

THE EFFECTS OF PROJECT-BASED LEARNING ON
SECONDARY SCHOOL STUDENTS' GRAMMATICAL COMPETENCE



Presented in Partial Fulfillment of the Requirements for the
Master of Arts Degree in Teaching English as a Foreign Language
at Srinakharinwirot University

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The purposes of this study were to (a) investigate the effects of Project-based learning on secondary school students' grammatical competence, and (b) explore students' opinions towards Project-based learning in teaching grammar. The sample of this study was 42 secondary school students who were selected using purposive sampling method. The sample engaged in learning activities through Project-based learning in teaching grammar lasted for 12 weeks. The instruments used in this study were lesson plans which included the Project-based learning instruction, pre-test, post-test, and a semi-structure interview. Data collected from the pre-test and post-test were analyzed statistically by SPSS using a dependent T-test. The semi-structure interview was conducted with the sample and analyzed using content analysis.

The findings of the study revealed that students' grammatical competence developed significantly after they were exposed through Project-based learning. It was also found that the sample viewed the Project-based learning in teaching grammar positively.

ผลของการใช้การสอนแบบโครงงานที่มีต่อความสามารถด้านไวยากรณ์ภาษาอังกฤษ

ของนักเรียนระดับมัธยมศึกษาตอนต้น



เสนอต่อบัณฑิตวิทยาลัย มหาวิทยาลัยศรีนครินทรวิโรฒ เพื่อเป็นส่วนหนึ่งของการศึกษา
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การวิจัยครั้งนี้มีวัตถุประสงค์เพื่อ (1) ศึกษาผลของการใช้การเรียนรู้แบบโครงงานที่มีต่อการสอนไวยากรณ์ภาษาอังกฤษของนักเรียนระดับชั้นมัธยมศึกษาตอนต้น และ (2) ศึกษาความคิดเห็นของนักเรียนที่มีต่อการเรียนรู้แบบโครงงานในการสอนไวยากรณ์ภาษาอังกฤษ นักเรียนกลุ่มตัวอย่างของการวิจัยครั้งนี้คือ นักเรียนในระดับชั้นมัธยมศึกษาตอนต้น จำนวน 42 คน ถูกเลือกโดยใช้วิธีการสุ่มแบบเจาะจง ซึ่งในการวิจัยครั้งนี้ กลุ่มตัวอย่างได้รับการสอนโดยใช้วิธีการสอนแบบโครงงาน เวลาที่ใช้ในการวิจัยทั้งหมด 12 สัปดาห์ เครื่องมือที่ใช้ในการวิจัยครั้งนี้ได้แก่ แผนการสอนโดยใช้วิธีการสอนแบบโครงงาน แบบทดสอบก่อนเรียน, หลังเรียน และการสัมภาษณ์ถึงโครงสร้างเกี่ยวกับความคิดเห็นของนักเรียนที่มีต่อการสอนแบบโครงงาน ผลคะแนนที่ได้จากการทดสอบก่อนเรียนและหลังเรียน ถูกนำมาวิเคราะห์หาค่าเฉลี่ยและส่วนเบี่ยงเบนมาตรฐานโดยใช้โปรแกรม SPSS และหาค่าความแปรปรวนโดยใช้ T-test นอกจากนี้ ข้อมูลที่ได้จากการสัมภาษณ์ถึงโครงสร้างจากกลุ่มตัวอย่างถูกนำมาวิเคราะห์โดยใช้วิธีการวิเคราะห์เนื้อหาเพื่อดูความคิดเห็นของนักเรียนในกลุ่มตัวอย่างที่มีต่อการเรียนรู้แบบโครงงานในการสอนไวยากรณ์ภาษาอังกฤษ

ผลการวิจัยพบว่า หลังจากทีนักเรียนเข้าร่วมกิจกรรมการเรียนรู้โดยใช้วิธีการสอนแบบโครงงานในการเรียนไวยากรณ์ภาษาอังกฤษ ความสามารถด้านไวยากรณ์ภาษาอังกฤษของนักเรียนมีพัฒนาการเพิ่มขึ้นกว่าก่อนการทดลองและนักเรียนในกลุ่มตัวอย่างยังมีความคิดเห็นเชิงบวกต่อการเรียนไวยากรณ์ภาษาอังกฤษด้วยโครงงาน

The Thesis titled
“The Effects of Project-Based Learning on
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CHAPTER I

INTRODUCTION

Grammar has been regarded as a set of rules that govern how the words change their forms and combine into sentences (Harmer, 2001; Thonbury, 1999). The knowledge of grammar is the basis of language learning, since grammar is one component of being able to use language for communication (Zhang, 2009). Richards and Renandya (2002) stated that one needs to know not only the rules of grammar, but also how the rules are used in real communication. Thus, grammar is too important to be ignored, and without a good knowledge of grammar, students' language development will be constrained. Similarly Harmer (2001) also proposed that communication might suffer if grammar rules are not paid enough attention to in language lessons. As a result, it is clear that knowledge of grammar is needed and should not be overlooked in the language classroom. If there is no understanding of grammar, students will be likely unable to form sentences and will also fail to understand sentences correctly (Anugkakul, 1982; Rachiwong, 2004; Supasetseree, 1998, as quoted in Wongchaochan, 2012).

Meanwhile a communicative approach to language teaching and learning that concentrates on activities on language functions rather than grammatical rules has emerged and is becoming ever more popular in the language classroom; the role of grammar has been restrained under the pretext that it does not support students' communicative competence in language learning. The language teacher, however, should not overlook the fact that grammar is surrounded in the sentences that the teachers deliver to students in those learning activities (Sudchanun, 2000). It means that language learning activities that focus only on functions of language might cause problems if students lack of the understanding of grammar. This is to say that the students need to be exposed with

grammar rules to activate those functions in the learning activities to reach the communicative purpose. Hence, grammar is regarded as a crucial element in language teaching and learning as grammar enables students to develop their ability in listening, speaking, reading, and writing skills which leads them to be able to communicate with others (Savage, 2010). Savage (2010) also proposed that because grammar is surrounded in the activities being learnt in the language classroom, it is important to have an understanding of using and adapting language appropriately for communication. If the grammar is incorrect, communication may be misunderstood.

In Thailand, studying grammar is crucial for Thai students because it is fundamental for language learning (Anugakul, 1982; Rachiwong, 2004; Supasetseree, 1998, as quoted in Wongchaochan, 2012). Nonetheless, Dooduang (2002) stated that grammar teaching and learning in Thailand have been overshadowed by repetition and rule-learning which do not result in grammar understanding since they cannot apply the rules they recited in the classroom to be used for communication in real life situations. Similarly, Thep-Ackrapong (2005) also proposed that English language teaching in Thailand focuses on rule-oriented lessons. Though students know the rules, they cannot apply those rules in language usage. Additionally, Puntakerngamorn (1999, cited in Attapan, 2002) stated that this is due to the fact that English is studied in order to pass examinations, learning activities do not encourage students to learn, and they do not provide opportunities for practicing English in real life situations.

To teach grammar, varieties of methodology are implemented in teaching to make the lesson effective. Kao (2009) suggested that teaching grammar needs to include descriptions that reflect authentic language and show how grammar is a resource for making and exchanging meanings in context. It also needs to be taught through engaging students in meaningful and motivating activities that are related to the idea of Bao and

Sun (2010) who stated that teaching grammar needs to be presented and explained first in contexts that students are able to conclude the usage of grammar rules from those contexts to apply in real life situations with an increase in students' involvement in the learning process.

Regarding the methodology used in the classroom, the contribution of students' participation in learning process through Project-based learning is one of the teaching models that focus on the student-centered learning approach integrating real world issues and practices (Ministry of Education Malaysia, 2006). Its prominent characteristics are not only giving students the opportunity to get involved in learning activities and make their own decisions related to the chosen topic of their project, but Project-based learning also provides opportunities for students to recover known knowledge and skills in learning. The student's interest is the starting point of doing the project and it allows students to use language creatively by dealing with real subject matter, thereby increasing their knowledge in other areas. Moreover, students will have the capacity to work cooperatively, rather than competitively to complete the projects (Haines, 1989).

A number of studies have advocated the effectiveness of implementing Project-based learning in the areas of language learning. Simpson (2011) stated that Project-based learning could be an effective means of teaching English as a foreign language. It enables students to enhance their learning experience. Throughout the use of Project-based learning, students are able to apply the knowledge they learnt from other subjects with the English skills they have learned to carry out the project. It can help students become aware of their own English ability and improve their skills in real life contexts (Poonpon, 2011). Furthermore, it encourages students to be confident at using English for communication. In addition, Musa, Latiff, Mufti and Amin (2011) also shared the idea that Project-based learning has succeeded in developing students' language and

communication skills in terms of listening, speaking, reading and writing.

Correspondingly, Skehan (1998) quoted in Fragoulis (2009) stated that students acquire knowledge through the process of building project, forming groups, cooperating, using authentic information sources, processing and evaluating those sources, taking initiatives, and making decisions. At the same time, autonomous learning is developed since students have choices and develop a sense of control and responsibility for their learning and potential for learning in a way that best suits their abilities, styles and preferences.

From the statements proposed about the effectiveness of Project-based learning in language classroom, this methodology helps improve students' learning' proficiency, increase language learning skills, develop learner autonomy, and foster a cooperative learning environment, but the research study is limited to see with regards to grammar teaching. Since grammar is regarded as a crucial component in language learning. Through the use of Project-based learning in the language classroom, students obtain the opportunity to reutilize their knowledge from the classroom and apply it in producing the end product.

According to the goal of language learning that was proposed by the Ministry of Education (2008), communication and grammatical competence is one component that allows students the ability to use language. In language classrooms, on the other hand, the activities that help students experience learning that meets the goal of communication are seldom employed. Instead, there is a focus on reciting the rules with the four language skills being separated (Punthumasen, 2007; Chavangklang, 2008; and Khuvasanond, 2010 quoted in Wongchaochan (2012) and Thep-Ackrapong, 2005). Although the students know the rules well, they cannot apply them in everyday life. Consequently, the researcher has decided to implement Project-based learning to investigate its effectiveness on the secondary school students' grammatical competence.

The Objectives of the Study

The study focuses on two main objectives:

1. To investigate the effects of using Project-based learning on developing students' grammatical competence.
2. To explore students' opinions on using Project-based learning to teach grammar.

Research questions

1. To what extent does Project-based learning improve students' grammatical competence in English language learning?
2. What are the students' opinions towards the Project-based learning approach to teaching grammar?

Significance of the Study

Since grammar is regarded as one part of being able to use language to communicate with others (Zhang, 2009). The results from this study were derived through the use of Project-based learning in teaching English grammar with secondary school students. The findings are expected to be beneficial for secondary school teachers and course developers as a guideline for selecting the instructional methodology that match with the students in language learning classroom, especially when teaching English grammar. As the purposes of the reformation of current Basic Education Core Curriculum (2008) for language learning require language students to be able to use language for communication with a concentration on student-centered learning activities. Project-based learning is one of language teaching method use in classroom that concentrates on learning by doing and the previous studies indicated that this teaching method is effective

for language learning. If Project-based learning suggests positive results in teaching English grammar for students in this study, it could be one choice of teaching method for teaching grammar to the teachers in implementing into language classroom to make English grammar lessons more effective for the students.

Scope of the Study

Population and Sample

The population for this study included 251 secondary school students at Watpakbueng School in Bangkok. They enrolled in the course of Fundamental English in the second semester of 2014 academic year. The researcher has decided to use purposive sampling method to select 42 grade-eight students to be the sample for the study.

Variables

The independent variable is the use of Project-based learning. The dependent variables are the students' grammatical competence and students' opinions towards Project-based for learning grammar.

Definition of Terms

The following terms are defined because they are frequently used in the study.

Project-based learning

Project-based learning is a teaching methodology used in the classroom and focuses on learning through project production (Thomas, 2000). It provides students with the opportunity to reutilize their knowledge learnt from the classroom to accomplish their end product. The role of the teacher has shift away from being the authority in learning

activities to instead acting as a facilitator (Ministration of Education Malaysia, 2006).

Project-based learning consists of three stages: the pre-project stage, the while-project stage, and the post-project stage (Department of Curriculum and Instruction Development, 2001).

