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THE EFFECTS OF SPEAKING INSTRUCTION USING  
DIFFERENTIATED-FLIPPED LEARNING APPROACH ON  
SPEAKING ABILITY AND LEVELS OF WILLINGNESS TO  
COMMUNICATE OF THAI EFL UNDERGRADUATES

Miss Kanpajee Rattanasang



A Dissertation Submitted in Partial Fulfillment of the Requirements  
for the Degree of Doctor of Philosophy in English as an International  
Language

Inter-Department of English as an International Language  
GRADUATE SCHOOL  
Chulalongkorn University  
Academic Year 2019

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ผลของการสอนพูดโดยใช้การจัดการเรียนรู้ตามความสามารถของผู้เรียนในการเรียนแบบกลับด้าน  
ที่มีต่อความสามารถในการพูดและระดับความเต็มใจในการสื่อสารของ นักศึกษาปริญญาตรี



วิทยานิพนธ์นี้เป็นส่วนหนึ่งของการศึกษาตามหลักสูตรปริญญาศิลปศาสตรดุษฎีบัณฑิต  
สาขาวิชาภาษาอังกฤษเป็นภาษานานาชาติ สหสาขาวิชาภาษาอังกฤษเป็นภาษานานาชาติ

บัณฑิตวิทยาลัย จุฬาลงกรณ์มหาวิทยาลัย

ปีการศึกษา 2562

ลิขสิทธิ์ของจุฬาลงกรณ์มหาวิทยาลัย

Thesis Title	THE EFFECTS OF SPEAKING INSTRUCTION USING DIFFERENTIATED-FLIPPED LEARNING APPROACH ON SPEAKING ABILITY AND LEVELS OF WILLINGNESS TO COMMUNICATE OF THAI EFL UNDERGRADUATES
By	Miss Kanpajee Rattanasang
Field of Study	English as an International Language
Thesis Advisor	Assistant Professor PORNPIMOL SUKAVATEE, Ph.D.

---

Accepted by the GRADUATE SCHOOL, Chulalongkorn University in  
Partial Fulfillment of the Requirement for the Doctor of Philosophy

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กานต์พี รัตนแสง : ผลของการสอนพูดโดยใช้การจัดการเรียนรู้ตามความสามารถของผู้เรียนในการเรียนแบบ  
กลับด้านที่มีต่อความสามารถในการพูดและระดับความเต็มใจในการสื่อสารของ นักศึกษาปริญญาตรี. ( THE  
EFFECTS OF SPEAKING INSTRUCTION USING DIFFERENTIATED-  
FLIPPED LEARNING APPROACH ON SPEAKING ABILITY AND  
LEVELS OF WILLINGNESS TO COMMUNICATE OF THAI EFL  
UNDERGRADUATES) อ.ที่ปรึกษาหลัก : ผศ. ดร.พรพิมล สุขะวาที

การวิจัยครั้งนี้มีวัตถุประสงค์เพื่อ (1) ศึกษาผลของการสอนพูดโดยใช้การจัดการเรียนรู้ตามความสามารถของผู้เรียนในการ  
เรียนแบบกลับด้านที่มีต่อความสามารถในการพูดของนักศึกษา (2) ศึกษาผลของการสอนพูดโดยใช้การจัดการเรียนรู้ตามความสามารถของ  
ผู้เรียนในการเรียนแบบกลับด้านที่มีต่อระดับความเต็มใจในการสื่อสารของนักศึกษา (3) ศึกษาความสัมพันธ์ระหว่างความสามารถในการ  
พูดและความเต็มใจในการสื่อสาร และ (4) ศึกษาการรับรู้ของนักศึกษาต่อการสอนพูดโดยใช้การจัดการเรียนรู้ตามความสามารถของผู้เรียน  
ในการเรียนแบบกลับด้าน

กลุ่มตัวอย่างประกอบด้วย นักศึกษาชั้นปีที่ 2-4 คณะอุตสาหกรรมเกษตร สถาบันเทคโนโลยีพระจอมเกล้าเจ้าคุณทหาร  
ลาดกระบัง จำนวน 30 คน การทดลองใช้เวลาทั้งสิ้น 12 สัปดาห์ การเก็บข้อมูลใช้การรวบรวมเชิงปริมาณและเชิงคุณภาพ

ผลการวิจัยพบว่า (1) ความสามารถทางการพูดของนักศึกษาภายหลังการเรียนโดยใช้วิธีการสอนพูดโดยใช้การจัดการเรียนรู้  
ตามความสามารถของผู้เรียนในการเรียนแบบกลับด้านเพิ่มขึ้นอย่างมีนัยสำคัญทางสถิติที่ระดับ .05 (2) ระดับความเต็มใจในการสื่อสาร  
ภายหลังการเรียนโดยใช้วิธีการสอนพูดโดยใช้การจัดการเรียนรู้ตามความสามารถของผู้เรียนในการเรียนแบบกลับด้านเพิ่มขึ้นอย่างมี  
นัยสำคัญทางสถิติที่ระดับ .05 (3) ไม่มีความสัมพันธ์อย่างมีนัยสำคัญทางสถิติระหว่างความสามารถในการพูดและความเต็มใจในการ  
สื่อสารของนักศึกษาในกลุ่มความสามารถปานกลาง แต่มีความสัมพันธ์อย่างมีนัยสำคัญทางสถิติในกลุ่มนักศึกษาความสามารถระดับ  
เบื้องต้น โดยมีทิศทางความสัมพันธ์ไปในเชิงบวกในทุกกลุ่ม (4) นักศึกษามีการรับรู้ต่อการสอนพูดโดยใช้การจัดการเรียนรู้ตาม  
ความสามารถของผู้เรียนในการเรียนแบบกลับด้านโดยมีทัศนคติเชิงบวกและมีความมั่นใจในตนเองมากขึ้น

การศึกษานี้ชี้ให้เห็นว่าการสอนพูดโดยใช้การจัดการเรียนรู้ตามความสามารถของผู้เรียนในการเรียนแบบกลับด้านช่วย  
พัฒนาประสิทธิภาพทางการพูดและความเต็มใจในการสื่อสารของนักศึกษา

จุฬาลงกรณ์มหาวิทยาลัย  
CHULALONGKORN UNIVERSITY

สาขาวิชา ภาษาอังกฤษเป็นภาษานานาชาติ  
ปีการศึกษา 2562

ลายมือชื่อนิสิต .....  
ลายมือชื่อ อ.ที่ปรึกษาหลัก .....

# # 5887752820 : MAJOR ENGLISH AS AN INTERNATIONAL LANGUAGE

KEYWORD: SPEAKING INSTRUCTION, DIFFERENTIATED INSTRUCTION,  
FLIPPED LEARNING, SPEAKING ABILITY, WILLINGNESS TO  
COMMUNICATE

Kanpajee Rattanasang : THE EFFECTS OF SPEAKING INSTRUCTION  
USING DIFFERENTIATED-FLIPPED LEARNING APPROACH ON  
SPEAKING ABILITY AND LEVELS OF WILLINGNESS TO  
COMMUNICATE OF THAI EFL UNDERGRADUATES. Advisor: Asst. Prof.  
PORNPIMOL SUKAVATEE, Ph.D.

The study aim (1) to investigate the effects of speaking instruction using differentiated-flipped learning approach on students' speaking ability, (2) to examine the effects of speaking instruction using differentiated-flipped learning approach on students' levels of willingness to communicate, (3) to investigate the relationship between speaking ability and willingness to communicate, and (4) to examine the students' perceptions toward speaking instruction using differentiated-flipped learning approach. Thirty second to fourth - year undergraduates from the Faculty of Agro-Industry in King Mongkut's Institute of Technology Ladkrabang were chosen as the sample group.

The study was a single group design using quantitative and qualitative methods. It took 12 weeks for data collection.

The findings revealed that: 1) there was a significant improvement of the participants' English speaking ability after receiving the speaking instruction using differentiated-flipped learning approach at .05; 2) there was a significant improvement of the participants' level of willingness to communicate after receiving the speaking instruction using differentiated-flipped learning approach at .05; 3) there was not significantly different at .05 of the relationship between speaking ability and willingness to communicate in the intermediate group, but there was significantly different in the novice group. Also, there was a positive correlation between the speaking ability and willingness to communicate in both groups; 4) the students had positive attitude toward the instruction and perceived more confidence after receiving the speaking instruction using differentiated-flipped learning approach. The study indicated that the speaking instruction using differentiated-flipped learning approach benefited the students' speaking ability and enhanced their willingness to communicate.

Field of Study: English as an International  
Language

Academic Year: 2019

Student's Signature .....

Advisor's Signature .....

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Kanpajee Rattanasang

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# **Chapter 1**

## **Introduction**

### **1.1 Background of the Study**

Speaking plays an important role in communication as well as facilitates language acquisition and development (Goh (2007). In addition, Goh (2007) stated that in the EFL context, speaking is an essential tool for thinking and learning. Students who have confidence in oral communication will be more versatile in their personal, academic, professional and social lives (Allen, 2002). Thus, undergraduates are expected to be confident in oral communication, so that they can make use of this skill and function in academic and professional settings effectively (Khan, 2015). With the increasing demand for proficient communication in English, this has increased the responsibility of English language teachers to be aware of designing lessons to promote communication (Ahmad & Rao, 2013).

However, EFL students may face numerous problems in the way of developing their speaking skills with regards to both linguistic and non-linguistic factors; such as, grammar, vocabulary, pragmatic variables, and affective factors (Al Hosni, 2014; Hojati & Afghari, 2013; Wang, 2014).

Furthermore, the teaching methods and techniques, insufficient number of English courses and their inadequate content, insufficient use of English outside the classroom, overcrowded classes, and lack of sufficient time to practice speaking could hinder the progress in speaking skills (Al-Jamal & Al-Jamal, 2014; Şenel, 2012). In the Thai EFL context, Juhana (2012) explained that the fear of mistakes, anxiousness, shyness, lack of confidence, and the lack of motivation were the main factors, which inhibited Thai students' speaking skills. Khamprated (2012) also found that practicing

speaking with interlocutors who had different levels of English proficiency was one of the speaking problems for Thai students, and it could cause frustration when practicing speaking in the classroom.

From the observation of the English for Professional Communication course at King Mongkut's Institute of Technology Ladkrabang (KMITL), Bangkok campus, Bangkok, Thailand, which was a prescribed elective course and the students had to pass the Foundation English course before enrolling in this course, it was found that most students complained that they had difficulty and hesitation when speaking English. Since this course was aimed at practicing English communication with an emphasis on listening and speaking skills for daily life and the workplace, grammatical structure and passage reading were focused on and took most of the class time, which led to insufficient time for practicing speaking in class. In reference to the average speaking score of this course, which was revealed by the teachers, the average scores were low, and the students had difficulty in speaking English.

In addition, today's classrooms are quite diverse, as the students have a mixed ability. Hence, it is important to think about the differences of each student when designing a lesson in multi-level classes (Bailey, 2005). Borja et al. (2015) stated that nowadays, classrooms in the twenty-first century are not only heterogeneous, but also various in many aspects. That is, students have differences in sociocultural backgrounds, mother tongues, learning disabilities, as well as learning exceptionalities as part of the student population that makes up the class community. The components of the diversification of the classroom population are therefore the readiness level, interests, and learning profiles. For this reason, the universal teaching instruction does not convey good teaching instruction practices in these types of settings.

One of the beneficial forms of instruction that has focused on student differences is the differentiated instruction. Tomlinson (2017) suggested the differentiated instruction accommodated a class that students had differences. Teachers could differentiate the instruction and offer different approaches to what students would learn (content), how they would learn (process), or how they would demonstrate what they had learned (product) based on their readiness level, interest, or learning profile. As such, differentiated instruction could support students to attain the communicative competence and language skills (Borja et al., 2015). Moreover, the students who received the differentiated instruction outperformed those students who received traditional-based pedagogy in terms of the reading comprehension scores (Aliakbari & Haghighi, 2014), as well as using differentiated instruction to teach vocabulary in mixed-ability classes could significantly help students improve their vocabulary (Alavinia & Farhady, 2012). As a result, implementing differentiated instruction to EFL students in a mixed-ability classroom may help improve students' speaking ability.

Since speaking is a productive skill that students need time to produce and practice (Bashir et al., 2011), one of the recent learning approaches that could boost students' interaction in class is flipped learning. The students would be required to study the content provided by teachers prior to the classroom, then they would have to do some activities in class. Lockwood (2014) mentioned that flipped learning made the teacher even more valuable to the students because the teacher could facilitate students outside the classroom. Additionally, the time for doing activities in class was more effective. Bergmann et al. (2013) summarized the flipped classroom as a means to increase interaction and personalized contact time between the students and

teachers. In addition, a flipped classroom provided an environment where students took responsibility for their own learning, and the teacher would be a facilitator on the side.

Speaking instruction could be even more dynamic with discussions, activities, and/or projects in a flipped classroom compared to a traditional classroom, which most teachers were hard-pressed to make their way through all of the readings, questions, and assorted activities in the book, so the activities for practicing speaking were not used because of the time constraint (Lockwood, 2014). Fulton (2014) highlighted the benefits of the flipped learning approach that students would become active. They could participate in the class activities and be assisted by teachers before their frustration levels became too high. Students would then improve their confidence in expressing themselves or participating in the activities. With respect to individual differences, teachers could customize the instruction that would support the students. Thus, combining the concepts for differentiated instruction and the flipped learning approach may improve the speaking ability among EFL students.

Regarding speaking English in the EFL classroom, there is a large amount of research that has revealed students are often hesitant and anxious about speaking the target language in class (Bailey, 2005). When students felt hesitant and anxious, it made them frightened and had a negative impact on their confidence, which led to avoidance to speak and participate in class activities (Khan, 2015). Therefore, in order to encourage students to speak, one of the important factors to consider is the willingness to communicate (WTC). This is defined as the “readiness to enter into the discourse at a particular time with a specific person, before they will get engaged in L2 interaction” (MacIntyre et al., 1999). There have been many studies showing that

EFL students' WTC has had a statistically significant relationship and impact on their speaking ability (Tousi & Khalaji, 2014; Yousefi & Kasaian, 2014). In reference to the TOEIC speaking test, which is a standardized test, the levels of WTC has also had a positive relationship with the speaking test scores (Kanzaki, 2016). However, Matsuoka (2004) and Rahmatollahi and Khalili (2015) found that there was no relationship between the speaking ability and WTC of EFL learners. Thus, it could not be concluded whether there was any relationship between the WTC and speaking ability regarding the inconsistency of the results from previous studies.

Nonetheless, it was found that Thai EFL undergraduates were not willing to communicate in English inside the classroom (Chotipaktanasook, 2014). That is, their levels of WTC were relatively low, which would have an effect on the Thai EFL students' speaking ability. Hence, it heightened the need for increasing the levels of WTC.

Several causes have been identified as the factors affecting the WTC including low speaking skills, high anxiety levels, low self-confidence, perceptions toward the topic and language, task types, and familiarity of and interaction between the interlocutors (Cao & Philp, 2006; Kang, 2005; MacIntyre et al., 2011; Matsuda & Gobel, 2004; Reinders & Wattana, 2014; Robertson & Nunn, 2006; Vongsila & Reinders, 2016). Moreover, it was stated that teachers could influence student's WTC and participation in EFL classroom activities by giving them the opportunity to negotiate the topics, focusing more on students' knowledge, being aware of and adapting the methods of error correction, giving more time for consideration and reflection before answering questions, and by creating a learning environment where the learners' felt supported (Zarrinabadi, 2014).

As a result, the differentiated-flipped learning approach in EFL classrooms should help improve the speaking ability and levels of WTC. With the concept of differentiated instruction that students could learn based on their readiness level, interests, and learning profiles, it was found that this could help EFL students improve their speaking proficiency, reading comprehension, vocabulary, and writing ability (Alavinia & Farhady, 2012; Aliakbari & Haghighi, 2014; Amkham, 2010; Pinweha, 2010). In terms of the WTC, the students' WTC could improve if they selected the classroom topics based on their preferences and had group cohesiveness among the interlocutors (Bradley, 2013; Wen & Clément, 2003; Xie, 2009; Zhang & Head, 2009). Thus, the differentiated instruction that would allow the teachers to differentiate the content, the process, and the product, which students could select the content, do the group activities, and demonstrate what they had learned based on the students' readiness level, interest, and learning profiles could enhance students' WTC. Regarding the flipped learning approach, students would be asked to explore the content before the class time. Hence, they would be provided with more opportunities for interaction in the class. Many studies found that students could develop their speaking ability, oral communication ability, and pronunciation (Hamdan et al., 2013; Sakulprasertsri, 2014; Zhang et al., 2016). Furthermore, teachers had more time to give feedback and express their interests in students' work, which resulted in increasing students' WTC (Wen & Clément, 2003).

That is, the speaking instruction using the differentiated-flipped learning approach may improve the speaking ability and levels of WTC. When students engaged in the instruction, they would have an opportunity to explore the content before class anywhere and anytime according to their own pace. The students would

have more time to do the speaking activities with their peers in class and obtain feedback from the teacher. Likewise, the content, activity, and the task provided for them would be designed based on their readiness level, interests, and learning profiles together with the preferred topics, talking with the preferred interlocutors, doing group work in various contexts, and learning in an environment where students felt supported (Cao & Philp, 2006; Kang, 2005; MacIntyre et al., 1998; Wen & Clément, 2003). Thus, their speaking ability and levels of WTC could be improved. Moreover, Hung (2017) found that students' speaking ability and their WTC were improved after implementing the flipped learning approach in the classroom.

However, there have been few studies reporting on the implementation of speaking instructions concerning the differences of EFL students. The purpose of the present study was therefore to design and investigate the effects of the speaking instruction using the differentiated-flipped learning approach on the English speaking ability and willingness to communicate (WTC) of Thai EFL undergraduates.

## 1.2 Research Questions

1. What effect does the speaking instruction using the differentiated-flipped learning approach have on the speaking ability of Thai EFL undergraduates?
2. What effect does the speaking instruction using the differentiated-flipped learning approach have on the levels of willingness to communicate (WTC) of Thai EFL undergraduates?
3. Is there any relationship between the English speaking ability and levels of willingness to communicate (WTC)?



4. What are the students' perceptions toward the speaking instruction using the differentiated-flipped learning approach?

### 1.3 Objectives of the Study

1. To investigate the effects of the speaking instruction using the differentiated- flipped learning approach on the speaking ability of Thai EFL undergraduates.
2. To investigate the effects of the speaking instruction using the differentiated- flipped learning approach on the levels of willingness to communicate (WTC) of Thai EFL undergraduates.
3. To investigate the relationship between the English speaking ability and levels of willingness to communicate (WTC).
4. To investigate the students' perceptions toward the speaking instruction using the differentiated-flipped learning approach.

### 1.4 Statement of the Hypotheses

Theoretically, the differentiated instruction would seem to be an advantage for students in multi-level classes. The students would have the opportunity to study through their topics of interest and learn according to their own pace. They could select the way to demonstrate what they had learned. By being taught through differentiated instruction, students could explore new knowledge according to their preferences effectively, as previously observed in a number of studies (Alavinia & Farhady, 2012; Bajrami, 2013; Borja et al., 2015; Chen, 2007; Pinweha, 2010).

In terms of the flipped learning approach, students would be required to study the content provided by teachers before the class time, then they would have to do some activities in class. The content would be available online, so students could access the content at anytime and anywhere according to their own pace. By being taught through the flipped learning approach, students could have more time to practice and do activities in class with their peers, as well as obtain feedback from the teachers, which could enhance the language skills because the interaction and dynamic discussion time could be increased, as observed in a number of previous studies (Bergmann et al., 2013; Fulton, 2014; Hung, 2017; Lockwood, 2014).

Regarding the speaking instruction, it was suggested that teachers should design and implement the speaking activities, especially group work activities in class, as well as give students feedback for improvement, so that they could improve their speaking ability, as observed in a number of previous studies (Anjaniputra, 2013; Derakhshan et al., 2016; Widiati & Cahyono, 2006).

Based on the willingness to communicate (WTC), there were various factors that affected students' WTC, including the topic, interlocutor(s), self-confidence, communicative competence, and conversational context. It was also found that students' WTC could be influenced by the teachers, who gave them the opportunity to negotiate topics, pay attention to students' knowledge, provide them with more time for consideration and reflection before answering questions, and provide a supportive environment, as observed in various previous studies (Aubrey, 2011; Bradley, 2013; Cao & Philp, 2006; Hung, 2017; Kang, 2005; MacIntyre et al., 1998; Wen & Clément, 2003; Xie, 2009; Zarrinabadi, 2014; Zhang & Head, 2009).

Regarding the speaking ability and willingness to communicate, it was suggested that students should learn and practice in a group with a supportive environment in which the students could receive feedback and have enough time to consider and reflect before answering or initiating the conversation.

According to the aforementioned statements, the hypotheses of the present study could be described as follows:

1. The students' speaking ability would improve to be  $p \leq 0.05$  at least a pair of units after taking the speaking instruction using the differentiated-flipped learning approach.
2. The students' levels of willingness to communicate (WTC) would increase to be  $p \leq 0.05$  after taking the speaking instruction using the differentiated-flipped learning approach.
3. There would be a positive relationship between the students' speaking ability score and willingness to communicate (WTC) score after taking the speaking instruction using the differentiated-flipped learning approach.

### **1.5 Scope of the Study**

The present study was carried out using a mixed-method research design. The purpose was to investigate the effects of speaking instruction using the differentiated-flipped learning approach in order to develop the speaking ability and levels of willingness to communicate (WTC) of Thai EFL undergraduates. The study sample consisted of 30 students from the Faculty of Agro-Industry, KMITL, Bangkok campus, who enrolled in the English for Professional Communication course. The independent variable was the speaking instruction using the differentiated-flipped

learning approach. The dependent variables were the students' speaking ability and levels of WTC. The collection of the quantitative data was conducted using the speaking tests at the end of each unit; five units in total, as a formative test, the willingness to communicate questionnaire, and the students' perception toward the instruction questionnaire. The qualitative data were collected by means of observation and additional comments from the perception questionnaire. The quantitative data were analyzed by one-way repeated measures ANOVA, t-test, and descriptive statistics, while the qualitative data were analyzed by the meaning of content analysis.

### 1.6 Definitions of Terms

1. **A speaking instruction** refers to the instruction that teachers use activities to develop students' speaking ability for engaging with their academic learning and social environment (Goh & Burns, 2012). In this study, this referred to the instruction in which students were required to follow four steps of instruction comprising awareness, assure, appropriation, and activate (Harmer, 2015; Thornbury, 2013) in order to study the content, review what had been learned, practice speaking, and present the assignments.

2. **The differentiated-flipped learning approach** refers to a way to teach diverse students based on the differentiation of their readiness, interests, and learning profiles through the differentiation of the content, process, and product (Tomlinson, 2017). The instruction was rearranged depending on how time was spent in and out of the classroom by moving the lecture outside the classroom to reduce valuable class time for active learning (Carbaugh & Doubet, 2016). In this study, this referred to the instruction that students

learned and studied the content online with meaningful interactive activities using video, text, infographic, and social media prior to the class. Then, they applied that knowledge in the classroom through the differentiation of activities.

3. **The speaking instruction using the differentiated-flipped learning approach** refers to the instruction that consisted of the four steps of teaching speaking composed of awareness, assure, appropriation, and activate to improve interpersonal and presentational skills, as well as the willingness to communicate via online and face-to-face platforms. The students had to explore the content before the class time via the created website, which was provided in three modes comprising text, infographic, and video clips. Then, the students were asked to do the preparatory activities and share them via a closed Facebook group. Another platform was face-to-face, which students could interact with their peers to practice speaking as the process and present their tasks as the product. All activities in the process and the product were differentiated based on the readiness, interest, and learning profiles. Each step of teaching was also designed to serve the WTC situational factors, which were communicative competence, self-confidence, interlocutors, topics, and conversational context in order to help enhance the students' WTC.

4. **Speaking ability** refers to the ability to engage in the interpersonal and presentational modes of communication. In this study, this referred to the ability to communicate in spoken English in the context of daily life and the global workplace, which was evaluated by the speaking tests created by the researcher. The tests were used to assess students after the Activate stage of

each unit to observe the progress. Moreover, the ACTFL Proficiency Guidelines-Speaking (2012) and the ACTFL Performance Descriptors for Language Learners (2012) were used as the guidelines to categorize the students' level of speaking proficiency, speaking tests, and speaking rubrics.

**5. Willingness to communicate (WTC)** refers to a learner's desire to communicate in a second or foreign language conversation when given the opportunity (MacIntyre et al., 1998). In this study, this referred to a student's readiness and willingness to engage in communication in the English language at a particular moment and situation in the classroom. The WTC situational factors comprising communicative competence, self-confidence, interlocutors, topics, and conversational context were the main focus in the present study with the intention to improve students' WTC. These five factors were involved in each step of the instruction. The questionnaire, which was adapted from Mystkowska-Wiertelak and Pawlak (2016) and Reinders and Wattana (2014) was employed to elicit students' WTC before and after the intervention. The observation checklist adapted from Cao (2009) and Xie (2011) was used to observe the students' actual behavior that showed the WTC in English in the classroom.

**6. Undergraduates** refers to second to fourth-year students who were enrolled in the English for Professional Communication course in the first semester of the academic year 2017 at King Mongkut's Institute of Technology Ladkrabang (KMUTL), Bangkok campus.

### 1.7 Significance of the Study

This study aimed to improve Thai EFL undergraduates' speaking ability and willingness to communicate (WTC) in English through speaking instruction using the differentiated-flipped learning approach. The findings of the study were significant to provide solutions to the limited speaking ability and low level of the WTC of Thai EFL undergraduates.

Theoretically, the findings of the present study have contributed to the instructional methods aimed at improving students' speaking ability and levels of WTC in which the students had different competencies. Several classes were diverse since the teachers could not group or select those students who shared the same readiness level. The speaking instruction using the differentiated-flipped learning approach provided insightful tiered activities in both online and face-to-face platforms. Therefore, the teachers could design the activities that were suitable for the students in each level. The students would have the opportunity to practice their speaking effectively with no barriers. The findings may also lead to the understanding of the importance of the WTC, which may hinder students from being proficient in speaking. Moreover, it was hoped that the findings of the study would inspire future researchers to further investigate the development of other skills; such as, writing, reading, and listening related to the global workplace.

In addition, it could be noted that the speaking instruction using the differentiated-flipped learning approach could actually be implemented or used as a guideline for developing a course. Thus, this may encourage the Office of General Education or the related department of KMITL, Bangkok campus to provide and implement this instructional method for students, especially with a novice or lower

level of speaking ability. Hence, it is expected that the instructional method may provide supportive sources for teachers to develop their students' speaking ability as well as the WTC in English. Since the findings of this study were relatively more significant with novice students, a remedial or preparatory course should be provided for lower level students in order to help them improve their speaking ability and levels of WTC in English effectively. In addition, students' perceptions regarding the instruction could provide valuable information for teachers who would like to implement this instruction.





## **Chapter 2**

### **Literature Review**

There were six underlying concepts, which were the main focus of the study: speaking ability, speaking instruction, willingness to communicate (WTC), differentiated instruction, flipped learning approach, and the differentiated-flipped learning approach. The general characteristics of each concept are discussed in this section.

#### **2.1 Speaking Ability**

##### **2.1.1 Definition of speaking ability**

Speaking ability or speaking competence refers to the ability to use linguistic knowledge, core speaking skills, and communication and discourse strategies in order to produce utterances and discourses that are fluent, accurate, and socially appropriate within the constraints of cognitive processing (Goh & Burns, 2012). Florez (1999) also defined that speaking is an interactive process of constructing meaning that involves producing and receiving as well as processing information. That is, it consists of producing systematic verbal utterances to convey meaning (Bailey, 2005).

Therefore, if teachers would like to enhance students' speaking ability, this would require the ability to fulfill various communicative demands through efficient use of the spoken language. This would also require knowledge of the target language as a system for making meaning and awareness of the contextual demands of speaking (Goh & Burns, 2012). Thus, students would have to use various skills for using speech appropriately and effectively.

### 2.1.2 What EFL speakers need to know

In order to speak well, students must have sufficient knowledge of the language including the grammar, phonology, lexicon, and discourse. Each of these forms of knowledge are discussed as follows:

*Grammatical knowledge* is a fundamental to the development of any skills (Goh & Burns, 2012). When students need to speak in English, syntactic knowledge is important, as it could help them express meanings comprehensively. They would also need to know spoken grammar in order to produce speech that is natural and not modeled on the written language (McCarthy & Carter, 1995).

*Phonological knowledge* is composed of three levels of production comprising word, utterance, and discourse. For the word level, students would need to know how the sounds are pronounced (Hewings, 2004). This knowledge is the segmental features of pronunciation. For the utterance level, the features of speech are beyond the word, which are the presence of suprasegmental features and are an important factor that students would need to know. For the discourse level, students would need to know what the communicative and discourse functions are served by the features during listening and speaking.

For *lexical knowledge*, students should develop the number of words that they already knew in order to have sufficient vocabulary to express their messages precisely as well as the semantic knowledge.

With regard to *discourse knowledge*, students would need to know what linguistic resources could be used for organizing and structuring stretches

of speech to form coherent spoken texts that would be appropriate for the situation and the interlocutors (Goh & Burns, 2012).

## 2.2 Speaking Instruction

Nowadays, teaching speaking is a major concern in many EFL contexts. One of the factors that influences the teaching outcome is teaching strategies (Anjaniputra, 2013). Speaking strategies mainly focus on producing oral language. Regarding the strategies for teaching speaking, Cole (2008) stated that it was the teacher's role to provide effective plans or strategies for the student's needs. Most students have a general purpose, which is to communicate using the target language. Thus, this implies that it is teacher's responsibility to select and employ suitable speaking strategies to teach students in order to make them speak English effectively.

Therefore, choosing the effective strategies is very crucial. Teachers should know beforehand about what makes speaking difficult for their students.

Brown and Lee (2015) highlighted some characteristics that would need to be taken into consideration in the productive generation of speech. These characteristics consisted of clustering, redundancy, reduced forms, performance variables, colloquial language, rate of delivery, stress, rhythm, and intonation, complexity, and interaction. However, all these factors could also make speaking easy as well if the speakers knew and used them effectively.

Teachers should therefore select teaching strategies that could enhance students to use and practice speaking to meet all these factors. Then, speaking in the target language would become much easier for students. In order to select the speaking strategies, the principle for teaching speaking skills is also important to consider.

### 2.2.1 Principles for teaching speaking skills

Brown and Lee (2015) proposed the principles as a foundation that could guide teachers to teach speaking. First, teachers would need to know the objectives of the speaking tasks. When teachers ask students to do activities; such as, playing games, doing a jigsaw, or discussion, they would need to make sure that those tasks have a linguistic (language-based) objective and provide the opportunity to help students to perceive and use the building blocks of language as well as make any drills or activities as meaningful as possible. Second, teachers would need to set the complexity of the tasks. As speaking tasks could range from very simple to extremely complex, teachers would need to ascertain that the complexities of tasks are appropriate for the students' proficiency levels. Third, teachers would need to choose authentic tasks. They should try to appeal to students' interests, daily lives outside the classroom, cultural habits, and to what is of genuine relevance to them, and to continue their language learning journey. Fourth, teachers would need to provide students with feedback. Thus, it is important to inject various kinds of feedback that are appropriate for a particular moment, as this would help students to notice the elements of language that would need improvement. Fifth, teachers would need to provide a link between speaking and listening. Integrating these two skills could reinforce each other. Skills in producing language are also often initiated through comprehension. Hence, teachers should provide opportunities to initiate conversation. When teachers design the instruction, they should try to allow students to generate conversations. Finally, teachers should encourage students to develop speaking strategies. Students could become aware of developing

their own personal strategies if teachers encouraged them to develop those strategies.

Thereby, the elements of teaching speaking, speaking strategies, or teaching methods that are implemented in the classroom should meet the principles for teaching speaking skills as well as help students develop factors that make speaking difficult. Teachers should select the activities or tasks that are suitable for students and the classroom context.

#### 2.2.2 Implementing speaking instruction for the classroom

There are many speaking instructions that could be used to improve students' speaking skills; such as, presentation, practice, and production (PPP), awareness, appropriation, and autonomy, or engage, study, and activate (ESA).

First, regarding *PPP*, teachers of English have used this as a preferred model of teaching for many years (Braswell, 2006), and it has proven to be successful. Harmer (2015) pointed out that in PPP lessons or sequences, the teachers presented the context and situation for the language and both explained and demonstrated the meaning and form of the new language in the presentation. Then, in the practice, the focus was on form. The students practiced making sentences or did some drills for example, which is often called controlled practice, where students were expected to concentrate on specific language items (often in the context of cue-response drills, which students responded to a cue that teachers offered them). Finally, for production, students created their own sentences applicable to the context.

However, Braswell (2006) stated that the PPP model was not useful when teaching more complex language. There were problems beyond the sentence level or when teaching communicative skills; such as, teaching speaking. This encouraged accuracy over fluency and did not allow for a recap or movement between the different stages.

Harmer (2015) also mentioned that the PPP procedure was still widely used in language classrooms around the world, especially for teaching simple language at lower levels. It was much more learning-based and had little account of students' acquisition ability. PPP was aimed at developing automatic habits largely through the classroom processes of modeling, repetition, and controlled practice (Thornbury, 2013). It was applied originally to the teaching of grammar, but by extension it has been used to structure the teaching of language skills including speaking as well.

Second, the *awareness, appropriation, and autonomy* stages were proposed by Thornbury (2013). He stated that in order to activate knowledge and make it available for use in L2 speaking, the learning process needed to include three stages, which were awareness (to be made aware of the features of the target knowledge base), appropriation (to integrate these features into students' existing knowledge base), and autonomy (to develop the capacity to mobilize these features under real-time conditions and unassisted).

For the stage of awareness, this stage was derived from the cognitivist theory that focused on how people think, understand, and know (Mergel, 1998). How people think was the theory that emphasized the ways of people's thinking that would have an impact on their behavior. How people understand was the

theory that showed the people's understanding related to the outside world. How people know was the theory that showed how people know phenomenon outside the world. This was derived from the process that happened in the human mind.

In order to speak the target language fluently, there were issues that students could not easily do; such as, quickly retrieving words or achieving long, pause free runs. This was because they lacked certain skills, and there were also aspects that students did not know; such as, what to say in order to signal a change of topic, or how to respond appropriately to a difficult request. Consequently, this may inhibit their fluency. In these cases, they lacked the knowledge (Thornbury, 2013).

Hence, teachers would need to provide activities that aimed at helping students uncover these gaps, which were awareness activities. The awareness activities would allow the possibility of students discovering their knowledge gaps themselves while the presentation stage in PPP was mostly the teachers' responsibility to teach students directly. Therefore, the assumption of awareness activities was that the teachers would always be available to facilitate the process and provide support and feedback where necessary.

As a result, awareness involved at least three processes, which were attention, noticing, and understanding. For attention, students would need to be paying attention to what they were going to notice about the features of the target skill. In terms of noticing, this was more than simply paying attention. This would be the conscious registering of the occurrence of some event or entity. For understanding, this would infer the recognition of a general rule,

principle or pattern. There would be no real awareness without understanding. This would be more likely if there were several instances of the item that was being targeted for learning, so that the pattern or rule could be more easily perceived.

Furthermore, there are many activities to expose students to instances of speaking in order to raise awareness; such as, using recordings and transcripts, live listening, brainstorming, or noticing the gap activities.

For the stage of appropriation activities, this was derived from the sociocultural theory, which described that knowledge was situated and collaborative. This inferred that knowledge occurred in environments through the collaborative interaction with others (Wijayanti, 2013).

Since the appropriation activity was one of the collaborative constructs, speaking skills would also need interaction among others and focus more on practiced control, which would involve demonstrating progressive control of a skill where the possibility of making mistakes was ever-present, but support was always at hand. This was unlike the practice stage in PPP that was more likely to be controlled practice (guided practice), which was the practice where students were expected to concentrate on specific language items that were often in the context of cue-response drills provided by teachers rather than the interaction or collaboration with peers.

Support in awareness activities may take the form of (a) a model, which is repeated, as in drills, (b) a writing task, which would allow a longer processing time than would live speaking, (c) reading aloud from a text, (d) the teacher's scaffolding of students' talk, (e) memorized and rehearsed dialogues,



and (f) repeating a task. However, the support would need to be gradually reduced, so to encourage a degree of independence, which in turn would require a degree of appropriation. This reduced support may take the form of (a) removing the model, so that students would have to rely on memory, (b) withdrawing teacher support, (c) moving from the written mode to a spoken one, (d) reducing the planning time, and (e) performing the task under more exacting conditions like a time limit or in public (Thornbury, 2013).

For the stage of autonomy, Thornbury (2013) stated that this was derived from the cognitivist theory, which prioritized mental and cognitive functions under real conditions. This was integrated into existing knowledge then available for use with minimal attentional control on the part of the users. This was in contrast to the production stage in PPP, where students would use language in the context set up by the teachers.

*Third, engage, study, activate (ESA)* proposed by Harmer (2015). He stated that most current language teaching tried to offer a blend of ideas and elements of language teaching. It recognized the benefit of language exposure through comprehensible input, while still believing that most people would find the chance to concentrate on the language forms and how they could be used. In other words, the students would need exposure, motivation, and the opportunity for the language use. Therefore, each student may respond to the stimuli differently. In order to make the lessons become organized, most teaching sequences would need to have certain characteristics or elements. These elements of the teaching process are engage, study, activate.

*Engage (E)*

If the students are curious, passionate, or involved with the lessons, this could be stated that they had the engagement, which was one of the important ingredients for successful learning. Teachers could use activities and materials to engage students; such as, games, music, discussions, stimulating pictures, or dramatic stories. Moreover, making of predictions about the topics or language they were going to be dealing with could be used to engage students (Harmer, 2015). When students were properly engaged, their involvement in the next two stages, which were the study and activation stages, would be more likely to be pronounced.

*Study (S)*

In study activities, Harmer (2015) suggested that students were asked to focus on the construction of something whether it was the language itself, the way in which it was used, or how it sounded and looked. Teachers may show some examples of language to the students and ask them to try to solve the rules, or how they worked for them rather than being told by the teachers. These were discovery activities, which asked the students to do all the intellectual work instead of leaving it to the teachers.

*Activate (A)*

Activate described exercises and activities, which were designed to have students use the language as freely and communicatively, as they could (Harmer, 2015). The teachers would not ask students to focus on the use of a particular structure, or try to use only

words from a list that teachers gave them, which would make students only focus on the accuracy of the specific parts of language rather than on the message they were trying to convey, or the task that needed to be performed. Likewise, the activate activity was aimed to enhance students to use all and any language, which was appropriate for a given situation or topic; therefore, students had an opportunity to utilize actual language used in a real-world situation with little or no restrictions (Harmer, 2015). Activate exercises would include role-plays, designing advertisements, debates, discussions, describe and draw, story and poem writing, email exchanges, writing in groups, and so on.

These three elements would need to be used in the lessons or teaching sequences with any language skills (Harmer, 2015). They could be used with a grammar topic, reading skill, or speaking skill. Students would need to be engaged, so they could get the benefit from the learning experience. They would also readily appreciate opportunities to activate their knowledge and the inclusion of the study elements. In short, the three elements of ESA could occur in a different order, which would depend on the main focus of the particular lesson.

In the present study, the researcher attempted to synthesize the speaking instruction according to Harmer (2015) and Thornbury (2013). Since this study attempted to integrate the differentiated-flipped learning approach in the speaking instruction, each teaching process would need to be suitable for this approach and enhance students' speaking ability and willingness to communicate (WTC).

First, *awareness*: To discover new knowledge, students would need to have the awareness and understanding of what they would be going to learn. This would involve the stage of attention, noticing, and understanding of the particular content or the knowledge (Thornbury, 2013). Moreover, if students were emotionally engaged or paying attention to the content, they would learn more new knowledge (Harmer, 2015).

Second, *appropriation*: To make the new knowledge become the students' own, appropriation activities, which would capture the sense that learning a skill is one of the collaborative constructions, should be provided (Thornbury, 2013). Speaking is a skill that needs practice and interaction with others. When students are trying to study, practice, and do all the intellectual work themselves or with their peers, this may help them construct new knowledge on their own rather than rely on the teacher (Harmer, 2015).

Third, *activate*: To get students to use the knowledge or language as freely and communicatively as they could, the tasks or activities should be provided and designed for such situation. The teachers would not ask students to focus on the use of a particular structure, or to try to use only words from a list that the teachers gave them, which would make students only focus on the accuracy of specific bits of language rather than on the message they were trying to convey or the task that would need to be performed. The activate activity was also aimed to enhance students to use all and any language, which was appropriate for a given situation or topic (Harmer, 2015). The activities were integrated into existing knowledge then available for use with minimal attentional control on the part of the users; therefore, students got an opportunity

to try actual language used in a real-world situation with little or no restrictions (Harmer, 2015; Thornbury, 2013). When they became familiar with using the language in a real-world situation, they may no longer require others to assist them. This would be because they had achieved a degree of autonomy, which would be partly due to the increased automaticity of their language production (Thornbury, 2013). Table 1 illustrates the speaking instruction synthesized from Harmer (2015) and Thornbury (2013).

*Table 1: Speaking instruction synthesized from Harmer (2015) and Thornbury (2013)*

Elements of Teaching	Descriptions
1. Awareness	- To discover new knowledge, students would need to have awareness and understanding of what they were going to learn.
2. Appropriation	- To make the new knowledge become students' own, students would need to have activities that would provide collaborative constructions.
3. Activate	- To get students using the knowledge or language as freely and communicatively as they could and present the assigned task to the class.

### 2.2.3 Teaching speaking in a mixed-ability classroom

According to the American Council on the Teaching of Foreign Languages (ACTFL) Proficiency Guidelines 2012 - Speaking, there are five major levels of proficiency consisting of distinguished, superior, advanced, intermediate, and novice. However, the levels mentioned in this study were based on the students' average score from the speaking placement test. The details are discussed as follows:

#### *2.2.3.1 Teaching speaking for the novice level*

The ACTFL defined novice-level speakers, as being those people who could communicate short messages on highly predictable,

everyday topics that would affect them directly. They would do so primarily through the use of isolated words and phrases that had been encountered, memorized, and recalled. Novice-level speakers may be difficult to understand even by the most sympathetic interlocutors accustomed to non-native speech.

Bailey (2005) also characterized novice-level speakers based on the ACTFL Proficiency Guidelines 2012- Speaking. They could produce isolated words and learned phrases within very predictable areas of need. Their vocabulary would be sufficient only for handling simple, elementary needs and expressing basic courtesies. Yet, they may have some difficulty producing even the simplest utterances.

#### *2.2.3.2 Teaching speaking for the intermediate level*

The ACTFL defined intermediate-level speakers as being distinctive primarily by their ability to create language when talking about familiar topics related to their daily life. They could recombine learned material in order to express personal meaning. Intermediate-level speakers could ask simple questions and handle a straightforward survival situation.

They could produce sentence level language ranging from discrete sentences to strings of sentences typically in the present time.

Intermediate-level speakers are understood by interlocutors who are accustomed to dealing with non-native learners of the language.

Bailey (2005) also characterized what the intermediate speakers were able to do based on the ACTFL Proficiency Guidelines 2012 - Speaking. They could successfully handle a variety of uncomplicated, basic and

communicative tasks and social situations. They could ask and answer questions and participate in simple conversations on topics beyond the most immediate needs. Their speech may continue to be characterized by frequent long pauses, since the smooth incorporation of even basic conversational strategies was often hindered.

#### *2.2.3.3 Teaching speaking for the advanced level*

The ACTFL defined advanced-level speakers as being able to engage in conversation in a clearly participatory manner in order to communicate information on autobiographical topics, as well as topics of community, national, or international interest. The topics were handled specifically by means of narration and description in the major time frames of the past, present, and future. These speakers could also deal with a social situation with an unexpected complication. The language of advanced-level speakers is abundant, and the oral paragraph being the measure of the advanced-level length and discourse. Advanced-level speakers have sufficient control of basic structures and generic vocabulary to be understood by native speakers of the language, including those unaccustomed to non-native speech.

Bailey (2005) also characterized what the advanced speakers were able to do based on the ACTFL Proficiency Guidelines 2012 - Speaking. They could satisfy the requirements of everyday situations and routine school and work requirements. They could also handle social situations, personal interests, and current public topics with confidence, as

well as narrate and describe with some details. They are understood without difficulty by native interlocutors.

#### 2.2.4 Assessing speaking

Speaking assessment has reflected the goals of teaching speaking, as it has provided evidence of the students' speaking achievement as well as of certain speaking areas that would still need to be improved. In order to evaluate the performance of oral production, teachers would need to be clear in specifying the level of language that they were targeting. Brown (2010) mentioned about oral production assessment or speaking assessment that the more open-ended test tasks were the greater challenge in scoring due to the freedom of choice given to students.

There are several ways to assess students' speaking ability. Thornbury (2013) suggested the most commonly used spoken test tasks, included interviews, live monologues, recorded monologues, role plays, and collaborative tasks and discussions. Teachers could select the tasks that were suitable and relevant to what students had learned. Moreover, speaking is a productive performance; thus, the scoring or rating procedure should be specific enough to elicit the students' ability (Brown, 2010). Hence, rubrics would be very crucial, as they could be used as a guideline for teachers to assess the tasks. Ferlazzo and Sypniewski (2012) mentioned that this would be helpful for students and teachers to focus on the specific areas if the teachers had a set of criteria when designing the rubrics.



The two basic types of rubrics are holistic and analytic. For a holistic rubric, the teacher would score the overall components of the communicative competence or speaking ability without considering another separate component of language production (Latifa et al., 2015). This would be formally used when high errors possibly occurred in some parts of the production process (Chase, 1999). The use of a holistic rubric is probably more appropriate when the task requires students to create various responses (Nitko, 2001). Mertler (2001) summarized that the holistic rating rubric reported the overall quality, proficiency or understanding of the content and skills. It only provided limited feedback to the students' language development in their score profiles. Therefore, this created a level of curiosity to the students' score report and generated discouragement for the students to attend the next test (Latifa et al., 2015).

However, Brown (2004) suggested that holistic scoring could effectively fulfill the administrative purposes. For example, teachers could employ holistic scoring as a placement tool to categorize the students' level.

On the other hand, the analytic rubric provided a range of criteria for assessing each aspect of the students' speaking ability. Students were scored on several speaking aspects rather than given a single score that represented the overall speaking quality. An analytic rubric was preferred when attention focused on the response to an interaction (Nitko, 2001). This analytic rubric required teachers or raters to do the scoring process several times, so it took more time than the holistic rubric. However, the beneficial use of the analytic rubric was significant enough to influence the students in order to be more

aware of their tests (Liao & Hsu, 2014). It also required the teachers or raters to review the performance production several times. Hence, it gave explicit details of students' strengths and weaknesses in different speaking aspects.

Furthermore, the function of an assessment would be another aspect that would need to be taken into consideration (Brown, 2010). There are two functions that have been commonly identified: formative and summative assessment. Formative assessment aims to evaluate students in the process of forming their competencies and skills, as well as the goal of helping students to continue that growth process, while summative assessment aims to measure or summarize what the students had learned and is mostly conducted at the end of a course (Brown, 2010).

In this study, the researcher employed formative assessment to assess students' speaking ability at the end of each unit in order to elicit the students' progress. The analytic rubrics were developed by the researcher to help assess the students' speaking ability. In addition, the speaking placement test, which was used to group students before the experiment, was also used with the analytic rubric, and the students' scores were graded by using criterion-referenced format. The cut scores were calculated using a percentage based on the grading criteria of the English for Professional Communication course at King Mongkut's Institute of Technology Ladkrabang (KMITL), Bangkok campus.

The focus of the present study was to investigate the effects of speaking instruction using the differentiated-flipped learning approach on the speaking ability and levels of willingness to communicate. In terms of assessing

the speaking ability, the American Council on the Teaching of Foreign Language (ACTFL) Performance Descriptors for Language Learners (2012a) was employed to set realistic expectations and learning outcomes of the assessment of each task. The ACTFL Performance Descriptors for Language Learners (2012a) were designed to describe language performance or language ability that was the result of the instruction in an instructional setting. A companion to the ACTFL Proficiency Guidelines (2012b), which was a document that described the broad, general language proficiency regardless of when, where or how language was acquired, the ACTFL Performance Descriptors for Language Learners (2012b) provided and described more detailed information about language learners. With the description of the three ranges of the performances (novice, intermediate, and advanced), this allowed teachers to identify appropriate learning targets for a particular student. This also provided a plan for teaching and learning in terms of designing tasks targeted to the appropriate performance range or the current level of understanding, while challenging students to use strategies from the next higher range.

Thus, the rubrics and the test tasks in the present study were based on the ACTFL Performance Descriptors for Language Learners (2012a) and the ACTFL Proficiency Guidelines (2012b) - Speaking.

#### *2.2.4.1 Development of the rubrics*

In terms of the development of the rubrics, there were six rubrics to serve the three levels of novice, intermediate, and advanced, as well as to reflect the interpersonal and presentational modes of

communication of the tests (American Council for the Teaching of Foreign Languages, 2012a). That is, there were two types of speaking tests. One, was the test that reflected the interpersonal mode of communication, and the other was the test that reflected the presentational mode of communication. Therefore, the rubrics were paralleled with the speaking tests. For example, when the novice students did a presentational task, the presentational rubric for the novice level was used to assess their speaking ability.

The ACTFL Proficiency Guidelines (2012b) – Speaking considered how each skill was used; for example, describing both interpersonal and presentational aspects of speaking; thus the ACTFL Performance Descriptors for Language Learners (2012a) embraced the communicative purpose behind those three modes of communication.

There were six main steps for developing the rubric (Roell, 2016): 1. define the purpose, 2. develop the criteria, 3. identify the standards, 4. define the standards descriptors, 5. revise the rubrics, 6. implement of the rubrics. The details of developing the rubrics are described as follows:

#### Interpersonal rubrics

First, the purpose of the tasks was to assess the ability to negotiate meaning among individuals as well as adjust and clarify the conversation (American Council for the Teaching of Foreign Languages, 2012a).

Second, the criteria to evaluate the tasks were adapted and based on the ACTFL Performance Descriptors for Language Learners (2012a) domains that

described the parameters for the students' performance and their comprehension and comprehensibility, but the cultural awareness domain was excluded because the focus of the present study did not assess the students' cultural awareness. Thus, there were six criteria, which were functions, context and content, text type, language control, vocabulary, and pronunciation.

Third, the standards to evaluate the task for the novice level were stated on a scale from one to three including novice low, novice mid, and novice high, respectively. For the intermediate level, there was an intermediate low, intermediate mid, and intermediate high, respectively. For advance level, there were advanced low, advanced mid, and advanced high, respectively. Hence, the total score of the task for each rubric was 18.

Fourth, the standards descriptors were adapted based on the ACTFL Performance Descriptors for Language Learners (2012a) regarding the interpersonal modes of communication as well as the ACTFL Proficiency Guidelines (2012b) - Speaking. Since there were three levels of rubrics consisting of novice, intermediate, and advanced, the standards descriptors are illustrated in Appendix B.

Fifth, the rubrics were evaluated by experts and revised before the implementation.

Finally, the implementation of the rubrics was employed to assess students' speaking ability.

### Presentation rubrics

First, the purpose of the tests was to assess the ability to create and present messages to inform, explain, persuade and/or narrate to the audience (American Council for the Teaching of Foreign Languages, 2012a).

Second, the criteria to evaluate the tasks were adapted and based on the ACTFL Performance Descriptors for Language Learners (2012a) domains that described the parameters for the students' performance and their comprehension and comprehensibility, but the cultural awareness domain was excluded because the focus of the present study did not assess the students' cultural awareness. Thus, there were six criteria comprising functions, context and content, text type, language control, vocabulary, and pronunciation.

Third, the standards to evaluate the tests for the novice level were stated on a scale from one to three including novice low, novice mid, and novice high, respectively. For the intermediate level, there was an intermediate low, intermediate mid, and intermediate high, respectively. For the advance level, there was advanced low, advanced mid, and advanced high, respectively. Hence, the total score of the task for each rubric was 18.

Fourth, the standards descriptors were adapted based on the ACTFL Performance Descriptors for Language Learners (2012a) regarding the presentational modes of communication as well as the ACTFL Proficiency Guidelines (2012b) - Speaking. Since there were three levels of rubrics consisting of novice, intermediate, and advanced, the standards descriptors are illustrated in Appendix B.

Fifth, the rubrics were evaluated by experts and revised before the implementation.

Finally, the implementation of the rubrics was employed to assess students' speaking ability.

#### *2.2.4.2 Implementation of the rubrics*

The speaking instruction in the present study focused on differentiated instruction in which the content, the process, and the product were differentiated based on the students' readiness level, interest, and learning profiles. Hence, the assessment for the end of a differentiated unit could be equally stratified (Blaz, 2016). In order to assess students' speaking ability in this study, the complexity of the tests and the interpersonal and presentational modes of communication of the tests were discussed.

Since the present study emphasized the speaking ability, which is a productive skill, the tests were designed to reflect the interpersonal and presentational modes of communication. Thus, there were two kinds of tests. One, was an interpersonal test, whereas the other was a presentational test. In terms of the complexity of the tests, the ACTFL Performance Descriptors for Language Learner (2012a) and the ACTFL Proficiency Guidelines (2012b) - Speaking were used as the guidelines to differentiate the tests into the novice, intermediate, and advanced levels. The ACTFL provided the descriptors that indicated how language learners used language across the three ranges of performance, which were novice,

intermediate, and advanced, in the three modes of communication; namely, interpersonal, interpretive, and presentational. However, the focus of the present study was on the interpersonal and presentational modes of communication. Table 2 illustrates the overall descriptions that distinguished the performance of each range for the interpersonal and presentational modes of communication.

*Table 2: The performance descriptors for language learners proposed by the ACTFL (2012a).*

<b>Ranges</b>			
<b>Modes of Communication</b>	<b>Novice</b>	<b>Intermediate</b>	<b>Advanced</b>
<b>Interpersonal</b>	Expresses self in conversations on very familiar topics using a variety of words, phrases, simple sentences, and questions that have been highly practiced and memorized	Expresses self and participates in conversations on familiar topics using sentences and series of sentences. Handle short social interactions in everyday situations by asking and answering a variety of questions. Can communicate about self, others, and everyday life.	Expresses self fully to maintain conversations on familiar topics and new concrete social, academic, and work-related topics. Can communicate in paragraph-length conversation about events with detail and organization. Confidently handles situations with an unexpected complication. Shares point of view in discussions.
<b>Presentational</b>	Communicates information on very familiar topics using a variety of words, phrases, and sentences that have been practiced and memorized.	Communicates information and expresses own thoughts about familiar topics using sentences and series of sentences.	Communicates information and expresses self with detail and organization on familiar and some new concrete topics using paragraphs.



In addition, the ACTFL Proficiency Guidelines (2012b) - Speaking were employed to help the researcher design the tests. Table 3 presents the proficiency guidelines for speaking based on the three main levels.

*Table 3: The proficiency guidelines for speaking proposed by the ACTFL (2012b)*

Levels	Descriptions
Novice	Speakers can communicate short messages on highly predictable, everyday topics that affect them directly. They do so primarily through the use of isolated words and phrases that have been encountered, memorized, and recalled. Novice-level speakers may be difficult to understand even by the most sympathetic interlocutors accustomed to non-native speech.
Intermediate	Speakers are distinguished primarily by their ability to create language when talking about familiar topics related to their daily life. They are able to recombine learned material in order to express personal meaning. Intermediate-level speakers can ask simple questions and can handle a straightforward survival situation. They produce sentence-level language, ranging from discrete sentences to strings of sentences, typically in present time. Intermediate-level speakers are understood by interlocutors who are accustomed to dealing with non-native learners of the language.
Advanced	Speakers engage in conversation in a clearly participatory manner in order to communicate information on autobiographical topics, as well as topics of community, national, or international interest. The topics are handled concretely by means of narration and description in the major time frames of the past, present, and future. These speakers can also deal with a social situation with an unexpected complication. The language of advanced-level speakers is abundant, the oral paragraph being the measure of advanced-level length and discourse. Advanced-level speakers have sufficient control of basic structures and generic vocabulary to be understood by native speakers of the language, including those unaccustomed to non-native speech.

Thereby, the interpersonal and presentational tests for the novice, intermediate, and advanced levels were designed based on the ACTFL (2012b).

#### 2.2.5 Related research in speaking instruction

There have been several research studies in speaking instruction, which were discussed as follows:

Amalia and Apriani (2016) investigated the use of a digital camera as the technology that students in Indonesia were familiar with in project-based speaking instruction. The students took a real object image and then reported it in a speaking activity. The researchers found that using a digital camera in project-based speaking instruction could promote the students' speaking ability in an EFL context. The method was seen to be successful by increasing students' awareness of their learning. This activity also put the students at the center of the learning process, as it provided them with opportunities, through the use of technology, to be involved in carrying out a project to get experience in learning.

