



**EFFECTIVENESS OF FOCUS ON FORMS
SUPPLEMENTED WITH TEST-TAKING STRATEGIES
IN IMPROVING THAI HIGH-SCHOOL STUDENTS'
TEST PERFORMANCE
IN THE GRAMMAR SECTION OF TOEIC:
A CASE STUDY OF CONDITIONAL SENTENCES**

BY

MISTER PANU SADEEWONG

**A THESIS SUBMITTED IN PARTIAL FULFILLMENT OF
THE REQUIREMENTS FOR THE DEGREE OF
MASTER OF ARTS IN CAREER ENGLISH FOR
INTERNATIONAL COMMUNICATION
LANGUAGE INSTITUTE
THAMMASAT UNIVERSITY
ACADEMIC YEAR 2020
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ENTITLED

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Chairman *Supakorn Phoocharoensil*
(Associate Professor Supakorn Phoocharoensil, Ph.D.)

Member and Advisor *Supong Tangkiengsirisin*
(Associate Professor Supong Tangkiengsirisin, Ph.D.)

Member *Sumalee Chinokul*
(Associate Professor Sumalee Chinokul, Ph.D.)

Director *Supong Tangkiengsirisin*
(Associate Professor Supong Tangkiengsirisin, Ph.D.)

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Author	Mister Panu Sadeewong
Degree	Master of Arts
Major Field/Faculty/University	Career English for International Communication Language Institute Thammasat University
Thesis Advisor	Assoc. Prof. Supong Tangkiengsirisin, Ph.D.
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ABSTRACT

This study investigated the effect of focus on forms supplemented with test-taking (FonFS with TTS) strategies on the test performance of Thai high-school students in the grammar section of TOEIC and explored the attitudes of the target population towards the grammar instruction approach. Data were collected in January 2021 from an intact group of 15 Thai high-school students living in Si Sa Ket Province. The pretest and the posttest simulated Part 5 (Incomplete Sentences) of TOEIC but included solely test items concerning conditional sentences. Between the two evaluation sessions was an intervention consisting of ten one-hour sessions of instruction on conditional sentences through FonFS with TTS. At the end of the posttest, attitude questionnaires were administered. Afterwards, four of the participants were randomly selected to give an interview. The results revealed that there was a significant improvement in test performance after the intervention, and in general the

participants manifested positive attitudes towards FonFS with TTS. Pedagogical implications are provided based on the research findings.

Keywords: Focus on forms, Test-taking strategies, Grammar instruction, TOEIC



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LIST OF ABBREVIATIONS

Symbols/ Abbreviations	Terms
EFL	English as a Foreign Language
ESL	English as a Second Language
FFI	Form-Focused Instruction
FonF	Focus on Form
FonFS	Focus on Forms
FonFS with TTS	Focus on Forms Supplemented with Test-Taking Strategies
FonM	Focus on Meaning
L1	First Language
L2	Second Language
PPP	Presentation Practice Production
SLA	Second Language Acquisition
TTS	Test-Taking Strategies

CHAPTER 1

INTRODUCTION

1.1 Background

1.1.1 The Importance of TOEIC to Global Societies

According to the Educational Testing Service (2007a), more than seven million people globally take the Test of English for International Communication (TOEIC) annually. For almost half a century, TOEIC has been deemed a standardized test for English proficiency evaluation by organizations and academic institutes worldwide. At the start of the advent of this standardized test, its role in global societies seemed to be rather limited to a small circle of people of a specific age and line of profession. However, as time passes, the test nowadays tends to expand its role and influence to a more extensive range of people in terms of both age and occupations.

At the beginning of the arrival of TOEIC, the test was necessary for solely adults working in business contexts. Starting in Japan, TOEIC was first applied as a tool to assess the English competence of company employees around the country so as to realize their initial command of English and to figure out how to enhance it (Daller & Phelan, 2006). Later, it was introduced into use for more varieties of purposes, for example, recruitment, relocation, and career advancement. Furthermore, other countries globally commenced to adopt TOEIC for such reasons as well.

There have been a substantial number of cases reflecting the significant role of TOEIC in various business fields. For employment, the test is well recognized as an instrument to screen out job applicants whose English performance does not meet the minimum requirement of a particular firm. For instance, China Southern Airlines has determined different minimum TOEIC scores for the job candidates of each of the job positions demanding English skills to achieve before they are entitled to a job interview (Nigro, 2011). In the same manner, AirAsia requires a minimum TOEIC score of 650 from their potential cabin crew staff (Nigro, 2012). In addition, on grounds of the high demand of the airline's applicants to take the test, the Malaysia TOEIC test center has been requested to arrange three examinations per month for the specific

purpose (TOEIC Malaysia, 2018). Similarly, Air France has switched from relying on its in-house English test to deploying TOEIC as a screening tool to select job applicants with good command of English (ETS, 2011a).

Apart from job opportunities, TOEIC also exerts a strong influence in career advancement. Test scores are considered a crucial factor in raising salaries, overseas relocations, and job promotions. As stated by Stahl et al (2007), ETS (2014c), and Anthony (2003), SMK, a Japanese electronics giant, awards a monthly pay of ten thousand yen to employees who have attained a TOEIC score of 730 or higher. To be eligible for working overseas, the employees of Matsushita Electric, Japan, must attain a TOEIC score of 600 or above. For Toyota Automobile and IBM in Japan, a successful candidate to be promoted to department head has to possess a TOEIC score of no less than 600. In addition, P&G Japan also relies on TOEIC results as one of the criteria for its employees to get promoted.

The longer the existence of TOEIC, the wider the applications of the scores. Not only is it useful in business, the test is, to date, necessary for other occupations. For instance, to be eligible for a teaching position in a primary school in Vietnam, a prospective teacher must be assessed as equal to B2 of CEFR (comparable to TOEIC 785) or above, and C1 of CEFR (comparable to TOEIC 945) or above in the case of a secondary school (Parks, 2011). Similarly, the Ministry of Education and Culture of Indonesia deploys TOEIC as a standardized test to evaluate English teachers' academic performance (Hopkins, 2015). The same is also true in Laos (Chandara, 2014).

Subsequent to entering the workforce, many university students have to take the TOEIC exam. To illustrate, the French government has made it obligatory for every college student to achieve a certain TOEIC score in order to graduate (Hopkins, 2018). Likewise, in Canada, the French-Canadian Business School has set the passing score of TOEIC at 750 as one of its graduation criteria (ETS, 2007d). In the US, Hunter College, New York, used freshmen's TOEIC scores to its advantage: the first-year students will be assigned to an English course whose difficulty is in accordance with their TOEIC scores (ETS, 2007f).

1.1.2 The Importance of TOEIC in Thailand

In Thailand, similar to other countries worldwide, TOEIC has long played an essential role in various industries and professions. On the basis of an excessive number of job candidates in the past, Thai Airways International has set the minimum TOEIC score at 600 as a prerequisite to applying for a cabin crew position. The measure considerably shortens the employment process as the precondition can effectively screen out unqualified candidates. Another example is Banyan Tree Hotel Samui, which takes advantage of TOEIC to keep track of the progress in English competence of its personnel and to assign its staff to a proper position in accordance with their TOEIC results. Moreover, acquiring a managerial position in Bristol-Myers Squibb, a pharmaceutical and healthcare conglomerate which has an affiliate based in Thailand, necessitates a decent TOEIC score. To secure positions, managers are required to take a TOEIC test biennially and to maintain a score above 700; otherwise, they will be obliged to attend an English course. Finally, a TOEIC score of 600 or higher is compulsory for foreigners in quest of a teaching career in Thailand (Taylor, 2010).

For the past decade, TOEIC has expanded its influence into the field of higher education in Thailand. On grounds of the growing necessity for English mastery in occupational settings, a number of leading tertiary institutions in Thailand, including Khon Kaen University, Mahidol University, Kasetsart University, and Silpakorn University, demand that their students gain or surpass a certain TOEIC score determined by the universities to ascertain that they are capable of working professionally in an international context (KKU 2017; MU 2018; KU 2018; SU 2017).

Besides higher education, nowadays the application of TOEIC scores has come into effect at the high-school level as well. In the past, the scores were essential for university students in their senior year to meet graduation criteria. At present, they function as gatekeepers deciding which high-school student is entitled to a seat in a university and which is not. In 2018, Thai University Central Admission System (TCAS) was developed and became effective for Thai high-school graduates willing to further their studies ever since. The system allows students with outstanding expertise in some discipline or outstanding athletic or artistic ability to be accepted to study at a university without taking any admission tests as their counterparts do. English is one discipline taken into consideration (Han, 2020). To concretely validate high English

proficiency, the results of standardized tests, including TOEIC, must be submitted to the TCAS committee. Consequently, high-school students aiming to ‘earn a ticket’ to their target universities through showcasing their exceptional command of English are increasingly taking an interest in TOEIC.

1.1.3 Thai Learners’ TOEIC Scores

According to ETS’s report (2019a), the average TOEIC score of Thai people in general does not even reach half of the perfect score, i.e. 478 out of 990. When compared to other 48 nations surveyed worldwide, Thailand is ranked third to last (47th). Within the Asian region, the country’s rank is at the rock bottom.

Even when narrowed down to only Thai university students, the mean score still follows the same trend: a survey by Puengpipattrakul et al. (2007) reports that the students’ performance on average is as low as 462. Even those who have already attended a tutoring course still show unsatisfactory outcomes. An experimental study conducted by Maliwan (2018) reveals that overall, after completing a TOEIC tutoring process, her participants (fourth-year university students) attained just 60 more points in their posttest, compared to the pretest mean score of 318. The survey results reflect low English proficiency, which exacerbates the problem of uncompetitiveness in the employment market.

Thai young adults’ elementary proficiency as assessed by TOEIC has a range of consequences. There has been a nationwide outcry that the minimum TOEIC score (450) is out of reach for stakeholders despite being one of the criteria applicants must meet in order to become teachers in the Teacher Return Home program (Mokkhasen, 2017). A large number of the new graduates in the program demand that the target score be reduced to 250. Some have even requested the abolition of such a requirement. One teacher candidate interviewed by Mayanondha and Soontornwipast (2020) complains that the condition is too challenging to meet. Having taken a TOEIC test three times in a vain attempt to fulfill the condition, she became overwhelmed by a sense of despair. Another interviewee who is a university lecturer claims her career advancement has come to a halt due to her low TOEIC score. These two examples clearly illustrate how TOEIC limits employment prospects and opportunities for promotion. More importantly, now that the test, to some extent, affects Thai high-

school students, the prospects of their higher education can be put at risk if their English test performance follows the same trend as their senior counterparts.

1.1.4 Thai Learners' Grammatical Competence

It has long been acknowledged that grammar is one of the keys to success in English learning. Decent command of English stems from adequate grammatical comprehension (Zhang, 2009). Saaristo (2015) draws an analogy between the English language and a tree, saying that if English were a tree, grammar would be the stem. Akay and Toraman (2015) add that without grammar, little progress can be made on other language skills. In general, grammar is the foundation of English proficiency. In a specific way, grammar can, to a great extent, determine a person's performance on an English test.

Individuals' grammar levels can substantially affect their scores on English tests, including TOEIC. The assessment of grammatical knowledge can be obviously seen in Part 5 and Part 6 of TOEIC. However, the other sections of the test also indirectly necessitate grammatical competence. For example, in order to comprehend the reading passages in Part 7 and correctly answer the questions, test takers inevitably have to rely on their grammatical knowledge. It has been confirmed that grammar supports reading and listening comprehension and, as a consequence, plays a significant role in determining a person's TOEIC score since the test includes both listening and reading sections (Harada, 2016). Therefore, it can be inferred that one of the main reasons that Thai test takers in general receive low TOEIC scores is their poor grammatical competence.

Saengboon (2017) measured the English grammar levels of a group of Thai university students. The students took two sets of grammar tests: a grammar production one and a grammar reception one. Their performance on both tests was relatively low. He attributed such findings to the fact that Thai students learn grammar rules by heart without exposure to examples and authentic applications, which is considered an ineffective method. This is underpinned by Libre (2018) who states that ESL learners will not benefit much from memorizing grammar rules if this is not accompanied by ample examples and practice in producing outputs. Apart from the inefficient teaching method at many Thai schools, the phenomenon is also owed in part

to the unsupportive learning environment in Thailand, an EFL country. People who speak English as a foreign language cannot implicitly assimilate English grammar because rarely do they have opportunities to immerse themselves in English-speaking situations. It is, therefore, crucial for students to learn English grammar explicitly (Wang, 2014), in other words, with direct and purposeful instruction.

The advice thereof, although sensible, seems rather contradictory, since Thai students in the mainstream education system continuously receive deliberate grammar instruction. The two conflicting statements beg the question of how grammar is treated through reportedly intentional instruction.

1.1.5 Thai Learners' Difficulties in Studying Grammar

At the completion of the pilot study of this research, the pilot group, five Thai high-school students, were solicited to give an interview as to how grammar was taught at school. Their testimonies create the impression that the allegedly direct grammar instruction is ineffective in several aspects. In correspondence with how grammar is approached in this study, the intracampus grammar teaching will be appraised through the lens of the PPP procedure, FonFS and TTS respectively. Firstly, from the standpoint of the PPP procedure, it can be regarded as insufficient by reason of an economy of lucid accounts of the target structures along with related concepts and usage. Shortage of practice exercises accompanied by answer keys without any further explanation and a scarcity of independent input production also contribute to the problem. Next, from the perspective of FonFS, it can be considered as perfunctory; i.e., grammatical structures and rules are merely mentioned passingly, even though they are expected to be intently focused on. Finally, in relation to TTS, it can be deemed strategy impoverished since no techniques are incorporated to bolster students' work performance.

After the testimonies have been disclosed, it is conceivable why the conflicting statements exist. It seems that the availability of grammar instruction is not an issue to be concerned over; the real challenge is how to develop effective grammar lessons that can truly improve students' grammatical competence and, ultimately, boost their test performance in TOEIC and others along the same lines.

1.1.6 Focus on Forms

To choose an appropriate teaching approach to develop an effective grammar lesson, there are a number of factors to take into consideration. Two of the most important conditions lesson developers should pay attention to are the contexts of the students and the purpose of the lesson.

In terms of contexts, Thailand is not quite an English-speaking country. Thai is the first and official language commonly used among Thai people in almost all situations. Except for some workplaces and tourist attractions frequented by foreigners, the use of English is rarely necessary on a daily basis. Furthermore, the mainstream media also operate in Thai most of the time. Consequently, Thais are prone to listening to news and watching movies and other programs in Thai. Even in schools and institutions of higher education, unless students are in an English class or study in an international program, their L1 is the main means of communication. Sometimes, the Thai language infiltrates English courses as many Thai students feel at ease using their L1, and teachers occasionally find explanations in Thai are more comprehensible for students than in English. Overall, it is obvious that in Thailand English is spoken as a foreign language, and there is limited room for English communication.

In an EFL environment, learners are not exposed to enough input to form implicit knowledge of grammar rules. Most of the time they are submerged in L1 input, which does not support inductive learning. Besides, when engaged in communicative tasks, they are liable to focus more on meaning than on forms, leading to the failure of linguistic form acquisition, as Ellis (2003) contends that communicative activities are likely to be deemed by students as a chance to freely interact with each other rather than learning. Even advanced learners such as university students majoring in English may not, in terms of grammar, fully take advantage of communication-based classes, shunning the target grammatical structures and instead using optional structures (Sato, 2010). Therefore, approaches that promote inductive learning, implicit knowledge, and an emphasis on communication such as focus on form and focus on meaning may not be a promising solution to the problem of Thai students' low English grammatical competence.

Accordingly, focus on forms seems to be an approach to teaching English grammar that suits Thai students who are EFL learners very well. Ebrahimi et al. (2015)

performed a three-group experiment with Iranian intermediate learners to determine whether FonF and FonFS had a significant impact on acquiring English. It was found that the FonF group's posttest average score was not significantly higher than that of its pretest. However, the opposite occurred with the FonFS group. In other words, FonF yielded no significant effect on the participants' learning of English conditionals, but FonFS did. The finding supports Sheen's (2002) conclusion that observing positive evidence alone is not adequate for learners to clearly construct the rules of such a language feature. As a result, explicit grammar teaching is still essential for learners' understanding. According to Carless (2009), traditional grammar instruction is probably suitable for students with low proficiency because it presents grammar rules discretely from communication, so they can easily process a certain grammatical point without being distracted and overwhelmed by information. Apart from that, acquaintance with a particular teaching pattern also plays a crucial role in the achievement of learning grammar. Björnsdóttir (2016) carried out research to find out whether form-focused instruction was more beneficial than no treatment and which was more effective: deductive FFI or inductive FFI. The participants were Icelandic-native speakers aged between 16 and 18. The findings suggested that the students benefited slightly more from deductive learning, which falls under the FonFS approach, than from inductive learning, which belongs to the FonF approach, probably due to the fact that FonFS has long been adopted in Iceland and that Icelandic students are more familiar with this approach.

Another condition to take into account when selecting an instruction approach is the objective of a lesson. Gaining a satisfactory score on a test including TOEIC is one major goal for EFL learners. Similar to Thai students, Japanese youth have two parallel goals: a test-related one and a daily communicative one (Yashima, 2000), and the former tends to be the stronger motivation because examinations, including TOEIC, have a considerable influence on their academic and future occupational achievement (Yashima, Zenuck-Nishide & Shimizu, 2004). It is inevitable that most EFL students study English for examinations that evaluate preciseness rather than fluency, and most of them put an emphasis on receptive skills, i.e. reading and listening, rather than productive ones (Sato, 2010). This perfectly describes TOEIC, especially the grammar section. For these reasons, some approaches

may be a mismatch for this particular goal. For example, task-based teaching, developed under FonF, is not aimed at preparing learners for examinations but rather for giving them the skills to communicate fluently on a daily basis where some grammatical mistakes are acceptable (Willis & Willis, 2007). In contrast, with explicit grammar instruction separate from communicative activities, FonFS is the right tool to tackle tests that assess grammatical accuracy.

1.1.7 The PPP Procedure

Present-Practice-Produce (PPP) is likely to be the procedure of choice for putting FonFS into practice. As its name implies, the PPP procedure is a teaching paradigm consisting of three steps. When applied to grammar instruction, the three steps are presenting grammatical forms, rules, and usage; putting the knowledge into practice through exercises for further comprehension and accuracy; and finally producing language with the target grammar in a freer way through communicative tasks for fluency. As per the three stages, it is apparent that this procedure can represent FonFS, as it introduces and explains grammatical points in a deductive and explicit manner, and it clearly isolates the grammatical accuracy part (the first two stages) from communicative activities (the last stage).

Although PPP is a long-established procedure, some scholars dismiss it and advocate communicative approaches which seem to be more effective and contemporary ways for students to learn linguistic features. For example, Skehan (1996) argues that “the belief that a precise focus on a particular form leads to learning and automatization no longer carries much credibility in linguistics or psychology” (p. 18). Willis (1996) also postulates that “language learning rarely happens in an additive fashion” (p. 135). Skehan (1998) suggests that “such an approach [i.e., PPP] is now out of fashion” (p. 94) and White (1988) dismisses the PPP approach as a decontextualized approach. Nonetheless, it is probable that these criticisms are made without taking some aspects of EFL learners into consideration. Provided that EFL contexts are factored into the equation, neglecting PPP is out of the question.

As mentioned earlier, there are a number of factors that contribute to the low success rates of L2 students when learning grammar through communication-based approaches, for example, low exposure to L2 input in daily life, low English

proficiency on average, and the tendency to focus more on meaning when engaged in conversations (Sato, 2010). In contrast, a traditional method like PPP can respond to the limitations of EFL learners. For instance, it offers deductive and explicit instruction of grammar which can compensate for the scarcity of implicit learning on a daily basis to a certain degree, and it clearly isolates grammar-learning sections from fluency-enhancement sections, which is helpful for beginners as they do not have to process forms and meaning simultaneously. Dekeyser (2007) argues that replacing the PPP procedure with more fashionable methods may be premature and not apt for their ultimate goal: preparing themselves for English tests measuring their receptive knowledge and grammatical accuracy.

Apart from its compatibility with the contexts of many EFL students, including Thais, the PPP procedure is also in accordance with the skill acquisition theory proposed by Anderson (1993), who claims that declarative knowledge can be transformed into procedural knowledge through practice and repetition. DeKeyser (1998) elaborates on how the procedure promotes the acquisition of linguistic features: First, the target grammar is presented explicitly; as a result, the attainment of explicit knowledge occurs. This corresponds to the cognitive stage. Then, activities and exercises to practice using the target form follow to induce the transition from explicit knowledge to implicit knowledge. The second step is equivalent to the associative stage. Finally, language production relevant to the target feature under lenient control, which can be equated with the autonomous stage, is allowed to enhance automatic action.

In conclusion, the PPP procedure is potentially appropriate for preparing Thai high-school students for the grammar part of TOEIC, considering the contexts and the objective. Students in an EFL environment will possibly benefit from the method, as deductive and explicit grammar teaching will pave the way for them to easily notice and apply new language structures; meanwhile, further practice together with independent production will promote the connection between form and meaning as well as the advancement of declarative knowledge into procedural knowledge (DeKeyser, 2001), rendering the students grammatically competent.

1.1.8 Test-Taking Strategies

Aside from adequate grammar competence, to gain a high score on the grammar part of TOEIC, test takers must be taught to use test-taking strategies. There are numerous researchers who indicate the paramountcy of the strategies and advocate adopting them to prepare for examinations. For instance, Vattanapath and Jaiprayoon (1999) claim that test-taking strategies enhance the morale and composure of test takers. Dodeen et al. (2014) attribute good test performance and academic accomplishment to utilizing test-taking strategies. Volante (2006) stresses that despite being knowledgeable about a particular subject, test-takers may fail to reach their target scores unless they adopt test-taking strategies.

Furthermore, numerous studies have revealed a correlation between test-taking strategies and test achievement. For example, Watter and Siebert (1990) found that students who are well-equipped with test-taking strategies are prone to have a sense of calmness and confidence, capable of responding to test tasks in a well-organized way and finishing tests in time, and, as a result, likely to earn high scores. Sapp (1999) discovered that test-taking strategies can substantially decrease test anxiety, which significantly hampers test success. Test takers with high anxiety tend to easily cease their attempts to defeat obstacles they encounter in a test, leading to low test scores (Schunk, 1991). In contrast, those who are well-aware of test-taking strategies possess low anxiety but high self-efficacy, resulting in an unwavering willingness to conquer any challenge, eventually contributing to better test performance (Sapp, 1999).

In summary, test-taking strategies play a key role in obtaining high test scores; therefore, they are a noteworthy skill that every test taker should assimilate and apply.

1.1.9 Problematic Grammatical Points for Thai and Other EFL Students

There are a considerable number of English grammatical points in regard to which EFL learners are prone to making errors. For example, Sattayatham and Honsa (2007) looked at written errors in translation work by freshmen at a Thai university. They categorized the errors and listed 10 categories with the most frequency as follows: the copula 'be', conditional sentences, punctuation, connector, fragment, subject-verb-agreement, spelling mistake, and omission of subjects.

These grammatical errors can either stem from the influence of L1 on L2 production, known as L1 interference, or from learners' interlanguage, which is insufficient and leads to overgeneralization of L2 grammatical rules. The latter issue can be solved by further study to gain a deeper insight into grammatical and lexical knowledge (Jenwitheesuk, 2009). However, the former problem is a more complicated one to solve since most EFL learners are immersed in L1 input in their daily routine, which contributes to the habit of adhering to L1 grammar and other linguistic features when producing L2.

According to research on error analysis of EFL learners mentioned above, it can be noticed that the conditional is usually one of the grammatical features EFL learners erroneously produce the most. Hazal' Al Radaat and Gardner (2017) studied the writing tasks of a group of Arab university students using conditionals. Around half of the participants made errors in the first and second conditionals. The third conditional and its relevant modality were the parts the participants struggled with the most. Novarita (2017) discovered that her Indonesian high-school-student participants made mistakes in every type of conditional, but the second and third conditionals were the most problematic ones. The top-three types of errors frequently made by the students were as follows: substitution of 'would' with 'will,' substitution of 'were' with 'was,' and incorrect verb forms.

Similar to other EFL students, Thai students also encounter trouble with this grammatical item. Sukasame (2013) studied grammatical errors made by high-school students in Khon Kaen. Her interviews with the participants revealed that almost all of the students found the third conditional difficult to comprehend. The majority confessed that they had no idea what the third conditional was for. Among Thai medical students' writing tasks analyzed by Sattayatham and Honsa (2007), the conditional was one of the ten grammar points most subject to errors. When writing conditional sentences, Thai university students majoring in English observed by Watcharapunyapong and Usaha (2013) made some errors.

The errors in conditional sentences can be, to a certain degree, accounted for by L1 interference. When producing conditional sentences, some EFL learners are prone to relying on the linguistic system of their L1, especially the semantic and syntactic systems (Sattayatham & Honsa, 2007). Jenwitheesuk (2009) attributes errors

found in conditional sentences to the influence of the mother tongue. For some languages, the grammatical rules for conditional sentences are more general and simple than those of English. In this case, if EFL learners generalize the rules to English, errors are likely to happen.

In the Thai language, the rules for this grammatical point are more general than in English as there are no inflections of finite verbs and modal verbs according to tenses and conditions; as a result, whether a conditional sentence refers to a possible future event, a hypothetical event relating to the present or future, or a hypothetical event opposite to what really occurred in the past, the verb forms will remain the same. As a consequence of the simplicity of this Thai grammatical feature, Thai learners are prone to ignoring the distinction of tenses and sentence structures among different types of conditional sentences in English since the inflections do not exist and in turn contain no semantic values in their first language. Apart from L1 influence, on the basis that contractions of modal and auxiliary verbs are allowed in English, when contractions are used in conditional sentences, EFL learners may find sentences of this kind confusing and may mistake one type of conditionals for another because some contractions are identical in terms of both spelling and pronunciation. For example, the contractions of ‘would’ and ‘had’ together with ‘are’ and ‘were’ are morphologically and phonetically the same.

The conditional is always found in the grammar section of TOEIC, i.e. Parts 5 and 6, and Thai learners are liable to make errors on this grammatical point owing to L1 interference; that is, Thai grammatical rules regarding this feature are simpler than those of English, and the conditional is an appropriate grammatical subject to measure the effectiveness of the focus-on-forms approach. Eradicating the influence of L1 and presenting a grammatical concept more complex than that of L1 is a challenge to prove the efficacy of FonFS.

1.1.10 The Existing Gaps

This research aims to fill the following gaps. First, although there have been studies undertaken in quite a few countries to measure the effectiveness of FonFS in teaching English conditionals to EFL learners — some even compared the efficacy of the approach with its counterpart (focus on form) — not many have been conducted

with Thai EFL learners. On top of that, most research of this kind used researcher-made tests to evaluate the effectiveness. Evaluations of this manner represent the efficacy of the two approaches in the context of intracampus application, where students are graded according to their performance on assignments and examinations designed by their own faculty. On the contrary, very few experiments have been done to assess it by using a standardized test (e.g., TOEIC). Standardized tests and intracampus tests differ in various ways and are dissimilar contexts, so this research will explore this new area.

Second, in spite of the fact that research has attempted to appraise the effect of test-taking strategies on the TOEIC test performance of students, the students always refer to university students or learners of an older age as they are the majority of those who require TOEIC scores. However, the increasing significance of TOEIC in Thailand for high-school students provides a great opportunity to replicate those previous studies with participants of a younger age.

Finally, most previous research on TOEIC test preparation monitored the development of the overall test performance involving both the listening and reading parts. Although some research excluded the listening part, the intervention, for example by Nishitani (2007), was engaged in instruction on both grammar and reading. It seems that few studies have provided an intervention that involved only grammar instruction and observed the improvement of scores in the grammar section in isolation from other sections. Grammar questions account for 30-40% of the whole test and a sizeable number of scholars (Akay & Toraman, 2015; Harada, 2016; Saaristo, 2015) agree that grammar is central to language learning and the essence of language skills; therefore, there should be a study that focuses solely on the grammar part of TOEIC.

1.2 Research Objectives

Based on the rationale and the existing gaps, the objectives of the study are as follows:

1. To investigate the effectiveness of focus on forms supplemented with test-taking strategies in improving Thai high-school students' test performance in the grammar section concerning conditional sentences in TOEIC

2. To examine the attitudes of Thai high-school students towards preparation for the grammar section concerning conditional sentences in TOEIC through focus on forms supplemented with test-taking strategies

1.3 Research Questions

To accomplish the objectives of this study, the following research questions need to be answered:

1. Can focus on forms supplemented with test-taking strategies improve Thai high-school students' test performance in the grammar section concerning conditional sentences in TOEIC?

2. What are Thai high-school students' attitudes towards preparation for the grammar section concerning conditional sentences in TOEIC through focus on forms supplemented with test-taking strategies?

1.4 Hypotheses

In accordance with the above research questions, the following hypotheses are formulated:

1. Thai high-school students' posttest scores will be significantly higher than their pretest scores.

2. Thai high-school students will have positive attitudes towards preparation for the grammar section concerning conditional sentences in TOEIC through focus on forms and test-taking strategies.

1.5 Definitions of Terms

As regards the thesis title, seven key terms, i.e. 1) focus on forms, 2) test-taking strategies, 3) effectiveness of focus on forms supplemented with test-taking strategies, 4) test performance, 5) English conditionals, 6) the grammar section of TOEIC, and 7) Thai high-school students, are defined to ensure a mutual understanding.

1.5.1 Focus on Forms

Focus on forms in this study refers to deductive instruction of grammar with the use of metalanguage as a section discrete from communicative activities. The grammar topic that will be taught through FonFS is conditional sentences. The approach will be executed through the PPP (Present-Practice-Produce) procedure; that is, in the presentation stage, concepts, forms, and usage of conditional sentences will be introduced to students. The explanation of structures of the conditionals is accompanied by metalinguistic information. This will be followed by sample sentences containing the target structures. In the practice stage, students do exercises which mainly direct their attention to the structures, e.g. sentence and text completion, clause matching, error detection, and multiple-choice tests. In the production stage, students independently produce conditional sentences. For instance, they will be engaged in a discussion or a conversation that encourages them to use the target grammatical structures.

1.5.2 Test-Taking Strategies

The test-taking strategies adopted to teach to the participants in this experiment are proposed by Forster and Karn (1998). Their strategies are composed of general ones that can be applied to every part of TOEIC and those specific to a particular part. Nonetheless, this study focuses on strategies specifically involved in Part 5 of TOEIC. The strategies are further adapted to exclusively suit test items concerning conditional sentences. The strategies used combine both metacognitive and cognitive strategies, that is, the awareness of what should be achieved so as to figure out the correct answers and relying on linguistic or grammatical knowledge in order to achieve each of the steps planned beforehand.

1.5.3 Focus on Forms Supplemented with TTS

Focus on forms supplemented with TTS is integrating TTS into the instruction of conditional sentences through FonFS in the practice stage of the PPP procedure in order to enhance the participants' performance in completing exercises regarding conditional sentences. That is, apart from language accuracy the participants will attain from FonFS, they will develop systematic mental process due to TTS

training, which increases awareness of what to do and how to achieve it so as to figure out the correct answers with rapidity.

1.5.4 Test Performance

Test performance in this experiment is measured from the scores each participant receives in the pretest and the posttest, with the aim of assessing grammatical knowledge on the subject of conditional sentences, whose format bears resemblance to that of Part 5 (Incomplete Sentences) of TOEIC. On this account, an increase in test performance denotes that the posttest score is higher than the pretest score.

1.5.5 English Conditionals

As there are five types in total of conditionals in the English language, this study encompasses all of them, namely, the zero, the first, the second, the third, and the mixed conditional. Despite the fact that only the first four types are involved in TOEIC, the mixed conditional is not excluded from this experiment for the sake of the participants' benefit and on the basis that it has a complicated grammatical structure, which is a powerful indicator of the effectiveness of FonFS with TTS.

1.5.6 The Grammar Section of TOEIC

The grammar section of TOEIC involves some test items in Part 5 (Incomplete Sentences) and Part 6 (Text Completion) of TOEIC. Both parts evaluate both the grammatical and lexical competence of test takers. To distinguish between test items that assess grammatical knowledge and vocabulary comprehension, examinees have to consider the characteristics of the four choices of each question. The features that allow for the appraisal of grammatical proficiency include choices of the same root but different suffixes; of the same verb but different verb forms, or different auxiliary verbs preceding them; of the same modal verbs with different verb forms; of conjunctions with the same meaning but agree with different syntactic structures; and of different prepositions. The last feature needs to be decided together with the surrounding syntactic units in order to identify whether a certain question is associated with grammar or vocabulary.

1.5.7 Thai High-School Students

Thai high-school students in this study refer to Thai EFL students in Mathayom Suksa 4-6 (equivalent to Grade 10-12) who were studying at a public school in Si Sa Ket. Owing to convenience sampling, the recruited students may or may not be at the same level of English proficiency.

1.6 Scope of the Study

Owing to the time constraints of this research, the focus-on-forms treatment cannot cover all grammar topics involved in the grammar section of TOEIC. The conditional, one of the most problematic grammar topics among Thai students (Sattayatham & Honsa, 2007), was selected to be taught to the participants.

