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การใช้วิดีโอภาษาอังกฤษจากยูทูปพัฒนาทักษะการพูด  
ของนักเรียนอาชีวศึกษาวิทยาลัยอาชีวศึกษาสิงห์บุรี  
USING ENGLISH VIDEOS ON YOUTUBE TO DEVELOP  
VOCATIONAL STUDENTS' SPEAKING SKILLS  
AT SINGBURI VOCATIONAL COLLEGE

YUPIN BOONBANDOL

A THESIS SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS  
FOR THE DEGREE OF MASTER OF ARTS PROGRAM  
(ENGLISH FOR PROFESSIONAL COMMUNICATION)  
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บทคัดย่อ

การวิจัยครั้งนี้ มีวัตถุประสงค์เพื่อศึกษาผลของการใช้วิดีโอภาษาอังกฤษจากยูทูบพัฒนาทักษะการพูดภาษาอังกฤษของนักเรียนวิทยาลัยอาชีวศึกษาสิงห์บุรี กลุ่มตัวอย่างที่ใช้ในการวิจัย คือ นักเรียนระดับประกาศนียบัตรวิชาชีพ (ปวช.) ชั้นปีที่ 1 สาขางานแปรรูปอาหาร จำนวน 25 คน เครื่องมือที่ใช้ในการวิจัยคือ วิดีโอภาษาอังกฤษจากยูทูบ การทดสอบทักษะการพูด ก่อนและหลังการเรียนรู้ (One Group Pretest-Posttest Design) สถิติที่ใช้ในการวิเคราะห์ข้อมูล คือ ค่าร้อยละ (Percentage) ค่าเฉลี่ย (Mean) ค่าเบี่ยงเบนมาตรฐาน (S.D.) และค่าที (t-test Dependent) ผลการวิจัย พบว่า วิดีโอภาษาอังกฤษจากยูทูบพัฒนาทักษะการพูดภาษาอังกฤษของนักเรียน การทดสอบทักษะการพูดที่มีคะแนนสูงสุด คือ ด้านการออกเสียง นักเรียนสามารถออกเสียงถูกต้องชัดเจนมากขึ้นหลังเรียนรู้จากวิดีโอด้านไวยากรณ์ นักเรียนพูดประโยคถูกต้องตามโครงสร้างมากขึ้น ความคล่องแคล่วในการพูด นักเรียนพูดได้คล่องแคล่วมากขึ้น และด้านคำศัพท์ นักเรียนสามารถใช้คำศัพท์ได้หลากหลายตามลำดับ นอกจากนี้นักเรียนมีความกระตือรือร้นกับกิจกรรมการเรียนการสอนในห้องเรียน ผลคะแนนการทดสอบก่อนการเรียนรู้วิดีโอภาษาอังกฤษจากยูทูบคือ 59.60 และหลังการเรียนรู้ 75.40 เปอร์เซ็นต์

คำสำคัญ: วิดีโอภาษาอังกฤษจากยูทูบ ทักษะการพูด นักเรียนอาชีวศึกษา

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MASTER OF ARTS (ENGLISH FOR PROFESSIONAL COMMUNICATION)

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**ABSTRACT**

The purpose of this study was to investigate the use of English videos on YouTube as a learning tool for developing vocational students' speaking skills. The samples were 25 first-year students in Food Processing program at Singburi Vocational College. The instruments of the study consisted of English videos on YouTube, English speaking tests and the data were collected qualitatively from the pre and post speaking tests to compare the students' score. The data were processed by computing and analyzing the percentage, mean score, standard deviation (S.D.) and t-test dependent. The study findings showed that the use of YouTube videos for teaching learning process could develop vocational students' speaking skills. The highest score on performance criteria was pronunciation, the students pronounced well after using YouTube videos. Followed by grammar, the students made sentences more grammatical. For the fluency, in the pre-test the students were not fluent, but in the post-test the students were becoming more fluent. Lastly, lexical resource, the students' vocabulary, the students used various words after the use of YouTube videos. In addition, the teaching learning process was enthusiastic in the classroom activities. As the result, the students' score increased from the pre-test of 59.60 to the post-test of 75.40 percent.

**Keywords:** English videos on YouTube, Speaking skills, Vocational students

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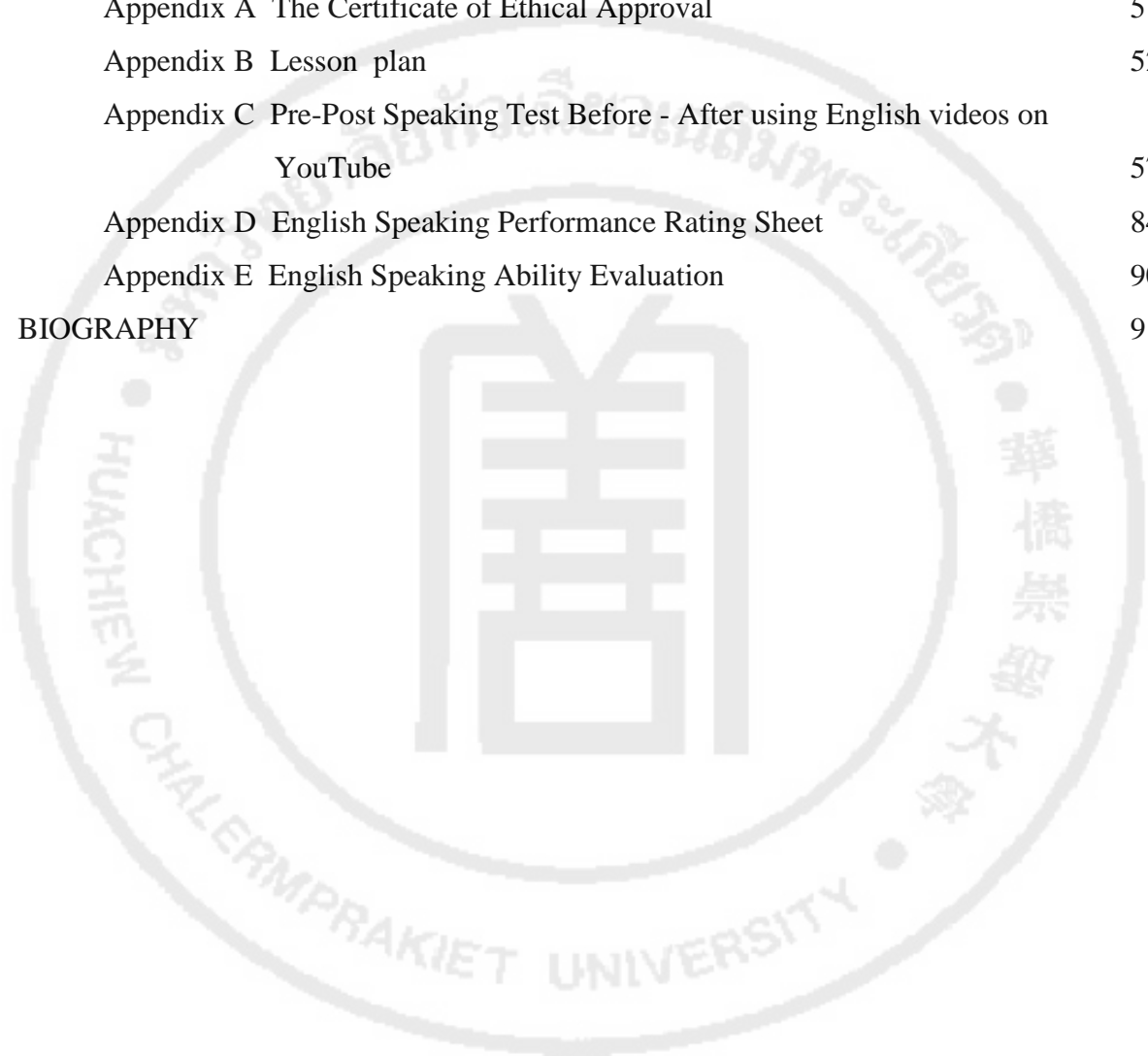
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# CHAPTER 1

## INTRODUCTION

### 1.1 Background of the study

In an age of globalization, advanced technology leads people all over the world to connect with each other. Thus, people need to use an international language to communicate and that is English. It is the official language in a large number of countries. Moreover, it is highly required in this working world, where the employers are looking for candidates who are furnished with good English. On the other hand, Thailand is a non-English speaking country with “very low” English proficiency (Bangkok Post. 2016). The English abilities of Thai people are ranked at 14th out of 16 countries in Asia and 62nd out of 70 countries worldwide (Bangkok Post. 2016). Meanwhile, the Office of the Vocational Education Commission assigned the policy to the vocational institute’s urgent plan to improve the English skills of students and teachers (Ministry of Education. 2014).

As a member of Association of Southeast Asian Nations (ASEAN), English as the official language plays a vital role in Thai education and all areas of Thai society. In Thailand, English has been established as the first foreign language. The Ministry of Education has aimed to reform education to enable learners to communicate and work effectively outside the school to prepare themselves for their future careers. Thus, vocational students will ultimately face fierce competition in a liberalized market with free labor movement. In order to reap benefits or survive the strong competition among themselves and other ASEAN workers, vocational students need English language proficiency in addition to vocational skills.

Of the four key language skills, speaking is considered to be the most important skill for learning because speaking involves language production as productive skill which the learners know about the language (Oradee. 2012). Therefore, speaking is perceived as one of the fundamental skills that must be mastered by students. It is important for success in career, but certainly not limited to one’s professional aspirations (Qureshi. 2015). On the other hand, speaking English has proved to be difficult for vocational students and Thais in general because of Thai education’s focus on reading and grammar rather than speaking and people using our mother tongue in everyday life (Simandan. 2010). Furthermore, Thai students pronounce English words by the way the

Thai language sounds (Simandan. 2010), and the vocational curriculum's chief focusing on vocational skills doesn't help either with time or opportunities.

Singburi Vocational College organizes the yearly literary activities such as speech and demonstration competitions supported by Thai Vocational Education Commission to look for students who are good at it so that they can present their vocational abilities in Thailand and other countries. Though they can carry out the task in Thai like experts, they fail to do so in English. The majority of students at Singburi Vocational College are not familiar with the English language, thus they speak it with their poor proficiency. Their practice of English is not frequent because they have limited time to learn English in class, and they still do not have enough encouragement to practice speaking English outside the class in order to get familiar with it.

After observing the first-year vocational students for a period time, the researcher found the problems of the students in English speaking skills. It could be seen when students are assigned to form a conversation or to present something. The students' problems were 1) fluency; the students made long pauses and could not complete a conversation, 2) lexicon; the students' vocabulary was limited because they did not know words and phrases to express things they intended to, 3) grammatical mistakes; the mistakes occurred often in plural and past participle verbs, 4) pronunciation; errors were found in diphthong since it was quite different from their native-language. Moreover, the way vocational students pronounced English words was highly influenced by the way the Thai language sounds. A very common mistake was the way they pronounced words that had been coined in Thai from English. For example, the word 'chocolate' was pronounced /cho-ko-let/ instead of /cho-klet/. These problems make vocational college students face difficulties to communicate in English. However, speaking English has proven to be a problem that is difficult to master by vocational students and Thai students due to the differences between English and Thai in all language parts; phonology, morphology, and syntax. For example there are some English consonant sounds which do not occur in Thai such as /g/, /v/, /ch/, /sh/, /z/ and so on. Plurality and Tenses are marked in English but they are not marked in Thai.

To address this glaring drawback, steps and changes are gradually being made in new ways and methods to uplift and encourage students. To overcome the problems, one way is the use of multimedia in the teaching-learning process.

One of the suitable media technologies for teaching and learning to speak is videos (Puspita. 2013). Video is an important multimedia tool. It delivers material in context,

especially in speaking (Muna. 2012). Language is delivered more effectively through video since students can hear from the natives and watch the situation of the language being used at the same time, making it relevant. It also covers many aspects of learning language skills, where students can get to practice language skills without time and school boundary limits, learn new vocabulary, ideas and imitate body language. It means teaching English language can use video to make students like to study the English language (Khamprated. 2012). With all these positive aspects, the researcher chose YouTube, the most popular video website. Since its founding in 2005, it has developed as a very important media, especially as a tool for learning foreign language besides entertainment and networking. It is a very popular online hangout site among youths, which they can relate to. So, why not exploit this golden opportunity to channel their time and energy into a productive learning experience which will definitely reward them in the near future? Each of these points can be related to the well-known media of YouTube.

YouTube is an internet application which educators can use as a resource for teaching material which can be incorporated in to oral communication lessons. According to Educause (2006), YouTube reflects the fast-paced learning style of younger learners that frequently use the Internet. To ensure that the materials used in the classroom are meaningful, the use of YouTube can be a good strategy to initiate communication between the students and the content which is facilitated by the encoding process (Subramaniam. 2013).

As a result, this study aims to use YouTube video as a material tool for teaching and learning speaking skills. It serves as the shining light of golden opportunity for a new innovative way of learning that allow students to change from passive to active learners (Sharif. 2005). From the explanation above, the researcher believes that YouTube video can improve students' speaking skills at the first-year vocational students of Singburi Vocational College during first semester of academic year 2016.

## **1.2 Objective of the study**

The purpose of this study is to investigate the improvement of the first-year vocational students in English speaking skills through the use of videos on YouTube.

## **1.3 Scope of the study**

All of the first-year students at Singburi Vocational College were required to take basic core courses including English communication I (2000-9407) because speaking

skills are as valuable as vocational skills. Thus, the researcher used simple random sampling to select one class that enrolled in English Communication class during the first semester of academic year 2016 to be the samples of this study. The sampling turned out to be 25 first-year Science-Based Technology students majoring in Food Processing program. Apart from preparing them for future competitive advantages, these students need to be able to present about innovative food processing in Thailand and other countries during their college life.

#### **1.4 Definition of Terms**

There are some terms used in this study that need clarification to avoid misconception.

1. Speaking skills means the skills in speaking English to convey information by using appropriate vocabulary, structure, pronunciation, and fluency as well as the capability of expressing ideas, thoughts, feeling, emotion, and reactions in English (Puspita. 2013).

2. Video refers to educative English video on YouTube related to the topics (Puspita. 2013): self- introduction, talking about food and how to make jam.

3. YouTube refers to the online video website which contains pictures, sound and information that can be accessed around the world through the internet and is a learning tool in the classroom (Muna. 2012).

4. Vocational student means the person who learns about a career and technical education toward picking up the necessary skills on the job (Ministry of Education. 2014).

#### **1.5 Significance of the study**

The present study contributes to the body of educational knowledge by developing English speaking skills and solving English communication problems and difficulties faced by vocational students. Substantively, the study provides useful information for the English teachers who work with students, vocational students in particular. Hopefully, the results of the study will increase the awareness of the involved educational institution and help with policy and decision making on what should be done to help vocational students studying at Singburi Vocational College and other colleges in Thailand to overcome their difficulties and improve students' English language skills, and to finally achieve academic success and in career as well.

Muna (2012) stated that speaking has some elements such as fluency, vocabulary, grammar, pronunciation and content. The students had difficulties in understanding the elements, vocational students are not fluent, have limited vocabulary, make sentences ungrammatically, have bad pronunciation, and do not know the content that they talk about. By using YouTube videos, the students will learn about the real life that is different with the book that they read (Muna (2012)). Therefore, students could practice more fluently, with many vocabulary, grammatically, pronunciation well and understandable their content.

Therefore, in teaching speaking, YouTube can be used as viewing comprehension. Students can learn by watching some videos related to the material. They can watch the real life using videos inside the class. Another activity that can be used is the students can practice speaking based on the videos that they have watched. In addition, the teacher can encourage online discussion by asking the students to add their personal insights about experiences and feelings by presenting different perspectives after learning from the videos. Most importantly, it is free for everyone to use anytime and anywhere.

Apart from classroom learning, the students may get interested in exploring other kinds of technology in advancing their skills after YouTube videos were introduced as a learning tool.

The research result is expected to provide contributions for students, teachers, and the college. The following are the significant findings in the study:

1. Students

The students can use YouTube videos for learning purposes at their home as a self-learning tool without the instruction or assignment from the teacher. This could encourage the students to be an active learner through continuous improvement of their speaking skills.

2. Teachers

The teachers are able to implement and promote the use of YouTube videos for solving problems regarding speaking skills.

3. College

The college can use YouTube videos for developing student ability and in return will reflect the college quality while the college provides the internet connection, computers, and other facilities for students to improve their speaking skills.

## **CHAPTER 2**

### **LITERATURE REVIEW**

This chapter provides a literature review related to the research objective. It contains the concept of speaking as a skill, teaching English speaking, the importance of English for Thai vocational students, and the use of technology for educational learning method and related studies.

#### **2.1 Speaking as a skill**

The ability to speak a language is the most basic means of human communication (Celce & Murcia. 2007) because it fulfills that basic purpose as the most powerful medium of human being in the world (Ur. 1996). Thus, speaking is one of the important skills in English language learning and a fundamental part of human communication. In non-English speaking countries, learning English as foreign language is an integrated process in which the learners should pay attention to one or more of the four basic skills: listening, speaking, reading and writing. In addition, speaking skills are measured in terms of the ability to carry out a conversation successfully in the target language. This can lead second or foreign language learners to believe that speaking abilities can improve their levels of professional success (Khamprated. 2012). Furthermore, English speaking graduates were advantaged in terms of labor market outcome compared to non-English speakers (Bangkok Post. 2016).

Speakers need to be able to pronounce phonemes correctly, use appropriate stress and intonation patterns, and speak in connected speech which make the learners to be able to speak fluently in English. Speakers can use all appropriate language to convey their ideas clearly and use structure and vocabulary correctly. They can speak consistently without pauses or hesitation, consistently communicate all ideas, pronounce sounds correctly and clearly, use vary and correct vocabulary, consistently use correct grammatical structure, and use gestures appropriately (Phupanpet. 2004, Scanlon & Zemach. 2009 & Domesrifa. 2008). So, those who are competent in English have the ability to speak English fluently and correctly by using accurate vocabulary and structure and know how to use the language in various functions and situations appropriately while the teacher should adjust the teaching approach in order to improve the speaking ability (Phisutthangkoon. 2012).

While many English teachers still spend the majority of the class time on reading and writing practice almost ignoring speaking and listening skills. If the goal of the language course is truly to enable the students to communicate in English, then speaking skills should be taught and practiced in the classroom (Nanthaboot. 2012). However, some students still lack the necessary four basic skills, especially speaking. In terms of international relations, the ability to speak English is very important as it enables non-native speakers to participate at an international level.

In summary, speaking as a skill is like a speaker's ability to emphasize the nature of communication such as fluency conveys the meaning smoothly in each situation, grammar uses the correct structure as well as vocabulary and pronunciation.

### **The Ways to Improve Speaking Skills**

In addition, teaching and learning process, the teacher should provide learners with appropriate material and activities. Many textbooks and performance focus on many exercises and dialogues for oral practice, but learners still feel that they are not learning a foreign language (Nanthaboot. 2012). The teacher can help the learners succeed in this field by designing the complete materials.

The teacher can improve the learners' speaking skills by providing them every opportunity to speak in classroom, helping them to realize their need for language, and encouraging their confidence by giving the positive feedback (Gower, Phillips & Walters. 2005). The teacher needs to make English a communicative language in the classroom by giving opportunities in class for students to share ideas in the target language, exposing them to various kinds of language such as video by suggesting ways of learning English outside the classroom (Jalaluddin. 2016). In order to improve the learners' speaking skills, the teacher should have well-planned activities, and encourage students to talk as much as possible. The teacher should evaluate and assess student's speaking skills after teaching to find out if they can improve their abilities.

As a result, students with good English skills will have better career opportunities. In addition, the English curriculum in vocational schools aims to fulfill the ability of the students to use English as part of their job. For example, vocational schools provide the following subjects to help students study English relevant to vocational knowledge: English for Workplaces, English for Careers, English for Computing, English for Accounting, English for Tourism, English for Hospitality and so on. In teaching and learning in vocational schools, after studying the theoretical aspects for a period of time, students will have the opportunity to apply their knowledge to a real-life work situation

for workplace training. Some students may be offered a job, some students work after they graduate with a Vocational Certificate, but some students continue to study for a higher Diploma Certificate which takes two years to complete. Additionally, some students apply to continue study in a university to get their Bachelor's degree.

It can be concluded that speaking is also a skill for communication in organization to get a good career or further study. In addition, if students and teachers can improve the English speaking skills, they become expert user of the English language.

## **2.2 Teaching English Speaking**

In the present, teaching English in Thailand emphasizes the students' communication for real situations. The main purpose of teaching English speaking is to enable students to communicate orally with foreigners, but students are incapable of speaking. While Thai students are relatively competitive in terms of vocational skills, the lack of English proficiency is a major disadvantage (Bangkok Post. 2016).

