

ผลกระทบของการแสดงตามบทบาทโดยใช้ละครเป็นหลักด้วยโครงสร้างแบบ
เทคนิคแบ่งกลุ่มผลสัมฤทธิ์ที่มีต่อทักษะการพูด แรงจูงใจ และการรู้คุณค่า
ในตนเอง ในการเรียนภาษาอังกฤษของนักศึกษาระดับมหาวิทยาลัย

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วิทยานิพนธ์นี้เป็นส่วนหนึ่งของการศึกษาตามหลักสูตรปริญญาศิลปศาสตรดุษฎีบัณฑิต

สาขาวิชาภาษาอังกฤษศึกษา

มหาวิทยาลัยเทคโนโลยีสุรนารี

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**THE EFFECTS OF DRAMA-BASED ROLE PLAY
STRUCTURED BY STAD ON UNIVERSITY STUDENTS'
SPEAKING SKILL, MOTIVATION, AND SELF-ESTEEM**

Lawarn Sirisrimangkorn

A large, faint watermark of the Suranaree University of Technology logo is centered on the page. The logo features a stylized figure standing on a pedestal, surrounded by a circular emblem with Thai script. The text 'มหาวิทยาลัยเทคโนโลยีสุรนารี' (Mahavithayalai Technology Suranaree) is visible at the bottom of the emblem.

**A Thesis Submitted in Partial Fulfillment of the Requirements for
the Degree of Doctor of Philosophy in English Language Studies**

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Suranaree University of Technology has approved this thesis submitted in partial fulfillment of the requirements for the Degree of Doctor of Philosophy.

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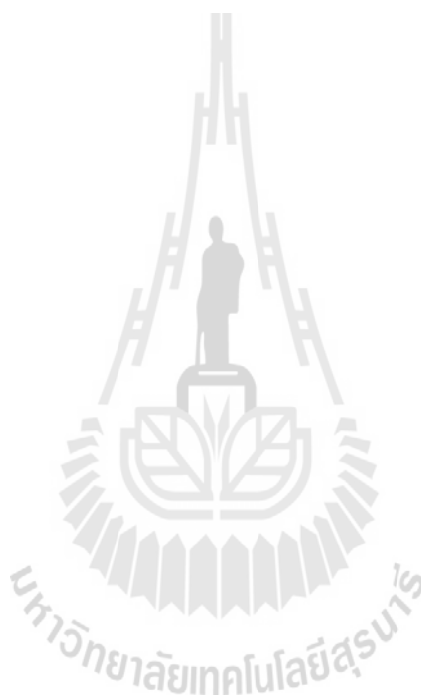
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LAWARN SIRISRIMANGKORN : THE EFFECTS OF DRAMA-BASED
 ROLE PLAY STRUCTURED BY STAD ON UNIVERSITY STUDENTS'
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DRAMA-BASED ROLE PLAY/ STAD/ SPEAKING SKILL/ MOTIVATION/
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The research study investigates the results of the effects of drama-based role play structured by Student Teams Achievement Division (STAD) on university students' speaking skill, motivation, and self-esteem. This study was a quasi-experimental research and conducted over an academic semester in a fundamental English class at Nakhon Ratchasima Rajabhat University (NRRU). Participants in this study were 80 non-native undergraduate students whose major was not English. They were selected by purposive sampling and arranged into an experimental group and a control group of 40 students each. Throughout 16 weeks, both groups of students studied English based on the same learning content; however, only the experimental group was introduced to drama-based role play and STAD while the control group continued using the simple role play with regular group work activities. The instruments for collecting data in this study were as follows; pre- and post-speaking tests, pre- and post-Attitude and Motivation Battery Tests, pre- and post-Self-Esteem Tests, analysis of students' video clips, students' interviews, students' journals, and classroom observation. Both quantitative and qualitative methods were used to analyze the results of the research study. The results of quantitative and

qualitative analysis showed the effectiveness of the integration of drama-based role play and STAD on students' speaking skill, motivation, and self-esteem in the experimental group. The results of research are as follows;

1. Students who worked on the integration of drama-based role play and STAD had significantly higher speaking skill than those students who worked on the simple role play and group work activities at 0.01.
2. Students who worked on the integration of drama-based role play and STAD had significantly higher motivation and self-esteem than those students who worked on the regular course book role play and group work activities at 0.01 level.
3. Students who worked on the integration of drama-based role play and STAD had positive perceptions towards the integration of drama-based role play and STAD.

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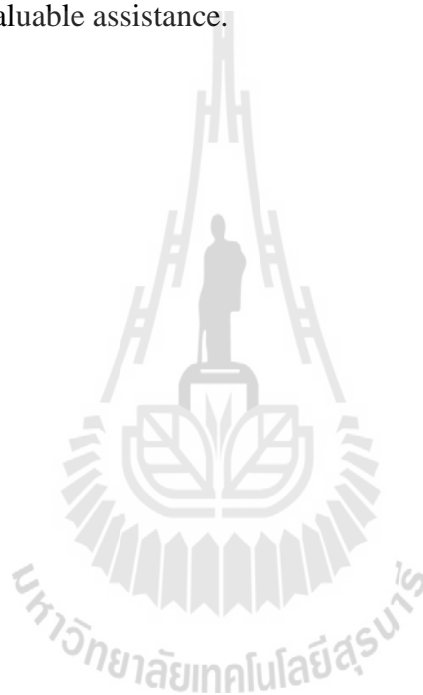


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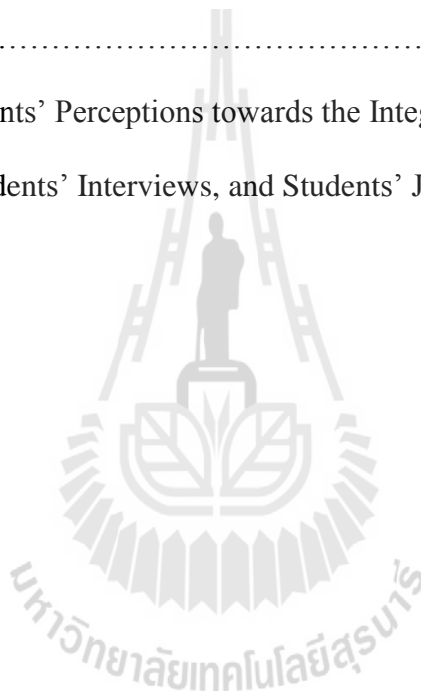
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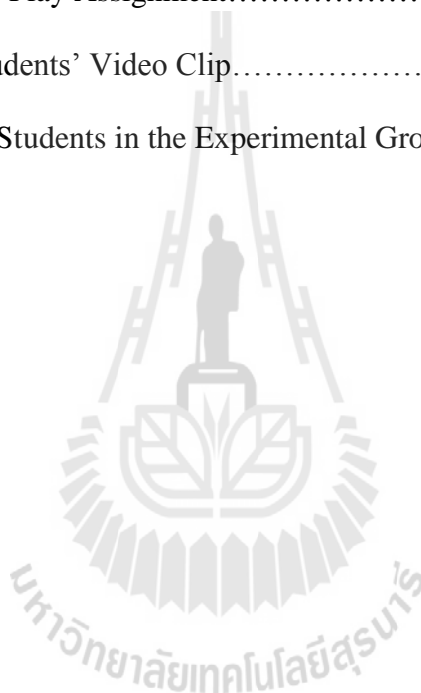
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CHAPTER 1

INTRODUCTION

This chapter consists of eight sections. The first section explains the background and the rationale of the research study. Next, a statement of the problem is presented in the second section. The third section presents the purposes of the study. Then, research questions and hypotheses are provided in the fourth section. The fifth section defines the definitions of the key terms used in this study. The significance of the study is explained in the sixth section. Then, the limitations of the study are presented in the seventh section. Finally, the last section is a summary of this chapter.

1.1 Background and Rationale

In 1997, the Office of the National Education Commission (ONEC) launched the policies and plans which have influenced numerous changes in the Thai educational system. Also, these challenges lead to the National Education Act 1999. Accordingly, the Act represents an unprecedented and long over-due break from the traditional Thai educational system of lecturing and rote learning, sets the foundation for a more creative, questioning approach to studying, and has lead to the educational reform in 1999. One important statement in the educational reform is that there should be implementation of a learner-centered approach in the learning and teaching of all subjects, including English. Traditionally, English teaching in Thailand was

conducted by the grammar translation or the audio-lingual method (Saengboon, 2003). In terms of learning, the educational reform also states that Thai learners should learn English to improve their communicative competence. For higher education, the Office of the Higher Education Commission (OHEC) provides the policy and implementational framework for language teaching and learning by encouraging every student to study English and by focusing on effective communication in English. There are two important goals in higher education: firstly, undergraduate students should have the capacity to communicate in English; and secondly, they should be provided with the opportunity to learn a second or foreign language for communicative purposes.

Speaking is a two-way process between speaker and listener and involves the productive skill of speaking and the receptive skill of understanding (Bryne, 1998). It is the most common and important means of communication between people. Speaking English is seen as an important characteristic of the good English learner. However, it is found that many Thai undergraduate students have difficulties in communicating in English. Thai students tend to lag behind in acquiring adequate communicative skills (Janudom & Wasanasomsithi, 2009). Moreover, Thai university students are not confident in either speaking or listening to the target language even though communicative language teaching (CLT) has been implemented (Sukanake, Heaton, Chantrupanth, & Rorex, 2003). It seems English language teaching does not prepare Thai students for the changing world because of their low level of English proficiency (Wiriyachitra, 2004).

According to Yamini and Tahriri (2006), there are affective variables which are considered as part and parcel of every effective language teaching and learning

process. The affective variables play a facilitative role in second language acquisition (Krashen, 1981). It is necessary to support learners to develop such affective factors as motivation and self-esteem because they make the learner more successful in second language acquisition. In contrast, if the learner has low motivation and low self-esteem, the affective filter is raised and it forms a mental block that prevents comprehensible input from being used for acquisition (Krashen, 1981). It can be seen, therefore, that low motivation and self-esteem have become one of the barriers against successful speaking skills. However, Thai undergraduate students continue to show low motivation and self-esteem as they are reluctant to learn and they hesitate to participate in communicative activities in their language classes. Competence in communicating with others is a key ability which is central to the individual's self-esteem. In order to be able to communicate in a second language, the learner requires tremendous ego strength, an ability to retain a sense of self-esteem even when exposing and exploring an area of real weakness. For these reasons, bolstering the student's sense of self-esteem is the key to working with new learners of English in the context of higher education. In terms of motivation, it is one important factor regarding success in foreign language learning (Dornyei, 2001). Providing learners with motivation can often enhance their learning experiences and success in second or foreign language learning.

Many communicative activities are implemented in teaching and learning English in order to promote students' communication and develop their motivation and self-esteem. Drama is a communicative-based activity and it is widely accepted in language acquisition research to be an effective second language teaching strategy (Richards, 2001). Teaching language through drama is a very useful potential method

because it gives a context for listening and meaningful language production, forcing the learners to use their language resources (Chauhan, 2004). Drama provides authentic communicative environments for the learners and drama activities are used to heighten learners' speaking ability (Ulas, 2008; Janudom & Wasanasomsithi, 2009). It is seen as an important technique in communicative language teaching (CLT). In addition, the implementation of drama benefits such learners' affective factors as motivation and self-esteem (Donnery, 2009; Pacyga, 2009; Read, 2009) through its non-threatening classroom environment. A classroom with drama activities motivates learners to learn and provides them with a relaxing environment to study in. Drama-based role play is an activity which aims to help students develop a story together. In doing so, learners are required to engage in the preparation of role plays and then to act them out (Cockett, 2000). Drama-based role play has positive effects on learners' communication and affective factors through stimulating the learners to use authentic conversation and it also provides them with a framework which allows them to overcome their fear of certain emotional, linguistic and social constraints (Brash et al., 2009). When learners learn English through drama, they learn not only language use, but also the communicative process. Drama-based activities focusing on meaningful language, interactive communication and cooperative group work can stimulate participation (Dailey, 2009).

With regard to cooperative learning, cooperative learning activities are also often used as techniques for successful language teaching. Cooperative learning is an instructional method which encourages students to learn through group interaction. It provides maximum opportunities for meaningful input and output in interactive and supportive environments (Ghaith, 2003). In the cooperative learning classroom,

students are motivated to work harder in a positive atmosphere in which learning was shared, gained, and discussed interactively (Wang, 2009). Student Teams Achievement Division (STAD) is an instructional cooperative method which has positive effects on student learning in terms of communication and affective factors (Slavin, 1995) as it focuses on small groups of learners with divergent learning abilities to work together to complete a shared learning goal. Kagan (1995) also claimed that communicative language teaching and cooperative learning was a natural match in foreign language teaching. Cooperative learning is used as a set of teaching methods or techniques to embody the spirit of communicative language teaching (Liang, 2002). In the cooperative learning classroom, students acquire a lot of experiences; students are more motivated to work harder, to create a positive atmosphere, in which learning is shared, gained and discussed interactively (Wang, 2009). The cooperative learning approach promotes opportunities for interaction and communication between students. Students have more opportunity to communicate while working in a group with their friends. Then, they motivate each other to learn because the success of the group depends on the success of each individual. When the learners are motivated, the affective filter is low and it reduces frustration. If the learners are motivated, they will learn more. Moreover, when they learn more, they will show more confidence in their learning capacity (Tyers, 2002). STAD is the most heavily researched of all of the cooperative learning methods and the positive effects have been consistent in all subjects (Slavin, 1995). The greatest positive effects on student learning occur when groups are recognized or rewarded based on the individual learning of each of the group members. STAD is particularly useful for the

classroom that has students at different levels of proficiency because it benefits both high and low achievers.

Many language teaching and learning activities are implemented through Network-Based Language Teaching (NBLT). This is a method of language instruction that involves the use of computers connected to one another in either local or global networks (Kern & Warscheur, 2000). NBLT represents a new and different side of Computer Assisted Language Learning (CALL). The use of the internet and CALL plays an important role in teaching and learning language. It has been suggested that to hold or blend both face to face and computer-based teaching will make the teaching and learning of English more effective. According to Schneider (2004), blended-learning is used as a teaching strategy for choosing appropriate delivery channels for learning. Blended-learning is not a single approach or a separate alternative to an online or classroom setting, but it is a flexible continuum of various language learning environments (Hinkelman, 2005). Face-to-face learning offers too many advantages for it to be abandoned to a closed laboratory learning environment. So it is necessary to change separate learning channels to the new collaborative world that has accompanied network-based language learning. To serve the needs of foreign language learners, an environment which most closely resembles the actual use of a target language is needed (Hinkelman, 2005). First, learners need a communicative, purposeful use of a language to begin acquiring it. This can be a problem of course in locations which are far from English-speaking countries. In addition, learners also have individual preferences, backgrounds, and priorities as they enter online and face-to-face environments, and they may reject situations that do not account for their needs. In order to take advantage of the benefits of blended-learning, many

universities offer courses which combine face to face instruction with online learning (Mitchell & Forer, 2010). The present study will combine the provision of technology and the use of a practical learning classroom environment by adopting (a) learners' use of e-learning and (b) face-to-face classroom settings.

Generally, graduate students should have adequate English speaking skills with positive affective factors so that they can effectively communicate in English for various purposes. For this reason, it is necessary to find effective pedagogical techniques to help develop students' speaking skills while improving their affective factors. The use of drama activities fulfills aspects of the development of learners' English skills in the second or foreign language classroom. Several researchers (Royka 2002; Zyoud, 2010) claim the benefits of drama as bringing enjoyment to lessons and increasing students' positive learning experiences. On the other hand, Gaudart (1990) has claimed that drama is a useless method and time demanding for preparation. Even though drama is fun, many traditional teachers claim that it is not a serious method for learning (Royka, 2002). Moreover, Gaudart perceives the preparation of drama activities as time consuming. Furthermore, Belz (2002, cited in Swenddal, 2011) extends the concerns about language learning through drama activities (language play) and notes that it is viewed as a superfluous activity that deviates from a serious process of language learning. Despite all the criticism on the use of drama in a language classroom, Swenddal (2011) disagrees and claims that learners will gain benefits from engaging in drama because their language-acquisition processes are stimulated and supported. With regard to concerns about drama practices in language play, this study looks for an appropriate technique which is suitable for integration with drama-based role play so that students can practice

communicative activities and develop their affective factors. In this light, STAD can be integrated with drama-based role play as it may provide benefits to language learners, including (1) great opportunities for interaction with other students which can lead to increased communication between them; and (2) the enhancement of students' motivation and self-esteem. STAD components can be applied to create structured environments for drama-based role play procedures, such as 1) class presentation which calls for students' individual participation in a task; 2) teams which require students' group cooperation; or 3) quizzes which testify students' attention to the learning content and task completion. Carrying out these components will make learners' engagement and interaction in drama-based role play more meaningful and purposeful. In the classroom, drama-based role play and STAD may offer an authentic and non-threatening learning environment which encourages an exchange of knowledge between the students. Drama brings enjoyment to learners by motivating them to learn and by increasing their self-esteem. In learning English, learners can use language through drama-based activities, while they follow the components of STAD which keep them involved in the learning process at all times.

1.2 Statement of the Problems

According to the educational policy, one important goal is to create the communicative proficiency required for social, personal, and academic purposes. Students should develop their English competence through communicative activities in order to acquire communicative competence. According to the National Education Act, Thai students study English from grade one; however, many Thai university students find difficulties with English communication. Moreover, they are inactive in

English language learning. Many English language teachers realize the problems so they try to implement activities that promote students' communication in English. Nakhon Ratchasima Rajabhat University (NRRU) is a university in Nakhon Ratchasima, Thailand. NRRU provides various bachelor courses for undergraduate students. The English Foundation course is one of the compulsory subjects which requires learners to successfully develop communicative skills and basic English knowledge for use both inside and outside the classroom. English Foundation class time at NRRU consists of 3 periods (150 minutes) which are offered once a week and each English Foundation class consists of students with different levels of English proficiency. According to Noom-Ura (2008: 175), a classroom students of different abilities requires a particular teaching method that focuses on a variety of activities "with the hope that either one or other of the activities will help the majority of students to some extent, while slow learners become temporarily 'invisible' or ignored". Generally, NRRU undergraduate students have studied English for at least 12 years; however, many of them have low English proficiency (NRRU English Program, 2008), especially in their speaking skills. In Thailand, the speaking skill is a critical part of language learning and the teaching process; however, it is extremely difficult for Thai learners to master the English language in terms of speaking (Khamkhien, 2010) due to their low motivation and self-esteem as they are reluctant to learn and hesitate to participate in communicative activities in a language class. Two main reasons may arise from students' lack of an English speaking environment in which they can practice and an interactive learning atmosphere. Many students in other EFL countries have many opportunities to use English; however, Thai students have little opportunity to use English as they tend to be exposed to Thai media and

instruction through Thai. English is rarely used in public or even in the classroom. This may cause Thai students' negative feelings with regard to English. Moreover, Wiriyaichitra (2004) stated that Thai students face difficulties in learning English because they are passive learners and too shy to use the language to communicate in class. Moreover, Piantanyakorn (2003, cited in Grubbs et al. 2008) found that the English proficiency level of Rajabhat students was affected either directly or indirectly by the students' background, the time they have spent learning English, the teachers, and the classroom tools. This situation has laid a foundation for the rationale of using drama-based role play and STAD to improve the learning situation. Integrated drama-based role play aims to stimulate students to be active learners and to provide a communicative and cooperative learning environment for the students.

Therefore, STAD may be integrated with drama-based activities as it promotes the learning of students who are used to the traditional system and encourages them to get involved in communicative language teaching. Learning procedures under STAD may be an effective tool to promote learners to learn efficiently through drama-based role play. This is why this study aims to determine useful pedagogies that will enhance the language skills essential to students' successful performance of drama activities. Thus, it is expected that the research study on integrated drama-based role play in STAD will yield positive findings and provide a background for their applications in other EFL situations.

1.3 Purposes of the Study

The main purpose of the present study focuses on the integration of drama-based role play and STAD on students' speaking skills, motivation, and self-esteem. Also, it examines the usefulness of the instructional process in EFL learning. The effectiveness of the integration can be reflected by a comparison between a pre- and post- speaking test in terms of students' speaking achievement, a comparison between pre- and post-Attitude and Motivation Battery Test (AMBT) in terms of students' motivation, and a comparison between pre- and post-Self-Esteem Test (SET) in terms of students' self-esteem. An analysis of the students' interviews, students' journals, of video clips, and classroom observation is used as supplementary data for the interpretation results of the study. Therefore, the two major purposes of the present study are:

1. To investigate the effectiveness of the application and integration of drama-based role play and STAD on students' English speaking skills.
2. To investigate the effectiveness of the application and integration of drama-based role play and STAD on students' motivation and self-esteem.

1.4 Research Questions and Hypotheses

To achieve the aforementioned purposes, the present study addresses the following research questions and hypotheses of this study:

Research Questions

1. How does the integration of drama-based role play and STAD affect the first year non-English major students' English speaking skills?
2. How does the integration of drama-based role play and STAD affect students' motivation and self-esteem?

Research Hypotheses

1. The integration of drama-based role play and STAD has positive effects on students' speaking skills.
2. The integration of drama-based role play and STAD has positive effects on students' motivation and self-esteem.

1.5 Definitions of Key Terms Used in the Study

Drama refers to an instructional pedagogy which provides students with opportunities to perform and use both verbal and non-verbal languages.

Drama-based role play refers to role play based on a drama-based component which involves learners' participation in creating dialogue, rehearsing, recording, presenting performance, and reflection.

Motivation refers to the choice of action, the persistence to carry out the action, and the effort expended in the process.

Self-esteem refers to personal judgment of worthiness that is expressed in the attitudes that individuals hold towards themselves.

Simple role play refers to role play which focuses on students' speaking practice based on dialogues extracted from the course book.

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) as a result of carrying on activities of drama-based role play and STAD.

Student Teams Achievement Division (STAD) refers to an instructional cooperative method which emphasizes shared team goals and depends on combined learning of all group members. It also focuses on the group learning of students who are mixed in terms of ability.

1.6 Significance of the Study

The study of the integration of drama-based role play and STAD addresses issues in classroom instruction, especially the teaching methods used for students' English speaking, motivation, and self-esteem. In Thailand, the speaking skill is a critical part of language learning and the teaching process; however it is extremely difficult for Thai learners to master the English language in terms of speaking (Khamkhien, 2010). According to Oxford (1996), the affective side of the learner is probably one of the very biggest influences on language learning success or failure (Oxford 1996). Motivation and self-esteem are important variables that can be conducive to students' English language learning. Positive emotions and attitudes can make language learning far more effective and enjoyable (Kimura, 2002).

Therefore, there are two expected results of the present study:

1. The study expects to provide further discussion of how integrated drama-based role play is beneficial for students' development of speaking skills.
2. The study expects to provide further discussion of how the integrated drama-based role play contributes to students' motivation and self-esteem in their English language learning.

1.7 Summary of Chapter 1

This chapter begins with the background and rationale of the study. It firstly describes the changes in the Thai education system and English language teaching and learning in Thailand. Various activities in communicative language teaching are also described. Next, the chapter presents the statement of the problems, the research purposes, the research questions, the research hypotheses, and the definitions used in the study. Then, the chapter also explains the significance of this study. This chapter provides understanding of the integration of drama-based role play with STAD to improve students' speaking skills, motivation, and self-esteem.

CHAPTER 2

LITERATURE REVIEW

This chapter presents the literature review underlying this study regarding the effects of integrated drama-based role play and STAD on students' speaking skills, motivation, and self-esteem. This chapter consists of eight sections as follows: 1) second language speaking; 2) affective factors in terms of self-esteem and motivation; 3) drama activities; 4) cooperative learning; 5) network-based language teaching; 6) constructivism; 7) related studies on the integration of drama activities and STAD; and 8) summary of the whole chapter.

2.1 Second Language Speaking

The ability to speak a language is synonymous with knowing that language speech 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 it demands different types of reactions, both from teachers and learners. Teaching students how to speak a foreign language involves preparing the learners to be able to use it in the most varied 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. Also, 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. Therefore, it is difficult for EFL learners, especially adults, to speak the target language fluently and appropriately. Speaking a language is especially difficult for foreign language 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. In addition, non-linguistic elements such as gestures and body language/posture, facial expression, and so on may accompany speech or convey messages directly without any accompanying speech.

There are many factors that affect EFL learners' oral communication or speaking. 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. They are very cautious about making errors in what they say, for making errors would be a public display of ignorance (Shumin, n.d.). 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.

In order to be able to speak a foreign language, there are several components that speakers need to acquire in order to communicate effectively. Thus, 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 tones 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 which is meaningful to them. In terms of language perspective, communicative competence must include not only the linguistic form of a language but also knowledge of when, how and to whom it is appropriate to use this form (Hymes, 1972).

According to Stinson & Freebody (2005), students need to feel that language is 'working' for them; they need to feel that they can communicate successfully and 'get things done' in their L2 in order for them to create an identity as a competent and productive user of that language. So in order to become orally productive and competent, speakers need to be able to respond in a relevant and socially appropriate way when communicating with others (Hall Haley & Austin, 2004). Drama activities can help learners to 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. Also, drama 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 have demonstrated that creative, instructional and educational drama activities have positive contributions to the general education process and that these activities improve speaking skills (Zyoud, 2010). The next section will discuss the concept and rationale of affective factors in terms of self-esteem and motivation.

2.2 Affective Factors

The study of affective factors has become increasingly popular in second and foreign language teaching and learning. There are a number of research studies showing that affective variables have significant influence on students' language learning. The affective variables are now considered as part and parcel of every effective language teaching and learning process (Yamini & Tahriri, 2006). Low motivation, lack of confidence, poor self-esteem, anxiety, stress, passivity, and beliefs about learning—these all became acknowledged as significant factors, and language learning suddenly became recognized as a complex event (Krashen, 1981).

Studies of motivation and self-esteem have become increasingly popular in second and foreign language teaching and learning. There are a number of research studies showing that motivation and self-esteem have a significant influence on students' language learning. Low motivation and poor self-esteem became acknowledged as significant factors which can affect students' English language learning. Perceptions that the students bring to the learning situation have been recognized as a significant contributory factor to the learning process (Bernat, 2005).

For students, to fully engage their innate capacity to acquire language within an input-rich environment, they should ideally be relaxed, motivated, and self-confident. Unfortunately, it is found that the new learner of English may often feel anxious, discouraged, and embarrassed within the classroom setting. In learning a foreign language, it is important to understand how low self-esteem and low motivation can stunt the progress of learning. Research has shown that self-esteem and motivation are two key factors that relate to success in language learning. To increase learner's self-esteem and motivation, educators also should consider the affective atmosphere. In an environment where students can freely learn, they display positive attitudes, self-confidence, and motivation. Learners need to have strategies that encourage higher motivation and confidence in their ability to convey what they want to say.

2.2.1 Self-esteem

Coopersmith (1967) refers to self-esteem as a personal judgment of worthiness that is expressed in the attitudes the individual holds towards himself; it is a subjective experience which the individual conveys to others by verbal reports and other overt expressive behaviors. Also, self-esteem refers to an individual's sense of his or her value or worthiness, or the extent to which a person values, approves of, appreciates, prizes, or likes him or herself (Blascovich & Tomaka, 1991). Self-esteem is considered as one of the important affective factors because success or failure of a person depends mostly on the degree of one's self-esteem. Many studies found that unsuccessful language learners had lower self-esteem than successful language learners. Most studies consider self-esteem as the personal judgment, opinion and the internal attitude of one's self. If this judgment is positive, it will lead learners to success. If it is negative, it leads to problems and low academic achievement. In other

words, those students who feel good about themselves are the ones who are most likely to do well. Andres (1996) concludes that self-esteem can be modified and enhanced in the foreign language classroom, and that significant gains can be observed in the area of EFL/ESL learning.

With regard to second language acquisition, Krashen developed the construct of an affective filter, consisting of the variables of anxiety, motivation, and self-confidence. These psychological variables may strongly enhance or inhibit second language acquisition by playing a critical mediating role between the linguistic input available in the educational setting and the student's ability to learn. People with self-esteem have self-respect and consider themselves worthy, in contrast to people with low self-esteem and a lack of self-respect, who consider themselves unworthy (Rosenberg, 1979). Low self-esteem either causes or contributes to anxiety, defensiveness, interpersonal problems as well as low academic achievement (Vasconcellos, 2005). Self-esteem is probably the most pervasive aspect of any human behavior. It could easily be claimed that no successful cognitive or affective activity can be carried out without some degree of self-esteem, self-confidence, knowledge of oneself, and belief in one's own capabilities to perform an activity (Brown, 2000).

According to Brown (2000), self-esteem is categorized into three types;

1. Global self-esteem: the general or prevailing assessment one makes of one's own worthiness over time and across a number of situations. It means the general view and perception the learner holds about himself/herself.
2. Situational self-esteem: one's self appraisals in particular live situations in an EFL context. This is confined to EFL learning.

3. Task self-esteem is defined as the belief that one is capable of particular tasks within a specific situation. It might appropriately refer to one's self-evaluation of a particular aspect of the process: speaking, writing, a particular class in a second language, or even a special kind of classroom exercise.

In the language classroom, attention to self-esteem can guide the learner and shift them from the learning task and nonproductive identity beliefs which will lead them back to a state which is productive for acquisition. Demo and Parker (1987) believe that in real situations both self-esteem and language learning are interacting variables, in the sense that language learning can affect the degree of self-esteem interchangeably; this means that, by strengthening one, the other factors will also be strengthened.

There are two aspects of self-esteem (Branden, 2001): self confidence (sense of efficacy) and self respect (sense of worthiness). So, self-esteem reflects the student's feelings about one's self. In the classroom, students are hesitant in communicating and interacting in the classroom due to feelings of shyness, fear of negative evaluation, being anxious and having negative perceptions about themselves and their abilities. All these factors are related to low self-esteem and are barriers to learning (Andres, 2002). It is a requisite for successful language learning. As mentioned earlier, self-confidence is a part of self-esteem, so self-esteem may be displayed through the individual's confidence levels. Also, it can be displayed through overall contentment, and motivations for new experiences and challenges.

In an educational context, many research results show that there is a relationship between student achievement and self-esteem. The greater the improvement in self-esteem, the greater the achievement. Some other studies found

that self-esteem is a very important factor in second or foreign language success. Generally, learners who have high self-esteem are better L2 achievers. Their proficiency level in the L2 has usually been higher than that of students with low self-esteem. Negative feelings can stunt progress, even for the rare learner who fully understands all the technical aspects of how to learn a new language. On the other hand, positive emotions and attitudes can make language learning far more effective and enjoyable. Learners with high self-esteem maintain positive evaluations of themselves. Branden (1985) indicates that the biggest barrier to success is not lack of ability or talent but it is the lack of self-esteem. Branden (1994) states that “the value of self-esteem lies not in the fact that it allows us to feel better but that it allows us to live better, to respond to challenges and opportunities”. Therefore, if students lack confidence in their abilities and feel unable to do certain tasks, they will not be able to learn the second or foreign language successfully.

In terms of speaking, students with high self-esteem are more willing to speak a foreign language in class; on the contrary, students with low self-esteem tend to suffer high levels of anxiety, especially in the speaking classes (Price, 1991). Students with low self-esteem have negative attitudes such as worthlessness and uselessness about themselves; therefore they do not focus on learning (Brown, 2000). It is obvious that most EFL learners experience high levels of anxiety when they have to expose themselves to the whole class. These learners do not dare to express their ideas in English in public be due to their shyness, their fear of ridicule or negative evaluation when they make mistakes, or their unwillingness to risk their self-esteem by speaking a foreign language. Teachers should encourage students' self-esteem by showing a

willingness to work non-judgmentally to help them develop better communicative capacities in English which could help increase their motivation and achievement.

One of the major characteristics of the social aspect of oral communication skills is the ability to deliver a speech comfortably and with self confidence. Drama appears to be the ideal method for students to develop self confidence (Zyoud, 2010). Accordingly, Sam (1990) claims that drama activities can be used to provide opportunities for the students to be involved actively; the activities involve the student's whole personality and not merely his mental processes. Drama activities provide students with a variety of contextualized and scaffolded activities that gradually involve more participation and more oral language proficiency; they are also non-threatening and a lot of fun (Peregoy & Boyle, 2008). Kao and O'Neill (1998) propose that confidence levels increase when students have something to talk about and, most importantly, when they know how to express their ideas. One of the greatest advantages to be gained from the use of drama is that students become more confident in their use of English by experiencing the language in operation. Drama puts language into context, and by giving learners experience of success in real-life situations it should arm them with confidence for tackling the world outside the classroom.

2.2.2 Motivation

Motivation is an important factor regarding success in foreign language learning (Dornyei, 2001). Generally, the term motivation can be defined as a driving force which helps an individual to achieve his/her goal. Keller (1983) defines motivation as the choices people make as to what experiences or goals they will approach or avoid and the degree of effort they will exert in this respect. Gardner

(1993) describes motivation as a 'complex factors' including the desire to achieve a goal, effort expended in that direction and reinforcement or satisfaction associated with the act of learning. Motivation itself can account for every decision to act that a human being makes (Dornyei, 2001). According to Dornyei and Otto (1998), motivation is "the dynamically changing cumulative arousal in a person that initiates, directs, coordinates, amplifies, terminates, and evaluates the cognitive and motor processes whereby the initial wishes and desires are selected, prioritized, operationalized, and (successfully or unsuccessfully) acted out". 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 (Lightbown, & Spada, 2006).

There are two classifications for motivation: intrinsic and extrinsic motivation. Accordingly, intrinsic and extrinsic motivation refers to whether the motivation is more inside or outside a person (Chalak, 2010). Intrinsic motivation refers to the motivation which originates inside a person. There is no reward except the activity itself. It means that the essence of motivated action is the sense of autonomy and the desire is self-initiating and self regulating, while in extrinsic motivation there is an anticipation of reward from outside, and a person is motivated from an outside source rather than the self. Intrinsic motivation causes students to engage in learning for their own sake (Brown, 2001). They come to feel that learning is important with respect to self-images, and seek out learning activities for the joy of learning. In contrast, extrinsic motivation comes from an external source such as the avoidance of punishment or the attainment of a reward (Brown, 2001).

With regard to language learning, the typical model is the division made between integrative and instrumental motivation (Gardner & Lambert, 1972). If a person learns a language primarily for a purpose like getting a job or fulfilling an academic requirement, s/he is affected by instrumental motivation (Chalak, 2010). In other words, instrumental motivation refers to the motivation to acquire a language as means of achieving goals such as promoting a career or job or reading technical texts while integrative motivation has to do with wanting to be accepted by another community. Integrative motivation means integrating oneself within a culture to become a part of that society. Gardner and MacIntyre (1991) refer to the two types of motivation as motivation orientations and mention that depending on a learner's orientation, (either career/academic-related 'instrumental' or socially/culturally-related 'integrative') different needs must be fulfilled in Foreign Language Teaching (FLT).

According to Dornyei (1994), the main emphasis of Gardner's motivation model has been on general motivational components grounded in the "social milieu rather than in the foreign language classroom." He claims that the instrumental motivation may be more important for foreign language learning because students have limited or no experience with the target community and as a result are 'uncommitted to integrate with that group.' Moreover, he 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. As the results show, both types of motivation facilitated learning, but those who are instrumentally motivated study longer than those who are integratively motivated.

In order to develop learners' motivation, drama activities are used to enhance learners' motivation and reduce their anxiety (Rass, 2010). According to Sato (2001), exercises focusing on meaningful communication rather than structural or grammatical aspects create more motivating learning experiences. Moreover, students retain more while practicing English in communicative activities in real contexts (El-Nady, 2000). Using drama activities in the English language classroom is ultimately indispensable because it gives learners the chance to use their own personalities. It draws upon students' natural abilities to imitate and express themselves, and if well-handled should arouse interest and imagination.

Drama activities are communicative-based activities which aim to promote students' communication; moreover, it is also popularly used to support the learners' self-esteem and motivation. The following section discusses the concept and rationale of the use of drama for the previously stated aims of the study.

2.3 Drama Activities

The use of drama activities in an English class enables English teachers to deliver the English language in an active, communicative, and contextualized way. Also, it equips language teachers with the tools to create realistic situations in which students have a chance to learn to use the target language in context. Drama activities are useful for students' communication. They can be useful for improving the four skills and especially for enhancing the spoken communication skills of the students (Boudreault, 2010).

