DEVELOPMENT OF MULTIMEDIA FOR IMPROVING ENGLISH LISTENING COMPREHENSION SKILL FOR PRIMARY 2 (GRADE-2) STUDENTS
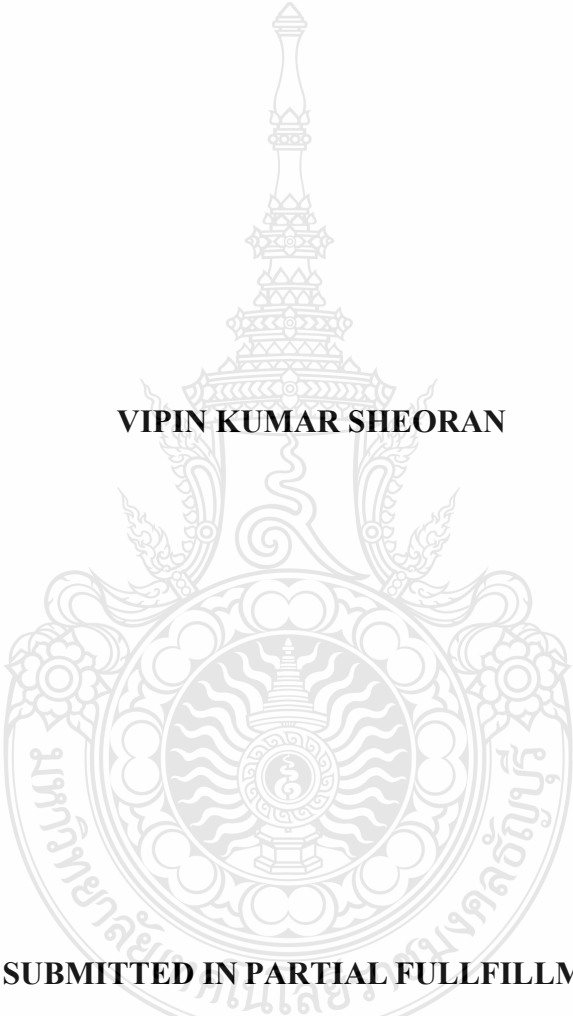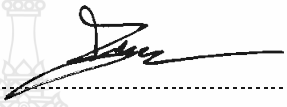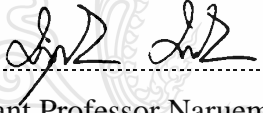
VIPIN KUMAR SHEORAN

**A THESIS SUBMITTED IN PARTIAL FULLFILLMENT OF THE
REQUIREMENT FOR THE DEGREE OF MASTER OF EDUCATION
PROGRAM IN LEARNING TECHNOLOGY AND INNOVATION
FACULTY OF TECHNICAL EDUCATION
RAJAMANGALA UNIVERSITY OF TECHNOLOGY THANYABURI
ACADEMIC YEAR 2022
COPYRIGHT OF RAJAMANGALA UNIVERSITY
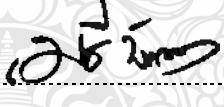OF TECHNOLOGY THANYABURI**

Thesis Title   Development of Multimedia for Improving English Listening
                                  Comprehension Skill for Primary 2 (Grade 2) Students
Name – Surname   Mr. Vipin Kumar Sheoran
Program   Learning Technology and Innovation
Thesis Advisor   Assistant Professor Metee Pigultong, Ph.D.
Academic Year   2022

THESIS COMMITTEE

.... Chairman

(Assistant Professor Tiamyod Pasawano, Ed.D.)

.... Committee

(Associate Professor Nattaphon Rampai, Ed.D.)

.... Committee

(Assistant Professor Naruemon Thepnuan, Ph.D.)

.... Committee

(Assistant Professor Metee Pigultong, Ph.D.)

Approved by the Faculty of Technical Education, Rajamangala University of
Technology Thanyaburi in Partial Fulfillment of the Requirements for the Master's Degree

.... Dean of Faculty of Technical Education

(Assistant Professor Arnon Niyomphol, M.S.Tech.Ed.)

        27 November 2022

Thesis Title	Development of Multimedia for Improving English Listening Comprehension Skill for Primary 2 (Grade 2) Students
Name - Surname	Mr. Vipin Kumar Sheoran
Program	Learning Technology and Innovation
Thesis Advisor	Assistant Professor Metee Pigultong, Ph.D.
Academic Year	2022

ABSTRACT

The research aimed to :1) develop multimedia for improving English listening comprehension, 2) compare the learning achievement scores of the pre-listening and post-listening tests, 3) study the effectiveness of learning achievement scores, and 4) study the satisfaction of learners after using multimedia.

The population consisted of 30 Primary 2 (Grade 2) students of Plearnpattana school. A suitable teaching technique based on the student's level and multimedia and instructional videos were used for students' listening comprehension. The statistics used to analyze and interpret the data included mean ($\overline{X}$), standard deviation (SD), dependent t-test, and effectiveness index.

The research results revealed that after using multimedia with instructional videos to develop ELC skills for Primary 2 (Grade 2) students, 1) the quality of multimedia by experts achieved an overall mean score of 4.7, and the standard deviation was .35; 2) the post-test learning achievement score was higher than the pre-test score level at a statistically significant level of .05; 3) the effectiveness index was .733; in other words, students had higher post-test scores of 73.33%.; and 4) according to student satisfaction, it was found that:1) 90% of students liked the English lesson with multimedia at the end of this study, and 2) multimedia created assurance of students and better performance in class.
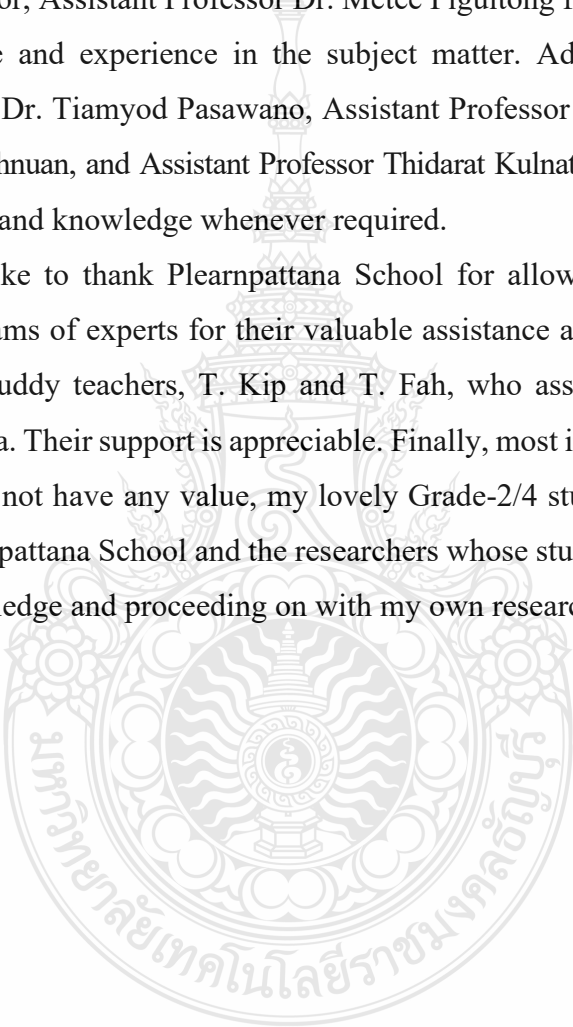
Acklowledgements

Table of Contents

Table of Contents (Continued)

List of Tables

List of Figures

CHAPTER 1
INTRODUCTION

1.1 Background and Statement

Education plays an important role in the personality development of an individual. Individual personality development further leads to the development of a society. The growth of a society or a country is not possible without education. Mahatma Gandhi once said, "By education, I mean an all-around drawing out of the best in the child and man". The world today has more knowledge than ever before, but not everyone can benefit from it. Quality education is the foundation of sustainability. English as a secondary language (ESL) is an important medium of language around the world because of its worldwide acceptance and use. Therefore, the understanding and correct use of ESL is an important aspect of the present education system. From the four basic language skills (listening, speaking, reading, and writing) of any language worldwide, listening is the first skill all humans react to and use other skills for language development. At Plearnpattana school, we as teachers, constantly focus on the development of students and the curriculum. English being the second language in Thailand, is not widely spoken in daily life as well as in Thai schools, including Plearnpattana School. The main problem I would like to address from the above is "English Listening Comprehension (ELC) in the classroom".

Every problem arises because of some reasons. Some students need help understanding English in the class and Thai translation. They need help to understand instructions. It has affected the students' understanding of English in the class which results in the lack of confidence and participation in the class. As a result, the students are not able to perform the tasks or activities in the class. The students around the world who use ESL also face a similar problem because English is not their mother language. A researcher, Khalid I. Al-Nafisah (2019) asserted that the listening competency of students can be enhanced by several new techniques and students need to focus on listening instructions in class. Rost M. (2005) pointed out that listening is a complex cognitive process that requires the tasks of hearing the spoken texts correctly, constructing the perceptually distinct units of sounds into words and sentences, and explaining the

speaker's anticipated intention. Listening as defined by Rost M. (2011), is a fluid interpretive mechanism in which listeners balance what they hear with what they already know. Listening, lets one understand the world around us and is one of the necessary elements in establishing effective communication. The emergence of COVID 19 has changed education for ever. There is a rise in online learning or e-learning but it is harder for those without reliable internet access and struggle to participate in digital learning than school-based learning. Cathy Li and Farah Lalani (2020) at the World Economic Forum highlighted that the unplanned and rapid move to online learning with no training, insufficient bandwidth, and little preparation with result in a poor experience that is unconducive to sustained growth in education. The online learning or Home-Based Learning Community (HBLC) as it is known in Plearnpattana School, has brought in many challenges for the teachers and students. The Grade 2 students are not left behind with the challenge to understand the instructions in English. The ELC in the Online Classroom has become more challenging, because of many reasons such as students' ability in understanding and comprehension of instructions, the pace of teachers' speaking in the class or in an online class, network issues, etc. In an article published on UK Essays (2018), the author discussed the learning difficulties encountered by EFL students in English listening comprehension such as lack of control over the speed at which speakers speak, not being able to get things repeated, listener's limited vocabulary, established learning habits, or listeners tend to stop listening when they hear unfamiliar words. As a result, many learners, particularly in the early stages of learning language learning, panic and lose their concentration.

The purpose of this study is to inspire Grade-2 students to improve their ELC in the classroom as well as online, to build their self-confidence and understanding through the use of multimedia, instructional videos (I-VDOs) with simple instructions and examples, and listening-based tasks which could further assist students in doing their tasks or assignments. The findings of Wu Xiao Juan and Mohamad Jafre Zainol Abidin, (2013) indicated that ELC learning through the use of the strategies provided by the students can promote and enhance motivation in ELC learning. In order to improve the students' ELC proficiency, the instructors should encourage the students to improve their English linguistic ability constantly. The students need to be advised that this is a long-

term effort and eventually the outcome can be very promising. According to scholar, Patel C. (2013), students' communication capacity or ELC can be promoted through the use of multimedia technology such as I-VDOs which provides the students greater incentives and inspires students' positive thinking and ELC skills in social practice. A scholar, Bates (2019), believes that blended learning which combines online and face-to-face learning is the way to go so that students can use different ways of accessing course content based on their needs.

The main focus of this study is to develop and use multimedia including I-VDOs to improve their ELC skills that is suitable for students in the ESL classroom as well as online. Patel C. (2013) analyzed the necessity of multimedia technology to cultivate students' interest, to promote students' communication, to improve teaching effect, to improve the interaction between the teacher and students, to create a context for language teaching, and to provide flexibility to course content. Dwi Heriyanto (2018), mentioned that using Videos/YouTube in language learning and teaching can be considered as a valuable learning tool.

The researcher would like to focus on the following research questions:

1) How effective will be the multimedia that I develop for improving students' ESL listening skills?

2) How effective will be the comparison of the students' learning achievement scores?

3) What will be the students' satisfaction level after using the multimedia?

1.2 Research Objectives

1.2.1 Develop quality multimedia for improving English listening comprehension skills for Grade 2 students.

1.2.2 Compare the learning achievement scores of students between the Pre-Listening and Post-Listening Test for improving English listening comprehension skills.

1.2.3 Study the effectiveness index of learning achievement scores of the Pre-Listening and Post-Listening Test.

1.2.4 Study the satisfaction after using multimedia for improving English listening comprehension skills.

1.3 Research Hypothesis

The students studying through multimedia for improving English listening comprehension skills will have higher Post-Test Learning Achievement Score than the pre-Test.

1.4 Conceptual Framework
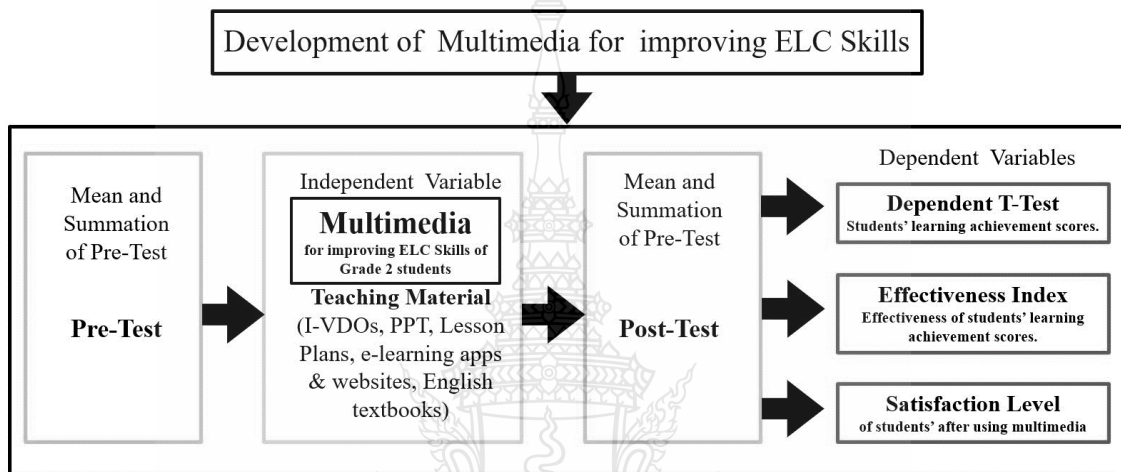
Figure 1.1 Research framework for the improvement of ELC Skills of G-2 students.

1.5 Definition and Scope of the Study

The importance of multimedia I-VDOs is that it determines how successful students will learn. Students will always understand and be able to do the activity as expected by the teacher. I-VDOs can determine whether a lesson succeeds or fails. The scope or benefits of this study can be achieved even if English is taught as a second language as long as s suitable multimedia, I-VDOs with simple and clear instructions is implied in the classroom at the right level, better lesson plans, multimedia, materials, and curriculum are developed. The main challenges of using English as a medium of instruction are lack of students' proficiency in the English language, a lack of parental involvement, and a lack of English usage in daily life.

1.6 Definition of Keywords

The researcher has limited Key Words as follows:

1.6.1 Multimedia

Multimedia, in simple terms, is a system of passing on information in many different forms of communication. In an educational institution, we can use multimedia to teach or present. It combines videos, pictures, audio, sound, music, and words on computers/smartphones/tablets. In my research, multimedia includes instructional videos, PowerPoint presentations, YouTube videos, audio, flashcards, e-books, learning websites, etc.

1.6.2 English Listening Comprehension (ELC)

ELC is listening, understanding, and interpreting the English language. This communication skill is connected to Cognitive learning as it works with the development of memory, attention, vocabulary, grammar, and comprehension monitoring. It is a process of listening and understanding what we hear.

1.6.3 Instructional Videos (I-VDOs)

I-VDOs refer to the VDOs that are created or designed to teach someone how to do something. In this study, I-VDOs are VDOs designed for Grade-2 students to teach them how to do a certain task, an activity, or a worksheet with or without an example.

1.6.4 Simple Instructions

Simple instructions mean instructions to be presented in a short, easy, simple, and step-by-step manner so that it is easy to listen and understand for each student in the class.