Many researchers mentioned that the factors for improving teaching system were (1) the need to move from teacher-centered approach to student-centered learning, (2) the focus should give way to a more communicative approach (focus on speaking and listening). As one of the vital players, Byrne in Syafarudin (2001) stated that the aim of the teacher who teaches a foreign language is to set the learner into a situation where the learners actively participate as a member of community. This implied that teachers should select suitable techniques to ensure students engagement and simultaneously motivate the teaching and learning process.

In conclusion, the researcher was aware of the importance of English in Thailand and the limitations of teaching and learning in this study to students. As an English teacher, the researcher thought that one way to teach English better was to find a good teaching method. In this study, the researcher applied communicative activities in a classroom by using English videos on YouTube as a learning tool for practicing speaking skills.

### **Problems of Teaching Speaking**

Chastain (1971) indicated that the failure of teaching speaking comes from two factors: First, it was from the teacher who did not stress on communication but focus on speaking only making sounds in class, and he always thought that it was easier to control the class by keeping students working on material in books more than communication. Second, it was from the students who was shy to speak in front of the classroom.



In Thailand, the teaching and learning English, speaking in particular, has been dismally underachieving; vocational colleges are no exception.

Likewise, Thailand's dismal English standard can be rooted in the way English is being taught in education institutions. Many students do not learn how to speak or do not get any opportunity to speak in the classroom. On the other hand, it provides little concentration on speaking and listening practice. Moreover, there were inadequate resources such as foreign teachers and modern technology. This was similarly voiced by Foley (2008) who pointed out the factors that were responsible for poor English language teaching (ELT) caused by the lack of proper curricula, learning media, dry teaching styles that overly focus on grammatical details, inappropriate texts, and testing and evaluation.

As a result, teaching English speaking as a foreign language, especially in vocational institute is not easy. The teachers have heavy teaching loads. There are too many students in a class (35-45), along with teachers are not competent in English and do not have enough knowledge about the speaking skills. For students, they are worried about making mistakes, are afraid and shy to speak, cannot think of anything to say and they tend to use their mother-tongue because it is easier. They feel that it is not natural to speak in a foreign language (Ur 1996). For this reason, one problem in teaching and learning language is to make the students use the language correctly. Hence, the use of language usually can be proven by looking at the students speaking skills. Besides, by looking at the students speaking skills, the teacher will be able to know how far the students use the language (Muna. 2012).

From this information above, the causes of problems of teaching and learning speaking skills are from both teachers and students lack of appropriate method.

### **The Ways to Improve Teaching English Speaking**

The ways for teaching English speaking should use technology to help students learning and practicing speaking skills, do the activities on easy language, make a careful choice of topic and tasks to stimulate interest, and keep students speaking the target language (Ur. 1996). In addition, teachers should create a relaxed atmosphere, accustom the learners to listening and speaking in natural interaction. There, English teachers should improve students' knowledge about teaching by using technology to provide students with communicative speaking activities to help them use in various real situations (Phisutthangkoon. 2012).

The teacher can teach speaking to the students by using some media. One of the media that can be used is audio visual (Muna. 2012). Visual aids can provide useful

support to spoken presentation of showing relationship, presenting statistical data or summary information. It means that the use of visual aids such as picture movement, sounds, information or even through video can make the students speak and also improve their speaking skills. Not only can the students speak, but the students can also collaborate with someone else using visual aids or they can present what they have learned from the video.

In fact in teaching speaking at vocational institute, speaking is difficult to be implemented by both teacher and students. Many teachers face difficulties in finding the good techniques in teaching speaking and students are difficult to express their ideas. So, the researcher tried to use video on YouTube to develop students' speaking abilities to describe innovative Food processing.

### **2.3 The Importance of English for Thai Vocational Students**

English is a universal or international language which people around the world use as a medium for communication. Most of people in many countries speak English for communicating with other people who use different languages. It is a language of communication for various purposes including education. Furthermore, it is the dominant business language around the world. In Thailand, Thai students study English as a foreign language (EFL). Learning English is a need for a good quality job and to flourish in one' career. In particular, when students search information from the internet they must know basic English. Therefore, vocational students should pay more attention to improving their capacity to communicate in English, which it is considered a weak point for Thais in the era of the Asean Community (Bangkok Post. 2016). Moreover, being able to communicate English has become the significant goal to enable the achievement of social participation, and economic and educational opportunity. Thai vocational students make up a huge chunk of country's labor force and they are our major source of potential skilled workers. Under ASEAN (Association of Southeast Asian Nations) and AEC (Asean Economics Community) with English as the official language of 10 member nations, the free market will ultimately face fierce competition in liberalized market with free labor movement (Bangkok Post. 2016). In order to reap benefits or survive strong competition from ASEAN workers, Thai vocational students need to improve their English language proficiency.

Due to its importance, the Office of the Vocational Education Commission and Ministry of Education established English as a Foreign Language Competency based on

the path of Common European Framework of Reference for Language (CEFR. 2014). The policy is designed for vocational colleges' authorities around Thailand to enforce education standard to meet the requirement. The minimum standard requests the first-year vocational students to be able to understand sentences and use familiar everyday expressions, introduce themselves and others. Lastly, vocational students should be able to ask and answer questions about personal information (Ministry of Education. 2014).

As mentioned earlier, English is used widely around the world for a variety of purposes such as communication, business and education, especially it is also very important with Thai vocational education to receive a good opportunity that the community offers. Hence, education is a human capital investment and language proficiency is a core part in this case because English is a necessity to prepare the students to land a quality job and to flourish in their respective careers in future.

#### **2.4 The use of technology for educational learning method**

In the present age of tech-savvy students, replacing the old boring chalk and board method with technology makes perfect sense.

Likewise, technology plays a major role in people's life nowadays. It has a huge impact in teaching and learning language. In other words, the role of both the instructor and of the technology can lead to advanced learning outcomes. Technology via media has many advantages. It has become a lot easier to learn than ever before because the availability of many sources helps students learn. It is greatly accepted that advancement in information technology provides a chance to build well-designed, learner-centered, interactive, affordable, efficient, and flexible learning surrounding. It has lifted both educators and learners with new possibilities.

Technology has a dimension that moves away traditional teacher-based power to more discovery-based and applied learning that leads students to be more creative and critical thinkers, problem solvers and collaborators.

The main role of technology in both teaching and learning is to create suitable micro worlds, facilitate and mediate learners to interact. In the face of all these merits, it makes perfect sense to introduce technology to the teaching-learning process.

##### **Using YouTube video for Teaching English Speaking**

Youth today use technology such as the Internet more than any other methods as a medium of communication and socialization (Muna. 2012). Nowadays, the students not only use internet in internet shops but also from their school directly or at home or even

on their mobile phone. One of the internet services that contains information around the world is using video. When considering the technology in the form of internet services that contain information from all over the world, unsurprisingly people would think of video as the source. One of the websites that contains video is YouTube.

YouTube is an internet application in which educators can use as a teaching material which can be incorporated in oral communication lessons. Since its founding in 2005, it has developed as a very important media, especially as a tool for learning foreign language besides entertainment and networking. According to Educause (2006), YouTube is a fast-paced learning style of younger learners that frequently use the Internet. YouTube can change students from passive to active learners (Sharif. 2005). To ensure that the materials used in the classroom are meaningful, the use of YouTube can be a good strategy to initiate communication between the students and the content which is facilitated by the encoding process (Subramaniam. 2013). YouTube is a very popular online hangout site among youths that they can relate to. So, why not exploit this golden opportunity to channel their time and energy into a productive learning experience which will definitely reward them in the near future. Each of these points can be related to well-known media of YouTube. YouTube is one of the most well-known media in the contemporary online environment and it is the first genuinely mass-popular platform for user – created video (Burgess. 2009). YouTube is the website that has free videos for people to watch and search via computer. Videos are being uploaded on YouTube every minute. This indicates that users can always find something new to find on the website (GCL Learnfree, n.d.). Moreover, people can share videos with other people who live dispersedly through the use of the website (GCL Learnfree, n.d.). In addition, people may or may not register to use YouTube so that the users have no commitment toward the site. Moreover, YouTube is an effective media that can improve students' speaking skill (Muna. 2012). There are several reasons why YouTube can improve students' speaking ability. Firstly, it is a media that contains many videos in it. Many videos on YouTube are interesting. Secondly, it also has many educational videos. The videos are easily understood by the people watching them. Students, as teenagers, usually like watching movies on videos. By using a video, students can think of what they watch. They also could watch some educational videos. Thirdly, by watching, students will understand the materials because the videos explain the materials (Muna. 2012).

Video is an important multimedia tool. It delivers material in context, especially in speaking (Muna. 2012). The language is delivered more effectively since students can

hear from the natives and watch the situation of the language being used at the same time, making it relevant. It also covers many aspects of learning language skills, where students can get to practice language skills without time and school boundary limits, learn new vocabulary, ideas and imitate body language. With all these positive aspects, the researcher chose YouTube, the most popular video website.

Hinduja and Patchin (2008) gave the green light to introducing YouTube into the classroom as a teaching material resource to prompt effective ways of speaking, make learning more meaningful, give different viewpoints, express thoughts and feelings in a healthy way, and practice critical thinking. As an online learning tool, watching YouTube videos is always fun, and blending entertainment with education is a smart way to attract learners. According to Educause (2006), YouTube is a fast-paced learning style for young learners who normally make use of the Internet. Furthermore, Nejati (2010) acknowledged and described YouTube as an “unlimited resource for language acquisition/learning” and pointed out that one can “listen to all kinds of spoken language (formal, neutral, informal) and genres (songs, parodies, debates, political speeches, talk shows, lectures) and learn a lot of vocabulary in context, which, without a doubt, will help memorization”. Likewise, YouTube is an ideal vehicle to teach World Englishes and give students’ exposure to a variety of English dialects. YouTube videos can also be utilized to stimulate cultural lessons, enhance exposure to World English (Watkins. 2011). Fill & Ottewill (2006) complemented it and credited its ability to arouse the students’ attention and interest to speak to the class and present ‘real-life’ problems. Sharif (2005) stated that using YouTube can change students from passive learners to active learners since videos can be interacting, challenging, and stimulating to watch.

Burke (2009 : 121) stated that YouTube is a popular online video sharing web site for both scholarly and non-scholarly communication. It means that YouTube can be established as a tool or resource of teaching. While, Palko (2009 : 67) said, YouTube is frequently overlooked as a resource for the lecture theatre or tutorial room; however, it has potential to engage students, to provide them with a visual connection to abstract literary theory, and to contribute to their understanding of context. For the English teacher, it inspires new thoughts and gives alternative choices of teaching references.

In addition, Tarunpatel (2009 : 95) cited that YouTube now contains an enormous amount of video content some of which are highly exploitable in the classroom and mentioned some key benefits of using YouTube in English Language Teaching; first, teachers get free video content; second, teachers can reproduce authentic language in the

classroom and also comprehensible input is offered through video, and the last, more intelligences are-the more times and ways we are presented with information, the more likely we will learn it. Harmer (2001) said that using video has benefits such as seeing language in use, cross-cultural awareness, the power of creation, and motivation. For the students, videos helped them to know English meaning through expression, and gesture. The use of English videos on YouTube in an oral communication class comes with lots of positives. It also offers solutions to problems found in students' lack of English proficiency.

Therefore, technology such as YouTube video has an important role in language learning and teaching. It can be used inside and outside of the classroom and can be very useful to develop speaking.

### **Advantages of using YouTube video for Teaching English Speaking**

Jalaluddin (2016) mentioned that there are many advantages of using YouTube in teaching and learning process:

1. It provides exposure to authentic English.
2. It could be a very useful online resource for the learning and teaching process.
3. It is considered a very useful tool because it can be used outside and inside of the classroom.
4. It is not only a source to learn but it also inspires the students.
5. It is a free service available 24 hours 7 days per week. The students can consider how much time they spend learning or practicing.
6. Most likely, the videos will be amusing to students who want to watch many more. There will always be something interesting to watch, not only for passive viewing, but also for active.
7. A student can take advantage of videos surrounded by English native-speakers right in living room at home. In particular, students study or do not have the opportunity to travel abroad during the year, they can learn English at school or home in the English language surroundings anytime and anywhere.
8. It has compelling power in the language classroom.
9. For any video on YouTube that is interesting and useful for English language learning it is easy to find more similar videos related to it.
10. English videos can be seen with English subtitles, so that a learner could read the line faster, understand the conversation and also pay attention to the spoken.

Thus, if appropriate teaching and learning such as using video on YouTube is employed, it will be very helpful in developing speaking skills.

## **2.5 Related studies**

The studies conducted using YouTube as a learning tool with an aim of developing non-English speaking students' speaking skills were discussed as follows:

Pinandhita, (2011) conducted a research entitled "Improving Students' Speaking Skill by Retelling Technique Using Video". The aim of this research is to improve the students' speaking proficiency on retelling technique and motivation in the speaking class by using video. The samples of the study were 34 students. The researcher started by preparing videos and explained instruction for how to express ideas, organize and use correct language. Then, the students watched the video provided by the lecturer. Afterward, the students wrote the information that they had seen on the video and delivered the story, which was followed by a question-answer session between students and the lecturer. It was found that the students could explain the ideas and content of the story. They could achieve the speaking indicator of organization and use each sentence properly. Furthermore, there was an improvement in students' motivation, their curiosity to join and take part actively in the process.

In the study known as "The Use of YouTube Video to Improve Students' Speaking Skill" Indriastuti, A. (2012), the aim of this research was to improve the students' speaking skill by using YouTube video. The study was conducted to find out the following: first, to know the effectiveness of YouTube in teaching speaking. Second, to find out how far it improves students speaking skill. Third, to find out what happens when it is used to improve teaching speaking. The results discussed online teaching and the use of YouTube to improve the participants' speaking skills. The researcher conducted a classroom action research during May to June 2011 at class X SMA N 1 Boyolali. The study consisted of two cycles of 4 steps each: planning, implementation, observation, and reflection. The data was collected qualitatively through observational techniques, including observation, field notes, photographs, interview, questionnaire, and documents. The qualitative data was analyzed by using the constant comparative method and integrating categories. The results of the research showed that there was an improvement in students' speaking skill after the implementation of YouTube video to teach speaking. It was evidenced by the improvement of students' average speaking score from 65.40 to 78.60. Moreover, students were motivated in learning speaking and were

eager to join in speaking activities. Based on the research findings, it was concluded that YouTube is effective to teach speaking and suggests that the teacher should be creative in teaching speaking by giving related material through YouTube to attract students' attention so that their speaking can improve.

Likewise, in the research entitled "Improving Speaking Skill through Audio-lingual Method by Using YouTube Videos" Kurniawati, G.D.(2012). The objectives of the research were: (1) to study the implement Audio-lingual Method by using YouTube videos improve speaking skill; and (2) to study the situation in the speaking class when they are implemented. The study also found positive results of students' speaking skills in terms of pronunciation, correction of usage, grammar, expression of ideas and fluency. The research was conducted at SMA N2 Magetan from September to October 2011. The methods used were observation, interviews, and test. The qualitative data was examined by using Burn" techniques: assembling the data, coding the data, comparing the data, building the interpretation, and reporting the outcomes, while quantitative data was analyzed by the descriptive statistic in calculating mean scores of the pre-test, post-test I, and post-test II. The students' performances in tests were raised. The students got 5.11 in the pre-test while in post-test I, they got 6.30 and in the post- test II, they got 7.08 on average while the requirement to pass in that school was 7.00. Besides classroom situation, it also improved students' attention to the material given by the teacher. Furthermore, it enhanced students' willingness to join and actively take part in speaking class. Students learned to retell their opinions in front of the class and know what they had to do when the teacher asked them. Lastly, the class was more lively and fun. It can be inferred from the study that a speaking class is more effective when the teacher implemented YouTube videos as the method and authentic materials.

Muna, (2012) studied "Utilizing YouTube Videos to Enhance Students' Speaking Skill". The objectives of this study were to improve the students' speaking skill and to describe the class situation by YouTube videos. The study found that YouTube could improve students' speaking skill and classroom situation related to the improvement of students' speaking skill. The method used in the research was classroom action research at the eleventh grade of SMK Negri 3 Surakarta. The study contained two cycles with three meetings in each cycle. Each cycle comprised of four steps: planning, implementing, evaluation, and reflection. The data assembled from observation, interview, document analysis, and tests (pre-test and post-test). In terms of speaking skills, the study found out drastic improvement in fluency, vocabulary usage, grammar,



pronunciation, and ideas on the content of the topic from pre-test and post-test. With regard to the classroom situation, it was found that students were not noisy during the learning process. They were active, creative and attentive during the class. Students could express their idea with confidence and the teaching learning process was more fun and interesting. In addition, the students' score in the post-test rose to 73.40 from 37.225, while the minimum requirement to pass in the school is 65. As shown, there is a development of students' speaking skills. The researcher concurs and endorses the use of YouTube videos by educators as one of the media in teaching and learning process, especially speaking.

Subramaniam et al., (2013) conducted a study entitled "Polytechnic Students' Perceptions of YouTube Usage in the English Oral Communication Classroom". The purpose of this study was to investigate students perceptions of YouTube as an effective teaching tool as to prompt oral communication in classrooms. The study was conducted with a sample population of 120 students. Students were required to respond related to what the video is about and provide opinions about the given topic orally. The data was gathered quantitatively through questionnaire while qualitative data was collected by face to face interview with 12 randomly selected respondents. The questionnaire made use of the Likert scale ranging from 1 = Strongly Disagree, 2= Disagree, 3= Undecided, 4= Agree and 5= Strongly Agree. The study found 92.2% enjoyed the lesson while 84% felt more confident. This is supported by positive feedbacks from respondents such as, "I was able to speak with the points given in the YouTube video shown," and "I always have problem with my vocabulary. I cannot find right words to speak, but after viewing of YouTube section, I use the words used in the video, I feel confident of my sentences because my words are right". This positive learning outcome was agreed with by Palmer, Graham, and Elliot's (2005) who claimed that Internet programs seem to have the advantage of developing quickly and delivering timely information and encourage learning. Other aspects of the study found 99.1% indicated that YouTube assisted their creative thinking, 72% strongly agreed because it allowed them to understand the topic better and 100% of students agreed to incorporate the use of YouTube to learning lessons. The overwhelming response in incorporating YouTube was confirmed by Green and Tanner (2005) who highlighted that visuals, photographs, video clips, charts, and tables are learners' preference.

In the research paper entitled "Using YouTube EDU to Develop Oral Skills for EFL Students in Saudi Public Intermediate Schools", Khudair (2013) mentioned Saudi

students lack of oral skills proficiency when using English as a foreign language which is similar to Thai vocational students. This research was to develop oral skills performance by using YouTube educational channels of Saudi intermediate school students. The study took 10 hours, two hours a week for five weeks. The researcher created videos covering all the topics in their textbook, uploaded, and discussed it. The participants took the pre-test and the weak points of each student in speaking and listening were identified in the first week. The second week, the participants watched all the videos together and discussed their problems to gain benefit from each other's experience and recorded the video about their speaking problems. The third week, the videos were watched again and comment passed on every single mistake. The fourth week, participants had to record the video discussing their experiences with the program, and their feedbacks about the YouTube EDU videos. In the final week, participants took the post-test, and the results found that using YouTube EDU videos can develop students' oral skills. Participants could overcome their shyness and fear of speaking a foreign language loudly. In addition, students were highly motivated to watch, read, listen, write, discuss, interact and take part in various activities throughout the learning process.

A similar study entitled "The Impact of Using YouTube in EFL Classroom on Enhancing EFL Students' Content Learning" was conducted by Huna Omar Alwehaibi (2015). The study aimed to enhance EFL college students by integrating YouTube technology into English as a foreign language (EFL). The researcher implemented the use of YouTube videos on 96 second-year students in the Faculty of Education at Princess Noura University in Riyadh, Saudi Arabia. The students were randomly selected and divided into experimental and control groups. The experimental group consisted of 51 students while the control group had 45 participants. Methodology; the YouTube link to the selected video was sent to the students' email two days before class and they were required to watch it. Both groups studied the same theoretical content through lecture-based method, but the experimental group was further instructed with the help of YouTube videos. The study took two hours per week for six weeks. The pre-test result showed such little differences between the two groups. However, the post-test score demonstrated the significant differences compared to the pre-test, especially the experimental group. The study concluded that YouTube produced a positive effect on EFL students' learning (Alwehaibi. 2015).

Based on the aforementioned related studies, the implementations of YouTube videos also improve the learning progress. YouTube videos were very helpful for the

students to express their idea fluently by considering accepted pronunciation, grammatical rules, and appropriate vocabulary. For this reason, the researcher was inspired to take advantage of advanced technology through the use of internet services. The chosen website was determined to be YouTube as previous researchers had studied it before and resulted in positive outcomes.

However, some significant differences exist between the previous studies and this research as follows:

Firstly, this study conducted the experiment focused on vocational students as the main target. They had more problems with speaking skills which they need to improve in order to present their ability of food innovation in Thailand and other countries.

Secondly, from the research above, using videos on YouTube could develop speaking skills. It was an inspiration to help vocational students overcome the gap between formal teaching and informal learning by teaching speaking skills using videos on YouTube.

