



A COMPARATIVE STUDY ON THE MONOLINGUAL AND BILINGUAL MODES OF
INSTRUCTION AND PRIMARY STUDENTS SPEAKING ABILITY



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THE THESIS TITLED

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BY

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Thailand has focused on improving students' ability in English communication. As a result, teachers are encouraged to select suitable methods to teach English, especially, English for communication skills using between the monolingual mode of instruction and bilingual mode of instruction. In the timing of digital disruption, e-learning has played an important role in the education system and made more challenging to the English teachers. The purposes of the study were as follows: (a) measure the students' scores from pre-test and post-test of students learning with bilingual mode of instruction and monolingual mode of instruction; (b) compare the post-test scores of students learning with bilingual mode of instruction and monolingual mode of instruction; and (c) measure the students' satisfaction with e-learning of bilingual mode of instruction and monolingual mode of instruction. The participants of this study were 106 Grade 2 students at Duangvipa School, Bangbon, Bangkok calculated using the Taro Yamane formula and separated into two experimental groups using simple random sampling. The research tools in this study were five units of the lesson plans and the pre-test, post-test rubric scores from the Cambridge YLE speaking. The results of this study were as follows: (a) the students' scores from the post-test were higher than pre-test scores of students learning with bilingual and monolingual modes of instruction; and (b) the post-test scores of students learning with monolingual mode of instruction were higher than that of those who were learning with bilingual mode of instruction; and (c) the students were satisfied with e-learning.

Keyword : Bilingual, Monolingual, Speaking skill, Primary, E- learning

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CHAPTER 1

INTRODUCTION

Background

English is an international language because it is widely used around the world. (Richards & Burns, 2012) The number of people who speak in English as a second language (L2) is more than that of those mother tongue (L1) speakers. (Graddol, 2006) We can regularly find words in presentations, billboards, advertising, maps, websites, magazines, manuals, menu, products instruction of usage, signs, movies and in other places in English (Crystal, 2003) in the country that use English as a foreign language such as Thailand, China and Japan. In this way, it could conclude that L2 learning is very important.

Students all around the world learn to speak English, including students in Thailand. After Thailand joined The ASEAN Economic Community (AEC) in 2015, English has subsequently become a famous subject to teach in schools. The Ministry of Education has decided to increase the number of English lessons per week in the curriculum and change the main focus of learning to communicative ability in order to keep up with the AEC policy. From this, “Speaking English learning in the classroom” has become more necessary for Thai students. Furthermore, Thai Basic Education Core Curriculum B.E. 2551 (Ministry of Education, 2008) has focused on Language for Communication, Language and Culture, Language and Relationship with Other Learning Areas and Language and relationship with Community and the World. As a result, teachers are encouraged to select suitable methods to teach English, especially, English for communication skill and the speaking skill are challenging for teachers who teach English subject. This leads to the question of which method will help students effectively improve English speaking ability?

The monolingual mode of instruction is the one mode of instruction that has been used in English as a second language (ESL) speaking class. Monolingual mode of instruction is the part of a direct method that commonly uses in English with no

translation for learning and teaching in the ESL classroom where students learn directly from the target language. Question and answer patterns have to be used in the monolingual mode of instruction. Students learn the target language through activities in the language classroom. Monolingual mode of instruction is a popular method to teach in the international schools where students communicate in English all the time when they are in the school. On the other hand, the Bilingual Mode of instruction is popular to teach in Thai schools. The government supports and encourages all schools to become bilingual schools. Bilingual schools have to prepare more than 5 hours a week for English subject. The translation method has been used in the bilingual mode of instruction which means teachers who teach in the Bilingual program have to manage between the two languages: English and Thai, by monitoring and switching between these two languages. (Han, Jung, Park, & Kyongson, 2017) Han, Jung, Park, & Kyongson who have an experimental research focuses on the perspectives of future educators 20 large public university graduate and undergraduate students who were conducted to answer the research questions about bilingual and monolingual instruction, which mode of instruction is better and more frequently interactive and more satisfied. The result of the study shows that the bilingual condition is more effective than the monolingual teaching method when it comes to teaching a new language. It could conclude that the students were satisfied with learning by the translation method. However, (Küçükler & Tosuncuoglu, 2018) Küçükler and Tosuncuoglu has a different conclusion. He surveyed a comparison of the learners' towards monolingualism, bilingualism and multilingualism. There are 196 respondents from Yesewi University and 172 respondents from Balıkesir University. Both of them disagree that people who speak a language best are those who know one language rather than two or more and they both also agree that learners should try not to use their first language while learning a new language. It is supposed that the use of L1 (monolingual mode of instruction) in the classroom will help students get better result in learning language and the language is important because it helps them to have more opportunity to interact with people who speaks that language.

This study has focused on improving the English-Speaking ability. The objective is to compare monolingual mode of instruction and bilingual mode of instruction by using e-learning. It may be useful for English teachers to find the appropriate methods to teach English speaking to Thai primary students in the classroom and to help them improve the English-speaking ability in the age of digital disruption.

Research Question

1. What is the pre-test and post test scores of the students learning with bilingual mode of instruction and monolingual mode of instruction?
2. Is there a significant difference between the pre-test and post test scores of students learning with bilingual mode of instruction and monolingual mode of instruction?
3. Are the students satisfied with e-learning of bilingual mode of instruction and monolingual mode of instruction?

Objective of the study

1. To measure the students' scores from pre-test and post-test of students learning with bilingual mode of instruction and monolingual mode of instruction.
2. To compare the post-test scores of students learning with bilingual mode of instruction and monolingual mode of instruction.
3. To measure the students' satisfaction with e-learning of bilingual mode of instruction and monolingual mode of instruction.

Research Hypothesis

1. The students' scores from post-test scores of students learning with bilingual mode of instruction and monolingual mode of instruction are higher than the pre-test scores of students learning with bilingual mode of instruction and monolingual mode of instruction.
2. There is significance between post-test score from students learning with monolingual mode of instruction and bilingual mode of instruction.

3. The students are satisfied with the e-learning with bilingual mode of instruction and monolingual mode of instruction.

Significance of the study

This study has aimed to find the appropriate way of English language teaching for Primary2 students in speaking skills with e-learning. It may be remunerative for English language teachers to teach speaking skill to students, and may be helpful for students to get more interesting in practicing English speaking and have the progress in speaking ability.

Scope of the Study

This research study is designed to find the achievement scores of the students learning in English Classroom for Primary2 students at Duangvipa School, Bangbon, Bangkok (Private school). There are 143 students for all populations and 106 students for the sample experimental group, calculated using the Taro Yamane formula and separated into two groups (monolingual mode of instruction and bilingual mode of instruction) using simple random sampling. This research will conduct in the Department of English, the academic year 2020. The research will take 3 weeks 5 units, 3 lessons each, for 15 lessons. The results of the research will conduct from Pre-test and Post-test designed by t-test independent analysis to measure, find the significance and compare the achievement scores of the students' learning ability in different modes of instruction. The t-Test dependent will be applied to find the achievement scores of the students' learning ability between pre-test and post-test of monolingual and bilingual modes of instruction. The students' satisfaction in the e-learning lessons will also be explored.

Definition of Terms

Monolingual mode of Instruction in English Language teaching

Monolingual mode of instruction in English language teaching is the teaching method that a Thai teacher uses only English language with no translation in the natural method or direct method when teaching English in the classroom. The target

language has used with demonstration, question and answer pattern. Monolingual mode of instruction in English language teaching has mainly focused on speaking ability.

Bilingual mode of Instruction in English Language teaching

Bilingual mode of instruction in English language teaching is the teaching method that a Thai teacher teaches language by use Thai-English language in the classroom. It means teaching English (L2) with translation (L1). For example, vocabulary teaching with Thai-English translation, with questions and answer patterns and mainly focusing on speaking ability.

Speaking ability

Speaking ability is the communicative way by using oral, voice or manner to make someone understand the meaning of the communication which has communicated. The pre-test and post-test scores from the lesson are the indicator of improvement of the students' English speaking ability.

E-learning

It has referred to learning from electronic resources such as computers, laptops, etc. Students can learn from home anytime, no traveling. The test score comes from pre-test and post-test to investigate the students' understanding and evaluate the ability of students' speaking when finished all the lessons. This chapter has presented the quantitative method research framework aiming to compare the achievement scores between the students learning English language in different variables and modes of instruction to find a suitable way to teach primary students to improve the speaking ability.

Conceptual Framework

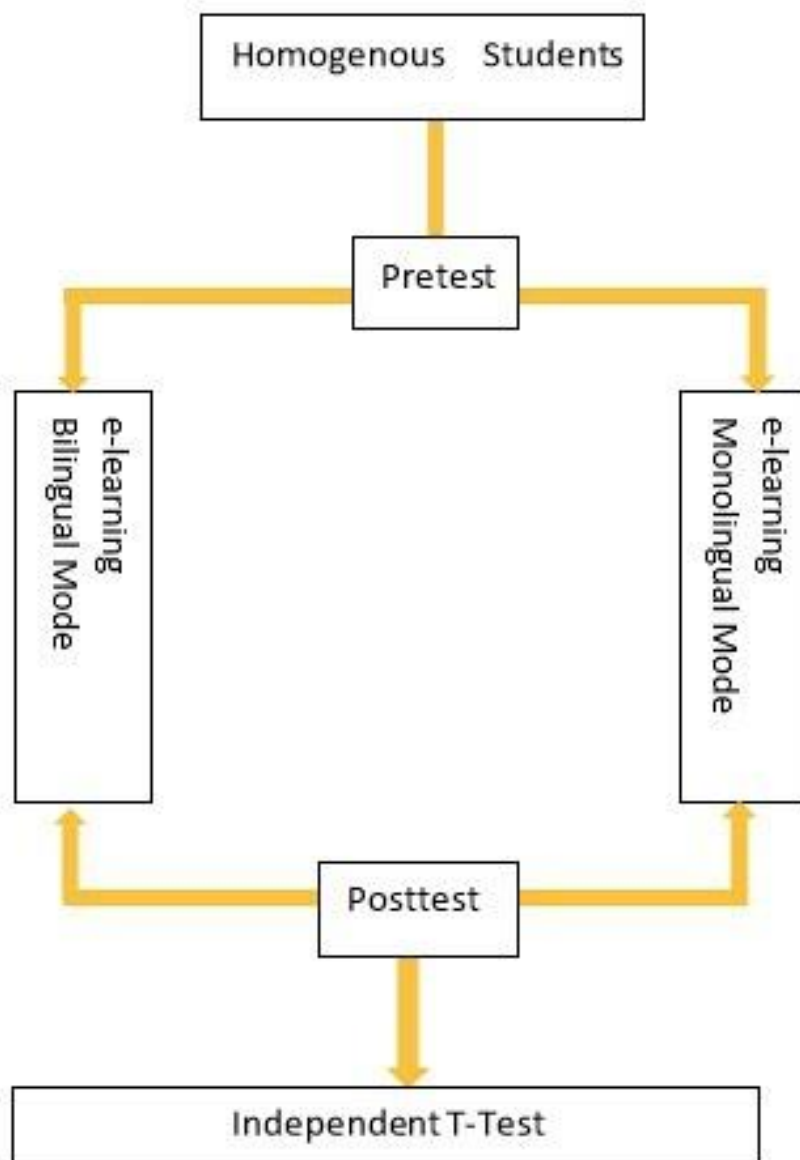


Figure 1 CONCEPTUAL FRAMEWORK IN THIS STUDY

CHAPTER 2

REVIEW AND RELATED LITERATURE

This chapter presents the literature and studies related to modes of instruction in English language teaching and also shows the literature and studies about e-learning with speaking skill and other related research.

They are:

1. Monolingual mode of instruction in English language teaching
2. Bilingual mode of instruction in English language teaching
3. Speaking skill
4. E-learning
5. Related research

1. Monolingual mode of instruction in English language teaching

The monolingual mode of instruction in English language teaching is the teaching method which English is taught by using only English language with no translation. (Phillipson, 1992) points out that the monolingual mode of instruction is the best way of teaching English for global contexts. He also describes the ideal English teacher is a native speaker, the use of other languages in the English classroom can decrease the standard of English, the earlier children learn English the better children become good at it. Not only Phillipson but also other experts agree with this idea as such a monolingual mode of instruction became famous and spread to the other countries since the 19th century. Also, the direct method or natural method has taught in a monolingual mode of instruction since then.