2.3.1 Drama Activities and Oral Communication

According to Am (2008), drama activities have a significant function especially in improving the speaking skill among the basic language skills. Am (2008) claims that one significant characteristic for the social aspect of oral communication skills is the ability to deliver a speech comfortably and with self-confidence. Drama activities are certainly excellent techniques of communicative language teaching. Students are encouraged to express their own ideas and contribute to the whole. Bang (2005) claims that drama activities require the involvement of learners in the dynamic and interactive processes of communication. In drama activities, students are provided with a virtual experience in functioning in extended, realistic discourse in the target language. They are able to learn not only appropriate language use, but real communicative processes as well. Such activities as a whole stress the importance of providing language learners with more opportunities to interact directly with the target language to acquire it by using it rather than to learn it by studying it.

Drama activities can be instructional based on communicative language teaching and fulfill many of the goals of learner-centered instruction. Learner-centered instruction 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). Language learning is likely to happen with meaning and be student-centered (Sasaki & Kono, 2006). The learner-centered approach of language teaching makes the experience personally fulfilling, which creates a student-participatory language learning experience (Gasparro & Falleta, 2004).

These are factors which make drama activities very powerful tools in the language classroom. Employing drama activities makes learning an enjoyable

experience and makes the communicative experience more real and links it with the student's own experience of life (Royka, 2002). Drama activities encourage learners to speak and give them the opportunity to communicate, even with limited language, using non-verbal communication, such as body movements and facial expression.

2.3.2 Drama Activities and Affective Factors

Drama activities are also useful for improving affective factors, such as motivation and self-esteem. Integrating drama activities in ESL/EFL classes increases language learning, enhances motivation and reduces anxiety among learners (Sun, 2003). Furthermore, drama activities can satisfy the primary needs of language learning in that they can create motivation, enhance confidence, and provide context in learning a language (Taylor, 2000).

The use of drama activities has clear advantages for language learning regarding motivation (Phillips, 2003). Drama activities are motivating activities because they are fun and learners get actively involved and work in pairs or groups; if learners are motivated, their affective filter is low (Krashen, 1984), they are relaxed and they will acquire the language almost without effort. Motivation encourages greater effort from language learners and usually leads to greater success in terms of language proficiency (Gardner, 1994). Perego and Boyle (2008) claim that acting out stories and events motivates learners to process and share information. Using the language in a context, the learners can see the meaning and the purpose of it and are more motivated (Fuentes, 2008). With a high level of motivation, the learning process takes place almost unconsciously and better because the affective filter is low, being more like the acquisition process. If the student is motivated, he/she will learn more. When the student learns more, he/she is more satisfied and shows more confidence in

his/her learning capacity. It is like a chain, when one thing leads to another. Drama activities for second language learners can provide an opportunity to develop the imagination of the students. The students can go beyond the here and now and even 'walk in the shoes' of another person. They also provide an opportunity for independent thinking (McCaslin, 1996) in more sophisticated ways (Wright et. al 2007).

Drama activities also appear to be the ideal method for students to develop self-confidence and self-esteem. In this regard, Pietro says that students who are not naturally talkative often appear more willing to join in the discourse when they realize that they are not dominated by a teacher figure. Sam (2003) states that drama activities can be used to provide opportunities for the student to be involved actively. The activities involve the student's whole personality and not merely his mental process (Am 2008). In terms of psychology, when learners perform drama activities, more psychological effort is needed to learn and retain the content as well as to synchronize their physical performance (Gorjian, Moosavinia, & Jabripour, 2010). According to the physical and sociolinguistic situation, this encourages students to become engaged in action through performing drama in the classroom. The students are likely to be more entertained, and so they will not feel bored with the environment. This will also lead to greater concentration on learning materials (Gorjian, Moosavinia, & Jabripour, 2010). Such activities provide a positive social atmosphere which is assumed to increase learning much more than where learners receive instruction through traditional method.

The use of drama activities provides a focus and support for learners to use language from a story in an independent way and also contributes to building up their

confidence and self-esteem (Read, 2009). In these activities, if the student can communicate better, the more likely others will see him/her as he/she wishes to be seen. Therefore, the skills of drama activities can help the student become the person that he/she wants to be. The play acting provides the opportunity for a healthy release of emotion in a safe setting which can work to relieve tension while the students are enjoying an activity they are learning and letting their guard down. The shyness and fear of learning English sometimes blocks learning. If the students are submerged in an active fun activity, they are more open to new concepts and learning will occur.

Many views seem to confirm the benefits of drama activities in the enhancement of students' speaking abilities and affective factors. Even though drama activities are beneficial, however, there should be pre cautions against drama activities which cause students' embarrassment and encourage the use of incorrect English forms (Sam, 1990). This can be solved by choosing an appropriate drama activity for students and by planning lessons carefully so that these disadvantages might be reduced. In terms of language instruction, many teachers are not willing to adopt drama activities in their instruction (Royka, 2002). There are various reasons: for example, they claim that they are not drama experts and others do not want to appear silly in front of the students in the classroom. In addition, traditional teachers claim that drama activities are fun but they are not serious methods for learning. Moreover, others may think that preparing for drama activities is time consuming. These problems can be solved by teachers using such simple drama-activities as games in warm up activities. They do not take a long time for preparation, but they provide students with fun activities. After the discussion of the effectiveness of drama activities on students' oral communication and such affective factors as motivation

and self-esteem, the following section will examine the fundamental theories of drama activities which make them beneficial for students' English language learning.

2.3.3 Theoretical Background of Drama Activities

Interactionism

There are certain stages in the learners' cognitive development that occur through meaningful interaction with their environments (Piaget, 1970). This means that the learners' function is influenced by their environment through the processes of assimilation and accommodation. When a student in a language class has something to share with another student or the teacher, it will be his or her goal to communicate a message to that person (Von, 2005). If real interaction is to take place, the listener has to be interested and pay attention to the communication and feel the desire to communicate a personal message back. Von also suggests that to achieve natural and desirable communication, activities should stimulate students' interest and attention more deeply and for a longer time than a short textbook exercise in class can do. The use of drama will generate a high degree of interaction between learners.

Zone of Proximal Development (ZPD)

According to Vygotsky (1978), students acquire knowledge, skills and, attitudes both academically and socially through interaction with more experienced and capable persons. Through this interaction, a person can go beyond his or her actual developmental level and acquire new understanding. Drama provides the participants with Zones of Proximal Development in which they can reach beyond their current understanding (Yasar, 2006). Vygotsky refers to ZPD as "the distance between the actual developmental level as determined by independent problem-solving and the level of potential development as determined through problem solving

under adult guidance or in collaboration with more capable peers”. Vygotsky focuses on the central role in learning of each individual. Also, there is an emphasis on teachers in the learning process. There is a dynamic relationship between learning and development. It can be said that ZPD allows individuals to push their limits and exceed their current developmental level. There is a close connection between drama and the concept of ZPD (Wagner, 1998). During the process, the learners are pushed into a developmental level that is above the actual level determined by what they do on their own in the real, not an imagined world. As they collaborate with their peers, they are presumed to behave and use language in new and interesting ways.

Scaffolding

According to Bruner (1985), children need to be exposed to the language in an understandable context, so that they can acquire language through a meaningful interaction with their surrounding environment. Moreover, by exposure to certain routines and repeated formats, they will be able to easily understand the content and language based on their own scaffolded interaction, which emphasizes the important role of scaffolding. Bruner refers to scaffolding as the help given to a child by an adult, usually a talk that helps a child to carry out an activity. Moreover, Wood (1988), and Bruner and Ross (1976) define scaffolding as a metaphor for the interaction between an expert and a novice engaging in a problem- solving task or the adult controlling those elements of the task that are initially beyond the learner's capacity, thus permitting him to concentrate upon and complete only those elements that are within his range of competence. Ellis (2004) states that the social dimension of the development of a new skill is handled in sociocultural theory through the notion

of scaffolding. Scaffolding is the dialogic process by which one speaker assists another in performing a function that he or she cannot perform alone.

Communicative Competence

According to Hymes (1972), second language speakers need more than grammatical competence to be able to communicate effectively. Moreover, they need to know how members of the target language community use language to accomplish their purposes. There are two important aspects of communicative competence: linguistic and pragmatic. Firstly, the linguistic aspects include pronunciation, syntax, grammar, and vocabulary. Secondly, pragmatic aspects include functions and variations of verbal and nonverbal communication within a variety of social interactions and cultural frameworks. With regard to drama, dialogue is the basic form of oral communication, so drama could be one of the fundamental factors to develop communicative competence (Jeoung and Jung, 2009).

Second Language Acquisition

Second Language Acquisition (SLA) is a complex process governed by various variables (Gardner, 1995). There is a close relationship between communicative language teaching and the process of SLA. Accordingly, Krashen (cited in Von, 2005) views communication as the function of language, but in addition, he provides a framework that explains how students acquire a second language. According to Krashen, acquisition is a subconscious process similar to the way children develop their ability to speak their first language and learning refers to conscious knowledge of the rules of grammar of a second language, and their application in production. In order to achieve language acquisition, the teacher has to create a language environment, which is as natural or authentic as possible. Drama

provides such an environment for the students. Von adds that when rehearsing, language acquisition is guaranteed in two ways. First, during play rehearsals, which take place as often as possible in the target language, students discuss how the play will be spoken, acted and staged. At that time, the communication is authentic because it has a purpose and develops according to the students' input. However, it does not have the artificial character that is typically found in exercises in the foreign language classroom. Second, most plays show realistic people who communicate with realistic language, which also guarantees a certain degree of authenticity. Accordingly, informal communicative approaches to foreign language learning make both acquisition and learning possible by creating opportunities for communication and a transfer from the learned to the acquired system.

2.3.4 Drama Approaches

Drama activities are different from the traditional classroom setting so they can change the patterns of classroom communication according to the social context, and encourage learners to improve autonomy towards their own language learning (Jeoung and Jung, 2009). Students can learn best when they are fully engaged in their learning process. Applying drama activities to education, students have an opportunity to demonstrate what they can do and notice what they need to do by completing tasks on their own through meaningful interaction. The drama approaches are categorized into three types as follows (Jeoung & Jung, 2009):

Firstly, closed and controlled drama approaches focus on vocabulary knowledge. Simple scripted or rehearsed role plays are examples of this kind of drama approach which helps learners build sentence patterns and structures. While working on scripted or rehearsed role play, the learners internalize the forms of language

through repeated practice in a meaningful context. At the same time, they can create sentences by replacing certain vocabulary with linguistic patterns through closed drama approaches. Even though the performance is informal, it is helpful to improve both fluency and accuracy, especially for beginners. Simulations and simple role-plays can be pre-determined to improve vocabulary as well as sentence patterns by creating situations in which learners can utilize target language points through controlled drama approaches. It also helps learners to notice language roles in certain contexts with repeated practice, so they can become familiar with language usage as well as improve their confidence.

Secondly, semi-controlled drama approaches—scenarios which focus on social and linguistic development with the consideration of authenticity compared to a closed drama approach. It also enables them to develop language performance by comprehending social and cultural context through task completion.

Finally, open communication—process drama which focuses on the role of performance. Process drama aims to enable learners to understand themselves and their surrounding context. It includes all integrated language functions, such as preparation, rehearsal, non-verbal representations, so that learners can have opportunities of acquiring language usages by leading their own learning process. It focuses more on fluency rather than accuracy based on language authenticity, so learners can build up their confidence through challenging tasks. As all decisions are made by learners through meaning negotiation among peers, a teacher needs to guide and assist them to achieve their goal in an effective and sufficient way.

One of the main purposes of having students taking a role is to provide them with new and different language possibilities in a safe environment. If the roles and

the contexts are chosen well, the structured drama process can lead students “to ask and answer questions, to solve problems, to offer both information and opinions, to argue and persuade, and generally to fulfill the widest range of language functions” (Kao & O'Neill, 1998, p. 25). Taking on roles also provides students with the opportunity to experiment with vocabulary, register, and speech patterns (Wagner, 1998). There are two further aspects to using drama activities in the L2 classroom that are important. These are the shift in control from teacher to student, and the providing of a safe space for the students to experiment with language. As a result of the collaborative experience under the control of the entire group, students can become independent in the learning situation and they become intrinsically involved in developing dialogue so that the social interaction of the drama may be continued (Kao & O'Neill, 1998). This can create an atmosphere in which students will find it easier to communicate because they are in a situation where they can see others communicating.

2.3.5 Drama Activities

Role Play

According to Blatner (2002), role play is a method for exploring the issues involved in complex social situations. McCaslin (1990) concurs with this view point by contending that the focus is on the value that the assumption of the role has for the participant rather than for the development of an art. In role play the participants are assigned roles which they act out in a given scenario. The main benefit of role play from the point of view of language teaching is that it enables a flow of language to be produced that might be otherwise difficult or impossible to create. It is also claimed that role play also fulfills the need for co-operative rather than competitive goals, ones

where students must work together in order to complete a task or solve a problem. Lightbown and Spada (2006) found that cooperative work such as role play and also group work increase the self-confidence of students, including the weaker ones, because every participant in such a task has an important role to play. Moreover, the reason for working in a group is to get the students interacting with each other, and so role-play production is viewed as an appropriate means of doing this. Role play is seen to support the development of communication skills (Tyers, 2002). It also provides the learner with an opportunity to incorporate speaking with both their verbal and non-verbal language.

Many activities are designed and implemented based on role play. Role play activities are thus offered within a range of cultural, educational and institutional settings, each with its own influences. This means that the term role play can be used in different situations with markedly different features. Role play activities can be simulated situations, in which students play roles they sometimes have in real life. Role play can also encompass pretending to be someone else through roles that you would not play in real life. In language teaching a wide range of activities can be considered as role play. Common examples are transactional activities, such as ordering food in a restaurant, which aim at successful exchange of information, and negotiation-based activities, such as arranging a joint evening activity for a group of people, driven by a mix of standpoints and aiming for consensual conclusion in the group.

Drama-based Role Play

While many language learning activities are clearly purposeful and beneficial to language learners, Brash and Warnecke (2009) suggest that benefits can be further enhanced by dynamic drama-based role play scenarios, as suggested by Cockett (2000). According to Cockett, the key aspect of this kind of role play lies in the teacher's role in motivating the group to develop a narrative collaboratively. Participants can choose their roles and develop them in an individual way. Language learners are then engaging in the preparation of the role play and in playing it. The aspect of playing is as central in this context as the fact that students tell a story together. Drama-based role play allows participants to play out these emotions but in a 'safe' way because they are fictitious. With regard to the concept of drama-based role play (Cockett, 2000), Brash and Warnecke (2009) describes the benefits of drama-based role play as follow:

Firstly, drama-based role play benefits students' psychological factors. It lets students act in a framework so it allows them to overcome their fear of certain emotional, linguistic or social constraints. Students are already involved in the preparation of the role play. At the same time they are emotionally involved, and more inclined to work as a team. They are allowed to select their roles which increase 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 the feeling of artificiality of the language classroom and may make learning more realistic and meaningful.

Secondly, drama-based role play is useful for students of different ability. Playing a role takes students away from routine activities and rehearsed language

patterns in tutorials. Also, it focuses their energy on their own experiences, thus also catering for different types of language learners. Absence of error correction during the activity 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 role and the communication involved rather than on the linguistic accuracy of their statements. In this sense, drama-based role-play mirrors real life as a drama and stimulates authentic conversation.

Thirdly, drama-based role play is beneficial for students' cultural awareness. In fact, students have taken on a new role when becoming 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 perception of another culture. Drama-based role-play allows them to act out their new understanding, and by taking students into an unusual and unpredictable situation they can test boundaries and cultural sensitivities as well as their linguistic progress in the target language.

Fourthly, drama-based role-play emphasizes the playfulness of language. It works best when students are happy to take risks and move beyond the comfort of their course materials. Also, it enhances an understanding of the usage of grammatical forms in that it highlights the importance of contextualized speech. It often introduces humor to the learning situation, and can increase motivation and students' self confidence.

Fifthly, as based on a narrative developed by the students, drama-based role play can be particularly motivating in distance learning when it is continued over a

number of tutorials. In this way it will represent a linking element between sessions. It will encourage students to attend tutorials more regularly and it will create a much stronger co-operative spirit within the group.

From the above review, it can be seen that drama-based role play is beneficial to affective factors. It can be used to promote students' motivation and self-esteem as it provides students with fun activities and a suitable learning environment. Drama-based role play also provides authentic conversation for the students which can result in the development of students' communication behaviors. Because of these benefits of drama-based-role play, it has been selected as part of this study in order to develop students' communication behaviors, motivation, and self-esteem.

In the present study, drama-based role play is a task which aims to help students use language communicatively. Instructions on how to perform drama-based role play are provided before the research study in order to enable the students to perform well in blended-learning environments. Drama activities are seen as a process for engaging in learning both emotionally and cognitively. The activities provide an ideal opportunity for task-based learning in the study of languages (O'gara, 2008). According to McMaster (1998), drama activities encompass all four of the language modalities and are an effective medium for building and decoding, vocabulary, syntactic, discourse and metacognitive knowledge. Also, she presents strong arguments for the benefits of drama activities in developing language skills for children who are involved in drama activities by constantly experimenting with different ways of talking, which leads to a higher awareness of the variations in language. According to Gill (2008), one factor that is normally associated with such task-based, experiential learning is that the language associated with the activities is

ever-evolving. There is a dynamic production of the target language as the learners' group-write, produce, rehearse, and perform the plays. In other words, they are using the language of the real world, where the main idea is to get the message across without necessarily worrying about the 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 activities and task-based language teaching, it is necessary to understand the concept of task-based language teaching and learning. A task is an activity which requires learners to use language, with emphasis on meaning, to attain an objective (Bygate, Skehan, and Swain, 2001). According to Ellis (2003), a 'task' requires the participants to function primarily as 'language users' in the sense that they must employ the same kinds of communicative process as those involved in real-world activities. Lochana and Deb (2006) claim that tasks contain some form of 'input' which may be verbal (a dialogue/role play/reading) or, nonverbal (pictures/a gesture) followed by an activity which is in some way derived from the input. This activity sets out what learners need to do in relation to the input. Tasks also consist of goals and roles for both teachers and learners. In the language classroom, a task is an activity with a specific goal and involves communicative language use in the process (Wang, 2008). A task goes beyond the common classroom exercise because a task 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, the learners are allowed to react in their own ways to an event or a set of circumstances that involves them. It facilitates

the pooling of resources by the learners and enables them to become powerful generators of knowledge. Drama activities create a feeling of collaborative and cooperative learning by having students work with each other. Each student contributes his or her part to the collective knowledge of the group while taking from this shared wealth what can best serve him or her under the circumstances (Bang, 2005).

This study integrates drama-based role play and STAD in order to develop students' speaking skills, motivation, and self-esteem. STAD is one of the cooperative learning methods and it is seen as appropriate to the design of this research study. According to various terms of role play that can be used in different situations with different features, integrated drama-based role play in this study is different from other drama activities in terms of the task elements structured through STAD. Drama-based role play in this study requires learners to work cooperatively with their friends through the scaffolding of role play, co-creating script, rehearsing, recording, and reflection. The following section will explain the concepts of cooperative learning and STAD that are the basis for this study.

2.4 Cooperative Learning

There are various definitions of cooperative learning. According to Olsen and Kagan (1992), cooperative learning is defined as an approach to organize classroom activities so that students are able to learn from and interact with one another as well as from the teacher. In cooperative learning, a group learning activity is organized so that learning relies on the socially structured exchange of information between learners in a group where each learner is held accountable for his or her own learning

and is motivated to increase the learning of others (Olsen & Kagan, 1992). Slavin (1995) refers cooperative learning to one of the most innovative and widely prescribed strategies to manage and build upon the strength of the increasing diversity found in a classroom. Learning activities promote academic success for each team member. Each team member is responsible for helping each other to learn the content of the lesson and to do the activities together (Slavin, 1995). Furthermore, Slavin (1995) refers to cooperative learning as a variety of methods in which students work in small groups to help one another learn academic content. The basic principles of cooperative learning aim at students working cooperatively as a team, and to become independent in tasks, goals, and reward structure. Cooperative learning is sufficiently flexible for use at all levels of education (Biehler and Snowman, 1997). Accordingly, Johnson (2005) summarizes an interesting definition of cooperative learning as a teaching strategy in which small teams, each with students of different levels of ability, use a variety of learning activities to improve their understanding of a subject. Each team member is responsible for learning what is being taught and for helping teammates to learn as well. These responsibilities create an atmosphere of achievement. Students work through the same assignment until all the team members understand and complete it.

In terms of language learning, cooperative learning has been proclaimed as an effective instructional approach in promoting the cognitive and linguistic development of learners of English as a second language or as a foreign language (Kagan, 1996). Cooperative learning provides maximum opportunities for meaningful input and output in a highly interactive and supportive environment. Moreover, cooperative learning also integrates language and learning content, including the

motivation and psychosocial adjustment of L2 learners. Johnson and Johnson (1994) mention that cooperative learning is the instructional use of small groups in which students work together to maximize their own and each other's learning. In cooperative learning, students have to work cooperatively with friends in a group, and the use of group work is important for students to perform activities that promote their learning. Moreover, group work benefits student's learning because it enriches the language classroom with comprehensible, developmentally appropriate, redundant and accurate input as described by Krashen (1988).

2.4.1 Cooperative Learning Characteristics

There are different models of cooperative learning. Those share the following essential characteristics which have an impact on the affective nature of the language classroom (Crandall, 1999) as follows:

Positive Interdependence

In cooperative learning, each learner has an essential role to complete a task or develop a product in which the success of the cooperative group depends on the efforts of all of its individual members. According to Gillies (2007), positive interdependence among students is established when everybody understands that each member's contribution is important in helping the group to achieve its goal.

Face-to-Face Interaction

An important feature of cooperative learning is the emphasis on small group interaction. In cooperative learning, roles may be assigned to individual learners. Each member may select the job that most suitable for them. Meanwhile, all group members should help other team members to prepare for the group activities. According to Wilden (2006), face-to-face interaction has lately been complemented

by online learning; thus, cooperative learning has successfully been implemented into blended learning scenarios.

Individual Accountability

Individual accountability is encouraged through the assignment of specific roles or tasks, and individuals are held accountable for the success of the other members. Gillies (2007) mentions that individual accountability involves students' understanding that they will be held accountable for their individual contributions to the group, that free-loading will not be tolerated, and that everyone must contribute.

Development of Small Group Social Skills

To succeed in cooperative learning, each team member should develop social skills. The social skills can facilitate teamwork, create trust and enhance communication, leadership, problem-solving and decision-making in group interaction. Also, they should be encouraged to learn how to work together as a team and how to help other members. Gillies (2007) refers to social skills as interpersonal and small groups require skills such as effective communication which is needed for students to cooperate successfully.

Group Processing

Learners also need to reflect upon their group's experiences such as interaction which takes place during the task. During this process, students acquire or refine their metacognitive and socio-affective strategies of monitoring, learning from others, and sharing ideas and turns. These activities are also available in learner-centered language classrooms or activities. According to Gillies (2007), group processing refers to the assessment of cooperative learning. It can be described as a formative assessment that focuses on students' feedback on the learning process,

including the students' reflection on what they still need to do to accomplish their objectives.

2.4.2 Rationale for Using Cooperative Learning

One advantage of cooperative learning can be social-affective learning. When the learners work in groups, they can learn to support each other, deal with heterogeneity in a group and be aware of the perspective of others (Fehling, 2009). As a result, the classroom atmosphere can be improved through cooperative learning. Cooperative learning also promotes greater learner-centeredness and learner direction in the classroom. While working in groups, students provide support to their friends that is usually provided by the teachers. At the same time the students also gain benefits from the teacher who works as a facilitator. The teacher can circulate around the class, assess students, facilitate students' interaction, and offer help. This means that the teacher can purposefully provide the occasion for learning and give guidance to students. Cooperative learning also increases self-confidence and self-esteem (Crandall, 1999). Accordingly, an increase in self-confidence and self-esteem will lead to increased learner effort in language learning and a greater willingness to take risks or to continue attempting to make one's views understood. Moreover, it increases opportunities for learners to listen to and produce language. They are able to learn to listen to each other and to solve problems together. This can lead to less fear and stress in a class and can increase the motivation (Slavin, 1995). The safety of the small group encourages participation, and clearly defined roles help ensure that the participation is equally distributed so that more advanced, extroverted, self-confident, or articulate learners are less likely to dominate.

In terms of the benefits of cooperative learning on students' communication, all students in a cooperative learning classroom have equal opportunities to participate in communicative activities. Whilst working in groups, students have equal chances to contribute to their teams. There can be discussion or negotiation of meaning among friends in groups according to the team assignment. Furthermore, cooperative teaching results in more frequent questions and more active communication among learners than individualistic and competitive instruction allows (Ghaith & Shabaan, 2005).

Nevertheless, there may be some obstacles to cooperative learning as well. An important goal of cooperative learning is to help students learn to work with each other and to help their friends in the class; however, this may be difficult for some students depending on their personal differences. Some students may experience difficulties in working in groups; by contrast, they may need more opportunities to work individually during the group process. Individual working may give students more motivation to renew their efforts at functioning within a group. This may result in them developing their willingness to work with friends in the cooperative learning process. Another obstacle is students' use of the first language. While working in groups, it is possible that students will return to the use of their first language. Even in a foreign language class in which students share a common language, small group interaction can quickly shift to the first language (Crandall, 1999). However, this problem can be solved by encouraging the students to use as much as possible of both the spoken and the written language. Meanwhile, they may be instructed as to when and why they can use the first language, such as for more in-depth explanations.

Another obstacle is students' exposure to imperfect language models and incorrect feedback. Many learners and teachers are concerned that learners may provide poor models for each other and that inadequate knowledge of the language could result in either inappropriate or insufficient feedback. However, possibilities of uncorrected student contributions are less important in the overall development of second language competence than opportunities for negotiation of meaning and interaction. It is necessary for teachers to help learners to understand that mistakes are natural when learners are focused on making themselves understood, and that there are appropriate and inappropriate times for and means of correcting each other.

2.4.3 Student Team Learning

All cooperative learning methods are based on the concept that students should work together to learn and are responsible for their teammates' learning as well as their own (Slavin, 1995). According to Slavin (1995), Student Team Learning methods emphasize the use of team goals and team success. This means that the only way to achieve the learning goal is when all team members learn the objectives being taught. In addition, if students value doing well as a group, and the group can succeed when all group members have learned the material, then group members will be motivated to teach each other to learn. Each member is responsible for his or her own learning in order to reach the team goal. Slavin also indicates three essential concepts for all Student Team Learning methods: team rewards, individual accountability and equal opportunities for success. Students in a group can earn team rewards when they achieve the above designated and agreed criteria. Individual accountability exists when individuals contribute to the team for the team success. Every contribution of each member is important for the team. Equal opportunity for success means that

every team member can contribute to the team by improving their previous scores and performance.

To promote students' English language learning, it is necessary to find an appropriate method which can develop all of the students' skills, not only one or two skills. STAD is one of the simplest cooperative learning methods and designed for teaching in many subject areas. It is also one of the Student Team Learning methods. To understand the STAD components more clearly, the next section will summarize its uses and characteristics as follows:

Student Teams Achievement Divisions (STAD)

STAD was developed by Slavin (1995) and has been used in diverse subject areas. STAD is also implemented in ESL and EFL areas to develop learners' language skills (Kagan, 1996). In STAD, students are assigned to four-member learning teams that are mixed in performance level, gender, and ethnicity. STAD consists of five major components: class presentations, teams, quizzes, individual improvement scores, and team recognition. The details of each component are discussed as follows:

Class Presentations

This component is mainly constructed by the teacher. Materials are presented and explained to students; however, the students must always realize that they must pay careful attention because the learning content will appear on the worksheet that they will be assigned in the next component.

Teams

Students are divided into groups of four of heterogeneous academic performance, sex, and race or ethnicity. This component is important because it prepares students to do well on the quizzes. All team members study the worksheets

or materials together and they may need to explain them carefully to each other. Students should ensure that all members understand the material thoroughly before doing the quizzes. If students have questions, the teacher will act as a facilitator to explain those questions. In this study, drama-based activity in terms of script co-creation is complemented by the teams component so that students help each other to create script through cooperative learning principles.

Quizzes

After studying the material or worksheet, students take individual quizzes and at that stage they cannot help each other. This component demonstrates individual accountability because each student is responsible for studying the material and working on the worksheets attentively. If every member in the group gets higher scores than previously, this will possibly help the team to improve their scores in the next component.

Individual Improvement Scores

The idea behind this component is that each student has a performance goal to encourage them to work harder and better than in the past. All students can improve the team scores if they do better in the quizzes. Students at all levels of achievement: high, average, or low, have equal opportunities to work for the team. However, each student has a base score derived from their score on their last performance. When the quiz scores exceed their base scores, they earn extra points for their team. The individual improvement scores are added together and divided by the number of people in the group.

Team Recognition

Teams get a reward if the team's average scores satisfy the criteria. Teachers may have a role in creating how to reward successful groups. However, this component does not mainly focus on the award; it rather focuses on the recognition of the students' accomplishment. Thus, students will realize the value of working cooperatively and help their teammates to understand the lessons.

Cooperative learning methods, like STAD, have been proven to be successful among a wide range of subjects and at different age levels. Slavin (1995) claims that STAD is the most heavily researched of all the cooperative learning methods and the positive effects have been consistent in all subjects. The greatest positive effects on student learning occur when groups are recognized or rewarded based on the individual learning of each of the group members.

In addition, STAD is useful for the classroom that has different levels of proficiency because it benefits both high and low achievers. It is found that students are more enthusiastic toward learning when using STAD than when doing individualized work (Slavin, 1995). High achievers can improve their social and communication skills, enthusiasm in helping friends, and improving skills in working with low achieving students. On the other hand, low achievers can improve their self-esteem and motivation, reach a higher level of enthusiasm, gain in performance, and willingness to participate in learning. STAD also provides students with the opportunity to interact and socialize with others and to feel that learning is more interesting and less boring than just sitting in and listening to lessons. Slavin (1995) also points out that STAD is most appropriate for teaching well-defined objectives such as language usage and mechanics. STAD can motivate students to encourage and

help each other to master skills presented by the teacher. If students want their team to get a team reward, they must help each other to learn and support members in the team to do their best in order to get the reward. Each member has an equal opportunity of success for their team by improving their performance each time.

To work on drama-based role play, students have to work cooperatively with their friends. Drama activity promotes cooperation among students. To work on their role, the students have to define and specify the roles appropriate to each student in the team. Due to the relevancy of drama-based role play and STAD, this study integrates drama-based role play and STAD in order to improve students' speaking skills, motivation, and self-esteem. Moreover, the integration is conducted in blended-learning environment. The following section will discuss Network-Based Language Teaching, its integration, and rationale for using a blended-learning environment in this study.

2.5 Network-Based Language Teaching (NBLT)

According to Kern & Warschauer (2000), NBLT is language teaching that involves the use of computers connected to one another in either local or global networks. Whereas CALL has traditionally been associated with self-contained, programmed applications such as tutorials, drills, simulations, instructional games, and tests. NBLT represents a new and different side of CALL, where human-to-human communication is the focus. Internet-based education is one technology that is used as a tool for transferring language teaching and learning. The use of the Internet and the computer is becoming increasingly more popular in EFL environments. Warschauer (1996) claims that there are reasons why the computer is incorporated

into ESL and EFL classroom; firstly, it motivates students to interact more in their target language; secondly, students feel less intimidated about using the target language so they are more independent in expressing themselves during tasks. Warschauer (1997) also claims that online communication is a possible cognitive amplifier that encourages both reflection and interaction. The online language learning environment has had a great impact on the cognitive and social aspects of language learning (Jepson, 2005). Internet technology provides extensive international resources globally. Students can learn listening, speaking, reading and writing English integratively via real world situations.

Networked environments have been used for many years as both a delivery medium and collaboration tool in second language acquisition (Chun & Plass, 2000). According to Chun and Plass (2000), the internet and the World Wide Web are ideal communication tools and networking tools, as they provide the medium both for conveying thoughts and for negotiating with others. This makes them particularly useful for second language acquisition because the ultimate goal of learning a new language is to be able to successfully express one's own ideas and to comprehend the thoughts of others, in other words, to understand and to be understood. The internet offers learners the opportunities to reach online resources and learn autonomously. Also, students can broaden their international perspectives, learn diverse knowledge forms, and appreciate and accept different cultures (Yang & Chen, 2007). However, there are some cautions; for example, learners who are passively oriented towards learning English on the Internet require careful guidance with the pedagogical applications and their approaches (Yang & Chen, 2007). According to Warschauer & Kern (2000), many learners who use the Internet in EFL\ESL classrooms view it as a

means of developing life skills which happen to require the use of English. However, students with lower competency in language and information literacy may need further scaffolding to develop their language learning skills (Yang & Chen, 2007).

There are various uses of technology for foreign language instruction. There is also an integration of technology-enhanced instruction on language learning. In Yang and Chen's (2007) study which investigates student opinions and attitudes toward learning English on the Internet, most students favored technology-enhanced language learning because an innovative learning approach provides them with an active learning style, interactivity, self-control, motivation and immediate feedback, and the ability to learn more diverse and practical knowledge. Moreover, the learners were positive about the potential of the Internet and believed that it could promote and enhance language learning by blending synchronous and asynchronous communication tools, given appropriate design and proper functioning. The development and integration of the Internet have affected language teaching and learning. Many teachers realize its benefits and have decided to incorporate and integrate computer technology into their instruction (Chen, 2007). As a result, many teachers integrate the technology to engage students in meaningful learning. Technological advancement and globalization have affected language teaching and learning. Computer technology is seen as an innovative application and implemented in higher education, such as colleges and universities.

Many language teachers are increasingly looking for active learning environments for their students. Network-based learning and Computer Assisted Language Learning (CALL) offer teachers useful pedagogies. Previously, English language teaching and learning were mainly conducted in a face-to-face classroom.

Interestingly, the English language is increasingly taught through CALL and online networks. Classroom and CALL practices may be separated based on the teaching and learning of English. Each of them may have its own benefits and is different in terms of approach and integration. However, CALL instructors are likely to incorporate more communicative tasks, even face-to-face tasks such as simulation games, pair-work, and oral presentations. As more of these activities are employed, 'computer-based' and 'classroom-based' teaching are merging. This combination of online and face-to-face environments is called 'hybrid' or 'blended' learning (Bersin, 2004). In the language learning field, blended approaches may be growing more popularly among second language instructors (Hinkelman, 2005).

2.5.1 Blended-learning

Rovai and Jordan (2004) define blended-learning as a mix of classroom and online learning that includes some of the conveniences of online courses without the complete loss of face-to-face contact. Blended-learning courses provide students with the benefits of both face-to-face and online communities, as they combine the two methods of delivery. The integration of technological tools is important for the promotion of learning engagement and interaction that strengthen students' face-to-face classroom learning experiences. There are three reasons why blended-learning should be implemented (Liang and Bonk, 2009). Firstly, blended-learning includes different combinations of linguistic activities and reading materials that will facilitate meaning construction and content engagement in textual interaction. Secondly, blended-learning includes different forms of instructional techniques and organizational structures that will facilitate strategy use and active participation in social interaction. Finally, blended-learning provides different options of rich media

and supporting technologies that will facilitate flexible learning and interactive experiences within technological interaction. Ginns and Ellis (2009) emphasize that a blended-learning experience provides a mix of both online and face to face experiences, which support each other in achieving desired learning outcomes.

Currently, there is an increasing integration of blended-learning in to English as a foreign language teaching and learning. Various technologies are incorporated in computer-assisted language learning (CALL) classes for different purposes (Egbert, 2005). Traditionally, CALL was known as a classroom aid in language learning and teaching; however, it is currently being integrated with blended-learning. 'Blended' is not a single approach or a separate alternative to online/classroom venues, but rather a flexible continuum of various language learning environments. There is a combination of between face-to-face activities in a classroom setting and online activities outside the classroom. This means that teachers can employ both face-to-face tasks and online tasks; meanwhile students have opportunity to learn through two channels, face-to-face classroom and online settings.

