

ED-VENTURERS IN ACTION

**A FOUR-THEME CLIL-PBL GRAMMAR
JOURNEY WITH LIGHT-TOUCH CALL
SUPPORT**

JALTCALL 2026 · “PREVAIL OR FAIL?”



PRESENTER:

**THITIMA MAEOKA
ORASA ARPO
UBONRAT HARINVON**



WHY THE JOURNEY BEGAN



THE CLASSROOM PROBLEM

GRAMMAR NEEDED CONTEXT, PURPOSE, AND MOMENTUM

BEFORE THE JOURNEY

- Grammar felt repetitive and rule-heavy
- Class time was limited
- Students needed meaningful use of forms
- **CALL** could extend grammar practice beyond paper-based exercises
- **CALL** could support review, engagement, and quick feedback

WHAT HAPPENS WHEN GRAMMAR BECOMES A JOURNEY RATHER THAN A LIST OF RULES?



Pedagogical need: connect grammar to local content, student action, and manageable classroom routines.

THE STUDY IN ONE VIEW

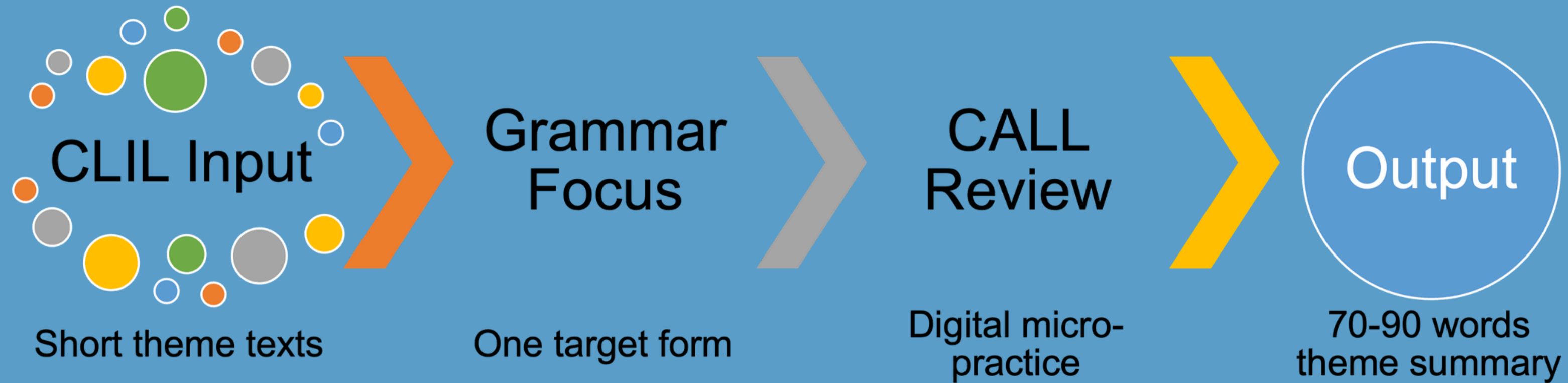
A CLASSROOM-BASED INSTRUCTIONAL MODEL STUDY



Context	Grade 4 EFL classroom in Thailand
Participants	Final analyzed sample: N = 35
Core model	CLIL + PBL, supported by light-touch CALL review
Main outcome	Grammar achievement (pre/post test)
Support data	Teacher observation / selected logs / post-program survey

THE ED-VENTURERS CYCLE

CLIL + PBL as the core · CALL as light-touch support



Final classroom product: Save Our Planet Poster

Positioning: The presentation foregrounds the instructional model. Digital games support engagement and review rather than functioning as separate interventions.



THE ED-VENTURERS CYCLE

CLIL + PBL as the core · CALL as light-touch support

CLIL

Grammar Focus

CALL Review

Output

A Story from Thailand in the Past

Long ago in Thailand, there was a little boy named Tawan. Tawan **used to** live near a river with his family. Every morning, Tawan **used to** wake up early. He **used to** travel by boat with his father. Tawan **had to** respect his parents and teachers. He **had to** help his mother at home. People in the village **used to** wear traditional clothes. Life was simple, but everyone was happy.

