Appendix

Appendix A

Lesson plan under the task-based learning framework

Subject: English through drama
Prepared by: Andrew L Sweeney
Lesson time: 200 minutes
Lesson 1: Week 1
Location: Classroom or AV Theatre
Student level: Year 3 English majors from the Faculty of Education
Topic: Introductions, greetings and leave taking
Overview and objectives: For students to learn various forms of greetings and introductions and distinguish between formal and informal types. The students are tested on their strategic competence during the task cycle using the attached framework

Task 1 – Greeting

Step 1

Pre-task	Students	Objectives
The teacher probes the	The students demonstrate	For students to understand
students with questions	their background	and distinguish varying
about greetings to check	knowledge of greetings.	forms of greetings and to
the student's	They then observe the	decipher between formal
comprehension of the term.	video clip and collect any	and non formal types. The
The teacher gives an	useful information that will	students should be able to
example of both forms and	benefit them in the task	know some forms of
then a video is played to	and subsequent stages.	greeting language in both
demonstrate varying forms.		verbal and non verbal
		forms.

Task	Students	Objectives
In small groups or pairs	The students will work in	For students to understand
the students will work	pairs or groups of 3 to	and distinguish varying
together to perform a	organise the vocabulary	forms of greetings. The
formal and non formal	and body language they	aims are for students to
greeting.	will need to perform the	gain vocal confidence
	two forms of greeting.	amongst their peers and to
		demonstrate their
		comprehension of greetings.

Planning	Students	Objectives
The students plan a small	The students work together	The aim is for students to
basic report on how they	to think about how they will	construct a short verbal
constructed the task.	explain to the teacher and	explanation of their actions
	their peers about the task	in smaller groups or pairs.
	they performed.	Students will learn how to
		share ideas to finalise a
		report.

Step 4

Report	Students	Objectives
In the report stage of the	The students will report to	Students can verbally
greeting task, the students	the class about how they	explain a greeting task to
will perform a small verbal	constructed the language	their peers using the
report of what went on in	and explain what went on	English language and the
the process.	in the process.	method in which they
		constructed it.

Analysis	Students	Objectives
The students and teacher	The students are	The aim is for students to
analyse and critic the task	encouraged to comment in	develop observational and
and give feedback about	either a positive or negative	critical thinking abilities.
the performance.	way about their peer's	
	performance.	

Step 6	3
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Practise	Students	Objectives
The practise stage is a	The students will listen to	The objective is for
reflective time for the	the critical analysis and	students to understand
students to improve on their	later practise their weak	their own strengths and
weak forms highlighted by	forms for future tasks.	weaknesses as well as that
the teacher or the other		of their peers and practise
groups. The weaknesses		such errors. The
may include pronunciation,		recognition of positive
stress or general sound		feedback may also be used
problems.		to further enhance future
		tasks.

Task 2 – Introduction

Step 1

Pre-task	Students	Objectives
The teacher probes the	The students demonstrate	For students to understand
students with questions	their background	and distinguish varying
about introductions to check	knowledge of introductions.	forms of introductions and
the student's	They then observe the	to decipher between formal
comprehension of the term.	video clip and collect any	and non formal types. The
The teacher gives an	beneficial information that	students should be able to
example of both forms and	will be useful to them in the	know some forms of
then a video is played to	task and subsequent	introduction vocabulary in
demonstrate varying forms.	stages.	both verbal and non verbal
		forms.

Task	Students	Objectives
In small groups or pairs the	The students will work in	For students to understand
students will work together	pairs or groups of 3 or 4 to	and distinguish varying
to perform a formal and	organise the vocabulary	forms of introductions. The
non formal introduction. It	and body language they	aims are for students to
may involve the	will need to perform the	gain vocal confidence
introduction of a third	two forms of introduction.	amongst their peers and to
person.		demonstrate their
		understanding of
		introductions.

Step	3
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Planning	Students	Objectives
The students plan a small	The students work together	The aim is for students to
basic report on how they	to think about how they will	construct a short verbal
constructed the task.	explain to the teacher and	explanation of their actions
	their peers about the task	in smaller groups or pairs.
	they performed.	Students will learn how to
		share ideas to finalise a
		report.

Report	Students	Objectives
In the report stage of the	The students will report to	Students can verbally
introduction task, the	the class about how they	explain the introdution task
students will perform a	constructed the language	to their peers using the
small verbal report of what	and explain what went on	English language and the
went on in the process.	in the process.	method in which they
		constructed it.

Analysis	Students	Objectives
The students and teacher	The students are	The aim is for students to
analyse and critic the task	encouraged to comment in	develop observational and
and give feedback about	either a positive or negative	critical thinking abilities and
the performance.	way about their peer's	to share such analysis with
	performance.	their peers.

Practise	Students	Objectives
The practise stage is a	The students will listen to	The objective is for students
reflective time for the	the critical analysis and	to understand their own
students to improve on their	later practise their weak	strengths and weaknesses
weak forms highlighted by	forms for future tasks.	demonstrating introduction
the teacher or the other		tasks as well as that of their
groups. The weaknesses		peers and practise such
may include pronunciation,		errors. The recognition of
stress or general sound		positive feedback may also
problems.		be used to further enhance
		future tasks.

Task 3 – Leave taking

Step 1

Pre-task	Students	Objectives
The teacher elicits the	The students reflect their	For students to understand
students with questions	background knowledge of	and to decipher between
about leave taking to check	leave taking. They then	formal and non formal
the student's	observe a video clip and	types of leave taking. The
comprehension of the term.	collect any useful	students should be able to
The teacher demonstrates	information that will benefit	know some forms of leave
an example to the students	them in the task and	taking language and
	subsequent stages.	kinetics involved.

Task	Students	Objectives
In small groups or pairs	The students will work in	For students to understand
the students will work	pairs or groups of 3 to	different forms of leave
together to perform a	organise the vocabulary	taking. The aims are for
formal and non formal	and body language they	students to gain vocal
leave taking.	will need to perform two	confidence amongst their
	forms of leave taking.	peers and to demonstrate
		their comprehension of
		leave taking.

Planning	Students	Objectives
The students plan a small	The students work together	The aim is for students to
basic report on how they	to think about how they will	construct a short verbal
constructed the task.	explain to the teacher and	explanation of their actions
	their peers about the task	in smaller groups or pairs.
	they performed.	Students will learn how to
		share ideas to finalise a
		report.

Step 4

Report	Students	Objectives
In the report stage of the	The students will report to	Students can verbally
leave taking task, the	the class about how they	explain a leave taking task
students will perform a	constructed the language	to their peers using the
small verbal report of what	and explain the process of	English language and the
went on during the	the task.	method in which they
process.		constructed it.

Analysis	Students	Objectives
The students and teacher	The students are	The aim is for students to
analyse and critic the task	encouraged to comment in	develop observational and
and give feedback about	either a positive or negative	critical thinking abilities.
the performance and	way about their peer's	
language used.	performance.	