According to Krashen and Terrell's theory and natural approach, there are two ways to develop English language skills which are Acquisition and Learning. Acquisition is the natural way that students absorb a new language by their experiences with the surrounding environment such as normal conversation, commanding in the classroom. In contrast, learning is the process of learning a new language by grammar, vocabulary

and structures of sentences. The direct method or natural method has been used for students in the ESL classroom because it has imitated children's process of learning the first language that only focus on listening and speaking abilities. This means the direct method has imitated human's natural learning language in the same way as human understands their mother tongue – teaching with no translation.

The direct method is popular in France, Germany and the United States. The target language is used for students to think about communication in the classroom. (Howatt, 1984) In the direct method, students gain the target language from teachers in the ESL classroom therefore teachers need to expand their language ability and have good energy (Richards & Rodgers, 1986) The students do activities and communicate in the real context, and present the vocabulary with the gesture, demonstration and action (Larsen-Freeman, 2000). Question and answer patterns have to be used in the classroom through the activities in the language classroom with the target language.

1. The characteristic of the direct method in English teaching.

- 1.1 English language only with no translation.

- 1.2 The direct method focusing on communicative skill.

- 1.3 The target language is used to communicate with the students with questions and answers pattern that has used in daily life.

- 1.4 The target language should be visual materials, objects, gestures, demonstrations and actions to help students understand the target language.

- 1.5 Grammar was taught inductive.

2. The advantages of Monolingual mode of instruction in English teaching

- 2.1 Learning in the natural way therefore students acquire the language in English directly by themselves.

- 2.2 The target language can be used with the questions and answers pattern in the real life.

- 2.3 Students has confident when speak with other people in English.

3. The disadvantages of Monolingual mode of instruction in English teaching

3.1 It is required an efficient teacher who can communicate in English well.

3.2 It takes time to prepare the lesson and is hard to find materials.

3.3 It is difficult when teacher is in the first-time teaching.

Take all this into account, Monolingual mode of instruction in English language teaching is a teaching method by using only English language with no translation in the natural method or direct method by using the target language with demonstration and question and answer pattern. Monolingual mode of instruction in English language teaching is mainly focused on speaking skill.

2. Bilingual mode of instruction in English language teaching

The bilingual mode of instruction is the teaching method in which the instructor is allowed to manage the two languages in the classroom by monitoring and switching the two languages (Ecke, 2004) This instruction is normally used with translation method. (Manyak, 2004) Manyak concludes that the bilingual mode of instruction has promoted the acquisition of English, the biliteracy development and the identity of competence from his research. The translation imparts the easy way to improve linguistic knowledge, be proud of bilingualism (Malakoff & Hakuta, 1991) and create the literacy in a short way to English literacy (Hornberger, 1990). The bilingual mode of instruction is essential for the senior learner who constrains in their primary language and bilingual mode of instruction profitable for all ESL learning (Auerbach, 1993). One reason that makes the bilingual mode of instruction important is that parents can join their children's learning in many ways such as helping their children homework, therefore, students will pay more attention in learning and have a better behavior (Hajdari & Muja, 2015, p.89)

The bilingual mode of instruction is normally used with the translation method and managed between the two languages with monitoring and switching between the

two languages and learning by using two languages – English and Thai. It means teaching English with translation in Thai. For example, vocabulary teaching with Thai-English translation using questions and answers pattern and mainly focusing on speaking skill.

Thailand's bilingual education preliminary by Sarasas Ektra school has been supported by the Cambridge Public Schools, Boston, the USA in 1993, and by the Brisbane Catholic Education Office in 1994. Plus, in 1995, Thailand's Ministry of Education has supported all schools to establish the English program or bilingual program.

The program of dual (bilingual) languages (Cloud, Genesee, & Hamayan, 2001)

1. Second language immersion program (majority students) has applied 50% of the second language and separated to early immersion programs for 5-6 years students, middle immersion programs for 9-10 years students and late immersion programs for after 11 years students.

2. Developmental bilingual program (minority students) has applied with the transitional bilingual programs (early exit program). For Kindergarten-Primary1 students, they receive the academic instruction in L1 language with a developmental bilingual program (Late exit program). For students from Primary4, they receive 50% or more academic instruction in L2.

3. Two-way immersion program (minority and majority students) is combined the two different L1 languages in the classroom. There are 90/10 program and 50/50 program to make students more understanding in cultural languages.

3. Speaking ability

Speaking is the communication between human with two or more people to express the purpose from the speaker to the others with voices, languages or manners (พรสวรรค์ สี่ป้อ, 2550, p.163). Speaking ability is important for communication as the success person always has an effective speaking. Speaking ability is the best way to communicate and bring good results, make understanding between people, share the

meaning of verbal and non-verbal sign in complex surroundings (Chaney & Burk, 1998; สุมิตรา อังวัฒนกุล, 2535; แสงระวี ดอนแก้วบัว, 2558, p.146) It is the way to propose ideas and feelings to make the audience understand the purpose of the speaker (อัจฉรา วงศ์ไธธร , 2544). Thus, speaking is a social ability that the language composition and the gesture of the speaker can make the efficiency in speaking.

Speaking ability is crucial especially in careers and learning (สุมิตรา อังวัฒนกุล, 2535). This because speakers who can communicate well also have good reading and writing abilities accordingly which these abilities are essential in working and studying fields. Furthermore, the language teaching needs to focus on communicative proficiency rather than on grammatical and lexical rules (Richards & Rodgers, 1986)

Composition of the speaking ability (สุภัทรา อักษรานุเคราะห์, 2532)

1. Fluency is continuous, smooth and naturally of speaking.
2. Comprehensibility can make understanding to the listener.
3. Amount of communication is the number of messages or contents.
4. Quality of communication is the accuracy of speaking.

Efforts to communicate try to communicate in the same culture as the listener.

Basic Type of Speaking (Douglas, 2010).

1. Imitative is the ability to imitate words or sentences.
2. Intensive is the production of short oral language.
3. Responsive is the limited of comprehension and interaction.
4. Interactive is the responsive speaking with various purposes.
5. Extensive or monologue is the extensive oral such as speech, oral

presentation or storytelling.

In this way, speaking ability is the communicative way with the oral, voice, manner to make understanding to the others. The pre-test and post-test scores from the lesson are the indicators of improvement of the students' speaking in English.

3.1 Speaking Assessment for Young learners

According to Hughes (Hughes, 2003), young learners have a short concentration therefore tasks should not be long. Children enjoy stories and playing such as puzzle book or cartoon and also respond well with the pictures and color printers. Also, the interactive between two or more children will be helpful.

Special Features of Speaking Assessment for Young learners (Hughes, 2003)

1. Young learners have a short concentration therefore tests should not be too long or should separate into many tests instead.
2. The test should have games or stories because games such as word games and puzzles will catch students' attention.
3. Colors and pictures make students respond well.
4. Students' first language and cognitive are important. The task should be comfortable in their first language.
5. Interactive test between two or more students will be useful.
6. Separate skill appropriately with the young learner's test.

Young learners have a different assessment from adult (Hughes, 2003; Linse, 2005). Teachers can ask students questions about themselves and family or give them a picture or card and encourage them to point out the answer one by one with the direct question. Sometimes teachers can use authentic things in the classroom to ask the question. For example, what is the color of the whiteboard? If the teacher who is familiar with students creates the test, students will get more comfortable at the same time this teacher will not give the complex test for students.

Hughes (2003) has discussed techniques of speaking test that the teacher needs to make students relaxed before start the test. The instructor may initiate the test by asking direct questions about students and their families. Using the card or scene would help in this stage. The teacher may test students by asking students questions about pictures or telling some stories and let students complete it or let them odd one out from a similar picture.

3.1.1 Cambridge Young Learners Assessment English

The assessment in this research has used the rubrics criteria scores from Cambridge Assessment English, The standard of ELL criteria. With the starter young learner test which equivalent to pre-A1, CEFR; The Common European Framework of Reference. (Cambridge University, 2018)

3.1.1.1 Scoring Rubrics

This research has used rubrics scores from the Cambridge YLE speaking. Rubrics speaking assessment (Cambridge University, 2018, p.50)

2. Assessment scales

Throughout the test the candidate is assessed by one examiner using the assessment criteria. The assessment for all levels is based on three criteria, each with a six-point scale (0 to 5) which is defined in terms of candidate behavior. The scale descriptors are made for Pre A1 Starters as follows;

Table 1 PRE A1 STARTERS SCALES

score	Vocabulary	Pronunciation	Interaction
	Range Control Extent	Individual sounds Word stress	Reception/Responding Support required Fluency/Promptness
5	<p>Uses the vocabulary required to deal with all test tasks.</p> <ul style="list-style-type: none"> • Produces simple utterances but makes occasional mistakes. • Generally responds at word or phrase level but may also produce some longer utterances. 	<ul style="list-style-type: none"> • Generally intelligible, although some sounds may be unclear. • Has limited control of word stress. 	<ul style="list-style-type: none"> • Generally responds appropriately to instructions, questions and visual prompts, although some support may be required. • Is able to ask for support if required. • Often responds promptly

Table 1 (Continued)

4	Some features of 3.0 and some features of 5.0 in approximately equal measure.		
3	<ul style="list-style-type: none"> • Uses the vocabulary required to deal with most test tasks. • Attempts a few simple utterances but makes some basic mistakes which may obscure meaning. • Generally, responds at word level but may also produce phrases. 	<ul style="list-style-type: none"> • Sometimes intelligible 	<ul style="list-style-type: none"> • Responds to instructions, questions and visual prompts, although frequent support may be required. • May attempt to ask for support if required. • There is hesitation and responses may be delayed or halting.
2	Some features of 3.0 and some features of 1.0 in approximately equal measure.		
1	<ul style="list-style-type: none"> • Has the vocabulary required to attempt some test tasks. • May attempt a few simple utterances but basic mistakes and lack of language prevent communication. • Responds only at single word level, or does not respond. 	<ul style="list-style-type: none"> • Attempts to produce the sounds of the language but is often difficult to understand. 	<ul style="list-style-type: none"> • Requires support throughout and often may not respond to instructions, questions and visual prompts. • Hesitation requires a great deal of patience of a listener.
0	Performance does not satisfy the Band 1 descriptor.		

Source : (Cambridge University, 2018)

3. Glossary of Speaking Scales terms

3.1 Vocabulary and grammar

Range

refers to the students' vocabulary lists that are using in their the speaking test. As students' progress from Pre A1 Starters, teacher will add more difficult vocabulary on the question and answer pattern in order to reach their language level.

Control

refers to the use of the language structures student tries to use in the test, which is on the syllabus for the three levels. Complete accuracy, even to score a 5 at A2 Flyers, is not expected, but the errors may not change the meaning is considered.

Extent

refers to the length of the student's utterances. This length is from only one-word responses at Pre A1 Starters to short simple sentence responses at A1 Movers, and more complex sentence responses at the upper A2 Flyers level.

3.2 Pronunciation

Individual sounds

refers to the student's ability to pronounce vowels, diphthongs and consonants. Generally, the student should be understood by other people even if they has a strong or unfamiliar accent.

Stress

refers to underlying a syllable or word. The limited vocabulary and questions required at Pre A1 Starters mean that student only has a short time to demonstrate control of a limited number of phonological features. For this reason, the Pre A1 Starters pronunciation descriptors only refer to understanding, although word stress is included as an aspect of this.

3.3) Interaction

Reception/Responding

refers to answering or acting to what the teacher said. The reception and responding scales are designed to assess the student's ability to understand the teacher and to respond properly.

Support required

refers to the degree of support from the teacher needed by the student at each level and appropriately.

Fluency/Promptness

refers to aspects of interaction which are relevant and appropriate to the questions from overall expression and generally are not smooth in speaking. The scales of fluency and promptness in all three levels are made by irregular and pauses..

3.2 Communicative Language Teaching

Communicative Language Teaching (CLT) is the teaching with the functions and focusing on communicative with real situations, games, pictures or authentic things (Harmer, 2007). (Richards, 2006) CLT also be beneficial for students to have an opportunity to use it. As much as the teacher creates a situation for the students to communicate, students will get more benefits.

3.2.1 The principles of CLT methodology. (Richards, 2006)

3.2.1.1 Make real communication and focusing on language learning.

3.2.1.2 Give the learners a chance to speak out in the various situation and find out the suitable conversation in the different situation.

3.2.1.3 Give the learners to building up their communicative competence.

3.2.1.4 Provide various situation for learners to develop accuracy and fluency.

3.2.1.5 Apply the different skills such as speaking, reading, and listening together that the learners use in the real world.

3.2.1.6 Give learners a chance to induce or discover grammar rules.

The new classroom techniques and activities were needed, in apply the CLT in the classroom. (Richards, 2006)

3.2.2 The sample of CLT main activities

3.2.2.1 Accuracy Versus Fluency Activities

Fluency is natural language use with the meaningful in the communication even the speakers have a limitation of their communicative competence. Fluency is developed by Classroom activities will help the students developing in fluency. It might have a contrasted between fluency activities and accuracy activities which focuses on creating correct examples of language use as the table below.