Despite the fact that the grammar section of TOEIC does not evaluate all topics and aspects related to English conditionals, this study encompasses all of the five types of conditional sentences for the sake of extending the participants' grammatical repertoire, namely, the zero, the first, the second, the third, and the mixed conditional. Although conditionals in an interrogative form are not involved in the grammar section of TOEIC, they will be included in this experiment along with those in affirmative, negative, and imperative forms because activities in the instructional intervention during the practice and the production stages of the PPP procedure require writing and asking questions with conditional sentences. Furthermore, this study covers a variety of modal verbs used in conditional sentences; however, the modal verbs 'will', 'would', and 'would have' are emphasized more than the others because these modal verbs are frequently used as basic patterns when conditional structures are demonstrated in textbooks (Lee & Kang, 2016) including the textbooks that will be employed in this study.

To be in accordance with the characteristics of the grammar section of TOEIC and the objective of this study, the effectiveness of FonFS and TTS are assessed only in the area of receptive knowledge; productive knowledge is not covered. With regards to TTS, only TTS specific to test items as to conditional sentences in the grammar section of TOEIC are involved.

1.7 Chapter Summary

It seems that the longer the time goes by, the more important and influential TOEIC has become in global societies as well as to EFL and Thai society. Starting from specific groups of businessmen in Japan, TOEIC is now important for a variety of career paths worldwide in terms of job applications and career advancement. Moreover, it also affects university students as TOEIC scores have become a part of requirements for graduation. High-school students in Thailand are facing the same challenge as their senior counterparts since a number of Thai universities have started to take TOEIC test performance into account for undergraduate student admission. The fact that it has been associated with milestones of different walks of life has resulted in despondency for many stakeholders for the reason that their test performances are not satisfactory and, as a result, hinder them from academic or occupational achievement. In Thailand, the circumstance is no better than other EFL countries. As a matter of fact, it is worse because the country's rank for TOEIC average score is usually at the bottom of the list among worldwide and Asian countries. One of the underlying causes of Thai test takers' low scores is inadequate grammatical comprehension. A considerable amount of research (e.g., Akay & Toraman, 2015; Saaristo, 2015; Zhang, 2009) has corroborated the connection between grammatical competence and test performance, not only on the part directly associated with grammar but also on the listening and reading sections.

The low grammatical proficiency of Thai learners partially stems from ineffective methods of grammar instruction at many Thai schools, for example, rote memorization of grammar rules with little or no examples, practice, and genuine application. Aside from that, the low grammar level also results from the context of English studies in Thailand where learning mainly takes place in classrooms but rarely occurs in daily situations. The shortage of opportunities to practice interacting in L2 on a daily basis hampers implicit grammar acquisition. In an attempt to compensate for the insufficiency in implicit and inductive grammar acquisition and to improve grammar skills, an instructional approach that puts emphasis on explicit and deductive grammar teaching, i.e. focus on forms, should be introduced to Thai learners. This manner of grammar instruction is suitable for learners whose surroundings are deprived of L2 input. Furthermore, FonFS can potentially serve the main goal of most EFL and Thai

learners, namely to pass English tests that have a substantial influence on their educational and career success, for example, mid-term and final examinations, university entrance examinations, and TOEIC. These English tests stress grammatical accuracy more than fluency. Consequently, the principle of FonFS that advocates isolating grammar instruction from communicative activities should be compatible with preparation for tests of this category. However, experiments must be conducted to substantiate the assumption.

Apart from raising grammatical capacities through an approach appropriate for the Thai context and the objective of this study, in an effort to increase TOEIC scores of Thai test takers, test-taking strategies must be presented to them. A considerable number of studies have found that test-taking strategies can elevate test performance in many ways, for example, better time management, the enhancement of self-confidence and most importantly test scores.

_____ Although the effectiveness of FonFS in teaching English conditionals to EFL learners has been measured by many previous studies, few have been carried out with Thai learners. Aside from that, the efficacy has mostly been evaluated with researcher-made tests, which is a different context than standardized tests such as TOEIC. For test-taking strategies, their effectiveness has been measured in the context of TOEIC, but the participants usually refer to university students or working adults. There seems to be no experiments of this kind with high-school students. In terms of TOEIC sections, most previous research monitored test performance in both listening and reading sections before and after instructional interventions. Few studies have focused only on the reading section, and it seems that none have provided an intervention that involved only grammar instruction and observed the improvement of scores of the grammar section in isolation from other sections. For these reasons, there are research gaps worth bridging, and this research tries to do so by investigating the effectiveness of focus on forms and test-taking strategies in improving test performance in the grammar section of TOEIC of Thai high-school students and examining the attitudes of Thai high-schools students towards preparation for the grammar section of TOEIC through focus on forms and test-taking strategies.

CHAPTER 2

REVIEW OF LITERATURE

The major objective of this study is to measure the effectiveness of focus on forms (FonFS) together with test-taking strategies. In order to achieve it, an experiment that involves an instructional intervention under the principle of FonFS has to be conducted. To successfully do so, the researcher must gain insight into the teaching approach. Therefore, this chapter reviews the definitions and characteristics of FonFS. Besides, in an attempt to justify why FonFS has been selected as the approach in this study, this chapter also reviews the arguments of how this approach is potentially apposite to the setting of this experiment and the target grammatical point. The arguments are then supported by previous related studies. As FonFS is a teaching principle, to put it into practice, it is necessary to search for a procedure that FonFS can be harmoniously incorporated into. For this reason, the present-practice-produce (PPP) procedure is investigated in this chapter for its background, process, and compatibility with FonFS. As regards to test-taking strategies, since they are going to be assessed in the same manner as FonFS, this chapter explores several topics pertaining to the strategies for thorough understanding, namely, definitions, classification, and benefits for the prospective participants followed by previous related studies. Because the effectiveness will be measured in the context of TOEIC and the conditional is the grammatical point of focus, various topics concerning these two matters have to be well assimilated and in turn included in this chapter, i.e. the overview, the test format, and the parts of TOEIC as well as types of conditional sentences and their forms, meanings, and usage.

For the aforementioned reasons, this chapter has been divided into seven sections. Section 2.1 deals with focus on forms. In section 2.2, the PPP procedure is introduced and discussed. Test-taking strategies will then be presented in section 2.3 followed by TOEIC and washback in sections 2.4 and 2.5 respectively. Section 2.6 contains a review of English conditionals, and this chapter ends with section 2.7, which summarizes the literature review.

2.1 Focus on Forms

Focus on forms (FonFS) is a category of teaching approaches that belongs to form-focused instruction (FFI). Undoubtedly, it can be loosely described by the definition of its umbrella term (FFI). Collins (2012) uses the term ‘form-focused instruction’ to refer to “any pedagogical practice undertaken by second language (L2) teachers with the goal of drawing their students’ attention to language form” (p. 2187). He adds that language forms in the EFL context, apart from grammatical structures, may encompass punctuation, spelling, or other language features. FonFS along with its cousin under the broad term ‘FFI’ is at one end of the spectrum. At the opposite end stands meaning-focused instruction which can be defined as a pedagogical approach that dismisses any discussion about language forms and provides only L2 input and its use in context (Norris & Ortega, 2000). Through this approach, it is anticipated that implicit learning of L2 forms will arise after adequate exposure to L2 input.

When examining focus on forms, it is necessary to clarify it alongside its sister approach, focus on form (FonF). Given their virtually identical spelling and pronunciation, these two terms can be confusing, and one of them may be mistaken for the other. Comparing them will bring a better understanding of what FonFS is and how it differs from its cousin.

In addition, as FonFS and FonF have been adopted, examined, and passed on up until present day, they certainly have evolved, leading to a shift in some parts of their definitions and principles. As a consequence, in order to thoroughly understand these two approaches, it is necessary to initially investigate them through the lens of the pioneers, who coined those terms, and then from the perspectives of ensuing practitioners.

2.1.1 Definitions and Characteristics of FonFS, as Compared to FonF, from Pioneering Scholars

Although the term for the teaching approach of interest in this study is ‘focus on forms’, which was coined by Long (1991), there are alternative names for it coined by other scholars. This phenomenon also applies to its counterpart: focus on form. In spite of various labels, the delineation that follows each label will assist in identifying which approach is being mentioned. Studying how each scholar differently

refers to FonFS and FonF not only reveals their equivalent terms but also reveals the nuances in the definitions originally established by each of them owing to diverse interpretations.

Johnson (1982) coined the terms ‘separationist position’ and ‘unificationist position’ to call two different approaches to teaching language use and structure. He articulates that the separationist position is in action when “structure is taught first [through a structural syllabus] and followed by a second communicative stage at which use is taught and where structures are activated or recycled” (p. 129). The position alludes to “a divorce between the teaching of forms and uses” (p. 129). On the contrary, the unificationist position disagrees with the ‘divorce’ of form and use as it is deemed impractical in psycholinguistic aspects. Instead, the latter position postulates that language structure learning should take place within communicative contexts.

Unlike Johnson (1982), a number of scholars seem to be more familiar with the terms ‘isolated FFI’ and ‘integrated FFI’. Spada and Lightbown (2008) use the term ‘isolated FFI’ to refer to a teaching approach that requires students to learn forms of a certain language in isolation from its application because it is believed that it is rather challenging for students to acquire both forms and meaning during communication. Therefore, to assimilate one feature at a time, there must be a discreet section intended to explicitly inform students of language forms before they are engaged in the step of communication. On the other hand, the term ‘integrated FFI’ has been applied to situations where students’ attention to linguistic structures arises while they are engaged in communicative or content-based tasks (Spada & Lightbown, 2008). In terms of priority, while isolated FFI mainly focuses on forms and grammar, integrated FFI puts primary emphasis on meaning. Nevertheless, a brief implicit guidance or correction of grammar or other language features is allowed to interrupt the ongoing activity so as to help students produce utterances in a more precise way (Doughty & Williams, 1998).

Another variation of terminology to call the two approaches of FFI is accredited to Long (1991). He was apparently the first to use the term ‘focus on forms’ to mention teaching grammar topics in a particular sequence according to what has been specified in a school curriculum. He explains that the teaching approach is based on the

framework that grammar should be taught in a systematic way. In contrast, Long's 'focus on form', which corresponds to integrated FFI, is used to refer to an intervention to improve students' grammatical accuracy during a communicative activity whose main emphasis is on meaning.

In summary, after considering a number of initial versions of FonFS and FonF along with their interchangeable names available described by the term inventors, it appears that there is a clear demarcation between the two approaches to grammar instruction. That is, as to FonFS, grammar instruction is isolated from communicative activities. The grammatical features of interest are selected in advance and officially listed in a syllabus. Accordingly, the essence of the language lessons is linguistic forms, and the grammar instruction takes place explicitly and on purpose. Finally, a top-down approach is employed; in other words, students learn grammatical points deductively. On the other hand, FonF integrates grammar lessons into interactive, content-based instruction. There is no selection of grammar topics beforehand, but grammar teaching occurs incidentally out of students' errors or curiosity. Therefore, the primary focus is on meaning and communication. The objective of FonF in relation to grammar is for students to assimilate grammar inductively; however, assistance is allowed in the form of implicit guidance.

2.1.2 Extensive Definitions and Characteristics of FonFS, as compared to FonF, from Ensuing Practitioners

In this section, contemporary definitions and characteristics of FonFS together with its sister approach, FonF, will be delineated from the viewpoints of practitioners of the two tenets in several facets, i.e. the timing of grammar intervention, the primary focus, and how grammar is delivered.

In respect of occasions to educate students on grammar, FonFS and FonF dispute the optimal time to discuss grammar, having yet to be conclusive and still open to debate (Ellis, 2006): in a FonFS instruction, grammar is delivered to students discretely before or after a meaning-based instruction, whereas FonF draws students' attention to forms during a communicative activity (Mansouri, et al., 2019).

In relation to the primary focus, it seems that FonFS is capable of maintaining its original concept. That is, it treats language as an object to be

investigated; linguistic forms are identified and listed in a syllabus, awaiting to be studied one after another (Ellis, 2008). Accordingly, it puts emphasis on grammatical structures, and they are intentionally introduced to students (Ebrahimi et al., 2015). By contrast, the framework of FonF tends to vary over time: Although it still puts stress on meaning and communication and views grammar as a tool for communication (Ellis, 2008), education on grammar at present does not always take place in a reactive and incidental manner as it used to do. In other words, now FonF allows teachers to predict what grammatical points found in a communicative task may potentially be problematic and, therefore, explain them prior to errors being made (Ellis, 2016). On this account, a grammar instruction via FonF can be pre-emptive and intentional as well.

Lastly, as to how grammar is treated, similar to the previous issue, FonFS has managed to preserve its defining characteristic: It strictly conforms to the deductive approach, and grammar rules are overtly explained with the employment of metalinguistic information. Conversely, even though FonF still subscribes to the bottom-up approach by presenting communication-based content and samples for students to come up with forms and rules on their own (Soontornwipast, 2010), the guidance to facilitate the discovery of grammar rules is currently not necessarily implicit; an explanation of grammar, especially as a correction to students' erroneous productions, may be offered in an explicit way and with the use of metalanguage (Ellis, 2016).

In conclusion, as time elapses, the definitions and characteristics of FonFS and FonF have evolved and varied to some extent. The variation illustrates the increased flexibility in the way the terms are defined, and, as a result, the two approaches are at present not regarded as two separate elements but as two pedagogical features that can be combined along the continuum. To illustrate, as regards FonF, formerly grammar instruction had to be incidental and reactive: it always stemmed from an attempt to correct students' errors or answer their questions concerning structures. At present, daily grammar points of interest can be pre-planned and designated as a daily objective, and relevant communicative activities ensue. An explanation of grammar still happens during communication, but it may now occur deliberately as induced by the teacher. Inductive learning remains the primary goal, yet in case of necessity explicit elaboration of grammar with the employment of metalinguistic information is currently permitted,

leading to the emergence of explicit FonF, as opposed to implicit or original FonF. Nonetheless, the attribute that remains intact and evidently distinguishes FonFS from FonF is whether grammar is assimilated into meaningful contents and communication or whether it lives in solitude.

2.1.3 How Focus on Forms Suits Grammar Instruction to Thai High-School Students

As there are two types of form-focused instruction, FonFS and FonF, it is understandable if the questions of which approach should be implemented and why are raised. To decide which FFI is more suitable to implement, the characteristics of the target students must be taken into account. In this study, the participants were Thai students, who were EFL learners. Focus on forms is a pertinent teaching approach in the context of an EFL environment for the following reasons.

First, encouraging some EFL learners to communicate in English can be rather challenging. Some have low self-confidence to do so as they are aware of their low proficiency due to EFL settings that do not facilitate English learning. The environment may also turn some of them against English speaking, for they view L2 as unnecessary in daily life. Besides, some cultures of EFL countries probably have an influence on the timidity of EFL learners in speaking English. On the grounds mentioned, prompting them to interact in English demands a great deal of effort, and once they agree to engage in it, any action that nullifies their willingness should be avoided. For example, it is possible that commenting on their poor grammar and correcting their mistakes right after their production, comparable to FonF, can discourage them from continuing to speak (Raimes, 2002). It is, on some occasions, suggested that teachers should not interrupt the flow of communication and make remarks about grammatical mistakes later as a separate instruction outside interactive tasks. This corresponds to FonFS. Ellis (2002b) agrees that sometimes it is more useful to teach grammar discretely than to incorporate it into interactive lessons. Sterns (1992) argues that even though "communicative activities are an essential component of a language curriculum, there is still a place for a separate analytic language syllabus" (p. 180).

Second, as most EFL learners cannot afford to learn grammar and other linguistic elements inductively because the surroundings do not support such kind of learning, FonFS should step in to ensure EFL students have adequate knowledge before participating in communicative activities. Higgs and Clifford (1982) observed that "the premature immersion of a student into an unstructured or free conversational setting before certain fundamental linguistic structures are more or less in place is not done without cost" (pp. 73-74). In conclusion, in an EFL setting, most of the time a presentation of the target form followed by closely-monitored practices should precede communicative tasks.

Third, in terms of psycholinguistics, the way EFL learners learn English often diverges from how native speakers do. Rarely immersed in input in English and English-speaking situations, EFL learners have few opportunities to learn the language implicitly and develop procedural knowledge through this pathway. For non-native speakers, DeKeyser (1998) recommends that "grammar should first be taught explicitly to achieve a maximum of understanding and then should be followed by some exercises to anchor it solidly in the students' consciousness in declarative form so that it is easy to keep in mind during communicative exercises" (p. 58). That is, declarative knowledge through explicit learning is prerequisite so as to help induce the development of procedural knowledge. It can be seen that the first two learning phases proposed by DeKeyser correspond to focus on forms.

Fourth, when considering the teaching approach that is apt for English learners of low to intermediate proficiency, who represent the majority of EFL learners, FonFS can be the approach of choice. Vanpatten (1990) cautions that working on form while focusing on meaning may be too challenging for beginners. Ellis (1997) adds that paying attention to form and meaning simultaneously is rather a heavy burden for learners since the cognitive process has limited capacity.

Finally, EFL learners across many countries, including China, Japan, and Thailand, are liable to take English tests that emphasize the accuracy of grammar. Barcroft (2002) and Trofimovich (2005) point out that lessons that mainly work on semantic features and fluency do not prepare test takers for tests that require them to recall information on linguistic forms because they have discovered that concentration on meaning comes at the expense of attention is paid to formal features.

In summary, focus on forms works to EFL learners' advantage when studying grammar in many aspects. It is a learning pathway compatible with students in an input-impooverished environment. It can compensate for the lack of implicit learning in daily life. It is in favour of learners of low to intermediate levels. In addition, this study focuses on the grammar section of TOEIC, which necessitates grammatical accuracy. For all of the reasons together, the researcher strongly believes that both of the hypotheses will be confirmed, i.e. FonFS will be able to improve the performance of Thai high-school students in the grammar section of TOEIC, and the students will approve of this teaching approach.

2.1.4 How Focus on Forms Suits Conditional Sentence Instruction

Apart from the learners' context, another issue that should be brought to attention when educators contemplate adopting a teaching approach is the nature of the target linguistic point. According to SLA research, some linguistic features can be unconsciously acquired by learners with little or no explicit instruction from teachers. Conversely, in the absence of guidance from teachers, other linguistic features cannot be incidentally picked up by learners. Consequently, one teaching approach may be compatible with one linguistic feature but may not be so with another. In the latter case, form-focused instruction seems to hold higher potential to accelerate the learning curve of students than meaning-focused instruction does because students' attention has to be deliberately drawn to them (Norris & Ortega, 2000). Nevertheless, as there are two categories of FFI, further details concerning the linguistic aspects of the target linguistic point need to be discussed to help determine which FFI should be adopted. The aspects in focus are as follows:

2.1.4.1 L1 Influence

When learners make errors due to L1 influence, focus on forms is a more effective tool to solve the problem, especially when the whole class share the same mother tongue as L1-based errors can be contagious in this case (White et al., 1991; Lyster, 1987). Intentional and explicit grammar teaching of the point in question is required to cleanse the influence. FonFS is also the instrument of choice when learners form interlanguage rules which are more general than those of L2. White et al.

uphold this approach as a method to let students draw a distinction between their interlanguage and L2.

2.1.4.2 Saliency in the Input

Some linguistic features are barely noticeable during communication, for example, third-person -s, copula be, and modal verbs, since in the oral input they can be pronounced with their weak forms or contain no significant semantic value. For this reason, to understand these structures inductively through communicative activities is unlikely to occur. To help students pay attention to and acquire these covert forms, devoting a separate session in class to directly explaining their forms and grammatical rules, comparable to FonFS, is necessary.

In the case of conditional sentences, which are the grammar topic of interest in this study, focus on forms is an appropriate approach to teaching this language feature for the following reasons. First, in Thai, the first language of the participants, the rules for conditional sentences are more general than in English because there are no inflection of finite verbs, auxiliary verbs, and modal verbs according to tenses and conditions. Second, as a result of the first reason, the distinction between the sentence structures of different types of conditional sentences tends to have little or no semantic value for Thai learners. The element that has a strong impact on meaning for Thai students is time markers as they also exist in Thai. Third, in spoken language, the sound of some auxiliary verbs and modal verbs used in conditional sentences can be reduced; therefore, it is difficult for students to distinguish one type from another through listening alone. Consequently, directly teaching forms and rules of conditional sentences to students is required.

2.1.5 Previous Studies Relating to Effectiveness of Focus on Forms

Laufer (2006) conducted a study to investigate which teaching method was more effectual in learning L2 vocabulary: FonF or FonFS. The participants were high-school Israeli students whose L1 was Hebrew or Arabic. In the first phase, which was an incidental learning, the FonF group, with dictionaries allowed, read a passage containing the target words and then gave responses to comprehension questions designed on the condition the readers had to understand all the target words so as to

answer correctly. On the other hand, the FonFS group explicitly learned a list of the target words along with meanings and explanations. After that they completed a word-meaning matching exercise and a gap filling exercise. Later, without prior notification, both groups were put to a test of translating the target words into their L1 to evaluate their passive vocabulary knowledge. The FonFS group surpassed the other one with statistical significance. In the second phase which was an intentional learning, both groups were assigned to read a list of the target words plus definitions and sample sentences. Hence, technically the FonF group had now become another FonFS group. This time both were aware of an upcoming test and asked to memorize the list. They took an immediate posttest with two parts: The first part was selecting the target words to match the provided L1 definitions. This tapped their active knowledge. The second part was identical to the first-phase test. Two weeks later, a delayed posttest, the same as the immediate one, was administered to both groups. The scores of both parts from both immediate and delayed posttests showed no statistical difference between the two groups. It was noticeable that the FonF group could catch up with the FonFS group in phase 2, when the approach was shifted to FonFS. This study pinpoints that intentionally memorizing L2 words, which conforms to the FonFS approach, produces a higher rate of vocabulary acquisition than does incidentally learning L2 words in context, which complies with the FonF approach. Therefore, it can be concluded that FonFS is still necessary for L2 vocabulary learning, especially when classroom time is limited and extra input in daily life is scarce.

Ebrahimi et al. (2015) performed a three-group experiment to determine whether FonF and FonFS had a significant impact on acquiring English conditionals in Iranian intermediate learners. In addition, the researcher compared the efficacy of FonF and FonFS. The participants were 90 Persian-native speaking women, aged 16-30, whose English proficiency was at the same level. They were separated into three groups. Group A received FonF instruction. Form instruction was integrated into communicative lessons such as reading passages. Conditional sentences found in the passages were made noticeable by underlining, bolding, and italicizing. As a result, the group learned the target feature in context without explicit, discrete grammar explanation. After that, they practiced using conditional sentences in a variety of situations. Contrary to Group A, Group B received FonFS instruction. The rules and

patterns of conditional sentences were introduced to them in an overt manner. Next, they were engaged in a communicative activity full of instances of usage of the target grammatical point. Group C, as a control group, took a placebo task. Even though they read two passages containing conditional sentences, their attention was not drawn to the target feature. At the end of the experiment, it was found that the FonF group's average posttest score was not significantly higher than that of the pretest. However, the opposite occurred to the FonFS group. In other words, FonF yielded no significant effect on the participants' learning of English conditionals, but FonFS did. Another discernible result is that the FonFS class's performance was significantly superior to that of the FonF class. The finding supports Sheen's (2002) conclusion that observing positive evidence alone is not adequate for EFL learners to clearly construct the rules of such a language feature. As a result, explicit grammar teaching is still essential for the learners' understanding.

Björnsdóttir (2016) carried out research to find out whether form-focused instruction was more beneficial than no treatment and which one was more effective: deductive FFI or inductive FFI. The participants were Icelandic-native speakers aged between 16 and 18. This experiment was comprised of three groups: Group A, Group B, and a control group, and there were two topics of treatment: the possessive *s* and homophones. For the possessive *s*, Group A learned this topic deductively: Rules concerning possessive *s* were presented and then followed by samples. After that the group completed a sentence rewriting exercise where the possessive *s* was not used correctly. Conversely, Group B was exposed to an inductive treatment: The group read a passage and a number of sample sentences showing usage of the possessive *s*. Then, they were asked to summarize the rules of how to use the target grammar point by themselves. For their homophones, the types of treatments were switched between the two experimental groups: Group A took an inductive treatment. They studied sample sentences containing the target words: *there*, *their*, and *they're*. After that they were asked to summarize how to use the three homophones based on their own comprehension. Meanwhile, Group B learned the topic deductively. The rules differentiating the function of each homophone were presented together with some sample sentences. Next, they did a gap-filling exercise. Before the treatments, all groups took a pretest which was a gap-filling exercise that required them to choose the

following six words to fill in the gaps: bears, bear's, bears', their, their, and they're. After the treatments, a posttest identical to the pretest was administered to the participants. The posttest results, as compared to those of the pretest, demonstrated improvement of the two experimental groups in making fewer grammatical errors in both grammar points, whereas the control group did not manifest any development. Therefore, it can be concluded that FFI is beneficial for L2 learners. When comparing the results of deductive and inductive techniques, the deductive treatment yielded higher improvement than the inductive treatment did in terms of both grammar points. However, the differences had no statistical significance. The findings suggest that the students benefit slightly more from deductive learning, which falls under the FonFS approach, than from inductive learning, which belongs to the FonF approach, probably due to the fact that FonFS has long been adopted in Iceland and that Icelandic students are more familiar with this approach.

Sa-Ngaphan (2009) carried out a comparative study to establish which form-focused instruction exhibited higher efficacy in enhancing grammaticality of oral production by Thai high-school students. In line with the objective, her research question was "Does an explicit FonF affect the linguistic accuracy of a group of M.5 Triam Udom Suksa students' oral production at the intermediate level of language proficiency in comparison with another group receiving an implicit FonF through corrective recast at the same level of language proficiency?" The 40 participants were equally divided into two groups, namely an experimental group and a comparison one. As of the experimental procedure, there were two sessions: tutoring and evaluation. The first session aimed to develop grammatical accuracy of six grammatical points of interest in the participants' oral production: the present perfect, I wish, three forms of causative clauses, conditional sentences, should have with the past participle, and reported speeches. In terms of instruction, the researcher reacted to grammatical errors made by the experimental group through an explicit FonF, by saying "It is not X, but it is Y." On the other hand, the comparison group received corrective recasts, deemed as an implicit FonF, when producing ungrammatical outputs. Upon the assessment, ten interview questions which elicited answers containing the targeted grammar features were asked to the participants to appraise the grammaticality of their oral production. Finally, to decide which focus-on-form technique posed more positive impacts,

ANOVA and t-test were utilized to analyze the data. The results revealed that both groups showed advancement in grammatical accuracy. However, the experimental group members with the improvement significantly outnumbered those of the other group. Likewise, the comparison between the average group scores pointed out that the former delivered superior performance to the latter. As a result, it can be concluded that although the implicit FonF is advantageous to a certain degree, it is not as effective as the explicit one. The research findings are in congruence with those of Norris and Ortega (2001) which lead to a summary that explicit focus on form is a beneficial and effective treatment for grammatical errors. As regards pedagogical implications, the researcher suggests that, to successfully tackle ungrammaticality in EFL students, it is vital to employ form-focused instruction with high explicitness. Otherwise, through a more implicit technique such as corrective recasting, teachers' grammar correction may be mistaken by students as a repetition or another correct version of their utterances. In this case, it is recommended that teachers raise the directness of the approach by ensuring students are cognizant of the teachers' intention. Lastly, now that the Ministry of Education advocates communicative approaches to English studies, she emphasizes that erroneous productions should not be neglected whenever students are engaged in interactive activities to protect them from fossilization. However, she expresses concern over its pernicious consequences: grinding the communication flow to a halt and aggravating students' affective filter.

Xu and Lyster (2014) assessed the effectiveness of explicit form-focused instruction in promoting correct use of three grammatical forms, namely noun plurals, the past tense, and third-person singulars, in spoken English. Twenty-seven Chinese EFL university students were enlisted as participants. Before and after the intervention, both control and experimental groups were engaged in speaking tests in which the questions compelled them to involve the target grammar points in their productions. Their test scores were calculated according to grammaticality. For the experimental group, the intervention included recapitulation of related grammar rules together with demonstration of errors often made by Chinese students followed by error correction. It ended with a replay of the participants' oral test records which led to a self-correction activity. For the control group, in contrast, several episodes of television series were offered to them as lessons, falling under the focus on meaning approach. As for data

analysis, a Wilcoxon-Signed rank test was used to ascertain whether there was any progress within each group. The results showed significant improvement in accuracy of the experimental group, but this was not the case for the control group. In order to measure the difference between groups, a Mann-Whitney U test was utilized. The findings revealed that there was no significant difference before the intervention; however, the opposite was true afterwards. In general, it can be concluded that the increase in grammatical precision was probably attributable to explicit FFI. In details, the effect of the approach varies according to the degree of complexity and regularity of grammar forms. That is, the more complex and the more regular the forms are, the more effective the approach is in facilitating accuracy.

It should be now apparent that studies have been undertaken in quite a few countries to measure the effectiveness of focus on forms in teaching English conditionals to EFL learners. Some even compared the efficacy of the approach with its counterpart (focus on form). Nonetheless, it seems that few have been conducted with Thai EFL learners. In addition, most research of this kind utilized researcher-made tests to evaluate the effectiveness. Evaluations of this manner represent the efficacy of the two approaches in the context of intracampus application, where students are graded according to their performance on assignments and examinations designed by their own faculty. On the contrary, very few experiments have been done to assess it by using a standardized test (e.g., TOEIC). Therefore, replicating this kind of experiment under the new conditions, i.e. Thai EFL learners and a standardized test, is recommended as it may yield different results worth discussing.

2.1.6 Previous Studies Relating to Attitudes towards Focus on Forms

Al-Mekhlafi and Nagaratnam (2011) probed the obstacles to grammar study of EFL students from the perspectives of their teachers. The objective was to discover whether the teachers' context, namely, gender, experience, educational degrees, and class levels they were in charge of, would bring about any discrepancies in their attitudes towards the issue. However, the focus of this research was teachers' overall opinions on various approaches to grammar instruction. The findings illustrated that, in their view, the students were motivated to learn grammar inductively through ask-based learning and zealous about acquiring grammatical structures while working

on meaning. Nevertheless, they were subject to perplexity when exploring grammar without an explicit explanation of grammar in advance. On top of that, many of them were still thoroughly counting on the explicit approach.

Jean and Simard (2013) carried out an experimental study in which the first participant group took a discrete session to memorize target forms before engaging in communicative activities that induced target form production; on the other hand, the second group promptly participated in meaning-based activities which were occasionally and timely interrupted by FFI. The findings demonstrated that the two groups' performance in precisely producing the target structures was equal. In relation to lexical competence, however, the utterances of the integrated FFI group reflected more extensive use of vocabulary. Finally, with regard to preference, neither groups maintained fidelity to one particular type of instruction but rather embraced the variety.

Rao (2002) investigated 30 Chinese students' opinions on grammar teaching methods. The two methods in focus were a traditional one, non-communicative, and a modern one, communicative. As the research instrument, a questionnaire was distributed to the students to garner their attitudes. It was discovered that their preferences were not unanimous: Half of them opted for the conventional method, whereas the other half preferred the contemporary one. A general implication drawn from the study is that the alternation of both methods should be adopted for grammar instruction to Chinese students.

Male (2011) scrutinized EFL students' viewpoints on English grammar. A questionnaire was employed to gather data. The students' responses reflected the necessity for learning grammar as it was deemed an essential feature of the English language, especially in writing. As to approaches to grammar instruction, the respondents displayed a tendency to prefer explicit instruction over its implicit counterpart. The researcher suggests that implementing an approach in accordance with students' preference can motivate them to pay attention in class.

2.2 The PPP Procedure

2.2.1 The PPP Procedure and How It Represents Focus on Forms

After justifying why focus on forms is a potential approach appropriate for readying Thai high-school students for the grammar section of TOEIC, it has now

come to the quest for a procedure to effectively execute the teaching principle. The PPP principle seems to be a promising candidate to achieve the goal as it can thoroughly represent the positions embedded in focus on forms.

The PPP procedure is a teaching paradigm consisting of three parts: presentation, practice, and production. Before the 1990s, it was considered as “the most popular and fashionable methodology” of language teaching. It is “a variation on audiolingualism in British-based teaching and elsewhere” Harmer (2001, p. 86). The concept underlying this method is the behaviourist theory of second language learning which claims that like other habits, the behaviour of language learners can be influenced through operant conditioning, a cycle of stimuli, responses, and reinforcement resulting in the expected habit. The analogy between the cycle and the PPP procedure can be established as follows: The presentation stage is the stimuli teachers feed to students. The practice and the production stages are equivalent to responses from students. Teachers’ feedback such as compliments and students’ self-satisfaction correspond to reinforcement. Lastly, after repetition of the three stages of PPP, the expected linguistic performances occur. On account of the concept behind this teaching method, the PPP procedure exhibits a number of characteristics that are compatible with the notion of focus on forms.

First, in Thornbury’s (1999) perspective, the PPP procedure is based on the ideology of “practice makes perfect”, which is an attribute attractive to many teachers and learners. It complies with the propositions that expertise and automatization can be reached through repetition of practices and that a language is broken down into small units to be examined one at a time, gradually adding up to the completion. In the same manner, FonFS treats a language as an object, as opposed to a tool, to be studied and view learners as students, the opposite of users (Ellis, 2000). The content and pace of a lesson are under teachers’ control since a language has been divided into units which have been arranged systematically in a structural syllabus (Thorbury, 1999).

