THE USE OF CREATIVE ACTIVITIES FOR ENHANCING ENGLISH SPEAKING AND LISTENING SKILLS OF MATHAYOM SUKSA 2 STUDENTS AT BAAN SRIBOONREUNG SCHOOL, CHIANG MAI

การใช้กิจกรรมสร้างสรรค์ เพื่อเพิ่มพูนทักษะการพูดและการฟังภาษาอังกฤษของนักเรียนระดับชั้นมัธยมศึกษาปีที่ 2 โรงเรียนบ้านศรีบุญเรือง จังหวัดเชียงใหม่

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AN INDEPENDENT STUDY SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF MASTER OF ARTS PROGRAM IN ENGLISH LANGUAGE STUDIES GRADUATE SCHOOL, CHIANG MAI RAJABHAT UNIVERSITY ACADEMIC YEAR 2021

Independent Study Title The Use of Creative Activities for Enhancing Students English Speaking and Listening Skills of Mathayom Suksa 2 Students at Baan Sriboonreung School, Chiang Mai

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Independent Study Title   : The Use of Creative Activities for Enhancing English Speaking and Listening Skills of Mathayom Suksa 2 Students at Baan Sriboonreung School, Chiang Mai

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ABSTRACT

The objectives of this research were 1) to study the learning achievement of Mathayom Suksa 2 students in speaking and listening skills before and after the use of creative activities and 2) to investigate the students' opinions on the use of creative activities. The study was an experimental research with a one-group pretest-posttest design. The population was composed of 30 Matthayom Suksa 2 students at Baan Sriboonrueng School. Three research instruments were four English lesson plans, a speaking and listening pre-posttest with 30 items, and a questionnaire. The data were statistically analyzed for mean, standard deviation, and t-test dependent.

The results revealed that the posttest mean was higher than the pretest mean with the mean scores of 21.87 and 10.60, respectively. The t-test indicated that there is a statistically significant difference between the pretest and posttest means at the .01 level. It can be concluded that the creative activities can significantly enhance students' English speaking and listening skills. Furthermore, the students expressed a positive opinion with the highest level of 4.51 on the use of creative activities in their learning process.

Keywords: Listening Skill, Speaking Skill, Creative Activities, Mathayom Suksa 2 Students

หัวข้อการค้นคว้าอิสระ	**:** การใช้กิจกรรมสร้างสรรค์ เพื่อเพิ่มพูนทักษะการพูดและการฟัง ภาษาอังกฤษของนักเรียนระดับชั้นมัธยมศึกษาปีที่ 2 โรงเรียน บ้านศรีบุญเรือง จังหวัดเชียงใหม่
ผู้วิจัย	: เขมิกา ขาววรรณา
สาขาวิชา	: ภาษาอังกฤษศึกษา
อาจารย์ที่ปรึกษาการค้นคว้าอิสระ	
: ผู้ช่วยศาสตราจารย์ ดร. ดุษฎี รังษีชัชวาล	อาจารย์ที่ปรึกษาการค้นคว้าอิสระ

บทคัดย่อ

การวิจัยครั้งนี้มีวัตถุประสงค์ 1) เพื่อศึกษาผลสัมฤทธิ์ทางการเรียนของนักเรียน ระดับชั้นมัธยมศึกษาปีที่ 2 ทางด้านทักษะการพูดและการฟังก่อนและหลังการใช้กิจกรรม สร้างสรรค์ 2) เพื่อศึกษาเจตคติของนักเรียนที่มีต่อการใช้กิจกรรมสร้างสรรค์ การวิจัยนี้เป็นการวิจัย กึ่งทดลอง แบบกลุ่มเดียวทดสอบก่อนและหลังการใช้กิจกรรมสร้างสรรค์ กลุ่มตัวอย่างคือนักเรียน ระดับมัธยมศึกษาปีที่ 2 โรงเรียนบ้านศรีบุญเรือง จำนวน 30 คน ด้วยวิธีการเลือกแบบเจาะจง เครื่องมือที่ใช้ในการวิจัยครั้งนี้ ได้แก่ แผนการสอน แบบทดสอบการพูดและการฟังก่อนและหลัง เรียน จำนวน 30 ข้อ และแบบสอบถาม สถิติที่ใช้ในการวิเคราะห์ข้อมูล ได้แก่ ค่าเฉลี่ย ส่วน เบี่ยงเบนมาตรฐาน และการทดสอบค่าที

ผลการวิจัยพบว่า ค่าเฉลี่ยของคะแนนการทดสอบหลังเรียนสูงกว่าก่อนเรียน 21.87 และ 10.60 ตามลำดับ จากการทดสอบค่าที พบว่า ค่าเฉลี่ยระหว่างคะแนนการทดสอบหลังเรียนกับ ก่อนเรียนแตกต่างกันอย่างมีนัยสำคัญที่ระดับ 0.01 จึงสรุปได้ว่า การจัดการเรียนการสอนด้วย กิจกรรมสร้างสรรค์สามารถพัฒนาความสามารถในการพูดและฟังภาษาอังกฤษของนักเรียนได้ อย่างมีนัยสำคัญ นอกจากนี้นักเรียนยังแสดงความคิดเห็นเชิงบวกต่อการใช้กิจกรรมสร้างสรรค์ใน การพัฒนาทักษะการฟังและการพูดภาษาอังกฤษในระดับมากที่สุด (4.51)

คำสำคัญ : ทักษะการพูด, ทักษะการฟัง, กิจกรรมสร้างสรรค์, นักเรียนชั้นมัธยมศึกษาปีที่ 2

ACKNOWLEDGEMENTS

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CHAPTER 1

INTRODUCTION

Background and Rationale

English language acquisition is a stepping-stone to access the knowledge that is important for the educational, economical, and national development of a country. Knowledge of English is also good for self-development both in one's career and searching for more information. Moreover, English is taught in many countries as a second language or as a foreign language. It is widely used as a communicative device by people across the globe, and English is also noticeable as a lingua franca over the world.

> *Out of the world's approximately 7.5 billion inhabitants, 1.5 billion speak English — that's 20% of the Earth's population. However, most of those people aren't native English speakers. About 360 million people speak English as their first language. In addition to being widely spoken, English is by far the most commonly studied foreign language in the world, followed by French at a distant second. (Lyons, 2017)*

In Thailand, English is mostly used by Thai people to interact with foreign people, especially in the tourism industry and the international business field (Todd, 2006). According to the World Bank (2010, as cited in Simpson, 2011), Thailand is anticipated to be the second maximum attractive place in ASEAN for drawing worldwide commercial enterprise investment the use of English as a communicative tool. Consequently, English has turn out to be a tool for worldwide organizations based totally in Thailand. More importantly, English will play a function as the principal language for interplay between the ten ASEAN member nations in the ASEAN Community. Thus, English is simply in use as a lingua franca in Thailand.

While English will necessarily turn out to be part of Thai people's lives, English teaching and learning in Thailand is likely to be ineffective. In Education,

English is a main subject in the Basic Education Core Curriculum. It is the second level of importance in the curriculum. Students will succeed in English study if they work hard and practice each of the basic skills: listening, speaking, reading, and writing. However, from the average scores of the O-Net tests for academic year 2016, students in grade 9 or Mathayom Suksa 3 from 645,685 people got the average scores for English reducing, that mean they failed (National Institute of Educational Testing Service, Public Organization, 2018). One of numerous elements leading to this trouble is the English teaching system in Thailand. According to Simpson (2011), English teaching in Thailand concentrates on grammar and accuracy, teachers usually deliver English training using the Thai language, therefore, students are not sufficiently delivered to speaking and listening capabilities. As a result, Thai people and students have problems with English language speaking and listening.

Speaking and listening skills are important and essential for English study. Everyone wants to succeed in these skills. However, Thai students are still faced with a problem. Although teaching in Thailand has changed from teacher-centered to an emphasis on student-centered, speaking and listening skills are still difficult and challenging for English learners. Students cannot use their knowledge in real-life daily situation. According to Pongpanich (2008) the major problems of Thai students were lacking confidence to speak from their limited knowledge and vocabularies. Also, Ritthirat and Chiramanee (2014) stated that the problems and obstacles for English speaking skill development were being frightened and being anxious from not enough vocabularies. Some researchers have attempted to discover different elements contributing to unsuccessful English teaching and getting to know in Thailand. For example, Mackenzie (2002) observed that being too shy to speak English, being not motivated to speak in English, stressful an excessive amount of about accuracy, and relying on rote memorization are traits of Thai inexperienced persons that cause useless English language getting to know. Furthermore, children need more movement and competition. Teachers should design lesson plans and activities appropriately.

In addition, the lack of English communique proficiency noted has worried the Thai government for a long term and that they have made a great deal of effort into dealing with this problem. As Punthumasen (2007) shows that the government has launched diverse strategies and regulations to help Thai students to grasp better English

capabilities over a period of decades. In addition, several teaching approaches have been adopted to improve Thai English students. The communicative approach is used more in the classroom with other developments, such as using new technology to assist in language learning. Moreover, at present, there is more emphasis on modern learning theories such as Information Process Theory, Theory of Multiple Intelligence, Constructivism and Constructionism.

There is currently a particular focus on Constructionism and its emphasis on increasing students' knowledge leading them to create work appropriately. Under the constructivism theory, students can build on their personal experiences, by being active and social in the learning process, and by learning by doing (active learning). Also with a new learning model: Creativity-Based Learning (CBL), which is one of the students-centered approaches. In the Creativity-Based Learning manner, students learn how to create, redefine, and analyze the trouble. They additionally discover ways to transfer expertise into practice and accumulate creative thinking capabilities and verbal exchange capabilities (Ruechaipanit, 2013). Creativity is fast turning into a very critical ability in recent years. Creative activities help to spark kid's herbal interest and create their personal adventure of exploration, discovery, and development. Creative sports are specifically properly for motivation When children can create something this is essential to them, they are more likely to paintings hard and take manage in their very own gaining knowledge of.

Creativity is set having new ideas and expressing ourselves in our very own way-whether that is singing songs, writing stories, developing motion pictures, or thinking about how to remedy a hassle. A key part of creativity is the capacity to imagine, to look things not just as they may be, however as they are probably. Imagination offers youngsters with lots of contexts, topics, and ideas for the usage of language. Using language in ways which are exciting and significant is fantastic for motivation. According to Power (2015), proposed that students had positive about the opportunities of creativity and the government needs to do more to encourage creativity in education. Creative activities

According to Preecha (2015), the students were able to examine higher when CBL apply. The creative sports helped expand the students' fluency in oral, listening, written manufacturing and improved their expertise of English grammar and

structure. Creativity performs role in growing college students' highbrow talents and academic achievements (Avila, 2015; Becker and Roos, 2016; Nedjah & Hamada, 2017; Pelenkahu, 2017; Piri, 2019). In addition, Seveckova (2016) presented that using creative techniques and tactics within the coaching of foreign languages allows college students in figuring out to make overseas language learning a lifelong ardor.

This study focused on speaking and listening skills of Mathayom Suksa 2 students at Baan Sriboonreung school. In this school, most of the students are tribal people; 50% are Tai, 30% are Lahu, and 20% are Thai. Students here are faced with the multi-language culture by their context. They have diversity in both language and culture. Students have their own language while studying Thai and English. Tai students speak Tai as a mother tongue, northern Thai, central Thai while Lahu students speak Lahu as a mother tongue, northern Thai, and central Thai. The Thai students also speak northern Thai and central Thai. Then when they learn English, it is not second language, but it is as a foreign language. From the school test, it was found that students had low scores in English in all skills especially, speaking and listening.

Thus, the present study focuses on improving speaking and listening skills by using the creative activities with the designed lesson plans, the researcher hoped that the creative activities – DAPA model could help students improve their English' speaking and listening skills as well. In this study, the researcher implemented the creative activities called DAPA to improve students' speaking and listening skills related to the criteria and curriculums of Mathayom Suksa 2 level. The DAPA consists of many creative activities including:

D = Drawing and Speaking
A = Audio and Video
P = Photography
A = Animation

The activities were implemented in four topics for five weeks which can support students understanding their lessons clearly. Students were divided in three groups and learning with team members with creative activities. The creative activities - DAPA also promotes cooperative and active learning which provides students the

chance to learn and help each other in their groups. According to the Constructionism, after learning each topic, students create their products relate with activities and topics.

D – Drawing & Speaking, students create Picture Books.

A – Audio & Video, students create Video Clips.

P - Photography, students create Photo Books.

A – Animation, students create Animation Emoticons.

Therefore, to increase the opportunity to improve the students speaking and listening, the creative activities – DAPA is a teaching tool for teacher to develop the students' speaking and listening skills as well as the motivation and engagement in English learning.

Research Objectives

1. To study the learning achievement of Mathayom Suksa 2 students in speaking and listening skills before and after the use of creative activities.

2. To investigate students' opinion on the use of creative activities.

Expected Results

1. After learning English through creative activities, students' English speaking and listening skills will increase.

2. After learning English through creative activities, the students will have positive opinions.

Research Scope

Population and Sample Group

The population was 30 students in Mathayom Suksa 2 at Baan Sriboonreung School, Chiang Mai

Scope of Content

This study focused on improving English speaking and listening skills by using the creative activities of Mathayom Suksa 2 at Baan Sriboonreung Schools. The

contents include 5 topics on body and illness, tonight's plan, food and drink, and animal and dream.

Scope of Time and Place

     1. Time: Duration is in one month totalling 20 lessons and 50 minutes per each.

     2. Place; Baan Sriboonreung School, Sunsai district, Chiang Mai province

Variables

There were 2 variables in this study:

     1. Independent Variable; creative activities

     2. Dependent Variable; students' ability, students' opinion

Definitions of Terms

     In this study, there are some words that need to be defined:

     1. **Creative Activities**

     Creative activities are activities that implement the learning experience aims to develop English speaking and listening skills through the link between prior knowledge and new knowledge gained through interaction and creative expression through creative activities. They are characterized by originality and the use of imagination. In this study, creative activities included many activities that used a Creativity-Based Learning approach to achieve better student skill outcomes, which may be comics, picture book, art, song, game, and drama.

     Creative activities in this study refer to 4 activities as follows:

     1.1. D = Drawing & Speaking

       The vocabulary games: matching game, memory game, charades game, pick and say, drawing from word, hit it game, Bingo.

     1.2. A = Audio & Video

       Students listen and watch video; they learn the conversation and patterns.

     1.3. P = Photography

       Students take photos of find photos related the topics.

     1.4. A = Animation

       Students make emoticons to show their feelings.

The researcher used the DAPA model to teach students 4 topics and each topic lasts 5 lessons. There are 20 lessons totaling. After each topic, students did the worksheets and created their products. The evaluation of their products was assessed with the rubrics and assessment form which were designed by the researcher.

2. **Speaking and Listening Skill**

In this study, the speaking and listening skills related to the standard and indicators of the Basic Education Core Curriculums especially for Matthayom Suksa 2 level.

The speaking and listening skills in this study emphasis in four topics in their daily life on body and illness, tonight's plan, food and drink, and animal and dream. The creative activities help link between the prior and present knowledge to build the new knowledge. After the learning, the students can give advice, tell situations, give instruction, and express feeling.

3. **Students**

Students in this study were 30 Matthayom Suksa 2 students at Baan Sriboonrueng School, Sansai district, Chiang Mai province.

Conceptual Framework
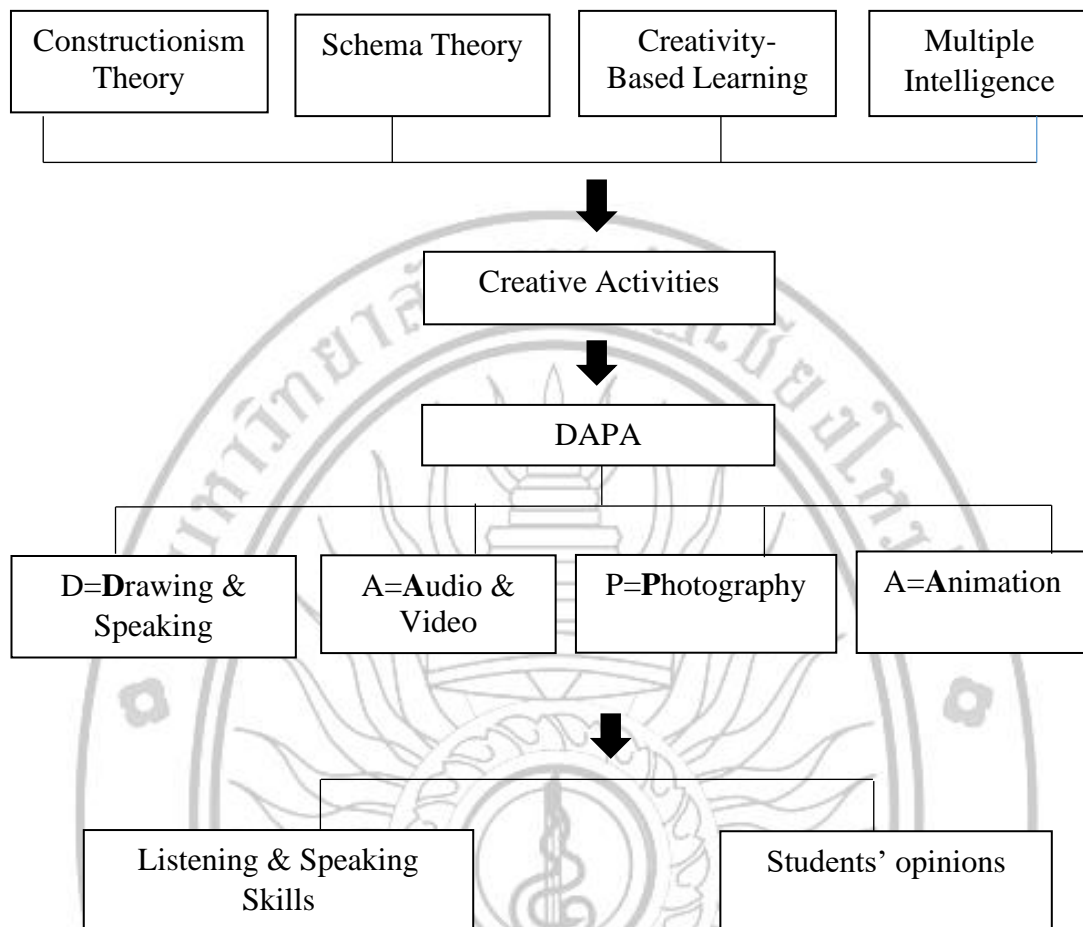
Figure 1.1 Conceptual Framework

The theory related in this study was the constructionism which emphasis learning by making. Students constructed mental models to understand the world around them. The creative activities called DAPA were provided in each topic to promote the understanding and improve their listening and speaking skills. The researcher hoped that from creative activities and working in groups made students have more motivation, have more listening and speaking skills with a positive opinion after using the creative activities in their class for 20 lessons with four topics.

CHAPTER 2

LITERATURE REVIEW

The focus of this study is English speaking and listening skill enhancement through creative activities of Grade 8 students at Baan Sriboonreung School. This chapter presents the learning standards and indicators of Thai English curriculum, related theories, and definitions, and related research and papers/prior efforts. It is organized as follows:

1. English Curriculum
2. Theories of Learning Language
    2.1 Constructivism Theory
    2.2 Constructionism Theory
    2.3 Cognitive Development
    2.5 Schema Theory
    2.4 Metacognition
3. Multiple Intelligence
4. Second Language Acquisition Learning
5. Multilingualism
6. Creativity-Based Learning
    6.1. Definition
    6.2. Creativity-Based Learning Model
    6.3. Creativity-Based Learning Procedure
    6.4. Benefit of creativity-Based Learning
    6.5. Creative Activities
7. Speaking and Listening Skills
8. School Contexts
9. Related Studies

English Curriculum

Learning Standards and Indicators for Foreign Languages under the Basic Education Core Curriculums (B.E.2551)

Grade 8 Expected Learning Outcome

1. Act in compliance with the orders, requests, and instructions they have got heard and study; appropriately read aloud sentences, texts, testimonies, and brief verses by way of watching the concepts of analysing; select/specify the sentences and textual content corresponding to the meanings of symbols or signs examine; inform the primary idea and answer questions after being attentive to and reading dialogues, easy memories and stories.

2. Speak/write in an alternate in interpersonal communication; use orders and requests and deliver commands; communicate/write to specific wishes; ask for help; receive and refuse to give help in simple situations; communicate and write to invite for and deliver information about themselves, pals, families, and topics around them; talk/write to specific their feelings about numerous topics and activities round them, as well as provide short justifications.

3. Speak/write to offer information approximately themselves, buddies, and the surrounding surroundings; draw photos, plans, charts, and tables to expose the various information they have got heard and study; communicate/write to expose evaluations approximately numerous subjects round them.

4. Use phrases, tone of voice, gestures, and manners in a well-mannered way and as it should be via staring at the social manners and culture of local audio system; supply statistics about the gala's/crucial days/celebrations/lifestyles of native speakers; take part in language and cultural sports according with their pastimes.

5. Give similarities/variations between the pronunciation of diverse kinds of sentences, use of punctuation marks and phrase order regarding systems of sentences in foreign languages and in Thai language; evaluate the similarities/variations among the fairs, celebrations, and traditions of native audio system and those of Thais.

6. Search for and acquire the phrases related to different getting to know areas from learning sources and present them thru speaking/writing.

7. Use languages to communicate diverse conditions within the lecture room and in school.

8. Use overseas languages in searching for and accumulating various records.

9. Are skilful in the usage of overseas languages (with emphasis on listening, talking, reading, and writing) to communicate about themselves, their families, faculties, the environment, foods, liquids, free time and undertaking, fitness, and welfare, selling and shopping for, and weather with the vocabulary of round 1,050-1,200 phrases (concrete and summary words)

10. Use simple and compound sentences to communicate meanings in various contexts.

Theories of Learning Language

English is a huge lingua franca in the world. It is taught in lots of countries, including in Thailand. English is a compulsory subject in all government schools. Government tries to encourage English achievement through teacher training. In the same way, teachers also try to develop their students' skills. Even though, there are development learnings afforded, from many articles and research still shown the low rate of learning achievement, especially from the national average test score.

Constructivism theory

Constructivism as a paradigm or worldview posits that learning is an active, constructive process. The learner is an information constructor. People actively construct or create their own subjective representations of objective reality. New information is linked to prior knowledge, thus mental representations are subjective.

Constructivism is the theory that says learners construct knowledge rather than just passively take in information. As people experience the world and reflect upon those experiences, they build their own representations and incorporate new information into their pre-existing knowledge (schemas).

Related to this are the processes of assimilation and accommodation.

1. Assimilation refers to the process of taking new information and fitting it into an existing schema.

2. Accommodation refers to using newly acquired information to revise and redevelop an existing schema.

For example, if I believe that friends are always nice, and meet a new person who is always nice to me I may call this person a friend, assimilating them into my schema. Perhaps, however, I meet a different person who sometimes pushes me to try harder and is not always nice. I may decide to change my schema to accommodate this person by deciding a friend does not always need to be nice if they have my best interests in mind. Further, this may make me reconsider whether the first person still fits into my friend schema.

Consequences of constructivist theory are that:

1. Students learn best when engaged in learning experiences rather passively receiving information.

2. Learning is inherently a social process because it is embedded within a social context as students and teachers work together to build knowledge.

3. Because knowledge cannot be directly imparted to students, the goal of teaching is to provide experiences that facilitate the construction of knowledge.

This last point is worth repeating. A traditional approach to teaching focuses on delivering information to students, yet constructivism argues that you cannot directly impart this information. Only an experience can facilitate students to construct their own knowledge. Therefore, the goal of teaching is to design these experiences.

