



**CRITICAL PEDAGOGY-BASED COMMUNICATIVE
LANGUAGE TEACHING LESSON ON ENGLISH
DISCUSSION SKILLS FOR TENTH GRADE STUDENTS
AT BENJALAKPITTAYA SCHOOL,
SI SA KET PROVINCE**



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SI SA KET PROVINCE

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Warunthip Maneewong
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บทคัดย่อ

- เรื่อง : บทเรียนภาษาอังกฤษเพื่อการสื่อสารตามแนวทฤษฎีการศึกษาเชิงวิพากษ์เพื่อพัฒนาทักษะ การอภิปรายเป็นภาษาอังกฤษสำหรับนักเรียนชั้นมัธยมศึกษาที่ 4 โรงเรียนเบญจลักษณ์พิทยา จังหวัดศรีสะเกษ
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แนวคิดเรื่องทฤษฎีการศึกษาเชิงวิพากษ์มีความสอดคล้องกับทฤษฎีการสอนภาษาอังกฤษเพื่อการสื่อสาร เรื่องการช่วยลดบทบาทการใช้อำนาจควบคุมในการศึกษาและส่งเสริมบทบาทในการเรียนรู้ของปัจเจกบุคคล งานวิจัยนี้ได้นำทฤษฎีการศึกษาเชิงวิพากษ์และการสอนภาษาอังกฤษเพื่อการสื่อสารมาปรับใช้เพื่อพัฒนาทักษะการอภิปรายเป็นภาษาอังกฤษสำหรับนักเรียนชั้นมัธยมศึกษาปีที่ 4 จำนวน 8 คน โรงเรียนเบญจลักษณ์พิทยา จังหวัดศรีสะเกษ อ้างอิงจากแนวคิดทฤษฎีการศึกษาเชิงวิพากษ์ที่ว่าด้วยการแสดงความคิดเห็น การรับฟังความคิดเห็นของผู้อื่น และการสนับสนุนให้ผู้อื่นแสดงความคิดเห็นนั้น ผู้ศึกษาค้นคว้าจึงได้พัฒนาบทเรียนการสอนภาษาอังกฤษเพื่อการขึ้นเพื่อช่วยเหลือนักเรียนในการเรียนรู้ทักษะการอภิปรายเป็นภาษาอังกฤษ และการพัฒนาด้านการปฏิบัติตามหลักประชาธิปไตยสอดคล้องไปด้วยกับการมีส่วนร่วมอย่างเสมอภาคและยุติธรรม งานวิจัยนี้ศึกษาข้อมูลในเชิงปริมาณ แบบทดสอบก่อนเรียนและหลังเรียนถูกประเมินโดยเกณฑ์การให้คะแนนสำหรับวัดผลสัมฤทธิ์ทักษะการอภิปรายเป็นภาษาอังกฤษในเรื่องความถูกต้องของภาษา ความคล่องแคล่ว และเนื้อหาโดยรวม นอกจากนี้ หน้าที่ของภาษาที่ใช้และการโต้ตอบบทสนทนาได้ถูกนำมาวิเคราะห์ด้วย งานวิจัยพบว่า นักเรียนสามารถใช้ทักษะการอภิปรายได้ดีขึ้นในทุกด้านเปรียบเทียบจากแบบทดสอบก่อนและหลังเรียน ทั้งยังพบอีกว่าผู้ที่เรียนรู้ได้เร็วมีการพัฒนามากที่สุด และผู้เรียนทุกคนยังแสดงการมีส่วนร่วมตามแนวคิดประชาธิปไตยตลอดทั้งการอภิปราย

ABSTRACT

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Critical pedagogy ideas are in line with communicative language teaching (CLT) principles in that both help inhibit dominance in education and empower individuals' role in their own learning. The present study applied critical pedagogy and CLT ideas to enhance English discussion skill learning for eight tenth grade students at Benjalakpittaya School, Si Sa Ket Province. With reference to the critical pedagogy ideas of voicing oneself, respecting others, and empower others, the CLT lessons were developed to help students learn discussion skills in English and develop democratic practice of equal and fair participation at the same time. A quantitative method was used. A pretest and a posttest were applied with rubrics to measure the students' discussion skills: fluency, accuracy, and contents. Moreover, different kinds of target language functions and turn taking and giving behaviors were counted. It was found that generally students performed better in all aspects of the discussion skills in the posttest than in the pretest, with the fast learners improving the most, and all participants demonstrated a good democratic participation during the discussion.

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CHAPTER 1

INTRODUCTION

1.1 Rationale

Due to the spread of English, people can now easily communicate with each other, even if they live across the other side of the world. English has become the most widely used international language (Crystal, 1997). Even in countries where English is not used as a first or second language, English makes a regular appearance in public spaces such as airports or tourist areas. For instance, English is a foreign language, English is a foreign language in Thailand but its influence can be seen in the linguistic landscapes of the country's cities and specific locations since it is one of the world's major tourist destinations (Huebner, 2008; Siricharoen, 2016).

The power and influence of English has meant that the language has been supported and promoted in all levels of education in Thailand. Preparing the country's workforce to utilize this internationally necessary linguistic capital as well as other skills for living and working in the 21st century, English teaching must be integrated with teaching other skills since the ability to use the language alone may be insufficient for effective communication in the modern world. One necessary skill required for successful communication after graduation is discussion skills. Moreover, Parkers and Hess (2001) stated that discussion skills are much needed in a democratic society. Discussion skills help prepare students to develop democratic participation, because good discussions and debates are required in political environments in which everyone's voice matters.

According to John Dewey (1916), a society equally offering individuals a chance to participate and interact is a fundamental element of a democratic society. It is possible to prepare students to live and contribute in such a society through education and it is important to get students to participate in negotiating situations so that they can comprehend input and output, a major aspect of second language learning (Pica, 1987). This kind of education is called critical pedagogy (Sleeter and McLaren, 1995). Critical pedagogy seeks to empower students through concepts such as voicing

oneself, respecting others, and empowering others. As far as discussion is concerned, these concepts are necessary features of a good discussion.

In language education, communicative language teaching (CLT) aims to empower students to become autonomous. CLT can be applied with critical pedagogy concepts in the teaching of discussion skills. CLT is an approach that allows learners to develop multiple skills, but fluency is the focus for language skills, fluency is the focus. Naturally, in real-life social interactions, people employ both oral and written skills to effectively complete communicative goals (Savignon, 2018).

According to Thailand's Compulsory Education, school students must study English from when they enter primary school through to their secondary school graduation. Despite twelve years English language study in school, the 1997-1998 national survey under the Office of Educational Testing of the Department of Curriculum and Instruction, the Ministry of Education, found that Thai students achieved unsatisfactory scores in English standardized proficiency tests that covered all four macro skills: Listening; speaking; reading; and writing (Wiriyaichitra, 2001). Speaking English appears to be a serious problem for Thai students when they need to talk, even in the classroom. Students appear to worry about being corrected, lack confidence, and even friends' reactions can affect their use of English. When students feel uncomfortable and incompetent to use English when attempting to express their performance, they will avoid using English and instead express themselves using the Thai language or by saying nothing instead (Basilio and Wongrak, 2017). Teaching materials approved by the Ministry of Education claim to be developed from the CLT concept. It is therefore necessary to rethink what CLT means and why it appears not to function as intended in the Thai context, despite its reported successes elsewhere (Richards, 2006).

Thai students have few opportunities to use English with native English speakers outside the classroom, especially students living in rural areas who very rarely meet native speakers in person. This limits opportunities to improve their English speaking skills. Classroom language learning has become the only learning space for many students to learn and practice English skills, so it is necessary to make CLT that works so that this promising approach can help enhance learners' English skills as well as provide critical pedagogy-based practice through discussions that are valuable for

their future lives. Three types of activities are involved in CLT: Mechanical; meaningful; and social activities (Richards, 2005). In this study, CLT social practice activities are included since this type of activity allows students to use English as much as possible to complete impromptu tasks.

Accordingly, in this study the development of discussion skills—a type of speaking skill—is the main target skill. To teach discussion skills in this study, CLT lessons with social practice activities were developed with critical pedagogy ideas to encourage students to voice themselves, respect others' voices, and empower others to talk in groups during discussion tasks (Gardner, 1983).

1.2 Research Purpose

This study aims to examine the extent to which critical pedagogy-based CLT lessons enhance English discussion skills. In order to complete the CLT social practice tasks, learners are prompted to develop their discussion skills which are as skills related to voicing oneself, respecting others, and empowering others to speak, which will be discussed further in Chapter 2.

1.3 Research Questions

According to the research purpose, there are two main research questions as follows:

1.3.1 To what extent can critical pedagogy-based CLT lessons enhance the English discussion skills of Thai high school students at Benjalakpittaya School, Si Sa Ket Province?

1.3.2 To what extent can CLT lessons developed with critical pedagogy ideas enhance democratic participation in group discussions?

The first research question focuses on the use of critical pedagogy-based CLT lessons to help students improve their discussion skills. The participants include Grade 10 students at Benjalakpittaya School, Si Sa Ket Province. The second research question focuses on the effect of critical pedagogy ideas on enhancing democratic participation. The answers for the research questions will provide evidence for the possibility of exploiting critical pedagogy ideas in future language teaching.

1.4 Significance of the Study

The study offers new ideas for teaching English in Thailand. Thai teachers continue to have issues in teaching English speaking, so the integration of critical pedagogy ideas and CLT approach may help to improve the efficacy of teaching speaking and discussion skills.

CHAPTER 2

LITERATURE REVIEW

This chapter is divided into seven sections. The first section focuses on critical pedagogy, while the second section explores communicative language teaching. The third section discusses CLT practices in the classroom and communicative language teaching in Thailand, followed by critical pedagogy-based CLT. Since the study examines critical pedagogy-based CLT for learning discussion skills, the sections following this are concerned with speaking and discussion skills in particular. Related studies are also discussed.

2.1 Critical Pedagogy

In this study, critical pedagogy plays an important role as crucial concepts in the study's theoretical framework. Critical pedagogy was proposed by John Dewey who believed that a good society was able to provide members with opportunities to interact differently through education, in which the individual understands social relationships and can avoid conflict through social changes. According to Dewey, "men and women are essentially unfree and inhabit a world rife with contradictions and asymmetries of power and privilege," so critical educators should seek to make changes and empower people (McLaren, 2002: 69).

Decades later, Giroux (1983) adapted ideas from critical pedagogy to progressive educational movements which aimed to enhance school practices with democratic principles (Darder, 2003). Due to the belief that "knowledge is a social construction deeply rooted in a nexus of power relations" (Darder, 2003: 72), critical pedagogy was referred to as a theory which enables critical learners to free themselves and others, which ultimately strengthens their agency. McLaren (2002, cited in Darder, 2003: 70) asserted that from this perspective, schools are not merely seen as "an arena of indoctrination or socialization or a site of instruction, but also as a cultural terrain that promotes student empowerment and self-transformation".

