, laughter.

Variations: Specific vocabulary can be practised, such as adjectives, actions, sports, phrasal verbs, etc.

Miming actions

Techniques: Miming, Improvisation.

Objectives: To choose drama expression (through body), to develop communicative competence (non-verbal), to develop creativity.

Focus: Vocabulary - actions, progressive tenses.

Time: 30 min.

Material: Slips with actions and adverbs.

Setting: All students sit in a semi-circle.

Procedure: Volunteers select an activity by lot and they mime the activity. The rest of the group guesses what they are doing. (Teacher shows the example: blowing out the candles on a birthday cake.)

Variations: Students can mime some more complex actions; the others guess the whole situational context, such as time, situation, characters involved, etc.

Still Image (film scene + famous line)

Techniques: Still Image, Animation of Still Image.

Objectives: To choose drama expression (through body), to develop communicative competence (verbal and non-verbal), to develop creativity, to develop group sensitivity, to encourage team work.

Focus: Vocabulary, discussion language in teams.

Time: 30 min. (preparation time: 3 min)

Material: Slips with the names of the films.

Setting: 4 teams of 5

Procedure: **1** Students select by lot the name of the film and they make a still image representing a scene from this film.

2 Each performer also thinks of a famous line of his or her film character.

3 Each team shows their still image to the others and the others guess the name of the film.

4 Animation of Still Image: When students guess the film, the performers will stay in their position and when teacher touches them, they will say their famous line like their character would say it.

Variations: The grammar of the famous lines and the topic of films can be further exploited.

Lesson Plan (Control group) Classroom Procedure (Week 2)

Time: 120 minutes

1) Warm Up

1.1 A teacher asks students for their personal information in terms of names, addresses, phone number, ages, and so on.

1.2 Students ask their friends about personal information.

2) Presentation

A teacher introduces the topic and provides the classroom with the related vocabulary.

3) Practice

3.1 Students are assigned to work in group on the given exercises related to unit content.

3.2 Students work on (team assignment) the following role play.

A: Hi! Can I help you?

B: Yes. Can I have a sandwich, please?

A: Anything to drink?

B: Yeah. A mineral water, please.

A: OK. Here you are.

B: How much is that?

A: 7.50, please.

B: OK. Thanks.

3.3 Students are allowed to practice the conversation by substituting vocabulary into the dialogue.

3.4 A teacher walks around the classroom in order to help students dealing with the language use.

4) Production

4.1 Pairs of students are asked to do the role play in front of the classroom.

4.2 A teacher gives feedback and suggestions.

4.3 A teacher and students vote for the best pairs of role play.

5) Wrap-up

5.1 Class summarises the learning content. 5.2 Students do quiz of the unit.

Lesson Plan 3 (Experimental group) (Week 3 and Week 5)

Topic: The world of the work

Objectives:

1. Students are able to identify subject and verb agreement of present simple tense correctly.
2. Students are able to identify and use verbs of third person singular.

Learning Focus

1. Present simple tense
2. Questions and short answers

Vocabulary

1. Verbs
2. Jobs

Language Functions

Interviewing

Materials:

1. Drama activities: Hot seating, Role play
2. Worksheet
3. Quiz

Time: 240 minutes

Lesson Plan			
Components	Activities	Learning environment	Time (minutes)
Class Presentation	a. Learning content is presented to students. b. Students keep reflective journal based on their learning.	Classroom	40
Teams	a. Students are assigned to work on drama-based-activities assignment. b. Students are assigned to create a dialogue about their chosen topics. #Students are allowed to rehearse and record their performance after the class.	classroom	200
Individual/ team	a. Post a reflection on their own performance. b. Post a role play performance video clip of each group. -write a comment regarding the clip video.	Facebook	Outside classroom

Lesson Plan (Control Group) Classroom Procedure (Week 3 and Week 5)

Time: 240 minutes

1) Warm Up

- 1.1 A teacher asks students about jobs of the people in their families.
- 1.2 Class reviews job vocabulary.
- 1.3 Students talk to their friends about people's occupations and their responsibilities.

2) Presentation

A teacher introduces the topic and provides the classroom with the language use and related vocabulary.

3) Practice

- 3.1 Students are assigned to work in group on the given exercises related to unit content.
- 3.2 Students work on the team assignment.
- 3.3 Students are assigned to do the following role play.
 - A: Where does Pamela come from? B: Canada.
 - A: What does she do? B: She's a doctor.
 - A: Does she live in Canada? B: Yes, she does.
- 3.4 Students are allowed to practice the conversation by substituting words or vocabularies into the dialogue.
- 3.5 A teacher walks around the classroom in order to help students dealing with the language use and pronunciation.

4) Production

- 4.1 Pairs of students are asked to do the role play in front of the classroom.
- 4.2 A teacher gives feedback and suggestions.
- 4.3 A teacher and students vote for the best pairs of role play.

5) Wrap-up

- 5.1 Class summarizes the learning content.
- 5.2 Students do quiz of the unit.

Worksheet 3 (Experimental Group and Control Group)

The man with twelve jobs



Seamus McSporrán

is a very busy man. He is 60 years old and he has twelve jobs. He is a mail carrier, a police officer, a fire fighter, a taxi driver, a school-bus driver, a boatman, an ambulance driver, an accountant, a gas station attendant, and an undertaker. Also, he and his wife, Margaret, have a store and a small hotel.

Seamus lives and works on the island of Gigha /'gijə/ in the west of Scotland. Only 120 people live on the island in the winter, but in the summer 150 tourists come by boat every day.

Every weekday Seamus gets up at 6:00 and makes breakfast for the hotel guests. At 8:00 he drives the island's children to school. At 9:00 he gets the mail from the boat and delivers it to all the houses on the island. He also works at the island's only gas station. Then he helps Margaret in the shop.

He says: "Margaret likes being busy, too. We never take vacations and we don't like watching television. In the evenings Margaret makes supper and I pay the bills. At 10:00 we have a mug of tea and then we go to bed. Perhaps our life isn't very exciting, but we like it."

Source: Soars & Soars (2009)

Read about Seamus. Answer the questions.

1. Where does Seamus live?
2. How old is he?
3. How many jobs does he have?
4. What's his wife's name?
5. What does she do?
6. How many people live on the island of Gigha?
7. How many tourists visit Gigha in the summer?
8. What does Seamus do in the morning?
9. What do he and Margaret do in the evening?

Lesson Plan (Experimental Group) (Week 4 and Week 6)

Topic: Story telling

Objectives:

1. Students are able to describe existing of things or rooms by using ‘There is or There are’.
2. Students are able to tell places or give directions by using prepositions appropriately.
3. Students are able to describe the position of people or things that near or far from them by using this, that, these, those.
4. Students are able to talk about their surrounding environment.

Learning Focus

1. There is / There are
2. Preposition of places

Vocabulary

1. Things in house
2. Rooms
3. Objects
4. Places

Language Functions

Talking about neighbourhood

Materials:

1. Story telling
2. Worksheet
3. Quizzes

Time: 240 minutes

Lesson Plan			
Components	Activities	Learning environment	Time (minutes)
Class Presentation	a. Learning content is presented to students. b. Students are assigned to work on exercises related to grammar, vocabulary, writing, and video. c. Students keep reflective journal based on their learning.	online	60

Teams	a. Students are assigned to work on drama-based-activities, students are assigned to create a story, and draw a story line or picture on a provided paper chart. Then rehearse telling story and record the clip and post on the Facebook.	Classroom and Facebook	180
Individual/ team	a. Post a picture or a poster which the learners draw related to their storytelling. b. Write comments on other students' works.	Facebook	Outside classroom
Team Recognition	Teacher and students find and praise the best performance team of this time.	Facebook	Outside classroom

Lesson Plan (Control Group) Classroom Procedure (Week 4 and Week 6)

Time: 240 minutes

1) Warm Up

- 1.1 A teacher asks students what furniture and rooms there are in students' houses.
- 1.2 Class reviews vocabulary of furniture and rooms.
- 1.3 Students talk to their friends about furniture in different rooms of their houses.

2) Presentation

A teacher introduces the topic and provides the classroom with the language use and related vocabulary.

3) Practice

- 3.1 Students are assigned to work in group on the given exercises related to unit content.
- 3.2 Students work on the team assignment.
- 3.3 Related role play is presented to students.
- 3.4 Students are assigned to do the following role play.

A: And this is the kitchen.

B: Mmm. It's very nice.

A: Well, it's not very big, but there are a lot of cabinets. And there's a new refrigerator, and a stove. That's new too.

B: But what's in all these cabinets?

A: Well, not a lot. There are some cups, but there aren't any glasses. And I have some knives and forks, but there aren't any spoons.

B: Do you have any plates?

A: Yes, I do. Here they are.

B: Good. We can use those plates for this cake.

3.5 Students are allowed to practice the conversation by substituting words or vocabularies into the dialogue.

3.6 A teacher walks around the classroom in order to help students dealing with the language use and pronunciation.

4) Production

- 4.1 Pairs of students are asked to do the role play in front of the classroom.

4.2 A teacher gives feedback and suggestions.

4.3 A teacher and students vote for the best pairs of role play.

5) Wrap-up

5.1 Class summarizes the learning content.

5.2 Students do quiz of the unit.

Worksheet 4 (Experimental Group and Control Group) Inside White House

America's most famous address

The most famous address in Washington, DC is 1600 Pennsylvania Avenue. This is the White House. It is the President's private home, where he lives with his family, and it is also his official residence, where he works.

The building

First built in the 1790s, the White House is where the President of the United States governs a country of 50 states and 304 million people.

He lives with his family on the second and third floors. There are 16 bedrooms, a living room, a kitchen, and a dining room. Special guests stay in the Queen's Bedroom or the Lincoln Bedroom.