1.6.5 Learning Achievement

Learning achievement means how much a learner has achieved his educational goals. The examples are grades, awards, honors, competitive results, etc. Herein, learning achievement refers to the Pre-Post Listening Test score.

1.7 Significance of the Study

As I mentioned earlier, every problem arises because of some reason, there is always a solution too. We have to just learn, adapt, and improve.

1.7.1 The lack of students' understanding of English instructions can be narrowed down by using multimedia through simple, easy, and clear instructions through I-VDOs at the right level.

1.7.2 The communication gap between teachers and students can also be brought down with the help of I-VDOs.

1.7.3 Based on previous studies by different researchers, it has been proved that if implemented correctly in a systematic manner, multimedia, simplified instructions, I-VDOs, online websites/applications, and listening-based tasks, re-using them in routine teaching boosts up students' understanding and improvement in English listening comprehension skills.

1.7.4 Multimedia builds up students' confidence and assists them in performing their classroom tasks easily in a better way.

1.7.5 This study can be additional supportive evidence for those who would like to do action research related to the use of multimedia which includes simple English instructions in the ESL classroom or online through I-VDOs.
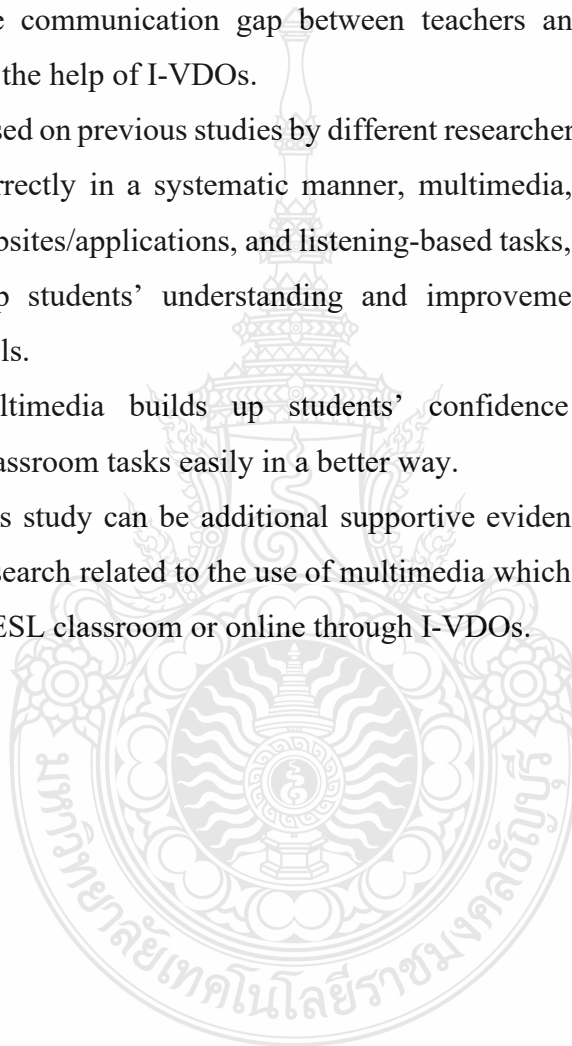
CHAPTER 2
REVIEW OF THE LITERATURE

This chapter is focused on reviewing the previous studies that are relevant to this research.

2.1 The usage, need and development of ELC

2.2 The usage, need and development of multimedia

2.3 The context of teaching and learning in the 21st Century

2.4 Learning Environment at Plearnpattana School

2.5 Relevance of the research

2.1 The Usage, Need and Development of ELC

2.1.1 The usage of ELC:

There is no spoken language without listening. Students feel lost if they do not comprehend the conversation. This is the reason why language learners lose their confidence, and request constantly for frequent repetitions of the spoken text. Khalid I. Al-Nafisah (2019) has examined the techniques used in teaching listening-based tasks to freshmen students at college, while trying to analyze their effectiveness, before reviewing a variety of techniques suggested by experts in the area of the second or foreign language listening instruction. He asserted that listening competency of students can be enhanced by a number of new techniques. The listening activities in the textbook should not be overlooked but they need to be handled effectively. In other words, students need to focus on listening instructions in classes integrating the other skills. Also, techniques need to motivate learners to practice related activities in the textbook. Textbooks should have ways of varying the types of listening materials such as authentic materials, podcasts, real life situations, etc. The aim of listening instruction should not be just to improve accuracy but also fluency.

2.1.2 The need of ELC:

Khalid I. Al-Nafisah (2019) also reviewed the study done by Richards and Schmidt (2010) who defined listening comprehension as the process of understanding speech in the first or second language. that students must be furnished with proper

learning resources and activities through which they can be trained how to listen and comprehend the English language. ELC is necessary to understand is being said and what is to be needed further. English is widely spoken around the world for international communication, students exchange programs, doing business, etc. Therefore, there is and will always be the need for ELC in our personal and professional career.

In Thailand, English is not widely spoken, whether it is at home, school, college, university, work place, or outside, Thai people hardly speak English. It is a basic phenomenon that if we do not practice or use it in daily life, we can master any language or any skill. When we are born, we start getting used to hear sounds and then we react to those sound, after we start making reactions by making different noises, such as a baby cries if he does not get food when he is hungry or he replies back by laughing or making faces when his mother/father tries playing with him, etc. At later stage, when they start going to school, they learn to read and write about the sounds they have heard or known before. First, we listening and understand the sounds or any language, and then we learn how to read or write that language. The listening comprehension is the basic and foremost skill for any language. It applies to ELC skills as well. The students must learn and be able to comprehend the English language so that they can further perform the actions required from them.

Thailand ranked 9th most visited country by United Nations World Tourism Organization before COVID19 in 2017. It was mentioned in an article on AMRO by Young, L. J., and Gabriella, L. G. (2019). Thai tourism industry contributed around 15% of GDP, which is a high percentage. English plays a vital role in Thailand's tourism industry. It needs to be comprehended well while dealing with clients from around the world. Thai students must learn English from the young age and gradually improve the English skills.

ELC skills need to developed at younger age when students are in primary school. The earlier they are exposed to ELC, the better they will be. Picard. M and Velautham, L. (2016), concluded in their research that explicit instructions and careful linking of the activities to their experience are necessary to engage the learners. It will ensure that the learners can apply ELC skills daily.

2.1.3   The development of ELC:

Rost, M. (2005) pointed out that listening is a complex cognitive process which requires the tasks of hearing the spoken texts correctly, constructing the perceptually distinct units of sounds into words and sentences, and explaining the speaker's anticipated intention. In order to trace and pinpoint the efficacy of the listening comprehension texts, language teachers must weigh and consider the suitability of the text in the classroom situation and the background of the learners.

The competent listener is sensitive and capable to grasp all the speaker's gestures such as tone of voice, facial expression, and bodily action, and meaning of words, Sharifian (2009).

2.2 The Usage, Need and Development of Multimedia

2.2.1   The usage of multimedia:

Multimedia brings a series of benefits for educational institutions, educators and learners and is worth trying. With multimedia, teachers can better bridge the knowledge gap and help learners reach their maximum potential. Sejdiu, S. (2017), claimed the use of multimedia as effective and authentic in helping learners listening skills in real-life context. He has further supported the use of multimedia tools as a matter of urgency for the teachers today.

Erizar, Syahputra A., and Hidayati T. (2019), findings have indicated that multimedia was useful and effective in making students understand English easily and it was convenient for teachers to use multimedia in English classes. Therefore, the use of multimedia assists teachers in presenting learning material for each lesson, promotes a healthy learning environment, and facilitates teachers in the evaluation of students' achievement in the learning process.

Ogay, M. (2020), has also studied the usage of multimedia in teaching English to young learners of Uzbekistan. He has stressed on the use of multimedia in English classes because it improves the negative attitude towards learning ESL among young learners. It makes the lessons lively, interesting, and assists in better understanding of English lessons.

As summarized by Tiedemann, K. M. (2020), students in today's classrooms are different than previous generations in how they learn, but educators do have the tools to meet the needs of today's students.

We need to convert our traditional teaching material into digitals form using Google Classroom, Zoom, MS-Teams, Google Meet, Youtube, etc. and deliver it to the students over the Internet. We have also to keep it mind we are still using technology and creating boredom for the students. A good balance between online learning and on-sight learning is the need of the hour.

The educators/teachers must focus on:

- The use of right technology tools.

- The level of maturity of the students.

- The relevance, fun and interesting to the learners.

- The creation of individual and collective learning environment.

- Social interactions regarding classroom activities, projects, playlists and outside resources.

- Giving students control over time, path, place and pace.

- Keep the tasks and activities challenging but simple to understand.

2.2.2 The need of multimedia:

Phra Abivaddhano Yuranun (2017), did a study on the use of multimedia for improving English Listening Skill which highlighted the improvement in English Listening skills of the respondents from the fourth-year students, majoring in English (English Program) at Mahachulalongkornrajavidyalaya University (MCU). However, he suggested further studies to improve English vocabulary pronunciation, to acquire strategy to develop listening skills with a varied set of samples. His study has supported the use of multimedia for improving ELC skills and is the need of the new normal.

Dwi Heriyanto (2018), has studied the effectiveness of using Videos/ Youtube in language learning and teaching for vocabulary mastery. He has mentioned that a growing body of researchers has shown significant findings that encourage the integration of YouTube or Videos in education. The use of videos can assist students in understanding teachers' instructions, concept and tasks and attract the attention of the weaker students. We can create videos of suitable length depending on the topic and time.

19

He studied and found out videos can increase students' involvement and participation in the classroom as students can watch and listen to different kinds of spoken material, formal or informal, instructions, songs, debates, animation, talk shows, clips, etc. His study consisted of 100 students studying English as a Foreign Language in Indonesia. The total of 89% students found videos made it easier to learn English Vocabulary for them, 81% of the students agreed YouTube videos helped in learning correct pronunciation and majority of them considered videos to be an attractive learning tools to understand and comprehend English language or in his case, English vocabulary.

Rachman, B. (2020), concluded that multimedia makes students more engaging, active and fun in learning English. He also suggested frequent use of multimedia in teaching.

Multimedia can meet the need of today's students with flexible learning environments that accommodate student choice, interest, and pace of learning while at the same time using technology to engage them in deeper learning with authentic audiences and meaningful activities. In the current situation of post COVID19, educators need to be more flexible, engaging in conversations with peers to have a suitable multimedia that will encourage students to engage in their learning process, show their creative side, use available knowledge around them, collaborate with their classmates, enjoy learning and be lifelong learners.

2.2.3 Development of multimedia:

Patel, C. (2013) who studied the use of multimedia technology in teaching and learning communication skill, found out that ELC can be improved and enhanced through the use of multimedia technology. He mentioned that "With the rapid development of science and technology, the emerging and developing of multimedia technology and its application to teaching, featuring audio, visual, animation effects come into full play in English class teaching and sets a favorable platform for reform and exploration on English teaching model in the new era. It's proved that multimedia technology plays a positive role in promoting activities and initiatives of student and teaching effect in English communication class". He mentioned that multimedia technology can be used effectively in classrooms of English as a Foreign Language to

promote students' communication capabilities. The process of learning should be more student-centered and less time-consuming.

With the use of multimedia such as I-VDOs, Power Point presentation, Youtube videos, audios, flashcards, e-books, learning websites, etc., incorporating different learning styles become possible This is one of the key reasons why multimedia is becoming increasingly popular. But there should not be excessive use of multimedia, especially at the primary level. Otherwise, it will have side effects of digital fatigue and boredom. It should provide learners an opportunity to connect to real-world using available materials, resources at home or people around them. As educators, we could just explain and elaborate the process of learning, provide instructions to our learners and them let them explore and learn by doing themselves.

Suwancharas, T. (2016), studied the development of multimedia using augmented reality for improving undergraduates' English Listening skills and found out that the post-test scores were higher than the pre-test. He recommended the development of multimedia which can be integrated with other teaching and learning activities. We can develop multimedia and use it with games to improve learners' skills. But the multimedia should be easily accessible, cheap and assist learning.

Verawati, Luardini, M. A., and Asi N. (2020), suggestions were that multimedia should be developed according to the students' need in line with the school curriculum.

2.3 The Context of Teaching and Learning in the 21st Century

As world has become a small place because of globalization and technological advancements, 21st Century learning skills require collaboration, critical thinking, adaptability and perseverance. The 21st Century Skills according to P21 Framework for 21st Century Learning mentioned on Wikipedia, (2022) are classified skills into: Life and Career skills, Learning and Innovation Skills, Information, Media and Technology Skills. As teachers, we have to make sure that we are ready for the students in 21st Century Education. We must make our lessons students-directed which connect the content to their lives and their previous knowledge. There should be always "Value" addition to the

content to that student would feel that the content they are learning has purpose in their lives.

With the help of latest technology available, like Zoom, Google Teams, Microsoft Teams, Youtube, etc. we can take the students out to the world and bring the world into the classroom. Field trips and study tours are also great for students to explore the outside world. We have to create lessons and multimedia that provides students opportunities where communication takes place between student-to-student, student-to-teacher. In order to have communication with knowledgeable adults, we could have activities where we could have "Guest Speakers" or "Senior students/alumni" to be an expert and sharing and exchanging of ideas take place. We have to stimulate a Real-World experience.

Karatas, K. (2021), investigated role of the self-directed learning skills, metacognitive awareness, and 21st century skills and competences in predicting readiness for online learning during the COVID-19 pandemic. One of the findings of the research is that 21st century skills and competences are a strong predictor of students' readiness for online learning. 21st century skills are an umbrella concept that covers life and career, learning and innovation, ICT skills. His study and his literature review are on the same path that here is a positive and significant relationship between readiness for online learning and self-directed learning.

2.4 Learning Environment AT Plearnpattana School:

Along with the standard teaching at Plearnpattana School, as teachers, we have collaborated High Functioned Open Approach (HFOA) and Constructive Metacognitive Learning (CML) lessons in our institution which gives students ample opportunities to interact with their classmates and teacher, stimulate critical thinking, reflect and evaluate their own work. The seating arrangements are flexible so that they are appropriate for the task that students are working on. We encourage students to realize the value of teamwork. We have also brought in online lessons, using multimedia through Google Classrooms, Zoom, online practice through website, which is already a first step to shape the classroom of the future or we can say "New Normal" since the emergence of

COVID19. We try to create today's classroom to prepare students for the careers and challenges that don't exist yet and become a long-life learner.

2.5 Relevance of the Research:

Multimedia can be very effective in English classroom when the teacher uses it to facilitate feedback about student work and conversations among peers. Tucker, C. (2019) said "Too often I see stations that do not balance these elements, and students are left to work in isolation. The more teachers build student choice and voice into their station design, the more likely students are to engage in the tasks at the various stations." Multimedia offers tools that are quite productive in learning, like I-VDOs, discussion, chat, and management of assignments, eBook with quiz, interactive learning tools like audios and videos using Zoom, Google Classroom, etc.

In this study the researcher developed multimedia using ADDIE model. It is an acronym for the five stages, Analysis, Design, Development, Implementation, and Evaluation. Its' main benefit is that it identifies the learning needs in a structured way to achieve educational goals, and determines learning effectiveness. It also provides a structured framework to insure and create an effective learning product which can be online or offline learning, or we can say Blended Learning.

Fiore (2020) mentioned six ways to use blended learning with the help of multimedia, 1) It easily compiles student information, grades, assignments, etc. 2) It can help keeping a track of social learning sessions on blogs, podcasts, message boards, social media sites. 3) It allows students to reach teacher and vice-versa whenever required. 4) Multimedia can be a useful tool for assessing our students' skill and teachers can keep a track of student's progress over time. 5) Multimedia allows teachers to send out periodic study materials, updates and engagement with students. 6) Multimedia gives students more control over when they desire to study, resulting in efficient learning.