Table 2 THE DIFFERENT ACTIVITIES BETWEEN FLUENCY AND ACCURACY

Focus on fluency	Focus on accuracy
Reflect natural use of language	Reflect classroom use of language
Focus on achieving communication	Focus on the formation of correct examples of language
Require meaningful use of language	Do not require meaningful communication
Require the use of communication strategies	Practice small samples of language
Seek to link language use to context	Control choice of language

Source : (Richards, 2006)

3.2.2.2 Mechanical, Meaningful and Communicative Practice

Mechanical practice refers to a controlled practice activity such as drilling which students can success without understanding the language they are using. Meaningful practice refers to an activity where the students are required to make meaningful language such as describe locations of places; students might be given a various location with the different vocabulary and questions and answer pattern. Communicative practice refers to activities were using real communicative context, the real situation where the students cannot predict.

3.2.2.3 Information-Gap Activities

The real situation is likely happening in the classroom, if the students have to use their own a communicative and practice of language forms on their own capability to complete the task to make use of the information-gap principle.

3.2.2.4 Jigsaw activities

This activity is the same with gap activities. Started by separate students into a group and each group has a part of information which is needed to complete an activity. Every groups need to use their own meaningful language to complete the whole.

3.2.2.5 Other Activity Types in CLT such as Task-completion activities: puzzles, games, interviews, opinion-sharing activities, information-transfer activities etc.

3.2.2.6 Emphasis on Pair and Group Work

The benefits from pair and group work where they can learn from the real communication between members of the group and also the other groups and have a chance to develop from each other.

3.2.3 Ten Core Assumptions of Current CLT (Richards, 2006)

3.2.3.1. Second Language Learning will be obtained when learners has participated in the activities prepared.

3.2.3.2. Effective classroom learning has objectives to expand students' language, how to use the meaningful language with the tasks and exercises which provide opportunities for students.

3.2.3.3. The students' activities and content in the classroom make a meaningful communication.

3.2.3.4. The holistic process has used in the classroom.

3.2.3.5. All the contents and activities are underlying rules of language and language

analysis and reflection.

3.2.3.6. The process of the learning is might take time with some errors but the purpose of the learning is to use the language with accurately and fluently.

3.2.3.7. Learners have a different criteria, motivations and times to develop their own progress to language learning.

3.2.3.8. The effective learning and communication strategies can make a Successful language learning.

3.2.3.9. The teacher is as a facilitator to creates classroom activities and provide the opportunities for students to practice and use.

3.2.3.10. The classroom is collaboration and sharing community for the learners.

4. E-learning

E-learning is an instruction which delivers on digital devices to support learning (Clark & Mayer, 2016). The main focus is to support individual learning and depend on the teacher who has created the e-learning lesson (ชอุณหพงษ์ ทรัพย์อุปถัมภ์, 2545, น.25-28) E-learning is a learning content or information for teaching, learning or training, which uses presentations with visual or animation, video, audio based on technology such as e-mail, web board between students or a speaker (ถนอมพร เล้าหจรัสแสง, 2545).

E-learning is a new teaching and learning style which uses technology as a material. Learners can learn whenever they get ready to learn therefore students can get

more learning outcome (Kahn, 1997). E-learning is an innovation that is easily accessible for learners with good design and base on learners' center by the used of interacting with learners and providing a learning environment that allows all learners to learn anywhere, anytime by using the different types of resources with the various digital technologies that are open and conducive to learners.

E-learning is the use of the internet for communication with teaching methods to presenting contents through a computer network system (สุภาพนิตย์ ธรรมเมธา, 2557)

In the traditional teaching (e-learning book), learners have to fix in the classroom with the timetable, assignment from the teachers, or study from the library. However, in the e-learning teaching, students can learn from anywhere and anytime not just in the classroom. A popular e-learning system should be able to have easy access, well management system, a child-center system and flexibility (Kahn, 1997). It should have a reasonable price with an efficient system, easy to access, flexible and design for the learners' center.

4.1 E-learning element (Kahn, 1997)

4.1.1 Learning design

4.1.1.1 Theory of teaching

4.1.1.2 Teaching strategies and techniques

4.1.2 Multimedia components

4.1.2.1 Texts and graphics

4.1.2.2 Streaming audio such as real audio

4.1.2.3 Video streaming such as QuickTime

4.1.2.4 Links

4.1.3. Internet tools

4.1.3.1 Communication tools

4.1.3.2 Non-synchronous communication tools, consisting of email, social networks

4.1.3.3 Time communication tools consisting of text-based such as Chat

4.1.3.4 Remote access tools (Log in and transfer files remotely)

4.1.3.5 Telnet, File transfer Protocol (FTP), etc.

4.1.3.6 Navigation tools on the internet (accessing databases and documents via the website)

4.1.3.7 Text in a web browser, graphics in a web browser, three-dimensional images through a web browser, etc.

4.1.3.8 Plugins

4.1.3.9 Search engine

4.1.3.10 Search engine via internet

4.1.3.11 Encyclopedia of Cooperation

4.1.3.12 Wikipedia

4.1.3.13 Other tools

4.1.3.14 Statistical data collection tool

4.1.4. Computers and storage devices

4.1.4.1 Computers that based on user interaction using pictograms

4.1.4.2 Smartphone

4.1.4.3 Data storage on hard drives, flash drives, CD-ROMs, DVDs or can be stored on a Cloud such as Google Drive.

4.1.5. Connections and service providers

4.1.5.1 wireless LAN, wireless WAN, wireless PAN or personal area network

4.1.5.2 Internet Service Providers

4.1.6. Development programs, software

4.1.7. Server and software application

4.2 E-learning element (สุภาพนิตย์ อรรถเมธธา, 2557)

4.2.1 content and instructional media

4.2.1 The content and learning media must be clear.

4.2.2 Learning media content is designed for students and able to measure knowledge and understanding.

4.2.3 Content and educational media must be designed appropriately with the learners.

4.2.2 Information and communication learning system

The good quality of the system is beneficial to learning.

4.2.3 Communication and interaction in e-learning

It requires technology for delivering information and communication in an internet network system that helps connect students and teachers who are far away to be able to communicate.

4.2.4 The evaluation

Requires the evaluation of the learning with pre-test and post-test such as question and answer patterns, reports, presentations in the same classroom.

4.2.5. E-learning supports

There are three points; Technical support such as technology, Academic support and Social support such as encouraging each other.

4.2.6. Teachers and students

Teachers need more preparation and students need more focus and have a good time management.

4.3 E-learning model (ฐาปกรณ์ย์ ธรรมเมธา, 2557)

4.3.1 The use of benefits in teaching

4.3.1.1 E-learning for supplement is used parallel with the normal class.

4.3.1.2 E-learning for blended / hybrid learning is used in the classroom with the normal class.

4.3.1.3 E-learning with comprehensive replacement is similar to the online teaching that separates into two parts. One of them is self-paced learning – the teaching for normal class by learning from online while the learners select the content and study in the convenience. The instructor designs the learning and creates the media.

4.3.2 The use of online content

4.3.2.1 Web Facilitated has online content of about one to twenty-nine percentage.

4.3.2.2 Blended/Hybrid has online content of about thirty to seventy-nine percentage. (Blend learning)

4.3.2.3 Online has online content of more than eighty percentage with no face-to-face communication.

4.3.3 The use of online communicative

4.3.3.1 Asynchronous Learning Methods with no face-to-face communication. Students learn as a normal class by learning online. Learners select the content and study when convenience.

4.3.3.2 Synchronous Learning Methods is a learning way which students are learning at the same time with teacher such as a chat room, video conference or Zoom application.

4.4 Khan's E-learning Model (3P) (Kahn, 1997)

People

Educational personnel is the key to the process of creating successful e-learning. In some lessons, each of them has a different role in preparing e-learning.

Process

Begins with preparing learning contents, learners, evaluation methods, and examinations for using in the study.

Product

The product consists of important content such as a lesson plan, storyboard, and learning method.

There are many steps in the development of e-learning, including analysis procedures, planning steps, design process, development process, study procedures and assessments (Kahn, 1997).

4.4.1 The advantages of e-learning (ฐาปนีย์ ธรรมเมธา, 2557)

4.4.1.1 Flexibility and convenience to access. The learners have independence to choose the lessons and get scores from the evaluation immediately.

4.4.1.2 Save time and cost for the travel.

4.4.1.3 Save the accommodation and manpower cost and also the materials of teaching and learning.

4.4.1.4 Make good communication between teachers and learners. It is more convenient to communicate in person.

4.4.2 The disadvantages of e-learning (ฐาปนีย์ ธรรมเมธา, 2557)

4.4.2.1 The structure is based on technology which may not be available in some areas of the country. Bandwidth or the internet connection can affect the convenience of the learning process because it makes the graphic type impossible.

4.4.2.2 During the e-learning class, some learners cannot finish the lesson and are not satisfied.

4.4.2.3 The lack of human contact, interaction with teachers and friends make low motivation learners not success in e-learning.

4.4.2.4 Teacher cannot help the students immediately.

4.4.2.5 E-learning learners need to have the basic knowledge about program, thus, it is sometimes hard for them.

5. Related research

In a study conducted by Nadia Batool, Muhammad Anosh, Anam Batoo and Nadeem (Batool, Anosh, Batool, & Iqbal, 2017), the purpose of the study is to support the idea of the direct method is a good start for the speaking ability of second language learners. The research shows the advantages and disadvantages of the direct method and gives some guidelines, characteristics and techniques for teaching oral language in the direct method way. The study concludes that the speaking skill is very important to

teach. Acquisition of a skill or a particular type of knowledge is the process of learning of developing that is the best and most important role in the process of a foreign language. Teachers who teach the students should understand the use of the direct method because it would help and make a more positive response to the student's language skills. Thus, the direct method is effective to use in English speaking class.

Moreno (2019) analyses about benefits of bilingual education programs for elementary school students and purposes to examine the benefits of bilingual education programs on elementary school students through literature reviews, interviews with teachers, and interviews with parents. The results reveal that the benefits of bilingual education programs for elementary school students go beyond academics. It shows that students can also learn other students' cultures in the bilingual classroom. This knowledge opens students' minds about the global situation. Moreover, they feel more comfortable speaking their own language and their parents are able to become more involved in their child's education. As a result, bilingual education programs are more beneficial for students and make students become more motivated and more confident.

Bartlett (2017) surveyed the use of learners' first language (L1) in the second or foreign language (L2) classroom environment. There were arguments against the use of L1 happened before the results of his survey of Japanese university students are presented. However, the result of Bartlett's study shows that even though many universities in Japan try to use the only L2 in the classroom, the learners are in support to use L1 in the classroom and find it beneficial to their learning in the universities.

Han et al. (2017) Han and other researchers have experimental research focused on the perspectives of future educators 20 large public university graduate and undergraduate students conducting to answer the research questions about bilingual and monolingual instruction, which mode of instruction is better and more frequently interactive, and more satisfied. The results of the study show that the bilingual condition is more effective than the monolingual teaching method when it comes to teaching a new language.

Gorjian and Sayyadian (2017) investigated the differences between simultaneous bilingual and Iranian EFL monolingual learners on reading comprehension with 110 third grade students from the three high school bilingual and monolingual students studying in four different schools of Mahshahr. The researchers have assigned the experimental group into four groups. There are male and female with bilingual and monolingual groups. Then, the four groups are given a pre-test of reading comprehension before the treatment. The findings reveal that monolinguals' reading scores are better than the bilinguals' reading scores, and female students are more successful than male learners.



CHAPTER 3

METHODOLOGY

This chapter presents the research methodology of the study, the research design, population, research instruments, data collection and statistical treatment of data.

Population

The population of the study is Primary2 students at Duangvipa School, Bangbon, Bangkok. Duangvipa School is the private school at Bangbon district, Bangkok. This school has 1,000 students from Pre-School to Primary6 with three or four classes per level. Primary2 level is suitable for this study because students are not too young to do the speaking test and they are in the age that effective with the research. There are 143 students for all populations and 106 students for the experimental group, calculated using Taro Yamane formula and separated into two groups (53 students on the monolingual mode of instruction and 53 students on the bilingual mode of instruction) using simple random sampling. This research study is designed to find and compare the achievement scores of the students learning in English language from e-learning in different modes of instruction and will conduct in the Department of English, the academic year 2020. This research will take 3 weeks (15 days), 1 lesson each, for 15 lessons e-learning. The first experimental group will focus on monolingual mode of instruction and the second experimental group will focus on bilingual mode of instruction.