Step	6
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Practise	Students	Objectives
The practise stage is a	The students will listen to	The objective is for
reflective time for the	the critical analysis and	students to understand
students to improve on their	later practise their weak	their own strengths and
weaknesses highlighted by	forms for future tasks.	weaknesses as well as that
the teacher or the other		of their peers and practise
groups. The weaknesses		such errors. The
may include various		recognition of positive
problems such		feedback may also be used
pronunciation, stress,		to further enhance future
general sound or strategic		tasks.
problems.		

After the three tasks have been performed, the students should have a greater understanding of potential problems of Thai students when teaching greetings in the future. The students themselves should have a greater awareness of personal problems in communicative competence and have a greater ability to improve on certain aspects and weaknesses within their own English proficiency.

Subject:	English through drama
Prepared by:	Andrew L Sweeney
Lesson time:	200 minutes
Lesson 3:	Week 2 and 3
Location:	Classroom or AV Theatre
Student level: Year 3	English majors from the Faculty of Education
Topic:	Fantasy

Overview and objectives: For students to learn about creativity and imaginative ideas in a meaningful and comprehensible style. The students are tested on their strategic competence during the task cycle using the attached framework .

Task 1 – Cinderella

Step 1

Pre-task	Students	Objectives
The teacher asks the	The students participate in	For students to work in a
students about their	groups in the running	communicative task that
familiarity to the Cinderella	dictation activity. The	develops the major skills of
story. A running dictation	students use the four main	the English language. They
game is set with extracts	skills of English to	will learn to work in groups
from the story for the	familiarise themselves with	to write and perform an
students to play. After the	the Cinderella story.	original modern day
activity is concluded the	In groups the students will	conclusion to the children's
task is set for the students	work outside of the	classic tale to develop
for the following week.	classroom to construct the	creativity skills.
	task for week 3.	

Task	Students	Objectives
The students must create a	The students will work in	For students to collaborate
dialogue and act out a	groups of around 6 people	and create a fantasy script
modern day ending to the	to organise and create a	and engage in creative
Cinderella story using any	story. The script, practising	ideas. Furthermore, to
costumes, props or	and materials will be	project the story in a
materials available. The	prepared between week 2	meaningful way to fellow
story must be an	and week 3 and shown to	students and the teacher.
alternative to the children's	their peers in week 3.	
classic tale.		

Planning	Students	Objectives
The students plan a small	The students work together	The aim is for students to
basic report on how they	to think about how they will	construct a short verbal
constructed the task.	explain to the teacher and	explanation of their actions
	their peers about the task	in smaller groups or pairs.
	they performed.	Students will learn how to
		share ideas to finalise a
		report.

Step 4

Report	Students	Objectives
In the report stage of the	The students will report to	Students can verbally
leave taking task, the	the class about how they	explain to their peers and
students will perform a	constructed the language	teacher about the
small verbal report of what	and explain the process of	construction and execution
went on during the	the task.	of their task.
process.		

Analysis	Students	Objectives
The students and teacher	The students are	The aim is for students to
analyse and critic the task	encouraged to comment in	develop observational and
and give feedback about	either a positive or negative	critical thinking abilities.
the performance and	way about their peer's	
language used.	performance.	

Step	6
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Practise	Students	Objectives
The practise stage is a	The students will listen to	The objective is for
reflective time for the	the critical analysis and	students to understand
students to improve on their	later practise their weak	their own strengths and
weaknesses highlighted by	forms for future tasks.	weaknesses as well as that
the teacher or the other		of their peers and practise
groups. The weaknesses		such errors. The
may include various		recognition of positive
problems such		feedback may also be used
pronunciation, stress,		to further enhance future
general sound or strategic		tasks.
problems.		

The students should have attained better creativity skills and gained a greater awareness of drama productions from this activity.

Subject: English through drama
Prepared by: Andrew L Sweeney
Lesson time: 200 minutes
Lesson 4: Week 4
Location: Classroom or AV Theatre
Student level: Year 3 English majors from the Faculty of Education
Topic: Strangers on the train
Overview and objectives: For students to learn ice-breaking conversation and to learn improvisation techniques.

Task 1 – Strangers on the train

Step 1

Pre-task	Students	Objectives
The teacher asks the	The students display their	For students to demonstrate
students about their	background knowledge of	their comprehension of the
knowledge of the word	strangers and the situations	task involved and to work
stranger. A question is	or experiences they may	with their peers to construct
then asked about how	have held. They watch and	a role-play.
would you start to talk to	observe the video clip to	
someone you did not know	obtain information that may	
in a certain situation such	be beneficial to them	
as waiting for a bus, a	during the task cycle.	
person at a party or		
queuing for a film. A short		
video clip is shown. The		
students are then given the		
task situation.		

Task	Students	Objectives
The students must create a	The students will work in	For students to collaborate
dialogue and act out the	groups to organise and	and create a script that is
strangers on the train	create a script. They can	meaningful in real life
scenario. They will work in	use any resources such as	situations where ice
groups of 4 to 6 people.	mobile phones or	breaking techniques are
Just before they perform	dictionaries to fulfil the	enhanced. The students will
their task, they will be	task. They will then	also learn how to improvise
given a sentence created	perform the task and	in communicative situations.
by the teacher that must be	additionally use the phrase	
included in the production.	given to them by the	
	teacher.	

Planning	Students	Objectives
The students plan a small	The students work together	The aim is for students to
basic report on how they	to think about how they will	construct a short verbal
constructed the task.	explain to the teacher and	explanation of their actions.
	their peers about the task	Students will learn how to
	they performed and discuss	share ideas to finalise a
	any problems that arose.	report.

Step 4

Report	Students	Objectives
In the report stage of the	The students will report to	Students can verbally
leave taking task, the	the class about how they	explain to their peers and
students will perform a	constructed the language	teacher about the
small verbal report of what	and explain the process of	construction and execution
went on during the	the task.	of their task.
process.		

Analysis	Students	Objectives
The students and teacher	The students are	The aim is for students to
analyse and critic the task	encouraged to comment in	develop observational and
and give feedback about	either a positive or negative	critical thinking abilities.
the performance and	way about their peer's	
language used.	performance.	

Step 6	3
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Practise	Students	Objectives
The practise stage is a	The students will listen to	The objective is for
reflective time for the	the critical analysis and	students to understand
students to improve on their	later practise their weak	their own strengths and
weaknesses highlighted by	forms for future tasks.	weaknesses as well as that
the teacher or the other		of their peers and practise
groups. The weaknesses		such errors. The
may include various		recognition of positive
problems such		feedback may also be used
pronunciation, stress,		to further enhance future
general sound or strategic		tasks.
problems.		

The students should have an overall understanding of how to communicate with strangers using the English language and ice breaking techniques. The students should also have a greater comprehension of how improvisation can assist people in communicative tasks.

Subject:	English through drama
Prepared by:	Andrew L Sweeney
Lesson time:	200 minutes
Lesson 5:	Week 5
Location:	Classroom or AV Theatre
Student level: Year 3	English majors from the Faculty of Education
Торіс:	Role-play with conflict
Overview and objectives:	For students to learn ice-breaking conversation and to
	- , , , , , , , , , , , , , , , , , , ,

learn improvisation techniques. The students are tested on their strategic competence during the task cycle using the attached framework.

