Chapter 1
Introduction

Background Study

The use of Internet technology in foreign language learning and teaching has increased dramatically over the past two decades. New digital literacy tasks have been integrated into the learning context to support the learner and to enhance their language development through web-based language learning methods. This then allows the language learner to access the benefits of the internet, as well as learn from and explore knowledge content beyond the immediate classroom environment. Moreover, language instructors are able to provide modern and relevant language learning tasks to the learners through mobile language learning which will allow them to engage in useful tasks for language learning both inside and outside the classroom, at anywhere and anytime. In addition, the use of mobile internet in language learning is increasing as a more intelligent source, consisting of interactive and multimedia computer-assisted language learning. The changing role of computer assisted language learning to be web-based language learning in the 2000s also advanced the development towards Mobile Assisted Language Learning. The characteristics of mobile learning are recognized as the potential for learning process to be personalized, spontaneous, informal, and, ubiquitous.

However, even though web sites and mobile networks can significantly influence the language learning process and instruction, they cannot substitute for language instructors but they can be supportive teaching tools. For example, Duffy and Cunningham (1996) assert, "culture creates the tool, but the tools change the culture". Similarly, Nanjappa and Grant (2003) stated, "a complementary relationship exists between technology and constructivism, with the implementation of each one benefiting the other". Obviously, the aim of combining language learning with technology is to create a learning environment where learners can be interactive with each other in order to enhance the learning process. Web-based language learning is considered to be a sources of language learning and teaching in the digital age; that the effectiveness and reliability in presenting learners with dynamic tasks is significant because it can push learners to be self-mediated learners.

On the other hand, the notion of high motivation influence in language learning is a very important factor influencing whether a learner can acquire language successfully or not; it seem to be that highly motivated learners are more

successful in terms of acquiring language (Dornyei, 2001). In additional, Dornyei (2003) stated the educational area in term of L2 motivation as two main perspectives: 1) the systematic development of motivational strategies to generate and maintain learners' motivation, and 2) self-motivating strategies to take personal control of affective conditions and experience involved in language learning. Moreover, Dornyei (2003) pointed out one issue that should reconsidered in the process of L2 motivation is "making the teaching materials relevant to the learners" through specific learner goals" with the result of "increasing learner satisfaction". Similarly, my research study focuses on task-based analysis and raise learning activity to meet the course and learners goals by applying the motivation theory in web-based language learning context.

Thai EFL learner's Characteristics

The Ministry of Education and the Ministry of University coordinate all higher education in Thailand. As a result, the National Education Commission controls the curriculum at the 16 state-run universities, 26 private universities, and 36 universities. In relation to the connection between the curriculum and the development of English speaking skills, such as in Alan's (2002) discussion with Thai language teachers, a number of reasons were proposed as to why Thai students were repeatedly characterized as unwilling speakers. These reasons included the impact of the culture-based seniority system, shyness, an over-emphasis on accuracy, and an attachment to rote memorization as a learning style.

This characterization has clear implications for Thai people seeking to establish a career in the education setting, and the hotel and tourism industry because the ability to communicate effectively is a primary skill requirement that is becoming increasingly more important. However, instilling greater confidence and improving the skill level in speakers of a foreign language are difficult issues to resolve. Nonetheless, this study intends to examine these issues in order to ascertain if there is a particular teaching approach of which will benefit Thai learners.

Strengths and weaknesses of speaking skills of EFL learners

Boonkit (2010, pp. 1306-1307) proposed that building up the learner's confidence and willingness to speak and to eliminate fear of making errors was priority that the EFL teacher should first consider in order to make the learner feel comfortable to speak English language. Thus, the learner confidence and competence in speaking can be first developed through appropriate instruction and assessment. Boonkit (2010, pp.1306) pointed out that building up confidence in speaking to an audience is a significant factor that improves speaking performance. Promoting speaking confidence or willingness to speak was recommended for English speaking skills development of EFL/ESL learners (Bailey, 2005; Nunan, 2006; Patil, 2008; Trent, 2009; Zhang, 2009). In addition, Boonkit, (2010, p.1308) suggested that "EFL learners speaking improvement included a variety of course activities, encouragement for more exposure to both listening and speaking activities in real world situation appeared to be practical method to promote speaking confidence and competence".

Research goals

The research objectives are framed around the learning activities of MALL. In particularly, Language motivation and MALL can support EFL learners to aid the learner to improve their English speaking through their MALL application. Moreover, this research will assist EFL learners to utilize MALL activities and develop English speaking proficiency in students who are enrolled in English Program at a University.

Aims of study

1. This present research investigate the development of learners' motivation for their perceived successes and failures in Mobile Assisted Language Learning

2. This present research investigate and compares interpersonal motivation toward varies Mobile learning activities in order to develop language learning in the different aspects of language learner's competency.

The present study will narrow the variety of factors that might influence motivation for foreign language learning. The model of motivation investigated in this study included attitudes towards mobile language learning activities.

Research questions

Undergraduate students enrolled in undergraduate education majoring in the English program have to study two English courses in the first year as part of their bachelor degree. However, despite the intensity of the language development program, a lack of fluency and an unwillingness to speak by the students remains a significant problem. The survey research methodology approach employed in this study is designed to examine two research questions.

1. Which learners' attitudes are affected to Mobile Assisted language learning activities use?

2. Which Mobile language learning activities can motivate learners to enhance language learning, which are similarly most and less?

Research significance

The researcher expects the significantly different findings for motivation factors in M-activities language learning in the MALL context in relation to interpersonal attitudes. On other hand, the researcher also is expecting significant results for the attitudes of the learners in various tasks based in E-language learning. Moreover, the both findings will also be useful resources to contribute knowledge to create powerful tools to in language materials in the future such as electronic-task based language learning within a variety of language learning settings.

Term of Definition

1) Computer-assisted language learning

Computer-assisted language learning (CALL) is succinctly defined in the seminal work of Levy (1997, p. 1) as "the search for and study of applications of the computer in language teaching and learning". CALL embraces a wide range of information and communications technology applications and approaches to teaching and learning foreign languages, from the "traditional" drill-and-practice programs that characterised CALL in the 1960s and 1970s to more recent manifestations of CALL, e.g. as used in a virtual learning environment and Web-based distance learning. It also extends to the use of corpora and concordances, interactive whiteboards, computer-mediated communication (CMC), language learning in virtual worlds, and mobile-assisted language learning (MALL).

2) Second language motivation

Second language motivation is a multifaceted construct; its role in language and describing its nature and its core features requires a particularly complex and unique situation, even within motivational psychology.

3) Facebook

Facebook is a popular free social networking website that allows registered users to create profiles, upload photos and videos, send messages and keep in touch with friends, family and colleagues.

Chapter 2
Literature Review

Introduction

The literature to be reviewed in this study will present two key areas: the theoretical models relevant to EFL learning, particularly in relation to speaking skills; L2 language motivation and Mobile Assisted Language Learning (MALL) current and previous research on CALL (Computer Assisted Language Learning), WBLL (Web-Based Language Learning) in second language motivation which affect the emergence data they adopt in EFL communication practice.

The Education system in Thailand and the needs for present research study

In Thailand, the formal education system is divided into two levels: basic education and higher education. Basic education includes pre-primary education, six years of primary school, three years of lower secondary school, and three years of upper secondary school (Office of Education Council, 2006, p. 9). Higher education includes study at a university, tertiary institution or college, where an associate degree, diploma, or a bachelor's degree can be attained. A bachelor's degree requires two years of study for students who have completed diploma courses, or four to six years of study for those finishing upper secondary education or equivalent courses.

English is a language of importance in Thailand as an international language. At a school level, English is a compulsory course from grades 5-12. In addition, English is required as a subject for entry to higher education (Wiriyachitra, 2004), with the compulsory language courses for undergraduate degree programs being Foundation English I and II, which aim to enable students to develop their reading, writing, speaking, and listening English language skills. Furthermore, higher education students can enroll in more advanced courses such as those that focus on the development of English conversation or essay writing skills.

However, Alderson and Bachman (2005, pp. 9-11) stated that "speaking in a foreign language is very difficult and competence in speaking takes a long time to develop", and such assertions are reflected in the experiences of Thai learners of English where speaking competence remains an ongoing problem for many students. In an effort to provide further insight into this issue, Weerarak (2003) claimed

that the problem areas can be classified into two main types: a lack of grammatical knowledge and/or limited vocabulary; and a lack of self-confidence and/or an unwillingness to speak out.

Therefore, the additional instruction to support and assist the Thai language learners success in learning English language, especially speaking skills become more important in order to facilitate learners to learn English outside the classroom at anywhere and anytime effectively.

Suan Dusit University recognizes the importance of English language communication skills among its students, particularly speaking skills. Therefore, students are actively encouraged to take courses to improve their English speaking and listening ability. However, studying English in English courses, as part of the English Program, is insufficient to develop the students' communication skills in particular speaking skills. Indeed, EFL students should be given a chance to practice and train across a broad range of new approaches to develop and support their speaking skills. The purpose of this study is to investigate the L2 motivation of learning development: Mobile Assisted Language Learning in speaking skills. The research will adopt MALL activities as additional tools through which to view their motivation toward MALL, which integrates activities to support speaking skill development (Poehner, 2008).

L2 Motivational Theories

The purpose of this literature review is to present an overview of L2 learner motivation in relation to a task-based approach in the EFL classroom. Therefore, this review will combine an outline of current motivation theory with task-based teaching in the EFL classroom with applied web-based language learning. Dornyei's motivation theory can be linked to Gardner's (1985) concept of 'integrativeness'. Gardner and Wallace claim it is significant that L2s have common factors between different ethno-linguistic communities in mixed cultural environments. Moreover, motivation is not only required to enhance language skills, it is also required to force learners to contribute to the expression of the language. Thus, Garner's theory of integrativeness as a function of motivation relates to the L2 environment in 3 different forms: 1) integrative orientation; 2) imperativeness; and 3) integrative motive.

However, the most common approach to the study of L2 motivation is to investigate the differences between interpersonal attitudes, personal beliefs and

intergroup motivation, without seeing how these factors are practiced in the EFL or ESL classroom. Therefore, an empirical study can provide insight into aspects of the language learners' motivational disposition and behaviors toward the L2 community. Moreover, it can aim to integrate the psychological and emotional elements when identifying the learner's beliefs, feelings, and attitudes towards the target language. Furthermore, an empirical study can also provide an additional definition in cognitive or psychological terms of either the affective or social context. "Idea self" are key words represented in the integrativeness concept. As Dornyei and Crizer (2002) concluded:

"Although further research is needed to justify any alternative interpretation, we believe that rather than viewing 'integrativeness' as a classic, and therefore 'untouchable' concept, scholars need to seek potential new conceptualizations and interpretations that extend or elaborate on the meaning of the term without contradicting the large body of relevant empirical data accumulated during the past four decades."

Dornyei also reviewed six aspects of motivation theory throughout his study:

- Socio-educational motivational model of L2 motivation
- Motivational orientations and self-determination theory
- L2 motivation and attribution theory
- The neurobiology of L2 motivation
- Goal theories
- Trait/state motivation and task motivation

Attitudes of the Learners towards L2 Learning

Belmechri and Hummel (1998) and Gardner (1985) in Schumann (1998) mention that attitude is a precursor of motivation. 'Positive attitudes to the target language and to the speakers and culture of the language being studied usually enhance learning while negative attitudes impede it' (University of Leicester, 1998: 11.8). This is also supported by Oxford (1990) who notes that negative feelings can stunt progress while positive feelings can make language learning far more effective and enjoyable.

Mobile learning, advantages and disadvantages

Among all modern communication devices, mobile phones are the most powerful communication medium even richer than email or chat, as they can act as learning devices despite their technical limitations. With such a learning device a learner controls the learning process and progress in his/her own space based on his/her cognitive state. Learning through the computer or e-learning enables the learners to learn in a non-classroom environment when they are at home in front of their personal computers online or offline. However, learning through the mobile phone or m-learning provides the learners with the opportunity to learn when they are in the bus, outside or at work doing their part-time jobs. In fact, they can learn anytime and anywhere they are. Two main characteristics of mobile devices are portability and connectivity. As for connectivity, designing the mobile system must have the capability to be connected to and communicated with the learning website using the wireless network of the device to access learning material ubiquitously including short message service (SMS) and mobile e-mail. Portability enables learners to change mobile devices and access to learning materials. The following properties of mobile devices: 1) portability: such devices can be taken to different places due to small size and weight; 2) social interactivity: exchanging data and collaboration with other learners is possible through mobile devices; 3) context sensitivity: the data on the mobile devices can be gathered and responded uniquely to the current location and time; 4) connectivity: mobile devices can be connected to other devices, data collection devices, or a common network by creating a shared network; 5) individuality: activities platform can be customized for individual learner. The widespread influence of the market increased the popularity of the mobile phone, and this fulfills the need of teachers to provide tools and software for the learners in teaching contexts. Moreover, compared with other wireless devices such as laptop computers, mobile phones are rather inexpensive and have functions such as Internet browsers available in most devices. With such inexpensive devices accessible by even the poorest areas and having the functionalities of e-mail or SMS, it is now possible to transfer information to and from mobile phones between instructors and learners without any difficulty. Although learning service through mobile devices has some advantages, it has its own constraints such as a small screen, reading difficulty on such a screen, data storage and multimedia limitations, and the like. Many of the mobile phones are not designed for educational purposes. That is, it is difficult for the learners to use them

for the task given by the teachers to be carried out. This is partly due to the initial design of such devices, and partly due to non-existence of such developed mobile phones. However, those devices which are appropriate for specific learning tasks are too expensive for most of the learners to buy. Thus, teachers should be aware of what kinds of tools learners have, and then set to choose or adapt resources compatible to such tools. In an experiment, Stockwell (2008) demonstrated that the learners found the activities take too long to complete on the mobile devices, and consequently, some of them preferred to use their PCs to do their assigned tasks. In that experiment many learners indicated from the outset that they did not intend to use the mobile phones for doing their tasks because of the cost of Internet access, the screen size, and the keypad.

Example of Mobile phone learning

Wireless communication technology is applied to many fields such as GPS navigation, wireless monitoring system, as well as learning various materials including learning language skills. Mobile learning can take place either within the classroom or outside it. In the former case, mobile phones possessing appropriate software are very effective in collaborative learning among small groups. Although this type of learning has nothing to do with the mobility property of such devices, it provides the learners with the opportunity of close interaction, conversation, and decision-making among the members of their group due to the specific design of the learning activity on mobile phones. These types of interactions among learners and their physical movement can hardly be achieved when desktop or laptop computers are used. Mobile learning technology is more useful for doing activities outside the classroom. Such activities enable learning to be more directly connected with the real world experiments. Moreover, learning through mobile phones outside the classroom has the advantage of better exploiting the learner's free time; even the students on the move can improve their learning skills. SMS-based learning is another development in the use of wireless technologies in education; which receiving wanted text messages supports learning outside of classroom and helps learners benefit from their teacher's experimentation with mobile technology. Game-based learning is another theme for mobile learning in which learning materials are designed to be integrated with aspects of physical environment. In such environments, learning activities are facilitated using the mobile technology which serves as a link between the real world of knowledge and the visual world of the

game. Time Lab, for instance, is a game about climate change and its effects. Players succeed to get information about the introduction of possible new environmental laws via their mobile devices in different locations as they progress in the game. They will later discuss the results of the game in the classroom.

The m-learning games can also be used to teach second language skills such as vocabulary, pronunciation, grammar, listening and reading comprehension and spelling. According to Canny, cell phones offer an ideal platform for learning since they are ubiquitous, affordable, compact and wireless. The researchers of the project MILLEE at the University of California (UC Berkeley) concentrated on simple English language skills and designated a series of games that constitute a curriculum equivalent to an ESL course. They tested their cell phone-based learning games in North India. They reported that the game play can produce significant learning benefits, and this type of learning will enhance student's basic skills and provided clues to the sustainability and scalability of their approach Microsoft research program approach.