Research Designs

The results of the research will conduct from Pretest and Posttest design with t-test dependent analysis to measure pre-test and post-test scores and t-test independent analysis to compare the achievement scores of the students learning in different variables. The different variables are monolingual mode of instruction and bilingual mode of instruction. Also, this research will measure the students' satisfaction of the

learning from e- learning with bilingual mode of instruction and monolingual mode of instruction from the questions and observation.

Table 3 A RESEARCH DESIGN

Pre-test	Treatment	Post-test
O_1	X	O_2
O_3	X_1	O_4

O_1 is the pre-test scores of the monolingual mode of instruction class

O_2 is the post-test scores of the monolingual mode of instruction class

O_3 is the pre-test scores of the bilingual mode of instruction class

O_4 is the post-test scores of the bilingual mode of instruction class

X is the treatment given to the student (monolingual mode of instruction)

X_1 is the treatment given to the student (bilingual mode of instruction)

Research Instruments

This research instrument has used the Cambridge Young Learners Assessment English for the pre-test and post-test speaking rubrics score. The lesson plan is five units with three lessons (e-learning lesson plan). One lesson per day and spending three weeks for this research.

1. Lesson plan

Process of creating the teaching topics and e- learning lesson plan.

1.1. Study from the related documents, concepts, theories and related research.

1.2. Analyze the topics according to the Ministry of Education guidelines and Cambridge Young Learners test contents.

1.3. Design and create the lesson plan (e-learning lesson plan).

1.4. Assess lesson plan by the experts for a validation.

1.5. Revise the lesson plan according to the feedback and recommendation from the experts.

1.6. Try out the lesson plan with the group of students and revise them base on students' feedback.

Table 4 THE UNIT OF LESSON PLAN : THERE ARE 5 UNITS IN THE LESSON PLAN.

Unit	Language Focus	Vocabulary
1	Introduce myself	Greetings, Body and face, house
2	What is it?	Animals, colors, numbers
3	Where, How	Places, Transportations
4	Do you like?	Food, sports, toys
5	My family and friends	Family, Actions, Things in school

E-Learning Speaking Lesson Plan

Subject: English (Speaking)

Unit 1 Introduce myself

Primary2

3 lessons

Lesson 1

Greetings

30 minutes/ lesson

Objective: To encourage students' speaking skill by using e-learning communicative.

Material:

Vocabulary: Good morning/ Good afternoon/ Good evening, name, nice to meet you.

Language Focus: GoodWhat is your name?

My name is.....

Nice to meet you. (too)

Warm-up

2 minutes

The teacher has to greets a student and introduce herself to the student and give the student the topic of learning.

Activities

5 minutes

The teacher presents the vocabulary to the students and let the students repeat the vocabulary by asking some questions or giving some information about the vocabulary.

The student has to play some games.

The teacher uses the language focus and talks with the student.

The student has to repeat or has a communication with the teacher.

Student has to play some games

Wrap up

3 minutes

The teacher uses the language focus with the student and makes a conversation with the student.

The teacher gives a student techniques or exercise practices.

2. Pre-test, Post-test

This research has used pre-test and post-test to collect the data. It begins with the pre-test by using rubric from the Cambridge YLE speaking to the experimental group by two different variables (monolingual mode of instruction and bilingual mode of instruction). At the end of the 15 lessons, the teacher has used the post-test and collect the scores by using a rubric from the Cambridge YLE speaking.

2.1 The process of pre-test, post-test and speaking rubric construction

2.1.1. Study from related research theories and lesson plans.

2.1.2. Analyze teaching topics and language focus and construct pre-test and post-test, divided to two parts: Part1: Vocabulary and Part2: Conversation.

2.1.3. Assess pre-test and post-test to the experts to validate.

2.1.4. Revise pre-test and post-test according to the feedback and recommendation from the experts.

2.1.5. Try out the Pre-test and Post-test with the group of students and revise them base on students' feedback.

Table 5 THE LESSON PLAN COURSE SUMMARY: SPEAKING TEST CONTENT

Unit	Vocabulary	Target Language
1	Good morning/ Good afternoon/ Good evening, name, nice to meet you., Face, Leg, arm, mouth, nose, eye, ears, hand, head, shoulders, knees, toes	Good What is your name? My name is..... Nice to meet you. (too)
Introduce my self	Home, bathroom, bedroom, dining room, living room	Point to your..... What is this? This is my..... Where are you? I am in the

Table 5 (Continued)

2 What is it?	crocodile, donkey, elephant, giraffe, goat, hippo, horse, jellyfish, lizard, mouse, polar bear, sheep, zebra, Blue, black, brown, grey, green, orange, purple, red, yellow, one, two, three, four, five, six, seven, eight, nine, ten, eleven, twelve, thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen, twenty	What is it?/ What animal is it? It is a..... What color is it? It is..... What color do you like? I like.....Let us count the..... How many.....are there in the picture? There are.....(numbers and animals)..... There is (one).....(animal).....
3 Where, How	apartment, home, school, park, playground, shop, car, bus, helicopter, ship, train, sky train (BTS), underground station (MRT), truck, Motorbike, walk,	Where are you going? I am going to How do you go to (place) ? I go to (place) by.....
4 Do you like?	bread, burger, candy, chips, chocolate, ice cream, sausage, badminton, baseball, basketball, board game, football, hockey, skateboard, table tennis, tennis, swim, robot, ball, doll, computer game, teddy bear, puzzle, block	Do you like.....? Yes, I do/ No, I do not like. Do you like to (play).....? Yes, I do/ No, I do not like. I likeand.....
5 My Family and friends	family, father (dad), mother (mum), grandfather (grandpa), grandmother (grandma), drawing, learning, playing, drinking, eating, sitting, walking, running, next to, in, on, under, book, pen, pencil, table, chair, desk, ruler, rubber	Is that your.....? Yes, it is./ No, it is not. What is your friend's name?.... What is she/he doing? She/He... Put the (things).....the (things). Where is the (things)? It'sthe (things).

Table 6 CAMBRIDGE YLE SPEAKING TEST PRE A1 STARTER

Part	Interaction	Task types	What do candidates have to do?
1	Interlocutor– candidate	Scene picture and object cards	Point to correct part of picture. Place object cards on the scene picture as directed.
2	Interlocutor– candidate	Scene picture	Answer questions with short answers including a 'Tell me about ...' question.
3	Interlocutor– candidate	Object cards	Answer questions with short answers.
4	Interlocutor– candidate	Personal questions	Answer questions with short answers.

3. Scoring Rubrics

This research has used rubric from the Cambridge YLE speaking.

Rubrics Speaking assessment (Cambridge University, 2018, p.50)

Assessment scales

The assessment for all levels is based on three criteria, each with a six-point scale (0 to 5) which is defined in terms of candidate behavior. The scale descriptors are reproduced for Pre A1 Starters.

Table 7 PRE A1 STARTERS REBRICS

score	Vocabulary	Pronunciation	Interaction
	Range	Individual sounds	Reception/Responding
	Control	Word stress	Support required
	Extent		Fluency/Promptness
5	<p>Uses the vocabulary required to deal with all test tasks.</p> <ul style="list-style-type: none"> • Produces simple utterances but makes occasional mistakes. • Generally responds at word or phrase level but may also produce some longer utterances. 	<ul style="list-style-type: none"> • Generally intelligible, although some sounds may be unclear. • Has limited control of word stress. 	<ul style="list-style-type: none"> • Generally responds appropriately to instructions, questions and visual prompts, although some support may be required. • Is able to ask for support if required. • Often responds promptly
4	Some features of 3.0 and some features of 5.0 in approximately equal measure.		
3	<ul style="list-style-type: none"> • Uses the vocabulary required to deal with most test tasks. • Attempts a few simple utterances but makes some basic mistakes which may obscure meaning. • Generally, responds at word level but may also produce phrases. 	<ul style="list-style-type: none"> • Sometimes intelligible 	<ul style="list-style-type: none"> • Responds to instructions, questions and visual prompts, although frequent support may be required. • May attempt to ask for support if required. • There is hesitation and responses may be delayed or halting.

Table 7 (Continued)

2	Some features of 3.0 and some features of 1.0 in approximately equal measure.		
1	<p>Has the vocabulary required to attempt some test tasks.</p> <ul style="list-style-type: none"> • May attempt a few simple utterances but basic mistakes and lack of language prevent communication. • Responds only at single word level, or does not respond. 	<ul style="list-style-type: none"> • Attempts to produce the sounds of the language but is often difficult to understand. 	<ul style="list-style-type: none"> • Requires support throughout and often may not respond to instructions, questions and visual prompts. • Hesitation requires a great deal of patience of a listener.
0	Performance does not satisfy the Band 1 descriptor.		

Data Collection

The data collection started from pre-test by using rubrics from the Cambridge YLE speaking to collect the data from the two experimental groups (monolingual mode of instruction and bilingual mode of instruction). Then the students have to learn from 15 clips (one clip per day). At the end of the 15 lessons, collecting students' progress by post-test and analyzing the scores by using rubrics from the Cambridge YLE speaking.

The operation of the data collection as followed;

1. Meeting with Kru Nan, the Primary2 English teacher who controlled the experimental groups and did the speaking pre-test and post-test about the objective and all the concerned points.

2. Starting the experiment by did the speaking pre-test from the YLE Cambridge Assessment, Pre-A1 level and collect the scores from the 3 criteria, vocabulary, pronunciation and interaction.

3. The experimental groups were watched the clips video from TV in the same environment classrooms for 7 to 10 minutes per day, every school day for 15 days in the ICT subject in the morning. Kru Nan was observed the experimental groups and recorded in the paper.

4. The last part of the experimental was the speaking post-test from the YLE Cambridge Assessment, Pre-A1 level and collected the scores from the 3 criteria, vocabulary, pronunciation and interaction as the same pre-test was done before. The last question for the monolingual mode of instruction post-test was Do you like the monolingual video? And the last question for the bilingual mode of instruction post-test was Do you like the bilingual video?

5. The researcher was collected all the data and analysis the data.

During the class when students were watching the clips, the teacher, Kru Nan checked the attendance of students and students' satisfaction by observing the class. There are five units in the lesson plan, three lessons in one unit. The duration of this study is 15 days, one lesson per day as shows in the table.

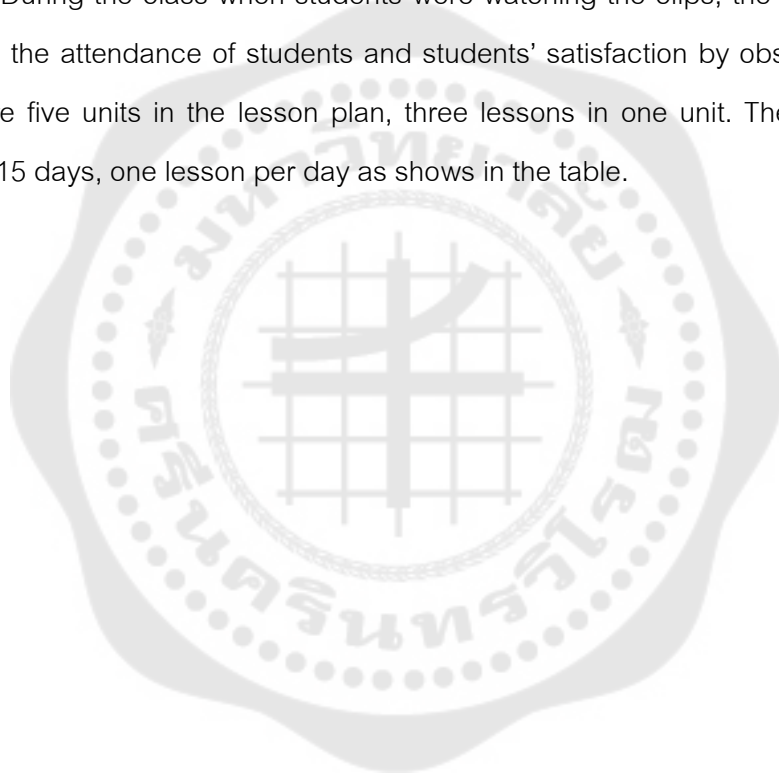


Table 8 THE E- LEARNING CONTENTS

Unit	Vocabulary	Target Language
1 Introduce my self	Lesson1 Good morning/ Good afternoon/ Good evening, name, nice to meet you. Lesson2 Face, Leg, arm, mouth, nose, eye, ears, hand, head, shoulders, knees, toes Lesson3 House, bathroom, bedroom, dining room, living room	Lesson1 Good What is your name? My name is..... Nice to meet you. (too) Lesson2 Point to your..... What is this? This is my..... Lesson3 Where are you? I am in the
2 What is it?	Lesson 1 crocodile, donkey, elephant, giraffe, goat, hippo, horse, jellyfish, lizard, mouse, polar bear, sheep, zebra Lesson2 Blue, black, brown, grey, green, orange, purple, red, yellow Lesson3 one, two, three, four, five, six, seven, eight, nine, ten, eleven, twelve, thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen, twenty	Lesson1 What is it?/ What animal is it? It is a..... Lesson2 What color is it? It is..... What color do you like? I like..... Lesson3 Let us count the..... How many.....are there in the picture? There are.....(numbers and animals)..... There is (one).....(animals).....
3 Where, How	Lesson1 apartment, home, school, park, playground, shop Lesson2 car, bus, helicopter, ship, train, sky train (BTS), underground station (MRT), truck, Motorbike, walk, Lesson3 all the vocabulary from lesson1 and 2	Lesson1 Where are you going? I am going to Lesson2 How do you go to (place)? I go to (place) by..... Lesson3 all in lesson 1-2