Task 1 – Role-play with conflict

Step 1

Pre-task	Students	Objectives
The teacher asks the	The students may express	For students to demonstrate
students about their	their background	their comprehension of the
understanding of the words	knowledge and personal	task involved and to work
conflict and negotiation.	experiences they have had	with their peers to construct
The students are then	regarding conflicts. They	a role-play.
primed to elicit any	watch and observe the	
information or experiences	video clip to obtain	
they may have had	information that may be	
regarding conflicts with	beneficial to them during	
other people. A small video	the task cycle. The	
clip is shown before the	students will form groups	
task is given.	of 4-5 people.	

Task	Students	Objectives
The students must create a	The students will work in	For students to collaborate
dialogue and perform a	groups to organise and	and create a script that can
drama using conflict and	create a script. They can	reflect emotions as well as
negotiation. They will work	use any resources such as	depicting argument and
in groups of 4 to 5 people.	mobile phones or	negotiation.
	dictionaries to fulfil the task.	

Planning	Students	Objectives
The students plan a small	The students work together	The aim is for students to
basic report on how they	to think about how they will	construct a short verbal
constructed the task.	explain to the teacher and	explanation of their actions.
	their peers about the task	Students will learn how to
	they performed and discuss	share ideas to finalise a
	any problems that arose	report.
	within the task cycle .	

Step 4

Report	Students	Objectives
In the report stage of the	The students will report to	Students can verbally
role-play with conflict, the	the class about how they	explain to their peers and
students will perform a	constructed the language	teacher about the formation
small verbal report of what	and explain the process of	and production of their task.
went on during the	the task.	
process.		

Analysis	Students	Objectives
The students and teacher	The students are	The aim is for students to
analyse and critic the task	encouraged to comment in	develop observational and
and give feedback about	either a positive or negative	critical thinking abilities.
the performance and	way about their peer's	
language used.	performance.	

Practise	Students	Objectives
The practise stage is a	The students will listen to	The objective is for
reflective time for the	the critical analysis and	students to understand
students to improve on their	later practise their weak	their own strengths and
weaknesses highlighted by	forms for future tasks.	weaknesses as well as that
the teacher or the other		of their peers and practise
groups. The weaknesses		such errors. The
may include various		recognition of positive
problems such		feedback may also be used
pronunciation, stress,		to further enhance future
general sound or strategic		tasks.
problems.		

The students should have an increased understanding of how to argue and negotiate using the English language. They should have awareness of using body language, facial expressions and tone to reinforce utterances in communication.

Subject:	English through drama
Prepared by:	Andrew L Sweeney
Lesson time:	200 minutes
Lesson 6:	Week 5 and 6
Location:	Classroom or AV Theatre
Student level: Year 3	B English majors from the Faculty of Education
Торіс:	Travel agent and booking a ticket
Overview and objectives:	For students to learn ice-breaking conversation and to
Is some income de stiene to should be	- The shada to see the deal of the in stants of a source stands

learn improvisation techniques. The students are tested on their strategic competence during the task cycle using the attached framework .

Task 1 – Booking an air ticket in a travel agency

Pre-task	Students	Objectives
The teacher asks the	The students may express	For students to demonstrate
students about any	their background	their comprehension of the
experiences they may have	knowledge and personal	task involved and to work
encountered booking an	experiences they have had	with their peers to construct
airline ticket. A small video	regarding travel and	a role-play.
clip is shown before the	particular regard to air	
task is given. The pre-task	travel. They watch and	
is set at week 5 in order for	observe the video clip to	
the students to have a	obtain information that may	
lengthened amount of time	be beneficial to them	
to complete the task.	during the task cycle. The	
	students will form groups of	
	4-5 people.	

Step	2
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Task	Students	Objectives
The students must create a	The students will work in	For students to collaborate
dialogue and perform a	groups to organise and	and create a script and to
drama appertaining to air	create a script. They can	learn the vocabulary
travel. They will work in	use any resources such as	necessary to travel by air
groups of 4 to 5 people.	mobile phones, dictionaries	using polite forms.
	props and costumes fulfil	
	the task. The students	
	may take more than one	
	character in the production	
	should they wish to.	

Planning	Students	Objectives
The students plan a small	The students work together	The aim is for students to
basic report on how they	to think about how they will	construct a short verbal
constructed the task.	explain to the teacher and	explanation of their actions.
	their peers about the task	Students will learn how to
	they performed and discuss	share ideas to finalise a
	any problems that arose	report.
	within the task cycle.	

Report	Students	Objectives
In the report stage of	The students will report to	Students can verbally
booking an air ticket, the	the class about how they	explain to their peers and
students will perform a	constructed the language	teacher about the
small verbal report of what	and explain the process of	construction and production
went on during the	the task.	of their task.
process.		

Analysis	Students	Objectives
The students and teacher	The students are	The aim is for students to
analyse and critic the task	encouraged to comment in	develop observational and
and give feedback about	either a positive or negative	critical thinking abilities.
the performance and	way about their peer's	They should be able to
language used.	performance.	express their analysis is a
		defined manner.

Step 6	3
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Practise	Students	Objectives
The practise stage is a	The students will listen to	The objective is for
reflective time for the	the critical analysis and	students to understand
students to improve on their	later practise their weak	their own strengths and
weaknesses highlighted by	forms for future tasks.	weaknesses as well as that
the teacher or the other		of their peers and practise
groups. The weaknesses		such errors. The
may include various		recognition of positive
problems such		feedback may also be used
pronunciation, stress,		to further enhance future
general sound or strategic		tasks.
problems.		

After the students have learnt this topic, they should have the independent ability to book an air ticket using the English language in a real life situation. The students should have an increased amount of vocabulary that is meaningful in domestic and international travel.

Subject:	English through drama	
Prepared by:	Andrew L Sweeney	
Lesson time:	200 minutes	
Lesson 7:	Week 6 and 7	
Location:	Classroom or AV Theatre	
Student level: Year 3	English majors from the Faculty of Education	
Торіс:	Airport check-in and subsequent travel procedures	
Overview and objectives:	For students to learn ice-breaking conversation and to	
learn improvisation techniques	s. The students are tested on their strategic competence	
during the task cycle using the attached framework		

Task 1 – Airport check-in, customs and ordering a taxi

Step 1

Pre-task	Students	Objectives
The teacher asks the	The students may express	For students to demonstrate
students about any	their background	their comprehension of the
experiences they may have	knowledge and personal	task involved and to work
encountered with airport	experiences they have had	with their peers to construct
travel. A small video clip is	regarding airport	a role-play.
shown before the task is	procedures. They watch	
given. The pre-task is set	and observe the video clip	
at week 6 in order for the	to obtain information that	
students to have a	may be beneficial to them	
lengthened amount of time	during the task cycle. The	
to complete the task.	students will form groups of	
	4-5 people.	

Task	Students	Objectives
The students must create a	The students will work in	For students to collaborate
dialogue and perform a	groups to organise and	and create a script and to
drama in relation to check-	create a script. They can	learn the vocabulary
in and subsequent airport	use any resources such as	necessary to travel by air
procedures. They will work	mobile phones, dictionaries	using polite forms.
in groups of 4 to 5 people.	props and costumes fulfil	Additionally so they
	the task. Costumes and	understand the process of
	props may also be	air travel and benefits of
	included. The student will	communicative English in
	perform the task in week 7.	travel.