The West Wing contains the offices of his staff, and also the Oval Office. This is the President's personal office. It has three large windows behind the president's desk and there is a fireplace at the other end. Each new president chooses new curtains and furniture, and a special new carpet. There are pictures of former presidents on the wall, and there is the famous desk, a gift from the British Queen Victoria in 1880.

The White House day by day

The White House is open to the public free of charge. About 6,000 people visit every day. Sometimes the President meets special visitors in the East Room, and most days he talks to journalists in the Press Room.

About 150 people work for the President in the West Wing and for the First Lady in the East Wing. Another 100 people work to look after the building day and night.

There are 132 rooms, 35 bathrooms, and five kitchens, all on six floors. There are three elevators. The State Dining Room is big enough for 140 guests.

Outside in the gardens there is a tennis court, a jogging track, and a swimming pool. Inside there is a movie theater, a billiard room, a bowling lane, and a library.

As former President Reagan said, "The White House is like an eight-star hotel!"

Source: Soars & Soars (2009)

Answer the questions

1. What's the address of the White House?
2. Where exactly in the White House does the President live?
3. Where does the President work?
4. Where do special guests stay?
5. What is in the Oval Office?
6. What does each new president change in the Oval office?
7. How many people work in the White House?
8. What does a President do to relax?
9. Why is the White House like a luxury hotel?

Quiz 4

Look at the map and answer the questions.

Bus station				Museum			
Pine Avenue							
	King	Police Station	Bookshop	Post Office	Petrol Station	New	
		Pitash Road				Road	
	street	New World Hotel	Chemist's	Roxy Cinema	Bank	oad	

1. —Is there a post office near here?
—Yes, there's post office _____ Pitash Road.
a. at b. on c. beside d. in
 2. —Where is the museum?
—I think it's _____ the bus station.
a. over b. at c. near d. next to
 3. —Where is a bank?
—It is _____ the petrol station.
a. next to b. over c. behind d. opposite
 4. —Do you know a good bookshop near here?
—Yes, there's a very good bookshop _____
a. behind b. between the post office and the police station. c. opposite d. in
 5. —Is there a hotel in this town?
—Yes, there's one opposite to the _____.
a. police station b. bookshop c. chemist d. post office
 6. —Where's there a chemist's, please?
—There's one _____ the New World Hotel
a. behind b. next to on Pitash Road. c. opposite d. near
- (7-8). A: (7) _____, could you please tell me how to go to the bus station?
B: (8) _____.
- a. Excuse me b. Thank you c. Hello d. Of course

Choose the best answer. (9-15)

- A: (9) _____ there a nice kitchen at your new apartment?

B: (10) _____, of course.

A: (11) _____ a dining room?

B: Yes, there is (12) _____ nice one.

A: How many (13) _____ are there?

B: There're three, but there (14) _____ only two in all the other apartment.

A: Wow! There are many rooms in your (15) _____.

B: Yes.

9. a. Have b. Has c. Are d. Is

10. a. Yes b. No c. I'm not sure d. Sorry

11. a. This b. Are there c. Is there d. There

12. a. a b. an c. some d. any

13. a. kitchens b. bedrooms c. dining rooms d. flats

14. a. are b. is c. has d. have

15. a. kitchen b. bedroom c. dining room d. apartment

Lesson Plan (Experimental Group) (Week 7)

Topic: A popular song/ sound tract

Objectives:

1. Students are able to use the form of present simple tense correctly.
2. Students are able to talk about their favourite activities.
3. Students are able to have social expressions appropriately.

Learning Focus

1. Present simple tense
2. Questions and short answers
3. love + v.ing, and like + v.ing

Vocabulary

1. Verbs
2. Leisure activities
3. Social expressions

Language Functions

Leisure activities (I like watching TV in my free time.)

Materials:

1. Drama activities: Create a music video
2. Worksheet
3. Quiz

Time: 120 minutes

Lesson Plan			
Components	Activities	Learning environment	Time (minutes)
Class Presentation	a. Learning content is presented to students. b. Students are assigned to work on exercises related to grammar, vocabulary, writing, and video. c. Students keep reflective journal based on their learning.	classroom	20
Teams	a. Students are assigned to work on the worksheet and answer the question based on the unit. b. Students are assigned to work on drama-based activities. They are required to choose their favourite song (English song), translate the lyrics and create a music video). Or Choose a Thai song but they are required to create a dialogue to act in the music video. c. Students are assigned to create a dialogue relate to their chosen	classroom	100

	<p>song.</p> <p>d. Students are allowed to rehearse and record their performance after the class.</p>		
Individual/ team	<p>a. Post a music video clip which students design and produce.</p> <p>b. Write comments regarding the performance of other students.</p>	Facebook	Outside classroom

Lesson Plan (Control Group) Classroom Procedure (Week 7)

Time: 120 minutes

1) Warm Up

- 1.1 A teacher asks students about routine activities.
- 1.2 Class reviews vocabulary of daily activities.
- 1.3 Students talk about what activities they do since getting up to going to bed.

2) Presentation

A teacher introduces the topic class and provides the classroom with the language use and related vocabulary.

3) Practice

- 3.1 Students are assigned to work in group on the given exercises related to unit content.
- 3.2 Students work on the team assignment.
- 3.3 Related role play is presented to students.
- 3.4 Students are assigned to do the following role play.

A: Excuse me.

B: Oh, good morning Miguel. Can I help you?

A: Yes, please. Can I have a ticket for the ski trip?

B: Yes, of course. It's \$80. Do you want to pay \$20 deposit now?

A: Sorry. What does deposit mean?

B: It means you can pay the \$20 now and \$60 later.

A: Ah! Now I understand! Yes, please.

3.5 Students are allowed to practice the conversation by substituting vocabularies into the dialogue.

3.6 A teacher helps students dealing with the language use.

4) Production

- 4.1 Pairs of students are asked to do the role play in front of the classroom.
- 4.2 A teacher gives feedback and suggestions.
- 4.3 A teacher and students vote for the best pairs of role play.

5) Wrap-up

- 5.1 Class summarises the learning content.
- 5.2 Students do quiz of the unit.

Worksheet 5 (Experimental Group and Control Group)

Daniela from Brazil

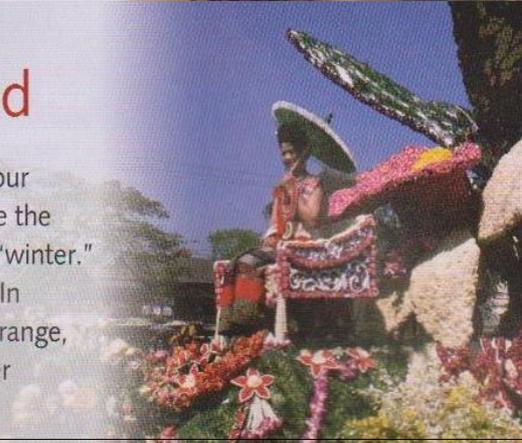
I like summer best. We go to the beach a lot, and we often have picnics and barbecues there. I don't like sunbathing, but I love water sports. I go surfing and waterskiing.

Summer here is from December to February. It's very hot, sometimes 40°C. New Year's Day, Ano Novo we call it, is special for us, we always go to the beach and have a big party. Then in February or March it's Carnival, that's best of all, a five-day party and no work. My cousins from the States usually visit for Carnival. They never come in July or August because it's cold and it sometimes rains.



Sumalee from Thailand

I live in Chiang Mai in the north. We don't have four seasons, we have three—hot, rainy, and cool. I like the cool season from November to February. It's our "winter." It's quite hot in the daytime and it's cold at night. In February we have a lot of tropical flowers—red, orange, and pink. So every year we have a beautiful Flower Festival. We sing and dance—I love it!



Source: Soars & Soars (2009)

Answer the questions

1. Which season do they like best?
2. What sports do Daniela and Alex play?
3. Where does Sumalee live?
4. Does Daniela like sunbathing?
5. Why does Alex like spring?

Lesson Plan (Experimental Group) (Week 8 and Week 9)

Topic: Drama acting

Objectives:

1. To explore a text, to choose drama expression (performance), to develop communicative competence (verbal and non-verbal), to encourage communication in team, to develop creativity, to observe time limits.

Learning Focus

1. General discussion language in teams, language of the literary text.

Language Functions

Verbal and non-verbal language expression

Materials:

1. Drama-based activity: Acting play script, prepared improvised drama
2. Work sheet

Time: 240 minutes

Lesson Plan			
Components	Activities	Learning environment	Time (minutes)
Class Presentation	a. Learning content is presented to students. b. Students are assigned to work on exercises related to grammar, vocabulary, writing, and video. c. Students keep reflective journal based on their learning.	classroom	40
Teams	a. Students are assigned to work on drama-based-activities b. Students are assigned to create a dialogue on their acting play script and prepared improvised drama performance. The story can be adapted from well-known fairy tells or they create a new story. Length approximately no longer than 10 minutes. Students are required to create and prepare their costumes c. Students are allowed to rehearse and record their performance after the class.	classroom	200
Individual/team	a. Post a performance video clip of each group. b. Write a comment on other students' work and give feedbacks regarding the performance.	Facebook	Outside classroom

Lesson Plan (Control Group) Classroom Procedure (Week 8 and Week 9)

Time: 240 minutes

1) Warm Up

1.1 A teacher asks students about activities that they can do now.

1.2 Students talk to their friends about what they can do now and what they could do when they were young.

2) Presentation

A teacher introduces the topic and provides the classroom with the language use and related vocabulary.

3) Practice

3.1 Students are assigned to work in group on the given exercises related to unit content.

3.2 Students work on the team assignment.

3.3 Related role play is presented to students.

3.4 Students are assigned to do the following role play.

A: Were you at Charlotte's party last Saturday?

B: Yes, I was.

A: Was it good?

B: Well, it was OK.

A: Were there many people?

B: Yes, there were.

A: Was Paul there?

B: No, he wasn't. And where were you? Why weren't you there?