Based on the rationale of the studies above and my teaching experience with Thai students, I have an expectation that the use of multimedia including I-VDOs with simple and common phrases, lessons plan, teaching material, checking students' understanding during the class on listening teacher's instructions, and tasks to make students get used to listening to English would improve Grade-2 students' listening

comprehension skills in the ESL classroom which will eventually help students to understand and do the activity as expected by the teacher. In this study, blended learning was in play because of the COVID19 situation the students were learning onsite and offline or online from home as well. The students who were offline or online through zoom from home were assigned the multimedia such as worksheets, PPTs, I-VDOs, Flashcards, Audio files, quizzes, etc., through Google Classroom, depending on each lesson plan. Along with blended learning with the multimedia, I have applied cognitive learning approach (Piaget, J., 1936, 1950) as it marks the beginning of logical thought at Grade-2 level that is concrete operational stage, because students in the age group of 7-11 years can work things out internally in their head. I have also emphasized on using Lev Vygotsky idea that children learn through social interactions and their ability to communicate with their peers to acquire knowledge or I would say construct knowledge. He believed that through proper assistance and encouragement, children are able to perform a task. It is described as zone of proximal development (ZPD). The children are able to reach a higher cognitive level using the language as the root of culture, through instructions from a more knowledgeable person.

The researcher believes in "Cooperation between individuals and not in mutual competition. Education is the means to socialization, the tool which trains learners in the art of thinking". Every time I teach, I would like my students to understand the lesson of the day, enjoy the class and use it for their personal development. Additionally, the researcher believes in the educational philosophy of social constructivism theory of Lev Vygotsky and Metacognition theory by John Flavell. The students learn more when they interact with their peers, they have chance to think about their own thinking and compare with their peers' ideas about the subject matter and arrive at the best conclusion or ways to improve their learning. I would conclude this chapter by mentioning that to improve information retention, engagement, and teaching, multimedia is more important than ever, irrespective of the educational institutions. A good use of multimedia goes a long way in offering efficient training to our workforce, curtailing costs, extending the training accessibility and the most important is providing flexibility to the learners in the 21st Century.

CHAPTER 3
RESEARCH METHODOLOGY

Listening is the most frequently used language in everyday life. It is not just restricted to the perception of sounds, but it also includes comprehension of words, phrases, clues, sentences. Listeners must discriminate between sounds, understand vocabulary and grammatical structures, interpret and retain within the immediate as well as the larger context of learning of the day. Therefore, multimedia with I-VDOs, Power Point presentation, Youtube videos, audios, flashcards, e-books, learning websites, and listening activities, etc. were designed to give learners practice in identifying different sounds, and sound combinations.

The research was conducted according to the following structure:

3.1 Population and Sample Group

3.2 Research Design

3.3 Research Methodology

3.1 Population and Sample Group

The population of this study includes 30 students out of total 150, the sample group is Grade-2 students at Plearnpattana School.

3.2 Research Design

The research design was conducted according to the following structure in the objective of the research; it has been moving with steps as following:

3.2.1 As a teacher, I developed a Pre-Post Listening Test (Dependent T-Test) to verify the level of Grade-2 students' ELC skill. Conduct the Pre-Listening Test. It was based on globally recognized Cambridge Listening Test for young learners. I have created the test and audio files. Then, studied the sample group by providing a Pre-Post Listening Test as shown in the following:

$$O1 \longrightarrow X \longrightarrow O2$$

O1 = Measurement of Pre-Listening Test

X = Effective Multimedia

O2 = Measurement of Post-Listening Test

3.2.2 Develop multimedia with I-VDOs that includes simple instructions to improve students' ELC, provide online resources, online websites or applications that are suitable for Grade-2 for listening activities such as Reading Eggs, Oxford Owl online Library, Explore Our World online text book for Grade 2 by National Geographic, Quizizz, create teaching material such as PPTs, worksheets, flashcards (FCs) that will assist my Grade -2 students' ELC.

The multimedia was developed in accordance with ADDIE model. The first step was analysis to identify the learning multimedia requirement of each lesson. Then, design the instructional multimedia (PPTs, Flashcards, I-VDOs, worksheets, etc.) and its content. After that the required multimedia was developed. The next step was implementing the multimedia in the actual learning environment with Grade 2 students. The last step was the evaluation of multimedia. The effectiveness of the multimedia and experts' evaluation was done and suggestions were considered to improve the multimedia further.

3.2.3 Resources: Independent variables: Being the teacher for Grade 2, together with my buddy teacher, I have decided to use I-VDOS or simplified instructions in the classroom, and inserted more listening based-tasks/activities. Before doing any task/ activity, the learners must listen to the teacher and clearly understand the classroom instructions to do the tasks/activities in the class. And then they must do learners' AAR as mentioned in number 3 below. The following are the simplified instructions that were used in the class as well as in the I-VDOs:

Look and point / Point and say/ Ask and answer / Look at the pictures and match / Look and check / Guess and stick / Read and look / Look and read / Read, look and write / Read and underline / Read, write and circle / Look and write / Listen and say / Listen and point / Listen and choose / Listen and colour / Listen and circle / Listen and read / Listen and stick / Listen and number the pictures / Listen, read and sing / Listen to

the song / Listen and draw lines /Listen and do / Listen and draw / Listen and compare / Talk and stick / Work in pairs / Work with a partner / Work in groups / Play a game / Take turns.

The researcher has also used listening activities from students' class book - "Explore Our World" as much as possible so that learners are familiar with different accents other than ESL teacher and some other listening games or activities like the whispering game, listen and choose, listen and draw lines, listen and color, etc. After the development of multimedia, it was put to real test with Grade-2 students. There is also a students' Action After Review (AAR) satisfaction level.

3.2.4 Lastly, conducted a Post-Listening Test (Dependent T-Test). All data was collected and analyzed.

3.3 Research Methodology

The learners were Grade 2, 30 students. It consisted of Students' Achievement Test for comparison of students' Pre-Post Listening Test, multimedia to improve the ELC skills of Grade-2 students, and Students' Satisfaction levels through students' AAR feedback form. The students' achievement scores and satisfaction levels were presented using X-Bar graphs on MS-Excel.

The learners' summative data, Pre- Listening Test in T1-Week1 and then their formative data, Learners' AAR data was collected for lesson plans in next consecutive five weeks, week 2 to week 8. Finally, another summative data in week 10, Post-Listening Test was conducted. The researcher conducted the study in the first semester of Thai, Academic Year 2022, overall, about 10 weeks.

3.3.1 Independent Variable: It consisted of Learning through the use of multimedia including I-VDOs with simple instructions, Power Point Presentation, Online websites or apps, etc. The multimedia was developed, validated by experts and used every week, consecutively for 10 weeks.

For the content of my study, I have focused on developing multimedia that includes I-VDOs, PPTs, audios, flashcards, etc., a Constructive-Metacognitive Learning (CML) lesson plan based on the three topics, self-introduction, animals and activities with simple and common phrases, using I-VDOs in the classroom and Online

zoom classes and checks students' understanding during the class on listening teacher's instructions and tasks to make students get used to listening to English. These three topics are necessary for G-2 students as they will equip students with necessary vocabs, listening, and speaking skills that they use in their daily life. It will further help them to improve their ELC.

Students in grade 2, do not possess enough ESL skills to grab the content taught in the class. Therefore, they require short, easy, and simple sentence structure to make them understand. As a teacher, I have simplified instructions in the class by adding the simplified script in the lesson plans. I have also inserted more listening-based tasks and checked students' understanding after instructing each class. The main highlight of the ESL classes for simplified instructions is I-VDOs.

The quality of the multimedia content was assessed and validated by the experts was calculated using Index of Item Objectives Congruence (IOC). The formula is:

$$IOC = \frac{\sum R}{N}$$

Whereas   IOC   =   Index of correspondence between the test and the objective

$\sum R$ =   Sum of individual expert's value

R   =   Expert's rating

N   =   Number of experts

3.3.2 Dependent T-Test: The learning achievement score comparison. The Pre-Post Listening Test was conducted in the first and the tenth week of the first term. And then summative, Dependent T-Test, comparison assessments were done to reflect the improvement. The formula used for Dependent T-Test is the following:

$$t = \frac{\sum D}{\sqrt{\dfrac{n \sum D^2 - \left(\sum D\right)^2}{n-1}}}$$

28

Whereas $\sum D$ = Sum of variance score of achievement test

$\sum D^2$ = Sum of different squares of achievement test scores

$\left(\sum D\right)^2$ = Sum of variance score of the square test

n = Number of students

D = Difference between pre-test and post-test scores

After collecting the summative data, I have organized it systematically according to the occurrence of events. The summative data from learners' Pre-Post Listening Test, which was of 10 points, was summarized on the scale of 1 to 4 points as follows:

1 point (understand the least) = 5 (50%) or less out of 10.

2 points (understand a little) = 6 (60%) out of 10.

3 points (moderately understand) = 7 (70%) out of 10.

4 points (strongly understand) = 8 (80%) or above out of 10.

3.3.3 Dependent Variable: An effectiveness index of learning achievement scores. The formula used to calculate Effectiveness Index (EI) to see the increase in the achievement score is the following:

$$EI = \frac{\text{Summary of Post-Test (P2)} - \text{Summary of Pre-Test(P1)}}{(\text{Number of students x Max. Score}) - P1}$$

3.3.4 Dependent Variable: Students' Satisfaction Survey which was are required to be filled up after each lesson with multimedia to record their feedback. The evidence was collected for 10 weeks in the first term which highlights if students can understand the instructions/lesson.

The students' feedback was prepared on the basis of Likert Scale, developed by renowned psychologist Rensis Likert (Wikipedia, 2022), which is a type of scale used to measure the learners' opinion towards a particular, here in it is s understanding of learners' ELC skills. I have utilized four-point Likert Scale because I would like to force my students to form an opinion, either way without being neutral on the topic.

29

Figure 3.1 Grade 2 Students' understanding and satisfaction level feedback.

I have used the learners AAR with four choices, a very happy face: understand instructions the most, a happy face: understand instructions well, OK face: understand instructions a bit, a sad face: do not understand at all. The formative data from learners' AAR was also summarized on the same scale of 1 to 4 points which is as below:

1 point   =   strongly dislike/understand the least

2 points   =   moderately dislike/understand a little

3 points   =   moderately like/moderately understand

4 points   =   strongly like/ strongly understand

After encoding the scores of collected data in MS- Excel, I prepared a bar graph, clearly showing the percentage of learners' data in four colours as mentioned below:

Blue-1 point   =   strongly dislike/ understand the least

Red-2 points   =   moderately dislike/ understand a little

Green-3 points   =   moderately like/moderately understand

Purple-4 points   =   strongly like/ strongly understand

CHAPTER 4
RESEARCH RESULTS

This chapter is mainly focused on the data analysis and sharing the results to improve the ELC skills of Grade-2 students with the use of multimedia. The results of the implementation of the action are presented as the following:

    4.1 Independent Variable

    4.2 Dependent Variables

4.1 Independent Variable

The quality of the multimedia and its English content was assessed and validated by the experts was calculated using Index of Item Objectives Congruence (IOC). As seen in the figure-3 below, the overall mean percentage rating of the six experts was at 94.67% who strongly agreed that the multimedia and English content was suitable for the Grade-2 students. The mean score was 4.73 from the maximum of 5. It suggests that the developed media is of good quality and the content was suitable for Grade-2 students.
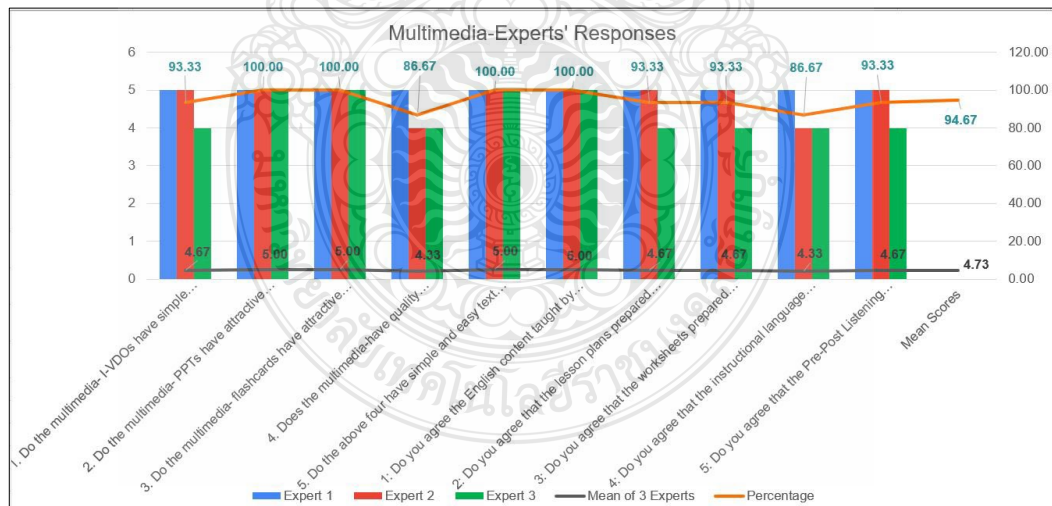

Figure 4.1 Graph showing individual expert rating showing the mean scores and
           percentage.

The following Table 4.1 represents the raw scores of each expert, their mean score, mean percentage, and standard deviation. The overall mean score of 6 experts is 4.73, mean percentage is at 94.67, and the mean standard deviation is 0.35.

All experts strongly agreed that the developed multimedia (PPTs & flashcards) has attractive pictures, simple and easy text for the grade- 2 students and give the highest rating of 5, mean 5, mean percentage 100, and standard deviation zero which mean all agreed, for item 2, 3, and 5. They also agreed that I-VDOs or audios have simple instructions, mean 4.67, mean percentage 93.33, and standard deviation 0.58 for item 1, and good quality audios and videos, mean 4.33, mean percentage 86.67, and standard deviation at 0.58 level.

The feedback about the English content achieved high rating of 4.67 as well. They give highest score of 5, item 6, for the English content is academically suitable for the grade-2 students. They all agreed that lesson plans (item 7), worksheets (item 8), and Pre-Post Test (item10) were highly suitable for the grade-2 students. Their mean percentage was 93.33, each, and standard deviation was 0.58. The instructional language used in preparing various multimedia is simple and clear to understand by the grade-2 students (item 9) achieved the rating of 4.33, 86.67%, standard deviation 0.58.

Table 4.1 Individual Expert rating table showing the mean scores and percentage

Experts Evaluation Feedback						
Multimedia Content	Expert 1	Expert 2	Expert 3	Mean of 3 Experts	Percentage%	Std. Dev.
1. Do the multimedia- I-VDOs have simple instructions to understand?	5	5	4	4.67	93.33	0.58
2. Do the multimedia- PPTs have attractive pictures and text for the students?	5	5	5	5.00	100.00	0.00
3. Do the multimedia- flashcards have attractive pictures and text for the students?	5	5	5	5.00	100.00	0.00
4. Does the multimedia-have quality audios/videos?	5	4	4	4.33	86.67	0.58
5. Do the above four have simple and easy text for the students?	5	5	5	5.00	100.00	0.00

Table 4.1 Individual Expert rating table showing the mean scores and percentage (Cont.)

Experts Evaluation Feedback

Multimedia Content	Expert 1	Expert 2	Expert 3	Mean of 3 Experts	Percentage%	Std. Dev.
6: Do you agree the English content taught by the researcher is academically suitable for the target audience-Grade-2?	5	5	5	5.00	100.00	0.00
7: Do you agree that the lesson plans prepared by the researcher are suitable for the target audience-Grade-2?	5	5	4	4.67	93.33	0.58
8: Do you agree that the worksheets prepared by the researcher are suitable for the target audience - Grade-2?	5	5	4	4.67	93.33	0.58
9: Do you agree that the instructional language used by the researcher in worksheets, PPTs, I-VDOs, other online apps is simple and clear to understand by the target audience-Grade-2?	5	4	4	4.33	86.67	0.58
10: Do you agree that the Pre-Post Listening Test used by the researcher is academically suitable for the target audience?	5	5	4	4.67	93.33	0.58
Mean Scores of 6 experts				4.73	94.67	0.35

4.2 Dependent Variables:

The dependent variables used in this study are 1) Dependent T-Test, 2) Effectiveness Index, and 3) Satisfaction Index.