Thirdly, this research has known how YouTube videos can improve vocational students' speaking skills and to what extent.

As the researcher found a gap of information needed to be filled in to confirm the effectiveness of technology in teaching and learning process, the researcher intended to implement using YouTube videos to teach English speaking skills to vocational students.

## **CHAPTER 3**

### **METHODOLOGY**

This chapter presented the methodology used including population and samples, the instruments of the study, research process, data collection and data analysis.

#### **3.1 Population and Samples**

##### **1. Population**

The population of this study was the first-year vocational students at Singburi Vocational College. They studied English Communication I (2000- 9407) subject during the first semester of the academic year 2016.

##### **2. Samples**

The samples of this study were 25 first-year Science-Based Technology students in Food Processing Program at Singburi Vocational College. They also studied English Communication I (2000-9407) subject in the first semester of academic year 2016. The samples were selected via simple random sampling.

The students had the opportunity to develop speaking skills by using videos on YouTube. The permission to conduct the research was sent to parents and students to sign on a consent form. Moreover, the form ensures that all information would be kept confidentially. Moreover, it also mentioned that this study was planned according to the subject matter taught in class to ensure that the students would get the maximum out of the course content.

#### **3.2 Research instruments**

The instruments of this study consisted of 1) English videos on YouTube and 2) English speaking tests.

##### **1. English videos on YouTube**

YouTube contains billions of videos so some criteria need to be made in selecting videos for developing vocational students' speaking skills. Firstly, the researcher looked up for videos that are useful to daily life and relevant to the students. Second, videos were narrowed down to the level that is suitable for first-year vocational students. Thirdly, the speakers of the videos must be fluent in English speaking and able to convey information effectively. Fourthly, it must be appropriate to be used as a

teaching and learning tool. Lastly, the videos should not be long since the researcher aimed to play a couple of videos per topic at a time.

After all of the criteria were taken into consideration, the researcher decided to teach about these three topics: self-introduction, talking about food and how to make jam. Each topic would contain two different videos to provide more variety to students. However, the higher number of videos might cause confusion to students. Thus, six videos covering the three topics were chosen to examine and develop the students' English speaking skills according to the purpose of the study.

## **2. English speaking tests**

There were two English speaking tests to be used to collect data. The first one (pre-test) was before using the English videos on YouTube and the second (post-test) after using the English videos as a tool during the teaching and learning process. The speaking tests consisted of the three topics: self-introduction, talking about food and how to make jam. The questions that students had to answer were as follows:

Questions:

### **1. Self-introduction**

- 1) What is your name?
- 2) Where are you from?
- 3) What do you do?
- 4) What do you like to do in your free time?

### **2. Talking about food**

- 1) What meals are there of the day?
- 2) Which meal is the most important?
- 3) What kinds of food are popular for breakfast in foreign countries?
- 4) What kinds of food do you like to have?

### **3. How do you make jam?**

- 1) Do you like jam?
- 2) Why do/ don't you like jam?
- 3) What fruits are popular to make jam?
- 4) What are the health benefits of jam?

### Test criteria and evaluation

Speaking test criteria were adapted from IELTS (International English Language Testing System) speaking: Band Descriptors (public version). Each test has the total score of 20 points; 5 points each from one performance criteria regarding speaking skills.

#### 1) Fluency and coherence (5 points)

- 5 is willing to speak at length, though may lose coherence at times due to occasional repetition, self-correction or hesitation
- 4 usually maintains flow of speech but uses repetition, self-correction and/or show speech to keep going
- 3 cannot respond without noticeable pauses and may speak slowly, with frequent repetition and self-correction
- 2 gives only simple responses and is frequently unable to convey basic message
- 1 pause lengthily before most words

#### 2) Lexical resource (5 points)

- 5 has a wide enough vocabulary to discuss topics at length and make meaning clear in spite of inappropriacies
- 4 manages to talk about familiar and unfamiliar topics but uses vocabulary with limited flexibility
- 3 is able to talk about familiar topics but can only convey basic meaning on unfamiliar topics and makes frequent errors in word choice
- 2 uses simple vocabulary to convey personal information
- 1 only produces isolated words or memorized utterances

#### 3) Grammatical range and accuracy (5 points)

- 5 uses mix of simple and complex structures, but with limited flexibility
- 4 produces basic sentence forms with reasonable accuracy
- 3 produces basic sentence forms and some correct simple sentences but subordinate structures are rare
- 2 attempts basic sentence forms but with limited success, or relies on apparently memorized utterance
- 1 cannot produce basic sentence forms

#### 4) Pronunciation (5 points)

- 5 can generally be understood throughout, though mispronunciation of individual words or sounds reduces clarity at times

- 4 shows all the positive features of Band 3
- 3 mispronounces frequently and cause some difficulty for the listener
- 2 shows some of the features of Band 1
- 1 speech is often unintelligible

### **3.3 Data collection and data analysis**

#### **1. Data collection**

The data was collected qualitatively through English speaking tests from 25 first-year students at Singburi Vocational College during the first semester of the academic year 2016. The procedures were as follows:

1) In the first week, the researcher introduced the objectives of the study and activities that students would do in class. After that, the students were requested to take the pre-English speaking test before watching the YouTube videos. The test contained 12 questions about self- introduction, talking about food and how to make jam. The allotted time for each student was five minutes. The performance of each student was recorded through notes written by two English ESL professors from Bhutan. In addition to notes, the video tape-record was set to be ready to save the students' speaking performance since the beginning of the speaking test and question-answer session. After class, the two professors summed up the score which was given during class as the students spoke.

2) During the second week, the researcher informed the students that they were going to watch videos. The researcher played videos from YouTube related to the topic cover in the week. The first topic introduced to the students was "self-introduction". After watching the videos, the researcher explained and summarized about vocabulary, expressions, sentences and grammar found in the videos.

3) In the third week, the researcher told the students that they were going to watch the videos again. The topic of the videos was still on self-introduction and the same videos were shown as in the previous class. The researcher also asked the students to pronounce some words, provide samples sentences and practice the fluency speaking from the videos.

4) During the fourth week, the students watched the videos on the topic of self-introduction for the last time. The next activity was letting students to practice asking and answering questions with their classmates.

5) In the fifth week, the researcher again informed about the objectives of the lesson and activities that students had to do in this period. Students watched the videos on

the topic “talking about food”. The researcher explained and summarized about vocabulary, expressions, sentences and grammar from the videos to the students.

6) During the sixth week, the students watched the videos on the topic “talking about food”. The researcher asked the students to pronounce some words, provide samples sentences and practice the fluency speaking from the videos.

7) In the seventh week, the students watched the videos on the topic “talking about food” for the last time. After that, the teacher allowed students to practice asking and answering questions with their classmates.

8) During the eighth week, the researcher informed about the objectives of the lesson and activities that students had to do in this period. Students watched the videos on a new topic, which was “how to make jam”. The teacher explained and summarized about vocabulary, expressions, sentences and grammar derived from the videos.

9) In the ninth week, the students watched the videos on the topic of how to make jam again. Later, the researcher asked the students to pronounce some words, provide sample sentences and practice speaking from the videos.

10) During the tenth week, the students watched the videos on the topic “how to make jam” and practiced answering questions. They were preparing to take the post-English speaking test in the following week.

11) In the eleventh week, the students took the second English speaking post-test after watching videos on the three topics: self-introduction, talking about food and how to make jam. The test contained 12 questions as the three topics above. The allotted time for each student was five minutes. The performance of each student was recorded through notes written by two English professors from Bhutan. In addition to notes, the videos tape-record was set to be ready to save the students’ speaking performance from the beginning of the speaking test session. After class, the two professors summed up the score which was given during class as the students spoke. The process and criteria of the post speaking test were identical as the pre-speaking test.

After both tests were taken and collected, the researcher gathered the students’ scores from the pre-test and the post-test for analysis. The students’ data was statistically analyzed by Statistical Package for the Social Science (SPSS). Each of the English speaking tests contained the total of 20 points.

## **2. Data analysis**

Regarding the data from 25 complete student speaking tests, each student’s data was processed, computed, and analyzed by using the Statistical Package for Social



Science (SPSS) computer program. Descriptive statistics were used to compute the mean scores and standard deviations of the speaking. A t-test was utilized to identify any significant differences in the score results on the pre-test and the post-test. The first test was compared with the second test so that the researcher could examine the student's improvement on English speaking skills. In addition, percentage was used to investigate the improvement in speaking tests.



## **CHAPTER 4**

### **RESULTS**

The purpose of this study was to investigate the improvement of vocational students' English speaking skills by using videos as a learning material. In this chapter, the results which contained the comparison between the pre-speaking test and post-speaking test scores to examine the development of the students' English speaking skills were demonstrated.

#### **4.1 English Speaking Test**

The test consisted of four performances for evaluating criteria: fluency & coherence, lexical resource, grammatical range & accuracy, and pronunciation. The allotted time for each student was five minutes. Each criterion is made of five points of 25 samples in the total of 125 scores. The students were graded by the two ESL (English as a Second Language) teachers from Bhutan.

#### **4.2 Pre-Speaking Test**

The samples were tested on their speaking ability and response to the questions regarding consisted of 1) self-introduction, 2) talking about food and, 3) how to make jam during the first week of learning before using English videos on YouTube.

##### **1. Self-introduction**

The topic of self-introduction was introduced as the first topic to the students. Each student spoke and answered the questions about personal information, including name, age, place of living, occupation and free-time activities. The example case was illustrated below.

Student A: Hello, my name is ..., I am 16 year... nickname Parn. I am a Singburi. I am a Science-Based Technology student. Ahh... Singburi vocational college. Free time, I listen music.

The results of the Pre-English speaking test of 25 samples for each criterion which was made of five points in the total of 125 scores on the topics on self-introduction are as follows:

**Table 1** Self-introduction

No	Performance	Total score	Percentage (%)
1	Fluency & coherence	77.50/125	62.00
2	Lexical resource	107.50/125	86.00
3	Grammatical range & accuracy	78.00/125	62.40
4	Pronunciation	82.00/125	65.60
Total		345.00/500	69.00

According to table 1, the highest score in pre-test was lexical resource, the percentage was 86.00. This was followed by pronunciation, where the students seemed to have difficulty in pronouncing certain words clearly and correctly, so the percentage was 65.60. The next was grammatical range & accuracy. The students could compose some short sentences. Nevertheless, the use of basic grammatical rules was incorrect such as plural verbs and word function. The percentage of grammatical & accuracy was 62.40. For fluency & coherence, it received the lowest score of all. The students' speech was slow and there were many pauses. They could be excited or didn't speak about it regularly, the percentage was 62.00. The overall percentage for self-introduction was 69.

## 2. Talking about food

Talking about food, each student spoke and answered the questions about meals of the day, the important meal, popular food for breakfast in foreign countries and person's favorite food. The example case was illustrated below.

Student A: I...I..would ..talk about food. Morning .. breakfast, lunch, and ahh..  
..dinner. I eat breakfast every morning. I like...eat egg.

The results of the Pre-English speaking test of 25 samples for each criterion which was made of five points in the total of 125 scores on the topics on talking about food as shown in Table 2.

**Table 2** Talking about food

No	Performance	Total score	Percentage (%)
1	Fluency & coherence	65.00/125	52.00
2	Lexical resource	95.50/125	76.40
3	Grammatical range & accuracy	67.00/125	53.60
4	Pronunciation	71.00/125	56.80
Total		298.50/500	59.70

From table 2, the highest score was found in the section of the lexical resource. The students were limited in the range of vocabulary related to meals of the day, popular food in foreign countries so the percentage was 76.40. This was followed by pronunciation, students pronounced incorrectly, so the percentage was 56.80. In this part of grammatical range & accuracy, they were unable to answer in complete sentences with the right choice of the word chosen, so the percentage was 53.60. The last was fluency & coherence, where the students spoke slowly and many of them mumbled a lot when answering, so the percentage was 52.00. This resulted in the percentage of 59.70 on talking about food.

### 3. How to make jam

How to make jam, the students spoke and answered questions about preferences of jam, popular fruits to make jam, jam processing and health benefits of jam. The example case is illustrated below.

Student A: Today,...I..would .....talk about how to make jam. Let me ..let me...let me...three ingredients: blueberry, sugar and pectin. One ... blueberry, two put pectin, three open the heat...heat, stir the ingredients in the pot. Four, .... sugar and close the heat. Last put the jam in a jar. Thank you.

The results of the pre-speaking test of 25 samples for each criterion which was made of five points in the total of 125 scores on the topic of how to make jam was shown in table 3.

**Table 3** How to make jam

No	Performance	Total score	Percentage (%)
1	Fluency & coherence	52.50/125	42.00
2	Lexical resource	83.50/125	66.80
3	Grammatical range & accuracy	54.50/125	43.60
4	Pronunciation	60.00/125	48.00
Total		250.50/500	50.10

Table 3, the last topic covered in the research was how to make jam. The highest score was the lexical resource with the percentage at 66.80. For pronunciation, the students were unable to pronounce properly because they were unfamiliar with the words, so the percentage was 48.00. For grammatical range & accuracy, the students' grammar was restricted and the word choice was inappropriate. Furthermore, they answered mostly in incomplete sentences, so the percentage was 43.60. In fluency & coherence, students spoke repetitiously and took a long time to speak. Many of them used body language to help to express the ideas and deliver the message, and the percentage was 42.00. The percentage on this topic was 50.10.

The summary of Pre-Test on self-introduction, talking about food and how to make jam based on four performance criteria in Table 4.

**Table 4** The mean percentage in pre-speaking test for the three topics

Topic	Fluency & coherence	Lexical resource	Grammatical range & accuracy	Pronunciation	Total score	Percentage
Self-introduction	62.00	86.00	62.40	65.60	276.00	69.00
Talking about food	52.00	76.40	53.60	56.80	238.80	59.70
How to make jam	42.00	66.80	43.60	48.00	200.40	50.10
Percentage	52.00	76.40	53.20	56.80	238.40	59.60

As shown in the table above, it showed the highest mean percentage according to topic was self-introduction topic resulting in the mean percentage of 69.00. This was followed by the score from talking about food with the mean percentage of 59.70. Lastly,

the lowest score received fell on the topic of how to make jam with the mean percentage received was 50.10.

The performance criteria showed the students' scores by combining three topics, ranging from highest to lowest were lexical resource, the mean percentage was 76.40. For pronunciation, the mean percentage was 56.80. For grammatical range & accuracy, the mean percentage was 53.20. Fluency & coherence, the mean percentage was 52.00. The mean percentage of all topics was 59.60.

### 4.3 Post-Speaking Test

The students were tested on their English speaking abilities, and responses to the questions on the three topics: self-introduction, talking about food and how to make jam after learning from English videos on YouTube for nine weeks.

#### 1. Self-introduction

On the first topic was self-introduction, it was introduced as the first subject matter to the students. Each student spoke and answered the questions about personal information, including name, age, place of living, occupation and free-time activities. The example case was illustrated below.

Student A: Good morning everyone, my name is A. My nickname is Anna. I am 16 years old. I am the first year Science-Based Technology student from Singburi vocational college. In my free time, I like to listen to music.

The results of the post-speaking test of 25 samples for each criterion which was made of five points in the total of 125 scores on the topic of self-introduction were shown in Table 4.5.

**Table 5** Self-introduction

No	Performance	Total score	Percentage (%)
1	Fluency & coherence	92.00/125	73.60
2	Lexical resource	115.50/125	92.40
3	Grammatical range & accuracy	97.00/125	77.60
4	Pronunciation	112.00/125	89.60
Total		416.50/500	83.30

As table 5 showed, the highest score was the lexical resource because students could use more words in the contexts and their responses to the questions, the percentage was 92.40. For pronunciation, the students answered with more tone and appropriate pausing. Moreover, they spoke in the sense that was more understandable. The percentage on pronunciation was 89.60. In the part of grammatical range & accuracy, the students could speak longer and higher level of accurate sentences. Moreover, their sentences were more in logical order and well-organized. The percentage was 77.60. The lowest score obtained was fluency & coherence. They made suitable pauses with more appropriate speech, the percentage was 73.60. The percentage of self-introduction was 83.30 percent.

## 2. Talking about food

Talking about food, each student spoke and answered the questions about meals of the day, the important meal, popular food for breakfast in foreign countries and person's favorite food. The example case was illustrated below.

Student A: I would like to talk about food. In the morning is breakfast, at midday is lunch and evening is dinner. I have breakfast very morning. In foreign countries have tea or coffee for breakfast. I like to have fruits and I like cooking.

The results of the post-speaking test of 25 samples for each criterion which was made of five points in the total of 125 scores on the topic of talking about food were shown in Table.

**Table 6** Talking about food

No	Performance	Total score	Percentage (%)
1	Fluency & coherence	79.50/125	63.60
2	Lexical resource	106.00/125	84.80
3	Grammatical range & accuracy	82.50/125	66.00
4	Pronunciation	101.50/125	81.20
Total		369.50/500	73.90

Table 6, the lexical resource was the highest score received. The students were able to use a variety of words to explain about food, the percentage was 84.80. For pronunciation, the students communicated clearly and pronounce words more correctly, so the percentage was 81.20. In the part of grammatical range & accuracy, the students

produced simple and a few complex sentences with reasonable accuracy, so the percentage was 66.00. For fluency & coherence, the students could speak more smoothly. They spoke with the flow and connected the contents coherently, so the percentage was 63.60. The percentage of talking about food was 73.90.

### 3. How to make jam

Talking about “how to make jam”, the students spoke and answered questions about preferences of jam, popular fruits to make jam, jam processing and health benefits of jam. The example case was illustrated below.

Student A: Lastly, I would like to talk about how to make jam. May I start with three important ingredients are four cups of blueberry, four cups of sugar and a package of pectin. First step is to prepare blueberry and mash the blueberry and then stir blueberry and pectin. After that, put it on the stove. After that, add four cups of sugar for boiling pot of blueberry and pectin. Lastly, put the jam into prepared jars. Thank you.

The results of the post-speaking test of 25 samples for each criterion which was made of five points in the total of 125 scores on the topic of how to make jam was shown in table 4.7.

**Table 7** How to make jam

No	Performance	Total score	Percentage (%)
1	Fluency & coherence	67.00/125	53.60
2	Lexical resource	104.00/125	83.20
3	Grammatical range & accuracy	75.50/125	60.40
4	Pronunciation	98.50/125	78.80
Total		345.00/500	69.00

From table 7, the topic taught from the videos was how to make jam. In regard to the highest performance on the lexical resource, the students explained the process in more details. For example, ingredients and processes of jam production. The percentage on this criterion was 83.20. For pronunciation, the students pronounced the words correctly and clearly, so the percentage was 78.80. In the part of grammatical range & accuracy, the students described how to make jam with many correct sentences, although they were simple and compound sentences. The percentage on this criterion was 60.40. The minimum score fell on fluency & coherence. The students still spoke with many



pauses because there were words that they were not familiar with, however, more smoothly. The percentage on this criterion was 53.60. The percentage on how to make jam was 69.00.

The summary of Post-test on self-introduction, talking about food and how to make jam based on four performance criteria is shown in Table 8.

**Table 8** The mean percentage in post-speaking test for the three topics

Topic	Fluency & coherence	Lexical resource	Grammatical range & accuracy	Pronunciation	Total score	Percentage
Self-introduction	73.60	92.40	77.60	89.60	333.20	83.30
Talking about food	63.60	84.80	66.00	81.20	295.60	73.90
How to make jam	53.60	83.20	60.40	78.80	276.00	69.00
Percentage	63.60	86.80	68.00	83.20	301.60	75.40

As shown in the table above, it showed the highest mean percentage according to topic was the self-introduction topic resulting in the percentage of 83.30. This was followed by the score from talking about food with the percentage of 73.90. Lastly, the lowest score received fell on the topic of how to make jam with the percentage received of 69.00.

The performance criterion showed the students' scores by combining three topics, ranging from highest to lowest were lexical resource, the mean percentage was 86.80 percent. For pronunciation, the mean percentage was 83.20 percent. For grammatical range & accuracy, the mean percentage was 68.00 percent. For fluency & coherence, the mean percentage was 63.60 percent. The total score and the mean percentage of all topics and performances was 75.40 percent.

#### 4.4 Comparison between pre-test and post-test

The pre-test that was taken in the first week before using English videos on YouTube was compared with the post-test that was taken after nine weeks of learning through English YouTube videos.

Based on the pre-test and post-test scores, it was found that the percentage on performance criteria on the three topics in speaking increased as shown in Table 9.

**Table 9** The result in pre- test and post-test

Testing	Topic		
	Self-introduction	Talking about food	How to make jam
Pre-test	69.00	59.70	50.10
Post-test	83.30	73.90	69.00
Difference	+14.30	+14.20	+18.90

As shown in table 9, students' performances percentages developed on the topic of how to make jam at most with the increase at 18.90 from the pre-test. Followed by self-introduction, the difference increased was 14.30. Lastly, the topic of talking about food, the difference increased was 14.20. As seen from the table, it can be referred that the students' speaking skills had increased in all topics.