A: Oh...I couldn't go because I was at Sergio's party! It was great.

B: Oh!

3.5 Students are allowed to practice the conversation by substituting words or vocabularies into the dialogue.

3.6 A teacher walks around the classroom in order to help students dealing with the language use and pronunciation.

4) Production

4.1 Pairs of students are asked to do the role play in front of the classroom.

4.2 A teacher gives feedback and suggestions.

4.3 A teacher and students vote for the best pairs of role play.

5) Wrap-up

5.1 Class summarises the learning content.

5.2 Students do quiz of the unit.

Worksheet 6 (Experimental Group and Control Group)

THE SOUL SINGER

CAN A SIXTEEN-YEAR-OLD SING THE BLUES? CAN A WHITE GIRL SING SOUL? JOSS STONE KNOWS SHE CAN.

Joss was born in a small village in Devon in the south of England, but she now lives and works in Los Angeles. She was a shy schoolgirl with a fantastic voice, but now she is a famous soul singer.

Joss could sing very well when she was a little girl. Her parents were very surprised. Her mom says "No one in our family can sing—only Joss. I can't sing a note!" At school, her friends couldn't understand her music. Joss says, "I love soul music, but they don't. They prefer pop."

Her first album, "The Soul Sessions" was very successful. Joss was only 16. Her second, "Mind, Body & Soul" was also a hit. Now she sings all over the world. Last year she was in 16 cities, including San Francisco, Chicago, Toronto, Los Angeles, and Mexico City. She was also in the movie *Eragon*. She was a witch called Angela! Joss is young, rich, famous, and very talented.

Source: Soars & Soars (2009)

Answer the questions about Joss or Christopher.

1. Why is he/she famous?
2. Where was he/she born?
3. Where does he/she live?
4. What could or couldn't he/she do when he/she was very young?
5. When was he/she first successful?
6. Why were his/her parents surprised?
7. What were his/her first two books/albums called?
8. Where was he/she last year?
9. Does he/she act in the movies?

Appendix D

Classroom Observation and Evaluation Checklist

Date: _____

Time: _____

Items	Poor 1	Average 2	Good 3
1. Participation in team assignment			
2. Drama-based role play activity / Role play activity			
3. Peers interaction			
4. Students—teacher interaction			

Comment:

Appendix E

The USQ Human Research Ethics Committee's Approval

OFFICE OF RESEARCH
Human Research Ethics Committee
PHONE +61 7 4687 5703| FAX +61 7 4631 5555
EMAIL ethics@usq.edu.au



23 June 2016

Mr Kayne Manit Wongsu
56 Burke Rd
Malvern Vic 3145

Dear Kayne Manit

The USQ Human Research Ethics Committee has recently reviewed your responses to the conditions placed upon the ethical approval for the project outlined below. Your proposal is now deemed to meet the requirements of the *National Statement on Ethical Conduct in Human Research (2007)* and full ethical approval has been granted.

Approval No.	H16REA144
Project Title	Effects of drama-based activities and facebook on Thai secondary school students' English speaking skills, attitudes and motivation
Approval date	23 June 2016
Expiry date	23 June 2019
HREC Decision	Approved

The standard conditions of this approval are:

- (a) conduct the project strictly in accordance with the proposal submitted and granted ethics approval, including any amendments made to the proposal required by the HREC
- (b) advise (email: ethics@usq.edu.au) immediately of any complaints or other issues in relation to the project which may warrant review of the ethical approval of the project
- (c) make submission for approval of amendments to the approved project before implementing such changes
- (d) provide a 'progress report' for every year of approval
- (e) provide a 'final report' when the project is complete
- (f) advise in writing if the project has been discontinued, using a 'final report'

For (c) to (f) forms are available on the USQ ethics website:

<http://www.usq.edu.au/research/support-development/research-services/research-integrity-ethics/human/forms>

Please note that failure to comply with the conditions of approval and the *National Statement (2007)* may result in withdrawal of approval for the project.

You may now commence your project. I wish you all the best for the conduct of the project.



Samantha Davis
Ethics Officer

Copies to: manit_ww@hotmail.com

Appendix F

The School Principal's Approval

 **University of Southern Queensland**

Consent Form for USQ Research Project (the School Principal's Approval)

Project Details รายละเอียดโครงการ

Title of Project
Effects of Drama-Based Activities and Facebook on Thai Secondary School Students' English Speaking Skills, Attitudes and Motivation
ผลกระทบของกิจกรรมละครและเฟสบุ๊คที่มีต่อการพัฒนาทักษะการพูดภาษาอังกฤษของนักเรียนไทยในชั้นมัธยมศึกษา

Research Team Contact Details ข้อมูลการติดต่อผู้ทำวิจัย

Principal Investigator Details
นางพวิทิน วัฒนวิงส์
Kayne Marit Wings
Email: marit_w@hschool.com
Telephone: +61412283949
Mobile: 0412283949

Statement of Consent วัตถุประสงค์การยินยอม

By signing below, indicating that I
การลงนามในเอกสารฉบับนี้แสดงว่า

- have been given a full explanation of this project and have been given an opportunity to ask questions.
- ข้าพเจ้าได้รับทราบถึงรายละเอียดเกี่ยวกับรายละเอียดของโครงการวิจัยนี้แล้วและมีโอกาสสอบถามข้อสงสัยต่างๆเกี่ยวกับโครงการนี้
- understand what will be required of the teacher and the students if I agree to allow them to take part in this project.
- ข้าพเจ้ามีความเข้าใจเกี่ยวกับกิจกรรมที่ครูและนักเรียนที่ยินยอมที่จะเข้าร่วมในโครงการวิจัยนี้โดยข้าพเจ้าจะยินยอมให้มีการดำเนินการตามโครงการนี้
- understand that the participation of the students is voluntary and that they may withdraw at any stage without penalty.
- ข้าพเจ้ามีความเข้าใจว่านักเรียนสามารถที่จะถอนตัวออกจากโครงการนี้ได้หากมีความจำเป็นโดยที่ไม่มีผลกระทบใดๆต่อนักเรียนและผลการเรียน
- understand that any information or opinions I, or the students provide will be kept confidential to the researcher and that any published or reported results will not identify me, the teacher or the students.
- ข้าพเจ้ามีความเข้าใจว่าข้อมูลต่างๆรวมถึงความคิดเห็นที่ข้าพเจ้าและนักเรียนที่เข้าร่วมวิจัยนี้จะได้รับการเก็บเป็นความลับและเมื่อมีการตีพิมพ์หรือเผยแพร่จะมีภาพลักษณ์ที่ระบุตัวตนของครูและนักเรียนผู้เข้าร่วม

Page 1 of 2

- understand that all data collected for this study will be kept in locked and secure facilities and will be destroyed after five years.
- ข้าพเจ้ามีความเข้าใจว่าข้อมูลที่มีรวบรวมไว้ทั้งหมดในภาคการศึกษาวิจัยครั้งนี้จะถูกเก็บไว้ในสถานที่ที่ปลอดภัยและจะถูกทำลายหลังจาก 5 ปี
- understand that I will receive a report on the findings of this study. I have provided my e-mail detail below for this.
- ข้าพเจ้ามีความเข้าใจว่าข้าพเจ้าจะได้รับผลการวิจัยฉบับละเอียดภาคการศึกษาวิจัยครั้งนี้ และข้าพเจ้าได้ให้ข้อมูลการติดต่อไว้เป็นที่เรียบร้อยแล้ว
- understand that if I require further information I can contact the researcher, Mr Kayne Manit Wongsa, if I have any complaints, I can contact the University of Southern Queensland Ethics Coordinator on (07) 4631 2690 or email ethics@usq.edu.au.
- ข้าพเจ้ามีความเข้าใจว่านี่คือข้าพเจ้าให้ผลการวิจัยฉบับนี้ในข้าพเจ้าสามารถติดต่อผู้วิจัย นาย คายเน มานิต วงศา ถ้ามีข้อสงสัยหรือข้อสงสัย ข้าพเจ้าสามารถติดต่อ University of Southern Queensland ได้ที่ (07) 4631 2690 or email ethics@usq.edu.au
- agree to allow the students of my school to participate in this research project.
- ข้าพเจ้ายินยอมให้เด็กนักเรียนโรงเรียนข้าพเจ้าเข้าร่วมศึกษาวิจัยในโครงการวิจัยในครั้งนี้

Signature ลายมือชื่อ	
Name ชื่อ	นางฉิมล ฆะละอิก
Designation ตำแหน่ง	ผู้อำนวยการโรงเรียน
Date วันที่	30 สิงหาคม 2559

Appendix G

Information Sheets and Consent Forms

University of Southern Queensland



Participant Information for USQ Research Project Focus Group

Project Details

Title of Project: Effects of Drama-Based Activities and Facebook on Thai Secondary School Students' English Speaking Skills, Attitudes and Motivation

Human Research Ethics Approval Number: H16REA144

Research Team Contact Details

Principal Investigator Details

Kayne Mani Wongsa
Email: manit_ww@hotmail.com
Telephone: +61412283949
Mobile: 0412283949

Supervisor Details

Associate Professor Jeong-Bae Son
Email: Jeong-Bae.Son@usq.edu.au
Telephone: +61-7-4631-2235

Description

This project is being undertaken as part of a PhD project in education. The purpose of this project is to investigate the effectiveness of the use of drama-based activities and Facebook on students' English speaking skills. The study

also aims to investigate the impact of the integration of drama-based activities and Facebook on students' attitudes and motivation to learn and speak English.

The research team requests your assistance because, for 8- 10 weeks, the researcher will be working with your English teachers, where we assist you to learn English in ways that are motivating and engaging especially using drama-based activities and Facebook in the English classes/ lessons.

Participation

Your participation will involve contributing your thoughts and ideas in a group discussion (focus group) that will take approximately 120 minutes per one learning unit (there will be 8 units in total). The study will be conducted during your regular English language classes, there is no extra classes required for you to attend.

