

THE EFFECTIVENESS OF COMMUNICATIVE ACTIVITIES  
ON HIGH SCHOOL STUDENTS' GRAMMATICAL COMPETENCE



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

June 2016

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A THESIS  
BY  
THUNSINEE MUANGTHONG

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

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The purposes of this study were to investigate whether Communicative Activities were effective in terms of improving high school students' grammatical competence, and explore students' perceptions on the use of Communicative Activities. The participants of this study were two 11th grade classes at Srinakharinwirot University Demonstration School (Secondary). They were selected to take part in the experiment as the control group and the experimental group through a purposive sampling method. The experimental sample engaged in learning activities through Communicative Activities and the control sample studied using the Grammar Translation Method over nine weeks. The instruments used in this study were Communicative Activity lesson plans for the experimental group and Grammar Translation Method lesson plans for the control group, a pre-test, a post-test, and a students' perception questionnaire. Data collected from the pre-test and the post-test were analyzed statistically by SPSS using an independent T-test. The students' perception questionnaire was analyzed using an open coding and axial coding based on Strauss and Corbin's grounded theory. The findings suggest that Communicative Activities improve students' grammatical competence and students' perceptions on the use of this method were positive.

ผลของการใช้กิจกรรมการสื่อสารต่อความสามารถด้านไวยากรณ์  
ของนักเรียนชั้นมัธยมศึกษาตอนปลาย



เสนอต่อบัณฑิตวิทยาลัย มหาวิทยาลัยศรีนครินทรวิโรฒ เพื่อเป็นส่วนหนึ่งของการศึกษา  
ตามหลักสูตรปริญญาศิลปศาสตรมหาบัณฑิต สาขาการสอนภาษาอังกฤษในฐานะภาษาต่างประเทศ  
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การศึกษาค้นคว้าครั้งนี้มีจุดมุ่งหมายเพื่อศึกษาผลของการใช้กิจกรรมการสื่อสารต่อความสามารถด้านไวยากรณ์ของนักเรียนชั้นมัธยมศึกษาตอนปลายและศึกษาทัศนคติของนักเรียนที่มีต่อการเรียนการสอนไวยากรณ์ นักเรียนกลุ่มตัวอย่างของการวิจัยครั้งนี้คือ นักเรียนชั้นมัธยมศึกษาปีที่ 5 ของโรงเรียนสาธิต มศว ประสานมิตร (ฝ่ายมัธยม) จำนวน 2 ห้อง โดยแบ่งเป็นกลุ่มทดลองและกลุ่มควบคุม คัดเลือกจากวิธีการสุ่มตัวอย่างแบบเจาะจง ซึ่งในการวิจัยครั้งนี้ กลุ่มทดลองเรียนโดยใช้วิธีการเรียนการสอนแบบการใช้กิจกรรมการสื่อสาร และกลุ่มควบคุมเรียนโดยใช้วิธีการเรียนการสอนแบบไวยากรณ์และการแปล เวลาในการวิจัยทั้งหมดคือ 9 สัปดาห์ เครื่องมือที่ใช้ในการวิจัยครั้งนี้ได้แก่ แผนการสอนโดยใช้วิธีการสอนแบบกิจกรรมการสื่อสารสำหรับกลุ่มทดลอง และแผนการสอนโดยใช้วิธีการสอนแบบไวยากรณ์และการแปลสำหรับกลุ่มควบคุม แบบทดสอบก่อนเรียน แบบทดสอบหลังเรียน และ แบบสอบถามทัศนคติของนักเรียน สถิติที่ใช้ในการวิเคราะห์แบบทดสอบก่อนเรียนและหลังเรียน คือ ค่าเฉลี่ยและส่วนเบี่ยงเบนมาตรฐานโดยใช้โปรแกรม SPSS ในการคำนวณและใช้สถิติ T-test แบบ Independent วิธีที่ใช้วิเคราะห์ข้อมูลที่ได้จากแบบสอบถามทัศนคติของนักเรียน คือ วิธีการกำหนดรหัสและการหาแก่นของรหัสจากทฤษฎีฐานรากของ Strauss และ Corbin ผลการวิจัยพบว่า การเรียนการสอนโดยการใช้กิจกรรมการสื่อสารช่วยให้นักเรียนมีความสามารถทางไวยากรณ์ดีขึ้น และนักเรียนยังมีทัศนคติในเชิงบวกต่อการเรียนการสอนโดยการใช้กิจกรรมการสื่อสารอีกด้วย

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Thunsinee Muangthong

# TABLE OF CONTENTS

| Chapter                                                    | Page |
|------------------------------------------------------------|------|
| 1 INTRODUCTION.....                                        | 1    |
| Background of the Study.....                               | 1    |
| Objectives of the Study.....                               | 5    |
| Research Questions.....                                    | 5    |
| Significance of the Study.....                             | 6    |
| Scope of the Study.....                                    | 6    |
| Definitions of Terms.....                                  | 7    |
| 2 REVIEW OF RELATED LITERATURE.....                        | 8    |
| Grammar and Approaches to Teaching Grammar.....            | 8    |
| Grammar Translation Method.....                            | 9    |
| Communicative Language Teaching.....                       | 11   |
| Communicative Grammar Teaching.....                        | 13   |
| The Characteristics of Communicative Grammar Teaching..... | 16   |
| Communicative Competence.....                              | 17   |
| Grammatical Competence.....                                | 19   |
| Communicative Activities.....                              | 20   |
| Types of Communicative Activities.....                     | 21   |
| Related Research.....                                      | 24   |
| 3 METHODOLOGY.....                                         | 27   |
| Research Design.....                                       | 27   |
| Participants .....                                         | 28   |

## TABLE OF CONTENTS (Continued)

| Chapter                                | Page |
|----------------------------------------|------|
| 3 (Continued)                          |      |
| Instrumentation and Material Used..... | 28   |
| Data Collection Procedures.....        | 31   |
| Data Analysis.....                     | 35   |
| 4 FINDINGS.....                        | 36   |
| 5 CONCLUSIONS AND DISCUSSIONS.....     | 42   |
| Summary of the Research.....           | 42   |
| Discussions.....                       | 43   |
| Limitations.....                       | 47   |
| Pedagogical Implications.....          | 47   |
| Suggestions for Further Research.....  | 48   |
| BIBLIOGRAPHY.....                      | 49   |
| APPENDICES.....                        | 59   |
| APPENDIX A.....                        | 60   |
| APPENDIX B.....                        | 66   |
| APPENDIX C.....                        | 73   |
| APPENDIX D.....                        | 76   |
| VITAE.....                             | 78   |

## LISTS OF TABLES

| Table                                                                                        | Page |
|----------------------------------------------------------------------------------------------|------|
| 1 Communicative Activities in each grammar lesson.....                                       | 29   |
| 2 Summary of the difference of the mean score between<br>the pre-test and the post-test..... | 37   |



# **CHAPTER I**

## **INTRODUCTION**

### **Background of the Study**

To acquire English and use it in communication meaningfully, we cannot avoid studying grammar or the structure of the English language. Grammar is a system of meaningful structures and patterns that are governed by particular pragmatic constraints (Larsen-Freeman, 2001). Thornbury (1999) defined grammar as a description of the rules for forming sentences, including an account of the meanings that these forms convey. To be an effective language user, learners should study grammar in order to have sufficient knowledge to organize words and messages and make them meaningful when both encoding and decoding messages. Learners with more grammar knowledge will be able to construct better sentences in writing and in speaking. Accurate grammar influences learners to make sentences clear enough to understand. Azar (2007) also highlighted the significance of teaching grammar because it helps learners discover the nature of language.

Due to the significant roles grammar plays in language learning, teaching and learning grammar has been weaved into English teaching as a crucial practice. As Ellis (2006) posited, “Grammar Teaching involves any instructional technique that draws learners’ attention to some specific grammatical form in such a way that it helps them either to understand it metalinguistically and/or process it in comprehension and/or production so that they can internalize it” (p.84). Richards (2002) pointed out two main reasons for teaching grammar. Comprehensibility is the first reason to study grammar as we form sentences by using grammatical structures. Therefore, teachers must identify

these structures and teach students well in order for them to be able to use certain structures to communicate meaningfully. Another factor concerns acceptability, which is judged prescriptively by educated people who may consider some structures as a reflection of poor education. Students may therefore need a higher level of grammatical correctness than is required for mere comprehensibility. In addition, grammatical competence is considered one goal of learning English as a foreign language in which learners are expected to achieve accuracy (Canale and Swain, 1980; Oxford, 1990; Savignon, 1972).

Problems tend to occur if people use the wrong grammar while communicating. If there were no grammar, language would be a messy collection of separate words “without the indispensable guidelines for how they can be ordered and modified” (Batstone, 1994, p. 4). Errors that researchers sometimes observe in experimental studies, therefore, may be a reflection of the inability to use the available knowledge.

Improper use of grammar will not convey meaningful messages. For example, the use of wrong tenses can make listeners misunderstand the time of the event. In the English language, there are two main tenses which are to be used to represent different concept of time. For example, “*she gets up at six*” and “*she got up at six.*” The first sentence means that *the person gets up at six every day as her daily routine* while another sentence means *she got up at six this morning or the time in the past*. If people have little knowledge about this grammar point, they might send the wrong messages to other people. According to Richards (2002), it is agreed that grammar is too important to be ignored and that without a solid knowledge of grammar, learners’ language development will be severely constrained.

In the past three decades, the role of grammar tended to vary in the field of language teaching because teachers tried using different methods to develop students’

grammatical competence. For example, the Grammar Translation Method, Audio-Lingua Method, Product Teaching, and Process Teaching. However, studies have been done over recent years about innovative ways of teaching grammar. Long (1991) proposed new or re-ordered taxonomies for grammar instruction between Focus on Form and Focus on Meaning approaches. Focus on Form encourages students to form their own grammatical sentences to communicate in a social context. However, Focus on Meaning gives little attention to the forms and the focus of classroom activity is on communicating meaning only. The combination between Focus on Form approach and Focus on Meaning approach has similar components to the Communicative approach, which is a method that focuses on communicative skills but also enhance linguistic competence as well. As a result, a crucial need arose for teachers to integrate meaning-focused instructions and form-focused instruction. The communicative approach has proved to be an effective way of learning grammar (Richards 2006; Canale and Swain 1980).

Initially, Littlewood (1981) explained in his seminal book that there are two steps in teaching language for Communicative approaches which are pre-communicative activities and communicative activities. In this study, pre-communicative activities or form-focused instruction will be used to encourage students to focus on form of grammar and that will be the primary process of learning grammar for students. Through pre-communicative activities, the teacher isolates specific elements of knowledge or a skill which promotes a specific communicative ability, and provides the learners with opportunities to practice each form of grammar points separately. The learners are thus being partially trained in communication rather than practicing the total skill of communication. This step is important for students to get involved in because it is a stage that prepare the grammar knowledge for students before they can use it in communicative activities later on. Students will practice different types of drills or question-and-answer

activities. These aim to provide learners with a fluent command of a linguistic system, without actually requiring them to use this system for communicative purposes. Then they can perform better in communicative activities, which the learner has to activate in order to use the grammar knowledge for the communication of meaning. In this pre-communicative activity, students will focus on form of grammar that will help them have more linguistic knowledge before they can apply it in the further step of communicative approach. These two phases of pre-communicative activities and communicative activities are similar to the three practices of Richards' (2006) which are mechanical practice, meaningful practice and communicative practice. Students practice the use of particular grammatical drills through mechanical practice, and then the meaningful choices are chosen to practice before they use the language to practice in unpredictable real communication. Therefore, pre-communicative activities or focus on form instruction is a great way to start teaching grammar so that students can gain sufficient knowledge of grammar.