Accordingly, critical pedagogy is an educational philosophy that aims to address social inequality and empower students, making schools places in which students can be prepared to live in an equal society (Hendrix, 2010). Critical pedagogy can vary in detail, but several important characteristics of critical pedagogy are shared with Marxist ideas of revolutionary critical praxis. McLaren and Farahmandpur (2001) states that critical pedagogy can be understood as a collective, critical, systematic, participatory, and creative process of learning and teaching.

As these ideas are suggestive, some can be applied to fit the purpose of the present study which aims to teach students discussion skills in English while enhancing their democratic habits. Following the critical principles, the discussions must be a collective, critical, systematic, participatory, and creative process. To elaborate, discussion making is a collective process, requiring student cooperation to accomplish the discussion task. The process must be critical, that is, it must not endorse any form of teacher dominance. The systematic part of the discussion is that the discussion part is taken as part of larger society. Engaging in the discussion is a systematic preparation for the students to become a democratic citizen. The participatory principle is very important; everyone must participate in the discussion. Finally, it must be creative. Though the use of language functions, students will need to consider others and design their speech to produce an effective initiation or response.

There is a need to clarify how these principles will be implemented. In the present study, to address the study's end goals of enhancing the students' discussion skills and instill democratic habits, three concrete practices will be implemented: Voicing oneself; respecting others; and empowering others. These ideas will ensure that the discussion practice will be a collective, critical, systematic, participatory, and creative process. Voicing oneself is the responsibility to express one's opinion by showing a personal stance on a topic. Respecting others is an act of empathy, showing politeness and understanding acknowledgement to others' opinions through appropriate agreement or disagreement. Finally, empowering others is related to giving others the opportunity to express themselves, and encouraging them to raise their own voice. These three ideas are important mechanics for democratic participation (Schonfeld, 1975).

Language teaching should be critical. As Duncan-Andrade and Morrell (2007: 185) wrote, teaching language critically is a commitment “to freedom and social change”. To teach discussion skills and help students develop democratic habits following the critical pedagogy principles, it is important to draw on the three ideas of voicing oneself, respecting others, and empowering others.

2.2 Communicative Language Teaching

The present study’s objective is to enhance participants’ English speaking and 21st century skills. With this objective, this section reviews CLT concepts which can be used to guide the study’s design so that it can facilitate the learning and use of multiple skills. As it has been generally accepted, the origin of CLT can be found in the concept of communicative competence. This concept shall be reviewed first and the subsequent discussion will focus on the other main CLT principles. The review in this section provides an appropriate theoretical framework for the study.

2.2.1 Definition of Communicative Competence

Scholars have identified communicative competence as the most important factor that leads to communicative success. Dell Hymes (1971) defined communicative competence as the ability to use a language appropriately in terms of “when to speak, what to talk about with whom, when, where, in what manner”. He explained that speakers require not only grammatical knowledge, but also social knowledge as factors for their communication. This is because communication with perfect grammar will not always be sufficient for good communication if speakers are unaware of how to appropriately transfer their intended message to the listener.

Other researchers have contributed to the understanding of this concept. For instance, Richards (1985) added that characteristics of communicative competence include integrating knowledge of grammar and vocabulary, speaking rules, how to use and respond to different types of requests, and knowing how to use language appropriately. Though learning language in the past appears to focus on grammatical knowledge by highlighting drilling and accuracy, this is insufficient to make meaningful communication, so communicative competence is needed. The researcher considers that communicative competence is to know how to use language in any function or situation and with whom the communication is taking place.

According to Nunan (1999), communicative competence is the ability to apply grammatical, discursive, and social knowledge to effectively communicate in specific situations or purposes. Furthermore, Savignon (1972) wrote that speakers must adjust their linguistic competence with informational input for specific audiences. Canale and Swain (1983) offer a particularly detailed explanation of communicative competence, positing that to communicate successfully, people should have four competences: Grammatical; socio-linguistic; discourse; and strategic competence. When grammatical competence reflects knowledge of vocabulary and rules, socio-linguistic is about the appropriateness of language used in any social context by users with any social status. Meanwhile, discourse competence concerns understanding how spoken and written language is organized related to utterance. Strategic competence appears when attempting to maintain a conversation by compensating with verbal or non-verbal language. Canale and Swain's ideas have been integrated into theoretical designs of a number of studies in Thailand (Promtara, 2018) and other research contexts. Following this trend in CLT research, the present study adopts the concept of communicative competence as the theoretical basis of the study.

In brief, there are a number of factors that make a successful communication. Interactants must acquire sufficient communicative competence in one language in order to achieve their communicative goal. For EFL learners, it is important that they learn the many aspects of communicative competence so that they can use the target language appropriately. In the classroom, researchers and teachers have developed communicative teaching methods to help learners become more competent in English. The main principles of CLT are discussed in the following section.

2.2.2 CLT Principles

Communicative language teaching is derived from attempts to transform traditional language teaching methods to accommodate the idea of communicative competence. In the past, language teaching was focused on explicit teaching, with the teaching typically emphasizing the teacher's role in providing lectures on a subject matter, step-by-step (Rosenshine, 1986). In this teaching method, the learners were merely recipients of knowledge passed on to them from their teacher. Traditional language teaching methods often used decontextualized language input or focus on

language forms in expense of language use. Consequently, such learners faced many issues in real-life situations in which they must use the language. CLT emphasizes communicative competence and was introduced to the field of language education to familiarize and prepare students for unexpected events they may confront which require them to use their language skills.

There are various principles to teach students about communicative competence. In the classroom, communicative language teaching can be separated into two parts: Non-communicative; and communicative practices (Harmer, 1982). Harmer characterized non-communicative activities as “no communicative purpose, no desire to communicate, rather focusing on form not content, one language item, teacher intervention, and materials control” (Harmer, 1982: 167). In contrast, communicative activities can be characterized as activities with “a communicative purpose, a desire to communicate, focusing on content not form, variety of language, no teacher intervention, and no materials control” (Harmer, 1982: 166). Therefore, language learning activities can be either communicative or non-communicative, but it is important to consider whether these types of activities are welcomed in CLT.

For other researchers, communicative practices can actually be distinguished into weak and strong forms. Littlewood (1981) suggested that weak communicative practices, such as drilling or controlled practices, should be considered as pre-communicative practices. These activities are important because they help prepare learners with necessary language skills to do communicative tasks. Howatt (1984) also added that weak forms focus on providing learners with opportunities to use the language for communication and integrating some activities to promote communicative skills, whereas strong forms views second language learning as the outcome of communicative activities, so only communicative activities are used.

At the present time, the weak form appears to dominate how teachers teach and provide learners with opportunity to communicate what they have learned in the second language. For example, the PPP teaching model can fit well with the weak form since it focuses on presentation, practice, and production (Howatt, 1984). According to its weak version, CLT can be taught effectively if it is integrated with teaching approaches so long as it promotes students to use the second language to

communicate, which is the goal of CLT. For EFL learners with low English proficiency, the weak form of CLT seems to be an appropriate method.

With weak CLT design, EFL learners can progress through lessons, step-by-step by first focusing on the language form and functions of its use. Richards' (2015) three types of CLT activities are very relevant in the design of CLT activities for EFL learners. First, mechanical activities can help learners practice language forms. After learners acquire the forms, they can then engage in more meaningful activities and use the language functions in activities that are similar to real communicative situations. The last activities are called communicative activities, which unlike meaningful activities, are supposed to help learners become autonomous learners. Teachers provide activities and instructions, while learners are given the freedom to design their engagement and make use of all communicative competence to complete the task. The idea of weak CLT, together with the three CLT activities, is fit for the purpose of this study and is therefore adopted in the study design.

2.3 CLT Practices in the Classroom

There are now various versions of CLT used in different classroom contexts around the world, but they all share certain common characteristics. Richards (2006) suggests ten core elements of CLT trends, they: Facilitate learners to engage in meaningful interaction; provide learners opportunities to negotiate and share ideas; determine learner outcomes, whether relevant or meaningful; use many language skills and modalities to communicate; facilitate both language use and reflection; combine language use and making mistakes as long as learners can use the language fluently; motivate students to learn in consideration of their needs; involve effective learning and communication strategies to create successful language learning; require teachers to facilitate and provide students opportunities to use the language as much as possible; and enable learners to learn language through classroom collaboration and sharing. Consequently, peer or group work can encourage and elicit learners' speaking abilities. Richards's ideas are useful, but there are many things to consider. Focusing on the scope of the present study, the following review presents a prioritized list of common CLT practices and considerations which inform the study's methodological design in the next chapter.

A common characteristic is related to real language use and authentic materials. CLT activities promoting communicative competence must engage learners in the authentic and functional use of the language (Savignon, 1990). Thereby, the classroom situation should be as close to real-life communication as possible.

The next characteristic features are a focus on fluency and the role of teachers. Fluency is considered to be more important than accuracy. Richards (2006) suggested that to create effective CLT classroom situations, it is important to ensure that learners have opportunities to negotiate meaning, share how language is used, and take part in meaningful interpersonal exchange. Teachers, meanwhile, are to act as the facilitator to support the students. Teachers can easily set up situations and assign students with a character for roleplaying. Learners must practice to communicate with each other, but to communicate effectively, teachers should facilitate rather than lead. Activity design is therefore key to the success of CLT implementation.

CLT activities also share a common similarity in that they all emphasize different areas of communicative competence. Designing CLT activities is central to the success of any CLT classroom, so this will be discussed at length.

In the past, language learners learned L2 through traditional approaches focusing on oral drilling, controlled practicing, and memorizing grammar points. Richards (2006) assumed that the structures and linguistic rules are illustrated through these methods are important for the language learning beginners who must be able to create grammatical sentences correctly. Therefore, drilling and memorizing are highlighted in teaching grammar. However, grammatical knowledge only does not sufficiently encourage learners to communicate meaningfully in real-life situations.

In most L2 learning contexts, the classroom becomes the best place to practice second language using for learners. In CLT, there must be various activities to enable learners to use and communicate effectively in the second language. To promote communicative competence, classroom activities should be cooperative rather than individual so that students have opportunities to use the language (Richard, 2006). Richards (2006: 138) also quotes Clarke and Silbertstein (1977), who wrote that "Classroom activities should parallel the 'real world' communication as closely as possible."