The focus group will take place from 1st July 2016 to 31st August 2016 at your school in a classroom and may be in different locations such as a cafeteria, a sport complex, etc. During this period a specific Facebook group will be created for you to participate in activities or to be involved in group discussions online. The Facebook group will be accessed by only the students who participate in the project and will not be open to or be accessible by the public.

The activities will include drama-based activities and Facebook in the Student Team Achievement Division (STAD) environment. You will be asked to complete group projects such as performing role plays, performing or acting a story and posting your works on Facebook, play games, complete worksheets and giving your opinions on other students' works. The focus group will be video recorded.

Your participation in this project is entirely voluntary. If you do not wish to take part you are not obliged to. If you decide to take part and later change your mind, you are free to withdraw from the project at any stage. You will be unable to withdraw data collected about yourself after you have participated in the focus group. If you wish to withdraw from the project, please contact the Research Team (contact details at the top of this form).

Your decision whether you take part, not to take part, or to take part and then withdraw, will in no way impact your current or future relationship with the University of Southern Queensland or Srinakarindra the Princes School Nongbualamphu Thailand.

Expected Benefits

It is expected that this project will directly benefit you as a student to improve your speaking skills and active learning while also building positive motivation and attitudes toward learning and speaking English. It may benefit the school and English teachers to understand of how active learning, drama-based activities and Facebook can be adopted in an EFL context for Thai secondary school students, especially those who have similar cultural background and language learning problems.

Risks

There are minimal risks associated with your participation in this project including a Social risk. The participants are required to work in groups, hence the research can have deleterious impacts on personal relations or peer relations (e.g. the standing of an individual within their peer or work group).

In managing this you and other students will have the group charter which each student will have responsibility for, in a group work each week. Sharing private information on Facebook needs to be limited and concerned before posting or sharing with other students. If you have any problems or concerns individual or group participations, there will be teachers who can give supports (physical, psychological and emotional support) provided throughout the study period.

Sometimes thinking about the sorts of issues raised in the focus group can create some uncomfortable or distressing feelings. If you need to talk to someone about this immediately please contact your teachers. You may also wish to consider consulting your General Practitioner (GP) for additional support.

Privacy and Confidentiality

All comments and responses will be treated confidentially unless required by law. If you wish to drop out of the project at any time, you are welcome to do so. You do not have to share what you have told if you do not want to. You can tell either the researcher or your English teachers. Your participation or non-participation will not impact on your course grades in any way.

Video audio recording will be used as an instructional aide. After 5 years, when no one needs the information you have given the choice of keeping your recorded works or having the documents deleted or destroyed. The recording will not be used for any other purposes.

All papers and hard copy files will be stored in a locked cabinet at Srinakarindra King's Mother School Nongbualamphu, Thailand. All electronic files including video/audio recording will be kept on password protected computers. Access to all data has to be permitted by the researcher only.

Any data collected as a part of this project will be stored securely as per University of Southern Queensland's Research Data Management policy.

Consent to Participate

We would like to ask you to sign a written consent form (enclosed) to confirm your agreement to participate in this project. Please return your signed consent form to a member of the Research Team prior to participating in your focus group.

Questions or Further Information about the Project

Please refer to the Research Team contact details at the top of the form to have any questions answered or to request further information about this project.

Concerns or Complaints Regarding the Conduct of the Project

If you have any concerns or complaints about the ethical conduct of the project you may contact the University of Southern Queensland Ethics Coordinator on (07) 4631 2690 or email ethics@usq.edu.au. The Ethics Coordinator is not connected with the research project and can facilitate a resolution to your concern in an unbiased manner.

Thank you for taking the time to help with this research project. Please keep this sheet for your information.



Participant Information for USQ Research Project Focus Group

แบบฟอร์มความยินยอมสำหรับการทำวิจัยกลุ่มเฉพาะ (อายุต่ำกว่า**18** ปี)

Project Details

Title of Project: Effects of Drama-Based Activities and Facebook on Thai Secondary School Students' English Speaking Skills, Attitudes and Motivation
หัวข้อโครงการ ผลของกิจกรรมด้านการละครและเฟสบุ๊คต่อทักษะการพูดภาษาอังกฤษของนักเรียนไทยในชั้นมัธยมศึกษา
Human Research Ethics Approval
Number: H16REA144
หมายเลขอนุมัติการทำวิจัยเกี่ยวกับมนุษย์

Research Team Contact Details

Principal Investigator Details

หัวหน้าทีมวิจัย
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Mobile: 0412283949

Supervisor Details

ที่ปรึกษา
Associate Professor Jeong-Bae Son
Email: Jeong-Bae.Son@usq.edu.au
Telephone: +61-7-4631-2235

Description

โครงการนี้จะถูกดำเนินการเป็นส่วนหนึ่งของโครงการปริญญาเอกสาขาการศึกษา วัตถุประสงค์ของโครงการนี้คือการตรวจสอบประสิทธิภาพของการใช้กิจกรรมด้านละคร และ เฟสบุ๊ค ในทักษะการพูดภาษาอังกฤษของนักเรียน การศึกษายังมีวัตถุประสงค์เพื่อศึกษาผลกระทบของการรวมกลุ่มของกิจกรรมด้านละครและ เฟสบุ๊ค เกี่ยวกับทัศนคติของนักเรียนและแรงจูงใจในการเรียนรู้และพูดภาษาอังกฤษ

ทีมวิจัยได้ ร้องขอความช่วยเหลือของคุณและจะทำงานอย่างใกล้ชิดกับครูผู้สอนภาษาอังกฤษของคุณที่จะช่วยให้คุณ เรียนรู้ การพูดภาษาอังกฤษเพื่อใช้งาน โดยใช้ กิจกรรมละครมาประยุกต์ใช้ และเฟสบุ๊คในการเรียนภาษาอังกฤษเป็นระยะเวลา **8- 10**

สปีคาร์ท ผมจะได้ร่วมงานกับ ครูสอนภาษาอังกฤษ ของคุณ ที่เรา ช่วยให้คุณ เรียนรู้ภาษาอังกฤษเพื่อให้มีแรงจูงใจ มากขึ้นและ การมีส่วนร่วม โดยเฉพาะอย่างยิ่งการใช้กิจกรรมด้านละครและเฟสบุ๊คในชั้นเรียน / บทเรียน

Participation

การมีส่วนร่วมของคุณจะเกี่ยวข้องกับการมีส่วนร่วมในความคิดและความคิดของคุณในการสนทนากลุ่ม (กลุ่ม) ที่จะใช้เวลาประมาณ 120 นาทีต่อหน่วยการเรียนรู้ (จะมีทั้งหมด 8 หน่วย) (ซึ่งจะต้องดำเนินการในชั่วโมงเรียนภาษาอังกฤษของคุณ เรียนไม่มีเรียนพิเศษที่จำเป็นสำหรับคุณที่จะเข้าร่วม)

การเรียนจะเริ่ม 1 กรกฎาคม 2559 ถึงวันที่ 31 สิงหาคม 2559 ที่โรงเรียนของคุณในห้องเรียนและอาจจะอยู่ในสถานที่ที่แตกต่างกันเช่น โรงอาหาร , หรือที่อื่น ๆ ในช่วงเวลานี้กลุ่มเฟสบุ๊คเฉพาะจะถูกสร้างขึ้นสำหรับคุณที่จะเข้าร่วมกิจกรรม หรือการอภิปรายกลุ่มออนไลน์กลุ่มเฟสบุ๊คจะเข้าถึงได้โดยเฉพาะนักเรียนที่เข้าร่วม โครงการเท่านั้นและจะไม่เปิดหรือสามารถเข้าถึงได้โดยคนอื่น ๆ

กิจกรรมจะรวมถึงกิจกรรมด้านละครและเฟสบุ๊คในรูปแบบการเรียน โครงสร้างแบบเทคนิคแบ่งกลุ่มผลสัมฤทธิ์ คุณจะถูกขอให้ดำเนินการ โครงการกลุ่มเช่นดำเนินการเล่นบทบาทสมมติหรือการแสดงเรื่องราวและโพสต์ผลงานของคุณใน เฟสบุ๊ค, เล่นเกม, ทำผลงานหรือตอบคำถามและการให้ความเห็นของคุณในนักเรียนผลงานอื่น ๆ กลุ่มโฟกัสจะได้รับแรงบันดาลใจจากกิจกรรม

การเข้าร่วมในโครงการนี้เป็นความสมัครใจอย่างสิ้นเชิง หากคุณไม่ต้องการที่จะมีส่วนที่ คุณไม่จำเป็นต้อง หากคุณตัดสินใจที่จะมีส่วนและต่อมาเปลี่ยนความคิดของคุณคุณมีอิสระที่จะถอนตัวออกจากโครงการในขั้นตอนใด คุณจะไม่สามารถที่จะถอนการเก็บรวบรวมข้อมูลเกี่ยวกับตัวเองหลังจากที่คุณมีส่วนร่วมในการสนทนากลุ่ม หากคุณต้องการที่จะถอนตัวออกจากโครงการกรุณาติดต่อทีมงานวิจัย (รายละเอียดการติดต่อที่ด้านบนของเอกสารนี้)

การตัดสินใจของคุณไม่ว่าคุณจะมีส่วนร่วมไม่ได้มีส่วนร่วมหรือมีส่วนร่วมแล้วถอนจะในทางที่ไม่ส่งผลกระทบต่อความสัมพันธ์ในปัจจุบันหรือในอนาคตของคุณด้วย University of Southern Queensland หรือโรงเรียนเฉลิมพระเกียรติสมเด็จพระศรีนครินทร์ หนองบัวลำภู