In Taiwan, Chen (2015) implemented blended speaking instruction with undergraduates from a university in Northern Taiwan. The students were asked to complete in-class speaking exercises and eight after class speaking tasks on a bi-weekly basis. The findings indicated that the students generally had a favorable attitude toward the blended learning experience. In particular, they perceived their overall oral proficiency gains and language gains in pronunciation and lexical accuracy. The students also appreciated the blended speaking instruction for reinforcing their learning with the after class speaking

tasks and connecting to the knowledge they had learned in the class with relevant after class oral recorded tasks.

Moradi and Talebi (2014) examined the effects of pre-speaking strategies instruction in strategic planning on Iranian EFL students as well as their fluency and lexical resources. Two groups, control and experimental, were given a picture-cued narrative task to think and speak about, and then a pre-speaking strategies questionnaire as a pretest and post-test. The experimental group received pre-speaking strategies instruction in strategic planning with 10 minutes of planning time. The results showed that the experimental group outperformed the control group. Therefore, for effective speaking, strategic planning should be coupled with pre-speaking strategies.

In Thailand, Sanglir (2016) investigated the effects of speaking instruction by using stories for the speaking ability in international schools. It was found that the speaking instruction using stories was able to effectively increase the speaking ability of the participants. Onwan and Modehiran (2018) also examined the effects of speaking instruction using a creative speaking model on the English speaking ability of sixth grade students. It was revealed that the speaking ability post-test mean scores of the students were higher than the pre-test mean scores with a significant level of .05. The students could make the most progress in terms of vocabulary, followed by cohesion, ideational function, syntax, fluency, and pronunciation, respectively. The results also revealed that the pronunciation aspect appeared to be the most challenging to enhance whereas the vocabulary aspect was found to be the most prominent through the instruction. In addition, Somdee and Suppasetseree (2014)

examined the implementation of digital storytelling in developing English speaking skills and the satisfaction toward learning from digital storytelling of Thai EFL undergraduate students. The students were required to create their own digital storytelling by telling a story using Window Movie Maker. The students' speaking skills were practiced and improved when they rehearsed to tell the story using the program. Then the digital storytelling was published through digital storytelling websites to share the ideas with their peers in the classroom. The results revealed that digital storytelling helped the students improve their speaking abilities. Hence, this was a suitable tool for EFL undergraduates for increasing their speaking abilities as well as a means for increasing students' motivation to improve and practice their speaking skill. With interesting activities through the use of technology, this could attract the students to participate in the teaching and learning in the classroom.

In terms of the background knowledge and speaking ability, Shabani (2013) explored the effect of background knowledge or topic familiarity on the speaking ability of EFL pre-university students. The participants were given three topics to prepare before attending the class. They could get information about the selected topics through the Internet, magazines, newspapers, and/or books.

In this way, they became familiar with the topics and their background knowledge was activated, which led to the increased opportunity to speak more compared to those topics they were not familiar. The results indicated that background knowledge had a significant effect on speaking ability. Thus, providing the learners with background knowledge as well as systemic

knowledge allowed them to have the necessary information to facilitate speaking on a previously unfamiliar topic. The topic familiarity was also an important aspect in improving speaking about that topic. The background knowledge that students brought with them helped them to perform the speaking task more successfully. This knowledge effectively helped the students to match new information with what they already knew about the topic.

### **2.3 Willingness to Communicate**

Willingness to communicate (WTC) is a fundamental concept for efficient interaction and language production (Alemi et al., 2012). It involves a student's desire to communicate in a second or foreign language conversation when given the opportunity (MacIntyre et al., 1998). In second language or foreign language learning, communication is important; thus, the inclination to speak, as reflected by the WTC would lead to an increased frequency of language use. If students intended to communicate, they would do so (MacIntyre, 1994). Therefore, instead of only emphasizing communication proficiency, the students' willingness to communicate should be focused (MacIntyre et al., 1998).

#### **2.3.1 Definition of the willingness to communicate in the EFL classroom**

Willingness to communicate could be viewed from two levels, which are a trait level and a situational level. At the trait level, MacIntyre et al. (1999) stated that this created an inclination or tendency in individuals to initiate communication in situations where communication was expected. On the other

hand, a situational level influenced the decision whether to initiate communication within a particular situation or not.

### 2.3.2 Factors affecting the willingness to communicate

For the trait level, WTC is regarded as a personality that presents an inclination or tendency of a person to approach or avoid communication across types of communication contexts and receivers. For the situational level, WTC is viewed as a temporary variable, which depends on the situation and with the interlocutors. To illustrate a holistic understanding of the concept of the WTC, the influential heuristic models of L2 WTC, which were proposed by MacIntyre et al. (1998), were discussed.

The model contains a pyramid-shaped structure with six variables called layers. Some of the variables were hypothesized to produce rather temporary and situational influences that depended on the particular context and person, while others were hypothesized to cause a rather long-term and enduring influence on the WTC (MacIntyre et al., 1998). The following figure presents MacIntyre et al. (1998)'s heuristic model of WTC in L2.

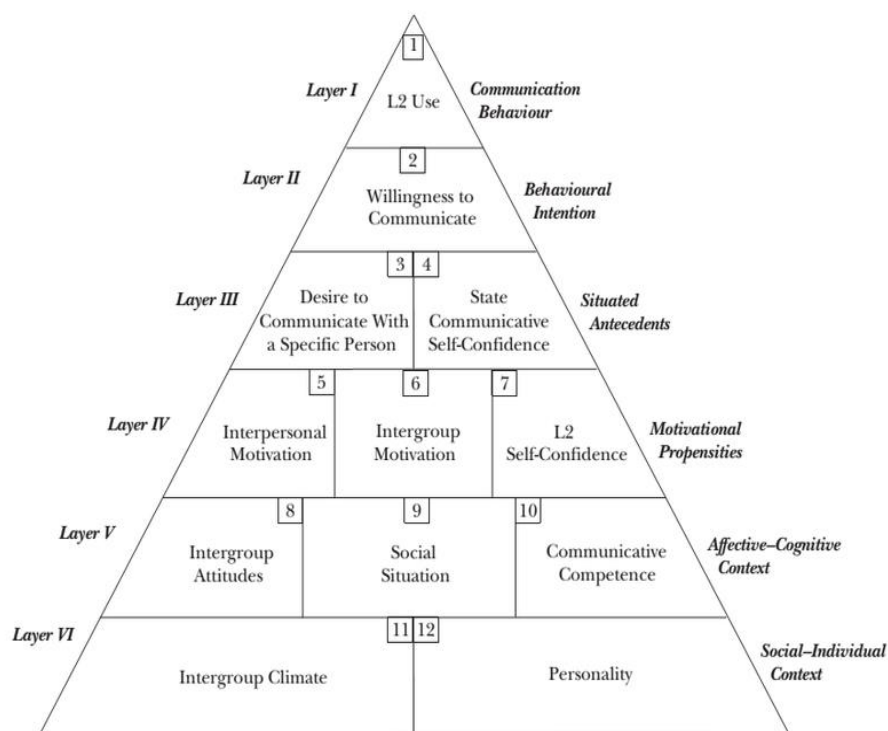


Figure 1: MacIntyre et al. (1998)'s heuristic model of the WTC in L2.

According to Figure 1, the first three layers from the top were hypothesized to exert situational impacts on L2 communication. The bottom three layers produced relatively stable and enduring influences on the process of L2 communication. That is, from the top to the bottom, the layers represented a move from the immediate, situation-based contexts to the more stable, enduring influences of particular variables on L2 communication situations. Layer I. *Communication Behavior* represents the L2 use. MacIntyre et al. (1998) suggested that communication behavior included activities that were relevant to learning the target language; such as, speaking in class, reading an L2 newspaper, or watching L2 television. Thus, in the L2 learning classroom, students would be provided with various communication opportunities and activities to develop their L2 competence and be inspired to communicate.

Layer II, Behavioral Intention represents the willingness to communicate, which was defined by MacIntyre et al. (1998) as the readiness to enter into discourse at a particular time with a specific person or people using an L2. For instance, if students raised their hands to show their intention to provide the answer to a teacher's question, it could be considered as a demonstration of the WTC in L2 use. Therefore, the WTC could be considered as the students' intention to communicate if they were given the opportunity to do so.

Furthermore, they would be more likely to take part in the conversation when they had sufficient self-confidence, which would infer that they had less language anxiety and enough communication competence (MacIntyre et al., 1998). Moreover, if they felt motivated that the topic was related to an interpersonal situation, they might engage in L2 communication.

Layer III, Situated Antecedents of Communication includes two variables, which are the desire to communicate with a specific person and state communicative self-confidence that involves a momentary feeling of confidence in a particular situation. These variables could be regarded as a precursor of the WTC (MacIntyre et al., 1998).

Layer IV, Motivational Propensities represent three variables composed of interpersonal motivation, intergroup motivation, and L2 confidence. The motivational inclinations would depend on the affective and cognitive contexts. These would lead to the state self-confidence and a desire to speak with a particular person (MacIntyre et al., 1998).

Layer V, Affective and Cognitive Context comprises of intergroup attitudes, a social situation, and communicative competence. Intergroup



attitudes, they would represent L2 students' desire to be in contact with the community and the feeling of excitement and satisfaction that one would feel while learning the target language. In terms of a social situation, this would be concerned with various variables; such as, the topic, participants, purpose, setting, and the channel of communication. These variables would have a direct impact on the degree of self-confidence and WTC. Regarding the communicative competence, this would be considered as the interlocutor's level of proficiency, which could influence one's degree of WTC.

Layer VI, Social and Individual Context includes two variables, which are intergroup climate and personality. Intergroup climate refers to one's attitude toward the L2 community. Personality is considered as an indirect influence on the WTC through those affective variables; such as, attitude, motivation, and confidence.

To conclude, MacIntyre et al. (1998)'s heuristic model demonstrated the WTC with the cognitive affective variables interacting with the social factors. The cognitive variables, which are communicative competence and self-confidence, would have a direct influence on the WTC whereas the affective variables, which are personality, motivation, and attitude, would have an indirect impact on the WTC. The communicative competence and self-confidence variables, which were in the situational level (Layer I-III) would be subject to change depending on the particular context while the personality, motivation, and attitude variables, which were in the trait level (Layer IV-VI) would be considered as being more stable depending on the individual influences.

As a result, the variables in the situational levels were the main focus of the present study because they had a direct influence on the WTC (MacIntyre et al., 1998) and had a more immediate impact as well (Pattapong, 2010).

In addition, Kang (2005) proposed three emerging antecedents of situational WTC. Figure 2 presents the model of situational WTC.

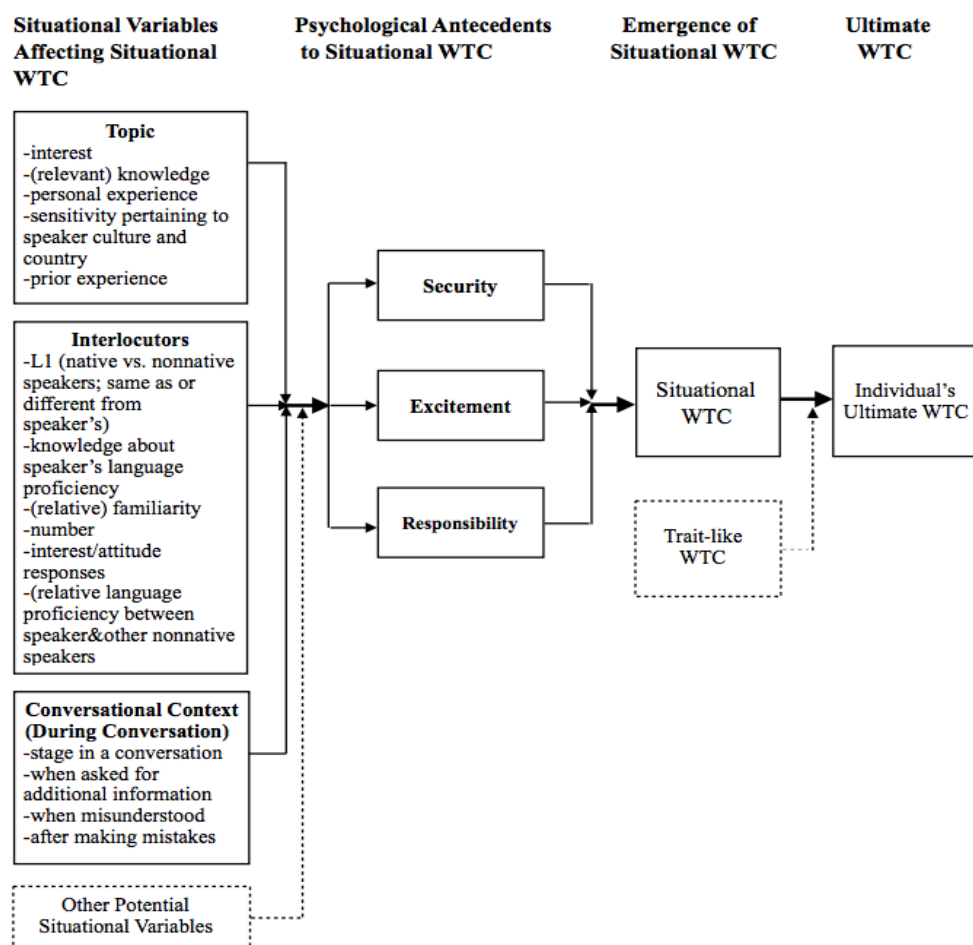


Figure 2: The model of situational WTC (Kang, 2005)

The model of situational WTC (Kang, 2005) presents how this has emerged from the joint function of various variables. Security, excitement, and responsibility were considered to be the psychological antecedents to situational

WTC. Regarding security, this was related to the feeling of being secure from fear. For instance, students may feel hesitant to speak English in front of people that did not know their proficiency. That is, the interlocutors could have an influence on security. In terms of excitement, it was found that when students had an opportunity to talk about topics that they were interested in or had background knowledge, they seemed to be excited. Thus, topics could also have an influence on excitement. For responsibility, this referred to feeling obliged to understand or clarify the message from people they were talking to. For example, students may feel uncomfortable if they could not explain or clarify the topic that they mentioned. It could be stated that the conversational context was also a variable that influenced WTC.

In brief, the model of situational WTC (Kang, 2005) revealed that the WTC could vary according to the impact of situational variables; such as, interlocutors, topics, and conversational context.

### 2.3.3 Willingness to communicate and technology

Technology has been shown to play a potential role in developing the WTC (Reinders & Wattana, 2014). Students were willing to participate orally in class discussions and felt more confident when they used an Internet chat (Compton, 2004). A computer-mediated environment that provided students with a more comfortable environment could enhance students' willingness to communicate (Freiermuth & Jarrell, 2006). Moreover, Ockert (2013) revealed that an iPad intervention positively influenced the confidence and WTC, while also lowering the anxiety. That is, using various kinds of technology as a tool

for language learning indicated a positive result in terms of students' confidence and willingness to communicate as well as decreased their anxiety.

In terms of using various kinds of social media; such as, Facebook, Twitter, Instagram, Line, and Blogs, it was found that students used social media many times per day to bring them together as communities. Therefore, this could be an interesting and potential way to improve their language learning and skills.

In the present study, a website and social media were used as the tools for implementing speaking instruction using a differentiated-flipped learning approach. Since websites and social media had been used in various ways for language learning, the website, which was created by the researcher was used as a hub to provide the content that was differentiated by presenting in three modes of learning. The content consisted of various presented modes; such as, text, infographic, or video clip, so that students could select to explore the content that suited their needs. Moreover, the website was compatible with many platforms; such as, smartphone, tablet, laptop, or PC computer. Students could access the website by using various tools anywhere and anytime they preferred. Social media was also an influential and familiar tool that students could access many times a day.

The popular social media in this era are Facebook, Twitter, and Instagram, which students use every day. With interactive features; such as, posting comments or answering both synchronous and asynchronous questions, doing Facebook Live, making a poll, sharing photos, or recording a video, all of these features could enhance students' participation. Moreover, many

researchers found that implementing social media and online tools in language learning could help develop students' language competence, vocabulary, reading speed and comprehension, and proper use of grammar (Dieu, 2004; Wu & Wu, 2011). Therefore, the website, as well as Twitter, Facebook, and Instagram applications could be suitable for implementing in this study. Since the speaking instruction employed the concepts of differentiated instruction and the flipped learning approach, the content and activities for the lessons were provided via the website and social media. That is, students had to explore the content on their own anywhere or anytime, then they participated in both synchronous and asynchronous online activities with their peers. Hence, the interactive features of social media may have potential to help improve students' language skills, increase self-confidence, and increase the WTC.

#### 2.3.4 Factors affecting the willingness to communicate in the speaking instruction using the differentiated-flipped learning approach

The situational variables that affect situational WTC, comprising communicative competence, self-confidence, interlocutors, topics, and conversational context were the main focus in the present study (Kang, 2005; MacIntyre et al., 1998). Figure 3 illustrates the variables that affected situational WTC in the present study, which was adapted from MacIntyre et al. (1998)'s heuristic model of WTC in L2 and Kang (2005)'s model of situational WTC.

### Variables Affecting Situational WTC

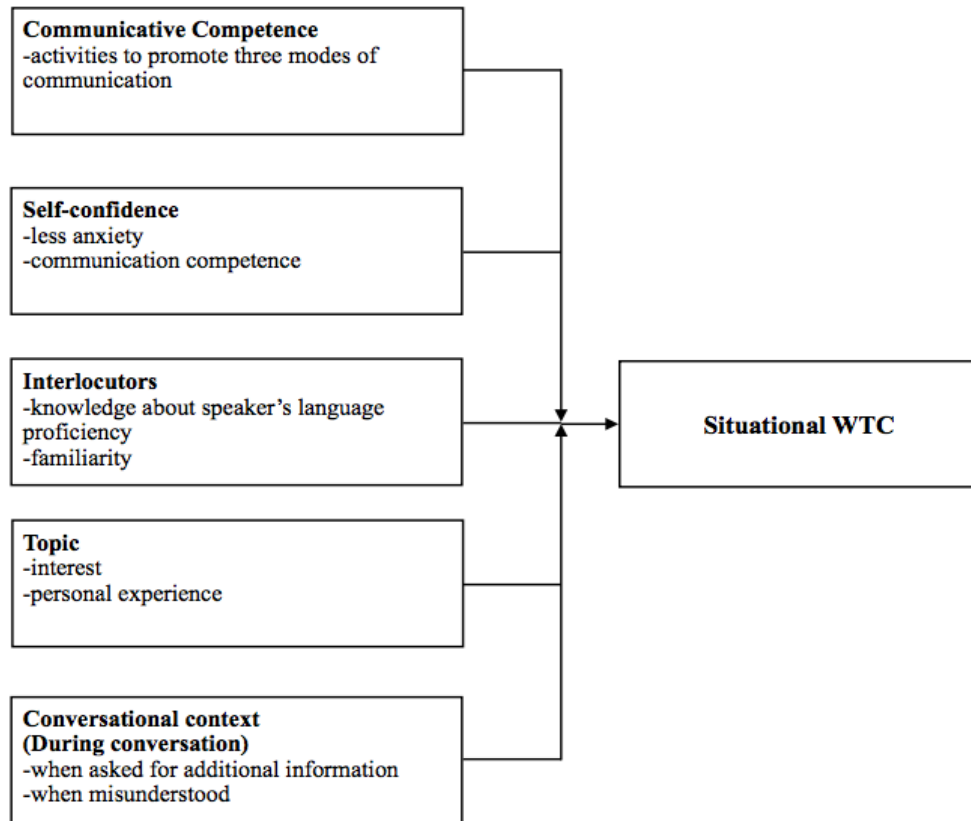


Figure 3: The variables affecting situational WTC in the present study.

As can be seen in Figure 3, communicative competence suggested that the classroom should provide communication opportunities to develop communicative competence, which would have a direct influence on the WTC (MacIntyre et al., 1998). If students had communicative competence, this may instill and increase the WTC. Thus, the activities as well as the assignments in the present study were designed to promote three modes of communication. Students had an opportunity to practice speaking, interact, and communicate with their peers both outside and inside the classroom through the differentiated activities. The teachers also gave students feedback in order to make

improvement in communicative competence and enhance the WTC. For the self-confidence variable, MacIntyre et al. (1998) mentioned that students who had less anxiety and had enough communication competence would have sufficient self-confidence to communicate with others. That is, the WTC may increase if students had self-confidence. In order to help students decrease language anxiety and increase the WTC, using peer support and group work to conduct a discussion and activities were employed in the present study (Tsui, 1996). Additionally, increasing teachers' involvement with students through expressions of affection, having time for students, expressing interest in their work, and providing a pleasant classroom environment were found to reduce anxiety and increase the WTC (Peng, 2012; Wen & Clément, 2003).

Regarding the interlocutors, if students felt secure with the interlocutors or had familiarity, they may be willing to speak more. In addition, the knowledge about the speaker's language proficiency could also help students feel secure (Kang, 2005). Khamprated (2012) revealed that speaking with interlocutors who had different levels of English proficiency was one of the speaking problems for Thai students, and it could cause frustration when practicing speaking in the classroom. Thereby, knowing the interlocutors' language proficiency or speaking with interlocutors with the same language level could help students feel secure and tend to have greater WTC. In this study, students had an opportunity to interact or do speaking activities in both a homogeneous and heterogeneous group in order to provide the feeling of security and familiarity for them when they had to speak out.

The topic in the present study was one related to the students' interest and prior experience. When the students discussed or communicated with others under the topic that they were interested in or had prior experience, they seemed to be excited. The feeling of excitement when talking about the topic encouraged students to speak more and had an influence on the WTC (Cao & Philp, 2006; Kang, 2005; MacIntyre et al., 1998). In terms of the conversational context, students may feel that they had to explain or speak more when they were asked for additional information or were misunderstood. Thus, with this feeling, this would encourage them to speak and influence the WTC (Kang, 2005). In this study, the various situations were provided for students through activities and assignments to create the feeling of responsibility to clarify or explain more depending on the given situations. Therefore, the students had an opportunity to engage in various conversations and instill their WTC.

In conclusion, situational variables in the situational level had a direct influence on the WTC, and it could change depending on the context, whereas the individual variables in the trait level had an indirect influence on the WTC, and it had stable properties. The situational variables consisting of communicative competence, self-confidence, topic, interlocutors, and conversational context would be factors that would need to be taken into consideration when designing the activities and assignments to enhance the levels of WTC in the present study. Regarding the trait level, this would consist of personality, motivation, and attitude, which were not the focus of the present study because the variables in the trait level had a non-immediate impact on the WTC, and this also depended on the individuals.



### 2.3.5 Measurement of the willingness to communicate in EFL

The instruments that were commonly used for investigating the WTC were stimulated recall and a questionnaire. The stimulated recall was used to prompt students to recall their thoughts and to produce verbal protocol about what they were thinking while performing the tasks (Gass & Mackey, 2000). However, the most common instrument used for investigating the WTC was a questionnaire.

In the present study, the investigation of the WTC in English in the classroom, which commonly occurred when students participated in speaking in the classroom and when they did the online activities, was the main focus. Therefore, the researcher adapted the questionnaire created by Mystkowska-Wiertelak and Pawlak (2016) and Reinders and Wattana (2014). They developed the WTC questionnaire, which had various settings for measuring the WTC inside the classroom and WTC in a computer game setting. The questionnaire was relatively similar to the situations and settings in the present study, so it was adapted for appropriateness for the context of the study.

In addition, observation was used to monitor students' actual behavior that showed the WTC in English in the classroom. Thereby, the observation checklist was used to observe students' actual behavior in class. The observation checklist was adapted from Cao (2009) and Xie (2011) and included the frequency counts to indicate the students' actual behavior that showed their WTC in English in the classroom. Moreover, the observers' notes were provided for the observers to record the students' behavior related to the WTC in English while they were in the classroom. The psychological

antecedents to situational WTC comprising security, excitement, and responsibility proposed by Kang (2005) were employed to use as a coding scheme in order to analyze the qualitative data from the observers' notes. Each of the psychological antecedents was the co-construct and had a joint effect that led to the emergence of the situational WTC.

#### 2.3.6 Related research in the willingness to communicate

There have been numerous research studies on the willingness to communicate, which are discussed as follows:

Reinders and Wattana (2014) examined the effects of a playing a digital game on learners' WTC with 30 Thai EFL learners enrolled in a university language course who completed six 90-minute lessons playing Ragnarok Online, a popular online role playing game. The results revealed that the students had low confidence, high anxiety, low perceived competence, and low WTC when participating inside the classroom, but after playing the online game, the results showed a significant improvement that students felt more confident, less anxious, more competent, and more willing to communicate.

Chotipaktanasook (2014) studied the use of social media as a form of a computer-assisted language learning activity to enhance Thai EFL students' WTC. The findings showed that the level of WTC appeared to be enhanced by taking part in the social media with positive perceptions of WTC, low anxiety when interacting in the target language, high self- perceived communicative competence, and high frequency of target language use.

In the Indonesian EFL context, Wijaya and Rizkina (2015) attempted to investigate the Indonesian students' level of willingness to communicate and the potential factors which influenced students' willingness to communicate. The data were collected by using a survey and a semi-structured interview. The findings revealed that Indonesian EFL university students had low willingness to communicate. The type of task, class size, language anxiety, and teachers and students' rapport were also the most discouraging factors affecting students' willingness to communicate. It could be stated that the teacher's role had an effect on the EFL students' willingness to communicate.

In addition, Vongsila and Reinders (2016) investigated the teachers' perceptions of their role in fostering the WTC through interviews and questionnaires and compared these with observations of their classroom practices. The research was conducted with mostly Asian learners in an ESOL class in New Zealand that focused predominantly on communicative skills. The results revealed that teachers believed they played an important role in helping learners to develop the WTC and identified a range of strategies that they used in class.

Riasati (2012) examined Iranian EFL learners' perception of factors that influenced their willingness to speak English in language classrooms. Semi-structured interviews were conducted to discover these factors. It was found that these factors composed of the type of task, topic of discussion, interlocutor, teacher, class atmosphere, personality and self-perceived speaking ability contributed to the WTC. These findings led to a better understanding of the nature and role of the WTC in language pedagogy and suggested implications

for effective language teaching and learning. Additionally, Kang (2005) reported on how situational willingness to communicate in a second language could dynamically emerge and fluctuate during a conversational situation. Interviews, videotaped conversations, and stimulated recalls were employed to collect the qualitative data. The results revealed that the situational willingness to communicate in a second language emerged from the joint effect of interacting the psychological conditions of excitement, responsibility, and security. Each condition was co-constructed by interacting situational variables that included the topic, interlocutors, and conversational context. Therefore, Kang proposed a multi-layered construct of situational willingness to communicate and formed a new definition of the WTC that was suggested as a dynamic situational concept that could change moment to moment rather than a trait-like predisposition.

Mohammadi et al. (2019) attempted to investigate the influence of using the flipped classroom model on EFL students' achievements and their willingness to communicate. The participants in the experimental group received instructional videos regarding their English textbook. The videos were uploaded on a social network channel, so the participants could download them and watch them at their convenience. The participants in the experimental group then had the chance to interact with classmates and the teacher via a social network. Simultaneously, the students in the control group received in-class traditional teaching focusing on lectures and explanations by the teacher. Despite these two different ways of presenting the contents of the English textbook, students in both groups had the opportunity to take part in various

learning activities in each classroom session including collaborative activities, completing the textbook exercises, giving comments and presenting new ideas, giving each other support and feedback, and taking in-class quizzes. The findings demonstrated that the participants in the experimental group could outperform the participants in the control group. Moreover, the findings of this study indicated that there was a significant difference in learners' willingness to communicate between the two groups in favor of the experimental group.

Nevertheless, the impact of the WTC would vary from learner to learner and would be dependent on a number of factors, particularly the topics of discussion and the attitudes of their interlocutors. Therefore, in a diverse classroom, students would have differences in terms of the levels, interest, or learning styles; thus, it would also be important to tailor instruction that would be appropriate for them.

## **2.4 Differentiated Instruction**

Differentiated instruction refers to changing the pace, level, or kind of instruction that teachers provide for students in response to individual students' needs, styles, or interests (Heacox, 2002). This is an instructional approach that focuses on the differences among students in the classroom. Since there would be a lot of diversity in one classroom, some students would be unable to master the objectives of the lessons and some would find their lessons lacked challenges. These problems have been found in many classrooms that teachers used a single teaching approach to teach with various degrees of differences among students.

Tomlinson (2017) defined differentiated instruction as the “shaking up” of what occurs in the classroom. Thus, students would have multiple options for absorbing the information, making sense of ideas, and expressing what they had learned.

Similarly, Gregory and Chapman (2013) stated that differentiated instruction provided a variety of options to successfully reach the targeted standards. This was also found among students who were offered challenging, appropriate options for them in order to achieve success.

Blaz (2016) also mentioned that differentiated instruction was complex and flexible with various ways to accommodate different teaching styles from the students’ differences in learning styles, interests, prior knowledge, socialization needs, comfort zones, levels of engagement/readiness, and technology that students had access to and knew how to use well.

According to the researchers and educators, differentiated instruction allows teachers to vary lessons based on the students’ readiness levels, interests, and learning profiles as well as students are able to participate in the lessons that the instruction was tailored for them. The students’ ability level should be categorized, so that teachers could provide specific learning opportunities to meet students’ needs according to their readiness levels, interests, and learning profiles. Therefore, every student in a diverse classroom could make progress in his/her learning with no one being left behind (Chapman & King, 2005; Hall et al., 2009; Pierce & Adams, 2005; Richards & Omdal, 2007; Subban, 2006; Theisen, 2006; Tomlinson, 2017).

### 2.4.1 Major characteristics of students in differentiated instruction

There are three major characteristics of students guided in differentiated instruction: readiness, interest, and learning profile.

#### *2.4.1.1 Readiness*

Readiness refers to students' knowledge and current understanding of the particular topics (Tomlinson, 2017). In order to determine students' readiness, teachers would need to conduct a pre-assessment. If the instrument were not a self-assessment, teachers would have to share the results with students. The students would need to know their level of readiness to set an achievement goal, which could also assist the teachers when assigning partner and group work (Blaz, 2016).

#### *2.4.1.2 Interest*

Interest refers to topics that would stimulate the students' curiosity and passion, and would engage students in learning (Corley, 2005; Tomlinson, 2017). Blaz (2016) stated that one of the easiest ways to differentiate for interest was by simply providing a variety of topics.

#### *2.4.1.3 Learning profile*

Learning profile refers to ways in which students learn best and understand the modes of learning that work best for them (Tomlinson, 2017). Tomlinson (2017) also stated that the learning profile was an umbrella term for four factors that influenced how students approached learning or processing ideas, which were learning style, intelligence preferences, gender, and culture. These four factors could overlap or interact with one another to influence the students' attitude and

engagement in different types of activities. Differentiating the learning profile aims to provide students to learn more comfortably, efficiently, and effectively. Blaz (2016) also mentioned that there was a connection between intelligences and learning styles. Teachers could use a learning styles survey to assess whether their students were movers or sitters, morning people or better in the afternoon, and other less conventional characteristics that could contribute to their success in learning.

#### 2.4.2 Major criteria for differentiated instruction

Three major criteria of differentiating instruction were discussed.

##### 2.4.2.1 *The Content*

Tomlinson (2017) stated that the content was the “input” of teaching and learning. This is what teachers taught or what they wanted students to learn. Similarly, Blaz (2016) mentioned that the content was the essential information, ideas, attitudes, skills or facts that students must grasp and be able to use. The content could be differentiated in two ways. First, in differentiating content, teachers could adapt what they had taught. Second, teachers could adapt or modify how they gave students access to what they wanted their students to learn (Tomlinson, 2017). Gregory and Chapman (2013) also mentioned about the way to differentiate the content and resources, which could be implemented by using different genres, leveling materials, using a variety of instructional materials, providing choice, and using selective abandonment. In addition, the teacher would provide a variety of texts, from simple to advanced, from print to



electronic, from leisure reading to commercial to educational; such as, magazines, brochures, newspapers, music, poetry, advertisements, menus, and so on. The utilized texts could be authentic, simplified, or manufactured for the students use (Blaz, 2016).

In this study, the content was differentiated regarding the students' interest and learning profile. That is, the content was designed to raise the students' awareness as well as activate their background knowledge in order to make the students engaged with the content. Thus, they could learn the new knowledge more effectively. The content was differentiated by using the topics that students were interested in, which employed the results from the needs analysis questionnaire. Furthermore, the content could be presented in various modes of learning and students could select the modes that worked best for them (Tomlinson, 2017). In this study, the researcher differentiated the content according to the interest in which the topics were from the results of the needs analysis and learning profile that provided the content on the website in three modes of learning consisting of text, infographic, and video clips.

#### *2.4.2.2 The process*

Process means sense making or the opportunity for students to process the content or ideas and skills to which they have been introduced. When students encountered new ideas, information, or skills, they would need time to run the input through their own filters of meaning. As they tried to analyze, apply, question, or solve a problem using the material, they would make sense of the content before it became "theirs"

(Tomlinson, 2017). Blaz (2016) also stated that the process refers to the variety of ways by which students make sense of the content or input and come to “own” it. Furthermore, the process is the use of a variety of flexible grouping methods.

Hence, in this study, the process, which referred to the activities that were designed to help students make sense of the content they had learned from the website and practiced their speaking, was differentiated in response to the readiness and learning profile. That is, the students could do activities in a homogenous group to practice using tiered activities based on their readiness, and a heterogenous group to serve their learning profile.

#### *2.4.2.3 The product*

The product refers to the assignments that should help students rethink, use, and extend what they had learned over a long period of time. This could be within a unit, a semester, or a year. The product is important not only because it represents students’ extensive understanding and applications, but also because this is the element of curriculum students could most directly own (Tomlinson, 2017). Pinweha (2010) emphasized that the product demonstrated what students had learned from a unit. For that reason, high-quality product assignments were excellent ways of assessing students’ knowledge, understanding, and skill. Many students could show what they knew better in a product or assignments than on a written test. In this study, the products were open in terms of supporting the students’ interest, requiring more time for completion, and requiring

students to devote time both in and out of class to their own development. According to Tomlinson (2017), the objective of differentiated instruction was to have students work in a wide variety of peers and with the activities that were designed to draw on both the strengths and weaknesses of all members, so that they could scaffold each other in the areas of need. In particular with the novice students, it would be better to give them some opportunities to work in a heterogeneous group and attend to their varied learning needs. Therefore, in this study, the product was differentiated in response to the interest and learning profile. That is, the students could work with anyone they preferred or shared the same interest, as well as present the product or the assigned task to the class based on their preferences to serve their learning profile.

#### 2.4.3 Related research on differentiated instruction

Many studies have illustrated positive results from implementing differentiated instruction. Johnsen (2003) conducted a study on the use of differentiated instruction with undergraduate student teachers to suit different levels of ability. The participants in this study were encouraged to differentiate the content and process, using learning centers, different reading materials, and different strategies. The study indicated that the use of differentiated techniques proved to be engaging, stimulated student interest, and provided a gratifying experience for the undergraduate teachers. Moreover, Reis et al. (2011) examined the effect of a differentiated, enriched reading program on students' oral reading fluency and comprehension using a schoolwide

enrichment model - reading. The results demonstrated that an enrichment reading approach, with differentiated instruction and less whole group instruction, was as effective as or more effective than a traditional whole group basal approach.

Additionally, Ismail and Al Allaq (2019) attempted to examine the English teachers' views about the effectiveness of cooperative learning and differentiated instruction in improving students' learning in English language classes. The results revealed that the English language teachers considered cooperative learning as a valuable instructional procedure for promoting learners' engagement, classroom social interaction, cultural appreciation, and differentiated instruction. It was also suggested that combining cooperative learning with differentiated instruction could strengthen students' intrinsic motivation and enhance students' self-confidence and their learning outcomes as well. Likewise, Aliakbari and Haghighi (2014) investigated the effectiveness of differentiated instruction in the enhancement of Iranian learners reading comprehension in separate gender education. The participants were divided into two groups. The control group received conventional instruction strategies, whereas the experimental group was given differentiated instruction; such as, flexible grouping, tiered instruction, and tiered assignments.

In this particular study, the researcher differentiated the content, process, and also product. After conducting the test and analyzing the results, it was found that female students of the experimental group performed better than the males as the control group in the test. The results revealed that the

implementation of differentiated instruction in terms of flexible grouping, tiered instruction, and tiered assignments was effective to support EFL students in the process of learning reading comprehension. It was suggested that placing students in instructional groups for a particular skill, study unit, or learning chance based on the readiness, interest, or learning profile could effectively help the students learning, as well as teachers could try to design instruction, which could meet the students' interests and needs.

Hung (2015) investigated the practice of differentiated instruction with Taiwanese EFL students. The scaffolding material was employed by modifying tasks based on the students' levels of ability. The major content in the textbook was supplemented with a picture book. A variety of multileveled activities was then conducted; such as, a heterogeneous group role play, a homogeneous group out loud sentence reading, phonics practice activities, along with other alternative assessments. Tiered worksheets were also provided for students to self-select and complete an assignment at the end of the lesson. The findings revealed that the majority of students engaged in collaborative work, challenged higher level tasks, and completed the worksheets correctly. In the survey administered after the implementation of the differentiated instruction, the students generally perceived the learning experiences positively. However, the number of lower-level students who demonstrated satisfaction was significantly lower than the number of higher level students. It was observed that the lower- level students tended to be off-task when they became frustrated with the course content suggesting the need for extra facilitation or remedial teaching for lower - level students.

Additionally, Vargas-Parra et al. (2018) intended to examine the effects of differentiated instruction through a virtual learning environment on the students' English learning process. Journal data were analyzed through the use of content analysis and triangulation techniques. The results revealed that differentiated instruction had a positive impact on the students' learning process, met their needs, and increased their motivation. Students who received differentiated instruction felt more comfortable because the different tasks were planned based on their interests, learning styles, and level of readiness. Furthermore, students enjoyed performing the tasks in a virtual learning environment while learning at their own pace. Moreover, the teachers played an important role in a differentiated instruction classroom to promote a comfortable classroom environment; such as, providing strategies, anticipating the problems, facilitating the learning process, and reflecting upon each element of the lessons in class.

Thus, the previous research clearly supports the effects of differentiated instruction on teaching. It was found that differentiated instruction was very useful in many aspects. In this study, differentiated instruction could help undergraduates improve their speaking ability and willingness to communicate. In order to implement the differentiated instruction effectively with students who are a digital native, implementing an approach that could flip the way students learn the contents via the Internet outside the classroom is very important. This could help students be interested in the contents, as well as they could explore the lessons according to their own pace anywhere and anytime based on their preference. Moreover, with

this flipped classroom approach, students could have the opportunity to practice the content in class with the assistance of teachers and their peers. Therefore, using the flipped classroom may suit students in this context.

## **2.5 Flipped Learning Approach**

Bergmann and Sams (2014) defined flipped learning as a pedagogical approach in which direct instruction is transferred from the group learning space to the individual learning space, and the resulting group space is transformed into a dynamic, interactive learning environment where the educator would guide students as they apply the concepts and engage in creativity in the subject matter. Direct instruction is often referred to as a lecture. In flipped learning, direct instruction is delivered individually through teacher-created videos instead of using direct instruction in the classroom; as such, flipped learning is individualized learning. There are many methods, variations and types of student-centered learning including differentiated instruction, problem/project-based learning, inquiry-based study, etc. When teachers combine these with the flipped learning concept, these strategies become practical to implement.

Flipped learning is not a set process, as it allows for many expressions of the model. There is no single strategy that works in every classroom, for every teacher, and for each student. However, flipped learning is adaptable to teachers' style, methods, and circumstances. Each teacher is able to personalize his/her version of flipped learning for the students.

The key components of a successful flipped learning environment are collaboration, student-centered learning, optimized learning spaces, adequate time for

implementation, support from administrators, support from the IT department, and thoughtful reflection. Bergmann and Sams (2012) also proposed the comparison of class time in a traditional versus flipped classroom. Table 4 presents the comparison between the class time in a traditional and flipped classroom.

*Table 4: The comparison between the class time in a traditional and flipped classroom proposed by Bergmann and Sams (2012).*

Traditional Classroom		Flipped Classroom	
Activity	Time	Activity	Time
Warm-up activity	5 min.	Warm-up activity	5 min.
Review previous night's homework	20 min.	Q&A time on video	10 min.
Lecture new content	30-45 min.	Guided and independent practice and/or lab activity	75 min.
Guided and independent practice and/or lab activity	20-35 min.		

From this table, students would have more time to practice in class guided with their peers or teacher and independent practice. They could also get feedback from their teacher as well, which would enhance the skills they would have learned.

Fulton (2014) also defined the term “flip the classroom”, which refers to inverting the traditional method of teaching. In other words, the lesson was presented during class time and homework was assigned for practice at home, but in the flipped classroom, the lesson was assigned for students to access out of class time, freeing up class time for building on that lesson with discussion, exercises, labs, or projects.

Similarly, Lockwood (2014) emphasized the concepts of flipped learning, which occurred when students were exposed to the instruction outside the classroom and when class time was used as a means to apply that newly found outside knowledge through activities. This turned Bloom’s taxonomy (Bloom, 1956) upside



down. In flipped learning, the class time was spent on higher-level skills (application, analysis, synthesis, and evaluation) rather than the traditional classroom, which class time was focused on the lower level (knowledge and comprehension).

In order to create flipped lessons, there is no single recipe or template for these kinds of lessons (Fulton, 2014). Basically, lessons are captured in a video format, prepared, or created by the teachers. The audio files, PowerPoint presentation or screenshot captures a teacher working on a whiteboard, and other formats could be used in flipped lessons as well. Students are expected to access and absorb the content before class not through the lectures during the class period. They would come to class prepared to discuss, analyze, practice, or apply the information they had accessed and absorbed before class. They could also replay and review each lesson as many times as needed. When students entered the classroom, the teachers would assign activities to practice, deepen, and assess understanding.

Fulton (2014) also suggested the flipping mindset, which involved three elements consisting of teachers made the best use of their face-to-face time with students, the classroom used student-centered pedagogy, and there was an intentional focus on higher-level thinking rather than rote memorization. Simultaneously, Gerstein (2011) stated that the flipped learning approach was developed based on the theory of experiential learning cycles by providing a sequence of learning activities throughout the instruction procedure. There were four stages in the flipped learning approach.

First, *experiential engagement* (inside the classroom): Students would be engaged in an authentic or hands-on learning activity that fully engaged the students inside the classroom. This stage would provide students with experience and prepare

them for other learning activities in the following stages. Students would be involved in the experience with their background knowledge and become interested in the topic because of the experience that would motivate them to have a desire to learn more. Therefore, the teacher would be responsible for structuring and designing the activities that would positively influence each student's potential experiences in applying the learned content knowledge; such as, simulations, experiments, community projects, or even arts activities.

Second, *concept exploration* (outside the classroom): Students would learn more in-depth concepts touched upon after they had completed the activities during the experiential engagement. They would explore the contents about the topic more than usually presented via content videos, content-rich websites, and virtual simulations online and/or online reading materials outside the classroom.

Then, *meaning making* (inside the classroom): Students would elicit their understanding of what was learned during the previous stages. They could construct their understanding of the content or topic being covered through written blogs or verbal-based audio or video recordings. Tests could be used to test students' understanding of the content by either a verbal or written exam.

Finally, *demonstration and application* (inside the classroom): Students would demonstrate what they had learned and apply the materials in a way that would make sense to them. They would have to create something that was individualized and extended beyond the lesson with applicability to the learners' everyday lives, which could be creative projects or presentations.

To conclude, the flipped learning approach has no set recipe or template. It is a means to increase interaction and personalized contact time between students and

teachers. The students are expected to explore the contents before the class time, so that there is plenty of time to practice the tasks or activities in class with teachers if needed. The students could work collaboratively with their peers, as well as they could get feedback from the teachers and friends. Therefore, the teacher could use the concepts of the flipped learning approach to help design the instruction that would be suitable for the particular context.

#### 2.5.1 How the flipped learning approach could be implemented to the speaking skill?

The flipped classroom can be more dynamic with discussion, activities, and/or projects. Since in a traditional classroom most teachers are hard-pressed to make their way through all of the reading, questions, and assorted activities in the book, the activities or discussion sections would not be implemented. However, in a flipped classroom, more of the readings could be done at home, which would allow for more interaction, activities, and application in class (Lockwood, 2014). That is, group work or projects would be used more in a flipped classroom with the teacher available if students needed him/her.

#### 2.5.2 Teacher roles

The roles of teachers are expected a change in a flipped learning approach. The teachers must be knowledgeable in the subject matter and be able to elicit that knowledge from the students. When the instruction is provided outside the classroom, teachers would have more time available for students during the class time. Therefore, the teacher would be free to work with all

students and be actively facilitating, monitoring, helping, working with, and guiding students in the classroom. Teachers would also have more opportunities to encourage students and give feedback or comments on their learning process and help clarify the misconceptions. In a flipped learning classroom, teachers would have to be responsible for selecting the authentic materials and creating the content videos for students (Bergmann & Sams, 2012; Cockrum, 2014; Lockwood, 2014). Since videos would be the main resources of instruction, the teacher would need to make sure that each student had access to them; such as, posting the videos via online tools or saving files to a flash drive (Bergmann & Sams, 2012).

For the assessment, flipped learning teachers would need to create alternative assessment for students to demonstrate their knowledge and understanding according to the learning outcomes for each unit of study (Bergmann & Sams, 2012; Cockrum, 2014; Lockwood, 2014).

### 2.5.3 Student roles

The flipped learning approach is aimed to encourage students to take charge of their own learning and become autonomous learners. In addition, the flipped learning approach anticipates that students would be able to support each other collaboratively in learning although this may challenge those students who like to sit down and listen to lectures as seen in a traditional classroom.

Furthermore, the flipped learning approach would require students to explore the content in greater depth by themselves and be able to increase a

higher order thinking level and provide a lot of learning opportunities that would be transferred from being a teacher-centered to student-centered approach. Students would be involved in the knowledge formation through opportunities to participate in a meaningful learning environment (Bergmann & Sams, 2012; Cockrum, 2014; Lockwood, 2014).

#### 2.5.4 Roles of materials

The materials used in the flipped learning approach would be used with the subject matter of the core content. It has been recommended that videos and authentic materials should be used as the central materials for the flipped learning approach. Videos are one of the appropriate learning tools for students to help them take charge of their own learning and make use of the knowledge gained from watching videos to complete the tasks or activities in the classroom. Simultaneously, other authentic materials; such as, news articles, TV broadcasts, advertisements, newspapers, magazines, and so on could be useful learning materials to use for both inside and outside classroom activities in a flipped language classroom (Cockrum, 2014; Lockwood, 2014).

In the present study, the concepts of the flipped learning approach were summarized and employed with the instruction. Table 5 illustrates the concept of the flipped learning approach in this study.

*Table 5: The concept of the flipped learning approach in this study*

Settings	Descriptions
1. Outside the classroom	-Explored the differentiated content based on the interest and learning profile. - Did preparatory online activities; differentiated based on the readiness and learning profile.
2. Inside the classroom	-Used a quiz to check whether students had studied the content and retained the knowledge. The quiz was used informally.
3. Inside the classroom	-Did differentiated activities with peers based on the readiness, interest, and learning profile.

#### 2.5.5 Related research in the flipped learning approach

There are several studies that have investigated the effects of using a flipped classroom in language instruction. Hamdan et al. (2013) revealed that in the flipped classroom, students were provided with more opportunities for interaction. They were asked to work collaboratively in small groups. Thereby, students could develop their speaking ability as well as their oral communication through group work activities, which they used English as the medium to communicate and negotiate among their friends.

Zhang et al. (2016) investigated the effectiveness of the flipped classroom mode on an English pronunciation course. The researchers compared the students' final exam scores in a flipped classroom mode with those of students taught with the traditional teaching mode. Moreover, individual face-to-face interviews were carried out to investigate the students' attitudes toward the teaching modes. The findings revealed that the flipped classroom mode was more effective than the traditional mode in pronunciation teaching.

Regarding the students' attitudes toward flipped learning instruction, Doman and Webb (2017) investigated the students' attitudes toward the flipped learning experience of EFL students in a Chinese university. The students received flipped learning with different technology both inside and outside the classroom. This included blogs, wiki pages, Moodle, Google Docs, independent language learning sites on the English Language Center (ELC) site, clickers, online quiz applications, and video-making tools. The results from the surveys and interviews revealed that the flipped classroom had positive effects on the use of technology with regard to supporting learning, having a social presence, and being teacher oriented. The students became more active, engaged, and responsive in the lessons. Hence, the students who received flipped instruction had more positive attitudes toward learning English than those in a traditional classroom.

In Thailand, Sakulprasertsri (2014) also investigated the effect of English instruction using the flipped learning approach on upper secondary school students' English oral communication ability, motivation in learning English, and opinions toward the English instruction using the flipped learning approach. The results revealed that students' English oral communication ability improved significantly as well as their motivation in learning English. In addition, Santikarn and Wichadee (2018) attempted to assess how a flipped classroom had an impact on Thai EFL university students' learning performance and perceptions. The participants were required to watch pre-recorded lectures prior to the class and then attend class to discuss the topics, share knowledge, and perform tasks. The findings showed that the students'

English scores were satisfactory after they had participated in the flipped classroom. Most students were satisfied with the video lecture and Edmodo, the learning platform. The students also revealed positive perceptions on flipping the classroom. The students claimed that the aspect they gained the most from the flipped classroom was becoming an autonomous learner. Likewise, the perceptions on students' autonomy were higher than those before the implementation of the flipped learning approach.

In another interesting research design using the flipped learning approach, Li and Suwanthep (2017) examined the effects of integrating a flipped classroom model to teach English speaking in Thai EFL undergraduate students. The experimental group received the flipped instruction via online video lectures and spent time in class doing role plays to practice speaking. Simultaneously, the control group received face-to-face instruction and was required to do question and answer drills in the textbook as speaking activities. The findings reported that the experimental group received significantly higher scores in the speaking post-test than the control group. Additionally, the students expressed supportive opinions toward the implementation of flipped instruction and role plays in class.

Similarly, speaking ability is a skill that students may need time for practice. In the flipped classroom, Lockwood (2014) stated that students did not only have plenty of time to practice their speaking in class with the help of the teachers and their peers, but also had the opportunity to expose and learn how to use the language and practice using the language outside the classroom by watching the videos via online tools.



According to the aforementioned studies, it could be said that the flipped learning approach allowed for a variety of learning modes. The students could manage their own spaces for learning via an online platform. The flexible time in which students select when and where to learn created a flexible learning environment. In addition, to helping students in a diverse classroom develop conceptual understanding as well as prepare themselves prior to the classroom, differentiated instruction provided the content, the process or the activities, and the product based on the students' readiness, interest, and learning profile. In terms of readiness, this was important for continuous academic growth. Since students do not progress when the work was consistently too difficult or too easy for them, then the tasks or the activities that were a little too difficult with the supportive tools to achieve the task could enhance students' ability. The students' interest was also important in tapping excitement and the motivation to learn. Moreover, the learning profile was crucial for the efficiency of learning. If students could learn in the preferred modes, they would tend to learn more quickly and what they learned would be more durable. Thus, students could manage their time to study the content and do some activities via online tools with the intention to pave their way before coming to the classroom. The content and the activities would be differentiated depending on the differences. When they entered the classroom, the class time would be freed up for interactive learning and activities. This could lead to the improvement of students' speaking ability since speaking required a lot of time to produce and practice. The flipped learning and the differentiated instruction allowed students to learn in a flexible environment

and practice through the activities that were suitable and served their differences. Moreover, when students learn in a flexible environment with the supportive tools, this would have an influence on students' self-confidence and communicative competence, which would have an effect on the situational WTC. In addition, learning and practicing through topics of interest with the preferred modes of learning as well as the various activities could provide various situations to create secure, excitement, and responsibility that would influence situational WTC. Therefore, implementing the flipped learning approach along with the differentiated instruction could enhance students' speaking ability and WTC.

## **2.6 Speaking Instruction Using the Differentiated-Flipped Learning Approach**

Nowadays, classrooms are an academically diverse (Tomlinson, 2017). Students are different and unique in their own way, but they still have to study in the same class. Their differences consist of the readiness level, interest, and learning profile. Hence, to design speaking instruction that could enhance speaking ability and willingness to communicate, differentiated instruction would need to be suitable and serve the diversity in the classroom. Additionally, speaking is a skill that requires time for practice, and the flipped learning approach would allow students to do this. Students could explore the content and do activities to pave the way for face-to-face activities before the class time via online tools.

The researcher therefore proposed conducting speaking instruction for Thai EFL undergraduate students by using the differentiated-flipped learning approach. The instruction in the present study was designed under the principles and concepts of

speaking instruction (Harmer, 2015; Thornbury, 2013), differentiated instruction (Blaz, 2016; Gregory & Chapman, 2013; Tomlinson, 2017), and flipped learning (Bergmann & Sams, 2014; Fulton, 2014; Gerstein, 2011; Lockwood, 2014).

Moreover, to make the instruction suitable for the EFL students, preparatory activities were provided, so that the students had to do the activities via the online tools before they came to the classroom (Cockrum, 2014).

In order to provide a place for the students and the teachers to check the comprehension and to make sure that the students had retained the knowledge from the online instruction based on the concepts of flipped learning Gerstein (2011), the *assure* step, which was proposed by the researcher to provide a small quiz was added after the *awareness* step.

Thus, the speaking instruction using the differentiated-flipped learning approach in the present study consisted of four steps; *awareness*, *assure*, *appropriation*, and *activate*. The major criteria of the differentiated instruction composed of the content, the process, and the product were also implemented in awareness, appropriation, and activate, respectively. Likewise, the content, the process, and the product were differentiated based on the readiness, interest, and learning profile. Table 6 illustrates the speaking instruction using the differentiated-flipped learning approach in the present study.

*Table 6: The speaking instruction using the differentiated-flipped learning approach in the present study.*

Elements of Teaching	Descriptions
1. Awareness	- To discover new knowledge, students would need to have awareness and understanding of what they were going to learn ( <i>The content: Differentiated by learning profile &amp; interest</i> ).
2. Assure	- To check the comprehension and make sure that students retained the knowledge.
3. Appropriation	- To make the new knowledge become students' own, students would need to have activities that would provide collaborative constructions ( <i>The process: Differentiated by readiness &amp; interest</i> )
4. Activate	- To get students using the knowledge or language as freely and communicatively as they could and present the assigned task to the class ( <i>The product: Differentiated by learning profile &amp; interest</i> ).

In addition, addressing students' interest could be important to students' academic development (Tomlinson et al., 2013). The students' interest was also linked to motivation and appeared to promote positive impacts on learning in both the short and long term (Renninger, 1998). Contents and activities that were interesting to students were more likely to lead to enhanced student engagement with the activities (Collins & Amabile, 1999). It was also found that interest contributed to a sense of competence and self-determination; such as, willingness to accept challenge and persist in it (Fulk & Montgomery-Grymes, 1994). For this reason, the students' interest was involved in all major criteria included the content, the process, and the product in the present study, and may serve as a catalyst for developing a new level of skill (Csikszentmihalyi et al., 1993).

In terms of the willingness to communicate (WTC) in English, the variables affecting the situational WTC in English were combined in each step of the instruction with the intention to enhance students' WTC. That is, the content, which was in the awareness step, the small quiz to check the comprehension and retention,

which was in the assure step, the process or the activities, which was in the appropriation step, and the product, which was in the activate step were designed to promote the variables affecting the situational WTC (Kang, 2005) in English included the communicative competence, self-confidence, interlocutors, topic, and conversational context. Table 7 illustrates the variables affecting the WTC in the stage of the speaking instruction using the differentiated-flipped learning approach.

*Table 7: The variables affecting WTC of the speaking instruction using differentiated-flipped learning approach*

Settings	Steps of the lessons	Variables Affecting WTC
<b>Online</b>	Awareness	- Communicative competence - Self-confidence
	Assure	- Self-confidence
	Appropriation	- Communicative competence - Self-confidence - Interlocutors - Topic - Conversational context
	Activate	- Communicative competence - Self-confidence - Interlocutors - Topic - Conversational context
<b>Face-to-Face</b>	Awareness	- Communicative competence - Interlocutors - Conversational context
	Assure	- Self-confidence
	Appropriation	- Communicative competence - Self-confidence - Interlocutors - Topic - Conversational context
	Activate	- Communicative competence - Self-confidence - Interlocutors - Topic - Conversational context

As can be seen in Table 7, the instruction was designed to support the variables that affected and had a direct influence on the WTC. For the online setting, regarding awareness, students had to explore the content, which was differentiated based on the interest and learning profile via the provided website. In this stage, students had to read, explore, or watch the video in order to engage in and be aware of the content. They needed to interpret the information and try to understand the content in the particular unit. Thus, they could practice the interpretive modes of communication, and it could enhance their communicative competence, which would affect the WTC. Moreover, learning via the website that they could learn anywhere and anytime from the various online tools and platforms could increase self-confidence and decrease anxiety (Ockert, 2013). In terms of assure, which was a small quiz, they could answer the questions via Google Forms, so that the teacher could monitor or check their responses. Providing a familiar tool like Google Forms for students to respond in this stage provided a more comfortable environment and decreased their anxiety, which could lead to increasing their self-confidence and enhance the WTC (Freiermuth & Jarrell, 2006). Regarding appropriation and activate, the students had to do some activities and assignments based on their readiness and learning profile through various social media and online tools. They could interact with their peers, both synchronous and asynchronous, via the familiar tools (website and Facebook) that could help increase their communicative competence in terms of the interpretive, interpersonal, and presentational modes, self-confidence, feeling secure with interlocutors, feeling excitement with topics/situations, and feeling responsibility to deliver in a

conversational context. These would have a direct influence on the WTC as well.