Since language is a tool for communication, L2 teaching methods and materials should be communicative and concentrate on the message rather than just form alone. Savignon (1972) used CLT to characterize language used by classroom-based language learners to interact with other people as the ability to make meaningful interactions. That is because the ultimate goal of teaching is not how well learners recite or memorize dialogue or structures, but rather to allow learners to be able to create their own messages as they intend to express them. In this activity, students can use both linguistic and non-linguistic resources to help them create messages, but importantly, it must encourage students to use the language to maintain communicative interaction. Communicative competence can be put into the classroom by including them with CLT practices. The CLT activities used in the classroom can be categorized into three practice types (Littlewood, 1981): Structural practices which focus on linguistic structures; functional practices focusing on how language is used; and social interaction practices which focus on producing and using language controlled by the needs of a speaker and the relevant communication context. Littlewood classified these communicative activities as pre-communicative and communicative practices. Pre-communicative practices include structural and quasi-communicative activities, while communicative practices are functional communicative activities and social interaction activities.

Similarly, Richards (2015) concluded that CLT classroom activities consist of three activity types: Mechanical; meaningful; and communicative practices. Mechanical practices are controlled activities, providing students with the necessary linguistic and cultural inputs to allow them to do the later activities. Mechanical practice mainly includes repetition drills and substitution drills. Next, meaningful practices concern practices to support students to make meaningful choices by allowing them to engage in activities familiar in their lives. The practice could be identifying pictures, discovering identical pairs, discovering missing information, or following directions. The final practices are communicative practices, which practice using language in a real communicative context and involve the exchange of real information. The main activities are role playing which the teacher can devise and allow students to participate in, or allow them to do some preparation for.

CLT testing is another feature of CLT practice in different contexts. Besides CLT classroom activities, appropriate tests are required to assess the extent to which students have achieved their communicative skills. Several issues must be considered in the design of such a test. McNamara (2000) stated that there are two features in CLT testing. The first is that learners are engaged in an extended act of communication, both receptive and productive. The second is that learners pay attention to the social roles assumed in real world settings. However, although they are communicative activities, the grammatical structures cannot be left behind (Oller, 1979). Canale and Swain (1998) added that they followed Hymes' communicative language competence, suggesting the need to be able to construct and decode grammatical sentences.

At present, CLT is a popular and widely used teaching method in language classrooms (Richards, 2006). CLT has been applied in various ways depending on the classroom context and language taught. The present study draws from the common practices of CLT by focusing on: Real language use and authentic materials; fluency development, supporting the role of the teacher; activity designs based on communicative competence; and CLT testing.

2.4 Communicative Language Teaching in Thailand

In the mid-1980s, the Thai government aimed to improve English language teaching and introduced a policy focused more on communication in language teaching. That was when Communicative Language Teaching (CLT) was first introduced to Thailand (Kwangsawad and Yawongsa, 2009; Kustati, 2013; Saengboon, 2002). CLT stresses the importance of fluency over accuracy. Since then, the English curriculum has focused on improving English speaking skills. Together with student-centered policies implemented in all Thai schools, CLT was expected to help improve the English abilities of Thai students, since teachers were supposed to talk less so that students could practice more (Darasawang, 2007).

Nonetheless, the implementation of CLT in the Thai education system has failed to produce impressive results, with the majority of students continuing to have unsatisfactory English skills. Thai schools have claimed to use CLT to teach in English classrooms for years, yet the communicative skills of Thai learners have

changed little in that time (Khamkhien, 2010). Teng and Singwongsuwat (2015) reviewed the potential causes for the failure of CLT in the Thai educational context in relation to Thai English teachers' language proficiency, limited classroom time to use CLT, the focus on accuracy in grammar teaching instead of fluency of using the language, and large class sizes. The researchers also highlight that Thai students feel uncomfortable to deal with CLT lesson, while they also believe that to use English effectively, they must use it only with native speakers. All these explanations have contributed to the unsuccessful English language teaching in Thailand.

It appears that CLT is not to blame, but the real issue here is about how CLT is used, teacher and student attitudes toward CLT, and how they perceive their roles in the learning and teaching process. The most important challenge is how CLT can be used more effectively in the Thai classroom context. It seems that the most difficult problem is transforming students to become more active CLT learners, because this approach emphasizes learner autonomy and team working. This is why 21st century skills are closely related to CLT as they are the result of the students' practice. To have a successful CLT lesson, collaborative learning must be in place. Students must be encouraged to work collaboratively in small groups to attempt to solve problems that the teacher introduces at the beginning of each lesson (Prince, 2004). This is very difficult since Thai students are used to teacher-centered classrooms, but there is always potential for changes if CLT lessons are carefully planned with features of previously utilized approaches, such as teaching language form explicitly and allowing for step-by-step transitions from meaningful activities to communicative activities.

2.5 Critical Pedagogy-Based CLT

Ideas of CLT that emphasize discouraging dominance and empowering individual discussants through democratic discussion process will now be discussed. The idea of implementing CLT with critical pedagogy in this study focuses on ten specific language functions, namely: Asking for others' opinion; giving opinions; giving reasons; agreeing with someone; disagreeing with someone; asking for clarification; apologizing; thanking; giving compliments; and pause filling. In addition, the main focus of discussion practice is fluent use of the target language. As previously stated,

communicative competence is the ultimate goal of language learning (Canale and Swain, 1983; Richards, 1985; Savignon, 1972).

To teach discussion skills in this study, CLT principles and activities were designed through the project learning bicycle model which may be suitable for CLT due to its step-by-step learning plan which can be adapted as part of CLT activities. According to the learning model, how the approach will progress is represented by a wheel consisting of four core project phases: Defining; planning; doing; and reviewing. In the first phase, teachers and learners must define the problem, task, or question in order to start the project with a clear goal. In the planning stage, teachers and learners will design and prepare the activities and procedures, tools, and materials to be used. The doing phase involves conducting the planned activities. According to the model, students “do” or practice more than the teacher, in reflection of the core idea of CLT. This means that learning must come from students’ taking actions by themselves, with the teacher playing a coaching role. Finally, the result of the activities must be reviewed in the last step. This part is very important because it offers opportunities for teachers and students to get feedback and evaluation.

As this learning approach is compared to a wheel or riding a bicycle, it is further imagined that to move the bicycle forward, it is important to balance between those involved in riding the bicycle. In L2 learning, these are students and the teacher. The students must ride the bicycle themselves; they have to manage the L2 learning project by themselves so that they can gain the target language and 21st century skills. To balance the operation, they must be involved in activities that require problem-solving, communication, collaboration, flexibility, adaptability, self-direction, leadership, and responsibility. By practicing these skills in classroom activities, it is expected that students will be ready to put these skills into practice when they encounter real-world problems, which often arise when they live and work after graduation.

The teacher is like a coach, and must be comfortable with various kinds of pupils in the classroom and be ready to support any of the class groups to work independently so that they can learn the L2 and target skills at the same time.

2.6 Discussion Skills

Having discussions involving students expressing their views and uncertainties without justifying themselves or others to get the satisfactory, constructive comments is the most important element in facilitating student learning. Both teachers and students alike are capable of providing useful information to achieve this goal (Boud, 1995; 200-201). Parker and Hess (2001) added that discussion means talking and inquiring in a group of people, and that it includes both listening and talking forms. Discussions require a group of people, purposes, a text, and a leading question which aims to engage all group members in the discussion topic. teaching discussion can therefore be referred to using discussion as a tool to help students gain understanding about a text or make decisions about the issue at hand, with students expected to acquire knowledge and ability from discussions by themselves (Parker and Hess, 2001). Thus, students should offer feedback to each other after discussions. Since discussion assessments are largely focused on cognitive activities (Boud, 1995; 214), this study aimed to teach discussion through CLT practice and assess its efficacy through a discussion practice which assessed functions (accuracy), fluency, and content based on an assessment rubric. Three elements of discussion skills are the focus of the present study: Language functions; fluency; and content. Functions refer to components of any speech event and any verbal communication (Jakobson, 1960), since a message is sent from an addresser to an addressee with the required context, codes, and physical and psychological connections between the addresser and addressee to complete the message meaning and engage them in the communication.

Language fluency can be referred to as an automatic and procedural speech production skill (Carlson, Sullivan, and Schneider, 1989). However, having much knowledge in language could be wasted if a speaker does not know how to express it (Fcerch and Kasper, 1984). Therefore, fluency also focuses more on procedural skills which enable the speaker to produce speech in real-time in any event (Schmidt, 1992). Finally, content can be defined as what a language learner must learn simultaneously with linguistic skills, since the language is both the medium and object of understanding (Cantoni-Harvey, 1987).

2.7 Related Studies

There are many studies about the application of CLT approaches in Thai classroom learning activities, and their outcomes have had positive effects on students' speaking skills. For instance, Srirasa and Chano (2018) studied the use of the CLT approach applied with mixed media to enhance speaking skills. Though their study focused on learning the Chinese language, the study results highlight how CLT enhances students' speaking skills. The study showed that using mixed media with the CLT approach can improve students' speaking abilities. Moreover, it also affects student learning motivation because the mixed media contained various activities for students to learn from.

It is true that a learner's personal factors can affect their motivation in L2 learning (for example, age, gender, capability, previous knowledge), but teachers can encourage student learning motivation (Ellis, 1994). Some studies have found that teaching content can strongly affect speech learning through the CLT approach. Content related to a student's everyday life can make it easier for them to engage with the learning activities. For example, students think that "greetings, family, food and drinks, and daily routine" as the learning topics are appropriate to them since they can learn the topic and easily relate it to their real life (Sirasa and Chano, 2018).

Furthermore, Un-Udom and Jampeehom (2017) conducted a study to evaluate students' speaking performance by narrating a personal story. The pretest story they used was entitled, "My most beautiful day", while the posttest story was, "My happiest moment". This study also highlights that topics relating to students' real lives can encourage them to focus on their learning goals. This is because topics related to learners' real lives offer feelings of belonging as learners feel that they are a member of the target language, which in turn motivates them to learn (Gardner, 1985). Moreover, when students learn through practices that allow them to use real language to interact with teachers and other students, it effectively encourages them to learn the target language (Littlewood, 1983).

Additionally, the CLT approach not only offers speaking skill encouragement, but actively supports all four macro skills (listening, speaking, reading, and writing). That is because for students to learn CLT effectively, the learning activities must allow learners to use all four skills. Meanwhile, whole-task practices allow learners to use all

four skills to complete their tasks (reading vocabulary and listening to the story, etc.) and it also encourages students to focus more on the activities (Littlewood, 1983). For example, one study investigated students who were allowed to prepare their speech via online chatting with their group and teacher before delivering the presentation, thereby also motivating their reading and writing skills (Un-Udom, 2017).

