Improving the Students' Confidence in English Communication Through
Experiential Learning: A case of Primary 3, English Bilingual Program,
Assumption College Ubonratchathani

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Master of Management in Organization Development and Management,
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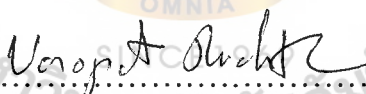
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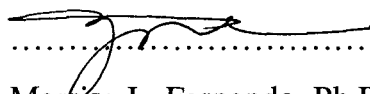
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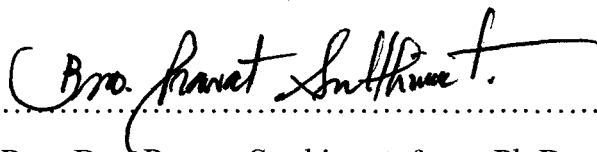
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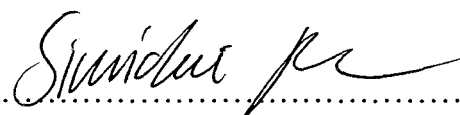
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Abstract

The purpose of this study is; 1) To diagnosis the current level of confidence in English communication, 2) To design the appropriate IDI activities to improve students' confidence, and 3) To compare the difference between Pre-IDI and Post-IDI on the Confidence level, Personality and Language Performance of the students. This is derived from a convenient sampling procedure. The research instruments comprised of confidence in communication skills were; t-test result, p- value comparing, and Two- sample t-Test. The results of the profile analysis showed that: the outcome of the confidence level between the pre-IDI, based on the two main indicators of personality performance and language performance in English communication found that the influence of designing IDI activities used to improve students' confidence better. The students had improved English communication skills and improved confidence in English communication, higher than before using IDI activity. Therefore; there was a significant in confidence in English communications based on side of personality and language performance at the level of 0.000* (p≤ .01), and the post IDI intervention designed, assertive to improvement a confident for approaching the instructional development interventions had changed students' ability tends to higher level in achievement language learning.

Key words: Confidence improving, Instructional development intervention (IDI), English communication skills, Personality's confidence, Language performance's confidence, Experiential learning, Learning styles, English activities.

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Chapter 1

Generalities of the Study

This chapter presents about the importance of confidence in English communication skills under the present study focusing on how to improve the levels of students' confidence in English communication through experiential learning by using the Instructional Development Intervention (IDI) process. Designing IDI activities is important to different individual students; the appropriate activities will help to improve the students' confidence and to increase the students' ability in communication skills.

1.1 Introduction

This action research concentrates on improving the students' confidence in learning language, especially in terms of speaking skill aiming at the focus group of students in the English Bilingual Program at Assumption College Ubonratchathani (ACU), in academic year 2016. One of the important factors of the Thai education is to increase the student's ability to learn the second language as much as they can, especially learning in speaking skill. According to the aforementioned cause, the purpose of this research is to improve the primary students' confidence in English communication through the process of Instructional Development Intervention activities by using the theory of experiential learning used to design activities for students' better confidence.

The researcher's role as an English primary teacher that researcher has encouraged my interested in the side of how to improve the students' to increase confidence in English communication in response to their very low scores from classroom observation, grading report, FSG test report, and individual NT test report of each learner, in each academic year (As reported by ACU Academic Report Year, 2015-2516) are very low. Particularly in terms of speaking, students appear to be very shy when they have a conversation with foreign teachers

and others which apparently results of students and affect to lack of confidence in when they have English communication with foreign teachers, parents and others. Therefore, the researcher is strongly interested in the study of how to improve students' confidence and researcher wishes to find out what are the factors in the lacking of confidence in English communication and are involved speaking in the same time. This will also help researcher wants to improve the appropriate teaching methods for students' improvement to confidence in speaking skill in their real-life conversation English and help them gain higher strongly confidence. (Source: A case of Assumption College Ubonratchathani. & Students Graded Report of Academic Year, 2015)

The school's policies on classes with English as the language of instruction by international teachers as well as Thai teachers with a degree in English are to purposes to teach with emphasis teaching in English by foreigner teachers who is the native speaker and Thai teachers who graduated in English major, for promote the EBP students' skill are excellent in English communication as a way to prepared for the 21st century, that is the era of globalization; changing is the most important for educational life learning. Therefore; in this case study group is learn English class for five hours per week which is more than other subject.

1.2 Global Context

In Canada, Gardner's model of multiple intelligences was presented (Tremblay & Gardner, 1995), to collect more individual factors of instructional setting for example; setting the goal, valence, self-efficacy, which help designing activities to encourage language learning and confidence of learners. Without instructional setting, learners are lack of confidence in learning language (Kostos, C. L., 2006, www.fcsh.unl).

In Turkish higher education presented the context of learning a foreign language in order to gain basic communication skills. Speaking with a greater degree of proficiency is a great significance for learners to accomplish various academic tasks in English. Despite this,

many students failed to achieve the desired level of proficiency in the target language due to several reasons. The lack of oral skills became a serious disadvantage. Therefore, the teachers need to create the strategies in teaching student to have a progress on their studies.

Teachers help children to develop awareness of their talents and ways in which they learn more effectively, this article aimed to develop student's confidence. The researcher's purpose was to promote the learners' English speaking skill without shying.
(Kostos. C. L., 2006)

According to Clement, & Noels in 1994, the authors defined linguistic self-confidence as "low anxious affect and high self-perceptions of the second language competence". Lack of confidence in conversation causes problems in daily life communication.
(As cited in Clement, R., & Noels, K., 1994; Kostos, C.L., 2006)

1.3 Asian Context

In China, Liu and Jackson (2008)'s study, stated that the unwillingness to communicate and anxiety of Chinese students of English in classrooms revealed that (a) most of the students were willing to participate in interpersonal conversations, but many of them did not like to use or speak English in class; (b) more than one third of the students were worried about using English in public and were afraid to evaluate with the low score; (c) the students' unwillingness to communicate and their foreign language worry mainly related to each other and with their self-rated English competency; (d) many factors of the interest were main predictors of the students' unwillingness to communicate and of their foreign language worry which were also significant predictors for each other. (Liu & Jackson, 2008, Ma Lai Fan, 2007)

Japan and Singapore state that Hong Kong, Thailand, and Malaysia are gradually becoming active participants in this most controversial and vital linguistic issue of our times. A reason is that English, in one way or another, has a presence in the most vital aspects of Asian lives, cultures, languages, interactional patterns, discourse, economics and politics.

According to the article "Finding effective ways to increase students' confidence to speak English in class" of Ma Lai Fan, it stated that a majority of the students liked to have a competition in class. Games are great activities to stimulate students in class. As cited in Jeremy Harmer's study, "children need frequent changes of activity: they need activities that are exciting and stimulating their curiosity: they need to be involved in something active. The span of concentration of our students is less. Thus, we have to assign some interesting activities to draw their attention." (Jeremy, H, 2001; Ma Lai Fan, 2007)

Background of the study:

Global Context

In Canada ,(Tremblay & Gardner, 1995) is studied the respond of learners when have confidence.

In Turkish, higher education, Kostos (2006), presented the context of learning and to gain basic communication skills

Develop student's confidence

Self-confidence as "low anxious"

High self-perceptions in L2

Asian Context

In Japan, Singapore, Hong Kong, Thailand, and Malaysia focused on cultures, languages, and interactional patterns.

Finding effective ways to increase students' confidence to speak English in class.

Creating an interesting and active environment for students to learn English.

Various kinds of oral activities

Enhance teaching skills

Figure 1 A summary of the background of the study of Global and Asian context of an increasing students' confidence to speak English.

Figure one, shows about a summary of the background of the study that includes the factors and the problems, those are effected of students learning based on Global and Asian context (Tremblay & Gardner, 1995; Kostos, C. L., 2006; www.fcsh.unl).

1.4 National Context

The Ministry of University Affairs provided the policy for language teaching and learning by "Encouraging and supporting students to study English and to be able to have an achievement and effectively communication in English" (Wongsothron, A., 1999).

The instructor is one of the important factors to develop students' confidence in language learning. Therefore, it is very important for a teacher to know about psychology theories, child learning, learning styles and language teaching. These aims support the reasons how to help students to have a proficiency in speaking English. (Songsiri, M., 2006).

In addition, English skills are regarded as an obvious weakness of Thai university graduates (Sanparith, M.T., 2012; Khamkhien, A. 2010) also found that Thai EFL learners' oral communication competency is quite limited. (Songsiri, M., 2006). This article supports my study that providing various activities for students in class are very important to encourage them to participate in class and have a better English skills in the future.

In Thailand at present, learner-centered teaching is only theoretical. Learner-centered teaching is where learners are negotiators and interactions while the teacher functions as a facilitator, needs analyst, counselor and process manager. Many theories and researches hope will help student increase skill in English subject especially, language speaking. (Nunan, H., 2006).

Section 4 of The National Education Act of B.E. 2542 (Songsiri, M., 2007) defines the role of teachers as taking a great deal of responsibility for learning, teaching and encouraging students to learn. Section 6 of the Education Act states that: Education should aim at the full development of the Thai people in all aspects: physical and mental health; intellect; knowledge; morality; integrity; and desirable ways of life so as to be able to live in harmony with other people. (Songsiri, M., 2007)

Language teaching materials and teaching methods are lots of kind; used to develop the language teaching in Thailand. Lots of instructional media aids are selected to best appropriate different and learning requirements to give the maximum benefit to the learners. This is the one of factor that helped to encourage the students learn better.
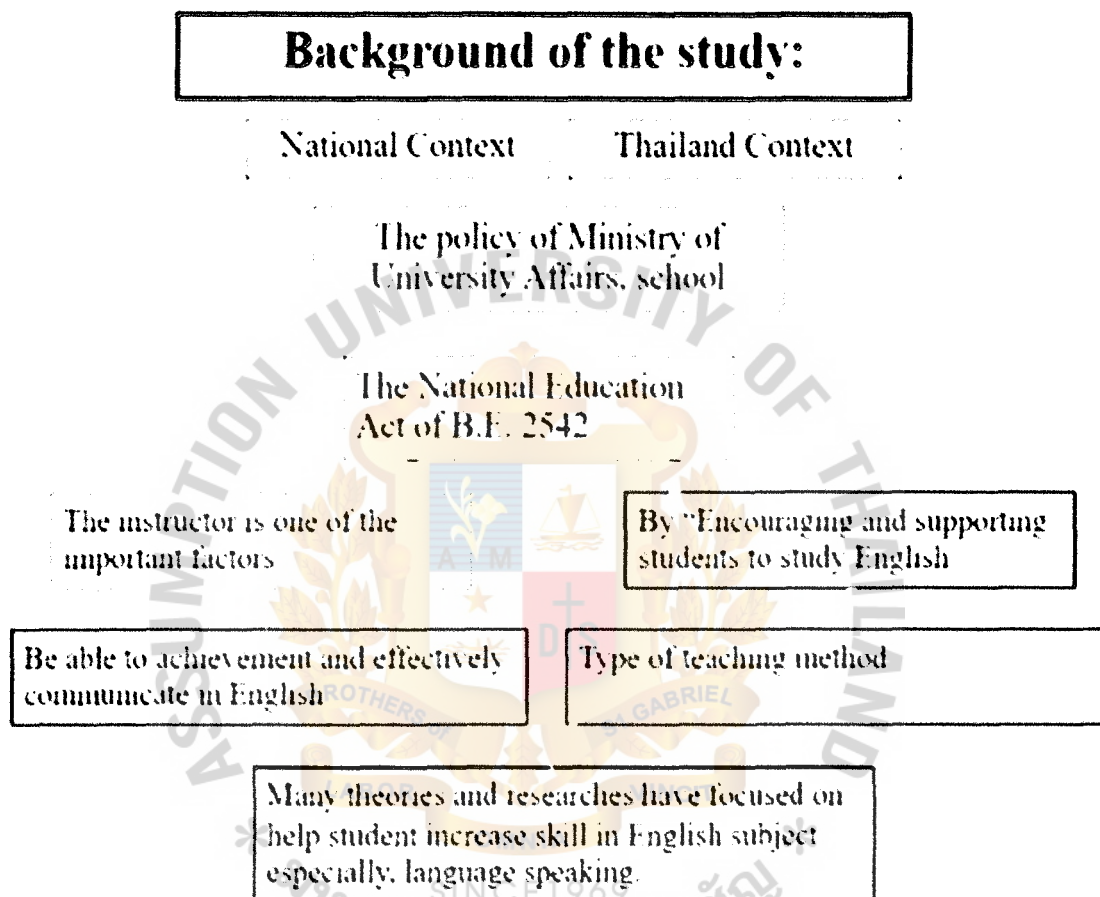
Figure 2: A summary background of the study of Nation and Thailand context

Figure two, shows about the factors and the problems those are effected of students learning in Asian; Nation and Thailand context (Wongsothron, A., 1999; Songsiri, M., 2006; Sanparith, M.T., 2012; Khamkhien, A. 2010)

1.5 Organization Background

The English Bilingual Program (EBP) of Assumption College Ubonratchathani has been providing high quality English education since 1997. It can be seen from the increasing number of students every year. We have former students who have managed to pass the entrance exams to study at the famous university where focused on English teaching.

English Bilingual Program (EBP) is a part of Assumption College Ubonratchathani committed to creating a culture of maximum English Language usage.

Assumption College Ubonratchathani is the one of education institutions of the seventeen institution of The Foundation of Saint Gabriel Thailand. There are 190 teachers and about 2,012 students. There are 7 levels from Kindergarten to grade 12. There are two programs of English project classes; English Bilingual Program (EBP) and Intensive English Program (IEP) focus on teaching special language. The strength of Assumption College Ubonratchathani is they have English Bilingual Program and Intensive English Program that why the students are very good in English skills. The students must enjoy to learn and have a better confidence in their English skill. The curriculum was taught for both programs which follows the basic Education of the Ministry of Education of Thailand.

Especially, the school's policies on classes with English as the language of instruction by international teachers as well as Thai teachers with a degree in English are to purposes to teach with emphasis teaching in English by foreigner teachers who is the native speaker and Thai teachers who graduated in English major, for significantly enhance the EBP students' skill are excellent in English communication as a way to prepared for the 21st century, that is the era of globalization; changing is the most important for educational life learning.
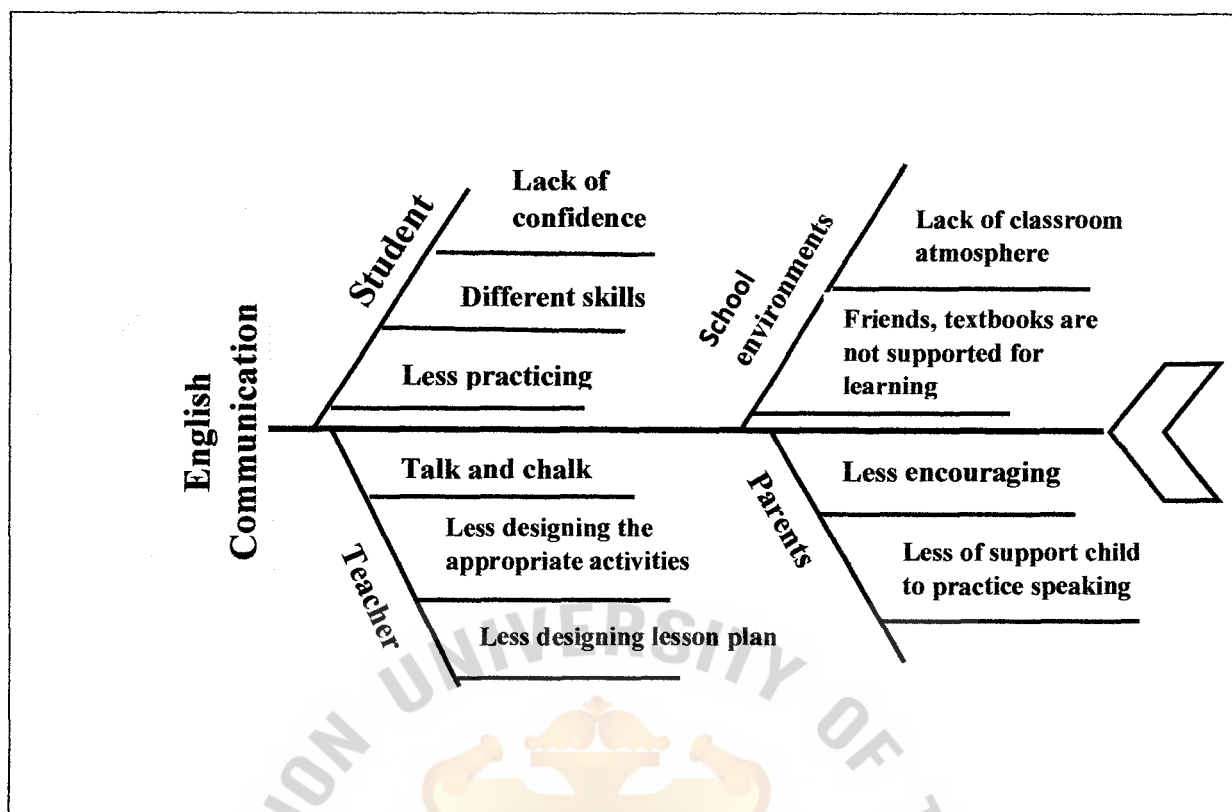
Figure 3. Diagram analysis of students' confidence level

Figure three, Showed the problem of students' confidence that can be divided into many causes, for example; from the factor of parents, teacher, friends, lesson plan designing. The Fish bone Diagram was designed for diagnosis of the problem why the students have low confidence in speaking English. The main problem is student's lack of confidence in English communication and for the factors of sub-problem shows the causes are from environment factors; for example teacher, parents, friend, activities, teaching methods, lesson plan etc.