For the face-to-face platform, regarding the awareness, they were asked to do an activity to activate their background knowledge and help them be aware of the content that they had learned via the online tools. In this stage, they had to make a discussion with their partners who shared the same interest and was familiar to them. From this activity, they could practice their communicative competence in the interpersonal mode, work with familiar interlocutors, and take roles in various conversational contexts. These could help increase and have a direct influence on the WTC. Regarding assure, the students had to do a small quiz in order to make sure that they had explored the content via the website and retained the knowledge. For appropriation and activate, they had to do some activities and assignments based on their readiness, interest, and learning profile. They could interact and communicate with their peers, which could help increase their communicative competence in terms of the interpersonal and presentational modes, self-confidence, feeling secure with interlocutors, feeling excitement with topics/situations, and feeling responsibility to deliver in a conversational context. These would have a direct influence on the WTC.

Consequently, in the current study, the students started the lesson by exploring the content in the awareness step. The content was designed to raise the students' awareness in order to make the students engaged with the content. Thus, they learned more new knowledge (Harmer, 2015). The content was differentiated based on the interest and learning profile, which inferred that the topics and learning modes were

from the results of the needs analysis to suit their interests. Blaz (2016) suggested that students generally know what they are interested in, so it is the teacher's responsibility to observe and link this to the lessons. The content was differentiated in response to a student's interest by using a topic of interest. In terms of the learning profile, differentiating the content in response to the learning profile was to provide materials and ideas that would match the students' preferred way of learning (Tomlinson, 2017). Hence, presenting in different modes was the strategy that was employed. There were three modes of learning provided for students to explore based on their learning profile, which were texts, infographics, and video clips, so that students could choose any mode of learning that was best for them. A website was also compatible with many platforms; such as, smartphone, tablet, laptop, or PC computer. Regarding the assure step, students took a small quiz, which took only two to three minutes via Google Forms to check their overall understanding. After that, for the appropriation step, students did a preparatory activity as the process of learning that could help them realize and make sense about the content they had just learned. The preparatory activity was differentiated based on the readiness. Students did the activity with ones who had the same readiness level through a tiered activity. Next, the last step for the online platform was activate. Students did the activity that encouraged them to try to use language and knowledge, which was appropriate to the given topic; such as, creating a short conversation, giving opinions, or describing things based on the students' interest. The activity was also differentiated based on the learning profile by providing options for working environments, and they could choose the way to present their work as the product; such as, posting a comment,



video, or audio clip on a Facebook group. They could also receive and provide both synchronous and asynchronous feedback to their peers.

For the face-to-face platform, the awareness step was used to activate students' background knowledge about the content that they had learned via online tools. Students activated their background knowledge through the discussion. They discussed how the topics were used in each situation, and they could create situations regarding their interest. That is, it was differentiated based on the interest. The assure step aimed to elicit students' overall understanding of the content as well as to make sure whether they had learned and retained the content from the online platform. A small quiz was introduced in a very short time. The results from the quiz were recorded to give each student feedback and comments.

After that, the appropriation step provided students with a supportive framework. When students encountered new ideas, information, or skills, they needed time to make sense of this content before owning it. Hence, in this stage, the process, which referred to the activities that were designed to help students make sense of the content they had learned and practiced their speaking was differentiated in response to the interest and readiness. Regarding the interest, a jigsaw activity and flexible grouping were used. Students could select to work with their peers who shared the same interest to encourage the scaffolding process. Then, the tiered activity with the supportive tools was provided for the students to practice speaking in a face-to-face interaction. The ACTFL Performance Descriptors for Language Learners (2012a) and the Can-Do Statement were used as a guideline to stratify the performance of students in each range, which were novice and intermediate. Thus, the researcher could design what the levels of the complexity of each activity should be. In addition, according to

the line of logic for differentiating instruction, each student needed a challenge and success to learn well (Tomlinson, 2017). Then, scaffolding from their peers was important for students to reach their potential stage (Hall et al., 2009; Vygotsky, 1987). Finally, the activate step aimed to encourage students to use all and any language they had learned and practiced as well as integrate it into the existing knowledge through the assignment, which was designed to serve a real-world situation. The assignment in this stage referred to the product in which they could demonstrate what they had learned at the end of the units. Therefore, the product was differentiated in response to the interest and learning profile in which the students could select the topics of their interests and have the opportunity to choose the way to present the product that they preferred, so that students could become familiar with using the language in simulated real-world situations.

In addition, with the flexible learning environment via online tools, the supportive environment in a face-to-face platform, and the differentiation of the content, the process, and the product, all these factors also had a positive effect on promoting the situational willingness to communicate in English.

The theoretical framework of the present study is illustrated in Figure 4.

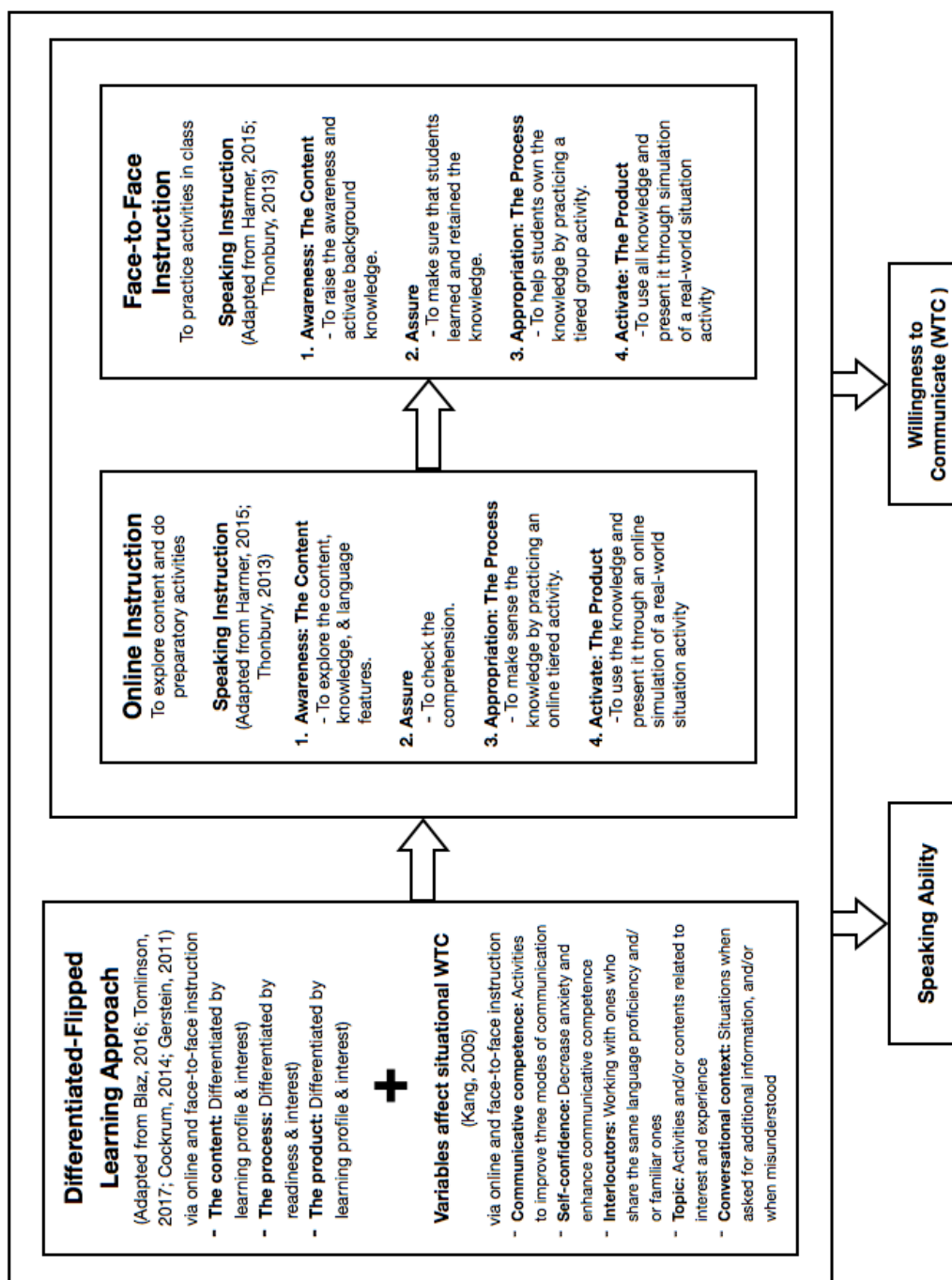


Figure 4: The theoretical framework of the speaking instruction using the differentiated-flipped learning approach.

## **Chapter 3**

### **Research Methodology**

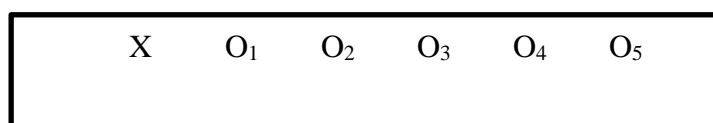
#### **3.1 Introduction**

This chapter discusses the research design and methodology used in this study. The present study aimed to investigate the effects of speaking instruction using the differentiated-flipped learning approach on the speaking ability and levels of willingness to communicate of Thai EFL undergraduates. The descriptions of the research design, population and sample, instruments, research procedure, data collection procedure, and data analysis are reported.

#### **3.2 Research Design**

In order to investigate the effects of speaking instruction using the differentiated-flipped learning approach on the speaking ability and levels of willingness to communicate (WTC) of Thai EFL undergraduates, two research designs were employed in this study.

First, speaking instruction using the differentiated-flipped learning approach was used as a treatment. To explore students' speaking ability, the speaking scores obtained from five units of speaking tests were analyzed to provide evidence of the effects of the speaking instruction using the differentiated-flipped learning approach on the students' speaking ability. Thus, the one-group post-test only design was used to investigate the speaking ability after implementation (Edmonds & Kennedy, 2017). Figure 5 illustrates the diagram of the research design for investigating the students' speaking ability.



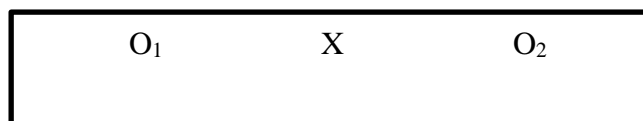
*Figure 5: Research design for exploring the students' speaking ability*

Where X = the speaking instruction using the differentiated-flipped learning approach

O = unit speaking tests

Students' speaking ability was investigated during the implementation of the speaking instruction using the differentiated-flipped learning approach. A quantitative research method was used in order to analyze the students' scores using one-way repeated measures ANOVA with a Greenhouse-Geisser correction and post hoc tests using the Bonferroni correction methods to examine the change in students' speaking ability after the treatment.

Second, the WTC questionnaire and the observation checklist were used as the research instruments. The results from the questionnaire, which were collected before and after experiencing the speaking instruction using the differentiated-flipped learning approach were compared by a t-test. In addition, the observations, which were used to collect the data about the frequency of students' behavior, showed the WTC in English during participating in the instruction in the classroom. The one-group pretest-post-test design was conducted to compare the students' levels of the WTC in English before and after the implementation of the speaking instruction using the differentiated-flipped learning approach (Cohen et al., 2007). Figure 6 displays the diagram of the research design for investigating the students' levels of WTC.



*Figure 6: Research Design for Investigating Students' WTC*

Where  $O_1$  = before implementing the speaking instruction using differentiated-flipped learning approach

$X$  = the speaking instruction using the differentiated-flipped learning approach

$O_2$  = after implementing the speaking instruction using the differentiated-flipped learning approach

Students' levels of WTC in English were compared before and after the implementation of the speaking instruction using differentiated-flipped learning approach.

### 3.3 Population and Sample

#### Population

The population of this study were 245 second-fourth year undergraduates aged 20-22 years, who enrolled in the English for Professional Communication course at King Mongkut's Institute of Technology Ladkrabang (KMITL), Bangkok campus. This course was a prescribed elective course, which was offered in the first and second semester of every academic year. The course was designed to provide students with practice in English communication skills emphasizing listening and speaking skills for daily life and the workplace, including the development of skills in conversation,

discussion, exchanges of opinions, speech making and oral presentation in public. The class met once a week for three hours. Students who enrolled in this course had to pass the Foundation English course.

### Participants

The participants were selected by means of intact sampling based on the classes assigned to the researcher by the Office of General Education, KMITL. Thus, the participants of the present study were 30 second-fourth year undergraduates aged 20-22 years who enrolled in the English for Professional Communication course. They were from the Faculty of Agroindustry majoring in Food Processing Engineering and Fermentation Technology in Food Industry. The students signed a consent form that they would participate in the present study. The letter of consent of this study is illustrated in Appendix A. In terms of Internet accessibility and electronic devices, all of the students owned a smartphone and a laptop. Most students used a tablet instead of using a hard copy. All the electronic devices were able to connect to the Internet. Thus, the students were equivalent to each other in terms of the background knowledge of the English language and the ability to access the Internet.

According to Yamane (1967), the most advantageous sample size should have a 95% confidence level and  $\pm 10\%$  precision. The sample size proposed by the Yamane formula should therefore be 72 students from a population of about 250. Since the present study had to be conducted in the classroom, the number of 72 students may not be practical in this context. Lipsey (as cited in Creswell, 2014) proposed the sample size table, which

illustrated the approximate sample size per experimental group needed to attain various criterion levels of power for a range of effect sizes at  $\alpha = .05$ .

Hence, it was found that the approximate sample size was 25 students with the power criterion set at .80 and the effect size at .80. Moreover, many researchers have recommended that 30 participants in an experimental study in the classroom are acceptable (Fraenkel et al., 2000; Wongwanich & Wiratchai, 2003). Additionally, as already mentioned students who enrolled in this course had to pass the Foundation English course of the university, which indicated that the participants of the study shared similar characteristics with the population in terms of the background of English learning under the compulsory courses of the university. As a result, the number of 30 students in this study could represent the population.

In addition, the participants were required to do a speaking placement test before they participated in the speaking instruction using the differentiated-flipped learning approach in order to group them into the novice, intermediate, and advanced levels. A percentage was employed to set the criteria for the cut scores. That is, the students whose scores were less than or equal to 50% were considered to be in the novice group, scores between 51% to 84% were considered to be in the intermediate group, and the scores greater than or equal to 85% were considered to be in the advanced group. These scores were based on the overall criteria for grading the English for Professional Communication course at King Mongkut's Institute of Technology Ladkrabang, Bangkok campus.



### 3.4 Research Procedure

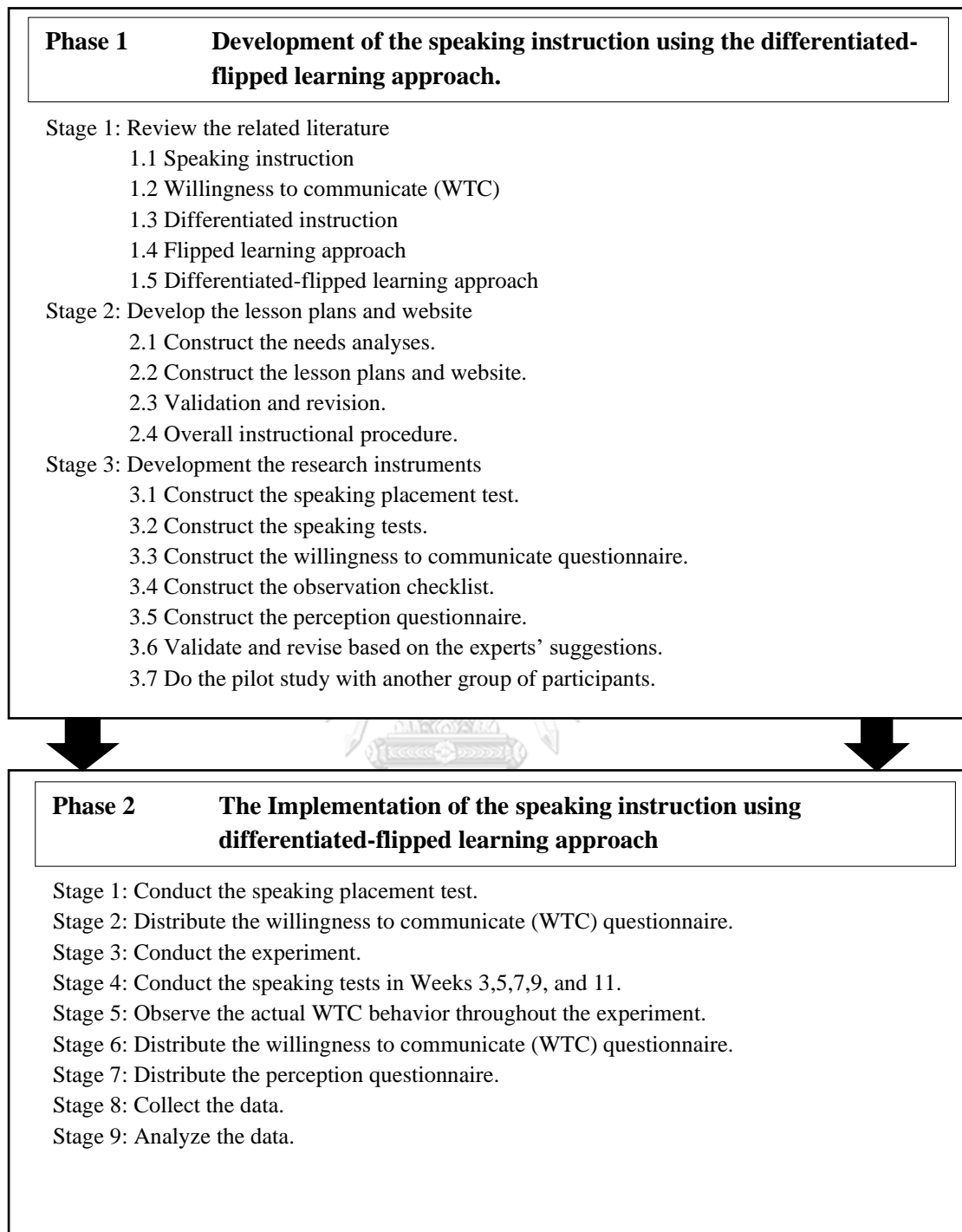
The present study aimed to develop the speaking instruction using the differentiated-flipped learning approach to enhance students' speaking ability and levels of willingness to communicate. The intervention was designed based on the four theories: speaking instruction, differentiated instruction, flipped learning approach, and WTC.

The research was divided into two main phases, which were the development of the speaking instruction using the differentiated-flipped learning approach and the implementation of the speaking instruction using the differentiated-flipped learning approach. In the implementation phase, the research instruments used to collect the data were speaking tests, WTC questionnaire, observation checklist, and perception questionnaire. The independent variable was the speaking instruction using the differentiated-flipped learning approach. The dependent variables were the speaking ability and levels of WTC.

Phase I, the development of the instruction, theories and relevant research including the speaking instruction in an EFL context, WTC, differentiated instruction, flipped learning approach, and differentiated-flipped learning approach were reviewed. After that, the needs analyses were conducted to elicit the topics of interest, learning preference modes, types of electronic instructional media, and types of activities. Then, the lesson plans, website, speaking placement test, and research instrument including speaking tests, scoring rubrics, WTC questionnaire, observation checklist, and perception questionnaire were constructed and validated by the experts. Next, the lesson plans, website, speaking placement test, and the research instruments

were revised based on the experts' suggestions. After this, the pilot session was conducted with 30 undergraduates who had a similar background to the participants.

Phase II, for the implementation of the instruction, the participants were required to do the speaking placement test in order to categorize them into the novice, intermediate, and advanced levels. Then, the WTC questionnaire was distributed to all participants to investigate their WTC before the treatment. After that, the participants were required to study five units. At the end of each unit, speaking tests, which consisted of interpersonal and presentational tests were administered. Furthermore, while the participants were participating in the instruction in the classroom, a video recording was employed to record and observe their behavior that showed their WTC in English based on the observation checklist. At the end of the course, the researcher asked the participants to complete the WTC questionnaire and perception questionnaire toward the speaking instruction using the differentiated-flipped learning approach. Figure 7 illustrates the research procedure.



*Figure 7: The research procedure.*

Phase I: Development of the speaking instruction using the differentiated-flipped learning approach.

### *1. Review the related literature*

The theoretical framework of the speaking instruction using the differentiated-flipped learning approach was reviewed and explored to understand the basic concepts. The related literature was studied as follows:

#### *1.1 Speaking instruction*

The basic concepts of the speaking instruction proposed by Harmer (2015) and Thornbury (2013) were explored. The elements of the instruction included awareness, appropriate, and autonomy (Thornbury, 2013). This started with the awareness stage in which the students were aware of the features of the target knowledge base. Then, the appropriation stage, which aimed to integrate these features into students' existing knowledge base was introduced. Lastly, the autonomy stage that students could develop the capacity to mobilize these features under real-time conditions unassisted.

In reference to the elements of language teaching suggested by Harmer (2015), this consisted of three elements, which were engage, study, and activate. For the engage stage, the activities and materials were used to engage students with the topics or language that they were going to be dealing with. After that, for the study stage, students were asked to focus on the construction of the

language, how it was used, and how it sounded. Some examples of the language were presented to the students, then they had to try to analyze the rules, or how the language worked for themselves. Finally, for the activate stage, students were asked to do activities they had learned in order to demonstrate their understanding. This aimed to encourage students to use all and any language in actual language use in a real-world situation with little or no restriction.

In order to make the instruction suitable for the differentiated-flipped learning approach, the instructions were synthesized. Thus, the speaking instruction used in this study were awareness, assure, appropriation, and activate. First, the awareness stage was used to get attention, notice, and understand the content or the knowledge. Second, the assure stage, which was created by the researcher with the intention to check students' overall understanding and to make sure that students had explored the content and retained the knowledge from online activities according to the concept of flipped learning. This could be done either spoken or written. Then, the appropriation stage provided activities for students to make sense and practice what they had learned. Finally, the activate stage was designed for them to have an opportunity to apply the actual language used in a real-world situation.

## 1.2 Willingness to communicate (WTC)

The basic concepts of the WTC were explored. The relationship between the speaking ability and WTC were studied.

Variables affecting situational WTC were also studied (Kang, 2005; MacIntyre et al., 1998). Therefore, the situational variables that composed of communicative competence, self-confidence, interlocutors, topic, and conversational context were explored.

### 1.3 Differentiated instruction

The basic concepts of differentiated instruction were explored. The elements and characteristics were studied, which consisted of three main criteria comprising the content (what to teach), the process (how to practice), and the product (how to assess) regarding students' readiness level, interest, and learning profiles (Blaz, 2016; Gregory & Chapman, 2013; Heacox, 2002; Tomlinson, 2017).

### 1.4 Flipped learning approach

The basic concepts of the flipped learning approach were studied. The key components of the flipped learning environments were also explored. The flipped learning approach provided the content for study outside the classroom, activities for collaboration inside the classroom, student-centered learning, optimized learning spaces, and adequate time for practice in class (Bergmann & Sams, 2014; Fulton, 2014; Gerstein, 2011; Lockwood, 2014).

### 1.5 Differentiated-flipped learning approach

The concepts of differentiated instruction and flipped learning were integrated with the speaking instruction. Regarding

the differentiated instruction, the content, the process, and the product were differentiated based on the students' needs that consisted of readiness, interest, and learning profiles. Additionally, the concept of flipped learning, which students explored the content outside the classroom and had plenty of time for doing the activities were integrated with the differentiated instruction.

That is, each stage of the instruction was differentiated based on the students' needs. Gerstein (2011) mentioned that the process of eliciting students' understanding as well as checking whether they had read the content before the class or not was crucial. As a result, the researcher created the stage of assure in which students were checked by small quizzes.

## *2. Develop the lesson plans and website*

### *2.1 Construct the needs analyses*

The needs analysis questionnaire was used to elicit students' interest in the area of professional communication and learning profile. It was constructed by the researcher, and the results were used as a guideline to create the topics under the professional communication area and lesson plans for the experiment. Thus, the students had the opportunity to study and participate in the activities that could link to their interest and learning profile. The needs analyses questionnaire consisted of two main sections: the students' interest in terms of the topics related to the area of professional

communication and the learning profile in terms of the learning styles. The researcher conducted the needs analyses questionnaire for the population of the present study. The population was 245 undergraduates who enrolled in the English for Professional Communication course in KMITL, Bangkok campus. The students were asked to choose the topics of their interests. The researcher selected the topics using the course description of the English for Professional Communication course as the criteria. There were 10 topics in total. In addition, the students were asked to select their learning profile, which included the learning styles, learning preference modes, the types of electronic instructional media, and types of activities. The range of the scores was rated using a five-point Likert scale from (5) for strongly agree to (1) for strongly disagree. Then the data from the questionnaire were analyzed by a mean score. The results of the needs analysis questionnaire are presented in Appendix V.

The findings from the needs analysis questionnaire were used to develop the speaking instruction using the differentiated-flipped learning approach. The findings revealed that students were interested in the topics of a job interview, making small talk, overseas business travel, oral presentation, and negotiation, respectively, so the researcher developed these five topics into five units.



Regarding the learning styles, the findings indicated that most students were visual, which inferred that they preferred learning by seeing or watching demonstrations. The students also preferred learning via a smartphone, social media, YouTube, and infographic as their electronic instructional media. In terms of learning activities, it was revealed that students preferred learning English through a role play activity, creating a conversation to exchange information, and working in pairs or conducting group work. All of these results were employed to design the lesson plan in the present study.

To sum up, the content that was available on the website for the students to explore was differentiated by providing three modes of learning; namely, text, infographic, and video clip from YouTube based on the results of the needs analysis questionnaire to serve their learning profile. The content and activities could be learned via a smartphone and social media. The learning activities that were mainly used in this study were role play activities. The students could have a chance to create a conversation to exchange information as well as they could work in pairs or in groups. The needs analysis questionnaire is shown in Appendix B. The translated version is presented in Appendix Q.

## 2.2 Construct the lesson plans and website

The lessons plans were the guidelines for the researcher to conduct the speaking instruction using the differentiated-flipped

learning approach. The lesson plans were constructed with the concepts of teaching speaking instruction that the researcher had synthesized from Harmer (2015) and Thornbury (2013), as well as the concepts of differentiated instruction proposed by Blaz (2016); Gregory and Chapman (2013); Heacox (2002); and Tomlinson (2017), and the concepts of the flipped learning approach proposed by Bergmann and Sams (2014); Fulton (2014); Gerstein (2011); and Lockwood (2014). Each lesson plan consisted of four elements of teaching of both online and face-to-face instruction, which were awareness, assure, appropriation, and activate. The criteria for differentiating the complexity of the content and the activities were based on the ACTFL Performance Descriptors for Language Learners (2012a) and the ACTFL Proficiency Guidelines - Speaking (2012b). The website was used as a hub to provide and link the content, materials, and the instruction of the activities to reach all students. Furthermore, a Facebook group was created and monitored by the researcher to provide the online space for the students to interact with their peers by posting comments or sharing their assignments. The interactive features could be done both synchronously and asynchronously depending on the students' preferences. The website contained the content of each unit from the three modes of learning, which were text, infographic, and video clips to reach all students. The website was also compatible with many platforms; such as, a smartphone, tablet, laptop, and/or PC

computer. That is, the instruction was divided into two modes composed of online instruction and face-to-face instruction.

In the online instruction, the students were asked to explore the contents via the website at the awareness stage. Then, in the assure stage, they were asked to complete a small quiz via Google Forms to ensure their confidence and review the contents learned from the first stage. After that, in the appropriate and activate stages, the students had to do activities with their peers through online platforms. Each online activity required only two to three minutes in order to pave the way for students to participate in the activities in class.

In the face-to-face instruction, students activated their background knowledge as well as raised their awareness toward the content they had learned from the online instruction in the awareness stage. Then, in the assure stage, they were asked to do a small quiz through a discussion to ensure that they had retained the knowledge and explored the content from the online instruction. After that, in the appropriate and activate stages, the students had to do activities with their peers in class.

The instructional procedures, both online and face-to-face platforms were differentiated based on the readiness, interest, and learning profiles. A needs analysis questionnaire, which was distributed to the population of the present study, was used to investigate the topics of interest, learning profile, electronic

instructional media, and learning activities. The results were then used to develop the lessons and website for the students to learn and participate in the speaking instruction using the differentiated-flipped learning approach in order to enhance the speaking ability and WTC.

Therefore, each step of the speaking instruction using the differentiated-flipped learning approach procedure is described in the following section:

*Online instruction: Awareness*

In order to construct the knowledge from each unit, the students were asked to explore the content through the website created by the researcher. The contents were differentiated based on the students' interest and learning profile, which means the topics and learning modes were from the results of the needs analysis questionnaire to suit their interests. There were three modes of learning provided for students to explore based on their learning profile, which were texts, infographics, and video clips, so that students could choose any modes of learning that was appropriate for them. The website was also compatible with many platforms; such as, a smartphone, tablet, laptop, and/or PC computer. The details of the content in each unit are explained as follows:

*Unit 1: Job Interview*

The content on the website was about introducing and presenting oneself in a job interview as

well as answering questions related to a job interview situation. The language function was giving a self-introduction, asking questions, and answering questions in a job interview. Samples of job interview conversations were also available on the website. The content was presented in three modes of learning comprising text, infographic, and video clip. Students could select the learning modes that suited their preference.

#### *Unit 2: Making Small Talk*

The content on the website was about making small talk in business situations. The language function was asking and expressing opinions under the appropriate topics for making small talk. Samples of making small talk conversations were also available on the website. The content was presented in three modes of learning consisting of text, infographic, and video clip. Students could select the learning modes that suited their preference.

#### *Unit 3: Overseas Business Travel*

The content on the website was about making hotel and restaurant reservations, so that students could use the appropriate language if and when they went abroad. Presenting a popular Thai dish was also

provided. The language function was making a request and a reservation in hotels and restaurants. Samples of making a reservation conversation were also available on the website. The content was presented in three modes of learning comprising text, infographic, and video clip. Students could select the learning modes that suited their preference.

#### *Unit 4: Oral Presentation*

The content on the website was about giving an informative presentation. The language function was signposts and language signals in structuring a presentation. The ways to answer the questions from the audience were also stated on the website. The content was presented in three modes of learning consisting of text, infographic, and video clip. Students could select the learning modes that suited their preference.

#### *Unit 5: Negotiation*

The content on the website was about how to negotiate appropriately in the workplace or related situations. The language function was expressing a condition using conditional sentences. Samples of conversations were also available on the website. The content was presented in three modes of learning consisting of text, infographic, and video clip. Students

could select the learning modes that suited their preference.

*Online instruction: Assure*

To ensure that students had explored the content as well as to help them feel confident about self-studying from the website, the researcher designed a small quiz for them. The details of each unit's quiz for the assure stage were explained as follows:

*Unit 1: Job Interview*

The students were asked to answer an open-ended question about the most important thing for a job interview via Google Forms. Then, the researcher checked and gave the students feedback.

*Unit 2: Making Small Talk*

The students were asked to design about the topics that they thought were suitable for making small talk via Google Forms. Then, the researcher checked and gave the students feedback.

*Unit 3: Overseas Business Travel*

The students were asked to answer a short conversation about making a reservation via Google Forms. Then, the researcher checked and gave the students feedback.

*Unit 4: Oral Presentation*

The students were asked to read short extracts from a presentation script and select the answer where those extracts were from which part of the presentation structure via Google Forms. Then the researcher checked and gave the students feedback.

*Unit 5: Negotiation*

The students were asked to answer the appropriate sentences from the extracts of negotiation conversations via Google Forms. Then the researcher checked and gave the students feedback.

*Online instruction: Appropriation*

Students were asked to do a group activity that could help them realize about the content they had just learned based on their readiness. The activity was announced on the website, and it was for one to three minutes. Students did the activity with others who had the same readiness level, and the activity was designed to suit the readiness level as well. They could do the activity via social media; such as, the Facebook Live feature, record video clips, or make audio clips.

*Unit 1: Job Interview*

The students were asked to work in groups of two-three, who shared the same readiness level. Each group had to choose one job advertisement from the



lists that the researcher provided. Then, the novice group had to generate two possible questions and answers about personal information that might be asked based on the job advertisement that was chosen. For the intermediate group, they had to create four possible questions and answers related to personal information and career plans. After that, each group was asked to record a video clip or audio clip and post it on the Facebook group to share their work.

#### *Unit 2: Making Small Talk*

The students were asked to work in groups of two-three, who shared the same readiness level. Each group had to make small talk based on the topic provided. The novice group had to make small talk under the topic, “The weather”. For the intermediate group, they had to make small talk under the topic, “The weather and current news”. After that, each group was asked to record a video clip or audio clip and post it on the Facebook group to share their work.

#### *Unit 3: Overseas Business Travel*

The students were asked to work in groups of two-three, who shared the same readiness level. Each group had to make a reservation based on the provided pictures. The novice group had to make a hotel

reservation and do the check-in process at the hotel lobby.

For the intermediate group, they had to make a reservation, do the check-in process at the hotel lobby, and complain about the food in the restaurant. After that, each group was asked to record a video clip or audio clip and post it on the Facebook group to share their work.

#### *Unit 4: Oral Presentation*

The students were asked to work in groups of two-three, who shared the same readiness level. Each group had to watch a sample of an informative presentation (describing places). Then, the novice group had to exchange information using the pictures that had appeared in the presentation. For the intermediate group, they had to exchange information about a place they would like to visit. After that, each group was asked to record a video clip or audio clip and post it on the Facebook group to share their work.

#### *Unit 5: Negotiation*

The students were asked to work in groups of two-three, who shared the same readiness level. Each group had to negotiate the situation based on the provided pictures. The novice group had to make a

negotiation plan to make an offer to buy something. For the intermediate group, they had to make a negotiation plan to return an item they had purchased at a store.

After that, each group was asked to record a video clip or audio clip and post it on the Facebook group to share their work.

*Online instruction: Activate*

This part was to encourage students to use all language and knowledge, which was appropriate to the given topic through an online activity; such as, creating a short conversation, giving opinions, or describing things. They could work with anyone and select the way to present their work, which it should last for two to three minutes; such as, posting a comment, video, or audio clip on the Facebook group.

*Unit 1: Job Interview*

The students were asked to work in a group of two-five with anyone they preferred to serve their learning profile. Each group had to do a mock-up job interview. One of them was an interviewee and the rest would be the interviewers. After that, each group was asked to record a video clip, Facebook Live, or audio clip, and post it on the Facebook group to share their work.

*Unit 2: Making Small Talk*

The students were asked to work in a group of two-five with anyone they preferred to serve their learning profile. Each group had to make small talk. They could choose any topic they preferred. After that, each group was asked to record a video clip, Facebook Live, or audio clip, and post it on the Facebook group to share their work.

*Unit 3: Overseas Business Travel*

The students were asked to work in a group of two-five with anyone they preferred to serve their learning profile. Each group had to do a role play about making a reservation and recommending a Thai dish to the customers from overseas. One of them was an overseas customer and the rest would be the hosts. After that, each group was asked to record a video clip, Facebook Live, or audio clip, and post it on the Facebook group to share their work.

*Unit 4: Oral Presentation*

The students were asked to work in a group of two-five with anyone they preferred to serve their learning profile. Each group had to present or review any food product. One of them was a presenter or reviewer and the rest would be the audience. The

students who were the audience had to ask some questions at the end of the presentation. After that, each group was asked to record a video clip, Facebook Live, or audio clip, and post it on the Facebook group to share their work.

#### *Unit 5: Negotiation*

The students were asked to work in a group of two-five with anyone they preferred to serve their learning profile. Each group had to negotiate a rare item provided in order to purchase it. One of them was the owner of the item and the rest were the negotiators.

After that, each group was asked to record a video clip, Facebook Live, or audio clip, and post it on the Facebook group to share their work.

Another platform was face-to-face activities in the classroom, which students could interact with their friends. The teacher facilitated and gave feedback while they participated in the activities. Therefore, each step of the speaking instruction using the differentiated-flipped learning approach in the face-to-face platform is described in the following section:

#### *Face-to-face instruction: Awareness*

In order to raise students' awareness and activate their background knowledge about the topics that they had learned from

the website, a discussion activity was employed. This stage lasted seven - ten minutes.

*Unit 1: Job Interview*

The students were asked to work in a group of four-five with anyone they preferred to serve their learning profiles and discuss about the dos and don'ts in a job interview.

*Unit 2: Making Small Talk*

The students were asked to work in a group of four-five with anyone they preferred to serve their learning profiles and discuss about the dos and don'ts of making small talk.

*Unit 3: Overseas Business Travel*

The students were asked to work in a group of four-five with anyone they preferred to serve their learning profiles and discuss about the dos and don'ts of making a reservation in an overseas business travel situation.

*Unit 4: Oral Presentation*

The students were asked to work in a group of four-five with anyone they preferred to serve their learning profiles and discuss about the dos and don'ts of doing a presentation.

*Unit 5: Negotiation*

The students were asked to work in a group of four-five with anyone they preferred to serve their learning profiles and discuss about the dos and don'ts of negotiation.

*Face-to-face instruction: Assure*

In order to ensure that students had studied and retained the content from the online platform, a small quiz was employed that lasted about five minutes.

*Unit 1: Job Interview*

The students were asked to do a small multiple choice quiz individually. The quiz was about the steps of doing a job interview.

*Unit 2: Making Small Talk*

The students were asked to do a small multiple choice quiz individually. The quiz was about the steps of making small talk.

*Unit 3: Overseas Business Travel*

The students were asked to do a small multiple choice quiz individually. The quiz was about the steps of doing reservations for an overseas business trip.

#### *Unit 4: Oral Presentation*

The students were asked to do a small multiple choice quiz individually. The quiz was about the steps of doing a presentation.

#### *Unit 5: Negotiation*

The students were asked to do a small multiple choice quiz individually. The quiz was about the steps of making a negotiation.

#### *Face-to-face instruction: Appropriation*

To help students make sense about the content and practice the language in class, some activities were employed. The activities were divided into two phases, which allowed students to work in a group regarding their interest; such as, reading and discussing within the group who shared the same interest in a particular situation, and they also had to work in a group based on their readiness to do the activity that was differentiated to suit their readiness levels; such as, doing a role play, making conversation, or demonstrating situations, which were designed based on the NCSSFL-ACTFL Can-do Statements (2017).

#### *Unit 1: Job Interview*

The students were asked to work in a group of three-five, who shared the same interest and read a job advertisement. They could choose the job advertisement



based on the job position that they were interested.

Then, they had to discuss about the job qualifications and the possible ways to become employed in this job.

This activity lasted about 10 minutes. After that, they were asked to work in a group of three-five, who shared the same readiness level. They had to share and discuss about the job position that they had read from the

interest group. Next, they were assigned to do a mock job interview based on the instructions given. One

student would randomly select to take the interviewee role, and the rest of the students would take the

interviewer roles. They were given cards that contained the information about the roles they were assigned. The

novice group was given the card with five qualifications for the interviewee, and cards with one qualification for

each interviewer. The interviewers had to use the qualification that appearing on the card to generate

questions. The interviewee also had to use qualifications appeared on the card to answer the questions. Every

novice group was given a piece of paper containing

useful phrases. They could use this as a supportive tool.

For the intermediate group, they were given cards with

six qualifications for the interviewee, and cards with

two qualifications for each interviewer. The

interviewers had to use the qualification that appeared on the card to generate questions in various time frames. The interviewee also had to use the qualifications appearing on the card to answer the questions depending on the time frames that were asked. After that, they would do a mock job interview. Then the interviewers had to decide whether they would accept the applicant or not. The teacher would be the facilitator while doing this activity.

### *Unit 2: Making Small Talk*

The students were asked to work in a group of three-five, who shared the same interest and read tips for making small talk in various situations. They could choose the situations based on their interests. Then, they had to discuss and share the tips that they read. This activity lasted about 10 minutes. After that, they were asked to work in a group of three-five, who shared the same readiness level. They had to share and discuss about the tips that they had read from the interest groups. Next, they were assigned to make small talk based on the instructions given. One student would randomly select to take the customer role, and the rest of the students would take the hosts roles. For the novice groups, they were given cards that contained the

information about making small talk with a new customer by using at least one topic to introduce the company. They were given a piece of paper that contained a map that indicated the company's location, so that they could give simple directions. For the intermediate group, they were given cards containing information about making small talk with a new customer by using at least two topics to introduce the company and arrange a meeting within the next two months. The teacher would be the facilitator while doing this activity.

### *Unit 3: Overseas Business Travel*

The students were asked to work in a group of three-five, who shared the same interest and read tips for making reservations in various situations. They could choose the situations based on their interests. Then, they had to discuss and share the tips that they had read. This activity lasted about 10 minutes. After that, they were asked to work in a group of three-five, who shared the same readiness level. They had to share and discuss about the tips that they had read from the interest groups. Next, they were assigned to make a reservation based on the instructions given. For the novice group, they were given cards that contained

information about making a hotel reservation on a business trip with their colleagues. They also had to design where and when to go.

They were given a piece of paper that contained pictures showing places of interest from various countries. For the intermediate group, they were given cards containing information about making hotel and restaurant reservations for dinner with clients on a business trip. They also had to plan and order special dishes for the clients as well. They would then make a role play. The teacher would be the facilitator while doing this activity.

#### *Unit 4: Oral Presentation*

The students were asked to work in a group of three-five, who shared the same interest and read tips for making a presentation in various situations. They could choose the situations based on their interests.

Then, they had to discuss and share the tips that they had read. This activity lasted about 10 minutes. After that, they were asked to work in a group of three – five , who shared the same readiness level. They had to share and discuss about the tips that they had read from the interest groups. Next, they were assigned to make a presentation and rotate the role as a presenter and the

audience based on the instructions given. For the novice group, they had to present information based on the picture given (about a familiar product). They also had to prepare a question and answer session with at least one question. For the intermediate group, they had to think about any company policy and present it as well as explain their viewpoint. They also had to prepare for a question and answer session with at least two questions. They would then make a presentation. The teacher would be the facilitator while doing this activity.

#### *Unit 5: Negotiation*

The students were asked to work in a group of three - five, who shared the same interest and read tips for negotiating in various situations. They could choose the situations based on their interests. Then, they had to discuss and share the tips that they had read. This activity lasted about 10 minutes. After that, they were asked to work in pairs, who shared the same readiness level. They had to share and discuss about the tips that they had read from the interest groups. Next, they were assigned to do a role play by making a negotiation with their colleagues based on the instructions given. One student would randomly select to be negotiator A, and

the other would be negotiator B. For the novice groups, they were given cards that contained information about the situation that they had to negotiate, and they needed to make at least one counter proposal. They were also given a piece of paper containing useful phrases, so they could use them as a supportive tool. For the intermediate group, they were given cards that contained information about the situation that they had to negotiate, and they needed to make at least two counter proposals. The teacher would be the facilitator while doing this activity.

*Face-to-face instruction: Activate*

To encourage students to use the language and knowledge as freely and communicatively as they could, students worked in a group with anyone they preferred. The ways to present their ideas were differentiated based on their learning profile. They could choose the ways to present, which they thought worked best for them; such as, a presentation, a role play, or demonstration.

*Unit 1: Job Interview*

The students were asked to work in a group of four-five with anyone they preferred. The teacher assigned the name of each group; namely, Group A, Group B, Group C, Group D, Group E, and Group F. Students in Group A had to work with Group B, Group

C had to work with Group D, and Group E had to work with Group F. Then they had to do a group job interview. In Group A, students were assigned the role as Interviewer 1, Interviewer 2, Interviewer 3, Interviewer 4, and Interviewer 5. In Group B, students were assigned the role as Interviewee 1, Interviewee 2, Interviewee 3, Interviewee 4, and Interviewee 5. Next, Group A members had to generate questions on their own to ask each member from Group B. Interviewer 1 would then ask Interviewee 1, Interviewee 2, Interviewee 3, Interviewee 4, Interviewee 5, respectively with the same question. Then, Interviewer 2 asked Interviewee 2, Interviewee 3, Interviewee 4, Interviewee 5, and Interviewee 1 with the same question. After that, Interviewer 3 asked Interviewee 3, Interviewee 4, Interviewee 5, Interviewee 1, Interviewee 2. Finally, the roles and order were rotated until all students took all positions in order to help them experience and manage the stress that could possibly happen in a job interview. At the end, each group was asked to present the results of who would be accepted for the job from each group and why. They had choices to present based on their preferences. They could do a

presentation, role play, or demonstration. The teacher would be the facilitator and give them feedback.

### *Unit 2: Making Small Talk*

The students were asked to work in a group of four-five with anyone they preferred. Pictures were provided for them to choose in order to make small talk based on the situation that appeared on the picture. Each group had to create a conversation from the picture and do a role play. After that, the teacher assigned the name of each group; namely, Group A, Group B, Group C, Group D, Group E, and Group F. Students in Group A had to give comments to Group B, and switched the roles, Group C had to give comments to Group D, and Group E had to give comments to Group F. At the end, each group was asked to present the feedback they had received from the other group. They had choices to present based on their preferences. They could do a presentation, role play, or demonstration. The teacher would be the facilitator and give them feedback.

### *Unit 3: Overseas Business Travel*

The students were asked to work in a group of four-five with anyone they preferred. The pictures of restaurants were provided for them to choose in order to make a reservation as well as order food based on the



picture. Each group had to create a conversation between foreign customers and hosts about making a reservation and ordering food in order to do a role play. After that, the teacher assigned the name of each group; namely, Group A, Group B, Group C, Group D, Group E, and Group F. Students in Group A had to present or recommend a special dish from that restaurant to Group B, and then switch the roles, Group C had to present or recommend a special dish from that restaurant to Group D, and Group E had to present or recommend a special dish from that restaurant to Group F. At the end, each group was asked to present the special dish they had received from the other group. They had choices to present based on their preferences. They could do a presentation, role play, or demonstration. The teacher was the facilitator and gave them feedback.

#### *Unit 4: Oral Presentation*

The students were asked to work in a group of four-five with anyone they preferred. Pictures were provided for them to choose in order to do a group presentation based on the picture. Each group had to do a group presentation. After that, the teacher assigned the name of each group; namely, Group A, Group B, Group C, Group D, Group E, and Group F. Students in Group

A had to ask questions to Group B, and then switch the roles, Group C had to ask questions to Group D, and Group E had to ask questions to Group F. At the end, each group was asked to present what they had received from doing the presentation. They had choices to present based on their preferences. They could do a presentation, role play, or demonstration. The teacher was the facilitator and gave them feedback.

#### *Unit 5: Negotiation*

The students were asked to work in a group of four-five with anyone they preferred. Pictures were provided for them to choose in order to create a negotiation situation based on the picture. Each group had to assign roles for their group members and create a negotiation conversation as well as do a role play. After that, the teacher assigned the name of each group; namely, Group A, Group B, Group C, Group D, Group E, and Group F. Students in Group A had to negotiate something regarding the Group B's picture with Group B, and then switch the roles, Group C had to negotiate something regarding Group D's picture with Group D, and Group E had to negotiate something regarding Group F's picture with Group F. At the end, each group was asked to present the result from the negotiation

between the groups. They had choices to present based on their preferences. They could do a presentation, role play, or demonstration. The teacher was the facilitator and gave them feedback.

According to the instructional design process, speaking instruction using the differentiated-flipped learning approach for 12 weeks of instruction including the introduction and wrap-up period at the beginning and end of the instruction was designed. Each unit comprised the learning outcome, learning content, teaching materials, teaching procedures, and the speaking tasks to assess the students' speaking ability. (Appendix C states the scope and sequence of the speaking instruction using the differentiated-flipped learning approach. The sample lesson plan is illustrated in Appendix D).

### 2.3 Validation and revision

Three experts were invited to validate the lesson plans in order to confirm the validity of the content. Each lesson plan consisted of the learning outcomes, content, teaching procedures for the online setting, teaching procedures for the face-to-face setting, overall activities, the website, and evaluation. The Item-Objective Congruence Index (IOC) was employed to summarize the experts' opinion. The IOC evaluation form contained a three-point rating scale for each component of the research instrument and a written

suggestion part. The three-point rating scale of the experts' opinion was rated as appropriate, unsure, and inappropriate. Based on the formula used in the calculation of the IOC value, if the IOC value was higher than or equal to 0.50, this inferred that the lesson plan was acceptable; if the IOC value was lower than 0.50, this inferred that the lesson plan had to be revised. The validation of the lesson plan is presented in Appendix M.

From the overall lesson plans, the mean score was 0.82. The mean scores of most items ranged from 0.66-1.00, which indicated that the lesson plans were appropriate. However, there were some items such as one, two, and seven that were unacceptable because the scores ranged from 0.00-0.33. The items that were inappropriate consisted of the learning outcome, content, and the evaluation, respectively.

For the learning outcome, the experts suggested that it should have a learning outcome for both the online and face-to-face instructions. It also needed to be more specific. The original version of the learning outcome was *"Students will participate in a mock job interview."*, so it was adjusted based on the experts' suggestion. Hence, the adjusted version of the online instruction was *"Students will be able to generate possible questions and answers that may be asked in a job interview and do a role play of a mock job interview using online tools; such as, Facebook Live, audio clip, or video clip"*. Furthermore, the adjusted version of the face-to-face

instruction was *“Students will be able to take part in a mock job interview as an interviewer and interviewee as well as express opinions about the mock job interview that they took part in.”*

For the content, the experts suggested that the objectives should be rewritten to become the content. Therefore, the adjusted version of the content was:

1. *Job Interview: The preparation for a job interview.*
2. *Language Function:*
  - Presenting oneself in a job interview.*
  - Expressing opinions.*
  - Useful phrases for describing experiences and goals.*

For the evaluation, the experts suggested that the criteria for the evaluation should be set up for the teacher's judgement. Hence, the criteria for the online mode were created. The criteria for online evaluation are presented in the lesson plan in Appendix D.

Moreover, there were some other comments both in the online and face-to-face instructions. The experts suggested that the content that was available with the three modes of learning on the website should be exactly the same; therefore, the three modes of the content on the website were adjusted, as such. Students could choose to study from any modes that they preferred. In addition, the experts suggested to state the length of each activity on the instructions on the website for the online activities. This should take

only three-five minutes since it was designed to pave the way for students to be ready to effectively participate in the class activities. Hence, the length of the activities was presented in the instruction on the website.

For the face-to-face instructions, the experts suggested to ascertain that the activities were suitable for the students' readiness level, and the criteria for each level should be employed. Then, the NCSSFL-ACTFL Can-Do Statements (2017) were used to confirm the difficulty of each level.

Once the lesson plan was adjusted, then a pilot study was conducted with the participants who shared the same characteristics, but were not the subjects of the present study. The lesson plan was piloted with 32 students who had enrolled in the English for Professional Communication course in the third semester of the academic year 2017. The sample lesson plan of Unit 1: Job Interview was used to teach in the pilot stage for three weeks. The findings found that this pilot mainly focused on the time allocation for each stage of the instruction, the flow of the face-to-face activities, and the accessibility of the online instruction. Firstly, the time allocation for each stage was appropriate. The students completed the activities within the time that had been set in the lesson plan. Next, the flow of the face-to-face activities was completed and connected with the end of the lesson. Finally, for the accessibility of the online instruction, the students were required to

access the website to explore the content and read the instructions for the online activities and post their work via Facebook, Instagram, or Twitter. It was found that the students were able to access the website and participated in the online activities before coming to the class. However, there were some students who had difficulty in reading the instructions for the online activities. Since the researcher had provided only the English version, the Thai version of the instructions was provided for students in order to solve the problem of the language barrier. Moreover, there were some comments from the students that they were confused about the social media that they had to post their work because the researcher had asked students to post via Facebook, Instagram, or Twitter based on their preference. The students suggested that it would be better to use only one channel, so that they could monitor and give comments to their friends easily. Thereby, a Facebook group was created for students to post their work based on the students' suggestions.

#### 2.4 Overall instructional procedure

Regarding the information and the concepts obtained from the related research and theories, the students were required to participate in four steps, both for the online and face-to-face instruction. To illustrate the overall instructional procedure of the speaking instruction using the differentiated-flipped learning

approach, Figure 8 presents the flow of the instruction in the present study, which was adapted from Tomlinson (2017).

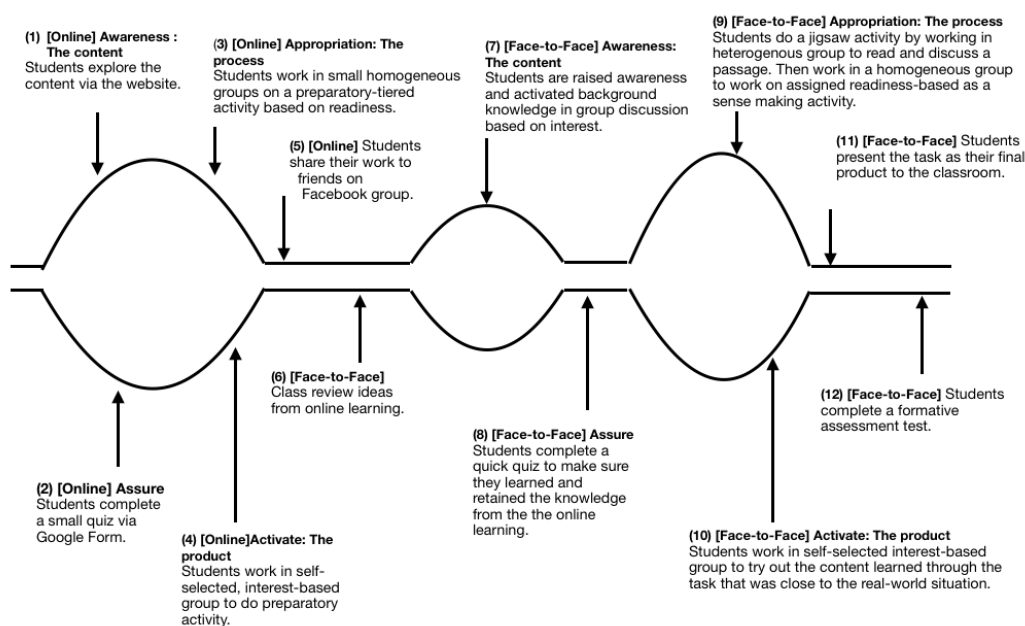


Figure 8: The flow of the instruction in the present study

According to the Figure 8, the wavy lines represent the instructions including the content, the process, and the product that were differentiated based on the interest, readiness, and learning profile. The straight lines refer to the whole class instruction.

First, for the online platform, the students were required to encounter the awareness step prior coming to the classroom. In the awareness step, the content, which was developed from the results of the needs analyses to make sure that the content was in the area of students' interest, was differentiated based on the learning profile. The students had the opportunity to select



the presentational modes of the content that best captured their attention and was more memorable for them. That is, the content was provided in three modes of learning consisting of text, infographic, and video clip, so that the students could explore the content to study the lesson. All of these were available on the website created by the researcher.

Second, in the assure step, a small quiz via Google Forms was used to check their overall understanding.

Third, the appropriation step was the process in which students had time to run the input from the previous steps through their own filters of meaning, so the students worked in a homogenous group to participate in the preparatory tiered activity. The students could use Facebook Live, record a video, or do an audio recording to interact with their friends to finish the activity depending on their preference.

Fourth, the activate step was the product, which students could work in a self-selected, interest-based group to do the preparatory activity to demonstrate what they had learned via the online platform.

Fifth, the students shared their work to friends in the Facebook group, so that other students could give comments and feedback to each other.

Sixth, for the face-to-face platform, the teacher reviewed the ideas from the online platform with the whole class.

Seventh, the awareness step raised students' awareness and activated their background knowledge about the content that they had learned through the group discussion based on the interest. They could discuss how the topic could be used in each situation.

Eighth, for the assure step, the students completed a quick quiz, so that the teacher could make sure that they had explored the content and retained the knowledge from the online platform. The results were recorded for the feedback.

Ninth, for the appropriation step, the students did a jigsaw activity by working in heterogenous groups to read and discuss a passage. Then, they had to work in a homogenous group to work on a readiness based assignment as a sense-making activity or the process. The activities in the face-to-face platform could also help the students to analyze, apply, question, or solve a problem using the material they had to effectively make sense of before it became theirs.

Tenth, the activate step was where the students worked in a self-selected, interest-based group to practice the content learned through the task that was designed for them to demonstrate their understanding to a context beyond those

encountered in class or close to a real- world situation as the product.

Eleventh, the students presented their tasks as the final product to the class. They could choose the way to present their product based on their preferences.

Lastly, the students completed formative assessment tests at the end of each unit.

In order to clearly illustrate the speaking instruction using the differentiated-flipped learning approach, Table 8 presents the sample of the unit plan.