4.2.1 Dependent T-Test: An achievement score comparison to reflect the improvement has been presented in the figure below.

Table 4.2 The comparison table of pre-test - post-test by using multimedia for improving ELC.

<table>
<tr><th colspan="10">Paired Samples Test</th></tr>
<tr><th></th><th></th><th colspan="7">Paired Differences</th><th></th><th></th></tr>
<tr><th></th><th></th><th>Mean</th><th>Std. Deviation</th><th>Std. Error Mean</th><th colspan="2">95% Confidence Interval of the Difference</th><th>t</th><th>df</th><th>Sig. (2-tailed)</th></tr>
<tr><th></th><th></th><th></th><th></th><th></th><th>Lower</th><th>Upper</th><th></th><th></th><th></th></tr>
<tr><td>Pair 1</td><td>post - pre</td><td>1.46667</td><td>1.85199</td><td>.33813</td><td>.77512</td><td>2.15821</td><td>4.338</td><td>29</td><td>.000</td></tr>
</table>

*p=.05

The table 4.2 shows the result of the comparison between the pretest and the post-test found that after using multimedia for improving ELC skills for grade 2 students, the post-test achievement score was higher than the pre-test score level at a statistically significant level of .05. Therefore, I would like to say that there was a significant difference between the pre-test and the post-test of the Grade-2 students. The new strategy of using multimedia did significant increase in the post-test scores of the students.
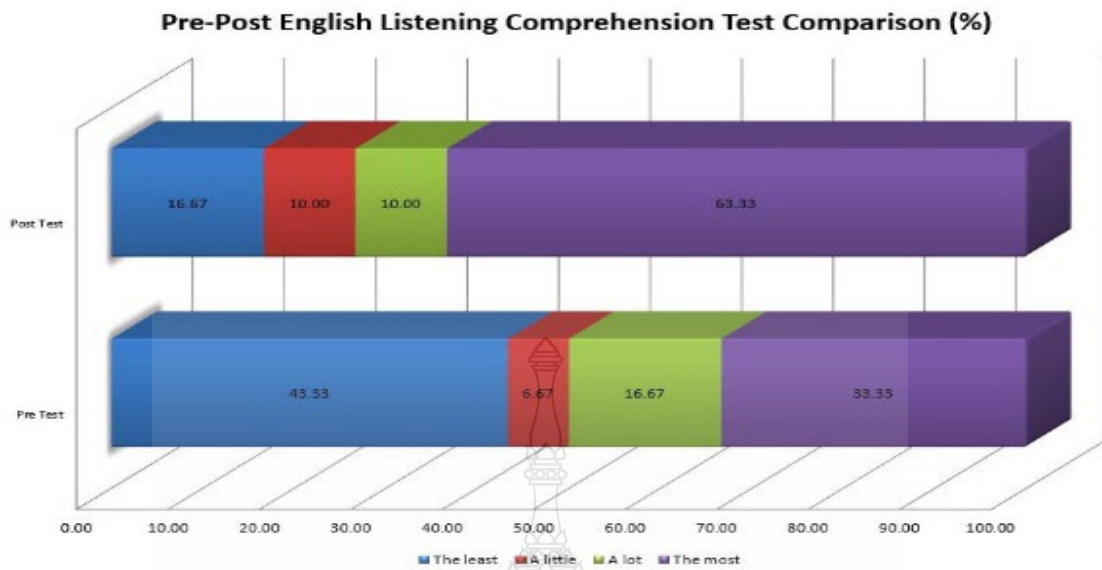
34

Pre-Post English Listening Comprehension Test Comparison (%)

Post Test: 16.67 10.00 10.00 63.33

Pre Test: 43.33 6.67 16.67 33.33

0.00 10.00 20.00 30.00 40.00 50.00 60.00 70.00 80.00 90.00 100.00

■ The least ■ A little ■ A lot ■ The most

Figure 4.2 Bar graph showing comparison of Pre-Post ELC Test (%)

The above graph is of Grade 2 which has 30 students. In the pre-test, the ELC skill of the class was at 50% (16.67+33.33) which shows understanding as good and 50% (43.33+6.67) shows not good. After the implementation of action step by step, the understanding of students' listening comprehension improved to 73.33% (10+63.33) as good and 26.67% (16.67+10) below good. It clearly showed the improvement of 23.33% from 50% to 73.33% in the students' ELC. The mean score of the Post-Test was at 7.6 as compared to the mean score of 6.2 in the pre-Test. It improved by 1.4 points.

4.2.2 Effectiveness Index: An effectiveness of the learning achievement scores using the Effectiveness Index (EI) was at 0.38 which is 38%. The figure-5 below shows the individual scores of 30 students. It reflects the that the total score of the Post-Test has increased to 229 as compared to 185 in the Pre-Test. The standard deviation of the Post-Test shows that the variation of scores has reduced to 2.41 as compared to 2.60 in the Pre-Test. It shows an improvement.

Pre-Post Test Scores	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	Total	SD
1 Pre Test Scores	8	7	8	9	7	9	10	6	3	4	6	7	8	8	5	4	7	10	10	5	5	2	4	2	4	3	6	1	10	7	185	2.60
2 Post Test Scores	9	9	9	10	7	9	10	8	3	6	9	10	10	9	10	8	10	7	10	6	8	7	3	5	8	2	6	3	10	8	229	2.41

Figure 4.3 Pre-Post Test Scores

Similarly, when the Pre-Post test scores were compared on the basis of Likert Scale of 1 to 4. The results showed improvement as seen in the figure-6 below. The mean of Post-Test has increased to 3.2 from maximum of 4 as compared to the mean 2.4 in the Pre-Test. The standard deviation has improved as well as there variation of scores has reduced to 1.2 in the Post-Test than 1.4 in the Pre-Test.

Grade 2- Pre-Post Listening Result	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	Mean	SD
Type 1, 2, 3 or 4 (4 = Strongly understand 3 = moderately understand 2 = understand a little 1 = understand the least)																																
1 Pre Test	4	3	4	4	3	4	4	1	1	1	2	3	4	4	1	1	3	4	4	1	1	1	1	1	1	1	2	1	4	3	2.4	1.4
2 Post Test	4	4	4	4	3	4	4	4	1	2	4	4	4	4	4	4	4	3	4	2	4	3	1	1	4	1	2	1	4	4	3.2	1.2

Figure 4.4 Pre-Post Test Scores on Likert scale of 1 to 4

4.2.3   Satisfaction Index: Students' Satisfaction Survey based on Likert Scale about their ELC comprehension skills for each plan is shown in figure-7 below.

Understand the ESL lesson	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	Mean	Mean %	SD
Grade 2- Satisfaction Survey Type 1, 2, 3 or 4 (4 = Strongly understand 3 = moderately understand 2 = understand a little 1 = understand the least)																																	
1 Plan 1	3	4	4	4	4	4	4	4	1	3	4	4	4	4	4	3	3	4	1	4	4	3	4	2	3	4	4	4	4	3	3.50	87.50	0.86
2 Plan 2	4	4	4	4	4	4	4	4	2	3	4	4	4	1	4	4	4	3	4	4	3	4	3	4	3	3	4	4	4	4	3.63	90.83	0.72
3 Plan 3	4	4	4	4	4	4	4	4	1	3	4	4	4	3	4	4	3	3	3	4	4	4	4	4	3	3	3	4	4	4	3.63	90.83	0.67
4 Plan 4	4	4	3	4	4	4	4	4	4	3	4	4	4	4	4	4	4	3	4	4	4	4	4	4	3	4	3	4	4	3	3.80	95.00	0.41
5 Plan 5	4	4	4	4	4	4	4	4	3	4	4	4	4	3	4	4	4	3	4	4	4	4	4	4	3	4	3	4	4	3	3.80	95.00	0.41
6 Plan 6	4	4	4	4	4	4	4	4	4	4	4	3	4	4	4	4	4	3	3	4	4	4	4	4	3	4	4	4	4	3	3.83	95.83	0.38
7 Plan 7	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	3	3	4	4	4	4	4	3	4	4	4	4	3	3.87	96.67	0.35
8 Plan 8	4	4	4	4	4	4	4	4	3	4	4	4	4	4	4	4	4	3	3	4	4	4	4	3	3	4	4	4	4	3	3.80	95.00	0.41
9 Plan 9	4	4	4	4	4	4	4	4	2	4	4	4	4	4	4	4	4	3	3	4	4	4	4	4	3	4	4	4	4	4	3.83	95.83	0.46
10 Plan 10	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	3	3	4	4	4	4	4	3	3	4	4	4	4	3.87	96.67	0.35
Average Mean, mean %, SD																															3.76	93.92	0.50

Figure 4.5 Grade 2 Students' satisfaction scores about their understanding ELC

It shows that the students' understanding in each plan is between moderately understand and strongly understand after using the multimedia. The mean score of students' understanding is 3.50, mean percentage 87.50, and standard deviation is 0.86. The mean score eventually increased in each plan and the variation in the students' feedback about their understanding decreased as well, which means more students understand the lessons and started giving higher ratings and thus less variation in their feedback. The mean score of 10 plans is 3.76, mean percentage 93.92, and standard

36

deviation is 0.50. It represents the developed multimedia has assisted students to understand lessons and improve their ELC.

Furthermore, the bar graph in figure-8 is about the students' understanding of the ESL lessons.
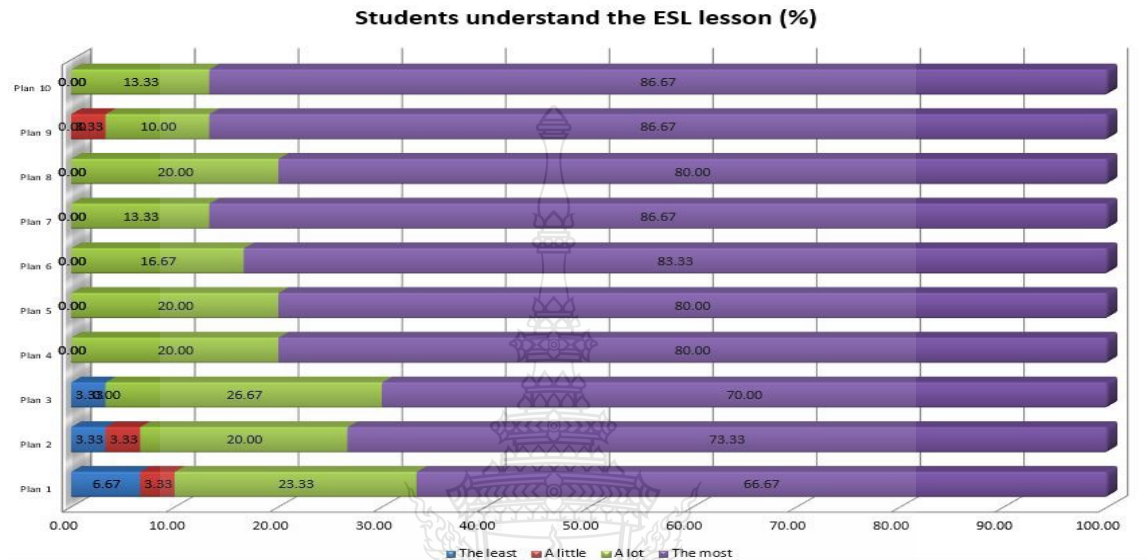

Students understand the ESL lesson (%)

Figure 4.6 Grade 2 students' level of understanding ELC skills.

As seen in the figure 4.6, in Plan-1, there were 66.67% students who could strongly understand English instructions and tasks in class, 23.33% could moderately understand, 3.33% could understand a little, and 6.67% could understand the least. As the action plan continued with the implementation of multimedia in the English class, students understanding of ELC gradually improved along with the passing weeks. There were six plans (4,5,6,7, 8 and 10) in which the students ELC understanding was 100%. It was a result of the introduction of quality multimedia in the class. It indicates a high degree of comprehension of students' ELC skills. To back up this claim in Plan-1, 10% (6.76+3.33) of students could comprehend English the least or little and required assistance understanding the instructions. It reduced to zero percent as we progressed towards the 10th week through the use of multimedia. It was zero percent in plans 4, 5, 6, 7, 8, and 10. The mean percentage score of students' understanding English lessons with the use of multimedia for 10 weeks was at 93.92%, strong understand as compared to 6.08% who understood a little or the least.

Like the ESL Lesson		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	Mean	Mean %	SD
		Type 1, 2, 3 or 4 (4 = Strongly like 3= moderately like 2=moderately dislike 1= strong dislike)																																
1	Plan 1	3	4	4	2	4	4	4	4	1	3	4	4	4	4	4	3	4	3	3	4	4	4	3	2	2	3	4	4	4	4	3.47	86.67	0.82
2	Plan 2	4	3	4	2	4	4	4	4	2	3	4	1	4	4	4	3	4	3	4	4	4	3	4	2	4	3	4	4	4	4	3.50	87.50	0.82
3	Plan 3	4	4	4	3	4	4	4	4	2	4	4	1	4	4	4	4	4	3	3	4	3	4	4	4	3	4	3	4	4	4	3.63	90.83	0.72
4	Plan 4	3	4	4	2	4	4	4	4	3	4	4	4	4	4	4	4	3	3	4	4	4	2	4	3	4	4	4	4	4	3	3.67	91.67	0.61
5	Plan 5	4	4	3	3	4	4	4	4	3	2	4	1	4	4	4	3	3	4	4	2	4	4	3	3	4	3	4	4	3	3	3.43	85.83	0.77
6	Plan 6	4	4	4	2	4	4	4	4	3	4	4	4	4	4	4	3	3	3	4	4	4	2	4	3	4	4	4	4	4	3	3.67	91.67	0.61
7	Plan 7	4	4	4	3	4	4	4	4	3	4	1	4	4	4	4	4	3	3	4	1	3	4	1	3	3	4	4	4	4	3	3.43	85.83	0.94
8	Plan 8	4	4	4	3	4	4	4	4	2	4	4	4	4	4	4	4	3	3	4	1	3	4	1	3	4	4	4	4	4	3	3.53	88.33	0.86
9	Plan 9	4	4	4	3	4	4	4	4	2	3	4	4	4	4	4	4	3	3	3	4	3	4	1	4	3	4	4	3	4		3.57	89.17	0.73
10	Plan 10	4	4	4	2	4	4	4	4	4	4	4	4	4	4	4	4	3	3	4	2	4	4	1	3	3	4	4	4	3		3.60	90.00	0.77
	Average Mean, mean %, SD																															3.55	88.75	0.76

Figure 4.7 Grade 2 Students' satisfaction scores about their liking ESL

Similarly, figure 4.7 shows that the students' liking in each plan is between moderately like and strongly like after using the multimedia. The mean score of students' liking is 3.55, mean percentage 88.75, and standard deviation is 0.76. The mean score was always higher than 3 in each plan suggesting that students liking was higher than moderately like. It represents the developed multimedia and its use in the classroom has increased students liking.

