



THE ACHIEVEMENT OF LEARNING VOCABULARY FOR GRADE 3 STUDENTS BY  
USING TASK-BASED LEARNING WITH WEB APPLICATIONS



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ผลสัมฤทธิ์ทางการเรียนรู้คำศัพท์ของนักเรียนชั้นประถมศึกษาปีที่ 3 โดยกระบวนการจัดการเรียนรู้  
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WEERAPHAT SINGWARACH

A Thesis Submitted in Partial Fulfillment of the Requirements  
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BY  
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This research aimed to investigate the effectiveness of Task-Based Learning (TBLT) integrated with web applications in improving the vocabulary achievement of Grade 3 students. The specific objectives were: (1) to compare students' vocabulary achievement before and after the intervention, (2) to calculate the relative gain scores to determine the extent of students' improvement, and (3) to explore students' satisfaction with the instructional method. The study was conducted with 12 Grade 3 students from Bannongsang (Lai-Utid) primary school under the Prachinburi Primary Educational Service Area Office 2 during the second semester of the 2025 academic year. The research design followed a one-group pre-test-post-test experimental model (Leedy & Ormrod, 2001). Students participated in eight lesson plans (16 hours) constructed based on the TBLT framework, consisting of three phases: pre-task, task cycle, and post-task. The pre-task stage used Quizlet to introduce and review vocabulary through flashcards and games; the task cycle used Nearpod for interactive activities such as matching, quizzes, and fill-in-the-blanks; and the post-task stage allowed students to reflect, exchange experiences, and apply vocabulary in communicative activities, also supported by Nearpod drawing and reporting tools. The research instruments consisted of: A 30-item vocabulary test aligned with Smile Book units 4–6, reviewed by three experts for content validity using the Item-Objective Congruence (IOC) index (IOC values 0.50–1.00). The test was piloted with a similar group of students, resulting in difficulty indices between 0.42–0.75, discrimination indices between 0.25–0.42, and a reliability coefficient (KR-20) of 0.9604, confirming its appropriateness. An 11-item satisfaction questionnaire designed to measure students' perceptions in areas such as content appropriateness, lesson engagement, teaching effectiveness, accessibility of web applications, and overall satisfaction. Items were validated through IOC and rated on a five-point Likert scale. Data collection was carried out in four stages: administering a pre-test, conducting task-based lessons with web applications, administering a post-test, and distributing the satisfaction questionnaire. Data were analyzed using descriptive statistics (mean, standard deviation, minimum, maximum), Wilcoxon Signed-Rank Test for pre- and post-test comparison, relative gain score (RGS) formula for progress measurement, and mean scores for satisfaction levels. The results showed that students' vocabulary achievement improved significantly. The mean pre-test score was 12.33, rising to 20.25 on the post-test, with a statistically significant difference at the 0.05 level. The Relative Gain Score averaged 46%, reflecting meaningful progress, especially among students with lower baseline knowledge. Students reported very high satisfaction ( $\bar{X} = 4.72$ ), particularly appreciating the engaging activities, the usefulness of the web applications, and the enjoyment of learning vocabulary through interactive tasks. In conclusion, the findings confirm that Task-Based Learning supported by web applications such as Quizlet and Nearpod effectively enhances vocabulary learning for primary students. This approach not only improves test scores but also develops students' confidence, motivation, and digital literacy skills. The study suggests that integrating technology into task-based instruction provides a promising method for fostering both academic achievement and positive attitudes toward English language learning at the primary level.

Keyword : English Vocabulary Learning, Task-based Learning, Web Application, Task-Based Learning (TBL), students' satisfaction

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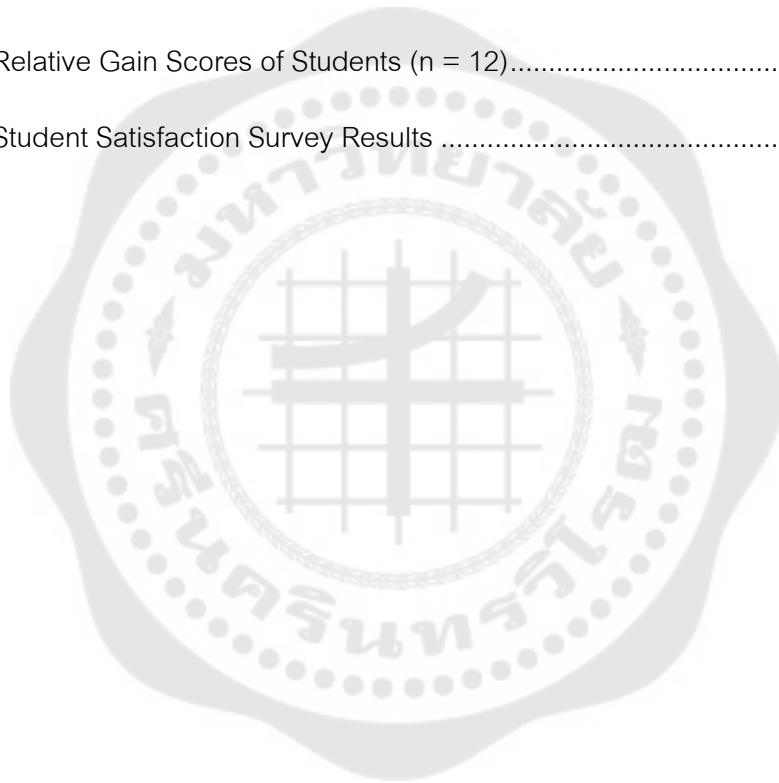
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# CHAPTER 1

## INTRODUCTION

### Background of the Study

Language is one of the most essential tools for human communication, enabling people to share knowledge, culture, and experiences across societies. Around the world, individuals use many different languages such as Chinese, Spanish, and Arabic (Eberhard et al., 2019). Among these, English holds a unique status because it functions not only as a national language in certain countries but also as a Lingua Franca for international communication. This global role of English allows people from different linguistic backgrounds to interact and exchange ideas effectively. As a result, many countries have begun to emphasize English language education from an early age, particularly at the level of young learners, to prepare them for future academic, social, and professional opportunities (Jenkins, 2006).

Despite its significance, the role of English varies across regions. Some countries, such as the United States or the United Kingdom, use English as a first language, while others, like Singapore or the Philippines, employ it as a second language in education and daily life. However, there are also countries where English is taught solely as a foreign language, including Thailand (Phothongsunan, 2018). Within this context, English is simultaneously viewed as an international language (EIL) and as a lingua franca (ELF) (Anggoro et al., 2022), underscoring its importance in connecting Thai learners to the global community (Vibulphol et al., 2021).

The importance of English in Thailand has become increasingly evident in the modern era. Although Thai is the national language and remains the primary medium of daily communication, its use is limited within the country's borders. Thai students often face challenges when engaging with international content, participating in global discussions, or accessing knowledge produced in English. This limitation highlights the importance of equipping students with English proficiency as a means of becoming global citizens. Moreover, English proficiency is not solely about communication but also

involves understanding cultural perspectives, participating in international collaboration, and removing barriers that separate people by language (De Costa, 2016).

Nevertheless, English education in Thailand faces significant challenges, particularly in rural schools. Research shows that many teachers do not sufficiently focus on developing students' language skills, and learners themselves frequently lack motivation to study English. Additionally, language interference between Thai and English often creates confusion, making it difficult for students to progress in their learning (Peng, 2019). These challenges have had a negative impact on national performance, as reflected in the EF English Proficiency Index (EF, 2023), which ranked Thailand 101st among 113 countries. Such results reveal the urgent need for reform in teaching and learning approaches, especially in the development of a strong foundation in vocabulary learning, which is the cornerstone of all other language skills.

Vocabulary is widely recognized as the foundation of successful language learning. Without sufficient vocabulary knowledge, students are unable to listen effectively, comprehend reading texts, engage in conversations, or express their ideas in writing. Young learners, in particular, rely heavily on vocabulary acquisition to begin constructing meaning in a second or foreign language (Treiman, 2018). They often use isolated words or short phrases without focusing on grammar, gradually expanding their communicative ability through vocabulary use (Willis, 2007). Therefore, failure to acquire a solid base of vocabulary significantly limits learners' progress in developing communicative competence. For Thai students, building a strong vocabulary foundation is not only necessary for academic achievement but also essential for preparing them to engage in broader communicative tasks in future learning contexts (Dos Santos, 2020).

In these challenges, teachers have sought innovative methods to improve students' vocabulary acquisition and overall English learning achievement. One effective approach is Task-Based Learning (TBL), which emphasizes learning through meaningful tasks rather than rote memorization or mechanical drills. Unlike traditional methods that prioritize grammar rules and translation, TBL encourages learners to focus on using the language to accomplish specific goals, thereby promoting authentic communication

(Willis, 2021). The TBL framework typically consists of three stages: pre-task, task cycle, and post-task, which guide learners through preparation, performance, and reflection (Bunmak, 2017). This structure allows students to engage with language in context, practice problem-solving skills, and apply their background knowledge to new learning situations. By emphasizing interaction and meaning-making, TBL helps learners gain confidence and achieve higher levels of language competence (Yunus, 2020).

At the same time, the use of technology and web applications has become increasingly prominent in education. Web-based tools such as Nearpod and Quizlet offer interactive and engaging platforms for vocabulary learning (Perez, 2017). Nearpod allows teachers to design lessons that include slides, quizzes, polls, and even virtual field trips, while enabling real-time monitoring of student progress (Anggoro et al., 2022). Quizlet provides learners with customizable study sets, flashcards, and games that support independent and collaborative learning at their own pace (Tran & Nguyen, 2023). These platforms move beyond the limitations of traditional lectures by incorporating multimedia such as videos, images, and interactive games, which not only sustain students' attention but also reinforce vocabulary retention (Alsadoon, 2018). Moreover, digital platforms foster active participation, motivation, and enjoyment in the classroom, which are essential elements for long-term learning success (Fimala et al., 2022).

Another critical consideration is that learning effectiveness should not be measured solely through test scores but also by assessing student satisfaction (Silva et al., 2023). Studies reveal that learners are more likely to achieve positive outcomes when they feel satisfied with the content, teaching methods, and learning environment (Sirimangkalo, 2017). Factors such as the relevance of vocabulary materials, the variety of classroom activities, the accessibility of web applications, and the level of enjoyment experienced during learning all contribute to students' satisfaction (Hassan et al., 2024). Furthermore, satisfied learners are more motivated to continue engaging with the subject matter, which directly supports long-term learning achievement (Wei et al., 2024).

Taken together, these insights highlight the urgent need for a more effective approach to English language education in Thailand. By integrating Task-Based Learning (TBL) with the use of web applications, teachers can address existing challenges in vocabulary instruction, improve students' motivation, and enhance both their academic achievement and overall satisfaction with the learning process. This integration offers students opportunities to engage with English in meaningful, interactive, and enjoyable ways, ultimately preparing them for global communication and lifelong learning.

Moreover, the 12 students in the school, they have lower English achievement than the school has set. There are many factors that could not make the student achieve the goals, one of them is vocabulary. So there is a way to improve them and make them to have the foundation of learning language which is learning vocabulary. Therefore, this study focuses on improving Grade 3 students' vocabulary learning achievement through Task-Based Learning combined with web applications such as Nearpod and Quizlet. By implementing this innovative approach, the study aims not only to strengthen vocabulary knowledge but also to foster confidence, motivation, and satisfaction, thereby contributing to a more effective model of English as a foreign language education in the local Thai primary school context.

Language is essential for human communication, and English, as a global lingua franca, plays a vital role in international interaction. In Thailand, English is taught as a foreign language and emphasized in the Basic Education Core Curriculum 2008; however, many students still face challenges, particularly in rural schools, where vocabulary knowledge is often insufficient. Vocabulary forms the foundation of all language skills, and without adequate vocabulary, students are limited in their ability to listen, speak, read, and write effectively.

To address these challenges, Task-Based Learning (TBL) has been recognized as an effective instructional approach that engages learners in meaningful communication and problem-solving tasks. When combined with web applications such as Nearpod and Quizlet, vocabulary learning becomes more interactive, motivating, and

learner-centered. Furthermore, measuring learning success requires attention not only to achievement test scores but also to student satisfaction, which influences motivation and long-term outcomes.

### **Research Questions**

The study tries to find answers to the following:

1. Is there any difference between pre-test and post-test scores of students learning vocabulary of grade 3 students by using task-based learning with web applications?
2. How are the scores of the relative gain scores after teaching vocabulary for grade 3 students by using task-based learning with web applications?
3. Are the grade 3 students satisfied learning vocabulary by using task-based learning with web applications?

### **Objective of the Study**

The objectives of this study are:

1. To compare the pre-test and post-test scores of achievement of learning vocabulary of grade 3 students by using task-based learning with web applications.
2. To investigate the relative gain scores from pre-test and post-test after teaching vocabulary for grade 3 students by using task-based learning with web applications.
3. To measure the students' satisfied learning vocabulary of grade 3 students by using task-based learning with web applications.

### **Significance of the Study**

The present study aims to investigate the achievement of vocabulary learning among Grade 3 students through the integration of task-based learning (TBL) and web applications. The significance of this study lies in its potential to enhance students' motivation, engagement, and interest in learning English vocabulary. By incorporating interactive technology with meaningful language tasks, students are expected to move

beyond traditional rote memorization and instead develop deeper understanding and practical usage of vocabulary.

This study is also significant in exploring students' satisfaction with learning vocabulary through task-based learning supported by web applications. Since this approach represents a new and innovative method of teaching for young learners, it provides students with a fresh challenge and opportunities to engage with English in an enjoyable and interactive manner. A higher level of satisfaction may also foster greater confidence, encouraging students to continue learning English vocabulary both in and outside the classroom.

The participants in this study consist of 12 students of Grade 3 from Bannongsang (Lai-Utid) Primary School in Prachinburi Province. The independent variable is task-based learning combined with web applications, while the dependent variables are students' achievement in vocabulary learning and their satisfaction with the learning process. Findings from this research are expected to contribute not only to students' academic development but also to the improvement of teaching practices, providing a practical model for English language instruction in Thai primary schools.

### **Definition of Terms**

**Task-based learning** refers to an instructional approach that emphasizes learning through meaningful tasks. It consists of three main stages: pre-task, task-cycle, and post-task.

The pre-task stage introduces the lesson, activates students' background knowledge, and explains the objectives or rules of the activities. The task-cycle stage engages students in activities designed to promote vocabulary learning, with teachers monitoring, observing, and providing feedback during the process. The post-task stage allows students to reflect, exchange ideas, and consolidate their learning by sharing experiences or completing follow-up activities.

**Web applications** in this study refer to Nearpod and Quizlet.

Nearpod is a cloud-based interactive learning platform that enables teachers to design and deliver lessons with multimedia content, quizzes, polls, and interactive tasks.

In this study, it is used to provide students with information, activities, and tasks throughout the 16-hour lesson plans.

Quizlet is an online platform for creating and using digital flashcards. It allows students to practice vocabulary through matching games, quizzes, and interactive study sets, making the learning process more enjoyable and effective.

#### Using task-based learning with web applications

This term refers to the integration of task-based learning (TBL) with the use of web applications—specifically Nearpod and Quizlet—in the task-cycle stage of the lessons. Students learn vocabulary by engaging in activities such as digital flashcards, word-meaning matching, and interactive games on Quizlet, as well as vocabulary-picture matching and drawing tasks on Nearpod. These activities provide opportunities for practice, interaction, and consolidation of vocabulary knowledge.

**English Vocabulary for Grade 3** in this study refers to 30 target words selected from Units 4 to 6 of the Smile textbook for Grade 3 students, published by Aksorn Charoen Tat under the Basic Education Core Curriculum (2008), Office of the Basic Education Commission, Thailand.

**Learning vocabulary achievement** refers to the students' performance in acquiring and applying the target vocabulary. It is measured by comparing the results of pre-tests and post-tests, each containing 30 items, to evaluate students' progress and improvement in vocabulary learning.

#### Conceptual Framework

In this study, the conceptual framework demonstrates the connection between the independent and dependent variables. The independent variable is task-based learning (TBL), in which students are assigned three tasks—pre-task, task-cycle, and post-task—to complete in each lesson. These tasks are carried out through web applications, particularly Quizlet and Nearpod, which provide interactive and engaging activities for vocabulary learning.

The dependent variables are twofold. First, the achievement of learning vocabulary, which refers to students' ability to recognize and understand the meaning of

vocabulary items after the lessons. Second, the students' satisfaction, which reflects their attitudes, interest, and motivation toward learning vocabulary through task-based learning with web applications.

Thus, this conceptual framework emphasizes that integrating task-based learning with web applications is expected to enhance students' vocabulary achievement and foster greater satisfaction in the learning process.