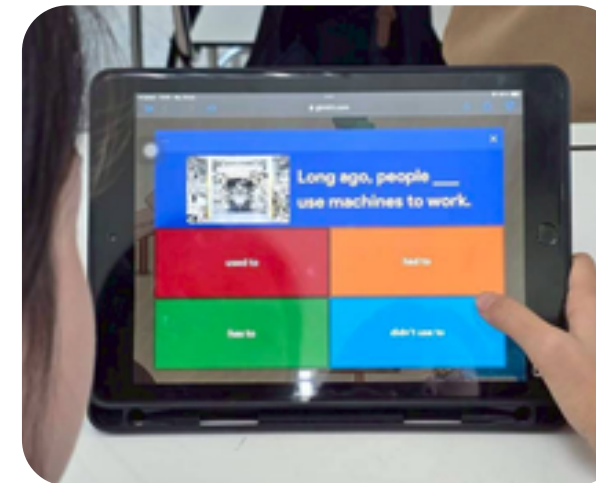
Tawan



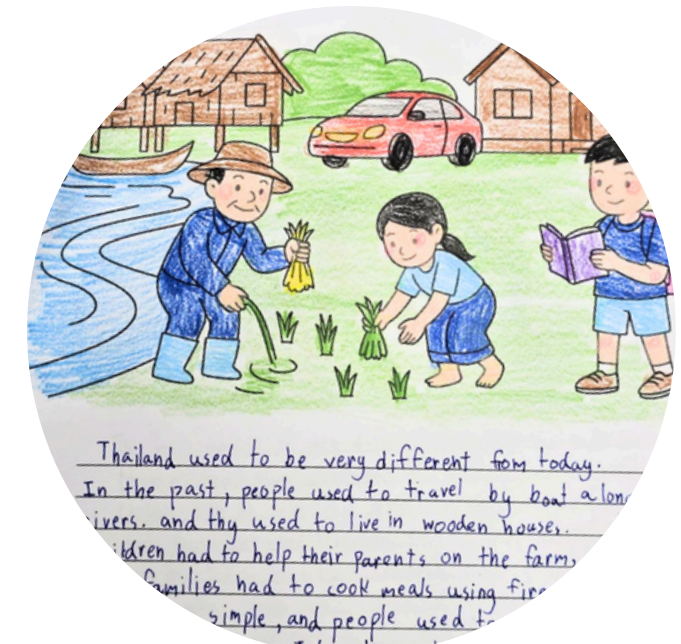
Short theme texts



One target form



Digital micro-practice



70-90 words
theme summary





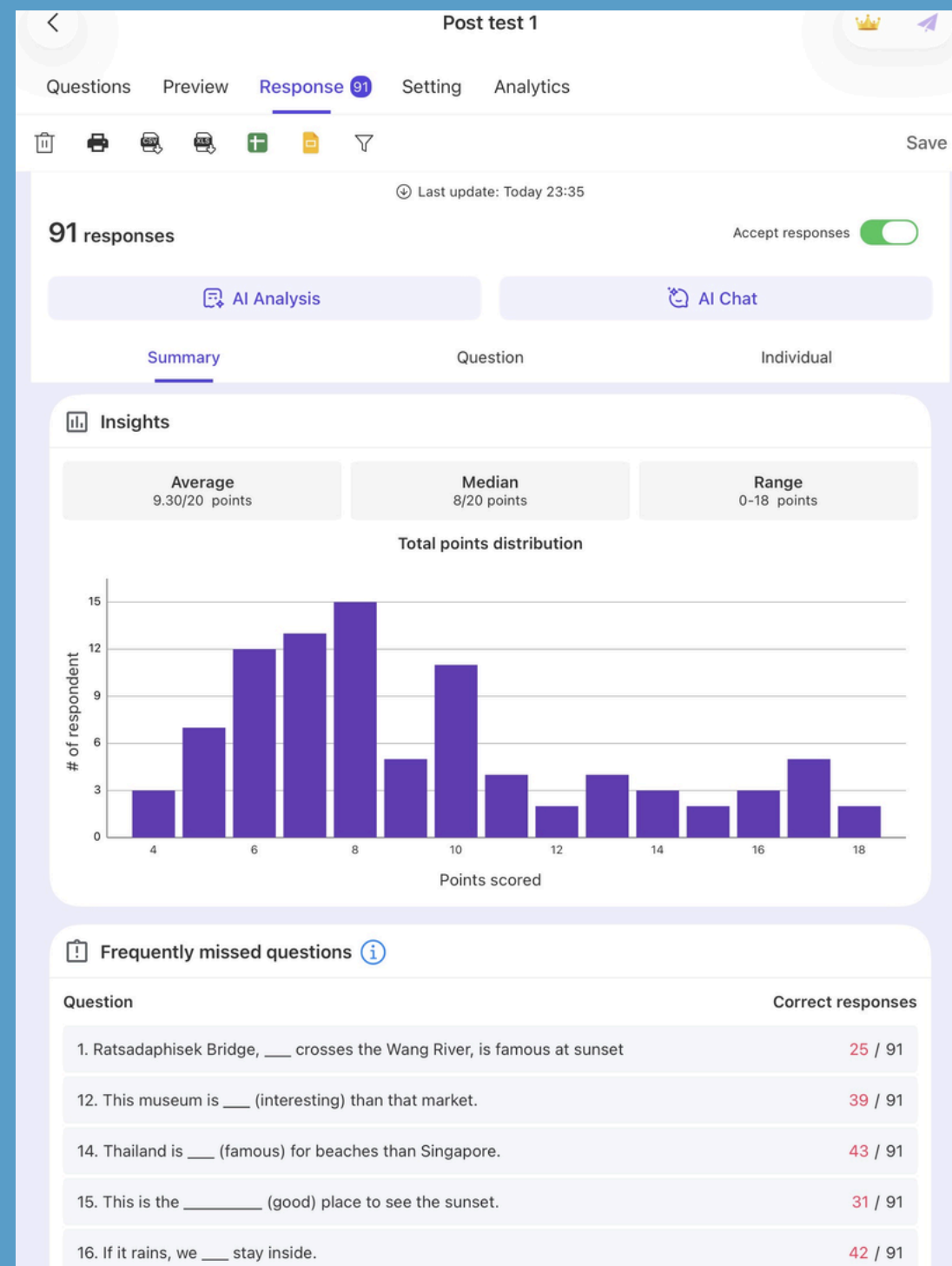
WHERE **CALL** HAPPENED IN THE ED-VENTURERS CYCLE

