

THE EFFECTS OF USING ENGLISH ACTIVITY BASED ON CEFR TO DEVELOP ENGLISH PROFICIENCY OF GRADE 10-12 STUDENTS

Phuwitch Ngiwline

*English Program, Secondary Demonstration School,
Suan Sunandha Rajabhat University, Bangkok, Thailand*

E-Mail: Phuwitch.ng@ssru.ac.th

ABSTRACT

This research aims to 1) investigate an English proficiency of grade 12 students of experimental group of English Program 2) compare the English proficiency of grade 12 students between the experimental group and controlled group of the Demonstration School of Suan Sunandha Rajabhat University. The research instruments were English activities based on the Common European Framework of Reference or CEFR of Suan Sunandha Rajabhat University English Proficiency Test (SSRU-TEP). The sample was 104 of grade 12 students from the Demonstration School of Suan Sunandha Rajabhat University. The data were analyzed by using mean and percentage. The sample collection was obtained by purposive sampling in the first semester of the academic year 2023. The research findings were 1) Grade 12 students of the experimental group of English Program acquired English very high scores at 78.80% or $\bar{x} = 3.65$. 2) The English proficiency of grade 12 students between the experimental group were 78.80% or $\bar{x} = 3.65$ higher than the controlled group which was 59.80 % or $\bar{x} = 2.85$. In comparison of English proficiency level, the experimental group students' listening skill was 85.75% or $\bar{x} = 3.90$, speaking skill was 82.35% or $\bar{x} = 3.72$, reading skill was 68.55% or $\bar{x} = 3.05$, and grammatical skill was 42.85% or $\bar{x} = 1.75$. The control group students' listening skill was 65.20% or $\bar{x} = 2.75$, speaking skill was 58.95% or $\bar{x} = 2.58$, reading skill was 65.55% or $\bar{x} = 3.20$, and grammatical skill was 62.50% or $\bar{x} = 2.68$. This research found that the English proficiency of grade 12 students of the experimental group of a total was higher than the controlled group's at 19.0% or $\bar{x} = 0.80$. The English proficiency including listening skill, speaking skill and reading skill of the experimental group was higher than the controlled group students' except the grammatical skill was lower than the controlled group's.

Keywords: English test, English proficiency, CEFR, SSRU-TEP

INTRODUCTION

English language is one of very important international language in the world because people in different countries use English language to communicate to each other. One of six policies in English language learning and teaching reform according to the ministry of education of Thailand is an English proficiency development of Thai students based on variety of activities [4]. The ministry of education of Thailand specifies English Language Teaching based on The Common European Framework of References for Languages or CEFR [4]. The CEFR is a framework, published by the Council of Europe in 2001, which describes language learners' ability in terms of speaking, reading, listening and writing at six reference levels. Language teaching is most successful when it focuses on the useful outcomes of language learning. Linking teaching to the CEFR is a very effective way of achieving this [2].

From the survey of English proficiency index from 72 countries across the world, it found that Thai students' English proficiency was 47.21% from 100%. It was at 6 of English language ranking which was very low in comparing to students' English proficiency in 10 countries of

Association of Southeast Asian Nations [1]. For instance, the findings also revealed that in terms of ability to use proper English for communication, Thailand was ranked number 53 among the Asia countries which indicated that Thailand has a very low proficiency in English, on the other hand, the top ASEAN countries such as Singapore and Malaysia were ranked number 12 and 13 of the Asia countries [3]. The government of Thailand tries to improve its population's English communication because of ASEAN communication. The school and educators are one group of important people who can develop and solve communicative English skills for Thai people. So this research was one of many studies could be applied and adapted for English language development across Thailand. The aims of this research was to investigate an English proficiency of grade 10-12 students of English Program through English activities based on CEFR and to compare the experimental group's English proficiency of grade 10-12 students to the control group's English proficiency of grade 10-12 students. The use of the research was a method of English language development for Thai students in Thailand.

OBJECTIVES

1. To investigate an English proficiency of grade 12 students of experimental group of English Program at the Demonstration School of Suan Sunandha Rajabhat University.
2. To compare the English proficiency of grade 12 students between the experimental group and controlled group of the Demonstration School of Suan Sunandha Rajabhat University.

METHODS

In this research we set three stages of developing English through activities based on CEFR for experimental students.

Stage I: Creating the Activities for four skills of English language. For this stage, researchers brainstormed and designed extra activities for listening, speaking, reading and writing. The Extra English activities were based on the Common European Framework of Reference (CEFR) from different abilities of students which were divided into four groups of A1, A2, B1, and B2. The experimental students were divided into four groups for each grade. Four groups of grade 10 students were A1 group, A2 group, B1 group, and B2 group. Grade 11 and Grade 12 were divided in four groups as well. Every student had to learn topics of the provided English activities except B1 and B2. But the control group of Grade 10-12 students usually learned English subjects with native speakers. The extra English activities for the experimental group were designed, but the English activities for the control group were not. It was depended on subject teachers' plans. The following were those activities for the experimental group as shown in Table 1:

Table 1. Extra English activities for the experimental group.