To explain it furthermore, the bar graph below in figure 4.8 is about the students' liking of the ESL lessons incorporated with multimedia.
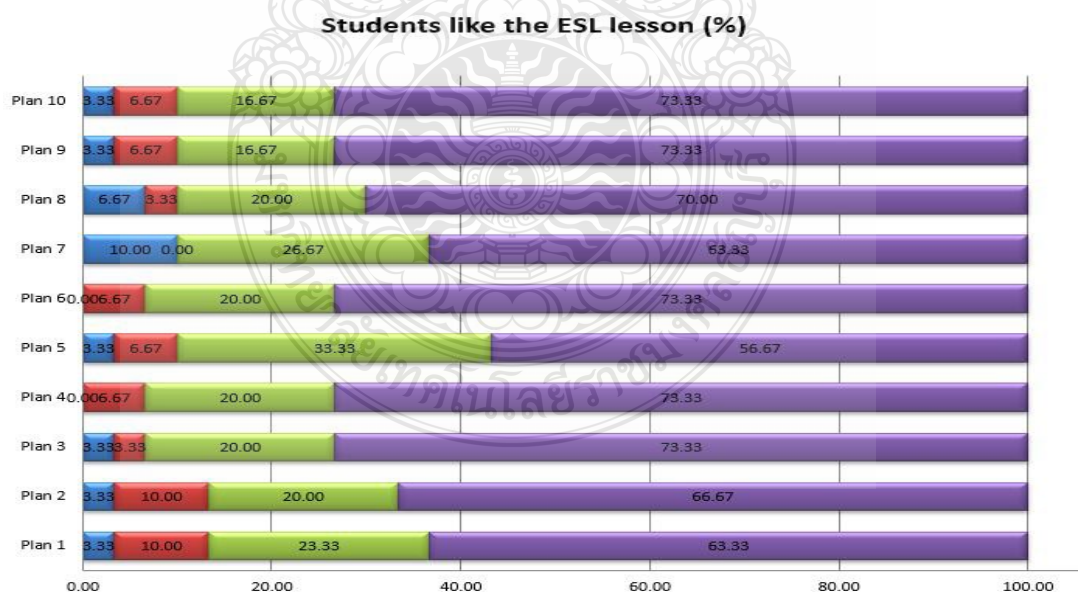

Figure 4.8 Grade 2 Students' satisfaction level of liking English lessons

The mean proportion of students' satisfaction data obtained who strongly liked English lesson with multimedia was 90% (16.67%+73.33), with 10% (3.33+6.67) liked a little or the least. It indicates a high degree of liking ESL lessons with multimedia. The point to be noted in the above graph is that the students who strongly liked the used of multimedia or the English lessons has increased to 73.33% in the tenth week as compared to 63.33% in the first week. It reflected a high level of liking multimedia in the English lessons.

CHAPTER 5
CONCLUSION DISCUSSION AND RECOMMENDATION

I would like to mention that there are several findings that are exposed during this research. When I agreed to continue this research with Grade-2 students, I had a feeling that whether the development and use of multimedia would work well in improving students' ELC skills as other previous researchers or not because the situation was a bit different this year. Students were often ON or OFF this year compared to the previous situation. Many students had a hard time listening to the teacher's instructions or any other text in English given by the teacher, which has resulted in a lack of understanding, confidence, and participation in the class. Online teaching with technical errors has made teaching even harder. After addressing these issues with proper planning and implementation consistently through multimedia, simplified instructions, instructional videos/audios, and listening-based tasks in the classes with an overall of 30 students, I have received immense pleasure and satisfaction from the results of improvement.

I have presented this chapter in 3 parts as the following:

5.1 Summary of the results

5.2 Conclusion

5.3 Discussion and recommendation

5.1 Summary of the results

In previous studies by Patel, Chirag (2013); Suwancharas, T. (2016); Sejdiu, S. (2017); Phra Abivaddhano Yuranun (2017); Dwi Heriyanto (2018); Erizar, Syahputra A., Hidayati T. (2019); Rachman, B. (2020) and Ogay M. (2020), it has been proven and suggested that the use of multimedia provides greater incentives, inspires students' positive thinking and ELC skills. It also makes the lessons lively, interesting, and assists in better understanding of English lessons. My research has highlighted the same and supported the previous studies that the use of multimedia does improve students understanding, and ELC skills. It has a positive impact on the students learning.

In my research, the students' problem of ELC skill was tackled with the development of a variety and quality multimedia and then using them in teaching English lessons for 10 weeks. The students' learning achievement was measured through the Pre-Post Listening Test, the effectiveness of the learning achievement scores, and timely students' satisfaction feedback.

The multimedia content was validated by the team of six experts and put to real test to verify it suitability and effectiveness. The rating of the six experts was at 94.67% who strongly agreed that the multimedia and English content was suitable for the Grade-2 students. They all agreed and suggested that the quality multimedia would really assist students to learn better and improve their ELC skill. The improvement of the students' ELC skills showed good progress. They were able to listen and understand the English lessons with multimedia, simplified instructions and listening text better each time.

The post-test learning achievement score was higher than the pre-test score level at a statistically significant level of .05. The results of the Pre-Post listening test clearly showed improvement at 73.33% in the post-listening test who could strong understand and improve ELC as compared to 50% in the pre-listening test. The improvement in students' learning achievement scores has thus proved that multimedia somehow grabs students' attention, increases their liking and understanding in English lessons which results in better ELC skills.

The effectiveness of learning achievement scores using the Effectiveness Index (EI) was 38%, meaning the Post Test scores were 38% better than the Pre-Test scores. When considered Covid 19 situation, blended learning environment, students getting sick, and missing classes for their quarantine period, the course of 10 weeks has shown satisfactory results. As represented in the chapter 4, the mean of Post-Test has increased to 3.2 from maximum of 4 as compared to the mean 2.4 in the Pre-Test. The standard deviation has improved and the variation of scores has reduced to 1.2 in the Post-Test and 1.4 in the Pre-Test. Without these conditions, the effective of learning achievement scores would have been much better.

The improvement is also backed by the timely students' satisfaction surveys which were conducted by me, the researcher, for 10 weeks. According to the Students' satisfaction survey, the students' understanding and liking has improved with the use of

multimedia in the English lessons. The essential item to note is that the mean proportion of students who can grasp simple English teaching and strongly understand has increased from 66.67% percent in Plan 1, Week 1 to 86.67% in Plan 10, Week 10. The strong or high level of students' liking confirmed my belief that multimedia with straightforward instructions in class or via I-VDOs significantly help students grasp knowledge better, students feel more confident, and participative in the class.

5.2 Conclusion

In this study, the researcher was able to achieve all research objectives and satisfied with the results. Based on the results, it has been proved that if multimedia is implemented correctly in a systematic manner with simplified instructions in class or with I-VDOs online and listening-based tasks, re-using them in routine teaching boost up students' understanding and improvement in ELC skills. It builds up students' confidence and assists them in performing their classroom tasks easily in a better way. Multimedia can be integrated with other teaching and learning activities or use it with games to improve learners' skills. It should be developed according to the students' need in line with the syllabus or school curriculum. Along with the usage of multimedia, there should have enough opportunity for the learners to interact with their peers, using their prior knowledge, and construct new knowledge. I would say a constructive-cognitive or metacognitive learning.

5.3 Discussion and recommendation

The researcher would like to mention that the effectiveness of students' learning achievement also depends on the environment they are surrounded, the amount of English that they use in their daily life, the vocabulary that students know at their age level, etc. If these factors can be taken care of, the effectiveness of students' learning would have better results.

The researcher would like to recommend to the teachers that the teacher must be able to choose a suitable teaching technique based on the level of students and use multimedia with simplified instructions, I-VDOs and more listening-based tasks that can help the students in comprehending the text that they listened to. The teachers must try to

use listening texts/activities from the textbooks or some other online resources as much as possible according to the needs of the students' improvement. The teachers must clearly understand and make sure that they are not overly dependent on technology. There must be a healthy blend of technology and traditional teaching, online teaching or offline teaching. I would say we must focus on creating a balanced Blended Learning Management System that fits teachers as well as students. The students should also be aware that listening is one of the skills that must be mastered. They must use it in daily life as much as possible to improve their listening skills.

The study can be additional supportive evidence for those who would like to conduct further action research related to the use of multimedia with simple instructions or I-VDOs in the ESL classroom. This study does not end the problem related to listening and comprehending. However, if has been proved that multimedia along with simple instructions or I-VDOs at an early age do help students' understanding and listening comprehension. It has assisted me to improve my students' ELC skills to a great extent. It can be useful for new inexperienced teachers to know which set or simple instructions they can use in the classroom or in the I-VDOs while developing multimedia to make students understand the teacher and how to do the tasks in the class. The researcher has successfully tried and tested this study at primary level. I suggest that ESL teachers conduct further such studies at higher or higher secondary, and university students to support and validate my findings.

List of References

Bates. (2019). **Teaching in a Digital Age: Guidelines for designing teaching and learning** (2nd ed.) Retrieved from: https://open.umn.edu/opentextbooks/textbooks/221

Cambridge University Press and Assessment. (2022). **Cambridge English Qualifications- A1 Movers**. Retrieved from: https://www.cambridgeenglish.org/exams-and-tests/movers/

Cathy Li and Farah Lalani. (2020). **The Rise of Online Leaning in Covid 19 Pandemic, World Economic Forum.** Retrieved from : https://www.weforum.org/agenda/2020/04/coronavirus-education-global-covid19-online-digital-learning/

Dwi Heriyanto. (2018). **The Effectiveness of Using Youtube for Vocabulary Mastery.** Retrieved from: https://www.researchgate.net/publication/324572299_The_Effectiveness_of_Using_Youtube_for_Vocabulary_Mastery

Erizar, Syahputra A., and Hidayati T. (2019), **The effectiveness of Use Multimedia in in English Teaching at SMPN 1 Meulaboh.** Retrieved from: https://www.atlantis-press.com/proceedings/icssis-18/125906260

Fiore. (2020). **6 ways to use your LMS for Blended Learning.** Retrieved from: https://www.focuseduvation.com/6-easy-ways-use-lms-blended-learning/

Karatas, K. (2021). **The Role of Self-directed Learning, Metacognition, and 21st Century Skills Predicting the Readiness for Online Learning.** Retrieved from: https://files.eric.ed.gov/fulltext/EJ1306506.pdf

Khalid, I. Al-Nafisah. (2019). **Issues and Strategies in Improving Listening Comprehension in a Classroom.** Retrieved from: https://www.researchgate.net/publication/334134857_Issues_and_Strategies_in_Improving_Listening_Comprehension_in_a_Classroom

Ogay, M. (2020). **Use of Multimedia in Teaching English to Young Learners.** Retrieved from: https://www.idpublications.org/wp-content/uploads/2020/04/Full-Paper-USE-OF-MULTIMEDIA-IN-TEACHING-ENGLISH-TO-YOUNG-LEARNERS.pdf

List of References (Continued)

Patel, Chirag. (2013). **Use of Multimedia Technology in Teaching and Learning communication skill": An Analysis.** Retrieved from: http://www.ijoart.org->Use-of-Multimedia-Technology-in-Teaching-and-Learning-communication-skill.pdf.

Picard. M., and Velautham, L. (2016). **Developing Independent Listening Skills for English as an Additional Language Students.** Retrieved from: https://files.eric.ed.gov/fulltext/EJ1106344.pdf

Phra Abivaddhano Yuranun. (2017). **A Study of Multimedia for Improving English Listening Skill of Students of Mahachulalongkornrajavidyalaya University.** Retrieved from: http://oldweb.mcu.ac.th/userfiles/file/วิทยานิพนธ์/ปริญญาโท/English%20(International%20Program)/2562/62MCU62022101.pdf

Rachman, B. (2020). **The Use of Multimedia in English Language Learning to Support English Teaching Practice.** Retrieved from: https://dspace.uii.ac.id/bitstream/handle/123456789/28349/15322096%20Bob%20Rachman.pdf?sequence=1

Rost, M. (2005, 2011). **Teaching and Researching Listening**. London, UK. Longman. Retrieved from: https://repository.dinus.ac.id/docs/ajar/(Applied_Linguistics_in_Action)_Michael_Rost-Teaching_and_Researching__Listening-Pearson_Education_ESL_(2011).pdf

Sejdiu, S. (2017). **Are Listening Skills Best Enhanced Through the Use of Multimedia Technology.** Retrieved from: https://files.eric.ed.gov/fulltext/EJ1166469.pdf

Suwancharas, T. (2016). **Development of Multimedia using Augmented Reality (AR) for Improving Undergraduates' English Listening Skill.** Retrieved from: https://apheit.bu.ac.th/jounal/Inter-vol5-1/p5-13-touchakorn.pdf

Tiedemann, K. M. (2020). **The Impact of Blended Learning on Student Motivation and Achievement in Reading and Writing.** Retrieved from: https://scholarcommons.sc.edu/cgi/viewcontent.cgi?article=6950&context=etd

List of References (Continued)

Tucker, C. (2019). **Planning a Station Rotation for Your English Classroom.**
Retrieved from: https://catlintucker.com/2019/10/english-station-rotation/

UKEssays. (2018). **Learning Difficulties Encountered by EFL Students English
Language Essay.** Retrieved from: https://www.ukessays.com/essays/english-
language/learning-difficulties-encountered-by-efl-students-english-language-
essay.php?vref=1

Verawati, Luardini, M. A., and Asi N. (2020). **Developing English Multimedia Based
Teaching Media by Using Microsoft Power Point.** Retrieved from:
https://e-journal.upr.ac.id/index.php/JCP/article/view/2011

Wikipedia. (2022). **21st Century Skills, Likert Scale.** Retrieved from :
https://en.wikipedia.org/wiki/21st_century_skills. and
https://en.wikipedia.org/wiki/Likert_scale

Wikipedia. (2022) **Piaget's theory of cognitive development.** Retrieved from :
https://en.wikipedia.org/wiki/Jean_Piaget

Wikipedia. (2022). **Lev Vygotsky.** Retrieved from : https://en.wikipedia.org/wiki/ Lev_
Vygotsky

Wu Xiao Juan and Mohamad Jafre Zainol Abidin. (2013). **English Listening
Comprehension Problems of Students from China Learning English in
Malaysia.** Retrieved from: http://www.languageinindia.com/april2013/
chinastudentsenglishfinal.pdf

Young, L. J., and Gabriella, L. G. (2019). **Decoding Thailand's Tourism Success
Story.** Retrieved from : https://www.amro-asia.org/decoding-thailands-
tourism-success-story/
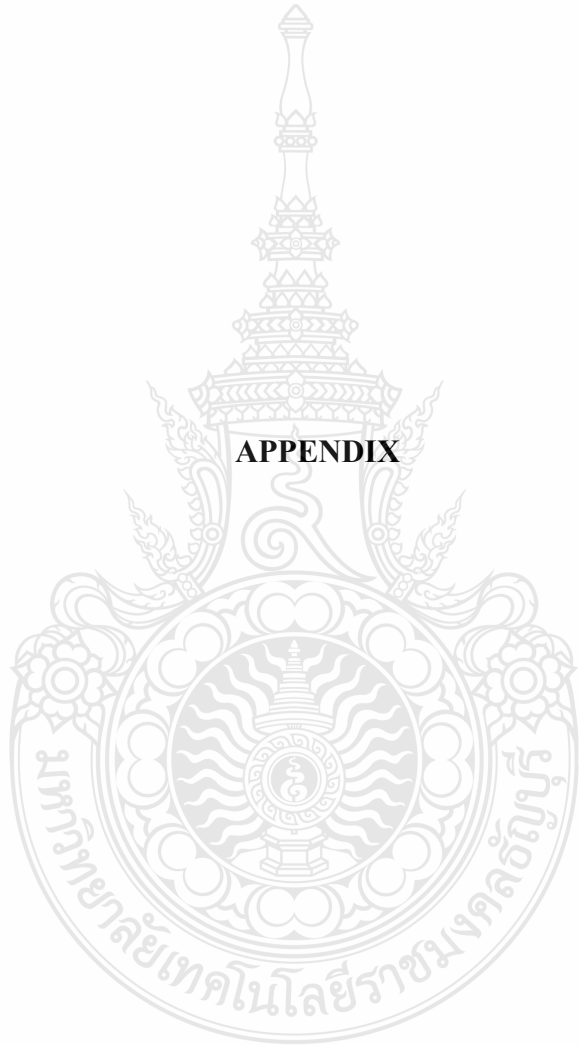
APPENDIX

APPENDIX A

- List of Experts Reviewing Research Instruments

- Invitation Letter to Experts to Examine Rresearch Instruments

List of Experts Reviewing Research Instruments

English Content Specialists

1. Mr. Simon David Whitaker

   He is currently the Head of ESL at Plearnpattana school where he has been working for 6 years. Prior to that he worked at the British Council as a teacher. Before moving to Thailand, he was a journalist working for the BBC in the UK.

2. Miss Wendelle Tejada Ferido

   She has been an educator for more than twenty years. She had been a Reading and Language Arts teacher for three years before being appointed as the English Coordinator and School Paper Adviser of St. Paul College of Ilocos Sur, Philippines. When she moved to Thailand, she had a teaching job at St. Francis Xavier Convent School in Bangkok. She taught ESL to various grade levels and Supplementary Reading to Grade 9 and 10 students. She is now the ESL Coordinator for Prathom at Plearnpattana School, Bangkok, Thailand.