Mobile phones

Many researchers were so interested in MALL approaches that they have attempted to provide some strong supports to conduct further studies on this discipline. Today, mobile learning is easily possible by delivery of various learning materials or content to learners through mobile devices. Various activities are related to language learning are supported by mobile devices among which we can name SMS, internet access, camera, audio/video recording, and video messaging (MMS). Different activities are supported and can be performed by various mobile devices depending of the model and facilities of the device. One of the advantages of mobile learning is that collaborative learning is very encourages in this kind of learning. That is, different learners are able exchange their knowledge, skills and attitudes through interaction. Collaborative learning helps the learners to support, motivate and evaluate each other to achieve substantial amounts of learning, the property which is almost absent in other kinds of learning. One can attain a good collaborative approach simply by using a mobile device as an environment for learning, which is, of course, highly dependent of the users than the devices. Devices, in fact, act as pencils and calculators which are the basic equipment in the learning process of a student. What is important, here, is the communication between the learners, as an important factor in language learning is the interaction in the target language. There are different

mobile devices in the market compatible with the needs of different users. The basic activities can be performed by many mobile phones. However, for language learning, the cost and technologies related to the mobile devices should be taken into consideration. Learners can use their customized mobile devices for language learning based on their own abilities.

MOBILE-ASSISTED LANGUAGE LEARNING (MALL)

When, in 1973, the mobile devices were invented for the first time, no one ever thought some day they would become an important part of routine life. As soon as the mobile phones became a crucial part of our lives, there felt a need for using them in language learning tasks.

These days mobile devices such as PDAs, phones, and other handheld devices, are used everywhere for doing everything ranging from voice calling to making short message, video chat, listening to audio (Mp3, Mp4, Mpeg), web surfing, shopping, and the like. Apart from these benefits, mobile devices have increasingly grown toward becoming tools for education and language learning, and all its users from teachers or students are getting used to this environment to make education as ubiquitous as possible. Moreover, the emerging of Internet made open and distance learning a means of receiving education from all parts of the world. In a short period, the attractiveness of distance learning led to the realization that various mobile devices provide a very effective resource for education. This way, many researchers tried to make mobile devices a rich resource for teaching and learning. It was, in fact, a challenging affair to cover learning tasks by a mobile phone.

MALL deals with the use of mobile technology in language learning. Students do not always have to study a second language in a classroom. They may have the opportunity to learn it using mobile devices when they desire and where they are. As learning English is considered a main factor for professional success and a criterion for people to learn English is one of the strategic educational goals towards improving the students' achievement and supporting differentiation of learning needs. There are many researchers and development towards the use of wireless technology for different aspects of language learning. In the following lines it has been tried to demonstrate the benefits of using mobile phones in learning English as a second language. Areas of mobile-based language learning are diverse among which the most common ones are vocabulary, listening, grammar, phonetics, reading comprehension, etc.

Goal Theory

Firstly, Goal Theory is a foundation that has always been a significant aspect in language learning. In fact, Tremblay and Gardner (1995) recommended the concept of goal salience be regarded as a core component to any research on learner motivation in the EFL or ESL classrooms which aims to determine success in L2 language learning. In turn, the concept of goal salience involves the composite of specifying the learner's goals and the frequency of goal-setting strategies used. Moreover, Pintrich and Schunk (2002) said, "Goal theories is the most active area research on student motivation in classrooms and it has direct implications for students and teachers".

A model of L2 motivational theory

Dornyei and Otto (1998) proposed a model of L2 motivation which aims to design motivational strategies for classroom interventions in second language (L2) education. This model generates three dimensions of action sequence: preactional phrase, actional phrase and post actional phrase. *Preactional Phase*

Preactional Phrase

The preactional phrase is to refer to the time when a learner chooses and decodes actions. This phrase is comprised of three sub-phrases: 1) Motivational influences on goal setting that includes wishes and hopes, desires, and opportunities. 2) Motivational influence on intention formation is refer to motivational movement when the learner is actually taking action and 3) Motivational influence on initiation of intention enactment that includes intention, start condition, and means and resources. Locke and Latham (1990), for example, said, "Believing" or "realizing" that a goal is desirable and reachable does not automatically force an individual to act. The individual must choose to put them judgment in action."

Actional Phrase

The actional step is a major motivational process of "Executive motivation", the motivational movement when learners are actually taking action. This phase is comprised of three basic processes: subtask generation and implementation, a complex ongoing appraisal process, and the application of a variety of action control mechanisms.

The first process refers to learning behaviors properly and starts with implementing subtasks that were specified by the action plan. However, the quality of subtask generation and accompanying setting of subgoals that is the one of the principal indicators of effective learning.

The second important process is appraisal to evaluate multitude of stimuli one receives from the environment and action outcome by comparing actual events in multilevel nature. Dornyei and Otto (1998) said, "the basic unit of language learning behaviour is participate in language tasks and these task are embedded in number of physical and psychological contexts of various breadth such as the language class, the course, the L2 as a subject matter, language learning in general, learning in the classroom in general learning in particularly situation, and achievement behaviour in general". For example, during the performance a particular task can easily be generalized to the whole language course such as "I'm just not good at English language" or "I'm not quite good computer." Therefore, the person's appraisal of only one level can be transferred to a broader or narrower level.

The third significant process is actional control. Corno (1993) pointed out, "as a dynamic system of psychological control processes that protect concentration and directed effort in the face of personal and/or environmental direction." This process describes the influence of the learner's reception of various stimuli during the advance of the action process.

The final process is controlled by the learner's self-regulation. This is particularly important from an educational point of view because as Wong and Csikszentmihalyi (1991) have found, "studying and school work in general are considered among adolescents' to be rewarding activities.

Postactional Phrase

The Postactional evaluation is different from the ongoing appraising process. Dornyei and Otto (1998) said, "During this phrase, the actor compares initial expectancies and plan of action to how they turned out in reality and form casual attribution about extent the intended goal has been reached". Therefore, this phrase is regarded as motivational retrospective (Dornyei, 2003). The experiences during this phase will strongly influence the learner's further actions.

Self-Determination Theory

Deci (2002) proposed Self-Determination Theory that is a theory of motivation to support intrinsic tendencies to behave in effective ways. The theory proposed by Deci and Ryan (1985, 2002) has been featured prominently in motivational psychology over the past four years. Both researchers are well known international scholars in self-determination theory. This theory focuses on intrinsic motivation and extrinsic motivation. Extrinsic motivation refers to external stimulus elements in language learning that encourage the individual towards L2 development such as improving language ability to get a job or to provide family support. Intrinsic motivation is an internal stimulus to learn a language for reasons of personal ambition or self-determination, especially in relation to career satisfaction. For L2 motivation, Dornyei (2001) provides the concept of self-determination theory that provides a systematic framework on how to set L2 learning goals and also how much autonomy an L2 teacher should provide for motivating an L2 learner.

Formal Theory: SDT's Five Mini Theories

Deci (2002) has provided Formally Theory in to SDT's five mini-theories. They were developed to engage the motivation based on phenomena. Therefore, they address one facet of motivation or personality functioning. I will describe SDT's five mini theories shortly.

1. Cognitive Evaluation Theory (CET) concerns intrinsic motivation and is based on the satisfaction of behaving "for own sake". Specifically, it addresses the effects of social contexts on intrinsic factors such as rewards, interpersonal controls and ego- involvements which impact intrinsic motivation and interest.

2. Organismic integration Theory (OIT) engages extrinsic motivation that is concerned with outcomes extrinsic to the behavior itself that includes external regulation, introjections, identification, action taking or punishment/rewards and integration. Moreover, it also includes people either resisting, partially adopting or deeply internalization values, goals or belief systems.

3. Causality Orientation Theory (COT) elaborates individual differences in people's tendencies to orient toward environments and regulate behavior. It focuses on rewards, gains and interpersonal or motivated orientation characterized by anxiety concerning competence.

4. Basis Psychological Theory (BPT) describes concepts of evolved psychological needs and relation to language learning and teaching. This concept will be applied in the present research to investigate the basic L2 motivation in relation to MALL through an on online context with a cell phone.

5. Goal Concern Theory (GCT) regards distinctions between intrinsic and extrinsic goals and their impact on motivation. Extrinsic goals refer to external stimulus elements in language learning that encourage the individual towards L2 development such as improving language ability to get a job or to provide family support. Intrinsic motivation is an internal stimulus to learn a language for reasons of personal ambition or self-determination, especially in relation to career satisfaction.

Furthermore, Noel et al, (1998), hypothesized that application of self - determination theory would make it possible to predict L2 learning outcomes. In addition, they said that "the outcomes of this study are rational evidence fro appropriateness of the application of self-determination theory of L2 learning because the study reported that the more learner had high intrinsic motivation, the more learners aimed to achieve high scores and actually met their objectives or good scores".

Mobile Assisted Language Learning (MALL): Language knowledge in hands

Mobile learning or MALL has often defined in terms of use of mobile technologies, as Kukulska & Shield (2008), stated that "Mobile learning is undergoing rapid evolution. Early generation of mobile learning projects tented to propose formally-designed activities by educators and technologist". However, typically, M-learning is identified by being available "anywhere and anytime" and "any educational provision where the sole or dominant technologies handheld or laptop devices" in the use of mobile devices to support language learning, (Traxer, 2005).

Mobile Assisted Language Learning applications as: A technology-driven pedagogy

Mobile phone and Tablet PCs

Chinnery (2006 p. 10) has stated, "the dimensions of cell phone have waned as much as their abilities have waxed. Common features of these now include Internet access, voice-messages, SMS text-messaging, cameras, and even video-recording. In language learning all of these features enable communicative language

practice, access to authentic content, and task completion".

Thornton and Houston (2002; 2003; 2005; as cited in Chinnery (2006, p. 10) developed several innovations in language learning at a Japanese university which focused on providing instructional activities by SMS including vocabulary in three time a days and also emailed students a short mini lesson sent in discrete chunks so as to be easily readable on cell phone screens. Their students were received five vocabularies per week, recycled previous vocabulary and used vocabularies in various contexts. The participants were tested biweekly and compared to groups that received identical lessons via on Web and on paper. Their finds had shown that the SMS participants learned over twice the number of vocabulary words as the web students, and that SMS participants improved their scores by nearly twice as much as participants who received their lessons on the paper. They compared groups among attitudes between SMS participants and participants who received vocabulary on the paper, and that found that the vast majority preferred the SMS instruction, wished to continue such lessons, and believed it to be a valuable teaching method.

PDAs/Handheld computer

Personal Digital Assistants, (PDAs) are commonly associated from mobile-learning to promote second language acquisition with access to web-based video clip explaining glossary, conversation, and grammar in communicative context. Chinnery (2006, p.12) mentioned that PDAs also offers multi types of uses, including internet and wireless access, therefore file-sharing between teachers and amongst students themselves through face book should be taken into account.

As such, foreign courses at the University of Wiscounsin, Madison Chinnery (2006, p.12) illustrated wireless handheld computers for various classroom activities such as developed web-based grammar and vocabulary exercises to be accessed with the handheld, which allowed the learners to integrate technology activities into the classroom.

Previous research perspectives on L2 motivational education and Computer Assisted Language Learning

This section introduces several researches in online context learning and L2 motivational education. Therefore, this section summarizes nine studies to examine the framework of motivational studies in online environmental learning.

Firstly, Study by Warschauer (1996) researched in a quantitative study and how learners showed their motivation when using computers. He surveyed 167 ESL and EFL students in academic writing classes within twelve universities in the U.S., Hong Kong, and Taiwan. Several teachers instructed these classes. Motivational stimuli of CALL application and computers were used for communication and writing. To survey the motivational factors, teachers asked students to answer a questionnaire during one normal class period. The questionnaire asked about the students' feelings concerning the use of computers in language learning, the use of a word processor, or computer mediated interpersonal communication. This section also asked about their general feelings concerning computer use for language learning. In the analysis, several elements were assessed: students' responses towards computers (positive/negative), the categorization of questions, effect of personal background, and students' different perspectives on Computer Mediated Communication (CMC) based on background and the classes they attended.

Additionally, Warschauer (1996) provided three finding in his research conclusions. Firstly, students showed positive attitudes towards using computers in writing and communication, regardless of their background (including computer skills), within both ESL/EFL classes. Secondly, the factors that influenced students' motivation positively were their beliefs in the communicative advantages, control of learning context, and learning effectiveness. And thirdly, teachers could increase students' motivation using computers – especially when they carefully planed the activities and the aims of courses.

In my view, the Warschauer study and conclusion support my study and also have a similar idea to raise teacher's perception to increase students' motivation using computer and focus on actually language tasks to suit learners' needs and the aim of the course.

Secondly, Felix (2005) criticizes a through discussion on strengths and weaknesses in CALL research. The strength is that learners' overall perceptions of CALL are positive if they are provided with stable technologies and receive good support in order to deal with the technology (Felix 2005). However, the weaknesses

are misleading titles; poor previous research, poor choice of variable to be investigated, overambitious reporting with learning process and technical difficulties interfering with learning process.

Thirdly, Garcia and Arias (2000) compared paper-based tests and computer-based tests in terms of motivation and learning outcomes. There were 60 L2 learners at the Extremadura University (Spain) as informants, of which nine were elementary, 36 were lower intermediate, and 15 were intermediate. In the research, a pre-test and post-test were conducted. The participants were divided into two groups: the students in one group were given print-oriented multiple-choice test, and those in the other group were given the computer-oriented one. The print-oriented multiple-choice group was given a paper-based test. Students were able to get feedback from their teacher. Motivational Stimulus was given CALL application and students were allowed to use (paper-based) dictionaries, a grammar book, and a reference or exercise book to check their answers after they received their results. The computer-oriented multiple choice test had similar arrangements to the written test. However, students received feedback by computer, and also got references from computer software and an Internet site. The test asked questions relating to the following linguistic knowledge: some grammatical (syntactic) aspects, vocabulary, and pronunciation. For validity reasons, students were separated into two groups, and took the same type of test in the pre/posttest. Tests were conducted over 90 minutes. In the first 15 minutes, the students took the test, and then the teacher, after which students used the remaining time to expand their knowledge based on their interests, and gave the answers.

The results showed that students used references more under computer-oriented settings than under print-oriented settings. In addition, students who took the computer multiple-choice test took extra exercises compared to students who took the print-based test. Garcia considered that this outcome was the result of interactivity and accessibility of information from the computer-based environment that made students motivated to get more consultation, which was evidence that CALL worked better in terms of motivation.

Fourth, similarly, Ayres (2002) concluded that learners appreciate and value the learning uses computer and /or web site resulting in high validity for CALL and/or WBLL. Otherwise, language learners who see CALL/WBLL as an important session of the course will also have high motivation and the perceived needs of WBLL. Margaret and Gardner (2003) disclosed a positive relationship between five classes of variables such as attitudes towards the learning situation, integrativeness

motivation, instrumental orientation for teaching and learning and achievement in foreign language as well as motivation and attitudes that are related to the successful of web-based language aspect.

Fifth, in addition, Chapelle (2003) characterizes three kinds of research in Computer Assisted Language Learning and/or web-based language learning, with respectively a focus on software, on the learning task or task pedagogy and on the language learners. And Vandewaetere and P. Desmot (2009) said, "Only a few studies focus on learners and their interaction with the task and presented software and even smaller part of research takes into account the individual differences between using an electronic learning environment". In particular, what are the individual differences? The most significant aspects are personal attitudes to affect individual usage of information technology and understanding of users attitudes. This includes language learners and/or language instructors support and the creation of appropriate CALL or WBLL-applied for language teaching and learning in EFL/ESL classrooms (Desmot, 2007; Liaw Huang&Chen, 2007).

Sixth, Jarrell and Freiermuth (2005) investigated how internet chat in language classrooms stimulated learners' motivation, especially their willingness to communicate. They conducted this research by observing 69 students (26 first year students and 43 second year students) at a women's university in Japan. Students were divided into two large groups and each group was separated into smaller groups during the class for discussion. In the first week, face-to-face conversation was held in one group, and computer mediated conversation in the other. Both groups were given the same topics for conversation. The second week, the settings of the motivational stimulus of the CALL application were reversed – the group that held face-to-face conversation in week one participated in computer mediated conversation in week two. After experiencing the two different types of conversational style, students answered a questionnaire that asked which style they favoured as a conversational setting.