Consequences for the classroom:

There are many consequences for teaching and the classroom if you adhere to constructivist principles. The following chart from the Teaching and Learning Resources wiki compares traditional and constructivist classrooms across several components

Table 2.1   Comparison of traditional and constructivist classrooms

Traditional Classroom	Constructivist Classroom
Curriculum begins with the parts of the whole. Emphasizes basic skills.	Curriculum emphasizes big concepts, beginning with the whole and expanding to include the parts.
Strict adherence to fixed curriculum is highly valued.	Pursuit of student questions and interests is valued.
Materials are primarily textbooks and workbooks.	Materials include primary sources of material and manipulative materials.
Learning is based on repetition.	Learning is interactive, building on what the student already knows.
Teachers disseminate information to students. Students are recipients of knowledge.	Teachers have a dialogue with students, helping students construct their own knowledge.
Teacher's role is directive, rooted in authority.	Teacher's role is interactive, rooted in negotiation.
Assessment is through testing and correct answers.	Assessment includes student works, observations and points of view, as well as tests. Process is as important as product.
Knowledge is seen as inert.	Knowledge is seen as dynamic, ever changing with our experiences.
Students work primarily alone.	Students work primarily in groups.

Essential components to constructivist teaching

There are several main components to include if you plan on adhering to constructivist principles in your classroom or when designing your lessons. The following are from Baviskar, Hartle & Whitney (2009):

1. Elicit prior knowledge

New knowledge is created in relation to learner's pre-existing knowledge. Lessons, therefore, require eliciting relevant prior knowledge. Activities include pre-tests, informal interviews and small group warm-up activities that require recall of prior knowledge.

2. Create cognitive dissonance

Assign problems and activities that will challenge students. Knowledge is built as learners encounter novel problems and revise existing schemas as they work through the challenging problem.

    3.   Apply knowledge with feedback

Encourage students to evaluate new information and modify existing knowledge. Activities should allow for students to compare pre-existing schema to the novel situation. Activities might include presentations, small group or class discussions, and quizzes.

    4.   Reflect on learning

Provide students with an opportunity to show you (and themselves) what they have learned. Activities might include presentations, reflexive papers or creating a step-by-step tutorial for another student.

Examples of constructivist classroom activities

    1.   Reciprocal teaching/learning. Allow pairs of students to teach each other.

    2.   Inquiry-based learning (IBL)

Learners pose their own questions and seek answers to their questions via research and direct observation. They present their supporting evidence to answer the questions. They draw connections between their pre-existing knowledge and the knowledge they have acquired through the activity. Finally, they draw conclusions, highlight remaining gaps in knowledge and develop plans for future investigations.

    2.1. Examples of Inquiry-Based Labs (Video)

    2.2. Inquiry-Based Labs: A Case Study in Biological Sciences (Video)

    2.3. Assessment Options for Inquiry-Based Labs: Summative Assessment in Biological Sciences Example (Video)

    3.   Problem-based learning (PBL)

The main idea of PBL is like IBL: learners acquire knowledge by devising a solution to a problem. PBL differs from IBL in that PBL activities provide students with real-world problems that require students to work together to devise a solution. As the group works through the challenging real-world problem, learners acquire communication and collaboration skills in addition to knowledge.

    3.1. PBL In Action in Medical School (Video)

3.2. Mercer University School of Medicine PBL (Video)

4. Cooperative learning

Students work together in small groups to maximize their own and each other's learning. Cooperative learning differs from typical group work in that it requires interdependence among group members to solve a problem or complete an assignment.

Constructionism theory

This theory informed by Seymour Papert (1928-2016), a founding faculty member of the MIT Media Lab, developed the concept of constructionism. Based on Piaget's constructivism, constructionism emphasizes the agency of young people as active participants in the construction of their own learning.

Constructionist learning is inspired by the constructivist theory that individual learners construct mental models in order to understand the world around them. Constructionism advocates student-centered, discovery learning where students use information they already know to acquire more knowledge. Students learn through participation in project-based learning where they make connections between different ideas and areas of knowledge facilitated by the teacher through coaching rather than using lectures or step-by-step guidance. Further, constructionism holds that learning can happen most effectively when people are active in making tangible objects in the real world. In this sense, constructionism is connected with experiential learning and builds on Jean Piaget's epistemological theory of constructivism.

Seymour Papert defined constructionism in a proposal to the National Science Foundation entitled *Constructionism: A New Opportunity for Elementary Science Education* as follows:

> *The word constructionism is a mnemonic for two aspects of the theory of science education underlying this project. From constructivist theories of psychology, we take a view of learning as a reconstruction rather than as a transmission of knowledge. Then we extend the idea of manipulative materials to the idea that learning is most effective when part of an activity the learner experiences as constructing a meaningful product. (Papert, 1991)*

Some scholars have tried to describe constructionism as a "learning-by-making" formula but, as Seymour Papert and Idit Harel (1991) say at the start of *Situating Constructionism*, it should be considered "much richer and more

multifaceted, and very much deeper in its implications than could be conveyed by any such formula."

Constructionism in Thailand

The Constructionism concept began to enter in Thailand in 1997 when the Educational Development Foundation in cooperation with the Seymour Papert established the Lighthouse project and provided pilot projects at various locations in Thailand.

Phetcharak (2005, cited in The Office of the Education Council Secretariat, 2013) discussed the important principles of Constructionism theory are as follows:

1. Students create knowledge by themselves. Students create things or engage in learning activities by themselves. They interact with a meaningful environment which will include the interaction between the learners' own knowledge from their experiences and the external environment, that able to connect and create new knowledge.

2. Students-centered. Theoretical principles Teachers must set up a teaching and learning atmosphere that allows learners to take action on their own learning activities. With a wide variety of choices and happy learning Able to link knowledge between new knowledge and old knowledge. Teachers act as assistants and facilitators.

3. Principles of experiential and environmental learning. This principle emphasizes the importance of learning together. Make the students see that people are another important source of knowledge Theoretical teaching It is an experience to prepare people to go out and face the world. If the learners see that people are an important source of knowledge and able to exchange knowledge with each other When you graduate, you can adapt and work more effectively with others.

4. Principles of using technology as a tool. This principle focuses on the use of technology to seek knowledge from various sources of knowledge by oneself. As a result, the behavior is ingrained when the learner learns how to learn.

From the study of learning management methods according to the construction theory. There are guidelines for learning management as follows (Phetcharak, 2001)

1. Emphasize the importance of the learners' learning process and the importance of prior knowledge

2. Allow students to be able to demonstrate knowledge by themselves and be able to build knowledge on their own.

3. Learning requires students to act. The students find knowledge by themselves to increase their knowing. The students continue to learn, analyze until they know deep inside.

Researching deeper Teaching and learning focus on students to learn by creating something that is meaningful to self.

Briefly, the Constructionism is a self-knowledge theory, it is a learning theory that focuses on the students who create the knowledge themselves. It is essential that knowledge is not solely from the teaching of the teacher or the tutor. But knowledge will arise and be created by the learner himself. Learning will only take place if the learner is doing it himself. There are bases on the process of creating two processes together.

The first thing is that the learner learns by creating new knowledge by himself. Knowledge will arise from the interpretation of the experience gained. If it is a direct experience that the student does by himself, it will bring about meaningful knowledge.

The second thing is that the learning process is most effective. If that process is meaningful to that learner.

Therefore, in the teaching process of teachers, students should build knowledge from what they have and develop on their own. Teacher-centered teaching should be tailored to suit the subject matter and are student-centered. Teaching by force of knowledge makes the learner learn less than allowing the learner to build knowledge by himself.

Cognitive Development

Cognitive development means how children think, explore and figure things out. It is the development of knowledge, skills, problem solving and dispositions, which help children to think about and understand the world around them. Brain development is part of cognitive development.

According to Piaget's (1936) theory of cognitive development explains how a child constructs a mental model of the world. He disagreed with the concept that intelligence was a fixed trait and regarded cognitive development as a process which occurs due to biological maturation and interaction with the environment.

Piaget (1936) was the first psychologist to make a systematic study of cognitive development. His contributions include a stage theory of child cognitive development, detailed observational studies of cognition in children, and a series of simple but ingenious tests to reveal different cognitive abilities.

Piaget identified four stages in cognitive development:

1. Sensorimotor stage (Infancy). In this period, intelligence is demonstrated through motor activity without the use of knowledge. Knowledge of the world is limited because it is based on physical interactions/experiences. Children acquire object permanence at about 7 months of age. Physical development allows the child to begin developing new intellectual abilities. Some symbolic abilities are developed at the end of this stage.

2. Pre-operational stage (Toddler and Early Childhood). In this period, intelligence is demonstrated using symbols, language use matures, and memory and imagination are developed, but thinking is done in a nonlogical, non-reversable manner. Egocentric thinking predominates.

3. Concrete operational stage. In this stage intelligence is demonstrated through logical and systematic manipulation of symbols related to concrete objects. Operational thinking develops. Egocentric thought diminishes.

4. Formal operational stage. In this stage, intelligence is demonstrated through the logical use of symbols related to abstract concepts. Early in the period there is a return to egocentric thought. Only 35% of high school graduates in industrialized countries obtain formal operations; many people do not think formally during adulthood.

Schema Theory

Schema theory is a branch of cognitive science concerned with how the brain structures knowledge. A schema is an organized unit of knowledge for a subject or event. It is based on past experiences and is accessed to guide current understanding or action. The theory complements neuroscience's well-established terminology for

levels of structural analysis (brain region, neuron, synapse) with a functional vocabulary, a framework for analysis of behavior with no necessary commitment to hypotheses on the localization of each schema, but which can be linked to a structural analysis whenever appropriate. Schemas provide a high-level vocabulary which can be shared by brain theorists, cognitive scientists, connectionists, ethologists and even kinesiologist, even though the implementation of the schemas may differ from domain to domain.

Bartlett's Schema Theory

Schemata were initially introduced into psychology and education through the work of the British psychologist Sir Frederic Bartlett (1886–1969). In carrying out a series of studies on the recall of Native American folktales, Bartlett noticed that many of the recalls were not accurate but involved the replacement of unfamiliar information with something more familiar. They also included many inferences that went beyond the information given in the original text. To account for these findings, Bartlett proposed that people have schemata, or unconscious mental structures, that represent an individual's generic knowledge about the world. It is through schemata that old knowledge influences new information.

For example, one of Bartlett's participants read the phrase "something black came out of his mouth" and later recalled it as "he foamed at the mouth." This finding could be accounted for by assuming that the input information was not consistent with any schema held by the participant, and so the original information was reconstructed in a form that was consistent with one of the participant's schemata. The schema construct was developed during the period when psychology was strongly influenced by behaviorist and associations approaches; because the schema construct was not compatible with these worldviews, it eventually faded from view.

Minsky's Frame Theory

In the 1970s, however, the schema construct was reintroduced into psychology though the work of the computer scientist Marvin Minsky. Minsky was attempting to develop machines that would display human-like abilities (e.g., to perceive and understand the world). While trying to solve these difficult problems, he came across Bartlett's work. Minsky concluded that humans were using their stored knowledge about the world to carry out many of the processes that he was trying to

emulate by machine, and he therefore needed to provide his machines with this type of knowledge if they were ever to achieve human-like abilities. Minsky developed the frame construct to represent knowledge in machines. Minsky's frame proposal can be seen as essentially an elaboration and specification of the schema construct. He conceived of the frame knowledge as interacting with new specific information coming from the world. He proposed that fixed generic information be represented as a frame comprised of slots that accept a certain range of values. If the world did not provide a specific value for a particular slot, then it could be filled by a default value.

For example, consider the representation of a generic (typical) elementary school classroom. The frame for such a classroom includes certain information, such as that the room has walls, a ceiling, lights, and a door. The door can be thought of as a slot which accepts values such as wood door or metal door but does not accept a value such as a door made of jello. If a person or a machine is trying to represent a particular elementary school classroom, the person or machine *instantiates* the generic frame with specific information from the classroom (e.g., it has a window on one wall, and the door is wooden with a small glass panel). If, for some reason, one does not actually observe the lights in the classroom, one can fill the lighting slot with the default assumption that they are fluorescent lights. This proposal gives a good account of a wide range of phenomena. It explains, for example, why one would be very surprised to walk into an elementary classroom and find that it did not have a ceiling, and it accounts for the fact that someone might recall that a certain classroom had fluorescent lights when it did not.

Modern Schema Theory

Minsky's work in computer science had a strong and immediate impact on psychology and education. In 1980 the cognitive psychologist David Rumelhart elaborated on Minsky's ideas and turned them into an explicitly psychological theory of the mental representation of complex knowledge. Roger Schank and Robert Abelson developed the *script* construct to deal with generic knowledge of sequences of actions. Schema theory provided explanations for many experiments already in the literature and led to a very wide variety of new empirical studies. Providing a relevant schema improved comprehension and recall of opaquely written passages, and strong schemata were shown to lead to high rates of inferential errors in recall.

In retrospect, there has been an ambiguity in schema theory between a narrow use and a broad use of the term schema. For example, in Rumelhart's classic 1980 paper, he defined a schema as "a data structure for representing the generic concepts stored in memory" (p. 34). Yet he went on to state that "there are schemata representing our knowledge about all concepts: those underlying objects, situations, events, sequences of events, actions and sequences of actions" (p. 34). Thus, schemata are frequently defined as the form of mental representation for generic knowledge but are then used as the term for the representation of all knowledge.

There are severe problems with the use of the term schema to refer to all forms of complex knowledge. First, there is no need for a new technical term since the ordinary term knowledge has this meaning. In addition, if schema theory is used to account for all knowledge, then it fails. Several writers have pointed out that schema theory, as presently developed, cannot deal with those forms of knowledge that do not involve old generic information. Thus, schema theory provides an account for the knowledge in long-term memory that the state of Oklahoma is directly above the state of Texas. However, schema theory does not provide an account of the new representation one develops of a town as one travels through it for the first time.

Therefore, it seems best to use the term schema in the narrower usage, as the form of mental representation used for generic knowledge. However, if one adopts the narrower usage one must accept that schemata are only the appropriate representations for a subset of knowledge and that other forms of mental representation are needed for other forms of knowledge. For example, mental models are needed to represent specific non schematic aspects of knowledge, such as the layout of an unfamiliar town, while naive theories or causal mental models are needed to represent knowledge of causal/mechanical phenomena.

Schema Theory in Education

Richard Anderson, an educational psychologist, played an important role in introducing schema theory to the educational community. In a 1977 paper Anderson pointed out that schemata provided a form of representation for complex knowledge and that the construct, for the first time, provided a principled account of how old knowledge might influence the acquisition of new knowledge. Schema theory was immediately applied to understanding the reading process, where it served as an

important counterweight to purely bottom-up approaches to reading. The schema-theory approaches to reading emphasize that reading involves both the bottom-up information from the perceived letters coming into the eye and the use of top-down knowledge to construct a meaningful representation of the content of the text.

Broad versus Narrow Use of Schema in Education

The problem with the broad and narrow use of the term schema surfaced in education just as it had in cognitive psychology. For example, in Anderson's classic 1977 paper on schemata in education, he clearly takes the broad view. He attacks the narrow view and says that it is impossible "that people have stored a schema for every conceivable scene, event sequence, and message" (p. 421), and that "an adequate theory must explain how people cope with novelty" (p. 421). However, in a paper written at roughly the same time (1978), Anderson states that "a schema represents generic knowledge" (p. 67), and he adopts the narrow view systematically throughout the paper. In a 1991 paper on terminology in education, Patricia Alexander, Diane Schallert, and Victoria Hare note that the systematic ambiguity between the narrow and broad views has made it very difficult to interpret a given writer's use of the term *schema* in the education literature.

Instructional Implications of Schema Theory

Several writers have derived instructional proposals from schema theory. They have suggested that relevant knowledge should be activated before reading; those teachers should try to provide prerequisite knowledge; and that more attention should be given to teaching higher-order comprehension processes. Many of these proposals are not novel, but schema theory appears to provide a theoretical and empirical basis for instructional practices that some experienced teachers were already carrying out.

Impact of Schema Theory on Education

Schema theory has provided education with a way to think about the representation of some forms of complex knowledge. It has focused attention on the role old knowledge plays in acquiring new knowledge, and has emphasized the role of top-down, reader-based influences in the reading process.

Metacognition

Metacognition (derived from the Greek root word meta meaning beyon and the Latin word cognoscere meaning getting to know) refers to a student's ability to be

aware of what they are thinking about and choose a helpful thought process. It captures a student's ability to:

1. Analyze how they think.

2. Have high self-awareness and control of their thoughts.

3. Choose an appropriate and helpful strategy for the task at hand.

The notion of metacognition first originated in the context of information processing studies in the 1970s. The term is most related to John Flavell (1976, 1979) who theorized that metacognition entails both metacognitive knowledge and metacognitive experiences.

Metacognitive knowledge refers to one's knowledge or beliefs about the factors that control cognitive (knowledge) processes. It is divided into three types: person variables, task variables, and strategy variables. The person variables are the individual's knowledge and beliefs about himself as a thinker or learner, and what he believes about other people's thinking processes. The task variables refer to knowledge or all the information about the nature of a proposed task. The strategy variables include knowledge about both cognitive and metacognitive strategies, as well as conditional knowledge about when and where it is appropriate to use such strategies.

Metacognitive experiences refer to a person's subjective internal responses to his own metacognitive knowledge, tasks, or strategies. Metacognitive experiences were described metacognitive experiences as monitoring phenomena, which can control cognitive activities, and ensure that a cognitive goal has been achieved. These processes help to regulate and manage learning, and consist of planning and monitoring cognitive activities, as well as checking the outcomes of those activities.

The importance of metacognition in education is on the rise after research suggested that it is one of the most effective and cost-efficient ways to help students make gains in their learning. Evidence shows that students who use metacognitive thinking and related strategies improve in a range of subjects, including Maths, Science and English.

Multiple Intelligence

The theory of multiple intelligences, developed by psychologist Howard Gardner in the late 1970s and early 1980s, posits that individual possess eight or more

relatively autonomous intelligences. Individuals draw on these intelligences, individually and corporately, to create products and solve problems that are relevant to the societies in which they live (Gardner, 1983, 1993, 1999, 2006b, 2006c). The eight identified intelligences include:

1. linguistic intelligence,
2. logical-mathematical intelligence,
3. spatial intelligence, musical intelligence,
4. bodily-kinesthetic intelligence,
5. naturalistic intelligence,
6. interpersonal intelligence, and
7. intrapersonal intelligence

According to Gardner's analysis, only two intelligences – linguistic and logical mathematical – have been valued and tested for in modern secular schools; it is useful to think of that language-logic combination as "academic" or "scholarly intelligence."

Second Language Acquisition Learning

According with Saville-Troike (2006), "the second language is typically, and official or societally dominant language needed for education, employment, and other basic purposes" (p. 4). It is a language that is not the native language of the speaker, but that used in the locale of that person.

In contrast, a foreign language is a language that is learned in an area where that language has no presence or is not commonly spoken by the community. Additionally, Saville-Troike (2006), stated that "a foreign language is one not widely used in the learners' immediate social context which might be used for future travel or other cross-cultural communication situations or studied as a curricular requirement or elective in school, but with no immediate or necessary practical application" (p.6).

In majority, English is taught as the foreign language. EFL is an abbreviation for English as a Foreign Language, is the teaching of English to people whose first language is not English (Sharma, 2005). According to Gass and Selinker (2008) foreign language learning refers to the learning of a nonnative language in the environment of one's native language. In addition, Bot, Lowie and Verspoor (2005)

explained that foreign language acquisition takes place in a setting in which the language to be learned is not the language spoken in the local community.

Multilingualism

Globalization has increased the value of multilingualism. Multilingual societies arise in several ways: cohabitation of linguistic groups in a community; immigration or emigration, and the like. The expansion of multilingualism is attributed to the social, linguistic, and cultural changes derived from globalization, geographical and social mobility, economic and political transformations, and the omnipresence of technology in all areas of life.

Multilingualism is a complex phenomenon that can be studied from different perspectives in disciplines such as linguistics, psycholinguistics, sociolinguistics, and education. According to Li (2008) a multilingual individual is anyone who can communicate in more than one language.

Creativity-Based Learning
    Definition

The meaning of creativity is to think or do something differently. It is a kind of fantasy in which new ideas are promoted and that new ideas are essential to the advancement of human society. Creativity is defined as the tendency to generate or recognize ideas, alternatives, or possibilities that may be useful in solving problems, communicating with others, and entertaining ourselves as well as others. In other words, it can be said that creativity is the strength or capacity to inflict and create any new object.

In addition, creativity is a skill of the 21st century. Creativity is equally important as a means of adaptation. This skill empowers students to see concepts in a different light, which leads to innovation. In any field, innovation is key to the adaptability and overall success of a company. Learning creativity as a skill requires someone to understand that "the way things have always been done" may have been best 10 years ago — but someday, that must change.

According to Ruechaipanit (2013), creativity is quickly becoming a very essential skill in recent years. Most teachers today are being asked to support creative

thinking for their classroom and a lot of educators try to do research on a new learning model that fosters a creative thinking skill. Creative based learning consists of processes and contexts which teachers could apply as pedagogical processes and strategies to their classroom.

Creativity-Based Learning Model

The Creativity-Based Learning (CBL) is a learning model which is one of the students-centered approaches. In the creativity-based learning process, students learn how to create, redefine, and analyze the trouble. They also discover ways to switch information into practice and accumulate creative questioning abilities and communication abilities (Ruechaipanit, 2013). The model was constructed by using the mixed methodology.

Creativity-Based Learning Procedure

Creativity-Based Learning Model consists of eight processes (Ruechaipanit, 2013):

1. Inspiration via the facilitator and multimedia.
2. Self-study: students will learn to seek gather organize and expand the data for the innovative solution.
3. One to one teaching or group coaching
4. Personal problem solving
5. Game-based learning
6. Team project
7. Creative presentation
8. Informal tests and multi-dimensional assessment.

Benefits of Creativity-Based Learning

The Significant Benefits of Creativity in The Classroom

1. Creativity is Multidisciplinary

Not most effective are you able to practice creativity via many one-of-a-kind mediums, however, its advantages also are relevant to almost all professions.

2. Creativity allows you to explicit yourself

A necessary part of the human condition entails getting to know who we are and spotting how that fits into the relaxation of the sector. Creativity permits self-discovery, as well as the opportunity to percentage a hidden aspect of ourselves.

3. Creativity promotes questioning and hassle-solving

From technical details of writing, drawing, or composing to the task of creating, hassle-fixing is a required issue of the innovative procedure.

4. Creativity reduces strain and tension

People commonly pursue innovative projects because they experience the technique or the results. Just the act of making conjures up an experience of contentment.

5. Creativity allows you to go into your glad quarter and have amusing

Creativity is certainly every other form of play, and play is universally crucial to everyone's sense of pleasure and nicely-being.

6. Creativity offers you a sense of purpose

Writers, artists, and musicians often become aware of by means of those phrases whether they make cash at their craft or no longer. Their creative method is their way of processing the world and a manner of describing who they may be.

7. Creativity can lead to emotions of feat and pleasure

The combination of brainstorming, the technical technique, and a completed method is often the precise recipe for personal delight.

8. Creativity can hyperlink you to others with the same passion

Art is essential because it fosters a feeling of connection and information of what it approaches to be human. An innovative awareness can help you locate your network and sense much less on your own within the globe.

9. Creativity improves your capability to cognizance

The act of making requires determination and dedication, not most effective to each character challenge but to the craft itself.