Second, PPP views precision as the path to fluency. The first two steps of PPP are concerned with accuracy. Teachers present a language topic and elaborate on it in the presentation stage. Then, students are engaged in controlled exercises and activities monitored by teachers in the practice stage. Only after students’

comprehension is sufficient will they be permitted to produce the new language under a less controlled condition in the production stage. Similarly, FonFS starts from teaching decontextualized linguistic items that have already been listed in a curriculum. Meaning, forms, rules, and usage of a language unit are learned discretely from communicative contexts. After that communicative activities may follow for fluency, but they will never precede the accuracy-building part.

Finally, the steps in PPP conform to language learning in a deductive manner of FonFS. Grammar is explicitly introduced in the presentation stage. Then, grammatical forms and rules are later applied in the practice and production stages. Production and communication come after as a separate part from grammar rules explanation.

In summary, several features of PPP that are congruent with the FonFS approach, for instance, the perception of a language as an object to study, the priority of accuracy over fluency, and the clear cut between the prior part of rule establishment and the later part of rule application, make PPP an obvious model for FonFS instruction.

2.2.2 The Steps of PPP from Views of Scholars

Fundamentally, the PPP procedure is an instructional model consisting of three steps, i.e. the presentation stage, the practice stage, and the production stage. Nevertheless, when explored in deep detail, the procedure can be delineated in various versions through a diverse lens of different scholars.

Skehan (1998) explains the steps of PPP in a fairly abstract way as follows: “The first stage is generally focused on a single point of grammar which is presented explicitly or implicitly to maximize the chances that the underlying rule will be understood and internalized. This would essentially aim at the development of declarative knowledge” (p. 9). Then, students move on to practice using the target form through exercises manipulated and fine tuned by teachers. The purpose of the second stage is to transform the explicit knowledge into implicit knowledge. In the last stage, teachers’ manipulation is more lenient as students are expected to produce the target language naturally in communicative activities.

In contrast, Willis and Willis (1996) illustrate the procedure with concrete examples of instructional activities. The lesson commences with identifying and

clarifying the language topic, followed by grammatical formulae, model sentences or a dialogue that contain the target item. After that, students make use of the new language under a controlled condition. The practice activities can entail repeating utterances after the teacher, combining parts of sentences, filling in gaps, and answering questions that elicit the target language. Finally, the class is induced to produce the new language in a more spontaneous way in a context guided by the teacher. The last stage may involve a role play, a simulation situation, and a communicative task.

Byrne (1986) adds that the sequence can be altered depending on students' levels of proficiency, students' needs, teachers' objectives, and the teaching materials available. To illustrate, a class can begin with a conversation relevant to the target grammatical item as a warm-up activity (the production stage). After that, explicit instruction of the grammar point takes place (the presentation stage). Finally, the class ends with doing written or oral exercises under the teacher's supervision (the practice stage). However, it should be emphasized that the reverse order of PPP will turn the instruction from deductive to inductive, which does not correspond to the FonFS approach, which gives priority to rules and saves practices and communication for later.

In this study, for mutual understanding, the first step of PPP is introducing and clarifying the grammar point of focus, followed by presenting the grammatical formulae and sample sentences. In the second step, students participate in practice exercises such as sentence completion, clause matching, and multiple-choice exercises. In the last step, students take part in oral and written activities in a simulation context to produce the target grammatical item in a more independent way.

2.2.3 Advantages of the PPP Procedure in the Context of the EFL classroom

As a long-established, traditional teaching procedure, PPP has now been replaced by more contemporary methodology in SLA such as CBI and TBLT (Skehan, 1996; Leaver & Willis, 2004). Furthermore, it has received criticism from some scholars. For instance, Skehan (1996) notes that "the belief that a precise focus on a particular form leads to learning and automatization no longer carries much credibility in linguistics or psychology" (p. 18). Willis (1996) also affirms that "language learning

rarely happens in an additive fashion” (p. 135). Skehan (1998) says that “such an approach [i.e., PPP] is now out of fashion” (p. 94) and White (1988) disregards the PPP approach as a context-impoverished methodology. Nevertheless, when the context of EFL classrooms is taken into account, dismissing the teaching methodology seems premature as it still offers various advantages to EFL learners.

First, in terms of educational and social backgrounds, most EFL learners are liable to learn L2 grammar well through a deductive approach, in which grammar instruction is discrete from communicative activities. As they are not surrounded by English speakers, and English-speaking situations merely exist in classroom settings, it is unlikely that they will comprehend grammar rules in an inductive way. Furthermore, when engaging in CBI and TBLT, students are prone to concentrate more on meaning than on form. Swain (2005) indicates that learning grammar through communication is more suitable for advanced learners, which constitute the minority of EFL students, because processing two linguistic elements simultaneously is quite a heavy burden. In a worse scenario, form may not be noticed at all since it is not salient enough. On the other hand, PPP, which offers grammar instruction in isolation from other activities, will lessen the burden of cognitive processing and also increase the salience of grammatical items. Based on Carless (2009), PPP is appropriate for students with low L2 performance, for it delivers grammar explanations in a clear-cut and concise way.

Second, in terms of psycholinguistics, the PPP procedure promotes second language acquisition. According to Anderson’s (1993) skill acquisition theory, second language learning, especially for learners who have passed the critical period, starts from declarative knowledge. Then, after successive practice and extensive use, the knowledge becomes proceduralized and eventually automatic. DeKeyser (1998) notes that L2 learners — unlike native speakers who usually learn their L1 grammar implicitly, leading directly to procedural knowledge — need explicit instruction of L2 grammar to form descriptive knowledge. To convert it into procedural knowledge and enhance fluency, the process of repetition and application must follow. Given the learning mechanism, PPP can perfectly match the process of SLA. To illustrate, Sato (2010) explains that, in the presentation stage, the target grammar is explicitly introduced to students, resulting in declarative knowledge. This is comparable to the cognitive stage in skill acquisition theory. In the practice stage, controlled activities

such as drills, doing exercises and pattern practice assist in the establishment of procedural knowledge. The second step is equivalent to the associative stage. Lastly, the production stage, in which students engage in communicative activities to produce the target grammar in a more independent way to increase fluency, corresponds to Anderson's autonomous stage. In agreement with how PPP can very well serve SLA, Yamaoka (2005, 2006) stresses that, in the EFL environment, repetition and pattern practice is an essential part in the development of procedural knowledge. DeKeyser (2001) points out that explicit, rule-based grammar instruction raises the salience of the introduced structure for students, making it easily noticeable. Moreover, the following activities contribute to building a connection between the form and meaning of the target grammar, resulting in second language acquisition.

Third, in terms of learners' goals, which appear to be the most important aspect to keep in mind, PPP can effectively respond to the needs of EFL students. Similar to Thai students, Yamashita (2000) indicates that there are two main purposes for Japanese students to study English. The first one is to be able to communicate in the second language in daily life. This does not seem to be a strong motivation since they have little necessity for English communication on a daily basis (Sato, 2010). The second one is to show excellent performance on English tests. This appears to be a more practical objective for them because it is undeniable that, like their Thai counterparts, Japanese high-school students have to study English for tests that stress grammatical precision rather than fluency in spoken English. Those tests are, to name a few, end-term and entrance examinations, which inevitably have a strong impact on their academic success. Therefore, it is apparent that the drive behind English studies of the majority of Japanese (as well as Thai) students pertains to test preparation rather than the desire for being a fluent speaker (Yashima et al. 2004). Owing to this fact, there could be a mismatch between the absolute adoption of cutting-edge, communication-based methods and the EFL classroom. Willis and Willis (2007) assert that task-based teaching and its cousins are not formulated for test preparation. Instead, they are designed to prepare students for routine communication, which spares room for errors and mistakes. DeKeyser (1998) doubts the effectiveness of these approaches because they have yet to be thoroughly examined by SLA researchers. In summary, to truly fulfil the ultimate goal of EFL students, the PPP procedure should not be overlooked.

2.3 Test-Taking Strategies

2.3.1 Definitions of Test-Taking Strategies

Test-taking strategies can be regarded as a means to achieve higher test results by assimilating and accustoming oneself to the content, formats, directions, rules, policies, and other related contexts of a certain test (Rogers & Harley, 1999). Cohen (2014) describes them as techniques examinees draw on when sitting an examination in order to derive correct answers. Dodeen (2009) defines this term as the caliber of making a good judgement on what to focus and manage previous to, during, and following a test, resulting in a rise in test scores. In addition, test-taking strategies can be characterized as progressive and adaptable skills. Cohen and Upton (2006) indicate that the more test-taking experience, the more the strategies evolve. That is, expertise can be accumulated through practice. The latter quality has been noticed by Sefcik et al. (2012), who contends that a set of successful techniques employed in one test may be applicable to different tests: They can be multipurpose.

2.3.2 Classification of Test-Taking Strategies

There are diverse taxonomies of test-taking strategies proposed by a substantial number of scholars in different time periods. Some strategies are mentioned by one educator but may not be included in the syllabus of another. On the contrary, some techniques can be found in more than one researcher's formula, but they are called by different names and may be classified into categories of various labels.

Watter and Siebert (1990) classified test-taking strategies in chronological order, i.e. strategies before, during, and after answering a test. The strategies in each category are listed below:

- 1) Strategies used before answering the test
 - Explore every question, and handle the easier ones first.
 - For a question with a long introduction, identify the main idea of the question, or underline key terms.
 - Read directions carefully.

- Manage time wisely (spend the proper amount of time for each question according to its difficulty).
 - Outline answers before writing.
 - Formulate an answer in the form of mental images.
- 2) Strategies used during answering the test
- Reply to questions chronologically.
 - Spend all time available.
 - Write down ideas that occur to you without delay.
 - Do not skip any questions, even the one you do not know the answer to.
- 3) Strategies used after answering the test
- Check your spelling and grammar.
 - Reread the questions to confirm your understanding.
 - If necessary, edit your content and language.
 - Do not change your answers at the last minute.

According to Nitko (1996), test-taking strategies can be categorized into three groups: 1. Time-using strategies explain how to allocate time for each part of a test efficiently. 2. Error-avoidance strategies emphasize the importance of understanding test instructions and responding to the instructions accordingly. 3. Guessing strategies support guessing rather than skipping when the exact answer is unknown.

Rezaee (2006) classifies test-taking strategies into two categories: general strategies and specific ones. The former refer to versatile techniques: they are compatible with a wide variety of tests. The following strategies fall into this category: physical and mental provision for an upcoming test, time management, test direction assimilation, test item prioritization, and answer reconfirmation. The latter are characterized as strategies of a narrower spectrum: their usage is limited to only some

particular types of tests. The enumeration of specific strategies is as follows: speculating meaning from context clues, scrutinizing word formation, skimming, and scanning.

Unlike Rezaee (2006), Hirano (2009) proposes three classes of test-taking techniques. The first one is test management strategies, which shed light on how to precisely understand what test takers are required to do in a test and, in turn, respond to tasks in a test accordingly. The second one is test wiseness strategies, which are engaged in taking advantage of test formats and any information available in a test and its context to assist in finding correct answers. The last one is language learner strategies, which are employing the knowledge of grammar, vocabulary, and other linguistic competence to answer the test questions.

Oxford (1990) has sorted test-taking strategies into four classes. The first class is cognitive strategies, which can be defined as relying on one's linguistic and general knowledge to figure out answers, for example, referring to grammatical rules, using context clues to guess meaning, translating, utilizing background knowledge, and summarizing. The second one is metacognitive strategies, meaning the conscious mental process of planning what cognitive strategies to employ and how to execute them in order to complete a test. The samples are self-questioning, reflection, planning, creating connection, and visualizing. The third one is affective strategies; these concern the emotional elements of test takers, which pose effects on test performance such as confidence and anxiety. The last category is social strategies which result in the augmentation of interaction with a particular language.

It can be seen that one's category can be a subcategory of another's category. For example, Nitko's (1996) time-using strategies can be a part of Oxford's metacognitive strategies and Rezaee's (2006) general strategies. On the other hand, one class established by one researcher may cover two or more classes formulated by others. For instance, Oxford's (1990) metacognitive strategies is an umbrella term for Hirano's (2009) test wiseness strategies and test management strategies. In addition, one category of one researcher can fit two or more categories set by others. For example, strategies used after answering the test by Watter and Siebert (1990) are composed of both cognitive and metacognitive strategies coined by Oxford.

In this study, test-taking strategies are classified as general and specific. The general ones refer to strategies that can be applied to every part of TOEIC. The specific ones refer to strategies whose application is limited to a specific part of TOEIC such as the grammar section.

2.3.3 TOEIC Test-Taking Strategies

There are a great number of techniques, both general and specific, that can be applied for test takers to improve their TOEIC scores. The following strategies are provided by Forster and Karn (1998):

General Test-Taking Strategies

- Read the directions carefully prior to responding to the test.
- Allocate time for each question properly. Do not waste too much time on any one question.
- Guessing for probable answers is better than leaving a blank.
- In case of guessing in a multiple-choice test, select either choice B or C.
- Constantly transfer answers to the answer sheet; transferring all answers to the answers sheet at once at the last minute is not advisable.
- Take advantage of context clues when encountering unseen vocabulary.

Specific Test-Taking Strategies for Grammar Sections

- The most common grammar points found in TOEIC are tenses, parts of speech, and prepositions.
- The components of word formation, i.e., prefixes, roots, and suffixes, are keys to understanding the meaning of vocabulary.
- Parallelism must be taken into account when a list of words or phrases is connected by a conjunction.
- Providing that the choices are of the same finite verb but with different verb forms, e.g., goes, go, is going, and have gone, subject-verb agreement and tenses come into play.

- Identify the relationship between two clauses, whether it is causal, controversial, supportive, etc., in the event that all choices are conjunctions.

In addition, Lobo (2016) has proposed tips for success in TOEIC part 5 as follows: Test takers should quickly leaf through the four choices to identify if the test item is assessing lexical or grammatical knowledge. In case of grammatical comprehension, try to pinpoint what grammatical point is in question. After having an idea of what is being tested, read the sentence with a gap and select one of the choices. It should be reminded that punctuation and capitalization in any given sentence or choice are always correct. Hence, time should not be wasted on detecting any mistake in these matters. The correct choice is always grammatically correct even though that test item focuses on meaning. Thus, ungrammatical choice, albeit lexically sensible, should be eliminated immediately. Furthermore, it is suggested that the amount of time spent on each item should not exceed 30 seconds.

For TOEIC part 6, the following techniques have been suggested by Forster and Karn (1998): First of all, pay attention to the title, headline, or subject of the text so as to gain the whole picture and identify the main idea of the text. Then, do not read the rest of the text yet, but consider the four choices of the first item and identify whether it is associated with vocabulary or grammar. Provided that it is relevant to grammar, it is possible to simply read only the sentence with the gap to come up with the correct answer. However, there is an exception, i.e. pronoun reference, which requires reviewing previous sentences. In the event that the question is concerned with meaning, it is necessary to read the sentence prior to or following the incomplete sentence before choosing the choice that is sensible and meaningful in that context. It is recommended that each text should not take more than two minutes.

2.3.4 The Benefits of Mastering Test-Taking Strategies

Test-taking strategies have positive impacts on mental status and test performance, which obviously go hand in hand.

In terms of emotions, students who are well informed of the strategies have less anxiety than those who are not. Test-naïve students deem tests as intimidating

(Sapp, 1999). They are liable to despair and tend to cease their attempt to tackle any difficulty in a test (Schunk, 1991). Conversely, test-wise students gain high levels of self-efficacy or self-confidence (Bandura, 1986), and they have high motivation for defeating obstacles.

With self-confidence and strong motivation, test-wise students tend to perform well on a test. Dodeen et al. (2014) affirm that the improvement of test scores as well as educational accomplishment is partly ascribed to the application of test-taking strategies. The techniques work to students' advantage when taking an examination; namely, they enable students to manage time wisely, set priorities, and make more accurate judgement. Pour-Mohammadi and Abidin (2014), Rezaee (2005), and Ghafournia and Afghari (2013) have found that students who are well-equipped with test-taking mastery surpass those with poor command of test-taking strategies in both intracampus and standardized tests. On the other hand, Volante (2006) reveals that albeit academically well informed, test takers with insufficient test-tackling techniques may fail to attain excellent test results.

To summarize, a substantial number of papers attest to a strong correlation between adopting test-taking skills and satisfactory, high test scores (Ritter & Idol-Maetas, 1986). This is evidence of the significance of teaching these strategies to EFL students.

2.3.5 Previous Studies Relating to Effectiveness of Test-Taking Strategies

Lee (2019) conducted an 18-week comparative experiment on the effects of instruction in test-taking strategies in EFL reading class with Taiwanese students at Tamkang University. Convenience sampling was used to recruit all of the 134 participants, second-year students who took the same English course. They were randomly assigned to an experimental group and a control group. The pretest including Parts 5-7 of TOEIC was administered to both groups in the first week. To ensure homogenous English proficiency of the two groups, an independent sample t-test was used to analyze the pretest scores. During the instruction (weeks 2-17) the control group studied and did reading exercises without instruction in test-taking strategies. On the other hand, the experimental group learned four categories of test-taking strategies, i.e. lexicogrammatical strategies, sentence-based strategies, reading comprehension

strategies, and technical strategies, before they applied the knowledge to answer sample TOEIC questions and shared their techniques with one another. After that, the experimental group engaged in the same exercise as that of the control group. Finally, both groups took a posttest. Paired sample t-tests were employed to decide whether their test performance changed after the intervention. To compare the performance between the groups, an ANCOVA was used. The findings revealed that the posttest scores of the experimental group were significantly greater than those of the control group. The former also manifested significantly better test-taking strategies. Moreover, the experimental group responded to a questionnaire. The survey showed that they were in favour of instruction in test-taking strategies and deemed it useful. Lee suggests that test-taking strategies be taught to prepare students for reading tests.

Takallou et al. (2015) taught test-taking strategies to Iranian high-school students, recruited through convenience sampling, to measure its effectiveness. A total of 273 participants took part in this comparative study; however, demographic questionnaires and the Oxford Placement Test were deployed to ensure homogeneity, and 13 of them were excluded. The experimental group learned lessons covering test-taking strategies, reviewed by proficient scholars and piloted prior to the actual implementation. The lessons consisted of test-taking strategies, both general and specific to multiple-choice tests. The techniques useful for grammar sections were, for example, figuring out the grammatical connection between words in the stem and those in choices and applying the knowledge of suffixes to identify parts of speech. General techniques were, for instance, making use of information from other test items as references to help find out the correct answer for the item in question and the appropriate amount of time spent on each test section. After the treatment, they took the English section of the Konkoor Exam, the Iranian university entrance examination. The national examination consisted of grammar, vocabulary and reading comprehension parts. In contrast, the control group instantly worked on the examination. The scores from each group were analyzed using an independent sample t-test. The results asserted the effectiveness of test-taking strategies. Moreover, the attitude questionnaire responded to by the experimental group exhibited positive attitudes towards test-taking strategies instruction. As a result, the researchers encourage incorporating test-taking strategies into high-school students' curricula.

Amer (1993) examined the effectiveness of test-taking strategy instruction in terms of improving EFL students' performance on EFL tests. The participants were seventh-grade students. The test-taking strategies formulated by Carmen and Adams (1972) called 'SCORER', an acronym, were instructed to the experimental group (n = 40). The strategic components were as follows: to read the instructions carefully, to schedule their time appropriately, to make use of clue words in the questions, to delay answering difficult questions, and to review their work in order to check their answers. After the ten-session treatment, the participants took a research-instructed test including multiple-choice, true-false, matching, completion, and short-answer parts. The results showed that the experimental group outperformed the control group (n = 42). The findings suggest that there is a positive relationship between test-performance and skill in test-taking. The findings also suggest support for training EFL classroom teachers to provide instruction in test-taking strategies.

Nishitani (2007) carried out a two-group, pretest-posttest study to measure the efficacy of TOEIC test preparation in improving TOEIC scores. The experimental group was derived from a TOEIC preparation class; the control group, a communicative grammar class. Both groups were four intact classes from the academic years of 2004 and 2005 at Sangyo University. The former group received a 14-week treatment composed of eight weeks of grammar and test-taking skill instruction together with practices of TOEIC test items and reading comprehension instruction for the rest of the course. The control group learned lessons, for the same period of time as the former group, including grammar along with grammar exercises and communicative activities in pairs and in groups. The pretest and the posttest were exactly the same in order to prevent lack of comparability, and the 14-week period was considered long enough to erase short-term memory. The test items, involving TOEIC Parts 5 and 6, were collected from an issue of TOEIC Friends magazine. Grammatical and vocabulary knowledge was evaluated in these two parts. The means of test scores were compared using an ANCOVA. Although the experimental group had finished studying the grammar part two months before the posttest, the results indicated that they showed better performance than the control group did. The interval before the posttest made it very obvious that the test preparation was highly effective in increasing TOEIC scores. However, there were some limitations in this study that may undermine its assertion mentioned before. First,

the participants were from intact classes; that is, non-random sampling was used. Second, the experimental group were students willing to take a TOEIC test soon, suggesting they probably had high motivation to learn. Third, there were more English majors, who studied grammar outside the experiment, in the experimental group than the other group. Finally, there was no proof that the test items were equivalent to the actual TOEIC test.

Among studies on TOEIC test preparation that exclude the listening part, their treatments usually cover lessons regarding grammar, vocabulary, and reading comprehension; and, as a result, their tests measure all of the three aspects of English proficiency. There appears to be no experiment that provided a treatment involving only grammar instruction and observing the improvement of scores of the grammar section in isolation from other sections. Although Nishitani (2007) used the term grammar section, the test items from parts 5 and 6 were a mixture of grammar and vocabulary questions. To create sheer-grammar test items, there must be a procedure to distinguish grammar questions in Parts 5 and 6 from vocabulary questions.

In terms of participants, when experiments are concerned with TOEIC, university students are usually the target of study. On the contrary, when studies focus on high-school students or students of younger age, the tests are either university entrance examinations or researcher-made tests. Now that the significance of TOEIC in Thailand has broadened to high-school students, there should be a study investigating the performances of high-school students in TOEIC before and after an instructional intervention.

2.3.6 Previous Studies Relating to Attitudes towards Test-Taking Strategies

Lee (2019) conducted an 18-week comparative experiment on the effects of instruction in test-taking strategies in a reading class for TOEIC with 134 Taiwanese students at Tamkang University. During the instruction (weeks 2-17) the control group studied and did reading exercises without instruction in test-taking strategies. On the other hand, the experimental group learned four categories of test-taking strategies, i.e. lexicogrammatical strategies, sentence-based strategies, reading comprehension strategies, and technical strategies. The findings revealed that the posttest scores of the

experimental group were significantly greater than those of the control group. The former also manifested significantly better test-taking strategies. Moreover, the experimental group responded to a questionnaire. The survey showed that overall they were in favour of instruction in test-taking strategies and deemed it useful. In detail, the participants regarded the test preparation as fresh, new, and interesting, in comparison to their previous exposure to tutorials alike. Heralded as practical and effective, TTS were reported to thoroughly upskill test takers. In addition, they were satisfied with their test performance and ascribed it to TTS. Lastly, the strategies were recommended to be instructed to all students.

Pour-Mohammadi and Abidin (2011) surveyed 30 Iranian EFL undergraduates to inspect their perception of test-taking strategies for multiple-choice reading comprehension tests. Reading strategies, for example managing time accordingly, eliminating choices, taking context clues to good account, and skimming questions prior to reading the passage, were taught to the participants once a week for 22 sessions, lasting 20 twenty minutes each. At the end of the instruction, their attitudes were collated with a Likert-scale questionnaire. On the whole, they expressed positive viewpoints on the strategies. To illustrate, three-fourths of the participants strongly agreed that TTS contributed to better time management. The entire group agreed that TTS were helpful, and they should be introduced to every student. Around half of them took the test more thoroughly and guessed more effectively after the TTS training. Lastly, a high percentage of them affirmed that TTS reduced their test anxiety.

Takallou et al. (2015) taught test-taking strategies to Iranian high-school students. The lessons consisted of test-taking strategies, both general and specific to multiple-choice tests. After the treatment, the participants took the English section of Konkoor Exam, the Iranian university entrance examination, consisting of grammar, vocabulary and reading comprehension parts. The results asserted the effectiveness of the strategies. Moreover, the attitude questionnaire responded to by the experimental group exhibited positive attitudes towards test-taking strategies instruction. To expand on this point, the majority of the respondents expressed a strong preference for learning TTS and, consequently, urged that the TTS training continue and be further included in school curricula. In respect of effectiveness, TTS were viewed to have facilitative

effects on time management, the problem-solving process, and morale, whereupon they were deemed indispensable.

2.4 TOEIC

2.4.1 An Overview of the TOEIC Test

TOEIC stands for the test of English for international communication. The test was originated by the Educational Testing Service (ETS) of Princeton, New Jersey, USA. It aims to evaluate English proficiency pertaining to daily-life situations and business settings. The test scores have been substantiated that they are capable of reflecting the English credentials of the test taker (Tai, 2016). This lends credibility to TOEIC and has increased its popularity, and, as a result, there are a considerable number of international and domestic firms across more than 150 countries that rely on the test as a screening instrument to recruit personnel of qualified English competence (Oliveri & Tannenbaum, 2017). Apart from the business sector, TOEIC is widely used in education, with a great number of institutes of higher education applying TOEIC scores as one of the criteria for graduation (Li & Haggard, 2011).

2.4.2 TOEIC Test Format

According to the ETS examinee handbook published by ETS (2019b), there are two main sections constituting the TOEIC test:

The first section is listening comprehension. The time allotted to the test taker for this section is forty-five minutes. The section, with 100 test items in total, is divided into four parts:

Part 1 - Photographs (6 items)

Four short statements regarding a photograph will be spoken only once.

The statements will not be printed. Of these four statements, select the one that best describes the photograph.

Part 2 - Question-Response (25 items)

Three responses to one question or statement will be spoken only once. They will not be printed. Select the best response to each question.

Part 3 - Short Conversations (39 items)

Conversations between two or three people will be spoken only once.

They will not be printed. Listen to each conversation and read the questions printed in the test book (the questions will also be spoken), select the best response for the question. Some questions may require responses related to information found in diagrams printed on the test book as well as what is heard in the conversations. There are three questions for each conversation.

Part 4 - Talks (30 items)

Short talks such as announcements or narrations will be spoken only once. They will not be printed. Listen to each talk and read the questions printed in the test book (the questions will also be spoken), select the best response to the question. Some questions may require responses related to information found in diagrams printed on the test book as well as what is heard in the talks. There are three questions for each talk.

The second section is reading comprehension. The time allotted to the test taker for this section is seventy-five minutes. The section, with 100 test items in total, is divided into three parts:

Part 5 - Incomplete Sentences (40 items)

For each test item, a sentence with a gap to fill is provided. The sentence can be simple, compound, or complex. One of the four choices available which are a word or phrase must be selected to complete the sentence. This part evaluates both lexical and grammatical competence, so the correct option has to grammatically fit the rest of the sentence and result in a meaningful and sensible sentence.

Part 6 - Text Completion (12 items)

Short texts with a few blanks to fill are presented in this part. The texts come in a variety of formats such as letters, emails, memoranda, and manuals. The text topics also vary. They can be work-related, personal, commercial, or official. Each text contains three blanks to fill. One of the four choices available, which are a word or phrase, must be selected to fill in the blank. Both vocabulary and grammar are involved in this part.

Part 7 - Single and Multiple Passages (48 items)

Different texts with a wide range of topics, e.g. job opportunities,

advertisements, and news, will be printed in the test book. Read the texts and the following questions, select the best answer of the four choices.

2.4.2.1 Parts 5 and 6 in Detail

As test items from TOEIC parts 5 and 6 will be used in the pretest and the posttest, it is essential to investigate these two parts in detail. Apart from the formats aforementioned, this section discusses task completion, scoring, language features assessed, and the distinction between lexical and grammatical questions.

Part 5 or Incomplete Sentences consists of 40 items in a multiple-choice format. Each item provides a sentence with a gap to fill in. Part 6 or Text Completion presents four texts to complete. The texts are in various formats, such as letters, memoranda, emails, and manuals. The text topics are also diverse, for example, advertisements, personal matters, work-related issues, and public announcements. Each text includes three gaps to fill in which account for three test items. Therefore, there are 12 items in total in a multiple-choice format. For both parts, examinees have to select one word or phrase of one option from four labeled A to D that they consider correct to make the sentence or the text complete in a meaningful and a grammatical way. After selecting the choice, they have to transfer their answers to the answer sheet by filling in one circle from four labeled A-D that corresponds to their answer for each question on the exam with a B2 pencil.

Like other parts of TOEIC, each correct answer from these two parts is worth five points. There is no punishment for any wrong answer. Part 5 contributes to around 200 points; part 6, around 60 points out of 495, which is the whole score of the reading section. It has to be in an estimated number because the whole section allows one to two incorrect answers without any score deduction. Furthermore, the decrease in the score is not in consistence with the number of wrong answers to some extent. For example, both examinees may hold the same score although one examinee has one or two fewer correct answers than another examinee.

Test items assess both lexical and grammatical knowledge at a sentence level and at a discourse level respectively. Vocabulary evaluation requires gap completion to produce a meaningful sentence. Aside from meaning, it sometimes involves collocations as well. For grammar appraisal, the examinee must produce a

grammatical sentence. There is a wide assortment of associated grammatical points, for instance, parts of speech, parallel structure, main and subordinate clauses, conjunctions, subject-verb agreement, tenses, active and passive voices, articles, etc.

To determine which question evaluates which skill, the relationship between each answer choice must be considered. The features that allow for the appraisal of grammatical proficiency include choices whose words are of the same root but different suffixes; of the same verb but different verb forms or different auxiliary verbs preceding; of the same modal verbs with different verb forms; of conjunctions with the same meaning but agree with different syntactic structures; and of different prepositions. The last feature needs to be decided together with the surrounding syntactic units in order to identify whether a certain question is associated with grammar or vocabulary. On the other hand, the characteristics that signify lexical evaluation consist of choices whose words are of different roots or prefixes, of different modal verbs, and of conjunctions with different meanings.

2.5 Washback

“It is testing, not the ‘official’ stated curriculum, that is increasingly determining what is taught, how it is taught, what is learned, and how it is learned” (p. 83), Madaus (1988) noted. The notion of examination, especially high-stakes ones, posing impacts on language teaching and learning has commenced since the publication of Anderson and Wall’s (1993) “Does Washback Exist?” Apart from washback, such a phenomenon can be referred to by various terms, for example, “backwash” (Hughes, 1989), “impact” (Baker, 1991; Wall, 1997), “consequential validity” (Messick, 1989), “systemic validity” (Frederiksen & Collins, 1989), and “measurement-driven instruction” (Popham, 1987). Since the researcher aimed to assess the effectiveness of FonFS with TTS in preparing Thai high-school students for TOEIC, for the sake of the participants, the washback effects of the test preparation on the target students must be taken into account so as to determine whether the impacts on them are beneficial or pernicious and correspondingly whether the teaching approach is suitable in terms of context and educational goals. Accordingly, this section is devoted to a review of washback, which is divided into four parts, namely, 1) definitions of washback, 2) areas

affected by washback, 3) the two sides of washback, and 4) how to promote positive washback.

2.5.1 Definitions of Washback

The term washback has been defined by many a scholar. Shohamy, et al. (1993) regard the term as “the connections between testing and learning” (p. 298). Gates (1995) refers to it as “the influence of testing on teaching and learning” (p. 101). Messick (1996) defines it as “. . . the extent to which the introduction and use of a test influences language teachers and learners to do things they would not otherwise do that promote or inhibit language learning” (p. 241). Bailey (1996) describes it as the “influence of testing on teaching and learning” (p. 259). To summarize, washback, in the subject of linguistics, means a shift in language teaching and learning behaviours as a consequence of an imminent language test, which may or may not be advantageous to language study on a regular basis.

2.5.2 Areas Affected by Washback

According to the definitions of washback, it is evident that individuals explicitly affected by washback are teachers and students. Nonetheless, there are other elements associated with teachers and students on which washback poses impacts.

Anderson and Wall (1993) have listed areas affected by washback:

A test will influence 1) teaching; 2) learning; 3) what teachers teach; and 4) how teachers teach; 5) what learners learn; and 6) how learners learn; 7) the rate and sequence of teaching; and 8) the degree and the depth of learning; 9) the degree and the depth of teaching 10) the degree of learning; 11) attitudes towards the content and method of teaching and learning; 12) Tests that have important consequences will have washback; and conversely; 13) Tests that do not have important consequences will have no washback; 14) Tests will have washback on learners and teachers; 15) Tests will have washback effects for some learners and some teachers, but not for others. (pp. 120-121)

In conclusion, washback can exert an influence on the following parties and elements: “participants (teachers, students, material developers, publishers), process (actions by participants towards learning), and products (what is learned and the quality of learning)” (Ahmmed & Rahman, 2019, p. 152).

2.5.3 The Two Sides of Washback

Considering the definition of washback provided by Messick (1996): “... the extent to which the introduction and use of a test influences language teachers and learners to do things they would not otherwise do that promote or inhibit language learning” (p. 241), there are two types of washback: positive washback and negative washback.

To meet the criteria of positive washback, test objectives are supposed to correspond to class objectives and, as a result, encourage proper teaching and learning behaviour which not only leads to success in examinations but also facilitates accomplishment of the class purposes (Jianrattanapong, 2011; Taylor, 2005). To exemplify, the arrival of a speaking test fulfills a class aim of active communication in L2, since the teacher and the students are motivated to interact in L2 with each other more at school. Another example is that a written examination is created with an aim of promoting correct spelling and punctuation.