The CLT approach also enhances students' 21st century skills. Assigning students with a task or an assignment provides them with the opportunity to solve problems or win the task by themselves. Sritulanon (2017) wrote that providing students with the chance to discuss and solve problems via group work in CLT problem-based or project-based learning outside the classroom allowed students to use 21st century skills, which include problem-solving, critical thinking, communication, collaboration, using media and technology to get information, and also leadership and responsibility. Case-based learning (CBL) also encourages students to more eagerly ask questions, which is particularly beneficial for overcoming shyness which is a common characteristic among Thai school students. Starting by asking questions can lead students to discussion and develop thinking skills, which is a 21st century skill (Sithsungnoen, 2018). Moreover, students find out that project-based learning not only improves their communication skills, but it also activates their reading and vocabulary as they use these skills to access the information to complete projects (Wongdaeng, 2018). Kongkaew (2015) added that appropriate teaching approaches to encourage 21st century skills should promote and support knowledge growth through communication, collaboration, and tasks. Kongkaew conducted a study with 333 university students using CLT, the collaborative learning approach (CLL), and the task-based language teaching approach (TBL) to determine which teaching approach is the most appropriate for promoting 21st century skills. The study found that students communicated a lot in the reading task which is based on TBL, and their critical thinking and creativity were through discussing the text.

However, since English language is not commonly spoken in everyday life in Thailand and there is a lack of usual practice, communication often breaks down in real English speaking situations (Kitpatrick, 2008). It is common for Thai speakers to respond to English conversation situations by smiling or walking away when the conversation breaks. This is why strategic competence in communication should be

taught besides teaching only speaking strategies for students. According to Canale and Swain's communicative competence (1983), one important competence to make communication more communicative and meaningful is strategic competence, which focuses on the use of body and facial gestures to keep communication from breaking down. Kirkpatrick (2007) added that students should be taught to avoid using localized words or idioms, and instead encouraged to continue the conversation using backchannels (communicating via Facebook, Line, Whatsapp etc.) and facial gestures, and ensure mutual understanding by paraphrasing.

It is evident that using the CLT approach to teach speaking in Thailand can be more effective with the use of various instructional media to motivate and encourage learners to reach the learning goal. Moreover, using teaching content that is similar to students' real lives helps them engage to learn better as they feel that they are member of the target language, which positively affects their language learning (Sirasa and Chano, 2018; Un-Udom and Jampeehom, 2017).

In addition, implementing discussion skills through critical pedagogy-based CLT lessons will not only encourage students to speak English, but it can also enhance their voice, respect, and empower others which will prompt students to be critical in the democratic society (Darder, 2003).

CHAPTER 3

RESEARCH METHODOLOGY

This chapter consists of six parts, the research design, participants, instructional design, research tools, data collection, and data analysis. The research design section illustrates how this study was shaped, and is followed by information about the participants. The next part outlines the instructional design in terms of how the lessons in the study were designed with the ideas reviewed in Chapter 2. A discussion of the research tools, data collection, and data analysis are also provided.

3.1 Research Design

This study aimed to investigate the extent to which critical pedagogy based CLT lessons can enhance the English discussion skills of Thai high school students. The study collected quantitative data. A pretest and posttest were used to measure the effect of the designed lessons on the students' discussion skills and democratic participation. Rubrics were used to grade the students' fluency, accuracy, and content in their discussions. The target language functions and turn-taking behaviors were counted in order to examine behavior changes after learning through the designed lessons.

3.2 Participants

The study participants included eight Grade 10 students (Mattayomsuksa 4) from Benjalakpittaya School, Si Sa Ket Province, Thailand. The school is not a large school and has a limited budget for hiring native English speaking teachers, so the school only hires a single native English speaker to teach speaking. With so many class groups compared to the lone native teacher, the teacher is able to meet approximately eighteen classes each month, with only one hour per week to teach English speaking to each class. Due to the limited speaking class time, it was necessary to

support students to provide more opportunities to use English outside the native teacher-led speaking class.

Many of the Grade 10 students reflected their opinion towards learning English in the school, stating that they felt like the lesson they were taking was insufficient and that they wanted to learn more English to enable them to use English in university entrance interviews. Even in English classes with Thai teachers, L1 was used for the most part, giving students few chances to speak English. That is why Grade 10 students were selected to participate in the study. These students could be grouped into two groups according to their learning behaviors, with one slower learner and seven faster learners. This grouping was to ease understanding of the research findings and was based on the teacher's experience and observations after teaching them for two semesters. During the teaching, all the students engaged in the same designed activities.

3.3 Instructional Design

As discussed in Chapter 2, the present study applies social practice activities from CLT and concepts of voicing oneself, respecting others, and empowering others from critical pedagogy in the design of lessons to enhance the students' discussion skills as well as their democratic habits. Eight hours of lessons were designed with a critical pedagogy-based CLT theoretical framework, which has the following aspects.

The CLT lessons consisted of teaching language functions for discussion. The lessons were designed to have critical aspects by empowering discussants through the democratic ideas of equal and fair participation. This critical idea includes encouraging students to voice themselves, show respect to the others, as well as support others to voice themselves. The critical lessons were fluency-enhancement based and focused on accuracy and content. Chapter 2 outlines ten language functions which can be grouped into three elements of democratic participation: Voicing oneself, which included giving opinions, giving reasons, and using pause filling; respecting other's voices, including agreeing with someone, disagreeing with someone, and giving compliments; and finally empowering others to voice, which included asking for others' opinion and asking for clarification. As reviewed in Chapter 2, CLT consists of mechanical, meaningful, and social practices (Richard, 2015). In this study,

mechanical CLT practice was provided to ensure all the participants had equal access to the same language inputs necessary for the discussion.

Before starting the discussion practices, both the teacher and students collaboratively made an agreement on the practices. The participants were randomly divided into 2 groups (Group A and Group B) by the teacher, and members were fixed in the same group and participated in the discussion activities with the same group members from the first discussion through to the final process of practice. After that, both groups were told to brainstorm controversial topics in their lives, and the teacher then finalized them into nine discussion topics. The selected topics were all related to the students' experiences. One topic was selected by the students to form the pretest, which was "Is it OK to study 8 hours a day?", while the only activity instructions provided to them were to "talk about the topic you got with your team, you could use only English but Thai language was allowed in case you found problem in using English". For the practice sections, following a democratic approach, the students were free to select discussion topics. This helped ensure that the topics were familiar to allow them to share their opinions. Moreover, a group leader was selected to lead the topic discussion. This role was rotated upon starting a new topic. Group members were reminded that it was necessary to voice themselves, respect other people's voices, and concurrently, encourage other members of the group to share their opinions. In all the classroom activities, the teacher played the role of coach and observer by encouraging students to perform the activities with all their learning skills and they also observed their performance to collect data.

The mechanical emphasized on grammatical structures and was presented in the first six hours of practice in order to input useful structures for the students to use in the discussions. The structures were presented explicitly in front of the class so that the students could choose and determine what they wanted to use by themselves. The structures provided as mechanical practice are presented in Table 1. The discussions were expected to be CLT social practice and meaningful activities. The students had little time to think. Despite the impromptu nature of the social practice, the students were given 5 minutes to prepare before starting the actual discussion. This was to help them form an opinion that they could readily share with the other group members.

These social practice activities were expected to help enhance the students' fluency. These ideas were materialized in the following lesson plans:

Table 3.1 Lesson design ideas.

Hour	Discussion practice/Lesson	Discussion topics
1	- I think that	Calculation vs linguistic
2	- In my opinion, ...	Boys' lives are easier than girls'
3	- What do you think? - What about you?	Busy school activities affect my studies?
4	- I like your idea. - I agree with you. - I think so.	Having a boyfriend/girlfriend while studying
5	- I like your idea but ... - I agree with you but ...	Friends vs parents Who's the best adviser?
6	- Can you say that again? - Again please.	Having a lot of homework is good?
7	-	Juniors and Seniors in school
8	-	Good students are hard-working?

In the lessons, the students were taught how important voicing themselves, respecting others, and empowering others to allow them to engage in a good discussion. They were also taught language functions related to these concepts. The students were taught to voice themselves through language functions, such as "I think that...", and "In my opinion..." They also learned to respect other people's voices by using language functions, such as "I like your idea...", "I agree with you," "I think so," "I like your idea, but...", and "I agree with you, but..." Lastly, the students used language functions, such as "What do you think?" and "What about you?" to help empower others.

After each discussion, all the students evaluated their own practice performance. Then, the videos were presented to the students to allow them to observe each group performance. The students were asked to evaluate the other groups' performances and provide comments as necessary. These comments are not included in the study results,

but they were used to guide the students to acknowledge their abilities during the process.

3.4 Research Tools

The study tools included a pretest and posttest, video records, and speaking rubrics. The pretest was undertaken in the first hour to check the students' speaking ability in the first stage. The pretest included a topic assigned by the teacher using suggestions from the students. The students used their existing knowledge to complete the pretest task in both English and Thai. During the practice, video records were taken to collect the in-process performance, excluding the preparation period.

After finishing all the practices, the videos were presented to three committees to gain measurement scores using speaking rubrics (Hughes, 2002). The rubrics included fluency, accuracy, and content. The scoring results are summarized and the average scores of each student were taken.

3.5 Data Collection

The study lasted eight hours and data was collected from two parts, firstly a pretest was undertaken at the beginning of the first class and again at the end of the study, and secondly from collecting the discussion practices in the eight class time periods (first to eighth hour).

The video records were collected, which were recorded from the pretest through to the last hour of discussion practice. The total video record collection for Group A was 13.14 minutes, while for Group B it was 11.04 minutes.

3.6 Data Analysis

According to the tools used in this study, quantitative methods were employed to analyze the data (Cohen, 2010). The quantitative data included comparing the pretest and posttest scores to find the mean (\bar{x}) of the scores from the speaking rubrics. The pretest and posttest results were compared to illustrate the participants' progress in fluency, accuracy, and content. In this study, functions and turns were analyzed by frequency of use to indicate the students' overall democratic participation.

CHAPTER 4

RESULTS

There are two main parts this chapter. The first part provides answers to the first research question, To what extent can critical pedagogy based CLT lessons enhance English discussion skills for Thai high school students at BP? The second part presents the analytical results in response to the second research question, To what extent can CLT lessons developed with critical pedagogy ideas enhance democratic participation in group discussions?

4.1 Results

The present study has two purposes. First, it aims to help students improve their speaking skills, and specifically their discussion skills. Second, it aims to help students develop their democratic habits, which are important in a discussion. Quantitative and qualitative methods were applied in the data analysis and the results are presented in two separate sections according to the study purpose.

4.2 Discussion skills

According to Chapter 2, there are three elements of discussion skills, namely fluency, accuracy, and content. The results for each part is presented below.