10. Creativity promotes chance-taking and generation

Making matters is not easy; making things others will recognize is even tougher. Creativity calls for braveness, confidence, and the willingness to fail and strive once more.

11. Creativity is a prerequisite for innovation.

Every development regarded to mankind began with a brand-new concept, and new ideas are inspired through imagination and creativity.

12. Creativity encourages us to be lifelong novices

Creativity calls for the humbleness to understand that there's always room for development and a commitment to retain difficult thoughts and capacity until a new boom takes place.

Creative Activities

Creative activities are things people do that involve developing new ideas, artworks, and other forms of cultural production**.** They are characterized by originality and the use of imagination.

Every new idea or item created by humans originated in some type of creative activity. For example, Thomas Edison made a successful light bulb by trying an amazing array of possible filaments. Human beings landed on the moon, in part, because a president imagined that it was possible. Beethoven wrote the Fifth Symphony by combining musical notes and ideas in a new and original way.

Being creative is a fundamental aspect of what it means to be human. Unless it is stymied in some way, the impetus to creativity drives people to do new things, whether it is a child in a classroom finding a new way to annoy a teacher, an artist developing a unique brand of sculpture, an office worker creating a bow and arrow from paper clips and rubber bands or a scientist trying to solve a problem.

Creative activities induce in people a pleasant psychological state called flow, where time stands still as individuals focus on originality and imagination. Creative activities include all forms of art, all forms of science, all forms of research, all forms of communication and anything else a human being would do. Especially for children, creative activities help with the development of cognition, social skills, and the ability to use language to communicate.

The creative activities-DAPA in this study designed from eight processes of the Creativity-Based Learning procedure, teaching processes and the creative activities as below.
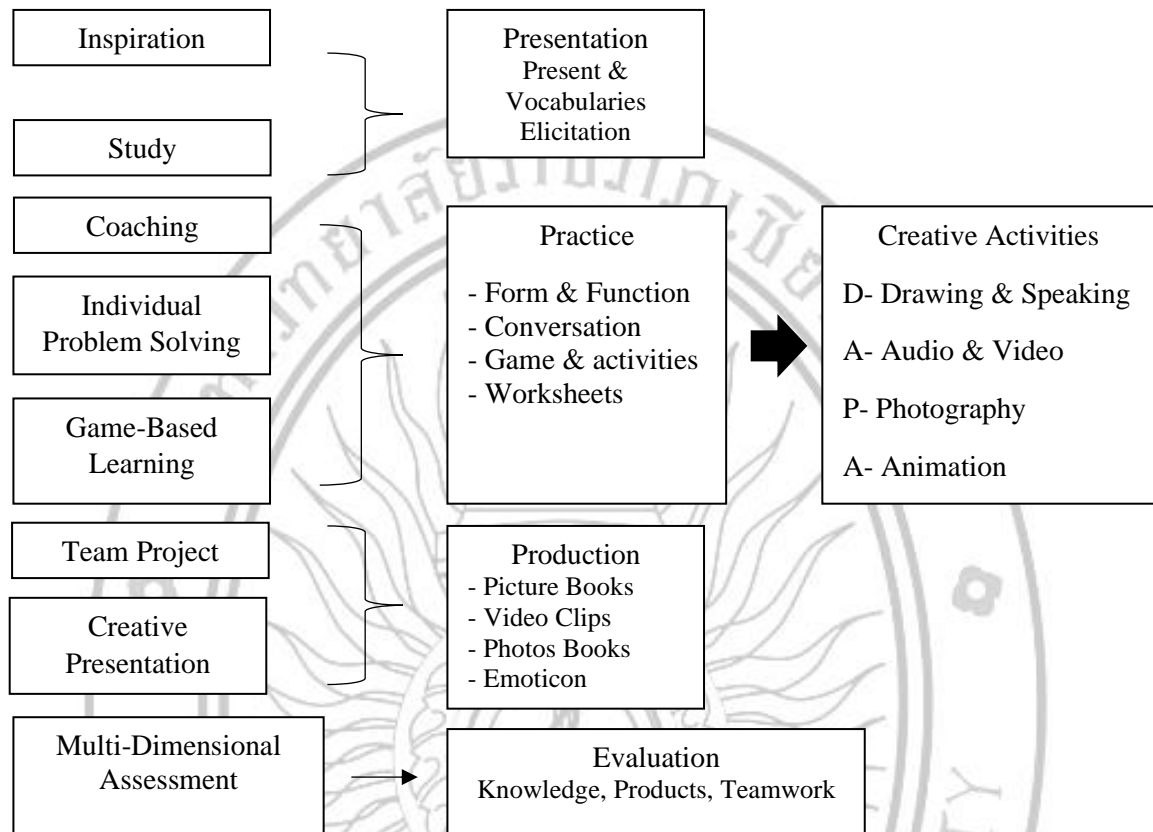
Figure 2.1 Creativity-Based Learning, teaching process, and DAPA

Speaking and Listening Skills

Speaking and listening skills are communication skills comprise receptive skills and productive skills. They refer to the various formal and informal methods oral language is used to convey and get hold of which means. It involves the development and demonstration of information approximately the correct oral language for unique audiences and occasions, which includes body language and voice (Zulfugarova, 2018).

According to Kurum (2016) As commonplace sense and research advise, speaker is extra than forming grammatically accurate sentences and then saying them. A famous instance of this sort of grammatically correct, but semantically ill-shaped

sentence "Colorless inexperienced thoughts sleep furiously" become composed via Chomsky in 1957. Language instructors then want to understand that talking involves more than mechanics. The three areas of expertise that compose speaking ability can be stated as follows:

1. Mechanics (pronunciation, grammar, and vocabulary): Using the right phrases in the proper order with the appropriate pronunciation.

2. Functions (transaction and interplay): Knowing when clarity of message is important (transaction/statistics exchange) and when unique knowledge is not always required (interaction/dating constructing)

3. Pragmatics, Social and cultural regulations, and norms (turn-taking, charge of speech, duration of pauses among audio system, relative roles of contributors): Understanding a way to recall who is speaking to whom, in what circumstances, about what, and for what cause.

In addition, Tyagi (2013) explained that Listening is a language modality. It is one of the four abilities of a language i.e., listening, speaking, reading, and writing. It includes a lively involvement of an individual. Listening involves a sender, a message, and a receiver. It is the mental method of receiving, attending to constructing meaning from, and responding to spoken and/or non-verbal messages.

Listening contains a few key components, they are:

1. discriminating among sounds

2. recognizing words and know-how that means

3. identifying grammatical groupings of words,

4. figuring out expressions and units of utterances that act to create which means,

5. connecting linguistic cues to non-linguistic and paralinguistic cues,

6. the use of historical past expertise to predict and to verify meaning and

7. recalling crucial phrases and ideas.

The system of listening occurs in 5 tiers. They are listening to, knowledge, remembering, evaluating, and responding.

Moreover, speaking and listening skills: these two skills are especially interrelated and work concurrently in actual-life situations. So, the integration of the

two targets at fostering effective oral verbal exchange. This integration will guarantee actual-lifestyles and practical communication (Sadiku, 2015).

Furthermore, Richards (2009) informed that in recent years strategies to both the teaching of listening and talking have changed as insights from studies and principle have brought about a rethinking of the processes concerned in second language listening the nature of oral interaction in a second or overseas language and a reconsideration of what it way to train these critical components of 2nd language skill ability. Cognitively primarily based views of comprehension have clarified how listening attracts on special styles of knowledge - both linguistic, cultural, and contextual - and emphasize the need to assist newbies recognize and use each backside-up and pinnacle-down techniques in listening in addition to employ powerful listening techniques. Effective strategies to coaching listening want to make a clear difference between coaching and checking out and provide learners with guided exercise in the usage of relevant listening talents for listening functions relying on their wishes and their skill ability level.

School Context

Baan Sriboonreung School is a middle school in Sunsai district, Chiang Mai province. It is a government school which provide education from kindergarten to high school. There are around 200 students in the school, 50% of them is Tai, 30% of them is Lahu, and 20% of them is Thai. The students face with diversity of language and culture. Tai students speak Tai as a mother tongue language, Lahu students also speak Lahu as a mother tongue language, and as well as Thai students, they speak Thai and northern Thai. In the multilingualism situation, students use Tai, Lahu, Thai and northern Thai in the school, in addition, English is a major subject in the Thai government curriculums. Teaching English here, teachers need more emphasis on teaching design with activities appropriate with their context.

Related Studies

English has taken on an obvious role as the lingua franca in Thailand as most English conversations are primarily made by Thai English users with non-native

English speakers, particularly people from Asian countries. In addition, when the ASEAN Economic Community was officially formed in 2015, Thai people had to work and interact more with a considerable number of people from ASEAN member countries and their counterparts.

Therefore, to achieve effective communication in English in the lingua franca context, mastering English skills and knowledge to only communicate with native English speakers is inadequate since Thai English users' interlocutors in the workplaces are not limited to native speakers of English. Hence, the native speaker model of teaching should play a lesser role in English language teaching, particularly the speaking skill in Thailand.

As a result, this article suggests that Thai English teachers need to put less emphasis on teaching English grammar and pronunciation based on the native English' speaking model. Instead, more attention should be paid to exposing students to a variety of English accents and promoting learners' intercultural communicative competence in ELT classrooms to reach the effective communication goal.

In Thailand, speaking and listening skills need improvement. Many research and prior study found that the students' major problems were 1) a lack of confidence which resulted from their inadequate knowledge of the English language, an insufficient amount of vocabulary, and a lack of English communicative skills in real-world communications; and 2) a lack of ability to express critical thinking and give a logical reason. In addition, it was found that students' serious and persistent practices under feedback given and supervised individually made the students feel confident and improve their speaking performance (Pongpanich, 2008).

Many researchers and educators in Thailand have investigated enhancing English speaking and listening skills using role play, and communicative activities. Swangpob (2012) found that using communicative games made students speak better; students also enjoyed and was more enthusiastic about the activities. Similarly, with Holumyong (2018), the role play activity utilized in teaching and practicing speaking English to ESL tertiary students affected the speaking ability of the students. The activity caused an increase in the students' attitude in practicing to speak English. An English-speaking class with role plays activities was more interesting and class

atmosphere was improved. The activities inspired students to be more productive in their eagerness to research, practice, and improve their speaking ability.

Moreover, listening-speaking abilities can increase through communicative language teaching activities. After students were taught through communicative language teaching activities, their English listening-speaking abilities passed the preset criterion, at a good level (Thanakong & Adipattaranan, 2017). Similarly with Carolina and Astrid (2018) provided other activities as watching cartoons to improve student's English skill, they found that using cartoons as an innovative teaching strategy improved students' oral performance in children.

According to Mantra and Maba (2018), a study was conducted to improve the EFL learners' speaking skill through the implementation of Folktales Based Instruction. The result showed that learners' speaking skills improved significantly in the second cycle compared to the first cycle. Similarly, with Putra, Zulela, Bintoro and Adiansha (2018), they tried to improve speaking skills through a communicative approach to students. The result showed that students' speaking skills scored better afterward. This suggests taking a communicative approach to improve speech skills in primary schools.

In addition to the above tools, the use of pictures to teach English speaking or conversation enhances student interest and effectiveness in teaching/learning. The study showed that using pictures is an excellent way to create an exciting leaning process; so, the students can better understand the lesson and be more enthusiastic to speak English to others. The use of pictures also has enabled students to practice speaking English regularly even outside the class, to memorize the material better and to improve their English-speaking skill (Nurdini, 2018).

In addition, Pelenkahu (2017) advocates improving speaking skill through a joyful, active, creative, effective approach (JACEA). The result showed that the implementation of JACEA can improve student English speaking skills. There is some research on Creativity in the English classroom. Avila (2015) demonstrated that students responded to the proposed methods positively and were more willing and motivated to participate in chain games, creative writing, and screenwriting exercises. The activities helped develop students' fluency in both oral and written production and improved their understanding of English grammar and structure.

Developing creativity in foreign language teaching provided students with the opportunity to effectively build language skills as well as increasing their motivation to learn (Seveckova, 2016). Becker and Roos (2016) developed a model of creative speaking that illustrates how young learners can be supported in gradually developing the skills for a more independent language use. The paper proposes an approach to creative speaking activities. It discusses communicative tasks and improvisation activities in relation to their potential to initiate language use that transcends formulae and reproduction.

Finally, many studies have tried to develop communicative competence, with an emphasis on the oral skills of listening and speaking (Becker & Roos, 2016; Boonket, 2009; Boonpok & Kunnu, 2007; Bums, 2017; Carolin & Astrid, 2018; Domsrifa, 2008; Gudu, 2015; Holumyong, 2018; Mantra & Maba, 2018; Moontadee, Kunyot and Warain, 2016; Nurdini, 2018; Oupakham & Chuenchaichon, 2015; Pelenkahu, 2017; Plailek, 2011; Pongpanich, 20018; Putra, Frausel & Begolli, 2016; Ritthira & Chiramanee, 2014; Sawangpob, 2012; Thanakong & Adipatharanan, 2017; Tyagi, 2013; Richards, 2009; Kurum, 2016; Srinivas, 2019; Zulfugarova, 2018). In the classroom, learners should be supported in developing a repertoire of vocabulary and fixed expressions to be used in role play and topic-based situations and that serve as a basis for further learning and language use.

Conclusion

Listening and speaking skills are very important for English learning. There have been many efforts for development, but they still need improvement. Prior research and studies have shown that researchers tried to improve listening and speaking in various ways. Most of them focused on communicative activities or role play. The trend of creativity has become as a skill of the 21st century. Creativity has become a part of education especially for English learning. However, from studies, it has been found that, in Thailand, there is little research and study of creativity. Even though I can find some, they are not for education or English/language.

Nonetheless, Creativity-based learning is still a good model that supports language learning. Thus, my study, aims to find the model that improves students'

speaking and listening skills by using creative activities related to the criteria and curriculums of Grade 8 or Mathayom Suksa 2 level.

Then the researcher chooses four creative activities called DAPA to teach students in four topics in five weeks to improve their speaking and listening skills. The students will be divided in three groups to participate the activities in each topic.

1. Body and Illness study through drawing and speaking activities, the product after unit is picture books.

2. Tonight's Plan study through audio and video activities, the product is video clips.

3. Food and Drink study through photography activity, the product photo books.

4. Animals and Dream study through animations activity, after unit students create the emoticon.
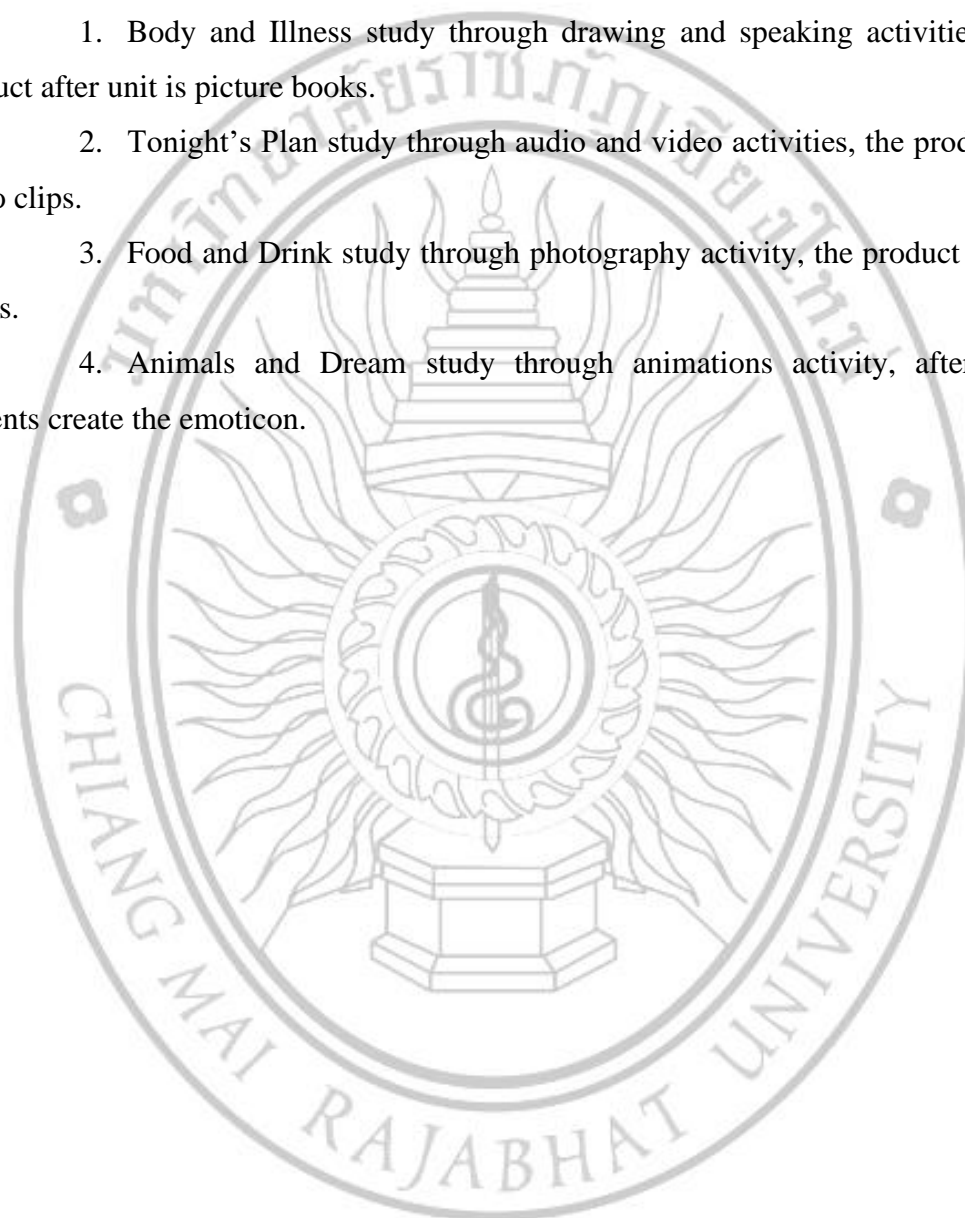
CHAPTER 3

RESEARCH METHODOLOGY

This chapter deals with the research procedures used to examine the use of creative activities for enhancing the English' speaking and listening skills of Mathayom Suksa 2 students at Baan Sriboonreung School. This chapter consists of subsections on research design, population, research instruments, data collection, and data analysis. The topics are presented as follows:

1. Research Design
2. Population
3. Research Instruments
4. Data Collection
5. Data Analysis

Research Design

This study was a quasi-experimental research with a one group pre-posttest design to compare the students' skills before and after teaching by using the creative activities. Figure 3.1 illustrates the research design used in this study.

$$O_1 \quad x \quad O_2$$
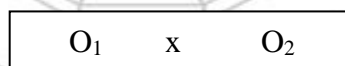
Figure 3.1 The research design used in the present study

The symbols above represent the measurement that was taken on the sample group.

O_1	represents	Pre-test.
O_2	represents	Teaching by creative activities as the treatment.
x	represents	The students' skills and their opinions (Post-test)

Population

The population of the study was Thai Mathayom Suksa 2 students at Baan Sriboonreung School, Sunsai, Chiang Mai. There were only 30 students in Mathayom Suksa 2 then because of the limited number of students in the class, this population was composed of 30 students.

Research Instruments

Three research instruments were employed in this study, and they were divided into two types. The instrument for treatment was English lessons plans with the creative activities. The data collection instruments were composed of pre-posttest for assessing speaking and listening skills, and a questionnaire.

Lesson Plan

Creative Activities - DAPA

The creative activities-DAPA in this study designed from eight processes of the Creativity-Based Learning procedure, teaching processes and the creative activities as below.
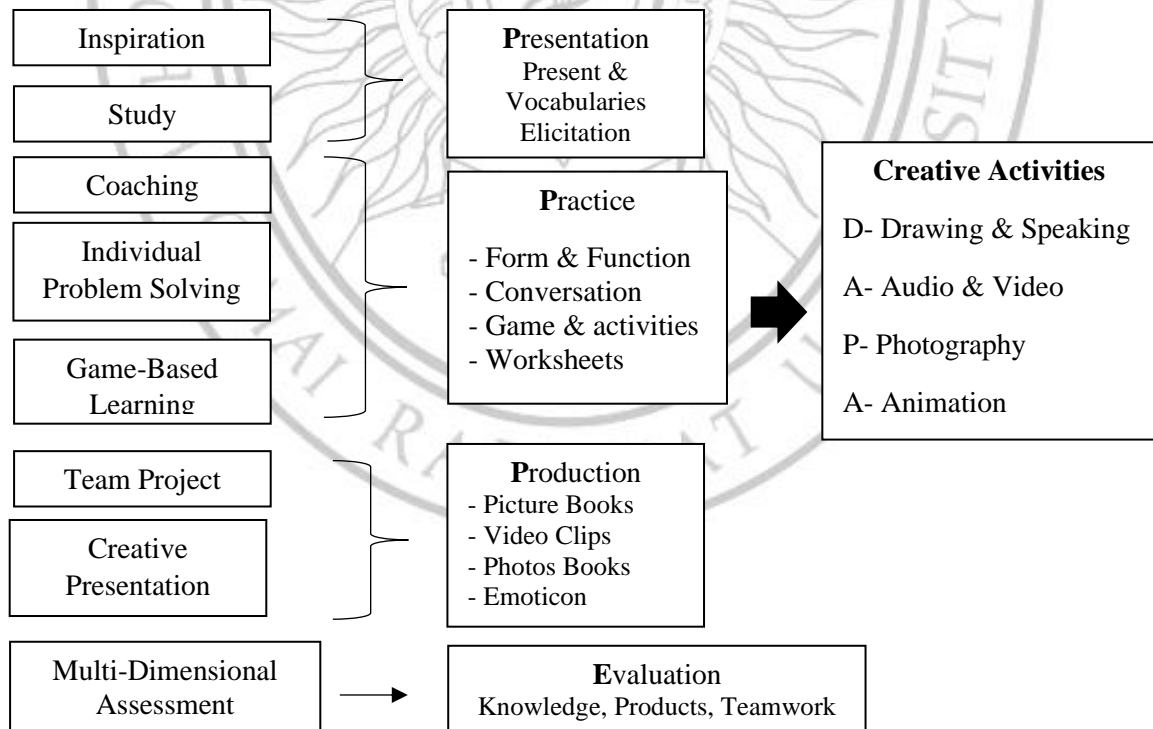
Figure 3.2 Creative Activities DAPA

The instrument for treatment was 20 lessons plans with the use of the creative activities and this study proposed the model based one four creative activities as follows:

D- Drawing and speaking. Students draw some pictures about illness, talk about them, and give suggestions about illness, then make a picture book.

A- Audio and Video. Students listen and watch videos in several kinds and various topics then ask and answer about them. After that, they make a video.

P- Photography. Students take some photos on food and drink. Ordering how to cook, then make a photo book.

A- Animation. Students make their emoticons from their faces.

This model was used to enhance the speaking and listening skills. It was designed to encourage the students the opportunities to learn in various activities and provide them to practice English by using picture books, video clips, photos books, emoticons.

Teaching Materials

1. Book

In this study, each lesson created and designed using 'ACCESS 2' book which used for English subject in Thai curriculum for Matthayom Suksa 2 level. The four topics were voted by the students from Unit 4: Unexplained mysteries, Unit 7: Health & Fitness, Unit 8: Food & Fashion, and Unit 10: Entertainment. The researcher focusses on grammar, vocabulary, speaking & listening sessions to create the lesson plans and activities for each topic then reorder them.

2. Conversation; audio and video clips preparation

Because the researcher adjusted the contents then it needs to make a new conversation audio and video clip. For the conversation or dialogs were made related on each topic.

