Appendix

Appendix A

Lesson plan under the task-based learning framework

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

Step 2

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

Step 3

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

Step 4

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

Step 5

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

Step 6

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

Task 2 – Introduction

Step 1

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

Step 2

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

Step 3

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

Step 4

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

Step 5

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

Step 6

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

Task 3 – Leave taking

Step 1

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

Step 2

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

Step 3

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

Step 4

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

Step 5

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

Step 6

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

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.

Lesson plan under the task-based learning framework

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

Step 2

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

Step 3

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

Step 4

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

Step 5

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

Step 6

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

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

Lesson plan under the task-based learning framework

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

Step 2

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

Step 3

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

Step 4

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

Step 5

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

Step 6

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

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.

Lesson plan under the task-based learning framework

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

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

Step 2

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

Step 3

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

Step 4

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

Step 5

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

Step 6

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

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.

Lesson plan under the task-based learning framework

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 English majors from the Faculty of Education

Topic: Travel agent and booking a ticket

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 – Booking an air ticket in a travel agency

Step 1

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

Step 2

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

Step 3

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

Step 4

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

Step 5

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

Step 6

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

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.

Lesson plan under the task-based learning framework

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

Topic: Airport check-in and subsequent travel procedures

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 – Airport check-in, customs and ordering a taxi

Step 1

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

Step 2

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

Step 3

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

Step 4

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

Step 5

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

Step 6

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

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.

Lesson plan under the task-based learning framework

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
Topic:	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

Step 1

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

Step 2

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

Step 3

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

Step 4

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

Step 5

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

Step 6

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

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.
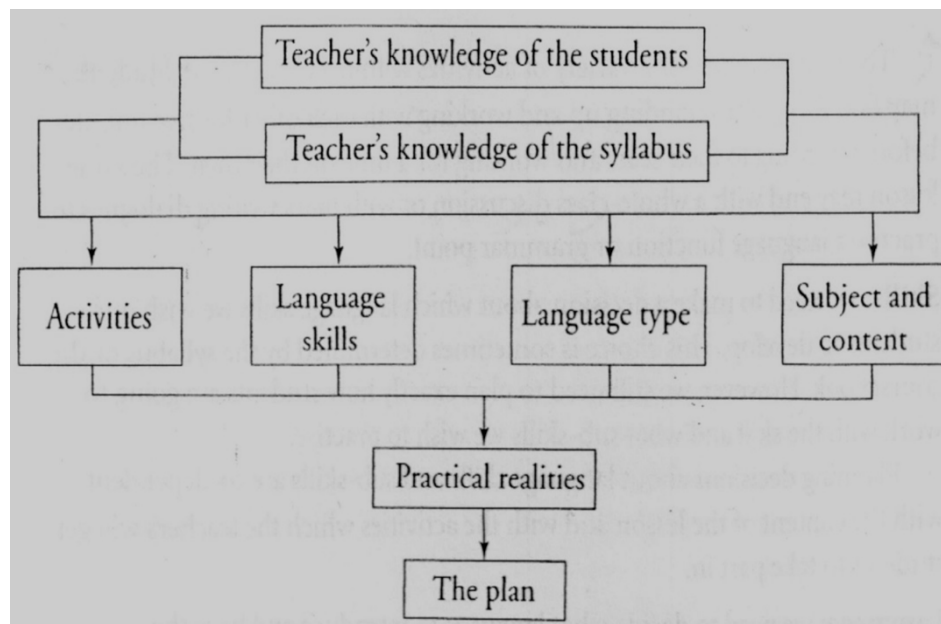
Lesson plan

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**

Appendix C

Research statistics

Research statistics

NPar Tests

Descriptive Statistics

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

Wilcoxon Signed Ranks Test

Ranks

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

l. 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.

Conclusive table of non-parametric statistics

Test Statistics[b]

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

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 pre-teat 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

Congruent evaluation of questionnaire and lesson plans

Objective	Item	-1	0	+1	Suggestions
To find out student's perception of their own speaking ability in English	1- How would the student rate their overall speaking ability using the 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	3- How would the student rate their ability to continue a flow of conversation in English?			✓	
To study student's awareness of their ability to use non verbal strategies in English	4- How would the student rate their ability to use non verbal strategies in the English language?			✓	
To find student's thoughts about their ability to use filling word and expressions to sustain flow when using English	5- How would the student rate their ability to use small filling words or expressions in order to keep flow in English communication?			✓	'Small' as in 'small filling words' should be removed to meet its objective.
To examine student's perceptions of their overall	6- How would the student rate their overall pronunciation			✓	

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 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 situations	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	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?			✓	

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?			✓	
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?			✓	

Student evaluation form - PRE-TEST

Group………..