CALL was not the whole intervention. It supported the learning journey in three ways:

CALL Role	Classroom Use	Evidence
Engagement	Digital games made grammar review more enjoyable	Teacher observation
Micro-practice	Wordwall / Quiz.zep.us / Baamboozle / Gimkit for grammar review	Selected game logs
Data capture	Google Forms on iPads for grammar post-test	Grammar test data

CALL functioned as light-touch support for review, engagement, and classroom data collection.

LIGHT-TOUCH CALL SUPPORT



GIMKIT

Discovery

Re

Kits

Reports

Assignments

Classes

Reports

Kit	Accuracy
 use to/ had to January 8th at 11:54 AM	54%
 use to/ had to January 6th at 3:25 PM	56%
 use to/ had to January 6th at 11:59 AM	62%
 use to/ had to January 2nd at 7:56 PM	100%
 Comparatives/superlatives December 17th at 8:40 AM	100%

MY CITY LAMPANG



LAMPANG
AS THE
STARTING
POINT

- Grammar target: relative clauses; **who** · **where** · **which**
- Classroom output: a short summary about familiar places, people, and objects in Lampang.





MY COUNTRY THAILAND

THAILAND THEN & NOW

- Grammar target: **used to / had to**
- The journey moved through time: what people used to do, and what they had to do in the past.



MY CONTINENT

ASIA AS A SPACE FOR COMPARISON

- Grammar target: **comparatives and superlatives**
- Students compared countries, populations, land size, and development through simple English sentences.