*Table 8: The sample of the unit plan.*

<i>Unit 1: Job Interview</i>	(1) Awareness: The content
<b><u>Online instruction</u></b>	Students explored the content on the website related to the language for a job interview situation prior to the classroom. The content was presented in three modes of learning comprising text, infographic, and video clip, so they could select the learning modes that worked best for them.
	(2) Assure
	The students answered an open-ended question about the most important thing for a job interview via Google Forms. Then the teacher checked and gave them feedback.
	(3) Appropriation: The process
	The students worked in groups of two-three, who shared the same readiness levels. Each group had to choose one job advertisement from the lists provided. Then, the novice group had to generate two possible questions and answers about personal information that might be asked based on the job advertisement that was chosen. For the intermediate group, they had to create four possible questions and answers related to personal information and career plans. After that, each group recorded a video clip or an audio clip and posted it on the Facebook group to share their work.
	(4) Activate: The product
	The students worked in a group of two-five with anyone they preferred. Each group had to do a mockup job interview. One of them was an interviewee and the rest would be the interviewers. After that, each group recorded a video clip, Facebook Live, or audio clip

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depending on their preferences, and posted it on the Facebook group to share their work.

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**Face-to-Face instruction**

(1) Awareness: The content

The students worked in a group of four-five with anyone they preferred and discussed about the dos and don'ts in a job interview.

(2) Assure

The students completed a quick quiz multiple choice individually. The quiz was about the steps of doing a job interview.

(3) Appropriation: The process

The students worked in a group of three-five, who shared the same interest and read a job advertisement. They could choose the job advertisement based on the job position that they were interested. Then, they had to discuss about the job qualifications and the possible ways to be employed in this job. This activity lasted about 10 minutes. After that, they had to work in a group of three-five, who shared the same readiness level and discuss about the job position that they had read from the interest group. Next, they did a mock job interview based on the instructions given. One student would randomly select to take the interviewee role, and the rest of the students would take the interviewer roles. They were given cards that contained the information about the roles they were assigned. The novice group was given a card with five qualifications for the interviewee, and cards with one qualification for each interviewer. The interviewers had to use the qualification that appeared on the card to generate questions. The interviewee also had to use the qualifications that appeared on the card to answer the questions. Every novice group was given a piece of paper containing useful phrases. They could use this as a supportive tool. For the intermediate group, they were given cards with six qualifications for the interviewee, and cards with two qualifications for each interviewer. The interviewers had to use the qualification that appeared on the card to generate questions in various time frames. The interviewee also had to use the qualifications that appeared on the card to answer the questions depending on the time frames that were asked. After that, they did a mock job interview. Then the interviewers had to decide whether they would accept the applicant or not.

(4) Activate: The product

The students worked in a group of four-five with anyone they preferred. The teacher assigned the name of each group; namely, Group A, Group B, Group C, Group D, Group E, and Group F. Students in Group A had to work with Group B, Group C had to work with Group D, and Group E had to work with Group F. Then, they had to do a group job interview. In Group A, students were assigned the role as Interviewer 1, Interviewer 2, Interviewer 3, Interviewer 4, and Interviewer 5. In Group B, students were assigned the role as Interviewee 1, Interviewee 2, Interviewee 3, Interviewee 4, and Interviewee 5. Next, the Group A members had to generate questions on their own to ask each member from Group B.

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Interviewer 1 would then ask Interviewee 1, Interviewee 2, Interviewee 3, Interviewee 4, Interviewee 5, respectively the same question. Then, Interviewer 2 asked Interviewee 2, Interviewee 3, Interviewee 4, Interviewee 5, and Interviewee 1 the same question. After that, Interviewer 3 asked Interviewee 3, Interviewee 4, Interviewee 5, Interviewee 1, and Interviewee 2. Finally, the roles and order were rotated until all students took all positions in order to help them experience and manage the stress that might possibly happen in a job interview. At the end, each group presented the results of who would be accepted for the job from each group and why. They had choices to present based on their preferences. They could do a presentation, role play, or demonstration.

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**Unit 1 Formative Test**

Students completed the speaking tests, which consisted of interpersonal and presentational tests.

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All of these steps were designed to enhance the speaking ability in terms of interpersonal and presentational skills and the WTC in English in terms of the situational WTC.

To conclude, the speaking instruction using the differentiated-flipped learning approach was designed under the principle and concepts of speaking instruction (Harmer, 2015; Thornbury, 2013), differentiated instruction (Blaz, 2016; Gregory & Chapman, 2013; Heacox, 2002; Tomlinson, 2017), flipped learning (Bergmann & Sams, 2014; Fulton, 2014; Gerstein, 2011; Lockwood, 2014), and the WTC (Kang, 2005; MacIntyre et al., 1998).

### *3. Develop the research instruments*

#### *3.1 The speaking placement test*

The speaking placement test was conducted with the students in the first week in order to measure their readiness or current speaking ability. The speaking rubric was used to score the

students' speaking ability. The score obtained from the rubric played a role in identifying the students' speaking ability levels based on their placement test results. The total score was 12. The percentage was used to set the criteria for the cut scores. The students whose scores were less than or equal to 50% were considered to be in the novice group, scores between 51% to 84% were considered to be in the intermediate group, and scores greater than or equal to 85% were considered to be in the advanced group. These scores were based on the overall criteria for grading the English for Professional Communication course at King Mongkut's Institute of Technology Ladkrabang, Bangkok campus.

The speaking placement test was adapted from the ACTFL Oral Proficiency Interview (OPI). This test was a 15-20-minute one-on-one interview between the student and the researcher. This aimed to measure how well a student spoke the language and assessed the language proficiency in terms of a student's speaking ability to use language effectively and appropriately in real-life situations. The test consisted of four phases with nine questions in total. The student's performance was compared to the criteria outlined in the ACTFL Proficiency Guidelines 2012 - Speaking. In addition, the scoring rubric for this test was adapted from the assessment criteria of the OPI. The speaking placement and scoring rubric are presented in Appendix E.

### 3.2 The speaking tests

The speaking tests were constructed by the researcher in order to assess the students' speaking ability at the end of each unit. In each unit, there were two tests; namely, the interpersonal and presentational tests.

First, the interpersonal tests were designed to assess the students' speaking ability in terms of the interpersonal mode of communication. The students were asked to make a conversation, exchange information, and exchange opinions based on the content from each unit. The students worked in pairs with their friends, who were from the same readiness level to make a conversation based on the role cards they were given toward the speaking tests. The students had to do a video recording of their conversation and submit it to the teacher at the end of the class. Since the results of the speaking placement indicated that there were two levels in the present study: novice and intermediate. For the novice level, the speaking tests were aimed to test the ability to join in a conversation in a particular context depending on the content in each unit in terms of using an adequate number of lexical units (words) to accomplish the pragmatic purposes, and accomplish appropriate communicative functions according to the situation, participants, and goals. For the intermediate level, the speaking tests were aimed to test the ability to join in a conversation in a particular context depending on the content in each unit in terms of using an adequate number of lexical

units (words) to accomplish the pragmatic purposes, express a particular meaning in different grammatical forms, and accomplish appropriate communicative functions according to the situation, participants, and goals.

Second, the presentational tests were designed to assess the students' speaking ability in terms of the presentational mode of communication. The students were asked to present and describe their thoughts toward the speaking tests based on the content from each unit. The students worked individually to present their thoughts toward the speaking tests. The students had to do the video recording themselves and submit it to the teacher at the end of the class. For the novice level, the speaking tests were aimed to test the students' ability to present their opinions or describe pictures in a particular context depending on the content in each unit in terms of using an adequate number of lexical units (words) to accomplish the pragmatic purposes and produce speech at different rates of delivery. For the intermediate level, the speaking tests were aimed to test the students' ability to present their opinions or describe pictures in a particular context depending on the content in each unit in terms of using an adequate number of lexical units (words) to accomplish pragmatic purposes, produce speech at different rates of delivery, and express a particular meaning in different grammatical forms. In addition, the students' speaking ability and responses to the speaking tests were evaluated by the two raters using the scoring



rubrics adapted from the ACTFL Performance Descriptors for Language Learners & the ACTFL Proficiency Guidelines - Speaking (2012a, 2012b). Because the results from the speaking placement test showed that there were two levels in this study; namely, novice and intermediate, the scoring rubrics for each level and each speaking test were employed comprising the interpersonal rubric for the novice level, interpersonal rubric for the intermediate level, presentational rubric for the novice level, and the presentational rubric for the intermediate level. The criteria for assessing the speaking ability for the interpersonal and presentational modes of communication were composed of function, contexts/content, text type, language control, vocabulary, and pronunciation. The total score was 18 ranging from one (low) to three (high). The test specification is presented in Appendix F. The sample of the speaking tests and the scoring rubrics are presented in Appendix G.

### 3.3 Willingness to communicate (WTC) Questionnaire

The willingness to communicate (WTC) questionnaire was adapted from Mystkowska-Wiertelak and Pawlak (2016) and Reinders and Wattana (2014). The questions were adjusted based on the factors that could enhance the levels of WTC including the communicative competence, self-confidence, interlocutors, topics,

and conversational context. The questionnaire consisted of 25 items with a four-point Likert scale as follows:

4	means	Very willing (to show the desire and readiness to communicate)
3	means	Somewhat willing (to show the desire and readiness to communicate)
2	means	Somewhat unwilling (to show the desire and readiness to communicate)
1	means	Very unwilling (to show the desire and readiness to communicate)

The questionnaire consisted of two parts as follows:

#### Part I: Background Information

The participants were asked to provide their demographic information including gender, age, and study program. This information helped the researcher to understand the participants' background.

#### Part II: Willingness to Communicate

The questionnaire consisted of 25 items, which were used to explore the students' willingness to communicate in English in both online and face-to-face settings. The questionnaire was administered before and after the students had participated in the speaking instruction using the differentiated-flipped learning

approach to elicit the changes in students' WTC. The WTC questionnaire is presented in Appendix H. The translated version is presented in Appendix R.

### 3.4 Observation checklist

The observation checklist was adapted from Cao (2009) and Xie (2011) in order to observe the students' actual behavior that showed their WTC in English during participating in the activities in the classroom. A video recording was used to record the students' behavior. The observation checklists included the frequency counts to indicate the students' actual behavior that showed their WTC in English during participating in the activities in the classroom, as well as the additional comments or evidence that were also needed. The observation checklist was used in every unit in order to observe the progress of the students' WTC. The observation checklist is presented in Appendix I.

### 3.5 The perceptions questionnaire

The perception questionnaire was developed by the researcher in order to investigate the students' perception toward the speaking instruction using the differentiated-flipped learning approach after the implementation. The perception toward the instruction was aimed to investigate both students' attitude and

confidence. The questionnaire consisted of 25 items with a four-point Likert scale as follows:

4 (Strongly Agree)	means	I strongly agree with this statement.
3 (Agree)	means	I agree with this statement.
2 (Disagree)	means	I disagree with this statement.
1 (Strongly Disagree)	means	I strongly disagree with this statement.

The perception questionnaire consisted of three parts as presented below.

#### Part I: Background Information

The participants were asked to provide their demographic information including gender, age, and study program. This information helped the researcher to understand the participants' background.

#### Part II: Perception toward the instruction

The questionnaire consisted of 25 items, which were used to investigate the students' perception toward the instruction in terms of the students' attitude and confidence. The questionnaire was administered after the students had participated in the speaking instruction using the differentiated-flipped learning approach to explore the changes in the students' WTC.

#### Part III: Additional comments

The additional comments section was provided as an extra option for students to write their comments or opinions toward the instruction. The perception questionnaire is presented in Appendix J. The translated version is presented in Appendix S.

### 3.6 Validation and revision

#### 3.6.1 Validation of the speaking placement and scoring rubric

The speaking placement test and scoring rubric were validated by three experts. The experts were asked to check the appropriateness of the assessment and scoring rubric by using the scoring rubric for the speaking placement test. The Item-Objective Congruence Index (IOC) was deployed in the validation process. If the IOC was higher than or equal to 0.50, it was inferred that the speaking placement test and the scoring rubric were valid, but if the IOC was less than 0.50, this inferred that the speaking placement test and the scoring rubric were invalid.

From the overall evaluation, the total mean score of the IOC of the speaking placement test was 0.92, which showed that the speaking placement test was appropriate. In addition, the total mean score of the scoring rubric was 0.88, which indicated that the scoring rubric was appropriate. Furthermore, there were some additional comments from the experts about

asking “what” questions. The experts suggested that students may produce a short answer if the researcher asked these types of questions. Hence, to be able to distinguish students easily, the experts suggested to ask “why” for some questions, so that this would allow students to perform their speaking clearer. The speaking placement test was adjusted according to the experts’ suggestion. For the scoring rubric, the experts also suggested to change the description in the criteria; namely, text type. The original version was “Can produce paragraphs” in the advanced level. However, the experts suggested that it would be clearer to adjust the word “paragraph” since this test was a speaking test. Therefore, the description was revised and changed to “Can produce lengthy narrations” based on the experts’ suggestion. The validation speaking placement and the scoring rubric are presented in Appendix K.



#### *3.6.1.1 The reliability check for scoring the rubric*

In order to find the consistency between the two raters in scoring the students’ speaking ability for the placement test, inter-rater reliability was employed in the present study. The speaking placement test was evaluated by two raters. The raters included the researcher, a non-native university lecturer who had taught English for seven years, and a non-native

university lecturer who had taught English in an international program for five years. Before the implementation of the speaking placement test, both raters had a preliminary discussion about the rating scales for each criterion. Then, the two raters watched the video recordings of the interview between the students and the researcher from the pilot study and scored each student based on the scoring rubric. The scores given to the students were compared to check the consistency. The consistency of the score using the scoring rubric adapted from the assessment criteria of the OPI was checked by using the Pearson correlation coefficient. The results of the inter-rater reliability are presented in Table 9.

*Table 9: The results of the inter-rater reliability of the placement test.*

Raters	r
R1 + R2	.93

As shown in Table 9, the overall result of the Pearson correlation coefficient of the inter-rater reliability was .93. This inferred that the scores given by the two raters were consistent.

### 3.6.2. The validation of the speaking tests and scoring the rubrics

The speaking tests and scoring rubrics were validated by three experts. The experts were asked to check the appropriateness of the assessment and scoring rubric by using scoring rubrics for the speaking tests. The Item-Objective Congruence Index (IOC) was employed in the validation process. If the IOC was higher than or equal to 0.50, this inferred that the speaking tests and the scoring rubrics were valid, but if the IOC was less than 0.50, this inferred that the speaking tests and the scoring rubrics were invalid.

From the overall evaluation, the total mean score of the IOC of the speaking tests for the interpersonal skill and presentational skill were 0.95 and 0.97, respectively, which indicated that the speaking tests were appropriate. In addition, the total mean score of the scoring rubric was 0.86, which showed that the scoring rubric was appropriate. The experts also provided additional comments for the speaking tests in terms of the presentational tests that the researcher should have a specific time for the students when they took the tests. Hence, the researcher added the time limit on the presentational tests. The students were given 10 minutes to complete the presentational tests. The validation of the



speaking tests and the scoring rubrics are presented in Appendix L.

### *3.6.2.1 The reliability check for scoring the rubrics*

Inter-rater reliability was used in the study in order to find the consistency between the two raters in scoring the students' speaking ability for the speaking tests of both the novice and intermediate levels. The speaking tests were evaluated by two raters. The raters included the researcher, a non-native university lecturer who had taught English for seven years, and a non-native university lecturer who had taught English in an international program for five years. Before the implementation of the speaking tests, both raters discussed the rating scales in scoring the rubrics. Then, the two raters watched the video recordings of the speaking tests from the pilot study and scored each student based on the scoring rubrics. The scores given to the students were compared to check the consistency. The consistency of the score using the scoring rubric adapted from the ACTFL Performance Descriptors for Language Learners and the ACTFL Proficiency Guidelines (2012a, 2012b) - Speaking was checked by

using the Pearson correlation coefficient. The results of the inter-rater reliability are presented in Table 10.

*Table 10: The results of the inter-rater reliability of the speaking tests.*

Tasks	Raters	r
Interpersonal test for novice	R1 + R2	.95
Interpersonal test for intermediate	R1 + R2	.93
Presentational test for novice	R1 + R2	.97
Presentational test for intermediate	R1 + R2	.96

As shown in Table 10, the results of the Pearson correlation coefficient of the inter-rater reliability were .95, .93, .97, and .96, respectively. This indicated that the scores given by the two raters were consistent.

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### 3.6.3 Validation of the willingness to communicate (WTC) questionnaire

The willingness to communicate (WTC) questionnaire was validated by three experts, who were invited to check the appropriateness of the questionnaire. The Item-Objective Congruence Index (IOC) was used in the validation process. If the IOC was higher than or equal to 0.50, this inferred that the WTC questionnaire was valid, but if the IOC was less than 0.50, this inferred that the WTC questionnaire was invalid.

From the overall evaluation, the total mean score of the IOC of the WTC questionnaire was 0.94, which inferred that the WTC questionnaire was appropriate. However, there were some suggestions from the experts. They suggested that the questions should begin with “I” instead of using imperative sentences. Furthermore, the word “others” should be changed to “my classmates”.

For example, the original statement was “*Share opinions with others when the topics are interesting.*” was changed to “*I share my opinions with my classmates when the topics are interesting.*” Then the questionnaire was translated into Thai to avoid any language barrier, so that the students could understand the questions clearly.

The WTC questionnaire was piloted with 30 students who had participated in the pilot study of the lesson plan.

There were no problems found about the question items from the pilot step. The validation of the WTC questionnaire is presented in Appendix N.

#### 3.6.4 Validation of the observation checklist

The observation checklist was adapted from Cao (2009) and Xie (2011) and validated by three experts, who were invited to check the appropriateness. The Item-Objective Congruence Index (IOC) was used in the validation process. If

the IOC was higher than or equal to 0.50, this inferred that the observation checklist was valid, but if the IOC was less than 0.50, this inferred that the observation checklist was invalid.

From the overall evaluation, the total mean score of the IOC of the observation checklist was 0.86, which inferred that the observation checklist was appropriate. However, the experts provided additional suggestions. They suggested that statements that were used as a checklist to observe the students should be changed from an affirmative sentence to an imperative sentence in order to make the statements short and practical when observed. Additionally, there were some statements that were difficult to be observed. For example, the original statement was “*Students feel they are able to cooperate with others.*” then it was changed to “*Cooperate with others.*” In addition, the experts suggested that the researcher should not only set the video camera during the implementation of the speaking instruction using the differentiated-flipped learning approach, but also in other actual classes in order to make students get used to the video camera. Hence, the researcher could obtain the actual students’ behavior. The validation of the observation checklist is presented in Appendix O.

#### *3.6.4.1 Reliability check for using the observation checklist*

Inter-rater reliability was used in the study to find the consistency between the two raters in observing the students' behavior that showed the WTC in the classroom through the observation checklist. The observation checklist was observed by two raters. The raters included the researcher, a non-native university lecturer who had taught English for seven years, and a non-native university lecturer who had taught English in an international program for five years. Both raters discussed the statements in the observation checklist. After that, the two raters watched the video recordings of the implementation of the speaking instruction using the differentiated-flipped learning approach from the pilot study and employed the observation checklist to observe and check the frequency as well as the evidence or comments related to the students' behavior that showed the WTC in the classroom. The frequency from the observation was compared to check the consistency using the Pearson correlation coefficient. The results of the inter-rater reliability are presented in Table 11.

*Table 11: The results of the inter-rater reliability of the observation checklist*

<b>Raters</b>	<b>r</b>
R1 + R2	.83

As shown in Table 11, the overall result of the Pearson correlation coefficient of inter-rater reliability was .83. This inferred that the frequency from the observation checklist given by the two raters was consistent.

### 3.6.5 The validation of the perception questionnaire

The perception questionnaire was validated by three experts, who were invited to check the appropriateness. The Item-Objective Congruence Index (IOC) was used in the validation process. If the IOC was higher than or equal to 0.50, this inferred that the perception questionnaire was valid, but if the IOC was less than 0.50, this inferred that the perception questionnaire was invalid.

From the overall evaluation, the total mean score of the IOC of the observation checklist was 0.94, which inferred that the perception questionnaire was appropriate. However, there were some items; such as, four and 24 that were unacceptable because the scores were 0.33. The experts suggested that these two items were almost similar. Moreover, using words “I like” in the statements was biased. This could lead the students to

agree with these statements. Then, the experts suggested changing the statements. For item four, the original version was *“I like exploring the content via the website before class.”* The revised version based on the experts’ suggestion was *“Learning the content on the website gives me freedom.”* For item 24, the original version was *“Exploring the content via the website before class is good because I can search on Google if I get confused right away.”* The revised version based on the experts’ suggestion was *“Exploring the content via the website provided enough time on searching for more information if I get confused.”* The validation of the perception questionnaire is presented in Appendix P.

### 3.7 Pilot study

Before implementing the instruction with the participants of the present study, a pilot of the instruction and research instruments was conducted. Thirty students who had enrolled in the English for Professional Communication course at KMITL, Bangkok campus were randomly selected as a sample. They had similar characteristics to the participants of the study. The pilot was conducted for three weeks. For the first week, the speaking placement test was employed to group the students in order to categorize their readiness levels and to check the appropriateness of the test focusing on the time allocation. The pilot unit was Unit 1,

Job Interview. The speaking tests were conducted in order to test the time allocation and the appropriateness of each task.

The WTC questionnaire was also distributed before the pilot study to test the ambiguity of the statements. The students were then asked to express their thoughts about any confusing or unclear statements to the researcher.

Phase II: The implementation of the speaking instruction using the differentiated-flipped learning approach

In order to investigate the effects of the speaking instruction using the differentiated-flipped learning approach, the speaking placement test, speaking tests, WTC questionnaire, observation checklist, and the perception questionnaire were employed in this study.

#### *1. Conduct the speaking placement test*

The speaking placement test, which was adapted from the OPI was conducted in Week One. The test was a 15-20-minute one-on-one interview between the student and the researcher. The purpose of conducting this test was to assess the students' speaking ability and group them into their readiness level; namely, novice, intermediate, and advanced, so that the students could participate in the activities based on their readiness levels. This test was evaluated by two raters including the researcher, a non-native university lecturer who had taught English for seven years, and a non-native university lecturer who had taught English in an international program for five years using the scoring rubric, which



was adapted from the assessment criteria of the OPI. A video recording was used to record the students while they were taking the test. The raters then watched the video to evaluate the students' speaking ability. However, in this study, there were only novice and intermediate levels.

## *2. Distribute the willingness to communicate (WTC) questionnaire*

The willingness to communicate (WTC) questionnaire was used with 30 students before the implementation of the speaking instruction using the differentiated-flipped learning approach (Week One). The purpose of conducting the WTC questionnaire was to investigate the differences of the levels of students' WTC in English before the intervention, which was used to answer research question two quantitatively, which was as follows:

Research question 2: What effect does the speaking instruction using the differentiated-flipped learning approach have on the levels of willingness to communicate (WTC) of Thai EFL undergraduates?

The WTC questionnaire was distributed by the researcher with 30 students who attended the present study. The data obtained from the WTC questionnaire were calculated by using the paired sample t-test.

## *3. Conduct the experiment*

Students were asked to explore the content and do activities online as well as participate in face-to-face instruction based on the lesson plans.

#### *4. Conduct the speaking tests*

The speaking tests were conducted with the students at the end of each unit. Hence, the speaking tests were distributed in Weeks Three, Five, Seven, Nine, and 11 of the courses. For the interpersonal tasks, students worked in pairs with their peers who were in the same level while for the presentational tasks, the students worked individually. The students had to record a video of their conversation and their individual tasks and submit it to the teacher at the end of the class. The purpose of conducting these speaking tests was to assess the progress of the students' speaking ability after participating in the speaking instruction using the differentiated-flipped learning approach, which was used to answer research questions one and three, which were as follows:

Research question 1: What effect does the speaking instruction using the differentiated- flipped learning approach have on the speaking ability of Thai EFL undergraduates?

Research question 3: Is there any relationship between the speaking ability and levels of willingness to communicate?

These tests were evaluated by two raters including the researcher, a non-native university lecturer who had taught English for seven years, and a non-native university lecturer who had taught English in an international program for five years using the scoring rubrics, which were adapted from the ACTFL Performance Descriptors for Language Learners and the ACTFL Proficiency Guidelines (2012a, 2012b) -

Speaking. The raters then watched the video to evaluate the progress of the students' speaking ability.

#### *5. Observe WTC actual behavior throughout the experiment*

The researcher used the video to record the students' behavior that showed the WTC in English while they were participating in the speaking instruction using the differentiated-flipped learning approach.

The implementation of the instruction took about 90 minutes in each class. Hence, the raters or observers watched the video recordings from Weeks Two to 11 of the course. The purpose of using the observation checklist was to observe the actual students' behavior that showed the WTC in English while they were participating throughout the instruction, which was used to answer research question two quantitatively in terms of the frequency of the students' behavior, as well as the evidence or the comments that the raters or observers obtained from the observation qualitatively. The details of research question 2 were as follows:

Research question 2: What effect does the speaking instruction using the differentiated-flipped learning approach have on the levels of willingness to communicate (WTC) of Thai EFL undergraduates?

The observation checklist was used by the two raters in every unit, which had five units in total. The data obtained from the observation checklist were calculated as a frequency count, and the evidence or the comments from the observers were coded by using content analysis.

#### *6. Distribute WTC questionnaire*

The WTC questionnaire was used with 30 students after the implementation of the speaking instruction using the differentiated-flipped learning approach (Week 12). The purpose of conducting the WTC questionnaire was to investigate the differences of the levels of the students' WTC after the intervention, which was used to answer research question two quantitatively. The details of research question two were as follows:

Research question 2: What effect does the speaking instruction using the differentiated- flipped learning approach have on the levels of willingness to communicate (WTC) of Thai EFL undergraduates?

The WTC questionnaire was distributed by the researcher to 30 students who attended the present study. The data obtained from the WTC questionnaire were calculated by using the paired sample t-test.

#### *7. Distribute perception towards the instruction questionnaire*

The questionnaire was conducted with 30 students at the end of the course (Week 12). The questionnaire was used to investigate the students' perception toward the instruction in terms of the students' attitude and confidence, which was used to answer research question four quantitatively. The details of research question four were as follows:

Research question 4: What are the students' perceptions toward the speaking instruction using the differentiated-flipped learning approach?

The questionnaire was distributed by the researcher and piloted with 30 students who participated in the pilot study. The data obtained from the questionnaire were calculated as the mean using the SPSS program. The mean score obtained from the questionnaire was used to indicate the students' perception, which focused on the attitude and confidence toward the speaking instruction using the differentiated-flipped learning approach. The following were the criteria used in this study:

3.26-4.00	means	The students' perception toward the instruction is at a very high level.
2.51- 3.25	means	The students' perception toward the instruction is at a high level.
1.76- 2.50	means	The students' perception toward the instruction is at a low level.
1.00- 1.75	means	The students' perception toward the instruction is at a very low level.

For the data obtained from Part III, the content analysis was employed to analyze the data.

#### 8. *Data collection*

The collection of the data covered 12 weeks. The placement test and the pretest of the WTC questionnaire were conducted at the beginning of the course (Week One). The speaking tests were carried out during the implementation of the speaking instruction using the

differentiated-flipped learning approach at the end of each unit (Weeks Three, Five, Seven, Nine, and 11). The observation checklist was also used to observe the students' WTC in English behavior during the implementation. The post-test of the WTC questionnaire and the perception questionnaire were conducted at the end of the course (Week 12). The collection of the data is presented in Table 12.

*Table 12: Data collection*

<b>Week</b>	<b>Data Collection</b>
Week 1	<ul style="list-style-type: none"> <li>- The placement test and the pre-test of the WTC questionnaire were conducted to the students.</li> <li>- The orientation of the speaking instruction using the differentiated-flipped learning approach</li> </ul>
Week 2-11	<ul style="list-style-type: none"> <li>- The students explore the content via the given website and do online activities (online instruction).</li> <li>- The students participate in the activities in class (face-to-face instruction).</li> <li>- A video recording was used to record the students' behavior and the data obtained were translated using the observation checklist.</li> <li>- At the end of each unit, the speaking tests were administered.</li> </ul>
Week 12	<ul style="list-style-type: none"> <li>- The post-test of the WTC questionnaire and the perception questionnaire were conducted with the students.</li> </ul>

### *9. Data analysis*

The data from the speaking tests, WTC questionnaire, and perception questionnaire were analyzed quantitatively. The data obtained from the observation checklist and the additional comments from the perception questionnaire were analyzed qualitatively. The data analysis based on the four research questions were explained as follows:

Research question 1: What effect does the speaking instruction

using the differentiated-flipped learning approach have on the speaking ability of Thai EFL undergraduates?

The students' speaking scores from the five speaking tests were scored by using the inter-raters. Then, the average score from the inter-rater was analyzed using one-way repeated measures ANOVA with the Greenhouse-Geisser correction and post hoc tests using the Bonferroni correction methods in order to examine the change on the students' speaking ability after experiencing the speaking instruction using the differentiated-flipped learning approach. The results from the one-way repeated measures ANOVA with the Greenhouse-Geisser correction were used to compare within-subjects experimental group performance, which was an overall difference between the speaking tests. Then, the results from the post hoc tests using the Bonferroni correction were used to confirm where the differences occurred between the speaking tests (Brown, 2010).

Research question 2: What effect does the speaking instruction using the differentiated-flipped learning approach have on the levels of willingness to communicate (WTC) of Thai EFL undergraduates?

The answer to research question two was obtained from the pretest and the post-test of the WTC questionnaire. The results from the WTC questionnaires were analyzed by using a paired-sample t-test using the SPSS program. In addition, the data obtained from the observation checklist were analyzed by using frequency and the coding scheme. The inter-raters were used to confirm the reliability of the data.

Research questionnaire 3: Is there any relationship between the English speaking ability and levels of willingness to communicate (WTC)?

The relationship between the speaking ability and the levels of WTC was analyzed using the correlation coefficient. The correlation coefficient between the speaking scores from the speaking tasks and the scores from the post-test WTC questionnaire were analyzed using the Pearson product-moment correlation coefficient.

Research question 4: What are the students' perceptions toward the speaking instruction using the differentiated-flipped learning approach?

The answer to research question 4 was obtained from the perception questionnaire. The questionnaire scores were analyzed by the mean score. The data from the additional comments section was also analyzed by using the content analysis.

The summary of the data analysis is presented in Table 13.



*Table 13: The summary of the data analysis.*

<b>Research Questions</b>	<b>Instruments</b>	<b>Data Obtained</b>	<b>Time of distribution</b>	<b>Data Analysis</b>
1. What effect does the speaking instruction using the differentiated- flipped learning approach have on the speaking ability of Thai EFL undergraduates?	- English speaking tests	- Speaking tests	- Week 3,5,7,9, and 11	- One-way repeated measures ANOVA with a Greenhouse-Geisser correction/ Sphericity Assumed and Post Hoc tests using the Bonferroni correction methods (Brown, 2010).
2. What effect does the speaking instruction using the differentiated-flipped instruction approach have on the levels of willingness to communicate (WTC) of Thai EFL undergraduates?	- WTC questionnaire & observation checklist	- Pre-test and Post-test WTC questionnaire - Observation checklist	- Before and after the experiment (Week 1& week 12) - During week 2-11	- Paired-sample t-test - Frequency and coding schemes
3. Is there any relationship between the English speaking ability and levels of willingness to communicate (WTC)?	- Students' speaking scores & WTC scores	- Speaking scores and score from post-test WTC questionnaire	- Week 2-12	- Correlation coefficient
4. What are the students' perceptions toward the speaking instruction using the differentiated- flipped learning approach?	- Perceptions toward the instruction questionnaire	- Perception questionnaire	- Week 12	- Descriptive statistics - Content analysis

## Chapter 4

### Findings

#### 4.1 Introduction

This chapter presents the results of the current study concerning the effects of speaking instruction using the differentiated-flipped learning approach on the speaking ability and willingness to communicate (WTC) of Thai EFL undergraduates. In this section, the findings are presented in four parts that are related to the four research questions.

#### 4.2 The Effects of Speaking Instruction Using the Differentiated-Flipped Learning Approach on Speaking Ability

*Research Question 1:* What effect does the speaking instruction using the differentiated- flipped learning approach have on the speaking ability of Thai EFL undergraduates?

The results from the speaking placement revealed that there were only novice and intermediate groups in this study. To explore the effects of speaking instruction using the differentiated-flipped learning approach on students' speaking ability, one-way repeated measures ANOVA with a Greenhouse-Geisser correction/sphericity assumption and post hoc tests using the Bonferroni correction were used to analyze the scores from the speaking tests of the five units. The raters, who were the researcher, a non-native university lecturer who had taught English for seven years, and a non-native university lecturer who had taught English in an international program for five years, rated the students' performance for both the interpersonal and

presentational speaking tests using the scoring rubrics, which had been adapted from the ACTFL Performance Descriptors for Language Learners and the ACTFL Proficiency Guidelines (2012a, 2012b) - Speaking (Appendix G). The inter-rater reliability of the speaking tests (interpersonal test for novice, interpersonal test for intermediate, presentational test for novice, and presentational test for intermediate) was calculated using the Pearson correlation coefficient. The results of the Pearson correlation coefficient of the inter-rater reliability was .95, .93, .97, and .96, respectively. To answer research question one, the results are presented as follows:

#### 4.2.1 The overall speaking tests of the novice group

There were 20 students in the novice group in the present study. The students' scores from both the interpersonal and presentational tests from this group were analyzed in order to check the basic assumption of the one-way repeated measures ANOVA by considering the analysis of the variance and size of the correlation. The results of the analysis revealed that the average scores from both speaking tests from the five units were significantly different with a significance level of .05 (Mauchly's  $W=.174$ ; Approx. Chi-Square= $30.477$ ;  $df=9$ ;  $p=.000$ ; Greenhouse-Geisser= $.531$ ). This indicated that the compound symmetry was clearly not met. Therefore, the Greenhouse-Geisser correction was employed to analyze the data. Table 14 shows the results of the one-way repeated measures ANOVA with the Greenhouse-Geisser correction.

*Table 14: The results from the one-way repeated measures ANOVA with the Greenhouse-Geisser correction of the overall speaking tests of the novice group (n = 20.*

Source	SS	df	MS	F	P	Partial Eta <sup>2</sup>
Between groups	152.948	19	8.050			
Within groups	184.200	42.453	4.338			
Between treatments	146.035	2.123	68.799	72.702*	.000	.807
Errors	38.165	40.330	.946			
Total	337.148	61.453				

\* $p \leq .05$  SS = Sum Square; df = degree of freedom; MS = Mean Square

Since there was only one group of novice students, the groups presented in Table 14 referred to the total of five units in which the students had to complete the speaking tests. Thus, between groups referred to the sum of the students' scores between the units, within groups referred to the sum of students' scores within the units, and between treatments referred to the square of the sum of the differences of each unit. The results showed that after the students in the novice group had participated in the speaking instruction using the differentiated-flipped learning approach, the average scores of the interpersonal and presentational tests from the five units were significantly different with a significance level of .05 ( $F=72.702$ ;  $df=2.123$ ;  $40.330$   $p=.000$ ). Therefore, the hypothesis was accepted.

Moreover, the effect size of the speaking instruction using the differentiated-flipped learning approach in the overall tests of the novice group was considered as being large ( $\text{Partial Eta}^2 = .807$ ) based on Cohen (1988) in which he proposed the criteria about the effect size: 0.2 means small; 0.5 means medium; 0.8 means large.

In addition, post hoc tests using the Bonferroni correction were used to identify the significant differences between each pair of the

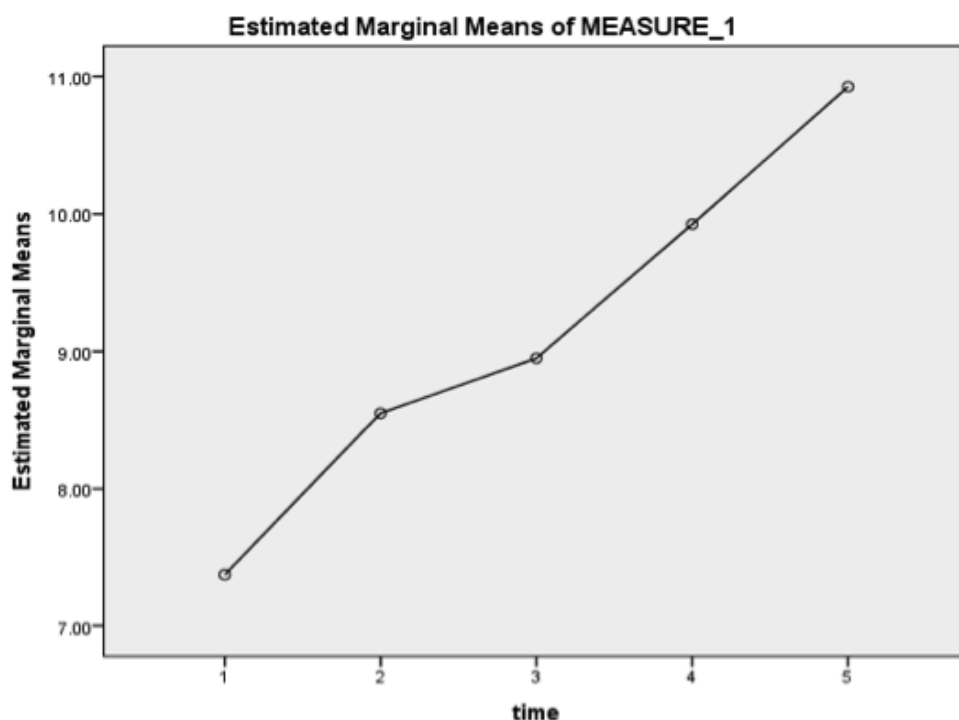
speaking tests of the overall tests (interpersonal and presentational) of the novice group. The results indicated that there was a significant difference in the mean difference between each pair of the speaking tests with a significance level of .05 (Table 15).

*Table 15: The results from the analysis comparison of the average scores of speaking tests from novice group (n=20)*

Units	Unit 1 (M=7.37)	Unit 2 (M=8.55)	Unit 3 (M=8.95)	Unit 4 (M=9.92)	Unit 5 (M=10.92)
Unit 1 (M=7.37)	-				
Unit 2 (M=8.55)	-1.175*	-			
Unit 3 (M=8.95)	-1.575*	-.400*	-		
Unit 4 (M=9.92)	-2.550*	-1.375*	-.975*	-	
Unit 5 (M=10.92)	-3.550*	-2.375*	-1.975*	-1.000*	-

\*p≤.05      M = Mean score

Therefore, there was progress in the novice group students' speaking ability from the overall tests (interpersonal and presentational) from the five units. The total score in each unit was 18. The average scores from Unit 1, 2, 3, 4, and 5 were 7.37, 8.55, 8.95, 9.92, and 10.92, respectively as presented in Figure 9.



*Figure 9: The average scores from the overall tests (interpersonal and presentational) of the novice group.*

#### 4.2.2 The interpersonal speaking tests of the novice group

The novice group students' scores from the interpersonal tests were analyzed in order to check the basic assumption of the one-way repeated measures ANOVA by considering the analysis of the variance and size of the correlation. The results of the analysis revealed that the average scores from the interpersonal tests from the five units were significantly different with a significance level of .05 (Mauchly's  $W=.114$ ; Approx. Chi-Square=37.797;  $df=9$ ,  $p=.000$ ; Greenhouse-Geisser=.462). This indicated that the compound symmetry was clearly not met. Therefore, the Greenhouse-Geisser correction was employed to analyze the data. Table 16 shows the results from one-way repeated measures ANOVA with the Greenhouse-Geisser correction.

*Table 16: The results from the one-way repeated measures ANOVA with the Greenhouse-Geisser correction of the interpersonal tests of the novice group (n=20).*

Source	SS	df	MS	F	P	Partial Eta <sup>2</sup>
Between groups	159.790	19	8.410			
Within groups	212.000	36.942	5.738			
Between treatment	115.340	1.847	84.100	30.534*	.000	.661
Errors	96.660	35.095	2.754			
Total	371.79	55.942				

\* $p \leq .05$  SS = Sum Square; df = degree of freedom; MS = Mean Square

Since there was only one group of novice students, the groups presented in Table 16 referred to the five units in which the students had to complete the speaking tests (interpersonal). Thus, between groups referred to the sum of the students' scores between the units, within groups referred to the sum of the students' scores within units, and between treatments referred to the square of the sum of the differences of each unit. The results revealed that after the students in the novice group had participated in the speaking instruction using the differentiated-flipped learning approach, the average scores of the interpersonal tests from the five units were significantly different with a significance level of .05 ( $F=30.534$ ;  $df= 1.847$ ;  $35.095$ ;  $p=.000$ ). Therefore, the hypothesis was accepted.

The effect size of the speaking instruction using the differentiated-flipped learning approach in the interpersonal tests of the novice group was also considered as being medium (Partial Eta<sup>2</sup> =.661) based on Cohen (1988) in which he proposed the criteria about the effect size: 0.2 means small; 0.5 means medium; 0.8 means large.

In addition, post hoc tests using the Bonferroni correction were used to identify the significant differences between each pair of interpersonal tests of

the novice group. The results indicated that there was significant difference in the mean difference between Units 1, 3, 4, and 5; Units 2, 4 and 5; Units 3 and 5; Units 4 and 5 with a significance level of .05. However, there was no significant difference in the mean difference for the significance level of .05 between Units 1 and 2; Units 2 and 3; Units 3 and 4 (Table 17).

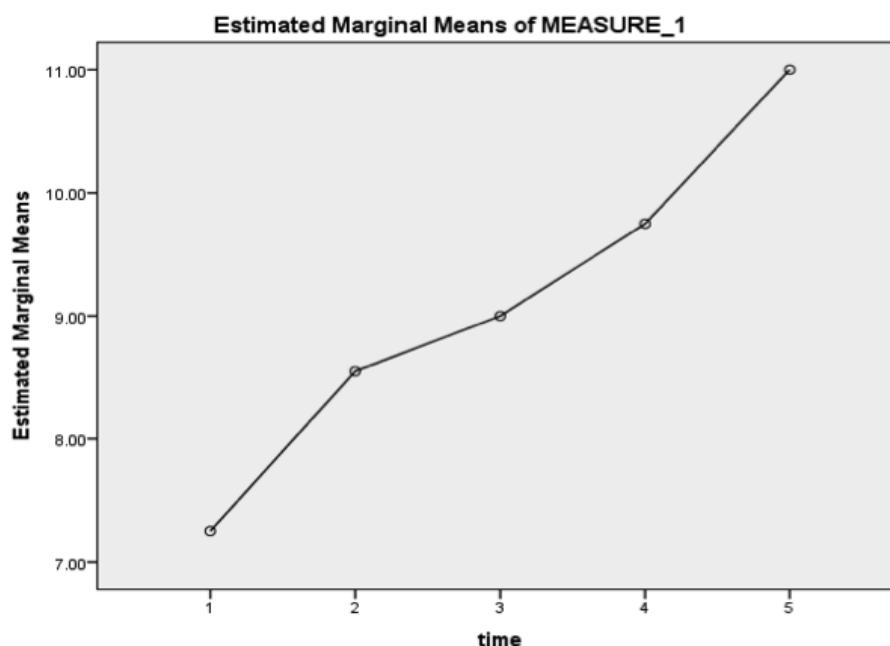
*Table 17: The results from the analysis comparison of the average scores of the interpersonal tests from the novice group (n=20).*

Units	Unit 1 (M=7.25)	Unit 2 (M=8.55)	Unit 3 (M=9.00)	Unit 4 (M=9.75)	Unit 5 (M=11.00)
Unit 1 (M=7.25)	-				
Unit 2 (M=8.55)	-1.300	-			
Unit 3 (M=9.00)	-1.750*	-.450	-		
Unit 4 (M=9.75)	-2.500*	-1.200*	-.750	-	
Unit 5 (M=11.00)	-3.750*	-2.450*	-2.000*	-1.250*	-

\*p $\leq$ .05      M = Mean score

Therefore, there was progress in the novice group students' speaking ability from the interpersonal tests. The total score in each unit was 18. The average scores from Unit 1, 2, 3, 4, and 5 were 7.25, 8.55, 9.00, 9.75, and 11.00, respectively (Figure 10).





*Figure 10: The average scores from the interpersonal tests of the novice group.*

#### 4.2.3 The presentational tests of the novice group

The novice group students' scores from the presentational tests were analyzed in order to check the basic assumption of the one-way repeated measures ANOVA by considering the analysis of the variance and size of the correlation. The results of the analysis revealed that the average scores from the presentational tests from the five units were not significantly different with a significance level of .05 (Mauchly's  $W=.384$ ; Approx. Chi-Square= $16.682$ ;  $df=9$ ;  $p=.055$ ). This indicated that the compound symmetry was clearly met. Therefore, sphericity assumption was employed to analyze the data. Table 18 shows the results from the one-way repeated measures ANOVA with a sphericity assumption.

*Table 18: The results from the one-way repeated measures ANOVA with a sphericity assumption of the presentational tests of the novice group (n=20).*

Source	SS	df	MS	F	P	Partial Eta <sup>2</sup>
Between groups	193.560	19	10.187			
Within groups	191.200	80	2.390			
Between treatments	138.660	4	34.665	50.144*	.000	.797
Errors	52.540	76	.691			
Total	384.760	99				

\*p $\leq$ .05      SS = Sum Square; df = degree of freedom; MS = Mean Square

Since there was only one group of novice students, the groups presented in Table 18 referred to the five units in which the students had to complete the speaking tests (presentational test). Thus, between groups referred to the sum of the students' scores between the units, within groups referred to the sum of the students' scores within the units, and between treatments referred to the square of the sum of the differences of each unit. The results revealed that after the students in the novice group had participated in the speaking instruction using the differentiated-flipped learning approach, the average scores of the presentational tests from the five units were significantly different with a significance level of .05 ( $F= 50.144$ ;  $df= 476$ ;  $p=.000$ ). Therefore, the hypothesis was accepted.

Furthermore, the effect size of the speaking instruction using the differentiated-flipped learning approach in the presentational tests of the novice group was considered as being medium (  $\text{Partial Eta}^2 = .797$ ) based on Cohen (1988) in which he proposed the criteria about the effect size: 0.2 means small; 0.5 means medium; 0.8 means large.

In addition, post hoc tests using the Bonferroni correction were used to identify the significant differences between each pair of presentational tests of the novice group. The results indicated that there was a significant difference in the mean

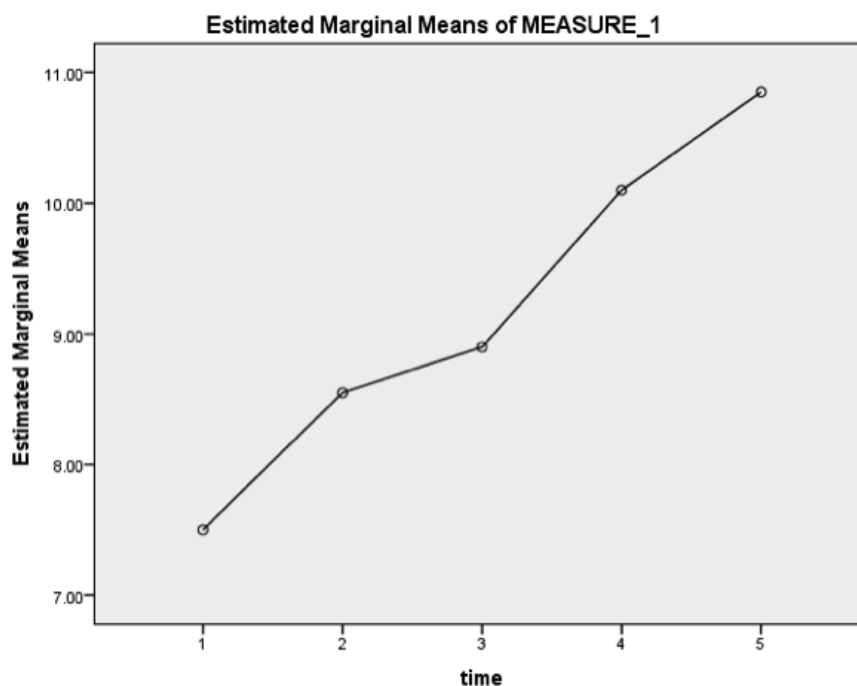
difference between Units 1 and 2-5; Units 2 and 4 and 5; Units 3 and 4 and 5 that had a significance level of .05. However, there was no significant difference in the mean difference of the significance level of .05 between Units 2 and 3; Units 4 and 5 as shown in Table 19.

*Table 19: The results from the analysis comparison of the average scores of the presentational tests from the novice group (n=20).*

Units	Unit 1 (M=7.50)	Unit 2 (M=8.55)	Unit 3 (M=8.90)	Unit 4 (M=10.10)	Unit 5 (M=10.85)
Unit 1 (M=7.50)	-				
Unit 2 (M=8.55)	-1.050*	-			
Unit 3 (M=8.90)	-1.400*	-.350	-		
Unit 4 (M=10.10)	-2.600*	-1.550*	-1.200*	-	
Unit 5 (M=10.85)	-3.350*	-2.300*	-1.950*	-.750	-

\*p≤.05      M = Mean score

Therefore, there was progress in the novice group students' speaking ability from the presentational tests. The total score in each unit was 18. The average scores from unit 1, 2, 3, 4, and 5 were 7.50, 8.55, 8.90, 10.10, and 10.85, respectively (Figure 11).



*Figure 11: The average scores from the presentational tests in the novice group.*

#### 4.2.4 The overall speaking tests of the intermediate group

There were 10 students in the intermediate group in the present study. The students' scores from both the interpersonal and presentational tests were analyzed in order to check the basic assumption of the one-way repeated measures ANOVA by considering the analysis of the variance and size of the correlation. The results of the analysis revealed that the average scores from both speaking tests from the five units were significantly different with a significance level of .05 (Mauchly's  $W=.029$ ; Approx. Chi-Square= 26.208;  $df=9$ ;  $p=.002$ , Greenhouse-Geisser=.468). This indicated that the compound symmetry was clearly not met. Therefore, the Greenhouse-Geisser correction was employed to analyze the data. Table 20 presents the results from the one-way repeated measures ANOVA with the Greenhouse-Geisser correction of the overall speaking tests of the intermediate group.

*Table 20: The results from the one-way repeated measures ANOVA with the Greenhouse-Geisser correction of the overall speaking tests of the intermediate group (n=10).*

Source	SS	df	MS	F	P	Partial Eta <sup>2</sup>
Between groups	124.725	9	13.858			
Within groups	81.400	18.721	4.348			
Between treatment	57.550	1.872	30.740	21.717*	.000	.743
Errors	23.850	16.849	1.416			
Total	206.125	27.721				

\* $p \leq .05$  SS = Sum Square; df = degree of freedom; MS = Mean Square

Since there was only one group of intermediate students, the groups presented in Table 20 referred to the units in which the students had to complete the overall speaking tests (interpersonal and presentational) of the five units in total. Thus, between groups referred to the sum of the students' scores between units, within groups referred to the sum of the students' scores within units, and between treatments referred to the square of the sum of the differences of each unit. The results showed that after the students in the intermediate group had participated in the speaking instruction using the differentiated-flipped learning approach, the average scores of the interpersonal and presentational tests from the five units were significantly different with a significance level of .05 ( $F = 21.717$ ;  $df = 1.872; 16.849$ ;  $p = .000$ ). Therefore, the hypothesis was accepted.

Moreover, the effect size of the speaking instruction using the differentiated-flipped learning approach in the overall tests of the intermediate group was considered as being medium (Partial Eta<sup>2</sup> = .743) based on Cohen (1988) in which he proposed the criteria about the effect size: 0.2 means small; 0.5 means medium; 0.8 means large.

In addition, post hoc tests using the Bonferroni correction were used to identify the significant differences between each pair of the overall speaking tests

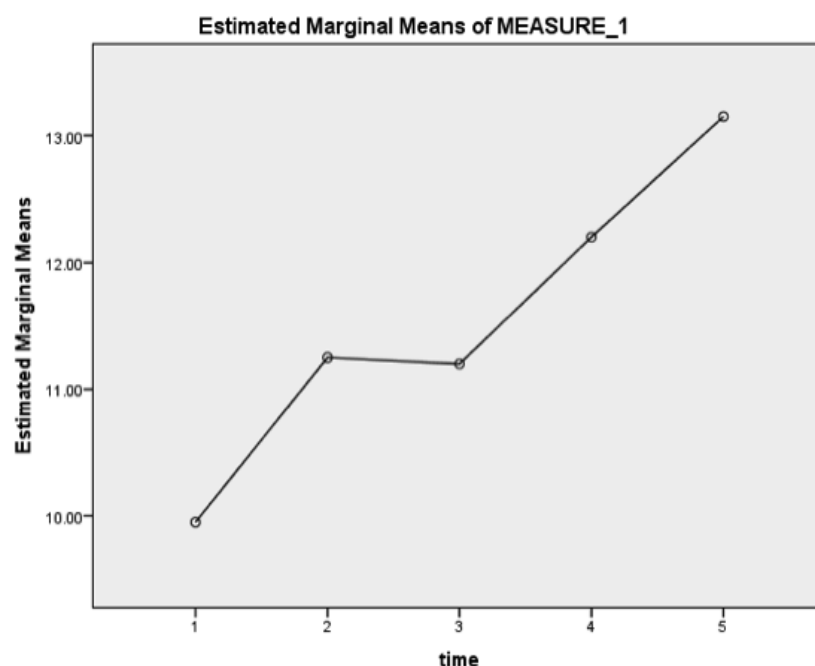
(interpersonal and presentational) of the intermediate group. The results indicated that there was a significant difference in the mean difference between Units 1 and 2, 4, and 5; Units 2 and 5; Units 3 and 4, and 5; Units 4 and 5 that had a significance level of .05. However, there no significant difference in the mean difference of the significance level of .05 between Units 1 and 3; Units 2 and 3, and 4 (Table 21).

*Table 21: The results from the analysis comparison of the average scores of the speaking tests from the intermediate group (n=10).*

Units	Unit 1 (M=9.95)	Unit 2 (M=11.25)	Unit 3 (M=11.20)	Unit 4 (M=12.20)	Unit 5 (M=13.15)
Unit 1 (M=9.95)	-				
Unit 2 (M=11.25)	-1.300*	-			
Unit 3 (M=11.20)	-1.250	.050	-		
Unit 4 (M=12.20)	-2.250*	-.950	-1.000*	-	
Unit 5 (M=13.15)	-3.200*	-1.900*	-1.950*	-.950*	-

\* $p \leq .05$       M = Mean score

Therefore, there was progress in the intermediate group students' speaking ability from the overall tests (interpersonal and presentational) from the five units. The total score in each unit was 18. The average scores from Unit 1, 2, 3, 4, and 5 were 9.95, 11.25, 11.20, 12.20, and 13.15, respectively (Figure 12).



*Figure 12: The average scores from the overall tests (interpersonal and presentational) in the intermediate group.*

#### 4.2.5 The interpersonal tests of the intermediate group

The intermediate group students' scores from the interpersonal tests were analyzed in order to check the basic assumption of the one-way repeated measures ANOVA by considering the analysis of the variance and size of the correlation. The results of the analysis revealed that the average scores from the interpersonal tests from the five units were not significantly different with a significance level of .05 (Mauchly's  $W=.377$ ; Approx. Chi-Square=7.240;  $df=9$ ;  $p=.621$ ). This indicated that the compound symmetry was clearly met. Therefore, sphericity assumption was employed to analyze the data. Table 22 presents the results from the one-way repeated measures ANOVA with the sphericity assumption of the interpersonal tests of the intermediate group.

*Table 22: The results from the one-way repeated measures ANOVA with the sphericity assumption of the interpersonal tests of the intermediate group (n=10.)*

Source	SS	df	MS	F	P	Partial Eta <sup>2</sup>
Between groups	72.420	9	8.047			
Within groups	85.200	40	2.130			
Between treatments	54.320	4	13.580	15.832*	.000	.697
Errors	30.880	36	.858			
Total	157.620	49				

\* $p \leq .05$  SS = Sum Square; df = degree of freedom; MS = Mean Square

Since there was only one group of intermediate students, the groups presented in Table 22 referred to the units in which the students had to complete the interpersonal tests of the five units in total. Thus, between groups referred to the sum of the students' scores between units, within groups referred to the sum of the students' scores within units, and between treatments referred to the square of the sum of the differences of each unit. The results revealed that after the students in the intermediate group had participated in the speaking instruction using the differentiated-flipped learning approach, the average scores of the interpersonal tests from the five units were significantly different with a significance level of .05 ( $F=15.832$ ;  $df= 4, 36$ ;  $p=.000$ ). Therefore, the hypothesis was accepted.

The effect size of the speaking instruction using the differentiated-flipped learning approach in the interpersonal tests of the intermediate group was also considered as being medium ( $\text{Partial Eta}^2 = .697$ ) based on Cohen (1988) in which he proposed the criteria about the effect size: 0.2 means small; 0.5 means medium; 0.8 means large.