Grammatical Competence

Grammatical competence is the concept that incorporates the knowledge of grammar, vocabulary, and mechanics (Canale & Swain 1980). Grammatical competence in this study refers to the students' ability to apply grammar rules from the lessons in producing learning outcomes through project production. Grammatical competence in this study is limited to present simple tense, adverbs of frequency, question words, present continuous tense, countable and uncountable nouns, quantity words, sequence and transition words, preposition of place, and the "there is / there are" structure.

CHAPTER II

LITERATURE REVIEW

The purpose of this chapter is to provide information related to the study that was obtained from reviewing related literature and studies. The first section is aimed at grammar in language teaching and learning. The second section is concerned with Project-based learning and the characteristics of its teaching methodology, the benefits and the challenging problems from employing Project-based learning in the classroom. The last section is about the research relevant to Project-based learning in improving students' English language learning.

Grammar in Language Teaching and Learning

In consideration of the proposed communication goals of language learning, communicative competence is made up of four major strands: grammatical competence, sociolinguistic competence, discourse competence, and strategic competence. Grammatical competence is the concept that incorporates the knowledge of grammar (e.g. morphology, syntax), vocabulary, and mechanics (Canale & Swain 1980).

According to Thonbury (2001) grammar is the study of what forms or structures are possible in a language and a description of the rules that govern how a language's sentences are formed. Furthermore, Savage (2010) explains that grammar is regarded as a set of rules to be memorized. Additionally, Larsen-Freeman (2009) gives the description of grammar as the internal mental system for generating and interpreting novel utterances, language forms and their use in language. It is also defined as a description of language behavior and a set of rules and structures that are used for both instructional and assessment purposes.

From the given meanings of grammar above, it could be concluded that grammar is concerned about the rules that govern the language. It is used to prescribe and proscribe the use of language and it is a structure of the language that is used for instructional and assessment purposes.

Teaching and learning English grammar

According to Savage (2010) grammar is regarded as a necessary master skill that facilitates competence to be developed in the skills of listening, speaking, reading, and writing. Grammar is regarded as an important factor in learning language because it enables students to be able to acquire a new language. It is also regarded as a means to self-sufficiency where students will learn to correct their own mistakes. When they have internalized the structure through repeated exposure, they can use this knowledge to monitor their own language use.

Although grammar is in the place of the argument in language teaching, it recovers its essential component in the language classroom of the early twentieth century (Richard & Renandya, 2002). In grammar lessons, Sudchanun (2000) shared the idea that teaching grammar needs to be introduced in both forms and functions and the structures have to be presented clearly to students. Ellis (2006) also proposed that drawing students' attention to some specific grammatical forms to understand or to process it in comprehensive and productive way help students can use it for communication.

To teach grammar, Thonbury (2001) proposed the deductive approach, inductive approach, and teaching grammar through texts and context; however, he did not make a comparison between which one is better than others. To clarify those approaches, the deductive approach is to teach grammar explicitly by giving students the explanation of grammar rules first and then students take those rules to complete the exercises, whereas

the inductive approach is to teach grammar from the examples without the rules to be introduced and the understanding of the rules will be derived from the examples students learnt. Another method is teaching grammar through texts and contexts in which the term “text” is used to refer to both written and spoken English. It can take many forms, such as postcards, novels, street signs etc. Thonbury (2001) also maintained that if the learners are going to be able to make sense of grammar, they will need to be exposed to it from a variety of contexts. In addition, Kao (2009) explained that grammar teaching needs to be integrated into the teaching of speaking, listening, writing, and reading skills. Whereas Prabhu (1987) cited in Ellis (2002) proposed that students of language can acquire grammar naturally by participating in meaning-focused tasks.

In learning grammar, Murcia and Hilles (1988) propose the steps in teaching to help students in learning that consist of four stages: presentation, focused practice, communicative practice and teacher feedback and correction. At the presentation stage, grammar structures will be introduced using varieties of techniques, and then students manipulate the structures with the purpose of gaining control of the forms in focused practice. When students have mastered the forms of the structures, they will engage in communicative activities and get feedback and correction from the teacher in the final step. The goal for language learning in the classroom is for communication (the Basic Education Core Curriculum, 2008) with an increase of student-centered learning. This means that students should participate in learning activities and respond with their own learning rather than being a passive student. It is to say that methodology used in the classroom should promote both communicative competence and students’ involvement in learning activities.

Project-Based Learning

Project-based learning means learning through experiences (Solomon, 2003), or learning by doing (Hutchinson, 2001). It is described as a student-centered approach to learning in which students collaborate on sequential authentic tasks and develop a final project (Mills, 2009). Project-based learning in a language classroom focuses learning activities on practicing language forms in the technique of integrating and contextualizing to help students become more knowledgeable in the topic that interests them and provides students with good inputs to be applied in their lives (Tims, 2009; pp. 16).

With regards to Project-based learning, its prominent characteristics are seen as authentic learning with authentic activities that engage students to learn and respond on their own, emphasizing their independence in learning. Project-based learning is rooted on the constructivist theory in which individuals construct their own understanding and knowledge through experiencing things and reflecting on those experiences (Giesen, 2005). Projects are seen as multi-skill activities. This is a useful approach to support language acquisition, content, and skills during the time that language skills are integrated in an extended task through a number of activities (Haines, 1989, Becket & Slater, 2005).

The Definition of Project-Based Learning

There are many definitions of Project based learning stated by several educators. As The Buck Institute for Education (2003, cited in Markham et al., 2004, pp.1) defined Project-based learning as “a systematic teaching method that engages students in learning knowledge and skills through an extended inquiry process structured around complex, authentic questions and carefully designed products and tasks”. This is similar to Moss and Van Duzer’s (1998, pp.2) assertion that Project-based learning is “an instructional approach that contextualizes learning by presenting learners with problems to solve or

products to develop” Furthermore, Solomon (2003) gave the details of Project-based learning by saying it is a process of gaining knowledge that students will have the responsibility in their own learning. Further, Ribe and Vidal (1993) provided the definition of Project-based learning as a systematic instruction method used to develop students’ language skills, cognitive domains and global personality skills through valuable projects.

The Ministration of Education of Malaysia (2006) and Mills (2009) proposed the consistent definitions of Project-based learning as a model for classroom activity that shifts away from the usual classroom practices of short, isolated, teacher-centered lessons to long-term, interdisciplinary, student-centered lessons that are integrated with real-world issues and practices. Students collaborate on sequential authentic tasks and develop a final project. Moreover, Fried-Booth (1986) and Haines (1989) also stated project work is teaching and learning methodology that enhances a student-centered learning environment with cooperation in working throughout the project. This idea is similar to that of Thomas (2000), who explained that Project-based learning is as a model of teaching that organizes learning around the project.

From the definitions proposed above, it is to say that Project-based learning is an instructional methodology that concentrates on constructing knowledge through product development engaging students into the process of collaborative learning with the increase in problem solving skills. Students will have a chance to negotiate their learning activities in which they can design their own way to gain knowledge or seek information themselves for their project production.

The Characteristics of Project-Based Learning

There are consistent characteristics of Project-based learning from the educators who have investigated this teaching methodology.

According to Phillips, Sarah and Dunford (1999), Project-based learning in the language classroom is an integrated activity that has clear sequences throughout the process of learning. The project does not focus only on the teaching of language, but also on other skills; such as, cognitive skills, physical skills, social skills, and learning independence. Knowledge and skills will be integrated together in learning. This means that students learn language by experiencing the content of language that is related to the product they are producing. It also promotes independence in learning and support students with differences in learning ability. Furthermore, the project extends the flexibility for the school curriculum that makes it could be both a supplement and a core part for the curriculum.

Likewise, Simpson (2011) concluded from the number of the studies from Curtis (2002), Hedge (1993), Helle, Tynjala, and Olkinuora (2006), Solomon (2003), Stoller (1997) proposed the characteristics of Project-based learning as it is a learning style which is founded upon student-centered activities. Students will learn through challenging questions and topics of their own interests by sharing resources, ideas and knowledge in the process of learning. That is the Project-based learning is comprised of hands-on activities with authentic resource use and technology influence within a collaborative learning atmosphere that employs a variety use of skills such as social and management skills. Students can connect the ideas and acquire new skills to complete their product and have the opportunity to get feedback both from their classmates and the teacher after the stage of learning to produce the end project.

Additionally, Haines (1989) explained the characteristics of Project-based learning as student-centered not syllabus-centered, co-operative not competitive, and skill-based not structure-based. Students need to be involved in and respond to their own decisions, especially those related to the choice of the topic, working methods and the end product. Cooperation in working together with the team or group requires students to interact with others which provide opportunities for the practice of specific function forms. Without an aim of the production, the project would have no natural conclusion and the activities might become meaningless or unrelated exercises.

In conclusion, the main characteristics of Project-based learning can be summarized as student-centered learning that promotes problem-solving skills and a cooperative learning environment. Students will become more independent in learning so that they can experience learning produced by their own actions, which help sustains their learning with social and management skills. Moreover, Project-based learning also supports students with differences in learning ability, needs and interests.

The Benefits of Project-Based Learning in Language Learning

The previous studies have used consistent evidence to recommend many benefits from implementing Project-based learning for language learning. According to Simpson (2011), and Fragoulis (2009), Project-based learning enhances student autonomy in language learning, which is reflected in their learning skills and self-confidence. While engaging in Project-based learning, students experience language learning in a collaborative environment. It provides authentic activities that promote opportunities for students to develop their English proficiency, teamwork skills, higher-order thinking and presentation skills. Project-based learning also promotes interdisciplinary and 21st century skills with an increase focus on problem-solving skills.

Project-based learning provides the opportunities for students to use the knowledge they have learned from the lessons to link with the real world of language use that involves them in making choices and decisions for their project. It helps bridge the gap between language study and its application. Employing Project work into the language classroom provides a useful way of integrating the four skills (Fried-Booth, 1986). This further, enhances students' motivation in learning and promoting links amongst disciplines to enhance understanding of the subject matter to be adjusted to students with different types of learning (Blumenfeld et al., 1991, Stoller, 2002), and encourages them to chart the goal and navigate the way to gain knowledge through project production (Beckett & Slater, 2005)

Omar et al. (2012) also stated that Project-based learning can revitalize the learning environment, and stimulate students' desire to explore, investigate, and understand their world. It helps make learning relevant and useful to students by establishing connections to life outside of the classroom, and developing practical skills. Furthermore, Mills (2009) reported that self-efficacy was enhanced for language students by offering students the opportunity to reutilize previously learnt language in meaningful ways and connects their existing knowledge to new and interesting contexts.

To sum up, from the benefits cited by educators, Project-based learning is the teaching methodology that can enhance autonomy, motivation and self-efficacy in language learning; and students will experience language learning in a collaborative setting. It provides authentic activities to promote the opportunities for students in developing their English proficiency as the arising of teamwork skills, higher-order thinking, presentation skills, interdisciplinary, 21st century skills and also with the increase in focus on problem-solving skills. Students have a chance to recycle knowledge

they have learnt from the lessons to link with the real use of language and to bridge the gap between language study and language use.

Challenging Problems of Project-Based Learning

Implementing Project-based learning into the classroom, teachers might face with challenging problems. As Simpson (2011) claimed that the increased teacher workload was the biggest challenge. Students need time with the teacher when they face difficulties during the learning process. Teachers do not transfer knowledge, but rather just facilitate their learning instead. When problems arise, students tend to turn to their teacher.

Another reason is that the teacher has to spend a huge amount of time to help and train students in the learning process because of its complexity. Gulbahar and Tinmaz (2006), as quoted in Simpson (2011), also stated that their students faced difficulty with time management in completing their projects, so they could not submit their final project by the deadline. Moreover, their motivation deteriorated throughout the project as the phenomena were reported by Lípová (2008), who said that during long-term projects, the student's motivation might decrease overtime, and there are also the possibilities of interpersonal problems between students during collaborative work. Because all students are not at the same level of English and they may have differences in learning abilities, the teacher needs to dedicate more time for the slower or less confident students.

Types of Project

According to Haines (1989), projects can be divided into four main categories. First, the information and research project is the project that requires searching for information such as a project where students study about regions or interesting places in students' region. Second, a survey project is a project where students study about

searching for people's opinions or attitudes towards something that interests them such as the opinions or attitudes about studying English in the classroom. Third, a production project is a project that ends with the production of a task such as school newspaper and brochure of tourist attraction in the student's country. Fourth, a performance and organizational project is a project that where students produce a presentation such as role play or talent show.