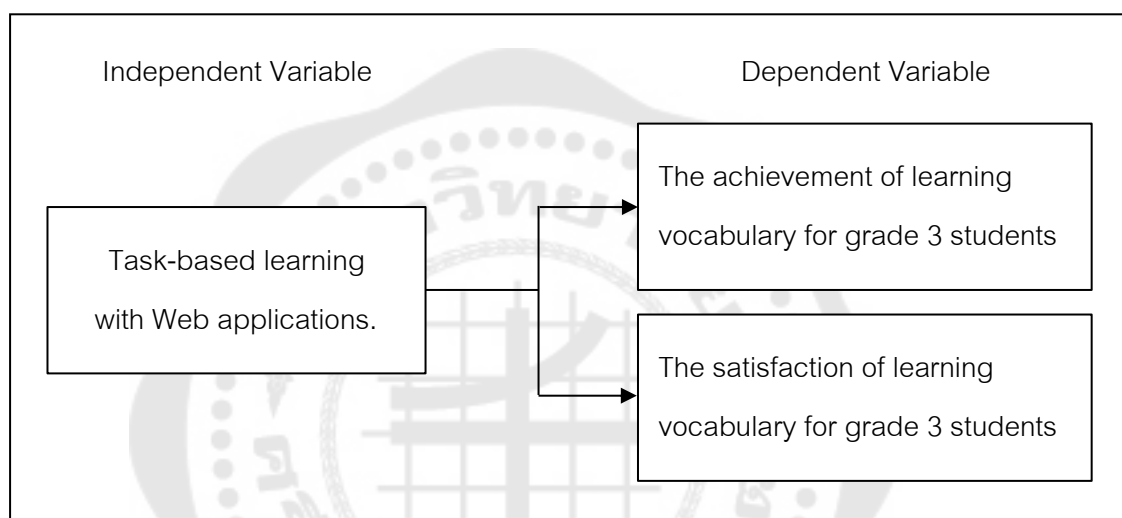


Figure 1 Conceptual Framework

#### Research Hypothesis

1. Grade 3 students who learn vocabulary by using task-based learning with web applications would have post-test scores higher than pre-test scores.
2. Grade 3 students who learn vocabulary by using task-based learning with web applications would be satisfied in the learning as very good.

## CHAPTER 2

### LITERATURE REVIEW

This chapter shows a literature review. There are 5 parts of the literature review as follows.

1. Task-Based Learning
2. Web Applications
3. Learning Vocabulary
4. The achievement of learning vocabulary for grade 3 students.
5. The satisfaction questionnaire

#### 1. Task-Based Learning

Task-Based Learning focuses on helping students learn a language through doing real-life tasks. Teachers can adjust the method to suit their teaching style and students' needs. In this study, the researcher chose to use the well-known model of Willis (Willis, 2021).

Willis' framework has three main stages:

1. Pre-task, in this first stage, the teacher introduces the topic and explains the task. This helps students get ready and understand what they will be doing. It also gives them useful vocabulary and ideas to help them during the task.

2. Task Cycle, this is the main part of the lesson, where students use the language to complete a task. The cycle includes three steps:

Task: Students work in pairs or groups using the language they already know to do the task.

Planning: Students prepare to share their results with the class. They can ask the teacher for help to improve their language.

Report: Students present what they found or did during the task to the whole class. This stage encourages students to use language actively and meaningfully.

3. Post-task, After the task is finished, students and the teacher reflect on how the task went. The teacher can also focus on grammar or vocabulary that students

had trouble with. This helps learners notice important language forms and improve their accuracy (Ellis, 2009).

Task-based learning can promote the students to receive lots of input in a language. This learning encourages learners to engage with authentic language in meaningful contexts, allowing them to absorb vocabulary, grammar, and functional expressions naturally. The tasks assigned in this approach are designed to help students focus on conveying and understanding meaning rather than memorizing language forms. As a result, learners are exposed to rich and varied input that mirrors real-life communication (Yunus, 2020).

Task-based learning can help students learn through the process and show what they would receive after the classes. TBL emphasizes learning by doing, where students acquire language through the completion of communicative tasks rather than through direct instruction alone. This process allows learners to engage in meaningful use of the target language, promoting the development of fluency, accuracy, and problem-solving skills in authentic contexts. As students participate in these tasks, they are not only practicing language but also constructing knowledge collaboratively (Rosemary & Constanza, 2022).

The task-based learning is the activity that the students get to learn in the class through the mission of the tasks. The task-based learning approach is related and acquired the communicative language teaching which is focused on the meaningful activities, and steps of tasks solving rather than only linguistic learning or form the task-based learning has three sections as follow.

1. The first is pre-task, it is for introducing the class and explaining what the students should know.

2. The second is the task-cycle, which is students should complete all the given tasks by using the language that they learn or the target language. The teacher would observe, comment or feedback on the students.

3. And the third is the post-task which is the activity that the students can exchange their experience when they are using the language in the tasks (Bunmak, 2017).

In task-based language learning, students can negotiate meaning, support one another, and co-construct language knowledge while completing meaningful tasks. Such interaction not only enhances their communicative competence but also fosters critical thinking, social skills, and learner autonomy. It also creates a supportive learning environment where students feel more confident to express themselves, experiment with language, and learn from their peers. This social dimension of language learning helps students stay engaged, motivated, and actively involved in the learning process (Rodríguez-Peñarroja, 2022).

In Task-Based Learning, students use the language they already know to complete tasks and express their own ideas. As they work on the task, they remember words and phrases, and improve their language step by step. Even if their English is limited, finishing the task makes them feel more confident and motivated. This helps them become better at speaking and understanding English.

Yongying (2013) said Task-Based Learning gives students a chance to hear the language (input) and use it to say what they want (output) without worrying too much about mistakes. As they move through the task, they learn how to improve their language. It explained that this method has three main parts:

Pre-task – The teacher introduces the topic and teaches some useful words.

Task cycle – Students do the task, plan, and share their results.

Language focus – The class looks at language used in the task and practices it to get better.

Task-Based Learning (TBL) is defined as an instructional approach that emphasizes the use of authentic language through the completion of meaningful, goal-oriented tasks. Rather than focusing on isolated grammar drills, TBL in this context aims to help students practice in real-life communicative situations. The tasks are designed to

encourage students to collaborate, interact, and solve problems using the target language, thereby promoting communicative competence (Chopngam & Kiatkachatharn, 2018).

Task-Based Learning (TBL) is a teaching method that helps students learn a language by using it in real-life situations. Many researchers agree that TBL focuses more on communication and meaning than on grammar rules. A common structure used in TBL includes three stages: pre-task (getting students ready), task cycle (doing the task in groups or pairs), and post-task (reflecting and improving language use). Students are encouraged to work together, share ideas, and solve problems using the target language. This helps them build confidence, become more active in learning, and use language naturally. TBL also gives students a chance to practice both listening and speaking in ways that are useful outside the classroom. So, the teacher would use this learning to make their lesson plans for their students

## **2. Web Applications**

### **2.1 How the Web applications work**

A web application is a type of software that users can access through a web browser without needing to install it on their own devices. It works over the Internet or within a local network, which makes it easy for people to use the system from anywhere and at any time.

The main benefit of web applications is that they are easy to manage and update. When developers make changes or improvements, they only need to update the system on the server, and all users will automatically receive the latest version. Web applications are especially useful for tasks that require real-time information. They are flexible and can be designed to meet specific needs, which makes them more effective than general-purpose software (Weerapun, 2018).

Janyam (2024) said the web application is different from applications that is the software on Web Application can be accessed by using many Internet browsers such as Microsoft Edge and Google Chrome that the users do not have to install the application on any devices. It also shows the information and details on the monitor or screen as other applications do. It is easier to use this technology in many ways. So,

technology has been the main role and has the power to encourage the teachers to use the web applications for education.

In today's education system, technology and science have a strong impact. For example, traditional tests using paper and pencils are often replaced with digital assessments using mobile phones, computers, or tablets. Teachers in the 21st century, especially those in K–12 education, aim to apply technology in their teaching to benefit students (Sarigoz, 2023). Fimala (2022) stated that web applications can engage students and make learning more enjoyable. Applications such as Facebook, Twitter, YouTube, Podcasts, Google Documents, and Prezi allow users to read, write, and edit content. For example, Nearpod is an educational web application that reflects how global education is evolving. Educators are now looking for tools to support learning in the modern era.

## **2.2 The function of web applications**

Fimala (2022) said there is Nearpod which is an application for learning which contains many things to help teachers put the content and teach their students such as Questions, Quizzes, fill-in-the-blanks, and Tasks. They also insert other contents such as games, videos, drawing, pictures. The teachers can create the activities and share them with their students by sharing the code.

Nearpod is a learning platform that lets teachers create fun lessons with slides, quizzes, polls, and virtual field trips. It also allows teachers to monitor students' progress in real time, whether the lesson is live or student-paced (Perez, 2017).

Moreover, Nearpod is suitable for reading lessons. It is easy to use, helps students engage in the lesson, and allows them to check their own progress (Anggoro, 2022).

So, Nearpod helps solve the problem of software costs, as it is free to use for educational purposes (Delacruz, 2014).

Sippel (2022) introduced Quizlet as a web application that allows users to create flashcards online. It was launched in 2007 and is widely used for vocabulary learning. Quizlet works on mobile phones, tablets, and computers. It is user-friendly and

supports learning in various subjects. Teachers can monitor students' learning, which helps them improve more effectively.

Tran (2023) added that Quizlet is a useful tool for students, especially bilingual learners, to build vocabulary. It offers interactive learning through flashcards, quizzes, and games. Students can study at their own pace and use personalized study sets. It is a flexible and accessible way to enhance vocabulary learning.

### 2.3 The advantage and disadvantage

Alsadoon (2018) suggested that there are the pros and cons about the web applications.

#### Advantages:

1. Web applications help promote the use of technology, allowing students to engage and interact through various digital tools.
2. They support authentic learning through text, visuals, and communication. Many are user-friendly and free of charge.
3. Web applications create a positive and supportive learning environment in the classroom.

#### Disadvantages:

1. Students may have different styles of writing, making it difficult to edit or delete content.
2. Some students need help adapting to digital environments and understanding how to use the tools.
3. There may be issues related to copyright or online advertisements that students don't fully understand.

Teachers need to provide access to devices such as PCs, tablets, or smartphones. Since most students use smartphones, web applications should be compatible with all devices (Elliott & Elliott, 2020).

Web applications have become a helpful tool in education because they are easy to use and can be accessed on different devices like smartphones, tablets, and computers without needing to be installed. Many of them are free or low-cost, which

makes them a good choice for schools. Teachers and students can use these apps anytime and anywhere, and they always have the latest version because updates happen automatically on the server. Web applications like Nearpod and Quizlet make learning more fun by using games, quizzes, flashcards, and videos. These tools help keep students interested and make lessons more interactive. They also allow students to learn at their own pace and check their own progress. Teachers can keep track of how students are doing in real time, which helps them give better support. However, some students may find it hard to use the technology or don't have access to good devices or the internet. There can also be problems with ads, copyright, or editing shared content. Even with these challenges, web applications are a useful way to make learning more engaging and flexible.

### **3. Learning Vocabulary**

Montero Perez (2020) emphasized that having sufficient vocabulary is essential for learners to effectively understand and respond to both spoken and written language. Vocabulary knowledge plays a key role in language comprehension, as it directly influences a learner's ability to decode meaning and engage with various types of input. Without enough vocabulary, students may struggle to make sense of what they hear or read, limiting their overall language development. Therefore, building a strong vocabulary base is critical in supporting listening, reading, speaking, and writing skills. When students acquire more vocabulary, they are better equipped to understand instructions, follow conversations, read texts with greater ease, and express their thoughts more clearly. This means that vocabulary learning should be prioritized as a foundation for successful communication and academic achievement in a second language.

However, Kos (2022) mentioned that lexical chunks are groups of words that often go together, such as give way. These chunks are used instead of single words and are common in natural communication. In fact, young learners in primary foreign language classrooms already use some of these chunks. Kos pointed out that language teaching should not focus only on individual words, but also on teaching word groups or

chunks. Learning to use these chunks helps students understand and speak the language more fluently and naturally.

Vocabulary learning should include not just knowing the meaning of a word but also knowing how to use it. Learning vocabulary can be seen as a process with several small steps. When students come across a new word, they may try to guess its meaning from the context. Some might check it in a dictionary, take notes in the margins or a notebook, or repeat the word several times to remember it. Others may go for this by using the word in speaking or writing. Each step requires students to think carefully and choose strategies that help them learn. The way students choose and use these strategies affects how well they learn and remember new words (Yongying, 2013).

Vocabulary is very important for students' learning, especially in reading. If children know more words from a young age, they can do better in reading, math, and social skills later. Some children, especially those with language problems, have smaller vocabulary and find it harder to learn new words. That's why they need support from teachers or speech-language teachers. One way to help is through explicit teaching, where teachers clearly explain word meanings, use the words in different situations, and repeat them often. This method helps young learners understand and remember vocabulary better. However, more strong and effective ways are still needed to help children who have more difficulties with language (Roettgen et al., 2024).

Kasperek et al. (2023) mentioned that young children usually learn new words easily, but not all children learn at the same speed. By age 2, most know about 200 words. By age 5, they may know around 3,000 words. Some children learn much faster than others, and the gap between those with small and large vocabularies often gets bigger in early school years. Learning new words also depends on other skills like memory, attention, and thinking ability. Some tests check how many words a child knows, but they don't show how children learn those words. Memory tests, especially with real and made-up words, can help teachers and doctors understand how children learn language. These tests are useful before children start school, so support can be given early.

Jing et al. (2023) shows that young children under the age of three often have trouble learning new information, like vocabulary, from videos compared to learning from real-life experiences. Some believe that children suddenly become better at learning from screens after turning three, while others think the improvement happens slowly as they grow. One study looked into both ideas by comparing younger and older children and by tracking learning across different ages. It also explored whether gender plays a role in how well children learn vocabulary from videos. Some findings suggested that boys may benefit more than girls when watching videos with a caregiver. However, other factors like family background or income were not examined because the information from past studies wasn't complete or consistent.

Learning English becomes easier when students understand a lot of words. Vocabulary is a big part of learning any language because it helps with listening, speaking, reading, and writing. If students don't know many words, it's hard for them to understand what they read or hear, and it's also hard to speak or write clearly. Some students may find it difficult to remember the meaning of new words or use them in real situations. That's why teachers need to find better ways to help students learn vocabulary. Using games, fun activities, or stories can make learning more interesting. When students enjoy the lesson, they can remember words better and use them with more confidence. Good vocabulary teaching doesn't mean just asking students to memorize a long list of words. It means helping them really understand how to use those words in daily life. The more words they know, the better they can communicate in English (Kunkaew, 2024).

Vocabulary learning is essential for students to develop their English skills in listening, speaking, reading, and writing. For students to learn vocabulary effectively, teachers play a key role in choosing the right strategies and creating meaningful learning experiences. Studies suggest that teaching vocabulary should not be limited to memorizing word lists, but should also include helping students understand how to use words and word groups (lexical chunks) in real communication.

Explicit teaching methods, such as clearly explaining word meanings, using words in different contexts, and providing repeated exposure, help students, especially those with language difficulties, remember and apply new vocabulary. Interactive activities, like games, storytelling, and real-life tasks, also make learning more fun and help students stay motivated. When students enjoy the learning process, they are more confident and more likely to use new words correctly.

The vocabulary for grade 3 students in Smile book Unit 4 to 6.

UNIT	Aims	Vocabulary
4 Around town	Describing places and transport	Places: bank, supermarket, hospital, zoo, shop, Transport: boat, train, bike, plane, bus, car swimming pool Prepositions of place: next to, behind, in front of
5 Yummy food	Identifying food items Talking about food Talking about dates	Food: sandwich, fish, chicken, egg, ice cream, chocolate, juice Ordinal numbers (1st-20th)
6 Playtime	Talking about activities Talking about present moment activities	Activities: fishing, playing chess, cooking, playing the guitar, dancing, playing badminton, taking photos, reading, watching TV, having lunch, doing homework, playing the piano Times: a quarter past nine, half past nine, a quarter to ten, twenty past ten

#### 4. The achievement of learning vocabulary for grade 3 students

The learning achievement refers to the cognitive abilities that students develop after instruction has been completed. These abilities emerge because of learning and are aligned with the content, learning standards, and indicators specified in the Basic Education Core Curriculum. Specifically, the Basic Education Core Curriculum 2008 of Thailand was implemented in 555 model schools during the academic year 2009 and has been continuously applied to schools nationwide since 2010.

English has been designated as a compulsory subject under the Basic Education Core Curriculum 2008 for Grades 1 to 6 in Thai primary education. This reflects the growing importance of English in the 21st century, particularly in the Thai context, where English is promoted as an International Language (EIL) or Lingua Franca (ELF) to prepare young learners for global communication (Vibulphol et al., 2021).

In simple terms, learning achievement means how much students have improved and how well they meet the goals set by the teacher. It shows what they have learned and is often used when planning lessons or checking student progress. In classrooms, it can be seen through test scores, activities, or tasks that reflect what students understand (cognitive aspect), but their attitudes and motivation (affective aspect) also matter. Students who are interested and engaged are more likely to achieve better results (Khamlan, 1997).

Uguroglu describe learning achievement as the expected change that happens in students after the teaching process (Uguroglu, 1979). The Achievement Goal Theory (Midgley & NetLibrary, 2002) also explains that students' goals, motivation, and engagement all influence how well they learn. Learning doesn't come only from lectures—it happens when students are involved in meaningful activities and challenges.