4.2.1 Fluency

In this study, fluency refers to speech production skills which are automatic and procedural in any social situation. To evaluate fluency, the students' participation in the pretest discussion and their performance in the posttest discussion were analyzed. A five-point scale was used, consisting of: Excellent (5); very good (4); good (3); fair (2); and poor (1). The discussions in the pretest and posttest were videotaped and the data was used during the evaluation. Three referees, including two evaluators with an MA in TEFL and the researcher used the rubric to evaluate the participants' fluency. The results are presented both for the group as a whole and for individual students in Tables 4.1 and 4.2, respectively

Table 4.1 Overall language use fluency results during the discussions.

Participants	Fluency level (\bar{x})	
	Pretest	Posttest
All students	1.79	3.17

From the Table 4.1, the students' overall score in the posttest ($\bar{x}=3.17$) is higher than the pretest ($\bar{x}=1.79$). The overall pretest scores are considered to be at a poor level, while the posttest scores can be interpreted as good. It should be noted that even the overall posttest scores are not excellent, which can be explained in terms of individual students' results.

Table 4.2 Individual students' language use fluency during the discussions.

Participants	Fluency level (\bar{x})	
	Pretest	Posttest
Student A	2.66	4
Student B	1.66	4
Student C	1	3
Student D	1	3.33
Student E	2.66	3
Student F	1.33	3
Student G	1	1
Student H	3	4

Table 4.2 shows that all the students achieved higher posttest than pretest scores, with the exception of Student G. In the pretest, five students were rated at 1, indicating a "poor" level of fluency (B=1.66, C=1, D=1, F=1.33, G=1). Two students were rated at 2, implying a "fair" level of fluency (A=2.66, E=2.66), and only a single

student was at Level 3 which suggests a “good” level of fluency (H=3). Most of the students’ proficiency levels improved between the pretest and posttest, with most of the posttest scores rated at 3 and 4. Four students achieved posttest proficiency levels at a “good” level (C=3, D=3.33, E=3, F=3), while three students achieved very good proficiency (A=4, B=4, H=4).

Unlike all the other students, Student G achieved the same “low” (1) proficiency rating in the pretest and posttest. Student G’s learning was slower than his peers, which meant that he was unable to follow the practices alongside his classmates.

4.2.2 Accuracy

To analyze the accuracy of the language functions used during the discussions, language functions and their frequency of use in all the discussions by each student are analyzed first. These instances of language functions were then rated using the rubric.

4.2.2.1 Language functions

In this study, language functions refers to components of the target language functions for discussion when asking for someone’s opinion (AO), giving an opinion (GO), giving reasons (GR), agreeing with someone (AW), disagreeing with someone (DW), asking for clarification (AC), apologizing (AP), thanking (TK), giving a compliment (GC), and pause filling. The results of the language function analysis are shown in Table 4.3.

Table 4.3 Language function analysis.

Language functions										
Student	AO	GO	GR	AW	DW	AC	AP	TK	GC	Pause Filling
A	5	11	4	0	0	0	0	0	1	1
B	13	16	4	0	3	1	0	0	4	1
C	6	15	5	3	3	0	0	0	2	0
D	7	8	2	2	2	1	0	0	4	0
E	5	10	6	3	2	0	0	0	2	2
F	1	8	7	2	0	0	0	0	0	0
G	1	7	3	5	2	0	0	0	0	4
H	4	11	6	3	2	2	0	0	0	4
Total	42	86	37	18	14	4	0	0	13	12

Table 4.3 shows that the major trend of language functions used are “giving an opinion” (GO), which was used a total of 84 times. The following trends were “asking for others’ opinion” (AO) which was used 42 times, “giving reasons” which was used 37 times, “agreeing with someone” (AW) which was used 18 times, “disagreeing with someone” (DW) used 14 times, “giving a compliment” (GC) used 13 times, pause filling which occurred 12 times. The language functions of “thanking” and “apologizing” were not used by any of the students.

Individually, Student A used five language functions (AO=5, GO=11, GR=4, GC=1, pause filling=1), Student B used seven language functions (AO=13, GO=16, GR=4, DW=3, AC=1, GC=4, pause filling=1), Student C used six language functions (AO=6, GO=15, GR=5, AW=3, DW=3, GC=2), Student D used seven language functions (AO=7, GO=8, GR=2, AW=2, DW=2, AC=1, GC=4), Student E used seven language functions (AO=5, GO=10, GR=6, AW=3, DW=2, GC=2, pause filling=2), Student F used four language functions (AO=1, GO=8, GR=7, AW=2), Student G used six language functions (AO=1, GO=7, GR=3, AW=5, DW=2, pause filling=4), and Student H used seven language functions (AO=4, GO=11, GR=6, AW=3, DW=2, AC=2, pause filling=4).

The frequency of language functions used shown in Table 4 show that Student B used the function “asking for other’s opinion” the most, while Students F and G used this function the least. Similarly, Student B also used the function “giving an opinion” the most (16 times), while Student G also used this function the least (7 times). Student F made the most turns in using the function “giving a reason” (7 times), while Student D only used this function twice. For the function “agreeing with someone”, Student G used this function the most (5 times), while Students D and F used this function only 2 times each, but Students A and B did not use this function at all. Most of the students only used the function “disagreeing with someone” twice (Students D, E, G, H), Students B and C used it 3 times, but Students A and F did not use this function at all. For the function “asking for clarification”, only three students used this function (Student B=1, Student D=1, and Student H=2). For function “giving a compliment”, Students B and D used this function the most (4 times each), and 3 students did not use this function at all (Students F, G, and H). When using “pause filling”, Students G and H used this function the most (4 times

each), while Students C, D, and F did not use the function at all. However, all the students did not use the “apologizing” and “thanking” language functions.

According to the language functions analysis results, most of the students used the language functions more frequently in the posttest.

4.2.2.2 Accuracy of language function uses

In this study, accuracy refers to how correctly the learners used English in the discussions, including grammar, vocabulary, and pronunciation. To evaluate the students’ language accuracy, their participation in the pretest and posttest discussions were analyzed. An evaluation rubric was used consisting of a five-point scale: Excellent (5); very good (4); good (3); fair (2); and poor (1). The referees were the same set as those who rated the fluency aspect. The results are presented for the entire group and for individual students in Tables 4.4 and 4.5, respectively.

Table 4.4 Overall results for the accuracy of target language functions.

Participants	Accuracy level (\bar{x})	
	Pretest	Posttest
All students	1.87	3.08

Table 4.4 shows that the students’ overall posttest scores ($\bar{x}=3.08$) were higher than in the pretest ($\bar{x}=1.87$). The overall pretest score indicates that the students’ accuracy was poor. After participating in the lessons, the overall posttest score can be interpreted as good. It should be noted that this overall posttest score only reaches slightly above 3 out of 5, which is because the students perform differently, as shown in Table 4.5.

Table 4.5 Individual student results for the accuracy of target language functions.

Participants	Accuracy level (\bar{x})	
	Pretest	Posttest
Student A	2	4
Student B	2.33	3.33
Student C	1.33	2.66
Student D	1	3
Student E	2.33	3
Student F	2	3
Student G	1	1.33
Student H	3	4.33

Table 4.5 shows that all the students scored higher on the posttest score compared to the pretest. In the pretest, four students were rated at Level 2 indicating a “fair” level of accuracy (A=2, B=2.33, E=2.33, F=2). Three were rated at Level 1 which means they had a “poor” level of accuracy (C=1.33, D=1, G=1). Only one student was rated at Level 3 which indicates a “good” level of accuracy (H=3). In contrast, in the posttest all the students’ proficiency improved. Four students were rated with “good” (B=3.33, D=3, E=3, F=3) and two had “very good” (A=4, H=4.33) levels of accuracy. Two students had little improvement, one of whom was rated at Level 1 in the pretest had a “fair” level of accuracy (C=2.66) in the posttest, and the other was rated with 1 (poor) in the pretest and received 1.33 (poor) in the posttest.

4.2.3 Content

In this study, content refers to the functions that learners use in their discussion skills to express themselves and comprehend others. For instance, in the discussion about school activities and their effects on the students’ studies, the content included school activities and their effects on the students’ activities. These contents were expressed through the students’ linguistic knowledge, which can be more or less

grammatical, but correct grammar does not matter so long as the content is communicated.

To evaluate the students' content, their participation in the discussions in the pretest and the posttest were analyzed. An evaluation rubric consisting of a five-point scale was used: Excellent (5); very good (4); good (3); fair (2); and poor (1). Three raters watched the discussion videos and rated each student. They discussed where they disagreed before giving their own score. The results for the entire group are presented in Table 4.6, while the individual results are shown in Table 4.7.

Table 4.6 Overall results relating to the discussion content.

Participants	Content (\bar{x})	
	Pretest	Posttest
All students	2.42	3.54

In Table 4.6, the students' overall score in the posttest ($\bar{x}=3.54$) is higher than the pretest ($\bar{x}=2.42$). The overall pretest score can be interpreted as a fair level, meaning that most of the students used some content knowledge in the pretest. In the posttest, the overall score was at a good level, meaning the students' content knowledge improved. Nevertheless, this overall score does not represent the scores for all students, with Table 8 showing the different scores achieved by individual students.

Table 4.7 Individual students' results relating to the discussion content.

Participants	Content (\bar{x})	
	Pretest	Posttest
Student A	3	4.66
Student B	3	4
Student C	2	4.33

Table 4.7 Individual students' results relating to the discussion content.**(continued)**

Participants	Content (\bar{x})	
	Pretest	Posttest
Student D	1.66	3
Student E	3	3.33
Student F	2.66	3
Student G	1	1.33
Student H	3	4.66

Table 4.7 shows that all the students had higher posttest than pretest scores. In the pretest, four students were rated at 3, meaning they had a “good” level of content quality (A=3, B=3, E=3, H=3). Two students were rated at 2 which means they had a “fair” level of content (C=2, F=2), and the other two students were rated at Level 1, which means they had a “poor” level of content (D=1.66, G=1). In contrast, most students delivered better content quality in the posttest in which most were rated at Levels 3 and 4. Four students achieved a “very good” level of content quality (A=4.66, B=4, C=4.33, H=4.66) and three students achieved a good score (D=3, E=3.33, F=3). However, one student was rated to have a “poor” level of content quality in the posttest (G=1.33).

Some issues must be addressed to conclude this section. First, the overall fluency, accuracy, and content results show that the students' abilities improved. It was found that content aspect improved the most, followed by fluency and accuracy, respectively. The fact that the content aspect had the highest mean score might be because the students had a very good understanding of the topics given. These topics were relevant to their lives and they had a role in the topic selection process. The fluency aspect was better than the accuracy, which makes sense since the group discussion practice focused on a limited set of target language functions, and since the lessons were based on CLT, less emphasis was placed on accuracy compared to fluency.

The next issue is that none of the students were rated at Level 5 and most did not get Level 4 in all aspects of discussion. The reason for this is related to the constant topic change. For each discussion, a new real-life topic was given. A new topic means new sets of vocabulary on the topic. Despite knowing how to use English to discuss things, talking about new topics can make it difficult for students to always speak with the most relevant content, accurate language, and high fluency. Consequently, their overall mean scores did not reach Level 5 or 4.