Table 8 (Continued)

4	Lesson1 bread, burger, candy, chips, chocolate, ice cream, sausage Lesson2 badminton, baseball, basketball, board game, football, hockey, skateboard, table tennis, tennis, swim Lesson3 robot, ball, doll, computer game, teddy bear, puzzle, block	Lesson1 Do you like.....? Yes, I do/ No, I do not like. Lesson2 and 3 Do you like to (play).....? Yes, I do/ No, I do not like. I likeand.....
5	Lesson1 family, father (dad), mother (mum), grandfather (grandpa), grandmother (grandma) Lesson2 drawing, learning, playing, drinking, eating, sitting, walking, running Lesson3 next to, in, on, under, book, pen, pencil, table, chair, desk, ruler, rubber	Lesson1 Is that your.....? Yes, it is./ No, it is not. Lesson2 What is your friend's name?... What is she/he doing? She/He... Lesson3 Put the (things).....the (things). Where is the (things)? It'sthe (things).

Data Analysis

The data analysis of the Pre-test and Post-test has measured by the teacher, Kru Nan who taught in the e-learning classroom by using rubrics from Cambridge English: Young Learners Test: Pre-A1 starter for the speaking to ensure that there is no bias for students. The Teacher has to open the same lesson of clips video but different modes of instruction to the experimental groups. Before the research start, the researcher will give information to all the parents of the experimental groups about the objective of the experiment. The teacher, Kru Nan was taught in the same manner with the clips and will not be another variable. The duration of the experiment was 15 school days in March, 2021. The pre-test and post-test scores were analyzed from the data of the rubrics by using Cambridge English: Young Learners Test for Pre-A1 starter. The scores were provided into six-point scale (0 to 5) by using mean and standard deviation. On the six-point scale of score, each score from zero to five of the criteria with the three topics: vocabulary, pronunciation and interaction, total 15 points. the sample as follows;

No	Vocabulary		Diff	Pronunciation		Diff	Interaction		Diff	Total		Diff	Satisfaction		Remark
	Pre-test	Post-test		Pre-test	Post-test		Pre-test	Post-test		Pre	Post		Yes	No	
1	5	4	-1	3	4	1	3	4	1	11	12	1	Y		Bilingual
2	5	4	-1	4	4	0	3	4	1	12	12	0	Y		Bilingual
3	5	4	-1	3	4	1	3	4	1	11	12	1	Y		Bilingual
4	4	4	0	3	4	1	3	4	1	10	12	2	Y		Bilingual
5	4	4	0	3	3	0	3	4	1	10	11	1	Y		Bilingual
6	5	5	0	4	5	1	3	5	2	12	15	3	Y		Bilingual
7	4	4	0	3	4	1	3	4	1	10	12	2	Y		Bilingual
8	4	4	0	4	4	0	3	4	1	11	12	1	Y		Bilingual
9	3	4	1	3	3	0	3	4	1	9	11	2	Y		Bilingual
10	4	4	0	4	4	0	3	4	1	11	12	1	Y		Bilingual

Figure 2 Sample of Bilingual Pre-test and Post-test scores

Source : Wanda Passanayingyongkul (2021)

	Pre-test		Post-test		Diff	Pre-test		Post-test		Diff	Pre test		Post test		Diff	Satisfaction		Remark
	Vocabulary		Pronunciation			Interaction		Total	total		Pre (15)	Post (15)	Yes	No				
No	5	5		5	5		5	5										
1	3	4	1	3	4	1	3	4	1	9	12	3	Y					Monolingual
2	3	4	1	3	4	1	3	4	1	9	12	3	Y					Monolingual
3	3	4	1	3	4	1	3	4	1	9	12	3	Y					Monolingual
4	3	4	1	3	4	1	3	4	1	9	12	3	Y					Monolingual
5	3	4	1	3	4	1	3	4	1	9	12	3	Y					Monolingual
6	3	5	2	3	5	2	3	5	2	9	15	6	Y					Monolingual
7	5	5	0	5	5	0	5	5	0	15	15	0	Y					Monolingual
8	4	5	1	4	5	1	4	5	1	12	15	3	Y					Monolingual
9	3	3	0	3	3	0	3	3	0	9	9	0	Y					Monolingual
10	5	5	0	5	5	0	5	5	0	15	15	0	Y					Monolingual

Figure 3 Sample of Bilingual Pre-test and Post-test scores

Source : Wanda Passanayingyongkul, 2021

Statistical treatment of data

The Statistical treatment of data of this research will conduct from mean, standard deviation, Pre-test and Post-test design with t-test dependent analysis to measure the achievement scores of the students learning pre-test and post-test and t-test independent analysis to compare the scores in different variables. The different variables are monolingual mode of instruction and bilingual mode of instruction. Also, this research will measure the students' satisfaction of the e-learning with bilingual mode of instruction and monolingual mode of instruction by using the questions and observation.

CHAPTER 4

FINDINGS

The findings of this study present in three sections: the first section describes the students' scores from pre-test and post-test of students learning with the bilingual mode of instruction and the monolingual mode of instruction. The second section compares the post-test scores of students learning with the bilingual mode of instruction and the monolingual mode of instruction and the third section describes the students' satisfaction with e-learning.

1. The measure of students' scores from pre-test and post-test of students learning with the bilingual mode of instruction and the monolingual mode of instruction.

This research study is designed to find the achievement scores of the students learning in English classroom for Primary 2 students at Duangvipa School, Bangbon, Bangkok. There are 106 Primary2 students, separated into two experimental groups (monolingual and bilingual modes of instruction) using simple random sampling. This research has conducted in the Department of English, the academic year 2020. The research was taken three weeks five units, three lessons each, for 15 lessons.

This study had to collect pre-test and post-test scores of the students learning outcome with e-learning in bilingual and monolingual modes of instruction by using the speaking rubrics from Cambridge English: Young Learners Test; PreA1 level. The post-test score was collected after students learning with e-learning 15 lessons (15 days). The data was analyzed using the dependent t-test.

Table 9 The Bilingual test scores

Bilingual Test scores	N	\bar{x}	SD	t	Sig
Pre-test	53	10.64	1.72	-10.01	0.00*
Post-test	53	12.64	1.43		

*statistically significant 0.05 level

Table 9 shows the Bilingual pre-test and post-test score. Accordingly, 53 of the bilingual experimental group.

N = The number of the bilingual experimental group

\bar{x} = Mean score

SD = The standard deviation

t = t - values

The results of the study were as follows: the students' mean score from 53 experimental students of the bilingual pre-test score was 10.64 points and the post-test mean score was 12.64 points. The standard deviation of pre-test score was 1.72 points and the standard deviation of post-test score was 1.43 points. There was a significant 0.05 level between pre-test and post-test scores of the bilingual mode of instruction.

Table 10 The monolingual test score

Monolingual Test scores	N	\bar{x}	SD	t	Sig
Pre-test	53	10.64	2.00	-13.09	0.00*
Post-test	53	13.36	1.82		

*statistically significant 0.05 level

Table 10 shows the Monolingual pre-test and post-test score. Accordingly, 53 of the monolingual experimental group.

N = The number of the monolingual experimental group

\bar{x} = Mean score

SD= The standard deviation

t = t - values

The students' mean score from 53 experimental students of the monolingual pre-test score was 10.64 points and the post-test score was 13.36 points, the standard deviation of pre-test score was 2.00 points and the standard deviation of post-test score was 1.82 points. There was a significant 0.05 level between pre-test and post-test scores of the monolingual mode of instruction.

From the information above shows that there was a significance between pre-test and post-test scores from the bilingual mode of instruction and the monolingual mode of instruction and the post-test scores are higher than the pre-test scores.

2. Compared the post-test scores of students learning with the bilingual mode of instruction and the monolingual mode of instruction.

The independent t-test was used to analysis the significant between post-test scores of students learning with bilingual and monolingual modes of instruction.

Table 11 The Post-test score from the experimental groups

Post-test	N	\bar{x}	SD	T	Sig
Bilingual	53	12.64	1.43	-2.256	0.03*
Monolingual	53	13.36	1.82		

*statistically significant 0.05 level

N	=	The number of the bilingual experimental group
\bar{x}	=	Mean score
SD	=	The standard deviation
t	=	t - values

The students' mean score from 53 students of the bilingual post-test score was 12.64 points and the post-test score was 13.36 points, the standard deviation of bilingual post-test score was 1.43 points and the standard deviation of monolingual post-test score was 1.82 points. There was a significant 0.05 level between post test score of monolingual and bilingual modes of instruction.

It is found that there was a statistically significance of the monolingual mode of instruction and the bilingual mode of instruction. The scores of the monolingual mode of instruction was higher than the bilingual mode of instruction. According to the table11, it is concluded that the monolingual mode of instruction is more effective than the bilingual mode of instruction in e-learning for Primary2 at Duangvipa school.

3. The students' satisfaction with e-learning of bilingual mode of instruction and monolingual mode of instruction.

After using e-learning for 15 lessons in 15 school days, all Primary2 students as an experimental group in this study were asked for their satisfaction toward the e-learning. To measure the satisfaction of the 106 students with 2 experimental groups; the monolingual mode of instruction and the bilingual mode of instruction by using the question after finished the post-test. The result from the question is that 100 percentage of the Primary2 experimental groups were satisfied with the two modes of instruction as shown in table12.

Table 12 the satisfaction of the experimental groups

Modes of instruction	N	Satisfaction	Not satisfaction	percentage
Bilingual	53	53	0	100
Monolingual	53	53	0	100

. N = The number of the experimental group

Percentage = The percentage of satisfaction modes of instruction

The discussion will be described in chapter 5.



CHAPTER 5

CONCLUSION AND DISCUSSION

The aim of this chapter is to present the conclusion of the study, methodology, the finding discussion, limitations and recommendations. This chapter will be discussed the result of the research with three purposes: firstly, to measure the students' scores from pre-test and post-test of students learning with the bilingual mode of instruction and the monolingual mode of instruction. Secondly, to compare the post-test scores of students learning with the bilingual mode of instruction and the monolingual mode of instruction. Lastly, to measure the students' satisfaction with e-learning significance of the study.

1. Overview of the study

1.1 Significance of the study

This study aimed to find the appropriate English language teaching way for Thai Primary students in speaking ability. It may be remunerative for English Language teachers to teach the students with e-learning in the different modes of instruction and beneficial for students to get the progress in speaking ability.

1.2 Scope of the Study

The population and the experimental group of this study are Primary 2 students at Duangvipa School, Bangbon, Bangkok (Private school). There are 143 students for all populations and the experimental group are 106 students selected using Taro Yamane formula and separated into two groups (monolingual mode of instruction and bilingual mode of instruction) using simple random sampling. This research will conduct in the Department of English, the academic year 2020.

1.3 Research Designs

This study has been conducted from Pre-test and Post-test designs to measure the achievement scores from the students learning in the two experimental groups (monolingual mode of instruction and bilingual mode of instruction). This

research will take three weeks (15 days), one lesson each, for 15 lessons e-learning and the satisfaction question will provide to the student after post-test.

1.4 Research Instruments

This research instruments use rubrics from Cambridge Young Learners Assessment English Speaking, five Units e-learning 15 lesson plans, Pre-test, Post-test.

1.5 Data collection and data analysis

The data was collected from pre-test and post-test and analyzed by using mean, the standard deviation and t-test independent and t-test dependent analysis to measure the students' achievement scores and also using the questions for the satisfaction of the students.

2. Major Findings

2.1 To measure the students' scores from pre-test and post-test of students learning with the bilingual mode of instruction and the monolingual mode of instruction.