After this research, Jarrell and Freiermuth (2005), received 39 answers from the students (this also means 40 students did not answer it). The results of the analysis showed that most of the students preferred the internet chat based conversation for several reasons: internet chat provided time to consider, it kept anonymity (students did not have to be concerned with the senior/junior relationship), it prolonged communication between students, and it made students feel more relaxed than face to face. Therefore, internet chat stimulates students' motivation in a classroom. The result also implies that since an internet chat

environment supported their production of output and the improvement of students' Willingness to Communicate (WTC), which refers to the learners' temporal desire to use L2 based on the given situation with more triatic conditions (such as learners' character and social situations).

Seventh, Sakai (2007) regards to socio-educational models and self-determination theory that can express the motivational condition before the action to achievement and be suitable to frame and describe motivational transfer during a certain L2 task in a macro dynamic of L2 motivational aspects. In ontrast, self-determination theory suggests describing a micro level of motivational mechanism to emphasize on function of motivational movement over a short time period of synchronous and asynchronous tools. In addition, the flow theory, which describes the motivational movement as the continuous the process of perception of task flow and improved performance, is used for analyzing the dynamics of L2 motivation in tasks which can be applied to mode of web-based delivery in relation to   procedural tasks.

Eighth, Elmaziye Ozgur Kufi et al. (2009) conducted research related to the effectiveness of the most recent web-based tools (Web 2.0) from the student perspective in learning English. This study employed a survey method to examine the perception of first year students at EMU by concerning the use of an interactive approach through web-based environment in learning English. Similarly, an educational shift can be observed in the use of technology resources. Due to the development information technology has provided the learning opportunities beyond the classroom and an educational context has changed the role of Web 1.0 for creating web sites as "Web-as-information-platform". Currently, conceptions of Web 2.0 have changed web sites into a "Web-as-participation platform", and seem to be the preferred educationist (web 2.0).

Therefore, the significant study of web based language learning context research adds the emphasis on the language learners and their attitudes towards WALL and ensures against failure and allows adaptation (Merisuo-Storm, 2007). In my opinion, the positive attitudes of language learners toward WBLL can raise learners' motivation and assist language learning. As individuals' attitudes on web-based language learning become more positive, they will have greater behavioral intention to use it (Liaw, 2007).

Motivation Research and CALL

Motivation-related CALL Studies

Since this study which investigates the students' motivation in a CALL context, it is necessary to review the possible connections between motivation studies and CALL research. Based on the review of the major theoretical and empirical approaches to L2 motivation, it is apparent that most of the motivation studies have been carried out in the traditional educational context, that is, without technology integration. However, this is contradictory to the current trends of technology applications in the language classrooms in the past two decades. Especially, with the claim that technology integration has the potential to increase students motivation (Ushida, 2005; Warschauer, 1996), it is so surprising to find that only a few empirical studies have systematically explored motivation in the CALL context. Some studies have addressed motivation as either a subcategory of affective factors or a by-product of technology applications, thus not giving the attention it deserves (e.g. Gruber-Miller & Benton, 2001; Jiang & Ramsay, 2005; Stepp-Greany, 2002; Strambi & Bouvet, 2003; Weasenforth, Biesenbach-Lucas & Melono, 2002).

The only two exceptions that the researcher has discovered in the process of reviewing the relevant literature are Ushida (2005) and Warschauer (1996), which have explicitly and extensively focused on motivation in CALL contexts. In the following, the two exceptional studies as well as a few other existing studies which have included the discussion of motivation in CALL context are reviewed. However, all of the studies reviewed here have been conducted prior to the proposal of the L2 motivational self. Thus, the theoretical approaches adopted or key terms used in these studies are mainly from the earlier approaches in motivation research. The studies are reviewed in chronological order, with the purpose to examine the history and development of motivation research in the CALL context in the past two decades or so.

Warschauer (1996) was one of the first few that focused on the impact of the CALL context on students'motivation. This survey study collected data from 167 university students in 12 ESL and EFL writing classes in the United States, Hong Kong, and Taiwan with a questionnaire created by the researcher. All these classes had CALL components in which students used computers for writing (e.g. word processing) and for communication (e.g. emailing the teacher and classmates). In the introduction, Warschauer briefly mentioned the different lines of studies in L2 motivation research and summarized the major inadequacies of the social

psychological approach to L2 motivation research, which he referred to as the traditional framework in this area. Even though he did not explicitly mention which approach he was adopting, the three research questions apparently focused on the situation-specific aspects of motivation, similar to those in the framework proposed by Dörnyei (1994). The first research question addressed the effect of context-specific factors (i.e. computer-assisted writing and communication context) on motivation, the second research question the effect of student-specific factors (i.e. student background) on motivation, the third research questions the effect of class-specific, teacher-specific, SL- vs. FL- specific factors on motivation. The findings from this study (Warschauer, 1996) indicated that students generally had a positive attitude toward the computer-assisted writing and communication context. Students' previous knowledge and experience with computer and e-mail were shown to be positively correlated with motivation in the CALL context. That is, students with more computer knowledge and more previous experience with email were generally more motivated in using computers and emails for learning. Class- and teacher-specific factors, such as how the teachers integrated the computer-based projects into the overall structure of the course, did result in differences in motivation. Regarding the difference between SL and FL contexts, FL students' motivation in the CALL context was shown to be significantly higher than the SL students. But Warschauer suggested that this might be due to the different activities used in the SL and FL classes, thus still demonstrating class-specific differences rather than the general SL vs. FL context differences. A factor analysis of the questionnaire items revealed three themes that emerged from the factors that were thought to contribute to motivation in the CALL context:

1. Communication, which motivated students to communicate with other speakers of the language in the other parts of the world;

2. Empowerment, that is, students felt that the CALL context helped to enhance their personal power and made it less threatening to write in the target language; and

3. Learning, by which students indicated that with computers their learning was faster and more creative.

In addition, Learners' motivation can be beyond the traditional social psychological framework in that they are neither integrative nor instrumental motivation. As Integrative motivation associated with L2 speakers are interactively motivated while learners who are interested in functional goals such as getting a good grades or passing an examination

In my opinion, they are associated with the specific learning context. Gruber-Miller and Benton (2001) investigated the application of a MOO (Multi-user Object-Oriented) project in Latin courses and collected data from students' daily journals and evaluations at the end of the course. They found that students in their open-ended comments mentioned that MOO was motivating. Three themes emerged from their comments: (a) it provided a different learning resource from the textbook; (b) the visual and spatial aspects helped them learn Roman culture with a new prospective; and (c) it was fun to learn with MOO. It is an inadequacy that Gruber-Miller and Benton did not explicitly mention any theoretical frameworks or previous studies on motivation in this study. However, from the three themes they identified about motivation, it is reasonable to relate this study to stimulus appraisal theory in that the first two themes can be related, to some extent, to novelty, and the third theme to pleasantness. Stepp-Greany (2002) was a large scale survey study on student perception of the technology components. Data were drawn from a total of 358 students from 20 sections of the first and second semester Spanish classes. The technology applications used in these classes included internet activities, CD-ROM, electronic pen pals, and threaded discussions. There was no explicit statement about which theoretical framework was used, but from the fact that the researcher identified language proficiency level, class activity type, structure of curriculum, etc. as the factors which might have impacted student motivation and that she used findings from Warschauer (1996) to back up her discussion, this study seemed to be more in line with the current approach than with other approaches in L2 motivation research.

Conclusion and further development

The rising speed of mobile technology is increasing and penetrating all aspects of the lives so that this technology plays a vital role in learning different dimensions of knowledge. At , a clear present shift from teacher-led learning to student-led learning that m-learning allowed causes the students feel using the technology more effective and interesting than before. In fact, we can provide a richer learning environment through mobile phones for our language learners. Though many researches have been carried out towards MALL technology as a growing field of study in language learning, there are still so many works left to be done and a large amount of information to be uncovered. Moreover, the methods with the help of which mobile device technology can be used to provide a more robust learning

environment have to be further improved. The ways through which the barriers of CALL have been removed can help the MALL technology to grow with less effort and cost. Some language skills such as speaking and listening skills are mobile-based activities need some further improvements due to the hardware weaknesses. Mobile-based learning or m-learning faces many challenges, but it has grown in exponentially in spite of all its problems to provide a better environment for language learning. Mobile learning technology, however, has a rapid pace of development from a teacher-learner text-based approach to a forthcoming multimedia supporting technology. In addition, podcast lectures and digitized audio comments made the online interaction between teachers and learners possible in a more convenient way without any time and space limitations. Although going through language activities on mobile phones may take longer time compared to computers, the learners feel a greater sense of freedom of time and place, so that they can take the advantage of spare time to learn a second language when and where they are. Mobile technology gets learning away from the classroom environment with little or no access to the teacher, though the learning process can hardly be accomplished without a teacher's direction or guidance. As the demand for acquiring a foreign language increases and the people time for more formal, classroom-based, traditional language learning courses decreases, the need felt by busy users for learning a foreign language through MALL will inevitably increases. In other word, MALL can be considered an ideal solution to language learning barriers in terms of time and place.

According to Yamaguchi, "A computer is better than a mobile phone or handling various types of information such as visual, sound, and textual information, but the mobile phone is superior to a computer in portability. Further, some students do not have their own computers." There are some limitations in MALL approaches which are hoped to be handled with some future works, since the discipline has high potential for further development and improvement. Enhancing mobile devices with video and voice chat features will make such MALL-based technology more efficient both for the teachers and the students, as the teachers can use voice or video chat to provide their students with learning material and receive their feedback. Further research and experiments on MALL- based techniques should be carried out for different languages having different properties. Arabic and Persian languages, for example, are written from right to left and Chinese language is written both from right to left and from left to right. As a result, mobile devices need to be so devised to be more compatible with such languages with different orientations, making the scope of these devices usage greater than before.

Chapter 3
Research Methodology

Introduction

The previous chapters have provided a background to this study and a description of the objectives. This chapter presents the research methodology undertaken in this study by providing details of the epistemological setting, research approach, and data collection strategies. Also included is an analysis of the data in relation to the central research questions of the study. The primary purpose of this study is to undertake an intervention into two key components of spoken language development: instruction and assessment. The intervention will adopt MALL to support developmental English language, and L2 motivation to understand learner's attitudes through Mobile Assisted Language Learning.

In discussing the basis for, and nature of the current research project, I will adopt basic psychology motivation and Mobile Assisted Language Learning (MALL). This work argues that researchers need to characterize their research in terms of mobile activities in order to assist and facilitate learners success in language learning, in particular speaking skill development in EFL context.

Aims of study

1. This research is to investigate the development of undergraduate learners' motivation with respect to their perceived successes and failures in Mobile Assisted Language Learning (MALL).

2. This present research is to investigate an interpersonal motivation toward various Mobile Learning Activities in order develop different aspects of language learners competency.

Research Questions

The survey research methodology employed in this study is designed to examine two research questions.

1. Which learners' attitudes are affected to Mobile Assisted Language Learning activities use?

2. Which mobile activities can motivate learners to enhance language learning which are similarly most and less?

Participants

This research used purposive sampling of subject handpicked by the researcher based on the basic of his /her own estimate typicality, (Dunan, 2010, p. 128) 149 learners who will enroll in English major who used mobile smart phones. Tablet PCs and IPADs for communication in daily life were selected. The Researcher will select one hundred who have experience in web based language learning and/or mobile social network communication.

Research methodology

A mixed mode research method was applied in the study to adopt the questionnaire with open-ended responses a set of prepared guiding questions and prompts, (Dornyei, 2001). The researcher divided this methodology into 2 steps as follows:

Mobile assisted language learning activities

Step 1 Deliver M-activities

The one hundred and forty nine respondents will engage in approximately five Mobile learning activities a week for 4 weeks. The M-activities will be selected delivered by the researcher.

The researcher developed the mobile activities for language learning, including vocabulary with definitions, illustration sentences use in context, and encompassing video clips, conversation pattern drills, language form and, quizzes through Face book, specifically for mobile technologies.

Devices	M-Activity(s)
Mobile phone	**SMS**
	1. Vocabulary and vocabulary use in context
	Face book application
	2. Conversation pattern drill
	3. Language form
	4. Sample and stimulated Video clip
	5. Quizzes (pre and post)

Step 2

After the participants are received the five activities each week they will be invited to participate and to the questionnaire to identify their motivation and probe, with open-ended questions, their setting area.

However, the respondents are able to respond using their mother language Thai or English. After that, the respondents will be translated in English language. Ethically, all response will be volunteers and assured that confidentially of their answers will be only used in this research.

Instrumental research

Mobile Assisted Language Learning (MALL) and L2 language motivational approach are going to be combined and used in this present research. Research instruments consist of two main types as follows:

1. 5 M-activities will be based on the course description of the subject of English for communication as subject code 1500110 (see appendix C) and will apply MALL to design them.

Five M-activities will value learners' attitudes toward M-activities that based on MALL approach and based on the courses outline of English language courses in Suan Dusit University and will be applied in the investigation of the courses described below: English for communication (code 15500110)(see Appendix C)

"This course is designed to enable students to communicate in English within the conversational context of everyday activities. English listening and

speaking skills with particular attention to grammar, vocabulary related to communicative purposes and proper pronunciation and the cultural aspects of communication are also includes. Students are encourages developing their English skills through both form-focused and meaning-focused activities."

In order to maintain motivation of learners are the main study will elicit particularly answer on issues of Motivation theory. Thus, the researcher will assess the participants after they have finished the five Mobile learning activities. The researcher will conduct this during the first academic semester.

2. Questionnaire and open-ended questions investigate attitudes of language learners in mobile learning activities. The format is open-ended and interviewees are encouraged to elaborate on the issues raised in an exploratory manner and a set of prepared guiding questions. The researcher will apply about six questions to elicit learners' attitudes toward the five M-tasks.

Indices of consistent innovation and experiment with behavioral objectives of questionnaire

As a result of bringing three together experts, each figuring the content validity, **is** calculated from the correspondence between the measurement points on the question created with course description of English for Communication (1500110) (see appendix C). The index shows the correspondence between the IOC and objective questions. (Item-Objective Congruence Index: IOC) will be evaluated by experts with the three levels

+1 = Consistency or innovations that ensure the measurement or test the behavioral objectives.

0 = not sure that innovation or tests that measure the behavioral objectives stated .

-1 = Inconsistent or ensure that innovation is not an examination or measurement purposes.

Behavioral stated IOC acceptable to have a value of 0.50 or more.

The formula

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

IOC   The index is consistent with the purpose of the exam.

R   =   Is the expert

ΣR =   Is the sum of the individual experts.

N   =   The number of specialists

Data analysis

Analysis of questionnaire data

Statistical analysis was done using the SPSS package. Factors are analyzed to determine relationship and categories among both mobile language learning activities and motivational 5 scales. The data will be put into the computer and then will be analyzed. Descriptive statistics (mean, frequency and standard deviation), ANOVA techniques were used to examine differences in variables of interest across a variety factors, all data will be carried out for all items involved in this research study.

Chapter 4
Findings

This chapter will present the findings and results that are based on the aims and research questions of study as follows:

1. This present research investigates the development of undergraduate learners' motivation with respect to their perceived successes and failures in Mobile Assisted Language Learning (MALL)

2. This present research investigates how interpersonal motivation toward mobile Learning Activities contributes to language learning in the different aspects of language competency.

Research Questions

The present research methodology employed in this study is designed to examine two research questions.

1. Which learners' attitudes are affected by Mobile Assisted Language Learning activities use?

2. Which Mobile activities can motivate learners to enhance language learning?

Results

1. Mobile learning affecting motivation of English language learning

Comparison between the mean scores of the questions on the questionnaire illustrated that students were strongly motivated in most of the questions; the top five of the highest MALL activities questions were 1) getting feedback from a teacher through mobile communication (M=3.69), 2) practicing conversation in conversation in various contexts through mobile devices (M+3.65), 3) receiving SMS in English language (M=3.46), 4) practicing speaking skill and language pattern due (M=3.42), and 5)watching VDO clip in English language learning through Mobile Assisted Language Learning (MALL) (M=3.42). It was shown the students' motivation was moderate for only one question that was listening to a conversation from mobile communication. With the overall means score of 3.27, respondents have quite high attitudes that were affected to Mobile Assisted Language Learning (MALL) activities use.

Table 4.1 The overall means on the activities toward preference mobile communication.

