

*Full Length Research Paper*

# **Development of the English teaching evaluation model focusing on task-based learning to develop English writing ability and creative thinking in Language for sixth grade students in Thailand**

**Phetaree Srimunta<sup>1\*</sup>, Terdsak Suphandee<sup>1</sup>, Somprasong Senarat<sup>2</sup>, Sunan Sripai<sup>1</sup> and Sirisak Ardwichai<sup>1</sup>**

<sup>1</sup>Department of Educational Research and Evaluation, Faculty of Education, Chaiyaphum Rajabhat University, Thailand.

<sup>2</sup>Department of Educational Research and Evaluation, Faculty of Education, Roi-ed Rajabhat University, Thailand.

Received 17 March, 2020; Accepted 10 June, 2020

**This research aimed to study current situations, problems and needs for the development of an English teaching evaluation model focusing on task-based learning to develop English writing ability and creative thinking in the language; to create the development of the English teaching evaluation model, implement and evaluate the model designed. The research tools consisted of a structured interview form, an English writing ability test, creative thinking in language tests, an English teaching evaluation model focusing on task-based learning to develop English writing ability and creative thinking in language format, and a satisfaction questionnaire towards the model designed. Descriptive statistics were employed in the study including percentage, mean, standard deviation and F-test (One - way MANOVA). The results revealed that the model consists of 7 elements: Principle, objectives of the learning and evaluation, learning English area and learning indicators, selecting method of instruction based on the evaluation, setting performance goals based on the task/work, formulating the evaluation criteria and evaluation report. This is in addition to the 6 steps of evaluation: assessment preparation, designing learning activity, teaching and evaluation, teaching operation, conclude the assessment and feedback from related parties. On the other hand, results of the implementation revealed that the students who use this model obtained the average score, significantly at 0.05 level on English, writing ability and creative thinking in language which was higher than those who did not use the model. Based on the evaluation results, the effectiveness of the model was found to be at a high level overall and for each aspect.**

**Key words:** English teaching evaluation model, task-based learning, English writing ability, creative thinking in language.

## **INTRODUCTION**

English is a universal language. It is an important tool in searching for knowledge and experience, English has a lot of roles especially today. In fact politics, economy, society and education use English as a tool to seek

knowledge, new technology and technological progress. Therefore, the teaching and learning of English consist of 4 skills which are listening, speaking, reading and writing, and suitable for the condition of learners in Thai society

(Wiriyachitra, 2012).

The importance of learning management in the 21st century consists of English as a mother tongue (English), reading skills for learning and receiving various knowledge as well as other skills including listening, speaking and writing foreign languages (World Language), Arts (Mathematics), Economics (Science), Geography, History Government and Civics (Panit, 2013). The Thai Ministry of Education announced a Basic Core Education Course in 2008 in foreign language learning, extending from primary to secondary levels, for learners to practice and use skills in various fields especially English writing skills which is essential for learners of English as a Foreign Language. The practice of writing English communication is at a higher level than writing sentences (Panit, 2013). Writing is important language ability and is most relevant to creativity because it can be measured easily. Based on the English language results of the National Basic Educational Testing (O-NET), sixth grade students of 2017 academic year earned the lowest scores with an average score of 36.34 (Based on a full score of 100 points) (National Institute for Educational Testing Service, 2017). From reviewing of literature and related studies (Nawatrilap, 2012) it was found that English writing ability of Thai students is poor as most of them have problems in English writing skills such as vocabulary usage, idioms, grammar structure and writing mechanism. In addition, they are not able to compile ideas meaningfully.

Teaching and learning, which promote writing ability, should focus on students' practicing by themselves. This will enable them have more experience to know how to apply knowledge in various situations and encourage themselves to have the opportunity to practice learning skills and understand what they are learning, which is a form of learning that focus on students and teachers can use it to manage English learning effectively. Willis (1996) explains that, teachers can engage in learning management which involves organizing a variety of activities and gives students opportunity to practice the use of language skills in various situations. Such learning management consists of pre-task to enable the students understand the work they are going to perform. The Task Cycle is a process of implementation. Besides the presentation of the result of the operation and the final step, is the study of grammar structure. Vocabulary of work (Language Focus) for students to analyze the important characteristics of English and to practice use of grammar in writing after having an understanding of English grammar using the practice model as a learning base is suitable for the development of academic achievement and English language skills for communication. Students have the opportunity to develop

thinking skills through the process. Also important are group work practice for language skills through listening, speaking, reading and writing under appropriate learning activities consistent with the potential of the learners.