In addition, post hoc tests using the Bonferroni correction were used to identify the significant differences between each pair of the interpersonal tests of the intermediate group. The results indicated that there was a significant difference in the



mean difference between Units 1 and 2, 4, and 5; Units 3 and 5 with a significance level of .05. However, there was no significant difference in the mean difference of the significance level of .05 between Units 1 and 3; Units 2 and 3-5; Units 3 and 4; Units 4 and 5 (Table 23).

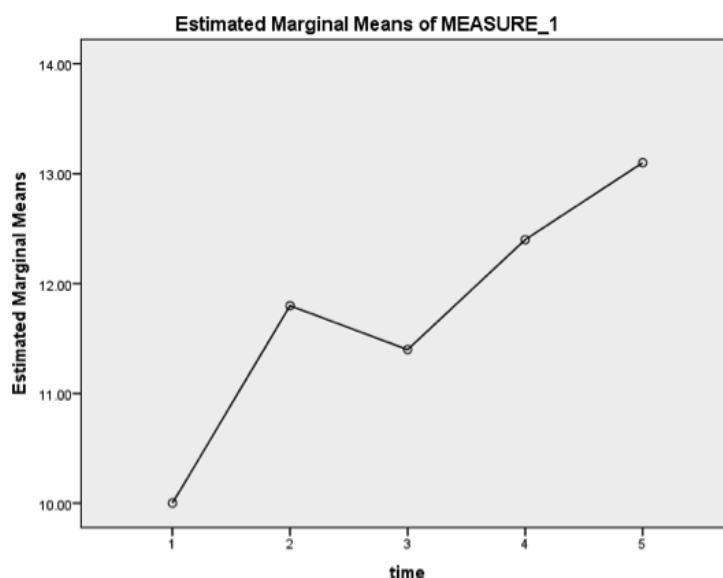
*Table 23: The results from the analysis comparison of the average scores of the interpersonal tests from the intermediate group (n=10).*

Units	Unit 1 (M=10.00)	Unit 2 (M=11.80)	Unit 3 (M=8.90)	Unit 4 (M=10.10)	Unit 5 (M=10.85)
Unit 1 (M=10.00)	-				
Unit 2 (M=11.80)	-1.800*	-			
Unit 3 (M=11.40)	-1.400	.400	-		
Unit 4 (M=12.40)	-2.400*	-.600	-1.000	-	
Unit 5 (M=13.10)	-3.100*	-1.300	-1.700*	-.700	-

\*p≤.05

M = Mean score

Therefore, there was progress in the intermediate group students' speaking ability from the interpersonal tests. The total score in each unit was 18. The average scores from Unit 1, 2, 3, 4, and 5 were 10.00, 11.80, 11.40, 12.40, and 13.10, respectively (Figure 13).



*Figure 13: The average scores from the interpersonal tests in the intermediate group*

#### 4.2.6 The presentational tests of the intermediate group

The intermediate group students' scores from the presentational tests were analyzed in order to check the basic assumption of the one-way repeated measures ANOVA by considering the analysis of the variance and size of the correlation. The results of the analysis revealed that the average scores from the presentational tasks from the five units were not significantly different with a significance level of .05 (Mauchly's  $W=.100$ ; Approx. Chi-Square=17.073;  $df=9$ ;  $p=.053$ ). This indicated that the compound symmetry was clearly met. Therefore, sphericity assumption was employed to analyze the data. Table 24 presents the results from the one-way repeated measures ANOVA with the sphericity assumption of the presentational tests of the intermediate group.

*Table 24: The results from the one-way repeated measures ANOVA with the sphericity assumption of the presentational tests of the intermediate group (n=10.)*

Source	SS	df	MS	F	P	Partial Eta <sup>2</sup>
Between Groups	265.120	9	29.458			
Within Groups	104.400	40	2.610			
Between Treatments	64.920	4	16.230	14.799*	.000	.683
Errors	39.480	36	1.097			
Total	369.520	49				

\* $p \leq .05$  SS = Sum Square; df = degree of freedom; MS = Mean Square

As there was only one group of intermediate students, the groups presented in Table 24 referred to the units in which the students had to complete the presentational tests of the five units in total. Thus, between groups referred to the sum of the students' scores between units, within groups referred to the sum of the students' scores within units, and between treatments referred to the square of the sum of the differences of each unit. The results revealed that after the students in the intermediate group had participated in the speaking instruction using the differentiated-flipped learning approach, the average scores of the presentational tests from the five units were significantly different with a significance level of .05 ( $F=14.799$ ;  $df=4, 36$ ;  $p=.000$ ). Therefore, the hypothesis was accepted.

The effect size of the speaking instruction using the differentiated-flipped learning approach in the presentational tests of the intermediate group was also considered as being medium ( $\text{Partial Eta}^2 = .683$ ) based on Cohen (1988) in which he proposed the criteria about the effect size: 0.2 means small; 0.5 means medium; 0.8 means large.

In addition, post hoc tests using the Bonferroni correction were used to identify the significant differences between each pair of the presentational tests of the intermediate group. The results indicated that there was a significant difference in the

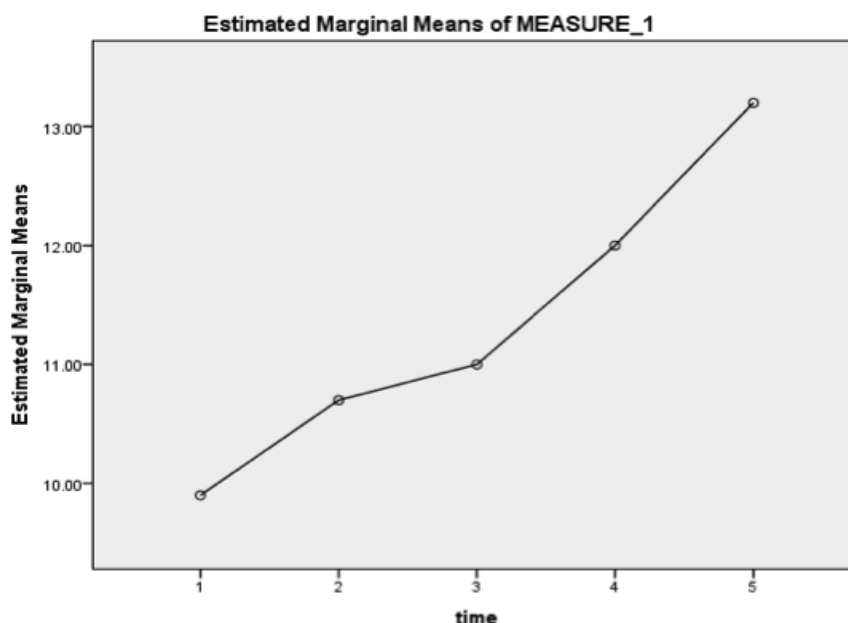
mean difference between Units 1 and 4 and 5; Units 2 and 5; Units 3 and 5 with a significance level of .05. However, there was no significant difference in the mean difference of the significance level of .05 between Units 1 and 2, and 3; Units 2 and 3, and 4; Units 3 and 4; Units 4 and 5 (Table 25).

*Table 25: The results from the analysis comparison of the average scores of the presentational tests from the intermediate group (n=10).*

Units	Unit 1 (M=9.90)	Unit 2 (M=10.70)	Unit 3 (M=11.00)	Unit 4 (M=12.00)	Unit 5 (M=13.20)
Unit 1 (M=9.90)	-				
Unit 2 (M=10.70)	-.800	-			
Unit 3 (M=11.00)	-1.100	.300	-		
Unit 4 (M=12.00)	-2.100*	-1.300	-1.000	-	
Unit 5 (M=13.20)	-3.300*	-2.500*	-2.200*	-1.200	-

\*p $\leq$ .05      M = Mean score

Therefore, there was progress in the intermediate group students' speaking ability from the presentational tests. The total score in each unit was 18. The average scores from Unit 1, 2, 3, 4, and 5 were 9.90, 10.70, 11.00, 12.00, and 13.20, respectively (Figure 14).



*Figure 14: The average scores from the presentational tests of the intermediate group.*

In conclusion, it could be stated that the students' speaking ability improved significantly at a level of difference of .05 after participating in the differentiated-flipped learning approach. Therefore, the first hypothesis, which mentioned that the students' speaking ability would improve at  $p \leq 0.05$  at least a pair of units after taking the speaking instruction using the differentiated-flipped learning approach, was accepted.

In addition, the results from the effect size revealed that the speaking instruction using the differentiated-flipped learning approach had a large effect on the novice students while the instruction had a medium effect on the intermediate students.

For the novice group, the average scores of the overall speaking tests were significantly different with a significance level of .05 according to the result of the one-way repeated measures ANOVA with the Greenhouse-Geisser correction and

post hoc tests using the Bonferroni correction. Additionally, the effect size was considered as being large ( $\text{Partial Eta}^2=.807$ ). In terms of the interpersonal speaking tests, the average scores were significantly different with a significance level of .05 according to the result of the one-way repeated measures ANOVA with the Greenhouse-Geisser correction. The significant differences between each pair of interpersonal tests were also significantly different with a significance level of .05 between Units 1 and 3-5; Units 2 and 4, and 5; Units 3 and 5; Units 4 and 5. However, there was no significant difference in the mean difference between Units 1 and 2; Units 2 and 3; Units 3 and 4 according to the post hoc tests using the Bonferroni correction. Moreover, the effect size was considered as being medium ( $\text{Partial Eta}^2=.661$ ). In terms of the presentational speaking tests, the average scores were significantly different with a significance level of .05 according to the result of the one-way repeated measures ANOVA with the sphericity assumption. Furthermore, the significant differences between each pair of the presentational tasks were significantly different between Units 1 and 2-5; Units 2 and 4, and 5; Units 3 and 4 and 5. However, there was no significant difference in the mean difference between Units 2 and 3; Units 4 and 5 according to the post hoc tests using the Bonferroni correction. The effect size was also considered as being medium ( $\text{Partial Eta}^2=.797$ ).

For the intermediate group, the average scores of the overall speaking tests were significantly different with a significance level of .05 according to the result of the one-way repeated measures ANOVA with the Greenhouse-Geisser correction. Additionally, the differences between each pair of the overall speaking tasks were significantly different between Units 1 and 2, 4, and 5; Units 2 and 5; Units 3 and 4, and 5; Units 4 and 5 with a significance level of .05. However, there was no

significant difference in the mean difference between Units 1 and 3; Units 2 and 3, and 4 according to the post hoc tests using the Bonferroni correction. Additionally, the effect size was considered as being medium ( $\text{Partial } \eta^2 = .743$ ). Regarding the interpersonal speaking tests, the average scores were significantly different with a significance level of .05 according to the result of the one-way repeated measures ANOVA with the sphericity assumption. Moreover, the differences between each pair of the interpersonal speaking tests were significantly different between Units 1 and 2, 4, and 5; Units 3 and 5. However, there was no significant difference in the mean difference between Units 1 and 3; Units 2 and 3-5; Units 3 and 4; Units 4 and 5 according to the post hoc tests using the Bonferroni correction. The effect size was also considered as being medium ( $\text{Partial } \eta^2 = .697$ ). In terms of the presentational tests, the average scores were significantly different with a significance level of .05 according to the result of the one-way repeated measures ANOVA with the sphericity assumption. Additionally, the differences between each pair of the presentational speaking tests were significantly different between Units 1 and 4, and 5; Units 2 and 5; Units 3 and 5. However, there was no significant difference in the mean difference between Units 1 and 2, and 3; Units 2 and 3, and 4; Units 3 and 4; Units 4 and 5 according to the post hoc tests using the Bonferroni correction. The effect size was also considered as being medium ( $\text{Partial } \eta^2 = .683$ ).

### **4.3 The Effects of the Speaking Instruction Using the Differentiated-Flipped Learning Approach on the Willingness to Communicate (WTC)**

*Research Question 2:* What effect does the speaking instruction using the differentiated- flipped learning approach have on the levels of willingness to communicate (WTC) of Thai EFL undergraduates?

To explore the effects of the speaking instruction using the differentiated- flipped learning approach on the levels of willingness to communicate (WTC) of Thai EFL undergraduates, a questionnaire was used to investigate the students' WTC before and after the intervention quantitatively. The data obtained from the questionnaire were analyzed by using mean scores, standard deviation, mean differences, and paired-sample t-test. In addition, an observation checklist was used to observe the students' actual behavior that showed their WTC in English while participating in the activities in the classroom. The data obtained from the observation checklist were calculated as a frequency count, and the evidence or the comments from the observers were coded by using a coding scheme. To answer research question two, the results are presented as follows:

#### **4.3.1 The results from the willingness to communicate (WTC) questionnaire**

A questionnaire was used to investigate the students' willingness to communicate (WTC) before and after the implementation of the speaking instruction using the differentiated-flipped learning approach quantitatively. The data obtained from the questionnaire were analyzed by using mean scores, standard deviation, mean differences, and paired-sample t-test. Table 26 illustrates the paired-sample t-test of the students' WTC from the questionnaire in both the novice and intermediate groups, which consisted of 30 students.



*Table 26: Descriptive Statistics and Paired-Sample T-Test of the students' willingness to communicate from the questionnaire.*

<b>Intervention</b>	<b>M</b>	<b>SD</b>	<b>t</b>	<b>df</b>	<b>Sig.</b>
Pre	1.798	.366	-25.309*	29	.000
Post	3.583	.235			

N = 30, \*p $\leq$ .05

From Table 26, the results indicated that after the students had participated in the speaking instruction using the differentiated-flipped learning approach, the level of students' WTC was significantly different with a significance level of .05. The results suggested that the students' WTC had increased significantly after the implementation of the instruction ( $t = -25.309$ ;  $df = 29$ ;  $Sig. = .000$ ). Therefore, the hypothesis was accepted.

Regarding the students in the novice group, which consisted of 20 students, Table 27 illustrates the paired-sample t-test of the students' WTC from the questionnaire of the novice group.

*Table 27: Descriptive Statistics and Paired-Sample T-Test of the students' willingness to communicate from the questionnaire of the novice group.*

<b>Intervention</b>	<b>M</b>	<b>SD</b>	<b>t</b>	<b>df</b>	<b>Sig.</b>
Pre	1.550	.535	-14.209*	19	.000
Post	3.650	.366			

N = 20, \*p $\leq$ .05

From Table 27, the results indicated that after the students in the novice group had participated in the speaking instruction using the differentiated-flipped learning approach, the level of the students' WTC was significantly different with a significance level of .05. The results suggested that

the students' WTC had increased significantly after the implementation of the instruction ( $t=-14.209$ ;  $df=19$ ;  $Sig.=.000$ ). Therefore, the hypothesis was accepted.

Concerning the students in the intermediate group, which consisted of 10 students, Table 28 illustrates the paired-sample t-test of the students' WTC from the questionnaire of the intermediate group.

*Table 28: Descriptive Statistics and Paired-Sample T-Test of the students' willingness to communicate from the questionnaire in intermediate group*

<b>Intervention</b>	<b>M</b>	<b>SD</b>	<b>t</b>	<b>df</b>	<b>Sig.</b>
Pre	2.300	.258	-6.273*	9	.000
Post	3.450	.497			

N = 10, \* $p \leq .05$

From Table 28, the results indicated that after the students in the intermediate group had participated in the speaking instruction using the differentiated-flipped learning approach, the level of the students' WTC was significantly different with a significance level of .05. The results suggested that the students' WTC had increased significantly after the implementation of the instruction ( $t=-6.273$ ;  $df=9$ ;  $Sig.=.000$ ). Therefore, the hypothesis was accepted.

#### 4.3.2 The result from the observation checklist

The observation checklist was used to observe six selected students from the novice and intermediate groups; three students from each group. The students' actual behavior that showed their WTC in English while participating in class activities was observed by two raters in every unit; five units in total.

The data obtained from the video recording were observed and analyzed by using the observation checklist. The checklist included 10 categories representing the six selected students' frequency of participation in face-to-face activities. In addition, the observation notes from the raters as the observers were analyzed by using the coding scheme. S1, S2, and S3 represent the three students from the novice group, and S4, S5, and S6 represent the three students from the intermediate group.

Since the face-to-face instruction consisted of four elements comprising awareness, assure, appropriation, and activate. The activities done in the classroom were observed based on the checklist that intended to observe the students' actual behavior in the differentiated-flipped classroom. That is, in differentiated-flipped instruction, students started with the awareness, assure, and appropriation steps in which their awareness and activated background knowledge about the content learned prior to the classroom was raised, as well as they participated in the activities based on their readiness, interest, and learning profile. They, then, had to work with others in a group discussion. Additionally, the students involved in the activate step had to work in a group and present their performance to the class. Thus, the students' actual behavior in terms of exchanging and discussing in groups, volunteering an answer and/or comment, giving opinions to the group, asking the teacher questions or for clarification, guessing the meaning of unknown words, talking to a neighbor, and presenting and responding to opinions in class were observed whether the differentiated-flipped learning approach had an effect on these forms of

behavior, which resulted in the psychological antecedents to situational WTC in English.

The details of the results regarding the frequency from the observation checklist are presented in Appendix U. Additionally, Table 29 summarizes the percentage of the frequency from the observation checklist that was observed from the six selected students in the classroom.

*Table 29: The percentage of the frequency from the WTC observation checklist*

Statements	Frequency of the Six Selected Students' Behavior						Total	(%)
	Unit							
	1	2	3	4	5			
1. Exchange and discuss in a group.	76	77	65	69	67	354	49.80	
2. Volunteer an answer.	14	12	16	16	8	66	9.30	
3. Volunteer a comment.	0	0	0	0	0	0	0.00	
4. Give opinions to the group.	16	32	36	17	32	133	18.70	
5. Ask the teacher a question.	3	0	0	0	0	3	0.40	
6. Ask the teacher for clarification.	3	1	2	0	0	6	0.80	
7. Guess the meaning of an unknown word.	2	2	1	0	0	5	0.70	
8. Talk to a neighbor.	14	6	8	4	4	36	5.10	
9. Present opinions in class.	12	9	10	30	36	97	13.60	
10. Respond to opinions in class.	2	2	0	6	1	11	1.50	
Grand Total						711	100.00	

As shown in Table 29, the six selected students participated in the speaking instruction using the differentiated-flipped learning approach for the five units, or a total of 140 minutes each. In total, the students showed 711 times of WTC in English based on the observation checklist. When comparing the frequency of each behavior that the students had participated in the speaking instruction using the differentiated-flipped learning approach in the classroom, it was found that the students had conducted the actual behavior most in the “exchange and discuss in a group”, followed by “give opinions to the group”,

“present opinions in class”, “volunteer an answer”, “talk to a neighbor”, “respond to opinions in class”, “ask the teacher for clarification”, “guess the meaning of an unknown word”, and “ask the teacher a question”, respectively. However, “volunteer a comment” was not considered by the six students.

To conclude, the speaking instruction using the differentiated-flipped learning approach had an effect on the WTC in English according to the frequency shown in the observation checklist, especially when the students exchanged and discussed in a group while they were participating in the face-to-face activities.

#### *4.3.2.1 The results from the evidence found in the observation*

The data from the observers, who were the researcher and the non-native experienced university lecturer, reported the evidence found in each statement from the observation checklist qualitatively. The evidence in this study referred to the six selected students’ behavior that the observers found when they showed their WTC in English while they were doing face-to-face activities in the classroom. The data were analyzed and coded by using a coding scheme that had been developed based on the psychological antecedents to situational WTC (Kang, 2005), which were security (WS), excitement (WE), and responsibility (WR), and the emerged themes comprising preparation (EP) and motivation (EM). The details of the coding scheme are presented in Appendix T.

Regarding the first psychological antecedent to situational WTC (Kang, 2005), security (WS) referred to feeling secure from the fear to speak. The students were not hesitant to speak English with anyone that they were familiar with. From the observation, it was noticed that the students expressed their WTC in English quite a lot when they had a chance to talk to neighbors. It was clearly observed that feeling secure was the factor that encouraged them to speak.

#### **Security (WS)**

*Student 1: Every time she had to choose the materials; such as, the pictures to create the conversation, she would talk to her neighbors, which were her close friends. She looked relaxed and was willing to talk to her close friends.*

*Student 2: She asked her close friend, who sat beside her for the things that she felt uncertain, and only when choosing the materials for creating the conversation.*

*Student 3: He only talked with his friend next to him, as he was not sure about the assignments and wanted his friend to help him. He looked worried at first, but after talking with his friend, he looked calm.*

*Student 4: She asked and talked to her friends, as she was not sure and needed her friends to help her decide the materials or the things related to the assignments.*

*Student 5: She asked her neighbor because she needed clarification about the instructions of the tasks. She looked relaxed when talking to her neighbor who was her close friend.*

*Student 6: She asked her friend beside her to clarify the instructions of the assignment. She looked relaxed and calm.*

From the above-mentioned statements, it could be concluded that the interlocutors who were familiar had an effect on the decision to communicate in English. Since the differentiated-flipped learning approach encouraged students to work in flexible grouping, the students could have an opportunity to work with anyone they preferred. This could make students feel secure, which was the psychological antecedents to situational WTC in English. Then, this could increase the level of WTC in English. Thus, feeling secure was an important factor that could influence the WTC in English.

The second psychological antecedent to situational WTC (Kang, 2005), which was excitement (WE), referred to feeling excited when having a chance to speak about interesting or familiar topics.

From the observation, the students expressed the feeling of excitement before they volunteered to answer the questions or share their ideas.

They revealed their WTC in English when they felt excited about the topics.

### **Excitement (WE)**

*Student 2: She actively volunteered to answer the question about the Japanese restaurant that she was interested in, as she smiled while she was talking. She also said that she loved Japanese food.*

*Student 4: She talked a lot when she had background knowledge about the topic or situation. She said, “I know, I know.” before sharing her idea.*

From the aforementioned, it could be summarized that excitement helped enhance the students' WTC in English. Since the differentiated-flipped learning approach encouraged and provided students to work with topics of their interest, the students could have an opportunity to discuss the assigned activities under the topic of their interests. This could make students feel excited, which was the psychological antecedent to situational WTC in English. Then, it could increase the level of WTC in English. Thus, the feeling of excitement was an important factor that could influence the WTC in English.

The third psychological antecedent to situational WTC (Kang, 2005), which was responsibility (WR), referred to the feeling of being obliged to understand or clarify the topic or things in a particular situation or need to finish the tasks. From the observation, it was found that the students expressed their WTC when they exchanged and discussed in a group, gave opinions to the group, guessed the meaning of an unknown word, and responded to opinions in class in order to finish the assigned activities.



**Responsibility (WR)**

Student 1: *“She mostly shared her ideas and talked quite a lot to discuss in her group. Sometimes she led the group to encourage the group members to discuss the assigned tasks.”*

Student 2: *“She eagerly discussed and exchanged the information or ideas, as well as tried to organize the roles of the group members in order to finish the group assignments.”*

Student 3: *“He tried to speak out and communicate with all group members to get the task were done. Once the tasks done, he mostly kept silent.”*

Student 4: *“She was outstanding in managing the group’s dynamics. She usually asked the group members about their ideas and also shared her ideas until the group reached an agreement. She mostly took the responsibility to lead the group in every task. Even if the groups were rotated, she still acted in the same way.”*

Student 5: *“She was the moderator in the group, helping the others to create conversation, putting the question to the group, motivating the others to share ideas and summarize the information based on the assigned tasks.”*

Student 6: *She was well-coordinated within the group, asking questions, sharing ideas, exchanging information, and being outstanding in helping the group in correcting the sentences.”*

From the above-mentioned statements, it could be concluded that if the students were in a context or situation that enabled them to

finish the task or reach the target, they were more likely to communicate in English. Since the differentiated-flipped learning approach encouraged and provided students to work with various situations and activities, the students were required to present their performance to the class, which could motivate them to communicate in English more in order to complete the assigned activities effectively. This could make students feel responsible, which was a psychological antecedent to situational WTC in English. Then, it could increase the level of WTC in English. Thus, the feeling of responsibility was an important factor that could influence the WTC in English.

In terms of the emerged themes, preparation (EP) referred to the willingness to talk or communicate in English when the students had time to think, prepare themselves or their notes. From the observation, the students fully expressed their WTC in English when they had some time to prepare what they were going to discuss or present.

#### **Preparation (EP)**

*Student 1: She presented opinions to the class only when she was in group and had her notes on hand.*

*Student 2: She only presented her opinions to the class if she had time to prepare and discuss within the group.*

*Student 3: He presented his ideas and opinions to the class after he had some time to note down his ideas.*

*Student 4: She presented the opinions to the class when she prepared the answer so well. It was clearly noticed that she felt less worried when she had time to prepare.*

*Student 5: She presented opinions to the class only when she was in a group and had the notes on hand.*

*Student 6: She presented her opinions to the class after she had some time to write her notes.*

According to the above-mentioned statements, it could be seen that the time for preparation had an effect on the students' WTC. That is, if the students had enough time to prepare or think what they would like to speak, they could fully express their ideas without any hesitation. Since the differentiated-flipped learning approach flipped the lecture to an online setting, students had time to study the content based on their own pace, as well as the preparatory activity that could help students prepare themselves before coming to the face-to-face instruction. Therefore, the class time was free and allowed enough time for the students to prepare themselves before presenting their ideas or the activities. This could make students feel confident to speak out and communicate in English. Then, it could increase the level of WTC in English. Thus, preparation was an important factor that could influence the WTC in English.

Another emerged theme, motivation (EM), referred to the willingness to talk in English when the scores were mentioned. From the observation, the students showed their willingness to answer the

questions, discuss the topic, and share ideas a lot when the teacher mentioned about the scores.

### **Motivation (EM)**

*Student 3: He did not really engage in volunteering the answers unless the teacher mentioned about the score in participation.*

*Student 5: She only volunteered to answer if it had scores. She remained quiet when the scores were not mentioned.*

*Student 6: She only just volunteered to answer when the teacher mentioned about the participation scores. Every answer that she volunteered was also the correct answer. It was observed that she had confidence in her answer noticed from her voice and facial expression.*

Therefore, it could be concluded that motivation was an effective factor that enabled students to speak and willing to communicate. Since the differentiated-flipped learning approach combined the differentiated-flipped instruction with the whole classroom, classroom participation still played an important role in this instruction. When the students heard about the scores or even the rewards, it was still an effective tool to motivate the students to speak and communicate in English. Then, it could increase the level of WTC in English. Thus, motivation was an important factor that could influence the WTC in English.

According to the above-mentioned data regarding the WTC in English, the second hypothesis mentioned that the students' scores from the questionnaire after participating in the differentiated-flipped

learning approach would be significantly higher than those obtained before the intervention. The results revealed that the mean score of the questionnaire after the intervention was higher than the previous one. In addition, the t-test scores indicated that there was significant improvement in the levels of students' WTC in English after participating in the intervention.

Likewise, the observation data from the observation checklist, which observed six selected students from the novice and intermediate groups regarding the frequency of the students' behavior in the classroom revealed that the students conducted the actual behavior the most in the "exchange and discuss in a group", followed by "give opinions to the group", "present opinions in class", "volunteer an answer", "talk to a neighbor", "respond to opinions in class", "ask the teacher for clarification", "guess the meaning of an unknown word", and "ask the teacher a question", respectively. However, "volunteer a comment" was not considered by the six students. In terms of the observation data from the observers' notes, the data were coded by a coding scheme based on the psychological antecedents to situational WTC (Kang, 2005), which consisted of security, excitement, and responsibility as well as the emerged theme comprising preparation and motivation. It was proved that these were the factors underlying the WTC in English of the students when participating in the instruction.

Thereby, it could be concluded that the speaking instruction using the differentiated-flipped learning approach was effective in terms of improving the students' WTC in English. The hypothesis, which mentioned that the students' levels of WTC would increase at  $p \leq 0.05$  after taking the speaking instruction using the differentiated-flipped learning approach was accepted.

#### 4.4 The Relationship between the Speaking Ability and Willingness to Communicate (WTC)

*Research Question 3:* Is there any relationship between the English speaking ability and levels of willingness to communicate (WTC)?

The relationship between the speaking ability and willingness to communicate (WTC) in English was conducted by comparing the speaking scores of the students in both the novice and intermediate groups. The scores came from the interpersonal and presentational tests from the five units and the results from the post-test of the WTC questionnaire by using the Pearson correlation coefficient. To answer research question three, the results are presented in Table 30.

*Table 30: The correlation between the speaking ability and willingness to communicate of the novice and intermediate groups.*

		WTC
Speaking ability	Pearson Correlation	.027
	Sig. (2-tailed)	.887
	N	30

\* $p \leq .05$

From Table 30, the speaking ability and WTC in English of the students in the whole class who took the speaking instruction using the differentiated-flipped

learning approach did not significantly correlate ( $r=.027$ ;  $\text{Sig.}=.887$ ). Therefore, the hypothesis was rejected. However, there was a positive correlation between the speaking ability and WTC.

Regarding the 20 students in the novice group, Table 31 illustrates the correlation between the speaking ability and their WTC.

*Table 31: The correlation between the speaking ability and willingness to communicate of the novice group*

<b>Speaking ability</b>	<b>WTC</b>	
	Pearson Correlation	.694
	Sig. (2-tailed)	.032*
	N	20

\* $p \leq .05$

From Table 31, the speaking ability and WTC in English of the students in the novice group who took the speaking instruction using the differentiated-flipped learning approach was significantly correlated ( $r=.694$ ,  $\text{Sig.}=.032$ ). There was a positive correlation between their speaking ability and WTC.

In terms of the intermediate group, which consisted of 10 students, Table 32 presents the correlation between the speaking ability and WTC of the students.

*Table 32: The correlation between the speaking ability and willingness to communicate of the intermediate group.*

<b>Speaking ability</b>	<b>WTC</b>	
	Pearson Correlation	.041
	Sig. (2-tailed)	.067
	N	10

\* $p \leq .05$

From Table 32, the speaking ability and WTC in English of the students in the intermediate group who took the speaking instruction using the differentiated-flipped learning approach did not significantly correlate ( $r=.041$ ,  $\text{Sig}=.067$ ). However, there was a positive correlation between the speaking ability and WTC.

According to the above-mentioned data regarding the relationship between the speaking ability and WTC in English, the third hypothesis, which mentioned that there would be a positive relationship between the students' speaking ability scores and WTC after taking the speaking instruction using the differentiated-flipped learning approach was rejected. However, the result from the novice group revealed that there was a significant relationship between the speaking ability and WTC in English. The results also revealed that there was a positive correlation in the whole class, novice group, and intermediate group.

#### **4.5 The Students' Perceptions toward the Speaking Instruction Using the Differentiated-Flipped Learning Approach**

*Research Question 4:* What are the students' perceptions toward the speaking instruction using the differentiated-flipped learning approach?

To explore the students' perception toward the speaking instruction using the differentiated-flipped learning approach by assessing the responses to a questionnaire, the quantitative data obtained from the questionnaire were analyzed using the mean score and standard deviations, and the additional comments in the comment section of the questionnaire were analyzed by using the content analysis method. To answer research question 4, the results are presented as follows:



#### 4.5.1 The quantitative results from the questionnaire

The items in the questionnaire covered the aspects of the students' attitudes and confidence. Thereby, this section was divided into those two respective parts.

Table 33 presents the data regarding the response of the students in the aspect of their attitude toward the speaking instruction using the differentiated-flipped learning approach.

*Table 33: The students' attitudes toward the speaking instruction using the differentiated-flipped learning approach.*

Items in the Questionnaire	Mean	S.D.
(1). The instruction demonstrated the use of speaking in the workplace.	3.80	0.41
(2). I saw some change in my speaking.	3.50	0.51
(4). I liked exploring the content via the website before class.	3.67	0.48
(5). I benefited from speaking with my classmates.	3.67	0.48
(7). I benefited from interacting with my classmates and teacher via the website and social media.	3.57	0.50
(8). The variety of content formats gave me choices to choose based on my preference.	3.70	0.47
(12). I benefited from studying the content anywhere and anytime I preferred.	3.63	0.49
(15). My speaking ability changed after practicing more in class.	3.60	0.50
(16). I benefited from the speaking activities I did with my classmates who had the same level with my ability.	3.60	0.50
(17). I gained from the teacher's comments and feedback.	3.73	0.45
(19). I saw the advantages of learning the content on my own before class.	3.30	0.47
(20). I benefited from studying through this instruction which provided me with activities both online and in the classroom.	3.83	0.38
(21). This instruction provided places for me to practice speaking both online and in class.	3.70	0.47
(23). It was more comfortable to study the content via a computer/smartphone.	3.80	0.41
(24). Exploring the content via the website before class was good because I could immediately search on Google if I became confused.	3.70	0.47
<b>Grand Mean Score</b>	<b>3.65</b>	<b>0.46</b>

Note: 3.26-4.00 = Strongly agree  
 2.51-3.25 = Agree  
 1.76-2.50 = Disagree  
 1.00-1.75 = Strongly disagree

From Table 33, it revealed that the students had strongly agreed that they had a positive attitude toward the speaking instruction using the differentiated-flipped learning approach (mean=3.65; S.D.=0.46), as they agreed that they had received benefits from studying through this instruction, which provided them with activities both online and in the classroom (mean=3.83; S.D.=0.38). Furthermore, it was convenient to study the content via a computer/smartphone, as well as it demonstrated the use of speaking in the workplace (mean=3.80; S.D.=0.41).

Table 34 presents the data regarding the response of the students in the aspect of their opinions as how the speaking instruction using the differentiated-flipped learning approach increased their confidence.

*Table 34: The students' confidence through the speaking instruction using the differentiated-flipped learning approach.*

Items in the Questionnaire	Mean	S.D.
(3). I noticed that my confidence had changed after the course.	3.37	0.61
(6). Practicing speaking through topics I am interested in made me enjoy learning.	3.53	0.51
(9). I became more active when the content and activities were compatible with my ability.	3.63	0.49
(10). Learning through this instruction made me speak more.	3.67	0.55
(11). The instruction provided enough time for practicing speaking in class.	3.43	0.57
(13). Using the comment features via the website and social media made me willing to communicate with my classmates.	3.53	0.51
(14). Exploring the content via the website prior made me want to communicate with my classmates in class.	3.27	0.52
(18). The teacher's comments and feedback made me better notice the errors in speaking, which made me feel more confident.	3.80	0.41
(22). Interesting topics made me want to practice speaking more outside the class.	3.50	0.51
(25). I felt confident that I could make use of what I had learned from this instruction.	3.87	0.35
<b>Grand Mean Score</b>	<b>3.56</b>	<b>0.50</b>

Note: 3.26-4.00 = Strongly agree  
 2.51-3.25 = Agree  
 1.76-2.50 = Disagree  
 1.00-1.75 = Strongly disagree

Table 34 indicated that the students agreed that they felt more confident to speak after participating in the speaking instruction using the differentiated-flipped learning approach (mean=3.56; S.D.=0.50), as they agreed that they could make use of what they had learned from this instruction (mean=3.87; S.D.=0.35). Additionally, the teacher's comments and feedback provided them to better notice their errors in speaking, which made them have more confidence (mean=3.80; S.D.=0.41).

#### 4.5.2 Additional findings

The students were also asked to write their additional comments provided in the perception questionnaire. The additional findings were analyzed by using a coding scheme. The data were coded based on the attitude components comprising affective, cognitive, and behavioral (Abidin et al., 2012), as well as the emerged themes, which were the interlocutors' effect and technology effect. The details of the coding scheme are presented in Appendix T. This part was interpreted by two raters: the researcher and a non-native university lecturer who was experienced in teaching English.

Regarding the first attitude component, affective referred to the individual's feeling and emotion of the students' influence of their perspective toward the target language (Choy & Troudi, 2006). From the additional comments in the perception questionnaire, the students wrote their comments to express their feelings and emotions toward the speaking instruction using the differentiated-flipped learning approach. The details are as follows:

### Affective (PA)

*Student 1:* “ผมไม่เคยเต็มใจอยากเรียนวิชาอังกฤษเลยยกเว้นอันนี้นั่นสนุกจริงๆ”

*“I’ve never been willing to study English, but your class was really fun.”*

*Student 2:* “สนุกสนานมากๆค่ะ ปกติชอบหลับตลอดตอนเรียนอึ่งแต่่วาวิชานี้ไม่หลับค่ะ”

*“It’s really fun. Normally, I would sleep almost all the time in the English class except this class.”*

*Student 3:* “ชอบมากๆเลยค่ะ”

*“I really enjoyed your class.”*

*Student 4:* “ชอบที่ในห้องไม่ต้องเรียนมากครับ ได้ทำกิจกรรม สนุกดีมีประโยชน์”

*“I liked that there were not many lecturers in class, but lots of fun and useful activities.”*

*Student 9:* “ชอบทำกิจกรรมกลุ่มทั้งที่้อ.จัดกลุ่มให้และจัดเอง มันได้พูดกับเพื่อนใหม่ๆที่ไม่สนิทก็สนุกดี”

*“I liked being in groups, which the teacher assigned and were selected by myself. I liked talking with new friends. It’s fun and not boring.”*

From the above statements, it could be concluded that the students had a positive attitude toward the instruction. They had fun when participating in the activities, as well as were willing to learn in this course. The, differentiated-flipped learning approach flipped the class to study the content via the online platform instead of listening to a lecture from the teacher in the classroom, as well as the content was differentiated based on their interest and learning profile, so the students could manage their time to study. In addition, they participated in both homogeneous and heterogeneous groups in both the online and face-to-face platforms. The activities were also based on their readiness

level and learning profile. These could have an effect on enhancing their engagement and enjoyment.

The second attitude component, cognitive referred to the beliefs of the students about the knowledge that they had received and their understanding. From the additional comments, the students stated that they had received useful and practical knowledge from learning in the speaking instruction using the differentiated-flipped learning approach. The details are as follows:

### Cognitive (PC)

*Student 10: “คลาสของอ.ทำให้หนูได้ฝึกภาษาอังกฤษเยอะมากๆ ได้พูด ได้คิด ได้ฟัง ”*

*“In this class, I had a chance to practice English a lot such as speaking, thinking, and listening.”*

*Student 11: “ได้มีโอกาสพูดบ้างมากกว่าคลาสอังกฤษอื่นๆ ”*

*“I had a chance to speak much more than other English courses.”*

*Student 15: “เมื่อก่อนไม่รู้ว่าจะต้องเริ่มพูดยังไง แต่พอได้ลองทำกิจกรรมก็รู้สึกทำได้ ”*

*“I did not know how to begin a conversation, but now I think I can do it because of the activities in this course.”*

*Student 17: “กิจกรรมทั้งในเฟสและในห้อง ช่วยให้เข้าใจอังกฤษแล้วก็พูดได้มากขึ้น ”*

*“Both the online and face-to-face activities enabled me to speak and understand English more.”*

From the above statements, it could be concluded that the students realized and understood they had more opportunity to practice speaking when participating in this class. They also perceived the knowledge in terms of initiating a conversation. Hence, they had a positive attitude toward this

instruction. Since speaking required time to practice, the differentiated instruction enabled the students to speak more with understanding through the tiered activities, which helped them to effectively make sense with the content by the differentiated instruction based on their readiness level. These could have an effect on the students' belief about the knowledge and understanding from participating in the differentiated-flipped learning approach.

The third attitude component, behavioral refers to the way in which one behaves and reacts in particular situations. In other words, this referred to the tendency to adopt a particular learning behavior for using in real life. From the additional comments, the students mentioned that they had applied what they had learned to use in their life. The details are as follows:

#### **Behavioral (PB)**

*Student 5: “อยากให้อาจารย์เปิดคอร์สนี้ต่อไปก็จะไปบอกรุ่นน้อง ให้ลงกับอาจารย์กะมีประโยชน์มาก ”*

*“I want you to keep opening this course. I will tell my junior friend to enroll in this course. It's helpful.”*

*Student 12: “วิชานี้มีประโยชน์มากๆทุกบทในชีวิตประจำวันและการทำงาน ”*

*“Every lesson is very useful for my daily and work.”*

*Student 13: “หนูเอาเรื่องที่เรียนไปใช้สัมภาษณ์เข้าฝึกสหกิจด้วย แล้วก็ผ่านสัมภาษณ์ได้ฝึกสหกิจกับบริษัทที่ต้องการ ”*

*“I applied the knowledge gained from this course to take an interview for the internship program, and it was successful.”*

*Student 14: “ชอบเนื้อหาอะ เพราะหนูอยู่ปี 4 แล้วรู้สึกว่ามันจะได้ใช้ แล้วก็น่าจะพอพูดได้มากขึ้นอะ ”*

*“I liked the content because I’m now in the fourth year and I think I can apply and make use of it for my future.”*

*Student 16: “การเรียนแบบนี้ทำให้หนูมั่นใจและกล้าพูดมากขึ้นเพราะเมื่อก่อนไม่กล้าพูดค่ะ อาย หนูกลัวว่าจะพูดผิด แต่ตอนนี้กล้าพูดขึ้นค่ะ ”*

*“I have more confidence to speak than the past because I was too shy and afraid of making mistakes.”*

*Student 18: “มีประโยชน์ ทำให้มั่นใจที่จะพูดมากขึ้น ”*

*“This course was helpful because it made me have more confidence to speak.”*

From the above-mentioned statements, it could be concluded that the students had a positive attitude toward the speaking instruction using the differentiated-flipped learning approach. The students were eager to use the language and realized that this course was useful. They tended to use the content and skill they had learned in their life. Since the differentiated-flipped learning approach provided the students to speak about activities that were close to real-world situations, it encouraged them to practice and present their performance based on their learning profile. This could help the students understand and know how to apply to use the knowledge in real-world contexts.

In terms of the emerged themes, it was found that there were two emerged themes from the additional comments provided in the perception questionnaire consisting of the interlocutors effect (EI) and technology effect (ET).

The interlocutors effect referred to a person involved in a conversation that had an effect on the feeling and the willingness to speak or communicate. From the additional comments, the students stated that the interlocutors had an

effect on the feeling when they had to participate in the activities. The details are as follows:

### **Interlocutor effect (EI)**

*Student 6: “ถ้าตอนเข้ากลุ่มแล้วได้กลุ่มเดียวกับเพื่อนที่ไม่สนิทก็ไม่ค่อยสนิทใจเท่าไร ไม่ค่อยกล้าพูดมากเท่าไรหรอก แต่ถ้าได้เข้ากลุ่มเดียวกับเพื่อนที่สนิทก็จะกล้ามากขึ้น ”*

*“Doing activities with unfamiliar friends made me feel uncomfortable to interact with. If I worked with familiar friends, I would dare to speak more.”*

*Student 7: “ชอบกิจกรรมที่ได้พูดกับเพื่อนที่จับกลุ่มเองค่ะอ. มันมั่นใจและกล้าพูดมากกว่า”*

*“I liked activities that I could speak with friends in our own selected groups. This made me have more confidence and dare to speak.”*

*Student 8: “ตอนเรียนแรกๆไม่ค่อยกล้าพูด ผมมาเรียนคนเดียว ไม่มีเพื่อนสาขาเดียวกันเลย อยากให้อ.มีกิจกรรมที่ทำให้รู้จักกันมากขึ้นก่อนครับ ”*

*“I want you to provide some activities which would enable students to get to know each other first because I have no friends from the same major in this class. In the first few weeks, I didn't dare to speak much.”*

According to these statements, it could be concluded that the interlocutors had an effect on the students' decision to speak or communicate. Since the differentiated-flipped learning approach intended to encourage students to work in flexible grouping, the students might have to work with others who they were not familiar. As a result, this may affect the students' attitude and confidence to communicate. If they could speak with familiar friends, they were more likely to be eager to speak.



Another emerged theme was the technology effect, which referred to appreciation, the feeling of fun, and the convenience of using technology in the speaking instruction using the differentiated-flipped learning approach. The details are as follows:

### Technology effect (ET)

*Student 19: “การได้เรียนเนื้อหาท่อก่อนในเว็บช่วยให้เข้าใจมากขึ้นเพราะสามารถอ่านซ้ำๆ ได้หลายครั้ง ”*

*“Exploring content via the website before class helped me understand better because I could reread as many times that I wanted to.”*

*Student 20: “ชอบที่ใช้เฟสทำงานกลุ่มกะ ใช้เฟสไลฟ์ได้เลยไม่ต้องนัดเพื่อนมาเจอที่สถาบัน ไลฟ์สดได้เลย มันสะดวกดี ”*

*“I loved using Facebook in the group activities. It was convenient. I loved to go LIVE, so I did not have to meet up with my friends at the institute. We could go Live on Facebook right away.”*

*Student 21: “ตอนทำกิจกรรมโพสต์ลงเฟสสนุกดีละ ไม่ต้องกลัวงานหายด้วย ”*

*“It’s fun when posting my work on Facebook. Also, I did not have to worry about my work disappearing.”*

*Student 22: “ตอนแรกก็ไม่วินที่ต้องอ่านเนื้อหาท่อก่อน แต่มันอ่านได้จากในเว็บก็สะดวก เวลานั้นนั่งรถกลับบ้านก็เปิดอ่านได้เลย ”*

*“At first, I was not used to reading the contents before class, but it was on the website. So, it was convenient. I could read along the way home.”*

*Student 23: “ปกติชอบดูyoutubeอยู่แล้ว ได้เรียนผ่านคลิปในyoutube รู้สึกคุ้นเคยดี เพราะเปิด youtube ทุกวัน ”*

*“I loved watching YouTube, so learning from YouTube in this course was the thing I became familiar with.”*

From the above statements, the students stated that the technology that was involved in the differentiated-flipped learning approach helped them to understand and make use of the content effectively. Since the differentiated-flipped learning approach enabled the students to learn the content and practice speaking prior to the class through the website and online social media, which were the familiar tools for them, the students appreciated those tools in terms of the convenience and user-friendliness. They could do group work via using the online tools instead of going out to work somewhere on the weekend.

Thereby, it could be concluded that the students had a positive attitude toward the speaking instruction using the differentiated-flipped learning approach, as they mentioned about the positive feeling and convenience in using technology, which was helpful for exploring and practicing their speaking.

In conclusion, the students had a positive attitude and more confidence after participating in the speaking instruction using the differentiated-flipped learning approach. They also thought that this class provided them with the opportunity to practice speaking with practical content that they could explore and study the content differentiated by their interest and learning profile.

Additionally, the meaningful activities could help them make sense of the content through the sense-making activity that was differentiated based on the readiness level. They also had an opportunity to present their performance through the activities that were close to real-world situations that they could apply to use in their real life. Moreover, the interlocutors and the use of technology had an impact on their learning and WTC in English. If the students worked with familiar interlocutors, they were more likely to be eager and more

willing to communicate. In addition, the use of technology that they were familiar with was an important factor in helping the students learn the content and do online activities effectively and conveniently.



## **Chapter 5**

### **Summary, Discussion, and Recommendations**

This chapter consists of four parts comprising the summary of the study, discussion of the findings, implication of the findings, and recommendations for future research.

#### **5.1 Summary of the Study**

The objectives of the study were 1) to investigate the effects of the speaking instruction using the differentiated-flipped learning approach on the speaking ability; 2) to investigate the effects of the speaking instruction using the differentiated-flipped learning approach on the levels of willingness to communicate (WTC); 3) to investigate the relationship between the speaking ability and levels of WTC, and 4) to investigate the students' perceptions toward the speaking instruction using the differentiated-flipped learning approach.

The study used the one-group post-test only design to explore the effects of the speaking instruction using the differentiated-flipped learning approach on the speaking ability. In addition, the one-group pretest-post-test design was conducted to compare the levels of WTC before and after the implementation.

By adopting the two research designs, a whole class of King Mongkut's Institute of Technology Ladkrabang (KMITL), Bangkok campus undergraduates was provided with the speaking instruction using the differentiated-flipped learning approach, which was integrated into the existing English for Professional Communication course. The related literature and the results of the needs analysis questionnaire from 245 undergraduates who enrolled in this course were reviewed and

employed to develop the instructional and research instruments. Then, all the instruments were validated by experts in the related fields. After that, a pilot study was conducted. The instruments were revised based on the problems found in the pilot study and implemented in the main study. In consequence, the speaking placement test and the WTC questionnaire was administered in the first week of the 2017 academic year followed by the implementation sessions in both online and face-to-face instruction that lasted for 10 weeks. During the implementation, an observation checklist was used to observe the students while they were participating in the face-to-face instruction, and the speaking tests were administered in the third, fifth, seventh, ninth, and eleventh week. In the twelfth week, the WTC questionnaire and the perceptions questionnaire were distributed. The data obtained from the speaking tests, WTC questionnaire, and perception questionnaire were analyzed, and the findings were described as mentioned in the previous chapter.

## 5.2 Summary of the Findings

The findings of the present study were divided into four parts based on the four research questions: 1) the speaking ability, 2) the willingness to communicate (WTC), 3) the relationship between the speaking ability and WTC, and 4) the students' perceptions toward the speaking instruction using the differentiated-flipped learning approach.

### 5.2.1 The speaking ability

To answer research question 1, the one-way repeated measures

ANOVA with the Greenhouse-Geisser correction/sphericity Assumptions and

post hoc test using the Bonferroni correction were used to analyze the scores from the five units' speaking tests.

*For the novice group*, a significant difference was found in the overall speaking tests ( $F=72.702$ ;  $df=2.123, 40.330$ ;  $p=.000$ ). The effect size was .807, which was considered as large. That is, the speaking instruction using differentiated-flipped learning approach significantly improved and had a large effect on the students' speaking ability. In addition, post hoc tests using the Bonferroni correction were used to identify the significant differences between each pair of speaking tests of the overall tests. The results indicated that there was a significant difference in the mean difference between each pair of the speaking tests with a significance level of .05. In sum, there was progress in the students' speaking ability in the novice group from the overall tests. The total score in each unit was 18. The average scores from Units 1-5 were 7.37, 8.55, 8.95, 9.92, and 10.92, respectively.

Regarding the interpersonal tests, it was revealed that the average scores from the five units were significantly different with a significance level of .05 ( $F= 30.534$ ;  $df= 1.847$ ;  $35.095$ ;  $p=.000$ ). The effect size was .661, which was considered as medium. That is, the speaking instruction using the differentiated-flipped learning approach significantly improved and had a medium effect on the students' speaking ability regarding the interpersonal tests. In terms of the post hoc tests using the Bonferroni correction, which were used to identify the significant differences between each pair of interpersonal tests, the results indicated that there was a significant difference in the mean difference between Units 1 and 3, 4, and 5; Units 2 and 4, and 5; Units 3 and 5;

Units 4 and 5 with a significance level of .05. However, there was no significant difference in the mean difference of the significance level of .05 between Units 1 and 2; Units 2 and 3; Units 3 and 4. Overall, there was progress in the students' speaking ability in the novice group from the interpersonal tests. The total score in each unit was 18. The average scores from Units 1-5 were 7.25, 8.55, 9.00, 9.75, and 11.00, respectively.

Concerning the presentational tests, the results showed that the average scores from the five units were significantly different with a significance level of .05 ( $F=50.144$ ;  $df= 4; 76$ ;  $p=.000$ ). The effect size was .797, which was considered as medium. That is, the speaking instruction using the differentiated-flipped learning approach significantly improved and had a medium effect on the students' speaking ability regarding the presentational tests. Furthermore, the results from the post hoc tests using the Bonferroni correction revealed that there was a significant difference in the mean difference between Units 1 and 2-5; Units 2 and 4, and 5; Units 3 and 4, and 5 with a significance level of .05. However, there was no significant difference in the mean difference of the significance level of .05 between Units 2 and 3; Units 4 and 5. In brief, there was progress in the students' speaking ability in the novice group from the presentational tests. The total score in each unit was 18. The average scores from Units 1-5 were 7.50, 8.55, 8.90, 10.10, and 10.85, respectively. Taken together, these results suggested that there was a significant improvement in the students' speaking ability in the novice group from the overall tests, interpersonal tests, and presentational tests.

*For the intermediate group*, a significant difference was also found in the overall speaking tests ( $F=21.717$ ;  $df=1.872$ ;  $16.849$ ;  $p=.000$ ). The effect size was .743, which was considered as medium. That is, the speaking instruction using the differentiated-flipped learning approach significantly improved and had a medium effect on the students' speaking ability. When analyzing with the post hoc tests using the Bonferroni correction, the results indicated that there was a significant difference in the mean difference between Units 1 and 2, 4, and 5; Units 2 and 5; Units 3 and 4, and 5; Units 4 and 5 with a significance level of .05. However, there was no significant difference in the mean difference of the significance level of .05 between Units 1 and 3; Units 2 and 3, and 4. To summarize, there was progress in the students' speaking ability in the intermediate group from the overall tests. The total score in each unit was 18. The average scores from Units 1-5 were 9.95, 11.25, 11.20, 12.20, and 13.15, respectively.

Regarding the interpersonal tests, the results revealed that the average scores from the five units were significantly different with a significance level of .05 ( $F=15.832$ ;  $df= 4$ ;  $36$ ;  $p=.000$ ). The effect size was .697, which was considered as medium. That is, the speaking instruction using the differentiated-flipped learning approach significantly improved and had a medium effect on the students' speaking ability regarding the interpersonal tests. In terms of the post hoc tests using the Bonferroni correction, the results indicated that there was a significant difference in the mean difference between Units 1 and 2, 4, and 5; Units 3 and 5 with a significance level of .05. However, there was no significant difference in the mean difference of the significance level of .05



between Units 1 and 3; Units 2 and 3-5; Units 3 and 4; Units 4 and 5. In brief, there was progress in the students' speaking ability in the intermediate group from the interpersonal tests. The total score in each unit was 18. The average scores from Units 1-5 were 10.00, 11.80, 11.40, 12.40, and 13.10, respectively.

Regarding the presentational tests, the results revealed that the average scores from the five units were significantly different with a significance level of .05 ( $F=14.799$ ;  $df=4$ ;  $36$   $p=.000$ ). The effect size was .683, which was considered as medium. That is, the speaking instruction using the differentiated-flipped learning approach significantly improved and had a medium effect on the students' speaking ability regarding the presentation tests. Moreover, the post hoc tests using the Bonferroni correction revealed that there was a significant difference in the mean difference between Units 1 and 4, and 5; Units 2 and 5; Units 3 and 5 with a significance level of .05. However, there was no significant difference in the mean difference of the significance level of .05 between Units 1 and 2, and 3; Units 2 and 3, and 4; Units 3 and 4; Units 4 and 5. To conclude, there was progress in the students' speaking ability in the intermediate group from the presentational tests. The total score in each unit was 18. The average scores from Units 1-5 were 9.90, 10.70, 11.00, 12.00, and 13.20, respectively.

All in all, the speaking instruction using the differentiated-flipped learning approach was effective in terms of improving the students' speaking ability in both the novice and intermediate groups based on the significant difference of .05 from the one-way repeated measures ANOVA and the statistical difference in the progress from the five units throughout the

experiment. Moreover, the speaking instruction using the differentiated-flipped learning approach had a large effect on the students' speaking ability in the overall tests in the novice group; the remaining tests were considered having medium effects. For the intermediate group, all speaking tests had medium effects.

### 5.2.2 The willingness to communicate

To answer research question 2, the mean scores, standard deviation, mean differences, and paired-sample t-test were employed to compare the data from the WTC questionnaire before and after the experiment. There was a significant difference with a significance level of .05. The results suggested that the students' WTC in English in both the novice and intermediate groups increased significantly after the implementation of the instruction ( $t = -25.309$ ;  $df = 29$ ;  $Sig. = .000$ ). Regarding the novice group, the results revealed that the students' WTC in English was significantly different with the significance level of .05. The results suggested that the students' WTC in English had increased significantly after the implementation of the instruction ( $t = -14.209$ ;  $df = 19$ ;  $Sig. = .000$ ). For the intermediate group, the results indicated that the students' WTC in English was significantly different with a significance level of .05. The results suggested that the students' WTC in English had increased significantly after the implementation of the instruction ( $t = -6.273$ ;  $df = 9$ ;  $Sig. = .000$ ).

Thereby, it could be summarized that the levels of students' WTC in English improved significantly after participating in the speaking instruction using the differentiated-flipped learning approach.

In addition, the results from the observation checklist, which consisted of 10 categories and were used to observe the frequency of the six selected students' participation indicated that the students displayed behavior of the WTC 711 times in total. When comparing the frequency of each behavior that students had participated in the speaking instruction using the differentiated-flipped learning approach in the classroom, it was found that the students conducted the actual behavior the most in the “exchange and discuss in a group”, followed by “give opinions to the group”, “present opinions in class”, “volunteer an answer”, “talk to a neighbor”, “respond to opinions in class”, “ask the teacher for clarification”, “guess the meaning of an unknown word”, and “ask the teacher a question”, respectively. However, “volunteer a comment” was not considered by the six students.

In terms of the observation data from the observers' notes, the data were analyzed and coded by using a coding scheme that had been developed based on the psychological antecedents to the situational WTC (Kang, 2005), which were security (WS), excitement (WE), and responsibility (WR), and the emerged themes of preparation (EP) and motivation (EM). These five factors influenced the students' WTC in English.

### 5.2.3 The relationship between the speaking ability and willingness to communicate

In response to research question 3, the relationship between the speaking ability and WTC was analyzed using Pearson correlation coefficient. The speaking ability and WTC in English of the students in the whole class who

took the speaking instruction using the differentiated-flipped learning approach did not significantly correlate ( $r=.027$ ;  $\text{Sig}=.887$ ). However, there was a positive correlation between the speaking ability and WTC.