Part 1 Preferences Mobile Learning Activities		
Statements	Mean	SD
SMSs about English language learning are the motivational language activities.	3.46	0.58
Watching video clips through mobile phone, PDAs and/or Tablet PCs are the motivational language	3.42	0.81
Practice speaking skill and the language from pattern drills through mobile phone, PDAs and/or Tablet PCs is the most motivational language activities.	3.42	0.64
Practice conversations in various contexts through mobile phone, PDAs and/or Tablets PCs are the motivational language activities.	3.65	0.69
Listening stimulated VDO clips in various situations to practice speaking skill are the motivational language activities.	2.69	0.84
Read the story through your mobile phone and PDAs and tablets PC is the motivational language activities.	3.04	0.66
Doing quizzes over your mobile phone, PDAs, and tablets PC are the motivational language activities.	3.12	0.86
Asking and discussing with teacher through mobile phone communication or social network systems, e.g. Facebook is the motivational language activities.	2.92	0.80
Getting feedback from the teacher through mobile communication or social network, e.g. Facebook, email are the motivational language learning activities.	3.69	0.55

2. The learners' attitudes toward Facebook mobile communication.

Comparison between the mean scores of the questions on the questionnaire illustrated that students were strongly motivated in most of the questions; the top five of the highest motivated questions among their attitudes were

1) I enjoy when I can spend time outside classroom to study English through Mobile learning activities (M=3.88).

2) I prefer to spend much time outside classroom to self-study English M=3.85).

3) Online communications through social network are the waste of time, because I really need to learn in the class only (M=3.81). 4) I don't prefer much time outside classroom to study English anymore (M=3.77). 5) I don't prefer much time outside classroom to study English anymore (M=3.62). With the overall means score of 3.43, respondents have quite high motivation that was affected to Mobile Assisted Language Learning (MALL) attitudes.

Table 4.2 The overall means on the attitudes toward preference mobile communication Activities.

Statements Part 2 Attitudes towards Mobile Assisted Language Learning		
	Mean	SD
Mobile learning activities are the most useful when emphasis are put on speaking practice.	3.19	0.57
Online communications through social network are the waste of time, because I really need to learn in the class only.	3.81	0.40
I prefer an English classroom in which there are lots mobile support activities that allow me to participate actively.	3.35	0.56
I prefer to sit and listen in the class, and don't like being forced to participate mobile learning activities outside classroom.	3.42	0.58
I always learn from my mistakes in using English on mobile learning activities by trying to understand the reasons from them.	3.31	0.55
When I do not understand a word in something I always search the unknown vocabularies from the internet.	3.54	0.58
I am enjoyable when spend time outside classroom to study English through Mobile learning activities.	3.88	0.59
I prefer spend much time outside classroom to self-study English.	3.85	0.67

Table 4.2 The overall means on the attitudes toward preference mobile communication
Activities. (cont.)

Statements	Mean	SD
Learning activities on social network systems promote social communication of a different kind.	3.77	0.71
I will need to learn to use social network systems to learn English because communication via social network systems is a new skill in today's globalized world.	3.62	0.62

Conclusion

Therefore, success in learning through Mobile Assisted Language Learning
(MALL) will determine one's of future learning style progression. The students will
like English and make more communication on social network systems or via mobile
devices. The students had become more motivated to learning English via mobile
activities, and it can motivate learners to enhance language learning.

Unit 5
Discussion

Introduction

Results of the study showed that the motivation of the learners had high motivation towards Mobile Assisted Language Learning. The students who performed well in English course seemed to hold high on attitudes toward activities.

This means that the grades obtained by the students are more likely related to their background knowledge and attitudes rather than their motivation. In addition, their high motivation raise them get a better performance in their English language learning. They are slightly more instrumentally motivated than integratively motivated. In spite of the World Englishes or lingua franca of today's world in establishing foreign relations, it is simply neglected in Thailand, therefore SDU students don't have the opportunity to benefit from native speakers' language teaching.

According to responses collected in the questionnaire, one of their responses as they mentioned, getting feedback from teacher through mobile communication (M=3.88), was the highest items toward the activities preferences mobile communication. However, to maintain the students' positive attitudes toward and motivation to learn English via mobile devices or Mobile Assisted Language Learning (MALL) and motivation to learn English and ultimately improve their English proficiency, it might be beneficial for the universities to offer additional course to learn English with a native community and English MALL contexts throughout the university years so non-English majors because in the limited hours for instruction normally do not have the chance of learning English. This is especially true for the most favored skills of listening and speaking, as the program is not designed to do this on MALL.

Better systems to support the new environment toward Mobile Assisted Language Learning (MALL) may emulate what's app program which the students can upload easily and costs less money. If the university also has a better realization of English language as an international language and understands its different variations and the effect of the native language on them then we can have a better plan for future consideration of Mobile Assisted Language Learning in the language setting and the standards for it. Recognizing learners' motivation can be easily achieved by preparing learners for examination and focusing more on practical skills such as how

communicative with other people when travelling abroad.

On the other hands, for their interests and motivation toward Mobile Assisted Language Learning activities can be done by various activities such as giving some online stories that are based on their lifestyle, geography, literature of ASEAN and native cultural background through an internet system especially via social network systems, or even organizing group-share-chatting for learners who have been to English speaking countries.

How Changing Mobile to Language Learning Contexts

As long as there have been portable audio-video and computing devices, there has been interest in exploring their use in language learning. As portable cassette players yielded to iPods and MP3 players, the new capabilities of the hardware led to enhanced use of audio-based leaning such as language podcasts with integrated transcripts. As PDA's (personal digital assistant) became more widespread with the advent of the Palm Pilot and its successors, language dictionaries, e-book grammars, and flashcard programs began to appear. Palm also was the product of some of the first smartphones, which integrated PDA function with new capabilities including SMS messaging, built-in cameras, and voice recording. With a small internal grant, I was able in 2002 to purchase smartphones for each of the participants in a study abroad program in Austria. The picture taking, text messaging, and dual-language dictionaries proved to be very useful, but the main point of having the phones for the students to write travel diaries proved to be problematic as the text input system (T9 keyboard) was too slow and error-prone for writing longer texts efficiently. This kind of issue was not unusual at the time. Five years ago in LLT, George Chinnery (2006) surveyed the state of mobile language learning. He reported on projects using mobile phones for vocabulary practice, quiz delivery, live tutoring, and stylus text entry. In many of these instances, Chinnery reported that technical problems arose due to the limitations inherent in the devices, in particular small, low-resolution screens (problematic for image/video display or even good text reading), poor audio quality (both in phoning and audio playback), awkward text entry, limited storage/memory and slow Internet connectivity. Many of the language learning projects were seriously hampered by these issues. Moreover, the predominant operating systems (OS) for phones and PDA's at the time, namely Palm OS, Windows Mobile, and Nokia Symbian, offered limited features and expandability.

All did allow, however, apps to be loaded onto devices, but they were few in number and limited in functionality. Web browsing was constrained and slow; Web navigation using a mini-joystick or a stylus was awkward and error-prone.

Mobile Learning, Advantages and Disadvantages

Among all modern communication devices, mobile phones are the most powerful communication medium even richer than email or chat as it can act as a learning device despite its technical limitations. With such a learning device the learner controls the learning process and progress in his/her own space based on his/her cognitive state.

Learning through the computer or e-learning enables the learners to learn in a non-classroom environment when they are at home in front of their personal computers online or offline. However, learning through the mobile phone or m-learning provides the learners with the opportunity to learn when they are in the bus, outside or at work doing their part-time jobs. In fact, can learn every time and everywhere they are.

Two main characteristics of mobile devices are portability and connectivity. As for connectivity, designing the mobile system must have capability of being connected and communicated with the learning website using the wireless network of the device to access learning material ubiquitously including short message service (SMS) and mobile e-mail. Portability enables learners to move mobile devices and bring learning materials. The following properties of mobile devices: 1) portability: such devices can be taken to different places due to small size and weight; 2) social interactivity: exchanging data and collaboration with other learners is possible through mobile devices; 3) context sensitivity: the data on the mobile devices can be gathered and responded uniquely to the current location and time; 4) connectivity: mobile devices can be connected to other devices, data collection devices, or a common network by creating a shared network; 5) individuality: activities platform can be customized for individual learner.

The widespread influence of the market increased the popularity of the mobile phone, and this fulfills the need of teachers to provide tools and software for the learners in teaching contexts. Moreover, comparing with other wireless devices such as laptop computers, mobile phones are rather inexpensive having functions as Internet browsers available in most devices. With such inexpensive devices accessible to even the poorest areas and having the functionalities of e-mail or SMS, it is now

possible to transfer information to and from mobile phones between instructors and learners without any difficulty.

Although learning service through mobile devices has some advantages, it has its own constraints, as small screen, reading difficulty on such a screen, data storage and multimedia limitations, and the like. Many of the mobile phones are not designed for educational purposes. That is, it is difficult for the learners to use them for the task given by the teachers to be carried out. This is partly due to the initial design of such devices, and partly due to non-existence of such developed mobile phones. However, those devices which are appropriate for specific learning tasks are too expensive for most of the learners to buy. Thus, teachers should be aware of what kinds of tools learners have, and then set to choose or adapt resources compatible to such tools.

In an experiment, Stockwell (2008) demonstrated that the learners found the activities take too long to complete on the mobile devices, and consequently, some of them preferred to use their PCs to do their assigned tasks. In that experiment many learners indicated from the outset that they did not intend to use the mobile phones for doing their tasks because of the cost of Internet access, the screen size, and the keypad.

Using Facebook on a mobile phone as a supplementary tool for teaching and learning in English Language

Language teachers adopt Facebook application as an informal educational tool for learning outside the classroom or even outside the university to share information in a study group, and ask and questions about how to learn English. Formal education should use the XML and web services foundation course for undergraduates to share useful information related to the course material with others. It also asks users to submit the assignment that assigned students do.

Another use that it can apply Facebook for learning and teaching is programming for android, it will become an interesting to many people who did not take the foundation course in undergraduate level that called Wireless Devices Programming which the most common ones are vocabulary, listening, grammar, phonetics, and reading comprehension.

How to apply Learning Vocabulary

The Vocabulary learning activities are focusing on Facebook application via mobile phone differs from one research project to another, depending on the level of language proficiency of learners. Teachers can give the leaners the option to post the messages on teacher's timeline covering known words in new contexts through amounting nine or ten messages per a day. This activity is very helpful for learning vocabularies. Similarly, teachers can post on teacher's timeline and learners can access via their mobiles two times a day. They use new words in multiple contexts for the learners to infer meaning. The learners will improve ranges of new vocabulary which were very encouraging.

How to apply Listening comprehension

Listening exercises may be considered the first stage in learning an international language. With the creation of an international language generation of mobile phones it is now possible to design a mobile multimedia system for listening skills through listening exercises. A creation multimedia materials Facebooks that uploaded and maintained video materials, and set of multimedia English listening exercise on Facebooks for learners to repeat exercises I English listening in a ubiquitous learning environment. They can attempt to implement the Facebooks multimedia English listening practice system based on capabilities of the mobile technology devices. According to Huang and Sun (2010) designed mobile multimedia English listening exercises system can enhance learners' English listening abilities to a high degree. It is also possible to design a platform in which learners listen to a text by vocal service on their mobile phones, followed by listening comprehension quiz based on text and language proficiency level of learners.

Recommendation for further research

Researchers have reviewed the major theoretical approaches to motivate research in SLA in the past half century. To capture the various components of L2 motivation as comprehensively as possible, Dornyei (2005-2009) has proposed a new reconceptualization of SLA L2 motivation study and a new direction in other psychological aspects. In addition, the further consideration on motivation in MALL (Mobile Assisted Language Learning) context has revealed that most of these studies

have not adopted any theoretical framework in a systematic way, and with more technology integration in to L2 motivation on teaching and learning through social network. As the immediate learning contexts, may play an important role in shaping learners' motivation, as a systematic study clearly guided on the theoretical framework investigation.

Conclusion

The findings of the study present a beneficial picture which establishes that the SDU students in English major were highly motivated toward attitudes and activities via Mobile Assisted Language Learning (MALL). This confirms the researcher's belief that the activities on Mobile Assisted Language Learning (MALL) that apply the internet properly are very important for Thai students. Mobile-Assisted Language Learning (MALL) can deal with the use of mobile technology in language learning. In contrast to classroom learning, in MALL there is no need for learners to sit in a classroom or at a computer to get learning materials. Actually, MALL can be considered an ideal solution to language learning barriers in term of time and place.

In order to take full advantage of the hardware and OS capabilities of a mobile device, developers need to create an app using an approach consistent with that device's programming environment. For Apple iOS devices (iPhone, iPod Touch, iPad), that means using Objective-C and Apple's XCode developers' tool. However, such apps will not run on Android devices, for which apps are written in Java running on a version of Linux. IOS apps are available exclusively from the Apple App Store (unless the iPhone is "jailbroken," i.e., unlocked for open access), while Android apps are more widely available, from the official Android Market, Amazon's Appstore for Android, Handango, and other repositories. As is the case with iOS apps, Android apps are free or available for a price, usually under ten US dollars. Some apps are considerably more expensive—buying all the add-ons to Pleco costs US $149. Apps are usually available in English only, few are localized for other languages. Other smartphone environments (Blackberry, WebOS [Palm/HP], Windows Phone 7) use different programming environments, all mutually incompatible. All of the different smartphone software companies make development tools available, which typically include a desktop phone simulator. Most are free, or available for a modest cost. Except for iOS development, which is Mac OS only, app development can be done on Windows or Macintosh machines, and, in some instances, on Linux.

App development is currently progressing at a feverish pace, and app developers are in high demand. However, for language learning purposes, native app development may not be the best choice. Not only are the programming environments different, each also involves knowing or learning a programming language such as Objective-C or Java. Moreover, there is little carryover from developing an app in one environment to re-creating that app for a different platform. Obviously, the fundamental functionality and user interface design could be the same, but the programming will be altogether different and done using different tools. For educational use, as things stand now, it would seem that one at the least would want to have an iOS and Android version of an app, probably a Windows Phone 7 app as well, and possibly WebOS or Blackberry versions, depending on one's user base and the market rise and fall of the various companies' products. This could prove to be a time-consuming and expensive development process.

An alternative to developing native apps is to create instead a Web app. This involves using more familiar and easier-to-learn HTML, JavaScript and CSS. All are scripting rather than programming languages, hence do not involve compilation into byte-code. The only tool needed is a text editor. Web apps will run and perform similarly in most smartphone environments, particularly as all but Microsoft now use WebKit. The look and feel can be quite similar to built-in apps, particularly if one uses relatively new HTML/CSS tags such as the "viewport" meta tag and CSS "webkit-border" rules. Icons/shortcuts to the Web app on the home screen allow it to be launched in a similar way to native apps. Distribution for Web apps is through a Web server, rather than from an app store. What does one sacrifice creating a Web app rather than "going native"? Execution speed is likely to be slower and the user interface not as slick. There will also be more limited access to the device hardware, including its camera, audio player or GPS. These considerations may or may not be of consequence, depending on the nature of the application. They may be outweighed by the advantage of creating one app which can be universally deployed. My second year German students have been using for the past year a simple flashcard Web app I created, which is linked both from the Blackboard course Web site and from an open, mobile-friendly link. This allows the students to use the app both from desktop browsers and mobile devices, something not doable with native iPhone or Android apps.