Measuring and evaluating students' language ability is an important job for teachers. When this assessment is done, students are aware of what they know and don't know, thus analyzing their own ability level. This leads to self-improvement for both teachers and students. Wongkanya (2008) provided the idea of assessing language skills, that is the teaching and learning of languages according to the language teaching for communication. Teachers should seek teaching methods and teaching techniques to be used in the classroom, while students are expected to get knowledge and language skills by applying knowledge from the language learning process as well as various processes combined with the knowledge. Also they should be able to use language in real situations, which is a guideline for assessing language in real conditions. From the external evaluation of the school in the Office of the Basic Education Commission Evaluated by Office for National Education Standards and Quality Assessment (Public Organization), it was stated that to promote creative thinking there is need to use creativity to solve creative production problems and prepare the youth for society in the future. They should be prepared for the promotion or development of creative ideas along with the development of other capabilities as well as develop the mind and being able to practice oneself for the benefit of society (Phuphiphawadi, 1998). It was found that the quality of the students did not meet the standards assessed, including 3 important standards, standards 4, 5 and 6, causing students to need to be improved and developed urgently is the 4th standard, and students have the ability to think, analyze, synthesize and have good judgment creative, thoughtful and visionary. There are 4 indicators in which the students' evaluation results must be improved largely (Wongkanya, 2008), from a research review related to the assessment of language skills research related to English writing and creativity and from research related to assessment forms, development of measuring tools, practice of English communication skills. At the primary level, according to the Basic Education Curriculum 2008, the researcher has not found that there is an evaluation form of teaching English that focuses on task-based learning to develop English writing ability and creative thinking for sixth grade students, as well as a handbook used by English teachers or those interested. It can be seen that in teaching writing. The instructor should let the student follow the task-based; know how to solve the situation. The teacher must consider the composition of writing in

\*Corresponding author. E-mail: Phetaree@hotmail.com.

Author(s) agree that this article remain permanently open access under the terms of the [Creative Commons Attribution License 4.0 International License](https://creativecommons.org/licenses/by/4.0/)

various dimensions. That are too complicated for language accuracy, such as creating ideas compilation of ideas as well as the creativity of the learners teaching and learning to achieve goals must be consistent with the content and purpose of the teaching and learning assessment. The style of teaching student characteristics, the environment of media usage and learners help learners communicate ideas to writing able to develop writing skills effectively. From above problems and necessities, The researcher as English language teachers in primary school interested in developing an evaluation of teaching English focusing on task-based learning to develop English writing ability and creative thinking in language for sixth grade students and hope that this model can help to develop English ability of the learners and can be used in daily life appropriately according to the objectives of basic education courses. This study is a guideline for researchers to develop an evaluation form of teaching English focusing on task-based learning to develop English writing ability and creative thinking at various levels. This study evaluate English teaching model focusing on task-based learning to develop English writing ability and creative thinking in language for sixth grade students.

### Objectives

- (1) To study current conditions, problems, and needs for the development of English teaching model focusing on task-based learning to develop writing ability and creative thinking in language for sixth grade students.
- (2) To create an evaluation form for teaching English focusing on task-based learning to develop writing ability and language creativity for sixth grade students.
- (3) To implement the English teaching model that focus on task-based learning to develop writing ability and creative thinking in language for sixth grade students
- (4) To evaluate the evaluation form of teaching English that focus on task-based learning to develop writing ability and creative thinking in language for sixth grade students.

### Population and sample

The population in this study is based on sixth grade students in Anuban Chaiyaphum School, the Northeast of Thailand in the academic year 2018, comprising 315 people, and 7 classrooms. The samples were sixth grade students in academic year 2018, consisting of 45 students and 45 students in the control group which have similar abilities. Cluster Random Sampling was used.

The contents used in the experiment for the contents in the English language course are Personal Information, Daily Routine, Hometown, and Favorite Food. The duration used in the experiment is the second semester

of the academic year 2018. The duration of experiment was 16 h.

### Research tools

- (1) Structured Interview for interviewing English teachers.
- (2) English lesson plans.
- (3) A manual of the English teaching evaluation model focusing on task-based learning to develop English writing ability and creative thinking in language.
- (4) Writing ability test.
- (5) Creative thinking in language test.
- (6) Evaluation form.