There are a variety of communicative activities (e.g. games, role plays, simulations, and problem-solving tasks) which give students an opportunity to practice communicating meaningfully in different contexts and in different roles. Students are expected to interact with each other to practice the forms of grammar through the pre-communicative activity. Another characteristic of Communicative Language Teaching, or CLT, is that activities in the Communicative approach are often carried out by students in small groups (Richards, 2006). Through these small group activities, the students are engaged in meaningful and authentic language use rather than in the merely mechanical practice of language patterns. As linguistic competence is the basis of communicative competence, students should actively participate in such forms of classroom activities as

role playing, simulations and true-to-life interaction so as to develop communicative competence while practicing for the achievement of linguistic competence.

It is essential for students to know both how to produce grammatical utterances and how to use them appropriately. As Hymes (1979), a pioneer of communicative competence, which is the link between linguistics and social contexts, explained that students must know the system of rules of use while learning EFL/ESL because both of them are important. From this idea, grammar should be taught in realistic, everyday, meaningful contexts in order to improve students' communicative competence. As Brown (2001) pointed out in the widely accepted definition of communicative competence, grammatical competence occupies a prominent position as its major component. There should be a study to examine whether or not the Communicative approach with Communicative Activities is an effective way to teach grammar.

### **Objectives of the Study**

1. To investigate if there is a significant difference between the mean score of the pre-test and the post-test of the students in the control group and the experimental group.
2. To study students' perceptions on the Grammar Translation Method and the Communicative Activities in studying grammar.

### **Research Questions**

1. Is there a significant difference between the mean score of the pre-test and the post-test of the students in the control group and in the experimental group?
2. What are the students' perceptions on the use of the Grammar Translation Method and the Communicative Activities in grammar class?

## **Significance of the Study**

This study was conducted to reveal the effectiveness of Communicative Activities in teaching grammar to EFL students. The results of the study show that Matthayomsuksa 5, or 11th-grade, students can develop their grammatical competence after studying through Communicative Activities. This could be useful for grammar teachers to consider this approach as an alternative to teach their students at the Department of Foreign Languages at Srinakharinwirot University Demonstration School (Secondary) or other schools with similar demographic background to apply this approach for other levels of students, and adapt some of the strategies to improve other skills in English teaching.

## **Scope of the Study**

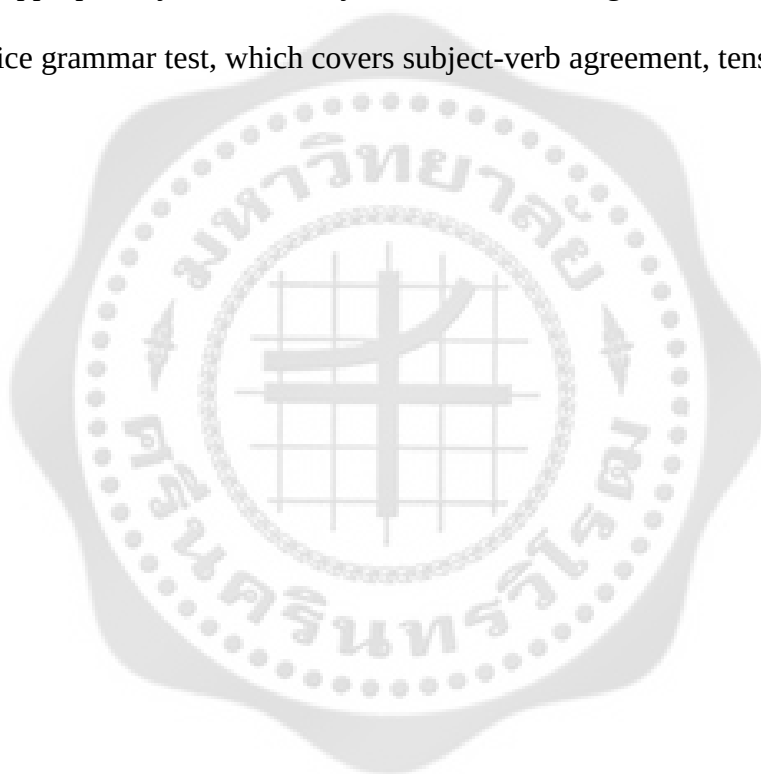
This study was a combination of quantitative and qualitative research aimed at developing EFL students' grammatical competence through the use of Communicative Activities. The context of this study involves two classes of 11th-grade students at Srinakharinwirot University Demonstration School (Secondary).

The students were recruited through a purposive sampling, according to which class the researcher was assigned to teach, which was possible in a semi experimental design with two-group pre-test and post-test experimental design (Fraenkel & Wallen, 2006). The duration was nine weeks including the orientation and the pre-test and the post-test.

## Definition of Terms

1. Communicative Activities are activities that encourage students to practice using the accurate structures of language in communication. Students interact with one another through the activities such as games, role plays, and problem-solving tasks.

2. Grammatical competence is the student's ability to use grammatical forms of the language appropriately. Their ability was assessed through their scores of 45 multiple-choice grammar test, which covers subject-verb agreement, tenses, and parts of speech.



## **CHAPTER II**

### **LITERATURE REVIEW**

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

1. Grammar and Approaches to Teaching Grammar
  - 1.1 Grammar Translation Method
  - 1.2 Communicative Language Teaching
  - 1.3 Communicative Grammar Teaching
  - 1.4 The Characteristics of Communicative Grammar Teaching
  - 1.5 Communicative Competence
  - 1.6 Grammatical Competence
2. Communicative Activities
  - 2.1 Types of Communicative Activities
  - 2.2. Research on Using Communicative Activities

#### **Grammar and Approaches to Teaching Grammar**

Since 1980s, the approaches to teaching grammar have been changing and teachers have adapted several methods to suit their students' learning styles. There are three main approaches to teaching grammar. The first one is the approach that focuses on grammar with grammatical rules as the only ultimate goals. The second approach has an emphasis on meaning as perceived as grammar in contexts of communication. The last one is the combination of grammar and meaning. In the following sections, the changing trends of grammar teaching will be briefly reviewed. First, the traditional approaches to

grammar instruction will be discussed, followed by various kinds of communication-based approaches and their limitations and critiques. Then, recent developments in grammar pedagogy will be considered, including what has come to be known as Form-focused instruction (FFI), an instructional option that calls for an integration of grammar and communication in second language (L2) teaching.

## **The Grammar Translation Method**

In the early years of foreign language teaching, learners were taught to focus on “grammatical rules, memorization of vocabulary and of various declensions and conjugations, translations of texts, and doing written exercises” (Brown, 2001, p. 18) because the primary purpose of the Grammar Translation Method (GTM) was to read and appreciate foreign language literature (Larsen-Freeman, 2000) or to learn to be a scholar (Richards & Rodgers, 1986). It was also to gain proficiency in reading a foreign language (Brown, 2001) or “to produce perfect translations of stilted or literary prose” (Richards, & Rodgers, 1986, p. 4).

According to Prator and Celce-Murcia (1979, as cited in Brown, 2001) and Richards and Rodgers (1986), the characteristics of GTM are described in four major features. The first one concerns the language used in class. Teachers usually use their native language as a medium of teaching in class and compare the differences between students’ native language and target language. It is unlikely to find teachers who use English language in class to instruct or explain grammar rules. The second issue is vocabulary in GTM. New words are introduced to students as a list. Students have to memorize new words with their meaning in students’ native language. There are hardly any example sentences or contexts for using the words. Students are taught to use a

dictionary in order to find the meaning of each word. This is for when students are reading difficult texts. The third characteristic of GT M is that teachers explain grammar rules explicitly and then let students practice using them in a number of exercises. The final feature is the fact that there is little or no attention to pronunciation, speaking, and listening.

According to the characteristics of GTM, students just listen to what teachers explain in class. They do not question but merely write the rules down in their notebook without perhaps understanding. Teachers then give them a chance to apply their knowledge by assigning a lot of exercises for them to practice writing grammatical structures in each sentence. Students may use grammar patterns correctly in the exam because they have learned the rules and structures of grammar, but they might not be able to form their own sentences when they have to communicate with foreigners.

GTM is viewed as a deductive teaching as the rules of grammar are presented to students obviously. In addition, it focus on teaching grammar as a set of rules and structures, which is inadequate in meeting the communicative needs of foreign language learners (Foto & Nassaji, 2011)

In recent years, however, many researchers have questioned the above assumptions. Reviewing past research on form-focused instruction, Long and Robinson (1998) argued that none of the many studies on foreign learning over the past 30 years shows that presenting grammar rules in a discrete fashion matches the manner in which learners develop language rules. R. Ellis, Basturkmen, and Loewen (2002) pointed out that although some evidence shows high scores on grammar test by studying via Grammar Translation Method such as in TOEFL test, there is less evidence that this method enhances students' communicative competence such as speaking test or oral presentation. Ellis (2006) pointed out that grammar can also be taught by discovering

grammar rules. For example, Teachers can provide meaningful contexts for students that let them involve with the target form of language. When students have opportunities to work with the language or complete each task, they will learn the language and then teachers can also support them by giving correct feedback for each task. The inadequacy of GTM brings us to an alternative approach which is Communicative Language Teaching.

### **Communicative Language Teaching**

According to Nunan (1988), “a basic principle underlying all communicative approaches is that learners must learn not only to make grammatically correct, propositional statements about the experiential world, but must also develop the ability to use language to get things done” (p. 25). In other words, Communicative Language Teaching (CLT) approaches focuses on the effectiveness of communication rather than the practice of grammatical patterns. Daisy (2012) stated that CLT is an approach to the teaching of second and foreign languages that emphasizes interaction as both the means and the ultimate goal of learning a language. Richards and Rodgers (2001) suggested that, CLT “aims to (a) make Communicative Competence the goal of language teaching and (b) develop procedures for the teaching of the four language skills that acknowledge the interdependence of language and communication” (p. 155).

CLT consists of a strong version and a weak version. The strong version of communicative teaching, according to Holliday (1994), advances the claim that it is not merely a question of activating an existing but innate knowledge of the language, but of stimulating the development of language itself. Students learn to use a second language the same as the way they learn their native language (Howatt, 1984). The weak

version emphasizes the importance of providing learners with opportunities to use their English for communicative purposes and, characteristically, attempts to integrate such activity into a wider program of language teaching as Howatt (1984) described it as a process of learning a language in order to use it. In this study, only the weak version of Communicative Language Teaching was discussed because the emphasis is on the practice of using the form of grammar.

The most obvious characteristic of CLT, according to Larsen-Freeman (1986), is that “almost everything that is done is done with a communicative intent”.

In CLT, meaning is most essential. Teachers provide various Communicative Activities for students in which they participate (e.g. games, role plays, simulations, and problem-solving tasks). The students will have an opportunity to practice communicating meaningfully in situations which can take place in their real life. In the process of the performance of these activities, teachers encourage students to use English. The students have to avoid using their native language and teachers will not interrupt the activities by correcting the mistakes until the students finish each task.

Another characteristic of CLT is that “activities in the Communicative Approach are often carried out by students in small groups” (Larsen-Freeman, 1986, p. 132).