3. Miss Autaiwan Nawanit

   At present, she is teaching ESL to Grade 2 students at Plearnpattana School. She has been teaching for two years. She graduated from Faculty of Education, Silpakorn University. She is a professional licensed teacher.

Media Specialists

1. Dr. Kittibume Viphahasana

   He is currently working as a full-time lecturer and a member of Bachelor of Science Program in Learning Innovation and Information Technology (LIIT) at Rajamangala University of Technology Thanyaburi. He received his Ph.D. in Information and Communications Technologies at Asian Institute of Technology (AIT) and Master of Science Program in Computer and Information Science at University of South Australia, Australia. It is awarded to those with potential research results from the World Scientist and University Rankings from Website AD Scientific Index Year 2021-2022-2023.

List of Experts Reviewing Research Instruments (Cont.)

His research interest includes computer-supported collaborative learning, semantic web technology, linked open data, and virtual reality system. His teaching and training experience includes Human Computer Interaction, UX/UI Design, E-media Design and Production for Learning, Digital Technology for People Development, Innovation in Competency-based Curriculum Development, Virtual Reality Systems / Augmented Reality System.

2. Miss Duangkamol Kulkantrakorn

   She has been working as a Communication Arts Manager at Plearnpattana School for 15 years. She is responsible for managing the team of Production Educational media for students of Kindergarten to Higher Secondary. She also manages the Graphics, videos, events content, and school's social media platforms.

3. Miss Karatphet Paosopa

   She has been currently working as a Graphic designer at Plearnpattana school for 9 years. She graduated with a Bachelor's degree in Interactive and Multimedia Design from the College of Social Communication Innovation, Srinakharinwirot University.

Invitation Letter to Experts to Examine Research Instruments

MHESI 0582/2022

Office of the Dean, Faculty of Technical
Education Rajamangala University of Technology
Thanyaburi Klong Luang, Pathum Thani 12110
Thailand
Tel:+66-2-549-4710 Fax:+66-2-577-5049

9 June, 2022

Dear Mr. Simon David Whitaker

Subject: Respectfully Requesting for letter of Invitation of Experts for M.Ed.Thesis

     Mr.Vipin Kumar Sheoran, with student number 126470201002-7 and currently enrolled in the second year of Master of Education Learning Technology and Innovation. Also in the process of conducting a research study for his thesis title "Development and Using Multimedia for Improving English Listening Comprehension Skill for Grade 2 Students" under the advice from Assistant Professor Dr. Metee Pigultong as his advisor.

     In this regard, I write to humbly invite you to participate in the research instrument evaluation for completion in the research process.

     We look forward to hearing from you soon, if you have any question please do not hesitate to contact Mr.Vipin Kumar Sheoran, e-mail: vipin.sheoran79@gmail.com

Yours sincerely,

(Assistant Professor Arnon Niyomphol)
Dean of Faculty of Technical Education

MHESI 0582.1/2022

Office of the Dean, Faculty of Technical
Education Rajamangala University of Technology
Thanyaburi Klong Luang, Pathum Thani 12110
Thailand
Tel:+66-2-549-4710 Fax:+66-2-577-5049

9 June, 2022

Dear Miss Wendelle Tejada Ferido

Subject: Respectfully Requesting for letter of Invitation of Experts for M.Ed.Thesis

Mr.Vipin Kumar Sheoran, with student number 126470201002-7 and currently enrolled in the second year of Master of Education Learning Technology and Innovation. Also in the process of conducting a research study for his thesis title "Development and Using Multimedia for Improving English Listening Comprehension Skill for Grade 2 Students" under the advice from Assistant Professor Dr. Metee Pigultong as his advisor.

In this regard, I write to humbly invite you to participate in the research instrument evaluation for completion in the research process.

We look forward to hearing from you soon, if you have any question please do not hesitate to contact Mr.Vipin Kumar Sheoran, e-mail: vipin.sheoran79@gmail.com

Yours sincerely,

(Assistant Professor Arnon Niyomphol)
Dean of Faculty of Technical Education

Office of the Dean, Faculty of Technical
Education Rajamangala University of Technology
Thanyaburi Klong Luang, Pathum Thani 12110
Thailand
Tel:+66-2-549-4710 Fax:+66-2-577-5049

9 June, 2022

Dear Miss Autaiwan Nawanit

Subject: Respectfully Requesting for letter of Invitation of Experts for M.Ed.Thesis

   Mr.Vipin Kumar Sheoran, with student number 126470201002-7 and currently enrolled in the second year of Master of Education Learning Technology and Innovation. Also in the process of conducting a research study for his thesis title "Development and Using Multimedia for Improving English Listening Comprehension Skill for Grade 2 Students" under the advice from Assistant Professor Dr. Metee Pigultong as his advisor.

   In this regard, I write to humbly invite you to participate in the research instrument evaluation for completion in the research process.

   We look forward to hearing from you soon, if you have any question please do not hesitate to contact Mr.Vipin Kumar Sheoran, e-mail: vipin.sheoran79@gmail.com

Yours sincerely,

(Assistant Professor Arnon Niyomphol)
Dean of Faculty of Technical Education

MHESI 0582.5/2022

Office of the Dean, Faculty of Technical
Education Rajamangala University of Technology
Thanyaburi Klong Luang, Pathum Thani 12110
Thailand
Tel: +66-2-549-4710 Fax: +66-2-577-5049

9 June, 2022

Dear Dr. Kittibume Viphahasana

Subject: Respectfully Requesting for letter of Invitation of Experts for M.Ed. Thesis

Mr. Vipin Kumar Sheoran, with student number 126470201002-7 and currently enrolled in the second year of Master of Education Learning Technology and Innovation. Also, in the process of conducting a research study for his thesis title "Development and Using Multimedia for Improving English Listening Comprehension Skill for Grade 2 Students" under the advice from Assistant Professor Dr. Metee Pigultong as his advisor.

In this regard, I write to humbly invite you to participate in the research instrument evaluation for completion in the research process.

We look forward to hearing from you soon, if you have any question, please do not hesitate to contact Mr. Vipin Kumar Sheoran, e-mail: vipin.sheoran79@gmail.com

Yours sincerely,

(Assistant Professor Arnon Niyomphol)
Dean of Faculty of Technical Education

MHESI 0582.4/2022

Office of the Dean, Faculty of Technical
Education Rajamangala University of Technology
Thanyaburi Klong Luang, Pathum Thani 12110
Thailand
Tel: +66-2-549-4710 Fax: +66-2-577-5049

9 June, 2022

Dear Miss Duangkamol Kulkantrakorn

Subject: Respectfully Requesting for letter of Invitation of Experts for M.Ed. Thesis

Mr. Vipin Kumar Sheoran, with student number 126470201002-7 and currently enrolled in the second year of Master of Education Learning Technology and Innovation. Also, in the process of conducting a research study for his thesis title "Development and Using Multimedia for Improving English Listening Comprehension Skill for Grade 2 Students" under the advice from Assistant Professor Dr. Metee Pigultong as his advisor.

In this regard, I write to humbly invite you to participate in the research instrument evaluation for completion in the research process.

We look forward to hearing from you soon, if you have any question, please do not hesitate to contact Mr. Vipin Kumar Sheoran, e-mail: vipin.sheoran79@gmail.com

Yours sincerely,

(Assistant Professor Arnon Niyomphol)
Dean of Faculty of Technical Education

55

MHESI 0582.3/2022

Office of the Dean, Faculty of Technical
Education Rajamangala University of Technology
Thanyaburi Klong Luang, Pathum Thani 12110
Thailand
Tel: +66-2-549-4710 Fax: +66-2-577-5049

9 June, 2022

Dear Miss Karatphet Paosopa,

Subject: Respectfully Requesting for letter of Invitation of Experts for M.Ed. Thesis

Mr. Vipin Kumar Sheoran, with student number 126470201002-7 and currently enrolled in the second year of Master of Education Learning Technology and Innovation. Also, in the process of conducting a research study for his thesis title "Development and Using Multimedia for Improving English Listening Comprehension Skill for Grade 2 Students" under the advice from Assistant Professor Dr. Metee Pigultong as his advisor.

In this regard, I write to humbly invite you to participate in the research instrument evaluation for completion in the research process.

We look forward to hearing from you soon, if you have any question, please do not hesitate to contact Mr. Vipin Kumar Sheoran, e-mail: vipin.sheoran79@gmail.com

Yours sincerely,

(Assistant Professor Arnon Niyomphol)
Dean of Faculty of Technical Education

56

APPENDIX B

The example of Children's Dep-Ed Television

- Grade 2 Pre - Post Listening Test

- Grade 2 Pre - Post Listening Test Script

- Students Satisfaction Feedback Template

- Students Satisfaction Feedback Scores

Grade 2 Pre - Post Listening Test

Name:_____ Nickname: _____ Class:__ / __ No.:__

Part A.   Look at the pictures. Listen and choose. (5 pts.)

Example: What is it?

A ☐   B ☐   C ☑

1. What is it?

A ☐   B ☐   C ☐

2. What do we like to do?

A ☐   B ☐   C ☐

3. How does the boy look?

A ☐   B ☐   C ☐

1

4. What is she doing?

A ☐   B ☐   C ☐

5. What does Tom do when he gets home?

A ☐   B ☐   C ☐

Part B.   Look at the pictures. Listen and draw lines. (5 pts.)

Kate   Jerry

John   Bose

Anna   Amy

Tinna   Jess

2

59

Grade 2 Pre - Post Listening Test

Script

Script: Part A: Look at the pictures. Listen and choose. (4 points).

Example: What is it? It is a fruit. It is green outside and red inside. It is round and big. It tastes sweet. **(watermelon)**

1. What is it? **(A: elephant)**
   It's an animal. It has **four legs and big ears**. It's **crying**.

2. What do we like to do? **(A: water tomato plant)**
   My brother and I like **going outside**. We **water our tomato plants** every day. But, we **don't play football**.

3. How does the boy look? **(B: bored)**
   A: Is that boy **tired**?
   B: **Tired!** No, he isn't. I think he's **hungry**.
   A: He is not **hungry** too. He looks **bored**.
   B: Oh, yes! He looks **bored**.

4. What is Anna doing? **(B: laughing with friends)**
   A: Look! That's Anna. She's **frowning**.
   B: Dad, she's not Anna. Anna is **laughing with her friends**.
   A: The one **laughing with her friends!** I remember her now. And, who is the girl **going to school**?
   B: She is Mary. She likes **going to school**. She looks happy.

5. What does Tom do when he gets home?
   Dad: Does Tom **take a bath** after he gets home?
   Tom: No, he doesn't. I think **he does his homework**.
   Dad: He **does his homework**? That's very good. I thought, he goes to **climb mountains** near his house.
   Tom: No, **he doesn't climb mountains**. It too late for him to do that

60

Script

Part B: Look at the pictures. Listen and draw line (5 pts.)
Example:

Girl: There are lots of people in this picture. Is it a park?
Man: Yes, it is. Can you see **the girl with a cat?**
Girl: **The girl with a cat?** Oh yes! Is she **Kate?**
Man: Yes, her name is **Kate.**

1. Man: Can you see the **boy on a bike?**
   Girl: The **boy on a bike?**
   Man: Yes, who is he?
   Girl: He is my friend, **John.**
   Man: **John** looks happy.

2. Girl: Who is **sitting on the chair?**
   Man: The **girl sitting on the chair?** She is **Tina.**
   Girl: **Tina?** Does she like to read books?
   Man: Yes, she does and she likes pink colour too.

3. Man: Now, look at **the boy who's up the tree.**
   Girl: The **boy up on the tree?**
   Man: Yes, he's so happy. Who is he?
   Girl: He is John's friend. His name is **Bose.**
   Man: **Bose.** What a nice name!

4. Man: Can you see **the boy running with a kite?**
   Girl: **The boy running with a kite?**
   Man: Yes. But I don't know him. Do you know him?
   Girl: I think his name is **Jerry.**
   Man: **Jerry?**
   Girl: Yes, he is in our class.

5. Man: There is a girl **feeding ducks.** She is wearing pink shoes.
   Girl: **The girl feeding ducks.** She's, my sister.
   Man: Is your sister's name **Anna?**
   Girl: Wow, that's right. She is **Anna.** Do you know her?
   Man: Yes, I do. She loves animals.

Students Satisfaction Feedback Template

Students Satisfaction Feedback Scores

The least	A little	A lot	The most	Total	Understand the ESL lesson	The least	A little	A lot	The most	Total
2	1	7	20	30	Plan 1	6.67	3.33	23.33	66.67	100.00
1	1	6	22	30	Plan 2	3.33	3.33	20.00	73.33	100.00
1	0	8	21	30	Plan 3	3.33	0.00	26.67	70.00	100.00
0	0	6	24	30	Plan 4	0.00	0.00	20.00	80.00	100.00
0	0	6	24	30	Plan 5	0.00	0.00	20.00	80.00	100.00
0	0	5	25	30	Plan 6	0.00	0.00	16.67	83.33	100.00
0	0	4	26	30	Plan 7	0.00	0.00	13.33	86.67	100.00
0	0	6	24	30	Plan 8	0.00	0.00	20.00	80.00	100.00
0	1	3	26	30	Plan 9	0.00	3.33	10.00	86.67	100.00
0	0	4	26	30	Plan 10	0.00	0.00	13.33	86.67	100.00

not at all	sometimes	mostly	very well	Total	Like the ESL Lesson	not at all	sometimes	mostly	very well	Total
1	3	7	19	30	Plan 1	3.33	10.00	23.33	63.33	100.00
1	3	6	20	30	Plan 2	3.33	10.00	20.00	66.67	100.00
1	1	6	22	30	Plan 3	3.33	3.33	20.00	73.33	100.00
0	2	6	22	30	Plan 4	0.00	6.67	20.00	73.33	100.00
1	2	10	17	30	Plan 5	3.33	6.67	33.33	56.67	100.00
0	2	6	22	30	Plan 6	0.00	6.67	20.00	73.33	100.00
3	0	8	19	30	Plan 7	10.00	0.00	26.67	63.33	100.00
2	1	6	21	30	Plan 8	6.67	3.33	20.00	70.00	100.00
1	1	8	20	30	Plan 9	3.33	6.67	16.67	73.33	100.00
1	2	5	22	30	Plan 10	3.33	6.67	16.67	73.33	100.00

Results of number and percentage of Students Feedback about their understanding and liking.

APPENDIX C

Sample In-Depth Interview Guide Questions for Teacher

- Broadcaster Multimedia (Flashcards, PPTS, I-VDOs)

- Lesson Plans

Flashcards

cloudy	hot	windy	cold	dry
rainy	sunny	snowy	wet	**dry**

wet	**snowy**	**cloudy**	**hot**	
windy	**cold**	**rainy**	**sunny**	

swimming — **eating**

crawling — **seeing**

climbing — **jumping**

sleeping — **singing**

running — **walking**

flying — **playing**

elephants — **sheep**

turtles — **cows**

horses — **ducks**

goats — **frogs**

birds — **dogs**

อากาศ
What's the weather like?
It's ___snowy___ .

สวมใส่
What is he wearing?
He is wearing ___a hat___ , ___gloves___ , ___a jacket___ and ___boots___ .

PowerPoint Presentations

PowerPoint Presentations

I-VDOs

Lesson Plans

Grade: 2   Term:1
Topic: Self Introduction

Teacher: T.Vipin

Step 1 Preparation (25 mins)

1.1 Routine conversation between T and ss; T welcomes ss to the class.

1.2 T shows the pictures of classroom language; ss tells the possible instructions. (Close your book., Go to the board., Take out your crayons., Hold up your card., Be quiet!, Open your book., Work in a group., Raise your hand., Work with a partner.)