Many teachers have been frustrated by traditional CALL technology that they see as impeding face-to-face communicative skills. Moreover, face-to-face learning offers too many advantages for it to be abandoned to a closed laboratory learning environment (Hinkelman, 2005). Kern and Warschauer (2000) suggest that designers of language learning materials have to adjust to the new collaborative world that has accompanied the use of network-based language learning. This need not be a problem if a learning environment can be designed where face-to-face class work can be combined with online work. Teachers can flexibly select a face-to-face environment to focus on specific communicative tasks and activities where advantageous. Then an

appropriate amount of online complements can be chosen for written preparation or follow-up. Thus, a blended solution can involve other teachers who may have refused to adapt to online tools (Hinkelman, 2005).

Recently, many educators and practitioners have shown interest in adopting Lesson Management System (LMS) in language teaching. The Lesson Management System (LMS) can be referred to as a Course Management System (CMS) and Virtual Learning Environment (VLE) (e.g. WebCT, Moodle), which has become popular with educational institutions. LMS is a powerful tool for language classrooms as teachers can integrate multiple learning applications, create teaching resources, and share experiences with colleagues and students (Levy and Stockwell, 2006). Brandle (2005) suggests that an LMS may have a great potential to create a successful e-learning experience by providing tools that can be used to enhance both conventional and hybrid classroom teaching. Moodle is one of the learning management systems (LMSs). Functionally, LMSs allow information to be presented to learners in small units, to assess what they have learned, and depending on the quality of their achievement, to branch out into an additional review of material or move to the next level.

The following section provides the uses and functions of Moodle which will be used as one channel of blended-learning for the students in this study.

2.5.2 Moodle

Moodle is an acronym standing for Modular Object-Oriented Dynamic Learning Environment. Moodle has already become a term of its own synonymous with a software package designed to help educators create quality online instruction. The design of Moodle is based on socio-constructivist pedagogy (Brandle, 2005). Its

goal is to provide a set of tools that support an inquiry- and discovery-based approach to online learning. Also, it purports to create an environment that allows for collaborative interaction among students as a standalone or in addition to conventional classroom instruction. According to Brandle (2005), the lesson module allows teachers to design lessons that closely control the learning path by guiding learners step-by-step, and allowing for advancement only if sufficient mastery has been achieved. In terms of learning, learning tasks or projects can be designed so as to allow for cooperation between the instructor and students or among students by using different formats of social interaction. It can be claimed that the Moodle system does not promote learning or teaching on its own; however, its effectiveness lies in the way students participate in and interact to their experiences so that they feel that they are among like-minded people who share the same curiosities, needs and interests (Su, 2006). Moodle is a great tool because: firstly, it is a platform to save and achieve the teaching material easily; secondly, it is a collaborative online platform for teachers and students to learn together (Su, 2006).

In terms of English language instruction and learning, Moodle is popularly implemented into English courses. There are advantages of the system: firstly, learning content and materials are stored in one place and can be easily managed. Secondly, applications of the system are various, helpful and easy to use such as discussion boards and forums. Instructors can conveniently create interesting assignments. Moreover, Moodle supports and manages all communication between instructors, individual students, and peer-response groups. Also, it can help maintain and display student assessment records.

Moodle is designed pedagogically to assist teachers to produce online content tailored to their respective classes in a collaborative, interactive environment (Maikish, 2006). There are also other useful features (Cornell College, 2003) of Moodle which include the following: (a) it uses a simple, efficient and compatible, low-tech browser interface; (b) it promotes a social constructivist pedagogy approach which focuses on collaboration, instructional activities, and critical reflection; and (c) it can be used to complement the traditional face-to-face approach. This measure was taken to determine the suitability of these learning activity tools to provide a constructivist approach in an online learning environment. The next section will be related to constructivism which is supportive to the integration of drama-based role play in this study.

2.6 Constructivism

Constructivists believe that knowledge is not mechanically acquired, but actively constructed within the constraints and offerings of the learning environment, and it is also commonly regarded as a shift in paradigm in educational psychology (Liu & Matthews, 2005). There are two current schools of theory based on constructivism: cognitive constructivism, and social constructivism. Cognitive constructivism is believed to stem largely from Piaget's work. Theorists affiliated with this line of thinking focus on the intrapersonal process of individual knowledge construction. They argue that knowledge is not a self-sufficient entity; that knowledge is not directly transmittable from person to person, but rather is individually and idiosyncratically constructed or discovered. Cognitive constructivism emphasizes learner-centred and discovery-oriented learning processes. However, social

environment and social interaction work merely as stimulus for the individual cognitive conflict. The social constructivist tradition, on the other hand, is often said to derive from the work of Vygotsky. Social constructivism theorists are held to be proponents of the central role of the social environment in learning. Learners are believed to be acculturated into their learning community and appropriate knowledge, based on their existent understanding, through their interaction with the immediate learning environment. Learning is thus considered to be a largely situation-specific and context-bound activity. Social constructivism provides a psycholinguistic explanation for how learning can be fostered effectively through interactive pedagogical practices (Yang & Wilson, 2006).

Learning takes place in a sociocultural environment and views learners as “active constructors of their own learning environment” (Mitchell & Myles, 1988). Learners do not learn individually, but they learn as active members of society. According to Vygotsky (1978) learning occurs through dialogue. This dialogue is initially intermental, meaning it takes place between teacher and student, between students, or even between text and reader (Wilson, 1999). However, the learner makes sense of what is said or written through internal or intermental dialogue (Vygotsky, 1978). So learning is interactive because the learners must interact with sources of ideas/knowledge in social settings. Moreover, they must actively take part in reconstructing ideas/knowledge within their own minds. To support learners to learn with challenges, teachers have an important part to play in setting up tasks which challenge students to perform beyond their current capacity. Moreover, the teachers necessarily provide support which makes it possible for students to perform at this new level. If the task is not challenging enough, students will be bored and possibly

become unmotivated; however, if there is not enough support, students will be frustrated and may give up (Yang & Wilson, 2006).

A constructivist learning approach supports the use of learner-centered teaching which aims to help students to interact with their environment, participate in constructing meanings, and become empowered in their own learning. As a result, the recognition of students' needs and interests promotes their active participation by developing a feeling of relevancy about their learning activities (Rodriguez, 1996). The theory of constructivism can be applied to develop students' communication behaviors, motivation, and self-esteem in this study. The constructivist learning environment provides learners with the opportunities to explore information and construct knowledge by themselves. The integration of drama-based role play in blended-learning supports a learning environment which encourages the learners to think, discuss, create, and interact with each other. During the process, the teacher is like a facilitator who guides, provides help, supports learning, and gives reflections to students' learning.

The next section looks at ways that drama activities are viewed by researchers who integrate them into English language teaching and learning.

2.7 Related Studies on the Integration of Drama and STAD

There are several studies that support the benefits of drama activities and STAD in foreign language teaching and learning. Drama activities were integrated in English teaching and learning in order to investigate the effectiveness on various skills of the students. The following sections relate to studies based on drama activities.

Nawi and Ng (2006) conducted a case study which aims to see the effectiveness of drama activities as a catalyst in improving communicative confidence. The purpose of this study is to investigate the efficacy of drama activities in improving students' confidence in communicating in English, to identify students' views on the use of drama activities as a communicative confidence-building tool, and consequently to suggest how these activities can be incorporated in English language teaching. The subjects are students from the University of Technology in Malaysia. Data for the study was obtained from these participants via feedback forms and questionnaires that were distributed to them. The data was then analyzed qualitatively and quantitatively. The research findings show that a majority of the participants reacted positively to the communicative drama activities and also agree with the use of drama activities in improving communicative confidence. In addition, suggestions for the effective incorporation of communicative drama activities into English language teaching were also given. Moreover, the results also showed that drama activities were effective in building communicative confidence. Their confidence and motivation in using English to communicate have improved as a result of these drama activities.

Gorjian, Moosavinia, and Jabripour (2010) investigate the effects of English literature students' dramatic performance on their understanding of drama at university level. This study began with the supposition that teaching English drama through dramatic performance could enhance the knowledge of English literature students of drama at university level. The research was conducted over a whole academic semester with 60 intermediate students enrolled in English drama II courses. They were divided into two groups, one experimental and one control group.

Throughout the treatment period, the researchers instructed the experimental group on how to perform the selected plays through a role playing strategy while devoting little time to reading the contents of the drama in the classroom. The participants in the control group normally surveyed the contents of the same plays without participating in any performances. A final achievement test was administered to both groups and the results indicated a significant difference in the means of the two groups in favor of the experimental group.

Bang (2005) aims to investigate the improvement of college students' communicative ability through drama-oriented activities in an EFL classroom and explore students' reactions towards drama-oriented activities. The findings suggest that drama activities were powerful in creating an interactive environment, in which the students can experience how to use the target language spontaneously.

O'gara (2008) applied quantitative research techniques to assess the usefulness of drama as a teaching tool. The aim was to discover what happens to children's understanding of verb tense when taught using drama methods versus traditional methods. The pupils assessed were all native Italian speakers and attended a private international school in Milan, Italy. Two classes from the same year group received instruction in the differing methods over a three week period. The pre and post instruction were examined and an analysis of the results is provided below. Data was collected and analyzed using a two-tailed t-test for two independent samples with equal variance to examine whether either method was more effective. The results of the study concluded that teaching language tenses through drama was more effective than using traditional methods.

Pacyga (2009) studied how drama affected students' L2 attitude and motivation. The research study aimed to see how the effects of play creation and performance are on the motivating for secondary English language learners with regard to speaking the target language. In the study, participating students created a self-written play and performed for a larger community. The general results included data indicating how the use of drama with secondary English language learners can lead to changes of students' motivation. The experimental class reported meaningful growth in the areas of motivational effort, language anxiety, and attitude towards the learning situation. Secondary language instructors are therefore encouraged to think about using the creation of plays process in their classroom.

Haruyama (2007) examined the significance of role play and dramatization in foreign language education and learning. The advantages of role play and dramatization are as follow: one can practice speaking and improving one's pronunciation; one naturally learns the gestures and facial expressions that go along with the language; and one is prompted to acquire a positive and living language attitude and one naturally masters the ways of thinking in another language, along with learning the culture.

Ulas (2008) conducted a research study which aims to determine whether native language teaching courses that utilize creative drama activities are more efficient in developing oral communication skills in primary school students than the traditionally applied native language teaching courses. In the research, the elements of oral communication skills of primary school students were investigated in terms of pronunciation and interpretation skills. In concordance with the aim of the study, the traditional method, using a teacher-centered course-book, was implemented in the

control group, whereas native language instruction lessons were implemented utilizing drama activities in the experimental group. At the end of a 14 week period, both groups participated in a post-test. Data analysis demonstrated a significant difference between the experimental and control groups' oral communication skills. The application of drama activities using native language instruction improved students' pronunciation skills when contrasted to traditional, teacher-centered course-book methods.

Donnery (2009) includes drama-based pedagogy in the Fundamental English language course at Asia Pacific University (APU) in Japan to provide the students with a bridge to move from teacher-led styles to the more learner-centered styles of education of the elementary educational system. In this study, drama-based pedagogy was employed through role plays and self-reflection inside the classroom to allow the students to experience an awareness of differing communicative styles when engaged in social interaction with the international students outside the classroom. It was found that the use of drama-based pedagogy in the Foundation English I of English program at APU offered a bridge from traditional methods of teacher-led language education to more effective learner-led communicative competencies. Accordingly, role play is a cooperative and a creative approach to learning, similar to highly learner-centered teaching. Moreover, using role play in an immersive English classroom could remove fear of competition by fostering cooperation on the one hand, and by building on cultural tendencies towards collectivism in a constructive way, on the other hand.

Brash and Warnecke (2009) explore the benefits and challenges of drama-based role-play for the psycholinguistic, cognitive and educational development of

language learners and they highlight the changed role of the teacher. The comparison of drama-based role-play and face-to-face tuition with telephone as well as online audio-graphic synchronous conferencing confirms that the lack of visual cues often functions as a stimulant and an opportunity for students to shed their ego. At the same time, silences take on a new dimension and might afford students a space to reinvent themselves in the target language. While drama-based role-play may be the bridge between first language/first culture and target language/target culture, it can, on the other hand, support teachers in managing a central task of language tuition today: facilitating innovative learning experiences that allow identity formation in second language acquisition.

Jeoung and Jung (2009) find out how process drama is effective in an English teaching context in terms of enhancing meaningful interaction between the students and the teacher. The students were asked to get involved in a process drama based on the story they were assigned to read. The process drama session was divided into three parts: preparation, drama, and a reflective session. The results of the research shows that students interact more meaningfully in the drama class in terms of turn taking, exchanges, amount of speech, and choice of topic and coherence. The process of performing drama activities provides students with numerous opportunities for using language in enjoyable and effective ways.

Giebert (2011) conducted a project that attempts to teach business English to an interdisciplinary group of university students by means of producing drama-based play. The project aims at improving students' oral competence by giving them the opportunity to use business English in fictional, but meaningful situations and by using it as the working language throughout the whole project. In the project students

are introduced to literature and theatre by means of work-related activities approached through drama. The results show that students can improve their proficiency in English, their 'everyday English' as well as their business English. It also describes students' motivation behind the project.

According to research studies, drama-based role play is integrated with STAD in order to enhance students' speaking skills, motivation, and self-esteem. The following section refers to related studies on the implementation of cooperative learning and STAD and their effects on students' English learning.

Firstly, there is a study related to the effects of small group learning by Gillies (2003) which provides an overview of five different studies demonstrating clearly the importance of explicitly structuring cooperative small-group work in classroom. Cooperative, small-group learning is widely recognized as a pedagogical practice that promotes learning and socialization across a range of curriculum areas from primary school through high school and college. When children work cooperatively, they learn to give and receive help, share their ideas and listen to other students' perspectives and seek new ways of clarifying differences, resolving problems, and constructing new understanding and knowledge. The result is that students attain better academic outcomes and are more motivated to achieve than they would be if they worked alone.

Ghaith (2003) examines the relationship between cooperative, individualistic and competitive forms of instruction, achievement in English as a foreign language (EFL) and perceptions of classroom environment. There were 135 university-bound learners of EFL who participated in the study. The participants completed a modified version of the classroom life script and their responses are correlated with achievement. In addition, the participants are divided into high and low cooperation

groups and are compared across the variables of achievement and selected aspects of class environment. While the results indicate that cooperative learning is positively correlated with learners' perceptions of fairness of grading, class cohesion and social support, individualistic and competitive instruction are found to be unrelated to any of the aspects of class environment under study. Likewise, the results reveal certain statistically significant differences between the low and high cooperation groups in favor of the latter in their achievement and perceptions of fairness of grading, class cohesion and social support.

In terms of the implementation of STAD, Aunloy (2003) also studies the effects of STAD on the English learning achievement of grade 12 students in Nong Rua Wittaya School in Khon Kaen, Thailand, including their attitudes towards cooperative learning in the English language classroom. This study shows positive results when compared to previous studies. The students study English for thirty hours for seven weeks. The research instruments are: first, 14 lesson plans using cooperative learning activities; second, an English achievement test; third, a questionnaire on attitudes towards cooperative learning and a cooperative behavioral assessment. The results show that the post-test scores after learning English using cooperative learning are higher than the pre-test scores at .05 level of significance. Second, most of the samples have a very good attitude towards cooperative learning. Finally, most of the participants acquire cooperative skills through the work assigned and take a pride in the outcome of their group work.

Norman (2005) examines the impact of STAD in a South Korean elementary school. The participants in this study are in grade 5 and grade 6. However, STAD is used with grade six classes and is compared to grade five classes where students work

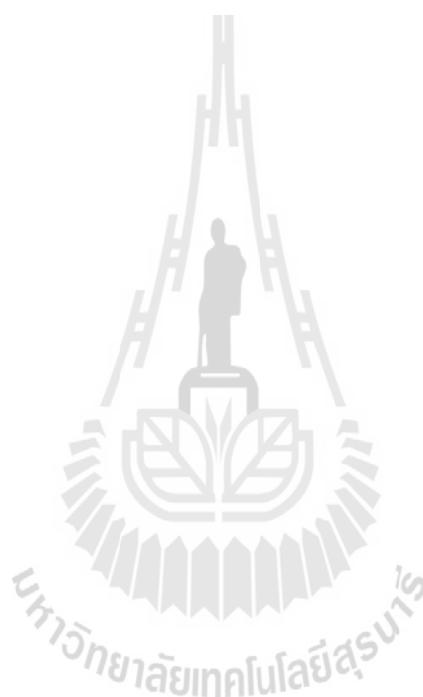
in groups without STAD. The participants received pre-test and post-test surveys which aimed to measure changes in exposure to English education outside the classroom, students' enjoyment of the English class, attitudes toward working in cooperative learning groups, and changes in academic scores. Norman finds that STAD has significantly positive effects on students' achievements and students' attitudes towards learning English. The results also show that there is a greater effect of STAD on students' achievement than on students' attitudes toward learning English.

Finally, Razavi, Nakhle, & Naghavi (2012) examine the effect of STAD on developing the oral communication skills of intermediate language learners at Iran Language Institute. To utilize STAD, six oral communication skills are proposed as the most related skills to intermediate learners. The experimental design of the study consisted of 60 intermediate learners. Data collection tools were the Oxford Placement Test, a pre-post oral communication skills and STAD which consisted of a teacher's guide and a students' handbook. The program was administered during a six-week period. In addition, a paired t-test was used to measure the effect of the training program on learners' oral performance. The findings revealed that the program was effective in developing students' oral communication skills as there was statistically significant difference between the pre- and post-test.

2.8 Summary

This chapter provides a review of the literature related to this current study. It describes second language speaking, affective factors in terms of self-esteem and

motivation, drama activities, cooperative learning and STAD, NBLT, and constructivism. It also discusses the relevance of the related studies according to the integration of drama-based role play and STAD. In the next chapter, the design and methodology implemented in the present study will be discussed.



CHAPTER 3

METHODOLOGY

This research focuses on the effects of the integration of drama-based role play and STAD on students' speaking skills, motivation, and self-esteem. The integration of drama-based role play and STAD was conducted in a blended-learning environment so that the students are able to benefit from technology and face-to-face instructions. The blended-learning model in this study includes: (a) students' work with an e-learning platform, Moodle; and (b) face-to-face classroom instruction. This chapter discusses the principles of the present research methodology. It consists of research design, methods of data collection for the experiment and data analysis. The chapter starts with the theoretical framework for the current study. Next, the research design, research procedures, participants, research instruments, and data analysis methods are also described. Finally, the pilot study is described following the research design.

3.1 Theoretical Framework

Based on the review of the related literature discussed in Chapter 2, the present study aims to see the effects of the integration of drama-based role play and STAD on students' speaking skills, motivation, and self-esteem. This section consists of the theoretical background of drama-based role play, STAD, blended-learning, and

constructivism. As mentioned in Chapter 1, the existing problems of NRRU are; firstly, students have difficulties in speaking English; secondly, the students have low motivation and self-esteem. The current problems of the students are similar to those found in Suttiyapatt et. al (2010)'s study which aimed to investigate foreign language anxiety in the English language classroom of the first year EFL learners of NRRU. The results showed that the first year EFL learners at NRRU lacked self-esteem; for example, they reported that they felt that the other students had better speaking skills than they did. However, they solved their problems in the EFL classroom by asking their friends rather than their teacher. In English language learning, if students have low motivation and self-esteem, they are not interested in participating in activities and hesitate to communicate. This can lead to problems in both the teaching and learning of English. The existing problems are like a cycle. The students have low confidence and self-esteem so they do not dare to communicate. So, they do not participate in the communicative activities and, consequently, there is a lack of interaction. As a result they do not learn anything and cannot communicate. Thus, they do not want to learn and have low motivation which can affect their self-esteem. According to Oxford (1990), the learners' affective factor is one of the most important influences on language learning success or failure.

Because of the problems above, communicative activities in classroom settings may not be interactive enough to invoke students' attention and motivate them to learn. Therefore, STAD may be used with drama activities as it promotes the learning of students who have got used to the traditional system, and encourages them to get involved in communicative language teaching. Learning procedures under STAD may be an effective tool to promote learners to learn more effectively with

drama-based role play. Drama-based role play is an interactive activity which can encourage the students to communicate. Also, it increases students' motivation and self-esteem. Drama activity is suitable even for beginners, especially when appropriate dialogues and teacher's help are provided (Haruyama, 2009). It is advantageous for beginners to practice in order to improve their communication skills. Role play is one of the communicative techniques which helps to develop communication in the language. In terms of affective factors, Krashen (1981) claims that low motivation and self-esteem can raise an affective filter and form a mental block that prevents comprehensible input from being used for acquisition. Thus, this research studies the integration of drama-based role play and STAD which aims to develop students' speaking skills, motivation, and self-esteem.

The integration is conducted in a blended-learning environment as it provides learners with more opportunity of learning both inside and outside the classroom. The blended-learning model in this study includes (a) students' work with an e-learning platform, Moodle and (b) face-to-face EFL classroom setting. STAD is seen as a necessary pedagogy integrated with drama-based role play. In terms of students' English language study, drama has the potential to empower the students (Boudreault, 2010) as it gives them many opportunities to have pride in their work and teaches them responsibility, problem solving, management and directing proficiencies. According to Millrood (2001), a drama project is an excellent way to get students to use different communicative functions in English as drama integrates the four language skills (Sad, 2008). According to the drama process, there is a dynamic production of the target language as the learner group-write, produce, rehearse, and perform the plays. STAD has been selected in order to promote a learner-centered

classroom and students' interaction. Also, it encourages active participation and communicative activities in the classroom. It is useful for a classroom with different levels of proficiency because it benefits both high and low achievers.

Constructivist learning theory maintains that knowledge is not received from outside, but that we construct knowledge in our head (Alessi and Trollip, 2001). Spivey (1997, cited in Brown, 2000) describes constructivism as an emphasis on active processes of construction (of meaning), attention to texts as a means of gaining insights into those processes, and an interest in the nature of knowledge and its variations, including the nature of knowledge associated with membership in a particular group. The constructivist learning environment helps students become independent learners by allowing them to explore and discover content to be learned on their own. The environment extends to motivating the processes of learning. It also provides learners with the opportunities to explore information or resources and construct knowledge with their peers. To create educational environments that facilitate the construction of knowledge, there are certain principles to be promoted as ways to accomplish the goal. One of them is to use cooperative learning activities. The integrated drama-based role play relies on the potentials of constructivism which aims the learners to construct knowledge with each other's help. Both co-operative learning and constructivism aim to encourage learners to learn in an authentic and non-threatening environment. The learners are provided with the opportunity to work individually and cooperatively with support from the teacher. According to Vygotsky (1978), learning cannot be separated from its social context. A learner actively acquires knowledge, but knowledge is a collaborative social construction that is created through social interaction and internalized by individuals while restructuring

the experience. To serve the needs of foreign language learners, an environment which most closely resembles the actual use of a target language is needed (Hinkelman, 2005). Thus, blended-learning can also provide an environment which helps the students to achieve these desired learning outcomes.

3.2 Research Design of the Present Study

This study is quasi-experimental (it includes a statistical comparison of the groups), the design of the components can be described in terms of the subjects, data, treatment, and observation and measurement of the treatment (Selinger & Shohamy, 1989). Moreover, one research study may be called a quasi-experimental research study when it is conducted under conditions in which it is difficult to control many of the variables and in which subjects cannot be assigned to special groups for the purposes of the research study.

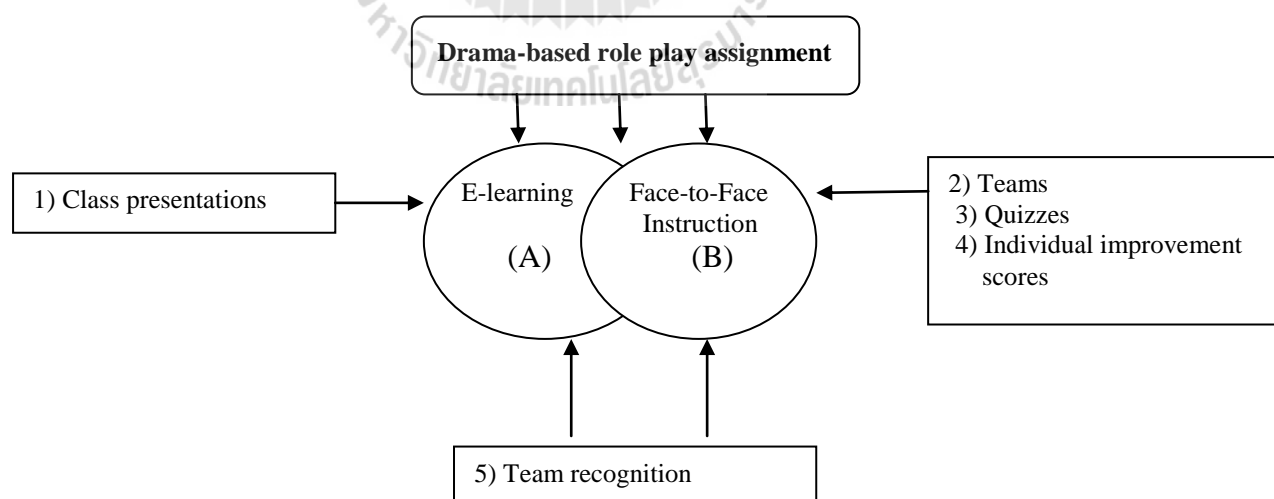
3.2.1 The Treatment

The treatment lasted for 16 weeks and each week consisted of 3 periods (50 minutes each). The material used in the study is based on American Headway 1A (Soars & Soars, 2009). There are four major areas of study in each unit of this textbook: grammar, vocabulary, skills work (practice of listening, speaking, reading, and writing), and everyday English. In order to understand how the textbook responds to students' needs, the following course description of EF1 is given:

“Developing student’s communicative skills inside and outside the class. Receiving and imparting any information concerning social and cultural aspects of the English language. Expressing appropriate feelings, opinions and attitudes, according to social context both in speaking and writing.”

As mentioned above, it can be seen that there is a focus on communicative skills and social expression in speaking and writing. The students practice the four communicative skills through each unit based on the described aims of the units. Moreover, they practice social expression at the end of each unit.

As stated previously, this study utilizes integrated drama-based role play in a blended-learning environment. Generally, blended-learning refers to a combination of technology and classroom instruction in a flexible approach to learning that recognizes the benefits of delivering some training and assessment online but also uses other modes to make up a complete training program (Banados, 2006). Accordingly, blended-learning in this study combines (a) learners' use of a university e-learning platform or Moodle and (b) face-to-face classroom settings; moreover, the two channels of learning are based on the STAD method. The integration of drama-based role play and STAD is conducted in a blended-learning environment. Figure 3.1 below shows the model of blended-learning used in this study.



Note: 1, 2, 3, 4, 5 = five components of STAD

Figure 3.1: Blended-learning model (adapted from Shih, 2010)

The blended-learning model in this study combines the provision of technology and the use of a practical learning classroom environment. There are five important components of STAD: 1) class presentations 2) teams 3) quizzes 4) individual improvement scores and 5) team recognition. All components are implemented into the blended-learning model as follows: the class presentations component is based on student's individual learning online. Teams, quizzes, and individual improvement scores are conducted in a classroom setting. Finally, team recognition is implemented in both e-learning and classroom settings. In order to understand the activities of each component, the following table describes the activities which are integrated in the blended-learning environment.

Table 3.1 Integration of STAD Components

STAD	Procedure
Class presentations (Online)	1) Students are assigned to work individually on the online lessons. 2) Related role play activities are provided in this section.
Teams (f2f)	1) Students are assigned to work in groups of four of heterogeneous academic performance. 2) Students work on team worksheet. 3) Students work on drama-based role play script.
Quizzes (f2f)	1) Students do individual quizzes and they should perform better in each quiz in order to make an improvement in the scores for their teams.
Individual improvement scores (Online)	1) Students check how progressive they have progressed from the results of the quizzes.
Team recognition (Online and f2f)	1) The teams that perform best in each quiz and in the drama-based role play assignment are announced and rewarded

Remark: f2f = face-to-face classroom instruction

In terms of the creation of drama-based role play video clips, the students are firstly given an example of drama-based role play video clips in each unit. Next, they have to write their own text or scripts based on the topic of each unit. The script should contain a dialogue as developed by all members in the groups. The students

are allowed to rehearse and record their performances based on the scripts outside the classroom. They can rehearse and record their video clips and redo them as many times as they require. Then, students' performances are presented to class through video clips both in class and online so that teachers can evaluate and friends can leave suggestions or comments. The team with the best performance in each unit is selected and announced.

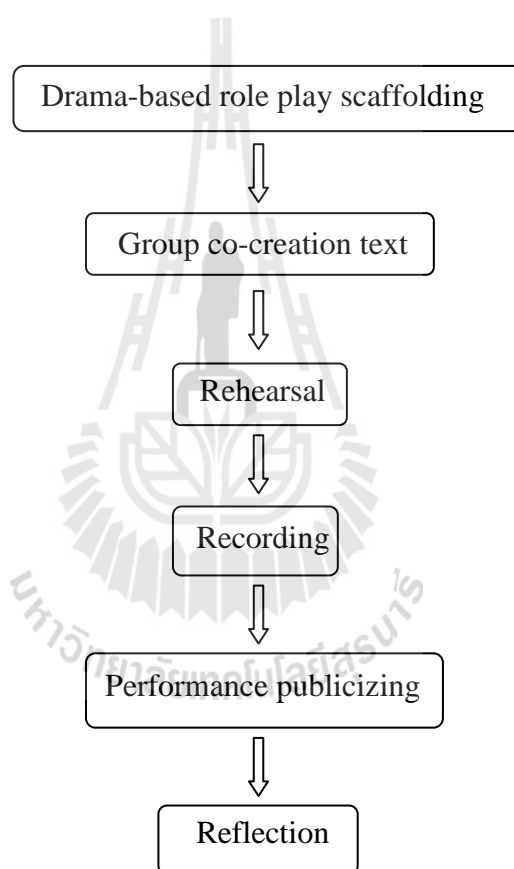


Figure 3.2 Drama-Based Role Play Assignment

Students in the control group study English based on face-to-face classroom instruction and work on simple role plays and group work. In terms of simple role play, students are required to practice speaking skills based on the same topics as those used with the experimental group; however, the control group of students does

not create dialogues by themselves. The dialogues are selected from the students' course book and practiced 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. However, the control group of students was not focused on cooperative learning principles.

3.2.2 Procedure

The present research study aims to see the effects of the integrated drama-based role play and STAD on students' speaking skills, motivation, and self-esteem. The integrated drama-based role play is in turn integrated into the blended-learning environment. This means that the research is conducted based on two settings; e-learning and classroom environment settings, where two separate groups of students were enrolled in the university classes.

The procedures of this research study are as follows:

- 1) Both experimental and control groups of students do the speaking pre-test (See Appendix A) which aims to measure their communicative performances before the beginning of the study;
- 2) AMBT (See Appendix B) and SET (See Appendix C) are distributed to both groups of students in order to measure their motivation and self-esteem before the treatment and instruction;
- 3) Different instructions and activities are given to two groups of students (See Appendix D). They are provided with instruction as follows:

The control group: The students are taught by using communicative activities including paired work and group work. They are taught with face-to-face classroom instruction. In terms of communicative activity, they work on role

play; however, the role play scripts are extracted from the textbook. Students are required to perform the role play in the classroom.

The experimental group: The students are also taught by using communicative activities; however, there is an integration of drama-based role play and STAD. Moreover, they are provided with blended-learning instruction which holds e-learning and face-to face classroom settings. Thus, the students study based on e-learning and in the classroom week by week. After finishing the integrated activities of each unit, students are assigned to keep a journal based on their experiences and feelings with regard to that unit. (See Appendix E)

- 4) The students in both groups do the speaking post-test in order to measure any changes in their speaking skills;
- 5) The AMBT and SET are provided to both groups of students in order to measure their motivation and self-esteem after the treatment and instructions;
- 6) Students' performances in the experimental group based on video clips are also analyzed in order to provide supplementary data for the description of the results of the research study;
- 7) The semi-structured interviews (See Appendix F) are conducted with the experimental group in order to obtain more in-depth information on students' perceptions towards the integration of the research study.

Triangulation is employed in this study. It is a method from which data from at least three different perspectives on the same event are collected so that they can be cross-validated (Bullock & Stallibrass, 2000). Three or more different kinds of data, such as video clips analysis, interviews, and journals are collected on the same event and used to support the results of each other. This study involves using both

quantitative and qualitative methods: pre-test and post-test, an Attitude and Motivation Battery Test, a Self-Esteem Test, students' journals, an analysis of the video clips of a drama-based role play, and students' interviews. In order to validate the results of this study, quantitative and qualitative methods are implemented in order to evaluate the effectiveness of the integration of drama-based role play.

3.2.3 Participants

The participants of the present study comprised 80 students in two EFL classes. They are the first year non-English major undergraduate students who took an EF1 course in the second semester of the 2011 academic year at Nakhon Ratchasima Rajabhat University (NRRU). The students are selected by purposive sampling and assigned to two groups: an experimental group and a control group. In terms of the time management of the two groups, both groups of students spent two English class times (150 minutes for each class) for one unit of study; however, with different instructions. There are six units of study for the English Foundation I course. The two groups of students are supposed to finish their learning through different instructions within 12 English class times equally. The students in the experimental groups were divided into groups of four based on the STAD method. By contrast, the students in the control groups worked independently in working in groups of four. They were selected as the participants of this study because of the following reasons. Firstly, they are the first year non-English major students who have the opportunity to study English once a week. They have little opportunity to practice their English either in or outside the classroom. The blended-learning model which partly consists of e-learning instruction provides them with the opportunities to work on English tasks as often as they want. The integration of drama-based role play and STAD is purposefully

designed to encourage students to communicate and develop their affective factors in terms of motivation and self-esteem. The activities of drama-based assignment which are the recording of a rehearsal and performance allow the students to practice English communication outside the classroom. Cooperative working in a team aims to motivate them to help each other to learn and to increase their self-esteem. In this study, the first year students are new learners of English in a university context who have low motivation and self-esteem. A new academic atmosphere may result in affective factors in their English language learning. If they pass the first course of English (EF1) in university with low speaking skills, motivation, and self-esteem, this will adversely affect their English learning in the future. According to the research problems and characteristics of the students, the students were selected for the purposes of the study.

3.2.4 Integration of Blended-learning

Training Session of Moodle

The students in the experimental group were firstly trained how to study based on the integration. It took approximately 3 periods (150 minutes) to be trained to work on blended-learning. Firstly, the students were introduced to the Moodle system used in the language laboratory at the university. They are told how to operate the system; for example, how to log on and go through the lessons by themselves. Applications in the system are described in terms of its usage and benefits. In terms of the learning content in the online lessons, it is based on the regular textbook and prepared by the English language teacher. Grammar points, vocabulary, related activities, skills work, and everyday English are demonstrated there and the learners are supposed to log on

to the system at the time provided. The e-learning lesson also helps to develop to the concept of accountability for cooperative learning as well.

Training Session of STAD

The students in the experimental group were also taught and trained how to work together cooperatively in small groups on the integrated drama-based role play. Accordingly, they were introduced to the STAD details and its components. Each component and its function were explained to the students so that they understood their value and could work on them effectively. The aims of STAD are to encourage students to work as a team and help each other to learn. The components are explained to students so that the students will be able to benefit from the instruction. Similarly, the integrated drama-based role play assignment was also described so that the students understood the concepts and were able to work on it effectively. Following the STAD method, they were divided into groups of four or five members. Each team consisted of heterogeneous members in terms of their levels of English language achievement: high, average, or low. The treatment proceeds according to the five components of the STAD method; class presentations, teams, quizzes, individual improvement scores, and team recognition.

As mentioned earlier, the control group of students was not provided with the blended-learning instruction. However, both groups of students studied English based on the same learning content. ‘Quizzes’, the third component of STAD were also provided to the students in the control group too. However, the use of quizzes in the control group did not focus on student’s individual accountability, so the results of the quizzes were not calculated for improvement scores for the control group of students. The students in the experimental group were reminded of the components and

purposes of the integration in order to ensure that they worked together and helped their teammates to achieve the team goals. In addition, the purpose of the base scores and the improvement scores was to make the students feel that all of them have an equal opportunity to obtain the maximum points for their team based on their own performance. It is fair to compare each student's latest scores to their previous scores to obtain their individual improvement score. The student's target is to obtain higher scores than their previous scores for each quiz. In this study, there were 20 items in each quiz for measuring their progress in using STAD in each class. To calculate the students' improvement scores, Slavin's (1995) criteria for average team improvement scores is adapted for this study. The following table shows how the scores are calculated for the students in this study.