Students are expected to interact with each other in each activity, share their ideas, and discuss their opinions together. Through these small group activities, the students are engaged in meaningful and authentic language use rather than in traditional grammar exercises. Furthermore, CLT favors the introduction of authentic materials (Larsen-Freeman, 1986; Dubin, 1995; Widdowson, 1996). It is considered desirable that learners will be given the opportunity to develop strategies for understanding language as it is actually used by native speakers (Canale and Swain, 1980).

The last characteristic of CLT is “its learner-centered and experience-based view of second language teaching” (Richards & Rodgers, 1986, p. 69). Teachers are not supposed to be the only person to lecture grammar knowledge in the class, but all students in class have to participate in each activity themselves. This is an opportunity for students to practice using the language to complete each task. The teachers’ role in the CLT class is the facilitators who control the class through the process of learning in the classroom without making students feel threatened or insecure.

Thus, it can be inferred that “Communicative Language Teaching” is a useful method to achieve Communicative Competence while learning a second language, but it has one drawback in that it does not focus on the grammatical aspects of a language. As discussed in this section above, CLT allows the learners to become proficient in any language, but leaves doubt when it comes to the accuracy factor. Therefore, the combination of CLT and Form-focused instruction (FFI) must be highly regarded when it comes to language learning because it will help the learner to gain a full command over that language i.e. in both pronunciation and accuracy.

### **Communicative Grammar Teaching**

During the late twentieth century, a lot of research was done on the topic of “Communicative Language Teaching (CLT),” and the majority of research findings suggest that some forms of grammatical instruction need to be incorporated in CLT programs. Consequently this led to the renewed call for “Form-focused instruction (FFI),” which as suggested by the name, focuses on the forms of words and their meanings. Basically this method of learning second language draws learner attention towards not only communication and fluency, but grammar, pragmatics, spelling,

pronunciation and punctuation as well (Long, 1991). Therefore the linguists recommended that the grammar and communication teaching should not be done in isolation, but should progress side by side. In addition to this, Long (1997) also suggested that learners need both communication (CLT) and Form-focused instruction (FFI) to obtain a high level of proficiency and form-oriented instructions to avoid errors.

CLT or FFI focuses on grammatical form while providing an opportunity for students to practice using its form in communication. While grammatical competence is a part of Communicative Competence, students must have enough grammar knowledge in order to communicate meaningfully (Zeng, 2004). Students are taught by presenting and explaining grammatical rules first, and then they practice using the rules in appropriate situations provided by teachers (Batstone, 1994). When students have enough grammar knowledge, they can create their own output to express their thoughts freely. Even though the communicative approach mainly focuses on developing students' Communicative Competence or puts more emphasis on the usage of language, it does not deny the importance of grammatical instruction (Nunan, 2004). Therefore, researchers claimed that the best and most effective way of teaching English grammar is the Communicative approach (Yang, 1999; Zeng, 2004), which is simply called Communicative Grammar Teaching (Rea Dickins & Woods, 1988). To be able to Communicating effectively in English, students must develop fundamental language skills which are learned through and with grammatical instructions (Wang, 1999). With Communicative Grammar Teaching, students are encouraged to learn the rules of grammar when they express themselves in Communicative Activities.

The characteristics of Communicative Grammar Teaching were provided by Brown (2000). The first thing is an explicit grammar syllabus. The teacher prepares clear point of grammar in each lesson. Another character is a pro-active (as well as

reactive) teaching. The teacher should also brief explanations in the classroom. The exercises for students are important as they should be meaningful and communicative (Brown, 2000: 266).

Ellis (2000) suggested that Communicative Grammar Teaching focuses more on students' awareness rather than performance. The awareness is divided into two senses. The first one occurs when students "notice" the form of language and realize how to use them. Another sense occurs when students "form" the target language by their knowledge (Ellis, 2002: 29). For example, students learn grammar from the utilization of the sentences in a simulated setting. After introducing sentence patterns, students become more familiar with the grammatical forms and communicate in the target setting through repetitive imitation and practice. Then, students are encouraged to use the language in spoken or written output in meaningful situations that can be applied in their lives (Chang, 2005).

In conclusion, Communicative Grammar Teaching has an aim to improve the functional part of grammatical rules and finally to "achieve the optimal balance between functional and grammatical organization at a given stage of study" (Canale & Swain, 1980: 32). In other words, the major purpose of Communicative Grammar Teaching is to achieve the optimal combination of grammar and other communication skills (Zeng, 2004). Brown (2001) provided a concise summary of Communicative Grammar Teaching:

Beyond grammatical and discourse elements in communication, we are probing the nature of social, cultural, and pragmatic features of language. We are exploring pedagogical means for "real-life" communication in the classroom. We are trying to get our learners to develop linguistic fluency, not just the accuracy that so consumed our historical journey. We are equipping our students with tools for generating unrehearsed language performance "out there" when they leave the womb of our classroom. We are concerned with how to facilitate lifelong language learning among our students, not just with the immediate classroom task. We are looking at learners as partners in a cooperative venture. And our

classroom practices seek to draw on whatever intrinsically sparks learners to reach their fullest potential. (p. 42)

## **The Characteristics of Communicative Grammar Teaching**

Communicative Grammar Teaching or Form-focused instruction (FFI) refers to “any planned or incidental instructional activity that is intended to induce language learners to pay attention to linguistic forms” (Ellis, 2001). It is a mixed method between traditional approaches and communicative approaches because the focus is on both grammar and meaning (Ellis, 2001). The intention for teaching the students some forms of grammar take place when they are participating in meaning-focused activities.

Various researchers have explained the characteristics of Communicative Grammar Teaching in a similar way. For example, Poole (2005) stated that “focus on form instruction is a type of instruction which: On one hand holds up the importance of Communicative Language Teaching principles such as authentic communication and student-centeredness, and on the other, maintains the value of the occasional and overt study of problematic L2 grammatical forms” (Poole, 2005: 13). Doughty (2001) agreed on the point about simultaneous attention in that “the factor that distinguishes focus on form from other pedagogical approaches is the requirement that focus on form involves learner’s briefly and perhaps simultaneously attending to form, meaning and use during one cognitive event” (Doughty, 2001: 211). Loewen (2004) also believes that “when students pay attention briefly to linguistic items which arise spontaneously in meaning-focused activities, the focus on form takes place. This focus on form can be either student-initiated, allowing students to “seek information about linguistic items as the need arises during meaning-focused activities,” or teacher-initiated. According to Long (1996), the main character of FFI is that learners attend to language as an object during a

generally meaning-oriented activity, as stated , “ learners need to attend to a task if acquisition is to occur, but their orientation can best be to both form and meaning, not to either form or meaning alone” (Long, 1996: 429).

From the characteristics of Communicative Grammar Teaching, it is obviously seen that the focuses of learning and teaching were placed on both grammar and meaning. The activities that occur in class were planned to make students focus on forms of grammar while participating in communicative tasks. Therefore, both linguistic and communicative skills are focused equally.

### **Communicative Competence**

CLT contains a theory of language as communication and within it the goal of learning and teaching EFL/ESL is to develop “Communicative Competence” (Hymes, 1972). Being able to communicate with others requires Communicative Competence, including “knowing when and how to say what to whom” (Larsen-Freeman, 2000). Whereas Chomsky viewed competence as knowledge of the language system (grammatical knowledge) (Hymes, 1979), Hymes described it with a much more comprehensive view. According to Hymes (1979), there are four divisions of Communicative competence which are possibility, feasibility, appropriateness, and accepted usage (Hymes, 1979: 14).

In addition, Halliday (1975) also described seven basic functions while learning a language which are the instrumental function, the regulatory function, the interactional function, the personal function, the heuristic function, the imaginative function, and the representational function. All of them are the basic function of learning a language to get information in communication (Halliday, 1975: 11-17).

In 1980, Canale and Swain's (1980) defined communicative competence as an ability to communicate which required four different sub-competencies which are grammatical competence (which includes Hymes's Possibility), sociolinguistic competence (which includes Hyme's appropriateness), discourse competence (the ability to use grammatical competence to make cohesive and coherent text), Strategic competence (the ability to compensate for difficulties and make the use of language effective) (Canale & Swain, 1980: 29).

Researchers have previously provided definitions of Communicative competence. For example, according to Brown (2001, p. 33), "Communicative competence implies a set of strategies for getting messages sent and received and for negotiating meaning as an interactive participant in discourse, whether spoken or written." Ellis (1994) indicates that "Communicative competence consists of the knowledge that users of a language have internalized to enable them to understand and produce messages in the language—it entails both linguistic competence and pragmatic competence" (Ellis, 1994: 6).

According to communicative competence's components, grammatical competence is seen as an important component of Communicative competence (Yang, 1999). For example, it is important for students to obtain a high degree of grammatical competence in order to skillfully manipulate the linguistic system to the point where they can use it spontaneously and flexibly to express an intended message (Littlewood, 1981). Students must be competent in understanding linguistic forms and understand how these forms are used in order to express functions in real situations (Liao, 2003). Learners "must be aware of the structural or grammatical features of the language, be able to create those features to their functional usage, and have the ability to use both forms and functions appropriately within the context of meaningful communication with others" (Johnson, 1995: 116).

As a result, students should learn both how to produce grammatical utterances and how to use them appropriately. In other words, students must know the system of rules in use while learning English language because “rules of use without the rules of grammar would be useless” (Hymes, 1979, p. 15). This means that both grammar and function are necessary for communicative competence. Therefore, grammar should be taught in realistic, everyday, meaningful contexts in order to improve students’ Communicative competence for communication. As Brown (2001) pointed out:

In the widely accepted definition of communication competence, grammatical competence occupies a prominent position as a major component of communicative competence. Organizational competence is an intricate, complex array of rules, some of which govern the sentence (grammar), while others govern how we string sentences together (discourse). Without the structure that organizational constraints impose on our communicative attempts, our language would simply be chaotic, (p. 362)

## **Grammatical Competence**

Grammatical competence is an important component of communicative competence (Canale & Swain, 1980). Various researchers presented the idea of grammatical competence in a similar way. Grammatical competence is the knowledge of linguistic code such as syntax, semantics, and phonology. Learners should recognize the features of a language and use them appropriately (Widdowson, 1978; Savignon, 1983; Oxford, 1990). Grammatical competence is indispensable in learning a language as students should have basic knowledge of grammar in understanding and producing the language. While learning a language, students cannot convey meaning without basic knowledge of grammar in spoken and written expressions (Zeng, 2004). Canale and Swain (1980) pointed out that the main purpose of grammatical competence is to achieve accuracy. In other words, one goal of learning English as a foreign language is to use grammatically correct forms in order to express information or a message.

Grammatical competence is necessary because it facilitates the development of other components of communicative competence (Savignon, 1972). Thus, because of the goal of communicative competence, grammar should be taught in a communicative way. Mitchell and Redmond (1993) suggested that grammatical instruction is important in CLT because students can practice the accuracy of grammatical forms in communicative tasks. In order to develop students' grammatical competence, CLT can be an alternative of teaching because students are exposed to the meaningful input and they focus on using grammatical forms in communicative tasks (Krashen & Terrell, 1983).

### **Communicative Activities**

Ellis (2001) pointed out that focused tasks or consciousness-raising tasks are designed to draw learners' attention to a particular grammatical structure. Students are given input data illustrating the grammatical structure and may be provided with the rules to explain it. Then they are required to understand it and practice using it in pairs or in groups with other students. Nunan (2004) called this task the pre-communicative stage. This was intended to provide a basis for later communicative work because it is difficult for students to be able to use language that they had not been explicitly taught. This can help students to establish the link between the linguistics forms and the communicative functions they are learning.