Expected Benefits

เป็นที่คาดว่า โครงการนี้ จะเป็นประโยชน์ โดยตรงต่อนักเรียน เพื่อพัฒนาทักษะการ พูด และ เรียนรู้ การใช้งาน ในขณะที่ ยังมี การสร้าง แรงจูงใจ ในเชิงบวก และทัศนคติต่อ การเรียนรู้และ การพูดภาษาอังกฤษ และก็อาจเป็นประโยชน์ ต่อโรงเรียนและ ครูผู้สอน ภาษาอังกฤษ ในการทำความเข้าใจ ของ การเรียนรู้ วิธีการใช้งาน , กิจกรรมด้านละคร และ เฟสบุ๊ค สามารถ นำมาใช้ใน การสอน ภาษาอังกฤษสำหรับนักเรียนระดับมัธยมศึกษาของไทย โดยเฉพาะอย่างยิ่ง ผู้ที่มี ภูมิหลังทางวัฒนธรรม และภาษาที่ เรียนรู้ปัญหา ที่คล้ายกัน

Risks

มีความเสี่ยง น้อยที่สุด ที่เกี่ยวข้องกับการ มีส่วนร่วมใน โครงการ นี้ เหล่านี้รวมถึง ความเสี่ยง ทางสังคม: ผู้เข้าร่วม จะต้อง ทำงาน ในกลุ่ม ดังนั้น การวิจัย จะมีผลกระทบเกี่ยวกับความสัมพันธ์ส่วนบุคคลหรือ ความสัมพันธ์ของ เพียร์ (เช่นการ ยืน ของแต่ละบุคคล ภายใน เพียร์ หรือกลุ่ม ทำงานของพวกเขา)

ในการจัดการนี้คุณและนักเรียนคนอื่น ๆ จะมี ญกกลุ่มที่นักเรียนแต่ละคนจะมีความรับผิดชอบในการทำงานกลุ่มในแต่ละสัปดาห์ หากนักเรียนมีปัญหาหรือข้อสงสัยที่มีส่วนร่วม ของแต่ละบุคคลหรือกลุ่มจะมีครูที่สามารถให้การสนับสนุน (การสนับสนุน ทางร่างกายจิตใจ และอารมณ์) ให้ตลอด ระยะเวลาการศึกษา

บางครั้งความคิดเกี่ยวกับประเภทของปัญหาที่เกิดขึ้นในกลุ่มโฟกัสสามารถสร้างความรู้สึก ไม่สบายใจหรือมีความสุขบางอย่าง นอกจากนี้คุณยังอาจต้องการที่จะต้องพิจารณาให้คำปรึกษาทั่วไปของคุณและให้การสนับสนุนเพิ่มเติม

Privacy and Confidentiality

แสดงความคิดเห็นและการตอบ ทั้งหมดจะได้รับรักษาเป็นความลับ เว้นแต่ตามที่กฎหมายกำหนด ชื่อของ บุคคลแต่ละคนไม่จำเป็นในการตอบแบบสอบถาม

หากคุณต้องการที่จะออกของ โครงการคุณสามารถที่จะทำเช่นนั้น ได้หากคุณไม่เข้าร่วม โครงการก็จะไม่ส่งผลกระทบต่อผลการเรียนหลักสูตรของคุณในทางใดทางหนึ่ง

หลังจาก 5 ปี เมื่อไม่มีใครต้องการ ข้อมูลที่คุณให้เงินหรืองาน บันทึก ของคุณผมจะลบหรือทำลาย เอกสารการบันทึกจะไม่ถูกใช้เพื่อวัตถุประสงค์อื่นใด

เอกสารและไฟล์ ทั้งหมดจะถูกเก็บไว้ในตู้ล็อกโรงเรียนเฉลิมพระเกียรติสมเด็จพระศรีนครินทร์ หนองบัวลำภู, ไฟล์อิเล็กทรอนิกส์ รวมถึงการบันทึก วิดีโอ / เสียง จะถูกเก็บไว้ บนเครื่องคอมพิวเตอร์ที่มีรหัสผ่านป้องกันการเข้าถึงข้อมูลทั้งหมด จะต้องมี การได้รับอนุญาต ด้วยตัวเอง

ข้อมูลที่เก็บรวบรวมได้เป็นส่วนหนึ่งของโครงการนี้จะถูกเก็บไว้อย่างปลอดภัยตามนโยบาย การวิจัย การจัดการข้อมูล ของ University of Southern Queensland

Consent to Participate

เราอยากให้คุณลงนามในแบบฟอร์มการยินยอมเป็นลายลักษณ์อักษร (ตามที่แนบมา) เพื่อยืนยัน ข้อตกลงของคุณว่าจะมีส่วนร่วมในโครงการนี้กรุณาส่ง แบบฟอร์มการลงนามยินยอมของคุณ ไปยังสมาชิกของทีมงานวิจัย ก่อนที่จะเข้าร่วมโครงการ

Questions or Further Information about the Project

โปรดดู รายละเอียดการติดต่อ ทีมวิจัย ที่ด้านบนของเอกสารนี้เพื่อตอบคำถามใด ๆ หรือขอ ข้อมูลเพิ่มเติม เกี่ยวกับโครงการนี้

Concerns or Complaints Regarding the Conduct of the Project

หากคุณมี ความกังวลใด ๆ หรือข้อร้องเรียน เกี่ยวกับการ ปฏิบัติตามหลักจริยธรรมของโครงการคุณสามารถติดต่อ ประสานงาน University of Southern Queensland จริยธรรม ที่ (07) 4631 2690 หรือ อีเมล ethics@usq.edu.au ทางผู้ประสานงานด้านจริยธรรมไม่ได้เกี่ยวข้องกับโครงการวิจัยและสามารถอำนวยความสะดวกในการลงมติเพื่อความกังวลของคุณในลักษณะที่เป็นกลาง

ขอบคุณ ที่สละเวลา เพื่อช่วยให้มี โครงการวิจัย นี้ กรุณา



Consent Form for USQ Research Project Focus Group (Under 18 years)

แบบฟอร์มความยินยอมสำหรับการทำวิจัยกลุ่มเฉพาะ (อายุต่ำกว่า 18)

Project Details รายละเอียดโครงการ

Title of Project: Effects of Drama-Based Activities and Facebook on Thai Secondary School Students' English Speaking Skills, Attitudes and Motivation

หัวข้อโครงการ ผลของกิจกรรมด้านการละครและเฟสบุ๊คต่อทักษะการพูดภาษาอังกฤษและแรงจูงใจของนักเรียนไทยในชั้นมัธยมศึกษา

Human Research Ethics Approval

Number:

H16REA144

หมายเลขอนุมัติการทำวิจัยเกี่ยวกับมนุษย์

Research Team Contact Details รายละเอียดติดต่อของทีมวิจัย

Principal Investigator Details

หัวหน้าทีมผู้วิจัย

Kayne Manit Wonga

Email: manit_ww@hotmail.com

Telephone: +61412283949

Mobile: 0412283949

Supervisor Details

ที่ปรึกษา

Associate Professor Jeong-Bae Son

Email: Jeong-Bae.Son@usq.edu.au

Telephone: +61-7-4631-2235

Statement of Consent ข้อความการยินยอม

By signing below, you are indicating that you:

การลงชื่อข้างเป็นการแสดงว่าคุณ:

- Have read and understood the information document regarding your child's participation in this project.
- ได้อ่านและเข้าใจเอกสารข้อมูลเกี่ยวกับเด็กที่จะเข้าร่วมโครงการในครั้งนี้
- And you and your child have had any questions answered to your satisfaction.
- และคุณและเด็กได้รับการตอบคำถามที่สงสัยเป็นที่พอใจ
- Understand that if you or your child have any additional questions you can contact the research team.
- เข้าใจว่าถ้ามีคำถามเพิ่มเติมสามารถสอบถามผู้ทำวิจัยได้ตลอดเวลา
- Understand that the focus group will be audio and video recorded.

- เข้าใจว่าการทำวิจัยกลุ่มเฉพาะจะมีการบันทึกภาพวิดีโอและเสียง
- Understand that you, or your child, are free to withdraw at any time, without comment or penalty.
- เข้าใจว่าเด็กสามารถออกจากกรร่วมโครงการได้โดยไม่มีผลกระทบ
- Understand that you can contact the University of Southern Queensland Ethics Coordinator on (07) 4631 2690 or email ethics@usq.edu.au if you do have any concern or complaint about the ethical conduct of this project.
- เข้าใจว่าสามารถติดต่อมหาวิทยาลัยได้ที่หมายเลข (07) 4631 2690 หรือ email ethics@usq.edu.au ถ้ามีข้อสงสัยเกี่ยวกับโครงการ
- Are the legal guardian of the child that will participate in this project?
- คือผู้ปกครองของนักเรียนที่จะเข้าร่วมกิจกรรม
- Agree for your child to participate in the project.
- ตกลงที่จะให้เด็กเข้าร่วมในโครงการ

Child or Young Person's (under 18 years) Agreement to Participate

เด็กผู้เข้าร่วมโครงการ

Name ชื่อ

Signature ลายมือ

Date วันที่

Parent's (or Legal Guardian's) Consent for a Child or Young Person to Participate

ผู้ปกครองของเด็กผู้เข้าร่วมโครงการ

Name ชื่อ

Signature ลายมือ

Date วันที่

Please return this sheet to a Research Team member prior to your child participating in the Focus Group.

กรุณาคืนแบบฟอร์มนี้มายังทีมผู้ทำวิจัยก่อนที่จะเข้าร่วมโครงการ

Participant Information for USQ Research Project Interview

Project Details

Title of Project: Effects of Drama-Based Activities and Facebook on Thai
Secondary School Students' English Speaking Skills, Attitudes and
Motivation
Human Research Ethics Approval Number: H16REA144

Research Team Contact Details

Principal Investigator Details

Kayne Manit Wongsa
Email: manit_ww@hotmail.com
Telephone: +61412283949
Mobile: 0412283949

Supervisor Details

Associate Professor Jeong-Bae Son
Email: Jeong-Bae.Son@usq.edu.au
Telephone: +61-7-4631-2235

Description

This project is being undertaken as part of a PhD project in education. The purpose of this project is to investigate the effectiveness of the use of drama-based activities and Facebook on students' English speaking skills. The study also aims to investigate the impact of the integration of drama-based activities and Facebook on students' attitudes and motivation to learn and speak English.