On the contrary, it constitutes negative feedback when “a test’s content or format is based on a narrow definition of language ability, and so constrains the teaching/learning context” (Taylor, 2005, p. 1). Davies et al. (1999) elucidate, “If, for example, the skill of writing is tested only by multiple choice items then there is great pressure to practise such items rather than to practise the skill of writing itself” (p. 225). Jianrattanapong (2011) demonstrates that “the current [university entrance] exams have negative washback, i.e. there is no item in the exams that students have to write. As a result, high school teachers do not get students to practice writing. At the same time, knowing that a practice of writing does not help them to pass the exams, students themselves are not willing to do it thinking that it wastes their time”(p. 52).

In short, language tests, to some extent, can alter how students learn language and how teachers instruct it. In the event that the alteration enhances in-class

language learning, the effect is considered positive. In contrast, if the shift in behaviour hinders language study on a regular basis at school, the impression is deemed negative.

2.5.4 How to Promote Positive Washback

Cognizant of potential detrimental consequences of the incongruence between class and test objectives, quite a few scholars have devised strategies to promote positive washback. Brown (2000) garnered the techniques from different sources of literature on washback and afterwards sorted them into four categories:

a. Test Design Strategies

1. Sample widely and unpredictably
2. Design tests to be criterion-referenced
3. Design the test to measure what the programs intend to teach
4. Base the test on sound theoretical principles
5. Base achievement tests on objectives
6. Use direct testing
7. Foster learner autonomy and self-assessment

b. Test Content Strategies

1. Test the abilities whose development you want to encourage
2. Use more open-ended items (as opposed to selected-response items like multiple choice)
3. Make examinations reflect the full curriculum, not merely a limited aspect of it
4. Assess higher-order cognitive skills to ensure they are taught
5. Use a variety of examination formats, including written, oral, aural, and practical
6. Do not limit skills to be tested to academic areas (they should also relate to out-of-school tasks)
7. Use authentic tasks and texts

c. Logistical Strategies

1. Insure that test-takers, teachers, administrators, curriculum designers understand the purpose of the test
2. Make sure language learning goals are clear
3. Where necessary, provide assistance to teachers to help them understand the tests
4. Provide feedback to teachers and others so that meaningful change can be effected
5. Provide detailed and timely feedback to schools on levels of pupils' performance and areas of difficulty in public examinations
6. Make sure teachers and administrators are involved in different phases of the testing process because they are the people who will have to make changes
7. Provide detailed score reporting

d. Interpretation Strategies

1. Make sure exam results are believable, credible, and fair to test takers and score users
2. Consider factors other than teaching effort in evaluating published examination results and national rankings Conduct predictive validity studies of public examinations Improve the professional competence of examination authorities, especially in test design
3. Insure that each examination board has a research capacity
4. Have testing authorities work closely with curriculum organizations and with educational administrators
5. Develop regional professional networks to initiate exchange programs and to share common interests and concerns (p. 117)

2.6 English Conditionals

In the English language, there are five types of conditionals, i.e., type-zero, type-one, type-two, type-three, and mixed-type conditionals. Nevertheless, owing to the scope of the study, only conditionals type one, two, and three will be reviewed.

Basically, conditional sentences consist of two parts: a main clause and a subordinate clause. Consequently, a conditional sentence is primarily a complex sentence. It can become a compound-complex sentence if additional clauses are added.

The main clause and the subordinate clause can be placed interchangeably. In case the subordinate clause precedes the main clause, a comma must be placed between the two clauses. However, when the other way round happens, a comma is not needed.

The subordinate clause must begin with a subordinate conjunction. Although there are a number of conjunctions available to form a conditional sentence, *if* is the most frequently used one. As a result, in terms of metalanguage, a conditional sentence is informally called an *if*-clause.

For order and consistency, each type of conditional will be explained in the same manner, starting from its concept, common form, inverted form (if any), usage and examples. The following explanation and sample sentences of each conditional type are adopted from Larsen-Freeman and DeCarrico (2019) and Williams (2006).

2.6.1 The Zero Conditional

Concept: The attributes of the present simple are embedded in the zero conditional. That is, it depicts a consequence that always or generally takes place following its condition. In addition, the imperative form is applicable to this conditional type; as a result, an authoritative or advisory tone can be detected in such a conditional.

Table 2.1. *Common Forms of the Zero Conditional*

Subordinate Clause	Main Clause
Affirmative: If + noun/ pronoun + present simple,	noun/ pronoun + present simple.
Imperative: If + noun/ pronoun + present simple,	(with or without an adverb of frequency) bare infinitive.

Table 2.2. Inversion of the Zero Conditional

Subordinate Clause	Main Clause
Affirmative: If + noun/ pronoun + present simple, Imperative: If + noun/ pronoun + present simple,	noun/ pronoun + present simple. (with or without an adverb of frequency) bare infinitive.

Usage: The zero conditional can be applied to a variety of circumstances as follows:

- To describe scientific facts or natural phenomena

e.g. When we drop an object, it falls.

If oxygen reacts with hydrogen, it becomes water.

As soon as we burn a piece of wood, it gives off smoke.

- To discuss general truth

e.g. If we live in a big city, we usually encounter pollution problems.

Children often catch a cold once they stay out in the rain.

- To refer to daily routines

e.g. Unless it rains, we always play football on Sunday evening,

As soon as I come back home from school, I seldom go straight to bed.

- To make recommendations or give advice

e.g. If you go to the beach, put on a lot of sunscreen.

- To make a request

e.g. Please buy me a carton of milk when you walk past a grocery store.

- To instruct

e.g. When you study in class, do not eat any snacks.

2.6.2 The First Conditional

Concept: The first conditional concerns an action in the future. The action will take place only if a certain condition is met. It is not completely certain whether it will be met, but as the name implies, it sounds realistic and has a high possibility of being fulfilled. Therefore, the action is very likely to happen.

Table 2.3. *Common Forms of the First Conditional*

Subordinate Clause	Main Clause
Affirmative: If + noun/pronoun + present simple,	noun/ pronoun + will*+ bare infinitive.

Table 2.4. *Inversion of the First Conditional*

Subordinate Clause	Main Clause
Affirmative: Should + noun/pronoun + bare infinitive,	noun/pronoun + will*+ bare infinitive.

*Variation of modal verbs: 'Will' can be replaced by other modal verbs such as can, might, may, should, must, and have to.

Usage: The first conditional can be applied in various situations as follows:

- To instruct, order, or suggest

e.g. If you want to turn the machine off, push this button.

Should you have any questions, feel free to ask.

- To make a speculation

e.g. If the rain falls for another week, the city will be flooded.

- To negotiate

e.g. You can use my car if you allow me to hold a party at your house.

- To intimidate

e.g. The landlord may file a lawsuit if you don't pay the rent.

2.6.3 The Second Conditional

Concept: The second conditional refers to a situation either in the present or future that is impossible or unlikely to happen because the condition is hard or impractical to be fulfilled.

Table 2.5. *Common Form of the Second Conditional*

Subordinate Clause	Main Clause
If + noun/ pronoun + past simple/ past continuous*,	noun/ pronoun + would**+ bare infinitive.

*Officially, the only grammatical form of the verb to be is 'were' whether the subject is singular or plural; however, nowadays the use of 'was' with a singular is pretty much acceptable.

Table 2.6. *Inversion of the Second Conditional*

Subordinate Clause	Main Clause
Were + noun/ pronoun + to -infinitive, or Were + noun/ pronoun + adjective/ noun/ pronoun/ prepositional phrase,	noun/ pronoun + would** + bare infinitive.

** 'Could' and 'might' can be put in place of 'would.'

Usage: The second conditional can be found in the following situations:

- When the speaker is pessimistic or realizes the unlikelihood of the situation

e.g. If I passed the calculus test, I would go on vacation.

- When the situation is made up or hypothetical

e.g. If there were a zombie outbreak, I would stockpile weaponry and ammunition.
Were I very rich, I would buy a personal airplane.

- When giving advice to someone

e.g. Were I in your shoes, I wouldn't hire her.
Were I to have a meeting with Japanese customers, I would arrive on time.

2.6.4 The Third Conditional

Concept: The third conditional mentions an irreversible past event. It describes how the result might be different if the past could be changed.

Table 2.7. *Common Form of the Third Conditional*

Subordinate Clause	Main Clause
If + noun/ pronoun + had + past participle,	noun/ pronoun + would have*+ past participle.

Table 2.8. *Inversion of the Third Conditional*

Subordinate Clause	Main Clause
Had + noun/ pronoun + past participle,	noun/ pronoun + would have*+ past participle.

* 'Would have' can be substituted with other past modals, for example, 'could have', 'might have', and 'must have.'

Usage:

The past conditional can be applied to the following purposes:

- To express regret

e.g. If he had arrived at the train station sooner, he wouldn't have missed the train to Bangkok.

- To rewrite history

e.g. Had Neil Armstrong not stepped on the moon, Edwin Adrin would have been the first person to walk on the moon.

- To make a lesson learned from a past event

e.g. The price of the plane ticket would have been much lower if I had bought it one month in advance.

- To create a hypothetical alternative to the past event

e.g. Had she turned in the last assignment on time, she would have got an A in science.

2.6.5 The Mixed Conditional

If-conditionals have highly flexible structures; that is, there is a variety of alternative if-conditional patterns which are derived from a combination of a main clause of one conditional type and a subordinate clause of another type (O'keeffe et al., 2007; Phoocharoensil, 2014). Nonetheless, only crossovers between the second conditional and the third conditional will be reviewed in this study since these two patterns occur in the textbooks employed to teach the participants conditional sentences.

Concept: If only the second conditional and the third conditional are taken into account, the mixed conditional can be sorted into two types. The first type is a mixed conditional of which subordinate clause has a structure of the third conditional, and the main clause has a structure of the second conditional. It represents the opposite scenario of a past event of which the result is still in effect at present. In other words, it describes how the current situation might be different if its condition in the past had been changed. The second type is a mixed conditional from a combination of a

subordinate clause with a structure of the second conditional and a main clause with a structure of the third conditional. It explains how a past result could have been different if its current condition varied.

Table 2.9. *Two Possible Grammatical Structures of the Mixed Conditional*

Subordinate Clause	Main Clause
1) If noun/ pronoun + had + past participle,	noun/ pronoun + would*+ bare infinitive.
2) If noun/ pronoun + past simple,	noun/ pronoun + would have**+ past-participle.

* ‘Could’ and ‘might’ can be put in place of ‘would.’

** ‘Would have’ can be substituted with other past modals, for example, ‘could have’, ‘might have’, and ‘must have.’

Usage:

- To express regret for a past action, and wish the present situation, as a consequence of the past action, were different

e.g. If Robert hadn’t smoked heavily, he wouldn’t have lung cancer.

If Jane hadn’t broken up with her boyfriend, she wouldn’t be depressed.

- To wish the current condition were different so that its past consequence would have been changed

e.g. If Marry didn’t practice speaking English everyday, she wouldn’t have won the speech contest last week.

If our grandmother weren’t old and frail, she would have joined our trip to Japan last month.

2.6.6 Conjunctions Used in Conditionals

Although *if* is the most commonly used conjunction to form a conditional sentence, there are other conjunctions that can also be used. Some of them and their examples are listed as follows:

Table 2.10. *Conditional Conjunctions and Sample Sentences*

Conjunctions	Examples
unless	<p>Unless there is a traffic jam, I will meet you at two.</p> <p>(This sentence has the same meaning as ‘If there is no traffic jam, I will meet you at two.’ However, unlike ‘if...not’, ‘unless’ is limited to statements regarding possibilities, and exceptions to rules or routine; it is not used to mention unreal situations or past events.)</p>
as long as	You can stay here as long as you want.
in case/ in case of	<p>Take a jacket with you in case it gets colder.</p> <p>In case of emergency, do not use the elevator.</p>
supposing (that)	Supposing I got lost, I would wait for you at the food court.
provided (that)	Provided that you cannot come, you can send someone as your proxy to the meeting.
as soon as	The bus will take off as soon as everyone gets in.
when	When the chairman arrives, the meeting will begin.
until	The production cannot proceed until all raw materials are delivered to the factory.
in the event that/ of	Borders will be sealed in the event of the second wave of the outbreak.

2.7 Chapter Summary

Topics essential for carrying out this research have been meticulously reviewed, while comprehension concerning focus on forms, the PPP procedure, and test-taking strategies has been gained in terms of definitions, characteristics, applications, and viewpoints on each subject and previous related studies.

FonFS is generally understood to mean teaching grammar in an explicit and deductive way and separately from communicative activities. It appears that there is a high potential for it to be an effective approach to preparing Thai high-school students for the grammar section of TOEIC for a number of reasons. First, it puts emphasis on grammatical accuracy which is a vital component for this type of examination. Second, it utterly suits the educational background and the contexts of Thai students. That is, most Thai students are deprived of L2 input in daily life, which barricades implicit and inductive grammar learning. However, this can be fulfilled by the explicit and deductive style of FonFS. In addition, such characteristics and the isolation of grammar from communication make FonFS an approach friendly to students at elementary and intermediate levels, which account for the majority of Thai students. Due to the accounts discussed, there are a number of scholars who approve of this approach as a principle to teach grammar in settings similar to that of this research (e.g., Ellis 2002b; Higgs & Clifford, 1982; Raimes, 2002; Vapatten, 1990). On top of that, the positive viewpoints have been substantiated by experimental studies (e.g., Laufer, 2006; Ebrahimi, 2015; Island, 2016).

Since focus on forms is a teaching concept, it is necessary to search for a procedure that the approach can ideally be incorporated into. It seems that the PPP procedure is capable of representing FonFS to a great extent. First, it shares the notion that automatization stems from repetition with FonFS. This is patently obvious as practice is the second stage of PPP. Second, its primary focus is on accuracy rather than fluency as the first two stages are grammar point presentation and practice. This conforms to the concept of isolating grammar lessons from the communicative tasks of FonFS. Third, it complies with the deductive style of FonFS because it starts with

presentation of grammatical forms and rules. Furthermore, the procedure tends to be pertinent to teaching grammar in the context of Thai students. First, it is in accordance with L2 acquisition after the critical period. That is, it begins with an explicit instruction of grammar, leading to declarative knowledge. This is followed by practice, resulting in proceduralization, and it ends with production, contributing to automatization. Second, the explicit manner of PPP also compensates for the scarcity of implicit L2 learning in daily routines. Lastly, it effectively serves the main goal of EFL learners in many countries, which is to succeed in a language exam which stresses on accuracy more than fluency.

Another component vital to accomplishment in taking a grammar test is test-taking strategies. These can be categorized in various ways, for instance, from general to specific, as cognitive and metacognitive, and in a chronological order. Their benefits for test takers and students are abundant and have been postulated by a considerable number of scholars (e.g., Bandura, 1986; Sapp, 1999; Schunk, 1991). For example, they assist in time management. They lead to fewer errors in test-task completion as well as faster and more precise decision making. In terms of psychology, they reduce anxiety and enhance self-confidence in test takers. Most importantly, they are able to improve test performance or scores. These advantages are not just claims as they have been corroborated by a number of studies in a variety of research settings (e.g., Ghafournia & Afghari, 2013; Rezaee, 2005; Volante, 2006). Moreover, the researchers of these studies also show positive perspectives on the strategies as they recommend teaching test-taking strategies to students.

Although teaching grammar under the FonFS approach through the PPP procedure together with test-taking strategies has been shown to be an effective way to prepare the participants for a particular test by many scholars in previous studies, the research context of this study differs from previous work in many respects. Therefore, to discover whether the findings of this research will be in agreement with the reviewed literature, the next steps of the study, i.e. the research design and data collection were undertaken and are described in Chapter 3.

CHAPTER 3

METHODOLOGY

This study investigated the effectiveness of focus on forms supplemented with test-taking strategies in preparing Thai high-school students for the grammar section of TOEIC. In an effort to answer the two research questions, the research adopted a mixed-method approach. To obtain quantitative data, both experimental and descriptive methods were employed. It was experimental because two sets of data (pretest scores and posttest scores) collected before and after the intervention from the participants were compared in terms of test performance, which was the dependent variable of this study. Meanwhile, it was descriptive since it was concerned with obtaining the holistic attitudes of the participants towards the independent variable (FonFS with TTS) with scaled questionnaires. As regards qualitative data, they were generated from a semi-structured interview to elicit the participants' perspectives on the independent variable so as to triangulate the numerical data from the experiment and the survey questionnaire.

There are eight sections in this chapter. Section 3.1 describes the research setting including the target population. In section 3.2, research participants and the sampling method are detailed. The research instrument and data collection will be dealt with in section 3.3, followed by the instructional intervention in section 3.4. Then data analysis will be explained in section 3.5, and research ethics will be elaborated on in section 3.6. The pilot study is described in section 3.7. This chapter ends with section 3.8, which is a summary of the whole chapter.

3.1 Research Setting

This section is concerned with the research context, including the target population, research design, class location, class duration, and class format. According to the research questions, the target population refers to Thai high-school students. To be specific, they were students of Thai nationality aged between 16 and 18 studying in Mathayom Suksa 4 to 6 (equivalent to Grade 10 to 12) at schools in Thailand. All of the participants were assigned to the same group as this study was a one-group pretest-

posttest design. The location to conduct the experiment as well as the survey and the interview was a tutorial school located in downtown Si Sa Ket Province where the researcher had worked for three years. The experiment took place in January of 2020 which was in accordance with the term break of the students (Note: The term break is normally in October, but in this academic year it was postponed due to the COVID-19 pandemic.); therefore, it did not disturb the participants' school routine, and this allowed them to fully participate in the experiment. The participants met twice a week for five weeks in an authentic classroom with face-to-face interaction with the researcher and their fellows. The teaching and learning materials were entirely paper-based.

3.2 Research Participants

The researcher implemented convenience sampling to recruit participants from high-school students who enrolled in the English O-NET and GAT course of the tutorial school, which is a course that prepares students for Thai university entrance examinations of English. The researcher was responsible for this course and hence had access to the students. The demographics of students who took courses at the school were mostly from public schools in the downtown of Si Sa Ket City and partially from public schools in other districts of the province. Due to the fact that the capacity of its classrooms was rather low, each class could accommodate students of no more than 15. As regards this limitation, this research was undertaken using an intact class. Although there were benefits of administering screening tests such as placement tests to the potential participants as the tests would create homogeneity between the selected participants and would in turn remove confounding factors, which might have effects on the generalizability of the results, screening out some students for homogeneity was out of the question in this case due to the already small number of students. Nevertheless, in spite of some drawbacks, this intact class were students whose primary focus was on the national English test, not TOEIC; hence, the strong motivation for achieving a high TOEIC score which resulted in an attempt to self study for TOEIC or a similar treatment from another source perceived as a confounding factor could be excluded.

3.3 Research Instruments and Data Collection

This section details the research instruments together with the data elicited by each instrument in chronological order, namely, the pretest, posttest, questionnaire, and semi-structured interview.

Prior to the instructional period, the participants were asked to take a pretest (see Appendix A). The test format was identical to TOEIC part 5: incomplete sentences. That is, each test item consisted of a sentence with a gap to fill and four choices with a word or phrase to choose from. There were 30 test items in total. The allotted time was 20 minutes. It was calculated from the recommendation that no more than 30 seconds should be spent on each item of part 5 (Lobo, 2016); however, an extra five minutes was added due to the complaint from the pilot group over the paucity of the initial amount of time, 15 minutes. All test items evaluated grammatical knowledge of conditional sentences. In detail, the test items were categorized into five groups according to conditional types: the zero, the first, the second, the third, and the mixed conditional. The proportion of the five groups was 6: 6: 6: 6: 6. For the mixed conditional, as two types were introduced to the participants, three test items were concerned with mixed conditional sentences of which subordinate clauses were of the second conditional and main clauses were of the third conditional, and the reverse structure belonged to the other half. In terms of conjunctions, apart from *if*, other conjunctions which were able to constitute conditional sentences, such as *when*, *as soon as*, and *unless*, also appeared in conditional sentences in the test items due to the fact that the textbooks accompanying the instruction and the practice exam books used as the reference presented various conjunctions other than *if*. As regards the order of the conditional type in the test items, not all of the first six items were from the first category; they were randomly from all five categories, and this pattern applied to the entire test. These five categories assessed solely grammatical comprehension. That is to say, the four choices of each test item provided the same finite verb, but the verb might be in a different verb form and might be preceded by a modal verb or auxiliary verb of a dissimilar verb form. Intended to be as identical to TOEIC as possible, the test items were created by the researcher with reference to two books: *Barron's TOEIC Practice Exams* written by Lin Lougheed and *Tactics for TOEIC* written by Grant Trew. The practice exams in the first book were claimed by the publisher to reflect the actual

TOEIC in length, subject matter, question types, and degree of difficulty. With regards to the second book, it contained official TOEIC test items authorized by ETS, the institute that originated and produces TOEIC. Therefore, it could be assured that the test items bear resemblance to the authentic ones.

Immediately following four weeks of ten instructional sessions, a posttest was administered to the participants. It was identical to the pretest in all aspects, namely, the number and proportion of test items, the content, the grammatical point of focus, and the allotted time. In other words, the pretest was reused as the posttest. The total score of both pretest and posttest was 30, and the test answers were graded by the researcher. Nonetheless, as they both were multiple-choice tests, which were objective in nature, the test results would turn out the same regardless of who scored them.

The objective of developing the pretest and the posttest was to answer research question 1, aiming to examine the effectiveness of focus on forms supplemented with test-taking strategies in this particular context. To ensure that the tests were able to truly measure the effectiveness, they were submitted to educational experts to validate the test content, and the item-objective congruence (IOC) index (see Appendix B) was calculated to determine the validity of each test item. In case that any item was not approved by the experts, it would be edited and resubmitted for their approval.

To answer research question 2, a questionnaire (see Appendix C) adapted from Rezaee (2005) and Onalan (2018), was distributed to all participants. It included five-point Likert scale items and open-ended questions. The questionnaire explored their attitudes towards FonFS with TTS in three different aspects, i.e. preference, effectiveness, and suitability. To remove the language barrier, all of the questionnaire items were written in Thai. Prior to implementing the questionnaire, it was handed to educational experts to verify its content, and the IOC index (see Appendix D) was calculated to determine the validity of each questionnaire item. In case that any item was not approved by the experts, it would be edited and resubmitted for their approval. In addition, a Cronbach's alpha test was performed, and the internal consistency was calculated (see Appendix H) based on the questionnaire responses derived from the pilot study so as to determine whether the questionnaire was reliable. It turned out that the measure was equal to .84, indicating good internal consistency.

To triangulate the data from the questionnaires, four of the participants were randomly selected to give an interview in a semi-structured format. The interview questions (see Appendix E) were related to statements in the questionnaire. That is, they had the participants elaborate on some selected statements they agreed or disagreed with and, therefore, uncovered their attitudes towards FonFS with TTS in the same three aspects in further detail. To eliminate the language barrier, the interview was conducted in the Thai language.

In conclusion, this quasi-experimental study collected data from one intact group of participants. To serve research question 1, quantitative data were obtained from a pretest and a posttest, separated by a five-week interval of instruction. In an attempt to respond to research question 2, a survey was carried out with a questionnaire to elicit quantitative data, and semi-structured interviews were conducted to obtain qualitative data to triangulate the former ones.

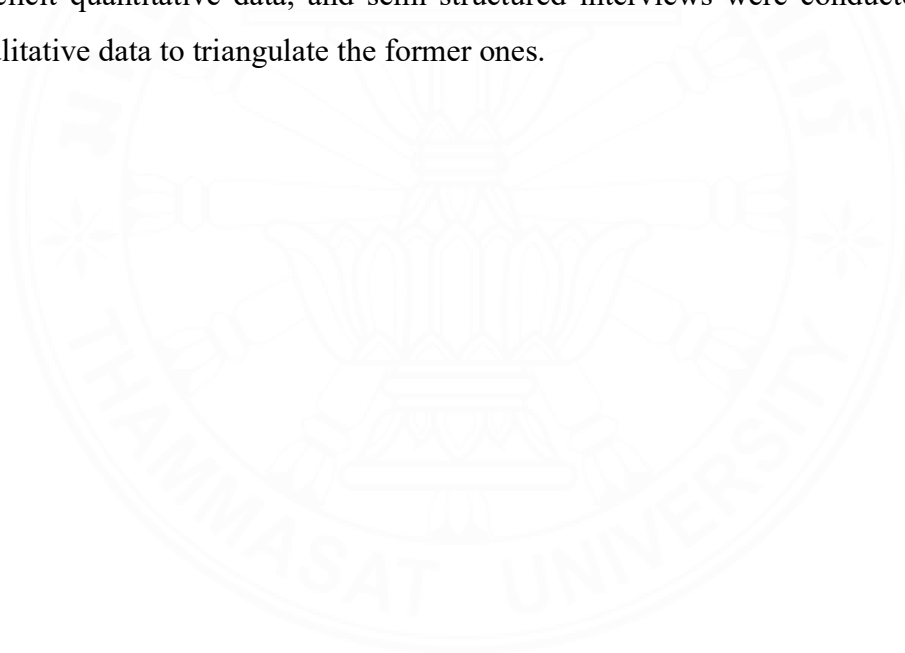


Figure 3.1. *Flowchart Illustrating Data Collection*

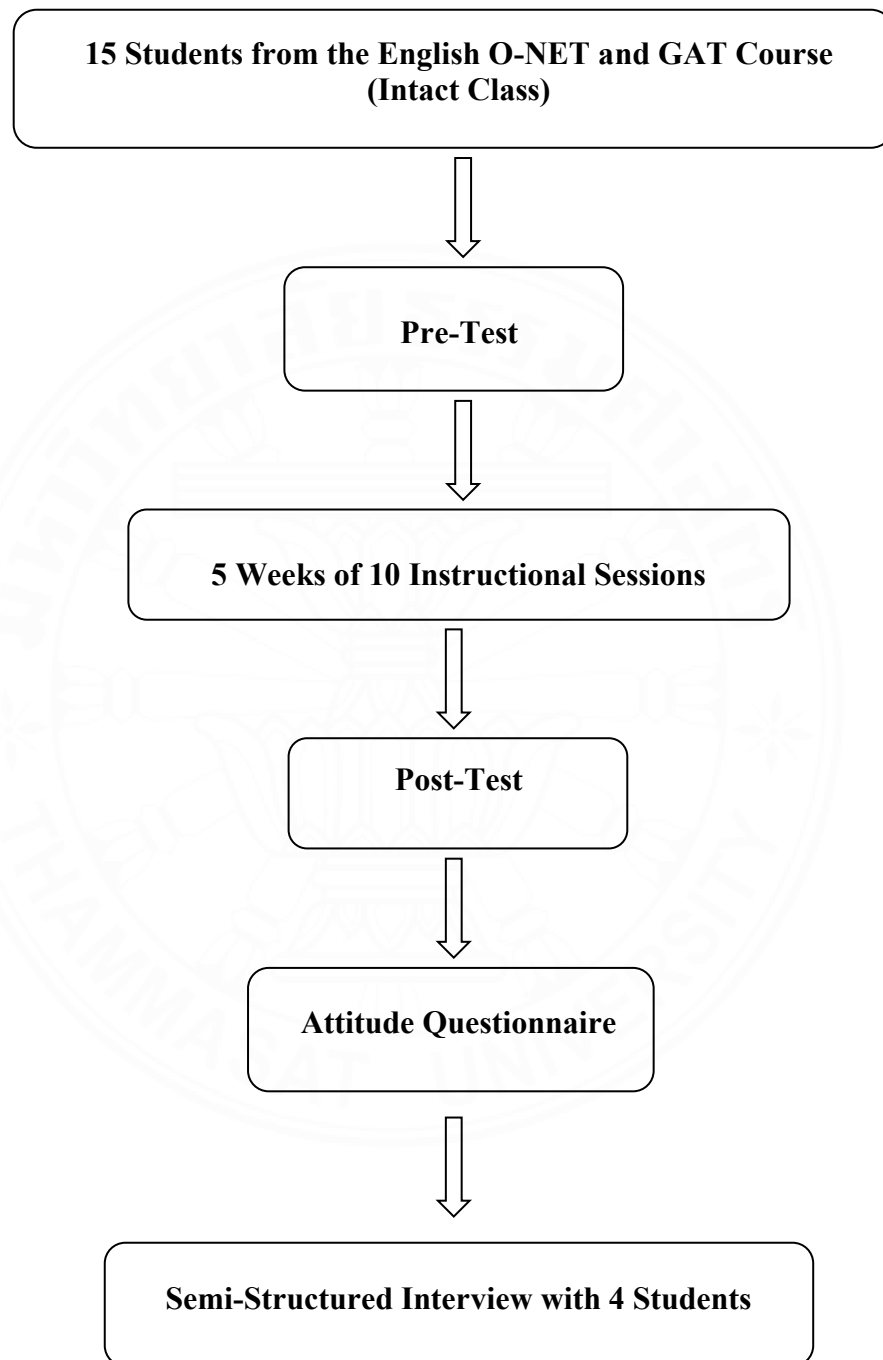


Table 3.1. *Description of the Pretest and the Posttest*

Test Format	Grammatical Point	Categories	Number of Items
Incomplete Sentences with Multiple Choices	Conditional Sentences	The Zero Conditional	6
		The First Conditional	6
		The Second Conditional	6
		The Third Conditional	6
		The Mixed Conditional	6
Total			30

3.4 Data Analysis

To investigate the effectiveness of FonFS with TTS, descriptive and inferential statistics were generated from the pretest scores and the posttest scores. For descriptive statistics, the maximum, the minimum, the median, and the interquartile range of the overall pretest scores and the overall posttest scores were calculated. These statistics enabled the researcher to roughly decide whether there was any improvement in the participants' test performance after the instructional intervention. However, in an attempt to precisely determine whether there was any significant difference between the overall pretest and posttest scores, a paired Wilcoxon signed-rank test had to be performed via IBM SPSS software. The inferential statistics obtained from the test were a z-value, a p-value, and an effect size (r). The z-value calculated from the differential between the posttest scores and those of the pretest determined the p-value. In this

experiment, a p-value of less than .05 indicated a significant difference. In terms of the critical areas of data distribution, a one-tailed test was performed because, to confirm whether there was any significant improvement in test performance, the posttest scores only had to be greater than the pretest scores only; significance would not occur if the opposite scenario took place. Finally, the effect size was calculated to assess the practicality of the test result. According to Cohen's classification, an effect size of less than .3 is considered small; between .3 and .5, moderate; more than .5, large (Sawilowsky, 2009). Apart from the overall scores, with a maximum of 30, scores from each of the five categories, with a maximum of six, were also analyzed in the same manner.

A paired Wilcoxon signed-rank test is a non-parametric statistical test comparable to a paired sample t-test, which is its parametric counterpart. It can be used to calculate the difference between paired sets of data on the condition that they both are derived from dependent populations. In addition, it can determine whether the difference is significant or not. The test was appropriate for this study for the following reasons. First, the pretest and the posttest scores were from the same group of participants. Second, the research design was not in line with some t-test assumptions. That is, convenience sampling was used instead of random sampling to recruit participants. The sample size was not large enough (fewer than 30 participants) for the distribution of the test scores to approach a normal bell-shaped curve. It should be noted that when the data are analyzed with a non-parametric test, medians along with their interquartile ranges are required instead of means and standard deviations.

To explore the attitudes of the participants towards FonFS with TTS, responses from the questionnaire with a 5-point Likert scale were analyzed by counting the frequency. Then, the percentage of each frequency was calculated. To determine whether an overall response to each questionnaire item was positive, the percentage of respondents who agreed or strongly agreed had to be 50 or above. Likewise, a response would be rated as negative if 50 percent or more of the respondents disagreed or strongly disagreed, and as neutral if 50 percent or more neither agreed nor disagreed. Lastly, oral information obtained from the interviews was transcribed and translated into English by the researcher. It should be noted that an intercoder with a master's

degree in education was solicited to approve the researcher's interpretation of the interview data.

3.5 Instructional Intervention

After taking the pretest, the participants met twice a week for five weeks in January at the tutorial school in Si Sa Ket, which added up to ten sessions throughout the intervention. Each session lasted for one hour and a half. Every session exposed them to instruction of conditional sentences through FonFS with TTS. To concretely execute the approach, the PPP procedure was adopted. The instruction of each conditional type was arranged in an alternating and repetitive manner. That is, two sessions were allocated for each type. However, the two sessions were not arranged consecutively; they were intervened by four sessions concerning other conditional types. To illustrate, the zero conditional was taught in the first session and was taught again in the sixth session. The reason for teaching each conditional type twice was that repetition is the key to comprehension and automaticity according to behaviourist theory, which was the theory that FonFS conformed to and the PPP procedure had been developed under.

At the practice stage of PPP, in an effort to promote positive washback according to Brown (2000), in addition to multiple-choice exercises similar to the format of TOEIC part 5, a variety of exercise formats was offered to the participants such as those that did not provide choices to choose from but required long written answers and those that counted on their listening and speaking skills, which were also present in the production stage. In this manner, the instruction did not restrict itself to the patterns and skills necessary for the target examination but embraced diversity, which was essential for other examinations and daily language practice, promoting positive washback.