Zeng (2008) suggested that communicative activities focus on practicing students to use correct grammatical structure and through various kinds of activities such as explicit grammar and implicit grammar combination activities, and activities within authentic and meaningful contexts as well as grammar correction activities. For explicit grammar and implicit grammar combination activities, students were given various kinds

of exercises such as cloze exercises and short stories activities. They were used to explain the central of grammar points in each lesson to let students understand and be able to use the structure correctly. Activities within authentic and meaningful contexts are also successful in teaching grammar. Teachers select some relevant and updated topics for students to discuss so they can express their opinions freely while grammar structure is taught implicitly. After the discussion teachers ask students what, where, when, who questions to make a complete sentence for students. This authentic context can link students' knowledge to the situation in their real life. The last example consists of grammar correction activities which is when teachers correct grammar mistakes from students in the class. Students can learn, identify and correct common or other students' mistakes. Then, students discuss their own mistakes with other students and then they rewrite their composition again. When students realize their mistakes and learn how they can change them, they can write better with accurate grammatical structure.

### **Types of Communicative Activities**

The principles of CLT guide teachers to design appropriate Communicative Activities to match each grammar lesson. The activities are necessary for the achievement of CLT. Communicative Activities do not focus only on the fluency but also on the accuracy. The teacher should combine the characteristics of activities that focus both on fluency and accuracy. The activities must reflect both natural use and classroom use of language to make students use it fluently with correctness. In addition, the teacher should give correct forms of language before let them practice using them in communicative tasks. Students use the language in meaningful contexts or provided

situations. Since the beginning of the use of CLT, classroom activities have been developed and use until today.

### **Mechanical practice**

Mechanical practice refers to a controlled practice activity which students can do by completing the form of grammar in the exercises. For example, students practice using the present perfect structure by filling *have/ has* plus past participles in the gap. The students might not have to understand the use of present perfect tense but they can complete the correct answer in each exercise following the pattern they have studied.

### **Meaningful practice**

Meaningful practice refers to a task which is provided for students to complete by using the control language of some grammatical forms. The students have to decide to use appropriate language in each situation. For example, the students practice using the present perfect and past simple tense in group. The teacher gives topics to the students to talk about and they have to make a conversation by using the forms of language such as “What did you have for breakfast?” or “Have you ever eaten Korean food?”

### **Communicative practice**

Communicative practice occurs when students exchange real information by using language they learn in class. They perform as though they are in real communication without the limited patterns of language. For example, students discuss in groups about their future and possible events that might happen in their life. They might use modal verbs or some forms of conditional sentences according to their preference.

### **Information-gap activities**

Information-gap activities are tasks for students to try to get answers that they do not know from other people. This is similar to real life communication. In the classroom, the teachers provides activities for students to use some grammar patterns in each

situation so that the student can practice to get information. For example, the twenty question game is played by asking twenty yes or no questions, so the students can guess what the selected object is. The goal of the activity is for students to discover certain information. It is one of the motivating activities that encourage students to try to use language to get information.

### **Jigsaw activities**

These are also based on the Information-gap principle. Typically, the class is divided into groups and each group has part of the information needed to complete an activity. The class must fit the pieces together to complete the whole. The students must use their language resources to communicate meaningfully and so take part in a meaningful communication practice. For example, the teacher gives each group of students a different piece of information. Then the students read the information of their groups and write it down on their paper. Each student gets one section of the story. Students must then move around the class, and by listening to each section read aloud, they decide where in the story their section belongs. Eventually the students have to put the entire story together in a correct sequence.

### **Other activity types in CLT**

Many other activity types have been used in CLT, including the following: task-completion activities such as puzzles, games, map-reading, and other kinds of classroom tasks in which the focus is on using one's language resources to complete a task.

Information-gathering activities are another type of CLT activities. For example, student-conducted Surveys, Interviews, and Searches in which they are required to use their linguistic resources to collect information. Next, opinion-sharing activities are those in which students compare values, opinions, or beliefs, such as a ranking task in which students list six qualities in order of importance that they might consider in choosing a

subject to study. Another type is the reasoning-gap activity which involve deriving some new information from given information through the process of inference, practical reasoning, etc. Role plays are also popular for practice using the language in which the students are assigned roles and improvise a scene or exchange based on given information or clues.

Most of the activities reflect an important aspect of classroom tasks in CLT. The important thing is they are designed to be carried out in pairs or small groups. As students are participating in each activity, they can learn the form of grammar and practice using them in different tasks. As there are various types of activities that can be used in Communicative Grammar Teaching, teachers can choose appropriate tasks to match a grammar point they want to teach in each lesson.

### **Research Studies Related to Communicative Activities**

Several proposals from a number of researchers and educators have been done on the effect of using Communicative Activities in teaching English. Most of them were done on speaking skills; however, it was suggested that Communicative Grammar Teaching can be applied to other skills of English teaching. All of the research showed positive outcomes on using Communicative Grammar Teaching.

Communicative Activities were used to develop students' speaking ability in various studies. The Focus-on form activities such as information-gap activities, games, and role plays were used to give students more opportunities to practice using the forms of grammar and the result revealed that students' speaking ability was improved after learning through Communicative Activities (Mahakaew, 2009; Nanthaboot, 2012; Phisutthangkoon, 2012).

The effect of using Communicative Activities has also been proved on students' grammatical competence. Communicative Activities were used as a treatment for teaching grammar because students can develop their grammatical competence by using the forms of grammar in each activity repetitively. The results of this study indicated that the students reached higher grammatical competence after learning English through Communicative Activities (Leesakulwat, 2010).

The effectiveness of Communicative Activities was proved to develop both speaking ability and grammatical competence. Both of them can develop at the same time while students were studying through communicative activities because Focus-on form activities were used to enhance students' speaking ability and grammatical competence. The results showed that the English speaking ability level of students was higher from fair to good after having supplemental training with task-based language teaching with Focus-on-Form activities. The grammatical knowledge level of students was higher from fair to good after supplemental task-based language teaching with Focus-on-Form activities (Laohametanee, 2003).

Apart from the studies conducted in Thailand, this issue has been examined all around the world in order to investigate the effectiveness of Communicative Activities to develop students' ability in learning English language.

Most of the research has been done to investigate the effectiveness of Communicative Activities on oral skill. By studying through Focus-on form activities or task repetition in the study, the participants had opportunities to produce the language, so they learned the correct forms of grammar and used them correctly. The results showed that the participants had a positive effect on their accuracy (Baleghizadeh & Derakhshesh, 2012).

Apart from the positive effect of Communicative Activities on students' oral and grammatical competence, there are also a number of studies conducted on students' viewpoints towards Communicative Activities. The study explored learners' attitudes and perceptions of the classroom instruction they had experienced. The findings indicate that most participants hold positive attitudes towards Communicative Activities as it can develop their English communicative and grammatical competence (Chung & Huang, 2009; Ho & Binh, 2014 ).

From all of the studies related to the Communicative Activities in various skills of English learning, the results confirmed the effectiveness of the approach. The results showed that students not only got higher scores on their tests, but they also used the language in the real communication with a positive attitude toward this method of learning English. Therefore, Communicative Grammar Teaching is a useful method of teaching English and can be an alternative for teachers to use it for teaching grammar.

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

This study was an investigation into using Communicative Activities in teaching grammar to EFL students. The first research question that guided this study aimed to answer if there was a significant difference between the mean score of the pre-test and the post-test of the students in the control group and the experimental group. The second research question aimed to study students' perceptions on the Grammar Translation Method and the Communicative Activities in studying grammar. This chapter then describes the research methodology beginning with a discussion of the research design, the participants, the research instruments, and data collection procedure. In addition, the data analysis method is presented at the end of the chapter.

#### **Research design**

This present study was a study combining quantitative and qualitative data collection and analysis. For the quantitative data, it was collected by the scores of students' pre-test and post-test. The qualitative data was collected from open-ended questionnaire with the information from students' perceptions on studying grammar. A quasi-experimental study design in the form of pre-test and post-test with a control group was administered. It aimed at investigating the improvement of students' grammatical competence after learning through Communicative Activities. The independent variable is the use of Communicative Activities and the dependent variable is students' grammatical competence. Pre-test and post-test were administered in accessing the improvement of students' grammatical competence. To collect qualitative data, the open-

ended questionnaires were used to obtain the information about students' perceptions on learning grammar through the Communicative Activities and the Grammar Translation Method with open-ended questions.

## **Participants**

For this study, two classes of 11th grade at Srinakharinwirot University Demonstration School (Secondary) were selected to take part in the experiment as the control and the experimental groups. The two classes were recruited through a purposive sampling, according to which class the researcher was assigned to teach. In other words, the quasi-experimental design was adopted with two groups' pre-test and post-test experimental design (Fraenkel & Wallen, 2006). Based on the pre-test prior to this study, the two groups were equivalent in the language background and the program of the study. Their ages ranged from 16-18 and had compulsorily learnt English for four years at school. Their overall performance in English proficiency was equivalent.

## **Instrumentation and Material used**

For this study, the research instruments used to collect data consisted of lesson plans, students' perception questionnaire and the pre-test and the post-test.

### **1) Lesson plans**

There were six lesson plans with three grammar lessons which are subject-verb agreement, tenses, and parts of speech. These three units were the topics that students in grade 11 had to study in the first semester of the grammar course. In each unit, Communicative Activities were designed to suit each grammar topic. Next, experts in English language teaching and learning examined the lesson plans in terms of the

correctness of the content, and relevancy to the course objectives. Then, the lesson plans were used to pilot with another class of 40 students in grade 11 to find problems occur during the class. After that, the researcher revised, modified and made changes to the weak points of the lesson plans that needed to be improved. The problem of the lesson plan was the instructions in each activity because some of them were not clear enough. Another problem was about the time spending in each activity which was over the time estimated. In order to put Communicative Activities into practice in the classroom, lesson plans were designed to suit each grammar lesson. Each week, the English lessons were provided for 2 periods, 45 minutes in each period. The following are the topics for the lessons implementing of Communicative Activities.

Table 1

*Communicative Activities in each grammar lesson*

| Lesson Plan                        | Content                                | Communicative Activities            |
|------------------------------------|----------------------------------------|-------------------------------------|
| Lesson Plan 1 : Food for life      | Agreement of subject and verb (Part 1) | What do your friends eat?           |
| Lesson Plan 2 : Sport and Athletes | Agreement of subject and verb (Part 2) | Who is your favorite sports player? |
| Lesson Plan 3 : Experiences        | Present perfect tense                  | Have you ever.....?                 |
| Lesson Plan 4 : Your holidays      | Past perfect tense                     | Your last holiday!                  |
| Lesson Plan 5 : Recycle products   | Parts of speech (Part 1)               | Protect our world!                  |
| Lesson Plan 6 : Characters         | Parts of speech (Part 2)               | What is your personality?           |

Table 1 shows the grammar content and activities for each lesson. In learning activities, students engaged in each task through the use of Communicative Activities. Teachers provided the activities for each lesson for students to practice using each form of grammar.

## 2) Students' perception questionnaire

After the treatment was finished, a questionnaire was given to the students to get their perception after studying grammar through Communicative Activities and Grammar Translation Method. The questionnaire consisted of three main parts which dealt with students' perceptions on the improvement of their grammatical competence, and learning through the use of Communicative Activities and Grammar Translation Method. Firstly, the researcher created ten questions about students' perceptions on studying grammar. Then, experts in English language teaching and learning checked the questionnaire in case some questions should be deleted or revised. The researcher used the questionnaire with the pilot group of students and improved the questionnaire. The questions were grouped into three main parts because some questions were similar.