The research team requests your assistance because upon your agreement to participate in the project, you and other students may be chosen to be interviewed, to see if you enjoy the classes and if the activities help you to learn English better. If you are chosen, you will be interviewed only once at the end of the project. This interview will be informal in style. You will be asked questions related to your opinions in learning speaking English and you will be asked to

evaluate your English speaking skills between before and after participating in the project. With your permission, the information you give will be presented or reported later as study results. However, your personal information or identification will be protected in any presentations and publications.

Participation

Your participation will involve an interview that will take approximately 15 -30 minutes of your time. This interview will be carried out in any places you feel comfortable. This can be in a classroom, an empty room, or even a cafeteria. You can also choose your selected place.

Questions will include how you would describe the English course/training which you just participated and do you feel this course has any advantages/disadvantages for you or other students in studying English. The interview will be audio recorded.

Your participation in this project is entirely voluntary. If you do not wish to take part you are not obliged to. If you decide to take part and later change your mind, you are free to withdraw from the project at any stage. You may also request that any data collected about you be destroyed. If you do wish to withdraw from this project or withdraw data collected about you, please contact the Research Team (contact details at the top of this form).

Your decision whether you take part, do not take part, or to take part and then withdraw, will in no way impact your current or future relationship with the University of Southern Queensland or Srinakarindra the Princes School Nongbualamphu Thailand.

Expected Benefits

It is expected that this project will directly benefit you as a student to improve your speaking skills and active learning while also building positive motivation and attitudes toward learning and speaking English. The information obtained from you will help English teachers to understand how active learning, drama-based activities and Facebook can be adopted in an EFL context for Thai secondary school students, especially those who have similar cultural background and language learning problems.

Risks

There are no anticipated risks beyond normal day-to-day living associated with your participation in this project.

Privacy and Confidentiality

All comments and responses will be treated confidentially unless required by law.

If you wish to drop out of the project at any time, you are welcome to do so. If you do not want to share what you have told, you can do so. You can tell either the researcher or your English teachers. Your participation or non-participation will not impact on your course grades in any way.

After you have given your comments during the interview, you will have the opportunity to verify your comments and responses prior to final conclusion. All Audio recording will be used as an instructional aide. If you do not wish to be recorded you can tell the researcher before conducting the interview. After 5 years, when no one needs the information you have given or your recorded works, the documents will be deleted or destroyed. The recording will not be used for any other purposes.

All papers and hard copy files will be stored in a locked cabinet at Srinakarindra the Princes School Nongbualamphu Thailand. All electronic files including video/audio recording will be kept on password protected computers. Access to all data has to be permitted by the researcher only.

Any data collected as a part of this project will be stored securely as per University of Southern Queensland's Research Data Management policy.

Consent to Participate

We would like to ask you to sign a written consent form (enclosed) to confirm your agreement to participate in this project. Please return your signed consent form to a member of the Research Team prior to participating in your interview.

Questions or Further Information about the Project

Please refer to the Research Team Contact Details at the top of the form to have any questions answered or to request further information about this project.

Concerns or Complaints Regarding the Conduct of the Project

If you have any concerns or complaints about the ethical conduct of the project you may contact the University of Southern Queensland Ethics Coordinator on (07) 4631 2690 or email ethics@usq.edu.au. The Ethics Coordinator is not connected with the research project and can facilitate a resolution to your concern in an unbiased manner.

Thank you for taking the time to help with this research project. Please keep this sheet for your information.



Participant Information for USQ Research Project Interview

แบบฟอร์มความยินยอมสำหรับการสัมภาษณ์การทำวิจัย (ต่ำกว่า 18 ปี)

Project Details

Title of Project: Effects of Drama-Based Activities and Facebook on Thai Secondary School Students' English Speaking Skills, Attitudes and Motivation

หัวข้อโครงการ ผลของกิจกรรมด้านการละครและเฟสบุ๊คต่อทักษะการพูดภาษาอังกฤษและแรงจูงใจของนักเรียนไทยในชั้นมัธยมศึกษา

Human Research Ethics Approval

Number:

H16REA144

หมายเลขอนุมัติการทำวิจัยเกี่ยวกับมนุษย์:

Research Team Contact Details

Principal Investigator Details

หัวหน้าทีมผู้วิจัย

Kayne Manit Wongsa

Email: manit_ww@hotmail.com

Telephone: +61412283949

Mobile: 0412283949

Supervisor Details

ที่ปรึกษา

Associate Professor Jeong-Bae Son

Email: Jeong-Bae.Son@usq.edu.au

Telephone: +61-7-4631-2235

Description

โครงการนี้จะถูกดำเนินการเป็นส่วนหนึ่งของโครงการปริญญาเอกสาขาทางการศึกษา วัตถุประสงค์ของโครงการนี้คือการ

ตรวจสอบประสิทธิภาพของการใช้กิจกรรมด้านละคร และ เฟสบุ๊ค ในทักษะการพูดภาษาอังกฤษของนักเรียน การศึกษายังมี

วัตถุประสงค์เพื่อศึกษาผลกระทบของการรวมกลุ่มของกิจกรรมด้านละครและ เฟสบุ๊ค เกี่ยวกับทัศนคติของนักเรียนและแรงจูงใจ

ในการเรียนรู้และพูดภาษาอังกฤษ

ทีมวิจัยได้ร้องขอความช่วยเหลือของคุณเพราะถ้าคุณเห็นด้วยกับการมีส่วนร่วมใน โครงการที่ผมอาจเลือกที่คุณและบางส่วนนักเรียนคนอื่น ๆ ที่จะให้สัมภาษณ์ในภายหลังเพื่อดูว่าคุณมีความสุขกับการเรียนและถ้าพวกเขาจะช่วยให้คุณเรียนรู้ภาษาอังกฤษ หากคุณกำลังเลือกคุณจะได้รับสัมภาษณ์เพียงครั้งเดียวในตอนท้ายของโครงการ การสัมภาษณ์ครั้งนี้จะอยู่ในรูปแบบที่ไม่เป็นทางการ คุณจะถูกถามคำถามที่เกี่ยวข้องกับความคิดเห็นของคุณในการเรียนรู้การพูดภาษาอังกฤษและคุณจะถูกถามในการประเมินทักษะการพูดภาษาอังกฤษของคุณระหว่างก่อนและหลังการเข้าร่วม โครงการ มีสิทธิ์ของคุณข้อมูลที่คุณให้จะนำเสนอหรือรายงานการศึกษาผลภายหลัง อย่างไรก็ตามข้อมูลส่วนบุคคลของคุณหรือบัตรประจำตัวที่จะได้รับการคุ้มครองในการนำเสนอผลงานใด ๆ และสิ่งพิมพ์

Participation

การมีส่วนร่วมของคุณจะเกี่ยวข้องกับการมีส่วนร่วมในการให้สัมภาษณ์ว่าจะใช้เวลาประมาณ 15 -30 นาที การสัมภาษณ์ครั้งนี้จะดำเนินการในสถานที่ใดที่คุณรู้สึกสบาย นี้จะมีในห้องเรียนห้องที่ว่างหรือแม่กระท่งโรงอาหาร นอกจากนี้คุณยังสามารถบอกสถานที่ที่คุณเลือก

คำถามที่จะรวมถึงวิธีที่คุณจะอธิบายเรื่องนี้ภาษาอังกฤษหลักสูตร / การฝึกอบรมที่คุณเพิ่งเข้าร่วมและคุณรู้สึกหลักสูตรนี้มีข้อได้เปรียบใด ๆ / ข้อเสียสำหรับนักเรียน การสัมภาษณ์จะเป็นเสียงที่บันทึกไว้

การเข้าร่วมในโครงการนี้เป็นความสมัครใจอย่างสิ้นเชิง หากคุณไม่ต้องการที่จะมีส่วนร่วมที่คุณไม่จำเป็นต้อง หากคุณตัดสินใจที่จะมีส่วนร่วมและต่อมาเปลี่ยนความคิดของคุณคุณมีอิสระที่จะถอนตัวออกจากโครงการในขั้นตอนใด นอกจากนี้คุณยังสามารถขอให้ข้อมูลใด ๆ ที่เก็บรวบรวมเกี่ยวกับคุณถูกทำลาย หากคุณไม่ต้องการที่จะถอนตัวออกจากโครงการนี้ หรือเพิกถอนการเก็บรวบรวมข้อมูลเกี่ยวกับคุณกรุณาติดต่อทีมงานวิจัย (รายละเอียดการติดต่อที่ด้านบนของรูปแบบนี้)

การตัดสินใจของคุณไม่ว่าคุณจะมีส่วนร่วมไม่ได้มีส่วนร่วมหรือมีส่วนร่วมแล้วถอนจะในทางที่ไม่ส่งผลกระทบต่อความสัมพันธ์ในปัจจุบันหรือในอนาคตของคุณด้วย University of Southern Queensland หรือโรงเรียนเฉลิมพระเกียรติสมเด็จพระศรีนครินทร์ หนองบัวลำภู

Expected Benefits

เป็นที่คาดว่า โครงการนี้ จะเป็นประโยชน์ โดยตรงต่อนักเรียน เพื่อพัฒนาทักษะการ พูด และ เรียนรู้ การใช้งาน ในขณะที่ ยังมี การสร้าง แรงจูงใจ ในเชิงบวก และทัศนคติต่อ การเรียนรู้และ การพูดภาษาอังกฤษ และก็อาจเป็นประโยชน์ ต่อโรงเรียนและ ครูผู้สอน ภาษาอังกฤษ ในการทำความเข้าใจ ของ การเรียนรู้ วิธีการใช้งาน , กิจกรรมด้านละคร และ เฟสบุ๊ค สามารถ นำมาใช้ใน การสอน ภาษาอังกฤษสำหรับนักเรียนระดับมัธยมศึกษาของไทย โดยเฉพาะอย่างยิ่ง ผู้ที่มี ภูมิหลังทางวัฒนธรรม และภาษาที่ เรียนรู้ปัญหา ที่ คล้ายกัน