Table 3.2: Calculation of Students' Improvement Scores on the Basis of Students' Performances on a 20-point Quiz (adapted from Yoowiwat, 2007).

Quiz scores	Improvement scores
- When students do a correct paper (20 points)	6
- When students get more than 3 points above base score	6
- When students get 3 points above base score	4
- When students get 2 points above base score	2
- When students get 1 point above base score or the same score as the base score	1

*Base score is the total score in the latest quiz. Thus, students may have a different base score in each quiz. Their goal is to improve their latest base scores and to perform better each time.

3.3 Research Instruments

The instruments utilized in the present study are as follows; Pre- and Post-English speaking tests, AMBT, SET, an analysis of students' video clips, interviews of students, students' journals, and classroom observation. The following table summarizes the research questions and instruments in this research study. The first research question aims to test the first hypothesis, which concerns the results of the integration of drama-based role play and STAD on students' speaking skills. The second research question aims to testify the second hypothesis, which concerns the results of the integration on students' motivation and self-esteem.

Table 3.3: Summary of Research Questions and Research Instruments

Research Questions	Instruments
1. How does the integration of drama-based role play and STAD affect the first year non-English major students' speaking skills?	<ul style="list-style-type: none"> - English speaking tests - Interviews of students - Students' journals - Analyses of video clips - Classroom observation
2. How does the integration of drama-based role play and STAD affect students' motivation and self-esteem?	<ul style="list-style-type: none"> - AMBT - SET - Interviews of students - Students' journals - Classroom observation

3.3.1 English Speaking Pre-test and Post-test

In this study, six role play pre-tests were given as choices for students to select and to proceed with the role play they chose. The speaking test lasted approximately seven to ten minutes. All students were evaluated by the researcher and two other English language lecturers. The post- speaking test was the same as the pre-speaking test. At the end of the course, the pre- and post- speaking tests were statistically compared for significant differences in the students' performances. The content of the

test based on the learning content in the students' course book. The purpose of using this as a basis is to measure students' speaking ability and their communicative development as a result of the integration. There are three parts of the speaking test. The first is a general conversation between students and the evaluator. It took approximately three minutes to talk about the students' backgrounds, for example, their families, or studies. Secondly, the students were required to work on their role play. The topics are general and based on what they have previously studied. The students took approximately 3-5 minutes in the second part. Finally, the students took approximately 2 minutes to discuss the topics the evaluator asked about which were based on the topics in the second part. The speaking test was purposefully designed to measure students' speaking skills as a result of the integration of drama-based role play in this study. To construct the test, the speaking test content and design were evaluated and considered by three English language teachers, two Thai and one native, who teach the listening and speaking I course at NRRU. The test content that was not accepted by them was either modified or excluded from the test.

Various researchers have established the criteria for a speaking proficiency test which includes different aspects. For example, Wongsothorn (2001) establishes the criteria for a speaking proficiency test that aims to measure students' speaking skills in the following areas: pronunciation, vocabulary, correctness, fluency, and gesture. In this study, students' speaking skills are assessed in two major areas: verbal and non-verbal. Their performance is assessed based on 'Checklist for Evaluating Verbal and Nonverbal Communication Behaviors' (See Appendix G). This evaluation was adapted by Coleman (2005) from its original source of Ananda (2000, as cited in Pacyga, 2009). The performance assessment evaluation rubric (See Appendix H) used

in this study consists of (1) a verbal communication scoring rationale; and (2) a nonverbal communication scoring rationale. Scores in the two areas are then combined to create an overall communication competency score. In terms of verbal communication behavior, students are evaluated based on five following behaviors: (a) identifying the purpose for speaking; (b) using correct vocabulary; (c) using correct grammar; (d) using correct pronunciation; and (e) modulating tone/voice appropriately. For the non-verbal communication behaviors, students are evaluated based on five categories: (f) being willingly to communicate; (g) being confident in communication; (h) making eye contact appropriately; (i) using facial expression appropriately; and (j) using gestures appropriately. According to the verbal and nonverbal communication behaviors assessment, the students are assessed based on the following qualitative titles: 0) = unable/unwilling, 1) = needs improvement, 2) = developing, 3) = adequate, 4) = good, and 5) = excellent.

3.3.2 Attitude and Motivation Battery Test (AMBT)

Dornyei (2001) suggests that language attitudes can influence motivational behavior. Attitude and motivation are related to each other. High motivation and a positive attitude toward learning the target language affect language learning. This present study involves measuring changes in students' motivation over time. To determine a motivation index for a language learner, Dornyei (2001) recommends the use of a standardized Attitude and Motivation Battery Test (AMBT). The AMBT has good psychometric properties as well as being predictive and it has construct validity (Dornyei, 2001). The items in AMBT used in the current study are adapted for use in this research study. According to Dornyei (2001), it is necessary to develop the test as a result of changes in context because the AMBT is a collection of variables which

need to be adjusted according to the context. Statements are categorized into five motivational components: integrativeness orientation, instrumental orientation, motivational effort, language anxiety, and attitude toward the learning situation. Verification of the statement of the test was made by experienced language teachers.

3.3.3 Self-Esteem Test (SET)

To determine the self-esteem of the students, the self-esteem test was distributed. The items of the self-esteem test are adapted from Al-Hataab (2006). There are three types of self-esteem: firstly, global self-esteem which generally assesses a person's attitudes towards himself; secondly, situational self-esteem which relates to a specific situation such as a foreign language context; and thirdly, task self-esteem which determines a particular task within a situation e.g. writing or speaking. The adapted self-esteem test aims to measure students' self-esteem in a speaking task. The test was also previously examined by the same experienced English language teachers in order to assess the relevancy of the test and the aims of the study. The students will do the test in Thai version before and after the research study.

3.3.4 Analyses of Students' Video Clips

The students were assigned to record their performance based on the content of their learning. In the present study, students' performances based on video clips are analyzed for the purpose of interpreting their improvement in speaking skills. The video clips will be analyzed and evaluated by 3 experts in English language teaching based on certain criteria (See Appendix I). The final scores from 3 experts will be added together and divided by three (number of experts) in order to find the final score for each group. Each group can record their role play performance by using a mobile phone. After that the students are asked to watch their friends' performances

and give some reflections or suggestions (See Appendix J). Sad (2008) combines drama and the technology of mobile phones and found that it motivates students because they enjoy recording with their mobile phones, and when they do so in a group they receive approval, cooperation, and/or support from their peers. When students work independently outside of class, time is more flexible and they are free from the anxiety of speaking or acting in front of an audience. This kind of activity can increase their self-esteem and motivate them to learn as well.

3.3.5 Students' Interviews

In the present study, a semi-structured interview is adopted for use as an instrument for collecting students' perceptions towards the integration of drama-based role play and STAD. The advantages of a semi-structured interview are that the interviewee is given a degree of power and control over the course of the interview. Students are interviewed about how the integration affects their speaking skills, motivation, and self-esteem. The results obtained can be used to support the quantitative data of the study.

3.3.6 Classroom Observation

The blended-learning model combines the use of face-to-face classroom instruction and the provision of Moodle. In order to see the classroom activities, it is necessary to observe the class. According to Seliger and Shohamy (1989), 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 teachers' and students' behaviors. Observation is useful because it helps the researcher to see the real behavior of the participants in the classroom and those behaviors might not be collected by other

research instruments such as interviews or questionnaires. This study has a quasi-experimental design which focuses on two different groups of students. Thus, it is important to see students' participation, interaction, and classroom environment while they are working in different classes. Video recordings were used in order to collect and observe students' working together and interacting in a particular classroom environment. It was also used to observe the differences in the students' learning between the two groups of students (Appendix K).

3.3.7 Students' Journals

Writing a journal is seen as an effective tool to promote students' learning through the use of blended-learning. Learning diaries/journals have been described as important, "introspective tools in language research" (Nunan, 1992). It can "give us access to the participants' voices" (Bailey and Nunan, 1996, p. 199). The use of journals allow us to investigate affective factors, language learning strategies, and the learners' own perceptions on language learning (Bailey, 1990; Bailey and Nunan, 1996). The journal was completed by students after they finished working on their drama-based role play assignments. They were encouraged to write about their experiences towards the integration of drama-based role play and STAD. The journals were used to gather students' ideas, opinions, and feelings towards these activities. The questions were designed to guide the students to share responses or comments. The students were assigned to write their journals in Thai so that they can describe their experiences thoroughly. The data can be used as supplementary data for both qualitative and quantitative interpretation.

3.4 Data Analysis

This section describes the methods for data analysis employed in the present study. The data collected from 16 weeks were analyzed both quantitatively and qualitatively. The results of students' pre- and post-tests of speaking skills, motivation, and self-esteem are described based on a quantitative analysis. Analyses of video clips, students' interviews, students' journals, and classroom observations are presented based on a qualitative analysis.

3.4.1 T-test

The t-test is used to compare the means scores of the two groups. It helps to determine how confident the researcher can be that there are differences found between the two groups as a result of the treatment. In this study, the t-test is used to see if there are any effects on students' speaking skills between the two groups. The data was analyzed using the Independent t-test and the paired-sample t-test of SPSS.

3.4.2 Descriptive Statistics

With regard to students' motivation and self-esteem, the students' data on the affective factors was gathered from the pre- and post-tests of their motivation and self-esteem. Students' answers are calculated according to a five-point scale: strongly agree, agree, neutral, disagree, and strongly disagree. If the statements are positive, the points scored are 5, 4, 3, 2, and 1, respectively. However, when the statements are negative, the points scored are 1, 2, 3, 4, and 5, respectively. The total scores of the pre- and post-tests on motivation and self-esteem are compared by descriptive statistics and a Pair-sample t-test to gain a deeper understanding of students' motivations and self-esteem.

3.4.3 Qualitative Analysis

The aim of qualitative analysis is to discover how students develop their speaking skills, motivation, and self-esteem. Data collected from analyses of video clips of students' drama-based role plays, interviews of students, students' journals, and classroom observations were analyzed qualitatively in order to obtain supportive evidence and further information of the results of the integration of drama-based role play and STAD in a blended-learning environment.

3.5 The Pilot study

3.5.1 Participants

The participants of the pilot study were the first year non-English major students at NRRU. There were two groups of students and they were assigned to either the experimental group or the control group. There were 30 students in the experimental group and 32 students in the control group. There was a reason why the number of students of two groups was different: there were two students who withdrew from the course before the end of the semester. The participants studied EF1 course in the second semester of 2010 academic year and they were selected on the basis of convenience and availability.

According to students' background information from the questionnaires, they had studied English for at least 12 years since they were in grade 1. Most of them knew about the e-learning system of the university as shown on the university webpage, but they did not know how to operate it. There were some students who had worked before on an e-learning system since they had been taught about it in their high school. They reported that there was no integration of e-learning system with

their other courses. Thus, it was the first time for them to use the university e-learning system in the EF1 course. In terms of classroom instruction, the students in both groups used to study English based on group work since they had studied in high school; however, they did not understand clearly about the concept of cooperative learning and Student Teams Achievement Division (STAD). They knew about the role play and previously worked on this activity when they studied in high school.

3.5.2 Procedures

Both groups of students were taught based on the same learning content and the same integrated materials, such as worksheets and quizzes. Only students in the experimental group studied English in a blended-learning setting. In order to understand the study methods, the teaching and learning of English was discussed in each group as follows:

Procedure in the Experimental Group

The students in the experimental group were provided firstly with the learning content through the e-learning system or Moodle. In terms of instruction, they studied English cooperatively based on STAD. Drama-based role play was also integrated in order to improve their speaking skills, motivation, and self-esteem. The learning phases of students in the experimental group are discussed below based on the components of STAD as follows;

Class presentations: In this component, the students individually accessed the e-learning system and followed the instruction in the unit of the study. Related role plays were provided in the e-learning lessons and served as examples before the students passed on to another component of learning. Thus, the students in the

experimental group worked on the first component of STAD through the e-learning system.

Teams: There were two major tasks in this component based on classroom settings. Firstly, students worked cooperatively in their teams. They received the same worksheet and had to complete the worksheet together. During the process, they could help and explain the learning content to each other. Secondly, they were assigned to create a role play script related to the theme of each unit. Every team shared the same directions or situations with regard to the writing of their scripts. All the team members should take part in writing the scripts and in speaking the dialogues so that they all understood, practiced the dialogues, and recorded their performances. However, they were only allowed to record their performances after finishing the class. This meant that they could rehearse their performances as often as they wanted. The teacher had an important role to instruct and provide help when needed. The teacher facilitated students to learn and gave some suggestions on the students' work. The output of this component was the video clip of the students' role play based on the content of each unit.

Quizzes: Students took individual quizzes which related to the learning content of each unit. They were reminded to do their best in the quizzes because their individual performance would count toward the results of their team performance.

Individual improvement scores: After the students finished the quizzes, their improvement scores were checked and their progress was calculated each time. The more they improved, the higher their contribution towards their team's score. The team with the best performance team was announced in the classroom.

Team recognition: The best team performance in the quizzes and video clips were announced in order to give credit to the best team each time. The aim of was to encourage students to try harder in their studies.

Procedure in the Control Group

The students in the control group also studied English based on the same learning content and materials used by the experimental group. However, they did not work on the integration of drama-based role play and STAD. The role play activity in this group was mainly conducted in the classroom. The students were assigned to work in groups; however, their group work was different from the cooperative group work in the experimental group. In cooperative group, the student's individual accountability was focused on. This means that all students are responsible for their success of the team and they are expected to help each other to learn because individual learning results in the success of the group. This encourages them to try their best because they can help their team more. However, the concept of group work in the control group is not focused on each student's accountability. In the pilot study, the students in the control group worked in their own preferred groups. Unfortunately, some higher achievers preferred to work with friends who had similar levels of achievement and they were unwilling to work with students at a lower level. The high achievers did not enjoy working with low achievers because the latter would slow them down.

3.5.3 Results of the Pilot Study

Results of Speaking Test

Table 3.4: Comparison of Pre-test Scores of the Two Groups for Speaking

Group	N	Mean	S.D	Sig.
Experimental Group	30	26.80	2.295	0.714
Control Group	32	26.59	2.227	

As shown in the Table 3.4, the mean scores of the pre-test from a paired samples t-test analysis for the experimental group and the control group were 26.80 and 26.59 respectively. Thus the mean scores of the pre-test and post-test were nearly the same. In other words, there are no significant differences between the two groups according to their pre-test results.

Table 3.5: Comparison of Post-test Scores of the Two Groups for Speaking

Group	N	Mean	S.D	Sig
Experimental Group	30	35.43	2.687	0.000
Control Group	32	32.09	2.480	

As shown in the above table, the mean scores of the post-test for the two groups were 35.43 and 32.09. Statistically, it was found that the students in the experimental group had significantly higher speaking post-test scores than the students in the control group at 0.01 level of significance.

Results of Students' Attitude and Motivation Battery Test (AMBT)

An AMBT was administered to students in order to verify the authenticity of the data collected for the study. Moreover, some administrative adjustments and changes were also used made. Generally, the results showed that students' overall motivation was positive and well developed.

Results of the Students' Self-esteem Test (SET)

The students in the experimental group also received the Self-esteem Test in order to investigate their self-esteem as a result of the integration of drama-based role play and STAD in the pilot study. It was found that the students in the experimental group had developed their self-esteem after the treatment.

Results of Analyses of Students' Video Clips

The analyses of the video clips of the students' role plays showed that students in the experimental group substituted words and sentences from the original conversations when they performed drama-based role plays. The examples are as follows.

Table 3.6: Students' Script (Unit 1: Hello Everybody!)

Original role play(CG)	Drama-based role play(EG)
A: Hello. My name's Miguel. What's your name? B: Emma. A: Where are you from, Emma? B: I'm from Toronto, Canada. Where are you from? A: I'm from Toronto, too.	A: Hello. B: Hello. My name's Nat . What's your name? A: My name's Yui . And this is my friends, Buai and Uae. C and D: Nice to meet you. A: Nice to meet you. Where are you from? C: We are from Nakhon Ratchasima . And where are you from? A: I'm from Phrae from Thailand . How are you? B: I'm fine. Uhm...we really have to go now. A: OK. See you next time. Bye. B, C, and D: Bye

From the examples above, it can be seen that the students created dialogues based on the examples in the textbook. Also, they were able to apply their knowledge from the learning content in giving greetings. They were also able to substitute new words such as 'Nakhon Ratchasima' and 'Phrae' in order to make the sentences more realistic and related to themselves. As seen from the video clips, they used both verbal and non-verbal communication.

In the pilot study, the students created 4 dialogues based on the units of the study. For the experimental group of students, each group consisted of 4 group members who were expected to devote themselves to writing a script, doing rehearsals, and recording their performance. In order to see students' communication development, it was necessary to compare their performance on the first and the last video clips. According to the video data analysis, it was found that, firstly, the students developed their verbal and non-verbal communication. The more video clips they recorded, the more fluent they became. It could be seen that the students were active in speaking, especially in the later chapters. For their non-verbal communication, they used more non-verbal communication behaviors such as eye contact, facial expression and appropriate gestures. Also, they nodded when their friends replied or they waved before leaving.

Students' Motivation and Self-Esteem

The students' motivation and self-esteem were developed as seen from a comparison of the first and the last video clips of each group. In the video clip recording made from the first chapter of the textbook, many students were nervous when they worked on their role plays. They worked on their role plays with anxiety and only used basic words in their role play. However, in the last chapter, they showed more confidence in working on their role plays. Moreover, they chose different places to make their recordings. All the students recorded their first performances in the classroom or quiet places; however, they recorded the last video clips in various places such as the library, the dormitory or public areas in the university. This showed that they were motivated to work on the role play in different places. The learning content of the last recording was based on types of rooms and the

use of prepositions. They were assigned to create a dialogue based on one of various rooms. Moreover, they were allowed to select the room they want to make their recording. As stated previously, the students selected various rooms for their recordings; moreover, they added props related to the dialogue to make their role plays more realistic. For example, the theme of chapter 2, which took place in a restaurant, most groups used materials such as food or drink in their role plays. Furthermore, some students who took the role of customers paid money for the things they bought. Many of the groups used menus to show what they were talking about in the restaurants.

With regard to self-esteem, it was found that most students recorded their first video clips in private rooms or classes for the first chapter. However, many groups decided to record their performances of the later chapters in public places such as libraries or halls which could easily be seen by the other students. Many students were watching them during recordings; however, they did not pay attention to the other students. By contrast, they talked to each other as if they were just talking normally in their daily lives and they did not take any notice of the other students. Moreover, it was found that they used more and more gestures and body language. The more they recorded, the more natural the language they produced. They also used more body language such as nodding or waving.

3.5.4 Results of the Students' Interviews

There were four students (2 male students and 2 female students) who were interviewed in order to obtain more detailed opinions towards the integration of the principles. Generally, they showed positive opinions towards the integrations. They liked working on the integration. One student said that he would like to have worked

harder on the video clips and to have publicized his group's clip but his friends disagreed. They said that presenting video clips to the teacher and friends was enough.

One interviewee said that she didn't like working in a mixed ability group because some of her friends were low proficiency learners. She said that she liked working on the integrated drama-based role play and STAD but she would like to work in a group which consisted of friends who had a similar level of performance. This problem could be solved by assigning appropriate tasks to the students who were slow learners. The students who had a high level of English should receive information on the benefits of working in a mixed ability group. They could help the group by explaining the learning content to their friends. This would support a peer learning environment; moreover, the students who explained the content to their friends would also be reviewing the content for themselves.

In terms of reported their feelings after the first and the last recordings saving that they were quite nervous in the first recording. It was strange to see their performance in speaking English in the video clips. They had never been asked to record their performances in English before. However, after the first recording they found that it was not as complicated as they thought. When they were asked how many times they recorded for the first time, they replied that they recorded for at least three times for the first recording. Fortunately, recordings were not that expensive so they did not have to worry about their mistakes. They suggested that each student should have enough rehearsal time before the real recordings so that it would save time in the actual recordings. Moreover, the rehearsal made them feel more confident. When they were asked how they felt after they finished the last recordings, one of

them reported that they were happy because they had finished all the assignments. He did not have to look for an appropriate time or place to make a recording; however, felt that it was a pity that he did not normally have any opportunity to practice speaking English. He said that he still had some more ideas to put in their recordings; for example, where to record and what to say in specific situations. Role play motivated them to do more activities. When they were asked about the advantages and the disadvantages of the recordings, they reported that there were more advantages than disadvantages. They stated that the advantage of integrated drama-based role play was that it helped them to improve their speaking skills and increased their level of confidence. They had fun working with friends in the classroom, rehearsal, and making the recordings. These activities helped them to develop social skills such as working with friends, assigning work to each other, and practicing the use of English. Nevertheless, one difficulty was in finding an appropriate time to make the recordings. They said that it was difficult to look for the appropriate time to record the video clips. They said that it was not easy to find a suitable time for everyone in the group; however, they were able to use some their free time together. Furthermore, they suggested using integrated drama-based activities in their other English courses.

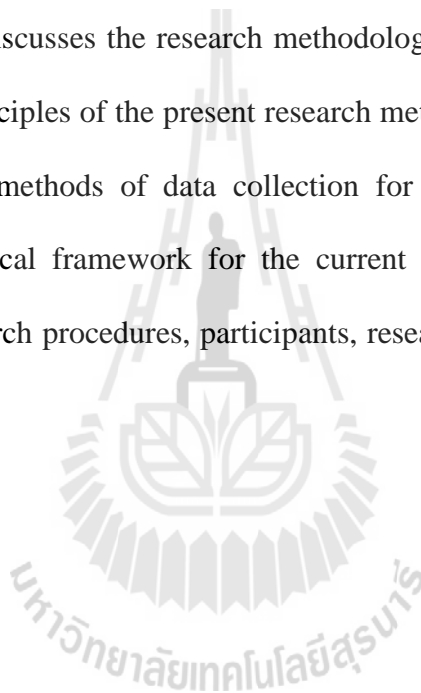
3.5.5 Limitations of the Pilot Study

There were two main limitations of the pilot study; firstly, there were only four video clips as a result of the integration, not six as stated in the lesson plans. Because of a postponement to the university academic calendar, some instruction had to be adjusted to be suitable for some activities in the pilot study. Students were very busy before the midterm and final examinations. Chapter three and six were omitted so that the students could prepare themselves for the tests.

Secondly, it was not possible to use all the data collection instruments, for example, the journal assignment was not conducted in the pilot study. As a result of the pilot study, it was found that some tools may be useful for the interpretation of the data. These data collection instruments are included in the research study.

3.6 Summary

This chapter discusses the research methodology used in the current study. It also discusses the principles of the present research methodology which consist of the research design, the methods of data collection for the experiment and the data analysis. The theoretical framework for the current study is explained. Also, the research design, research procedures, participants, research instruments, data analysis methods



CHAPTER 4

RESEARCH RESULTS

This chapter aims to present the results of the present study in response to the two research questions. Moreover, it presents the research findings to test the two hypotheses postulated in Chapter 1. This chapter consists of two sections. Firstly, it deals with the statistics of the quantitative analysis of the participants' performance on the pre- and post- speaking test, motivation, and self-esteem. Secondly, it reports on the qualitative analysis of the interviews of the students, students' journals, the analysis of the students' video clips, and classroom observation.

4.1 Quantitative Analysis

4.1.1 Results of Speaking Tests

In order to answer the first research question: "How does the integration of drama-based role play and STAD affect the first year non-English major students' speaking skills?", the speaking pre-test and post-test scores were statistically compared to determine the results of the effects of the integration on students' speaking skills. The performance assessment evaluation rubric used in this study consists of (1) a verbal communication scoring rationale; and (2) a nonverbal communication scoring rationale. Scores in the two areas are then combined to create an overall communicative competency score.

The following table is a comparison of the speaking pre- and post- test scores of two groups and which is considered as the first evidence to test Hypothesis 1 as proposed in Chapter 1.

Table 4.1: Comparison of Pre- and Post- Speaking Tests between Experimental and Control Groups

Test	Group	N	Mean	S.D	Sig.(2-tailed)
Pre-test	Experimental Group	40	22.08	2.324	.534
	Control Group	40	21.58	2.701	
Post-test	Experimental Group	40	29.95	2.096	.000
	Control Group	40	23.10	3.393	

Pre-test

As seen in Table 4.1, there were 80 students who were pre-tested. As elicited above, there was no statistically significant difference between the speaking pre-test scores for the experimental group (Mean= 22.08, S.D=2.324) and the control group (Mean= 21.58, S.D.= 2.701) in terms of students' speaking skills.

Post-test

After the 16-week experiment of the integration of drama-based role play, the participants in the experimental and the control groups were post-tested. As seen in the table above, there was a statistically significant difference at .01 level between the two groups. The mean scores of the experimental group (Mean = 29.95, S.D.= 2.096) were higher than those of the control group (Mean = 23.10, S.D.= 3.393), respectively.

Table 4.2: Comparison between Pre- and Post- Speaking Tests of the Experimental and Control Groups

Group	Test	N	Mean	S.D	Sig.(2-tailed)
Experimental Group	Pre-Speaking Test	40	22.08	2.294	.000
	Post-Speaking Test	40	29.95	2.069	
Control Group	Pre-Speaking Test	40	21.58	2.666	.000
	Post-Speaking Test	40	23.10	3.350	

In terms of students' improvement of their speaking skills after the research study, the students in the experimental and control groups improved their speaking skills as shown in Table 4.2. There were statistically significant differences at .01 level of the two groups. The speaking post-test mean scores of the experimental group (Mean = 29.95, S.D.= 2.096) were higher than those of the pre-test (Mean = 23.10, S.D.= 3.393). Moreover, the post-test mean scores of the control group (Mean = 23.10, S.D.= 3.350) were higher than those of the pre-test (Mean = 21.58, S.D.= 2.666), respectively.

4.1.2 Results of Students' Affective Factors

In response to the second research question: "How does the integration of drama-based role play and STAD affect the first year non-English major students' motivation and self-esteem?"; firstly, the analysis of students' attitude and motivation battery test (AMBT); and secondly, the analysis of the self-esteem test (SET) were considered as evidence to answer the second research question.

Motivation

Results of AMBT in the present study were quantitatively used as further evidence to answer the second research question in terms of students' development of their motivation. It helps the researcher to examine how students' motivation is developed as the result of the integration of drama-based role play.

**Table 4.3: Comparison of Pre- and Post- Attitude and Motivation Battery Tests
between Experimental and Control Groups**

Test	Group	N	Mean	S.D	Sig.(2-tailed)
Pre-AMBT	Experimental Group	40	74.25	4.813	.390
	Control Group	40	75.15	4.498	
Post-AMBT	Experimental Group	40	91.25	4.634	.000
	Control Group	40	85.43	5.546	

Pre-AMBT

As seen in Table 4.3, there were 80 students who were pre-tested in terms of motivation. As elicited in the above table, there was no significant differences in the pre-AMBT scores between the experimental group (Mean= 74.25, S.D=4.813) and the control group (Mean= 75.15, S.D.= 4.498) in terms of students' motivation before the research study.

Post-AMBT

After the 16-week experiment of integration of drama-based role play, the participants in both groups were post-tested. As seen in the above table, there was a statistically significant difference at .01 level between the two groups. The post AMBT mean scores of the experimental group (Mean = 91.25, S.D.= 4.634) were higher than those of the control group (Mean = 85.43, S.D.= 5.546), respectively.

**Table 4.4: Comparison between Pre- and Post- Attitude and Motivation Battery
Test of Experimental and Control Groups**

Group	Test	N	Mean	S.D	Sig.(2-tailed)
Experimental Group	Pre-AMBT	40	74.25	4.813	.000
	Post-AMBT	40	91.25	4.634	
Control Group	Pre-AMBT	40	75.15	4.498	.000
	Post-AMBT	40	85.43	5.546	

In terms of students' improvement of their motivation after the research study, the students in the experimental and control groups improved their motivation as shown in Table 4.4. There was a statistically significant difference at .01 level of the two groups. The post AMBT mean scores of the experimental group ($x = 91.25$, $S.D. = 4.634$) were higher than those of the pre-test ($x = 74.25$, $S.D. = 4.813$). Moreover, the AMBT post-test mean scores of the control group ($x = 85.43$, $S.D. = 5.546$) were higher than those of the pre-test ($x = 75.15$, $S.D. = 4.498$), respectively.

Self-esteem

The results of the Self-Esteem Test in the present study were quantitatively used as further evidence to answer the second research question in terms of students' development of their self-esteem. It also helped the researcher to scrutinize how students' self-esteem is developed as the result of the integration of drama-based role play activities.

Table 4.5: Comparison of Pre- and Post- Self-Esteem Test between the Experimental and Control Groups

Test	Group	N	Mean	S.D	Sig.(2-tailed)
Pre-SET	Experimental Group	40	53.23	9.781	.716
	Control Group		52.43	9.834	
Post-SET	Experimental Group	40	66.00	7.449	.000
	Control Group		56.45	6.341	

Pre-SET

As seen in Table 4.5, there were 80 students who were pre-tested in terms of self-esteem. As elicited in the above table, there were no significant differences on the pre-SET mean scores between the experimental group ($x = 53.23$, $S.D. = 9.781$) and the control group ($x = 52.43$, $S.D. = 9.834$) in terms of students' self-esteem before the research study.

Post-SET

After the 16-week experiment of integration of drama-based role play, the participants in the experimental and control groups were post-tested. As seen in the above table, there was a statistically significant difference at .01 level between the two groups. The mean scores of the experimental group ($x = 66.00$, $S.D. = 7.449$) were significantly higher than those of the control group ($x = 56.45$, $S.D. = 6.341$), respectively.

Table 4.6: Comparison between Pre- and Post- Self-Esteem Test of Experimental and Control Groups

Group	Test	N	Mean	S.D	Sig.(2-tailed)
Experimental Group	Pre-SET	40	53.23	9.781	.000
	Post-SET		66.00	7.449	
Control Group	Pre-SET	40	52.43	9.834	.036
	Post-SET		56.45	6.341	

In terms of students' improvement of their self-esteem after the research study, the students in the experimental group improved their self-esteem as shown in Table 4.6. Firstly, the post-SET mean scores of the experimental group ($x = 66.00$, $S.D. = 7.449$) were higher than those of the pre-test ($x = 53.23$, $S.D. = 9.781$). There was a significant difference at .01 level of students' self-esteem in the experimental group. Secondly, post-SET mean scores of the control group ($x = 56.45$, $S.D. = 6.341$) were higher than those of the pre-test ($x = 52.43$, $S.D. = 9.834$); however, there was no significant difference at .01 level of students' self-esteem in the control group.

To summarize, the students in the experimental group ($N=40$) and the control group ($N=40$) improved their speaking skills after the research study as shown in Table 4.1. There was a statistically significant difference on the speaking post-tests between the two groups. However, students in the experimental group had higher

mean scores on the speaking post-test (Mean = 29.95, SD=2.096) than those of the control group (Mean=23.10, SD=3.393). It specifies that students in the experimental group achieved an improvement on their speaking skills after the 16-week experiment.

In terms of students' affective factors, firstly, the students in the experimental and control groups improved their motivation as shown in Table 4.3. Moreover, there was a statistically significant difference on the post-AMBT between the two groups. Nevertheless, students in the experimental group had higher mean scores on the post-AMBT (Mean=91.25, SD=4.634) than those of the control group (Mean=85.43, SD=5.546). It can be said that students in the experimental group achieved a statistically higher improvement on their motivation after the integration of drama-based role play and STAD. Secondly, in terms of self-esteem, students in the experimental group improved their self-esteem as shown in Table 4.5. Moreover, there was a statistically significant difference on the post-SET between two groups. Students in the experimental group had statistically higher mean scores on the post-SET (Mean=66.00, SD=7.499) than those of the control group (Mean=56.45, SD=6.341). Even though students in the control group had higher mean scores on the post-SET (Mean =56.45, SD=6.341) than those of the pre-SET (Mean=52.43, SD=9.834), there was no statistically significant difference at .01 level between the pre- and post-SET. It can be said that students in the experimental group improved their affective factors in terms of motivation and self-esteem after the 16-week experiment.

4.2 Qualitative Analysis

4.2.1 Results of Students' Interviews

As semi-structured interview was conducted after finishing integrating drama-based role play through STAD at the end of the semester (See Appendix L), thirty-six students (80%) of the experimental group were interviewed based on the effects of the integration and instruction as some students could not participate in the interviews. The aim of the semi-structured interview in this study was to collect more detailed perceptions of the students towards the integration. The results of the students' interview indicate that most students in the experimental group saw the usefulness of the integration on their speaking skills, motivation, and self-esteem. The students were interviewed based on the following questions.

(1) Have your English speaking skills been improved after the integration of the drama-based role play? How?

The reasons given are as follows: firstly, 40% of the students reported that the integrated drama-based role play provided them with chances to practice speaking. Most students claimed that they received more opportunity to use what they had learned from the class in a practical way. This is interesting because English is a compulsory subject in Thailand. The students have to study English since they are in grade one. Outside the classroom, there are few chances for them to use English. Examples of their translated responses can be seen as follows:

“I was hardly exposed to English when I was in high school, but activities in this class provided me with chances to utilize what I had learned in a practical way.”

“Previously, I had few chances to use English. I often spoke ‘Yes’, ‘No’, ‘OK’, but when we were assigned to work on the assignment, I got a chance to use English.”

Secondly, 30% of the students reported that the activities helped encourage them to speak English authentically, for example:

“Drama-based activities help me to use English in a real situation. We study not only the theory, but we also use English in a practical way. Drama-based instruction is efficient. To explain this, when we study one subject, if we study only theory, it is only the theory that we know. So, we lack self-confidence. Drama-based activities help us to be successful in learning.”

Finally, 30% of students explained that they developed their speaking skills as they were familiarized with speaking tasks because of the drama activities.

“I think it helps me to improve my English speaking. Previously we didn’t practice much English. However, when we are assigned to record videos in English, we become more familiar with it and dare to think, speak, and do activities in English.”

(2) Have your motivation and self-esteem been improved after the integration of drama-based role play? How?

In accordance with their changed affective factors, the students explained that the integration of drama-based role play and STAD promoted their motivation and self-esteem. The reasons given are as follows. In terms of motivation, 45% of the students reported that the instruction was interesting. 38% of students reported that they were relaxed and had fun with the activities. 11% agreed that the teacher’s role as a facilitator also motivated them. There were various other reasons which also

showed how students' motivation was developed; for example, team cooperation and helpful friends motivated them.

With regard to their self-esteem, most students indicated that the activities helped to increase their self-esteem. The reasons given are as follows: 60% of the students explained that the integration gave them more confidence to express themselves in English. They learned that speaking English was not a difficult task and that they could do it. The interviews results also showed that they thought that they could speak English more and better than previously. As a result, they were more confident in using English both inside and outside the classroom. 20% of them reported that more frequent practice developed their self-esteem. Many students reported that when they practiced a lot, it made them believe in their efficiency. 20% reported that acceptable mistakes during activities were positive for their self-esteem. They learned to accept their mistakes and to handle and to manage their negative feelings they had before as one student expressed in the following way.

“In the past, when I studied English in class, I didn't dare to speak English to my teacher. Unfortunately, when I spoke a wrong word, my friends laughed at me and my teacher was upset about my mistake. So I was afraid to speak English. But after working on drama-based assignment, I feel that mistakes are alright. It makes me have more self-esteem.”

(3) Is the integration of drama-based role play and STAD useful to your English learning, how?