Another point is related to the different achievement levels among the learners. It must be noted that the CLT activity in this study is considered to be meaningful social practices, so students were given real-life topics and they discussed this with little preparation. The results show that that some students significantly improved in all aspects, but some hardly improved. For instance, Student G achieved low scores in fluency, accuracy, and contents in both the pretest and posttest. According to the student's history of learning and learning styles in English class, the student tended to be quiet and took time to think. Accordingly, the nature of the discussion task—despite support from other students—meant that Student G found it difficult to keep up with the pace of the group activities.

4.3 Democratic Habits

In this study, democratic habits will be discussed. Democratic habits refer to voicing oneself, respecting others' voices, and learning how to empower other people to voice themselves. These characteristics of democratic habits can be analyzed through turn taking in the discussion. The results for the entire group will be presented, followed by the results for individual students.

4.3.1 Turns Analysis

In the examination, two aspects of democratic habits were collected. The first aspect was turn analysis which describes turn taking in the discussions, including self-initiated and other-initiated turns as mentioned in Chapter 2. The second aspect was the language used by the students in the discussions, in terms of both Thai and English. The results are shown in Table 4.8.

Table 4.8 Turns and language use from all discussions.

Student	Turns		Language	
	Self	Other	English	Thai
A	6	10	15	-
B	22	17	29	3
C	10	11	19	1
D	12	8	18	1
E	15	5	17	1
F	3	6	8	-
G	2	9	12	1
H	11	8	14	1

Table 4.8 shows that Student A took 16 turns in total (self = 6, other = 10), Student B took 39 turns in total (self = 22, other = 17), Student C took 21 turns in total (self = 10, other = 11), Student D took 20 turns (self = 12, other = 8), Student E took 20 turns in total (self = 15, other = 5), Student F took 9 turns in total (self = 3, other = 6), Student G took 11 turns in total (self = 2, other = 9), and Student H took 19 turns in total (self = 11, other = 8). As shown in the table, all the students used English to communicate in the discussions most of the time, and some students occasionally used the Thai language. It was found that the students sometimes used Thai in the discussions because they struggled to express their ideas and opinions in English, so they used Thai to compensate.

According to the number turns taken, Student B took turns the most in both in terms of self and other initiation. This shows that Student B took part in the discussions the most (self=22, other=17). In contrast, Student F participated in the

discussions the least, making only 9 turns in all the practices, which can be broken down into only 3 self turns and 6 turns given by other group members.

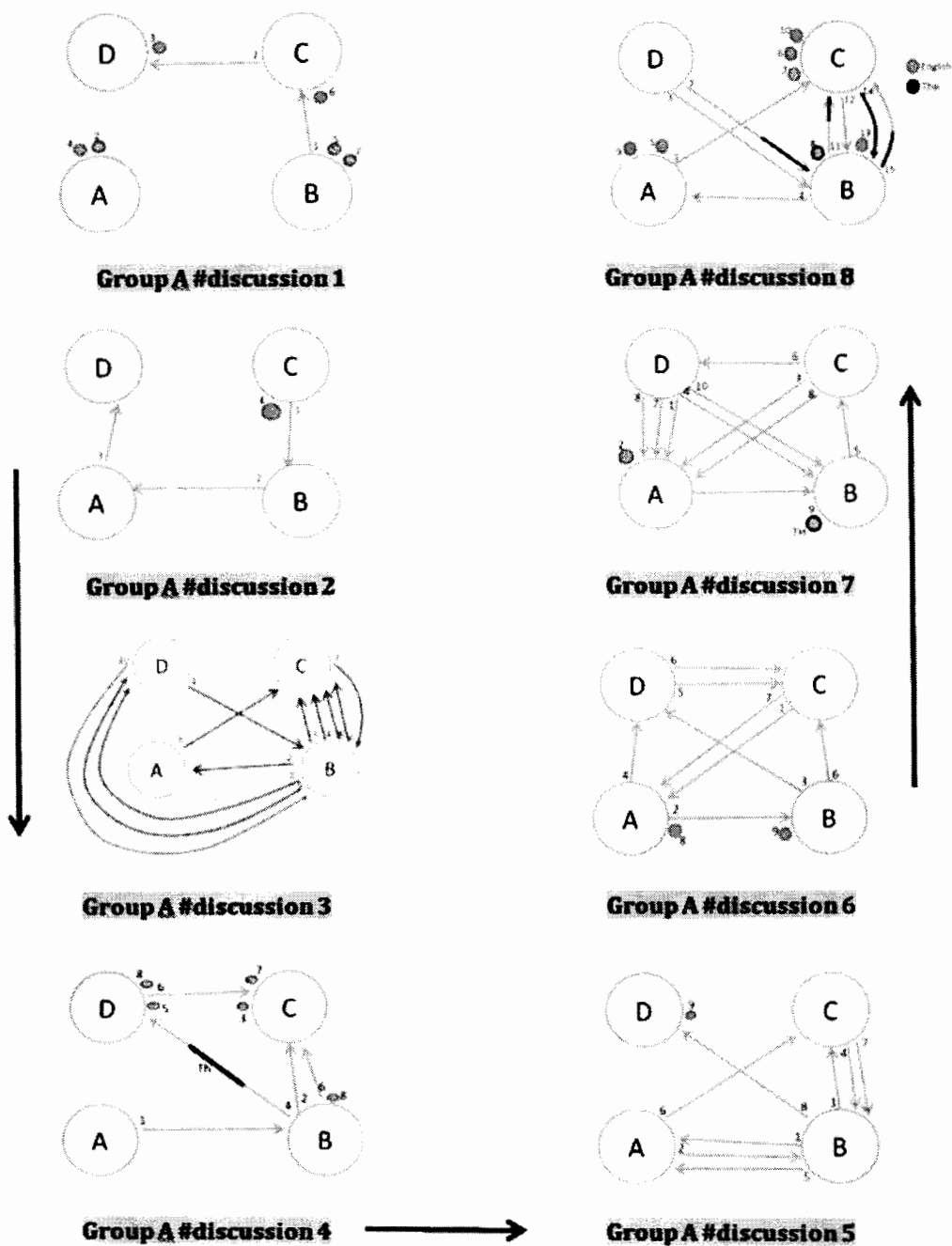


Figure 4.1 Total turns and interactions in Group A.

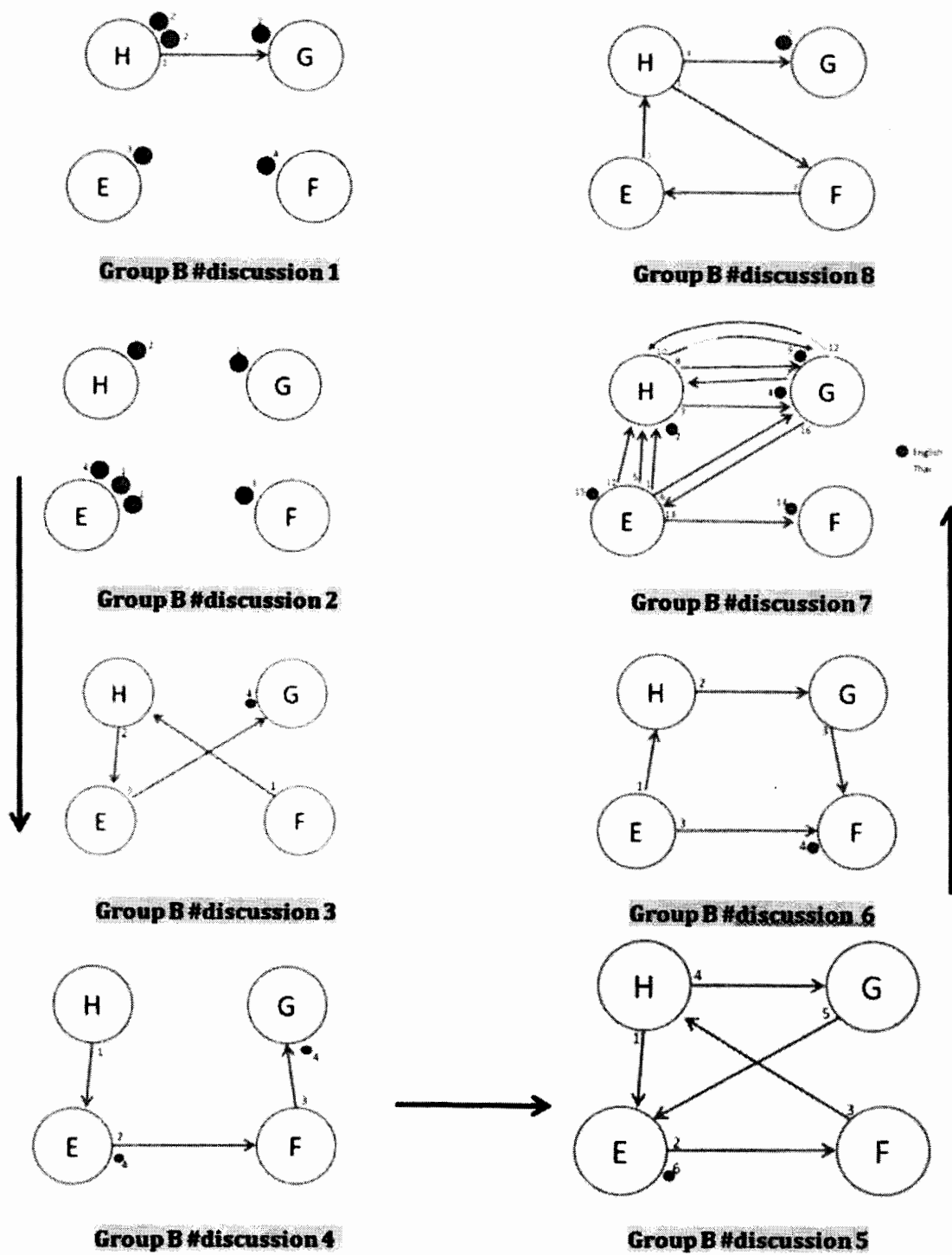


Figure 4.2 Total turns and interactions in Group B.

Figures 1 and 2 illustrate the turns and interactions made by the two groups and show the language used by both groups. Across all eight discussion practices, the

students in Group A used English the following number of times: Student A 15 times; Student B 29 times; Student C 19 times; Student D 18 times; Student E 17 times; Student F 8 times; Student G 12 times; and Student H 14 times. Moreover, the activity agreement between the teacher and students allowed them to use L1 (Thai) if they had issues when using English in the discussions.