Based on the pre-test and post -test scores, it was found that the performance criteria of each student increased as shown in Table 4.10.

**Table 10** The summary of the results in pre-post speaking tests

Pre-test			Post-test		
Student	Total score	Percentage	Student	Total score	Percentage
1	11.00	55.00	1	14.00	70.00
2	10.50	52.50	2	13.50	67.50
3	9.50	47.50	3	13.00	65.00
4	13.00	65.00	4	17.00	85.00
5	13.00	65.00	5	15.00	75.00
6	9.50	47.50	6	13.00	65.00
7	14.00	70.00	7	17.00	85.00
8	10.50	52.50	8	13.00	65.00
9	14.00	70.00	9	17.00	85.00
10	10.50	52.50	10	12.50	62.50
11	11.00	55.00	11	13.00	65.00
12	13.50	67.50	12	17.50	87.50
13	14.00	70.00	13	18.00	90.00
14	14.00	70.00	14	17.00	85.00
15	11.50	57.50	15	15.00	75.00

**Table 10** (continued)

Pre-test			Pre-test		
Student	Total score	Percentage	Student	Total score	Percentage
16	14.00	70.00	16	17.00	85.00
17	13.00	65.00	17	16.00	80.00
18	11.00	55.00	18	14.00	70.00
19	13.00	65.00	19	15.00	75.00
20	12.00	60.00	20	16.00	80.00
21	10.00	50.00	21	14.00	70.00
22	10.50	52.50	22	14.00	70.00
23	12.00	60.00	23	15.50	77.50
24	10.00	50.00	24	13.00	65.00
25	13.00	65.00	25	17.00	85.00
Total score 298.00 Total percentage 59.60			Total score 377.00 Total percentage 75.40		

In the pre-speaking test, many students received a total score between 9.50 to 14 out of 20 points. From this, it was revealed that the students faced problems in speaking due to their inability to convey effectively such as fluently speech, the wrong structure of the sentences, pronunciation and limited vocabulary. The students' total percentage was at 59.60 while the required percentage to pass the English Communication I was 60. These dismal performances found in 13 students qualify out of 25. Therefore, it was found that majority of the students faced difficulty in speaking English.

In post-speaking test, the students obtained a total score between 12.50 to 18.00 out of 20, resulting in mean percentage of 75.40. A significant rise in students' scores could be noticed as well as percentage. Moreover, all the students got 60 percent and above the required passing percentage as a result of using YouTube videos in learning English speaking. From this, it could be concluded that the students made improvement in speaking due to their abilities to speak more effectively.

Based on the pre-test and post-test scores, it was found that the percentage score on performance criteria was shown in Table 11.

**Table 11** A comparison of the percentage in pre-test and post-test

Testing	Fluency & coherence	Lexical resource	Grammatical range & accuracy	Pronunciation	Total score	Percentage
Pre-test	52.00	76.40	53.20	56.80	238.40	59.60
Post-test	63.60	86.80	68.00	83.20	301.60	75.40
Difference	+11.60	+10.40	+14.80	+26.40	+63.20	+15.80

According to table 11, the total score and percentage significantly increased in pre-speaking test relative to post-speaking test. The performance criterion in which the students got the highest improvement was pronunciation, the different was at 26.40 percent. For grammatical range & accuracy, the different was at 14.80 percent. For fluency & coherence, the different was at 11.60 percent and lexical resource, the different was at 10.40 percent. In accordance with the post-speaking test, the scores were noticeably higher than those from the pre-speaking test.

From the data collected, the computer's SPSS program computed and analyzed to find the results of pre-post speaking tests as illustrated in Table 12.

**Table 12** A comparison of the mean, standard deviation, t-test for dependent samples and statistical level scores in pre-test and post-test

Testing	Mean	standard deviation	The average difference	The average difference standard deviation	t	df	Sig 1 tailed
Pre-test	11.92	1.579	3.16	0.673	23.488**	24	0.000
Post-test	15.08	1.754					

$p \leq .01$ ,  $t$ -table = 2.4922

According to table 12, the students had significantly higher mean scores on the post-test ( $M=15.08, S.D.=1.754$ ) than the pre-test ( $M=11.92, S.D.1.579$ ). Also, the students' mean percentage scores essentially rose in post-test ( $M= 15.08, 75.40\%$ ) from pre-test ( $M=11.92, 59.60\%$ ). It could be wrapped up that the English speaking skills of vocational students raised after learning English speaking through YouTube videos, with a different statistical significance level of 0.01.

In conclusion, the first-year vocational students developed their English speaking skills after learning through English videos on YouTube. The skills that can develop their speaking and listening skills, vocabulary, pronunciation, grammar and so on. Most students can become more confident in speaking activities and positively influence their fluency.

These are many aspects to be discussed after using English videos on YouTube.

1. Using English videos for teaching English speaking makes it easy to learn informal learning because the students' main objective is to develop language skills in natural form while watching an entertaining video or doing an activity closely connected with the chosen clips.

2. Using videos in the classrooms attracts student attentions greatly and it makes the classroom very interactive for language learning. Therefore, students can watch videos concerning a particular topic of their interest or topic relevant for their studies or interests and enjoy the English language in its natural context and speech at the same time.

3. The context can provide for students to understand the videos better such as picture movement, sounds information. Students can present what they have learned from the video for example, the development on the topic 'how to make jam'. It developed more from the lowest scores to the highest scores after learning from videos which the same on the 'pronunciation' performance. It showed the important results because of these students need to be able to present about innovative food processing in Thailand and other countries during their college life like vocational skills.

4. YouTube provides opportunities for students to comment on the videos, ask and answer the questions about videos and practice speaking skills by their own ideas.

5. YouTube also provides an opportunity for students to present what they learned by making videos and sharing them with the class. It is essential for language learner's development because it is a more authentic language experience.

## **CHAPTER 5**

### **CONCLUSION AND DISCUSSION**

This chapter describes the conclusion, discussion, limitations and recommendations for further studies conducted the first-year Science-Based Technology vocational students at Singburi Vocational College. The details are as follows:

#### **5.1 Conclusion**

The aim of this study was to examine the development of vocational students' English speaking skills by using English videos as a learning material in the first semester of the academic year 2016. The samples of 25 students were requested to take two English speaking tests which were pre-test and post-test. The allotted time for each student was five minutes. Each test comprised of 12 questions covering three topics: self-introduction, talking about food, and how to make jam. The students' answers to the questions were graded based on four performance criteria: fluency & coherence, lexical resource, grammatical range & accuracy, and pronunciation by two ESL (English as a Second Language) teachers from Bhutan.

##### **1. Pre-Speaking Test**

The test was conducted in the first week of the study. The results revealed the mean percentage of 59.60 percent which was below the passing requirement at 60 percent for English Communication I subject.

For topic, the highest score among the three topics was unsurprisingly self-introduction, followed by talking about food and how to make jam respectively. The students were able to understand and convey information to some extent but they found it difficult to speak out what they intended to say.

For performance, the highest performances based on evaluating criteria were lexical resource, pronunciation, grammatical range & accuracy and lastly fluency & coherence respectively. The detail of each performance criterion discussed is as follows:

Lexical resource, it focused on the students' storage of vocabulary to talk about the subject matter. According to the study findings, the pre-test scores showed that students could transfer vocabulary, even though it took a great deal of time but they were able to convey key wording of the information. So, the score of this part was the highest since they used expressions appropriately in each situation. The students' comprehension showed when they used vocabulary and convey meaning information on the topics; they

answered quickly but it was limited vocabulary such as; “ *I.....from Lopburi, .....student, One put blueberry, Two put pectin.*” It could be seen that the student understood what being asked and willing to answer the questions using the available lexicon.

For pronunciation, there were many reasons to be considered in this part. Mainly, the students did not get a chance to hear how to pronounce the words correctly and clearly. Moreover, the students rarely had the class with foreign teachers to learn proper pronunciation from them. Thus, they pronounced it the way they thought it was correct. The next reason is that the students couldn't say certain letters clearly due to mother tongue-Thai. The last reason is that teachers did not focus on intonation and final sounds, making even harder for listeners to understand sentences like “*I am 16 years old, Today, I am going to talk about how to make jam, The ingredients are blueberry four cups, sugar four cups.*”

Fluency & coherence was regarded as one of the students' weaknesses. It would require a great deal of time, especially in speaking, to master it because students need time to practice until they can speak out smoothly and logically. The test illustrated that the students paused a lot with hesitation about the correctness of their speech so the fluency was low like “*Hello, everyone.....today....today..., I'm....ahh...a science-based technology student...ahh...Singburi Vocational college.*”

For grammatical range & accuracy, Thai students in general as well as vocational students were taught about grammar a lot compared to other skills such as speaking and listening. Moreover, the students are also better at it than other skills. However, when it comes to speaking in English, they find it very difficult to show their competency in grammar through performance. The researcher found that they could not apply what they have learned in the actual situation. Additionally, they did not have time to think about grammar much or write it down. They were not able to speak in correct grammatical structures in the pre-test because they mostly answered questions word by word or simple sentences with many mistakes and missing words like “*I'm a ...Singburi , I'm 16 year....., Yes, I like , I'm....student, I would...talk about how to make jam, I like...play..guitar, Jam have vitamin C, I like cook.*” It could be noticed that the students cannot produce basic sentence forms when they were communicating.

## 2. Post-Speaking Test

The post-test was taken after learning from YouTube videos. The mean demonstrated the increase in the percentage from 59.60 in the pre-test to 75.40 in the post-test.

For topic, the topic with the highest score was how to make jam, followed by self-introduction and lastly talking about food.

For performance, the highest performances for evaluating criteria were pronunciation, then grammatical range & accuracy, fluency & coherence and lexical resource respectively. The detail of development on each performance criterion is explained as follows:

The improvement of pronunciation could be noticed the most as they watched and listened to videos spoken by native speakers. In addition, they were able to hear the correct pronunciation repeatedly and clearly. As students tried to imitate speakers' way of speaking, they unintentionally learned intonation and final sounds as well. As the students learned how the language was spoken, they could remember and use it afterward. The test showed that the students' pronunciation was easier to understand such as *"I'm a science-based technology students at Singburi Vocational College, In foreign countries have tea or coffee for breakfast."*

In term of grammatical range and accuracy, the students' skills were also enhanced through learning from the videos. They were able to see the actual use of sentences in specific situations. After they knew how to use it, they could apply the whole sentence or adapt it to their own context. It showed that the students produced a mix of simple and complex structures with a higher level of accuracy. This performance was supported by the following example: *"I'm from Lopburi., I'm a student. Yes, I do. I like to play the guitar, Jam has vitamin C, I like cooking. The first step is to prepare and mash the blueberry. The second is adding pectin with blueberry."* The imitation of sentences from native speakers is useful for learners who are not proficient in that language. It is seen that a native child learns to speak in sentences before they will be taught about grammar when they grow up. For the samples, after they know what is the correct way to use so they may adapt it to other situations or search about it as learning process.

According to speaking fluency & coherence, the students had made suitable pauses and stopped at the end of the sentence. Furthermore, they could control the flow of the speech to be smoother as they did not have to think of what they intended to say



for a long time. Moreover, they were capable of conveying information in logical orders as they knew what to speak first and next step to the finish. This could be supported by the following examples; *“I’m 16 years old. I’m a student at Singburi Vocational College, I would like to talk about how to make jam.”* However, fluency requires a hand on practice and rehearsal to be effective. This means that it is relatively dependent on each student practicing frequently.

The students’ lexical resource did not increase a lot compared to other areas because they already did well in the pre-test. As mention, they already knew the key words used to explain things such as the province, college, meals, jam. The development was seen when they used new words from the videos they watched. The two English teachers said there were students who adapted by adding transitions and using a wider range of vocabulary to make the answer more interesting. They were able to explain further detail based on their own understanding on the videos through expanded vocabulary storage like *“I’m from Lopburi, I’m a science-based technology student at Singburi Vocational College, There are three meals of a day, in the morning is breakfast, at midday is lunch and in the evening is dinner.”* From the example, more words were implemented to express ideas and thoughts.

In summary, the students could develop their English speaking skills by using English videos on YouTube because all the four performances’ scores and percentages were increased in the post-test from the pre-test. Moreover, the analysis program was used and evidenced the difference at the 0.01 level.

## 5.2 Discussions

There are two main research results to be discussed in this study concerning the students’ development their speaking skills. The research implemented the YouTube videos as a learning tool in teaching and learning process to develop the vocational students’ speaking skills. Based on the result of the research, it could be referred that YouTube videos can develop students’ speaking skills.

The instruments of the research which were YouTube videos could improve vocational students’ speaking skills in all four performance criteria: 1) fluency; the students did not produce as smooth a response in the pre-test as they did in the post-test, 2) lexicon; the students’ vocabulary was limited at the beginning. However, they were able to use more words in expressing ideas and conveying information in the post-test 3) grammatical range & accuracy; the pre-test showed that the students made

ungrammatical sentences but they could do better in the post-test, 4) pronunciation; the students faced difficulties in pronouncing words correctly and clearly to be understood. Through the use of YouTube videos, the students improved their pronunciation because they watched and listened to native speakers or fluent educators.

YouTube assisted learners' creative thinking, allowed the students to understand the topic better and respond to the question on if they want other lessons to be incorporated with YouTube, supported by the findings found in the work of Palmer, Graham, and Elliot's (2005). To illustrate, the students understood the steps of jam making process on the topic 'how to make jam', even though it could be perceived as the hardest part to learn compared to other topics. Furthermore, Nejati (2010) pointed out YouTube as an "unlimited resource for language acquisition/learning" and pointed out that one can "listen to all kinds of spoken language (formal, neutral, informal) and genres (songs, parodies, debates, political speeches, talk shows, lectures) and learn a lot of vocabulary in context, which, without a doubt, will help memorization". As an online learning tool, watching YouTube videos is always fun, and blending entertainment with education is a smart way to attract learners (Hinduja & Patchin. 2008).

The main research results to be discussed in this study concerning the students' development of their speaking abilities are as follows:

Firstly, in the pre English speaking test, students were not practiced speaking in the real situations such as self-introduction, talking about food and how to make jam and answered the questions. The students were not expected to better understand that they could communicate in English and could stop being shy. This made students not more confident about what to say and how to use the language in a situation because they learn from the teacher and textbook.

The result is highest score was the familiar vocabulary learned in the classroom such as on the topic self-introduction and the performance was lexical resource. This study reconfirms that the students lack skills in English speaking. The scores showed the students' total percentage was at 59.60 percent while the required percentage to pass this subject was 60 percent. Therefore, it was found that the majority of the students faced difficulty in speaking English.

Secondly, in post English speaking test, the students see and hear when they watch on English videos on YouTube. They see that English was important for them and that they could use it in real situations to present food innovation in Thailand and other

countries. the students can do many performance by using English videos on YouTube such as 1) the students can watch the videos and understand the situation that they learn, 2) the students can find some new vocabulary using English YouTube videos, 3) the students can practice the pronunciation, 4) the students can answers the questions to share and discuss their ideas, 5) the students can learn context movement, hear the sounds and imitate body language in informal learning. It can be concluded that YouTube videos make the students active during the teaching learning process.

Besides improving students' speaking skill proved by the students' score. YouTube videos make some involvements with the class situation. The improvements of class situation are:

1. The students are not noisy during the teaching learning process. The use of video as teaching media can be one of the solutions to improve not only the students' speaking skills but also their' attitude on the teaching of speaking.

2. The students are active and creative during the class. The use of YouTube made the students active in producing the sentences for speaking. It was proved by the students' responses on the use of YouTube videos. The use of YouTube could make students interesting and active to answer teacher's questions. According to Muna, (2012), YouTube videos can be creating the students express themselves and to see their own learning.

3. The students pay attention to the teacher explanation. In the pre-research, the students show that they did not pay attention to the teacher explanation. Jalaluddin, 2016 said that videos as the visual elements were attractive and commands the attention. Videos also are often intrinsically more interesting, as many people are more familiar with watching television and video than listening to audio material other than music or song. YouTube videos can be powerful educational and motivational tool of the teaching and learning process if the teacher can use them (Muna,2012).

4. The students express their idea freely. The videos influenced them to express their idea smoothly. The students showed than they could make their own idea. Harmer, (2001) said that videos make students creative and communicative use the language with the students finding them ' doing new thing in English'.

5. The teaching and learning process more fun and enjoyable. The teaching learning process would not be monotonous (Jalaluddhin, 2016). YouTube made the class fun and enjoyable during the teaching and learning process.

Based on the discussion, the use of YouTube videos could be implemented as media or material used in teaching learning process, particularly speaking. Its effectiveness toward improving the speaking skills on students' mean score and the activity of the students during the teaching and learning process has been shown. Thus, this research has proven that using English videos on YouTube could develop students' speaking skills. It is proven that YouTube videos can enhance the first-year Science-Based technology students from Food Processing program at Singburi Vocational College.

### **5.3 Limitations of the study**

There are some limitations in this study as follows:

1. There was only one group of English Communication I (2000-9407). However, there should be at least two groups so that the results can be compared.
2. The time given for the experiment was only 22 hours, which is significant because research conducted by classroom teachers over longer periods of time may yield different finding.
3. The committees of two English as a Second Language (ESL) teachers from Bhutan are foreign English teachers who are teaching English in the different field of the study at Singburi Vocational College and there are no native speakers in this college. In particular, it is the policy of the vocational institute to improve English language skills by cooperating and establishing relationships between the Office of the Vocational Education Commission, Ministry of Education in Thailand and neighboring countries such as Bhutan.

### **5.4 Recommendations for further studies**

The following recommendations may be beneficial to researchers and teacher who are interested in using videos on YouTube for teaching speaking.

1. This study only investigated the first-year Food Processing vocational students' English speaking skills to present vocational abilities by using English videos. Above all, video on YouTube is one of the media that can help students in improving their knowledge of vocabulary, fluency, grammar and accent to help students develop speaking skills in vocational institutes. The same method might be applied to students' speaking skills in different levels and fields of study to ensure if the method would work in general.

2. Using English videos on YouTube supports teachers to organize extra activities outside class. As a result, teachers may conduct a research outside the classroom. Because this study and past studies have shown that real-life situations help students learn language effectively. English teachers may take the students to communicate with people outside the classroom, or do extra-curricular activities, and then investigate how their English speaking skills develop. This would offer a wider range of effective tools to be used for teaching speaking.

3. The researcher used only three topics from English videos on YouTube. There are more topics from different kinds of videos engaging in different everyday life situations that can develop speaking skills by using technology for learning a language. Therefore, the teachers should study the principles and teaching methodology related to English speaking skills through video on YouTube clearly if they want to be more successful. The teacher might focus a study on various real-life activities or lessons to enhance students' speaking skills where technology is not widespread.

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**APPENDICES**

**Appendix A**  
**The Certificate of Ethical Approval**



เรียนรู้เพื่อรับใช้สังคม

เอกสารรับรอง

(Certificate of Exemption)

คณะกรรมการจริยธรรมการวิจัย

มหาวิทยาลัยหัวเฉียวเฉลิมพระเกียรติ

วันที่ 30 มิถุนายน 2559

ชื่อเรื่อง      การใช้ชีวิตใ้ภาษาอังกฤษจากยูทูบพัฒนาทักษะการพูดของนักเรียนอาชีวศึกษา วิทยาลัย  
อาชีวศึกษาสิงห์บุรี

ชื่อนักวิจัย/หัวหน้าโครงการ      นางยุพิน บุญบันดล

คณะวิชา/หลักสูตร      หลักสูตรศิลปศาสตรบัณฑิต

สาขาวิชาภาษาอังกฤษระดับสูงเพื่อการสื่อสาร

มหาวิทยาลัยหัวเฉียวเฉลิมพระเกียรติ

ขอรับรองว่า งานวิจัยดังกล่าวข้างต้นได้ผ่านการพิจารณาเห็นชอบโดยสอดคล้องกับประกาศ  
เสลขิงกิ จากคณะกรรมการจริยธรรมการวิจัย มหาวิทยาลัยหัวเฉียวเฉลิมพระเกียรติ

ลงนาม

(รองศาสตราจารย์ ดร.จริยาวัตร คมพยัคฆ์)

ประธานคณะกรรมการจริยธรรมการวิจัย

มหาวิทยาลัยหัวเฉียวเฉลิมพระเกียรติ

วันที่รับรอง

วันที่ 30 มิถุนายน 2559

เลขที่รับรอง

อ.421/2559

## Appendix B

### Lesson plan

The lesson plan was constructed along following procedures:

1. The researcher studied the curriculum, the course objectives from the Basic Educational Core English Curriculum of the Office of Vocational Education Commission.

2. The researcher selected the contents of the English Communication I (2000-9407) subject including:

- 2.1 Self- Introduction
- 2.2 Talking about food
- 2.3 How to make jam

#### Lesson plan

Subject: English Communication I (2000-9407)

The duration of English speaking teaching lesson consists of 11 weeks two hours a week.