Topic for Activities	Periods of Learning
English for High Standard Test	16 hours
English Essay	16 hours
English Club	16 hours
English Advanced IELTS	16 hours
English Creative Writing	16 hours

Stage II: Discussion and Using. Researchers brought the extra English activities with course outlines to discuss and train how to use those with native teachers of English subjects. They should learn how to use activities and course outlines which would be taught the experimental group of Grade 12 students.

Stage III: Assessment. The experimental students and the control students take the Suan Sunandha Rajabhat University Test of English Proficiency (SSRU-TEP) (ssruplan.ssru.ac.th Online). This test was created for testing academic communication of the students and general people who want to know their English proficiency. It included concepts and core skills of listening, grammar, vocabulary, and writing. They are basic skills for daily life communication and for further studies. The test was designed and based on the Common European Framework of Reference for Languages (CEFR) which is a frame of English assessment for European countries, the ministry of education of Thailand used CEFR as a tool of English assessment. For SSRU-TEP, there were steps of difficulty index or easiness of the test from the easiest until the most difficult with six levels; A1 (scores 0-49), A2 (scores 50-60), B1 (scores 61-70), B2 (scores 71-80) C1 (scores 81-89), and C2 (scores 90-100). The ministry of Thailand prescribed Thai students in the university should get B2 level before graduation. Thai senior high students should get B1 level, and also junior high students should get A2 level. The SSRU-TEP test was one of the best English standard test for all [1].

RESULTS AND DISCUSSION

After teaching English activities based on the Common European Framework of Reference for Languages or CEFR, the results of the test were reported by the SSRU-TEP officer as in Figure 1 to 3 as followed:

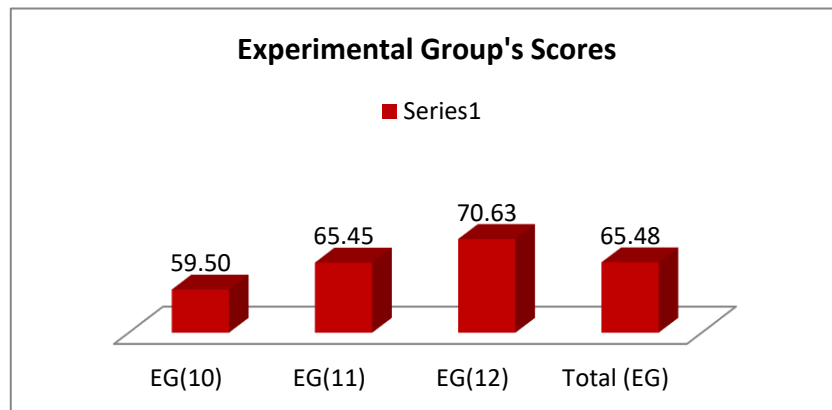


Figure 1: The graph showed the English Program students or experimental group's English scores of grade 10, grade 11, and grade 12.

Source (s) : From the document of the result of English Proficiency test of the Demonstration School of Suan Sunandha Rajabhat University 2023.

From Figure1, the graph showed the English Program students or experimental group's English scores of grade 10-12 increasing at 59.50%, 65.45%, and 70.63%. The total of average was 65.48% which was on B1 level based on CEFR standard.

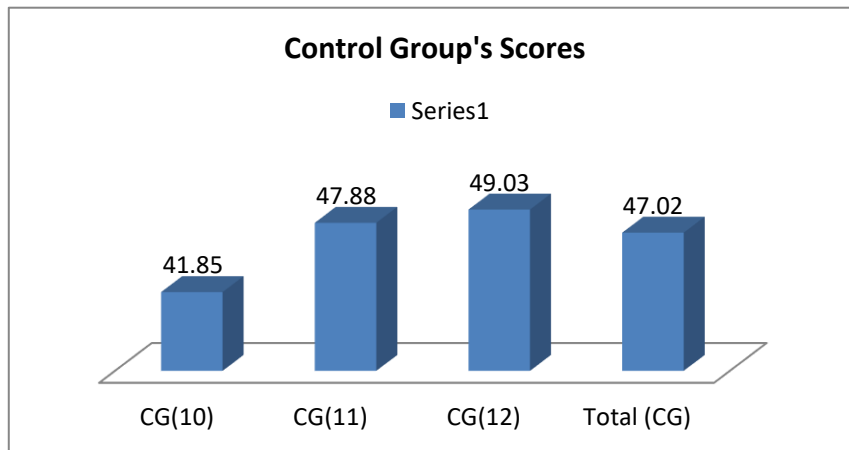


Figure 2: The graph showed the Normal Program students or control group’s English scores of grade 10, grade 11, and grade 12.