## 3) The Pre-test and the Post-test

The Pre-test and the Post-test were used as a grammar test to assess students' development of grammatical competence. According to Purpura (2004), currently, the knowledge of grammar might be inferred from the ability to select a grammatically correct answer from several options on a multiple-choice test. Both the pre-test and post-test were an identical 45 multiple choice question exam to check the form of grammatical structures. The researcher conducted a multiple choice exam of 80 questions on grammatical structures of subject-verb agreement, tenses and parts of speech. The experts in English language teaching and learning examined the exam based on the concept of content validity. After that, the exam was revised based on the comment of

the experts and used with a pilot group of students. 80 students in grade 11 were asked to do the test to use their scores in calculating the reliability of the test. The reliability of the test was 0.86 which is reliable. The researcher deleted some questions that cannot discriminate students and some questions that were too easy or too difficult. Finally, there were only 45 questions left in the exam.

### **Data Collection Procedures**

The study lasted nine weeks from the beginning of the first semester of 2015, including the orientation and the administrations of the pre- and the post-tests. The six grammar lessons with Communicative Activities were taken into the treatment for the experimental group while the normal curriculum was used for the control group. Data was collected from students' pre-test and post-test and questionnaires.

#### **Pre-Training Phase**

Before the treatment, the lesson plans were prepared for both the experimental group and the control group. There were six lesson plans including three units of grammar which were subject-verb agreement, tenses, and parts of speech. These three units were the topics that students in grade 11 had to study in the first semester of the grammar course. In each unit, the researcher designed Communicative Activities which were appropriate to each grammar topic. Next, the six grammar lessons were planned in two different methods of Communicative Activities and Grammar Translation Method for the experimental group and the control group. All the six grammar lessons were designed in the model of 5E (Engagement, Exploration, Explanation, Elaboration and Evaluation). The lesson plans for the treatment group were communication-oriented. Tasks,

techniques, and classroom activities were communicatively exploited in all five phases. Finally, the students' perception questionnaire was designed to collect the students' perception after studying grammar for a certain period of time. Also, the pre-test and the post-test were developed beforehand. All of these instruments were taken into the pilot within a pilot group of students who had similar demographic background as the participants. The instruments were revised for practicality and appropriateness.

### **Pilot phase**

The instruments were used with a pilot group of students to find problems and improve them before use. The lesson plans were used with 40 students in another grammar class. What occurred in class was students took about 10 minutes to get ready before the class started. When the teacher asked them to complete each task, they were confused and did not understand what to do. The teacher had to explain more about how to complete the activities in group. The lesson plans were revised and added clearer instructions. The time for each activity was also adjusted properly for the teacher to manage to finish the activities in each period. The students' perceptions questionnaire was also used to pilot with 40 students. The problem was some questions were similar, so the teacher grouped the questions into three main parts of the questionnaire. The last instrument was the pre-test and the post-test. The test was used to pilot with 80 students. The scores were used to calculate the reliability of the test. The reliability of the test was 0.86 which is reliable. However, 35 questions were deleted because 13 questions were too easy, 10 questions were too difficult, and 12 questions could not discriminate the students. Finally, there were 45 questions in the test.

### **While- and Post-Training Phase**

In the first week of the first semester, students attended the orientation class to prepare themselves to participate in class properly. Then, in the second week, the pre-test was officially administered to all participants of the two groups, which aimed at confirming the equivalence in English capacity of the two groups as well as providing data for the investigation on statistically significant differences afterwards. From week 3 to week 8, all the six treatments were respectively conducted on six separate days in accordance with the prescribed curriculum. In the last week, both groups were assigned the post-test, which measured students' grammatical knowledge. After that, the questionnaire was distributed to both groups to explore students' perceptions on studying grammar.

### **Training Process**

The training procedure took place within six weeks from the beginning of week 3 to the end of week 8. The five stages of the teaching process were Engagement, Exploration, Explanation, Elaboration and Evaluation.

In the stage of Engagement, the teacher engaged the students by capturing the students' interest and a topic was established. The teacher tried to draw the students' attention through some activities that linked to the topic they study. For example, the teacher presented flash cards, showed photos or video clips, or asked questions to elicit answers from the students about that topic.

In the Exploration stage, grammar points were inductively introduced to students through activities such as an interview in which the target structure was embedded. The students were asked to deal with the tasks in groups or in pairs. They had to use the

language to get the information in each situation provided by the teacher. The students had to share their own ideas and discuss the answers together.

For the Explanation stage, some prompting questions were posed by the teacher so as to get students involved in the target structures embedded in the activities. The students were often asked to work in pairs to discuss the guiding questions and then derive the grammar rules with the teacher's facilitation. Once the students had hypothesized the new grammar rules, the teacher summed them up. The teacher might also give some brief explanations.

In the Elaboration stage, the students were asked to participate in more activities to expand their knowledge on each grammar point. Mostly, they were grouped and helped each other to complete the tasks such as sentence building-up or matching activities. Teacher let them see the rules in meaningful sentences or situations that happen in their daily life.

In the Evaluation stage, the students were usually asked to work in pairs, groups or individually to do both mechanical and meaningful practices. In the mechanical practice, both oral and written practices were exploited with the aim of developing accuracy. With meaningful practice, the participants had to use the target structures to complete one or two of such fluency-based tasks as information gaps, role-plays, discussions, and often one parallel writing exercise. The students were asked to produce the structures through some real-life situations, especially their own lives.

The five stages of 5E were chosen to use as steps of teaching grammar in Communicative Activities because students had more opportunity to practice using forms of grammar in various stages and teachers also had some time to explain, summarize and check students' comprehension as well.

## **Data Analysis**

### **Pre-and Post-Tests**

The data were analyzed using a statistical program to see a significant difference between the mean score of the pre-test and post-test of the students in the control group and in the experimental group. The SPSS program was used to calculate means, standard deviations and certain statistics test (independent T-test) for the significance of the difference of two sets of scores between the mean score of pre-test and post-test of the students in the control group and in the experimental group to find whether the use of Communicative Activities can develop students' grammatical competence better than the Grammar Translation Method.

### **Students' Perception Questionnaire**

The questionnaire on students' perceptions on learning grammar was analyzed using open coding and axial coding based on Strauss & Corbin's grounded theory. Analysis began with open coding in which the data were broken down into discrete parts, closely examined, and compared for similarities and differences. Axial coding, according to Strauss (1987), involved two processes. The first one is to group the open coding into categories and the second step is to explore the axial codes' properties and dimensions.

## **CHAPTER IV**

### **FINDINGS**

This chapter presents the results of the data analysis in narrative and tabular forms. The students of the study were two classes of 11th grades at Srinakharinwirot University Demonstration School (Secondary). The instruments used to collect the data in this study consisted of a 45 multiple-choice grammar test for pre-test and post-test and a students' perception questionnaire. The scores from the two tests were compared using t-test independent in order to investigate whether using Communicative Activities affected the students' grammatical competence and the students' perception questionnaire was analyzed to investigate students' attitude toward Communicative Activities.

#### **Research Question 1**

Is there a significant difference between the mean score of pre-test and post-test of the students in the control group and the experimental group?

In order to respond research question 1, the descriptive statistics data from the pre-test and post-test of the control and the experimental group were calculated and analyzed. In this study, the measurements of mean (M) and standard deviation (S.D.) were taken into analysis.

The results of the pre-test and the post-test of the two groups in Table 2 show the difference of the mean score of the pre-test and post-test. This can indicate the development of students' grammatical competence which shows that the experimental group got a higher mean score of difference between pre-test and post-test than the

control group. There was a significant difference between the two mean scores at the level of .05.

Table 2

*Summary of the difference of the mean score between the pre-test and post-test*

| Group (post-pre) | n  | M    | S.D. | <i>t</i> | <i>p</i> |
|------------------|----|------|------|----------|----------|
| Control          | 39 | 2.10 | 5.45 | -2.17    | .03      |
| Experimental     | 39 | 4.41 | 3.78 |          |          |

From the results, the students in the experimental group got statistically higher scores than the control group. The mean score between the pre-test and the post-test of the control group and the experimental group were 2.10 and 4.41 respectively and the *t* value was -2.17. The result showed that there was a significant difference between the mean scores of the pre-test and the post-test the control group and the experimental group at the *p* value of 0.03.

It was likely that the activities related to each grammar topic were able to help students understand and remember the form of grammar better than studying only the textbook and doing exercises. This also influenced the scores of students' exams because students could apply the knowledge they had learned in class. All the activities promoted students' participation in class. Students shared their ideas and helped each other to finish the assignments. After they completed all tasks, they had a chance to construct the rules for each grammar point before the teacher's explanation. In addition, the situations

provided in each activity were meaningful and students could apply them in their daily life.

## **Research Question 2**

What Are the Students' Attitudes towards the use of the Grammar Translation Method and Communicative Activities in grammar classes?

The open-ended questionnaire on "The students' perceptions on learning grammar" was analyzed via open coding and axial coding respectively based on Strauss & Corbin's grounded theory to reveal findings derived from qualitative data. The questionnaire consisted of three main parts of open ended items which dealt with students' views on the improvement of grammatical competence, and learning through the use of the Grammar Translation Method and Communicative Activities. There were two main aspects which can be described from students' perceptions.

The first notable aspect of the students' attitude was concerned with their satisfaction with the activities in class. Most of the students in the experimental group enjoyed participating in various types of activities such as games, interviews, role plays and information gaps. Students were active in sharing some ideas and worked in groups to complete each task together. This helped attract students' attention to study grammar which they felt was boring when learning in the class without activities. For instance, some students commented that "Doing many activities in class gives me a lot of fun and I don't feel bored at all" and "I love doing the activities with my friends because we can share some ideas and discuss each topic together". Almost all of the students loved joining activities and the class was livelier when the teacher was not the only person in the class who talked about grammar rules, which was what happened in the control group.

Unlike the students in the experimental group, the students in the control group could not think of what they liked to do in class. They wrote that they were satisfied when they were able to do the exam or get higher scores. Students remembered only the rules of grammar but did not have any specific pleasurable moments in class since they only listened to the teacher and practiced doing a lot of exercises on the worksheets. Some of the students also suggested that the teacher should apply some activities in class such as games, songs or movies. From the students' attitudes, an activity is necessary for studying grammar because it does not make students feel stressful. Students were more relaxed and comfortable when working in teams.

The meaningful activities did not serve only students' satisfaction, but also they were useful in several aspects. First, students thought that using activities in class enabled them to understand each grammar topic better than before. Most of the students stated that the activities they had done in class helped them understand each grammar point more thoroughly. One of the students replied that "studying grammar was not only remembering the rules but we had to understand how to use it and the activities in the class gave me an opportunity to do so". When students learned the rules of grammar, it would be better for them to try using those rules in the meaningful situations. This kind of practice is not an important element in the control group so students in the control group answered that "doing a lot of exercises make me do the test automatically but without any real understanding."

Second, the students in the experimental group thought they could remember grammar rules very well because of the activities. For example, one of the students commented that "the use of materials in class such as flash cards or photos made me remember what was going on in the class." When students wanted to recall the grammar structure they had learned, they thought about what they had done in class and the

conversation they practiced in class popped up in their mind. This was a reason why they could remember the grammar better than the students in the control group who just sat and listened to what the teacher said. Students in the control group said that they could remember the rules because they did exercise over and over again. Also, one of the students said that “it depended on the individual capability of remembering the rules”. Therefore, the Grammar Translation Method might not provide students a real understanding of doing the test.

