Chapter 3

Research Methodology

As it is indicated in the title, this chapter includes the research methodology of the thesis. This chapter presents the methodology, including the discussions of the research methodology, instrumentations, procedures for data collection and data analysis. The objective of this study is aimed to investigate the communicative competence of Rajabhat Students in Phitsanulok before and after they had undertaken an 8 week course using lesson plans that were constructed under a task-based learning methodology in the English through drama program. The research studies elements of communicative competence and student's perceptions before and after they had completed eight lessons (two hundred minutes per lesson) of task-based learning and drama.

1. Sample group
2. Research instruments
3. Data collection
4. Data analysis
5. Statistics

Sample group

The sample in this research was English major students of the Faculty of Education at Pibulsongkram Rajabhat University in Phitsanulok. Rajabhat University English major students were selected for numerous reasons. The participants were chosen by purposive sampling. The reasons why the researcher was interested in these students and method were as follows;

1) The researcher solely taught the subject of English language teaching through drama (ENED 372) at the Faculty of Education, Pibulsongkram Rajabhat University to English major students. The year 3 English major students had to study this particular course between 2016 and 2017.

2) The researcher had frequently observed communicative breakdowns in speech from the English major students within the faculty and wanted to investigate further into students' communicative competence and to seek if improvements could be attained. Additionally, the researcher wanted to study students' perceptions towards learning English through drama under a teaching methodology.

3) The researcher had obtained new knowledge on teaching methodologies Whilst learning for a Master Degree in Applied Linguistics for Teachers and wanted to test the effects of using a sole methodology on the students. Task-based learning was selected due to positive reports by teachers and researchers who had implemented the methodology to their classrooms.

Sample group

The sample group for this study was students studying in the third year, majoring in English in the Faculty of Education at Pibulsongkram Rajabhat University. The year 3 English major students all participated in the pre and post questionnaires and were used for the pre and post test drama tasks set under the rubric for testing their communicative competence. The group consisted of 34 students, 27 females and 7 males.

Research Instruments

The research instruments of this study were for both qualitative and quantitative data. Questionnaires and a rubric were used.

A rubric was used as a measurement tool in the research for task-based learning and drama to assess communicative competence for Pibulsongkram Rajabhat University students. The rubric was used to assess students' strategic competence and contained 3 elements. Firstly, the rubric included cognitive indicators rated on a 1 to 5 level. The level of 1 indicated little or no response in communication whilst the highest level of 5 depicted native like retorts. Secondly, the rubric contained communicative indicators rated on a 1 to 5 level. Level 1 demonstrated the continual break down of speech acts and failure to complete utterances. Level 5 depicted continued speech in a native like manner. Thirdly, the rubric comprised of educational compensatory indicators that were graded on a 1 to 5 level. Level 1 indicated low levels of non verbal strategies with inappropriateness or lack of understanding whilst level 5 demonstrated native like

non verbal strategies. The Rubric was inspected by 5 experienced PhD lecturers from Pibulsongkram Rajabhat University to test for appropriateness in relation to testing strategic competence with IOC.

The questionnaires consisted of 10 closed ended questions on a 5 point Likert Scale to elicit information regarding students' own perceptions of learning English through drama using task-based learning. The Likert scale rated from 1 to 5 with the lowest number indicating poor, 2 equating to fair, 3 showing good, and 4 very good with 5 representing excellent. 4 open ended questions were added to the pre and post questionnaires for the participants to expand on their thoughts. Interviews were conducted in the latter part of the task-based course in drama to allow students to express their perceptions towards learning task-based learning and drama.

Questionnaires were distributed to all the students at the beginning of the course in order to express their own perceptions of their ability and thoughts towards learning task-based learning and drama. The questionnaires were created by the researcher and checked by 5 experienced university lecturers from the Faculty of Education and Faculty of Humanities at Pibulsongkram Rajabhat University. Dr. Nikom Nak Ai, Dr. Rachanaphon Pawanansookha, Dr. Sakon Kerpol, Dr. Dissaya Supharatyothin, and Dr. Khunakorn Khongchana inspected the questionnaires for appropriateness. The questionnaires asked students to rate perceptions of their speaking ability, response, fluency, use of non verbal strategies, filling words or expressions, pronunciation, confidence, collaboration skills, vocabulary construction and appropriate language use in certain situations.

