



DEVELOPING ENGLISH ORAL COMMUNICATION ABILITY OF EFL SECONDARY
SCHOOL STUDENTS THROUGH COMPETENCY-
BASED DIFFERENTIATED INSTRUCTION (CBDI)



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2024

การพัฒนาความสามารถในการพูดภาษาอังกฤษเพื่อการสื่อสารของนักเรียนระดับชั้นมัธยมศึกษา
โดยใช้การจัดการเรียนการสอนฐานสมรรถนะตามความสามารถของผู้เรียน



ปริญญานิพนธ์นี้เป็นส่วนหนึ่งของการศึกษาตามหลักสูตร
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คณะมนุษยศาสตร์ มหาวิทยาลัยศรีนครินทรวิโรฒ
ปีการศึกษา 2567
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A Dissertation Submitted in Partial Fulfillment of the Requirements
for the Degree of DOCTOR OF PHILOSOPHY
(Ph.D. (Language and Global Communication))
Faculty of Humanities, Srinakharinwirot University

2024

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THE DISSERTATION TITLED

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BY

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HAS BEEN APPROVED BY THE GRADUATE SCHOOL IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DOCTOR OF PHILOSOPHY IN PH.D. (LANGUAGE AND GLOBAL COMMUNICATION) AT SRINAKHARINWIROT UNIVERSITY

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Degree	DOCTOR OF PHILOSOPHY
Academic Year	2024
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This study addresses challenges faced by foreign language curriculum developers in Thailand related to oral communication courses in the EFL secondary school curriculum. It aims to (1) investigate the effects of competency-based differentiated instruction (CBDI) on the English oral communication abilities of EFL secondary school students, (2) examine students' perceptions of CBDI's impact on their English oral communication skills, and (3) explore the relationship between oral communication ability and student perceptions. The research involved a placement test for English oral communication, multiple English oral communication tests, a perception questionnaire, student reflective journals (SRJs), and semi-structured focus group interviews with 30 Mini English Programme students in Bangkok, selected via purposive sampling. This single-group study used both quantitative and qualitative methods over a 12-week data collection period. The findings revealed that (1) participants showed significant improvement in English oral communication ability after CBDI instruction ($p < .05$), (2) students reported positive perceptions of learning English with CBDI, and (3) no significant correlation was found between oral communication ability and perceptions across proficiency tiers (novice, grade-level, advanced); however, a positive correlation emerged when analyzed across the entire class and within proficiency groups. The study highlights CBDI's benefits in enhancing students' oral communication skills and perceptions toward learning English. Additionally, the study proposes curriculum principles to further support English oral communication development and suggests that CBDI can guide language curriculum development in objectives, content, instructional strategies, and assessment methods.

Keyword : Competency-based differentiated instruction (CBDI), English oral communication ability

ACKNOWLEDGEMENTS

Without the unwavering guidance of my supervisor, the committees, and all the instructors in the Language and Communication programme, as well as the financial and spiritual support from my beloved family and wife, I would not have been able to complete my dissertation. First, I would like to extend my deepest gratitude to my gungho advisor, Assistant Professor. Dr. Anchalee Jansem, whose endless advice and wisdom have guided me throughout this journey. Her persistent and kind assistance made this dissertation possible. She is not only my greatest teacher but my role model. Also, I truly thank all the committee members: Assistant Professor Dr. Kittitouch Soontornwipast, Associate Professor. Dr. SugunyaRuangjaroon, Associate Professor Dr. Nuntana Wongthai, and Assist. Prof. Dr. Sakulrat Worathumrong for their invaluable comments and recommendations. I am deeply grateful to all the experts who dedicated their time and effort to evaluate and validate my research instruments, and academic and intellectual growth. Second, I would like to express my profound respect and appreciation for the generous financial assistance provided through the scholarship granted by the Graduate School of Srinakharinwirot University throughout the programme. Additionally, my gratitude extends to all the lecturers and staff at the LGC program for their support and encouragement. Finally, thanks, too, to my parents for their endless love and encouragement. Thank you for believing in me and helping me believe in myself. I do love you deeply, and I hope you all have taken pride in me. I am also incredibly thankful to my wife for her sustained care, understanding and plenty of smiles. Her sweet and unconditional love and welcome are a huge relief whenever I visit home.

THANEE KHIADTHONG

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CHAPTER 1

INTRODUCTION

1.1 Background

For a few recent years, education reform in Thailand has been viewed as a competency-based education by the Independent Committee for Education Reform (ICER) the Office of the Education Council (OEC). ICER had collaboratively supported a pilot project known as “Research and Development of Competency Framework for Learners at the Primary level in the Basic Education Curriculum”(OEC, 2020). The competency-based reformation for Thais focuses on enhancing English communication skills by leveraging knowledge, skills, and attitudes/attributes. This initiative aims to improve listening, speaking, reading, and writing abilities in a receptive, expressive, and interactive manner, aligned with the CEFR and FRELE-TH (a Thai-specific framework for English language education based on CEFR). Achieving proficiency at this level is essential for success in education, job applications, and work advancement.

Basically, according to Kitjaroonchai (2013), the Thai government is committed to strengthening the English language skills of Thais to grant its citizens a harmonious life in the 21st century with the global world (Boonsuk & Ambele, 2021). For Thai EFL students, mastering the learning standards and indicators from the Basic Education Core Curriculum B.E. 2551 (A.D. 2008) is essential. One of the key standards in the foreign languages learning area is the use of language for communication. This involves using foreign languages for listening, speaking, reading, and writing, as well as for exchanging data and information, expressing feelings and opinions, interpreting and presenting data, concepts, and views on various matters, and creating appropriate interpersonal relationships ([MoE], 2008). Accordingly, the learners are expected to have knowledge and understanding of diversified matters and events of the world community. To illustrate, Thai students have to complete learners’ quality after graduation in each level; grade 9 graduates are able to ([MoE], 2008)

1) use language for communication in real situations/simulated situations in the classroom, school, community, and society

2) use foreign languages (focus on listening, speaking, reading, and writing) to communicate about themselves, their families, schools, the environment, foods, beverages, free time and recreation, health and welfare, buying and selling, climate, education, and occupations, traveling provision of services, places, language and science, and technology around 2,100-2,250 words (words of higher abstract quality).

It can be certainly seen that the demand for English communication instruction has played an important role and learning English has been a key goal for education systems at basic curriculum and instruction.

Currently, Thai learners have encountered various challenges and difficulties in their education. To address these issues, the CEFR (Common European Framework of Reference for Languages) has been introduced in schools to enhance the English proficiency of Thai students and improve the overall quality of Thai education. According to the official announcement by the Ministry of Education (MoE, 2014), guidelines for implementing the CEFR in English teaching and learning have been provided. The CEFR divides language proficiency into six levels, which have been incorporated into the Thai education system as follows:

- A1 is equal to the ability of primary schools' students.
- A2 is equal to the ability of junior high schools' students.
- B1 is equal to the ability of senior high schools' students.
- B2 is equal to the ability of university students.
- C1 is almost equal to the ability of English speakers.
- C2 is equal to the ability of English speakers

To enhance English proficiency among Thai students, Thai schools need to address several key issues in the local curriculum; different programs from schools should be established to cater to the diverse needs of learners and improve the quality of English education to provide various learning environments and pathways and learning support systems that are in line with the differentiated learning and instructions, known as "Education for All". Examples of such programs include the English Program

(EP), Mini English Program (MEP), International Program (IP), English Bilingual Education (EBE), and English for Integrated Studies (EIS). In 2020 a large secondary school in Bangkok started to open an MEP program for lower secondary school students (Mathayom 1 – Mathayom 3) to aim at boosting good knowledge and high skills for communication in English, thinking, problem-solving, technological know-how, and life skills based on world-class standard school platform to serve that educational policy. Accordingly, several courses in the new program are different from the regular program such as Intensive listening-speaking 1-2, Global communication, English for discussion and presentation, English for standardized tests 1-2, and English drama. Several courses have been improving the quality of students' knowledge and their ability to communicate in English. As far as concerned, the researcher has been taught English for Global Communication for grade 7 students in the MEP program. The learning outcomes are contributed to describing the aim, meaning, and process of common conversations, and the emphasis on the aspects of culture, traditions, and general conversations as well as to give information on the use of communication skills in English by using appropriate voice, and good manners. In short, besides four macro skills, oral communication ability seems to be a priority of ELT, for it is the most basic medium of human communication. Moreover, oral communication ability allows speakers to express all knowledge they have learnt to others (Harmer, 2015). Hence, oral communication ability has been considered an important part of English instruction.

As of 2022, the Office of the Education Council has developed six essential competencies that Thai learners must cultivate throughout their 12 years of basic education. These competencies aim to help students keep pace with global changes and improve their quality of life in the 21st century (OEC, 2022). Again, one of the core competencies urgently needed is "Communication (CM)". Since international communication plays an important role in curriculum and instruction systems at every level (Rachayon, 2018), learners are expected to be confident in English for communication in particular oral communication to make use of this skill and function in professional and academic settings (Khan, 2015). Hence, English communication has

also become the key to success not only in education but for job applications and work promotion. What is more, communicative English has now become the language of international communication (Kirkpatrick, 2007) and it is a major tool for communication in different situations and for exploring knowledge to move forward with the change in society resulting from the digital age (Sakulprasertsri & Vibulphol 2014). Consequently, English for communication is not only offered to Thai students to be ready for the future in the era of globalization, but also considered as a core competency, a basic skill, for the entire global workplace to generate students' opportunities and expand their full potentials.

However, despite having several years Thai students spent on English learning in formal education, Thai students have faced problems mastering oral communication skills. With the Thai language as a medium of English instruction, unnatural English language use, and failure to explore genuine interactions might be the main obstacles preventing them from developing students' oral communication skills in English (Khamkhien, 2010). Besides, in the Education First international English-language proficiency index 2021 (English, 2021), published in November 2021, Thailand was ranked 100th out of 112 countries—with an average score of 419 and then was labeled as having “very Low Proficiency.” It was also pointed out in the report that Thailand's rank increased from its rank in 2020, 89th out of 100 countries making it the only country in Asia to witness a significant decline in English proficiency remaining in the very low proficiency band (English, 2021) near the bottom. And, the English proficiency of Thai students from the standardized test like O-NET in 2021 reported that 9th grad students' average score was 34.38 and 12th graders' was 29.94 out of 100 (NIETS., 2021), which both of them were significantly lower than a few ago.

According to Thailand's score on the two tests, it is seen that the English proficiency of Thai learners is very low. The oral communication ability of Thai students is a problem (Choomthong, 2014). Arunsirot (2019) also found that lower secondary students lack motivation and interest in learning English and lack opportunities to use English in their everyday lives demotivating them not be able to speak English efficiently. To elaborate on the reason behind oral communication problems, (Khamkhien, 2010)

pointed out four reasons: 1) Thai students reckon oral communication is not their native language; 2) most Thai students need to be like a native speaker; 3) lack authentic input of learners of EFL is limited; and 4) the pronunciation of Thai teacher of English seems to be problematic. It could be seen that oral communication cannot be ignored from other skills in the use of appropriate communication. Besides, according to Zaigham, as cited in Romwapee (2012), "Spoken form of a language is basic and should be taught first".

In addition, Thai school students, nevertheless, face serious problems in the way of English oral communication such as lacking confidence (losing face), being afraid of making mistakes by incorrect grammar or mispronounced words, the time limitation for English language practice and use along with large class size and mixed-ability classroom (Puripunyanich, 2017b; Rachayon, 2018; Rattanaeng, 2019). In the context of EFL instruction, it is quite difficult for Thai learners to master the oral skill because Thai is usually the medium language of instruction in English classes and many teachers teaching English are mainly Thais; hence, unnatural language use and failure to create genuine interactions (Khamkhen, 2010). Equally important, most teaching approaches in Thailand, e.g., audiolingual approach, functional communication, and communicative language teaching (CLT) (Methitham, 2009 as cited in Sritulanon (2017)); revolve western-based theories and pedagogical materials that many policymakers, educators, and local instructors in Thailand approve the pedagogical approaches that iconize CLT and its notions, namely task-based learning, Community language learning, TPR and the Lexical approach (Harmer, 2015).

Apparently, current EFL classrooms are quite diverse, for the students are heterogeneous and various. It is such a great leg up for differences each student when developing a lesson in multi-level class (Rattanaeng, 2019). That is, they have got differences interest, backgrounds, learning styles, preferences, multiple intelligences etc. (C. A Tomlinson, 2017). Tomlinson suggested that differentiated learning supported differentiated classrooms and diverse learners. In that, instructors could differentiate the teaching and learning by approaching what student would learn (content), how they would learn (process), or how they would perform what they had learnt (product) based

on their readiness level, interests, or learning profiles. Thus, differentiated instruction (DI) could springboard students to obtain the English communicative competency. Furthermore, the students who were treated DI outperformed those students who were treated traditional method (only a western-based textbook) on overall English achievement (Magableh & Abdullah, 2020), as well as, using DI through a virtual learning environment could positively impact on students' English learning process, needs, and motivation. Thereby, embedding the differentiated instruction to EFL school students in a mixed-ability classroom may help enhance English oral communication ability.

From the exploratory investigation of global communication course at Surasakmontree school, Khiadthong (2022) conducted a classroom action research on "Using ESAA Teaching Sequence to Enhance Speaking Opportunities" under "Exploratory Action Research (EAR)" project which is supervised by two Thai senior ELT experts, Assoc. Prof. Chaleosri Pibulchol and Assoc.Prof. Sonthida Keyuravong, and co-supported by British Council in Thailand. The researcher started to explore four corresponding questions in the study. The researcher would do an action plan by using the ESAA teaching sequence to solve the problems lacking enough opportunities to speak English and investigating what kinds of activities to enhance the students' opportunities to speak English. Finally, the results showed that with controlled speaking practice with peers before freer use in daily-life situations the students were more confident to speak English fluently in front of the class after they had participated in ESAA lessons by pre-teaching activities (meaningful vocabulary, and grammar structure and conversation mode), peer learning, and scaffolding/facilitating techniques like controlled practice. Therefore, for effective speaking, interesting activities through various communication instructions could attract the students to participate in communicating in English. In order to decide what the most effective ways are to enhance the students' communication skills. As such, it is necessary that a teacher of English know as much as possible regarding the context and explore what might be the root cause of the students' problems. He/she needs to explore what is the most effective

teaching or eclectic approach to fit and agree with his/her own contexts and the individual learners.

The EFL students still need to improve their English communication skills not only for further study in academic settings, but for daily life and career purposes—though in fact, they can use the English language for communicating in various situations, seeking knowledge, engaging in a livelihood and pursuing further education at higher levels ([MoE], 2008), which is the key principles competency-based instructions through multiple approaches to learning content, process, and product in effective teaching. The reason the researcher chose to do Ph.D. research concerning the Competency-based differentiated instruction in Global communication course is that, as a coordinator who also teaches Global communication course, the researcher has the authority to fully make decisions on using competency-based instruction, and differentiated instruction by designing innovative teaching sequences, instructional materials and tiered activities, and competency-based assessment in enhancing English oral communication ability of EFL high school students. That is to say, the researcher would use one's research competence gained from critique and systematic rigorous research to improve the course and students' competency, especially English oral communication ability with respect that I would employ tiered tasks that have a specific focus to develop learner's specific component skills echoing students 'competency, highlighting interactional competence, strategic competence, and sociocultural competence. Last but not least, even lowly-motivated students perhaps feel engaged in competency-based classrooms by a bit of 'push' in work-related tasks via communicative activities.

Likewise, the instructional practice should be designed to meet the needs of individual student's competency rather than expect the students to associate themselves with competency-based instruction described by differentiated instruction (DI). It can enhance students' overall achievement and specified competencies in curriculum design, activities, and assessment as an individual student could learn English with selective instruction, adaptive materials and tasks from his/her proficiency

level, not the one designing for all (Magableh & Abdullah, 2020). Azatova (2021) researched the impact of self-regulation of language learning process in enhancing students' learning outcomes by integrating self-check descriptors (metacognitive skills) for individual current competency level as a self-assessment tool, and preparing learning strategies of macro skills including goal-setting (using a post-it notes) at the beginning of the primary English class. So, this can encourage the significance of explicit instruction applying learning strategies for own learning pathways and guiding differentiated working plan students are moving on via self-assessment tools rooted in the Language Need Analysis (Generoso & Arbon, 2020; Moser, 2017). Theoretically, the students with DI would have the opportunity to study through their topics of interest and learn according to their own pace as well as select the way to demonstrate what they had learnt. Besides the competency-based curriculum, having multi-level classes or the diversity of students, DI sometimes can improve oral communication abilities when students engaged in the competency-based lessons based on their readiness, interests, and learning profiles together with the preferred topics, talking with the preferred peers, doing group work in several contexts, and learning in an environment where students are supported.

This study aims to fill several gaps in the past research. Firstly, even if there have been some studies in EFL contexts that have explored the effect of competency-based approach or differentiated instruction on English language abilities, there has been no research that has examined the integration of competency-based language instruction with differentiated instruction in that competency tasks and activities are tiered and taught in an interactional way, and used them later on either in the demanding daily life or in the workplace to integrate and mobilize a set of various capacities and competencies, Secondly, most studies on differentiated instruction and competency-based instruction have implemented in tertiary education on language skills (Generoso & Arbon, 2020; Loewen, Isbell, & Sporn, 2020; Moser, 2017; Rahmatillah, 2019; Waluyo, 2020). To date, little research has been conducted on the basic education, especially in Thailand. Lastly, very little research has been conducted

on the development of oral communication skills in competency-based education (CHELLI, 2012; Generoso & Arbon, 2020; Ho, 2020; Loewen et al., 2020; Magableh & Abdullah, 2020; Rahmatillah, 2019; Saint, 2021; Wei, 2017). It is hoped that the finding of this study could provide insight into the effects of competency-based language instruction and differentiated instruction on English oral communication ability, and contribute to enhancing the teaching techniques of English oral communication for secondary school subjects in Thailand.

1.2 Objectives of the Study

1. To explore the effects of using competency-based differentiated instruction on English oral communication ability of EFL secondary school students.
2. To interrogate the EFL school students' perceptions toward competency-based differentiated instruction in helping them improve their English oral communication ability.
3. To investigate the relationship between the oral communication ability and perceptions towards CBDI.

1.3 Research Question

1. To what extent does competency-based differentiated instruction affect English oral communication ability development of EFL secondary school students?
2. What are the EFL school students' perceptions towards competency-based differentiated instruction?
3. Is there any relationship between the development of English oral communication ability and students' perceptions towards CBDI?

1.4 Statement of Hypothesis

In light of the oral communication incapability of EFL school students, especially in the case of Thailand, the literature review has been done thoroughly and points out that students acquire language competency through a very traditional instruction, as stated by Hiranburana et al. (2017), Khamkhien (2010), and Romwapee

(2012). The investigation has been conducted on related approaches and literature. Competency-based language instruction (CBLI) and differentiated instruction (DI) framework can be used to develop an innovative instruction to improve the English oral communication ability of EFL secondary school students.

CBLI has theoretical foundations: humanistic and child-centred approaches (Nkwetisama, 2012 as cited in Saint (2021)). CBLI provides the competencies of sociolinguistics and linguistics help students apply knowledge in real life and ensure that the students can possess the full potential in real-world tasks or performance. In addition, its drilling-practice-reinforcement/automatic (Richards & Rodgers, 2001) or cognitive-associative-autonomous stages in Skill Acquisition Theory (DeKeyser, 2007) and various methods of on-going assessments help prepare the learners for and ensure their ability for a successful function in the workplace (Pathomlangkarn, 2009). What is more, as stated in ESAA learning process, CBLI goes beyond subject contents and encourage students to the outcomes of competencies crucial for life role and society.

In a like manner, DI also has its theoretical foundations: Vygotsky's sociocultural theory of learning, the zone of proximal development (ZPD), and brain research (Subban, 2006); differentiation has its origins in the late 1990s as a philosophy and model for helping all students succeed in learning (the No Child Left behind Act) defined as child-oriented learning or student centre in which students construct their knowledge through temporary assistance from more experts and collaboration with advanced partners in skill development (Dechakupt, Yindeesuk, & Chantraukrit, 2023). Besides, teachers' corrective feedback assists students enhance language awareness and accuracy (Richards & Rodgers, 2001). That is, differentiated instruction emerged from the concept of "one size doesn't fit all" and an alternative instructional design where the teacher acknowledges the individual needs of each student to modify the instruction accordingly, pinpointed as child-oriented learning or student-centred approach.

Regarding the English oral communication ability and perceptions, it was suggested that students should learn and practice in diverse classroom management

with the two aforementioned student-centered approaches which aim to bring all students to a place of success through giving each student the individualized support that fits their individual needs and competencies. Thus, this research hypothesizes as follows:

1. The students' average oral communication unit test scores will be statistically significantly higher at the level.05 than at least a pair of units after implementing competency-based differentiated instruction.

2. The results of the perception questionnaire will be greater than 3.5 which would indicate the students' positive reflection of the intervention.

3 . There would be a positive relationship between the students' oral communication ability score and perceptions results after taking the competency-based differentiated instruction.

1.5 Significance of the Study

Using Competency-based differentiated instruction (CBDI) in the present study aims to improve English oral communication ability of EFL high school student. The findings of the study will be significant to bring about several benefits for English language teaching:

To start, in theory, CBDI originates from educational principles such as competency-based language instruction and differentiated instruction, both of which promote a student-centered approach. In regular classes, students have diverse backgrounds and abilities, making it challenging for teachers to group them based on readiness or proficiency levels. By implementing CBDI, teachers can provide tailored instruction, activities, tasks, and assignments that cater to each individual's level. This approach greatly facilitates the effective development of oral communication skills without encountering difficulties. Additionally, the study aims to uncover how students' perceptions may impede their competence in oral communication, thereby contributing to a deeper understanding of their importance. This research is expected to enhance the quality of these instructional theories, specifically in improving students' oral communication abilities and perceptions. Furthermore, it could serve as inspiration for

future researchers to explore the development of other workplace-relevant skills, such as reading and writing.

Moving on to its pedagogical significance, the study will demonstrate how EFL teachers could implement competency-based instruction and differentiated instruction to enhance English oral communication skills. It will provide guidelines for course development and encourage the foreign language department to adopt this innovative teaching approach, particularly for students with lower levels of communication ability. Consequently, it is anticipated that this instruction will offer valuable resources to EFL teachers, enabling them to effectively enhance their students' oral communication skills. Furthermore, the insights gained from students' perceptions of this instruction would provide valuable information for teachers aiming to implement CBDI in diverse classrooms.

Finally, in order to explore the feasibility and practicality of the proposed instructional process called CBDI, the finding definitely provide the example of oral communication course, instructional method for students along with designing instructional materials, and tiered oral activities and assignments, in particular with a novice or lower level of oral communication ability. This study does not aim at proving whether or not the CBDI learning process is superior to any other method. Thus, the researcher's reflection, plus the students' perceptions of this intervention, will provide precious ideas for curriculum designers, material developers or instructors who are very keen to design in-house materials for teaching oral communication in the English learning context and their prospective careers.

1.6 Scope of the study and delimitation of the study

This present study is a mixed-methods type of classroom research, employing phase-embedded experimental design [Quan (qual)] to investigate the effects of using competency-based differentiated instruction on English oral communication ability as well as to explore the EFL school students' perceptions towards it. The study has its scopes and delimitation as follows:

1.The study sample consisted of 30 students studying at eight-grade level (Mathayomsuksa 2) from the Mini English program, a school in Bangkok, who studied a Global communication course.

2.The students were instructed using the developed instruction within one academic semester about 12 weeks-a two-period session/week.

3.The independent variable is competency-based differentiated instruction (CBDI). There are two dependent variables in this study. The first is the English oral communication ability, assessed using the oral communication tests at the end of each unit; four units in total, as a formative assessment. The latter is the students' perceptions of CBDI, gained from students' reflective journals (SRJs), perceptions questionnaire and semi-structured focus group interviews. Quantitatively, data of the tests were collected by one-way repeated measures ANOVA with a Greenhouse-Geisser correction and Post Hoc tests using the Bonferroni correction methods (Brown, 2010). The perceptions questionnaire was analyzed by descriptive statistics. The relationship between oral communication ability and perceptions was analyzed using the correlation coefficient between the tests scores and the scores from the perception questionnaire via the Pearson product-moment correlation coefficient. Again, qualitatively, the SRJs and the interviews would be analyzed by the meaning of open coding and thematic coding.

4.The one-group post-test only time series design will be used to examine the change in oral communication ability after implementation of each of four-unit tests. Notably, the target group in this study will not be randomly selected, the following qualitative methods will then need to help increase the validity of the research.

For research question 1, the recordings of the participants' unit tests would be analyzed qualitatively so as to illustrate and clarify the changes in their oral communication ability after participating in CBDI.

For research question 2, SRJs would be also included to gain more perceptions, ideas, or feelings concerning CBDI lessons by providing more useful information and issues that more accurately reflects what the respondents want to say in their own manner about the instruction (Dörnyei, 2007). And, semi-structured focus

group interviews would provide a better understanding of what the participant think or perceive on the instruction as the interaction between the interviewer and interviewees would allow more in-depth data meanwhile the interview guide could help to increase the comprehensiveness of the data and will make the data collection likely systematic for each respondent.

As a last remark, this research will involve 30 eighth-grade students enrolled in the Global Communication course during the second semester of the 2023 academic year at a school in Bangkok. The study would utilize a one-group post-test design and purposive sampling method. However, it's important to note that this design has limitations, such as the lack of a comparison group, which may make it difficult to establish causality or rule out alternative explanations for the observed outcomes, and the results of this study cannot be automatically generalized to other population groups that do not possess the same characteristics as the participants in this study.

1.7 Operational Definition of Terms

1.7.1 Competency-based Language Instruction

An instruction that focuses on developing specific, measurable language competencies—linguistic knowledge, skills, and attitudes—tailored to learners' needs and performance. It aims to enable effective communication competency in professional settings, aligning with the Common European Framework of Reference (CEFR) guidelines from 2018.

1.7.2 Differentiated Instruction (DI)

A method that tailors teaching to students' readiness, interests, and learning profiles (preferences and styles of learning) by differentiating content, process, and product from a teacher. It aims to match instruction with individual needs, enhancing learning based on students' prior knowledge, the interests, and the preferred learning profiles (Blaz, 2016; Tomlinson, 2017).

1.7.3 Competency-based Differentiated Instruction (CBDI)

A teaching approach that integrates DI with CBDI. It focuses on developing measurable language competencies through tiered tasks (three multi-level interpersonal

and transactional tasks) that cater to individual students' readiness, interests (a variety of modes of discovery learning in text, infographics and YouTube), and learning profiles (preferences and styles of learning). The process aligns with DI principles and accommodates diverse learners by tailoring content (from students' interests), activities (individual, peer, and group, QR codes for differentiating grammar focus), and assessments to different language proficiency levels and personal preferences. CBDI integrates real-world competencies with differentiated instruction, aligning course design and assessments with CEFR standards. Modularized, supportive learning ensures students practice and apply skills in meaningful contexts, with assessments tailored to individual needs.

1.7.4 English Oral communication Ability

This refers to communicative competence in English, particularly in oral production (e.g., giving and exchanging information by interaction, addressing audiences). It is evaluated through interpersonal and transactional tasks that align with CEFR guidelines, focusing on both productive skills in various social and transactional contexts to maintain social relationships and to exchange specific information. Again, the ESAA learning process (Engage, Study, Activate, Apply) is used to enhance these skills. It includes;

- Interpersonal skill refers to activities focused on exchanging information and engaging in interactive dialogue as a roleplaying, such as interviews and conversations. Example: responding to mock interview questions or discussing a design solution with a peer.

- Transactional skill involves extended monologues aimed at presenting information or opinions, such as giving presentations or describing scenarios. Example: presenting reasons why a student should receive a scholarship or explaining a new robot design.

At the end, the English oral communication ability was assessed by English unit oral communication ability tests and rubric which the researcher developed.

The CEFR emphasizes the importance of distinguishing between different types of oral production, as each type demands varying levels of linguistic and pragmatic competence. The interpersonal and transactional functions focus on day-to-day communication, where intelligibility and comprehensibility are paramount for successful interaction. For instance, in interpersonal communication, students must be intelligible to convey emotions, opinions, and reactions effectively as a roleplay. While transactional communication, often involving more structured dialogues as a task presentation similarly requires clear and comprehensible language for the exchange of information (COE, 2018: 61-65). Therefore, rubrics here assess the logical flow, clarity, and comprehensibility of the speech. For example, in “describing a robot,” the focus shifts to structuring the content so that listeners can follow and respond appropriately. In “giving presentation,” fluency and vocabulary choice are crucial for intelligibility-- Comprehensibility here extends to how well the speaker adjusts their message for the audience’s needs.

In brief, CEFR’s structured assessment to oral production—covering a broad range of communicative situations—serves as an essential framework for developing rubrics that clarify and assess intelligibility and comprehensibility. By categorizing oral communication into interpersonal, transactional, and specialized genres, the CEFR allows for targeted evaluation that supports language learners in mastering oral proficiency. Rubrics, when aligned with these categories, could enhance the precision and effectiveness of language instruction and assessment.

1.7.5 EFL Secondary School Students

EFL secondary school students in this study refer to a group of grade eight students studying a global communication course in the Mini-English Program (MEP) at a school in Thailand.

1.7.6 The Rationale for the Implementing the Competency-Based Differentiated Instruction in English Oral Communication Enhancement

The current educational framework for Mini English Program (MEP) students in a secondary school, particularly in Bangkok, lacks adequate focus on competency-

based differentiated instruction (CDBI), which addresses the diverse needs of students with varying language proficiencies. Despite the growing body of research advocating for differentiated instruction in language learning, few studies have fully integrated competency-based frameworks tailored to real-life oral communication skills. This gap is particularly critical for MEP students who are required to pass listening and speaking competency conducted in English. What is more, these students come from different proficiency levels—novice, grade-level, and advanced—and must regularly attend English courses such as "Global Communication" to enhance their oral communicative abilities.

Research reveals the failure of overgeneralized Communicative Language Teaching (CLT) in English as a Foreign Language (EFL) contexts, where learners often fall short of desired communicative performance (Chelli, 2012; Saint,2021 Tomlinson, 2017). This underscores the need for a more personalized approach, one that CDBI offers by combining targeted competency development with differentiated learning strategies, enhancing both language proficiency and engagement. The integration of CDBI within a child-centered, socio-constructivist framework provides a promising solution, promoting high challenge and high support to accommodate learners' individual needs while preparing them for real-world communication demands seen as a task performance.

The rationale for adopting CDBI in this study is rooted in its ability to fully offer measurable learning outcomes by tailoring instruction based on students' readiness, interests, and learning profiles. It provides a tiered system of competencies that allows students to progress at their own pace, especially in oral communication tasks critical for global communication. By focusing on MEP students, who are required to complete oral communicative tasks in heterogeneous groups and from various backgrounds, the study addresses a unique educational gap, ensuring the findings are relevant to their specific context in oral communication ability development to the utmost.

CHAPTER 2

LITERATURE REVIEW

In this chapter, there are four main underlying constructs and bases of this exploration are presented and discussed:

1. Competency-based Language Instruction
2. Differentiated Instruction
3. English Oral Communication Ability
4. Related research

2.1 Competency-based Language Instruction

There are increasingly being adopted in national language curriculum, as happened recently in the country, Thai Competency-based curriculum development started with six core competencies for Thai school students. It means the role of teachers, students, activities, materials, syllabus, and assessment are practically competency-based (Griffith & Lim, 2014). Previously, Sanchez and Ruiz (2008) conducted the Tuning project to show the employability of the teaching and learning model focused on the generic or transversal competencies which can be demonstrated by specified learning outcomes. Wong (2008) and Richards and Rodgers (2001) define “competency” as integration of cognitive and communicative skills as well as attributes towards English performance or tasks, not the mastery or criterion levels of performance—that is, real word task can develop a target learning outcome (often seen integrated macro skills blended by grammar, vocabulary and pronunciation) (Harmer, 2015; Waluyo, 2020; Wei, 2017) which represents progressive students level of competency, or we are familiar with the word “language achievement or proficiency”. In other words, students use communicative tasks as a bridge to develop language, skills and attributes, to make an interactive conversation with each other, and to enhance English oral communication abilities from the (work-related) authentic contents by being aware of meaning functions of self and others makes competency-based language learning the ideal model for developing an English oral communication course.

Consequently, the following section will depict competency-based language instruction (CBLI) on oral communication ability.

The chosen approach for instructional design is quite suitable for developing the English oral communication ability of EFL school students. This approach was initially developed and created from outcome-based education to shift from the notions of content-based education to competency-based education (Griffith & Lim, 2014; Norland & Pruett-Said, 2006; Pérez Cañado, 2013; Sanchez & Ruiz, 2008). Consequently, the following section covers competency-based language instruction, its theoretical backgrounds, characteristics, systematic framework for instructional design, and why it is suitable for English oral communication.

2.1.1 Relevant Concepts of competency-based language Instruction

The beginning of educational reform has been spread around in European countries seen by the Bolongan process especially in language teaching. The process started to shift from the notions of content-based education to Competency-based education ((Cañado, 2012; Griffith & Lim, 2014; Norland & Pruett-Said, 2006; Pérez Cañado, 2013; Sanchez & Ruiz, 2008). To illustrate, the US Office of Education in 1968 fueled the Competency-Based Education and Training (CBET) to give ten grants to colleges and universities to develop training programs for the preparation of elementary school teachers rather than to study preparatory courses (CHELLI, 2012). And, the Tuning project, under the cooperation of the University of Deusto (UD) and the University of Groningen during in 2000, was launched by UD creating the University of Deusto Training Model (UDTM) based on Competency-based learning (CBL) to establish which competencies are necessary in today's professions (Sanchez & Ruiz, 2008). They define the word 'competence' as a good performance in diverse, authentic contexts based on the integration and activation of knowledge, rules and standards, techniques, procedures, abilities and skills, attitudes and values. It could be seen that competency-based instruction is contributed to tasks and performance in diverse real-world settings.

In the meantime, Richards and Rodgers (2001) started to propose an adaptation of a competency-based approach to language teaching called competency-

based language teaching (CLBT). CBLT is defined as an approach to represent a set of knowledge, abilities or skills, and attributes in language learning to achieve a specific and authentic task so that the learners become active and growth-minded citizens in multilingual and multicultural situations (Griffith & Lim, 2014; Norland & Pruett-Said, 2006; Pérez Cañado, 2013; Richards & Rodgers, 2001; Sanchez & Ruiz, 2008). In this way, the competency concept has been used to associate with instructional curriculum and learning, and notably, a concept of contemporary competency-based learning has come to play, shifting from inputs to outcomes.

1.1.1 Definition of Competency

Initially, the word 'competency' was defined as the ability to apply or use a set of related knowledge, skills, and abilities required to successfully perform "critical work functions" or tasks in a defined work setting or for success in the workplace as well as potential measurement criteria for accessing competency attainment (McClelland, 1993; Spencer & Spencer, 1993). Meanwhile, competency in language learning refers to a learning outcome of the essential skills, knowledge, attitudes and behaviours required for effective performance through completing real-world activities and superior tasks (McClelland, 1993; Richards & Rodgers, 2001). Champathong (2019) mentioned that there are seven vital components of competency; they are a) Knowledge, b) Skill, c) Attribute/attitude, d) Application, e) Performance, f) Tasks/Jobs/Situations, and g) Performance criteria (p.11).

Thus, to my knowledge, the word 'competency' herein is defined as a work-related and survival-oriented language capability which demonstrates what students know, what the students can do, and how the students are supported to direct their own learning in completing tiered tasks. It plays a central concept in helping curriculum and instructional design at all levels which are related to competency standard briefly elaborated next.

Competency standard is defined as a specified knowledge, skills, attitudes or values required to perform a job or trade, or the specified corresponding standard of performance that a person needs in the workplace (Rebalde, 2012). In like

manner, (Wesselink, Biemans, & Mulder, 2017) pointed out that competency standard or standardized competency is the translated competency to be meaningful for a particular student, to be individualized, and be flexible on the student's level since criterion-reference measurements are used to evaluate the progress of students' competencies and arrays of knowledge structures for integrated performance-based capabilities and for "*cognitive, interactive, affective, and necessary psychomotor capabilities, and attitudes and values*" (p. 536) so that each student is able to solve problems, carry out tasks, and effectively function in a particular job, role, or organization. Thusly, competency standards will guarantee and reflect the standardized application of specified knowledge and skills in the workplace performed by students.

1.1.2 Conceptual definition of competency-based language Instruction (CBLT)

Ian Tudor (2012) as cited in (Cañado, 2012) initiated comprehensive core concepts of competency-based education in language teaching in European Higher Education Area or EHEA. This framework had been impacting the language policy in European countries and Commission, and the competitiveness of the EU due to the rise of multilingual enlargement known as the Bologna Process in 1999 as well as the study project ASELEEEES which were the cooperation of students, instructors, researchers and institutional counterparts to be capable of international communication purposes. The process started to shift from the notion of traditional knowledge transmission to observable, measurable and transferable learning outcomes—though in fact, a learner is more expectedly able to demonstrate rather than able to know or understand after learning a language. As many as competency-based language teaching (CBLT) definitions, the writer defines it as an approach to represent a set of knowledge, abilities or skills, and attributes in language learning to achieve a specific and authentic task so that the learners become active and growth-minded citizens in the multilingual and multicultural situations.

In brief, CBLI is defined as an instructional approach in which learners' measurable competencies (linguistic knowledge, language skills, and

attitudes/attributes) are specified, demonstrated and developed under individualized learning in order to succeed critical work functions or tasks in the workplace and measurement criteria as needed in every day and work life. That is to say, it is an educational approach at learners' pace progression, in which learners advance through desired learning objectives once there are they demonstrate knowledge, skills, or content mastery in real-world settings (OEC, 2020).

2.1.2 The theoretical background of competency-based language instruction

To start, Sanchez and Ruiz (2008) revealed the changes in the teaching and learning process from the traditional approach (body of knowledge transmission) to enhance students' competence development and awareness of worldwide phenomena. The shift requires a transformation of learning management and innovative teaching methodologies to gear towards educational projects (Tuning project, (Cañado)). The Tuning project, under the cooperation of the University of Deusto (UD) and the University of Groningen during 1999-2000, was launched by UD creating the University of Deusto Training Model (UDTM) based on Competency-based learning (CBL) to establish which competencies are necessary for today's professions. They define the word 'competence' as a good performance in diverse, authentic contexts based on the integration and activation of knowledge, rules and standards, techniques, procedures, abilities and skills, attitudes and values. The competence is mainly related to a student's future professional career. For example, the authors point out language ability and academic achievement as instrumental competencies to an end.

There are several theoretical perspectives on competency-based learning (CBL). They firstly contribute CBL to a teaching and learning approach and system in developing the necessary generic competences and the specific competences concerning professional requirements to develop lifelong learning and study skills of students, organizing, supervising and assessing their whole language learning, not a fragmented learning; thus, a curriculum based on competency-based language instruction seems to contain identified competencies and job-tasks criteria based on authentic contents and working situations, several real-life practices in supportive

learning experiences, and different methods of continuous assessment. Secondly, CBL in this framework aims to make students acquire and apply scientific and technical knowledge to diverse complex contexts. To this end, comprehensible knowledge is integrated along with attitude and values in ways that are suitable for each student's requirements and professional life. Thirdly, this approach should start from an academic and professional profile featuring all the knowledge and competence which need to be developed by students pursuing a given lesson. Finally, CBL is based on an analysis professional requirement that will promote the fundamental competencies required for a required job.

The underlying perspectives of ELT, due to the communicative movement in language teaching around the world since the 1970s, the Grammar-Translation method, the Direct method, and the Audiolingual method seem not to be the mainstream of ELT. Richards and Rodgers (2001) pointed out some drawbacks of previous methods such as the lack of communicative purposes in the grammar-based method, the fewer learners' comprehensibility without native language in the natural approach and audiolingualism, and the unawareness of humanistic issues. Lexical Approach, Whole Language, Neurolinguistic programming, Multiple Intelligences, and Competency-based language teaching (CBLT) have grown into present-day alternatives and a state-of-the-art approach to adult ESL. Thus, the new methods or approaches can be seen as more concentrating on key dimensions of the teaching and learning process rather than how to teach the language itself. To illustrate, CBLT points to students' learning outcomes to apply core concepts and subskills in everyday situations instead of teaching the students to meet their goals and objectives (Schench, 1978, as cited in Richards and Rodgers (2001)). First and foremost, competency-based education (CBE) is based on a set of outcomes that are rooted from an analysis of real-world tasks typically required by students in the life of role situations and a basis for the design of work-related and survival-oriented language teaching programs.

Theoretically, Richards and Rodgers (2001) pointed out competency-based language teaching (CBLT) is based on interactional and functional perspectives on the

language nature concerning the social contexts in use. Language is shaped as a medium of communication and interaction among interlocutors for the achievement of specific goals and purposes. In addition, it is used as a teaching and learning framework since learners have specific needs, and are particular roles and where the language skills they need can be fairly accurately determined or predicted using predicting vocabulary and structures likely to be encountered in those particular situations which are central to the life of the student and can state these concepts to organize teaching and learning units. Again, CBLT takes a “mosaic approach” to the language learning in ways that the “whole” language is constructed from smaller components correctly assemble (Richards & Rodgers, 2001). Consequently, it also goes around the notion of communicative competence (not the notion of subject knowledge) and seek to enhance functional communication skills in learners. It is obvious that CBLT shares some aspects with Communicative Language Teaching.

Likewise, competency-based language instruction (CBLI) is a novelty though its goals are not that new (Norland, & Pruett-Said, 2006). (Norland & Pruett-Said) examined one of the “Academic and professional approaches” on which CBI is claimed and used in adult education ESL in the 1970s. They also define Competency-based ESL as centered on teaching competencies. Even though a competency is task-based for what learners have to complete, the competency is involved in basic life skills and students and professional goals for learning outcomes. The competency-based approach contributes to a need-analysis assessment, the selection of individual need competency, need-targeted instruction, and the assessment of needed competencies.

So far, the competency framework for Thai learners at the primary level, which was tested in schools, has been examined by the LISREL program from the Independent Committee for Educational Reform (ICER) in Thailand to examine the consistency between the structure of core competencies in 2019. Office of the Education Council under the Ministry of Education (OEC, 2020) had been studied the development of the Learners’ Competency Framework for Learners of Basic Education by key concepts that ‘competency’ is crucial and useful to life that the new curriculum

has to develop learners to have necessary competencies, English communication is one of them. To date, OEC has been developing six competencies to promote twelve years in basic education so that Thai students can keep pace with the world's change and live a quality life in the 21st century. The six core competencies are: 1) Self-management; 2) Higher-order thinking; 3) Communication; 4) Team collocation; 5) Active citizen; and 6) Sustainable and natural sciences. Apart from the six core competencies, there are generic or specific competencies like English communication that will support Thai learners and youth to become 'Literate Thais' as lifelong learners. For instance, "a student able to use knowledge, skills, and attitudes/attributes in English to listen, communicate, speak, read and write receptively, expressively, and interactively.", "a student has strategies in communication by being able to communicate correctly, fluently, and appropriately to social and cultural contexts". Similar to CEFR reliance, the competency-based framework of Thai education can be adapted in some ways and served the educational policy.

2.1.3 Competency-based language instruction, principles characteristics

CBLI takes a "mosaic approach" to language learning in ways that the "whole" language is constructed from smaller components correctly assemble (Richards & Rodgers, 2001). Consequently, it also goes around the notion of communicative competence (not the notion of subject knowledge) and seeks to enhance functional communication skills in learners. It is obvious that CBLI shares some aspects with Communicative Language Teaching.

For classroom practice, Auerbach (1986) (as cited in Richards & Rodgers, 2001) identifies eight key features in Competency-based Education:

- 1.A focus on language usage in society
- 2.A focus on skills of life about concrete tasks
- 3.Task- or performance-based classroom
- 4.Modularized teaching: meaningful chunks or objectives
- 5.Outcome-based learning: specified by behavioural objectives
- 6.Ongoing and formative assessment: assessment as learning

7. Mastery learning: demonstrated mastery of performance objectives

8. Individualized, child-oriented learning: student progress at their rate and focus on just in lack competence.

By and large, both authors capture the move from “centralized curriculum of language content-based and structural curriculum in the late 1970s to decentralized child-centred, needs-based instruction with its multiplicity of pedagogy and materials in the 1980s and yet more currently, to the era of competency-based education” (Burn & Hood, 1994, (as cited in Richards & Rodgers, 2001). Again, the competency descriptions are grouped onto four domains: knowledge and learning competencies, oral competencies, reading competencies and writing competencies. Furthermore, teaching practically concentrates on behaviour and performance rather than on the development of thinking skills. However, Auerbach has an argument on CBLT in that it is characterized as a “banking” model of education and no valid teaching steps in CBE seems to be a key drawback of this approach. Suitably, the researcher embeds differentiated instruction to associate with an instructional design to attain to differences, assist each student in experiencing a degree of triumph meanwhile engaging them to be all that they can be individuals by dint of same learning objectives and outcomes.

Yet, it could not agree less on what Richards and Rodgers criticized CBLT as a performance-based instruction, not the development of thinking skills. To my knowledge, higher levels of competency require higher levels of knowledge and skills. Active and smart This are required to be individualized and developed their actual competency level to the next competency progress at their pathways or portfolio, or they might be remedial on those subskills in which they lack competency. Thus, there is no dispute that competency-based activities in EFL classrooms enhance the learning and thinking process of how to succeed in a jumping task in job-related and complicated situations—though in fact, a real-world task is not simple or just an English exercise in Present-the Practice-Production model. Obviously, not only are knowledge and skills transmitted, but higher-order thinking and autonomous learning are primarily acquired at students’ own rates in CBLI. Arguably, being the notion of real-world ‘task’ as a central

unit of planning and teaching social goals in Competency-based language teaching, Richards and Rodgers should have proposed task-based learning or Task-based language teaching that mainly supports the framework apart from CLT or communicative competence.

Norland and Pruett-Said (2006) defined Competency-based ESL is centered on teaching competencies. Even though a competency is a task-based for what learners have to complete, the competency is involved in basic life skills and students and professional goals for learning outcomes. The competency-based approach contributes to a need-analysis assessment, the selection of individual need competency, need-targeted instruction, and the assessment of needed competencies. That is, learning means representing competency that students have to master the knowledge and skills rather than time consuming, which is differs from Content-based the approach which is based on specific objectives to reach a lesson unit, nor just a task-based learning. Norland and Pruett-Said propose four major strategies of the competency-based approach as follows;

1.A teacher conducts a need assessment to see how and where students will need to use English to be successful in the future

2.The teacher defined tasks, or competencies the students have to complete like requesting personal information, asking for time, practicing transactions in a post office, and making a doctor's appointment).

3.The teacher creates lesson and activities that will teach students how to do, including lexis, reading and filling forms, understanding and practicing dialogues, and discussing previous experiences and future problems

4.Students are evaluated on their ability to perform the designed task or competency.

In short, it can be realized that a competency informs learning, teaching and assessment. As well they suggest some strategies to apply the CBA to be a learner-centered and study skill approach for students' self-regulation to learn how to listen, read and reuse what they learn in original and new situations.

To be more instructional design, McGuire (2017) suggested five essential principles to designing a program of CBLI: 1) the set of a broad skill to be developed, 2) the progress of students through the mastery of content knowledge, 3) specific learning objectives, 4) the supports provided in differentiated instruction, and 5) the effectiveness of assessment usage.

It can be seen that Richards and Rodgers promoted competency-based principles in the language teaching provided by Auerbach (1989). The eight key concepts are interrelated to the curriculum reform of competency-based education in Thailand today and on the future. Their proposals have motivating me to bridge between CBLT and CLT with communicative competence and tasks. The key concept refers to the instructional goal and communicative competence successfully developed through task completion, not like the abstract competence proposed by Chomsky that focused on the ability of correct sentence production. The primary units of language are best considered real-world task categories of functional and communicative meaning as demonstrated in learning outcomes, *which is called as competency-based language instruction (CBLI)*. The education has encountered all education levels have inferior quality in terms of academic outcomes, behaviors and desirable attributes, in particular Thai students lack of capability of applying learnt knowledge and skills to benefits daily-life living or known as “competency”. Similar to the Auerbach’s features he mentioned are implemented in the CBE, the Office of Education Council (OEC, 2020), Thai Ministry of Education (MoE) developed in that six core competencies; 1) Self-Management, 2) Higher Order Thinking, 3) Communication, 4) Teamwork and Collaboration, 5) Civic literacy and 6) Sustainable coexistence with nature and science, which are principled by personalization, well-being development, life skills and problem-solving in action. Equally important, (OEC, 2020) guided measuring competency in helping teachers see the holistic ability of each of the learners. That is to say, in CBLI, we assess learners using “performance assessment” focusing on holistic competency with assessing tools, and methods appropriate to tasks. And, the assessment is conducted when learners are

ready to be assessed, and they will move forward to the next level of learning objective (OEC, 2020). Each individual will make progress according to his/her ability as well as aptitudes.

In the final analysis, the researcher can draw a conclusion about some principles of CELI for the instructional development of this study:

The core competencies, sub-competencies, and clear (performance) criteria for students will have initially arisen from students need for their future pathways

1.Supportive learning experiences and differentiated instruction from individualized, child-oriented instructions provide students more exposure to authentic tasks in the workplace and ensure the attained competencies are executed.

2.The competency-based assessment and transparent performance criteria are truly formative and individual-oriented as the students are tested by differentiated descriptors and criteria, based on CEFR, when they are ready to be accessed and confident to assure their desired learning objectives.

By and large, to design the competency-based language instruction in this study, some characteristics of CLT like promoting communicative competence development and language-skills integration along with task-based activities like those papers discussed. The real-world tasks will be designed to practice or rehearse those tasks that are found to be significant enough in a needs analysis and turn out to be important and meaningful in the work-related world, which is such an innovation of CLT in the lens of competency-based language teaching. However, in task-based lessons that have specific instructional outcomes met and where specific language needs have to be addressed rather than the general communication skills targeted in task work, TBI standing alone may seem too vague as a pedagogy to be widely adopted.

2.1.4 Competency-based language instruction, English oral communication ability, and EFL secondary school students in multilevel classrooms

The abovementioned CBLI concepts are interrelated to the curriculum reform of competency-based education in Thailand today and in the future. Their proposals have motivating me to bridge between CBLT and CLT with communicative competence and tasks. The key concepts refer to the instructional goal and

communicative competence successfully developed through task competition, not like the abstract competence proposed by Chomsky that focused on the ability of correct sentence production. The primary units of language are best considered real-world task categories of functional and communicative meaning as demonstrated in learning outcomes, which is called competency-based language instruction. As there has been inferior quality in terms of academic outcomes, behaviours and desirable attributes, in particular, Thai students lack of capability of applying learnt knowledge and skills to benefit daily-life living or known as “competency”. Equally important, EFL teachers need to equip Thai students to strengthen English communicative competence and four macro skills, and to improve English proficiency and cultural communication in diversity and so forth, (Boonsuk & Ambele, 2021). In conjunction with my exploratory action research (associated with the British Council classroom action research project), the Thai high school students did not get enough opportunities to practice speaking in English class. Similar to Thai competency-based instruction and language competency development proposed by the Office of Education Council (OEC), Thai Ministry of Education (MoE), they developed six core competencies; 1) Self-Management, 2) Higher Order Thinking, 3) *Communication*, 4) Teamwork and Collaboration, 5) Civic literacy and 6) Sustainable coexistence with nature and science, which are principled by personalization, well-being development, life skills and problem solving in action. It could be said that communication ability seems to meet significance in competency-based curricula in Thailand as well.

Besides, as Auerbach (1986) referred to one main key feature of CBLI to individualized and child-oriented instruction (not time-based, yet focuses on the competencies students lack), differentiated instruction (DI) may help students' English oral communication ability with individualized competency development and tiered activities. Accordingly, my research instructional design will be blended by CBLI and DI principles which purposefully start from a set of specified competency and real-world tasks followed by assessment for mastery learning to actively meet individuals' needs and successfully desirable terminal outcomes.

Different from written language, oral communication is transitory and impermanent and the concepts that are learnt from the oral communication skill could be easily forgotten resulting in no record to review and the information practically relies on memory (Harmer, 2015). Alternatively, competency-based activities enclose a methodology to meet the student's needs on the target objective, herein communicative competence. It is important to point out that corresponding communicative language activities and assessments presuppose certain communicative competence, and specifications of language competencies need to be understood in terms of corresponding communicative language activities. When designing competency-based language instruction, "communicative language competence" should be taken into consideration (Europe, 2020). In this current study, the researcher used tiered oral activities on competency tasks to analyze the benefits for these particular groups of school students from a mini-English program with principle in that we can establish conversationalist's abilities and communication ways to produce language (Florez, 1999 (as cited in Fonseca & Gordillo, 2016)). As well, Bizzell in 1989 (as cited in Fonseca & Gordillo, 2016) indicated that successful communication is context-dependent and, hence, surrounded by its specific setting. Throughout the tiered activities focused on oral tasks activities presented, the researchers emphasized on students' interests and context to soften the impact they could cause on students, facilitating successfulness.

As the goal of competency-based language curriculum focuses on learning outcomes mainly developing communicative language competency, not a skill-based demonstration or content-based orientation, teaching English skills is to develop students to have practical capabilities at specified levels through a real world or professional task. It is widely recognized that a competency task should be multi-layered as an integrated-skilled task, and no sense to instruct each skill in isolation. To design competency-based instruction, some of teaching steps in at least two related skills well known as either receptive or productive skills integration procedure can be written in one lesson plan. Indeed, a mini project work will be assigned as a defined task

specified a level of desirable of specific competency in English; for example, 'students are able to apply English skills to collaboratively conduct a mini-English project to the public' can be a learning outcome to reflect English competency in some ways. For example, teachers can use writing and/or speaking reflection when teaching reading or listening, introduce accessorial skills namely grammar, sight words and pronunciation through competency task which required both receptive and productive skills in the new situation, and be a facilitator to actively guide individual students to meet their learning objectives and outcomes. Consequently, one of the competency-based language instruction characteristics is herein described by oral activities to enhance specific and general communicative competence and oral communication ability in English of EFL secondary school students. For example, teachers may set a learning objective in task-supported language learning in their classroom to give a simple description or presentation of people, living or working conditions, daily routines, likes/dislikes, etc. (A2 CEFR level of oral production in CoE,2020).

When examining the attributes of competency (COE, 2020), one overarching theme emerges: the capacity to complete tasks or activities effectively. For a person to achieve success in their work, several key factors are essential:

Knowledge: A person must possess the necessary knowledge and be able to apply it in real-world situations. For instance, in the example of the young girl, she uses her understanding of the Thai language to explain the toy she desires to her grandmother, ensuring that her grandmother comprehends.

Skills: Beyond knowledge, an individual must have the practical skills to execute tasks effectively. In the same scenario, the girl demonstrates her proficiency in Thai by using her language skills to clearly communicate with her grandmother, achieving the desired result.

Attitude, Confidence, and Attributes: Finally, a successful outcome requires the right attitude and confidence to drive communicative action. In the example, the girl's determination to get the toy motivates her to persistently explain until her

grandmother understands, demonstrating how motivation can fuel effective communication and task completion.

In essence, communicative competency is perceptualized in the result of the interplay between knowledge, skills, and a proactive attitude, all working together to achieve success in a given task.

2.1.5 Related research on Competency-based language instruction

CHELLI (2012) conducted experimental research on writing instruction based on the Competency-based Approach (CBA) investigating the effect of Competency-based approach on first-year students writing achievement in the Department of Foreign Languages at Biskra University. The researcher at first hypothesized that if CBA failed in middle and secondary schools though it would be achieved at a university. She researched how CBA improve writing skill particularly of first-year students, but ignores the effect of this approach at the school level: the CBA is used only in a university, not in middle and secondary school. To succeed in writing achievement, CHELLI used a socio-cognitive writing approach, the Process-Genre approach to design the course under the principles of the CBA to develop students' writing proficiency compared to the Product approach. There are 40 students in both the control group and the experimental group. In her research design, she pre-piloted two questionnaires for both teachers and students to separately explore the effect. Next, the pre and the post-experiment writing tests to show the effects of the treatment. And, two post-interviews were qualitatively fulfilling the effectiveness of the Process-Genre Approach when compared to the Product approach used previously.

In the beginning, the pre-experiment questionnaires showed the ineffectiveness of the CBA in writing instruction in previous educational situations rooted in several factors, such as the Product approach familiarity, the student's weaknesses and difficulties in general. The second, the tests revealed that the students achieved statistically greater levels in fluency, accuracy, and complexity. The researcher attempts to prove that the failure of CBA in the school to develop the writing proficiency is rooted from inappropriate writing approach fitting the reform. Furthermore, the two interviews

validated the effectiveness of the Process-Genre Approach compared to the product one because all of them gained comprehensive texts and developed awareness of paragraph organization and the process of writing through drafting, giving feedback revision, and interaction. Again, the teacher sample suggested a shift of teaching principle suitable to the educational reform to promote collaborative learning and prepare autonomous learners to write in formal and informal situations.

In the final analysis, CHELLI (2012) believed that the Process-Genre Approach is the most suitable for writing instruction under the CBA to language learning and the competence development in the university level. She highlights the effectiveness of the CBA on some underpinning. The cognitive approach can support learners to develop lower-order objectives before high-order achievement. The CBA is also based on socio-constructivism, for the students interact with their peers and teacher gaining new knowledge before finalizing effective writing. Richards and Rodgers (2001) mentioned the CBA in that it based on functional and interactional concepts of the nature of language. The different genres enable the learners to meet specific objectives through writing because a real-life task is related to a focused language use. Thus, she claimed that the CBA is such an integrated approach by process-genre approach and social-cognitive approach to develop students' communicative competence (writing) and its deferent components such as the grammar competence, discourse competence, strategic competence and pragmatic competence.

It would be said that the students who will study in competency-based differentiated instruction in the present study could master at least one desirable competency of all four skills in English such as oral communication. Besides CHELLI's framework (CHELLI, 2012), her research design can fit my study of competency-based language teaching in that the use of pre-questionnaire are the instrument for exploring the effects of CBA in the first place as well as then the writing tests. And, the teacher and student interviewees can deeply analyze the efficiency of CBA qualitatively. According to her results revealed, CHELLI could prove that Competency-based

language instruction (CBLI) research could be conducted in the basic education though she used to claim that the students would fail to develop their language skills in the CBA at the middle and secondary education, they would succeed at the university. That CHELLI used the first-year university students (not too different from the high school students) points out the framework of CBLI would be one of the effective frameworks to develop English communication achievement.

To fulfil this approach, The researcher will adapt CEFR illustrative descriptors to design the learning outcomes of the students' own requirement. In contrast, the notions of competency-based language teaching integrated with CEFR are not the individual skill. Even if the "competency" is just defined as three aspect integration of knowledge, skills, and attitude through a specific tasks and real-world activities, it does not mean that one individual skill can be developed by this approach. That is to say, more than one skill should be connected in my CBLI curriculum, learning outcomes and specific illustrative descriptors. For example, when designing a specific task related to a required proficiency level, the students and teacher have to identify lists of grammar, vocabulary, various subskills, and class materials to plan how and when to carry out such a complicated task. Thus, competencies are considered as various skills and knowledge students have to be taught or acquired the four skills or at least skill-related such as listening and speaking together. It seems to me that CBLI requires individual to practice real-word tasks in the workplace by demonstrating and developing their exiting competency level to the next level under tiered instructions, and to meet specific conditions or a can doable descriptor.

Moser (2017) designed the new competency-like curriculum to emerge four instructional aspect, namely self-directed learning, CEFR, portfolio use and assessment for learning to promote individual learning of students. In the research design, to begin with a self-directed learning system with illustrative CEFR, the 19 first-year and 18 second-year English major students had to identify vocabulary and grammar ranges in can-do descriptors in their portfolios to plan their study and to choose at least five activities and tasks that they would master and material selection guided and approved

by the teachers before going for activities or tasks completion and can-do descriptors tests—they can be changed and reappraisal along the semester. After self-learning the students could ask for doing test in the next class namely, one-to-one speaking tasks and at the same time writing and listening tests. Then, immediate feedback would be constructed after the tests, the students could move to the next descriptor that was listed in the transcripts of the portfolios.

To assess the self-directed can-do portfolio syllabus after experimental invention, a 12-item Likert scale survey was administered at the end of the academic year. The students' answers can be summarized in several issues. First, students want to effectively learn only what they cannot do even though few did not familiar with self-study. Second, the students realized the can-do descriptors helped them to understand the lesson goals and their language learning pathways. Next, formative assessment promotes constructive feedback and positive engagement from the teacher. The last, most of the students were fond of using a portfolio. However, for those students who did not like this procedure as a result of unfamiliarity and/or confidence with self-directed planning in particular weaker students. He found from the survey that the main success of this innovative curriculum is “self-directed learning or differentiated learning” as the specific descriptors design individual learning pathways, individual activities and materials, and individual-oriented assessment. To illustrate, the syllabus and three skills, (speaking, writing, listening), the first-year students could on average pass 22 descriptors out of 60 while the second-year students could pass 30 descriptors. This implied student would fail this course in our previous curriculum if we set the total numbers of descriptors they have studied and been tested for the same class—though in fact, no students can exceed the number of teacher-made or curriculum descriptors. Again, a single test of the old curriculum is compiled by a set of descriptors in the same class for all.

To demonstrate the benefits of a competency-based language curriculum, Moser employed Can-do descriptors from the CEFR framework, focusing on self-directed learning and the use of portfolios. By adopting this approach, learners are

tasked with selecting and identifying their language proficiency level (A1-C2) and corresponding illustrative descriptors, which are then validated by the teacher based on the students' current mastery. Although Moser did not explicitly reference a competency-based approach, the self-directed Can-do portfolio curriculum effectively functions as one. It allows students, under teacher guidance, to leverage their existing language skills to set realistic goals, choose preferred learning activities or tasks, and identify their strengths, as well as appropriate learning materials and options, as highlighted by Tudor (2012, as cited in Cañado, 2012). Furthermore, students have control over which Can-do descriptors will be assessed and when. In line with competency-based assessment principles, evaluations are conducted when a student feels prepared, and if they do not succeed in passing, they receive scaffolding until they achieve the necessary competency before progressing to the next descriptor.

In Thailand, Thipatdee (2021) researched the needs of high school students and teachers on competency-based curriculum integrated with the local community for high school students and developed a curriculum based on the needs, implemented the developed curriculum, and evaluated the developed curriculum. She developed curriculum, questionnaires for the students and the teachers, a test of English expression, a test of writing, and an attitude evaluation form to study the needs of high school students and teachers on competency-based curriculum integrated with local community. In the final analysis, she found that the students and the teachers rated their needs on the competency-based curriculum at a higher level, and instructional procedures concentrated on practicing and the evaluation focused on performances helped the students gain significantly higher learning achievement and writing skills after the curriculum implementation, and it was evaluated by the students at the medium level of its feasibility. Thipatdee's results showed that competency-based learning procedures should be combined students' engagement strategy such as community-based practice to drive meaningful activities, and provoke about what students are doing in class, sometimes called active learning. And, the researcher confirmed that the successful competency-based course was due to the nature of student-centered activities, and the tasks assigned

the students to work cooperatively throughout the learning session. The research results can be used as guidance to develop a competency-based course in that differentiated instruction can be embedded in learning experiences

In previous research on competency-based language instruction (CBLI), studies have validated the effectiveness of the action-oriented approach and skill-based English instruction. CBLI, which integrates global communicative competency scales, self-directed learning, need analysis, portfolios, and CEFR descriptors, has been shown to effectively guide course design, learning experiences, and language development (Moser, 2017; Thipatdee, 2021). For those aiming to enhance students' learning outcomes and language skills through CBLI, three key preconditions must be met: 1) instruction should focus on the development of English competency; 2) instructional objectives should be clearly defined using illustrative descriptors; and 3) language assessment must be based on competency-based criteria, encompassing linguistic knowledge, skills, and attributes related to communicative competence. Despite these findings, there is still a need for further research, particularly on the topic of developing English oral communication skills in EFL secondary school students through competency-based differentiated instruction (CBDI).

2.2 Differentiated Instruction

2.2.1 Theoretical Framework of Differentiated Instruction

Differentiated instruction or DI, an instructional practice, is a way to individualize instruction and learning by using different materials, classroom management, tasks, as well as assessment to establish actions that involve every single student keeping in mind their different characteristics, styles or interests (Heahox, 2002). Thus, differentiation is a planned way to include all the students, their likes, styles, and needs as to accomplish the objectives proposed by regulating the teaching and learning processes. C.A Tomlinson (2001) informed the shift from a 'single size' classroom to a differentiated classroom and instruction (DI); hence, a teacher can better meet what students are, and need to learn.

In addition, Blaz (2016) also referred differentiated instruction to be complex and flexible with various ways to accommodate different teaching styles from the students' differences in learning styles, interests, prior knowledge, socialization needs, comfort zones, levels of engagement/readiness, and technology that students had access to and knew how to use well.

Theoretically, in terms of research-based practice, Subban (2006) integrated Vygotsky's sociocultural theory of learning, the zone of proximal development, and brain research and multiple intelligences in his conceptual paradigms which developed to underpin differentiated instruction (DI). To start, DI has been stemmed from the work of Lev Vygotsky, a constructivist. It is believed that an individual learner can learn through social interaction as it is basis for the cognitive development. And, scaffolding is support and guidance from and interaction with teachers and more proficient peers, which is related to the ZPD. Then, The ZPD is considered as the distance between a learner's actual developmental level as determined by independent problem solving and a higher level of potential development as determined by problem-solving under enough support or in collaboration with more peers who are more capable, which is defined as the core of scaffolding. To connect the dots between sociocultural learning and ZPD in DI, students are offered a range of assignments which addresses their exiting ability and at the same time challenges them with a new concept they need to move on to a higher ability level or competency level. Lastly, Chapman and King (2005) (as cited in Subban, 2006) have viewed the brain functions best when students work in a relaxing, and supportive environment. Similarly, C.A Tomlinson (2001) has referred to DI classroom must promote a learning environment that students feel self and comfortable in when exploring their learning with exiting knowledge through tasks which should not be either too hard or too simple for the students otherwise, they cannot associate new inputs to the exiting knowledge they process, or they do not learn anything new.

What is more, the approach of differentiated instruction is based on Gardner's theory (2011) that identifies eight intelligences through which students learn.

Initially, Gardner (1983) identified seven intelligences: logical-mathematical, verbal-linguistic, musical, visual-spatial, bodily-kinesthetic, interpersonal, and intrapersonal. Later, Gardner added the naturalist intelligence, bringing the total to eight. When teachers employ differentiated instruction, they draw upon multiple intelligences rather than relying on just one or two. This acknowledges that different students learn in diverse ways through various intelligences (Gardner, 2011 as cited in Magableh, 2020).

In the context of differentiated instruction, students are encouraged to leverage their strongest intelligences when approaching tasks. By allowing students to utilize their preferred intelligence while working on assigned tasks, teachers provide support that creates additional opportunities for student success (Fleming, 2010). Recognizing that students learn in different ways, it is important for teachers to employ a variety of teaching methods that cater to multiple learning styles, thus accommodating a broader range of students (Morgan, 2014 as cited in Magableh, 2020).

In short, DI takes scaffolding and working on individual needs and interests from ZPD meanwhile cognitive and socio-structural functions are contributed by tiered activities and assignments in which teachers plan and teach different levels in one mixed-ability classroom. These three theories make DI powerful, emphasizing students' interests, depending on the right beginning point and motivating them to work based on their own pathways.

To support effective competency-based language instruction, the researcher will investigate the practice of differentiated instruction (DI) in teaching focused on students' needs. Teachers in DI classrooms can engage and allow students to experience what they are really interested in advanced topics at the starting point in completing more different tasks than other classmates. Thus, the students in the DI classroom will be grouped into three levels of competencies, the basic group, the intermediate group and the advanced group to suit all these students so that the teachers can maximize their effort and meet students' choices to master learning.

Notably, DI places the child-centeredness {Fonseca, 2016 #26}, fostering their growth in personal responsibility and ownership of learning. In a multilevel

classroom setting, teachers consistently seek appropriate and stimulating practices to enhance the development of skills in all students. These practices can be implemented at an individual, group, or whole-class level, depending on the nature of the activity.

2.2.2 Major characteristics of differentiated instruction

C.A Tomlinson (2001) proposed DI with several characteristics. First and foremost, differentiated instruction is not 'individualized instruction' in that as students have got different language profiles, a teacher needs to drive them to move on from where they are with the whole class, small groups, with the individual as well as to build a learning community in the group, not just an individual learning. Second, the DI is the implementation of flexible grouping accommodating collaborative learning of mix-abilities students. Also, the DI is an informed classroom assessment in that the teacher can design learning experiences, learning products, and final assessments by developing readiness levels, interests, and learning modes for the students to share what they have learnt. The DI is 'Organic' as the teacher and students are co-creators thorough the classroom, or both teacher and students identify the most matched lesson (C.A Tomlinson, 2001). In addition, C. A Tomlinson (2017) defined differentiated instruction as the "shaking up" of what occurs in the classroom. Thus, students would have multiple options for absorbing the information, making sense of ideas, and expressing what they had learned. An already differentiated instruction cannot be successful when the teacher finds some lessons or activities are not for what students required. Last but not least, the DI provides multiple approaches to identify language content, language skills and strategies, and learning products to sport all students' growths. It can be seen that an individual student will have his/her own individual standard of learning pathways, not similar to an advanced friend or struggling friend in doing the same tasks or learning experiences. That is to say, those students will feel different from each other in a real/authentic assignment, or different student-choice avenues. C.A Tomlinson (2001) proposed three ways how to plan differentiated lessons that provide a set of options for students to achieve what they have learnt in a better understanding.

1.Readiness: the lesson is differentiated by readiness when teachers use readiness level as a focus for differentiating content, process, and product to push students just a bit beyond what they know and have. In order to determine students' readiness, teachers would need to conduct a pre-assessment (Rattanasaeang, 2019). The students would need to know their level of readiness to set an achievement goal, which could also assist the teachers when assigning partners and group work (Blaz, 2016).

2.Interest: the lesson is differentiated by interest when teachers can draw on existing student interests and expand student interests (to discover new interests as well). Blaz (2016) stated that one of the easiest ways to differentiate for interest was by simply providing a variety of topics.

3.Learning profile: the lesson is differentiated by learning profile when teachers apply four categories of the learning-profile factors (group orientation, cognitive style, learning environment and intelligence preference) to plan instruction that fits learners. Tomlinson (2017) also stated that the learning profile was an umbrella term for four factors that influenced how students approached learning or processing ideas, which were learning style, intelligence preferences, gender, and culture. These four factors could overlap or interact with one another to influence the students' attitudes and engagement in different types of activities. Similar to Blaz's in 2016, there was a connection between intelligences and learning styles. Teachers could use a learning styles survey to assess whether their students were movers or sitters, morning people or better in the afternoon, and other less conventional characteristics that could contribute to their success in learning.

2.2.3 Major criteria for differentiated instruction

DI is an adequate teaching approach in that teachers can develop instructional design, teaching materials and assessment measures in order that all students within a multilevel classroom can learn effectively. There are three ways how to teach students in a differentiated classroom.

2.3.1 Content: teachers differentiate content in response to student's readiness level (material adaptation or the Equalizer), current interest, and learning

profile. In a like manner, the utilized texts could be authentic, simplified, or manufactured for the students use (Blaz, 2016). To illustrate, Gregory and Chapman (2013) also pointed out the ways to differentiate the content and resources, which could be implemented by using different genres, leveling materials, using a variety of instructional materials, providing choice, and using selective abandonment. In addition, the teacher would provide a variety of texts, from simple to advanced, from print to 64 electronic, from leisure reading to commercial to educational; such as, magazines, brochures, newspapers, music, poetry, advertisements, menus, and so on.

In this study, the content was differentiated regarding the students' interest and learning profile. First, the content was designed to raise the students' awareness as well as activate their background knowledge in order to make the students engaged with the content. Accordingly, they could learn the new knowledge more effectively. The content was differentiated by using the topics that students were interested in, which employed the results from the needs analysis questionnaire in pre-assessment. Equally important, the content could be adapted in various modes of learning and students could select the modes that worked best for them (C.A Tomlinson, 2001).

2.3.2 *Process*: differentiate process to use "sense-making activity" or a good differentiated activity to achieve maximum power as a vehicle for learning only when it is squarely focused on a portion of something essential that students need to know, understand, and be able to do as a result of a specific study. The good differentiated activity will make or do in a varied degree modes, scaffolding, essential skills and information, and ideas /principle. That is, in this study, the activities that were designed to help students make sense of the content they had learned from the website and practiced their conversation, was differentiated in response to the readiness and learning profile—though in fact, the students could do activities in a homogenous group to practice using tiered activities based on their readiness, and a heterogenous group to serve their learning profile.

2.3.3 Product: teachers design a top-rated product assignment which motivates students to think about, apply, and even expand on all the key understanding and skills of the learning span it represents—a “let’s make a deal” product choice through which students can have an alternative to the teacher’s design. In this study herein the product was differentiated in response to the interest and learning profile; the students could work with anyone they preferred or shared the same interest, as well as present the product or the assigned task to the class based on their preferences to serve their learning profile.

Differentiated instruction provides multiple approaches to what students learn (input), how students go about making sense of ideas and information in their preferred mode of learning, and how students apply what they have learned and demonstrate it alternatively. Briefly, a DI teacher is very active in being able to construct varied approaches and techniques to content, process, and product, practically considering needs, interests and learning preferences.