Risks

ไม่มีความเสี่ยงที่คาดว่าจะเกิดการใช้ชีวิตประจำวันเมื่อเข้าร่วมโครงการนี้

Privacy and Confidentiality

แสดงความคิดเห็นและการตอบ ทั้งหมดจะได้รับการรักษาเป็นความลับ เว้นแต่ตามที่กฎหมายกำหนด ชื่อของ บุคคลแต่ละคนไม่จำเป็นต้องใช้ในการตอบแบบสอบถาม

หากคุณต้องการที่จะออกของโครงการคุณสามารถที่จะทำเช่นนั้นได้หากคุณไม่เข้าร่วมโครงการก็จะไม่ส่งผลกระทบต่อผลการเรียนหลักสูตรของคุณในทางใดทางหนึ่ง หลังจาก 5 ปี เมื่อไม่มีใครต้องการ ข้อมูลที่คุณให้ฉันหรืองาน บันทึก ของคุณผมจะลบหรือทำลาย เอกสารการบันทึกจะไม่ถูกใช้ เพื่อวัตถุประสงค์อื่นใด

เอกสารและไฟล์ ทั้งหมดจะถูกเก็บไว้ในตู้ล็อกโรงเรียนเฉลิมพระเกียรติสมเด็จพระศรีนครินทร์ หนองบัวลำภู, ไฟล์อิเล็กทรอนิกส์ รวมถึงการบันทึก วิดีโอ / เสียง จะถูกเก็บไว้ บนเครื่องคอมพิวเตอร์ที่ มีรหัสผ่านป้องกันในการเข้าถึงข้อมูลทั้งหมด จะต้องมี การได้รับอนุญาต ด้วยตัวเอง ข้อมูลที่เก็บรวบรวมได้เป็นส่วนหนึ่งของโครงการนี้จะถูกเก็บไว้อย่างปลอดภัยตามนโยบายการวิจัย การจัดการข้อมูล ของ University of Southern Queensland

Consent to Participate

เราอยากให้คุณลงนามในแบบฟอร์มการยินยอมเป็นลายลักษณ์อักษร (ตามที่แนบมา) เพื่อยืนยัน ข้อตกลงของคุณว่าจะมีส่วนร่วมในโครงการนี้ กรุณาส่ง แบบฟอร์มการลงนามยินยอมของคุณไปยังสมาชิกของทีมงานวิจัย ก่อนที่จะเข้าร่วม โครงการ

Questions or Further Information about the Project

โปรดดู รายละเอียดการติดต่อ ทีมวิจัย ที่ด้านบนของเอกสารนี้เพื่อตอบคำถามใด ๆ หรือขอ ข้อมูลเพิ่มเติม เกี่ยวกับโครงการนี้

Concerns or Complaints Regarding the Conduct of the Project

หากคุณมี ความกังวลใด ๆ หรือข้อร้องเรียน เกี่ยวกับการ ปฏิบัติตามหลักจริยธรรมของโครงการคุณสามารถติดต่อ ประสานงาน

University of Southern Queensland จริยธรรม ที่ (07) 4631 2690 หรือ อีเมล

ethics@usq.edu.au ทางผู้ประสานงานด้านจริยธรรมไม่ได้เกี่ยวข้องกับโครงการวิจัยและสามารถอำนวยความสะดวก

สะดวกในการลงมติเพื่อความกังวลของคุณในลักษณะที่เป็นกลาง

ขอบคุณ ที่สละเวลา เพื่อช่วยให้มี โครงการวิจัย นี้ กรุณาเก็บ แผ่น นี้สำหรับข้อมูล ของคุณ

Project Details

Title of Project: Effects of Drama-Based Activities and Facebook on Thai Secondary School Students' English Speaking Skills, Attitudes and Motivation

หัวข้อโครงการ ผลของกิจกรรมด้านการละครและเฟสบุ๊คต่อทักษะการพูดภาษาอังกฤษและแรงจูงใจของนักเรียนไทยใน
ชั้นมัธยมศึกษา

Human Research Ethics Approval Number: H16REA144
หมายเลขอนุมัติการทำวิจัยเกี่ยวกับมนุษย์:

Research Team Contact Details

Principal Investigator Details

หัวหน้าทีมผู้วิจัย

Kayne Manit Wonga
Email: manit_ww@hotmail.com
Telephone: +61412283949
Mobile: 0412283949

Supervisor Details

ที่ปรึกษา

Associate Professor Jeong-Bae Son
Email: Jeong-Bae.Son@usq.edu.au
Telephone: +61-7-4631-2235

Statement of Consent

By signing below, you are indicating that you:

- Have read and understood the information document regarding your child's participation in this project.
- ได้อ่านและเข้าใจเอกสารข้อมูลเกี่ยวกับเด็กที่จะเข้าร่วมโครงการในครั้งนี้
- And you and your child have had any questions answered to your satisfaction.
- และคุณและเด็กได้รับการตอบคำถามที่สงสัยเป็นที่พอใจ
- Understand that if you or your child have any additional questions you can contact the research team.
- เข้าใจว่าถ้ามีคำถามเพิ่มเติมสามารถสอบถามผู้ทำวิจัยได้ตลอดเวลา
- Understand that the interview will be audio and video recorded.
- เข้าใจว่าการสัมภาษณ์ในการวิจัยจะมีการบันทึกภาพวิดีโอและเสียง
- Understand that you will not be provided with a copy of the transcript of the interview for your perusal and endorsement prior to inclusion of your child's data in the project.
- เข้าใจว่าคุณจะไม่ได้รับเอกสารผลการวิจัยและบทบันทึกของการสัมภาษณ์ก่อนที่ข้อมูลจะมีการวิเคราะห์สำหรับการทำวิจัย

- Understand that you, or your child, are free to withdraw at any time, without comment or penalty.
- เข้าใจว่าเด็กสามารถออกจากกรร่วมโครงการได้โดยไม่มีผลกระทบ
- Understand that you can contact the University of Southern Queensland Ethics Coordinator on (07) 4631 2690 or email ethics@usq.edu.au if you do have any concern or complaint about the ethical conduct of this project.
- เข้าใจว่าสามารถติดต่อมหาวิทยาลัย ได้ที่หมายเลข (07) 4631 2690 หรือ email ethics@usq.edu.au ถ้ามีข้อสงสัยเกี่ยวกับโครงการ
- Are the legal guardian of the child that will participate in this project?
- คือผู้ปกครองของนักเรียนที่จะเข้าร่วมกิจกรรม
- Agree for your child to participate in the project.
- ตกลงที่จะให้เด็กเข้าร่วมในโครงการ

Child or Young Person's (under 18 years) Agreement to Participate

นักเรียนผู้เข้าร่วมกิจกรรม

Name ชื่อ	<input type="text"/>
Signature ลายมือ	<input type="text"/>
Date วันที่	<input type="text"/>

Parent's (or Legal Guardian's) Consent for a Child or Young Person to Participate

ผู้ปกครองผู้เข้าร่วมกิจกรรม

Name ชื่อ	<input type="text"/>
Signature ลายมือ	<input type="text"/>
Date วันที่	<input type="text"/>

Please return this sheet to a Research Team member prior to your child participating in the Interview.

กรุณาคืนแบบฟอร์มนี้มายังทีมผู้ทำวิจัยก่อนที่จะเข้าร่วมโครงการ



Participant Information for USQ Research Project Questionnaire

Project Details

Title of Project: Effects of Drama-Based Activities and Facebook on Thai Secondary School Students' English Speaking Skills, Attitudes and Motivation
Human Research Ethics Approval Number: H16REA144

Research Team Contact Details

Principal Investigator Details

Kayne Manit Wongsa
Email: manit_ww@hotmail.com
Telephone: +61412283949
Mobile: 0412283949

Supervisor Details

Associate Professor Jeong-Bae Son
Email: Jeong-Bae.Son@usq.edu.au
Telephone: +61-7-4631-2235

Description

This project is being undertaken as part of a PhD project in education. The purpose of this project is to investigate the effectiveness of the use of drama-based activities and Facebook on students' English speaking skills. The study also aims to investigate the impact of the integration of drama-based activities and Facebook on students' attitudes and motivation to learn and speak English.

The research team requests your assistance because you will be asked to complete sets of questionnaires related to your opinions in English speaking. You will be asked to read all the statements in each section (total of 40 statements) and give your responses to each item by putting a mark (/) in the box that suits your opinion most: strongly agree, agree, neutral, disagree, or strongly disagree. Your responses will show your attitudes and motivation and your opinions in learning English speaking. Your responses will be dealt with

confidentiality and used only for the research purposes. It approximately takes 40 minutes to finish the questionnaires.

With your permission, the information you give will be presented or reported as study results later. However, your personal information or identification will be protected in any presentations and publications.

Participation

Your participation will involve completion of sets of questionnaires that will take approximately 40 minutes of your time.

Questions will include what level of your attitudes and motivation in learning English speaking and how do you evaluate your learning English speaking before and after participation in the project.

Your participation in this project is entirely voluntary. If you do not wish to take part you are not obliged to. If you decide to take part and later change your mind, you are free to withdraw from the project at any stage. Please note, that if you wish to withdraw from the project after you have submitted your responses, the Research Team is unable to remove your data from the project (unless identifiable information has been collected). If you do wish to withdraw from this project, please contact the Research Team (contact details at the top of this form).