Problem Analysis of
Organization Background: ACU

Student : - lack of confidence to speak English because they are not continually practicing
- different individual basic skills in learning English

Teacher: less designing appropriate activities, lesson plan and materials to improve students' confidence

Parents: less encouraging and supporting student to learn speaking English at home

School environments: the atmosphere in the classroom, friends, and textbooks are not supported for learning.

Figure 4: A summary of problem analysis of organization background (ACU)

Figure four, presents about summary of problem analysis of Assumption College Ubonratchathani that consists of the principle problems, including the aspects of students, teacher, parents, and school environments that the researcher needed to improve and used to help the students gain more confidence and get better in English communications.

1.6 Profile of Primary Classroom

The respondents were students in grade 3 of English Bilingual Program. There were 30 students in primary 3/1-2, the average ages of the students in both rooms were between 8 to 9 years old. Most of the time students in both rooms studied with foreign teachers. In primary 3 was taught by foreign teacher and Thai English teacher as teamwork. The classrooms have good environment and technology.

1.7 Research objectives

1 To diagnosis the current situation of the confidence level in English communication.

2. To analyze the appropriate IDI activities to improve students' confidence

3. To compare the differences between Pre-IDI and Post-IDI on the confidence level, of personality performance and language performance of the students

1.8 Research Questions

1. What is the current situation of the confidence level in English communication of students?

2. What are the appropriate IDI activities to improve students' confidence level in English communication through experiential learning?

3. What are differences between Pre-IDI and Post-IDI on the confidence level, of personality performance and language performance of the students?

1.9 Research Hypothesis

Ho1: There is no significant difference between pre and post IDI on the confidence level in English Communication.

Ha1: There is a significant difference between pre and post IDI on the confidence level in English Communication.

1.10 Statement of problem

This study is about improving the levels of students' confidence in English communication in term of personality and language performance. The researcher designed the appropriate IDI activities to improve the students' confidence in English communication skills

1.11 Definition of Terms

Improving: Increasing of English communication and practicing continually from basically to advance

Student: This study is focused on the student in primary 3 of EBP program of ACU in academic year 2015

EBP: in this study, EBP is the department of English Bilingual Program that teach the students in English for 5 hours per week

Confidence: Speaking English without shyness and confidence to speak with teacher and with other both in the classroom and outside the classroom

Students' confidence in English communication: In terms of this study mentioned to students able to speak English with foreign teachers and other and can communicate naturally with confidence and can speak without shyness

English communication skills: English Communication skills are the ability to use language and express information of an individual displays in consistently to effectively communicate with other. This study focused on the students' ability to speak with foreign teacher, parents and other in classroom and outside with confidence (www.neoenglish.wordpress.com)

Experiential Learning: the theory of four stages that presented an individual learning style (Kolb's theory), in this study focused on designing activities to appropriate with learning style that relate to Kolb's theory.

IDI process (Instructional Development Intervention): activities used to improve and solve problems of students and are appropriate to enhance learning and teaching language.

Performance: refers to the abilities that students are able to speak and act out when have participated in English communication activities have learnt.

Personality: personality variables in learning language is described as a set of features that characterize an individual, in this study focused on an individual performance when the learners' response to activities learned. Brown (2000) lists self-esteem, inhibition, risk-taking, anxiety, empathy, and extroversion as personality factors. (Brown, 2000; Shahila Z.F., 2012)

Appreciative Inquiry (AI): Appreciative Inquiry (AI) is a positive model which is based on the principles and theories of positive psychology, focusing on strength-based interventions for the parents' opinion that used to design the activities intervention based on IDI in the case of improving the students' confidence in English communication. Appreciative Inquiry (AI) was developed by David Cooperrider and Suresh Srivatva in the 1980s (Srivastva, S., 1980; Cooperrider, D.L., & Whitney, D., 2005; Sutthinont, P., 2014)

1.12 Significance of the study

1. Students want improve confidence in English communication and able to use the language correctly.

2. Teachers will improve the technique in teaching design to appropriate for learners

3. Parents can be help and support their child learn better in English communications.

4. Researcher has new skill and knowledge about activity design with using experiential learning students for English language.

1.13 Scope and Limitation of the study

The scope of this study are the following; namely (1) the respondents are limited to the EBP students in primary 3/1-2; during academic year 2015, (2) the study focused on improving students' confidence through experiential learning activities and on the appropriate activities to improve students' confidence in English communication; (3) this study was implemented in one semester with experimental IDI activities, consists of five periods of a week in English class; (4) this study used the data from focus group with five parents using Appreciative Inquiry (AI), interview guide and interviews with 30 students and the results of students' assessments.

Chapter 2

Review of Literature

The literature review involves the theoretical frameworks of experiential learning as presented in terms of learning style. The contents of this chapter is presented in four stages; Concrete Experience: the learner will use experience in the past to connect with new learning, Reflective Observation: of the new experience of particular importance are any inconsistencies between experience and understanding, Abstract Conceptualization: Reflection gives rise to a new idea, or a modification of an existing abstract concept, and Active Experimentation: in term of applying the knowledge learnt link to world situation and learners will know and got the result. (www.simplypsychology.org).

This chapter is focused on the theories related to this study. The literature was decided on through careful analysis and synthesis that related to the improvement of teaching and learning approaches. At first, a research into theories of developing self confidence in speaking English as a second language was managed, with particular focus on participatory and interactive approaches. The researcher also needed to become familiar with research conducted in Thailand in this field. The Researcher has focused this study to help construct an interactive curriculum with activities appropriate to develop English speaking. These activities had to increase students' confidence in speaking English, develop students' positive attitudes beyond speaking, provide a positive atmosphere and adapt innovative language teaching. During the activities, researcher needed resources to understand students' behave in pair or in group and defined the factors of teaching activities and learning style that help student to progress and to develop English speaking skill. (Songsiri, M., 2007)

2.1. Theories of Learning

Kolb's 1984 experiential learning theory is typically represented in four stage learning cycle which the learner 'touches all the bases;
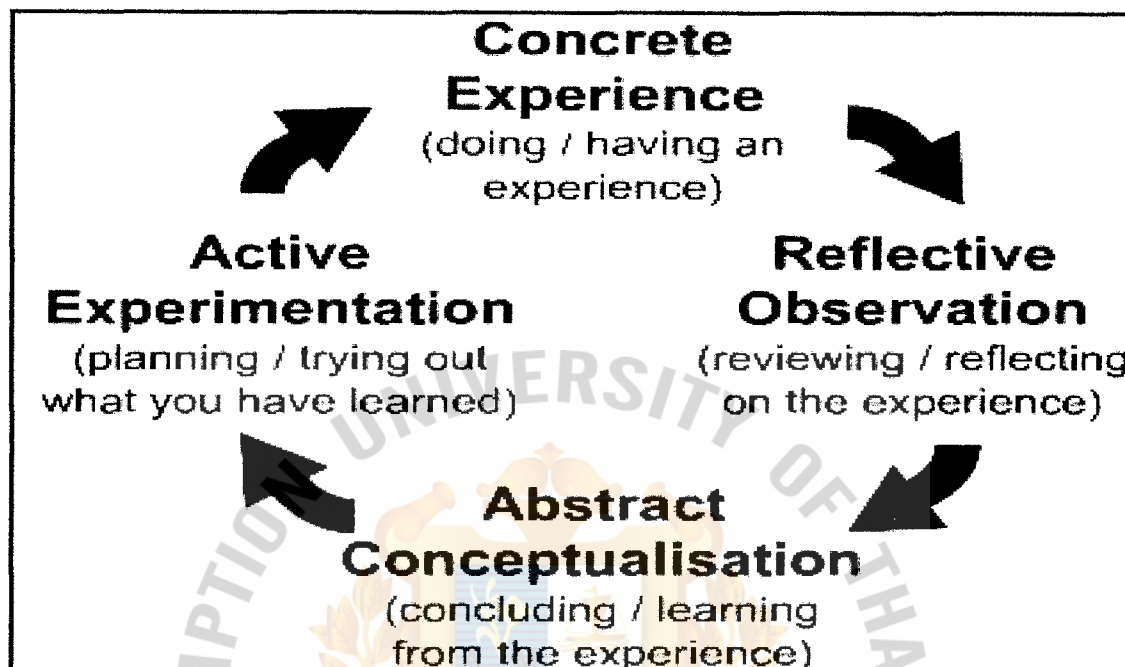
(Source: McLeod, S., 2010; www.simplypsychology.org)

Figure 5: The 4 stage of experiential learning cycle

The Experiential Learning (Kolb, D.A., 1984) can be summarized as a reflective constructivist view. Smith (2004) explained that the process of learning focused on students' experiences as learning styles sources. The four areas are ; 1) CE, concrete experience (learn by doing), students will appears learning process through doing, 2): RO, defined as reflective observation (reflecting on the experience), 3) AC, explained as the abstract of conceptualization (concluding) and 4) AE, referred to Active Experimentation (trying out what have learned). The students actively participate in various learning activities both of inside the classroom and outside the classrooms. As a concept approach of study, students participate in simulations (learning by watching), as role play activity that researcher applied in this study, group meeting, do workshops, and do learning centered. (Smith, 2004; Benecke, D.R. & Bezuidenhout, R., 2011)

2.2 Experiential learning definitions

According to the case study of Chris Shank, Marine Sciences through experiential learning is defined any learning that supports students in applying their knowledge and conceptual understanding to the real life or authentic situations where the teacher manages and facilitates students' learning. The classroom, learning center, or studio can serve as a setting for experiential learning through embedded activities for example; case and the problem-based studies, guided inquiry, simulations (learn by watching), experiments / presentation, or art projects (Wurdinger, S. D., & Carlson, J., 2010).

When the students are given a chance to study in authentic situations in school or in the community like those provided in internships, according to Wurdinger, S.D., & Carlson, J. 2010 explained; case study of Chris Shank, Marine Sciences, who explains the impact of semester by the sea, an experiential learning experience for Marine Science students (a case study from direct experience), field real situation, clinical experiences, research and service-learning projects center, the learning becomes significantly more powerful with engaging in formal, guided learning, authentic, real-world situation experiences, as individuals:

1) Deepen their knowledge through repeatedly acting' that referred to continuously practicing and then reflecting on own action,

2) To improve skills through practice and reflection,

3) Support the constructional of new understandings when placed in new situations, and

4) To extend learning as students bring their learning back to class. The understanding in term of educational in this study is: mentioned on impact of an individual with the purpose of influencing them in certain areas. (Wurdinger, S.D., & Carlson, J. 2010).

As stated in Jirásek, J.E., 2004, defines experiential learning as educational processes, which work with inducing, reflecting and analyzing experiences with the aim of gaining experience which would be transmittable lifetime. The aims of such educational processes can

be set and achieved in various environments for example; school and without school, by natural and cultural, various social groups such as differentiated by age, social status, professional status, etc. and fulfilled by various means such as all kinds of games, model situations, creative and drama workshops, forums and discussions, physically and mentally demanding and challenging situations, self-recognizing and team-building activities). This article strongly supports this study and can be used to design the activities and supported students' confidence better. (Jirásek, J.E., 2004; Dewey, J., 1938).

Active learning is defined about learning by doing, so students are in small groups to work on projects assignment. They are not only acted, but also engaged and responded in some of reflections, gained insights. This is cycled process of study where students develop their action plans, sets up group meetings, responsibilities sharing and the problems solving. (As stated in Dilworth, J., 1894; Disphanurat, T., 2011)

2.2.1 Learning Styles

To improve students' strengths, ability skills to study, and a longer learning styles, Kolb (1984) explained about the transformation of learning experience creates knowledge in the studied process. The concrete experience (CE) and the abstract conceptualization (AC) are "the two poles of knowing the happenings" while the reflective observation (RO) and active experimentation (AE) are two different methods of understanding process, transformation of knowledge based on confidence in English communication through experiential learning of defined learning styles include:

1) The divergent styles: These people are able to look at things from different perspectives. They are sensitive. They prefer to watch rather than do, tending to gather information and use imagination to solve problems. They are best at viewing concrete situations at several different viewpoints. Kolb called this style 'diverging' because these people

perform better in situations that require ideas-generation, for example, brainstorming. People with a diverging learning style have broad cultural interests and like to gather information.

2) The assimilating learning styles: means students who are the theorists are as likely to study by watching and thinking.

3) The converging styles: were explained as learners who are pragmatists by acting and thinking.

4) An accommodating learning style: the students are activists who have learned by feeling and acting. Presented that, since learning style holds its own strengths, both teachers and students need to be aware and concentrated to the difference learning styles to improve learning effectiveness (Kolb & Kolb, 2005; Disphanurat, T., 2011), said most of the Western students are found to be assimilators, learning very well with analytical assigns whereas the Eastern students show highest performance with group working, verbal assigns and the holistic thinking (Stage & Muller, F.,1999), Many scholars (Vunnasiri, B., 2003; Min, 2009; Vongbunsin, S., 2010); have explained many learning styles in their studies, by underscoring the fact that difference teaching methods.

In summary, it can be concluded that learners' perceptions on learning styles: CE, AE, and AC roses significantly. Interestingly enough, students used AC-thinking learning style more than RO-watching learning style, in keeping with Min's (2009) findings. It should be noted though that the limited time of class period, may have some partly activity for it as RO process could not be completed. (Min, 2009; Disphanurat, T., 2011)

2.2.2 Theories about teaching pronunciation and language learning strategies

There are many studies and various arguments to support on the effectiveness of pronunciation practicing on students' successful in communicative competence. (Morley, J., 1998; Varasarin, P., 2007) Generally, pronunciation plays an important role in helping the students become an intelligible in language learning (Morley, J.,1998; Biyaem, S.,1997) as

states that there are many problems for Thai teachers to teach English, including insufficient English language skills. As for learners, they wish they could speak English fluently but most of them think that English is too challenging for them to be competent because of interference from the mother tongue (Thai) particularly in pronunciation and being too shy to speak English. (Sukamolson, S., 1989; Wiriyachitra, A., 2001; Morley, 1998; Varasarin, P., 2007) mentioned on pronunciation roles very important in overall communicative competence.

According to Morley, J., 1994 suggested to focus on pronunciation teaching nowadays should be on designing "new-wave instructional programs". (Morley, J., 1994; Derwing, T. M., & Munro, M. J. & Wiebe, G.E., 1998; Varasarin, P., 2007)

2.2.3 Linguistic self-confidence

Clement, Dörnyei & Noels,1994 described the meaning of language; self-confidence as "low anxious affect and high self-perceptions of the second language competence" Linguistic self-confidence, if the learner continually in development of language speaking will then increase confidently based on practice and develop through activities., for example through practicing with music, advertising and the cinema. (Clement, Dörnyei, Z., 1990 & Noels, Leslie, C., 1994)

2.2.4 The Importance of Students' Confidence in Language Learning

Developing speaking confidence with appropriate activities design was suggested for English skills development of learners (Bailey, K.M., 2005; Nunan, D., 2006; Patil, Z.N., 2008; Trent, J., 2009; Zhang J, et al., 2009; Gander F., 2006) agreed that lots of individuals show most satisfy and achievement when they have gained at least the independent or fluent levels of proficiency, where they feel confidence in work. Keller is developed the model that specifies four kinds of strategies; ARCS (Aik & Tway, 2006).