### Finding quality of tools

- (1) Structured Interview for interviewing English teachers. The researcher took the structured interview form to 5 experts to check the content for validity, relevance of the question, clarity of language and form of measurement. Then the data was analyzed for the correlation coefficient between the questions of the measurement and the terminology, using the Index of Item-Objective Congruence (IOC) with IOC value from 0.8 to 1.00. Finally, a complete structured interview form was made.
- (2) English lesson plans. The researcher took the lesson plans to 5 experts to check the content for validity, relevance of the question, clarity of language and form of measurement. Then analyze the data of the correlation coefficient between the questions of the measurement and the terminology using the Index of Item-Objective Congruence (IOC) with IOC value from 0.8 to 1.00 and they are suitable overall at the highest level.
- (3) A manual for the English teaching evaluation model focusing on task-based learning to develop English writing ability and creative thinking in language. The researcher took the manual to 5 experts interviewed to check the content for validity, relevance of the question, clarity of language and form of measurement. The data was analyzed for the correlation coefficient between the questions of the measurement and the terminology using the Index of Item-Objective Congruence (IOC), with IOC value from 0.8 to 1.00, the manual in terms of Useful Utility Standards, Feasibility Standards, Propriety Standards, and Accuracy standards are at a high level.
- (4) Writing ability test and creative thinking in language test. The researcher took both test to 5 experts to check the content for validity, relevance of the question, clarity of language and form of measurement. The data was analyzed for the correlation coefficient between the questions of the measurement and the terminology using the Index of Item-Objective Congruence (IOC) with IOC value from 0.8 to 1.00. The tests were tried on with sixth grade students (30 students) to analyze the data and make the complete tests to the experimental group. The

result shows that the Alpha- Cronbach coefficient of writing ability test = 0.76 and creative thinking in language test =0.79.

(5) Evaluation form. The researcher took the evaluation form to 5 experts to check the content for validity, relevance of the question, clarity of language and form of measurement. The data was analyzed for the correlation coefficient between the questions of the measurement and the terminology using the Index of Item-Objective Congruence (IOC) with IOC value from 0.8 to 1.00 and it was suitable overall at the highest level.

## METHODOLOGY

This research is divided into 4 phases as follows:

Phase 1: Study of current conditions, problems, need and review of literature, theories, and studies related to evaluate English teaching evaluation model focusing on task-based learning to develop English writing ability and creative thinking in language. The researcher conducted an interview with 10 Primary English teachers with 5 years of teaching experience in order to obtain information to develop into a form.

Phase 2: To create an evaluation form for teaching English that focus on task-based learning to develop English writing ability and creative thinking in language for sixth grade students, it consists of the following steps.

Step 1: Create an evaluation form for teaching English that focuses on task-based learning to develop English writing ability and creative thinking in language by using the data from Phase 1 from the concept study theories and related documents and the results of the interview to develop into a form.

Step 2. Examine the English teaching model focusing on task-based learning to develop English writing ability and creative thinking in language by drafting the forms obtained from Step 1 in Phase 2 to examine Utility Standards, Feasibility Standards, Propriety Standards, and Accuracy Standards of the form.

Step 3. Revise the English teaching evaluation model focusing on task-based learning to develop English writing ability and creative thinking in language from Step 2 in Phase 2, according to experts suggestions. Resulting in an English teaching evaluation model focusing on task-based learning to develop English writing ability and creative thinking in language to continue the trial phase 3

Step 4. Do the lesson plans according to the English core curriculum, English traditional lesson plans for the control group and task-based learning to develop English writing ability and creative thinking in language lesson plans for the experimental group.

Step 5: Create a manual for the English teaching evaluation model focusing on task-based learning to develop English writing ability and creative thinking in language and evaluation of teaching styles to be used in the experiment using the model for the experimental group.

Phase 3: Experiment by using the English teaching evaluation model focusing on task-based learning to develop English writing ability and creative thinking in language with the experimental group.

Phase 4: Evaluate the evaluation model, the introduction of the tested model, evaluate the efficiency of the model by asking the opinions of relevant English teachers to obtain an evaluation form

for teaching English model focusing on task-based learning to develop English writing ability and creative thinking in language that can be used to develop learners.