MY WORLD

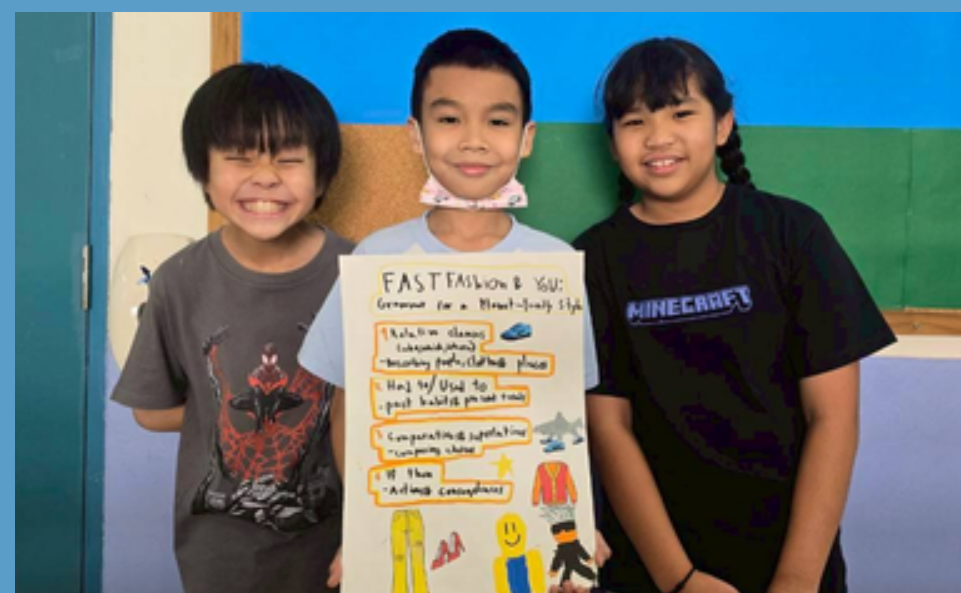
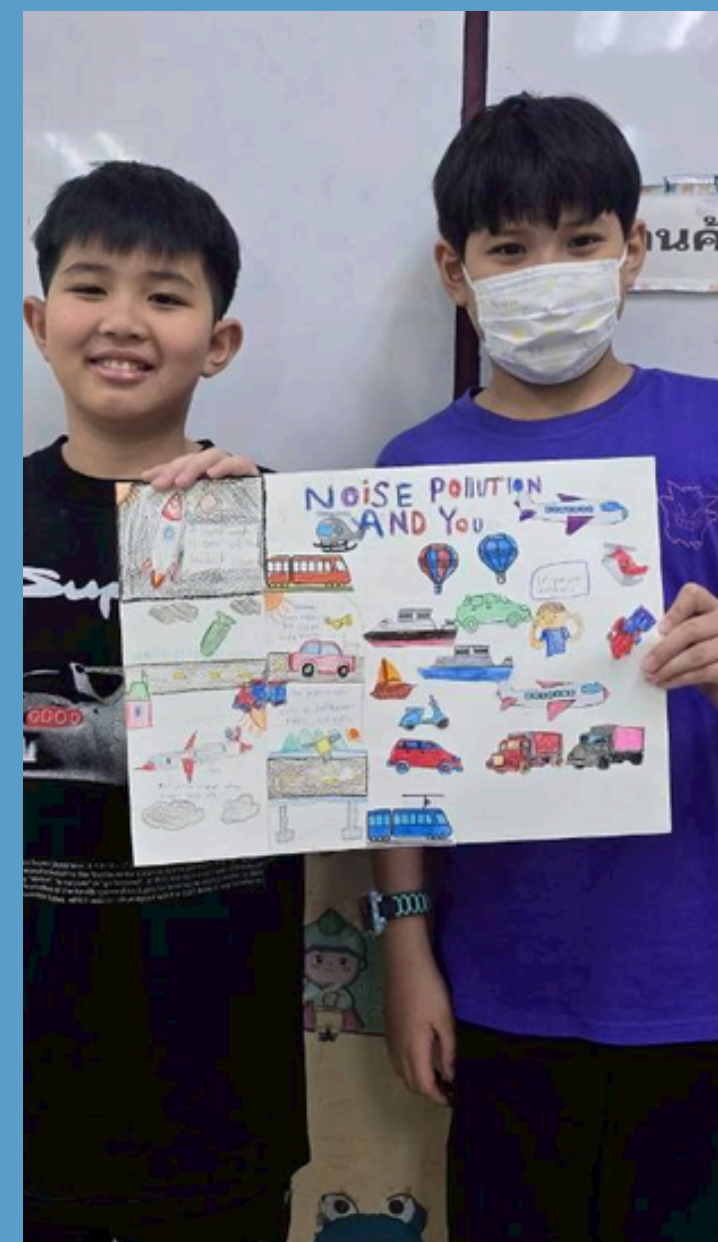


GLOBAL ISSUES AS A MISSION

- Grammar target: first conditional
If + present, will + verb
- Students used grammar to connect actions with possible environmental results.



FINAL LEARNING DESTINATION



**SAVE OUR
PLANET
POSTER**

Reported as a classroom learning product, not as speaking-performance data.