The ARCS model (Attention, Relevance, Confidence and Satisfaction) was summarized and discussed by Small (Aik, C.T., & Tway, D.C., 2006). Confidence strategies help students develop positive expectations for achievement of learning goal. (Aik, C.T., & Tway, D.C., 2006; Songsiri, M., 2007)

2.2.5 Cooperative Learning, Understanding Group Behavior and Moving Towards Autonomy Cooperative Learning

Cooperative learning is one of the main factors to develop students 'communication. (Prasongporn, P., 2004; Songsiri, M., 2007) presented the advantages of cooperative learning as promoting members' relationships and providing equal opportunity to all members to think, speak and act while working together. It also helps members listen to other ideas and to brainstorm to make decisions in doing something, adjust to living and working together and promote communication among members.

2.2.6 Goal Setting, Learner Autonomy and Self - Confidence

According to many researches on motivated in learning language as initiated by Gardner and Lambert (1972) in study they carried out on learners in Canada. Gardner's models about Goal Setting, Learner Autonomy and Self - Confidence; are explained (Tremblay, P.F., & Gardner, R.C., 1995; Leslie, C., 2010) for example of factors;

Goal setting, i.e. motivation is related to setting language learning goals and pursuing them, self-efficacy, which relates to how confident individuals feel of their ability, carried out certain specific language learning activities, and inversely how anxious they feel about using second language. (As cited in Tremblay, P.F., & Gardner, R.C., 1995; Leslie, C., 2010)

2.2.7 Theory and Strategy of Teaching English

There are many theories and methods of language teaching and learning style. In this study, many categories are provided to help teachers to comprehend ways to develop students' confidence in language learning, especially, English speaking, which is focused in this study.

These are theories learning of language, teaching strategies and approaches, style of learning, the learner paradigm, adapting innovative language teaching, using language learning strategies, increasing students' communicative competence, motivating activity, the importance of students' confidence in language learning,. (As cited in Songsiri, M., 2007)

2.2.8 Teaching Methods and Approaches

In language teaching, teachers have realized that many theories, students' learning styles and attitudes affect language learning, especially speaking. Some students were hopeless and had negative attitudes towards language learning, but some were not. Therefore, the teacher has to be aware of these issues, treat students in different ways and encourage students' reflection to recognize their own strategies to reach their goals. There is not a perfect method in language learning. (Edge, 2002; Songsiri, M., 2007)

2.2.9 Adapting Innovative Language Teaching

Maurice, 1983 suggested the 4/3/2 technique (Maurice, K., 1983; Songsiri, M., 2007) also adapted lessons to enhance students to speak fluently and to have more confidence while speaking. The aim aspect of the 4/3/2 technique is talking about the story from reading texts three times by starting from four minutes in the first round and gradually reduced to three and two minutes, respectively. Each time students had to change their partners to talk. In doing so, students could develop fluency and confidence while speaking. Repetition tends to grow confidence and make of performance (Howarth, A., 2001; Songsiri, M., 2007; www.thaigoodview.com, www.qa.kmutnb.ac.)

2.2.10 Appreciative Inquiry (AI)
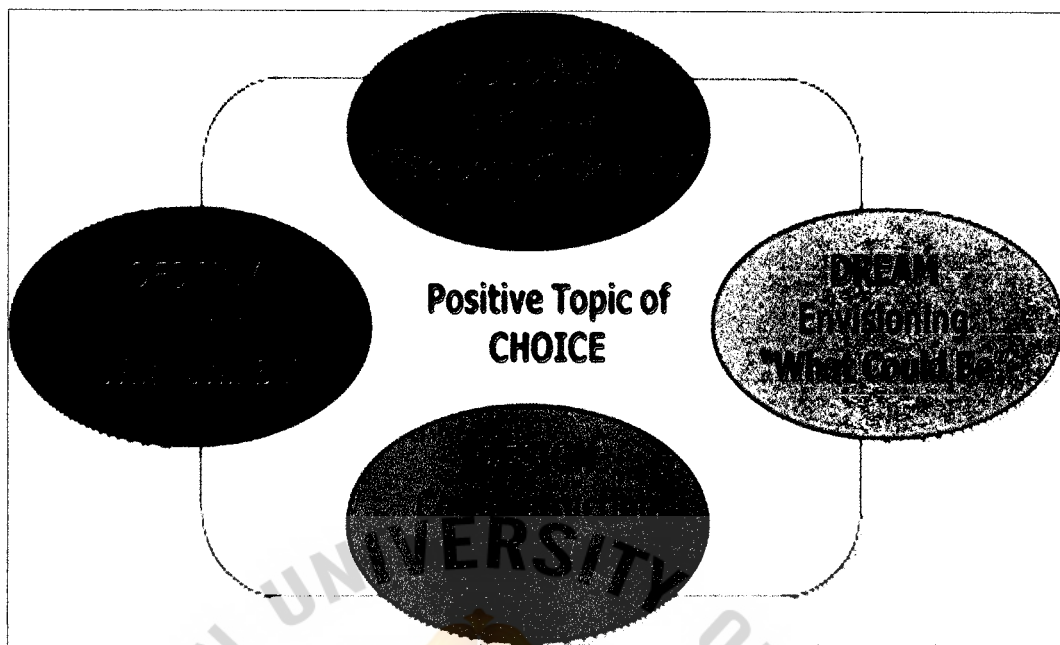
(Source: www.appreciativeinquiry.case.edu)

Figure 6: The Appreciative Inquiry (AI) – 4D's Cycle

Appreciative Inquiry (AI) is a positive model which is based on the principles and theories of positive psychology, focusing on strength-based intervention for organization development. Appreciative Inquiry (AI) was developed by David Cooperrider and Suresh Srivastava in the 1980s (Cooperrider, D. L., Whitney, D., & Srivastava, S., 1987; Sutthinont, P., 2014). AI seeks the best points in people, their organizations, and the relevant parts of the world around them. AI involves the art and practice of asking questions that that strengthen a system's capacity to heighten positive potential. (Cooperrider, D. L., Whitney, D., & Srivastava, S., 1987; Sutthinont, P., 2014). This study designs AI used for asking the questions to find out the opinion of parents based on how to help their child improve confidence in English communication "Appreciative Inquiry is a form of action research that attempts to create new theories/ideas/images that aid in the developmental change of a system (Cooperrider, D. L., & Srivastava, S., 1987; Sutthinont, P., 2014). The key data collection innovation of appreciative inquiry is the collection of people's stories of something at its best.

These stories are collectively discussed in order to create new, generative ideas or images that aid in the developmental change of the collectivity discussing them.

(Source: www.appreciativeinquiry.case.edu)

2.3. Conceptual framework
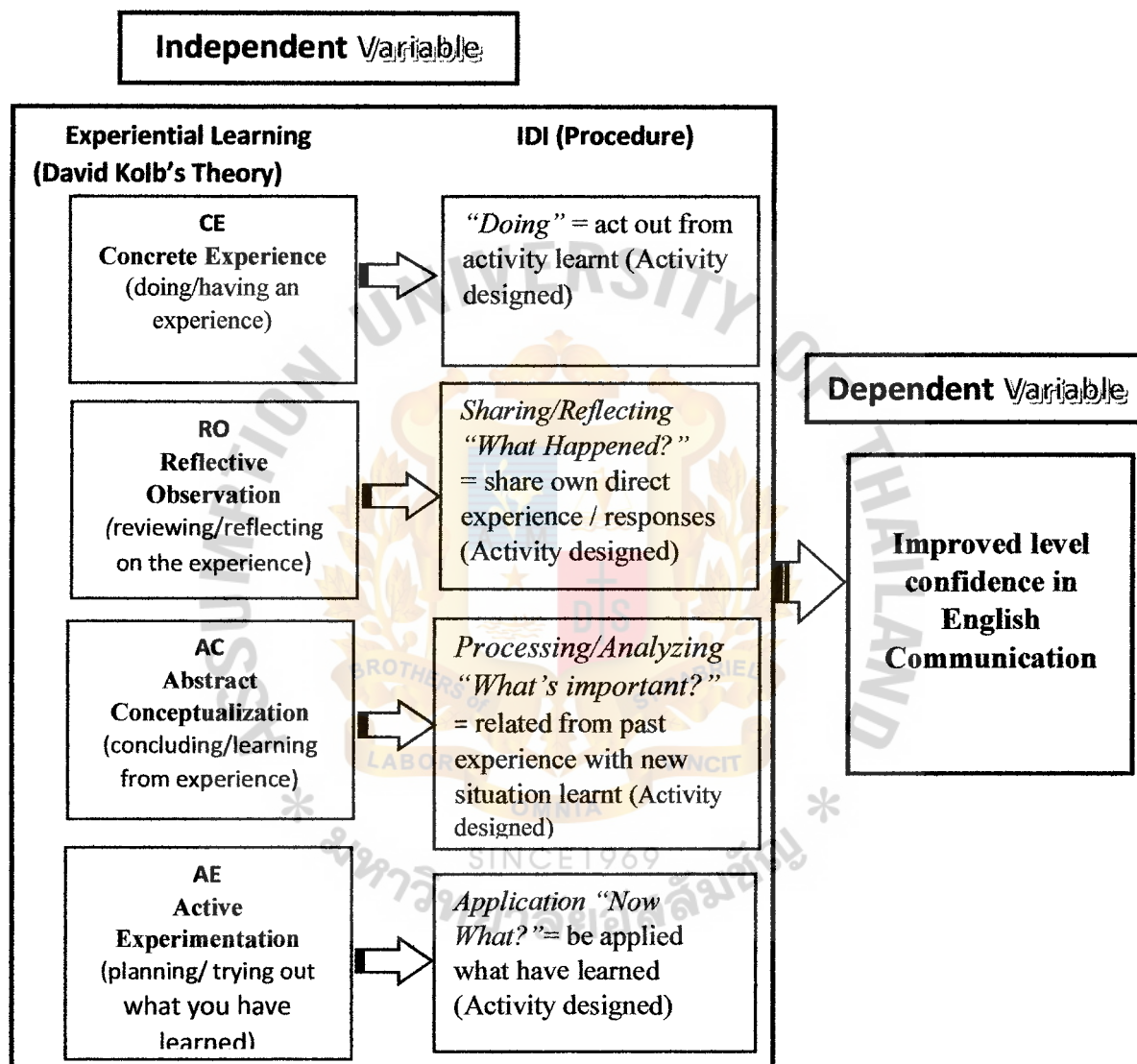
Figure 7: Research Conceptual Framework

This conceptual framework presents how the experiential learning is related to activities designed in this study. The Researcher applied IDI activity related to the 4 stages of experiential learning; as followed;

1) Experiencing / Exploring "Doing" (as Kolb's theory) presented that students will perform or act out the activity learned with confidence based on direct experience with little bit or without help from the teacher. For example; making something with their selves, create role playing, or giving a presentation as followed researcher had designed in this study. Overall activities used to design can help student gained more confidence to learn.

2) Sharing/Reflecting "What Happened?" students will share the data, responses and observations with their peers, groups or others outside the class. Students will also get other peers to talk exchange about their own direct experience, share their reactions and observations and discuss feelings generated by the own direct experience. The sharing helps to reflect about what they could find out and relate the data to past experiences which can be used for future learning.

3) Processing/Analyzing "What's important?" Students will discuss, analyze and reflect along the experience learned. In this study students have a chance to do activities with others help them known what is important and what they should be do more if lack of confidence. The activities were design to inspire and encourage them learned with enjoyments through English activities that support them feel more confidence.

4) Application "Now What?" Students will be applied what they have learned in the direct experience and what they known from past experiences and have practiced, does it to a similar or different situation. Also, students will considered how the past and the new experience learned process can be applied to other subject areas or other situations. (www.nui.ed / facdev)

The conceptual framework above, is shown two parts of independent variable and dependent variable shown on the left side includes the factor of the independent variables that are the activities practicing, material, parents supporting, teaching strategies and IDI process etc., will not change and on the right box are the dependent variables that will change along

the independent variables. The dependent variables can be changed along the independent variables. This conceptual framework was designed to predict higher results, on improving the student's confidence through IDIs activities.

2.4 Action Research Framework
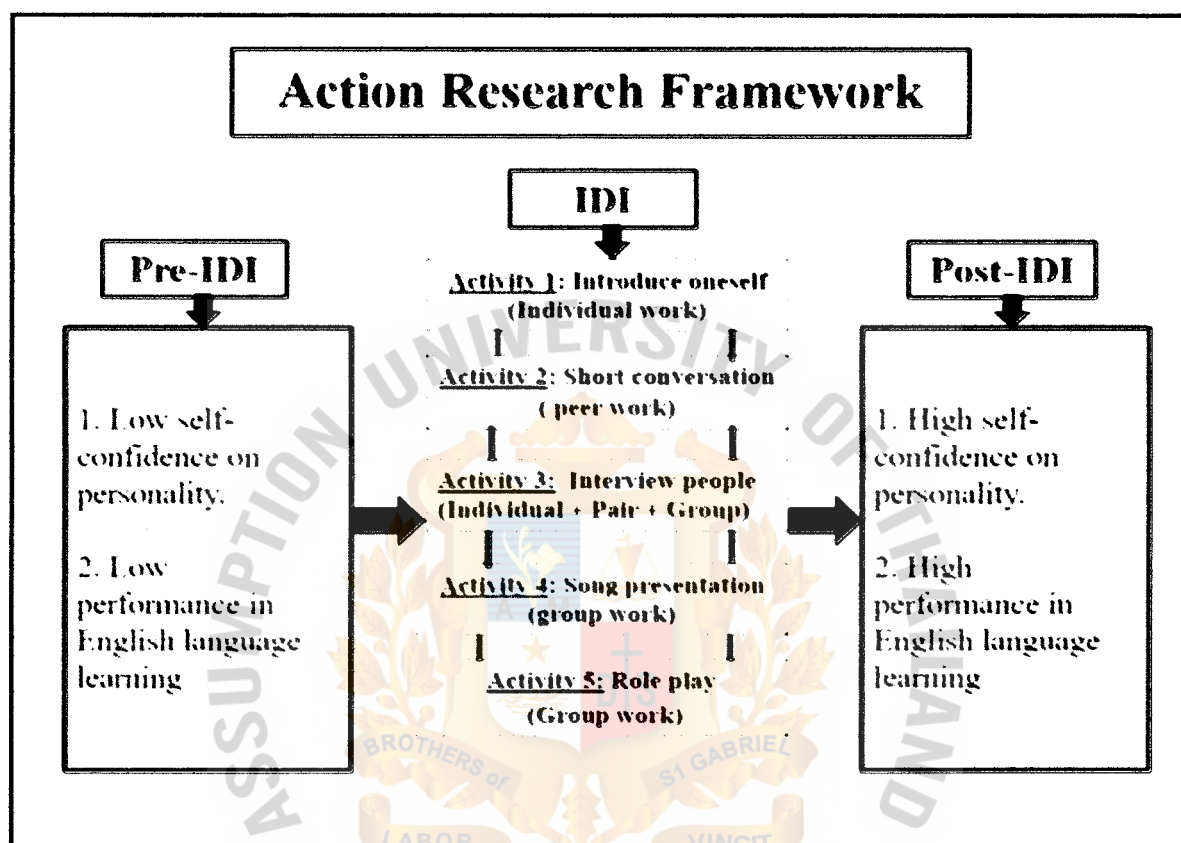
Figure 8: Action Research Framework

The Action Research Framework is the framework of process that the researcher has designed with the pre-IDI, IDI-interventions and to obtain output from post-IDI results. Pre-IDI process shows the current situations; based on low confidence in speaking English. IDI-Intervention is the process can be design about activities that will make the cause of problem on the left to be change. There are designed practicing system, activity learning cycles, home school activity and design learning zone. These processes can do assessment and support in output changing. Post-IDI will show the result of students' confidence from low is changed to high level   (See the results in Chapter 4)

Chapter 3

Research Methodology

This chapter includes the research design, the research instruments, and the sources of data, the data collecting and the data analysis. The data were obtained by using both quantitative and qualitative methods.