CHAPTER 5

DISCUSSION

There are three sections in this chapter. The chapter begins by summarizing the study findings, which is followed by two topics of discussion based on the study findings. First, the role of critical pedagogy in enhancing the learners' discussion skills is discussed. Then, a discussion of the role of CLT social practice in providing support for different kinds of learners is given. Previous studies and theories are drawn on to discuss these topics.

5.1 Summary of the Findings

The study results show that the English lessons developed with ideas from critical pedagogy and CLT positively affected the learners' discussion skills. Overall, the students improved their discussion skills in terms of fluency, accuracy, and content.

The designed lessons also helped the learners to develop democratic consciousness. While engaging in the discussion activities, they were aware of the importance of voicing themselves, paying respect to others' voices, and empowering others to participate in the discussion. These democratic skills also strengthened the students' acquisition of the discussion skills.

Based on these findings, two topics of discussion are formed which are dealt with in the present chapter to address the study research questions: 1) To what extent can critical pedagogy based CLT lessons enhance English discussion skills for Thai high school students at BP?; and 2) To what extent can CLT lessons developed with critical pedagogy ideas enhance democratic participation in group discussions?

5.2 Different Effects of CLT Social Practice on Different Learner Groups

While the findings indicate that critical pedagogy-based CLT lessons helped to improve the participants' discussion skills, the findings show that fast learners had more advantages than the other learners. To account for the different effects of the designed lessons, the effects of CLT social practice will be discussed.

It is argued that the nature of the CLT social practice offers a positive effect for fast learners. That is because CLT social practice focuses on the ability to communicate rather than on the accuracy or form of the target language function (Harmer, 1982). Additionally, the purpose of social practice is to promote learners to become autonomous (Richards, 2015). This can be seen in the way social practice activities are usually conducted in the classroom, in which learners are only provided with the task instructions. They are then left with the freedom to make use of all the communicative competence they have to engage with the task. When learners realize what they can do with the language knowledge they have, that feeling of success will enhance their self-confidence (Kohomen, 2006). This nature of social practice can explain why the fast learners in the present study had better learning outcomes.

5.3 The Role of Critical Pedagogy in Enhancing Discussion Quality

Critical pedagogy-based lessons that emphasize democratic participation in group discussion were found to help enhance the quality of interaction in English discussion for the Grade 10 Thai student participants. In this study, three concepts related to critical pedagogy were used to help the student discussions. These are democracy-based concepts which have been used to enhance school practice (see Darder, 2003), including voicing oneself, showing empathy, and empowering others. These ideas and other democratic ideas have also been applied in language teaching (Giroux and McLaren, 1986). The role of these three democratic concepts in helping learners to develop good discussion behaviors shall be further discussed.

5.3.1 Voicing Themselves

In language teaching, interaction is important for second language acquisition (Krashen, 1985; Long, 1983; Swain and Lapkin, 1998). It is necessary for language learners to use the language, since this is one way that they can exploit the results of L2 acquisition. Critical pedagogy helps facilitate learners to use the language through the democratic concept of voicing themselves (Hirschman, 1993). Once learners are aware that they are responsible for voicing themselves, they then play their part to keep the discussion going. When learners speak for themselves, there are a number of outputs for them to exploit, such as being able to see how others use

the target language function, and giving and receiving different kinds of feedback (Shor, 2014).

Voicing oneself is important for any discussion since it starts the discussion. Discussion is relevant to democracy as well as scholarly communities (Parker and Hess, 2001). Language is used as a means to reflect and express our thoughts clearly and logically (Geene, 1954), and through discussion or talking to each other by providing opinions and supporting reasons, we start to build a democratic society as well as create knowledge and understanding. The most important thing is to start such a discussion. When one starts to voice oneself, others will listen and respond to it. In this study, the students were taught to voice themselves so that they are aware of their duties to give their opinions on every discussion topic. When a student began voicing themselves, they helped to start the discussion, while when others voiced themselves, they together helped the discussion.

Voicing oneself in a discussion also leads to more confidence when using English which is crucial to language learning (Clement, Dornyei, and Noels, 1994), especially in terms of speaking (Gardner and Lambert, 1972). In this study, when the students recognized how important expressing their opinion was, they attempted to express their opinions. After speaking up a few times, they then became braver and more confident to share and speak up to voice themselves in the discussion. Other studies, such as Songsiri (2007) also found a similar effect on speaking confidence, in that the more students speak, the more confidence they gain when speaking and vice versa. For instance, Hutchinson (2019) found that when students can express their ideas freely, they become more confident and creative in using the language to express their ideas. This is also evident in the results of the present study, in which students felt more at ease when expressing themselves during later sessions.

5.3.2 Respect For Others

Critical pedagogy has a long history. In critical pedagogy, democratic practice in teaching and learning is stressed. One of the democratic practices is democratic participation (Verba, 1967), in which it is important to have every voice heard, and with this comes the concept of respect for others (Schachter, 1983).

Expressing one's voice may sound self-centered unless there are other voices too. Therefore, in learning discussion skills, respecting others helps create

quality discussion. There can never be real discussion without people sharing an opinion or opposing the other's opinions. There are many ways to show respect for others' opinions, but using language functions to show agreement or disagreement with reasons is common in English discussion. Therefore, expressing agreement or disagreement is a crucial means for democratic participation in a quality discussion.

In a democratic discussion, agreeing and disagreeing is common. However, it is important to comply with the politeness convention as different languages may have different ways to express politeness (Brown and Levinson, 1987). In Thai, silence might be considered polite (Jaworski, 1997), but this is different in cultures where English is used. In the same way as accepting a compliment (Pongsirichan, 2018), when agreeing or disagreeing, learners must learn how to say it out loud and politely in English (Spencer-Oatey, 2008). In this study, students learned to use appropriate language functions for agreement and disagreement. Instead of just being silent, they said things like "I agree with you but..., or I see your point, but...". They waited for their classmates to finish speaking and then directed their opinions towards it; whether or not they agreed or disagreed with the opinion, it constitutes an important part of good discussion.

5.3.3 Empowering Others

In critical pedagogy, schools are supposed to empower students and encourage them to transform themselves as autonomous individuals (McLaren, 2002). In critical pedagogy, learners can help empower their peers in the classroom. When students know how to voice their opinion and listen to and respect others' voices, empowering others to share and voice their opinions is the next step to have a good discussion.

Discussion is a collaborative activity (Schellens and Valcke, 2005). To fulfill this discussion goal, it is necessary to engage everyone in the group which can be achieved through peer support. Peer support can provide students with the chance to work together with members bringing in new perspectives, and creating collaborative work together to make an agreement on a topic (Boud, 2001). As the students performed, they learned to ask about their friend's opinion or reaction towards the message delivered, by asking "What do you think about it?", or "What about you?". Moreover, it is found out that the students encouraged their friends to

speaking more by asking for clarification. This is by no means to humiliate their friends, but rather to ensure that their friend's opinion is effectively voiced and shared.

There are several ways to empower others in the group. Studies have found that turn taking is a basic mechanism for interaction (Jefferson and Sachs, 1978). While taking turns helps to start discussions, turn giving helps to balance voices. It is argued in this study that the number of turns taken and given can indicate how democratic a discussion is. The results show that the later discussions had a greater balance in the number of turns taken and given. Due to the lack of studies focusing on turn analysis and democratic discussion skills, there is a need to conduct further studies in this area of critical pedagogy in language teaching.

In conclusion, voicing oneself, respecting others, and empowering others all help to create a quality discussion. These ideas from critical pedagogy help start and maintain discussions, while concurrently guard against domination.

CHAPTER 6

CONCLUSION AND SUGGESTION

This chapter includes three sections. First, a summary of the study is provided. Next, the study limitations are discussed, and finally suggestions arising from the study are presented.

6.1 Summary of the Study

The main purpose of the study was to examine the extent to which critical pedagogy-based CLT lessons can enhance Thai students' English discussion skills, and how critical pedagogy ideas enhance students' democratic participation in group discussions. The CLT lessons and social practice activities in this study were developed using three critical pedagogy ideas, namely voicing oneself, respecting others, and empowering others. The CLT social practice activities which were impromptu discussions helped to engage students to use language functions for discussion in English and also developed their democratic participation.

The lessons were used with Grade 10 students from Benjalakpittaya School, Si Sa Ket Province. Study data was collected and analyzed quantitatively. A pretest and posttest, which tested fluency, accuracy, and content, were graded using rubrics. Overall, it was found that the students improved their discussion skills after participating in the lessons, with fast learners found to have benefited the most. Furthermore, the language functions and turn frequency were counted.

It was found that the students' discussion skills improved, with the fast learners benefiting from better learning achievements than the others. All the participants developed democratic participation in the discussion, evidenced by how they voiced themselves, how they respected other people's voices, and how they empowered others. These findings lead to two main discussion topics. First, it was argued that the CLT social practices had different effects on different groups of learners, and secondly the critical pedagogy concepts of voicing oneself, respecting others, and empowering others helped to enhance the EFL students' discussion quality.

6.2 Limitations

A primary limitation of the CLT social practice activities is that while the designed lessons encouraged students to be more active learners to complete the impromptu task, some students especially slower learners were unable to progress as much as the fast learners. Mechanical practice should therefore have been added to the designed lesson to enhance the effect of the lessons for all the student groups.

6.3 Suggestions

In order to apply the ideas from the lessons in the present study, it is suggested that fast learners should be separated from slower learners if there is a time constraint in the classroom. Fast learners are capable of following the lessons immediately and can complete the task as soon as they are taught the target language functions and given the instructions, with little help required. Conversely, slow learners are unable to progress in the limited time and require additional assistance with mechanical CLT practice until they are proficient and able to complete the social practice activities. It might be appropriate to ask fast and slow learners to work in separate groups so that the teacher can tailor activities to their own distinct needs.

For future studies, it is suggested that mechanical practice should be added if the participants are not yet sufficiently proficient in English. It is also recommended that future studies should include more student participants.

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APPENDICES

APPENDIX A
STRUCTURES FOR DISCUSSIONS

List of Grammatical Structures Used in Each Practice (Mechanical)	
Hour	Structures/Sentences
1	I think that, I think....
2	In my opinion, ..., To me,
3	What do you think? What about you? And you?
4	I like your idea. I agree with you. I think so.
5	I like your idea but ... I agree with you but ... I see your point but I like it but
6	Can you say that again? Again please.
7	-
8	-

APPENDIX B
RESEARCH TOOLS

Speaking Rubrics (evaluated discussion skills)
Speaking Test Rubric

Criteria	Level of achievement				
	1	2	3	4	5
Grammar	Grammar almost entirely inaccurate.	Constant errors showing control of very few major patterns and frequently preventing communication.	Frequent errors showing some major patterns uncontrolled and causing occasional misunderstanding.	Occasional errors showing imperfect control of some patterns but no weakness that causes misunderstanding.	Few errors with no patterns of failure.
Fluency	Speech is so halting and fragmentary that conversation is virtually impossible.	Speech is very slow and uneven expect for short or routine sentences.	Speech is frequently hesitant. Sentences may be left uncompleted.	Speech is occasionally hesitant.	Speech is effortless and smooth.
Content	The response is irrelevant to the task.	The response is limited to the talk. Afford to organize ideas is found.	The ideas are organized well. The response shows satisfactory understanding and relevant to the topic.	The ideas are organized well most of the time. The response shows good understanding and relevant to the topic most of the time.	The ideas are organized well throughout the discussion. The response shows very good understanding and relevant to the topic throughout the discussion.