3. Text to speech

All conversations in this study were made by text-to-speech from website hptts://ttsmp3.com which provide converter English text into professional speech for free.

4. Emoticons Application

To make emoticon, students need to download 'imojipop' application.

5. Program

The PowerPoint program was used to create students' videos.

6. Mobile phone

7. Educational Materials

7.1. Card: Teacher prepare related word cards, picture cards, phase cards, and sentence cards.

7.2. Game & activities: Simon Say, memory, matching, hit it, drawing from word, pick a picture and say, charades, picture gallery, circle talk, two dices, spin pen, sorting, sorting, information gap.

7.3. Real materials. Teacher prepared real materials or objects related the topics, fruits, vegetable, cooking materials.

7.4. Cooking equipment and sandwich ingredients. In the third topic, students work in group to make tuna sandwich and make a video clip how to make tuna sandwich then students and teacher prepared the ingredients and equipment to make it.

7.5. Worksheets. In each topic, students did worksheets; listen and complete the dialog, listen, and choose the correct answers, listen, and answer the question, complete the sentences, matching exercise, order the sentences, create short dialog and talk.

English Lesson Plans with Creative Activities

The contents were from the Assess English book. There are four topics as in Table 3.1.

Table 3.1   Unit Lesson Plans with Creative Activities

Topic	Terminal Objectives	Activities	Products	Lessons
Unit 1: Body and Illness *Contents* • part of body • illness, aches, pains, injuries • suggestions	Students can make suggestions.	P - game 'Simon Say', matching, P- dialog, spin pen, pick and say, charades, information gap, chain story, drawing & speaking about illness and suggestions. P- group work; picture books E- participation, speaking and listening, products, worksheets	Picture Books	5
Unit 2: Tonight's Plan *Contents* • types of film/video program • planning	Students can tell situations.	P- holiday plan, photo gallery, matching, video clips P- memory game, pattern, dialogs, ask and answer, small talk, two dices, audio & video activities. P – group work: video clips using text-to-speech and PowerPoint. E- participation, speaking and listening, products, worksheets	Video Clips	5
Unit 3: Food and Drink *Contents* • food/drink • containers	Students can give instructions.	P- sorting, pick and say, video clips how to cook. P – matching, hit it, ordering, sorting, photography activities	Photo Books	5

Table 3.1 (Cont.)

Topic	Terminal Objectives	Activities	Products	Lessons
• products & materials • cooking		P – group work; photo books E – participation, speaking and listening, products, worksheets		
Unit 4: Animals and Dream *Contents* • emotions • dreams • animals & parts of the body • stories	Students can express emotions.	P – photo gallery, emotional GIF P – charades game, memory, animation activities, spin pen P – group work; emoticons using 'mojipop' application. E - participation, speaking and listening, products, worksheets	Emoticons	5
Total				20

In teaching English speaking and listening, the model used in this study was divided into four steps: presentation, practice, production, and evaluation. The creative activities were integrated in lessons as follows:

Step 1: Presentation (Inspiration and Study)

In first step, students reviewed and compiled their learned vocabularies from pictures. The teacher showed them the pictures and students told the correct words. Students joined in memory game, matching game, drawing from word, pick picture and say word. Later teacher taught students the new vocabularies related with the topic. The teacher sticked pictures on the board and asked the students to match words and pictures. The students pronounced the vocabularies after the teacher and then pronounced by themselves.

Step 2: Practice (Coaching, Problem Solving, Gamed-Based Learning)

In the second step, the teacher explained structure and patterns. The students practiced pronouncing the words after teacher and then repeated the sentences from the structures. Students practiced speaking in pair from the pictures. They listened to the conversation and answer the questions. The students listened to the conversation again and completed the dialog. The teacher provided activities such as, spin pen, two dices, circle talk, picture prompt, story, gap question, pick a question, and role play. Moreover, the creative activities; DAPA combined in this step.

Step 3: Production (Team Project & Creative Presentation)

In this step, the students created their products from their learned vocabularies and structures. The teacher reviewed vocabularies and structures on related topic. The students worked in group and brainstorming their own products. Every on participated in their group work. In this step, the creative activities are employed to provide the students the chances to draw picture, record the video clips, do the photography activities, and the animation activities to make picture books, video clips, photo books, and emoticons, respectively.

Step 4: Evaluation (Multi-Dimensional Assessment)

The students were divided in 3 groups. The teacher observes their participation and working. Each group got points from their participation, speaking, and group working. The listening and speaking skills were evaluated from their activities and worksheets. The students' products after finishing the unit were evaluated by criteria.

Table 3.2 Rubric for students' products

Category	Need Improvement 1 pts	Satisfactory 2 pts	Good 3 pts	Excellent 4 pts
Correctness	Very misspelled words Write, no sentence correct, no punctuation marks	A lot of wrong words, but still can guess the meaning, the sentence is very wrong, no or miss punctuation mark, not complete or not correct sentences.	Spelling slightly wrong words but can guess the meaning, write the sentence little wrongly grammar, with a little wrong mark and slightly wrong punctuation.	Spelling vocabulary correctly, choice word match the content, the sentence and punctuation mark are correct.
Completeness	The work has a cover the little vocabulary.	The work has a cover the studied vocabularies enough appropriately.	The work has a cover the most studied vocabularies.	The work has a Studied vocabularies completely.
Creativity	The work is the similar with the example.	The work was adjusted a bit from the example.	It is interesting but there is a little like the example.	A new work was created which is different from the example.
Presentation	Only one or two group members speak and can be understood. Presentation is disorganized or incomplete.	Some group member speaks clearly but are difficult to understand. Presentation I complete.	Most group members speak clearly and are easy to understand. Presentation is organized and complete.	All group speak clearly and easy to understand. Presentation is visually organized and complete.
Participation	Some group members do not work in groups, lack of coordination. Some of them did not have the opportunity to participate in the activities during the group working	Everyone does their assigned work. But there is still a lack of coordination in the group some members participate very little during the group working.	All group members cooperate, work together. Most of them are coordinated while other group members participate in some activities during the group working.	All group members participate equally. They work together, have good coordination, provides opportunities for other group members to participate in activities during the group working.

The lesson plans with the use of creative activities were verified by three experts. The evaluation result of the lesson plan using the index of item objective congruence (IOC) indicated that all items in the lesson plan received IOC scores higher than 0.50 which indicated that they were all acceptable (see Appendix D, for more information).

Speaking and listening tests

The tests in this study were speaking and listening tests including parallel pre-test and post-test. The tests consisted of 30 items related to English speaking and listening. The tests included all topics in the lessons to measure students' speaking and listening skill before and after using the creative activities. The students were asked to speak and listen about each of the topics before and after the experiment.

Table 3.3   Rubric for English speaking test.

Category	Need Improvement 1 pts	Satisfactory 2 pts	Good 3 pts	Excellent 4 pts
Grammar	Student was difficult to recognize and had a difficult time speaking their ideas and responses due to grammar mistakes.	Student turned into capable of explicit their ideas and responses accurately but regularly displayed inconsistencies with their sentence shape and tenses.	Student turned into able to specific their ideas and responses nicely however makes errors with their tenses but is capable of correct themselves.	Student became capable of specific their ideas and responses effortlessly in right sentence structure and tenses.
Grammar	Student was difficult to understand and had a hard time communicating their ideas and responses because of grammar mistakes	Student was able to express their ideas and responses adequately but often displayed inconsistencies with their sentence structure and tenses.	Student was able to express their ideas and responses well but makes mistakes with their tenses, however, can correct themselves.	Student was able to express their ideas and responses with ease in proper sentence structure and tenses.

Table 3.3   Rubric for English speaking test. (Cont.)

Pronunciation	Student was difficult to understand, quiet in speaking, unclear in pronunciation.	Student was slightly unclear with pronunciation at times, but generally is fair.	Pronunciation was good and did not interfere with communication	Pronunciation was very clear and easy to understand.
Vocabulary	Student had inadequate vocabulary words to express his/her ideas properly, which hindered the students in responding.	Student was able to use broad vocabulary words but was lacking, making him/her repetitive and cannot expand on his/her ideas.	Student utilized the words learned in class, in an accurate manner for the situation given.	Rich, precise, and impressive usage of vocabulary words learned in and beyond of class.
Comprehension	Student had difficulty understanding the questions and topics that were being discussed.	Student fairly grasped some of the questions and topics that were being discussed.	Student was able to comprehend and respond to most of the questions and topics that were being discussed.	Student was able to comprehend and respond to all the questions and the topics that were being discussed with ease.
Fluency	Speech is very slow, stumbling, nervous, and uncertain with response, except for short or memorized expressions. Difficult for a listener to understand.	Speech is slow and often hesitant and irregular. Sentences may be left uncompleted, but the student is able to continue.	Speech is mostly smooth but with some hesitation and unevenness caused primarily by rephrasing and groping for words.	Speech is effortless and smooth with speed that comes close to that of a native speaker.

Table 3.4 Rubric for English listening test.

Category	Need Improvement 1 pts	Satisfactory 2 pts	Good 3 pts	Excellent 4 pts
Ability to focus	The student was not able to concentrate on the listening task and was easily distracted and inattentive.	The student found it difficult to concentrate on the listening task but was able to attend occasionally.	The student was mostly attentive and usually able to listen with good concentration.	The student was able to concentrate fully and listen very attentively throughout the assessment.
General understanding	Student did not understand enough vocabulary or information to answer the questions.	While the student did not understand a lot of the vocabulary and information, he/she was able to complete some of the questions.	The student showed a good general understanding of the vocabulary and information, with most questions completed.	The student showed a very good general understanding of all vocabulary and information, completing all the questions.
Listening for details.	Student was unable to grasp specific details when listening and did not include them in the answers.	Although the student showed a limited ability to listen for details, specific information was occasionally included.	The student was able to include most specific information and details in his/her answers.	The student included all the specific information and details in his/her answers.
Accuracy for answer.	The student's answers were mostly left out or unrelated to the information given.	The student included a small amount of information; however, a lot was left out or was not accurate.	Answers were mostly accurate and related to the information given, with an only a few errors.	The content was always accurate and related to the information given.

The evaluation result of the speaking and listening tests using the index of item objective congruence (IOC) indicated that all items in the speaking and listening tests received IOC scores higher than 0.50 which indicated that they were accepted (see Appendix D, for more information).

Questionnaire of Opinion

The questionnaire was used to survey the participants' opinion with the use of the creative activities to enhance English speaking and listening skills. It consisted of 40 items and the five-rating scale Likert statements, which rated how the students feel about using the creative activities in English learning in terms of contents, teacher, creative activities, evaluation and assessments, and materials and supporting.

The levels were as follows:

Strongly agree	=	4.51 – 5.00
Agree	=	3.50 – 4.49
Neither agree nor disagree	=	2.50 – 3.49
Disagree	=	1.50 – 2.49
Strongly disagree	=	1.00 – 1.49

The evaluation result of the questionnaire using the index of item-objective congruence (IOC) indicated that all items received IOC scores higher than the qualified criteria which indicated that they were acceptable.

Data Collection

The data were collected from 1 January to 31 January 2021. The data collection was divided into four steps as follow.

1. Orientation

In the first week, the students were introduced to the lesson plans with the use of creative activities, and how to measure their speaking and listening skills and the opinion. This step took approximately 30 minutes.

2. Before the experiment

After the orientation, the students took 20-minute to administer 30 items of speaking and listening pre-test.

3. During the experiment

The researcher used creative activities to teach the students on four topics, each topic lasted five hours, totaling twenty hours. Each lesson consisted of four steps: presentation, practice, production, and evaluation, lasted 50 minutes per lesson. In the end of each lesson, the students completed the listening and speaking exercise.

4. After the experiment

At the end of the course, the students took the 20-minute post-test to evaluate the students' progress in English speaking and listening. After that, to investigate the students' satisfaction levels, the questionnaire was administered immediately.

Data Analysis

Data analysis obtained from both the pre-test and post-test measured the learning achievement of the use of creative activities in improving the speaking and listening skills using the t-test to compare the pre-test and post-test scores. The statistics used in this study included mean, percentage, and standard deviation.

After taking the post-test, students completed the questionnaire of students' opinions. The questionnaire's results were calculated to find the mean and standard deviation of the questionnaire items, based on the Likert scale. This yields a description of the students' satisfaction with the use of creative activities.

The opinions were interpreted as follows:

Scales	Levels
4.51-5.00	Strongly agree
3.50-4.49	Agree
2.50 – 3.49	Neither agree nor disagree
1.50- 2.49	Disagree
1.00 – 1.49	Strongly disagree

CHAPTER 4
RESULTS AND DATA ANALYSIS

This chapter presents results and data analysis of the study, entitled "The Use of Creative Activities for Enhancing English' Speaking and Listening Skills of Mathayomsuksa 2 Students at Baan Sriboonreung School, Chiang Mai". The findings aim at covering these two research objectives; 1) to implement creative activities for enhancing students' English' speaking and listening skills, and 2) to investigate students' opinion toward creative activities. Consequently, the results and data analysis are divided into two parts as follows.

Part 1   Students' learning English achievement in speaking and listening skills before and after learning through the creative activities.

Part 2   Students' opinion on the use of creative activities.

Part 1   Students' English' speaking and listening skills before and after learning through the creative activities

   To answer the first research objective, this part showed the comparison of the students' English' speaking and listening skills before and after learning through the creative activities.

Table 4.1 The difference between the pretest and posttest means scores before and after learning through creative activities.

Test type	Mean	SD.	t	Sig.
Pre-test	10.60	4.336		
Post-test	21.87	3.560	-22.211	<.001
Pretest & posttest comparison	11.27			

   According to table 4.1, it illustrates an overall mean score of the pretest and posttest of the students' listening and speaking skills with the use of creative activities in their English class. The results revealed that the pretest and posttest mean scores were 10.60 and 21.87 respectively. Obviously, the posttest mean was dramatically higher than the pretest with the difference of 11.27. In addition, the standard deviations (SD.) of the pretest and posttest were 4.34 and 3.56, respectively. The t-test indicated that there was a statistically significant difference between the pretest and posttest means at the .01 level (t = -22.211). The results indicated that the creative activities in the study could improve the students' speaking and listening skills.

Part 2   Students' opinion on the use of creative activities

To investigate students' opinion on the use of creative activities, a questionnaire was constructed based on a 5-point rating Likert scale. The questionnaire was a close-ended question type which was divided into 5 parts. The first part explored the level of students' opinions on the contents. The second part explored the level of students' opinions on the teacher. The third part explored the level of students' opinion on the creative activities in the class. The fourth part explored the level of students' opinion on the evaluation and assessment. The final part explored the level of students' opinion on the materials and supporting.

Table 4.2   Students' opinions on the use of creative activities

(N = 30)

	Item	Mean	Levels of opinion
Contents			
1	The contents correspond to the English using in secondary level classroom.	4.37	Agree
2	The contents enhance students' listening and speaking skills.	4.43	Agree
3	The contents improve students' listening and speaking skills in their daily life.	4.50	Strongly agree
4	The contents make students have more understanding.	4.40	Agree
5	The contents enable students to have more confidence in listening and speaking English.	4.30	Agree
6	The contents promote students to use English in various situations.	4.43	Agree
7	The contents make students more emphasis on English's importance.	4.30	Agree

Table 4.2 (Cont.)

	Item	Mean	Levels of opinion
8	The difficulty of the contents is suitable for the ability of the students.	4.50	Strongly Agree
9	The contents are sorted from easy to difficult.	4.37	Agree
10	The contents are suitable for study time	4.47	Agree
Teacher			
1	Teacher has appropriate preparation for teaching and learning in advance.	4.63	Strongly Agree
2	Teacher encourages students to emphasize the importance of English's listening and speaking skills.	4.60	Strongly Agree
3	Teacher reviews prior knowledge before starting the lesson with questions and answers.	4.40	Agree
4	Teacher introduces the lessons by talking or telling stories before starting teaching.	4.50	Strongly Agree
5	Teacher focuses on a student-centered teaching method. Students participate in activities and the teacher provides guidance.	4.47	Agree
6	Teacher has a teaching method that makes students fun and not be bored.	4.60	Strongly Agree
7	Teacher has good English listening and speaking skills that support students to improve their speaking and listening skills.	4.73	Strongly Agree
8	Teacher is dedicated to teaching and has good knowledge of the subject taught.	4.63	Strongly Agree
9	Teacher knows how to encourage students to engage in learning activities continuously and comprehensively.	4.60	Strongly Agree

Table 4.2 (Cont.)

	Item	Mean	Levels of opinion
10	Teacher tries to enhance the knowledge of listening and speaking English for students with quality.	4.50	Strongly Agree
Creative Activities			
1	Creative activities are an interesting way of organizing learning.	4.67	Strongly Agree
2	Creative activities make students more enthusiastic in their studies.	4.63	Strongly Agree
3	Creative activities give students the opportunity to practice speaking and listening in English.	4.67	Strongly Agree
4	Creative activities help students understand the content, vocabulary, sentence structure and they can be used for listening and speaking English in everyday life.	4.83	Strongly Agree
5	Creative activities enable students to properly speak English according to the situation.	4.70	Strongly Agree
6	Drawing & Speaking activities are activities that enable students to memorize vocabulary and communicate on the topics they are learning.	4.60	Strongly Agree
7	Audio & Video activities are fun activities and help students to have more confidence to speak English in their subjects.	4.57	Strongly Agree
8	Photography is an activity that encourages students to listen and tell stories from the topics they study.	4.57	Strongly Agree

Table 4.2 (Cont.)

	Item	Mean	Levels of opinion
9	Animation activity is an activity in which students acquire creative listening and speaking skills.	4.63	Strongly Agree
10	Students are pride of their creative works.	4.53	Strongly Agree
Evaluation and Assessments			
1	The assessments are used to assess both individual and group of students.	4.43	Agree
2	The learning achievement is assessed.	4.37	Agree
3	There is an assessment of the students' group working behavior.	4.63	Strongly Agree
4	Students know the results of their and group learning assessments.	4.50	Strongly Agree
5	The assessments cover and are relevant to the contents studied.	4.33	Agree
Materials and supporting			
1	Teaching materials are appropriate for the content.	4.53	Strongly Agree
2	Teaching materials and equipment are properly prepared.	4.37	Agree
3	The duration of the teaching and learning is appropriate.	4.67	Agree
4	The environment is suitable for learning.	4.23	Agree
5	The place used for teaching and learning is appropriate.	4.20	Agree
	Overall	**4.51**	Strongly Agree

Table 4.2 illustrates the students' opinions on the creative activities in the English' speaking and listening lessons. An overall score was at the very satisfied level (4.51). It can be concluded that the students expressed positive feedback on the creative activities in their English lesson process.

As the benefits of the creative activities, they helped students understand the content, vocabulary, sentence structure. Moreover, they could be used for listening and speaking English in everyday life in this study with the highest mean scores at 4.83, followed by teacher's competency that the teacher has good English listening and speaking skills that support students to improve their speaking and listening skills, with the mean scores at 4.73.

Surprisingly, the students expressed the lowest opinion level on the materials and supporting, the place used for teaching and learning was appropriate with the mean 4.20. Likewise, the environment is suitable for learning was rated with the mean scores of 4.23.

In addition, most of the students expressed positive comments after they had learned English with the creative activities. Their comments are summarized as follows:

Firstly, the students' opinion on contents that the contents could improve their listening and speaking skills in their daily life and the difficulty of the contents is suitable for their ability.

Secondly, the preparation of teacher for teaching and learning, including teacher's English listening and speaking skills that support students to improve their speaking and listening skills very well. Moreover, the teacher was dedicated to teaching and has good knowledge of the subject taught.

Thirdly, many of the students mentioned the creative activities 'DAPA' could be an interesting way of organizing learning. The creative activities made students more enthusiastic in their studies. Additionally, creative activities give students the opportunity to practice speaking and listening in English thoroughly.

Finally, creative activities help students understand content, vocabulary, sentence structure and they can be used for listening and speaking English in everyday life. The creative activities enable students to properly speak English according to the situation, including they liked working in a group and joining on various activities.

Nevertheless, in some activities, such as animation and photography, lacking a smart phone or a mobile phone made the lesson a bit longer. But they can use the phone with friends who are in the same group.

In summary, the finding in this chapter was that the creative activities can improve students' English speaking and listening skills. The active activities revealed that the use of creative activities was very useful and interesting, and it motivated students to be more active and confident in class. In addition, it was a good model to motivate their participation and group working. The posttest score was higher than that of the pretest. Moreover, the overall feedback toward creative activities was expressed in a positive attitude.

CHAPTER 5

CONCLUSION, DISCUSSION,
LIMITATIONS AND RECOMMENDATIONS

This chapter presents the conclusion of the study, discussions of the findings, limitations and some recommendations derived from the research study.

Conclusion

1. As seen from the comparison of the English speaking and listening pretest and posttest mean scores, the posttest mean was higher than that of the pretest. The statistically significant difference between the pretest and posttest mean was at the .01 level. It can be concluded that students' English speaking and listening skills after learning through the creative activities was higher than before learning. This finding indicated that the use of creative activities was able to improve their English speaking and listening skills.

2. The investigation of the students' opinion on the use of creative activities for enhancing their English speaking and listening concluded that the students expressed positive attitudes toward the use of creative activities in their learning process with the mean score of 4.51.

Discussion

This study focuses on the creative activities' improvement of the students' English speaking and listening skills and the students' positive attitudes toward the use creative activities in their learning process.

The first finding was that the students' English speaking and listening skills improved after the learning process through the creative activities. In class, the students showed outstanding performance in their speaking and listening as evidenced by the

dramatic difference between their mean scores in both pretest and posttest, which were obviously different (10.60 and 21.87, respectively).

The second finding was that the creative activities in English lessons contributed positively to the growth of students' attitudes and satisfaction. This study revealed that there was a significant and positive relationship between creative activities and speaking and listening skills. According to Piri (2019), creativity has positive effect on listening outcome. There was a statistically high, significant, and positive association between creativity and listening skill at < 0.01 level.

The learning process related with the constructionism theory (Papert, 1928-2016) that promoted students to improve their speaking and listening skills through the creative activities. The students learned vocabularies, idioms, grammar, and conversations both words and sentences level. This allowed students to progress from an easy level to a more difficult level according to the student's skill. During the learning process with creative activities, students created their work, interacted with others, and worked in teams. The learning process was active learning and students centered. According to Oupakham and Chuenchaichon (2015), using the Constructionism Theory on teaching and learning speaking English improved the participants' speaking abilities. Moreover, Pelenkahu (2017) presented using joyful, active, creative, effective strategies or JACEA implementing improved students English speaking skill. Also, Becker and Roos (2016) pointed that the creative speaking activities supported the students' speaking skill.

In addition, in learning process, the researcher designed the lesson plans which increase students to recall or elicit their prior knowledge to append their new knowledge, according to the schema theory. The student's previous experiences influence learning. During learning, students need to apply the accumulated previous knowledge to assist in interpretation for better understanding of new knowledge. According to Piaget (1952), improvement become interpreted as an ongoing dialectic in which the character either assimilates new experience regular with exiting schemas or adjustments schemas to in shape his or her experiences.

Besides, from the study result, it showed the students could plan, control, and evaluate their learning and works. According to Flavell (1970s), students who are professional in metacognition are more strategic and carry out higher than folks that are

less equipped. These college students are on top of things in their behavior, i.e., they can manage their studying efficiently and independently: they plan a probable-to-be successful technique to a gaining knowledge of assignment, choose and use effective getting to know techniques, reveal their use of techniques, examine, and determine when a learning project is solved to a satisfactory level.