For practicing personal devices, smartphones are ideal for individualized informal learning. The user determines which apps to acquire and how to use them. As language educators, we should encourage and assist the learner autonomy this enables and provide means for learners to combine formal and informal learning.
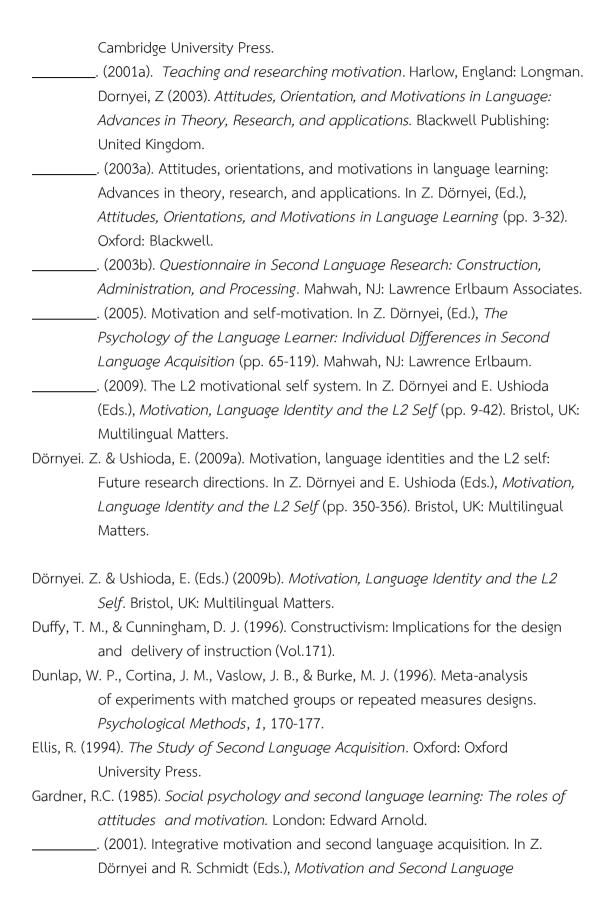
Song and Fox (2008) describe a project which features an open-ended, student-oriented approach to vocabulary learning in which EFL students were provided access to and guidance on using a variety of vocabulary building tools. The article describes the considerable variety of tools and approaches eventually chosen by the students. This kind of activity becomes even more powerful when coupled with the ability for students to show or discuss their methods and findings with their peers. The photo blogging project described by Wong, Chin, Tan, and Liu (2010) involved students using iPhones to take photos to illustrate Chinese idioms being studied and to share their photos and comments with the class though a wiki. Students were encouraged to take photos based on their daily lives using their immediate surroundings. This use of the student's actual environment improves upon similar projects that have used an artificial space such as a lab (Stockwell, 2008) or a classroom (Liu, 2009). We know that learning becomes more real and permanent when tied to learners' lives outside the academic environment. Mobile devices are a great way to achieve that goal. Of course, it's important to keep in mind that we are far from seeing universal ownership of smartphones-they are still too expensive for many budgets. Designing exclusively for smartphone usage will necessarily exclude many users. Smartphone penetration will likely gain worldwide in coming years, but not at the same pace everywhere. At the same time, phone and tablet models-both hardware and software-will evolve from their current state. Given how competitive and profitable that market has become, the pace of innovation is likely tp be rapid. As mobile devices become even more powerful and versatile, we are likely to see more users make them their primary, perhaps their sole computing devices. This is not a trend language educators can ignore.

The study is clear that language teachers have to adopt the class atmosphere; the course content, material and facilities, as well as personal characteristics of the SDU students influence the individuals' classroom learning motivation and attitudes toward Mobile Assisted Language Learning (MALL). There is much work to be done before researchers, teachers and language learners will fully understand motivation and its relevance to MALL.

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Appendix A

A Questionnaire

The questionnaire

Part 1

The questionnaire is composed of some statement concerning your attitude about learning language with Mobile device. Please indicate your language motivation towards Mobile Assisted Language Learning on a target language.

Name_____Year _____ Gender: Male or Female GPA _____Age _____

> 1= strongly disagree
>
> 2= disagree
>
> 3= Neutral
>
> 4= Agree
>
> 5= strongly agree

Part 1 Preferences Mobile Learning Activities						
Items	Statements	1	2	3	4	5
1.	SMSs about English language learning is the motivational language activities.					
2.	Watching video clips through mobile phone, PDAs and/or Tablet PCs are the motivational language activities.					
3.	Practice speaking skill and the language from pattern drills through mobile phone, PDAs and/or Tablet PCs is the most motivational language activities.					
4.	Practice conversations in various contexts through mobile phone, PDAs and/or Tablets PCs are the motivational language activities.					

Items	Statements	1	2	3	4	5
5.	Listening stimulated CD clip in various situation to practice speaking skill are the motivational language activities.					
6.	Read the story through your mobile phone and PDAs and tablets PC is the motivational language activities.					
7.	Do the quizzes over your mobile phone, PDAs, and tablets PC are the motivational language activities.					
8.	Asking and discussing with teacher through mobile phone communication or social network systems, e.g. Facebook is the motivational language activities.					
9.	Getting feed back from the teacher through mobile communication or social network, e.g. facebook, email are the motivational language learning activities. learning.					
Part 2 Attitudes towards Mobile Assisted Language Learning						
10.	Mobile learning activities are the most useful when emphasis are put on speaking practice.					
11.	Online communications through social network are the waste of time, because I really need to learn in the class only.					
12.	I prefer an English classroom in which there are lots mobile support activities that allow me to participate actively.					
13.	I prefer to sit and listen in the class, and don't like being forced to participate mobile learning activities outside classroom.					

Items	Statements	1	2	3	4	5
14.	I always learn from my mistakes in using English on mobile learning activities by trying to understand the reasons from them.					
15.	When I do not understand a word in something I always search the unknown vocabularies from the internet.					
16.	I am enjoyable when spend time outside classroom to study English through Mobile learning activities.					
17.	I prefer spend much time outside classroom to self-study English.					
18.	I don't prefer much time outside classroom to study English anymore.					
19.	Teacher should not criticize students who make mistakes when students send messages to ask teacher.					

Part 3 Open-end questionnaires

Read each statement in relation to Mobile language activities and answer to which you believe the statement applies to you, are able to alternate language to answer in Thai language or English language.

20. Are there any more or less mobile phone, PDAs, and tablets PC motivations on English language learning?

End of questionnaire. Thank you for your cooperation!

Appendix B

IOC

The questionnaire

Criteria

+1 The activity is related to English for Communication course.

0 The activity may relate to English for Communication course.

-1 The activity is not related to English for Communication course.

Part 1 Preferences Mobile Learning Activities				
Items	Statements	-1	0	+1
1.	SMS about English language learning is the motivational language activities.			
2.	Watching video clips through mobile phone, PDAs and/or Tablet PCs are the motivational language activities.			
3.	Practice speaking skill and the language from pattern drills through mobile phone, PDAs and/or Tablet PCs is the most motivational language activities.			
4.	Practice conversations in various contexts through mobile phone, PDAs and/or Tablets PCs are the motivational language activities.			
5.	Listening stimulated CD clip in various situation to practice speaking skill are the motivational language activities.			
6.	Read the story through your mobile phone and PDAs and tablets PC is the			
7.	The quizzes over your mobile phone, PDAs, and tablets PC are the motivational language activities.			
8.	Asking and discussing with teacher through mobile phone communication or social network systems, e.g. Facebook is the motivational language activities.			

9.	Getting feedback from the teacher through mobile communication or social network, e.g. facebook, email are the motivational language learning activities.			
Part 2 Attitudes towards Mobile Assisted Language Learning				
10.	Mobile learning activities are the most useful when emphasis are put on speaking practice.			
11.	Online communications through social network are the waste of time, because I really need to learn in the class only.			
12.	I prefer an English classroom in which there are lots mobile support activities that			
13.	I prefer to sit and listen in the class, and don't like being forced to participate mobile learning activities outside classroom.			
14.	I always learn from my mistakes in using English on mobile learning activities by trying to understand the reasons from them.			
15.	When I do not understand a word in something I always search the unknown vocabularies from the internet.			
16.	I am enjoyable when spend time outside classroom to study English through Mobile learning activities.			
17.	I prefer spend much time outside classroom to self-study English.			
18.	I don't prefer much time outside classroom to study English anymore.			

19.	Teacher should not criticize students who make mistakes when students send messages to ask teacher.			

Part 1 Preferences Mobile Learning Activities					Total	IC
Items Statements		Results from Professional no.1-3			3	1
		-1	0	+1		
1.	SMS about English language learning is the motivational language activities.	1	0	1	2	0.6
2.	Watching video clips through mobile phone, PDAs and/or Tablet PCs are the motivational language activities.	1	1	1	3	1
3.	Practice speaking skill and the language from pattern drills through mobile phone, PDAs and/or Tablet PCs is the most motivational language activities.	1	1	1	3	1
4.	Practice conversations in various contexts through mobile phone, PDAs and/or Tablets PCs are the motivational language activities.	1	1	1	3	1
5.	Listening stimulated CD clip in various situation to practice speaking skill are the motivational language activities.	1	1	1	3	1
6.	Read the story through your mobile phone and PDAs and tablets PC is the motivational language activities.	1	1	1	3	1
7.	Do the quizzes over your mobile phone, PDAs, and tablets PC are the motivational language activities.	1	1	1	3	1
8.	Asking and discussing with teacher through mobile phone communication or social network systems, e.g. Facebook is the motivational language activities.	1	1	1	3	1

No.					Total	IC
9.	Getting feedback from the teacher through mobile communication or social network, e.g. facebook, email are the motivational language learning activities.	1	1	1	3	1
Part 2 Attitudes towards Mobile Assisted Language Learning					Total	IC
10.	Mobile learning activities are the most useful when emphasis are put on speaking practice.	1	1	1	3	1
11.	Online communications through social network are the waste of time, because I really need to learn in the class only.	1	1	1	3	1
12.	I prefer an English classroom in which there are lots mobile support activities that	1	1	1	3	1
13.	I prefer to sit and listen in the class, and don't like being forced to participate mobile learning activities outside classroom.	1	1	1	3	1
14.	I always learn from my mistakes in using English on mobile learning activities by trying to understand the reasons from them.	1	1	1	3	1
15.	When I do not understand a word in something I always search the unknown vocabularies from the internet.	1	1	1	3	1
16.	I am enjoyable when spend time outside classroom to study English through Mobile learning activities.	1	1	1	3	1
17.	I prefer spend much time outside classroom to self-study English.	1	1	1	3	1
18.	I don't prefer much time outside classroom to study English anymore.	1	1	1	3	1

19.	Teacher should not criticize students who make mistakes when students send messages to ask teacher.	1	1	1	3	1

The formula

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

IOC   The index is consistent with the purpose of the exam .

R   =   Is the expert

ΣR   =   Is the sum of the individual experts .

N   =   The number of specialists

Appendix C

Course description

English for Communication

รายละเอียดของรายวิชา

ชื่อสถาบันอุดมศึกษา   มหาวิทยาลัยราชภัฏสวนดุสิต

หมวดที่ 1 ข้อมูลทั่วไป

1. รหัสและชื่อรายวิชา

   1500110 ภาษาอังกฤษเพื่อการสื่อสาร   English for Communication

2. จำนวนหน่วยกิต

   3 หน่วยกิต 3 (3-0-6)

3. หลักสูตรและประเภทของรายวิชา

   หมวดวิชาศึกษาทั่วไป

4. อาจารย์ผู้ประสานงานรายวิชาและอาจารย์ผู้สอน

   4.1 **อาจารย์ผู้ประสานงานรายวิชา**

      อาจารย์ศิรินยา พิพัฒน์ศรีสวัสดิ์

   4.2 **อาจารย์ผู้สอน**

  -

5. ภาคการศึกษา/ชั้นปีที่เรียน

   เป็นไปตามแผนการศึกษาของหลักสูตร

6. รายวิชาที่ต้องเรียนมาก่อน (Pre-requisite) (ถ้ามี)

   ไม่มี

7. **รายวิชาที่ต้องเรียนพร้อมกัน (Co-requisites) (ถ้ามี)**

ไม่มี

8. **สถานที่เรียน**

มหาวิทยาลัยราชภัฏสวนดุสิต กรุงเทพมหานคร

9. **วันที่จัดทำหรือปรับปรุงรายละเอียดของรายวิชาครั้งล่าสุด**

14 กรกฎาคม 2558

หมวดที่ 2 จุดมุ่งหมายและวัตถุประสงค์

1. **จุดมุ่งหมายของรายวิชา**

1.1) เพื่อเพิ่มโอกาสในการพัฒนาทักษะการฟังและพูดภาษาอังกฤษ

1.2) เพื่อให้มีความเข้าใจและสามารถประยุกต์ใช้ทักษะการฟังและพูดภาษาอังกฤษอย่างเป็นระบบ

1.3) เพื่อเพิ่มความมั่นใจในการสื่อสารโดยเน้นการฟังและพูดภาษาอังกฤษ

1.4) เพื่อให้มีการประเมินและพัฒนาความรู้ทางภาษาอังกฤษของตนเองอย่างต่อเนื่อง

1.5) เพื่อกระตุ้นให้เรียนรู้ภาษาอังกฤษผ่านเทคโนโลยีต่างๆอย่างมีประสิทธิภาพ

1.6) เพื่อกระตุ้นให้ผู้เรียนใช้ภาษาอังกฤษในการใฝ่หาความรู้ทั้งทางตรงและทางอ้อม

1.7) เพื่อกระตุ้นให้ผู้เรียนเข้าใจบทบาท เรียนรู้การเป็นประชาธิปไตยอันมีพระมหากษตรย์ทรงเป็นประมุข

1.8) เพื่อพัฒนาผู้เรียนให้เป็นผู้มีความสมบูรณ์ กตัญญูต่อพ่อแม่ผู้ปกครอง ครูบาอาจารย์

1.9) เพื่อกระตุ้นให้ผู้เรียนใช้ภาษาอังกฤษอย่างมีประสิทธิภาพโดยรักษาวัฒนธรรมประเพณีไทยอันงดงาม

2. วัตถุประสงค์ในการพัฒนา/ปรับปรุงรายวิชา

เพื่อปรับปรุงเนื้อหาให้ทันสมัยสอดคล้องกับสถานการณ์ มีการออกแบบการเรียนการสอน และจัดกิจกรรมการเรียนรู้ที่เน้นผู้เรียน รวมทั้งปรับปรุงการใช้สื่อและเทคโนโลยีในการเรียนรู้ และ การประเมินการเรียนการสอนเพื่อส่งเสริมการเรียนรู้ และการประเมินการเรียนการสอนที่สอดคล้อง กับสภาพการเรียนรู้ และการประเมินผลการเรียนรู้ที่จัดให้ผู้เรียนและอิงพัฒนาการของผู้เรียน

2.1 เพื่อพัฒนาทัศนคติ คุณธรรม จริยธรรม ที่ได้รับจากการเรียน ดังนี้

1) มีระเบียบวินัย ซื่อสัตย์สุจริต ตรงต่อเวลา และเคารพกฎ ระเบียบในการเรียนรู้ จักการเคารพผู้ใหญ่

2) มีทัศนคติที่ดีต่อกระบวนการศึกษาค้นคว้าในรูปแบบของการฝึกฝน

3) มีคุณลักษณะที่ยอมรับเหตุผล และยอมรับฟังความคิดเห็นของผู้อื่น

4) มีศีลธรรม รักษาความซื่อสัตย์ เผื่อแผ่และแบ่งปัน

5) ไม่ละเมิดลิขสิทธิ์ทางปัญญา

6) มีความซื่อสัตย์ เสียสละ อดทน มีอุดมการณ์ในสิ่งที่ดีงามเพื่อส่วนรวม

2.2 เพื่อพัฒนาทักษะความรู้ในด้านการใช้ภาษาอังกฤษเพื่อการสื่อสาร ดังนี้

1) สามารถฝึกฝน มีพัฒนาการที่ดีขึ้นจากการการฟังและการพูด

2) ปฏิบัติการการฟังและการพูดเพื่อนำไปประยุกต์ใช้ในชีวิตประจำวันได้

หมวดที่ 3 ลักษณะและการดำเนินการ

1. **คำอธิบายรายวิชา ภาษาอังกฤษเพื่อการสื่อสาร**
(English for Communication)

ฝึกการสื่อสารด้วยภาษาอังกฤษเพื่อใช้ในชีวิตประจำวัน พัฒนาทักษะการฟัง การพูด การอ่าน การเขียน ศึกษาโครงสร้างไวยากรณ์ คำศัพท์ การใช้ถ้อยคำสำนวน การออกเสียงและความรู้ทางวัฒนธรรมของเจ้าของภาษา เพื่อใช้ในการสื่อสาร

Practice communicative English for everyday life. Develop English listening, speaking, reading and writing skills. Study English grammar, vocabulary, expressions, pronunciation and English native speaking culture for communication.

2. จำนวนชั่วโมงที่ใช้ต่อภาคการศึกษา

บรรยาย การฝึก	สอนเสริม	ปฏิบัติ/งาน ภาคสนาม/การฝึกงาน	การศึกษาด้วยตนเอง
45 ชั่วโมง	ไม่มี	ไม่มี	90 ชม.