With regard to the novice group, the speaking ability and WTC in English of the students who took the speaking instruction using the differentiated-flipped learning approach were significantly correlated ( $r=.694$ ;  $\text{Sig}=.032$ ). There was a positive correlation between the speaking ability and WTC.

In terms of the intermediate group, the speaking ability and WTC in English of the students who took the speaking instruction using the differentiated-flipped learning approach did not significantly correlate ( $r=.041$ ;  $\text{Sig}=.067$ ). However, there was a positive correlation between the speaking ability and WTC.

In brief, the students' speaking ability and WTC in English had a positive correlation in the whole class, novice group, and intermediate group. However, only the novice group showed significant correlation.

#### 5.2.4 The students' perceptions toward the speaking instruction using the differentiated-flipped learning approach

Regarding research question 4, the students' perceptions toward the instruction were analyzed using both quantitative and qualitative data from the four-point Likert scale questionnaire and the additional comments in the comment section of the questionnaire, respectively. In terms of the quantitative data, the perceptions in this study referred to the students' attitudes and

confidence. In general, it was found that the students had a positive attitude toward the speaking instruction using the differentiated-flipped learning approach (mean=3.65; S.D.=0.46). It was also revealed that the students agreed that they felt more confident to speak after participating in the speaking instruction using the differentiated-flipped learning approach (mean=3.56; S.D.=0.50).

For the qualitative data, the students were also asked to write their additional comments provided in the questionnaire. It could be concluded that students had more willingness to learn and enjoy participating in the differentiated-flipped learning approach. Moreover, the interlocutors and the use of technology had an impact on their learning. They also thought that this class provided them the opportunity to practice speaking with practical content and useful activities.

In conclusion, the speaking instruction using the differentiated-flipped learning approach was effective in terms of improving the students' speaking ability and WTC in English.

### 5.3 Discussion

In the present study, the data revealed that the speaking instruction using the differentiated-flipped learning approach significantly improved the students' speaking ability and increased the levels of WTC. The following sections present the discussion regarding: 1) the effects of the speaking instruction using the differentiated-flipped learning approach on the students' speaking ability; 2) the effects of the speaking instruction using the differentiated-flipped learning approach on the students' levels

of WTC; 3) the effects of the speaking instruction using the differentiated-flipped learning approach on the relationships between the students' speaking ability and WTC, and 4) the effects of the speaking instruction using the differentiated-flipped learning approach on the students' perceptions toward the speaking instruction using the differentiated-flipped learning approach.

### 5.3.1 The effects of the speaking instruction using the differentiated-flipped learning approach on the students' speaking ability

The findings from the study revealed a significant improvement in the students speaking ability. This resulted in the key components of the discussion:

1) the improvement of the speaking ability and 2) students' performance conditions.

#### 5.3.1.1 *The improvement of the speaking ability*

Regarding the results from the one-way repeated measures ANOVA, the students' speaking ability was significantly improved in both the novice and intermediate groups. These results may be explained by the fact that the differentiated-flipped learning approach provided adequate time with materials that matched the students' interest and created a sense of achievement. The details are as follows:

1) The differentiated-flipped learning approach provided adequate time with materials that matched the students' interest. Since speaking is a skill that EFL or EIL students require time to produce and practice, studying the content and doing activities prior to the class via an online platform were beneficial and productive steps to help improve the

speaking ability. This supported the idea suggested by Roehl et al. (2013), which stated that university students who are known as digital natives have grown up surrounded by computer technology, so they demonstrated decreased tolerance for lecture style dissemination of course information. Thus, the content consisting of vocabulary, language functions, and communicative grammar was accomplished prior to the class via an online platform, and available in three modes of learning composed of the text, video clip, and infographic that encouraged the students to learn based on their learning profile. When the students were allowed to work in ways that were comfortable for them, they were more efficient in their learning (Tomlinson & Cindy, 2005). This could also increase the flexible learning environment (Flipped Learning Network (FLN), 2014) and provide more time for students to construct their knowledge. This enhanced the students' cognitive learning process. This also concurred with Li and Suwanthep (2017)'s study, who found that the flipped classroom model optimized mode of instruction was more appropriate for the students' cognitive learning process and resulted in improved speaking ability.

In terms of utilizing knowledge, the appropriation and activate stages in this study allowed the students to test their knowledge by interacting with their peers using Facebook features; such as, the Live Video feature or the share feature that the students could upload their video clips of their speaking practice activities. With these online activities, the students had more time to practice, and this also paved the way to do face-to-face activities in class. This stage further concurred with

the model proposed by Cockrum (2014), which is called the “Explore-Flip-Apply” model. That is, after the students had learned the content via the video construction in the Flip stage, practice activities should be provided between the Flip and Apply stages, so that students could practice more skills before they undertook face-to-face activities. Once the students entered the classroom, the activities were provided with a more effective use of classroom time (Fulton, 2014). Since the English class in most universities in Thailand meets only once a week, the time for the lecture was replaced by activities.

Regarding the materials matching the students’ interest, the differentiated-flipped learning approach was designed based on the results of the needs analysis, so the materials used in the instruction included what students were passionate about. Then, those materials of interest were used as the natural motivators to increase the engagement. Since the students in this study were EFL or EIL learners, activities that helped students practice, made sense, and generated new knowledge become their own were very crucial (Harmer, 2015; Thornbury, 2013). One of the activities in the activate step was working with group members, who shared the same interest. For example, in Unit 1, the students had to select the job advertisements based on the job position that they were interested in and work with their peers who shared the same interest in those job positions. Then, they discussed in groups. When the students became involved with the topics, content, or material that they were interested in, it could stimulate their curiosity and passion that led to enhance their



engagement and resulted in improving the speaking ability. This point was in agreement with those obtained by Corley (2005); Manurung and Mashuri (2017); and Tomlinson (2017). Additionally, the content that was prepared based on the area of the students' interest could also lead to fun and effective activities in the language class as well (Ellis, 2003).

That is to say, in the differentiated-flipped classroom, the students had more time to perceive the knowledge. They could choose their own learning environment as well as the modes of learning that worked best for their needs. Moreover, the students had plenty of time to do the activities in both the online and face-to-face platforms. This provided the opportunity to learn to use the language, initiate conversations through interpersonal tasks, and to present their performance through the presentational tasks. This encouraged students to engage in speaking interactively and creatively. In addition, with the materials matched to the students' interest, this could enhance students' speaking ability. This was probably because the students were more engaged through the activities that infused more joy and enthusiasm to learn.

2) The differentiated-flipped learning approach created a sense of achievement. Since the differentiated-flipped provided activities were based on the students' readiness level, some activities were tiered activities. The students had an opportunity to use and practice speaking through the activities with the supportive tools that matched their readiness levels. This seemed to be consistent with Kerr et al. (2017),

which mentioned that providing students with a short list of phrases as a scaffolding or assistance that they may find useful in the task could help increase the accuracy as well as improve the sense of achievement.

Regarding the appropriation stage in this study, the students were categorized into two groups of speaking ability: novice and intermediate. They were provided with a range of tiered activities. Students were able to practice speaking with their peers through the tiered activities, which were organized by complexity that was suitable for their readiness levels. This reflected the scaffolding process. That is, the students were provided with a range of assignments with the supportive tools and supportive learning environment in order to help them have a sense of achievement and develop their speaking ability. Therefore, when the students did the tiered activities that matched their readiness level, they could learn and improve their speaking ability from doing it. This could benefit all students (Tomlinson, 1999). In addition, giving students a sense of achievement based on their readiness levels was important to raise students' self-esteem and confidence in their ability to learn more, so that the students could develop their speaking ability.

However, the results from the post hoc tests using the Bonferroni correction, which was used to identify the significant differences between each pair of units showed an insignificant improvement in some units. Mostly, these were the units that were close to each other; such as, Units 1 and 2, or Units 2 and 3. There are several possible explanations for these results.

For the novice group, the adjustment of the activities may need to be done during the implementation of the speaking instruction using the differentiated-flipped learning approach. In this study, the speaking tests were provided at the end of each unit as a formative assessment to assess the students' learning progress (Fulcher & Davidson, 2008). Once the students had finished the speaking tests in one unit, their speaking ability may probably improve, so the speaking activities in other units should be adjusted in terms of reducing the supportive tools in the tiered activities. This seemed to be consistent with Gattullo (2000), who stated that modifying the teaching activities in order to improve the learning processes and results was one of the crucial parts of formative assessment. Since the results from the ongoing tests could be used as feedback to modify or adapt the teaching and learning activities in which the students were engaged (Black & Wiliam, 2009), the speaking activities in the appropriation stage in the present study should be adjusted. This also reflected the scaffolding process in which students were offered a range of assignments that addressed their current skills and at the same time attempted to promote a new concept that the students would need to master (Vygotsky, 1987). That is, when the students learned and practiced in the appropriation stage and engaged with the speaking tests at the end of one unit, the results from the speaking tests should be considered and adjustments made for the tiered activities in the next unit. Hence, the adjusted activities could really reflect the current students' readiness level based on their ongoing improvement (Tomlinson, 2017), which could lead

to a significant improvement. The tiered activities in the appropriation stage, which reflected a scaffolding process gave importance to the teacher to focus on creating a supportive learning environment and providing the right level of activities to the students (Hall et al., 2009).

For the intermediate group, it seemed possible that these results were due to the difficulty of the tests in each unit being too close. For example, when the students participated in the speaking instruction using the differentiated-flipped learning approach and reached Unit 1, their speaking ability may improve on some levels. After that, as the students learned more in the speaking instruction and reached Unit 2, their speaking ability may improve quite a significant level, as they would achieve a very high score. Then, the students would further learn in this instruction and reach Unit 3. Then, their speaking may continue to improve, but the improvement could not be seen as the difficulty of the tests in Units 2 and 3 may be similar. Thus, the scores that they received from Unit 3 may not show a significant difference. This result was in line with Hall et al. (2009) in which the differentiated instruction required the adjustment of the level of difficulty of the material as well as the test to gain and maintain students' attention and improvement.

Moreover, the content of some units may be relatively similar. Although, the contents in the present study were based on the course descriptions and the results from the needs analysis to ensure that the contents were in the students' interest range regarding the concept of differentiating the content (Tomlinson, 2017), it may be possible that the

content in each unit was too related. Hence, this affected the prompts of the speaking tests, which could overlap between each unit. Therefore, the students may use the same concept or knowledge to accomplish the speaking tests, which led to insignificant differences.

With regards to the aforementioned, it could be claimed that the implementation of the speaking instruction using the differentiated-flipped learning approach significantly increased students' speaking ability in both the novice and intermediate groups. Moreover, when taking into consideration the results from the effect size, it was revealed that the differentiated-flipped learning approach had a large effect on the students in the novice group, and a medium effect on the students in the intermediate group.

In sum, the differentiated-flipped learning approach allowed the students to learn and have opportunities for self-paced interaction, increase accomplishment, create a comfortable and flexible environment for interaction, and increase students' cooperation, which was important for enhancing the speaking ability. Another component of the discussion on the speaking ability was the students' performance conditions.

#### *5.3.1.2 The students' performance conditions*

Complementary to the insignificance in some pairs of units. A possible explanation for this might be the students' performance conditions, as the affective factors may have an impact on the speaking performance. The affective factors were the important factors in learning a

language (Oxford, 1990). It has been found that motivation, anxiety and personality have proved to be key factors influencing the achievement of oral English proficiency to a great extent (Nie & Hu, 2018). As the students in the present study were EFL learners, taking English speaking tests may increase more test anxiety than the other three language skills. This was in agreement with Horwitz (2001), who stated that anxiety could affect the ability of an individual to process information, especially learners' productive skills in the output stage. Foreign language anxiety is rather pervasive, and it may work as an affective filter, which could prevent a learner from achieving proficiency in oral English. Additionally, Zhang and Liu (2013) investigated the effect of Chinese university students' oral test anxiety and speaking strategy use on their oral English performance. The main findings demonstrated that the students who had test anxiety during the oral English test significantly debilitated on their test performance. Hence, this may have a negative effect on students in some units when they take speaking tests that result in an insignificant improvement.

In this regard, the affective factors could affect the students' speaking performance. This is probably because the speaking test was a kind of test that the students had to interact with others or present their opinions under a time limitation. Thai EFL students were also more familiar with a multiple-choice test, as it was used in various courses. Thus, the personality of each student and the anxiety when they had to

take the test that they may not have any familiarity seemed to have an effect on the students' speaking performance as well.

### 5.3.2 The effects of the speaking instruction using the differentiated-flipped learning approach on the students' levels of WTC

The findings from the study revealed that the students in the whole class gained higher levels of WTC after participating in the speaking instruction using the differentiated-flipped learning approach. Additionally, the students in the novice and intermediate groups were found to have a significant increase in the WTC. Likewise, the results from the observation revealed the situations or the activities that the students mostly demonstrated their WTC in the classroom. These results may be explained by the fact that the differentiated-flipped learning approach provided an English speaking environment, supportive learning atmosphere, learning at one's own pace, learning through a topic of interest, and enthusiasm for communication. The following is the explanation of each aspect.

#### 5.3.2.1 *English speaking environment*

The differentiated-flipped learning approach provided the speaking environment. Various speaking activities were used in each stage of the instruction to stimulate students' speaking in both the online and face-to-face platforms. The speaking activities were also designed to promote the interpersonal and presentational modes of communication, which inferred that the students had room for practicing speaking, interacting and communicating with their peers both outside and inside the



classroom, so that the students' communicative competence could be enhanced, which had a direct influence on the WTC (MacIntyre et al., 1998). This point was in line with Bamfield (2014), who stated that if EFL students extended their exposure to an English-speaking environment, this may be demonstrated through a greater WTC in English. When the students were provided with the chance to use the L2, the level of WTC might be related to the L2 use (Clément et al., 2003).

Thus, the English-speaking environment in this study played an important role in making students willing to speak (Cao, 2009; Cao & Philp, 2006; House, 2004). This was supported by Compton (2007)'s study, which revealed that the context played a crucial role in determining one's level of WTC in the classroom. When the students took advantage of the shared knowledge of the subject, they would be more willing to take part in classroom discussions. When the students felt that they had something to contribute, they would naturally feel more excited to participate or initiate the conversations. In addition, when students were in an English-speaking environment, which had to engage in various conversational contexts through the speaking activities, they tended to explain or speak more when they were asked for additional information.

That is to say, the English-speaking environment created the feeling of responsibility to clarify or explain more depending on the given situation, so this could instill and increase their WTC in English. This result was in agreement with Kang (2005)'s and Riasati and Rahimi (2018)'s findings, which mentioned that the speaking opportunity and the



feeling of responsibility that the students had to speak could increase their WTC in English. In addition, the differentiated-flipped learning approach provided the students with a supportive learning atmosphere.

#### *5.3.2.2 Supportive learning atmosphere*

The differentiated-flipped learning approach provided a supportive learning atmosphere (Cockrum, 2014; Lockwood, 2014; Tomlinson, 2017). Since instruction was provided in both the online and face-to-face platforms, the students worked in a group activity with their peers. The tiered activities with the supportive tools were designed to fit the students' readiness level, so that the students could achieve a sense of accomplishment. The opportunity to work with anyone they preferred and select the preferred modes of expression based on their learning profile (Tomlinson, 2017) also offered a pleasant and relaxing environment (Zeng, 2010). This could lead to reducing the students' anxiety and enhance their self-confidence, which resulted in increasing their WTC in English (Peng, 2012; Wen & Clément, 2003). To shed more light on the significant increase of the students' WTC, the interlocutors could also create a supportive learning atmosphere. MacIntyre et al. (2001)'s study indicated that students with social support, especially on the part of their friends, had higher levels of WTC outside the classroom than those students without supportive friends. Even though, social support played a reduced role inside the classroom, the findings of their study confirmed the important role of social support from other students, families and

friends in developing the WTC in English. The present study also provided a chance for the students to do speaking activities with their friends both outside via an online social media application and inside the classroom. Regarding familiarity, if the students felt secure with the interlocutors or had some familiarity, they were willing to speak more (Riasati & Rahimi, 2018). This was also in line with Kang (2005), who stated that familiarity with the interlocutors and the knowledge about the speaker's language proficiency could also help students feel secure, and they tended to be more willing to communicate in English. Therefore, with the supportive atmosphere provided via an online and face-to-face platform in this study, this helped increase the students' WTC effectively. Another significant aspect of the increased WTC in this study was learning at one's own pace.

#### *5.3.2.3 Learning on one's own pace*

The differentiated-flipped learning approach provided an opportunity for students to learn at their own pace. Flipped learning was one of the underlying theories in the present study, which reversed the role of exploring the content and classroom activities. In flipped learning, the students acquired knowledge at home; such as, watching videos provided by the teacher and practiced the skills in class, where the teacher could easily monitor and correct the student (Chen Hsieh et al., 2017). This provided "a dynamic and interactive learning environment where the teacher could guide students as they apply concepts and engage creatively

in the activities” (Flipped Learning Network (FLN), 2012). Therefore, the students could manage their time to explore the content and prepare the speaking activities based on their preferences, which would lead to increased self-confidence and result in enhancing their WTC in English. This was in line with Chen Hsieh et al. (2017)’s study that mentioned about students’ learning at their own pace could significantly improve the WTC. When students prepared before class by watching the provided videos, they could learn at their own pace because they could pause, rewind, and replay the videos at will. Repeated exposure to the learning materials and resources strengthened and deepened the students’ understanding of the materials. The knowledge could then be applied in a richer scope during the in-class activities.

Furthermore, regarding learning via an online platform, the students learned via the website, which allowed them to learn anywhere and anytime from their preferred devices. This also concurred with Ockert (2013) and Reinders and Wattana (2014), who found that students felt an online environment could increase their self-confidence and decrease the anxiety, which resulted in increasing the WTC. Moreover, in the awareness stage, the students had an opportunity to explore the content from the modes of learning that worked best for them regarding their learning profile (Tomlinson, 2017), and they could manage their own learning process based on their own pace (Cockrum, 2014; Lockwood, 2014). In addition, the students used social media as a tool to do activities in the appropriation and activate stages in order to interact with their

peers, which they could manage their time based on their preferences. Thus, the students' WTC increased due to the use of social media. This was also consistent with Chotipaktanasook (2014), who found that Thai EFL university students were more willing to communicate in English through interaction via online social media.

In sum, having self-paced interaction was beneficial for EFL or EIL students to develop their WTC in English.

#### *5.3.2.4 Topic of interest*

The differentiated-flipped learning approach provided the topic of interest. The contents of each unit were from the needs analysis, which could ensure that the topics used in this study were in the area of the students' interest (Tomlinson, 2017) and resulted in improving their WTC. This was consistent with Aubrey (2011), who stated that making the topic of the lesson interesting and personally relevant to the students enhanced their WTC. Students who did not have an interest in the lesson may not participate. Even if the required curriculum or course description is adjusted, there should be at least one topic of relevance that could be used to build the WTC. Moreover, the topics used in the present study were parallel to the speaking tests, which had a positive effect on students' WTC. This reflected the findings of Aydin (2017), who found that if the students were taught what they were going to be tested, they would be more willing to communicate in the L2; as a consequence, the

L2 WTC would likely be increased when the teaching and testing were connected in terms of the topic.

In addition, Aydin (2017) revealed that boring and repetitive topics had an effect on students' WTC. However, when the students discussed or communicated with others under a topic that they were interested in or had some familiarity, they were excited. The feeling of excitement when talking about the topic encouraged the students to speak more and influenced their WTC (Cao & Philp, 2006; Kang, 2005; MacIntyre et al., 1998). Therefore, when students interacted or participated in the situations matching their interests, their level of WTC would increase. Equally important, enthusiasm was also a key aspect of the increased WTC.

#### *5.3.2.5 Enthusiasm for communication*

The differentiated-flipped learning approach provided enthusiasm for communication. Regarding the observation in this study, it was found that the students showed their WTC by trying to ask something that they felt uncertain or became confused from the teacher or their friends in order to clarify the topic or situation. Even though enthusiasm was a kind of personal factor, which was less likely to change, the students may be motivated to be enthusiastic to communicate. Since the differentiated-flipped learning approach provided the English-speaking environment, supportive atmosphere, learning at one's pace, and topic of interest through the speaking activities, these factors may result in

increasing the students' enthusiasm and WTC. Many researchers had also found that enthusiasm initiated by several students inspired others in a class group, which could help bring about a pleasant and enthusiastic classroom atmosphere, and resulted in increasing the WTC in English (Bernales, 2016; Cao, 2009, 2014; Pattapong, 2010; Peng, 2012; Suksawas, 2011). These studies also supported Aydin (2017)'s study, which found that enthusiasm and ambition for learning a foreign language played a crucial role in the L2 WTC. Thus, a variety of tasks should be provided in the class to motivate students to be enthusiastic. Additionally, Shimoyama (2013) investigated the relationship between task performance and changes in the WTC of Japanese EFL learners and found that the participants who evaluated themselves as a neutral level of WTC revealed that they had no enthusiasm in speaking English because they thought that they were not good at English. Hence, it could be assumed that enthusiasm was somewhat related to the WTC. If the students had enthusiasm, they tended to have more WTC in English.

In sum, it could be seen that the differentiated-flipped learning approach provided students with an English speaking environment, supportive atmosphere, learning at one's pace, topic of interest, and enthusiasm for communicating, which resulted in significantly increasing the students' WTC.

### 5.3.3 The relationship between the speaking ability and willingness to communicate (WTC)

The findings revealed that the speaking ability and WTC of the students in the whole class who took the speaking instruction using the differentiated-flipped learning approach did not significantly correlate, as well as the students in the intermediate group did not show any significant correlation. Increases in the students' speaking ability scores did not significantly correlate with the increases in the levels of the students' WTC. This is possibly because the speaking instruction using the differentiated-flipped learning approach was conducted in the English for Professional Communication course as supplementary lessons, so the students in the intermediate group may not have been motivated enough to do the speaking tests since the scores were not counted as their grades. In terms of the decision to begin a conversation, this was more likely to be influenced by various factors. Pattapong (2015) found that the social-individual context, cultural context, and classroom context were the important factors that could have an effect on the WTC in English of Thai EFL undergraduates. To explain, the individual characteristics of each student also played an important role in the decision to speak. The students who were not a talkative person did not express their ideas much in the speaking tests even though the vocabulary used was knowledgeable. Regarding the cultural context, the students at all levels were worried about losing face if they said something ungrammatical, especially when they participated in the speaking activities. They usually told the teacher that they were worried about embarrassing themselves in front of the classroom.

The classroom context including the activities and the interlocutors that the students had to interact with were also crucial factors that could have an influence on the WTC in English in the classroom. When the students were required to work with others who had the same readiness level to do the tiered activities that the teacher had assigned, it was revealed that they tended to speak less if they had to work with unfamiliar peers. Therefore, the increases of the students' speaking ability did not significantly correlate with the increases in the levels of WTC in English since there were various factors that could have an influence on the WTC. This result concurred well with several previous studies wherein the individuals' speaking ability was not related to their WTC in English. Rahmatollahi and Khalili (2015) found that the speaking ability of EFL learners, who were homogenous in terms of language proficiency, did not correlate with their WTC. Furthermore, Matsuoka (2004) investigated the WTC among Japanese college students, and it was revealed that the WTC and English proficiency were not correlated.

Surprisingly, the speaking ability and WTC of the students in the novice group were significantly correlated. Increases in the students' speaking ability scores correlated with the increases in the levels of the students' WTC. This was consistent with the findings in previous research that there was a significant relationship between the speaking ability and WTC in English in the EFL contexts (Kanzaki, 2016; Tousi & Khalaji, 2014; Yousefi & Kasaian, 2014). The increase in the WTC led to greater speaking in the L2, which improved students' speaking ability, and when their speaking ability improved, they became more willing to communicate (MacIntyre et al., 2001).



To illustrate, the speaking scores of the students in the novice group improved significantly with a large effect size, which meant that the speaking instruction using the differentiated-flipped learning approach had a large effect on the speaking ability of the students in this group. In this regard, the improvement of the speaking ability would ultimately lead to an increase in the WTC in English. This was probably because the differentiated-flipped learning approach provided differentiated activities based on the readiness, interest, and learning profile in both the online and face-to-face instructions. Hence, the students in the novice group had an opportunity to practice speaking through the tiered activities with the supportive tools, as well as they were allowed to work with anyone they preferred. These factors would also create excitement, responsibility, and security, and influence the situational WTC in English.

Moreover, the novice students may not have had much opportunity to study and participate in the speaking activities that matched to their readiness level. Since the undergraduates at KMITL in the present study were expected to learn from the intermediate or upper intermediate materials in every English course; as a result, when the novice students encountered the tiered activities, this could encourage and lead to more speaking in English. Thus, this would improve their speaking ability, and they would become more willing to communicate in English.

Additionally, there was a positive correlation between the speaking ability and WTC in the novice group, the intermediate group, and the whole class. That is, increases in the students' speaking ability scores were likely to increase the levels of students' WTC. Even though there was no statistically

significant relationship between the speaking ability and WTC in the intermediate group and the whole class, there was a positive correlation between those two variables. One possible explanation for this result was the use of the website and the online social media since online technology is fast becoming a crucial instrument in language learning. The students explored the content through the provided website regarding the preferences in the modes of learning anywhere and anytime, as well as participated in the activities that were differentiated based on their readiness, interest, and learning profile by using Facebook as a hub to share their tasks and interact with their peers. These aspects could facilitate the students' learning and speaking ability. This result reflected the findings of Li (2017) and Roehl, Reddy, and Shannon (2013), who found that computer technology and social media suited students in this digital era, as well as promoted their learning. Regarding the WTC in this study, the engagement in social media, which students could post, share, and comment on their tasks, enhanced the students' participation and WTC in English. From the observation of the participation in Facebook, the number of the students' participation increased in every unit. This also resulted in active participation in the classroom. This finding concurred with Alipour (2018)'s and Chotipaktanasook (2014)'s studies, who found that social media had a positive effect on Iranian and Thai EFL students, respectively. Therefore, the implementation of online technology and social media, which facilitated and enhanced both the speaking ability and WTC, could somewhat affect the positive relationship between those two variables.

To conclude, this combination of findings indicated a need to understand that the improvement of students' speaking ability may or may not lead to an increase in the WTC in English, and vice versa. Nevertheless, they had a positive correlation. Thus, it is recommended that planning speaking instruction using differentiated-flipped learning to enhance the speaking ability and WTC in English for Thai EFL students would require various factors to be addressed and managed in both the online and face-to-face instructions, including the readiness, interest, learning profile, social-individual, cultural, and interlocutors in order to optimize the students' speaking ability and WTC throughout the course to achieve the best possible outcomes in EFL learning.

#### 5.3.4 The students' perceptions toward the speaking instruction using the differentiated-flipped learning approach

The findings from the questionnaire and the additional comments were analyzed by using description statistics and content analysis. The results revealed that the students had a positive attitude and felt more confident after participating in the speaking instruction using the differentiated-flipped learning approach. Another set of data from the additional comments also showed that students had more willingness and enjoyment to learn. The results were likely to be related to the technology in the differentiated-flipped learning approach and the differentiated instruction in this study. The details were as follows:

#### *5.3.4.1 Technology in the differentiated-flipped classroom*

Providing online technology in the differentiated-flipped classroom was an important factor that influenced the students' perceptions. The students were satisfied and demonstrated a positive attitude toward the instruction with the online technology. This also concurred with the previous studies by Doman and Webb (2017), Hung (2015), and Santikarn and Wichadee (2018), who reported the students' positive attitude in reference to online technology. Therefore, technology had various advantages in a differentiated-flipped classroom including a flexible learning atmosphere and an increase in student engagement.

Regarding the flexible learning atmosphere, learning the content via a website offered students a lot of opportunities to study anytime and anywhere. The students could control their own learning and have unlimited access to the online resources. That is, they could review the materials anytime, as well as receive online assistance from the teacher or their friends, so the students felt more comfortable. In addition, if the students missed the class, they could keep pace with the lessons.

These advantages were in agreement with Evseeva and Solozhenko (2015), who stated that with the online technology, the students could study at their own pace due to the availability and accessibility of all the necessary resources in the online learning environment. Egbert et al. (2015) also supported that online learning was suitable for language classes because of the flexible learning atmosphere and adjustable learning facilities. As a result, the students were able to study and practice

speaking repeatedly at their own preferences. Most importantly, the differentiated-flipped learning approach provided the content via the website in different modes based on the students' learning profile, so that the students could fully benefit from the flexible learning environment. Thus, this was organized because of the online technology. This point was consistent with Bishop and Verleger (2013), who mentioned that technology was an essential aspect of the flipped classroom, as it enabled teachers to offer learning content in different formats, deliver digital lectures, create online activities, monitor students' progress and involvement, and assess their achievements.

With reference to the increase in student engagement, the students had to manage their time working with the online technology and developing self-study. That is, the students' role in the differentiated-flipped learning approach in the present study changed from being passive to active participants. They became more active, engaged, and responsive in the lessons. Moreover, the technology used in this study provided both asynchronous and synchronous features to give students more control of their own learning and promoted greater interaction and engagement. This was in line with Allen and Seaman (2006), who suggested that the use of technology-based asynchronous teaching methods benefited students cognitive engagement and interaction. The technology also allowed the students to communicate with their teacher and classmates at their convenience after class; consequently, this could enhance the students' engagement to the lessons. Furthermore, learning via the website enabled

students to construct understanding prior to the class, so it could stimulate active engagement in the class as well. Since the students had enough time to make sense with the content before class, they had more confidence to participate in the face-to-face activities. This concept was also consistent with Santikarn and Wichadee (2018), who stated that in-class activities could enhance active engagement and create deeper understanding in a flipped classroom due to the use of technology in the learning stage before students attended the class.

Despite various advantages, it was found that the students encountered some challenges when using technology in the differentiated-flipped classroom. In other words, there were many distractions with the online session, which could lead to a lack of concentration. The students were more likely to be distracted by other websites or social media, and so on, which would make them unable to fully focus on exploring the lessons. This was in line with Milman (2012), who reported that students may not view the full lessons or may not fully comprehend the video content because of distractions via the Internet. Thus, in order to implement online technology to the differentiated-flipped classroom, the content and the activities should not take much time, so to avoid the distractions.

#### 5.3.4.2 *The differentiated instruction*

The differentiated instruction provided in this study was a crucial factor that had an effect on the students' perceptions. The students gained a lot of benefits from the differentiated instruction.

Firstly, differentiated instruction offered productive class time. In this study, the class time was supplemented with speaking activities, which were differentiated based on the students' readiness, interest, and learning profile. This idea made the instruction more meaningful and generated more engagement. The class time was dedicated solely to practice speaking with the help of the teacher as a facilitator. This was in line with Reynard (2007)'s study, who suggested that classroom lessons should be used as scaffolding rather than being used as the core instruction as in traditional classes. The teacher should spend the class time, as a very significant part of the learning process by focusing on dialog practice and working in groups or giving demonstrations.

Secondly, differentiated instruction offered practical content and activities. Among all the features of the instruction, providing practical content and activities reported the highest score from the perception questionnaire regarding self-confidence. Most students agreed that they felt confident that they could make use of what they learned from the speaking instruction using the differentiated-flipped learning approach. Based on the concepts of differentiated instruction, the content could be differentiated according to the students' interest, so the students could learn the content that they were interested in. When the students

were interested in the content, they tended to be more engaged in the content and activities, which strengthened their self-confidence. This result was in line with Ismail and Al Allaq (2019)'s study, which examined English teachers' views about the effectiveness of the practice of cooperative learning and differentiated instruction in enhancing students' learning in English language classes. One teacher pointed out that working in a group to accomplish the activities or tasks could enhance students' self-confidence and their learning outcomes. Moreover, many studies indicated that differentiated instruction could increase students' engagement (Decovsky, 2012; Kondor, 2007; Martin & Pickett, 2013; McCarty et al., 2016; Moreno, 2015; Olah, 2008; Palmer & Maag, 2010; Santangelo & Tomlinson, 2009). Decovsky (2012) revealed that students' interest in learning was highly dependent on the activities provided. If the activities were differentiated based on the students' interest, readiness, and learning profile, this would positively change students' perception of their engagement (Martin & Pickett, 2013). Thus, when the students positively engaged with the activities, they could make use of the activities and finally found those activities practical and useful, which resulted in increasing their confidence.

Thirdly, differentiated instruction created the willingness and enjoyment to learn. As reported by the students, the speaking instruction that used the differentiated-flipped learning approach provided them with the willingness and enjoyment to learn. In the present study, the teacher prepared the content and activities according to the students' interest,



readiness, and learning profile. The students could participate in the activities in both the online and face-to-face platforms. The various activities with the supportive tools could encourage students to become engaged as well as increase their sense of accomplishment. Thus, the students could enjoy interacting and participating in the instruction. This was consistent with findings by Shell and Me Bo Shell (2018), who suggested that Thai EFL students had more willingness and enjoyment in learning English when the teacher established a positive and supportive atmosphere, as well as a psychologically healthy environment. They also found that differentiated instruction would lead teachers to understand how to deal with a group of diverse students and also adapt all instructional strategies to ensure that all students had access to learn.

The present study also provided the freedom of choosing the way to present the assigned activities. Thus, the student could present a video clip, an audio clip, or post via social media in an online platform as well as do a role play, give a presentation, or do a demonstration in a face-to-face platform. In addition, flexible grouping was added to the instruction, so that the students could rotate or choose to work in the group that they preferred or were interested in. These components were also supported by Dewaele and MacIntyre (2014)'s and Dewaele (2015)'s studies, which concluded that students' enjoyment could be positively influenced by student-centered activities where they could have freedom on how to learn the language in alignment with their own interests

(Dewaele & MacIntyre, 2014), as well as make the learning unpredictable, surprising, and challenging for the students (Dewaele, 2015).

Lastly, differentiated instruction promoted the impact of interlocutors. As reported by the students, the speaking instruction using the differentiated-flipped learning approach provided activities for the students to interact with various friends. Since the speaking activities in the present study required students to work with those who had the same readiness and also their preferred friends, this had an impact on their feelings. That is, it was reported that some students preferred to work with the ones they preferred, while some students preferred to work with new friends. Moreover, some students mentioned about providing some ice-breaking activities because they had no friends in the class. Most students felt that talking or working with familiar friends could make them have more confidence and they dared to speak. Hence, these findings were in line with various studies. Gieve and Miller (2006) suggested that the impact of different interlocutors on speech production seemed to play an important role in L2 learning. The students would speak more differently with their teachers than they did with various peers in the classroom, or with the interlocutors outside the classroom. Thus, the familiarity with the interlocutors was another issue that could have a very important role as well (Pawlak & Mystkowska-Wiertelak, 2015). In addition, according to Riasati (2012), he found that the students were more willing to speak with a person whom they knew well and were more comfortable with. The main reason for this was the higher sense of motivation to speak they

received when talking with a person whom they were familiar with. Other research also demonstrated that when the interlocutors were not familiar with each other, they seemed to be reluctant to speak to each other (Chu, 2008; Kang, 2005; Woodrow, 2006). To support the importance of the interlocutor, Cao and Philp (2006) stated that this was a key factor contributing to the students' WTC. It seemed that learners needed to be motivated to speak by their partner, and they did not like to be the sole speaker all the time and instead preferred to exchange ideas.

To this end, significant improvement in the students' speaking ability and level of WTC could be seen as a result of the differentiated-flipped learning approach. Likewise, the differentiated-flipped learning approach influenced the students' perceptions in terms of the attitude and confidence in using English in the workplace as a means of communication.



#### **5.4 Pedagogical Implications**

Regarding the findings of the present study, the speaking instruction using the differentiated-flipped learning approach was considered as an approach that could improve the speaking ability and level of WTC among Thai EFL undergraduates, who were not English major students. Hence, the integration of this approach in speaking instruction was recommended. The following suggestions are derived from the research findings for policymakers and teachers who would like to implement this instruction for EFL students.

#### 5.4.1 Implications for the teachers and policymakers

The speaking instruction using the differentiated-flipped learning approach revealed a significant improvement in the speaking ability and WTC in English. Thus, there were some pedagogical implications for teachers as well as policymakers who plan to use the differentiated-flipped learning approach in speaking instruction. They are as follows:

##### *5.4.1.1 Implication for the implementation for novice students.*

Based on the findings of the present study, the interesting point was that the effect size in the novice group was large, which could be said that the speaking instruction using the differentiated-flipped learning approach had a large effect on the students in the novice group. To explain, the differentiated-flipped learning approach provided the activities based on the readiness level. The students could do a sense-making activity that matched their readiness, which was very crucial to help students understand and perceive the knowledge through the activities. The supportive tools that were provided for the students; such as, a short list of phrases and vocabulary lists could also help increase their accuracy and improve the sense of achievement (Kerr et al., 2017). This point was very important and meaningful, especially for novice students. Since the students in the undergraduate level were expected to reach the intermediate or upper intermediate level, most teachers then used textbooks or materials in the intermediate or upper intermediate level, which did not match the students' readiness level. This resulted in the lack of students' engagement and the improvement. In other words,

the differentiated-flipped learning approach in the present study created a sense of achievement. They felt more confident when they participated in the activities. Their speaking ability gradually increased, which was related to the practice in the activities matching their readiness. According to the above-mentioned, teachers or policymakers in the university could rely on this benefit by implementing speaking instruction using the differentiated-flipped learning approach for novice students in a remedial course or a preparation class in order to effectively increase the students' speaking ability.

#### *5.4.1.2 Implication for the implementation for intermediate students.*

One interesting result found in the intermediate group was the effect size. As it was revealed that the effect size was considered as medium, this inferred that the speaking instruction using the differentiated-flipped learning approach had a medium effect on intermediate students. This was probably because the students' speaking scores could possibly increase or exceed the intermediate level during the implementation. Therefore, the adjustment of the level of difficulty would be recommended. Hall et al. (2009) also suggested that differentiated instruction required the adjustment of the level of difficulty of the material, as well as the test to gain and maintain students' attention and improvement. To illustrate, when the students completed the formative test at the end of one unit, the teachers should evaluate and record the scores. Then, the scores from two units should be compared in order to

evaluate whether the scores were at a very high level. If the students almost received full scores for the two units, the teacher should adjust the level of the difficulty of the activities and the tests to be the upper intermediate level. The NCSSFL-ACTFL Can-Do Statement (2017) could be used as a criterion to adjust the activities and the tests, so that the students could further develop their speaking ability with no limitations. That is to say, the students would be different and diverse. Some intermediate students would be more likely to develop their speaking ability rapidly if they had the opportunity to practice through the activities that could challenge their abilities. However, the activities should not be too difficult for the students. This was supported by the input hypothesis (Krashen, 1982), where the students should be exposed to comprehensible input that belongs to level “ $i+1$ ”. This would be because not all of the students would be at the same level of linguistic competence at the same time.

In sum, the teachers who plan to integrate speaking instruction using the differentiated-flipped learning approach should evaluate and adjust the level of the difficulty of the activity during the implementation, so that the students in the intermediate group could receive the benefits and improve their speaking ability effectively.

#### *5.4.1.3 Implication for enhancing the willingness to communicate (WTC) in the instruction*

Since the results from the present study revealed the positive correlation between the speaking ability and WTC in English of the students who participated in the speaking instruction using the differentiated-flipped learning approach, increases in the speaking scores were likely to increase the levels of WTC in English. Hence, teachers seeking to improve the speaking ability should make an effort to foster the WTC in English as well. This would be because the WTC referred to a learner's desire to communicate in a second or foreign language conversation when given opportunities (MacIntyre et al., 1998). Therefore, an increase in the WTC in English would lead to more speaking in English, which would improve the students' speaking ability, and when their speaking ability improved, they would become more willing to communicate. In addition, it was found from the present study that communicative competence, self-confidence, topic of interest, and conversational context were important factors that had an influence on the WTC in English. Additionally, the feeling of excitement, security, and responsibility were the psychological antecedents to the situational WTC in English, as well as preparation and motivation were the crucial factors to encourage the students to be more willing to communicate in English.

Thus, it is recommended for teachers who wish to implement speaking instruction using the differentiated-flipped learning approach to prepare the lessons regarding these important factors to increase the

students' WTC in English. This is because the WTC and speaking ability complement each other (Kanzaki, 2016).

#### *5.4.1.4 Implication for the use of online social media*

Speaking instruction using the differentiated-flipped learning approach employed online social media to use as a place for the students to share their online assignments. Based on the problem occurring in the pilot study, teachers who wish to integrate online social media in the instruction should be concerned about the features and privacy of the students. In the pilot study, the students were encouraged to share their assignments via any kind of online social media that they preferred. The students were required to use a hashtag followed by the name of the course, so that the teacher and their peers could find and give them feedback. However, it was found that some kinds of online social media did not have the functions that students needed in order to complete the assignments, and it was not convenient as well. Moreover, it made the students confused since there were a lot of assignments that the students had to share via online social media. In addition, with the use of the hashtag, the students suggested that this could invade their privacy because everyone could access and see their assignments, as sometimes the students posted video clips with their face. Therefore, it was suggested to use only one social media that covered all the functions that the students needed in order to complete the assignments. Additionally, it is



recommended to use online social media that have privacy options for a particular group, so that the students' privacy can be protected.

To conclude, integrating online social media is very useful and suitable for students in this digital era, but the teachers should be concerned about the functions and students' privacy before implementing it for use in the classroom.

#### 5.4.2 Implication for the students

Speaking instruction using the differentiated-flipped learning approach was found to increase the students' speaking ability and WTC. Therefore, the students were suggested to implement and practice speaking through this approach.

For the novice students, it appears that practicing speaking through the differentiated-flipped learning approach have a significant impact on the speaking ability and WTC in English. Therefore, the novice students should be aware of the important of the tiered activities and the supportive tools.

In terms of the tiered activities in the differentiated-flipped learning approach, this allows each student to excel at their own level of complexity. Thus, the students are required to regroup to work with the ones who have the same readiness level. It is also possible to work with unfamiliar friends, and some students may feel uncomfortable. However, it was suggested that the students should try to be open-minded in working with those friends. Since it had been proved that implementing the tiered activities in the instruction was

effective, the flexibility is one of the important aspects that the students should be aware.

Regarding the supportive tools, students who have difficulty in speaking should follow the instruction and consult with the teachers in order to adjust the supportive tools to make it suitable for their differences. The supportive tools plays an important role in helping the novice students initiate a conversation. In addition, this also increases students' confidence and willingness to communicate in English. The students should observe themselves whether the current supportive tools are suitable for their readiness level. If the students initiate a conversation smoothly without using a supportive tool, they should consult with the teacher to adjust the supportive tool. Hence, the students can benefit from the differentiated-flipped learning instruction.

For the intermediate students, when they have more opportunities to practice speaking through the topic of their interest and social media, the speaking ability and WTC in English would be more likely to be increased and improved. Therefore, the intermediate students should discover their interest and try to use social media as a tool to practice speaking.

In terms of the students' interest, it appeared that addressing students' interest could be important to promote positive impacts on learning. If the teachers differentiate the instruction based on the students' interest, this will enhance student productivity and creativity. Thus, the students should be aware of this aspect. That is, the students should discover their interests and let the teachers know more about them. When the teachers know about the students' interests, this can help the teacher forge connections in the instruction. Learning

and practicing speaking from the topics of interest may serve as a catalyst for developing new levels of skill in the interest area, particularly when the task at hand is just a bit in advance of the students' current skills level.

Regarding the social media, students are advised to make use of technology in their learning, as they could use the online technology and social media to relate the learning process from the online and face-to-face instructions. In addition, students are suggested to consider the selection of online technology to support their learning assignments and activities. However, students should concentrate on their learning and try not to be distracted from other things available on the Internet.

### **5.5 Limitations of the study**

Due to uncontrollable factors and the issues of practicality, some limitations of the study can be acknowledged as follows:

First, this study was conducted in the English for Professional Communication course, which focused on the four skills. Even though the speaking skill was the main focus of this course, this suggested that there could have been the opportunity for students to apply the knowledge from other aspects in this course, not only just from the speaking instruction using the differentiated-flipped learning approach, so this might have affected their speaking ability.

Second, the speaking instruction using the differentiated-flipped learning approach was implemented in the study as supplementary lessons, so this might not motivate students enough to participate in the instruction.

Third, the number of participants in the intermediate group was limited to 10 based on the results from the speaking placement test. Thus, this was considered a rather small sample size. The findings of the study related to the intermediate group might not be generalizable to the population in any other contexts.

Finally, in order to serve the diversity of the students, they should have choices to choose the online social media for sharing their tasks based on their preferences. However, the variety of the online social media made some students confused in the pilot study, as stated in the feedback from the students. Hence, the online social media for sharing the students' activities was limited only to Facebook because of the feature in the Facebook Group. As a result, the online social media platform that covered all the features needed in the instruction played an important role in the online instruction.

## **5.6 Recommendations for further study**

Based on the findings of the present study, the following areas are suggested for further study.

First, it is recommended for researchers who intend to improve students' speaking ability and WTC in English using the differentiated-flipped learning approach to conduct future experiments in other settings; such as, in high schools, vocational colleges, or other universities. Moreover, it would be beneficial to investigate the levels of WTC in English while using online social media for the group work activities.

Second, the differentiated-flipped learning approach should be implemented in other productive skills like writing since productive skills require time to produce and

practice. Thus, this would prove beneficial to explore whether the differentiated-flipped learning approach would be effective with the writing skill or other skills, or not.

Third, the present study employed a one-group pretest and post-test design to investigate the students' WTC in English. Thus, it is recommended for future study to use two groups, a control group and a treatment group, to compare the effects of the speaking instruction using the differentiated-flipped learning approach on the level of WTC in English between those two groups.

Fourth, since the present study implemented the speaking instruction using the differentiated-flipped learning approach in the English for Professional Communication course, which focused on four skills, it was possible for the students to apply the knowledge from other aspects in this course, not only just from the instruction. Therefore, future studies should investigate speaking instruction using the differentiated-flipped learning approach in a speaking course, so that there is no interference from other factors.

Fifth, protecting online privacy is recommended for future study. In the pilot study of the present study, the students were required to post and share their assignments; such as, video clips and/or audio clips on Facebook group. The students seemed reluctant to post their works. A closed Facebook group was suggested by the students in the pilot study. The closed group, which only let current members view group content and see who else is in the group, is labeled as private groups. In order to join a closed group, the approval from an administrator is needed. Therefore, the students could be assured that their video clips or audio clips were protected. The students seemed more willing to share their works. Thus, future studies should be

aware of protecting the students' works when the online social media is involved in the experiment.

Finally, the Internet accessibility is the important aspect that researchers who plan to implement the differentiated-flipped instruction in future studies need to be taken into consideration. The Internet is an essential tool for accessing information and communicating with others, as well as for many other activities in the present study. It is crucial that Internet services are accessible and affordable, as well as secure, reliable and continuously available. It is recommended to conduct a survey of the Internet accessibility. Therefore, the online instruction could be designed to suit the accessibility of the Internet.

With regards to the aforementioned, researchers who would like to conduct or implement the differentiated-flipped learning approach in future studies should take these aspects into consideration.



## **Appendix A**

### **Letter of Consent**

#### **Title of study**

The Effects of Speaking Instruction using Differentiated-Flipped Learning Approach on Speaking Ability and Levels of Willingness to Communicate of Thai EFL Undergraduates

#### **Researcher**

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#### **Purpose of Study**

You are being asked to take part in a research study. Before you decide to participate in this study, it is important that you understand why the research is being done and what it will involve. Please read the following information carefully. Please ask the researcher if there is anything that is not clear or if you need more information.

The purpose of this study develops a technology-enhanced, speaking instruction to enhance Thai EFL graduates' speaking ability and levels of willingness to communicate.

#### **Study Procedure**

This study is divided into two major phases. The first phase is the development of the speaking instruction using differentiated-flipped learning approach. The second phase is the experiment. In the experiment stage, the research instruments used to collect the data are speaking tasks, willingness to communicate questionnaire, observation checklist, and perception questionnaire. The independent variable is the speaking instruction using differentiated-flipped learning approach. The dependent variables are speaking ability and levels of willingness to communicate.

This study consists of two phases: the development of the speaking instruction and the experiment. In phase 1, the development of the speaking instruction, studying the



theories and research relevant to teaching English speaking, differentiated instruction, flipped learning approach, and willingness to communicate begins the procedure of this study. Then, the speaking instruction using differentiated-flipped learning approach is constructed for the participants.

In phase 2, the experiment stage, the participants are asked to attend the instruction. The researcher first employs speaking placement to assess the participants' readiness levels as well as distributes the pre-test willingness to communicate questionnaire. Then, the participants are asked to study in five units. The video record will be used during the experiment to observe the participants' willingness to communicate. At the end of each unit, the speaking tasks will be employed to assess the participants' speaking ability. At the end of the course, the participants are asked to complete the post-test of willingness to communicate questionnaire. The researcher also investigates the students' perceptions towards the instruction using the perception questionnaire.

### **Confidentiality**

Any information that is obtained in connection with this study and that can be identified with you will remain confidential.

### **Consent**

I have read and I understand the provided information and have had the opportunity to ask questions. I understand that my participation is voluntary and that I am free to withdraw at any time, without giving a reason and without cost. I understand that I will be given a copy of this consent form. I voluntarily agree to take part in this study.

Participant's signature \_\_\_\_\_ Date \_\_\_\_\_

Researcher's signature \_\_\_\_\_ Date \_\_\_\_\_

## Appendix B

### Needs Analysis Questionnaire

#### Course: English for Professional Communication

This questionnaire consists of five parts for measuring the needs from the English for Professional Communication course in terms of the interests, learning styles, types of electronic instructional media, and learning activity. Your answer will be used for academic purpose only and will not affect your grade in anyway. The information you have provided will be confidential.

#### Part 1: Background Information

Directions: Please check ☒ the box next to the answer of your choice or write in the space.

**Gender:**

☐ Male

☐ Female

**Age:**

☐ 18-19

☐ 20-21

☐ 22-23

☐ 24-25

**Faculty:**

.....

**Major:**

.....

#### Part 2: Interests

Directions: Please tell us how much you expect to use English or interested in using English in the following contexts.

	Strongly disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly agree (5)
1. Telephone calls					
2. Job interview					
3. Negotiations					
4. Meetings					

	<b>Strongly disagree (1)</b>	<b>Disagree (2)</b>	<b>Neutral (3)</b>	<b>Agree (4)</b>	<b>Strongly agree (5)</b>
5. Oral presentation					
6. Sales					
7. Overseas business travel					
8. Business and ethics					
9. Dealing with problems					
10. Making small talk					

### Part 3: Learning styles

Directions: Please tell us how much you prefer in the following contexts.

	<b>Strongly disagree (1)</b>	<b>Disagree (2)</b>	<b>Neutral (3)</b>	<b>Agree (4)</b>	<b>Strongly agree (5)</b>
1. It helps to use my finger as a pointer when reading to keep my place.					
2. It helps me to look at the person while listening; it keeps me focused.					
3. When trying to remember someone's telephone number, or something new like that, I will create that picture in my head.					
4. I understand how to do something if someone tells me, rather than having to read the same thing to myself.					
5. I enjoy drawing and even my notes have lots of pictures and arrows in them.					

	<b>Strongly disagree (1)</b>	<b>Disagree (2)</b>	<b>Neutral (3)</b>	<b>Agree (4)</b>	<b>Strongly agree (5)</b>
6. The best way to learn about how something works is to listen to someone explain it.					
7. When I hear a song, I like to start dancing.					
8. Before I follow directions, it's good me to see someone else do it first.					
9. Studying at a desk is not for me.					
10. I like to read a book with lots of words in it.					
11. When I hear a song, I like to picture the video that goes along with it.					
12. I tend to solve problems through a more trial-and-error approach, rather than from a step-by-step method.					
13. I do not like to read directions; I'd rather just start doing.					
14. I remember something better if I write it down.					
15. If I am taking a test, I can "see" the textbook page and where the answer is located.					
16. Papers with very small print or poor copies are tough on me.					
17. If I had the choice to					

	<b>Strongly disagree (1)</b>	<b>Disagree (2)</b>	<b>Neutral (3)</b>	<b>Agree (4)</b>	<b>Strongly agree (5)</b>
learn new information through a lecture or textbook, I would choose to hear it rather than read it.					
18. I remember things that I hear, rather than things that I see or read.					
19. My eyes get tired fast, even though the eye doctor says that my eyes are ok.					
20. I find myself needing frequent breaks while studying.					
21. I am not skilled in giving verbal explanations or directions.					

#### Part 4: Types of electronic instructional media

Directions: Please tell us how much you prefer in the following contexts.

	<b>Strongly disagree (1)</b>	<b>Disagree (2)</b>	<b>Neutral (3)</b>	<b>Agree (4)</b>	<b>Strongly agree (5)</b>
1. I like learning from pictures.					
2. I like learning from YouTube.					
3. I like using social media to interact with friends.					
4. I like learning via the smartphone.					
5. I like learning via audio media.					
6. I like learning from infographic (a collection of					

	<b>Strongly disagree (1)</b>	<b>Disagree (2)</b>	<b>Neutral (3)</b>	<b>Agree (4)</b>	<b>Strongly agree (5)</b>
imagery, charts, and minimal text)					
7. I like learning via CD-ROM.					

### **Part 5: Types of learning activities**

Directions: Please tell us how much you prefer in the following contexts.

	<b>Strongly disagree (1)</b>	<b>Disagree (2)</b>	<b>Neutral (3)</b>	<b>Agree (4)</b>	<b>Strongly agree (5)</b>
1. Activities that most helpful for my English learning is role-play.					
2. Activities that most helpful for my English learning is games.					
3. I work well when I talk with other and share ideas.					
4. When I am learning, I need to be able to move around.					
5. Activities that most helpful for my English learning is pair work/group work.					
6. Activities that most helpful for my English learning is making a conversation to exchange information.					
7. Activities that most helpful for my English learning is songs.					