2.2.4 Differentiated instruction, and tiered activities and assignments

a. Considering how to encapsulate all this theory presented for diverse learners to improve their oral communication ability level utilizing their multilevel characteristics, we suggest applying tiered activities covering and gathering all the information offered above to maximize the effect of the goals proposed. To begin, tiered activities are planning strategies for a mixed-ability classroom. Next, it is a way of teaching in order to fulfil all the learners’ needs. After that, these activities or resources may be different depending on the students’ interests, abilities, and necessities. All in all, the use of tiered activities: fosters the motivation every student has, enhances their skills and, sharpens understanding.

b. In the book *Differentiating Instruction: A Practical Guide to Tiered Instruction in the Elementary Grades*, Pierce and Adams (2006) recommended nine continual steps when developing tiered instruction. The steps include:

1. Identify the grade level and subject for which the teacher will write the lesson.

2. Identify the standard (national, state, district, etc.) the teacher is targeting in that which direction the lesson is heading before planning how to teach a lesson.

3. Identify the key concept and essential understanding by setting targeted learning outcomes and what students are expected to accomplish at the end of the lesson.

4. Develop a powerful lesson that addresses the essential understanding. This will be the base from which tiers are developed.

5. Identify the background necessary background to complete the lesson and ensure that students have the background necessary to be successful in the lesson. That is to say, what content should have been covered before teaching another or what skills should be instructed first in order to successfully gain another.

6. Determine in which part of the lesson (content, process, and product) you will tier. During this part, the teacher may choose what to learn, the way students make sense of the content, or the outcome at the end of a lesson to be tiered. It is recommended to select one or two out of the three to tier first and become familiar with the process before trying to accommodate all three parts in one lesson.

7. Determine the type of tiering you will do (readiness, interest, or learning profiles). Readiness is according to students' levels of learning ability. To determine readiness levels, pre-assessment should be implemented. Interest comes from students' preferences towards a topic. The teacher may give a list of topics that students will be studying and ask them to choose and rank topics of their choice to identify their interests. Learning profiles may be investigated through a learning style questionnaire.

8. Identify how many tiers you will need and develop the lesson. Teachers may purposely provide a certain amount of topic choices to control the number of tiers when based on interest. If the teacher plan to tier lesson based on Gardner's multiple intelligences, only pick two or three intelligences so that numbers of tiers are limited.

9. Write the assessment component of the lesson. The assessment can be either summative or formative.

c. Practically, C.A Tomlinson (2001) proposed six steps to be followed when designing tiered activities. A summary is presented as follows:

1. Select the concept(s), generalization(s), and skill(s) that will be the focus of the activity for all learners.

2. Think about the students for whom you are planning the activity.

3. Create one activity, or draw on one you have successfully used in the past.

4. Think about, or actually draw, a ladder. The top rung represents students with very high skills, while the bottom rung represents low skills.

5. "Clone" the activity along the ladder to provide different versions at different degrees of difficulty.

6. Match a version of the task to each student based on the student's need and task requirements.

In the same manner, Heahox (2002), another professional DI researcher has pointed out the five following characteristics of tiered assignments:

1. Different work, not simply more or less one: To begin with different ability level to match with learning background.

2. Equally active: All learners should be equally occupied with the given assignments and effectively perform their roles apart from their preference and readiness involved in tasks.

3. Equally interesting and engaging: DI students should feel treated equally by giving them tasks options making learning more meaningful for them.

4. Fair in terms of expectation: All students should be studying the same concept with different levels of challenging lessons which fit the ability level they are on.

5. Require the use of key concepts, skills or ideas: new concepts need to be introduced to push students to move forward to the ability level their exiting ability and the connection between what they are going to learn and what they already know.

In short, the principles of tiered activities and assignments are to master a certain skill by managing complexity of the input, to motivate students to carry out a tiered activities and assignments that match with their ability and preferences.

Besides, Robert (2007) (as cited in Fonseca & Gordillo, 2016) proposed three categories of multilevel students: First, the below level: those students with low self-esteem, -dependent on friends, attention and help- and low pace to learn. Next, at the level: those who were normally progressing effectively along the instruction; lastly, above level, for those who tend to acquire input easier than the ones at other levels, thanks to their solid backgrounds which allow flexibility to assimilate teaching and learning faster, they perform better attainment.

Steps in Developing Tiered Lesson

Several scholars have proposed steps in developing tiered lesson. Firstly, (Heahox, 2002) proposed a 3-level tier that included 6 steps.

1. Determine the fundamental concepts, skills, and essential understandings that are necessary for all students to attain.
2. Cluster groups or activities into 2-6 tiers based on the specific needs of students and the diagnostic assessment conducted by the teacher.
3. Choose the elements that will be included in each tier, considering the level of support and challenge required for each group.
4. Establish Tier One, which focuses on providing additional support and assistance to students who require it.
5. Develop Tier Two by making appropriate adjustments to the activities and tasks to meet the needs of students who are progressing at a typical pace.
6. Create Tier Three, which involves designing more advanced and challenging activities for students who have demonstrated a high level of mastery or readiness.

2.2.5 Related research on differentiated instruction

There has not been a lot of research with a focus on differentiated instruction of English oral communication skills in the field of ELT. To examine this in a

broader view, there are some major studies in the Education field which have paid attention to differentiated instruction on oral communication ability.

In 2016, Fonseca and Gordillo (2016) studied the effects of oral tiered activities on the speaking ability of students in grades eight and nine in Columbia. The researchers found that tiering oral activities in terms of levels of complexity were an effective instructional strategy to improve the students' speaking ability collected by oral interview, checklist and learning log. However, in the preliminary investigation, there was an erroneous focus on speaking skills because there was a failure to identify specifically what speaking skills were in terms of how they would be measured/evaluated producing stagnation in the normal flow of the research. After that, the researchers found that the speaking skill term was used to refer to the activities based on oral tasks, confusing the reader to expect something different from the established. For the further research here, the implementation of English oral communication tests and the rating scales is presented by the integration of listening and speaking in relation to communicative tiered tasks and activities in class, not only just a single speaking skill.

Later, Vargas-Parra, Rodríguez-Orejuela, and Herrera-Mosquera (2018) studied the effects of differentiated instruction through a virtual learning environment on the students' English learning process. Journal data were analyzed through the use of content analysis and triangulation techniques. The results showed that DI had a positive impact on the students' learning process, met their needs, and increased their motivation. Students who studied in DI classrooms felt more comfortable because the different tasks were planned based on their interests, learning styles, and level of readiness. Furthermore, students enjoyed performing the tasks in a virtual learning environment while learning at their own pace. Again, the teachers played an important role in a differentiated instruction classroom to promote a comfortable classroom environment; such as, providing strategies, anticipating the problems, facilitating the learning process, and reflecting upon each element of the class lessons. As a result, the previous research clearly supports the effects of DI on ELT. That is, DI is very useful in many aspects. In this study, DI could help EFL high school students

improve their English oral communication ability. In order to implement the DI effectively with students who are an active citizen, implementing an approach that could gear the way students learn the contents via professional competencies in the workplace. This could help students be interested in the contents, as well as they could explore the lessons according to their own pace anywhere and anytime based on their preference. On top of that, with this competency-based instruction, school students could have the opportunity to practice the content in class with the assistance of teachers and their peers.

One study that analyzed the effects of speaking instruction using differentiated-flipped learning approach on speaking ability and levels of willingness to communicate of Thai EFL undergraduates conducted by Rattanaeng's, (2019). Now that one of the very first studies regarding the effects of DI on speaking ability in Thai contexts. The result revealed that there was a significant improvement of the participants' English-speaking ability after receiving the speaking instruction, and the students had positive attitude towards the instruction and perceived more confidence after receiving the speaking instruction using differentiated-flipped learning approach. The study indicated that the speaking instruction using differentiated-flipped learning approach benefited the students' speaking ability and enhanced their willingness to communicate using differentiated-flipped learning approach at .05. Similar to this present research, the need analysis questionnaire was used to investigate students' interests, in the area of professional communication and learning profiles, which would be used as a guideline to create the topics under the oral communication in the workplace and the lesson plans for the experiment. However, the current research intended to improve oral communication ability focused on listening-speaking skills, not one segregated skill, in high school setting.

In the same year, Phueakphud (2019) conducted quasi-experimental research study aims to investigate the effects of tiered instruction and gamification teaching method on students' English oral communication ability. The study also compares the outcomes of these two instructional approaches with conventional

instruction. The research focuses on ninth-grade students in a small-sized secondary school in Chumphon, utilizing purposive sampling to select two mixed-ability classrooms. The research instruments include a pre- and post-test of English oral communication, as well as lesson plans for both tiered instruction and gamification teaching method, along with conventional instruction. The data collection procedure spans eight weeks, with 100 minutes per week dedicated to instruction and assessment. The data analysis employs statistical measures such as arithmetic mean, standard deviation, paired-sample t-test, and independent-sample t-test.

The study's results indicate the following: the experimental group, which received tiered instruction and gamification teaching, showed significant improvement in their overall English oral communication ability, as well as in four out of five specific elements: content, vocabulary use, fluency, and grammatical structure. And, the experimental group outperformed the control group, which received conventional instruction, in terms of English oral communication ability. The experimental group achieved higher mean scores, particularly in the elements of fluency, grammatical structure, and pronunciation.

Nonetheless, there are some critiques on that the study provides evidence supporting the effectiveness of tiered instruction and gamification in enhancing students' English oral communication ability. However, the specific aspects of the gamification approach and how it was implemented are not detailed in the study, limiting the understanding of its impact. In addition, the study highlights the superiority of tiered instruction and gamification over conventional instruction in promoting English oral communication ability. However, the study does not provide sufficient information on the specific design and implementation of the conventional instruction, making it challenging to assess the relative effectiveness of the different approaches.

Overall, this research contributes to the understanding of the benefits of the integration of two teaching pedagogies, tiered instruction and gamification, in improving English oral communication ability similar to the present study. However, it would benefit from providing more comprehensive details regarding another method used and the

specific components of the conventional instruction. Additionally, incorporating a larger sample size and considering potential confounding variables would strengthen the study's findings.

Last but not least, Magableh and Abdullah (2020) attempted to investigate the effectiveness of differentiated instruction on overall English achievement. They designed 60 participants into experimental group (taught by a textbook, short stories, supplementary reading comprehension materials, differentiated grammar sheets and vocabulary worksheets) and control group (taught by only the text book). They used English proficiency pre-test/post-test to identify students' proficiency level before and after giving tiered assignment and instruction based on the textbook activities (Action Park 8) and only following the activities from the textbook respectively. The pretest revealed two groups were homogeneous at the starting of the class meanwhile the achievement posttest shows the difference in mean scores was statistically significant in that they were 18.26 in the control group and 32.6 in the experimental group. In short, DI enhanced students' overall achievement in the experimental group as an individual student could learn English with selective instruction, adaptive materials and assignment from his/her own proficiency level. The teacher herein adapted his/her materials to be lower level first and then more challenging to achieve better. On the contrary, the one-size-fits-all approach or textbook-based teaching did not impact students' achievement, for all students are treated in the same instruction as though they were the same level.

From the relevance, the above research has shown that one-size-fits-all never succeeds in competency-based language teaching. In one same classroom there are different needs, different current competency level, different learning objectives, different learning activities and materials and of course different desirable task which an individual have to manage in their learning pathways. DI will become the situated learning approach for not only mixed-competency classroom, but competency-based language teaching, learning and assessment. target learning outcomes seen by real world tasks will be differentiated by means of differentiated linguistic knowledge (the content), differentiated activities and integrated skills (the process), and differentiated

learning demonstration (the product). In this study, the research would apply the treatment over a longer period of time because the CBLT curriculum cannot be built in one day. A learner competency takes a longer time to construct knowledge, skills, and attitudes in applying for a new situation or a jumping task. Again, it could be better when examining more variables like CEFR descriptors into consideration for the learning outcome development here.

In spite of the studied and proven positive effects of DI on language teaching and learning internationally (Fonseca & Gordillo, 2016; Magableh & Abdullah, 2020; Rattanaeng, 2019; Vargas-Parra et al., 2018), a lack of research on differentiated instruction on Thai students' oral communication ability still remains.

2.3 Oral Communication Ability

It is known that the main goal of EFL or ESL learning is to be able to communicate with native or non-native conversationalists. General speaking, speaking instruction cannot be separately informed from listening and pronunciation. Speaking including pronunciation and listening are defined as the oral communication ability (MURPHY, 1991). According to Murphy's, English oral communication concerns the use of words to enable the speakers to define, classify, and express beliefs, attitudes, thoughts, and feelings to create and convey meaning. He also pointed out that oral communication refers to signal activities which offer students opportunities for developing oral fluency through interpersonal communication. As this study aims to develop the competency-based differentiated instruction in order to explore its effects on English oral communication ability of EFL high school students and also to explore the students' perspectives towards it, in addition to two related learning theories, namely the competency-based language instruction and differentiated instruction, which have been reviewed in the previous sections, it is also necessary to review and elucidate topics about English oral communication ability. Equally important, the categories for oral production are organized in terms of three macro-functions (interpersonal, transactional, evaluative), with two more specialized genres: "Addressing audiences" and "Public announcements". "Sustained monologue: describing experience" focuses

mainly on descriptions and narratives while “Sustained monologue: putting a case (e.g., in a debate)” describes the ability to sustain an argument, which may well be made in a long turn in the context of normal conversation and discussion. “Sustained monologue: giving information” is a new 2018 scale, created by transferring certain descriptors from the scale for “Information exchange” that implied monologue rather than dialogue (Europe, 2020). This section then reviews English oral communication ability in the following topics, namely communicative competence, English listening instruction, English speaking instruction, and the Related research on oral communication ability.

Communicative Competence

Several studies have illustrated positive results from competency-based language instruction, Ho (2020) referred to the concepts of communicative competence first divided into three competences, that is, grammar competence (knowledge of grammar, vocabulary, and mechanics), discourse competence (the ability to use linguistic competence to make cohesion and coherence in communication) and sociolinguistic competences (the ability to communicate accurately, appropriately to, and acceptably by social norms and contexts) proposed by Hymes ((1971),(1972),(1974)) and Canale and Swain (1980). Then, Bachman (1990) elaborated their three components of contextualized communicative competence in the interaction among knowledge of the language, knowledge of the world, knowledge of speech situation, and strategic competence to facilitate communication efficiency. Lastly, Celce-Murcia, Dornyei, and Thurrell (1995) (as cited in Puripunyanich, 2017a) added on interactional competence and formulaic competence for more effective communication. Arguably, comparing to action-based approach in CEFR, Communicative Language Competences fall into the categories of linguistic, sociolinguistic, and pragmatic, which in turn are broken down further into numerous illustrative scales; discourse competence is conceptualized in one of the pragmatic competences which are concerned with learners’ knowledge of discourse competence (organized, structured, and arranged), functional competence (used to perform communicative functions), and design competence (sequenced according to interactional and transactional schemata). In

addition, Canale and Swain's communicative competence components seem to be more elaborated today. Plurilingual and Pluricultural Competences are valued to an individual's cultural and linguistic diversity (Europe, 2020). A student, as a 'social agent,' draws upon their identity to fully engage in social and educational settings. This involvement fosters mutual understanding, enables access to knowledge, and further develops their linguistic and cultural skills. For example, students might express themselves in one language, dialect, or variety and understand someone speaking another; they may switch between languages or dialects as needed; and they bring their full linguistic resources into play, experimenting with different forms of expression. Translating theory into my practice within competency-based lessons, some learning outcomes can demonstrate plurilingualism—such as when students “creatively use their limited repertoire in different languages for everyday situations to handle unexpected challenges” (COE 2018: 162)—or intercultural competence, as when students “generally observe conventions regarding posture, eye contact, and physical distance” (COE 2018: 159).

Table 1 The Summary of Communicative Competence

Canale & Swain (1980)	Ellis (1994)	Celce-Murcia (2007)	CoE (2018) (Communicative Language Competence)
<ul style="list-style-type: none"> ● Grammatical competence ● Sociolinguistic competence ● Discourse competence ● Strategic competence (Brown,2001) 	<ul style="list-style-type: none"> ● Grammatical Competence ● Pragmatic Competence 	<ul style="list-style-type: none"> ● Grammatical competence ● Sociolinguistic competence ● Discourse competence ● Strategic competence ● Interactional competence ● Formulaic competence 	<ul style="list-style-type: none"> ● Linguistic competence ● Sociolinguistic competence ● Pragmatic competence ● Plurilingual and Pluricultural Competences

From the above review, in terms of pedagogical implementation in the present study, the illustrative scales for language activities and assessment outline what students can do should be able to do at the end of competency-based lessons. As well, the descriptors for communicative competencies can be used for developing assessment criteria for how well students/learners are able to perform a particular task: to assess the quality of their production or the students draw upon their competencies and language-related competencies to complete a task to demonstrate their move-on competency level. By and large, learning outcomes, communicative tasks, and competency-based assessment is concerned with each component of communicative competence.

2.3.1 English Listening Instruction

Bruner, Singwongsuwat, and Radić-Bojanić (2015) identified four problems in an oral English communication classroom at Prince of Songkla University (PSU) – including 1) mixed-ability classes, 2) large classes, 3) overemphasis on group work, and 4) unrealistic dialogues in role plays. To illustrate, in order to deal with mixed-ability classes, Bekiryazici (2015) suggested that teachers adopt Vygotsky's ideas of the Zone of Proximal Development (ZPD) that promote learning through collaborative work and with some scaffolding or assistance from their friends and the teacher. Generally speaking, mixed-ability classes are quite common because it is not always possible in reality to teach small classes that consist of students who have about the same level of proficiency (Bekiryazici, 2015)).

The ideas of listening instruction have been put forward by some scholars. In Helgesen, Brown, and Nunan (2007's)'s book, they compiled the principles for teaching listening, suggested by many experts, namely Nunan, Richards, Rost, Flowerdew and Miller, and Lynch including themselves as follows:

Table 2 Principle for English listening instruction

Listening experts	Principles for listening instruction
David Nunan	<ol style="list-style-type: none"> 1. Link classroom tasks to real-life tasks 2. Provide a wide range of listening input. 3. Teach listening strategies. 4. Encourage learners to practice their listening skills outside of class. 5. Encourage learners to reflect on their learning.

Table 2 (Continued)

Listening experts	Principles for listening instruction
<p>Jack Richards</p>	<ol style="list-style-type: none"> 1. Distinguish teaching from testing. 2. Use pre-listening, while-listening, and post-listening activities appropriately. 3. Don't assume all listening should be based on authentic materials. 4. Use listening both to develop comprehension and to facilitate acquisition. 5. Provide an example of English as an international language.
<p>Michael Rost</p>	<ol style="list-style-type: none"> 1. Find the right stuff. 2. Uncover the spoken language 3. Focus on interpersonal listening 4. Encourage interpretation 5. Work on memory
<p>Flowerdew and Miller</p>	<ol style="list-style-type: none"> 1. Give students practice in both bottom-up and top-down processing. 2. Provide opportunities for individualization in listening 3. Focus on the cross-cultural dimension of listening 4. Contextualize listening 5. Encourage students to adopt a critical perspective

Table 2 (Continued)

Listening experts	Principles for listening instruction
Tony Lynch	<ol style="list-style-type: none"> 1. Make your listening task realistic 2. Identify the problems in a listening text 3. Integrate listening with the other skills 4. Get the students to ask the questions 5. Learn another language
Brown and Helgesen	<ol style="list-style-type: none"> 1. . Provide task variety and develop task awareness 2. Ensure text variety 3. Focus on meaning, then go back and do acquisition work 4. Do a warm-up for schema activation 5. Practice, practice, and practice

Apart from teaching listening principles described above, Morley (2001) pointed out three material development principles for listening instruction to maximize the effectiveness of learning experiences as follows:

1. Learning content and outcomes in a lesson should be relevant to learners' attention to provide a genuine motivational incentive.

2. Both the listening content and outcome levels need to have applicability value in and out of class

3. Language use tasks (doing the language/focusing on function) and language analysis activities (studying the language/ focusing on form) are combined productively.

In sum, there are at least six key principles for EFL instructors to design listening lessons. There are (1) authentic texts or materials, (2) background knowledge preview before a task, (3) listening strategies promotion, (4) listening in several times for structural learning, (5) explicit listening purposes, and students' role in active learning.

2.3.2 English Speaking Instruction

According to Brown and Yule (1983, as cited in Richards and Rodgers (2001)), speaking can be classified according to its functions into three categories, namely talk as interaction, talk as transaction and talk as performance, each of which is different in terms of form and function and requires different instructional approaches.

To begin with, talk as interaction (social focus), speaking refers to interaction in daily life conversation. Talk as interaction involves the following key features: (1) has a primary social function, (2) reflects role relationships, (3) reflects speaker's identity, (4) may be casual or formal, (5) uses conversational conventions, (6) employs many generic words, (7) uses conversational register, and (8) is jointly constructed. Consequently, the skills involved in using talk as interaction involve knowing how to do such things as opening and closing conversations, choosing topics, making small talk, joking, turn-taking, or interrupting.

The second, talk as transaction (information focus) refers to situations where the focus is on what is said or done. The central focus is on the message and making oneself understood clearly and accurately. Burns (1998) divided talk as a transaction into two different types. The first type is transactions that focus on giving and receiving information and where the participants focus primarily on what is said and achieved. Accuracy, therefore, may not be a priority if information is successfully communicated or understood. The second type focuses on obtaining goods or services. Talk as transaction involves the following key features: (1) it has a primary information focus, (2) the main focus is on the message and not the participants, (3) participants employ communication strategies to make themselves understood, (4) There may be frequent question, repetitions and comprehension checks, (5) there may be negotiation and digression, and (6) linguistic accuracy is not always important. Talk as transaction involves skills like explaining a need or intention, describing something asking questions, asking for clarification, making comparisons or agreeing and disagreeing.

Finally, talk as performance (message and audience focus) refers to public talks such as classroom presentations, public announcements or speeches. The main features of talk as performance are a focus on both message and audience. This type of talk then involves skills like using an appropriate format, giving a welcome speech, presenting information in an appropriate sequence, or maintaining audience engagement.

These different speaking functions require different instructional ways and materials that provide sociocultural and genre knowledge regarding pragmatics, grammar, vocabulary and phonology (Sritulanon, 2017). The study would involve conversational routines and styles as in communication activities.

Harmer (2015) proposed to engage, study, active (ESA) as a teaching sequence that offer a chance to focus on language forms, and how they could be used by exposure, motivation, and the opportunity for usage as follows:

Engage (E)

If the students are curious, passionate, or involved with the lessons, this could be stated that they had the engagement, which was one of the important ingredients for successful learning. Teachers could use activities and materials to engage students; such as, games, music, discussions, stimulating pictures, or dramatic stories. Moreover, making predictions about the topics or language they were going to be dealing with could be used to engage students (Harmer, 2015). When students were properly engaged, their involvement in the next two stages, which were the study and activation stages, would be more likely to be pronounced.

Study (S)

In study activities, Harmer suggested that students were asked to focus on the construction of something whether it was the language itself, how it was used, or how it sounded and looked. Teachers may show some examples of language to the students and ask them to try to solve the rules, or how they worked for them rather than being told by the teachers. These were discovery activities, which asked the students to do all the intellectual work instead of leaving it to the teachers.

Activate (A)

Activate described exercises and activities, which were designed to have students use the language as freely and communicatively, as they could (Harmer, 2015). The teachers would not ask students to focus on the use of a particular structure, or try to use only words from a list that teachers gave them, which would make students only focus on the accuracy of the specific parts of language rather than on the message they were trying to convey, or the task that needed to be performed to motivate students to use all and any language, which was appropriate for a given situation or topic (Harmer, 2015).

In 2012, Auerbach (as cited in CHELLI) pointed out that competency-based language instruction should identify the features of language usage in society and real-world application. In addition, Sritulanon (2017) claimed that real-life conversations need more language features than classroom; therefore, teachers could raise learners awareness of those features by, for instance, asking learners to explore authentic transcripts from movies to see how native speakers speak, and then can practice real life conversations through classroom activities, namely roleplaying from a movie script, discussion, simulation, communication game and prepared talks. According to Thai competency-based curriculum, Dachakupt et al. (2023) intended to propose 5 STEPs Collaborative Learning Process for competency-based instruction. That are (1) Stimulating and Key Questioning Collaboratively, (2) Searching and Analyzing, (3) Discussing and Constructing Collaboratively, (4) Communicating and Reflecting Collaboratively, and (5) Applying and Serving Collaboratively. They mentioned that students will attain a “competency” as long as they apply what they learn and desirably practice skills in class in a new and complex situation or a jumping task through active learning. This means learning outcomes or product reflects current observable competency of each student. Consequently, besides Harmer’s ESA teaching process, the recent research adds on “Apply (A)” for the last learning sequence after activating language exercises so that students will have more opportunities to utilize actual language used in a real-world situation with little or no restrictions and they need

to be able to take responsibility for managing their own lives, situate their lives in much broader social contexts and act autonomously, in particular in the workplace settings.

To implement listening-speaking instructions which could be used to improve oral communication ability, the research innovates the “Engage, Study, Activate and Apply” or ESAA teaching process to design learning procedures in the lesson plans or teaching sequences with oral communication skills.

Owing to the scope of the study, the researcher aims to enhance English oral communication ability for interpersonal interaction as considered to be the origin of language, with interpersonal, transactional, and performance functions based on CEFR alignment.

2.3.3 Assessing Oral Communication Ability through CEFR

Nagai et al. (2020) provide a clear guide on integrating the CEFR (Common European Framework of Reference for Languages) into language learning, teaching, and assessment, particularly for developing communicative language competence. They suggest a structured approach where the main task is supported by subtasks that scaffold different language activities, such as web research, essay writing, presentations, note-taking, and listening comprehension. The learning outcomes for each task are predetermined, aligning activities, knowledge, skills, and strategies needed in the classroom with assessment processes.

To design effective learning outcomes, they recommend three steps (Council of Europe, 2020): (1) specifying language activities from the CEFR and additional lists from the teacher, (2) choosing presentation themes based on learner needs and interests, and (3) producing outcome statements by selecting appropriate CEFR descriptors for the relevant proficiency level. The learning outcomes address various competencies including oral communication, study skills, and CEFR-based assessment practices.

Furthermore, the CEFR is influenced by applied linguistics competence models, encompassing linguistic, strategic, pragmatic, and sociocultural competencies. These aspects, though distinct, are intertwined in language use and cannot be

separated. The CEFR descriptors help educators align curricula with real-world language use, making learning transparent and actionable. They also support criterion-referenced assessment and provide a flexible resource for negotiating learning priorities, suggesting classroom tasks, and aligning with external frameworks.

Table 3 Conceptualized Framework for Assessing Communicative Competence in the English Oral Assessments (adapted from Canale, 1983; Europe, 2020)

<p>1. Linguistic competence (Vocabulary, grammar, phonology, and orthographic control)</p>	<p>Linguistic competence involves various elements such as vocabulary, grammar, phonology, and control over spelling. Descriptors cover different dimensions: “Range” (including “Morpho-syntactic range,” later renamed “General linguistic range,” and “Vocabulary range”) and “Control” (covering “Grammatical accuracy” and “Vocabulary control”). Additionally, “Phonological control” and “Orthographic control” reflect the complexity of language use, not just the accuracy. The “Phonological control” category is broken down into “Overall phonological control,” “Sound articulation,” and “Prosodic features” (stress and intonation).</p>
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Table 3 (Continued)

<p>2. Sociolinguistic competence (Using polite forms and showing awareness of politeness conventions, socializing, following basic routines at lower levels, without requiring the interlocutors and adopting an appropriate register)</p>	<p>The scale for “Sociolinguistic appropriateness” focuses on key competencies such as:</p> <ol style="list-style-type: none"> 1. Employing polite forms and understanding conventions of politeness. 2. Appropriately using language functions, including socializing and basic routines in a neutral register at lower levels, and using idiomatic expressions, allusions, and humor at advanced levels. 3. Recognizing sociocultural cues and responding appropriately, particularly from B2 level onward. 4. Adjusting register according to social context (from B2 level upward).
<p>3. Pragmatic competence (Language usage as in “correct usage”, actual language use in the (co-) construction of text)</p>	<p>Linguistic competence relates to “correct usage,” focusing on the system and resources of language. In contrast, pragmatic competence concerns the practical use of language in constructing meaningful communication. It encompasses the following areas:</p> <ol style="list-style-type: none"> 1. Discourse Competence: Structuring and organizing language to convey meaning. 2. Functional Competence: Using language to perform communicative tasks. 3. Design Competence: Sequencing language according to interactional and transactional norms.

With communicative competencies, the researcher replaces the traditional model of four skills, listening, reading, speaking, and writing, into macro functions of communication: production and interaction. The development of competency activities herein will be practically influenced by interpersonal and transactional language use namely, the Oral production and the Oral interaction (Europe, 2018).

In the Common European Framework of Reference for Languages (Europe, 2020), oral communication ability is assessed based on several language competences, including linguistic competence, sociolinguistic competence, and pragmatic competence. These competences are considered essential for effective oral communication in any language. However, the Plurilingual and Pluricultural Competences may not be directly applicable in the context you described, where the students share the same first language (Thai) and lack linguistic diversity. Here are theoretical reasons to support this viewpoint:

Linguistic Competence: Linguistic competence refers to the knowledge of the language system, including grammar, vocabulary, pronunciation, and discourse structure. In a monolingual context where all students share the same first language, Thai, the focus can be primarily on developing and assessing the students' proficiency in English language skills. The absence of linguistic diversity reduces the need to compare and contrast different languages or analyze interlanguage phenomena, which are typically addressed in the Plurilingual Competence.

Sociolinguistic Competence: Sociolinguistic competence involves understanding and appropriately using language variations based on social and cultural contexts. In a linguistically homogeneous environment, such as the scenario described, the focus of sociolinguistic competence would primarily revolve around Thai societal norms, etiquette, and cultural expectations within the Thai language community. The absence of language diversity limits the need to explore the sociolinguistic variations and practices across different languages or cultural contexts, which are often addressed in the Plurilingual and Pluricultural Competences.

Pragmatic Competence: Pragmatic competence refers to the ability to use language effectively in different communicative situations, considering the intended meaning, social conventions, and discourse strategies. While pragmatic competence remains relevant in a monolingual context, its emphasis can be placed on understanding and using appropriate pragmatic strategies within the Thai language and cultural context. The need to navigate intercultural communication or compare pragmatic strategies across languages may be less pronounced when the students share a common first language.

The Council of Europe (2020) outlined descriptors indicating how language learners utilized the language across three levels of overall oral communication performance—interaction and spoken production. These levels were categorized as novice (A2), grade-level (B1), and advanced (B2) in two modes of communication. However, the present study focused on the interpersonal and transactional modes from a macro-functional basis. Table 4 presents the overall descriptions that distinguish the performance of each level for interpersonal and transactional language use.

Table 4 The performance descriptors for language learners proposed by the Council of Europe

Ranges			
Modes of oral communication	Novice	Grade-level	Advanced
Interpersonal	- Able to communicate in basic and routine tasks involving straightforward exchanges of information on familiar work or leisure topics.	- Can communicate with moderate confidence on familiar and some unfamiliar topics related to personal interests and their professional area. Capable of exchanging, verifying, and confirming information, handling	- Can use the language fluently, accurately, and effectively across a wide range of general, academic, vocational, and leisure topics, clearly indicating the connections between ideas.
Oral Interaction: Conversation	Can engage in brief social interactions but may struggle to sustain		- Can communicate

Ranges			
Modes of oral communication	Novice	Grade-level	Advanced
	<p>conversation independently.</p> <p>- Can interact with reasonable ease in structured situations and short conversations, provided the other person helps if necessary. Can manage simple, routine exchanges without undue effort; can ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations.</p>	<p>less routine situations, and explaining reasons behind issues. Can share thoughts on more abstract or cultural subjects like movies, books, and music.</p> <p>- Can exploit a wide range of simple language to deal with most situations likely to arise while travelling. Can enter unprepared into conversation on familiar topics, and express personal opinions and exchange information on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).</p>	<p>spontaneously with strong grammatical control and minimal need to limit what they wish to express, adapting formality to suit the situation.</p> <p>- Can interact with a degree of fluency and spontaneity that makes regular interaction, and sustained relationships with users of the target language, quite possible without imposing strain on either party. Can highlight the personal significance of events and experiences, and account for and sustain views clearly by providing relevant explanations and arguments.</p>
Transactional			
<p>Sustained monologue: oral production</p>	<p>- Can give a simple description or presentation of people, living or working conditions, daily routines. likes/</p>	<p>- Can reasonably fluently sustain a straightforward description of one of a variety of subjects within their field of</p>	<p>- Can deliver clear, well-organized descriptions and presentations, effectively emphasizing key points and including relevant</p>

Ranges			
Modes of oral communication	Novice	Grade-level	Advanced
	dislikes, etc. as a short series of simple phrases and sentences linked into a list.	interest, presenting it as a linear sequence of points.	supporting details. - Capable of providing detailed, insightful descriptions and presentations across a broad range of topics within their area of interest, enhancing ideas with additional points and pertinent examples.

2.3.4 Perceptions towards the oral communication instruction

Perceptions that rooted from attitude and confidence" refer to how individuals' views, judgments, or opinions are shaped or influenced by their personal attitudes and confidence levels. Attitude here refers to a person's predisposition towards certain tasks or challenges, which can be either positive or negative. Confidence, on the other hand, refers to a person's belief in their ability to perform a task or handle a situation effectively (Rattanaseng, 2019). When it comes to competency-based instruction, these perceptions become highly relevant.

Attitude directly influences a learner's willingness to engage with the instruction. A positive attitude towards learning and self-improvement tends to drive better performance in competency-based programs (Siant, 2021). The research has shown that learners with an optimistic outlook are more likely to embrace challenges, sustain motivation, and persist until they master the competencies required. Conversely, a negative attitude may result in lower engagement and a lack of motivation to progress. Besides, confidence is crucial in oral communication instruction. Learners with high confidence are more likely to believe that they can succeed in mastering a competency

(Rachayon, 2018). In a competency-based model, where self-pacing and mastery are emphasized, confidence propels students to take initiative, seek out challenges, and persevere through difficulties.

All in all, the perceptions shaped by attitude and confidence are fundamental to the effectiveness of oral communication instruction (Rattanasang, 2019). Positive attitudes towards learning and strong confidence in one's abilities enhance engagement, persistence, and success in mastering competencies. Educators and instructional designers must consider these psychological factors to create a supportive environment that maximizes learners' potential. The attitude and confidence are intertwined in forming perceptions towards the instruction in this study.

2.3.5 Related research on oral communication ability

To start with the Thai EFL context, Puripunyanich (2017b) examined the effects of learning and communication strategies (LACS) instruction on EFL undergraduates' oral communication ability and their attitudes toward the LACS instruction in helping them improve their informative presentation and informal meeting skills. 23 economics undergraduates at a public university in Thailand who enrolled on the Oral English Communication for Economics (OECE) course in the first semester of the 2017 academic year were involved in the study. She employed Two sets of pre-and post-tests – one set for an informative presentation, and the other for an informal meeting including students' reflective journals (SRJ), and semi-structured focus group interviews to collect qualitative data regarding the students' attitudes toward the LACS instruction. She revealed that to develop English oral communication ability, teachers should take into consideration the following aspects, including 1) students' strategy use, 2) their role in facilitating the 3-Stage LACS instruction, and 3) instructional materials for the instruction.

To apply in this study, by teaching the communicative strategies for students, teachers provide their students with instruments they can use not only in an English course, but also in other courses and their future work because such strategies can be transferred for further use. And, the above research could conceptualize the

possible framework for assessing communicative competence in oral communication of the present study in that regardless of discourse competence and strategic competence (based on Canale, 1983) which highly focused on oral communication ability at the tertiary level, the current research would accentuate only linguistic competence, sociolinguistic competence, and pragmatic competence for communicative language competence in the Basic Education level (Council of Europe, 2020) as the main focuses contribute to the instructional approaches, CBLI and DI, communicative strategies would not be as highly grounded as Puripunyanich's study.

Loewen et al. (2020) examined progressive learning outcomes of grammar-vocabulary knowledge and oral communicative ability in Spanish as a second language through Babbel's CEFR-aligned syllabus. First and foremost, on the beliefs of learning app as an explicate and decontextualized instruction, they applied Babble application as a main instructional material, for its contents are aligned with the language proficiency standards in the CEFR (A1-A2) with 14 languages, and the lessons are designed by language experts of second language instruction. The research instruments used analyzed were three tests: vocabulary test (validated by LexTale-Esp exist test), grammar test (validated by IRIS database) and the ACTFI oral proficiency interview-computer (OPTc), a background questionnaire, progress questionnaire, and semi-structured interviews. Fifty-four English speakers would have taken a pretest, Babbel study (10-15 mins), and posttest phases in 12 weeks before being asked by a posttest questionnaire. After about three months of learning Spanish on the Babbel, several results revealed the effectiveness of this popular language-learning app in grammar-vocabulary competence and oral communication development.

The positive correlation of oral proficiency development was predicted by interaction and time of the app study. From the progress questionnaire and interviews, most of the students came across more grammar and vocabulary knowledge and less communicative skills; yet, they found some language features were repeated as comprehensively as they had already known (Loewen et al., 2020). Again, during studying the app, the learners implied that linguistic knowledge could be well

progressed along with communicative dialogues. The researchers found that though some gamified apps like Duolingo have taken more motivational features, the students identified the Babble app itself as motivating but slightly used it outside the class; nonetheless, some learners expected authentic conversations in speaking development. In addition, the app can enrich more language inputs apart from in-class instruction.

The above research evidence presented the positive impacts of technology-enhanced language learning achievement and individual learning. To rise the present research interest, the students' knowledge and skills as well as attitudes should be developed in competency-based instructions. On top of that, they have to be supported by self-directed learning along the pathways of target tasks at their desirable proficiency level. Certainly, the sample in the current would be practically differentiated in learning materials and activities to achieve their individual goals. After the students identify their learning needs namely, grammar, vocabulary, 'can do' activities and tasks, in order to move to the next target competency level, one of the popular learning applications (in particular a CEFR-aligned app) like Duolingo, Rosetta Stone, Busuu and Babbel should be integrated into the competency-based syllabus as a learning material or tool in class and outside class. In addition, one of the research results implied if a teacher needs to increase students' motivation in using a learning app, the teacher should introduce and select some topics, themes, or activities from the app to be a part of the learning procedure or assignment in an active way. In doing so, those various themes, topics, activities, skills, and even self-checked assessments in the CEFR-based app will encourage students in their own pathways and working plan-- they will have a sense of self-controlling over what they choose to study. Accordingly, Competency-based language teaching integrated with app-based learning will provide a substantial impact on the deep-rooted self-handicapping mindsets of my students especially in learning procedure, a contentious but understudied issue.

Some criticisms of above paper are that only receptive linguistic knowledge or oral communicative ability is not so authentic in relation to competency-based language learning. To achieve a jumping or real word task, a student needs integrated

skills or macro skills including listening, speaking, reading and writing in particular fundamental English courses. That is to say, only oral communicative abilities should be linked to written communicative abilities in order to achieve the communicative task in a variety of situations when designing a whole English course—though in fact, macro skills instruction will be effective in a competency-based environment through real life or professional communication purposes and integrating English skill naturally. As well, to my knowledge, an individual student who needs to move to the next higher proficiency level of a target common descriptor should be assessed holistic skills as an authentic assessment. all four skills will be designed to enhance learners' communicative competence, which is one of the primary concerns in CBLI, even based on CEFR.

Equally important in the same year, (Ho, 2020) researched the influence of implementing Communicative Language Teaching (CLT) on communicative competence at the tertiary level collected by pre-/post- paper and oral-based tests and students' perceptions collected by pre-and post-questionnaires and focus group interviews. she referred to the concepts of communicative competence first divided into grammar, discourse and sociolinguistic sup-competences (Canale & Swain, 1980; D. Hymes, 1971; D Hymes, 1972, 1974). Then, Bachman (1990) elaborates on the three components of contextualized communicative competence in the interaction among knowledge of the language, knowledge of the world, knowledge of speech situation, and strategic competence to facilitate communication efficiency. Lastly, Celce-Murcia, Dornyei, and Thurrell (1995) (as cited in Rachayon, 2018) added on interactional competence and formulaic competence in the communicative competence. Thus, there are five components of communicative competence in this framework.

The researcher mainly designed paper-based pretests and posttests, and oral-based pretests and posttests based on tourism-relevant scenarios. For instance, in the airport, the students were asked to play a self-traveller who was going to check in at the airline counter, and reserve hotel rooms. They needed to conduct a conversation with the agent to “figure out the weight limit for luggage, request an aisle seat”, which was relied on CEFR with six scales. Then pre-questionnaires and post-questionnaires

were rated on a 5-point scale by using the Linkert scale to explore students' perceptions on their development of communicative competency in a CLT Tourism English course. Finally, focus group interviews were conducted for qualitative purposes. The study shown students' progress towards better communicative competence in paper-based tests and oral-based tests were both significant in that students' linguistic competence, discourse competence, strategic competence, and sociocultural competence have improved in many aspects. In addition, they overall agreed that CLT supports their learning experience in Tourism English. For instance, they favoured implementing tabletop games, information gap, inside/outside circle, and other activities in class, for those communicative activities develop their competencies in Tourism English. Accordingly, like many researchers stated, communicative activities like pair discussion, problem solving, group work, conversational practices can help students practically advance their communication competence in CLT.

To engage the present study, as the soaring demand for English-speaking professionals in the job market, the educational support of professional English like in tourism would rather be implemented in the innovative curriculum, which is called competency-based education. Work-related tasks seem to be initiated or set in each learning unit when teachers design English courses. Then those real-world tasks and their scenarios should enhance each component of communicative competence successfully. For instance, teachers should adopt authentic instructional materials and include topics specifically related to work-interested English based on students' needs such as Tourism, hotel, mass media, engineering, medicines and so on. Furthermore, instructional designers offer as many communication activities and situations as possible to ensure that students are exposed to maximum language input and are motivated to succeed outputs in competency-based classrooms. Then, the communicative tasks and activities for English in workplaces and social-skills jobs should contribute to enhancing individual sub-competence (linguistics, Discourse, Sociocultural, strategies, interaction and formulaic) as well as overall communicative competence through competency-based tasks. From the theory to classroom practice,

each task has a specific focus to develop the learner's specific component skills echoing students' competency, such as using English to request assistance (interactional competence), discern and repair misunderstanding (strategic competence), or demonstrate some politeness in professional communication (sociocultural competence). Last but not least, even lowly-motivated students perhaps feel engaged in competency-based classroom by a bit of 'push' in work-related tasks via communicative activities.

To summarize, all previous empirical studies, which had been reviewed in this section, indicate positive effects of instructional approaches and techniques to enhance students' communicative language competence and oral performance.

2.4. Conceptualized Frameworks of the Oral Communication Ability Development Using CBDI

In oral communication, the distinction between interpersonal and transactional language use is central to understanding how communication unfolds in different contexts, especially in terms of purpose, interaction, and functional goals.

Interpersonal language use is primarily focused on interaction and exchange of information between individuals, often requiring immediate feedback and adjustments in the dialogue. It is dynamic, typically involving two-way communication, such as interviews or role-playing scenarios, where speakers actively engage in dialogue to respond to each other's input (Council of Europe, 2020). These activities involve a more spontaneous, less scripted mode of communication, where mutual understanding is achieved through clarification, negotiation of meaning, and turn-taking. This is reflective of interactive dialogue within the CEFR's macro-functional framework (Council of Europe, 2020). For instance, in an interview or a peer conversation, there is a sustained exchange where speakers take turns, engage with each other's perspectives, and adjust their language use based on the responses they receive. Mock interview questions, where a participant must respond to inquiries or describe a design solution, exemplify interpersonal use. Here, success is contingent not only on delivering information but also on listening, reacting, and shaping responses based on the other

party's feedback. This engagement fosters real-time dialogue and encourages adaptability.

In contrast, transactional language use is more focused on achieving a specific goal or conveying information, typically through extended monologues where one-way communication is more dominant. The primary aim is not necessarily to engage in dialogue but to inform, explain, or persuade. There may be little to no interaction with the audience, as the goal is more about conveying a message clearly and effectively, often in structured formats such as presentations or speeches. Examples include scenarios like giving a presentation, where the speaker is delivering a structured argument or set of facts to an audience, or explaining a robot design, which is more focused on the speaker providing a detailed explanation rather than negotiating meaning through dialogue. Obtaining goods and services also falls under transactional language use, where the language serves to complete specific exchanges in a clear and purposeful manner. Each of the distinctive clarification is discussed as follows (Nagai et al., 2020):

Interaction vs. Monologue: Interpersonal language use typically involves interactive dialogue with active participation from both speakers, requiring an exchange of ideas. In contrast, transactional language use often involves monologue, where one person speaks for an extended time, with little interaction required.

Purpose: The purpose of interpersonal language use is to exchange information and engage in real-time conversation, often to reach mutual understanding or solve problems collaboratively; transactional language use, on the other hand, is primarily focused on conveying information, instructions, or opinions, aiming for clarity and effectiveness in transmitting a message.

Flexibility vs. Structure: Interpersonal interactions require adaptability and spontaneous communication, as the speaker must react to the other participant's responses. Transactional communication is more structured, often following a planned or rehearsed sequence aimed at delivering specific content.

Feedback Loop: In interpersonal language use, there is a continuous feedback loop between participants, whereas in transactional communication, the

speaker may not expect immediate feedback, and the goal is more about the delivery of information or the completion of a task.

In terms of CEFR (Council of Europe, 2018) categorization, interpersonal activities like role-plays, conversations, and interviews involve interactive language use that requires participants to be flexible, spontaneous, and responsive. Meanwhile, transactional activities like giving presentations or obtaining services are geared towards productive monologues, where the emphasis is on delivering content with clarity and precision.

Understanding this distinction is therefore essential for assessing communicative competence because it reflects how language is used to achieve different communicative goals in various social contexts. While interpersonal skills focus on interaction and collaboration, transactional skills prioritize clarity and effectiveness in conveying information. Both are crucial for achieving successful communication in different contexts.

In order to orally communicate well in English for the particular needs of students and widely used in workplace education and situation, due to socio-constructivist and child-centred perspectives, EFL students must study through competency-based differentiated instruction (CBDI) which is normally designed under the concepts and principles of competency-based language instruction (Dachakupt et al., 2023; Europe, 2018; Richards & Rodgers, 2001), differentiated instruction (Blaz, 2016; C. A Tomlinson, 2017), and speaking instruction (Harmer, 2015), emphasizing specific skills to be applied in the working environment (Richards & Rodgers, 2001). To design the course for English oral communication, a particular group of students whose individualized needs are explored and analyzed claim they want from the course, and their English proficiency will be continuously assessed prior to, during and after the course implementation.

The interrelation between competency-based language instruction and differentiated instruction is explored in relation to child-centeredness and socio-constructivism. Child-centeredness focuses on placing the child at the center of

learning, recognizing their individuality, interests, and needs. It promotes active involvement and autonomy, acknowledging that children construct knowledge through meaningful experiences. Socio-constructivism emphasizes the social aspect of learning, highlighting the role of interaction and collaboration in knowledge construction. It emphasizes the Zone of Proximal Development (ZPD), where learners of different abilities collaborate, with more proficient peers assisting those who are less skilled through scaffolding. Both competency-based language instruction and differentiated instruction share the belief that learning is an active and dynamic process. They value learners' engagement, prior knowledge, and social interactions in constructing meaning. By combining child-centeredness and socio-constructivism, learning environments can foster individual exploration and collaborative interaction, considering the child's interests while providing opportunities for social engagement, discussion, and collaboration to enhance learning.

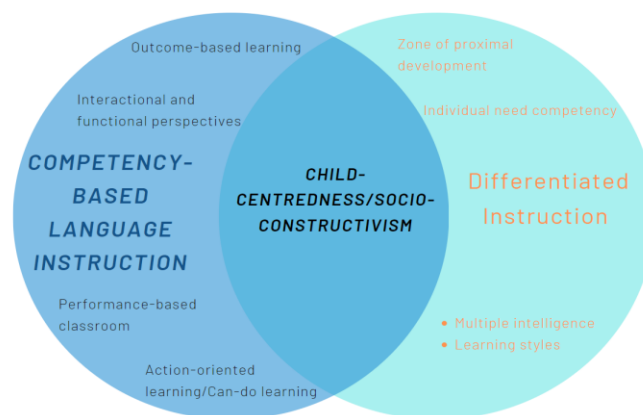


Figure 1 The instruction Conceptual framework of CBLI

In the figure 1, the overlapping area between CBLI and DI represents their interrelation. Both approaches share common ground with child-centeredness and socio-constructivism. Child-centeredness emphasizes placing the child at the center of the learning process and recognizing their individuality, interests, and needs. This aligns with the learner-focused nature of both CBLI and DI, where the learner's active engagement, autonomy, and self-direction are valued.

Socio-constructivism focuses on the social aspect of learning and highlights the role of social interaction and collaboration in knowledge construction. This concept is also shared by both CBLI and DI, as they emphasize the importance of learners' social interactions, dialogue, discussion, and collaboration with peers and more knowledgeable others.

Combining CBLI and DI allows for the creation of learning environments that foster both individual exploration and collaborative interaction. Child-centeredness ensures that the child's interests, needs, and abilities are considered, while socio-constructivism provides opportunities for social interaction, discussion, and collaboration to enhance learning. Overall, the diagram demonstrates how CBLI and DI can be integrated with the concepts of child-centeredness and socio-constructivism to create effective and comprehensive approaches to instruction.

Table 5 The oral communication instruction using the competency-based differentiated learning in the present study

Learning process	Description
1. Engage	- To use activities and materials to engage students; such as, games, music, discussions, stimulating pictures, or dramatic stories on order to have awareness and understanding of what they are going to learn. (The content: Differentiated by readiness, interests & learning profile)
2. Study	- To discover the new knowledge become students' own, students will need to have activities that would provide collaborative constructions (The process: Differentiated by readiness (tiered content), interests & learning profile)
3. Activate	- To get students using knowledge or language as freely and communicatively as they can. (The process: Differentiated by readiness & interests)
4. Apply	- To utilize actual language used in a new real-world situation with

	<p>little or no restrictions and to take responsibility for managing their own lives, situate their lives in much broader and authentic social contexts, in particular in the workplace settings, called a jumping task (The product: Differentiated by learning profile & interests)</p>
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Table 5 Illustrates instructional frameworks of listening and speaking, which are designed based on the guiding principles for developing oral communication ability. These frameworks are materialised in lesson plans to illustrate how listening, speaking and competency-based differentiated activities and tasks are taught.

Besides, addressing students interests and learning profiles (learning styles, preferences, and multiple intelligences) can be profitable for students' academic development (Rattanaseng, 2019; C. A Tomlinson, 2017). The connection between students' interest and motivation observe to have positive effects on learning in both the short and long term (Rattanaseng, 2019). When students found the content and activities interesting, it increases the likelihood of them being more engaged with the activities. Furthermore, it is discovered that interest played a role in fostering a sense of competence and self-determination, leading to a willingness to embrace challenges and persist in them (Rattanaseng, 2019). Because of these findings, the students' interest is considered a crucial factor of perception in all major aspects of the study, including content, process, and product, and it could potentially act as a catalyst for the development of new competency level.

In the current study, the lesson will begin with the students exploring the content during the engage step. The purpose of this step was to increase the students' engagement with the content and facilitate their acquisition of new knowledge (Harmer, 2015). The content will be tailored to match the students' interests and learning profiles, which are identified through a needs analysis. Blaz (2016) suggested that students generally have an understanding of their own interests, so it is the teacher's responsibility to observe and incorporate these interests into the lessons. Differentiation of the content based on interest involved selecting topics that appealed to the students.

Additionally, differentiation based on learning profiles aims to provide materials and ideas that align with the students' preferred learning styles (Tomlinson, 2017). To accommodate different learning profiles, the content will be presented in various modes, such as texts, infographics, and video clips, allowing students to choose the mode that suited them best. In the study step, students engage in a preparatory activity to help them comprehend and make sense of the content they had just learned. The preparatory activity is differentiated based on readiness and learning profile, and students work with peers at the same readiness level through a tiered activity. Moving on to the activate step, it involves activities that encourages students to apply their language and knowledge in ways that are relevant to the given topic. These activities included creating short conversations, expressing opinions, or describing things based on the students' interests. The final step, apply, involves the jumping tasks that takes into account the students' learning profiles by providing options for working environments, allowing them to choose how they presented their work as a product. For example, they can post a comment, video, or audio clip on a Facebook group. Students also have the opportunity to give and receive feedback to their peers synchronously and asynchronously.

After a pre-assessment task have been conducted on the participants to gauge their background knowledge of the subject at hand, the participants will be required to self-organize into three groups, based on their readiness: novice tier, grade-level tier, and advanced tier. The three readiness-based groups will be flexible and the participants will be able to fluidly move from one readiness-based group to another if they later find a different group to be more suitable and appropriate. The first engage step will be implemented to activate students' prior knowledge about the content they had learned through onsite and online tools. Students engage in discussions to explore how the topics will be applied in different situations, and they will be encouraged to create scenarios related to their interests. This differentiation will be based on their individual interests. Moving on to the assure step, its purpose was to assess students' overall understanding of the content and to ensure they had successfully learned and retained

the information from the online platform. A brief quiz was administered within a short timeframe, and the results were recorded to provide feedback and comments to each student.

Subsequently, the study step aims to provide students with a supportive framework. When encountering new ideas, information, or skills, students required time to comprehend the content before truly grasping it. Therefore, in this stage, the process, which involved activities designed to help students make sense of the content and practice their speaking skills, will be differentiated based on their interests and readiness. To address interests, a jigsaw activity and flexible grouping will be utilized. Students have the option to collaborate with peers who shared the same interests, facilitating the scaffolding process. Additionally, tiered activities with supportive tools will be provided to allow students to practice speaking in face-to-face interactions. The Can-Do Statements are employed as guidelines to stratify students' competency levels, such as novice and intermediate, determining the complexity levels of each activity. Differentiation of instruction aims to challenge and support each student appropriately, as it is crucial for effective learning (Tomlinson, 2017). Peer scaffolding will play a vital role in helping students reach their potential.

After that, the activate step encourages students to utilize the language they had learned and practiced, integrating it into their existing knowledge through real-world assignments. These assignments serve as the final products, allowing students to demonstrate their learning.

Finally, apply stage, differentiation in response to students' interests and learning profiles are applied to the product, enabling them to choose topics of interest and select preferred presentation methods. This approach familiarized students with using the language in simulated new real-world situations. Moreover, the combination of supportive ESAA teaching process, and differentiation in content, process, and product have a positive impact on promoting students' perceptions to aurally communicate in English within specific contexts. The synthesized framework of the CBDI and characteristics of the instruction in the present study is illustrated in Table 6.

Table 6 The competency-based differentiated instruction conceptualized from Auerbach (1986), Dechakupt et al. (2023), Harmer (2015) and Tomlinson (2017)

Competency-based differentiated instruction (CDBI)		
Course design	Instructional and material design	Elements of teaching
<p>1. Identify core and sub-competencies aligned with CEFR descriptors. Performance criteria are clear, ensuring students can demonstrate required skills, knowledge and attitudes for workplace success.</p> <p>2. Course Structure & Assessment Framework Courses are structured to ensure alignment between competencies, CEFR standards, and assessments. Students' knowledge, skills, and attitudes (KSA) are assessed through diverse, competency-based methods.</p> <p>3. Modularized, Differentiated Learning Instruction is personalized, modular, and tailored to student needs, offering multiple chances to practice and demonstrate real-world tasks.</p> <p>4. Ongoing competency-based</p>	<p>Content: Adapted by student readiness interests, and learning profiles.</p> <p>Process: Differentiated by readiness, interests, and profiles for deeper learning.</p> <p>Product: Varied ways of demonstrating learning, based on profiles and interests.</p> <p><i>*The readiness refers to three-tiered groups from a placement test</i></p> <p><i>*The interest refers to a variety mode of discovery learning in text, infographics and YouTube.</i></p> <p><i>*The learning profile refer to students'</i></p>	<p>Engage: Create awareness of content (pre-assessing questions).</p> <p>Study: Collaborate and internalize content ((individual, peer, and group, QR codes for differentiating tiered grammar focus).</p> <p>Activate: Use language skills freely (differentiated by teacher assistant and peer scaffolding).</p> <p>Apply: Apply skills in real-world contexts (differentiated by multi-level interpersonal tasks and transactional tasks).</p>

Competency-based differentiated instruction (CBDI)		
Course design	Instructional and material design	Elements of teaching
<p>assessment</p> <p>Transparent, ongoing assessments ensure students demonstrate proficiency before progressing, aligning with clear CEFR-based performance criteria.</p>	<p>preferences and styles of learning</p>	



2.4 Research Conceptual framework

The conceptual framework can be designed from the synthesis of principles of CBLI and DI:

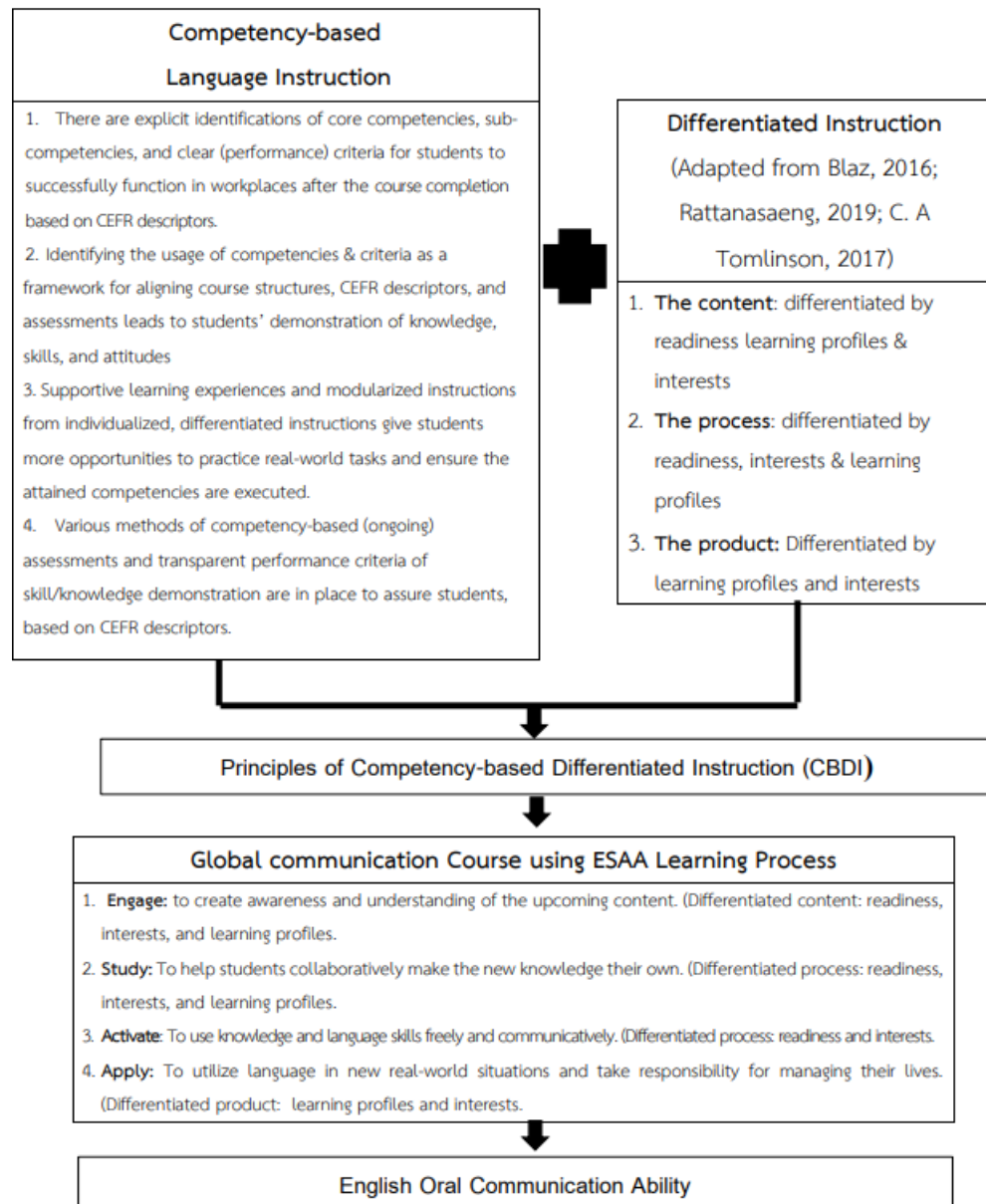


Figure 2 Research framework

CHAPTER 3

RESEARCH METHODOLOGY

This research study is devoted to discussing the research design and methodology utilized in the present study. The current study aims to examine the effects of competency-based differentiated instruction (CBDI) on the English oral communication ability of EFL secondary school students. This chapter describes the research design, population and sample, instruments, research procedure, data collection procedure, and data analysis.

This study is of a mixed method classroom research design, aiming to investigate the effects of CBDI to improve English oral communication instruction used as a treatment. The type of mixed-methods designs that were used in this study include a combination of both quantitative and qualitative data collection and analyses within a quantitative or qualitative design (J. Creswell & Plano Clark, 2007). This research was a quasi-experimental study that involved both qualitative and quantitative data. Also, Dörnyei (2007, 69) added that by combining methods, the researcher can achieve a fuller understanding of a complex matter, looking at it from different angles, and can also validate the conclusion by presenting converging results gained from different methods, which will ensure the research validity. In this design, the quantitative experiment dominates meanwhile the integrated qualitative instrumental sets support research questions within a predominately quantitative study. A qualitative method can be integrated before, during, or after the intervention on the ground of the intent of the main study. In this study, initiatively, the qualitative collection was be explored before the intervention through a need analysis of the students for oral communication ability before the intervention and oral communication tests were quantitatively collected to examine the effect of CBDI. To find out the students' perceptions towards the use of CBDI in oral communication ability development were inserted during the experiment to qualitatively examine the intervention process to the quantitative outcomes like the students' reflective journals (SRJs) and, embedded after the experiment to elucidate the

results of the intervention by a questionnaire (Likert scale and open-ended questionnaire) and semi-structured focus group interview.

3.1 Research design

To begin with the quantitative phrase to explore EFL secondary school students' oral communication ability, English oral communication ability test scores would be obtained from four units and were analyzed to provide evidence of the effects of CBDI on English oral communication ability. Along those lines, the one-group post-test only design was used to investigate the oral communication ability after intervention (Edmonds & Kennedy, 2017) seen in Figure 3. The findings of test sets of four units were compared and used to determine whether subjects had made progress or change during after experiencing the experimental instruction. The scores were used to compare within-subjects experimental group performance because there was no comparison or control group in this experiment, which was an overall difference between the oral communication tests. A single group from one of the twelve Grade eight classes in the Mini English Programme was selected, as these students are expected to master communicative English upon completing the program. The researcher, who was the only teacher assigned to teach the MEP students in the course "Global communication." Therefore, the only available possibility is to adopt the one-group post-test only design supplemented by Edmons and Kennedy (2017). Due to the limited availability of the participants, neither random sampling technique nor random assignment can be possible. Instrumentation and history threats would probably impact the research design itself even if testing, researcher and subject expectancy (Wasanasomsithi, 2004).

First, students' oral communication ability had investigated during the implementation of the competency-based differentiated instruction. A quantitative research method was used in order to analyze the students' scores using one-way repeated measures ANOVA with a Greenhouse-Geisser correction and post hoc tests using the Bonferroni correction methods to examine the change in students' oral communication ability after the treatment through four English oral communication tests.

Using oral communication rubrics as a guideline, the students' oral communication behaviors and changes in their English oral communication abilities would be assessed. Any progress they make in advancing to a higher level of competency would be discussed to confirm the effectiveness of the instruction. That is, after raw scores of students' oral communication ability were obtained, one-way repeated measures ANOVA with a Greenhouse-Geiser correction/sphericity assumption and post hoc tests using the Bonferroni correction was run on a sample of 30 students from the oral communication ability tests to determine whether there was a statistically significant mean difference among the mean scores of oral communication ability after the implementation of the competency-based differentiated instruction.

Second, the following qualitative instrument would be needed to help fulfil the validity of the study. Students' reflective journals (SRJs) would be conducted during the experiment in order to gain more opinions, ideas, or feelings, and confidence regarding the instruction.

According to Mackey and Gass (2005) and Nunan and Bailey (2009) (as cited in Rachayon, 2018), researchers are advised to use questionnaires with open-ended questions to capture participants' true perspectives. Semi-structured focus group interviews are also recommended for deeper insights, with the interview guide ensuring systematic and comprehensive data collection. Figure 4 outlines the mixed-method design of the study.

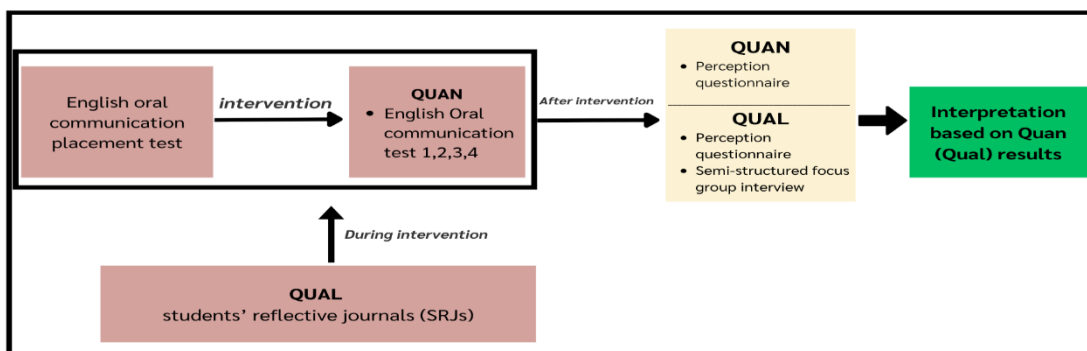


Figure 3 Illustrates the steps of the mixed-method design of the experimental study.

In short, this present study utilized the embedded design of the mixed method approach with the one-group post-test only design to investigate the effect the effects of the treatment, competency-based differentiated instruction or the CDBI, on the school students' English oral communication ability, as well as to explore their perspectives towards the instruction. The independent variable is the competency-based differentiated instruction, English oral communication instruction developed purposefully for the present study by the researcher. There are two dependent variables in this study. The first dependent variable is English oral communication ability of EFL high school students, assessed by English oral communication tests. The other dependent variable is the students' reflection of the CDBI, gained from reflective journals (SRJs) and semi-structured interviews.

3.1.1 Participants

The participants in this study were 30 grade eight students (18 females and 12 males) from Mini-English program studying EN20209 (Global communication) in second academic year 2023 and were assigned to the researcher's section. A purposive sampling technique was used to select one classroom with mixed-ability eight-grade students, based on their grade point average or GPA, in one public school in Bangkok.

Prior to taking this course, the participants had already studied Intensive English listening and speaking 1 and English listening and speaking 2, which all of them took in the academic year 2022. According to Yamane (1967, as cited in Saint (2021)), the most advantageous sample size should have a 95% confidence level and $\pm 10\%$ precision. The sample size proposed by the Yamane formula should therefore be 72 students from a population of about 250. Since the present study had to be conducted in the classroom, the number of 72 students may not be practical in this context. Lipsey (as cited in J. W. Creswell, 2014) proposed the sample size table, which illustrated the approximate sample size per experimental group needed to attain various criterion levels of power for a range of effect sizes at $\alpha = .05$. For this reason, it was found that the approximate sample size was 25 students with the power criterion set at .80 and

the effect size at .80. Moreover, many researchers have recommended that 30 participants in an experimental study in the classroom are acceptable (Wongwanich & Wiratchai, 2003 as cited in Rattanaseng (2019)). As a result, the number of 30 students in this study could represent the population.

Additionally, the participants had been required to pass CU-SSEPT designed to classify test takers' reading and listening performances on the test into one of the 6 levels established by the Common European Framework of Reference (CEFR) starting from basic level to proficient level (EF, 2014) before taking the English oral communication placement test. The subjects' Chulalongkorn University Secondary School English Proficiency Test (CU-SSEPT) scores showed that they were equivalent to A2 (elementary) to B2 (upper-intermediate) levels of the Common European Framework of Reference for Languages (CEFR).

In the experimental phrase, the participants would be grouped into three groups namely the novice group, the grade-level (intermediate) group, and the advanced group according to their both scores. Before the study began, each participant had been given a consent form describing the objectives of the study and the participant's roles and involvement in the study (see Appendix H). Since the participants were minors, their parents and guardians were also informed and asked for consent. At the end of the course, a random sampling technique was used to select fifteen representative participants—five participants from each group to participate in the semi-structured interviews in order to assess their perspectives after the implementation of competency-based differentiated instruction.

3.1.2 Sampling Method

In this study, the participants were selected by the use of a purposive sampling method of non-probability with one group post-test only time series design. According to Dörnyei (2007), the most common sample type in EFL research is purposive sampling, of which the samples are selected from the target group now that they meet certain practical criteria as followings:

First, they were required to pass the listening and speaking courses which were conducted in English in order to eventually make them ready for the competency-based differentiated instruction and real-life lessons in oral communication enrichment.

Second, they must come from different ability levels: novice level, grade-level, and advance level.

Third, they were required to study the additional English course (Global communication) which is conducted in English, and to attend the class regularly. They must be punctual and honest in order that the researcher can collect the data easily and completely, for the participants will be required to complete several oral communicative tasks that are a considerable amount of work.

In this study, implementing a one-group post-test only time series design with purposive sampling has several critical limitations. Here are some behind reasons to consider:

1. Lack of comparison group: The absence of a control or comparison group in the design makes it difficult to establish causal relationships or determine the effectiveness of the intervention. Without a comparison group, it becomes challenging to attribute any changes solely to the intervention rather than other external factors or the passage of time.

2. Internal validity concerns: The design lacks control over potential confounding variables that may influence the outcomes. Factors such as prior knowledge, motivation, or external interventions cannot be adequately accounted for, which weakens the internal validity of the study.

3. Sampling bias: a purposive sampling, while useful in certain situations, can introduce selection bias and limit the generalizability of the findings. The selected group may not be representative of the larger population, and the results may not be applicable to other contexts or groups with different characteristics.

4. Threats to external validity: The limited generalizability resulting from the specific selection criteria and the use of a single intact group restricts the

applicability of the findings to broader populations. The study's results may be transferrable to other settings or groups with the same characteristics or educational backgrounds.

5. Potential for researcher bias: Since the researcher is also the instructor of the selected group, there is a risk of unintentional bias in data collection, analysis, and interpretation. The researcher's close involvement with the participants may influence their behavior and responses, potentially affecting the validity and reliability of the findings.

6. Limitations in establishing long-term effects: A one-group post-test design does not allow for comparisons over time or the examination of sustained effects. It becomes challenging to determine whether any observed changes are merely short-term or have lasting impacts.

Overall, while the purposive sampling method with a one-group post-test series design may have practical constraints, it presents several limitations in terms of internal validity, generalizability, and the ability to establish causal relationships. These factors should be taken into account when interpreting and drawing conclusions from the study's findings. Nevertheless, to further support the aforementioned weaknesses of the research design using a qualitative approach embedded, qualitative data/method can shed additional light on the limitations of the research design, specifically regarding internal validity, generalizability, and the ability to establish causal relationships. By incorporating qualitative data collection and analysis techniques, such as interviews, and students' reflective journals, and , the researcher can gather rich and contextual information that enhances the understanding of these limitations (Edmonds & Kennedy, 2017; Wasanasomsithi, 2004).

1. Internal validity: Qualitative data allow for an in-depth exploration of the factors influencing the observed outcomes. Through the interviews, reflective journal, and open-ended questionnaire, the researcher could identify potential confounding variables, alternative explanations, or unforeseen contextual factors that may have

influenced the results. This deeper understanding contributes to a more comprehensive assessment of internal validity concerns in the study.

2. Generalizability: Qualitative instruments provide insights into the specific contexts, experiences, and perspectives of the participants. By capturing their individual voices and unique circumstances, the researcher gains a nuanced understanding of the intervention's effects within a particular setting. However, due to the focus on depth rather than breadth, generalizability beyond the specific sample or context is limited. Qualitative data can highlight the contextual nuances that may restrict the generalizability of the findings, reinforcing the limitations identified in the previous statement.

3. Establishing causal relationships: Establishing causality in qualitative research is challenging due to the lack of control groups and quantifiable measurements. However, qualitative methods are valuable for exploring the complexity of causal relationships by examining participants' experiences and perceptions in detail. Techniques such as in-depth interviews can reveal how various factors interact to produce specific outcomes. Despite these insights, qualitative research should be cautious in claiming direct cause-and-effect relationships, as these methods primarily provide a deeper understanding of the phenomena rather than definitive causal links.

In summary, qualitative research enriches the understanding of internal validity, generalizability, and causal relationships by providing context and depth besides quantitative study. However, it also requires careful consideration of its limitations in these areas, ensuring rigorous methods are applied to enhance the credibility and applicability of the findings. The qualitative approach adds depth, context, and participant perspectives, highlighting the need for cautious interpretation of the study's findings within the identified limitations.

At the end of the course, a random sampling technique used to choose fifteen representatives---five participants from each of three levels in the semi-structured focus group interviews to access their reflections after the implementation of the

competency-based differentiated instruction. The background of the participants is presented in the next section.