Planning	Students	Objectives
The students plan a small	The students work together	The aim is for students to
basic report on how they	to think about how they will	construct a short verbal
constructed the task.	explain to the teacher and	explanation of their actions.
	their peers about the task	Students will learn how to
	they performed and discuss	share ideas to finalise a
	any problems that arose	report.
	within the task cycle.	

Step 4

Report	Students	Objectives
In the report stage, the	The students will report to	Students can verbally
students will perform a	the class about how they	explain to their peers and
small verbal report of what	constructed the language	teacher about the creation
went on during the process	and explain the process of	and performance of their
of air travel check-in and	the task.	task.
further processes.		

Analysis	Students	Objectives
The students and teacher	The students are	The aim is for students to
analyse and critic the task	encouraged to comment in	develop observational and
and give feedback about	either a positive or negative	critical thinking abilities.
the performance and	way about their peer's	They should be able to
language used.	performance.	express their analysis is a
		defined manner.

Step 6	3
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Practise	Students	Objectives
The practise stage is a	The students will listen to	The objective is for
reflective time for the	the critical analysis and	students to understand
students to improve on their	later practise their weak	their own strengths and
weaknesses highlighted by	forms for future tasks.	weaknesses as well as that
the teacher or the other		of their peers and practise
groups. The weaknesses		such errors. The
may include various		recognition of positive
problems such		feedback may also be used
pronunciation, stress,		to further enhance future
general sound or strategic		tasks.
problems.		

The students should have an increased knowledge of airport procedures for domestic and international travel. A greater understanding of words, phrases and manner should be attained by the students after the full task-based learning cycle has been achieved.

Subject:	English through drama	
Prepared by:	Andrew L Sweeney	
Lesson time:	200 minutes	
Lesson 8:	Week 8	
Location:	Classroom or AV Theatre	
Student level: Year 3	English majors from the Faculty of Education	
Торіс:	Interview the star	
Overview and objectives:	For students to learn ice-breaking conversation and to	
learn improvisation techniques. The students are tested on their strategic competence		

during the task cycle using the attached framework.

Task 1 – Chat show interview for celebrities

Pre-task	Students	Objectives
The teacher asks the	The students may express	For students to demonstrate
students about their	their observations and	their comprehension of the
observations of chat	opinions of chat shows with	task involved and to work
shows. A couple of video	the teacher. The students	with their peers to construct
clip are shown before the	then watch a few examples	a role-play.
task is given for students to	of video clips to attain	
familiarise themselves with	knowledge of questioning	
western style chat show	and interview techniques.	
techniques. One student	The students work in pairs	
will be the interviewer and	or up to 4 students per	
the other students will	group.	
mimic a famous person.		

Task	Students	Objectives
The students must create a	The students will work in	For students to collaborate
chat show host style drama	groups to organise the task	and create a basic outline
where they interview	and work together to	of questioning and retorts
famous celebrities with	construct a series of	that are meaningful to their
some thought provoking	questions and answers	peers.
questions. They will work in	they will use for the	
groups of 2 to 4 people.	interview.	
The other groups are		
allowed to interact with 'A		
question from the		
audience.'		

Planning	Students	Objectives
The students plan a small	The students work together	The aim is for students to
basic report on how they	to think about how they will	construct a short verbal
constructed the task.	explain to the teacher and	explanation of their actions.
	their peers about the task	Students will learn how to
	they performed and discuss	share ideas to finalise a
	any problems that arose	report.
	within the task cycle.	

Step 4

Report	Students	Objectives
In the report stage, the	The students will report to	Students can verbally
students will perform a	the class about how they	explain to their peers and
small verbal report of what	constructed the language	teacher about the creation
went on during the process	and explain the process of	and performance of their
of interviewing the celebrity.	the task.	task.
The teacher and students		
listen to the verbal process		
of the student's task.		

Step 5

Analysis	Students	Objectives
The students and teacher	The students are	The aim is for students to
analyse and critic the task	encouraged to comment in	develop observational and
and give feedback about	either a positive or negative	critical thinking abilities.
the performance and	way about their peer's	They should be able to
language used.	performance.	express their analysis is a
		defined manner.

|--|

Practise	Students	Objectives
The practise stage is a	The students will listen to	The objective is for
reflective time for the	the critical analysis and	students to understand
students to improve on their	later practise their weak	their own strengths and
weaknesses highlighted by	forms for future tasks.	weaknesses as well as that
the teacher or the other		of their peers and practise
groups. The weaknesses		such errors. The
may include various		recognition of positive
problems such		feedback may also be used
pronunciation, stress,		to further enhance future
general sound or strategic		tasks.
problems.		

The students should have developed their questioning techniques and be able to respond to questioning in a comprehensible manner using their communicative competence. The students should be able to demonstrate improvisation strategies when questioned by the audience within the task cycle.

The lesson plan was constructed purposively in order to achieve student's progression and increase confidence throughout the course. The lesson plans were presented to an English teacher for comments before the English through drama course commenced.

Lesson plan

The lesson plan is the essential tool to almost every teaching institute around the globe. Collins describes a lesson plan as 'a plan, used by teachers in a school, detailing the structure and format of lessons.' (Collins online dictionary)A lesson plan is a comprehensive guide for teaching a lesson. It is a processed guide that outlines the teacher's objectives and purposes for what the students will accomplish that day. Constructing a lesson plan involves setting goals, developing activities, and establishing the materials that will be used. Riddle states 10 points in creating a good lesson plan.

1. A lesson plan is a document that the teacher can work from in a lesson so it should be clear in its construction and organised.

2. It should have appropriate and realistic aims.

3. A lesson plan should be speculative about what will assist the students to achieve their goals, their background skills and knowledge as known or assumed by the teacher.

4. The plan should anticipate any problems within the lesson and possible solutions.

5. The lesson plan should have logical and systematic levels to assist both the teacher and student to view the direction of lesson and how the levels link.

6. Lesson plans should include a mixture of activities and interaction.

7. It should be reflective of how that lesson fits in with others being taught previously and/or after.

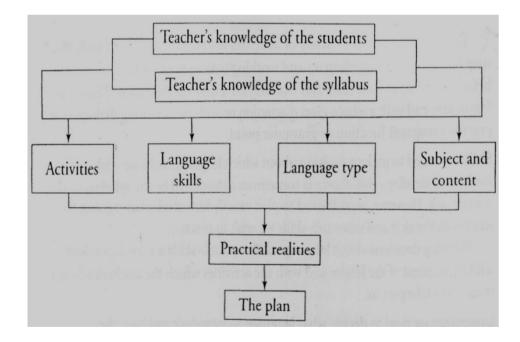
8. It should be realistic in terms of what can be achieved in the allocated time available.