Moreover, the creative activities increased the students' speaking and listening abilities while encouraging them to be more confident in what they want communicated. The various creative activities made the students more interested and gave them a more positive attitude with the learning process. Ruechaipanit (2013) confirmed that the Creative-Based Learning (CBL) was one of the students-centered approaches. In the CBL process, students learn how to create, redefine, and analyze the problem. They also learned how to transfer knowledge into practice and acquire creative thinking skills and communication skills. The creative activities can improve the speaking and listening skills, creative thinking skill, communication skill, collaboration skill and time management skill.

Furthermore, one important behind the efficiency in improving English speaking and listening skills in this study is the creative activities which use as the treatment for the students. The research used them in the learning process. According to the process of the Creativity-Based Learning, they were combined to 4 steps of English teaching: presentation, practice, production, and evaluation. Four activities; Drawing and Speaking, Audio & Video, Photography, and Animation were used in step of practice. The creative activities plus more game and communicated activities were used to encourage the students.

The first step, presentation, students were motivated by the teacher with many elicitation activities and stories on their topics studying. They collected their prior experiences, vocabularies and study the new knowledge.

In the second step, practice, the creative activities were used as the treatment. It concluded the coaching, problem solving and game-based learning in this step, the teacher provided communicated activities to encourage students more practice their knowledge to solve the problem with more speaking and listening practice. Teacher guided them for some stories or situation, after that, they have to listen and

speak about the situation, ask and answer the question, do the individual worksheets, create a new dialog in group.

Third step, production, the students must create a product by group working. They brainstormed, used the vocabularies and patterns from the topic to make their own products and present them to their classmate. In this step, it confirmed that students have more confident to speak English in class.

The last step, evaluation, the evaluation accessed in various issues, speaking, and listening skills, group working, participation, group's products. After evaluation from the rubrics, found that it is overestimated.

Especially, their products from each topic, it shows the creativity by the difference from the teacher' sample. The grammar is also better than before the use of the creative activities. From the observation, all students participated in the activities and cooperated with others in their group throughout. Every worksheet, group working, and their products show how they combined their previous knowledge and the learning knowledge while refer their new knowledge to others through their products.

The organization of creative activities by applying the constructionism theory by the creation of works, during learning activities process the students were conducted teaching sessions by using English in various situations and in everyday life. The creative activities motivated and made students had more confident. The students responded to the activities positively and were more willing and motivated to participated in class. The activities helped develop the students' fluency in their skills and improved their understanding of English grammar and structure. (Avila, 2015 and Belsey, 2009)

Allowing students to learn from practice to increase their more experience, the organization of activities corresponds to the learning obtained. Students created ideas and their works using media, the right technology to make their idea clear and tangible. This creation of knowledge was meaningful to the students, the knowledge stayed with the students forever and enabled others to understand their thoughts well. In addition, this self-made knowledge served as the base for the students to continue creating new knowledge endlessly.

In conclusion, the use of creative activities can improve the students' English speaking and listening skills, give them more confident, increase their grammar

knowledge, make students more concentrate in their study, and the students have a positive opinion with the creative activities, they expressed the activities were interested and should continue use in their classroom. Then the use of creative activities is a good tool for teacher to select to improve the students' English skills appropriately.

Limitations

There are two limitations or unexpected issues in this study.

1. The observance of traditional tribal New Year activities by many students affected attendance. So many students were absent that day then the teacher had to cancel the class.

2. Some activities, such as animation and emoticon creation, a mobile phone and an application are required but some students do not have them.

Recommendations

Recommendations for research

The data from this study can be useful for teachers to acquire the activities or tools to improve the learning process in English speaking and listening lessons. The results of this study are recommended to the teachers as follow:

1. The teachers should use the creative activities in English lessons to encourage the students' interest and group working through doing or making something.

2. Creative activities can integrate with other methods as well. The teacher can combine them with model, innovation, and technology.

Recommendations for further studies

1. Due to the results of this study, the creative activities are relevant to the students' English speaking and listening skills. The researcher investigated only two skills. Further research should be investigated on the other two skills: reading and writing.

2. There are many creative activities that teacher can choose for each lesson. The teachers should select activities that relate to the topics in the lesson appropriately.

3.   The sample group could be changed to another level for example, primary, high school or higher education.

4.   The sample group could be divided into two groups: controlled group and experiment group.

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APPENDICES
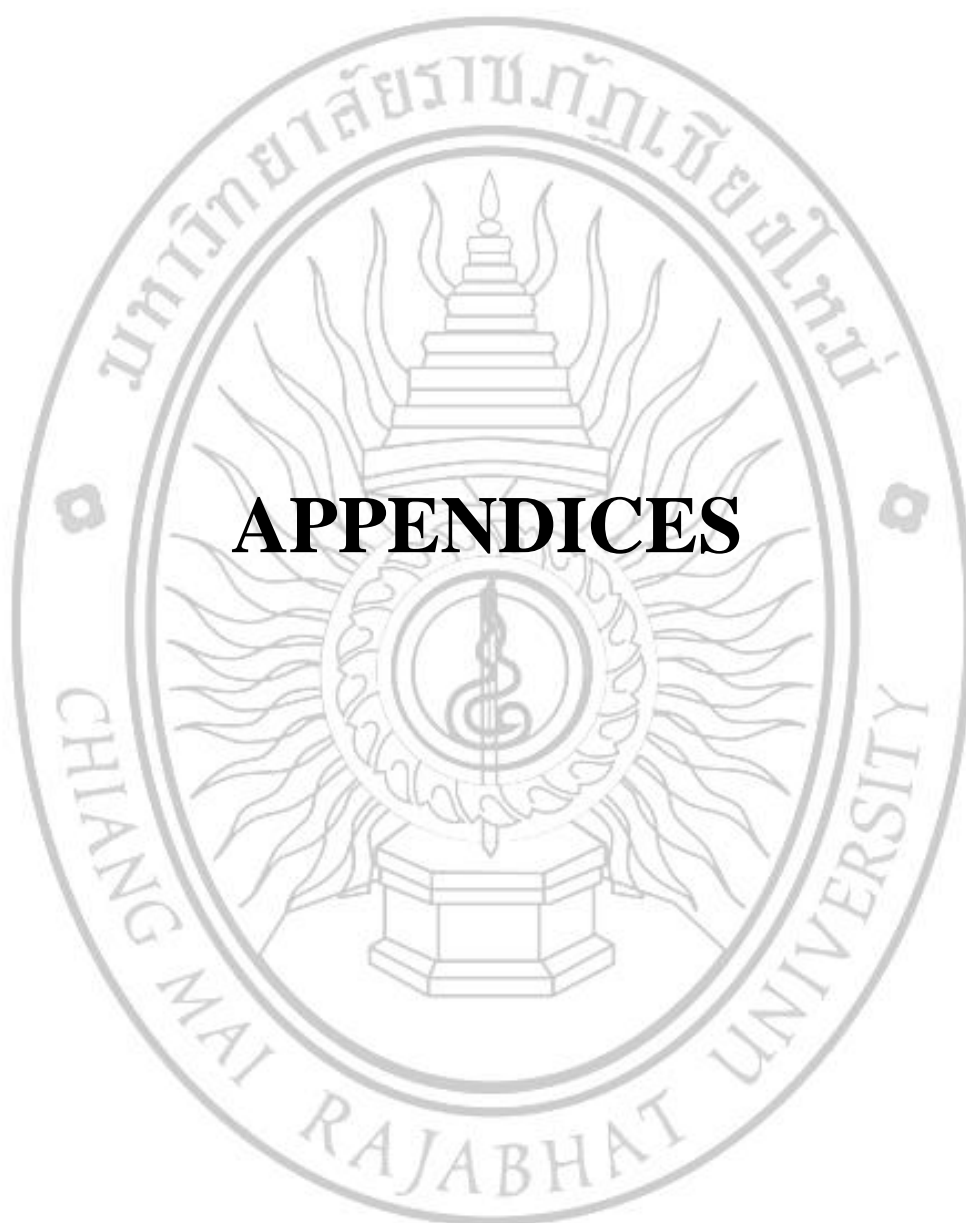
Appendix A

List of Research Instrument Specialists

1. List of Research Instrument Specialists

2. An example of Invitation Letters for Verifying the Instruments and Collecting Data

1. Assistant Professor Dr. Chalermchai Chaichomphoo

   Department of Western Language, Faculty of Humanities and Social Sciences, Chiang Mai Rajabhat University

2. Dr. Kiatichai Saitakham

   Department of Western Language, Faculty of Humanities and Social Sciences, Chiang Mai Rajabhat University

3. Assistant Professor Dr. Natruetai Arunsirot

   Department of Western Language, Faculty of Humanities and Social Sciences, Chiang Mai Rajabhat University

An example of Invitation Letters for Verifying the Instruments and Collecting Data

ที่ อว. ๐๖๑๒.๑๔.๐๑/ว.๑๔๗๐

บัณฑิตวิทยาลัย
มหาวิทยาลัยราชภัฏเชียงใหม่
๒๐๒ ถนนช้างเผือก อ.เมือง
จ.เชียงใหม่ ๕๐๓๐๐

๒๙ ธันวาคม ๒๕๖๓

เรื่อง ขอความอนุเคราะห์เป็นผู้เชี่ยวชาญตรวจเครื่องมือในการทำการค้นคว้าอิสระ

เรียน ผู้ช่วยศาสตราจารย์ ดร.เฉลิมชัย ไชยชมภู

สิ่งที่ส่งมาด้วย เครื่องมือในการทำการค้นคว้าอิสระ จำนวน ๑ ชุด

ด้วยบัณฑิตวิทยาลัย มหาวิทยาลัยราชภัฏเชียงใหม่ ได้อนุมัติให้ **นางเขมิกา ขาววรรณา** นักศึกษาระดับ ปริญญาโทหลักสูตรศิลปศาสตรมหาบัณฑิต สาขาวิชาภาษาอังกฤษศึกษา การทำการค้นคว้าอิสระ เรื่อง **"การใช้กิจกรรมสร้างสรรค์เพื่อเพิ่มพูนทักษะการพูดและการฟังภาษาอังกฤษของนักเรียนระดับชั้น มัธยมศึกษาปีที่ ๒ โรงเรียนบ้านศรีบุญเรือง จังหวัดเชียงใหม่"** โดยมี ผู้ช่วยศาสตราจารย์ ดร.ดุษฎี รังษีชัชวาล เป็นอาจารย์ที่ปรึกษาการค้นคว้าอิสระ

บัณฑิตวิทยาลัย เห็นว่าท่านเป็นผู้มีประสบการณ์เกี่ยวกับเรื่องดังกล่าวเป็นอย่างดี โดยนักศึกษาได้ประสานกับท่านแล้ว บัณฑิตวิทยาลัย จึงใคร่ขอความอนุเคราะห์จากท่านในการตรวจ และให้ความเห็นเกี่ยวกับเครื่องมือในการทำการค้นคว้าอิสระดังเอกสารที่แนบมาพร้อมนี้

จึงเรียนมาเพื่อโปรดพิจารณา และขอขอบคุณมา ณ โอกาสนี้

ขอแสดงความนับถือ

(ผู้ช่วยศาสตราจารย์ ดร.กมลณัฏฐ์ พลวัน)
คณบดีบัณฑิตวิทยาลัย
มหาวิทยาลัยราชภัฏเชียงใหม่

บัณฑิตวิทยาลัย
โทรศัพท์. ๐๕๓-๘๘๕๙๙๙
โทรสาร. ๐๕๓-๘๘๕๙๙๙

ที่ อว. ๐๖๑๒.๑๔.๐๑/ว.๑๔๗๐

บัณฑิตวิทยาลัย
มหาวิทยาลัยราชภัฏเชียงใหม่
๒๐๒ ถนนช้างเผือก อ.เมือง
จ.เชียงใหม่ ๕๐๓๐๐

๒๙ ธันวาคม ๒๕๖๓

เรื่อง   ขอความอนุเคราะห์เป็นผู้เชี่ยวชาญตรวจเครื่องมือในการทำการค้นคว้าอิสระ

เรียน   ผู้ช่วยศาสตราจารย์ ดร.ณัฐฐ์ฤทัย อรุณศิโรจน์

สิ่งที่ส่งมาด้วย เครื่องมือในการทำการค้นคว้าอิสระ จำนวน ๑ ชุด

          ด้วยบัณฑิตวิทยาลัย มหาวิทยาลัยราชภัฏเชียงใหม่ ได้อนุมัติให้ **นางเขมิกา ขาววรรณา** นักศึกษาระดับ
ปริญญาโทหลักสูตรศิลปศาสตรมหาบัณฑิต สาขาวิชาภาษาอังกฤษศึกษา การทำการค้นคว้าอิสระ
เรื่อง **"การใช้กิจกรรมสร้างสรรค์เพื่อเพิ่มพูนทักษะการพูดและการฟังภาษาอังกฤษของนักเรียนระดับชั้น
มัธยมศึกษาปีที่ ๒ โรงเรียนบ้านศรีบุญเรือง จังหวัดเชียงใหม่"** โดยมี ผู้ช่วยศาสตราจารย์ ดร.ดุษฎี
รังษีชัชวาล เป็นอาจารย์ที่ปรึกษาการค้นคว้าอิสระ

          บัณฑิตวิทยาลัย เห็นว่าท่านเป็นผู้มีประสบการณ์เกี่ยวกับเรื่องดังกล่าวเป็นอย่างดี
โดยนักศึกษาได้ประสานกับท่านแล้ว บัณฑิตวิทยาลัย จึงใคร่ขอความอนุเคราะห์จากท่านในการตรวจ
และให้ความเห็นเกี่ยวกับเครื่องมือในการทำการค้นคว้าอิสระดังเอกสารที่แนบมาพร้อมนี้

          จึงเรียนมาเพื่อโปรดพิจารณา และขอขอบคุณมา ณ โอกาสนี้

ขอแสดงความนับถือ

(ผู้ช่วยศาสตราจารย์ ดร.กมลณัฏฐ์ พลวัน)
คณบดีบัณฑิตวิทยาลัย
มหาวิทยาลัยราชภัฏเชียงใหม่

บัณฑิตวิทยาลัย
โทรศัพท์. ๐๕๓-๘๘๕๙๙๙
โทรสาร. ๐๕๓-๘๘๕๙๙๙

ที่ อว. ๐๖๑๒.๑๔.๐๑/๑๘๗๗

บัณฑิตวิทยาลัย
มหาวิทยาลัยราชภัฏเชียงใหม่
๒๐๒ ถนนช้างเผือก อ.เมือง
จ. เชียงใหม่ ๕๐๓๐๐

๓๐ ธันวาคม ๒๕๖๓

เรื่อง   ขออนุญาตเก็บข้อมูลเพื่อทำวิทยานิพนธ์

เรียน   นายพิรุฬห์วัฒน์ อุทรานันท์
ผู้อำนวยการโรงเรียนบ้านศรีบุญเรือง

           ด้วยบัณฑิตวิทยาลัย มหาวิทยาลัยราชภัฏเชียงใหม่ ได้อนุมัติให้ **นางเขมิกา ขาววรรณา** นักศึกษา
ระดับปริญญาโทหลักสูตรศิลปศาสตรมหาบัณฑิต สาขาวิชาภาษาอังกฤษศึกษา การทำการค้นคว้าอิสระ
เรื่อง **"การใช้กิจกรรมสร้างสรรค์เพื่อเพิ่มพูนทักษะการพูดและการฟังภาษาอังกฤษของนักเรียน
ระดับชั้นมัธยมศึกษาปีที่ ๒ โรงเรียนบ้านศรีบุญเรือง จังหวัดเชียงใหม่"** โดยมี ผู้ช่วยศาสตราจารย์
ดร.ดุษฎี รังษีชัชวาล เป็นอาจารย์ที่ปรึกษาการค้นคว้าอิสระ

           บัณฑิตวิทยาลัย มหาวิทยาลัยราชภัฏเชียงใหม่ จึงขออนุญาตให้นักศึกษาเก็บข้อมูล
เพื่อทำวิทยานิพนธ์ ในระหว่างวันที่ ๔-๓๑ มกราคม ๒๕๖๔ ส่วนรายละเอียดอื่น ๆ นักศึกษาจะประสาน
กับท่านโดยตรงต่อไป

           จึงเรียนมาเพื่อโปรดพิจารณา และขอขอบคุณมา ณ โอกาสนี้

ขอแสดงความนับถือ

(ผู้ช่วยศาสตราจารย์ ดร.กมลณัฏฐ์ พลวัน)
คณบดีบัณฑิตวิทยาลัย
มหาวิทยาลัยราชภัฏเชียงใหม่

บัณฑิตวิทยาลัย
โทรศัพท์.๐๕๓-๘๘๕๙๙๙
โทรสาร. ๐๕๓-๘๘๕๙๙๙

Appendix B

Research Instrument

1. **Lesson Plan**
2. **Pretest and Posttest**
3. **Questionnaire**

Table B-1   Lesson Plan

Unit	Topics	Time	Activities	Media
1	**Body and Illness** *Objectives* 1. Students will be able to tell or explain their illness and tell the cause of it 2. Students will be able to give advices *Vocabularies* • A stomachache • A headache • A toothache • A sore throat • A cold/ the flu • A temperature • A cough *Structure* • I have got …… • He/She has got …. • I feel awful. • I do not feel well. Take an aspirin Take some vitamin C Have a hot drink Take some medicine Take some cough syrup See a doctor What is wrong? Are you OK? You do not look well. I feel awful. I feel sick. You should …………	5 hrs.	**Step 1: presentation** 1. The teacher shows the picture parts of body then the students look and say vocabularies from the pictures. 2. The teacher explains and asks the students play 'Simon Say' game. 3. The teacher sticks pictures on the board and asks the students to match words and pictures. 4. The teacher shows illness pictures and explains what happens before they are sick for example, He was under the rain yesterday, then he has a fever. 5. The teacher sticks pictures and asks students to match pictures with the suggested sentences. 6. The students pronounce the sentences after the teacher and then pronounce by themselves.	**Materials** 1. Word cards 2. Pictures cards 3. Sentences cards 4. Audio clip 5. Markers 6. Papers 7. Colors 8. Glue 9. Puncher 10. Iron ring 11. Staples 12. Cardboard **Worksheets** 1. Matching words and pictures 2. Matching words and sentences 3. Complete the dialog 4. Answer the questions 5. Complete the sentences 6. Draw and write 7. Giving advice

Table B-1   (Cont.)

Unit	Topics	Time	Activities	Media
			Step 2: practice Drawing & Speaking 1. The teacher explains structure and patterns. 2. The students practice pronouncing the words after teacher and then repeat the sentences from the structures. 3. The teacher explains 'Spin Pen' activity to students to practice speaking in small groups. (The teacher asks students to sit in the circle that have pictures inside then they turn the pen or marker to say some sentences from the picture.) 4. The students practice speaking in pair from the pictures. 5. The students listen to the conversation and answer the questions. 6. The students listen to the conversation again and complete the dialog. 7. The teacher puts pictures on the desk, the students pick a picture and say a sentence as He has got ….., he should …… 8. The students answer the questions using 'Two Dices' activity. (There are two dices with pictures or words on them, the students must roll the dices and say some sentences from them.) 9. The students draw 3-4 pictures, order them and then tell story.	

Table B-1   (Cont.)

Unit	Topics	Time	Activities	Media
			Step 3: production Picture Book 1. The students draw picture for giving advice then put it with the draw pictures. 2. The students write sentences at the last page, He has got …. He should …… 3. The teacher checks and asks the students to bind their Picture Books. **Step 4: evaluation** 1. The students are divided in 3 groups. The teacher observes their participation and working. Each group gets points from their participation, speaking, and group work. 2. The listening and speaking skills will be evaluated from their activities and worksheets. 3. The students' product after finishing the unit is Picture Books and will get points by criteria.	
2	**Tonight's Plan** *Objectives* 1. Students will be able to tell what they will do on their holiday 2. Students will be able to tell the video clips' types that they watch 3. Students will be able to talk in setting	5 hrs.	**Step 1: presentation** 1. The teacher asks the question 'What would you like to do on your holiday?' 2. The teacher shows activity pictures, and the students pronounce them. 3. The teacher sticks the pictures on the wall	**Materials** 1. Words cards 2. Pictures 3. Adjectives cards 4. Conversation audio clip 5. Video clips 6. Two dices 7. Smart phone

Table B-1   (Cont.)

Unit	Topics	Time	Activities	Media
	situations appropriately 4. Students will be able to talk in setting situations and record the video clip from their conversation *Vocabularies* • watch video clips • listen to music • see a film • eat lunch • call a friend • play the piano • take a photo • play games *Types of video clips*: comedy, cartoon, music, sports, quiz, documentary, reality show, police drama, the news, soap opera, nature show, chat show. Funny, boring, interesting, frightening, great, silly *Structures* • What are you going to do tonight? • I am going to ………… I watch 'Crime and the City'. It is a police drama. It is very interesting.		4. The teacher explains types of video clips and structure. 5. The students practice, pronounce sentences, see, and speak out. 6. The students match pictures and vocabulary exercises. 7. The students practice speaking using two dices. 8. The teacher asks the students to draw and write sentences. **Step 3: production** Video Clip 1. The teacher reviews types of video clips. 2. The teacher asks the students their favorite video channels on YouTube. The teacher and the students talk about video clips on YouTube 3. The teacher divides students into 3 groups, 10 students per each. 4. Each group of students chooses a title and types of video. 5. The students write script in English. 6. The teacher corrects and edits the groups' conversation dialogs. 7. The students show their dialog by role playing the conversation in front of the class. 8. The students practice and record the video clips.	**Worksheets** 1. Complete the dialog 2. Answer the questions 3. Choose the correct answers 4. Make sentences from the situation 5. Conversation dialog' scripts

Table B-1   (Cont.)

Unit	Topics	Time	Activities	Media
			Step 4: evaluation 1. The students are divided into 3 groups. The teacher observes their participation and working. Each group gets points from their participation, speaking, and group work. 2. The listening and speaking skills will be evaluated from their activities and worksheets. 3. The students' product after finishing the unit is Video Clips which will get points by criteria.	
3	**Food and Drink** *Objectives* 1. Students will be able to ask and answer about food. 2. Students will be able to explain the recipe of the food and explain how to cook step by step *Vocabularies* • can, bottle, jar, bag, box, carton, packet, loaf cornflakes, ketchup, sugar, spaghetti, bread, orange juice, coffee, Coke • a/an, some/any • Cooking ingredients and verbs *Structures* • There is an apple in the fridge. • There is not any butter.	5 hrs.	**Step 1: presentation** 1. The teacher puts pictures of food and asks students to sort the pictures into category. 2. The students look at the pictures and tell the vocabularies or sentences. 3. The teacher reviews there is, there are, some, any 4. The students do the exercise There is /There are some/any …… **Step 2: practice** Photography 1. The teacher reviews and asks the students to pronounce the vocabularies. The teacher shows the real materials and answer the question What is this? 2. The teacher reviews countable and	*Materials* 1. Real materials; Cola can, sugar, ketchup, coffee, bread, juice, spaghetti, water 2. Word Cards 3. Conversation audio clips 4. Sentence cards 5. Mobile phone 6. Ingredients of food 7. Cooking equipment 8. Website:Canva.com 9.

Table B-1   (Cont.)