## RESULTS

### Studying of the English teaching evaluation focusing on task-based learning to develop English writing ability and creative thinking in language

The evaluation model focusing on task-based learning to develop English writing ability and creative thinking in language consists of 7 components and 6 assessment steps as follow:

1. Principles of the evaluation model: Learning and teaching management that emphasizes process learning to improve writing ability and creative thinking in language while learning language for communication by assigning task-based for students to perform. The achievement of the tasks and quality of work will show management skills. Work process and appropriate study behavior of students were evidence of achievement in accordance with program indicators and standards.

2. The purpose of the evaluation model: To evaluate the ability in writing English for communication and creative thinking in language according to various situations in learners' daily life

3. Knowledge of English language and indicators: To analyze from the basic education 2008 curriculum and set goals or desired outcomes for students and analyze the new English language teaching and learning guide based on the framework of international English language proficiency standards (CEFR) in the primary school level.

4. Methods of teaching and evaluation: Teaching and learning process that focuses on task-based learning to develop English writing ability and creative thinking in language consists of 5 teaching steps:

Step 1: Attracting learner interest

Step 2: Knowledge sharing

Step 3: Applying the task

Step 4: Analyzing the task

Step 5: Assessing the task

Choose how to organize teaching and learning affects the development of English writing ability and creative thinking in language. It should be a new and interesting way for students in basic knowledge. The evaluation results will be good and may be a method for such application. This method will make the students become more enthusiastic and cooperative. For example, students create their tasks in the form of Interactive notebook or pop up and decorate them beautifully. Have

students present group work in front of the class and show students work around the classroom. Try to evaluate method easily, not complicated, and should be worthwhile, evaluation can be done for all students at the same time.

5. Assignment of work / task is a target for students to know the task and use the results to improve teaching and learning. This evaluation uses 4 indicators:

1. Write about personal information
2. Write about daily routine
3. Write about hometown.
4. Write about favorite food.

6. Evaluation criteria in the interview form: the English teachers have suggested the evaluation criteria, the rubric should be used to evaluate writing ability and creative thinking in language in 4 levels and the quality judgment criteria is very good, moderate, improved for both individual and overall criteria. In addition, it should be evaluated with quality consistent scores in order to use the scores to compare and evaluate the quality of students' tasks.

7. Reporting evaluation results from the interview: English teachers give feedback on evaluation reports. Results should be reported for each student to know their ability level in order to improve their shortcomings to improve their grades, and encourage them to develop their writing ability and creative thinking in language.

8. Steps of evaluation: This process involves evaluating the teaching of English, focusing on task-based learning to develop English writing ability and creative thinking in language. They are as follows:

a) Evaluation preparation. The researcher must prepare a systematic work schedule, In order to achieve the goal. Then, meeting to clarify with those involved, consisting of teachers and students on operations evaluation according to the work schedule because it was very important in the workplace as it will prevent problems from occurring.

b) Design of teaching and evaluation activities. The researcher prepared and designed the activities for teaching and learning by using situations in students' real life, which is beneficial and conducive for teaching and learning activities and must be consistent with the curriculum. The teacher must arrange the teaching and learning in accordance with the standards and indicators.

c) Teaching and learning process is a very important step because it is the period of work and must be prepared to support the evaluation with variety of activities. Importantly, teachers and students must be friendly and help each other, collaborating to solve various problems, teachers must encourage students to have ideas in knowing

how to develop oneself and apply it in daily life very well. And teachers must work with caution systematically teaching and learning will lead to success as expected.

d) Performance evaluation is the information about students' ability and knowledge. Evaluation is conducted by teachers and students during the course to get information for improving teaching and to improve learners. In order to evaluate for success, cooperation must be achieved by all parties. The teacher must be able to perform well, which is to clear specific learning goals. Evaluation methods appropriate for the content, providing clear feedback to students' motivation and develop learners to be responsible persons for their grades and assess themselves according to the truth.

e) Performance summary. When the teachers have finished teaching must summarize the overall performance and separate into various issues in order to know various information, both before and after operation to identify defective parts, to improve the next work. Results can be summarized from time to time and upon completion of work. Therefore the summary is an overview and is presented to all parties for further acknowledgment. And to summarize the results of this work, teachers should explain to students what they have to do and how to develop, and correct the defect in that section.

f) Providing feedback to learners. This is to provide clear information, try to encourage students to take responsibility for their learning by using self-assessment methods to achieve the goals. If it is not successful, students must cooperate with the teacher in order to solve student faults. Teachers may adjust their learning methods and change the way they teach until students are able to understand their objectives.