3.1.3 Background of the Participants

The participants in this study consisted of 30 mixed-ability ninth-grade students, 18 females and 12 males. They were from a Mini-English program at a school in Bangkok. Prior to taking this course, the participants had already studied Intensive English listening and speaking 1 and English listening and speaking 1, which all of them took in the academic year 2022. According to Yamane (1967, as cited in Saint (2021)), the most advantageous sample size should have a 95% confidence level and $\pm 10\%$ precision. The sample size proposed by the Yamane formula should therefore be 72 students from a population of about 250. Since the present study had to be conducted in the classroom, the number of 72 students may not be practical in this context. Lipsey (as cited in J. W. Creswell, 2014) proposed the sample size table, which illustrated the approximate sample size per experimental group needed to attain various criterion levels of power for a range of effect sizes at $\alpha = .05$. For this reason, it was found that the approximate sample size was 25 students with the power criterion set at .80 and the effect size at .80. Moreover, many researchers have recommended that 30 participants in an experimental study in the classroom are acceptable (Wongwanich & Wiratchai, 2003 as cited in Rattanaseng (2019)). As a result, the number of 30 students in this study could represent the population.

What is more, the participants were required to do EF Standard English Test (EF SET) which is a standardized objectively-scored test of listening and reading skills. It is designed to classify test takers' reading and listening performances on the test into one of the 6 levels established by the Common European Framework of Reference (CEFR) starting from basic level to proficient level (EF, 2014). That is, the participants would be grouped into three groups namely the novice group, the intermediate group, and the advanced group according to their scores. Before the study began, each participant was given a consent form describing the objectives of the study and the participant's roles and involvement in the study (see Appendix A). Since the participants were minors, their parents and guardians were also informed and asked for consent. At the end of the course, a

random sampling technique was used to select six representative participants—three participants from the basic group and three participants from advanced group to participate in the semi-structured interviews in order to assess their perspectives after the implementation of competency-based differentiated instruction.

3.2 Research Procedure

The data collection process was carried out in the second semester of the 2023 academic year (November 2023 – February 2024) in the Global communication course. The process was divided into two phases: Phase I – Prior to the experiment, and Phase II – During the experiment. The study consisted of two phases as follows:

Phase 1: Prior to the Experiment: the development of the instruction, theories and relevant research including the oral communication instruction in an EFL context, competency-based language instruction (CBLI), and differentiated instruction (DI) were reviewed. After that, the needs analyses were conducted to elicit the topics of interest, learning preference modes, types of instructional media, and kinds of activities. Then, the lesson plans, instructional materials, and research instruments including English oral communication tests, scoring rubrics, and perception questionnaires were constructed and validated by five experts. Then, the lesson plans, the course materials, and the research instruments based on CBDI were revised based on the five experts' suggestions. In the end, the pilot session had conducted with 30 secondary school students who had a similar background to the participants.

Phase 2: During the Experiment: for the implementation and evaluation of the instruction, the participants had been required to do an CU-SSEPT test and an English oral communication placement test to categorize them into the novice, grade-level, and advanced levels. Next, the participants were required to study four units. At the end of each unit, English oral communication tests, which comprised interactive oral speaking tests based on the course objectives and contents taught in CBDI, flowed by the development of rating scales alongside the SRJs. Likewise, while the participants were participating in the instruction in the classroom, video recordings were employed to record and observe their behavior that showed their actual competencies in English.

At the end of the course, the researcher asked the participants to complete the perception questionnaire and semi-structured focus group interviews towards the competency-based differentiated instruction. Figure 5 illustrates the research procedure.



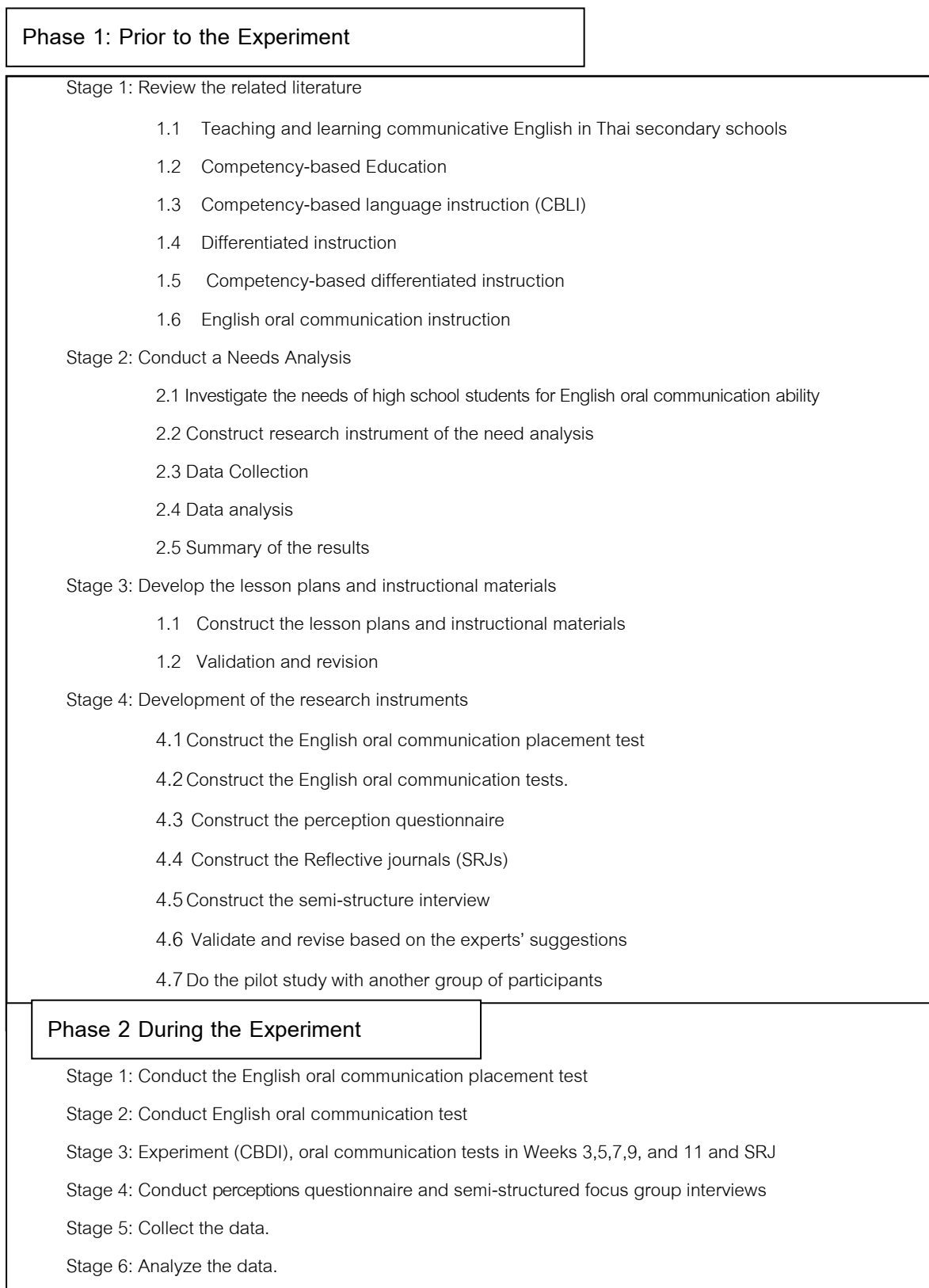


Figure 4 The research procedure.

1.2.1 Phase 1: Prior to the Experiment:

1. Review the related literature

The theoretical framework of oral communication instruction using the competency-based differentiated learning approach was reviewed and explored to understand the basic concepts of ESAA teaching sequences. The related literature was studied as follows:

Teaching and learning communicative English in Thai secondary schools

The reviewed information here is used as a part of constructing lesson plans (learning outcomes and behavioral objectives) and English oral communication tasks of the present study to find out the standards and indicators in English listening and speaking expected in the national curriculum

The Thai Basic Educational Core curriculum B.E. 2551 (2008) obviously stated the terminal goals of learning foreign languages, being those students be able to use languages as a means to communicate in a variety of situations and a mean to seek knowledge; hence, language for communication is the primary element in learning and teaching foreign languages. In addition, the other elements namely, language and culture, language and relationship with other learning areas, and language and relationship between community and the world fill English for communicative purposes.

Table 7 Expected English oral communication outcomes with respect to the four elements in learning and teaching foreign languages, Thai Basic Educational Core Curriculum B.E. 2551 (MoE, 2008)

Elements in Learning and Teaching Foreign Languages	Expected English Oral Communication Outcomes
1. Language for communication	<ul style="list-style-type: none"> ● Converse for an exchange of data about themselves, various matters around them, situations and news of interest to society, and communicate such data continuously and appropriately

Elements in Learning and Teaching Foreign Languages	Expected English Oral Communication Outcomes
	<ul style="list-style-type: none"> ● Speak to describe their own feelings and opinions about various matters, activities, experiences and news/incidents, as well as to provide appropriate justifications ● Use compound and complex sentences to communicate meanings in various contexts for both formal and informal conversations
2. Language and culture	<ul style="list-style-type: none"> ● Choose appropriate language, tone of voice, gestures and manners by observing social manners and culture of native speakers; ● explain the lifestyles, customs and traditions of native speakers; participate in/organize language and cultural activities by their interests
3. Language and relationship with other learning areas	<ul style="list-style-type: none"> ● Are skillful in the use of foreign languages to communicate about themselves, their families, schools, the environment, foods, beverages, free time and recreation, health and welfare, buying and selling, climate, education and occupations, travel for tourism, provision of services, places, language and science and technology with a vocabulary of around 2,100-2,250 words ● Search for, collect and summarise data/information related to other learning areas from learning sources, and present them through speaking and writing
4. Language and relationship community	<ul style="list-style-type: none"> ● Use language for communication in real situations/simulated situations in the classroom, school, community and society

Competency-based Education (CBE)

Competency standards and competency concepts provide curriculum designers with guidelines for preparing students to apply their knowledge, skills, and identified competencies in for the professional demonstration of their

performance without failing behind the job criteria required in the workplace (OEC, 2020; Pathomlangkarn, 2009; UNESCO, 2019; Walters, 2016; Wong, 2008). The achievement of CBE is the competency-based syllabus, supportive learning experiences, practices of subtasks and jumping tasks of competencies, modularized teaching and learning, individualized learning, demonstrated mastery level of performance of job-related or hands-on tasks with various ongoing assessments (Harmer, 2015; Waluyo, 2020; Wei, 2017). The principles of CBE have been merged for curriculum and instructional development and the improvement of the English oral communication ability of Thai high school students:

1. Identify core competencies, sub-competencies, and clear (performance) criteria for students to professionally function in a workplace as the curriculum framework for aligning curriculum structures, selected curriculum experiences, and assessments and lead to students' demonstration of knowledge, skills, and attitudes after the course completion.

2. Promote modularized learning experiences and individualized instructions for more opportunities to practice real-world tasks and ensure the attained competencies are executed.

3. Demonstrate ongoing assessments and transparent performance criteria of skill/knowledge in place to assure students' desire to learn syllabus objectives

Competency-based language instruction (CBLI)

CBLI takes a “mosaic approach” to language learning in ways that the “whole” language is constructed from smaller components correctly assemble (Richards & Rodgers, 2001). Consequently, it also goes around the notion of communicative competence (not the notion of subject knowledge) and seeks to enhance functional communication skills in learners. It is obvious that CBLI shares some aspects with Communicative Language Teaching.

In practice, Auerbach (1986) (as cited in Richards & Rodgers, 2001) identifies eight key features in Competency-based Education:

1. A focus on language usage in society
2. A focus on skills of life about concrete tasks
3. Task- or performance-based classroom
4. Modularized teaching: meaningful chunks or objectives
5. Outcome-based learning: specified by behavioural objectives
6. Ongoing and formative assessment: assessment as learning
7. Mastery learning: demonstrated mastery of performance objectives
8. Individualized, child-oriented learning: student progress at their own rate and focus on just in lack competence.

In terms of operational meaning, the word 'competency' herein is defined as a work-related and survival-oriented language capability which demonstrates what students know, what the students can do, and how the students are supported to direct their own learning in completing tiered tasks. As well, "CBLI" refers to an instructional approach in which the following detail, desirable competencies (linguistic knowledge, language skills, and attitudes) are demonstrated and developed in order to succeed in critical work functions or tasks in the work place as well as measurement criteria for assessing competency-based assessment (Auerbach, 1986; Council of Europe, 2020; OEC, 2020).

Differentiated instruction

The basic concepts of differentiated instruction were explored. The elements and characteristics were studied, which consisted of three main criteria comprising the content (what to teach), the process (how to practice), and the product (how to assess) regarding students' readiness level, interest, and learning profiles (Blaz, 2016; Heahox, 2002; C. A Tomlinson, 2017). The following practice of each element will be tiered in details:

1. Content was tiered by the students' interest, readiness and learning profile. That is, the content will be designed to raise the students' awareness as well as activate their background knowledge in order to make the students engaged with the content; consequently, they will learn the new knowledge more effectively. Even

if it might be impossible to tier content for each lesson all the time, teachers can tier lessons to present the whole class with a resource and put students into a small group based on their readiness to investigate the content further.

2.Process is how students understand or make sense of the content accomplished through classroom activities which need practice and formative assessments to keep track of how much students master current competency in English. In competency-based differentiated lessons, multiple versions of an assignment were assigned to match a diversity of readiness, interests, and learning profiles among students (varying difficulty levels).

3.Product described the way of students' presentation on what they have learnt over some time in that teachers can tier assignments to encourage the students to apply their knowledge in a specific way which best matches their ability, preferences, or strongest learning styles.

Competency-based Differentiated Instruction (CBDI)

Based on its fundamental concepts and those of related principles, the concept of competency-based differentiated instruction (CBDI) refers to an instructional practice under competency-based language instruction integrated with differentiated instruction (DI) that contained identified competencies and real-world task criteria meeting specific conditions, and various methods of ongoing assessments as needed in their work life or place in order to meet measurable learning outcomes in the application of learnt linguistic knowledge, oral communication skills, and attitudes through tiered competency tasks and activities in the workplace. Regarding the competency-based instruction, the use of identified competencies, work-related criteria, and selected contents as a framework to align all the course structure specifications and guidelines. From the application of DI, scaffolded learning experiences by differentiating content, process and product would support collaborative, individualized, and autonomous learning, several real-world practices, and the development of content knowledge, communication skills, which ensure the attained competencies.

Major characteristics of competency-based differentiated instruction

1. There are explicit identifications of oral communication competencies, sub-competencies, and clear performance outcomes for students to orally communicate in the workplace after the course completion, which is used as the instructional framework for syllabus planning, selected learning experiences, and assessments and contribute to students' demonstration of linguistic knowledge, oral communication skills, and attributes.

2. Tiered instruction gives students more opportunities to practice real-word tasks and ensure the attained competencies are executed based on the student's readiness levels (English proficiency and topics' background), interests (a variety of topics from pre-assessment), and learning profiles (learning choices) so that the content, learning activities (the process), and the tasks or assignments (the product) will be self-directedly tiered as follows:

Content: the contents were designed to raise the students' awareness as well as activate their background knowledge in order to make the students engaged with the contents; consequently, they learned the new knowledge more effectively. The contents were differentiated by using the topics that students will be interested in, which employed the results from the needs analysis questionnaire. Besides, the content can be presented in various learning modes and students can select the modes which work best for them (C.A Tomlinson, 2001). In this study, the teacher had differentiated the content according to the interest in which the topics were rooted from the needs analysis and learning profile that provided the content on the website in three modes of learning consisting of text, infographic, and video clips.

Process referred to the activities which had been designed to assist students make sense of the content they will have learnt from group discussion and practiced their speaking. The process was differentiated with respect to different levels of teacher assistance and pace of study in that students in basic tier were facilitated in high teacher involvement and a deliberate pace of learning, students in grade-level tier were supported by some teacher involvement and an average pace of learning, and

students in advanced tier will be given greater independence and a quicker pace of learning. That is, the students can do activities in a homogenous group to practice using tiered activities based on their readiness, and a heterogenous group to serve their learning profile.

Product referred to the assignments which assisted students to rethink, use, and extend what they will have learnt over a long period. The students had worked with a wide variety of peers and with the activities which would be designed to draw on both the strengths and weaknesses of all members, so that they scaffolded each other in the areas of need. In particular with novice students, it would be better to offer them some chances to work in a heterogeneous group and attend to their varied learning needs. Accordingly, in this study, the product would be differentiated with respect to the interest and learning profile. That is, the students can work with anyone they prefer or share the same interest, as well as present the product or the assigned task to the class based on their preferences to serve their learning profile.

The division of students into basic, intermediate, and advanced groups based on their background knowledge and language proficiency can be supported by theoretical frameworks such as the Zone of Proximal Development (ZPD) and the concept of scaffolding.

According to the ZPD, proposed by Lev Vygotsky (Bekiryazici, 2015), students have a range of abilities and skills. By grouping students based on their readiness, teachers can create instructional settings that are tailored to each group's specific needs. This allows teachers to provide appropriate levels of challenge and support, ensuring that students are neither overwhelmed nor bored, but rather engaged in meaningful learning experiences.

Moreover, the concept of scaffolding, as introduced by Jerome Bruner, emphasizes the importance of providing structured support to students as they work towards mastering new concepts. By grouping students into different tiers based on their readiness, educators can provide targeted scaffolding that is aligned with each group's specific needs. This can include differentiated instructional materials, tasks, and

strategies that facilitate the acquisition of new knowledge and skills at an optimal level for each student.

The use of a pre-assessment task to gauge students' background knowledge of the topic at hand is in line with the principles of differentiation instruction. It allows teachers to gain insights into students' prior knowledge, enabling them to plan instruction that builds upon what students already know and addresses their individual learning gaps.

The self-organization aspect of grouping, where students have the agency to choose the tier they believe suits them best, promotes student autonomy and ownership of their learning. It acknowledges the fact that students' readiness can change over time, and allows for flexibility in adjusting group assignments accordingly. This approach aligns with the principles of competency-based education, where students progress based on their demonstrated mastery of skills and knowledge rather than solely on their age or grade level.

In summary, the theoretical support for dividing students into novice, grade-level, and advanced groups based on their background knowledge and language proficiency stems from the Zone of Proximal Development and the concept of scaffolding. By utilizing pre-assessment tasks and providing flexible grouping options, educators can tailor instruction to meet students' individual needs, promote optimal learning, and foster student autonomy and agency in their educational journey.

The interrelation between competency-based language instruction and differentiated instruction

Child-centeredness and socio-constructivism can be seen as complementary and mutually supportive approaches to the competency-based differentiated instruction.

Child-centeredness emphasizes the importance of placing the child at the center of the learning process, recognizing their individuality, interests, and needs. It values the active involvement and engagement of the child in their own learning, encouraging autonomy and self-direction. This approach acknowledges that

children construct knowledge and understanding through their experiences, and that learning is most effective when it is meaningful and relevant to the child.

Socio-constructivism, on the other hand, focuses on the social aspect of learning and emphasizes the role of social interaction and collaboration in knowledge construction. According to socio-constructivist theory, learning is a social process that occurs through interaction with others and the negotiation of meaning. It recognizes that learners co-construct knowledge and understanding through dialogue, discussion, and collaboration with peers and more knowledgeable others. As well, it is important to highlight the concept of the 'Zone of Proximal Development' (ZPD), which was introduced by Vygotsky (CHELLI, 2012). The ZPD refers to the level of development beyond an individual's current abilities. When learners engage in group work, there is a range of abilities among the members, allowing more proficient peers to assist those who are less skilled. This process is known as 'scaffolding,' a term coined by Bruner et al. (1976) (as cited in CHELLI, 2012). Scaffolding involves a knowledgeable participant creating supportive conditions that enable a novice to participate and enhance their knowledge to achieve higher levels of competency.

Both of the two approaches, CBLI and DI have the interrelation between child-centeredness and socio-constructivism lies in their shared belief that learning is an active and dynamic process. Both approaches value the importance of learners' active engagement, their prior knowledge, and their social interactions in constructing meaning and understanding. Child-centeredness emphasizes the individuality and autonomy of the child, while socio-constructivism highlights the collaborative and social nature of learning. Accordingly, when these approaches are combined, the researcher can create learning environments that foster both individual exploration and collaborative interaction. The child-centered aspect ensures that the child's interests, needs, and abilities are considered, while the socio-constructivist aspect provides opportunities for social interaction, discussion, and collaboration to enhance learning.

However, it is important to note that there can be challenges in effectively implementing both child-centeredness and socio-constructivism in practice. Balancing individual autonomy with the need for social interaction and ensuring that all learners are actively engaged can be complex. Additionally, providing appropriate scaffolding and support to facilitate meaningful collaboration among learners is crucial.

In summary, the interrelation between child-centeredness and socio-constructivism offers a comprehensive approach to education that values both the individuality of learners and the social nature of learning. By integrating these perspectives, the researcher can create rich learning experiences that support students in constructing knowledge and understanding in meaningful and collaborative ways.

English oral communication instruction

According to Harmer (2015) and Dachakupt et al. (2023) proposed “engage (E), study (S), activate (A), and Apply (A)” as a teaching sequence focusing on spoken language instruction and active learning respectively, this research will adapt these sequences as follows:

Engage (E) is one of the important ingredients for successful learning. Teachers could use activities and materials to engage students; such as, games, music, discussions, stimulating pictures, or dramatic stories. Moreover, making predictions about the topics or language they were going to be dealing with could be used to engage students (Harmer, 2015). When students were properly engaged, their involvement in the next two stages, which were the study and activation stages, would be more likely to be pronounced.

Study (S) in study activities, Harmer (2015) suggested that students were asked to focus on the construction of something whether it was the language itself, how it was used, or how it sounded and looked. Teachers may show some examples of language to the students and ask them to try to solve the rules, or how they worked for them rather than being told by the teachers. These were discovery activities, which asked the students to do all the intellectual work instead of leaving it to the teachers.

Activate (A) describes exercises and activities, which were designed to have students use the language as freely and communicatively, as they could (Harmer, 2015). The teachers would not ask students to focus on the use of a particular structure, or try to use only words from a list that teachers gave them, which would make students only focus on the accuracy of the specific parts of language rather than on the message they were trying to convey, or the task that needed to be performed to motivate students to use all and any language, which was appropriate for a given situation or topic (Harmer, 2015).

Apply (A) comes after activating language exercises in order that students had an opportunity to utilize actual language used in a real-world situation with little or no restrictions and they need to be able to take responsibility for managing their own lives, situate their lives in much broader social contexts and act autonomously, in particular in the workplace settings through a jumping task.

To implement listening-speaking instructions which could be used to improve oral communication ability, the research innovates “Engage, Study, Activate and Application” or ESAA teaching process to design learning procedures in the lesson plans.

2. Conduct a Needs Analysis

Investigate the needs of high school students for English oral communication ability.

The needs analysis questionnaire was used to elicit students' topic/theme interest, learning styles, instructional, materials, and types of learning activities in the area of oral communication, competency-based education and individualized learning in the workplace and daily-life. The researcher will advise to conduct the need analysis thoroughly. In the current need analysis questionnaire, it is important to consider that students' interests are heavily influenced by the content they encounter on websites and in several ELT textbooks. The trendy topic/themes identified through these sources play a significant role in capturing students' attention. Additionally, understanding students' learning styles is crucial for effective instruction. By examining the instructional materials, they engage with on websites and in books,

educators can tailor learning activities that align with students' preferences and optimize their learning experiences. By incorporating these insights into future need analysis questionnaires, educators can gain valuable information on students' interests, learning styles, preferred instructional materials, and types of learning activities. This data had helped inform course development and create more engaging and personalized learning environments. As a result, the process of conducting the needs analysis is as follows.

Construct research instrument of the need analysis

The researcher used a qualitative and quantitative research methods to investigate the need for primary data and review the existing documents, such as Council of Europe (2020), Guidelines for the development of learners' competency for learners at the Basic education level (OEC, 2020), The Competency – based Curriculum Development (OEC, 2022), empirical practices for secondary data and from the results of the questionnaire of needs. A set of questions for the questionnaire will be designed and developed to collect data. The development of the instrument is stemmed from a Cambridge-University questionnaire of Huhta, Vogt, Johnson, and Tulkki (2013, 11-13), Rattanasaeeng (2019) and Seng (2015). The needs analyses questionnaire consists of two main sections on five parts for measuring the needs of the Global Communication course in terms of interests, learning profiles, types of preferred learning materials and activities. The researcher selected the topics using the course description of the English for Global Communication course as the criteria. After that, the instrument will be verified and validated by three experts in the field to ensure quality.

Data Collection

The students were asked to select their learning profile, which included the learning styles, learning preference modes, the types of electronic instructional media, and types of activities. As a result, the students would be asked how much they expect to use English or are interested in using English in the workplace contexts, how much they prefer the learning styles, materials, and learning activities.

The range of the scores will be rated using a five-point Likert scale from (5) for strongly agree to (1) for strongly disagree.

Data analysis

The data from the questionnaire were analyzed by a mean score. The results of the needs analysis questionnaire are presented in Appendix A.

Summary the results

The results would be used as a guideline to create the topics, identified the units of competencies, sub-competencies, clear (performance) criteria for the students to professionally function in the workplace from interests, learning styles, types of instructional materials and learning activities under the oral communication area and lesson plans for the experiment. Equally important, each unit was based on the overview of workplace competencies, reasons for competency development, sorting of competencies, task statements of competencies, and everyday problems of competency at work. The findings from the needs analysis questionnaire will be used to develop the competency-based differentiated instruction. The findings revealed that students were interested in the topics of a job interested so that the researcher developed these five topics into five units.

Develop the lesson plans and instructional materials

Construct the lesson plans and instructional materials.

The lesson plans are an instructional instrument developed based on the instructional framework of CBDI in Global communication course to illustrate how competency-base differentiated instruction on oral communication ability would have materialized. The lesson plans had been constructed with the concepts of English oral communication instruction which the researcher had synthesized from Harmer (2015), as well as the concepts of differentiated instruction proposed by Blaz (2016); Heacox (2002); and Tomlinson (2017), and the concepts of the competency-based approach proposed by Auerbach (1986); Dechakupt et al., 2023; Norland and Pruettt-Said (2006). Each lesson plan consists of four elements of teaching which are “Engage, Study, Activate and Application” or ESAA learning process. The implementation of tiered instruction aimed to encourage students to delve into ideas that

aligned with their existing knowledge through pre-assessment. This approach, as supported by Tomlinson (2001), facilitated ongoing progress by utilizing distinct tiers and groupings tailored to each individual's readiness (by the meanings of background knowledge and proficiency level), interests, or learning styles/preferences/ multiple intelligences. Furthermore, the teacher's role encompassed offering a variety of task options to accommodate diverse learners, ensuring that these tasks remained equally dynamic, captivating, and compelling. This approach aimed to achieve the lesson's objectives consistently, regardless of the tier to which students belonged, as advocated by Heacox (2002).

The criteria for differentiating the complexity of the content and the activities were based on the illustrative CEFR to identify vocabulary and grammar range in can-do descriptors in students' profiles to plan their study and to choose at least five activities tasks that they would master and material selection guided and approved by the teachers before going for activities or tasks completion and can-do descriptors tests—they can be changed and reapproval along the semester (Moser, 2017) and to provide and link the content, materials, and the instruction of the activities to reach all students. In addition, Microsoft Teams or Facebook group will be created and monitored by the researcher to provide an online space for the students to interact with their peers by posting comments or sharing their tiered assignments.

Furthermore, the instructional procedures were differentiated based on the readiness, interest, and learning profiles. A needs analysis questionnaire, which was distributed to the participant, was used to explore the topics of interest, learning profile, instructional media, and learning activities. Then, the results would be used to develop the lessons and instructional material for the students to learn and participate in the competency-based differentiated instruction to develop their oral communication ability. In the instructional procedure, students activated their background knowledge as well as raised their awareness toward the content they had learned in the *Engage* stage. After that, in the *Study* stage, they were asked to focus on the construction of something whether it was the language itself, how it was used, or

how it sounded and looked--these would be discovery activities, which asked the students to do all the intellectual work instead of leaving it to the teachers. After that, in the activate stage, the students had to do activities with their peers in class. Lastly, in the *Application* stage, the students would have opportunities to apply what they had learnt in new situations in the workplace to serve the public.

To illustrate, differentiating the instruction by some multiple intelligences (MI) concepts applied in every single lesson so as to allow students to enjoy and benefit from the different features of the activities and tasks. The goal of the lesson is to provide students with a rich contextual setting that would trigger them to adopt spontaneous ways of using the L2 in a less formal manner. The combination of the MI activities and tiered assignments were expected to arouse students' interests as something new, exciting and appropriate to their situation. The learning activities focused on a learning-through-doing process as following examples of unit 1 "Self-introduction and Interviews":

1. Linguistic Intelligence Activity: Have students write interview questions for a fictional or real English-speaking character. They can then conduct a mock interview where they take turns playing the interviewer and the interviewee. Moreover, the QR code of grammar focus presented as a text preference and a tiered grammar exercises in the teacher-made material were added in all four learning units.

2. Interpersonal Intelligence Activity: Organize a group interview activity where students form pairs or small groups and interview each other in English. They can prepare a set of questions and take turns interviewing and responding to each other—three different level of language proficiency groups, novice, grade-level, and advanced, would be tiered by working with teachers, peers/groups and individual respectively.

3. Intrapersonal Intelligence Activity: Ask students to reflect on their own English language learning journey and create a personal interview script where they interview themselves. They can discuss their goals, challenges, and

achievements in learning English. Again, the fast finisher activities focused in extended grammar complexity in the teacher-made material were added in all four learning units.

4. Visual-Spatial Intelligence Activity: Have students create a visual presentation, such as a poster or slideshow, showcasing an English-speaking country or city. They can include images, maps, and key information about the culture, language, and landmarks. Moreover, the QR code of grammar focus presented as a infographic preference and a product presentation option (Facebook, IG, TikTok) in the teacher-made material were added in all four learning units.

5. Bodily-Kinesthetic Intelligence Activity: Conduct a role-play activity where students act out an interview scenario. They can take turns playing different roles, such as the interviewer, interviewee, or even a famous person being interviewed in English.

8. Existential Intelligence Activity: Engage students in a philosophical discussion about the importance and impact of interviews in various aspects of life. They can explore questions such as the role of interviews in job applications, journalism, or research and share their thoughts and insights in English.

Therefore, each step of competency-based differentiated instruction procedure is described in the following section in each four units as follows in Table 6 :

Table 8 The example scope and sequence of the Global Communication course (adapted from Intergraded Listening & Speaking Building 2)

Unit	Topics	Specific competencies (Learning outcome)	Listening & Vocabulary	Speaking & Pronunciation	Oral commutative task
1. Getting started	Self-introduction and Interviews	1. Following in outline straightforward short talks on familiar topics, provided these are delivered in clearly articulated standard language or a familiar	- AFS Exchange Program 2022 - Self Introduction - useful phrases for describing experiences	- Student interview: the preparation - ask follow-up questions - connected speech	Discover your perfect programme

		variety 2. Expressing opinions on subjects relating to everyday life, using simple expressions 3. Making their opinions and reactions understood as regards possible solutions or the question of what to do next, giving brief reasons and explanations.	and goals - thrilled, adventurous, excited jolly, willing, cherish, to experience.		
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Apart from their language proficiency level, a pre-assessment task was conducted on the participants to gauge their background knowledge of the topic at hand in every lesson. The pre-assessment questions will investigate who already knows, understands, and/or can use the content or demonstrate the skills, who needs additional support in order to know, understand, and/or demonstrate the skills. The participants will be required to self-organize into three groups, based on their readiness: novice tier, grade-level tier, and advanced tier. The three readiness-based groups will be flexible and the participants will be able to fluidly move from one readiness-based group to another if they later found a different group to be more suitable and appropriate.

Validation and revision.

Five experts would be invited to validate the lesson plans and the evident teaching and learning procedures, the elements of the ESAA learning process which are *Engaging, Study, Activate, and Application* in order to ensure the evident teaching and learning procedures that utilize CBDI and the validity of the content and as well as course materials. Each lesson plan consisted of the learning outcomes, content, teaching procedures for differentiated classrooms, overall activities, the materials, and the evaluation. The Item-Objective Congruence Index (IOC) was employed to summarize the experts' opinions. The IOC evaluation form contained a three-point rating

scale for each component of the research instrument and a written suggestion part. The three-point rating scale of the experts' opinion was rated as congruent, questionable or unclear, and incongruent. Based on the formula used in the calculation of the IOC value, if the IOC value was higher than or equal to 0.50, this inferred that the lesson plan was acceptable; if the IOC value was lower than 0.50, this inferred that the lesson plan has to be revised. The validation of the lesson plan is presented in Appendix I. In the final analysis, The experts unanimously agreed that all seven items in the evaluation form were congruent; the average score for the overall lesson plans was 0.89. Most items received mean scores ranging from 0.66 to 1.00, indicating their appropriateness.

In Addition, the experts thought that the lesson plans, as well as the tiered tasks, activities and course appears to be well-constructed with a strong foundation in both theoretical and practical aspects of teaching English as a foreign language. The congruence in most components suggests that the course is likely to be effective in achieving its educational goals. However, they gave some comments to adapt the plans and to revise some features. Their comments are presented as follows.

Upon review, experts noted minor grammatical errors and misspellings within the course description. Notably, in the sentence " *to successfully perform as an active oral communicator*" into "*to perform as active oral communicators successfully*"; from compound sentence to separated simple sentences "*...attributes in the world of work and require...*" into "*It requires...*"; "*...in using*" into "*in use*"; in the core competency 3 , "*Communicate with some confidence...*" into "*Communicate confidently*".

Drawing from the course description, it was suggested that the researcher reconsider the description to include specific examples of learning outcomes or key projects; this could help potential students understand exactly what skills they would develop and how they would apply them. Besides the description should be written in three paragraphs which began; 1) *The goal of this course is to...*; 2) *This course intends to encourage...*; and 3) *This course also engages students...*

One expert remarked “the competencies and sub-competencies are directly tied to the course's goals and are well-designed to guide the development of course materials and learning experiences”; this alignment is essential for maintaining coherence throughout the course delivery and providing a more detailed breakdown of how each sub- competency would be assessed throughout the course. This could include specific metrics or indicators of success. Besides, in terms of course units, another expert commented that each unit considers the inclusion of flexible pacing options to accommodate students who may need more time to master certain competencies.

For differentiated learning experiences, the experts suggested to ascertain enhance the use of technology by integrating more digital tools that facilitate oral communication practice, such as speech-to-text software or interactive simulations.

Moreover, there were some other comments on competency-based assessment to ensure the assessments were adaptable to non-native speakers with varying levels of proficiency, perhaps by offering differentiated assessment tracks.

The five experts unanimously agreed that 16 items in the instructional materials and contents were congruent. To elaborate, the researcher had updated the materials regularly to include current topics and examples that resonate with contemporary global communication scenarios.

The recommendation was for the researcher to refine the instructions for clarity. Accordingly, the lesson plans and course materials were revised as follows:

All grammatical errors and misspellings were rectified.

Time allocation for each stage and activity was adjusted.

Task and activity instructions were rewritten, supplemented by a PowerPoint presentation to elucidate and demonstrate each activity.

To improve accessibility by ensuring that all materials are available in multiple formats (e.g., video, audio, text) to cater to different learning preferences and needs.

3. The English oral communication placement test

It was conducted with the students in the first week to measure their readiness or current oral communication competency. The oral communication rubric will be used to score the students' oral communication ability. The score will be stemmed from the rubric playing a role in identifying the students' speaking ability levels based on their placement test results. The total score is 20. The percentage were used to set the criteria for the cut scores. The students whose scores were less than or equal to 50% would be considered to be in the novice group, scores between 51% to 84% are considered to be in the grade-level group, and scores greater than or equal to 85% would be considered to be in the advanced group. These scores were based on the overall criteria for grading the Global Communication course at Surasakmontree school, Bangkok. The oral communication placement test was adapted from the ACTFL Oral Proficiency Interview (OPI). This test lasted a 15-20- minute one-on-one interview between the student and the researcher. This aimed to measure how well a student speaks the language and assessed the language proficiency in terms of a student's oral communication ability to use language effectively and appropriately in real-life situations. The test consisted of four phases with nine questions in total. The student's performance would be compared to the criteria outlined in the ACTFL Proficiency Guidelines 2012 - Speaking. In addition, the scoring rubric for this test will be adapted from the assessment criteria of the OPI and CEFR (2020).

Validation of the oral communication placement and scoring rubric

Five different experts validated both the oral communication placement test and its scoring rubric. Their task was to assess the suitability of the assessment and rubric by utilizing the latter for grading the oral communication placement test. The validation process employed the Item-Objective Congruence Index (IOC), where a value equal to or greater than 0.50 indicated validity, while a value below 0.50 indicated invalidity.

The overall evaluation yielded promising results. The mean IOC score for the speaking placement test was 0.94, affirming its appropriateness. Similarly,

the scoring rubric garnered a mean IOC score of 0.89, reinforcing its suitability. However, they gave some suggestions to improve the test as follows.

There were some grammatical errors and a consistency of in British and American English in the test questions:

What is your free time activities?* → What are your free time activities?

Tell your story about the funny or unusual experience.*
→ Tell your funny story or unusual experience.

Please add some more questions in the warm-up phase,, such as How are you? What have you eaten this morning? Did you sleep well last night?

In Phase 2: Level Check , one question seemed to be a difficult question for students, make a change to be easier to understand:

What will be the most important for you to study here?* →
What is the most important reason for you to study here?...

In Phase 3: *The Probes*, the one expert suggested having (at least) a question related to your course. For example, what are your goals for learning English in this programme?

In Phase 4: *The Wind down*, the same expert strongly disagreed that this phase might just conclude the interview (Brown, 2004, p.169): the suggestion was to ask whether they have any questions before leaving, or the researcher could say something that make them feel comfortable; for example, “it was nice to meet and talk with you. You would get your results from this test next week.”

Regarding the scoring rubric, experts proposed refining the criteria description as follows:

Would it be possible if the researcher separated grammar from vocabulary? The expert suggested that No.1 should be “Grammar and Accuracy” and “Vocabulary” or “Lexical Resources” can be another criterion.

If students achieve the advanced level, they should “Not” read a script or “hardly” read a script rather than “sometimes” in fluency criteria.

4. Construct the English oral communication tests.

The oral communication tests were constructed by the researcher in order to assess the students’ oral communication ability at the end of each unit. In each unit, there were two tasks; namely, the interpersonal and transactional tasks, aimed to gauge different aspects of communication skills.

For the interpersonal tests, students engaged in conversations, sharing information and opinions based on unit content. Working in pairs of similar proficiency, they recorded their interactions using role cards provided. Novice-level tests assessed conversational participation, focusing on vocabulary use and appropriate communication for specific contexts. grade-level and advanced tests extended this, also evaluating grammatical variety.

Transactional tests assessed students' ability to articulate thoughts individually. Novice-level tasks involved expressing opinions or describing images, emphasizing vocabulary use and varied speech pace. grade-level and advanced tasks added complexity, requiring grammatical diversity alongside effective delivery rates and time.

Evaluation utilized rubrics adapted from CEFR standards (CoE,2018), considering Contents, Delivery, and Language Use of meeting expressions. Scores ranged from one to three, with detailed criteria outlined in Appendix B, alongside four-unit tests and scoring rubrics

Validation of the oral communication ability tests and scoring rubric

The oral communication test and scoring rubric were validated by five experts in TESOL/ELT. The five experts validated the oral communication tests and scoring rubrics. They assessed the appropriateness of both using scoring rubrics for the tests and the Item-Objective Congruence Index (IOC). An IOC of 0.50 or higher indicated validity, while less than 0.50 suggested invalidity. The total mean IOC scores for interpersonal and transactional skills were 0.86 and 0.91 respectively, confirming the appropriateness of the oral communication tests. Additionally, the scoring rubric

received a mean score of 0.81, indicating its suitability. Nonetheless, expert suggestions led to the inclusion of the followings:

There were some formats, namely indents, bullets, formatted table, hanging, and tap stop should be corrected.

There were some grammatical and semantic errors in the test questions:

The questions should be written in a present form.

Change “*What is your greatest strength?**” → “*What are your strong and weak points?*”

eighth grade students or Grade 8 students?

Harder questions should be asked for advanced students. Moreover, the questions should be slightly different from the first two levels.

Please be aware of the word consistency: grade-level vs graded-level. the researcher needed to read them all again and use the correct one as per your research. So is the word “advanced” and “advance”, please kindly check it.

From the rubrics, consider when some students achieving beyond B2. Especially, if the researcher would like to generalise your results, B2 may not be applicable to some contexts; some other student may reach C1.

5. Construct the Perception Questionnaire

The researcher developed a perception questionnaire to assess the students' views on the English oral communication instruction implemented through the competency-based differentiated instruction. The questionnaire aims to measure the students' attitudes and confidence towards the instruction. It comprised 20 items presented on a four-point Likert scale, ranging from 4 (Strongly Agree) to 1 (Strongly Disagree). The perception questionnaire is divided into two parts based on the questionnaire design principle of Dörnyei (2007).

Part I: Perceptions towards the instruction

The questionnaire aimed to assess the students' perceptions of the instruction. It consists of 20 items that explored the students' attitudes and

confidence towards the instruction. The questionnaire was administered after the students had been engaging in the oral communication instruction using the CBDI).

In addition, all of the items could center around the competency-based differentiated instruction (CBDI) principles as follows:

Course Design:

1. Core and Sub-Competencies (CEFR) Aligned with Performance Criteria

Item 1: "The instruction effectively showcased the practical application of speaking skills in professional settings."

2. Course Structure and Assessment Framework (Aligned with CEFR Standards)

Item 14: "I felt confident in my ability to apply what I had learned from this instruction."(reflects alignment between course structure and the expected performance criteria.)

Item 15: "My English oral communication ability underwent positive changes as a result of increased practice in class." (Indicates positive change based on competency-driven assessments.)

Instructional and Material Design:

3. Modularized, Differentiated Learning

Item 6: "The ability to practice speaking about topics of personal interest made the learning experience enjoyable for me (*reflects modularity and differentiation based on student interest.*)

Item 9: "I became more actively involved when the content and activities catered to my abilities." (Differentiation based on readiness and learning profile)

4. Ongoing Competency-Based Assessment

Item 17: "I derived value from the feedback and comments provided by the teacher." (Reflects the ongoing assessment process through teacher feedback.)

Item 18: "The teacher's feedback and comments helped me to identify and rectify errors in my English oral communication, ultimately boosting my confidence." (Competency-based feedback allows for the rectification of specific issues to ensure proficiency.)

Elements of Teaching:

5. Engage (Create Awareness of Content)

Item 4: "I liked the opportunity to explore the content through the multimedia prior to class." (Engaging content that prepares students before class.)

Item 13: "Accessing the content on the website before class was advantageous as it allowed me to quickly search for additional information when I encountered confusion." (Pre-assessment and content exploration align with the 'Engage' phase.)

6. Study (Collaborate and Internalize Content)

Item 5: "Engaging in discussions with my classmates proved to be beneficial for my speaking skills." (Collaborating with peers aligns with the 'Study' phase.)

Item 16: "Collaborating with classmates who possessed similar oral communication abilities during activities proved beneficial for me." (Differentiated grouping based on readiness, supporting collaborative learning.)

7. Activate (Use Language Skills Freely)

Item 2: "I observed noticeable improvements in my oral communication abilities." (Activating learned skills leads to observable improvement.)

Item 3: "I observed a positive change in my confidence levels after completing the course." (Freely using skills in real-life contexts enhances confidence)

8. Apply (Real-World Application)

Item 10: "This instructional approach encouraged me to communicate more frequently." (Frequent use of skills ties to the real-world application.)

Item 20: "Engaging topics motivated me to practice oral communication skills beyond the confines of the classroom." (Practice of skills beyond the classroom aligns with real-world application.)

9. Readiness

Item 8: "The availability of diverse content formats allowed me to choose materials that aligned with my preferences." (Differentiated by learning profile.)

10. Interest

Item 19: "I recognized the advantages of independently studying the content before class." (Independent study based on student interest in content.)

11. Learning Profile

Item 7: "The interactive features of the website and social media platforms facilitated valuable interactions with my classmates and teacher." (Differentiation based on learning profiles and engagement with different formats.)

Item 12: "I found it advantageous to study the content at my preferred time and location." (Aligns with personalization based on the learner's profile.)

-Part II: Additional comments

The additional comments section was provided as an extra option for students to write their comments or opinions toward the instruction, presented in Appendix E.

Validation of the Perception Questionnaire

To ensure the validity of the perception questionnaire, five experts, the same panel who previously evaluated the instructional materials, were tasked with validating the questionnaire using Item Objective Congruence (IOC). Each expert assessed the appropriateness of each questionnaire. The scores for each item were aggregated and divided by three (the number of experts) to yield the IOC value for each item. An IOC value equal to or exceeding 0.50 indicates item qualification. Items falling below 0.50 were revised based on expert feedback. Additionally, experts were provided space to offer further comments on the questionnaire. From the overall evaluation, the total mean score of the IOC was 0.96, which inferred that the perception questionnaire

was appropriate. The validation and evaluation results revealed unanimous agreement among the experts regarding the questionnaire's suitability for use in the study.

Furthermore, in qualitative analysis, ensuring credibility and trustworthiness through peer review (a co-native teacher) and experts' feedback is crucial. The process of involving one peer reviewer who has been teaching this course to have identified any bias or inconsistencies, and five experts in the validation of the perception questionnaire comments was a core element of peer review. The experts assessed the appropriateness of each questionnaire item, ensuring that the content was relevant and meaningful in the context of the study. This form of peer review played a crucial role in enhancing the credibility of the research by offering the following benefits:

1. Objective Evaluation: the experts provide an external, unbiased perspective on the research instrument, ensuring that the questionnaire aligns with the study's goals and intended outcomes. Their assessment helps confirm that the questionnaire accurately measures participants' perceptions.

2. Identification of Weaknesses: The expert review process helps to identify items that may be unclear, irrelevant, or not aligned with the study's objectives. For example, in the given case, feedback suggested that two items ("the teacher's feedback and comments helped me to identify and rectify errors in my English oral communication, ultimately boosting my confidence" and "I found it advantageous to study the content at my preferred time and location") belonged to two dimensions. This refinement strengthens the instrument by ensuring that each item appropriately reflects its intended dimension.

3. The expert feedback for revision: The experts provided feedback on items with an IOC value below 0.50, ensuring that those items were revised for clarity or better alignment. This iterative process of feedback and revision guarantees that the final version of the questionnaire is of high quality.

6. Construct the Reflective journals (SRJs)

The students' reflective journals (SRJs) would be utilized to elicit students' reflections on the competency-based differentiated instruction. The

participants were assigned to write a reflective journal four times after each oral assessment to elicit their perceptions of the CBDI on oral communication ability. Practically, the form of questions, was provided to help the participants focus on aspects that are relevant to the current study. Students might be referred to using codes and numbers (e.g., NS1 – novice student number 1, GS – grade-level student, and AS – advanced student) in all written data in order to preserve their anonymity. The students' reflective journal is illustrated in Appendix F.

Validation of the Reflective journals (SRJs)

The students' reflective journal was validated by five experts again, who were invited to check the appropriateness of SRJ. The Item-Objective Congruence Index (IOC) was used in the validation process. If the IOC was higher than or equal to 0.50, this inferred that SRJ was valid, but if the IOC was less than 0.50, this inferred that the SRJ was invalid. From the overall evaluation, the total mean score of the IOC of SRJ was 0.94, which inferred that SRJ was appropriate.

All five experts unanimously affirmed the congruence of all 13 items. They noted that the strategy box presented two pertinent learning strategies aligned with the reflective task requirements. Additionally, they deemed it appropriate for participants to explicitly outline their task objectives. The experts agreed that the set of five questions was adequate and suitable for eliciting responses relevant to addressing the second research question.

However, one expert proposed clarifying to students that they could express their responses in either Thai or English to encourage more detailed elaboration. This suggestion was duly considered, and students were informed in class about the language flexibility for their reflections. Furthermore, I provided clear explanations about the form's items and the tasks expected from students, encouraging them to delve into as much detail as possible. What is more, there were some suggestions from another expert as follows:

The item task objective... should be delated.

In Item 4, the question "Do you need more help?" should be added.

The phrase “*in the future*” in “*How will you apply what you have learned in the future? Please explain*” must be deleted.

7. Construct the Semi-structure focus group interview.

Semi-structured interviews were developed and used to assess the participants’ perceptions in depth after the classroom intervention (see Appendix G). Six participants—five from each three group were selected to participate in the interviews. The participants were categorized into three groups of 5 individuals each, based on their oral ability as determined by mean scores from oral assessments. The first group comprised five strong students, the second group consisted of five intermediate students, and the final group comprised five weak students. This grouping was done to ensure homogeneity, as focus groups tend to function more effectively with participants of similar backgrounds (Dörnyei, 2007). The researcher used the focus group interviews because they allow for collective brainstorming, encouraging participants to think together, inspire one another, challenge ideas, and react to emerging points, leading to a rich and insightful discussion (Dörnyei, 2007).

Validate and revise based on the experts’ suggestions.

The interview questions underwent content validation by a panel of five experts, the same group who validated perception questionnaire and students’ reflective journals. Unanimously, the experts affirmed the congruence of all 12 items in the evaluation form, and they did not repeat similar points in the perception questionnaire and SRJ. Specifically, they concurred that the interview could help answer the second research question 2.

The results from the validation and evaluation of the questionnaire by the experts revealed that there was no question that received an IOC value less than 0.50 (overall 0.93), indicating that all three experts thought that the semi-structured interview questions were appropriate to be used as a research instrument in the present study.

However, one expert noted that repeating similar points from the reflective journals during the interview could be acceptable, considering that some students might not delve deeply into their reflections, thus allowing the researcher to explore further during the interview.

However, they made some comments about the interview questions as follows.

- In items 3-5, the original was “Do you think this course...” changed into “Do you think this instructional design...”

- In item 7 the original in Thai was “การเรียนแบบกลุ่มที่มีความสนใจ หรือความสามารถเท่ากัน สามารถพัฒนาทักษะการสื่อสารภาษาอังกฤษของตนเองหรือไม่ โปรดอธิบาย” changed into “นักเรียนมีความคิดเห็นอย่างไรกับการได้เรียนและทำกิจกรรมกลุ่มกับเพื่อนที่มีความสนใจ หรือมีความสามารถพอ ๆ กัน การทำงานลักษณะดังกล่าวช่วยในการพัฒนาทักษะภาษาของนักเรียนหรือไม่ อย่างไร”

- In item 8 the original in Thai was “นักเรียนคิดว่า วิธีการสอนที่กำหนดให้นักเรียนสามารถเลือกรูปแบบของสื่อการเรียนรู้ที่หลากหลาย สามารถพัฒนาทักษะการสื่อสารภาษาอังกฤษของตนเองหรือไม่ โปรดอธิบาย” changed into “นักเรียนมีความคิดเห็นอย่างไรต่อการที่สามารถ เลือกสื่อการเรียนรู้ที่หลากหลายได้ สื่อเหล่านั้นช่วยพัฒนาทักษะการสื่อสารของนักเรียนอย่างไร”

- In item 9 the original in Thai was “นักเรียนคิดว่า วิธีการสอนที่ได้รับ การช่วยเหลือจากครูในระหว่างการเรียนรู้ สามารถพัฒนาทักษะการสื่อสารภาษาอังกฤษของตนเองหรือไม่ โปรดอธิบาย” changed into “นักเรียนคิดว่าบทบาทของครูในชั้นเรียนมีส่วนช่วยในการพัฒนาทักษะภาษาของหรือไม่ อย่างไร”

- In the closing part, more further informative questions; for instance, “What kinds of activities do you like the most, and why?”, “Which activity seems to be the most difficult, and do you need the teacher to add?”, and “How do you like the teacher assistance process?”.

8. Do the pilot study with another group of participants

Before implementing the instruction with the participants of the present study, a pilot of the instruction and research instruments will be conducted. One lesson was tried out with a group of eighth-grade students that has the same characteristics as the participants of the study, and they were randomly selected as a sample in grade eight level who studied in English speaking course with a native speaker, the first

academic year 2023, but in another regular program. These instruments were an English oral communication test, a students' reflective journals (SRJs), and samples of lesson plans used in the instruction, and semi-structured interview questions. The pilot was conducted for two weeks. For the first week, the placement test was employed to group the students in order to categorize their readiness levels and to check the appropriateness of the test focusing on the time allocation. The pilot unit was Unit 1, Getting Started. The oral communication test was conducted to test the time allocation and the appropriateness of the task. The reflective journals (SRJs) were also distributed before the pilot study to test the ambiguity of the statements. The students then were asked to express their thoughts about any confusing or unclear statements to the researcher through the semi-structured interview. Finally, the results from the pilot study were employed to correct and adjust the instruments.

3.2.2 Phase 2: During the Experiment: The implementation of the competency-based differentiated instruction

In order to investigate the effects of competency-based differentiated instruction, the oral communication placement test, English oral communication tests, students' reflective journal (SRJs), the perception questionnaire, and semi-structured focus group interview were employed in this study.

1. Administer the oral communication ability placement test

The oral communication placement test, adapted from the OPI (Rattanasang, 2019), was administered during the first week. This test consisted of a 5–10-minute one-on-one interview between the student and the native teacher. Its purpose was to evaluate the students' oral communication abilities and categorize them into different readiness levels: novice, grade-level, and advanced. This allowed students to engage in activities suited to their proficiency. The test was assessed by two raters: the researcher, a non-native school teacher with nine years of experience teaching English, and another native speaker of English with six years of experience teaching English in Thailand. Both used a scoring rubric adapted from the OPI assessment criteria. The students' performances were video-recorded, and the raters reviewed these

recordings to evaluate the abilities. In this study, novice, grade-level and advanced levels were represented.

2. Conduct the experiment

Students were asked to explore the content and do activities based on the lesson plans and ESAA instructional sequence.

3. Administer the oral communication ability tests and the reflective journal

The English oral communication ability tests were administered to the students at the end of each unit, occurring in Weeks Three, Seven, Nine, and Eleven of the courses. For the interpersonal tasks, students worked in pairs with peers at the same proficiency level, while for the transactional tasks, students worked individually. They were required to record videos of their conversations and individual tasks. The purpose of these tests was to evaluate the students' progress in English oral communication ability following the competency-based differentiated instruction (CBDI), addressing the following research questions:

RQ1: To what extent does competency-based differentiated instruction affect English oral communication ability development of EFL secondary school students?

RQ3: Is there any relationship between the development of English oral communication ability and students' perceptions?

The tests were evaluated by two raters: the researcher, a non-native school teacher with nine years of English teaching experience, and another native speaker of English with six years of experience teaching English in Thailand. They used scoring rubrics adapted from the CEFR illustrative descriptors (CoE, 2018) and the ACTFL Proficiency Guidelines (2012a, 2012b) for oral production. The raters reviewed the video recordings to assess the students' progress in oral communication ability.

Furthermore, the students were asked to write a reflective journal four times, once after each English oral communication tests, to capture their perceptions of the competency-based differentiation in their assessments. To guide their reflections,

prompts in the form of questions were provided, ensuring they focused on aspects pertinent to the study.

4. Administer perception towards the instruction questionnaire

To answer the RQ2 what the EFL school students' perceptions towards competency-based differentiated instruction are, a questionnaire was administered to 30 students at the end of the course (Week 12). The purpose of this questionnaire was to investigate students' perceptions of the instruction, focusing on their opinions and confidence. This data was used to quantitatively address research question 2: What are the EFL school students' perceptions towards competency-based differentiated instruction?

The researcher distributed the questionnaire, which had been piloted with 30 students who participated in the pilot study. Data from the questionnaire were analyzed using SPSS to calculate the mean score, which indicated students' perceptions of the instruction in terms of opinions and confidence toward the competency-based differentiated instruction. The criteria used in this study were:

3.26-4.00	means Very high perception of the instruction
2.51-3.25	means High perception of the instruction
1.76-2.50	means Low perception of the instruction
1.00-1.75	means Very low perception of the instruction

Open coding was employed to analyze the data obtained from Part III of the questionnaire.

5. Administer the deep perception towards the semi-structured focus group interview

To gain students' perceptions towards the competency-based differentiated instruction, the interview was also scheduled after the students completed their final oral communication assessment, as this was the only time when all students were available. Before each interview session, the researcher explicitly informed the students that their responses would not affect their scores or final grades in the Global communication course, ensuring they felt comfortable sharing honest answers. Each

interview lasted approximately 30 minutes and was conducted in Thai or English that they preferred, to avoid any language barriers. For ethical considerations, the interviewer requested permission to record the interview before each session began. Additionally, the students were informed that they would be referred to by codes instead of their names in all written data to maintain their anonymity.

The interviewees were purposively divided into three groups of five participants each, based on their average scores from four oral communication tests. The interviews were conducted after the third oral assessment, as this was the only time all students were available. With the participants' permission, the interviews were recorded, and the researcher also took notes during the sessions.

3.3 Data collection

Data collection spanned 12 weeks. During Week 1, the placement test was administered. English oral communication ability tests and students' reflective journals were conducted at the end of each unit during the implementation of the competency-based differentiated instruction, specifically in Weeks Three, Six, Nine, and Twelve. In Week Twelve, perception questionnaires and the semi-structured focus group interview were conducted. The data collection process is summarized in Table 9.

Table 9 Data collection

Week	Data Collection
Week 1	<ul style="list-style-type: none"> - The placement test was conducted to the students. - The orientation of the Global communication course using the Competency-based differentiated instruction
Week 2-12	<ul style="list-style-type: none"> - The students participate in the activities in class - At the end of each unit, the oral communication tests were administered. - A student's reflective journal was used to write elicited students' perceptions toward the instruction.
Week 13	<ul style="list-style-type: none"> - The perception questionnaires and the semi-structured focus group interview were conducted with the students.

3.4. Data analysis

The data from the oral communication tests, and perception questionnaire were analyzed quantitatively. The data from the additional comments from the perception questionnaire, students' reflective journals and the focus group interview were analyzed qualitatively. The data analysis for the four research questions is detailed as follows:

Research Question 1: To what extent does competency-based differentiated instruction affect English oral communication ability development of EFL secondary school students?

The students' oral communication scores from the four oral communication tests were evaluated by inter-raters. The average scores were then analyzed using a one-way repeated measures ANOVA with the Greenhouse-Geisser correction. Post hoc tests with Bonferroni correction methods were used to examine changes in the students' oral communication ability after experiencing the competency-based differentiated instruction. The results from the one-way repeated measures ANOVA with the Greenhouse-Geisser correction compared within-subjects performance across the English oral communication tests. Post hoc tests with Bonferroni correction identified where differences occurred between the tests (Brown, 2010).

Research Question 2: What are the EFL school students' perceptions towards competency-based differentiated instruction?

Responses to the perception questionnaire were analyzed using mean scores. The students were invited to provide additional comments through a section in the perception questionnaire. These qualitative responses were analyzed using thematic coding, with categories based on key perception components: knowledge, skills, and attitudes, as aligned with competency-based differentiated instruction. The specific thematic coding used for this analysis is outlined in the perception coding theme (COE, 2020) presented in Table 8. To enhance reliability, two raters independently interpreted the data: the primary researcher and an experienced native English-speaking teacher.

Table 10 The perception coding scheme from open-ended questionnaire

Topic	Coding scheme	Definition and description
CBDI characteristics and criteria (COE,2020)		
Knowledge	PK	Refers to students' cognitive understanding and beliefs about the knowledge they've acquired. Research shows students believe they have gained valuable, applicable knowledge through CBDI, including enhanced vocabulary, grammar clarity, and strategies for expanding language comprehension.
Skills	PS	Focuses on the development of oral communication abilities. Students reported improved confidence in speaking, fluency, pronunciation, and effectiveness in expressing ideas and participating in discussions due to the instructional approach.
Attitudes	PA	Relates to students' motivation, self-regulation, and confidence to engage in the learning process. Findings indicate increased motivation, goal-setting, comfort in seeking help, and a positive approach to learning, driven by the relevance and engagement of the tasks.

Again, to obtain a clearer view of the participants' perceptions of the CBDI, the students' reflective journals, and the semi-structured focus group interview were analyzed qualitatively through open coding and Thematic coding. They also helped facilitate understanding of students' learning experiences towards CBDI. In particular, the aim of the interview was to gain additional information that would have been difficult to find from the questionnaire and SRJs. Thematic coding is an essential tool in

qualitative research to identify, analyze, and report themes within data. In competency-based differentiated instruction (CBDI), themes and subthemes provide a structured way to organize and understand educational content, practices, and outcomes. Below is a critical definition and explanation of the provided theme and subthemes, based on research by Rattanasang (2019) and Tomlinson (2017), who have emphasized the importance of competence in individualized and differentiated learning approach. This theme refers to the key elements that contribute to developing competencies in the context of competency-based differentiated instruction (CBDI) focusing on learners mastering specific skills or knowledge rather than simply progressing through the global communication course, which is presented in Table 9

Table 11 The perception coding theme from SRJs and focus group interview

Themes	Sub themes	Descriptions
Competency components (Rattanasang, 2019 and Tomlinson, 2017)		
1. Impressions toward the CBDI	1.1 Preparatory activities based on readiness and learning profile 1.2 Application of language in relevant contexts 1.3 Flexibility in grouping and readiness levels 1.4 Integration of language into real-world assignments. 1.5 Identification of competencies for oral communication skills 1.6 Enhanced oral communication ability 1.7 Fostering collaborative learning	1.1 Customizing tasks to fit students' readiness and learning styles ensures targeted instruction. 1.2 Teaching language skills in real-world settings enhances practical proficiency. 1.3 Grouping students based on their skill levels allows personalized learning experiences. 1.4 Incorporating language into meaningful tasks helps students apply skills outside the classroom. 1.5 Pinpointing specific oral communication skills ensures focused development. 1.6 Fostering improvement in speaking skills through differentiated tasks. 1.7 Encouraging teamwork helps students learn from peers and practice communication.

Table 11 (Continued)

Themes	Sub themes	Descriptions
Competency components (Rattanasang, 2019 and Tomlinson, 2017)		
2 ESAA teaching sequence	<p data-bbox="531 512 778 546">2.1 The Engage stage</p> <p data-bbox="531 824 879 1010">2.2 The Study stage is systematically organized for differentiated learning activities and strategies</p> <p data-bbox="531 1182 783 1216">2.3 The Activate stage</p> <p data-bbox="531 1494 818 1527">2.4 The Application stage</p>	<p data-bbox="930 512 1366 748">2.1 The Engage stage is particularly helpful background knowledge activation and connection; capturing student interest through interactive and relevant content.</p> <p data-bbox="930 824 1342 1059">2.2 The Study stage is systematically organized for differentiated learning activities and strategies; Organizing learning activities to suit different competency levels and strategies.</p> <p data-bbox="930 1182 1366 1368">2.3 The Activate stage promotes communication and collaboration skills; Students practice skills through differentiated tasks suited to their level.</p> <p data-bbox="930 1444 1358 1680">2.4 The Application stage helped students to complete desired oral communication competency; Students apply learned skills in jumping tasks, tailored to their readiness.</p>

Table 11 (Continued)

Themes	Sub themes	Descriptions
Competency components (Rattanaeaeng, 2019 and Tomlinson, 2017)		
3. Individualized Learning	3.1 teacher-orientated support	3.1 Guiding students with tailored feedback and instruction.
	3.2 Instructional media-orientated support	3.2 Using multimedia resources to cater to diverse learning preferences.
	3.3 activities and task-oriented support	3.3 Providing tasks of varying complexity based on students' readiness and preferences.

As seen in Table 11, these themes and subthemes illustrate the foundational principles of competency-based differentiated instruction. By tailoring instruction to meet individual needs and ensuring that competencies are systematically developed and applied, educators can foster more effective and engaging learning experiences.

Research Question 3: Is there any relationship between the development of English oral communication ability and students' perceptions?

The relationship between the oral communication ability and perceptions was examined using the Pearson product-moment correlation coefficient. This involved correlating the oral communication scores from the tasks with the scores from the perception questionnaire. The summary of the data analysis is presented in Table 8.

Table 12 The summary of the data analysis.

Research questions	Instruments	Data Obtained	Time of distribution	Data Analysis
1. To what extent does competency-based differentiated instruction affect English oral communication ability development of EFL secondary school students?	English Oral communication tests	Test scores	Weeks 3,6,9, and 12	One-way repeated measures ANOVA with a Greenhouse Geisser correction/ Sphericity Assumed and Post Hoc tests using the Bonferroni correction methods (Brown, 2010).

Table 12 (Continued)

Research questions	Instruments	Data Obtained	Time of distribution	Data Analysis
2. What are the EFL school students' perceptions towards competency-based differentiated instruction?	1. Perception questionnaire 2. Semi-structured focus group interviews 3. Students' reflective journals	- Mean score and Written responses - Descriptive data of students' perception in spoken responses	- After the participants take the last unit test - Weeks 3,6, 9 and 12 (4 times)	- Descriptive Statistics - Open coding - Thematic coding
3. Is there any relationship between the development of English oral communication ability and students' perceptions?	1. English Oral communication tests 2. Perception questionnaire	- Test scores - Descriptive data of students' perceptions (mean score)	After the participants take the last unit test and the questionnaire	- Pearson's correlation coefficient

CHAPTER 4

FINDINGS

4.1 Introduction

This chapter presents in three parts of the findings of the study to answer three main research questions:

1. To what extent does competency-based differentiated instruction affect English oral communication ability development of EFL secondary school students?
2. What are the EFL school students' perceptions towards competency-based differentiated instruction?
3. Is there any relationship between the development of English oral communication ability and students' perceptions?

4.2 The alignment of results from individuals' learning profiles from needs analysis questionnaire

The results of the needs analysis questionnaire revealed that participants rated their interest in the global communication course at a high level. The top five highest-rated items included a clear topic scope, structured curriculum, emphasis on improving oral communication skills, differentiated instruction, and a focus on practical application. These findings are outlined in Table 13.

Table 13 The results from individuals' learning profiles from needs analysis questionnaire

Need categories		\bar{x}	SD	Level of Importance
Topics/Theme Interests	Music and Songs	4.17	0.272	Very High
	YouTube/Influencer	3.90	0.245	High
	Technology/Digital Era	3.76	0.236	High
	E-sports	3.59	0.287	High

Table 13 (Continued)

Need categories		\bar{x}	SD	Level of Importance
	Networking Skills	3.59	0.251	High
Communicative Tasks	Portfolio	3.79	0.250	High
	Interpreter	3.40	0.224	High
	Opinion Exchange	3.40	0.213	High
	Role-play	3.40	0.269	High
	Storytelling	3.34	0.286	Average
Learning Styles	Visual Learning (test location recall)	3.48	0.190	High
	Visual Learning (difficulty with print)	3.41	0.236	High
	Visual Learning (drawing/note-taking)	3.40	0.245	High
	Auditory Learning (song visualization)	3.34	0.212	Average
	Auditory Learning (listening to explain)	3.34	0.269	Average
Instructional Materials	YouTube	4.20	0.218	Very High
	Social media	4.07	0.232	High
	Pictures	3.66	0.250	High
	Audio Media	3.52	0.208	High
	Infographics	3.03	0.225	Average
Learning Activities	Song-based Activities	4.29	0.281	Very High
	Game-based Activities	4.22	0.213	High
	Collaborative Activities (discussion)	3.48	0.202	High
	Pair/Group Work	3.24	0.246	High
	Conversation-making Activities	3.03	0.260	Average

The Global communication course demonstrates a strong need alignment with students' interests and modern trends, particularly through its integration of popular topics like music, YouTube, and digital technologies. This ensures high engagement but reflects a potentially narrow focus on entertainment-driven content rather than fostering a more holistic communicative skill set.

While practical tasks like portfolios and role-play are appropriately emphasized, the course falls short in enhancing conversational skills—critical for global communication—evidenced by lower ratings for conversation-based activities. The reliance on visual learning methods, although effective for some, overlooks the importance of diverse learning styles, particularly auditory, which received only average scores. Furthermore, instructional material preferences highlight an over-dependence on platforms like YouTube, whereas other mediums such as infographics and auditory content remain underutilized, limiting the scope of differentiated instruction. A more balanced approach, integrating diverse content and pedagogical strategies, would better address students' comprehensive communication needs.

To fit the students' needs of more differentiated approaches taking into account various factors such as various learning topics, learning styles, instructional materials, and activities, the course should underscore significant appeal of the top five high interest, as well as a general enthusiasm for topics related to digital platforms, technology, e-sports, communicative tasks, multimedia platforms and interactive instructional materials in their learning preferences, for example. This is true because students in EFL classrooms are quite diverse, heterogenous by means of various interests, backgrounds, learning styles, preferences, multiple intelligences in multi-level classes or DI classroom (Tomlinson, 2017; Rattanaseng, 2019). Overall, the research encourages CDBI development focusing on objectives, content, instructional design, and assessment based on the identified top-five needs and instructional principles answered the second question, the way to developing curriculum principles to enhance EFL secondary school students' English oral communication.

4.3 The effectiveness of competency-based differentiated instruction on English oral communication ability

Research Question 1: To what extent does competency-based differentiated instruction affect English oral communication ability development of EFL secondary school students?

To explore the effects of oral communication instruction, one-way repeated measures ANOVA with Greenhouse-Geisser correlation and post-hoc tests using the Bonferroni correction were used to analyse the scores from the oral communication tests of four units. The inter-rater reliability of the tests was calculated using the Pearson correlation coefficient with .96, .94, .95, and .97, respectively. To answer the first research question, the results are presented as follow:

4.3.1 The overall oral communication tests of novice group

There were 10 students in the novice group in the present study. Table 7 shows the results of the one-way repeated measures ANOVA with the Greenhouse-Geisser correction by considering the analysis of the variance and size of the correction. The analysis findings indicated significant differences in the average scores of both oral communication tests across the four units, with a significance level of .05 (Mauchly's $W=.524$; Approx. Chi-Square =4.995; $df=9$; Greenhouse-Geisser=.690), suggesting that the assumption of compound symmetry was not met. Consequently, the Greenhouse-Geisser correction was utilized to analyze the data. Table 14 presents the outcomes of the one-way repeated measures ANOVA with the Greenhouse-Geisser correction.

Table 14 The results from the overall oral communication tests of novice group

Source	SS	df	MS	F	p	Partial Eta squared
Between groups	812.500	9	8122.500	1169.640	<0.001	.992
Within groups	224.900	2.070	108.667	100.701	<0.001	.918
Between treatments	224.720	1	224.720	451.446*	<0.001	.980
Errors	62.500	9	6.944			
Total	1324.62	21.07				

* $p \leq .05$ SS = Sum Square; df = degree of freedom; MS = Mean Square

Given the one novice student group, the groupings outlined in Table 7 encompassed the entirety of the four units where students underwent oral communication tests. Consequently, "between groups" denoted the cumulative scores across units, "within groups" referred to the cumulative scores within units, and "between treatments" indicated the squared sum of differences among each unit.

After novice students underwent the Global communication course using the competency-based differentiated instruction across four units, average scores in English oral communication tests (interpersonal and transactional) significantly differed ($F=451.446$; $df=1$; 9 ; $p=.000$), accepting the hypothesis.

Furthermore, the effect size of employing the competency-based differentiated instruction on the overall tests of the novice group was deemed substantial (Partial Eta squared = .980) according to Cohen (1988), who established effect size criteria: 0.2 signifies small; 0.5 indicates medium; 0.8 means large.

In addition, Post hoc tests with Bonferroni correction revealed a significant difference between each pair of oral communication tests in this group in the mean difference with a significance level of .05 (Table 15).

Table 15 The results from the analysis comparison of the average scores of oral communication tests from novice group (n=10)

Units	Unit 1 (M=11.00)	Unit 2 (M=13.30)	Unit 3 (M=15.30)	Unit 4 (M=17.40)
Unit 1 (M=11.00)	-	2.300*	4.300*	6.400
Unit 2 (M=13.30)	-2.300*	-	2.000*	4.100*
Unit 3 (M=15.30)	-4.300*	-2.00*	-	2.100*
Unit 4 (M=17.40)	-6.400*	-4.100*	-2.100*	-

* $p \leq .05$ M = Mean Square

Hence, there was improvement observed in the oral communication ability of novice group students across the tests (interpersonal and presentational) conducted in the four units. Each unit had a total score of 20, and the average scores for Units 1, 2, 3, and 4 were 11.00, 13.30, 15.30, and 17.40, respectively as presented in Table 15.

4.3.2 The interpersonal oral communication tests of novice group

The novice group students' scores from the interpersonal tests were analyzed in order to check the basic assumption seen in Table 9 resulting from the one-way repeated measures ANOVA by considering the analysis of the variance and size of the correction. The analysis findings indicated significant differences in the average scores of both oral communication tests across the four units, with a significance level of .05 (Mauchly's $W=.000$; Approx. Chi-Square =-; $df= 5$; Greenhouse-Geisser=.522) suggesting that the assumption of compound symmetry was not met. Consequently, the Greenhouse-Geisser correction was utilized to analyze the data. Table 16 presents the results of the one-way repeated measures ANOVA with the Greenhouse-Geisser correction.

Table 16 The results from the one-way repeated measures ANOVA of the interpersonal tests of the novice group (n=10)

Source	SS	df	MS	F	p	Partial Eta squared
Between groups	1932.100	9	1932.100	945.049	<0.001	.991
Within groups	53.100	1.566	33.901	108.614	<0.001	.923
Between Treatments	52.020	1	52.020	532.023*	<0.001	.983
Errors	18.400	9	2.044			
Total	2055.62	20.566				

* $p \leq .05$ SS = Sum Square; df = degree of freedom; MS = Mean Square

Given the one novice student group, the groupings outlined in Table 16 encompassed the entirety of the four units where students underwent oral communication tests. Consequently, "between groups" denoted the cumulative scores across units, "within groups" referred to the cumulative scores within units, and "between treatments" indicated the squared sum of differences among each unit.