Fried-Booth (1986) proposes two kinds of projects: full-scale projects and bridging or motivating activities. A full-scale project consists of three stages: classroom planning, carrying out the project and reviewing and monitoring the work. The two types of these projects are related to each other; bridging or motivating activities are those that lead to the full-scale project. In contrast, the bridging or motivating activities are those that classroom activities but a full-scale project is an extended activity for both inside and outside the classroom for students to study.

As the types of Project-based learning are being proposed, the productions of the project will be varied depending on the objectives of the lessons being learnt; nonetheless, those could be displayed at the final presentation perhaps as a chart of people's opinions towards interesting places in the country, or a school newspaper, a brochure of interesting places, role plays or talent shows.

The Teaching Steps of Project-Based Learning

There are diverse forms of steps in teaching through the use of Project-based learning as proposed by both educators and researchers.

Fried-Booth (1986) proposed eight stages of developing projects in teaching English as a foreign language. It composes the steps of stimulus, defining the project

objectives, practicing of language skills, designing written materials, group activities, comparing information, organizing materials, and presentation at the final stage.

Stimulus is the primary discussion of the idea that includes comment and the suggestion for accomplishing the project. At this stage, the skills of speaking and listening are the main language skills with the involvement of reading. Defining the project objective is the stage for discussion, negotiation, suggestion and argument. At this time, the details of the project will be increasing if more time is available. Speaking, listening and some note-taking are the language skills used in this stage.

The practicing of language skills is the first necessary stage for project and introduces a variety of language functions. It should involve all of four skills in language learning. This includes designing written materials in which data collection is required from other various types of materials such as questionnaires, maps. The prominent skills in this stage are reading and writing. Group activities are the stage of gathering information that students may work individually, in pair or a small group. In the stage of comparing information, discussion will be emphasised. The students may compare their information in groups or in a classroom. Organization of materials is the stage of developing the end-product. The main skill here is writing. The final stage is presentation. The way to present the project depends on both the form of the end product (e.g. chart, booklet, video display, oral presentation) and the way the project is demonstrated. Speaking is required in this stage in conjunction with other skills.

The Ministry of Education Malaysia (2006) presented the six steps for Project-based Learning. It starts with the essential question at the first stage. An open-ended question will be employed to the lessons that engage students in learning activities. It will pose a problem or a situation that the students can deal with and that there is no one answer or solution. The second stage is to design a plan for the project which involves

students in the planning process and taking ownership in the project when occurs when they have an active role in choosing their own activities. Resources and materials should be provided to students as well as guidance as to where and how to explore deeper into new topics and issues as they become more involved in the tracking of the answers. This leads to the stage of creating a schedule to design a timeline for the project components and realize that changes for the schedule are possible. This stage helps students to realize that time will come when they need to finalize their thoughts, findings, and evaluations. Moreover, it allows students to go in new directions and guide them when even in ways not connected to the project.

Monitoring students and projecting progress is the next stage to help facilitate the process and coach students on learning how to accomplish their project tasks. At the completion of the project, assessment will provide diagnostic feedback and help teachers to set standards. Assessment will give students feedback on how well they understand the information and what they need to improve on. It also helps teachers design instruction to teach more effectively and allow self-assessment among students. Finally, reflection is a very important part of the learning process which allows time for reflection of daily activities, share feelings and experiences, and discuss what worked well and what needs change. In this stage, the sharing ideas will usually lead to new questions, thus new projects will appear.

Additionally, the Office of the Education Council (2007) advocates the four stages of Project-based learning as the Presentation stage, Planning stage, Practice stage, and Evaluation stage.

The presentation stage is the stage for preparing students with knowledge they need for conducting their project. The teacher lets students study and finds knowledge from the sources such as playing games, looking at the pictures or employing techniques

of asking question to elicit students' background knowledge and go further into the planning stage where students in each group brainstorm their ideas to plan out the way to complete their project and make a conclusion about their plans.

After that, students will organize the activities step by step along with their plan from the stage of planning to the stage of practicing and finally authentic assessment will be employed to lead learning activities to meet the objectives of the lessons. The assessment will come from both students themselves and the teacher in the stage of evaluation.

Further, the Department of Curriculum and Instruction Development (2001) proposed three stages for implementing Project-based learning in the classroom consisting of Pre-project stage, While-project stage and Post-Project stage.

Pre-Project Stage

Presentation: The target language will be presented to students in different situations that let students perceive the value in language learning concerning real life situations both inside and outside the classroom.

Practice: Students practice the target language by engaging in the activities that are fun and which motivate them to learn, such as games and role playing activities.

While-Project Stage

Production: Students produce the result of their language learning from the lessons. At this stage, students will integrate the knowledge of language from the lessons with the other subjects they learnt from the classroom such as math, social studies, to produce the project step by step. The students complete their project on their own with help from the teacher.

The teacher works as a facilitator to guide students about learning through the project, and by forming necessary rules for the class in doing a project, such as everyone must have their own specific responsibility about their project, cleaning and tidying the room after finishing their jobs. The teacher lets students prepare the places they need to use such as in pairs or in groups and the project materials should be set out in advance with clear directions for students. The mother tongue can be used if the students need it for understanding. Checking whether the students can work in a group to complete their projects is also needed. In addition, the teacher will monitor students when they need help and check students' working progress towards their project and keep records of this progress.

Post-Project Stage

This is the stage for evaluation which includes self- and peer-evaluation, celebration and keeping project.

Self-Evaluation will come from both the teachers and the students. In this stage, the students will have a chance to express their opinions about their learning progress and revise and reflect on their end product to improve their process in learning for another project. The teacher will have an opportunity to evaluate her teaching in the classroom and use that information to improve her teaching skills as well.

Peer-Evaluation can be conducted from the beginning until the end of the project. The teacher and students together specify the criteria for evaluation before starting the project. The students share their end project with their classmates to give their opinion about their project. All of the students' end projects can be displayed on bulletin boards to install pride in their work, and often can be used in

real-life situations. The end project may be voted on by students to select the best final project as long as the criteria are set out at the beginning of the project.

All of the end projects from the students should be praised to recognize their progress and success in learning in the step of celebration and students can keep their end project in their portfolio.

From the steps of Project-based learning proposed above, it is noticeable that although the steps of teaching are various, the process is similar in implementing in the classroom that students participate in learning activities step by step to accomplish their production.

As Murcia & Hilles (1988) proposed there are four stages in teaching grammar which include presentation, focused practice, communicative practice and teacher feedback and correction. The rules will be presented in the step of presentation and then followed with the step of focused practice. Students have a chance to practice the rules until they are comprehended and familiar with the rules they learnt. After that, students have to apply those rules to expand their understanding in the stage of communicative practice and get feedback and correction from the teacher at the final stage. Thus, to implement Project-based learning in this present study, the researcher has decided to implement the steps of teaching from the Department of Curriculum and Instruction Development (2001) that compose three stages of teaching activities: Pre-Project stage, While-Project stage and Post-Project stage in the case that it relates to the steps of teaching grammar as proposed by Murcia and Hilles (1988).

The Assessment of Project

To assess the achievement of the project, Haines (1989) states that it is possible to consider that project work has its own value in itself since the students will participate in

the activities which motivate and interest them to learn. They will experience self-confidence, class cohesion and cooperative working towards an authentic final product so any justifications may not be needed. But to make a record about both students' achievement and the effectiveness of the projects during the project and after the project is useful to see the students learning progress.

During the Project stage, the teacher monitors students' tasks to assess what students are learning, make notes of language mistakes and decides which points need to be improved, and checks students' working progress. In this stage, both teachers and students should record what has been done in regard to the project. Not only will the students find this record useful, but the teacher will also make use of the record to evaluate the whole process after students have completed the project.

In the after project stage, projects cannot be marked in the same way as many other learning activities. Students may be graded in relation to the degree of their work or their involvement in the activities such as a piece of their written work, their verbal presentation. In this stage of evaluation, most teachers will want to know whether the students have benefited from doing the project work, and whether the whole process has been successful. The teachers can use the lists of plus and minus points that they made records about during students' progress while working with the project to aid in grading students or use questionnaires to help to assess the value of the project.

Accordingly, Sawamura (2010) summarized the assessment in Project-based learning from Bell (2010) and Debski (2006) saying that the students' knowledge of specific content could be assessed through standardized tests; in contrast, students' performance could not be measured through this method. Hence, rubrics are employed in this case, moreover; questionnaires, checklists, and diaries could be carried utilized.

In conclusion, the ways to assess students' achievement through Project-based learning should be authentic in evaluation. The assessment can be carried out throughout the process of learning to monitor students' progress. To assess students' grammatical competence in this study, the researcher has employed a multiple-choice style of grammar test to see their improvement in learning grammar after engaging in Project-based learning activities in the classroom and rubrics are used to check their achievement in doing a project at the presentation of their final projects.

Related Research

There are many previous studies that were conducted to investigate the effectiveness of Project-based learning in many areas of language learning.

Suthisawatkun (2004) studied the use of project work to develop Prathomsuksa 5 students' English vocabulary skills. The result revealed that students' English vocabulary skill had improved after they engaged in learning activities using project work especially in terms of writing and spelling. Not only did the students show increased ability to write the words, but the capacity of memorizing the meaning of the vocabulary and using the vocabulary in sentences improved as well. Moreover, the findings also showed that the students could work cooperatively in their groups to complete their projects.

In addition, Senpakdee (2010) investigated the use of project work to build students' retention in learning English vocabulary. The sample group was 33 Prathomsuksa 3 students that were chosen by simple random sampling. The results of the study revealed that after using project work, students' achievement significantly increased at a .01 level and students' retention of learned English vocabulary was high. She also suggested that Project-based learning is a teaching model that supports the systematic learning environment with the level of students' proficiency. The students who were

interested in learning made a high achievement in language learning, with an increased positive attitude towards English language learning.

Not only had English vocabulary been investigated through the use of Project-based learning, but also other areas in language learning. As in the study of Naknoi (2007), the effect of Project work learning on students' ability in using English for communication of lower secondary school students was investigated. The sample was 35 grade eight students. The findings revealed that students' ability in using English for communication in the project work learning was at an average level. The ability in using English for communication, students' satisfaction in studying English and students' assertive behavior in using English for communication significantly increased at a .01 level after using the project work approach.

In another study, Piboonurak (2009) conducted an experimental research to investigate the effect of Project-based learning on the reading comprehension ability of grade-seven students at Muangthalang School in Phuket. The results of the study showed that students' reading comprehension ability significantly increased after using Project-based learning, especially in their second reading comprehension project. The students' reading ability between Project 1 and Project 2 also improved. Furthermore, the students' group work in implementing the project work and the students' teamwork ability between Project 1 and Project 2 increased.

Bas (2011) investigated the effects of Project-based learning on students' academic achievement and attitudes towards the English lessons of grade-nine students. The finding showed that Project-based learning was more effective in the positive development of the students' academic achievement levels. Since the samples were separated into two groups, an experimental and a control group, the different teaching methods were employed. The experimental group was treated through the use of Project-

based learning, but the control group was not. Both groups were given the same tests. The students who were educated through Project-based learning were more successful and had higher attitude levels towards the lesson than the students who were educated by the instruction based on textbooks.

Fragoulis (2009) presented the study of the implementation of project work in teaching English as a foreign language in Greece in his article. The participants were fifteen grade-six primary school students. The aim of the study is to implement project work in order to make students aware of the history of the place in which they live and to use project work as a means for cross curricular and interdisciplinary work with the use of new technology. The findings showed that the majority of students achieved most cognitive, emotional and psychomotor aims. With regards to language skills, most learners' willingness to participate in learning activities increased. The students were more eager to experiment with the new language. The students' skills of listening and speaking showed the greatest improvement. Students' motivation, especially their intrinsic motivation, as well as their communicative competence and mainly discourse competence also developed.