3.1 Research Design
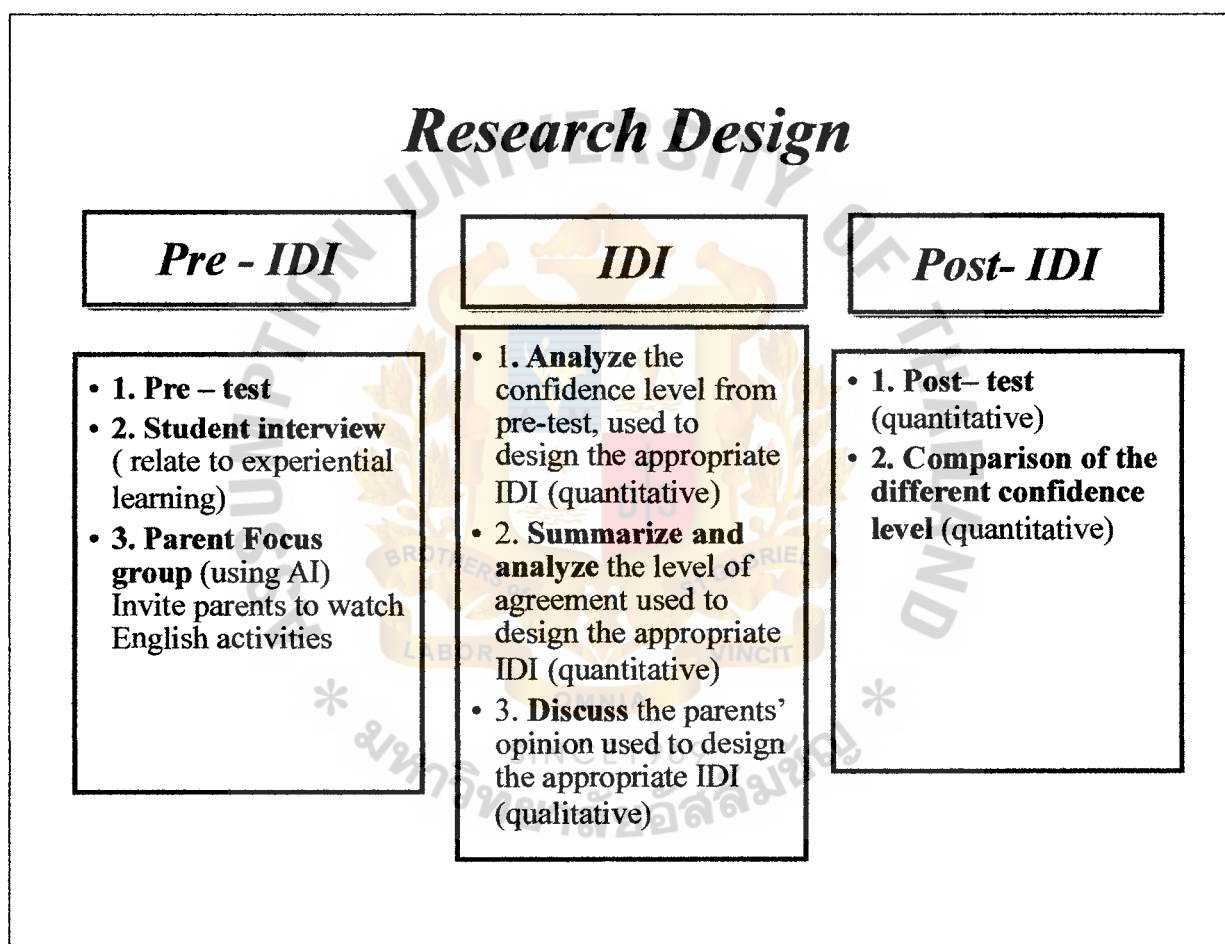
Figure 9: The process of research design

Table 3.1 the study was conducted in the form of Action Research (AR) which consisted of three phases, namely; the Pre-IDI, the IDI and the post-IDI. The pre-IDI as shown in Figure 8. The IDI process, is presented designing appropriate activity based on using data from the pre-IDI. The post-IDI, is analyzed the results of data collecting.

3.2 Procedural Table

Table 1.

Summary of processes and outcomes of the procedural activities plan.

Research Questions	Procedures	Outputs
1. What is the current confidence level in English communication of students in primary 3?	- Collects the data from 5 activities assessment in the classroom before IDI interventions	- quantitative ($\overline{X}$,S.D, t-test)
2. What is the appropriate IDI activity to improve students' confidence level in English communication through experiential learning?	- Invites parents to watch the pre 5 English speaking activities of students for 2 times (15 Feb, 2016 and 28 Feb, 2016) - Pre Interview 30 students - Focus group of 5 parents by using AI - Do inter-coding (Pre-IDI)	- quantitative ($\overline{X}$,S.D, t-test) - qualitative
3. What is the difference between Pre-IDI and Post-IDI on the confidence level, of the students?	- Invites parents to watch the post 5 English speaking activities of students for 2 times (15 July, 2016 and 30 July, 2016) - Post Interview 30 students - Compares the data from pre-post activities assessment (Post-IDI)	- quantitative ($\overline{X}$,S.D, t-test)

Table 3.2. Shows the planning of the study. It consists of 3 parts including 1) student's assessment for 1 month; 2) the IDI process with students' interview and parents' focus group and 3) the post-IDI, conducted to the data analyzing of post-test students' assessment.

3.3 Populations and Sampling technique

Table 2.

Showed the stage of respondents

Respondents	Total No. (N)	Sampling size	Sampling Methods
EBP students	30	30	Purposive use all students (N)
Primary 3 parents	30	5	Purposive sampling

This research focused on two groups of respondents. They were thirty students of English Program, Assumption College Ubonratchathani (EBP), in academic year 2016 by purposive sampling method that use all students and they were thirty parents that were chosen only five parents by purposive sampling methods. All respondents participated in all the activities of designing based on the pre-IDI and the post-IDI.

3.4 Research Instruments

1. Observation checklist for students' assessment: This is a process used while doing activities in the classroom by observing the behavior of the students' participation and interest of the students. This observation checklist is used to record the primary data before and after IDI process. The students' assessment consisted of two main contents as the following 1) Personality, it consisted of 5 aspects; Personality: Makes regular eye contact, Not embarrassed ,Voice is enthusiastic/ loud/ clear ,Appears confident, and talks happily. 2) Language performance, included 5 aspects; correct pronunciation/accent/stress, Correct Grammar, Number of words, conversation exchange, and can ask and give answer

2. Interview Questions: This process was used to interview the students before and after IDI process activity by using guideline questions.

3. IDI Process: Instructional Development Interventions (IDI) designed from the results of pre assessment of students, students' interview and parents' focus group.

4. **Focus Group**: Use the focus group of parents by using Appreciated Inquiry (AI) and recorded the data before-after IDI process.

3. 5 Data Collection

Research Instruments can be designed as following form to collect the data of this study.

Table 3

The Data Collection plan

Pre-IDI	IDI	Post-IDI
1. Activities show and assessment	1 Designing activities	1. Activities show and assessment
2. Students Interview	2 collecting data	2. collecting data
3. Parents Focus Group	3 Result analysis	3. Result analysis

Table 3, shows the result of the populations' data collecting. The data from parents focus group can be analyzed into qualitative. The data from students' interview and students' assessment can be analyzed into the quantitative (Mean and standard deviation).

3.6. Time Frame of the study

Table 4

The schedule of the study

The IDI Process	Dec. 2015	Jan. 2016	Feb. 2016	Mar. 2016	Apr. 2016	May. 2016	Jun. 2016	Jul. 2016	Aug. 2016	Oct. 2016	Nov. 2016
1. Preparing/ Planning	√										
2. Pre-IDI (pre-test)		√	√								
3. IDI Design				√	√						
4. Post-IDI (post-test)						√	√				
5. Evaluation and Data analysis								√	√		
6.Summary Report										√	
7. Final defense											√

Table 4 shows the time frame of this study; Improving the students' confidence in English communication through Experiential Learning: A case study of Primary 3, English Bilingual Program, Assumption College Ubonratchathani.

Chapter 4

Results and Discussion

Introduction

This chapter discusses, the results of the study based on the research questions. The results are mainly explained in the aspects of three phases of the intervention: the pre IDI, the IDI process, and the post IDI. The data were derived from the interview guideline, the student assessment, and the outcomes of the participations. This independent study is discussed into 3 phases, namely:

Phase 1: The current students' confidence level in English communication

Phase 2: The appropriate IDI activity to improve students' confidence level in English communication through experiential learning

Phase 3: The difference between the Pre-IDI and the Post-IDI on the confidence level, of the Primary 3 students

4.1 Summary of Research and Finding

Table 5 (1/2)

Summary of Research and Finding

Research Questions	Instruments Used	Materials	Procedures	Participants	Results
1. What is the current confidence level in English communication of students in primary 3?	- Pre-Student assessment	- The activity set 1,2,3,4,5 form - Speaking activity plan in classroom	- Collects data from 5 activities assessment in the classroom before IDI interventions	30 students in primary 3, EBP.	Low confidence level

Table 5 (2/2)

Summary of Research and Finding

Research Questions	Instruments Used	Materials	Procedures	Participants	Results
2. What is the appropriate IDI activity to improve students' confidence level in English communication through experiential learning?	1.Question Guideline 2. Focus group questions	- Questions Guideline Form	- Interviews the students - Discuss to find out the ideas by using AI - Do inter-coding	- 30 students in primary 3, EBP. - 5 parents	Students want to learn through English activities
3. What is the difference between Pre-IDI and Post-IDI on the confidence level, of the students?	- Post-Student assessment - Activity Plan	- The activity set 1,2,3,4,5 form (booklets) - Speaking activity plan	- Collects data from 5 activities assessment in the public after IDI interventions	30 students in primary 3, EBP.	High confidence level

According to the table 6, these are the scope of finding out the basis data used to design IDI activities, which are appropriate for improving students' confidence in English communication skills. The researcher has designed into three phase of process. Researcher want to know 1) current level of confidence in term of ability to talk with foreign teachers or others, and ability to recite in class with confidence that can use to design IDI, 2) what are the data results from student interview and parents focus group that can be used to design appropriate activities and 3) what is the different of Pre-Post IDI.

4.2 The current levels of the students' confidence in English communication

Phase 1: Pre IDI

Data set 1; the current levels of the students' confidence in term of personality to speak with foreign teacher/ recite in the class and language performance in English communication

The researcher diagnoses and conducted the current levels of students' confidence by using the normal activity plan which manages activity within classroom of 30 primary 3 students in academic year 2016 with the following of observation checklist and student assessment that consists of. 1) Ability to talk with foreign teachers or others, and 2) ability to recite in class. The data for analysis were derived from the students' assessment of confidence level from five activities periods. There were 1) introducing oneself, 2) short conversation, 3) song presentation, 4) Interview people and 5) role play.

Table 6
Mean and standard deviation set 1 of the current confidence level in English communication in terms of personality in communicate with foreign teacher and recite in class based on 5 assessments periods

Personality to speak with teacher and others and recite in class	n	Student assessment 1st (Date: Mon 20 June, 16)		Student assessment 2nd (Date: Tue 27 June 16)		Student assessment 3rd (Date: Mon 4 July 16)		Student assessment 4th (Date: Mon 11 July 16)		Student assessment 5th (Date: Mon 18 July 16)	
		$\bar{x}$	S.D	$\bar{x}$	S.D	$\bar{x}$	S.D	$\bar{x}$	S.D	$\bar{x}$	S.D
1. Makes regular eye contact	30	2.93	0.74	3.07	0.74	3.37	0.67	3.60	0.56	3.77	0.51
2. Not embarrassed	30	3.07	1.05	3.23	0.94	3.47	0.82	3.60	0.81	3.70	0.70
3. Voice is enthusiastic, loud, and clear	30	3.07	1.08	2.87	0.82	3.20	0.76	3.60	0.55	3.77	0.50
4. Appears confident	30	3.43	0.97	3.20	0.76	3.43	0.63	3.47	0.63	3.60	0.56
5. Talks happily	30	3.70	0.98	3.33	1.06	3.60	0.81	3.77	0.73	3.90	0.66

Rating Scores used

4.51 - 5.00   Excellent

3.51 - 4.50   Very good

2.51 - 3.50   Fair

1.51 - 2.50   Needs improvement

1.00 - 1.50   Poor

The results shown that the personality to speak with teacher and others and recite in class show different mean scores, from observation checklist of students' assessment that classifies into five levels, there are excellent, very good, fair, needs improvements and poor. The results shown the highest mean scores at $\bar{x}$ = 3.90 on the aspect of talks happily that means there is in very good level on the fifth assessment. The lowest mean scores at $\bar{x}$ = 2.87 on aspect of voice is enthusiastic, loud, and clear on the second assessment.

As following each assessment can help researcher know about the current of confidence level in English communication that interprets from rating scores and help the researcher got the basis data use to design IDI activity for improve students 'confidence level on next process.

Table 7

Mean and standard deviation set 2 of the current confidence level in English communication in terms of language performance based on 5 assessments periods

Language Performance	*n*	Student assessment 1st (Date: Mon 20 June, 16)		Student assessment 2nd (Date: Tue 27 June 16)		Student assessment 3rd (Date: Mon 4 July 16)		Student assessment 4th (Date: Mon 11 July 16)		Student assessment 5th (Date: Mon 18 July 16)	
		$\overline{x}$	S.D	$\overline{x}$	S.D	$\overline{x}$	S.D	$\overline{x}$	S.D	$\overline{x}$	S.D
1. Correct pronunciation/ accent/stress	30	3.30	1.18	3.00	0.64	3.17	0.53	3.40	0.50	3.47	0.51
2. Correct Grammar	30	3.17	0.91	2.83	0.65	3.13	0.73	3.47	0.57	3.53	0.51
3. Number of words	30	3.33	0.92	2.90	0.61	3.17	0.59	3.40	0.56	3.60	0.56
4. Conversation exchange	30	4.07	1.02	3.23	0.57	3.33	0.55	3.47	0.57	3.67	0.48
5. Can ask and give answer	30	3.93	1.11	3.07	0.69	3.27	0.64	3.40	0.56	3.53	0.57

Rating Scores used

4.51 - 5.00   Excellent

3.51 - 4.50   Very good

2.51 - 3.50   Fair

1.51 - 2.50   Needs improvement

1.00 - 1.50   Poor

The results show that language performance to speak with teacher and others and recite in class consists of five rating scales, excellent, very good, fair, needs improvements and poor. This assessment show highest mean scores $\overline{x}$ = 4.07 (3.51 - 4.50 = Very good) on aspect of conversation exchange. The lowest mean scores $\overline{x}$ = 2.83 (2.51 - 3.50 = Fair) on aspect of correct grammar.

The results of this assessment used to design the IDI to improve language performance as an indicator of confidence in speaking English. Those assessment shown

different mean scores that were summarized from observation checklist of students' assessment period. These results can help researcher know about the current confidence level in English communication of students that interprets from rating scores and help the researcher got the basic data use to design the appropriate IDI activity for improve students 'confidence level on next process.

Table: 8

Mean and standard deviation set 3 summary of overall aspects of Pre-IDI in terms of personality and language performance of overall assessment periods.

Student Assessment	n	Personality to speak with teacher and others and recite in class		Level of confidence	Language Performance		Level of confidence
		$\overline{x}$	S.D		$\overline{x}$	S.D	
1st assessment (Date: Mon 20 June, 16)	30	3.24	0.75	*Fair*	3.56	0.82	*Very good*
2nd assessment (Date: Tue 27 June 16)	30	3.14	0.74	*Fair*	3.01	0.47	*Fair*
3rd assessment (Date: Mon 4 July 16)	30	3.41	0.56	*Fair*	3.21	0.40	*Fair*
4th assessment (Date: Mon 11 July 16)	30	3.61	0.48	*Very good*	3.43	0.31	*Fair*
5th assessment (Date: Mon 18 July 16)	30	3.75	0.39	*Very good*	3.56	0.27	*Very good*
Total mean scores		**3.43**	**0.58**	***Fair***	**3.35**	**0.45**	***Fair***

Rating Scores used

4.51 - 5.00   Excellent

3.51 - 4.50   Very good

2.51 - 3.50   Fair

1.51 - 2.50   Needs improvement

1.00 - 1.50   Poor

This is the summary of overall aspects, this data results conducted from each assessment. Researcher can considered and analyzed these results used to design IDI activities to improve confidence level in each situation that make students gained more and confidence from activities. The results showed overall of personality has average mean at $\overline{x}$ = 3.43 based on the basis rating scores equal fair level (2.51 - 3.50). For means scores of aspect on language performance shown mean scores by $\overline{x}$ = 3.35 43 based on the basis rating scores that equal fair level (2.51 - 3.50), that students should be improve more and more. And from this observation checklist can help researcher know about the characteristics of each students that show about confidence in English communication in term of personality to speak with teacher and others and recite in class and language performance which guide researcher use to design the appropriate activities to improve student confidence in the future.

4.3 The appropriate IDI activities to improve the students' confidence

Data set 2; the appropriate IDI activities to improve the students' confidence in English communication skills based on; side of 1) Personality to speak with teacher and others and recite in class and side of 2) Language Performance.