3. จำนวนชั่วโมงต่อสัปดาห์ที่อาจารย์ให้คำปรึกษาและแนะนำทางวิชาการแก่นักศึกษาเป็น รายบุคคล

จำนวนเวลาให้คำปรึกษาที่เกี่ยวข้องกับรายวิชาที่สอน 6 ชั่วโมงต่อสัปดาห์ อาจารย์ผู้สอนให้คำปรึกษานักศึกษา ตามความต้องการของนักศึกษาเป็นรายบุคคล หรือ เป็นรายกลุ่ม

หมวดที่ 4 การพัฒนาการเรียนรู้ของนักศึกษา

1. คุณธรรม จริยธรรม

1.1 คุณธรรม จริยธรรมที่ต้องพัฒนา

1) ตระหนักถึงคุณค่าของคุณธรรมและจริยธรรม

2) มีพฤติกรรมที่มีความรับผิดชอบต่อตนเอง สังคมและมีจิตสาธารณะ

3) มีภาวะผู้นำเอื้อเฟื้อเผื่อแผ่ต่อผู้อื่น และสามารถทำงานร่วมกับผู้อื่นได้ดี

4) มีความเคารพในสิทธิและความมีคุณค่าของตนเองและผู้อื่น

5) คำนึงถึงผลประโยชน์ของส่วนรวมมากกว่าตัวเอง

1.2 วิธีการสอน

1) ให้ผู้เรียนรับรู้กติกา ข้อตกลงในการเรียนการสอน และทราบตารางเวลากิจกรรมวิชาการประจำวิชา เพื่อสร้างวินัยต่อตนเอง

2) ให้ผู้เรียนบูรณาการภาษาอังกฤษ ในรูปแบบการเขียนโครงการจิตอาสาต่อสังคม

3) เปิดโอกาสให้ผู้เรียนได้ทำงานเป็นกลุ่ม และการประสานงานกับบุคคลภายนอก เช่น การทำรายงาน การทำโครงการ เพื่อสร้างวุฒิภาวะทางอารมณ์ สร้างค่านิยมเห็นต่างแต่ไม่แตกแยก

4) ให้ผู้เรียนเคารพลิขสิทธิ์ทางปัญญา เช่น การอ้างอิงข้อมูลในการค้นคว้า

5) เปิดโอกาสให้นักศึกษามีการตั้งคำถามหรือตอบคำถาม หรือแสดงความคิดเห็นเมื่อเกิดข้อสงสัย

1.3 วิธีการประเมินผล

1) ความมีวินัยจากการเข้าชั้นเรียนและการส่งงาน โดยใช้แบบบันทึกการเข้าเรียน

2) การนำเสนอรายงาน และการทำโครงการ

3) กระบวนการในการทำงานกลุ่มก่อนงานสำเร็จลุล่วง

4) ประเมินโดยให้นักศึกษาประเมินตนเองรวมทั้งอาจารย์สังเกตพฤติกรรมการแสดงออกและการมีส่วนร่วมในชั้นเรียน

2. ความรู้

2.1 ความรู้ที่ต้องได้รับ

1) มีความเข้าใจในการสื่อสารข้ามวัฒนธรรม (Cross Culture)

2) สื่อสารภาษาอังกฤษได้อย่างมีสัมฤทธิผล

3) มีความรู้ที่เกี่ยวข้องกับชุมชนและความเป็นไปของชาติและสังคมโลก

4) สามารถบูรณาการและประยุกต์ใช้กับศาสตร์อื่นๆ ที่เกี่ยวข้อง รวมถึงดำเนินชีวิต

ได้อย่างมีคุณภาพ

2.2 วิธีการสอน

1) บรรยายให้ความรู้เชิงทฤษฎี หลักการใช้ภาษาผ่านบทสนทนาที่ใช้ในชีวิตประจำวัน

2) จัดกิจกรรมแบบผู้เรียนมีส่วนร่วม (Active Learning)

3) จัดกิจกรรมการเรียนแบบร่วมมือ (Cooperative Learning)

4) วิธีการแบบนิรนัย (Inductive Learning)

5) การจัดกิจกรรมเพื่อให้เกิดการค้นคว้าและใช้สื่อเทคโนโลยีเชิงสัมนา (Seminar)

2.3 วิธีการประเมินผล

1) สังเกตการณ์แสดงออกด้านพฤติกรรมและแสดงความคิดเห็นในชั้นเรียน

2) ทดสอบย่อยหลังการเรียนแต่ละหัวข้อการสอน

3) ประเมินการนำเสนอผลงาน

3. ทักษะทางปัญญา

3.1 ทักษะทางปัญญาที่ต้องพัฒนา

1) สามารถคิดอย่างเป็นระบบและประยุกต์ใช้ได้อย่างเหมาะสม

2) สามารถค้นคว้าศึกษาวิเคราะห์ข้อมูลต่างๆได้เป็นอย่างดี

3) สามารถประยุกต์ใช้ความรู้และทักษะของตนเองในการดำเนินชีวิตได้

4) สามารถวิเคราะห์และแก้ไขปัยหานการดำเนินชีวิตได้อย่างเหมาะสม

3.2 วิธีการสอน

1) มอบหมายงานให้วิเคราะห์และบูรณาการ หลักการใช้ และการฝึกทักษะทางภาษาผ่าน
บทสนทนาที่ใช้ในชีวิตประจำวันในแต่ละบทเรียน เพื่อเชื่อมโยงเข้ากับการใช้ภาษาเพื่อการสื่อสารใน
สถานการณ์จริง

3.3 วิธีการประเมินผล

1) สังเกตการณ์การแสดงออกด้านทักษะการใช้ภาษาในชั้นเรียน ผ่านแบบประเมิน
พฤติกรรม

2) เกณฑ์การประเมินแบบ Rubrics

3) ประเมินการนำเสนอผลงาน

4. ทักษะความสัมพันธ์ระหว่างบุคคลและความรับผิดชอบ

4.1 ทักษะความสัมพันธ์ระหว่างบุคคลและความรับผิดชอบที่ต้องพัฒนา

1) มีความสามารถทำงานเป็นกลุ่มในฐานะผู้นำและผู้ตามได้

2) สามารถริเริ่มสร้างสรรค์ แนวทางที่เป็นประโยชน์ต่อการดำเนินกิจกรรมต่างๆได้

3) มีมนุษย์สัมพันธ์ที่ดีสามารถสื่อสารกับผู้อื่นได้เป็นอย่างดี ทั้งภาษาไทยและ

ภาษาต่างประเทศ

4) มีการศึกษาค้นคว้าและสามารถวางแผนในการเรียนรู้และพัฒนาตนเองได้อย่าง
ต่อเนื่อง

4.2 วิธีการสอน

1) มอบหมายการทำงานกลุ่ม (Project Work)

4.3 วิธีการประเมินผล

1) สังเกตการแสดงออกด้านพฤติกรรมและการร่วมกิจกรรมกลุ่ม

2) สังเกตการแสดงออกในฐานะผู้นำและผู้ตาม

3) สังเกตพฤติกรรมด้านการมีมนุษย์สัมพันธ์ที่ดี

4) สังเกตพฤติกรรมการเคารพสิทธิของตนเองและผู้อื่น

5. ทักษะการวิเคราะห์เชิงตัวเลข การสื่อสาร และการใช้เทคโนโลยีสารสนเทศ

5.1 ทักษะการวิเคราะห์เชิงตัวเลข การสื่อสาร และการใช้เทคโนโลยีสารสนเทศที่ต้องพัฒนา

1) มีทักษะในการใช้เครื่องมือที่จำเป็นเกี่ยวข้องกับคอมพิวเตอร์

2) สามารถสืบค้นข้อมูล วิเคราะห์เพื่อนำมาประยุกต์ใช้ในชีวิตประจำวันได้

3) สามารถใช้ภาษาในการสื่อสาร ถ่ายทอดและแลกเปลี่ยนความรู้กับผู้อื่นได้เป็นอย่างดี

4) สามารถเลือกใช้ข้อมูลและสารสนเทศเพื่อประยุกต์ใช้ในการดำรงชีวิตและแก้ไขปัญหา
ของตนเองได้อย่างเหมาะสม

5.2 วิธีการสอน

1) กำหนดให้มีการนำเสนอผลงานโดยใช้สื่อเทคโนโลยี

5.3 วิธีการประเมินผล

2) ประเมินการนำเสนอทั้งด้านการวิเคราะห์ ค้นคว้า และตีความ

3) ประเมินการนำเสนอผลงานโดยการใช้สื่อเทคโนโลยี

4) ประเมินการใช้ภาษาอังกฤษในการสื่อสารและการนำเสนอผลงาน

สัปดาห์ที่	วัตถุประสงค์ (รายบท)	ผลการเรียนรู้	กิจกรรมการเรียนการสอน	สื่อ เครื่องมือในการสอน	การวัดผล
1	1. เพื่อให้เกิดความเข้าใจในการใช้ verb to be, do และ have. 2. เพื่อเพิ่มพูนความรู้ความเข้าใจในการใช้ประโยค	1. นักศึกษามีความรู้ความเข้าใจเกี่ยวกับการใช้ verb to be, do และ have ได้อย่างถูกต้องตามหลัก	แนะนำรายวิชา Unit 1 Nice to Meet You - ผู้สอนอธิบายโดยการยกตัวอย่างสถานการณ์ - นักศึกษามีส่วนร่วมในการคิดคำทักทายและอำลาเป็นภาษาอังกฤษ - ผู้สอนอธิบาย	- แนวการสอน - หนังสือเรียน Interactive English - ซีดีเสียงประกอบหนังสือ - สื่อเพาเวอร์พอยต์ประกอบคำบรรยาย - แหล่งข้อมูล: http://www.esl-lab.com/childintr	- การมีส่วนร่วมในการทำ กิจกรรมสนทนาโต้ตอบ - แบบฝึกหัด - การทดสอบการฟัง

	ทักทาย 3.ส่งเสริม ความสามาร ถในการพูด เพื่อแนะนำ ตัวเองและ ผู้อื่น 4. การใช้ ภาษาเพื่อขอ ข้อมูลส่วนตัว การตอบ คำถามอย่าง สั้น (Short answer)	ไวยากรณ์ 2. นักศึกษา มีความรู้ ความเข้าใจ และ สามารถใช้ ประโยค ทักทาย ได้ อย่าง ถูกต้อง เหมาะสม 3.นักศึกษา พูดเพื่อ แนะนำ ตัวเองและ ผู้อื่น 4. นักศึกษา สามารถ สื่อสารโดย ใช้สำนวน ภาษาเพื่อ ขอข้อมูล ส่วนตัวและ สามารถ ตอบคำถาม อย่างสั้น (Short answer) ได้	วิธีการทักทายและ อำลาเป็น ภาษาอังกฤษ - สนทนาโต้ตอบโดย ใช้สำนวนในการ ทักทาย	o/childintrord1. htm (เพื่อใช้ในการฝึก ทักษะการฟัง เกี่ยวกับการ ทักทาย)	
2	1. เพื่อให้เกิด ความเข้าใจ ในการใช้ "there is…", "there are…" 2. เพื่อให้เกิด ความเข้าใน ในการใช้	1. นักศึกษา สามารถใช้ There is และ และ There are ในการ บรรยาย ประโยค จากภาพได้ 2. นักศึกษา	Unit 2 Do you live alone? Unit 3 Do you know him? - Use adjectives describing people appearance,	- หนังสือเรียน Interactive English - ซีดีเสียงประกอบ หนังสือ - สื่อเพาเวอร์พอยต์ ประกอบคำ - พงศาวลีคำ- ตัวอย่างแผนภูมิ ครอบครัว	- การมีส่วน ร่วมในการ ทำกิจกรรม สนทนา โต้ตอบ - แบบฝึกหัด - การทดสอบ การฟังและ การเขียน

| possessive pronoun และ possessive adjective. | สามารถใช้ possessive pronoun และ possessive adjective. ได้ | personality and attitudes.
- ผู้สอนใช้พงศาวลี คำศัพท์ (family tree) เพื่อนำเข้าสู่ บทเรียน
- นักศึกษาตอบ คำถามโต้ตอบโดย ใช้แผนภูมิ คำศัพท์ (family tree)
- นักศึกษาเขียน แผนภูมิครอบครัว ของตัวเอง สุ่ม เลือกนำเสนอหน้า ชั้น
- นักศึกษาพูด บรรยายสมาชิกใน ครอบครัว โดยใช้ There is และ There are
- นักศึกษาสนทนา โต้ตอบเกี่ยวกับ สามิกใน ครอบครัวโดยใช้ วิธีการตอบคำถาม อย่างสั้นๆ (short answer) ฝึกทักษะการฟัง บท สนทนาที่เกี่ยวข้อง กับการทักทายและ การสนทนาเกี่ยวกับ สมาชิกในครอบครัว Unit 3
- ผู้สอนนำเข้าสู่ บทเรียนโดยใช้ กิจกรรม Find someone Who เพื่อให้นักศึกษา | - แหล่งข่อมูล: http://www.esl-lab.com/ family1/fam1.ht m
(เพื่อใช้ในการฝึก ทักษะการฟัง เกี่ยวกับสมาชิกใน ครอบครัว)
- แหล่งข้อมูล: http://www.eslfa st.com/robot/to pics/smalltalk/s malltalk06.htm (เพื่อใช้ในการฝึก ทักษะการฟัง เกี่ยวกับบรรยาย ลักษณะ บุคคล) | |

			- สังเกตการใช้ประโยคเพื่ออธิบายลักษณะของบุคคบ - ผู้สอนอธิบายคำศัพท์และโครงสร้างภาษาที่ใช้ในการบอกลักษณะบุคคล - นักศึกษาฝึกปฏิบัติการพูดเพื่อบรรยายลักษณะของตนเองและผู้อื่นเป็นภาษาอังกฤษ ผู้สอนสุ่มเลือกนักศึกษามานำเสนอ		
3	1. พัฒนาการใช้ภาษาเพื่อสอบถามข้อมูลเกี่ยวกับตนเองและสมาชิกในครอบครัว 2. เพื่อให้เกิดความเข้าใจในการใช้ Present Simple และ Continuous Tense 3. ส่งเสริมให้เกิดความเข้าใจในการใช้ adverb of	1. ผู้เรียนใช้ภาษาเพื่อสอบถามข้อมูลเยวกับตนเองและสมาชิกในครอบครัวได้อย่างถูกต้องเหมาะสม 2. ผู้เรียนเกิดความเข้าใจในการใช้ Present Simple และ Continuous Tense	Unit 4 What do you do - ผู้สอนนำเข้าสู่บเรียนโดยใช้กิจกรรม Bingo game เพื่ออธิบายคำศัพท์เกี่ยวกับอาชีพ - นักศึกษาเล่นเกมส์ "Guess Who?" โดยผู้สอนอธิบายลักษณะอาชีพต่างๆ แล้วให้นักศึกษาสันนิษฐานว่าแต่ละบุคคลประกอบอาชีพอะไร - ครูผู้สอนอธิบายโครงสร้างภาษาที่	- หนังสือเรียน Interactive English - ซีดีเสียงประกอบหนังสือ - สื่อเพาเวอร์พอยต์ประกอบคำบรรยาย - คอมพิวเตอร์และอินเทอร์เนท - แหล่งข้อมูล: http://www.esl-lab.com/jobhunting/jobhuntingrd1.htm (เพื่อใช้ในการฝึกทักษะการฟังเกี่ยวกับอาชีพ) - แหล่งข้อมูล: https://letcteachers.wordpress.co	- การมีส่วนร่วมในการทำกิจกรรมสนทนาโต้ตอบ - แบบฝึกหัด - การทดสอบการฟัง - การเขียน Diary

			m/2011/03/06/classroom-activity-teaching-adverbs-of-frequency/ (ใช้ในการฝึกกิจกรรม Frequency game)	
	frequency เพื่อสนทนาเกี่ยวกับกิจวัตรประจำวัน 4. เพื่อพัฒนาทักษะการฟัง- พูด บรรยายลักษณะบุคคล บุคลิก 5. เพื่อพัฒนาทักษะการฟัง พูดเพื่อใช้ในการถามตอบเกี่ยวกับอาชีพได้	3. ผู้รียนใช้ adverb of frequency เพื่อสนทนาเกี่ยวกับกิจวัตรประจำวันได้อย่างมั่นใจ 4. ผู้เรียนฝึกปฏิบัติทักษะการฟังและเข้าใจสามารถสรุปใจความจากสิ่งที่ฟังได้ 5. ผู้เรียนฝึกทักษะการฟังและสามารถเข้าใจสื่อสารในสิ่งที่ฟังได้	เกี่ยวกับการบอกอาชีพ - นักศึกษาบรรยายอาชีพของสมาชิกในครอบครัว - ฝึกปฏิบัติทักษะการเขียนบรรยายกิจวัตรประจำวัน (diary) โดยใช้ Adverb of frequency (Frequency game) - ฝึกทักษะการฟังเกี่ยวกับสำนวนภาษาที่ใช้ในการถามอาชีพ		
4	1. เพื่อกระตุ้นให้เรียนรู้ภาษาอังกฤษผ่านเทคโนโลยีต่างๆอย่างมีประสิทธิภาพ 2. เพื่อกระตุ้นให้ผู้เรียนใช้เทคโนโลยีในการเรียนภาษาอังกฤษ	1. ผู้เรียนมีโอกาสในการพัฒนาผ่านเทคโนโลยีต่างๆอย่างมีประสิทธิภาพ 2.ผู้เรียนใช้เทคโนโลยีในการเรียนภาษาอังกฤษเพื่อใฝ่หาความรู้ทั้ง	- Self-access learning Tell me more ฝึกปฏิบัติการเรียนรู้และพัฒนาด้านทักษะการฟัง พูด อ่าน เขียนด้วยตนเองโดยใช้โปรแกรม Tell me more (ในการฝึกปฏิบัติให้อยู่ภายใต้การดูแลของอาจารย์ผู้สอน)	- Tell me more Program สถาบันภาษา	แบบทดสอบ