The total was 22 hours as shown in the following tables.

Week	Topic	Instructional activity	Period	Media	Measurement evaluation
1	1. Pre-test, before using the videos on the topics; 1.1 Self-introduction 1.2. Talking about 1.3. How to make jam	Teacher: 1. Inform the objectives of the lesson and the assessment of speaking skills. 2. Inform the topics for testing as follows: 2.1. Self introduction - name - place of living - occupation - free-time activities 2.2 Talking about food - meals of the day - the important meal - popular food for breakfast in foreign countries - person's favorite food 2.3 How to make jam - preferences of jam - popular fruits to make jam - jam processing and health benefits of jam	5 minutes  5 minutes	1. PowerPoint 2. videos	- Speaking test

Week	Topic	Instructional activity	Period	Media	Measurement evaluation
		Students: 1. Test speaking	1 hour and a half		
2	Using English videos on the topic: Self-introduction 1. Vocabulary * name * age* place of living * occupation * free-time activities 2. Grammar *articles: a, an, the * present simple tense *prepositions of time: in, on, at	Teacher: 1. To inform the objective of the lesson 2. To provide - vocabulary 2.1 To give some guidance for new words 2.2 Ask students to create a non-linguistic representation of the words 2.3 To provide grammar Students: 1. Watch the videos on the topic 2. Explain the new word in their own words (pair-share) 3. Ask and answer about the structure of the sentences	5 minutes 5 minutes 20 minutes 15 minutes 30 minutes 30 minutes 15 minutes	- PowerPoint -Videos	Quiz : 1. vocabulary 2. Grammar
3	Using English videos on the topic: Self-introduction 1. Pronunciation *sound /s/, /z/ * intonation 2. Fluency * flow of speech	Teacher 1. To give some advice of the difference between voiced, voiceless consonants and final sounds 2. Point out example of words with silent letters endings in the past for regular verbs such as listen 3. To divide 5 students into group to practice speaking for the influence Students: 1) Watch the videos on the topic 2) Understand syllable stress and patterns. 3.practice speaking skills	20 Minutes 20 Minutes 20 Minutes 30 Minutes 30 minutes	1. PowerPoint 2. Videos on the topic self-introduction	1. Observation 2. Practice speaking
4	Using English videos on the topic: Self- introduction 1. Ask and answer the questions * question words	Teacher: 1. To advise a variety of questions (what, where, why, which, who, how) 2. To suggest avoid Yes/No questions that only have one answer. Students: 1. Watch the videos 2. Make the sentences about Question-words 3. Practice to ask and answer the questions on question words in pair work	15 minutes 15 minutes 30 minutes 30 minutes 30 minutes	1. PowerPoint 2. Videos	1. Observation 2. Answering questions
5	Using English videos on the topic: Talking about food; 1.Vocabulary	Teacher: 1. To inform the objective of the lesson	5 minutes	1. PowerPoint 2.Video on the topic about food	Quiz on vocabulary, expressions , and sentences on the topic

Week	Topic	Instructional activity	Period	Media	Measurement evaluation
	<ul style="list-style-type: none"> <li>* meals of the day</li> <li>* important meal</li> <li>* breakfast for foreign countries</li> <li>* favorite food</li> </ul> 2. Grammar <ul style="list-style-type: none"> <li>* there is</li> <li>* there are</li> <li>* like* dislike</li> </ul>	2. To provide <ul style="list-style-type: none"> <li>- vocabulary</li> <li>2.1 To give some guidance for new words</li> <li>2.2 Ask students to create a new word</li> <li>2.3 To provide grammar</li> </ul> Students: <ol style="list-style-type: none"> <li>1. Watch the videos on the topic</li> <li>2. Explain the new words in their own words (pair-share)</li> <li>3. Ask and answer about the structure of the sentences: there is, there are, have, has</li> </ol>	15 minutes 30 minutes 30 minutes 20 minutes 20 minutes 20 minutes		
6	Using English videos on the topic: Talking about food <ol style="list-style-type: none"> <li>1.Pronunciation               <ul style="list-style-type: none"> <li>*sound /r/, /l/, /g/</li> <li>* intonation</li> </ul> </li> <li>2. Fluency               <ul style="list-style-type: none"> <li>* flow of speech</li> </ul> </li> </ol>	Teacher <ol style="list-style-type: none"> <li>1.To give some advice of the difference between voiced, voiceless consonants and final sounds</li> <li>2.Point out example of words with silent letters endings in the past for regular verbs such as breakfast</li> <li>3.To divide 5 students into group to practice speaking for the influence</li> </ol> Students: <ol style="list-style-type: none"> <li>1. Watch the videos on the topic</li> <li>2.Understand syllable stress and patterns.</li> <li>2. practice speaking skills</li> </ol>	20 Minutes 20 Minutes 20 Minutes 30 Minutes 30 minutes	1. PowerPoint 2. Videos on the topic of food	1. Observation 2. Practice speaking
7	Using English videos on the topic: Talking about food <ol style="list-style-type: none"> <li>1. Ask and answer the questions               <ul style="list-style-type: none"> <li>* question words</li> </ul> </li> </ol>	Teacher: <ol style="list-style-type: none"> <li>1. To advise a variety of questions (what, where, why, which, who, how)</li> <li>2. To suggest avoid Yes/No questions that only have one answer.</li> </ol> Students: <ol style="list-style-type: none"> <li>1. Watch the videos</li> <li>2. Make the sentences about Question-words</li> <li>3. Practice to ask and answer the questions on question words in pair work</li> </ol>	15 minutes 15 minutes 30 minutes 30 minutes 30 minutes	1. PowerPoint 2. Video on the topic of food	1. Observation 2. Answering questions
8	Using English videos on the topic; How to make jam <ol style="list-style-type: none"> <li>1. Vocabulary               <ul style="list-style-type: none"> <li>* fruits to make jam</li> <li>- the ingredients to make jam</li> </ul> </li> </ol>	Teacher: <ol style="list-style-type: none"> <li>1. To inform the objective of the lesson</li> <li>2. To provide               <ul style="list-style-type: none"> <li>- vocabulary</li> <li>2.1 To give some guidance for new words</li> </ul> </li> </ol>	5 minutes 15 minutes 30 minutes	1.PowerPoint 2.Video on the topic how to make jam	1.Quiz on vocabulary, expressions, and sentences on the topic of how to make jam

Week	Topic	Instructional activity	Period	Media	Measurement evaluation
	- jam processing - the benefit of jam  2. Grammar * verb to do * Yes/No questions * like * dislike * have * has	2.2 Ask students to create a new word 2.3 To provide grammar Students: 1. Watch the videos on the topic 2. Explain the new words in their own words (pair-share) 3. Ask and answer about the structure of the sentences: there is, there are, have, has	30 minutes 20 minutes  20 minutes		2. Interactive conversation
9	Using English videos on the topic: How to make jam 1. Pronunciation *sound /k/, /b/, /t/,/v/ * intonation 2. Fluency * flow of speech	Teacher 1. To give some advice of the difference between voiced, voiceless consonants and final sounds 2. Point out example of words with silent letters endings in the past for regular verbs such as breakfast 3.To divide 5 students into group to practice speaking for the influence Students: 1. Watch the videos on the topic 2. Understand syllable stress and patterns. 3. practice speaking skills	20 Minutes  20 Minutes  20 Minutes  30 Minutes 30 minutes	1.PowerPoint 2. Videos on the topic of how to make jam	1. Observation 2. Practice speaking
10	Using English videos on the topic: How to make jam 1. Ask and answer the questions * question words	Teacher: 1. To advise a variety of questions (what, where, why, which, who, how) 2. To suggest avoid Yes/No questions that only have one answer. Students: 1. Watch the videos 2. Make the sentences about Question-words 3. Practice to ask and answer the questions on question words in pair work	15 minutes 15 minutes 30 minutes 30 minutes 30 minutes	1. PowerPoint 2. Video on the topic of how to make jam	1. Observation 2. Answering questions
11	2. Post-test, after using the videos on the topics; 2.1 Self-introduction 2.2.Taliking about 2.3. How to make jam	Teacher: 1. Inform the objectives of the lesson and the assessment of speaking skills. 2. Inform the topics for testing as follows: 2.1 Self introduction - name - place of living - occupation - free-time activities	5 minutes  5 minutes	1. PowerPoint 2. videos	- Speaking test

Week	Topic	Instructional activity	Period	Media	Measurement evaluation
		2.2 Talking about food - meals of the day - the important meal - popular food for breakfast in foreign countries - person's favorite food 2.3 How to make jam - preferences of jam - popular fruits to make jam - jam processing and health benefits of jam Students: 3. Test speaking	1 hour and a half		
		Total	22 hours		



**Appendix C**  
**Pre-Post Speaking Test**  
**Before - After using English videos on YouTube**

No	Pre- test	Post-test
1	<p>Hello. My name..... I am 16 year.... Nickname... Parn. I'm a.... Singburi I'm a science-based technology student... ahhh.. Singburi vocational college. Free time, I listen music.</p> <p>I..I..would... talk about food. Morning is breakfast, lunch, and ahh... dinner. I like cooking. I like..eat eggs.</p> <p>Today, I would... talk about how to make jam. Let me...let me.....let me three ingredients: blueberry, sugar, and...pectin. One, .... blueberry. Two, add pectin to blueberry. Three, open the heat...heat, stir the ingredients in the pot. Four, ..... sugar and close the heat. Last, put the jam in a jar. Thank you.</p> <p><b>Student's reply</b>  Self-introduction:  1. My name is .....  2. I... from Lopburi.  3. I am a student.  4. Ahhh...watch TV</p> <p>Talking about food:  1. Breakfast, lunch and dinner  2. Breakfast  3. Coffee  4. Meat</p> <p>How to make jam:  1. Sometimes  2. It's sweet.  3. Strawberry  4. Ahhh..... Jam have vitamin c.</p>	<p>Good morning everyone. My name is ..My nickname's Parn. I'm 16 years old. I'm a first year science based technology student from Singburi vocational college. In my free time, I like to listen to music .</p> <p>I would like to talk about food. In the morning is breakfast, at a midday is lunch, and evening is dinner. I have breakfast every morning. In foreign countries have tea or coffee for breakfast. I like cooking. I like to have eggs.</p> <p>Lastly, I would like to talk about how to make jam. May I start with the three important ingredients are blueberry four cups, sugar four cups, and a package of pectin. First step is to prepare and mash the blueberry. Second step is adding pectin to the blueberry. Stir blueberry and pectin. After that, put it on the stove. Third step, add four cups of sugar for boiling pot of blueberry and pectin. Lastly, put the jam into prepared jars. Thanks</p> <p><b>Student's reply</b>  Self-introduction:  1. My name is .....  2. I am from Lopburi.  3. I am a student.  4. I like to listen to music.</p> <p>Talking about food:  1. Breakfast, lunch and dinner.  2. Breakfast  3. Coffee, tea, sandwiches, bread and hamburger  4. Meat and fish</p> <p>How to make jam:  1. No, I don't like jam.  2. It's sweet.</p>

No	Pre- test	Post-test
		<p>3. Strawberry. 4. Get food materials out of season.</p>
2	<p>Hello everyone today ...today...My name is ..... I am 16 ...years. I am ahh... a science based–technology student...Singburi vocational college. Free time, I read cartoon.</p> <p>I would...talk about food...breakfast, lunch for afternoon..., and dinner.</p> <p>I would like to talk... how to make jam. Ingredient, number one blueberry, number two sugar, and number three a pectin. umm...Methods. The first, place blueberry in bowl. The second, prepare the pectin and add in the blueberry. Next to put the pot on the stove and...and...wait until boiling is ready, add sugar to the pot. After that, sterilized jar...Finally, add jam into jar. Thank you.</p> <p><b>Student's reply</b> Self-introduction: 1. My name is ..... 2. I. from..Lopburi. 3. I.am student. 4. -</p> <p>Talking about food: 1. Breakfast ahh...and dinner 2. Breakfast 3. Coffee 4. Ahhh....meat</p> <p>How to make jam: 1. Yes. 2. Because I eat every time. 3. Strawberry 4. Jam is easy and..yes thank you.</p>	<p>Hello everyone. My name is ..... I am 16 years old. I'm a science-based technology student from Singburi vocational college. In my free time, I like to read books and use the internet.</p> <p>I would like to talk about food. In the morning calls breakfast, at noon calls lunch and in the evening calls dinner. I eat breakfast every morning. In foreign countries have tea or coffee for breakfast.</p> <p>Next, I would like to talk about how to make blueberry jam. Three ingredients, number one is blueberry. Number two is sugar. Number three is pectin. Methods, firstly, mash blueberry and add pectin to the blueberry. Secondly, put the pot on the stove for boil... boiling. Add sugar to the pot. Finally, put the jam into a sanitized jar.</p> <p><b>Student's reply</b> Self-introduction: 1. My name is ..... 2. I'm from Lopburi. I'm studying in Singburi vocational college. 3. I'm a science-based student. 4. In my free time, I like to read cartoon books.</p> <p>Talking about food: 1. Breakfast ..lunch and dinner 2. Breakfast 3. Coffee, tea, sandwiches, bread and hamburger 4. I like to have meat and fruits</p> <p>How to make jam: 1. Yes, I like. 2. Jam is...delicious. 3. Strawberry and pineapple 4. We get food out of season.</p>

No	Pre- test	Post-test
3	<p>My name is ..... I...I am 16. I am a science....umm-based student ahhh... In my free time. I like cook food and watch TV. I would ..ah... talk about food...morning breakfast...umm lunch and dinner. May I start now and three ingredients. I talk about how to make jam. One, blueberry four cups. Two, sugar four cups. Three, pectin. Ummm prepare..... blueberry, clean blueberry, mash blueberry...umm and pectin. Put sugar in blueberry and...boil...and boiling one minute. Prepare jar the... prepare jar. Put the blueberry jam into a jar. Thank you.</p> <p><b>Student's reply</b> Self-introduction: 1. My name is ..... 2. I. from Singburi. 3. A... student. 4. Ahhh...ahhh... Talking about food: 1. Breakfast, lunch, dinner. 2. Breakfast 3. Ummm... 4. I eat... How to make jam: .....can't answer...</p>	<p>Hello everyone. I'm ..... I am 16 years old. I'm a science-based technology from Singburi vocational college. In my free time, I like cooking food and watch TV. Today, I would like to talk about food. In the morning is breakfast, at noon is lunch or lunch break and evening is dinner. My mother is a good cook. In foreign countries have tea or coffee for breakfast. Next, I would like to talk about how to make jam. May I start with three ingredients: blueberry, sugar, and pectin. First step, prepare blueberry, and clean blueberry. Then, mash blueberry and add pectin. Put sugar with the blueberry pot and boiling one minute. Prepare jars for the jam. Lastly, put the blueberry jam into a cleaned jar. Thank you.</p> <p><b>Student's reply</b> Self-introduction: 1. My name is ..... 2. I am from Sinburi vocational college. 3. I am a student. 4. I like cooking food and watch TV. Talking about food: 1. Breakfast, lunch and dinner 2. Breakfast 3. Coffee, tea, sandwiches, bread and hamburger 4. I like to have meat and fruits. How to make jam: 1. Yes. 2. Jam's sweet. 3. Blueberry 4. Eat with bread.</p>

No	Pre- test	Post-test
4	<p>Hello everyone. Umm... my name is ..... I am 16 years old. I am ...science-based technology student .ah...Singburi vocational college. In free time, I like to play ..guitar.</p> <p>I talk about food. Breakfast is morning, lunch is afternoon and umm... dinner is the evening.</p> <p>How to make jam. Start with important ingredients. Number one sugar. Number two pectin, and raw material number one...strawberry. Methods....umm wash strawberry. Next, mash strawberry and sugar. Ummm...ingredients in the pot later....turn on the heat under the pot, stir ingredients all. Then sanitized the jar by boil...ahh by boiling. After, turn out the jar....turn out the jar from the boiling pot... and put some strawberry jam in...in the boiled jar and leave the jar. Thank you.</p> <p><b>Student's reply</b> Self-introduction: 1. My name is ..... 2. I am from Singburi. 3. I am ..student. 4. Play the guitar. Talking about food: 1. Breakfast, lunch and dinner 2. Breakfast 3. Coffee 4. Meat How to make jam: 1. Yes, I like. 2. Jam...jam is sour I like. 3. Strawberry 4. Jam have vitamin c and...thank you.</p>	<p>Good morning teachers and my friends. I am ..... I am from Singburi. I am 16 years old. I'm a science-based technology student from Singburi vocational college. In my free time, I like to play the guitar.</p> <p>I would like to talk to you about food. Morning meal is breakfast, lunch is a middle day and evening meal is dinner. I have breakfast every morning. In foreign country, people like to drink coffee or tea for breakfast. In foreign countries have tea or coffee for breakfast.</p> <p>Today, I will talk about how to make jam, strawberry jam. The only ingredients needed are sugar, pectin, and strawberry. Methods, firstly, prepare blueberry by putting it in a plate, bowl. Then, mash strawberry for few minutes. Secondly, pour pectin and mix with strawberry in the bowl. After that, put strawberry in the pot and take it to the stove for boiling. Thirdly, add four cups of sugar to the pot and wait for one minute. Forth, prepare the jars. Wash them with water. Then sanitized the jars by putting them in oven. Take strawberry jam and fill in the sanitized jars. Finally, put the lid on the jars and wait until it's cool. Thank you.</p> <p><b>Student's reply</b> Self-introduction: 1. My name is ..... 2. I am from Singburi vocational college. 3. I am a student. 4. I like to play the guitar in my free time. Talking about food: 1. In the morning is breakfast, afternoon is lunch and in the evening is dinner. 2. The Important meal is breakfast</p>

No	Pre- test	Post-test
		3. Coffee, tea, sandwiches, bread 4. Meat, vegetables and fruits. How to make jam: 1. Yes, I do. 2. Jam is delicious. 3. Strawberry 4. Jam has vitamin C.
5	<p>Hello everyone...ahh my name is ..... I am 16 years old. I am science-based err... technology student Singburi vocational college.</p> <p>I would like to talk about food. In the morning umm...breakfast, in the afternoon is lunch and in the evening is dinner.</p> <p>I would like to talk about how to make jam...Ingredients important. Sugar, strawberry, and pectin box...Methods. wash and cut strawberry. Next, mash strawberry ahhh.. add pectin to strawberry. Then, mix strawberry with sugar and... turn on the heat. Stir all ingredients. Turn off the heat and put the jar by heating. After that, put strawberry jam in the jars. You can eat the jam with bread or pancake. Thank you for listening.</p> <p><b>Student's reply</b>            Self-introduction:            1. My name's... ..            2. I am from Lopburi.            3. Student            4. Ahhh...ahhh...</p> <p>Talking about food:            1. Breakfast , lunch dinner            2. Breakfast            3. Coffee            4. Meat</p> <p>How to make jam:            1. Yes, I like.            2. Jam is delicious.            3. Strawberry            4. Ahh.....yes thank you.</p>	<p>Good morning everyone. My name's ..... I'm 16 years old. I'm from Lopburi. I'm a science-based technology student from Singburi vocational college. In my free time, I like to watch television and movies.</p> <p>Today, I would like to talk about food. Morning meal is breakfast, afternoon is lunch or tea break, and evening is dinner. I have breakfast every morning. In foreign countries have tea or coffee for breakfast.</p> <p>I would like to talk about how to make jam. Important ingredients are four cups of fresh strawberry, pectin and sugar. Firstly, wash fresh strawberry and put it in a bowl. Next, add the pectin to the mashed strawberry. After that, put ingredients in the pot. Later on, turn on the heat under the pot and add sugar. Stir the ingredients together. Next, turn off the heat and remove jam from the boil pot. Lastly, put the strawberry jam into the jar and leave the jar finish. You can eat strawberry jam with pancake and biscuit. Thank you for listening.</p> <p><b>Student's reply</b>            Self-introduction:            1. My name is .....            2. I am a science-based student at Singburi vocational college.            3. Coffee, tea, sandwiches,            4. I like to watch television and movies.</p>