----END OF THE QUESTIONNAIRE----

## Appendix C

### Scope and sequence of the speaking instruction differentiated-flipped learning approach

Week	Unit	Learning outcome	Modes of instruction	Material	Teaching procedure	Speaking tasks	Assessment
1	Introduction	<ul style="list-style-type: none"> <li>-Students will be able to know about the course and process of the instruction</li> <li>-Students will take a placement test and the willingness to communicate questionnaire</li> </ul>	Face-to-face	<ul style="list-style-type: none"> <li>-Speaking placement test</li> <li>-The willingness to communicate questionnaire (pre-intervention)</li> </ul>	-	-	<ul style="list-style-type: none"> <li>-Speaking placement test rubric score</li> <li>-The willingness to communicate questionnaire</li> </ul>
2-3	Unit 1: Job interview	Students will be able to generate possible questions and answers that may be asked in a job interview and present those questions and answers via infographics, text, video or audio.	Online	<ul style="list-style-type: none"> <li>-The website</li> <li>-Facebook</li> </ul>	<p><u>1. Awareness</u> Teacher asks students to explore the content about job interview through the website. The content was presented in three modes of learning including text, infographic, and video clip. Students can select the learning modes that suit their preference. (Differentiated based on learning profile, interest)</p> <p><u>2. Assure</u> The students answer an open-ended question about the most important thing for a job interview via Google Form.</p> <p><u>3. Appropriation</u></p>	-	-Give comment

				<p>The students work in groups of 2-3, who shared the same readiness levels. Each group had to choose one job advertisements from the lists that researcher provided. Then, the novice group had to generate 2 possible questions and answers about personal information that might be asked based on the job advertisement that was chosen. For the intermediate group, they had to create 4 possible questions and answers related to personal information and career plans. After that, each group was asked to record a video clip or an audio clip, and post it on the Facebook group to share their works. (Differentiated based on readiness and learning profile)</p> <p><u>4. Activate</u> The students work in a group of 2-5 with anyone they preferred to serve their learning profile. Each group had to do a mock up job interview. They can select the job position based on their own. One of them was an interviewee and the rest would be the interviewers. The questions and answers can be varied depending on the job. After that, each group was asked to record a video clip, Facebook Live, or audio clips, and post it on the Facebook group to share their works. (Differentiated based on learning profile)</p>	<p>-interpersonal and presentational tasks</p>	<p>-Interpersonal rubric score (Novice) -Presentational rubric score (Novice)</p>
Students will be able to take part in a mock job interview as an interviewer and interviewee as well as present themselves	Face-to-face	<p>-Activities instruction -Role cards -Supportive tools</p>	<p><u>1. Awareness</u> The students work in a group of 4-5 with anyone they preferred to serve their learning profiles and discuss about the dos and don'ts in a job interview.</p>			







4-5	Unit 2: Making small talk	Students will be able to choose suitable topics and make small talk as well as state the reasons.	Online	-The website -Facebook	<p>and manage the stress that might happen in the job interview. At the end, each group present the results whether who could get the job from each group and why. They had choices to present based on their preferences. They could do a presentation, role-play, or demonstration. (Differentiated by learning profile)</p> <p><u>1. Awareness</u> Teacher asks students to explore the content about making small talk through the website. The content was presented in three modes of learning including text, infographic, and video clip. Students can select the learning modes that suit their preference. (Differentiated based on learning profile, interest)</p> <p><u>2. Assure</u> The students design about the topics that they think were suitable for making small talk via Google Form.</p> <p><u>3. Appropriation</u> The students work in groups of 2-3, who shared the same readiness levels. Each group had to make small talk based on the topic provided. The novice group had to make small talk under the topic, "the weather". For the intermediate group, they had to make small talk under the topic, "the weather and the current news". After that, each group was asked to record a video clip or audio clips, and post it on the Facebook group to share their works. (Differentiated based on readiness and learning profile)</p>	-	-Give comment
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6-7	Unit 3: Overseas business travel	Students will be able to make a conversation based on provided pictures as well as express their opinion towards the pictures.	Online	-The website -Facebook	<p><u>1. Awareness</u> Teacher asks students to explore the content about making reservations in overseas through the website. The content was presented in three modes of learning including text, infographic, and video clip. Students can select the learning modes that suit their preference. (Differentiated based on learning profile, interest)</p> <p><u>2. Assure</u> The students answer a short conversation about making a reservation via Google Form.</p> <p><u>3. Appropriation</u> The students work in groups of 2-3, who shared the same readiness levels. Each group had to make a reservation based on the provided pictures. The novice group had to make a hotel reservation and check-in process at the hotel lobby. For the intermediate group, they had to make a reservation, make a check-in process at the hotel lobby, and complained about the food in the restaurant. After that, each group was asked to record a video clip or audio clips, and post it on the Facebook group to share their works. (Differentiated based on readiness and learning profile)</p> <p><u>4. Activate</u> The students work in a group of 2-5 with anyone they preferred to serve their learning profile. Each group had to do a role-play about making a reservation and recommending Thai dish to the customers</p>	-	-Give comment
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				from overseas . One of them was an overseas customer and the rest would be the hosts. After that, each group was asked to record a video clip, Facebook Live, or audio clips, and post it on the Facebook group to share their works. (Differentiated based on learning profile)								
				Students will be able to create a conversation based on the situations provided and describe the picture related to overseas business situation.	Face-to-face	-Activities instruction -Role cards -Supportive tools	<p><u>1. Awareness</u> The students work in a group of 4-5 with anyone they preferred to serve their learning profiles and discuss about the dos and don'ts of making reservation in overseas business travel situation. (Differentiated based on learning profile)</p> <p><u>2. Assure</u> The students do a small quiz individually. The quiz, which was a multiple choice, was about the steps of doing making reservations in overseas business trip.</p> <p><u>3. Appropriation</u> The students work in a group of 3-5, who shared the same interest and read tips for making reservations in various situations based on their interests. Then they had to discuss and share the tips that they read. After that, they were asked to work in a group of 3-5, who shared the same readiness level. They had to share and discuss about the tips that they read from the interest groups. Next, they were assigned to make a reservation based on the instruction given. For the novice group, they were given cards that contained the information about making a hotel reservation on a business trip with the colleagues. They also had to design where</p>	-interpersonal and presentational tasks	-Interpersonal rubric score (Novice) -Presentational rubric score (Novice) -Interpersonal rubric score (Intermediate) -Presentational rubric score (Intermediate) -Observation			







8-9	Unit 4: Oral presentation	Students will be able to review a product via Facebook Live as well as answer the questions from the audience	Online	-The website -Facebook	<p><u>1. Awareness</u> Teacher asks students to explore the content about oral presentation through the website. The content was presented in three modes of learning including text, infographic, and video clip. Students can select the learning modes that suit their preference. (Differentiated based on learning profile, interest)</p> <p><u>2. Assure</u> The students read short extracts from a presentation script and select the answer whether those extracts were from which part of the presentation structure via Google Form.</p> <p><u>3. Appropriation</u> The students work in groups of 2-3, who shared the same readiness levels. Each group had to watch a sample of informative presentation (describing places). Then, the novice group had to exchange information using the pictures appeared in the presentation. For the intermediate group, they had to exchange information about a place they would like to visit. After that, each group was asked to record a video clip or an audio clip, and post it on the Facebook group to share their works. (Differentiated based on readiness and learning profile)</p> <p><u>4. Assure</u> The students work in a group of 2-5 with anyone they preferred to serve their learning profile. Each group had to present or review</p>	-	-Give comment
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				any food products. One of them was a presenter or reviewer and the rest would be the audience. The students who were the audiences had to ask some questions at the end of the presentation. After that, each group was asked to record a video clip, Facebook Live, or audio clips, and post it on the Facebook group to share their works. (Differentiated based on learning profile)	-interpersonal and presentational tasks	-Interpersonal rubric score (Novice) -Presentational rubric score (Novice) -Interpersonal rubric score (Intermediate) -Presentational rubric score (Intermediate) -Observation
	Students will be able to do an oral presentation as well as ask and answer the questions related to the presentation	Face-to-face	-Activities instruction -Role cards -Supportive tools	<p><u>1. Awareness</u> The students work in a group of 4-5 with anyone they preferred to serve their learning profiles and discuss about the dos and don'ts of doing a presentation. (Differentiated based on learning profile)</p> <p><u>2. Assure</u> The students do a small quiz individually. The quiz, which was a multiple choice, was about the steps of doing a presentation.</p> <p><u>3. Appropriation</u> The students work in a group of 3-5, who shared the same interest and read tips for doing a presentation in various situations based on their interests. Then they had to discuss and share the tips that they read. After that, they work in a group of 3-5, who shared the same readiness level. They had to share and discuss about the tips that they read from the interest groups. Next, they were assigned to do a presentation and rotate a role as a presenter and audiences based on the instruction given. For the novice group, they had to present information based on the picture given (about the familiar product). They also had to prepare for a question and</p>		

10-11	Unit 5: Negotiation	Students will be able to state types of negotiation as well as make an offer to negotiate provided situation	Online	-The website -Facebook	<p>answer session with at least one question. For the intermediate group, they had to think about any company policy and present it as well as explain their viewpoint. They also had to prepare for a question and answer session with at least two questions. They would then do a presentation. (Differentiated by interest and readiness)</p> <p><u>4. Activate</u> The students work in a group of 4-5 with anyone they preferred. The pictures were provided for them to choose in order to do a group presentation based on the picture. Each group had to do a group presentation. After that, the teacher assigned the name of each group, namely group A, group B, group C, group D, group E, and group F. Students in group A had to ask questions to group B, and switched the roles, group C had to ask questions to group D, and group E had to ask questions to group F. At the end, each group was asked to present what they got from doing a presentation. They had choices to present based on their preferences. They could do a presentation, role-play, or demonstration. (Differentiated by learning profile)</p> <p><u>1. Awareness</u> Teacher asks students to explore the content about negotiation through the website. The content was presented in three modes of learning including text, infographic, and video clip. Students can select the learning modes that suit their preference. (Differentiated based on learning profile, interest)</p>	-	-Give comment
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				<p>profiles and discuss about the dos and don'ts of negotiation. (Differentiated based on learning profile)</p> <p><u>2. Assure</u> The students do a small quiz individually. The quiz, which was a multiple choice, was about the steps of doing a negotiation.</p> <p><u>3. Appropriation</u> The students work in a group of 3-5, who shared the same interest and read tips for negotiating in various situations based on their interests. Then they had to discuss and share the tips that they read. After that, they were asked to work in pairs, who shared the same readiness level. They had to share and discuss about the tips that they read from the interest groups. Next, they do a role-play by making a negotiation with their colleagues based on the instruction given. One student would randomly select to be a negotiator A, and the other one would be a negotiator B. For the novice groups, they were given cards that contained the information about the situation that they had to negotiate, and they needed to make at least one-counter proposal. They were also given a piece of paper contained useful phrases, so they could use them as a supportive tool. For the intermediate group, they were given cards that contained the information about the situation that they had to negotiate, and they needed to make at least two-counter proposal. The teacher would be a facilitator while doing this activity. (Differentiated by interest and readiness)</p>	<p>onal tasks</p>	<p>rubric score (Novice) -Interpersonal rubric score (Intermediate) -Presentational rubric score (Intermediate) -Observation</p>
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12	Course wrap-up	-	Face-to-face	-The willingness to communicate questionnaire (post-intervention) -Perception questionnaire	-	<p><u>4. Activate</u></p> <p>The students work in a group of 4-5 with anyone they preferred.</p> <p>The pictures were provided for them to choose in order to create a negotiation situation based on the picture. Each group had to assign roles for their group members and create a negotiation conversation as well as do a role-play. After that, the teacher assigned the name of each group, namely group A, group B, group C, group D, group E, and group F. Students in group A had to negotiate something regarding the group B's picture with group B, and switched the roles, group C had to negotiate something regarding the group D's picture with group D, and group E had to negotiate something regarding the group F's picture with group F. At the end, each group was asked to present what the result from the negotiation between groups. They had choices to present based on their preferences. They could do a presentation, role-play, or demonstration. (Differentiated by learning profile)</p>	-	-	-The willingness to communicate questionnaire -Perception questionnaire
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## Appendix D

### Sample of lesson plan

Course: English for Professional Communication    Lesson 1: Job interview 101  
Time: 3 hours (face-to-face)

**Learning outcome (online instruction):** Students will be able to generate possible questions and answers that may be asked in a job interview and do a role-play of a mock job interview using online tools such as Facebook Live, audio clip, or video clip.

**Learning outcome (face-to-face instruction):** Students will be able to take part in a mock job interview as an interviewer and interviewee as well as express their opinions about the mock job interview that they took part in.

#### Language focus

1. Job Interview: The preparation for a job interview.
2. Language Function:
  - presenting oneself in a job interview
  - expressing opinions
  - useful phrases for describing experiences and goals

Adjectives for describing personality:      Easy-going, Hard-working,  
Committed, Trustworthy, Honest,  
Focused, Methodical, Proactive

Useful phrases for describing experiences:

- I have ... years' experience as.... .
- I worked in .....for .....years and was promoted to..... .
- I studied at ..... .
- I worked for ...as a/ an ..... .

Useful phrases for describing goals:

- I am looking to further my skills as a/ an ....
- I want to further my career in..... .
- I feel my skills set is a perfect fit for your team and I can contribute by..... .

#### Materials

1. <https://sites.google.com/view/eng4procom>
2. Job interview quiz

1.	<p>You are asked a really difficult question. You do not know the answer off the top of your head, so you:</p> <ul style="list-style-type: none"> <li>a) answer, "That's a tough question. I'm really not sure."</li> <li>b) say the first thing that comes to mind.</li> <li>c) take a deep breath and think of an answer while paraphrasing the question.</li> </ul>
2.	<p>Which of the following is okay to do at an interview?</p> <ul style="list-style-type: none"> <li>a) Ask the employer questions</li> <li>b) Answer your cell phone</li> <li>c) Be a few minutes late</li> </ul>
3.	<p>How early should you arrive to the interview?</p> <ul style="list-style-type: none"> <li>a) 30 minutes</li> <li>b) 10 minutes</li> <li>c) 1 minute</li> </ul>
4.	<p>Your interviewer asks you what your greatest strengths are. How do you respond?</p> <ul style="list-style-type: none"> <li>a) By listing five or ten qualities you think are your best ones.</li> <li>b) Give two or three strengths and concrete examples of them.</li> <li>c) Say all the qualities and requirements that were listed on the job description.</li> </ul>
5.	<p>The purpose of an interview is:</p> <ul style="list-style-type: none"> <li>a) to match employees with the employer that best suits them, and vice versa.</li> <li>b) for the job candidate to talk about his achievements.</li> <li>c) for the employer to test the interviewee by asking tricky questions.</li> </ul>
6.	<p>Other than your responses, you need to also pay close attention to:</p> <ul style="list-style-type: none"> <li>a) your body language.</li> <li>b) your eye contact.</li> <li>c) both a and b.</li> </ul>
7.	<p>What should you do research before the interview?</p> <ul style="list-style-type: none"> <li>a) The company you are interviewing for.</li> <li>b) The industry you hope to work in.</li> <li>c) both a and b.</li> </ul>
8.	<p>What is the safest thing to wear to an interview, if you cannot find out anything about the company's dress code?</p> <ul style="list-style-type: none"> <li>a) A suit.</li> <li>b) A collared shirt and khakis.</li> </ul>



	c) A comfortable t-shirt and jeans.
9.	When talking about your past experiences, you should: a) only mention things that occurred at work. b) only mention your successes. c) not be afraid to mention things that happened outside of work or failures as long as it provides a good answer to the question.
10.	Thank-you notes are: a) not necessary to send. b) necessary only if you think your interview went well. c) something that should be sent within 48 hours of the interview.

Sources: [http://www.nyc.gov/html/sbs/wf1/downloads/pdf/interview\\_quiz.pdf](http://www.nyc.gov/html/sbs/wf1/downloads/pdf/interview_quiz.pdf)

### 3) Samples of Cards for Appropriation activity:

#### Set A1: For interviewee.

Job Title	Food technologist
Your qualification	-Bachelor's degree in Food Science -No experience -Able to work under pressure -Able to work in shift -Flexible person

#### Set A1: For interviewers.

Job title	Food technologist
Interviewer 1	Looking for a person who... -has a Bachelor's degree in Food Science
Interviewer 2	Looking for a person who... -is a new graduate
Interviewer 3	Looking for a person who... -able to work under pressure and work in shift
Interviewer 4	Looking for a person who... -is a flexible person

#### Set A2: For interviewee.

Job title	Assistant store manager for coffee & bakery shop
Your qualification	-Bachelor's degree in commerce and business administration

	<ul style="list-style-type: none"> <li>-Two years experienced in management</li> <li>-Good service mind</li> <li>-Good personality with leadership skill</li> <li>-Punctual</li> </ul>
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Set A2: For interviewers.

Job title	Assistant store manager for coffee & bakery shop
Interviewer 1	Looking for a person who... -has a Bachelor's degree in commerce and business administration
Interviewer 2	Looking for a person who... -has at least 2 years experienced in management
Interviewer 3	Looking for a person who... -has a good service mind
Interviewer 4	Looking for a person who... -has a good personality with leadership skill

Set B1: For interviewee.

Job Title	Reporter
Your qualification	<ul style="list-style-type: none"> <li>-Bachelor's degree in Science Program in Agricultural Communication</li> <li>-3 years experienced in journalist</li> <li>-Have a strong interest in and familiarity with current news issues</li> <li>-Be comfortable working in fast-paced environment</li> <li>-Able to work under pressure, deadlines and at odd times of the day</li> <li>-Have a good command of English</li> </ul>

Set B1: For interviewers.

Job title	Reporter
Interviewer 1	Looking for a person who... -has a Bachelor's degree in Communication Arts and other related fields -has a good command of English
Interviewer 2	Looking for a person who... -has at least 2 years experienced in news reporter or other

	related work experience
Interviewer 3	Looking for a person who... -has an interest in current news issues and able to work in fast-paced environment
Interviewer 4	Looking for a person who... -is able to work under pressure and at odd times of the day

Set B2: For interviewee.

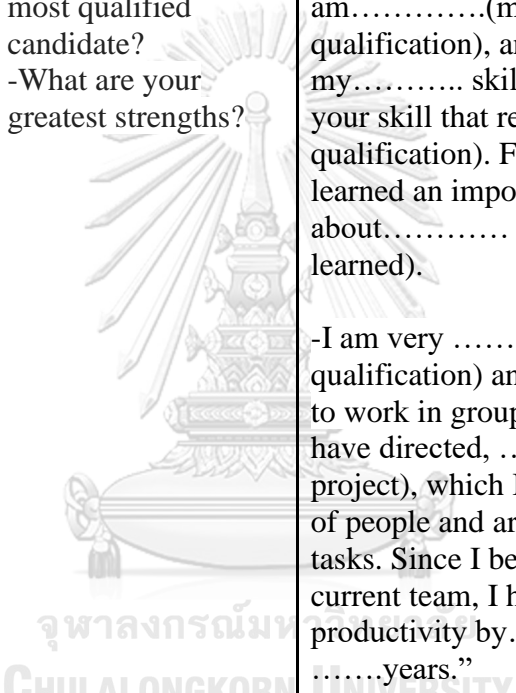
Job Title	Production Supervisor
Your qualification	-Bachelor's degree in Food Science -5 years experienced in food industry -Have a strong leadership and good team player -Able to work in shift -Able to set priorities and sequences for manufacturing products. -Have a good command of English -Have a great computer literacy

Set B2: For interviewers.

Job title	Production Supervisor
Interviewer 1	Looking for a person who... -has a Bachelor's degree in Industrial Engineer, Food Science, Food Technology or related fields -has a good command of English/computer literacy
Interviewer 2	Looking for a person who... -has at least 4 years experienced in manufacturing environment especially food industry
Interviewer 3	Looking for a person who... -is able to work in shift and have a strong leadership and good team player
Interviewer 4	Looking for a person who... -is able to plan the sequences for manufacturing food product

## 4) Supportive tool for a novice group

Questions about....	Sample questions	Example response template
you, yourself	<p>-Tell me about yourself.</p> <p>-Please introduce yourself.</p> <p>-Can you describe a little bit about yourself?</p>	<p>-Hello, my name is ..... I have done my.....(mention your education) from .....(mention your university). I am working at ..... (mention your workplace) as .....(mention your position). My roles and responsibilities includes.....(fill this with all the important activities you do at your current workplace). I am interested in learning .....(mention anything that the job will help you learn in the future).</p> <p>-Hello, my name is ..... I have done my.....(mention your education) from .....(mention your university). I used to helped organize various.....(mention any events). This really helped me learn.....(mention skills you learnt). I am also interested it .....(mention any specific hobbies/ interests that are relevant to the job).</p>
your education	<p>-Tell me about your educational background.</p> <p>-Briefly describe your academic background.</p>	<p>-I graduated with my Bachelor of ..... in ..... from..... I .....(mentioned your experience you did in the university). This experience taught me .....(mention what you gained from that events).</p>
Your work experience	<p>-How does your experience prepare you for this role?</p> <p>-Do you think your experience matches the needs of the job?</p>	<p>-My..... years of experience have prepared me well for this position. This ..... position (mention the position you apply) is a big part of this job; I spent ..... years working in a .....(mention your last position) and this taught me (mention what you</p>

		<p>gained from working in this position).</p> <p>-I worked as a .....(mention your work experience) during .....(mention the time you did your job). It was there I discovered what I wanted to do for my career, and this taught me (mention what you gained from this job).</p>
your qualification	<p>-Why are you the most qualified candidate?</p> <p>-What are your greatest strengths?</p> 	<p>-I never miss a deadline. I am.....(mention your qualification), and I have applied my..... skill for.....(mention your skill that related to the job qualification). From that experience, I learned an important lesson about..... (mention what you have learned).</p> <p>-I am very .....(mention your qualification) and have always preferred to work in groups. In the project teams I have directed, .....(mention your project), which I worked with a variety of people and are motivated by creative tasks. Since I began managing my current team, I have increased productivity by..... percent over .....years.”</p>


### Evaluation

1. Unit 1 speaking tasks
2. Online participation checklist
3. Class observation checklist

### Procedure:

Settings	Teacher	Students	Time (Mins.)
Online	<p><u>Step 1: Awareness [The content]</u></p> <p>1.1) T provides the contents and activities via <a href="https://sites.google.com/view/eng4procom">https://sites.google.com/view/eng4procom</a></p>	1.1) Ss access to the website anywhere and	- Depend on Ss.

Settings	Teacher	Students	Time (Mins.)
	<p><u>Step 2: Assure</u></p> <p>2.1) T posted the question “What do you think is the most important thing for a job interview?” via Google Form linked on the website (Activity 1). Then, check their participations.</p> <p><u>Step 3: Appropriation [The process]</u></p> <p>3.1) T asks students to work in a group of 2-3, who shared the same readiness levels. Each group had to choose one job advertisements from the lists that the teacher provided.</p> <p>Then, do a short mockup job interview. The novice group had to generate 2 possible questions and answers about personal information that might be asked based on the job advertisement that was chosen.</p> <p>For the intermediate group, they had to create 4 possible questions and answers related to personal information and career plans.</p> <p>3.2) T asks to record a video clip or audio clip, and post in on the Facebook group to share their works.</p> <p><u>Step 4: Activate [The product]</u></p> <p>4.1) T asks Ss to work in a group of 2-5 with anyone they preferred to serve their learning profile. Each group had to do a mockup job interview. They can select the</p>	<p>anytime they prefer. Then explore the content about a job interview, which focus on how to prepare for a job interview, job interview process, useful phrases for a job interview, and example interview questions. The contents are presented in different modes such as texts, infographic, video, or audio. Ss can select the presented modes based on their preferences.</p> <p>2.1) Ss post their answers via Google Form linked on the website to express their opinions, awareness, and understanding about the job interview.</p> <p>3.1) Ss work in a group based on their readiness level and do a short mockup job interview.</p>	

Settings	Teacher	Students	Time (Mins.)
	<p>job position based on their own. One of them was an interviewee and the rests would be the interviewers. The questions and answer can be varied depending on the job.</p> <p>4.2) T asks to record a video clip, Facebook Live, or audio clips, and post in on the Facebook group to share their works.</p> 	<p>3.2) Ss record their own video or only their voice, and post on Facebook group.</p> <p>4.1) Ss work in groups, generate the job position and questions based on their own. Then do a mockup job interview and video, or audio depending on their preferences post on Facebook group.</p>	
<b>Face-to-Face</b>	<p><u>Step 1: Awareness [The content]</u></p> <p>1.1) T activates Ss background knowledge and raise their awareness by asking them to work in a group of 4-5 with anyone they preferred to serve their learning profiles and discuss about the dos and don'ts in job interview.</p>	<p>1.1) Ss discuss about the dos and don'ts in job interview.</p>	15 mins

Settings	Teacher	Students	Time (Mins.)
	<p><u>Step 2: Assure</u> 2.1) T asks Ss to do a job interview quiz individually. The quiz, which was a multiple choice, ten items, was about the things that the interviewee should do in a job interview.</p>	2.1) Ss do a small quiz.	5 mins
	<p><u>Step 3: Appropriation [The process]</u> 3.1) T asks Ss to work in a group of 3-5, who shared the same interest and read the same job advertisement that they interested. Then they had to discuss about the job qualifications and the possible ways to get this job.</p> <p>3.2) T asks Ss to work in a group of 3-5, who shared the same readiness level. They had to share and discuss about the job position that they read from the interest group.</p> <p>3.3) T gives Ss an instruction to do a mock job interview. One student would randomly select to take the interviewee role, and the rest students would take the interviewers roles. They were given cards that contained the information about the roles they were assigned. (See samples of cards for appropriation activity)</p> <p>For novice group, they were given the cards in set A with 5 qualifications for the interviewee, and the cards with 1 qualification for each interviewer. The interviewers had to use the qualification that appeared on the card to generate questions. The interviewee also had to use the qualifications appeared on the card to answer the questions. Every novice group was given a piece of paper contained useful phrases. They could use as a supportive tool.</p>	<p>3.1) Ss discuss and brainstorm in their group.</p> <p>3.2) Ss discuss about the job position within their group.</p> <p>3.3) Ss get in their readiness based groups and take part in job interview activity using the information on the cards provided.</p>	70 mins



Settings	Teacher	Students	Time (Mins.)
	<p>For the intermediate group, they were given the cards in set B with 6 qualifications for the interviewee, and the cards with 2 qualifications for each interviewer. The interviewers had to use the qualification that appeared on the card to generate questions in various time frames. The interviewee also had to use qualifications appeared on the card to answer the questions depending on the time frames that were asked.</p> <p>3.4) T asks the interviewers to design whether they would accept the applicant or not.</p> <p><u>Step 4: Activate [The product]</u></p> <p>4.1) T asks Ss to work in a group of 4-5 with anyone they preferred. T assigned the name of each group, namely group A, group B, group C, group D, group E, and group F. Students in group A had to work with group B, group C had to work with group D, and group E had to work with group F.</p> <p>4.2) Then T asks Ss to do a group job interview. Ss discuss about the job position, company, and qualifications that they are looking for. In group A, students were assigned role as interviewer 1, interviewer 2, interviewer 3, interviewer 4, and interviewer 5. In group B, students were assigned role as interviewee 1, interviewee 2, interviewee 3, interviewee 4, and interviewee 5. Next, group A members had to generate questions on their own to ask each member from group B. The interviewer 1 would then ask interviewee 1, interviewee 2, interviewee 3, interviewee 4, interviewee 5 respectively with the same question.</p>	<p>3.4) Ss who are the interviewers design whether they would accept the applicant or not.</p> <p>4.1) Ss get into a group of 4-5 based on their preferences.</p>	50 mins

Settings	Teacher	Students	Time (Mins.)
	<p>Then, interviewer 2 asked interviewee 2, interviewee 3, interviewee 4, interviewee 5, and interviewee 1 with the same question. After that, interviewer 3 asked interviewee 3, interviewee 4, interviewee 5, interviewee 1, interviewee 2. Finally, rotate the roles and orders until all students took all positions in order to help them experience and manage the stress that might happen in the job interview.</p> <p>4.3) T ask each group to present the results whether who could get the job from each group and why. They had choices to present based on their preferences. They could do a presentation, role-play, or demonstration.</p> <p>Unit 1 Speaking tasks</p>	<p>4.2) Ss work in their group to do a mock group interview based on the instruction.</p> <p>4.3) Ss present the results of the group interview.</p>	<p>40 mins</p>

\*\*\*\*\*

### Online participation checklist

No.	Statements	Yes	Partially	No
1.	Complete the small quiz in Google Form.			
2.	Complete the group/individual assignments.			
3.	Participate with the classmates' posts.			
4.	Finish the assignments in time.			

### Additional comments

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## Appendix E

### Speaking Placement Test and Scoring Rubrics

**Directions: Answer and discuss with the teacher about the following questions**

<u>Phase 1: Warm up</u>	1. Tell me about yourself
<u>Phase 2: Level Check</u>	2. Tell me a little bit about your family
	3. What is your daily routine?
	4. What is your favorite subject? Why?
	5. What do you want to be in the future?
	6. Do you remember about any kinds of interesting events or story that happened in the past? 6.1 What did you do in that event/situation/.....?
<u>Phase 3: The Probes</u>	7. What do you think about buying things online?
	8. What would you suggest about using social media?
<u>Phase 4: The Wind down</u>	9. What are you going to do for the rest of the day?

(Adapted from The ACTFL Oral Proficiency Interview, OPI)

### Scoring Rubric for the Speaking Placement Test

(Adapted from the assessment criteria of The ACTFL Oral Proficiency Interview, OPI)

Proficiency levels Criteria	Novice 1	Intermediate 2	Advanced 3	Scores
<b>1. Global Tasks &amp; Functions</b>	Can communicate minimally with formulaic and rote utterances, lists, and phrases.	Can create with language, initiate, maintain, and bring to a close simple conversation by asking and responding to simple questions.	Can narrate and describe in major time frames and deal effectively with an unanticipated complication.	
<b>2. Context/ Content</b>	Can talk about the most common informal settings. The topics discussed are only related to daily life.	Can talk about some informal settings and a limited number of transactional situations. The topics discussed are predictable and familiar, related to daily activities.	Can talk about the most informal and some formal settings. The topics discussed are relevant to personal and general interest.	
<b>3. Intelligibility/ Delivery</b>	Difficult to understand. Pauses, false starts, and reformulation are frequent. Response contain many hesitations.	Understood with some repetition. Some hesitation in speech but no long pauses.	Understood without difficulty. Delivery is usually smooth with little hesitation.	
<b>4. Text Type</b>	Can produce individual words and phrases	Can produce discrete sentences	Can produce length narrations	
			<b>Total (12 points)</b>	

## **Appendix F**

### **Test specifications of the Speaking Tasks**

In this study, the types of speaking tasks were interpersonal and presentational tasks. The objective constructs of the test were employed from Brown (2001), which focusing on the micro skills of speaking. Also, the NCSSFL-ACTFL Can-Do Statement (2017) were used as a criterion to confirm the levels of the difficulty of the test in each level. There were ten test tasks in total from five units. Each task is divided into two levels, namely novice and intermediate levels. The novice students are given the novice test as well as the intermediate students are tested by the intermediate test. The test tasks were developed based on the test specifications framework of Alderson, Claphman, and Wall (1995) as explained below:

#### **Test specifications**

##### **1. Purpose of the test**

The speaking test is a formative assessment that aimed to assess students' performance, who enrolled in the English for Professional Communication course during the implementation of the speaking instruction using differentiated-flipped learning approach at the end of each unit. This test is designed to assess speaking ability in terms of the interpersonal and presentational modes of communication. The parameters for assessing students' performance included the functions, contexts and content, text type, language control, vocabulary, and pronunciation from various topics, namely job interview, making small talk, overseas business travel, oral presentation, and negotiation. This test is considered as a low-stake test. The test is designed to correlate with the learning outcomes from five units in this course. The learning outcomes are as follows:

- 1) Students will be able to take part in a mock job interview as an interviewer and interviewee as well as present themselves related to job interview situation.
- 2) Students will be able to initiate small talk for business reasons as well as describe pictures related to small talk situations.
- 3) Students will be able to create a conversation based on the situations provided and describe the picture related to overseas business situation.

- 4) Students will be able to do an oral presentation as well as ask and answer the questions related to the presentation
- 5) Students will be able to do a negotiation based on situation provided as well as describe pictures related negotiation situation.

## 2. Description of the test takers

All the test takers are EFL undergraduate students who enrolled in English for Professional Communication course, which is an prescribed elective course. They are around 20-22 years old, 2nd-4th year students. There are 30 students (22 female and 8 males) from the Faculty of Agro-Industry at King Mongkut's Institute of Technology Ladkrabang, Bangkok campus. They all have Thai language as their L1. Their speaking ability are in novice and intermediate levels according to the speaking placement test of this course.

## 3. Test level

This test is a formative assessment, low-stake test. It is a speaking test that is assessed by using the criteria and rubrics designed adapted from the ACTFL performance descriptors for language learners & the ACTFL proficiency guidelines for speaking (2012). The tests are designed to assess students' speaking ability, who participated in the speaking instruction using differentiated-flipped learning approach. Therefore, the tests are divided into two levels, which are novice and intermediate levels in order to make them suitable for the students in novice and intermediate levels respectively.

## 4. The test constructs

For the interpersonal task for novice;

The micro skill: -Use an adequate number of lexical units (words) to accomplish pragmatic purposes.

The macro skill: -Accomplish appropriate communicative functions according to the situation, participants, and goals.

For the interpersonal task for intermediate;

The micro skills: -Use an adequate number of lexical units (words) to accomplish pragmatic purposes.

-Express a particular meaning in different grammatical forms.

The macro skill; -Accomplish appropriate communicative functions according to the situation, participants, and goals.

For the presentational task for novice;

The micro skills: -Use an adequate number of lexical units (words) to accomplish pragmatic purposes.

-Produce speech at different rates of delivery.

The macro skill: -Accomplish appropriate communicative functions according to the situation, participants, and goals.

For the presentational task for intermediate;

The micro skills; -Use an adequate number of lexical units (words) to accomplish pragmatic purposes.

-Produce speech at different rates of delivery.  
-Express a particular meaning in different grammatical forms.

The macro skill; -Accomplish appropriate communicative functions according to the situation, participants, and goals.

## 5. Content of the test

### 5.1) Organization of the test:

Types of task: 1) interpersonal task -Interview (exchanging information, doing an interview, and making a conversation  
2) presentational task - Extended monologues (presenting information, describing picture, and expressing opinions)

Response format: short response, extended response, personal response

Time allocation: 20 minutes, 10 minutes for each task



### 5.2) Test task details

1) Score: 18 points for interpersonal task, 18 points for presentational task

2) Purposes:

The interpersonal task for novice

- To evaluate the students' ability to participate in the conversation in particular context.

The interpersonal task for intermediate

- To evaluate the students' ability to participate in the conversation in particular context and in different grammatical forms.

The presentational task for novice

- To evaluate the students' ability to present in the particular context.

The presentational task for intermediate

- To evaluate the students' ability to present in the particular context and in different grammatical forms.

### 3) Tasks:

For the interpersonal task, students are required to work in pair with their friends who have the same level in order to exchange information based on the prompt given in the test. They have to video record their conversation and send it to the teacher.

For the presentational task, students are required to present or describe things based on the prompt given in the test. They have to talk to their video camera and record their speech and send it to the teacher.

#### Unit 1: Job interview

For novice;

Task 1: Interpersonal task

This task requires the students to response to the three mock job interview questions.

Task 2: Presentational task

This task requires the students to present themselves under the topic, "why should we hire you?" by focusing on your personality.

For intermediate;

Task 1: Interpersonal task

This task requires the students to response to the five mock job interview questions.

Task 2: Presentational task

This task requires the students to present themselves under the topic, “why should we hire you?” by focusing on your personality and experience.

Unit 2: Making small talk

For novice;

Task 1: Interpersonal task

This task requires the students to make small talk by following the prompt given in the test (personal information and everyday situation).

Task 2: Presentational task

This task requires the students to describe the pictures by following the prompt given in the test (simple questions that require short or extended response).

For intermediate

Task 1: Interpersonal task

This task requires the students to make small talk by following the prompt given in the test (personal information and familiar topic in various time frames).

Task 2: Presentational task

This task requires the students to describe the pictures by following the prompt given in the test (questions in various time frames that require extended or personal response).

Unit 3: Overseas business travel

For novice;

Task 1: Interpersonal task

This task requires the students to make a hotel reservation by following the prompt given in the test (personal information that require short response).

Task 2: Presentational task

This task requires the students to describe the pictures by following the prompt given in the test (give basic instruction on how to prepare something simple to eat).

For intermediate;

Task 1: Interpersonal task

This task requires the students to make a hotel reservation by following the prompt given in the test (personal information that require short and extended response).

Task 2: Presentational task

This task requires the students to describe the pictures by following the prompt given in the test (present their point of view and provide reasons to support it).

Unit 4: Oral presentation

For novice;

Task 1: Presentational task

This task requires the students to present a topic by following the prompt given in the test (using phrases or simple sentences).

Task 2: Interpersonal task

This task requires the students to exchange information about the information they just listened by following the prompt given in the test (using simple questions).

For intermediate;

Task 1: Presentational task

This task requires the students to present a topic by following the prompt given in the test (using sentences in various time frames and express their opinions).

### Task 2: Interpersonal task

This task requires the students to exchange information about the information they just listened by following the prompt given in the test (using questions in various time frames).

## Unit 5: Negotiation

For novice;

### Task 1: Interpersonal task

This task requires the students to negotiate with their boss about an extra day off by following the prompt given in the test (using graphs that provide information containing numbers or statistics of your successful work).

### Task 2: Presentational task

This task requires the students to describe the pictures by following the prompt given in the test (using simple sentences).

For intermediate;

### Task 1: Interpersonal task

This task requires the students to negotiate with their boss about an extra day off by following the prompt given in the test (using graphs that provide information containing numbers or statistics of your successful work and explain your plan to make it more successful).

### Task 2: Presentational task

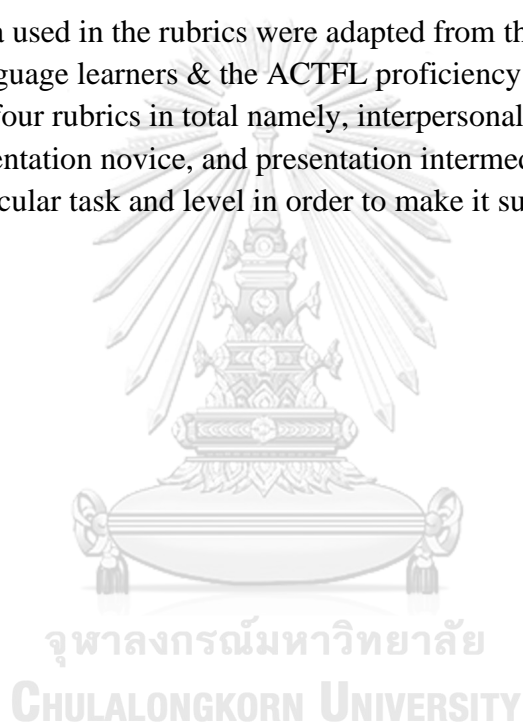
This task requires the students to describe the pictures by following the prompt given in the test (using sentences in various time frames).

#### **4) Grading criteria**

The criteria used to grade the students' speaking performance are the analytic scoring. The criteria and rubrics designed adapted from the ACTFL performance descriptors for language learners & the ACTFL proficiency guidelines for speaking (2012). The parameters for assessing students' performance included the functions, contexts and content, text type, language control, vocabulary, and pronunciation.

#### **5) Rubric**

The criteria used in the rubrics were adapted from the ACTFL performance descriptors for language learners & the ACTFL proficiency guidelines for speaking (2012). There are four rubrics in total namely, interpersonal novice, interpersonal intermediate, presentation novice, and presentation intermediate. Each rubric was used with the particular task and level in order to make it suitable for the task and the level.



## Appendix G

### Speaking Tasks and Scoring Rubrics

Unit 1: Job interview

#### Group A (Novice)

##### **Task 1: Interpersonal Task**

Directions: Work in pair and choose who will be Student A and Student B. Then do a mock job interview. You have 3 minutes to prepare your answer.

Student A: Tell me about yourself. Describe your personality.

Student B: .....

Student A: What is your favorite color and what does it reflect in your personality?

Student B: .....

Student A: What is your greatest strength?

Student B: .....

Student B: Tell me about yourself. Describe your personality.

Student A: .....

Student B: What is your favorite color and what does it reflect in your personality?

Student A: .....

Student B: What is your greatest strength?

Student A: .....

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##### **Task 2: Presentational Task**

Directions: Present yourself based on the following question (individual work). You have 3 minutes to prepare your answer.

Situations: Now you are having a job interview.

1. Present yourself to the interviewer, “Why should we hire you?” by focusing on your personality.

## Unit 1: Job interview

**Group B (Intermediate)****Task 1: Interpersonal Task**

Directions: Work in pair and choose who will be Student A and Student B. Then do a mock job interview. You have 3 minutes to prepare your answer.

Student A: Please introduce yourself?

Student B: .....

Student A: Why did you choose your major?

Student B: .....

Student A: What do you consider your greatest strength?

Student B: .....

Student A: What job in your country is considered to be a good job? Why?

Student B: .....

Student A: What have you done to improve your knowledge in the last year?

Student B: .....

Student B: Please introduce yourself?

Student A: .....

Student B: Why did you choose your major?

Student A: .....

Student B: What do you consider your greatest strength?

Student A: .....

Student B: What job in your country is considered to be a good job? Why?

Student A: .....

Student B: What have you done to improve your English proficiency in the last year?

Student A: .....

**Task 2: Presentational Task**

Directions: Present yourself based on the following question (individual work). You have 3 minutes to prepare your answer.

Situations: Now you are having a job interview.

1. Present yourself to the interviewer, “Why should we hire you?” by focusing on your personality and experience.

## Unit 2: Making small talk

**Group A (Novice)****Task 1: Interpersonal Task**

Directions: Work in pair and choose who will be Student A and Student B. Then make a small talk based on the information given. You have 3 minutes to prepare your answer.

Student A: (Ask student B about his/her hobbies).

Student B: .....

Student A: (Ask student B about his/her favorite food).

Student B: .....

Student A: (Ask student B about his/her favorite sports).

Student B: .....

Student B: (Ask student A about his/her brothers or sisters).

Student A: .....

Student B: (Ask student A about his/her hometown).

Student A: .....

Student B: (Ask student A about his/her pets).

Student A: .....

Situation: Today is your first day at work. You are at the coffee corner in the office. Your partner is your new co-worker. Make small talk with him/her by using the following topic;

Student A: (Ask student B about the weather).

Student B: .....

Student B: (Ask student A about current news).

Student A: .....

**Task 2: Presentational Task**

Directions: Describe the following pictures based on the following questions (individual work). You have 3 minutes to prepare your answer.

1) How many people?

2) Where do you think the people in the photo are?



- 3) What are the people in the photo doing?
- 4) Do you think they know each other?
- 5) If they make small talk, what topics they should use?

Picture 1.



Picture 2.



## Unit 2: Making small talk

**Group B (Intermediate)****Task 1: Interpersonal Task**

Directions: Work in pair and choose who will be Student A and Student B. Then make a small talk based on the information given. You have 3 minutes to prepare your answer.

Student A: (Ask student B about his/her last weekend).

Student B: .....

Student A: (Ask student B about his/her next holiday).

Student B: .....

Student A: (Ask student B about his/her future job).

Student B: .....

Student B: (Ask student A about his/her yesterday evening ).

Student A: .....

Student B: (Ask student A about his/her next weekend ).

Student A: .....

Student B: (Ask student A about his/her last holiday).

Student A: .....

Situation: Today is your first day at work. You are at the coffee corner in the office. Your partner is your new co-worker. Make small talk with him/her by using the following topic;

Student A: (Make small talk with student B by;  
 -start a conversation with the topic about food).  
 -ask questions to maintain the conversation at least 1 min  
 -end a conversation with the appropriate expressions

Student B: .....

Student B: (Make small talk with student A by;  
 -start a conversation with the topic about entertainment).  
 -ask questions to maintain the conversation at least 1 min  
 -end a conversation with the appropriate expressions

**Task 2: Presentational Task**

Directions: Describe the following pictures based on the following questions (individual work). You have 3 minutes to prepare your answer.

- 1) What are the people in the photo doing?
- 2) In your opinion, what is the relationship between the people in the photo?
- 3) What will the people in the photo do next? Why do you think like that?
- 4) What do you think they are talking about?
- 5) Do you think the people in the photo know each other? Why or why not?
- 6) If they make small talk, what topics they should use?

Picture 1.



Picture 2.



## Unit 3: Overseas business travel

**Group A (Novice)****Task 1: Interpersonal Task**

Directions: Work in pair and choose who will be Student A and Student B. Then make a hotel reservation based on the information given. You have 3 minutes to prepare your answer.

Student A: Hello. May I help you?

Student B: (Answer the question based on the information in card 1)

Student A: Yes, of course. When would you like to check-in?

Student B: (Answer the question based on the information in card 1)

Student A: And how many nights would that be for?

Student B: (Answer the question based on the information in card 1)

Student A: What kind of room are you looking for?

Student B: (Answer the question based on the information in card 2)

Student A: Can I take your name?

Student B: (Answer the question based on the information in card 2)

Student A: Thank you.

At the hotel

Student A: Good evening. Welcome to L7 hotel.

Student B: (Answer the question based on the information in card 3)

Student A: Yes, I see that there. Mr./Ms. ....

Student B: (Answer the question based on the information in card 4)

Student A: Yes, that's right.

Student B: Hello. May I help you?

Student A: (Answer the question based on the information in card 1)

Student B: Yes, of course. When would you like to check-in?

Student A: (Answer the question based on the information in card 1)

Student B: And how many nights would that be for?

Student A: (Answer the question based on the information in card 1)

Student B: What kind of room are you looking for?

Student A: (Answer the question based on the information in card 2)

Student B: Can I take your name?

Student A: (Answer the question based on the information in card 2)

Student B: Thank you.

At the hotel

Student B: Good evening. Welcome to L7 hotel.

Student A: (Answer the question based on the information in card 3)

Student B: Yes, I see that there. Mr./Ms. ....

Student A: (Answer the question based on the information in card 4)

Student B: Yes, that's right.



1

Call for reserve the  
hotel on 28<sup>th</sup> October,  
2 nights

2



-2 Single rooms  
-use your real name  
to book the room

3



-Check-in at the  
reception desk  
-tell the name who is  
reserve the room

4



-Reconfirm  
room type

**Task 2: Presentational Task**

Directions: Describe the picture based on the following information (individual work).

You have 3 minutes to prepare your answer.

Situations: You are having a dinner with your clients in USA. They are interested in making Somtam. You have to describe the picture and explain how to eat Somtam.



1. You have to describe the picture and explain how to eat Somtam to your clients in order to make an impression and want to deal business with your company.

## Unit 3: Overseas business travel

**Group B (Intermediate)****Task 1: Interpersonal Task**

Directions: Work in pair and choose who will be Student A and Student B. Then make a hotel reservation based on the information given. You have 3 minutes to prepare your answer.

Student A: Hello. May I help you?

Student B: (Answer the question based on the information in card 1)

Student A: Yes, of course. When would you like to check-in?

Student B: (Answer the question based on the information in card 1)

Student A: And how many nights would that be for?

Student B: (Answer the question based on the information in card 1)

Student A: What kind of room are you looking for?

Student B: (Answer the question based on the information in card 2)

Student A: Can I take your name?

Student B: (Answer the question based on the information in card 2)

Student A: Thank you.

At the hotel

Student A: Good evening. Welcome to L7 hotel.

Student B: (Answer the question based on the information in card 3)

Student A: Yes, I see that there. Mr./Ms. ....

Student B: (Answer the question based on the information in card 4)

Student A: Yes, that's right.

Three hours later

Student A: Hello. Reception. How can I help you?

Student B: (Answer the question based on the information in card 5)

Student A: Okay. I'm sorry to hear that. What seems to be the problem?

Student B: (Answer the question based on the information in card 6 and express your feeling about that problem)

Student A: Okay, I'll send somebody to take a look at that. Is there anything else?

Student B: (Answer the question based on the information in card 7)

+++++

Student B: Hello. May I help you?

Student A: (Answer the question based on the information in card 1)

Student B: Yes, of course. When would you like to check-in?

Student A: (Answer the question based on the information in card 1)

Student B: And how many nights would that be for?

Student A: (Answer the question based on the information in card 1)

Student B: What kind of room are you looking for?

Student A: (Answer the question based on the information in card 2)

Student B: Can I take your name?

Student A: (Answer the question based on the information in card 2)

Student B: Thank you.

At the hotel

Student B: Good evening. Welcome to L7 hotel.

Student A: (Answer the question based on the information in card 3)

Student B: Yes, I see that there. Mr./Ms. ....

Student A: (Answer the question based on the information in card 4)

Student B: Yes, that's right.

Three hours later

Student B: Hello. Reception. How can I help you?

Student A: (Answer the question based on the information in card 5)

Student B: Okay. I'm sorry to hear that. What seems to be the problem?

Student A: (Answer the question based on the information in card 6 and express your feeling about that problem)

Student B: Okay, I'll send somebody to take a look at that. Is there anything else?

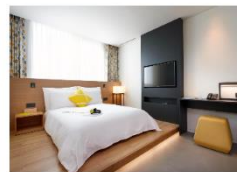
Student A: (Answer the question based on the information in card 7)





1

Call for reserve the hotel on 28<sup>th</sup> October, 2 nights



2

-2 Single rooms  
-use your real name to book the room

3



-Check-in at the reception desk  
-tell the name who is reserve the room

4

 ReConfirm


-Reconfirm room type

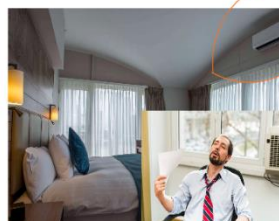
\*\*\*\*3 hours later\*\*\*\*

5



-tell the receptionist that you have a problem

6



-problem with air conditioner

7



-say thank you

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**Task 2: Presentational Task**

Directions: Describe the picture based on the following information (individual work).

You have 3 minutes to prepare your answer.

Situations: You are having a dinner with your clients in USA. They are interested in making Somtam. You have to describe the picture and express your opinion towards Somtam.



1. You have to describe the picture, express your opinion towards Somtam in terms of a popular Thai dish, and provide reasons to support your opinion to your clients in order to make an impression and want to deal business with your company.

## Unit 4: Oral presentation

**Group A (Novice)****Task 1: Presentational Task**

Directions: Present the picture based on the following information (individual work).

You have 5 minutes to prepare your answer.

Situations: You are going to present a website called “Facebook”. Your audiences are your clients who have no experience in using this website.



1. You have to give a four to five minutes presentation by using the following guidelines;

- What is Facebook?
- Who can use it?
- When to use it?

You have to cover the three main presentation structure; introduction, body, and conclusion. Do not forget to use signposts when necessary.

## **Task 2: Interpersonal Task**

Directions: Work in pair and choose who will be Student A and Student B. Then exchange the information based on the information given. You have 3 minutes to prepare your answer.

**Situation:** You have just listened to the presentation about the website called Facebook. Now, this is a chance to discuss to the presenter in Q&A session.

Student A: (Ask a question using “How”)

Student B: .....

Student A: (Ask a question using “Why”)

Student B: .....

Student A: (Ask any questions you would like to ask)

Student B: .....

Student B: (Ask a question using “How”)

Student A: .....

Student B: (Ask a question using “Why”)

Student A: .....

Student B: (Ask any questions you would like to ask)

Student A: .....

## Unit 4: Oral presentation

**Group B (Intermediate)****Task 1: Presentational Task**

Directions: Present the picture based on the following information (individual work).

You have 5 minutes to prepare your answer.

Situations: You are going to present a website called “Facebook”. Your audiences are your clients who have no experience in using this website.



1. You have to give a four to five minutes presentation by using the following guidelines;

- What is Facebook?
- How long have you been using Facebook?
- In your opinion, what will Facebook be like in the next ten years?

You have to cover the three main presentation structure; introduction, body, and conclusion. Do not forget to use signposts when necessary.

## **Task 2: Interpersonal Task**

Directions: Work in pair and choose who will be Student A and Student B. Then exchange the information based on the information given. You have 3 minutes to prepare your answer.

**Situation:** You have just listened to the presentation about the website called Facebook. Now, this is a chance to discuss to the presenter in Q&A session.

Student A: (Ask a question about the advantages and disadvantages")

Student B: .....

Student A: (Ask a question about the life before Facebook existed")

Student B: .....

Student A: (Ask any questions you would like to ask)

Student B: .....

Student B: (Ask a question about the advantages and disadvantages")

Student A: .....

Student B: (Ask a question about the life before Facebook existed")

Student A: .....

Student B: (Ask any questions you would like to ask)

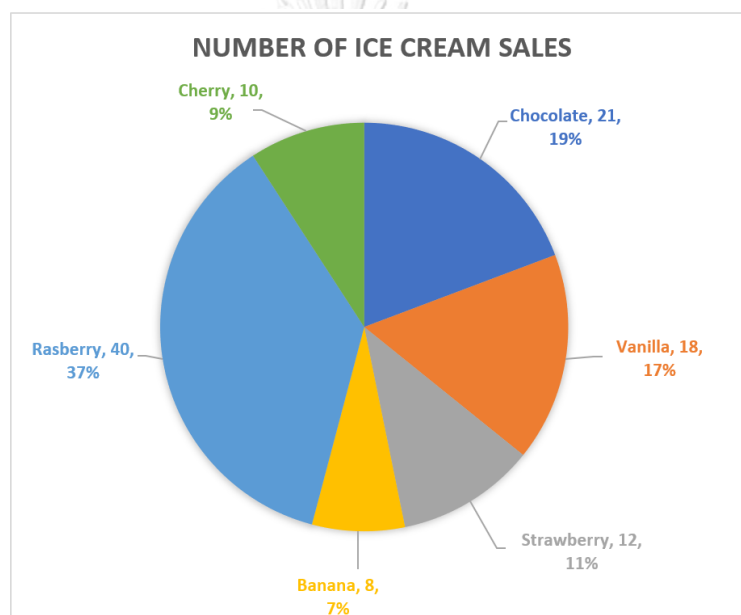
Student A: .....

## Unit 5: Negotiation

**Group A (Novice)****Task 1: Interpersonal Task**

Directions: Work in pair and choose who will be Student A and Student B. Then make a negotiation conversation with your boss based on the information given. You have 3 minutes to prepare your answer.

**Situation:** You would like to have an extra day off because you have not had a break for more than six months. You are responsible for increasing the sales of the raspberry ice cream. Use the information in the pie graph to negotiate an extra day off with your boss.



Student A: (Make small talk or relation building with Student B (your boss))

Student B: (Response to Student A questions)

Student A: (Ask for an extra day off for 1 week)

Student B: (Reject an offer)

Student A: (Make a counter-proposal by using the information on the graph)

Student B: (Accept the proposal)

+++++

Student B: (Make small talk or relation building with Student A (your boss))

Student A: (Response to Student A questions)

Student B: (Ask for an extra day off for 1 week)

Student A: (Reject an offer)

Student B: (Make a counter-proposal by using the information on the graph)

Student A: (Accept the proposal)

## Unit 5: Negotiation

**Group A (Novice)****Task 2: Presentational Task**

Directions: Describe the picture based on the following questions (individual work).  
You have 3 minutes to prepare your answer.

- Do you think what happened?
- Do you think who are they? What are they talking about?
- Is it a win-win or win-lose situation?



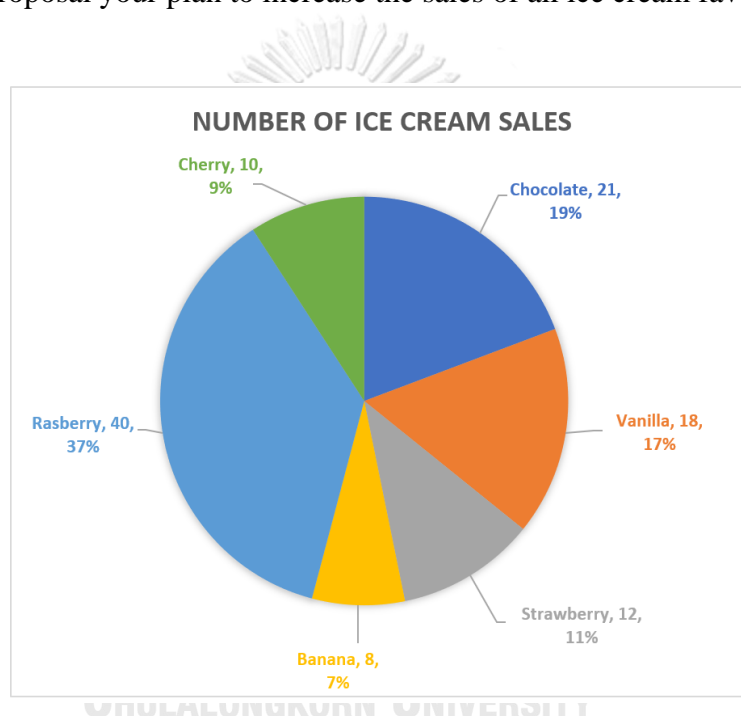


## Unit 5: Negotiation

**Group B (Intermediate)****Task 1: Interpersonal Task**

Directions: Work in pair and choose who will be Student A and Student B. Then make a negotiation conversation with your boss based on the information given. You have 3 minutes to prepare your answer.

**Situation:** You would like to have an extra day off because you haven't had a break for more than six months. You are responsible for increasing the sales of the raspberry ice cream. Use the information in the pie graph to negotiate an extra day off with your boss. Also, proposal your plan to increase the sales of all ice cream favors by using social media.



Student A: (Make small talk or relation building with Student B (your boss))

Student B: (Response to Student A questions)

Student A: (Ask for an extra day off for 1 week)

Student B: (Reject an offer)

Student A: (Make a counter-proposal by using the information on the graph)

Student B: (Reject an offer)

Student A: (Make another counter-proposal by proposing your plan to increase the sales of all ice cream flavors by using social media)

Student B: (Accept the proposal)

+++++

Student B: (Make small talk or relation building with Student A (your boss))  
Student A: (Response to Student A questions)  
Student B: (Ask for an extra day off for 1 week)  
Student A: (Reject an offer)  
Student B: (Make a counter-proposal by using the information on the graph)  
Student A: (Reject an offer)  
Student B: (Make another counter-proposal by proposing your plan to increase the sales of all ice cream flavors by using social media)  
Student A: (Accept the proposal)



## Unit 5: Negotiation

**Group B (Intermediate)****Task 2: Presentational Task**

Directions: Describe the picture based on the following questions (individual work).  
You have 3 minutes to prepare your answer.

-Do you think what happened?

-Do you think who are they? What are they talking about?

-What will happen next? How long will it take?

-Is it a win-win or win-lose situation? Why?

-If you were the woman in this picture, how would you build a relationship with the man?