According to the review of previous research, it has shown that Project-based learning can improve student's ability in learning and behavior while engaging in the learning process, such as vocabulary skills in Suthisawatkun's and Senpakdee's study, reading comprehension ability in Piboonurak's, and the ability to use English for communication from Naknoi's study. From those findings, it could be summarized that Project-based learning is an effective teaching model in language teaching and learning; however, the study that was conducted about the effects of Project-based learning on English grammar learning is relatively more limited to see; yet the notion remain that Project-based learning that helps student recycle their knowledge they learnt from the

lessons to conclude and complete their end production. It raises a student-centered learning setting with cooperation in learning that is consistent with the Basic Core Education Curriculum (2008) that concentrates learning with students being the focus of experience with the request of communicative competence from language learning. Therefore, to help students reach the goal of the national core curriculum in language learning, the researcher has made a decision to implement Project-based learning into the study to investigate its effectiveness on secondary school students' grammatical competence.



CHAPTER III

RESEARCH METHODOLOGY

This study designed with both a quantitative and qualitative research approach to understanding and clarifying the results obtained with variety of research instruments. In the present study, the quantitative instrument was used to investigate the effects of Project-based learning on students' grammatical competence. The data were gathered from pre-test and post-test which presented in the form of numerical results. The results were statistically analyzed to understand whether the students who had been exposed to Project-based learning showed the improvement in their grammatical competence or not. The qualitative instrument, the semi-structure interview, was used to explore students' opinions towards Project-based learning in learning grammar. The responses in which students produced their opinions about English learning were interpreted to clarify the results that support the answers that emerge from the quantitative research instrument.

Population

The population was 251 secondary school students studying in the second semester of the 2014 academic year in Bangkok.

Sample

The sample was 42 secondary school students studying in the second semester of 2014 academic year. As the average score of the students' English language learning achievement of the 2013 academic year showed that grade seven to grade nine were at 61.43, 56.57 and 63.01 respectively. It indicated that grade eight students' learning achievement was lower than grade seven and grade nine students. Thus, grade eight classes were chosen because the researcher would like to explore methods which might

prove more effective in motivating them to learn. Since there were two classes for grade eight students in each academic year, the researcher had used purposive sampling method to select the participants to be the sample for this study.

Research Instruments

The research instrument consisted of three main types of tools to answer the two research questions. To examine the effects of Project-based learning on students' English language learning in terms of grammar, the grammar pre-test and post-test were administered, lesson plans with the implication of Project-based learning were used as the main teaching methodology, and a semi-structure interview for students' opinion towards Project-based learning was conducted.

Pre-test and Post-test

To investigate students' grammatical competence through Project-based learning instruction, pre-test and post-test on grammar were designed. The test was constructed based on the contents and grammar from the four projects. Project 1 covered the present simple tense and adverbs of frequency, while project 2 addressed question words and present continuous tense, project 3 dealt with countable and uncountable nouns, quantity words, sequence and transition words, and project 4 incorporated preposition of place, there is and there are. After the tests had been created, those were checked by three experts to see the content validity and construct validity and were piloted with grade eight students from other schools who were not assigned to this study to ensure reliability and to be revised in the event of inappropriate content.

After the tests were pilot with the students, the test was analyzed using the Kuder-Richardson Method and Test-Retest technique to ensure the reliability. The result of the

test reliability was .85 and .81 respectively. Test difficulty was between .2 - .80 and discrimination of test was between .20-1.00. This meant that the test was highly reliable and the test could be used to measure students' grammatical competence for the study.

Teaching Materials (Lesson plans)

To put Project-based learning into practice in the classroom, lesson plans were designed to suit teaching methods based on the National Core Curriculum. The lessons were adapted from a textbook with 4 topics. Each week, English lessons were provided for 2 periods with 60 minutes in a period. The following were the topics for designing the lessons with the implementation of Project-based learning instruction.

Topic 1: My daily routines 6 hours

Topic 2: This is my place 6 hours

Topic 3: Our Enjoyable Menu 6 hours

Topic 4: This is my house 6 hours

The steps of designing the lesson plan were specified as follows.

First, the researcher revised the school curriculum and the National Core Curriculum about language learning to specify the topics that adapted from the textbook, and were assigned to students with Project-based learning instruction. Second, after the grammar rules had been indicated, the researcher created learning activities for students to engage through Project-based learning. Third, lesson plans were specified along with the topics and contents were identified to suit the learning activities through Project-based learning.

Table 1

Table of grammar rules in each project being learnt and tested by students

Topics	Grammar	Project
Topic 1 : My daily routines	- Present simple tense - Frequency adverbs	Scrapbook
Topic 2 : This is my place	- Question words ; <i>Who, What, Where, When, How</i> - Present continuous tense	Tourist attraction brochure
Topic 3 : Our enjoyable menu	- countable and uncountable nouns - Quantity words	Menu
Topic 4 : This is my house	- Sequence and transition words - Preposition of place : <i>in, on, under, next to, near</i> - There is / There are	Bedroom Model

Table 1 had shown the grammar rules in learning activities in each project that students engaged in to master through the use of Project-based learning. Present simple tense and adverbs of frequency were used to produce a daily routines scrapbook. To complete the tourist attraction brochure, wh-questions that compiled with who, what, where, when, and how and the present continuous tense were presented. Making a menu with a recipe booklet used countable and uncountable nouns, quantity words and sequence and transition words. To handle the bedroom model, students needed to produce their bedroom using preposition of places with the “there is” and “there are” to talk about things in their room.

The steps of teaching and learning through the use of Project-based learning were adapted from The Department of Curriculum and Instruction Development (2001). There were three stages: pre-project stage, while-project stage and post-project stage.

Pre-project stage

In this stage, students were prepared to engage in the learning activities with Project-based learning in the classroom which was composed of two steps: presentation and practice. In the step of presentation, the new content and grammar rules were presented for students in various activities to stimulate students' learning. The next step, students practiced the grammar rules they learnt by engaging in activities that motivated them to learn such as playing matching games and rearranging the sentence structures.

While-project stage

After the stage of presentation and practice during the pre-project stage, students produced a project using the grammar rules from the lessons they learnt step by step. The students performed their project on their own, with help from the teacher. Students prepared their end project presentation for the classmates and teachers. Their learning outcomes were, for example, tourist attraction brochures, posters, models.

Post-project stage

At the end of project stage, there was an evaluation for students' learning outcomes. The evaluation was in the stage of both self-evaluation and peer-evaluation. Students had a chance to share and revise their process in learning to complete their projects with their classmates. Students expressed their opinions and shared problems they faced in learning that led them revise and reflect on what they did from their end product to improve their process in learning for another project.

Finally, after the lesson plan had been constructed, the researcher took the lesson plans to the experts to check and revise if necessary.

Semi-structure interview

The questions were constructed based on the activities from the lessons that students engaged in throughout the study. The students were asked about their opinions in learning English through the Project-based approach as follows.

1. What do you think about learning grammar through Project-based learning?
2. What did you learn from Project-based learning besides academic knowledge?

After the questions had been created, the researcher presented the questions to the experts for advice and revise if necessary.

Data Collection

Data were collected from the scores of the pre-test and post-test on grammar. The sample took the pre-test before engaging in learning activities. The scores of the pre-test were recorded. After taking the pre-test, the sample was exposed to 4 project lessons utilizing Project-based learning activities as follows.

At pre-project stage, the researcher gave the orientation about learning through Project-based tasks that the sample participated in and then demonstrated learning outcomes through the projects. Then, the new contents and grammar rules were presented to the sample through many kinds of resources to draw their attention to learning such as playing games and watching videos. Then, the sample practiced the contents and rules through fun activities and worksheets. At the while-project stage, the sample

brainstormed and planned the steps of doing the project and continued further step by step until they accomplished their final product. At the post-project stage, the sample in each group presented their final product and their final production was evaluated by the teacher and their classmates. Then, the sample took the test at the end of each project.

The duration of time in learning was 12 weeks, 2 periods a week with 60 minutes in a period. At the end of the experiment, the sample took the post-test. The scores of the post-test were recorded, and students' opinions towards Project-based learning were explored via semi-structure interview using focus-group technique. The responses collected from the interview were recorded and transcribed by the researcher.

Data analysis

There were two sets of data from this study. The first set of data was gathered quantitatively from the scores of the pre-test and post-test. The second set was collected qualitatively from interviewing students about their opinions towards Project-based learning. The scores from pre-test and post-test were statistically analyzed by mean (M) and standard deviation (SD) with the help of the Social Scientific Statistics Package (SPSS). T-test was used to see whether the samples' grammatical competence from pre-test and post-test showed significant differences or not. Student's opinions towards Project-based learning were explored from students' interview responses and interpreted using content analysis by the researcher.

CHAPTER IV

FINDINGS

This chapter presents the results of the study that aimed (a) to investigate the effects of Project-based learning on secondary school students' grammatical competence, and (b) to explore students' opinions towards Project-based learning in teaching English grammar. The data were collected both quantitatively and qualitatively. The analysis of quantitative data collected from pre-test and post-test was divided into two parts; the scores of mean and standard deviation of the pre-test and post-test on students' grammatical competence, and the comparison of the pre-test and post-test of the sample. In addition, the qualitative data was also collected regarding students' opinions towards Project-based learning in teaching grammar from semi-structure interview. The collected data were analyzed using content analysis.

Quantitative Results

To collect quantitative data, grammar tests were used as the instrument between the sessions of pre-test and post-test of the experiment. The scores of the pre-test and post-test of the sample were analyzed by mean, standard deviation, and the dependent T-test. This section was divided into two sections. First, the means and standard deviation of the grammar pre-test and post-test of the sample and second, the comparison of the scores of the grammar pre-test and post-test of the sample.

Table 2

The Mean and Standard Deviation of Grammar Pre-test and Post-test of the samples

Period of Testing	M	SD
Pre-test	5.50	1.42
Post-test	8.64	2.90

According to Table 2, the average score of the pre-test was 5.50, with a standard deviation of 1.42. The average score of the post-test was 8.64 with a standard deviation of 2.90 respectively.

It might be assumed that there were differences between the scores of pre-test and post-test gained from the grammar test of the sample. Before engaging in learning activities through Project-based learning in teaching grammar, the average score of the pre-test of the sample was 5.50, with a standard deviation of 1.42. After the period of the experiment of the study, the average of the mean scores of post-test was higher than those of the pre-test at 8.64 with a standard deviation of 2.90.

Table 3

The Comparison of the scores of Grammar test between Pre-test and Post-test of the sample

Period of Testing	M	SD	M _D	SD _D	t	p
Pre-test	5.50	1.42	3.14	3.21	6.34	.000
Post-test	8.64	2.90				

Regarding Table 3, the average score of pre-test of the sample before engaging in learning activities through Project-based learning was 5.50. At the end of the experiment, the mean scores of the post-test of the sample were higher at 8.64. The findings revealed that the scores of post-test of the sample was higher than those of pre-test at 3.14 with a statistically different level .05 ($t=6.34$, $p < .001$) as shown in the figure 1 for better understanding.

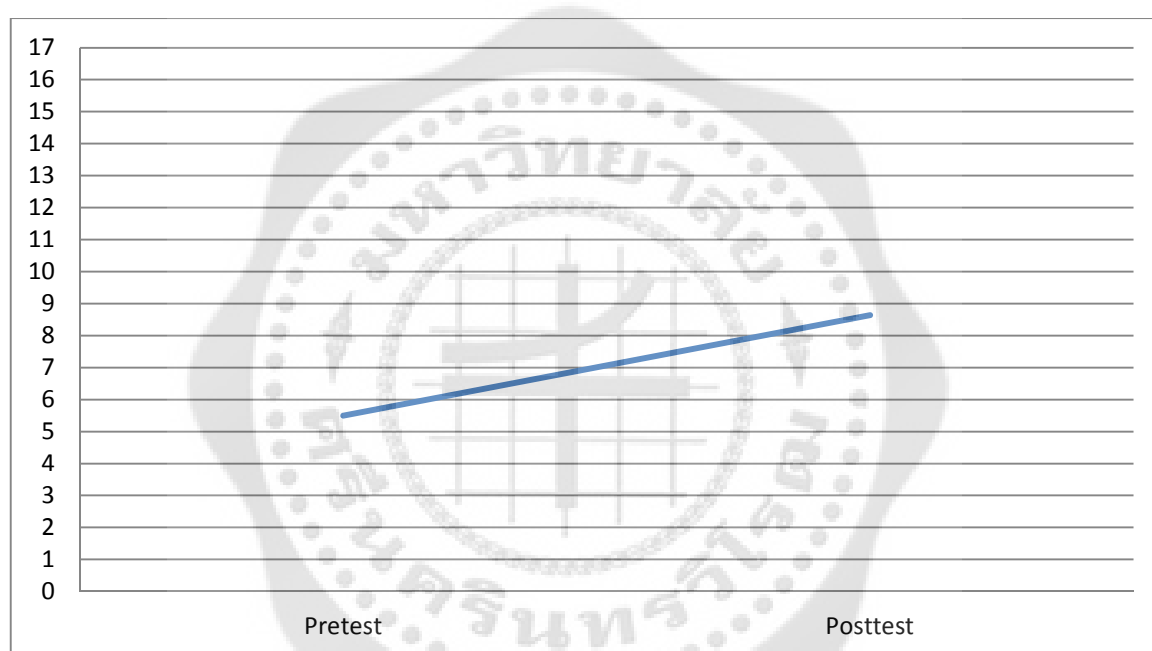


Figure 1. The Scores of Pre-test and Post-test for the Grammar test of the Sample

As shown in Figure 1, the scores of post-test indicated that there were differences in scores between the results of the pre-test and post-test of the sample. It was found that the sample obtained better scores after the training.