No	Pre- test	Post-test
		Talking about food: 1. There are three meal, breakfast, lunch and dinner. 2. Breakfast 3. Coffee, tea, sandwiches, bread and hamburger. 4. Meat How to make jam: 1. Yes, I do. 2. Jam is delicious and jam eat with bread. 3. Strawberry blueberry and orange 4. Vitamin C.
6	<p>Hello, my name is ..... I am 16. I am ahhh...science-based technology student. In free time, I use the internet.</p> <p>I would like talk about food... breakfast, lunch and dinner.</p> <p>Today, I talk about how to make jam. May I... may I start now. Ingredients. Methods. Prepare blueberry, clean blueberry mash.... mash blueberry and pectin. Put sugar in blueberry and boiling one minute. Prepare jars by heating in the oven. put..put the blueberry jam into a jar. Thank you.</p> <p><b>Student's reply</b>            Self-introduction:            1. My name is Natarat Kongsorn.            2. Lopburi            3. I am a student.            4. Ahhh...ahhh...</p> <p>Talking about food:            1. Breakfast, lunch dinner            2. Breakfast            3. Coffee            4. Meat</p> <p>How to make jam:            1. I like..            2. Ahhh.....            3. Blueberry            4. Ahh.....</p>	<p>Good morning everyone. My name is ..... I am 16 years old. I'm a science-based technology from Singburi vocational college. In my free time I like to use the internet.</p> <p>I would like to talk about food. In the morning is breakfast, in the afternoon is lunch and in the evening is dinner.</p> <p>Today, I would like to talk about how to make blueberry jam. I will start with ingredients: blueberry four cups, sugar four cups and pectin. Methods, prepare blueberry, clean blueberry, and mash blueberry. Then, put pectin in the blueberry. Stir pectin and blueberry. Take it to the stove for boiling...boiling. Add sugar to the pot and wait for one minute. Put the blueberry jam into a jar. Thank you.</p> <p><b>Student's reply</b>            Self-introduction:            1. My name is .....            2. I am from Lopburi.            3. I am a science-based student.            4. I like to use the internet.</p> <p>Talking about food:            1. Breakfast, lunch and dinner.            2. Breakfast            3. Coffee, tea, sandwiches, bread            4. I like meat.</p>

No	Pre- test	Post-test
		<p>How to make jam:</p> <ol style="list-style-type: none"> <li>1. Yes, I like.</li> <li>2. Jam is sweet.</li> <li>3. Blueberry</li> <li>4. Eat with bread</li> </ol>
7	<p>Hello, everyone. My name is ..... I am 15 years old. I am in the first year. I am a science-based technology student from Singburi vocational college. In free time, I play badminton.</p> <p>I would like to talk about food. Morning is breakfast, afternoon is lunch and evening is dinner. I have breakfast every morning.</p> <p>I would like to talk about how to make jam. Ingredients are blueberry four cups, sugar four cups and a pectin box. Methods, firstly wash the blueberry and put them in a bowl. Then, mash the blueberry several...Secondly, pour the pectin in blueberry. Thirdly, put the blueberry on the stove. After that, add sugar to the pot and wait the sticky start. Fill the jar. Last... the last remove and cool the jar. Thank you.</p> <p><b>Student's reply</b> Self-introduction: 1. My name is ..... 2. I am from Singburi. 3. A student 4. Ahhh...ahhh... Talking about food 1. Breakfast, lunch and dinner 2. Breakfast 3. Coffee 4. Meat How to make jam 1. Yes, I like. 2. It's delicious. 3. Blueberry 4. Jam .. vitamin C.</p>	<p>Good morning everyone. My name is ..... I am from Singburi. I am 15 years old. I am in the first year science-based technology student from Singburi vocational college. In my free time, I like to play badminton.</p> <p>Today, I would like to talk about food. The morning meal calls breakfast, a midday is lunch meal and in the evening is dinner. I have breakfast every morning. In foreign countries have tea or coffee for breakfast.</p> <p>I would like to talk about how to make a blueberry jam. Ingredients are four cups of blueberry, four cups of sugar and a package of pectin. Methods: pick the blueberry and wash the blueberry. Then, mash the blueberry for several times. Next step, cut the pectin's package and add it to the blueberry that just mashed. After that, put the blueberry in the bowl to the pot. Next, turn on the heat under the stove and stir. Thirdly, add four cups of sugar into the boiling pot and heat it one more minute. Fourthly, fill the jar and put the lid on. Lastly, let the jar cool. Thank you.</p> <p><b>Student's reply</b> Self-introduction: 1. My name is ..... 2. I am from Singburi. 3. I am a science based technology student. 4. I like playing badminton.</p>

No	Pre- test	Post-test
		Talking about food: 1. Breakfast, lunch and dinner. 2. Breakfast 3. Coffee, tea, sandwiches, bread 4. Meat and fish How to make jam: 1. Yes, I do. 2. It's delicious. 3. Blueberry 4. Jam has vitamin c.
8	<p>Hello everyone. My name is ..... I. 15 year. I a science-based technology singburi vocational college. In free time, I watch movies.</p> <p>I would...ahh talk about food. Morning... breakfast, lunch and evening...dinner.</p> <p>Today, I would like to talk about how to make jam. May I start... Three Ingredients: number one blueberry four cups, number two sugar four cups, and number three pectin. First ahh...prepare and clean blueberry. After, mash blueberry and pectin. Put sugar...sugar in boil blueberry and boiling one minute. Prepare jar.... to prepare jar to heat in the oven. Put blueberry jam into jar. Thank you.</p> <p><b>Student's reply</b>            Self-introduction:            1. My name is .....            2. I ...from Singburi            3. I am ..student            4. Ahhh...TV.            Talking about food:            1. Breakfast lunch dinner            2. Breakfast            3. Coffee            4. Meat            How to make jam:            1. Yes, I like.            2. I eat every time.            3. Blueberry            4. Jam is make easy and.... yes, thank you.</p>	<p>Hello everyone. My name is ..... I am 15 years old. I'm science based technology student at Singburi vocational college. In my free time, I like to watch movies.</p> <p>I would like to talk about food. In the morning is breakfast, in the afternoon is lunch and evening is dinner. In foreign countries have tea or coffee for breakfast.</p> <p>Today, I would like to talk about how to make jam. Start with the ingredients: blueberry four cups, sugar four cups, and a package of pectin. First of all, wash the blueberry and... and put it in a bowl. Next, mash the blueberry. Then, add a package of pectin to the blueberry and stir. Secondly, take the bowl to the pot. Thirdly, pour four sugar cups in the pot and boiling for one minute. Put the blueberry jam into the jar. Thank you.</p> <p><b>Student's reply</b>            Self-introduction:            1. My name is .....            2. I am from Singburi vocational college.            3. I am a first year student.            4. I like to watch movies.            Talking about food:            1. Breakfast, lunch and dinner            2. Breakfast            3. Coffee, tea, sandwiches, bread and hamburger</p>



No	Pre- test	Post-test
		<p>4. I like to have meat, eggs and fish.</p> <p>How to make jam:</p> <ol style="list-style-type: none"> <li>1. Yes, I do.</li> <li>2. Because I eat every time</li> <li>3. Strawberry and blueberry</li> <li>4. It's easy to make, thank you.</li> </ol>
9	<p>Hello everyone and teachers. My name is ..... Nickname's Mudmee. I am 16 years old. I'm a science based technology student from Singburi vocational college. In my free time, I like magazines and use the internet.</p> <p>I would like to talk about food. Meal in the morning is breakfast, afternoon is lunch and evening is dinner. I eat breakfast every morning.</p> <p>Next, I would like to talk to you...you how to make jam. Three important ingredients are strawberry, a pectin box, and sugar. Methods, wash strawberry and leave it in a bowl. After that...mash the strawberry for ....minutes. Second, add a package of pectin to the strawberry bowl. Stir them together. Third, pour the strawberry in the bowl to pot. Then pour sugar to the pot. Later, put strawberry jam in the jar. Leave the jar and put in the fridge. Thank you.</p> <p><b>Student's reply</b> Self-introduction:</p> <ol style="list-style-type: none"> <li>1. My name is .....</li> <li>2. I am from Lopburi.</li> <li>3. I am a student.</li> <li>4. I like to read magazines.</li> </ol> <p>Talking about food:</p> <ol style="list-style-type: none"> <li>1. Breakfast, lunch and dinner</li> <li>2. Breakfast</li> <li>3. Coffee</li> <li>4. I like to have fruits and eggs.</li> </ol> <p>How to make jam:</p> <ol style="list-style-type: none"> <li>1. Yes, I do.</li> <li>2. Because I eat every time.</li> <li>3. Strawberry</li> <li>4. Easy ..... thank you.</li> </ol>	<p>Good morning everyone. My name is ..... You can call me Mudmee. I am 16 years old. I'm from Lopburi. I'm a science based technology student at Singburi vocational college. In my free time, I like to read magazines and use the internet. In foreign countries have tea or coffee for breakfast.</p> <p>Today, I would like to talk to you about food. Morning meal calls breakfast, afternoon meal calls lunch, and dinner is evening meal. I have breakfast every morning. I like to have fruit and eggs.</p> <p>Today, I would like to talk to you about how to make jam. The strawberry jam. The ingredients are pectin, and four cups of sugar. Raw material is four cups of fresh strawberry. There are five steps of making jam. First of all, wash and cut the strawberry into pieces. Next, mash the strawberry few times. Second step, open the package and add pectin to the strawberry. After that, stir all the ingredients. Third step, put the mixed strawberry with pectin to the pot on the hot stove. Fourth step, pour prepare sugar to the pot and wait for a minute. Prepare the jars by heating in the oven. Lastly, fill the sanitized jars with strawberry jam and put the lid on the jars. The processing has finished. You can keep in the refrigerator or pantry. Thank you.</p>

No	Pre- test	Post-test
		<p><b>Student's reply</b>  Self-introduction:  1. My name is .....  2. I am from Lopburi.  3. I am a science based student.  4. I like to read magazines and use the internet.  Talking about food:  1. Breakfast, lunch and dinner or supper.  2. Breakfast is very important.  3. Coffee, tea, sandwiches, bread and hamburger  4. I like to have fruits, eggs and fish.  How to make jam:  1. Yes, I do.  2. Because I eat jam with bread.  3. Strawberry, orange, grape  4. Jam has vitamin C, thank you.</p>
10	<p>Hello everyone... my name is .....  I am 16. I am science-based student umm...  Singburi vocational college. Free time, I play football.  I would... talk about food. Morning... breakfast, afternoon...lunch and dinner umm... evening.  Today, I would... talk about how to make blueberry jam. Ingredients: number one blueberry four cups, sugar four cups and a pectin box. Methods. Number one, prepare blueberry. Number two, clean blueberry. Number three, mash blueberry and add pectin. Number four, put sugar in blueberry and boiling one minute. Number five, prepared jars heat the oven. Number six .... number.....six put the blueberry jam into a jar.</p> <p><b>Student's reply</b>  Self-introduction:  1. My name is .....  2. I ..from Singburi.  3. I ..student.  4. Ahhh...ahhh...  Talking about food:  1. Breakfast ahh... dinner  2. Breakfast  3. Coffee</p>	<p>Hello everyone. I am ..... I am 16 years old. I am a science-based technology student at Singburi vocational college. In my free time, I like to play football.  I would like to talk about food. In the morning is breakfast, afternoon is lunch and in the evening is dinner. In foreign countries have tea or coffee for breakfast.  Today, I would like to talk about how to make blueberry jam. Ingredients: number one is blueberry four cups, number two is sugar four cups, and number three is pectin. Number one, clean the blueberry and put it in the pot. Then, mash blueberry to smaller pieces. Number two, add pectin to the blueberry and stir. Number three, put strawberry on the stove and add sugar. Number four, prepare the jars. Number five, put the blueberry jam into a jar. Thank you.</p>

No	Pre- test	Post-test
	<p>4. Meat How to make jam: 1. I like. 2. Jam makes easy. 3. Blueberry 4. Ahhh...jam is vitamin C...thank you.</p>	<p><b>Student's reply</b> Self-introduction: 1. My name is ..... 2. I am from Singburi vocational college. 3. I am a science based student. 4. I like to play football. Talking about food: 1. Breakfast, lunch and dinner. 2. Breakfast 3. Coffee and tea 4. I like to have meat. How to make jam: 1. Yes, I like. 2. It's easy. To make. 3. Blueberry and strawberry 4. Eat with bread, thank you.</p>
11	<p>Hello. My...my name is ..... I am 16. I'm science-based technology student in Singburi vocational college. In my free time I like to watch TV. I would like to...to talk about food. Meals. Morning...is breakfast , afternoon is lunch and dinner. I like .. eat eggs. I eat breakfast every morning. Next, I talk about how to make jam. Ingredients are blueberry four cups , sugar four cups and pectin. Methods. ... prepare blueberry and mash blueberry and...pectin,. Next, put sugar in blueberry on the stove and boiling one minute. After that, ...put.....put the blueberry jam into cleaned jars.</p> <p><b>Student's reply</b> Self-introduction: 1. My name is ..... 2. I... from Singburi. 3. I ... student 4. Ahhh...ahhh... Talking about food: 1. Breakfast, lunch dinner 2. Breakfast 3. Coffee 4. Chicken How to make jam: 1. Yes, I like. 2. Delicious 3. Blueberry 4. Ahhh.....</p>	<p>Hello everyone. My name is ..... I'm 16 years old. I am science-based technology at Singburi vocational college. In my free time I like to watch TV. I would like to talk about food. Meals of a day. In the morning is breakfast, afternoon is lunch and in the evening is dinner. In foreign countries have coffee and tea for breakfast. Today I would like to talk about how to make jam. Important ingredients are blueberry four cups, sugar four cups and pectin. Methods. firstly, prepare blueberry, clean blueberry and mash blueberry for few minutes. Secondly, add pectin to the blueberry and mix them. Thirdly, place blueberry on the stove and put sugar into the blueberry. Put the jam into a jar. Thank you.</p> <p><b>Student's reply</b> Self-introduction: 1. My name is ..... 2. I am from Singburi vocational college. 3. I am a science based student. 4. I like to watch TV.</p>

No	Pre- test	Post-test
		Talking about food: 1. Breakfast, lunch dinner. 2. Breakfast 3. Coffee, tea, sandwiches, bread and hamburger 4. I like to have chicken. How to make jam: 1. Yes, I do. 2. Because I eat every time. 3. Blueberry. 4. Jam has vitamin C.
12	<p>Hello everyone. May I introduce myself. My name is .....I am 16. I am science-based technology student....Singburi vocational college. In my free time, I like to watch movies and use the internet.</p> <p>Today, I would like to talk about food.... in the morning is breakfast, afternoon is lunch and evening is dinner.</p> <p>Today I would like to talk about how to make jam. Ingredients are blueberry four cups, sugar four cups, and pectin. Methods, first prepare and clean blueberry. The second, mash blueberry little and add the pectin. The third, add sugar in blueberry and boiling one minute. The forth, use the jar wash them clean and heat it. The fifth put the blueberry jam into a jar then put the blueberry jam in the refrigerator.</p> <p><b>Student's reply</b>            Self-introduction:            1. My name is .....            2. I am from Singburi.            3. I am a student.            4. I watch movies.</p> <p>Talking about food:            1. Breakfast, lunch dinner            2. Breakfast            3. Coffee            4. Eggs</p> <p>How to make jam:            1. Yes, I do.            2. It can... a long time.            3. Blueberry            4. It keeps for a long time.</p>	<p>Good morning everyone. My name is ..... I am 16 years old. I'm a science based technology student from Singburi vocational college. I am from Singburi. In my free time, I like to watch movies and use the internet.</p> <p>Today, I would like to talk about food. Meals of a day: in the morning is breakfast, in the afternoon is lunch and in the evening is dinner. I like to have vegetables and fish. I have breakfast every morning. In foreign countries have coffee or tea for breakfast.</p> <p>Next, I would like to talk about how to make jam. The ingredients are blueberry four cups, sugar four cups and a package of pectin. There are six methods. First of all, prepare and clean blueberry. Second step, mash blueberry for one or two minutes. Then, open and add a package of pectin to the blueberry and stir them. Third step, take the mixed blueberry with pectin to heat on the stove. Forth step, turn on the heat under the stove. Fifth step, add sugar to the boiled strawberry and let it on the stove for one minute. Lastly, put the blueberry jam into the sanitized jars that heated in the oven and put on the lid. You can make cake and many dishes from the jam. Thank you.</p>

No	Pre- test	Post-test
		<p><b>Student's reply</b>  Self-introduction:  1. My name is .....  2. I am from Singburi vocational college.  3. I am a science based student.  4. In my free time, I like to watch movies and use the internet.  Talking about food:  1. Breakfast, lunch dinner  2. Breakfast  3. Coffee and tea.  4. I like to have eggs, vegetables and fish.  How to make jam:  1. Yes, I do.  2. I can eat with bread.  3. Blueberry , strawberry, orange and grape  4. Jam can keep one year in the refrigerator and one month in the pantry.</p>
13	<p>Good morning everyone. My name is ..... I am 16 years old. I am a science based technology from Singburi vocational college. In my free time, I like cooking and listen music.</p> <p>I would like to talk about food. Meals: in the morning is breakfast, in the afternoon is lunch and in the evening is dinner. I eat breakfast every morning.</p> <p>I would like to talk about how make jam. Ingredients are four cups of sugar, a package of pectin and four cups of fresh strawberry. Methods, firstly, the first peel and cut the strawberry into small pieces. Secondly, mash pieces of strawberry for only a few minutes. Then, add a package of pectin to the mashed strawberry. Thirdly, put the mashed strawberry on the stove. After that, turn on the heat. Fourthly, add sugar to the boiled strawberry on the stove. Lastly, put jam into the prepared jars.</p> <p><b>Student's reply</b>  Self-introduction:  1. My name is .....  2. I am from Singburi.  3. I am a science based student.</p>	<p>Good morning everyone. My name is ..... I am the first year student from Singburi vocational college. I live in Singburi. I'm 16 years old. In my free time, I like cooking and listening to music.</p> <p>I would like to talk about food. The morning meal is called breakfast, afternoon meal is lunch, and evening meal is dinner or supper. I like to have cereal with milk. I have breakfast every morning. Most people in Asia eat rice. People in Australia like to drink coffee or tea in the morning.</p> <p>Next, I would like to talk about how to make jam. The strawberry jam. To begin with the ingredients. Making jam only need three ingredients. They are strawberry four cups, sugar four cups, and a package of pectin. There are five steps of making strawberry jam. Firstly, cut the strawberry into small pieces. Secondly, mash the pieces of</p>

No	Pre- test	Post-test
	<p>4. In my free time, I like cooking. Talking about food:</p> <ol style="list-style-type: none"> <li>1. Breakfast, lunch and dinner</li> <li>2. Breakfast</li> <li>3. Coffee</li> <li>4. I like eggs.</li> </ol> <p>How to make jam:</p> <ol style="list-style-type: none"> <li>1. Yes, I like.</li> <li>2. Jam is delicious I eat with bread.</li> <li>3. Strawberry</li> <li>4. Jam have vitamins.</li> </ol>	<p>strawberry for a few times. Then, open and add a package of pectin to the mashed strawberry. Thirdly, take the strawberry to the stove, turn on the heat and wait until it boiled. Fourthly, add sugar to the boiled strawberry in the pot. Lastly, take the hot jam from the pot and fill the prepared jars. The jars were heat in the oven at 220 degrees. Finished. You can keep jam in the refrigerator for one year or in the pantry for one month.</p> <p><b>Student's reply</b> Self-introduction:</p> <ol style="list-style-type: none"> <li>1. My name is .....</li> <li>2. I am from Singburi vocational college.</li> <li>3. I am a science based student.</li> <li>4. In my free time, I like cooking, and listening to music.</li> </ol> <p>Talking about food:</p> <ol style="list-style-type: none"> <li>1. Breakfast, lunch and dinner.</li> <li>2. The important meal is breakfast</li> <li>3. Coffee, tea, sandwiches, bread and hamburger</li> <li>4. I like to have cereal with milk.</li> </ol> <p>How to make jam:</p> <ol style="list-style-type: none"> <li>1. Yes, I do.</li> <li>2. It's delicious. I like to eat with bread.</li> <li>3. Strawberry</li> <li>4. Jam has vitamins. Thank you.</li> </ol>
14	<p>Good morning. My name is ..... I am 16 years old. I am the first year science-based technology ...Singburi vocational college. In my free time, I like to watch TV. and use the Net.</p> <p>I would like to talk about food. In the morning is breakfast, afternoon is lunch and evening is dinner. I have breakfast every morning.</p> <p>I would like to talk about how....how to make strawberry jam. The important ingredients are strawberry, pectin and sugar. Steps, first...firstly, wash and cut the strawberry. After that, mash the strawberry</p>	<p>Good morning teachers and my friends. My name is ..... You can call me Oil. I am a science based technology student from Singburi vocational college. I'm 16 years old. I'm from Singburi. In my free time, I like to watch television and use the internet.</p> <p>Today, I would like to talk about food. In the morning, meal is breakfast, in a midday is lunch and in the evening is dinner. I like to have pork and chicken. I have breakfast every morning.</p>