9. A lesson plan should not be too long or intricate.

10. The lesson plan should have a certain amount of flexibility to it.

(David Riddell, Teaching English as a foreign language)

Lesson plans are an integral part of teacher's preparation towards a course or lesson. The lesson plan can be a supporting construct of an overall curriculum and help in the whole purpose of either the localised or nationalised curriculum. Thompson emphasises the importance of lesson plans to teachers by stating planning effective lessons is the key to success in the classroom whether you are a novice or experienced teacher (Thompson, 2012). Lesson planning according to Harmer is the art of combining a numerous variety of elements into an understandable whole so that a lesson has an identity which students can recognise, work within and react to. (Harmer, The practice to English language teaching) Harmers' thoughts of how to construct a lesson plan echo that of Riddell although Harmer signifies four components that should be included. The integral part of the pre-plan or plan includes skills, language, content and activities which are stemmed from the teacher's knowledge of the students and the syllabus which take into consideration the practical realities.



Lesson plans for drama are varied both in their construction and design due to the objectives that they are set out to do and the time constraints involved. Krivkova set out a fifteen hour workshop that was separated into one hour lessons over a four day period on how to use drama in an English classroom (Krivkova, 2011). Lesson plans vary depending on teachers' objectives and targets they want the students to achieve. Many teachers adopt more structured lesson plans where students are bound by a script whereas others choose topics that allow students to be more creative in the construction of a task. The British Council produces a variety of lesson plans as teacher resources for English through drama for EFL classrooms.

Below are extracts for lesson plans by the British Council. The drama scenes have been set and a certain amount of scaffolding has been implemented to support students in order to help them conduct the tasks.

Materials: Handout - Writing scripts

• T introduces the main features of a play script. T writes up the information on the board. Setting, props, new characters, costume, what happened before, stage directions, lighting, sound effects

• Students look at the example scene and label the different features of the introduction. T checks in open class.

• T begins working with dialogue. Some of the dialogue is written in, students work in pairs to complete the missing parts.

• Introduce some adverbs for the manner of delivery (e.g. hurriedly, calmly, happily, sadly, angrily, etc.) • Students practise reading the dialogues. They decide which adverbs (or adjectives) describe the manner of delivery, writing the adverb/adjective at the beginning of each line (e.g. happily. sadly, calmly, tired, angrily, etc.) In open class, students practise reading their dialogues. Other students listen and decide on the emotion in the voice.

The Sub and the Lift

Scene 3

Kate has finally arrived at Kwai Hing school after a long and difficult journey where she nearly gets lost. She is met in a messy staffroom by Henry, the Resource assistant. There are desks, chairs, papers and a hamster in a cage. (Kate enters stage left, Henry appears stage right)

2) Work with a partner. Write your own introduction for a different scene.

Read the example dialogue for scene 1. In pairs, continue the dialogue for a few more
lines. Kate: (hurriedly) I'm so glad to see you, Henry. Henry: (calmly) We thought you
got trapped on the MTR or something, but here you are!
Kate: ()
Henry: ()
10) Write a short dialogue for a different scene. Don't forget to include information on:
a. How the character is feeling
b. What the character is doing
c. Where they are and the objects they use
d. Any special effects with light or sound

These are just a few extracts from the British Council to indicate how lesson plans may be constructed for English through drama. (http://www.edb.gov.hk/ attachment/en/curriculum-development/kla/eng-edu/drama%202009-10.pdf) To summarise, a lesson plan is a document that is constructed for a teacher to use in a lesson to assist the teacher in order to reach certain reasonable objectives before the lesson. The plan should not be too bound and be flexible in order for certain unforeseeable circumstances that may occur within the duration of a lesson. In this study, the lesson plan is constructed for 8 lessons of drama using the task-based framework. Appendix B

Photos of task-based learning and drama

Photos of task-based learning and drama



Pre-task Task



Planning Report









Analysis







Practise







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Appendix C

Research statistics

Research statistics

NPar Tests

	Ν	Mean	Std. Deviation	Minimum	Maximum
Pre test Cognitive	9	3.11	.601	2	4
Indicators					
Pre test Communicative	9	3.11	.333	3	4
Indicators					
Pre test Educational	9	2.44	.527	2	3
Compensatory Indicators					
Pre Test Average	9	2.8889	.37268	2.33	3.67
Post test Cognitive	9	3.67	.707	3	5
Indicators					
Post test Communicative	9	3.89	.333	3	4
Indicators					
Post test Educational	9	3.78	.441	3	4
Compensatory Indicators					
Post Test Average	9	3.7778	.33333	3.33	4.33

Descriptive Statistics

Wilcoxon Signed Ranks Test

		Ν	Mean Rank	Sum of Ranks
Post test Cognitive	Negative Ranks	1 ^a	4.00	4.00
Indicators - Pre test	Positive Ranks	6 ^b	4.00	24.00
Cognitive Indicators	Ties	2 ^c		
	Total	9		
Post test Communicative	Negative Ranks	0 ^d	.00	.00
Indicators - Pre test	Positive Ranks	7 ^e	4.00	28.00
Communicative Indicators	Ties	2 ^f		
	Total	9		
Post test Educational	Negative Ranks	0 ^g	.00	.00
Compensatory Indicators -	Positive Ranks	8 ^h	4.50	36.00
Pre test Educational	Ties	1 ⁱ		
Compensatory Indicators	Total	9		
Post Test Average - Pre	Negative Ranks	0 ^j	.00	.00
Test Average	Positive Ranks	9 ^k	5.00	45.00
	Ties	0		
	Total	9		

a. Post test Cognitive Indicators <Pre test Cognitive Indicators

b. Post test Cognitive Indicators >Pre test Cognitive Indicators

c. Post test Cognitive Indicators = Pre test Cognitive Indicators

d. Post test Communicative Indicators <Pre test Communicative

Indicators

e. Post test Communicative Indicators >Pre test Communicative

Indicators

f. Post test Communicative Indicators = Pre test Communicative

Indicators

g. Post test Educational Compensatory Indicators <Pre test Educational Compensatory Indicators

h. Post test Educational Compensatory Indicators >Pre test Educational Compensatory Indicators

i. Post test Educational Compensatory Indicators = Pre test Educational

Compensatory Indicators

j. Post Test Average < Pre Test Average

k. Post Test Average > Pre Test Average

I. Post Test Average = Pre Test Average

A Wilcoxon Signed Ranks Test was used to compare statistics from the group participants in the study from their pre-test and post-test scores. The results signified that from the cognitive indicators, 6 groups were in the positive ranks, 2 groups remained the same, whilst one group was in the negative ranks. Mean ranks score of 4.00 paired in the negative and positive symbolised the post-test cognitive indicators were not significantly higher than the pre-test cognitive indicators.

The communicative indicator scores depicted O groups in the negative, 8 groups in the positive and one group remaining the same. A mean score of .00 in the negative and 4.00 in the positive was shown.

Educational compensatory post-test scores also increased significantly from the pre-test scores with 0 in the negative and 8 groups in the positive with a mean score of 4.50. One group remained the same in both the pre and post-test scores.