MAIN EVIDENCE

PREVAIL OR FAIL? GRAMMAR ACHIEVEMENT TRANSITIONS

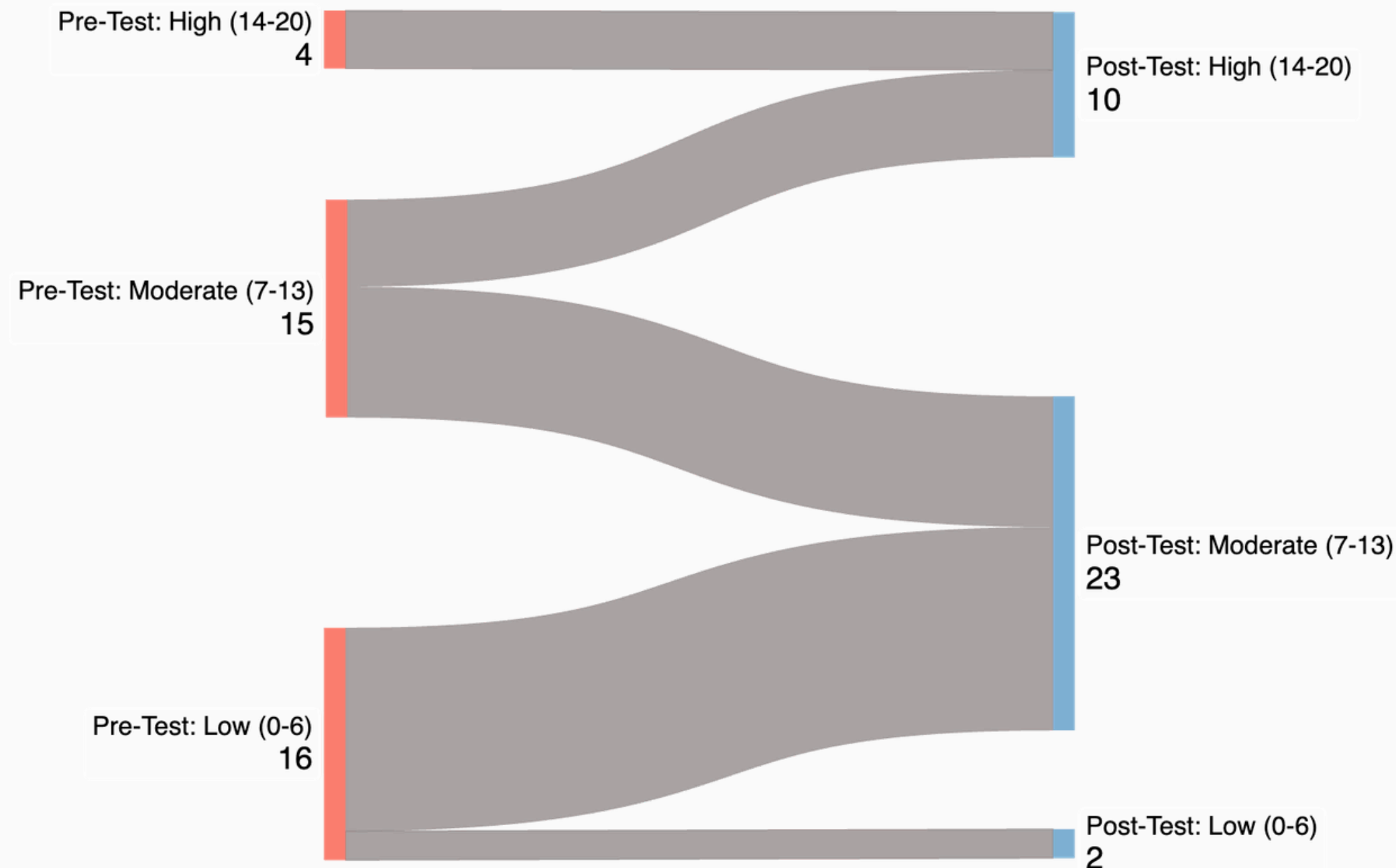


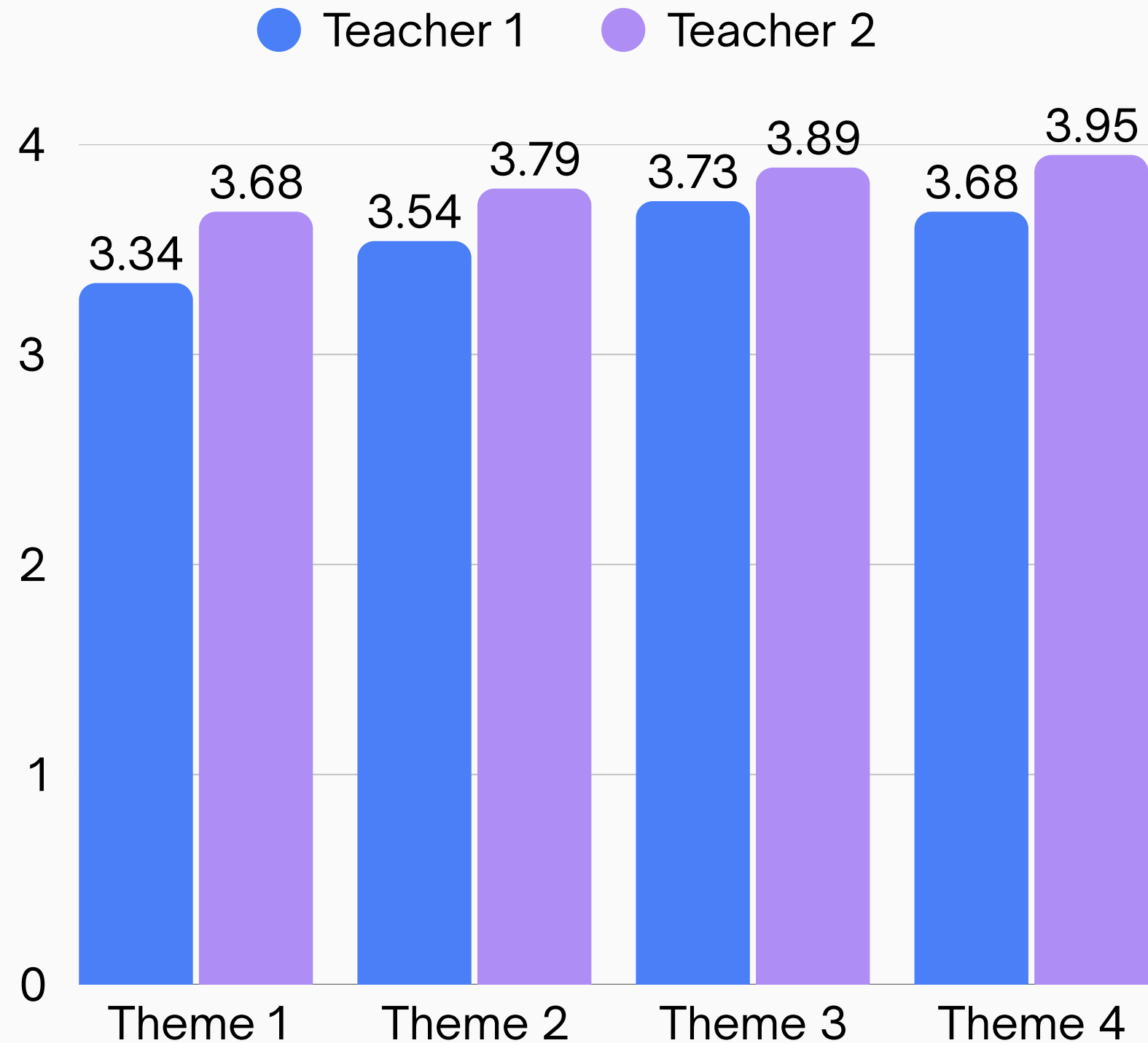
Figure 1. Grammar achievement band transitions from Pre-Test to Post-Test among students with complete paired data (N = 35).

PRE-TEST → POST-TEST (N = 35)

- **20 students** moved to a **higher** achievement band.
- The **Low band** decreased **from 16 to 2** students.
- The **High band** increased **from 4 to 10** students.
- The largest movement was **Low → Moderate (14 students)**.
- A small group still needed continued **scaffolding**.

Band	Score Range
Low	0–6
Moderate	7–13
High	14–20

Note: Only students who completed both the Pre-Test and Post-Test were included.



Two observers showed broadly similar patterns across the four themes, with higher engagement ratings in Theme 3 and Theme 4.