Bloom (1974) concluded that the learning achievement which the students acknowledge the comprehension and their skills. The students' results will be shown when they learn through the process of the activities, assignments, and tasks.

Similarly, Learning achievement refers to the measurable outcomes of a student's learning process, including the acquisition of knowledge, understanding of

concepts, development of cognitive and practical skills, and the ability to apply what has been learned in new and varied situations. It is an indicator of how well students have achieved the learning objectives set forth in the curriculum (Phongthong, 2019).

This study also was carried out with the assumption that the pretest and posttest served as valid and reliable instruments for measuring the students' knowledge of the subject matter. It was presumed that these tests could accurately reflect the means of students' learning achievement both before and after the treatment, thereby allowing a meaningful comparison of progress. Furthermore, it was assumed that the teacher was able to provide effective instruction throughout the study and that the students possessed the ability and readiness to learn the material presented. Without these assumptions, particularly the validity of the pretest and posttest as measures of learning, the purpose and outcomes of the research would not be meaningful or trustworthy (Leedy & Ormrod, 2001).

Learning achievement refers to the measurable outcomes of what students have learned after instruction, including their knowledge, comprehension, and skills. It is closely linked to the Basic Education Core Curriculum 2008 of Thailand, which sets clear learning standards and indicators to guide instruction. Scholars such as Bloom (1974), Uguroglu (1979), and Phongthong (2019) describe learning achievement as the extent to which students improve and reach educational goals, as reflected in test scores, assignments, and classroom tasks. It is influenced not only by instructional methods but also by student motivation and engagement. In this study, learning achievement specifically focuses on students' vocabulary development, measured Mean and Standard Deviation: S.D. through pretests and posttests as valid indicators of progress before and after the treatment.

##### **5. The satisfaction questionnaire**

Sirimangkalo (2017) proposed that a satisfaction questionnaire for learning activities can be structured into four key parts. The first part, Knowledge, focuses on the extent to which learners gain new knowledge from the lessons and their ability to apply it in practical contexts. The second part, Enjoy, emphasizes the enjoyment and pleasure

learners experience during the learning process, which contributes to their motivation and engagement. The third part, Entertainment, refers to the integration of entertainment elements into teaching, making lessons more engaging and reducing boredom, while also facilitating understanding. Finally, the Learners component is based on a learner-centered approach, assessing the extent to which the teaching and learning process allows students to participate actively, make decisions, and express their opinions. Together, these parts provide a comprehensive framework for evaluating learners' satisfaction in educational field.

Thularat (2019) suggests that when creating a satisfaction questionnaire for web-based lessons, it should include items that look at several important areas. These include the variety and attractiveness of media, such as images and animations, the level of enjoyment students feel during the lesson, and whether they think the lesson helps them understand as much as learning directly from a teacher. It should also cover how effective the lesson is in helping students grasp the content and in supporting their analytical thinking skills.

Nureet (2020) said that the satisfaction questionnaire in their study had three main parts. The first part, input factors, looked at how ready and suitable the materials and support were before the lessons started, and whether the learning model fit the students' situation. The second part, process, asked about how the lessons made students feel active, encouraged creative thinking, supported participation, made learning enjoyable, and matched their needs. The third part, output, checked if the lessons helped improve knowledge, build good behavior, and create positive attitudes and faith in the teaching profession. These three parts gave a complete picture of how students felt about both the teaching process and the results.

Silva et al. (2023) mentioned about the satisfaction questionnaire that covered all main aspects of learning through simulation. It asked students if the teaching methods were effective and useful, and whether the variety of materials and activities supported their learning. It also looked at whether students enjoyed the teacher's way of teaching with simulation, felt motivated by the learning materials, and thought the

teaching style matched how they liked to learn. Together, these points provided a clear picture of the students' satisfaction with the simulation-based lessons.

Hassan et al. (2024) said that the satisfaction questionnaire in the study focused on several main areas. It looked at how well the course was managed, the quality of interaction that took place during the lessons, and the level of performance achieved in the courses. It also considered students' views on blended learning as a whole, along with their overall satisfaction with the learning experience.

Moreover, the satisfaction survey for the video lessons examined several key aspects of the learning experience. It looked at whether the picture quality was clear, the length of each video was suitable, and the sound quality met expectations. The survey also considered how engaging the content was, whether the course design was logical and well-organized, and if the material was presented in a way that students could easily understand. It asked about the clarity of the teacher's explanations, the suitability of the teaching style and language, and whether the lessons were delivered clearly and concisely. In addition, it explored how interesting the lessons were, learners' preferences for online classes, and the reasons they might choose such a format, including convenience and practicality. The survey further assessed if there was room for improvement in the videos, whether additional design features were needed, and overall satisfaction with the current video lesson content (Wei et al., 2024).

The satisfaction questionnaire in this study was designed around key aspects relevant to vocabulary learning through web applications. It examined whether the vocabulary content was appropriate for the learners' grade level, and if classroom activities supported better understanding of the vocabulary. It also considered whether exercises and tests matched the lesson content, and whether vocabulary learning activities were varied and interesting. The questionnaire assessed the ease of use and accessibility of the web application, its effectiveness in helping learners understand vocabulary, and the usefulness of supplementary materials provided within the application. In addition, it explored whether learning through the web application made vocabulary study more enjoyable, increased learners' confidence in using English

vocabulary, and encouraged them to want to continue learning vocabulary through this method in the future. Lastly, it measured overall satisfaction with vocabulary learning through the web application.

This study reviewed the literature about the background of From the review of related literature, **Task-Based Learning (TBL)** is seen as an approach that supports natural language development by engaging learners in meaningful tasks similar to real-life situations. The process generally involves three stages: the pre-task, where the teacher introduces the topic and prepares students; the task cycle, where learners complete the assigned task using the target language; and the post-task, where they reflect and improve their language use. This method promotes active participation, creativity, and collaborative learning.

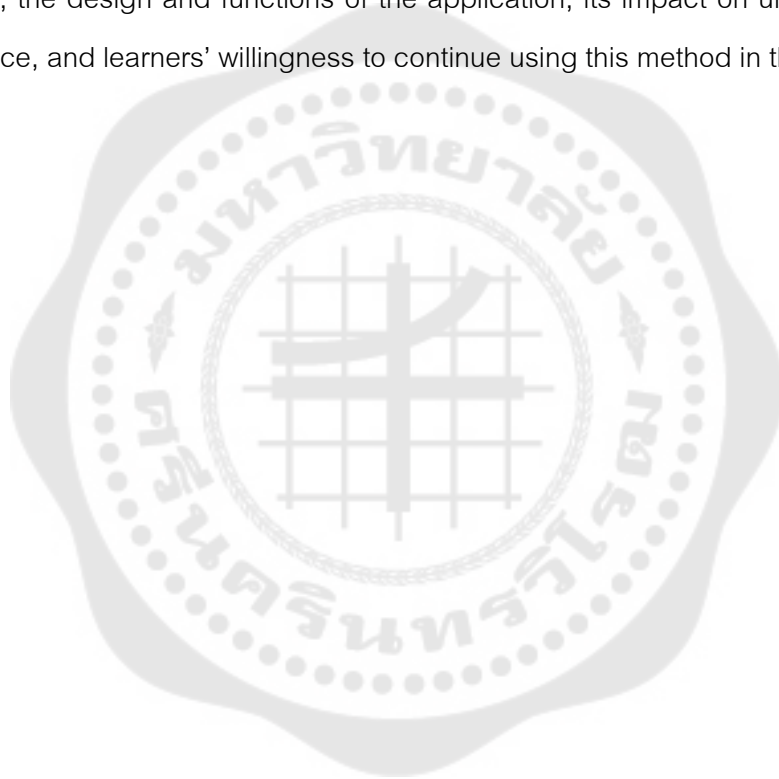
**Web applications** play an important role in modern education because they are accessible anytime and anywhere through various devices such as computers, tablets, and smartphones. Examples like Nearpod and Quizlet make lessons more interactive and appealing through games, quizzes, videos, and flashcards. They allow students to learn at their own pace and enable teachers to monitor progress in real time. While there may be limitations such as unequal access to devices or the internet, web applications remain effective tools for enhancing teaching and learning.

**Vocabulary learning** is a key part of language development because it directly affects listening, speaking, reading, and writing skills. Effective vocabulary teaching should go beyond memorization to include understanding how words and word groups (lexical chunks) are used in context. Clear explanations, repeated exposure, and varied activities such as games and storytelling help learners remember and use new vocabulary with confidence.

**Learning achievement** refers to the level of knowledge, skills, and understanding that learners gain after instruction, as measured against the objectives of the curriculum. It can be influenced by factors such as teaching methods, learner motivation, and the learning tools provided. Achievement is often evaluated through pre-tests, post-tests, assignments, and classroom activities that reflect both cognitive

understanding and learner engagement. So the teacher could create the lesson plans through the components from the learning achievement.

**Satisfaction questionnaires** in previous studies have addressed similar key areas, including the appropriateness of content, the quality of materials and activities, lesson engagement, teaching effectiveness, ease of access, and overall satisfaction. In the present study, these concepts are adapted to evaluate vocabulary learning through a web application, focusing on the suitability of the content, the role of learning activities, the design and functions of the application, its impact on understanding and confidence, and learners' willingness to continue using this method in the future.



## CHAPTER 3

### METHODOLOGY

This chapter shows the methodology of the study. There are Research Design, Participants, Research Instruments, and data analysis as follows.

#### Research Design

In this study, an experimental design was employed, specifically the one-group pretest–posttest design as described by Leedy and Ormrod (2019). This design was considered appropriate because it enabled the researcher to evaluate the effectiveness of the instructional treatment by measuring the same participants' performance before and after the intervention.

Both quantitative and qualitative methods were used to collect and analyze the data in order to provide a comprehensive understanding of the outcomes. The quantitative analysis involved administering a pretest, implementing the instructional treatment, and then conducting a posttest to measure vocabulary learning achievement. The Wilcoxon signed-rank test, a non-parametric statistical method suitable for small sample sizes, was used to compare the pretest and posttest scores and determine whether there was a significant difference in students' performance after the intervention.

The qualitative analysis focused on students' satisfaction with the learning experience, measured through a Likert-scale questionnaire. Descriptive statistics, including the calculation of the mean and standard deviation of responses, were used to interpret students' perceptions of the learning content, activities, the use of web applications, and their motivation and enjoyment in class.

The participants consisted of 12 Grade 3 students enrolled at Bannongsang (Lai-Utid) Primary School, under the supervision of the Prachinburi Primary Educational Service Area Office 2, during the second semester of the 2025 academic year. This group was selected purposively as they were accessible to the researcher and provided a manageable size for implementing and observing the intervention in detail.

## Participants

The participants of this study were 12 Grade 3 students from Bannongsang (Lai-Utid) Primary School, Prachinburi Province, during the second semester of the 2025 academic year. Due to the small number of participants, purposive sampling was employed to select the participants.

## Research Instruments

To achieve the objectives of the study, the researcher employed quantitative research instruments designed to measure both the achievement and satisfaction of Grade 3 students in vocabulary learning. Four primary instruments were developed and used: (1) lesson plans, (2) web applications, (3) vocabulary achievement test, and (4) satisfaction questionnaire. Each instrument was carefully designed, validated by experts, and piloted prior to the actual data collection to ensure validity and reliability.

### 1. Lesson plans

The first instrument consisted of the lesson plans, which served as the instructional framework for delivering the treatment. A total of 8 lesson plans, spanning 16 instructional hours, were designed specifically to introduce and practice Grade 3 vocabulary through Task-Based Learning (TBL) supported by web applications. These plans covered the full intervention, including the pre-test and post-test sessions.

The lesson plans were created following the principles of TBL, which emphasize meaningful communication and task performance as the foundation of language learning. Each lesson plan was structured into three distinct stages:

1. Pre-task stage: The teacher introduced the topic, activated background knowledge, and presented target vocabulary. The web application Quizlet was used at this stage, enabling students to practice new vocabulary through flashcards, matching games, and spelling activities.

2. Task cycle stage: Students engaged in communicative tasks using the target vocabulary in context. Activities required students to perform tasks collaboratively and individually while applying the new vocabulary. Nearpod was

incorporated to provide interactive quizzes, polls, and fill-in-the-blank tasks. The teacher observed students' performance, offered guidance, and provided feedback.

3. Post-task stage: Students reflected on their learning, shared their task experiences, and reinforced the target vocabulary. In this stage, Nearpod was used to facilitate collaborative activities such as drawing or labeling pictures based on vocabulary prompts.

Before implementation, the lesson plans were reviewed by three experts in English education. The Item-Objective Congruence (IOC) method was used to validate whether the activities in each plan aligned with the intended learning objectives. Items were rated according to the following system:

+1 = clearly matches the objective

0 = unclear alignment

-1 = does not match the objective

It was found that most items received an IOC value of 1.0, indicating full consistency with the learning objectives. These items included alignment with the curriculum, clarity of learning objectives, relevance of core content, vocabulary development, appropriateness of media and learning resources, suitability for learners, and feasibility of implementation.

However, some items received an IOC value of 0.7, such as the appropriateness of learning activities, assessment methods, and scoring criteria for vocabulary knowledge. Items with an average IOC score of 0.50 or higher were accepted, while those below 0.50 were revised or discarded.

After expert review, the lesson plans were piloted with Grade 3 students in a nearby school with a similar context to refine the activities and ensure suitability.

The experts also evaluated the lesson plans using the Assessment of the Appropriateness of Lesson Plans scale:

5 = Most Appropriate

4 = Very Appropriate

3 = Moderately Appropriate

2 = Slightly Appropriate

1 = Least Appropriate

The final version of the lesson plans achieved high appropriateness ratings, indicating they were suitable for classroom use.

## **2. Web applications**

The second instrument consisted of the digital tools employed to support the intervention. Two widely used educational web applications, Quizlet and Nearpod, were selected for their functionality, accessibility, and compatibility with TBL principles.

Quizlet: Used primarily for vocabulary introduction and practice through flashcards, matching exercises, and mini-games. Quizlet enabled repeated exposure to target words and supported individual practice.

Nearpod: Used for task-based activities such as interactive quizzes, polls, fill-in-the-blank exercises, and drawing tasks. Nearpod facilitated real-time interaction and collaborative learning.

Tasks designed within Quizlet and Nearpod were also reviewed and assessed by the same panel of three experts. The evaluation employed the Assessment of the Appropriateness of Lesson Plans scale, ensuring that the integration of digital tasks was pedagogically sound and age-appropriate.

## **3. Vocabulary Achievement Test**

The third instrument was the vocabulary achievement test, developed to measure students' learning outcomes before and after the intervention. The test consisted of 30 multiple-choice items assessing students' knowledge of the meaning and use of vocabulary words appropriate for Grade 3 students.

The test was constructed following a test blueprint that outlined the learning objectives and the corresponding number of items for each objective. To ensure validity, the IOC method was applied by three experts, who rated each test item using the +1/ 0 /-1

scale described earlier. Items with IOC scores of 0.50 or higher were retained, while those below 0.50 were revised.

The test was piloted with a group of Grade 3 students from the previous academic year who had already studied the target vocabulary. The pilot allowed the researcher to analyze Reliability was very high (KR-20 = 0.96), Difficulty index  $p = 0.42-0.75$  were within the acceptable range. (ensuring items were not too easy or too difficult), and Discrimination index ( $r = 0.25-0.42$ ) indicated good differentiation. All 30 items were valid (IOC  $\geq 0.70$ ).

The final test was then administered as the pre-test and post-test for the experimental group.

#### **4. The satisfaction questionnaire**

The fourth instrument was the satisfaction questionnaire, designed to measure students' perceptions of learning vocabulary through TBLT with web applications. It is designed to ask the satisfaction of this learning vocabulary for grade 3 students how they are delighted as closed-end form in rating scale and it was designed from the review that there are many components such as the appropriateness of content, the quality of materials and activities, lesson engagement, teaching effectiveness, ease of access, and overall satisfaction. It contained 11 items organized into key aspects

1. The vocabulary content is appropriate for the students' level.
2. Classroom activities help you understand vocabulary better.
3. Exercises and tests match the lessons.
4. Learning vocabulary varies and interesting.
5. The web application is easy to use and accessible.
6. Using the web application helps you understand vocabulary better.
7. Media in the web application supports vocabulary learning.
8. Learning through the web application makes vocabulary learning fun.
9. I feel more confident using English vocabulary.
10. I want to learn vocabulary this way again in the future.
11. Overall, I'm satisfied with vocabulary learning through the web application.

The questionnaire was validated using IOC with three experts. Items with IOC values below 0.50 were revised, while those above 0.50 were accepted. The Item-Objective Congruence (IOC) results from three experts confirmed that both the lesson plans and the satisfaction questionnaire achieved acceptable validity, with IOC values ranging from 0.7 to 1.0. Most items scored 1.0, reflecting full alignment with learning objectives, while a few items scored 0.7, indicating minor revisions for clarity. Overall, the instruments were validated as appropriate and consistent with the study's objectives.