In conclusion, the combined average pre-test and post-test means rankings for the 9 groups under a non parametric test indicated 5.00 score.

r				
			Post test	
		Post test	Educational	
	Post test	Communicative	Compensatory	
	Cognitive	Indicators - Pre	Indicators - Pre	
	Indicators - Pre	test	test Educational	Post Test
	test Cognitive	Communicative	Compensatory	Average - Pre
	Indicators	Indicators	Indicators	Test Average
Z	-1.890 ^a	-2.646 ^a	-2.585 ^a	-2.719 ^a
Asymp. Sig. (2-tailed)	.059	.008	.010	.007

Test Statistics^b

Conclusive table of non-parametric statistics

a. Based on negative ranks.

b. Wilcoxon Signed Ranks Test

The summarised results revealed from the data analysis that the cognitive indicators from the pre-test and post test were not significantly different due to a result of >.059. The communicative indicators depicted a significant difference with a result of <.008.

The educational compensatory indicators revealed a score of <.010. The overall average score from the 3 communicative communication components displayed a significant difference of < .007. The table represents the compared results of the preteat and post test indicators to show if the cognitive, communicative and educational

compensatory indicators are lower, higher or remain the same after the treatment of task-based learning and drama.

The summarised results revealed from the data analysis that the cognitive indicators from the pre-test and post test were not significantly different due to a result of >.059. The communicative indicators depicted a significant difference with a result of <.008. The educational compensatory indicators revealed a score of <.010. The overall average score from the 3 communicative communication components displayed a significant difference of < .007.

Appendix D IOC IOC from the questionnaires and lesson plans under the rubric

7

Objective	Item	-1	0	+1	Suggestions
To find out	1- How would				
student's	the student rate				
perception of	their overall				
heir own	speaking ability			~	
peaking	using the				
bility in	English				
English	language?				
Fo examine	2- How would				
tudent's	the student rate				
estimation of	their ability to				
heir own	respond			~	
ability in	speaking				
responding	English?	s			
ising English	Linghish.				
To investigate	3- How would			-	
student's	the student rate				· · · ·
beliefs about	their ability to			1	
heir ability to	continue a flow			V	
ontinue a flow	of conversation				
f conversation	in English?				
o study	4- How would				
tudent's	the student rate				
wareness of	their ability to				
heir ability to	use non verbal			~	
se non verbal	strategies in the			-	
strategies in	English				
English	language?				
To find	5- How would		-	-	'Small' as
tudent's	the student rate				-
houghts about	their ability to			-	in small
neir ability to	use small filling				lilling und
ise filling	words or	•		1 X	filling words
vord and	expressions in			-	should be
xpressions to	order to keep				
ustain flow	flow in English				removed to
when using	communication?				meet its
English					objective.
o examine	6- How would				
tudent's	the student rate			1	
perceptions of	their overall			V	
heir overall	pronunciation	-			

Congruent evaluation of questionnaire and lesson plans

pronunciation ability in English	ability using the English language?					
To investigate student's feelings towards their confidence in speaking in front of their. peers	7- How would the student rate their overall confidence to speak English in front of their peers?		~			
To study	8- How would				1	
student's thoughts about their ability to collaborate	the student rate their ability to collaborate with their peers using	÷.		-		
with their peers using the English	English?					
language		 				
To study student's	9- How would the student rate					
awareness of their ability to	their ability to search and					
seek and construct new vocabulary	construct new vocabulary using the	•				
using English	English language?					
To investigate	10- How would					
student's own awareness of	the student rate their ability to					
using the appropriate	use the appropriate		V			
language in certain situations	language in real life and fantasy situations?					
To elicit	11- What					
further information to	problems do students have					
possible problems of Thai students communicating	communicating using the English language?	. *	\checkmark			
in English	Bunger					
To explore student's fears	12- What fears or anxieties do					
or anxieties when using English	students have when using English?		V			

			-		
To investigate	13- What are	ŝ			
student's concerns about	the student's concerns about				
learning drama	learning drama			V	
under a task	under the task-			-	
based learning	based				
To examine	methodology? 14- What				
student's	concerns do				
anxieties in	students have in				
communicating	communicating in verbal and			V	
in verbal and non verbal	non verbal				
forms in front	methods in front				
of their peers	of their peers?				

Student evaluation form - PRE-TEST

Group.....

Students' names

Cognitive Indicators	Score	
Native like retorts	5	1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 -
Good speed for EFL in response	4	
Slight delays in response	3	
Long pauses in communication	2	
Little or no response in communication	1	

Communicative Indicators	Score
Continued speech in native like manner	5
Good level for EFL for completed utterances	4
Some break downs and sometimes fail to complete speech acts	3
Show numerous breakdowns and often fail to complete speech acts	2
Continually break down speech acts and always fail to complete utterances	1

Educational compensatory indicators	Score
Show native like non verbal strategies	5
Show a range of non verbal strategies for EFL learners	4
Show a moderate amount of non verbal strategies	3
Show non verbal strategies with errors	2
Show low levels of non verbal strategies	1
with inappropriateness or lack of understanding	

Appropriateness Evaluation Form

Lesson Plans through Task-based Learning for Drama

Instructions: Please put the mark (/) in the column to indicate the level of appropriateness of the lesson plans.

Level 5 means highly appropriate

Level 4 means quite appropriate

Level 3 means appropriate

Level 2 means minimally appropriate

Level 1 means inappropriate

	Aspects to be evaluated	5	4	3	2	1	Suggestions
	Each lesson consists of adequate components with related details	~					
2.	The content in the lesson is written concisely and covers the objectives	V	200		100		
3.	Learning objectives are clearly written to cover the language competence	V					
4.	Timing is suitable for language skills and activities	V	12	-		36	
5.	Language contents of the lessons are correct and suitable.	V					
6.	There are a variety of activities that are practical and suitable for the level of the learners.	~	1				
7	Learning activities focus on thinking skills.	~	1			12	114 110 114
8.	Learning materials and resources are suitable for the learners and the language content.	~	-				
9	There are several ways of evaluation.	1	-			-	-
10.	Testing and evaluations are congruent with the learning objectives	~	1		0		bell Dates (

Additional Suggestions

Faculty of HUSO

(Dr. Khunakarn Khongchaxa

PibulsongkramRajabhat University

Objective	Item	-1	0	+1	Suggestions
- Colorenter (
Fo find out student's perception of	1- How would the student rate their overall			1	
heir own speaking ability in	speaking ability using the English language?				
English	2- How would				
To examine student's estimation of their own	the student rate their ability to respond			1	
ability in responding using English	speaking English?		•	V	
To investigate	3- How would				
student's beliefs about their ability to	the student rate their ability to continue a flow	1		1	
continue a flow of conversation	in English?		- 4	· ·	
To study student's awareness of	4- How would the student rate their ability to	-		1	
their ability to use non verbal strategies in	use non verbal strategies in the English				
English	language?		-		
To find student's thoughts about	5- How would the student rate their ability to				
their ability to use filling word and	use small filling words or expressions in			1	
expressions to sustain flow when using	order to keep flow in English communication?	-			
English		-			
To examine student's perceptions of	6- How would the student rate their overall pronunciation	••• -/ ••		1	