After novice students underwent the Global communication course using the competency-based differentiated instruction across four units, average scores in interpersonal tests significantly differed ($F=532.023$; $df=1; 9$; $p=.000$), accepting the hypothesis.

The effect size of employing the competency-based differentiated instruction on the overall tests of the novice group was deemed substantial (Partial Eta squared = .983) according to Cohen (1988), who established effect size criteria: 0.2 signifies small; 0.5 indicates medium; 0.8 means large.

Furthermore, Post hoc examinations utilizing the Bonferroni correction were employed to detect noteworthy variances between each pair of interpersonal tests within the novice group. The findings revealed significant distinctions in the mean differences among Units 1, 2, and 4; Units 2, 1, and 4; Units 3 and 4; Units 4,1,2 and 3, at a

significance level of .05. Nevertheless, no substantial difference in mean difference was observed at a significance level of .05 between Units 1 and 3; Units 2 and 3; Units 3,1 and 2 (see Table 17).

Table 17 The results from the analysis comparison of the average scores of the interpersonal tests of the novice group (n=10)

Units	Unit 1 (M=5.30)	Unit 2 (M=6.70)	Unit 3 (M=7.30)	Unit 4 (M=8.50)
Unit 1 (M=5.30)	-	1.400*	2.000	3.200*
Unit 2 (M=6.70)	-1.400*	-	.6000	1.800*
Unit 3 (M=7.30)	-2.000	-.600	-	1.200*
Unit 4 (M=8.50)	-3.200*	-1.800*	-1.200*	-

* $p \leq .05$

M = Mean Square

Hence, there was improvement observed in the oral communication ability of novice group students based on the interpersonal tests. Each unit had a total score of 10. The mean scores for Units 1, 2, 3, and 4 were 5.30, 6.70, 7.30, and 8.50, respectively.

4.3.3 The transactional oral communication tests of novice group

The novice group students' scores from the transactional tests were analyzed in order to check the basic assumption seen in Table 11 resulting from the one-way repeated measures ANOVA by considering the analysis of the variance and size of the correction. The analysis findings indicated significant differences in the average scores of both speaking tests across the four units, with a significance level of .05 (Mauchly's $W=.620$; Approx. Chi-Square =3.688; $df= 5$; Greenhouse-Geisser=.822), suggesting that the assumption of compound symmetry appeared to be met. Consequently, sphericity assumption was utilized to analyze the data. Table 18 presents the results of the one-way repeated measures ANOVA with the sphericity assumption.

Table 18 The results from the one-way repeated measures ANOVA of the transactional tests of the novice group (n=10)

Source	SS	df	MS	F	p	Partial Eta squared
Between groups	21600.9	9	2160.900	1045.597	<0.001	.991
Within groups	58.500	3	19.500	43.875	<0.001	.830
Between treatments	58.320	1	58.320	119.836*	<0.001	.930
Errors	18.600	9	2.067			
Total	21736.32	21.466				

* $p \leq .05$ SS = Sum Square; df = degree of freedom; MS = Mean Square

Given the only one novice student group, the groupings outlined in Table 18 encompassed the entirety of the four units where students underwent oral communication tests. Consequently, "between groups" denoted the cumulative scores across units, "within groups" referred to the cumulative scores within units, and "between treatments" indicated the squared sum of differences among each unit.

After novice students underwent the Global communication course using the competency-based differentiated instruction across four units, average scores in transactional tests significantly differed ($F=119.836$; $df=1; 9$; $p=.000$), accepting the hypothesis.

The effect size of employing the competency-based differentiated instruction on the overall tests of the novice group was deemed substantial (Partial Eta squared = .930) according to Cohen (1988), who established effect size criteria: 0.2 signifies small; 0.5 indicates medium; 0.8 means large.

Furthermore, Post hoc examinations utilizing the Bonferroni correction were employed to detect noteworthy variances between each pair of transactional tests within the novice group. The findings revealed significant distinctions in the mean differences among Units 1, 3, and 4; Units 2, 3, and 4; Units 3,1,2 and 4; Units 4,1,2 and 3, at a

significance level of .05. Nevertheless, no significant difference in mean difference was observed at a significance level of .05 between Units 1 and 2; Units 2 and 1 (see Table 19).

Table 19 The results from the analysis comparison of the average scores of the transactional tests from novice group (n=10)

Units	Unit 1 (M=5.70)	Unit 2 (M=6.80)	Unit 3 (M=8.00)	Unit 4 (M=8.90)
Unit 1 (M=5.70)	-	1.100	2.300*	3.200*
Unit 2 (M=6.80)	-1.100	-	1.200*	2.100*
Unit 3 (M=8.00)	-2.300*	-1.200*	-	.900*
Unit 4 (M=8.90)	-3.200*	-2.100*	-.900*	-

*p<.05

M = Mean Square

Hence, there was improvement observed in the oral communication ability of novice group students based on the transactional tests. Each unit had a total score of 19. The mean scores for Units 1, 2, 3, and 4 were 5.70, 6.80, 8.00, and 8.90, respectively.

4.3.4 The overall oral communication tests of grade-level group

There were 11 students in the grade-level in the present study. Table 13 shows the results of the one-way repeated measures ANOVA with the Greenhouse-Geisser correction by considering the analysis of the variance and size of the correction. The analysis findings indicated significant differences in the average scores of both oral communication tests across the four units, with a significance level of .05. (Mauchly's $W=.065$; Approx. Chi-Square =23.826; $df= 5$; Greenhouse-Geisser=.436), suggesting that the assumption of compound symmetry was clearly not met. Consequently, the Greenhouse-Geisser correction was utilized to analyze the data. Table 20 presents the outcomes of the one-way repeated measures ANOVA with the Greenhouse-Geisser correction.

Table 20 The results from the one-way repeated measures ANOVA of the overall oral communication tests of the grade-level group (n=11)

Source	SS	df	MS	F	p	Partial Eta squared
Between groups	9840.031	10	9840.091	2293.242	<0.001	.996
Within groups	254.636	1.307	194.794	125.045	<0.001	.926
Between Treatments	253.164	1	253.164	300.086*	<0.001	.968
Errors	42.909	10	4.291			
Total	10390.74	22.31				

* $p \leq .05$ SS = Sum Square; df = degree of freedom; MS = Mean Square

Given the only one grade-level student group, the groupings outlined in Table 7 encompassed the entirety of the four units where students underwent oral communication tests. Consequently, "between groups" denoted the cumulative scores between units, "within groups" referred to the cumulative scores within units, and "between treatments" indicated the squared sum of differences among each unit.

After grade-level students studied the Global communication course using the competency-based differentiated instruction across four units, average scores in English oral communication tests (interpersonal and transactional) significantly differed ($F = 300.086$; $df = 1, 10$; $p = .000$), accepting the hypothesis.

Furthermore, the effect size of employing the competency-based differentiated instruction on the overall tests of the novice group was deemed substantial (Partial Eta squared = .968) according to Cohen (1988), who established effect size criteria: 0.2 signifies small; 0.5 indicates medium; 0.8 means large.

In addition, Post hoc tests with Bonferroni correction revealed a significant difference between each pair of oral communication tests in this group in the mean difference with a significance level of .05 (Table 21).

Table 21 The results from the analysis comparison of the average scores of oral communication tests from grade-level group (n=11)

Units	Unit 1 (M=11.55)	Unit 2 (M=14.09)	Unit 3 (M=16.18)	Unit 4 (M=18.00)
Unit 1 (M=11.55)	-	2.545*	4.636*	6.455*
Unit 2 (M=14.09)	-2.545*	-	2.091*	3.909*
Unit 3 (M=16.18)	-4.636*	-2.091*	-	1.818*
Unit 4 (M=18.00)	-6.455*	-3.909*	-1.818*	-

* $p \leq .05$

M = Mean Square

Hence, there was improvement observed in the oral communication ability of grade-level group students across the tests (interpersonal and presentational) conducted in the four units. Each unit had a total score of 10, and the average scores for Units 1, 2, 3, and 4 were 11.55, 14.09, 16.18, and 18.00, respectively as presented in Table 21.

4.3.5 The interpersonal oral communication tests of grade-level group

The grade-level group students' scores from the interpersonal tests were analyzed in order to check the basic assumption seen in Table 15 resulting from the one-way repeated measures ANOVA by considering the analysis of the variance and size of the correction. The analysis findings indicated significant differences in the average scores of both oral communication tests across the four units, with a significance level of .05 (Mauchly's $W = .000$; Approx. Chi-Square = -; $df = 5$; Greenhouse-Geisser = .384) suggesting that the assumption of compound symmetry was not met. Consequently, the Greenhouse-Geisser correction was utilized to analyze the data. Table 22 presents the results of the one-way repeated measures ANOVA with the Greenhouse-Geisser correction.

Table 22 The results from the one-way repeated measures ANOVA of the interpersonal tests of the grade-level group (n=11)

Source	SS	df	MS	F	p	Partial Eta squared
Between groups	2445.091	10	245.091	1365.279	<0.001	.993
Within groups	54.545	1.152	47.331	64.516	<0.001	.866
Between treatments	53.018	1	53.018	678.140*	<0.001	.985
Errors	17.909	10	1.791			
Total	2570.563	22.152				

* $p \leq .05$ SS = Sum Square; df = degree of freedom; MS = Mean Square

Given the only one grade-level student group, the groupings outlined in Table 22 encompassed the entirety of the four units where students underwent oral communication tests. Consequently, "between groups" denoted the cumulative scores between units, "within groups" referred to the cumulative scores within units, and "between treatments" indicated the squared sum of differences among each unit.

After grade level students underwent the Global communication course using the competency-based differentiated instruction across four units, average scores in interpersonal tests significantly differed ($F=678.140$; $df=1, 10$; $p=.000$), accepting the hypothesis.

The effect size of employing the competency-based differentiated instruction on the overall tests of the grade-level group was deemed substantial (Partial Eta squared = .985) according to Cohen (1988), who established effect size criteria: 0.2 signifies small; 0.5 indicates medium; 0.8 means large.

Furthermore, Post hoc examinations utilizing the Bonferroni correction were employed to detect noteworthy variances between each pair of interpersonal tests within the grade-level group. The findings revealed significant distinctions in the mean differences among Units 1, 2,3, and 4; Units 2, 1, and 4; Units 3 and 4; Units 4,1,2 and

3, at a significance level of .05. Nevertheless, no substantial difference in mean difference was observed at a significance level of .05 between Units 2 and 3; Units 3,1 and 2 (see Table 23).

Table 23 The results from the analysis comparison of the average scores of the interpersonal tests from grade-level group (n=11)

Units	Unit 1 (M=5.82)	Unit 2 (M=7.27)	Unit 3 (M=7.82)	Unit 4 (M=8.91)
Unit 1 (M=5.82)	-	1.455*	2.000	3.091*
Unit 2 (M=7.27)	-1.455*	-	.545	1.636*
Unit 3 (M=7.82)	-2.000*	-.545	-	1.091*
Unit 4 (M=8.91)	-3.091*	-1.636*	-1.091*	-

* $p \leq .05$

M = Mean Square

Hence, there was improvement observed in the oral communication ability of grade-level group students based on the interpersonal tests. Each unit had a total score of 10. The mean scores for Units 1, 2, 3, and 4 were 5.82, 7.27, 7.82, and 8.91, respectively.

4.3.6 The transactional oral communication tests of grade-level group

The grade-level group students' scores from the transactional tests were analyzed in order to check the basic assumption seen in Table 17 resulting from the one-way repeated measures ANOVA by considering the analysis of the variance and size of the correction. The analysis findings indicated significant differences in the average scores of both oral communication tests across the four units, with a significance level of .05 (Mauchly's $W=.225$; Approx. Chi-Square =12.995; $df= 5$; Greenhouse-Geisser=.581), suggesting that the assumption of compound symmetry appeared clearly not met. Consequently, sphericity assumption was utilized to analyze the data. Table 24 presents the results of the one-way repeated measures ANOVA with the sphericity assumption.

Table 24 The results from the one-way repeated measures ANOVA of the transactional tests of the grade-level (n=11)

Source	SS	df	MS	F	p	Partial Eta squared
Between group	2475.000	10	2475.000	2357.143	<0.001	.996
Within group	75.727	1.743	43.435	86.321	<0.001	.896
Between treatments	74.473	1	74473	132.342*	<0.001	.930
Errors	10.500	10	1.050			
Total						

* $p \leq .05$ SS = Sum Square; df = degree of freedom; MS = Mean Square

Given the only one grade-level student group, the groupings outlined in Table 24 encompassed the entirety of the four units where students underwent oral communication tests. Consequently, "between groups" denoted the cumulative scores between units, "within groups" referred to the cumulative scores within units, and "between treatments" indicated the squared sum of differences among each unit.

After grade-level students underwent the Global communication course using the competency-based differentiated instruction across four units, average scores in transactional tests significantly differed ($F=132.342$; $df=1; 10$; $p=.000$), accepting the hypothesis.

The effect size of employing the competency-based differentiated instruction on the overall tests of the novice group was deemed substantial (Partial Eta squared = .930) according to Cohen (1988), who established effect size criteria: 0.2 signifies small; 0.5 indicates medium; 0.8 means large.

Furthermore, Post hoc examinations utilizing the Bonferroni correction were employed to detect noteworthy variances between each pair of transactional tests within the grade-level group. The findings revealed significant distinctions in the mean

differences between each pair of the transactional tests with a significance level of .05 (see Table 25).

Table 25 The results from the analysis comparison of the average scores of the transactional tests from grade-level group (n=11)

Units	Unit 1 (M=5.73)	Unit 2 (M=6.82)	Unit 3 (M=8.36)	Unit 4 (M=9.09)
Unit 1 (M=5.73)	-	1.091*	2.636*	3.364*
Unit 2 (M=6.82)	-1.091*	-	1.545*	2.273*
Unit 3 (M=8.36)	-2.636*	-1.545*	-	.727*
Unit 4 (M=9.09)	-3.364*	-2.273*	-.727*	-

* $p \leq .05$ M = Mean Square

Hence, there was improvement observed in the oral communication ability of grade-level group students based on the transactional tests. Each unit had a total score of 10. The mean scores for Units 1, 2, 3, and 4 were 5.73, 6.82, 8.36, and 9.09, respectively.

4.3.7 The overall oral communication tests of advance group

There were 9 students in the grade-level in the present study. Table 21 shows the results of the one-way repeated measures ANOVA with the Greenhouse-Geisser correction by considering the analysis of the variance and size of the correction. The analysis findings indicated significant differences in the average scores of both oral communication tests across the four units, with a significance level of .05 (Mauchly's $W = .244$; Approx. Chi-Square = 9.494; $df = 5$; Greenhouse-Geisser = .545), suggesting that the assumption of compound symmetry was clearly not met. Consequently, the Greenhouse-Geisser correction was utilized to analyze the data. Table 26 presents the outcomes of the one-way repeated measures ANOVA with the Greenhouse-Geisser correction.

Table 26 The results from the one-way repeated measures ANOVA of the overall oral communication tests of the advance group (n=9)

Source	SS	df	MS	F	p	Partial Eta squared
Between group	9409.000	8	9409.000	3501.023	<0.001	.998
Within group	200.556	1.635	122.629	107.361	<0.001	.931
Between treatments	200.556	1	200.556	748.187*	<0.001	.989
Errors	21.500	8	2.688			
Total	9831.612	18.635				

* $p \leq .05$ SS = Sum Square; df = degree of freedom; MS = Mean Square

Given the only one advance student group, the groupings outlined in Table 26 encompassed the entirety of the four units where students underwent oral communication tests. Consequently, "between groups" denoted the cumulative scores between units, "within groups" referred to the cumulative scores within units, and "between treatments" indicated the squared sum of differences among each unit.

After advance students studied the Global communication course using the competency-based differentiated instruction across four units, average scores in English oral communication tests (interpersonal and transactional) significantly differed ($F=748.187$; $df=1$; 8 ; $p=.000$), accepting the hypothesis.

The effect size of employing the competency-based differentiated instruction on the overall tests of the novice group was deemed substantial (Partial Eta squared = .989) according to Cohen (1988), who established effect size criteria: 0.2 signifies small; 0.5 indicates medium; 0.8 means large.

In addition, Post hoc tests with Bonferroni correction revealed a significant difference between each pair of oral communication tests in this group in the mean difference with a significance level of .05 (Table 27).

Table 27 The results from the analysis comparison of the average scores of oral communication tests from advance group (n=9)

Units	Unit 1 (M=13.00)	Unit 2 (M=15.11)	Unit 3 (M=17.22)	Unit 4 (M=19.33)
Unit 1 (M=13.00)	-	2.111*	4.222*	6.333*
Unit 2 (M=15.11)	-2.111*	-	2.111*	4.222*
Unit 3 (M=17.22)	-4.222*	-2.111*	-	2.111*
Unit 4 (M=19.33)	-6.333*	-4.222*	-2.111*	-

* $p \leq .05$ M = Mean Square

Therefore, there was improvement observed in the oral communication ability of grade-level group students across the tests (interpersonal and presentational) conducted in the four units. Each unit had a total score of 20, and the average scores for Units 1, 2, 3, and 4 were 13.00, 15.11, 17.22, and 19.33, respectively as presented in Table 27.

4.3.8 The interpersonal oral communication tests of advance group

The advance group students' scores from the interpersonal tests were analyzed in order to check the basic assumption seen in Table 15 resulting from the one-way repeated measures ANOVA by considering the analysis of the variance and size of the correction. The analysis findings indicated significant differences in the average scores of both oral communication tests across the four units, with a significance level of .05 (Mauchly's $W=.442$; Approx. Chi-Square =5.482; $df= 5$; Greenhouse-Geisser=.772), suggesting that the assumption of compound symmetry was clearly met. Consequently, the sphericity assumption was utilized to analyze the data. Table 28 presents the results of the one-way repeated measures ANOVA with the sphericity assumption.

Table 28 The results from the one-way repeated measures ANOVA of the interpersonal tests of the advance group (n=9)

Source	SS	df	MS	F	p	Partial Eta squared
Between group	2320.028	8	2320.028	2761.025	<0.001	.997
Within group	44.083	3	14.694	162.769	<0.001	.953
Between treatments	44.006	1	44.006	372.753*	<0.001	.979
Errors	6.722	8	.840			
Total	2414.839	19.315				

* $p \leq .05$ SS = Sum Square; df = degree of freedom; MS = Mean Square

Given the only one grade-level student group, the groupings outlined in Table 28 encompassed the entirety of the four units where students underwent oral communication tests. Consequently, "between groups" denoted the cumulative scores between units, "within groups" referred to the cumulative scores within units, and "between treatments" indicated the squared sum of differences among each unit.

After grade level students underwent the Global communication course using the competency-based differentiated instruction across four units, average scores in interpersonal tests significantly differed ($F=372.753$; $df=1$; 8 ; $p=.000$), accepting the hypothesis.

The effect size of employing the competency-based differentiated instruction on the overall tests of the grade-level group was deemed substantial (Partial Eta squared = .979) according to Cohen (1988), who established effect size criteria: 0.2 signifies small; 0.5 indicates medium; 0.8 means large.

Furthermore, Post hoc examinations utilizing the Bonferroni correction were employed to detect noteworthy variances between each pair of interpersonal tests within the grade-level group. The findings revealed a significant difference between each pair

of oral communication tests in this group in the mean difference with a significance level of .05 (Table 29).

Table 29 The results from the analysis comparison of the average scores of the interpersonal tests from advance group (n=9)

Units	Unit 1 (M=6.56)	Unit 2 (M=7.56)	Unit 3 (M=8.44)	Unit 4 (M=9.56)
Unit 1 (M=6.56)	-	1.000*	1.889*	3.000*
Unit 2 (M=7.56)	-1.000*	-	.889*	2.000*
Unit 3 (M=8.44)	-1.889*	-.889*	-	1.111*
Unit 4 (M=9.56)	-3.000*	-2.000*	-1.111*	-

*p<.05

M = Mean Square

Thence, there was improvement observed in the oral communication ability of grade-level group students based on the interpersonal tests. Each unit had a total score of 10. The mean scores for Units 1, 2, 3, and 4 were 6.56, 7.56, 8.44 and 9.56, respectively.

4.3.9 The transactional oral communication tests of advance group

The advance group students' scores from the transactional tests were analyzed in order to check the basic assumption seen in Table 17 resulting from the one-way repeated measures ANOVA by considering the analysis of the variance and size of the correction. The analysis findings indicated significant differences in the average scores of both oral communication tests across the four units, with a significance level of .05 (Mauchly's $W=.205$; Approx. Chi-Square =12.249; $df= 5$; Greenhouse-Geisser=.525), suggesting that the assumption of compound symmetry appeared clearly not met. Consequently, sphericity assumption was utilized to analyze the data. Table 30 presents the results of the one-way repeated measures ANOVA with the sphericity assumption.

Table 30 The results from the one-way repeated measures ANOVA of the transactional tests of the advance (n=9)

Source	SS	df	MS	F	p	Partial Eta squared
Between group	2631.605	8	2631.605	2940.138	<0.001	.997
Within group	64.444	1.576	40.880	61.053	<0.001	.872
Between treatments	64.222	1	64.222	304.211*	<0.001	.971
Errors	8.056	9	.895			
Total	2768.327	19.576				

* $p \leq .05$

SS = Sum Square; df = degree of freedom; MS = Mean Square

Given the only one grade-level student group, the groupings outlined in Table 30 encompassed the entirety of the four units where students underwent oral communication tests. Thus, "between groups" denoted the cumulative scores between units, "within groups" referred to the cumulative scores within units, and "between treatments" indicated the squared sum of differences among each unit.

After grade-level students underwent the Global communication course using the competency-based differentiated instruction across four units, average scores in transactional tests significantly differed ($F=304.211$; $df=1; 9$; $p=.000$), accepting the hypothesis.

The effect size of employing the competency-based differentiated instruction on the overall tests of the novice group was deemed substantial (Partial Eta squared = .971) according to Cohen (1988), who established effect size criteria: 0.2 signifies small; 0.5 indicates medium; 0.8 means large.

Furthermore, Post hoc examinations utilizing the Bonferroni correction were employed to detect noteworthy variances between each pair of transactional tests within the grade-level group. The findings revealed significant distinctions in the mean

differences among Units 1,3, and 4; Units 2, 3, and 4; Units 3,1,2 and 4; Units 4,1,2 and 3, at a significance level of .05. Even so, no significant difference in mean difference was observed at a significance level of .05 between Units 1and 2; Units 2, and 1 (see Table 31).

Table 31 The results from the analysis comparison of the average scores of the transactional tests from advance group (n=9)

Units	Unit 1 (M=6.44)	Unit 2 (M=7.44)	Unit 3 (M=8.78)	Unit 4 (M=9.78)
Unit 1 (M=6.44)	-	1.000	2.333*	3.333*
Unit 2 (M=7.44)	-1.000	-	1.333*	2.333*
Unit 3 (M=8.78)	-2.333*	-1.333*	-	1.000*
Unit 4 (M=9.78)	-3.333*	-2.333*	-1.000*	-

* $p \leq .05$ M = Mean Square

As a result, there was improvement observed in the oral communication ability of grade-level group students based on the transactional tests. Each unit had a total score of 10. The mean scores for Units 1, 2, 3, and 4 were 6.44, 7.44, 8.78, and 9.78, respectively.

4.4 The Students' Perceptions towards Competency-based Differentiated Instruction

Research Question 2: What are the EFL school students' perceptions towards competency-based differentiated instruction?

To investigate how students perceive the competency-based differentiated instruction, responses from a questionnaire were evaluated. Quantitative data from the questionnaire were analyzed using mean scores and standard deviations, while qualitative insights from students' open-ended questions, reflective journals and semi-structured focus group interviews were analysis. The findings pertaining to research question 2 are presented below:

4.4.1 Quantitative findings from the perception questionnaire (Part 1: Closed-ended questions)

The questionnaire items addressed students' opinions and confidence levels, which were categorized accordingly. This section was divided into two parts: opinions and confidence. Table 32 illustrates the data concerning students' opinions toward the competency-based differentiated instruction.

Mean score value range	Interpretation
3.26-4.00	The student has <u>strongly positive</u> opinions of the CBLI.
2.51-3.25	The student has <u>positive</u> opinions of the CBLI.
1.76-2.50	The student has <u>negative</u> opinions of the CBLI.
1.00-1.75	The student has strongly negative opinions of the CBLI.

Table 32 The participants' opinions towards competency-based differentiated instruction.

Students' opinions towards CBDI	\bar{X}	S. D	Meaning
1. The instruction effectively showcased the practical application of speaking skills in professional settings.	3.81	0.38	Strongly positive
2. I observed noticeable improvements in my oral communication abilities.	3.87	0.35	Strongly positive
4. I liked the opportunity to explore the content through the multimedia prior to class.	3.77	0.57	Strongly positive
5. Engaging in discussions with my classmates proved to be beneficial for my oral communication skills.	3.87	0.43	Strongly positive
6. The ability to practice speaking about topics of personal interest made the learning experience enjoyable for me.	3.74	0.52	Strongly positive
8. The availability of diverse content formats allowed me to choose materials that aligned with my preferences.	3.87	0.43	Strongly positive

Table 32 (Continued)

Students' opinions towards CBDI	\bar{X}	S. D	Meaning
12. I found it advantageous to study the content at my preferred time and location.	3.86	0.44	Strongly positive
13. Accessing the content on the website before class was advantageous as it allowed me to quickly search for additional information when I encountered confusion.	3.13	0.99	Positive
15. My English oral communication ability underwent positive changes as a result of increased practice in class.	3.74	0.45	Strongly positive
16. Collaborating with classmates who possessed similar oral communication abilities during activities proved beneficial for me.	3.77	0.43	Strongly positive
17. I derived value from the feedback and comments provided by the teacher.	3.74	0.52	Strongly positive
19. I recognized the advantages of independently studying the content before class.	3.13	0.59	Positive
Grad Mean Score	3.69	0.51	Strongly positive

According to Table 32, it was evident that students had strongly positive opinions toward the oral communication instruction employing the competency-based differentiated instruction (mean=3.69; S.D.=0.51). They acknowledged the benefits of this approach, which the top-three highest mean scores were given to items 2, "I observed noticeable improvements in my oral communication abilities" (mean= 3.87; S.D.=0.35), item 5 "Engaging in discussions with my classmates proved to be beneficial for my oral communication skills." (mean 3.87=; S.D.=0.43), and equally to item 8, "The availability of diverse content formats allowed me to choose materials that aligned with my preferences." (mean 3.87=; S.D.=0.43).

Table 33 displays the data concerning students' perspectives on how the competency-based differentiated instruction to oral communication ability enhanced their confidence.

Table 33 The participants' confidence through competency-based differentiated instruction.

Students' confidence towards CBDI	\bar{X}	S. D	Meaning
3. I observed a positive change in my confidence levels after completing the course.	3.74	0.57	Strongly positive
7. The interactive features of the website and social media platforms facilitated valuable interactions with my classmates and teacher.	3.74	0.43	Strongly positive
9. I became more actively involved when the content and activities catered to my abilities.	3.84	0.35	Strongly positive
10. This instructional approach encouraged me to communicate more frequently.	3.90	0.25	Strongly positive
11. The instruction allocated sufficient time for in-class communication practice.	3.90	0.25	Strongly positive
14. I felt confident in my ability to apply what I had learned from this instruction.	3.81	0.55	Strongly positive
18. The teacher's feedback and comments helped me to identify and rectify errors in my English oral communication, ultimately boosting my confidence.	3.84	0.38	Strongly positive
20. Engaging topics motivated me to practice oral communication skills beyond the confines of the classroom.	4.00	0.00	Strongly positive
Grad Mean Score	3.85	0.35	Strongly positive

From Table 33, students expressed strong agreement that they experienced increased confidence in oral communication ability following their involvement in utilizing the competency-based differentiated instruction (mean=3.85; S.D.=0.35). To illustrate, most importantly, they concurred that the engaging topics motivated them to practice

oral communication skills beyond the confines of the classroom (mean= 3.87; S.D.=0.35). This instructional approach also encouraged them to communicate more frequently (mean=3.90; S.D.=0.25). Equally important, it allocated sufficient time for in-class communication practice. (mean=3.90; S.D.=0.25).

4.4.2 Qualitative findings from the perception questionnaire (Part 2: Open-ended questions)

In part 2 of the perception questionnaire, the participants were asked to provide additional comments about the instruction. The results indicated that despite the brevity and lack of clarity in their responses, noteworthy points about participants' perceptions of the competency-based differentiated instruction were identified. These perceptions were subsequently classified into positive and negative categories as follows:

1. Positive perceptions

Regarding favorable viewpoints, the results showed that participants expressed satisfaction with the CBLI on enhancing the oral communication ability revealed three coding themes: the development of language knowledge, oral communication skills, and learning attitudes/attributes.

Language Knowledge Development (PK):

The first aspect of perception, termed cognitive (K), pertains to the students' beliefs regarding the information they have acquired and their comprehension of it. According to the extra feedback provided, students expressed that they gained valuable and applicable knowledge through the speaking instruction utilizing the competency-based differentiated learning method. Further examples are provided below.

S1: *"Before, I struggled with understanding complex English lessons, but with the new instruction method, I find myself grasping the content much better. I've learned so many new words and phrases that have expanded my vocabulary."*

S4: *"The differentiated lessons helped me understand **grammar rules** more clearly. I used to get confused, but now I feel more confident in constructing **grammatically correct sentences** that fit my level."*

S 9: *Through the learning experiences, I've learned various strategies for **expanding my vocabulary**. I now actively seek out **new words and phrases**, and I feel more confident using them in my listening and speaking collaboratively.*

From the above statements, it can be concluded that the participants reported that the instruction contributed significantly to the enhancement of their language knowledge. They expressed that they gained a deeper understanding of vocabulary, grammar, and English expressions through the instructional approach. Many noted improvements in their comprehension of English expressions and increased proficiency in oral communication ability.

The second element of perception, behavioral, concerns an individual's competencies and responses in specific circumstances. Essentially, it reflects the inclination to embrace certain learning skills for practical application in real-life scenarios. Based on supplementary remarks, students noted that they had implemented the acquired knowledge in their daily lives. Further details are provided below.

Oral Communication Skill Enhancement (PS):

S 7: *"I used to feel nervous when speaking English, but now I feel more confident. I find myself **use English to communicate more fluently and naturally** during class discussions."*

S 11: *"I've noticed a difference in my pronunciation since we started using this method. My classmates and I **practice speaking aloud more**, and it's helped me **sound more like a native speaker**."*

S 14: *"I've become **more proficient at expressing** my thoughts and ideas in English. The tasks encourage me to **engage in discussions and debates**, which has helped me **become a more ready-and-go speaker**."*

S 16: "The class assignments emphasized the importance of **effective communication** skills, such as **active listening** and **clarity of colloquial expression**. I've learned how to communicate more effectively with my classmates and teachers."

From the above statements, it could be concluded that the responses highlighted substantial progress in oral communication skills due to the implementation of CBLI. The students reported feeling more confident and fluent in expressing themselves verbally in English. They noted improvements in pronunciation, and the ability to engage in meaningful conversations. Some students also mentioned feeling more comfortable participating in group discussions and delivering presentations.

Concerning the third aspect of perception, affective pertained to the emotional responses and sentiments of the students, shaping their outlook on the target language. In the supplementary feedback gathered through the perception questionnaire, students articulated their emotions and sentiments regarding the oral communication instruction employing the competency-based differentiated instruction. The details are as follows:

Learning Attitudes: (PA)

S 4: *"I'm more motivated to learn English now because I **see how it directly applies** to real-life situations. The topics and tasks are **engaging**, and I feel more excited to come to class."*

S 15: *"With the new learning activity, I've become **better at setting goals for myself**. I have a **clearer idea** of what I want to achieve, and I feel more in control of my learning journey."*

S 17: *"I used to hesitate to ask questions when I didn't understand something, but now I'm **more comfortable seeking help** from my teacher or peers who have the same level and interests. I realize that it's **okay to ask for clarification**, and it helps me learn better."*

From the aforementioned statements, the findings indicated positive changes in students' learning attitudes and attributes. Participants reported increased motivation and interest in learning English as a result of the tiered classroom. They expressed a greater willingness to actively participate in class activities and engage with the material. Additionally, students demonstrated improved self-regulation skills, such as setting learning goals, managing their time effectively, and seeking help when needed. Overall, the implementation of competency-based differentiated instruction fostered a more positive learning environment and encouraged students to take ownership of their learning journey.

In short, these example responses illustrate how students perceive the impact of competency-based differentiated instruction on their language learning journey, oral communication skills, and learning attitudes/attributes positively. The participants in the study expressed satisfaction with CBDI in enhancing oral communication ability. They reported significant improvements in language knowledge, oral communication skills, and learning attitudes/attributes. Specifically, the students noted gains in vocabulary, grammar, and English expressions, leading to increased proficiency. They also highlighted enhanced confidence and fluency oral communication ability in English, improvements in pronunciation to engage in discussions and presentations. Furthermore, participants demonstrated increased motivation, goal-setting abilities, and self-regulation skills, indicating a positive learning environment fostered by CBDI.

2.Negative perceptions

Despite expressing satisfaction with the CBDI, the participants identified two areas for potential improvement in the Global communication course. These perceptions may arise from various factors such as the difficulty in adapting to new learning methods, feeling overwhelmed by increased responsibility, or perceiving differentiation as favoritism.

Feelings of Frustration and Overwhelm:

This students' responses highlight the challenge of pacing and workload management in competency-based learning environments. The constant

pressure to meet competency goals can lead to feelings of being overwhelmed and hinder deep understanding of concepts.

S 2: "*Honestly, I find the **tasks frustrating** sometimes. It's like we're **always rushing** to meet some competency criteria, and it **feels overwhelming**. I used to feel like I was doing okay in class, but now it's like I'm constantly falling behind because I **can't keep up with** all the different tasks and assessments."*

S 8: "*I **feel like I'm drowning** in assessments sometimes. It's not just one test or task; it's like a constant stream of them. I don't even have time to fully grasp one concept before we're onto the next competency. It's exhausting."*

Perceived Unfairness:

The following two students' responses reflect a perception of unequal treatment in the classroom, where certain students receive more support or resources than others. This perceived favoritism can create a sense of injustice among students and undermine their motivation to engage with the learning process. These following perceptions of unfair treatment can breed resentment and negatively impact students' overall perception of the learning experiences.

S 3: "It seems like the teacher spends more time with certain students who need extra help or are excelling already from time to time. It **feels like they're playing favorites**, and it's **discouraging for the rest** of us who are trying our best."

S 14: "It feels like **some students always get more attention or easier** tasks while the rest of us **struggle on our own**. It's **not fair** that some students get all the help they need while others are left to figure things out by themselves."

These additional examples further illustrate how students' opinions can align with the themes of frustration and overwhelm, as well as perceived unfairness or favoritism, in competency-based differentiated instruction settings. Addressing these concerns through effective communication, equitable practices, and personalized support is essential for creating a positive and inclusive learning environment. It's crucial for educators to address these perceptions by providing support, clear communication, and ensuring fairness in their implementation of these instructional approaches.

4.4.3 Qualitative findings from students' reflective journal and semi-structured focus group interview

This section responds to the second research question in some depth, "What are the EFL school students' perceptions towards competency-based differentiated instruction?" Data of students' perceptions were thematically coded and analyzed from 30 students' reflective journals and semi-structured focus group interviews of three groups: Group 1 included novice students (NS), Group 2 grade-level students (GS), and Group 3 advanced students (SS). To gain a deeper understanding of the participants' perceptions of competency-based differentiated instruction (CBDI), both the students' reflective journals (SRJs) and the focus group interviews were analyzed qualitatively using open and thematic coding. Thematic coding is a crucial method in qualitative research, allowing for the identification, analysis, and reporting of recurring themes within the data. In the context of CBDI, themes and subthemes serve to structure the interpretation of educational practices, outcomes, and participant experiences.

4.3.3 . 1 Overall Impressions toward competency-based differentiated instruction

This section presents attitudes of 30 students toward CBLI. Their perceptions are presented in the themes focusing on the elements essential for developing competencies through CBDI.

Perceptions of all 30 students on the instruction were positive. All students reflected in their reflective journals and interviews that learning oral communication on the Global communication course was very useful, regardless of their English proficiency levels, in four aspects including 1) preparatory activities based on readiness and learning profile; 2) application of language in relevant contexts; 3) flexibility in grouping and readiness levels; 4) integration of language into real-world assignments; 5) identification of competencies for oral communication skills; 6) enhanced oral communication ability, and 7) fostering collaborative learning.

1.Preparatory activities based on readiness and learning profile

This subtheme highlights the importance of adapting the instruction to the learner's current readiness level and learning profile. It involves assessing students' skills, preferences, and learning styles before starting a lesson to customize preparatory activities that cater to each student's needs. Differentiated instruction means planning various tasks for different students, allowing them to engage at a level that is appropriate for their current competency.

NS 2: *"I appreciated working with peers at the same level as me. It made me feel more comfortable asking questions and sharing ideas."*

GS 1: *"Working on a project with peers who had similar interests and learning styles made the learning activities more enjoyable. We could relate to each other's ideas and collaborate effectively to understand what the teacher taught."*

AS 4: *"Working with peers who shared my learning pace allowed me to feel more comfortable asking questions and seeking clarification. It helped me build confidence in my abilities."*

Thus, differentiating preparatory activities based on readiness and learning profiles helps students comprehend content effectively.

2. Application of language in relevant contexts

This subtheme focuses on the use of language in meaningful, real-world contexts, which is essential for developing language proficiency. It involves teaching students to apply their language skills in situations they may encounter in their everyday lives or future careers. This competency aligns with the need to make instruction practical and applicable outside of the classroom.

NS 1: *"I enjoyed creating short conversations based on topics that interested me. It helped me see how I could use English in real-life situations like designing a robot."*

GS 7: *"The role-play activities in either assignments or tests allowed us to practice using language in everyday situations. It was helpful to apply what we learned to scenarios that we might encounter in real life, like a scholarship interview or giving some advices as a personal shopper on YouTube/TikTok."*

AS 3: *"Practicing oral communication skills through **activities like role-playing** made the learning experience **feel more authentic**. It's **exciting to see how language could be applied** in everyday situations."*

Therefore, activities in the activate step encourage students to apply language skills in relevant contexts, fostering practical application.

3. Flexibility in grouping and readiness levels

In a differentiated learning environment, flexibility in grouping students by readiness levels ensures that instruction is tailored to their current level of knowledge and skill. Students can be grouped homogeneously or heterogeneously depending on the learning objectives, allowing them to work at their own pace and ensuring that instruction meets their competency needs.

GS 4: *"I felt **empowered to switch peers or groups** when I realized I needed a different level of challenge by colour. It helped me **stay engaged and motivated**."*

AS 5: *"Having the **flexibility to switch peers and groups** in each unit and tests based on my comfort level and understanding of the material was **empowering**. It made me **feel in control of my learning journey and motivated me to challenge myself**."*

Hence, flexible grouping based on readiness levels allows students to move fluidly between groups, ensuring they find the most suitable environment for learning.

4. Integration of language into real-world tasks

This subtheme emphasizes the integration of language learning into practical assignments, connecting classroom instruction to real-world tasks. By incorporating language into projects, presentations, or assignments related to students' future careers or daily experiences, instructors can better ensure the acquisition of relevant and useful language skills.

NS 5: *"The assignments **challenged me to apply what I learned to real-life jobs**. It made me **feel more confident** in my abilities."*

GS 11: “The assignments challenged me to think critically and apply language skills to real-life situations. It was rewarding to see how I could use what I learned in class to communicate effectively in practical settings.”

AS 7: "The assignments allowed me to apply oral communication skills in practical usage, such as planning a renovation of my school. It helped me see the relevance of what I was learning to everyday situations."

Consequently, it could be seen that real-world tasks in the teaching step integrate language learning into students' existing knowledge, allowing them to demonstrate their skills.

5. Identification of competencies for oral communication skills

This subtheme addresses the need to specifically identify the skills required for effective oral communication. By targeting these competencies, teachers can better structure their instruction to foster improvement in areas such as fluency, pronunciation, and interaction. Differentiated instruction ensures that each learner's specific needs are addressed in the development of oral communication.

NS3: “In our talks, we stressed how important it is to use body language and make eye contact when presenting. These skills really matter in how people see our presentations.”

GS2: “Besides talking in class, we learned how important it is to be flexible during presentations. Being able to change how we speak based on feedback from the audience or unexpected situations is very important for good communication.”

AS1: “During our discussions, we identified key competencies like talking about medical advice regarding health and diet. We understood that delivering a successful presentation requires clear communication and engaging the audience.”

Accordingly, the SRJs' and focus group interviews may reveal that students recognize competencies such as non-verbal language, organization, clarity of expression, and audience engagement as essential for effective oral communication.

6. Enhanced oral communication ability:

A critical outcome of CBDI is the enhancement of students' oral communication abilities. This subtheme focuses on developing learners' confidence and proficiency in spoken language, which is crucial for both academic success and real-world application. Teachers must continuously assess and provide feedback to improve students' oral communication skills through varied tasks and settings.

NS6: *"The tasks in this course helped me **to improve my oral communication skills** significantly. I particularly appreciated the variety of tasks that allowed me **to practice speaking in different contexts**, such as role-plays and presentations. This helped me gain confidence in **expressing myself fluently and effectively.**"*

GS9: *"One of the most beneficial aspects of the learning for me was **the feedback loop**. After each oral communication task, I received **meaningful feedback from my teacher and peers**, which helped me **identify areas for improvement and refine my oral communication skills**. This personalized feedback was invaluable in my language learning journey."*

GS10: *"The teaching sequences really **pushed me out of my comfort zone when it came to speaking English**. The transactional tasks, for example, required me to engage in various speaking activities, from simple dialogues to more complex discussions and presentations. Over time, I **noticed a significant improvement in my ability to express myself fluently and confidently.**"*

Consequently, it can be concluded that CBDI fosters the development of oral communication ability by providing scaffolded learning experiences tailored to individual students' needs.

7. Fostering collaborative learning:

Collaboration is a key competency, and fostering it within a differentiated learning environment encourages students to work together, share ideas, and develop social and communication skills (Ho, 2020). Collaborative learning can be structured through group work or peer-to-peer learning activities, allowing students of varying readiness levels to contribute and learn from one another.

NS6: *“The group tasks in this course were particularly beneficial for me as they allowed me to work collaboratively with my peers. Through these tasks, I not only improved my speaking skills but also learned how to effectively communicate and collaborate with others. This will undoubtedly be valuable in my future learning.”*

GS8: *“Working on group tasks in the course was a valuable learning experience for me. Pairing up with my peers not only allowed me to see different opinions but also taught me how to effectively communicate and negotiate ideas within a team. These teamwork skills are essential not just in language learning but also in my future English course.”*

AS2: *“The last group presentation task not only challenged me to improve my own presentation skills but also encouraged me to support and learn from my classmates. By surveying and sharing our knowledge and expertise, we were able to create more dynamic and engaging presentations that showcased the diversity of our talents and perspectives.”*

In sum, the research findings from SRJs and the interviews suggest the qualitative findings obtained from the interview scripts and the students' reflective journals clearly illustrate that the students had overall positive perceptions toward competency-based differentiated instruction on oral communication ability development in terms of the interpersonal skill and transactional skill, agreeing that such instructional experiences were useful and meaningful, and that they actually could use the oral communication ability taught and practiced on the course in both learning activity and test tasks as well as applied them on other English courses.

4.3.3.2 Students' perceptions on the ESAA teaching sequence

Three groups of students expressed their perceptions in the interview sessions that they thought ESAA teaching sequence in CBDI was good and clear and completed the whole process of teaching and learning strategies. To illustrate, the 4-stage oral communication instruction consists of four stages including Engage (E), Study (S), Activate (A) and Application (A). The following interview excerpts presented students' perceptions on the ESAA teaching sequence, which were categorized in four coding themes:

1.The Engage stage is particularly helpful background knowledge activation and connection

This subtheme emphasizes sparking interest and curiosity in learners. In competency-based differentiated instruction, the Engage stage is vital to ensure students are motivated and prepared for learning. Teachers can use diverse techniques such as storytelling, real-life scenarios, or multimedia to capture attention and introduce the learning objectives.

NS3: *"I found the pre-questions really helpful in getting me thinking about the topic. It made me realize what I already knew and what I needed to learn."*

NS4: *"Looking at the photo and answering questions made me curious. It made me want to explore the topic further and share my thoughts."*

GS: 2: *"The questions about family life and devices were interesting. It made me relate the topic to my own life and think about its importance."*

AS5: *"Discussing questions with my group helped me see different perspectives. It made me feel more involved and ready to learn."*

2.The Study stage is systematically organized for differentiated learning activities and strategies

In the Study stage, learning activities and strategies are carefully organized to align with the students' readiness levels and learning profiles. This subtheme underscores the importance of presenting instructional content in a way that caters to the differentiated needs of each student. Multiple pathways and strategies (such as scaffolding, tiered activities, or self-paced learning) help meet diverse learning needs during this stage.

NS7: *"I liked that we could choose how to learn. Some of us preferred reading, while others liked watching videos. It made learning more enjoyable."*

GS3: *"Exploring vocabulary with my partner was really helpful. We could share ideas and help each other understand difficult words."*

AS6: *“Using discovery activities made me think more. Instead of just being told rules, I had to figure them out myself, which helped me remember better.”*

3. The Activate stage promotes communication and collaboration skills

The Activate stage involves students practicing the skills they are learning. In CBDI, this stage requires differentiated tasks where learners apply their knowledge at varying levels of complexity. This ensures that all students can practice new skills in a way that aligns with their current competencies.

NS1: *“Discussing questions after studying with a partner made me more confident in speaking. It helped me practice using the language.”*

GS5: *“Listening to conversations and sharing ideas with my group improved my communication skills. It made me realize how important it is to listen and respond.”*

AS9: *“Analyzing problems and discussing solutions in groups challenged me to think creatively. It’s interesting to hear different ideas and perspectives.”*

4. The Application stage helped students to complete desired oral communication competency

In this stage, students demonstrate their understanding and mastery of competencies through practical application. Tasks should be real-world and meaningful, providing students with the opportunity to apply what they have learned in authentic situations. Differentiated instruction at this stage involves varying the complexity or nature of tasks to match students’ individual competency levels.

NS8: *“Designing a robot and presenting it to the class was fun. It allowed us to be creative and share our ideas with others.”*

GS4: *“Sharing our projects on social media felt modern and relevant. It made us think about how technology can be used to communicate ideas.”*

AS8: *“Listening to conversations and discussing real-life scenarios helped me see how language is used in everyday situations. It made me more comfortable using it myself.”*

Overall, it can be said that these coded themes represent the students' perceptions towards the ESAA teaching sequence, highlighting aspects such as engagement strategies, differentiated learning activities, real-life application, and collaborative learning experiences.

4.3.3.3 Individualized Learning: Child-oriented learning

This theme revolves around personalizing the learning experience to meet individual students' needs, based on their skills, interests, and learning profiles. Therefore, personalizing learning based on each student's needs could be supported with respects to teacher, materials, and activities or tasks.

1. Teacher-and -peer-oriented supports

This subtheme refers to the support provided by teachers to guide and scaffold students through their learning. Teachers act as facilitators, offering one-on-one instruction, feedback, or adjustments in lesson delivery to meet the needs of individual learners. In competency-based differentiated instruction, teachers play a key role in assessing readiness and guiding students toward their learning goals.

NS9: *"I do like how our teachers provide feedback that helps me understand where I can improve. It's not just about pointing out mistakes but also offering suggestions for improvement in speaking."*

NS10: *"Giving feedback to other groups helped me reflect on my own work. It was interesting to see different approaches and learn from each other."*

GS6: *"I find it helpful when teachers provide different levels of assistance based on our colour. It allows me to work at a pace that suits me without feeling overwhelmed. Knowing that I can ask for help when needed gives me confidence in tackling challenging tasks"*

GS10: *"The feedback I receive from both peers and teachers helps me identify areas for improvement. It's satisfying to see my progress over time and to know that my efforts are paying off. It motivates me to keep pushing myself and striving for an excellent communicator."*

AS2: *"I liked how the teacher provided extra support for those of us who needed it during the grammar exercises. It helped me understand the concepts better and feel more confident in my abilities."*

AS7: *"I like how our teachers encourage us to give feedback to each other constructively. It's not about criticizing but rather helping each other improve oral communication ability in English. I feel comfortable sharing my work with my peers because I know they'll provide helpful suggestions in advance."*

AS9: *"I feel more confident in my abilities when I receive positive feedback from my peers and teachers. It reinforces that I'm on the right track and encourages me to keep working hard. It's reassuring to know that my efforts on English communication are recognized and appreciated."*

It was revealed that the majority of the students had positive perceptions toward the peer- and teachers' feedback on their performances in the oral communication activities and tests. The participants felt supported by teachers who tailored activities to their individual needs and provided assistance when required. Constructive feedback from both teachers and peers played a crucial role in guiding students' learning and identifying areas for improvement. The students appreciate constructive feedback from teachers, which guides their improvement and instills a sense of support in their learning journey. Peer feedback offers diverse perspectives, aiding in personal growth and fostering a collaborative atmosphere of mutual support. Effective differentiation acknowledges individual learning needs and preferences, empowering students to engage at their own pace and in tasks tailored to their abilities and interests. Ultimately, these feedback mechanisms contribute to enhanced learning outcomes, as students are motivated to strive for excellence, deepen their understanding, and feel confident in their abilities, thereby facilitating the development of strong oral communication skills.

2. Instructional media-oriented support

Some students found learning materials and resources (handouts and supplementary materials) useful in guiding them where to start and what to focus on in each oral communication assessment. The use of instructional media, such as digital

tools, videos, or other multimedia resources, can support differentiated learning by providing various means of engagement and instruction. This subtheme emphasizes the importance of using appropriate media to cater to different learning preferences and competencies.

NS5: *"I found the **multimedia resources really helpful**, especially the **videos and infographics**. They helped me understand complex concepts better. Also, having different options for recording vocabulary meanings made it **easier for me to remember them**."*

GS7: *"I liked how we could choose different ways to explore the content, like through **websites or video clips** from the **handout**. It made learning more **personalized and interesting**. The **tiered activities** also helped me focus on what I needed to work on."*

AS4: *"The **multi-level and fast-finisher activities** in the book based on process and interest levels were **great**. It allowed me to **challenge myself and learn at my own pace**. I also **appreciated the variety of exercises available**, especially through **digital platforms**."*

In conclusion, the participants from SJRs and interview expressed positive perceptions towards the use of CBDI materials and resources in developing oral communication ability. They found multimedia resources such as videos and infographics to be particularly beneficial in grasping complex concepts, while diverse options for recording vocabulary enhanced their retention. Additionally, the ability to select from various learning modalities, including websites and video clips, personalized the learning experience and maintained engagement. Tiered activities facilitated focused learning, enabling students to concentrate on areas needing improvement. Furthermore, the incorporation of multi-level and fast-finisher activities tailored to process and interest levels allowed for self-paced learning and challenged students appropriately. Overall, the varied instructional materials and resources effectively supported the development of oral communication abilities, catering to diverse learning needs and preferences.

3. Activities and task-oriented support

This subtheme highlights the importance of designing activities and tasks that are aligned with individual learning needs. In differentiated instruction, tasks should vary in complexity, learning multimodality, and delivery to provide appropriate challenges for students at different readiness levels. This section shows their perceptions about tiered learning activities they did in class. There appears to be a consensus of opinion that students from all three groups favored small group discussions. The following excerpts are presented based on five reasons why students enjoyed CBDI classroom:

- Learning readiness, process and profile consideration

NS4: "I liked how the listening exercises were **tiered to our readiness** levels. It made me **feel more comfortable** knowing that the teacher was there to help if I needed it, but I also had the **freedom to work independently.**"

GS9: *"I found the vocabulary building exercises really helpful, especially since we **could choose different ways to learn the words**. It made studying more interactive and enjoyable."*

GS11: *"I love how teachers **differentiate tasks based on our learning preferences and styles I the most liked**. It makes me feel like my learning is personalized and **catered to my needs**. It's empowering to have options and to be able to choose activities that resonate with me."*

AS1: *"The different **levels of difficulty** in tasks make me feel like my learning needs are being considered. It's nice to know that I can choose activities that match my abilities and interests. It keeps me engaged and motivated to learn."*

AS5: *"Exploring the content through **different modes** like the textbook, infographic, and video clip was **great** because it **catered to different learning preferences**. I also appreciated having options for practicing grammar exercises online."*

- *The various preferences of communicative activities and jumping tasks*

NS6: *“Creating team names and mascots was a highlight for me. It allowed us to be creative and showcase our teamwork skills. Presenting our teams to the class was exciting because we got to see everyone's unique ideas.”*

NS10: *“The team tasks were engaging because we got to work with our peers and share ideas. I enjoyed the challenge of working together to solve problems and complete tasks.”*

GS: 1 *“I liked how we could choose the format for our project presentations. It gave us the freedom to play to our strengths and present our understanding in different ways.”*

GS8: *“The personal shopper video project was a great way to apply what we learned. It felt like a real-world scenario, and being able to choose our social media platform made it even more engaging.”*

AS4: *“The variety of activities kept me engaged throughout the lesson. I enjoyed the hands-on tasks like designing the team mascot and presenting our ideas to the class. It made me feel more involved in my learning.”*

The qualitative findings the students' reflection and interview indicate that students perceive communicative activities and tasks, such as creating team names and mascots, engaging in teamwork, choosing presentation formats, and applying learned skills in real-world scenarios, positively. They appreciate the opportunities for creativity, teamwork, and personalization offered by competency-based differentiated instruction. This approach not only fosters active engagement but also enhances their oral communication abilities by providing diverse and hands-on learning experiences. Overall, students value the freedom to express themselves, collaborate with peers, and apply their knowledge in meaningful contexts, indicating the effectiveness of such instructional strategies in developing oral communication skills.

4.3.3.5 Problems faced by three tiered groups of students

This section, nonetheless, presents four problems that students encountered in Global communication course using the CBDI in enhancing English oral communication ability.

1.Oral communication competencies and performance outcomes

Some students found difficulties in demonstrating linguistic knowledge, oral communication skills, and attitudes as outlined in the instructional framework, and in meeting clear performance outcomes for oral communication in the workplace as the examples below:

NS3: *"I find it **challenging to demonstrate** effective oral communication **skills** in the workplace scenarios provided in the course. Even though I try to apply what I've learned, I **often struggle to articulate my thoughts clearly and confidently**"*

GS6: *"I **feel overwhelmed by the expectations to meet specific performance objectives** for oral communication tests. Sometimes, I **doubt if I'm truly demonstrating the required linguistic knowledge and skills**, especially when speaking on **unfamiliar topics and partners in different English proficiency.**"*

2. Tiered Instruction

NS5: *"I appreciate the support provided in the basic tier, but sometimes I **feel like the activities are too easy** for me. I **wish there were more opportunities** for me to challenge myself and improve my skills."*

GS8: *"I **often struggle to keep up with the pace** of instruction in the blue team. The activities **feel rushed**, and I **don't always have enough time to fully grasp** the concepts being taught."*

AS2: *"While I enjoy the independence and quick pace of learning in the advanced tier, I sometimes **feel isolated from my peers**. It would be helpful to have more opportunities for collaborative learning and discussion."*

All in all, the students' responses highlight challenges in effectively implementing tiered instruction to address students' varying readiness levels, interests, and learning profiles. Issues arise in accurately assessing students' proficiency levels and tailoring instruction accordingly. While some students express the need for more challenging activities to foster skill improvement, others struggle to keep up with the pace of instruction or feel isolated in advanced tiers. Balancing these diverse needs while promoting collaborative learning opportunities remains crucial for enhancing instructional effectiveness and student engagement.

3. Differentiated content, process, and product:

Some students revealed challenges in implementing tiered activities for different proficiency levels and learning preferences and problems in creating assignments and tasks that scaffold learning and address students' strengths and weaknesses effectively as follows:

NS6: *"I appreciate the effort to differentiate the content based on our interests, but I **often struggle to stay engaged in the topics** chosen for me. I **wish there were more options for me to explore topics that truly interest me.**"*

GS4: *"I find the multi-leveled process challenging to study. Sometimes I **feel like I need more guidance** from the teacher to understand how to approach the activities effectively."*

AS3: *"While I enjoy the flexibility to choose my learning activities, I sometimes **feel overwhelmed by the variety of options available**. It would be helpful to have **clearer guidelines on how to select the most appropriate activities for my learning goals.**"*

By and large, the aforementioned students highlight significant challenges in effectively designing and implementing differentiated content and activities tailored to students' proficiency levels and preferences. They express struggles with engagement, navigation of differentiated processes, and the need for clearer guidelines to optimize their learning experiences. Addressing these complexities is crucial for fostering effective learning environments that cater to diverse student needs and maximize educational outcomes.

4. ESAA Teaching Process

Some students face challenges in engaging with diverse activities and materials, predicting topics or language, designing study activities that encourage discovery and intellectual engagement, and balancing free, communicative language use with message conveyance over language accuracy at times. These hurdles hinder the application of oral communication abilities in real-world situations with minimal restrictions.

NS8: “I **struggle to stay engaged** during the engage stage of the lesson. Sometimes the activities **feel too abstract**, and I **have trouble connecting** them to the content we're learning.”

GS2: “I find the **study activities** challenging to navigate on my own. Sometimes I **wish there were more opportunities for direct instruction from the teacher to help clarify complex concepts.**”

AS9: “While I appreciate the focus on **activating language use** in real-life contexts, I sometimes **feel overwhelmed by the pressure to perform**. It would be helpful to have **more opportunities for practice and feedback** in a low-stakes environment”

In brief, the qualitative students' responses highlight challenges in effectively implementing the ESAA teaching sequence, including difficulties in engaging students, designing study activities that promote discovery, activating language use communicatively, and facilitating the application of language skills in real-world situations. Students across different proficiency tiers express struggles with engagement, navigating study activities independently, and feeling pressure to perform during language activation, suggesting a need for adjustments to enhance learning outcomes and alleviate stress.

To recap, the students in CBDI classroom facing competency-based differentiated instruction encounter challenges across four main areas. Firstly, they struggle with meeting oral communication performance standards, feeling overwhelmed and unsure of their abilities. Secondly, tiered instruction presents issues of pace and inclusivity, with students seeking better balance and collaboration. Thirdly, differentiated content and processes pose engagement and guidance difficulties, requiring clearer instructions and tailored activities. Lastly, the ESAA teaching process confronts hurdles in engagement, navigation, and performance pressure. Addressing these challenges is essential for optimizing learning outcomes and fostering effective communication skills across proficiency levels.

4.5 The Relationship between the English Oral Communication Ability and Perceptions on the Instruction

Research Question 3: Is there any relationship between the development of English oral communication ability and students' perceptions?

The relationship between the English oral communication ability and perceptions on the instruction was conducted by comparing the oral communication tests scores of the students in the novice, grade-level and advanced groups. The scores came from the interpersonal and transactional tests from the four units and the results from the perception questionnaire by using the Pearson correlation coefficient. To answer research question three, the results are presented in Table 34.

Table 34 The correlation between the oral communication ability and perceptions of the novice, grade-level and advanced groups.

		Perceptions
Oral communication ability	Pearson Correlation	.135
	Sig. (2-tailed)	.569
N		30

* $p \leq .05$

According to Table 34, there was no significant correlation ($r=.135$; $\text{Sig}=.569$) observed between the oral communication ability in English and perceptions among students in the entire class who were taught using the competency-based differentiated instruction. As a result, the hypothesis was rejected. Nevertheless, a positive correlation between oral communication ability and perceptions was found.

Concerning the novice group of students, Table 35 presents the relationship between their oral communication ability and perceptions.

Table 35 The correlation between the oral communication ability and perceptions of the novice groups.

		Perceptions
Oral communication ability	Pearson Correlation	.304
	Sig. (2-tailed)	.393
	N	10

* $p \leq .05$

From Table 35, the oral communication ability and perceptions of the students in the novice group who took the Global communication course using the competency-based differentiated instruction did not significantly correlate ($r=.304$, $\text{Sig}=.393$). However, there was a positive correlation between the oral communication ability and perceptions. Table 36 illustrates the correlation between the oral communication ability and perceptions among a group of 11 grade-level students.

Table 36 The correlation between the oral communication ability and perceptions of the grade-level groups.

		Perceptions
Oral communication ability	Pearson Correlation	.043
	Sig. (2-tailed)	.900
	N	11

* $p \leq .05$

From Table 36, the oral communication ability and perceptions of the students in the grade-level group who took the Global communication course using the competency-based differentiated instruction did not significantly correlate ($r=.043$, $\text{Sig}=.900$). However, there was a positive correlation between the oral communication ability and perceptions. Table 37 displays the correlation between the oral communication ability and perceptions among a group of 9 advanced students.

Table 37 The correlation between the oral communication ability and perceptions of the advanced groups.

		Perceptions
Oral communication ability	Pearson Correlation	-.259
	Sig. (2-tailed)	.501
	N	9

* $p \leq .05$

From Table 37, the oral communication ability and perceptions of the students in the advanced group who took the Global communication course using the competency-based differentiated instruction (CBDI) did not significantly correlate ($r=.043$, $\text{Sig}=.900$). Accordingly, the hypothesis was not accepted; still, there was a positive correlation between the oral communication ability and perceptions.

Based on the data concerning the relationship between oral communication ability in English and perceptions towards CBDI, the third hypothesis predicting a positive relationship between students' ability scores and perceptions following instruction in competency-based differentiated techniques was not supported. Nonetheless, the analysis indicated a positive correlation across the entire class, as well as within the novice group, grade-level group and advanced group.

CHAPTER 5

CONCLUSION AND DISCUSSION

This chapter is organized into four sections: a summary of the study, discussion of the findings, implications of the findings, and recommendations for future research.

5.1 Study Summary

The study aimed to achieve four objectives: 1) to investigate the effects of using competency-based differentiated instruction (CBDI) on English oral communication ability of EFL secondary school students; 2) to investigate the EFL school students' perceptions toward competency-based differentiated instruction on English oral communication ability, and 3) to investigate the relationship between the oral communication ability and perceptions on CBDI.

The study employed a one-group post-test design to examine the effects of competency-based differentiated instruction on English oral communication ability.

The English oral communication instruction, integrated into a Global communication course in Mini English programme at Surasakmontee school, Bangkok, involved the entire class of grade eight students. The instructional approach was developed based on existing literature and a needs analysis involving 30 required students, with contributing to the development of research tools. These tools were validated by experts and refined following a pilot study, after which they were used in the main study.

During the second term of 2023 academic year, oral communication placement tests were administered at the outset, followed by 12 weeks of face-to-face instruction. Oral communication tests and students' reflective journals (SRJs) were conducted in the fourth, seventh, tenth, and twelfth weeks. In the thirteenth week, perception questionnaires and semi-structured focus group interviews were distributed. Data from oral communication tests, SRJs, perception questionnaires and the interviews were analyzed and reported in the previous chapter.

5.2 Summary of the Findings

5.2.1 The oral communication ability

The research examined the impact of competency-based differentiated instruction on English oral communication ability across three student groups: novice, grad-level, and advanced. The study utilized one-way repeated measures ANOVA with Greenhouse-Geisser correction and post-hoc tests to analyze scores from oral communication tests conducted over four units.

For the novice group (n=10), significant improvements were observed in both overall oral communication tests ($F=451.446$; $p=.000$) and specifically in interpersonal ($F=532.023$; $p=.000$) and transactional tests ($F=119.836$; $p=.000$) following CBDI. Effect sizes were large (Partial Eta squared= .980, .983, and .930 respectively) that demonstrate a large effect on oral communication ability development among novices, having progressed in the students' oral communication ability from the overall tests ($M= 11.00, 13.30, 15.30, 17.40$ out of 20, respectively). In addition, the post hoc tests revealed the results of a significant difference in the mean difference between Units 1, 2, and 4; Units 2, 1, and 4; Units 3 and 4; Units 4,1,2 and 3 (the interpersonal tests), and between Units 1, 3, and 4; Units 2, 3, and 4; Units 3,1, 2 and 4; Units 4,1,2 and 3 (the transactional tests); still, there was no significant difference in the mean difference between Units 1 and 3; Units 2 and 3; Units 3,1 and 2 (the interpersonal tests) and between Units 1, and 2; Units 2 and 1 (the transactional tests).

Similarly, for the grad-level group ($n=11$), significant enhancements were observed in both overall oral communication tests ($F=300.086$; $p=.000$) and specifically in interpersonal ($F=678.140$; $p=.000$) and transactional tests ($F=132.342$; $p=.000$) following CBDI. Effect sizes were considered as large (Partial Eta squared= .968, .985, and .930 respectively) that demonstrate a large effect on oral communication ability development among grad-levels, having progressed in the students' oral communication ability from the overall tests ($M= 11.55, 14.09, 16.18, 18.00$ out of 20, respectively). In addition, the post hoc tests revealed the results of a significant difference in the mean difference between Units 1, 2, 3, and 4; Units 2, 1, and 4; Units 3 and 4 ; Units 4,1,2 and 3 (the interpersonal tests) and between each pairs of all the

transactional tests; however, there was no significant difference in the mean difference between Units 2 and 3; Units 3,1 and 2 (only the interpersonal tests).

Lastly, for the advanced group (n=9), competency-based differentiated instruction led to significant improvements in overall oral communication tests ($F=748.187$; $p=.000$) and specifically in both interpersonal ($F=372.753$; $p=.000$) and transactional tests ($F=304.211$; $p=.000$) following CBDI. Effect sizes were large (Partial Eta squared= .989, .979, and .971 respectively), which signify a large impact on enhancing oral communication skills among advanced students, having progressed in the students' oral communication ability from the overall tests (M= 13.00, 15.11, 17.22, 19.33 out of 20, respectively). In addition, the post hoc tests revealed the results of a significant difference in the mean difference between all of each unit of the interpersonal tests, and between Units 1, 3, and 4; Units 2, 3, and 4; Units 3,1, 2 and 4; Units 4,1,2 and 3 (the transactional tests); nevertheless, there was no significant difference in the mean difference between Units 1 and 2; Units 2 and 1 (only the transactional tests).

In conclusion, the use of competency-based differentiated instruction for oral communication ability was found to be effective in enhancing students' English oral communication ability across various proficiency levels—novice, grade-level, and advanced. This effectiveness was demonstrated by a significant improvement indicated by a p-value of .05 from the one-way repeated measures ANOVA, and by notable progress observed across four units during the experiment. Additionally, the use of competency-based differentiated instruction had a large impact on overall English oral communication ability across all three-tiered groups.

5.2.2 The students' perceptions towards the competency-based differentiated instruction

In relation to research question 2, students' perceptions of the instruction were examined using both quantitative and qualitative data gathered from a Likert scale questionnaire accompanying comment section, students' reflective journals (SRJs) and semi-structured focus group interview. The quantitative analysis focused on students' attitudes and confidence levels. Overall, the findings indicated a positive attitude among students towards the oral communication instruction utilizing the competency-based

differentiated instruction (mean=3.69; S.D.=0.51); besides, students expressed agreement that they felt more confident and fluent communicating in English after engaging in this instructional approach (mean=3.85; S.D.=0.35).

Regarding qualitative data, students provided additional comments in the questionnaire, SRJs and the interview. It was evident that students showed increased enthusiasm for learning and enjoyed participating in the competency-based differentiated instruction. They highlighted the impact of language knowledge development, oral communication skill enhancement and attribute in learning English, as well as the instructional procedure and activities, namely, ESAA teaching sequence, tiered lessons and instruction, multi-levelled materials, tiered activities, tiered tasks and ongoing assessments, collaborative learning, as well as teachers' and peers' supports.

Even though the students in the Global Communication course expressed overall satisfaction with CBDI, they identified two key problematic areas for potential improvement. These perceptions were influenced by challenges adapting to new learning methods, increased responsibility, and perceptions of differentiation as favoritism. Specifically, the students highlighted feelings of frustration and overwhelm due to the pressure of meeting competency goals, leading to difficulty in grasping concepts deeply and feeling constantly behind in tasks and assessments; additionally, some students perceived unfairness in classroom dynamics, feeling that certain students received more support or easier tasks, which created a sense of injustice and discouragement among others. These findings underscore the importance of addressing workload management and perceived fairness to enhance students' experiences in CBDI environments.

To put in briefly, the competency-based differentiated instruction was effective in enhancing students' oral communication abilities in English and promoting their positive perception in learning English with respects to aforementioned several reasons.

5.2.3 The relationship between the English oral communication ability and perceptions.

The research examined the correlation between English oral communication ability and perceptions, specifically focusing on the impact of Competency-Based Differentiated Instruction (CBDI). The findings are summarized as follows:

For the entire class receiving CBDI, there was no significant correlation found between oral communication ability and perception of instruction ($r = .135$; Sig. = .569). However, a positive correlation was observed overall.

Within the novice group, students' oral communication ability and their perception of CBDI instruction were not significantly correlated ($r = .304$; Sig. = .393), showing a positive relationship between ability and perception.

Similarly, within the grade-level group, there was no significant correlation between oral communication ability and perceptions of CBDI instruction ($r = .043$; Sig. = .900), although a positive relationship between ability and perception was evident.

Again, with regard to the advanced group, the English oral communication ability and perceptions of CBDI of the students who took the Global communication course using the CBDI did not significantly correlate ($r = .043$; Sig. = .900); nevertheless, there was a positive correlation between the ability and perceptions.

In this research, the third hypothesis suggesting a positive relationship between students' oral communication ability in English and their perceptions towards competency-based differentiated instruction (CBDI) was not accepted. This concern notwithstanding, the analysis revealed a positive correlation within the entire class, as well as within specific groups categorized by proficiency level (novice, grade-level, advanced).

5.3 Discussion

In this study, upon analysis and synthesis of the research problems, the data indicates that utilizing competency-based differentiated instruction (CBDI) in English oral communication instruction notably enhanced students' oral communication ability and impact their perceptions towards the instruction. The ensuing sections delve into: 1)

the effects of CBDI on students' oral communication ability in English; 2) students' perceptions of CBDI in oral communication instruction; and 3) the relationship between students' oral communication ability and perceptions under this instructional approach. From its findings, the discussion would be as follows:

5.3.1 The effects of the competency-based differentiated instruction on the oral communication ability

Based on the experimental research, the students' mean score of English oral communication unit tests were significantly higher at level .05, which means a significant improvement in the students' oral communication ability having achieved by the pre-defined learning competencies/objectives and differentiated lessons. This implied that the quality course and instructional learning experiences could improve English oral communication ability of EFL high school students. The findings from the study revealed significant components of the discussion with respects to the following topics.

- The factors contributing to the success of the CBDI in improving English oral communication ability
- The drawbacks of the CBDI concerning students' competency condition.

5.3.1.1 The factors contributing to the success of the CBDI in improving English oral communication ability

The success of the CBDI in enhancing the students' overall oral communication skills can likely be attributed to its integration of two language learning approaches: competency-based language instruction, and differentiated instruction. These combined approaches offered effective language learning opportunities for the students to cater to students' successful learning competencies, including the following:

- A language opportunity for the students to activate and develop their differentiated learning
- A language opportunity for the students to activate and develop their individualized learning

- A language opportunity for the students to focus on language usage in society and skills of life about concrete tasks
- A language opportunity for Ongoing and formative assessment: assessment as learning

1.A language opportunity for the students to activate and develop their differentiated learning

Tomlinson (2001) and Norland and Pruett-Said (2006) recommended the key features in competency based differentiated instruction contributes to a need-targeted instruction and a set of options for students to achieve what they have learnt in a better understanding (content, process and product). For differentiating the content, this study allowed students to engage with materials matching their interests and tiered activities that catered to their learning preferences and interests (Blaz, 2016; Heahox, 2002; Tomlinson, 2017). Regarding the alignment of instructional materials with students' interests, the CBDI was crafted following a needs analysis to incorporate topics that resonated with students before developing the course. This strategic selection of materials aimed to leverage students' passions as natural motivators to boost engagement. Given that participants in this study were English as a Foreign Language (EFL), activities emphasizing meaningful practice, personal relevance, and the acquisition of new knowledge were deemed essential (Harmer, 2015; McClelland, 1993; Spencer & Spencer, 1993). In terms of differentiating the process, for instance, during the 'activate' phase of instruction, collaborative group work was integrated, allowing students to interact with peers who shared similar interests. Pertaining to differentiating the product, for example, in Unit 2, students were tasked with working in group who shared the same interest and readiness and planned for weekly workout—they had to use future tenses to discuss and present in order to persuade the class to work out via social media namely TikTok, Facebook, IG etc. By immersing students in topics, content and performance that piqued their interest, their curiosity and passion were naturally stimulated, resulting in heightened engagement and improved oral communication abilities. This finding aligns with previous research by Norland and Pruett-Said (2006),

Thipatdee (2021), and Tomlinson (2017); moreover, aligning content with students' interests not only enhances engagement but also contributes to the enjoyment and effectiveness of language learning activities (Moser, 2017; Thipatdee, 2021).

In a nutshell, it is possible to draw the conclusion that designing differentiated lessons, oral task and activities performances is beneficial in terms of the students' learning process of oral communication ability and helping them to master competency tasks and activities better.