The result has revealed that there was a significance of the students' scores from pre-test was 10.64 and post-test of students learning with the bilingual mode of instruction was 12.64 and pre-test of the monolingual mode of instruction was 10.64, post-test was 13.36 and there was a significance of the students' scores from t-test dependent for both of monolingual and bilingual. The pre-test score was close between the bilingual mode of instruction and the monolingual mode of instruction because students have some basic English speaking ability from the school, therefore; the pre-test score was higher than the expectation.

2.2 To compare the post-test scores of students learning with the bilingual mode of instruction and the monolingual mode of instruction

The t-test independent has been used to analyze between the post-test score of the bilingual mode of instruction and the monolingual mode of instruction. There is a significance at 0.05 level of the students' post-test scores of the monolingual mode of instruction that is higher than that of those the bilingual mode of instruction, mean score at 0.72. The content in every lesson has the same greetings part and reviewing the previous lessons part that allow students to have more understanding of vocabulary

usage and the function in the different modes of instruction. The survey of the result towards the post-test scores from the monolingual mode of instruction and the bilingual mode of instruction have to repeat the same conversations from the clips. In the pattern of the lesson plan with e-learning teaching in every day at the school has a vocabulary and the language focus review. For the clips of the bilingual mode of instruction, they have to translate the English teaching into Thai that may make students solely focus on the translation without concentrate in the English vocabulary which is the language focus. Therefore, the students' progress in the bilingual mode of instruction is less than the students' progress in the monolingual mode of instruction.

2.3 To measure the students' satisfaction with e-learning of bilingual mode of instruction and monolingual mode of instruction.

All the students are satisfied with the e-learning both the bilingual mode of instruction and the monolingual mode of instruction. Teacher asks the question "Do you like to watch the videos from this mode of instruction?" and all the answer from the both of the experimental groups are "Yes."

From 100 percentages satisfaction of e-learning, it can be concluded that the e-learning is interesting in terms of the English-speaking teaching clips. Miss Nan, the English teacher who taught in monolingual and bilingual modes of instruction and did the pre-test and post-test to all students sent back the feedbacks of the students' satisfaction and feedbacks are all the primary2 students love to learn from the multimedia such as cartoon, clips etc., therefore; they love to watch the clips every day in school.

3. Discussion of the findings

The research findings shows the students' scores from post-test scores of students learning with the bilingual mode of instruction and the monolingual mode of instruction are higher than the pre-test scores of students learning with the bilingual mode of instruction and the monolingual mode of instruction, and the post-test score from students learning with the monolingual mode of instruction are higher than that of the bilingual mode of instruction. In addition, the students' satisfaction towards e-

learning are at a satisfied level. This part presents the discussion on the findings as follow:

3.1 The students' scores from pre-test and post-test of students learning with the bilingual mode of instruction and the monolingual mode of instruction.

There is a significance of the students' scores from pre-test and post-test of students learning with the bilingual mode of instruction and the monolingual mode of instruction. It can be summarized that e-learning clips can use to enhance the learning in the limited time. This is similar to the finding of another study conducted by Bahman Gorjian and others (2017) at three high school that bilingual and monolingual participants study in four different schools of Mahshahr and he found out that the reading comprehension of students improved.

The speaking pre-test and post-test rubrics scores were conducted from Cambridge YLE test with the contents from Pre-A1 starters scales. The speaking test is a face-to-face test with the teacher who is teaching English to all students in this research. The pre-test and post-test use the similar contents and questions which corrected by the experts. The teacher has to do the test depending on the students' ability. The marks for the speaking test were conducted from the Vocabulary, Pronunciation and Interaction, and the rating scores are 0 to 5 points for each criterion. (Cambridge University, 2018)

The researcher had a meeting with the primary2 English teacher, Mrs. Nan about what was the objectives of this study and how to do the pre-test, post-test and how to act when the students are watching the video. During the experiment, while students were watching the video, the teacher had to encourage all the students to concentrate the video. The first lesson is the greetings which can catch 80 percentages of the students' concentration and can get more percentages when the video run to the next lessons.

The steps of the speaking pre-test and post-test start from the teacher greets the student and shows the student a big picture and the object cards, then asks the questions to the student by using simple instructions and simple questions from the lessons. The contents have to prepare for the teacher before start the experiment.

3.2 The post-test scores of students learning with the bilingual mode of instruction and the monolingual mode of instruction

Base on the statistical analysis, the results show that the students' post-test scores of the monolingual mode of instruction are higher than the students' post-test scores of the bilingual mode of instruction. This can be concluded that the monolingual mode of instruction e-learning clips has more effective than the bilingual mode of instruction e-learning clips for primary2 students at Duangvipa school. There are several factors that make the e-learning monolingual mode of instruction clips has more effective than the e-learning bilingual mode of instruction ones. The most significant factor is all the students, who learned from the clips of the bilingual mode of instruction, have lessons with Thai translation which leads to the possibility that students only focused on the Thai translation without concentrate in English vocabulary and conversation which is the language focus. Therefore, the students' progress in the bilingual mode of instruction are less than the students' progress in the monolingual mode of instruction. Furthermore, all students have a very good basic of English language from the school that made some students not concentrate about the bilingual mode of instruction videos. These factors make the students' progress in monolingual scores become higher than the students' progress in bilingual mode of instruction. This is similar to the finding of another study conducted by Bahman Gorjian and others (2017) at three high school that bilingual and monolingual participants study in four different schools of Mahshahr which found that the means of the scores on the post-test in the female monolingual learners were greater than the female simultaneous bilingual students. The aim of the two researches – Bahman Gorjian with other researcher one and this research – are different that Bahman focuses on the reading skill but this research focuses on the speaking skill, however; the result is the same. This may explain the monolingual mode of instruction is more suitable than the bilingual mode of instruction in terms of English teaching in the classroom.

The way of presenting the language and the contents are video clips that show all the different contents in each lesson as sample of unit1 lesson1.

Table 13 The contents of Unit1 lesson1

Unit	Vocabulary	Target Language
1	Good morning/ Good afternoon/ Good evening, name, nice to meet you.,	Good What is your name?
Introduce my self	Face, Leg, arm, mouth, nose, eye, ears,	My name is.....
	hand, head, shoulders, knees, toes	Nice to meet you. (too)
	Home, bathroom, bedroom, dining room, living room	Point to your..... What is this? This is my..... Where are you? I am in the

source : (Wanida Passanayingyongkul, 2021)

The researcher designed the lesson plan of the two version (Thai-English and English only) which focus on achieving communication and require meaningful use of language (Richard, 2006) as a CLT lesson plan. The scripts for the teacher to teach in the video and directed the editor to edit the clip and the graphic design. Before launching the clip, the researcher checked all clips and sent to the school.

Activities and games in these clips are shown to the students in the lessons and they can play the games or activities to practice the vocabulary and language focus at the same time.

In terms of the assessment, the pre-test and post-test have used the same pattern to monolingual and bilingual modes of instruction. The tests start with greetings to the students then asking the questions from the pictures and the object cards. The example of the questions are What is this? What color is it? Where is it? How many? Please putin to..... .

There is a students' improvement ability of speaking skill before and after watching the video clips in everyday (Monday to Friday) from the achievement

scores (pre-test and post-test). Some of the students who could not answer the teacher before the experiment could answer the questions and remember some vocabulary in the post-test and got the high achievement scores. This improvement can be seen in the monolingual mode of instruction more than the bilingual mode of instruction. The achievement scores and means score are also resulted the same. This finding shows consistent with Phillipson, the monolingual mode of instruction is the best way of teaching English for global contexts. (Phillipson, 1992)

From the data collected, it can conclude that using monolingual mode of instruction is better than using the bilingual mode of instruction in primary2 students speaking ability.

3.3 The students' satisfaction with e-learning with the bilingual mode of instruction and the monolingual mode of instruction.

At the end of the lessons, teachers have to observe the satisfaction of the students and record it. Some of the students like the cartoon in the lessons, some love to see the colorful pictures and some love to watch everything from the screen.

The question for the students' satisfaction was asked by the teacher who taught and observed students. The question is "Do you like to watch the videos from this mode of instruction?" and all the students said 'Yes'.

In terms of students' satisfaction, there was related with the learning style of Barbe, Swassing, and Milone (1979) who proposed three learning styles, the best way of learning process individual outcome as follow; Visual, Auditory and Kinesthetic (VAK). According to the experimental groups, students were satisfied with both of monolingual and bilingual modes of instruction clips therefore, the learning style of all the experimental groups were visual learning. The visual learner has more effective learning ability through seeing from body language, face expression, and vary teaching materials such as pictures, shape, visual media, display and painting.

A hundred percentages of the satisfaction are not surprising because of the primary2 students are new generation. They grew up with the internet world, social interaction from the world visual of knowledge digital and high technology.

4. Limitation of the study

The limitation of the study has shown as follows;

4.1 The time of Covid-19 is hard to do the experiment in the private school. The researcher received a very kind chance from the director of the school to do the experiment. The experiment had to do under social distancing circumstance in the school for the safety of teachers and students and the speaking test had to manage in the time limitation of the school which opened in only March 2021.

4.2 E-learning study to enhance speaking skill to the primary students has a limited time. The e-learning clips cannot be more than 10 minutes long because of the attention of the students in this age and their concentrate are not long as adults.

4.3 The students cannot participate with the teacher in the video therefore the class need help from the teacher who is in the class to encourage and manage the class.

4.4 The basic of the student's knowledge in English before the experiment is important. If students do not have the same basic of English knowledge, it may be hard for students who never learned English before to keep up with the lesson.

5. Recommendations

5.1 The video clips can use with the strong English background kindergarten students to enhance the speaking ability. The monolingual mode of instruction is better to use for primary (primary1 to primary3) students because they are at the critical period of language learning.

5.2 The students' scores from the pre-test of students learning with bilingual mode of instruction and the monolingual mode of instruction are higher than the researcher expected. Therefore, the background of the students speaking in English is very important. For the next researcher who is interested in the modes of instruction, recommending to do at the government schools.

5.3 The interactive video clips is recommended to use for the next study. It would be better if the students can have interaction with the clips.

5.4 This research has Thai teacher to teach from the clips, pre-test, and post-test therefore, if the foreigner teacher do the next research will be increase the students' speaking ability. .

5.5 The objective of the study should measure the language skills and/or the attitude with Monolingual and bilingual modes of instruction will be useful for the English teachers in the future.



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APPENDIX



APPENDIX A

An Example of Lesson Plan and picture

Unit one lesson one

: Greetings

E-Learning Speaking Lesson Plan

Subject: English (Speaking)

Unit 1 Introduce myself

Primary2

3 lessons

Lesson 1

Greetings

30 minutes/ lesson

Objective: To encourage students' speaking skill by using e-learning communicative.

Material:

Vocabulary: Good morning/ Good afternoon/ Good evening, name, nice to meet you.

Language Focus: GoodWhat is your name?

My name is.....

Nice to meet you. (too)

Warm-up 2 minutes

The teacher has to greets a student and introduce herself to the student and give the student the topic of learning.

Activities 5 minutes

The teacher presents the vocabulary to the students and let the students repeat the vocabulary by asking some questions or giving some information about the vocabulary.

The student has to play some games.

The teacher uses the language focus and talks with the student.

The student has to repeat or has a communication with the teacher.

Student has to play some games.

Wrap up 3 minutes

The teacher uses the language focus with the student and makes a conversation with the student.

The teacher gives a student techniques or exercise practices.



ที่มา : Wanda Passanayingyongkul (2021)

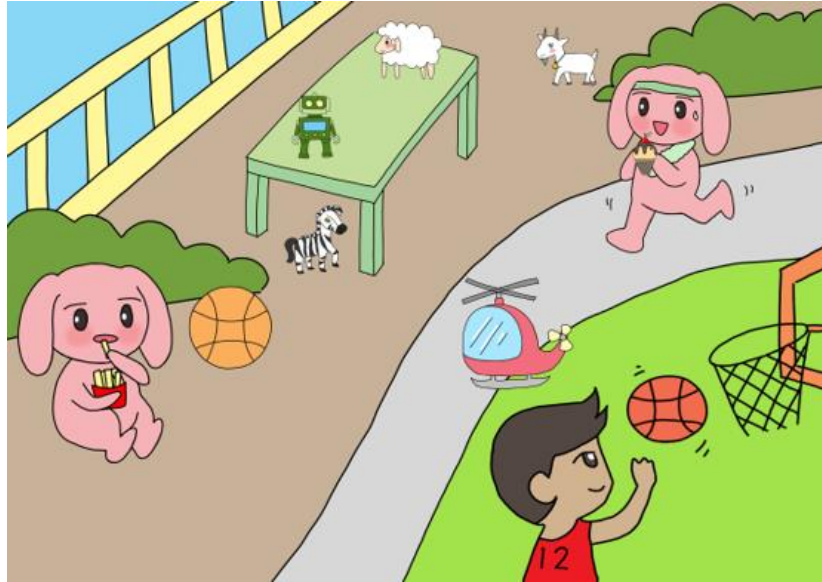
The image is a vertical sequence of three panels from an educational video. The top panel has an orange background and the text 'Guessing Game' in large yellow letters. The middle panel has a yellow background and shows a teacher in a red dress with 'M' on it, standing between two panels labeled 'A' and 'B'. Panel A shows a rabbit character saying 'Hi' to a sun at 8:00 am. Panel B shows a girl character looking at a sun at 12:00 pm. The bottom panel has a green background and the text 'Review Time' in large blue letters, with a rabbit character at the bottom. The video includes 'Talking English with teacher Pouy' logos and 'Activate Windows' watermarks.