1.3 T lets ss play 'Musical Ball'; T gives the instructions then ss follow the instructions.
- T divides Ss into 2 teams.
- T turns on the music and each team passes the ball.
- When the music stops, whoever has the ball can choose the question on the board. And there are 6 questions, with 1 to 6 stars. If the ss chooses the 1-star question, it means that the team will get 1 star if answering correctly.
- T asks/helps the S to read the question and answer.
  What is your name? (1 star)
  What is your class/number? (2 stars)
  How old are you? (3 stars)
  What is your favorite color? (4 stars)
  What is your favorite animal? (5 stars)
  What do you like? (6 stars)
- If the S answers correctly, his team gets points.
- T drills Ss with all questions and answers once again after the game.
- T elicits for the words name, age, class, number, favorite animal/color.

1.4 T tells Ss "Let's watch a VDO now.", Ss watch then T asks "What is the VDO about?" *(About me/Introducing myself)*

1.5 T asks ss "What do you think you're going to learn today?" (Talk about myself); ss will guess and some may even give reasons to their predictions.

1.6 T tells ss "I have videos for you. It's from your teacher. Let's see what they'll be doing."; T plays the example videos with the script:
  Good morning/ Hello. My name is ….
  I'm …. years old.
  I'm in Class …., Number….
  My favorite colour is ………
  My favorite animal is ………
  Nice to meet you all!

Step 2 Task setting (10 mins)

2.1 T asks ss "What do you think about your task today?" (Introduce themselves) Ss guess their task of the day; T may ask some to explain their predictions.

2.2 T introduces the "About me" worksheet and explains on how they will do the task on the PPT.
  Step 1: Read about Sam.
  Step 2: Write about you.
  Step 3: Draw and color.
  Step 4: Talk about you.

2.3 T asks ss to retell the steps on how they will do the task.

Step 3 Design for Task-Solving (10 mins)

3.1 Ss think of their favorite animal and color.

3.2 T gives the students his/her expectation while they are doing the task:
- Raise your hand when you have any questions.
- Work silently.
- If you are unsure of your spelling, ask T to help you.

Step 4 Interactional Task Performance (20 mins)

4.1 Ss do the task; T monitors.

4.2 Ss practice introducing themselves to their classmates.

Step 5 Discussion for Conclusion and Improvement (15 mins)

5.1 T asks some ss to introduce themselves to their classmate by using the random wheel.

5.2 T asks ss "What do you think about your classmate's introduction?" "What animal/color does he/she like?"

Step 6 Learning Completion (10 mins)

6.1 T asks ss "What are the new words you've learnt today?"

6.2 T asks ss "What do you think about the activity today?, "Can you introduce yourself to your friend?"

6.3 T asks ss "What have you learnt today?"

ESL Lesson Plan:2   A.Y. 2022

Grade: 2   Term:1
Topic: Animal friends: verb+ing

Teacher: T.Vipin

Step 1-2 Preparation (25 mins**)**
1.1 Routine conversation between T and ss.
1.2 Review of previous lesson:
  - T sings the song: What's your name?; T introduces himself/herself as an example.
  - T spotlights some ss and ask him/her to introduce his/her name by singing the song.
1.3 T opens the video of animal sounds; ss listen and guess what animal it is. T asks "What is it?, Is it a dog?"; ss unmute the microphone and answer. (T can ask ss to repeat the sound after answering.)
  - Animal sounds in the video: dog, cat, bird, rat, cow, donkey, horse, chicken, pig, sheep, duck, fox
1.4 T asks "What are we going to learn today?" (animals); ss will guess and some may even give reasons to their predictions.
  Vocabulary Review:
  - T quickly reviews vocab. of animal on the PPT; T asks "What are they?" then ss look at the picture and answer (They're birds.).
    (Target animal words: cats, chickens, cows, dogs, ducks, frogs, goats, horses, sheep, turtles)
1.5 T says "Let's see what're they doing"; T plays the video in EOW book pg.16 (grammar); T asks "What are they doing? (They're flying./ They're climbing./ They're swimming.)"
  Vocabulary Review:
  - T reviews vocab. of V-ing with the picture on the PPT; ss do the actions. (running, flying, walking, eating, swimming, climbing, sleeping, crawling)
  - T also shows a sentence word by word on the PPT. (T mentions how the contracted they're was formed.)

  | They're | sleeping. |

  → They're = They are

1.6 T explains when to use V.ing; T says "You use is/am/are+ V.ing when it's happening right now." (T does the action to show: I eat every day. I'm eating)
1.7 T shows some pictures of animal using GIF file; T asks ss "Are they sleeping?" then ss show thumb up or thumb down.
  T also shows the question and answer on the PPT. "Are they sleeping? (Yes, they are./ No, they aren't.), What are they doing?"
1.8 T asks "What is your goal today?"

Step 2 Task setting (15 mins**)**
2.1 Pre-task (10 mins)
  - T asks ss to get their EOW book; ss open their EOW book to page 16.
  - T plays the audio on the PPT (from EOW book TR:1.5); ss listen to the audio, look at the picture, and write the sentences in their book (Pg.16 Act.1).
    (T can show choices of V-ing on the PPT)
  - T shows the correct answers on the PPT.
    1) They're running. (horses) 2) They're sleeping (cats) 3) They're walking. (boys) 4) They're jumpimg rope. (girls)
2.2 T asks ss **"What do you think about our task today?" (**Write about the animals, Write V.ing**)**
  Ss guess their task of the day. T may ask some to explain their predictions.
2.3 T shows the worksheet of "What're they doing?" (Lesson 2); T explains on how they will do the task.

  T also shows the worksheet on the PPT.
   Step 1: Read the question.
   Step 2: Stick the sticker. (Use the animals stickers in EOW book.)
   Step 3: Write the answer.
2.4 T asks ss to retell the steps on how they will do the task.
Step 3 Design for Task-Solving (5 mins**)**
3.1 Ss prepare their stickers from their EOW books.
3.2 T gives the students his/her expectation while they are doing the task:
  ➢ Raise your hand when you have any questions.
  ➢ Work silently.
  ➢ If you are unsure of your spelling, ask T to help you.
Step 4 Interactional Task Performance (20 mins**)**
4.1 Ss do the task; T monitors.
Step 5 Discussion for Conclusion and Improvement (15 mins**)**
5.1 T asks ss to tell the answers in their worksheet; ss shows the correct answers on the PPT.
5.2 T shows an example on how to share the name of animal (sounds) and the action (acting); ss guess the animals and what they are doing.
5.3 T asks some volunteers to make animal sounds and do the actions; the class listen to the sound and look at their friend, guess what it is and tell what he is doing. (T might send the direct message to the volunteer: name of animal and action).
Step 6 Learning Completion (10 mins**)**
6.1 T asks ss **"What are the new words your learned today?"**
6.2 T asks ss "What do you think about the activity today?"
6.3 T asks ss "What have you learnt today?".

71

Grade: 2   Term:1
Topic: What do you want to do?

Teacher: T.Vipin
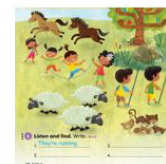
Step 1-2 Preparation (25 mins)
1.1 Routine conversation between T and ss.
1.2 Review actions
  ➢ T asks "What can you do?" and elicits action words from the ss.
  ➢ Warm up game: "Simon Says"; T says "Simon says I want to __[action]__"
1.3 VDO+Mini-task:
  ➢ T explains "T will play a video, then you tick the actions that you can see and hear from the video."
  ➢ T plays the "what do you want to do" video.
  ➢ After watching the video, T checks the answers in the checklist and has ss practice reading and discuss the meaning.
1.4 T asks "Can you remember the question from the VDO?" and introduces the question "What do you want to do?" and how to answer "I want to __[action]__" on the board.
1.5 Once ss understand the question, T asks "What do you want to do?" and uses the Wheel of Names to randomly choose a student to answer.
1.6 Pre-Task Activity
  ➢ T divides ss into 5 groups
  ➢ T explains: there will be 5 pictures and you as a team need to help each other make a sentence to answer the question according to the picture.
  ➢ T puts the 1st picture on the board and Group 1 will come up to the front, look at the picture, and arrange the word FCs, for example, "I" , "want" , "to", "ride", "a", "bike."
  ➢ T continues until the last group.
  ➢ T discusses the sentence structure with the ss, "when you answer, you'll always say "I want to" and only need to change the action."
Step 2 Task setting (15 mins)
2.1 What do you think will be the task today? (want to + infinitive) ;Ss guess their task of the day. T may ask some to explain their predictions.
2.2 T confirms the task of the day. (want to + infinitive)
2.3 T explains how to do the task.
                Step 1: Look at the picture.
                Step 2: Read
                Step 3: Write
2.4 T asks ss to retell the steps on how they will do the task.
Step 3 Design for Task-Solving (5 mins)
3.1 Ss prepare their worksheet
3.2 T gives the students his/her expectation while they are doing the task:
  - Raise your hand when you have any questions.
  - Work silently.
  - If you are unsure of your spelling, ask T to help you.

Step 4 Interactional Task Performance (20 mins)
4.1 Ss do the task: T monitors.
Step 5 Discussion for Conclusion and Improvement (15 mins)
5.1 T asks ss to tell the answers in their worksheet; ss shows the correct answers on the board.
Step 6 Learning Completion and Metacognition (10 mins)
6.1 T asks ss "What are the new words your learned today?"
6.2 T asks ss "What do you think about the activity today?"

Grade: 2   Term:1

Topic: What are you doing?

Teacher: T. Vipin

Step 1 Preparation (25 mins**)**

1.1 Routine conversation between T and ss.

1.2 Introduce of the action words in sentences.

➤ T shows the spotlight picture on the PPT. (First it will be shown as the black screen, then show some parts of the picture.) T asks ss to look at the picture carefully, then remember the classroom activities that they have seen from the picture.

➤ T asks ss to do the checklist of classroom activities together.

➤ After that, T shows the whole picture to check their answers, then asks students "What are they doing?".

1.3 Introduce "What are you doing?"

➤ T asks "What are we going to learn today?" (classroom activities); ss will guess and some may even give reasons to their predictions.

➤ Vocabulary review

➤ T shows the GIF picture of classroom activities on the PPT; T asks "What are you doing?"

➤ Vocabulary: counting, colouring, reading, writing, talking, listening, gluing, cutting, painting

➤ T also shows the answer in sentence word by word.

➤ T explain the difference between 'We' and 'They' "We and they are used for two or more naming words." "For example, T asks "What are you doing?" One student answer, "We're cutting paper. "We" means all of the students in a group. If T asks "What are they doing?" "They're coloring." "They" means another group of students.

Step 2 Task setting (15 mins**)**

2.1 Pre-task (10 mins)

➤ T asks ss to get their EOW book; ss open their EOW book to page 26.

➤ T plays the audio on the PPT (from EOW book TR: 2.4). T tells the steps of Pre-task.
Step 1: Look at the pictures,
Step 2: Listen
Step 3: Number the pictures (Pg.26 Act.1).

➤ T asks some ss to do the actions and asks the class to guess and tell the number. (T shows the answer on the PPT.)

2.2 Task

➤ T asks "What do you think will be the task today?" (Write about classroom activities. / Write what we're doing.); ss guess their task of the day. T may ask some to explain their predictions

➤ T confirms the task of the day**.** (Write what I'm/we're doing.)

➤ T shows a page of the week 4 lesson 2 worksheet and explains how to do it.
Step 1: Look at the picture.
Step 2: Choose
Step 3: Write
Challenge:
Step: 1 Read and write
Step 2: Draw and color.

➤ T asks ss to retell the steps on how they will do the task.
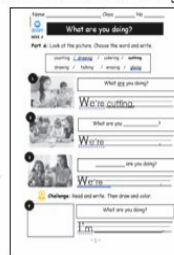
Step 3 Design for Task-Solving (5 mins**)**

3.1 Ss prepare their week 4 lesson 2 worksheet.

3.2 T gives the students his/her expectation while they are doing the task:

73
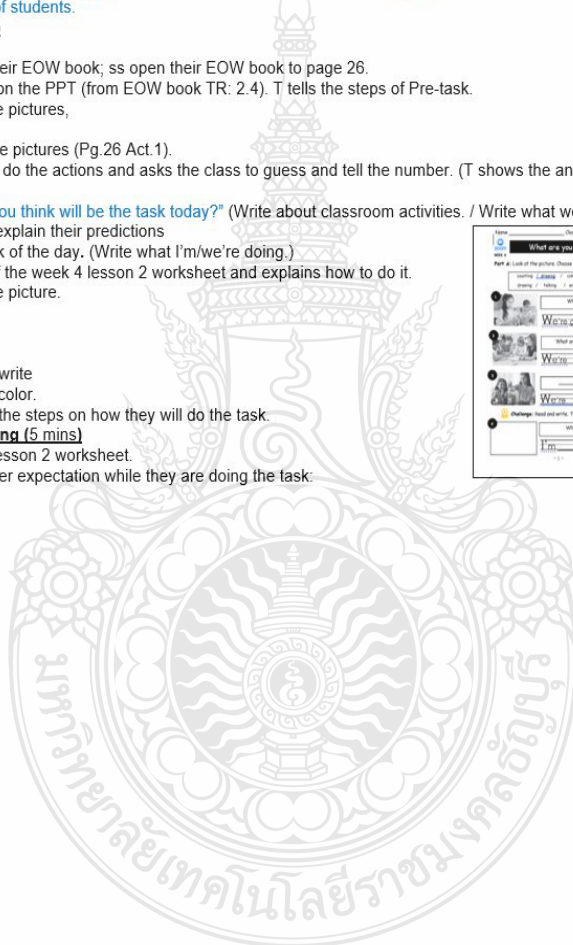
Grade: 2   Term:1
Topic: Possessive Adjectives (These are, Those are)

Teacher: T. Vipin

Step 1 Preparation (40 mins)
1.1 Routine conversation between T and ss. T shows some of the works from the previous lesson to the class. "What did we learned last time?"
1.2 Review the classroom objects and demonstrative pronouns (This and That).
- ➢ To review more classroom object words, T asks ss to plays the matching magic boxes game. Ss choose two boxes to open, if they match, they will get points, if not T will close those boxes, then another ss keep on guessing to match the rest of the boxes.
- ➢ T mentions the singular and plural nouns. "What are the differences between Pic1 and Pic.2?" "How many books are there?" "Why we put -s/-es?" (only one, more than one)
- ➢ T asks students to put the object that is shown on the screen to the camera. "Show me one pen? / two pens?"
- ➢ T sets a PowerPoint as a virtual background, then move himself/herself near or far away from the objects and asks ss "What is this?" "What is that?" "What are these" "What are those?" "What color is it/are they?" "How many ...? "Why we say 'this/these'?" (near to us) "Why we say 'that/those'? (far away from us)
- ➢ T asks students to put the object that is shown on the screen to the camera and repeat after teacher.
- ➢ T concludes how to use This is, that is, those are, these are by asking ss to match those words with the pictures. "Which picture is for 'This is/That is/These are/Those are"
1.3 Introduce possessive adjective
- ➢ T asks ss to watch a video how to use possessive adjective (my, your, his, her)
- ➢ T shows the picture and asks the questions from the video "What are these?" (These are books.) Whose books are these? (These are my books.)
1.4 Pre-task:
- ➢ T asks ss to match the picture with the correct sentence in the worksheet.

Step 2 Task Setting (5 mins)
2.1 T asks the ss "Can you guess our task for today?" (Write a sentence with these are/those are) (my, your, his, her)
    Step 1: Look at the picture.
    Step 2: Read
    Step 3: Write

Step 3 Design for Task-Solving (5 mins)
3.1 T gives time for ss to look at the worksheet and tell the class what they need to do.

Step 4 Interactional Task Performance (20 mins)
4.1 Ss do the task. T monitors.

Step 5 Discussion for Conclusion and Improvement (10 mins)
5.1 T asks some ss to share their work with their classmate by using the random wheel.

Step 6 Learning Completion (15 mins)
6.1 T asks ss "What are the new words your learned today?"
6.2 T asks ss "What do you think about the activity today?"