2.A language opportunity for the students to activate and develop their Individualized learning

Auerbach (1986) and Tomlinson (2001) identified child-oriented learning is one of the key features in competency-based language teaching and differentiated instruction. By incorporating diverse modes of learning, such as text, video clips, and infographics, the approach accommodated various learning profiles, enhancing efficiency and flexibility (Tomlinson, 2017; Rattanasraeng, 2019). For example, in unit 2, the students collaboratively explored and analyzed future events in contexts in three modes of learning including text, infographic, and video clip concerning tense structures and used and did exercises in the activity sheet. What is more, student-oriented and humanistic design for very specific needs of learners are under the principles of CBE and BEW course (Auerbach, 1986, as cited in Richards & Rodgers, 2001), and to design a Global communication course, a particular group of students whose "individualized" needs are analyzed claim their wanting from the course, and their English proficiency is usually measured prior to the course commencement (Saint (2021).

Hence, it can be concluded that the individualized needs of students are thoroughly analyzed to help English proficiency assessed prior to course commencement. This comprehensive, learner-centered approach not only supports diverse learning styles but also allow them to learn at their own pace and in their own preferred ways which is both relevant and effective for each student.

The terms differentiated learning and individualized learning are often used interchangeably; still and all, they represent distinct approaches in educational pedagogy. DI works within a classroom framework in which the main focus is on adjusting content, processes, and products based on the variety of learning profiles, interests, and readiness levels present. Unlike individualized learning, more emphasizes each student's learning journey, ensuring that instruction is relevant and effective based on individual needs, allowing for more autonomy and pacing control.

Here's a critical differentiation of the two based on CBDI framework provided (Auerbach, 1986; Tomlinson, 2017):

The Scope: DI takes place within a group context, adjusting to various learners in a shared environment. Individualized learning creates unique pathways for each student, often based on assessments and personal goals.

Focus: DI is about flexibility in instruction to meet the needs of different learners. Individualized learning is about customization, ensuring each learner follows a plan that best suits their own pace and style.

Pacing: In differentiated lessons, students may have different levels of support but generally follow the same course timeline. In individualized lessons, students can progress at different speeds according to their abilities.

In conclusion, DI and individualized learning support each other in that both aim to cater to diverse learner needs. Both support each other by addressing student diversity. Differentiated learning adapts instruction for various needs in a group, while individualized learning personalizes the experience for each student. Together, they enhance engagement and achievement, with differentiation providing flexibility and individualization offering personalized pacing and content. Therefore, both approaches complement one another in fostering effective, student-centered learning in this study.

3.A language opportunity to focus on language usage in society and skills of life about concrete tasks

According to Auerbach (1986) in the competency-based teaching, a focus on language society and skills of life about concrete tasks go around the notion of

communicative competence (not the notion of subject knowledge) and seeks to enhance functional communication skills in learners. The study's utilization of the "ESAA" model and stages like "Activate" and "Application" further also facilitated knowledge application through social interactions or in critical work functions, paving the way for effective collaborative activities or active learning (Dachakupt et al, 2023; Harmer, 2015); for instance, in unit 1, students formed groups with similar readiness levels, select a student exchange program, conduct online research, simulate a student interview through question generation and responses, and create a video clip for social media platforms such as Facebook, YouTube, or TikTok based on their preferences with one group taking interviewer roles while the other takes interviewee roles. Equally important, the incorporation of materials based on a needs analysis increased engagement, passion, and curiosity, aligning with previous research emphasizing the importance of activities tailored to students' interests for effective language learning (Generoso & Arbon, 2020; Magableh & Abdullah, 2020).

4.A language opportunity for Ongoing and formative assessment: assessment as learning

The approach, initially tailored to students' readiness levels, incorporated tiered activities, collaborative learning, and supportive tools to create a sense of achievement. As the oral tests were provided at the end of each unit as an ongoing assessment to assess the students' progress, the oral communication ability may be possibly enhanced before the communicative tasks in other units should be adapted in terms of reducing the supportive guides in the tiered instruction. Again, while post hoc tests showed insignificant improvements in some units, adjustments in activity difficulty levels during implementation and ongoing formative assessments were suggested to optimize learning outcomes. In addition, the scaffolding process, emphasizing the importance of adapting activities based on ongoing improvement along with the jumping tasks assigned to work cooperatively throughout the learning session, were crucial and successful (Moser, 2017; Thipatdee, 2021; Waluyo, 2020; Wei, 2017). Similarly, the grade-level and advanced groups' results were attributed to the

similarity in test difficulty and content overlap between units. Overall, CBDI demonstrated a significant increase in oral communication ability, with a comparison of the average scores of all tiered groups.

To recap, this innovative instruction aligns teaching materials with students' interests and preferences. All contents were developed based on a needs analysis to engage students and leverage their passions as motivators. Activities emphasized meaningful practice and collaboration. Diverse learning modes accommodated various profiles, and ongoing assessments aimed to enhance oral communication (Saint, 2019). Overall, this approach significantly improved oral communication ability by tailoring content to student interests and readiness levels. (Magableh & Abdullah, 2020; Rattanaseng, 2019; Vargas-Parra et al., 2018).

Still, the post hoc tests using the Bonferroni correction identified some insignificant improvements in certain units, such as Units 3 and 1, or Units 3 and 2. One explanation for these findings is that adjustments to activities during the implementation of oral communication instruction using CBDI might be necessary, especially for novice learners. In this study, oral communication tests were conducted at the end of each unit to gauge learning progress. After completing these tests, students' oral communication abilities (both interpersonal and transactional abilities) likely improved, suggesting a need to adjust subsequent communicative activities by reducing supportive tools in tiered activities, consistent with principles of formative assessment as follows:

For the novice group, the study reflects the idea that ongoing test results can guide adaptations to teaching and learning activities, aligning with the scaffolding process where assignments address current skills while introducing new concepts and tasks. Once the students completed the oral communication tests for a unit, it is likely that their oral communication abilities improved. To illustrate, the novice students could receive lower scores in the first two-unit tests. Then, the oral communicative activities and teaching procedure in subsequent units should be

adjusted by reducing the supportive tools and teacher assistance used in the tiered activities like unit 3-4.

For example, novice students were guided by sample responses for completing an interpersonal task to explain what a survey was and discuss some of the findings from their survey while engaging in a conversation about their entertainment preferences, seen in the unit 4 test (personal shopper). Another example can be seen in the “Activate stage” in unit 4. The novices were assisted to listen by explaining the information in the table before listening and helping them paused while listening to find the answer. That is, the ongoing test results serve as valuable feedback for adapting teaching and learning activities like competency-based assessment is conducted when a student is ready to be assessed (Tudor, 2012 (as cited in Cañado, 2012)). Consequently, the oral communication activities during the Activate stage in this study should be adjusted accordingly.

In addition, The CBDI is also grounded in the competencies of socio-constructivism and linguistics which help the students implement their knowledge in the real word tasks and ensure that they can possess the key competencies in daily and real-world performances (Siant, 2021), as students interact with their peers and teacher to gain new knowledge before completing effective tasks (CHELLI, 2012) as well as Richards and Rodgers (2001) noted that it is based on functional and interactional concepts of the nature of language. In this study, by utilizing scaffolding, the assessors could have created a supportive and inclusive learning environment that had been empowering the lower proficiency students to take ownership of their learning with higher one in learning process before the tests began: to work with their partners they had preferred, and from different coloured group. In doing so, it encourages students to engage in personal appropriation, critically questioning their own beliefs to enhance their performance beyond their current capabilities.

This approach, competency-based learning fosters individual competency growth, provides high challenge with high support, and prepares students for future success (CHELLI, 2012).

This approach ensures activities match students' readiness levels, potentially leading to significant improvement and to enable learners to reach an desirable/required level performance (CHELLI, 2012; Rattanasaeng, 2019) among the novice group.

For grade-level and advanced learners, connecting sociocultural learning and the Zone of Proximal Development (ZPD) in CDBI involves providing a range of assignments that address their existing abilities while introducing new concepts to help them advance to higher levels of competency. Similarly, Chapman and King (2005) (as cited in Subban, 2006) observed that the brain functions best when students work in a relaxed and supportive environment. To explain, the similarity in test difficulty across units might explain insignificant differences in scores. If subsequent units maintain similar difficulty levels, improvements in oral communication ability may not be as evident. It can be seen that this underscores the need for adjusting the difficulty of materials and tests in differentiated instruction to sustain student attention and improvement (Magableh & Abdullah (2020). Similar to Monser's study on competency-based learning (CEFR), to predefine or identify task or test indicators and immediate feedback (self-, peer and teacher) could help students to move up their competency level autonomously. Thus, this is because the practice of social-constructivism and ZPD enables the students to develop oral communication competency by degrees.

Furthermore, the study's content, though based on student interests and needs, might have been too closely related across units, impacting oral communication test prompts and leading to overlapping concepts between units. Consequently, students may rely on similar knowledge for each test, resulting in insignificant differences in their performance from time to time (Tomlinson, 2017).

To cope these challenging, the teachers could educate students about test anxiety and provide different strategies to manage stress during oral communication assessments, and teach relaxation techniques such as deep breathing or visualization to help students cope with anxiety and to check if or not after they

complete each assigned tests and products meet the requirement criteria of each specific competency (Saint, 2021)

In summary, implementing CDBI significantly increased oral communication ability for all novice, grade-level, and advanced learners. Effect sizes indicate a large impact on all three learners, affirming the effectiveness of this instructional approach in enhancing oral communication ability across differentiated learner levels.

5.3.1.2 The students' competency conditions

The observation that students' oral communication competency in certain units appears to complement insignificance could be attributed to their performance under specific affective factors influencing oral communication proficiency. Griffith and Lim (2014); Richards and Rodgers (2001); and Sanchez and Ruiz, (2008) emphasizes the critical role of affective factors in competency-based language teaching (CLBT), including motivation, anxiety, and personality apart from language and abilities, as highlighted by Moser (2017). This study focuses on EFL learners who likely experience heightened test anxiety and motivation during oral communication ability assessments, affecting their ability to perform, as noted by Vargas-Parra, Rodríguez-Orejuela, and Herrera-Mosquera (2018).

Anxiety and motivation related to foreign language performance acts as an affective filter, hindering oral English proficiency, as corroborated by Choomthong (2014); Khamkhen, (2010); Puripunyanich, (2017b); and Rachayon, (2018). in their findings on undergraduates. Rattanaseng (2019) reported the unfamiliarity with oral tests under time constraints among Thai EFL students, who are more accustomed to multiple-choice tests, contributes to heightened anxiety and motivation, and also affects their oral communication competency.

To clarify, some students responded to the open-ended questionnaire and the interview that they felt frustrated, overwhelmed by different task expectation, and unfair (when the teacher had mainly facilitated the novice group and provided them much simpler assignments every so often). Several students emphasize major

challenges in designing and implementing differentiated content and activities tailored to their proficiency levels and preferences. They report difficulties with engagement, navigating differentiated processes, and a need for clearer guidelines to optimize their learning experiences (Moser, 2017; Thipatdee, 2021). Addressing these issues is crucial for creating effective learning environments that cater to diverse student needs and maximize educational outcomes.

Besides, the affective factors significantly impact students' oral communication competency during competency-based assessments, particularly due to anxiety and motivation induced by the unfamiliar oral communication test format, further compounded by individual personality traits (Magableh and Abdullah, 2020).

5.3.2 The students' perceptions towards the competency-based differentiated instruction

5.3.2.1 Usefulness of the competency-based differentiated instruction

Both the quantitative and qualitative findings discussed in Chapter 4 suggest that students held positive perceptions towards the competency-based differentiated instruction perceiving it as beneficial for acquiring oral communication ability in English. This aligns with previous research by Fonseca and Gordillo (2016), Loewen et al., (2020), Moser (2017), Puripunyanich (2017b), and Rattanasang (2019), which similarly reported favorable attitudes among students towards language instruction. These studies revealed that students endorsed the value of competency-based training and differentiated learning, particularly in oral communication, finding the principles and techniques taught to be practical. Furthermore, this study's findings substantiate Thipatdee (2021)'s conclusion that the nature of student-centered activities in competency-based instruction facilitates students' acquisition of communication and active learning, consistent with the interview made here.

5.3.2.2 Usefulness of the tiered group and collaborative learning

The qualitative research findings highlight the positive impact of flexibility in grouping based on readiness levels within a competency-based differentiated instruction framework. The students' responses underscore the empowerment and motivation derived from the ability to switch peers or groups

according to their perceived readiness and comfort levels. Gade-level student 4 and 8 emphasized feeling empowered to seek out a different challenge level by switching peers and groups, which contributed to sustained engagement and motivation; similarly, Advanced student 2 and 5 expressed a sense of control over their learning journey (the last tests) and increased motivation to challenge themselves when given the flexibility to adjust group dynamics based on their understanding of the material. These findings align with the notion that flexible grouping facilitates a dynamic learning environment, where students can actively seek out the most suitable peer interactions and instructional contexts to optimize their learning experiences (Heahox, 2002; Sritulanon, 2017). This approach acknowledges and respects individual differences in readiness levels, promoting a personalized learning journey that fosters motivation and engagement , (Pierce and Adams, 2006; Tomlinson,2017).

5.3.2.3 Enhancing desired oral communication competency as a learning outcome

The qualitative findings from the questionnaire comments revealed several positive viewpoints among informants. The thematic analysis identified three key areas of impact: language knowledge development, oral communication skill enhancement, and positive learning attitudes which is known as a competency(Griffith & Lim, 2014; Norland & Pruet-Said, 2006; Pérez Cañado, 2013; Richards & Rodgers, 2001; Sanchez & Ruiz, 2008). In terms of linguistic knowledge development (K), participants expressed gaining valuable and applicable knowledge, improved comprehension, vocabulary expansion, and increased confidence in grammar and expressions. This signifies that the competency-based learning approach significantly contributed to deeper language understanding and proficiency (McGuire , 2017; Richards & Rodgers, 2001). Moreover, in enhancing oral communication skills (S), participants reported increased confidence, fluency, improved pronunciation, and readiness for engaging in discussions and presentation, supported by Boonsuk & Ambele (2021)'s and CHELLI (2012)'s . This highlights substantial progress in verbal communication abilities due to CDBI implementation. Lastly, concerning learning attitudes/attributes (A), students showed heightened motivation, clearer goal-setting

abilities, increased comfort in seeking clarification, and a more active role in their learning journey. These findings suggest that CBLI fosters a positive learning environment, enhances student engagement, and promotes self-regulation (Moser (2017; Thipattdee 2021)). The research underscores the effectiveness of CBDI in enhancing desired oral communication competencies and cultivating positive learning attitudes among participants (S1, S4, S7, S9, S11, S14, S15, S16, S17).

5.3.2.4 The 4-stage ESAA instruction and teachers' roles

The findings on the 4-Stage ESAA Instruction (Engage, Study, Activate, Application) within Competency-Based Differentiated Instruction (CBDI) reveal positive student perceptions of this teaching sequence. Students found the Engage stage particularly effective for activating background knowledge and fostering connections to the topic. Interview responses highlighted how pre-questions and activities such as discussing questions in groups engaged students by stimulating curiosity and encouraging personal reflection. Novice student 3 and 4 as well as grade-level student 2 and advanced student 5 noted how these activities helped in understanding existing knowledge and identifying areas for further exploration. This aligns with the intent of the Engage stage in CBDI, which aims to create relevance and motivation for learning by connecting new concepts with prior knowledge and personal experiences (Dechakupt et al., 2023; Harmer 2015). Additionally, students appreciated the collaborative nature of these activities on "Activate and Application" stage, indicating that discussions with peers provided diverse perspectives and increased their sense of involvement and readiness to learn as *talk as interaction and a talk as transaction* (Brown and Yule (1983), as cited in Richards and Rodgers (2001)). The positive reception of the 4 stage underscores its importance in setting a strong foundation for subsequent learning activities within the CBDI framework.

5.3.2.5 Instructional materials for the CBDI

The findings from the focus group interviews highlight positive perceptions of CBDI materials and resources in enhancing students' oral communication skills. The participants expressed appreciation for the multimedia resources, such as videos and infographics, which aided in comprehending complex

concepts (NS5). This aligns with research indicating that visual aids can enhance understanding and retention (Chapman and King, 2005 (as cited in Subban, 2006)). What is more, the flexibility to choose from different learning modalities, including websites and video clips, personalized the learning experience and sustained student interest (GS7). This customization is in line with principles of differentiated instruction (Blaz, 2016; Pierce and Adams, 2006; Tomlinson, 2001,2017;), promoting student engagement and motivation. The tiered activities provided focus and direction, supporting students in targeting areas for improvement (GS7). This echoes research suggesting that scaffolded tasks can enhance learning outcomes (Robert, 2007 as cited in Fonseca & Gordillo, 2016). Furthermore, the incorporation of multi-level and fast-finisher activities allowed for self-paced learning and appropriately challenged students based on their readiness and interests (AS4). This individualized approach is fundamental to competency-based education (Auerbach, 1986; Burn & Hood, 1994, as cited in Richards & Rodgers, 2001), fostering autonomy and growth.

In brief, the varied instructional materials and differentiated resources effectively supported the development of oral communication abilities, catering to diverse learning needs and preferences, and aligning with principles of CDBI.

5.3.2.6 Learning activities for CDBI

The qualitative research findings from the students' focus group interviews reveal several key insights into preferences for communicative activities and tasks within competency-based differentiated instruction (CDBI). Students such as NS6 and AS4 express enthusiasm for activities like creating team names and mascots, emphasizing the opportunity for creativity and teamwork, which aligns with existing research suggesting that cooperative tasks enhance oral communication skills and each component of communicative competence successfully (Ho, 2020). Similarly, GS8's positive experience with real-world application through a personal shopper video project (Unit 3) underscores the value of authentic tasks for competency development, which is the core principle of competency-based instruction (OCE, 2020; Ho, 2020; Richards & Rodgers, 2001; Sanchez and Ruiz, 2008). Notably, the flexibility in presentation formats appreciated by GS1 resonates with literature advocating for learner autonomy and

choice (Dachakupt et al., 2023; Harmer, 2015; Rattanaeng's, 2019) for oral communication development. The collective student reflections highlight the importance of diverse, hands-on learning experiences in promoting engagement and oral communication competencies within CBDI (Vargas-Parra, Rodríguez-Orejuela, and Herrera-Mosquera (2018). Critically, this study underscores the efficacy of CBDI in nurturing student expression, collaboration, and knowledge application in meaningful contexts, aligning with broader pedagogical principles to develop English oral communication ability (Puripunyanich, 2017b).

5.3.2.7 Students' self-confidence

The quantitative data from the questionnaire presented in Table 26 highlights compelling evidence of students' increased confidence in oral communication ability through competency-based differentiated instruction (CBDI). The overall mean score of 3.85 (SD=0.35) indicates a strong positive impact on students' confidence levels (Brown, 2018). Specifically, students noted that engaging topics motivated them to practice oral communication skills outside the classroom, suggesting the relevance and applicability of CBDI to real-world contexts (CHELLI, 2012; Harmer, 2015; Waluyo, 2020; Wei, 2017; Wong, 2008). Moreover, the instructional approach encouraged more frequent communication and provided ample time for in-class practice, reinforcing students' comfort and proficiency in oral expression (Rattanaeng's, 2019). Notably, the positive influence of teacher feedback and interactive features like websites and social media platforms underscores the multifaceted support within CBDI that contributes to confidence-building along with communicative dialogues, (Loewen et al., 2020; Phueakphud (2019; Rattanaeng's, 2019). These findings align with broader educational research emphasizing the importance of personalized and interactive learning environments in fostering learner self-assurance and engagement contributed to interactional and functional perspectives on the language nature concerning the social contexts in use (Council of Europe, 2020; Richards & Rodgers, 2001).

5.3.2.8 Implementation of Self-, Peer, and Teacher Assessments

The qualitative data from SRJs and interview findings highlight students' positive perceptions of the support provided by self, peers, and teachers in

competency-based differentiated instruction (CBDI) during oral communication activities. The themes that emerged from the focus group interviews and reflective journals underscored the significance of feedback, differentiated assistance, and peer collaboration in fostering an effective learning environment.

1. Self-assessment

The main purpose of implementing self-assessment in this course was to allow students to review their own performance for oral communication ability improvement. Additionally, it aimed to promote the use of metacognitive skills in performance evaluation and improvement planning (Puripunyanich, (2017b)). From the SRJs revealed that students favored self-assessment because it helped them monitor and evaluate their performance, promoting self-directed learning or differentiated learning similar to portfolios, learning log or self-reflection (Fonseca and Gordillo, 2016; Moser , 2017; Puripunyanich, 2017b) . The study's findings underscored a key benefit of self-assessment: enhancing self-awareness of learning strengths and weaknesses of the EFL students.

2. Peers-assessment

Some were in favor of it because it allowed them to obtain feedback on their performances and useful suggestions for improvement from their friends; for example, peer feedback was particularly valued as it allowed students to reflect on their work and learn from diverse approaches (NS10), and constructive feedback from peers was seen as instrumental in creating a supportive and collaborative learning atmosphere (AS7). However, in the interview sessions, some students expressed that they did not believe the comments from lower English proficiency students when giving their feedback in the peer assessment form. This reflects the face-saving culture in the Thai society (Puripunyanich, 2017b); thus, sharing peer feedback based on the group's consensus alleviates the burden on individual students who would otherwise be solely responsible for providing all the feedback or effect their competency.

3. Teacher assessment

In this study, teacher assessment, which was referred to as teacher feedback, is a form of a formative assessment. The findings in Chapter 4 evidently illustrate that teacher feedback had positive effects on students' competency. To illustrate, the novice student appreciated teachers' feedback that was constructive and supportive, offering both corrections and suggestions for speaking improvement (NS9). Besides, the provision of tiered instruction based on individual needs and preferences was also highlighted as beneficial, enabling students to work at a pace that suited them and boosting their confidence (GS6) cooperatively. Moreover, both peer and teacher feedback motivated students by recognizing their efforts and progress over time (GS10, AS9). Therefore, greater enhancements in students' performance can be achieved when teachers offer more frequent and constructive comments and feedback (Moser, 2017; Richards & Rodgers, 2001).

Overall, the research underscores the importance of differentiated support and constructive feedback in guiding students' learning, enhancing motivation, and fostering the development of strong oral communication skills. This aligns with previous literature emphasizing the role of effective differentiation in promoting student engagement and academic achievement (Moser, 2017; Tomlinson, 2017; Rattanasraeng, 2019, Richards & Rodgers, 2001).

5.3.2.8 Addressing inclusivity, diversity, and equity in competency-based differentiated instruction: a Sociocultural perspective

The CBDI, as highlighted in research by Rattanasraeng (2019) and Tomlinson (2017), emphasizes the development of individualized learning pathways, where students progress based on mastery of specific skills and knowledge rather than through traditional, standardized curricula. This approach prioritizes personalized learning, but also opens up discussions about broader sociocultural themes such as inclusivity, diversity, and fairness in Thai education.

For inclusivity and diversity, one of the core values of CBDI is its potential to accommodate diverse learning needs, allowing students from different backgrounds, with varied abilities and learning preferences, to thrive. By centering

learning around individual competencies rather than a one-size-fits-all curriculum, CDBI inherently supports inclusivity. It acknowledges that not all learners are alike and that equity in education requires differentiated approaches (COE,2020). This commitment to inclusivity also raises questions about how education systems can be designed to embrace and celebrate diversity in its many forms—cultural, linguistic, cognitive, and socioeconomic.

The thematic analysis also highlighted fairness and transparency as critical components of effective competency-based instruction. In a traditional classroom, students may experience inequities in grading and assessment based on factors unrelated to their actual knowledge or skills (English, 2021). CDBI offers a transparent and fair approach to assessment, where success is measured by the actual mastery of competencies. This transparency helps to mitigate biases, ensuring that all students are assessed equitably and that educational outcomes are based on demonstrated abilities, not arbitrary standards or systemic inequities.

Regarding to equity and access, while CDBI promotes fairness, it also raises concerns about access to the resources needed for its effective implementation. In settings where educational resources are limited, the students from disadvantaged backgrounds may struggle to keep up with their peers, even within a competency-based system. The successful integration of CDBI must therefore address these structural inequities, ensuring that all students have access to the necessary support, learning process, and materials to succeed in a differentiated learning environment. Otherwise, the very system designed to be equitable could unintentionally perpetuate existing disparities.

By critically examining CDBI through these sociocultural lenses, it becomes clear that while it holds promise for creating more inclusive, transparent, and equitable learning environments, its success depends on the careful consideration of broader systemic factors. Incorporating these themes into the analysis of educational frameworks such as CDBI helps to ensure that EFL educators address not only the

instructional design but also the sociocultural dynamics that influence educational outcomes (Canale and Swain, 1980; Nagai et al., 2020).

5.3.3 The relationship between the oral communication ability and perception

The study aimed to investigate the relationship between English oral communication ability and students' perceptions of competency-based differentiated instruction (CBDI). The research findings provided insights into the nature of this relationship across different student groups. The results revealed that there was no statistically significant correlation between English oral communication ability and perceptions among students in the entire class who underwent CBDI ($r = .135$, $\text{Sig.} = .569$). This unexpected finding suggests that the development of oral communication skills in English may not inherently influence students' perceptions of the instructional approach.

Examining the novice group, which consists of students at an introductory level, a similar trend emerged. The correlation between oral communication ability and perceptions was not statistically significant ($r = .304$, $\text{Sig.} = .393$), implying that beginners' perceptions were not markedly shaped by their oral communication proficiency.

Similarly, for students at the grade-level and advanced levels, there was no significant correlation between oral communication ability and perceptions ($r = .043$, $\text{Sig.} = .900$ for both groups). This outcome indicates that even as students' progress in their oral communication ability, their perceptions of CBDI remain largely unaffected by their oral communication capabilities.

Despite the absence of statistically significant correlations, it is noteworthy that a positive relationship was observed in all groups. This positive correlation suggests that while not strong enough to be statistically significant, there may still be some association between oral communication ability and perceptions. The findings contradict the initial hypothesis proposing a positive relationship between students' English oral communication ability and their perceptions of CBDI. However, the positive correlations detected, albeit not statistically significant, suggest a nuanced interplay between these

factors that requires deeper investigation. The nuanced nature of this relationship warrants further exploration.

This lack of correlation was observed across the whole class. Regarding the decision to initiate a conversation, various factors appeared to play a role. Puripunyanich (2017) identified the social-individual context, cultural context, and classroom context as important factors influencing the perception in English among Thai EFL undergraduates. She found individual student characteristics also played a crucial role; less talkative students were less likely to express their ideas during speaking tests, even if they possessed adequate vocabulary knowledge. Culturally, the individual factors have an impact on students at all levels like the lower secondary school, which were concerned about losing face if they made grammatical errors, leading to a reluctance to participate in speaking activities. Students often expressed anxiety about embarrassing themselves in front of the class (Rattanaseang, 2019).

In addition, the research findings indicated that there was no significant correlation between the oral communication ability and perceptions in the whole class who received the competency-based differentiated instruction; moreover, increases in students' oral communication ability scores did not show a significant correlation with increases in their perceptions. This could be attributed to the nature of the communicative instruction, which was conducted as required additional course within MEP programme, where oral communication test scores did not contribute to students' final examination. As a result, students in all groups might not have been sufficiently motivated to participate in oral communication unit tests. This result reflected the findings of Rattanaeng (2019) in the English for Professional Communication course, speaking instruction was delivered using the differentiated-flipped learning approach as supplementary lessons: therefore, students in the intermediate group might not have been sufficiently motivated to perform well on the speaking tests, since their scores did not impact their grades.

Furthermore, the decision to initiate conversations was influenced by multiple factors, including social-individual, cultural, and classroom contexts. Previous

studies have highlighted the significance of these contexts in influencing willingness to communicate (WTC) among Thai EFL undergraduates in that Individual characteristics, such as being introverted, also played a role in students' willingness to orally communicate, irrespective of their vocabulary knowledge as well as cultural concerns about losing face or embarrassment over making grammatical mistakes during speaking activities further impacted students' WTC (Rattanaseng, 2019). Additionally, classroom dynamics, such as working with unfamiliar peers or participating in tiered activities, influenced the extent to which students engaged in oral communication in English (Robert, 2007, as cited in Fonseca & Gordillo, 2016).

Despite the lack of statistically significant relationships in the whole class and all of the three-tiered groups, positive correlations were observed between oral communication ability and perceptions among EFL high school students. This suggests that improvements in oral communication ability tended to increase students' perceptions. The integration of website resources and social media played a role in this positive correlation. These digital tools allowed students to access learning materials according to their preferences and interact with peers, thus enhancing their learning and oral communication ability (Harmer, 2015; Rachayon, 2018, Sakulprasertsri & Vibulphol 2014); engagement with social media platforms, particularly through competency tasks sharing and interaction, boosted students' participation and positive perceptions in learning English.

In summary, these findings highlight that improvements in students' oral communication ability in English do not necessarily guarantee an increase in their perceptions in the instruction, although there is a positive correlation between these aspects; therefore, when planning the competency-based differentiated instruction to enhance both English oral communication ability and positive perception among EFL secondary school students, it is crucial to address and manage various factors: readiness, interest, learning profile, as well as social-individual, cultural, and classroom dynamics. By optimizing these factors in both competency-based instruction or

differentiated learning settings, EFL teachers can aim to achieve the best possible outcomes in eclectic learning approach for their students.

5.4 Implementation of the Study

5.4.1 Curriculum and instructional implications

The research finding highlights the significant impact of cross-border movements and exchanges between countries on enhancing English oral communication abilities. This reinforces the idea that differentiated learning strategies tailored to individual competencies, such as competency-based differentiated instruction (CBDI), are essential in fostering successful oral communication skills. Since these competencies are not innately developed, the intentional and systematic implementation of such instruction is necessary, both within and outside the classroom.

5.4.1.1 Effective Instruction for Multilevel Classrooms

The study's findings emphasize the utility of CBDI in multilevel classrooms, where students' English oral communication abilities vary. Instructional methods should be flexible to accommodate different levels of readiness, interest, and learning profiles. Teachers must identify students' starting points through diagnostic assessments, then tailor lessons and activities accordingly. By doing so, they ensure that students at all proficiency levels can improve their oral communication in meaningful ways (Schench, 1978, as cited in Richards and Rodgers (2001)).

5.4.1.2 Tailored Teaching Strategies and Assessments

Effective teaching within a CBDI framework should include interactional and transactional tasks that mimic real-world communication. Activities like role-playing, group discussions, and presentations are essential, as they replicate authentic oral communication encounters (Heahox, 2002; Thipatdee, 2021). Teachers must prioritize these activities in their lesson plans to promote the practical use of language in diverse contexts. Moreover, the assessments should mirror the differentiated nature of instruction. Traditional standardized tests may not fully capture the oral communication progress of all students. Instead, teachers should employ dynamic assessments like peer evaluations, self-assessments, and reflective journals. These tools provide richer,

more nuanced insights into a student's development and help track improvements over time.

5.4.1.3 Promoting Positive Student Perceptions through CBDI

An important aspect revealed by the study is the correlation between students' perceptions of instruction and their oral communication improvement. While competency-based learning may boost communication abilities, it does not always guarantee positive perceptions of the instruction (Rachayon, 2018; Rattanaseng, 2019). Teachers must therefore focus on more creating an inclusive and supportive classroom environment that enhances students' learning experiences and motivation. This may involve personalized feedback, engaging content, and ensuring that students feel their individual learning needs are addressed.

5.4.1.4 Application in Thai Secondary Schools

The findings of the study provide crucial insights for Thai secondary schools, particularly those implementing Mini English Programs (MEPs). In such programs, teachers must rethink their instructional approaches, considering the diverse student population they serve. CBDI offers a framework that can be adapted to meet the needs of students with varying levels of English proficiency (Bruner, Singwongsuwat, and Radić-Bojanić, 2015). For teachers in MEPs, the focus should shift from uniformity to flexibility in teaching, learning activities, and assessments. For instance, teachers may adopt tiered activities where tasks are scaffolded to different levels of difficulty, or learning stations where students rotate through activities that target specific competencies (Vargas-Parra, Rodríguez-Orejuela, and Herrera-Mosquera, 2018).

5.4.1.5 Global Communication and Real-World Relevance

The study also highlights the need for a global perspective in language instruction. In an increasingly interconnected world, students must develop the ability to communicate effectively across Thai cultures and contexts. This requires real-life communication encounters to be embedded into the learning process and instructional materials (Generoso & Arbon, 2020; Loewen, Isbell and Sporn, 2020; Moser, 2017; Rahmatillah, 2019; Waluyo, 2020). Through CBDI, teachers can design activities that

simulate global communication scenarios, such as international debates or virtual exchanges with students from other countries.

In the final analysis, the research underscores the necessity of CDBI in enhancing English oral communication ability among EFL students, particularly in secondary schools. To optimize learning outcomes, teachers must account for various factors like student readiness, learning profiles, and classroom dynamics. The implementation of this differentiated approach not only addresses language proficiency but also fosters positive student perceptions, ensuring a holistic and well-rounded development of oral communication skills.

5.4.2 Recommendation for students

For novice students, the study revealed a significant effect of competency-based differentiated instruction on novice students, with a large effect size observed. This approach tailored activities to match students' readiness levels, crucial for comprehension and engagement. Supporting tools, like phrase lists and useful expressions, improved language accuracy and achievement. Many novice students struggle with materials above their level, hindering engagement and progress. Implementing CDBI in remedial or preparatory courses could notably enhance novice students' oral communication ability.

For grade-level students, the CDBI had a large effect on intermediate students, likely due to increased speaking scores surpassing intermediate levels. Adjusting difficulty levels, as recommended by CHELLI (2012) is crucial. Teachers can use formative assessments to gauge progress and adapt activities and tests to match higher proficiency levels; for instance, after completing a unit, teachers should assess students' performance and adjust subsequent activities and assessments accordingly. The CEFR Can-Do Statement (Europe, 2020) can guide this adjustment process, ensuring that activities challenge students appropriately without overwhelming them.

For advanced students, advanced students often require advanced-level materials and assessments to sustain growth. Again, educators should continually

evaluate students' progress and adjust the difficulty level of activities and assessments accordingly, using frameworks like the CEFR Can-Do descriptors (Europe, 2020) to guide these adjustments. By tailoring activities to challenge students at their current linguistic level and beyond, educators can maximize the effectiveness of CBDI among advanced students, adhering to the concept of the 'Zone of Proximal Development' (ZPD), which was introduced by Vygotsky (CHELLI, 2012).

5.5 Limitation of the study

This research study raised a number of issues and questions that may provide a basis for future research. This is partly due to some limitations identified in this study and partly because of issues and concerns that rose in the analysis and could not be pursued as part of this inquiry. Thus, a brief reference to the limitations will be presented.

1.The study's scope was limited to a Global communication course, which covered listening and speaking skills. This may have influenced students' competency, as they could have drawn from broader course content beyond oral communication alone.

2.This study was conducted over a single semester, making it a short-term study. Since it was not longitudinal and did not cover a wider variety of oral communication instructions, the conclusions drawn do not fully capture the effects of the competency-based language instruction, particularly the differentiated instruction on learners' oral communication achievement.

3.Competency-based differentiated instruction for oral communication was used as an additional subject without midterm and final examinations. This lack of formal assessments could potentially affect student motivation, leading to less engagement and participation.

4.Regarding the rubric for oral communication ability in this study, the terms of competency-based differentiated instruction from many theorists were studied and some qualities of CBLI and DI were selected for use in the rubric. CBDI in this study might be viewed differently from the previous theorists.

5.The sample size for each tiered group was small (n=9 to 11), being an intact group of Thai EFL lower secondary school students with diverse characteristics (English proficiency, learning styles, personality, genders), potentially limiting the generalizability of findings to broader populations.

6.The study employed a one group post-test only time series design due to practical constraints, preventing comparison with a control group to observe the true impact of competency-based differentiated instruction.

7.Regarding fairness and equality, CBDI tailors the course to individual student needs, but there is a risk of unequal resource allocation. Some students may receive more attention, materials, or support than others, raising questions about fairness. Teachers may unconsciously favor certain students based on their competency levels, which can lead to biased instruction and perpetuate stereotypes. This could reinforce inequality if students from marginalized groups are underestimated. Besides, tracking and Labeling: Assigning students to different tiers of learning may lead to a form of "tracking," which can stigmatize lower-performing students. Once labeled, students might find it difficult to move out of these perceived lower groups, limiting their growth.

8.Implementing CBDI requires substantial resources, training, and materials, which may not be equally accessible across schools or districts. Disparities in funding can result in uneven implementation, where some tiered groups receive better instruction than others based on geographic or economic factors, particularly in special programs like MEP. Additionally, there is tension between political mandates for standardized testing and the flexibility that CBDI offers. Educational administrators often push for uniform benchmarks, which can clash with CBDI's personalized approach, limiting its potential effectiveness. Moreover, if CBDI is not applied with cultural sensitivity, it risks imposing dominant cultural norms or overlooking the diverse backgrounds of students. This can lead to political backlash from communities that feel their values or needs are not fully respected.

5.6 Recommendation for further research:

Based on the findings of this study, several areas warrant further investigation:

1.Expansion to Different Settings: Future research should extend experiments utilizing the competency-based differentiated instruction for enhancing students' oral communication ability in English to diverse educational settings such as elementary schools, vocational colleges, and universities. Additionally, exploring the impact of online social media on during group work activities would be beneficial.

2.Application to Other Skills: The competency-based differentiated instruction should be applied to other productive skills, particularly writing, given the time-intensive nature of such skills. It is essential to assess its effectiveness in improving writing skills or other domains.

3.Utilization of Different Research Designs: To provide stronger evidence of the effectiveness of the competency-based differentiated instruction, future studies should employ a two-group design (control and treatment groups) to compare the effects on CBDI in English between these groups to yield more robust data regarding the effectiveness of the integrated Global communication Course Curriculum based on Competency-based language instruction (CBLI) and Differentiated instruction (DI).

4.Expansion of Oral communication ability tests: Since the current research focused on two oral communication functional tests (interpersonal and transactional tests), further studies should encompass a broader range of oral communication functions, including evaluative, presentational, pluricultural, and plurilingual functions.

In summary, further research is needed to explore the effectiveness and implications of the competency-based differentiated instruction across various educational contexts, skills, and technological considerations to optimize its application and impact on language learning competency.

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APPENDIX



APPENDIX A
Needs Analysis Questionnaire

Course: Global Communication

This questionnaire comprises five parts for measuring the needs of the English for Global Communication course in terms of the interests, learning styles, types of electronic instructional media, and learning activity. Your answer will be used for academic purposes only and will not affect your grade in any way. The information you have provided will be confidential.

Part 1: Background Information

Directions: Please check the box next to the answer of your choice or write in the Space

Gender: Male Female

Part 2: Topic/Theme Interests

Directions: Please tell us how much you expect to use English or are interested in using English in the following contexts.

Topic/Theme Interests	Not needed (1)	Slightly needed (2)	Somewhat needed (3)	Quite needed (4)	Highly needed (5)
1. Multipotentialities					
2. STEM careers					
3. Lifelong learning					
4. Non-degree jobs					
5. Podcast					
6. Remote working					
7. Higher Diversity					
8. Soft skills					
9. Technology/digital era					
10. Business/Startup/Entrepreneurship					
11. HealthCare					

12. Total wellbeing					
13. Metaverse					
14. "Human" Leadership					
15. People Analytics					
16. Stressed					
17. Emoji					
18. Problems around the house					
19. We love sports					
20. understanding cultures					
21. Music and songs					
22. The beauty of the science					
23. Marketing					
24. Animal magic					
25. How to utilize available resources					
26. Successfully moving forward after failure					
27. How to step outside your comfort zone					
28. Networking skills					
27. Communication skills					
28. Critical thinking skills					
29. Ethics and responsibility					
30. E-sports					
31. Full stack developer					
32. Data/Cloud engineer					
33. Psychiatric nurse					
34. Back-end developer					
35. Site reliability engineer					
36. Machine learning engineer					
37. Chief of staff					

38. Pen tester					
39. Tour guide/ flight attendant					
40. Youtuber/ Influencer					

Part 3: Communicative Tasks

Directions: Please tell us how much you expect to use English or are interested in using English in the following contexts.

Communicative Tasks	Not needed (1)	Slightly needed (2)	Somewhat needed (3)	Quite needed (4)	Highly needed (5)
1. Self-introduction and interviews					
2. Oral presentation					
3. Discussing classes					
4. Debate					
5. Speech					
6. Demonstration					
7. Information gab					
8. Problem-solving					
9. Decision-making					
10. Opinion-exchange					
11. Role-play					
12. Brainstorming					
13. Storytelling					
14. Story Completion					
15. News reporting					
16. Picture Narrating/ Description					
17. Skits/Dramas					
18. Interpreter					
19. Broadcasting					
20. Portfolio					

Part 3: Learning styles

Directions: Please tell us how much you prefer in the following contexts.

Learning styles	Not needed (1)	Slightly needed (2)	Somewhat needed (3)	Quite needed (4)	Highly needed (5)
1. When trying to remember someone's telephone number, or something new like that, I will create that picture in my head.					
2. I understand how to do something if someone tells me, rather than having to read the same thing to myself.					
3. I enjoy drawing and even my notes have lots of pictures and arrows in them.					
4. The best way to learn about how something works is to listen to someone explain it.					
5. When I hear a song, I like to start dancing					
6. Before I follow directions, it's good for me to see someone else do it first.					
7. Studying at a desk is not for me.					
8. I like to read a book with lots of words in it.					
9. When I hear a song, I like to picture the video that goes along with it.					
10. I tend to solve problems through a more trial-and error approach, rather than from a step-by-step method.					
11. I do not like to read directions; I'd rather just start doing it.					
12. I remember something better if I write it down.					
13. If I am taking a test, I can "see"					

the textbook page and where the answer is located.					
14. Papers with very small print or poor copies are tough on me.					
15. If I had the choice to earn new information through a lecture or textbook, I would choose to hear it rather than read it.					
16. I remember things that I hear, rather than things that I see or read.					
17. My eyes get tired fast, even though the eye doctor says that my eyes are ok.					
18. I find myself needing frequent breaks while studying.					
19. I am not skilled in giving verbal explanations or directions.					

Part 4: Types of instructional materials

Directions: Please tell us how much you prefer in the following contexts.

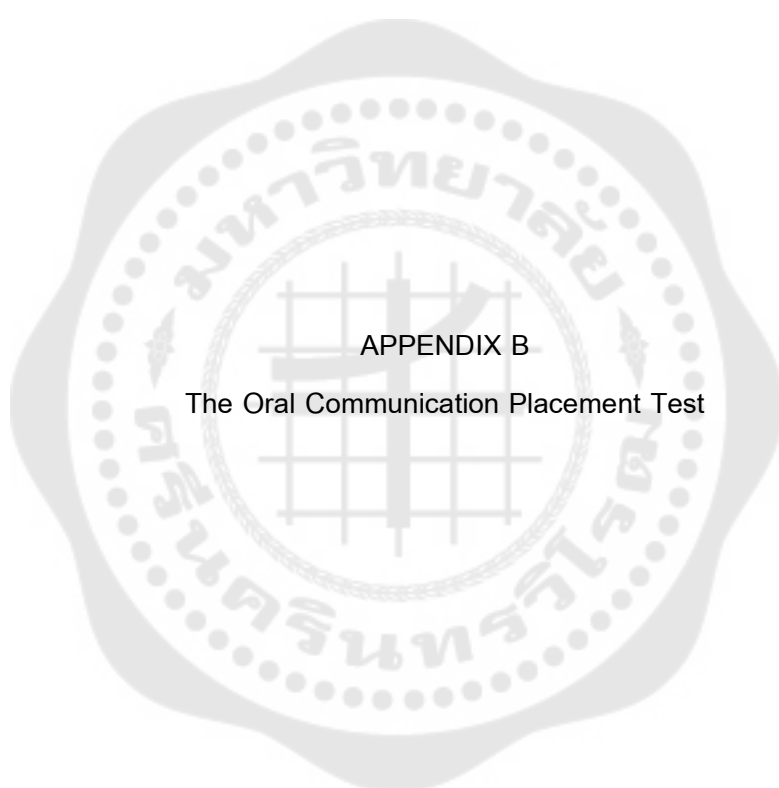
Instructional materials	Not needed (1)	Slightly needed (2)	Somewhat needed (3)	Quite needed (4)	Highly needed (5)
1. I like learning from pictures					
2. I like learning from YouTube.					
3. I like using social media to interact with friends.					
4. I like learning from a student's book or workbook.					
5. I like learning via audio media.					
6. I like learning from infographics (a collection of imagery, charts, and minimal text)					

Part 5: Types of learning activities

Directions: Please tell us how much you prefer in the following contexts.

Learning activities	Not needed (1)	Slightly needed (2)	Somewhat needed (3)	Quite needed (4)	Highly needed (5)
1. Activities that are most helpful for my English learning is role-play.					
2. Activities that are most helpful for my English learning are game-based.					
3. I work well when I talk with others and share ideas.					
4. When I am learning, I need to be able to move around.					
5. Activities that are most helpful for my English learning is pair work/group work.					
6. Activities are that most helpful for my English learning are making a conversation to exchange information.					
7. Activities are that most helpful for my English learning is songs.					

----END OF THE QUESTIONNAIRE----



APPENDIX B

The Oral Communication Placement Test

Directions: Answer and discuss with teacher about the following questions

<p><u>Phase 1: Warm up</u></p>	<p>1. How are you?</p> <ul style="list-style-type: none"> - What have you eaten this morning? - Did you sleep well last night? <p>And, tell me about yourself</p>
<p><u>Phase 2: Level Check</u></p>	<p>2. Tell me a little bit about your family</p> <p>3. What are your free time activities?</p> <p>4. What are your most favourite subject? Why?</p> <p>5. What do you want to be in the future?</p> <p>6. What are three reasons for getting a MEP programme?</p> <p>6.1 What is be the most important reason for you to study here?...</p>
<p><u>Phase 3: The Probes</u></p>	<p>7. Who is your influencer? Why do you follow him or her?</p> <p>8. What is a popular neighbourhood in your living?</p>
<p><u>Phase 4: The Wind down</u></p>	<p>1. It was nice to meet and talk with you.</p> <p>Do you have any questions before leaving?</p>

(Adapted from The ACTFL Oral Proficiency Interview, OPI)

Scoring Rubric for The Oral Communication Placement Test

(Adapted from Council of Europe, 2018)

Proficiency levels Criteria	Novice 1	Graded-Level 2	Advanced 3
1. Grammar and sentence structures and Vocabulary	Use a few grammatical structure and vocabulary correctly, and affect some meanings.	Use some grammatical structure and vocabulary correctly.	Use a lot of grammatical structure correctly.
2. Pronunciation	Fair pronunciation but mispronounce some words/ phrases. This may cause difficulties to understand.	Good pronunciation, but mispronounce a few words/ phrases.	Very good & mostly correct pronunciation/easy to understand.
3. Fluency	Speech is relatively smooth, a lot of hesitation and mostly read a script.	Speech is relatively smooth, some hesitation but read a script for many times.	Smooth and fluid speech; few hesitations.
4. Content	The content covers two of these topics: past experiences, present activities, or future plans/prediction.	The content somewhat covers past experiences, present activities, or future plans/ predictions.	The content fully covers past experiences, present activities, or future plans/ predictions.

The Oral Communication Placement Test Form

Name & Surname	Grammar and sentence structures and Vocabulary (3)	Pronunciation (3)	Fluency (3)	Content (3)	Total Score fore Phase (12 points)
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					
15					
16					
17					
18					
19					
20					
21					
22					
23					
24					
25					
26					
27					
28					

The Evaluation Form of the Placement test and Scoring Rubrics

Research Title *Developing English Oral Communication Ability of EFL
Secondary School Students through Competency- Based
Differentiated Instruction (CBDI)*

Researcher *Mr.Thanee Khiadthong
Centre of Graduate Studies, Faculty of Humanities,
Srinakharinwirot University*

Advisor *Assist. Prof. Dr. Anchalee Jansem*

Note: *The results of this evaluation will be used to improve the course before implementing it in an experiment.*

The English oral communication placement test

It was conducted with the students in the first week to measure their readiness or current oral communication competency. The oral communication rubric will be used to score the students' oral communication ability. The score will be stemmed from the rubric playing a role in identifying the students' speaking ability levels based on their placement test results. The total score is 20. The percentage will be used to set the criteria for the cut scores. The students whose scores will be less than or equal to 50% will be considered to be in the novice group, scores between 51% to 84% are considered to be in the grade-level group, and scores greater than or equal to 85% will be considered to be in the advanced group. These scores will be based on the overall criteria for grading the Global Communication course at Surasakmontree school, Bangkok. The oral communication placement test will be adapted from the ACTFL Oral Proficiency Interview (OPI). This test will be a 15-20- minute one-on-one interview between the student and the researcher. This aimed to measure how well a student speaks the language and assessed the language proficiency in terms of a student's speaking ability to use language effectively and appropriately in real-life situations. The test will consist of four phases with nine questions in total. The student's performance will be compared to the criteria outlined in the ACTFL Proficiency Guidelines 2012 -

Speaking. In addition, the scoring rubric for this test will be adapted from the assessment criteria of the OPI and CEFR (2020).

Expert's name: _____

Position: _____

Affiliation: _____

Directions: Please rate the following aspects of the oral communication placement test and the scoring rubric for informative transaction according to your opinions.

1 = congruent 0 = questionable or unclear -1 = incongruent

Items	IOC Values	Comments or suggestions
<p>Phase 1: Warm up</p> <p>2. How are you? What have you eaten this morning? Did you sleep well last night? And, tell me about yourself</p>		
<p>Phase 2: Level Check (To engage and check students in conversation on general topics)</p> <p>2. Tell me a little bit about your family 3. What are your free time activities? 4. What are your most favourite subject? Why? 5. What do you want to be in the future? 6. What are three reasons for getting a MEP programme? 6.1 What is be the most important reason for you to study here?...</p>		
<p>Phase 3: The Probes (To ascertain the extent of students' competency by elevating the interview to a more advanced major level.)</p> <p>7. Who is your influencer? Why do you follow him or her? 8. What is a popular neighbourhood in your living?</p>		

<p>Phase 4: The Wind down (To restore students to a comfortable level of language exchange and conclude the test positively.)</p> <p style="padding-left: 40px;">2. It was nice to meet and talk with you.</p> <p style="padding-left: 40px;">Do you have any questions before leaving?</p>		
--	--	--

Scoring Rubrics

Items	IOC Values
1. The descriptions in the rubric are clear and easy to comprehend.	
2. The competencies outlined in the rubric are measurable.	
3. The rubric is suitable for the oral communication placement test.	

Adapted from the ACTFL Oral Proficiency Interview, OPI

Other comments and suggestions:



APPENDIX C

Course Syllabus, Long-range Lesson Plan and a Sample of Lesson Plan



คำอธิบายรายวิชา

รหัสวิชา EN20210 รายวิชา Global Communication กลุ่มสาระการเรียนรู้ ภาษาต่างประเทศ
ชั้นมัธยมศึกษาปีที่ 2 จำนวน 40 คาบ/ภาคเรียนจำนวน 1 หน่วยกิต

The goal of this course is to cover authentic contents (Oral communication abilities in workplaces), cognitive development, oral communication skill enhancement, and language attributes in the world of work. This course intends to encourage students to practically and actively use the language to communicate in practicing interactive and collaborative authentic tasks and assignments so that their drilled opportunities to apply language will enable them to perform as active oral communicators successfully.

This course also engages students with three characteristics of oral communication abilities at the intermediate level (B1) as follows: 1) Oral comprehension covers comprehension in live, face-to-face communication and its remote and or recorded equivalent; 2) Oral production covers Sustained monologue: describing experience, Sustained monologue: giving information, Sustained monologue: putting a case (e.g. in a debate), public announcements, and addressing audiences; and 3) Oral interaction covers understanding an interlocutor, conversation, informal discussion (with friends), information exchange, and using telecommunications.

ผลการเรียนรู้

สมรรถนะหลัก

1. Understand straightforward factual information about common job-related topics, identifying both general messages and specific details, provided people articulate clearly in a generally familiar variety. (Overall oral comprehension at B1)
2. Reasonably fluently sustain a straightforward description of one of a variety of subjects within their field of interest, presenting it as a linear sequence of points. (Overall oral production at B1)
3. Communicate confidently on familiar routine and non-routine matters related to their interests and professional field, and exchange, check and confirm information, deal with less routine situations and explain why something is a problem. (Overall oral interaction at B1)

สมรรถนะย่อย

1.1 Following much of everyday conversation and discussion, provided it is clearly articulated in standard language or in a familiar variety.

1.2 Following in outline straightforward short talks on familiar topics, provided these are delivered in clearly articulated standard language or a familiar variety

1.3 Understanding a large part of many TV programmes on topics of personal interest such as interviews, CDs, video games, travel, etc.

2.1 Describing how to do something, giving detailed instructions.

2.2 Expressing opinions on subjects relating to everyday life, using simple expressions

2.3 Giving a prepared straightforward presentation on a familiar topic within their field which is clear enough to be followed without difficulty most of the time, and in which the main points are explained with reasonable precision.

3.1 Following clearly articulated speech/sign directed at them in everyday conversation, though will sometimes have to ask for repetition of particular words/signs and phrases.

3.2 Entering unprepared into conversations on familiar topics and maintaining a conversation or discussion but may sometimes be difficult to follow when trying to express exactly what they would like to.

3.3 Making their opinions and reactions understood as regards possible solutions or the question of what to do next, giving brief reasons and explanations.



โครงสร้างรายวิชา

รหัสวิชา EN 20210 รายวิชา Global communication

ชั้นมัธยมศึกษาปีที่ 2

ภาคเรียนที่ 2 ปีการศึกษา 2566 จำนวน 36 คาบ/ภาคเรียน

จำนวน 1 หน่วยกิต

หน่วย ที่	ชื่อหน่วยการเรียนรู้	ผลการเรียนรู้	สาระสำคัญ/ความคิดรวบ ยอด	เวลา (คาบ)
1	Getting Started - Student's Interviews - Lesson learnt	1.2 Following in outline straightforward short talks on familiar topics, provided these are delivered in clearly articulated standard language or a familiar variety 2.2 Expressing opinions on subjects relating to everyday life, using simple expressions 3.2 Entering unprepared into conversations on familiar topics and maintaining a conversation or discussion may sometimes be difficult to follow when trying to express exactly what they would like to.	Listening - AFS Exchange Program 2022 - Interview with a student about her school Vocabulary - People I know (classmate, coworker, friend, next door) - Classes and lessons (get good grades, prepare for exams, take classes) Speaking - Student interview: the preparation - Ask follow-up questions and answer difficult interview questions - Introducing a person to someone else and responding to introductions - Question stress Grammar - The simple present vs the present continuous Jumping task - Conduct a mock interview	9

หน่วย ที่	ชื่อหน่วยการเรียนรู้	ผลการเรียนรู้	สาระสำคัญ/ความคิดรวบ ยอด	เวลา (คาบ)
			(a role play)	
2	Then and Now - Health technology - Bad technology - New technology - Green Technology	1.3 Understanding a large part of many TV programmes on topics of personal interest such as interviews, CDs, video games, travel, etc. 3.3 Making their opinions and reactions understood as regards possible solutions or the question of what to do next, giving brief reasons and explanations.	Listening - Listen to fitness and exercise plan -Lecture about bad technology prediction - Interview about new technology prediction Vocabulary - Health/Medical technology - Describe devices (affordable, durable, rechargeable) - Using appliances and devices Speaking - Describe sports, hobbies, Interests or fashion you like and why you like them - Polite/direct disagreement - Unstressed of Grammar - Future tenses - Used to - Comparison with as.....as Jumping tasks - Design a robot that solves a problem (Opinion	9

หน่วย ที่	ชื่อหน่วยการเรียนรู้	ผลการเรียนรู้	สาระสำคัญ/ความคิดรวบ ยอด	เวลา (คาบ)
			exchange) - Plan a renovation of your school	
3	Do What You Love! - Sports/Hobbies/ interests/Sport jargon - E-sports - How we shop - Fashion	1.1 Following much of everyday conversation and discussion, provided it is clearly articulated in standard language or a familiar variety. 2.1 Describing how to do something, giving detailed instructions. 2.3 Giving a prepared straightforward presentation on a familiar topic within their field which is clear enough to be followed without difficulty most of the time, and in which the main points are explained with reasonable precision	Listening - Listening to talk about their interests - Talk about online shopping trends Vocabulary - Sports/Hobbies/ interests/Sport jargon - Describing trends (about, exactly, increase) - Fashion (inexpensive, style, unique) Speaking - Describe sports, hobbies, Interests or fashion you like and why you like them - Polite/direct disagreement - Unstressed "of" Grammar - Quantity expressions - Comparatives & Superlatives Grammar - Quantity expressions - Comparatives & Superlatives Jumping tasks	9

หน่วย ที่	ชื่อหน่วยการเรียนรู้	ผลการเรียนรู้	สาระสำคัญ/ความคิดรวบ ยอด	เวลา (คาบ)
			<ul style="list-style-type: none"> - Give advice as a personal shopper on Youtube/TikTok - Create a fantasy E-sport team 	
4	FUN Entertainment - Music and Song - Movies - Games	1.3 Understanding a large part of many TV programmes on topics of personal interest such as interviews, CDs, video games, travel, etc. 2.3 Giving a prepared straightforward presentation on a familiar topic within their field which is clear enough to be followed without difficulty most	Listening - Listen to people talk about their tastes in music Vocabulary - Types of music, TV & movie genres - Kinds of video games - Feelings Speaking - Talk about favourite movies and TV shows Grammar - So and such - ed and -ing adjectives Jumping tasks - Give a presentation about Space Capsule - Presentation for a survey	9
สอบระหว่างภาค/สอบกลางภาค				2
สอบปลายภาค				2
รวมตลอดภาคเรียน				40

โครงการสอน

รหัสวิชา EN 20210 รายวิชา Global communication

ชั้นมัธยมศึกษาปีที่ 2

ภาคเรียนที่ 2 ปีการศึกษา 2566

จำนวน 36 คาบ/ภาคเรียน

จำนวน 1 หน่วยกิต

สัปดาห์ที่	คาบที่	เนื้อหาสาระการเรียนรู้	จำนวน คาบ	คะแนน
1	1	ปฐมนิเทศ แนะนำรายวิชา ข้อตกลงเกณฑ์การให้คะแนน	1	-
	2	AFS Exchange Program 2024 (Listening & Speaking)	1	1
2	3	Student interview (Speaking practice)	1	1
	4	Listening up/ Who can get the scholarship (Jumping task)	1	4
3	5	Who can get the scholarship (Cont.)	1	1
	6	People I know	1	1
4	7	The simple present vs the present continuous	1	1
	8	- Introducing a person - Question stress	1	1
5	9	Oral communication test 1	1	5
	10	Listen to fitness and exercise plan/Listening up	1	1
6	11	Future tenses & Weekly schedule planner	1	1
	12	Health/Medical technology Talking about medical advice regarding health and diet	1	1
7	13	- Describe devices - Lecture about bad technology prediction and describe how your life has changed in the past five years	1	1
	14	- Using appliances and devices	1	1
8	15	- Comparison with as.....as	1	1
	16	Design a robot that solves a problem (Opinion exchange)	1	2
9	17	Plan a renovation of your school	1	2
	18	Oral communication test 2	1	5
10	19	- Listening to talk about their interests - Sports/Hobbies/ interests/Sport jargon	1	1
	20	Comparatives & Superlatives	1	1
11	21	Create a fantasy E-sport team	1	1

สัปดาห์ที่	คาบที่	เนื้อหาสาระการเรียนรู้	จำนวน คาบ	คะแนน
	22	Talk about online shopping trends	1	1
12	23	Listen online shopping trends	1	1
	24	Use polite/direct disagreement in English	1	1
13	25	- Quantity expressions - Fashion (inexpensive, style, unique)	1	1
	26	Fashion (inexpensive, style, unique)	1	1
14	27	Give advice as a personal shopper on Youtube/TikTok	1	2
	28	Oral communication test 3	1	5
15	29	Listen/listen up to people talk about their music tastes	1	1
	30	Talk about favourite movies and TV show	1	1
16	31	- So and such/jumping task 1	1	2
	32	Give a presentation about Space Capsule (Jumping tasks 2)	1	2
17	33	Give a presentation about Space Capsule (cont.)	1	2
	34	Introduce a class survey project	1	1
18	35	Oral communication test 4	1	5
	36	Exam review	1	1
รวมทั้งสิ้น			36	60

Curriculum Competencies and Specific competencies (Modifying from Oral comprehension, Oral Production and Oral Interaction, Council of Europe, 2018)

Upon the completion of the Global Communication course, students will be able to:

Core Competencies 1

1. Understand straightforward factual information about common job-related topics, identifying both general messages and specific details, provided people articulate clearly in a generally familiar variety. (Overall oral comprehension at B1)

Specific competencies

1.1 Following much of everyday conversation and discussion, provided it is clearly articulated in standard language or in a familiar variety.

1.2 Following in outline straightforward short talks on familiar topics, provided these are delivered in clearly articulated standard language or a familiar variety

1.3 Understanding a large part of many TV programmes on topics of personal interest such as interviews, CDs, video games, travel, etc.

Core Competencies 2

2. Reasonably fluently sustain a straightforward description of one of a variety of subjects within their field of interest, presenting it as a linear sequence of points. (Overall oral production at B1)

Specific competencies

2.1 Describing how to do something, giving detailed instructions.

2.2 Expressing opinions on subjects relating to everyday life, using simple expressions

2.3 Giving a prepared straightforward presentation on a familiar topic within their field which is clear enough to be followed without difficulty most of the time, and in which the main points are explained with reasonable precision.

Core Competencies 3

3. Communicate confidently on familiar routine and non-routine matters related to their interests and professional field, and exchange, check and confirm information, deal with less routine situations and explain why something is a problem. (Overall oral interaction at B1)

Specific competencies

3.1 Following clearly articulated speech/sign directed at them in everyday conversation, though will sometimes have to ask for repetition of particular words/signs and phrases.

3.2 Entering unprepared into conversations on familiar topics and maintaining a conversation or discussion but may sometimes be difficult to follow when trying to express exactly what they would like to.

3.3 Making their opinions and reactions understood as regards possible solutions or the question of what to do next, giving brief reasons and explanations.

Course Description

The goal of this course is to cover authentic contents (Oral communication abilities in workplaces), cognitive development, oral communication skill enhancement, and language attributes in the world of work. This course intends to encourage students to practically and actively use-the language to communicate in practicing interactive and collaborative authentic tasks and assignments so that their drilled opportunities to apply language will enable them to perform as active oral communicators successfully.

This course also engages students with three characteristics of oral communication abilities at the intermediate level (B1) as follows: 1) Oral comprehension covers comprehension in live, face-to-face communication and its remote and or recorded equivalent; 2) Oral production covers Sustained monologue:

describing experience, Sustained monologue: giving information, Sustained monologue: putting a case (e.g. in a debate), public announcements, and addressing audiences; and 3) Oral interaction covers understanding an interlocutor, conversation, informal discussion (with friends), information exchange, and using telecommunications.



Long-Range Lesson Plan

Scope and sequence of English Discussion and Presentation course *(based on competency-based differentiated instruction)*

Week	Unit	Specific competencies	Materials	Teaching sequence	Oral Communication tasks	Competency-based Assessment
1	Introduction	<ul style="list-style-type: none"> - Students will be able to know about the course and process of the teaching and learning - students will take a placement test 	<ul style="list-style-type: none"> - Oral communication placement test (pre-intervention) 	-	-	<ul style="list-style-type: none"> - Oral communication test rubric score
2-4	Unit 1: Getting Started	1.2 Following in outline straightforward short talks on familiar topics, provided these are delivered in clearly articulated standard language or a familiar variety	<ul style="list-style-type: none"> - the website - YouTube/Video 	<u>1. Engage</u> Ss will be asked by pre-assessment questions to questions to identify their readiness relating to the content of the student interview lesson and grouped into pink group (no ideas), blue group (some ideas) and green group (can answer the questions) <u>2. Study</u> - Ss learn new vocabulary and by matching the word with the picture in contexts	-	<ul style="list-style-type: none"> - Self-evaluation

Week	Unit	Specific competencies	Materials	Teaching sequence	Oral Communication tasks	Competency-based Assessment
		3.2 Entering unprepared into conversations on familiar topics and maintaining a conversation or discussion may sometimes be difficult to follow when trying to express exactly what they would like to.	<ul style="list-style-type: none"> - Activities instruction - The website - YouTube/Video - Supportive tools 	<p>- Ss listen to the Video clip about "Interviewing Exchange Student" and are asked to do a listening task and check the answers with the group (the teacher will help them differently while listening)</p> <p>3. Activate</p> <p>- Ss in the same group study interviewing questions and prepare some responses for each question.</p> <p>4. Application</p> <p>- Ss in the find the new group with by means of mixing their colours to take turn to be an interviewer and an interviewee.</p> <p>1. Engage</p> <p>Ss will be asked to guess the meaning of the vocabulary by the given pictures.</p> <p>2. Study</p> <p>- Ss match listen and write the vocabulary words</p> <p>- Ss study and use conversation pauses</p> <p>3. Activate</p> <p>- Ss generate the questions and responses based on their own readiness and do a role play before</p>	<p>Conduct a mock interview (a role play)</p>	<ul style="list-style-type: none"> - Teacher's comments and peer evaluation - Oral communication test 1 and rubric score - Students Student reflective journal

Week	Unit	Specific competencies	Materials	Teaching sequence	Oral Communication tasks	Competency-based Assessment
				<p>the class. (Differentiated by process/teacher's assistant and supplementary tools)</p> <p><u>4. Application</u></p> <p>- Ss work on group of 4 who share the same readiness and choose a student exchange programme and discuss its qualification from the internet and do a mockup student interview as an interviewer and an interviewee by means of generating questions and responses, and make a video clip, depending on their preferences, posting on Facebook, YouTube or TikTok (Differentiated by readiness and preferences). The teacher will assign the name of each group, namely, A, B, C, D, E, F and so on. After that, they will be randomly selected to work with other group: group A works with group B, group C works with group D and more. Then, one group is assigned to take interviewer roles meanwhile other group is assigned to take interviewee roles.</p> <p><u>1. Engage</u></p>		
		2.2 Expressing opinions on subjects relating to	-Activities instruction		Introducing a person to	- Give comment

Week	Unit	Specific competencies	Materials	Teaching sequence	Oral Communication tasks	Competency-based Assessment
		everyday life, using simple expressions		<p>Ss will work in pairs to define each word and give an example of someone from their own life.</p> <p>2. Study</p> <ul style="list-style-type: none"> - Ss complete the words in blue and share their definitions and people in class, and work in pairs to think and share about people in their life. - Ss read the conversation and identify which word is stressed and the meaning change. - Ss make a group of 4 according to their proficiency level to study the grammar focused (present simple and present continuous) by tiered video clips (In Thai, simple English, and complicated explanation) and play "grammar circle game" and complete the conversation with the words they hear. <p>3. Activate</p> <ul style="list-style-type: none"> - Ss hear two conversations and read the two aloud, then, they swap the roles and read them again. 	<p>someone else and responding to</p>	

Week	Unit	Specific competencies	Materials	Teaching sequence	Oral Communication tasks	Competency-based Assessment
				<p>- Ss draw attention to the importance of intonation English expressions and in the Speaking Strategy box</p> <p><u>4. Application</u></p> <p>Ss will be put into groups of three who they the most prefer and introduce their "famous friends" to classmates</p>		
5-7	Unit 2: Then and Now	<p>1.3 Understanding a large part of many TV programmes on topics of personal interest such as interviews, CDs, video games, travel, etc.</p> <p>3.3 Making their opinions and reactions understood as regards possible solutions or the question of what to do next, giving brief reasons and explanations.</p>	<p>1. Activity sheet</p> <p>2. Infographic</p> <p>3. Youtube</p> <p>4. a text form internet</p>	<p><u>1. Engage</u></p> <p>- Ss are activated background knowledge and raised their awareness by asking them with three pre-assessment questions to identify themselves how much readiness they have relating to the content of the fitness and exercise (tiered by content readiness).</p> <p>1. Do you exercise regularly? Why or why not?</p> <p>2. How can you describe some healthy and unhealthy foods you eat.</p> <p>3. What are some changes you can make to your life to be healthier? How would those changes help?</p>		

Week	Unit	Specific competencies	Materials	Teaching sequence	Oral Communication tasks	Competency-based Assessment
				<p>Eventually, they are grouped into pink group (no ideas), blue group (some ideas) and green group (can answer the questions)</p> <p><u>2. Study</u></p> <p>Ss explore the meanings and usages of the vocabulary about fitness and health individually, in pairs, or group they prefer.</p> <p>(Differentiated based on learning process and preferences) After that, they collaboratively explore analyze future events in contexts in three modes of learning including text, infographic, and video clip concerning tense structures and uses and do exercises in the activity sheet. (Differentiated based on learning profile and interest)</p> <p><u>3. Activate</u></p> <p>Ss listen the conversation and answer the questions. Then they have to share and discuss the follow-up questions with partner:</p> <ol style="list-style-type: none"> 1. How often choose a person exercise? Why? 2. why is it difficult for someone to work out? 		