In conclusion, the results of quantitative data gained from the sample of the study through Project-based learning in teaching English grammar indicate that this teaching method could enhance secondary school students' grammatical competence in learning

grammar. The sample received better scores in the grammar post-test when compared to the pre-test scores.

Additionally, qualitative data was also collected to explore students' opinions towards Project-based learning in teaching English grammar and the results were used to support the effectiveness of Project-based learning in teaching English grammar of secondary school students.

Qualitative Results

Students' Opinions about Project-based learning

To explore students' opinions towards Project-based learning, the sample was required to engage in semi-structure interview using focus-group technique after they were exposed under the use of Project-based learning approach. The results from the semi-structure interview were divided into 2 issues. First, the data were analyzed to identify what they thought about Project-based learning in teaching grammar related to the academic knowledge. Second the data were analyzed to identify non-academic knowledge the students got from the lessons. Finally students' opinions towards Project-based learning were summarised at the end. In addition, the information from learning activities' evaluation from the project presentation and the quality of final projects were presented to confirm the findings from the qualitative data for better understanding.

As the sample was divided into seven groups of 6-7 each to accomplish their learning through Project-based learning instruction, the sample was required to sit in groups and respond to the semi-structure interview group by group. The results of qualitative data were analyzed using content analysis.

Academic Knowledge

The sample was interviewed what they thought about Project-based learning in teaching grammar from all 7 groups, most of the students said that Project-based learning helped them comprehend the grammar lessons, for example; students from group 1 said that,

“I understand the lessons I learnt and I could remember sentence structures and write English sentences.”

“I know how to construct the sentences and get the ideas about the patterns of affirmative and negative sentences.”

Students from group 2 added that,

“I understand the lessons, and in case I do not understand the lessons I consult my teacher or my classmates who understand.”

Whereas, students from group 3 said that,

“I understand the lessons that let me learn better than ever.”

In addition, students from group 7 also said that,

“I get the ideas of how to construct the sentences and how to add –s or –es to the verbs when the subject is a third person or singular in present simple tense.”

Students from group 4 and 5, on the other hand; shared the similar ideas that,

“I understand not much in learning English grammar, but I was fun with learning English through this teaching method”.

The students’ responses above showed that most of them had positive view towards Project-based learning in learning grammar as they said that this teaching methodology helped them comprehend the lessons such as how to construct the sentences, and put -s, or –es at the end of verbs in case the subjects are singular. They also said that they would like to learn using this approach again even though they did not

understand much in learning grammar. Their most favourable project out of four was Project 3 “Our Enjoyable Menu”. The others were ranked in order of Project 4 “This is my house”, Project 1 “My daily routines”, and Project 2 “This is my place”, respectively. They gave reasons to support why they preferred each project. For example, Project 3 “Our enjoyable menu”, students from group 2, 3 and 4 shared the same ideas that they enjoyed cooking and eating their favourite food and Project 4 “This is my house” helped them to use their imagination and think creatively in decorating their wonderful bedroom to live in the future.

Non-Academic Knowledge

Besides the academic knowledge students got from learning through Project-based learning, non-academic knowledge also gives made an impression as students from group 1 said that,

“I would like to learn through this teaching method because I was enjoyable doing group activities that allow me to share the ideas with my friends, listen to the others and help each other to complete the projects.”

Students from group 2 also added that

“We have a chance to do different things than we used to do in the class when learning English.”

Moreover; they had a chance to work cooperatively with their friends, using their majority vote in order to come to a conclusion when their opinions were different in doing a project as students from group 3 said that

“I had a chance to work cooperatively with my friends, and when our opinions are different in doing a project, we use the majority vote to come to a conclusion in continuing our project.”

In addition, students from group 5 said that their confidence in speaking English improved as they supposed that,

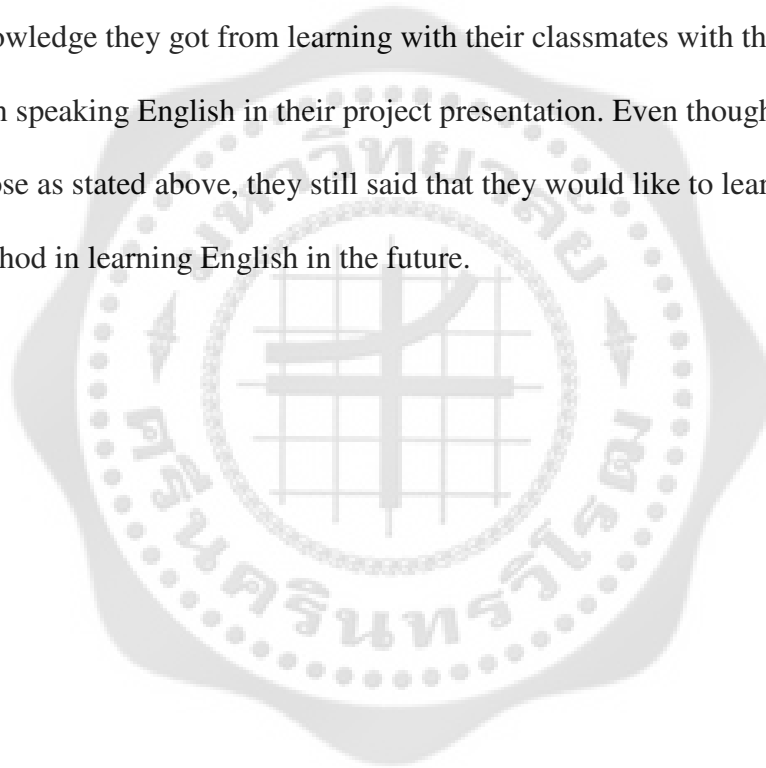
“I was confident to speak English, participate in group working, and practice English presentation skills, share the ideas with classmates and give an opinion in doing the project.”

Nonetheless, students from group 4 shared the idea they had problems in learning.

“As we have to learn and create our production in the group when we go through the conclusion in what we are going to do, which things the group members have to share and be responsive for the duties we got, but some of us did not come when the real project took place, it made us could not reach our deadline in handing in our work to the teacher, and in case our group members cannot help in doing the project; we asked them to share the costs in completing the project instead.”

From the ideas students shared about non-academic knowledge they got from Project-based learning, it could be summarised that the students had a chance to negotiate in learning with their friends in doing the project appears through working cooperatively with their friends. Project-based learning allowed them practice learning by doing that they could pursue knowledge around them, being in the same agreement, think and act in different ways as they used to do, using the way of majority vote for making a conclusion in case their opinions were different. Additionally, their confidence in speaking English was improved as showed on the average scores of the project presentation evaluation that their scores increased slightly from project 1 to project 4; 4.2, 4.9, 6, and 7.6 respectively. Since the students had a chance to interact with their friends during learning activities and practice their English speaking at the end of each project. Those let them feel confident in speaking English in front of the teacher and their classmates.

In conclusion, it is to say that Project-based learning allows students to get both academic and non-academic knowledge. With regards to students' opinions toward Project-based learning in teaching grammar, the results revealed that they had positive view towards Project-based learning as they could comprehend the lessons and use those from the lessons in producing their learning outcomes through project production such as writing English sentences, and change verb forms when the subjects of the sentences are singular. They also suggested that they had fun in learning using an authentic approach to share the knowledge they got from learning with their classmates with the increasing in confidence in speaking English in their project presentation. Even though there were problems arose as stated above, they still said that they would like to learn through this teaching method in learning English in the future.



CHAPTER V

CONCLUSION AND DISCUSSION

The present study was conducted to investigate the effectiveness of Project-based learning on secondary school students' grammatical competence. This chapter aims to present a summary of the study, the discussion of the findings, and the limitation of the study. Furthermore, pedagogical implications, and recommendations for further studies are presented as well.

Summary of the study

This study was using both quantitative and qualitative data collection and data analysis. The objectives of the study were (a) to study the effects of using Project-based learning in developing students' grammatical competence, and (b) to explore students' opinion towards Project-based learning in teaching grammar. The population of the study were 251 secondary school students and 42 of them were selected to be the sample for the study by using purposive sampling method. The study was conducted in the second semester of the 2014 academic year which lasted for 12 weeks excluding the pre-test and post-test sessions. The research instruments used in the study were lesson plans constructed along Project-based learning instruction with 4 projects, the multiple-choice grammar test for pre-test and post-test, and the semi-structure interview. The data were collected quantitatively and qualitatively. The quantitative data were collected from the pre-test and post-test on grammar. The data were analyzed by mean and standard deviation by the SPSS program. Additionally, a dependent T-test was used to analyze whether there were significant differences between the scores of the pre-test and post-test

of the sample. The qualitative data were collected through the semi-structure interview and were analyzed using content analysis.

In summary, the study found that there were statistical differences in the mean scores between pre-test and post-test of the sample and the sample had positive view of Project-based learning in learning grammar as they could comprehend the lessons and the activities were fun in learning through Project-based learning. Although they faced with the problems in learning through this teaching method, they still would like to learn through this teaching method again in the future.

Students' Grammatical Competence Improvement

The results from the comparison between the mean scores of the pre-test and post-test indicated that students' grammatical competence were improved after the sample was exposed to Project-based learning in teaching English grammar which reflected on the mean scores of the grammar test in the post-test were significantly higher than the mean scores of the pre-test.

This might be due to the process of learning through Project-based learning that supports the options for students to learn and reutilize their knowledge from the lessons they learnt in completing their final projects. According to Giesen (2005), Project-based learning is rooted on the constructivist theory in which the students construct their own understanding and knowledge through experiencing things and reflecting on those experiences. In the steps of learning, students worked in groups to brainstorm and plan what they were going to do in completing the final projects with the utilizing of the rules they learnt. At this time, the students experienced learning in collaborative environment with authentic activities. It provided the opportunities for the students to develop their proficiency in learning (Simpson, 2011 & Fragoulis, 2009) as they had a chance to share

the ideas, interact with friends, and learn to correct their mistakes from what they got from the lessons with their classmates during producing the final projects. Therefore, the sample could perform well in the test after they were exposed to Project-based learning in teaching grammar.

Not only the process of learning had an effect on learning through Project-based learning, but the final project also showed that students' grammatical competence was improved. Since the students had to produce the final projects with the rules they learnt from the lessons, they had an opportunities to recycle their understanding of rules learning in producing learning outcomes through project production. That reflects on the average scores of the final project evaluation both from the teacher and their classmates were slightly high from project 1 to project 4 as Savage (2010) stated that when students have internalized the structure through repeated exposure, they can use the knowledge to monitor their own language use in learning grammar.

In addition, meaningful and motivating activities are needed to engage students in learning grammar to make the lessons more effective (Kao, 2009). Meaningful and motivating activities refer to the activities that are significant to students and make them more willing to learn. Since, all of the projects presented in this study were chosen because they are close to students in real life situations, they could draw students' attention for learning to link with the real use of language and help bridge the gap between language study and its application in language learning (Fried-Booth, 1986).