Adapted from Hughes, A. (2002)

Hughes, A. (2002). Testing oral ability. In *Testing for Language Teachers* (Cambridge Language Teaching Library, pp. 113-135). Cambridge: Cambridge University Press.
doi:10.1017/CBO9780511732980.011

APPENDIX C
EXAMPLES OF RECORDED DATA

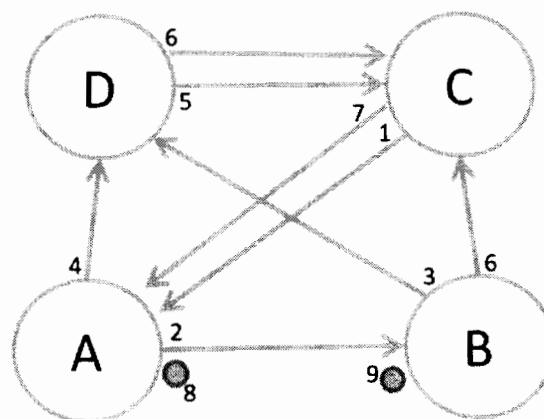
Team A

Duration : 1.39 min (6th topic: Having a lot of Homework is Good?)

Second	Student A	Student B	Student C	Student D
1			(E-Si-Ao)	
2			<i>What about you? Having</i>	
3			<i>a lot of homework is</i>	
4			<i>good?</i>	
5				
6				
7				
8				
9				
10				
11	(E-Oi-Go-Gr)			
12	<i>I don't like it because it</i>			
13	<i>makes me tired.</i>			
14				
15				
16		(E-Oi-Go-Ao)		
17		<i>Getting too much</i>		
18		<i>homework is headache.</i>		
19		<i>You?</i>		
20				
21				
22				
23				
24				
25				
26				(E-Oi-Go-Gr-Ao)
27				<i>I think it's not good...</i>
28				<i>I think it's not good</i>
29				<i>for me because it</i>
30	(E-Si-Ao)			<i>makes us not free time.</i>
31	<i>Why?</i>			<i>What about you?</i>
32				
33				
34				
35				
36				
37				
38				
39				
40				
41				
42				
43				
44				
45				
46				
47			(E-Oi-Go-Gr)	
48			<i>I think that ordering a</i>	
49			<i>lot of homework is not</i>	
50			<i>good because the work</i>	
51			<i>do not have time to rest.</i>	
52				
53				
54				
55				
56				

Second	Student A	Student B	Student C	Student D
57				
58				
59				
60				
61				
62				
63				
64				
65				
66				
67				
68				
69		(E-Si-Gc)		(E-Si-Gc)
70		<i>Yes. I like your idea!</i>		<i>I like your idea!</i>
71				
72				
73			(E-Si-Ao)	
74			<i>And you? What about you?</i>	
75	(E-Oi-Go)			
76	<i>If I have a lot of homework, I will do it finish at school.</i>			
77				
78				
79				
80				
81				
82		(E-Si-Go)		
83		<i>I'm tired!</i>		
84				
85				
86				
87				
88				
89				
90				

Dialogue Chart illustrating Team A's turn



Language Functions and Turns Analysis

Student A

There are three turns in total made by the student. They both are initiated by herself and other members. The language used is only English. The language functions used are giving opinion, giving reason, and asking for other people's opinion. The first turn made is giving opinion to the group member's question and following by the supporting reason. The second turn is giving the turn to others by asking their reason why they think so. And the last turn made is sharing opinion again about the member's idea.

Student B

There are four turns made in the discussion. The messages are both self and other initiated. He uses only English in the discussion. The language functions found are giving opinion, asking for other people's opinion, and giving compliment to other's opinion. The first turn made is giving opinion for another member's comment and following by asking for the members' opinion as the second turn. The third turn is giving compliment to the member's idea. And the last turn made is giving opinion towards friend's opinion.

Student C

The student makes three turns in total for the discussion. The messages are both self and other initiated. She uses English to communicate with friends in the discussion. The language functions found are asking for other people's opinion, giving opinion, and giving reason to support. The first turn made is asking for other members' opinion about the topic problem. The second turn is giving opinion and reason towards friend's opinion before her. And the last turn made is asking for other's opinion.

Student D

There are three turns made for the discussion by the student. The messages are both self and other initiated. The language used is only English. The language functions are giving opinion, giving reason, giving compliment, and asking for other's opinion. The first turn made is giving opinion following by giving reason for the member's opinion, and then she asks for friend's opinion as the second turn. Another turn made is giving compliment for friend's opinion.

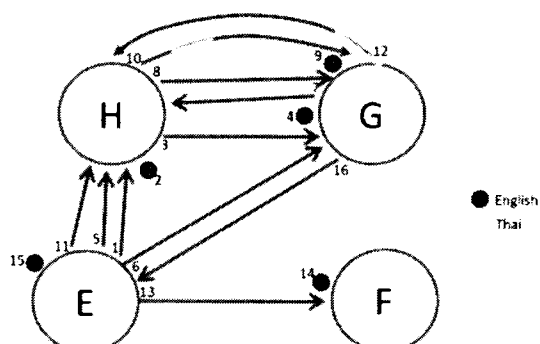
Team B**Duration : 2.44 min (7th topic: Juniors and Seniors in School)**

Second	Student E	Student F	Student G	Student H
1				
2				
3				
4	(E-Si-Go-Gr-Ao)			
5	<i>I think we should do it</i>			
6	<i>because it something that we</i>			
7	<i>have to do (not clear) ummm</i>			
8	<i>.. being like social eti ..</i>			
9	<i>etiquette ... and being</i>			
10	<i>friendly (not clear). What</i>			
11	<i>about you?</i>			
12				
13				
14				
15				
16				
17				
18				
19				
20				
21				
22				
23				
24				
25				
26				
27				(E-Oi-Go-Gr-Ac)
28				<i>For me, I have an</i>
29				<i>opinion hmm.. that it is</i>
30				<i>the right thing and</i>
31				<i>should do but in school</i>
32				<i>... in school society.</i>
33				<i>both senior and junior</i>
34				<i>should respect each ..</i>
35				<i>hmm other. It first be</i>
36				<i>the best. Do you</i>
37				<i>understand? Do you</i>
				<i>understand in my</i>
				<i>comment?</i>
38				
39				
40				
41				
42				
43				
44				
45				
46				
47				
48				
49				
50				
51				
52				
53				
54				
55				

Second	Student E	Student F	Student G	Student H
56				
57				
58				
59				
60				
61				
62			(E-Oi)	
63			Ahh.. I think ...	
64				
65	(E-Si-Aw-Gc-Go)			
66	I think too. I like your idea.			
67	What about you?			
68				
69				
70			(E-Oi-Aw-Go)	
71			I think .. umm .. I think	
72			too ..umm ..because	
73			..(not clear)	
74				
75				
76				
77				
78				
79				
80				
81				
82				
83				
84				
85				
86				
87				
88				
89				
90				(E-Oi-Aw-Go)
91				It is true ... umm ...
92				junior .. junior should
93				respect senior in
94				school. It's so good.
95				
96				
97				
98				
99				
100				
101				
102				
103				
104				
105			(E-Oi-Aw)	
106			I like ... umm .. I like ...	
107				
108				(E-T-Oi-Ac)
109				You .. you # umm.. you
110	(E-Si)			agree with me?
111	He like your idea.		(T-E-Oi-Aw)	
112			W I ... I like your idea.	
113				

Second	Student E	Student F	Student G	Student H
114				
115	(E-Si-Ao) And you?			
116		(E-Oi-Go-Gr)		
117		The same I... I agree with		
118		you because respect for the		
119		senior is something that		
120		have been ... activate since		
121		.. childhood and it is right		
122		thing and should do.		
123				
124				
125				
126				
127				
128				
129				
130				
131				
132				
133				
134				
135				
136				
137				
138				
139				
140				
141				
142				
143				
144				
145				
146	(E-T-Si-Go)			
147	I think too, but sometime ...			
148	umm.. senior or junior, but			
149	it's not bad. Ummm.. ไ้เนอ			
150	เดอพอละ กั้ค็อเนอเนอ ไ้เนอเดอพอโรวี่			
151				
152				
153				
154				
155				
156				
157				
158				
159				
160				
161				
162			(E-Si-Aw) I agree with you.	
163				
164				
165				
166				
167				
168				
169				
170				

Dialogue Chart illustrating Team B's turn



Language Functions and Turns Analysis

Student E

There are seven turns that student E makes in total. They are both self and other initiated. She uses English to communicate most of the time, but there is using Thai instead to explain what she could not express in English. The language functions found are giving opinion, giving reason, giving compliment, agreeing with friend's opinion, and asking for other's opinion. The first turn made is giving opinion towards the topic problem, and then following by asking for other member's opinion as the second turn. The third turn made is showing agreement with friend's opinion and giving them a compliment. Then she ends the speech with asking for opinion from other members as the fourth turn. The fifth turn is raised by herself to underline that the members prefer opinion shared by one member in the group. The sixth turn is asking for opinion from other members towards the former comment. And the last turn is giving opinion more towards the topic which she mixes both English and Thai to explain her opinion more effective.

Student F

There is only one turn made in this discussion. The turn is initiated from others. The language used is English. The language functions are giving opinion and giving reason towards the topic.

Student G

There are five turns made by the student. They are both self and other initiated. He uses English to express his idea most of the time, but some moment Thai is used. The language functions used are giving opinion and agreeing with someone. The first turn made is that he tries to respond friend's question but he cannot explain meaningfully. The second turn is showing agreement towards friend's opinion and sharing some opinion. The rest of the other turns (3,4,5) are agreeing with friends' opinion.

Student H

There are four turns made by the student. They are both self and other initiated. The language used is both English and Thai. The language functions found are giving opinion, giving reason, agreeing with someone, and asking for clarification. The first turn made is giving opinion and giving reason towards friend's opinion, and then following by asking friend for clarification which is the second turn as if they understand her messages. The third turn is agreeing with someone and sharing some opinion after that. The last turn is asking for clarification from friends as she wants to make sure that they understand her messages.

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