

THE EFFECT OF USING FORM-FOCUSED COMMUNICATIVE ACTIVITIES
ON GRAMMATICAL COMPETENCE FOR MATHAYOM SUKSA III
STUDENTS AT BENCHAMATHEPUTHIP PETCHBURI SCHOOL

A MASTER'S PROJECT

BY

SAOWANEE LEESAKULWAT

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

December, 2010

THE EFFECT OF USING FORM-FOCUSED COMMUNICATIVE ACTIVITIES
ON GRAMMATICAL COMPETENCE FOR MATHAYOM SUKSA III
STUDENTS AT BENCHAMATHEPUTHIP PETCHBURI SCHOOL

A MASTER'S PROJECT

BY

SAOWANEE LEESAKULWAT

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

December, 2010

Copyright 2010 by Srinakharinwirot

THE EFFECT OF USING FORM-FOCUSED COMMUNICATIVE ACTIVITIES
ON GRAMMATICAL COMPETENCE FOR MATHAYOM SUKSA III
STUDENTS AT BENCHAMATHEPUTHIP PETCHBURI SCHOOL

AN ABSTRACT

BY

SAOWANEE LEESAKULWAT

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

December, 2010

Saowanee Leesakulwat. (2010). *The Effect of Using Form-focused Communicative Activities on Grammatical Competence for Mathayomsuksa III students at Benchamatheputhit Petchburi School*. Master's Project, M.A. (Teaching English as a Foreign Language). Bangkok: Graduate School, Srinakharinwirot University.
Project advisor: Dr. Anchalee Jansem.

The purpose of this study was to study the effect of using form-focused communicative activities on Mathayomsuksa III students' grammatical competence at Benchamatheputhit Petchburi School in Petchburi Province. The population was 80 Mathayomsuksa III students, two classrooms, selected via simple random sampling, and drawn again to assign one class as a control group, and the other as an experimental group. The instruments used for collecting data were nine lesson plans based on form- focused communicative activities, nine lesson plans through teacher's manual based instruction, and a 50 multiple- choice grammar test. The data were statistically analyzed by mean, standard deviation, and t-test for independent samples groups.

The results of this study indicated that the students in the experimental group reached the higher grammatical competence after learning English through form-focused communicative activities instruction than the students in the control group. The result was significantly higher at the .05 level.

Keywords: form-focused communicative activities, grammatical competence

ผลของการใช้กิจกรรมการสื่อสารที่เน้นรูปแบบภาษาต่อความสามารถด้านไวยากรณ์
ของนักเรียนชั้นมัธยมศึกษาปีที่ 3 โรงเรียนเบญจมเทพอุทิศจังหวัดเพชรบุรี

บทคัดย่อ

ของ

เสาวนีย์ ลีสกุลวัฒน์

เสนอต่อบัณฑิตวิทยาลัย มหาวิทยาลัยศรีนครินทรวิโรฒ เพื่อเป็นส่วนหนึ่งของการศึกษา

ตามหลักสูตรปริญญาศิลปศาสตรมหาบัณฑิต

สาขาวิชาการสอนภาษาอังกฤษในฐานะภาษาต่างประเทศ

ธันวาคม 2553

เสาวนีย์ ลิ้มกุลวัฒน์. (2553). ผลของการใช้กิจกรรมเพื่อการสื่อสารที่เน้นรูปแบบภาษาต่อความสามารถความสามารถด้านไวยากรณ์ ของนักเรียนชั้นมัธยมศึกษาปีที่ 3 โรงเรียนเบญจมเทพอุทิศจังหวัดเพชรบุรี สารนิพนธ์ ศศ.ม. (การสอนภาษาอังกฤษในฐานะภาษาต่างประเทศ) กรุงเทพฯ: บัณฑิตวิทยาลัย มหาวิทยาลัยศรีนครินทรวิโรฒ
อาจารย์ที่ปรึกษาสารนิพนธ์: ดร. อัญชลี จันทร์เสม.

การศึกษาค้นคว้าครั้งนี้มีจุดมุ่งหมายเพื่อศึกษาผลของการใช้กิจกรรมเพื่อการสื่อสารที่เน้นรูปแบบภาษาต่อความสามารถด้านการใช้ไวยากรณ์ของนักเรียนชั้นมัธยมศึกษาปีที่ 3 โรงเรียนเบญจมเทพอุทิศจังหวัดเพชรบุรี กลุ่มตัวอย่างที่ใช้ในการทดลองเป็นนักเรียนชั้นมัธยมศึกษาปีที่ 3 จำนวน 80 คน 2 ห้องเรียน โดยใช้วิธีสุ่มตัวอย่างอย่างง่าย และจับฉลากอีกครั้งโดย หนึ่งห้องเป็นกลุ่มทดลองและที่เหลือเป็นกลุ่มควบคุม เครื่องมือที่ใช้ในการทดลองและเก็บรวบรวมข้อมูลคือ แผนการจัดการเรียนรู้ที่ใช้กิจกรรมการสื่อสารที่เน้นรูปแบบภาษา จำนวน 9 แผน แผนการจัดการเรียนรู้ตามคู่มือครู จำนวน 9 แผน แบบทดสอบวัดความสามารถด้านไวยากรณ์จำนวน 50 ข้อ สถิติที่ใช้ในการวิเคราะห์ข้อมูลคือ ค่าเฉลี่ย ค่าเบี่ยงเบนมาตรฐานและใช้สถิติ t-test independent sample groups

ผลการศึกษาพบว่า ความสามารถด้านการใช้ไวยากรณ์ของนักเรียนกลุ่มทดลองหลังจากการสอนด้วยกิจกรรมการสื่อสารที่เน้นรูปแบบภาษาสูงกว่านักเรียนกลุ่มควบคุมอย่างมีนัยสำคัญทางสถิติที่ระดับ .05

The Master’s Project Advisor, Chair of Teaching English as a Foreign Language, and Oral Defense Committee have approved this master’s project The Effect of Using Form-Focused Communicative Activities on Grammatical Competence for Mathayomsuksa III students at Benchamatheputhit Petchburi School by “Miss Saowanee Leesakulwat” as partial fulfillment of the requirements for the Master of Arts degree in Teaching English as a Foreign Language of Srinakharinwirot University.

Master’s Project Advisor

.....

(Dr. Anchalee Jansem)

Chair of Teaching English as a Foreign Language

.....

(Dr. Anchalee Jansem)

Oral Defense Committee

..... Chair

(Dr. Anchalee Jansem)

..... Committee

(Dr. Wanlapa Thaijinda)

..... Committee

(Lecturer Piyawan Kullamai)

The Master’s Project has been approved as partial fulfillment of the requirements for the Master of Arts degree in Teaching English as a Foreign Language of Srinakharinwirot University.

.....Acting Dean of Faculty of Humanities

(Associate Professor Supha Panjaroen)

December....., 2010

ACKNOWLEDGEMENTS

This research was accomplished with the help of many people.

First, I would like to express my heartfelt gratitude to my master project's advisor, Dr. Anchalee Jansem, for her kind consultation, invaluable advise, constant encouragement, and patience in providing helpful comment. Without her, this success would not have been achieved.

Next, I would like to express my sincere appreciation, and thanks to my research committee, Dr. Wanlapa Thaijinda, Dr. Walaiporn Chaya, and Lecturer Piyawan Kullamai for their assistance, guidance, and most valuable comments.

My gratitude also goes to Assistant Professor Siripen Aemlaong, Assistant Professor Dr. Anchana Panich, and Dr. Kamolthip Pholabutra for their guidance, and insightful comments in developing my research instruments.

I also would like to convey my thanks to Dr. Jean Dennis Comeau for proofreading of my work, and his useful literary comments, and fruitful suggestions.

My heartfelt thanks also goes to all of my teachers who gave me knowledge in my life, and to the students at Benchamatheputhit Petchburi School who participated in this study, and for their kind assistance, patience, and understanding.

Finally, I am especially indebted to my family for their understanding, and encouragement during my studies at Srinakharinwirot University.

Saowanee Leesakulwat

TABLE OF CONTENTS

CHAPTER	Page
1 INTRODUCTION	1
Objectives of the Study	4
Significance of the Study	5
Scope of the Study.....	5
Definition of Terms.....	6
2 REVIEW OF THE LITERATURE AND RELATED RESEARCH.....	7
Communicative Activity in Teaching grammar.....	7
Grammar and Language use.....	12
Research on Using Communicative Activity.....	20
3 METHODOLOGY.....	25
Research Design.....	25
Population and Sample groups.....	25
The Instruments and Constructing the instruments.....	26
Data Collection.....	28
4 FINDINGS.....	30
5 CONCLUSION AND DISCUSSION.....	35

TABLE OF CONTENTS (continued)

CHAPTER	Page
REFERENCES.....	44
APPENDICES.....	52
APPENDIX 1: Lesson plan based on form-focused communicative Activities.....	53
APPENDIX 2: Lesson plan based on teacher’s annual-based instruction.....	58
APPENDIX 3: A 50 multiple-choice grammar test.....	62
VITAE	72

LIST OF TABLES

TABLE	Page
1 Pre-test and Post-test Row Scores.....	31
2 A comparison of Mean Scores on Pre-test and Post-test	33
3 A comparison of T-test independent samples	34

CHAPTER I

INTRODUCTION

Background of the study

English is one of the languages that people use around the world. In other words, English is a world language because people all over the world communicate through English. The Thai National curriculum for the foundation education BE 2544 prescribes standards for teaching and learning English. Schools have to implement the English curriculum which focuses on four skills: listening, speaking, reading and writing included in all skills is grammar. Furthermore, the standards for foreign language learning include: language for communication, language and culture, language and connection, and language and communities. In addition, language for communication focuses on developing for speaking, writing, and communicating the information. The ability of speaking and writing include the use of grammatical rules. Grammar is important because it is a core of a language that makes it possible for the students to talk about language. If the students are unable to write the simplest phrases in the target language, they should not be expected to read, and analyze literature in the target language.

According to Krashen (1982), teaching grammar results in “learned knowledge” which is only available for monitoring utterance that learners produce using their “acquire knowledge” as such is of very limited value. He recommended that teachers concentrate on providing lots of comprehensible input so that learners can “acquire” a second language the same way as acquiring their mother tongue. Harmer (1983) also states that learners should know the major grammatical concepts that are necessary for people who want to use the language accurately. Knowing grammar also helps students

understand what makes sentences and paragraph clear and precise. Stori (1990) proposes that the students should be introduced the structure of language, and the grammatical rules while learning to use language in order to learn the use of English in real situations.

Moreover, according to Savignon (1991), the correct use of structure has to be constructed by grammar. Communication could not take place without grammatical knowledge, (Ryu,1996). Proficiency in grammar helps make the messages in the target language more precise, (Jung, 2002), and Ellis (2006) claims that “(T)here is now convincing indirect and direct evidence to support the teaching of grammar” (p.86).