### Scoring Rubrics for Speaking Tasks

(Adapted from the ACTFL performance descriptors for language learners & the ACTFL proficiency guidelines for speaking (2012))

#### Interpersonal Rubric for Novice

	Novice low 1	Novice mid 2	Novice high 3	Scores
<b>Functions</b>	-no function	-asks and responds to formulaic questions using isolated words and memorized phrases	-asks and responds to simple and direct questions or request for information in straightforward social situations.	
<b>Contexts/ content</b>	-exchanges greetings, give their identity, and name a number of familiar objects when having adequate time	-responds to direct questions using one or two words at a time or give an occasional stock answer	-exchanges a few of predictable topic that relate to basic biographical information	
<b>Text Type</b>	-no function	-understands and produces highly practiced words	-understands and produces highly practiced words and phrase and an occasional sentence	
<b>Language Control</b>	-no function	-controls and comprehends highly practiced language if supported by visual or contextual clues	-comprehends highly practiced and basic messages when supported by visual or contextual clues, control memorized language, but with difficulty	
<b>Vocabulary</b>	-no function	-understands and produces simple vocabulary, recycle their own or interlocutor's words	-understands and produces high frequency words, highly practiced expression, and formulaic questions	
<b>Pronunciation</b>	-unintelligible pronunciation	-understood with difficulty	-strongly influenced by the first language, intelligible but with difficulty	
<b>Total (18 scores)</b>				



#### Interpersonal Rubric for Intermediate

	Intermediate low 1	Intermediate mid 2	Intermediate high 3	Scores
<b>Functions</b>	-handles a limited number of uncomplicated tasks in straightforward social situations.	-handles a variety of uncomplicated tasks in straightforward social situations.	-converses with ease and confidence in the routine tasks and social situations, handle uncomplicated tasks and social situations requiring an exchange of basic information related to personal interest and areas of competence.	
<b>Contexts/ content</b>	-communicates in predictable topics about personal information, preference, and immediate needs	-communicates about personal information, interest, physical and social needs	-communicates about autobiographical topics, community, national, or international interest, but unable to sustain performance all of the time	
<b>Text Type</b>	-understands and produces discrete sentences, primarily reactive and struggle to answer direct questions or requests for information	-understands and produces discrete sentences and string of sentences, responding to direct questions or requests for information	-understands and produces discrete sentences, string of sentences, and some connected sentences, initiates and sustains conversations	
<b>Language Control</b>	-understands straight forward language with familiar structure, control of language filled with hesitancy and inaccuracy	-understands straight forward language with familiar structure, combines and recombines known elements into sentences and strings of sentences	-understands straight forward language with familiar structure, describes in all major time frames using connected discourse of paragraph length, but not all the time	
<b>Vocabulary</b>	-strongly influenced by their first language, frequent misunderstandings that may require repetition or rephrasing	-limited vocabulary, searching for adequate vocabulary while speaking	-uses high frequency and personalized within familiar themes or topics	
<b>Pronunciation</b>	-strongly influenced by first language, frequent misunderstandings, be understood by sympathetic interlocutors	-understood by sympathetic interlocutors	-understood but require some repetitions	
<b>Total (18 scores)</b>				

## Presentational task for novice

	Novice low 1	Novice mid 2	Novice high 3	Scores
<b>Functions</b>	-no function	-presents simple, basic information with isolated words and memorized phrases	-presents simple, basic information on very familiar topics with words, lists, formulaic language, and highly practiced language	
<b>Contexts/ content</b>	-no function	-creates message in the context that has been learned	-creates message in some relevant context on topics related to basic biographical information, preference, and highly practiced	
<b>Text Type</b>	-no function	-produces words that has been learned	-produces words, phrases and highly practiced sentences or formulaic questions	
<b>Language Control</b>	-no function	-produces memorized language that has been learned	-produces memorized language that is appropriate to the context	
<b>Vocabulary</b>	-no function	-uses high frequency words and limited variety of vocabulary on familiar topics	--uses high frequency words and formulaic expressions, and use limited variety of vocabulary on familiar topics	
<b>Pronunciation</b>	-unintelligible pronunciation	-understood with difficulty	-strongly influenced by the first language, intelligible but with difficulty	
<b>Total (18 scores)</b>				



## Presentational task for Intermediate

	Intermediate low 1	Intermediate mid 2	Intermediate high 3	Scores
<b>Functions</b>	-expresses own thought and presents straight forward, personal preference information in present time	-expresses and presents uncomplicated information and personal preference on familiar topics and some unfamiliar, but with difficulty	-expresses and presents uncomplicated information, social situations and personal preference, tell or retell a story and provide additional description	
<b>Contexts/ content</b>	-creates messages in context relevant to one self and others under the topics related to personal and immediate needs	-creates messages in contexts relevant to oneself and others, and immediate environment	-creates messages in contexts relevant to oneself and general interest and work-related topics	
<b>Text Type</b>	-produces short statements and discrete sentences	-produces sentences and strings of sentences	-produces sentences, series of sentences, and some connected sentences	
<b>Language Control</b>	-produces practiced language, and be understood by audiences accustomed to language learners	-produced language and sufficient to be understood by audiences accustomed to language learners	-produced language and sufficient to be understood by audiences not accustomed to language learners	
<b>Vocabulary</b>	-produces vocabulary on everyday topics	-produces vocabulary on everyday and personal interest topics	-produces vocabulary on everyday, personal interest topics, and topics that have been studied	
<b>Pronunciation</b>	-strongly influenced by first language, frequent misunderstandings	-understood but mostly require repetitions	-understood but require some repetitions	
<b>Total (18 scores)</b>				

## Appendix H

### Willingness to Communicate Questionnaire

This questionnaire consists of two parts for measuring your willingness to communicate in English when you communicate with others both online and face-to-face modes. Willingness to communicate (WTC) in this study refers to your desire and readiness to engage in communication in English language. Your answer will be used for academic purpose only and will not affect your grade in anyway. The information you have provided will be confidential.

#### Part I: Background Information

**Directions:** Please put a tick ☒ in the box to answer of your choice or write in the space provided.

1. Gender

☐ Male

☐ Female

2. Age

☐ 18-19

☐ 20-21

☐ 22-23

3. Faculty  
Major

.....  
.....

จุฬาลงกรณ์มหาวิทยาลัย

#### Part II: Willingness to communicate

**Directions:** Please read the following statements and put a in the box that most apply to you.

“Willing refers to showing your desire and readiness”

4	means	Very willing
3	means	Somewhat willing
2	means	Somewhat unwilling
1	means	Very unwilling

Statements	Levels of WTC			
	4	3	2	1
1. I share my opinions with my classmates when the topics are interesting.				
2. I exchange my ideas with my favorite friends.				
3. I explain or answer some information if I was asked for more details.				
4. I can join a conversation if my friends are with me.				
5. I read and share my opinions to my classmates.				
6. I join and have a conversation with my classmates who have the same English proficiency level.				
7. I will discuss the provided information if I have time to prepare.				
8. If I am interested in the topics, I can present my ideas to my classmates.				
9. I speak more in some conversation that my classmates are misunderstood.				
10. I make a conversation in various situation.				
11. I describe the information that I have read to my favorite friends.				
12. I can make a conversation with my classmates under the topics I preferred.				
13. When I present something and my audiences seem to get confused, I try to explain a bit more.				
14. I present something that is suitable for my readiness level.				
15. I can present any kinds of information to my classmates who have the same English proficiency level.				

Statements	Levels of WTC			
	4	3	2	1
16. I present the information from various sources.				
17. I explain the information from the topics I preferred to my classmates.				
18. I explain something with the help of my teacher and classmates.				
19. If I have to describe something that is not easy to understand, I will provide more time for answering the questions.				
20. I make a discussion on various topics with my classmates.				
21. I ask and answer the questions with friends I preferred.				
22. I exchange the information about the topics I am interested in with my classmates or teacher.				
23. I initiate a conversation with my classmates.				
24. If my classmates are misunderstood with the information, I know so well, I would explain to them.				
25. I give an explanation to my classmates about the information I provided.				

-----END OF THE QUESTIONNAIRE-----



**Appendix I**  
**Observation checklist**

No.	Statements	Frequency	Evidence/Comments
1.	Exchange and discuss in group.		
2.	Volunteer an answer.		
3.	Volunteer a comment.		
4.	Give opinions to the group.		
5.	Ask the teacher a question.		
6.	Ask the teacher for clarification.		
7.	Guess the meaning of an unknown words.		
8.	Talk to neighbor.		
9.	Present opinions in class.		
10.	Response to opinions in class.		

## Appendix J

### Perception Questionnaire

#### Perceptions toward speaking instruction using differentiated-flipped learning approach

This questionnaire consists of two parts for measuring your perceptions toward speaking instruction using differentiated-flipped learning approach. Perception in this study refers to your attitude and self-confidence after participating in this instruction. Your answer will be used for academic purpose only and will not affect your grade in anyway. The information you have provided will be confidential.

#### Part 1: Background Information

Directions: Please check ☒ in the box next to the answer of your choice or write in the space provided.

1. Gender

- ☐ Male  
☐ Female

2. Age

- ☐ 18-19  
☐ 20-21  
☐ 22-23

3. Faculty: .....

Major: .....

#### Part 2: Perceptions toward speaking instruction using differentiated-flipped learning approach on speaking ability and WTC

Directions: Please tick ☒ one option for each sentence that most apply to you.

Items	Strongly agree (4)	Agree (3)	Disagree (2)	Strongly disagree (1)
1. The instruction demonstrated the use of speaking in the workplace.				
2. I saw some change in my speaking.				
3. I noticed that my confidence had changed after the course.				

Items	Strongly agree (4)	Agree (3)	Disagree (2)	Strongly disagree (1)
4. I liked exploring the content via the website before class.				
5. I benefited from speaking with my classmates.				
6. Practicing speaking through topics I am interested in made me enjoy learning.				
7. I benefited from interacting with my classmates and teacher via the website and social media.				
8. The variety of the content formats gave me choices to choose based on my preference.				
9. I became more active when the content and activities were compatible with my ability.				
10. Learning through this instruction made me speak more.				
11. The instruction provided enough time for practicing speaking in class.				
12. I benefited from studying the content anywhere and anytime I preferred.				
13. Using the comment features via the website and social media made me willing to communicate with my classmates.				
14. Exploring the content via the website prior made me want to communicate with my classmates in class.				
15. My speaking ability changed after practicing more in class.				
16. I benefited from the speaking activities I did with my classmates who had the same level with my ability.				
17. I gained from teacher's comments and feedback.				
18. The teacher's comments and feedback made me better notice the errors in speaking, which made me feel more confident.				
19. I saw the advantages of learning the content on my own before class.				
20. I benefited from studying through this instruction which provided me with activities both online and in the classroom.				

Items	Strongly agree (4)	Agree (3)	Disagree (2)	Strongly disagree (1)
21. This instruction provided places for me to practice speaking both online and in class.				
22. Interesting topics made me want to practice speaking more outside the class.				
23. It was more comfortable to study the content via a computer/smartphone.				
24. Exploring the content via the website before class was good because I could immediately search on Google if I became confused.				
25. I felt confident that I could make use of what I had learned from this instruction.				

#### Additional comments

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.....

.....

.....

.....

## Appendix K

### The validation of placement test and scoring rubric

The validation of the placement test and scoring rubric are shown in table below:

Items	Evaluator			IOC
	E1	E2	E3	
<b><u>Phase 1: Warm up</u></b> (To make students familiar with the test) 1. Tell me about yourself	1	1	1	1
<b><u>Phase 2: Level Check</u></b> (To engage and check students in conversation on general topics) 2. Tell me a little bit about your family	1	1	1	1
3. What is your daily routine?	1	1	1	1
4. You are a student. What else do you do during the day?	1	0	1	0.66
5. What do you want to be in the future?	1	1	1	1
6. Do you remember about any kinds of interesting events or story that happened in the past? 6.1 What did you do in that event/situation/.....?	1	0	1	0.66
<b><u>Phase 3: The Probes</u></b> (To discover the limits of students' proficiency by raising the level of the interview to the next higher major level) 7. What do you think about buying things online?	1	1	1	1

8. What would you suggest about using social media?	1	1	1	1
<b><u>Phase 4: The Wind down</u></b> (To returns students to a comfortable level of language exchange and ends the test on a positive note) 9. What are you going to do for the rest of the day?	1	1	1	1
Total				0.92

Adapted from the ACTFL Oral Proficiency Interview, OPI

### Scoring Rubrics

Items	Evaluator			IOC
	E1	E2	E3	
1. The descriptions in the rubric are clear and understandable.	0	1	1	0.66
2. The competence stated in the rubric are measurable.	1	1	1	1
3. The rubric is appropriate for the speaking placement test.	1	1	1	1
Total				0.88

Adapted from the assessment criteria of the ACTFL Oral Proficiency Interview, OPI

## Appendix L

### The validation of speaking tasks and scoring rubrics

#### Interpersonal Task

Unit 1: Job Interview 101

#### Interpersonal Task for Novice

Objective construct: To test the ability to participate in the conversation in particular context.

Language skills (constructs) tested:

The micro skills;

-Use an adequate number of lexical units (words) to accomplish pragmatic purposes.

The macro skills;

-Accomplish appropriate communicative functions according to the situation, participants, and goals.

Items	Evaluator			IOC
	E1	E2	E3	
1. Tell me about yourself. Describe your personality.	1	1	1	1
2. What is your favorite color and what does it reflect in your personality?	1	0	1	0.66
3. What are your three greatest strengths?	1	1	0	0.66

#### Interpersonal Task for Intermediate

Objective construct: To test the ability to participate in the conversation in particular context and in different grammatical forms.

Language skills (constructs) tested:

The micro skills;

-Use an adequate number of lexical units (words) to accomplish pragmatic purposes.

-Express a particular meaning in different grammatical forms.

The macro skills;

-Accomplish appropriate communicative functions according to the situation, participants, and goals.

Items	Evaluator			IOC
	E1	E2	E3	
1. Please introduce yourself?	1	1	1	1
2. Why did you choose your major?	1	1	1	1
3. What do you consider your greatest strengths?	1	1	1	1
4. What jobs in your country are considered to be good job? Why?	1	1	1	1
5. What have you done to improve your knowledge in the last year?	0	1	1	0.66

### Presentation Task

#### Presentation Task for Novice

Objective construct: To test the ability to present in the particular context.

Language skills (constructs) tested:

The micro skill:

- Use an adequate number of lexical units (words) to accomplish pragmatic purposes.
- Produce speech at different rates of delivery.

The macro skills:

- Accomplish appropriate communicative functions according to the situation, participants, and goals.

Items	Evaluator			IOC
	E1	E2	E3	
1. Present yourself to the interviewer, "Why should we hire you?" by focusing on your personality.	1	1	1	1



### Presentation Task for Intermediate

Objective construct: To test the ability to present in particular context and in different grammatical forms.

Language skills (constructs) tested:

The micro skills;

-Use an adequate number of lexical units (words) to accomplish pragmatic purposes.

-Produce speech at different rates of delivery.

-Express a particular meaning in different grammatical forms.

The macro skills;

-Accomplish appropriate communicative functions according to the situation, participants, and goals.

Items	Evaluator			IOC
	E1	E2	E3	
1. Present yourself to the interviewer, "Why should we hire you?" by focusing on your personality and experience.	1	1	1	1
Total				0.95

### Interpersonal Task

Unit 2: Making Small talk

#### Interpersonal Task for Novice

Objective construct: To test the ability to make a small talk in particular contexts.

Language skills (constructs) tested:

The micro skills;

-Use an adequate number of lexical units (words) to accomplish pragmatic purposes.

The macro skills;

-Accomplish appropriate communicative functions according to the situation, participants, and goals.

Items	Evaluator			IOC
	E1	E2	E3	
<u>Student A</u>	1	1	1	1



1. <b>Ask</b> student B about his/her interests. -Hobbies? -Favorite food? -Favorite sports?				
2. <b>Answer</b> Student B's questions about your family.	1	1	1	1
3. Today is your first day at work. You are at the coffee corner in the office. Your partner is your new co-worker. Make small talk with him/her by; -Asking questions about the weathers.	1	1	1	1
4. <b>Answer</b> a small talk question from Student B.	1	1	1	1
<b><u>Student B</u></b> 1. <b>Answer</b> Student A's questions about your interests.	1	1	1	1
2. <b>Ask</b> Student A about his/her family. -Brothers or sisters? -Hometown? -Pets?	1	1	1	1
3. <b>Answer</b> a small talk question from Student A	1	1	1	1
4. Today is your first day at work. You are at the coffee corner in the office. Your partner is your new co-worker. Make small talk with him/her by; -Asking questions about the current news.	1	1	1	1
<p style="text-align: center;"><b>Interpersonal Task for Intermediate</b></p> <p>Objective construct: To test the ability to make a small talk in particular contexts. Language skills (constructs) tested:</p> <p>The micro skills;</p> <p style="padding-left: 40px;">-Use an adequate number of lexical units (words) to accomplish pragmatic purposes.</p>				



-Express a particular meaning in different grammatical forms. The macro skills; -Accomplish appropriate communicative functions according to the situation, participants, and goals.				
Items	Evaluator			IOC
	E1	E2	E3	
<b><u>Student A</u></b> 1. <b>Ask</b> Student B about the points below. -Last weekend? -Next holiday? -Future job?	1	1	1	1
2. Answer student B questions.	1	1	1	1
3. Today is your first day at work. You are at the coffee corner in the office. Your partner is your new co-worker. Make small talk with him/her by using the following information; -start a conversation with the topic about clothes and food -ask questions to maintain the conversation at least 1 min -end a conversation with the appropriate expressions	1	1	1	1
4. Make a small talk with Student B by answer his/her questions.	1	1	1	1
<b><u>Student B</u></b> 1. <b>Answer</b> student A questions.	1	1	1	1
2. <b>Ask</b> Student A about the points below. -Yesterday evening? -Next weekend? -Last holiday?	1	1	1	1
3. Make a small talk with Student A by answer his/her questions.	1	1	1	1

4. Today is your first day at work. You are at the coffee corner in the office. Your partner is your new co-worker. Make small talk with him/her by using the following information; -start a conversation with the topic about sports and entertainment -ask questions to maintain the conversation at least 1 min -end a conversation with the appropriate expressions	1	1	1	1
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### Presentation Task

<b>Presentation Task for Novice</b> Objective construct: To test the ability to present their opinions toward the particular picture. Language skills (constructs) tested: The micro skills; -Use an adequate number of lexical units (words) to accomplish pragmatic purposes. The macro skills; -Accomplish appropriate communicative functions according to the situation, participants, and goals.				
Items	Evaluator			IOC
	E1	E2	E3	
1. Talk about the photos with the points below;	1	1	1	1
- How many people?	1	1	1	1
- Where do you think the people in the photo are?	1	1	1	1
- What are the people in the photo doing?	1	1	1	1
- What can you see in the photo?	0	1	1	0.66
Photo 1				

 <p>Photo 2</p> 				
<p align="center"><b>Presentational Task for Intermediate</b></p> <p>Objective construct: To test the ability to present their opinions toward the particular picture.</p> <p>Language skills (constructs) tested:</p> <p>The micro skills;</p> <ul style="list-style-type: none"> <li>-Use an adequate number of lexical units (words) to accomplish pragmatic purposes.</li> <li>-Express a particular meaning in different grammatical forms.</li> </ul> <p>The macro skills;</p> <ul style="list-style-type: none"> <li>-Accomplish appropriate communicative functions according to the situation, participants, and goals.</li> </ul>				
Items	Evaluator			IOC
	E1	E2	E3	
<p>1. Talk about the photos with the points below;</p> <ul style="list-style-type: none"> <li>- What are the people in the photo doing?</li> <li>- What's the relationship between the people in the photo?</li> <li>- What will the people in the photo do next? Why do you think like that?</li> </ul>	1	1	1	1

<ul style="list-style-type: none"> <li>- What do you think they are talking about?</li> <li>- Do you think the people in the photo know each other? Why or why not?</li> </ul>	1	1	1	1
<p>Photo 1</p> 	1	1	1	1
<p>Photo 2</p> 				
Total				0.98

### The validation of Scoring Rubrics for Speaking Tests

Items	Evaluator			IOC
	E1	E2	E3	
1. The descriptions in the rubrics are clear and understandable.	1	1	1	1
2. The competence stated in the rubric are measurable.	1	1	1	1
3. The rubrics are appropriate for the speaking tasks in each mode of the communication: interpersonal and presentational modes	0	1	1	0.66
4. The rubrics are appropriate for each level: novice, intermediate, and advanced.	1	1	1	1
5. The rubrics are appropriate for each unit speaking tasks in this study.	0	1	1	0.66
Total				0.86

**Appendix M**  
**The validation of lesson plans**

Unit 1: Job Interview

Items	Evaluator			IOC
	E1	E2	E3	
1. Learning outcome	1	-1	1	0.33
2. Content	1	-1	1	0.33
3. Procedure: <u>Online</u> setting	1	1	1	1
3.1) The activities in the Awareness stage				
3.2) The activities in the Assure stage	1	1	1	1
3.3) The activities in the Appropriation stage	1	1	1	1
3.4) The activities in the Activate stage	0	1	1	0.66
4. Procedure: <u>Classroom</u> setting	1	1	1	1
4.1) The activities in the Awareness stage				
4.2) The activities in the Assure stage	1	1	1	1
4.3) The activities in the Appropriation stage	1	1	1	1
4.4) The activities in the Activate stage	1	1	1	1
5. Overall activities are appropriate for each level: novice, intermediate, and advanced.	0	1	1	0.66
6. The website material	0	1	1	0.66
6.1) User is able to move around within the site with ease.				
6.2) Each text, infographic, video	1	1	1	1



Items	Evaluator			IOC
	E1	E2	E3	
clip serves a clear purpose.				
6.3) Directions are clear and easy to follow.	0	1	1	0.66
6.4) The links to other pages within the site are helpful and appropriate.	1	1	1	1
6.5) Internal and external links are working properly (no dead ends, no incorrect links, etc.)	1	1	1	1
6.6) The same basic format is used consistently throughout site.	1	1	1	1
6.7) The comment features work appropriately.	1	1	1	1
7. Evaluation	0	-1	1	0
Total				0.80

## Unit 2: Making Small Talk

Items	Evaluator			IOC
	E1	E2	E3	
1. Learning outcome	1	-1	1	0.33
2. Content	1	-1	1	0.33
3. Procedure: <u>Online</u> setting 3.1) The activities in the Awareness stage	1	1	1	1
3.2) The activities in the Assure stage	1	1	1	1
3.3) The activities in the Appropriation stage	1	1	1	1
3.4) The activities in the Activate stage	1	1	1	1
4. Procedure: <u>Classroom</u> setting 4.1) The activities in the Awareness stage	0	1	1	0.66
4.2) The activities in the Assure stage	1	1	1	1
4.3) The activities in the Appropriation stage	1	1	1	1
4.4) The activities in the Activate stage	1	1	1	1
5. Overall activities are appropriate for each level: novice, intermediate, and advanced.	0	1	1	0.66
6. The website material 6.1) User is able to move around within the site with ease.	1	1	1	1
6.2) Each text, infographic, video clip serves a clear purpose.	1	1	1	1
6.3) Directions are clear and easy to	1	1	1	1

Items	Evaluator			IOC
	E1	E2	E3	
follow.				
6.4) The links to other pages within the site are helpful and appropriate.	1	1	1	1
6.5) Internal and external links are working properly (no dead ends, no incorrect links, etc.)	1	1	1	1
6.6) The same basic format is used consistently throughout site.	1	1	1	1
6.7) The comment features work appropriately.	1	1	1	1
7. Evaluation	0	-1	1	0
Total				0.84

## Appendix N

### The validation of willingness to communicate questionnaire

Statements	Factors	Evaluator			IOC
		E1	E2	E3	
1. Share my opinions with others when the topics are interesting.	Topics	1	1	1	1
2. Exchange my ideas with my favorite friends.	Interlocutors	1	0	1	0.66
3. Explain or answer some information if I was asked for more details.	Conversational context	1	1	1	1
4. Join a conversation if my friends are with me.	Self-confidence	1	1	1	1
5. Read and share my opinions to my classmates.	Communicative competence	1	1	1	1
6. Join and have a conversation with my classmates who have the same English proficiency level.	Interlocutors	1	1	1	1
7. Discuss the provided information if I have time to prepare.	Self-confidence	1	1	1	1
8. If I am interested in the topics, I can present my ideas to my classmates.	Topics	1	1	1	1
9. Speak more in some conversation that my classmates are misunderstood.	Conversational context	1	1	1	1
10. Make a conversation in various situation.	Communicative competence	1	1	1	1
11. Describe the information that I have read to my favorite friends.	Interlocutors	1	1	1	1

Statements	Factors	Evaluator			IOC
		E1	E2	E3	
12. Make a conversation with my classmates under the preferred topics.	Topics	1	1	1	1
13. When I present something and my audiences seem to get confused, I try to explain a bit more.	Conversational context	1	1	1	1
14. Present something that is suitable for my readiness level.	Self-confidence	1	1	1	1
15. Present any kinds of information to my classmates who have the same English proficiency level.	Interlocutors	1	1	1	1
16. Present the information from various sources.	Communicative competence	1	0	1	0.66
17. Explain the information from the topics I preferred to my classmates.	Topics	1	1	1	1
18. Give an explanation of something with the help of my teacher and classmates.	Self-confidence	1	0	1	0.66
19. If I have to describe something that is not easy to understand, I will provide more time for answering the questions.	Conversational context	1	1	1	1
20. Make a discussion on various topics with classmates.	Communicative competence	1	1	1	1
21. Ask and answer the questions with friends I preferred.	Interlocutors	1	0	1	0.66
22. Exchange the information about the topics I am interested in with my classmates or teacher.	Topics	1	1	1	1

Statements	Factors	Evaluator			IOC
		E1	E2	E3	
23. Initiate a conversation with my classmates.	Self-confidence	1	1	1	1
24. If my classmates are misunderstood with the information I know so well, I would explain to them.	Conversational context	1	1	1	1
25. Give an explanation to my classmates about the information I provided.	Communicative competence	1	1	1	1
Total					0.94

**Appendix O**  
**The validation of the checklist**

No.	Statements	Evaluator			IOC
		E1	E2	E3	
1.	Students feel they are able to cooperate with others.	1	1	1	1
2.	Students volunteer an answer.	1	1	1	1
3.	Students volunteer a comment.	1	1	1	1
4.	Students give answers to the group.	1	1	1	1
5.	Students feel they are able to communicate with the teacher.	0	1	1	0.66
6.	Students have a sense of excitement to ask the teacher for clarification.	0	1	1	0.66
7.	Students feel confidence to guess the meaning of an unknown words.	0	1	1	0.66
8.	Students feel confidence to talk to neighbour.	0	1	1	0.66
9.	Students present opinions in class.	1	1	1	1
10.	Students response to an opinion.	1	1	1	1
Total					0.86

**Appendix P**  
**The validation of perception questionnaire**

Items	Perception in terms of.....	Evaluator			IOC
		E1	E2	E3	
1. The instruction demonstrated the use of speaking in the workplace.	attitude	1	1	1	1
2. I saw some change in my speaking.	attitude	1	1	1	1
3. I noticed my confidence change after the course.	confidence	1	1	1	1
4. I liked exploring the content via the website before class.	attitude	1	0	0	0.33
5. I benefited from speaking with my classmates.	attitude	1	1	1	1
6. Practicing speaking through topics I am interested in made me enjoy learning.	confidence	1	1	1	1
7. I benefited from interacting with my classmates and teacher via the website and social media.	attitude	1	1	1	1
8. The variety of the content formats gave me choices to choose based on my preference.	attitude	1	1	1	1
9. I became more active when the content and activities were compatible with my ability.	confidence	1	1	1	1
10. Learning through this instruction made me speak more.	confidence	1	1	1	1
11. The instruction provided enough time for practicing speaking in class.	confidence	1	1	1	1
12. I benefited from studying the content at anywhere and anytime I preferred.	attitude	1	1	1	1
13. Using the comment features via the website and social media made me willing to communicate with my classmates.	confidence	1	1	1	1
14. Exploring the content via the website prior made me want to communicate with my classmates in class.	confidence	1	1	1	1
15. My speaking ability changed after practicing more in class.	attitude	1	1	1	1



Items	Perception in terms of.....	Evaluator			IOC
16. I benefited from the speaking activities I did with my classmates who had the same level with my ability.	attitude	1	1	1	1
17. I gained from teacher's comments and feedback.	attitude	1	1	1	1
18. The teacher's comments and feedback made me better notice the errors in speaking, which made me feel more confident.	confidence	1	1	1	1
19. I saw the advantages of learning the content on my own before class.	attitude	1	1	1	1
20. I benefited from studying through this instruction which provided me with activities both online and in the classroom.	attitude	1	1	1	1
21. This instruction provided places for me to practice speaking both online and in class.	attitude	1	1	1	1
22. Interesting topics made me want to practice speaking more outside the class.	confidence	1	1	1	1
23. It was more comfortable to study the content via computer/smartphone.	attitude	1	1	1	1
24. Exploring the content via the website before class was good because I could immediately search on Google if I became confused.	attitude	1	0	0	0.33
25. I felt confident that I could make use of what I had learned from this instruction.	confidence	1	1	1	1
Total					0.94

## Appendix Q

### Needs analysis questionnaire (Thai version)

#### Course: English for Professional Communication

แบบสอบถามนี้ประกอบไปด้วย 5 ส่วน สำหรับการสำรวจความต้องการจำเป็น ในเรื่องของความสนใจ รูปแบบการเรียนรู้ รูปแบบของสื่ออิเล็กทรอนิกส์ และรูปแบบกิจกรรมการเรียนรู้ คำตอบของคุณจะถูกนำไปใช้ในเชิงวิชาการเท่านั้น ไม่มีผลใดๆต่อคะแนนหรือเกรดของคุณ และจะถูกเก็บเป็นความลับ

#### ส่วนที่ 1: ข้อมูลพื้นฐานของผู้ตอบแบบสอบถาม

โปรดทำเครื่องหมาย ☒ ลงในช่องที่ตรงกับข้อมูลของคุณ

เพศ:

☐ ชาย

☐ หญิง

อายุ:

☐ 18-19

☐ 20-21

☐ 22-23

☐ 24-25

คณะ:

.....

วิชาเอก:

.....

#### ส่วนที่ 2: ความสนใจ

(กรุณาทำเครื่องหมายในช่องที่ตรงกับความเห็นของท่านเกี่ยวกับความสนใจหรือความคาดหวังในการใช้ภาษาอังกฤษในสถานการณ์ต่างๆดังต่อไปนี้)

ระดับความคิดเห็น

5 หมายถึง เห็นด้วยอย่างยิ่ง

4 หมายถึง เห็นด้วย

3 หมายถึง ปานกลาง

2 หมายถึง ไม่เห็นด้วย

1 หมายถึง ไม่เห็นด้วยอย่างยิ่ง

ข้อความ	(1)	(2)	(3)	(4)	(5)
1. การใช้ภาษาทางโทรศัพท์					
2. การสัมภาษณ์งาน					

ข้อความ	(1)	(2)	(3)	(4)	(5)
3. การเจรจาต่อรอง					
4. การประชุม					
5. การนำเสนอผลงาน					
6. การขาย					
7. การติดต่อเดินทางเพื่อทำธุรกิจที่ต่างประเทศ					
8. ธุรกิจและจริยธรรม					
9. การจัดการกับปัญหา					
10. การพูดคุยเล็กน้อย เพื่อสร้างความสัมพันธ์ทางธุรกิจ					

### ส่วนที่ 3: รูปแบบการเรียนรู้

กรุณาทำเครื่องหมายในช่องที่ตรงกับความเห็นของท่านเกี่ยวกับรูปแบบการเรียนรู้  
ระดับความคิดเห็น

5 หมายถึง เห็นด้วยอย่างยิ่ง

4 หมายถึง เห็นด้วย

3 หมายถึง ปานกลาง

2 หมายถึง ไม่เห็นด้วย

1 หมายถึง ไม่เห็นด้วยอย่างยิ่ง

ข้อความ	(1)	(2)	(3)	(4)	(5)
1. การใช้นิ้วมือชี้ตามตัวอักษรขณะอ่านช่วยให้ฉันอ่านได้ไม่หลง					
2. การจ้องมองผู้พูดทำให้ฉันมีสมาธิในการฟัง					
3. เมื่อฉันพยายามจำเบอร์โทรศัพท์ของใครซักคน หรือจดจำสิ่งต่างๆฉันจะสร้างภาพขึ้นมาในหัวเพื่อจดจำสิ่งเหล่านั้น					
4. ฉันเข้าใจว่าต้องทำ/ปฏิบัติอย่างไรถ้ามีคนบอกฉัน					

ข้อความ	(1)	(2)	(3)	(4)	(5)
มากกว่าการอ่านทำความเข้าใจสิ่งนั้นด้วยตนเอง					
5. ฉันสนุกกับการวาดแม่แต่ในสมุดบันทึกของฉัน ก็เต็มไปด้วยรูปภาพและลูกศร					
6. วิธีที่ดีที่สุดในการเรียนรู้เกี่ยวกับการทำงานของบางสิ่งบางอย่างคือการได้ ฟังการอธิบายจากบางคน					
7. เมื่อฉันได้ยินเสียงเพลง ฉันชอบที่จะเต้น					
8. ก่อนที่ฉันจะทำตามคำแนะนำใดๆ มันเป็นการดีถ้าได้เห็นคนอื่นทำสิ่งนั้นๆก่อน					
9. การนั่งเรียนอยู่กับที่ที่โต๊ะนั้นไม่ใช่ฉัน					
10. ฉันชอบอ่านหนังสือที่มีแต่ตัวหนังสือไม่มีภาพ					
11. เมื่อฉันได้ยินเสียงเพลงฉันชอบที่จะคิดภาพวิดีโอที่เข้ากับเพลงนั้นๆ					
12. ฉันมักจะแก้ปัญหาผ่านการลองผิดลองถูก มากกว่าการใช้วิธีแบบเป็นขั้นเป็นตอน					
13. ฉันไม่ชอบการอ่านคำแนะนำหรือวิธีใช้ใดๆ ฉันชอบที่จะลงมือทำเลย					
14. ฉันจะจดจำบางอย่างได้ดีถ้าฉันเขียนมันลงไป					
15. ถ้าฉันทำข้อสอบฉันจะสามารถนึกภาพหน้าหนังสือที่มีคำตอบของข้อสอบ นั้นๆได้เลย					
16. กระดาษที่มีตัวหนังสือเล็กมากๆ หรือไม่ชัดเจน นั้นเป็นสิ่งที่ยากลำบากสำหรับฉัน					
17. ถ้าฉันมีทางเลือกในการเรียนรู้ข้อมูลใหม่ๆผ่าน การฟังบรรยายหรือการอ่านหนังสือฉันจะเลือกการฟังมากกว่าการอ่าน					
18. ฉันจดจำสิ่งที่ฉันได้อินมากกว่าสิ่งที่ฉันได้เห็น หรือได้อ่าน					
19. ดวงตาฉันอ่อนล้าอย่างรวดเร็วแม้ว่าจักษุแพทย์จะบอกว่าดวงตาฉันปกติ					

ข้อความ	(1)	(2)	(3)	(4)	(5)
20.ฉันพบว่าตัวฉันต้องการการพักเบรกอยู่บ่อยครั้ง ในขณะที่ฉันกำลังเรียน					
21.ฉันไม่ถนัดในการใช้คำพูดอธิบายหรือให้ คำแนะนำ					

#### ส่วนที่ 4: รูปแบบของสื่ออิเล็กทรอนิกส์

กรุณาทำเครื่องหมายในช่องที่ตรงกับความเห็นของท่านเกี่ยวกับรูปแบบของสื่ออิเล็กทรอนิกส์

ระดับความคิดเห็น

5 หมายถึง เห็นด้วยอย่างยิ่ง

4 หมายถึง เห็นด้วย

3 หมายถึง ปานกลาง

2 หมายถึง ไม่เห็นด้วย

1 หมายถึง ไม่เห็นด้วยอย่างยิ่ง

ข้อความ	(1)	(2)	(3)	(4)	(5)
1. ฉันชอบการเรียนรู้จากรูปภาพ					
2.ฉันชอบการเรียนรู้จากการดูรูป					
3. ฉันชอบการใช้สื่อสังคมออนไลน์เพื่อโต้ตอบกับเพื่อนๆ					
4. ฉันชอบการเรียนรู้ผ่านสมาร์ทโฟน					
5.ฉันชอบการเรียนรู้ผ่านสื่อการฟัง					
6. ฉันชอบการเรียนรู้จากอินโฟกราฟิกส์ (การนำข้อมูล มาสรุปโดยใช้รูปภาพ กราฟและตัวหนังสือประกอบเพียงเล็กน้อย)					
7. ฉันชอบการเรียนรู้จากแผ่นซีดีรอม					

**ส่วนที่ 5: รูปแบบกิจกรรมการเรียนรู้**

กรุณาทำเครื่องหมายในช่องที่ตรงกับความเห็นของท่านเกี่ยวกับรูปแบบกิจกรรมการเรียนรู้

ระดับความคิดเห็น

5 หมายถึง เห็นด้วยอย่างยิ่ง

4 หมายถึง เห็นด้วย

3 หมายถึง ปานกลาง

2 หมายถึง ไม่เห็นด้วย

1 หมายถึง ไม่เห็นด้วยอย่างยิ่ง

ข้อความ	(1)	(2)	(3)	(4)	(5)
1.กิจกรรมที่มีประโยชน์ที่สุดในการเรียนภาษาอังกฤษคือการแสดงบทบาทสมมติ					
2.กิจกรรมที่มีประโยชน์ที่สุดในการเรียนภาษาอังกฤษคือเกมส์					
3.ฉันเรียนได้ดีเมื่อฉันได้พูดคุยกับผู้อื่นและแลกเปลี่ยนความคิดเห็น					
4. ในขณะที่ฉันกำลังเรียนรู้ ฉันจำเป็นต้องเคลื่อนไหว					
5.กิจกรรมที่มีประโยชน์ที่สุดในการเรียนภาษาอังกฤษคือการทำงานคู่/งานกลุ่ม					
6.กิจกรรมที่มีประโยชน์ที่สุดในการเรียนภาษาอังกฤษคือการฝึกพูดคุยกบพสนทนาเพื่อแลกเปลี่ยนข้อมูล					
7.กิจกรรมที่มีประโยชน์ที่สุดในการเรียนภาษาอังกฤษคือเพลง					

----ขอบคุณที่ตอบแบบสอบถาม----

## Appendix R

### Willingness to communicate questionnaire (Thai version)

แบบสอบถามนี้ประกอบไปด้วย 2 ส่วน สำหรับการวัดความเต็มใจในการสื่อสารภาษาอังกฤษ ความเต็มใจในการสื่อสารในงานวิจัยนี้หมายถึงความต้องการและความพร้อมในการมีส่วนร่วมในการสื่อสารภาษาอังกฤษทั้งในรูปแบบออนไลน์และแบบเผชิญหน้า คำตอบของคุณจะถูกนำไปใช้ในเชิงวิชาการเท่านั้น ไม่มีผลใดๆต่อคะแนนหรือเกรดของคุณและจะถูกเก็บเป็นความลับ

#### ส่วนที่ 1: ข้อมูลพื้นฐานของผู้ตอบแบบสอบถาม

โปรดทำเครื่องหมาย ☒ ลงในช่องที่ตรงกับข้อมูลของคุณ

1. เพศ

☐ ชาย

☐ หญิง

2. อายุ

☐ 18-19

☐ 20-21

☐ 22-23

3. คณะ

วิชาเอก

#### ส่วนที่ 2: ความเต็มใจในการสื่อสารภาษาอังกฤษ

โปรดทำเครื่องหมาย ☒ ลงในช่องที่ตรงกับความคิดของคุณ

“เต็มใจ หมายถึง ความต้องการและความพร้อมในการสื่อสารภาษาอังกฤษ”

4

means

เต็มใจอย่างยิ่ง

3

means

ค่อนข้างเต็มใจ

2

means

ค่อนข้างไม่เต็มใจ

1

means

ไม่เต็มใจอย่างยิ่ง

ข้อความ	ระดับความเต็มใจ			
	4	3	2	1
1.ฉันจะแลกเปลี่ยนความคิดเห็นกับผู้อื่นเมื่อหัวข้อสนทนานั้นน่าสนใจ				
2. ฉันแลกเปลี่ยนความคิดของฉันกับเพื่อนสนิท				
3.ฉันจะอธิบายข้อมูลหรือตอบคำถามบางอย่างถ้าฉันถูกถามรายละเอียดเพิ่มเติม				
4. ฉันสามารถเข้าร่วมการสนทนาถ้าเพื่อนของฉันอยู่ร่วมกับฉันด้วย				
5. ฉันอ่านและแบ่งปันความคิดเห็นของฉันกับเพื่อนร่วมชั้น				
6.ฉันเข้าร่วมและมีการพูดคุยในวงสนทนากับเพื่อนร่วมชั้นที่มีความสามารถทางภาษาอังกฤษในระดับเดียวกับฉัน				
7.ฉันแลกเปลี่ยนข้อมูลที่อาจารย์จัดเตรียมไว้ให้ถ้าฉันมีเวลาในการเตรียมตัว				
8. ถ้าฉันสนใจในหัวข้อนั้นๆฉันจะสามารถนำเสนอความคิดเห็นของฉันให้กับเพื่อนร่วมชั้นเรียนได้				
9.ฉันพูดมากขึ้นในวงสนทนาที่เพื่อนร่วมชั้นมีการเข้าใจผิดในเรื่องที่กำลังพูดคุย				
10. ฉันพูดสนทนาได้ในหลายๆสถานการณ์				
11. ฉันอธิบายข้อมูลที่ฉันได้อ่านมาแล้วให้กับเพื่อนสนิท				
12. ฉันสามารถสนทนากับเพื่อนร่วมชั้นในหัวข้อที่ฉันชอบ				
13. เมื่อฉันนำเสนอบางอย่างและดูเหมือนว่าผู้ฟังจะสับสนฉันจะพยายามพูดอธิบายให้มากขึ้นอีกนิด				
14.ฉันนำเสนอบางอย่างที่เหมาะสมกับความพร้อมและความสามารถของฉัน				
15.ฉันสามารถนำเสนอข้อมูลประเภทใดก็ได้ให้กับเพื่อนร่วมชั้นที่มีความสามารถทางภาษาอังกฤษในระดับเดียวกับฉัน				



ข้อความ	ระดับความเต็มใจ			
	4	3	2	1
16. ฉันนำเสนอข้อมูลจากแหล่งต่างๆ				
17. ฉันอธิบายข้อมูลในเรื่องที่ฉันชื่นชอบให้กับเพื่อนร่วมชั้น				
18. ฉันจะอธิบายบางอย่างได้ ถ้าได้รับความช่วยเหลือจากอาจารย์และเพื่อนร่วมชั้น				
19. ถ้าฉันต้องอธิบายบางอย่างที่เข้าใจยาก ฉันจะเผื่อเวลาสำหรับการตอบคำถาม				
20. ฉันอภิปรายแลกเปลี่ยนในหัวข้อต่างๆกับเพื่อนร่วมชั้น				
21. ฉันถามตอบคำถามต่างๆกับเพื่อนคนที่ฉันชอบ				
22. ฉันแลกเปลี่ยนข้อมูลในหัวข้อที่ฉันสนใจกับเพื่อนร่วมชั้นหรืออาจารย์				
23. ฉันเริ่มการสนทนากับเพื่อนร่วมชั้น				
24. ถ้าเพื่อนร่วมชั้นเข้าใจผิดในเรื่องที่ฉันเข้าใจเป็นอย่างดี ฉันจะอธิบายให้เขาฟัง				
25. ฉันอธิบายข้อมูลที่ฉันเตรียมมาให้กับเพื่อนร่วมชั้นฟัง				

## Appendix S

### Perception questionnaire (Thai version)

แบบสอบถามการรับรู้ที่มีต่อการสอนพูดโดยใช้การเรียนการสอนแบบกลับด้านตามความสามารถของผู้เรียน

แบบสอบถามนี้ประกอบไปด้วย 2 ส่วน สำหรับการวัดการรับรู้ที่มีต่อการสอนพูดโดยใช้การเรียนการสอนแบบกลับด้านตามความสามารถของผู้เรียน การรับรู้ในงานวิจัยนี้หมายถึงทัศนคติและความเชื่อมั่นในตนเองภายหลังการเข้าร่วมในการเรียนการสอนนี้ คำตอบของคุณจะถูกนำไปใช้ในเชิงวิชาการเท่านั้น ไม่มีผลใดๆต่อคะแนนหรือเกรดของคุณ และจะถูกเก็บเป็นความลับ

#### ส่วนที่ 1: ข้อมูลพื้นฐานของผู้ตอบแบบสอบถาม

โปรดทำเครื่องหมาย ☒ ลงในช่องที่ตรงกับข้อมูลของคุณ

1. เพศ

☐ ชาย

☐ หญิง

2. อายุ

☐ 18-19

☐ 20-21

☐ 22-23

3. คณะ : .....

สาขาวิชาเอก: .....

จุฬาลงกรณ์มหาวิทยาลัย

#### ส่วนที่ 2: การรับรู้ที่มีต่อการสอนพูดโดยใช้การเรียนการสอนแบบกลับด้านตามความสามารถของผู้เรียน

โปรดทำเครื่องหมาย ☒ ลงในช่องที่ตรงกับความคิดเห็นของคุณ

Items	เห็นด้วย อย่างยิ่ง (4)	เห็นด้วย (3)	ไม่เห็น ด้วย (2)	ไม่เห็นด้วย อย่างยิ่ง (1)
1.การเรียนการสอนนี้แสดงให้เห็นถึงการใช้ทักษะการพูดในที่ทำงาน				
2.ฉันรับรู้ถึงความปลอดภัยในการเปลี่ยนแปลงในทักษะการพูดของฉัน				

Items	เห็นด้วย อย่างยิ่ง (4)	เห็นด้วย (3)	ไม่เห็น ด้วย (2)	ไม่เห็นด้วย อย่างยิ่ง (1)
3.ฉันสังเกตได้ถึงความมั่นใจของฉันที่เปลี่ยนแปลงไป หลังเรียน				
4. การเรียนเนื้อหาผ่านทางเว็บไซต์ให้อิสระกับฉัน				
5. ฉันได้ประโยชน์จากการฝึกพูดกับเพื่อนร่วมชั้น				
6.การฝึกการพูดในหัวข้อที่ฉันสนใจทำให้ฉันเพลิดเพลิน				
7.ฉันได้ประโยชน์จากการสื่อสารกับเพื่อนร่วมชั้น และอาจารย์ผ่านทางเว็บไซต์และสื่อสังคมออนไลน์				
8.ความหลากหลายของรูปแบบการนำเสนอเนื้อหาทำให้ฉัน มีทางเลือกในการเรียนตามความพอใจของฉัน				
9.ฉันจะกระตือรือร้นมากขึ้นถ้าเนื้อหาและกิจกรรมตรงกับ ความสามารถของฉัน				
10.การเรียน โดยการเรียนการสอนนี้ทำให้ฉันกล้าพูดมากขึ้น				
11.การเรียนการสอนนี้ทำให้มีเวลาเพียงพอในการฝึกพูด ในห้องเรียน				
12.ฉันได้รับประโยชน์จากการเรียนเนื้อหาได้ตลอดเวลาที่ ฉันต้องการ				
13.การแสดงความคิดเห็นผ่านเว็บไซต์และสื่อสังคมออนไลน์ ทำให้ฉันเต็มใจที่จะสื่อสารกับเพื่อนร่วมชั้น				
14.การเรียนเนื้อหาทางเว็บไซต์ก่อนเข้าเรียนทำให้ฉันอยากพูด กับเพื่อนร่วมชั้น				
15.ความสามารถในการพูดของฉันเปลี่ยนแปลงหลังจากฝึกพูด ในห้องมากขึ้น				
16.ฉันได้ประโยชน์จากกิจกรรมการพูดกับเพื่อนร่วมชั้น ที่มีความสามารถในระดับเดียวกับฉัน				
17.ฉันได้รับประโยชน์จากข้อคิดเห็นและข้อเสนอแนะ ของอาจารย์				

Items	เห็นด้วย อย่างยิ่ง (4)	เห็นด้วย (3)	ไม่เห็น ด้วย (2)	ไม่เห็นด้วย อย่างยิ่ง (1)
18. ข้อคิดเห็นและข้อเสนอแนะของอาจารย์ทำให้นั้ลังเกตเห็นความผิดพลาดในการพูดชัดเจนขึ้น				
19. ฉันเห็นประโยชน์ของการเรียนเนื้อหาด้วย ตนเอง ก่อนเข้าเรียน				
20. ฉันได้รับประโยชน์จากการเรียนการสอนนี้ซึ่งมีกิจกรรมทั้งออนไลน์และกิจกรรมในห้องเรียน				
21. การเรียนการสอนนี้ทำให้นั้มีช่องทางในการฝึกฝนการพูดทั้งแบบออนไลน์และในชั้นเรียน				
22. หัวข้อที่น่าสนใจทำให้นั้อยากจะฝึกฝนการพูดนอกห้องเรียน				
23. คอมพิวเตอร์หรือสมาร์ตโฟนทำให้การเรียนสะดวกขึ้น				
24. การเรียนเนื้อหาผ่านทางเว็บไซต์ทำให้มีเวลาเพียงพอในการสืบค้นข้อมูลเพิ่มเติมได้ถ้าฉันสงสัย				
25. ฉันสามารถนำสิ่งที่ฉันเรียนจากการเรียนการสอนนี้ไปใช้ประโยชน์ได้				

จุฬาลงกรณ์มหาวิทยาลัย

ข้อเสนอแนะ/ ข้อคิดเห็นเพิ่มเติม

CHULALONGKORN UNIVERSITY

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## Appendix T

### The factors underlying willingness to communicate coding scheme

Topic	Coding Scheme	Definition and description
<b>Psychological Antecedents to situational WTC (Kang, 2005)</b>		
Security	WS	The feeling secure from the fear to speak, not hesitant to speak English with a particular person Example -willing to talk with trusted friends
Excitement	WE	The feeling excited when having a chance to speak under the interested topics or familiar topics Example -talking about the interested topics
Responsibility	WR	The feeling obliged to understand or clarify the topic or things in particular situation, or need to finish the tasks Example -trying to talk based on the assigned tasks -trying to ask for clarification
<b>Emerged themes</b>		
Preparation	EP	Willing to talk when having a time to prepare Example -talking or presenting something if holding notes in hands -willing to present when having a time to think
Motivation	EM	Willing to talk when the scores were mentioned Example -trying to talk when the teacher mentioned about the scores

### The perceptions coding scheme

Topic	Coding Scheme	Definition and description
<b>Attitude components (Abidin et al., 2012)</b>		
Affective	PA	Fun, not stress, feeling like, not disappointed in taking the course -รู้สึกว่าการเรียนใน differentiated-flipped นั้นสนุก -รู้สึกว่าการเรียนใน differentiated-flipped นั้นไม่เครียด -ชอบเรียนในคอร์สนี้
Cognitive	PC	Knowledge, understanding, ability to communicate -มีความรู้ ความเข้าใจ และสามารถพูดสื่อสารได้มากขึ้น ดีขึ้นกว่าเดิม
Behavioral	PB	Eager to solve problems, acquire skill, usefulness of the course for using in real-life -กล้าแก้ปัญหา เรียนรู้ ผักผ่อนทักษะ -รู้สึกว่าการเรียนในคอร์สนี้มีความสำคัญ มีประโยชน์ ต่อการนำไปใช้ในชีวิจริง
<b>Emerged themes</b>		
Interlocutors effect	EI	Want to speak with a particular person, not all -รู้สึกอยากคุยกับเฉพาะเพื่อนที่สนิท -อยากรู้จักกับผู้ที่พูดด้วยก่อนทำกิจกรรม
Technology effect	ET	Fun, convenient, useful and easy with using technology -สนุก สะดวก มีประโยชน์ ง่ายเมื่อใช้เทคโนโลยีช่วยในการเรียนในคอร์สนี้

## Appendix U

### The frequency from the observation checklist

		Frequency of students' participation									
		1	2	3	4	5	6	7	8	9	10
		Exchange and discuss in group	Volunteer an answer	Volunteer a comment	Give opinions to the group	Ask the teacher a question	Ask the teacher for clarification	Guess the meaning of an unknown word	Talk to neighbour	Present opinions in class	Response to opinions in class
S 1	Unit 1	8	4	0	1	0	0	0	1	3	0
	Unit 2	11	2	0	7	0	0	0	1	0	0
	Unit 3	8	3	0	3	0	1	1	2	2	0
	Unit 4	7	3	0	2	0	0	0	1	5	0
	Unit 5	5	1	0	2	0	0	0	2	3	0
S 2	Unit 1	15	4	0	4	0	1	0	4	2	1
	Unit 2	17	3	0	6	0	0	0	1	3	0
	Unit 3	14	4	0	4	0	1	0	1	2	0
	Unit 4	13	5	0	3	0	0	0	0	6	1
	Unit 5	15	3	0	7	0	0	0	0	7	0
S 3	Unit 1	15	0	0	3	1	2		2	1	0
	Unit 2	11	1	0	1	0	1	0	1	2	0
	Unit 3	14	2	0	2	0	0	0	1	2	0
	Unit 4	11	0	0	2	0	0	0	0	5	0
	Unit 5	13	0	0	6	0	0	0	0	6	1
S 4	Unit 1	13	2	0	2	1	0	1	0	2	0
	Unit 2	13	3	0	5	0	0	1	1	3	1
	Unit 3	10	3	0	3	0	0	0	1	1	0

Frequency of students' participation											
		1	2	3	4	5	6	7	8	9	10
		Exchange and discuss in group	Volunteer an answer	Volunteer a comment	Give opinions to the group	Ask the teacher a question	Ask the teacher for clarification	Guess the meaning of an unknown word	Talk to neighbour	Present opinions in class	Response to opinions in class
		Unit 4	Unit 5	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 1	Unit 2	Unit 3
S 5	Unit 4	12	4	0	4	0	0	0	2	6	2
	Unit 5	10	2	0	6	0	0	0	0	8	0
	Unit 1	14	1	0	3	0	0	1	2	3	0
	Unit 2	16	3	0	3	0	0	0	1	0	1
	Unit 3	12	2	0	2	0	0	0	0	3	0
S 6	Unit 4	13	2	0	4	0	0	0	0	4	1
	Unit 5	14	1	0	5	0	0	0	0	6	0
	Unit 1	11	3	0	3	1	0	0	5	1	1
	Unit 2	9	0	0	10	0	0	1	1	1	0
	Unit 3	7	3	0	4	0	0	0	3	0	0
	Unit 4	13	3	0	2	0	0	0	1	4	2
	Unit 5	10	1	0	6	0	0	0	2	6	0



## Appendix V

### The results from needs analyses questionnaire

Topics of interest from needs analyses questionnaire

Rank	Topics	$\bar{x}$
1	Job interview	3.28
2	Making small talk	3.26
3	Overseas business travel	3.22
4	Oral presentation	3.11
5	Negotiation	3.07
6	Meetings	3.06
7	Telephone call	3.04
8	Sales	2.93
9	Business and ethics	2.89
10	Dealing with problems	2.80

*Note: N=245*

Learning styles from needs analysis questionnaire

Rank	Statements	$\bar{x}$
1	I enjoy drawing and even my notes have lots of pictures and arrows in them.	4.63
2	It helps me to look at the person while listening; it keeps me focused.	4.58
3	I like to read a book with lots of words in it.	4.57
4	I remember something better if I write it down.	3.42
5	When trying to remember someone's telephone number, or something new like that, I will create that picture in my head.	3.36
6	If I am taking a test, I can "see" the textbook page and where the answer is located.	3.29
7	When I hear a song, I like to picture the video that goes along with it.	3.27
8	The best way to learn about how something works is to listen to someone explain it.	3.26
9	I understand how to do something if someone tells me, rather than having to read the same thing myself.	3.24
10	Papers with very small print or poor copies are tough on me.	2.80
11	It helps to use my finger as a pointer when reading to keep my place.	2.75
12	I remember things that I hear, rather than things that I see or read.	2.72
13	My eyes get tired fast, even though the eye doctor says that my eyes are ok.	2.71

14	If I had the choice to learn new information through a lecture or textbook, I would choose to hear it rather than read it.	2.69
15	I find myself needing frequent breaks while studying.	2.64
16	Before I follow directions, it's good to see someone else do it first.	2.61
17	I don't like to read directions; I'd rather just start doing.	2.60
18	Studying at a desk is not for me.	2.58
19	I tend to solve problems through a more trial-and-error approach, rather than from a step-by-step method.	2.54
20	When I hear a song, I like to start dancing.	2.30
21	I am not skilled in giving verbal explanations or directions.	2.23

*N*=245

#### Types of electronic instructional media

Rank	Statements	$\bar{x}$
1	I like learning via the smartphone.	4.89
2	I like using social media to interact with friends.	4.88
3	I like learning from YouTube.	4.85
4	I like learning from infographic (a collection of imagery, charts, and minimal text)	4.85
5	I like learning via audio media.	2.62
6	I like learning from pictures.	2.50
7	I like learning via CD-ROM.	2.43

*N*=245

#### Types of learning activities

Rank	Statements	$\bar{x}$
1	Activities that most helpful for my English learning is role-play.	4.76
2	Activities that most helpful for my English learning is making a conversation to exchange information.	4.74
3	Activities that most helpful for my English learning is pair work/group work.	4.74
4	Activities that most helpful for my English learning is games.	4.33
5	I work well when I talk with others and share ideas.	4.31
6	Activities that most helpful for my English learning is songs.	2.38
7	When I am learning, I need to be able to move around.	2.36

*N*=245

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### PUBLICATION

- The 2019 Korea TESOL International Conference, Seoul, Republic of Korea, October 12, 2019 entitle “Effects of speaking instruction using differentiated-flipped learning on speaking ability”.

- The International Academic Forum (IAFOR): Asian Conference on Education & International Development (ACEID 2020), Tokyo, Japan, March 23, 2020 entitle “Effects of the speaking instruction using differentiated-flipped learning approach on willingness to communicate of Thai EFL undergraduates”.

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