ability using the English language?		-		
7- How would			1	
their overall			. /	
speak English in	1	• *	/	-
front of their peers?				
8- How would			1	-
their ability to	*			
	-/		./	-
English?				
9- How would	•			
the student rate			· · · ·	
	2.02			
		1	1	
		-	- /	-
using the			-	
			Tr-	
their ability to		-		
use the	1.1.1		. /	
	/			
language in real	1			
		-	-	
11- What		-		
problems do				
	•			
	1	1	. /	
			/	
language?	-			
12- What fears				-
or anxieties do	/		./	
students have				
when using				
	English language? 7- How would the student rate their overall confidence to speak English in front of their peers? 8- How would the student rate their ability to collaborate with their peers using English? 9- How would the student rate their ability to search and construct new vocabulary using the English language? 10- How would the student rate their ability to use the appropriate language in real life and fantasy situations? 11- What problems do students have communicating using the English language?	English language? 7- How would the student rate their overall confidence to speak English in front of their peers? 8- How would the student rate their ability to collaborate with their peers using English? 9- How would the student rate their ability to search and construct new vocabulary using the English language? 10- How would the student rate their ability to use the appropriate language in real life and fantasy situations? 11- What problems do students have communicating using the English language?	English language? 7- How would the student rate their overall confidence to speak English in front of their peers? setting 8- How would the student rate their ability to collaborate with their peers using english? 9- How would the student rate their ability to search and construct new vocabulary using the english language? 10- How would the student rate their ability to use the appropriate language in real life and fantasy situations? 11- What problems do students have communicating using the English language? 12- What fears or anxieties do students have students have	English language? 7- How would the student rate their overall confidence to speak English in front of their peers? 8- How would the student rate their ability to collaborate with their peers using English? 9- How would the student rate their ability to search and construct new vocabulary using the English 10- How would the student rate 11- What their ability to use the appropriate 11- What Inaguage? 11- What 11- What problems do students have communicating using the English 112- What fears ar anxieties do students have

13- What are To investigate the student's student's concerns about concerns about learning drama under the tasklearning drama under a task based methodology? 14- What based learning methodology To examine concerns do students have in student's anxieties in communicating communicating in verbal and in verbal and non verbal forms in front non verbal methods in front of their peers? of their peers

Appropriateness Evaluation Form

Lesson Plans through Task-based Learning for Drama

Instructions: Please put the mark $\langle \rangle$ in the column to indicate the level of appropriateness of the lesson plans.

Level 5 means highly appropriate

Level 4 means quite appropriate

Level 3 means appropriate

Level 2 means minimally appropriate

Level 1 means inappropriate

	5	4	3	2	1	Suggestions
Aspects to be evaluated	-	-				
1. Each lesson consists of adequate components with		1				
2. The content in the lesson is written concisely and		1	1 C	sle		in English?
1 - historiziac		1			-	
covers the objectives						
 Learning objectives are clearly written to cover the 		1				
1 and a competence	100	10	1	-	-	and in the
4. Timing is suitable for language skills and activities	-				-	
 Iming is suitable for harging Language contents of the lessons are correct and 	1	1				
	-	-	-			
6. There are a variety of activities that are practical and		1/				
itable for the level of the leathers.	-	1	-	-	+	
this focus on thinking skills.	1	-	+	+	+	
 Learning activities locus on unitality of the sources are suitable for the Learning materials and resources are suitable for the 			7			
learners and the language content.		1	-	/	+	
9. There are several ways of evaluation.	-		V	4	+	
9. There are several ways of evaluations 10. Testing and evaluations are congruent with the				1		
10. Testing and evaluations are congruent man			V			
learning objectives	1					

Additional Suggestions It will be nice if you can tell how long each step will tak time.

Faculty of

Dingar Suphendly Dain

(Dr. DISSAYA SUPHARATYOTHIN)

PibulsongkramRajabhat University

Objective	Item	-1	0	+1	Suggestions
		•		1.1.1	
To find out student's perception of their own	1- How would the student rate their overall speaking ability using the			/	
speaking ability in English	English language?				
To examine student's estimation of their own ability in responding using English	2- How would the student rate their ability to respond speaking English?			/	
To investigate student's beliefs about their ability to continue a flow of conversation	and the second sec			V	
To study student's awareness of their ability to	4- How would the student rate their ability to use non verbal			1	
use non verbal strategies in English	strategies in the English language?	• • •		1	
To find student's thoughts about their ability to use filling	5- How would the student rate their ability to use small filling words or			1	,
word and expressions to sustain flow when using English	expressions in order to keep flow in English communication?				,
To examine student's perceptions of their overall	6- How would the student rate their overall pronunciation		-	V	

Congruent evaluation of questionnaire and lesson plans

pronunciation	ability using the				
ability in English	English language?	1		/	
To investigate student's feelings towards their confidence in speaking in front of their. peers	7- How would the student rate their overall confidence to speak English in front of their peers?			V	
To study student's thoughts about their ability to collaborate with their peers using the English language	8- How would the student rate their ability to collaborate with their peers using English?	•		V.	
To study student's awareness of their ability to seek and construct new vocabulary using English	9- How would the student rate their ability to search and construct new vocabulary using the English language?		-	\checkmark	
To investigate student's own awareness of	10- How would the student rate their ability to			1	
using the appropriate language in certain situations	use the appropriate language in real life and fantasy situations?			V	
To elicit further information to possible problems of Thai students communicating in English					
To explore student's fears or anxieties when using English	12- What fears or anxieties do students have when using English?			\checkmark	

13- What are To investigate the student's student's concerns about learning drama concerns about learning drama under a task under the taskbased based learning methodology methodology? To examine student's 14- What concerns do students have in anxieties in communicating communicating in verbal and in verbal and non verbal non verbal methods in front forms in front of their peers? of their peers

Appropriateness Evaluation Form

Lesson Plans through Task-based Learning for Drama

Instructions: Please put the mark (/) in the column to indicate the level of appropriateness of the lesson plans.

Level 5 means highly appropriate

Level 4 means quite appropriate

Level 3 means appropriate

Level 2 means minimally appropriate

Level 1 means inappropriate

-	Aspects to be evaluated	5	4	3	2	1	Suggestions
	Each lesson consists of adequate components with related details	/	1				
	The content in the lesson is written concisely and covers the objectives		/				mar .
	Learning objectives are clearly written to cover the language competence		1				
4.	Timing is suitable for language skills and activities		1	1	-		
5.	Language contents of the lessons are correct and suitable.	1		1		1	
6.	There are a variety of activities that are practical and suitable for the level of the learners.	1	1				-
7.	Learning activities focus on thinking skills.	/			-		
. 8.	Learning materials and resources are suitable for the learners and the language content.	-	1	1			
9.	There are several ways of evaluation.	1	1	-	-	-	
1(). Testing and evaluations are congruent with the learning objectives		1	1	-		

Additional Suggestions You should recheck the consistency between the objectives in IOC papes and the objectives in lesson plan. I think you could add the 14 Majos objectives in lesson plan and make the relevant with Miner objectives. of

(Dr. Nikom Nak Ai

Faculty of Education

each lesson.