Aside from taking washback into account, the practice stage in this study also integrated TTS into the multiple-choice exercise, in parallel to TOEIC part 5. That is, initially the application of TTS to the exercise was demonstrated. Then, the participants employed these TTS on their own to come up with correct answers. To confirm their understanding of TTS, the participants were thoroughly and constantly asked what their answers to the exercise items were and how they came up with the answers. Although

there are general and specific TTS, this study focused solely on the latter. The researcher referred to specific TTS delineated by Forster and Karn (1998); nevertheless, some adaptation was needed so that they could be at their most useful for test items concerning the conditional, which was the grammatical point of interest. Examples of the adapted specific TTS are as follows: identifying which part of a given sentence was a main clause and which was a subordinate clause; identifying which clause of a given sentence had a gap to fill; considering the modal, auxiliary, and finite verbs in a given sentence to identify the type of the conditional; and choosing a choice that grammatically agreed with the type of the conditional and the clause with a gap to fill. After learning the strategies, the participants had a chance to take practice tests whose format was the same as that of the pretest.

As regards coursebooks, *Four Corners* level 3 and 4, written by Jack C. Richard and David Bohlke and *Interchange* level 2 and 3, written by Jack C. Richard (see Appendix F) were used as teaching materials. For the first round of instruction of each conditional type, content from the *Four Corners* series was adopted. For the second round of instruction, the *Interchange* series were used as the teaching material. The main reason for choosing these four coursebooks was that their lesson formats are compatible with FonFS and the PPP procedure. That is, the grammar section began with a grammar box which described meaning, form and usage followed by sample sentences of the target grammar. This corresponded to the deductive style of FonFS and the presentation stage of PPP. Then exercises related to the grammar point were provided, for example, matching sentence halves, completing incomplete sentences or texts, unscrambling jumbled words, and answering questions in written text. This was comparable to the practice stage. Finally, it ended with communicative activities that incorporated the target grammar, for instance, reading passages and answering questions, expressing ideas and opinions, giving suggestions, and responding to simulation situations accordingly. The books also had a sense of consistency and progression. Each unit maintained the same sequence and types of activities. The predictability of the books brought a sense of comfort to both teachers and students. In addition, the levels of difficulty were ordered from low to high. To illustrate, the first conditional was presented before the second and the third conditionals. In terms of practicability, the tutorial school already had access to these books together with their

accompanying materials. Moreover, they had been used to teach high-school students before by the researcher.

Table 3.2. *Periods and Details of the Instructional Intervention*

Sessions	Instructional Intervention
1	<p>Topic: The zero conditional</p> <p>Warm up: Introducing meaningful input that includes the target structure from authentic materials such as news articles, online columns, songs, and video footages; Asking questions to assess how much the students understand the whole message and the target structure.</p> <p>Presentation Stage: Presenting its concept, form, and usage followed by sample sentences along with meaning and interpretation</p> <p>Practice Stage: Matching sentence halves; Filling gaps in sentences; Taking a multiple-choice exercise along with learning and applying TTS</p> <p>Production Stage: Discussing scientific rules; Talking about your daily routines</p>
2	<p>Topic: The first conditional</p> <p>Warm up: Introducing meaningful input that includes the target structure from authentic materials such as news articles, online columns, songs, and video footages; Asking questions to assess how much the students understand the whole message and the target structure.</p> <p>Presentation Stage: Presenting its concept, form, and usage followed by sample sentences along with meaning and interpretation</p> <p>Practice Stage: Matching sentence halves; Completing sentences; Taking a multiple-choice exercise along with learning and applying TTS</p> <p>Production Stage: Discussing consequences for given situations</p>

Sessions	Instructional Intervention
3	<p>Topic: The second conditional</p> <p>Warm up: Introducing meaningful input that includes the target structure from authentic materials such as news articles, online columns, songs, and video footages; Asking questions to assess how much the students understand the whole message and the target structure.</p> <p>Presentation Stage: Presenting its concept, form, and usage followed by sample sentences along with meaning and interpretation</p> <p>Practice Stage: Drilling a dialogue; Listening to a recording and answering questions; Completing conversations; Taking a multiple-choice exercise along with learning and applying TTS</p> <p>Production Stage: Giving suggestions; Proposing solutions to hypothetical problems</p>
4	<p>Topic: The third conditional</p> <p>Warm up: Introducing meaningful input that includes the target structure from authentic materials such as news articles, online columns, songs, and video footages; Asking questions to assess how much the students understand the whole message and the target structure.</p> <p>Presentation Stage: Presenting its concept, form, and usage followed by sample sentences along with meaning and interpretation</p> <p>Practice Stage: Writing messages of regret in response to given past mistakes; Matching sentence halves; Taking a multiple-choice exercise along with learning and applying TTS</p> <p>Production Stage: Writing a letter of apology</p>

Sessions	Instructional Intervention
5	<p>Topic: The mixed conditional</p> <p>Warm up: Introducing meaningful input that includes the target structure from authentic materials such as news articles, online columns, songs, and video footages; Asking questions to assess how much the students understand the whole message and the target structure.</p> <p>Presentation Stage: Presenting its concept, form, and usage followed by sample sentences along with meaning and interpretation</p> <p>Practice Stage: Matching sentence halves; Completing conversation; Taking a multiple-choice exercise along with learning and applying TTS</p> <p>Production stage: Talking about a past event whose consequence is still in effect at present</p>
6	<p>Topic: The zero conditional</p> <p>Presentation Stage: Reviewing its concept, form, and usage followed by sample sentences along with meaning and interpretation</p> <p>Practice Stage: Filling gaps in sentences; Finishing incomplete sentences; Taking a multiple-choice exercise along with learning and applying TTS</p> <p>Production Stage: Discussing general truth; Asking your friends about their daily routines and taking turns</p>
7	<p>Topic: The first conditional</p> <p>Presentation Stage: Reviewing its concept, form, and usage followed by sample sentences along with meaning and interpretation</p> <p>Practice Stage: Writing the first conditional sentences with two given clauses; Listening to a recording and drilling the dialogue; Taking a multiple-choice exercise along with learning and applying TTS</p> <p>Production Stage: Writing and sharing ideas about what will happen if you become eco-friendlier</p>

Sessions	Instructional Intervention
8	<p>Topic: The second conditional</p> <p>Presentation Stage: Reviewing its concept, form, and usage followed by sample sentences along with meaning and interpretation</p> <p>Practice Stage: Completing a conversation with the second conditional and practicing it with a partner; Writing about what you would do in the following imaginary situations; Taking a multiple-choice exercise along with learning and applying TTS</p> <p>Production Stage: Making questions starting with “What would you do if...?” and asking the questions to your friends, Carrying out a survey with a second-conditional question and reporting the responses</p>
9	<p>Topic: The third conditional</p> <p>Presentation Stage: Reviewing its concept, form, and usage followed by sample sentences along with meaning and interpretation</p> <p>Practice Stage: Listening to a recording and drilling a dialogue; Reading the third conditional sentences and choosing the true statement about them; Completing sentences with the third conditional; Taking a multiple-choice exercise along with learning and applying TTS</p> <p>Production Stage: Sharing stories about what would have been different if you had not done these things</p>
10	<p>Topic: The mixed conditional</p> <p>Presentation Stage: Reviewing its concept, form, and usage followed by sample sentences along with meaning and interpretation</p> <p>Practice Stage: Finishing incomplete sentences; Taking a multiple-choice exercise along with learning and applying TTS</p> <p>Production Stage: Talking about a past result whose cause still exists at present</p>

3.6 Research Ethics

Before the research was conducted, students who enrolled in the course were informed of the extension concerning preparation for the grammar section of TOEIC which would also work to their advantage as the national university entrance examination contained a section similar to that of TOEIC. Their attendance was voluntary. In addition, consent forms (see Appendix G) were submitted to the parents of interested students to ask for permission for their children to participate in this study as participants.

3.7 Pilot Study

Preliminary to the full-scale study in January 2020, a pilot study was undertaken in December 2019. The initial study report as to its methodology and findings as well as recommendations for the full-scale study is presented in this section.

The pilot group consisted of five high-school students living in Si Sa Ket; they were enlisted through convenience sampling. The instructional intervention was comprised of five sessions, half the number of sessions in the full-scale study, and the session length was shorter than that of the full-scale one, 60 minutes. The pretest-posttest protocol was the same as its latest version; however, the initial allotted time to finish it was 15 minutes, five minutes short of the revised allotted time, evoking complaints over a shortage of time. Following the posttest, an attitude questionnaire was distributed to the participants, and two of them were randomly solicited to give a follow-up interview.

At the completion of the primary trial, the researcher realized that the initial length of instruction per session was too short: Although all of the planned activities could be covered, they were conducted with haste. In an attempt to ensure the participants received an adequate explanation of the grammar points and practiced enough grammar exercises, the session length of the full-scale study was expanded from 60 to 90 minutes.

Furthermore, feedback on the research instruments along with IOC scores arrived from the educational experts. As a result of the experts' opinions and the IOC index, the test protocol needed no correction, but the questionnaire required minor revisions: a shift in wording to eliminate ambiguity in the statements, deleting irrelevant

statements, and reordering the questionnaire items for coherence. In terms of reliability, Cronbach's alpha was calculated from the questionnaire data obtained from the pilot study. The calculation revealed that the questionnaire had good internal consistency (Cronbach's alpha = .84), meaning that it was reliable.

With regard to the preliminary findings, a comparison between participants' test performance on the pretest and in the posttest heralded the effectiveness of FonFS with TTS. That is, in general the descriptive statistics of the posttest scores were higher than those of the pretest scores. On top of that, inferential analysis revealed that the difference was significant ($p < .05$). In respect of attitudes towards FonFS with TTS, the approach garnered overall positive feedback from the participants. In light of the initial results, there was a reasonable prospect that, in the full-scale study, the participants' test performance would significantly improve after learning grammar through FonFS with TTS, and they would hold positive perspectives on the teaching approach.

3.8 Chapter Summary

This research consisted of both quantitative and qualitative data. To obtain the quantitative data, a quasi experiment with a one-group pretest-posttest design was conducted. It was a quasi experiment because the participants were not selected through random sampling; they were from an intact class of a tutorial school in Si Sa Ket. In other words, they were obtained from convenience sampling. The participants represented Thai high-school students, the population of this study. They had attended ten sessions of grammar instruction concerning conditional sentences through the focus-on-forms approach supplemented with test-taking strategies. Between the intervention were a pretest and a posttest that evaluated grammatical knowledge about conditional sentences. The test format was the same as that of TOEIC part 5: incomplete sentences. Due to the small number of participants and convenience sampling, it was unlikely for the test scores to follow normal distribution. Therefore, a paired Wilcoxon signed rank test, which is a non-parametric test, had to be performed. The overall pretest and posttest scores were analyzed to determine whether there was any significant difference, and the results answered research question 1.

To answer research question 2, a questionnaire with a five-point Likert's scale was distributed to the participants after the posttest to explore their attitudes towards learning grammar through the focus-on-forms approach supplemented with test-taking strategies to prepare for a TOEIC test. In an effort to triangulate the numerical data, four of the participants were randomly selected for a semi-structured interview. The interview elicited answers to some questions in the questionnaires in detail. After obtaining all of the data, the results will be reported and interpreted in Chapter 4: Research Findings.



CHAPTER 4

FINDINGS

Chapter 4 presents the findings obtained from this study, whereof the objectives are as follows:

- 1) To investigate the effectiveness of focus on forms supplemented with test-taking strategies in improving the test performance in the grammar section of TOEIC of Thai high-school students
- 2) To examine the attitudes of Thai high-school students towards preparation for the grammar section of TOEIC through focus on forms supplemented with test-taking strategies

As delineated in the previous chapter, 15 Thai high-school students were enlisted as participants. The research instruments were a pretest and posttest, intervened by ten sessions of grammar lessons constructed on the basis of FonFS with TTS; an attitude questionnaire; and, working in harness with the second item, an interview. As per the number of research objectives, two major sections constitute this chapter: The former serves the first research objective, and the latter serves the second.

4.1 The Effectiveness of FonFS with TTS

Section 4.1 depicts findings in response to the first research question: Can focus on forms supplemented with test-taking strategies improve the test performance of Thai high-school students in the grammar section of TOEIC? With this end in view, the pretest, with the intervention in pursuit, was completed at the onset of the experiment, and the posttest was administered thereafter. At the completion of the experiment, test results from both sessions were collated in the forms of total scores and scores classified into categories according to conditional types. This section consists of two parts, presenting, scrutinizing and interpreting the two sets of data derived from the same source but collected in different configurations.

Table 4.1. *Descriptive Statistics Calculated from Total Scores in the Pretest and Posttest*

	<i>N</i>	Min	Max	<i>Mdn</i>	<i>IQR</i>
Pretest	15	3	21	12	5
Posttest	15	18	30	25	5

4.1.1 The Effectiveness Based on Total Scores

In order to assess the data distribution of the pretest and the posttest results as well as compare the participants' test performance prior to and following the intervention, the total scores from both test sessions were utilized to generate descriptive statistics. Table 4.1 displays the basic statistical measures with regard to the test outcomes, namely the minimum, the maximum, and the median scores together with their interquartile ranges.

As presented in Table 4.1, the test takers' median score on the posttest ($Mdn = 25$, $IQR = 5$) was more than twice as high as that in the pretest ($Mdn = 12$, $IQR = 5$). The minimum value in the posttest ($Min = 18$) soared dramatically by 500% when compared to the pretest ($Min = 3$). Likewise, there was a marked surge in the maximum test score from before ($Max = 21$) to after ($Max = 30$) the grammatical instruction. Strikingly, the table unveils that a perfect score had been achieved and no one attained a score lower than half of the full score subsequent to the grammar lessons.

In light of substantial increases in all of the three statistical measures after the intervention, one can reach an initial conclusion that focus on forms in combination with test-taking strategies possesses high potential to augment the test performance of Thai high-school students in the grammar section of TOEIC. Nevertheless, it is important to bear in mind that descriptive statistics hold restricted capability to confirm a speculation or substantiate a presupposition. On this account, inferential statistics are warranted for definite veracity.

Table 4.2. *Inferential Statistics Derived from Total Scores in the Pretest and the Posttest*

Posttest - Pretest	<i>N</i>	Sum of Ranks	<i>z</i>	<i>p</i> (one-tailed)	<i>r</i>
Negative Ranks	0	0	-3.41	.000	0.62
Positive Ranks	15	120			
Ties	0	0			
Total	15	120			

In an attempt to determine whether there was a significant discrepancy between the participants' performance in the pretest and the posttest, a Wilcoxon signed rank test was carried out to calculate inferential statistics. Table 4.2 illustrates the statistical measures in relation to the data analysis, i.e. sums of ranks, the *z* score, the *p* value, and the effect size (*r*).

The result from the Wilcoxon signed rank test, shown in Table 4.2, pinpointed that the total median score in the posttest ($Mdn = 25, N = 15$) was significantly higher than in the pretest ($Mdn = 12, N = 15$), $z = -3.41, p < .001$, with a large effect size, $r = .62$. Considering the *p* value, there was merely a marginal probability that the result arose coincidentally. By reason of the large effect size, the result not only demonstrated statistical significance but also practical significance. In other words, the effect not only existed in the study but was also meaningful in reality. Furthermore, none of the ranks were in negative or neutral territory; all of them were sheer positives.

The findings imply that focus on forms supplemented with test-taking strategies is capable of enhancing the test performance of Thai high-school students in the grammar section of TOEIC. In other words, it is a highly effective combination to prepare the target population for a grammatical test under such conditions. To expand on this point, having been exposed to the teaching approach, none of the participants

experienced a decline or stagnation in their test performance; instead, they all made significant progress. Consequently, this, as empirical evidence, ostensibly corroborates the first hypothesis: Thai high-school students' posttest scores will be significantly higher than their pretest scores.

4.1.2 The Effectiveness Evaluated from Scores in each Category

Despite having validated the first hypothesis, dividing the totals into subscores by category according to conditional types would uncover more intriguing findings worth regarding and thereafter discoursing upon.

So as to depict an overview of the participants' grammatical competence by category and contrast their levels of proficiency over time, the scores from each category were processed for descriptive statistics. Table 4.3 exhibits the common statistical figures sorted according to conditional types: the minimum, the maximum, and the median values alongside their interquartile ranges.

It can be discovered from Table 4.3 that, in the pretest, every median score, regardless of to which category it belonged, was no higher than half of the perfect score, for example, that from the first conditional ($Mdn = 3, IQR = 2$); the third conditional ($Mdn = 2, IQR = 2$); and the mixed conditional ($Mdn = 1, IQR = 2$). In contrast, the median scores in the posttest surpassed the 50 percent threshold, for instance, that from the first conditional ($Mdn = 5, IQR = 1$); the third conditional ($Mdn = 5, IQR = 2$); and the mixed conditional ($Mdn = 4, IQR = 2$). Remarkably, the table discloses that, before the grammar instruction, there was at least one null result from each category, whereas the minima ensuing the intervention were all beyond zero; the highest one belonged to the first conditional ($Min = 4$).

Table 4.3. *Descriptive Statistics Generated from Scores in each Category*

Conditional Type	Pretest				Posttest			
	Min	Max	<i>Mdn</i>	<i>IQR</i>	Min	Max	<i>Mdn</i>	<i>IQR</i>
Zero	0	6	3	3	3	6	5	1
First	0	6	3	2	4	6	5	1
Second	0	4	3	3	3	6	5	2
Third	0	5	2	2	2	6	5	2
Mixed	0	3	1	2	3	6	4	2

In the face of the divergence, in terms of grammar, between some English conditional types, i.e. second, third, and mixed, with their Thai counterparts, consequently engendering perplexity among a substantial number of Thai learners, it appears that FonFS with TTS has the potential to hone the test performance of students under all categories. In addition, from the standpoint of problem-solving procedures, test items under the mixed conditional are more complicated and demanding than the others; nevertheless, the approach is liable to be able to subdue the predicaments. The commentary, however, is tentative without verification from an inferential analysis.

Table 4.4. *Inferential Statistics Reckoned from Scores in each Category*

Conditional Type	Negative Ranks	Positive Ranks	Ties	<i>z</i>	<i>p</i> (one-tailed)
Zero	0	13	2	-3.18	.000
First	0	13	2	-3.18	.000
Second	0	13	2	-3.18	.000
Third	0	14	1	-3.30	.000
Mixed	0	15	0	-3.41	.000

In an effort to posit a significant distinction between the pretest and the posttest results under each category, inferentials statistics were generated with a

Wilcoxon signed rank test. Table 4.4 demonstrates the statistical measures pertaining to the data analysis, namely ranks, z values, and p values.

The outcome of the analysis, as can be seen from Table 4.4, uncovers that the posttest medians were significantly greater than pretest medians, not only in categories whereof grammar rules bear resemblance to those of the Thai language, e.g. the zero conditional ($z = -3.18, p < .001$) and the first conditional ($z = -3.18, p < .001$), but also in those whereof the rules differ, e.g. the second conditional ($z = -3.18, p < .001$). The phenomenon repeated itself in both categories that demand sophisticated test-taking strategies, e.g. the mixed conditional ($z = -3.41, p < .001$), and those that a more straightforward version of the strategies will suffice, e.g. the third conditional ($z = -3.30, p < .001$). In light of every p value presented in the table, there was merely a slight probability that these results occurred by chance. Additionally, none of the ranks were in the negative column.

It is evident that the inferential analysis attested to the presumption based on the descriptive data. Consequently, it can be inferred that FonFS with TTS, predominantly based on English conditionals, manifests an adequate amount of effectiveness in terms of consolidating the participants' understanding of grammar topics and their test performance with extensive coverage of points that both resemble and diverge from L1 grammar. Moreover, it can be discerned that the test-taking strategies employed in this study probably facilitated students in solving grammar test items that require an elaborate cognitive process.

4.1.3 Section Summary

At the end of this section, a few highlights can be extracted. Collectively, the total score of the posttest was significantly greater than that of the pretest, hence affirming the first hypothesis: Thai high-school students' posttest scores will be significantly higher than their pretest scores. As for the scores classified into categories, the significant discrepancy between posttest and pretest scores in every category probably demonstrates the efficacy of FonFS with TTS in surmounting the hindrance to learning grammar effected by the distinction between L1 and L2 grammatical features and in tackling grammar test items that require multiple problem-solving steps.

Despite the first hypothesis having been confirmed, the other awaits to be verified in the ensuing section.

4.2 Attitudes towards FonFS with TTS

In an attempt to reply to the second research question — What are Thai high-school students' attitudes towards preparation for the grammar section of TOEIC through focus on forms supplemented with test-taking strategies? — Section 4.2 uncovers the research results concerning the participants' perspectives on the central tenet behind the grammar class they attended: FonFS with TTS. As per the predetermined themes demonstrated in the questionnaire and the interview questions, three aspects of the approach to grammar instructions will be scrutinized in the following three subsections, namely preference, effectiveness, and suitability.

4.2.1 Preference

This subsection explores whether the participants expressed their preference for the pedagogical principle or not, to what extent they were in favour of or against it, and why they opted for such responses.

In an endeavour to investigate the percentages of participants who agreed or disagreed with each statement falling under this category in the questionnaire with 5-Likert scale items, a frequency analysis was implemented, and the frequencies were transformed into percentages thereafter. Table 4.5 shows the percentage and the frequency count of responses at each level of concord or discord on each statement.

The preference subsection of the questionnaire revealed that out of 15 participants, 13 of them were in favour of FonFS with TTS, and the same number of the participants reported that they looked forward to learning grammar through this approach again.

Table 4.5. Percentages and Frequency Counts of Participants' Responses to Questionnaire Items under the Theme Preference (N = 15)

Statements	Percentages (n)				
	5	4	3	2	1
1. I enjoy learning grammar through FonFS with TTS.	53.33 (8)	33.33 (5)	13.33 (2)	0 (0)	0 (0)
2. I look forward to learning grammar through FonFS with TTS again.	53.33 (8)	33.33 (5)	13.33 (2)	0 (0)	0 (0)
3. I like it when the teacher overtly explains grammatical rules so that there is no need for me to figure them out by myself.	66.67 (10)	26.67 (4)	6.67 (1)	0 (0)	0 (0)
4. I enjoy learning grammatical rules through examining examples and taking part in conversations.	33.33 (5)	46.67 (7)	20.00 (3)	0 (0)	0 (0)
5. I prefer the comfort of privately listening to lectures and taking notes over interacting with my fellows.	0 (0)	20.00 (3)	20.00 (3)	40.00 (6)	20.00 (3)
6. I desire to start writing and speaking right away and learn grammar from mistakes and through observation along the way.	0 (0)	13.33 (2)	20.00 (3)	40.00 (6)	26.67 (4)
7. I would rather attain a certain level of grammatical accuracy first before starting to write or speak.	40.00 (6)	46.67 (7)	6.67 (1)	6.67 (1)	0 (0)
8. I am too nervous or embarrassed to interact with the class or express opinions in class.	20.00 (3)	20.00 (3)	13.33 (2)	26.67 (4)	20.00 (3)
9. It embarrasses me when my written work or utterances are corrected in front of the class.	20.00 (3)	20.00 (3)	20.00 (3)	20.00 (3)	20.00 (3)

Note: 5 = Strongly Agree, 4 = Agree, 3 = Neither Agree nor Disagree, 2 = Disagree, 1 = Strongly Disagree

This tendency was confirmed by the four interviewees, referred to as S1, S2, S3, and S4, who all approved of the approach and further justified their approval in that it led to a better understanding of conditional sentences; boosted syntactical

correctness when they produced conditional sentences; resulted in a solid foundation for grammar; and shortened the time spent on completing the posttest as it paved the way for detecting the right answers without translation.

When asked about their preferred grammar learning style, almost all of the participants (93.33%) would rather the teacher have overtly explained grammatical rules so that they did not have to figure them out on their own. Nonetheless, a large proportion of them (80.00%) desired to comprehend grammar via examining examples and participating in conversations. In addition, over half of them (60.00%) preferred interaction with their fellows over the comfort of privately listening to lectures and taking notes. In a similar fashion, the interview data disclosed that there were several participants who took an interest in the communicative approach since it matched their personalities and personal preference. Furthermore, they found it challenging and thought provoking. Albeit asserting their eagerness, they were left with trepidation that the preferred approach might not deepen their understanding of grammar as well as FonFS. One interviewee (S2) expressed concern that it would probably lead to a time-consuming process before they could attain an adequate level of comprehension. Another (S4) agreed to try the approach of choice on condition that she had been through the FonFS approach first. As regards the two axioms of grammar instruction mentioned in the questionnaire, the former characterizes deductive and explicit approaches, such as FonFS, whereas the latter embodies inductive and implicit ones, e.g. FonF and FonM. Based on the responses above, it can be construed that the students had affection for FonFS with TTS but appeared to embrace other approaches as well. In other words, they see no necessity to maintain fidelity to only one principle and, in turn, alienate themselves from the others.

In spite of the alacrity to explore a variety of pedagogical tenets, it should be acknowledged that it is accompanied by prerequisites. For example, one interviewee (S1) requested a FonFS instruction prior to an integrated one. If obliged to opt for only one learning manner, all the interviewees were inclined to an isolated one. This reflects that a particular approach takes priority over the others; i.e., the principles are supposed to be applied in a particular sequence. To develop this point further, from Table 4.5, it is noticeable that two-thirds of the participants objected to the notion of learning grammar from mistakes and via observation in the process of writing and speaking

practice. On the contrary, nearly the entire group (86.67%) preferred to attain a certain level of grammatical accuracy before the commencement of writing and speaking lessons. It can be inferred from the data that the majority of students would rather have grammar lessons be isolated from communicative activities at the beginning and later be integrated. Simply stated, FonFS is expected to precede FonF and FonM. The reason behind this learning order can be discovered in the interviews. After an elucidation of the concepts of FonFS and FonF to the interviewees, there was a general consensus that, in the case of conditional sentences, it would be more desirable provided that FonF succeeded the other due to the fact that FonFS could potentially form the basis of grammar that would afterwards facilitate learning the target grammatical point through communication. In summary, the students view FonFS as a primary and indispensable step; without it, they may encounter the shortage of stepping stones to a more challenging stage.

Apart from the grounds of its prowess to establish grammatical fundamentals and, as a result, preventive effects on perplexity and learning by trial and error effectuated by communication-based lessons, there was another underlying account for the participants' preference for FonFS. As displayed in Table 4.5, two-fifths of the participants confessed that they were too nervous or embarrassed to interact with the class or express opinions in class. The same proportion of them admitted that it embarrassed them when their written work or utterances were corrected in front of the class. An impression can be drawn from the findings that integrating grammar into communication may elicit a sense of discomfort and insecurity from a number of students, and overt criticism from teachers over the fidelity of syntax can possibly contribute to negative reactions from some students, discouraging the most sensitive students from interacting with the class. Conversely, the class sentiment can be improved if students do not feel obliged to express themselves verbally, and corrective feedback is delivered in a more confidential manner. On the evidence of this research, it is likely that FonFS with TTS will gain popularity among timid or introverted students. The prospect is in agreement with an interview response from S1: "Students with such personality traits are prone to be fond of this approach as it enables them to obtain grammatical knowledge without any engagement in communicative activities."

What was beyond expectations was an oral reply pointing out that their gregarious and loquacious counterparts might also derive satisfaction from this instructional model, for the class was not always a one-way communication: There were occasions in which the students were allowed to interact. The occasions refer to the three stages of the PPP procedure: before the end of the presentation stage at which the teacher asks questions in order to review the lesson; during the practice stage in which the teacher allows the students to share their answers from exercises with the class; and at the production stage when the students present their written or spoken productions. As the opportunities to communicate are voluntary, they work to the advantage of the students at both ends of the spectrum. That is, the extroverted can find pleasure in those moments, whereas the introverted do not feel compelled to contribute to the class.

In summary, for the preference subsection, the participants exhibited positive attitudes toward FonFS with TTS. One outstanding result to be highlighted was that the majority's approval of the approach notwithstanding, other approaches, such as FonF, are not ruled out as a possible candidate. However, coming with a condition, optional approaches had better follow FonFS, suggested the participants, on the ground that the approach of choice possibly outstripped the rest in establishing grammatical fundamentals; i.e., it had been considered essential. Another result to be underlined was how the approach was favoured by the introverted and surprisingly to students of the opposite trait. The last remarkable finding to emerge from this theme was that a strong preference was expressed for FonFS with TTS in light of its ability to aid the students in developing grammatical comprehension at a rapid pace, which is a matter germane to the effectiveness subsection, succeeding this subsection.

4.2.2 Effectiveness

The participants' test performance significantly increasing after the intervention, FonFS with TTS, have been attested in Section 4.1 as an effective approach for this specific educational end. The subsection on effectiveness will elaborate on this instructional tenet through the lens of the participants, based on the data collected from the questionnaire and the oral enquiry.

In an effort to find out the percentage of participants who agreed or disagreed on each statement falling under this category in the questionnaire with 5-

Likert scale items, a frequency analysis was utilized; afterwards, the frequencies were converted to percentages. Table 4.6 exhibits the percentage and the frequency count of responses at each level of concord or discord on each statement.

Table 4.6. Percentages and Frequency Counts of Participants' Responses to Questionnaire Items under the Theme Effectiveness (N = 15)

Statements	Percentages (n)				
	5	4	3	2	1
1. I have gained insights into conditional sentences after a series of grammar lessons based on FonFS with TTS.	46.67 (7)	53.33 (8)	0 (0)	0 (0)	0 (0)
2. Isolating grammar lessons from communicative activities gives me a better understanding of grammar than integrating the two elements.	33.33 (5)	40.00 (6)	13.33 (2)	6.67 (1)	6.67 (1)
3. I am able to produce conditional sentences with higher accuracy after learning grammar through FonFS with TTS.	46.67 (7)	40.00 (6)	13.33 (2)	0 (0)	0 (0)
4. I am able to produce conditional sentences more fluently after learning grammar through FonFS with TTS.	33.33 (5)	46.67 (7)	20.00 (3)	0 (0)	0 (0)
5. FonFS with TTS builds my confidence as a test taker.	60.00 (9)	40.00 (6)	0 (0)	0 (0)	0 (0)
6. FonFS with TTS is capable of minimizing the time spent on coming up with correct answers in the test.	53.33 (8)	46.67 (7)	0 (0)	0 (0)	0 (0)
7. FonFS and TTS yields a systematic mental process for figuring out correct answers in the test.	53.33 (8)	46.67 (7)	0 (0)	0 (0)	0 (0)
8. FonFS with TTS has the potential to improve my test performance.	60.00 (9)	40.00 (6)	0 (0)	0 (0)	0 (0)

Note: 5 = Strongly Agree, 4 = Agree, 3 = Neither Agree nor Disagree, 2 = Disagree, 1 = Strongly Disagree

As set out in Table 4.6, all the participants professed that they had gained insights into conditional sentences after the series of grammar lessons based on FonFS

with TTS, indicating that the variable was perceived as an effective approach. The perspective corresponds with the significant improvement in their test performance. Such a viewpoint may be rationalized by the survey result showing that more than two-thirds of the participants (73.33%) were in accord that isolating grammar lessons from communicative activities gives them a better understanding of grammar than integrating the two elements. This probably means that communicative tasks may impede the process of grammar assimilation. In other words, activities as such are likely to be more of a burden to them than a facilitator in terms of grammar study. In regard to learning velocity, one interviewee (S3) claimed that she could develop grammatical comprehension at a rapid pace when learning grammar through FonFS with TTS. It seems that the reason behind this claim and the finding above is mutual: Excluding communicative tasks, allegedly surplus to requirements, FonFS appears to offer more direct access to grammatical essence. The explanation makes a passing reference to the characteristics embedded in FonFS, which will be discussed further in the next chapter.

After providing the reasons why the variable in focus was effective, the survey proceeded to uncover in what way it was effective. From Table 4.6, it can be seen that 13 out of 15 participants reported that they were able to produce conditional sentences with higher accuracy after learning grammar through FonFS with TTS, denoting that the approach can almost certainly enhance precision in the language of learners. In addition, three-quarters of them reported that they were able to produce conditional sentences more fluently after learning grammar through FonFS with TTS. This signifies that the approach has a strong possibility to elevate the degree of not only precision but also fluency in language. Aside from the beneficial effects on the command language, the questionnaire data also unveiled the impact of FonFS with TTS on test performance. According to Table 4.6, all the participants reported that, as test takers, FonFS with TTS raised their morale. In other words, there is a probability that the approach has a positive mental impact on test takers.

This conclusion is justified by the following findings: All of the participants concurred that FonFS with TTS was capable of minimizing the time spent on coming up with correct answers in the test. The same percentage of them endorsed the statement that FonFS and TTS provided them with a systematic mental process for figuring out the correct answers in the test. It appeared that the survey sentiment was

consistent with the responses from the interviews: When requested to differentiate between their experiences in the pretest and the posttest, the interviewees seemed to reach a general consensus that their test performance in the posttest was superior to that in the pretest. They attributed the improvement to a better-orchestrated analytical process and less time spent on figuring out the correct answers.

To bear witness to their testimonies, an excerpt from the interview transcript as to how an interviewee (S4) figured out a correct answer to one test item in the test is illustrated below:

Test Item:

Today, the beach wouldn't be covered with pungent and slimy oil if the oil vessel _____ near the island last week.

- a) doesn't sink b) wouldn't sink c) haven't sunk d) hadn't sunk

Transcript:

The conjunction of this sentence is 'if.' The complete part [without the gap] is the result clause. Considering the result clause, I can detect the hint, i.e. 'wouldn't be covered,' signifying that this sentence could be a second conditional. However, when looking at the choices to fill the gap in the conditional clause, I could not find any of them that match the form of the conditional part of the second conditional, so I realized that this sentence is a mixed conditional, whose result clause looks like a second conditional, and the conditional clause needs a grammatical structure of the third conditional. In conclusion, the correct answer is 'd) hadn't sunk.'

