Giving directions – MAP

Information gap activity A.

1. Look at the map and give directions to 3 places on the map: the bookstore, the pay phone, and the library.

2. Ask for directions to the restroom, the plaza Hotel, and the Burger King.
1. Look at the map and give directions to 3 places on the map: the restroom, the Plaza, and the Burger King.
2. Ask for directions to the bookstore, the payphone, and the library.
You want to talk to B’s boss, Ms. Lee, about the meeting next week. Leave the message and your phone number, 042-321324

Student B

You answer A’s call. You are a secretary at the Union Bank. Your boss is Ms. Lee. She is in a Board meeting right now. Ask A to call Ms. Lee again later. Talk the message for Ms. Lee. Be sure to find out A’s phone number.
Role cards (Expressing opinions)

**Student A**

You are Somsri. You are the chair of the meeting.  
Your company is going to buy 6 new photocopiers.  
There are 2 models; the Xerox X40 and the Cannon C.

**Student B**

You are Prapat. You are working in a company.  
You are attending the meeting about the photocopiers.  
You prefer the Cannon because it’s cheaper.

**Student C**

You are Apiradee. You are working in a company.  
You are attending the meeting about the photocopiers.  
You think the Xerox is good. Though it’s expensive, it’s easier to use.

**Student D**

You are Thiti. You are attend the meeting about the photocopiers.  
You agree with Apiradee. The Cannon is smaller.
APPENDIX A 4 Descriptions of the three tasks

Tasks

The Speaking Test consisted of three tasks: (1) giving and receiving directions using a map of a town, (2) telephoning, (3) groups of four students simulating a meeting in which they must reach a consensus.

Task 1 - Giving directions.
In this task, the students were given worksheets containing two maps; one for Student A and one for Students B. In pairs, students alternatively asked for and gave directions to destinations provided by the test maker. (see Appendix A 1)

Task 2 - Telephoning.
This task consisted of talking on the phone using role cards and then trying to complete the task according to the given situation. The students read the role cards and attempted to complete a successful telephone conversation carrying out the commands from the role cards. (see Appendix A2)

Task 3 - Expressing opinions.
This task involved a group of four students. Each student had one role and was provided with one role card. The four students attempted to engage in conversation concerning the acquisition of a photocopier and they had to reach a consensus within 20 minutes. (see Appendix A3)
# Band Scales of Oral Task Assessment

## Speaking (Oral Tasks)

<table>
<thead>
<tr>
<th>Scales</th>
<th>Assessment Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Excellent communication and task achievement. Accurate and appropriate vocabulary, structure. Effective interaction with well-organized ideas. Little hesitation and/or L1 interference. Use appropriate gestures, eye-contact, posture and stance.</td>
</tr>
<tr>
<td>4</td>
<td>Above average communication and task achievement. Wide range of vocabulary and structure use. Good organization of ideas. Use of language appropriate to task. Some L1 interference in pronunciation, stress, and intonation, but be able to get message across. Few errors and hesitations. Use appropriate gestures, eye – contact, posture and stance.</td>
</tr>
<tr>
<td>3</td>
<td>Adequate communication and task achievement. Moderate range of vocabulary and structure. Some attempt at organizing ideas. Language use relevant to purpose. Some L1 interference. Errors and hesitations noticeable. Some gestures, eye – contact, posture and stance.</td>
</tr>
<tr>
<td>2</td>
<td>Partial communication and task achievement. Limited range of vocabulary and structure use. Weak attempt at organizing ideas. Frequent hesitation. L1 interference and disconnected speech. Partly use of gestures, eye – contact, posture and stance.</td>
</tr>
<tr>
<td>1</td>
<td>Little or no communication and task achievement. Strong L1 interference in pronunciation, stress, and intonation. Insufficient comprehensible language for assessment. No sign of using gestures, eye – contact, posture and stance.</td>
</tr>
</tbody>
</table>

Note: L1 – First or native language

Adapted from OMCUC- The Organization of Mahachulalongkornrajavidyalaya University Council, Bangkok, Thailand
A Speaking Test Checklist

Student………………………………………..No………….Time……....