A second set of questionnaires were distributed to the students in order to analyse feelings about their abilities and perceptions after they have completed a course using task-based learning and drama. The data was collected and tested for reliability using non parametric tests. The first and second sets of questionnaires were used to compare data in a pre and post method. The questionnaires contained 10 closed ended questions set on a 5 point Likert scale and 4 open ended questions echoing the first set of questionnaires. The questionnaires were also inspected by the 5 PhD lecturers.

The participants are interviewed on the latter stages of completing the course in a semi-structured interview to record their feelings, perceptions and opinions of the course using task-based learning and drama as well as feelings towards their own communicative competence. The researcher selects various groups for the interviews. The interviews are to be recorded and transcribed later to interpret the data.

Lesson plan

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.

Table 1 Lesson plan

Week	Topic	Objective	Method	Time
1	Introductions in formal and non formal situations. Greeting and leave taking	For students to be able to meet and greet people in various situations. For students to write basic dialogues in English.	Show students a video clip of greetings from around the world. Students work in pairs to perform a self constructed role-play.	200 minutes (4periods)
2	Non-verbal communication	For students to understand and practice non-verbal communication using body language to convey a story.	Play a video clip of Mr. Bean to demonstrate using non verbal language to illustrate a story or idea. The students then perform a story.	200 minutes (4periods)

Table 1 (per)

Week	Topic	Objective	Method	Time
3	Cinderella story	For students to develop creativity and write scripts for drama production. To work with their peers and create a drama production.	Play a running dictation game with the Cinderella story. Students write an alternative version and perform their activity.	200 minutes (4periods)
4	Strangers on the train	For students to develop social interaction and conversation in real life situations. To learn improvisation techniques.	Show a video clip of passengers talking on a train and allow students to write and perform a script.	200 minutes (4periods)
5	Role-play with conflict	For students to understand logical debate and reasoning. To display various emotions in a drama.	Discuss problems within families and show a video clip of students performing a role-play with conflict.	200 minutes (4periods)
6	Travel agent and booking a ticket	For students to understand and perform the procedure of booking an air ticket and to develop communication skills in a real life style situation.	Group discussion about the process of booking a flight ticket at a travel agency. A small video clip to demonstration.	200 minutes (4periods)

Table 1 (per)

Week	Topic	Objective	Method	Time
7	At the airport, check in, customs, flight and ordering a taxi	For students to understand the final process of air travel in a real life style situation and to develop communicative skills.	A video clip of an airport check in conversation and discussion about the task involved. Students write and perform a drama.	200 minutes (4periods)
8	Interview a famous person.	For students to develop communication skills in pairs with question forming and answering.	A couple of video clips of various chat show hosts interviewing guests. Student performance	200 minutes (4periods)

Evaluation of student's communicative competence

The student's are evaluated during their task cycle stage for their communicative competence. Prime focus will be on the strategic competence displayed. The drama performances are evaluated by the teacher under a criterion whilst the students also critic their peers as part of the analysis stage of task-based learning. Strategic competence is rated by their effectiveness to convey a story or message and the linking of sentences or phrases between the group's participants. A further couple of components relating to props and costume are judged by the teacher. However, this was not related to the communicative competence of the students. The selected component of communicative competence, strategic competence is marked on a level of 1-5. Five is deemed to display high levels of strategic competence whilst a rating of one indicates a very low level of competence. The student's strategic competence was measured using the criterion on page 50. The indicators and criterion are segments of a paradigm used by Tereshchuk which was based on a spoken English Trinity College, London to test strategic levels (Tereshchuk, 2013).