Responses were based on a 5-point Likert scale:

Score	Meaning	Average Score Range
5	Very High Satisfaction	4.51 – 5.00
4	High Satisfaction	3.51 – 4.50
3	Moderate Satisfaction	2.51 – 3.50
2	Low Satisfaction	1.51 – 2.50
1	Very Low Satisfaction	1.00 – 1.50

### Data Analysis

1. The data from the pretest and posttest were collected to measure students' vocabulary achievement before and after the intervention. The pretest was administered at the beginning of the program to assess students' prior knowledge of vocabulary, while the posttest was conducted after completing the 16-hour instructional treatment.

The test was validated using Item-Objective Congruence (IOC), reviewed by three experts in English education. Each item was rated according to the following system:

+1 = The item matches the objective

0 = The item is unclear

-1 = The item does not match the objective

Items with average IOC scores of 0.50 or higher were accepted, while those below were revised or removed. The test was then piloted with a group of Grade 3 students to establish reliability (KR-20), difficulty index (p), and discrimination index (r).

For analysis, descriptive statistics (mean and standard deviation) were computed using Microsoft Excel. Reliability of the test was calculated using KR-20. Wilcoxon Signed-Rank Test was employed to compare pretest and posttest scores, as the data came from a small sample and could not be assumed to be normally distributed. Relative Gain Score was also calculated to determine the degree of improvement for each student.

The formula used was:

$$\text{Relative Gain Score} = \frac{\text{Post-test} - \text{Pre-test}}{\text{Maximum Score} - \text{Pre-test}}$$

Post-test Score = Score after learning

Pre-test Score = Score before learning

Maximum Score = Full score (in this study, 30)

2. The satisfaction questionnaire was designed to measure students' perceptions of learning vocabulary through task-based activities with web applications. It consisted of 11 closed-ended items on a five-point Likert scale. As with the achievement test, the questionnaire items were validated by three experts using the IOC method. Items with average scores below 0.50 were revised, while those with 0.50 or higher were retained. For analysis, descriptive statistics (mean and standard deviation) were used to interpret responses. Mean scores were categorized into five levels of satisfaction: very high, high, moderate, low, and very low.

## Data Collection

This study was conducted over a total of 16 hours of instruction and assessment. The data collection process was divided into four stages:

### 1. Pretest

At the beginning of the study, students completed the pretest, which consisted of multiple-choice and matching vocabulary items. The test measured students' baseline knowledge of the target vocabulary.

### 2. Implementation of the Intervention

Students participated in Task-Based Learning activities supported by Quizlet and Nearpod over 16 hours. Pre-task stage: Vocabulary was introduced using Quizlet flashcards and interactive mini-games. Task-cycle stage: Students practiced vocabulary by completing tasks on Nearpod, such as matching words with pictures, answering multiple-choice questions, and interactive polls. Post-task stage: Students reflected and consolidated vocabulary learning through Nearpod drawing and collaborative activities.

### 3. Posttest

At the end of the 16-hour treatment, the same test as the pretest was administered as the posttest. This allowed for a direct comparison of vocabulary achievement before and after the intervention.

### 4. Satisfaction Questionnaire

After completing the posttest, students were asked to complete the satisfaction questionnaire. The questionnaire provided insights into students' perceptions of the content, activities, and the use of web applications in learning vocabulary.

## CHAPTER 4

### FINDINGS

This chapter presents the findings of the study according to the three research objectives. The first objective is to compare the pre-test and post-test scores of Grade 3 students learning vocabulary through task-based learning with web applications. Wilcoxon Signed-Rank Test was used to compare pretest and posttest scores as of students' vocabulary achievement.

The second objective is to investigate the relative gain scores of Grade 3 students after learning vocabulary through task-based learning with web applications.

And the last objective is to measure students' satisfaction with learning vocabulary using task-based learning with web applications, so it is related to the questionnaire.

#### **1. to compare the pre-test and post-test scores of Grade 3 students learning vocabulary through task-based learning with web applications.**

This section includes the analysis of students' vocabulary achievement, and the quality of the test used for measurement. Before instruction, students completed a pre-test. After completing task-based learning sessions using web applications, they took a post-test. All 30 test items were reviewed by three experts to ensure content validity using the Item-Objective Congruence (IOC). The test was also found to examine its reliability, difficulty, and discrimination. The average difficulty ( $p$ ) was 0.62, indicating a moderate level of ease suitable for Grade 3 learners. The average discrimination index ( $r$ ) was 0.30, showing fair effectiveness in distinguishing student performance. The reliability (KR-20) was 0.9604, indicating a high level of internal consistency. The analysis was conducted using the Wilcoxon Signed-Rank Test, since the dataset was small ( $n = 12$ ) and not assumed to follow a normal distribution. Table1 presents the results of the comparison between pre-test and post-test scores.

Table 1 Mean, Standard Deviation, Minimum, and Maximum Scores of Students' Vocabulary Achievement (n = 12)

Test	Mean ( $\bar{X}$ )	S.D.	Min	Max
Pre-test	12.33	5.10	3	22
Post-test	20.25	6.00	9	29

The results show that the average score improved from 12.33 in the pre-test to 20.25 in the post-test. The minimum score also increased from 3 to 9, and the maximum score improved from 22 to 29, indicating that all students benefited from the intervention. To determine the statistical significance of this improvement, the Wilcoxon Signed-Rank Test was applied.

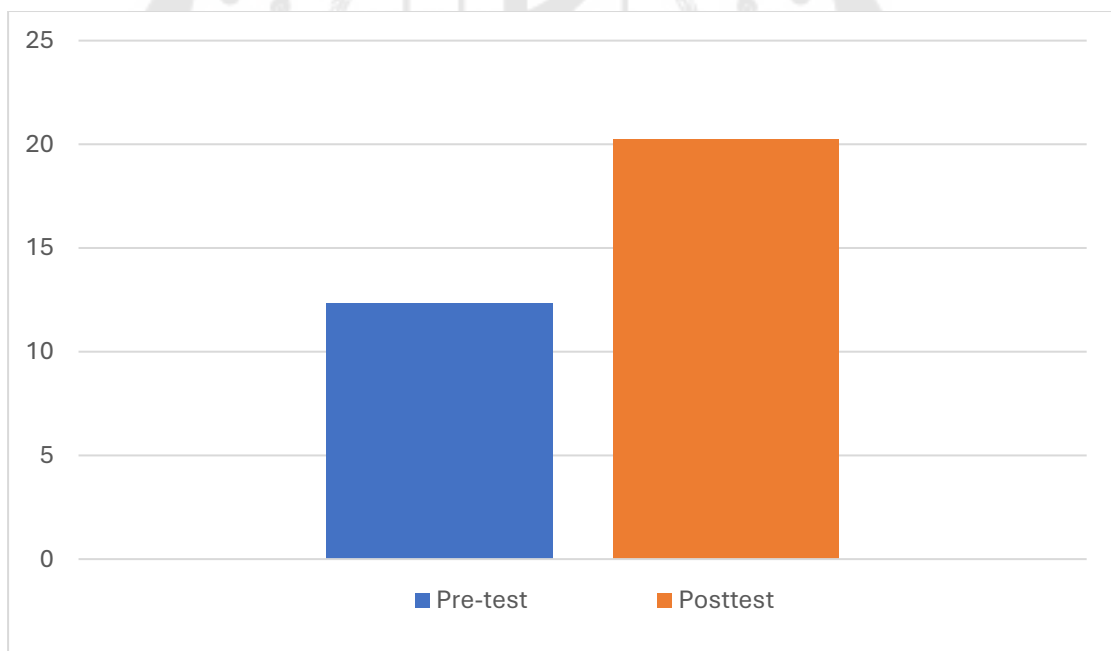


Figure 2 The students' overall vocabulary achievement

Table 2 Wilcoxon Signed-Rank Test Results of Pretest and Posttest Scores (n = 12)

Category	N	Mean Rank	Sum of Ranks
Negative Ranks	0	0.00	0.00
Positive Ranks	12	6.50	78.00
Ties	0	–	–

Table 3 Test Statistics

Test Statistics	
Statistic	Value
Test Statistic (W)	0.00
Z value	-3.066
Asymp. Sig. (2-tailed)	0.00049

The analysis revealed that all 12 students scored higher on the post-test, with no negative ranks or ties. The results indicate a statistically significant improvement in vocabulary achievement ( $p < 0.05$ ).

## 2. to investigate the relative gain scores of Grade 3 students after learning vocabulary through task-based learning with web applications.

To measure students' improvement in vocabulary learning, the Relative Gain Score (RGS) was calculated. This method evaluates the degree of progress relative to each student's initial pre-test performance, providing a fairer measure than raw score differences. The formula compares the gain from pre-test to post-test against the maximum possible improvement, with the maximum score in this study set at 30. By applying this calculation, it was possible to determine how much progress each student made based on their starting point. For example, students with lower pre-test scores had greater potential for improvement and therefore often achieved higher RGS values, while students who began with higher pre-test scores showed smaller relative gains

despite good performance. This analysis ensured that the results reflected not only score increases but also the relative effectiveness of the learning approach across all students.

Assuming the maximum score was 30, the results are presented in Table 4

Table 4 Relative Gain Scores of Students (n = 12)

Student	Pre-test	Post-test	Difference	Relative Gain
1	15	28	13	0.59
2	10	18	8	0.4
3	11	21	10	0.5
4	12	22	10	0.5
5	9	13	4	0.19
6	6	14	8	0.32
7	11	24	13	0.72
8	16	29	13	0.72
9	20	27	7	0.47
10	13	19	6	0.35
11	22	29	7	0.47
12	3	9	6	0.19

This formula helps determine individual improvement regardless of starting level. On average, students gained 46% of the possible improvement. Students with lower pre-test scores (e.g., Student 6 and Student 12) showed notable progress, highlighting that the intervention helped weaker learners significantly. High scores (e.g., Students 9 and 11) also improved, though their relative gains were smaller due to higher starting points.

### 3. to measure students' satisfaction with learning vocabulary using task-based learning with web applications.

After the intervention, students completed an 11-item satisfaction questionnaire.

The results are presented in Table 5

Table 5 Student Satisfaction Survey Results

No.	Item	Mean	Percentage	S.D.	Level
1	The vocabulary content is appropriate for the students' level.	4.83	96.67	0.37	Very High
2	Classroom activities help you understand vocabulary better.	4.75	95	0.6	Very High
3	Exercises and tests match the lessons.	4.17	83.33	0.69	High
4	Learning vocabulary varies and interesting.	5	100	0	Very High
5	The web application is easy to use and accessible.	4.17	83.33	0.69	High
6	Using the web application helps you understand vocabulary better.	4.42	88.33	0.64	High
7	Media in the web application supports vocabulary learning.	4.42	88.33	0.49	High
8	Learning through the web application makes vocabulary learning fun.	4.67	93.33	0.62	Very High
9	I feel more confident using English vocabulary.	4.25	85	0.72	High
10	I want to learn vocabulary this way again in the future.	5	100	0	Very High
11	Overall, I'm satisfied with vocabulary learning through the app.	5	100	0	Very High

Table 5 shows students reported very high satisfaction overall ( $\bar{x} = 4.72$ ). The highest level of satisfaction was in motivation and enjoyment ( $\bar{x} = 4.80$ ), followed using web applications ( $\bar{x} = 4.75$ ). These findings suggest that students not only learned more vocabulary but also enjoyed the learning process.

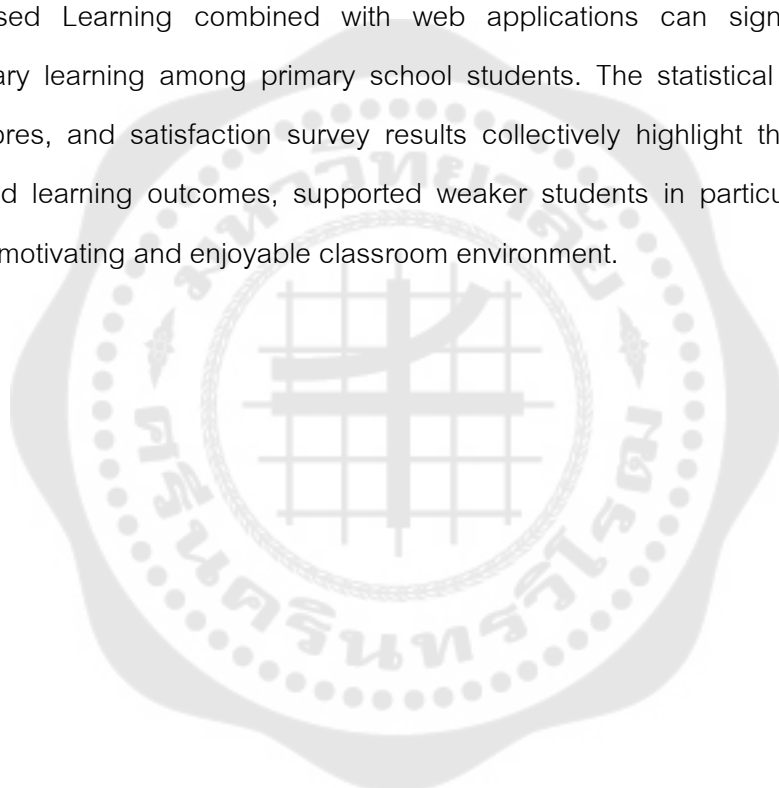
The results of this study demonstrated that the use of Task-Based Learning with web applications had a positive and statistically significant impact on Grade 3 students' vocabulary learning. Analysis of the pre-test and post-test data revealed that students' vocabulary achievement improved substantially after the intervention. According to the Wilcoxon Signed-Rank Test, all 12 students achieved higher scores in the post-test compared to the pre-test, with no negative ranks observed. The test statistics confirmed that this improvement was significant at the 0.05 level, suggesting that the instructional method effectively enhanced students' vocabulary knowledge. This finding indicates that the integration of technology-supported, task-based activities created a learning environment that was beneficial for vocabulary acquisition.

In addition to the statistical test, the calculation of relative gain scores provided further insight into the degree of improvement made by each individual learner. The average relative gain score was 0.46 (46%), which demonstrates a moderate-to-high level of progress overall. This score shows that, on average, students achieved nearly half of the possible improvement available to them given their starting point. Importantly, students who began with lower pre-test scores tended to achieve higher relative gains, illustrating that the intervention was especially supportive for those with weaker initial knowledge. At the same time, students who already scored relatively high on the pre-test continued to improve, although their relative gains were smaller because they had less room for measurable progress. These results confirm that the instructional approach was effective for both stronger and weaker learners, though in different ways.

The results of the satisfaction survey further support the positive impact of the intervention. Students reported very high levels of satisfaction with the instructional approach, with an overall mean score of 4.72. Among the different aspects evaluated, the highest levels of satisfaction were observed in terms of motivation and enjoyment

( $\bar{x} = 4.80$ ), followed by the use of web applications ( $\bar{x} = 4.75$ ). This suggests that students not only benefited academically from the intervention but also enjoyed the learning process and found it engaging. The findings indicate that the integration of Quizlet and Nearpod provided interactive, enjoyable, and accessible learning experiences that encouraged active participation and fostered a positive learning atmosphere.

In summary, the results of this study provide strong evidence that the use of Task-Based Learning combined with web applications can significantly improve vocabulary learning among primary school students. The statistical findings, relative gain scores, and satisfaction survey results collectively highlight that this approach enhanced learning outcomes, supported weaker students in particular, and created a highly motivating and enjoyable classroom environment.



## CHAPTER 5

### CONCLUSION, DISCUSSION, AND RECOMMENDATIONS

#### 1. Summary of the Study

This study explored the effectiveness of Task-Based Learning (TBL) with web applications—specifically Quizlet and Nearpod—in developing vocabulary among Grade 3 students. The objectives were:

1. To compare the pre-test and post-test scores of achievement of learning vocabulary of grade 3 students by using task-based learning with web applications.
2. To investigate the relative gain scores from pre-test and post-test after teaching vocabulary for grade 3 students by using task-based learning with web applications.
3. To measure the students' satisfied learning vocabulary of grade 3 students by using task-based learning with web applications.

#### 1.1 Significance of the Study

Vocabulary is a key component of language learning, forming the basis for listening, speaking, reading, and writing. Without sufficient vocabulary, learners struggle to comprehend and communicate effectively (Willis, 2021). This study is significant because it combines Task-Based Learning (Bunmak, 2017) with web applications (Nearpod, Quizlet) to create engaging and meaningful vocabulary instruction. The approach aligns with the literature that highlights how authentic tasks (Yunus, 2020) and technology integration improve student motivation and achievement (Weerapun, 2018).

#### 1.2 Participants

The target group was Grade 3 students from primary school. from a primary school during the second semester of the 2025 academic year. These students participated in task-based vocabulary lessons using web applications for 16 instructional hours across 8 lesson plans.

### 1.3 Research Methodology

This study used a one-group pre-test–post-test experimental design. At the beginning of the study, students were given a vocabulary pre-test to measure their basic knowledge. They then participated in a series of task-based vocabulary lessons that incorporated the use of web applications, specifically Quizlet and Nearpod. After completing the instructional period, students took a post-test, which served to evaluate the improvement of their vocabulary learning outcomes.