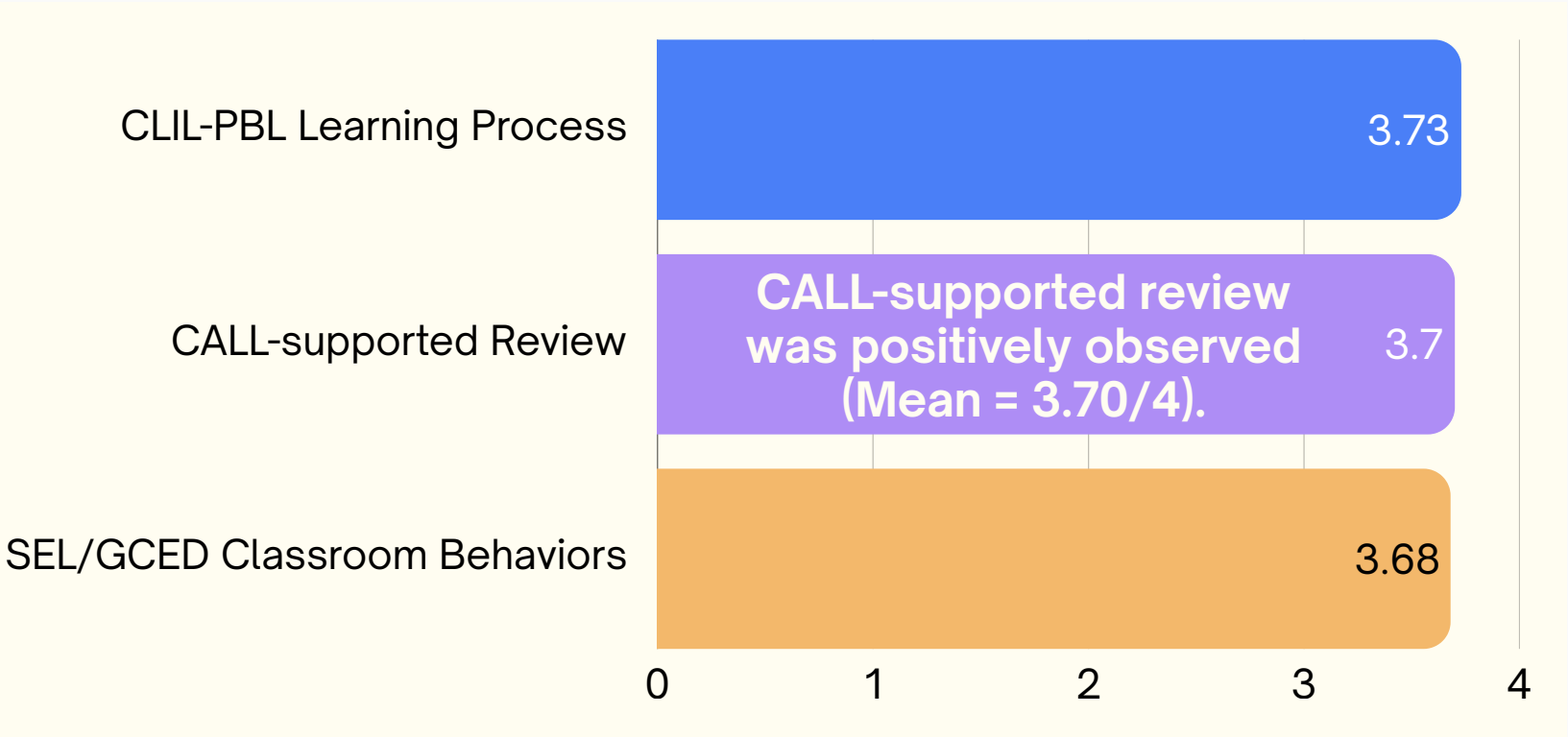
TEACHER OBSERVATION: WHAT TWO TEACHERS OBSERVED

- Overall classroom **engagement was strong** (Mean = 3.70/4).
- Observation ratings increased across the learning journey.
- The **strongest** areas were **positive attitude, grammar practice, and digital game participation**.
- Teamwork was positive, but **still needed more scaffolding**.