Students were asked to clarify the benefits of the integration of drama-based role play and STAD. Most students agreed that the integration was beneficial to their English language learning. The students claimed that there were benefits of the

integration as it promoted such English learning skills as grammar and vocabulary retention. When working on the drama-based role play, especially relating to making the video clip (script co-creation, individual speaking practice, and team rehearsal), it was a chance to review grammatical knowledge and vocabulary retention. As students were required to write scripts for their team, at that time they reviewed the grammatical elements together. Also, more vocabulary items were reviewed and substituted in the dialogues. These activities helped their English learning as the students recognized what they had previously learned. Moreover, the students said that they also gained more knowledge about the topics that they were assigned to write scripts about in each unit. For example, many students said that they were encouraged to learn more about the related learning content. For example, one student said that he learned more about a football player because he and his friends were assigned to talk about the personal data of a famous person based on the present simple tense. The usefulness of the integration was discussed according to the overall integration and there are five components as follow:

Class presentations: Firstly, ‘class presentations’ through online lessons provided them with another channel for English learning. Most students felt that they had benefited from the first component which was the e-learning session. They saw the usefulness of e-learning for self-study and tutorial learning. It was individual practice for them and seen as a good chance to review the learning content whenever they wanted. They could redo e-learning lessons until they reached the best answer. E-learning was not only a channel for reviewing the lesson, but it also helped them to recognize what they previously learned. The students’ comments were as follows:

S6: I review what I learn. I don't remember much from learning in the classroom but e-learning is one channel for reviewing the learning content.

S8: When we reviewed by ourselves, we learn more vocabulary. I know how to help myself better now.

S15: It's a chance for reviewing what we have learned. When there are assignments, we can review when we want.

Teams: Secondly, the 'teams' component allowed them to work with their friends in the group. During group working, students worked cooperatively and helped each other to finish the assignment. There were two activities for the second component: team reading assignment and script creation. Students explained that the teams component encouraged them to work and to help each other and it brought success and group harmony. For the first activity, students helped finish the assignment by sharing and comparing each other's answers and this helped them to finish the assignment better and faster. Whilst making the scripts, the students shared their ideas and discussed the dialogues. These activities were beneficial for their English learning as they practiced their English learning skills with their friends. Such English skills as writing skills were developed during this component. They reported that they could write and learn more rules and they understood how to use them. The following are examples of their comments.

S16: One student may know something, but the other student may know more.

So, we compare the answers, we finish the assignment faster.

S1: I have practiced writing. Normally, I hardly practice writing because when I was in high school I didn't have a chance to write conversation and speak English. In this activity, I had fun and did many things.

Quizzes: Most students agreed with being tested after finishing each unit of the study. They said that it made them understood the lessons better and they could see how much they had progressed. Also, they could evaluate their English learning progress after study. Some students reported that they got used to being tested on the quizzes which lowered anxiety. The ‘quizzes’ component was seen as beneficial as it was a booster for students to focus more on learning. The following are examples of the students’ comments:

S1: I get confident in testing. Every time when I do a test, I’m nervous. But for this, as we usually do the test, I have more confidence to do the test.

S2: It helps me to evaluate myself after studying and working on the activities, I can see how much we have improved and how we can do the test better.

Individual improvement scores: Many students claimed that the fourth component was a good measurement of their learning progress, how much participation they paid, and whether they were diligent or lazy. The individual improvement scores made them pay careful attention to their learning. All in all, they knew how they had improved with the fourth component of STAD, their individual improvement scores, which made them became more attentive in each unit.

S3: If my scores decrease, I immediately know that I am lazy and don’t pay enough attention. Of course, I’m happy if I gain more scores. But if I get poorer scores, that’s okay. I can try harder next time.

Team recognition: The fifth component was seen as a reward for them and a chance to learn from the best performance of each team in the unit. However, the students reported that they were very worried about the winning team. They reported that it was a good idea to reward students in the best team who studied and worked hard.

However, to win or not to win was not a serious matter, but if they were the winners, they were happy.

S18: It's good if we get a reward.

(4) Are there any advantages or disadvantages to the integration of drama-based role play and STAD?

In terms of advantages of the integration of drama-based role play and STAD, the students claimed the effectiveness of the integration on four major areas: speaking skills, motivation, self-esteem, and group work. Firstly, they reported that the integration was positive for developing their speaking skills as it provided them with chances for practicing speaking. Drama-based activities kept them engaged in communication. Rehearsal was an important aspect for the development of speaking skills. Examples of students' comments are presented as follows.

S3: Normally, I have few chances to use English. I often say 'Yes', 'No', 'OK', but when we are assigned to work on the assignment, I got a chance to use English. It makes me get used to English usage.

S2: I improve my skills. Normally, in daily life I hardly use English, but rehearsals make me use my English skills. So, I have more confidence in speaking English to foreigners outside the classroom.

Secondly, students' affective factors were also positively improved as the non-threatening environment decreased their negative feelings towards practicing English learning and activities. They were motivated to learn and participate in the classroom activities which were fun and interesting. Most students said that they were motivated because they had fun in working on drama-based role play and learning English.

Learning English through drama-based role play was interesting and they would like to learn English through the same instruction method in other courses as well.

S4: I want to know more English. In the past, I didn't have a chance to practice speaking English like this and I studied English seriously. But in this class I was more relaxed about learning English. We had fun and laughed during recording. It's more relaxing.

Thirdly, the students also reported that drama-based role play positively increased their self-esteem as many of them expressed that they were more confident and believed that they could do the tasks, especially speaking English. The followings are the students' reflection on the development of their self-esteem.

S1: I am more confident in speaking English. In the past, if I made a mistake in speaking, my friends laughed at me. In this class, I am more confident about speaking.

S2: I have more self-esteem and confidence in speaking.

Many students reported that the integrated drama-based role play encouraged them to work well with the members of their group which was a positive effect. The following are examples of students' reflection.

S7: "It's good that we helped each other which led us to work better together."

S34: "We were in harmony. We looked for information and learned together. We assigned work to each friend. We systematically worked and finished the assignment."

One student explained the disadvantages of drama-based role play. He said that the learning procedures were complicated, especially the first time they studied them.

Moreover, there were many things to complete in this class; however, students also had extra activities to do besides this class. It took time to get used to the learning procedures in this class in limited time. Normally, there were many activities that the university students have to do. However, he was sure that if he had another chance to work on drama-based role play in future courses, he would understand all tasks and learned comfortably. There were some students who raised technical problems. They said that they found difficulties in learning through e-learning based on internet access. In terms of suggestions, many students suggested that there should be more integration of drama-based activities in other English classes.

4.2.2 Results of Students' Journals

Students' journals were analyzed for the purpose of finding out whether the students could identify which specific part of the integration was most helpful to them. Also, the journals attempted to clarify students' perceptions of how the integration was positive for their English speaking skills, motivation, and self-esteem. Students in the experimental group shared their ideas about their experiences, including their feelings and preferences for integration. The students in the experimental group were assigned to keep journals based on their experiences after finishing the drama-based activities of each unit. The students consistently stated that they enjoyed the activities related to making the videos for the role play and had fun with their friends during that time. Students mentioned their preferences after finishing their activities. They were asked to write their experiences based on the following items: 1) preferences of that day; 2) things they learned about themselves; 3) working with others; 4) activities for better speaking; and 5) their feelings after finishing the assignment.

The findings from the students' journals demonstrated similar results. Most students saw the activities of the integration as benefits for their speaking skills. Examples of students' statements are presented as follows:

"Activities of the integration developed my English speaking skills."

"I have a chance to work on role play in English."

"I like speaking English using new vocabulary."

Moreover, students also showed their motivation had developed as many of them expressed their preferences for the integration activities.

"I have fun with working on the integration and I like the activities very much."

"I like to communicate in English and want to speak English more."

"I enjoyed studying on this course and I had fun."

The students also revealed that the integration activities offered them the opportunity to develop their self-esteem.

"I am proud of my group's performance and I liked it very much."

"English speaking is not as difficult as I thought"

There were four major categories for the students' preferences. Firstly, speaking activities were claimed as the students' first preference. The students explained that their speaking skills improved as a result of their drama-based role play activities. They learned to express themselves in English orally through speaking practice and they developed their non-verbal language through rehearsing and performing the role play. Secondly, making the videos was the next most popular activity. Many students referred to such elements as looking for locations for recording, finding the props, and recording the different parts of their drama-based

role play. Thirdly, drama-based activities were seen as an English learning channel by most students. Many students learned more vocabulary and English learning content from doing the drama-based activities. They used new vocabulary for the dialogues and then they practiced them. Finally, they liked working cooperatively with their friends because it made it easier to complete the various tasks.

In terms of what they learned about themselves; firstly, it seemed most of the students learned to speak efficiently. For example, some students reported that their speaking skills as a result of working on the activities. Secondly, they learned how to work both individually and cooperatively. The former taught them to be responsible for such individual duties as memorizing lines and individual speaking practice. Whilst the latter taught them that group cooperation was important for finishing assignments successfully. Thirdly, they learned to manage their affective factors as students reported that students should not get too nervous when working on role plays. Many students claimed that they had more confidence after carrying out the integrated activities.

The students said that when working with their friends, they learned that unity and cooperation were important. Firstly, when students had more unity, it resulted in more positive relationships between them. Previously, students did not know each other well, but when they worked together on the drama-based role play with their friends in groups, they found out how nice and helpful their friends were. This brought them closer to each other. Also, they learned to share their ideas with their groups and share responsibilities with their friends. Secondly, cooperation among friends led to the success of their groups. They would not have been successful without the cooperation of their friends.

The students reported that three major activities were instrumental in improving their English: making scripts with their friends, individual speaking practice, and team rehearsal. Firstly, students developed speaking skills since they made the scripts together or dialogues with their friends in groups. During the activity, they shared responsibilities in helping create their team's scripts and discussed what they should say and how they should speak. Next, students practiced speaking individually before speaking with their friends. Everyone had to practice a lot so they had to find an appropriate time to practice with their friends. Finally, the students rehearsed their performances together before the actual recording. These activities helped them in developing their English speaking skills.

Finally, students reported how they felt after working on the drama-based role play and STAD. According to the data from the journals, it seemed that students developed positive feelings after doing drama-based activities as most of them expressed positive statements towards these activities.

The findings from the students' journals also included students' suggestions about the integration; for example, *"There should be more preparation and rehearsal before the actual recording"*, or *"There should be more body language in the next performance."*

To summarize, data from journal analysis showed that students in the experimental group had positive perceptions about the integration of drama-based role play and STAD. Further discussions based on students' statements will be discussed in Chapter 5.

4.2.3 Results of Analyses Students' Video Clips

Performance through video clips was used as a means of investigating the learners' ability to develop their speaking performance. By evaluating student performance from the video clips, students will become aware of their usage of speaking skills and management of their emotions while working on drama-based role play. As explained in Chapter 3, the analyses of the video clips helped the researcher examine how students develop their communication skills and express themselves as a result of performing drama-based role plays with their friends. Students' performances were evaluated according to five categories: 1) English speaking contributions; 2) Eye contact and gestures; 3) English hesitations; 4) English clear talk; and 5) props integration. The analyses of the video clips were used as evidence to answer the two research questions, so as to test the research hypotheses. The results of the students' performances on the video clips in the experimental group are as follows:

Table 4.7: Results of Students' Performances on Video Clips Rated by Teachers

Group	Unit1	Unit2	Unit3	Unit4	Unit5	Unit6
Apple	15.5 (62%)	16.5 (66%)	15.5 (62%)	15 (60%)	17 (68%)	16.5 (66%)
Banana	16.5 (66%)	17 (68%)	16.5 (66%)	16 (64%)	17 (68%)	-
Kiwi	16 (64%)	16 (64%)	16 (64%)	17 (68%)	16 (64%)	16.5 (66%)
Lemon	16 (64%)	14 (56%)	13 (52%)	14 (56%)	-	-
Mango	16.5 (66%)	15 (60%)	15 (60%)	15 (60%)	16.5 (66%)	15.5 (62%)
Orange	12 (48%)	12 (48%)	5 (20%)	-	13 (52%)	12 (48%)
Pear	-	-	11 (44%)	12 (48%)	12 (48%)	9 (36%)
Pineapple	13 (52%)	15 (60%)	13 (52%)	12 (48%)	13 (52%)	13 (52%)
Strawberry	12.5 (50%)	-	13 (52%)	13 (52%)	12 (48%)	13 (52%)
Watermelon	15 (60%)	14 (56%)	13.5 (54%)	15 (60%)	13.5 (54%)	13.5 (54%)

There were 10 groups of students who worked on drama-based role plays in the experimental. Five of the groups finished the video clips of all 6 units; however, some groups made mistakes in their video productions and their files were incomplete. The students' performances were evaluated by 3 English teachers. There were five groups of students who finished all the drama-based role plays assignment: Apple, Kiwi, Mango, Pineapple, and Watermelon. Two groups of students finished 5 assignments (Banana and Strawberry). Three groups of students finished 4 assignments. The above table showed students' participation and how well they worked on the role play. During the semester, students watched their friends' video clips both in class and online in order to evaluate and comment on the performances. The instructor also gave comments and feedback on video clips and these were used for class discussion. The majority of students evaluated their friends' performances as average in terms of eye contact and gesture, general English hesitators, and clear talk. Moreover, they evaluated their friends' performances as good in terms of equal contribution and props integration. The comments on the performances from both in class and online showed positive statements on their friends in terms of compliments and suggestions for future performances. Facebook was selected as a channel for publicizing students' performances and sharing the comments of the students with others. The reason for this was that the students' video clips could not be easily uploaded through online lessons due to their large size. The following are examples of the students' reflection on their friends' performances.

"It's a good idea to record in this location. It's appropriate to you."

"Awesome!"

"Good settings"

“There should be more preparation for the next time.”

“You should record in a brighter room.”

The next figure shows an example of one of the students’ video clips in the experimental group.



Figure 4.1: An Example of a Students’ Video Clip

4.2.4 Results of Classroom Observation

In this study, two groups of students were observed and their learning behavior for three times: after finishing unit 4, 5, and 6. The students’ behavior was recorded in class after they finished 3 units of study so that they were familiar with the instructions and the classroom activities. After the data collection, the data observed was analyzed to find any generalizations and students’ participation in class activities. The students’ participation in group work and role play activities was observed, including the interaction between friends and with the teacher. Students

were informed that they would be recorded for the purposes of the study, but they were not evaluated during the observation. Data from the classroom observation was useful and used to interpret the results of the study. The students' learning behavior in the classroom for the two groups was explained separately as follow:

The Experimental Group of Students

The class started when the teacher explained the classroom activities. Then, a group assignment based on a reading passage was distributed to the students. The data from the observation showed that the students participated to an average degree to the team assignment as they discussed and helped each other to complete the tasks. Students shared responsibilities by helping their friends to look for appropriate answers and looking up vocabulary in books or dictionaries. It was observed that while students were working with their teams, they participated to an average degree in the group activities. Then, a topic for the script which would require drama-based role play was also provided for the second team assignment. The students were reminded of the STAD components while they were working in the classroom. The students were required to write a script for their team which involved role play activity for the experimental group. Students were required to write the scripts for the role plays for their teams. The students' participation in this activity was good and led to a more relaxing classroom environment as could be seen from many of the discussing what to write and how to write the dialogues with each other. Moreover, they discussed the appropriate grammatical elements and vocabulary which they should use in their dialogues. Book and dictionaries were sometimes used for the group work. Even though both the reading passage assignment and the writing script needed the students' participation as they had to be active in helping friends to

complete the tasks; however, students were more active in writing the scripts than in the reading passage activities. As the script for the role play required individual contributions from the students, they had to converse and perform in the video clips at a later stage of the assignment. So each student had a part in writing the script at least for his or her own part.

In terms of interaction among friends, there was an average amount of peer interaction. They helped each other with their work to a moderate extent so that they could finish the tasks. The more they worked with their team, the more interaction occurred among them. This could be seen from the classroom environment, especially from the later classes which were more relaxing and interactive. They worked interactively and laughed whilst working in their teams. Moreover, students did not only cooperate with their teams, but they also helped friends from other groups. However, there was noticeably less student—teacher interaction when compared to the interaction between their friends. While students were interacting with their friends, the teacher walked around the classroom to see if students needed any help. Mostly, students discussed and worked on the assignment within their teams. They only asked for help outside their teams when no one in their groups knew the answers or could provide a solution.

To summarize, students in the experimental group worked well on the team assignment and the drama-based role play activities. There was an average amount of participation in when they worked with friends and there was an average amount of activity when they were working on group activities, especially writing the scripts for the role plays. In terms of interaction, students showed better interaction with their peers than with their teacher.

The Control Group of Students

The class started with the provision of teacher instruction based on the learning content. In terms of group work, students worked independently in groups with their friends. Group assignment was distributed to all groups and should be finished by all group members. Students were reminded to help each other for the group work. The control group of students worked in group of four for the team assignment. They worked independently with their friends. The data from the observation showed that students participated poorly on the team assignment when they helped answer the questions on the worksheet and looked up vocabulary in books or dictionaries; however, students did not share equal responsibilities as seen from some students' individual work. The classroom observation showed that group assignments were restricted to the work of specific individuals. Generally, a team assignment should involve and be carried out by all its members; however, the same group leaders were always active in completing the tasks and they looked for appropriate answers while the other students only helped occasionally. The group activities might not have been interactive enough to encourage students to be active learners. After students finished, they discussed and compared their answers. In terms of role play activity, students in the control group worked on the paired-role play. However, the dialogues were selected from the course book. They were allowed to practice role play before carrying it out in front of the class. During rehearsals, it was observed that the data showed many students practiced their role play with their partners with little interaction. They practiced speaking by selecting roles, dividing up the speaking parts, and then practicing only their own parts. When pairs of students

were selected to carry out the role play in front of the class, few students watched their performances because many of them were trying to memorize their lines.

In terms of interaction among friends, the observed data showed that students had little peer interaction. They did not help their friends much with their work to help them finish the tasks. The data from the classroom observation showed that there was a small amount of student interaction during group work, perhaps because some students had major roles which required them to work hard for their teams, while other students had a limited role. There was little student—teacher interaction. While students worked with their friends, the teacher walked around the classroom to see if students needed some help. However, students did not ask for much help from the teacher.

To summarize, students in the control group provided participation poorly on their team assignment. They were not very interactive while working on the group activities, especially on the role play activity. There was little interaction between students and also little interaction between the students and their teacher.

To sum up, the quantitative data analysis indicates that the effects of the integration of drama-based role play and STAD were as positive as expected, as evidenced by the fact that the scores in 3 of the post- tests: speaking post-test, AMBT, and SET of the experimental group were improved. There were significant differences between the pre- and post-tests. Qualitatively, the data analysis from the interviews of the students, the students' journals, and the analyses of the students' video clips positively confirmed the answer to the research questions. In general, the above results indicate that the integration of drama-based role play and STAD has positive effects on improving the speaking performance of students, including motivation and

self-esteem. Therefore, hypothesis 1, that the integration of drama-based role play and STAD has positive effects on students' speaking skills, was accepted; and, hypothesis 2, the integration of drama-based role play and STAD has positive effects on students' motivation and self-esteem, was also accepted. The two hypotheses were accepted because there were statistically significant differences between the scores before and after the activities were integrated.

4.3 Summary of Chapter 4

In this chapter, the results of pre- and post- speaking test, pre- and post- AMBT, pre- and post- SET, students' interviews, students' journals, students' video clips analysis, and classroom observation based on the 7 research instruments, were presented. The quantitative data were analyzed by a paired samples t-test. For the qualitative data, the responses of the students in the interviews, the students' journals, the analyses of the video clips, and classroom observation were illustrated respectively. From this analysis, it was possible to answer the two research questions. Thus both the hypotheses were tested. The answer to the first research question was positive; the integration of drama-based role play and STAD had positive effects on improving the speaking skills of students. So Hypothesis 1 was accepted. The answer to the second research question was positive too. The integration also had positive effects on improving students' motivation and self-esteem. Moreover, students showed positive perceptions towards the integration. Therefore, hypothesis 2 was also accepted. The next chapter will discuss the results and research findings in detail.

CHAPTER 5

DISCUSSION

This chapter aims to discuss the results and findings reported in Chapter 4. The discussion is organized based on the research questions and hypotheses presented in Chapter 1. The first section explains the results of the comparison between speaking pretest and post-test scores which deal with the first research question and Hypothesis 1. The second section discusses the second research question and Hypothesis 2 including pre-and post- attitude and motivation battery tests, including pre-and post self-esteem tests which deal with the second research question and Hypothesis 2. Moreover, the results of the analyses of the students' video clips, the students' interviews, the students' journals, and the classroom observation are also described in order to provide supplementary data in support of the results of the research study.

5.1 Effects of the Integration of Drama-based Role Play and STAD

In order to answer the first research question: “How does the integration of drama-based role play and STAD affect the first year non-English major students’ speaking skills?” and to test Hypothesis 1: “The integration of drama-based role play and STAD has positive effects on students’ speaking skills.”, this section discusses the research findings reported in Section 4.1 of Chapter 4, which are related to the effects of the integration on students’ speaking skills. It starts firstly with a

comparison between the pre- and post- speaking scores of the two groups: secondly, it is followed by a comparison of the pre- and post- attitude and motivation battery tests and finally a comparison of the pre- and post self-esteem tests. Next, the analyses of students' role plays in the video clips are discussed and examples showing some interesting patterns are quoted from the data and explained. Moreover, students' interviews and students' journals were analyzed in terms of their perceptions towards the integration. Also, the results of classroom observations are discussed in terms of the classroom practices of the two groups of students.

5.1.1 Discussion of Students' Speaking Skills

One of the major purposes of the present study is to examine whether the integration of drama-based role play and STAD has positive effects on improving students' speaking skills. The first research question was concerned with the issue of whether the integration of drama-based role play and STAD could develop students' speaking skills. The first hypothesis assumed that there would be an improvement in students' speaking skills after the integration of drama-based role play and STAD. In accordance with the results of the data analysis in Chapter 4, the results from the pre- and post- speaking tests scores show that there were positive effects from the integration on students' speaking performances.

According to the results of the speaking scores, it was found that after finishing the course, the students in both the experimental and control groups had developed their speaking skills as seen from Table 4.2 in the previous chapter. There are two reasons why students in both the experimental and control groups improved their speaking skills. Firstly, both groups of students were assigned to work on role play which was a communicative activity providing them with speaking practice.

Moreover, they had studied English and practiced role plays for 16-week of study. This period of English study and practice on role play may have been sufficient for the students to have developed their speaking skills. It was found that after the 16-week quasi-experiment, the students' speaking skills had developed. To explain the improvement in the speaking skills of students, firstly, the mean scores of the students in the control group on the post-test (Mean=23.10, SD=3.350) were higher than those of the pre-test (Mean=21.58, SD=2.666). There was a statistically significant difference between the pre- and post- tests of the control group. Secondly, the mean scores of students in the experimental group on the post-test (Mean=29.95, SD=2.069) were higher than those on the pre-test (Mean=22.08, SD=2.294). For the experimental group, there was a statistically significant difference between the pre-test and the post-test. The results showed that students in both experimental and control groups developed their speaking skills after working on drama-based role play and the role plays from the course book. However, a comparison of the speaking post-test mean scores (Table 4.1) showed that there was a statistically significant difference between the two groups. The students in the experimental group who worked on the integration showed a statistically greater improvement in speaking skills than the students in the control group who did not work through the integrated drama-based role play. A discussion of the great improvement in the students' speaking skills in the experimental group can be summarized as follow:

Firstly, the integration of drama-based role play and STAD in this study provided students with more opportunities to practice speaking skills both inside and outside the classroom. As mentioned in Chapter 1, students had studied English since they were in grade one; however, they could not communicate effectively in English.

In terms of English class time, the students in this study had an English class only once a week so they less opportunity to practice speaking inside the classroom. Moreover, students also had limited exposure to English expressions outside the classroom too as most of the media and the surrounding environment relied on L1. Because of the limited opportunities to practice speaking skills, students in the experimental group were encouraged to get more involved in communicative activities. Inside the classroom, students practiced speaking skills as they wrote scripts with their friends. In doing this, they were encouraged them to discuss and share comments about what they should say in their particular situations. It also reminded them of the learning content that they had previously learned and so they could use that knowledge in the dialogues. Outside the classroom, students were required to practice speaking by practicing their speaking individually and rehearsing the dialogues with their friends. Individual practice of speaking was an activity that encouraged them to speak English more. The group rehearsals also helped students to develop their speaking skills as it encouraged them to speak English with their interlocutors. Thus, the integration of drama-based role play and STAD in this current study provided students with an interactive environment and more opportunities to utilize their speaking skills. In terms of cooperative learning, the cooperative spirit of the students helped them to learn systematically and efficiently. The integrated drama-based role play, especially those activities related to making the video, also encouraged the students to communicate in context and to get involved in those activities. These activities contributed to the learners' improvement of their speaking ability. Drama activities do not only encourage learners to participate with real communication, but the use of drama in English also enhances language retention and

greatly assists language development (Heldenbrand, 2003). The above data validates the integration of drama-based role play and STAD as it encourages learners to speak more. Also, activities can help learners test and generate their knowledge in various other situations by doing the speaking tasks through the drama-based role play.

Secondly, to be more specific, STAD is an effective method which provides students with a learning boundary to work in drama-based activities. It helps learners work cooperatively with their friends which lead them being able to complete the assignment. There are five components of STAD: class presentations, teams, quizzes, individual improvement scores, and team recognition. Each component of STAD is used with drama-based activities. To explain this, STAD is seen as a method which helps students learn systematically and participate in English activities during the whole learning and teaching process. Due to the integration, students' speaking skills were developed as the students needed to discuss, share opinions, and exchange information in order to complete the drama-based activities successfully. Following the guidelines provided by the teacher, students were able to take part in the communicative activities cooperatively. At that time, the teacher was a facilitator who supported them and gave them instruction. Cooperative learning benefits students' communication as they have equal opportunities to participate in communicative activities which lead to discussion or negotiation of meaning among friends. It also results in more questions and more active communication among friends (Ghaith & Shabaan, 2005).

The above discussion explains the reasons for the development in students' speaking skills. The following section will discuss the improvement in students' motivation and self-esteem.

5.1.2 Discussion of Students' Motivation and Self-Esteem

The second purpose of the present study is to examine whether the integration of drama-based role play and STAD has positive effects on improving students' motivation and self-esteem. The second research question was concerned with the effects of integrated drama-based role play on students' motivation and self-esteem. The second hypothesis was that there would be an improvement in students' motivation and self-esteem after the integration. The results of the analysis of the data in the previous chapter from the pre- and post-AMBT showed that there were positive effects from the integration on students' motivation.

The results of the AMBT mean scores showed that after finishing the course students in both the experimental and control groups developed their motivation as can be seen in Table 4.4 in Chapter 1. There are two reasons why students in both the experimental and control groups improved their motivation. Firstly, the cause of growth in motivation can be related to the role play activities of the two groups. Role play activities motivate learners to learn English. In this study, students in both groups were assigned to work on role plays in various situations. These role play activities encouraged students to interact and communicate with each other. Role play has a positive effect on students' motivation as it provides students with an authentic and relaxing environment which can reduce their anxiety and the process itself is enjoyable (Makita, 1995). Moreover, it creates an enjoyable and interesting environment in which students are encouraged to use their imagination (Kodotchigova, 2001). When students enjoy in the activities, they are motivated to learn and work. When they are interested, they are willing to practice and participate in English activities. After the 16-week quasi-experiment, the students' motivation

had developed. To explain the improvement in students' motivation, firstly, the mean scores of the students in the control group on the post-AMBT (Mean=85.43, SD=5.546) were higher than those of the pre-AMBT (Mean=75.15, SD=4.498). There was a statistically significant difference between the pre- and post- tests of the control group. Secondly, the mean scores of the students in the experimental group on the post-AMBT (Mean=91.25, SD=4.634) were higher than those on the pre-AMBT (Mean=74.25, SD=4.813). For the experimental group, there was a statistically significant difference between the pre-test and the post-test. The results showed that the students in both the experimental and control groups developed their motivation after working on the role play activities of the integration and the course book. However, a comparison of the post-AMBT mean scores (Table 4.3) shows that there is a statistically significant difference between the two groups. The students in the experimental group who worked on the integration had a statistically greater improvement in motivation than those students in the control group who did not work through drama-based role play activities. The reasons why students' improvement in motivation after the integration are statistically different can be summarized as follows:

The integration of drama-based role play and STAD provided students in the experimental group with more opportunities to add new elements to activities. For example, students could add various vocabulary items to their dialogues and they could choose different places for recording the performances of their video clips. Acting out stories and events motivates learners to process and share information (Peregoy & Boyle, 2008). These activities enabled them to express their feelings and relate what they had learned to the activities. The students were encouraged to be

more interested and had fun in doing activities. The students stated that they had fun in the various activities of the integration. When students use language in a context, they see the meaning and its purpose and are more motivated (Fuentes, 2008). Instead of practicing of being inactive, the students become more interested and more involved in the learning process. This might be one important reason why students in the experimental group had more motivation than the students in the control group. It can be stated that the integration in the experimental group had a more positive effect on students' motivation than the role play based on the course book which was performed by the control group.

Thus results of the present study reveal that though both groups of students were successful in developing their motivation, the students in the experimental group developed their motivation more. The reason for this was that the integration of drama-based role play and STAD encouraged the students' motivation. This was different from the role play carried out by the control group where there was less motivation because they had to study from their books and memorize the content line by line, whilst the integrated drama-based role play encouraged students to be more motivated by leaving them free to rehearse and follow the lines at their own pace. When students were assigned to create roles and scripts, they were interactive and they imagined themselves to be in a real-life drama, and this increased their motivation. When English is taught through drama activities and students are assigned to carry out performances, the students have more enjoyable learning experiences and they do not become bored with the teaching situation. This leads to greater motivation in learning English. Moreover, students have positive attitudes towards themselves so the environment seems friendlier and positive learning occurs. According to Chalak

(2010), when a learner learns a language primarily for a purpose like getting a job or fulfilling an academic requirement, he or she is affected by instrumental motivation. By contrast, if a learner wants to be accepted by another community or learns with the purpose of becoming a part of that society, the learner is affected by integrative motivation. According to the research results, it seems students in the experimental group developed motivation in terms of instrumental motivation rather than integrative motivation as many of them claimed they had benefitted from the benefits of the integrated drama-based role play. Many of the students maintained a focus on using English for a communicative purpose. The interview results show that students demonstrated more instrumental motivation than integrative motivation. The followings are examples of statements related to students' motivation. According to Dornyei (1994), the instrumental motivation may be more important for foreign language learning because students have limited or no experience with the target community and as a result are 'uncommitted to integrate with that group.' Gardner and MacIntyre (1991) study the effects of both instrumental and integrative motivation among university students. The results showed that both types of motivation facilitated learning but those who are instrumentally motivated study longer than those who are integratively motivated.

In terms of self-esteem, the following is a discussion of students' improvement in their self-esteem. After the 16-week quasi-experiment, students' self-esteem in the experimental group developed. According to the results, the mean scores of students in the experimental group on the post-SET (Mean=66.00, SD=7.499) were higher than those of the pre-SET (Mean=53.23, SD=9.781). For the experimental group, there was a statistically significant difference between pre-test and post-test. The

results showed that students in the experimental group developed their self-esteem after working on the integration. Nevertheless, the mean scores of students in the control group on the post-SET (Mean=56.45, SD= 6.341) were higher than those of the pre-SET (Mean=52.43, SD=9.834). For the control group, there was no statistically significant difference between pre- and post-SET. The reason why students in the experimental group developed their self-esteem might be the result of the integration of drama-based role play and STAD which kept students involved in all activities, especially communicative activities. When working on role play, the students had opportunities to select roles and design dialogues creatively. The teacher acted as a facilitator when the students asked for help and this also increased their self-esteem. They were able to express themselves by both words and actions, which allowed them to engage in the class activity of sitting or standing still in a normal classroom (Chesler & Fox, 1966). Drama gives learners more opportunity to express their personalities. The use of drama encourages learners to use language from a story in an independent way. So it contributes to building up their confidence and self-esteem (Read, 2009). With regard to the making of a video for role plays, the students did the whole production by themselves and created team scripts which needed all members to share in writing the scripts, so everybody had to participate. For example, some students reported in the interviews that all of them helped each other and that they shared ideas when writing their scripts. Next, individual speaking practice also needed individuals to practice their own sentences before rehearsing with other friends in teams. These activities encouraged students to practice speaking and to get involved in the activities. So if they did the activities frequently, they were more familiar with the communicative activities and more self-confident, which finally

improved their self-esteem. Hegman (1990) suggests that drama should be included in the curriculum because it provides students with a creative outlet that can be an important bridge to affective expression". (p.308)

5.1.3 Discussion on the Analyses of the Students' Video Clips

As introduced in Chapter 3, the analyses of the students' video clips in the present study were used as supplementary data for the interpretation of the results. They helped the researcher examine how the students developed their speaking skills, motivation, and self-esteem. Students were evaluated based on the followings: equal English-speaking contributions, eye contact and gestures, English hesitators, clear talk and comprehensibility, and the use of props. From the comparison of 6 video clips, it was found that students cooperated with each other and that they were able to make their performance in the video clips more interesting.

From the comparison of the students' performances in the video clips, in terms of students' participation, students cooperated with each other well as they all participated equally in performing each role play. In order to perform in video clips, students were required to write scripts for their practice. The students' final script drafts were checked by the instructor in class. However, students could add more elements when they recorded their video clips. It was found that when the students performed on the video clips, they memorized the sentences from the script that they had constructed and practiced together. Many students thoroughly enjoyed helping each other, forming teams, and taking on the role of different characters. Also, students were provided with enjoyable activities and group work experience. The majority of students did well in their groups and was able to express their sentences to the other group members and to help the other group members. One of the main aims

of this research study was to enable students to work in a non-threatening environment when they were working on communicative tasks. One good thing was that students realized the importance of greetings before starting a conversation as seen when most students greeted their friends at the beginning of conversation. In terms of language use, it was found that students transferred the L1 accent into their conversation. According to Krashen (1981), fluency cannot be taught directly, but it will emerge naturally over time. Speech may not be grammatically accurate, but as the acquirer hears and understands more input, accuracy will also improve over time. Then, during the semester, students were required to watch performances of their friends and to give some feedback or make suggestions. In terms of students' feedback, it was generally positive. Most students learned something from watching their friends' performance and suggestions from class. They learned some new ideas, how to orally speak, and the importance of body language. They listened to and watched each other use English expressions in their groups. Some students realized that more preparation would be beneficial for their performance. Suggestions from their friends provided them with further ideas on how to improve themselves in their next role play. The teacher made suggestions about the most important parts of communication so that students could make improvements. This style of integrated drama-based role play gets students involved in activities by engaging them to work in a cooperative environment which results in them not having to work under pressure. It also motivates students to practice speaking more and to work on their assignments.

Additionally, data analysis from the video clips of the students' role plays from Chapter 4 revealed that students in the experimental group produced different

sentences in terms of vocabulary and performed their drama-based role play in different locations. Some examples are presented as follows:

Table 5.1: Summary of Sentence Variations from Analyses of the Students' Role Play Recordings

Sentences variation	Examples	
	Course book role play	Drama-based role play
Students produced different sentences in terms of vocabulary, but with similar English structure and topic.	A: And this is the kitchen.	A: Hello.
	B: Mmm, it's very nice.	B: How are you?
	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.	C: It's great. And this is the living room.
	B: But what's in all these cabinets?	D: Oh, it's a big room.
	A: Well, not a lot. There are some cups, but there aren't any glasses. I have some knives and forks, but I don't have any spoons.	B: It's a lovely room.
	B: Do you have any plates?	A: It's cool.
	A: Yes, of course. Here they are.	B: Alright, there is a new air conditioner. There is a new television, too.
	B: Good. We can use those plates for this cake.	B: Oh, it's very big.
		D: Do you have any tables?
		C: No.
		D: Do you have a magazine?
		C: Yes, there are some magazines on the shelf.
		A: This sofa is very soft.
		B: Yes, I think so.
		C: Oh, thanks.

The previous table shows that in the present study, the students applied knowledge from their previous studies to create new dialogues for performing their role play. They modified the original sentences to make new ones; however, based on the same English structures and learning content within provided situations. Moreover, the students were able to apply their knowledge and the learning of what they had previously learned to create new dialogues and perform those role plays interestingly and creatively. In the present study, the integration of drama-based role play was an effective activity which provided learners with communicative and cooperative learning environments. They shared opinions, created new dialogues, practiced speaking, rehearsed, and recorded their performances.