<table>
<thead>
<tr>
<th>PART 1: Overall Oral Communicative Ability</th>
<th>Student A</th>
<th>Student B</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>1.1 Articulation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- stress</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- intonation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- pronunciation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.2 Vocabulary</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.3 Structures</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.4 Language Use</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.5 Non – Verbal Behaviors</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Gesture, Eye – contact, Body movement, etc.)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Note: Use the scales of five bands attached*

<table>
<thead>
<tr>
<th>PART 2: Language focus from the lessons</th>
<th>Student</th>
<th>Student B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Giving directions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Where is the……….., please</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Walk along the road.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Turn right / left.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. Pass the traffic lights.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>e. It’s next to ..........................</td>
<td></td>
<td></td>
</tr>
<tr>
<td>f. Walk along this street for 2 blocks.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>g. Go down……..(this street, this road)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>h. Could you tell me…….?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>i. It’s on the corner.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>j. It’s across from…….</td>
<td></td>
<td></td>
</tr>
<tr>
<td>k. How can I go to ……….?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>l. Go up the stairs…..</td>
<td></td>
<td></td>
</tr>
<tr>
<td>m. It’s opposite….</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other expressions occurred:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Student A Actual expressions          Student B Actual expressions
## Language focus from the lessons the lessons (Cont.)

### 2. Telephoning

<table>
<thead>
<tr>
<th></th>
<th>Student Actual expressions</th>
<th>Student B Actual expressions</th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>I’m calling to make an appointment.</td>
<td>☐</td>
</tr>
<tr>
<td>b.</td>
<td>I’m afraid he/she’s busy now.</td>
<td>☐</td>
</tr>
<tr>
<td>c.</td>
<td>How about…..?</td>
<td>☐</td>
</tr>
<tr>
<td>d.</td>
<td>Is he/she free on…?</td>
<td>☐</td>
</tr>
<tr>
<td>e.</td>
<td>A company, may I help you?</td>
<td>☐</td>
</tr>
<tr>
<td>f.</td>
<td>Can I take a message?</td>
<td>☐</td>
</tr>
<tr>
<td>g.</td>
<td>Can I speak to Mr. Peters, please?</td>
<td>☐</td>
</tr>
<tr>
<td>h.</td>
<td>Would you like to leave a message?</td>
<td>☐</td>
</tr>
<tr>
<td>i.</td>
<td>Can I have your name, please?</td>
<td>☐</td>
</tr>
<tr>
<td>j.</td>
<td>Could you repeat it, please?</td>
<td>☐</td>
</tr>
<tr>
<td>k.</td>
<td>How do you spell your last name?</td>
<td>☐</td>
</tr>
</tbody>
</table>

Other expressions occurred:

```
____________________________________________
____________________________________________
____________________________________________
```

### 3. Meeting & Discussion

<table>
<thead>
<tr>
<th></th>
<th>Student Actual expressions</th>
<th>Student B Actual expressions</th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>Which do you prefer?</td>
<td>☐</td>
</tr>
<tr>
<td>b.</td>
<td>I like……………….</td>
<td>☐</td>
</tr>
<tr>
<td>c.</td>
<td>I think I prefer……</td>
<td>☐</td>
</tr>
<tr>
<td>d.</td>
<td>I agree with……….</td>
<td>☐</td>
</tr>
<tr>
<td>e.</td>
<td>What do you think of ……..?</td>
<td>☐</td>
</tr>
<tr>
<td>f.</td>
<td>What’s your opinion?</td>
<td>☐</td>
</tr>
<tr>
<td>g.</td>
<td>I disagree with……..</td>
<td>☐</td>
</tr>
<tr>
<td>h.</td>
<td>In my opinion………</td>
<td>☐</td>
</tr>
</tbody>
</table>

Other expressions occurred:

```
____________________________________________
____________________________________________
____________________________________________
```

A Score Sheet

Student……………………………………………………   No………….
Time……………………..

<table>
<thead>
<tr>
<th>PART 1:</th>
<th>Performance Results</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>1. Overall Oral Communicative Ability</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Articulations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.1 stress</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.2 intonation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.3 pronunciation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Vocabulary</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Structures</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Language Use</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Non – Verbal Behaviors</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(gesture, Eye – contact, Body movement, etc.)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## PART 2: Language functions

### 2.1 Giving directions

<table>
<thead>
<tr>
<th>Expression</th>
<th>Actual expressions</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Where is the…………., please</td>
<td>☐</td>
</tr>
<tr>
<td>b. Walk along the road.</td>
<td>☐</td>
</tr>
<tr>
<td>c. Turn right / left.</td>
<td>☐</td>
</tr>
<tr>
<td>d. Pass the traffic lights.</td>
<td>☐</td>
</tr>
<tr>
<td>e. It’s next to …………………</td>
<td>☐</td>
</tr>
<tr>
<td>f. Walk along this street for 2 blocks.</td>
<td>☐</td>
</tr>
<tr>
<td>g. Go down………(this street, this road)</td>
<td>☐</td>
</tr>
<tr>
<td>h. Could you tell me……?</td>
<td>☐</td>
</tr>
<tr>
<td>i. It’s on the corner.</td>
<td>☐</td>
</tr>
<tr>
<td>j. It’s across from…..</td>
<td>☐</td>
</tr>
<tr>
<td>k. How can I go to ……?</td>
<td>☐</td>
</tr>
<tr>
<td>l. Go up the stairs…..</td>
<td>☐</td>
</tr>
<tr>
<td>m. It’s opposite….</td>
<td>☐</td>
</tr>
</tbody>
</table>