Week	Unit	Specific competencies	Materials	Teaching sequence	Oral Communication tasks	Competency-based Assessment
				<p>3. Have you ever trained for sporting events? What did you do to prepare?</p> <p><u>4. Application</u></p> <p>So work in group who share the same interest and readiness and plans for weekly workout. They have to use future tenses to discuss and present in order to persuade the class to work out via social media namely TikTok, Facebook, IG etc.</p>		
		<p>3.3 Making their opinions and reactions understood as regards possible solutions or the question of what to do next, giving brief reasons and explanations.</p>		<p><u>1. Engage</u></p> <p>So work in group who have the same proficiency level (based on the placement test or the test 1) and discuss lead-in questions</p> <p>1. What are some common health problems experienced by students?</p> <p>2. Whom do you go to when you need advice about your health and well-being? Why?</p> <p><u>2. Study</u></p> <p>- Ss in the group read the words in box and match them with the picture and definitions.</p>	<p>Talk about medical advice regarding health and diet</p>	

Week	Unit	Specific competencies	Materials	Teaching sequence	Oral Communication tasks	Competency-based Assessment
				<p>- Ss scan the QR code to listen and fill in the blank, and then practice the conversation.</p> <p><u>3. Activate</u></p> <p>Ss discuss with the group guided by the following questions</p> <ol style="list-style-type: none"> 1. Have you experienced issues similar to those in the conversation? 2. What did you do to solve the issues? 3. Do you have any other advices for the above persons? <p><u>4. Application</u></p> <p>- Ss in the group look at the health issues, write down all the things people in Ss' life do when they have these issues.</p> <p>- with the group, they use the health aforementioned issues to make a conversation role play similar to the one in listening activity and share with the class.</p> <p>- Ss have to evaluate other group presentation about medical advices regarding health and diet, and give feedback after watching the role playing.</p>		

Week	Unit	Specific competencies	Materials	Teaching sequence	Oral Communication tasks	Competency-based Assessment
		<p>1.3 Understanding a large part of many TV programmes on topics of personal interest such as interviews, CDs, video games, travel, etc.</p> <p>3.3 Making their opinions and reactions understood as regards possible solutions or the question of what to do next, giving brief reasons and explanations.</p>	<p>1. Activity sheet</p> <p>2.</p>	<p><u>1. Engage</u> Ss are asked to elicit Wearable technology and discuss the photo of athlete wearing a fitness tracker.</p> <p><u>2. Study</u> - Ss work on their own to find the word definitions (descriptive adjectives of technology) which are true or false; the advanced students can think and write down opposite for the adjectives. - Ss go over the three words and phrases in the Word Bank and then listen to the lecture and choose the best word to complete the title. Again, listen and complete the missing information in the chart. Ss choose the piece of technology from the chart and predict how it will be different 20 years from now and 50 years from now. - Ss read and underline verb forms in sentences and complete exercises with his/her partner they prefer in activity sheet.</p>	<p>Describe how your life has changed in the past five years</p>	<p>- Interpersonal rubric score - Presentational rubric score</p>

Week	Unit	Specific competencies	Materials	Teaching sequence	Oral Communication tasks	Competency-based Assessment
				<p>- Ss listen to the sentences in the exercises to notice how the pronunciation of used to and use to sound the same.</p> <p><u>3. Activate</u></p> <p>- Ss look at the photo of someone's life, and listen and take notes about his/hers in the past and now.</p> <p>- Ss work in group based on their content readiness, brainstorm to take note and write down thing that are different about their life five years ago</p> <p><u>4. Application</u></p> <p>Ss in the group take turns presenting their life five years ago and now (used to/didn't use to in their description). They have choices to tell their life based on their preferences in that they can do a presentation, role-play, demonstration or others.</p> <p>Ss in group A have to give comments to group B while Ss in group C have to give comments to group D, for example as well as the teachers'.</p> <p>(Differentiated by learning profile)</p>		

Week	Unit	Specific competencies	Materials	Teaching sequence	Oral Communication tasks	Competency-based Assessment
		3.3 Making their opinions and reactions understood as regards possible solutions or the question of what to do next, giving brief reasons and explanations.	1. Grammar supplementary reference/book	<p><u>1. Engage</u> Ss work in group of 4 who share the same readiness (proficiency), look at the photo and answer two questions in the caption</p> <ol style="list-style-type: none"> How many devices do you see in the photo? What do you think the family members are doing on their devices? <p>Graded-level group can extend the discuss about the photo by asking question 1 meanwhile the advanced group discuss the both:</p> <ol style="list-style-type: none"> How similar is this photo to your family life? DO you think these devices make family life better or worse? <p>(Tiered by readiness)</p> <p><u>2. Study</u></p> <ul style="list-style-type: none"> The groups discuss and rank the household appliances and devices from 1-7 (1=very important, 7 = not important) rationally while the teacher is facilitating the class. Ss in the novice group will get more supportive tools of expressing opinion, such as I think..., In 	<ul style="list-style-type: none"> Design a robot that solves a problem (Opinion Plan a renovation of your school 	<ul style="list-style-type: none"> Teacher's comments and peer evaluation Oral communication test 2 and rubric score Students Student reflective journal

Week	Unit	Specific competencies	Materials	Teaching sequence	Oral Communication tasks	Competency-based Assessment
				<p>my opinion..., Do you think that...? as well as comparative form namely, ...is much more important than..., ...isn't so important as..., etc. (Tiering the process with T's assistant and tools)</p> <ul style="list-style-type: none"> - They match the sentences below to items a-g in A and the verbs in Blue to the definition. Anyway, the quick finishers and those who needs a bonus point can find their partner or a 3-4-member team act out the verbs and have their partner guess the action. (Tiered by product and differentiated by interest and learning profile) - Ss work in the same readiness group go over the example in the grammar chart of "Comparisons with as...as", and make sentences using (not) as...as about the two cars, and complete the exercises. The novice groups can be helped by the teacher and grammar supplementary reference as well as the graded groups are helped by the grammar references <p>- T point out / Өz/</p>		

Week	Unit	Specific competencies	Materials	Teaching sequence	Oral Communication tasks	Competency-based Assessment
				<p><u>3. Activate</u></p> <ul style="list-style-type: none"> - Ss work in pair read about what problem Paro help solve. - Ss work in groups who share the same interest in solving a problem with a new type of the topics and think of typical problem people have with it. <p><u>4. Application</u></p> <ul style="list-style-type: none"> - the groups design a robot that will solve the problem from the previous activity and discuss the following: <ul style="list-style-type: none"> <input type="radio"/> What is the name of the robot? <input type="radio"/> What really will the robot do? <input type="radio"/> What will the robot look like? Draw a simple picture of it? <input type="radio"/> Why is the robot as good as (or better than) a human? <input type="radio"/> How much will the robot cost to buy? <p>Practically, the novice group in each new group will get useful expressions namely, however, one solution is ..., in other words, ..., For example, ..., As a result..., and so on as well as the teacher's</p>		

Week	Unit	Specific competencies	Materials	Teaching sequence	Oral Communication tasks	Competency-based Assessment
				<p>assistant; however, other Ss can ask for help by calling the ring and waiting for the teacher at the "Help corner" (Tiered by readiness)</p> <ul style="list-style-type: none"> - Ss present their new robot to post it on social media namely Facebook, IG, TikTok or others. -Alternatively, Ss can choose "School renovation task" by making a list of things Ss would like to change about areas in their school to examine or need to be fixed. Then look at the cost of repairs below and make estimates and a plan with \$20,000 budget. At the end, Ss present in the same way as the robot. - Ss give peer feedback on the grammar focused and their use of discourse markers to provide a structure. <p>(Differentiated by product)</p>		
8-10	Unit 3: Do What You Love!	1.1 Following much of everyday conversation and discussion, provided it is clearly articulated in	<ul style="list-style-type: none"> -Activities instruction - The website - YouTube/Video 	<p><u>1. Engage</u></p> <ul style="list-style-type: none"> - Ss work in group who share the same readiness separated by colours to look at the photo and answer the following pre-assessment questions: 	Create a fantasy E-sport team	Peer feedback and rubric score

Week	Unit	Specific competencies	Materials	Teaching sequence	Oral Communication tasks	Competency-based Assessment
		<p>standard language or a familiar variety.</p> <p>2.3 Giving a prepared straightforward presentation on a familiar topic within their field which is clear enough to be followed without difficulty most of the time, and in which the main points are explained with reasonable precision.</p>	<p>- Supportive tools</p>	<ol style="list-style-type: none"> 1. What are the people doing? 2. What do you like doing in your free time? 3. What kind of sports do you like to play? 4. Do you prefer sports or E-sports? Why? <p>- Ss play a "Just a minute" game: an advanced groups and graded-level group have to think about the words associated with a sport while the novice groups have to guess what kind of that sport is in a one minute. (Differentiated by readiness)</p> <p><u>2. Study</u></p> <p>- Ss listen and number vocabulary words and fill the blanks with the best vocabulary words. Two words will not be used.</p> <p><u>3. Activate</u></p> <p>- Ss listen and then write the name of the person under the correct hobby.</p> <p>- Ss share what they hear with different readiness group.</p> <p>- Ss listen again and answer the questions.</p> <p><u>4. Application</u></p>		

Week	Unit	Specific competencies	Materials	Teaching sequence	Oral Communication tasks	Competency-based Assessment
				<p>- Ss in the group think of a name for three-on-three E-sport game. Then, draw a team mascot</p> <p>- Ss look at the player profiles on the activity sheet and fill out the information table.</p> <p>- Ss discuss the reasons for choosing their players with their group, and write down what they do better or worse than other players on the Canva, Flipchart or others. (Differentiated by product)</p> <p>- Ss present their team to the class. When everyone finished, discuss who has the best team and why.</p>		
		<p>1.1 Following much of everyday conversation and discussion, provided it is clearly articulated in standard language or a familiar variety.</p> <p>2.1 Describing how to do something, giving detailed instructions.</p>	<p>- Activities instruction</p> <p>- The website</p> <p>- YouTube/Video</p>	<p>1. Engage Pre-assessment activity</p> <p>Ss work can choose to talk about any types shopping malls they have ever been to in five minutes. In the first option, they should make a list of all the of shops, places to eat, and other things you can do there. In second option, they should make a list of all the of shops and places to eat. Lastly, in the third option, they should only make a list of all the of shops. Then they will be coloured</p>	Polite/direct disagreement	

Week	Unit	Specific competencies	Materials	Teaching sequence	Oral Communication tasks	Competency-based Assessment
				<p>into pink group (no ideas), blue group (some ideas) and green group (can answer the questions).</p> <p><u>2. Study</u></p> <p>- Ss study in the Word Bank and access how many words they are familiar with as follows: about, approximately, almost, nearly, exactly, much, a lot, increase, decrease, trend</p> <p>They can use different ways to record the meaning, such as using translation, definitions, or pictures (where appropriate) and writing their own sentences with the words in them. (tiered by process)</p> <p>- Ss work in the group and describe what the bar graphs show. Then, circle the correct words below.</p> <p>The novice group will be assisted by the teacher and helped with any pronunciation issues.</p> <p>- Ss begin taking turns describe the two trends in the graphs. The teacher could provide the following expressions for the novice group and the graded-level group (if needed):</p>		

Week	Unit	Specific competencies	Materials	Teaching sequence	Oral Communication tasks	Competency-based Assessment
				<ul style="list-style-type: none"> <input type="radio"/> This graph shows.... <input type="radio"/> As you can see from this chart.... <input type="radio"/> In 2022, there were.... <input type="radio"/> ...percent shopped.... <input type="radio"/> In comparison, ... percent shopped.... <input type="radio"/> So, the percentage increased/decreased.... <p>- For the advanced group, Ss are asked to find a chart online that they are interested in or that is connected to their job in some way. Then they prepare and give a presentation of the chart to the class. (tiered by content and process)</p> <p><u>3. Activate</u></p> <ul style="list-style-type: none"> - Ss need to listen closely for the name of online items and check the ones you hear (Listen for details) - Then Ss read the three questions and invite some students to guess what the answers might be. They listen again and write a number or word (listen for number) <p><u>4. Application</u></p>		

Week	Unit	Specific competencies	Materials	Teaching sequence	Oral Communication tasks	Competency-based Assessment
				<p>- Ss listen to the conversation and answer the questions in the group.</p> <p>- Ss practice the conversation with partner in the group and then choose new partner with different coloured group to create a new conversation similar to the model one including at least two expressions from the Speaking strategy:</p> <p><i>Polite disagreement</i></p> <p>I know what you're saying, but...</p> <p>I see/know what you mean, but...</p> <p>I'm not sure about that.</p> <p>That's not a bad idea, but...</p> <p><i>More direct agreement</i></p> <p>I'm afraid I disagree.</p> <p>Sorry, but I disagree.</p> <p>I totally/completely disagree.</p> <p>- Ss take turns reading their conversation and listening to each other. They can check <input checked="" type="checkbox"/> which expressions in the Speaking strategy and the vocabulary in the Word Bank, and give feedback to</p>		

Week	Unit	Specific competencies	Materials	Teaching sequence	Oral Communication tasks	Competency-based Assessment
				each other on how polite and direct the conversation is.		
		<p>2.1 Describing how to do something, giving detailed instructions.</p> <p>2.3 Giving a prepared straightforward presentation on a familiar topic within their field which is clear enough to be followed without difficulty most of the time, and in which the main points are explained with reasonable precision.</p>	<ul style="list-style-type: none"> - Activities instruction - The website - infographics - YouTube/Video 	<p>each other on how polite and direct the conversation is.</p> <p>1. Engage</p> <ul style="list-style-type: none"> - T ask Ss, do you like online shopping? Then report the class in that most of the class..., half of the class... <p>2. Study</p> <ul style="list-style-type: none"> - Ss go over the quantity expressions in the chart and the scale on the right by exploring the content through the website, infographic, and video clip. - Ss read the sentences below, then listen and repeat /əʃ/ sound. - SS in the group help to rank on their own from 1-6 (1 = like the most). After that, have Ss compare their rankings with other groups. - Ss can choose exercises through infographic or video shows to make sentences with quantity expressions using two words in parentheses. - Ss read the text "What's in STLYE?" and check they understanding the meaning of words and complete 1-6 about the woman in the photo. (the 	<p>Give advice as a personal shopper on Youtube/TikTok</p>	<ul style="list-style-type: none"> - Oral communication test 3 and rubric score

Week	Unit	Specific competencies	Materials	Teaching sequence	Oral Communication tasks	Competency-based Assessment
				<p>novice group could be helped by the teacher to explain in Thai or more examples while the grade-level group and advanced group have to complete the exercise)</p> <p>- An individual students can choose to keep a list of new words in special notebook, a separate section of their class notebook, or on their phone that show the list of high-interest words. Then, they can share and make a game with the class. (Differentiated by interests)</p> <p><u>3. Activate</u></p> <p>- Ss imagine they signed up for an online service, then complete the information about their personal style.</p> <p>- Ss change their sheet and read each other's profile to think of six items for him or her and to write the ideas below:</p> <p>Clothes: _____</p> <p>Shoes: _____</p> <p>Accessories: _____</p>		

Week	Unit	Specific competencies	Materials	Teaching sequence	Oral Communication tasks	Competency-based Assessment
				<p>- Ss think of their suggestions and set aside time for them to check other's writing for any errors. (Suggest they put a circle around anything they think is a mistake)</p> <p>- Ss read Useful expressions:</p> <ul style="list-style-type: none"> ● You said you..., so I think you should buy ... ● You could wear ... ● ... is/are in style now. ● I think ...will suit you. ● You'll look great in ... <p><u>4. Application</u></p> <p>- Ss return their sheet: one of them write down their ideas in the Personal Shopper's Suggestions.</p> <p>- Ss work in groups of four with one pair giving another pair their advice to make a short video clip to give advice as a personal shopper via any social media platforms they prefer. (Differentiated by learning profile), and share the link to the Line Group</p>		

Week	Unit	Specific competencies	Materials	Teaching sequence	Oral Communication tasks	Competency-based Assessment
11-12	Unit 4: FUN Entertainment	1.3 Understanding a large part of many TV programmes on topics of personal interest such as interviews, CDs, video games, travel, etc.	1. Activity sheet 2. Infographic 3. Youtube 4. Activities instruction	<p><u>1. Engage</u> Ss work in a group of 4 with anyone they prefer to serve their learning profiles, look at the picture and discuss about the lead-in questions as follows:</p> <ul style="list-style-type: none"> ● What kinds of video games do you like the best? ● What kinds of movies do you like? ● What is your favourite actor/actress? ● What kind of music do you like? ● Who is your favourite singer/band/group? <p><u>2. Study</u> - Ss in the group explore the vocabulary about music, listen and number, and finally write the genre of music you think is being played. (Pop, Rock, Jazz, Rap, Folk, Dance) - Ss read short expressions and talk with a partner of the group.</p> <ul style="list-style-type: none"> ● <u>A.</u> So, what kind of music do you like? ● <u>B.</u> I like rock music ● <u>A.</u> Really? Why? 	Class interview	

Week	Unit	Specific competencies	Materials	Teaching sequence	Oral Communication tasks	Competency-based Assessment
				<ul style="list-style-type: none"> ● <u>B.</u> It's so exciting. When I listen to rock music, I fell excited. - Ss notice the adjective words ending with -ed and -ing <u>3. Activate</u> - Ss listen the conversation and put the check mark next tthe word they hear. - Ss work in group of 4, who share the same readiness levels, to listen again and fill in the table. <p>The novice group had to listen with teacher assistance by explaining the information in the table before listening and helping them paused while listing to fine the answer. The graded-level group had to listen in the group with some teacher's explanations. The advance group had to work alone, yet they can ask for help "Help desk" (Differentiated by readiness and learning process)</p> <p><u>4. Application</u></p> <ul style="list-style-type: none"> - Ss interview the class about their favorite songs. <p>They have to fill in the table with their partner's</p>		

Week	Unit	Specific competencies	Materials	Teaching sequence	Oral Communication tasks	Competency-based Assessment
				information. For example, A. What's your favourite song? B. My favourite song is..... A. Who sing this song? B.sings it. A. What kind of song is it? B. Its' asong A. Why so you like it? B. It's amusing.		
		2.3 Giving a prepared straightforward presentation on a familiar topic within their field which is clear enough to be followed without difficulty most of the time, and in which the main points are explained with reasonable precision. 3.1 Following clearly articulated speech/sign	1. Activity sheet 2. Infographic 3. Youtube 4. Activities instruction	<u>1. Engage</u> Ss work in group of 4-5 with anyone they preferred to serve their learning profiles and guess the meanings of the vocabulary and discuss about favourite movies and TV shows namely, talk show, horror, animation, comedy, drama, documentary, gameshow, fantasy, and action. (Differentiated based on learning profile) <u>2. Study</u> - Ss talk with a member in the group, change the underlines parts to make the conversation true for you.	Survey report	

Week	Unit	Specific competencies	Materials	Teaching sequence	Oral Communication tasks	Competency-based Assessment
		<p>directed at them in everyday conversation, though will sometimes have to ask for repetition of particular words/signs and phrases.</p>		<p>- Ss explore the grammar content about So and Such usage presented in three modes of learning including the textbook, infographic and video clip. Ss can select the learning modes that suit their preferences (Differentiated based on learning profile, interest) - Again, they can choose to practice the grammar exercise through the digital platform including Quizzz, Road to Grammar, Live Worksheet and Word wall. (Differentiated based on learning profile) - Ss listen and repeat the linking ending consonants with vowels, and draw line to link the words <u>3. Activate</u> - Ss get in the groups and talk to people in their group (Partner 1, Partner 2, Partner 3) with the followings: favorite movies?, favourite song?, favourite TV show, and favourite game? <u>4. Application</u></p>		

Week	Unit	Specific competencies	Materials	Teaching sequence	Oral Communication tasks	Competency-based Assessment
				Ss in the group can choose the way to report after they finish completing the table through reporting before the class, infographic presentation, or creative video. (Differentiated based on product)		
		2.3 Giving a prepared straightforward presentation on a familiar topic within their field which is clear enough to be followed without difficulty most of the time, and in which the main points are explained with reasonable precision.	1. Activity sheet 2. Infographic 3. Activities instruction	<p>1. <u>Engage</u></p> <ul style="list-style-type: none"> - Ss work in a group of 4 with anyone they preferred to serve their learning profiles, and share the adjectives that describe feelings: bored, interested, shocked, entertained, amazed, confused, embarrassed, and etc. <p>2. <u>Study</u></p> <ul style="list-style-type: none"> - Ss match the picture with the word and share the answer in the group. - Ss look into each exercise item and help them find the keywords as a context clue for meaning recognition. <p>3. <u>Activate</u></p> <ul style="list-style-type: none"> - Ss look at the pictures and think the video will be about, and talk within the group. - Ss watch the video and circle true or false. Then, they watch again and match the phrase. 	Give a presentation about Space Capsule	- Presentation for a survey (Oral communication test 3) and rubric score

Week	Unit	Specific competencies	Materials	Teaching sequence	Oral Communication tasks	Competency-based Assessment
				<p><u>4. Application</u></p> <ul style="list-style-type: none"> - Ss read the situation that NASA is sending a spacecraft to another galaxy. In the spacecraft, there will be a USB memory stick with six things on it: these things should show aliens what human culture is like. - Ss choose cultural items to include (e.g., songs, paintings, movies, games, TV shows, etc.), and write a sentence describing each item and why you choose it. - Ss talk with the group, decide on a final list of six items. Then give a group presentation about the items you choose and why. - Each group gave to vote on which group has the best list. 		

Sample of Lesson Plan

Unit 1: Getting Started

Course: Global Communication

Time: 100 minutes

Class: Mathayom 2

Learning outcome:

By the end of the course, students will be able to take part in a mock student interview as an interviewer and interviewee as well as present themselves related to study abroad or work and travel programmes.

Learning Competencies

1. Understand straightforward factual information about common job-related topics, identifying both general messages and specific details, provided people articulate clearly in a generally familiar variety.
2. Reasonably fluently sustain a straightforward description of one of a variety of subjects within their field of interest, presenting it as a linear sequence of points

Learning Specific Competencies

1. Following in outline straightforward short talks on familiar topics, provided these are delivered in clearly articulated standard language or a familiar variety
2. Giving a prepared straightforward presentation on a familiar topic within their field which is clear enough to be followed without difficulty most of the time, and in which the main points are explained with reasonable precision.

Objectives

At the end of the lesson, the students are expected to:

1. Listen and identify key information from an exchange student's interview on at least six out of 10 items.
2. Give prepared interview questions and responses clearly

3. Take part in a Mock interview of a student exchange programme

nn. **Language Focus**

1. Student interview: The preparation for a student exchange interview
2. Language Function:
 - presenting oneself in a student exchange interview
 - expressing opinions
 - useful phrases for describing experiences and goals
 - Vocabulary: thrilled, adventurous, excited jolly, willing, cherish, to experiences.

Materials

1. Handout
2. Interviewing Exchange Student quiz
3. Activity Cards
4. Video clip from YouTube
 1. Top 5 Exchange Program Interview Preparation Tips | CBYX, Study Abroad, Rotary, etc https://www.youtube.com/watch?v=BEF7R_bwOSs
 2. Interviewing Exchange Student https://www.youtube.com/watch?v=XJ_hE2ZTaUM
 3. AFS Exchange Program 2022 - Self Introduction <https://www.youtube.com/watch?v=iZrcuilNT0M>
 4. Article: Practice makes perfect: 29 practice exchange student interview questions and answers retrieved from

5. <http://www.exchangestudenttips.com/exchange-student-interview-questions-and-answers/>
6. Infographics



Instructional Procedures

Teaching Sequence	Teacher's role	Students' role			Competency	DI
		Novice Group	Grade-level Group	Advanced Group		
<p>Pre-assessment (5 mins)</p>	<ul style="list-style-type: none"> - T activate students' background knowledge and raise their awareness by asking them two pre-assessment questions to identify themselves and how much readiness they have relating to the content of the student interview lesson (tiered by readiness). <ul style="list-style-type: none"> - If you are an interviewer for an exchange program, what questions will you ask? - What are your preparations or tips for exchange student interviews? 	<ul style="list-style-type: none"> - Ss discuss the questions - They are grouped into pink group (no ideas), blue group (some ideas) and green group (can answer the questions) 			<ul style="list-style-type: none"> - Tiered by readiness - Intrapersonal intelligence 	

Teaching Sequence	Teacher's role	Students' role			Competency	DI
		Novice Group	Grade-level Group	Advanced Group		
Engage (E) (5 mins)	<ul style="list-style-type: none"> - T provides the video YouTube "AFS Exchange Program 2022 - Self Introduction" https://www.youtube.com/watch?v=IZrcuIINTOM - T leads self-introduction as part of a student interview? 	<ul style="list-style-type: none"> - Let's find your partner (different color), look at the picture and discuss these lead-in two questions? 1. What is she talking about? 2. How much do you find her? 3. What is she doing? 		-	<ul style="list-style-type: none"> - Interpersonal intelligence - Spatial intelligence 	



Teaching Sequence	Teacher's role	Students' role			Competency	DI
		Novice Group	Grade-level Group	Advanced Group		
Study (S): (30 mins)	<p>T asks students to work in groups of four, who share the same readiness levels (the same ribbon). Each group has to study the tips and preparation for student interviews from what modes they want to learn by YouTube, an article on the website and infographics or all.</p> <p>1. Video https://www.youtube.com/watch?v=BEF7RbwOSs</p> <p>2. Article: http://www.exchangestudenttips.com/ex</p>	<p>Ss explore the content about interviewing tips and preparation for students exchange programme about how to prepare for interviewing, and interview questions. The contents are presented in different modes such as texts, videos and infographics. Ss can choose one, some or all of them based on their preference.</p> <p>- Then they discuss among the group what they have learned and help to summarize the interviewing content into a graphic organizer.</p>	-	<p>Differentiate d by students' preferences based on their readiness and learning profiles (three learning styles)</p>		



Teaching Sequence	Teacher's role	Students' role			Competency	DI
		Novice Group	Grade-level Group	Advanced Group		
	<p>change-student-interview-questions-and-answers/</p> <p>3. Infographics</p> <p>ww.</p> <p>xx.</p>	Novice Group	Grade-level Group	Advanced Group		<p>- Tiering the process with T's assistant and tools (tiered from dependence to independence)</p> <p>- Linguistic intelligence</p> <p>- Spatial intelligence</p>
		<p>Ss are provided by supportive tools of sample questions and responses with the teacher.</p>	<p>Ss sit and study with a partner or group</p>	<p>Ss sit and study with individually, partners or group</p>		

Teaching Sequence	Teacher's role	Students' role			Competency	DI
		Novice Group	Grade-level Group	Advanced Group		
<p>Activate (A): (30 mins)</p>	<p>- T asks students to work in a group of 4, who shared the same readiness levels. Each group has to choose one student exchange programme advertisement from the lists that the teacher provided. Then, do a short mock-up student interview for an exchange programme. The novice group has to generate 2 possible questions and answers about the personal information that might be asked based on the given</p>	<p>- Ss work in a group based on their readiness level and do a short mockup student interview</p> <p>- Ss work in groups, and generate the questions based on their own. Then do a mock-up student interview and video, depending on their preferences post on Facebook group.</p> <p>- Blue and Green teams can ask for teacher's assistance by calling the ring and waiting for the teacher at the "Help corner"</p>		<p>1.2 Following in outline straightforward short talks on familiar topics, provided these are delivered in clearly articulated standard</p>	<p>- Musical intelligence</p> <p>- Tiered by content (an activity card)</p> <p>- Differentiate students' preferences on their task accomplishment (Facebook)</p>	

Teaching Sequence	Teacher's role	Students' role			Competency	DI
		Novice Group	Grade-level Group	Advanced Group		
	<p>advertisement that was chosen. For the grade-level group, they have to create 4 possible questions and answers related to personal information and study plans. And, for the advanced group, they have to create at least 6 possible questions and answers related to personal information, study plans, and some expectations from the given programme he or she will apply.</p> <p>- (For the pink team, T is going to sit with Ss and do this together. For the blue team, T gives to find a partner and</p>	a. b. c. d. e. g. h.			<p>language or a familiar variety</p> <p>- Interpersonal intelligence</p>	<p>or YouTube posts)</p> <p>- Interpersonal intelligence</p>

Teaching Sequence	Teacher's role	Students' role			Competency	DI
		Novice Group	Grade-level Group	Advanced Group		
	work in pairs to share their questions. For the green team, T gives them to work on this on their own. - T asks to record a video clip, on Facebook Live, or YouTube, and post it on the Facebook group to share their work.					
	<p>Listening skill</p> <p>- T turns on the Video clip about "Interviewing Exchange Student" https://www.youtube.com/watch?v=XJ... 2ZTaUM and asks them to do a listening task.</p>	(Students sit and do the task with the teacher) - For the first round of listening, they listen	(Students sit and do the task with peer) - Students will have a chance to do a	(Students sit and do the task individually) - Students have to do a challenge task	1.3 Understanding the information content of the majority of recorded or broadcast	- Tiering the process with T's assistant and tools - Linguistic intelligence - Interpersona

Teaching Sequence	Teacher's role	Students' role			Competency	DI
		Novice Group	Grade-level Group	Advanced Group		
		for the gist or the main idea of the most important information of a text and tell me what they're talking about. - Before the second round of the listening,	challenging task "Additional interview questions" when they finish all exercises	"Additional interview questions" when they finish all exercises. - Students read "challenge task" questions and work with partners preparing to	material on topics of personal interest delivered in clear standard language.	Intelligence,

Teaching Sequence	Teacher's role	Students' role			Competency	DI
		Novice Group	Grade-level Group	Advanced Group		
		they scan all of the questions to guide us on what we are looking for in detail. - And the third round of listening, read the specific information questions of the next		interview their partner with four questions, and then write down their answers and friends on the table.		

Teaching Sequence	Teacher's role	Students' role			Competency	DI
		Novice Group	Grade-level Group	Advanced Group		
		exercise and then listen again. - Students can ask for scripts to make sure they understand the conversation.				
Apply (A) (30 mins)	- T asks Ss to work in a group of 4 with anyone they preferred, which includes members from three colors. T assigns the name of each group.	- Students find the group of 4 (from different color team)			1. Understand straightforward factual information about common	To differentiate a product in response to

Teaching Sequence	Teacher's role	Students' role			Competency	DI
		Novice Group	Grade-level Group	Advanced Group		
	<p>namely group A, group B, group C, group D, and more. Ss in group A had to work with group B, group C had to work with group D, and group E had to work with group F and so on.</p> <p>- Then T asks Ss to find a student exchange programme in 2023 from the internet and do a group students interview. Ss discuss the programme's objectives, and qualification that they are looking for.</p> <p>In group A, students are assigned roles as interviewer 1, interviewer 2, interviewer 3, and interviewer. In</p>	<p>- Ss work in their group to do a mock group interview based on the instruction.</p> <p>- Students have to reflect what they have learnt in class: interviewing questions preparation and interviewing expressions, and what they have already known or haven't understand in self-reflective journal.</p>			<p>job-related topics, identifying both general messages and specific details, provided people articulate clearly in a generally familiar variety.</p> <p>2. Reasonably fluently sustain a straightforward</p>	<p>Ss' interest and learning profile that they can work with anyone they prefer or share the same interest, and present the product or authentic tasks to the</p>


Teaching Sequence	Teacher's role	Students' role			Competency	DI
		Novice Group	Grade-level Group	Advanced Group		
	<p>group B, students are assigned roles as interviewee 1, interviewee 2, interviewee 3, and interviewee 4. Next, group A members have to generate questions on their own to ask each member from group B. The interviewer 1 will then ask interviewee 1, interviewee 2, interviewee 3, interviewee 4 respectively with the same question.</p> <p>- T asks each group to present the results whether who can get the scholarship from each group and why. They have choices to present</p>				<p>description of one of a variety of subjects within their field of interest, presenting it as a linear sequence of points</p>	<p>class based on their preferences to serve their learning profile and public.</p> <p>- Logical-mathematical intelligence</p>

Teaching Sequence	Teacher's role	Students' role			Competency	DI
		Novice Group	Grade-level Group	Advanced Group		
	based on their preferences. They could do a presentation or A role-play.					- Bodily-kinesthetic intelligence



Samples of Activity cards for Activate activities


Set A: For Interviewee

Exchange programme	AFS Intercultural programme in Chana
<p>Your information</p> 	<ul style="list-style-type: none"> - Age 13-15 years old - Studying in M.3-5 in 2022 academic year - Fluent in spoken English - Excellent interpersonal and communication skills - GPA 2.30 without failing grades. - Sufficiently healthy to participate in the program.

Set A: For Interviewers.

Exchange programme	AFS Intercultural programme in China
Interviewer 1	<p>Looking for a person who</p> <ul style="list-style-type: none"> - is 14-16 years old and studying in M.3-5 in 2022 academic year and
Interviewer 2	<p>Looking for a person who</p> <ul style="list-style-type: none"> - is fluent in spoken English and has excellent interpersonal and communication skills
Interviewer 3	<p>Looking for a person who</p> <ul style="list-style-type: none"> - has GPA 2.30 without failing grades and -and sufficiently healthy to participate in the program.

Set B: For Interviewee

Exchange programme	YES Youth Exchange and Study (THE U.S. EMBASSY IN THE PHILIPPINES)
<p>Your qualification</p> <p>https://www.yesprograms.org/countries/philippines</p> 	<ul style="list-style-type: none"> - Be between ages of 15-18 years old - Be among the top 25% of academic performance in their grade level. - Fluent in spoken English - Strong academic and social skills, openness, and flexibility. - Be among the top 25% of academic performance in their grade level - No previous significant travel to the U.S. on a U.S. government-sponsored program. - Plans to share his/her experience with his/her home community upon return.

Set B: For Interviewers.

Exchange programme	YES Youth Exchange and Study (THE U.S. EMBASSY IN THE PHILIPPINES)
Interviewer 1	<p>Looking for a person who</p> <ul style="list-style-type: none"> - is between the ages of 15-18 years old and among the top 25% of academic performance in their grade level/ among the top 25% of academic
Interviewer 2	<p>Looking for a person who</p> <ul style="list-style-type: none"> - is fluent in spoken English and has strong academic and social skills, openness, and flexibility.


Interviewer 3	Looking for a person who - don't have previous significant travel to the U.S. on a U.S. government-sponsored program, and has plans to share his/her experience with his/her home community upon return.
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Set C: For Interviewee

SET C

ACTIVATE
⏻




Make the World Your Home!

- 2024-25 study abroad cultural high school exchange
- 2024 summer reciprocal exchange
- 2024-25 host a student for a few months

APPLY NOW

✉ email rye.chair@rotary6440.org



rotary
youth
exchange

Make the World Your Home...

As a **Long-term Rotary Youth Exchange student**, you will attend High School on a cultural exchange and live with several host families in a country other than your own. Not only will you learn a new language; you will learn a new way of living - and a great deal about yourself. But there's more. While you're busy learning, the people you meet will be learning too - about your country, your culture, and your ideas. You will be a young ambassador. You will be helping to bring the world closer together - and you'll be making some good friends in the process. Explore our Frequently Ask Question brochure & apply if you're ready for the challenge - and the rewards - of living in another land as an exchange student.

As **Host family members** and **Rotary volunteers** you can learn about the student's country, culture, and ideas. Youth exchange students are true ambassadors, helping to bring the world closer together and making good friends in the process. *Please join us in this effort. See **Call for Volunteer presentation** about how you can help.*

Eligibility:

Rotary Youth Exchange programs are open to current high school students. The year you leave on exchange you must be between **15 1/2 - 18 1/2 years old** by August 01. Students graduating High School can participate in the exchange program as a gap year with understanding they are attending High School in another country. To qualify, applicants should be above-average students who have demonstrated leadership in their community. Qualified candidates possess qualities such as flexibility and a willingness to try new things that will enable them to fully experience life in another country and become excellent cultural ambassadors. All applicants must be sponsored by a local Rotary club and complete a written application and in person interview.

The **Short-term program** is a fraction of the cost of the Long-term program with the following:

- Non-refundable \$150 application fees are collected with the full applications to cover administration costs.
- Airfare - purchased by family
- Travel insurance through Rotary which includes medical, accident, and illness coverage and meets the requirements of the host and sponsor clubs and districts.
- All travel documents, such as passports and tourist visas (if needed)
- Spending money for ancillary travel or purchases
- Costs incurred while hosting your twin for a few weeks.

Set C: For Interviewers.

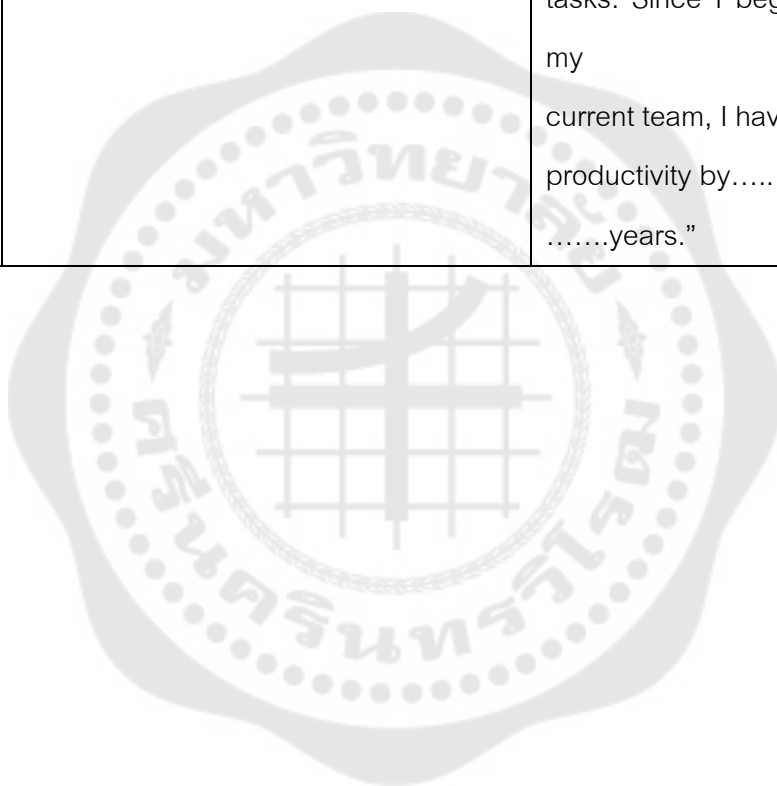
Exchange programme	IEE Thailand Academic Exchange
Interviewer 1	Looking for a person who - is studying in M.1-M.5, has GPAX 3.00, and has the equivalent of 2.0 average in all subjects and 3.00 average in English subjects.
Interviewer 2	Looking for a person who - has good physical health No disabilities, disabilities, serious congenital diseases, contagious disease or diseases that must be under the care of a physician Not having a mental disorder (AUTISM) and/or a disease diagnosed by a psychiatrist.
Interviewer 3	Looking for a person who - has a lot of experiences in school activities or extra-curricular activities, has never received disciplinary action from school and/or law responsible able to adapt to others very well, and has good understanding of the objectives of the exchange program ready to learn and adapt to new environments.

Supportive tools for a novice group

Questions about....	Sample questions	Example response template
You, yourself	<p>-Tell me about yourself.</p> <p>-Please introduce yourself.</p> <p>-Can you describe a little bit about yourself?</p>	<p>- Hello, my name is</p> <p>I have been in Grade (education) from(mention your university). I am interested in learning(mention anything that the activity will help you learn in the future).</p> <p>-Hello, my name is</p> <p>I have done my.....(mention your education) from(mention your university). I used to help organize various.....(mention any events).</p> <p>This really helped me learn..... (mention skills you learnt). I am also interested in(mention any specific hobbies/ interests that are relevant to the job).</p>
Your work experience	<p>-How does your school experience prepare you for this programme?</p> <p>-Do you think your experience matches the needs of this programme?</p>	<p>- My..... years of experience have prepared me well for this programme.</p>

Questions about....	Sample questions	Example response template
		<p>-I worked as a(mention your school activity experience) during(mention the time you did your activity). It was there I discovered what I wanted to do for my further development, and this taught me (mention what you gained from this activity).</p>
Your qualification	<p>- Why are you the most qualified candidate? -What are your greatest strengths?</p>	<p>I never miss a deadline. I am.....(mention your qualification /characteristic), and I have applied my..... skill for.....(mention your interest that is related to the activity in the programme qualification). From that experience, I learned an important lesson about..... (mention what you have learned).</p> <p>-I am very(mention your qualification/characteristic) and have always preferred to work in</p>

Questions about....	Sample questions	Example response template
		<p>groups. In the project teams I have directed,(mention your project), I worked with a variety of people and are motivated by creative tasks. Since I began managing my current team, I have increased productivity by..... per cent overyears.”</p>



Listening quiz

Interviewing Exchange Student https://www.youtube.com/watch?v=XJ_hE2ZTaUM

Directions: Listen to the English conversation talk about exchange students.

1. Why the girl wants to be an exchange student?
 - a. got a scholarship
 - b. her dream
 - c. to learn French
2. What programme did the student apply for an exchange student?
 - a. AFS and SEA
 - b. YES and AYC
 - c. ASS and SDG
3. Why didn't she go abroad with the previous programme?
 - a. She was a substitute
 - b. She moved to Bangkok.
 - c. Her parents cannot support her.
4. Where is she going?
 - a. U.S. A.
 - b. New Zealand.
 - c. Japan
5. What is her plan to exchange?
 - a. Language
 - b. Culture
 - c. Sports and activities
6. What does she want to be in the future?
 - a. an air hostess
 - b. a jeweller
 - c. an economist
7. What can be the best described the student?
 - a. creative and talkative
 - b. smart and tame
 - c. cheerful and confident
8. What did she do in some school events in her spare time?
 - a. playing a ukulele
 - b. playing sports
 - c. being an emcee
9. Which statement is **NOT** true?
 - a. She got a few exchange programmes, but she couldn't afford them.
 - b. She comes from a rich family due to jewelry business.
 - c. She is fond of cooking food.
10. What does this interview mainly talk about?
 - a. Tips for student exchange programme
 - b. The background and preparation of an exchange student
 - c. How to survive in a new country

Answers 1. b 2. b 3. c 4. b 5. B 6. a 7. c 8. c 9. b 10. B

The Evaluation Form Of course Quality

Form for expert opinions on the Global communication course curriculum based on Competency-based differentiated instruction for enhancing English oral communication ability of EFL high school students

Research Title *Developing English Oral Communication Ability of EFL Secondary School Students Through Competency- Based Differentiated Instruction (CBDI)*

Researcher *Mr.Thanee Khiadthong*
 Center of Graduate Studies, Faculty of Humanities,
 Srinakharinwirot University

Advisor *Assist. Prof. Dr. Anchalee Jansem*

Note: *The course quality validation form is an instrument for experts to review and validate the appropriateness of the development and the congruence of curriculum. The results of this evaluation will be used to improve the course before implementing it in an experiment.*

Expert's name: _____

Position: _____

Affiliation:

Directions: *Please rate the following aspects of the course quality to indicate what you think and give your comments and suggestions for the improvement.*

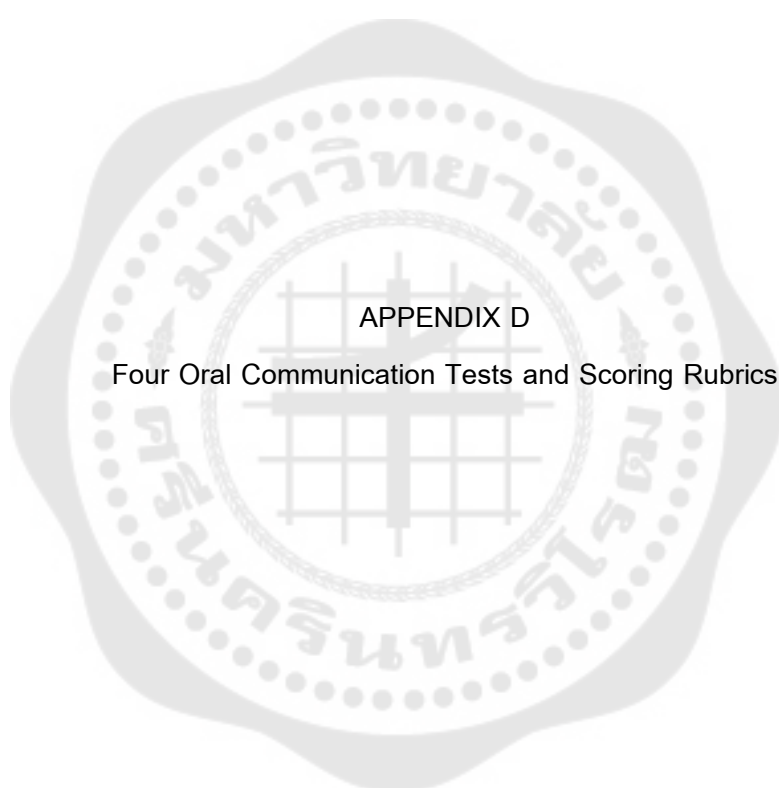
1 = congruent 0 = questionable or unclear -1 = incongruent

Items	IOC Values	Comments or suggestions
1. Course description		
1.1 The brief description appropriately gives an overview of the course.		
2 Course principles		
2.1 The chosen approaches used to construct the curriculum principles are appropriate for the research/curriculum problem in EFL secondary school context.		
2.2 The constructed course principles are appropriately understandable.		
2.3 The course principles are appropriately used to develop research framework.		
2.4 The course principles for organizing learning experiences are appropriate for curriculum implementation.		
3. Course competencies and sub-competencies		
3.1 The course core competencies and sub-competencies could appropriately be used to design and develop the course, materials, and learning experiences.		
4. Course structures/units		
4.1 The course structures and course competencies and sub-competencies are appropriately congruent.		
4.2 The curriculum structures are appropriately, orderly organized.		
4.3 The time allotment for curriculum units in the curriculum structures is appropriate.		
5. Course learning experiences		

Items	IOC Values	Comments or suggestions
5.1 The principles/prescriptions for organizing learning experiences are appropriate.		
5.2 Based on the course learning experiences, students can have chances to suitably practise their English oral communication ability.		
6. Assessing learners: (The quality of oral communication tests and Rubrics have already been validated with the IOC score > 0.5 in another form). 6.1 The assessment methods can be appropriately applicable.		
7. Instructional Materials Course content		
7.1 The content in Units 1-4 is relevant to a English for global communication.		
7.2 The content is authentic and up-to-date.		
7.3 The content is interesting.		
7.4 The content's level of complexity is appropriate for basic intermediate and advanced students.		
7.5 The language boxes are presented in appropriate places.		
Learning tasks (speaking and listening activities + oral tasks and assignments)		
7.6 Instructions for all activities are clear and easy to understand.		
7.7 Speaking activities are designed to initiate meaningful oral communication.		
7.8 Listening activities integrate authentic inputs such as infographics, pictures, video clips, public talks, and so on to expose students to the language use in the real world.		

Items	IOC Values	Comments or suggestions
7.9 Listening activities provide opportunities for students to observe models from peers or teachers to enhance English oral communication ability.		
7.10 There are a sufficient number of listening activities in each unit.		
7.11 Oral assessments are related to the unit's theme, competencies and content.		
7.12 The proportion of score allocated for each oral assessment is appropriate.		
Instructional material design		
7.13 The course material is organized logically and effectively.		
7.14 The font type and size used in the book are appropriate.		
7.15 There is a consistency in the use of headings, icons, and labels.		
7.16 There is enough space to write answers or information in learning activities.		

Other comments and suggestions



APPENDIX D

Four Oral Communication Tests and Scoring Rubrics

Test Specifications of the English Oral Communication Tests

Purpose of the test	To assess the English oral abilities of Thai EFL students
Test takers	30 eight grade students
Time allocation	Approximately 20 minutes/ 10 minutes for each task
Tasks type	Guided role-play activity (one-to-one student-to-interlocutor interaction)
Input	A speaking prompt
Physical condition	<ul style="list-style-type: none"> • in the classroom • video recordings • students enter one by one with the teacher
Test constructs	<ul style="list-style-type: none"> ▪ Interpersonal task achievement <ul style="list-style-type: none"> - The micro skill: Use an adequate number of lexical units (words) to accomplish pragmatic purposes - Accomplish appropriate communicative functions according to the situation, participants, and goals ▪ Transactional task achievement <ul style="list-style-type: none"> - The micro-skills: Use an adequate number of lexical units (words) to accomplish pragmatic purposes and produce speech at different rates of delivery. - The macro-skill: accomplish appropriate communicative functions according to the situation, participants, and goals
Scoring method	<p>1. <i>Analytic</i> adapted from the Speaking Rating Scale of Michigan English Test (MET, 2013), and CEFR (Council of Europe, 2018)</p> <p>The analytic rating scales with the criteria:</p> <ul style="list-style-type: none"> - Task achievement and language resources <ol style="list-style-type: none"> 1) interpersonal task -Interview (exchanging information, doing an interview, and making a conversation

	<p>2) transactional task - Extended monologues (presenting information, describing picture, and expressing opinions)</p> <p>2. The <i>rubrics</i> adapted from CEFR (Council of Europe, 2018) which include two: interpersonal and presentation tasks at different levels of competency.</p> <p>3. The rating will be done via recorded video.</p>
Test task details	<p>1. Score: 10 points for interpersonal tasks, 10 points for presentation tasks</p> <p>2. Purpose: To evaluate the students' ability to take part in and present in the conversation in a particular context and different grammatical forms.</p> <p>3. Tasks:</p> <p>For the interpersonal task, students are required to work in pairs with their friends who have the same level to exchange information based on the prompt given in the test. They have to video record their conversation and send it to the teacher.</p> <p>For the transactional task, students are required to present or describe things based on the prompt given in the test. They have to talk to their video camera and record their speech and send it to the teacher.</p> <p><u>Unit 1: Student exchange interview</u></p> <p><u>For novice;</u></p> <p>Task 1: Interpersonal task This task requires the students to respond to the three mock student interview questions.</p> <p><i>Task 2: Transactional task</i> This task requires the students to present themselves under the topic, "Why should we</p>

give you a scholarship abroad?” by focusing on your personalities.

For graded-level;

Task 1: Interpersonal task

This task requires the students to respond to the five mock student interview questions.

Task 2: Transactional task

This task requires the students to present themselves under the topic, “Why should we give you a scholarship abroad?” by focusing on your qualities and experiences.

For advance;

Task 1: Interpersonal task

This task requires the students to respond to the eight mock student interview questions.

Task 2: Transactional task

This task requires the students to present themselves under the topic, “Why should we give you a scholarship abroad?” by focusing on your qualities, experiences and success.

Unit 2: A New Robot Design

For novice;

Task 1: Interpersonal task

This task requires the students to discuss robot design to solve one problem.

Task 2: Transactional task

This task requires the students to present your new robot under one problem.

For graded-level;

Task 1: Interpersonal task

This task requires the students to discuss robot design to solve three problems.

Task 2: Transactional task

This task requires the students to present your new robot under three problems.

For advance;

Task 1: Interpersonal task

This task requires the students to discuss robot design to solve five problems.

Task 2: Transactional task

This task requires the students to present your new robot under five problems.

Unit 3 : Personal Shopper

For novice;

Task 1: Interpersonal task

Imagine you are discussing shopping with a friend or family member who doesn't know what a personal shopper is. Explain to them in simple terms what a personal shopper does and why someone might need their services.

Task 2: Transactional task

Role-play a conversation where you are a customer and your partner is a personal shopper. Share your preferences and requirements for an outfit you need for a special event. Ask the personal shopper questions about the process and their recommendations.

For graded-level;

Task 1: Interpersonal task

You are attending a social gathering where the topic of personal shoppers comes up. Engage in a discussion with a colleague or friend about the advantages and disadvantages of using a personal shopper, sharing your personal experiences or

insights.

Task 2: Transactional task

You are a customer interested in hiring a personal shopper. Role-play a phone call or video call with a personal shopper you found online. Inquire about their services, availability, and discuss your specific fashion needs for an upcoming vacation.

For advance;

Task 1: Interpersonal task

Participate in a roundtable discussion or panel with industry experts in fashion and personal shopping. Share your views on the changing role of personal shoppers in the fashion industry, the impact of technology, and the future trends in the field.

Task 2: Transactional task

Imagine you are a consultant in the personal shopping industry. Role-play a meeting with a high-profile client interested in your services. Discuss their unique fashion needs, preferred designers, and budget. Explain your personalized approach and how you can meet their requirements.

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Unit 4: A Survey reports

For novice;

Task 1: Interpersonal task

This task requires students to chat with a friend or family member who is interested in your recent entertainment survey. Explain in simple terms what a survey is and discuss some of the findings from your survey, such as people's favorite types of entertainment. Ask your friend about their

preferences and what kind of entertainment they enjoy.

Task 2: Transactional task

This task requires students to conduct a basic entertainment survey, and you need to explain the purpose of the survey and ask them a few simple questions about their entertainment choices, like their favorite TV show or movie genre.

For graded-level;

Task 1: Interpersonal task

This task requires students to discuss with a group of friends or colleagues about the findings from your recent entertainment survey. Share some interesting insights, such as trends in streaming services, and ask for their opinions on the changing landscape of entertainment.

Task 2: Transactional task

This task requires students to conduct an intermediate-level entertainment survey. Discuss with your team members the methodology for data collection, the survey questions to include, and the target audience. Brainstorm ways to ensure the survey is comprehensive and unbiased.

For advance;

Task 1: Interpersonal task

This task requires students to discuss on entertainment trends with industry experts. Share the results and analysis of your comprehensive entertainment survey report, highlighting key takeaways about consumer preferences, emerging technologies, and the impact on the entertainment industry.

Engage in a debate with other panelists on

the implications of the findings.

Task 2: Transactional task

This task requires students to role-play a meeting with a high-profile client who is interested in the advanced analysis of your entertainment survey report. Discuss the report's in-depth insights, potential market opportunities, and strategies based on the findings. Address the client's specific objectives and goals.

Final task:

For novice;

Task 1: Interpersonal task

This task requires students to response a conversation with a partner discussing giving a survey presentation with simple controlled speaking.

Task 2: Transactional task

This task requires students to prepare a group presentation for the class, using visual aids to support their delivery. The script and presentation consist of three parts: (1) introduction including introducing team members, a title, (2) main body containing the survey results, and (3) conclusion consisting of summarizing the main content and closing the presentation. The script should have a minimum length of 250 words and last 3-5 minutes.

For graded-level;

Task 1: Interpersonal task

This task requires students to response a conversation with a partner discussing giving a survey presentation with complicated controlled speaking.

	<p style="text-align: center;"><i>Task 2: Transactional task</i></p> <p>This task requires students to prepare a group presentation for the class, using visual aids to support their delivery. The script and presentation consist of three parts: (1) introduction including introducing team members, a title, and the reasons why they have chosen a particular topic, (2) main body containing the survey results, and (3) conclusion consisting of summarizing the main content and closing the presentation. The script should have a minimum length of 400 words and last 5-10 minutes.</p> <p><u>For advance:</u></p> <p style="text-align: center;"><i>Task 1: Interpersonal task</i></p> <p>This task requires students to response a conversation with a partner discussing giving a survey presentation with more complex controlled speaking.</p> <p style="text-align: center;"><i>Task 2: Transactional task</i></p> <p>This task requires students to prepare a group presentation for the class, using visual aids to support their delivery. The script and presentation consist of three parts: (1) introduction including introducing team members, a title, and the reasons why they have chosen a particular topic, (2) main body containing the survey results, and (3) conclusion consisting of summarizing the main content and closing the presentation. The script should have a minimum length of 500 words and last 10-15 minutes.</p>

Unit 1: Get started (Student interview)

Novice

Task 1: Interpersonal Task

Directions: Work in pairs and choose who will be Student A and Student B. Then do a mock job interview. You have 3 minutes to prepare your answer.

Student A: Please tell me about yourself.

Student B:

Student A: What is your greatest strength?

Student B:

Student A: Why are you interested in going on an exchange?

Student B:

Student B: Please introduce yourself

Student A:

Student B: Can you describe a little bit about yourself?

Student A:

Student B: Why are you interested in doing an exchange in your chosen country?

Student A:

Task 2: Transactional Task

Directions: Present yourself based on the following question (individual work). You have got three minutes to prepare your answer.

Situations: At present you are having a student interview for an exchange programme.

Present yourself to the interviewer, "*Why do you deserve this scholarship?*" by focusing on your qualifications, and experiences.

Grade-level**Task 1: Interpersonal Task**

Directions: Work in pairs and choose who will be Student A and Student B. Then do a mock job interview. You have 3 minutes to prepare your answer.

Student A: Please tell me about yourself.

Student B:

Student A: What is your greatest strength?

Student B:

Student A: Why are you interested in going on an exchange?

Student B:

Student A: How do you manage your time and stay organized with your studies and extracurricular activities?

Student B:

Student B: Please introduce yourself

Student A:

Student B: Can you describe a little bit about yourself?

Student A:

Student B: Why are you interested in doing an exchange in your chosen country?

Student A:

Student B: Tell me about a situation where you had to work in a team. What was your role, and what did you learn from the experience?

Student A:

Task 2: Transactional Task

Directions: Present yourself based on the following question (individual work). You have got three minutes to prepare your answer.

Situations: At present you are having a student interview for an exchange programme. Present yourself to the interviewer, "*Why do you deserve this scholarship?*" by focusing on your qualifications, and experiences.

Advanced

Task 1: Interpersonal Task

Directions: Work in pairs and choose who will be Student A and Student B. Then do a mock job interview. You have 3 minutes to prepare your answer.

Student A: Please tell me about yourself.

Student B:

Student A: What is your greatest strength?

Student B:

Student A: Have you had any leadership roles at your current school?

Student B:

Student A: What draws you to the idea of participating in an exchange program in your chosen destination?

Student B:

Student A: If you had a problem with your host family, what could you do to resolve it?

Student B:

Student A: How do you plan to give back to your school or contribute to society with your education?

Student B:

Please introduce yourself

Student A:

Student B: Can you describe a little bit about yourself?

Student A:

Student B: Are you involved in any co-curricular activities at school – for example, sports, band or debate club?

Student A:

Student B: What motivates your desire to participate in an exchange program?

Student A:

Student B: What would you do if a teacher at school in your host country asked you to do something that you didn't feel comfortable doing?

Student A:

Task 2: Transactional Task

Directions: Present yourself based on the following question (individual work). You have got three minutes to prepare your answer.

Situations: At present you are having a student interview for an exchange programme. Present yourself to the interviewer, "*Why do you deserve this scholarship?*" by focusing on your qualifications , experiences and success.



Unit 2: A New Robot Design

Novice

Task 1: Interpersonal Task

Directions:

You will engage in a conversation with your partner about designing a new robot to solve a specific problem. You will take turns discussing your ideas and responding to your partner's suggestions. Each of you will have 2 minutes to share your thoughts.

Remember to use good communication skills such as listening carefully, asking questions, and giving reasons for your ideas.

Scenario: Imagine you and your partner are students who want to create a robot to help clean up a messy classroom. Discuss your ideas for designing this cleaning robot.

Student A: _____

Student B: _____

Student A: _____

Student B: _____

Student A: _____

Student B: _____

Student A: _____

Student B: _____

Student A: _____

Student B: _____

Student A: _____

Student B: _____

Task 2: Transactional Task

Directions: Present a new robot designed to help children with their homework. Explain its features and how it works.

Situations: You will present your ideas for a new robot designed to solve a specific problem. Imagine you are speaking to your class about your robot design project. You have 2 minutes to describe the robot and explain how it will address the problem.



Grade-level

Task 1: Interpersonal Task

Directions:

You and your partner will engage in a conversation about designing a new robot to solve a specific problem. You will discuss your ideas and respond to your partner's suggestions. Each of you will have 2 minutes to share your thoughts. Make sure to use appropriate language and demonstrate your ability to engage in a meaningful conversation.

Scenario: Imagine you and your partner are engineers tasked with creating a robot to assist the elderly. Discuss your ideas for the robot's design and its features.

Task 2: Transactional Task

Directions: Present a new robot designed to aid in disaster response, such as during natural disasters like earthquakes or floods. Describe its features and how it can be deployed effectively.

Situations: You will present your ideas for a new robot designed to address a specific problem. Imagine you are giving a presentation to a group of colleagues or potential investors. You have 3 minutes to describe the robot's features and explain how it will solve the problem.

Advanced

Task 1: Interpersonal Task

Directions:

You will engage in a discussion with a partner about designing a new robot to solve a specific problem. You will need to demonstrate your ability to have a detailed, sophisticated conversation. Each of you will have 5 minutes to discuss your ideas. Consider advanced-level vocabulary and complex sentence structures.

Scenario: Imagine you and your partner are researchers at a cutting-edge technology firm tasked with creating a robot for space exploration. Discuss your ideas for the robot's design, capabilities, and how it will address the challenges of space exploration.

Task 2: Transactional Task

Directions: Present a new robot designed for medical purposes, such as surgical procedures. Explain the robot's advanced features, precision, and potential impact on the medical field.

Situations: In this task, you will present your innovative robot design for addressing a specific problem. Imagine you are presenting to a panel of experts in the field. You have 5 minutes to describe the robot's features and explain how it will effectively tackle the problem.

Unit 3: A Personal shopper

Novice

Task 1: Interpersonal Task

Directions:

You are going to have a conversation with a friend who has no idea what a personal shopper is. In this conversation, you will explain what a personal shopper does and why someone might need their services. Keep it simple and clear.

Student A: _____

Student B: _____

Student A: _____

Student B: _____

Student A: _____

Student B: _____

Student A: _____

Student B: _____

Student A: _____

Student B: _____

Useful sentences:

- Have you ever heard of a personal shopper before?
- That sounds helpful! How do they work?
- It's like having a shopping expert by your side!
- Oh, interesting! But why would someone need one?
- They can save you time and make sure you look great!

Task 2: Transactional Task

Directions. In this role-play, one student will be the customer, and the other will be the personal shopper. The customer needs to share their preferences and requirements for an outfit for a special event.

Grade-level**Task 1: Interpersonal Task**Directions:

Imagine you are discussing shopping with a friend or family member who doesn't know what a personal shopper is. Explain to them in simple terms what a personal shopper does and why someone might need their services.

Student A: _____

Student B: _____

Student A: _____

Student B: _____

Student A: _____

Student B: _____

Student A: _____

Student B: _____

Student A: _____

Student B: _____

Student A: _____

Student B: _____

Task 2: Transactional Task

Directions: Role-play a conversation where you are a customer, and your partner is a personal shopper. Share your preferences and requirements for an outfit you need for a special event. Then, ask the personal shopper questions about the process and their recommendations.

Advanced

Task 1: Interpersonal Task

Directions:

Imagine you are discussing shopping with a friend or family member who doesn't know what a personal shopper is. Explain to them in simple terms what a personal shopper does and why someone might need their services. You should aim for a natural conversation while providing clear and concise information.

Student A: You are an advanced-level student. Your friend or family member has asked you about personal shoppers. Explain what a personal shopper is and why someone might need their services.

Student B: You are a friend or family member of Student A. You don't know what a personal shopper is. Ask Student A to explain what personal shoppers do and why someone might need their services.

Task 2: Transactional Task

Directions: Role-play a conversation where you are a customer, and your partner is a personal shopper. Share your preferences and requirements for an outfit you need for a special event. Ask the personal shopper questions about the process and their recommendations. The personal shopper should guide the customer through the process of finding the perfect outfit.

Student A (Customer): You are attending a special event and need an outfit. Share your preferences, the type of event, your size, color preferences, and any specific requirements you have in mind. Ask the personal shopper for recommendations and inquire about the process.

Student B (Personal Shopper): You are a personal shopper assisting Student A in finding the perfect outfit for a special event. Listen to their preferences and requirements, and make recommendations accordingly. Explain the process of how you will help them, including any additional services you offer.

Unit 4: A Personal shopper

Novice

Task 1: Interpersonal Task

Directions:

Context:

You are a student who has conducted an entertainment survey, and your friend or family member is interested in your findings. You need to explain what a survey is and discuss some of the findings from your survey while engaging in a conversation about their entertainment

1. Start by explaining the concept of a survey in simple terms.
2. Share some findings from your survey, like people's favorite types of entertainment.
3. Ask your friend or family member about their entertainment preferences.
4. Engage in a conversation based on their responses.

Sample Response:

Student: Hey there! I did this thing called a survey for my class, and it's like when you ask a bunch of people questions to find out what they like. So, I asked people about their favorite types of entertainment.

Friend: Oh, that sounds interesting. What did you find out?

Student: Well, most people like watching movies and TV shows. Some love playing video games too. How about you? What kind of entertainment do you enjoy?

Friend: I'm a big fan of movies, especially action movies. I also enjoy reading books. What about you? What's your favorite?

Student: Action movies are cool! I like those too, and I enjoy playing video games. It's fun to hear what others like, right?

Task 2: Transactional Task

Directions. Conduct basic entertainment survey. You need to explain the purpose of the survey and ask a few simple questions about the respondent's entertainment choices as follows;

1. Start by explaining the purpose of the survey.
2. Ask the respondent about their favorite TV show or movie genre.
3. Ask one more question related to entertainment choices

Grade-level**Task 1: Interpersonal Task**

Directions:

Scenario

You are an intermediate-level student who has conducted an entertainment survey and you need to discuss the findings with a group of friends or colleagues. You should share some interesting insights and ask for their opinions on the changing landscape of entertainment.

In this task, you will have a conversation with your fellow students. You will take on the role of someone who has recently conducted an entertainment survey and share the findings. Your group of friends or colleagues will ask questions and provide feedback.

Student A: _____

Student B: _____

Student A: _____

Student B: _____

Student A: _____

Student B: _____

Student A: _____

Student B: _____

Student A: _____

Student B: _____

Task 2: Transactional Task

Directions: In this task, you will have a discussion with your team members. You will take on the role of the team leader responsible for planning the entertainment survey. Your team members will provide input and suggestions of the methodology for data collection, the survey questions to include, and the target audience. Additionally, you should brainstorm ways to ensure the survey is comprehensive and unbiased.



Advanced

Task 1: Interpersonal Task

Directions:

You will participate in an oral communication test where you will engage in a discussion about the entertainment survey report. You will play the role of students who have conducted the survey and are discussing the results with industry experts.

1. Start by briefly introducing your group and the purpose of your entertainment survey report.
2. Share the key findings and analysis of the report, focusing on consumer preferences, emerging technologies, and the impact on the entertainment industry.
3. Engage in a debate with other panelists on the implications of the findings.
4. Conclude the discussion by summarizing the most critical takeaways from your survey report.

Task 2: Transactional Task

Directions: Role-play a meeting with a high-profile client who is interested in advanced analysis based on your entertainment survey report.

1. Begin the meeting by welcoming the client and briefly introducing yourselves.
2. Discuss the report's in-depth insights, focusing on consumer preferences, emerging technologies, and the impact on the entertainment industry.
3. Present potential market opportunities and strategies based on the report's findings.
4. Address the client's specific objectives and goals, asking for their input and preferences.
5. Conclude the meeting by summarizing the key points discussed and confirming the next steps.

Unit 5: A Final Project

Novice

Task 1: Interpersonal Task

Directions: Work in pair and choose who will be Student A and Student B. Then make a conversational dialogue discussing giving a survey presentation. You have 10 minutes to prepare your answer. Finally, switch the role.

Student A: Hey, ___(name)____ I have to give a presentation on giving a survey. Can you help me with some ideas?

Student B: _____

Student A: I chose to talk about how to give a survey presentation and what you should include in it.

Student B: _____

Student A: That's a good start. What's next?

Student B: _____

Student A: Okay, I'll remember that. What comes after that?

Student B: _____

Student A: That makes sense. What should I include after discussing the steps?

Student B: _____

Student A: I'll definitely include that. What's the last part of the presentation?

Student B: _____

Student A: I appreciate that, ___(name)____. You're a great friend. I'll let you know if I need more help.

Student B: _____

Task 2: Transactional Task

Directions:

This task requires students to prepare a group presentation for the class, using visual aids to support their delivery. The script and presentation consist of three parts: (1) introduction including introducing team members, a title, (2) main body containing the survey results, and (3) conclusion consisting of summarizing the main content and closing the presentation. The script should have a minimum length of 250 words and last 3-5 minutes.

Grade-level

Task 1: Interpersonal Task

Directions: Work in pair and choose who will be Student A and Student B. Then make a conversational dialogue discussing giving a survey presentation. You have 6 minutes to prepare your answer. Finally, switch the role.

Student A: Hey, ___(name)_____I have to give a presentation on conducting surveys, and I'm a bit stuck. Can you help me brainstorm some ideas?

Student B: _____

What's your presentation about?

Student A: _____

Student B: Great choice! Let's brainstorm some key points.

Student A: That's a good starting point. What should I include after the introduction?

Student B: _____

Student A: I see, that's important. What comes after that?

Student B: _____

Student A: Methodology, got it. What's next?

Student B: _____

Student A: I'll make sure to present the results effectively. What else should I include?

Student B: _____

Student A: Visuals sound great! And what's the final part?

Student B: _____

Student A: Thanks, Sarah! This is really helpful. I feel more confident now, and I can get started on my presentation.

Student B: _____

Student A: I appreciate that, Sarah. You're a great friend. I'll definitely keep you in the loop.

Student B: No problem, Mike. _____

Task 2: Transactional Task

Directions: This task requires students to prepare a group presentation for the class, using visual aids to support their delivery. The script and presentation consist of three parts: (1) introduction including introducing team members, a title, the reasons why they have chosen a particular topic, and make it engaging and relevant to your topic. (2) main body containing the survey results and provide real-life examples or stories related to your topic. This can help your classmates connect with the information., and (3) conclusion consisting of summarizing the main content, emphasize the significance of your findings or topic. Why should your classmates care about it? and closing the presentation. The script should have a minimum length of 400 words and last 5-10 minutes.



Advanced

Task 1: Interpersonal Task

Directions: Work in pair and choose who will be Student A and Student B. Then make a conversational dialogue discussing giving a survey presentation. You have 3 minutes to prepare your answer. Finally, switch the role.

Student A: Hi _____(name)_____ I have to give a presentation on conducting a class survey, and I want it to be top-notch. Can you help me brainstorm some advanced ideas?

Student B: _____
 What's your class survey presentation about?

Student A: _____

Student B: Impressive choice! Let's brainstorm some advanced key points.

Student A: A strong introduction, that's a good way to grab their attention.
 What should I include after that?

Student B: _____

Student A: That's important. What's the next step?

Student B: _____

Student A: Methodology, got it. What's next?

Student B: _____

Student A: That's interesting. How can I make my presentation even more advanced?

Student B: _____

Student A: Statistics, that's a challenge, but it would make my presentation stand out.
 What's the final part?

Student B: _____

Student A: Thanks, _____(name)_____! Your ideas are really advanced, and I'm excited to work on my presentation now.

Student B: You're welcome, _(name). _____

Student A: I appreciate that, (name). You're a great friend. I'll definitely keep you in the loop.

Student B: No problem, (name). _____

Task 2: Transactional Task

Directions: This task requires students to prepare a group presentation for the class, using visual aids to support their delivery. The script and presentation consist of three parts:

(1) introduction including introducing team members, a title, the reasons why they have chosen a particular topic, and explain why your team chose this particular topic. Was it something you're passionate about? Is it a current issue or a subject you find fascinating? Share a brief story or reason behind your choice.

(2) main body containing the survey results and provide real-life examples or stories related to your topic. This can help your classmates connect with the information., and

(3) conclusion consisting of summarizing the main content, emphasize the significance of your findings or topic. Why should your classmates care about it? And, end the presentation with a closing statement or a call to action and encourage your classmates to think about what they've learned.

The script should have a minimum length of 500 words and last 10-15 minutes.

Scoring Rubrics for Interpersonal Tests

(Adapted from Council of Europe, 2018)

Construct	Description			
	4 (B2)	3 (B1)	2 (A2)	1 (A1)
1. Content (Sustained monologue) (6)	<ul style="list-style-type: none"> Describe the personal significance of events and experiences in detail Communicate complex information and advice on the full range of matters related to their occupational role. Communicate detailed information reliably 	<ul style="list-style-type: none"> Give detailed accounts of experiences, describing feelings and reactions. Describe how to do something, giving detailed instructions 	<ul style="list-style-type: none"> Describe plans and arrangements, habits and routines, past activities, likes and personal experiences. 	<ul style="list-style-type: none"> Describe themselves, what they do and where they live. Describe simple aspects of their everyday life in a series of simple sentences, using simple words/signs and basic phrases, provided they can prepare in advance
2. Delivery (Conversation and interview) (2)	<ul style="list-style-type: none"> Sustain relationships with users of the target language without unintentionally amusing or irritating them or requiring them to behave other than they would with 	<ul style="list-style-type: none"> Enter unprepared into conversations on familiar topics. Follow clearly articulated language directed at them in everyday conversation, 	<ul style="list-style-type: none"> Handle very short social exchanges but is rarely able to understand enough to keep a conversation going of their own accord, though they can be made 	<ul style="list-style-type: none"> Take part in a simple conversation of a basic factual nature on a predictable topic (e.g. their home country, family, school).

Construct	Description			
	4 (B2)	3 (B1)	2 (A2)	1 (A1)
	<p>another proficient language user.</p> <ul style="list-style-type: none"> Start up a conversation and help keep it going by asking people relatively spontaneous questions about a special experience or event, expressing reactions and opinions on familiar subjects Carry out an effective, fluent interview, departing spontaneously from prepared questions, following up and probing interesting replies. Take the initiative in an interview, and expand and develop ideas with little 	<p>though will sometimes have to ask for repetition of particular words/signs.</p> <ul style="list-style-type: none"> Provide concrete information required in an interview/consultation (e.g., describe symptoms to a doctor), but with limited precision. Carry out a prepared interview, checking and confirming information, though they may occasionally have to ask for repetition if the other person's response is rapid or extended. 	<p>to understand if the interlocutor will take the trouble.</p> <ul style="list-style-type: none"> Use simple, everyday, polite forms of greeting and address. Answer/ Indicate simple questions and respond to simple statements in an interview. 	<ul style="list-style-type: none"> Make an introduction and use basic greeting and leaving expressions Reply/state in an interview to simple direct questions, but very slowly and clearly in direct, non-idiomatic language, about personal details

Construct	Description			
	4 (B2)	3 (B1)	2 (A2)	1 (A1)
<p>3. Language Use</p> <ul style="list-style-type: none"> ● grammatical accuracy ● use of a wide range of vocabulary ● use of a wide range of meeting expressions (2) 	<p>help or prodding from an interviewer.</p> <ul style="list-style-type: none"> ● Good grammatical control; occasional "slips" or non-systematic errors and minor flaws in sentence structure may still occur, but they are rare and can often be corrected in retrospect. ● Has a good command of simple language structures and some complex grammatical forms, although they tend to use complex structures rigidly with some inaccuracy. ● Use the main technical terminology of their field, when discussing their area 	<ul style="list-style-type: none"> ● Communicates with reasonable accuracy in familiar contexts; generally good control, though with noticeable mother-tongue influence. Errors occur, but it is clear what they are trying to express. ● Uses reasonably accurately a repertoire of frequently used "routines" and patterns associated with more predictable situations ● Has a good range of vocabulary related to 	<ul style="list-style-type: none"> ● Uses some simple structures correctly, but still systematically makes basic mistakes; nevertheless, it is usually clear what they are trying to say. ● Has sufficient vocabulary to conduct routine everyday transactions involving familiar situations and topics. ● Has a sufficient vocabulary for the expression of basic communicative needs. 	<ul style="list-style-type: none"> ● Shows only limited control of a few simple grammatical structures and sentence patterns in a learnt repertoire. ● Has a basic vocabulary repertoire of words/signs and phrases related to particular concrete situations.