Third, the students in the experimental group said they could apply the knowledge in a communicative way. Most of the students’ answers related to communication as one of the students said that “we can apply it to communicate with foreigners.” Students practiced a lot in class to use the forms of grammar, so the first benefit that they thought of was to use their grammar knowledge in communication. On the other hand, most of the students in the control group thought that they could apply their grammar knowledge only on the exam. For instance, one of the students said that “I could apply the grammar points I studied in the writing and reading exam”. Therefore, all the process of learning influenced students’ opinions. Students in the control group rarely had a chance to practice using grammar forms in class, so they did not see the advantages of communication and focused only on doing the exams.

From the ideas students shared about studying in Communicative Activities class and the Grammar Translation class, it could be summarized that the students in the experimental group were satisfied to study via Communicative Activities while students in the control group were not as satisfied as the experimental group. Communicative Activities allowed students to share their ideas and discuss in teams to complete each task together joyfully. On the contrary, students in Grammar Translation class were not

interested in the lessons enough because they had less chance to interact with their friends or the teacher.

In conclusion, Communicative Activities help students to get both academic and non-academic knowledge. With regards to students' opinions toward Communicative Activities in teaching grammar, the results revealed that they had positive view towards Communicative Activities as they can understand, remember and apply the knowledge in their real life.



## **CHAPTER V**

### **CONCLUSION AND DISCUSSION**

This chapter presents a summary of the study, objectives of the study, research questions, discussion of the findings, and limitations of the study. Pedagogical implications and suggestions for future research studies are presented as well.

#### **Summary of the Study**

The study was a quasi-experimental study design in the form of the pre-test and the post-test with a control group that examined the effectiveness of Communicative Activities on M.5 Students' Grammatical Competence as well as their attitudes in relation to the Grammar Teaching Method. The study lasted nine weeks with the six lessons of Communicative Activities as the treatment for the experimental group and the normal curriculum for the control group. Pre-test and post-test were used to evaluate students' grammatical competence and the questionnaire was analyzed to explore students' perceptions.

#### **Objectives of the Study**

1. To investigate if there is a significant difference between the mean score of pre-test and post-test of the students in the control group and the experimental group
2. To study students' attitude toward the Grammar Translation Method and Communicative Activities in studying grammar.

## Research Questions

1. Is there a significant difference between the mean score of pre-test and post-test of the students in the control group and in the experimental group?
2. What Are the Students' Attitudes towards the use of the Grammar Translation Method and Communicative Activities in grammar classes?

The findings from the comparison of the pre-test and post-test showed that the experimental group got a higher mean score of difference between pre-test and post-test than the control group. The responses from students' perceptions on Communicative Activities also showed that students in the experimental group were satisfied and had positive perceptions on Communicative Activities.

## Discussion

The results of the study confirm that Communicative Activities can develop students' grammatical competence more effectively than the Grammar Translation Method. Students in the experimental group performed better on the grammar test. Communicative Activities can be considered a useful method to teach grammar as it promotes not only students' communicative skills but also grammatical competence, which is one of the most important elements in communicative competence (Hymes, 1979). Activities in each lesson support students learning ability because students had to practice the form of grammar and use it in various situations, which gave them opportunities to practice applying it in their real life. The Grammar Translation Method does not place much focus on using the language in real communication; students only listen to the teacher and do the exercises in textbooks.

Communicative Activities can help students understand the forms of grammar because they see points of grammar exist in real tasks. This can help them see how to use it in each situation in the real world. They get exposed to the form of grammar in real situations. For example, when they studied the present perfect tense, teachers provided them with opportunities to repeatedly use present perfect forms. If they want to ask about someone's experiences, they had to use the word "ever". They used the correct form of "have/has and past participle verbs" to ask their friends' experiences. Also, they knew the differences between an action that already finished in the past and an action that still continues to the present from the information-gap activities. After asking somebody's information by using the present perfect about their experiences, they had to use follow-up questions to ask about their experiences in the past by using the past simple tense. This form of the present perfect and past simple enabled them to understand when to use these different tenses. This process of practice using the forms repeatedly, apart from making them understand how to use the forms, obviously helped students remember the form of grammar better because they used it repeatedly in various tasks.

Instead of illustrating all the rules of grammar to students, the teacher provided some activities for students to complete each task so that they learned to form their own rules by their own understanding. For example, there was an activity that students had to work in group to classify a number of words into correct categories. They had to notice the suffix of each word and guessed if it was a noun, an adjective or a verb. In this activity, students learned a lot of words and then they had to try to use it correctly in sentences with the appropriate functions. Another example was the teaching of subject-verb agreement, in which the teacher designed different tasks for students to make them understand the rules in real contexts. For example, the teacher gave different reading passages to different groups of students. They had to finish the tasks by finding the

subject and verb in each sentence and then they had to summarize their own rules of grammar and present them to the class. Each group exchanged and discussed the rules to ensure that everyone understood each rule. Then they learned the rules of subject and verb agreement and were able to use them in the meaningful contexts.

The greatest feat is the ability of students to apply grammar knowledge after studying grammar through Communicative Activities. Not only can student apply grammar knowledge on the grammar exam, but they also use it in real communication. Students used correct forms of grammar both in writing and speaking skills. They were confident to use English in their real life. This is the best point of using communicative tasks because communication is the main goal of studying English (Fotos & Nassaji, 2011).

From the questionnaires, students had great attitudes toward Communicative Activities as it enhanced their real understanding of grammar and then they were able to use it in communication as well. They had fun while doing the tasks in class. The activities attracted students' attention to help each other finish the tasks. In addition, they enjoyed participating in activities related to grammar topics and found that the class was more interesting than the class without activities. Students thought the activities made them understand and remember each grammar point more deeply. Moreover, they were able to apply the knowledge in communication and also on the exam. In the mean time, students in the control group suggested in the questionnaires that they wanted to study grammar with some activities in class to make it more fun. It was too serious for students in the control class to study only the rules of grammar and practice doing the exercises repeatedly without any activities in class.

Communicative Activities can be an alternative approach for teaching grammar as the students' perception on this method were positive. From the overall feedback of

students' questionnaires, Communicative Activities provided a lot of benefits for students. Students had more opportunity to participate in the variety of activities in class, which made them more fun and motivated them to study difficult grammar lessons. Students learned to use the language because the tasks promoted their speaking across different kinds of situations. When students practiced a lot of sentences in different forms of languages with their own understanding, they felt that they could remember the structures better. Students in the experimental group were livelier than the control group because they found grammar lessons more interesting. Working in groups supported students in the experimental group to share some ideas to each other and they formed their own knowledge. Most of the students preferred learning grammar by using the activities because they were active and enthusiastic in class to complete each task. They had to try as much as they could to use the language in order to get the scores for their team. This encouraged students to work with language and try to practice using it in the real contexts.

In conclusion, the Communicative Activities are effective in teaching grammar as it can develop students' grammatical competence with positive students' perceptions. Some might argue that if we would like to see the higher scores of students' grammatical competence in the grammar test, we should also use the Grammar Translation Method as well. However, if we think about the long term learning for students who have to study grammar in order to use the language in their real life, Communicative Activities is more useful for them (Brown, 2001). As it was discussed earlier, grammatical competence is just one element of communicative competence, which means that the main goal of studying grammar is for communication. In the same way, the main goal of studying English language or other languages is for communication as well (Daisy, 2012). The activities in Communicative Activities class provided students with a lot of fun which

was their key motivation to learn English. As they learned with positive attitudes, they were able to obtain the knowledge better. The study has also confirmed that students can understand, remember and apply the knowledge better through CLT. In addition, studying grammar via Communicative Activities develops students' thinking skills because they can apply the knowledge in their own real life situations. Therefore, Communicative Activities help students develop their grammatical competence with positive perceptions and also promoted students' learning motivation that develops their communication skills as well.

### **Limitations**

The limitation of this study was the time limit as there were only nine weeks for the experiment. If the lessons had been extended by using Communicative Activities, the results of the study might have been more reliable. The limited time meant limited topics. Only three main topics of grammar were integrated in this experiment which did not cover all the grammar topics. Therefore, the scope of grammar topics may be questionable. Additionally, the study was conducted on a small scale of subjects—Srinakharinwirot University Demonstration School (secondary). Therefore, the findings are not intended to be generalized to other schools that have different demographic backgrounds.

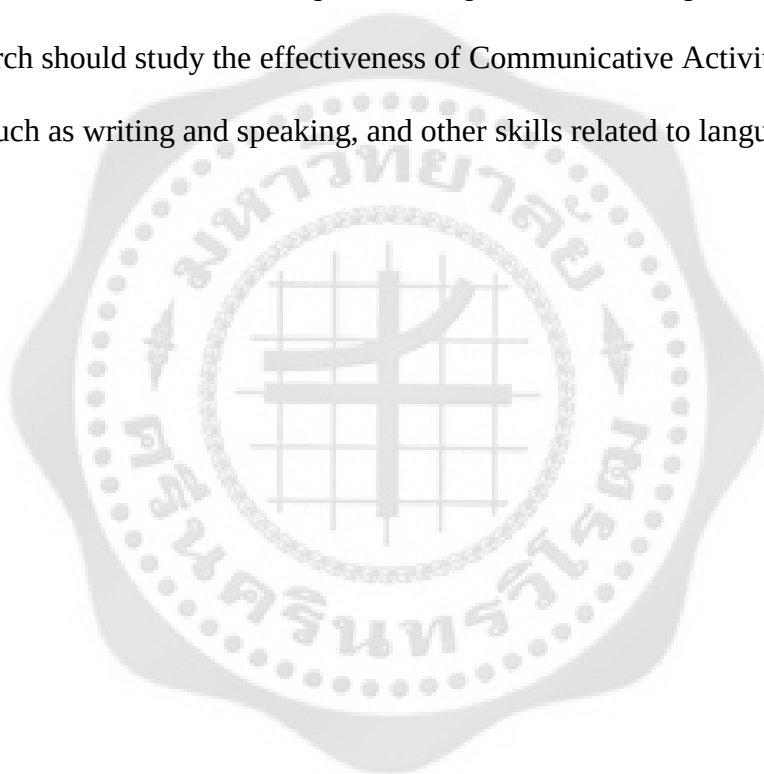
### **Pedagogical implications**

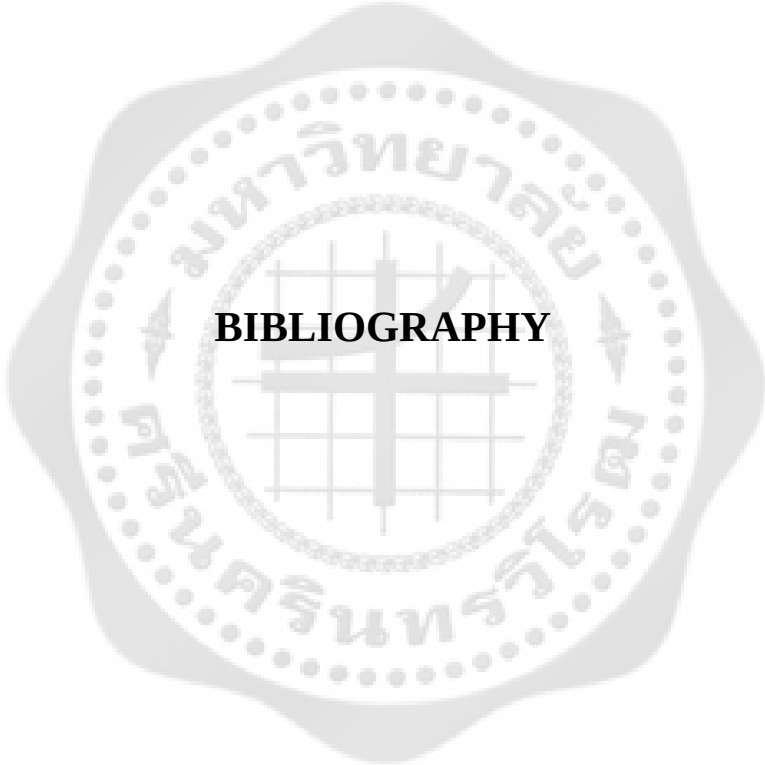
The results of the study have shown that 11th-grade students can develop their grammatical competence after learning through Communicative Activities. It is useful for grammar teachers to consider this approach as an alternative technique to implement

and to use in with other levels of students, and adapt some of the strategies to improve the other language skills.