According to the transcript, it is quite apparent that the student was endowed with a systematic analytical process. Furthermore, the process was claimed to be completed in less than 30 seconds. The testimonies and the transcript taken together imply that the elevated morale of test takers may be derived from the systematic problem solving and the swiftness in coming up with the correct answers.

In summary, FonFS with TTS was likely responsible for the advancement in participants' grammatical repertoire, command of language, and test performance. On account of its multitude of positive effects on the students, the approach was deemed effective.

4.2.3 Suitability

Having shed light on why and how FonFS with TTS was effective for the specific end in this study, this paper moves on to present the results regarding the suitability of the approach for Thai high-school students. Although the teaching approach appears to be promising in the experimental stage, in practice its feasibility may drop considerably due to the divergence between the context in the experiment and the authentic situation. This subsection bears responsibility for investigating whether the approach of interest, albeit previously deemed pertinent to a number of particular settings, is compatible with the context under consideration: Thai high-school students.

So as to investigate the attitudes of the participants towards the topic of suitability, the percentage of participants who agreed or disagreed on each statement falling under this category in the questionnaire with 5-Likert scale items had to be cast light on. With this end in view, a frequency analysis was conducted, followed by a conversion from frequencies to percentages. Table 4.7 depicts the percentage and the frequency count of responses at each level of concord or discord with each statement.

Table 4.7. *Percentages and Frequency Counts of Participants' Responses to Questionnaire Items under the Theme Suitability (N = 15)*

Statements	Percentages (n)				
	5	4	3	2	1
1. FonFS with TTS lends itself to the test preparation.	33.33 (5)	46.67 (7)	20.00 (3)	0 (0)	0 (0)
2. FonFS with TTS is compatible with Thai students.	26.67 (4)	53.33 (8)	20.00 (3)	0 (0)	0 (0)
3. FonFS with TTS is apt for beginners.	33.33 (5)	40.00 (6)	20.00 (3)	6.67 (1)	0 (0)

Statements	Percentages (n)				
	5	4	3	2	1
4. FonFS with TTS is apposite to learners aiming for language accuracy.	53.33 (8)	40.00 (6)	6.67 (1)	0 (0)	0 (0)
5. FonFS with TTS matches learners' purpose of enhancing language fluency.	26.67 (4)	40.00 (6)	33.33 (5)	0 (0)	0 (0)
6. FonFS with TTS should be included in the school curriculum.	33.33 (5)	53.33 (8)	13.33 (2)	0 (0)	0 (0)
7. FonFS with TTS should be included in the tutorial school curriculum.	40.00 (6)	46.67 (7)	13.33 (2)	0 (0)	0 (0)
8. FonFS with TTS fits with conditional sentence instruction.	46.67 (7)	46.67 (7)	6.67 (1)	0 (0)	0 (0)
9. Overt grammar rule explanation is a shortcut to grammatical comprehension.	66.67 (10)	33.33 (5)	0 (0)	0 (0)	0 (0)
10. I find it difficult to learn grammar through observation and conversation.	20.00 (3)	26.67 (4)	26.67 (4)	13.33 (1)	13.33 (1)
11. Learning grammar through observation and conversation takes a relatively longer time for me to attain grammatical comprehension.	26.67 (4)	33.33 (5)	20.00 (3)	20.00 (3)	0 (0)
12. There is ample time for me to gradually assimilate grammar through observation and conversation.	0 (0)	13.33 (2)	40.00 (6)	20.00 (3)	26.67 (4)
13. I gain access to persons or media that stimulate frequent use of the target language, leading to the acquisition of grammar.	0 (0)	13.33 (2)	26.67 (4)	33.33 (5)	26.67 (4)
14. I can acquire the knowledge of conditional sentences through observation and conversation.	6.67 (1)	6.67 (1)	33.33 (5)	46.67 (7)	6.67 (1)
15. To gain the knowledge of conditional sentences, I have to study them on purpose.	53.33 (8)	26.67 (4)	20.00 (3)	0 (0)	0 (0)

Note: 5 = Strongly Agree, 4 = Agree, 3 = Neither Agree nor Disagree, 2 = Disagree, 1 = Strongly Disagree

From the table above, it can be noted that three quarters of the participants subscribed to the notion that FonFS with TTS is compatible with Thai students. In harmony with the survey result, the oral enquiry results depicted the same inclination; this was accompanied by a supporting account from S2: “This approach suits Thai students because we are not native speakers.” In summary, the findings pointed out that FonFS with TTS is an exemplary teaching framework pertinent to the context and the background of EFL learners.

The reply previously received begs the questions as to why the variable under consideration bears suitability for EFL learners. With this objective in view, it is crucial to bring the characteristics of EFL learners’ context and background to light. From Table 4.7, 11 out of 15 participants denied that they gained access to persons or media that stimulated frequent use of the target language, leading to the acquisition of grammar. When going into detail, all of the interviewees bemoaned the fact that on a daily basis they barely communicated in English, less than ten minutes on average. To illustrate, only once a week for an hour did they have a chance to converse with a native teacher. With Thai teachers of English, the students predominantly interacted in Thai. Once enquired as to their attempt to communicate in English after school hours, all admitted that it took place only once in a while on grounds of a paucity of opportune moments, lack of confidence, and a disinclination to disturb others. In terms of the subjects of conversation, they were limited to greetings and basic subjects. The related grammar was at an elementary level. In terms of media, even though the interviewees were surrounded by English programs both on television and on the Internet, they were unlikely to exploit those to the full extent. For instance, they disclosed that rarely did they deliberately tune in to English programs; the programs were passingly watched by accident. With regard to primary goals, in spite of the fact that they were open to media in English, the programs were chiefly for the sake of entertainment, not for the purpose of education. However, “I gradually absorb new vocabulary and expressions as well as work on my pronunciation,” professed an interviewee (S1). Based on the evidence from this study, it is a widely held view that, in the Thai society, there is a scarcity of English-native speakers. In the wake of it, there is a slim chance for Thai students to interact in the target language. Among native speakers of Thai, it is evident that the mother tongue still asserts hegemony over foreign languages. In addition, they are prone to be deprived

of alacrity and effort to seek out an English-speaking environment, probably on account of their own timidity, awkwardness, idleness, incompetence, or a combination of these elements. Thanks to advances in communications technology, all manner of English programming is available. Nonetheless, the students apparently have yet to take full advantage of their resources; besides, the current main benefit derived from their leisure pursuit of English language enhancement is inclined toward meaning rather than grammar.

In relation to compatibility, it appears that the shortage in human resources together with the media utilization behaviour is possibly a decisive factor in determining, or rather curtailing, how the students are supposed to learn grammar. The questionnaire, as can be seen in Table 7, raised awareness that nearly half of the participants (46.67%) found it difficult to learn grammar through observation and conversation. More than two-thirds of them (60%) accepted that attaining grammatical comprehension through observation and conversation took a relatively longer time (than via FonFS with TTS), and 10 out of 15 cast doubt on the position that the knowledge of conditional sentences can be acquired by means of observation and conversation. The data above could precisely be triangulated with those from the interview, for both were virtually congruent with each other: By the interviewees' account, on no occasion did they tune in to news programs broadcast in English. They occasionally watched movies and listened to songs in English for the purpose of recreation, contributing to gradually absorbing new vocabulary. As reported by all of them, they gave no credence to the notion that they can achieve insight into conditional sentences although counting solely on the human and multimedia resources they have on the ground that it was beyond the capacity of communication to take learners to the core of grammar; during communication the focus was on meaning more than grammar, and there was room for compromising on grammatical accuracy; and it might be successful but in the very long run. A conclusion can be drawn from the findings that, in the wake of the students' limitations intrinsic to EFL societies' characteristics along with their learning behaviour which can embody the nature of EFL learners to a certain extent, learning grammar via communication may not be as appropriate and pragmatic as expected. As a consequence, this study continued the investigation in pursuit of a due approach.

The key to the quest probably lies in the following survey results which accounted for why the communicative approach was not apt for the participants' context and, as a result, alluded to an approach of which the characteristics were contrary to those of the former. From Table 4.7, 80 percent of the participants expressed that it was necessary to study conditional sentences on purpose so as to gain the knowledge of this grammar topic, and none of them suggested the opposite. Almost half of them (46.67%) were opposed to the statement that there is ample time for them to gradually assimilate grammar through observation and conversation. Apart from that, the rest were dubious about whether they were qualified as per the statement. Absolutely not stating otherwise, the entire group advocated that overt grammar rule explanation was a shortcut to grammatical comprehension. In line with this viewpoint, the interviewees' stance emphasized the significance of having related sentence structures and grammar rules directly explained in order to understand conditional sentences since they were convinced that the means would render them a sufficient amount of grammatical comprehension in a short period of time.

A number of impressions have succeeded the data above: It seems that intentionally and seriously studying grammar would not be shunned on the condition that the students aspire to gain adequate knowledge of grammar. In other words, considering its paucity, daily communication in its own right is probably not able to contribute to their grammatical comprehension. The necessity of explicitly studying grammar is intensified when chronological factors are taken into account. That is, now that the students are in high school, they have less than three years to be prepared for high-stake examinations, including TOEIC and others along the lines of it. In light of profound questions about grammar in these examinations, it is dubious that they will have a copious amount of time to gradually absorb grammar through observation and conversation, which happen only once in a while. It can be deduced, on the basis of limited time, that the students are in search of an approach to grammar instruction that places them on a fast track to comprehension. The anticipated approach must be endowed with qualities contrary to those of the inappropriate one. That is, based on their context and background, learning grammar in an inductive manner is prone to be futile; it would be, therefore, more pertinent to have them learn it deductively. Moreover, as it is quite time consuming for them to attain adequate understanding of

grammar by learning it in an implicit way, they may be able to accomplish the same goal but in a great economy of time through a more explicit approach. In short, the more deductive and overt the approach is, the more suitable it is for the students.

After establishing the suitability of FonFS with TTS for Thai high-school students in terms of context, this research now turns to scrutinize another facet deemed the bottom line of this theme: the suitability for learners' educational goals. As can be seen from Table 4.7, out of 15, 11 participants concurred that FonFS with TTS was apt for beginners. Corresponding to the survey response, replies from the interview also established agreement with the statement. In addition, they provided a few warrants for such a stance: The approach lent itself to establishing the fundamentals of grammar, and beginners, despite limited vocabulary, were able to learn grammar through this approach. On the contrary, all of the interviewees opined that learning grammar by means of communication did not suit beginners because it required prior knowledge of grammar and vocabulary as well as prior listening skills. In connection with the participants' pretest scores, the majority of them can be identified as beginners. Taken together with the data above, it can be inferred that one of the principal goals of beginners when studying grammar is to establish grammatical foundations, and it appears that FonFS with TTS can plausibly serve the purpose due to the fact that the approach, of which the title is fairly self-explanatory, focuses on sentence structures, a fundamental constituent of grammar. Not only is it able to achieve the first goal, but the approach is unlikely to be too challenging and demanding; i.e. it should not involve any prerequisites, such as copious knowledge of vocabulary, impressive listening skills, or exceptional speaking fluency, to be successful in learning. On the evidence of these research findings, FonFS with TTS appears to meet the description. Communicative approaches, e.g. FonF and FonM, on the other hand, are not prone to serve the interests of beginners and, based on their perspective, seem to be rather challenging and demanding. In respect to why the former approach possesses such features and why the reverse is true for the latter, the next chapter will be committed to discussing these issues.

Having illustrated that FonFS with TTS is an effective approach for beginners, this study proceeded to ascertain whether the independent variable was apposite to any other educational ends of the participants. As Table 4.7 presents, two-

thirds of the participants agreed that FonFS with TTS matches learners' purpose of enhancing language fluency; and 14 out of 15 regarded FonFS with TTS as apposite to learners' aim for language accuracy.

The information suggests that the approach can be versatile, serving a variety of functions relevant to education: First, it facilitates performing productive skills more effortlessly and with more fluidity. More importantly, there is a general consensus among the students that it substantially inclines their language productions to grammatical correctness. The latter function not only effectuates more grammatical and sophisticated verbal and writing outputs but also forms an association with test performance and academic accomplishment: The majority of incoming high-stake examinations the students are to encounter, including TOEIC, contain one or more parts that evaluate grammatical accuracy.

Correspondingly, it is conceivable that three-quarters of the students viewed that FonFS with TTS lent itself to test (TOEIC) preparation, according to Table 4.7. All of the interviewees added that it was an effective method for test preparation since it developed methodical thinking and minimized the time spent in the test to come up with correct answers. The results denote that, based on a paucity of time allotted for each test item in TOEIC as well as other high-stake examinations, an appropriate approach to grammar instruction for the students should not only strengthen grammatical competence but also hone mental agility. It appears that the evidence from this study points toward FonFS with TTS as a qualified approach under such conditions.

FonFS with TTS having rendered its extensive compatibility with the students in this study in terms of context and academic purposes, it is quite foreseeable that the approach is liable to become desirable among the students. As depicted in Table 4.7, out of 15, 13 participants upheld the position that FonFS with TTS should be included in the school curriculum. Similarly, the same proportion of them lent support to the stance that the approach should be incorporated into tutorial school curricula. It can be interpreted that, owing to its compatibility with Thai learners in various facets, the students perceive FonFS with TTS as linguistically and academically beneficial, thereby aspiring to be continuously exposed to the approach both at school and at tutorial schools.

Besides the warrants previously elaborated on, there is another that probably lends support to the suitability of this approach: the conundrums of grammar instruction at school the students are undergoing. When solicited to recount how grammar had been taught at school, primarily based on lessons concerning conditional sentences, the interviewees pinpointed issues that necessitated amendment along with elements in which there was a deficiency, thereby warranting fulfilment, as benchmarked against how grammar instruction had been orchestrated in this study. To illustrate, provided that their class proceedings are divided along the lines of the PPP procedure, a string of conundrums at each stage can be ascertained as follows: At the presentation stage, the interviewees lamented the inadequacy of putting the following instructional ideas into action, i.e. explanations of concepts, functions, and grammatical structures of each conditional type; and exemplification. At the practice stage, they deplored the negligence of their teachers to place emphasis on the activities as follows: assigning exercises and quizzes to students for the sake of practice and, at the end, distributing key answers along with detailed answer explanations and strategies for tackling the quizzes. Finally, at the production stage, they saw a shortage of opportunities to freely create outputs regarding conditional sentences. When judged from the stance of the PPP procedure, the grammar instruction can be rated as an insufficient PPP. That is, there is a scarcity of content and activities at each step of PPP. As appraised from the viewpoint of FonFS, it can be considered as a perfunctory FonFS; i.e., grammatical structures and rules are merely mentioned passingly even though they are expected to be intently focused on. Lastly, once evaluated from the standpoint of TTS, it can be deemed strategy impoverished since no techniques are incorporated to enhance test performance. To conclude, at school grammar is inadequately and improperly delivered to the students, which is ostensibly the opposite of how grammar lessons in this study cater to the participants, thereby regarded as pertinent and fulfilling.

By way of conclusion, the research results illustrated that FonFS with TTS lent itself to the Thai high-school students in terms of context. To expand on the point, the approach was endowed with the capacity to overcome the constrained resources of the students, residing in an EFL society, which may impede the progress of certain types of grammar instruction but cannot pose any adverse impact on that of FonF with

TTS, resulting in their achievement in studying grammar, rendered in the form of test performance. In addition, the approach was also capable of serving the educational goals of the participants in several aspects, conducive to their viewpoint on it as the epitome of grammar instruction and their aspiration to expose themselves to it at school, rather than the current one which seems to possess a number of shortcomings, as benchmarked against the approach in this research. The discrepancy between the approach in the experiment and the practical one at school leads to pedagogical implications, which will be covered in the next chapter.

4.3 Chapter Summary

Chapter 4 presents the findings obtained from this research. As per the two research questions, the chapter has been divided into two major sections.

The first section was concerned with the comparison between the pretest and posttest scores. The total scores of two different periods when compared together, whether in the forms of minima, maxima, or means, all demonstrated progress in the test performance of the participants. Preliminary to the inferential assessment, this can initially forecast the effectiveness of FonFS with TTS. To substantiate the speculation, inferential statistics were generated from a Wilcoxon signed rank test. They illustrated that there was a significant increase in their test scores ($p < .001$), indicating that the approach is able to significantly improve the test performance of high-school students in the grammar section of TOEIC, thereby corroborating the first hypothesis.

The second section laid bare data obtained from the attitude questionnaire, which was triangulated with data elicited from the interviewees. The compilation of the information was sorted based on the three predetermined themes.

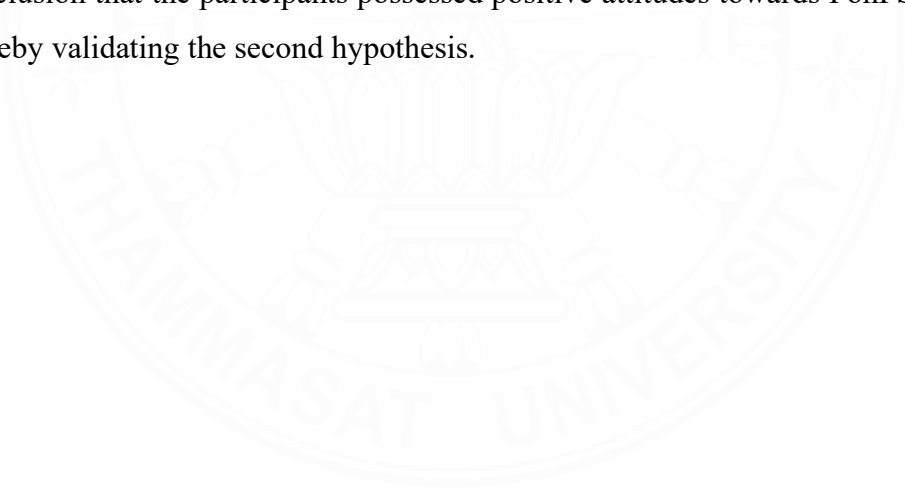
On the theme of preferences, the participants asserted approval of FonFS with TTS, but, be that as it may, they also embraced others whose characteristics are at the other end of the spectrum, i.e. inductive, implicit, and communication based. When further investigated, however, they expressed a preference for the approach in this study over its counterparts, due to the fact that, on the subject of priority, they would rather have learned grammar via the approach first and subsequently the others.

On the subject of effectiveness, with the number of respondents in agreement with each item ranging from more than half to all, FonFS with TTS had been heralded

as a means to augment grammatical accuracy, which was ascribed to an increase in grammatical knowledge, stemming from engagement in grammar lessons isolated from communicative activities. The isolation of the two elements was perceived to be more effective in delivering insight into grammar than integrating the two together. Overall, it can be summarized that FonFS with TTS was recognized as effective.

On the concern of suitability, in general, FonFS with TTS was acknowledged as a grammar instruction principle appropriate for Thai high-school students. In the wake of the characteristics of FonFS, the participants were able to gain a substantial understanding of grammar within the context and under the restrictive conditions of the Thai society. In contrast, other principles of which qualities diverged from FonFS were assessed as less suitable due to the obstructive factors aforementioned. Grammatical comprehension being supplemented with TTS, the approach of focus was compatible with the ultimate goal of the students: passing high-stake examinations.

As the findings from each theme were evaluated together, this study reached the conclusion that the participants possessed positive attitudes towards FonFS with TTS, thereby validating the second hypothesis.



CHAPTER 5

CONCLUSION AND DISCUSSION

The central constituent unique to this study, the research results, having been uncovered in Chapter 4, this ensuing and final chapter recapitulates on the paper in Section 5.1 Conclusion and thereafter makes commentaries on the findings from the preceding chapter to compare and contrast with the previous relevant studies in 5.2 Discussion. Following the second section, Section 5.3 provides pedagogical implications, and Section 5.4 discourses upon the limitations of the current study, succeeded by recommendations for further research in Section 5.5.

5.1 Conclusion

Cognizant of the expanding influence of TOEIC on Thai high-school students together with their modest proficiency in English grammar, the researcher was in quest of an effective grammar instruction approach in an attempt to hone their test performance in the grammar section of TOEIC.

As per the review of literature, it appears that FonFS has a tendency to be a teaching approach with high efficacy on account of its compatibility with the majority of Thai EFL students in terms of context, language background, and academic goals. Furthermore, its effectiveness can be fortified further if FonFS is supplemented with TTS, which has long been recognized as a crucial factor in enhancing test performance. On grounds of the aforementioned attributes, FonFS with TTS was chosen as the independent variable whose effectiveness would be evaluated in this study.

As regards the methodology, 15 high-school students recruited via convenience sampling attended ten sessions of grammar instruction through the approach of interest on the topic of conditional sentences, along with TTS training. To concretely execute the approach, the instruction followed the PPP procedure. Prior to and subsequent to the intervention were multiple-choice tests on conditional sentences whose format bore resemblance to that of TOEIC Part 5. In addition to appraising its effectiveness, the research also investigated the participants' attitudes, categorized into three subjects, i.e.

preference, effectiveness, and suitability, towards FonFS with TTS. With this end in view, an attitude questionnaire and a semi-structured interview was developed.

On the basis of the research findings, it can be summarized that FonFS with TTS can significantly enhance the sample's test performance in the grammar section of TOEIC. Besides, it can be acknowledged that the students had positive attitudes towards FonFS with TTS. That is, overall the participants are in favour of the approach and grant priority to it over learning grammar through others. It is also heralded as effective in promptly escalating language accuracy on the basis of explicitness and deductive reasoning embedded in FonFS, developing systematic thinking and, in turn, optimizing test performance. Finally, the approach is considered suitable for Thai high-school students regarding the subjects of context, language background, and educational goals.

5.2 Discussion

This section reiterates the impressions stemming from research findings in Chapter 4 in pursuit of connection with other related literature. Pursuant to how the sections and subsections reporting the results in Chapter 4 were orchestrated, those to discuss the findings thereof will follow suit: One part will be dedicated to the advancement in test performance, in response to the first hypothesis; and the other will be reserved for attitudes towards FonFS with TTS, in accordance with the second hypothesis.

5.2.1 The Effectiveness of FonFS with TTS

In parallel with Section 4.1, this section discusses the current findings regarding the participants' test performance collated in the form of total scores and scores classified into categories according to conditional types. Accordingly, the section is comprised of two parts.

5.2.1.1 The Effectiveness Based on Total Scores

To briefly recapitulate on the related results, the inferential statistics concerning the total scores will be recounted: First, the total median score in the post test was significantly higher than in the pretest with a large effect size. Second,

the p value ensured that there was merely a marginal probability that the result arose coincidentally. Finally, all of the differentials between the posttest and pretest scores were given positive ranks.

It can be deduced that focus on forms supplemented with test-taking strategies is capable of enhancing the test performance of Thai high-school students in the grammar section of TOEIC. In other words, it is a highly effective combination to prepare the target population for a grammatical test under such conditions. To expand on this point, having been exposed to the teaching approach, none of the participants experienced a decline or stagnation in their test performance; instead, they all made significant progress. Consequently, this, as empirical evidence, ostensibly corroborates the first hypothesis: Thai high-school students' posttest scores will be significantly higher than their pretest scores.

There are a number of experiments, in spite of some dissimilarity in the attributes of participants, intervention, and evaluation, that bear witness to the effectiveness of FonFS in bolstering test performance (Nishitani, 2007; Sa-Ngaphan, 2009; Xu & Lyster, 2014).

Paying interest in the whole reading section of TOEIC, Nishitani (2007) provided explicit grammar and vocabulary instruction to the experimental group. In contrast, the control group received communication-based grammar instruction. It can be seen that the former group outstripped the latter in test performance. The conclusion can be drawn that overtly teaching grammar and vocabulary is effective and plays a crucial role in improving test performance in the reading section of TOEIC.

In an attempt to assess and compare the efficacy between explicit corrective feedback and corrective recast, a more implicit error correction, Sa-Ngaphan (2009) sought to improve the grammaticality of the experimental group with the former method; the control group, with the latter one. The speaking test results revealed that both groups showed advancement in grammatical accuracy. However, the experimental group members showing improvement significantly outnumbered those of the other group. Likewise, the comparison between group average scores pointed out that the former delivered a superior performance to the latter. As a result, it can be

concluded that although an implicit focus on form is advantageous to a certain degree, it is not as effective as an explicit one.

Focusing on speaking tests, Xu and Lyster (2014) prepared their Chinese university students in the experimental group by explicitly reviewing the target ground of grammar and correcting errors in their oral production. Counter to the former group, the control one was offered several episodes of television series as their lessons, falling under the focus on meaning approach. The speaking test results showed significant improvement in grammatical accuracy and, as a consequence, the speaking test performance of the experimental group, but this was not the case for the control group. The researchers attribute the advancement to explicit FFI together with explicit corrective feedback.

As regards TTS, its effectiveness in relation to test performance has been attested to by a large number of studies such as Amer (1993), Lee (2019), Takallou et al. (2015), and Vattanapath and Jaiprayoon (1999). Amer witnessed an increase in scores of his seventh-grade EFL students on a reading comprehension test after an introduction to reading strategies. The findings suggest that aptitude for test taking goes hand in hand with test performance, and it is possible that poor test performance may not result from low language proficiency but from TTS deprivation. Similarly, Lee recognized the advantages of teaching test-taking strategies to Taiwanese university students preparing themselves for TOEIC as the experimental group, exposed to the strategies, surpassed the control group, not cognizant of the strategies, in a simulation test, imitating the reading section of TOEIC. Moreover, the experimental group expressed their affection, in the questionnaire, for TTS and deemed them useful. The researcher recommends educating prospective TOEIC test takers on TTS. In addition, Takallou et al. reported a significantly better performance of high-school EFL students in the English section of the Iranian national examination, consisting of grammar, vocabulary, and reading parts, subsequent to learning related test-taking strategies. Lastly, Vattanapath and Jaiprayoon noticed a significant difference between the scores of Thai EFL students well-informed of reading strategies and the scores of those unaware of them in a multiple-choice reading comprehension test.

5.2.1.2 The Effectiveness Evaluated from Scores in each Category

This section commences with a succinct review of its related findings: The inferential analysis outcome uncovers that posttest medians were significantly greater than pretest medians, not only in categories whereof the grammar rules bear resemblance to those of the Thai language, e.g. the zero conditional and the first conditional but also in those whereof the rules differ, e.g. the second conditional. The phenomenon also repeated itself in both categories that demand sophisticated test-taking strategies, e.g. the mixed conditional, and those for which a more straightforward version of the strategies will suffice, e.g. the third conditional. In light of every p value presented in the table, there was merely a slight probability that these results occurred by chance. Additionally, no ranks were in the negative column.

The findings lend credence to the implication that FonFS with TTS has the potential to hone the students' test performance under all conditional types in the face of the divergence, in terms of grammar, between some English conditional types, i.e. second, third, and mixed, with their Thai counterparts, leading to perplexity among a substantial number of Thai learners. In other words, the approach is bound to manifest an adequate amount of effectiveness in terms of consolidating the understanding of grammar topics and improving test performance with extensive coverage of features along a cline from highly to barely resembling the students' L1 grammar. In addition, from the standpoint of problem-solving procedures, test items under the mixed conditional are more complicated and demanding than the others; nevertheless, the approach is liable to be able to subdue the predicaments. Consequently, it can be discerned that the test-taking strategies employed in this study are probably endowed with the efficacy to solve grammar test items that warrant an elaborate cognitive process.

As quite prevalently acknowledged among Thai native speakers studying English along a continuum from fledgling EFL learners to erudite scholars, the rules for conditional sentences in Thai are more general than in English on the basis that there are no inflections of finite verbs, auxiliary verbs, and modal verbs according to tenses and conditional types in their mother tongue, but such features are essential in such a foreign language. The distinction between L1 grammar and L2 grammar often goes hand in hand with L1-based errors in L2 production (White et al., 1991; Lyster,

1987) and the formation of interlanguage rules which are, in this case, less complex than the original L2 grammar. In an effort to cleanse the influence of L1, explicit grammar instruction is recommended as the approach allows learners to distinguish between their interlanguage and L2 (White et al., 1991).

On the condition that the grammar point of the target language displays more complexity than that of L1, equivalent to the circumstance of the current study, it appears that this is when the effectiveness of explicit FFI can be elicited to the full extent. Xu and Lyster (2014) have appreciated that even though the grammar topics to assess the effectiveness of FonFS in strengthening precision in oral production vary in complexity, FonFS still showcases its capability to achieve the purpose regardless of the complexity. On top of that, it has been noticed that the more complicated a grammar point is, the more effective FonFS is in fulfilling the educational end. The impression procured from the observation is underpinned by a number of linguistic researchers (DeKeyser, 2005; Hulstijn & de Graaff, 1994; Schmidt, 2001) who take their positions on FonFS to the effect that more complex forms are more likely to be stricken by explicit FFI than less complex forms; and a number of researchers have reached the same conclusion that, in the event of teaching complicated grammatical features, explicit FFI holds superiority in effectiveness to implicit FFI (Bowles & Montrule, 2008; Ellis, 2008). In this research, it can be summarized that the necessity for explicit instruction depends on how much the L2 grammar point diverges from that of L1.

The challenge to understand grammar is not only concerned with prominent complex forms but also simple but covert structures. There are some linguistic features that are not noticeable enough either in writing or speaking and, in the wake of the issue, require teachers to deliberately draw students' attention to those forms so as to have them learn; otherwise, the forms are prone to be overlooked, suggest Norris and Ortega (2000). In the case of conditional sentences, there are related components that are barely noticeable during communication, for example, third-person -s, copula be, auxiliary verbs, and regular past forms of finite verbs since in oral inputs they can be pronounced with their weak forms or omitted, and some tend to contain little to no semantic value. Moreover, in writing, unfortunately some of these elements share identical contracted forms, rendering learners baffled. In the face of their low salience in conditional sentences and apparently other inputs, it seems that FonFS,

in this study, managed to draw the participants' attention to these non-salient features, as proved by the increase in scores in every conditional type. Partially mirrored by the current research, an empirical study undertaken by Xu and Lyster (2014) demonstrated that learners were aware of the effect of -ed on the pronunciation of past forms of regular finite verbs after an explicit explanation of the pronunciation rule.

In respect to problem-solving procedures, apart from a paucity of language proficiency, Amer (1993) ascribes learners' poor performance on EFL tests to being negligent in or even clueless about test formats and test-tackling steps. Lee's participants profess that test items formerly rated too difficult to solve became manageable after an exposure to TTS. Takallou et al. (2015) established that his students have procured a more meticulous approach and, as a result, fared better in the university entrance examination after being cognizant of TTS. The finding is, furthermore, compatible with a couple of Lee's explanations: 1) "This [a rise in test performance] is because test-taking strategies can empower test takers to cope with both language issues and the item-response demands in tests (p. 228)." 2) "Strategies also help students to 'know things that are unrelated to what is actually being tested' (Winke & Lim, 2017, p. 381), such as noticing patterns in test items or allocating different lengths of time to different test sections/items (p. 228)."

5.2.2 Attitudes towards FonFS with TTS

To correspond with the predetermined themes regarding attitudes towards FonFS with TTS, three parts constitute this section: 1) preference, 2) effectiveness, and 3) suitability.

5.2.2.1 Preference

Based on the responses collected from the questionnaire items and interview questions under this category, it can be construed that the students manifest affection for FonFS with TTS. Participants' affection for FonFS was also evident in Male's (2011) research; for TTS, from Lee's (2019) and Takallou et al.'s (2015). Male found that most of his EFL students prefer explicit instruction to implicit instruction when it comes to learning English grammar. As for TTS, Lee's Taiwanese university students responded positively to the application of TTS to the reading section

of TOEIC and regarded the test preparation treatment as fresh, new, and interesting, in comparison to their previous exposure to similar tutorials. Similarly, TTS were appreciated by a group of Iranian high-school students formerly preparing for a university entrance examination in English, consisting of grammar, vocabulary, and reading sections (Takallou et al., 2015).

FonFS with TTS finding favour with the participants notwithstanding, it does not monopolize them as their ultimate favourite; they appear to embrace other approaches as well. In other words, they see no necessity to maintain fidelity to only one principle and, in turn, alienate themselves from the others. This report is consistent with those of Al-Mekhlafi and Nagaratnam (2011), Ebrahimi et al. (2015), Jean and Smiard (2013), Rao (2002), and Ammar and Spada (2006). Ebrahimi et al. do not discern a clear line of demarcation between EFL learners' advocacy of isolated and integrated focus on form. Jean and Simard have noticed that their adolescent participants endorsed both of the approaches alike, as did Rao. Ammar and Spada recognized a display of the same sentiment from adult learners. Not only researchers but also participant teachers can perceive students' mixed preference for grammar teaching approaches, for they have astonishingly discovered a contradictory fact that although their students expect deductive grammar instruction, they are also keen on finding matches between meanings and structures by themselves (Al-Mekhlafi & Nagaratnam, 2011).

In spite of their effervescence to explore a variety of pedagogical tenets, it should be acknowledged that this is accompanied by a prerequisite. That is, the majority of the students would rather have grammar lessons be isolated from communicative activities at the beginning and be integrated thereafter. Simply stated, FonFS is expected to precede communicative approaches, such as FonF and FonM. The precondition reflects that a certain approach takes priority over the others, whereupon the principles are supposed to be applied in a particular sequence.