	เพื่อใฝ่หาความรู้ทั้งทางตรงและทางอ้อม	ทางตรงและทางอ้อม			
5	1. เพื่อให้ผู้เรียนสำนวนในการบอกเวลาได้อย่างถูกต้อง 3. เพื่อให้ผู้เรียนสามารถใช้ preposition of time ในการ อธิบายเกี่ยวกับเวลา 4. เพื่อให้ผู้เรียนสามารถใช้สำนวนในการสั่งอาหารได้อย่างถูกต้องเหมาะสม	1. ผู้เรียนสามารถใช้สำนวนในการบอกเวลาได้อย่างถูกต้อง 3. ผู้เรียนสามารถใช้ preposition of time ในการอธิบายเกี่ยวกับเวลา 4. ผู้เรียนสามารถใช้สำนวนในการสั่งอาหารได้อย่างถูกต้องเหมาะสม	Unit 5: Have you got the time? ผู้สอนอธิบายการบอกเวลาเป็นภาษาอังกฤษ - นักศึกษาฝึกถาม-ตอบเวลากับเพื่อนในห้องเรียน - ผู้สอนใช้ preposition game ให้ผู้เรียนจับกลุ่มสำนวนเวลากับ preposition หลังจากนั้นตรวจสอบและสรุปหลักการใช้ร่วมกัน - ทำแบบฝึกหัดในหนังสือแบบฝึกหัด Unit 6 What would you like to have? - ผู้สอนอธิบายคำศัพท์และโครงสร้างเกี่ยวกับอาหารและการสั่งอาหาร - ผู้สอนเปิด วีดีโอเกี่ยวกับการสั่งอาหารสังเกตสำนวนการใช้ภาษา	- หนังสือเรียน Interactive English - ซีดีเสียงประกอบหนังสือ - สื่อเพาเวอร์พอยต์ประกอบคำบรรยาย - แหล่งข้อมูล: http://eduteach.es/videos/basic-communication/17-ordering-food.html (ใช้ในการเปิดวีดีโอเกี่ยวกับการสั่งอาหาร) - แหล่งข้อมูล: http://www.esl-lab.com/fastfood/fastfoodrd1.htm (ใช้ในกิจกรรมทักษะการฟัง)	- การมีส่วนร่วมในการทำกิจกรรมสนทนาโต้ตอบ - การนำเสนอผลงาน - การทดสอบการฟัง

			- นักศึกษาจับคู่ สมมติบทบาท เป็นบริกรและ ลูกค้า จากนั้น ผู้สอนสุ่มเลือก ออกมานำเสนอ - ฟังบทสนทนา เรื่อง Joe's hamburgers restaurant แล้ว ตอบคำถามจาก เรื่องที่ฟัง		
6	1. เพื่อให้ ผู้เรียนใช้ สำนวนใน การถามตอบ และให้ข้อมูล เกี่ยวกับ ทิศทาง	1. ผู้เรียน สามารถใช้ สำนวนใน การถาม ตอบและให้ ข้อมูล เกี่ยวกับ ทิศทาง	Unit 8 How can I get to the Grand Palace? - ผู้สอนแสดงแผนที่ และบอกทิศทาง เพื่อแนะนำคำศัพท์ เข้าสู่บทเรียน - นักศึกษาเล่น Detective Game (Treasure Hunt) โดยให้นักศึกษาคน หนึ่งบอกทางตาม แผนที่ ส่วน นักศึกษาอีกคน หนึ่งศึกษาตาม แผนที่แล้วบอกให้ ได้ว่าจุดหมาย ปลายทางที่เพื่อน บอกนั้นเป็นที่ไหน - ผู้สอนฝึกทักษะ การฟังให้ผู้เรียนดุ วีดีโอ เกี่ยวกับการ ถามทาง ผู้เรียน สังเกตสำนวนการ ใช้ภาษา - ผู้สอนให้ผู้เรียนฟัง	- หนังสือเรียน Interactive English - ซีดีเสียงประกอบ หนังสือ - สื่อเพาเวอร์พอยต์ ประกอบคำบรรยาย - แผนที่ - แหล่งข้อมูล: https://www.you tube.com/watch ?v=heYBcsSURqE (เพื่อสังเกตสำนวน เกี่ยวกับการถาม ทาง) - แหล่งข้อมูล: http://www.esl-lab.com/eslbasic /travel-sightseeing-1.htm (เพื่อใช้ในการ ทดสอบการฟัง)	การมีส่วนร่วม ในการทำ กิจกรรม - ตรวจ แบบฝึกหัด และสมุด บันทึกการ เรียน - ทดสอบการ ฟัง

			บทสนทนาแล้ว ตอบคำถาม		
7	1. เพื่อ เสริมสร้าง ทัศนคติที่ดี ต่อการเรียนรู้ ภาษา 2. เพื่อเปิด โอกาสในการ เรีนนรู้ วัฒนธรรม จากเจ้าของ ภาษา	1. ผู้เรียนมี ทัศนคติที่ดี ต่อการ เรียนรู้ภาษา 2. ผู้เรียนมี โอกาศใน การเรีนนรู้ วัฒนธรรม จากเจ้าของ ภาษา	Speak right with the foreigners - นักศึกษาฝึกฝน และเรียนรู้ วัฒนธรรมของ เจ้าของภาษา - ฝึกการสนทนา โต้ตอบกับเจ้าของ ภาษา		Remark - Guest speakerNat ive speaker from language center
8.	1. เพื่อให้ ผู้เรียนใช้ สำนวนใน การสนทนา ทางโทรศัพท์ 2. เพื่อฝึก และทบทวน การใช้ present continous	1. ผู้เรียนใช้ สำนวนใน การสนทนา ทาง โทรศัพท์ได้ อย่าง ถูกต้อง 2. ผู้เรียนใช้ present continuou s ได้อย่าง ถูกต้อง	Unit 9 Who is calling, please - ผู้สอนอธิบาย คำศัพท์และ โครงสร้างภาษาที่ ใช้ในการสนทนา ทางโทรศัพท์ - นักศึกษาสมมติ บทบาทการคุย โทรศัพท์ จากนั้น ผู้สอนจะสุ่มเลือก ให้นักศึกษานำเสน - นักศึกษาดูวีดีโอ เรื่อง making a phone call และ สังเกตสำนวนการ ใช้ภาษา - แสดงบทบาท สมมติเกี่ยวกับการ สนทนางโทรศัพท์ - ทดสอบการฟัง - ทำแบบฝึกหัดใน หนังสือแบบฝึกหัด	- หนังสือเรียน Interactive English - ซีดีเสียงประกอบ หนังสือ - สื่อเพาเวอร์พอยต์ ประกอบคำบรรยาย - หนังสือแบบฝึกหัด - แหล่งข้อมูล: https://www.you tube.com/watch ?v=566NhAKSbR c (ใช้ในการฝึก สำนวนทาง โทรศัพท์) - แหล่งข้อมูล: http://www.esl- lab.com/meet/m eetrd1. htm (ใช้สำหรับทดสอบ การฟัง)	- การมีส่วน ร่วมในการ ทำกิจกรรม สนทนา โต้ตอบ - ตรวจ แบบฝึกหัด และสมุด บันทึกการ เรียน - ทดสอบการ ฟัง
9.	1. เพื่อฝึก	1. ผู้เรียนใช้	Unit 10	- หนังสือเรียน	- การมีส่วน

			How much is it?	Interactive English	ร่วมในการทำ กิจกรรม สนทนา โต้ตอบ
	การใช้ สำนวนใน การซื้อขาย 2. เพื่อ ส่งเสริม ความสามาร ถในการใช้ ภาษาเพื่อ สอบถาม ราคา	สำนวนใน การซื้อขาย ได้ 2. ผู้เรียน มีพื่อ ส่งเสริม ความสามาร ถในการใช้ ภาษาเพื่อ สอบถาม ราคา	How much is it? - ผู้สอนอธิบาย คำศัพท์และ โครงสร้างภาษาที่ ใช้ในการซื้อของ - นักศึกษาสมมติ บทบาทเป็นผู้ซื้อ และเป็นคนขาย จากนั้นผู้สอนจะ สุ่มเลือกให้ นักศึกษานำเสนอ - ให้ผู้เรียนดูวีดีโอ เกี่ยวกับการซื้อ ขาย สังเกตศัพท์ สำนวนต่าง ๆ - ทดสอบการฟัง - ทำแบบฝึกหัดใน หนังสือแบบฝึกหัด	Interactive English - ซีดีเสียงประกอบ หนังสือ - สื่อเพาเวอร์พอยต์ ประกอบคำบรรยาย - หนังสือแบบฝึกหัด - แหล่งข้อมูล https://www.you tube.com/watch ?v=9rUBucP3Nb U (ใช้ในการสนทนา เกี่ยวกับการซื้อขาย) - แหล่งข้อมูล: http://www.esl- lab.com/shop1/s hoprd1. htm (ใช้ในการทดสอบ การฟัง)	- ตรวจ แบบฝึกหัด และสมุด บันทึกการ เรียน - ทดสอบการ ฟัง
10	1. เพื่อเพิ่ม ความมั่นใจ ในการสื่อสาร โดยเน้นการ ฟังและพูด ภาษาอังกฤษ 2. เพื่อให้มี การประเมิน และพัฒนา ความรู้ทาง ภาษาอังกฤษ ของตนเอง อย่างต่อเนื่อง 3.เพื่อ กระตุ้นให้ เรียนรู้ ภาษาอังกฤษ ผ่าน	1. ผู้เรียนมี ความมั่นใจ ในการ สื่อสารโดย เน้นการฟัง และพูด ภาษาอังกฤ ษ 2. ผู้เรียน พัฒนา ความรู้ทาง ภาษาอังกฤ ษของ ตนเองอย่าง ต่อเนื่อง 3. ผู้เรียน เรียนรู้ ภาษาอังกฤ	E-learning exercise - ฝึกปฏิบัติการ เรียนรู้และฝึก ทักษะทาง ภาษาอังกฤษจาก โปรแกรม e- learning	- Courseware และ แบบฝึกหัดในระบบ e-learning	- แบบทดสอบ ออนไลน์ใน ระบบ E-learning

	เทคโนโลยีต่างๆอย่างมีประสิทธิภาพ	ษผ่านเทคโนโลยีต่างๆอย่างมีประสิทธิ-ภาพ			
11	1. เพื่อเพิ่มพูนความรู้เกี่ยวกับ past simple tense 2. เพื่อพัฒนาทักษะการฟังพูดเกี่ยวกับเหตุการณ์ที่เกิดขึ้นในอดีต	1. ผู้เรียนมีความรู้เกี่ยวกับ past simple tense และใช้ได้อย่างถูกต้อง 2. ผู้เรียนพัฒนาทักษะการฟังพูดเกี่ยวกับเหตุการณ์ที่เกิดขึ้นในอดีตและสามารถเล่าเรื่องราวในอดีตได้อย่างมั่นใจ	Unit 11 What did you do last weekend? - ผู้สอนอธิบายคำศัพท์และโครงสร้างภาษาที่ใช้ในการเล่ากิจกรรมที่ทำไปแล้วในช่วงวันหยุด - นักศึกษาฝึกเขียนเล่ากิจกรรมที่ตนทำในสัปดาห์ที่แล้วจากนั้นผู้สอนจะสุ่มเลือกให้นักศึกษานำเสนอ - ทำแบบฝึกหัดในหนังสือแบบฝึกหัด	- หนังสือเรียน Interactive English - ซีดีเสียงประกอบหนังสือ - สื่อเพาเวอร์พอยต์ประกอบคำบรรยาย - หนังสือแบบฝึกหัด	- การมีเขียนเล่าเรื่อง - ตรวจแบบฝึกหัดและสมุดบันทึกการเรียน - การนำเสนอผลงาน
12	29. เพื่อให้มีความเข้าใจและสามารถประยุกต์ใช้ทักษะการฟังและพูดภาษาอังกฤษอย่างเป็นระบบ 30. เพื่อเพิ่มความมั่นใจในการสื่อสารโดยเน้นการ	29. ผู้เรียนมีความเข้าใจและสามารถประยุกต์ใช้ทักษะการฟังและพูดภาษาอังกฤษอย่างเป็นระบบ 30. ผู้เรียนมีความมั่นใจในการ	The city guide project นักศึกษานำเสนอผลงานแนะนำสถานที่ท่องเที่ยวในรูปแบบวีดีโอ	- ผลงานของนักศึกษา	- การมีส่วนร่วมในการทำ กิจกรรมและผลลัพธ์ของงาน

	ฟังและพูดภาษาอังกฤษ 31. เพื่อให้มีการประเมินและพัฒนาความรู้ทางภาษาอังกฤษของตนเองอย่างต่อเนื่อง 32. เพื่อกระตุ้นให้เรียนรู้ภาษาอังกฤษผ่านเทคโนโลยีต่างๆอย่างมีประสิทธิภาพ	สื่อสารโดยเน้นการฟังและพูดภาษาอังกฤษ 31. ผู้เรียนมีการประเมินและพัฒนาความรู้ทางภาษาอังกฤษของตนเองอย่างต่อเนื่อง 32. ผู้เรียนเรียนรู้ภาษาอังกฤษผ่านเทคโนโลยีต่างๆอย่างมีประสิทธิภาพ			
13.	1. เพื่อพัฒนาการใช้ภาษาเพื่อบอกถึงเหตุการณ์ที่จะเกิดขึ้นในอนาคต 2. เพื่อพัฒนาการใช้สำนวนเพื่อใช้ในการขออนุญาตและทำนายเหตุการณ์ในอนาคตได้	1. ผู้เรียนใช้ภาษาเพื่อบอกถึงเหตุการณ์ที่จะเกิดขึ้นในอนาคต 2. ผู้เรียนใช้สำนวนเพื่อใช้ในการขออนุญาตและทำนายเหตุการณ์ในอนาคตได้	Unit 12 What will you do on X' Mas? - ผู้สอนอธิบายคำศัพท์และโครงสร้างภาษาที่ใช้ในการเล่าเหตุการณ์ที่เราจะทำในอนาคต - นักศึกษาฝึกเขียนเล่ากิจกรรมที่จะทำในอนาคต จากนั้นผู้สอนจะสุ่มเลือกให้นักศึกษานำเสนอ	- หนังสือเรียน Interactive English - ซีดีเสียงประกอบหนังสือ - สื่อเพาเวอร์พอยต์ประกอบคำบรรยาย - หนังสือแบบฝึกหัด - คอมพิวเตอร์ และอินเทอร์เนท	- การมีส่วนร่วมในการทำกิจกรรม - ตรวจแบบฝึกหัดและสมุดบันทึกการเรียน - ทดสอบคำศัพท์