In addition, grammatical competence takes the important role in learning English. Grammatical competence is the ability to recognize, and produce the distinctive grammatical structures of a language, and to use them effectively in communication. According to Canale and Swain (1980), grammatical competence is concerned with mastery of linguistic code (verbal-or-non-verbal), syntactic, semantic, phonetic, and orthographic rules. This competence enables the speakers to use knowledge and skills needed for understanding, and expressing the literal meaning of utterance. Similarly, Hymes (1977) says that there are values of grammar that would be useless without rules of language use. Moreover, Canale and Swain also maintain that there are rules of language use that would be useless without rules of grammar. They strongly believe that the study of grammatical competence is as essential to the study of communicative competence.

According to the low achievement of Mathayom Suksa III students at Benchamatheputhit Petchburi School for the academic year 2008, based on the O-Net examination, the average score was 40.84% (information from Academic Department of Benchamatheputhit Petchburi School). According to discussions among the school administrators, it was probably caused by problems of grammar teaching and learning.

The students lack the ability in both the usage, and application of grammatical rules.

Based on the problem stated above, the researcher believes that effective methods and approaches to teaching form-focused communicative activities can help learners improve grammar learning. Ellis (2001) defines “focus on form” as any planned or incidental instructional activity that is intended to induce language learners to pay attention to linguistic form (pp.1-2). Focus on form entails a focus on meaning with attention to form arising out of the communicative activity. This focus can be planned to focus on eliciting a predetermined grammatical structures. To illustrate, Samuda (2001) notes that attention to the predetermined grammatical structures will also be intensive. Alternatively, focus on form can be incidental, where attention to form in the context of a communicative activity is not predetermined but rather occurs in accordance with the participants “linguistic” needs and activities. Focus on form implies no separate grammar lessons but rather grammar teaching integrated into a curriculum consisting of communicative tasks.

Long (1991) proposes that one way to encourage accuracy is through the concept of focus on form that targets student’s accuracy. Focus on form overtly draws students’ attention to linguistic elements as they arise incidentally in lessons whose overriding focus is on meaning or communication (pp.45-46). He also stresses the need for focus on form to be enmeshed in communicative activities, and motivated by communicative needs. The use of focus on form instruction in the classroom allows the teacher to instruct students on both accuracy and fluency. This type of instruction emphasizes the accuracy of language forms in communicative classrooms.

Cook (2001) also suggests that focus on form within other activities could be more useful than ‘a full-scale grammar explanation’. The teacher could highlight features of the input, direct attention to grammatical errors, and include grammatical discussion

as a support for other activities. A focus on form could be achieved through activities that are devised to require learners to communicate while also drawing their focus to specific formal properties (pp.42-44). Moreover, Ellis (2002) proposes that focus on form could also occur when the teachers provide corrective feedback on the learners' error during the course of communication activities. Similarly, Ellis et al. (2001) find that learners who engage in communicative, focus on form activities improve their grammatical accuracy and their use of new forms.

According to the work mentioned above, it can be concluded that one of the main aims of using form-focused communicative activities is to improve grammar learning achievement. There is now broad agreement that learners need opportunities to engage in communication based learning in the exchange of information. Learners are encouraged to participate in a variety of tasks which enable them to negotiate meaning. It's important to take into consideration the students communication problems to ensure sufficient input in the linguistic acquisition. Teachers should be convinced that students must be trained in genuinely communicative activities.

With an aim to enhance learners' grammar achievement, the researcher has taught grammar through form-focused communicative activities based on Ellis's principles to M.3 students of Benchatheputhit Petchburi School to improve the link between grammatical accuracy and effective communication. The students have associated excellent grammar with opportunities for the employment, and the promotion of educational achievements.

Objective of the Study

To study the effect of using form- focused communicative activities on Mattayomsuksa III students' grammatical competence.

Research Question

Does teaching grammar through form- focused communicative activities promote higher grammatical competence than through teacher's manual-based instruction that focuses mainly on grammar?

Significance of the Study

This study investigated the effect of using form- focused communicative activities on grammatical competence. The results of the study have improved Mathayom suksa III students' achievement, and using grammar correctly. It could be a guideline for other teachers for improving teaching of grammar, and it also could be beneficial to teachers' alternatives for grammar teaching.

Research Hypotheses

Mathayom Suksa III students of Benchamatheputhit Petchburi School in the experimental group that learned English through form- focused communicative activities had higher level of grammatical competence than those in the control group that learned English through teachers' manual-based instruction.

Scope of the Study

1. The sample group was a group of Mathayom suksa III students of Benchamatheputhit Petchburi school, the first semester of the academic year 2010, by using simple random sampling to gain two classrooms assigned again as the experimental group and the control group.
2. The content that was used for the research included nine grammar points from Super Goal book for Mathayom suksa III students specified in the outline of the curriculum of Foreign Language Department.
3. The duration of the experiment was 6 weeks, 3 periods per week, with 18 periods in total.

Definition of Terms

1. Form-focused communicative activities are the activities for learning English which focus on accuracy, and using the language following objectives, learners' needs and interaction. The students will have the opportunity to interact, and practice the target language meaningfully in real situations by using the activities, such as, games, information gap, jigsaw, problem solving, and role plays.
2. Grammar is the system of a language which consists of rules for combining words into sentences in order to form the units of meaning.
3. Grammatical competence is the ability to use grammatical language accurately as reflected through the scores that the students obtain in a 50 multiple-choice grammar test.

CHAPTER II

REVIEW OF THE LITERATURE AND RELATED RESEARCH

This chapter presents the review of the relevant literature and research that form the background of this study. Related topics include:

1. Communicative Activities in Teaching grammar
 - 1.1 Characteristics of Communicative Activities
 - 1.2 Purposes of Communicative Activities
 - 1.3 Types of Communicative Activities
 - 1.4 Communicative, Focus on Form, Activities
2. Grammar and Language Use
 - 2.1 The Communicative Language Teaching Approach
 - 2.2 The Characteristics of Communicative Language Teaching
 - 2.3 Grammar and Grammatical competence
 - 2.4 Types of Grammar
 - 2.5 The role of Grammar in Communicative Language Teaching
3. Research on Using Communicative Activities

1. Communicative Activity in Teaching grammar

1.1 Characteristic of Communicative Activities.

According to Prabhu (1987), communicative tasks are interactive activities that require learners to negotiate meaning, and to reach outcome of the communication. Tremblay (1987) points out that communicative activity should have at least four characteristics including, at least two people, these two people talk to each other, each is interested in what the other is saying, and each reacts either verbally or non-verbally to what the other says. Moreover, Jeremy Harmer (1991) classifies the six characteristics of

communicative activities as follow: First, a desire to communicate: the activities should create learners' desire to communicate something. Second, a communicative purpose: the activities should promote learners to use language to communicate rather than learn grammar structure. So activities should have information gaps in order to stimulate learners to achieve communication by filling those gaps. Third, content not form: while doing activities in class, learners should focus on what to say, not how to say it. Also, they must have a message in their minds they need in communication. Fourth, a variety of language: activities should allow learners to use any way of language to communicate without limiting only one specific language structure. Learners can freely use language that is not prepared before. Fifth, no teacher intervention: Learners take important roles in activities (student-centered direction). Teachers only take part of facilitators and do not intervene while students are doing activities. Teachers evaluate learners at the end of the activities. And sixth, no material control: activities must not dictate language forms that learners use. Learners should be free to choose what and how to communicate by themselves.

A communicative activity includes any sub-activities that encourage and require a learner to communicate via both receptive and productive modes. Communicative activities have real purposes, for example to find information, break down barriers, talk about self, and learn about the culture. Communicative activities should be integrated into the lessons. Furthermore, researchers on second language acquisition suggest that more learning take place when students are engaged in relevant tasks within a dynamic learning environment rather than traditional teacher-led class. (Moss and Ross-Feldman, 2003).

According to the information above, it is clear that communicative activities are interactive activities. The purpose is for learners to negotiate the meaning, and to reach

on outcome in communication via both receptive and productive models.

1.2 Purposes of Communicative Activity

It is useful to consider what the teachers might hope to achieve through communicative activities. Littlewood (1991, pp.17-18) summarizes the purposes of communicative activities as follows: First, to provide “whole-task practice”. It is often useful to distinguish between training in the part-skills of which the performance is composed, and practice in the total skill (whole-task practice). Providing learners with whole-task practice in the classroom is through various kinds of communicative activities, structured in order to suit the learners’ level of ability. Second, to increase motivation: the learners’ motivation to learn is more likely to be sustained if they can see how their classroom learning is related to the objective, and help them to achieve it with increasing success. Third, to allow natural learning language learning takes place inside the learner. Language learning can take place only through natural process which operated when a person is involved in using the language for communication. Last, to create a context which supports learning communicative activities provide opportunities for positive personal relationship to develop among learners, and between learners and teacher. These relationships can help to humanize the classroom, and to create an environment that supports the individual in his efforts to learn.

In conclusion, communicative activities provide learners to use the language for communicative purposes, and it is concerned with developing the learners’ ability to take part in the process of communicating through language, rather than with their perfect mastery of individual structures.

1.3 Types of Communicative Activity

Nunan (1989;1993) classifies tasks on the basis of their communicative function, and identified two tasks types as following: real world and pedagogical-real world tasks that

consist of essential communicative activities that learners needed to function in their new country. Pedagogic tasks were designed to promote the language acquisition involved, and to attend to such things as formal versus informal language. Prabhu (1987) and other experts in second language acquisition, such as Pica et al. (1993) classify five types of communicative tasks:

1. Information gap task-where one participant holds information that must be given to others.
2. Jigsaw-which is a multi-way information gap task, requiring all participants to give and receive information.
3. The problem-solving which is a multi-way information gap task requiring the participants to agree on a single task solution.
4. The decision-making task which is similar to the problem-solving task, and requires the participants to agree on a decision.
5. An opinion exchange-which often does not require a task solution.

Moreover, Littlewood (1981) classifies the communicative activity into two-types: First, functional communicative activities require students to use language resources to overcome an information gap or solve a problem. The principle underlying functional communication activity is that the teacher structures the situation so that learners have to overcome an information gap or solve a problem. Functional communication involves mainly the sharing, and processing of information. Functional communication activities require learners to use language to share information, and to prepare information. The main purpose of this activity is that learners should use the language they know in order to get meanings across as effectively as possible. Success is measured primarily according to whether they cope with the communicative demands of the immediate situation. Second, social interaction activity requires the learners to pay attention to

the context, and the roles of the language. The main purpose of this activity is to have the learners an opportunity to use the language in an appropriate social context, and to create a variety of social situations, and relationships such as having pair work, group work, having conversation, simulations, and role-play.

In summary, communicative activities are the activities for learning English with a focus on using the language based on objectives, learners' needs and interactions. The students will have the opportunity to interact, and practice the target language meaningfully in real situation by using the activities, for example games, information gap, jigsaw, problem solving ,and role plays.