### **Using the English teaching model focusing on task-based learning to develop English writing ability and creative thinking in language**

Table 1 indicate that the mean score of the English writing ability of the experimental group after learning was higher than before learning with statistical significance at the level of 0.05 and have more distribution than before the experiment. In the control group, it was found that the mean scores of English writing ability after the experiment were higher than before the experiment but had less distribution than before the experiment with significance at the level of 0.05. Table 2 shows the mean scores of the creative thinking in language of the experimental group after learning were higher than before, at the statistical significance of 0.05 and distributed more than before the experiment. In the control group, it was found that the mean scores of creative thinking in language after the experiment were higher and had less distribution than before the experiment with significance.

**Table 1.** Mean and standard deviations of English writing ability scores before and after the experiment of students in experimental group and control group.

Evaluation	Experimental group (n=45)		Control group (n=45)	
	Mean	S.D.	Mean	S.D.
Pretest	51.96	10.16	50.18	10.47
Posttest	59.20	9.55	54.60	10.45
t	15.53 *		32.36 *	

\* Significant at the level of 0.05.

**Table 2.** Mean and standard deviations of creative thinking in language scores before and after the experiment of students in experimental group and control group.

Evaluation	Experimental group(n=45)		Control group (n=45)	
	Mean	S.D.	Mean	S.D.
Pretest	54.98	10.18	54.73	10.33
Posttest	60.22	9.55	56.60	10.33
t	13.84 *		2.56 *	

\* Significant at the level of 0.05.

**Table 3.** The results of the multiple variance analysis of English writing ability and creative thinking in language before the experiment of students in the experimental group and the control group.

Effect	Value	Hypothesis			Partial Eta	
		F	df	Error df	Sig.	Squared
Pillai's Trace	0.978	1.96E+03	2	87	0	0.978
Wilks' Lambda	0.022	1.96E+03	2	87	0	0.978
Intercept Hotelling Trace	45.035	1.96E+03	2	87	0	0.978
Roy's Largest Root	45.035	1.96E+03	2	87	0	0.978
Pillai's Trace	0.082	3.879	2	87	0.024	0.082
Wilks' Lambda	0.918	3.879	2	87	0.024	0.082
Group Hotelling's Trace	0.089	3.879	2	87	0.024	0.082
Roy's Largest Root	0.089	3.879	2	87	0.024	0.082

F = F-test (a statistical test that compares the variances of two samples so as to test the hypothesis that the samples have been taken from populations with different variances).

at the level of 0.05

Table 3 shows the results of the multiple variance analysis of English writing ability and creative thinking in

language of the experimental group and the control group  $p$ -value = 0.024, which is less than the set significance level. It shows that ability in English writing and creative

thinking in language of the experimental group was higher than the control group, significant at the level of 0.05

From the data analysis, it can be concluded that after the experiment, the ability of English writing and creative thinking in language of the learners, the experimental group gained learning management based on the English teaching model focusing on task-based learning to develop English writing ability and creative thinking in language higher than the control group that gained the traditional learning management. Significant at the level of 0.05.

## DISCUSSION

The results of development of English teaching model focusing on task-based learning to develop English writing ability and creative thinking in language consists of 7 elements: principle, the objectives of learning and the evaluation, learning English area and learning indicators, selecting method of instruction based on the evaluation, setting performance goals based on the task/work, formulating the evaluation criteria and evaluation report. Then the 6 steps of evaluation: assessment preparation, designing learning activity, teaching and the evaluation, teaching operation, conclude the assessment, and giving feedback from related parties.

Hai-yan (2012), Nawatrilap (2012), Rungsawang (2012), Phuchomsri (2013), Sriket (2014), Panaveil (2015), Ahmed and Bidin (2016), and Nakornthap (2016) stated that task-based language teaching was the most interesting and a learner centered approach enabling learners to use their existing linguistic resources. The use of existing linguistic resources is a fundamental principle of task-based language teaching, since it leads the English as foreign language learners to be fluent and confident users of English language both inside and outside the classroom in real life situations. When teacher organize teaching and learning activities, they should prepare good media and any equipment, set the students to work as a team, give all students the opportunity to show methods of thinking and solving problem. In addition, they can consider the benefits of their studies. Therefore, students have more attention to learn English that focus on task-based learning to develop English writing ability and creative thinking in language with higher ability in English writing because it can help students understand the ways they work and increase various aspects of writing. However, there are many factors which promote and can inspire in the future, such as the role of teachers, monitoring evaluation of the implementation and recommendations according to the task. This step proposed the work-oriented teaching method that can be used as inspiration for foreign language teachers, which encourages additional learning and teaching according to tasks.