Students' names ……………………………………………………………………………………

………

Cognitive Indicators	Score
Native like retorts	5
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 with inappropriateness or lack of understanding	1

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

Additional Suggestions

………………………………………………………………………………………………

………………………………………………………………………………………………

………………………………………………………………………………………………

………………………………………………………………………………………………

(Dr. *Khunakorn Khongchaya*

Faculty of *HUSO*

PibulsongkramRajabhat University

Congruent evaluation of questionnaire and lesson plans

Objective	Item	-1	0	+1	Suggestions
To find out student's perception of their own speaking ability in English	1- How would the student rate their overall speaking ability using the 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	3- How would the student rate their ability to continue a flow of conversation in English?			✓	
To study student's awareness of their ability to use non verbal strategies in English	4- How would the student rate their ability to use non verbal strategies in the English language?			✓	
To find student's thoughts about their ability to use filling word and expressions to sustain flow when using English	5- How would the student rate their ability to use small filling words or 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			✓	

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 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 situations	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	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?			✓	

| 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? | | | ✓ | |
| 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? | | ✓ | ✓ | |

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

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

Dissaya Supharatyothin

(Dr. DISSAYA SUPHARATYOTHIN)

Faculty of

PibulsongkramRajabhat University

Congruent evaluation of questionnaire and lesson plans

Objective	Item	-1	0	+1	Suggestions
To find out student's perception of their own speaking ability in English	1- How would the student rate their overall speaking ability using the 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	3- How would the student rate their ability to continue a flow of conversation in English?			✓	
To study student's awareness of their ability to use non verbal strategies in English	4- How would the student rate their ability to use non verbal strategies in the English language?			✓	
To find student's thoughts about their ability to use filling word and expressions to sustain flow when using English	5- How would the student rate their ability to use small filling words or 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			✓	

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 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 situations	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	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?			✓	

| 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? | | | ✓ | |
| 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? | | | ✓ | |

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

Additional Suggestions You should recheck the consistency between the objectives in IOC papers and the objctives in lesson plan. I think you could add the 14 Major objectives in lesson plan and make the relevant with Minor objectives of each lesson.

(Dr. Nikom Nak Ai)

Faculty of Education

PibulsongkramRajabhat University

ผู้ช่วยศาสตราจารย์ ดร.นิคม นาคอ้าย

ผู้อำนวยการโรงเรียนสาธิตมหาวิทยาลัย

Congruent evaluation of questionnaire and lesson plans

Objective	Item	-1	0	+1	Suggestions
To find out student's perception of their own speaking ability in English	1- How would the student rate their overall speaking ability using the 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	3- How would the student rate their ability to continue a flow of conversation in English?			✓	
To study student's awareness of their ability to use non verbal strategies in English	4- How would the student rate their ability to use non verbal strategies in the English language?			✓	
To find student's thoughts about their ability to use filling word and expressions to sustain flow when using English	5- How would the student rate their ability to use small filling words or 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			✓	

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 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 situations	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	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?			✓	

| To investigate student's[3] 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? | | | ✓ | |
| 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? | | | ✓ | |

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

Additional Suggestions

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Sakon Kerspol

(Dr. Sakon Korapol)

Faculty of

PibulsongkramRajabhat University

Dr. Kob.

Congruent evaluation of questionnaire and lesson plans

Objective	Item	-1	0	+1	Suggestions
To find out student's perception of their own speaking ability in English	1- How would the student rate their overall speaking ability using the 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	3- How would the student rate their ability to continue a flow of conversation in English?			✓	
To study student's awareness of their ability to use non verbal strategies in English	4- How would the student rate their ability to use non verbal strategies in the English language?			✓	
To find student's thoughts about their ability to use filling word and expressions to sustain flow when using English	5- How would the student rate their ability to use small filling words or 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			✓	

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 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 situations	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	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?			✓	

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?				
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?			✓	

Post -Test Questionnaire – Appertaining to students learning English after using Task Based Learning and Drama.

Likert Scale : 5=Ecellent 4=Very good 3=Good 2=Fair 1=Poor – Mark a cross through your answer X

1. How would you rate your overall speaking ability using the English language?
   ⑤   ④   ③   ②   ①

2. How would you rate your ability to respond to a person speaking in English?
   ⑤   ④   ③   ②   ①

3. How would you rate your ability to continue a flow of conversation in the English language?
   ⑤   ④   ③   ②   ①

4. How would you rate your ability to use non verbal strategies in the English language?
   ⑤   ④   ③   ②   ①

5. How would you rate your ability to use small filling words or expressions in order to keep the flow in English communication?
   ⑤   ④   ③   ②   ①

6. How would you rate your overall pronunciation ability using the English language?
   ⑤   ④   ③   ②   ①

7. How would you rate your overall confidence to speak in front of your peers using the English language?
   ⑤   ④   ③   ②   ①

Biography

Name	Andrew Lee Sweeney
Date of birth	28 June, 1969
Place of birth	Manchester, England
Address	88/57 Panawan Village, Hua Raw, Muang,
	Phitsanulok, Thailand, 65000
Work Place	Pibulsongkram, Rajabhat University, Phitsanulok, Thailand
Position	English Teacher

Educational Background

ค.ศ. 1989	City & Guilds of London 1,2 & 3 in Amenity Horticulture
ค.ศ. 2008	B.Sc Horticulture, Dublin University
ค.ศ. 2017	Mater of Arts (Field in Applied Linguistics in Teaching English)
	Pibulsongkram Ratjaphat University