This part mentioned to results from the interviewing of 30 students. Researcher created the questions guideline to find out the basis data from students' opinion that can be used to design the appropriate activity. Researcher conducted the data then summarize what is the highlight of the answers that the students want to change and want to improve. The participants consist of 14 boys and 16 girls, they were from the same class. The data analysis was derived from the questionnaires, and the outcomes of all the participants that accepted in all questions.

Table 9

Mean and standard deviation set 1 of question guideline for students' interview.

Interview guideline	n	Activity List	$\bar{x}$	S.D	Level of agreement
1) In which ways do you want to learn more about speaking, that help you improve level of speaking skill in your English class	30	Learn through textbooks	1.73	0.87	Strongly disagree
	30	Learn through English activities	3.57	0.73	Strongly agree
	30	Learn through technology	2.13	0.97	Disagree
	30	Learn through direct experience	2.60	0.97	Agree

Rating Scores used

1.00 - 1.75   strongly disagree

1.76 - 2.50   disagree

2.51 - 3.25   agree

3.26 - 4.00   strongly agree

(Source: Assoc. Prof. Dr. Boonchom, S.A., 2546, p 162)

This is one of the basic data which used to design IDI; for this part, researcher conducted the answers from interviewing. The results showed highest mean scores $\bar{x}$ = 3.57 (3.26 - 4.00 = strongly agree) based on question guideline part 1) In which ways do you want to learn more about speaking, that help you improve level of speaking skill in your English class of primary 3. The results shown that the majority of students want to learn more through English activity that they show the highest agreement.

The researcher can be conducted the data results use to design appropriate activity that can help student improve their confidence level.

Table 10.

Mean and standard deviation set 2 of question guideline for students' interview.

Interview guideline	n	Activity List	$\bar{x}$	S.D	Level of agreement
2) How often do you develop your English skills with speaking that help you get higher scores from teacher every day?	30	More than 10 times a day	1.77	1.10	disagree
	30	10 times a day	2.67	0.84	agree
	30	5 times a day	3.07	1.02	strongly agree
	30	Less than 5 times a day	2.50	1.14	disagree

Rating Scores used

1.00 - 1.75   strongly disagree

1.76 - 2.50   disagree

2.51 - 3.25   agree

3.26 - 4.00   strongly agree

This is one of the basic data which used to design IDI; the results of question guideline part 2) how often you develop your English skills with speaking that help you get higher scores from teacher every day?. For this part, researcher conducted the answers from interviewing. The results showed highest mean scores $\bar{x}$ = 3.07 (2.51 - 3.25 = agree) that mean majority students have a chance only 5 times a day to develop their English skills with speaking that can help them get higher scores from teacher in each day that the results shown the highest agreement.

The researcher can be conducted the data results use to design appropriate activity that can help student improve their confidence level.

Table 11.

Mean and standard deviation set 3 of question guideline for students' interview.

Interview guideline	n	Activity List	$\overline{x}$	S.D
3) What ability do you want to be your strongest?	30	Able to introduce oneself	2.23	0.90
	30	Able to tell the story	2.33	0.71
	30	Able to sing a song	1.97	1.22
	30	Able to speak with foreigner	3.47	1.01

Rating Scores used

1.00 - 1.75   strongly disagree

1.76 - 2.50   disagree

2.51 - 3.25   agree

3.26 - 4.00   strongly agree

This is one of the basic data that researcher used to design IDI; for this part, researcher conducted the answers from interviewing. The results showed highest mean scores $\overline{x}$ = 3.47 (3.26 - 4.00 = strongly agree) based on question guideline part 3) what ability do you want to be your strongest? The results shown that the majority of students' response on highest agreement based on the answer of able to speak with foreigner.

The researcher can be conducted the data results use to design appropriate activity that can help student improve their confidence level to be higher.

Table 12.

Mean and standard deviation set 4 of question guideline for students' interview.

Interview guideline	n	Activity List	$\overline{x}$	S.D
4) What activity do the students want to do more to improve their confidence in English communication skills in daily life?	30	Speak English to class	1.70	0.84
	30	Speak English to parents	2.10	0.99
	30	Speak English to foreigner	3.03	0.93
	30	Speak English to public	3.17	1.02

Rating Scores used

1.00 - 1.75   strongly disagree

1.76 - 2.50   disagree

2.51 - 3.25   agree

3.26 - 4.00   strongly agree

This is one of the basic data that researcher used to design IDI; for this part, researcher conducted the answers from interviewing. The results showed highest mean scores $\overline{x}$ = 3.17 (2.51 - 3.25 = agree) that show the highest agreement from majority of students based on question guideline part 4) what activity do the students want to do more to improve their confidence in English communication skills in daily life? The results shown that the majority of students' opinion want to do more to improve their confidence level is speak English to public. Therefore; researcher can be conducted the data results use to design appropriate activity that can help student improve their confidence level. After researcher interviewed the students, were found majority of students want to practice speaking through English activity for example; they want to learn through English game, song, group work, and movement activity. Therefore; researcher considered to plan about IDI activity by using Experiential Learning to apply English activities used to improve their confidence level in next part.

Data set 3; Parents Focus Group

The results are mainly explained in the aspects on exploring and discovery the parents' opinion to the teaching activities that can help students to improve confidence in English communication. A focus group discussion was conducted exploring and discovery parents' opinion based on using Appreciate Inquiry (AI) as followed table 4.2.6 shown the summary of the data attempt from the discussion.

Table 13. (1/2)

Focus group parents' data and analysis inter-coding based on improving confidence in English communication of their child

Objective: To explore and discovery the parents' opinion on the teaching activities to improve students' confidence in English communication of students in primary3.	
Question Guideline	**Discussions (inter-code)**
1.1 In your opinion, what are the characteristics of a student who has self confidence in English Communication?	The students are able to present English speaking clearly, without shyness and with confidence when they speak to others and the public.
1.2 What can your child do when he/she is self-confident in the English Language?	The students attempt to interact with teachers, friends, and others using English in their conversations. They gradually progress in this practice.
1.3. How important is self-confidence regarding student performance in English communication?	Self-confidence will help the students to have good attitude, love to practice and using English in term of English communications with foreign teacher, and have readiness to speak English with less anxiety

Table 13. (1/2)

Objective: To explore and discovery the parents' opinion on the teaching activities to improve students' confidence in English communication of students in primary3.	
Question Guideline	**Discussions (inter-code)**
2.1 What did you like best about the English presentation?	The best activities of the presentation allowed and motivated all the students to participate in all activities.
2.2 How can parents encourage your child to improve their self confidence in English communication?	The important encouragement to improve students' confidence are reviewing, continuously practicing using short conversations in English with parents at home
3.1 In what ways you can support your child to improve their level confidence in speaking English?	The ways to support the students include reviewing and encouraging students to learn more and more by using short English activities at home.
4.1 In the future, what are the best activities that will improve the level of self-confidence of ACU students of primary 3 in Speaking English?	In the future, the best activities that will help students to improve their confidence would be to provide more English communication activities where they can practice more frequently with others.

** (See appendix for full data)

After 5 parents have watched English activities in the classroom then parents attended the meeting and discussion by researcher is managed the meeting and summarized for 1 hours. This phase is one of important part that all parent played to support and suggest the appropriate activity that can help researcher conducted the data used to design activity. That help students gained more confidence in English communication skills.

The data in table 13; showed that majority of parents agree with improving students 'confidence in terms of practicing speaking skills through variety English activity for example let students have many opportunity to speaking with foreigner. Especially; the strength point

of discussion is the best activities of the presentation allowed and motivated all the students to participate in all activities. The researcher use these data to attempt as a design appropriate IDI process.

Phase 2: IDI process

4.4 The IDI can be designed and implement that will help to improve students' confidence sense on English communication skills in primary 3.

Table 14.

The IDI activity set 1 designed and implement that will help to improve student' confidence

Activities	Objectives	Experiential Learning Theory	Participants	Personality to speak with foreign teacher					Duration of Time
				Makes regular eye contact	Not embarrassed	Voice is enthusiastic, Loud, and clear	Appears confident	Talks happily	
Activity1: Introduce oneself to foreign teacher and to the class	To practice speaking the information about oneself, knowing oneself with less anxiety	Individualized learning (like to learn by oneself) Honey and Mumford, executive journal p. 179	30	√	√	√	√	√	18 – 22 July 16 (5 hours per week)
				Language Performance					
				Correct pronunciation/ Accent/stress	Correct Grammar	Number of words	Conversation exchange	Can ask and give answer	
				√	√	√	-	-	

** (See appendix for full activity details and photo of data)

The researcher designs the activity base on the experiential learning theory of Kolb's (1984), (Honey & Mumford, executive journal) and as cited in Northern Illinois University, Faculty Development and Instructional Design Center. Researcher applied the technique teaching from Kolb's theory that created learning through action. For this activity researcher focused on individualized learning (like to learn by oneself) by using a set of

introducing oneself form. Researcher assigned students feel free in adding and creative own special information for speaking and let them feel free in doing the action to show confidence during their speaking then, do personality and language performance assessment each student after finished speaking.

Table 15.

The IDI activity set 2 designed and implement that will help to improve student' confidence sense on English communication skills in primary 3.

Activities	Objectives	Experiential Learning Theory	Participants	Personality to speak with foreign teacher					Duration of Time
				Makes regular eye contact	Not embarrassed	Voice is enthusiastic, Loud, and clear	Appears confident	Talks happily	
Activity2: Short conversation + student assessment	To develop English communication with other for exchange information and help student have good relationship	Activist (like to learn with other): Honey and Mumford, executive journal p. 178	30	√	√	√	√	√	25 – 29 July 16 (5 hours per week)
				Language Performance					
				Correct pronunciation/ Accent/stress	Correct Grammar	Number of words	Conversation exchange	Can ask and give answer	
				√	√	√	√	√	

** (See appendix for full activity details and photo of data)

For this activity process researcher designs the activity relate to the experiential learning theory of Kolb's (1984), (Carlson, W., 2010) and cited Honey & Mumford, executive journal p. 179, Northern Illinois University, Faculty Development and Instructional Design Center. Researcher applied the technique teaching from Kolb's theory that created learning through action. For this activity researcher focused on pairs work learning style (like to learn

by oneself) by using a set of introducing oneself form. Researcher assigned students feel free

in adding and creative own special information for speaking and let them feel free in doing the

action to show confidence during their speaking then, do personality and language performance

assessment each student after finished speaking (Carlson, W., 2010; Honey & Mumford,

executive journal)

Table 16.

*The IDI activity set 3 designed and implement that will help to improve student' confidence
sense on English communication skills in primary 3.*

Activities	Objectives	Experiential Learning Theory	Participants	Personality to speak with foreign teacher					Duration of Time
				Makes regular eye contact	Not embarrassed	Voice is enthusiastic, Loud, and clear	Appears confident	Talks happily	
Activity3: Song presentation (group work)	To encourage students used English song to practice English skills with enjoyment.	Having an experience (Direct and indirect experience) executive journal p. 177	30	√	√	√	√	√	1 – 5 August 16 (5 hours per week)
				Language Performance					
				Correct pronunciation/ Accent/stress	Correct Grammar	Number of words	Conversation exchange	Can ask and give answer	
				√	√	√	√	√	

** (See appendix for full activity details and photo of data)

This project is one of basis data results that showed students' abilities in term of English

speaking; for example ability to speak asking and give answers story spoken. And also this

activity can help researcher well known students' skill individually. The song presentation

designed with given song pattern then teach how to sing and let students feel free to act out

such as design dancing during singing. After finish English class students and teacher learnt and say about the words meaning together also talk about what is the best presentation and how is the show of each group for each periods.

Research used data from this activity designed and created English activity to improve their confidence and can assess them.

Table 17.

The IDI activity set 4 designed and implement that will help to improve student' confidence

Activities	Objectives	Experiential Learning Theory	Participants	Personality to speak with foreign teacher					Duration of Time
				Makes regular eye contact	Not embarrassed	Voice is enthusiastic, Loud, and clear	Appears confident	Talks happily	
Activity4: Interview people + student assessment	To motivate student gained more confident in English communication through practicing communicate with other people	Activist (like to learn with other): Honey and Mumford, executive journal p. 178	30	√	√	√	√	√	8 – 15 August 16 (5 hours per week)
				Language Performance					
				Correct pronunciation/ Accent/stress	Correct Grammar	Number of words	Conversation exchange	Can ask and give answer	
				√	√	√	√	√	

** (See appendix for full activity details and photo of data)

This activity aims to encourage students to talk and ask information from foreign teacher or somebody and have conversation. For this activity teacher gave the same questions set to all students then let them feel free to choose and added more special questions to ask people. This activity researcher designed the questions word modal in the booklet for all

participants. Researcher evaluates two mainly areas; side of personality and language performance to public speaking.

Table 18.

The IDI activity set 5 designed and implement that will help to improve student' confidence on English communication skills in primary 3.

Activities	Objectives	Experiential Learning Theory	Participants	Personality to speak with foreign teacher					Duration of Time
				Makes regular eye contact	Not embarrassed	Voice is enthusiastic, Loud, and clear	Appears confident	Talks happily	
Activity5: Role play + student assessment	To help student gained more confident and have good group work learning by using role play and gained more confident in English communication through role play	Apply learning from authentic experience by using CIPPA model by Constructivism, (Har, L.B., 2005-2013; Khammani, T., 2542)	30	√	√	√	√	√	16 – 22 August 16 (5 hours per week)
				Language Performance					
				Correct pronunciation/ Accent/stress	Correct Grammar	Number of words	Conversation exchange	Can ask and give answer	
				√	√	√	√	√	

** (See appendix for full activity details and photo of data)

This activity aims to encourage and improve students' confidence to show ability in English communications through story telling; for example role player, act as the actors in the story. Researcher designs same story for students and allowed them learn and practice the words from story then let them work in group to do role play as each actor that they love. Students can created the costumes to wear when they played. Researcher evaluates students into two mainly areas; side of personality and language performance to class, other classes or public.

Table 19.

Criteria of scoring for assessment English Communication skills in primary 3

Scoring level / contents	Tools and evaluation criteria of language skills Scoring of speech				
	Excellent 5	Very good 4	Fair 3	Needs improvement 2	Poor 1
Personality Gestures / tone of speaking (voice)	Very strongly confidence And able to speak all words correctly and makes sense without anxiety	Acting and speaking with appropriate tone and with appropriate topics talked	Speak with tone suitable with the title, but no acting assembly.	Speak likes reading not natural lack of interesting	Speak very little
Language performance	Able to speak as likes the native speaker/	Speaking of continuous and clear speech communication/	Stutter, but still enough to communicate	Speak a word, stopping intermittently. Communication has not made clear	Able to say some word/ does not make sense
	Able to pronounces all of the words and sentences correctly/ Correct pronunciation/ accent/stress	Able to pronounces all of the words and sentences correctly/ Correct pronunciation/ accent/stress	Pronunciation, vocabulary and sentence were correct grammatical And voice stressing the words / sentences for the most part.	Pronunciation, vocabulary and sentence were accurate for the most part. But lack of pronounced stress	Wrong pronunciation/ accent/ stress

Key points:

4.51 – 5.00 = excellent of all of the time (Excellent)

3.51 – 4.50 = very good or most of the time (Very good)

2.51 – 3.50 = satisfactory or some of the time (Fair)

1.51 – 2.50 = improvement needed or occasionally (Needs improvement)

1.00 – 1.50 = poor performance or never. (Poor)

This is the important part which researcher use to score and analyzed the ability of two mainly of personality to speak with foreign teacher / recite in the class and show language performance of each student. This criteria is standardized on language skills that useful to researcher in this study.

Table 20.

This is the sample of assessment form in English Communication skills

Number/ Student ID	Personality to speak with foreign teacher and recite in the class																									Total score
	1.Makes regular eye contact					2.Not embarrassed					3.Voice is enthusiastic, loud, and clear					4.Appears confident					5.Talks happily					
	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	
1.																										
2.																										

Key points of student assessment:

4.51 – 5.00 = excellent of all of the time (Excellent)

3.51 – 4.50 = very good or most of the time (Very good)

2.51 – 3.50 = satisfactory or some of the time (Fair)

1.51 – 2.50 = improvement needed or occasionally (Needs improvement)

1.00 – 1.50 = poor performance or never. (Poor)

This observation checklist form can also help the researcher when recording about two mainly aspects of 1) personality to speak with foreign teacher / recite in the class and 2) show language performance of each student. The researcher also use this assessment form collected data that and analyzed confidence level of each behavior performance in term of English communication skills.