The key concept of the English teaching model focuses on task-based learning to develop English writing ability and creative thinking in language needs experts to check the feasibility and coverage. Therefore making this quality development tool and truly beneficial for students (Sri-Sat, 1992). This conforms to the study of Kanchanawasi (2011), Evaluation model; which is also a concrete approach that links the relationship system from the concept of assessment theory to the action plan in assessment. Writing research focuses on task-based. Taking into account students is important in organizing teaching and learning activities. Students participate in assessments and receive feedback in order to be able to improve immediately. It encourages students to develop themselves all the time. It is very useful and makes teachers have to prepare teaching all the time, which include the new learning evaluation article about the skills development in learning as well as learners' weaknesses for improvement. This is useful for judging the development and achievement of learners.

## Recommendations

This study evaluates the effects of using the English teaching evaluation model focusing on task-based learning to develop English writing ability and creative thinking in language. This affects the ability of students, therefore, the results of using other forms of evaluation in learning was studied, in order to use the research results to improve the use of the evaluation form of learning. Future research should try it in any schools with different contexts or different situations. And these research findings provide information on evaluation English teaching that focus on task-based learning to develop English writing ability and creative thinking in language. These should be developed to improve writing ability and creative thinking in language; long-term continuing education to find out the consequences for those involved, including teachers and students, because human behavior is difficult to judge. Evaluation tools of this study are opinion questionnaires and learning management plans. There should be research on the effect of using tools that promote the evaluation of English learning correctly, according to the research tool development principles.

## CONFLICT OF INTERESTS

The authors have not declared any conflict of interests.

## REFERENCES

- Ahmed RZ, Bidin SJB (2016). The Effect of Task Based Language Teaching on Writing Skills of EFL Learners in Malaysia. *Open Journal of Modern Linguistics* 6:207-218.

- <http://dx.doi.org/10.4236/ojml.2016.63022>
- Hai-yan M (2012). The Task-based Teaching of Writing to Big Classes in Chinese EFL Setting. Jiangxi Normal University, Nanchang, China.
- Kanchanawasi S (2011). Theory of assessment. Bangkok: Chulalongkorn University Printing House.
- Nakornthap T (2016). The development of the German listening-speaking skill assessment model for Mathayomsuksa 4 students. Educational Research and Evaluation Department Graduate School. Mahasarakham Rajabhat University.
- National Institute for Educational Testing Service (NIETS) (2017). Guidelines for quality assessment according to the standards of education. Basic for quality assurance within the institution. The National Buddhist Printing Office.
- Nawatrilap N (2012). Effects of task-based learning management on English writing ability of Mathayomsuksa two students of Sutabumrung Pittayakarn School in Chachoengsao province. Master of Education Program in English Language teaching. Chachoengsao: Rajbhat Rajanagarindra University.
- Panavelil A (2015). Teaching and Learning to Write: Using a Task-Based Approach in an EFL Class. University of Nizwa, Oman.
- Panit W (2013). Creating Learning into the 21st Century. Siam Commercial Foundation. Bangkok: S. Charoen Printing.
- Phuchomsri A (2013). Developing a model to assess language development of Kindergarten level students. Graduate School, Maha Sarakham University.
- Phuphiphawadi S (1998). Techniques for promoting creativity. Bangkok: Thai Watthana Panit.
- Rungsawang P (2012). Development of a model for evaluating actual learning of High school students. Bangkok: Sukhothai Thammathirat University.
- Sriket N (2014). Development of a model for assessing the quality of classroom action research of students in teaching practice and professional experience teaching Srinakharinwirot University. Bangkok: Srinakharinwirot University.
- Sri-Sa-at B (1992). Preliminary research. Bangkok: Suwiriyasarn.
- Willis J (1996). A Framework for Task-Based Learning. Longman Handbook: Oxford.
- Wiriyachitra A (2012). English teaching. Bangkok: Natang Soo Lok Kwang Publisher.
- Wongkanya K (2008). The Result of Learning English for Communication with Emphasis on Thinking. Language Creativity of Mathayomsuksa 2 Students. Faculty of Education Khon Kaen University. Khon Kaen: Khon Kaen University.