To conclude, according to the comparison between the pre- and post- tests of speaking scores, AMBT, and SET, it validates the answer to the research questions as to whether the integration of drama-based role play and STAD is effective for improving speaking skills, motivation, and the self-esteem of students. Moreover, discussions based on the data elicited from the analyses of the video clips also demonstrated that drama-based role plays and STAD helped students to improve their speaking skills, motivation, and self-esteem. The students performed well and they applied the learning content that they had learned and previously transferred it into the dialogues, and performed the drama-based role play actively and creatively. The above discussions provide evidence for the acceptance of the hypotheses, which assumed that the integration of drama-based role play has positive effects on improving students' speaking skills, motivation, and self-esteem.

5.1.4 Discussion of Classroom Observation

Observation of the participants provided natural pictures of the context where teachers constructed curriculum, validated meanings, and captured the students' interactions (Yin, 1994). Tape recordings of classroom procedures helped in capturing class interactions as accurately as possible (Cohen et al., 2000). In this study, classroom observation provided data about how students worked and interacted in the classroom. These lent support to cooperative and communicative activities as strategies for engaging students in activities. The use of group work and group assignment suggests that cooperative learning is an effective way to build student interaction and that situational role plays demonstrate how the activities can be used as effective and interactive tools. This is important for non-English major students because, as EFL learners, they are not only acquired to learn about how to

communicate, they also need to understand the learning process in order to cooperate and help their friends. In terms of students' participation in group work, the observed data revealed that students in the experimental group had better participation with their friends than the students in the control group. One reason which might explain why students in the experimental group had more participation in group activity was that the students were required to work cooperatively. According to cooperative learning principles, students are required to help each other to learn and complete assignments. Student success depends on the contribution of all the students. Even though students in the control group worked in groups, however, they did not work cooperatively. In each group, there was one student who led every member in the group to finish the tasks. This might be alright for some groups which consisted of students of a similarly high proficiency level. Unfortunately, some groups consisted of students who were all of a low proficiency and they preferred to work together. In order to solve this problem, student involvement should be maximized through more interactive classroom practice, whereby all students are encouraged and supported to get involved in activities. In a situation where the groups allocate their work to only one group member, the teacher should encourage each member to take turns and to be in charge of the leading role, rather than for this role to be restricted to one student for an extended period of time. Moreover, alternative roles can be assigned to students at different times, and groups should be rearranged in different ways, to provide more opportunities for students to enact different roles.

The previous sections discussed the results of the integration of drama-based role play and STAD, showing that the integration had positive effects on improving students' speaking skills, motivation, and self-esteem. In order to interpret the results

of the study more clearly, interviews of the students and students' journals were also analyzed to confirm the results of the study.

5.2 Students' Perceptions towards the Effects of the Integration of Drama-based Role Play and STAD

The present study triangulated the qualitative data collection methods on students' perceptions towards the integration of drama-based activities and STAD including the interviews of the students and students' journals.

In terms of the interviews of the students, students in the experimental group were interviewed about the effectiveness of the integration of drama-based role play and STAD. According to the results obtained, the students reported that their speaking skills and affective factors in terms of motivation and self-esteem were improved as a result of the integration. Also, the data analysis shows that the integration was beneficial to their speaking skills as it was a powerful tool for providing rich opportunities to use and develop their skills. Moreover, the integration was beneficial for their motivation and self-esteem as it provided them with fun and relaxing instruction in a non-threatening environment. Also, the integration was useful for improving students' English learning skills. The integrated drama-based role play helped students apply their knowledge in terms of grammatical knowledge and English usage into dialogues based on various situations by creating dialogues and performing them on video clips.

The students' journals provided deeper insights into students' improvement of their speaking skills, motivation, and self-esteem, including perceptions towards the integration of drama-based role play and STAD. Students' reflections through their

journals benefited the interpretation of the study as it gave more explanation concerning students' improvement of their speaking ability and affective factors. As well as showing their positive perceptions towards the integration, students also explained about their new learning experiences, creative development, and useful instruction. It was valuable as it provided chances for students to realize the benefits of these activities. After finishing the course, many students showed positive attitudes towards the integration as can be seen from the suggestion for integrating drama-based role play and STAD in other EF courses.

The following section will summarize the results obtained based on the students' perceptions towards the integration of drama-based role play and STAD.

5.2.1 Overall Opinions

Students in the experimental group were actively involved in the learning process based on the integration of drama-based role play and STAD which equipped them to learn how to communicate and perform in various situations interactively. As a result, the students accepted the benefits of the integration. The explanations for these findings are discussed as follows:

Firstly, role play activity which relied on dialogues from the course book might not be interactive enough for students to practice speaking skills because students kept repeating the sentences passively. They produced utterances by memorizing individual lines before taking turns. Even though dialogue needs interlocutors to interact with each other, the students showed a low level of interaction. They divided up the different speaking parts and they were responsible for only their own parts. Many students started their lines before their partners finished the sentences. This showed that they spoke without interaction and proper

comprehension of the dialogue. In contrast, the integrated drama-based role play needed students' interactive involvement to complete the tasks. For example, students were required to help create dialogues and practice speaking themselves. Then, they were required to rehearse together before the actual recording of their performance. These activities encouraged interaction among the students as they were involved in activities all the time.

Secondly, many students in the experimental group had never performed in front of their friends before the research study. So, many students said that they were excited when they shared their performance with their friends, especially for the first time. However, students developed their feelings later and they enjoyed watching their performances as seen from their comments based on the video clips which reflected positive perceptions. The comments were mostly positive and related to appraisal, teasing, and encouragement. Most students liked English speaking, acting, and the use of different props. It was an interactive activity which got all students in the class involved in sharing their opinions or ideas, supporting their friends, and showing a sense of humor. Students expressed and performed well and creatively.

Thirdly, after the researcher integrated the drama-based role plays and STAD, the students showed creativeness as seen from the fact that they selected various locations for recording their performance through video clips. Handmade props were used in the recording. They wrote their dialogues cooperatively and developed the knowledge they had learned previously through drama-based role play. Students were motivated to speak and engage in speaking activities. According to Maley and Duff, (2005), drama techniques create a relaxed classroom environment and enjoyable experience which help facilitate the formation of a bonded-learning-community. As a

result, the students' risk-taking ability is promoted through creativity and imagination through taking roles in which they act the part of someone else. In the end, self-awareness, self-esteem and confidence, including motivation are developed and sustained through a variety of expectancy generated by the activities.

The results of the qualitative analysis of the students' interviews, and the students' journals confirmed the results of the quantitative analysis, namely, that students had positive perceptions towards the integration of drama-based role play and STAD. The following are examples of students' perceptions towards the integration based on the interviews of students and the students' journals.

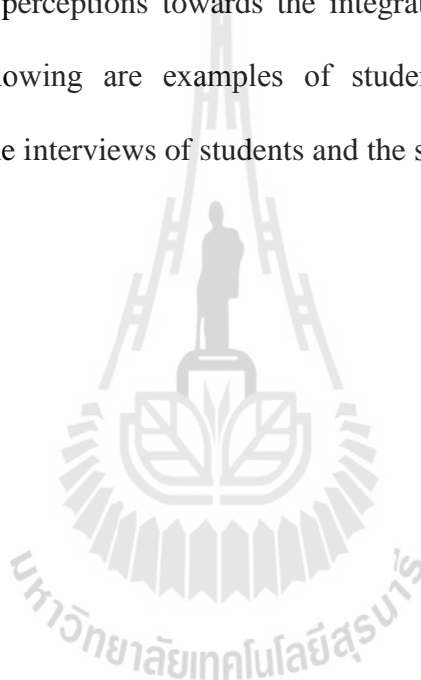


Table 5.2 Examples of Students' Perceptions towards the Integration of drama-based role play from Students' Interviews, and Students' Journals

Categories	Examples	
Advantages	Students' Interviews (80%, N=36)	<p>S1: I think it helps me to improve English. Firstly, I thought we didn't practice much English. But when we are assigned to record video in English. I got used to and be brave enough to think, speak, and do things in English.</p> <p>S2: I improve my skills. Normally, in daily live we hardly use English, but when we rehearse it fulfills me English skills. Moreover, I'm brave enough to speak English with foreigners outside the classroom.</p> <p>S3: Normally, I have few chances to use English. I often say 'Yes', 'No', 'OK', but when we were assigned to work on the assignment, I got a chance to use English. It makes me get used to English usage. Previously, when I studied English, I listened to English in class and then practiced. It's finished. English sentences were quite short, not like in this class.</p> <p>S6: It improves our harmony in group. I'm brave enough to speak in front of the classroom. Previously, I wasn't brave enough to speak among the classroom.</p> <p>S4: In the past, when I studied English in class, I didn't speak English to teacher. Moreover, when I spoke wrong word, my friends laughed at me and my teacher was so serious at my mistake. When I studied in this class, it makes me have more self-esteem.</p> <p>S7: It motivates me to speak and express in English. I have fun with my friends.</p>
	Students' Journals (90%, N=38)	<p>S5: Our relationship is better.</p> <p>S6: I learn how to manage things before recording.</p> <p>S11: I learn systematic team work.</p> <p>S15: I adjust my speaking appropriately.</p> <p>S17: I know more dialogues.</p> <p>S19: I have more chances of speaking.</p> <p>S20: Speaking English is not difficult as I thought.</p> <p>S30: The integration developed my speaking and pronunciation.</p> <p>S33: I develop my writing skill.</p> <p>S36: I know new vocabularies of things in house.</p>
Disadvantages	Students' Interviews (80%, N=36)	<p>S5: Drama-based activities consist of many components. There should be fewer components so that I won't be late for sending assignment.</p>
Suggestions	Students' Interviews (80%, N=36)	<p>S12: There should be a vocabulary session for writing script activity. We need vocabularies for this.</p> <p>S13: Teacher's methodologies are interesting. There should be more integration in drama-based role play in other courses.</p>

5.2.2 Advantages

Data from the interviews of the students and their journals showed similar results which reflected the positive effectiveness of the integration on students'

speaking skills, motivation, and self-esteem. In the current study, the integration provided students with an interactive and non-threatening environment. The interactive environment supported students' development of speaking skills as the students were sustained in communication through the integration of drama-based role play and STAD. The non-threatening environment resulted in the development of the students' motivation and self-esteem as the students enjoyed themselves and were more relaxed in learning and doing activities than in a normal classroom environment.

5.2.3 Disadvantages and suggestions

Even though most students showed positive perceptions toward the integration of drama-based role play and STAD through the interviews and journals, one student gave an interesting opinion that the learning procedures were complicated, especially the first time they used them. The student explained, moreover, that there were many things to complete in this class; however, they also had extra activities to do besides this class. They had limited time and it took time to get used to the learning procedures. Normally, there were many activities that the university students had to do. To do the integrated drama-based role play, students needed extra time to finish tasks outside the class time; this caused the student to hand in some assignments late. However, he viewed the integrated drama-based role play as beneficial and suggested decreasing some components of drama-based activities. He was sure that if he had another chance to work on the integration in future courses, he would understand all the tasks and he would find studying by this method easier. It can be seen that time constraints were one difficulty in studying on this course if learners did not plan well. Besides, many students saw various activities of the integration as benefits for them as they were engaged in communicative activities all the time. They said that they

enjoyed spending extra time with their friends working on drama-based activities. These comments reflect individual difference of learners affect their attitudes towards integration. As a result, the present study recommends the EFL learners on this program to plan well in advance and to find suitable times for their own studies and for working on the integration.

To conclude, the above discussions from the interviews of the students and their journals in the present study revealed that students had positive perceptions towards the integration of drama-based role play and STAD in their EFL class. Cooperative learning based on STAD is necessary because it encourages the students to learn cooperatively and to work with the aim of team success which requires systematic planning. Cooperation helps them to develop good study discipline through drama-based activities. In the current study, students were the major drivers in the process of English studying and teaching. The integration of drama-based role play and STAD increased the opportunities for speaking practice, while decreasing negative feelings and developing positive affective factors. As a result, students were motivated to learn English and at the same time they developed their self-esteem. They participated interactively in activities and were willing to learn and work through the integration. It is, therefore, worthwhile designing communicative activities in an interactive and non-threatening environment for students to practice their speaking skills and improve their affective factors.

The findings of this study were consistent with previous studies related to the implementation of drama activities in terms of improving students' speaking skills, motivation, and self-esteem. For speaking skills, Bang (2005) reported the effectiveness of drama activities on students' communicative ability and suggested

that drama activities were a powerful factor in creating an interactive environment for the students. Also, Haruyama (2007) reported that role play and dramatization were advantageous as students could practice their speaking and pronunciation. Moreover, Ulas (2008) reported that drama activities were effective in developing oral communication skills. For motivation, Pacyga (2009) studied the effects of drama that affected students' motivation and reported growth in motivation as a result of drama integration. Similarly, Nawi and Ng (2006) conducted a case study which aimed to see the effectiveness of drama activities in improving communicative confidence in using English. The results showed that drama activities were effective in building communicative confidence and motivation.

In terms of STAD, the findings of this study were consistent with previous studies related to STAD implementation in terms of improving students' speaking skills, English learning, and affective factors. Firstly, Razavi, Nakhle, & Naghavi (2012) reported the effectiveness of STAD on students' oral communication skills. Their findings revealed that the program was effective in developing students' oral communication skills as there was a statistically significant difference between the pre- and post-test. Again, Aunloy (2003) reported the effectiveness of STAD on students' English learning achievement. Also, students showed very good attitudes towards cooperative learning and took a pride in the outcome of their group work. Moreover, Norman (2005) also reported that STAD had significantly positive effects on students' achievement and students' attitudes towards learning English.

Even though the research findings of this study are consistent with other studies which were conducted in English teaching and learning situation; however, there were some differences between this study and previous studies. It can be said

that the research findings are results of the integration of drama-based role play and STAD. The obtained results were not from a specific method. It can be seen that the principles of drama activities and cooperative learning are complementary to each other. Drama activities and cooperative learning encourage learners to get involved in activities all the time as both of them aim to actively engage students in activities. According to a variety of classroom activities, which are the particular characteristics of integrated drama-based role play in STAD, the study provides a rationale for the inclusion of drama-based role play and STAD in different types of language classrooms. Furthermore, the study provides a rationale for the integration into English classroom instruction which may mainly depend on the teachers. It promotes a plausible and alternative pedagogy for learner-centered classrooms. Moreover, these classroom activities might be beneficial in enhancing students' active participation in class. The activities also lead students to develop not only their speaking skills but also other skills that are important for the learners in the classroom, such as discussion skills and writing skills. Being based on the cooperation of the students, it calls for a working spirit and good personal relationships, while individual accountability ensures the responsibility of each student to work on drama-based role play assignments. The study has the potential to encourage students to devote themselves to team assignments. As a result, drama activities and cooperative learning are well matched because the components of cooperative learning are usefully beneficial to drama-based activities.

5.3 Discussion of Blended-Learning

The aim of this study was to determine the effects of the integration of drama-based role play and STAD on students' speaking skills, motivation, and self-esteem. A blended-learning environment combined with face to face instructional elements and online learning components was administered to the experimental group. However, the control group was provided with only face-to-face instruction based on the same learning content. The researcher designed slides for a PowerPoint presentation and provided related exercises and quizzes for the experimental group. The main difference was that the blended group had more opportunities of reviewing the presentations, including working on the exercises as often as they needed. There were no direct results of the questionnaires or interviews to ask students about the Moodle courseware itself and how it was effective in the acquisition of their English skills. The next figure shows the online learning platform of the experimental group.

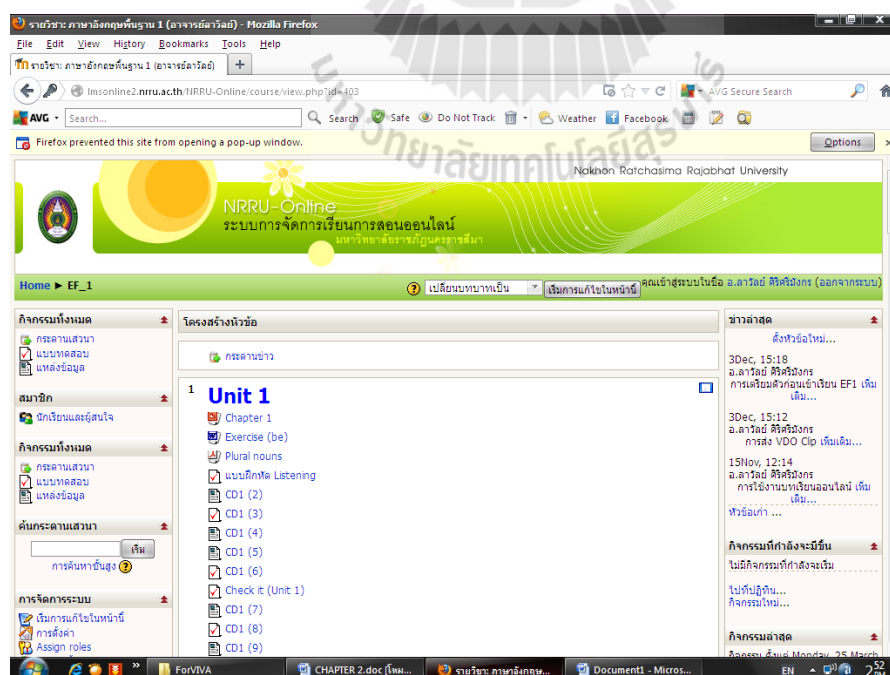


Figure 5.1: Online Lesson for Students in the Experimental Group

In order to understand students' perceptions towards blended-learning, the students were asked for their perceptions towards online learning components in terms of their experiences, problems, and suggestions through interviews. At the end of the semester, a semi-structured interview was given to the experimental group to obtain responses concerning various aspects of their blended-learning instruction. As a result, the researcher found that students responded very positively to working on a class presentation component through an e-learning session. Students' comments reflected and were categorized as a learning channel, learning revision, and test preparation. Disadvantages and suggestions were also reported. In terms of disadvantages, some students found such technical problems as no internet access and the slow downloading of files problematic. Summaries and relevant examples of their perceptions are presented below.

Question: What are the benefits of e-learning for English study?

Most students' responses were positive and indicated that e-learning was beneficial as it was a channel for reviewing what they had learned.

S2: E-learning reminds us of the learning content.

S3: I can review the lesson in e-learning.

S5: One advantage is that when I make a mistake on the exercise I can do it again. I can redo until I get the best answer.

Moreover, students were satisfied with the e-learning components and saw them as a channel for individual test preparation.

S4: It's like a clue for the test.

S7: It develops me to test English usage in daily life.

S25: Once I did exercise for three times so that I can reach the best answer. It encourages me to be more familiar with the test and I finally do the test.

Students also suggested the individual learning benefits of various aspects of the e-learning components as the following comments show:

S11: I practice working on exercises and learn more independently.

S14: We learned more independently and learned by ourselves.

S17: It's a kind of individual practice and helps us to know more vocabularies. When we saw the test, the vocabularies looked familiar and we could do the test."

Such benefits of e-learning as a learning channel and vocabulary practice were also mentioned.

S1: Sometimes I didn't pay careful attention in the classroom, but I still go back to e-learning to check what I missed.

S10: It helps us to know more vocabularies.

Nevertheless, there are some limitations and disadvantages of Moodle as reported by the students.

S21: I had a problem when some files could not be opened.

S3: There was one disadvantage because my house has no internet access.

To summarize, students' perceptions towards e-learning components were categorized as: a channel of reviewing, a channel of test preparation, and self-learning benefits. Limitations and disadvantages were mentioned in terms of complicated elements and technical problems. There are many advantages of using Moodle as a platform in an EFL setting, especially in a supportive e-learning environment. The key to successful use of technology in language teaching lies in humanware (Meskill, 2000), Moodle itself does not promote learning or teaching, but it also encourages learners to participate actively and interactively.

This study reveals that blended-learning is a useful medium for providing instruction to language learners. This study found that (1) English learning objectives in terms of students' opportunities for language learning outside the classroom were

achieved in a blended-learning environment and (2) learner-centeredness was promoted in a blended-learning environment. In this study, blended-learning and face-to-face instructions used the same textbooks with the same instructors, measured the same students' learning outcomes, and covered the same topics. The findings showed that students who received blended-learning instruction were satisfied with the blended-learning instruction and were active in learning, while the students who received face-to-face instruction were passive learners and relied on the teacher. Therefore, a blended-learning delivery method is an alternative method for providing knowledge and information with additional opportunities. Learning in an online environment has been found to be as effective and valuable as face-to-face instructions. The research study also indicated that students had a generally positive response to blended-learning in terms of overall satisfaction and enjoyment. The results of this study provide evidence for an understanding of how second language learning and teaching in a blended-learning instruction may contribute to students' language learning. The findings support the benefits of applying blended-learning in instruction at university level. By combining online classes and face to face learning, students are able to increase their independent learning and efficiency.

To conclude the discussion based on the data analysis of Chapter 4, students reported positive perceptions towards the integration of drama-based role play and STAD. Many students expressed their opinion that drama-based activities should be utilized more in other EF courses so that students would have more opportunity to practice speaking English with increasing motivation and self-esteem. In terms of the teacher's role, it was useful for learners while learning and carrying on drama-based

activities that the teacher helped by explaining the learning content and by clarifying the specific tasks of the students.

5.3 Summary of Chapter 5

This chapter discussed the research results according to the two research questions and the research hypotheses of the present research study. The results of the two research questions and hypotheses were that the integration of drama-based role play and STAD was effective for improving students' speaking skills, motivation, and self-esteem. The research results showed that, firstly, students' speaking skills were developed after they worked on the integrated drama-based role play. Secondly, students developed their affective factors in terms of motivation and self-esteem after finishing the course. Moreover, the students had positive perceptions towards the integration of drama-based role play and STAD as confirmed by the results of the interviews of the students and their journals. The next chapter will consider the limitations of the research study, its pedagogical implications, and some suggestions for further research.

CHAPTER 6

CONCLUSIONS

This chapter provides conclusions to the research study. The first section summarizes the research findings, discusses the quantitative and qualitative results, and the effects of the integration of drama-based role play and STAD. Next, the pedagogical implications for EFL teaching and learning are also discussed in the second section. Then, the limitations of the study are considered in the third section. Finally, recommendations for further research are made in the last section.

6.1 Summary of the Study

The present research study was conducted to examine the effects of the integration of drama-based role play and STAD on Thai EFL students' speaking skills, motivation, and self-esteem. The research results of this study were analyzed both quantitatively and qualitatively. The results of students' speaking scores, attitude and motivation battery tests, and self-esteem tests were quantitatively analyzed to find the significant differences. Next, analyses of the students' video clips, the interviews of the students, students' journals, and classroom observation were qualitatively analyzed in order to provide further evidence for the interpretation of the research study results. After the two research questions were examined, it was found that the two hypotheses could be accepted.

The results and discussions of this study can be summarized by saying that the integration of drama-based role play and STAD can help students develop their English speaking skills, motivation, and self-esteem. According to the analysis of the research findings in Chapter 4 and the discussions in Chapter 5, students' speaking skills were developed after they worked on the integration. Moreover, students' affective factors, namely, motivation and self-esteem were developed too. The data obtained also showed that students had positive perceptions towards the integration of drama-based role play and STAD, including related activities in EFL learning and teaching. Cooperative learning based on STAD helped students to work successfully on their assignments with their friends. Students actively participated in the integration since there was individual learning by means of class presentations which were provided through online lessons. Then, the students participated in the classroom activities by completing the team worksheet assignment, writing the team's script, rehearsing, and performing on video clips. These activities were different from the existing role play integration in NRRU in terms of students' participation and interaction. Most students agreed that the integration encouraged them to be more interactive and enthusiastic in their English language learning. Interestingly, they suggested that there should be more implementation of drama-based role play activities in other EFL courses. From the previous analyses and discussions, it can be seen that the integration of drama-based role play and STAD can be utilized to help students develop their speaking skills, motivation, and self-esteem. Moreover, the integration encourages students to be more creative in planning and working on the activities. When the students worked on the integrated drama-based role play, they developed a better understanding of communicative language, classroom practice, and

group work skills. STAD is beneficial for students' learning of English as it provides more interactive opportunities for language practice and it also encourages the students to work systematically and practically with their friends. This study also included blended-learning which consists of students' individual e-learning and students' learning based on classroom instruction. E-learning had a positive effect on students' individual learning outside the classroom as students were encouraged to get involved in learning interactively. Later, the students were able to apply knowledge from their individual learning to practice both inside classroom and outside the classroom.

Many undergraduate Thai EFL learners are unable to communicate effectively in English even though they have studied English for many years. Affective factors are important keys to the problems they experience in communicating effectively. For non-English major students who lack opportunities to use English in their daily lives, their positive perceptions towards English and their eagerness to learn may help them to learn more independently in the long run. One possible reason behind learners' inefficient communicative skills may result from their unstable feelings or low affective factors. A flexible environment may be one factor behind students' perceptions towards English. In this study, the students were allowed to work in cooperative groups so they could study together and learn from each other's previous experiences and mistakes. Group cooperation may strengthen their cooperative skills and in turn these cooperative skills strengthen each individual learner. Also, students learned that their mistakes were acceptable. Integrated drama-based role play provided them with opportunities to study flexibly and improve their language proficiency.

In conclusion, it can be seen from the research results and discussions of the present study that the integration of drama-based role play and STAD is useful for developing students' speaking skills, motivation, and self-esteem. However, there were some suggestions from students related to the use of integrated drama-based role play in this study. Most students agreed with the integration of drama-based role play and saw the benefits of cooperative learning based on STAD in the EFL classroom.

6.2 Pedagogical Implications

The present study aims to determine the effects of the integration of drama-based role play and STAD on students' EFL speaking skills, motivation, and self-esteem. Based on the results of the research study, some pedagogical implications can be pointed out as provided as follows.

Firstly, based on the research results and the discussions of the study, it can be seen that the pedagogy of drama and cooperative learning can be successfully integrated in English language learning and teaching in a Thai context, especially for non-English major students. In doing this, students can be engaged in the process of their learning in a cooperative and non-threatening environment. The results of this research study will be beneficial to other researchers and teachers who aim to develop students' EFL speaking skills, motivation, and self-esteem.

Secondly, the present study can help in contributing to an understanding of how drama-based activities and cooperative learning can be adopted in a Thai EFL context, which is important because the new Thai educational system focuses on the importance of communicative English and learner-centeredness. The present study also provides some insightful description on how drama-based role play and STAD

can be effectively integrated to assist Thai EFL undergraduate students to develop their English speaking skills with positive affective factors. These two results are in line with the importance of good language learning in English teaching at tertiary level in Thailand.

Lastly, the present study has been partly conducted in a blended-learning environment which included e-learning and face-to-face sessions. According to the previous discussion in Chapter 5, the results of the blended-learning helped students to have more responsibility for their own learning and the effects on the teacher's role in managing e-learning and classroom instructions. The teacher is seen to be more a facilitator than a class controller.

6.3 Limitations of the Study

Triangulation was employed in this study where data collection included speaking tests, attitude and motivation battery tests, self-esteem tests, interviews of students, analyses of students' video clips, student journals, and classroom observation. The triangulation method in the study enabled the researcher to verify the results of the research study. Triangulating quantitative and qualitative data and methods contributes to a better understanding of the investigation of the effects of the integration of drama-based role play and STAD on students' EFL speaking skills, motivation, and self-esteem. Even though the present study shed light on some of the implications of integrating drama-based role play and STAD in the Thai EFL classroom, there are some limitations which should be addressed.

Firstly, the participants of this study were the population of the first year undergraduate non-English major students at Nakhon Ratchasima Rajabhat University

(NRRU). If the investigation had been extended to students who were different from the students in this study, the results of the study would be more generalized to a broader scope instead of being confining to a single level.

Secondly, the subjects of the study were selected by a purposive sampling procedure so that it would be convenient for the researcher. Thus, the results of the integration of drama-based role play and STAD may not be generalized to other areas of EFL English language teaching and learning.

Thirdly, the drama-based activities integrated in this study consist of the scaffolding of the pre-text, writing scripts, rehearsals, recording performances, and the evaluation of those performances. As there are many drama-based activities, the results or descriptions of the study are mostly about the effects of the integration of drama-based role play. They are not generalized to all drama-based activities.

Fourthly, STAD is a cooperative learning technique and has been integrated with drama-based role play in this study. The effects of STAD in this study may be not generalized to all of cooperative learning techniques.

Finally, blended-learning in this study consists of e-learning via Moodle and face-to-face classroom instruction. Even though there are various benefits of blended-learning, this study only takes advantage of blended-learning in terms of helping the students to study the learning content outside the class time due to the limitation of students' class time. The results of the study may be not generalized to other networked-based language teaching systems. Further studies may integrate such other functions as multimedia software or blogging applications through drama-based activities.

6.4 Recommendations for Further Research

Based on the above limitations, further research may be conducted to explore the effectiveness of the integration of drama-based role play and STAD in the EFL classroom. According to the results of this research study, some recommendations for further research are made in terms of the undergraduate EFL classroom environment.

Firstly, the present study aims to develop non-English major undergraduate university students' speaking skills, motivation, and self-esteem by integrating drama-based role play and STAD. But there should be more research in related areas since English instruction in the Thai educational system is based on communicative language teaching and focuses on learner-centeredness. Such activities should be worthwhile for second or foreign language teachers and learners who may also benefit from the communicative activities in a drama-based program.

Secondly, the participants of this research study are the first year non-English major university students from one Thai university. A wider range of participants should include students who are studying at a higher level who are not from the current university but from other Thai universities. This would result in more informative data for further analysis.

All in all, research on the effects of the integration of drama-based role play and STAD on the first year non-English major university students' speaking skills, motivation, and self-esteem proved to be well worth investigating. Thus, this research study provides a significant contribution to research in the field of EFL teaching and learning. There are possible areas of EFL research relating to the integration which would allow a follow-up of the current study and which would be useful for other researchers to explore.

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Appendix A

English Speaking Test

There are three parts of the speaking test

Part 1: The first part of speaking test lasts approximately 2-3 minutes. The students will be asked to talk about their personal information.

Part 2: The second part of speaking test lasts approximately 5 minutes and it requires the students do the 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 speaking test lasts approximately 2 minutes and it requires the students to discuss about the topics which are general and related to students' personal experience.

(Part two of the speaking test is the most important part because it is the part of the test the examiner establishes students' final speaking scores.)



Part I:

The students are asked to talk about their personal information.

Part II:

Procedures for the second part

1. There are six role play situations. Students may select the ones they like and create their own dialogue based on situations. 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 University.
 - Talking about activities of each one last weekend.
2. The students are evaluated as paired work.
3. Give each pair a role play card.
4. Tell students that each one must take a role. Their role play should base on the situation provided.
5. Explain that the students will create a dialogue, which should last for 1-2 minutes.
6. The students are approximately provided five minutes to prepare their dialogues and work on role play.
7. Then, ask the students to get into character and do the role play.

Part III:

The students are asked to discuss about the topics which are general and related to 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)

Appendix B

Attitude and Motivation Battery Test (AMBT)

This Attitude and Motivation Battery Test (AMBT) is a part of a thesis submitted in partial fulfillment of the requirements for the PhD course in English Language Studies. The AMBT aims to measure students' motivation in EFL learning as a result of the integration of drama-based role play and STAD. The obtained information will be used to identify students' motivation in English language learning. There are three parts of the AMBT: student's information, student's motivation, and student's comments or suggestions. It would be appreciated if the student keeps the following in mind while responding to the statements.

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, agree, neutral, disagree, or strongly disagree.
2. There are no 'right' or 'wrong' answers.
3. Your responses will show your motivation, not achievement.
4. Respond to all items of the questionnaire and return in to the researcher.
5. Your responses will be dealt with confidentially and used only for research purposes.
6. It approximately takes 20 minutes to finish the test.

Part I: Student's information

Gender: () Male () Female

Age: (please specify) _____

Year of study: () 1 () 2 () 3 () 4 () 5

Field of study: (please specify) _____

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

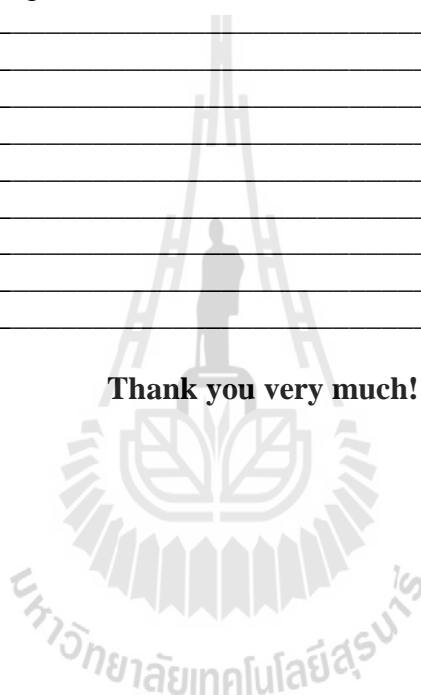
Statements	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1. Studying English is important to me because I want to meet foreigners.					
2. Studying English is important to me because it will help me to get to know different cultures.					
3. Studying English is important to me because I would like to learn as many languages as possible.					
4. Studying English is important to me so I can be a smarter person.					
5. Studying English is important to me because I may need it later for further study.					
6. Studying English is important to me so that I can understand American movies, TV, or radio.					
7. Studying English is important to me so that I can read English books, newspapers, or magazines.					
8. It is important for me to know English in order to think and act like the English speaking people do.					
9. I do not like learning English. I do it only because I need it.					
10. I want to spend my time on subjects other than English.					
11. I really like learning English.					
12. English speaking people are friendly and kind.					
13. I enjoy hard work.					
14. Learning English is a waste of time.					
15. I frequently think over what we have learned in my English class.					
16. I get nervous and confused when I am speaking in my English class.					
17. I always feel that the other students speak English better than I do.					
18. It embarrasses me to give answers in our class.					
19. I am afraid the other students will laugh at me when I speak English.					
20. Studying English is important because I will need it for my career.					
21. I feel calm and confident when I am together with English speaking people.					

22. Our English class is interesting.					
23. I am not happy with this group.					
24. I am happy with this English class.					
25. I am happy with how much English I speak now.					

Part III: Student's comments or suggestions

Direction: You are encouraged to express your opinions about the instructional method in terms of your motivation. For example, how the method or activities motivate you to learn English.

Thank you very much!



Attitude and Motivation Battery Test (Thai Version)

กรุณาใส่เครื่องหมาย (/) ในช่องที่ตรงกับความคิดเห็นของนักศึกษา

ความคิดเห็น	เห็นด้วย อย่างยิ่ง	เห็นด้วย	ไม่แน่ใจ	ไม่เห็น ด้วย	ไม่เห็นด้วย อย่างยิ่ง
1. การเรียนภาษาอังกฤษสำคัญเพราะจะได้นำไปใช้กับ ชาวต่างชาติ					
2. การเรียนภาษาอังกฤษสำคัญเพราะจำเป็นต่อการเรียนรู้ วัฒนธรรม					
3. การเรียนภาษาอังกฤษสำคัญเพราะฉันต้องการจะเรียนรู้ให้ได้ หลายภาษา					
4. การเรียนภาษาอังกฤษสำคัญเพราะหมายถึงการเป็นคนเก่ง					
5. การเรียนภาษาอังกฤษสำคัญเพราะจะได้ใช้สำหรับศึกษาต่อ					
6. การเรียนภาษาอังกฤษสำคัญเพราะจะได้นำทักษะไปใช้ในการ ชมภาพยนตร์ รายการ โทรทัศน์ หรือฟังวิทยุ					
7. การเรียนภาษาอังกฤษสำคัญเพราะจะได้นำทักษะไปใช้ในการ อ่านสื่อสิ่งพิมพ์ภาษาอังกฤษ					
8. ภาษาอังกฤษสำคัญเพราะจะช่วยให้ฉันสามารถคิดหรือ แสดงออกเหมือนคนที่สื่อสารด้วยภาษาอังกฤษ					
9. ฉันไม่ชอบเรียนภาษาอังกฤษ แต่เรียนเพราะความจำเป็น					
10. ฉันต้องการจะเรียนวิชาอื่นมากกว่าภาษาอังกฤษ					
11. ฉันชอบเรียนภาษาอังกฤษ					
12. คนที่สื่อสารด้วยภาษาอังกฤษเป็นมิตรและใจดี					
13. ฉันขยัน					
14. การเรียนภาษาอังกฤษเป็นเรื่องเสียเวลา					
15. ฉันมักจะคิดถึงเกี่ยวกับสิ่งที่ได้เรียนในวิชาภาษาอังกฤษ					
16. ฉันกังวลและสับสนเวลาที่ฉันพูดภาษาอังกฤษ					
17. ฉันรู้สึกท้อเพื่อนพูดภาษาอังกฤษได้ดีกว่าฉัน					
18. ฉันอายเมื่อต้องตอบคำถามเป็นภาษาอังกฤษในชั้นเรียน					
19. ฉันกลัวว่าเพื่อนจะหัวเราะฉัน					
20. การเรียนภาษาอังกฤษสำคัญเพราะจะได้นำไปใช้ในการทำงาน					
21. ฉันรู้สึกผ่อนคลายและมั่นใจเมื่อต้องพูดภาษาอังกฤษกับคนที่ สื่อสารด้วยภาษาอังกฤษ.					
22. บทเรียนในชั้นเรียนน่าสนใจ					
23. ฉันไม่มีความสุขกับการเรียนกับเพื่อนๆ ในกลุ่มนี้					
24. ฉันมีความสุขกับการเรียนภาษาอังกฤษในชั้นเรียนนี้					
25. ฉันพอใจกับการพูดภาษาอังกฤษของฉันในตอนนี้นี้					

Appendix C

Self-Esteem Test

This test is a part of a thesis submitted in partial fulfillment of the requirements for the Ph.D course in English Language Studies. The test aims to measure students' self-esteem as a result of the integration of drama-based role play and STAD. The obtained information will be used to identify students' self-esteem. There are three parts of the self-esteem test: student's information, student's self-esteem, and student's comments or suggestions. It would be appreciated if the student keeps the following in mind while responding to the statements.