Phase 3: The Post - IDI

4.4 Differences in the students' confidence level before using IDI and Post– IDI

The results analysis of this phase; based on what are the different of students' confidence level. This part were focused on comparison about the confidence level before and after designed intervention activities through experiential learning to improve students' confidence in English communication, primary 3 of EBP program, Assumption College Ubonratchathani.

Table 21.

Analysis of Mean and standard deviation the different levels set 1 of students' confidence in English communication skills after using IDI

Durations	Activity1	Personality on speaking to other class and public		Levels of Confidence	Language Performance		Levels of Confidence
		$\bar{x}$	S.D		$\bar{x}$	S.D	
Student assessment 1ˢᵗ (Date: Mon 22 Aug, 2016)	Introduce oneself to foreign teacher and other	3.57	0.65	Very good	3.77	0.74	Very good
Student assessment 2ⁿᵈ (Date: Mon 29 Aug, 2016)	Short conversation (work in pairs)	3.81	0.57	Very good	3.84	0.69	Very good
Student assessment 3ʳᵈ (Date: Mon 5 Sep, 2016)	Song presentation to other class (group work)	3.86	0.53	Very good	3.86	0.69	Very good
Student assessment 4ᵗʰ (Date: Mon 12 Sep, 2016)	Interview people (talk with foreign teacher around school	3.86	0.53	Very good	3.89	0.64	Very good
Student assessment 5ᵗʰ (Date: Mon 19 Sep, 2016)	Role play show to public (work in group)	4.33	0.27	Very good	3.94	0.56	Very good
Total mean scores		**3.91**	**0.48**	**Very good**	**3.86**	**0.67**	**Very good**

** (See appendix for full activity details and photo of data)

Rating Scores used

4.51 - 5.00   Excellent

3.51 - 4.50   Very good

2.51 - 3.50   Fair

1.51 - 2.50   Needs improvement

1.00 - 1.50   Poor

Table 4.4.1, showed analysis of the Mean and Standard Deviation the different levels of students' confidence in English communication skills in primary 3, academic year 2016. After using IDI, were found the overall of assessments, the majority of students are confidence level for English communication skills, higher than the previous. The aspect with the highest Mean and Standard Deviation is personality on speaking to other class and public by equal mean scores $\bar{x}$ = 3.91 and the lowest mean score is the aspect of language performance by mean scores $\bar{x}$ = 3.86.

Table 22.

Comparison of different confidence level set 2 based on personality with speak to public and posted of before the Pre- IDI and Post IDI.

The *students' assessment 1st – 5th* of Personality (speak to public)							
Time assessment	n	**Activity**	$\bar{x}$	**S.D**	*t -test*	*p -Value*	***Results***
Assessment 1st Activity1: Introduce oneself	30	Pre-IDI	3.24	0.75	6.021	.000	*Significant*
	30	Post-IDI	3.57	0.65			
Assessment 2nd Activity2: Short conversation	30	Pre-IDI	3.14	0.74	4.611	.000	*Significant*
	30	Post-IDI	3.81	0.57			
Assessment 3rd Activity3: Song presentation	30	Pre-IDI	3.41	0.56	3.807	.001	*Significant*
	30	Post-IDI	3.86	0.53			
Assessment 4th Activity4: Interview people	30	Pre-IDI	3.61	0.48	3.581	.001	*Significant*
	30	Post-IDI	3.95	0.47			
Assessment 5th Activity5: Role play	30	Pre-IDI	3.75	0.39	7.838	.000	*Significant*
	30	Post-IDI	4.33	0.27			

** There is a statistically significant level .01

Table 23, Showed the different of Pre-IDI and Post DI in terms of mainly area 1) personality to speak other and public; for example: makes regular eye contact with the audiences, not embarrassed, voice is enthusiastic, loud, and clear, talks happily and appears confidents of each assessment. The first assessment found there is significant (t = 6.021, p = 0.000), The second assessment were found there is significant (t = 4.611, p = 0.000), The third assessment found there is significant (t = 3.807, p = 0.001), The fourth assessment found there is significant (t = 3.581, p = 0.001), and the last assessment found there is significant (t = 7.838, p = 0.000). Over all assessments found the different level of average scores after using IDI that showed the level of statistical significance by 0.01. When considering in each aspect were found overall aspects' assessment had the levels of average scores after using IDI higher than the levels of average scores before using IDI. There were significant of all aspects' assessment.

Table 23.

Comparison of different confidence level set 3 based on personality and language performance and posted of before the Pre- IDI and Post IDI.

The *students' assessment 1st – 5th* of Language performance (speak to public)							
Time assessment	*n*	Activity	$\overline{\text{X}}$	S.D	*t*-test	*p*-Value	Significant *or* Not *significant*
Assessment 1st Activity1: Introduce oneself	30	Pre-IDI	3.56	0.82	4.983	.000	Significant
	30	Post-IDI	3.77	0.74			
Assessment 2nd Activity2: Short conversation	30	Pre-IDI	3.01	0.47	5.767	.000	Significant
	30	Post-IDI	3.84	0.69			
Assessment 3rd Activity3: Song presentation	30	Pre-IDI	3.21	0.40	4.725	.000	Significant
	30	Post-IDI	3.86	0.69			
Assessment 4th Activity4: Interview people	30	Pre-IDI	3.43	0.31	3.733	.001	Significant
	30	Post-IDI	3.89	0.64			
Assessment 5th Activity5: Role play	30	Pre-IDI	3.56	0.27	3.583	.001	Significant
	30	Post-IDI	3.94	0.56			

** There is a statistically significant level .01

Table 4.4.3 Showed the different of Pre-IDI and Post DI in terms of mainly area 2) language performance to public; for the first assessment found there is significant ($t = 4.983$, $p = 0.000$), The second assessment were found there is significant ($t = 5.767$, $p = 0.000$), The third assessment found there is significant ($t = 4.725$, $p = 0.000$), The fourth assessment found there is significant ($t = 3.733$, $p = 0.001$), and the last assessment found there is significant ($t = 3.583$, $p = 0.001$). Therefore; over all assessments found the different level of average scores after using IDI that showed the level of statistical significance by 0.01. When considering in each aspect were found overall aspects' assessment had the levels of average scores after using IDI higher than the levels of average scores before using IDI. There were significant of all aspects' assessment.

Table 24.

Comparison of different confidence level set 1 based on overall aspects of Personality and Language performance that posted of before the Pre- IDI and Post IDI.

The *students' assessment 1st – 5th* of Personality and Language performance							
Time assessment	*n*	**Activities**	**X̄**	**S.D**	*t*-test	*p-Value*	*Results*
Assessment 1st Activity1: Introduce oneself	30	Pre-IDI	3.40	0.69	4.983	.000	Significant
	30	Post-IDI	3.67	0.63			
Assessment 2nd Activity2: Short conversation	30	Pre-IDI	3.07	0.42	5.767	.000	Significant
	30	Post-IDI	3.82	0.57			
Assessment 3rd Activity3: Song presentation	30	Pre-IDI	3.31	0.35	4.725	.000	Significant
	30	Post-IDI	3.86	0.55			
Assessment 4th Activity4: Interview people	30	Pre-IDI	3.52	0.29	3.733	.001	Significant
	30	Post-IDI	3.92	0.51			
Assessment 5th Activity5: Role play	30	Pre-IDI	3.65	0.25	3.583	.001	Significant
	30	Post-IDI	4.14	0.35			
Total	30	Pre-IDI	**3.39**	**0.30**	6.395**	.000	Significant
	30	Post-IDI	*3.88*	*0.52*			

** There is a statistically significant level .01

This part showed the different totally overall aspects of each assessment that divided into two mainly indicators; 1) side of personality between the Pre-IDI and Post DI and 2) side of language performance before and after using IDI. The two sides shown valued of significant by (t = 6.395, p = 0.000) Therefore; over all assessments found the different level of average scores after using IDI that acceptable valued of statistical significance level 0.01.

Table 25.

The Analysis to compare the different level on students' confidence between the pre-IDI and the post IDI.

Activities	n	$\overline{x}$	S. D	t	p	Significant **or** Not Significant
Pre-IDI	30	3.39	0.30			
Post-IDI	30	3.88	0.52	6.395**	.000	*Significant*

** There is statistical significantly at level .01

Table 25, Showed the different levels of student's confidence of personality and language performance, average mean scores after using IDI ($\overline{x}$ = 3.88) that higher than the , average mean scores of the current levels before using the IDI ($\overline{x}$ = 3.39) The valued of statistical significance. 01. (t = 6.395, p = 0.000)

Figure 10:

Showed students' confidence level before the pre-IDI and the post-IDI, and Mean and standard deviation scores confidence level.
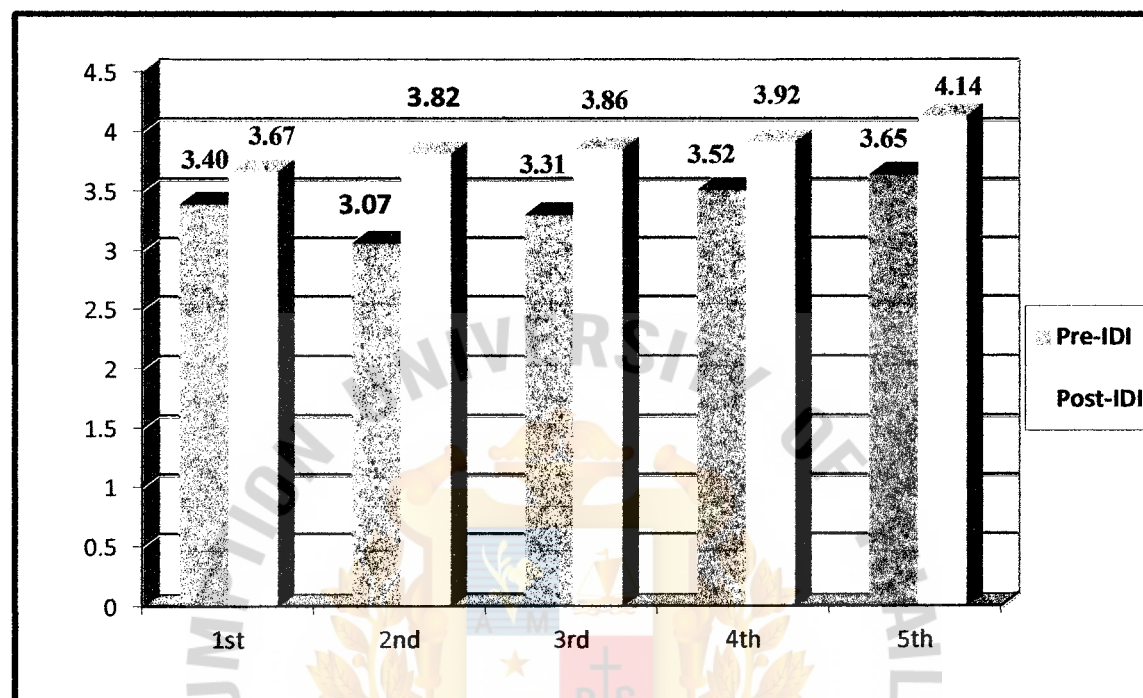
The figure ten, aims to present the overview of students' confidence increasing in English communication after using IDI process.

4.5 Hypothesis of this study

Based on the *t-test* result, *p- value* comparing Two- sample t-Test as the following conclusion from this study, were found the answers for support the hypothesis as followed:

Ho1: There is no significant difference between the Pre and post IDI on the students' confidence level, in terms of personality performance and language performance

Ha1: There is a significant difference between the Pre and Post IDI on students' confidence level in terms of learning and performance

The results show Ha1 stating that there is significant difference between the Pre and the Post IDI is accepted.

Summary of the study

Ho1: There is no significant difference between the Pre and post IDI on the students' confidence level, in terms of personality performance and language performance

The results show that P -values = 0.000, therefore Ho1 is rejected. It's mean there is a significant difference between Pre and Post IDI.

Figure 11: Summary of the study results
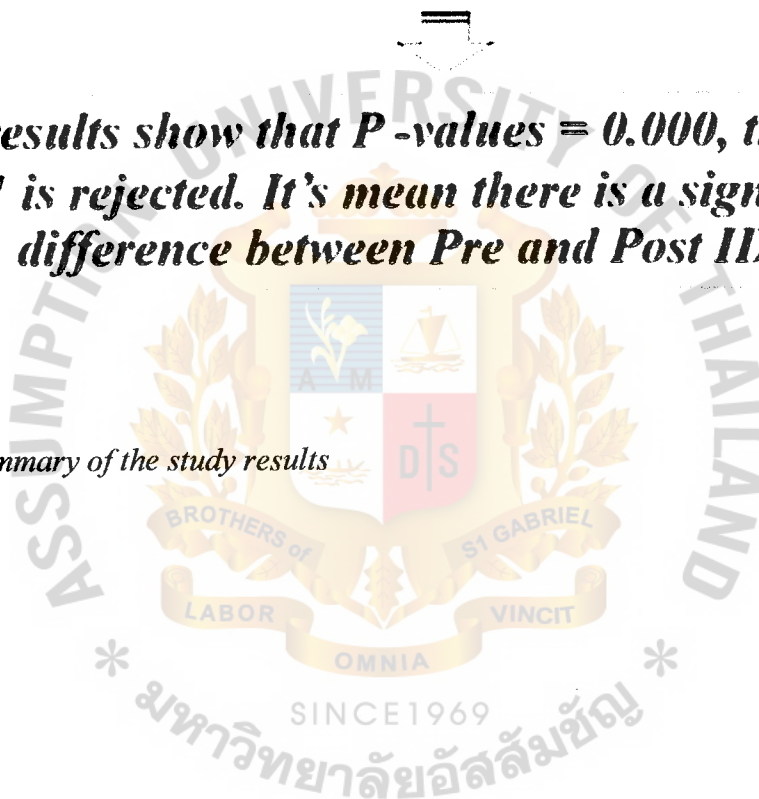
Chapter 5

Summary, Conclusions and Recommendations

This chapter presented the summary of research conclusions and recommendations. The study involved 30 students, who were studying in primary 3, semester1 in academic year 2016 that participated on the students assessment and responded questionnaires based on interview part, and 5 parents of primary 3 were from sampling random responded questionnaires of focus group. The participants were acceptable to respond the basis questions for this study.

5.1. Conclusions

The instruments used in this study consist of; 1) Pre- test assessment aims to diagnose the students' confidence, 2) Students interview that aims to find out the opinions on how to improve confidence level, and 3) Parents focus group aims to diagnose and discover opinions on improving students' confidence. Those of three instruments gained much of the basic data which was useful in designing the IDI. Research has shown students' confidence tends to increase more and more during doing activity. Especially; after using IDI process found students enjoyed practicing English communication through experiential learning that related to their learning style.

The finding results were conducted into 3 phases; 1) Phase one is the Pre-IDI by using the Pre-test, students interview, parent focus group that aim to diagnose the currents situation of students' confidence level, 2) Phase two collected the data from phase one to design the appropriate IDI aims to improve student confidence, The IDI were designed with English activity based on experiential learning. 3) Phase 3 is compared the results of the Pre IDI and the results of Post-IDI. Therefore; the overall aspects is lower than value of 0.01 significantly

that defined to the students' confidence is changed and tends to higher than pre IDI as followed the research conceptual framework in chapter 3.

5.2. Recommendations

The results of this study yielded the recommendations for further study.

1) For the institute level, as researcher is one of Assumption College Ubonratchathani (ACU) members will concentrated on published and presented the results of this independent study to the school director how can researcher well done along the procedures of study, how is it improve the students to success about the areas of study. The school can be used the research finding or the information to guide in process of increasing students' learning skills related to other academic subjects area. This study can help to develop school's policies that focused on enhancing the students be successful in own learning. This study can support the school academic based on prepared to the educational of the 21st century. Researcher hopefully this study will fulfill the school educational development in the future.

2) For The English department level, researcher will presented about the applying on improving students confidence and shared the methodologies used that helps student gained higher skills. Especially, collaborated with English teachers in English Bilingual program to create and integrated each school subjects through experiential leaning. And also explains and persuades the colleague to understand about ODI and IDI process as this study support researcher from the beginning till now.

3) For students can be used the activities guide from this study related to improve other skills or other subjects and also will gained more knowledge if have much confidence then help simply in other learning areas in the future

4) For individually, as the researcher and teacher wants to do more about teaching in the classroom are; improving writing and reading skills because from this study aims to improving confidence in speaking, in addition, after student have increase confidence level, they have much confidence and can be learn more about writing and reading through direct experience as Kolb's theory for developing their abilities in the future.