Students' Opinions about Project-based learning to teach Grammar

The qualitative results from the semi-structure interview revealed that students view positively towards Project-based learning in teaching grammar as they shared the

ideas both about academic and non-academic knowledge they got from the lessons through Project-based learning as showed in the Table 4.

Table 4

Academic and Non-academic Knowledge students got from learning through Project-based learning

Academic Knowledge	Non-academic Knowledge
• could remember sentence structures and write English sentences • got the ideas about the patterns of affirmative and negative sentences. • how to change verb forms when the subjects are singular. • learn better than ever	• enjoy with the activities • do different things • share the ideas with friends, and listen to the others • work cooperatively with friends • use the majority vote to come to a conclusion • participate in group working • practice English presentation skills • confident to speak English
Problems on learning through Project-based learning	
- Time management	

In terms of academic knowledge, most of them said that they could comprehend the grammar lessons through this teaching method. This might be due to the fact that most of the lessons selected for students to learn in this study closed to them in real life situations such as their favourite activities they do in their daily life, their places to visit and their favourite recipe. This could motivate them to learn and pay more attention to the

lesson, as Tims (2009) stated Project-based learning focuses learning activities on practicing language forms in the technique of integrating and contextualizing so it helps students become more knowledgeable in the topics that interests them in learning. Nonetheless, there were some students who shared the ideas that they did not understand much about the grammar lessons. They supposed that they could comprehend the grammar in some projects, but they could not complete some of their final projects with the desired quality they would have hoped.

According to Omar et al. (2012), Project-based learning can revitalize the learning environment, and stimulate students' desire to explore, investigate, and understand their world. This supports that learning can be made relevant and useful to students by establishing connections to life out of their classroom. In the present study, the students expressed lessons focusing on non-academic knowledge in learning through Project-based learning; they had fun while learning, were confident to speak English, participated in the group tasks, practiced their English presentation skills, and shared ideas with their classmates and giving opinions. Furthermore, Project-based learning helped the students seek knowledge about issues that surround them, be in a unity with their groups, develop thinking skills that think of different ways of doing things. The sample also expressed they used majority vote to come to consensus when they had different opinions about which way the project should lead.

In case of some disadvantages in learning through Project-based learning, the sample expressed that they could not submit their project on time. When they had made a conclusion in what they were going to do and respond, but some of their group members were absent when the real project took place. That led them to have problems with time management and they failed to submit the tasks on time as Gulbahar and Tinmaz (2006), quoted in Simpson (2011) showed that the students may face difficulty with time

management in completing their projects when they learn through this teaching method. Additionally, school activities in each academic year also affected on their learning activities. In the second semester of 2014 academic year, there were several activities that students had to participate in so that there were not the continuity in learning and doing the projects for students. This led to the problems of their learning achievement were decreased as reflected on the average scores of both final project evaluation and project presentation evaluation in project 3 were lower than those of the project 1 and project 2.

In conclusion, the quantitative results showed that after the students were exposed to Project-based learning, they could improve their competence in grammar learning. In addition, the results from the semi-structure interview also supported that they viewed positively towards Project-based learning in teaching grammar. They could improve their confidence in speaking English as they have to present their final project to their classmates and those were presented using English language. Moreover, they were willing to learn through this teaching in their future education, even if they faced issues with time management.

Limitations of the study

There were some limitations of this study as follows:

First, the grammar presented in this study is limited to present simple tense, adverbs of frequency, question words, present continuous tense, countable and uncountable nouns, quantity words, sequence and transition words, prepositions of place and there is / there are. Therefore, the result may not be consistent with the other sets of grammar rules being taught. Second, the sample of this study were secondary school students, thus the findings of this study may not have the same effect on students in other levels. Third, this study tried out many kinds of activities with the integration of four

language learning skills, but the main focus is on how well students perform English language learning in terms of grammar learning using the tests to measure their competence in learning. Finally, there was only one group of the students participated in the study; thus, two groups can be adopted in another research to compare this teaching methodology's effectiveness in learning grammar.

Pedagogical implications

The present study showed that using Project-based learning could enhance students' grammatical competence, thus English teacher could try and adapt this teaching method in teaching English grammar. The results of this study led to suggestions for the English teacher. The teacher should carefully prepare the lessons for the students when employing Project-based learning in the language classroom. The teachers should set extra time for students for completing their final projects. Moreover, the teachers should try to adjust the time and stimulate students in learning in case there are many school activities that students have to participate in. If the time for completing the project is too long, students' attention in learning might decrease which leads to the problem of not being able to submit the project on-time.

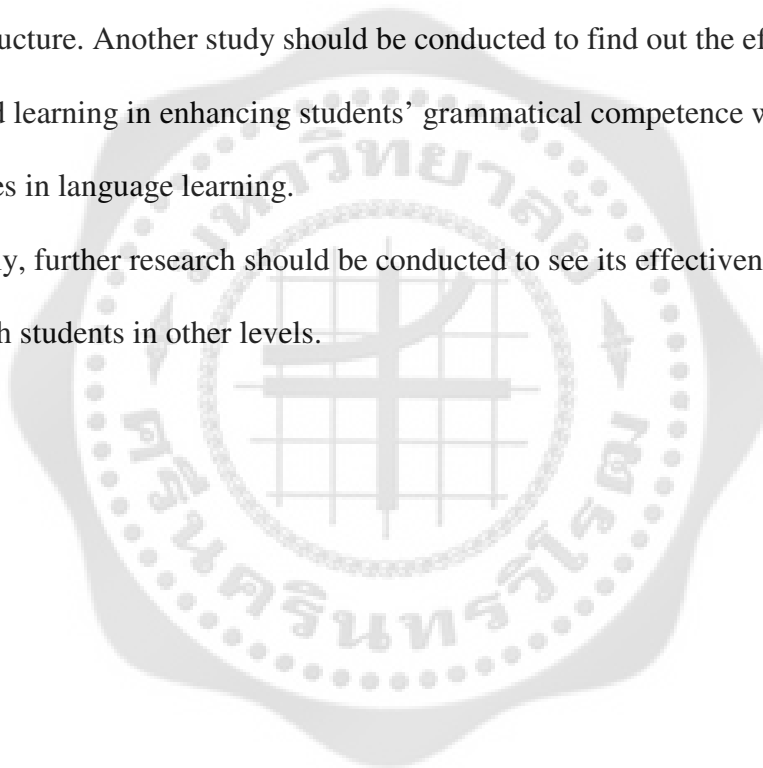
Recommendations for Further Studies

The findings from the present study are consistent with previous studies in finding that Project-based learning enhanced improvement of the secondary school students' grammatical competence after they were exposed to this teaching method. Thus, there are some suggestions for further research as follows:

Firstly, further research should be conducted to study the effects of Project-based learning on students' grammatical competence with two groups of the participants; control and experimental group to see its effectiveness in teaching grammar.

Secondly, the present study investigated only secondary school students' grammatical competence which was limited to present simple tense, adverbs of frequency, question words, present continuous tense, countable and uncountable nouns, quantity words, sequence and transition words, preposition of place and the "there is / there are" structure. Another study should be conducted to find out the effectiveness of Project-based learning in enhancing students' grammatical competence with other sets of grammar rules in language learning.

Finally, further research should be conducted to see its effectiveness in teaching grammar with students in other levels.



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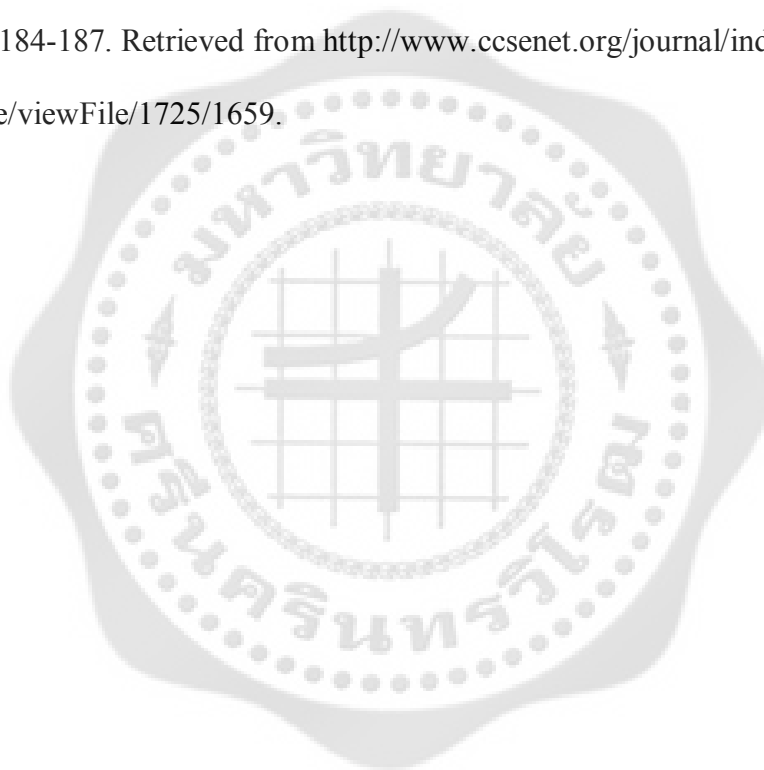
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APPENDICES



APPENDIX A

Lesson plans

Lesson plan 1

Learning area: Foreign languages

Mutthayousuksa 2

Project 1: My Daily Routines

Time 1 hour

Topic : I get up at 6 o'clock.

Teacher : Miss Sathon Phonyangsong

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Alignment of lesson with the curriculum/standards:

Strand 1: Language for Communication

Standard F 1.1 Understanding of and capacity for interpreting what has been heard and read from various types of media and ability to express opinions with proper reasoning

Indicator 1.1.3 Specify/write sentences and texts related to various forms of non-text information read.

Standard F 1.2 Endowment with language communication skills for exchange of data and information; efficient expression of feelings and opinions

Indicator 1.2.5 Speak to express their own feelings about various matters around them and various activities by following the models heard

Standard F 1.3 Ability to present data, information, concepts and views about various matters through speaking and writing

Indicator 1.3.1 Speak and write to describe themselves, their daily routines, experiences and news/incidents of interest to society.

Indicator 1.3.3 Speak and write to express opinions about activities or various matters around them and experiences, as well as provide brief justifications.

Lesson Description

Present simple tense is the sentence structure using to describe regular activities. Its affirmative structure is Subject + Verb infinitive

Learning Objectives

General Objectives

1. Students are able to use Present simple tense in producing scrapbook.

Specific Objectives

1. Students are able to understand the Present simple sentence structure in case of affirmative form to write and communicate correctly.

Content outline

Focus skills

- Communicative skill
- Sociolinguistic skill

Structure/Grammar

- Present simple tense (Affirmative form)

Vocabulary

- Everyday routines

Related Content Area

-

Assessments / Evaluation

Assessment

1. Asking the questions
2. Exercises

Evaluation

Issues for evaluation	Quality level			
	4	3	2	1
1. Asking question	Can answer all of the questions clearly and correctly with confidence	Can answer all of the questions clearly	Can answer the questions with little confidence	Can answer a few questions but insufficient with confidence
2. Exercises	Do correctly all of the exercises with nice and tidy work	can do correctly all of the exercises	Can do the exercises	Cannot do the exercises

Teaching and learning activities

Pre-Project Stage

Presentation

1. Teacher presents the outline for learning activities to students that they will be learnt and engaged in learning activities with 4 projects through the use of Project-based learning in the class. Teacher explains what Project-based learning is, the steps of learning activities to students and students will be separated into a group to engage in learning activities.
2. Teacher elicits students' background knowledge about daily routine vocabulary by asking students what do they do in their everyday life, then teacher shows flashcards and asks students to look at flashcard and give the name of the activities in English.
3. Teacher draws a clock on the board, asks a student about the time and the daily activities they do at that time.

Practice

4. Teacher sticks the clock on the board with the time at 6 o'clock and asks students;
"What do you do at 6 o'clock?" Students answer question and teacher write the sentence on the board.
5. Teacher sticks another picture about the girl with her daily routines on the board
6. and ask students "What does she do at 6 o'clock. Students answer the question and teacher writes the sentence on the board beside the sentence "I get up at 6 o'clock."
7. Teacher lets students compare the two sentences and tell the differences between them and teacher explains why the two sentences are different.

Production

8. Students works in group of 6-7 to do the exercises in the worksheet writing about their daily routines, after that compare their answers with their classmate in the group.