### 1.4 Research Instruments

In this study, two major research instruments were developed and employed to collect the necessary data:

#### 1. Vocabulary Test

The first instrument was a 30-item vocabulary test, designed to measure the students' achievement in learning vocabulary before and after the treatment. The test consisted mainly of multiple-choice and matching items, which assessed the students' ability to recognize, understand, and apply vocabulary introduced in the lesson plans.

To ensure content validity, the test was constructed based on the vocabulary objectives outlined in the Basic Education Core Curriculum 2008 of Thailand as well as the selected vocabulary units for Grade 3 (Smile Book, Units 4–6). Each item was carefully matched with specific learning indicators. Three experts in English language teaching were asked to evaluate the test items using the Item-Objective Congruence (IOC) method (Leedy & Ormrod, 2001). The experts rated each item as +1 (consistent with the objective), 0 (unclear), or –1 (not consistent). Items with an average IOC value below 0.50 were revised or removed, while those with IOC values of 0.50 or higher were retained.

After revisions, the test was piloted with a group of Grade 3 students from a nearby school to examine its difficulty index ( $p$ ), discrimination index ( $r$ ), and reliability. The analysis showed that the test had acceptable ranges of difficulty ( $p$  ranging between 0.42–0.75) and discrimination ( $r$  between 0.25–0.42), which aligned with standard criteria for educational measurement. Reliability was measured using the

Kuder-Richardson 20 (KR-20) formula, and the coefficient was 0.9604, which indicates a very high level of internal consistency. This confirmed that the vocabulary test was a valid and reliable tool to measure students' vocabulary knowledge before and after instruction.

## 2. Satisfaction Questionnaire

The second instrument was an 11-item satisfaction questionnaire, designed to measure the students' level of satisfaction with learning vocabulary through Task-Based Learning with web applications. The questionnaire used a five-point Likert scale ranging from 1 = Very Low Satisfaction to 5 = Very High Satisfaction.

The items covered key aspects adapted from existing frameworks on student satisfaction:

Knowledge and Content Appropriateness, whether the vocabulary content was suitable for Grade 3 students (Sirimangkalo, 2017). Lesson Engagement and Enjoyment, whether the activities were varied, interesting, and motivating (Thularat, 2019). Use of Technology and Accessibility, whether web applications such as Quizlet and Nearpod were easy to access and useful for learning (Nureet, 2020). And learning outcomes, whether students felt more confident and wanted to continue learning vocabulary through this method.

Like the vocabulary test, the satisfaction questionnaire was also validated by three experts using the IOC method. Items with IOC values lower than 0.50 were revised. The final version contained 11 items, each reflecting the dimensions of content, activity, technology, enjoyment, and overall impression. The items were phrased in simple and age-appropriate language to ensure Grade 3 students could respond accurately. The questionnaire not only provided quantitative data about student satisfaction but also supported the triangulation of findings by complementing test results with evidence of student attitudes, motivation, and engagement.

### 1.5 Data Collection and Analysis

The data collection of this study was conducted over 16 instructional hours, divided into eight lesson plans designed according to the principles of Task-Based Learning (TBL) with the support of web applications such as Quizlet and Nearpod. The process began with the administration of a pre-test to measure students' baseline vocabulary knowledge. After that, students participated in the vocabulary lessons, which applied TBL stages (pre-task, task cycle, and post-task) integrated with interactive digital activities. Once the instructional period was completed, students took a post-test to measure the progress in their vocabulary learning. Finally, a satisfaction questionnaire was distributed to gather students' opinions about their learning experiences.

For data analysis, the pre-test and post-test scores were first examined with descriptive statistics (mean, standard deviation, minimum, and maximum) to provide an overview of students' performance. The Wilcoxon Signed-Rank Test was then applied to determine whether the differences between pre-test and post-test scores were statistically significant, since the group was small ( $n = 12$ ) and did not meet assumptions for parametric testing.

To evaluate the degree of improvement, the Relative Gain Score formula was used. This formula measures the actual learning gain compared to the maximum possible gain, showing how much progress each student achieved relative to their starting point. This calculation provided a clearer picture of individual and group learning progress.

The vocabulary test itself was also analyzed in terms of difficulty ( $p$ ), discrimination ( $r$ ), and reliability, with internal consistency measured by KR-20, which was 0.9604. This indicated that the test was highly reliable and appropriate for use with Grade 3 students.

The satisfaction questionnaire was analyzed using mean and standard deviation. The scores were then interpreted against predefined criteria, ranging from very low to very high satisfaction. This analysis helped explain not only the quantitative achievement of students but also their attitudes, motivation, and level of engagement with TBL and web applications.

## 2. Conclusion

Students' vocabulary scores improved after learning through this approach. The average scores show that students gain the score more from 12.33 for pretest to 21.08 after learning through this approach. Their scores show that they gain more confidence and understanding of vocabulary, the t-test also revealed this difference was significant statistically.

The relative gain score was 55.29%, which means that students improved more than half of what they could have improved. This suggests the lesson approach was effective in helping students move forward from their starting point.

Students were highly satisfied with the method, especially in terms of enjoyment, usefulness, and confidence. Since they enjoyed the activities throughout the task-based learning with web applications, they said they wanted to learn with technology again. It is easy to use and new to them. Their overall satisfaction score was 4.61 out of 5, which is considered very high.

The vocabulary test used was valid, reliable, and appropriate for the student level. Experts reviewed the questions to make sure they matched the learning goals, and the test showed good balance in terms of difficulty. It was also very reliable, based on its high consistency score ( $KR-20 = 0.9604$ ). All 30 test items were reviewed by three experts using the Item-Objective Congruence (IOC) method. The test had an average difficulty index ( $p$ ) of 0.62, an average discrimination index ( $r$ ) of 0.30, and a  $KR-20$  reliability score of 0.9604, indicating a strong internal consistency and measurement accuracy.

## 3. Discussion

### 3.1 Improvement in Vocabulary Achievement

The significant improvement from pre-test ( $M = 12.33$ ) to post-test ( $M = 20.25$ ) shows that the use of Task-Based Learning with web applications effectively enhanced students' vocabulary achievement. This result is consistent with Willis (2021) and (Ellis, 2009), who explained that task-based learning develops through three main stages: pre-task, task cycle, and post-task. In this study, Quizlet was used in the

pre-task stage to introduce new words through flashcards and games, while Nearpod was applied in the task-cycle and post-task stages to provide interactive quizzes, matching tasks, and drawing activities. These meaningful tasks supported students in applying language in authentic contexts, which Yunus (2020) highlighted as a key factor in acquiring language naturally.

The finding also supports Rodríguez-Peñarroja (2022), who emphasized that TBL promotes interaction, negotiation of meaning, and learner autonomy. By engaging in authentic and communicative tasks, students gained confidence in applying vocabulary, which explains their improved performance.

### 3.2 Relative Gain Score

The average Relative Gain Score of 46% demonstrates substantial learning progress, particularly among students with lower pre-test scores. This suggests that the instructional method not only improved knowledge overall but also supported weaker learners more effectively. According to Montero Perez (2020), vocabulary learning is enhanced when learners receive multimodal input—such as words presented with text, sound, and images. The combination of Quizlet and Nearpod provided exactly this type of input, enabling students to reinforce vocabulary through multiple senses.

Furthermore, the role of web applications in providing immediate feedback and interactive practice suggests that technology increases time-on-task and sustains students' engagement. Students with lower basic knowledge had more room to improve, and the scaffolding from digital tools allowed them to close the gap more effectively. This means that TBLT with web applications not only raised test scores but also fostered learning strategies such as self-review, repetition, and collaboration, which are transferable to other subjects.

### 3.3 Students' Satisfaction

The high level of satisfaction ( $\bar{x} = 4.72$ ) reflects that students found the learning method enjoyable, motivating, and useful. This corresponds to Sirimangkalo (2017), who identified knowledge, enjoyment, and participation as key components of learner satisfaction, and Thularat (2019), who emphasized the importance of digital media in creating engaging learning experiences. In this study, the gamified nature of

Quizlet and the interactive design of Nearpod provided fun and challenge, encouraging students to stay engaged, gained more confidence, motivation and to view vocabulary learning positively.

As a result, students not only improved their vocabulary but also developed digital literacy skills and a positive attitude toward English learning, both of which are essential for long-term success.

#### **4. Recommendations**

##### **1. Vocabulary Knowledge as a Foundation**

Students learned a set of English vocabulary that directly supports reading comprehension, speaking fluency, listening, and writing. This knowledge can be transferred into daily communication, academic study, and future English learning. By having more words available, students can express ideas more clearly and understand instructions or texts more effectively.

##### **2. Development of Learning Strategies**

Using Quizlet and Nearpod, students practiced strategies such as repetition, flashcard review, guessing meaning from context, and peer collaboration. These strategies are not limited to English but can also be applied to other subjects, helping students become more independent learners who can monitor and direct their own progress.

##### **3. Confidence and Motivation in Language Use**

Finishing tasks successfully gave students a sense of achievement, which in turn increased their self-confidence in using English vocabulary in real communication. This confidence motivates them to continue learning, to participate actively in class, and to engage more with English outside the classroom—for example, when playing games, watching media, or speaking with others.

##### **4. Positive Attitude Toward English Learning**

Students reported very high satisfaction, reflecting their enjoyment of lessons and willingness to continue learning English in the future. Developing a positive mindset toward English is highly valuable, as it reduces anxiety and encourages

perseverance. This attitude will benefit students in higher grades and in real-life contexts where English is increasingly important in their life.

## 5. Suggestions for Future Research

### 1. Use more students

This study only had 12 students from one school. Future research should include more students from different schools so the results can be more widely applied.

### 2. Add a control group

Because this study only used one group, it's hard to know if outside factors influenced the results. Next studies should include a control group for clearer comparison.

### 3. Test other skills

This study focused on vocabulary. Future studies could use task-based learning with web applications for speaking, listening, reading, or writing to see if it helps in other areas.

### 4. Try other applications

We used Quizlet and Nearpod here. Other research could try different apps like Kahoot, Padlet, or Google Classroom to compare which ones work best.

### 5. Collect more opinions

This study used a questionnaire, but interviews or observations could give deeper insights into how students and teachers really feel about task-based learning with web applications.

### 6. Study other grade levels

This study was with Grade 3 students. Future studies could be trial with younger or older students to see if the method works equally well at different ages.

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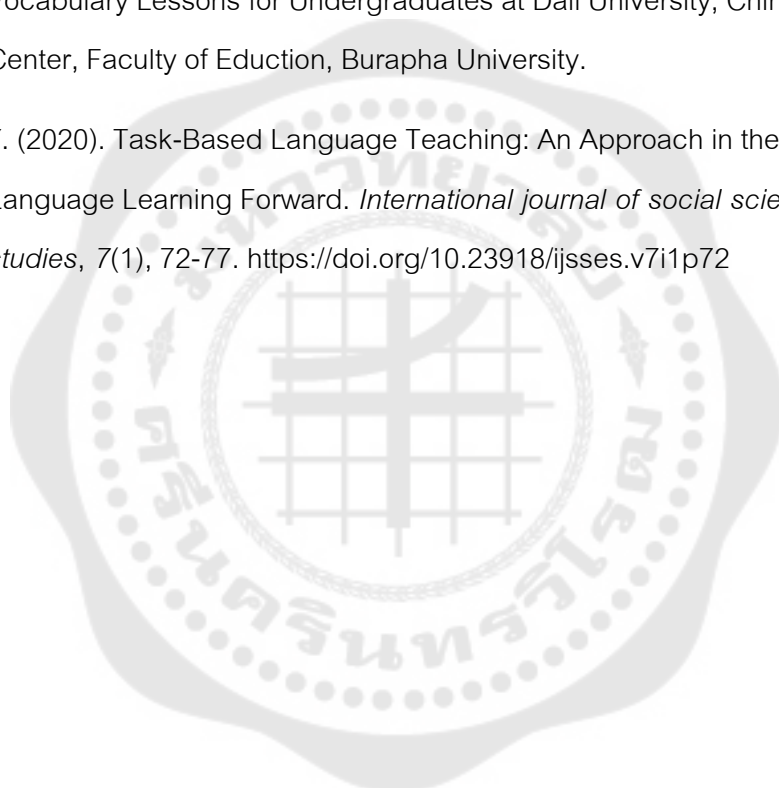
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APPENDIX



Appendix A  
Research Instruments

- Lesson plan
- Vocabulary Achievement Test
- The satisfaction questionnaire

Lesson plan Task Based Learning  
Foreign Languages Department (English)

Unit 4: 4 Around town

Topic: Transport

Level: Grade 3

Time: 2 hours

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### 1. Objectives

1. Asking and saying where people live.
2. Describe daily activities.

### 2. Indicators

F1.1 Grade 3/2. Pronounce and spell words; accurately read aloud groups of words, sentences, and simple chants by observing the principles of reading.

F1.1 Grade 3/3. Choose/ specify the images or symbols corresponding to the meanings of groups of words and sentences heard.

### 3. Contents

**3.1 Vocabulary:** Transport: boat, train, bike, plane, bus, car

**3.2 Structure:** -

**3.3 Language learning strategies:** Cohesion

Cohesion is the grammatical and lexical linking within a text or sentence that holds a text together and gives it meaning. There are two main types of cohesion: grammatical cohesion which is based on structural content, and lexical cohesion which is based on lexical content and background knowledge.

### 4. Materials

4.1 Nearpod (vocabulary) (While-task)

4.2 Quizlet (vocabulary) (Pre and Post-task)

### 5. Learning Activities

Teacher	Students
<p>Pre-task</p> <p>Teacher explains to the students how to use the Quizlet and Nearpod, then teacher let the students use Quizlet for learning vocabulary about the countries through the flashcards.</p>	<p>Students use web applications to learn vocabulary about countries by flashcard.</p>
<p>While-task.</p> <p>Teacher let the students use Nearpod to learn the meaning of the vocabulary about Transport: boat, train, bike, plane, bus, car by the tasks on the web application.</p> <p>The teacher would observe, comment, or give feedback on the students.</p>	<p>Students do the tasks by using Nearpod, matching pictures and words, listening the word and pictures.</p>
<p>Post-task</p> <p>Teacher motivates students to share their experience about learning the vocabularies and use Nearpod to draw the picture from the direction on the screen.</p>	<p>Students share their experience about learning the vocabularies and use Nearpod to draw the picture from the direction on the screen.</p>

## 6. Assessment

Aspect to be Assessed	Method of Assessment	Tools
Task 1	Observe students' work, participation, and vocabulary use accuracy	Observation Checklist
Task 2	Observe students' performance, and vocabulary use in activities	Observation Checklist
Post-Task	Assess students' presentations and reflection activities	Observation Checklist + Short Quiz

## 7. Suggested Activities

.....

.....

## 8. Director's Comments

.....

.....

## 9. Reflection Notes after the Lesson

### 9.1 Learning Outcomes

.....

.....

### 9.2 Problems and Challenges

.....

.....

### 9.3 Suggestions

.....

.....

## Grade 3 English Vocabulary test

Number..... Class.....

## Section 1: Word Meanings

Choose the best meaning for each word.

1. What is the meaning of 'Bank'?
  - a) โรงพยาบาล
  - b) ธนาคาร
  - c) สวนสัตว์
  - d) ร้านค้า
2. What is the meaning of 'Zoo'?
  - a) ร้านค้า
  - b) ธนาคาร
  - c) สวนสัตว์
  - d) สระว่ายน้ำ
3. What is the meaning of 'Plane'?
  - a) รถไฟ
  - b) รถยนต์
  - c) รถประจำทาง
  - d) เครื่องบิน
4. What is the meaning of 'Shop'?
  - a) สวนสัตว์
  - b) โรงพยาบาล
  - c) ร้านค้า
  - d) สระว่ายน้ำ
5. What is the meaning of 'Swimming pool'?
  - a) สวนสัตว์
  - b) สระว่ายน้ำ
  - c) รถยนต์
  - d) โรงเรียน

6. What is the meaning of 'Bus'?

- a) เครื่องบิน
- b) จักรยาน
- c) รถประจำทาง
- d) รถยนต์

7. What is the meaning of 'Egg'?

- a) ไอศกรีม
- b) ไข่
- c) ไก่
- d) ปลา

8. What is the meaning of 'Juice'?

- a) น้ำ
- b) ไก่
- c) น้ำผลไม้
- d) ชุป

9. What is the meaning of 'Sandwich'?

- a) แซนวิช
- b) ปลา
- c) ไก่
- d) ไข่

10. What is the meaning of 'Reading'?

- a) ทำอาหาร
- b) อ่านหนังสือ
- c) เดิน
- d) ดูโทรทัศน์

**Section 2: Prior Knowledge**

Choose the place where you would find the item.