1.4 Communicative, Focus on Form, Activities

Focus on form activities involves alternating in some principle way between a focus on meaning and a focus on form (Long 1991). It occurs when teachers follow a task-based syllabus, but with a focus on learners' attention to specific linguistic properties in the course of carrying out communicative activities. Focus on form can be achieved in two principle ways. First, activities can be devised that require learners to communicate while also focusing their attention on specific formal properties. Second, teachers can elect to provide corrective feedback on learners' errors during the course of communication activities. Focus on form activities often consist of an occasional shift of attention to linguistic code featured by the teacher and/or one or more students triggered by perceived problems in communication (Long and Robinson,1998). Pedagogical focus on form can be achieved in four different ways. First, through process. Second, through design. Third, through reactivity, and the last through preemptively. (Nassaji, as cited in Nassaji& Fotos, 2002). Focus on form through process occurs in the context of natural communication when both the teacher, and the learner's primary focus is on meaning. On the contrary, focus on form through design is achieved through designing tasks which

have deliberate explicit focus (ibid) Long and Robinson said that focus on form can also be achieved “reactively” by providing reactional feedback on learners’ error or preemptively by discussing grammatical forms irrespective of whether error have occurred or not. Similarly, Ellis (2001, pp. 22-24) describes pre-emptive focus on form and reactive focus on form as the following: Pre-emptive focus on form, the teacher or a learner takes time out from a communicative activity to initiate attention to a form that is perceived to be problematic even though no production error in the use of the form or difficulty with message comprehension has arisen. Reactive focus on form has received much more attention. It consists of the negative feedback that teachers provide in response to learners’ actual or perceived errors.

Ellis (1994) proposes two approaches. First, activities require learner to communicate while focusing their attention on specific formal properties. Second, teachers can selectively provide feedback on learners errors during the course of communicative grammar activities. Fotos (1998) suggests that if focus on form approaches are modified to permit formal instruction before the communicative activities, and feedback afterwards, they offer considerable promise.

In brief, we can conclude that focus on form approach refers to activities that capture learners’ attention to the correctness of form of language use while maintaining meaningful communication.

2. Grammar and Language Use

2.1 The Communicative Language Teaching Approaches (CLT)

The trend in foreign language teaching today is developing the use of communicative language. The focus in language teaching has moved from understanding to producing, from getting students to speak correctly to getting them to speak fluently,

these are the main goals of Communicative Language Teaching.

Lightbown and Spada (1999) define CLT as the premise that successful language learning involves not only a knowledge of the structures and forms of the language, but also the functions and proposes that a language serves in different communicative settings. This approach to teaching emphasizes the communication of meaning over the practice, and manipulation of grammatical forms. Harmes (1971) emphasizes the importance of grammatical communication. The goal of language teaching is to develop communicative competence.

Richards and Rodgers (1986) point out that although CLT does not subscribe to any specific theory of language learning, the practices associated with it imply several underlying, at least three theoretical principles: communication, task, and meaningfulness. First, the communication activities involve real communication promote learning. Second, meaningful tasks promote learning. Last, activities and tasks support the learning process.

Moreover, Yalden (1998) lists four implications and the applications of the Communicative Language Teaching (CLT) approach. The first application is the functional-notional syllabus which recognizes language as a form of social interaction. The second application is the natural syllabus grounded in research second language acquisition. The third application is application of CLT that includes task-based and content-based language teaching. The last application is related to multidimensional frameworks.

However, according to Yalden (1998), there is still a state of uncertainty over whether or how to develop conscious awareness of linguistic structures in the learner. There is still a case to be made for including grammar in the curriculum, whether it is taught traditionally, or whether newer communicative-task based activities are devised.

In addition, Berns (1990) proposes a useful summary of eight principles of CLT as the following: The first principle is that language teaching is based on a view of language as communication. Speakers communicate about something to someone for purpose. The second principle is that diversity is recognized, and accepted as part of language development and use. The third principle indicates that a learner's competence is considered in relative, not in absolute terms. The fourth principle is that more than one variety of language is recognized as a variable model for learning and teaching. The fifth principle is that culture is recognized as a tool for speaker's communication competence. The sixth principle is that no single methodology is prescribed. The seventh principle is that language use is recognized to the development of learners' competence. The last principle is that the learners are engaged for a variety of purposes of learning.

In conclusion, the main aim of CLT is the focus on developing communicative competence among learners rather than a focus on a mastery of the grammatical system of the language. CLT aims to make competence the goal of language teaching, and develop procedures to teach four skills that allow the independence of language and communication. CLT encourages learners to communicate in a meaningful way using the target language from the very initial stage. While using the language, accuracy is important but communication precedes it.

2.2 The Characteristics of Communicative Language Teaching (CLT)

Communicative Language Teaching's goal is communicating successfully in real life situations. According to Richards and Rodgers (1986), CLT starts with a theory of language as communication, and its goal is to develop learner's communicative competence. "(A)ctivities in the Communicative approach are often carried out by students in small groups", (Larsen-Freeman,1986,p132). Students are expected to interact with each other for learning to negotiate meaning. Furthermore, CLT favors the

introduction of authentic materials. These materials give learners the opportunity to develop strategies for understanding language as it is actually used by native speakers, (Canale and Swain,1980).

CLT consists of a strong version and a weak version. The strong version of CLT, according to Holliday (1994), the focus is not on language practice but on learning about how language works in discourse. Moreover, Ellis (2003) suggests that “(L)earners do not first acquire language as a structural system, and then learn how to use this system in communication. The strong version of CLT, involves providing learners with opportunities to experience how language is used in communication”(p.28). The weak version emphasizes the importance of providing learners with opportunities to use their English for communicative purposes, and characteristically, attempts to integrate such activities into a wider program of language teaching. Howatt (1984) describes the former as “(U)sing English to learn it”, and the latter as “learning to use English” (p.279).

The other characteristic of CLT is “(I)ts learner-centered and experience-based view of second language teaching” (Richards and Rodgers,1986,p.69). In CLT, classroom performance is managed not just by the teacher. Teachers are not seen only as teacher, learners simply as learners, because both are managers of learning, (Allwright,1984). Instead of being the dominating authority in the classroom, one primary role for the teacher is to facilitate the communicative process in the classroom where students feel secure, unthreatened and non-defensive. The most obvious characteristic of CLT, according to Larsen-Freeman (1986) is that “(A)lmost everything that is done is done with a communicative intent.”(p.132).

In conclusion, the characteristics of CLT focus on developing communicative competence among learners. CLT is a learner-centered and emphasizes fluency over accuracy. It advocates principles that are beyond teaching grammatical rules of the target

language. The characteristics recommend that using the target language in a meaningful way, develops a learner's communicative competence.

2.3 Grammar and Grammatical Competence

2.3.1 Grammar

Ur (1998) defines grammar as the way a language manipulates, and combines words (or bits of words) in order to form longer units of meaning. Richard et al. (2003) define grammar as a description of the structure of a language, and the way in which units such as words and phrases are combined to produce sentences in language. Grammar may be roughly defined as the way words (or bits of words) are combined in order to form longer units of meaning. According to Ryu (1996), grammar is the way in which words change themselves and group together to make sentences. The grammar of a language is what happens towards when they become plural or negative, or what order is used when we make questions or join two clauses to make one sentence, (Harmer, 1987).

In conclusion, grammar is the system of a language which consists of rules for combining words into sentences in order to form the units of meaning.

2.3.2 Grammatical Competence

Grammatical competence is linguistic competence in the restricted sense of the term as it has been used by Chomsky. Chomsky defines grammatical competence as the linguistic knowledge of the idealized native speaker, an innate biological function of the mind that allows individuals to generate the infinite set of grammatical sentences that constitutes their language. However, beyond Chomsky's definition, Canale and Swain (1980) include grammatical competence as one of the four types of communicative competence. They consider it should be included in any definition of proficiency (the other three being sociolinguistic competence, discourse competence, and strategic competence). They define grammatical competence was seen to encompass

“knowledge of lexical items and of rules of morphology, syntax, sentence- grammar, semantic, and phonology”.

Moreover, Canale and Swain point out that grammatical competence will be an important concern for any communicative approach whose goals include providing learners with knowledge of how to determine and express accurately utterances. Hymes also states that grammatical competence was a part of communicative competence.

According to the information state above, it can be concluded that grammatical competence is the ability to recognize and produce the distinctive grammatical structures of a language, and to use them effectively in communication.

2.4 Types of Grammar

Fromkin and other experts (2007) identify two major schemes of grammar: descriptive and prescriptive grammar. Descriptive grammar is associated with the systematic study and description of a language. Descriptive grammar refers to structures of a language as it is actually used by speakers and writers. Prescriptive grammar is associated with a set of rules and examples dealing with the syntax and word structures of a language, usually intended as an aid to the learning of that language. Prescriptive grammar refers to the structure of a language as certain people think it should be used.

Both kinds of grammar are concerned with rules but in different ways. Specialists in descriptive grammar (called linguists) study the rules or patterns that underlie our use of words, phrases, clauses and sentences. On the other hand, prescriptive grammarians (such as most editors and teachers) lay out rules about what they believe to be the “correct” or “incorrect”.

In summary, we can conclude that descriptive grammar explains the basic linguistic knowledge. It explains how to use language, and make judgements about well-formedness, the sounds, words, phrases, and sentences. Prescriptive grammar is not to

describe the rules people know, but to dictate what rules they should follow and why.

2.5 The role of grammar in Communicative Language Teaching

For many years, learning the grammar has played a central role for teaching and learning a language. However, there are different views about what learners need to learn. The role of grammar has changed from acquisition of grammatical rules to the real use of the target language in communication.

This change supported by many linguists (e.g. Halliday 1973; Hymes 1972; Widdowson; 1978; Wilkins 1976) in term of teaching grammar communicatively.

The view that CLT deposed grammar may also stem from a tendency to equate grammar with accuracy. CLT has trended to place more weight on being intelligible than on being correct. Such an emphasis need not be at the expense of attention to the rules of grammar. Relaxing on accuracy simply acknowledges the fact that the rules of grammar take a long time to establish themselves, and that in the meantime, the learners' wish to communicate should not be needlessly frustrated.

It is also true that the deep-end version of CLT, as promoted by Prabhu, was hostile to explicit grammar teaching. But this was relatively short-lived, and while of enormous interest from a theoretical perspective, it seems to have had little or no influence on global classroom practice. If grammar ever went away, it was only very briefly and not very far. In rejecting structural language teaching, CLT drew its theoretical inspiration from linguists such as Halliday (Halliday 1973; Hymes 1977). For Hymes, grammatical competence was a part of communicative competence, and several scholars closely associated with the development of CLT have continued to stress the relationship between grammar and communication.