In the future, researcher purposes that research based on the same topic of this study in term of improving students' confidences that will focused on improving students' confidence in reading comprehension should be done. Because reading skill is one important skill which helps student related to English 4 skills and researcher wants to continue improving process of learners' achievements for learning language.

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APPENDIX I

Time: _____

Student's Confidence Assessment Form
For English Communication

Topic: _____Teacher/Assessor: _____ Date: _____

Number / Student ID	Personality																									Total Scores
	1.Makes regular eye contact สบตา ผู้ฟัง					2.Not embarrassed ไม่เขินอาย					3.Voice is enthusiastic, loud, and clear พูดน้ำเสียงมีพลัง, เสียงดัง ฟังชัด					4.Appears confident แสดง ความมั่นใจออกมา ให้เห็นในขณะที่ พูด					5.Talks happily พูด ด้วยกริยา ท่าทางมี ความสุข					
	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	
1.																										
2.																										
3.																										
4.																										
5.																										
6.																										
7.																										
8.																										
9.																										
10.																										

Signature...Teacher

(...)

Date.................Month...................Year......

APPENDIX I

Time: _____

Student's Confidence Assessment Form
For English Communication

Topic: _____ Teacher/Assessor: _____ Date: _____

Number / Student ID	Personality																									Total Scores
	6. Correct pronunciation/accent/stress ออกเสียงได้ถูกต้อง, สำเนียงถูกต้อง, เน้นคำ หนักเบา ได้ถูกต้อง					7. Correct Grammar ไวยากรณ์ ถูกต้อง					8. Number of words พูดได้ หลายคำ					9.Conversation exchange สนทนา โต้ตอบได้					10.Can ask and give answer สามารถ ถาม และตอบ คำถามได้					
	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	
11.																										
12.																										
13.																										
14.																										
15.																										
16.																										
17.																										
18.																										
19.																										
20.																										

Signature...Teacher

(...)

Date.................Month...................Year……

**Lesson Plan Form
for English Communication**

Learning Group: Foreign Languages   **Subject:** English

Level: Primary 3/1-2   **Semester:** 1   **Academic Year:** 2016

Activity: Song Presentations / words meaning/ sentences/ verb

Total: ………….. Hour(s)   Week No……..   Date: ………..

Learning Standards	Endowment with language communication skills for exchange of data and information; efficient expression of feelings and opinions
Indicators	Express their own simple needs by following the models heard (Personality/language performance)
Sub-Concept and Topic	1. Speak in an exchange with short and simple words in interpersonal communication by following the models heard. 2. Students will be able speak to answer questions appropriately and listen to various role playing conversations and choose the correct answer.
Knowledge	Abilities - Usage verb to do in sentences - Practice speaking skill, gained more confidence in speaking
Skills	1. Communication Capacity 2. Thinking Capacity 3. Problem–Solving Capacity 4. Language performance
Characteristics	1. Self- discipline 2. Avidity for learning 3. pay attention to study

Learning Processes / Activities

Learning Processes / Activities		Notes
Warm-up/Presentation	- Singing an English song with the students. Possible songs include: 'Swimming song", "Twinkle, Twinkle, Little Star", "Mary Had a Little Lamb," "Pop-See-Ko", or "Head, Shoulders, Knees, and Toes" - All songs have movements that go along with them to ensure student memorization and in order to keep all learners engaged no matter their learning profile.	
Practice/Organization	- **Practice/Organization** of activities for students to achieve/gain knowledge Reviewing phonics cards and practicing the sounds of each letter that includes in the song, students learn the words with meaning from the song - Teacher will say the example first and then have the students repeat after. Hand motions will be included with each letter to better activate the students' memory. Once the motions are memorized students will better be able to recall the words, sentences, phonics of each letter or words independently.	
- Application of knowledge gained	Have students come up with their own examples of these song based on the examples teacher have given. They will raise their hands and share the examples with the rest of the class. If needed, teacher will provide more examples until they understand. - Present the song to class and teacher	
- Summary and exchange of learning	Students will copy down sentences from the board and circle the do/does in each of the sentences. They will then have a chance to color a picture of what was happening in each sentence to further engage them.	

Form of Assessment / Measurement & Evaluation

How to measure	Measuring tools	Resources	Assessment Criteria
-Teacher observation - Ask questions - Teacher record students at the end of activity - Give comments and suggestion	- Teachers asking questions - Student assessment form	- Worksheet - Student's work - Presentation	Teacher observation
-Teacher observation - Ask questions - Teacher record students at the end of activity - Give comments and suggestion	- Teachers asking questions - Student assessment form	- Worksheet - Student's work - Presentation	Teacher observation
-Teacher observation - Ask questions - Teacher record students at the end of activity - Give comments and suggestion	- Teachers asking questions - Student assessment form	- Worksheet - Student's work - Presentation	Teacher observation

Teachers'suggestion………………………………………………………………………………………

……

……

Signed …………………………….............. Teacher

(………………………………………………………)

………. / ……………. / …………

Practice English Speaking set 1

Activity set 1: Introduce oneself

Topic Talk about me

Activity objective: To practice the information speaking about oneself, knowing oneself with less anxiety and gained more confidence in present the song to class and other.

Step 1: Learn about the basic sentences about introducing oneself to others. Teacher will give the set of sentences to let students practice speaking

My name is ……………..

I'm ……………….…….

Nice to meet you; I'm …………………….

Pleased to meet you; I'm …………………..

Let me, introduce myself; I'm …………….

I'd like to introduce myself; I'm ………….

My name is……………………. My nickname is……………… I am …… years old. I live with my family, there are …….people in my family. I am studying in primary…….. My homeroom teacher are……………. My favorite subject is/ are……….. My favorite sport is………. My favorite movie is……….. My favorite color is/ are ……… I like to eat…………

(Students can add more the detail about themselves)

Step 2: Teacher allow student practice every class and organize the time for each students practice speaking

Step 3: Teacher evaluates students by using student's assessment form and observed

Step 4: All students and teacher summarize / give suggestion to class

Practice English Speaking set 2

Activity set 2: Short conversation (Talking with friends)

Activity objective: To develop English communication with other for exchange information, help student have good relationship and gained more confidence to speak

Step 1: Teacher and students learn about the sentence, let students write and practice together about words meaning, phonics, and sentences usage.

Step 2: Let the students practice in pairs as follow dialogue sample;

Student A: Hello. How are you?

Student B: I'm OK/ (great, happy, fine, and hungry), thank you. And you?

Student A: What is your name?

Student B: My name is …………….

Student A: How old are you?

Student B: I am ……years old.

Student A: Where do you live?

Student B: I live in ………………

Student A: How many people are there in your family?

Student B: There are ……..people in my family.

Student A: What is your favorite Thai food/ fruit/?

Student B: My favorite Thai food is ………………

Step 3: Teacher allowed students make more own sentences as much as they can.

Step 4: Practice in pairs and show conversation to the class

Step 5: During conversation students can show the action, feeling, voice, accents

Step 6: Teacher evaluates students by using student's assessment form and observed

Step 7: All students and teacher summarize / give suggestion to class

** Note: all students should be switch the role as leader and follower.

Applied from http://thai.langhub.com/th-en/travel-english/-First-Conversation

Practice English Speaking set 3

Activity set 3: Song presentation (Song: Pop - See – ko)
Activity objective: To encourage students used English song to practice English skills, student enjoyed learning English through song and gained more confidence in present the song to class and other.

Step 1: Class practices the song together

Person A: Hey….. (Teacher or leader will say hey! students, class, or p3/……)

Person B: Hey what? (All students say together)

Person A: Are you ready?

Person B: For what? (All students say together)

Person A: To pop

Person B: Pop what? (All students say together)

Person A and B: Pop See Ko! (All people say together)

My hands are high (person A)

My feet are low (person A)

And this is how I pop see ko (person A design own dancing style to lead the class is followed)

His hands are high (student B and all students sing together)

His feet are low (student B and all students sing together)

And this is how he/she pop see ko (student B and all students sing together)

Pop see ko

Pop-pop see ko

From Pop See Ko, released May 7, 2015,

(http://music.kookookangaroo.com/track/pop-see-ko)

Step 2: The teacher allowed students sing and dance with own dance style to class (with individual, pairs, and group)

Step3: The teacher guides students and let students manage and design the step of song presentation

Step 4: Teacher evaluates students by using student's assessment form and observed

Step 5: All students and teacher summarize / give suggestion to class

** Note: all students should be switch the role as leader and follower

Practice English Speaking set 4

Activity set 4: Interview People (outside the class)

Activity objective: To motivate student gained more confident in English communication through practicing communicate with other people

Step 1: Students learn about question words; what, where, when, how, which, why, how many, and how much

Step 2: Teacher let students practice writing about question word sentence

Step 3: All students design sentences together and create the set of questions use to interview the people;

Excuse me. May I ask the questions, please?

What is your name?

When were you born?

Where do you live?

Where are you from?

What kind of Thai food/ Western food do you like to eat?

What is your favorite movie/ cartoon/ song?

What fruits do you like?

Where do you live?

Where are you from?

How many brothers or sisters do you have?

How do you come to school?

Step 4: Students interview other people in school as follows the set of question and after interview the people who give the information sign their name for each sentence.

Step 5: Teacher evaluates students by using student's assessment form and observed

Step 6: All students and teacher summarize / give suggestion to class

** Note: all students should be switch the role as leader and follower

Practice English Speaking set 5

Activity set 5: Role play: situation in the restaurant (with the group or pairs)

Activity objective: To help student gained more confident and have good group work learning by using role play and gained more confident in English communication through role play

Step 1: Teacher and students identify and create about the situation together
Step 2: Practice and learn about words meaning and practice to read the words are there in the story

Focus:
The purpose of this lesson is to give false beginners the skills to order food in a restaurant. This lesson follows a simple format of an introduction and discussion, followed by a role-play activity.

Preparation:
The teacher will need to print off and photocopy four sheets: restaurant menus, the waiters' activity sheet, the customers' activity sheet, and the role-play prompts.

Introduction:
Tell the students that they will be ordering food from restaurants today. Invite one student up to the front and give the student a menu. After the student has had a short time to look at the menu, say, "May I take your order?"
Usually, the student will say something very basic, "Hamburger." If this is the case, I walk to my pretend kitchen, cook up a pretend hamburger, and when I am done, pretend to spit in it. The class will usually laugh and the student who ordered it may be surprised.
If the student gives a more sophisticated answer, then I write it on the board and then we begin to discuss other ways of ordering food.

Discussion:
The purpose of the above demonstration is a lesson in pragmatic competence. Just barking out orders can be perceived as being rude and may have real consequences. After the student sits back down, I ask the class why I spit in the student's imaginary hamburger.
As a class we briefly discuss ways to order food: I'll have a hamburger, please. I'd like the seafood spaghetti. Then we go over other aspects of the conversation to the right.

Role-play Activity:
Now, comes the real focus of the class: a role-play activity to practice ordering food. Divide the class into three: one third of the class will become restaurant waiters and the other two thirds will partner up and go around to the various restaurants and order food.
The waiters should receive their 'Special of the Day' prompt cards and their activity sheet. As customers visit their restaurants, waiters have to write down the orders on their activity sheets. Likewise, the customers write down what they ordered on the customer activity sheets.
Now, if you want to throw in an unscripted wrench into the works, you can hand out the complaint cards to the customers and see how both customers and waiters react. You can also instruct a few waiters to be rude and insulting on purpose.

Practice English Speaking set 5 *(continued)*

Activity set 5: Role play: situation in the restaurant (with the group or pairs)

Target Language:

Waiter: Welcome to Michel's. Here are your menus. Today's special is grilled salmon. I'll be back to take your order in a minute.

Waiter: Are you ready to order?

Customer 1: I'd like the seafood spaghetti.

Waiter: And you?

Customer 2: I'll have a hamburger and fries.

Waiter: Would you like anything to drink?

Customer 1: I'll have a coke, please.

Waiter: And for you?

Customer 2: Just water, please.

Waiter: OK. So that's one seafood spaghetti, one hamburger and fries, one coke, and one water. I'll take your menus.

Waiter: Here is your food. Enjoy your meal.

Waiter: How was everything?

Customers 2: Delicious, thanks.

Waiter: Would you like anything for dessert?

Customer 1: No, just the bill please.

Step 5: Teacher evaluates students by using student's assessment form and observed

Step 6: All students and teacher summarize / give suggestion to class

(Cited in: http://bogglesworldesl.com/survival_travel_english/restaurants.htm)

APPENDIX II

Students Interview Form
With questions guideline

Date: _____ **Time:** _____

Question Items	1. In which ways do you want to learn more about speaking, that help you improve level of speaking skill in your English class? (CE- Concrete Experience: doing/having an experience). ในวิชาภาษาอังกฤษ นักเรียน ต้องการ เรียนรู้เพิ่มเติม ด้วยวิธีการใด เพื่อช่วยพัฒนาทักษะการพูด?															
	Learn through textbooks เรียนรู้ผ่านหนังสือ				Learn through activities เรียนรู้ผ่านกิจกรรม				Learn through IT เรียนรู้ผ่านเทคโนโลยี				Learn through direct experience เรียนรู้ผ่าน ประสบการณ์ตรง			
Students ID/ Number	4	3	2	1	4	3	2	1	4	3	2	1	4	3	2	1
1.																
2.																
3.																
4.																
5.																
6.																
7.																
8.																
9.																
10.																

Key points: Strongly Agree = 4 points, Agree = 3 points, Disagree = 2 points, strongly disagree = 1 point

Teacher _____

APPENDIX III

Assumption College Ubonratchathani
AI questions guideline for parents' focus group

Objective: To explore and discover the parents' opinion on the teaching activities to improve students' confidence in English communication

Part 1: Explore the general opinion of self-confidence **(AI: Definition of topic inquiry)**

1.1 In your opinion, what are the characteristics of a student who has self confidence in English Communication? ตามความคิดเห็นของท่าน ลักษณะของนักเรียนที่มีความมั่นใจในการใช้ ภาษาอังกฤษ ในการสื่อสารมีลักษณะเป็นอย่างไรบ้าง?

....
....
....

1.2 What can your child do when she is self-confidence in the English Language? บุตร หลานของท่าน แสดงออกอย่างไรบ้างเมื่อเขาเกิดความมั่นใจในภาษาอังกฤษ?

....
....
....

1.3. How important is self-confidence on the performance of students in English communication? การที่นักเรียนเกิดความมั่นใจ เกิดความสำคัญอย่างไร ต่อการแสดงออกในการสื่อสาร ภาษาอังกฤษ?

....
....
....

Part 2: Finding out the opinion of parents to activities design for improving students' confidence in English communication in the classroom **(AI: Discovery)**

2.1 What did you like best about the English presentation? How did it develop self confidence in speaking English among the students? อะไรที่คุณชอบมากที่สุด กับการนำเสนอผลงาน กิจกรรมภาษาอังกฤษ? ช่วยในการพัฒนาความมั่นใจของนักเรียนในการพูดภาษาอังกฤษได้อย่างไร?

……

……

……

2.2 How can you encourage your child to improve her self confidence in English communication? ท่านสามารถกระตุ้นบุตรหลานของท่าน ในการพัฒนาความมั่นใจในการสื่อสาร ภาษาอังกฤษ ได้อย่างไรบ้าง?

……

……

……

Part 3: Finding out the future dream on what are the feedback or suggestions for the teaching activities design to help students to improve confidence in English communication **(AI: Dream and Design)**

3.1 In what ways you can support your child to improve her level confidence in speaking English? มีวิธีการใดบ้าง ที่ท่านสามารถ สนับสนุนบุตรหลานของท่าน ให้เกิดการพัฒนาระดับ ของความมั่นใจ ในการพูดภาษาอังกฤษได้?

……

……

……

Part 4 Finding out parents' expectations, what should be improved and changed in the future on improving confidence in English communication. **(AI: Delivery)** ความคาดหวังในอนาคต

4.1 In the future, what are the best activities that will improve the self-confidence of ACU students of primary 3 / 1 in speaking English? ในอนาคต ความคาดหวังต่อกิจกรรมที่คิดว่าดี ที่สุดอะไรบ้าง ที่จะพัฒนาความมั่นใจ ของนักเรียนชั้น ประถมศึกษาปีที่ 3 ห้อง 1 โรงเรียนอัสสัมชัญ อุบลราชธานี?