Unit	Topics	Time	Activities	Media
	• Is there any apple in the fridge? • Are there any ………………..? • Ingredients • How to cook • First, second, third, next, finally		uncountable noun; a can of Coke 3. The teacher asks the students to match pictures with words. 4. The students listen to the conversation and complete the dialog. 5. The students listen the conversation again and answer questions about the conversation 6. The students are divided into 3 groups. A representative of each group comes to read the text about cooking. 7. The group members must put the sentences in order. 8. Each group of the students reads the sentences in order from their work. **Step 3: production** Photo Book 1. The teacher shows video clip and photo book on how to cook. 2. The teacher explains the structure for cooking. 3. The teacher divides students into 3 groups. 4. The students cook some food which is voted in their groups. 5. The students write the sentences on how to cook 6. The students take some photos and make the photo book	9. Pictures & Word Cards 10. Picture Dictionary *Worksheets* 11. There is/ there are 12. Matching exercise 13. Complete the dialog 14. Answer the questions Matching pictures and words 15. Matching pictures and sentences 16. Order the sentences how to cook
			Step 4: evaluation 1. The students are divided into 3 groups. The teacher observes their participation and.	

Unit	Topics	Time	Activities	Media
			working. Each group gets points from their participation, speaking, and group working	
			2. The listening and speaking skills will be evaluated from their activities and worksheets.	
			3. The students' product after finishing the unit is Photo Book which will get points by criteria.	
4	**Animals and Dream** *Objectives* 1. Students will be able to tell their feelings. 2. Students will be able to tell their feelings using emoticons. 3. Students will be able to create avatar emoticons from their face. *Vocabularies* • frightened • frustrated • scared • sad • angry • shocked • nervous • embarrassed surprised • happy • calm • excited • thrilled • peaceful • relaxed	5 hrs.	**Step 1: presentation** 1. The teacher shows pictures of emotion on the board like an art gallery. 2. The teacher asks the students to look at and pick a picture to say some sentences. 3. The teacher asks the students to look at GIF and tell the emotional vocabularies. 4. The students play charades game from the vocabularies.	*Materials* 1. Picture Dictionary 2. Pictures 3. Conversation audio clips 4. Notebook or computer 5. Mobile phone 6. gifmaker. me 7. Application: Mojipop, MomentC am *Worksheets* 1. Complete the sentences 2. Matching pictures and sentences 3. Draw and speak

Table B-1   (Cont.)

Unit	Topics	Time	Activities	Media
	Structures • Butterflies make me feel calm. • It makes me feel ……………… I feel embarrassed when people laugh at me		**Step 2: practice** Animation 1. The teacher shows some GIF emoticons and asks the students the meaning. 2. The students complete the sentences and match with the pictures. 3. The students draw or search animal cartoon. 4. The teacher explains how to make GIF emoticons from GIF Maker website 5. The teacher reviews vocabularies and structure. **Step 3: production** Emoticon 1. The teacher explains how to make emotional avatar. 2. The students take their face photos. 3. The students download the Mojipop application. 4. The students create emotional avatar from students' face using Mojipop application. **Step 4: evaluation** The students are divided into 3 groups. The teacher observes their participation and working. Each group gets points from their participation, speaking, and group work.	

Table B-1   (Cont.)

Unit	Topics	Time	Activities	Media
			1. The listening and speaking skills will be evaluated from their activities and worksheets. 2. The students' product after finishing the unit is Emoticon which will get points by criteria.	

Pretest and Posttest

แบบทดสอบก่อนเรียน Pre-test และหลังเรียน Post-test

ชั้นมัธยมศึกษาปีที่ 2 โรงเรียนศรีบุญเรือง อ.สันทราย จ.เชียงใหม่

คำชี้แจง   **แบบทดสอบนี้แบ่งเป็นสามตอนทั้งหมด 30 คะแนน**

<u>Part I Conversation (10 points)</u>

Read the conversation below and choose the correct answers. (Item 1 – 2)

Situation: Tom meets John at his office.

Tom:	What's wrong with you? You don't look well.
John:	I have a really bad ....
Tom:	Well, you should to see a ....

1.   a) headache   b) toothache

c) stomachache   d) cold

2.   a) teacher   b) doctor

c) dentist   d) student

Read the conversation below and choose the correct answers. (Item 3 – 6)

> John: Hey Sue, I'm going to the supermarket.
>
> Sue: Can you buy 3).................... sugar and 4) ....loaf of bread, please?
>
> Johe: Sure, would you like 5)....................milk?
>
> Sue: Yes, I haven't got 6)..................at all.

3. a) some   b) any   c) a   d) an

4. a) some   b) any   c) a   d) an

5. a) some   b) any   c) a   d) an

6. a) some   b) any   c) a   d) an

Read the conversation below and choose the correct answers. (Item 7 – 8)

> Jane: What are you going to do tonight?
>
> Anne: I am going to see a film.
>
> Jane: That sounds great!
>
> Anne: Would you like to go with me?
>
> Jane: Yes, of course.
>
> Anne: O.K. see you at 7.00 p.m.

7. Where is Jane going to go tonight?

    a) the mountain   c) the cinema

    b) the clinic   d) the supermarket

8. When are they going to see the film?

    a) At 10   c) at 20

    b) At 19   d) at 21

Read the conversation below and choose the correct answers. (Item 9 – 10)

A: There is a good restaurant at the Rex.

B: How about going out for ....?

A: Sounds good. OK.

B: What time shall we meet?

A: ....

---

9. a) right   b) around 6   c) good   d) lunch

10. a) right   b) around 11   c) good   d) lunch

Part II Speaking (10 points)

1. Choose 5 pictures and speaking about them.

2. Answers 5 questions

Part III Listening

Listen and choose the correct answer. (10 points)

1. A: What's wrong? You don't look well.

    B: a. I had a strange dream last night.

           b. What did you do?

2. A: I saw a black cat yesterday.

    B: a. Oh really?

           b. What was it?

3. A: He came face to face with a ghost.

   B: a. What's wrong?

        b. What happened next?

4. A: Last night, I saw a film with witches and monsters.

   B: a. That sounds scare.

        b. Nothing. I couldn't move.

5. A: I heard a strange noise last night.

   B: a. What's wrong?

        b. What was it?

Listen and choose the correct picture

6. What happened to Emma?

   a.   c.

   b.   d.

7. What's wrong with Mark?

   a.   b.   c.   d.

Listen and mark the sentences T (true) or F (false).

8. Helen feels sad because her dog died.   ☐ T ☐ F

9. Jack feels frightened with his nightmare.   ☐ T ☐ F

10. Andy is wearing smart clothes.   ☐ T ☐ F

บันทึกผลคะแนนก่อนเรียน

คะแนนเต็ม	คะแนนที่ได้
30	

Part II Speaking (10 points) *FOR TEACHER*

1. Choose 5 pictures and speaking about them.

2. Answers 5 questions

      a. Jane has a cold, what should she do?

      b. How do you feel today?

      c. Do you have any milk in your house?

      d. What are you wearing today?

      e. What are you going to do tonight?

Questionnaire of
The Use of Creative Activities for Enhancing English' Speaking and Listening
Skills of Mathayomsuksa 2 Students
at Baan Sriboonreung School, Chiang Mai

Instruction: Please rate the following elements of the speaking and listening lessons using the creative activities, according to the following criteria

Extremely Satisfied	=	5
Somewhat Satisfied	=	4
Neither Satisfied nor Dissatisfied	=	3
Somewhat dissatisfied	=	2
Extremely Dissatisfied	=	1

Contents	5	4	3	2	1
1. The contents correspond to the English using in secondary level classroom.					
2. The contents enhance students' listening and speaking skills.					
3. The contents improve students' listening and speaking skills in their daily life.					
4. The contents make students have more understanding.					
5. The contents increase students to have more confident to listen and speak English.					
6. The contents promote students to use English in various situation.					
7. The contents make students more emphasis on English's importance.					
8. The difficulty of the contents is suitable for the ability of the learners.					
9. The contents are sorted from easy to difficult.					
10. The contents suitable for study time					

Teacher	5	4	3	2	1
1. Teacher has appropriate preparation for teaching and learning in advance.					
2. Teacher encourages students to emphasis the importance of English's listening and speaking skills.					
3. Teacher reviews prior knowledge before starting the lesson by asking and answering.					
4. Teacher introduces into the lessons by talking or telling stories before start teaching.					
5. Teacher focuses on student-centered teaching. Students participate in activities and the teacher provides guidance.					
6. Teacher has a teaching method that makes students fun and not be bored.					
7. Teacher has good English listening and speaking skills that support students to improve their speaking and listening skills.					
8. Teacher is dedicated to teaching and has good knowledge of the subject taught.					
9. Teacher knows how to encourage students to engage in learning activities continuously and comprehensively.					
10. Teacher tries to enhance the knowledge of listening and speaking English for students with quality.					
Activities	5	4	3	2	1
1. Creative activities are an interesting way of organizing learning					
2. Creative activities make students more enthusiastic in their studies.					
3. Creative activities give students the opportunity to practice speaking and listening in English					
4. Creative activities help students understand the content, vocabulary, sentence structure and they can be used for listening and speaking English in everyday life.					
5. Creative activities are enabled students to properly speak English according to the situation.					

Activities	5	4	3	2	1
6. Drawing & Speaking activities are activities that enable students to memorize vocabulary and communicate on the topics they are learning.					
7. Audio & Video activities are fun activities and help students to have more confident to speak English in their subjects.					
8. Photography is an activity that encourages students to listen and tell stories from the topics they study.					
9. Animation activity is an activity in which students acquire creative listening and speaking skills.					
10. Students are pride in their creative works.					
Evaluation and Assessment	5	4	3	2	1
1. The assessments are assessed both individual and group of students.					
2. The learning achievement is assessed.					
3. There is an assessment of the students' group working behavior.					
4. Students know the results of their and group learning assessments.					
5. The assessments cover and relevant to the contents studied.					
Materials	5	4	3	2	1
1. Teaching materials are appropriate for the content.					
2. Teaching materials and equipment are properly prepared.					
3. The duration of the teaching and learning is appropriate.					
4. The environment is suitable for learning.					
5. The place used for teaching and learning is appropriate.					

Appendix C

Evaluation and IOC Form

1. **Evaluation Form of Lesson Plan**
2. **IOC of the Pretest and Posttest**
3. **IOC of Questionnaire**

IOC of the Lesson Plan

Used in the Independent Study: The Use of Creative Activities for Enhancing English' Speaking and Listening Skills of Mathayomsuksa 2 Students at Baan Sriboonreung School, Chiang Mai

Expert's name: ……………………………………………………………………

Instruction: Please rate the following elements of the lesson plans, according to the degree of index of item-objective congruence.

-1 = incongruent   0 = questionable or unclear   1 = congruent

Lesson Plan	IOC Values			Comments
	-1	0	1	
1. The overall format of the lesson plan contains sufficient elements of learning.				
2. The objectives of the lesson plan reflect learning outcomes and are clearly stated.				
3. The opening procedure helps students to prepare themselves for the lessons and tasks.				
4. The core procedure and creative activities allows students to improve their English speaking and listening skills.				
5. The closing procedure gives the researcher and students an opportunity to clarify unclear aspects, to provide additional comments and to prepare for the next learning period.				
6. The learning materials are appropriate and sufficient.				
7. The overall contents and activities of the lesson plans are appropriate for the time allocated.				
8. The evaluation methods are appropriate and coherent with the objectives.				

Suggestions

……………………………………………………………………………………………
……………………………………………………………………………………………
……………………………………………………………………………………………

Signature………………………………….

(…………………………………)

IOC of the Listening and Speaking Pre-test and Post-test

Used in the Independent Study: The Use of Creative Activities for Enhancing English' Speaking and Listening Skills of Mathayomsuksa 2 Students at Baan Sriboonreung School, Chiang Mai

Expert Name: ……………………………………………………………….

Instruction: Please rate the following elements of the listening and speaking test, according to the degree of index of item-objective congruence.

-1 = incongruent   0 = questionable or unclear   1 = congruent

Listening & Speaking Pre-test and Post-test	IOC Values			Comments
	-1	**0**	**1**	
Part I Conversation				
Read the conversation below and choose the correct answers. (Item 1 – 2) Situation: Tom meets John at his office. Tom: What's wrong with you? You don't look well. John: I have a really bad ………………………… Tom: Well, you should to see a ………………………… 11. a) headache b) toothache c) stomachache d) cold				
12. a) teacher b) doctor c) dentist d) student				

Listening & Speaking Pre-test and Post-test	IOC Values			Comments
	-1	**0**	**1**	
Read the conversation below and choose the correct answers. (Item 3 – 6) John: Hey Sue, I'm going to the supermarket. Sue: Can you buy 3).................... sugar and 4) ....loaf of bread, please? Johe: Sure, would you like 5)..............milk? Sue: Yes, I haven't got 6).................at all. 13. a) some b) any c) a d) an				
14. a) some b) any c) a d) an				
15. a) some b) any c) a d) an				
16. a) some b) any c) a d) an				

Read the conversation below and choose the correct answers. (Item 7 – 8)
 	
Jane: What are you going to do tonight?
Anne: I am going to see a film.
Jane: That sounds great!
Anne: Would you like to go with me?
Jane: Yes, of course.
Anne: O.K. See you at 7.00 p.m. then.
 	
17. Where is Jane going tonight?
 	
   c) the mountain c) the cinema
 	
   d) the clinic d) the supermarket				

18. When are they going to see the film?
 	
   c) At 10   c) at 20
 	
   d) At 19 d) at 21				

Listening & Speaking Pre-test and Post-test	IOC Values			Comments
	-1	**0**	**1**	
Read the conversation below and choose the correct answers. (Item 9 – 10) A: There is a good restaurant at the Rex. B: How about going out for …………………? A: Sounds good. OK. B: What time shall we meet? A: ……………………………………………… 19. a) right b) around 6 c) good d) lunch				
20. a) Right b) Around 11 c) Good d) Lunch				
Part II Speaking (10 points) 3. Choose 5 pictures and speak about them. 				
4. Answers 5 questions a. Jane has a cold, what should she do?				
b. How do you feel today?				
c. Do you have any milk in your house?				

Listening & Speaking Pre-test and Post-test	IOC Values			Comments
	-1	**0**	**1**	
d. What are you wearing today?				
e. What are you going to do tonight?				
<u>Part III Listening</u> **Listen and choose the correct answer.** (10 points) 11. A: What's wrong? You don't look well. B: a. I had a strange dream last night. b. What did you do?				
12. A: I saw a black cat yesterday. B: a. Oh really? b. What was it?				
13. A: He came face to face with a ghost. B: a. What's wrong? b. What happened next?				
14. A: Last night, I saw a film with witches and monsters. B: a. That sounds scary. b. Nothing. I couldn't move.				
15. A: I heard a strange noise last night. B: a. What's wrong? b. What was it?				
Listen and choose the correct picture 16. What happened to Emma? a. b. c. d.				

Listening & Speaking Pre-test and Post-test	IOC Values			Comments
	-1	**0**	**1**	
17. What's wrong with Mark? a. b. c. d.				
Listen and mark the sentences T (true) or F(false). 18. Helen feels sad because her dog died. ☐ T ☐ F				
19. Jack feels frightened with his nightmare. ☐ T ☐ F				
20. Andy is wearing smart clothes. ☐ T ☐ F				
Overall Tests	**IOC Values**			**Comments**
	-1	**0**	**1**	
1. The listening and speaking pre-test and post-test are appropriate to examine the effectiveness of the listening and speaking skills using creative activities to improve the problematic English listening and speaking of English students.				
2. The listening and speaking pre-test and post-test are clear and relevant.				
3. The listening and speaking pre-test and post-test are correct and reliable.				
4. The number of the listening and speaking pre-test and post-test items are appropriate.				
5. The listening and speaking pre-test and post-test are congruence with the lessons.				

Suggestions

……………………………………………………………………………………………

……………………………………………………………………………………………

……………………………………………………………………………………………

Signature …………………………………..

(……………………………)

IOC of Questionnaire

Used in the Independent Study: The Use of Creative Activities for Enhancing English' Speaking and Listening Skills of Mathayomsuksa 2 Students at Baan Sriboonreung School, Chiang Mai

Expert Name: ……………………………………………………………………

Instruction: Please rate the following elements of the questionnaire, according to the degree of index of item-objective congruence.

-1 = incongruent   0 = questionable or unclear   1 = congruent

Questionnaire	IOC Values			Comments
	-1	**0**	**1**	
Contents				
1. The contents correspond to the English using in secondary level classroom.				
2. The contents enhance students' listening and speaking skills.				
3. The contents improve students' listening and speaking skills in their daily life.				
4. The contents make students have more understanding.				
5. The contents enable students to have more confidence in listening and speaking English.				
6. The contents promote students to use English in various situations.				
7. The contents make students more emphasis on English's importance.				
8. The difficulty of the contents is suitable for the ability of the students.				
9. The contents are sorted from easy to difficult.				
10. The contents are suitable for study time				
Teacher				
1. Teacher has appropriate preparation for teaching and learning in advance.				
2. Teacher encourages students to emphasize the importance of English's listening and speaking skills.				
3. Teacher reviews prior knowledge before starting the lesson with questions and answers.				
4. Teacher introduces the lessons by talking or telling stories before starting teaching.				

Questionnaire	IOC Values			Comments
	-1	0	1	
5. Teacher focuses on a student-centered teaching method. Students participate in activities and the teacher provides guidance.				
6. Teacher has a teaching method that makes students fun and not be bored.				
7. Teacher has good English listening and speaking skills that support students to improve their speaking and listening skills.				
8. Teacher is dedicated to teaching and has good knowledge of the subject taught.				
9. Teacher knows how to encourage students to engage in learning activities continuously and comprehensively.				
10. Teacher tries to enhance the knowledge of listening and speaking English for students with quality.				
Activities				
1. Creative activities are an interesting way of organizing learning.				
2. Creative activities make students more enthusiastic in their studies.				
3. Creative activities give students the opportunity to practice speaking and listening in English.				
4. Creative activities help students understand the content, vocabulary, sentence structure and they can be used for listening and speaking English in everyday life.				
5. Creative activities enable students to properly speak English according to the situation.				
6. Drawing & Speaking activities are activities that enable students to memorize vocabulary and communicate on the topics they are learning.				
7. Audio & Video activities are fun activities and help students to have more confidence to speak English in their subjects.				
8. Photography is an activity that encourages students to listen and tell stories from the topics they study.				
9. Animation activity is an activity in which students acquire creative listening and speaking skills.				
10. Students are pride of their creative works.				

Questionnaire	IOC Values			Comments
	-1	**0**	**1**	
Evaluation and Assessments				
1. The assessments are used to assess both individual and group of students.				
2. The learning achievement is assessed.				
3. There is an assessment of the students' group working behavior.				
4. Students know the results of their and group learning assessments.				
5. The assessments cover and are relevant to the contents studied.				
Materials				
1. Teaching materials are appropriate for the content.				
2. Teaching materials and equipment are properly prepared.				
3. The duration of the teaching and learning is appropriate.				
4. The environment is suitable for learning.				
5. The place used for teaching and learning is appropriate.				
Overall Questionnaire	**IOC Values**			**Comments**
	-1	**0**	**1**	
1. The questionnaire is appropriate for exploring students' satisfaction with the use of the creative activities in improving the problematic English listening and speaking.				
2. The statements in questionnaire are clear and relevant.				
3. The questionnaire is reliable.				
4. Number of the questionnaire items are appropriate.				

Suggestions

………………………………………………………………………………………

………………………………………………………………………………………

………………………………………………………………………………………

Signature …………………………………..

(……………………………)

Appendix D

Evaluation Results

Table D-1: Evaluation results of the lesson plans
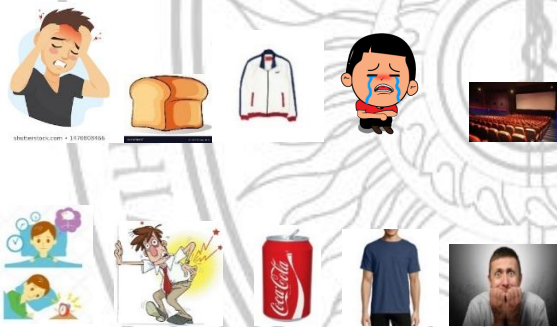
Lesson Plans	Expert 1	Expert 2	Expert 3	$\bar{\bar{X}}$	Remarks
1. The overall format of the lesson plan contains sufficient elements of learning.	1	1	1	1	Accepted
2. The objectives of the lesson plan reflect learning outcomes and are clearly stated.	1	1	1	1	Accepted
3. The opening procedure helps students to prepare themselves for the lessons and tasks.	1	1	1	1	Accepted
4. The core procedure and creative activities allows students to improve their English speaking and listening skills.	1	1	1	1	Accepted
5. The closing procedure gives the researcher and students an opportunity to clarify unclear aspects, to provide additional comments and to prepare for the next learning period.	1	1	1	1	Accepted
6. The learning materials are appropriate and sufficient.	1	1	1	1	Accepted
7. The overall contents and activities of the lesson plans are appropriate for the time allocated.	1	1	1	1	Accepted
8. The evaluation methods are appropriate and coherent with the objectives.	1	1	1	1	Accepted
Total	**1**	**1**	**1**	**1**	**Accepted**

According to Table D-1, all items in the lesson plans received IOC scores higher than 0.50 which indicated that they were accepted.

Table D-2 Evaluation of the pretest and posttest using the index of item-objectives congruence (IOC)

Pretest and Posttest	Expert 1	Expert 2	Expert 3	$\bar{X}$	Remarks

Part I Conversation
 	
Read the conversation below and choose the correct answers. (Item 1 – 2)
 	
Situation: Tom meets John at his office.
 	
Tom: What's wrong with you?
        You don't look well.
John: I have a really bad
        ....
Tom: Well, you should to see a
        ....
 	