The two principles provided by CLT are as follows: First, grammar ability is a part of the communicative competence. Grammar is nothing but a tool for teaching by accurately understanding the role of grammar in English teaching. Second, The relationship between grammar competence, and communicative competence is that between “absorbing and practicing”. First knowledge comes from practice. Students are required to participate in reading and listening activities to observe, and understand the structure and function of the grammar. After that, they should summarize the rule of grammar together with their teacher, and absorb the sentence easily in this way. Secondly, the teacher should make absorbing in accordance with practicing and help students to use the newly learned grammar in all kinds of practice to make them understand.

Within the CLT framework, teachers and materials developers understand that students need more opportunities to express their own meaning and open-ended communicative activities start to be considered, at least, a crucial component of language teaching. However, Lee and VanPatten (2003) point out the true goal behind communicative activities is grammar practice, communication is at the service of grammar rather than the other way around. Therefore, teacher should not ignore grammar teaching, while they put CLT in. We should help students to sum up the rule of grammar, and at the same time closely link them with their daily life. Meanwhile, in real or half-real language atmosphere, it is important for the teachers to make use of all kinds of teaching ways to create the communicative practical activities among students.

CLT is based on the notion of the learners as communicators, naturally, endowed with the ability to learn language (Yalden, 1987). However, CLT does not deal with grammar directly. Rather, it disguises grammar rules in functional labels. In the CLT

method, students receive grammar practice indirectly as they learn how to use everyday language, such as ordering food in a restaurant, planning vacations. Grammar is important, and learners seem to focus best on grammar when it relates to their communicative needs and experience.

In conclusion, it can be considered that the role of grammar in Communicative Language Teaching has changed from the acquisition of grammatical rules to the real use of the target language in communication, under the theme of teaching grammar communicatively.

3. Research on Using Communicative Activities

In Thailand, a number of studies have revealed the effective of using communicative activities as follow:

Winita Prasertsoontorn (1999) studied on “Form Focused Communication Tasks and English as a Foreign Language Learners” of the second year of Institute Rajamangala Payap Campus, Chiang Mai Province. The finding was the learners in experimental group had significantly higher oral expressing abilities in using the past form to tell the stories than those of the control group at the level of .05.

Manachai Kaewsangdee (2000) studied on “The use of a communicative – based task In EFL teaching”. The example was 8 Mattayom six students from the school in the Northerst of Thailand. The finding was it can be concluded that using the communicative grammar-based task could promote students’ knowledge of a grammar point, and the interactions focused on an exchange of information.

Jindarat Sonthirak (2001) studied on “ Supplementing Tasked-Based Language Teaching with Focus on Form Activities to Enhance Writing Abilities and Grammatical knowledge of first Year Bachelor degree students, majoring in

Accounting Rajamangala Institute Of Technology Northern Campus, Chiang Mai Province. The finding was that students had higher writing abilities than the pre-set criterion. Moreover, they had higher grammatical knowledge after being supplemented task-based language teaching with Focus-on Form activities.

Orawan Laohametanee (2003) studied “ Supplementing Task-Based Language Teaching with Focus-on Form Activities for enhancing English Speaking Ability And Grammatical knowledge of Undergraduate Students” of 32 fourth year bachelor’s degree students majoring in management at Rajamangala Institute of Technology, Northern Campus, Chiang Mai Province. The result was the English speaking ability level of students was higher from the fair level to the good level after being supplemented with task-based language teaching with Focus-on-Form activities. The grammatical knowledge level of students was higher from the fair level to the good level after being supplemented task-based language teaching with Focus-on-Form activities.

Farah Sulaiman (2004) studied the effectiveness of English Camp on Communicative for Mattayomsuksa 2: Students’ Listening and Speaking Abilities. The finding revealed that the English Speaking-Listening ability level of students was higher from the fair level to the good level. Games and activities were effective to develop speaking and listening skills. The learners’ satisfaction got higher level to activities and games.

In some other countries, a number of studies have revealed the effective communicative activities as follow:

Fotos and Ellis (1991) studied on tasks-based to practice grammar of the students in the college in Japan who studied English as a second language. This study conducted two groups, the control group and the experimental group. The instrument

that used for the experimental group was the task-based activity about using indirect object and grammar test. The finding from the research suggested learning grammar by using task-based activity helped students to develop the knowledge about grammar, and students had significantly higher abilities than students who studied from teacher.

Tootoonchy (1998) from Iarbiat Modarres University conducted a study on Peer-Interactive Tasks in EFL grammar. Seventy-third grade students in two classes of thirty five were selected to undergo the two traditional and innovative methods of grammar instruction. After administering an intermediate version of Nelson Test batteries, the result of which indicate the homogeneity of the two groups. The researcher began to conduct the study to test the null hypothesis of the study, the statistical procedure of dependent T-test was employed and it was observed that at the probability level of $p \leq 0.05$, the observed of “f” of 40.36 exceeded the critical “t” of 2.00. We can argue that students in both classes showed an improved grammar knowledge at the end of the semester, both method revealed itself as being significantly more effective. The researcher can safely argue that the null hypothesis presented in this study is strongly rejected. Furthermore, the finding of this study imply that methods of teaching grammar that present communicative activities are more preferable for Iranian learners at high school level.

Rao (2001) studied “ Chinese students’ perceptions of Communicative and non-communicative activities in EFL classroom”. This study was conducted with 30 Chinese university students on the appropriateness and effectiveness of communicative and non-communicative activities in their English as a second language (EFL) course in China. The result suggested that to update English teaching methods, EFL countries such as China need to modernize not westernize. English teaching that is to combine the “new” with the “old” to align the communicative approach with

traditional teaching structures. It is apparent from the study that only by reconciling communicative activities with non-communicative activities in English classroom can students in non- English speaking countries benefit from CLT.

Honda (2004) carried out a study on the implementation of communicative focus-on-form activities in EFL; Young adolescents' initial perceptions and classroom issues in Japan. This research explores the possibility of implementing communicative focus-on-form (F on F) activities. The results provide evidence that students approved of and could understand the activities. The students successfully interpreted teacher's talk by use of various strategies and resources such as knowledge of loan words katakana and contextual cues. Moreover there is evidence that the communicative activity interactions provide the students, including, slow learners and fidgety "problematic" students, with a chance to actively participate in the class.

Zeng (2004) studied "The role of grammatical instruction within Communicative Language Teaching among Chinese ESL students". This study conducted fifteen Chinese ESL adult students. By observing four ESL classes that use CLT and interview fifteen Chinese ESL students and four EFL teachers, the case study found that Chinese ESL students regard grammar instruction within CLT as a linking tool, which helps them to realize the functional purpose of grammar knowledge, and to achieve communicative competence. This study provides an overview of communicative activities in the CLT classroom, included is a discussion of how these activities facilitate grammatical competence, and how Chinese students perceive these activities. The findings from the case study suggest that it is better to combine, and balance explicit and implicit grammar instruction within meaningful, authentic and communicative context, so that Chinese students can benefit from grammar instruction within the context of Communicative Language Teaching.

Wu (2005) studied “ The role of form-focused communication activities in complex grammar learning: The case of relative clauses in Chinese”. This study audiotaped the interaction between 10 pairs of high school students as they carried out three form-focused communication activities. The activities required them to identify, compare, and fix problems with the accuracy, and appropriateness of grammatical forms as they appeared in Chinese relative clauses. The students were developmentally ready to acquire these forms, but had little progress in that regard. Analysis of the learners’ interaction in these activities revealed four major findings:

1. Learners’ participation in the activities activated interactional and attentional process that were directly related to relative clause forms and features.

2. When learners needed to reach agreement or resolve communication breakdowns over the relative clause forms and features, their attention shifted between a focus on form and a focus on meaning. This served as a strategy for implementing, and completing their activities.

3. Learners’ interaction, when modified through negotiation, discussion, and collaboration during the activated three types of noticing claimed to be necessary for L2 development.

4. Learners’ assistance during the final “check up” step of the activities expanded their opportunities to focus on form and meaning.

In conclusion, according to the work mentioned above, using form-focused communicative activities can enhance learners’ grammatical competence. The researcher taught grammar through form-focused communicative activities to Mathayon Suksa III students of Benchamatheputhip Petchburi School to improve their grammatical competence. It can be seen that form-focused communicative activities, in real-life situations, can promote the acquisition of grammar.

CHAPTER III

RESEARCH METHODOLOGY

This chapter describes the research methodology including:

1. Research Design
2. Population and Sample group
3. The Instruments and Constructing the instruments
4. Data Collection

1. Research Design

This study was the experiment research using Randomized Control

Group Pre-test and Post-test Design as following:

Group	Pre-test	Experiment	Post-test
ER	T1	X	T2
CR	T1	$\sim X$	T2

2. Population and Sample group

2.1 Population

The population were eight classes of Mathayom Suksa III students of Benchamatheputhit Petchburi School, Muang District, Petchburi Province.

They were studying in the first semester of academic year 2010. The total number of the students was 360.

2.2 Sample group

The sample groups were two classes of Mathayom Suksa III students of Benchamatheputhit Petchburi School in the first semester of academic year 2010.

Each class consisted of 45 students. The researcher used simple random sampling to draw two from all 8 classes of 360 students. The drawing was employed again to

assign one class as a control group and the other as the experimental group.

3. The Instruments and Constructing the instruments

3.1 The Instruments

1. Nine lesson plans based on form-focused communicative activities.

(see appendix: 1, p.53)

2. Nine lesson plans based on the teacher's manual-based instruction

(using Super Goal Book) (see appendix: 2, p.58)

3. Grammar Test which consisted of 50 items to be used before and after the experiment. (Pre-test and Post-test) (see appendix: 3, p.62)

3.2 Constructing the instruments

The researcher has written the created research instruments through the following steps:

3.2.1 Lesson plans

3.2.1.1 Studying the curriculum of Foreign Language Department with a focus on Mattayomsuksa III to conceptualize the content, and the expected outcomes identified in the National Curriculum B.E. 2544.

3.2.1.2 Selecting the content following the curriculum of school including:

1. Verb Tense:

- Simple Present Tense
- Simple Past Tense
- Future Tense (will and to be going to)
- Present perfect

2. Adverb of frequency

3. Comparative and Superlative degrees

4. Preposition

3.2.1.3 Studying and organizing the lesson plans based on using form-focused

communicative activities.

3.2.1.4 Having three specialists check the lesson plans, and provided the researcher with feedback.

3.2.1.5. Revising the adapted lesson plans to be used in the experiment with the sample students.

3.2.2 The test

3.2.2.1 The test included 9 topics (50 items) as the following:

1. Verb Tense:

- Simple Present Tense (8 items)
- Simple Past Tense (8 items)
- Future Tense (will and to be going to) (8 items)
- Present perfect (8 items)

2. Adverb of frequency (5 items)

3. Comparative and Superlative degree (8 items)

4. Preposition (5 items)

3.2.2.2 The test used during the pre and post test was constructed based on the following stages:

1. Identifying the principles of designing a test.
2. Studying and analyzing the curriculum, content and objectives in order to write a test.
3. Studying and selecting the content focusing on the level of difficulty based on the curriculum. The researcher wrote 100 multiple choice items.
4. Having three specialists check the content validity of the test and the researcher calculated the index of the correlation of all items by using Item Objective Congruence (IOC).