No	Pre- test	Post-test
	<p>until it's smaller. Secondly, pour the pectin around the mashed strawberry and stir. Thirdly, leave the strawberry on the stove until boiling. Then, add sugar to the strawberry and wait one minute. Lastly, put strawberry jam into the jars. Finally, leave it's cool and put the....lid. Thank you.</p> <p><b>Student's reply</b> Self-introduction: 1. My name is ..... 2. I am from Singburi. 3. I am a student. 4. I like to watch television. Talking about food: 1. Breakfast, lunch and dinner. 2. The important ..... breakfast 3. Coffee 4. I like eggs. How to make jam: 1. No, I don't. like 2. It is sour and expensive. 3. Strawberry 4. Changing raw material.</p>	<p>I would like to talk about how to make strawberry jam. The three ingredients of making strawberry jam are four cups of strawberry, four cups of sugar and pectin. There are several methods. First of all, pick strawberry and wash strawberry. Secondly, cut strawberry into pieces and mash them for few minutes. After that, add pectin to the strawberry and stir. Third, put the strawberry in the pot. Then, turn on the heat under the stove. Fourth, add sugar when it is boiled and heat for one minute. Fifth, prepare jars by putting them in the oven. Last step, put the strawberry jam in the jars. Let it's cool and put the lid on. Thank you</p> <p><b>Student's reply</b> Self-introduction: 1. My name is ..... 2. I am from Singburi vocational college. 3. I am a science based student. 4. In my free, I like watching television and use the internet. Talking about food: 1. Breakfast, lunch and dinner. 2. The important meal is breakfast. 3. Coffee and tea 4. I like to have eggs, vegetables and fish. How to make jam: 1. No, I don't. 2. It is sour and expensive. 3. Strawberry 4. It is the process of changing raw material. We get good material out of season and storage.</p>
15	<p>Hello...My name....err..... I am 16. I'm science- based student.. technology student... I would like to talk about food. Morning is breakfast, afternoon is lunch and evening is dinner. Free time, I like ahh...watch TV.</p>	<p>Good morning teachers and friends. My name is ..... I am 16 years old. I am a science-based technology student from Singburi vocational college. In my free time. I like cooking and watch TV</p>

No	Pre- test	Post-test
	<p>I would like to talk about.. how to make pineapple jam. Ingredients are pineapple, sugar and pectin. Methods, the first, peel pineapple and chop pineapple. Next, put in...put in pectin to the pineapple. Then, take it to the stove. And then add sugar in the pot. After that,.....stir.....stir all ingredients in the pot together after that pour in the pot jar. Put the jam into jar. Lid the jar and let it cool...Thank you.</p> <p><b>Student's reply</b> Self-introduction: 1. My name is ..... 2. I am from Singburi. 3. I am a science based student. 4. In my free time, I like cooking. Talking about food: 1. Breakfast, lunch and dinner. 2. Breakfast 3. Coffee 4. I like to eat fish. How to make jam: 1. No, I don't. 2. It's sweet . 3. Ahh..... 4. Ummm.....</p>	<p>I would like to talk to you about food. Meals: in the morning calls breakfast, afternoon calls lunch, and evening calls dinner. I usually have breakfast every morning. In foreign countries have tea or coffee for breakfast.</p> <p>I would like to talk about how to make pineapple jam. The important ingredients are pineapple, sugar and a pectin package. Methods. Firstly, peel off pineapple and chop them. Secondly, mash the pineapple with a mashing utensil. Then, pour one pectin package around the mashed pineapple. Thirdly, put the pineapple on the stove. Fourthly, add sugar and leave it boiled for one more minute. Next, remove the jam from the pot and pour it into the cleaned jars. Finally, put the lid on the jar. Thank you.</p> <p><b>Student's reply</b> Self-introduction: 1. My name is ..... 2. I am from Singburi vocational college. 3. I am a science based student. 4. In my free time, I like cooking and watch TV. Talking about food: 1. Breakfast, lunch and dinner 2. The important meal is breakfast 3. Coffee, tea, sandwiches, bread and hamburger 4. I like to have vegetables and fish. How to make jam: 1. No, I don't. 2. It's sweet, I don't like sweet. 3. Pineapple 4. It keeps food for a long time.</p>
16	<p>Good morning everyone. My name is ..... I am 16. I am a science-based technology student from Singburi vocational college. In my free time, I use the internet.</p>	<p>Good morning teachers and friends. My name is ..... I'm 16 years old. I'm from Singburi. I'm a science based technology</p>



No	Pre- test	Post-test
	<p>Today, I would like to talk about food. Meals: in the morning is breakfast, afternoon is lunch and evening is dinner. I eat breakfast. I like... eat bread and chocolate.</p> <p>Today, I would like to talk .. how to make jam. Ingredients, one is blueberry four cups, two is sugar four cups and three is a package of pectin. Methods, ...ummmm prepare blueberry. The second, clean the blueberry and put it in a bowl. The third, mash the blueberry five to six times. Later on, add pectin on the blueberry that mashed. After put the blueberry on the hot stove. Next, add sugar into the boiled blueberry. Leave it for boiling one minute. The fifth, clean a jar to fill the jam. The sixth, put the blueberry jam into a prepared jar. Have blueberry jam.</p> <p><b>Student's reply</b> Self-introduction: 1. My name is ..... 2. I am from Singburi. 3. I am...student 4. In my free time, I play the internet.</p> <p>Talking about food 1. Breakfast, lunch and dinner. 2. Breakfast. 3. Coffee 4. I like spicy food.</p> <p>How to make jam: 1. No, I don't. 2. It's sweet. 3. Pineapple 4. Eat with bread.</p>	<p>student from Singburi vocational college. In my free time, I like to use the internet.</p> <p>Today, I would like to talk about food. I usually have breakfast every morning and lunch in the afternoon and dinner in the evening. I like to have spicy food. I don't like to have vegetables. In foreign countries have tea or coffee for breakfast.</p> <p>Next, to begin with how to make blueberry jam. The three ingredients are blueberry four cups, sugar four cups and a package of pectin. Methods, first of all, prepare blueberry by cleaning it and putting it in a bowl. Secondly, mash the blueberry in the bowl for a few times until it almost blended. Thirdly, open a pectin box and add it to the bowl for mashing strawberry. Next, put the strawberry on the stove and leave it boiled. After that, add sugar to the boiled blueberry on the heating stove. Let it on the stove one minute. Lastly, heat the jars in the oven. Finally, put the blueberry jam into the hot jars. Thank you.</p> <p><b>Student's reply</b> Self-introduction: 1. My name is ..... 2. I am from Singburi vocational college. 3. I am a science based student. 4. I like to use the internet.</p> <p>Talking about food: 1. Breakfast, lunch and dinner. 2. The important meal is breakfast. 3. Coffee and tea 4. I like to have spicy food.</p> <p>How to make jam: 1. No, I don't. 2. It's sweet I don't like sweet.</p>

No	Pre- test	Post-test
		3. Pineapple and strawberry. 4. You can eat with cake and bread.
17	<p>Hello everyone. I introduce myself. My name is ..... I am 16. I'm am from first science-based technology year student in Singburi vocational college. Free time, I like... swim and watch movies.</p> <p>I would like to talk about food. Breakfast in the morning, lunch in afternoon and dinner in the evening.</p> <p>Today, I would like to you ....sorry to talk to you about how to make jam. Let me start now. Ingredients, strawberry, sugar and pectin. Methods, first prepare four cups of blueberry. Next, wash and mash the blueberry. Then stir the the...blueberry. Add pectin to it and stir. Put blueberry on the stove and open the heat. Next ....umm..... sorry after that, boil the blueberry. Next put the sugar in blueberry and let it boil for one minute. Then prepare the jars. Lastly, put the blueberry jam into the jars. I like to watch movies and use the internet.</p> <p><b>Student's reply</b>            Self-introduction:            1. My name is .....You can call me Phaer.            2. I ...from Lopburi.            3. I am a student.            4. Go.. swim.</p> <p>Talking about food:            1. Breakfast, lunch and dinner.            2. Breakfast            3. Coffee            4. I like papaya salad I don't like meat.</p> <p>How to make jam:            1. Yes, I like.            2. It is sweet.            3. Pineapple.            4. Eat cake and bread.</p>	<p>Good morning everyone. My name is ..... You can call me Phaer. I am 16 years old. I'm from Lopburi. I'm a science based technology student at Singburi vocational college. My free time, I like to go swimming and watch movies.</p> <p>Today, I would like to talk to you about food. Breakfast is in the morning. I usually have breakfast every morning, lunch is in the afternoon and dinner in the evening. Most people in Thailand eat rice I like to eat vegetables and papaya salad. Australian people like to drink coffee or tea for breakfast.</p> <p>Next, I would like to talk about how to make jam. The blueberry jam. The important ingredients are blueberry four cups, sugar four cups and a package of pectin. Firstly, prepare and wash four cups of blueberry. Then, mash the blueberry few times to make it's smaller. Then mix the blueberry with the pectin and stir them. After that, boil the blueberry and wait until it boiled. Next, put the sugar into the blueberry and heat for one more minute. Then, prepare the boiled jars for the jam. Full in the jars with blueberry jam and put the lid. Thanks.</p> <p><b>Student's reply</b>            Self-introduction:            1. My name is .....            You can call me Phaer.            2. I am from Lopburi.            3. I am a science based student.            4. In my free time, I like to go swimming and watch movies.</p>

No	Pre- test	Post-test
		<p>Talking about food:</p> <ol style="list-style-type: none"> <li>1. There are three meals: breakfast, lunch and dinner.</li> <li>2. The important meal is breakfast</li> <li>3. Coffee, tea, sandwiches, bread</li> <li>4. I like to have vegetables.</li> </ol> <p>How to make jam:</p> <ol style="list-style-type: none"> <li>1. Yes, I do.</li> <li>2. It has vitamin.</li> <li>3. Popular fruits are strawberry, pineapple and blueberry.</li> <li>4. You can have with cookie, bread and ice cream.</li> </ol>
18	<p>Hello...I am.. my name is ..... I am 16. I am...a science-based technology student...err Singburi. In my free time, I like movies and use the internet.</p> <p>I talk about food. Morning ..breakfast, lunch and .. dinner. Free time, I watch movies and use the internet.</p> <p>Today, I talk about how to make jam. I start...how to make blueberry jam material and ingredient one blueberry, two sugar, three pectin and .. glass jar. Step one, mash the blueberry with ahh... mashing method. Two, add pectin to the blueberry and stir to combine together. Next, turn on the stove until in the boil .....and add sugar into the pot. After that wait for one minute. Finally, put the jam in the glass jar. Thank you.</p> <p><b>Student's reply</b> Self-introduction:</p> <ol style="list-style-type: none"> <li>1. My name is .....</li> <li>2. I am from Singburi</li> <li>3. I am a science based student</li> <li>4. Free time, I watch movies and use the internet.</li> </ol> <p>Talking about food:</p> <ol style="list-style-type: none"> <li>1. Breakfast, lunch and dinner.</li> <li>2. Breakfast</li> <li>3. Coffee and tea.</li> <li>4. I like to eat chicken.</li> </ol> <p>How to make jam:</p> <ol style="list-style-type: none"> <li>1. Yes, I like.</li> <li>2. Sweet.</li> <li>3. Blueberry</li> <li>4. Jam is anti-oxidant and vitamin.</li> </ol>	<p>Hello everyone. My name is ..... I am 16 years old. I am studying in the first year science-based technology student from Singburi vocational college. In my free time , I like to watch funny movies and use the internet.</p> <p>Next, I would like to talk to you about food. Breakfast is in the morning, lunch in the midday and dinner in the evening. I have breakfast every morning. In foreign countries have tea or coffee for breakfast.</p> <p>Today, I would like to talk about how to make jam. Ingredients are four cups of blueberry, four cups of sugar and pectin. Another is to prepare a few glass jars. Methods, firstly, wash blueberry and put it in a bowl. Then, mash the...the blueberry for a few times. Secondly, add pectin to the mashed blueberry and stir to combine. Next, leave it on the stove until it boiled. Thirdly, add sugar into the pot. After that....wait for boiling one minute. Finally, put jam into the glass jars. Thank you for listening.</p> <p><b>Student's reply</b> Self-introduction:</p> <ol style="list-style-type: none"> <li>1. My name is .....</li> <li>2. I am from Singburi vocational college.</li> </ol>

No	Pre- test	Post-test
		<p>3. I am a science based student.</p> <p>4. In my free time , I like to watch funny movies and use the internet.</p> <p>Talking about food:</p> <ol style="list-style-type: none"> <li>1. Breakfast, lunch and dinner.</li> <li>2. Breakfast</li> <li>3. Coffee and tea</li> <li>4. I like to have chicken.</li> </ol> <p>How to make jam:</p> <ol style="list-style-type: none"> <li>1. Yes, I do.</li> <li>2. It's sweet and delicious.</li> <li>3. Blueberry and strawberry.</li> <li>4. Jam has anti-oxidant and vitamin.</li> </ol>
19	<p>Hello, everyone. I introduce... my name is ..... I am 16 years old. I am a science-based technology student.. Singburi vocational college. In free time, I like to watch movies and TV.</p> <p>I would like to talk about food. In the morning breakfast. In the afternoon... lunch and evening.. dinner.</p> <p>I would like to talk about how to make raspberry jam. Number one, ingredient is raspberry four cups. Number two is sugar four cups and number three is pectin. First, pour raspberry four cups into a bowl and wash it. Next, grinding raspberry in the bowl. Then, add pectin and mix with raspberry. After... stir...put raspberry in the boiling pot on the heat stove. And add sugar to the pot. Wait one minute and pour the jam into the glass jars. Thank you.</p> <p><b>Student's reply</b> Self-introduction:</p> <ol style="list-style-type: none"> <li>1. My name is .....</li> <li>2. I am from Singburi.</li> <li>3. I am a student.</li> <li>4. Use the internet.</li> </ol> <p>Talking about food:</p> <ol style="list-style-type: none"> <li>1. Breakfast, lunch and dinner.</li> <li>2. Breakfast</li> <li>3. Coffee</li> <li>4. I like fish.</li> </ol> <p>How to make jam:</p> <ol style="list-style-type: none"> <li>1. No, I don't like.</li> <li>2. It's sweet.</li> <li>3. Raspberry</li> </ol>	<p>Good morning teachers and friends. My name is ..... I am 16 years old. I am from Singburi. I am a science-based technology student from Singburi vocational college. In my free time, I like to watch movies and use the internet.</p> <p>I would like to talk about food. Breakfast is the morning meal. Afternoon meal calls lunch and in the evening is dinner. I have breakfast every morning. In foreign countries have tea or coffee for breakfast.</p> <p>Today, I would like to talk about how to make raspberry jam. Only three ingredients. They are raspberry four cups, sugar four cups and pectin. There are three simple steps. First of all, wash raspberry and pour it into a bowl. Next, mash it with a mashing stick. After that, put one pectin and mix it well. Secondly, put the raspberry into the pot on the stove and wait for boiling. Later on, add sugar to the boiled raspberry and stir ingredients. Finally, put raspberry jam into a glass jar.</p> <p><b>Student's reply</b> Self-introduction:</p> <ol style="list-style-type: none"> <li>1. My name is .....</li> <li>2. I am from Singburi vocational college.</li> </ol>

No	Pre- test	Post-test
	4. Eat with bread	3. I am a science based student. 4. In my free time, I like to watch movies and use the internet. Talking about food: 1. Breakfast, lunch and dinner 2. Breakfast 3. Coffee and tea 4. I like to eat meat I don't like vegetables. How to make jam: 1. No, I don't. 2. It's sweet. 3. Raspberry, strawberry and blueberry. 4. Jam has vitamin C and we can eat with bread.
20	<p>Hello. My name is ..... I am 16. I am a science-based technology student at Singburi vocational college. In my free time, I use the internet.</p> <p>I would like to talk about food. In the morning is breakfast, at noon is lunch and in the evening is dinner .</p> <p>Okay, may I start with ingredients. Number one, four cups pineapple. Number two, four cups sugar. Number three, pectin. To make jam, firstly ...peel pineapple. Next, mash pineapple and mix with pectin together. Next...next put the pineapple on the pot on the hot stove. After, add sugar to the pot and let it there one minute. Turn off the heat. Then, put the pineapple jam into the boiled....into ..the hot jars. Lastly, put the lid on the glass jar and keep it in the refrigerator. Thank you.</p> <p><b>Student's reply</b>            Self-introduction:            1. My name is .....            2. I am from Singburi.            3. I am .. student.            4. Use the internet.            Talking about food:            1. Breakfast, lunch and dinner.            2. Breakfast            3. Coffee            4. I like fruits.            How to make jam:            1. No, I don't like.</p>	<p>Good morning everyone. My name is ..... I am 16 years old. You can call me Nan. I'm from Singburi. I am a science-based technology student from Singburi vocational college. In my free time, I like to use the internet and watch movies.</p> <p>I would like to talk about food. I have breakfast in the morning, lunch in the afternoon and dinner in the evening. I have breakfast every morning. I like to have fruits and vegetables. It's healthy. And in foreign countries have tea or coffee for breakfast.</p> <p>I would like to talk about how to make jam. Ingredients are four cups of pineapple, four cups of sugar and pectin. There are several methods. Firstly, peel off pineapple. Next, cut into small pieces and mash pineapple. After that, add pectin to the pineapple and stir. Secondly, turn on the heat of the stove and put the pineapple into the pot. When it boiled, add sugar into the pot. Turn off the heat. Finally, take the jam and put it in the cleaned jars. You can eat with cookies and waffle or put in the refrigerator.</p>

No	Pre- test	Post-test
	<p>2. It's sweet. 3. Pineapple 4. Jam is good food for health and jam is ummmm,.... Jam is food processing from fruit.</p>	<p><b>Student's reply</b> Self-introduction: 1. My name is ..... 2. I am from Singburi vocational college. 3. I am a science based student. 4. In my free time, I like to use the internet and watch movies. Talking about food: 1. Breakfast, lunch and dinner. 2. Breakfast 3. Coffee, tea, sandwiches, bread 4. I like to have fruit and vegetables because it's healthy. How to make jam: 1. No, I don't . 2. It's sweet and expensive. 3. Pineapple and strawberry 4. You can eat with cookies and waffle. Thank you.</p>
21	<p>Hello. My name is ..... I. 16 year. I am science based technology at Singburi vocational college. In my free time, I read cartoon and watch TV. I would ahh... talk about food. Morning ..breakfast at noon lunch, and evening dinner. I would ahh... talk about how to make pineapple jam. Ingredients: number one pineapple, number two sugar and number three pectin. First, chop pineapple into bowl. Umm...mix pectin with pineapple and stir. Then, put pineapple into pot on the stove. After that, add sugar to the pot. Put the jam into the jars.... Lastly, have pineapple jam. Thank you.</p> <p><b>Student's reply</b> Self-introduction: 1. My name's ..... 2. I'm from Singburi. 3. I'm..student 4. Read cartoons. Talking about food: 1. Breakfast, lunch and dinner 2. Breakfast 3. Rice 4. Ahh..pork and meat</p>	<p>Hello everyone. My name is ..... I am 16 years old. I am a science-based technology student from Singburi vocational college. In my free time, I like to read cartoon books and watch TV. I would like to talk about food. Breakfast is in the morning. Lunch is in a midday. Dinner is in the afternoon. Australian people have tea or coffee in the morning for breakfast. In foreign countries have tea or coffee for breakfast. Next, I would like to talk about how to make pineapple jam. Important ingredients are four cups of pineapple, four cups of sugar, and a package of pectin. Firstly, wash and peel the pineapple. Then, cut it into small pieces and mash them. Secondly, add pectin to the pineapple. After that, put pineapple into a pot. Thirdly, add sugar to the pot of pineapple. Mix and stir the ingredients. Then, put it into the jar. Lastly, put the lid on the jar. We get pineapple jam. Thank you.</p>

No	Pre- test	Post-test
	<p>How to make jam:</p> <ol style="list-style-type: none"> <li>1. I like.</li> <li>2. I like color jam.</li> <li>3. Pineapple</li> <li>4. Jam have vitamins.</li> </ol>	<p><b>Student's reply</b>  Self-introduction:  1. My name is .....  2. I am from Singburi vocational college.  3. I am a science based student.  4. In my free time, I like to read cartoon books and watch TV.  Talking about food:  1. Breakfast, lunch and dinner.  2. Breakfast  3. Coffee, tea, sandwiches, bread  4. I like to eat meat.  How to make jam:  1. Yes, I like.  2. Because I like color jam.  3. Pineapple and strawberry.  4. Jam has vitamin.</p>
22	<p>Hello everyone. Today, I...my name is ..... I'm....student science-based technology in Singburi vocational college. I am 16 year. In my free time, I love reading and play.... the internet.</p> <p>I would...talk about food. Morning breakfast, lunch and dinner. I like to eat chicken.</p> <p>I would like to talk about how to make jam. May I.....may I start. Ingredients number one sugar, number two...grape, number three a package of pectin... Methods. The first, pour grape into bowl. Next, grind grape to make it's smaller. Then....add pectin to the grape. After that, add sugar to the pot and mix them all together. Put jam into the jars. Thank you.</p> <p><b>Student's reply</b>  Self-introduction:  1. My name is .....  2. I...from Singburi.  3. I am .. student.  4. Free time, I like reading.  Talking about food:  1. Breakfast, lunch and dinner  2. Breakfast  3. Rice  4. Chicken</p>	<p>Good morning teachers and friends. My name is Sunisa Soonjan. I am 16 years old. I am the first year science-based technology student at Singburi vocational college. In my free time, I love reading and search information on the internet.</p> <p>Today, I would like to talk about food. Meals of a day. In the morning calls breakfast. In the afternoon is lunch and in the evening is dinner. I have breakfast every morning. In foreign countries have tea or coffee for breakfast. In foreign countries have coffee and tea for breakfast.</p> <p>Next, I would like to talk about how to make jam. Ingredients are grapes, sugar and a package of pectin. Methods, firstly, wash and pick the grapes into a plate. Then, mash the grapes for 3-4 times or until it become small. Secondly, open a package of pectin and add it to the grapes. After that, take the grapes to the stove and turn the heat on. Thirdly, add sugar to the grapes and wait for one minute. Pour the hot jam into the jars. Thank you.</p>