Source (s) : From the document of the result of English Proficiency test of the Demonstration School of Suan Sunandha Rajabhat University 2023.

From Figure2, the graph showed the Normal Program students or control group’s English scores of grade 10-12 increasingly at 41.85%, 47.88%, and 49.03%. The total of average was 47.02% which was on A1 level based on CEFR standard.

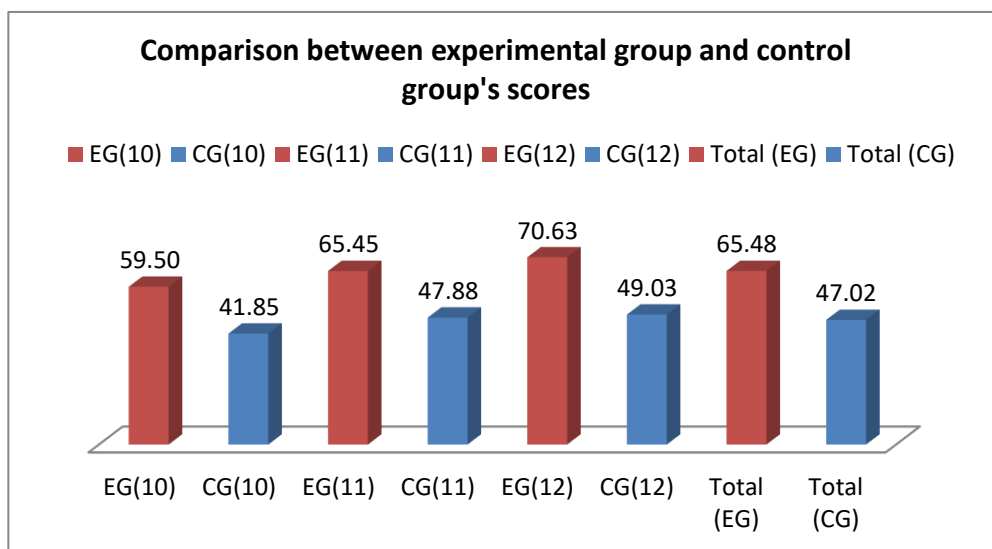


Figure 3: The graph showed a comparison between the experimental group and or control group’s English scores of grade 10, grade 11, and grade 12.

Source (s) : From the document of the result of English Proficiency test of the Demonstration School of Suan Sunandha Rajabhat University2023.

From Figure3, the graph showed the total of English Program students or experimental group’s English scores was 65.48% higher than Normal Program students or control group’s English scores was 47.02%. So the experimental group’s English proficiency was higher than the control group’s at 18.46% in comparison.

The research found that:

1) Grade 10-12 students of English Program acquired English very high scores at 65.48% or on B2 level. It can be defined that English activities based on CEFR were successful and

appropriate to be taught in the classrooms. The students can learn English outdoor, and practiced English through different activities with native speakers. The activities chosen for teaching the students were active and communicative.

2) Grade 10-12 students' English proficiency of English Program students or experimental group was 65.48% higher than Normal Program students or control group's English proficiency which was 47.02%. In comparison, English Program students or experimental group acquired higher English scores than Normal Program students or control group at 18.46%. It can be defined that the English proficiency of grade 10-12 students of experiment group or English Program students was on B1 level (in between 61-70) of SSRU-SEP standard test, and the English proficiency of grade 10-12 of control group or Normal program students was on A1 level (in between 0-49) of SSRU-TEP standard test. The experimental group's English proficiency was higher than the control group's English proficiency.

CONCLUSIONS

This research aimed to investigate an English proficiency of grade 10-12 students of experimental group or English Program students and to compare the English proficiency of the experimental group or English Program grade 10-12 students to the English proficiency of the control group or Normal Program grade 10-12 students. It found that the English proficiency of English Program grade 10-12 students was very high which was on B2 level, and it also was higher than the Normal Program grade 10-12 students at 18.46%. It discovered English activities based on CEFR were one of excellent teaching methods for English learning and teaching students in Thailand. English activities based on CEFR should be fun, encourageable, and challenging for the students to do English activities [7]. The Students need to practice English outdoor and also learn English through technology if it is possible because technology is more interesting than normal activities in the classrooms [8] which was related with Phongplopis's research [9]. A variety of different activities or lessons should be provided and rearranged before the lessons start. This would be helpful and successful for English learning and teaching. English activities based on CEFR because they were active and communicative languages teaching [6].

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