5. Adapting and choosing the items with the highest IOC value and piloted the test with a class of M.3 students not assigned as either the control or experimental group in this study.

6. Calculating the difficulty of the test 0.3-0.7, and choosing 50 items.

7. Checking the reliability of the test following (Kuder-Richardson) KR-20.

The result was 0.8.

8. Administering the test in both the control and the experimental groups one week before the experiment started, and at the completion of the experiment.

4. Data Collection

4.1 The procedures of the experiments included:

1. The subjects in both groups took the pre-test one week before the experiment began.
2. Teaching methods and lesson plans in the control group was based on teacher's manual while form-focused communicative activities were used with the experimental group for 18 periods.
3. The subjects in both groups took the post-test after the end of the 18th period.
4. Data collection from pre-test and post-test was analyzed statistically.
5. Concluding the results of the study yielded research finding discussing.

4.2 Duration for experiment

The study took 6 weeks, 3 periods per week, and 50 minutes per period. From the beginning each class studied English for 18 periods to the end of the study.

4.3 Data Analysis and the Statistic for Data Analysis

4.3.1. Data Analysis

1. Calculating Mean and Variance of pre-test and post-test scores.
2. Comparing student's pre-test and post-test by using T-test Independent Samples by using SPSS.

4.3.2. The Statistic for Testing Hypotheses

1. Compare pre-test and post-test by T-test Independent Samples.

CHAPTER IV

FINDINGS

This chapter presents the results of the data analysis in narrative and tabular forms. The students of the study were eighty M.3 students at Benchamatheputhit Petchburi School. The instruments used to collect the data in this study consisted of 50 multiple-choice grammar test for pre-test and post-test. The scores from the two tests were compared using t-test independent in order to investigate whether using form-focused communicative activities affected the students' grammatical competence or not.

Research Question

Does teaching grammar through form-focused communicative activities promote higher grammatical competence than through teacher's manual-based instruction that focuses mainly on grammar? To answer the research question above, the data were analyzed as the following:

The raw scores of the pre-test and post-test 50 multiple-choice grammar test of the control and the experimental groups are shown in Table 1.

Table 1 Pre-test and Post-test Row Scores

Experimental Group				Control Group			
No.	Pre	Post	Dif	No.	Pre	Post	Dif
1.	9	19	10	1.	16	19	3
2.	19	29	10	2.	11	13	2
3.	12	18	6	3.	12	16	4
4.	13	20	7	4.	14	15	1
5.	18	23	5	5.	14	17	3
6.	7	12	5	6.	19	20	1
7.	15	19	4	7.	16	16	0
8.	15	17	2	8.	16	19	3
9.	12	17	5	9.	12	18	6
10.	15	20	5	10.	12	13	1
11.	15	20	5	11.	12	16	4
12.	10	15	5	12.	13	16	3
13.	11	15	4	13.	27	31	4
14.	9	13	4	14.	16	15	-1
15.	19	24	5	15.	18	14	-4
16.	15	25	10	16.	8	15	7
17.	12	22	10	17.	15	14	-1
18.	10	19	9	18.	23	23	0
19.	17	18	1	19.	21	15	-6
20.	20	26	6	20.	24	24	0
21.	14	18	4	21.	13	12	-1
22.	12	14	2	22.	13	12	-1
23.	10	19	9	23.	20	18	-2
24.	13	15	2	24.	20	25	5

Table 1 Pre-test and Post-test Row Scores. (continued)

Experimental Group				Control Group			
No.	Pre	Post	Dif	No.	Pre	Post	Dif
25.	17	21	4	25.	19	21	2
26.	22	25	3	26.	15	13	-2
27.	8	11	3	27.	15	12	-3
28.	23	27	4	28.	19	15	-4
29.	11	25	14	29.	19	19	0
30.	17	22	5	30.	14	14	0
31.	15	17	2	31.	13	12	-1
32.	15	18	3	32.	16	16	0
33.	33	35	2	33.	16	14	-2
34.	10	16	6	34.	10	12	2
35.	19	25	6	35.	9	13	4
36.	14	28	14	36.	16	18	2
37.	15	20	5	37.	10	12	2
38.	8	15	7	38.	11	16	5
39.	10	16	6	39.	12	11	-1
40.	15	23	8	40.	12	9	-3

As shown in Table 1, the students in the experimental group obtained higher scores in the post-test than in the pre-test. The lowest score increased in the pre-test was 1, from 17 to 18 in the post-test. Also, the highest score increased in the pre-test was 14, from 11 to 25, and from 14 to 28 in the post-test.

For the control group, the highest score increased in the pre-test was 7, from 8 to 15 in the post-test. The lowest score decreased in the pre-test was -6, from

21 to 15 in the post-test.

To illustrate the changes in the scores from pre-test and post-test of the control and the experimental groups, the data are shown in table 2.

Table 2 A comparison of Mean Scores on Pre-test and Post-test

		Mean	S.D	Std.Error
Pre-test	Control group	15.2750	4.21224	0.666
Post-test	Control group	16.0750	4.31686	0.7808
Pre-test	Experimental group	14.35	4.93824	0.6825
Post-test	Experimental group	20.0250	5.08133	0.803

As shown in the table 2, the mean score of the pre-test of the students in the experimental group was 14.35, and the standard deviation was 4.93. The mean score of the post-test was 20.02, and the standard deviation was 5.08. The mean difference between the pre-test and the post-test was 5.675. The standard deviations difference were 0.14.

For the students in the control group, the mean score of the pre-test was 15.2750 with the standard deviations of 4.21224. The mean score at the post-test was 16.075, the standard deviations were 4.316. The mean difference between the pre-test and post-test was 0.8, the standard deviations difference were 0.104.

To confirm that the changes in the scores from pre-test and post-test were statistically significant, the mean scores of two tests overall were compared using T-test Independent. The results of the T-test are presented in table 3.

Table 3 A comparison of T-test Independent Samples

Group	N	Mean	S.D	t	sig
Control group	40	0.8	0.104	-235.373	.000
Experimental group	40	5.675	0.142	6.546	

As shown in table 4.3, the mean scores the students in the control group obtained 0.8, and the standard deviations were 0.104.

For the students in the experimental group, the mean scores the students obtained were 5.675, and the standard deviations were 0.142.

The results from the T-Test suggested that the students in the experimental group got the higher grammatical competence after learning English through form-focused communicative activities instruction than the students in the control group significantly.

CHAPTER V

CONCLUSION AND DISCUSSION

This chapter presents a summary of the study, objective of the study, research question, discussion of the findings, and limitation of the study. As well pedagogical implication, and suggestions for future research studies are presented.

Summary of the Study

The study was an experimental research using Randomized Control Group Pre-test and Post-test Design that examined the effect of using form-focused communicative activities on grammatical competence of Mathayomsuksa III students. The instructional methods through the use of form-focused communicative activities instruction lasted six weeks, for a total of 18 periods. The students of the study were M.3/4 and M.3/6 students at Benchathepittit Petchburi school, during the first semester of academic year 2010. The instruments used in this study consisted of 9 lesson plans based on form-focused communicative activities and 9 lesson plans based on the teacher's manual and the 50 multiple-choice grammar test for pre-test and post-test.

Objective of the Study

To study the effect of using form-focused communicative activities on Mathayomsuksa III students' grammatical competence.

Research Question

Does teaching grammar through form-focused communicative activities promote higher grammatical competence than through teacher's manual-based instruction that focuses mainly on grammar?

The findings from the comparison of the pre-test and post-test showed that the students' grammatical competence in the experimental group was enhanced after using form-focused communicative activities instruction. The mean score in the post-test of the experimental group was significantly higher than the mean score in the post-test of the control group.

Discussion

The findings from the post-test of the experimental group in the study showed that using form-focused communicative activities enhanced the students' grammatical competence. The results from the present study are consistent with those of Honda (2004), and Wu (2005). In both studies, the researchers employed form-focused communicative activities in their instruction, and found that the activities could foster the development of the students' grammar learning. According to Long (1991), focus on form activities involve alternating in some principle forms. They occur when teachers follow a task-based syllabus, with an emphasis on drawing learners' attention on specific linguistic properties while doing communicative activities.

Based on the present study, the positive effects of using form-focused communicative activities on grammatical competence may result from the instructional activities employed when students were learning the language and communicating through the language. In overall, the effectiveness of teaching grammar communicatively, feedback given by the teacher on the learners' error, monitoring the students' activities, the activities in each lesson plan, spontaneous error treatment, game and collaborative learning, and the humanizing the learning environment could engage the students in studying grammar. All related aspects of the effectiveness are discussed in the following upcoming paragraphs.

First, form-focused activities facilitate the using of teaching grammar communicatively both consciously and subconsciously. According to Lightbrown and Spada (1999), successful language learning involves not only knowledge of the structures and forms of the language, but also the functions and purposes that a language serves in different communicating settings. It emphasizes the communication of meaning over the practice, and manipulation of grammatical forms. Teachers and materials developers understand that students need more opportunities to express their own meaning, and open-ended communicative activities start to be considered at least a crucial component of language teaching. In the experimental group, the students had chances to do the communicative activities which enhanced the ability of using grammar. According to Lee and Van Patten (2003), the true goal behind communicative activities is grammar practice. Communication is at the service of grammar rather than the other way around. The students in the experimental group could develop the grammatical competence after practicing the form-focused communicative activities.

Second, the activity that seems to help enhance the students' grammatical competence is feedback given by the teacher on the learners' error. According to Ellis (1994), teacher could selectively provide feedback on learners' errors during the course of communicative grammar activities. Fotos (1998) also suggested that if focus on form approaches are modified to permit formal instruction before the communicative activities and feedback afterwards, they offered considerable promise. In this study, the students were given feedback while they were doing activities. It could help them to be aware of and to use the correct structure.

Third, part of activities that seems effective is monitoring the students' activities. According to Krashen (1991), monitor use is directly linked to learned language, and that monitor can only be used in reduced circumstances. He also suggested that conscious

learning can only serve as monitor. This practice takes place when language learners made correction or changed the output before speaking or writing. In this study, the researcher gave guidance to the students to remind them, and make them aware of the correction of the usage of the language while doing the activities. The researcher monitored the students carefully in order to check how well the groups were functioning, and what skills they needed to improve. This type of monitor reminded the student in the experimental groups. Monitoring was still intervened when groups of the students encountered problems related to language use. Monitoring can be viewed as effective strategies to facilitate language learners' accuracy.