1. a) headache   b) toothache
    c) stomachache d) cold
	1	1	1	1	Accepted

2. a) teacher b) doctor c) dentist d) student	1	1	1	1	Accepted

Pretest and Posttest	Expert 1	Expert 2	Expert 3	$\overline{X}$	Remarks
Read the conversation below and choose the correct answers. (Item 3 – 6) John: Hey Sue, I'm going to the supermarket. Sue: Can you buy 3)…………….…… sugar and 4) ……………loaf of bread, please? Johe: Sure, would you like 5)…………..milk? Sue: Yes, I haven't got 6)……………..at all.					
3.　a) some　　b) any　　c) a　　d) an	1	1	1	1	Accepted
4.　a) some　　b) any　　c) a　　d) an	1	1	1	1	Accepted
5.　a) some　　b) any　　c) a　　d) an	1	1	1	1	Accepted
6.　a) some　　b) any　　c) a　　d) an	1	1	1	1	Accepted
Read the conversation below and choose the correct answers. (Item 7 – 8) Jane:　　What are you going to do tonight? Anne:　　I am going to see a film. Jane:　　That sounds great! Anne:　　Would you like to go with me? Jane:　　Yes, of course. Anne: O.K. See you at 7.00 p.m. then.					
7.　Where is Jane going tonight? 　　a)the mountain　b) the cinema 　　c)the clinic　d) the supermarket	1	1	1	1	Accepted
8.　When are they going to see the film? 　　a)At 10　　　b) at 20 　　c)At 19　　　d) at 21	1	1	1	1	Accepted

Pretest and Posttest	Expert 1	Expert 2	Expert 3	$\bar{X}$	Remarks
Read the conversation below and choose the correct answers. (Item 9 – 10) A: There is a good restaurant at the Rex. B: How about going out for ....? A: Sounds good. OK. B: What time shall we meet? A: .... 9. a) right b) around 6 c) good d) lunch	1	1	1	1	Accepted
10. a) Right b) Around 11 c) Good d) Lunch	1	1	1	1	Accepted
<u>Part II Speaking (10 points)</u> Choose 5 pictures and speak about them. 	1	1	1	1	Accepted

Answers 5 questions
    11. Jane has a cold, what should
          she do?
	1	1	1	1	Accepted

12. How do you feel today?	1	1	1	1	Accepted
13. Do you have any milk in your house?	1	1	1	1	Accepted

Pretest and Posttest	Expert 1	Expert 2	Expert 3	$\bar{X}$	Remarks
14. What are you wearing today?	1	1	1	1	Accepted
15. What are you going to do tonight?	1	1	1	1	Accepted
Part III Listening **Listen and choose the correct answer. (10 points)** 16. A: What's wrong? You don't look well. B: a. I had a strange dream last night. b. What did you do?	1	1	1	1	Accepted
17. A: I saw a black cat yesterday. B: a. Oh really? b. What was it?	1	1	1	1	Accepted
18. A: He came face to face with a ghost. B: a. What's wrong? b. What happened next?	1	1	1	1	Accepted
19. A: Last night, I saw a film with witches and monsters. B: a. That sounds scary. b. Nothing. I couldn't move.	1	1	1	1	Accepted
20. A: I heard a strange noise last night. B: a. What's wrong? b. What was it?	1	1	1	1	Accepted
Listen and choose the correct picture 21. What happened to Emma? a. b. c. d.	1	1	1	1	Accepted

Pretest and Posttest	Expert 1	Expert 2	Expert 3	X̄	Remarks
22. What's wrong with Mark? a. b. c. d.	1	1	1	1	Accepted
Listen and mark the sentences T (true) or F(false). 23. Helen feels sad because her dog died. ☐ T ☐ F	1	1	1	1	Accepted
24. Jack feels frightened with his nightmare. ☐ T ☐ F	1	1	1	1	Accepted
25. Andy is wearing smart clothes. ☐ T ☐ F	1	1	1	1	Accepted
Pretest and Posttest	**Expert 1**	**Expert 2**	**Expert 3**	**X̄**	**Remarks**
1. The listening and speaking pre-test and post-test are appropriate to examine the effectiveness of the listening and speaking skills using creative activities to improve the problematic English listening and speaking of English students.	1	1	1	1	Accepted
2. The listening and speaking pre-test and post-test are clear and relevant.	1	1	1	1	Accepted
3. The listening and speaking pre-test and post-test are correct and reliable.	1	1	1	1	Accepted
4. The number of the listening and speaking pre-test and post-test items are appropriate.	1	1	1	1	Accepted
5. The listening and speaking pre-test and post-test are congruence with the lessons.	1	1	1	1	Accepted

According to Table D-2, all items in the pretest and posttest received IOC scores higher than 0.50 which indicated that they were accepted.

Table D-3   Evaluation of the questionnaire using the index of item-objectives congruence (IOC)

Questionnaire	Expert 1	Expert 2	Expert 3	$\bar{\text{X}}$	Remarks
Contents					
1. The contents correspond to the English using in secondary level classroom.	1	1	1	1	Accepted
2. The contents enhance students' listening and speaking skills.	1	1	1	1	Accepted
3. The contents improve students' listening and speaking skills in their daily life.	1	1	1	1	Accepted
4. The contents make students have more understanding.	1	1	1	1	Accepted
5. The contents enable students to have more confidence in listening and speaking English.	1	1	1	1	Accepted
6. The contents promote students to use English in various situations.	1	1	1	1	Accepted
7. The contents make students more emphasis on English's importance.	1	1	1	1	Accepted
8. The difficulty of the contents is suitable for the ability of the students.	1	1	1	1	Accepted
9. The contents are sorted from easy to difficult.	1	1	1	1	Accepted
10. The contents are suitable for study time.	1	1	1	1	Accepted
Teacher					
1. Teacher has appropriate preparation for teaching and learning in advance.	1	1	1	1	Accepted
2. Teacher encourages students to emphasize the importance of English's listening and speaking skills.	1	1	1	1	Accepted
3. Teacher reviews prior knowledge before starting the lesson with questions and answers.	1	1	1	1	Accepted
4. Teacher introduces the lessons by talking or telling stories before starting teaching.	1	1	1	1	Accepted

Questionnaire	Expert 1	Expert 2	Expert 3	$\overline{X}$	Remarks
5. Teacher focuses on a student-centered teaching method. Students participate in activities and the teacher provides guidance.	1	1	1	1	Accepted
6. Teacher has a teaching method that makes students fun and not be bored.	1	1	1	1	Accepted
7. Teacher has good English listening and speaking skills that support students to improve their speaking and listening skills.	1	1	1	1	Accepted
8. Teacher is dedicated to teaching and has good knowledge of the subject taught.	1	1	1	1	Accepted
9. Teacher knows how to encourage students to engage in learning activities continuously and comprehensively.	1	1	1	1	Accepted
10. Teacher tries to enhance the knowledge of listening and speaking English for students with quality.	1	1	1	1	Accepted
Activities					
1. Creative activities are an interesting way of organizing learning.	1	1	1	1	Accepted
2. Creative activities make students more enthusiastic in their studies.	1	1	1	1	Accepted
3. Creative activities give students the opportunity to practice speaking and listening in English.	1	1	1	1	Accepted
4. Creative activities help students understand the content, vocabulary, sentence structure and they can be used for listening and speaking English in everyday life.	1	1	1	1	Accepted
5. Creative activities enable students to properly speak English according to the situation.	1	1	1	1	Accepted
6. Drawing & Speaking activities are activities that enable students to memorize vocabulary and communicate on the topics they are learning.	1	1	1	1	Accepted
7. Audio & Video activities are fun activities and help students to have more confidence to speak English in their subjects.	1	1	1	1	Accepted

Questionnaire	Expert 1	Expert 2	Expert 3	$\overline{X}$	Remarks
8. Photography is an activity that encourages students to listen and tell stories from the topics they study.	1	1	1	1	Accepted
9. Animation activity is an activity in which students acquire creative listening and speaking skills.	1	1	1	1	Accepted
10. Students are pride of their creative works.	1	1	1	1	Accepted
Evaluation and Assessments					
1. The assessments are used to assess both individual and group of students.	1	1	1	1	Accepted
2. The learning achievement is assessed.	1	1	1	1	Accepted
3. There is an assessment of the students' group working behavior.	1	1	1	1	Accepted
4. Students know the results of their and group learning assessments.	1	1	1	1	Accepted
5. The assessments cover and are relevant to the contents studied.	1	1	1	1	Accepted
Materials					
1. Teaching materials are appropriate for the content.	1	1	1	1	Accepted
2. Teaching materials and equipment are properly prepared.	1	1	1	1	Accepted
3. The duration of the teaching and learning is appropriate.	1	1	1	1	Accepted
4. The environment is suitable for learning.	1	1	1	1	Accepted
5. The place used for teaching and learning is appropriate.	1	1	1	1	Accepted
Overall	Expert 1	Expert 2	Expert 3	$\overline{X}$	Remarks
1. The questionnaire is appropriate for exploring students' satisfaction with the use of the creative activities in improving the problematic English listening and speaking.	1	1	1	1	Accepted
2. The statements in questionnaire are clear and relevant.	1	1	1	1	Accepted
3. The questionnaire is reliable.	1	1	1	1	Accepted
4. Number of the questionnaire items are appropriate.	1	1	1	1	Accepted

According to Table D-3, all items in the questionnaire received IOC scores higher than 0.50 which indicated that they were accepted.

Appendix E

Pretest and Posttest Scores

Table E-1   Pretest and Posttest Scores

Students No.	Pre-test	Post-test
1	7	19
2	11	23
3	3	15
4	10	24
5	7	18
6	10	22
7	16	24
8	14	21
9	19	28
10	17	26
11	11	25
12	11	23
13	9	18
14	18	26
15	6	23
16	16	24
17	12	26
18	8	18
19	19	27
20	7	21
21	8	25
22	12	20
23	4	19
24	8	20
25	9	20
26	5	17
27	11	24
28	8	16
29	9	18
30	13	26
Total	**318**	**656**
$\overline{X}$	**10.6**	**21.87**
S.D.	**4.336**	**3.560**

Appendix F

School Details

School Symbol

Mr. Wiroonrat Uttranan
School Director

School Name: Ban Sriboonreung School
Address: Moo 16, Ban Nongpakhao, Papai, Sunsai District, Chiang Mai
                 province
Founded Date: 6 July 1959
Level: Kintergarten to High School

Appendix G

Photography Report

Drawing and Speaking Activities

Review, new vocabularies, and structure

Practice to speak.

Ask and Answer.
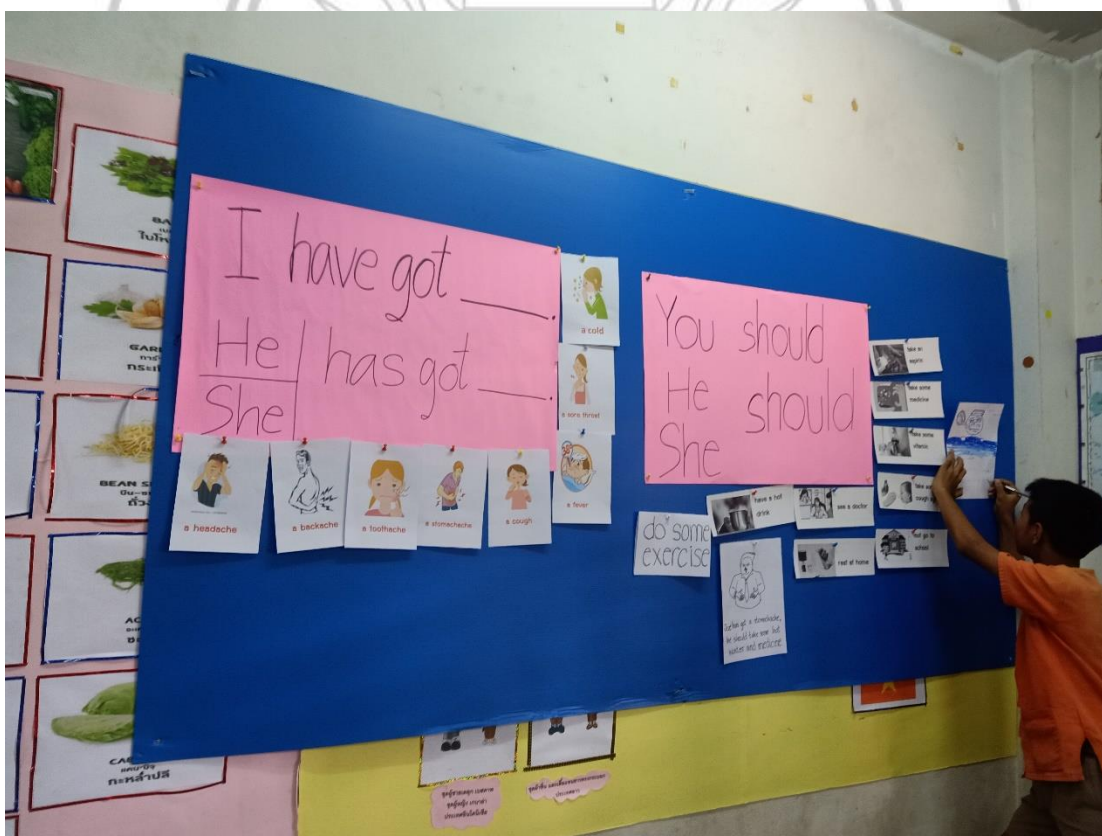
How to give suggestions

Drawing own picture
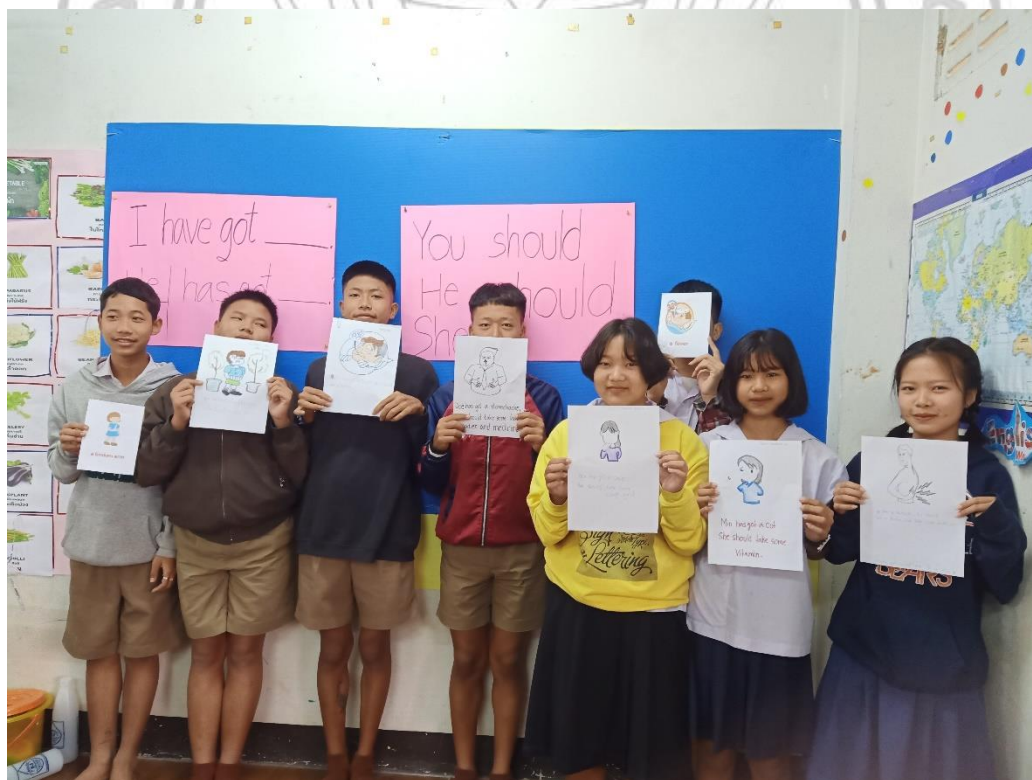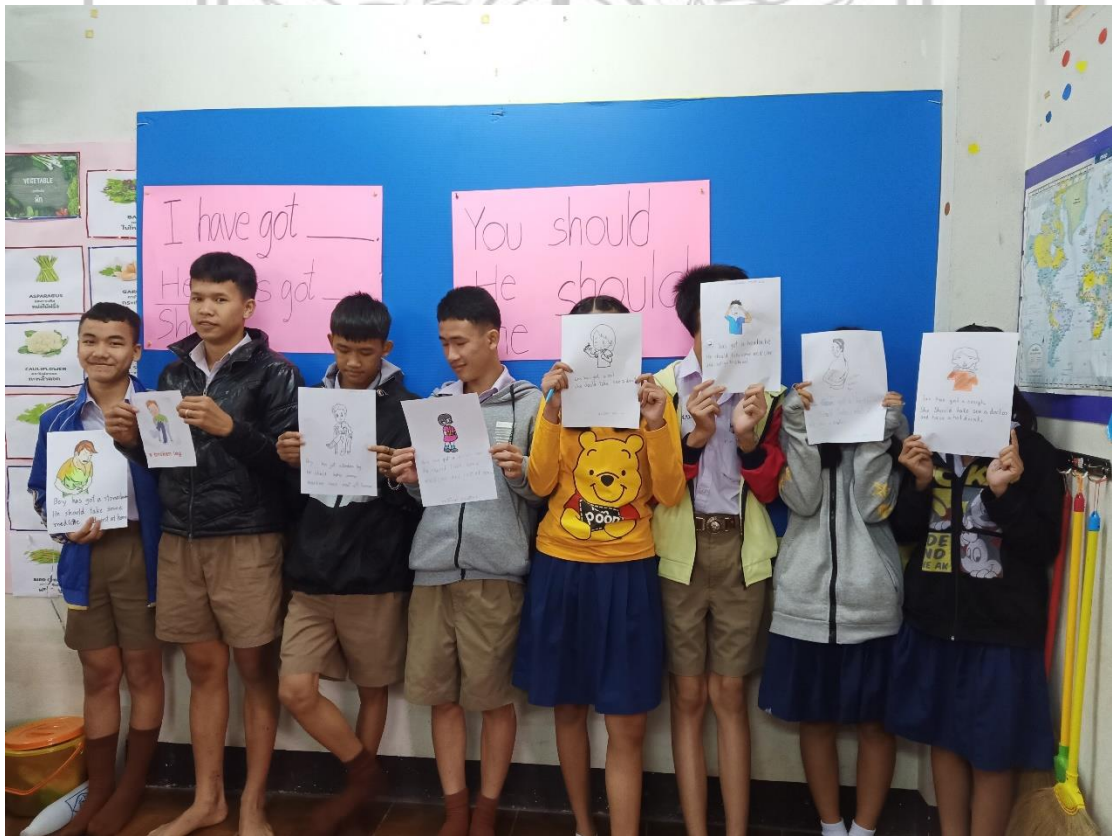
Audio & Video Activities

Video clips' types
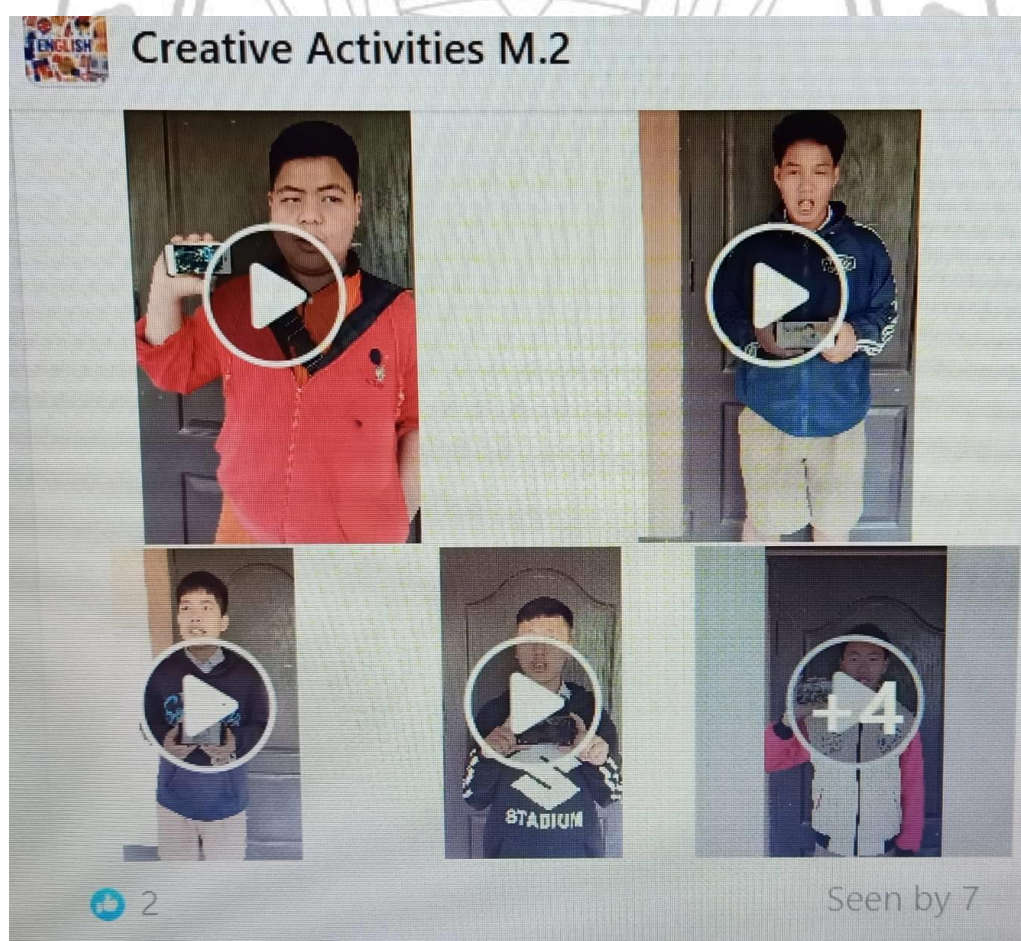
Students tell the video clip's types that they watch.

Brainstorming Vocabularies
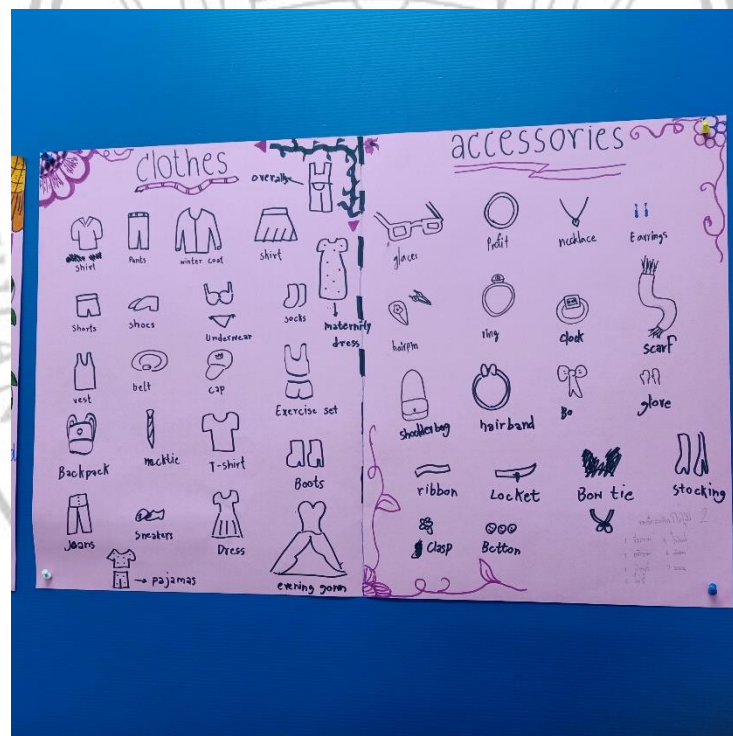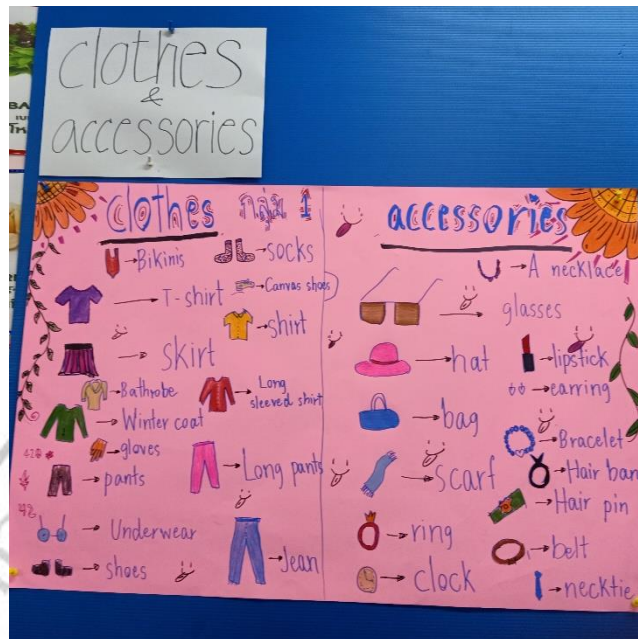
Photo Book Activities
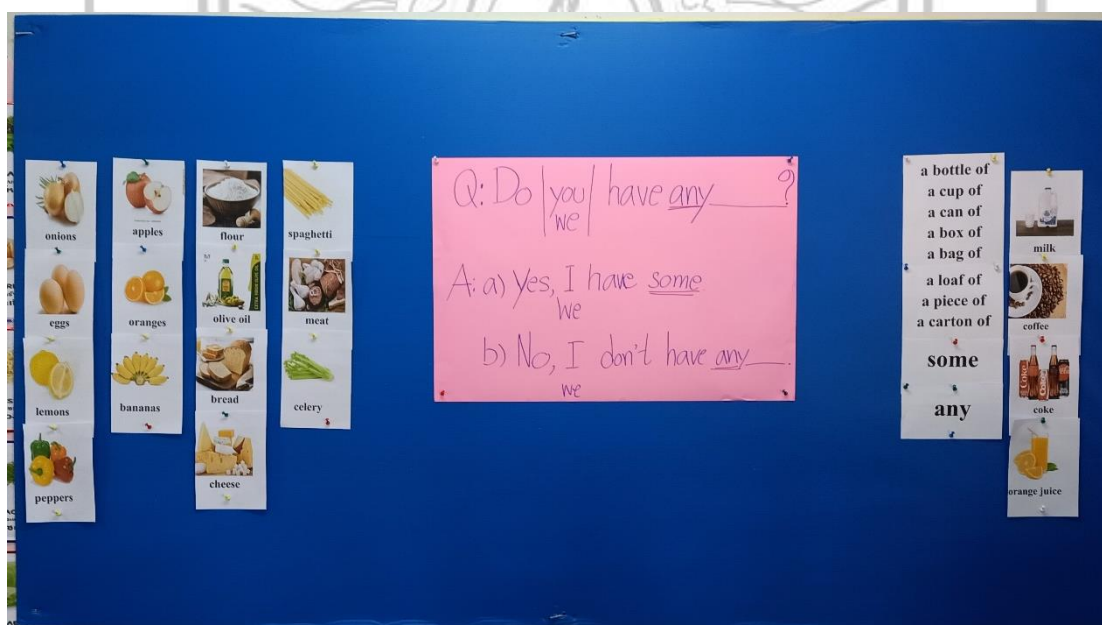
Food and Drink

Ordering sentences How to Make a Tuna Sandwich.