……

……

……

APPENDIX IV

Discussion Record of Parents Focus Group Form

Objective of Parents' Focus Group: To explore and discovery the parents' opinion on the teaching activities to improve students' confidence in English communication of students in primary3. เพื่อสำรวจ และ ค้นหา ความคิดเห็นของผู้ปกครองนักเรียน ในเรื่องของการจัดกิจกรรมการสอน เพื่อพัฒนาความมั่นใจในการสื่อสารภาษาอังกฤษของนักเรียนระดับชั้นประถมศึกษาปีที่3

Focus Group Questions	Parents' opinion
Part 1: Explore the general opinion of self confidence สำรวจความคิดเห็นทั่วไปต่อความหมายของความมั่นใจในตนเอง (AI: Definition of topic inquiry) 1.1 In your opinion, what are the characteristics of a student who has self confidence in English Communication? ตามความคิดเห็นของท่าน ลักษณะของนักเรียนที่มีความมั่นใจ ในการใช้ภาษาอังกฤษ ในการสื่อสารมีลักษณะเป็นอย่างไรบ้าง?	
1.2 What can your child do when she is self-confident in the English Language? บุตรหลานของท่านแสดงออกอย่างไรบ้างเมื่อเขาเกิดความมั่นใจในภาษาอังกฤษ?	
1.3. How important is self-confidence regarding student performance in English communication? ความมั่นใจในการพูดภาษาอังกฤษมีความสำคัญต่อการแสดงออกในการสื่อสารภาษาอังกฤษอย่างไร?	
Part 2: Finding out the opinion of parents to activities design for improving students' confidence in English communication in the classroom ถามเพื่อทราบความคิดเห็นของผู้ปกครองต่อการออกแบบกิจกรรมสำหรับใช้เพื่อพัฒนาปรับปรุง ความมั่นใจนักเรียนในการสื่อสารภาษาอังกฤษในห้องเรียน **(AI: Discovery)** 2.1 What did you like best about the English presentation? กิจกรรมการนำเสนอผลงาน ใด ที่ท่านชอบมากที่สุด ?	

APPENDIX V

Inter-Coding Form

Objective of Parents' Focus Group: To explore and discovery the parents' opinion on the teaching activities to improve students' confidence in English communication of students in primary3.

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Question number / Participation number	1.1 In your opinion, what are the characteristics of a student who has self confidence in English Communication? ตามความคิดเห็นของท่าน ลักษณะของนักเรียนที่มีความมั่นใจ ในการใช้ภาษาอังกฤษ ในการสื่อสารมีลักษณะ เป็นอย่างไรบ้าง?	
	Data Information	**Data Summary**
Parent 1		
Parent 2		
Parent 3		
Parent 4		
Parent 5		

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Index of Item Objective Congruence (IOC)
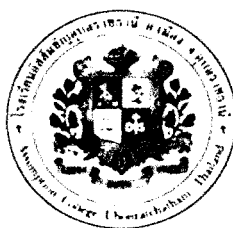
The criteria are as follows:

+1   means the question is congruent with the objectives
0   means the question is uncertain to be congruent with the objectives
-1   means the question is not congruent with the objectives

Objectives of Interview: To diagnose the current confidence level in English communication Through Experiential Learning of primary 3 student room1-2: เพื่อวินิจฉัยสภาพ ปัจจุบันของระดับความมั่นใจ ในการพูดสื่อสารภาษาอังกฤษของนักเรียนชั้นประถมศึกษาปีที่

TABLE 1: IOC evaluation of expert: _____

Question guideline for student interview

Question items	-1 means the question is not congruent with the objectives	0 means the question is uncertain to be congruent with the objectives	+1 means the question is congruent with the objectives	Comment Record
1. In your English class, in what way do you want to learn more about speaking, that help you improve level of speaking skill? (CE- Concrete Experience: doing/having an experience). ในวิชา ภาษาอังกฤษ นักเรียนต้องการ เรียนรู้ เพิ่มเติม ด้วยวิธีการใด เพื่อช่วยพัฒนาทักษะ การพูด				
2. In Each day, how often do you develop your English skills with speaking, that help you got higher scores from teacher? (RO- Reflective Observation: reviewing/reflecting on experience) นักเรียนมีโอกาส บ่อยแค่ไหน ในแต่ละวัน ในการพัฒนาทักษะภาษาอังกฤษ ด้วยการ พูด เพื่อช่วยให้นักเรียนได้ระดับคะแนน สูงขึ้น?				

Assumption College Ubonratchathani
Index of Item Objective Congruence (IOC)

The criteria are as follows:

+1 means the question is congruent with the objectives

0 means the question is uncertain to be congruent with the objectives

-1 means the question is not congruent with the objectives

<u>**Objectives of Interview:**</u> To diagnose the current confidence level in English communication Through Experiential Learning of primary 3 student room1-2: เพื่อวินิจฉัยสภาพ ปัจจุบันของระดับความมั่นใจ ในการพูดสื่อสารภาษาอังกฤษของนักเรียนชั้นประถมศึกษาปีที่

TABLE 1: IOC evaluation of expert: _____

Question guideline for student interview

Question items	-1 means the question is not congruent with the objectives	0 means the question is uncertain to be congruent with the objectives	+1 means the question is congruent with the objectives	Comment Record
3. What ability do you want to be excellence most? (AC- Abstract Conceptualization: concluding/learning from experience) นักเรียน ต้องการเป็นเลิศ ด้านทักษะการสื่อสาร ภาษาอังกฤษเกี่ยวกับ เรื่องใด มากที่สุด?				
4. What do you want to do more to improve your confidence in English communication skills in daily life? (AE- Active Experimentation: planning/trying out lessons have learned) กิจกรรมใดบ้างที่นักเรียนต้องการ ทำเพิ่มเติม เพื่อพัฒนาความมั่นใจในการพูด ภาษาอังกฤษในชีวิตประจำวัน?				

Assumption College Ubonratchathani
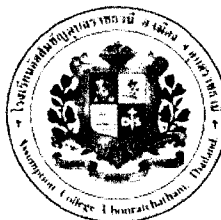**Index of Item Objective Congruence (IOC)**

<u>**Objective of Parents' Focus Group:**</u> To explore and discovery the parents' opinion on the teaching activities to improve students' confidence in English communication of students in primary3.

เพื่อสำรวจ และ ค้นหา ความคิดเห็นของผู้ปกครองนักเรียน ในเรื่องของการจัดกิจกรรมการสอน เพื่อพัฒนา

ความมั่นใจในการสื่อสารภาษาอังกฤษของนักเรียนระดับชั้นประถมศึกษาปีที่3

TABLE 1: IOC evaluation of expert: _____

AI Question guideline for parents' focus group

Question items	-1 means the question is not congruent with the objectives	0 means the question is uncertain to be congruent with the objectives	+1 means the question is congruent with the objectives	Comment Record
Part 1: Explore the general opinion of self confidence สำรวจความคิดเห็นทั่วไปต่อความหมายของความมั่นใจในตนเอง (AI: Definition of topic inquiry) 1.1 In your opinion, what are the characteristics of a student who has self confidence in English Communication? ตามความคิดเห็นของท่าน ลักษณะของนักเรียนที่มีความมั่นใจ ในการใช้ภาษาอังกฤษ ในการสื่อสารมีลักษณะเป็นอย่างไรบ้าง?				
1.2 What can your child do when she is self-confident in the English Language? บุตรหลานของท่าน แสดงออกอย่างไรบ้างเมื่อเขาเกิดความมั่นใจในภาษาอังกฤษ?				

Assumption College Ubonratchathani
Index of Item Objective Congruence (IOC)

<u>Objective of Parents' Focus Group</u>: To explore and discovery the parents' opinion on the teaching activities to improve students' confidence in English communication of students in primary3.

เพื่อสำรวจ และ ค้นหา ความคิดเห็นของผู้ปกครองนักเรียน ในเรื่องของการจัดกิจกรรมการสอน เพื่อพัฒนา

ความมั่นใจในการสื่อสารภาษาอังกฤษของนักเรียนระดับชั้นประถมศึกษาปีที่3

TABLE 1: IOC evaluation of expert: _____

AI Question guideline for parents' focus group

Question items	-1 means the question is not congruent with the objectives	0 means the question is uncertain to be congruent with the objectives	+1 means the question is congruent with the objectives	Comment Record
1.3. How important is self-confidence on the performance of students in English communication? ความมั่นใจในการพูดภาษาอังกฤษมีความสำคัญต่อการแสดงออกในการสื่อสารภาษาอังกฤษอย่างไร?				
Part 2: Finding out the opinion of parents to activities design for improving students' confidence in English communication in the classroom ถามเพื่อทราบความคิดเห็นของผู้ปกครองต่อการออกแบบกิจกรรม สำหรับใช้เพื่อพัฒนาปรับปรุง ความมั่นใจนักเรียนในการสื่อสารภาษาอังกฤษในห้องเรียน (AI: Discovery) 2.1 What did you like best about the English presentation? กิจกรรมการนำเสนอผลงาน ใด ที่ท่านชอบมากที่สุด ?				

Assumption College Ubonratchathani
Index of Item Objective Congruence (IOC)

Objective of Parents' Focus Group: To explore and discovery the parents' opinion on the teaching activities to improve students' confidence in English communication of students in primary3.

เพื่อสำรวจ และ ค้นหา ความคิดเห็นของผู้ปกครองนักเรียน ในเรื่องของการจัดกิจกรรมการสอน เพื่อพัฒนา

ความมั่นใจในการสื่อสารภาษาอังกฤษของนักเรียนระดับชั้นประถมศึกษาปีที่3

TABLE 1: IOC evaluation of expert: _____

AI Question guideline for parents' focus group

Question items	-1 means the question is not congruent with the objectives	0 means the question is uncertain to be congruent with the objectives	+1 means the question is congruent with the objectives	Comment Record
2.2 How did it develop self confidence in speaking English among the students? การนำเสนอ ผลงานช่วยในการพัฒนาความมั่นใจของ นักเรียนในการพูดภาษาอังกฤษได้ อย่างไร?				
2.3 How can you encourage your child to improve her self confidence in English communication? ท่านสามารถกระตุ้น บุตรหลานของท่าน ในการพัฒนาความ มั่นใจในการสื่อสารภาษาอังกฤษ ได้ อย่างไรบ้าง?				

Assumption College Ubonratchathani
Index of Item Objective Congruence (IOC)

Objective of Parents' Focus Group: To explore and discovery the parents' opinion on the teaching activities to improve students' confidence in English communication of students in primary3.

เพื่อสำรวจ และ ค้นหา ความคิดเห็นของผู้ปกครองนักเรียน ในเรื่องของการจัดกิจกรรมการสอน เพื่อพัฒนา

ความมั่นใจในการสื่อสารภาษาอังกฤษของนักเรียนระดับชั้นประถมศึกษาปีที่3

TABLE 1: IOC evaluation of expert: _____

AI Question guideline for parents' focus group

Question items	-1 means the question is not congruent with the objectives	0 means the question is uncertain to be congruent with the objectives	+1 means the question is congruent with the objectives	Comment Record
Part 3: Finding out the future dream on what are the feedback or suggestions for the teaching activities design to help students to improve confidence in English communication ถามเพื่อทราบถึง ผล สะท้อนกลับและข้อคิดเห็นที่อยากจะ เสนอแนะในอนาคต ต่อการออกแบบจัด กิจกรรมการเรียนการสอน เพื่อช่วยให้นักเรียน เกิดการพัฒนาความมั่นใจในการสื่อสาร ภาษาอังกฤษ (AI: Dream and Design) 3.1 In what ways you can support your child to improve her level confidence in speaking English? มีวิธีการใดบ้าง ที่ท่านสามารถ สนับสนุนบุตรหลานของท่าน ให้เกิดการ พัฒนาระดับของความมั่นใจ ในการพูด ภาษาอังกฤษได้?				

Assumption College Ubonratchathani
Index of Item Objective Congruence (IOC)

Objective of Parents' Focus Group: To explore and discovery the parents' opinion on the teaching activities to improve students' confidence in English communication of students in primary3.

เพื่อสำรวจ และ ค้นหา ความคิดเห็นของผู้ปกครองนักเรียน ในเรื่องของการจัดกิจกรรมการสอน เพื่อพัฒนา ความมั่นใจในการสื่อสารภาษาอังกฤษของนักเรียนระดับชั้นประถมศึกษาปีที่3

TABLE 1: IOC evaluation of expert: _____

AI Question guideline for parents' focus group

Question items	-1 means the question is not congruent with the objectives	0 means the question is uncertain to be congruent with the objectives	+1 means the question is congruent with the objectives	Comment Record
Part 4 Finding out parents' expectations, what should be improved and changed in the future on improving confidence in English communication. (AI: Delivery) ถามเพื่อทราบถึง ความคาดหวังในอนาคต: อะไรที่ควรจะปรับปรุงและเปลี่ยนแปลง ใน การเรื่องของการพัฒนาความมั่นใจของ นักเรียน ในการใช้ภาษาอังกฤษในการสื่อสาร 4.1 In the future, what are the best activities that will improve the level of self-confidence of ACU students of primary 3 in speaking English? ความคาดหวังใน อนาคตต่อกิจกรรม: กิจกรรมอะไรบ้างที่ท่าน คิดว่าดีที่สุดที่จะช่วยพัฒนาความมั่นใจของ นักเรียน ชั้น ประถมศึกษาปีที่ 3 โรงเรียนอัสสัมชัญอุบลราชธานี อำเภอเมือง จังหวัดอุบลราชธานี ให้สูงขึ้นได้				

Activities

The photo of students' interviewing 25-26 Feb,2016
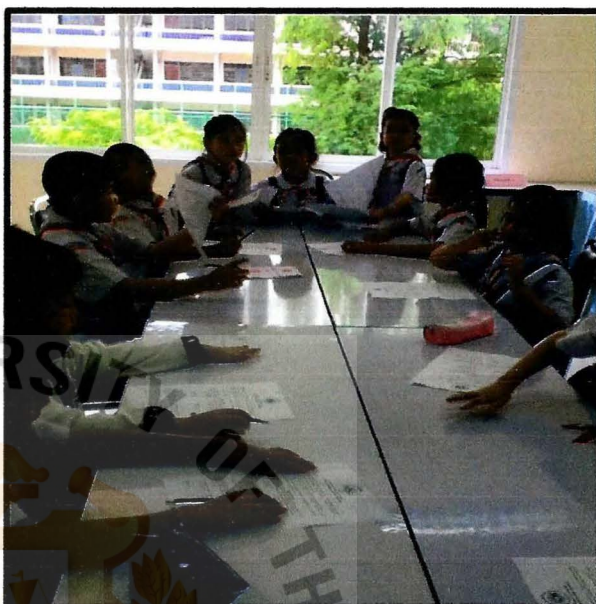
In Primary 3/1 and Primary 3/2

Photo of Invitation P3's parents to watch the English activity 13 Aug, 2016

Activity: Role play Situation at the restaurant, super market, and clinic)
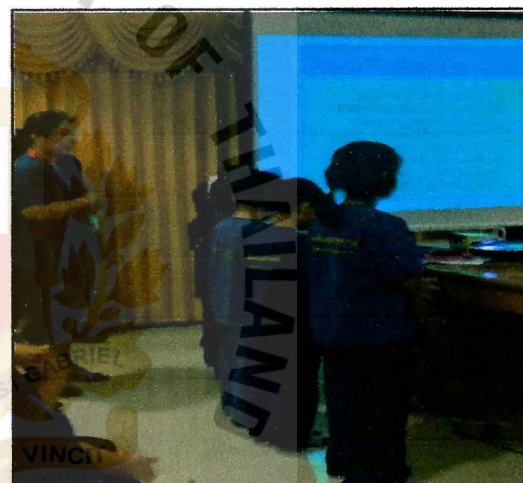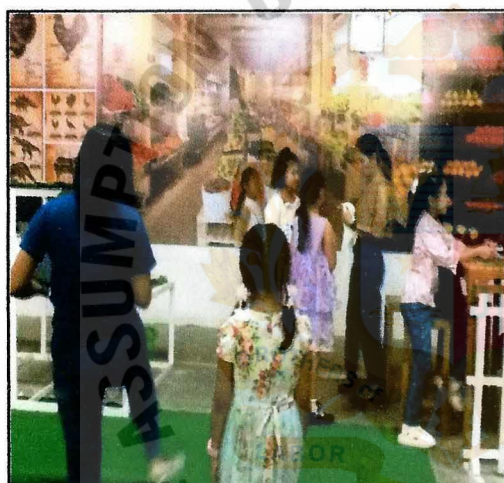
Photo of doing English activity with foreign teacher and recite classroom 29-30 Jun, 2016

Activity: Interview people and introduce myself