Table 2 Framework to test strategic competence

Criterion	Indicators
Cognitive	Ability to provide quick communicative reaction
Communicative	Relative continuity of speech and completion of utterances
Educational compensatory	Ability to adequately use non verbal strategies

Table 3 Cognitive

Cognitive	Indicators
	5 – Students show quick native like retorts in communication
	4 – Students show good speed for EFL learners in communicative acts
	3 – Students provide a slightly delayed communication response
	2 – Students have long pauses in communicative reactions
	1 – Students show little or no response in communicative acts

Table 4 Communicative

Communicative	Indicators
	5 – Students can continue speech and complete utterances in a native like manner
	4 – Students show a good level for EFL learners of continued speech and can complete utterances
	3 – Students show some breakdownsin speech and/or sometimes fail to complete parts of speech
	2 – Students display numerousbreakdowns in utterances and/or often fail to complete utterances
	1 – Students continually break down speech and always fail to complete utterances

Table 5 Educational compensatory

Educational compensatory	Indicators
	5 – Students show native like non verbal strategies
	4 – Students show a range of non verbal strategies typical for intermediate EFL learners
	3 – Students display a moderate amount of non verbal strategies
	2 – Students display non verbal strategies with errors or an inappropriate manner
	1 – Students show low levels on non verbal strategies with inappropriateness or lack of understanding

Data collection

        For the purposes of this research, a pre-test drama task was implemented before the course commenced. The researcher used a rubric to test the student's strategic competence. The strategic competence was adjudged on a 1-5 scale using cognitive, communicative and education compensatory indicators in a pre-test and post test drama task. In addition, video footage was taken during the task stage and made available to PhD lecturers at Pibulsongkram Rajabhat University to check for reliability. The post test data collection mirrored the pre-test procedure by using the same rubric to test strategic competence using the 3 indicators. Questionnaires were distributed amongst the participants to gather information appertaining to students' perceptions towards learning drama under a task-based framework. As far as data collection tools were concerned, the conduction of the research involved the use of questionnaires, which were also used as an interview guide for the researcher. 34 questionnaires were distributed to the participants before the course began and 34 more questionnaires were distributed at the end of course. The lesson plans designed by the researcher to teach the course were scrutinised by 5 experienced PhD lecturers at the university before the research was implemented.

Data analysis

        In relation to improving student's communicative competence data was collected and analysed from the rubric scores and converted into mean and S.D. The first procedure of the data analysis involved determining the mean and standard deviation of the pre-test and post-test score. In this research a non parametric test was used to compare the scores after being computerised and then checked for significant difference.

        Data analysis for the student's perceptions in relation to using task-based learning and drama was collected and analysed. A psychometric scale was used in the questionnaire to assess the 34 participants about feelings and perceptions towards the course. In this study, a 5 point Likert Scale was used. A dissection of the Likert Scale is represented below.

Table 6 Likert Scale

Score	Corresponding remark
5	Excellent
4	Very good
3	Good
2	Fair
1	Poor

Statistics

The completed statistics were collected and analysed to see if they answer the research objectives and hypotheses. The appropriate statistical analysis programs were selected with the advice of Dr. Nikom Nak Ai, a statistical expert in the field of education. Firstly, the non parametric test statistics from 9 groups from the pre and post tests served under the rubricwere checked to investigate the effects of using task-based learning and drama for students' communicative competence. Furthermore, to seek if the statistics obtained answered the first hypothesis; student's communicative competence will be significantly higher in their post-test score than their pre-test score. The value set at a level of significance of <.005. Secondly, the statistics collected from the pre and post questionnaires were checked in order to establish if they answered the second research objective and hypotheses appertaining to student's perceptions towards learning English by using the task-based learning method and drama. Statistics showed the participants of the study's T-test compared scores to answer the second objective. Furthermore, the data answered the second hypothesis and revealed that students increased perceptions at a high level learning task-based learning and drama. T-test scores to 10 closed questions were set to a level of significance of <.005.