Grade: 2   Term:1

Topic: Paper Art

Teacher: T. Vipin

Step 1 Preparation (30 mins)

1.1 Routine conversation between T and ss.

1.2 Review classroom activities

- T asks ss to watch the video cutting the paper; T asks «Let's guess what picture he is making.» (people)
- T asks ss «What are we going to learn today?» (cutting paper); ss will guess and some may even give reasons to their predictions.
- T says «Today we're going to read the text about Chinese and Mexican paper art», «Do you know about China and Mexico?»
- T shows world map and points where China and Mexico are located on the PPT; T asks ss to prepare the flags of China and Mexico.

China   Mexico

- T shows some pictures and videos about China and Mexico on the PPT and asks questions "Where are they?"; ss show the flag to answer.
- T says «Now, you've known about China and Mexico. Do you want to know more about their paper art?, What do you think their paper art look like?»; ss will guess and some may even give reasons to their predictions.
- T shows the text page on the PPT; T asks «What is the girl doing?, Where are these paper art made?»

1.3 While-Reading

- T plays the audio (EOW pg.30 TR: 2.10); ss listen to and read along.
- T plays the audio again sentence by sentence; ss read aloud as a class.
- T asks boys to read the first paragraph. Then T asks girls to read the second paragraph.
- T asks ss to prepare T (true) or F (false) cards.

T true   F false

- T shows sentences about the text; ss show T if it is true or F if it is false.

1.4 Post-Reading

- T shows different styles of paper art on the PPT; ss think that it's Chinese or Mexican paper art then shows their flag to answer.
- T groups Chinese paper art and Mexican paper art using table; T and ss discuss the similarities and differences.
  - What does paper art look like? (China: flowers and animals, Mexico: flowers, animals and people)
  - What colored paper do they use? (China: red paper, Mexico: colorful paper)

Step 2 Task setting (10 mins)

2.1 T asks «What do you think will be the task today?» (Paper art, Cutting paper); ss guess their task of the day. T may ask some to explain their predictions

2.2 T confirms the task of the day. (Make paper art)

2.3 T shows the video how to make and present their paper art.
Step 1: Make animal paper art.
Step 2: Record the video to present your paper art.

2.4 T asks ss to retell the steps on how they will do the task.

Step 3 Design for Task-Solving (5 mins)

3.1 Ss prepare their colored paper, scissors, glue, colored pencil, etc.

3.2 T gives the students his/her expectation while they are doing the task:
- Raise your hand when you have any questions.
- Work silently.
- If you are unsure of your spelling, ask T to help you.

Step 4 Interactional Task Performance (25 mins)

4.1 Ss do the task; T monitors.

Step 5 Discussion for Conclusion and Improvement (10 mins)

5.1 T asks some volunteers to present their paper art by using the random wheel; T asks «What animal is it?, What is it doing?, What did you use in making your paper art?»

Step 6 Learning Completion and Metacognition (10 mins)

6.1 T asks ss «What are the new words your learned today?»

6.2 T asks ss «What do you think about the activity today?»

6.3 T asks ss «What have you learnt today?».

Grade: 2   Term:1
Topic: Animal Poster

Teacher: T. Vipin

Step 1 Preparation (20 mins**)**
1.1 Routine conversation between T and ss.
1.2 Review animals and classroom objects.
  ➢ T plays some videos showing ss presenting their paper art.
  ➢ T asks "What animal is it?, What is it doing?, What did you use to make this paper art?"
1.3 Animal poster example
  ➢ T presents the project. T shows the example of project. Ss listen to T and look at the picture.
  ➢ T asks, "What animal is it?, What is it doing?, What am I doing in the poster?, Let's guess what materials I used to make this project."
  ➢ T asks, "Do you know what to call this?" (It's a poster.)

Step 2 Task setting (20 mins**)**
2.1 T asks "What do you think will be the task today?" (Write about animals). Ss guess their task of the day. T may ask some to explain their predictions
2.2 T confirms the task of the day. **(**Make an animal poster**)**
2.3 T shows a project template and explains how to do it.
  Step 1: Draw yourself and your favorite animal.
  Step 2: Write 4 sentences.
    -   What is your favorite animal?
    -   What is it doing?
    -   What does it want to eat?
    -   What did you use to make this poster?
  Step 3: Color.
2.4 T asks ss to retell the steps on how they will do the task.
Step 3 Design for Task-Solving (5 mins**)**
3.1 Ss prepare their template and stationaries.
3.2 T gives the students his/her expectations while they are doing the task:
  - Raise your hand when you have any questions.
  - Work silently.
  - If you are unsure of your spelling, ask T to help you.
Step 4 Interactional Task Performance (20 mins**)**
4.1 Ss do the task; T monitors.
Step 5 Discussion for Conclusion and Improvement (15 mins**)**
5.1 T asks ss to check their project: Capital letter, space, full stop, neat writing.
5.2 T asks some volunteers to present their project.
 Step 6 Learning Completion and Metacognition (10 mins**)**
6.1 T asks ss "What are the animals doing in your poster?"
6.2 T asks ss "What do you think about the activity today?"
6.3 T asks ss "What have you learnt today?".

Grade: 2   Term:1
Topic: Weather and Clothes

Teacher: T. Vipin

Step 1 Preparation (20 mins**)**
1.1 Routine conversation between T and ss; T checks that ss have prepared the weather cards.
1.2 Warm-up: Wet Poem
  ➢ T shows the poem "Wet" with pictures on the PPT; T recites the poem and asks ss to stand up and do the action line by line. (T adjust the camera to let ss see his/her feet showing how to hop and skip.)
    Skip, hop, skip hop
    Skipping in the rain
    Look out, Oh no!
    Dripping wet again.
  ➢ T asks "What's the weather like in the poem?"; ss look at the pictures and guess the weather from the poem. "It's rainy."
  ➢ T asks ss to elicit more weathers.
1.3 Weathers
  ➢ T says "Can you sing weather song?" "Let's sing the song together."
  ➢ T plays the weather song; ss sing along together.
  ➢ After the song, T asks ss to prepare the weather cards from their EOW book page 109.
  ➢ T lets ss to at each symbol and asks "What's the weather like?"; ss answer "It's snowy."

  ➢ T mimes the weathers (hot, snowy) and asks "What's the weather like?"; ss answer "It's snowy." and show the weather card.
  ➢ T plays the sound of the weathers (rainy, windy) and asks "What's the weather like?"; ss answer "It's windy." and show the weather card.
    (T asks ss to repeat and spell the difficult words: snowy, windy)
1.4 T asks "What do you think we're going to learn today?" (Weathers and clothes); ss guess and T may ask some to explain their predictions
1.5 Vocab. of clothes
  ➢ T shows picture of people wearing clothes in different weathers (snowy, rainy, hot) on the PPT.
  ➢ T asks "What do you think the weather's like?" and T asks What is she/he wearing?; T elicits clothes from the ss.
  ➢ T shows the vocab. of clothes word by word; ss draw a line to match the clothe to the name of clothe by using the annotate tool.
    (a bathing suit, boots, gloves, a hat, a jacket, a raincoat, pants)
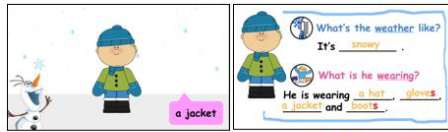
- ➤ T summarises the sentence for each picture. "It's snowy. He's wearing a hat, gloves, a scarf and a jacket."
- ➤ T reviews all the vocab. on the PPT; T shows the pictures and ss name the clothes.
  (T asks ss to repeat and spell the difficult words: gloves, raincoat, bathing suit)

Step 2 Task setting (10 mins**)**
2.1 T asks "What do you think will be the task today?" (clothes and weathers); ss guess their task of the day. T may ask some to explain their predictions
2.2 T confirms the task of the day**.** (clothes and weathers)
2.3 T shows a page 20 in the workbook (EOW WB page 20) and explains how to do it by playing the instructional video.
  Step 1: Look at the picture and write the numbers.
  Step 2: Read. Choose and write the words.
2.4 T asks ss to retell the steps on how they will do the task.

Step 3 Design for Task-Solving (5 mins**)**
3.1 Ss prepare their workbook and open to page 20.
3.2 T gives the students his/her expectation while they are doing the task:
  - Raise your hand when you have any questions.
  - Work silently.
  - If you are unsure of your spelling, ask T to help you.

Step 4 Interactional Task Performance (25 mins**)**
4.1 Ss do the task; T monitors.

Step 5 Discussion for Conclusion and Improvement (15 mins**)**
5.1 T asks ss to tell the answers in their workbook; ss shows the correct answers on the PPT.
5.2 T says the weathers "It' rainy." and asks "What can you wear in rainy weather?" ; ss says the clothes that they can wear.

Step 6 Learning Completion and Metacognition (15 mins**)**
6.1 T asks ss "What are the new words your learned today?"
6.2 T asks ss "What do you think about the activity today?"
6.3 T asks ss "What have you learnt today?"

ESL Lesson Plan:9 A.Y. 2022

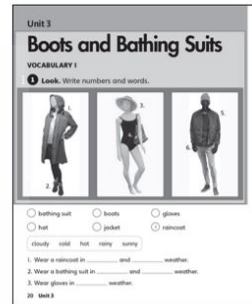Grade: 2   Term:1
Topic: Imperatives (Put on, Take off, Don't forget)

Teacher: T. Vipin

Step 1 Preparation (20 mins)
1.1 Routine conversation between T and ss (Greetings & feelings)
1.2 T conducts a quick review of clothes. (*shorts, pants, hat/cap, umbrella, jacket, socks, gloves, jeans, raincoat).* T says a type of clothing randomly and Ss show it on Zoom.
1.3 T tells ss "Let's watch a VDO about weather and clothes, watch it carefully because T will ask you questions after the VDO."
1.4 T plays the **VDO** about **grammar 2-imperatives** from **EOW-CPT on page 38**.
      T asks:
      What does "Put on" mean? T elicits from the Ss and explain the meaning.
      What does "Take off" mean? T elicits from the Ss and explain the meaning.
      What does "Don't forget" mean? T elicits from the Ss and explain the meaning.
1.5 T tells Ss, let's play a game now. T will say a sentence, you listen and do as what you hear.
    Example: *It's cold.* **Put on** *your jacket. Now,* **put on** *your hat.* (T gives about 20 secs. to Ss to put on …. each time)
                It's hot. **Take off** *your jacket.* **Take off** *your hat.* (T gives about 20 secs. to Ss to take off …. each time)
                It's rainy. **Don't forget** *your umbrella and raincoat.* (T gives about 20 secs. to Ss to take off …. each time)
1.6 T asks "Do you like this game?, Do you want to play again?
1.7 T says this time T will ask someone to say it and other Ss will do the actions.(T randomly chooses few Ss to say a sentence using imperatives, T shows name   of clothes and imperatives on PPT).
1.8 T asks "What is your goal for today?" (Use imperatives correctly)

Step 2 Task Setting (5 mins)
2.1 T asks ss "What do you think is your task today?" (Do page 23 in the WB)
2.2 T shows an instructional VDO.

Step 3 Design for Task-Solving (5 mins)
3.1 T explains the 2 activities on page 23 in the WB.
    Activity 1: **Read and write**.
    Activity 2: **Look and write**.

Step 4 Interactional Task Performance (30 mins)
 4.1 Ss do the task.

Step 5 Discussion for Conclusion and Improvement (20 mins)
5.1 T asks ss to share about them randomly.

Step 6 Learning Completion (10 mins**)**
6**.**1 T asks ss "Do you like our lesson today? Why?"
6**.**2 T asks ss **"Don't forget** to submit your homework in the Google Classroom"
6.3 T asks ss "What do you do to reach your goal today?"

Grade: 2   Term:1

Topic: My Day

Teacher: T. Vipin

Step 1 Preparation (25 mins)
1.1 Routine conversation between T and ss (Greetings & feelings)
1.2 T conducts a quick review on their learned vocabs by asking Ss to sing(Weather & Days of the week songs)
1.3 T tells ss "We've learned already about Weather, clothes & days, let's see if you can use them in speaking."
            First, let's read about Mickey and then we'll talk weather, clothes, days and activities about ourselves.
1.4 T opens the PPT, shows a text of 5 days of Mickey in a specific weather, wearing something suited to the weather and doing something.
            T asks:
            What day is it?
            What's the weather like?
            What's he wearing?
            What's he doing?
1.5 T lets ss read the text, day by day and asks a question that would relate to themselves.
        Example: *It's Monday. It's sunny.*
                I'm wearing pants and a shirt. I'm reading a story.
                How about you, What do you do on Monday? **Or** What do you wear on a sunny/rainy/snowy Monday?*(T will do this to all the days in the*
        text)
1.6 T asks "What's your goal for today? (talking about weather, clothes, days of the week and activity).
Step 2 Task Setting (5 mins)
2.1 T asks ss "What do you think is your task today?" (Make a VDO)
2.2 T shows an example VDO.
Step 3 Design for Task-Solving (10 mins)
3.1 T tells the steps to make a VDO.
        Step: 1. Read
                1. Write
                2. Practice speaking
                3. Make a VDO
3.2 Ss think and write the answer on a A4 paper.
        What day is it?   *It is (day).*
        What's the weather like?   *It is (weather).*
        What are you wearing?   *I'm wearing clothes.*
        What are you doing?   *I'm (action verb).*
Step 4 Interactional Task Performance (20 mins)
 3.1 Ss do the task.
Step 5 Discussion for Conclusion and Improvement (20 mins**)**
5.1 T asks ss to share about them randomly.
Step 6 Learning Completion (10 mins**)**
6.1 T asks ss "Do you like our lesson today? Why?"
6.2 T asks ss "Don't forget to post your VDO in the Google Classroom"
6.3 T asks ss "What do you do to reach your goal today?"

78

Biography

Name - Surname	Mr. Vipin Kumar Sheoran
Date of Birth	April 3, 1979
Education	
Graduation	Bachelor of Arts (English, Foreign Trade) delhi university, delhi, india, 2002
Post graduation	- Pursuing Masters in Education (Technology and Learning Innovation), Faculty of Technical Education, Rajamangala University of Technology Thanyaburi (RMUTT), Pathum Thani, Thailand, 2021-present.
	- Post Graduate Diploma in Business Administration (Human Resource), Symbiosis Centre for Distance learning, pune, india, 2004
Diploma Certificate	- Diploma in Teacher Education, Far Eastern University (FEU) Roosevelt, Philippines, 2021
Experiences Work	- ESL Teacher, Plearnpattana School, Bangkok, Thailand, 2019-present.
	- English Instructor/Business Consultant Manager, KSS Intertech Co. Ltd., Pathum Thani, Thailand, 2015-2019.
	- English Lecturer/ Assistant Head Foreign Affairs, Faculty of Technical Education, Rajamangala University of Technology, Pathum Thani, Thailand, 2012-2015.
	- English Teacher, Roiet Wittayalai, Roiet, Thailand, 2011-2012.
	- English Teacher, Ratanaratbumrung School, Banpong, Ratchaburi, Thailand, 2010-2011.
Email Address	Vipin_k@mail.rmutt.ac.th

วิทยานิพนธ์ฉบับนี้เป็นงานวิจัยที่เกิดจากการค้นคว้าและวิจัย ขณะที่ข้าพเจ้าศึกษาอยู่ใน คณะครุศาสตร์อุตสาหกรรม มหาวิทยาลัยเทคโนโลยีราชมงคลธัญบุรี ดังนั้น งานวิจัยในวิทยานิพนธ์ ฉบับนี้ถือเป็นลิขสิทธิ์ของมหาวิทยาลัยเทคโนโลยีราชมงคลธัญบุรี และข้อความต่าง ๆ ในวิทยานิพนธ์ ฉบับนี้ ข้าพเจ้าขอรับรองว่าไม่มีการคัดลอกหรือนำงานวิจัยของผู้อื่นมานำเสนอในชื่อของข้าพเจ้า

This thesis consists of research materials conducted at Faculty of Technical Education, Rajamangala University of Technology Thanyaburi and hence the copyright owner. I hereby certify that the thesis does not contain any forms of plagiarism.

....
(Mr.Vipin Kumar Sheoran)