11. Where can you find a boat?
- a) Market
  - b) River
  - c) Hospital
  - d) Park
12. Where can you find books?
- a) Hospital
  - b) Kitchen
  - c) Library
  - d) Zoo
13. Where can you buy chicken?
- a) Zoo
  - b) Library
  - c) Supermarket
  - d) Bathroom
14. Where do you usually eat lunch?
- a) Pool
  - b) Classroom
  - c) Playground
  - d) Cafeteria
15. Where can you play badminton?
- a) Kitchen
  - b) Court
  - c) Shop
  - d) Bus

**Section 3: Spelling and Word Form**

Choose the correctly spelled word or solve the scramble.

16. Which word is spelled correctly?

- a) hosbital
- b) hospetal
- c) hospital
- d) hospitel

17. Unscramble the word: ozo

- a) zoo
- b) ozon
- c) zooe
- d) ooz

18. Unscramble the word: nhakab

- a) bank
- b) kabhn
- c) bnkha
- d) bakhn

19. Which word is spelled correctly?

- a) sandwitch
- b) sandwiche
- c) sandwich
- d) sandwech

20. Unscramble the word: cira

- a) race
- b) care
- c) car
- d) crie

#### Section 4: Vocabulary Recall

Choose the words you remember from earlier sections.

21. Which of these is a food?

- a) Guitar
- b) Sandwich
- c) Chess
- d) Homework

22. Which of these is a vehicle?

- a) Hospital
- b) Bus
- c) Chicken
- d) Reading

23. Which of these is a drink?

- a) Juice
- b) Egg
- c) Ice cream
- d) Fish

24. Which of these is a hobby?

- a) Car
- b) Sandwich
- c) Playing chess
- d) Hospital

25. Which of these is a place?

- a) Guitar
- b) Shop
- c) Egg
- d) Chicken

**Section 5: Vocabulary in Sentences**

Choose the best word to complete the sentence.

26. I go to the \_\_\_\_\_ when I feel sick.

- a) zoo
- b) bank
- c) hospital
- d) shop

27. My sister is \_\_\_\_\_ the guitar.

- a) eating
- b) reading
- c) playing
- d) watching

28. He is \_\_\_\_\_ TV right now.

- a) reading
- b) watching
- c) playing
- d) dancing

29. They are \_\_\_\_\_ lunch in the cafeteria.

- a) having
- b) playing
- c) doing
- d) swimming

30. We are \_\_\_\_\_ in the swimming pool.

- a) eating
- b) reading
- c) swimming
- d) playing

## ข้อชี้แจงในการตอบแบบสอบถาม

แบบสอบถามฉบับนี้เพื่อการวิจัยจัดทำขึ้นเพื่อศึกษาความพึงพอใจของนักเรียนที่มีต่อการเรียนรู้คำศัพท์ภาษาอังกฤษพื้นฐานโดยใช้กระบวนการจัดการเรียนรู้แบบมุ่งปฏิบัติงาน (Task-Based Learning) ร่วมกับเว็บแอปพลิเคชัน

### คำแนะนำในการตอบแบบสอบถาม

1. แบบสอบถามแบ่งออกเป็น 3 ตอน ได้แก่
    - ตอนที่ 1: ข้อมูลทั่วไปของผู้ตอบแบบสอบถาม
    - ตอนที่ 2: ความพึงพอใจของนักเรียน
    - ตอนที่ 3: ข้อเสนอแนะเพิ่มเติม
  2. โปรดตอบแบบสอบถามทุกข้อด้วยความจริงตามความรู้สึกของท่าน เพื่อให้ได้ข้อมูลที่เป็นประโยชน์ต่อการพัฒนาการเรียนการสอนต่อไป
  3. โปรดทำเครื่องหมาย ✓ ลงในช่องที่จริงกับความพึงพอใจของท่าน ซึ่งเป็นแบบมาตรฐานประมาณค่า (Rating Scale) 5 ระดับ โดยมีเกณฑ์ดังนี้  
5 = พึงพอใจมากที่สุด, 4 = พึงพอใจมาก, 3 = ปานกลาง, 2 = พึงพอใจน้อย, 1 = พึงพอใจน้อยที่สุด
  4. คำตอบของท่านจะถูกเก็บไว้เป็นความลับ และใช้เพื่อการศึกษาเท่านั้น
- ขอขอบคุณที่ให้ความร่วมมือในการตอบแบบสอบถาม

นายวีรภัทร สิงวะราช

นิสิตปริญญาโท

สาขาวิทยาการทางศึกษาและการจัดการเรียนรู้ (ภาษาอังกฤษ)

คณะศึกษาศาสตร์ มหาวิทยาลัยศรีนครินทรวิโรฒ

**แบบประเมินความพึงพอใจของนักเรียนต่อการเรียนรู้คำศัพท์ภาษาอังกฤษพื้นฐาน  
โดยใช้กระบวนการจัดการเรียนรู้แบบมุ่งปฏิบัติงานร่วมกับเว็บแอปพลิเคชัน**

ตอนที่ 1 ข้อมูลทั่วไปของผู้ตอบแบบสอบถาม

1. ชั้น..... 2. เพศ  ชาย  หญิง

ตอนที่ 2 ความพึงพอใจของนักเรียน

ระดับความคิดเห็น: 5 = พึงพอใจมากที่สุด, 4 = พึงพอใจมาก, 3 = ปานกลาง, 2 = พึงพอใจน้อย,  
1 = พึงพอใจน้อยที่สุด

ข้อที่	รายการประเมิน	ระดับความคิดเห็น/ พึงพอใจ				
		5	4	3	2	1
1	เนื้อหาคำศัพท์ที่เรียนมีความเหมาะสมกับระดับชั้นของผู้เรียน					
2	กิจกรรมในห้องเรียนช่วยให้เข้าใจคำศัพท์มากขึ้น					
3	แบบฝึกหัดและแบบทดสอบตรงกับสิ่งที่เรียน					
4	การเรียนรู้คำศัพท์มีความหลากหลายและน่าสนใจ					
5	เว็บแอปพลิเคชันใช้งานง่ายและเข้าถึงได้สะดวก					
6	การใช้เว็บแอปพลิเคชันช่วยให้เข้าใจคำศัพท์ได้ดีขึ้น					
7	สื่อประกอบในเว็บแอปพลิเคชันช่วยเสริมการเรียนรู้คำศัพท์					
8	การเรียนรู้ผ่านเว็บแอปพลิเคชันทำให้การเรียนรู้คำศัพท์สนุกขึ้น					
9	รู้สึกมีความมั่นใจในการใช้คำศัพท์ภาษาอังกฤษมากขึ้น					
10	ต้องการให้มีการเรียนรู้คำศัพท์ด้วยวิธีนี้อีกในอนาคต					
11	โดยรวมแล้วพึงพอใจกับการเรียนคำศัพท์ด้วยเว็บแอปพลิเคชัน					

ตอนที่ 3 ข้อเสนอแนะเพิ่มเติม

.....  
.....



Appendix B  
List of Experts

### The Experts who assessed the instruments of the study

1. Mr. Panya Thongkhon

The principal of Bankoongprachasan School, Prachinburi Province.

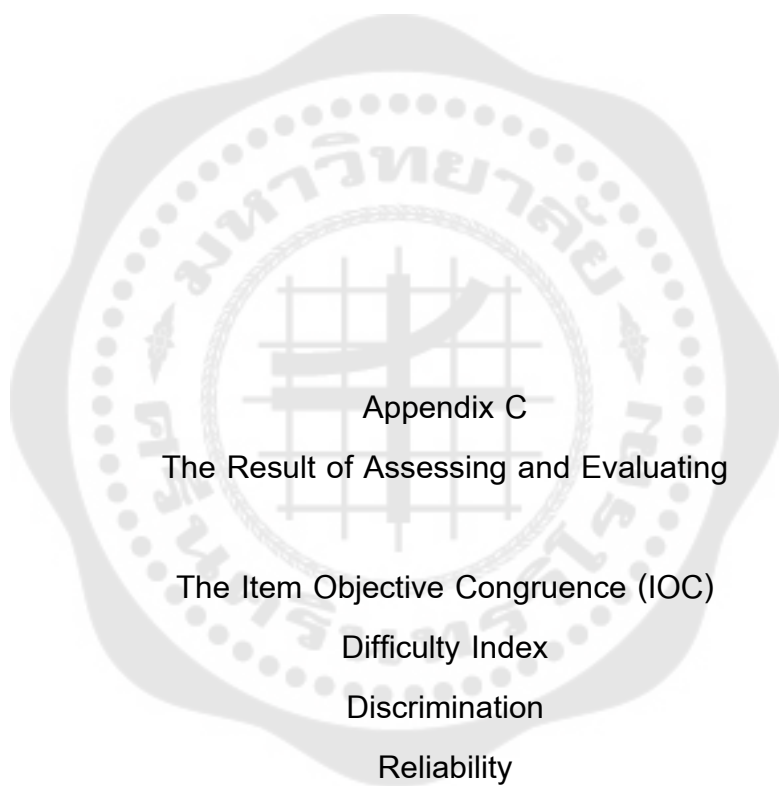
2. Mrs. Amornrat Ngamboonsrang

Educational Supervisor, Pathum Thani Secondary Educational Service Area Office

3. Mr. Punyawut Srisom

Educational Supervisor, Chonburi Primary Educational Service Area Office 3





Appendix C

The Result of Assessing and Evaluating

The Item Objective Congruence (IOC)

Difficulty Index

Discrimination

Reliability

Lesson Plan Appropriateness Evaluation Form

Students' Satisfaction questionnaire

## ผลการตรวจสอบแบบวัดการเรียนรู้คำศัพท์ชั้นประถมศึกษาปีที่ 3

คำถาม ข้อที่	ค่า IOC	ความ สอดคล้อง	ความยากง่าย (p)	อำนาจจำแนก (r)	แปลผล	ความเชื่อมั่น (KR-20)
1	1.0	สอดคล้อง	0.75	0.25	ใช้ได้	0.9604
2	0.7	สอดคล้อง	0.58	0.25	ใช้ได้	
3	1.0	สอดคล้อง	0.50	0.33	ใช้ได้	
4	0.7	สอดคล้อง	0.75	0.25	ใช้ได้	
5	1.0	สอดคล้อง	0.67	0.33	ใช้ได้	
6	0.7	สอดคล้อง	0.75	0.25	ใช้ได้	
7	0.7	สอดคล้อง	0.58	0.25	ใช้ได้	
8	0.7	สอดคล้อง	0.50	0.33	ใช้ได้	
9	0.7	สอดคล้อง	0.75	0.25	ใช้ได้	
10	0.7	สอดคล้อง	0.58	0.25	ใช้ได้	
11	1.0	สอดคล้อง	0.58	0.25	ใช้ได้	
12	1.0	สอดคล้อง	0.67	0.33	ใช้ได้	
13	1.0	สอดคล้อง	0.58	0.25	ใช้ได้	
14	1.0	สอดคล้อง	0.58	0.25	ใช้ได้	
15	1.0	สอดคล้อง	0.75	0.25	ใช้ได้	
16	0.7	สอดคล้อง	0.42	0.25	ใช้ได้	
17	0.7	สอดคล้อง	0.75	0.25	ใช้ได้	
18	0.7	สอดคล้อง	0.42	0.42	ใช้ได้	
19	0.7	สอดคล้อง	0.50	0.33	ใช้ได้	
20	0.7	สอดคล้อง	0.50	0.33	ใช้ได้	
21	0.7	สอดคล้อง	0.75	0.25	ใช้ได้	
22	1.0	สอดคล้อง	0.67	0.33	ใช้ได้	
23	1.0	สอดคล้อง	0.58	0.42	ใช้ได้	
24	1.0	สอดคล้อง	0.42	0.42	ใช้ได้	

คำถาม ข้อที่	ค่า IOC	ความ สอดคล้อง	ความยากง่าย (p)	อำนาจจำแนก (r)	แปลผล	ความเชื่อมั่น (KR-20)
25	1.0	สอดคล้อง	0.58	0.42	ใช้ได้	
26	1.0	สอดคล้อง	0.58	0.25	ใช้ได้	
27	1.0	สอดคล้อง	0.75	0.25	ใช้ได้	
28	1.0	สอดคล้อง	0.75	0.25	ใช้ได้	
29	1.0	สอดคล้อง	0.67	0.33	ใช้ได้	
30	1.0	สอดคล้อง	0.58	0.25	ใช้ได้	



**แบบประเมินความเหมาะสมแผนการจัดการเรียนรู้**  
**แผนการเรียนรู้เรียนรู้คำศัพท์ของนักเรียนชั้นประถมศึกษาปีที่ 3**  
**โดยกระบวนการจัดการเรียนรู้แบบมุ่งปฏิบัติงานร่วมกับเว็บแอปพลิเคชัน**  
**กลุ่มสาระการเรียนรู้ภาษาต่างประเทศ ระดับชั้นประถมศึกษาปีที่ 3**

**คำชี้แจง** โปรดทำเครื่องหมาย / ในช่องระดับความเหมาะสมที่ตรงกับความคิดเห็นของท่านและขอความกรุณาเขียนเสนอแนะอื่นๆ โดยใช้เกณฑ์ประมาณค่า 5 ระดับ (Rating Scale) เพื่อเป็นแนวทางในการปรับปรุงแผนการจัดการเรียนรู้ต่อไป ดังนี้

- 5 หมายถึง มีความเหมาะสมมากที่สุด  
 4 หมายถึง มีความเหมาะสมมาก  
 3 หมายถึง มีความเหมาะสมปานกลาง  
 2 หมายถึง มีความเหมาะสมน้อย  
 1 หมายถึง มีความเหมาะสมน้อยที่สุด

ข้อที่	รายการประเมิน	แผนการจัดการเรียนรู้ที่							
		1	2	3	4	5	6	7	8
1	ความสอดคล้องกับหลักสูตร								
2	จุดประสงค์การเรียนรู้								
3	สาระสำคัญ								
4	กิจกรรมการเรียนรู้								
5	การพัฒนาทักษะคำศัพท์								
6	สื่อ/แหล่งเรียนรู้								
7	การวัดและประเมินผล								
8	มีเกณฑ์การให้คะแนนการประเมิน ความรู้ด้านคำศัพท์								
9	ความเหมาะสมต่อผู้เรียน								
10	ความเป็นไปได้และการนำไปใช้								
	รวม								

ข้อเสนอแนะในการปรับปรุง/แก้ไข

.....  
 .....

ลงชื่อ.....ผู้ประเมิน

(.....)

ตำแหน่ง.....

เกณฑ์การประเมินความเหมาะสมของแผนการจัดการเรียนรู้

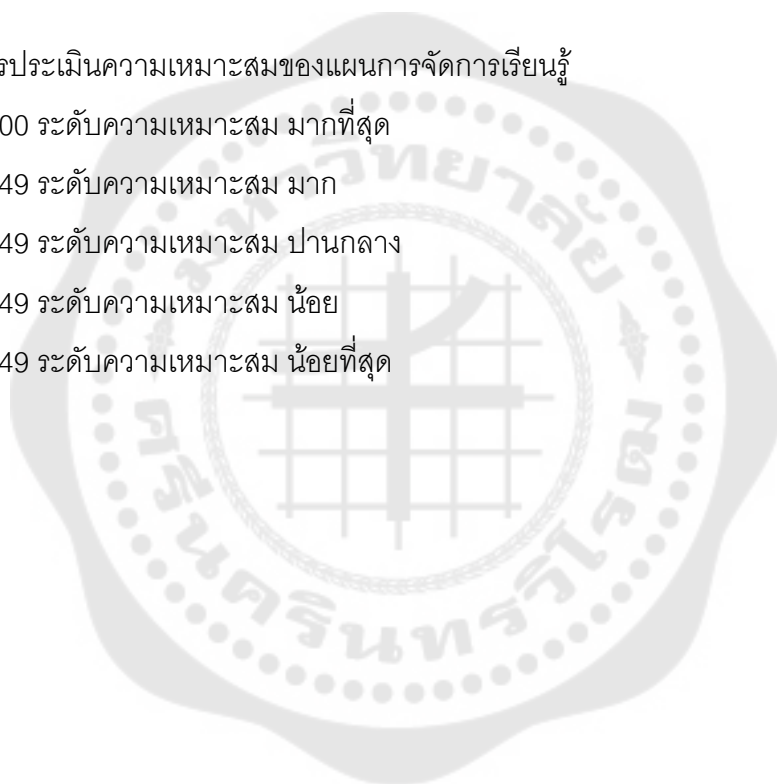
4.50 – 5.00 ระดับความเหมาะสม มากที่สุด

3.50 – 4.49 ระดับความเหมาะสม มาก

2.50 – 3.49 ระดับความเหมาะสม ปานกลาง

1.50 – 2.49 ระดับความเหมาะสม น้อย

1.00 – 1.49 ระดับความเหมาะสม น้อยที่สุด



**แบบตรวจสอบความสอดคล้อง (IOC)**  
**แผนการจัดการเรียนรู้การเรียนรู้คำศัพท์ของนักเรียนชั้นประถมศึกษาปีที่ 3**  
**โดยกระบวนการจัดการเรียนรู้แบบมุ่งปฏิบัติงานร่วมกับเว็บแอปพลิเคชัน**  
**สำหรับผู้เชี่ยวชาญ**

**คำชี้แจง**

แบบประเมินแผนการจัดการเรียนรู้การเรียนรู้คำศัพท์ของนักเรียนชั้นประถมศึกษาปีที่ 3 โดยกระบวนการจัดการเรียนรู้แบบมุ่งปฏิบัติงานร่วมกับเว็บแอปพลิเคชัน สำหรับผู้เชี่ยวชาญ ใช้ประเมิน 10 รายการ

โปรดพิจารณาคุณภาพของแผนการจัดการเรียนรู้ในแต่ละด้านว่าสอดคล้องมากน้อยเพียงใด โดยทำเครื่องหมาย ✓ ลงในช่องระดับความคิดเห็น ที่ตรงกับความคิดเห็นของท่านมากที่สุด เกณฑ์การประเมินดังนี้

ให้	+1	หมายถึง	ตรงสอดคล้องกับวัตถุประสงค์
ให้	0	หมายถึง	ไม่แน่ใจ
ให้	-1	หมายถึง	ไม่ตรงหรือไม่สอดคล้องกับวัตถุประสงค์

**แบบประเมินความสอดคล้อง (IOC)**  
**แผนการจัดการเรียนรู้การเรียนรู้คำศัพท์ของนักเรียนชั้นประถมศึกษาปีที่ 3**  
**โดยกระบวนการจัดการเรียนรู้แบบมุ่งปฏิบัติงานร่วมกับเว็บแอปพลิเคชัน**

ที่	รายการที่ประเมิน	ระดับความสอดคล้อง			หมายเหตุ
		-1	0	+1	
1	ความสอดคล้องกับหลักสูตร				
2	จุดประสงค์การเรียนรู้				
3	สาระสำคัญ				
4	กิจกรรมการเรียนรู้				
5	การพัฒนาทักษะคำศัพท์ (Vocabulary Development)				
6	สื่อ/แหล่งเรียนรู้				
7	การวัดและประเมินผล				
8	มีเกณฑ์การให้คะแนนการประเมินความรู้ ด้านคำศัพท์				
9	ความเหมาะสมต่อผู้เรียน				
10	ความเป็นไปได้และการนำไปใช้				

ข้อเสนอแนะอื่น ๆ

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ลงชื่อ.....ผู้ประเมิน

(.....)