Construct	Description		
	4 (B2)	3 (B1)	2 (A2)
	<p>of specialisation with other specialists.</p> <ul style="list-style-type: none"> ● Has a good range of vocabulary for matters connected to their field and most general topics. ● Vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution. 	<p>familiar topics and everyday situations.</p> <ul style="list-style-type: none"> ● Has sufficient vocabulary to express themselves with some circumlocutions on most topics pertinent to their everyday life such as family, hobbies and interests, work, travel and current events. 	1 (A1)



Scoring Rubrics for Transactional Tests

(Adapted from Council of Europe, 2018)

Construct	Description			
	4 (B2)	3 (B1)	2 (A2)	1 (A1)
1. Content (Sustained monologue) (6)	<ul style="list-style-type: none"> Give clear, detailed descriptions of a wide range of subjects related to their field of interest. Describe the personal significance of events and experiences in detail 	<ul style="list-style-type: none"> Give straightforward descriptions of a variety of familiar subjects within their field of interest. Give detailed accounts of experiences, describing feelings and reactions. Explain the main points in an idea or problem with reasonable precision. Describe how to do something, giving detailed instructions 	<ul style="list-style-type: none"> Give short, basic descriptions of events and activities. Describe plans and arrangements, habits and routines, past activities, likes and personal experiences. Use simple descriptive language to make brief statements about and compare objects and possessions. 	<ul style="list-style-type: none"> Describe simple aspects of their everyday life in a series of simple sentences, using simple words/signs and basic phrases, provided they can prepare in advance Name an object and indicate its shape and colour while showing it to others using basic words/signs, phrases and formulaic expressions, provided they can prepare in advance.
2. Delivery (Oral production)	<ul style="list-style-type: none"> Can give a clear, prepared presentation, giving reasons 	<ul style="list-style-type: none"> Can give a prepared straightforward presentation on a familiar 	<ul style="list-style-type: none"> Can give a short, rehearsed presentation on a topic pertinent to their everyday 	<ul style="list-style-type: none"> Can use a very short prepared text to deliver a rehearsed statement (e.g. to

Construct	Description			
	4 (B2)	3 (B1)	2 (A2)	1 (A1)
(2)	<p>in support of or against a particular point of view and giving the advantages and disadvantages of various options.</p> <ul style="list-style-type: none"> Can take a series of follow-up questions with a degree of fluency and spontaneity which poses no strain for either themselves or the audience. Can give a prepared presentation on a familiar topic within their field, outlining similarities and differences (e.g. between products, countries/regions, plans). 	<p>topic within their field which is clear enough to be followed without difficulty most of the time, and in which the main points are explained with reasonable precision.</p> <ul style="list-style-type: none"> Can take follow-up questions, but may have to ask for repetition if the delivery is rapid 	<p>life, and briefly give reasons and explanations for opinions, plans and actions.</p> <ul style="list-style-type: none"> Can cope with a limited number of straightforward follow-up questions Can give a short, rehearsed, basic presentation on a familiar subject. Can answer straightforward follow-up questions if they can ask for repetition and if some help with the formulation of their reply is possible. 	<p>formally introduce someone, to propose a toast).</p>
3. Language Use	<ul style="list-style-type: none"> Good grammatical control; occasional "slips" or non- 	<ul style="list-style-type: none"> Communicates with reasonable accuracy in 	<ul style="list-style-type: none"> Uses some simple structures correctly, but 	<ul style="list-style-type: none"> Shows only limited control of a few simple grammatical

Construct	Description			
	4 (B2)	3 (B1)	2 (A2)	1 (A1)
<ul style="list-style-type: none"> ● grammatical accuracy ● use of a wide range of vocabulary ● use of a wide range of meeting expressions (2) 	<p>systematic errors and minor flaws in sentence structure may still occur, but they are rare and can often be corrected in retrospect.</p> <ul style="list-style-type: none"> ● Has a good command of simple language structures and some complex grammatical forms, although they tend to use complex structures rigidly with some inaccuracy. ● Use the main technical terminology of their field, when discussing their area of specialisation with other specialists. ● Has a good range of vocabulary for matters 	<p>familiar contexts; generally good control, though with noticeable mother-tongue influence. Errors occur, but it is clear what they are trying to express.</p> <ul style="list-style-type: none"> ● Uses reasonably accurately a repertoire of frequently used "routines" and patterns associated with more predictable situations ● Has a good range of vocabulary related to familiar topics and everyday situations. ● Has sufficient vocabulary to express themselves with some circumlocutions on 	<p>still systematically makes basic mistakes; nevertheless, it is usually clear what they are trying to say.</p> <ul style="list-style-type: none"> ● Has sufficient vocabulary to conduct routine everyday transactions involving familiar situations and topics. ● Has a sufficient vocabulary for the expression of basic communicative needs. 	<p>structures and sentence patterns in a learnt repertoire.</p> <ul style="list-style-type: none"> ● Has a basic vocabulary repertoire of words/signs and phrases related to particular concrete situations.

Construct	Description		
	4 (B2)	3 (B1)	2 (A2)
	<p>connected to their field and most general topics.</p> <ul style="list-style-type: none"> ● Vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution. 	<p>most topics pertinent to their everyday life such as family, hobbies and interests, work, travel and current events.</p>	1 (A1)



The Evaluation Form of the Oral Tests and Scoring Rubrics

Research Title *Developing English Oral Communication Ability of EFL
Secondary School Students Through Competency- Based
Differentiated Instruction (CBDI)*

Researcher *Mr.Thanee Khiadthong
Center of Graduate Studies, Faculty of Humanities,
Srinakharinwirot University*

Advisor *Assist. Prof. Dr. Anchalee Jansem*

Note: *The results of this evaluation will be used to improve the course before
implementing it in an experiment.*

Research question: *“To what extent does competency-based differentiated
instruction affect English oral communication ability development of EFL secondary
school students?”*

The oral communication tests: *It was constructed by the researcher in order to
assess the students’ oral communication ability at the end of each unit.*

Expert’s name: _____

Position: _____

Affiliation: _____

Directions: *Please rate the following aspects of the oral communication tests and
the scoring rubric for informative transaction according to your opinions.*

1 = congruent 0 = questionable or unclear -1 = incongruent

Unit 1: Student exchange interview

Interpersonal Task 1

For Novice		
<p><u>Objective construct:</u> This task requires the students to respond to the <u>three</u> mock student interview questions.</p> <p><u>Competency(s):</u> Entering unprepared into conversations on familiar topics and maintaining a conversation or discussion may sometimes be difficult to follow when trying to express exactly what they would like to.</p>		
Items	IOC Values	Comments or suggestions
1. Please tell me about yourself./: Please introduce yourself		
2. What is your greatest strength?/		
3. Why are you interested in going on an exchange?/ Why are you interested in doing an exchange in your chosen country?		
Grade-level		
<p><u>Objective construct:</u> This task requires the students to respond to the <u>five</u> mock student interview questions.</p> <p><u>Competency(s):</u> Entering unprepared into conversations on familiar topics and maintaining a conversation or discussion may sometimes be difficult to follow when trying to express exactly what they would like to.</p>		
Items	IOC Values	Comments or suggestions
1. Please tell me about yourself./ Please introduce yourself		
2. What is your greatest strength?		
3. Why are you interested in going on an		

exchange?/ Why are you interested in doing an exchange in your chosen country?		
4. How do you manage your time and stay organized with your studies and extracurricular activities?		
5. Tell me about a situation where you had to work in a team. What was your role, and what did you learn from the experience?		
Advanced		
<p><u>Objective construct:</u> This task requires the students to respond to the <u>eight</u> mock student interview questions.</p> <p><u>Competency(s):</u> Entering unprepared into conversations on familiar topics and maintaining a conversation or discussion may sometimes be difficult to follow when trying to express exactly what they would like to.</p>		
Items	IOC Values	Comments or suggestions
1. Please tell me about yourself. / Please introduce yourself		
2. What is your greatest strength? /		
3. Why are you interested in going on an exchange?/ Why are you interested in doing an exchange in your chosen country?		
4. How do you manage your time and stay organized with your studies and extracurricular activities?		
5. Tell me about a situation where you had to work in a team. What was your role, and what did you learn from the experience?		
6. What draws you to the idea of participating in an exchange program in your chosen		

destination?		
7. If you had a problem with your host family, what could you do to resolve it?		
8. How do you plan to give back to your school or contribute to society with your education?		

Transactional Task 1

<p><u>Unit 1: Student exchange interview</u></p> <p style="text-align: center;">For Novice</p> <p><u>Objective construct:</u> To present themselves under the topic, “Why should we give you a scholarship abroad?” by focusing on your <i>personalities</i>.</p> <p><u>Competency(s):</u> Expressing opinions on subjects relating to everyday life, using simple expressions</p>		
Items	IOC Values	Comments or suggestions
Present yourself to the interviewer, “Why do you deserve this scholarship?” by focusing on your qualifications, and experiences.		
<p style="text-align: center;">Grade-level</p> <p><u>Objective construct:</u> To present themselves under the topic, “Why should we give you a scholarship abroad?” by focusing on your <i>qualities and experiences</i>.</p> <p><u>Competency (s):</u> Entering unprepared into conversations on familiar topics and maintaining a conversation or discussion may sometimes be difficult to follow when trying to express exactly what they would like to.</p>		
Items	IOC Values	Comments or suggestions
<u>Situations:</u> At present you are having a student interview for an exchange programme. Present yourself to the interviewer, “Why do you deserve this scholarship?” by focusing on your qualifications, and experiences.		

Advanced		
<p><u>Objective construct:</u> To present themselves under the topic, “Why should we give you a scholarship abroad?” by focusing on your <i>qualities, experiences and success</i>.</p> <p><u>Competency(s):</u> Entering unprepared into conversations on familiar topics and maintaining a conversation or discussion may sometimes be difficult to follow when trying to express exactly what they would like to.</p>		
Items	IOC Values	Comments or suggestions
<p>Situations: At present you are having a student interview for an exchange programme. Present yourself to the interviewer, “Why do you deserve this scholarship?” by focusing on your qualifications, experiences and success.</p>		

Unit 2: A New Robot Design

Interpersonal Task 2

For Novice		
<p><u>Objective construct:</u> To discuss robot design to solve ONE problem.</p> <p><u>Competency(s):</u> Making their opinions and reactions understood as regards possible solutions or the question of what to do next, giving brief reasons and explanations.</p>		
Items	IOC Values	Comments or suggestions
<p>You will engage in a conversation with your partner about designing a new robot to solve a specific problem. You will take turns discussing your ideas and responding to your partner's suggestions. Each of you will have 2 minutes to share your thoughts. Remember to use good communication skills such as listening carefully, asking questions, and giving reasons for your ideas.</p> <p><u>Scenario:</u> Imagine you and your partner are students who want to create a robot to help clean up a messy classroom. Discuss your ideas for designing this cleaning robot.</p>		
Grade-level		
<p><u>Objective construct:</u> To discuss robot design to solve THREE problems.</p> <p><u>Competency(s):</u> Making their opinions and reactions understood as regards possible solutions or the question of what to do next, giving brief reasons and explanations.</p>		
Items	IOC Values	Comments or suggestions
<p>You and your partner will engage in a conversation about designing a new robot to solve a specific problem. You will discuss your ideas and respond to your partner's suggestions. Each of you will have 2 minutes to share your thoughts. Make sure to use appropriate language and demonstrate your ability to engage in a meaningful conversation.</p>		

<p><u>Scenario:</u> Imagine you and your partner are engineers tasked with creating a robot to assist the elderly. Discuss your ideas for the robot's design and its features.</p>		
<p>Advanced</p> <p><u>Objective construct:</u> To discuss robot design to solve FIVE problems.</p> <p><u>Competency(s):</u> Making their opinions and reactions understood as regards possible solutions or the question of what to do next, giving brief reasons and explanations.</p>		
Items	IOC Values	Comments or suggestions
<p>You will engage in a discussion with a partner about designing a new robot to solve a specific problem. You will need to demonstrate your ability to have a detailed, sophisticated conversation. Each of you will have 5 minutes to discuss your ideas. Consider advanced-level vocabulary and complex sentence structures.</p> <p><u>Scenario:</u> Imagine you and your partner are researchers at a cutting-edge technology firm tasked with creating a robot for space exploration. Discuss your ideas for the robot's design, capabilities, and how it will address the challenges of space exploration.</p>		

Transactional Task 2

For Novice		
<p><u>Objective construct:</u> To present your new robot under ONE problem.</p> <p><u>Competency(s):</u> Giving a prepared straightforward presentation on a familiar topic within their field which is clear enough to be followed without difficulty most of the time, and in which the main points are explained with reasonable precision.</p>		
Items	IOC Values	Comments or suggestions
<p><u>Directions:</u> Present a new robot designed to help children with their homework. Explain its features and how it works.</p> <p><u>Situations:</u> You will present your ideas for a new robot designed to solve a specific problem. Imagine you are speaking to your class about your robot design project. You have 2 minutes to describe the robot and explain how it will address the problem.</p>		
Grade-level		
<p><u>Objective construct:</u> To present your new robot under THREE problems.</p> <p><u>Competency(s):</u> Giving a prepared straightforward presentation on a familiar topic within their field which is clear enough to be followed without difficulty most of the time, and in which the main points are explained with reasonable precision.</p>		
Items	IOC Values	Comments or suggestions
<p><u>Directions:</u> Present a new robot designed to aid in disaster response, such as during natural disasters like earthquakes or floods. Describe its features and how it can be deployed effectively.</p> <p><u>Situations:</u> You will present your ideas for a new robot designed to address a specific problem. Imagine you are giving a presentation to a group of colleagues or potential investors. You have 3 minutes to describe the robot's features and explain how it will solve the problem.</p>		

Advanced		
<p><u>Objective construct</u>: To present your new robot under FIVE problems.</p> <p><u>Competency(s)</u>: Giving a prepared straightforward presentation on a familiar topic within their field which is clear enough to be followed without difficulty most of the time, and in which the main points are explained with reasonable precision.</p>		
Items	IOC Values	Comments or suggestions
<p><u>Directions</u>: Present a new robot designed for medical purposes, such as surgical procedures. Explain the robot's advanced features, precision, and potential impact on the medical field.</p> <p><u>Situations</u>: In this task, you will present your innovative robot design for addressing a specific problem. Imagine you are presenting to a panel of experts in the field. You have 5 minutes to describe the robot's features and explain how it will effectively tackle the problem.</p>		

Unit 3: A Personal Shopper

Interpersonal Task 3

For Novice		
<p><u>Objective construct:</u> To explain to them in simple terms what a personal shopper does and why someone might need their services (Imagine you are discussing shopping with a friend or family member who doesn't know what a personal shopper is)</p> <p><u>Competency(s):</u></p> <p>1 Following much of everyday conversation and discussion, provided it is clearly articulated in standard language or a familiar variety.</p> <p>2 Describing how to do something, giving detailed instructions.</p>		
Items	IOC Values	Comments or suggestions
<p>You are going to have a conversation with a friend who has no idea what a personal shopper is. In this conversation, you will explain what a personal shopper does and why someone might need their services. Keep it simple and clear.</p> <p>* <u>Useful sentences:</u></p> <ul style="list-style-type: none"> • Have you ever heard of a personal shopper before? • That sounds helpful! How do they work? • It's like having a shopping expert by your side! • Oh, interesting! But why would someone need one? • They can save you time and make sure you look great! 		
Grade-level		
<p><u>Objective construct:</u> To engage in a discussion with a colleague or friend about the advantages and disadvantages of using a personal shopper, sharing your personal experiences or insights. (You are attending a social gathering where the topic of personal shoppers comes up.)</p> <p><u>Competency(s):</u></p>		

<p>1 Following much of everyday conversation and discussion, provided it is clearly articulated in standard language or a familiar variety.</p> <p>2 Describing how to do something, giving detailed instructions.</p>		
Items	IOC Values	Comments or suggestions
<p>Imagine you are discussing shopping with a friend or family member who doesn't know what a personal shopper is. Explain to them in simple terms what a personal shopper does and why someone might need their services.</p>		
<p>Advanced</p> <p><u>Objective construct:</u> To share your views on the changing role of personal shoppers in the fashion industry, the impact of technology, and the future trends in the field (Participate in a roundtable discussion or panel with industry experts in fashion and personal shopping.) .</p> <p><u>Competency(s):</u></p> <p>1 Following much of everyday conversation and discussion, provided it is clearly articulated in standard language or a familiar variety.</p> <p>2 Describing how to do something, giving detailed instructions..</p>		
Items	IOC Values	Comments or suggestions
<p>Imagine you are discussing shopping with a friend or family member who doesn't know what a personal shopper is. Explain to them in simple terms what a personal shopper does and why someone might need their services. You should aim for a natural conversation while providing clear and concise information.</p> <p>Student A: You are an advanced-level student. Your friend or family member has asked you about personal shoppers. Explain what a personal shopper is and why someone might need their services.</p> <p>Student B: You are a friend or family member of Student</p>		

A. You don't know what a personal shopper is. Ask Student A to explain what personal shoppers do and why someone might need their services.		
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Transactional Task 3

For Novice		
<p><u>Objective construct:</u> To make a role-play a conversation where you are a customer and your partner is a personal shopper. Share your preferences and requirements for an outfit you need for a special event. Ask the personal shopper questions about the process and their recommendations.</p>		
<p><u>Competency(s):</u></p>		
<p>1. Entering unprepared into conversations on familiar topics and maintaining a conversation or discussion but may sometimes be difficult to follow when trying to express exactly what they would like to.</p>		
<p>2. Making their opinions and reactions understood as regards possible solutions or the question of what to do next, giving brief reasons and explanations.</p>		
Items	IOC Values	Comments or suggestions
<p>In the role-play, one student will be the customer, and the other will be the personal shopper. The customer needs to share their preferences and requirements for an outfit for a special event.</p>		
Grade-level		
<p><u>Objective construct:</u> To make a role-play a phone call or video call with a personal shopper you found online. Inquire about their services, availability, and discuss your specific fashion needs for an upcoming vacation. (You are a customer interested in hiring a personal shopper.)</p>		
<p><u>Competency(s):</u></p>		
<p>1. Entering unprepared into conversations on familiar topics and maintaining a conversation or discussion but may sometimes be difficult to follow when trying to</p>		

<p>express exactly what they would like to.</p> <p>2. Making their opinions and reactions understood as regards possible solutions or the question of what to do next, giving brief reasons and explanations.</p>		
Items	IOC Values	Comments or suggestions
<p>Role-play a conversation where you are a customer, and your partner is a personal shopper. Share your preferences and requirements for an outfit you need for a special event. Then, ask the personal shopper questions about the process and their recommendations.</p>		
<p style="text-align: center;">Advanced</p> <p><u>Objective construct:</u> To explain your personalized approach and how you can meet their requirements (Imagine you are a consultant in the personal shopping industry. Role-play a meeting with a high-profile client interested in your services. Discuss their unique fashion needs, preferred designers, and budget.).</p> <p><u>Competency(s):</u></p> <p>1. Entering unprepared into conversations on familiar topics and maintaining a conversation or discussion but may sometimes be difficult to follow when trying to express exactly what they would like to.</p> <p>2. Making their opinions and reactions understood as regards possible solutions or the question of what to do next, giving brief reasons and explanations.</p>		
Items	IOC Values	Comments or suggestions
<p>Directions: Role-play a conversation where you are a customer, and your partner is a personal shopper. Share your preferences and requirements for an outfit you need for a special event. Ask the personal shopper questions about the process and their recommendations. The personal shopper</p>		

should guide the customer through the process of finding the perfect outfit.

Student A (Customer): You are attending a special event and need an outfit. Share your preferences, the type of event, your size, color preferences, and any specific requirements you have in mind. Ask the personal shopper for recommendations and inquire about the process.

Student B (Personal Shopper): You are a personal shopper assisting Student A in finding the perfect outfit for a special event. Listen to their preferences and requirements, and make recommendations accordingly. Explain the process of how you will help them, including any additional services you offer.

Unit 4: A Final Project

Interpersonal Task 4

For Novice

Objective construct: To response a conversation with a partner discussing giving a survey presentation with simple controlled speaking.

Competency(s):

1 Following clearly articulated speech/sign directed at them in everyday conversation, though will sometimes have to ask for repetition of particular words/signs and phrases.

2. Giving a prepared straightforward presentation on a familiar topic within their field which is clear enough to be followed without difficulty most of the time, and in which the main points are explained with reasonable precision.

Items	IOC Values	Comments or suggestions
<p><i>Directions: Work in pair and choose who will be Student A and Student B. Then make a conversational dialogue discussing giving a survey presentation. You have 10 minutes to prepare your answer. Finally, switch the role.</i></p> <p>Student A: Hey, ____(name)____ I have to give a presentation on giving a survey. Can you help me with some ideas?</p> <p>Student B: _____</p> <p>Student A: I chose to talk about how to give a survey presentation and what you should include in it.</p> <p>Student B: _____</p> <p>Student A: That's a good start. What's next?</p> <p>Student B: _____</p> <p>Student A: Okay, I'll remember that. What comes after that?</p> <p>Student B: _____</p> <p>Student A: That makes sense. What should I include after discussing the steps?</p> <p>Student B: _____</p> <p>Student A: I'll definitely include that. What's the last part of the presentation?</p> <p>Student B: _____</p> <p>Student A: I appreciate that, ____(name)____. You're a great friend. I'll let you know if I need more help.</p> <p>Student B: _____</p>		

Grade-level

Objective construct: To response a conversation with a partner discussing giving a survey presentation with complicated controlled speaking. Competency(s):

1 Following clearly articulated speech/sign directed at them in everyday conversation, though will sometimes have to ask for repetition of particular words/signs and phrases.

2. Giving a prepared straightforward presentation on a familiar topic within their field which is clear enough to be followed without difficulty most of the time, and in which the main points are explained with reasonable precision.

Items	IOC Values	Comments or suggestions		
<p><i>Directions: Work in pair and choose who will be Student A and Student B. Then make a conversational dialogue discussing giving a survey presentation. You have 6 minutes to prepare your answer. Finally, switch the role.</i></p> <p>Student A: Hey, ___(name)___ I have to give a presentation on conducting surveys, and I'm a bit stuck. Can you help me brainstorm some ideas?</p> <p>Student B: _____ What's your presentation about?</p> <p>Student A: _____</p> <p>Student B: Great choice! Let's brainstorm some key points. _____</p> <p>Student A: That's a good starting point. What should I include after the introduction?</p> <p>Student B: _____</p> <p>Student A: I see, that's important. What comes after that?</p> <p>Student B: _____</p> <p>Student A: Methodology, got it. What's next?</p> <p>Student B: _____</p> <p>Student A: I'll make sure to present the results effectively. What else should I include?</p> <p>Student B: _____</p> <p>Student A: Visuals sound great! And what's the final part?</p> <p>Student B: _____</p> <p>Student A: Thanks, Sarah! This is really helpful. I feel more confident now, and I can get started on my presentation.</p> <p>Student B: _____</p> <p>Student A: I appreciate that, Sarah. You're a great friend. I'll definitely keep you in the loop.</p> <p>Student B: No problem, Mike. _____</p>				

Advanced

Objective construct: To response a conversation with a partner discussing giving a survey presentation with more complex controlled speaking and to engage in a debate with other panelists on the implications of the findings.

Competency(s):

1 Following clearly articulated speech/sign directed at them in everyday conversation, though will sometimes have to ask for repetition of particular words/signs and phrases.

2. Giving a prepared straightforward presentation on a familiar topic within their field which is clear enough to be followed without difficulty most of the time, and in which the main points are explained with reasonable precision.

Items	IOC Values	Comments or suggestions		
<p>Directions: Work in pair and choose who will be Student A and Student B. Then make a conversational dialogue discussing giving a survey presentation. You have 3 minutes to prepare your answer. Finally, switch the role.</p> <p>Student A: Hi _____(name)_____ I have to give a presentation on conducting _____ a class survey, and I want it to be top-notch. Can you help <u>me</u> brainstorm some advanced ideas?</p> <p>Student B: _____ What's your class survey presentation about?</p> <p>Student A: _____</p> <p>Student B: Impressive choice! Let's brainstorm some advanced key points. _____ _____</p> <p>Student A: A strong introduction, that's a good way to grab their <u>attention</u>. What should I include after that?</p> <p>Student B: _____</p> <p>Student A: That's important. What's the next step?</p> <p>Student B: _____</p> <p>Student A: Methodology, got it. What's next?</p> <p>Student B: _____</p> <p>Student A: That's interesting. How can I make my presentation even more advanced?</p> <p>Student B: _____</p>				

<p>Student A: Statistics, that's a challenge, but it would make my presentation stand out. What's the final part?</p> <p>Student B: _____</p> <p>Student A: Thanks, _____ (name) _____! Your ideas are really advanced, and I'm excited to work on my presentation now.</p> <p>Student B: You're welcome, _____ (name). _____</p> <p>Student A: I appreciate that, _____ (name). You're a great friend. I'll definitely keep you in the loop.</p> <p>Student B: No problem, _____ (name). _____</p>		
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Transactional Task 4

For Novice		
<p>Objective construct: To prepare a group presentation for the class, using visual aids to support their delivery. (The script and presentation consist of three parts: (1) introduction including introducing team members, a title, (2) main body containing the survey results, and (3) conclusion consisting of summarizing the main content and closing the presentation.</p> <p>Competency(s):</p> <ol style="list-style-type: none"> 1. Giving a prepared straightforward presentation on a familiar topic within their field which is clear enough to be followed without difficulty most of the time, and in which the main points are explained with reasonable precision. 2. Making their opinions and reactions understood as regards possible solutions or the question of what to do next, giving brief reasons and explanations. 		
Items	IOC Values	Comments or suggestions
<p>This task requires students to prepare a group presentation for the class, using visual aids to support their delivery. The script and presentation consist of three parts: (1) <i>introduction including introducing team members, a title, (2) main body containing the survey results, and (3) conclusion consisting of summarizing the main content and closing the presentation.</i> The script should have a minimum length of <i>250 words and last 3-5 minutes.</i></p>		
Grade-level		
<p>Objective construct: To prepare a group presentation for the class, using visual aids to support their delivery.</p>		

<p><u>Competency(s):</u></p> <ol style="list-style-type: none"> 1. Giving a prepared straightforward presentation on a familiar topic within their field which is clear enough to be followed without difficulty most of the time, and in which the main points are explained with reasonable precision. 2. Making their opinions and reactions understood as regards possible solutions or the question of what to do next, giving brief reasons and explanations. 		
Items	IOC Values	Comments or suggestions
<p>This task requires students to prepare a group presentation for the class, using visual aids to support their delivery. The script and presentation consist of three parts: <i>(1) introduction including introducing team members, a title, the reasons why they have chosen a particular topic, and make it engaging and relevant to your topic. (2) main body containing the survey results and provide real-life examples or stories related to your topic. This can help your classmates connect with the information., and (3) conclusion consisting of summarizing the main content, emphasize the significance of your findings or topic. Why should your classmates care about it? and closing the presentation.</i> The script should have a minimum length of <u>400 words and last 5-10 minutes.</u></p>		
Advanced		
<p><u>Objective construct:</u> To prepare a group presentation for the class, using visual aids to support their delivery.</p> <p><u>Competency(s):</u></p> <ol style="list-style-type: none"> 1. Entering unprepared into conversations on familiar topics and maintaining a conversation or discussion but may sometimes be difficult to follow when trying to express exactly what they would like to. 2. Making their opinions and reactions understood as regards possible solutions or the question of what to do next, giving brief reasons and explanations. 		
Items	IOC Values	Comments or suggestions

		suggestions
<p>This task requires students to prepare a group presentation for the class, using visual aids to support their delivery. The script and presentation consist of three parts:</p> <p><i>(1) introduction including introducing team members, a title, the reasons why they have chosen a particular topic, and explain why your team chose this particular topic. Was it something you're passionate about? Is it a current issue or a subject you find fascinating? Share a brief story or reason behind your choice.</i></p> <p><i>(2) main body containing the survey results and provide real-life examples or stories related to your topic. This can help your classmates connect with the information., and</i></p> <p><i>(3) conclusion consisting of summarizing the main content, emphasize the significance of your findings or topic. Why should your classmates care about it? And, end the presentation with a closing statement or a call to action and encourage your classmates to think about what they've learned.</i></p> <p>The script should have a minimum length of <u>500 words</u> and last 10-15 minutes.</p>		

Scoring Rubrics

Items	IOC Values	Comments or suggestions
1. The descriptions in the rubric are clear and easy to comprehend.		
2.The competencies outlined in the rubric are measurable.		
3.The rubric is suitable for the oral communication placement test.		

Other comments and suggestions:



APPENDIX E
Perception Questionnaire

This questionnaire consists of two parts for measuring your perceptions towards English Oral communication instruction using competency-based differentiated instruction learning. Perception in this study refers to your attitude and self-confidence after participating in this instruction. Your answer will be used for academic purpose only and will not affect your grade in anyway. The information you have provided will be confidential.

Part 1: Perceptions towards English Oral communication instruction using competency-based differentiated instruction learning.

Directions: Please tick one option for each sentence that most apply to you.

Items	Strongly agree (4)	Agree (3)	Disagree (2)	Strongly Disagree (1)
1. The instruction effectively showcased the practical application of speaking skills in professional settings.				
2. I observed noticeable improvements in my oral communication abilities.				
3. I observed a positive change in my confidence levels after completing the course.				
4. I liked the opportunity to explore the content through the multimedia prior to class.				
5. Engaging in discussions with my classmates proved to be beneficial for my speaking skills.				
6. The ability to practice speaking about topics of personal interest made the learning experience enjoyable for me.				
7. The interactive features of the website and social media platforms facilitated valuable interactions with my classmates and teacher.				
8. The availability of diverse content formats allowed me to choose materials that aligned with				

my preferences.				
9. I became more actively involved when the content and activities catered to my abilities.				
10. This instructional approach encouraged me to communicate more frequently.				
11. The instruction allocated sufficient time for in-class communication practice.				
12. I found it advantageous to study the content at my preferred time and location.				
13. Accessing the content on the website before class was advantageous as it allowed me to quickly search for additional information when I encountered confusion.				
14. I felt confident in my ability to apply what I had learned from this instruction.				
15. My English oral communication ability underwent positive changes as a result of increased practice in class.				
16. Collaborating with classmates who possessed similar oral communication abilities during activities proved beneficial for me.				
17. I derived value from the feedback and comments provided by the teacher.				
18. The teacher's feedback and comments helped me to identify and rectify errors in my English oral communication, ultimately boosting my confidence.				
19. I recognized the advantages of independently studying the content before class.				
20. Engaging topics motivated me to practice oral communication skills beyond the confines of the classroom.				

Part 2: Additional comments

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The Evaluation Form of Perception Questionnaire

Research Title *Developing English Oral Communication Ability of EFL
Secondary School Students through Competency- Based
Differentiated Instruction (CBDI)*

Researcher *Mr.Thanee Khiadthong
Center of Graduate Studies, Faculty of Humanities,
Srinakharinwirot University*

Advisor *Assist. Prof. Dr. Anchalee Jansem*

Note: *The results of this evaluation will be used to improve the course after
implementing it in an experiment.*

Perception Questionnaire

The researcher developed a perception questionnaire to assess the students' views on the English oral communication instruction implemented through the competency-based differentiated instruction. The questionnaire aims to measure the students' attitudes and confidence towards the instruction. It comprised 25 items presented on a four-point Likert scale, ranging from 4 (Strongly Agree) to 1 (Strongly Disagree). The perception questionnaire is divided into two parts based on the questionnaire design principle of Dörnyei (2007).

- Part I: Perceptions towards the instruction

The questionnaire aimed to assess the students' perceptions of the instruction. It consists of 25 items that explored the students' attitudes and confidence towards the instruction. The questionnaire will be administered after the students have engaged in the oral communication instruction using the CBDI).

- Part II: Additional comments

The additional comments section will be provided as an extra option for students to write their comments or opinions toward the instruction. The perception questionnaire is presented in Appendix E. The translated version is presented in Appendix S

Research question: "What are the EFL school students' perceptions towards competency-based differentiated instruction?"

Expert's name: _____

Position: _____

Affiliation: _____

Directions: Please rate the following aspects of the perception questionnaire according to your opinions.

1 = congruent 0 = questionable or unclear -1 = incongruent

Items	Perception by means of...	IOC Values	Comments or suggestions
1. The instruction effectively showcased the practical application of speaking skills in professional settings.	opinion		
2. I observed noticeable improvements in my oral communication abilities.	opinion		
3. I observed a positive change in my confidence levels after completing the course.	confidence		
4. I liked the opportunity to explore the content through the multimedia prior to class.	opinion		
5. Engaging in discussions with my classmates proved to be beneficial for my speaking skills.	opinion		
6. The ability to practice speaking about topics of personal interest made the learning experience enjoyable for me.	opinion		
7. The interactive features of the website and social media platforms facilitated valuable interactions with my classmates and teacher.	confidence		
8. The availability of diverse content formats allowed me to choose materials that aligned with my preferences.	opinion		
9. I became more actively involved when the content and activities catered to my abilities.	confidence		

Items	Perception by means of...	IOC Values	Comments or suggestions
10. This instructional approach encouraged me to communicate more frequently.	confidence		
11. The instruction allocated sufficient time for in-class communication practice.	confidence		
12. I found it advantageous to study the content at my preferred time and location.	opinion		
13. Accessing the content on the website before class was advantageous as it allowed me to quickly search for additional information when I encountered confusion.	opinion		
14. I felt confident in my ability to apply what I had learned from this instruction.	confidence		
15. My English oral communication ability underwent positive changes as a result of increased practice in class.	opinion		
16. Collaborating with classmates who possessed similar oral communication abilities during activities proved beneficial for me.	opinion		
17. I derived value from the feedback and comments provided by the teacher.	opinion		
18. The teacher's feedback and comments helped me to identify and rectify errors in my English oral communication, ultimately boosting my confidence.	confidence		
19. I recognized the advantages of independently studying the content before class.	opinion		
20. Engaging topics motivated me to practice oral communication skills beyond the confines of the classroom.	confidence		

Other comments and suggestions:



APPENDIX F

Students' Reflective Journal (SRJ)

Name _____

Date _____

Oral Communication test (Unit and title): _____

Your reflection

1. What have you learned in the class (นักเรียนได้เรียนรู้อะไรบ้าง)

2. How do you feel about learning English and tiered group and activities
(นักเรียนรู้สึกอย่างไรต่อการจัดการเรียนการสอน และการเรียนแบบแบ่งกลุ่มผู้เรียนและกิจกรรมใน
ครั้งนี้)

3. What I the most like in this lesson (สิ่งที่ข้าพเจ้าชอบเกี่ยวกับบทเรียนนี้)

4. What problems/concerns did you have with this class, and any help? (นักเรียนยังมีปัญหาหรือข้อสงสัยอะไรอีกบ้าง และต้องการความช่วยเหลือหรือไม่ อย่างไร)

5. How will you apply what you have learned? Please explain. (นักเรียนจะนำความรู้
ที่ได้ไปใช้อย่างไรบ้าง โปรดอธิบาย)

The Evaluation Form of Students' Reflective Journal

Research Title *Developing English Oral Communication Ability of EFL
Secondary School Students through Competency- Based
Differentiated Instruction (CBDI)*

Researcher *Mr.Thanee Khiadthong
Center of Graduate Studies, Faculty of Humanities,
Srinakharinwirot University*

Advisor *Assist. Prof. Dr. Anchalee Jansem*

Note: *The results of this evaluation will be used to improve the course before
implementing it in an experiment.*

The students' reflective journals (SRJs) will be utilized to elicit students' reflections on the competency-based differentiated instruction. The participants will be assigned to write a reflective journal four times after each oral assessment to elicit their perceptions of the CBDI on oral communication ability. Practically, the form of questions, will be provided to help the participants focus on aspects that are relevant to the current study. Students will be referred to using codes and numbers (e.g., NS1 – novice student number 1, GS – grade-level student, and AS – advanced student) in all written data in order to preserve their anonymity.

Research question: *“What are the EFL school students' perceptions towards competency-based differentiated instruction?”*

Expert's name: _____

Position: _____

Affiliation: _____

Directions: Please rate the following aspects of the Students' Reflective Journals according to your opinions.

1 = congruent 0 = questionable or unclear -1 = incongruent

Items	IOC Values	Comments or suggestions
1. It is appropriate to ask participants to explicitly set their task objectives to help them focus on what they hope to achieve in each oral assessment		
2. The total number of questions (five questions) is appropriate and sufficient for eliciting answers that can be used for responding to the second research question, "What are the school students' perceptions towards competency-based differentiated instruction in helping them improve their oral communication ability, especially interpersonal skill and transactional skill?"		
3. Question 1, "What have you learned in the class?" is appropriate for eliciting an answer that can be used for responding to the second research question, "What are the school students' perceptions towards CBLI in helping them improve their oral communication ability?".		
4. Question 2, "How do you feel about learning English and tiered group and activities?" is appropriate for eliciting an answer that can be used for responding to the second research question.		

Items	IOC Values	Comments or suggestions
5. Question 3, “What I the most like in this lesson?” is appropriate for eliciting an answer that can be used for responding to the second research question.		
6. Question 4, “What problems/concerns did you have with this class?” is appropriate for eliciting an answer that can be used for responding to the second research question.		
7. Question 5, “How will you apply what you have learned in the future? Please explain.” is appropriate for eliciting an answer that can be used for responding to the second research question.		

Other comments and suggestions:



APPENDIX G
Semi-structured interview guide

Opening
<ol style="list-style-type: none"> 1. Greeting the five participants. 2. Explain the reason for and the purpose of the interview. Summarize briefly what will happen to the interview data and reassure the interviewees on the issue of confidentiality. 3. Ask the participants to answer the following questions briefly: <ul style="list-style-type: none"> • How are you today? (สบายดีไหม) • What did you have for breakfast/lunch? (ทานอะไรมาครับ) • What do you usually do in your spare time? (ปกติเวลาว่างนักเรียนชอบทำอะไร)
Interviewing
<ol style="list-style-type: none"> 1. Help the participant recall their memory of what they did during the course by summarizing the teaching procedure of the CBDI and showing all teaching materials to the participant. <p style="text-align: center;">Ask the participant to answer the following questions</p> 2. In overall, what do you think about the English teaching and learning in this course? (โดยรวม นักเรียนคิดอย่างไรกับการเรียนการสอนภาษาอังกฤษในวิชานี้) 3. Do you think this instructional method helps you improve your English oral communication ability? Please explain. (นักเรียนคิดว่า การเรียนการสอนแบบนี้ ช่วยพัฒนาความสามารถในการสื่อสารภาษาอังกฤษของตนเองหรือไม่ โปรดอธิบาย) 4. Do you think this teaching method could change your English competency level after finished all lessons? Why? Or why not? (นักเรียนคิดว่า การเรียนการสอนแบบนี้ สามารถช่วยพัฒนาระดับสมรรถนะทางภาษาอังกฤษของนักเรียนสูงขึ้นได้หรือไม่ เพราะอะไร) 5. Apart from English language aspect, do you think this teaching method benefits you in other aspects? Please explain. (นอกจากด้านภาษาแล้ว นักเรียนคิดว่า การเรียนการสอนแบบนี้ ช่วยพัฒนาด้านอื่นอีกหรือไม่ โปรดอธิบาย) 6. What do you think about the lessons you participated in? (นักเรียนมีความคิดเห็นอย่างไรเกี่ยวกับบทเรียนต่างๆ ที่เรียนไป) 7. What do you think about learning with friends who have the same readiness/background as you to help you improve your oral communication

ability? (นักเรียนมีความคิดเห็นอย่างไรกับการได้เรียนและทำกิจกรรมกลุ่มกับเพื่อนที่มีความสนใจ หรือมีความสามารถพอ ๆ กัน การทำงานลักษณะดังกล่าวช่วยในการพัฒนาทักษะภาษาของนักเรียนหรือไม่อย่างไร)

8. What do you think about the teaching method requires optional learning modes for you choose helps you improve your oral communication ability? (นักเรียนคิดว่า วิธีการสอนที่กำหนดให้นักเรียนสามารถเลือกรูปแบบของสื่อการเรียนรู้ที่หลากหลาย สามารถพัฒนาทักษะการสื่อสารภาษาอังกฤษของตนเองหรือไม่ อธิบาย)

9. What do you think about teacher's assistance during the lessons helps you improve your oral communication ability? (นักเรียนคิดว่า วิธีการสอนที่ได้รับการช่วยเหลือจากครูในระหว่างการเรียนรู้ สามารถพัฒนาทักษะการสื่อสารภาษาอังกฤษของตนเองหรือไม่ โปรดอธิบาย)

10. What do you think about the teaching method requires you to choose the learning process such as individually, peers and group helps you improve your oral communication ability? (นักเรียนคิดว่า วิธีการสอนที่กำหนดให้นักเรียนสามารถเลือกวิธีการเรียนรู้ที่หลากหลาย เช่น เรียนแบบเดี่ยว แบบคู่ และแบบกลุ่ม สามารถพัฒนาทักษะการสื่อสารภาษาอังกฤษของตนเองหรือไม่ อย่างไร)

11. What do you think about the class assignment or tasks which you have an option to demonstrate namely, role play, presentation and discussion helps you improve your oral communication ability? (นักเรียนคิดว่า การเปิดโอกาสให้นักเรียนเลือกปฏิบัติภาระงาน เช่น บทบาทสมมุติ การนำเสนอหน้าชั้นเรียน หรือการอภิปราย ช่วยพัฒนาทักษะการสื่อสารภาษาอังกฤษของตนเองหรือไม่ อย่างไร)

Closing

12. Give the participants opportunity to make additional comments by saying:

- I have no further questions. Do you have anything more you want to bring up, or ask about, before we finish the interview? (นักเรียนมีอะไรอยากบอกเพิ่มเติมไหมครับ)
- What kinds of activities do you like the most, and why? (นักเรียนชอบกิจกรรมใดในการจัดการเรียนการสอน เพราะเหตุใด)
- Which activity seems to be the most difficult, and do you need the teacher to add? (กิจกรรมใดที่นักเรียนคิดว่ายากเกินไป หรือ มีกิจกรรมใดที่ครูควรเพิ่มเติม เพื่อให้การเรียนการสอนเป็นประโยชน์ต่อนักเรียนมากที่สุด)
- How do you like the teacher assistance process? (นักเรียนมีความคิดเห็น

อย่างไรเกี่ยวกับบทบาทของครูในชั้นเรียน มีข้อเสนอแนะในประเด็นใดหรือไม่)

- Express gratefulness to the participant.

The Evaluation Form of Focus Group Interview Questions

Research Title *Developing English Oral Communication Ability of EFL
Secondary School Students Through Competency- Based
Differentiated Instruction (CBDI)*

Researcher *Mr.Thanee Khiadthong
Center of Graduate Studies, Faculty of Humanities,
Srinakharinwirot University*

Advisor *Assist. Prof. Dr. Anchalee Jansem*

Note: *The results of this evaluation will be used to improve the course before
implementing it in an experiment.*

*Semi-structured interviews will be developed and used to assess the
participants' perceptions in depth after the classroom intervention (see Appendix G).
Six participants—three from the novice group and three from the advanced group
were selected to participate in the interviews.*

Research question: *“What are the EFL school students' perceptions towards
competency-based differentiated instruction?”*

Expert's name: _____

Position: _____

Affiliation: _____

Directions: *Please rate the following aspects of the focus group interview
questions according to your opinions.*

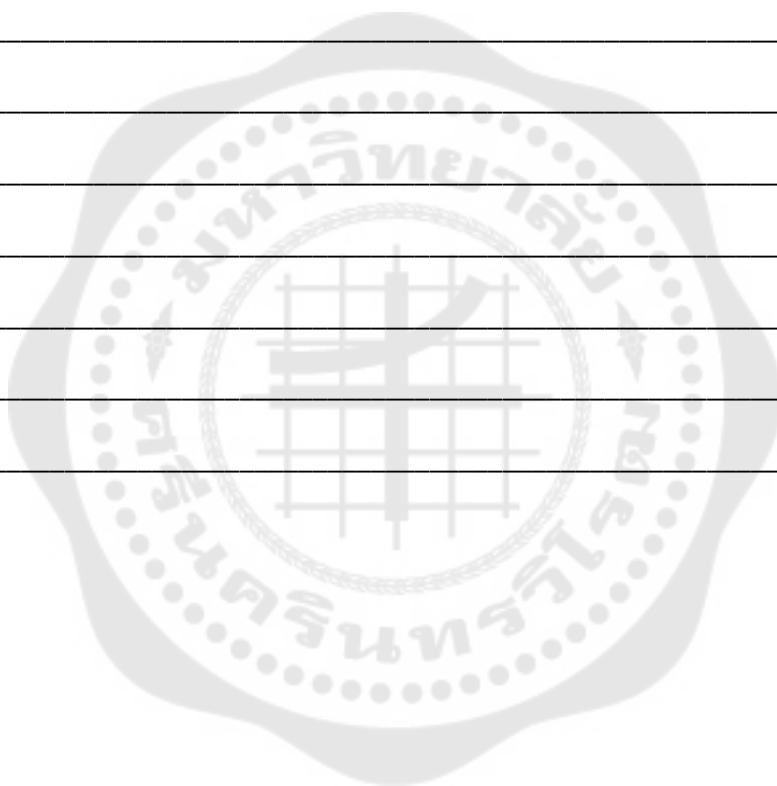
1 = congruent

0 = questionable or unclear -1 = incongruent

Items	IOC Values	Comments or suggestions
1. All of the 12 interview questions are appropriate and sufficient for eliciting data that will help answer the second research question, “What are the school students’ perceptions towards competency-based differentiated instruction in helping them improve their oral communication ability, especially interpersonal skill and transactional skill?”		
2. The four main topics of the interview – 1) <i>Opening</i> : This part included easy personal or factual questions to set the tone and to create initial rapport in order to help the interviewees relax and consequently to encourage them to open up., 2) <i>Interviewing</i> : This part consisted of content questions and probes. The questions first involved the participants’ perceptions of the overall competency-based differentiated instruction and then of each component of the CBDI such as the materials , supplementary, classroom management , in-class tasks, assignments and activities, and self- , peer and teachers’ assessment, and 3) <i>Closing</i> : This part included the final closing questions in order to permit the interviewees to provide additional comments, covering all key aspects about students’ perceptions toward the CBDI.		
3. All of the 12 interview questions can probe the students to expand interesting aspects they have written in their reflective journals (SRJ) and the questionnaire.		
4. All of the 12 interview questions do not repeat similar points in the SRJ and the questionnaire.		
5. The interview questions are straightforward and easy to understand.		

Items	IOC Values	Comments or suggestions
6. The total number of questions (12 questions) is appropriate for an interview session of 60 minutes.		

Additional comments and suggestions:





APPENDIX H
Letter of Consent



AF20-03-03.0
May, 2023

Certificate of Ethical Committee Approval

This is to certify that:

Protocol Title: DEVELOPING ENGLISH ORAL COMMUNICATION ABILITY OF EFL SECONDARY SCHOOL STUDENTS THROUGH COMPETENCY-BASED DIFFERENTIATED INSTRUCTION (CBDI).

Principal investigator: Mr.Thanee Khiadthong

Institution: Faculty of Humanities, Srinakharinwirot University

Protocol code: SWUEC-662083

Documents approved:

- | | |
|---|--------------------------------------|
| 1. Submission form | version no. 2 date 29 September 2023 |
| 2. Full research proposal | version no. 1 date 11 August 2023 |
| 3. Participant information sheet and consent form | version no. 1 date 11 August 2023 |
| 4. Questionnaire/data collection form | version no. 1 date 11 August 2023 |
| 5. 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: 07/11/2023

Date of expiration: 06/11/2024

(Associate Professor Sittipong Wattananonsakul, Ph.D.)

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

Ethics and Research Standards Division
Innovation Building Prof. Dr. Saroch Buasri, Floor 17
Srinakharinwirot University, 10110 Thailand
Tel.: +66-26-495000, 17503 Fax: (02) 2042590

หนังสือให้ความยินยอมเข้าร่วมในโครงการวิจัย
สำหรับผู้มีอำนาจกระทำการแทนบุคคลอายุต่ำกว่า 18 ปี
หรือ ผู้ป่วยที่ไม่สามารถแสดงความยินยอมได้ด้วยตนเอง

วันที่

ข้าพเจ้า.....อายุ.....ปี อยู่บ้านเลขที่.....ถนน.....หมู่ที่.....
แขวง/ตำบล.....เขต/อำเภอ.....จังหวัด.....
โทรศัพท์.....

เป็นผู้มีอำนาจกระทำการแทน เด็กชาย/ เด็กหญิง

มีความเกี่ยวข้องเป็น

ขอทำหนังสือนี้ให้ไว้ต่อหัวหน้าโครงการวิจัยเพื่อเป็นหลักฐานแสดงว่า ข้าพเจ้าและ/หรือผู้ที่อยู่ในความปกครอง
ของข้าพเจ้า

ข้อ 1. ได้รับทราบโครงการวิจัยของ นายธานี เขียดทอง

เรื่องการพัฒนาความสามารถในการพูดภาษาอังกฤษเพื่อการสื่อสารของนักเรียนระดับชั้นมัธยมศึกษาโดยใช้

การจัดการเรียนการสอนฐานสมรรถนะตามความสามารถของผู้เรียน

ข้อ 2. ยินยอมเข้าร่วมโครงการวิจัยนี้ ด้วยความสมัครใจ โดยมีได้มีการบังคับขู่เข็ญ หลอกลวงแต่ประการใด และจะ
ให้ความร่วมมือในการวิจัยทุกประการ

ข้อ 3. ได้รับการอธิบายจากผู้วิจัยเกี่ยวกับวัตถุประสงค์ของการวิจัย วิธีการวิจัย ประสิทธิภาพ ความปลอดภัย อาการ
หรืออันตรายที่อาจเกิดขึ้น รวมทั้งแนวทางป้องกัน และการแก้ไข หากเกิดอันตราย ค่าตอบแทนที่จะได้รับ ค่าใช้จ่าย
ที่จะต้องรับผิดชอบจ่ายเอง โดยได้อ่านข้อความที่มีรายละเอียดอยู่ในเอกสารชี้แจงผู้เข้าร่วมโครงการวิจัยโดยตลอด
 อีกทั้งยังได้รับคำอธิบายและตอบข้อสงสัยจากหัวหน้าโครงการวิจัยเป็นที่เรียบร้อยแล้ว

ข้อ 4. ได้รับการรับรองจากผู้วิจัยว่าจะเก็บข้อมูลส่วนตัวเป็นความลับ จะเปิดเผยเฉพาะผลสรุปการวิจัยเท่านั้น

ข้อ 5. ได้รับทราบแล้วว่าไม่มีสิทธิ์จะบอกเลิกการร่วมโครงการวิจัยนี้ และการบอกเลิกการร่วมโครงการวิจัยจะไม่มี
ผลกระทบต่อการทำงานใดๆ หรือส่งผลกระทบต่อการเรียนการสอน การประเมินผลการเรียน (ในกรณีที่กำลัง
ศึกษาอยู่)

ข้อ 6. หากมีข้อข้องใจเกี่ยวกับขั้นตอนของการวิจัย หรือหากเกิดผลข้างเคียงที่ไม่พึงประสงค์จากการวิจัย สามารถ
ติดต่อกับ นายธานี เขียดทอง หัวหน้าโครงการวิจัย และผู้ร่วมวิจัยที่สามารถติดต่อได้ระบุสถานที่ติดต่อได้สะดวก
พร้อมเบอร์โทรศัพท์, โทรสาร) 089-1451916

MF-10-3-version-2.2
วันที่ 1 ก.พ. 66

ข้อ 7. หากได้รับการปฏิบัติไม่ตรงตามที่ระบุไว้ในเอกสารชี้แจงผู้เข้าร่วมการวิจัย สามารถติดต่อกับประธานคณะกรรมการจริยธรรมสำหรับการพิจารณาโครงการวิจัยที่ทำในมนุษย์ หรือผู้แทน ได้ที่ หน่วยจริยธรรมและมาตรฐานการวิจัย อาคารนวัตกรรมศาสตราจารย์ ดร.สาโรช บัวศรี ชั้น 17 มหาวิทยาลัยศรีนครินทรวิโรฒ โทโร (02) 649-5000 ต่อ 17503, 17505 หรือ (02) 204-2590 หรือส่งอีเมล ได้ที่ swuec@gs.swu.ac.th

ข้าพเจ้าและ/หรือผู้ที่อยู่ในความปกครองของข้าพเจ้า ได้อ่านและเข้าใจข้อความตามหนังสือนี้โดยตลอดแล้ว เห็นว่าถูกต้องตามเจตนารมณ์ จึงได้ลงลายมือชื่อไว้เป็นสำคัญพร้อมกับหัวหน้าโครงการวิจัยและต่อหน้าพยาน

ลงชื่อ
(.....)
ผู้มีอำนาจทำการแทน

ลงชื่อ
(นายธานี เขียวทอง)
ผู้ให้ข้อมูลและขอความยินยอม / หัวหน้าโครงการวิจัย

ลงชื่อ
(.....)
ผู้เข้าร่วมการวิจัย/อาสาสมัคร

ลงชื่อ
(.....)
พยาน



APPENDIX I

Name lists of experts who helped to validate research instruments

**Name List of Experts Validating English Oral Communication Placement Test,
Oral Communication Ability Tests and the Rubrics**

Full name	Position and affiliation
1. Assoc. Prof. Dr. Sita Yiemkuntitavorn	An associate professor, School of Educational Studies, Sukhothai Thammathirat Open University
2. Assoc. Prof. Dr. Akkarapon Nuemaihom	Dean, Faculty of Humanities and Social Sciences, Buriram Rajabhat University
3. Assist. Prof. Dr. Nawamin Prachanant	An assistant professor, Faculty of Humanities and Social Sciences, Buriram Rajabhat University
4. Assist. Prof. Dr. Chalernsup Karanjakwut	An assistant professor, Bansomdejchaopraya Rajabhat University
5. Assist. Prof. Dr. Wanida Ploysangwal	A retired lecturer, University of the Thai Chamber of Commerce

**Name List of Experts Validating Perception Questionnaire,
Students' Reflective Journal (SRJ) and Semi-structured interview**

Full name	Position and affiliation
1. Assoc. Prof. Dr. Areerug Mejang	An associate professor, School of Educational Studies, Sukhothai Thammathirat Open University
2. Assoc. Prof. Dr. Suphat Sukamonson	A retired lecturer, International College of Maejo University
3. Assist. Prof. Dr. Natjiree Jaturapitakkul	Associate Dean for Global Competency Development, Department of Language Studies, School of Liberal Arts, King Mongkut's University of Technology Thonburi
4. Assist. Prof. Monthira Damrongmanee	An assistant professor, Chulalongkorn University Language Institute

5. Dr. Punyapa Saengsri
A lecturer, Department of Language Studies,
School of Liberal Arts, King Mongkut's
University of Technology Thonburi

Name List of Experts Validating the Course competencies and sub-competencies, Lesson Plans, and Course Materials

1. Assoc. Prof. Dr. Pamararat Wiriyakarun
A retired lecturer, Department of Language Studies, School of Liberal Arts, King Mongkut's University of Technology Thonburi
2. Assist. Prof. Dr. Saowaluck Tepsuriwong
Associate Dean for Academic Affairs and Quality Assurance, School of Liberal Arts, Department of Language Studies, King Mongkut's University of Technology Thonburi
3. Assist. Prof. Dr. Saifon Songsiengchai
An assistant professor, Institute of Science Innovation and Culture, Rajamangala University of Technology Krungthep
4. Major Dr. Rashane Meesri
A retired lecturer, Graduate School Chulalongkorn University
5. Dr. Anuchit Tharamanit
A senior professional level teacher, Takpittayakhom School

VITA

NAME MR. THANEE KHIADTHONG
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INSTITUTIONS ATTENDED 2011-2015 Bachelor of Education (English)
 Bansomdejchaopraya Rajabhat University
 2017-2019 Master of Art (Applied Linguistics for English
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PUBLICATION Vita publication
AWARD RECEIVED Vita award received

EN20210: 2/2023

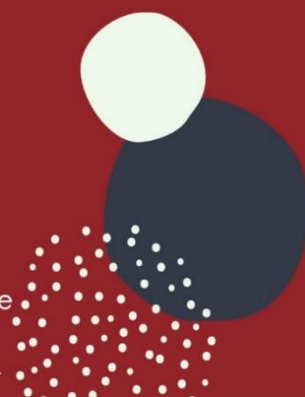


Global Communication

- Active listening
- Active Speaking
- Differentiated learning

Compiled by
Mr.Thanee Khiadthong

Mini English Programme
Surasakmontree school



คำอธิบายรายวิชา

รหัสวิชา EN20210 รายวิชา Global Communication

กลุ่มสาระการเรียนรู้ ภาษาต่างประเทศ

ชั้นมัธยมศึกษาปีที่ 2 จำนวน 40 คาบ/ภาคเรียน จำนวน 1 หน่วยกิต

The goal of this course is to cover authentic contents (Oral communication abilities in workplaces), cognitive development, oral communication skill enhancement, and language attributes in the world of work. This course intends to encourage students to practically and actively use-the language to communicate in practicing interactive and collaborative authentic tasks and assignments so that their drilled opportunities to apply language will enable them to perform as active oral communicators successfully.

This course also engages students with three characteristics of oral communication abilities at the intermediate level (B1) as follows: 1) Oral comprehension covers comprehension in live, face-to-face communication and its remote and or recorded equivalent; 2) Oral production covers Sustained monologue: describing experience, Sustained monologue: giving information, Sustained monologue: putting a case (e.g. in a debate), public announcements, and addressing audiences; and 3) Oral interaction covers understanding an interlocutor, conversation, informal discussion (with friends), information exchange, and using telecommunications.

ผลการเรียนรู้

สมรรถนะหลัก

4. Understand straightforward factual information about common job-related topics, identifying both general messages and specific details, provided people articulate clearly in a generally familiar variety. (Overall oral comprehension at B1)

5. Reasonably fluently sustain a straightforward description of one of a variety of subjects within their field of interest, presenting it as a linear sequence of points. (Overall oral production at B1)
6. Communicate confidently on familiar routine and non-routine matters related to their interests and professional field, and exchange, check and confirm information, deal with less routine situations and explain why something is a problem. (Overall oral interaction at B1)

สมรรถนะย่อย

1.1 Following much of everyday conversation and discussion, provided it is clearly articulated in standard language or in a familiar variety.

1.2 Following in outline straightforward short talks on familiar topics, provided these are delivered in clearly articulated standard language or a familiar variety

1.3 Understanding a large part of many TV programmes on topics of personal interest such as interviews, CDs, video games, travel, etc.

2.1 Describing how to do something, giving detailed instructions.

2.2 Expressing opinions on subjects relating to everyday life, using simple expressions

2.3 Giving a prepared straightforward presentation on a familiar topic within their field which is clear enough to be followed without difficulty most of the time, and in which the main points are explained with reasonable precision.

3.1 Following clearly articulated speech/sign directed at them in everyday conversation, though will sometimes have to ask for repetition of particular words/signs and phrases.

3.2 Entering unprepared into conversations on familiar topics and maintaining a conversation or discussion but may sometimes be difficult to follow when trying to express exactly what they would like to.

3.3 Making their opinions and reactions understood as regards possible solutions or the question of what to do next, giving brief reasons and explanations.

โครงสร้างรายวิชา

รหัสวิชา EN 20210 รายวิชา Global communication

ชั้นมัธยมศึกษาปีที่ 2

ภาคเรียนที่ 2 ปีการศึกษา 2566 จำนวน 36 คาบ/ภาคเรียน

จำนวน 1 หน่วยกิต

หน่วย ที่	ชื่อหน่วยการเรียนรู้	ผลการเรียนรู้	สาระสำคัญ/ความคิดรวบ ยอด	เวลา (คาบ)
1	Getting Started - Student's Interviews - Lesson learnt	1.2 Following in outline straightforward short talks on familiar topics, provided these are delivered in clearly articulated standard language or a familiar variety 2.2 Expressing opinions on subjects relating to everyday life, using simple expressions 3.2 Entering unprepared into conversations on familiar topics and maintaining a conversation or discussion may sometimes be difficult to follow when trying to express exactly what they would like to.	Listening - AFS Exchange Program 2022 - Interview with a student about her school Vocabulary - People I know (classmate, coworker, friend, next door) - Classes and lessons (get good grades, prepare for exams, take classes) Speaking - Student interview: the preparation - Ask follow-up questions and answer difficult interview questions - Introducing a person to someone else and responding to introductions - Question stress Grammar - The simple present vs the present continuous Jumping task - Conduct a mock interview (a role play)	9

หน่วย ที่	ชื่อหน่วยการเรียนรู้	ผลการเรียนรู้	สาระสำคัญ/ความคิดรวบ ยอด	เวลา (คาบ)
2	Then and Now - Health technology - Bad technology - New technology - Green Technology	1.3 Understanding a large part of many TV programmes on topics of personal interest such as interviews, CDs, video games, travel, etc. 3.3 Making their opinions and reactions understood as regards possible solutions or the question of what to do next, giving brief reasons and explanations.	Listening - Listen to fitness and exercise plan -Lecture about bad technology prediction - Interview about new technology prediction Vocabulary - Health/Medical technology - Describe devices (affordable, durable, rechargeable) - Using appliances and devices Speaking - Describe sports, hobbies, Interests or fashion you like and why you like them - Polite/direct disagreement - Unstressed of Grammar . - Future tenses b.- Used to - Comparison with as.....as Jumping tasks - Design a robot that solves a problem (Opinion exchange) - Plan a renovation of your school	9

หน่วย ที่	ชื่อหน่วยการเรียนรู้	ผลการเรียนรู้	สาระสำคัญ/ความคิดรวบ ยอด	เวลา (คาบ)
3	Do What You Love! - Sports/Hobbies/ interests/Sport jargon - E-sports - How we shop - Fashion	1.1 Following much of everyday conversation and discussion, provided it is clearly articulated in standard language or a familiar variety. 2.1 Describing how to do something, giving detailed instructions. 2.3 Giving a prepared straightforward presentation on a familiar topic within their field which is clear enough to be followed without difficulty most of the time, and in which the main points are explained with reasonable precision	Listening - Listening to talk about their interests - Talk about online shopping trends Vocabulary - Sports/Hobbies/ interests/Sport jargon - Describing trends (about, exactly, increase) - Fashion (inexpensive, style, unique) Speaking - Describe sports, hobbies, Interests or fashion you like and why you like them - Polite/direct disagreement - Unstressed "of" Grammar - Quantity expressions - Comparatives & Superlatives Grammar - Quantity expressions - Comparatives & Superlatives Jumping tasks - Give advice as a personal shopper on Youtube/TikTok - Create a fantasy E-sport	9

หน่วย ที่	ชื่อหน่วยการเรียนรู้	ผลการเรียนรู้	สาระสำคัญ/ความคิดรวบ ยอด	เวลา (คาบ)
			team	
4	FUN Entertainment - Music and Song - Movies - Games	1.3 Understanding a large part of many TV programmes on topics of personal interest such as interviews, CDs, video games, travel, etc. 2.3 Giving a prepared straightforward presentation on a familiar topic within their field which is clear enough to be followed without difficulty most	Listening - Listen to people talk about their tastes in music Vocabulary - Types of music, TV & movie genres - Kinds of video games - Feelings Speaking - Talk about favourite movies and TV shows Grammar - So and such - ed and -ing adjectives Jumping tasks - Give a presentation about Space Capsule - Presentation for a survey	9
สอบระหว่างภาค/สอบกลางภาค				2
สอบปลายภาค				2
รวมตลอดภาคเรียน				40

โครงการสอน

รหัสวิชา EN 20210 รายวิชา Global communication

ชั้นมัธยมศึกษาปีที่ 2

ภาคเรียนที่ 2 ปีการศึกษา 2566

จำนวน 36 คาบ/ภาคเรียน

จำนวน 1 หน่วยกิต

สัปดาห์ที่	คาบที่	เนื้อหาสาระการเรียนรู้	จำนวน คาบ	คะแนน
1	1	ปฐมนิเทศ แนะนำรายวิชา ข้อตกลงเกณฑ์การให้คะแนน	1	-
	2	AFS Exchange Program 2024 (Listening & Speaking)	1	1
2	3	Student interview (Speaking practice)	1	1
	4	Listening up/ Who can get the scholarship (Jumping task)	1	4
3	5	Who can get the scholarship (Cont.)	1	1
	6	People I know	1	1
4	7	The simple present vs the present continuous	1	1
	8	- Introducing a person - Question stress	1	1
5	9	Oral communication test 1	1	5
	10	Listen to fitness and exercise plan/Listening up	1	1
6	11	Future tenses & Weekly schedule planner	1	1
	12	Health/Medical technology Talking about medical advice regarding health and diet	1	1
7	13	- Describe devices - Lecture about bad technology prediction and describe how your life has changed in the past five years	1	1
	14	- Using appliances and devices	1	1
8	15	- Comparison with as.....as	1	1
	16	Design a robot that solves a problem (Opinion exchange)	1	2
9	17	Plan a renovation of your school	1	2
	18	Oral communication test 2	1	5
10	19	- Listening to talk about their interests - Sports/Hobbies/ interests/Sport jargon	1	1
	20	Comparatives & Superlatives	1	1
11	21	Create a fantasy E-sport team	1	1

สัปดาห์ที่	คาบที่	เนื้อหาสาระการเรียนรู้	จำนวน คาบ	คะแนน
	22	Talk about online shopping trends	1	1
12	23	Listen online shopping trends	1	1
	24	Use polite/direct disagreement in English	1	1
13	25	- Quantity expressions - Fashion (inexpensive, style, unique)	1	1
	26	Fashion (inexpensive, style, unique)	1	1
14	27	Give advice as a personal shopper on Youtube/TikTok	1	2
	28	Oral communication test 3	1	5
15	29	Listen/listen up to people talk about their music tastes	1	1
	30	Talk about favourite movies and TV show	1	1
16	31	- So and such/jumping task 1	1	2
	32	Give a presentation about Space Capsule (Jumping tasks 2)	1	2
17	33	Give a presentation about Space Capsule (cont.)	1	2
	34	Introduce a class survey project	1	1
18	35	Oral communication test 4	1	5
	36	Exam review	1	1
รวมทั้งสิ้น			36	60

Curriculum Competencies and Specific competencies (Modifying from Oral comprehension, Oral Production and Oral Interaction, Council of Europe, 2018)

Upon the completion of the Global Communication course, students will be able to:

Core Competencies 1

1. Understand straightforward factual information about common job-related topics, identifying both general messages and specific details, provided people articulate clearly in a generally familiar variety. (Overall oral comprehension at B1)

Specific competencies

1.1 Following much of everyday conversation and discussion, provided it is clearly articulated in standard language or in a familiar variety.

1.2 Following in outline straightforward short talks on familiar topics, provided these are delivered in clearly articulated standard language or a familiar variety

1.3 Understanding a large part of many TV programmes on topics of personal interest such as interviews, CDs, video games, travel, etc.

Core Competencies 2

2. Reasonably fluently sustain a straightforward description of one of a variety of subjects within their field of interest, presenting it as a linear sequence of points.
(Overall oral production at B1)

Specific competencies

2.1 Describing how to do something, giving detailed instructions.

2.2 Expressing opinions on subjects relating to everyday life, using simple expressions

2.3 Giving a prepared straightforward presentation on a familiar topic within their field which is clear enough to be followed without difficulty most of the time, and in which the main points are explained with reasonable precision.

Core Competencies 3

3. Communicate confidently on familiar routine and non-routine matters related to their interests and professional field, and exchange, check and confirm

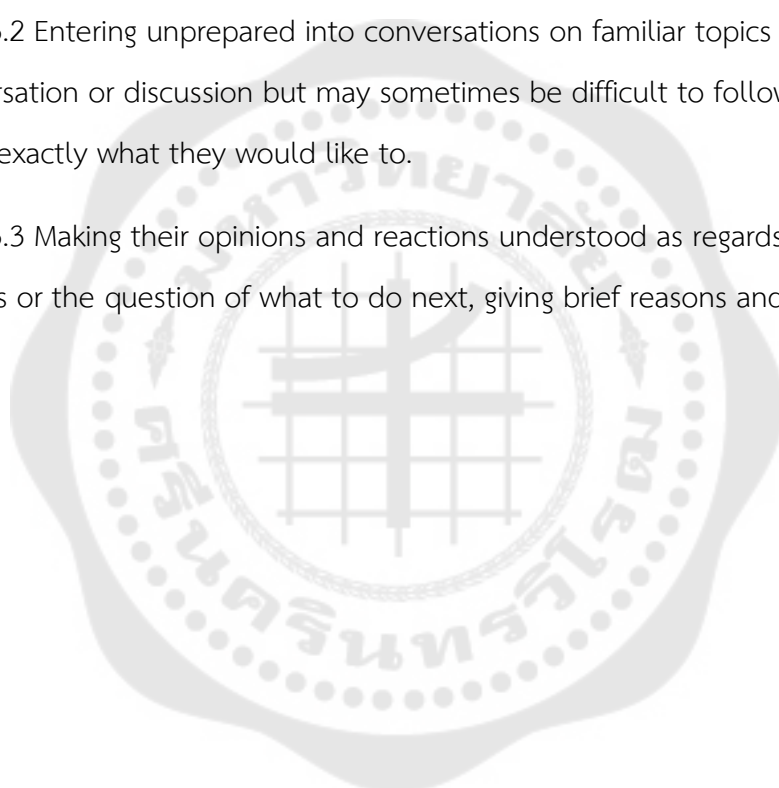
information, deal with less routine situations and explain why something is a problem. (Overall oral interaction at B1)

Specific competencies

3.1 Following clearly articulated speech/sign directed at them in everyday conversation, though will sometimes have to ask for repetition of particular words/signs and phrases.

3.2 Entering unprepared into conversations on familiar topics and maintaining a conversation or discussion but may sometimes be difficult to follow when trying to express exactly what they would like to.

3.3 Making their opinions and reactions understood as regards possible solutions or the question of what to do next, giving brief reasons and explanations.



UNIT 1

GETTING STARTED

LISTENING:

- AFS Exchange Program 2024
- Interview with a student about her school

VOCABULARY:

- People I know
- Classes and lesson

SPEAKING AND PRONUNCIATION:

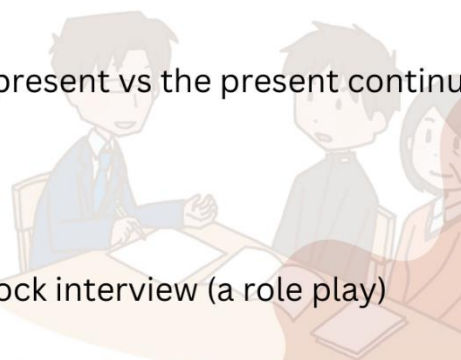
- student interview
- Ask follow-up questions and answer difficult in questions
- Introducing a person
- Question stress

GRAMMAR:

- The simple present vs the present continuous

ORAL COMMUNICATIVE TASK

- Conduct a mock interview (a role play)



1A: LISTENING

• AFS Exchange Program 2024

Vocabulary

Let's talk!

1. What is she talking about?
2. How much do you find her?
3. What is she doing?



1 Listen and number

Listening 1



dishes



unite



jolly



explore



benefit



thrilled



uncorrupt

2 Listen to the conversation. Then fill the words in ex.1 in the blank

1. I'm excited to join the program because I want to meet new friends and _____ Europe, particularly Finland.
2. Who wouldn't want to be in the world's happiest country with the best education system, the cleanest air, a _____ system, and most of all, have a taste of their famous Finnish _____?
3. Thanks to Finland's natural forests and lakes, I am _____ to experience what it's like to live in Finland.
4. I am adventurous and _____, coming from Hong Kong.
5. I am the type of person who is open to doing anything and is willing to do anything that will not only _____ myself
6. Whatever I get from this program, I will _____ it my whole life.
7. Because programs like this are meant to _____ people around the globe.

FOR TEACHER

1A: LISTENING

Vocabulary

1 Listen and number



Listening 1



7 dishes



3 unite



1 jolly



2 explore



6 benefit



5 thrilled



4 uncorrupt

2 Listen to the conversation. Then fill the words in ex.1 in the blank

- I'm excited to join the program because I want to meet new friends and **explore** Europe, particularly Finland.
- Who wouldn't want to be in the world's happiest country with the best education system, the cleanest air, an **uncorrupt** system, and most of all, have a taste of their famous Finnish **dishes**?
- Thanks to Finland's natural forests and lakes, I am **thrilled** to experience what it's like to live in Finland.
- I am adventurous and **jolly**, coming from Hong Kong.
- I am the type of person who is open to doing anything and is willing to do anything that will not only **benefit** myself
- Because programs like this are meant to **unite** people around the globe.

1A:Speaking

STUDY

Directions: find the tips and preparation for student interviews from the provided modes. Then, work in groups of 4 to summarise the content into a graphic organizer.

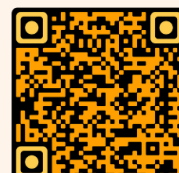
Conversation Pauses

Let me think about that...

That's an excellent questions

To answer your question...

I've never thought about that before...



SUPPORTIVE TOOL FOR A NOVICE GROUP

Questions about....	Sample questions	Example response template
You, yourself	<p>-Tell me about yourself.</p> <p>-Please introduce yourself.</p> <p>-Can you describe a little bit about yourself?</p>	<p>- Hello, my name is I have been in Grade (education) from(mention your university). I am interested in learning(mention anything that the activity will help you learn in the future).</p> <p>-Hello, my name is I have done my.....(mention your education) from(mention your university). I used to help organize various.....(mention any events). This really helped me learn..... (mention skills you learnt). I am also interested in(mention any specific hobbies/ interests that are relevant to the job).</p>
Your work experience	<p>-How does your school experience prepare you for this programme?</p> <p>-Do you think your experience matches the needs of this programme?</p>	<p>- My..... years of experience have prepared me well for this programme.</p> <p>-I worked as a(mention your school activity experience) during(mention the time you did your activity). It was there I discovered what I wanted to do for my further development, and this taught me (mention what you gained from this activity).</p>

SUPPORTIVE TOOL FOR A NOVICE GROUP

Questions about...	Sample questions	Example response template
Your qualification	<p>- Why are you the most qualified candidate?</p> <p>-What are your greatest strengths?</p>	<p>I never miss a deadline. I am.....(mention your qualification /characteristic), and I have applied my..... skill for.....(mention your interest that is related to the activity in the programme qualification). From that experience, I learned an important lesson about..... (mention what you have learned).</p> <p>-I am very(mention your qualification/characteristic) and have always preferred to work in groups. In the project teams I have <u>directed</u>.....(mention your project), I worked with a variety of people and are motivated by creative tasks. Since I began managing <u>my</u> current team, I have increased</p>

2B: Speaking : Student interview

Directions: Work in group of 4. Then Choose 3 interviewers to write questions and 1 interviewee to prepare the answer based on the given information set.

Noted:

Pink group: Use activity card set A to generate 2 possible questions

Blue group: Use activity card set B to generate 4 possible questions

Green group: Use activity card set C to generate 6 or more possible questions

QUESTIONS

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

ANSWERS

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

2B: Speaking I: Student interview

Directions: Work in group of 4 to do a short mock interview based on the given set of activity card by the teacher

Set A: For Interviewee


Exchange programme	AFS Intercultural programme in Chana
	<ul style="list-style-type: none"> - Age 13-15 years old - Studying in M.3-5 in 2022 academic year - Fluent in spoken English - Excellent interpersonal and communication skills - GPA 2.30 without failing grades. - Sufficiently healthy to participate in the program.

Set A: For Interviewers.