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, agree, neutral, disagree or strongly disagree.
2. There are no 'right' or 'wrong' answers.
3. Your responses will show your self-esteem, not achievement.
4. Respond to all items of the questionnaire and return in to the researcher.
5. Your responses will be dealt with confidentially and used only for research purposes.
6. It approximately takes 20 minutes to finish the test.

Part I: Student's information

Gender: () Male () Female

Age: (please specify) _____

Year of study: () 1 () 2 () 3 () 4 () 5

Field of study: (please specify) _____

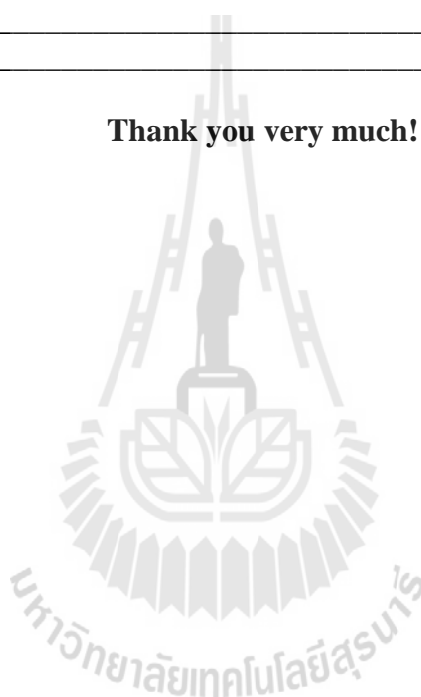
Part II: Please put a (/) in the box that suits your opinion.

Statements	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1. I do not like speaking in English because it will be evaluated.					
2. I prefer speaking memorized sentences instead of expressing my own.					
3. I feel worried when the English teacher gives me a speaking task.					
4. I feel confident when taking English speaking test.					
5. I prefer to keep quiet than to speak an incorrect sentence.					
6. I do not speak English unless I am sure it is correct.					
7. I feel that speaking in English is not within my abilities.					
8. I am not satisfied with my speaking performance in English no matter what I do.					
9. My speaking in English is meaningless.					
10. In speaking tasks, I speak a sentence and immediately correct it to avoid being criticized.					
11. If the teacher asks us to orally present, I do not like to be the first one to do that.					
12. I cannot speak English if the teacher is looking at me.					
13. I feel shy when I speak in front of my classmates.					
14. I have good ideas but I am afraid of presenting them incorrectly when speaking English.					
15. I believe my English teacher thinks my speaking in English is nonsense.					
16. I feel my speaking performance in English is not always as good as my classmates.					
17. I do not care about my mistakes when speaking in English.					
18. I expect to fail to speak in English before I start.					
19. I cannot progress in speaking in English without others' help.					
20. I do not like other to see my speaking in English.					

Part III: Student's comments or suggestions

Directions: You are encouraged to express your opinions or feelings as a result of the integration of drama-based role play structured by STAD. For example, how you feel before and after the integration.

Thank you very much!



Self-Esteem Test (Thai Version)

กรุณาใส่เครื่องหมาย (/) ในช่องที่ตรงกับความคิดเห็นของนักศึกษา

ความคิดเห็น	เห็นด้วย อย่างยิ่ง	เห็นด้วย	ไม่แน่ใจ	ไม่เห็น ด้วย	ไม่เห็นด้วย อย่างยิ่ง
1. ฉันไม่ชอบถูกประเมินเวลาพูดภาษาอังกฤษ					
2. ฉันชอบพูดภาษาอังกฤษจากการจำมากกว่าพูดจาก ความคิดของตนเอง					
3. ฉันกังวลเมื่อครูมอบหมายงานเกี่ยวกับการพูด ภาษาอังกฤษ					
4. ฉันมั่นใจเมื่อต้องสอบพูดภาษาอังกฤษ					
5. ฉันเลือกที่จะไม่พูดมากกว่าที่จะพูดภาษาอังกฤษที่ผิด.					
6. ฉันจะไม่พูดภาษาอังกฤษถ้าไม่มั่นใจว่าสิ่งที่พูดนั้น ถูกต้อง					
7. ฉันรู้สึกว่าคุณไม่มีความสามารถในการพูดภาษาอังกฤษ					
8. อย่างไรก็ตามฉันก็ไม่มั่นใจในการพูดภาษาอังกฤษของ ฉันอยู่ดี					
9. ภาษาอังกฤษที่ฉันพูดไม่ค่อยมีคนเข้าใจ					
10. เมื่อฉันพูดภาษาอังกฤษผิด ฉันมักจะแก้ไขทันทีเพื่อ ไม่ให้ถูกวิจารณ์					
11. ถ้าครูมอบหมายงานเกี่ยวกับการพูดภาษาอังกฤษ ฉัน ไม่ต้องการพูดเป็นคนแรก					
12. ฉันพูดภาษาอังกฤษไม่ได้จนครูกำลังมองอยู่					
13. ฉันรู้สึกอายเมื่อต้องพูดภาษาอังกฤษหน้าชั้นเรียน					
14. ฉันรู้ว่าจะต้องพูดภาษาอังกฤษอย่างไร แต่มักจะกลัวว่า จะพูดผิด					
15. ฉันเชื่อว่าครูคิดว่าฉันพูดภาษาอังกฤษไม่ค่อยดี					
16. ฉันคิดว่าฉันพูดภาษาอังกฤษได้ไม่ดีเท่าเพื่อน					
17. เวลาพูดภาษาอังกฤษฉันไม่กังวลว่าจะพูดผิด					
18. ฉันคิดว่าฉันจะต้องพูดภาษาอังกฤษไม่ได้ก่อนที่จะเริ่ม พูดเสียอีก					
19. ถ้าไม่มีใครช่วย ฉันจะพูดภาษาอังกฤษไม่ได้					
20. ฉันไม่ชอบให้ใครมองฉันเวลาพูดภาษาอังกฤษ					

Appendix D

Lesson Plans

(Experimental group)



Lesson Plan 1

Unit 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. E-learning lessons
2. Worksheet
3. Quiz

Time: 6 periods

STAD Lesson Plan			
Components	Activities	Learning environment	Time (minutes)
Class Presentation	a. Students access the e-learning lesson and work on the lesson themselves. b. Learning content is presented to students. c. Students are assigned to work on exercises related to grammar, vocabulary, writing, and video. d. Students keep journal based on their learning.	online	150
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-role play assignment. c. Students are assigned to create a dialogue based on selling and buying food. #Students are allowed to rehearse and record their performance after the class.	classroom	110
Quiz	Each student does individual quiz and cannot ask or help other students.	classroom	20
Individual Improvement Scores	According to the quiz, students check for the correct answers and calculate the improvement scores in order to find the best performance team.	classroom	10
Team Recognition	Teacher and students find and praise the best performance team of this time.	classroom	10

Worksheet 1

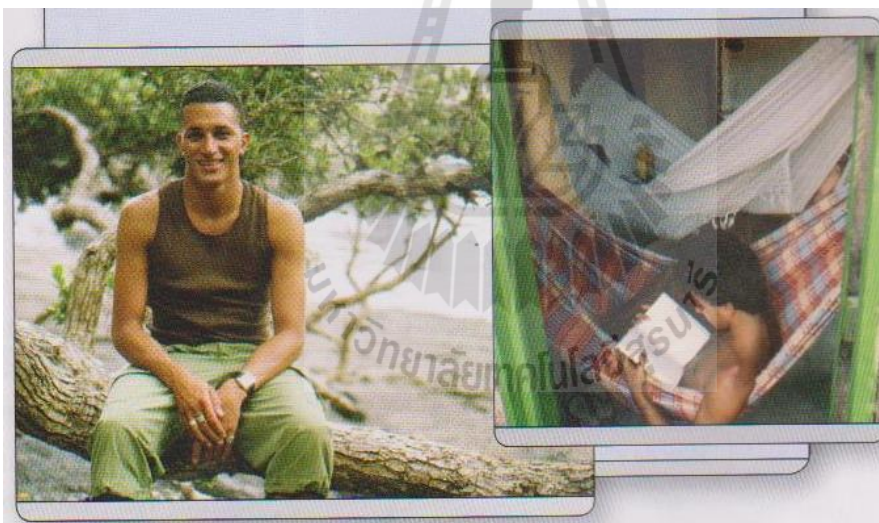
Read about Svetlana and Tiago and answer the questions.



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.



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?



Choose the best answer.

Dear Sally,

I am writing to tell you about my new school. It is about five kilometers from my home. Mr. Danny (11) _____ my teacher at the school and (12) _____ very nice.

His sister (13) _____ a secretary at the school. (14) _____ works in the office and types letters. There (15) _____ two other secretaries, and (16) _____ also work in the same office.

My best friend (17) _____ at my school; (18) _____ goes to a small school near her home.

Now tell me about your new school. Is (19) _____ a big school? Who (20) _____ your teacher?

Please write to me soon.

Joe

Love,
Mary

- | | | | |
|--------------|------------|---------|----------|
| 11. a. he | b. they | c. is | d. are |
| 12. a. she's | b. they're | c. he's | d. it's |
| 13. a. she | b. is | c. are | d. am |
| 14. a. she | b. he | c. I | d. they |
| 15. a. is | b. has | c. are | d. have |
| 16. a. she | b. we | c. he | d. they |
| 17. a. are | b. he | c. she | d. is |
| 18. a. we | b. they | c. he | d. she |
| 19. a. it | b. this | c. he | d. there |
| 20. a. are | b. have | c. has | d. is |

Lesson Plan 2

Unit 2

Topic: Meeting people

Objectives:

1. Students are able to use 'verb to be' in negatives.
2. Students are able to use 'verb to be' in questions and short answers.
3. Students are able to identify and use possessions.
4. Students are able to talk about themselves and their families.
5. Students are able to buying and selling food and drink.

Learning Focus

1. Verb to be (negatives, questions and short answers)
2. Possessions

Vocabulary

1. Family members
2. Opposites
3. Food and drink

Language Functions

1. Talking about you
2. Talking about family


Materials:

1. E-learning lessons
2. Worksheet
3. Quiz

Time: 6 periods

STAD Lesson Plan			
Components	Activities	Learning environment	Time (minutes)
Class Presentation	a. Students access the e-learning lesson and work on the lesson themselves. b. Learning content is presented to students. c. Students are assigned to work on exercises related to grammar, vocabulary, writing, and video. d. Students keep journal based on their learning.	online	150
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-role play assignment. c. Students are assigned to create a dialogue based on selling and buying food. #Students are allowed to rehearse and record their performance after the class.	classroom	110
Quiz	Each student does individual quiz and cannot ask or help other students.	classroom	20
Individual Improvement Scores	According to the quiz, students check for the correct answers and calculate the improvement scores in order to find the best performance team.	classroom	10
Team Recognition	Teacher and students find and praise the best performance team of this time.	classroom	10

Worksheet 2



1

2

To: Jae-sun@star.com
From: So-young@nyc.ac.edu
Date: August 20
Subject: Hi!

Dear Jae-sun,

How are you? I'm fine. Here's an e-mail in English. It's good practice for you and me!

I have classes at La Guardia Community College. I'm in a class with seven students. They're all from different countries: India, Brazil, Italy, China, Mexico, and Russia. Our teacher's name's Karen. She's very nice and a very good teacher.

I live with an American family in a large apartment in Brooklyn. Bob and Julie have a daughter and a son. Their daughter, Becky, is 19. She's a student at Columbia University. Their son, James, is a software designer for a computer company. He's 25. They're all very friendly, but it isn't easy to understand them. They speak very fast!

New York is big and very exciting, but very expensive! The subway isn't hard to use and it's cheap. It's very hot now, but Central Park is beautiful in the summer. I'm very happy here.

E-mail me soon!

Love,
So-young

Source: Soars & Soars (2009)

Part I: True or False.

1. So-young is from Korea.
2. She's on vacation.
3. She's in Boston.
4. The students in her class are all from Brazil.
5. It's a very big class.
6. Becky and James are both students.
7. The subway is very expensive.
8. So-young's happy in New York.

Part II: Answer the questions.

1. Where's So-young from?
2. Where are So-young from?
3. Who does So-Young live with, what are their names?
4. Who are Becky and James?
5. How old are Beck and James?
6. How is New York?

Quiz 2

Complete the sentences.

Jim Black	ABC Apartment Sunny Rd.	044 222 668
John Brown	Air Building Garden Rd.	044 252 854
Pim White	12 Apple Rd.	044 355 696
Suda Sansuk	Room 5 Swan Rd.	044 558 656

1. Sunny Rd. is Mr. Jim's _____.
 a. address b. apartment
 c. school d. nickname
2. Brown is Mr. John's _____.
 a. first name b. last name
 c. nick name d. middle name
3. The first name of the person who lives in Apple road is _____.
 a. Mr. Jim b. Mr. John
 c. Miss Pim d. Miss Suda
4. _____ lives in Room 5.
 a. Mr. John b. Miss Pim
 c. Mr. Jim d. Miss Suda
5. Black, Brown, White, Sansuk are _____.
 a. first name b. last name
 c. nick name d. middle name
6. Air Building is Mr. John's _____.
 a. address b. apartment
 c. school d. garden

Complete the conversation. (7-10)

A: What's your (7) _____, please?

B: Suda.

A: Could you tell me your (8) _____, please.

B: Sansuk. Suda Sansuk

A: What's your (9) _____?

B: 123 Sunshine Road Nakhon Ratchasima.

A: How old are you?

B: I'm 18 years old.

A: Are you still in a (10) _____?

B: Yes, I'm studying.

- a. address b. last name c. name d. school

Choose the best answer.

11. A: What do you do?

B: _____.

a. I swim everyday

b. I am an accountant

c. I like milk

d. I am John's friend

12. A: _____ you married?

B: No, I'm not.

a. Is

b. Am

c. Are

d. Have

13. Where _____ he live?

a. are

b. is

c. do

d. does

14. A: _____ do you go to school?

B: By bus.

a. When

b. Why

c. How

d. What

15. A: Where does he come from?

B: He _____ from Thailand.

a. coming

b. came

c. come

d. comes

16. A: Excuse me, can I have a glass of _____.

B: Of course.

a. soap

b. food

c. oil

d. water

Complete the conversation. (17-20)

A: Can I help you?

B: Yes. Can I have a tuna salad (17) _____, please?

A: Anything to drink?

B: Yes. (18) _____, please.

A: Anything else?

B: (19) _____, thanks. (20) _____ is that?

A: Fifty baht, please.

17. a. brownie

b. fries

c. sandwich

d. tea

18. a. A cookie

b. An apple

c. An orange juice

d. A cake

19. a. Yes

b. No

c. Please

d. Sure

20. a. How many

b. Where

c. How much

d. What

Lesson Plan 3

Unit 3

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.
3. Students are able to talk about their best friends.

Learning Focus

1. Present simple tense (Subject + V.1(s,es))
2. Negatives
3. Questions and short answers

Vocabulary

1. Verbs
2. Jobs

Language Functions

Asking about a friend or relative

Materials:

1. E-learning lessons
2. Worksheet
3. Quiz


Time: 6 periods

STAD Lesson Plan			
Components	Activities	Learning environment	Time (minutes)
Class Presentation	a. Students access the e-learning lesson and work on the lesson themselves. b. Learning content is presented to students. c. Students are assigned to work on exercises related to grammar, vocabulary, writing, and video. d. Students keep journal based on their learning.	online	150
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-role play assignment. c. Students are assigned to create a dialogue about their best friends. #Students are allowed to rehearse and record their performance after the class.	classroom	110
Quiz	Each student does individual quiz and cannot ask or help other students.	classroom	20
Individual Improvement Scores	According to the quiz, students check for the correct answers and calculate the improvement scores in order to find the best performance team.	classroom	10
Team Recognition	Teacher and students find and praise the best performance team of this time.	classroom	10

Worksheet 3

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 /'gi:hə/ 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?

Quiz 3

Read the passage and answer the questions. (1-5)

John is a student. He is 19. He isn't married. He comes from Bangkok in Thailand, but now he lives in the United States. He studies English at the university on weekdays. He speaks three languages: Thai, Chinese, and English. In his free time, he likes playing soccer and swimming. He loves Thai food but he hates hamburgers. He studies English for his future career. He would like to be an English teacher.

1. Where does Tom live now?
 - a. Thailand
 - b. America
 - c. University
 - d. England
2. Which day doesn't he go to the university?
 - a. Monday
 - b. Thursday
 - c. Friday
 - d. Sunday
3. Which sentence is **not** correct?
 - a. He is single.
 - b. He is from Asia.
 - c. He would like to be a soccer player.
 - d. He studies English.
4. Does he work?
 - a. Yes, he does. He's a teacher.
 - b. Yes, he does. He's a footballer.
 - c. No, he doesn't. He is lazy.
 - d. No, he doesn't. He is a student.
5. What does he dislike?
 - a. swimming
 - b. speaking English
 - c. American food
 - d. soccer
6. A: Do you _____ playing badminton?
 B: Yes, I do.
 - a. like
 - b. watch
 - c. see
 - d. go
7. A: _____ does Ted go to the drugstore?
 B: By his car.
 - a. What
 - b. Where
 - c. How
 - d. When
8. A: _____ does Amy go next week?
 B: Next week she'll go to Japan.
 - a. What
 - b. Where
 - c. Who
 - d. When
9. A: Do you like dogs?
 B: _____.
 - a. Yes, I prefer.
 - b. No, I like cats
 - c. No, I don't.
 - d. No, I do.

10. A: _____ is your birthday?

B: On 14th July.

- a. What b. Where c. When d. How

11. A: _____ do they do?

B: They are doctors.

- a. Who b. What c. When d. How

12. A: _____ is it?

B: It is 50 baht.

- a. What price b. How many c. How much d. Where

13. A: What'd you like to be in the future?

B: _____.

- a. I'd like some coffee b. I'd like to be an architect
c. I'd like to be tall d. I'd like to swim

14. A: _____ do you do?

B: I'm a singer.

- a. What b. Where c. When d. How

15. A: What does _____ do?

B: He designs building.

- a. a pilot b. a teacher c. an engineer d. a chef

16. An interpreter is a person who _____.

- a. translate things b. writes books c. sell things d. sells meat

17. Jim works in a restaurant. He serves drinks. He is _____.

- a. a chef b. a waiter c. waitress d. a cook

Complete the conversation. (18-20)

A: (18) _____. Do you know what time it is?

B: (19) _____, I don't know. I don't have a watch.

A: (20) _____. Thanks anyway.

18. a. Excuse me b. Can I help you? c. How are you d. Thanks
19. a. Yes b. I'm OK c. I'm sorry d. No
20. a. You're welcome b. That's OK c. Good job d. Great

Lesson Plan 4

Unit 4

Topic: Take it easy!

Objectives:

1. Students are able to use the form of present simple tense correctly.
2. Students are able to use verbs—‘love’ and ‘like’ following by verb + ‘ing’ form correctly
3. Students are able to talk about their favorite activities.
4. Students are able to have social expressions appropriately.

Learning Focus

1. Present simple tense (Subject + V.1(s,es))
2. Negatives
3. Questions and short answers
4. 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. E-learning lessons
2. Worksheet
3. Quiz

Time: 6 periods

STAD Lesson Plan			
Components	Activities	Learning environment	Time (minutes)
Class Presentation	a. Students access the e-learning lesson and work on the lesson themselves. b. Learning content is presented to students. c. Students are assigned to work on exercises related to grammar, vocabulary, writing, and video. d. Students keep journal based on their learning.	online	150
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-role play assignment. c. Students are assigned to create a dialogue about social expressions. #Students are allowed to rehearse and record their performance after the class.	classroom	110
Quiz	Each student does individual quiz and cannot ask or help other students.	classroom	20
Individual Improvement Scores	According to the quiz, students check for the correct answers and calculate the improvement scores in order to find the best performance team.	classroom	10
Team Recognition	Teacher and students find and praise the best performance team of this time.	classroom	10

Worksheet 4

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.



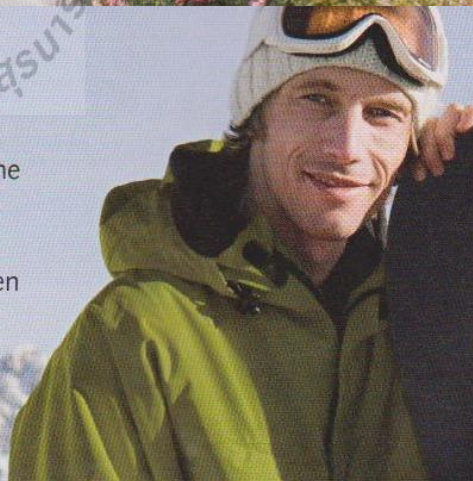
Sumalee from Thailand

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!



Alex from Canada

Here's a joke about my country: "You know if someone is from Canada because they think -40°C is just a little cold." We Canadians love our cold winters. The winter months are December to February, but it's often cold in spring and fall, too. Our summer is short but warm, June to late August or September. But spring is my favorite season. It's the best time to go skiing and snowboarding. Sometimes I can ski until the end of May and even June— isn't that cool?



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?
6. Which special occasions do Daniela and Sumalee like?
7. Why do Daniela's cousins never visit in July?
8. Which months are winter months in the three countries?



Quiz 4

Read the conversation below. Choose the correct word to use in each blank.

1. Dave: Do you _____ any hobbies? a. have b. getting
c. got d. gets
2. Sue: Yes, I _____ listening to music. a. liking b. like
c. liked d. likes
3. Dave: Do you _____ any games? a. plays b. playing
c. played d. play
4. Sue: Yes, I do. I like _____. a. tennis b. a tennis
c. some tennis d. the tennis
5. Dave: I like it, too. Can we _____ a game? a. play b. playing
c. played d. plays
6. Sue: Oh, I'm sorry. I _____ have time now. a. didn't b. doesn't
c. isn't d. don't
7. Dave: Where _____? a. you going b. you go
c. are you going d. go you
8. Sue: I'm playing golf. _____ you like it? a. Do b. Is
c. Are d. Have
9. Dave: Not really. I'm not good at _____. a. walk b. walking
c. walks d. walked
10. Sue: That doesn't matter. We just play for
fun. Why _____ you try playing? a. doesn't b. hasn't
c. haven't d. don't
11. Dave: Some time, perhaps. But I _____
golf kits. a. not have b. don't have
c. didn't have d. no have

Write the correct word in each blank in the conversation below.

A (12)_____ you like reading?

B Yes, I (13) _____.

A What (14) _____ your favorite books?

B I (15) _____ adventure stories. Do you?

A No, I (16) _____. I like detective stories.

(17) _____ you have any other hobbies besides reading?

B: I like (18) _____ to music. Do you?

A: (19)_____, I don't. I prefer (20) _____ TV. Do you have other hobbies?

B Yes, I like lots of things. But I don't like answering lots of questions!

- | | | | | |
|-----|--------------|-------------|-------------|--------------|
| 12. | a. Are | b. Have | c. Do | d. Is |
| 13. | a. are | b. have | c. do | d. is |
| 14. | a. are | b. have | c. do | d. is |
| 15. | a. am | b. have | c. do | d. like |
| 16. | a. don't | b. have | c. do | d. am |
| 17. | a. Are | b. Have | c. Do | d. Is |
| 18. | a. listen | b. listens | c. listened | d. listening |
| 19. | a. Thank you | b. Yes | c. No | d. Good |
| 20. | a. watch | b. watching | c. watches | d. watched |

Lesson Plan 5

Unit 5

Topic: Where do you live?

Objectives:

1. Students are able to describe existing of things or rooms by using ‘There is’ or ‘There are’.
2. Students are able to ask and answer about quantity by using ‘How much’ or ‘How many’.
3. Students are able to tell places or give directions by using ‘prepositions’ appropriately.
4. Students are able to identify and use words of quantify—‘some’ and ‘any’ with nouns correctly.
5. Students are able to describe the position of people or things that near or far from them by using ‘this’, ‘that’, ‘these’, ‘those’.
6. Students are able to talk about their neighborhood.

Learning Focus

- | | |
|--------------------------|-----------------------------|
| 1. There is / There are | 4. Some, any |
| 2. How many...? | 5. This, That, these, Those |
| 3. Preposition of places | |

Vocabulary

1. Things in house
2. Rooms
3. Objects
4. Places

Language Functions

Talking about neighborhood

Materials:

1. E-learning lessons
2. Worksheet
3. Quiz

Time: 6 periods

STAD Lesson Plan			
Components	Activities	Learning environment	Time (minutes)
Class Presentation	a. Students access the e-learning lesson and work on the lesson themselves. b. Learning content is presented to students. c. Students are assigned to work on exercises related to grammar, vocabulary, writing, and video. d. Students keep journal based on their learning.	online	150
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-role play assignment. c. Students are assigned to create a dialogue about their neighborhood. #Students are allowed to rehearse and record their performance after the class.	classroom	110
Quiz	Each student does individual quiz and cannot ask or help other students.	classroom	20
Individual Improvement Scores	According to the quiz, students check for the correct answers and calculate the improvement scores in order to find the best performance team.	classroom	10
Team Recognition	Teacher and students find and praise the best performance team of this time.	classroom	10

Worksheet 5



Inside the 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 5

Look at the map and answer the questions.

Bus station			Museum				
Pine Avenue							
	King street					New Road	
		Police Station	Bookshop	Post Office	Petrol Station		
		Pitash Road					
		New World Hotel	Chemist's	Roxy Cinema	Bank		

- “Is there a post office near here?”

“Yes, there's post office _____ Pitash Road.”

a. at b. on

c. beside d. in
- “Where is the museum?”

“I think it's _____ the bus station.”

a. over b. at

c. near d. next to
- “Where is a bank?”

“It is _____ the petrol station.”

a. next to b. over

c. behind d. opposite
- “Do you know a good bookshop near here?”

“Yes, there's a very good bookshop _____ the post office and the police station.”

a. behind b. between

c. opposite d. in
- “Is there a hotel in this town?”

“Yes, there's one opposite to the _____.”

a. police station b. bookshop

c. chemist d. post office
- “Where's there a chemist's, please?”

“There's one _____ the New World Hotel on Pitash Road.”

a. behind b. next to

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 |

Match the correct answers.

- | | |
|----------------------------------------------|--------------------------------------------|
| _____ 16. Where do you live? | A. I'm a student. |
| _____ 17. Is there a bookshop near here? | B. 134 Sukhumwit Rd. Bangkok. |
| _____ 18. What is your address? | C. Yes, there is one opposite to the bank. |
| _____ 19. What do you do? | D. Two. There are Chinese and Thai ones. |
| _____ 20. How many restaurants in this town? | E. I live in Korat. |

Lesson Plan 6

Unit 6

Topic: Can you speak English?

Objectives:

1. Students are able to use 'can' and 'can't' to describe what people can or 'can't' do.
2. Students are able to use 'was' and 'were' about past events appropriately.
3. Students are able to use 'could' and 'couldn't' to describe about past events appropriately.
4. Students are able to talk about experiences or things they could do when they were young.

Learning Focus

1. can / can't
2. could / couldn't
3. was / were

Vocabulary

1. Countries and languages
2. Verbs
3. Words that sound the same

Language Functions

Interviews

Materials:

1. E-learning lessons
2. Quiz

Time: 6 periods

STAD Lesson Plan			
Components	Activities	Learning environment	Time (minutes)
Class Presentation	a. Students access the e-learning lesson and work on the lesson themselves. b. Learning content is presented to students. c. Students are assigned to work on exercises related to grammar, vocabulary, writing, and video. d. Students keep journal based on their learning.	online	150
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-role play assignment. c. Students are assigned to create a dialogue about what they could do when they were young. #Students are allowed to rehearse and record their performance after the class.	classroom	110
Quiz	Each student does individual quiz and cannot ask or help other students.	classroom	20
Individual Improvement Scores	According to the quiz, students check for the correct answers and calculate the improvement scores in order to find the best performance team.	classroom	10
Team Recognition	Teacher and students find and praise the best performance team of this time.	classroom	10

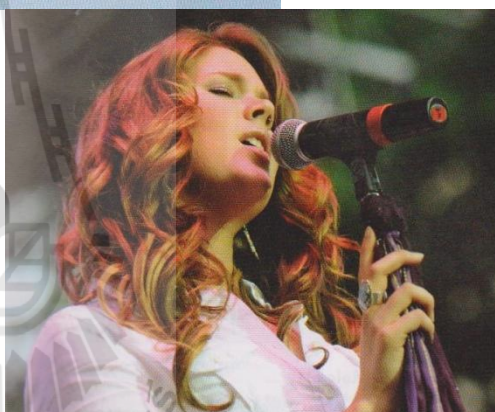
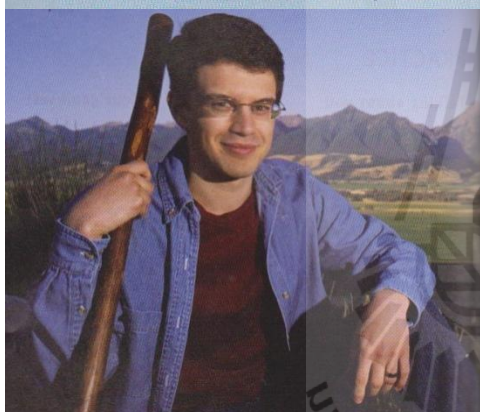
Worksheet 6

THE FANTASY WRITER

CAN A FIFTEEN-YEAR-OLD WRITE A NUMBER ONE BESTSELLER?
CAN HIS BOOKS SELL MORE THAN "HARRY POTTER"?
CHRISTOPHER PAOLINI SAYS, "YES, THEY CAN!"

Christopher was born in Southern California, but he now lives with his family in Paradise Valley, Montana, in the countryside near the tall Beartooth Mountains. Christopher loves the mountains. He writes about them in his books.

Christopher can't stop writing. This is surprising because when he was very young he couldn't read very well. His parents were his teachers, and finally one day—"It was magic," he says, "I could read. I could see pictures in my head. I could write my own stories." His parents were very surprised when his first book became a number one bestseller. It was a fantasy called *Eragon* and it was published when Christopher was just 15. His next book, *Eldest*, was also very successful.



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?



Quiz 6

Choose the correct answer.

1. What day was it _____?
 a. today b. yesterday c. tomorrow d. Monday
2. A: Where did John go last weekend?
 B: He _____ to Italy.
 a. goes b. go c. went d. gone
3. A: Could you play the piano when you were very _____?
 B: Yes, I could. But not very well.
 a. young b. child c. grow up d. three
4. A: Were you tired?
 B: Yes, _____.
 a. I were b. I am c. I did d. we were
5. I can swim very well now but I _____ when I was in high-school.
 a. couldn't b. wasn't c. could d. was

Complete the conversation. (6-10)

Jane: Were you at Mark's party (6) _____ Friday?

John: Yes, I (7) _____.

Jane: Was it good?

John: Yes, it was.

Jane: Were there many (8) _____?

John: Yes, there were. I saw a lot of our friends.

Jane: Was Charles there?

John: No, he wasn't. And (9) _____ were you? I didn't see you.

Why (10) _____ you there?

Jane: Oh, ... I didn't go because I was at the library with Sarah.

- | | | | |
|--------------|------------|-------------|--------------|
| 6. a. next | b. last | c. ago | d. yesterday |
| 7. a. were | b. am | c. was | d. did |
| 8. a. friend | b. parties | c. presents | d. people |
| 9. a. what | b. when | c. where | d. why |
| 10. a. is | b. wasn't | c. were | d. weren't |

Read the passage and answer the questions.

Tommy Lee is a happy little boy. He is 10 years old and he can play the piano very well. Tommy was born in Bangkok, but now he lives in Los Angeles, the United States with his parents and brother. He goes to school five days a week. He practices piano after school and on weekends. Tommy could play the piano when he was 4 years old. He could play the piano before he could read and write. In his free time, he likes reading comics and playing game. He says that “when I grow up, I’d like to be a famous pianist. I want to have a concert in Austria where Mozart was born.”

11. How many people are there in his family?
a. 2 b. 3 c. 4 d. 5
12. Where was he born?
a. at school b. Austria c. Thailand d. America
13. Where does he live now?
a. at school b. Austria c. Bangkok d. America
14. Which one is ‘**incorrect**’?
a. He doesn’t have much free time.
c. He could read before playing the piano.
- b. He’d like to be a pianist.
d. Mozart was born in Austria.
15. Why is Tommy special?
a. He likes reading books.
c. He’d like to be a pianist.
- b. He likes Mozart.
d. He plays the piano very well.

Choose the best answer. (16-20)

A: Hello, Jane. (16) _____ you have a nice vacation?

B: Uhhmm. It's OK. I had a good time with my family in Japan.

We (17) _____ having Japanese food. We visited a lot of famous places.

A: That's good. (18) _____ did you look tired?

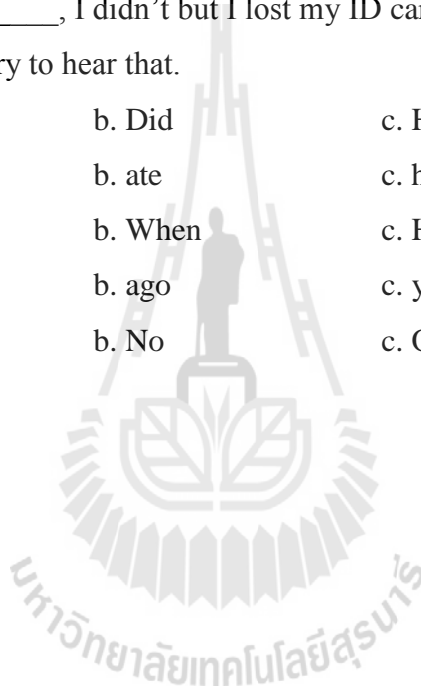
B: Because I lost my purse at the airport (19) _____.

A: Oh, really? Did you lose a lot of money?

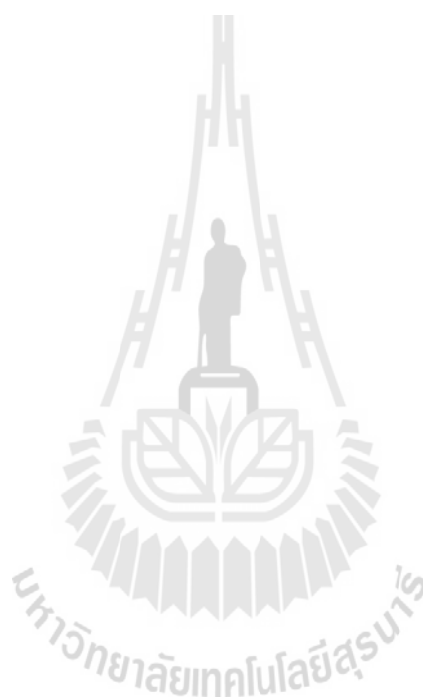
B: (20) _____, I didn't but I lost my ID card and credit cards.