The request for applying the principles thereof in a particular order can be justified by the students' perceptions: They view FonFS as a primary and indispensable step since they give credence to its potential to pave the foundation of grammar. Without it, they are in fear of a shortage of stepping stones to learning grammar through communication, referred to as a more challenging stage. To expand

on this point, they desire to procure themselves a certain level of grammaticality prior to the commencement of writing or speaking lessons on the ground that they may not take pleasure in learning grammar mainly by trial and error through observation and communication.

The students' stance is in line with that of Higgs and Clifford (1982), who observed that "the premature immersion of a student into an unstructured or 'free' conversational setting before certain fundamental linguistic structures are more or less in place is not done without cost" (pp. 73-74). Moreover, it reaffirms the suggestion of DeKeyser (1998), who is cognizant of the limited prerogative of non-native speakers to acquire grammar and, therefore, recognizes the vital role of explicit instruction, contending that "grammar should first be taught explicitly to achieve a maximum of understanding and then should be followed by some exercises to anchor it solidly in the students' consciousness in declarative form so that it is easy to keep in mind during communicative exercises" (p. 58).

In addition, there are intriguing parallels between this study and others (Hahn, 2006; Onalan, 2018; Somjai & Soontornwipast, 2020). The implication from Somjai and Soontornwipast's article is that although the allocation of time to both explicit and implicit instructions is a fairly pragmatic approach to elevating grammatical competence in the Thai EFL milieu, teachers should be heedful of priority. The answer as to how to set the priority may be alluded to in Hahn's survey results, which reflect the participants' ambiguity and hesitancy: Even though the majority of the EFL respondents insist that "practice of structures should be within full communicative context" (p. 36), almost all of them concede that "decontextualized practice of structures has a place in English learning" (p. 37). The farrago of conflicting standpoints insinuate their paucity of preparedness to promptly adopt communicative approaches for grammar studies. Teachers enlisted as participants in Onalan's study were distinctly aware of this matter. Albeit deprecating explicit instruction monopolizing grammar class, they prefer to overtly present grammar rules before engaging their students in productive-skill activities since its crucial role as a stepping stone to effective communication has been widely recognized.

Apart from the grounds of its prowess to establish grammatical fundamentals and, as a result, preventive effects on perplexity and learning by trial and

error effectuated by communication-based lessons, there is another underlying account for the participants' preference for FonFS triggered by their trepidation about communicative approaches: It has been established that integrating grammar into communication may elicit a sense of discomfort and insecurity from a number of students, and overt criticism from teachers over the fidelity of syntax can possibly contribute to negative reactions from some students, resulting in discouragement to sensitive members from interacting with the class. Conversely, the class sentiment can be ameliorated in the event that they do not feel obliged to express themselves verbally, and corrective feedback is delivered in a more confidential manner. According to the justification aforesaid, it is likely that FonFS with TTS will gain popularity among students described as timid or introverted.

It is also quite revealing that gregarious and loquacious class members might also derive satisfaction from this instructional model. On the face of the teaching framework, there seems to be an economy of class interaction. As a matter of fact, there are voluntary opportunities for the students to express themselves verbally at every stage of the instruction. Owing to the non-obligatory basis, the approach works to the advantage of the students at both ends of the spectrum. That is, the extroverted can find pleasure in those moments, whereas the introverted do not feel compelled to contribute to the class and, consequently, take comfort in learning grammar vicariously.

The result overlaps with previous reports by Hahn (2006) and Wiriyachitra (2002). Wiriyachitra found that major determinants of disruption to Thai students' learning English via communication were being passive learners and being too shy to speak English with classmates. Likewise, Hahn uncovered that being grammatically inept could diminish Korean students' confidence in oral production. By the action of their depleted morale, they petition for declarative grammatical knowledge so as to enhance English proficiency.

On the other side of the classroom, it appears that EFL teachers have empathy for their students' situation (Al-Mekhlafi & Nagaratnam, 2011; Sa-Ngaphan, 2009). It has been ascertained that teachers acknowledge students' sense of anxiety induced by a shortage of conscious grammar knowledge and, by the effect of the former, expectation of explicit grammar instruction (Al-Mekhlafi & Nagaratnam, 2011). The teachers, furthermore, feel uncomfortable about correcting erroneous

speaking or writing on grounds of students' emotional sensitivity. As for Sa-Ngaphan's study, the participant teachers were ambivalent towards corrective feedback: Despite its focal role in improving student's grammatical competence, corrective feedback raises concern over its pernicious consequences: grinding communication flow to a halt and aggravating students' affective filter.

A parallel can be drawn between the above studies and the following scholars' perspectives: Raimes (2002) cautions that commenting on students' poor grammar and correcting their mistakes right after their production, comparable to FonF, can discourage them from continuing to speak. Ellis (2002b) agrees that sometimes it is more useful to teach grammar discretely than to incorporate it in interactive lessons. Sterns (1992) argues that even though "communicative activities are an essential component of a language curriculum, there is still a place for a separate analytic language syllabus" (p. 180).

5.2.2.2 Effectiveness

The effectiveness of FonFS with TTS having been substantiated in the previous section notwithstanding, an inspection into learners' perception on the instructional framework is still necessary since it would be rather presumptuous of teachers to assume that their students will favour the selected teaching approach solely based on reports of its efficacy as it may be effective but not in a way that serves their needs and goals. Exploring students' views to reach a cooperative decision is suggested; otherwise, students' dissatisfaction could be incurred (Songhori, 2012).

As per the claim of an elevation of their grammatical competence after the intervention being unanimous among the participants, it can be construed that FonFS with TTS is perceived as effective, which corresponds with the participants' significant improvement in test performance. The perception partially bears resemblance to Lee's (2019) survey, focusing solely on TTS. That is, her respondents viewed the strategies for the reading section of TOEIC as innovative, practical, and effective, and nearly all of her interviewees attributed the escalating capacity for TOEIC test taking to TTS. Such an attitude may be justified by an attribute embedded in FonFS, i.e. the isolation of grammar lessons from communicative activities, since the feature has been claimed, in this study, to facilitate deeper and more rapid grammar

comprehension, compared to the combination of the two elements. This probably means that communicative tasks may obfuscate learners' process of grammar assimilation. In other words, activities as such are likely to be more of a burden to them than a facilitator in terms of grammar study. Therefore, excluding communicative tasks, allegedly surplus to requirements, FonFS appears to offer a more direct access to grammatical essence. The explanation expresses appreciation for the other two qualities of FonFS: deductive reasoning and explicit instruction. Credit can be lent to these two characteristics for the facilitative effects in that students are ensured to gain the same amount of grammatical insight provided by the teacher; they do not have to count on their own inferential skills at the expense of their limited high-school years, which may or may not bring about the target level of comprehension.

There are several studies which also identify these attributes of FonFS as a crucial factor in accomplishment in grammar study and grammar tests (Hanh, 2006; Harley, 1989; Sa-Ngaphan, 2009; White, 1987). Hanh discovered that her students preferred FonFS over FonF by reason of its straightforward and coherent style of rule explanation, which consequently boosted their understanding of grammar instantly. Harley reproves of sheer communicative approaches as they may inflict a rigmarole on EFL students, who turn out to repeat the same errors after all. White cautions that not all grammatical forms can be assimilated based on comprehensible input alone. Cognizant of the drawback of FonF and the strength of FonFS, Sa-Ngaphan advises that, to successfully tackle ungrammaticality in EFL students, FFI with high explicitness should be employed. Otherwise, through a more implicit technique such as corrective recasting, teachers' grammar correction may be mistaken by students as a repetition or another correct version of their utterances. With an increase in directness, it can be ensured that students will not misinterpret teachers' intentions.

Besides the area of grammar, FonFS has also established its reputation on lexical ground. Somjai and Soontornwipast (2020) advocate explicit vocabulary instruction accompanied by context in lieu of the traditional method, underlining translation and rote memorization, because it is relatively effective in promoting students' command of related forms and usages as well as vocabulary retention. Similarly, Laufer (2006) testifies that EFL students experience a higher rate of vocabulary expansion when learning L2 words on purpose than when learning them

inductively through communication. This signifies that explicit instruction is still indispensable for L2 learners.

Subsequent to discussing the characteristics of FonFS which contribute to the effectiveness of FonFS with TTS, the research moves on, for further details, to explore in what way the variable is effective. Following the survey results, it appears the participants take the position that the approach can almost certainly enhance learners' precision in language. In addition, they also lend credence to the notion that the approach has a strong possibility to elevate the degree of fluency in language.

In terms of accuracy, the attitude thereof is quite predictable as it is commonly appreciated that FonFS is formulated to promote language accuracy. On top of that, there have been an appreciable number of papers in support of such efficacy (Ebrahimi et al., 2015; Laufer, 2006; Nishitani, 2007; Sa-Ngaphan, 2009; Xu & Lyster, 2014). In contrast, it is rather unforeseen that the participants have conceived the idea of the approach going hand in hand with fluency. A possible explanation for this might be that FonFS per se does not account for the increasing fluency, but the progress may stem from FonFS working in harness with an ample number of practice exercises together with learning by repetition, conforming to the practice stage of PPP. To illustrate, the intervention in this study featured a variety of exercises to practice use of conditional sentences, such as gap filling, sentence completion, multiple-choice, and free production exercises. Moreover, every conditional type was taught twice. The justification is in line with a multitude of empirical studies concerning the correlation between fluency either in writing or speaking and repetitive practice (Derakhshan et al., 2016; Hwang, 2010; McDonough & Sato, 2019; Nazara, 2011; Wang, 2014).

Aside from beneficial effects on language commands, it transpires that FonFS with TTS also exerts a positive influence on test performance. To amplify this point, the participants subscribe to the premise that the approach is bound to yield a systematic mental process for figuring out correct answers in TOEIC tests, which triggers a cascade of favourable effects, also referred to as a virtuous cycle: The methodical thinking reduces the time spent on figuring out correct answers whereby morale in test taking is reinforced, which subsequently prevents mental blocks caused by anxiety. Simply put, it has been acknowledged that the instructional framework can enhance test-taking capacity, thereby improving test performance. The sentiment

derived from this study is quite consistent with the views of a number of researchers (Chiu, 2011; Dodeen et al., 2014; Lee 2019; Pour-Mohammadi & Abidin, 2011; Takallou, 2015). For instance, TTS function as a time allocator, an anxiety killer, a self-confidence enhancer, a test-score booster, and a key to educational accomplishment. As for the last two items on the list, Volante (2006) amplifies that, albeit academically well informed, test takers with insufficient test-tackling techniques may fail to attain excellent test results.

5.2.2.3 Suitability

The effectiveness and a positive attitude regarding such a quality of FonFS with TTS have been postulated, demonstrating the harmony between the perception and the reality; moreover, although the approach has been established to be popular among the participants, it is rather impulsive to conclude that the approach should be selected for preparing Thai high-school students for the grammar section of TOEIC. There is one more determinant which comes into play and may be heralded as pivotal: suitability. To exemplify, Sahragard et al. (2014) ascertained that despite Iranian language teachers' acknowledgement of the efficacy and advantages of critical pedagogy principles along with their advocacy of implementing the approach, hardly ever can they put it into practice owing to a considerable number of constraints, for example, the contradiction between the approach and the educational system, limited class time, class size, and most importantly the teachers' and the students' lack of adequate preconditions to teach and learn the approach respectively. As for this study, previously in the preference section, a passing reference to suitability was made. That is, in terms of learning priority, even though the respondents have asserted their alacrity for exposing themselves to a variety of teaching approaches, they have decided to opt for FonFS first and communicative approaches on grounds of limited linguistic prowess. In summary, it is crucial to take practicality into consideration, and, therefore, this section is devoted to such a purpose.

When it comes to practicality, it is essential to bring the context of the target learners, Thai high-school students in this case, to the fore, and the first facet of the context to mull over is their accessibility to English-learning resources and resource-utilization behaviour. Based on the evidence from this study, it is a widely

held view that, in the Thai society, there is a scarcity of English-native speakers. In the wake of it, there are few chances for Thai students to interact in the target language. Among Thai-native speakers, it is evident that the mother tongue still asserts hegemony over foreign languages. In addition, they are prone to be deprived of alacrity and effort to seek out an English-speaking environment, probably on account of their own timidity, awkwardness, idleness, incompetence, or a combination of these elements.

Thanks to advances in communications technology, nearly everyone has access to English programming, and the students are no exception. Nonetheless, they apparently have yet to take full advantage of their resources, and they tend to focus on meaning rather than grammar. The circumstances of this EFL case is consistent with those unveiled by previous research. It has been found that EFL students are devoid of occasions to communicate in English on a daily basis; furthermore, they tend to lose impetus to practice English as a matter of routine (Dhanasobhon, 2006; Somjai & Soontornwipast, 2020; Wiriyachitra, 2002). Songhori (2012) amplifies further that usually the only place where EFL students have the opportunity to learn English communicatively is English classes at school.

In the wake of the lack of opportunities and the indolence intrinsic to the learners, it is fairly apparent that the chance to acquire grammar through communication is slim. DeKeyser (2008) elaborates on this issue, asserting that learning L2 grammar implicitly and inductively warrants constant immersion in L2 input, which is undoubtedly time-consuming. Even if teachers persist in teaching grammar in this manner in class, they may encounter a number of disruptions on the way to the class objective: inadequate class time, students' poor command of English, and their tendency to focus on meaning more than grammar (Dhanasobhon, 2006; Lewis, 1993; Wilkins, 1972). In congruence with the aforementioned obstacles, the respondents in this study also expressed trepidation about the inclination to failure in learning grammar through FonF as it is viewed as too demanding and time consuming. Likewise, almost all of the Korean EFL participants in Hahn's (2006) survey cast doubt on the premise that they are able to learn grammar through daily communication. A conclusion can be drawn from the discussion that the shortage in human resources together with the disinclination to take advantage of media and other available resources is possibly a decisive factor in determining, or rather curtailing, how

EFL students are supposed to learn grammar. Considering the circumstances, learning grammar via communication may not be appropriate and pragmatic, despite currently gaining popularity. As a consequence, this discussion continues in pursuit of a due approach.

The key to the quest probably lies in the participants' questionnaire responses. Following their replies, a number of impressions have been developed: It seems that intentionally and seriously studying grammar cannot be shunned or ignored on condition that the students aspire to gain adequate knowledge of grammar. In other words, considering its paucity, daily communication in its own right is probably not able to contribute to their grammatical comprehension. The necessity of explicitly studying grammar is intensified when chronological factors are taken into account. That is, now that the students are in high school, they have less than three years to prepare for high-stake examinations, including TOEIC and others along the lines of it. In light of the focus on grammar in these examinations, it is doubtful that they will have a sufficient amount of time to gradually absorb grammar through observation and conversation. It can be deduced, on the basis of limited time, that the students are in search of an approach to grammar instruction that places them on a fast track to comprehension. The anticipated approach must be endowed with qualities contrary to those of the inappropriate one. That is, based on their context and background, learning grammar in an inductive manner is prone to be futile; it would be, therefore, more pertinent to have them learn it deductively. Moreover, as it is quite time consuming for them to attain adequate understanding of grammar by learning it in an implicit way, they are likely to be able to accomplish the same goal but in a great economy of time through a more explicit approach. In short, the more deductive and overt the approach is, the more suitable it is for the students.

Many a scholar has reiterated the impracticality of implicitly teaching EFL learners L2 grammar and having them learn it inductively through communication. Collins and White (2014) assert that although free-production activities can promote language fluency, they are inadequate for students to acquire grammatical structures. Macaro and Masterman (2006) add that in spite of engagement in an enormous amount of L2 input, this may not guarantee that EFL learners will make an advancement in grammar. The reason behind the stagnation is that progress on the

accuracy of particular grammar points is not encouraged by solely inductive instruction (White, 1987). From the viewpoint of teachers, Onalan (2018) has noted that EFL learners are subject to a struggle with communicative classes for improvement in grammatical accuracy. In addition, task-based learning in its own right might not be sufficient for them to thrive grammatically.

On the other hand, according to several previous studies, EFL learners are liable to be in dire need of explicit and deductive grammar instruction, which reflects the appropriateness of the approach for their context as well as its compensatory effect on the students, who are not prone to grammar acquisition in a spontaneous setting. To illustrate, Hahn (2006) points out that, in an attempt to hone their grammar skills, Korean students cannot do without formal grammar instruction, in other words, deductive and explicit grammar teaching. Sa-Ngaphan (2009) recommends, as regards pedagogical implications, that, to successfully tackle ungrammaticality in EFL students, it is vital to employ form-focused instruction with high explicitness. Otherwise, through a more implicit technique such as corrective recasting, teachers' grammar correction may be mistaken by students as a repetition or another correct version of their utterances. Onalan (2018) has discerned that the more advanced grammar lessons are, the more overt instruction is applied to EFL students. These findings are in agreement with Long and Robinson's (1998) standpoint that studying grammar on purpose results in relatively rapid and profound expansion of language repertoire.

Long and Robinson's (1998) stance brings a matter of urgency to the fore: Apart from the restricted amount of time available before Thai high-school students undergo the university entrance examination as mentioned earlier, Noom-Ura (2013) has acknowledged a couple of English-instruction predicaments in Thailand. First, it has been found that the curricula contain too much content, resulting in a dearth of time allowed for each grammar topic, thereby necessitating a teaching approach serving as an inroad into grammatical comprehension, that is, a highly deductive and explicit one such as FonFS with TTS. However, the second issue is that the curricula bear little compatibility with the students' context; that is, grammar is expected to be acquired through communication-based instruction. Consequently, it is not surprising that the first issue emerges. More importantly, qualms about whether the approach in

use, implicit and inductive in nature, can facilitate Thai students' accomplishment in taking the impending national and international English tests arise, inducing a discussion on another compelling aspect of the suitability: educational goals.

After establishing the suitability of FonFS with TTS for Thai high-school students in terms of context, this research now turns to scrutinize another facet deemed the bottom line of this theme: suitability for learners' educational goals.

In connection with the participants' pretest scores, the majority of them can be identified as beginners. Taken together with the data from the questionnaire and the interview, it can be inferred that one of the principal goals of beginners when studying grammar is to establish grammatical foundations, and it appears that FonFS with TTS can possibly serve the purpose due to the fact that the approach, of which title is fairly self-explanatory, focuses on sentence structures, a fundamental constituent of grammar. Not only is it able to achieve the first goal, but the anticipated approach appears not to be too challenging and demanding; i.e., it should not involve any prerequisites, such as copious knowledge of vocabulary, impressive listening skills, or exceptional speaking fluency, to be successful in learning. On the evidence of this research finding, FonFS with TTS appears to answer the description. Communicative approaches, e.g. FonF and FonM, on the other hand, are not prone to serve the interests of beginners and, based on their perspective, seem to be rather challenging and demanding. The implication is in concordance with previous literature, which addresses concerns over the obstacles to EFL learners acquiring grammar through communication. For instance, it has been observed that the majority of Thai EFL students tend to have a limited vocabulary, whereby other language skills are seriously stricken; as a result, the incompetence turns into a major hindrance to communication (Navasumrit, 1989; Sawangwaroros, 1984). From the perspective of non-Thai scholars, it should be reminded that paying attention to forms and meaning simultaneously is a rather heavy burden for beginners since the cognitive process has limited capacity (Ellis, 1997; VanPatten, 1990). In light of the constraints, beginners are supposed to examine one feature of language at a time (Skehan, 2014). Otherwise, participation in communicative or free-production lessons will be arranged at the expense of beginners (Higgs & Clifford, 1982). Whereas communicative approaches work to the advantage of advanced learners but stack the odds against beginners, FonFS

with TTS seems to lend itself to learners at both ends of the spectrum. There is evidence that advanced learners may take advantage of and form affection for FonFS lessons due to the fact that such students are endowed with an aptitude for linguistic analysis (Cook, 2013). It becomes obvious that FonFS with TTS is capable of suiting the needs of not only the majority of Thai EFL students but also the minority with a linguistic flair. Having illustrated that FonFS with TTS is an effective approach for beginners, this chapter proceeds to discuss whether the independent variable is apposite to any other educational ends of the participants.

The information procured from Chapter 4 suggests that the participants lend credence to the versatility of the approach, serving a variety of functions relevant to education: First, it facilitates performing productive skills more effortlessly and with more fluidity. More importantly, there is a general consensus among the students that it substantially inclines their language productions to grammatical correctness. The latter function not only effectuates more grammatical and sophisticated verbal and writing outputs but also forms an association with test performance and academic accomplishment: The majority of incoming high-stake examinations the students are to encounter, including TOEIC, contain one or more parts that evaluate grammatical accuracy. The participants' perception corresponds to beliefs of non-native teachers of English interviewed by Onalan (2018): The teachers accredit the teaching approach with the improvement in fluency. Onalan elaborates on this point by claiming that despite not directly contributing to fluency, explicit grammar instruction usually consists of practice exercises which lead to familiarity with the target structures and in turn develop fluency in applying the structures. Furthermore, they advocate direct grammar instruction and overt grammatical error correction of their students as they are aware of its potential to develop language accuracy, which is one of the most vital features of English for EFL learners, especially when entering high school, to pay attention to. Supplementing the grammar instruction with TTS can probably increase its compatibility with the academic objectives of EFL students. The experimental group of Lee (2019) testified that TTS workshops elevated their capacity to take the reading section of TOEIC. On this account, they deemed TTS innovative and effective. More importantly, high practicality was accorded to the strategy training as they argued, "You see, we ultimately have to take the TOEIC tests, either for meeting

graduation benchmarks or applying for jobs in the future (p. 236).” It is undeniable that high-stake examinations can make a strong impression on students’ perspectives on a teaching approach. Besides their language background and current language proficiency, their academic goals as well as future career avenues can affect their attitudes towards pedagogical tenets (Pazavar & Wang, 2009). This study is no exception in that the participants’ positive attitude towards FonFS with TTS can be partially ascribed to its prowess in assisting them in achieving their academic goals, including having a high test performance on forthcoming high-stake examinations, such as GAT, O-NET, and TOEIC. This matter is relevant to washback, which will be discussed afterwards.

Before looking into how washback is associated with the study, this chapter will further develop the previous issue regarding FonFS with TTS and its suitability for test preparation. In addition to its ability to escalate grammatical accuracy, the approach is heralded as appropriate for TOEIC test preparation by reason of its beneficial impact on the cognitive process: an increase in mental agility. According to a paucity of time allotted for each test item in TOEIC along with other high-stake examinations alike, in order to achieve high test performance, grammatical knowledge alone is inadequate; it also requires test-taking agility. As for this study, the rapidity has been attributed to the systematic mental process stemming from TTS training. It appears that the evidence from this study points toward FonFS with TTS as a qualified approach for such a purpose. The findings of the current research accord with other previous studies, which indicate that supplementing language instruction with TTS will render it more suitable for test preparation. Takallou et al. (2015) concluded that TTS remind test takers to identify and take notice of test formats and patterns, whereupon they can come up with steps to cope with the test items and allocate time for each section accordingly. Lee (2019) has witnessed the facilitative impact of TTS on the mental process of her participants: They have developed metacognitive skills, knowing what should be done first or later. In terms of cognitive skills, they have learned to analyze sentence structures, for gap-filling questions, and identify the missing parts of speech. For reading comprehension parts, they have learned to take advantage of context clues to draw inferences and decipher unknown parts as well as to identify key words and then exploit them to eliminate wrong choices in search of the

correct one, also known as effective guesses. These demonstrate that their systematic thinking has flourished, leading to figuring out answers with precision and rapidity. FonFS with TTS having rendered its extensive compatibility with the students in this study in terms of context and academic purposes, it is quite foreseeable that the approach is liable to become desirable among students.

It can be interpreted from the evidence in the current study that, owing to its compatibility with Thai learners in various facets, the students perceive FonFS with TTS as linguistically and academically beneficial, thereby aspiring to be continuously exposed to the approach both at school and tutorial schools. There are similarities between the participants' attitudes in this study and those expressed in a multitude of previous studies. With regard to FonFS, Male's (2011) respondents asserted an obvious aspiration for direct grammar instruction. On the contrary, some participants desired to be exposed to isolated FFI but also pay interest to integrated FFI (Al-Mekhlafi & Nagaratnam, 2011; Ammar & Spada, 2006; Ebrahimi et al., 2015; Jean & Simard, 2013; Rao, 2002). In other words, they exhibited mixed preferences. In respect of TTS, it appears that unanimous agreement has been reached across studies that EFL students deserve TTS instruction on a regular basis as they are accounted broadly beneficial and practical (Amer, 1993; Lee, 2019; Pour-Mohammadi & Abidin, 2011; Takallou, 2015).

One possible way to justify their affinity for FonFS and TTS is the influence of the upcoming high-stake examinations as they have long been acknowledged to have far-reaching implications for students' language-learning behaviour, also recognized as "washback." On account of the demand for test takers to showcase a certain assortment of language repertoire in return for high test results, prospective test takers' needs for various forms of language instruction, perhaps together with their attitudes as pointed out earlier, is subject to variation so as to adapt themselves to suit the test conditions. In connection with the suitability of FonFS with TTS for the participants' context and educational goals, washback is probably one of the reliable indicators. That is, supposing the approach denotes their changing learning behaviour, the suitability can be determined by considering whether the variation supports or disrupts their language study on a regular basis at school.

Prior to contemplating the washback effect on the current study, mulling over the opposite scenario would draw a distinction between the two courses of events, leading to a better understanding of this issue. Given the national education standards and curricula of Thailand, Thai students are expected to communicate in English with fluency and possess an extensive appreciation of native-speaker cultures (Office of the National Education Council, 2006). According to a survey conducted by Darasawang and Todd (2012), approximately half of the sample of schools correspond to the policies: Communication-based instruction, e.g. project work, information search, and overtime reading, is heralded as the core, and implicit grammar learning is encouraged. However, from the viewpoint of the mainstream university entrance examinations of EFL, Thai students are required to showcase their language accuracy and grammatical repertoire. In this case, it is apparent that the school policies and the test objectives are contradictory. Supposing they were to comply with the test objectives, their students' chances of communication practice would be compromised. Accordingly, it can be summarized that negative washback is bound to take place in this scenario.

In contrast, the circumstances of the participants in this study may yield a different kind of washback. Based on the interviewees' statements, the manner in which English is delivered to the class does not facilitate communication skills on the basis that the use of the Thai language dominates the class. Even though there is an opportunity to be in contact with native speakers, the class is scheduled merely once a week. On top of that, the interviewees do not assert much effervescence for honing their communicative capability at their leisure. There is also a high likelihood that the students cannot exploit interactive classes to the full extent, especially in terms of grammar, on the basis of their context and educational background, as formerly discussed. An initial conclusion, therefore, can be drawn that a shift in treatment of grammar from their status quo to FonFS with TTS does not effectuate negative washback on them.

On the subject of grammar and language accuracy, the conversion inclines to pose positive washback on the students when compared to how grammar is taught to them by default. When judged from the stance of the PPP procedure, the current grammar instruction can be rated as an insufficient PPP. That is,

there is a scarcity of content and activities at each step of PPP. As appraised from the viewpoint of FonFS, it can be considered as a perfunctory FonFS; i.e., grammatical structures and rules are merely mentioned passingly even though they are expected to be intently focused on. Lastly, once evaluated from the standpoint of TTS, it can be deemed strategy impoverished since no techniques are incorporated to enhance test performance. It is ostensible that replacing the original with FonFS with TTS will have beneficial impacts on the students. Furthermore, the approach can function as their stepping stones to more challenging and demanding communicative approaches in times to come.

5.3 Pedagogical Implications

The research findings have the following pedagogical implications:

In respect of grammar instruction on a regular basis at school, the instructional intervention executed in this study can be adopted as an instructional model, and the existing teaching approach at school can be assessed and benchmarked against it. That is to say, in the aspect of the PPP procedure, quality grammar teaching is supposed to pay attention to the concept, the structure, and the usage of a certain grammatical point at the presentation stage. The explanation should be followed by an adequate number of examples. After that, a variety of activities and exercises regarding the grammatical feature should be provided for students in the practice stage to enable them to further sharpen their language accuracy. To expand on this point, variety herein means exercises with various formats and activities that engage in different communicative skills. In light of the diversity, negative washback can be inhibited. In addition, exercise-completing strategies or test-taking strategies should be demonstrated to students at the beginning of the stage; then, they should be encouraged to implement these in their exercises so that systematic mental process and mental agility can stem from the effort. Lastly, time should be spared for students to freely write or speak in communication-based tasks that induce the deployment of the target grammar in the production stage.

As regards compatibility with learners, prior to opting for a teaching approach, if feasible, a survey should be conducted to acknowledge the class's preferences on the

ground that in the event that the selected approach is not in agreement with their preferences, pernicious effects may be effectuated on both sides (Horowitz, 1990). Most importantly, students' context, including their language background, language-learning resources available, and language-learning behaviour, has to be taken into account as the paramount factor in determining whether a certain grammar-teaching approach is qualified or not. Otherwise, the students may fail to assimilate the target grammar, thereby suffering a loss of valuable time and morale.

Albeit selected based on suitability, one treatment of grammar cannot maintain its appropriateness perpetually on the basis that there is no single panacea to solve all language issues; each approach has both strengths and shortcomings. To illustrate, FonFS with TTS excels in honing grammar skills but superficially initiates fluency, and sooner or later students will have to confront fluency assessment, such as IELTS and TOEFL. Hence, it will work in the best interest of students, provided that an eclectic teaching approach is put into practice (Azar, 2007; Feng, 2013; Fotos, 2005; Spada & Lightbown, 2009; Rao, 2005; Somjai & Soontornwipast 2020). When an eclectic approach is applied, nonetheless, priority setting is an overarching matter. The notion is supported by a research result in this study indicating that the participants exhibited interest in diverse teaching approaches, but the majority of them would rather have FonFS with TTS precede communicative approaches on the ground that the latter approaches may lend itself to proficient students but not to beginners, who require a prerequisite; otherwise, they may fail to catch up with the rest of the class. In conclusion, it is advantageous for students to receive a variety of approaches to grammar, but it will be even more beneficial for them in case the approaches are properly prioritized.

Lastly, in terms of test preparation for the grammar section of TOEIC, it is encouraged to adopt FonFS with TTS for grammar tutoring on account of its effectiveness as described in this study and the fact that a considerable number of test takers gain unsatisfactory results in default of TTS (Pour-Mohammadi & Abidin, 2011). The approach should also be applied to preparation for other examinations along the lines of TOEIC, such as GAT and O-NET.

5.4 Limitations of the Study

On account of practicality matters, this study encountered a number of limitations as follows:

1) The sample size of the current study was constrained, consisting of merely 15 students. In addition, convenience sampling was utilized to recruit the participants. As a consequence, the sample may not be genuinely representative of the population, and extrapolating the results to the wider population must be done with caution.

2) The sample was an intact group of Thai high-school students; there was no screening test, meaning that their English proficiency might vary. In default of homogeneity, confounding factors were not completely removed, compromising the generalizability of the results.

3) In the wake of the constrained sample size, the experiment adopted a one-group pretest-posttest design. Hence, a comparison between an experimental group and a control group to establish whether there was any discrepancy in their test performance was out of the question. In light of an absence of a control group, the findings should be deemed suggestive rather than definite.

4) No retention test was performed; only an immediate posttest was taken. Thus, the long-term effect of FonFS with TTS on grammar proficiency and test performance has not been further investigated.

5) Because of time constraints, the grammar topic of interest in this study was solely conditional sentences, necessitating that caution be applied when the results are generalized to other grammar points

6) As TOEIC is a multiple-choice test, the effectiveness of FonFS with TTS was only evaluated under such a format; no other tests in different formats were implemented.

5.5 Recommendations for Further Studies

In response to the above-mentioned limitations, the following recommendations for future research are proposed:

- 1) To increase the degree of generalizability, a larger number of participants should be encompassed, and random sampling should be implemented.
- 2) To create homogeneity among participants and eliminate confounding factors, a screening test is necessary for gathering students with the target level of language proficiency and ruling out those with other levels.
- 3) A true experimental design, comprised of an experimental group and a control group, should be conducted so as to determine the differential effects of FonFS with TTS on test performance.
- 4) In order to study the effect of FonFS with TTS on retention of grammatical knowledge and test performance, a delayed posttest should be performed.
- 5) Future studies should cover as many grammar topics involved in TOEIC as possible in an attempt to thoroughly investigate the effectiveness of FonFS with TTS.
- 6) The effectiveness of FonFS with TTS should be appraised with grammar tests of different formats, other than multiple-choice tests, e.g. gap-filling tests, short-answer tests, and essay writing.

Based on an implication, from Section 5.2.2 on preference, it is intriguing to investigate the effect of prioritizing teaching approaches on students' progress in grammar proficiency. The experiment should be a two-group design. One group could receive FonFS instruction in the first session and FonF in the second, and the reverse for the other group. Tests could then be administered before and after the first session and at the end of the second session. The difficulty of the first two tests should be at the basic level, and the last one at a more challenging level. Accordingly, the grammar

topic of interest should be able to be taught at a basic level once and at an advanced level once, e.g. relative clauses and conditional sentences. Apart from the impact of the prioritization, participants' attitudes towards the two opposite orders of instruction should also be explored.



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The image features a large, faint, circular watermark of the Thammasat University seal in the background. The seal contains the university's name in Thai script at the top and 'THAMMASAT UNIVERSITY' in English at the bottom. The central emblem depicts a lotus flower with a crown on top, flanked by two figures holding a banner.