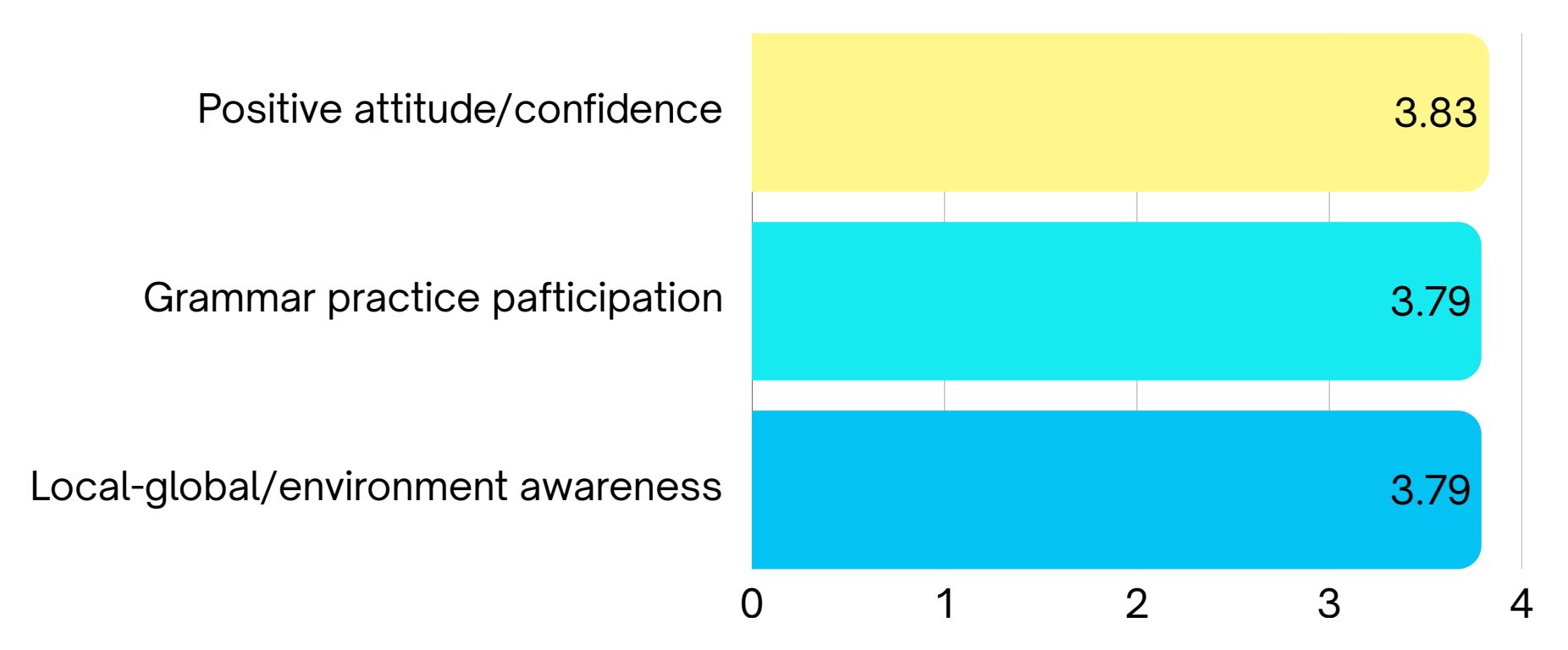


TEACHER OBSERVATION: WHAT TWO TEACHERS OBSERVED

By Observation Domain



Top Observed Indicators



- Logs were collected from selected review sessions only.
- Used descriptively, not as a full learning analytics dataset.
- Helped illustrate attempts, accuracy, and review participation.
- Showed how CALL supported repeated grammar practice.

Scale: 1 = rarely observed, 4 = strongly observed. Values are combined means from two observers.

Observation data helped explain the classroom process behind the grammar gains.

PREVAIL OR FAIL?

Ed-Venturers in Action: What **Prevailed** and What is still **Evolving**

What Prevailed

- **CALL** made grammar review **more engaging**
- **Digital games** supported short, repeated **practice**
- **Google Forms** helped streamline post-test **data collection**
- CALL worked best when tied closely to theme content

What Is Still Evolving

- Game logs were **partial**
- **CALL** evidence was descriptive, **not causal**
- Some students still **needed teacher scaffolding**
- CALL did **not replace classroom routines** or group-work support

THANK YOU

We appreciate your attention and hope this presentation has offered meaningful insights that inspire deeper curiosity.



THITIMA MAEOKA

thitima_mae@dusit.ac.th

CONTACT US



ORASA ARPO

selesaarop@gmail.com