### **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 Communicative Activities can develop students' grammatical competence. Moreover, further research should study the effectiveness of Communicative Activities to develop other skills such as writing and speaking, and other skills related to language learning.





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## **APPENDIX A**

### **Lesson plans**

## An Example Lesson Plan for the experimental group

### Background:

Institution: Srinakarinwirot University Demonstration School (Secondary)

Course/level: Grammar class, 90 minutes/ Grade 11

Students: 39 students, age16-18, Thai-speaking

Overall course goals: Ss learn when and how to use the present perfect to talk about their life experiences and other situations they should use the present perfect.

Text/materials: Worksheet, Sentence cards.

Lesson aim(s): 1. Ss can understand when and how to use the present perfect 2. Ss can use the present perfect to talk about their life experiences.

### Procedures

| Activity/<br>timing  | Objective(s)                                        | Materials/<br>equipment                       | Step-by-step details                                                                                                                                                 | Interaction/<br>seating other notes | Contingency plans/                                               | Assessment                                       |
|----------------------|-----------------------------------------------------|-----------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|------------------------------------------------------------------|--------------------------------------------------|
| Engagement<br>10 min | 1. Ss learn<br>the structure of<br>present perfect. | Photos from<br>the internet<br>and worksheet. | T brings some photos and<br>Ss match the photo with the<br>sentences on their worksheet.<br><br>T randomly asks Ss to give the<br>answer and shows Ss the structure. | T-Ss                                | All students<br><br>should notice<br>present perfect<br>pattern. | See if students<br>can use correct<br>structure. |

## Procedures

| Activity/<br>timing          | Objective(s)                                               | Materials/<br>equipment | Step-by-step details                                                                                                                                                                                                                   | Interaction/<br>seating other notes | Contingency plans/                        | Assessment                     |
|------------------------------|------------------------------------------------------------|-------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|-------------------------------------------|--------------------------------|
| Exploration<br>any<br>20 min | 1. Ss learn the<br>pattern of<br>present perfect.          | Worksheet               | T gives Ss worksheet about<br>finding people who has ....!<br>Ss walk around in the class and<br>ask questions using present perfect.<br>such as “Have you ever seen ghosts?”<br>Ss fill the information they get in<br>the worksheet. | Ss                                  | T may investigate<br>if Ss need help.     | See if Ss ask<br>questions.    |
| Explanation<br>20 min        | 1. Ss learn time<br>expression used<br>in present perfect. | Worksheet               | T explains how to use present perfect<br>by using Ss examples. T teaches more<br>about time expression used in present<br>perfect and past simple.                                                                                     | T-Ss                                | Go around and<br>help Ss if<br>necessary. | See if Ss ask<br>any questions |

## Procedures

| Activity/<br>timing   | Objective(s)                                                       | Materials/<br>equipment | Step-by-step details                                                                                                                                                                                                                                                                                                                                                                                                                                 | Interaction/<br>seating other notes | Contingency plans/                  | Assessment                  |
|-----------------------|--------------------------------------------------------------------|-------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|-------------------------------------|-----------------------------|
| Elaboration<br>25 min | 1. Ss learn the different between past simple and present perfect. | Worksheet               | T asks Ss to work in pair. Ss will get the worksheet that have examples of dialogues. They have to change the sentences by using the words given in the worksheet to make a conversation with their partner. Ss have to use present perfect for the first question such as “Have you ever eaten a snake?” Then they ask the follow-up questions using past simple such as “Where did you eat a snake?” T asks Ss to present some of their sentences. | T-Ss                                | Go around and help Ss if necessary. | See if Ss ask any questions |
| Evaluation<br>15 min  | 1. Ss can use present perfect in each situation.                   | Time expression cards.  | T groups 4 Ss in each group. T give a set of time expression cards to Ss. One of the members draws a card and make each sentence.                                                                                                                                                                                                                                                                                                                    | T-Ss                                | Ss may need help.                   | Observe the class.          |

## An Example Lesson Plan for the control group

### Background:

Institution: Srinakarinwirot University Demonstration School (Secondary)

Course/level: Grammar class, 90 minutes/ Grade 11

Students: 39 students, age16-18, Thai-speaking

Overall course goals: Ss learn when and how to use the present perfect to talk about their life experiences and other situations they should use the present perfect.

Text/materials: Worksheet.

Lesson aim(s): 1. Ss can understand when and how to use the present perfect 2. Ss can use the present perfect to talk about their life experiences.

### Procedures

| Activity/<br>timing              | Objective(s)                                        | Materials/<br>equipment | Step-by-step details                                                                                                          | Interaction/<br>seating other notes | Contingency plans/           | Assessment                           |
|----------------------------------|-----------------------------------------------------|-------------------------|-------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|------------------------------|--------------------------------------|
| Study the<br>structure<br>20 min | 1. Teach present<br>perfect structure<br>and rules. | Blackboard              | T writes the structure and<br>explains some examples on<br>the blackboard and students<br>write them down on their worksheet. | T-Ss                                | T provides more<br>examples. | Observe when<br>they are<br>writing. |

## Procedures

| Activity/<br>timing                               | Objective(s)                                                 | Materials/<br>equipment | Step-by-step details                                                                                                                         | Interaction/<br>seating other notes | Contingency plans/                        | Assessment                      |
|---------------------------------------------------|--------------------------------------------------------------|-------------------------|----------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|-------------------------------------------|---------------------------------|
| Do exercises<br>to practice<br>20 min             | 1. Ss can use<br>correct form of<br>present perfect.         | Worksheet               | T gives Ss worksheet for<br>more exercises on present<br>perfect. T randomly asks students<br>to answer each question and<br>gives feedback. | T-Ss                                | T may investigate<br>if Ss need help.     | See if Ss ask any<br>questions. |
| Write about<br>yourself the information<br>25 min | 1. Ss write<br>using present<br>perfect.                     | Worksheet               | T asks students to write their own<br>sentences using present perfect.<br>Ss should write about their own<br>experience.                     | Ss                                  | Go around and<br>help Ss if<br>necessary. | See if Ss ask<br>any questions  |
| Edit your<br>work<br>25 min                       | 1. Ss understand<br>how to use present<br>perfect correctly. | Worksheet               | T pairs students and let them<br>check each other's work. Students<br>give some feedback to their friends.                                   | Ss                                  | Ss may need<br>help                       | Observe<br>the class.           |



## **APPENDIX B**

### **Pre-Post test**

## Basic Grammar M.5

ไวยากรณ์พื้นฐาน ม.5

### Choose the best alternative

1. Lisa \_\_\_\_\_ me a lift because I \_\_\_\_\_ the bus.
- A) gave / miss                      B) have given / miss
- C) gave / had missed              D) had given / missed
2. Have the children \_\_\_\_\_ to London?
- A) ever be                          B) never been
- C) sometimes been                D) ever been
3. When I got to the office, I \_\_\_\_\_ that I \_\_\_\_\_ to lock the front door.
- A) had realized / forget            B) realized / had forgotten
- C) realized / forget                D) had realized / forgot
4. "You should wash your hair" – "\_\_\_\_\_ it"
- A) I washed                         B) I wash
- C) I'm washing                      D) I've already washed
5. It's the second time \_\_\_\_\_ to this place.
- A) I am                                B) I have gone
- C) I've been                         D) I went
6. I \_\_\_\_\_ you at 8.00, but you \_\_\_\_\_ just \_\_\_\_\_ out.
- A) call / have / gone                B) called / have / gone
- C) called / had / gone               D) have called / have / gone
7. I took my family to Paris last year. I \_\_\_\_\_ there as a student, so I \_\_\_\_\_ my way around.
- A) was / know                        B) were / knew
- C) was/ had known                 D) had been / knew
8. "Would you like a cigarette?" – "No, \_\_\_\_\_ one"
- A) I've just had                      B) I had just
- C) I had                                D) I've had just

9. Standing in the water \_\_\_\_\_ a bad idea. Swimming in the ocean and playing drums \_\_\_\_\_

my hobbies.

- A) is/ is                                      B) is/ are  
C) is/ was                                    D) are/ is

10. "Ten dollars \_\_\_\_\_ not enough to pay for the movie ticket". Chris, along with Zack, \_\_\_\_\_ to come again next week.

- A) is/ decides                                B) is/ decide  
C) are/ decides                              D) are/ decide

11. A couple of the players \_\_\_\_\_ leaving now.

- A) is                                          B) are                                          C) was                                          D) were

12. A pack of cards \_\_\_\_\_ scattered over the table the other night.

- A) is                                          B) are                                          C) was                                          D) were

13. Normally, the poor \_\_\_\_\_ unable to look after themselves.

- A) is                                          B) are                                          C) was                                          D) were

14. Neither Colin nor Digby \_\_\_\_\_ there.

- A) are                                          B) isn't                                          C) wasn't                                          D) was

15. I turned around \_\_\_\_\_, because there was a \_\_\_\_\_ shout around the corner.

- A) immediate / sudden                      B) immediate / suddenly  
C) immediately / sudden                    D) immediately / suddenly

### Cloze test 1: Pregnant travellers offered new flight advice

The Royal College of Obstetricians and Gynaecologists \_\_(16)\_\_ flying is not harmful during a low-risk pregnancy, but there may be side-effects. If more than 28 weeks pregnant, a woman should take her medical notes and a GP's letter. Many airlines \_\_(17)\_\_ own rules on when pregnant women can fly. Although everyone who flies is exposed to a slight increase in \_\_(18)\_\_, there is no evidence that flying \_\_(19)\_\_ miscarriage, early labour or a woman's waters to \_\_(20)\_\_. The changes in air pressure and the decrease in humidity on an aircraft \_\_(21)\_\_ to have a harmful effect on pregnancy either. If the pregnancy is straightforward, flying is not \_\_(22)\_\_ to the woman or her baby, the RCOG leaflet says. \_\_(23)\_\_, the advice for women with multiple pregnancies \_\_(24)\_\_ that the safest time to fly was before 34 weeks, but this \_\_(25)\_\_ to 32 weeks to tie in with International Air Transport Association (IATA) recommendations.