Exchange programme	AFS Intercultural programme in China
Interviewer 1	Looking for a person who - is 14-16 years old and studying in M.3-5 in 2022 academic year and
Interviewer 2	Looking for a person who - is fluent in spoken English and has excellent interpersonal and communication skills
Interviewer 3	Looking for a person who - has GPA 2.30 without failing grades and -and sufficiently healthy to participate in the program.

ACTIVATE 

Set B: For Interviewee

Exchange programme	YES Youth Exchange and Study (THE U.S. EMBASSY IN THE PHILIPPINES)
Your qualification https://www.yesprograms.org/countries/philippines 	<ul style="list-style-type: none"> - Be between ages of 15-18 years old - Be among the top 25% of academic performance in their grade level. - Fluent in spoken English - Strong academic and social skills, openness, and flexibility. - Be among the top 25% of academic performance in their grade level - No previous significant travel to the U.S. on a U.S. government-sponsored program. - Plans to share his/her experience with his/her home community upon return.

Set B: For Interviewers.

Exchange programme	YES Youth Exchange and Study (THE U.S. EMBASSY IN THE PHILIPPINES)
Interviewer 1	<p>Looking for a person who</p> <ul style="list-style-type: none"> - is between the ages of 15-18 years old and among the top 25% of academic performance in their grade level/ among the top 25% of academic
Interviewer 2	<p>Looking for a person who</p> <ul style="list-style-type: none"> - is fluent in spoken English and has strong academic and social skills, openness, and flexibility.
Interviewer 3	<p>Looking for a person who</p> <ul style="list-style-type: none"> - don't have previous significant travel to the U.S. on a U.S. government-sponsored program, and has plans to share his/her experience with his/her home community upon return.

SET C



Make the World Your Home!

- 2024-25 study abroad cultural high school exchange
- 2024 summer reciprocal exchange
- 2024-25 host a student for a few months

APPLY NOW

✉ email rye.chair@rotary6440.org



rotary youth exchange

ACTIVATE **Make the World Your Home...**

As a **Long-term Rotary Youth Exchange student**, you will attend High School on a cultural exchange and live with several host families in a country other than your own. Not only will you learn a new language; you will learn a new way of living - and a great deal about yourself. But there's more. While you're busy learning, the people you meet will be learning too - about your country, your culture, and your ideas. You will be a young ambassador. You will be helping to bring the world closer together - and you'll be making some good friends in the process. Explore our Frequently Ask Question brochure & apply if you're ready for the challenge - and the rewards - of living in another land as an exchange student.

As **Host family members** and **Rotary volunteers** you can learn about the student's country, culture, and ideas. Youth exchange students are true ambassadors, helping to bring the world closer together and making good friends in the process. *Please join us in this effort. See **Call for Volunteer presentation** about how you can help.*

Eligibility:

Rotary Youth Exchange programs are open to current high school students. The year you leave on exchange you must be between **15 1/2 - 18 1/2 years old** by August 01. Students graduating High School can participate in the exchange program as a gap year with understanding they are attending High School in another country. To qualify, applicants should be above-average students who have demonstrated leadership in their community. Qualified candidates possess qualities such as flexibility and a willingness to try new things that will enable them to fully experience life in another country and become excellent cultural ambassadors. All applicants must be sponsored by a local Rotary club and complete a written application and in person interview.

The **Short-term program** is a fraction of the cost of the Long-term program with the following:

- Non-refundable \$150 application fees are collected with the full applications to cover administration costs.
- Airfare - purchased by family
- Travel insurance through Rotary which includes medical, accident, and illness coverage and meets the requirements of the host and sponsor clubs and districts.
- All travel documents, such as passports and tourist visas (if needed)
- Spending money for ancillary travel or purchases
- Costs incurred while hosting your twin for a few weeks.

Listening up



1 Listen to the English conversation talk about exchange students. Then answer the question.

1. Why does the girl want to be an exchange student?
 - a. got a scholarship
 - b. her dream
 - c. to learn French
2. What programme did the student applied for an exchange student?
 - a. AFS and SEA
 - b. YES and AYC
 - c. ASS and SDG
3. Why didn't she go abroad with previous programme?
 - a. She was a substitute
 - b. She moved to Bangkok.
 - c. Her parents cannot support.
4. Where is she going?
 - a. U.S.A
 - b. New Zealand.
 - c. Japan
5. What is her plan to exchange?
 - a. Language
 - b. Culture
 - c. Sports and activities
6. What does she want to be in the future?
 - a. an air hostess
 - b. a jeweler
 - c. an economist
7. What adjective can be the best described the student?
 - a. creative and talkative
 - b. smart and tame
 - c. cheerful and confident
8. What did she do in some school events in her spare time?
 - a. playing a ukulele
 - b. playing sports
 - c. be an emcee
9. Which statement is NOT true?
 - a. She got a few exchange programmes, but she couldn't afford them.
 - b. She comes from a rich family due to jewelry business.
 - c. She is fond of cooking food.
10. What did this interview mainly talk about?
 - a. Tips for student exchange programme
 - b. The background and preparation of an exchange student
 - c. How to survive in a new country



Listening up



1 Listen to the English conversation talk about exchange students. Then answer the question.

1. Why does the girl want to be an exchange student?
 - a. got a scholarship
 - b. her dream
 - c. to learn French
2. What programme did the student applied for an exchange student?
 - a. AFS and SEA
 - b. YES and AYC
 - c. ASS and SDG
3. Why didn't she go abroad with previous programme?
 - a. She was a substitute
 - b. She moved to Bangkok.
 - c. Her parents cannot support.
4. Where is she going?
 - a. U.S.A
 - b. New Zealand.
 - c. Japan
5. What is her plan to exchange?
 - a. Language
 - b. Culture
 - c. Sports and activities
6. What does she want to be in the future?
 - a. an air hostess
 - b. a jeweler
 - c. an economist
7. What adjective can be the best described the student?
 - a. creative and talkative
 - b. smart and tame
 - c. cheerful and confident
8. What did she do in some school events in her spare time?
 - a. playing a ukulele
 - b. playing sports
 - c. be an emcee
9. Which statement is NOT true?
 - a. She got a few exchange programmes, but she couldn't afford them.
 - b. She comes from a rich family due to jewelry business.
 - c. She is fond of cooking food.
10. What did this interview mainly talk about?
 - a. Tips for student exchange programme
 - b. The background and preparation of an exchange student
 - c. How to survive in a new country

Answers 1. b 2. b 3. c 4. b 5. B 6. a 7. c 8. c 9. b 10. b



1A: ORAL COMMUNICATIVE TASK

A JUMPING TASK

WHO CAN GET THE SCHOLARSHIP



GRUOP A, C, E,G,I, K...

01 In group of 4, you're taking a role of interviewer 1, interviewer 2, interviewer 3, and interviewer 4.

02 Find a student exchange programme in 2024 from the internet to discuss its' objectives, and qualification, then share it to the interviewees' group

03 Generate questions on your own to ask each member of the interviewees's group. with evaluation sheets.

04 All of the interviewers ask the questions one by one.

05 **Each group present the results who can get the scholarship and give reasons. Both groups have choices to present thier mock interview either the presentation, role-play or simulation.**

GRUOP B,D,F,H,J...

01 In group of 4, you're taking a role of interviewee 1, interviewee 2, interviewee 3, and interviewee 4.

02 Discuss discuss the programme given about its objectives, and qualifications in order to prepare an student interview

03 Predict the questions to prepare the script to answer the questions form the interviewers' group.

04 An individual interviewee go for the interview in 5 minutes





1B: PEOPLE I KNOW

WORD BANK

We're { good
close
best
old } friends

He's my next-door neighbour.

Vocabulary

- 1** *Thanie is describing people in his life.
Complete the sentences with the word in blue*

classmate friend girlfriend neighbour coworker/colleague

1. My life is blessed with a diverse group of individuals, each playing a unique role. First and foremost, I have my childhood , Alex.
2. Living next door is John, my . We may not have known each other for long, but he's proven to be a great neighbour.
3. In the workplace, I'm fortunate to have Emily as a . Her dedication and positivity make our team meetings enjoyable, and she's a true collaborator.
4. There's Sarah, my . She's not just a partner in romance but also in life's ups and downs.
5. Lastly, my Maya, is a shining star in my academic journey. Her intelligence and determination inspire me to strive for excellence.

2 **Work in pairs. Answer the questions.**

1. Do you know everyone in your English class? Who don't you very well?
2. Which people in your life do you get along well? Do you spend your free time together?

3 **Look at the words in blue and think of people in your life on a piece of paper, write People I Know at the top of the page. List 1-5 people and write a sentence about each one. of peper, write People I Know at the top of the page. List 1-5 people and write a sentence about each one.**

4 **Tell a partner the people in your life.**

"Keng is my friend. We met in class last week"



1B: PEOPLE I KNOW

FOR TEACHER

WORD BANK

We're { good
close
best
old } friends
He's my next-door neighbour.

Vocabulary

- 1** *Thanie is describing people in his life. Complete the sentences with the word in blue*

classmate friend girlfriend neighbour coworker/colleague

1. My life is blessed with a diverse group of individuals, each playing a unique role. First and foremost, I have my childhood friend, Alex.
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3. In the workplace, I'm fortunate to have Emily as a coworker. Her dedication and positivity make our team meetings enjoyable, and she's a true collaborator.
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- 4** **Tell a partner the people in your life.**

"Keng is my friend. We met in class last week"

Grammar

Directions: Go over the explanations and examples of present simple and present continuous in the video clip based on your colour. Then do the exercise you prefer.

Present Simple



Present Continuous



B. Fun level



C. Challenge level



A. Start level

Exercises

Directions: Choose the best answer.

- Sarah _____ (read) a book right now.
a) reads b) is reading c) reading d) read
- They usually _____ (watch) TV in the evening.
a) watches b) are watching c) watch d) watching
- He _____ (play) soccer every weekend.
a) is playing b) plays c) playing d) play
- I _____ (work) at a bank, but today I _____ (work) from home.
a) work / am working b) am working / work
c) works / working d) working / am working
- She usually _____ to the gym, but today she _____ to the park.
a) goes / goes b) is going / goes c) goes / is going d) is going / is going
- My cat _____ (sleep) on the couch right now.
a) sleeps b) is sleeping c) sleeping d) sleep
- They _____ (not eat) meat. They _____ (be) vegetarians.
a) not eat / are b) don't eat / are c) not eat / is d) doesn't eat / are
- Tom usually _____ (drive) to work, but today he _____ (take) the bus.
a) drives / takes b) is driving / takes c) drives / is taking d) is driving / is taking
- The sun _____ (shine) brightly in the sky every morning.
a) shines b) is shining c) shining d) shine
- We _____ (not watch) TV right now. We _____ (study) for the exam.
a) not watch / study b) don't watch / are studying
c) aren't watching / study d) not watch / are studying

FOR TEACHER

Grammar

Directions: Go over the explanations and examples of present simple and present continuous in the video clip based on your colour. Then do the exercise you prefer.

Present Simple



Present Continuous



B. Fun level



C. Challenge level



A. Start level

Exercises

Keys

1. b) is reading
2. c) watch
3. b) plays
4. a) work / am working
5. c) goes / is going
6. b) is sleeping
7. b) don't eat / are
8. d) is driving / is taking
9. a) shines
10. c) aren't watching / study

Directions: Choose the best answer.

1. Sarah _____ (read) a book right now.
 - a) reads
 - b) is reading
 - c) reading
 - d) read
2. They usually _____ (watch) TV in the evening.
 - a) watches
 - b) are watching
 - c) watch
 - d) watching
3. He _____ (play) soccer every weekend.
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 - b) plays
 - c) playing
 - d) play
4. I _____ (work) at a bank, but today I _____ (work) from home.
 - a) work / am working
 - b) am working / work
 - c) works / working
 - d) working / am working
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 - b) is driving / takes
 - c) drives / is taking
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 - b) is shining
 - c) shining
 - d) shine
10. We _____ (not watch) TV right now. We _____ (study) for the exam.
 - a) not watch / study
 - b) don't watch / are studying
 - c) aren't watching / study
 - d) not watch / are studying

UNIT 2

THEN AND NOW

LISTENING:

- Listen to fitness and exercise plan
- Lecture about bad technology prediction
- Interview about new technology prediction

VOCABULARY:

- Health/Medical technology
- Describe devices
- Using appliances and devices

SPEAKING AND PRONUNCIATION:

- Talking about medical advice regarding health and diet
- Describe how your life has changed in the past five years
- Used to/use to

GRAMMAR:

- Future tenses
- Used to
- Comparison with as.....as

ORAL COMMUTATIVE TASKS

- Design a robot that solves a problem (Opinion exchange)
- Plan a renovation of your school



2A: LISTENING

- Listen to fitness and exercise plan



Vocabulary

Let's talk first!

1. Do you exercise regularly? Why or why not?
2. How can you describe some healthy and unhealthy foods you eat?
3. What are some changes you can make to your life to be healthier? How would those changes help?



LISTENING 3

1 Listen and number



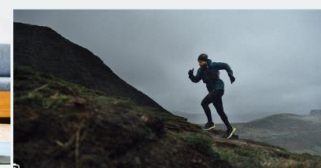
tall tale



burn off



stretch



endurance



anxiety



get serious



buy a story

2 Listen to the conversation. Then fill the words in ex.1 in the blank

1. Ah, it's not another _____ . . .
2. I usually make sure I do some _____ so I don't pull a muscle on my run
3. Forget it. She'll never _____.
4. I hear you and Stephanie are really _____.
5. I always go jogging for about a half hour, to improve my _____.
6. I like hiking because it helps me _____ stress and reduce _____ that builds up during the week.

For the fast finishers

3 Listen to the conversation again. Then answer the questions.

BONUS POINTS



2A: LISTENING

FOR TEACHER

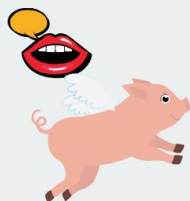
- Listen to fitness and exercise plan

Let's talk!

1. What are the best kind of exercise? Why?
2. How important is a person's diet?
3. Why do you think people make unhealthy eating choices? how can this problem be solve?



1 Listen and number



5 tall tale



2 burn off



7 stretch



3 endurance



4 anxiety



1 get serious



6 buy a story

2 Listen to the conversation. Then fill the words in ex.1 in the blank

1. Ah, it's not another tall tale . . .
2. I usually make sure I do some stretches so I don't pull a muscle on my run
3. Forget it. She'll never buy this story.
4. I hear you and Stephanie are really getting serious.
5. I always go jogging for about a half hour, to improve my endurance.
6. I like hiking because it helps me burn off stress and reduce anxiety that builds up during the week.

Listening up

Star Rating

How successful was I in achieving my desired result?



3 Listen to the conversation. Then answer the questions.

Pink Team



- What is the woman's name?
a. Ruth Ann b. Ronda c. Rachel
- The woman is from _____.
a. New York b. Utah c. California
- What does the woman do for a living?
a. She works at a school.
b. She is a computer programmer.
c. She has a job at a bank.
- At the end of the conversation, the man asks the woman _____.
a. for her phone number
b. what she reads in her free time
c. about her hobbies

Blue Team



- The man wants to _____.
a. run a mountain marathon b. join a soccer club
c. try out for the company basketball team
- The woman is worried that _____.
a. her husband is becoming a fitness freak
b. the man works too much
c. her husband's health isn't good
- First, the woman suggests that her husband _____.
a. see a doctor b. visit with a fitness trainer c. work out
- Her husband should eat _____.
a. more protein b. less fatty foods c. less salt

Green Team



- The man (Andrew) and woman are _____.
a. close friends b. siblings c. husband and wife
- Andrew found out about his new diet _____.
a. on TV b. from a friend c. through unwanted mail
- From the conversation, we can infer that Andrew _____.
a. has started a new exercise program
b. hasn't gone running yet
c. just joined a fitness centre
- The problem with eating at night is that _____.
a. the body isn't active to use up the extra calories
b. your blood pressure increases because of the extra fat.
c. you feel hungrier in the morning hours

4 Discuss with your partner.

- How often should a person exercise? Why?
- Why is it difficult for someone to work out?
- Have you ever trained for sporting events?
What did you do to prepare?

BONUS POINTS



Listening up

Star Rating

How successful was I in achieving my desired result?



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Pink Team



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4 Discuss with your partner.

- How often should a person exercise? Why?
- Why is it difficult for someone to work out?
- Have you ever trained for sporting events?
What did you do to prepare?

Grammar

Directions: Go over and collaboratively analyze future events in contexts in three modes of learning including text, infographic, or video clip concerning future tense structures based on your preference. Then do the exercise you prefer.

Future simple and usages



a text



an infographic



a video

B. Fun level



C. Challenge level



A. Start level

Exercises

Directions: Choose the best answer.

- Sarah is buying ingredients to make a pizza. She ____ bake it for dinner tonight.
A) will B) is going to C) would D) have been
- I have an exam tomorrow, so I ____ study tonight.
A) will B) am going to C) was going to D) would
- Look at those dark clouds. It ____ rain soon.
A) will B) is going to C) would D) had
- Look at those dark clouds. It ____ rain soon.
A) will B) is going to C) would D) had
- Tom is very kind. He ____ help you if you ask nicely.
A) will B) is going to C) was D) had
- I ____ call you later when I get home from work.
A) will B) am going to C) am D) have
- We don't have any bread. I ____ buy some on my way home.
A) will B) am going to C) would D) did
- If you need help with your math homework, John ____ help you.
A) will B) is going to C) would D) do
- The movie starts at 8 PM. We ____ be there on time.
A) will B) are going to C) did D) had
- My sister is an amazing cook. She ____ make dinner tonight.
A) will B) is going to C) would D) does

Grammar

Directions: Go over and collaboratively analyze future events in contexts in three modes of learning including text, infographic, or video clip concerning future tense structures based on your preference. Then do the exercise you prefer.

Future simple and usages



a text



an infographic



a video

B. Fun level



C. Challenge level



A. Start level

Exercises

Keys

1. B) is going to
2. A) will
3. B) is going to
4. B) are going to
5. A) will
6. A) will
7. B) am going to
8. A) will
9. B) are going to
10. B) is going to

Directions: Choose the best answer.

1. Sarah is buying ingredients to make a pizza. She ____ bake it for dinner tonight.
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10. My sister is an amazing cook. She ____ make dinner tonight.
A) will B) is going to C) would D) does

2A: Speaking: fitness & Exercise

WEEKLY SCHEDULE PLANNER

Name: _____

Month: _____

Directions: Plan for a weekly workout. Then use the future simple tense to discuss and present in order to persuade the class to work out via social media namely Tik Tok, Facebook, IG etc.

<p>Monday</p> 	<p>Tuesday</p> 	<p>Wednesday</p> 
<p>Thursday</p> 	<p>Friday</p> 	<p>Saturday</p> 

Notes

2B: SPEAKING

- Talk about medical advice regarding health and diet

Vocabulary

1 Read the words in the box. Then listen and write the vocabulary word you hear.

keep fit shed pounds restore practical affect gradual suffering



shed pounds



restore



practical



keep fit



gradual



affect



suffering

2 Match the words with the definitions

- | | |
|----------------|---|
| 1. shed pounds | a. lose weight. |
| 2. keep fit | b. relating to experience, real situations |
| 3. restore | c. To have an influence on or cause a change in something. |
| 4. practical | d. To bring something back to its original or previous condition. |
| 5. affect | e. The state of undergoing pain, distress, or hardship. |
| 6. gradual | f. changing slowly over a long period of time |
| 7. suffering | f. stay in good healthy condition |

3 Discuss with your group

- What are some common health problems experienced by students?
- Whom do you go to when you need advice about your health and well-being? Why?

BONUS POINTS



FOR TEACHER

2B: SPEAKING

- Talk about medical advice regarding health and diet

Vocabulary

1 Read the words in the box. Then listen and write the vocabulary word you hear

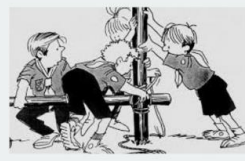
keep fit shed pounds restore practical affect gradual suffering



3 shed pounds



5 restore



1 practical



6 keep fit



2 gradual



7 affect



4 suffering

2 Match the words with the definitions

Keys

1.a 2.f 3.d 4.b 5.c 6.g 7.e

1. shed pounds
2. keep fit
3. restore
4. practical
5. affect
6. gradual
7. suffering

- a. lose weight.
- b. relating to experience, real situations
- c. To have an influence on or cause a change in something.
- d. To bring something back to its original or previous condition.
- e. The state of undergoing pain, distress, or hardship.
- f. changing slowly over a long period of time
- g. stay in good healthy condition

3 Discuss with your group

- What are some common health problems experienced by students?
- Whom do you go to when you need advice about your health and well-being? Why?



2C: Speaking



4 Listen and fill in the blanks. Then get in groups of 4 and practice the conversation

Keng: Hey, guys, I've been suffering from some health issues lately and need some medical advice.

Thanee: Oh, Keng, I'm sorry to hear that. What's been going on?

Keng: Well, I've put on some extra weight, and it's affecting my overall well-being. I _____.

Alex: That's _____, Keng. _____ are often more effective. Have you spoken to a doctor about it?

Keng: Not yet, but I was hoping to get your thoughts first. I want to _____ without resorting to extreme measures.

Thanee: It's wise to seek professional advice, but in the meantime, you could start by making some dietary changes and incorporating regular exercise.

Alex: That's right, a balanced diet and exercise can gradually help you achieve your goals without _____.

Keng: Thanks a ton, guys. I'll definitely consider that and consult a medical expert for a more detailed plan.

5 Discuss in the groups

1. Have you experienced issues similar to those in the conversation?
2. What did you do to solve the issues?
3. Do you have any other advice for Keng, Thanee, and Alex?

BONUS POINTS



Speak Up

6 In the groups, look at the health issues, write down all the things people in your life do when they have these issues.



sore back

○ ○ ○ ○ ○	○ ○ ○ ○ ○



weak immune system



weak muscles

○ ○ ○ ○ ○	○ ○ ○ ○ ○



low energy

7 Use the health issue to make a conversation role-play similar to the ex.4 activity and share it with the class.

FOR TEACHER

2C: Speaking



4 Listen and fill in the blanks. Then get in groups of 4 and practice the conversation

Keng: Hey, guys, I've been suffering from some health issues lately and need some medical advice.

Thanee: Oh, Keng, I'm sorry to hear that. What's been going on?

Keng: Well, I've put on some extra weight, and it's affecting my overall well-being. I need to shed pounds and keep fit.

Alex: That's a practical goal, Keng. Gradual changes are often more effective. Have you spoken to a doctor about it?

Keng: Not yet, but I was hoping to get your thoughts first. I want to restore my health without resorting to extreme measures.

Thanee: It's wise to seek professional advice, but in the meantime, you could start by making some dietary changes and incorporating regular exercise.

Alex: That's right, a balanced diet and exercise can gradually help you achieve your goals without suffering from drastic changes.

Keng: Thanks a ton, guys. I'll definitely consider that and consult a medical expert for a more detailed plan.

5 Discuss in the groups

1. Have you experienced issues similar to those in the conversation?
2. What did you do to solve the issues?
3. Do you have any other advice for Keng, Thanee, and Alex?

Speak Up

6 In the groups, look at the health issues, write down all the things people in your life do when they have these issues. (Answers will vary)



sore back

○ ○ ○ ○ ○

○ ○ ○ ○ ○



weak immune system



weak muscles

○ ○ ○ ○ ○

○ ○ ○ ○ ○



low energy

Vocabulary 1

• Describing devices

- 1** Look at the photo of an athlete wearing a fitness tracker. What can this type of technology do? Then read the ad.



Introducing the all-new **Apple Watch Ultra 2** – the pinnacle of **advanced**, **affordable**, and **durable** smartwatches! Stay powered on the go with its **rechargeable** design, and experience a truly **user-friendly** interface.


Customize your watch face to match your style and stay **fashionable** while staying connected. With its **reliable** performance, you can always count on the Apple Watch Ultra 2, always. It's not just a watch; it's a lifestyle, it's reliable, and it's **wearable**. Upgrade your life with the Apple Watch Ultra 2.

- 2** Study the words in blue from 1. Then circle **T** for true or **F** for false.

If something is...

- | | | |
|---|----------|----------|
| 1. advanced, it incorporates cutting-edge technology. | T | F |
| 2. customizable, it cannot be tailored to your preferences. | T | F |
| 3. affordable, it is reasonably priced. | T | F |
| 4. durable, it is easily breakable. | T | F |
| 5. rechargeable, it can be powered up again. | T | F |
| 6. wearable, it cannot be worn on the body. | T | F |
| 7. user-friendly, and it is easy to use. | T | F |
| 8. reliable, it can be counted on to perform consistently. | T | F |
| 10. If something is fashionable, it is stylish and trendy. | T | F |

- 3** Think of a device you use (e.g. a phone, an iPad) and choose three words from 1 to describe it. Then write a short ad (2–3 sentences) for the device using your own words. Read your ad to a partner you prefer.

Note  The Suffixes -able/-ible mean capable of or can. If something is moveable, it can be moved.

"The iPhone 15 Pro is our most user-friendly model yet..."

Vocabulary 1

• describing devices

- 1 Look at the photo of an athlete wearing a fitness tracker. What can this type of technology do? Then read the ad.



Introducing the all-new **Apple Watch Ultra 2** – the pinnacle of **advanced**, **affordable**, and **durable** smartwatches! Stay powered on the go with its **rechargeable** design, and experience a truly **user-friendly** interface.

Customize your watch face to match your style and stay fashionable while staying connected. With its **reliable** performance, you can always count on the Apple Watch Ultra 2, always. It's not just a watch; it's a lifestyle, it's reliable, and it's **wearable**. Upgrade your life with the Apple Watch Ultra 2.

- 2 Study the words in blue from 1. Then circle **T** for true or **F** for false.

If something is...

1. advanced, it incorporates cutting-edge technology.
2. customizable, it cannot be tailored to your preferences.
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4. durable, it is easily breakable.
5. rechargeable, it can be powered up again.
6. wearable, it cannot be worn on the body.
7. user-friendly, and it is easy to use.
8. reliable, it can be counted on to perform consistently.
10. If something is fashionable, it is stylish and trendy.

<input type="radio"/> T	<input type="radio"/> F
<input type="radio"/> T	<input type="radio"/> F
<input type="radio"/> T	<input type="radio"/> F
<input type="radio"/> T	<input type="radio"/> F
<input type="radio"/> T	<input type="radio"/> F
<input type="radio"/> T	<input type="radio"/> F
<input type="radio"/> T	<input type="radio"/> F
<input type="radio"/> T	<input type="radio"/> F

- 3 Think of a device you use (e.g. a phone, an iPad) and choose three words from 1 to describe it. Then write a short ad (2–3 sentences) for the device using your own words. Read your ad to a partner you prefer.



The Suffixes -able/-ible mean capable of or can. If something is moveable, it can be moved.

"The iPhone 15 Pro is our most user-friendly model yet..."

2B: Listening

1 Look at the words in the Word Bank. What technology is *indispensable* in your life now? What technology from the past was *fad* or a *flash in the pan*?

2 **Listen for the main idea.** Listen to a lecture and choose the best word to complete the title.

Guessing the Future: Predictions about technology that were _____

- a. reliable b. wrong c. creative d. confusing

3 **Listen for details; take notes.** Listen again. Complete the missing information in the chart.

WORD BANK

Something is *indispensable* is very important" You can't live without it.
 A *fad* something popular for a short time
 A *flash in the pan* something successful for a short time

ACADEMIC SKILL

Taking notes

When you take notes during a lecture, listen for the key information, such as dates, names, quotes, and numbers.

Year	Technology	Prediction (then)	Number	Description (now)
1876	telephone	"The Americans have need of the telephone, but telephone we do not"	about 5 billion smartphone	<u>indispensable</u>
—	automobile	"The horse is here to stay, but the automobile _____"	more than _____ billion cars	_____
—	television	"Television won't last. It's f-just _____"	more than _____ billion TVs	_____
—	internet	"The internet will _____"	over _____ billion users	_____

4 Choose one piece of technology from the chart and predict how it will be different 20 years from now and 50 years from now. Tell a partner. Do you agree with his or her predictions? Why or why not?

BONUS POINTS

- Thailand started broadcasting in 1955 by Thai TV broadcast television station THAI TV and Channel 4 with the black and white.
- Colour telecast then started in 1967 before in 1975 full-time colour transmissions began.



LISTENING 4

FOR TEACHER

2B: Listening

WORD BANK

- 1 Look at the words in the Word Bank. What technology is *indispensable* in your life now? What technology from the past was *fad* or a *flash in the pan*?

Something is *indispensable* is very important. You can't live without it.
A *fad* something popular for a short time
A *flash in the pan* something successful for a short time

- 2 Listen for the main idea. Listen to a lecture and choose the best word to complete the title.

Guessing the Future: Predictions about technology that were _____

- a. reliable b. wrong c. creative d. confusing

- 3 Listen for details; take notes. Listen again. Complete the missing information in the chart.

ACADEMIC SKILL

Taking notes

When you take notes during a lecture, listen for the key information, such as dates, names, quotes, and numbers.

Year	Technology	Prediction (then)	Number	Description (now)
1876	telephone	"The Americans have need of the telephone, but telephone we do not"	about 5 billion smartphone	indispensable
1903	automobile	"The horse is here to stay, but the automobile is a fad"	more than 1 billion cars	convenient reliable successful
1948	television	"Television won't last. It's f-just a flash in the pan."	more than 1.5 billion TVs	affordable
1995	internet	"The internet will fail."	over 4.5 billion users	indispensable

- 4 Choose one piece of technology from the chart and predict how it will be different 20 years from now and 50 years from now. Tell a partner. Do you agree with his or her predictions? Why or why not?

- Thailand started broadcasting in 1955 by Thai TV broadcast television station THAI TV and Channel 4 with the black and white.
- Colour telecast then started in 1967 before in 1975 full-time colour transmissions began.



Vocabulary 2

1 Rank the household appliances and devices from 1-7 (1 = very important, 7 = not important)

___ a. alarm clock ___ b. laptop ___ c. phone ___ d. smart TV
___ e. remote control ___ f. vacuum cleaner ___ g. washing machine

2 Match the sentences below to items a-g in A.

- ___ 1. Log in with your username and password
- ___ 2. Where is it? I hate having to stand up to change the channel!
- ___ 3. My battery's run out. Where can I charge it?
- ___ 4. I plugged it in in the living room, but it won't reach the stairs
- ___ 5. We need to get up early, so I've set it to go off at 6 a.m.
- ___ 6. You can look up the show you want under search, or you can scroll down to see what's popular now
- ___ 7. Can you load it and switch it on? I need clean clothes for my interview.

i A **phrasal verb** is a verb with two or more words: the main verb and a smaller word (like up, at on). Some phrasal verbs can be separated without a change in meaning: *Look up* phrasal verbs in your dictionary/*Look* phrasal verbs *up* in your dictionary

3 Match the verbs in blue to the definitions

- | | |
|---|---|
| 1. put electricity into a device: _____ | 6. turn on an electrical device: _____ |
| 2. move down on a screen: _____ | 7. connect a device to electricity: _____ |
| 3. get up from sitting: _____ | 8. start using the system: _____ |
| 4. put things into a machine: _____ | 9. search for a piece of information: _____ |
| 5. I start making a noise: _____ | 10. use up all of something: _____ |

4 Work in pairs and take turns choosing a verb from C. Act out the verb and have your partner guess the action. (Optional for a quick finisher)



Let's talk then!

1. How similar is this photo to your family life?
2. Do you think these devices make family life better or worse?

BONUS POINTS

FOR TEACHER

Vocabulary 2

1 Rank the household appliances and devices from 1-7 (1 = very important, 7 = not important)

___ a. alarm clock ___ b. laptop ___ c. phone ___ d. smart TV
___ e. remote control ___ f. vacuum cleaner ___ g. washing machine

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- b 1. Log in with your username and password
d 2. Where is it? I hate having to stand up to change the channel!
c 3. My battery's run out. Where can I charge it?
f 4. I plugged it in in the living room, but it won't reach the stairs
a 5. We need to get up early, so I've set it to go off at 6 a.m.
e 6. You can look up the show you want under search, or you can scroll down to see what's popular now.
g 7. Can you load it and switch it on? I need clean clothes for my interview.

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3 Match the verbs in blue to the definitions

- | | |
|---|--|
| 1. put electricity into a device: charge | 6. turn on an electrical device: switch on |
| 2. move down on a screen: scroll down | 7. connect a device to electricity: plug in |
| 3. get up from sitting: stand up | 8. start using the system: log in |
| 4. put things into a machine: load | 9. search for a piece of information: look up |
| 5. I start making a noise: go off | 10. use up all of something: run out |

4 Work in pairs and take turns choosing a verb from C. Act out the verb and have your partner guess the action. (Optional for a quick finisher)



Let's talk then!

- How similar is this photo to your family life?
- DO you think these devices make family life better or worse?

Grammar

- 1** **Directions:** Go over and collaboratively analyze comparisons with *as...as* in contexts in three modes of learning including text, infographic, or video clip concerning future tense structures based on your preferences. Then do the exercise you prefer.

Comparisons with *as...as*



a text



an infographic



a video

- 2** Read about two cars. Then with a group, make sentences using *(not) as...as* about them. Which car do you think is better?

	Car 1 : Ora Good CAT	Car 2 :EV Audi e-tron GT
Price	959,000 THB	6,790,000 THB
Durability	lasts 5+ years	lasts 5+ years
Popularity	popular	popular with the rich

They're both electric cars, but the EV isn't as affordable as the CAT



- 3** With your group, complete the chart with two electronic devices (e.g. phones, tablets). In your opinion, which product is better? Explain with sentences using *(not) as...as*.

	1. _____	2. _____
Price		
Durability		
Popularity		

School Renovations

1 Get in groups. Each group will pick one of the following areas in your school to examine. Go to the location with your group



gymnasium



First aid room



cafeteria



playground



Digital library



Rest room

2 Make a list of things you'd like to change about the location, and what things need to be fixed. Write in complete sentences.

Location	Ex. Digital library
Things to Fix	
Ex. There are broken chairs.	

3 Report back to the class. Meet with the other groups and share your findings. Submit a proposal for the repairs you'd like to have done. Make estimate and make a plan with a **40,000 THB** budget. For problems not in the table, look up the prices online to estimate.

Repair Types	Fee

Total Starting Budget
40,000 THB

2A: Oral communicative task

JUMPING TASK 2

Design a Robot

1 Read about a robot. What problems does Paro help solve?

What is PARO Seal?

PARO was created by Dr Takanori Shibata, in 2004, initially to bring psychological enrichment and joy to senior citizens with dementia, enhancing patient engagement in care facilities worldwide.

Why PARO Seal?

Paro is also able to express real emotions such as happiness and anger as it reacts to human interactions. Holding Paro can be as relaxing as holding a real animal, but easier.

PARO can be used to help those with:

- Dementia, emotional and behavioural distress
- Cognitive disorders
- Developmental disorders
- PTSD & Social isolation
- Palliative and hospice care



2 You are going to solve a problem with a new type of robot. In group, choose one of the topics and think of a typical problem people have with it.

- doing chores around the house - building things
- learning a new language - doing exercise and getting in shape

3 In group, design a robot which will solve your problem from 2. Discuss the following:

- o What is the name of the robot?
- o What really will the robot do?
- o What will the robot look like? Draw a simple picture of it?
- o Why is the robot as good as (or better than) a human?
- o How much will the robot cost to buy?

USEFUL EXPRESSIONS

However...
One solution is...
In other words...
For example...
As a result...

4 WRITING In the same group, write a short paragraph about your robot, similar to the paragraph in 1. Use the Useful Expression.

5 Work with the same group and use your writing from 4 to present your new robot.

GOALS: NOW WE CAN...

1. Understanding a large part of fitness and exercise plans, about bad technology prediction and Interview about new technology prediction _____
2. Making my opinions and reactions understood as regards possible solutions regarding health, diet, problems and/or renovations _____

1. Yes, I can
2. Mostly yes
3. Not yes

UNIT 3

DO WHAT YOU LOVE

LISTENING

- Listening to talk about their interests
- Listening online shopping trends

VOCABULARY

- Sports/Hobbies/ interests/Sport jargon
- Describing trends (about, exactly, increase)
- Fashion (inexpensive, style, unique)

SPEAKING AND PRONUNCIATION

- Describe sports, hobbies, interests or fashion you like and why do you like them
- Talk about online shopping trends
- Polite/direct disagreement in English
- Unstressed “**of**”

GRAMMAR

- Comparatives & Superlatives
- Quantity expressions

ORAL COMMUNICATIVE TASKS

- Create a fantasy E-sport team
- Give advice as a personal shopper on Youtube/TikTok

3A: LISTENING

• Listen to people talk about their interests

Vocabulary

1 Listen and number

Let's talk first!

1. What do you like doing in your free time?
2. What kind of sports do you like to play?
3. Do you prefer sports or E sports? Why?



LISTENING 5



catch (v)



blast (n)



midnight (n)



true-blue friend (n)



cram (v)



throw a party (v.phr.)



through and through (idm.)

2 Listen to the conversation 6. Then fill the words in ex.1 in the blank.

1. well, we're going out to eat and then _____ a movie.
2. I have to _____ for a test tomorrow.
3. Well, we'll have a _____. Come on!
4. We're _____ her a small birthday party after the movie.
5. Ah, 10:30 ... _____. It's all the same. See you at 6:00.

3 Listen to the conversation again. Then answer the questions.

4 Think about the words associated with a sport in one minute.



For the fast finishers



Just a Minute Game!



LISTENING 6



FOR TEACHER

3A: LISTENING

- Listen to people talk about their interests

Vocabulary

1 Listen and number

Let's talk first!

1. What do you like doing in your free time?
2. What kind of sports do you like to play?
3. Do you prefer sports or E sports? Why?



LISTENING 5



3 catch



7 blast



4 midnight



2 true-blue friend



5 cram



1 throw a party



6 through and through

2 Listen to the conversation 6.
Then fill the words in ex.1 in the blank.

1. well, we're going out to eat and then catch a movie.
2. I have to cram for a test tomorrow.
3. Well, we'll have a blast. Come on!
4. We're throwing her a small birthday party after the movie.
5. Ah, 10:30 . . . Midnight. It's all the same. See you at 6:00.

3 Listen to the conversation again.
Then answer the questions.

4 Think about the words
associated with a sport
in one minute.



LISTENING 6

For the fast finishers

LISTENING UP



LISTENING 7



1 Listen and write who's talking under the correct benefits of sport









2 Listen again. Which benefits of doing sport are mentioned?

- | | |
|---|--|
| <input type="checkbox"/> reduced risk of diabetes | <input type="checkbox"/> lower blood pressure |
| <input type="checkbox"/> improved muscle tone | <input type="checkbox"/> stronger heart and lungs |
| <input type="checkbox"/> stronger bones | <input type="checkbox"/> increased feeling of calm and tranquillity |
| <input type="checkbox"/> improved mood | <input type="checkbox"/> improved concentration |
| <input type="checkbox"/> increased motivation | <input type="checkbox"/> improved communication and negotiation skills |

Challenge

3 Are the sentences true or false?

1. The class have already talked about at least three of the physical effects sport has on the human body. _____
2. Doing sport can slow down the production of chemicals in the brain that make us feel good. _____
3. There are no real benefits associated with doing individual sports. _____
4. Swimmers or tennis players are responsible for their own achievements. _____
5. Being part of a team requires you to practise more regularly. _____
6. Collaborating with other members is essential for a team to be successful. _____
7. The skills you learn in a team sport are transferable to everyday life. _____
8. It doesn't matter which sport you choose, as long as you're good at it. _____

4 Discuss and talk with a partner.

1. Do you like playing sport?
2. What are the biggest benefits for you?

Language Focus

5 Match the words and expressions with the definitions.

to motivate to move on despite to outweigh easier said than done to negotiate

1. to change the subject of a conversation etc. _____
2. to be more important than something else _____
3. to discuss something in order to come to an agreement with another person. _____
4. to make someone want to do something in a positive way _____
5. regardless of _____
6. difficult to do _____

FOR TEACHER

LISTENING UP



LISTENING 7



- 1** Listen and write who's talking under the correct benefits of sport



Group D



Group B



Group C



Group A

- 2** Listen again. Which benefits of doing sport are mentioned? of sport?

- | | |
|--|---|
| <input checked="" type="checkbox"/> reduced risk of diabetes | <input type="checkbox"/> lower blood pressure |
| <input checked="" type="checkbox"/> improved muscle tone | <input type="checkbox"/> stronger heart and lungs |
| <input checked="" type="checkbox"/> stronger bones | <input type="checkbox"/> increased feeling of calm and tranquillity |
| <input checked="" type="checkbox"/> improved mood | <input checked="" type="checkbox"/> improved concentration |
| <input checked="" type="checkbox"/> increased motivation | <input checked="" type="checkbox"/> improved communication and negotiation skills |

Challenge

- 3** Are the sentences true or false?

- The class have already talked about at least three of the physical effects sport has on the human body. **I**
- Doing sport can slow down the production of chemicals in the brain that make us feel good. **E**
- There are no real benefits associated with doing individual sports. **E**
- Swimmers or tennis players are responsible for their own achievements. **I**
- Being part of a team requires you to practise more regularly. **E**
- Collaborating with other members is essential for a team to be successful. **I**
- The skills you learn in a team sport are transferable to everyday life. **I**
- It doesn't matter which sport you choose, as long as you're good at it. **E**

- 4** Discussion: Tak with a partner.

- Do you like playing sport?
- What are the biggest benefits for you?

- 5** Match the words and expressions with the definitions.

to motivate to move on despite to outweigh easier said than done to negotiate

- | | |
|---|------------------------------|
| 1. to change the subject (of a conversation etc.) | <u>to move on</u> |
| 2. to be more important than something else | <u>to outweigh</u> |
| 3. to discuss something in order to come to an agreement with another person. | <u>to negotiate</u> |
| 4. to make someone want to do something in a positive way | <u>to motivate</u> |
| 5. regardless of | <u>despite</u> |
| 6. difficult to do | <u>easier said than done</u> |

Language
Focus



Grammar



Go over the comparatives and superlatives by exploring the content through the website, infographic, and video clip, and video clip. Then complete the exercise(s).

Comparatives



Superlatives



Text



Infographic



Video Clip

B. Fun level



C. Challenge level



A. Start level

Exercises

Directions: Choose the best answer.

- Which word is a comparative adjective?
A. big B. bigly C. biggest D. Bigger
- What is the superlative form of the word "happy"?
A. happily B. happier C. happiest D. happier
- She is ___ than her brother."
A. tall B. tallest C. taller D. tallest
- Which word is the superlative form of "good"?
A. goodest B. gooder C. best D. better
- Choose the correct superlative form for the word "early."
A. earlier B. earliest C. earlier D. earliest
- What is the comparative form of the word "heavy"?
A. heavyest B. heavier C. heaviest D. heavily
- Which sentence uses the superlative form correctly?
A. The blue car is faster than the red car. B. This is the best ice cream I've ever had.
C. She runs quicklier than her friend. D. My dog is the happiest in the park.
- This cake is ___ than the one I had yesterday."
A. deliciouser B. most delicious C. deliciously D. more delicious
- What is the superlative form of the word "far"?
A. farest B. farther C. further D. farthest
- Which of the following sentences is in the superlative form?
A. My cat is smaller than your cat.
B. This is the most interesting book I've ever read.
C. He speaks Spanish more fluently than anyone I know.
D. The mountain is high.

FOR TEACHER



Grammar



Go over the comparatives and superlatives by exploring the content through the website, infographic, and video clip. Then complete the exercise(s).

Comparatives



Text



Superlatives



Infographic



Video Clip

B. Fun level



C. Challenge level



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A. Deliciouser B. Most delicious C. Deliciously D. More delicious
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C. He speaks Spanish more fluently than anyone I know.
D. The mountain is high.

Keys

- D
- C
- C
- C
- B
- B
- B
- D
- D
- B

3A: Oral communicative task

JUMPING TASK 1

Return to the manor, where nightmares come to life again.


E-SPORTS DRAFT

1 Get in groups of 4. Think of a name for your three-on-three E-Sport team. Then, draw a team here

TEAM NAME: _____

CHARACTER: _____

EX. ASSASSIN



TEAM NAME: CHICKEN TIME

CHARACTER: AIRI

2 Choose three players to be on your teams. Then fill out the table.

Player 1 Name	Player 2 Name	Player 3 Name
Player 1 Role	Player 2 Role	Player 3 Role
Player 1 Strengths	Player 2 Strengths	Player 3 Strengths
Player 1 Weakness	Player 2 Weakness	Player 3 Weakness

3 Discuss the reasons for choosing your players. Write down what they do better or worse than other players.

	Reasons for choosing
EX. AIRI	Airi excels with her burst damage, mobility, and crowd control abilities but is vulnerable due to her squishiness and falls off in late-game scenarios.
Player 1	
Player 2	
Player 3	

4 Present your team to the class. When everyone is finished, discuss who has the best team and why?

3A: Speaking: How we shop

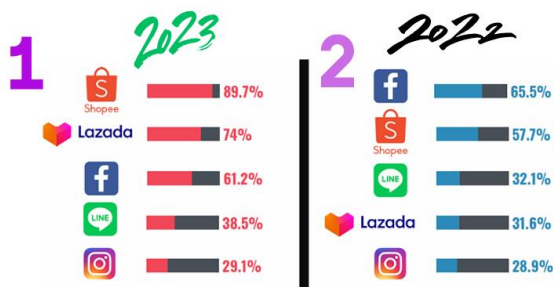
WORD BANK 1

- about/approximately
- almost/nearly
- exactly
- much/alot/more/less
- increase/grow/rise/go up
- decrease/drop/go down /lower
- trend

1 Pre-assessment activity: answer the questions.

1. Can you list all of the types of shops?
2. Can you list all the types of places to eat?
3. What can you do in the shopping mall today?

2 What do the bar graphs show? Tell the group.



Graphs show that Facebook is the most popular online platform in Thailand held 65.5 % in 2022 but decreased to 61.2 % in 2023

Graphs show that Shopee is the most popular online platform in Thailand held 89.7% today.

THAIS' PREFERRED ONLINE SHOPPING PLATFORMS

WORD BANK 2

1,000	= thousand
1,000,000	= million
1,000,000,000	= billion
61.2	= sixty-one point two

3 Look at the graphs in 2. Then circle the correct words below.

1. In 2023, there was **almost** / **exactly** ninety percent of Shopee use for online shopping.
2. in 2022, **about/exactly** thirty-two percent of people used Line's platform.
3. These show **an increase** / **a decrease** in the Lazada platform.
4. In 2022, it were **nearly/much** twenty-nine percent of IG use for online shopping.
5. In comparison, using Facebook platform is becoming **a lot less** / **a lot more** popular.

4 Are the sentences true or false?

1. Describe the two online shopping platforms trends from the graphs.
2. Are these trends the same or different in your own life?

BONUS POINTS



Useful Expressions

- This graph shows...
- As you can see from this chart...,
- In 2022, there were...
- ...percent shopped...
- In comparison, ... percent shopped...
- So, the percentage increased/decreased...

FOR TEACHER

3A: Speaking: How we shop

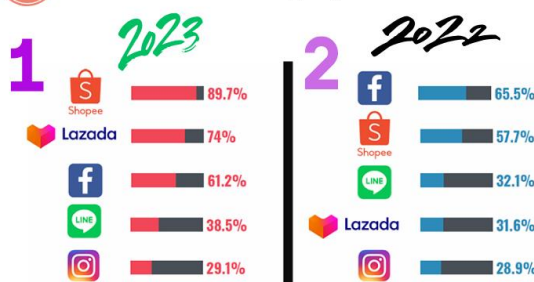
WORD BANK

about/approximately
almost/nearly
exactly
much/alot/more/less
increase/grow/rise/go up
decrease/drop/go down /lower
trend

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THAIS' PREFERED ONLINE SHOPPING PLATFORMS

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3. These show an increase / a decrease in the Lazada platform.
4. In 2022, it were nearly / approximately twenty-nine percent of IG use for on;one shopping.
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Useful Expressions



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- As you can see from this chart...
- In 2022, there were...
- ...percent shopped...
- In comparison, ... percent shopped...
- So, the percentage increased/decreased...

FOR TEACHER

3B: LISTENING



LISTENING 8



- 1** Would you buy these things online?
Why or why not? Tell a partner.

a computer

T-shirt

a cellphone

- 2** Listen for details. What things are people buying online?

Listen and check (✓) the ones you hear. (8)

- | | | |
|--|---|---|
| <input type="checkbox"/> books | <input checked="" type="checkbox"/> electronics | <input checked="" type="checkbox"/> groceries |
| <input checked="" type="checkbox"/> clothing | <input checked="" type="checkbox"/> furniture | <input type="checkbox"/> makeup |

- 3** Listen for Numbers. Read the questions. Then listen again and write a number or word. (8)

- | | |
|--|-----------------------|
| 1. How much did the average person spend shopping online in China? | about \$1100 |
| 2. How about in Great Britain? | approximately \$4,250 |
| 3. What do some people not like to buy online? | food |

- 4** Read the sentences below. Then listen and match 1-3 with a-d. One answer is extra. (9)

- | | |
|---|---|
| 1. Shoppers want fresh food. b | a. They like the experience of shopping |
| 2. Shoppers want to choose their own food. d | b. They want to see the food to make use |
| 3. Shoppers want to leave their home. a | c. They don't want to pay a lot of money. |
| | d. They don't want a stranger to do it. |

- 5** Which items in 4 are true for you?

What goes on behind the scenes of Singles' day in Ganyu, China's biggest shopping festival that beats Black Friday (11 Nov.) and Cyber Monday sales combined?



LISTENING 9



3B: SPEAKING

- 1** Add and Nan are classmates. Listen to their conversation. Then answer the questions in pairs.



Add: Hey, do you want to get something to eat?

Nan: Sure, I'm tired of shopping

Add: So am I. What do you think of Thai food?

Nan: I love it but I'm not really in the mood for it today

Add: Yeah, I'm not either I guess. it's a bit spicy

Nan: What about Korean food?

Add: Fine by me. I love Korean food

Nan: So do I. There is a great restaurant on the first floor. it's called Jeju in town

Add: Perfect! Let's go try it!

1. What are Add and Nan talking about? What are their ideas.

They're talking about choosing a place to eat

2. Which idea do you think is the best one?

It depends.



- 2** Practice the conversation with a partner.

- 3** Work with a new partner. Imagine you are classmates. Follow the steps below.

1. You need to find something to eat. Choose one of these restaurants.

a. fast food b. food truck c. Cafes and coffee shops d. buffet

2. Create a new conversation similar to 1. Include at least two expressions from the Speaking Strategy

- 4** Get together with another pairs and perform your conversation for them. Then listen to their conversation. Which expressions for disagreement did you hear? Who do you agree with and why?

- 5** Find a new pair, switch roles, and do 4 again.

Speaking Strategy



BONUS POINTS



Polite disagreement

I know what you're saying, but...

I see/know what you mean, but...

I'm not sure about that.

That's not a bad idea, but...

More direct disagreement

I'm afraid I disagree.

Sorry, but I disagree.

I totally/completely disagree.

Grammar

? Do you like online shopping?

1 Go over the quantity expressions by exploring the content through the website, infographic, and video clip.

Quantity Expressions



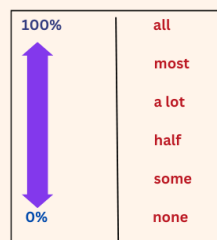
a text



an infographic



a video



2 PRONUNCIATION: Unstressed "of" Read, listen and repeat the sentences below.

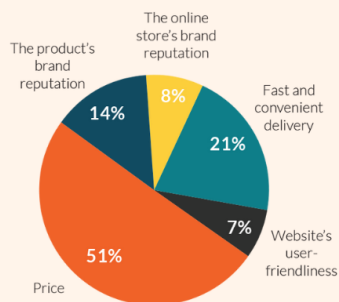
- All of my friends shop online.
- Most of them use their photos.
- Some of them use laptops



3 What do you like about online shopping? Rank these items 1-6 (1 = like the most). Share your answers with a partner.

- | | | |
|---------------------------|----------------------|----------------------------|
| _____ the convenience | _____ the pop-up ads | _____ the speed |
| _____ the customerservice | _____ the price | _____ the variety of items |

4 Read or watch online shopping survey results. Then make sentences with quantity expressions and discuss with a partner.



- (half/people) Half of the people like the price of online shopping.
- (some/shoppers) _____
- (a few/them) _____
- (some/them) _____
- (most/informants) _____

VOCABULARY

1 The man in the photo is an influencer. What do influencers do? Do you follow any of them?

2 Read about influencers. Look up words in the highlights you don't know. Answer the questions in pairs. You don't know. Answer the questions in pairs.

1. How many people follow influencers?

2. Why do people follow influencers?

3 Circle the best words to complete 1-6 about the man the photo. Then explain your answers to a partner.

1. The man's clothes are **casual / stylish / unique**.

2. His shoes look **comfortable/unique/inexpensive**.

Sales of these shoes might **increase/decrease** now.

3. The dress is probably **expensive/inexpensive**.

4. In my opinion, the clothes **look great on / don't suit** him.

5. **I/My friend / My sister** would **look good/look terrible** in her clothes.

6. Her clothes **are/aren't** in style now.

• "I said his clothes are casual
• because he's wearing sneakers.

PP" Krit Amnuaydechkorn is an actor, model and singer born and raised in Bangkok. PP was artist under Nadao Bangkok from 2017 to 2022. He founded the fashion brand Colours Culture.

What's in Style?

- Most **influencers** are regular people with **unique** and interesting **style**.
- Millions of people follow influencers on social media to learn about popular clothing **brands**.
- "PP Krit, a **stylish** influencer, has a devoted following that **looks great in** the **casual** and **reasonable** fashion and accessories they feature. 8.3% of his followers are female and 41.7% are male, and their content perfectly **suits** the tastes of their fashion-forward audience.



Vocabulary notebooks

Keep a list of new words in a special notebook, a separate section of their class notebook, on their phone. Then share and make a game with the class.



VOCABULARY

- 1** The man in the photo is an influencer. What do influencers do? Do you follow any of them?

They create content that resonates with their target audience, and they leverage their credibility and rapport with followers to influence opinions and behaviour, often related to purchasing decisions or lifestyle choices.

- 2** Read about influencers. Look up words in the highlights you don't know. Answer the questions in pairs. You don't know. Answer the questions in pairs.

- How many people follow influencers?
(41.7% male and 8.3 % female)
- Why do people follow influencers?
(He is stylish and looks great in casual and reasonable fashions)

- 3** Circle the best words to complete 1-6 about the man the photo. Then explain your answers to a partner.

- The man's clothes are **casual/stylish/unique**.
- His shoes look **comfortable/unique/inexpensive**.
Sales of these shoes might **increase/decrease** now.
- The dress is probably **expensive/inexpensive**.
- In my opinion, the clothes **look great on /don't suit** him.
- I/My friend / My sister would **look good/look terrible** in her clothes.
- Her clothes **are/aren't** in style now.

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Vocabulary notebooks

Keep a list of new words in a special notebook, a separate section of their class notebook, on their phone. Then share and make a game with the class.



3B: Oral communicative task 2

JUMPING TASK 2

Personal Shopper

- 1** Imagine you signed up for an online clothing service, then complete the information about your personal style.

My Style Profile

- For school or work, I usually **get dressed up/wear casual clothes**.
- It's important for clothes to be **comfortable/stylish/inexpensive/unique/other**:_____.
- My two favourite clothing items are my_____. They suit me
- I look good in these colours:_____.
- My two favourite brands or clothing stores are_____.
- What else should your personal shopper know? Write about your daily routine or special clothes you need_____

- 2** Exchange books with a partner and read his or her profile in A. As your partner's personal shopper, think of six items for him or her. Write your ideas below.

Clothes:_____

Shoes:_____

Accessories:_____

WORD BANK

accessory something extra you wear, a watch, belt, bag, hat, tie, etc.

- 3** Return your partner's book to him or her. Then do the following, then switch roles and repeat.

Student A : Use the "Useful Expressions " to explain your suggestions to your partner.

"You said you usually get dressed up, so I think you should buy a dark blue suit. You'll look great in it!"

Student B: Do you agree with your partner's choices?

Which are your favourites?

"Really? A blue suit? I usually wear black, but maybe I'll try it!"

My favorite is the yellow sweater.
Yellow usually looks good on me!

- 4** Work in groups of 4. One pair gives another pair their advice to make a short video clip to give advice as a personal shopper via any social media platforms you prefer.



SUBSCRIBE

GOALS: NOW WE CAN...

- Describe different personal styles___
 - Give advice___
- Yes, I can
 - Mostly yes
 - Not yes

USUFUL EXPRESSIONS

- You said you..., so I think you should buy...
- You could wear ...
- ... is/are in style now.
- I think ...will suit you.
- You'll look great in ...

UNIT 4

FUN ENTERTAINMENT

LISTENING:

- Listening to people talk about their tastes in music
- Talk about online shopping trends

VOCABULARY:

- Types of Music
- TV and movie genres
- Kinds of video games
- Feelings

SPEAKING AND PRONUNCIATION:

- Talk about favourite movies and TV show

GRAMMAR:

- - So and such
- - ed and -ing adjectives

ORAL COMMUNICATIVE TASKS

- Give a presentation about Space Capsule

4A: LISTENING

• Listening to people talk about their tastes in music

Vocabulary

1 Listen and number (2-9)

EXAMPLE

1. Blue



Let's talk first!

1. What kinds of video games do you like the best?
2. What kinds of movies do you like?
3. What is your favourite actor/actress?
4. What kind of music do you like?
5. Who is your favourite singer/band/group?



LISTENING 10



Pop



Jazz



Country



Rap (hip hop)



Rock



Classical



Folk



Raggae

2 Talk with your partner.

EXPRESSIONS

So, what kind of music do you like?

Really? Why?

I'm fond of classical music.

It's so touching. When I listen to the classical, I feel relieved and fascinated.

3 Let's discuss the above questions again and use -ed/-ing adjective

BONUS POINTS



- MORE EXAMPLES**
- Jane's job is boring.
 - Jane's bored (with her job).
 - Julia thinks politics is very interesting.
 - Julia is very interested in politics.
 - The news was shocking.
 - We were shocked when we heard the news..

For the fast finishers



FOR TEACHER

3A: LISTENING

• Listening to people talk about their tastes in music

Vocabulary

1 Listen and number (2-9)

EXAMPLE

1. Blue



Let's talk first!

1. What kinds of video games do you like the best?
2. What kinds of movies do you like?
3. What is your favourite actor/actress?
4. What kind of music do you like?
5. Who is your favourite singer/band/group?



LISTENING 10



7 Pop



6 Jazz



3 Country



5 Rap (hip hop)



9 Rock



2 Classical



4 Folk



8 Reggae

2 Talk with your partner.

EXPRESSIONS

So, what kind of music do you like?

Really? Why?

I'm fond of classical music.

It's so touching. When I listen to the classical, I feel relieved and fascinated.

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- Jane's job is boring.
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 - Julia thinks politics is very interesting.
 - Julia is very interested in politics.
 - The news was shocking.
 - We were shocked when we heard the news..

For the fast finishers



LISTENING UP



LISTENING 11

1 Do this exercise before you listen. Write the correct words in the boxes below the picture
 science fiction/ action/romantic comedy/modern vampire film



SCIENCE FICTION



ROMANTIC COMEDY



MODERN VAMPIRE



ACTION

2 Match the speaker to the genre of film. Write a-e next to the numbers 1

- | | |
|------------------------------------|------------------------------|
| <input type="checkbox"/> Speaker 1 | a. A science fiction film |
| <input type="checkbox"/> Speaker 2 | b. A modern vampire film |
| <input type="checkbox"/> Speaker 3 | c. An action film |
| <input type="checkbox"/> Speaker 4 | d. A romance |
| <input type="checkbox"/> Speaker 5 | e. A romance based on a book |

Challenge

3 Do this exercise while you listen. Complete the gaps with the correct speaker.

A (x2)	B	C	D(x2)	E(x2)
--------	---	---	-------	-------

1. Speaker___ thinks the film shows you not to judge people too quickly
2. Speaker___ says the film is not too sentimental, thanks to the actor
3. Speaker___ likes a film in which everything we think is real is fiction.
4. Speaker___ has seen their favourite film more than once.
5. Speaker___ prefers the first version of the film.
6. Speaker___ likes a film with murder, violence and blood-drinking.
7. Speaker___ likes a film which tells a love story over several years.
8. Speaker___ likes a film which shows bullying at school.
9. Speaker___ likes the scenes filmed in different countries.

BONUS POINTS



4 Interview your class about his/her favourite song and fill in the table.

Movies	Genre	Why they like it?
1		
2		
3		

Language Focus

Have you seen any good films recently?
 I saw ... It's got ... (actor's name) in it.
 It's about ...
 The thing I liked about it was ...

LISTENING UP



1 Do this exercise before you listen. Write the correct words in the boxes below the picture

LISTENING 11
science fiction/ action/romantic comedy/modern vampire film



SCIENCE FICTION



ROMANTIC COMEDY



MODERN VAMPIRE



ACTION

2 Match the speaker to the genre of film. Write a-e next to the numbers 1

- | | | |
|------------------------------------|---|------------------------------|
| <input type="checkbox"/> Speaker 1 | d | a. A science fiction film |
| <input type="checkbox"/> Speaker 2 | d | b. A modern vampire film |
| <input type="checkbox"/> Speaker 3 | e | c. An action film |
| <input type="checkbox"/> Speaker 4 | a | d. A romance |
| <input type="checkbox"/> Speaker 5 | b | e. A romance based on a book |

Challenge

3 Do this exercise while you listen. Complete the gaps with the correct speaker.

A (x2)	B	C	D(x2)	E(x2)
--------	---	---	-------	-------

1. Speaker C thinks the film shows you not to judge people too quickly
2. Speaker A says the film is not too sentimental, thanks to the actor
3. Speaker D likes a film in which everything we think is real is fiction.
4. Speaker D has seen their favourite film more than once.
5. Speaker E prefers the first version of the film.
6. Speaker E likes a film with murder, violence and blood-drinking.
7. Speaker A likes a film which tells a love story over several years.
8. Speaker E likes a film which shows bullying at school.
9. Speaker B likes the scenes filmed in different countries.

4 Discussion

Have you seen any good films recently?
I saw ... It's got ... (actor's name) in it.
It's about ...
The thing I liked about it was ...



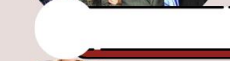
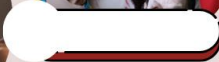
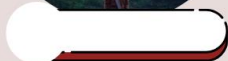
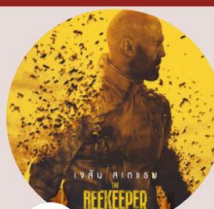
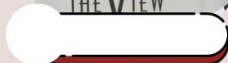
SCRIPT



4A SPEAKING

• Aim: Talk about favourite movies and TV shows

1 Listen by the teacher and number



2 Talk with your partner. Change the underline parts to make the conversation true for you.

- A: What genres of films are you into?
- B: I enjoy fantasy and action movies because they excite and intrigue me.
- A: Any movie genres you dislike?
- B: I can't stand drama and documentary films; they tend to be dull.
- A: Is any particular movie on your watchlist?
- B: I'm looking forward to watching The Marvels. It's a fantasy film.

Grammar

3 Look at the table. Then listen and repeat.

SO AND SUCH	
Both <u>so</u> and <u>such</u> are used to make an adjective stronger.	
So with only an adjective	Such with an adjective and noun
Ex. That film was so amazing!	Ex. That was such an amazing film!

4A SPEAKING

FOR TEACHER

• Aim: Talk about favourite movies and TV shows

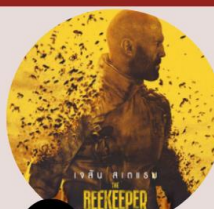
1 Listen by the teacher and number



5 talk show



8 animation



3 action



4 documentary



6 horror



7 drama



1 comedy



9 game show



2 fantasy

2 Talk with your partner. Change the underline parts to make the conversation true for you.

A: What genres of films are you into?

B: I enjoy fantasy and action movies because they excite and intrigue me.

A: Any movie genres you dislike?

B: I can't stand drama and documentary films; they tend to be dull.

A: Is any particular movie on your watchlist?

B: I'm looking forward to watching The Marvels. It's a fantasy film.

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<u>So</u> with only an adjective	<u>Such</u> with an adjective and noun
Ex. That film was so amazing!	Ex. That was such an amazing film!



Grammar

Go over So and Such usage by exploring the content through the website, infographic, or video clip, and video clip. Then complete the exercise(s).

So



Text



Such



Infographic



Video Clip

B. Fun level



C. Challenge level



A. Start level

Exercises

Directions: Choose the best answer.

1. It was ____ a beautiful day that we decided to go for a picnic.
2. I've never seen ____ an amazing performance before.
3. The movie was ____ boring that we left halfway through.
4. It was ____ a difficult test that many students struggled to finish on time.
5. He was ____ tired that he fell asleep as soon as he sat down.
6. It's ____ a hot day that I can't imagine going outside.
7. It was ____ a small apartment that they had to get creative with storage solutions.
8. The concert was ____ loud that my ears were ringing for hours afterward.
9. She has ____ a lovely voice that everyone enjoys listening to her.
10. It was ____ a surprise that I couldn't believe my eyes when I opened the gift.

So vs Such





Grammar

Go over So and Such usage by exploring the content through the website, infographic, or video clip, and video clip. Then complete the exercise(s).

So



Text



Such



Infographic



Video Clip

Exercises

A. Start level

B. Fun level



C. Challenge level



Directions: Choose the best answer.

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9. She has ____ a lovely voice that everyone enjoys listening to her.
10. It was ____ a surprise that I couldn't believe my eyes when I opened the gift.

Keys

1. so
2. such
3. such
4. such
5. so
6. so
7. such
8. so
9. such
10. such

So vs Such



JUMPING TASK 1

4A: Oral communicative task 1

4 Rewrite the sentences with so or such.

1. This is a scary horror movie!
2. He is such a handsome actor!
3. The comedian is so funny.
4. Those boys are so friendly.
5. This is such a sad movie!

- This horror _____.
- The actor _____.
- She _____.
- They _____.
- This _____.

5 Talk with partner.

What's your favourite **film**?

What's your favourite **TV show**?

I think my favourite movie is **Aquaman**.
It's a sci-fi movie. It's so **amazing**.

I think it's **Take me out Thailand**. It's a really
and game show. It's such a funny programme.

NOTES

Sci-fi is dealt with life in the future or in space.

6 Get in groups. Use the above dialogue to talk to people in group.

Challenge

Question	Partner 1	Partner 2	Partner 3
favourite movie?			
favourite TV show?			
favourite song?			
favourite game?			

7 Listen and repeat.

Linking ending consonants with vowels
It's such--and--amazing movie!
It's--a really--old TV show.
He's my favourite-actor.
It's--an--American TV show.

8 Draw lines to the words where the ending consonants link with the vowel at the beginning of the next word.

1. I think Lisa Manobal is such a great influencer and singer.
2. The Hunger Games is such a great action film.
3. ROV is an amazing online game.

keep Practicing



FOR TEACHER

4 Rewrite the sentences with so or such.

1. This is a scary horror movie!
2. That song was so beautiful!
3. He is such a handsome actor!
4. The comedian is so funny.
5. Those boys are so friendly.
6. This is such a sad movie!

This horror **movie is so scary**.
 That was **such a beautiful song**.
 The actor **is so handsome**.
 She **is such a funny comedian**.
 They **are such friendly boys**.
 This **movie is so sad**.

5 Talk with partner.

What's your
favourite **film**?

I think my favourite movie is **Aquaman**.
It's a sci-fi movie. It's so **amazing**.

What's your
favourite **TV show**?

I think it's **Take me out Thailand**. It's a really
and game show. It's such a funny programme.

NOTES

Sci-fi is dealt
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6 Get in groups. Use the above dialogue to talk to people in group.

Question	Partner 1	Partner 2	Partner 3
favourite movie?			
favourite TV show?			
favourite song?			
favourite game?			

7 Listen and repeat.

Linking ending consonants with vowels

It's ~~s~~uch ~~a~~nd ~~a~~ amazing movie!

It's ~~s~~a really ~~o~~ld TV show.

He's ~~s~~ my favourite ~~a~~ctor.

It's ~~s~~an ~~A~~merican TV show.

8 Draw lines to the words where the ending consonants link with the vowel at the beginning of the next word.

1. I think Lisa Manobal is such a great influencer and singer.
2. The Hunger Games is such a great action film.
3. ROV is an amazing online game.



4B: Oral communicative task 2

JUMPING TASK 2

PROJECT • Aim: Choose cultural items for a space capsule**1** Match the picture with the word

culture

radio

USB

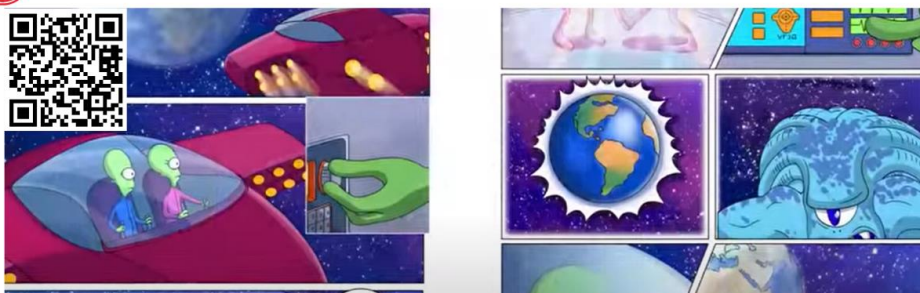
galaxy

human

capsule

2 Fill in the blank with words from above.

1. Our system is just one of many in _____ that might be able to support life.
2. She's studying modern Japanese language and _____.
3. I heard a good programme on the _____ last night.
4. Have you got a _____ charger I could use?
5. Search and rescue helicopters glimpsed the _____ as it neared the ground.
6. The greatest damage being done to our planet today is that being done by _____.

3 Look at the pictures. What do you think the video will be about? Talk with your partner.**4** Watch again. Circle true or false.

- | | | |
|--|------|-------|
| 1. The aliens want to learn about human culture | true | false |
| 2. The aliens don't like rock music. | true | false |
| 3. The aliens think dance music is good because it's loud. | true | false |
| 4. The aliens watched a scary movie. | true | false |

5 Watch again. Match the phrases.

- | | | |
|--------------------------|---|--------------------------|
| 1. It's called "music." | ● | ● so I don't know. |
| 2. It's also loud, | ● | ● Humans really like it. |
| 3. It's not in the book, | ● | ● but it's exciting. |

4B: Oral communicative task 2

FOR TEACHER
JUMPING TASK 2

Project

- Aim: Choose cultural items for a space capsule

1 Match the picture with the word



culture

radio

USB

galaxy

human

capsule

2 Fill in the blank with words from above.

1. Our system is just one of many in **the Galaxy** that might be able to support life
2. She's studying modern Japanese language and **culture**.
3. I heard a good programme on the **radio** last night.
4. Have you got a **USB** charger I could use?
5. Search and rescue helicopters glimpsed the **capsule** as it neared the ground..
6. The greatest damage being done to our planet today is that being done by **humans**.

3 Look at the pictures. What do you think the video will be about? Talk with your partner.



4 Watch again. Circle true or false.

1. The aliens want to learn about human culture
2. The aliens don't like rock music.
3. The aliens think dance music is good because it's loud.
4. The aliens watched a scary movie.

true	false
true	false
true	false
true	false

5 Watch again. Match the phrases.

- | | | |
|--------------------------|---|------------------------|
| 1. It's called "music." | ● | so I don't know. |
| 2. It's also loud, | ● | Humans really like it. |
| 3. It's not in the book, | ● | but it's exciting. |

6 Circle the error in each sentence and write the correct sentence.

1. The music is so excited. I love it. _____.
2. I don't like this horror movie. It's too scaring for me. _____.
3. That is so a good song. _____.
4. He doesn't enjoy history class, so he feels boring right now. _____.
5. I think dance music is such great. _____.
6. It's such an excited story. _____.

7

Space Capsules



NASA is sending a spacecraft to another galaxy. In the spacecraft, there will be a USB memory stick with six things on it: these things should show aliens what human culture is like.

Choose cultural items to include (e.g., songs, paintings, movies, games, TV shows, etc.), and write a sentence describing each item and why you choose it.

1		
2		
3		
4		
5		
6		

- 8** Talk with the group, and decide on a final list of six items. Then give a group presentation about the items you choose and why. Vote on which group has the best list.

GOALS: NOW WE CAN...

1. Do a survey report about favourite movies and TV shows
2. Give a presentation about Space Capsule

BONUS POINTS



6 Circle the error in each sentence and write the correct sentence.

1. The music is so excited. I love it. *The music is so exciting. I love it.*
2. I don't like this horror movie. It's too scaring for me. *...too scary...*
3. That is so a good song. *That is such a good song.*
4. He doesn't enjoy history class, so he feels boring right now. *...he feels bored...*
5. I think dance music is such great. *I think dance music is so great.*
6. It's such an excited story. *It's such an exciting story.*

7

Space Capsules



NASA is sending a spacecraft to another galaxy. In the spacecraft, there will be a USB memory stick with six things on it: these things should show aliens what human culture is like.

Choose cultural items to include (e.g., songs, paintings, movies, games, TV shows, etc.), and write a sentence describing each item and why you choose it.

1	
2	
3	
4	
5	
6	

- 8** Talk with the group, and decide on a final list of six items. Then give a group presentation about the items you choose and why. Vote on which group has the best list.

GOALS: NOW WE CAN...

1. Do a survey report about favourite movies and TV shows
2. Give a presentation about Space Capsule



VITA