ตำแหน่ง.....

**ผลการประเมินความสอดคล้อง (IOC)**  
**แผนการจัดการเรียนรู้การเรียนรู้คำศัพท์ของนักเรียนชั้นประถมศึกษาปีที่ 3**  
**โดยกระบวนการจัดการเรียนรู้แบบมุ่งปฏิบัติงานร่วมกับเว็บแอปพลิเคชัน**

รายการประเมิน	ผู้เชี่ยวชาญคนที่			รวม	ค่า IOC
	1	2	3		
ความสอดคล้องกับหลักสูตร	+1	+1	+1	3	1.0
จุดประสงค์การเรียนรู้	+1	+1	+1	3	1.0
สาระสำคัญ	+1	+1	+1	3	1.0
กิจกรรมการเรียนรู้	+1	0	+1	2	0.7
การพัฒนาทักษะคำศัพท์ (Vocabulary Development)	+1	+1	+1	3	1.0
สื่อ/แหล่งเรียนรู้	+1	+1	+1	3	1.0
การวัดและประเมินผล	+1	+1	0	2	0.7
มีเกณฑ์การให้คะแนนการประเมิน ความรู้ด้านคำศัพท์	+1	0	+1	2	0.7
ความเหมาะสมต่อผู้เรียน	+1	+1	+1	3	1.0
ความเป็นไปได้และการนำไปใช้	+1	+1	+1	3	1.0

สรุป ค่า IOC รายข้ออยู่ระหว่าง 0.7 – 1.0 ที่คำนวณได้มีค่ามากกว่า 0.5 ถือว่าใช้ได้

### แบบประเมินความตรง (IOC)

ความพึงพอใจของนักเรียนต่อการเรียนรู้คำศัพท์ภาษาอังกฤษพื้นฐาน  
โดยใช้กระบวนการจัดการเรียนรู้แบบมุ่งปฏิบัติงานร่วมกับเว็บแอปพลิเคชัน

#### คำชี้แจง

แบบสอบถามฉบับนี้มีวัตถุประสงค์เพื่อต้องการทราบความคิดเห็นของผู้เชี่ยวชาญเกี่ยวกับคุณภาพความตรงของรายการ ประเมินความพึงพอใจ ของนักเรียนต่อการเรียนรู้คำศัพท์ภาษาอังกฤษพื้นฐาน โดยใช้กระบวนการจัดการเรียนรู้แบบมุ่งปฏิบัติงานร่วมกับเว็บแอปพลิเคชัน

โดยขอความอนุเคราะห์ให้ผู้เชี่ยวชาญทำการประเมินรายการความพึงพอใจของนักเรียนว่ามีความสอดคล้องกับประเด็นที่กำหนดหรือไม่

โดยมีเกณฑ์การให้คะแนนเพื่อหาค่าความตรง (IOC) ของผู้เชี่ยวชาญกำหนดเป็น 3 ระดับดังนี้

ให้ +1 หมายถึง ตรงสอดคล้องกับประเด็นที่กำหนด

ให้ 0 หมายถึง ไม่แน่ใจ

ให้ -1 หมายถึง ไม่ตรงหรือไม่สอดคล้องกับประเด็นที่กำหนด

ที่	รายการประเมิน	ระดับความคิดเห็น		
		+1	0	-1
1	เนื้อหาคำศัพท์ที่เรียนมีความเหมาะสมกับระดับชั้นของผู้เรียน			
2	กิจกรรมในห้องเรียนช่วยให้เข้าใจคำศัพท์มากขึ้น			
3	แบบฝึกหัดและแบบทดสอบตรงกับสิ่งที่เรียน			
4	การเรียนรู้คำศัพท์มีความหลากหลายและน่าสนใจ			
5	เว็บแอปพลิเคชันใช้งานง่ายและเข้าถึงได้สะดวก			
6	การใช้เว็บแอปพลิเคชันช่วยให้เข้าใจคำศัพท์ได้ดีขึ้น			
7	สื่อประกอบในเว็บแอปพลิเคชันช่วยเสริมการเรียนรู้คำศัพท์			
8	การเรียนรู้ผ่านเว็บแอปพลิเคชันทำให้การเรียนรู้คำศัพท์สนุกขึ้น			
9	รู้สึกมีความมั่นใจในการใช้คำศัพท์ภาษาอังกฤษมากขึ้น			
10	ต้องการให้มีการเรียนรู้คำศัพท์ด้วยวิธีนี้อีกในอนาคต			
11	โดยรวมแล้วพึงพอใจกับการเรียนคำศัพท์ด้วยเว็บแอปพลิเคชัน			

ข้อเสนอแนะอื่น ๆ

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.....  
.....

ลงชื่อ.....ผู้ประเมิน

(.....)

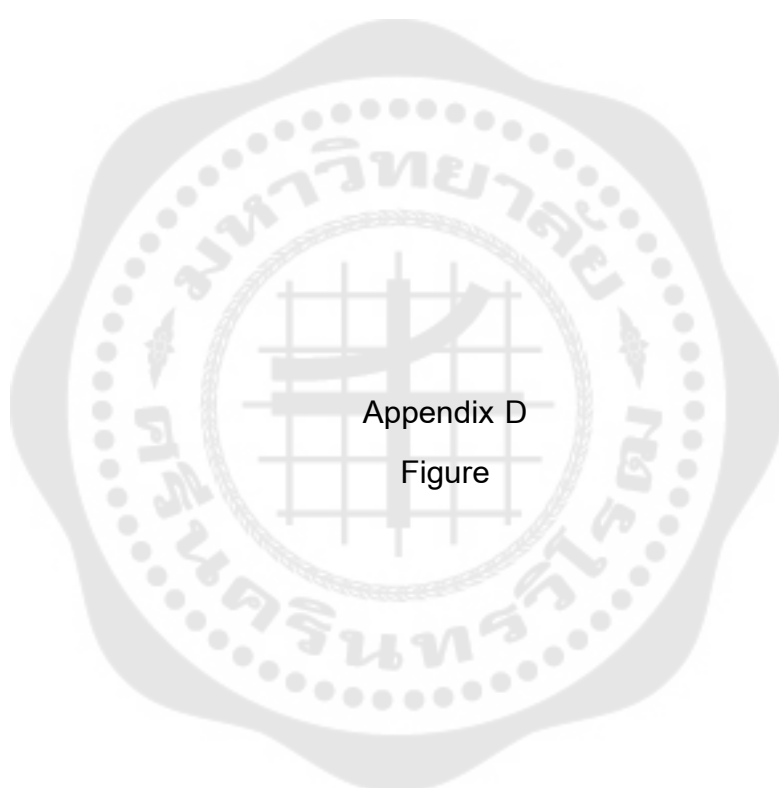
ตำแหน่ง.....



**ผลการประเมินความตรง (IOC)**  
**ความพึงพอใจของนักเรียนต่อการเรียนรู้คำศัพท์ภาษาอังกฤษพื้นฐาน**  
**โดยใช้กระบวนการจัดการเรียนรู้แบบมุ่งปฏิบัติงานร่วมกับเว็บแอปพลิเคชัน**

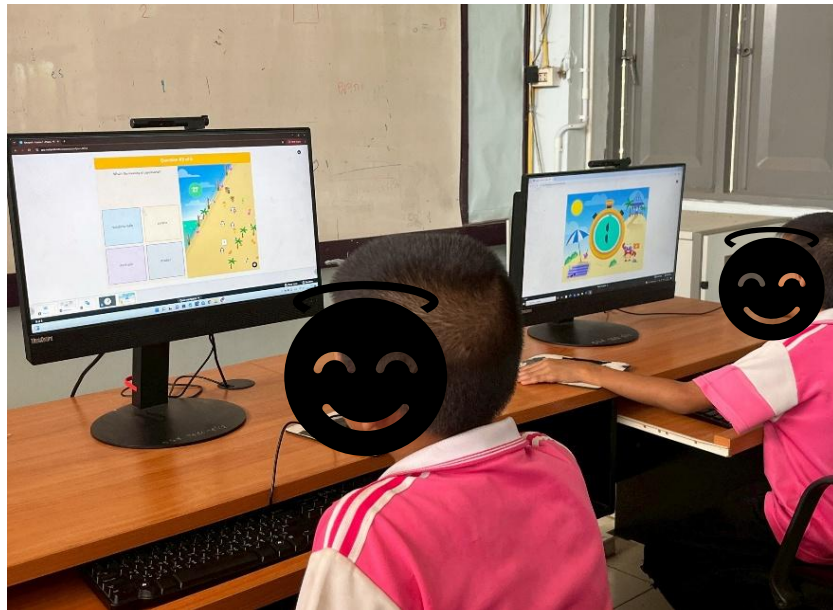
รายการประเมิน	ผู้เชี่ยวชาญคนที่			รวม	ค่า IOC
	1	2	3		
เนื้อหาคำศัพท์ที่เรียนมีความเหมาะสมกับระดับชั้น ของผู้เรียน	+1	+1	+1	3	1.0
กิจกรรมในห้องเรียนช่วยให้เข้าใจคำศัพท์มากขึ้น	+1	+1	+1	3	1.0
แบบฝึกหัดและแบบทดสอบตรงกับสิ่งที่เรียน	+1	+1	+1	3	1.0
การเรียนรู้คำศัพท์ที่มีความหลากหลายและน่าสนใจ	+1	0	+1	2	0.7
เว็บแอปพลิเคชันใช้งานง่ายและเข้าถึงได้สะดวก	0	+1	+1	2	0.7
การใช้เว็บแอปพลิเคชันช่วยให้เข้าใจคำศัพท์ ได้ดีขึ้น	+1	+1	+1	3	1.0
สื่อประกอบในเว็บแอปพลิเคชันช่วยเสริมการเรียนรู้ คำศัพท์	+1	+1	0	2	0.7
การเรียนผ่านเว็บแอปพลิเคชันทำให้การเรียน คำศัพท์สนุกขึ้น	+1	0	+1	2	0.7
รู้สึกมีความมั่นใจในการใช้คำศัพท์ภาษาอังกฤษ มากขึ้น	+1	+1	+1	3	1.0
ต้องการให้มีการเรียนรู้คำศัพท์ด้วยวิธีนี้อีกในอนาคต	0	+1	+1	2	0.7
โดยรวมแล้วพึงพอใจกับการเรียนคำศัพท์ด้วยเว็บ แอปพลิเคชัน	+1	+1	+1	3	1.0

สรุป ค่า IOC รายข้ออยู่ระหว่าง 0.7 – 1.0 ที่คำนวณได้เฉลี่ย 0.8 มีค่ามากกว่า 0.5 ถือว่าใช้ได้

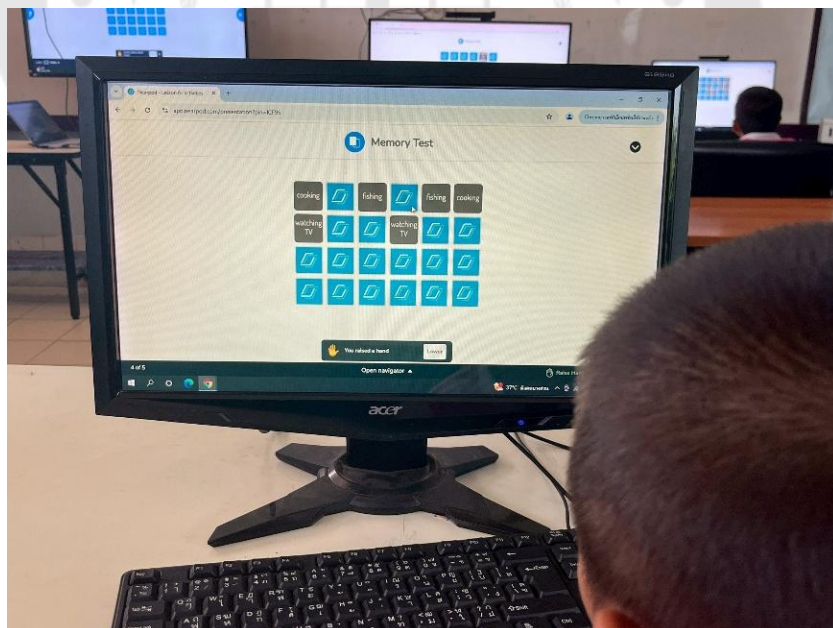


Appendix D

Figure

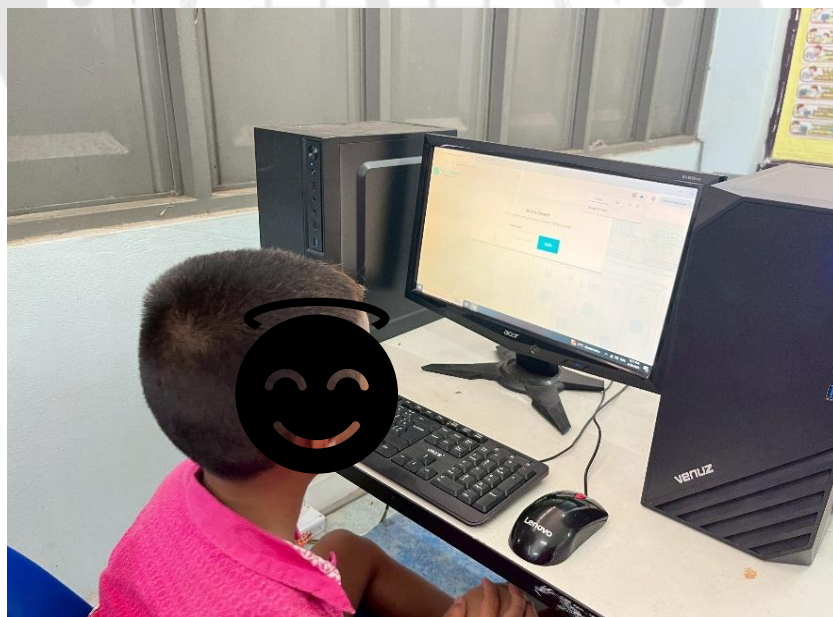


These are some example photos while the student's learning vocabulary by using task-based learning with web applications





These are some example photos while the student's learning vocabulary by using task-based learning with web applications





Appendix E  
Letters of Consent

ที่ อว 8718/602



บัณฑิตวิทยาลัย มหาวิทยาลัยศรีนครินทรวิโรฒ  
114 สุขุมวิท 23 แขวงคลองเตยเหนือ  
เขตวัฒนา กรุงเทพฯ 10110

24 เมษายน 2568

เรื่อง ขอความอนุเคราะห์เชิญบุคลากรในสังกัดเป็นผู้เชี่ยวชาญ

เรียน ผู้อำนวยการสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาปทุมธานี

เนื่องด้วย นายวีรภัทร สิงวะราช นิสิตระดับปริญญาโท สาขาวิชาวิทยาการทางการศึกษาและ  
การจัดการเรียนรู้ มหาวิทยาลัยศรีนครินทรวิโรฒ ได้รับอนุมัติให้ทำปฏิญานิพนธ์ เรื่อง “ผลสัมฤทธิ์ทางการ  
เรียนรู้คำศัพท์ของนักเรียนชั้นประถมศึกษาปีที่ 3 โดยกระบวนการจัดการเรียนรู้แบบมุ่งปฏิบัติงานร่วมกับ  
เว็บแอปพลิเคชัน” โดยมี ผู้ช่วยศาสตราจารย์ ดร.ลัดดา หวังภาชิต ป็นอาจารย์ที่ปรึกษาปฏิญานิพนธ์