- |                      |                       |                     |                        |
|----------------------|-----------------------|---------------------|------------------------|
| 16. A) say           | B) says               | C) saying           | D) to say              |
| 17. A) has its       | B) has their          | C) have its         | D) have their          |
| 18. A) radiate       | B) radiated           | C) radiation        | D) radiate to          |
| 19. A) causing       | B) cause              | C) caused           | D) causes              |
| 20. A) break         | B) breaking           | C) broke            | D) broken              |
| 21. A) has not shown |                       | B) have not shown   |                        |
|                      | C) has not been shown |                     | D) have not been shown |
| 22. A) harm          |                       | B) harmfully        |                        |
|                      | C) harmful            |                     | D) harmfulness         |
| 23. A) Previous      | B) Its previous       | C) Previously       | D) Previous to         |
| 24. A) was           | B) were               | C) has been         | D) have been           |
| 25. A) was changed   | B) were changed       | C) has been changed | D) have been changed   |

### Cloze test 2: Dos and don'ts for restful sleep

Do keep a sleep diary. Cutting down on alcohol, taking regular exercise, \_\_\_\_(26)\_\_\_\_ daytime naps and following a rigid bedtime schedule can also improve your “sleep hygiene” and \_\_\_\_(27)\_\_\_\_ for deeper slumbers. And it should go without saying that you should avoid doing anything \_\_\_\_(28)\_\_\_\_ or stressful within a few hours of sleep time – a habit that is easier said than remembered. For this reason, some studies suggest keeping a sleep diary of your activity before bed, which \_\_\_\_(29)\_\_\_\_ to ensure you avoid the worst triggers. Don't curl up with your favorite reading device. Although the act of reading may be \_\_\_\_(30)\_\_\_\_, changes in the way we consume literature could be sending your bodily rhythms into disarray. Many e-readers \_\_\_\_(31)\_\_\_\_ with blue frequencies of light – which can fool the brain into \_\_\_\_(32)\_\_\_\_ that it's still daytime. Perhaps for this reason, a \_\_\_\_(33)\_\_\_\_ found that reading on these devices for a few hours before bed \_\_\_\_(34)\_\_\_\_ melatonin (the sleep hormone) and therefore makes it harder to doze off, compared to a \_\_\_\_(35)\_\_\_\_ paperback.

- |                         |                     |                      |                      |
|-------------------------|---------------------|----------------------|----------------------|
| 26. A) avoid            | B) avoiding         | C) avoided           | D) avoids            |
| 27. A) set you up       | B) sets you up      | C) to set you up     | D) setting you up    |
| 28. A) strenuousity     | B) strenuousness    | C) strenuous         | D) strenuously       |
| 29. A) help             | B) helps            | C) helped            | D) helping           |
| 30. A) to soporific     | B) soporifical      | C) soporific         | D) soporifically     |
| 31. A) is backlit       | B) are backlit      | C) has been backlit  | D) have been backlit |
| 32. A) think            | B) thinks           | C) thiking           | D) thought           |
| 33. A) recent study     | B) recently study   | C) recent studied    | D) recently studied  |
| 34. A) seem suppressing |                     | B) seems suppressing |                      |
|                         | C) seem to suppress |                      | D) seems to suppress |
| 35. A) tradition        | B) traditional      | C) traditionally     | D) tradition on      |

**Conversation: choose the best alternative**

36. Malee: This is the first time \_\_\_\_\_ a class in a language where I haven't been afraid to speak the language. Usually I would never speak. But in your class I enjoy it.

Suda: Yeah. I have so much fun in this class too.

- |                |                          |
|----------------|--------------------------|
| A) I ever have | B) I've ever had         |
| C) I ever had  | D) I've ever been having |

37. Alex: Where is John? I haven't seen him all day.

Rose: \_\_\_\_\_ just before you asked.

- |                |                      |
|----------------|----------------------|
| A) He has gone | B) He has been going |
| C) He had gone | D) He had been going |

38. Jake: How did you like the movie you saw last night?

Karen: I can't say it was the best I've ever seen.

Jake: \_\_\_\_\_ the reviews before you went to see it?

Karen: Certainly not. That's why I don't understand it.

- |                     |                      |
|---------------------|----------------------|
| A) Hadn't you read? | B) Haven't you read? |
| C) Wasn't you read? | D) Aren't you read?  |

39. Jack: \_\_\_\_\_ about Timmy?

Pete: No, is there something wrong with him?

Jake: He \_\_\_\_\_ be rushed to the emergency room yesterday.

Pete: Really? I hope it is not too serious.

- |                             |                             |
|-----------------------------|-----------------------------|
| A) Do you hear/ have to     | B) Have you heard/ had to   |
| C) Are you hearing/ have to | D) Were you hearing/ had to |

40. Jane: Alice was so angry when the toaster that she bought \_\_\_\_\_.

Judy: She certainly was.

Jane: What did she do when she found out?

Judy: She made the company refund her money.

- |                  |                  |
|------------------|------------------|
| A) not worked    | B) hasn't worked |
| C) hadn't worked | D) didn't work   |

41. Jane: I don't think this is a good movie.

Peter: Everybody watching a cowboy movie \_\_\_\_\_ who the good guys \_\_\_\_\_.

- |              |               |
|--------------|---------------|
| A) Know, is  | B) Knows, is  |
| C) Know, are | D) Knows, are |

42. Anna: I can't remember the girl on this TV program.

Rally: Most of the game show hosts on television \_\_\_\_\_.

- |               |                |
|---------------|----------------|
| A) look alike | B) looks alike |
| C) look like  | D) looks like  |

43. Yuri: \_\_\_\_\_ all the bracelets that Toshiko \_\_\_\_\_ made of real gold?

Tsuba: I guess so. It's shining.

- |              |               |
|--------------|---------------|
| A) Is, wear  | B) Is, wears  |
| C) Are, wear | D) Are, wears |

44. Jason: Both Gale and Jerry \_\_\_\_\_ long holiday this summer. Are they working?

Thomas: Neither Gale nor Jerry \_\_\_\_\_ to look for a job this summer.

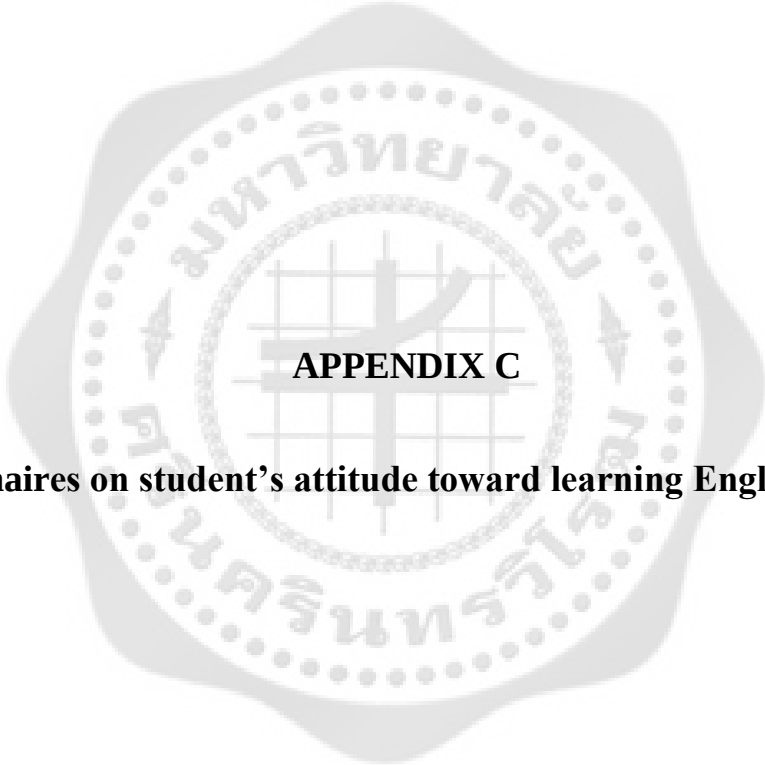
- |                |               |
|----------------|---------------|
| A) have, plans | B) have, plan |
| C) has, plans  | D) has, plan  |

45. Ted: What do you think of that \_\_\_\_\_?

Marry: It sounds \_\_\_\_\_ to me. I couldn't sleep tonight.

- |                    |                     |
|--------------------|---------------------|
| A) sound, annoyed  | B) sound, annoying  |
| C) sounds, annoyed | D) sounds, annoying |

\*\*\*\*\*



## **APPENDIX C**

**Questionnaires on student's attitude toward learning English grammar**

**แบบสอบถามความคิดเห็นของนักเรียนที่มีต่อการเรียนไวยากรณ์**  
**โรงเรียนสาธิต มศว ประสานมิตร (ฝ่ายมัธยม)**

**คำชี้แจงแบบสอบถาม :** ให้นักเรียนแสดงความคิดเห็นต่อการเรียนไวยากรณ์โดยบรรยายลงในช่องว่างที่กำหนดให้

**ส่วนที่1** ข้อมูลทั่วไปของผู้ตอบแบบสอบถาม

1. เพศ \_\_\_\_\_ชาย \_\_\_\_\_หญิง อายุ \_\_\_\_\_ ปี

**ส่วนที่2** ความคิดเห็นต่อการเรียนไวยากรณ์

1. นักเรียนคิดว่าการเรียนไวยากรณ์ในห้องเรียนมีส่วนช่วยนักเรียนในประเด็นเหล่านี้หรือไม่อย่างไร

1.1 ระดับความเข้าใจในไวยากรณ์

---

1.2 ผลการเรียนไวยากรณ์

---

1.3 การจดจำหลักการใช้ไวยากรณ์ในระยะยาว

---

1.4 การมีส่วนร่วมในชั้นเรียน

---

1.5 การนำไปใช้ในชีวิตประจำวัน

---

2. สิ่งที่นักเรียนชอบมากที่สุดในการเรียนไวยากรณ์คืออะไร

---

3. ปัญหาที่เกิดขึ้นในการเรียนไวยากรณ์ในชั้นเรียนคืออะไร

---

### Questionnaires on student's attitude toward learning English grammar

Srinakarinwirot University Demonstration School (Secondary)

**Direction :** Write down your attitude toward learning English grammar in the space provided.

#### Part1 Students' information

1. Gender      Male      Female      Age      years

#### Part2 attitude toward learning English grammar

1. How do you think that studying grammar in the classroom helps you in the following points? Why?

1.1 The level of understanding grammar

---

1.2 The scores in grammar test

---

1.3. Long term memory

---

1.4 Participation in the class

---

1.5 Application in your daily life

---

2. What do you like most about studying grammar?

---

3. What are the problems that occurred in your grammar class?

---

## APPENDIX D



## LIST OF THE EXPERTS FOR RESEARCH INSTRUMENTS CHECKING

Asst. Prof. Kamonpat Puttasantitham      Srinakharinwirot University Demonstration  
school (Secondary)

Mrs. Panprapai Mokchang      Srinakharinwirot University Demonstration  
school (Secondary)

Mr. Worapong Saengprasert      Srinakharinwirot University Demonstration  
school (Secondary)

Ms. Rossana Madsathawee      Srinakharinwirot University Demonstration  
school (Secondary)

Ms. Kanokporn Wongpairin      Srinakharinwirot University Demonstration  
school (Secondary)



## VITAE

Name: Miss Thunsinee Muangthong

Date of Birth: May 11, 1990

Place of Birth: Samutprakarn, Thailand

Address: 100/965 Srinakharin Rd.  
Muang, Samutprakarn 10270

Place of Work: Srinakharinwirot University  
Demonstration School (Secondary)

Educational Background:

|      |                                                                                                        |
|------|--------------------------------------------------------------------------------------------------------|
| 2011 | Bachelor of Arts (English)<br>from Chulalongkorn University                                            |
| 2016 | Master of Arts Degree in Teaching<br>English as a Foreign Language<br>from Srinakharinwirot University |