ที่มา : Wanda Passanayingyongkul (2021)



APPENDIX B
Research Instrument
: Pre-test and Post-test

PRE-TEST



ที่มา : Wanda Passanayingyongkul (2021)

Object Card



ที่มา : Wanda Passanayingyongkul (2021)

POST-TEST

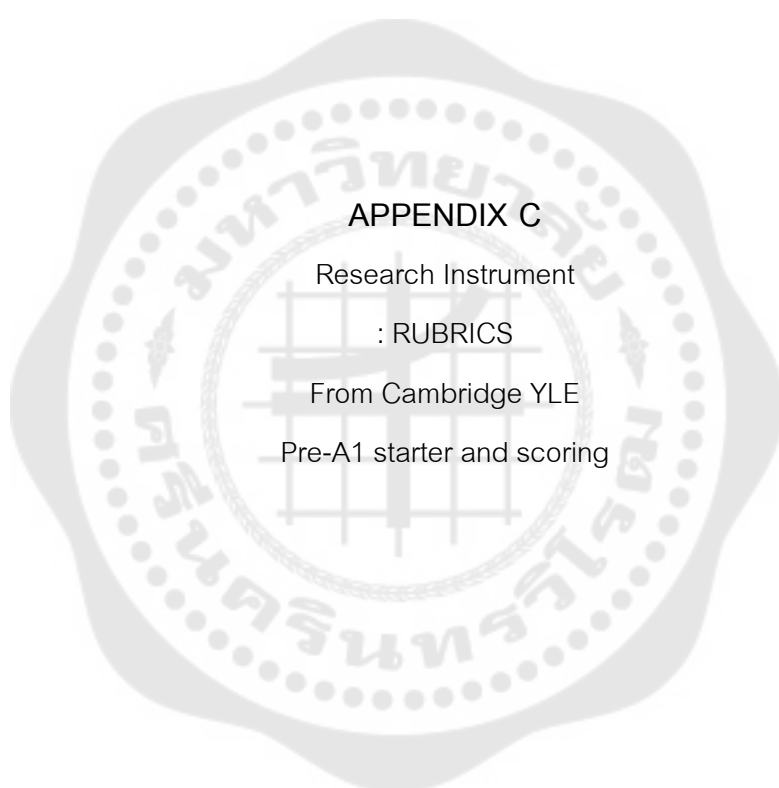


ที่มา : Wanda Passanayingyongkul (2021)

Object Card



ที่มา : Wanda Passanayingyongkul (2021)



APPENDIX C

Research Instrument

: RUBRICS

From Cambridge YLE

Pre-A1 starter and scoring

Table 14 Pre-test and Post-test Rubrics Score

score	Vocabulary	Pronunciation	Interaction
	Range Control Extent	Individual sounds Word stress	Reception/Responding Support required Fluency/Promptness
5	<p>Uses the vocabulary required to deal with all test tasks.</p> <ul style="list-style-type: none"> • Produces simple utterances but makes occasional mistakes. • Generally responds at word or phrase level but may also produce some longer utterances. 	<ul style="list-style-type: none"> • Generally intelligible, although some sounds may be unclear. • Has limited control of word stress. 	<ul style="list-style-type: none"> • Generally responds appropriately to instructions, questions and visual prompts, although some support may be required. • Is able to ask for support if required. • Often responds promptly
4	Some features of 3.0 and some features of 5.0 in approximately equal measure.		
3	<ul style="list-style-type: none"> • Uses the vocabulary required to deal with most test tasks. • Attempts a few simple utterances but makes some basic mistakes which may obscure meaning. • Generally, responds at word level but may also produce phrases. 	<ul style="list-style-type: none"> • Sometimes intelligible 	<ul style="list-style-type: none"> • Responds to instructions, questions and visual prompts, although frequent support may be required. • May attempt to ask for support if required. • There is hesitation and responses may be delayed or halting.
2	Some features of 3.0 and some features of 1.0 in approximately equal measure.		
1	<p>Has the vocabulary required to attempt some test tasks.</p> <ul style="list-style-type: none"> • May attempt a few simple utterances but basic mistakes and lack of language prevent communication. • Responds only at single word level, or does not respond. 	<ul style="list-style-type: none"> • Attempts to produce the sounds of the language but is often difficult to understand. 	<ul style="list-style-type: none"> • Requires support throughout and often may not respond to instructions, questions and visual prompts. • Hesitation requires a great deal of patience of a listener.
0	Performance does not satisfy the Band 1 descriptor.		

Table 15 The Scoring of Post-test

No	Pre-test	Post-test	Pre-test	Post-test	Pre-test	Post-test	Pre-test	Post-test	Remark
	Vocabulary		Pronunciation		Interaction		Total	Total	
	5	5	5	5	5	5	Pre (15)	Post (15)	
1	5	4	3	4	3	4	11	12	Bilingual
2	5	4	4	4	3	4	12	12	Bilingual
3	5	4	3	4	3	4	11	12	Bilingual
4	4	4	3	4	3	4	10	12	Bilingual
5	4	4	3	3	3	4	10	11	Bilingual
6	5	5	4	5	3	5	12	15	Bilingual
7	4	4	3	4	3	4	10	12	Bilingual
8	4	4	4	4	3	4	11	12	Bilingual
9	3	4	3	3	3	4	9	11	Bilingual
10	4	4	4	4	3	4	11	12	Bilingual
11	3	4	3	4	3	4	9	12	Bilingual
12	5	4	5	4	3	4	13	12	Bilingual
13	4	4	4	4	3	4	11	12	Bilingual
14	4	4	3	4	3	4	10	12	Bilingual
15	4	4	3	4	3	4	10	12	Bilingual
16	4	4	3	4	3	4	10	12	Bilingual
17	3	4	3	4	3	4	9	12	Bilingual
18	4	5	4	5	4	5	12	15	Bilingual
19	5	5	5	5	5	5	15	15	Bilingual
20	3	4	3	4	3	4	9	12	Bilingual
21	5	5	5	5	5	5	15	15	Bilingual
22	3	4	3	4	3	4	9	12	Bilingual
23	4	5	4	5	4	5	12	15	Bilingual
24	4	5	4	5	4	5	12	15	Bilingual
25	3	4	3	4	3	4	9	12	Bilingual

Table 15 (Continued)

No	Pre- test	Post- test	Pre- test	Post- test	Pre- test	Post- test	Pre test	Post test	Remark
	Vocabulary		Pronunciation		Interaction		Total	total	
	5	5	5	5	5	5	Pre (15)	Post (15)	
26	3	4	3	4	3	4	9	12	Bilingual
27	3	4	3	4	3	4	9	12	Bilingual
28	3	4	3	4	3	4	9	12	Bilingual
29	5	5	5	5	5	5	15	15	Bilingual
30	3	3	3	3	3	3	9	9	Bilingual
31	4	4	4	4	4	4	12	12	Bilingual
32	3	4	3	4	3	4	9	12	Bilingual
33	3	4	4	4	3	4	10	12	Bilingual
34	3	4	4	4	4	4	11	12	Bilingual
35	4	5	3	5	4	5	11	15	Bilingual
36	3	4	3	4	3	4	9	12	Bilingual
37	4	5	3	5	3	5	10	15	Bilingual
38	4	4	4	4	4	4	12	12	Bilingual
39	3	4	4	4	3	4	10	12	Bilingual
40	4	5	4	5	4	5	12	15	Bilingual
41	5	5	5	5	5	5	15	15	Bilingual
42	3	5	3	5	3	5	9	15	Bilingual
43	3	4	3	4	3	4	9	12	Bilingual
44	3	4	3	4	3	4	9	12	Bilingual
45	4	4	4	4	4	4	12	12	Bilingual
46	3	4	3	4	3	4	9	12	Bilingual
47	4	4	3	4	3	4	10	12	Bilingual
48	4	5	3	5	4	5	11	15	Bilingual
49	4	4	4	4	3	4	11	12	Bilingual
50	5	4	3	4	4	4	12	12	Bilingual

Table 15 (Continued)

No	Pre- test	Post- test	Pre- test	Post- test	Pre- test	Post- test	Pre test	Post test	Remark
	Vocabulary		Pronunciation		Interaction		Total	total	
	5	5	5	5	5	5	Pre (15)	Post (15)	
51	3	4	3	4	3	4	9	12	Bilingual
52	3	4	3	4	3	4	9	12	Bilingual
53	4	4	3	4	3	4	10	12	Bilingual

Table 16 The Scoring of Pre-test

No	Pre-	Post-	Pre-	Post-	Pre-	Post-	Pre	Post	Remark
	test	test	test	test	test	test	test	test	
	Vocabulary		Pronunciation		Interaction		Total	total	
	5	5	5	5	5	5	Pre (15)	Post (15)	
1	3	4	3	4	3	4	9	12	Monolingual
2	3	4	3	4	3	4	9	12	Monolingual
3	3	4	3	4	3	4	9	12	Monolingual
4	3	4	3	4	3	4	9	12	Monolingual
5	3	4	3	4	3	4	9	12	Monolingual
6	3	5	3	5	3	5	9	15	Monolingual
7	5	5	5	5	5	5	15	15	Monolingual
8	4	5	4	5	4	5	12	15	Monolingual
9	3	3	3	3	3	3	9	9	Monolingual
10	5	5	5	5	5	5	15	15	Monolingual
11	5	5	4	5	4	5	13	15	Monolingual
12	3	4	3	4	3	4	9	12	Monolingual
13	3	4	3	4	3	4	9	12	Monolingual
14	3	4	3	4	3	4	9	12	Monolingual
15	3	5	3	5	3	5	9	15	Monolingual
16	5	5	5	5	5	5	15	15	Monolingual
17	3	4	3	4	3	4	9	12	Monolingual
18	4	5	4	5	4	5	12	15	Monolingual
19	3	4	3	4	3	4	9	12	Monolingual
20	3	5	3	5	3	5	9	15	Monolingual
21	3	4	3	4	3	4	9	12	Monolingual
22	4	5	4	5	4	5	12	15	Monolingual
23	4	5	4	5	4	5	12	15	Monolingual
24	3	4	3	4	3	4	9	12	Monolingual
25	3	4	3	4	3	4	9	12	Monolingual

Table 16 (Continued)

No	Pre-	Post-	Pre-	Post-	Pre-	Post-	Pre	Post	Remark
	test	test	test	test	test	test	test	test	
	Vocabulary		Pronunciation		Interaction		Total	total	
	5	5	5	5	5	5	Pre (15)	Post (15)	
26	3	5	4	5	3	5	10	15	Monolingual
27	4	5	5	5	4	5	13	15	Monolingual
28	4	5	5	5	4	5	13	15	Monolingual
29	3	4	3	4	3	4	9	12	Monolingual
30	3	4	3	4	3	4	9	12	Monolingual
31	3	5	4	5	3	5	10	15	Monolingual
32	4	5	4	5	4	5	12	15	Monolingual
33	3	4	3	4	3	4	9	12	Monolingual
34	4	5	4	5	4	5	12	15	Monolingual
35	4	5	4	5	4	5	12	15	Monolingual
36	3	3	3	3	3	3	9	9	Monolingual
37	3	3	3	3	3	3	9	9	Monolingual
38	3	4	3	4	3	4	9	12	Monolingual
39	4	5	4	5	4	5	12	15	Monolingual
40	3	5	4	5	3	5	10	15	Monolingual
41	3	5	4	5	3	5	10	15	Monolingual
42	3	4	4	4	3	4	10	12	Monolingual
43	3	4	3	4	3	4	9	12	Monolingual
44	5	5	5	5	5	5	15	15	Monolingual
45	3	4	3	4	3	4	9	12	Monolingual
46	3	4	4	4	3	4	10	12	Monolingual
47	4	5	4	5	4	5	12	15	Monolingual
48	3	4	4	4	4	4	11	12	Monolingual
49	4	5	4	5	4	5	12	15	Monolingual
50	3	4	3	4	3	4	9	12	Monolingual