PibulsongkramRajabhat University ผู้ช่วยศาสตราจารย์ ดร.นิคม นาคอ่าย ม้อำนวยการโรงเรียนสาธิตมหาวิทยาลัย

Objective	Item	-1	0	+1	Suggestions
objective	their overall				
		-			
Fo find out	1- How would the student rate				
perception of	their overall				
their own	speaking ability using the	-		1	
speaking ability in	English				
English	language?				
To examine	2- How would		•	. /	
student's ?	the student rate				
estimation of their own	their ability to respond			1	
ability in	speaking				
responding	English?				
using English					
To investigate	3- How would the student rate				
student's beliefs about	their ability to				
their ability to	continue a flow	-		1	
continue a flow	of conversation				
of conversation	in English?	•			
To study student's	4- How would the student rate	1			
awareness of	their ability to	12		1.1.1	
their ability to	use non verbal				
use non verbal	strategies in the				
strategies in	English language?				
English To find	5- How would	-			
student's	the student rate				12
thoughts about	their ability to				
their ability to use filling	use small filling words or			1	
word and	expressions in	Contraction of the			
expressions to	order to keep			1. 1.	
sustain flow	flow in English				
when using English	communication?	-			
English		1			
To examine	6- How would				
student's	the student rate their overall			1	
perceptions of their overall	pronunciation				

pronunciation ability in	ability using the English language?	• •			
English To investigate student's feelings	7- How would the student rate their overall		•	1/10	
towards their confidence in speaking in front of their.	confidence to speak English in front of their peers?	-		/	
To study student's' thoughts about	8- How would the student rate their ability to	•			
their ability to collaborate with their peers using the	collaborate with their peers using English?			1	
English language To study	9- How would	•			
student's' awareness of their ability to seek and	the student rate their ability to search and construct new		·		
construct new vocabulary using English	vocabulary using the English language?				
To investigate student's' own awareness of using the	10- How would the student rate their ability to use the				
appropriate language in certain situations	appropriate language in real life and fantasy situations?				
To elicit further information to	11- What problems do students have				
possible problems of Thai students communicating in English	communicating using the English language?			1	
To explore student's fears or anxieties when using	12- What fears or anxieties do students have when using			1	

To investigate 13- What are the student's student's concerns about concerns about learning drama under the tasklearning drama under a task based learning based methodology? methodology 14- What concerns do To examine student's? students have in anxieties in communicating communicating in verbal and in verbal and non verbal non verbal forms in front methods in front of their peers? of their peers

Appropriateness Evaluation Form

Lesson Plans through Task-based Learning for Drama

Instructions: Please put the mark (/) in the column to indicate the level of appropriateness of the lesson plans.

Level 5 means highly appropriate

Level 4 means quite appropriate

Level 3 means appropriate

Level 2 means minimally appropriate

Level 1 means inappropriate

		A specto to be avaluated	5	4	3	2	1	Suggestions
		Aspects to be evaluated	15	-+	5	-	1	Subbestions
		Each lesson consists of adequate components with related details	V					
		The content in the lesson is written concisely and covers the objectives		Y				
	3.	Learning objectives are clearly written to cover the language competence	V					
	4.	Timing is suitable for language skills and activities		~	-	-		
	5.	Language contents of the lessons are correct and suitable.	1					
	6.	There are a variety of activities that are practical and suitable for the level of the learners.	5					-
	7:	Learning activities focus on thinking skills.		1				a constraint
-	8.	Learning materials and resources are suitable for the learners and the language content.	1					
	9.	There are several ways of evaluation.		1		-		
	10	Testing and evaluations are congruent with the learning objectives	1	180		0		ntersu o us in

Additional Suggestions

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Faculty of

PibulsongkramRajabhat University

Objective	Item	-1	0	+1	Suggestions
Γo find out	1- How would				
student's perception of heir own	the student rate their overall speaking ability	-		1	
speaking ability in English	using the English language?				
To examine student's estimation of their own	2- How would the student rate their ability to respond	-			
ability in responding using English	speaking English?				
To investigate student's beliefs about their ability to	3- How would the student rate their ability to continue a flow				
continue a flow of conversation	of conversation in English?				
To study student's awareness of their ability to	4- How would the student rate their ability to use non verbal			1.	
use non verbal strategies in English	strategies in the English language?	•			
To find student's thoughts about	5- How would the student rate their ability to		-		
their ability to use filling word and	use small filling words or expressions in				
expressions to sustain flow when using	order to keep flow in English communication?				
English		. 7			
To examine student's perceptions of their overall	6- How would the student rate their overall pronunciation			./	

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Dr. Kob.

pronunciation ability in English	ability using the English language?	de ser	-		
To investigate student's feelings towards their confidence in speaking in front of their. peers	7- How would the student rate their overall confidence to speak English in front of their peers?	•		· /	
To study student's thoughts about their ability to collaborate with their peers using the English language	8- How would the student rate their ability to collaborate with their peers using English?				
To study student's awareness of their ability to seek and construct new vocabulary using English	9- How would the student rate their ability to search and construct new vocabulary using the English language?	•			
To investigate student's own awareness of using the appropriate language in certain	10- How would the student rate their ability to use the appropriate language in real life and fantasy				
situations To elicit further information to possible problems of Thai students communicating in English	situations? 11- What problems do students have communicating using the English language?				
To explore student's fears or anxieties when using English	12- What fears or anxieties do students have when using English?			1	

To investigate student's concerns about learning drama under a task based learning methodology	13- What are the student's concerns about learning drama under the task- based methodology?	relatences. Exclusion ofgs Task-ballers Le- ta the column to add	icains for Dism		
To examine student's anxieties in communicating in verbal and non verbal forms in front of their peers	14- What concerns do students have in communicating in verbal and non verbal methods in front of their peers?	ne colorado		2 Suggestic	
L THEFT		dere dampone de wa			
		we skills and activiti			
		some are correct and			
					•
		orces are suitable tor option. without and and suitable without on			•
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ng Task					udents learning English after
1					od 2=Fair 1=Poor – Mark a cross
ough you			, 8	N IO SCORE	n and construct new vocabulary
			uger		
1. How v	would you	u rate yo	our overa	ll speaking	g ability using the English
langua	-			ty to use t	ine nontorohate iznero ze in certain
5	4	3	2	1	
2 How y	vould vou	rate vo	ur ability	to respon	nd to a person speaking in English?
(5)	(4)	(3)	(2)		id to a person speaking in English.
			-		
	-		our ability	to contin	ue a flow of conversation in the
-	h languag	-	-	congnuni	
(5)	(4)	(3)	(2)	(1)	
4. How y	would you	ı rate vo	our ability	to use no	on verbal strategies in the English
langua	-				
5	4	3	2	1	
					Sector Contractor Contractor
					hall filling words or expressions in
(5)	(4)	$\cdot (3)$	(2)	n commun	Ication?
9	4	3			
6. How w	vould you	ı rate yo	ur overal	ll pronunci	iation ability using the English
langua	ige?				
5	4	3	2	1	
	ods in fre	i rate vo	ur overal	l confiden	nce to speak in front of your peers
7 How w	vould vou		ui ovela	i connuch	nee to speak in none of your peers
	the Englis				

Biography

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