Preparing – Making Tuna Sandwiches

Ingredient for Tuna Sandwiches
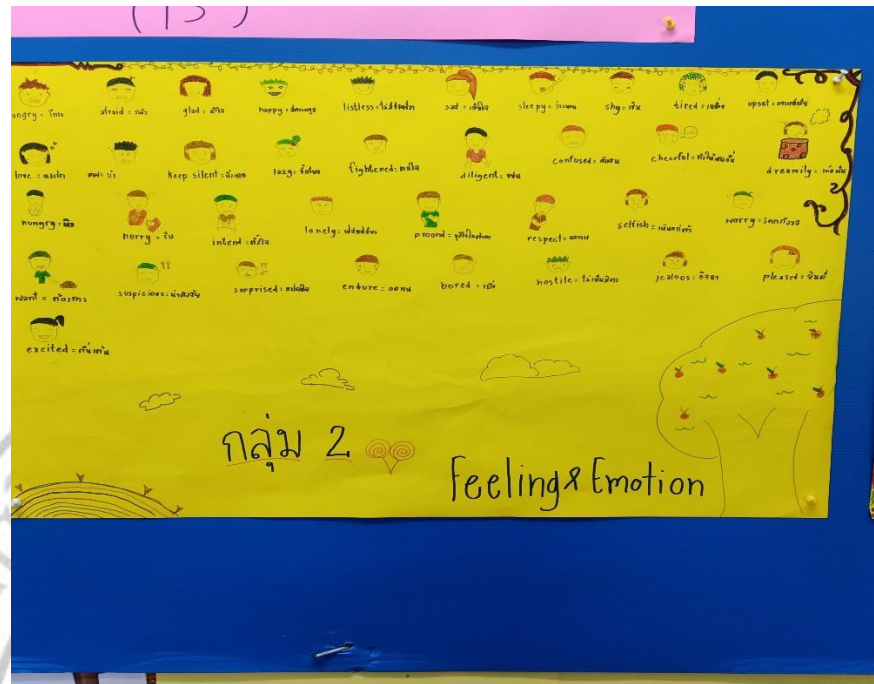
Making Tuna Sandwiches

Animation Activities
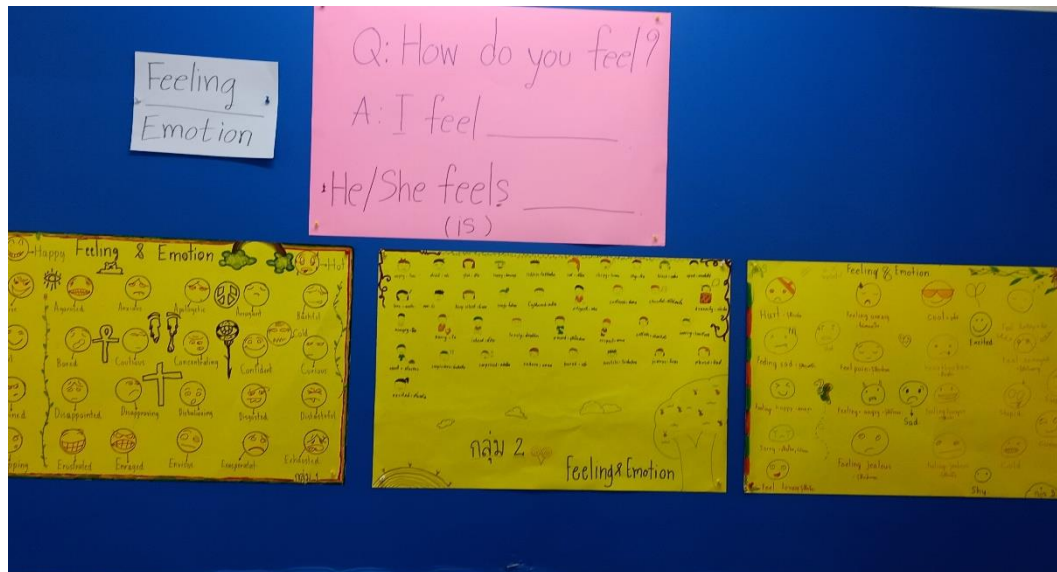
Emotions
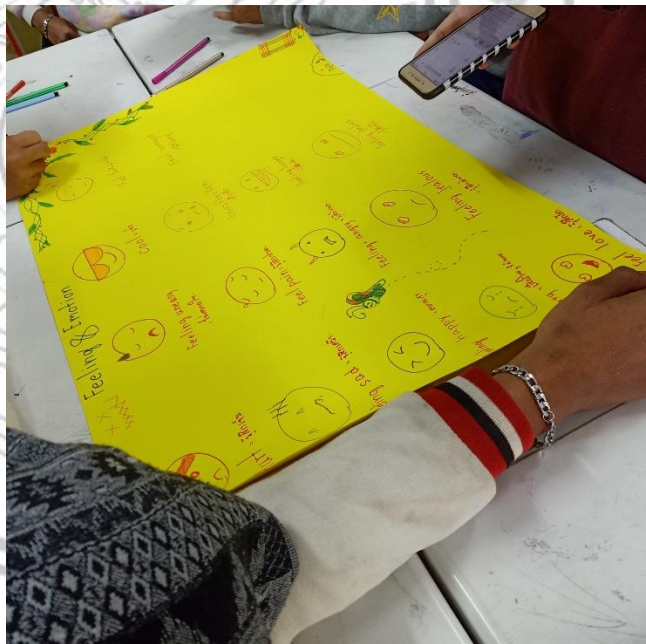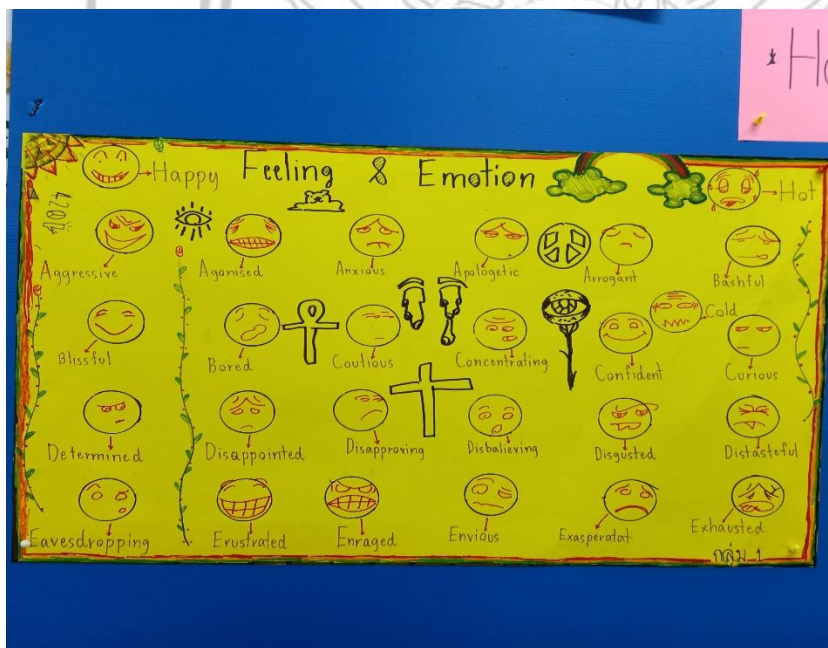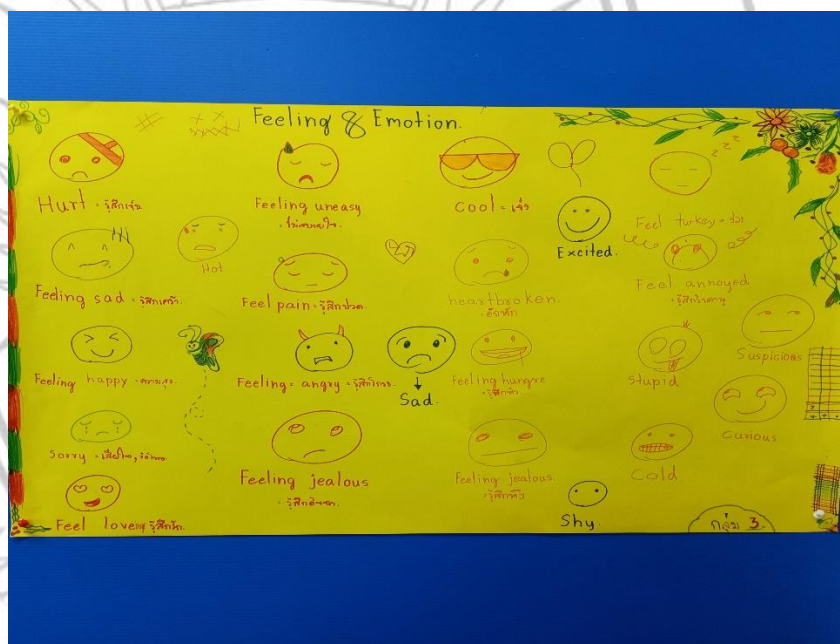
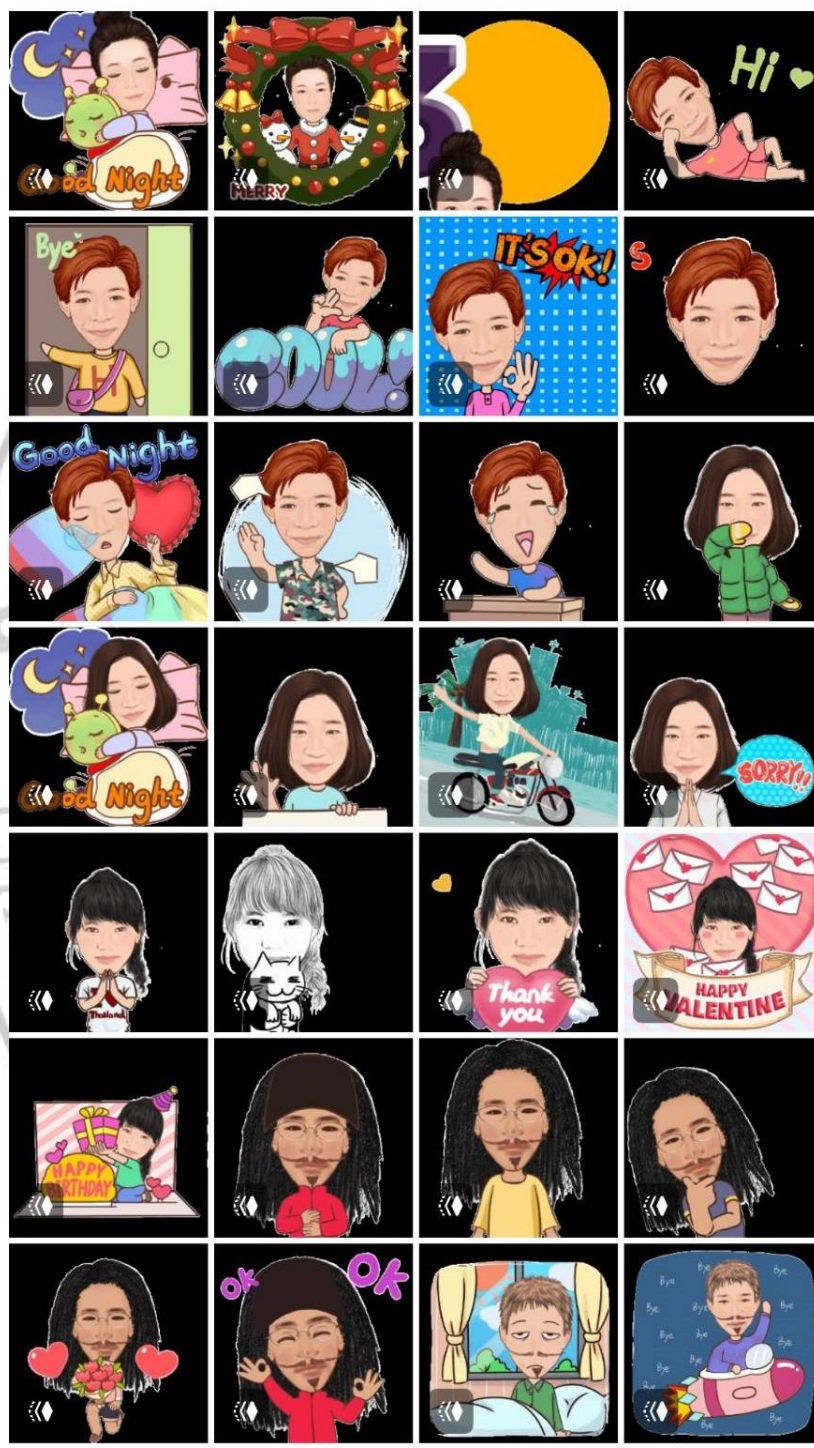**Providing Certification by the School Director**

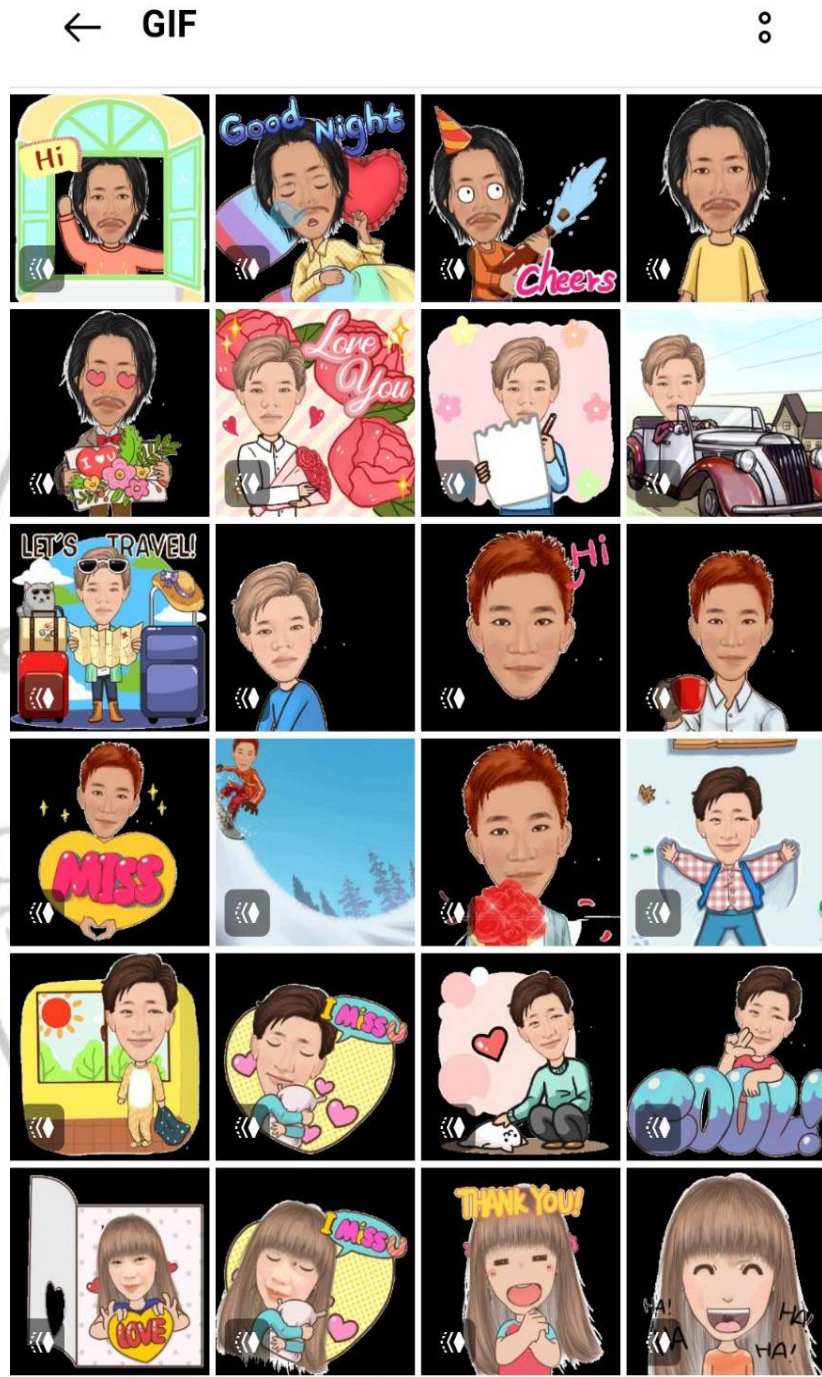Finished with smiles.

Appendix H

Students' Work

Students' Work: Imojicon

These imojicons were made from students' face with IMOJIPOP Application.

Students' Work: Picture Book

Illness and Suggestions
By
Group 1

Mattayomsuksa 2
Baan Sriboonrueng School

Students' Work: Photo Book
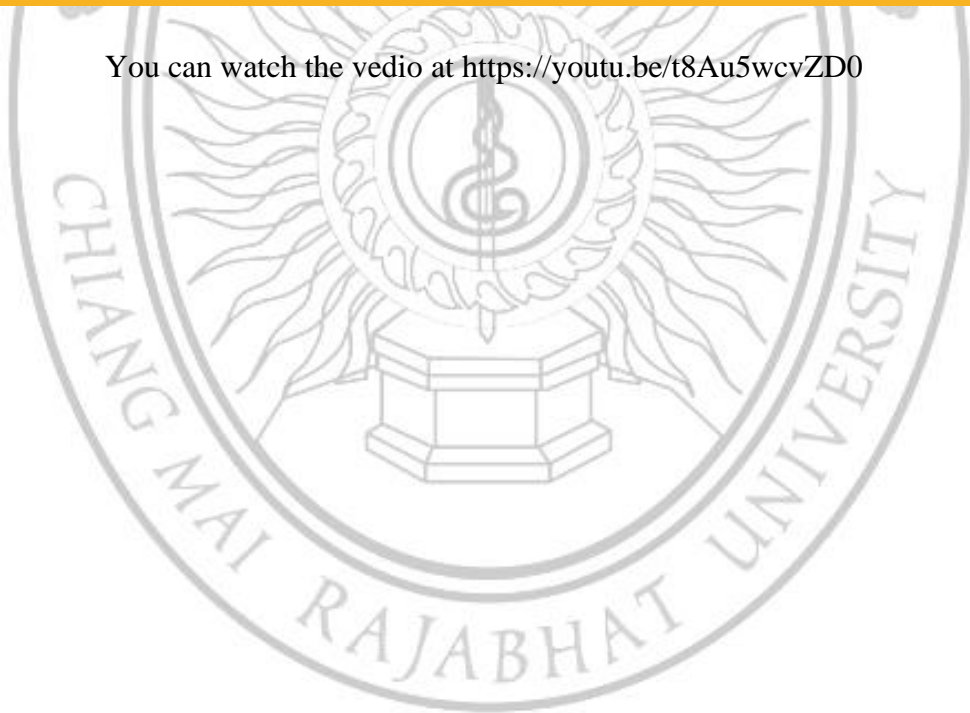
Food, Drink &

Tuna Sandwich

By Group 3

Matthayomsuksa 2

Baan Sriboonrueng School

Students' Work: Video Clip 'How to Make Tuna Sandwiches'

You can watch the vedio at https://youtu.be/t8Au5wcvZD0

Appendix I

Example of Students' Worksheets

Name……………………… Date………………………

<u>**Exercise 1**</u>   <u>Write the correct word.</u>

Ann: Hey, Jane. Are you OK? You don't look ……………………. (good/well).

Jane: No, I ……………………….(feel / am) awful.

Ann: Oh, dear! What's wrong?

Jane: I've got a ……………………………(backache / headache).

Ann: Have you taken an aspirin?

Jane: No, I haven't.

Ann: Well, you ……………………………… (have / should) see a doctor.

Jane: I suppose you're right. I feel really ………………………… (sick / bad).

<u>**Exercise 2**</u>   <u>Answer the questions.</u>

1. What's wrong with Jane?

    ☐ She has got a backache.   ☐ She has got a headache.

2. What should she do?

    ☐ She should see a doctor.   ☐ She should go to dinner.

FEELINGS & EMOTIONS

Choose the correct option.

a) hysterical
b) depressed
c) jealous

a) lazy
b) busy
c) happy

a) frustrated
b) disgusted
c) peaceful

a) interested
b) terrified
c) bored

a) hot
b) hurt
c) hungry

a) ecstatic
b) exhausted
c) embarrassed

a) lonely
b) loving
c) relaxed

a) comfortable
b) furious
c) nervous

a) excited
b) exhausted
c) tired

a) happy
b) hot
c) cold

a) sad
b) surprised
c) scared

a) puzzled
b) pessimistic
c) proud

a) amazed
b) ashamed
c) upset

a) bored
b) sleepy
c) worried

a) confident
b) surprised
c) helpless

a) glad
b) joyful
c) lonely

a) happy
b) hurt
c) hysterical

a) tired
b) comfortable
c) sleepy

a) enthusiastic
b) embarrassed
c) hostile

a) exhausted
b) excited
c) ecstatic

CURRICULUM VITAE

Name – surname   Mrs. Khemika Khaowanna

Date of Birth   16 September 1973

Present Address   50/3 Tonkham Rd., Soi 2, T. Thasala

Muang, Chiang Mai, 50000

E–mail Address   khruufon@gmail.com

Educational Background

2018-Now	Master of Arts
	English Language Studies
	Chiang Mai Rajabhat University
2009	Graduate Diploma
	Teaching Profession
	The Far Eastern University
1995	Bachelor of Arts
	Major French
	Chiang Mai University

Work Experience

2019 – present	Self-employed
	Plearn Books, Chiang Mai
2008 – 2019	Head of Thai Department
	Christian German School Chiang Mai
	Chiang Mai
2005-2008	Freelancer/ Thai & English teacher
	and translator

1999 – 2005	Office /Project/Language Center Manager
	Thai Concern Foundation
	Chiang Mai
1995-1999	Administrative Assistant
	World Concern Organization
	Chiang Mai / Chiangrai
1991-1995	English Teacher
	YMCA Lamphun
	Lamphun