			- ทำแบบฝึกหัดใน หนังสือแบบฝึกหัด - สืบค้นข้อมูลจากใน อินเทอร์เนทเพื่อ หารูปภาพและ ข้อมูลเทศกาล ต่างๆเป็น ภาษาอังกฤษ 1 เทศกาล แล้ว บันทึกไว้ในสมุด บันทึกการเรียน พร้อมระบุชื่อ เว็บไซต์ที่เป็น แหล่งข้อมูล - ทดสอบคำศัพท์		
14.	1. เพื่อให้มี ความเข้าใจ และสามารถ ประยุกต์ใช้ ทักษะการฟัง และพูด ภาษาอังกฤษ อย่างเป็น ระบบ 2. เพื่อเพิ่ม ความมั่นใจ ในการสื่อสาร โดยเน้นการ ฟังและพูด ภาษาอังกฤษ 3. เพื่อให้มี การประเมิน และพัฒนา ความรู้ทาง ภาษาอังกฤษ ของตนเอง อย่างต่อเนื่อง 4. เพื่อ	1. ผู้เรียนมี ความเข้าใจ และ สามารถ ประยุกต์ใช้ ทักษะการ ฟังและพูด ภาษาอังกฤ ษอย่างเป็น ระบบ 2. ผู้เรียนมี ความมั่นใจ ในการ สื่อสารโดย เน้นการฟัง และพูด ภาษาอังกฤ ษ 3. ผู้เรียนมี การประเมิน และพัฒนา ความรู้ทาง ภาษาอังกฤ	BBC learning English online - นักศึกษาเรียน ภาษาอังกฤษโดย ผ่านสื่อออนไลน์ - ทดสอบการอ่าน หนังสือนอกเวลา	เวปไซต์ www.BBC.com/lear nEnglish	แบบทดสอบ

	กระตุ้นให้เรียนรู้ภาษาอังกฤษผ่านเทคโนโลยีต่างๆอย่างมีประสิทธิภาพ	ษของตนเองอย่างต่อเนื่อง 4. ผู้เรียนเรียนรู้ภาษาอังกฤษผ่านเทคโนโลยีต่างๆอย่างมีประสิทธิ-ภาพ		
15			ทบทวนเนื้อหาเพื่อเตรียมตัวสอบปลายภาค	
16			สอบปลายภาค	

หมวดที่ 5 แผนการสอนและการประเมินผล

1. **แผนการสอน**

2. **แผนการประเมินผลการเรียนรู้**

กิจกรรมที่	ผลการเรียนรู้	วิธีการประเมิน	ครั้งที่ประเมิน	สัดส่วนของการประเมินผล
1. Class Attendant. (การมีส่วนร่วมในกิจกรรมและพฤติกรรม จริยธรรมการเรียน)	1.1 ข้อ 2, 3 2.1 ข้อ 3, 4 3.1 ข้อ 3, 4 4.1 ข้อ 4	- สังเกตการมีส่วนร่วมในการทำกิจกรรม และมีความประพฤติที่ดี - บันทึกการเข้าห้องเรียนทุกครั้ง	1-14	5%
2. Assignments 2.1 มอบหมายให้นักศึกษาทำแบบฝึกหัด Workbook เป็นการบ้าน 2.2 มอบหมายงานตามกิจกรรมเพื่อพัฒนาทักษะและฝึกความรับผิดชอบ	1.1 ข้อ 2, 3 2.1ข้อ 1, 2, 3 3.1 ข้อ 4 4.1 ข้อ 1 5.1 ข้อ 1,2,3,5	- การเก็บคะแนนจากการตรวจแบบฝึกหัด (Workbook) และงานที่มอบหมายในแต่ละครั้ง (อาจารย์เฉลยแบบฝึกหัดในห้องเรียน)	2-13	5 %
3. ทดสอบการฟัง	1.1 ข้อ 2, 3 1.2 ข้อ 1, 2, 3,4 3.1 ข้อ 3 4.1 ข้อ 3 5.1 ข้อ 1,3	1.Language Proficiency	6	10%

3. ทดสอบความรู้จักการเรียนรู้ด้วยตนเองการฟัง	1.3 ข้อ 2, 3 1.4 ข้อ 1, 2, 3,4 3.1 ข้อ 3 4.1 ข้อ 3 5.1 ข้อ 1,3	1.Language Proficiency	6	10%
3. External reading through online	1.5 ข้อ 2, 3 1.6 ข้อ 1, 2, 3,4 3.1 ข้อ 3 4.1 ข้อ 3 5.1 ข้อ 1,3	1.Language Proficiency	6	10%
4. The city guide project	1.1 ข้อ 2,3 2.1 ข้อ 1, 2, 3, 4 3.1 ข้อ 3,4 4.1 ข้อ 1, 2, 3,4 5.1 ข้อ 1, 2, 3,5	1. Presentation and Speaking Skills - Body language (eye contact, gesture, etc.) - Clear organization (Introduction, body and conclusion) - Information is organized in a clear, logical way. - All content throughout the presentation is accurate.	6-12	20%

5. Dictation	1.7 3 1.8 ข้อ 1, 2, 4 3.1 ข้อ 3	- เขียนตามคำบอกก่อน เรียน จำนวน 10 คำ/ครั้ง	2-14	10%
6. ทดสอบปลายภาคเรียน	1.1 ข้อ 2 2.1 ข้อ 1, 2, 3,4 3.1 ข้อ 3, 4	ทดสอบ	15	30%

หมวดที่ 6 ทรัพยากรประกอบการเรียนการสอน

1. เอกสารและตำราหลัก

Suan Dusit Rajabhat University. (2013). **Listening and Speaking in Real Life**

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2. เอกสารและข้อมูลสำคัญ

ชุดการสอนวิชา **Listening and Speaking in Real Life Situations** ประกอบด้วย
เอกสารประกอบการสอน, หนังสือแบบฝึกหัด และแผ่นเสียงประกอบ

3. เอกสารและข้อมูลแนะนำ

Adams, Carl R. and Toyama, Setsuko J. (2000). Journeys. Listen and Speak.

Singapore: Pearson Education.

Baruch, J. (2005). Grammar Made Simple. Singapore: C.O.S.

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Rajabhat University Book Center Project.

Summers, D., et al. (2003). Longman Dictionary of Contemporary English. Essex:

    Pearson Education Limited.

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    Bangkok : Suan Dusit Rajabhat University Book Center Project.

 Suan Dusit Rajabhat University, (2006) Communication in English Language Book 1

    Bangkok : Suan Dusit Rajabhat University Book Center Project.

Suan Dusit Rajabhat University. (2007). Interactive English.Bangkok : Suan Dusit

    Rajabhat University Book Center Project.

Website:

    [Online].Available:http://e-learning.dusit.ac.th/

    [Online].Available:http://www.bbc.co.uk/worldservice/learningenglish/

    [Online].Available:http://www.englishclub.com/learn-english.htm

    [Online].Available:http://www.usingenglish.com/

    [Online].Available:http://www.bbc.co.uk/worldservice/learningenglish/

    [Online].Available:http://www.eslmonkeys.com/student/esl_learning.php

หมวดที่ 7 การประเมินและปรับปรุงการดำเนินการของรายวิชา

1. กลยุทธ์การประเมินประสิทธิผลของรายวิชาโดยนักศึกษา

นักศึกษาทุกคนประเมินประสิทธิผลของรายวิชา ทั้งวิธีการสอน การจัดกิจกรรมในชั้นเรียน สื่อการสอน และผลการเรียนรู้ที่ได้รับ ตลอดจนเสนอแนะเพื่อการปรับปรุงรายวิชา ด้วยระบบคอมพิวเตอร์ของมหาวิทยาลัย

2. กลยุทธ์การประเมินการสอน

การเก็บข้อมูลเพื่อการประเมินการสอน ได้แก่ จากผลสัมฤทธิ์ทางการเรียนรู้ของนักศึกษา และการทวนสอบผลประเมินการเรียนรู้

3. การปรับปรุงการสอน

- ผู้ประสานงานรายวิชา และคณาจารย์ผู้สอนร่วมกันระดมสมองกำหนดกลยุทธ์วิธีการสอน จากผลการประเมินประสิทธิผลของรายวิชา สรุปภาพรวมปัญหา และอุปสรรคจาก มคอ. 5 เพื่อหาแนวทางในการแก้ปัญหาร่วมกัน

- จัดวิพากษ์แนวการสอนโดยคณาจารย์ในหลักสูตร

- การประชุมเชิงปฏิบัติการเพื่อพัฒนาการเรียนการสอน

- การวิจัยชั้นเรียนเรื่อง "การพัฒนาข้อสอบมาตรฐานหมวดวิชาศึกษาทั่วไป (รายวิชาภาษาอังกฤษเพื่อการสื่อสาร) The Development of the Standardized Test in General Education Course (English for Communication) "

4. การทวนสอบมาตรฐานผลสัมฤทธิ์ของนักศึกษาในรายวิชา

- ผู้ประสานงานรายวิชาภาษาอังกฤษเพื่อการสื่อสาร และคณาจารย์ผู้สอนมีการจัดการประชุมร่วมกันทวนสอบผลสัมฤทธิ์ของนักศึกษาในรายวิชาโดยการสุ่มประเมินข้อสอบและความเหมาะสมของการให้คะแนน ทั้งคะแนนดิบและระดับคะแนนของรายวิชา

- ตั้งคณะกรรมการประจำสาขาวิชา ตรวจสอบผลการประเมินการเรียนรู้ตามที่กำหนดในรายวิชา คะแนนและเกณฑ์การตัดสินผลการเรียน

5. การดำเนินการทบทวนและการวางแผนปรับปรุงประสิทธิผลของรายวิชา

- สรุปการดำเนินงานในรายวิชาในทุกสิ้นภาคการศึกษา ส่งคณะมนุษยศาสตร์และสังคมศาสตร์

- ผู้ประสานงานรายวิชาภาษาอังกฤษเพื่อการสื่อสารจัดประชุมคณาจารย์ผู้สอนก่อนเปิดภาคเรียน เพื่อให้การจัดการเรียนการสอนเป็นไปในทิศทางที่เหมาะสม

- ผลิตสื่อการสอนเพื่อเป็นทรัพยากรร่วมในการจัดการเรียนการสอน

- แจกปฏิทินวิชาการวิชาภาษาอังกฤษเพื่อการสื่อสารให้กับหัวหน้าตอนเรียนทุกตอนเรียน

- นำข้อมูลที่ได้จากการประเมินจากข้อ 1 และข้อ 2 มาวางแผนเพื่อปรับปรุงคุณภาพการจัดการเรียนการสอนรายวิชา ดังนี้

- ปรับปรุงแผนการสอนทุกปีการศึกษา

- ปรับปรุงรายวิชาทุก 4 ปี

- ปรับปรุงแนวการสอนทุกปี

Appendix D

Information statement and consent form

PARTICIPANT INFORMATION STATEMENT AND CONSENT FORM

Using Mobile Phone Learning Activities to Motivate English
Language Learning of the Third Year English Major Students
at Suan Dusit University

You are invited to participate in a study which involves investigate the development of undergraduate learners' motivation with respect to their perceived successes and failures in Mobile Assisted Language Learning (MALL).

This present research is to investigate an interpersonal motivation toward various Mobile Learning Activities in order develop different aspects of language learners' competency.

You are being invited to participate in this study because you are the third year of English major student in Suan Dusit University. All activities undertaken by you for the purpose of this study are separate to the formal course curriculum at the university.

If you decide to participate in the study you will be asked engage in approximately five Mobile learning activities a week for 4 weeks. The M-activities will be selected delivered by the researcher.

Devices	M-Activity(s)
Mobile phone	SMS

1. Vocabulary and vocabulary use in context

2. Conversation pattern drill

3. Language form

4. Sample and stimulated Video clip

5. Quizzes (pre and post)

After the participants are received the five activities each week they will be invited to participate and to the questionnaire to identify their motivation and probe, with open-ended questions, their setting area.

It is expected that you will not suffer any discomfort or inconvenience as a result of the study, and the proposed research involves no real or potential risks to you.

The study itself is framed around the following three activities:

a) You will be asked for viewing the Facebook page on Mobile language learning every week

b) Every week for five weeks and the investigator will work with me individually via my face book mobile application.

c) You will be asked to respond the questionnaire.

The potential benefit to you from your involvement in this study is that you will learn to develop your language motivation through mobile assisted language learning contexts.

Any information that is obtained in connection with this study that can be identified with you will remain confidential and will be disclosed only with your permission, except as required by law. If you give your permission by signing this document, it is the intention of the study to *discuss/publish* the results in the form of a PhD thesis. The investigator also anticipates that some results may be published in relevant scholarly publications such as conference proceeding or language teaching journals. In any publication, the information will be provided in such a way that you cannot be identified.

Complaints may be directed to the Ethics Secretariat, Suan Dusit University, Bangkok (phone 02 244 5858). Any complaint you make will be investigated promptly and you will be informed of the outcome.

Your decision whether or not to participate will not prejudice your future relations with Suan Dusit University If you decide to participate, you are free to withdraw your consent and to discontinue participation at any time without prejudice.

If you have any questions, please feel free to contact researcher, Ms. Kwahathai Choedchoo, English Program, SDU, (kwanhathai_1@hotmail.com) and/or research supervisor, Prof. Dr. Sompoet Panawas, English Program, Faculty of Humanities and Social Sciences. This information statement should be read carefully and you should ensure that you understand its content before providing consent to participate. If there is anything you do not understand, or if you need additional information regarding this research project, please do not to hesitate to contact the investigators who will answer any enquiries.

PARTICIPANT INFORMATION STATEMENT AND CONSENT FORM (continued)

Using Mobile Phone Learning Activities to Motivate English
Language Learning of the Third Year English Major Students
at Suan Dusit University

You are making a decision as to whether or not to participate in the study. Your signature indicates that, having read the information provided above, you have decided to participate.

You acknowledge to engage in three activities:

a) I will be asked for viewing the Facebook page on Mobile language learning every week

b) Every week for five weeks and the investigator will work with me individually via my face book mobile application.

c) I will be asked to respond the questionnaire.

....
Signature of research participant   Signature of witness

....
 (Please PRINT name)   (Please PRINT name)

....
....
Date   Nature of witness

REVOCATION OF CONSENT

Using Mobile Phone Learning Activities to Motivate English
Language Learning of the Third Year English Major Students
at Suan Dusit University

I hereby wish to **WITHDRAW** my consent to participate in the research proposal described above and understand that such withdrawal **WILL NOT** jeopardise any treatment or my relationship with Suan Dusit University

……………………………………………………

……………………………………………………

Signature   Date

……………………………………………………

Please PRINT name

The section for Revocation of Consent should be forwarded to Kwanhathai Choedchoo, English Program, SDU, Bangkok, 10300

Research project information flyer

A research project is being conducted in relation to frame around the learning activities of MALL. In particularly, Language motivation and MALL can support EFL learners to aid the learner to improve their English speaking through their MALL application. Moreover, this research will assist EFL learners to utilize MALL activities and develop English proficiency in students who are enrolled in English Program at a University.

The present study will narrow the variety of factors that might influence motivation for foreign language learning. The model of motivation investigated in this study included attitudes towards mobile language learning activities.

The project has been approved by the University of New South Wales Human Research Ethics Advisory: approval number (*when available*).

Please be aware that attitudes with the participants in the study may be analysed as part of the research project. The data process is necessary as it provides the researchers and the participants with real examples of their language in use for future analysis. Also, should you wish to lodge a complaint about the manner in which the research is conducted please contact Suan Dusit University ,

Researcher

Miss Kwanhathai Choedchoo is a lecturer at the program of English language, Faculty of Humanities and Social science, Suan Dusit University, Bangkok, Thailand. Her research interests include online Language learning, E-Language learning, Computer Assisted Language Learning (CALL), Sociocultural theory; ZPD, Self-regulation and dynamic assessment; TEFL, teaching listening and speaking strategies and phonics in childhood. She had taught English for specific purposes, including English for tourism and tourist guides and English for Hotel and hospitality industry.