Materials

1. Worksheet
2. Flashcards
3. Dictionary

Name.....

Class.....No.

Worksheet

Direction: It is Monday morning. What do you do in your everyday life?

1.



.....

2.



.....

3.



.....

4.



.....

5.



.....

6.



.....

7.



.....

8.



.....

9.



.....

10.



.....

Lesson plan 2

Learning area: Foreign languages

Mutthayousuksa 2

Project 1: My Daily Routines

Time 1 hour

Topic : I'm late.

Teacher : Miss Sathon Phonyangsong

.....

Alignment of lesson with the curriculum/standards:

Strand 1: Language for Communication

Standard F 1.2 Endowment with language communication skills for exchange of data and information; efficient expression of feelings and opinions

Indicator 1.2.5 Speak to express their own feelings about various matters around them and various activities by following the models heard

Standard F 1.3 Ability to present data, information, concepts and views about various matters through speaking and writing

Indicator 1.3.1 Speak and write to describe themselves, their daily routines, experiences and news/incidents of interest to society.

Indicator 1.3.3 Speak and write to express opinions about activities or various matters around them and experiences, as well as provide brief justifications.

Lesson Description

Using negative form of present simple tense to talk about the situations and the story around students in their everyday life, with the structure of Subject+ do, does+ verb infinitive

Learning Objectives

General Objectives

1. Students are able to use Present simple tense in producing scrapbook.

Specific Objectives

2. Students are able to understand the Present simple sentence structure in case of negative form to write and communicate correctly.

Content outline

Focus skills

- Communicative skill
- Sociolinguistic skill

Structure/Grammar

- Present simple tense (negative form)

Vocabulary

- Everyday routines

Related Content Area

-

Assessments / Evaluation

Assessment

1. Asking the questions
2. Exercises

Evaluation

Issues for evaluation	Quality level			
	4	3	2	1
1. Asking question	Can answer all of the questions clearly and correctly	Can answer all of the questions clearly	Can answer the questions but insufficient with confident	Can answer a few questions and have a little self- confident
2. Exercises	Do correctly all of the exercises with nice and tidy work	Do correctly all of the exercises	Can do the exercises	Cannot do the exercises

Teaching and learning activities

While-Project Stage

Presentation

1. Teacher lets students revise vocabulary about their daily routines by showing them the clock and ask what do time.
2. Teacher sticks the word strips; Everyday : Today, on the board. After that, teacher stick the pictures about the time with the activities for everyday life in the column of “Everyday”, then teacher asks students about the time and the activities the people in the picture do. On the column “Today”, teacher sticks the activities again and asks students about the time and the activities people do.
3. Teacher writes the answer on the board below each picture in each column and let students compare the sentence structures, and then teacher explains about the differences between the two sentence structures.

Practice

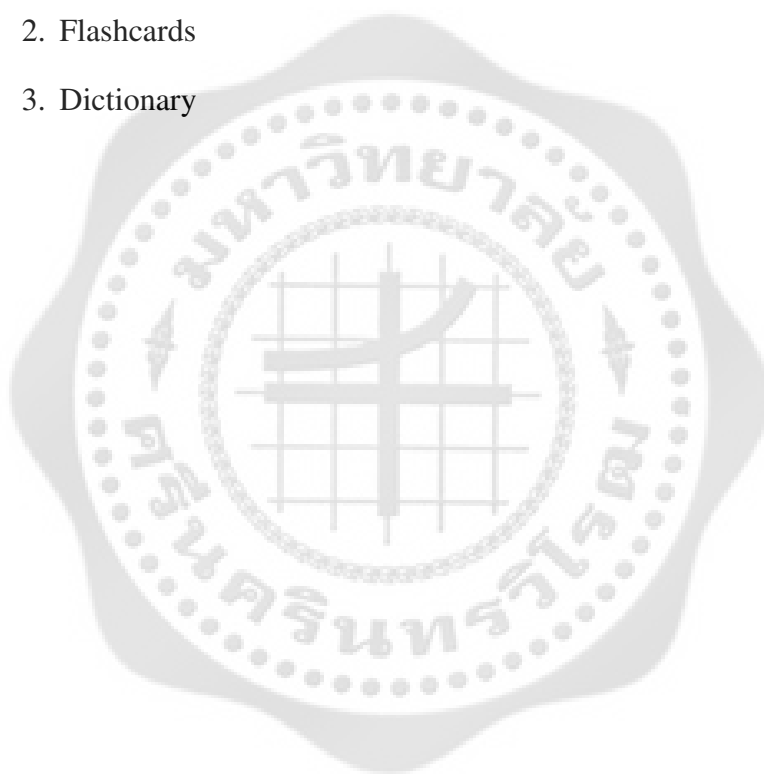
4. Teacher sticks the pictures again and ask students randomly to give the answer about the pictures and write the sentence below the pictures.

Production

5. Students work in the same group as the last period writing the sentences about their daily routines using Present simple tense negative, and then compare with their classmate.

Materials

1. Worksheet
2. Flashcards
3. Dictionary



Lesson plan 3

Learning area: Foreign languages

Mutthayousuksa 2

Project 1: My Daily Routines

Time 1 hour

Topic : What do you do in your free time?

Teacher : Miss Sathon Phonyangsong

.....

Alignment of lesson with the curriculum/standards:

Strand 1: Language for Communication

F 1.2 Endowment with language communication skills for exchange of data and information; efficient expression of feelings and opinions

Indicator 1.2.1 Converse appropriately to exchange data about themselves, various matters around them and various situations in daily life.

Indicator 1.2.5 Speak to express their own feelings about various matters around them and various activities by following the models heard

F 1.3 Ability to present data, information, concepts and views about various matters through speaking and writing

Indicator 1.3.1 Speak and write to describe themselves, their daily routines, experiences and news/incidents of interest to society.

Indicator 1.3.2 Speak and write to summarise the main idea, theme and topic identified from analysis of matters/news/incidents of interest to society.

Lesson Description

Using question form of Present simple tense to talk about students' habits and interests

Learning Objectives

General Objectives

1. Students are able to use Present simple tense in producing scrapbook.

Specific Objectives

2. Students are able to understand the Present simple sentence structure in case of question form to write and communicate correctly.

Content outline

Focus skills

- Communicative skill
- Sociolinguistic skill

Structure/Grammar

- Present simple tense (question form)
- Adverbs of frequency

Vocabulary

- Everyday routines

Related Content Area

-

Assessments / Evaluation

Assessment

1. Asking the questions
2. Exercises

Evaluation

Issues for evaluation	Quality level			
	4	3	2	1
1. Asking question	Can answer all of the questions clearly and correctly	Can answer all of the questions clearly	Can answer the questions but insufficient with confident	Can answer a few questions and have a little self- confident
2. Exercises	Do correctly all of the exercises with nice and tidy work	Do correctly all of the exercises	Can do the exercises	Cannot do the exercises

Teaching and learning activities

While-Project Stage

Presentation

1. Teacher presents vocabulary about free time activities using flashcards and let students tell the name of the activities in English.
2. Teacher asks students about their favourite free time activities using flashcards.

T : What do you like to do in your free time?

Ss : I like swimming.

3. Teacher asks the questions again using “Yes/No question” with flashcards and continue to ask the questions again with “How often.....?”
4. Teacher explains how to answer the questions in “Yes/No questions” and using adverbs of frequency to answer the question “How often”.

Practice

5. Teacher sticks the pictures about free time activities on the board and randomly asks students with the following set of questions.

- What do you do in your free time?

- Do you like playing computer games?
- How often do you play computer games?

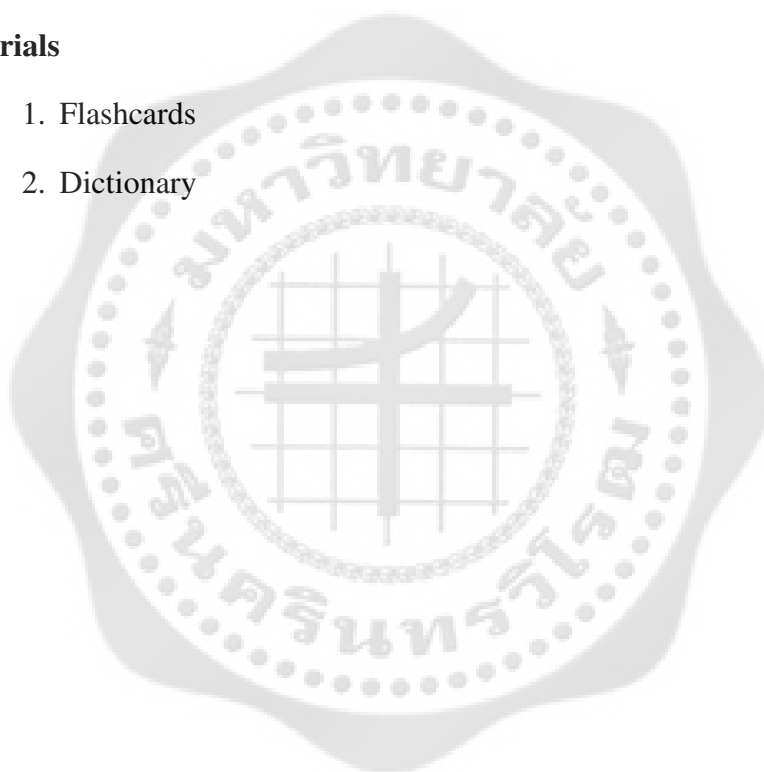
6. Students practice in pair to ask and answer the questions.

Production

7. Teacher asks students to work in group of 6-7 to brainstorm about their daily routines and free time activities they do in their everyday life. Students choose ten activities and plan and design to make their scrapbook.

Materials

1. Flashcards
2. Dictionary



Lesson plan 4

Learning area: Foreign languages

Mutthayousuksa 2

Project 1: My Daily Routines

Time 1 hour

Topic : My Daily routines.

Teacher : Miss Sathon Phonyangsong

.....

Alignment of lesson with the curriculum/standards:

Strand 1: Language for Communication

F 1.2 Endowment with language communication skills for exchange of data and information; efficient expression of feelings and opinions

Indicator 1.2.1 Converse appropriately to exchange data about themselves, various matters around them and various situations in daily life.

F 1.3 Ability to present data, information, concepts and views about various matters through speaking and writing

Indicator 1.3.1 Speak and write to describe themselves, their daily routines, experiences and news/incidents of interest to society.

Lesson Description

The usage of present simple tense from the lessons to create the project and the preparation of the language for the presentation next period

Learning Objectives

General Objectives

1. Students are able to use Present simple tense in producing scrapbook.

Specific Objectives

2. Students are able to produce the scrapbook use the Present simple sentence structure to write and communicate correctly.

Content outline**Focus skills**

- Communicative skill
- Sociolinguistic skill

Structure/Grammar

- Present simple tense

Vocabulary

- Everyday routines
- interests and activities

Related Content Area

- Sport
- Science
- social

Assessments / Evaluation**Assessment**

- doing scrapbook
- group working

Evaluation

- observation form

Teaching and learning activities

While-Project Stage

Production

1. Students start to make their scrapbook about their daily routines and free time activities as they planned last time.
2. Teacher walks around the class to observe students' progress in each group about doing scrapbook and facilitate students when they need help.
3. Teacher and students together set the criteria for evaluating students' presentation next period.
4. Teacher teaches useful expression needed for the presentation next period and lets students choose their representative in each group to present their end project.
5. The students practice speaking for presentation in their group.

Materials

1. Scrapbook
2. Dictionary

Evaluation Form

Group.....

No.	Items to assess	Level of behaviour			
		Very good 4	Good 3	Fair 2	Poor 1
1	Responding to the given tasks				
2	Accepting the others' opinion				
3	Defining the roles				
4	Sharing the opinion with the others				
5	Supporting within the group				
6	Adopting the group resolution				



Lesson plan 5

Learning area: Foreign languages

Mutthayousuksa 2

Project 1: My Daily Routines

Time 1 hour

Topic : Let's present.

Teacher : Miss Sathon Phonyangsong

.....

Alignment of lesson with the curriculum/standards:

Strand 1: Language for Communication

F1.1 Understanding of and capacity for interpreting what has been heard and read from various types of media and ability to express opinions with proper reasoning

Indicator 1.1.2 Accurately read aloud texts, news, advertisements and short poems by observing the principles of reading.