Table 16 (Continued)

No	Pre- test	Post- test	Pre- test	Post- test	Pre- test	Post- test	Pre test	Post test	Remark
	Vocabulary		Pronunciation		Interaction		Total	total	
	5	5	5	5	5	5	Pre (15)	Post (15)	
51	4	5	4	5	4	5	12	15	Monolingual
52	5	5	4	5	5	5	14	15	Monolingual
53	5	5	4	5	5	5	14	15	Monolingual



APPENDIX D

Letter of Consent

ที่ อว 8718/2506



บัณฑิตวิทยาลัย มหาวิทยาลัยศรีนครินทรวิโรฒ
114 สุขุมวิท 23 แขวงคลองเตยเหนือ
เขตวัฒนา กรุงเทพฯ 10110

14 ธันวาคม 2563

เรื่อง ขอความอนุเคราะห์เชิญบุคลากรในสังกัดเป็นผู้เชี่ยวชาญ

เรียน ผู้อำนวยการโรงเรียนหนองจอกพิทยาสรรพ์

เนื่องด้วย นางสาวนิตดา พาสนายิ่งยกุล นิสิตระดับปริญญาโท สาขาวิชาวิทยาการทางการศึกษาและการจัดการเรียนรู้ มหาวิทยาลัยศรีนครินทรวิโรฒ ได้รับอนุมัติให้ทำปริญญานิพนธ์ เรื่อง “การเปรียบเทียบการสอนแบบภาษาเดียวและสองภาษาเพื่อพัฒนาความสามารถในการพูดภาษาอังกฤษของนักเรียนระดับชั้นประถมศึกษา” โดยมี อาจารย์ ดร.ลอเรนซ์ ฮอนคิส พลาดัน อาจารย์ที่ปรึกษาปริญญานิพนธ์

ในการนี้ นิสิตขอเรียนเชิญ นางชนิษฐา สุโลมาน ครูชำนาญการพิเศษ เป็นผู้เชี่ยวชาญตรวจ 1) แผนการจัดการเรียนรู้ 2) แบบประเมินความสามารถ ทั้งนี้ นิสิตได้ติดต่อประสานงานเบื้องต้นกับบุคลากรของท่านแล้ว และจะประสานงานในรายละเอียดดังกล่าวต่อไป

จึงเรียนมาเพื่อโปรดพิจารณาบุคลากรในสังกัดเป็นผู้เชี่ยวชาญให้ นางสาวนิตดา พาสนายิ่งยกุล และขอขอบพระคุณอย่างสูงมา ณ โอกาสนี้

ขอแสดงความนับถือ

(รองศาสตราจารย์ นายแพทย์ฉัตรชัย เอกปัญญาสกุล)

รักษาการแทนคณบดีบัณฑิตวิทยาลัย

สำนักงานคณบดีบัณฑิตวิทยาลัย

โทร. 0 2649 5064

หมายเหตุ : สอบถามข้อมูลเพิ่มเติมกรุณาติดต่อ นิสิต โทรศัพท์ 094 241 5628

ที่ อว 8718/2506



บัณฑิตวิทยาลัย มหาวิทยาลัยศรีนครินทรวิโรฒ
114 สุขุมวิท 23 แขวงคลองเตยเหนือ
เขตวัฒนา กรุงเทพฯ 10110

14 ธันวาคม 2563

เรื่อง ขอความอนุเคราะห์เชิญบุคลากรในสังกัดเป็นผู้เชี่ยวชาญ

เรียน ผู้อำนวยการโรงเรียนก้นทรงลักษณ์วิทยา

เนื่องด้วย นางสาวนิตดา พาสนายิ่งยกุล นิสิตระดับปริญญาโท สาขาวิชาวิทยาการทางการศึกษาและการจัดการเรียนรู้ มหาวิทยาลัยศรีนครินทรวิโรฒ ได้รับอนุมัติให้ทำปริญญานิพนธ์ เรื่อง “การเปรียบเทียบการสอนแบบภาษาเดียวและสองภาษาเพื่อพัฒนาความสามารถในการพูดภาษาอังกฤษของนักเรียนระดับชั้นประถมศึกษา” โดยมีอาจารย์ ดร.ลอเรนซ์ ฮอนคิส พลาดัน อาจารย์ที่ปรึกษาปริญญานิพนธ์

ในการนี้ นิสิตขอเรียนเชิญ นางสาวพร งามล้ำ ครูชำนาญการพิเศษ และนางสาวศิรยา เอกวารีย์ ครูชำนาญการพิเศษ เป็นผู้เชี่ยวชาญตรวจ 1) แผนการจัดการเรียนรู้ 2) แบบประเมินความสามารถ ทั้งนี้ นิสิตได้ติดต่อประสานงานเบื้องต้นกับบุคลากรของท่านแล้ว และจะประสานงานในรายละเอียดดังกล่าวต่อไป

จึงเรียนมาเพื่อโปรดพิจารณาบุคลากรในสังกัดเป็นผู้เชี่ยวชาญให้ นางสาวนิตดา พาสนายิ่งยกุล และขอขอบพระคุณอย่างสูงมา ณ โอกาสนี้

ขอแสดงความนับถือ

(รองศาสตราจารย์ นายแพทย์ฉัตรชัย เอกปัญญาสกุล)

รักษาการแทนคณบดีบัณฑิตวิทยาลัย

สำนักงานคณบดีบัณฑิตวิทยาลัย

โทร. 0 2649 5064

หมายเหตุ : สอบถามข้อมูลเพิ่มเติมกรุณาติดต่อ นิสิต โทรศัพท์ 094 241 5628

ที่ อว 8718/2549



บัณฑิตวิทยาลัย มหาวิทยาลัยศรีนครินทรวิโรฒ
114 สุขุมวิท 23 แขวงคลองเตยเหนือ
เขตวัฒนา กรุงเทพฯ 10110

17 ธันวาคม 2563

เรื่อง ขออนุญาตเผยแพร่ข้อมูลเพื่อการวิจัย

เรียน ผู้อำนวยการโรงเรียนดวงวิภา

เนื่องด้วย นางสาววนิดา พาสนายิ่งยกุล นิสิตระดับปริญญาโท สาขาวิชาวิทยาการทางการศึกษาและการจัดการเรียนรู้ มหาวิทยาลัยศรีนครินทรวิโรฒ ได้รับอนุมัติให้ทำวิทยานิพนธ์ เรื่อง “การเปรียบเทียบการสอนแบบภาษาเดียวและสองภาษาเพื่อพัฒนาความสามารถในการพูดภาษาอังกฤษของนักเรียนระดับชั้นประถมศึกษา” โดยมีอาจารย์ ดร.ลอเรนซ์ ฮอนคิส พลาดัน อาจารย์ที่ปรึกษาวิทยานิพนธ์

ในการนี้ นิสิตขออนุญาตเผยแพร่ข้อมูล โดยใช้ 1) แบบทดสอบ เรื่อง การพูดภาษาอังกฤษ 2) แบบสอบถาม เรื่อง ความพึงพอใจในการเรียนภาษาอังกฤษแบบ e - leaning และ 3) Clip VDO, แบบประเมินความพึงพอใจ กับนักเรียนระดับประถมศึกษา ชั้นปีที่ 2 จำนวน 106 คน เพื่อเป็นข้อมูลในการวิจัย และขอใช้สถานที่โรงเรียนของท่าน ระหว่างเดือนมกราคม 2564 ถึงเดือนกุมภาพันธ์ 2564 ทั้งนี้ นิสิตจะเป็นผู้ประสานงานในรายละเอียดดังกล่าวต่อไป

จึงเรียนมาเพื่อโปรดพิจารณาขออนุญาต และขอขอบพระคุณมา ณ โอกาสนี้

ขอแสดงความนับถือ

(รองศาสตราจารย์ นายแพทย์ฉัตรชัย เอกปัญญาสกุล)

รักษาการแทนคณบดีบัณฑิตวิทยาลัย

สำนักงานคณบดีบัณฑิตวิทยาลัย

โทร. 0 2649 5064

หมายเหตุ : สอบถามข้อมูลเพิ่มเติมกรุณาติดต่อ นิสิต โทรศัพท์ 094 241 5628



APPENDIX E

The Item Objective Congruence (IOC)

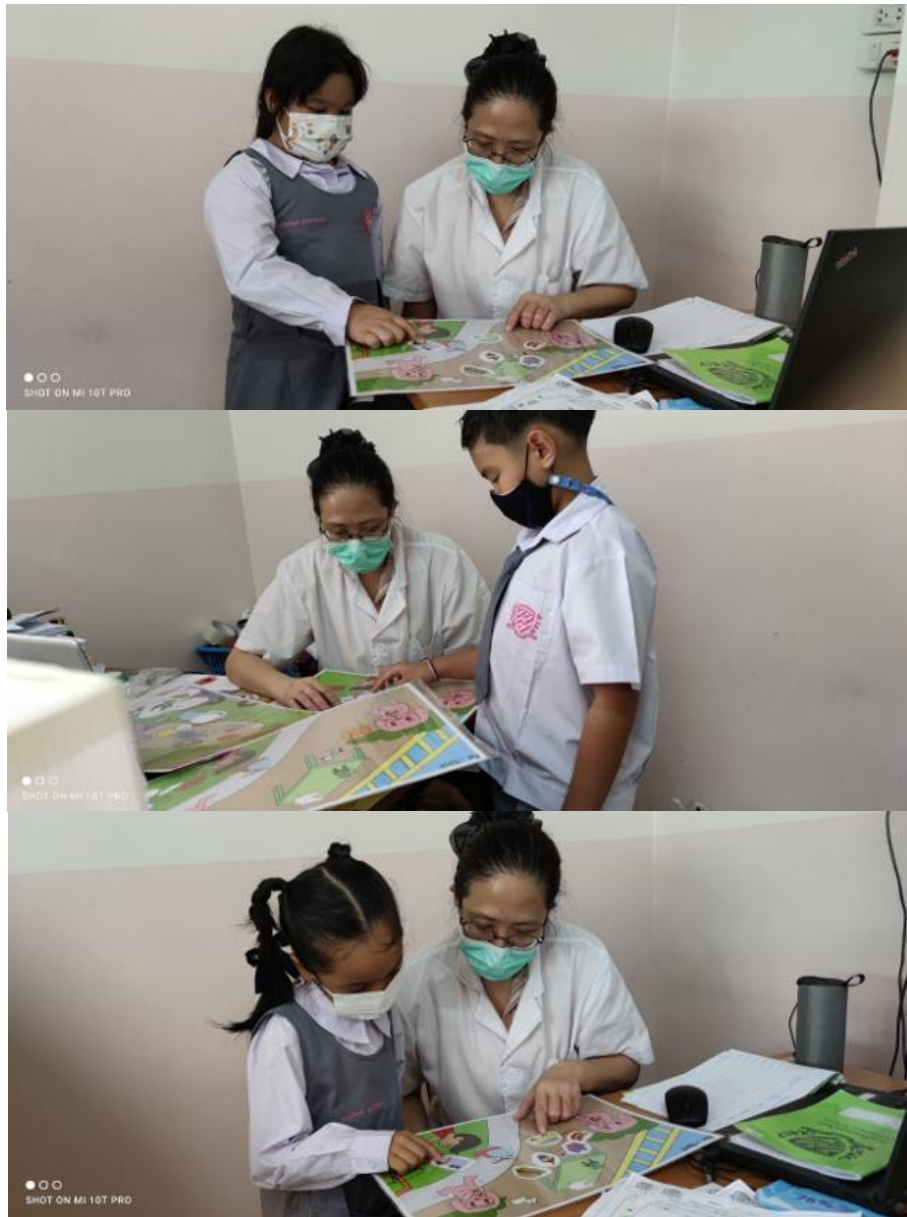
Table 17 The Result of Assessing and Evaluating the Item Objective Congruence (IOC)

ITEM	Unit	Unit	Unit	Unit	Unit	Total	Mean
	1	2	3	4	5		
Presentation							
1. Warm up	1	0.67	1	1	1	4.67	0.93
2. Learning contents	1	1	1	1	1	5	1
3. Wrap up	0.67	1	1	1	1	4.67	0.93
เนื้อหา							
1. Vocabulary	1	1	1	1	1	5	1
2. Language Focus	1	1	1	1	1	5	1
3. Activity	1	1	1	1	1	5	1
การสร้างคามสนใจใน บทเรียน							
1. Competencies of learners	1	1	1	1	1	5	1
2. Learning Materials	1	1	1	1	1	5	1



APPENDIX F

Picture on Data Collection



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