Fourth, part of activities that improves the students' grammatical competence is the activities in each lesson plan. For example, the researcher taught the students in the experimental group by using the activity of comparison degree. In this activity, the students had chances to play the domino games which encourage them to interact and communicate. This activity is not only motivating and challenging, but also provides language practice in the various skills: speaking, writing, listening, and reading. The students focused on communicative grammar, and resulted in whole class participation. While they were playing the domino games, they looked enthusiastic, and released their anxiety. According to Richard- Amato (1998), games can lower anxiety. Thus making the acquisition of input more likely. Moreover games help the students in the experimental group to make, and sustain the effort of learning.

Fifth, part of activities that seems effective to enhance the students' grammatical competence is spontaneous error treatment. Error treatment could help the students to be aware of to use the correct forms. Allwright (1975) points out that in a language classroom, the teachers' role is to be a source of information about the target language, and to react to errors whenever it seems appropriate. When the students in the

experimental group made errors, the teacher corrected the errors due to the focus of the activity which is meant for accuracy related purposes. Moreover, Allwright and Bailey (1991) warn that if the errors pass untreated, the consistent use of recognizably erroneous forms may result in fossilization. In encouraging the students to perform at their proficiency level, the teacher could adjust personal expectations on typical errors made by learners at different levels. Spontaneous error treatment remains crucial for all students in the experimental group, and the teacher takes an authoritative role in guiding and editing the students' errors.

Sixth, part of activities that seems to help the students' grammatical competence is game and collaborative learning. The main focus of using game in class is not only to help the students to learn more effectively, but also to have fun. According to Hansen (1994), games are highly motivating and entertaining, and they can give shy learners more opportunity to express their opinions and feelings. Games can stimulate and encourage the students to participate in the activity that they want to beat the other teams. The competition in the games gives the students a natural opportunity to work together, and communicate with each other a lot. According to Rinvoluci and Davis (1995), competitive activities that hit pairs against pairs and threes against threes are excellent for fostering collaboration, and mutual help within each team. Moreover, Colbeck et al. (2000) state that collaborative learning refers to a variety of instructional practices that encourage students to work together as they apply course material to answer questions, solve problems, or create a product. The students in the experimental group learned how to play game within the framework of collaborative learning that could make them learn with a lively and successful process. In addition, games not only offer the students a highly motivating, relaxing class, but most importantly meaningful practice to all language skills.

Seventh, the last aspect of the use of form-focused activities that seems to help students' grammatical competence is the humanizing the learning environment.

The learning environment was supportive for the students in the experimental group. The students knew the clear goal of doing the activities. Learning through form-focused communicative activities which had real purposes could encourage, and promote the students to use the language to communicate via both receptive and productive modes. More learning took place when students were engaged in relevant tasks within a dynamic environment. Moreover, supportive learning communicative activities provided opportunities for positive personal relationship to develop among learners and between learners and teachers. These relationships could help to humanize the classroom, and to create an environment that supported the individual in his efforts to learn.

In conclusion, with the use of teaching grammar communicatively, feedback given by the teacher on the learners' error, monitoring the students' activities, the activities in each lesson plan, spontaneous error treatment, game and collaborative learning, and the humanizing the learning environment helped enhance the grammatical accuracy in the experimental group significantly. As a focused point, these seven aspects were integrated into teaching and learning activities.

Limitations of the study

The limitation of the present study lies in the limited number of activities used to practice grammar, duration of time, class size, and the effect of monitoring. In this study, the students learned grammar mainly from the activities the researcher used in the class. Some activities were too difficult for the passive and slower students.

For example, during the activity of present perfect tense, some students could not follow the instructions because they could not change the verb tense. Therefore, some activities

they practiced during the period of the study may have failed to develop their grammatical competence. Teaching grammar with the communicative activities needed to have a variety of activities to practice. One activity that contained the target grammar may not directly facilitate a key grammatical structure. Therefore, the researcher had to add more activities for the students to study grammar explicitly.

In addition, the duration of time was limited. The students did not have enough time between classes to practice the activities, especially for the passive and slower students. If they have more time to practice, they may increase their grammatical competence.

Furthermore, the point that seems to limit the focus of this study is class size. There were a lot of students in the class. The larger the group size, the more difficult it is to organize tasks, manage different skills, and reach a goal. If the class size were smaller, more students whose post-test scores were lower than the others might be more successful in developing grammatical accuracy.

The last point that seems to limit the focus of this study is the effect of monitoring. The researcher was monitoring the students while they were playing the activities. When the students made errors, the researcher gave a guidance to them that may freeze their fluency, and reduce their spontaneous use of language. Some students lacked of self- confident to interact, and participate when the teacher monitored them. Moreover, monitoring may overlap with grammar-translation. Grammar- translation focuses on translating grammatical forms, memorizing vocabulary, and learning rules. Its focus is on accuracy and not fluency. Emphasis is on form and not on meaning. While monitoring helped draw students' consciousness of errors, it does nothing to help, it hindered fluent communication. Nonetheless, it helped them monitor their speech, and correct minor errors.

Pedagogical implications

The present study showed that using form-focused communicative activities could enhance the students' grammatical competence; therefore the teachers of English should try and include form-focused communicative activities in learning and teaching grammar. This type of activities can develop the students' grammatical accuracy. The findings of the study led to the following suggestions for the teachers of English. The teacher should provide different kinds of form-focused communicative activities because of students' different abilities and learning styles. They needed to practice language through activities which were suitable for them. In addition, the teacher should set students' groups which have mix-ability because the good students could help the passive and slower students. Cooperation increased interaction opportunities among students and students, and promoted autonomous learning. According to Johnson (1999), cooperative learning exists when students work together to accomplish shared learning goals. He also defined cooperative learning as the instructional use of small groups so that the students work together to maximize their own and each other's learning. Also, using cooperative learning may help students to develop their learning in the classroom.

Suggestions for further research

The suggestions for further research include the following points. First, further research should be conducted with students at different levels to see whether using form-focused communicative activities can help the students' grammatical competence. Next, further research should study the effectiveness of form-focused communicative

activities to develop other skills such as writing and speaking, students' attitude, and other variables related to language learning. Adapting other principles of teaching to create the new innovation would be another alternative in doing further studies.

REFERENCES

REFERENCES

- Allwright, R.C. (1984). The importance of interaction in classroom language learning. *Applied Linguistics*, 5, 156-171.
- Allwright, R.L. (1975). Problems in the study of the language teacher's treatment of learner error. In Marina K. Burt and Heidi C. Dulay (Eds). *New Directions in second language learning, teaching and Bilingual education* (pp.96-109). Washington DC.
- Allwright, D., & Bailey, K. M. (1991). *Focus on the language classroom*. Cambridge: Cambridge University Press.
- Bachman, L.F. (1990). *Fundamental considerations in language in testing*. Oxford: Oxford University Press.
- Berns, M. (1990). *Context of competence: Social and cultural considerations in communicative language teaching*. New York and London: Plenum Press.
- Canel, M., & Swain, M. (1980). Theoretical bases of communicative approach to second language teaching and testing. *Applied Linguistics*, vol.1, 1-47.
- Colbeck - Carol L., Susan E. Campbell, & Stefani A. Bjorlund. (2000). Grouping in the dark: what college students learn from group projects. *The Journal of Higher Education*, 71(1), 60-83.
- Cook, V. (2001). *Second language learning and language teaching*. Oxford: Oxford University Press.
- Ellis, R. (1994). *The study of second language acquisition*. Oxford: Oxford University Press.
- Ellis, R. (2001, October). Untitled. Paper presented at the British Council, Tokyo.

- Ellis, R. (2001). Investigating form-focused instruction. In R.Ellis (Eds.).
Form focused instruction and second language learning (pp 1-46). Malden,
M.A: Blackwell.
- Ellis, R. (2002). *The study of second language acquisition ,ninth impression*.
Oxford: Oxford University Press.
- Ellis, R. (2003). *Task-based language learning and teaching*. Oxford:
Oxford University Press.
- Ellis, R. (2006). Current issues in teaching of grammar: An SLA perspective *TESOL
Quarterly*, 40(1), 83-107.
- Ellis, R., Basturkmen, H., & Lowen, S. (2001). Learner uptake in
communicative ESL lessons. *Language Learning*, 51(2), 281-318.
- Fotos, S. (1998). Shifting the focus from forms to form in the EFL classroom *ELT
Journal*, 52 (4), 605-628.
- Fotos, S. & Ellis, R. (1991). Communicating about grammar: A Task-based
approach. *TESOL Quarterly*, 25(1), 605-628.
- Fromkin, V., Rodman, R., & Hyams, N, (2007). *An introduction to language*.
Thomson Higher Place: Boston.
- Hansen, M. (1994). The use of games for vocabulary presentation and revision:
Retrieved from [http:// www.ES/depot.com./section.php/4/0](http://www.ES/depot.com./section.php/4/0).
- Harmer, J. (1983). *The practice of English language teaching*. London: Longman.
- Harmer, J. (1987). *Teaching and learning grammar*. London: Longman.
- Harmer, J. (1991). *The practice of English language teaching*. London: Longman.
- Holliday, A. (1994). *Appropriate methodology and social context*. Cambridge:
Cambridge University Press.

- Honda, R. (2004). *The implementation of communicative focus-on-form activities in EFL: Young adolescents' initial perceptions and classroom issues in Japan*. (Master's thesis). Available from ProQuest Dissertations and Theses database. (UMI No. AAT MQ93903).
- Howatt, A. (1984). *A history of English language teaching*. Oxford: Oxford University Press.
- Hymes, D. (1971). Competence and performance in linguistic theory. In R. Huxley & E. Ingram (Eds). *Language Acquisition: Models and method* (pp.3-28). London: Academic Press.
- Hymes, D. (1972). On communicative competence. In J.B. Prides & J. Holmes (Eds). *Sociolinguistics: Selected Reading* (pp.269-293). Harmondsworth: Penguin.
- Johnson, D., & Johnson, R (1999). *Learning together and alone: cooperative, competitive, and individualistic learning*. Boston: Allyn and Bacon.
- Jung, Y. (2002). Historical review of grammar instruction and current implications. *English Teaching*, 57 (3), 193-213.
- Kaewseeduang, M. (2000). *The use of a communicative grammar-based task in ESL teaching*. (Master's thesis dissertation, University of Mahasarakham). Retrieved from <http://dcms.thailis.or.th/>.
- Krashen, S. (1982). *Principles and practice in second language acquisition*. Oxford: Pergamon.
- Krashen, D. D. (1991). The input hypothesis: An update. In James E. Alatis (Eds.). *Georgetown University Round Table on languages and linguistics 1991* (pp.409-431). Washington D.C.: Georgetown University Press.