A: I'm sorry to hear that.

- | | | | | |
|-----|------------|---------|--------------|----------|
| 16. | a. Do | b. Did | c. Have | d. Are |
| 17. | a. enjoyed | b. ate | c. had | d. went |
| 18. | a. What | b. When | c. How | d. Why |
| 19. | a. soon | b. ago | c. yesterday | d. today |
| 20. | a. Yes | b. No | c. Of course | d. Well |



Lesson Plans
Control Group
(Classroom Procedure)



Classroom Procedure (Unit 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

Teacher introduces the topic of 'Hello Everybody!' 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 Related role play is presented to students.
- 3.4 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.
- 3.5 Students are allowed to practice the conversation by substituting words or vocabulary into the dialogue.
- 3.6 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 Teacher gives feedback and suggestions.
- 4.3 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.

Classroom Procedure (Unit 2)

Time: 120 minutes

1) Warm Up

- 1.1 Teacher ask students for their personal information in terms of names, jobs, addresses, phone number, ages, and so on.
- 1.2 Students ask their friends about personal information.

2) Presentation

Teacher introduces the topic of ‘Meeting People!’ 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 Related role play is presented to students.
- 3.4 Students are assigned to do 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.

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

- 3.6 Teacher walks around the classroom in order to help students dealing with the language use and pronunciation.

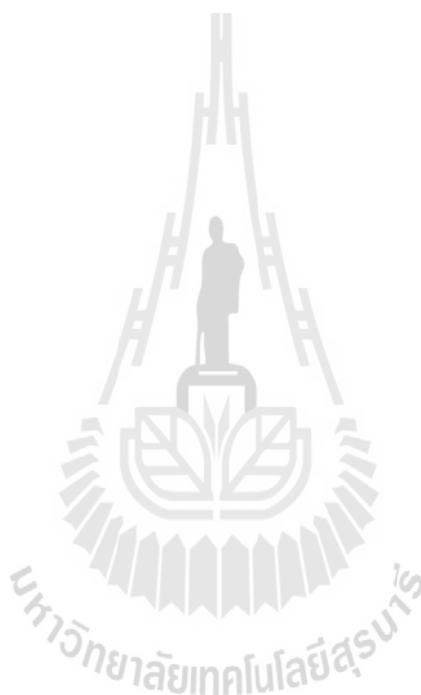
4) Production

- 4.1 Pairs of students are asked to do the role play in front of the classroom.
- 4.2 Teacher gives feedback and suggestions.
- 4.3 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.



Classroom Procedure (Unit 3)

Time: 120 minutes

1) Warm Up

- 1.1 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

Teacher introduces the topic of 'The World of Work!' 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 Related role play is presented to students.
- 3.4 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.

- 3.5 Students are allowed to practice the conversation by substituting words or vocabularies into the dialogue.
- 3.6 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 Teacher gives feedback and suggestions.
- 4.3 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.



Classroom Procedure (Unit 4)

Time: 120 minutes

1) Warm Up

- 1.1 Teacher asks students about routine activities.
- 1.2 Class reviews vocabulary of daily activities.
- 1.3 Students talk to their friends about what activities they do since getting up to going to bed.

2) Presentation

Teacher introduces the topic of 'Take it easy!' 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 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 words or vocabularies into the dialogue.
- 3.6 Teacher walks around the classroom in order to help students dealing with the language use and pronunciation.

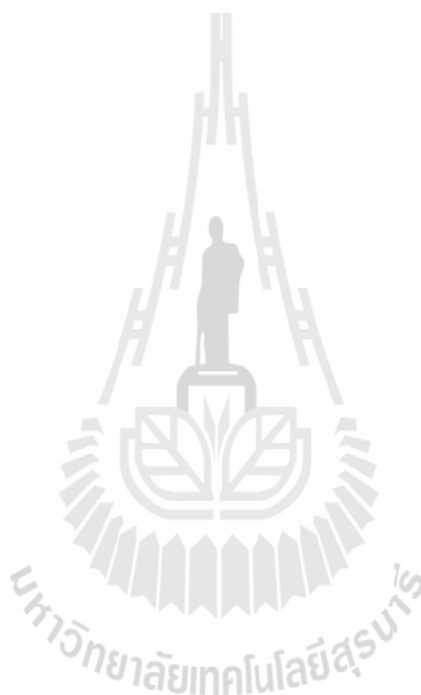
4) Production

- 4.1 Pairs of students are asked to do the role play in front of the classroom.
- 4.2 Teacher gives feedback and suggestions.
- 4.3 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.



Classroom Procedure (Unit 5)

Time: 120 minutes

1) Warm Up

1.1 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

Teacher introduces the topic of 'Where do you live!' 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 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 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.

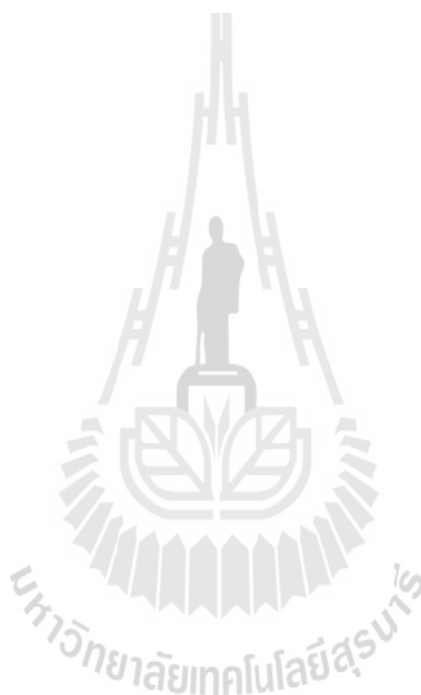
4.2 Teacher gives feedback and suggestions.

4.3 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.



Classroom Procedure (Unit 6)

Time: 120 minutes

1) Warm Up

- 1.1 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

Teacher introduces the topic of ‘Can you speak English?’ 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 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 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.

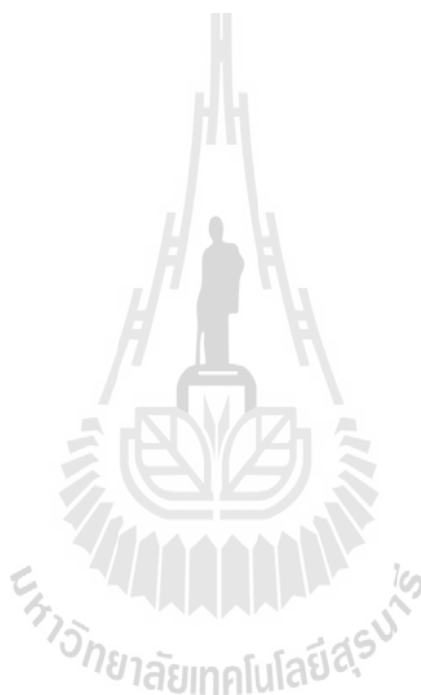
4.2 Teacher gives feedback and suggestions.

4.3 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.

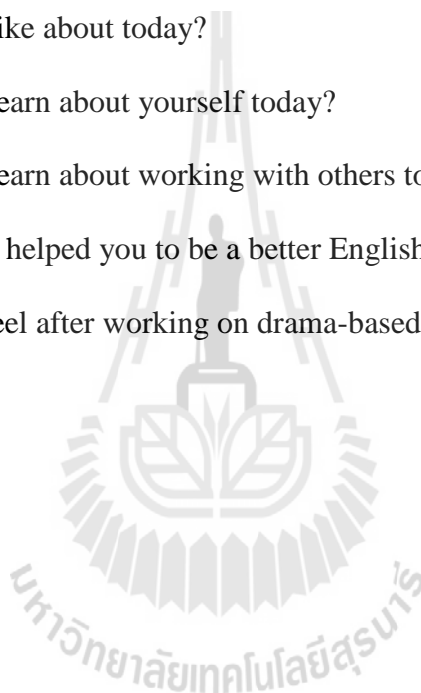


Appendix E

Students' Journal

Direction: These questions aim the students to answer following the drama-based role play assignment. Students write their opinions to answer the questions.

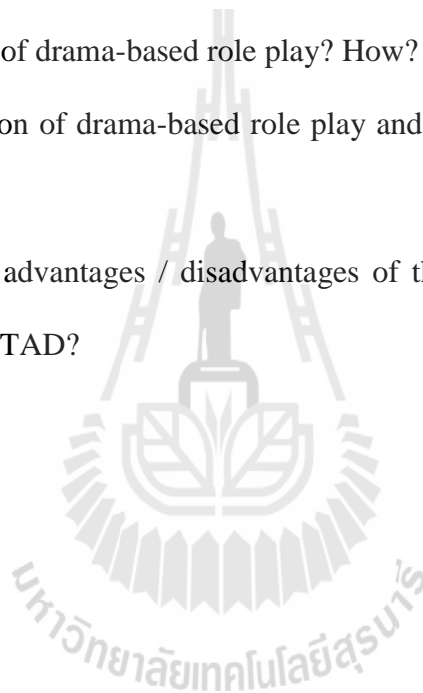
1. What did you like about today?
2. What did you learn about yourself today?
3. What did you learn about working with others today?
4. What activities helped you to be a better English speaker?
5. How did you feel after working on drama-based assignment?



Appendix F

Interview Questions

1. Have your English speaking skills been improved after the integration of drama-based role play? How?
2. Have your motivation and self-esteem in English learning been improved after the integration of drama-based role play? How?
3. Is the integration of drama-based role play and STAD useful to your English learning, how?
4. Are there any advantages / disadvantages of the integration of drama-based role play and STAD?



Appendix G

Checklist Evaluation

Checklist Evaluation of Verbal and Nonverbal Communication Behaviors

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

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 H

Scoring Rationale

Scoring Rationale for Items A-E: Verbal communication

Score	Scoring Rationale
(1) Needs Improvement	Student is unable or unwilling to complete the speech for assessment.
(2) Developing	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	1. 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	1. 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. 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	1. 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	Student is unable or unwilling to complete the speech for assessment.
(2) Developing	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	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	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	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).

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 I

Video Clips Assessment

Learning Objectives	(1) Needs Improvement	(2) Developing	(3) Adequate	(4) Good	(5) Excellent
(A) Students made equal English-speaking contributions to the role play.					
(B) Students made appropriate eye contact and gestures with other group members.					
(C) Students used English hesitators.					
(D) Students talked clearly and their English was easy to understand.					
(E) Students used props well and made the role play interestingly.					

Note: Adapted from Tyers, C. J. (2002). Role Play and Interaction in Second Language Acquisition. English Department. Kagoshima Immaculate Heart College.

Appendix J

Video Clips Peer Assessment

Unit: _____

Topic: _____

Direction: Please rate your friends' performances on the following items.

Items	Poor	Average	Good
1. Equal contributions of role play			
2. Eye contact and gesture			
3. Hesitators			
4. Clear talk			
5. Props			

Comments or suggestions:

Appendix K

Classroom Observation Checklist

Observation Checklist

Date: _____

Time: _____

Items	Poor	Average	Good
1. Participation in team assignment			
2. Drama-based role play activity / Role play activity			
3. Peers interaction			
4. Students—teacher interaction			

Others:

Appendix L

Transcripts

Interview Transcript 1

Interviewer: Let's start the first question. According to activities, does the integration of drama-based role play and STAD improve your speaking ability: if so, how?; if not, why not?

Student 1: I think it helps improve my English speaking. Previously, I hardly practiced speaking English. After working on the integration, I am familiar with speaking English, and have confidence to speak, think, and do activities.

Student 2: For me, it helps encourage my skills. Previously, I hardly used English in daily life. After working on the integration, rehearsal develops my English skills. Moreover, I'm confident in speaking English with foreigners outside the classroom.

Student 3: I agree with them. Previously, I had few chances to use English. I only said 'Yes', 'No', 'OK', but when we worked on the assignment, I got a chance to use English and I became more familiar with speaking English. Previously, I studied English by listening to teacher in class. English sentences for practicing were short, not like the sentences in this class.

Student 4: It helps me a lot. In Thailand, when we meet each other, we normally greet in Thai. Previously, when I studied English, I didn't speak much English. However, in this class I practiced speaking English through activities which provided me with more skills.

Student 5: It helps me many ways. Previously, I was not good at English. After working on the assignment, if I said a wrong word, it was alright because I knew that I tried.

- Student 6: I like the integration which helps me a lot. Previously, I hardly spoke English; however, the integration helps me be more familiar with speaking and have more confidence to speak.
- Student 7: It helps and encourages me to speak English better. Also, we can use what we have practiced in our daily life.
- Interviewer: For the next question, does the integration of drama-based role play and STAD improve your motivation: if so, how?; if not, why not?
- Student 1: It motivates me to do activities. When we worked together, we got close. Previously, I was not confident to speak English with friends. After working on the integration, I'm confident to speak, express, and help friends more.
- Student 2: It motivates me to learn more. After I finished the first assignment, I had fun and more skills. Then I wanted to do more activities and I learned more.
- Student 3: Previously, I was shy in speaking English. After I often practiced speaking, I found that speaking English was not as difficult as I thought. The more practice, the more familiarity. It also encourages me to learn more.
- Student 4: It encourages me to learn more. Previously, I didn't have a chance to practice speaking English like this class and I studied English seriously. However, I'm relaxed in learning English. We had fun and laughed during recording. It's more relaxing.
- Student 5: Previously, we were not confident to speak even when the teacher asked the questions in class. After we worked on the integration, learning atmosphere was changed to be more relaxing. Also, it's fun to find location for recording.
- Student6: It encourages us to be in harmony. It also encourages me to speak English with friends and in front of the classroom. Previously, I was not confident to speak English in front of the classroom.
- Student 7: It motivates me to speak and express in English. Working on role play was an activity for encouraging expression. I'm confident to speak English with the teacher and we are more united.

- Interviewer: For the next question, does the integration of drama-based role play and STAD improve your self-esteem: if so, how?; if not, why not?
- Student 1: It develops my confidence. Previously, I hardly spoke English with my friends. After working on the integration, I'm confident to speak English and with foreigners.
- Interviewer: Have you talked to foreigners?
- Student 1: Yes, I have.
- Student 2: Previously, I didn't know many vocabularies. According to the activities in this class, I have more skills and speak fluent English with fun. I want to speak English with both friends and foreigners.
- Student 3: The more we practice, the more familiar with English speaking we are. Previously, we knew since we were primary students how to say 'Good morning', but we were not confident to say. But after we practiced a lot, we said 'Good morning' to each other.
- Student 4: The integration develops my self-esteem. Previously, when I studied English in class, I was shy to speak English to teacher. Moreover, when I said a wrong word, my friends laughed at me and the teacher was so serious in my mistake. After studying in this class, I am not shy and confident to speak.
- Interviewer: It means that when you were laughed, you were shy. How about now, if your friends laugh at you, what do you think?
- Student 4: It's not a big deal.
- Student 5: I have more confidence to speak English. Previously, when I was assigned to speak in class, I was not confident. However, after practicing, I become more confident.
- Student 6: I think I have more confidence too. Previously, I was not confident to speak English. When I said a wrong word, my friends laughed at me. In this class, I'm confident to speak and express in English with the teacher and friends.
- Student 7: I am more confident. Previously, I was not confident in speaking English. The first time I recorded my performance, I was not confident

to express. After I have more practice, I am more confident and not shy.

Interviewer: Is the integration of drama-based role play and STAD useful for English learning: if so, how?; if not, why not?

Student 1: I understand more English. I can write and speak in English, including asking and answering questions in English.

Student 2: I have more expression skills and use more body language.

Student 3: There are many benefits on English learning which support efficient learning. Drama-based activities help me to use English in a real situation. We study not only the theory, but we also use English in a practical way. Drama-based instruction is efficient. To explain this, when we study one subject, if we study only theory, it is only the theory that we know. So, we lack self-confidence. Drama-based activities help us to be successful in learning.

Student 4: It encourages us to communicate; for example, we know how to greet and have conversation.

Student 5: It helps a lot. Previously, I didn't know differences of infinitive verbs and past verbs, but now I know the differences which are beneficial for testing.

Student 6: It encourages us to work in harmony. Also, I learn how to speak and write.

Student 7: It helps me to use English in practical ways. We can use knowledge from the activities in doing the test.

Interviewer: According to the integration of drama-based role play and STAD, how is each component beneficial?

Student 1: In terms of class presentations, it was beneficial when I didn't pay enough attention in learning. I could access to e-learning to check what I missed.

Student 2: I have chances to study both in class and online.

Student 3: I can review the lessons in e-learning. However, there is one disadvantage because there is no internet access at my house.

Student 4: I can review the lessons after studying. It's like a clue for the test.

- Student 5: I can review the lessons. It was beneficial when I did a mistake and I could do it again. I could retry until I get the best answer.
- Student 6: I reviewed what I learned. I don't remember much from learning in the classroom but e-learning is one channel for reviewing the learning content.
- Student 7: My test taking skills are developed through online exercises. I also review what I have learned.
- Interviewer: How about the teams component?
- Student 1: It encourages us to get closed. When one student made a mistake, the other student corrected it. We shared idea and answer.
- Student 2: We helped plan and work. It's time for evaluating ourselves and how much we knew.
- Student 3: I devoted for groups many times. (laugh)
- Interviewer: What is the difference between working on assignment at home and in classroom?
- Student 3: Working in the classroom with friends is better than individual working. If we work in classroom, we help each other more or less.
- Interviewer: How about low achievement students, what could they do?
- Student 3: They could help what they could do such as writing the dialogues or answers.
- Student 4: We brainstormed. Sometimes our answers might be wrong, other students might correct.
- Student 5: We took turn in asking and answering questions.
- Student 6: We helped each other find and check the best answer.
- Student 7: It's good that we helped each other which led us to be in harmony.
- Interviewer: How about team script writing?
- Student 1: I have practiced writing. Previously, I hardly practiced writing. When I was in high school, I did only quiz and didn't have many chances to write dialogues and speak English. Working on the integration, I have fun and get many experiences.

- Student 2: It's good for not only speaking skill and expression, but also working with friends and writing skills. It encourages us to find correct answers. I am able to write more.
- Student 3: It's good and I am more imaginative. We can imagine how to answer the questions.
- Student 4: It's a good assignment as students are required to think and create dialogues. Even though we looked for vocabularies from the textbook, we adapted and used more vocabularies.
- Student 5: When we wrote dialogues, the teacher facilitated us how to write which improved our skills. Even though we were not sure in our dialogues, we tried.
- Student 6: It's good to practice writing with friends because we brainstormed and planned how to write.
- Student 7: Previously, we made a lot of mistakes in writing. In this class, the teacher guided us and we could discuss.
- Interviewer: How about the quizzes?
- Student 1: I'm more confident in testing. Previously, when I did a test, I was so nervous. Now, as we usually do the test, it results me be more confident in testing.
- Student 2: It encourages me to evaluate myself after studying and working on activities. We know how progressive we are through testing.
- Student 3: The more testing, the less nervousness. And I knew test specification.
- Student 4: After studying the lesson, we tested learning progress immediately.
- Student 5: I can evaluate myself and our development.
- Student 6: After studying, it's time to review whether we understand the lesson.
- Student 7: After doing quizzes, I know my learning progress.
- Interviewer: What do you think about your improvement scores?
- Student 1: I feel that I can do better performance.
- Student 2: It makes me know out progress. We know our level.
- Student 3: If I obtained fewer scores, I immediately knew that I was lazy; however, I sometimes gained more scores.
- Student 4: Yes, we knew how progressive we were.

Student 5: Sometimes, I was lazy but I tried to obtain more scores.

Interviewer: Are there any disadvantages or suggestions for the integration?

Student 3: I think there were many learning procedures. The first time I worked on the integration, I was confused. It took time to understand the components and finished the activities. As university students, we had extra activities to complete. But when I was familiar, it's easier. If I have more chances to work on the integration, I can work on it well.

Transcript 2

Interviewer: According to activities, does the integration of drama-based role play and STAD improve your speaking ability: if so, how?; if not, why not?

Student 8: The integrated drama-based role play develops my speaking skills which can be used in daily life.

Student 9: It encourages me to speak fluently.

Student 10: I speak more fluently.

Student 11: I learned how to speak and important structures.

Student 12: It develops my speaking skills.

Student 13: It encourages me to speak.

Student 14: It provides me chances of speaking.

Student 15: It develops my expression skills. Previously, there were few activities for English speaking practice; however, activities of the integration encourage me to express.

Student 16: I know various vocabularies.

Interviewer: For the next question, does the integration of drama-based role play and STAD improve your motivation: if so, how?; if not, why not?

Student 8: I am more motivated to use English; for example, in daily life. Also, I want to learn English more.

Student 9: I have fun in learning English.

Student 10: I have more motivation to speak English and to express.

Student 11: I have more motivation and it's good to work with friends.

Student 12: My motivation is developed as working with friends. Also, I'm confident to converse with friends.

- Student 13: I have more motivation. Previously, speaking English was difficult for me and I couldn't speak English. After working on the integrated drama-based role play, I want to continue learning English. Now English is easier for me.
- Student 14: I have more motivation and English is not as difficult as I thought.
- Student 15: The teacher is kind. I study English in this class without pressure. I'm relaxed in studying.
- Student 16: I want to continue studying like this. And I'm confident to speak more.
- Interviewer: For the next question, does the integration of drama-based role play and STAD improve your self-esteem: if so, how?; if not, why not?
- Student 8: I have more confidence in speaking English. Previously, if I made a mistake in speaking, my friends laughed at me. After studying, I'm more confident.
- Student 9: I have more self-esteem and confidence.
- Student 10: I am not shy and be confident to speak.
- Student 11: Previously, I was not confident to speak, I was afraid with my friends' comments if I made a mistake. Now I have confidence and I can tell my friends that I can do it now.
- Student 13: I can speak English sentences. My English is improved. Previously, I said only words.
- Student 14: I have more self-esteem. Previously, I was not confident to speak and was afraid of speaking with mistakes. Now, speaking with mistake is alright for me.
- Student 15: I'm confident that I can speak.
- Student 16: I have more confidence. Previously, I said word by word. Now I can speak English sentences.
- Interviewer: Is the integration of drama-based role play and STAD useful for English learning: if so, how?; if not, why not?
- Student 8: The integration encourages me to think. I know more about structures, verbs, and how to make sentences.
- Student 9: I know more about structure which can be used to make sentences and in daily life.

- Student 10: It's very useful and can be used in daily life and in the future.
- Student 11: It can be used in learning, daily life, and in the future.
- Student 12: It can be used in daily life. There are a lot of foreign tourists in Thailand. If they need help or ask questions, I can help them.
- Student 13: English learners need basic English knowledge. We can use knowledge from this class and in the next courses as well.
- Student 14: It is beneficial. Previously, I hardly speak English sentences, but now I can speak more.
- Student 15: My learning skill is improved. In the past, my listening skill was weak and I could only read, but now my listening skill is improved.
- Student 16: The knowledge from this class can be used to make sentences for speaking. Previously, I made a lot of mistakes in writing, but now there are only few.
- Interviewer: According to the integration of drama-based role play and STAD, how is each component beneficial?
- Student 8: In terms of class presentations, it encourages me to review learning content. Also, I know more vocabularies and how to learn independently.
- Student 9: I know more about the exercises.
- Student 10: I practice working on exercises.
- Student 11: I practice working on exercises and learn independently.
- Student 12: I learn to decide to work and practice listening skill.
- Student 13: I gain experiences and be familiar in doing quizzes.
- Student 14: We learn more independently.
- Student 15: It's a chance for reviewing what we have learned. When there are assignments, we can reach the learning content whenever we want.
- Student 16: Online lesson can be like a test guide for us.
- Interviewer: How about teams component?
- Student 11: There is cooperation and we help each other to work on the assignment.
- Interviewer: What are differences between group work and individual work?

- Student 12: When we worked in group, we assigned specific parts to each one so that we helped each other to reach the best answers.
- Student 16: One student might know, but the other might know more. Then, we compared the answer, so we finished the assignment faster.
- Interviewer: How about writing team script?
- Student 15: Previously, when I wrote a piece of work, it contained a lot of mistakes. Now I know more rules for writing.
- Student 13: I know more structures than previously.
- Interviewer: How about vocabularies?
- Student 8: We helped each other to find vocabularies which made our sentences more perfect.
- Interviewer: How about quizzes?
- Student 8: It's a chance to review what we have learned. The quizzes were like the test guide for us. The quizzes content was based on what we learned so we reviewed the learning content.
- Interviewer: How about improvement scores?
- Student 15: It's like measurement of our learning progress.
- Interviewer: How do you feel if you gain more improvement scores?
- Students: We're glad.
- Interviewer: If not?
- Student 8: It's alright. We improved ourselves.
- Interviewer: How about the last component?
- Students: We like it. It's funny.
- Interviewer: What is your criterion for evaluating?
- Students: It depends on us. (laugh)
- Interviewer: Are there any disadvantages or suggestions for the integration?
- Student 12: We would like to have more vocabulary training session because when we write the script, we need to use vocabularies.

Interview Transcript 3

- Interviewer: According to activities, does the integration of drama-based role play and STAD improve your speaking ability: if so, how?; if not, why not?
- Student 17: The integration encourages my speaking skills. Moreover, when we learn in groups, students with good achievement could help students with lower achievement to speak or do activities.
- Student 18: It helps us to have confidence in speaking. I'm more confident. My friends helped each other.
- Student 19: It helps develop my speaking skills and I am more confident.
- Student 20: I am more independent. When I enrolled, I overacted so that I got into the learning content.
- Student 21: It improves my speaking skills and communication.
- Student 22: Previously, my sentences were not meaningful. Now my utterances are more meaningful and correct.
- Student 23: I have more confidence which can be brought to use in daily life.
- Student 24: I'm confident to express and speak I use vocabularies correctly.
- Student 25: It's a chance to use English. I am less shy. While working in group, we could help each other.
- Student 26: It helps me speak more fluently and encourages me to use more vocabularies.
- Interviewer: For the next question, does the integration of drama-based role play and STAD improve your motivation and self-esteem: if so, how?; if not, why not?
- Student 17: It motivates me to use English in daily life and bring what I have practiced to use.
- Student 18: Teacher's instruction is fun and I want to use English in daily life.
- Student 19: Teacher's instruction is fun and friends are friendly.
- Student 20: I have more motivation. Previously, I learned English without understanding. Next semester, I want to study with the same teacher.
- Student 21: I have motivation and understand more English learning.
- Student 22: Your instruction is comprehensive. Teachers of other subjects instruct seriously.

- Student 23: Instruction is comprehensive and I have more confident to express.
- Student 24: I'm more motivated to learn English and attend the class. English learning was not boring and there were a lot of activities.
- Student 25: I have more opportunities to speak. Your instruction is good and it's a chance to talk in English with friends.
- Student 26: Learning is not too serious. I'm stressful when I study other subjects; however, I'm relaxed when I study English in this class.
- Interviewer: Is the integration of drama-based role play and STAD useful for English learning: if so, how?; if not, why not?
- Student 17: Previously, I didn't understand English learning content, but now I do. Teacher's instruction is good and consists of various activities.
- Student 18: After finishing working on the integration, I'm confident to speak and express in English.
- Student 19: My English basic knowledge is more advanced and I understand it more.
- Student 20: I think my English basic knowledge is more advanced and I have practiced making sentences.
- Student 21: When I understand conversation, I have confidence to speak.
- Student 22: After working on the integration, I have more knowledge and it's a chance to work on various activities.
- Student 23: I gain knowledge from the activities which can be used in daily life. Also, we are in unity.
- Student 24: I have knowledge and confidence to do the test. We are more united.
- Student 25: My opinions towards English are changed. Previously, I didn't want to study English, but now I do.
- Student 26: We sometimes argued but now we are more united.
- Interviewer: According to the integration of drama-based role play and STAD, how is each component beneficial?
- Student 26: In terms of the class presentations, it's a kind of individual practice and provides us more vocabularies. When we do the test, we're familiar with vocabularies so we can do the test.
- Student 20: I found a problem as I couldn't access some exercises.

- Student 24: I could access but I didn't understand. Once I did exercise for three times so that I can reach the correct answer. However, it encourages me to be familiar with the test so I can do the test.
- Student 18: In terms of teams component, it's good because we helped each other. Someone helped in writing.
- Interviewer: Did you help your friends in group?
- Students: Yes.
- Interviewer: How about script writing?
- Student 20: We chose the easier sentences to speak.
- Student 25: Firstly, each one created his or her own speech, and then we took those sentences to create a new dialogue.
- Student 20: We looked for vocabularies and discussed about them.
- Interviewer: How about quizzes?
- Student 17: Quiz was good. At the first time I couldn't do the quiz; however, I could do in the later time.
- Student 19: If we couldn't do the test, we would improve ourselves in the next time.
- Interviewer: How about individual improvement scores?
- Student 25: We have more attempts. But if we get low improvement scores, it's alright.
- Interviewer: How about the last component?
- Student 17: It's good when we get a reward.
- Interviewer: Are there any disadvantages or suggestions for the integration?
- Student 20: As we worked on various activities, time constraint was one problem. Sometimes some friends weren't on time.

Transcript 4

Interviewer: Let's start the first question. According to activities, does the integration of drama-based role play and STAD improve your speaking ability: if so, how?; if not, why not?

Student 27: My speaking performance on the second recording was better than the first recording. I am more confident to express. Created dialogues can be used in daily life. I know more vocabulary meanings. It's good to work and perform with friends.

Student 28: My speaking skills are much better than previously. I speak more fluently.

Student 29: My speaking skills are better. Previously, I couldn't pronounce some words. This class the teacher taught me to pronounce correctly.

Student 30: My speaking ability is better and I know more vocabularies. My sentences are more meaningful.

Student 31: Obviously, my speaking is better. Previously, I couldn't converse like now.

Student 32: I have more chances to use English in various situations.

Student 33: My speaking is better because I have more self-confidence to communicate in English with others.

Student 34: My speaking is better and I know more vocabularies which can be used in daily life.

Student 35: The integration encourages our attempt to find more vocabularies and I have confidence to express.

Student 36: My speaking is better because I know more vocabularies. Moreover, created dialogues can be used in daily life. And I was brave to speak with foreigners.

Interviewer: For the next question, does the integration of drama-based role play and STAD improve your motivation: if so, how?; if not, why not?

Student 27: It's fun to work with friends. We helped write dialogues and each one did his or her work. We were in harmony. Also, we looked for appropriate place for recording.

- Student 28: I have more motivation. In the past, I didn't like English. After working on the integration, I feel better.
- Student 29: My motivation is developed and the teacher is friendly. We help each other well.
- Student 30: My motivation is developed as we worked with harmony. Also, I am brave to express.
- Student 31: My motivation is developed as we worked on various activities together; for example, practice writing script, looking for places for recording. I want to attend every class because it is relaxing and not pressured.
- Student 32: Previously, I didn't want to study English. Now I have fun to study and do activities.
- Student 33: I learn English with fun. Your instruction is comprehensive and I want to learn.
- Student 34: My motivation is increased. Previously, I didn't like English. Now I think English is fun. Working with friends encourages us to be in harmony. We enjoy studying and the teacher is nice.
- Student 35: It's fun, not stressful.
- Student 36: It's a chance for reviewing what I learned from high school. I recovered my knowledge. Learning is fun and not serious which makes me know more friends.
- Interviewer: For the next question, does the integration of drama-based role play and STAD improve your self-esteem: if so, how?; if not, why not?
- Student 27: When I studied in high school, I hardly spoke English with friends. I studied only content learning in class. However, I practice speaking, expression, and learn to use language and speak English from this class.
- Student 28: I'm more confident. Previously, I was not brave to speak, do, and act, but now I do.
- Student 29: I have more confidence. Teacher taught me how to pronounce correctly and I practiced speaking with friends.

- Student 30: I have more confidence because I know how to use words correctly. When I speak, I'm not shy.
- Student 31: I'm more confident. When I was in high school I didn't use much speaking skills. However, when I study in the university, I speak English with friends. Though it's sometimes false, but I have fun.
- Student 32: I have more confidence. Previously, I was shy, but now I'm brave to speak more.
- Student 33: I have more confidence. In the past I was not brave to greet foreigners but now I do. It also encourages speaking.
- Student 34: My confidence is increased. Previously, I was not confident to speak and use English vocabulary with friends, but now I do. It's good to practice speaking.
- Student 35: It encourages me to speak with foreigners. I never walked through foreigners. Now I'm comfortable to speak English with them.
- Student 36: My speaking is better than previously. I had a smattering knowledge. Now I can make better sentences.
- Interviewer: Is the integration of drama-based role play and STAD useful for English learning: if so, how?; if not, why not?
- Student 27: We can use English conversation in our daily life. I can memorize vocabulary. One advantage is a chance to work with friends and learn from them in terms of conversation or expression. Before working on the integration, we didn't know each other well, but in this class we practice together.
- Student 28: I have more understanding in English which can be used in daily life. English is a general language.
- Student 29: It can be used in daily life. I can communicate with foreigners. For future job, we have more confidence in communication.
- Student 30: English is globally used for communication. It develops my speaking, reading, listening skills, and provides me with new vocabulary. It is also useful for future life.

- Student 31: It's beneficial for learning as I have practiced speaking and expression which can be used for communication with foreigners, friends, and English teachers.
- Student 32: I learn and understand. It can be used in daily life.
- Student 33: It can be used in daily life.
- Student 34: English is good and can be used in daily life. We learn new things and enjoy learning. We learn more vocabulary.
- Student 35: We have more knowledge from learning. When we have conversation, we also review our knowledge and learn to express. There are many benefits.
- Student 36: English is an international language. It is a medium language in many countries.
- Interviewer: According to the integration of drama-based role play and STAD, how is each component beneficial?
- Student 31: In terms of class presentations, we could review what we learned before testing. We spent our leisure time usefully.
- Student 32: Yes, we reviewed what we learned.
- Interviewer: How about the teams component?
- Student 27: It's OK. We shared responsibilities. For example, one student wrote the answer and the other looked for the answer.
- Student 34: We were in harmony. We looked for information and learned together. We assigned work to each friend. We systematically worked and finished the assignment.
- Student 29: We learned new vocabulary and helped each other to find the best answer.
- Interviewer: How about writing script?
- Student 33: It's a good activity because we used our imagination in writing script. Also, we learned more about the conversation.
- Student 34: We also learned to accept friends' opinions.
- Interviewer: How about quizzes?
- Student 36: It's good because we could evaluate our learning progress.

- Student 29: Quizzes after learning was good because we recognized the learning content.
- Interviewer: How did you feel when you obtained more improvement scores?
- Students: I was happy.
- Interviewer: How about obtaining lower scores?
- Students: It's alright because there were friends who got lower scores.
- Student 31: We were sorry for them.
- Interviewer: How about last component?
- Student 35: We selected the best team based on their performances in speaking and how fun they were.
- Student 31: I evaluated friends' performance based on their techniques in recording. However, some video clips were problematic.
- Student 32: We voted for the best team based on the provided criteria.
- Interviewer: Are there any disadvantages or suggestions for the integration?
- Student 29: Our script depended on our knowledge. We wrote from our knowledge. If we have much knowledge, it is good for our work.
- Interviewer: Does it mean you have little knowledge so you write an easy script?
- Student 29: Yes.
- Student 30: When we substitute vocabulary into dialogues, we used only the words we know. We didn't look for new vocabulary. We used only familiar words; for example 'good morning'.
- Interviewer: How about suggestions?
- Student 29: I want to learn with you again.

CURRICULUM VITAE

Lawarn Sirisrimangkorn was born on July 25th, 1981. She received a Bachelor of Art in English from Khon Kaen University (KKU) in 2003. Then she received a Master of Art in English Language Studies from Suranaree University of Technology (SUT) in 2007. Since then she has joined the doctoral program in English Language Studies offered by Suranaree University of Technology. She has become an English language lecturer at Nakhon Ratchasima Rajabhat University (NRRU) since 2009. Her research interests are drama in EFL, English speaking skills, and affective factors.