APPENDICES

APPENDIX A
PRETEST AND POSSTEST

Instruction: Select one best answer from each test item. Transfer your answers to the answer sheet.

1. It would be very convenient if the school _____ close to my house.
a) is b) was c) will be d) were

2. When a computer _____ out of electricity, it shuts itself down.
a) run b) runs c) ran d) will run

3. Unless the bus to the airport _____ on schedule, we will miss our flight to London.
a) had arrived b) arrived c) will arrive d) arrives

4. The company _____ at least 10000 dollars per year if its factories were based in Vietnam instead of in the US.
a) will save b) could save c) may save d) would have saved

5. Mr. Sato would not have had a car accident if he _____ a car on a stormy night.
a) won't drive b) didn't drive c) wouldn't have driven d) hadn't driven

6. If I _____ enough sleep last night, I wouldn't feel so sleepy right now.
a) gets b) get c) had gotten d) have gotten

7. Your friends will be upset with you if you _____ late for the group discussion this afternoon.
a) come b) will come c) came d) had come

8. If last night the road to the suburb hadn't been struck by a mudslide, at present the residents _____ out of town.

- a) can drive b) could drive c) may drive d) had driven

9. If you _____ during rush hour, you usually experience traffic congestion.

- a) will travel b) would travel c) travel d) traveled

10. If more drivers _____ traffic laws, the number of road casualties would decline.

- a) follow b) will follow c) would follow d) followed

11. The internal conflict might not have intensified if it _____ to the supervisor earlier.

- a) had been reported b) was reported
c) would be reported d) would have been reported

12. Today, the beach wouldn't be covered with pungent and slimy oil if the oil vessel _____ near the island last week.

- a) doesn't sink b) wouldn't sink c) haven't sunk d) hadn't sunk

13. Supposing there were a fall in the company's profits this year, some employees _____ laid off.

- a) could be b) will be c) might have been d) are

14. Unless it rains, Jane always _____ to school.

- a) walks b) walk c) will walk d) would walk

15. If I hadn't parked my car in front of the hospital entrance, the police officer _____ a parking ticket.

- a) hadn't issued b) wouldn't issue
c) didn't issue d) wouldn't have issued

24. If Mr. Peterson _____ heavily, he wouldn't have been diagnosed with lung cancer.

- a) didn't smoke b) hadn't smoked
c) wouldn't smoke d) wouldn't have smoked

25. We would contact you for advice if anything _____ wrong during the negotiation.

- a) go b) goes c) went d) had gone

26. Last night, he would have gone out on a date with his girlfriend if he _____ an examination this afternoon.

- a) isn't taking b) wasn't taking c) won't be taking d) weren't taking

27. As soon as the last student gets on the bus, our field trip to the museum _____.

- a) begin b) began c) will begin d) would begin

28. Until the storm is over, _____ of the house.

- a) won't get out b) not get out c) don't get out d) wouldn't get out

29. We _____ an annual bonus if the company's sales had been more satisfactory.

- a) could have received b) will have received
c) would receive d) may receive

30. You _____ an A grade in this subject if you turn in all of the assignments on time.

- a) attained b) would attain c) can attain d) attains

APPENDIX B

The Index of Item-Objective Congruence: Pretest and Posttest

- Name List of Experts:**
1. Ms. Mintra Puripunyanich, Ph.D.
 2. Ms. Orabudh Mayanondha, Ph.D.
 3. Mr. Rod Bradley, M.Ed.

Codalional Type	Test Item Number	Rates from Experts		
		Totals	Means	Results
Zero	2	3	1.00	Pass
	9	3	1.00	Pass
	14	3	1.00	Pass
	18	3	1.00	Pass
	21	3	1.00	Pass
	28	3	1.00	Pass
First	3	3	1.00	Pass
	7	3	1.00	Pass
	16	3	1.00	Pass
	23	3	1.00	Pass
	27	3	1.00	Pass
	30	3	1.00	Pass

Codalional Type	Test Item Number	Rates from Experts		
		Totals	Means	Results
Second	1	3	1.00	Pass
	4	3	1.00	Pass
	10	3	1.00	Pass
	13	3	1.00	Pass
	19	3	1.00	Pass
	25	3	1.00	Pass
Third	5	3	1.00	Pass
	11	3	1.00	Pass
	15	3	1.00	Pass
	20	3	1.00	Pass
	24	3	1.00	Pass
	29	3	1.00	Pass
Mixed	6	3	1.00	Pass
	8	3	1.00	Pass
	12	3	1.00	Pass
	17	3	1.00	Pass
	22	3	1.00	Pass
	26	3	1.00	Pass

APPENDIX C

Learners' Attitudes towards Learning Grammar through the Focus-on-Forms Approach Supplemented with Test-Taking Strategies

Part 1 Respondent's General Information:

Name _____ Age _____ Grade _____

Part 2 Respondent's Attitudes towards Learning Grammar through the Focus-on-Forms Approach

Direction: Select the number which best describes your opinions on the following statements.

1 = Strongly Disagree 2 = Disagree 3 = Neither Agree nor Disagree
4 = Agree 5 = Strongly Agree

Part 2.1 Preference

Statements	5	4	3	2	1
1. I enjoy learning grammar through FonFS with TTS. (ฉันชอบเรียนไวยากรณ์แบบไวยากรณ์แบบเน้นที่โครงสร้างประโยคและเสริมด้วยกลยุทธ์การทำข้อสอบ)					
2. I look forward to learning grammar through FonFS with TTS again. (ฉันอยากเรียนไวยากรณ์แบบไวยากรณ์แบบเน้นที่โครงสร้างประโยคและเสริมด้วยกลยุทธ์การทำข้อสอบอีกในอนาคต)					

Statements	5	4	3	2	1
<p>3. I like it when the teacher overtly explains grammatical rules so that there is no need for me to figure them out by myself.</p> <p>(ฉันชอบที่คุณครูอธิบายกฎเกณฑ์ต่าง ๆ ทางภาษาให้ฟังโดยที่ฉันไม่ต้องสังเกตหรือสรุปเอาเอง)</p>					
<p>4. I enjoy learning grammatical rules through examining examples and taking part in conversations.</p> <p>(ฉันชอบเรียนรู้กฎเกณฑ์ทางภาษาจากการสังเกตตัวอย่างและการสนทนา)</p>					
<p>5. I prefer the comfort of privately listening to lectures and taking notes over interacting with my fellows.</p> <p>(ฉันชอบนั่งฟังและจดมากกว่าพูดคุยสนทนา)</p>					
<p>6. I desire to start writing and speaking right away and learn grammar from mistakes and through observation along the way.</p> <p>(ฉันอยากเริ่มเขียนหรือสนทนาเลย แล้วค่อยเรียนรู้หลักไวยากรณ์จากข้อผิดพลาดและการสังเกตระหว่างเรียน)</p>					
<p>7. I would rather attain a certain level of grammatical accuracy first before starting to write or speak.</p> <p>(ฉันอยากมีความถูกต้องแม่นยำทางไวยากรณ์ในระดับหนึ่งก่อนที่จะเริ่มเขียนหรือพูดคุยสนทนา)</p>					
<p>8. I am too nervous or embarrassed to interact with the class or express opinions in class.</p> <p>(ฉันไม่กล้าหรือรู้สึกเขินอายที่จะพูดคุยโต้ตอบหรือแสดงความคิดเห็นในชั้นเรียน)</p>					

Statements	5	4	3	2	1
9. It embarrasses me when my written work or utterances are corrected in front of the class. (ฉันรู้สึกเขินอายเมื่อคุณครูแก้ไขข้อผิดพลาดบางอย่างในสิ่งที่ฉันพูดหรือเขียนต่อหน้าเพื่อน ๆ)					

Part 2 Effectiveness

Statements	5	4	3	2	1
1. I have gained insights into conditional sentences after a series of grammar lessons based on FonFS with TTS. (ฉันมีความเข้าใจเรื่องการใช้ประโยคเงื่อนไขในภาษาอังกฤษมากยิ่งขึ้น หลังจากที่ได้เรียนไวยากรณ์แบบเน้นที่โครงสร้างประโยคและเสริมด้วยกลยุทธ์การทำข้อสอบ)					
2. Isolating grammar lessons from communicative activities gives me a better understanding of grammar than integrating the two elements. (การแยกบทเรียนไวยากรณ์ไว้ต่างหาก โดยแยกออกจากกิจกรรมสนทนาโต้ตอบ ทำให้ฉันเข้าใจหลักไวยากรณ์ได้ดีกว่าการเรียนทั้งสองสิ่งไปพร้อม ๆ กัน)					
3. I am able to produce conditional sentences with higher accuracy after learning grammar through FonFS with TTS. (ฉันสามารถใช้ประโยคเงื่อนไขในภาษาอังกฤษได้แม่นยำมากขึ้น หลังจากที่ได้เรียนไวยากรณ์แบบเน้นที่โครงสร้างประโยคและเสริมด้วยกลยุทธ์การทำข้อสอบ)					

Statements	5	4	3	2	1
<p>4. I am able to produce conditional sentences more fluently after learning grammar through FonFS with TTS. (ฉันสามารถใช้ประโยคเงื่อนไขในภาษาอังกฤษได้คล่องแคล่วมากขึ้น หลังจากที่ได้เรียนไวยากรณ์แบบเน้นที่โครงสร้างประโยคและเสริมด้วยกลยุทธ์การทำข้อสอบ)</p>					
<p>5. FonFS with TTS builds my confidence as a test taker. (ฉันมีความมั่นใจในการทำข้อสอบมากขึ้น หลังจากที่ได้เรียนไวยากรณ์แบบเน้นที่โครงสร้างประโยคและเสริมด้วยกลยุทธ์การทำข้อสอบ)</p>					
<p>6. FonFS with TTS is capable of minimizing the time spent on coming up with correct answers in the test. (ฉันสามารถหาคำตอบที่ถูกต้องในข้อสอบได้รวดเร็วขึ้น หลังจากที่ได้เรียนไวยากรณ์แบบเน้นที่โครงสร้างประโยคและเสริมด้วยกลยุทธ์การทำข้อสอบ)</p>					
<p>7. FonFS and TTS yields a systematic mental process for figuring out correct answers in the test. (ฉันสามารถคิดหาคำตอบที่ถูกต้องในข้อสอบได้อย่างมีขั้นตอนและเป็นระบบ หลังจากที่ได้เรียนไวยากรณ์แบบเน้นที่โครงสร้างประโยคและเสริมด้วยกลยุทธ์การทำข้อสอบ)</p>					
<p>8. FonFS with TTS has the potential to improve my test performance. (ฉันเชื่อว่าการเรียนไวยากรณ์แบบเน้นที่โครงสร้างประโยคและเสริมด้วยกลยุทธ์การทำข้อสอบจะช่วยให้คะแนนจากการทำข้อสอบในอนาคตของฉันสูงขึ้น)</p>					

Part 3 Suitability

Statements	5	4	3	2	1
1. FonFS with TTS lends itself to the test preparation. (การเรียนรู้ไวยากรณ์แบบเน้นที่โครงสร้างประโยคและเสริมด้วยกลยุทธ์การทำข้อสอบเหมาะสำหรับการเตรียมสอบ)					
2. FonFS with TTS is compatible with Thai students. (การเรียนรู้ไวยากรณ์แบบเน้นที่โครงสร้างประโยคและเสริมด้วยกลยุทธ์การทำข้อสอบเหมาะสำหรับนักเรียนไทย)					
3. FonFS with TTS is apt for beginners. (การเรียนรู้ไวยากรณ์แบบเน้นที่โครงสร้างประโยคและเสริมด้วยกลยุทธ์การทำข้อสอบเหมาะสำหรับผู้เรียนที่อ่อนภาษาอังกฤษ)					
4. FonFS with TTS is apposite to learners aiming for language accuracy. (การเรียนรู้ไวยากรณ์แบบเน้นที่โครงสร้างประโยคเหมาะสำหรับผู้เรียนที่ต้องการความถูกต้องแม่นยำในการใช้ภาษา)					
5. FonFS with TTS matches learners' purpose of enhancing language fluency. (การเรียนรู้ไวยากรณ์แบบเน้นที่โครงสร้างประโยคและเสริมด้วยกลยุทธ์การทำข้อสอบเหมาะสำหรับผู้เรียนที่ต้องการความคล่องแคล่วในการใช้ภาษา)					
6. FonFS with TTS should be included in the school curriculum.					

Statements	5	4	3	2	1
(การเรียนรู้ไวยากรณ์แบบเน้นที่โครงสร้างประโยคและเสริมด้วยกลยุทธ์การทำข้อสอบควรถูกรวบรวมไว้ในหลักสูตรของโรงเรียน)					
7. FonFS with TTS should be included in the tutorial school curriculum. (การเรียนรู้ไวยากรณ์แบบเน้นที่โครงสร้างประโยคและเสริมด้วยกลยุทธ์การทำข้อสอบควรถูกรวบรวมไว้ในหลักสูตรของโรงเรียนสอนพิเศษ)					
8. FonFS with TTS fits with conditional sentence instruction. (การเรียนรู้ไวยากรณ์แบบเน้นที่โครงสร้างประโยคและเสริมด้วยกลยุทธ์การทำข้อสอบเหมาะกับการเรียนเรื่อง ประโยคเงื่อนไขในภาษาอังกฤษ)					
9. Overt grammar rule explanation is a shortcut to grammatical comprehension. (การที่คุณครูอธิบายกฎเกณฑ์ต่างๆ ทางภาษาให้ฟังโดยตรงทำให้ฉันเข้าใจไวยากรณ์ได้อย่างรวดเร็ว)					
10. I find it difficult to learn grammar through observation and conversation. (การเรียนรู้ไวยากรณ์จากการสังเกตและการสนทนาเป็นสิ่งที่ทำได้ยาก)					
11. Learning grammar through observation and conversation takes a relatively longer time for me to attain grammatical comprehension.					

Statements	5	4	3	2	1
(การเรียนรู้ไวยากรณ์จากการสังเกตและการสนทนาเป็นการเรียนที่ต้องใช้เวลานานกว่าจะเกิดความเข้าใจ)					
12. There is ample time for me to gradually assimilate grammar through observation and conversation. (ฉันมีเวลามากพอที่จะค่อย ๆ เรียนรู้ไวยากรณ์จากการสังเกตตัวอย่างและการสนทนา)					
13. I gain access to persons or media that stimulate frequent use of the target language, leading to the acquisition of grammar. (ฉันมีบุคคลหรือสื่อที่จะช่วยให้ฉันเข้าใจไวยากรณ์ได้เองผ่านการสังเกตและการใช้ภาษาบ่อย ๆ)					
14. I can acquire the knowledge of conditional sentences through observation and conversation. (ฉันสามารถเข้าใจโครงสร้างของประโยคเงื่อนไขประเภทต่าง ๆ ในภาษาอังกฤษได้จากการสังเกตตัวอย่างและการพูดคุยสนทนาโดยไม่ต้องเรียนเรื่องโครงสร้างประโยค)					
15. To gain the knowledge of conditional sentences, I have to study them on purpose. (ฉันต้องเรียนเรื่องโครงสร้างประโยคก่อน จึงจะเข้าใจโครงสร้างของประโยคเงื่อนไขประเภทต่าง ๆ ในภาษาอังกฤษ)					

APPENDIX D

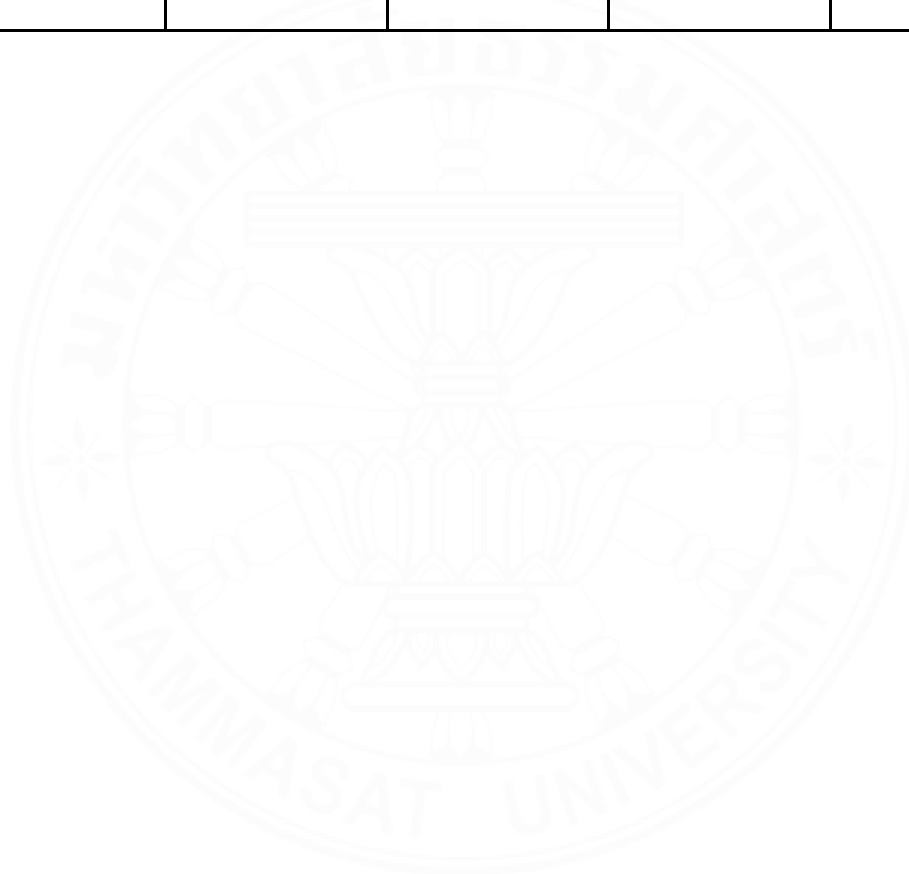
The Index of Item-Objective Congruence: Attitude Questionnaire

- Name List of Experts:**
1. Ms. Mintra Puripunyanich, Ph.D.
 2. Ms. Orabudh Mayanondha, Ph.D.
 3. Mr. Kriengkrai Sakulprasertsri, M.Ed.

Themes	Item Number	Rates from Experts		
		Totals	Means	Results
Preference	1	3	1.00	Pass
	2	3	1.00	Pass
	3	3	1.00	Pass
	4	3	1.00	Pass
	5	3	1.00	Pass
	6	3	1.00	Pass
	7	3	1.00	Pass
	8	3	1.00	Pass
	9	3	1.00	Pass
	1	3	1.00	Pass
	2	3	1.00	Pass

Themes	Item Number	Rates from Experts		
		Totals	Means	Results
Effectiveness	3	3	1.00	Pass
	4	2	0.67	Pass
	5	3	1.00	Pass
	6	3	1.00	Pass
	7	3	1.00	Pass
	8	3	1.00	Pass
	Suitability	1	3	1.00
2		3	1.00	Pass
3		3	1.00	Pass
4		3	1.00	Pass
5		2	0.67	Pass
6		3	1.00	Pass
7		3	1.00	Pass
8		3	1.00	Pass
9		3	1.00	Pass
10		3	1.00	Pass
11		2	0.67	Pass
12		3	1.00	Pass

Themes	Item Number	Rates from Experts		
		Totals	Means	Results
	13	3	1.00	Pass
	14	3	1.00	Pass
	15	3	1.00	Pass



APPENDIX E

INTERVIEW QUESTIONS

Intercoder: Ms. Wannapa Wannasatit, M.Ed.

Theme: Preference

1) Do you like learning grammar through FonFS with TTS? Why or why not?

(นักเรียนชอบเรียนไวยากรณ์แบบเน้นที่โครงสร้างประโยคและเสริมด้วยกลยุทธ์การทำข้อสอบหรือไม่ เพราะเหตุใด)

2) Do you like learning grammar inductively through communication? Why or why not?

(นักเรียนชอบเรียนไวยากรณ์แบบสรุปเอาเองผ่านการสื่อสารหรือไม่ เพราะเหตุใด)

3) If you were compelled to choose between the first or the second approach, which one would you choose? Why?

(หากเลือกเรียนไวยากรณ์ได้เพียงรูปแบบเดียว จะเลือกเรียนแบบแรกหรือแบบที่สอง เพราะเหตุใด)

4) If you had to study grammar in both ways, which approach do you want to begin with?

(หากต้องเรียนไวยากรณ์ทั้งสองรูปแบบข้างต้น จะเลือกเรียนแบบใดก่อน เพราะเหตุใด)

5) How much do you interact with and contribute to the class?

(ในคาบเรียนภาษาอังกฤษที่โรงเรียน นักเรียนพูดคุยโต้ตอบและแสดงความคิดเห็นในชั้นเรียน มากน้อยเพียงใด)

6) Do you consider yourself a silent or talkative student?

(นักเรียนคิดว่าตนเองเป็นนักเรียนที่ชอบนั่งเรียนเงียบ ๆ หรือชอบพูดคุยโต้ตอบ)

7) In your opinion, will silent students enjoy FonFS with TTS? Why or why not?

(นักเรียนคิดว่า นักเรียนที่ชอบนั่งเรียนเงียบ ๆ จะชอบการเรียนรู้ไวยากรณ์แบบเน้นที่โครงสร้างประโยคและเสริมด้วยกลยุทธ์การทำข้อสอบหรือไม่ เพราะเหตุใด)

8) How about talkative students?

(และหากเป็นนักเรียนที่ชอบพูดคุยโต้ตอบ คิดว่าพวกเขาจะชอบหรือไม่ เพราะเหตุใด)

Theme: Effectiveness

1) Compare how you performed in the test before and after receiving the grammar instruction in terms of cognitive process, mental agility, self-confidence, and test results.

(ให้นักเรียนเปรียบเทียบประสิทธิภาพในการทำข้อสอบของตนเองก่อนและหลังเรียน ในประเด็นต่อไปนี้ 1. กระบวนการคิดเพื่อหาคำตอบที่ถูกต้อง 2. ความว่องไวในการหาคำตอบที่ถูกต้อง 3. ความมั่นใจในการทำข้อสอบ 4. คะแนนสอบ)

2) Describe how you come up with the correct answer to this test item:

(นักเรียนมีวิธีคิดหาคำตอบที่ถูกต้องสำหรับโจทย์ข้อนี้อย่างไร จงอธิบาย)

Today, the beach wouldn't be covered with pungent and slimy oil if the oil vessel _____ near the island last week.

a) doesn't sink b) wouldn't sink c) haven't sunk d) hadn't sunk

3) Name English tests you have to take in the near future.

(ข้อสอบภาษาอังกฤษที่นักเรียนคาดว่าจะได้เจอในอนาคต มีอะไรบ้าง)

4) How will FonFS with TTS affect your English test performance in the near future?

(นักเรียนคิดว่าการเรียนรู้แกรมม่าแบบเน้นที่โครงสร้างประโยคและเสริมด้วยกลยุทธ์การทำข้อสอบ จะส่งผลต่อการทำข้อสอบภาษาอังกฤษในอนาคตของนักเรียนอย่างไรบ้าง)

Theme: Suitability

1) How often do you communicate in English in your daily life?

(นักเรียนสื่อสารเป็นภาษาอังกฤษในชีวิตประจำวันบ่อยแค่ไหน)

2) Do you have anyone to speak English with? If so, who are they?

(นักเรียนมีบุคคลที่สามารถสื่อสารเป็นภาษาอังกฤษด้วยได้หรือไม่ ถ้ามี ได้แก่ใครบ้าง)

3) How often do you expose yourself to the media in English?

(นักเรียนรับชมสื่อภาษาอังกฤษบ่อยแค่ไหน)

4) Based on the subject of conditional sentences, compare how grammar is taught at school and in this study.

(จงเปรียบเทียบวิธีการสอนไวยากรณ์ เรื่อง ประโยคเงื่อนไข ของโรงเรียนกับของงานวิจัยนี้)

5) Is FonFS with TTS a suitable teaching approach for beginners? Why or why not?

(การเรียนรู้ไวยากรณ์แบบเน้นที่โครงสร้างประโยคและเสริมด้วยกลยุทธ์การทำข้อสอบเหมาะสำหรับผู้เรียนภาษาอังกฤษหรือไม่ เพราะเหตุใด)


6) Is FonFS with TTS a suitable teaching approach for test preparation? Why or why not?

(การเรียนรู้ไวยากรณ์แบบเน้นที่โครงสร้างประโยคและเสริมด้วยกลยุทธ์การทำข้อสอบเหมาะสำหรับการเตรียมตัวสอบหรือไม่ เพราะเหตุใด)

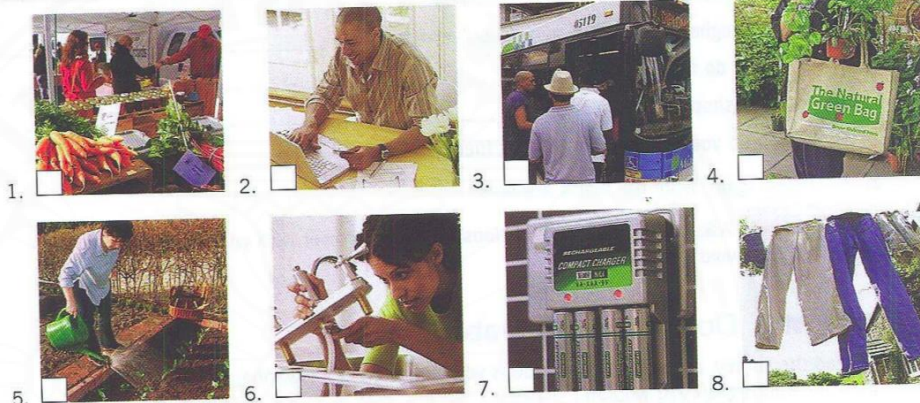
APPENDIX F

SAMPLE OF THE COUREBOOKS

1 Vocabulary Tips to help the environment

A  Match the tips and the pictures. Then listen and check your answers.


- | | | |
|------------------------|--------------------------------|--------------------------------|
| a. Buy local food. | d. Pay bills online. | g. Use cloth shopping bags. |
| b. Fix leaky faucets. | e. Take public transportation. | h. Use rechargeable batteries. |
| c. Grow your own food. | f. Use a clothesline. | |



B Pair work Which things in Part A do you do now? Which don't you do? Tell your partner.


tell your partner.

2 Conversation This is awful!

A  Listen to the conversation. When does Kendra want to start taking public transportation?

- Ina:** This is awful! It's taking forever to get to work.
- Kendra:** I know. There are just too many cars these days! The traffic seems to get worse and worse.
- Ina:** Maybe we should start taking public transportation. If we take the subway, we won't have to sit in traffic.
- Kendra:** And we might save money if we take the subway.
- Ina:** I think you're right. Also, if we take public transportation, we won't get stressed out before work. So, when do we start?
- Kendra:** How about tomorrow?



B  Listen to their conversation the next day. What are they unhappy about?

3 Grammar **First conditional**

First conditional sentences describe real possibilities. Use the present tense in the if clause (the condition). Use will in the main clause.

If we **take** public transportation, we'll **save** money.

If we **take** public transportation, we **won't get** stressed out.

Air pollution **will get** worse if we **don't reduce** the number of cars.

Use modals such as may, might, or could in the main clause when you're less certain about the results.

If air pollution **gets** worse, more people **may get** sick.

If you **don't fix** your leaky faucet, you **might get** a high water bill.

You **could spend** money on other things if you **grow** your own food.



A Write first conditional sentences with the two clauses. Then compare with a partner.

- you'll use 60 percent less energy / you replace your regular lightbulbs with CFLs
You'll use 60 percent less energy if you replace your regular lightbulbs with CFLs.
- you pay your bills online / you'll use less paper

- we fix our leaky faucets / we'll save water

- _____ / _____
_____ / everyone uses hybrid cars

4. there won't be much air pollution / everyone uses hybrid cars

5. you use a clothesline / other people may start to do the same

6. we use rechargeable batteries / we could save a lot of money

B Pair work What else will or may happen for each condition in Part A? Discuss your ideas.

A: What else will happen if you replace your regular lightbulbs with CFLs?

B: If I replace my regular lightbulbs with CFLs, I'll have cheaper electric bills.

4 Speaking **Around the circle**

A Write a sentence about what will happen if you change a habit to become greener.

If I grow my own food, I will eat better.

B Group work Sit in a circle. Go around the circle and share your ideas. Repeat your classmates' main clauses as conditions, and add new ideas.

A: *If I grow my own food, I will eat better.*

B: *If you eat better, you will feel healthier.*

C: *If you feel healthier, you won't need to go to the doctor very often.*

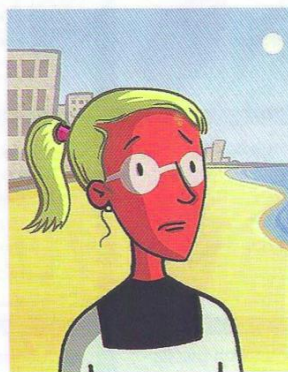
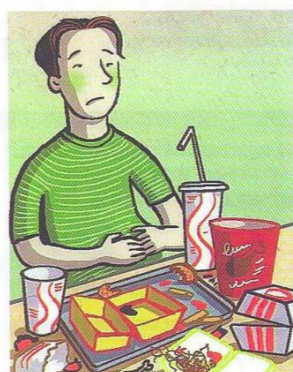
unit **8** Lesson C

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Be an optimist!

A Pair work Add two situations to the chart. Then discuss what will, could, or might happen in each situation. Take notes.

If we . . . ,	we will . . .	we might . . .
eat too much fast food		
spend all day at the beach		
use cell phones in class		
read the news every day		
never study English		
watch too much TV		
don't get enough sleep		
spend too much time online		



- A: What do you think will happen if we eat too much fast food?
 B: If we eat too much fast food, we'll gain weight.

B Group work Share your ideas with another pair. Which ideas are the best? Do you have any other ideas?

APPENDIX G

CONSENT FORM

Thesis Title: Effectiveness of Focus on Forms Supplemented with Test-Taking Strategies in Improving Test Performance in the Grammar Section of TOEIC of Thai High-School Students: a Case Study of Conditional Sentences

Date.....Month.....Year.....

1. The researcher has meticulously explained the objective and the methodology of this study to me.
2. The researcher is willing to answer any of my questions regarding the study.
3. I have willingly attended this study. I am aware that I have the right to quit the study at any time, and the decision will not affect any other classes in which I enrol in any way.
4. I understand that although the information gained during the study may be published, my identity will not be disclosed.
5. I have read the terms and conditions thoroughly before signing this consent form.

Signature _____ Participant

(_____)

Signature _____ Parent

(_____)

Signature _____ Witness

(_____)

Signature _____ Researcher

(_____)

APPENDIX H

Reliability Test for the Attitude Questionnaire (Cronbach's Alpha)

Respondent No. Item No.	#1	#2	#3	#4	#5	Item Variance
Q1.1	5	4	5	5	4	0.3
Q1.2	5	4	4	5	4	0.3
Q1.3	5	3	5	4	5	0.8
Q1.4	4	4	4	5	4	0.3
Q1.5	3	3	3	1	2	1
Q1.6	2	2	3	1	1	0.7
Q1.7	4	3	5	4	4	0.3
Q1.8	2	3	4	4	2	1
Q1.9	3	2	4	3	4	0.7
Q2.1	5	3	5	4	5	0.3
Q2.2	4	4	5	5	4	0.3
Q2.3	5	5	4	4	5	0.3
Q2.4	4	4	3	4	4	0.5
Q2.5	4	5	4	5	5	0.3
Q2.6	5	4	5	5	4	0.3
Q2.7	4	5	5	5	4	0.3
Q2.8	5	4	4	5	5	0.2
Q3.1	4	4	3	5	5	0.7
Q3.2	5	3	5	4	3	0.7
Q3.3	4	5	4	3	4	0.5
Q3.4	4	4	5	5	5	0.3
Q3.5	4	3	4	4	4	0.2
Q3.6	5	4	5	4	5	0.3
Q3.7	5	5	4	4	5	0.3
Q3.8	4	3	5	5	5	0.3

Respondent No. Item No.	#1	#2	#3	#4	#5	Item Variance
Q3.9	5	4	5	5	4	0.3
Q3.10	4	3	4	2	3	0.5
Q3.11	3	3	4	5	5	0.7
Q3.12	3	2	1	1	2	0.3
Q3.13	3	1	2	1	1	0.7
Q3.14	2	1	1	3	1	0.7
Q3.15	5	4	5	3	4	0.7
TOTAL	129	111	118	128	110	81.7*

Note: Q1 represents items in the theme preference; Q2, effectiveness; Q3, suitability.

* Variance of Total Score

Variables Essential for Calculating a Cronbach's Alpha

Number of Items (x) = 32

Sum of the Item Variance (y) = 15.2

Variance of Total Score (z) = 81.7

Formula:

Cronbach's Alpha = $(x / (x-1))(1-y/z) = (32 / (32-1))(1- 15.2 / 81.7) = 0.84$

Interpretation: Good Internal Consistency

BIOGRAPHY

Name	Mister Panu Sadeewong
Date of Birth	February 12, 1991
Educational Attainment	2009-2012: Bachelor of Science in Medical Science, Khon Kaen University, Thailand
Work Position	Tutor of English Mercy Language School, Si Sa Ket
Work Experiences	2016 - Present: Mercy Language School, Si Sa Ket, Thailand
Scholarship	2020: Thesis Funding from Language Institute, Thammasat University, Thailand