- Laohametanee, O. (2003). *Supplementing task-based language teaching with focus on form activities for enhancing English speaking ability and grammatical knowledge of undergraduate students*. (Master's thesis dissertation University of Chiang Mai). Retrieved from http://library.cmu.ac.th/digital_collection/etheses/.
- Larsen-Freeman, D. (1986). *Techniques and principles in language teaching*. Oxford: Oxford University Press.
- Lee, J., & VanPatten, B. (2003). *Making communicative language teaching happen*. New York: Mc Graw Hill.
- Lightbown, P., & Spada, N. (1999). *How language are learned*. Oxford: Oxford University Press.
- Little, W. (1981). *Communicative language teaching*. New York: Cambridge University Press.
- Long, M. H. (1988). Instructed inter language development. In L. Beebe (Eds). *Issues in second language acquisition. multiple perspectives* (pp 115-141). Rowley. M.A.: Newbury House.
- Long, M. H. (1991). Focus on form: A design feature in language teaching methodology. In K.de Bot, R.Ginsberg, and Kramsch,C. (Eds). *Foreign language research in cross-cultural perspective* (pp.39-52). Amsterdam: John Benjamin.
- Moss, D., & Ross-Feldhman, L. (2003). *Second language acquisition in adult From Research to Practice, ERIC (Q@A)* Washington D.C.: National Center for ESL Literacy Education. Retrieved January 23,2005 from <http://www.cal.org/caela/digests>.

- Nassaji, H. (1991). Towards integrating form-focused instruction and communicate interaction in the second language classroom: Some pedagogical possibilities. *The Canadian modern language review*, 55, 385-402.
- Nunan, D. (1989). *Designing task for the communicative classroom*. Cambridge: Cambridge University Press.
- Nunan, D. (1989). Communicative tasks and the language curriculum, *TESOL Quarterly*, 25(2), 279-293.
- Nunan, D. (2005). *Practical English language teaching: Grammar*. New York: McGraw Hill.
- Prabhu, N. (1987). *Second language pedagogy*. Oxford: Oxford University Press.
- Prasertsoontorn, W. (1999). *Form focused communication tasks and English language acquisition of English as a foreign language learners*. (Master's thesis dissertation University of Chiang Mai).
Retrieved from [http:// library.cmu.ac.th/digital_collection/etheses/](http://library.cmu.ac.th/digital_collection/etheses/).
- Rao, Z. (2001). *Chinese students' perception of communicative and non-communicative activities in EFL classroom*. In *System* volume 30, Issue 1, March,2002.(pp. 85-105). School of Education, University of South Australia, South Australia: Australia. DOI: 10.1016/S0364-251X(01)00050-1.
- Richard- Amato, P.A. (1998). *Making it happen: Interaction in the second language classroom: From theory to practice*. New York: Longman.
- Richards, Jack C. & Theodore S. Rodgers. (1986). *Approaches and methods in language teaching. A description and analysis*. Cambridge: Cambridge University.

- Richards, J., Platt, J., & Weber, H. (2003). *Longman dictionary of applied linguistic*. London: Longman.
- Rinvoluceri, M. & Davis, P. (1995). *More grammar games: Cognitive, affective and movement activities for EFL students*. New York: Cambridge University Press.
- Ryu, H. (1996). Communicative competence and foreign teaching. *Foreign Language Education*, 3(1). Seoul Korean Association of Foreign Language Education.
- Samuda, V. (2001). Getting relationship between form and meaning during task performance: The role of the teacher. In M. Bygate P. Skehan, @ m. Swain (Eds). *Task-based learning and assessment* (pp-119-140). Haolow: England.
- Savignon, S. (1972). *Communicative competence: An experiment in foreign language teaching*. Philadelphia: Center for Curriculum Development.
- Savignon, S. (1983). Focus of form in the foreign Language classroom: students and teachers' view on error correction and the role of grammar. *Foreign Language Annuals*, 20 (30), 343-352.
- Savignon, S. (1991). Communicative language teaching: State of the art. *TESOL Quarterly*, 29, 261-274.
- Scrivener, J. (2005). *Learning teaching text*. Oxford: Macmillan Publisher.
- Sontirak, J. (2001). *Supplementing task-based language teaching with focus on form activities to enhancing writing abilities and grammatical knowledge*. (master's thesis dissertation, University of Chiang Mai)
Retrieved from [http:// library.cmu.ac.th/digital_collection/etheses/](http://library.cmu.ac.th/digital_collection/etheses/).
- Stori, C.D. (1990). Teaching grammar to children communicatively. *English Teaching Forum* 28, 30-31.

- Sulaiman, F. (2004). "English Camp: Communicative games and activities for promoting Mattayomsuksa 2: Students' listening and speaking abilities". Unpublished master's thesis, University of Srinakarinwirot, Bangkok.
- Thornbury, S. (2000). *How to teach grammar*. London: Pearson ESL.
- Tootoonchy, R. (1998). *Peer-interactive tasks in teaching EFL grammar*. (Master's thesis, University of Tarbiat Modarres , Iran.) Retrieved from [http:// www. thesis of teaching grammar. pdf](http://www.thesisofteachinggrammar.pdf).
- Tremblay, R. (1978). Games for communication and the beginning ESL learner. *TESL Talk*, 9(3), 55-62.
- Ur, P. (1988). *Grammar practice activities: A Practical guide*. Cambridge: Cambridge University Press.
- Wu, W. (2005). *The role of form-focused communication activities in complex grammar learning: The case of relative clauses in Chinese*. (Doctoral dissertation) Available from ProQuest Dissertations and Theses database. (UMI No.AAT 3179837).
- Yalden, J. (1987). *The communicative syllabus*. Englewood Clifts,NJ: Prentice Hall.
- Yalden, J. (1998). *Communicative language teaching: The fourth phrase. Introduction to the course pack on language curriculum*. Ottawa, Canada: School of Linguistics and Applied Languages studies, Carleton University.
- Zaorob, M. & Chin, E. (2001). *Games for grammar practice*. Cambridge: Cambridge University Press.
- Zeng, M. (2004). *The role of grammatical instruction within communicative language teaching among Chinese ESL students*. (Master's thesis). Available from ProQuest Dissertations and Theses database. (UMI No.AAT MQ92457).

APPENDICES

APPENDIX 1: Lesson plan based on form-focused communicative activities
for the experimental group

Lesson Plan 1
(For the experimental group)

Lesson Topic: Which one is better?

Lesson Description:

This lesson is about comparing things, places and life by using comparative form. The students will learn the rules of changing adjectives to comparative forms and also practice using them in both speaking and writing with real-objects and worksheet.

Lesson Rationale

1. This lesson will help students to use comparative in speaking and writing.
2. This lesson will encourage the students to compare the real places with their friends.
3. This lesson will encourage the students to cooperate with their friends.

Lesson Objectives:

1. By the end of this class, the students will be able to write comparative form correctly.
2. By the end of this class, the students will be able to write the sentences to compare things, places and life by using the correct comparative forms.

Alignment of the Lesson with the Curriculum:

This lesson will align the curriculum in the strands of English for communication, English for connection, and English for communities.

Content outlines

Comparative adjective structure

The content from Super Goal book pp.38-39.

Learning activities

Presentation

1. Present four adjectives, small, big dirty, and expensive.
2. The teacher shows two apples and ask students
 Teacher :Which one is small, smaller?
3. The teacher writes the sentences on the blackboard.
4. Show pictures of an elephant and rat, and ask the students which animal is big, and which one is bigger, they write the sentences on the blackboard.
5. Show a picture of two streets and ask the students which street is dirty and dirtier and write the sentence on the blackboard.
6. Show pictures of two fruits between papaya and durian and ask the students:
 Which fruit is more expensive? and write the sentence on the blackboard.
7. Elicit the rule of changing adjective to comparative forms of four examples on the blackboard.
8. Write the rules on the blackboard.
9. Tell the students about irregular comparative forms and give them some examples on the blackboard.

Practice

10. The students work in groups of five and play the game “How do they compare?”
11. Give the instruction for the students as following:
 1. Work in group of five.
 2. Each group gets the one set of dominoes cards.
 3. Each person gets three cards. For the others dominoes, place them on the table.
 4. Each player places his / her card next to the domino that is facing down and

compare the picture by using correct comparative adjectives.

5. The other players approve the sentence whether they accept it or not.

6. The player who can discard the cards first will be the winner.

12. Check the students' understanding of the activity by asking:

How many persons are there in your group?

How many cards did each player have?

How do you compare the picture?

Production

13. Each student writes five sentences by using comparative adjectives from the domino game.

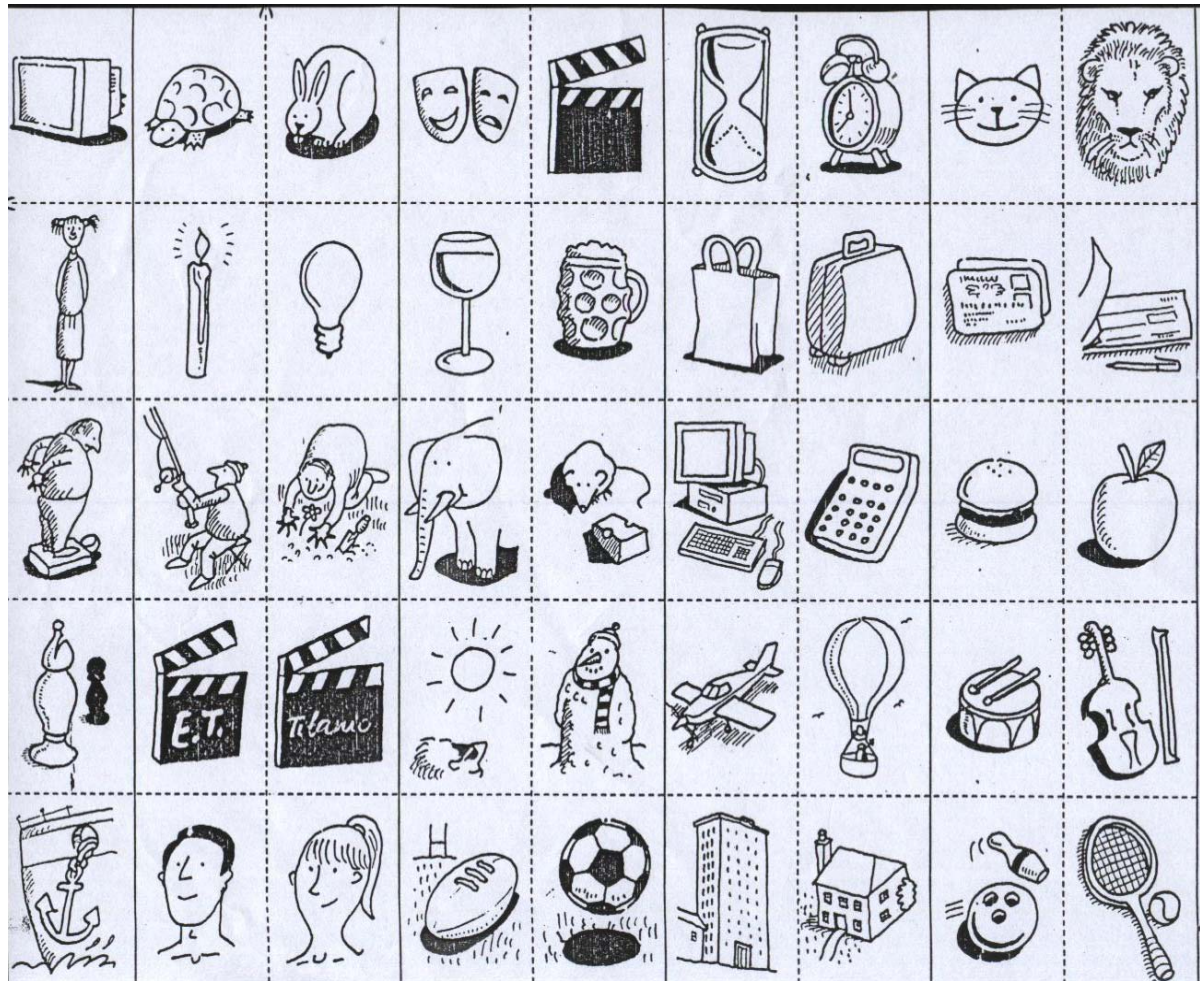
14. Do the exercises in the worksheet.