Your decision whether you take part, do not take part, or to take part and then withdraw, will in no way impact your current or future relationship with the University of Southern Queensland or Srinakarindra the Princes School Nongbualamphu Thailand.

Expected Benefits

It is expected that this project will directly benefit you as a student to improve your speaking skills and active learning while also building positive motivation and attitudes toward learning and speaking English. Your responses to the questionnaires may benefit the school and English teachers to understand how active learning, drama-based activities and Facebook can be adopted in an EFL context for Thai secondary school students, especially those who have similar cultural background and language learning problems.

Risks

There are no anticipated risks beyond normal day-to-day living associated with your participation in this project.

Privacy and Confidentiality

All comments and responses will be treated confidentially unless required by law. The names of individual persons are not required in any of the responses. Any data collected as a part of this project will be stored securely as per University of Southern Queensland's Research Data Management policy.

Consent to Participate

The return of the completed questionnaire is accepted as an indication of your consent to participate in this project.

Questions or Further Information about the Project

Please refer to the Research Team contact details at the top of the form to have any questions answered or to request further information about this project.

Concerns or Complaints Regarding the Conduct of the Project

If you have any concerns or complaints about the ethical conduct of the project you may contact the University of Southern Queensland Ethics Coordinator on (07) 4631 2690 or email ethics@usq.edu.au. The Ethics Coordinator is not connected with the research project and can facilitate a resolution to your concern in an unbiased manner.

Thank you for taking the time to help with this research project. Please keep this sheet for your information.



Participant Information for USQ Research Project Questionnaire

แบบฟอร์มความยินยอมสำหรับการกรอกแบบสำรวจการทำวิจัย

Project Details

Title of Project: Effects of Drama-Based Activities and Facebook on Thai Secondary School Students' English Speaking Skills, Attitudes and Motivation

หัวข้อโครงการ ผลของกิจกรรมด้านการละครและเฟสบุ๊คต่อทักษะการพูดภาษาอังกฤษและแรงจูงใจของนักเรียนไทย
ในชั้นมัธยมศึกษา

Human Research Ethics Approval
Number:

หมายเลขอนุมัติการทำวิจัยเกี่ยวกับมนุษย์

H16REA144

Research Team Contact Details

Principal Investigator Details

หัวหน้าทีมผู้วิจัย

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Email: manit_wv@hotmail.com

Telephone: +61412283949

Mobile: 0412283949

Supervisor Details

ที่ปรึกษา

Associate Professor Jeong-Bae Son

Email: Jeong-Bae.Son@usq.edu.au

Telephone: +61-7-4631-2235

Description

โครงการนี้จะถูกดำเนินการเป็นส่วนหนึ่งของโครงการปริญญาเอกสาขาทางการศึกษา วัตถุประสงค์ของโครงการนี้คือการตรวจสอบประสิทธิภาพของการใช้กิจกรรมด้านละคร และ เฟสบุ๊ค ในทักษะการพูดภาษาอังกฤษของนักเรียน การศึกษายังมีวัตถุประสงค์เพื่อศึกษาผลกระทบของการรวมกลุ่มของกิจกรรมด้านละครและ เฟสบุ๊ค เกี่ยวกับทัศนคติของนักเรียนและแรงจูงใจในการเรียนรู้และพูดภาษาอังกฤษ

ทีมวิจัยได้ร้องขอความช่วยเหลือของคุณเพราะถ้าคุณเห็นด้วยกับการมีส่วนร่วมในโครงการที่คุณจะถูกขอให้กรอกแบบสอบถามที่เกี่ยวข้องกับความคิดเห็นของคุณในการเรียนรู้ภาษาอังกฤษ คุณจะถูกขอให้อ่านทั้งหมด (40 ข้อ) ในแต่ละส่วนและให้แสดงความคิดเห็นของคุณในแต่ละรายการ โดยการใส่เครื่องหมาย (/) ในกล่องที่เหมาะสมกับความคิดเห็นของคุณมากที่สุด: เห็นด้วยอย่างยิ่ง เห็นด้วยความเป็นกลาง ไม่เห็นด้วยอย่างยิ่ง ไม่เห็นด้วย การตอบของคุณจะแสดงทัศนคติและแรงจูงใจของคุณและความคิดเห็น

ของคุณในการเรียนรู้การพูดภาษาอังกฤษ คำตอบของคุณจะได้รับการเก็บเป็นความลับและใช้เฉพาะสำหรับวัตถุประสงค์ในการวิจัย ใช้เวลาประมาณ 40 นาทีเพื่อเสร็จสิ้นแบบสอบถาม

มีสิทธิ์ของคุณ ที่คุณให้คำแนะนำหรือรายงานการศึกษาผลภายหลัง อย่างไรก็ตามข้อมูลส่วนบุคคลของคุณหรือบัตรประจำตัวที่จะได้รับการคุ้มครองในการนำเสนอผลงานใด ๆ และสิ่งพิมพ์

Participation

การมีส่วนร่วมของคุณในการกรอกแบบสอบถามที่จะใช้เวลาประมาณ 40 นาที

คำถามที่จะรวมถึงสิ่งที่จะระดับของทัศนคติและแรงจูงใจในการเรียนรู้ภาษาอังกฤษและวิธีการทำนักเรียนประเมินการเรียนรู้ของคุณพูดภาษาอังกฤษก่อนและหลังเข้าร่วม โครงการ

การเข้าร่วมในโครงการนี้เป็นความสมัครใจอย่างสิ้นเชิง หากคุณไม่ต้องการที่จะมีส่วนร่วมคุณสามารถทำได้ หากคุณตัดสินใจที่จะมีส่วนร่วมและต่อมาเปลี่ยนความคิดของคุณคุณมีอิสระที่จะถอนตัวออกจากโครงการในขั้นตอนได้ โปรดทราบว่าถ้าคุณต้องการที่จะถอนตัวออกจากโครงการหลังจากที่คุณได้ส่งคำตอบของคุณที่มหาวิทยาลัยไม่สามารถที่จะลบข้อมูลของคุณจากโครงการ (ยกเว้นกรณีข้อมูลที่ระบุตัวได้รับการเก็บรักษา) หากคุณไม่ต้องการที่จะถอนตัวออกจากโครงการนี้กรุณาติดต่อทีมงานวิจัย (รายละเอียดการติดต่อที่ด้านบนของเอกสารนี้)

การตัดสินใจของคุณไม่ว่าคุณจะมีส่วนร่วมไม่ได้มีส่วนร่วมหรือมีส่วนร่วมแล้วถอนจะในทางที่ไม่ส่งผลกระทบต่อความสัมพันธ์ในปัจจุบันหรือในอนาคตของคุณกับ University of Southern Queensland หรือโรงเรียนเฉลิมพระเกียรติสมเด็จพระศรีนครินทร์ หนองบัวลำภู

Expected Benefits

เป็นที่คาดว่า โครงการนี้ จะเป็นประโยชน์ โดยตรงต่อนักเรียน เพื่อพัฒนาทักษะการ พูด และ เรียนรู้ การใช้งาน ในขณะที่ ยังมี การสร้าง แรงจูงใจ ในเชิงบวก และทัศนคติต่อ การเรียนรู้และ การพูดภาษาอังกฤษ และก็อาจเป็นประโยชน์ ต่อโรงเรียนและ ครูผู้สอน ภาษาอังกฤษ ในการทำความเข้าใจ ของ การเรียนรู้ วิธีการใช้งาน , กิจกรรมด้านละคร และ เฟสบุ๊ค สามารถ นำมาใช้ใน การสอน ภาษาอังกฤษสำหรับนักเรียนระดับมัธยมศึกษาของไทย โดยเฉพาะอย่างยิ่ง ผู้ที่มี ภูมิหลังทางวัฒนธรรม และภาษาที่ เรียนรู้ปัญหา ที่ คล้ายกัน

Risks

ไม่มีความเสี่ยงที่คาดว่าจะเกิดการใช้ชีวิตประจำวันเมื่อเข้าร่วมโครงการนี้

Privacy and Confidentiality

แสดงความคิดเห็นและการตอบ ทั้งหมดจะได้รับการรักษาเป็นความลับ เว้นแต่ตามที่กฎหมายกำหนด ชื่อของ บุคคลแต่ละคนไม่จำเป็นต้องในการตอบแบบสอบถาม ข้อมูลที่เก็บรวบรวมได้เป็นส่วนหนึ่งของโครงการนี้จะถูกเก็บไว้อย่างปลอดภัยตามนโยบาย การวิจัย การจัดการข้อมูล ของ University of Southern Queensland

Consent to Participate

ส่งกลับแบบสอบถามที่สมบูรณ์คือรับการยอมรับเป็น ข้อบ่งชี้ของ ความยินยอมของคุณ จะมีส่วนร่วมในโครงการนี้

Questions or Further Information about the Project

โปรดดู รายละเอียดการติดต่อ ทีมวิจัย ที่ด้านบนของเอกสารนี้เพื่อตอบคำถามใด ๆ หรือขอ ข้อมูลเพิ่มเติม เกี่ยวกับโครงการ นี้

Concerns or Complaints Regarding the Conduct of the Project

หากคุณมี ความกังวลใด ๆ หรือข้อร้องเรียน เกี่ยวกับการ ปฏิบัติตามหลักจริยธรรมของโครงการคุณสามารถติดต่อ ประสานงาน
University of Southern Queensland จริยธรรม ที่ (07) 4631 2690 หรือ อีเมล
ethics@usq.edu.au ทางผู้ประสานงานด้านจริยธรรมไม่ได้เกี่ยวข้องกับโครงการวิจัยและสามารถอำนวยความสะดวก
สะดวกในการลงมติเพื่อความกังวลของคุณในลักษณะที่เป็นกลาง

ขอบคุณ ที่สละเวลา เพื่อช่วยให้มี โครงการวิจัย นี้ กรุณาเก็บ แผ่น นี้สำหรับข้อมูล ของคุณ