No	Pre- test	Post-test
	<p>How to make jam:</p> <ol style="list-style-type: none"> <li>1. I like.</li> <li>2. Jam is sweet.</li> <li>3. Grape</li> <li>4. Vitamins</li> </ol>	<p><b>Student's reply</b>  Self-introduction:  <ol style="list-style-type: none"> <li>1. My name is .....</li> <li>2. I am from Singburi vocational college.</li> <li>3. I am a science based student.</li> <li>4. I love reading and search information on the internet.</li> </ol> Talking about food:  <ol style="list-style-type: none"> <li>1. Breakfast, lunch and dinner.</li> <li>2. Breakfast</li> <li>3. Coffee and tea</li> <li>4. I like to have chicken and fruits.</li> </ol> How to make jam:  <ol style="list-style-type: none"> <li>1. Yes, I like jam.</li> <li>2. Because jam is sweet.</li> <li>3. Pineapple, strawberry and grape.</li> <li>4. Jam has vitamin C.</li> </ol> </p>
23	<p>Hello everyone. My name is .....  I am...umm science-based technology student. Singburi vocational college. I'm 16 years old. In free time, I use the internet.  Next, I talk about food. Morning is breakfast, in the afternoon is lunch and in the evening is dinner.  I would like to talk about how to make oranges jam. Ingredients are oranges, sugar and a package of pectin. Methods. First of all, peel...oranges and put them into the bowl. Next, mash them so they become small. Then, add pectin to the bowl and take it to the stove. After that, put sugar in the pot and stir. Last, put the oranges jam into the glass jar. Thank you.</p> <p><b>Student's reply</b>  Self-introduction:  <ol style="list-style-type: none"> <li>1. My name is .....</li> <li>2. I am from Singburi.</li> <li>3. I am a student.</li> <li>4. Use the internet.</li> </ol> Talking about food:  <ol style="list-style-type: none"> <li>1. breakfast, lunch and dinner</li> <li>2. breakfast</li> <li>3. coffee</li> <li>4. I like fruits</li> </ol> </p>	<p>Good morning teachers and friends. My name is ..... I am 16 years old. I am a science-based technology student at Singburi vocational college. I am from Singburi. In my free time, I like to use the internet.  Today, I would like to talk about food. Breakfast is a meal in the morning. In the afternoon calls lunch and dinner or supper is a meal in the evening. I like to drink milk every morning.  Next, I would like to talk about how to make oranges jam.  Important ingredients are four cups of oranges, four cups of sugar and a piece of pectin. There are several methods. Firstly, peel off the oranges and put them in a bowl. Next, mash them with a mashing tool. Then, add one piece of pectin to the bowl of oranges. After that, take the mixed oranges to the pot on the stove. Turn on the heat. Secondly, pour a bowl of sugar to the pot and mix and stir. Finally, put oranges jam into the prepared jars.</p>



No	Pre- test	Post-test
	<p>How to make jam:</p> <ol style="list-style-type: none"> <li>1. Yes, I like.</li> <li>2. Jam is sweet</li> <li>3. Orange and strawberry</li> <li>4. Uhhh..... from food</li> </ol>	<p><b>Student's reply</b>  Self-introduction:  <ol style="list-style-type: none"> <li>1. My name is .....</li> <li>2. I am from Singburi vocational college.</li> <li>3. I am a science based student.</li> <li>4. In my free time, I like to use the internet.</li> </ol> Talking about food:  <ol style="list-style-type: none"> <li>1. Breakfast, lunch and dinner</li> <li>2. Breakfast</li> <li>3. Coffee and tea</li> <li>4. I like to have fruits</li> </ol> How to make jam:  <ol style="list-style-type: none"> <li>1. Yes, I do.</li> <li>2. Because jam is delicious.</li> <li>3. Orange, strawberry, and pineapple.</li> <li>4. Jam is processing from food.</li> </ol> </p>
24	<p>Hello. My name is .....I'm...ahh...I'm science-based technology student from Singburi vocational college. In my free time I like to use the internet and watch television.</p> <p>I ahh...talk about food. Morning is breakfast, lunch in the afternoon and dinner in the evening.</p> <p>I would like ahh..I would like to talk about how to make jam. Ingredients are blueberry, sugar, and pectin. Methods. prepare blueberry...clean blueberry, and mash blueberry. Next, add pectin to the blueberry and stir. Put sugar.....put sugar in blueberry and boiling one minute. prepare jars.....prepare jar by putting in the oven.....put blueberry into jar. Thank you.</p> <p><b>Student's reply</b>  Self-introduction:  <ol style="list-style-type: none"> <li>1. My name is.....</li> <li>2. I... from Singburi</li> <li>3. I am a student.</li> <li>4. Watch TV</li> </ol> Talking about food:  <ol style="list-style-type: none"> <li>1. Breakfast, lunch and dinner</li> <li>2. Ummm.....breakfast</li> <li>3. Rice</li> <li>4. I like chicken.</li> </ol> How to make jam:  <ol style="list-style-type: none"> <li>1. Yes, I like.</li> </ol> </p>	<p>Hello everyone and my name is ..... I am 16 years old. I'm a science-based technology student from Singburi vocational college. In my free time I like to use the internet and watch television.</p> <p>Today, I would like to talk about food. Breakfast is in the morning. Lunch is in the afternoon and dinner is in the evening. I have breakfast every morning. In foreign countries have coffee or tea for breakfast.</p> <p>Next, I would like to talk about how to make jam. The blueberry jam. Ingredients are blueberry, sugar and pectin. Steps, first of all, prepare blueberry, clean blueberry, and mash blueberry. Then, add pectin with blueberry and put it on the stove. Put sugar in blueberry and leave on the stove for one or more minutes. Heat jars in the oven. Put blueberry jam into a heated jar. Thank you.</p> <p><b>Student's reply</b>  Self-introduction:  <ol style="list-style-type: none"> <li>1. My name is .....</li> </ol> </p>

No	Pre- test	Post-test
	2. Jam .. delicious. 3. Blueberry 4. Ummm.....	2. I am from Singburi vocational college. 3. I am a science based student. 4. In my free time, I like to use the internet and watch television. Talking about food: 1. Breakfast, lunch and dinner 2. Breakfast 3. Coffee, tea, sandwiches, bread 4. I like to have chicken and fruits. How to make jam; 1. Yes, I do. 2. Jam is delicious. 3. Blueberry, strawberry, pineapple. 4. Jam is vitamin.
25	<p>Hello everyone. My name is .....            I'm a science based technology student at Singburi vocational college. I am 16.            Today, I would like to talk about food. Morning is breakfast, in the afternoon is lunch and in the evening is dinner.            Next, I would like to talk about how to make strawberry jam. Ingredients strawberry, sugar, and pectin. The first, wash and cut strawberry into pieces. Next, mash the strawberry into a bowl. After that, open a package of pectin and put it in the pot.....mix it until sticky start. Add sugar to the pot and wait for one minute. Fill the jar at....fill the jar at.....with strawberry jam. Close the lid on the jar. Lastly, wait until it's cool and put in the refrigerator. Thank you.</p> <p><b>Student's reply</b>            Self-introduction:            1. My name is .....            2. I am from Pattalung.            3. I am a science based student.            4. Ahh..free time I like to read books.            Talking about food:            1. Breakfast, lunch dinner.            2. Breakfast            3. Coffee            4. I like vegetables.            How to make jam:            1. No, I don't.            2. Jam and sweet.            3. Strawberry.</p>	<p>Good morning everyone. I am .... I'm a science-based technology student at Singburi vocational college. I'm from Pattalung. I am 16 years old. In my free time, I like to read cartoon books and use the internet.            Today, I would like to talk about food, there are three meals each a day, in the morning is breakfast, in a midday is lunch and in the evening is dinner. I have breakfast every morning. In foreign countries have tea or coffee for breakfast.            Next, I would like to talk about how to make strawberry jam. The important ingredients are strawberry four cups, sugar four cups and a package of pectin. Firstly, wash and chop strawberry into pieces. Then, put it into a bowl or plate. Secondly, mash the strawberry for only few minutes. Thirdly, open the package of pectin and pour it around the mashed strawberry ad mix them. The pectin makes the blueberry become thicker. After that, take it</p>

No	Pre- test	Post-test
	4 Jam...vitamin C.	<p>to the stove and turn on the heat. Fourthly, add sugar to the boiled pot and turn off the heat after one minute. Lastly, fill the prepared jars with the hot strawberry jam. Fill the jar and close the lid. Keep the jam in the refrigerator or in the pantry.</p> <p><b>Student's reply</b>  <b>Self-introduction:</b>            1. I am .....            2. I am from Pattalung. I'm studying at Singburi vocational college.            3. I am a science based student.            4. I like to read cartoon books and use the internet</p> <p><b>Talking about food:</b>            1. There are three meals breakfast, lunch and dinner.            2. Breakfast            3. Coffee, tea, sandwiches, bread            4. I like to eat vegetables.</p> <p><b>How to make jam:</b>            1. No, I don't.            2. Jam is sweet.            3. Strawberry, pineapple, grape and orange.            4. Jam has vitamin C.</p>

The questions were as following:

**Self-introduction**

1. What is your name?
2. Where are you from?
3. What do you do?
4. What do you like to do in your free time?

**Talking about food**

1. What meals are there of the day?
2. Which meal is the most important?
3. What kinds of food are popular for breakfast in foreign countries?
4. What kinds of food do you like to have?

**How do you make jam**

1. Do you like jam?
2. Why do / don't you like jam?
3. What fruits are popular to make jam?
4. What are the health benefits of jam?

**Appendix D**  
**English Speaking Performance Rating Sheet**

Pre-test

Student name \_\_\_\_\_ No \_\_\_\_\_ Date \_\_\_\_\_ Score \_\_\_\_\_

**Topic: Self-introduction**

Score Level	Performance <i><u>Fluency and Coherence</u></i>	Total score
5	is willing to speak at length, though may lose coherence at times due to occasional repetition, self-correction or hesitation	
4	usually maintains flow of speech but uses repetition, self-correction and/or show speech to keep going	
3	cannot respond without noticeable pauses and may speak slowly, with frequent repetition and self-correction	
2	gives only simple responses and is frequently unable to convey basic message	
1	pauses lengthily before most words	
<i><b>Lexical resource</b></i>		
5	has a wide enough vocabulary to discuss topics at length and make meaning clear in spite of inappropriacies	
4	manages to talk about familiar and unfamiliar topics but uses vocabulary with limited flexibility	
3	is able to talk about familiar topics but can only convey basic meaning on unfamiliar topics and makes frequent errors in word choice	
2	use simple vocabulary to convey personal information	
1	only produces isolated words or memorized utterances	
<i><b>Grammatical range and accuracy</b></i>		
5	use a mix of simple and complex structures, but with limited flexibility	
4	produces basic sentence forms with reasonable accuracy	
3	produces basic sentence forms and some correct simple sentences but subordinate structures are rare	
2	attempts basic sentence forms but with limited success, or relies on apparently memorized utterance	
1	cannot produce basic sentence forms	
<i><b>Pronunciation</b></i>		
5	can generally be understood throughout, though mispronunciation of individual words or sounds reduces clarity at times	
4	shows all the positive features of Band 3	
3	mispronunciations are frequent and cause some difficulty for the listener	
2	shows some of the features of Band 1	
1	speech is often unintelligible	
	Total	

## English Speaking Performance Rating Sheet

Pre-test
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Student name \_\_\_\_\_ No \_\_\_\_\_ Date \_\_\_\_\_ Score \_\_\_\_\_

### Topic: Talking about food

Score Level	<b>Performance</b> <b><u>Fluency and Coherence</u></b>	Total score
5	is willing to speak at length, though may lose coherence at times due to occasional repetition, self-correction or hesitation	
4	usually maintains flow of speech but uses repetition, self-correction and/or show speech to keep going	
3	cannot respond without noticeable pauses and may speak slowly, with frequent repetition and self-correction	
2	gives only simple responses and is frequently unable to convey basic message	
1	pauses lengthily before most words	
<b><u>Lexical resource</u></b>		
5	has a wide enough vocabulary to discuss topics at length and make meaning clear in spite of inappropriacies	
4	manages to talk about familiar and unfamiliar topics but uses vocabulary with limited flexibility	
3	is able to talk about familiar topics but can only convey basic meaning on unfamiliar topics and makes frequent errors in word choice	
2	use simple vocabulary to convey personal information	
1	only produces isolated words or memorized utterances	
<b><u>Grammatical range and accuracy</u></b>		
5	use a mix of simple and complex structures, but with limited flexibility	
4	produces basic sentence forms with reasonable accuracy	
3	produces basic sentence forms and some correct simple sentences but subordinate structures are rare	
2	attempts basic sentence forms but with limited success, or relies on apparently memorized utterance	
1	cannot produce basic sentence forms	
<b><u>Pronunciation</u></b>		
5	can generally be understood throughout, though mispronunciation of individual words or sounds reduces clarity at times	
4	shows all the positive features of Band 3	
3	mispronunciations are frequent and cause some difficulty for the listener	
2	shows some of the features of Band 1	
1	speech is often unintelligible	
	Total	

## English Speaking Performance Rating Sheet

Pre-test
----------

Student name \_\_\_\_\_ No \_\_\_\_\_ Date \_\_\_\_\_ Score \_\_\_\_\_

### Topic: How to make jam

Score Level	<b>Performance</b> <u><i>Fluency and Coherence</i></u>	Total score
5	is willing to speak at length, though may lose coherence at times due to occasional repetition, self-correction or hesitation	
4	usually maintains flow of speech but uses repetition, self-correction and/or show speech to keep going	
3	cannot respond without noticeable pauses and may speak slowly, with frequent repetition and self-correction	
2	gives only simple responses and is frequently unable to convey basic message	
1	pauses lengthily before most words	
<u><b>Lexical resource</b></u>		
5	has a wide enough vocabulary to discuss topics at length and make meaning clear in spite of inappropriacies	
4	manages to talk about familiar and unfamiliar topics but uses vocabulary with limited flexibility	
3	is able to talk about familiar topics but can only convey basic meaning on unfamiliar topics and makes frequent errors in word choice	
2	use simple vocabulary to convey personal information	
1	only produces isolated words or memorized utterances	
<u><b>Grammatical range and accuracy</b></u>		
5	use a mix of simple and complex structures, but with limited flexibility	
4	produces basic sentence forms with reasonable accuracy	
3	produces basic sentence forms and some correct simple sentences but subordinate structures are rare	
2	attempts basic sentence forms but with limited success, or relies on apparently memorized utterance	
1	cannot produce basic sentence forms	
<u><b>Pronunciation</b></u>		
5	can generally be understood throughout, though mispronunciation of individual words or sounds reduces clarity at times	
4	shows all the positive features of Band 3	
3	mispronunciations are frequent and cause some difficulty for the listener	
2	shows some of the features of Band 1	
1	speech is often unintelligible	
Total		

## English Speaking Performance Rating Sheet

Post-test
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Student name \_\_\_\_\_ No \_\_\_\_\_ Date \_\_\_\_\_ Score \_\_\_\_\_

### Topic: Self-introduction

Score Level	<b>Performance</b> <b><u>Fluency and Coherence</u></b>	Total score
5	is willing to speak at length, though may lose coherence at times due to occasional repetition, self-correction or hesitation	
4	usually maintains flow of speech but uses repetition, self-correction and/or show speech to keep going	
3	cannot respond without noticeable pauses and may speak slowly, with frequent repetition and self-correction	
2	gives only simple responses and is frequently unable to convey basic message	
1	pauses lengthily before most words	
<b><u>Lexical resource</u></b>		
5	has a wide enough vocabulary to discuss topics at length and make meaning clear in spite of inappropriacies	
4	manages to talk about familiar and unfamiliar topics but uses vocabulary with limited flexibility	
3	is able to talk about familiar topics but can only convey basic meaning on unfamiliar topics and makes frequent errors in word choice	
2	use simple vocabulary to convey personal information	
1	only produces isolated words or memorized utterances	
<b><u>Grammatical range and accuracy</u></b>		
5	use a mix of simple and complex structures, but with limited flexibility	
4	produces basic sentence forms with reasonable accuracy	
3	produces basic sentence forms and some correct simple sentences but subordinate structures are rare	
2	attempts basic sentence forms but with limited success, or relies on apparently memorized utterance	
1	cannot produce basic sentence forms	
<b><u>Pronunciation</u></b>		
5	can generally be understood throughout, though mispronunciation of individual words or sounds reduces clarity at times	
4	shows all the positive features of Band 3	
3	mispronunciations are frequent and cause some difficulty for the listener	
2	shows some of the features of Band 1	
1	speech is often unintelligible	
Total		

## English Speaking Performance Rating Sheet

Post-test
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Student name \_\_\_\_\_ No \_\_\_\_\_ Date \_\_\_\_\_ Score \_\_\_\_\_

### Topic: Talking about food

Score Level	Performance <i><u>Fluency and Coherence</u></i>	Total score
5	is willing to speak at length, though may lose coherence at times due to occasional repetition, self-correction or hesitation	
4	usually maintains flow of speech but uses repetition, self-correction and/or show speech to keep going	
3	cannot respond without noticeable pauses and may speak slowly, with frequent repetition and self-correction	
2	gives only simple responses and is frequently unable to convey basic message	
1	pauses lengthily before most words	
<b><u>Lexical resource</u></b>		
5	has a wide enough vocabulary to discuss topics at length and make meaning clear in spite of inappropriacies	
4	manages to talk about familiar and unfamiliar topics but uses vocabulary with limited flexibility	
3	is able to talk about familiar topics but can only convey basic meaning on unfamiliar topics and makes frequent errors in word choice	
2	use simple vocabulary to convey personal information	
1	only produces isolated words or memorized utterances	
<b><u>Grammatical range and accuracy</u></b>		
5	use a mix of simple and complex structures, but with limited flexibility	
4	produces basic sentence forms with reasonable accuracy	
3	produces basic sentence forms and some correct simple sentences but subordinate structures are rare	
2	attempts basic sentence forms but with limited success, or relies on apparently memorized utterance	
1	cannot produce basic sentence forms	
<b><u>Pronunciation</u></b>		
5	can generally be understood throughout, though mispronunciation of individual words or sounds reduces clarity at times	
4	shows all the positive features of Band 3	
3	mispronunciations are frequent and cause some difficulty for the listener	
2	shows some of the features of Band 1	
1	speech is often unintelligible	
	Total	



## English Speaking Performance Rating Sheet

Post-test
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Student name \_\_\_\_\_ No \_\_\_\_\_ Date \_\_\_\_\_ Score \_\_\_\_\_

### Topic: How to make jam

Score Level	<b>Performance</b> <i><u>Fluency and Coherence</u></i>	Total score
5	is willing to speak at length, though may lose coherence at times due to occasional repetition, self-correction or hesitation	
4	usually maintains flow of speech but uses repetition, self-correction and/or show speech to keep going	
3	cannot respond without noticeable pauses and may speak slowly, with frequent repetition and self-correction	
2	gives only simple responses and is frequently unable to convey basic message	
1	pauses lengthily before most words	
<i><u>Lexical resource</u></i>		
5	has a wide enough vocabulary to discuss topics at length and make meaning clear in spite of inappropriacies	
4	manages to talk about familiar and unfamiliar topics but uses vocabulary with limited flexibility	
3	is able to talk about familiar topics but can only convey basic meaning on unfamiliar topics and makes frequent errors in word choice	
2	use simple vocabulary to convey personal information	
1	only produces isolated words or memorized utterances	
<i><u>Grammatical range and accuracy</u></i>		
5	use a mix of simple and complex structures, but with limited flexibility	
4	produces basic sentence forms with reasonable accuracy	
3	produces basic sentence forms and some correct simple sentences but subordinate structures are rare	
2	attempts basic sentence forms but with limited success, or relies on apparently memorized utterance	
1	cannot produce basic sentence forms	
<i><u>Pronunciation</u></i>		
5	can generally be understood throughout, though mispronunciation of individual words or sounds reduces clarity at times	
4	shows all the positive features of Band 3	
3	mispronunciations are frequent and cause some difficulty for the listener	
2	shows some of the features of Band 1	
1	speech is often unintelligible	
	<b>Total</b>	



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