Resources Needed

1. Pictures
2. Card game
3. Relia

Students' Assessment

1. The students' answers
2. The students' five sentences writing and the exercise



APPENDIX 2: Lesson plan based on teacher's manual-based instruction
for the control group

Lesson Plan 1
(for the control group)

Lesson Topic: Which one is better?

Lesson Description:

This lesson is about comparing the things, places and life by using comparative form. The students will learn the rules of changing adjectives to comparative forms and also practice using in both speaking and writhing with real-objects and worksheet.

Lesson Rationale

1. This lesson will help students to use comparative forms in speaking and writing.
2. This lesson will encourage the students to compare the real places with their friends.
3. This lesson will encourage the students to cooperate with their friends.

Lesson Objectives:

1. By the end of this class, the students will be able to write comparative form correctly.
2. By the end of this class, the students will be able to write the sentences to compare the things, places and life by using the correct comparative forms.

Alignment of the Lesson with the Curriculum:

This lesson aligns with the curriculum in the strands of English for communication, English for connection, and English for communities.

Content outlines

Comparative adjective

The content from Super Goal book pp.38-39.

Connections to the past and the future lessons:

The future lesson: The students are going to learn how to compare things, places and life with the form of superlative form.

Learning Activities

Presentation

1. The teacher asks the students to look the pictures in the book .

The teacher: Which picture is bigger?

The students:

2. The teacher writes the sentences on the blackboard.
3. The teacher shows the pictures and asks the students:
Bangkok and Petchburi, which city is more beautiful?
4. The teacher writes the sentences on the blackboard.
5. Elicit the students to tell the rules of comparative adjectives.
6. The students read the grammar chart in the book.
7. The students summarize the rules of comparative adjectives.

Practice

8. Let the students do exercises in the book.
9. The teacher asks students randomly.
10. The students tell their answers.
11. The teacher gives feedback.

Production

12. The students do the exercises in the workbook.
13. The students write the sentences by using the comparative form five sentences.

Resources Needed

1. Pictures
2. Relia
3. Book

Student's Assessment

1. Check from their writing.
2. Grade from their exercise.

APPENDIX 3 : A 50 multiple- choice grammar test items

Benchamatheputhit Petchburi School**Grammar Test****M.3****1.00 hour****50 items**

Direction : Choose the best answers.

1. Vegetarians.....meat.

- | | |
|---------|----------------|
| 1. eat | 2. doesn't eat |
| 3. eats | 4. don't eat |

2. Mary..... Germany for a holiday two weeks ago.

- | | |
|------------|---------------|
| 1. visits | 2. visit |
| 3. visited | 4. will visit |

3. Tina and Paul have been married.....last year.

- | | |
|----------|--------|
| 1. since | 2. for |
| 3. to | 4. on |

4. I wasn't feeling well yesterday, but I feel a bit.....today.

- | | |
|-------------|--------------|
| 1. the best | 2. better |
| 3. worse | 4. the worst |

5. A: When did you build this bridge?

B: We built it.....1970.

- | | |
|----------|--------|
| 1. since | 2. for |
| 3. at | 4. in |

6. Which sentence is grammatically correct?

- | | |
|------------------------------------|------------------------------------|
| 1. He tries to get up often early. | 2. He tries often to get up early. |
| 3. He often tries to get up early. | 4. He tries to get up early often. |

Continued on page 2

7. Kane has been a superstar.....a long time.

- | | |
|----------|--------|
| 1. since | 2. for |
| 3. to | 4. on |

8. Lisa.....to work yesterday because she wasn't feeling well.

- | | |
|--------------|---------------|
| 1. go | 2. doesn't go |
| 3. didn't go | 4. went |

9. I wonder why Jim.....so nice to me today. He isn't usually like that.

- | | |
|------------|--------|
| 1. is | 2. was |
| 3. will be | 4. are |

10. A: There are a lot of black clouds in the sky.

B: It.....

- | | |
|---------------------|---------------|
| 1. is going to rain | 2. will rain |
| 3. rains | 4. is raining |

11. I am too tired to walk home. I think I.....a taxi.

- | | |
|--------------|---------------|
| 1. take | 2. took |
| 3. will take | 4. have taken |

12. He looks at himself.....the mirror.

- | | |
|-------|------------|
| 1. in | 2. on |
| 3. at | 4. through |

Continued on page 3

19. A: Daddy, may I drive the car?

B: No, you must wait a few years till you are.....

- | | |
|-----------|-------------|
| 1. older | 2. old |
| 3. oldest | 4. more old |

20. Peter.....the newspaper every morning.

- | | |
|-------------|--------------|
| 1. read | 2. will read |
| 3. has read | 4. reads |

21. A: How is he?

B: He looks much.....today than he did yesterday.

- | | |
|---------|----------------|
| 1. best | 2. better |
| 3. good | 4. more better |

22. I used to.....in Bangkok when I was young.

- | | |
|----------|-----------|
| 1. lived | 2. lives |
| 3. live | 4. living |

23. A:Roger lately?

B: Yes, twice a week.

- | | |
|------------------|-----------------|
| 1. Have you seen | 2. Did you see |
| 3. Do you see | 4. Will you see |

24. Everyone looks much.....today than he did yesterday.

- | | |
|-----------------|------------|
| 1. happy | 2. happily |
| 3. more happily | 4. happier |

Continued on page 5

25. When I see Babara on the street, she always.....at me.

- | | |
|----------------|---------------|
| 1. smiled | 2. has smiled |
| 3. was smiling | 4. smiles |

26. The last question in the test wasof all.

- | | |
|-------------------|-----------------------|
| 1. difficult | 2. the most difficult |
| 3. more difficult | 4. much difficult |

27. Pim forgot to stop her carthe traffic lights.

- | | |
|-------|----------|
| 1. in | 2. on |
| 3. at | 4. under |

28. A: Where.....you.....two weeks ago?

B: To Bangkok.

- | | |
|---------------|--------------|
| 1. did / go | 2. do / go |
| 3. have/ gone | 4. will / go |

29. I don't often.....coffee.

- | | |
|-----------|---------------|
| 1. drink | 2. drank |
| 3. drinks | 4. will drink |

30. A: What...30....you...30.....last night?

B: I watched T.V.

- | | |
|-------------|----------------|
| 1. do / do | 2. have / done |
| 3. did / do | 4. will / do |

Continued on page 6

Test

M.3

page 6

31. A: Did you enjoy your meal?

B: Yes, it was.....meal I've ever eaten.

1. most delicious
2. delicious
3. more delicious
4. the most delicious

32. Susan is studying.....Thammasart University.

1. in
2. on
3. at
4. for

33. A: I haven't seen you lately.

B: We.....three months ago.

1. last meet
2. last met
3. have last
4. have last met

34. John climbs.....the Mountain Everest.

1. in
2. above
3. on
4. at

Use the chart to answer questions 35-37

Peter's activities	Mon	Tue	Wed	Thu	Fri	Sat	Sun
Watch T.V.	√	√	√	√	√	√	√
Exercise	√		√		√		
Read a book	√	√	√		√	√	

35. Peter.....watches T.V.

1. always
2. usually
3. sometimes
4. never

Continued on page 7

Test

M.3

page 7

36. Peter.....exercises.

- | | |
|--------------|------------|
| 1. always | 2. usually |
| 3. sometimes | 4. never |

37. Peter.....reads a book.

- | | |
|--------------|------------|
| 1. always | 2. usually |
| 3. sometimes | 4. never |

Nany: I have something to tell you. I.....38.....work late tomorrow.

There is a meeting at 5 p.m.

Lucy: Oh, I don't know that. Well, I.....39.....you after meeting.

- | | | |
|-----|----------------------|--------------|
| 38. | 1. am going to leave | 2. have left |
| | 3. will leave | 4. left |
| 39. | 1. am going to see | 2. have seen |
| | 3. will see | 4. saw |

Laura is asking Kate about her trip to France.

Kate: Excuse me. Where is seat number 29 A?

Attendant: Over there. Next to the window.

Laura: I'm going to France. And you?

Kate: I'm going to France, too.

Laura:40.....you ever.....40.....there?

Kate: No, this is my first time. I'm an exchange student..

Laura: How long.....41.....you....41.....stay?

Kate: For a year.

Continued on page 8

46. This is the.....tree I have ever seen in my life.

- | | |
|------------|-------------|
| 1. big | 2. bigger |
| 3. biggest | 4. more big |

47. A: How long have you known him?

B:

- | | |
|--------------------------|---------------------|
| 1. Since five years. | 2. For five years. |
| 3. Ever since five years | 4. Along five years |

48. The earth.....round the earth.

- | | |
|---------|-------------|
| 1. go | 2. goes |
| 3. went | 4. will go. |

49. A: Have you finished your exam?

B: Yes, I have.

A: How about your scores?

B: It was.....that I have got.

- | | |
|--------------|----------|
| 1. the worst | 2. worse |
| 3. worst | 4. bad |

50. A: Would you like something to eat?

B: No, thanks.

- | | |
|-------------------------|---------------------------------|
| 1. I've just had lunch. | 2. I haven't had anything yet. |
| 3. I have been hungry. | 4. I haven't eaten for 2 hours. |

VITAE

VITAE

Name: Miss Saowanee Leesakulwat
Date of birth: 24 June 1967
Place of birth: Petchburi
Address: 144 Moo 7, Thayang District, Petchburi, 76130
Office: Benchamatheputhit Petchburi School, Muang District, 76000

Educational Background

2010	Master of Arts (Teaching English as a Foreign Language) Srinakarinwirot University
1990	Bachelor of Arts (Humanities-French) Srinakarinwirot University. (Patumwan Campus)
1985	Secondary Certificate (M.6) Benchamatheputhit Petchburi School