ในการนี้ บัณฑิตวิทยาลัยขอเรียนเชิญ นางอมรรัตน์ งามบุญสร้าง เป็นผู้เชี่ยวชาญตรวจ 1) แผนจัดการ  
เรียนรู้วิชาภาษาอังกฤษ เรื่อง การเรียนคำศัพท์ ที่ถูกออกแบบให้สอดคล้อง กับวิธีการจัดการเรียนรู้แบบมุ่ง  
ปฏิบัติงานร่วมกับเว็บแอปพลิเคชัน และ 2) แบบทดสอบวัดการเรียนรู้คำศัพท์ ได้แก่ 2.1) แบบวัดการเรียนรู้  
คำศัพท์ ก่อนจัดการเรียนรู้ด้วยการจัดการเรียนรู้แบบมุ่งปฏิบัติงานร่วมกับเว็บแอปพลิเคชัน และ 2.2) แบบวัด  
การเรียนรู้คำศัพท์ หลังจัดการเรียนรู้ ด้วยการจัดการเรียนรู้แบบมุ่งปฏิบัติงานร่วมกับเว็บแอปพลิเคชัน ทั้งนี้  
นิสิตได้ติดต่อประสานงานเบื้องต้นกับบุคลากรของท่านแล้ว และจะประสานงานในรายละเอียดดังกล่าวต่อไป

จึงเรียนมาเพื่อขอความอนุเคราะห์บุคลากรในสังกัดเป็นผู้เชี่ยวชาญ ให้ นายวีรภัทร สิงวะราช และ  
ขอขอบพระคุณมา ณ โอกาสนี้

ขอแสดงความนับถือ

(ผู้ช่วยศาสตราจารย์ ดร.สุจิตรา ศรีสังข์)

รองคณบดีฝ่ายวิชาการ รักษาการแทน

คณบดีบัณฑิตวิทยาลัย

สำนักงานคณบดีบัณฑิตวิทยาลัย

โทร. 0 2649 5064

หมายเหตุ : สอบถามข้อมูลเพิ่มเติมกรุณาติดต่อ นิสิต โทรศัพท์ 081 377 6205

ที่ อว 8718/602



บัณฑิตวิทยาลัย มหาวิทยาลัยศรีนครินทรวิโรฒ  
114 สุขุมวิท 23 แขวงคลองเตยเหนือ  
เขตวัฒนา กรุงเทพฯ 10110

24 เมษายน 2568

เรื่อง ขอความอนุเคราะห์เชิญบุคลากรในสังกัดเป็นผู้เชี่ยวชาญ

เรียน ผู้อำนวยการสำนักงานเขตพื้นที่การศึกษาประถมศึกษาชลบุรี เขต 3

เนื่องด้วย นายวีรภัทร สิงวะราช นิสิตระดับปริญญาโท สาขาวิชาวิทยาการทางการศึกษาและการจัดการเรียนรู้ มหาวิทยาลัยศรีนครินทรวิโรฒ ได้รับอนุมัติให้ทำปฏิญานิพนธ์ เรื่อง “ผลสัมฤทธิ์ทางการเรียนรู้คำศัพท์ของนักเรียนชั้นประถมศึกษาปีที่ 3 โดยกระบวนการจัดการเรียนรู้แบบมุ่งปฏิบัติงานร่วมกับเว็บแอปพลิเคชัน” โดยมี ผู้ช่วยศาสตราจารย์ ดร.ลัดดา หวังภาชิต ป็นอาจารย์ที่ปรึกษาปฏิญานิพนธ์

ในการนี้ บัณฑิตวิทยาลัยขอเรียนเชิญ นายปัญญาวุฒิ ศรีสม เป็นผู้เชี่ยวชาญตรวจ 1) แผนจัดการเรียนรู้วิชาภาษาอังกฤษ เรื่อง การเรียนคำศัพท์ ที่ถูกออกแบบให้สอดคล้อง กับวิธีการจัดการเรียนรู้แบบมุ่งปฏิบัติงานร่วมกับเว็บแอปพลิเคชัน และ 2) แบบทดสอบวัดการเรียนรู้คำศัพท์ ได้แก่ 2.1) แบบวัดการเรียนรู้คำศัพท์ ก่อนจัดการเรียนรู้ด้วยการจัดการเรียนรู้แบบมุ่งปฏิบัติงานร่วมกับเว็บแอปพลิเคชัน และ 2.2) แบบวัดการเรียนรู้คำศัพท์ หลังจัดการเรียนรู้ ด้วยการจัดการเรียนรู้แบบมุ่งปฏิบัติงานร่วมกับเว็บแอปพลิเคชัน ทั้งนี้ นิสิตได้ติดต่อประสานงานเบื้องต้นกับบุคลากรของท่านแล้ว และจะประสานงานในรายละเอียดดังกล่าวต่อไป

จึงเรียนมาเพื่อขอความอนุเคราะห์บุคลากรในสังกัดเป็นผู้เชี่ยวชาญ ให้ นายวีรภัทร สิงวะราช และขอขอบพระคุณมา ณ โอกาสนี้

ขอแสดงความนับถือ

(ผู้ช่วยศาสตราจารย์ ดร.สุจิตรา ศรีสังข์)

รองคณบดีฝ่ายวิชาการ รักษาการแทน  
คณบดีบัณฑิตวิทยาลัย

สำนักงานคณบดีบัณฑิตวิทยาลัย

โทร. 0 2649 5064

หมายเหตุ : สอบถามข้อมูลเพิ่มเติมกรุณาติดต่อ นิสิต โทรศัพท์ 081 377 6205

ที่ อว 8718/602



บัณฑิตวิทยาลัย มหาวิทยาลัยศรีนครินทรวิโรฒ  
114 สุขุมวิท 23 แขวงคลองเตยเหนือ  
เขตวัฒนา กรุงเทพฯ 10110

24 เมษายน 2568

เรื่อง ขอความอนุเคราะห์เชิญบุคลากรในสังกัดเป็นผู้เชี่ยวชาญ

เรียน ผู้อำนวยการโรงเรียนบ้านกุ่งประชาสรรค์

เนื่องด้วย นายวีรภัทร สิงวะราช นิสิตระดับปริญญาโท สาขาวิชาวิทยาการทางการศึกษาและ  
การจัดการเรียนรู้ มหาวิทยาลัยศรีนครินทรวิโรฒ ได้รับอนุมัติให้ทำปฏิญานิพนธ์ เรื่อง “ผลสัมฤทธิ์ทางการ  
เรียนรู้คำศัพท์ของนักเรียนชั้นประถมศึกษาปีที่ 3 โดยกระบวนการจัดการเรียนรู้แบบมุ่งปฏิบัติงานร่วมกับ  
เว็บแอปพลิเคชัน” โดยมี ผู้ช่วยศาสตราจารย์ ดร.ลัดดา หวังภาชิต ป็นอาจารย์ที่ปรึกษาปฏิญานิพนธ์

ในการนี้ บัณฑิตวิทยาลัยขอเรียนเชิญ นายปัญญา ทองคุณ เป็นผู้เชี่ยวชาญตรวจ 1) แผนจัดการ  
เรียนรู้วิชาภาษาอังกฤษ เรื่อง การเรียนคำศัพท์ ที่ถูกออกแบบให้สอดคล้อง กับวิธีการจัดการเรียนรู้แบบมุ่ง  
ปฏิบัติงานร่วมกับเว็บแอปพลิเคชัน และ 2) แบบทดสอบวัดการเรียนรู้คำศัพท์ ได้แก่ 2.1) แบบวัดการเรียนรู้  
คำศัพท์ ก่อนจัดการเรียนรู้ด้วยการจัดการเรียนรู้แบบมุ่งปฏิบัติงานร่วมกับเว็บแอปพลิเคชัน และ 2.2) แบบวัด  
การเรียนรู้คำศัพท์ หลังจัดการเรียนรู้ ด้วยการจัดการเรียนรู้แบบมุ่งปฏิบัติงานร่วมกับเว็บแอปพลิเคชัน ทั้งนี้  
นิสิตได้ติดต่อประสานงานเบื้องต้นกับบุคลากรของท่านแล้ว และจะประสานงานในรายละเอียดดังกล่าวต่อไป

จึงเรียนมาเพื่อขอความอนุเคราะห์บุคลากรในสังกัดเป็นผู้เชี่ยวชาญ ให้ นายวีรภัทร สิงวะราช และ  
ขอขอบพระคุณมา ณ โอกาสนี้

ขอแสดงความนับถือ

(ผู้ช่วยศาสตราจารย์ ดร.สุจิตรา ศรีสังข์)

รองคณบดีฝ่ายวิชาการ รักษาการแทน

คณบดีบัณฑิตวิทยาลัย

สำนักงานคณบดีบัณฑิตวิทยาลัย

โทร. 0 2649 5064

หมายเหตุ : สอบถามข้อมูลเพิ่มเติมกรุณาติดต่อ นิสิต โทรศัพท์ 081 377 6205

ที่ อว 8718/600



บัณฑิตวิทยาลัย มหาวิทยาลัยศรีนครินทรวิโรฒ  
114 สุขุมวิท 23 แขวงคลองเตยเหนือ  
เขตวัฒนา กรุงเทพฯ 10110

24 เมษายน 2568

เรื่อง ขอบความอนุเคราะห์เก็บข้อมูลเพื่อการวิจัย

เรียน ผู้อำนวยการโรงเรียนบ้านหนองสังข์ (โลอุทิศ)

เนื่องด้วย นายวิรัช สิงะราช นิสิตระดับปริญญาโท สาขาวิชาวิทยาการทางการศึกษาและการจัดการเรียนรู้ มหาวิทยาลัยศรีนครินทรวิโรฒ ได้รับอนุมัติให้ทำปริญญานิพนธ์ เรื่อง “ผลสัมฤทธิ์ทางการเรียนรู้คำศัพท์ของนักเรียนชั้นประถมศึกษาปีที่ 3 โดยกระบวนการจัดการเรียนรู้แบบมุ่งปฏิบัติงานร่วมกับเว็บแอปพลิเคชัน” โดยมี ผู้ช่วยศาสตราจารย์ ดร.ลัดดา หวังภักดิ์ เป็นอาจารย์ที่ปรึกษาปริญญานิพนธ์ และได้ผ่านการรับรองจากคณะกรรมการจริยธรรมสำหรับพิจารณาโครงการวิจัยที่ทำในมนุษย์ มหาวิทยาลัยศรีนครินทรวิโรฒ หมายเลขรับรอง : SWUEC-682047

ในการนี้ นิสิตขอความอนุเคราะห์เก็บข้อมูล โดยใช้ 1) แบบวัดการเรียนรู้คำศัพท์ ก่อน-หลัง จัดการเรียนรู้ ด้วยการจัดการเรียนรู้แบบมุ่งปฏิบัติงานร่วมกับเว็บแอปพลิเคชัน และ 2) แผนจัดการเรียนรู้วิชาภาษาอังกฤษ เรื่อง การเรียนรู้คำศัพท์ ที่ถูกออกแบบให้สอดคล้อง กับวิธีการจัดการเรียนรู้แบบมุ่งปฏิบัติงานร่วมกับเว็บแอปพลิเคชัน กับ นักเรียนระดับประถมศึกษา ชั้นปีที่ 3 จำนวนไม่เกิน 12 คน เพื่อเป็นข้อมูลในการวิจัย ในเดือนเมษายน 2568 ทั้งนี้ นิสิตจะเป็นผู้ประสานงานในรายละเอียดดังกล่าวต่อไป

จึงเรียนมาเพื่อโปรดพิจารณาขอความอนุเคราะห์ และขอขอบพระคุณมา ณ โอกาสนี้

ขอแสดงความนับถือ

(ผู้ช่วยศาสตราจารย์ ดร.สุจิตรา ศรีสังข์)

รองคณบดีฝ่ายวิชาการ รักษาการแทน  
คณบดีบัณฑิตวิทยาลัย

สำนักงานคณบดีบัณฑิตวิทยาลัย

โทร. 0 2649 5064

หมายเหตุ : สอบถามข้อมูลเพิ่มเติมกรุณาติดต่อ นิสิต โทรศัพท์ 081 377 6205



AF20-03-03.0  
May, 2023

### Certificate of Ethical Committee Approval

This is to certify that:

**Protocol Title:** THE ACHIEVEMENT OF LEARNING VOCABULARY FOR GRADE 3 STUDENTS BY USING TASK-BASED LEARNING WITH WEB APPLICATIONS

**Principal investigator:** Mr. Weeraphat Singwarach

**Institution:** Graduate School of Srinakharinwirot University

**Protocol code:** SWUEC-682047

**Documents approved:**

- |  |                                    |
|--|------------------------------------|
| 1. Submission form   | version no. 2 date 12 March 2025   |
| 2. Full research proposal                                    | version no. 2 date 12 March 2025   |
| 3. Participant information sheet and consent form            | version no. 1 date 27 January 2025 |
| 4. Questionnaire/data collection form                        | version no. 1 date 27 January 2025 |
| 5. Letter of consent to participate in research under 18 yrs | version no. 1 date 27 January 2025 |
| 6. Investigator's biography                                  |                                    |

have been reviewed and approved by the Human Research Ethics Committee of Srinakharinwirot University based on Declaration of Helsinki, Belmont Report, International Conference on Harmonization in Good Clinical Practice (ICH-GCP), International Guidelines for Human Research, along with laws and regulations of Thailand. Thus, the approval for conducting the study is granted.

**Date of approval:** 16/03/2025

**Date of expiration:** 15/03/2026

(Associate Professor Sittipong Wattananonsakul, Ph.D.)

Chairman, Social Science and Behavioral Science Research Sub-Committee  
of Srinakharinwirot University (Panel 2)



AF19-03-03.1  
August, 2023

**หนังสือรับรองจริยธรรมการวิจัยในมนุษย์**  
หนังสือฉบับนี้ให้ไว้เพื่อแสดงว่า

**ชื่อโครงการวิจัย :** ผลสัมฤทธิ์ทางการเรียนรู้ค่าศัพทของนักเรียนชั้นประถมศึกษาปีที่ 3 โดยกระบวนการจัดการเรียนรู้แบบมุ่งปฏิบัติงานร่วมกับเว็บแอปพลิเคชัน

**ชื่อหัวหน้าโครงการวิจัย :** นายวีรภัทร สิงวะราช

**หน่วยงานต้นสังกัด :** บัณฑิตวิทยาลัย มหาวิทยาลัยศรีนครินทรวิโรฒ

**หมายเลขรับรองโครงการวิจัย :** SWUEC-682047


**รายการเอกสารที่รับรอง :**

- |  |                                   |
|--|-----------------------------------|
| 1. แบบเสนอเพื่อขอรับการพิจารณา                         | ฉบับที่ 2 ลงวันที่ 12 มีนาคม 2568 |
| 2. โครงการวิจัยฉบับสมบูรณ์                             | ฉบับที่ 2 ลงวันที่ 12 มีนาคม 2568 |
| 3. เอกสารข้อมูลและขอความยินยอมสำหรับอาสาสมัคร          | ฉบับที่ 1 ลงวันที่ 27 มกราคม 2568 |
| 4. เครื่องมือที่ใช้ในการวิจัย                          | ฉบับที่ 1 ลงวันที่ 27 มกราคม 2568 |
| 5. หนังสือแสดงความยินยอมเข้าร่วมการวิจัย ต่ำกว่า 18 ปี | ฉบับที่ 1 ลงวันที่ 27 มกราคม 2568 |
| 6. ประวัติผู้วิจัย                                     |                                   |

ได้ผ่านการรับรองจากคณะกรรมการจริยธรรมสำหรับพิจารณาโครงการวิจัยในมนุษย์ มหาวิทยาลัยศรีนครินทรวิโรฒ โดยยึดหลักเกณฑ์ตาม Declaration of Helsinki, Belmont Report, International Conference on Harmonization in Good Clinical Practice (ICH-GCP), International Guidelines for Human Research ตลอดจนกฎหมาย ข้อบังคับและข้อกำหนดภายในประเทศ จึงเห็นสมควรให้ดำเนินการวิจัยตามโครงการวิจัยนี้ได้

**วันที่รับรอง :** 16 มีนาคม 2568

**วันที่หมดอายุ :** 15 มีนาคม 2569

  
(ลงชื่อ).....

(รองศาสตราจารย์ ดร.สิทธิพงศ์ วัฒนานนท์สกุล)

ประธานคณะกรรมการจริยธรรมสำหรับพิจารณาโครงการวิจัยที่ทำในมนุษย์  
ชุดสังคมศาสตร์และพฤติกรรมศาสตร์ (ชุดที่ 2)  
มหาวิทยาลัยศรีนครินทรวิโรฒ

VITA