Indicator 1.1.3 Specify/write sentences and texts related to various forms of non-text information read.

F 2.2 Appreciation of similarities and differences between language and culture of native and Thai speakers, and capacity for accurate and appropriate use of language

Indicator 2.2.2 Compare and explain similarities and difference between the lifestyles and culture of native speakers and those of Thais.

Lesson Description

The use of the target language for presentation with the end project

Learning Objectives

General Objectives

1. Students are able to use Present simple tense in producing scrapbook.

Specific Objectives

2. Students are able to present their project using the target language in presenting

Content outline

Focus skills

- Communicative skill
- Sociolinguistic skill

Structure/Grammar

- Present simple tense

Vocabulary

- Everyday routines
- Interests and activities

Related Content Area

-

Assessments / Evaluation

Assessment

- Presentation of scrapbook

Evaluation

- Evaluation forms

Teaching and learning activities

Post-Project Stage

Production

1. Before the presentation starts the teacher gives the evaluation form for students in each group to evaluate their classmates' project using the criteria being set together in the class from last time.
2. The representative in each group present their projects and the rest will be the audience. The other groups will be the evaluator for the project being presented from the first project to the last one.
3. Teacher let students know they will have a test next period.

Materials

1. Scrapbook

Project Presentation Evaluation

Project.....

Skill : Presentation skill

Directions : Mark ✓ into the correct column with the real information.

Evaluator ☐ Teacher ☐ Students

No.	Contents	Rating				Total
		Very good (4)	Good (3)	Fair (2)	Improve (1)	
1	Presentation is clearly organized with the information.					
2	Present the information related with the given topics					
3	Use the proper words, expressions and the sentence structures related to the topics					
4	Speak fluently with organizing of					
5	Use proper gestures for the presentation					
Total						

Project Evaluation

Project.....

Skill : Final project

Directions : Mark ✓ into the correct column with real information.

Evaluator ☐ Teacher ☐ Students

No.	Contents	Rating				Total
		Very good (4)	Good (3)	Fair (2)	Improve (1)	
1	The final project have the contents with the completion of the information					
2	Use varieties of vocabularies with sentence structures from the lessons correctly					
3	The final project completed with the good quality					
Total						

Lesson plan 6

Learning area: Foreign languages

Mutthayousuksa 2

Project 1: My Daily Routines

Time 1 hour

Topic : I get up at 6 o'clock.

Teacher : Miss Sathon Phonyangsong

.....

Alignment of lesson with the curriculum/standards:

Strand 1: Language for Communication

F1.1 Understanding of and capacity for interpreting what has been heard and read from various types of media and ability to express opinions with proper reasoning

Indicator 1.1.2 Accurately read aloud texts, news, advertisements and short poems by observing the principles of reading.

Indicator 1.1.3 Specify/write sentences and texts related to various forms of non-text information read.

Learning Objectives

General Objectives

- Students are able to use Present simple tense in producing scrapbook.

Specific Objectives

- Students are able to understand the Present simple sentence structure in case of affirmative, negative and question sentence structure to write and communicate correctly.

Content outline

Focus skills

- Communicative skill
- Sociolinguistic skill

Structure/Grammar

- Present simple tense

Vocabulary

- Everyday routines
- Interests and activities

Related Content Area

-

Assessments / Evaluation

Assessment

- Presentation of scrapbook

Evaluation

- Checking the correctness of test

Teaching and learning activities

Post-Project Stage

Production

1. Students have Post-test for project 1 using 40 minutes with 20 test items.
2. At the end of the class, teacher and students together have a chance to share their opinion with their learning outcome.

Materials

1. Test

Test

Directions: Choose the correct answer.

1. She to school every day.
a. walk b. walks c. walking d. is walking
2. We don't snake.
a. like b. likes c. liked d. liking
3. My father.....in the farm every day.
a. work b. works c. worked d. is working
4. She English book every day.
a. reads b. reading c. read d. is reading
5. We every morning.
a. run b. runs c. running d. are running
6. Suchada and Dara a song everyday week.
a. sing b. sings c. singing d. are singing
7. They.....the students.
a. is b. am c. are d. was
8. Where.....your house, Patty?
a. are b. was c. do d. is
9. The bird always.....in the sky.
a. fly b. flied c. flying d. flies
10. she to the market every day?
a. Is , go b. Is , goes c. Does , go d. Does , goes
11. My mom.....coffee every morning.
a. don't drink b. doesn't drink c. didn't drink d. drink

12. The post office usually.....at 5.30 pm.
a. close b. closes c. closing d. closed
13. Pranee likes her job because she a lot of people.
a. met b. meet c. meeting d. meets
14. James and Nancy home twice a week.
a. go b. gone c. going d. goes
15. They here very often.
a. doesn't come b. didn't come c. don't come d. hasn't come
16. the earth round the sun?
a. Is, go b. Did, go c. Does, go d. Do, go
17. Those shirts expensive. I don't need to buy them.
a. are b. am c. have d. is
18. A : she her grandmother every week?
B : Yes, she visits her every week.
a. Do, visits b. Does, visit c. Did, visited d. Is, visit
19. The shops in Paris at 9.00 in the morning.
a. opened b. opens c. open d. opening
20. He always his car on Saturdays.
a. wash b. washing c. washed d. washes



APPENDIX B

Grammar test

Name.....

Class.....No.....

Grammar test

Directions: Choose the correct answer. (1-5)

Lucky is a student. On weekdays, she always.....(1).....at half past seven and(2)..... breakfast with her parents and her younger sister, Pim. Pim and Lucky go to school by bus. They study all day at school. In the evenings Lucky.....(3).....TV, but her sister(4).....TV. She(5)..... games. They do homework and then go to bed at nine o'clock.

- | | | | |
|--------------------|-------------------|--------------------|---------------------|
| 1. a. get up | b. getting up | c. gets up | d. is getting up |
| 2. a. has | b. have | c. having | d. is having |
| 3. a. is watching | b. watch | c. watching | d. watches |
| 4. a. do not watch | b. does not watch | c. is not watching | d. are not watching |
| 5. a. plays | b. play | b. is playing | d. playing |

At the weekend

Sod and Som are talking about the places to visit in Bangkok on their holiday.

Sod : Hi! Som. Tomorrow is holiday. We do not go to school.
.....(6)..... are we going?

Som : I am thinking about going to an amusement park.

What do you think about Suan Siam?

Sod : It sounds good. How do we go there?

Som : We are going there by bus.

Sod : OK. See you tomorrow. Bye.

Som : See you then, bye.

- | | | | |
|------------|----------|--------|---------|
| 6. a. What | b. Where | c. How | d. When |
|------------|----------|--------|---------|

7. A : What are you doing?

B : I a cake for party tonight.

- a. is baking b. am baking c. are baking d. baking

At the Grand Palace

A :Where are Mook and Mam?

B :They are on the way to The Grand Palace. They are coming by bus.

A: Are you waiting for Mook and Mam?

B :Yes, ...(8).....

8. a. I am b. you are c. they are d. it is

9. There isn't food in the refrigerator.

- a. some b. any c. many d. much

Choose the best answer. (10-14)

How to cook Somtum

Somsri : Somsong, I would like to eat Somtom today. Can we make it for lunch?

Somsong : Certainly. But I do not know how to cook Somtum.

Somsri : Don't worry. I can.

Somsong : Really! How do we cook it?

Somsri : Let prepare the ingredients for Somtum. We need green papaya, carrot, sting bean, tomato, lime, shrimp, garlic, chilli, peanut, sugar.... and fish sauce. Ahh! We have all in the refrigerator.(10)....., you have to peel the green papaya with this knife, wash it in the clean water. Then, chop it into the shred.(11).....put some chilli and garlic into the mortar and crush them with pestle, add some shredded papaya , some tomatoes, shrimp, and peanut into the mortar.(12).....season with

.....(13)....sugar, fish sauce and lime juice. Beating until all ingredients mixed well.(14)....., put Somtum into the plate and serve with vegetables.

Somsong : It sounds easy. I will try next time.

Somsri : Sure! You can do it. But, let's have lunch with Somtum, Somsong

10. a. Finally b. First. c. Next d. Second

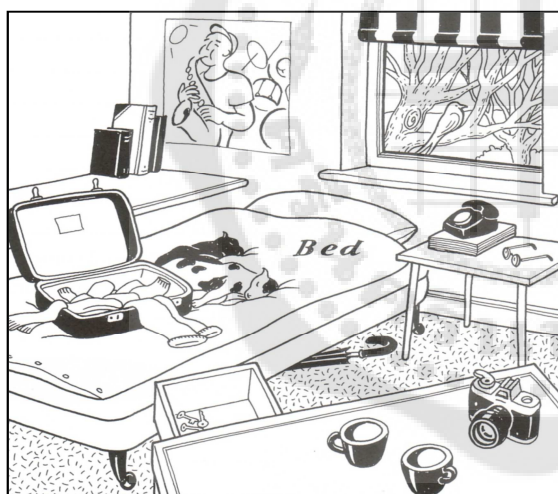
11. a.First b.Second c. Next d. Finally

12. a. After that b.Next c.Then d. Finally

13. a. little b. a little c. few d. a few

14. a.Then b. First c. Second d. Finally

Look at the picture. Choose the best answer for the passage. (15-16)



This is my bedroom. There are many things in this room. The cat and the luggage are in bed. The umbrella is under the bed.

.....(15).....some books on the shelf. There is a camera

.....(16).....the table. It's a messy bedroom!

15. a. There is b. There are c. There isn't d. There aren't

16. a. behind b. next to c. on d. near

17. A :..... a computer in your bed room?

B :No, there isn't.

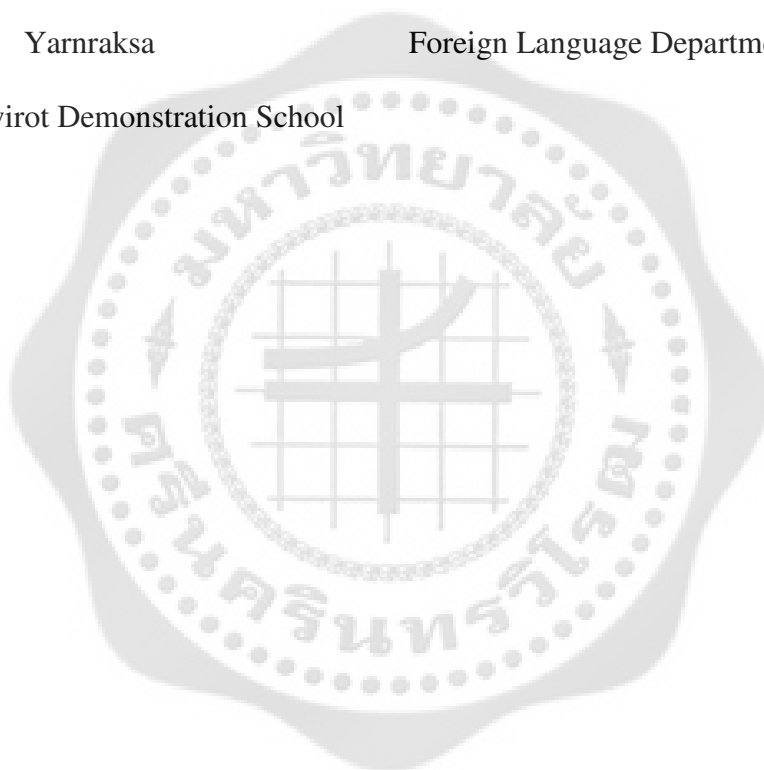
a. Is there b. Are there c. There is d. There are

APPENDIX C



LIST OF THE EXPERTS FOR RESEARCH INSTRUMENTS CHECKING

Dr. Sanporn Iem-mongkolsakun	Foreign Language Department Faculty of Humanities, Srinakharinirot University
Mr. Worapong Seangprasert	Foreign Language Department Srinakhariniwirot Demonstration School
Mrs. Wanida Yarnraksa Srinakhariniwirot Demonstration School	Foreign Language Department





VITAE

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Educational Background:

2004 Bachelor of Arts (English)
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2015 Master of Arts Degree in Teaching English as a Foreign
Language Srinakharinwirot University