Other expressions occurred:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
2.2 Telephoning

<table>
<thead>
<tr>
<th>Expression</th>
<th>Actual expressions</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. I’m calling to make an appointment.</td>
<td>☐</td>
</tr>
<tr>
<td>b. I’m afraid he/she’s busy now.</td>
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</tr>
<tr>
<td>c. How about.....?</td>
<td>☐</td>
</tr>
<tr>
<td>d. Is he/she free on...?</td>
<td>☐</td>
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<tr>
<td>e. A company, may I help you?</td>
<td>☐</td>
</tr>
<tr>
<td>f. Can I take a message?</td>
<td>☐</td>
</tr>
<tr>
<td>g. Can I speak to Mr. Peters, please?</td>
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</tr>
<tr>
<td>h. Would you like to leave a message?</td>
<td>☐</td>
</tr>
<tr>
<td>i. Can I have your name, please?</td>
<td>☐</td>
</tr>
<tr>
<td>j. Could you repeat it, please?</td>
<td>☐</td>
</tr>
<tr>
<td>k. How do you spell your last name?</td>
<td>☐</td>
</tr>
</tbody>
</table>

Other expressions occurred:

____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
### 2.3 Meeting & Discussion

<table>
<thead>
<tr>
<th>Expression</th>
<th>Actual expressions</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Which do you prefer?</td>
<td>☐</td>
</tr>
<tr>
<td>b. I like……………</td>
<td>☐</td>
</tr>
<tr>
<td>c. I think I prefer……</td>
<td>☐</td>
</tr>
<tr>
<td>d. I agree with……</td>
<td>☐</td>
</tr>
<tr>
<td>e. What do you think of …….?</td>
<td>☐</td>
</tr>
<tr>
<td>f. What’s your opinion?</td>
<td>☐</td>
</tr>
<tr>
<td>g. I disagree with……</td>
<td>☐</td>
</tr>
<tr>
<td>h. In my opinion……</td>
<td>☐</td>
</tr>
</tbody>
</table>

**Other expressions occurred:**

________________________________________
________________________________________
________________________________________
________________________________________
________________________________________
________________________________________
________________________________________
________________________________________
________________________________________
________________________________________
________________________________________
APPENDIX A 8 Ranges of sales and scores of the Speaking Test

**Band scales of the Speaking Test**

<table>
<thead>
<tr>
<th>Language Ability Level</th>
<th>Scales</th>
</tr>
</thead>
<tbody>
<tr>
<td>High</td>
<td>3 – 3.5</td>
</tr>
<tr>
<td>Medium</td>
<td>2 – 3</td>
</tr>
<tr>
<td>Low</td>
<td>1</td>
</tr>
</tbody>
</table>

**Scores of the Speaking Test**

<table>
<thead>
<tr>
<th>Language Ability Level</th>
<th>Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td>High</td>
<td>19.5 – 21.5</td>
</tr>
<tr>
<td>Medium</td>
<td>15.5 – 19.4</td>
</tr>
<tr>
<td>Low</td>
<td>3.0 – 8.0</td>
</tr>
</tbody>
</table>
Unit 1 Giving directions

1. Directions in Town

1. Listening

Look at the map, and listen to the dialogues.

Dialogue A

A: Excuse me, where is the post office, please?

B: It’s on Oak St.

A: Where’s that?
B: First, go down Third St. Then turn left to Oak St. Walk past the intersection. It’s on your left.
A: So turn left to Oak St. Then walk past the traffic lights?
B: That’s right. It’s next to the department store.
A: Thank you.
B: Welcome.

**Dialogue B**
A: Excuse me, could you tell me the way to the museum, please?
B: Yes, walk along Pine St. for two blocks. Then, pass the intersection. It’s on the right.
A: Just go straight for two blocks. Then pass the intersection, on the right.
B: Yes, next to the restroom.
A: Thank you very much.
B: My pleasure.

**2. Listen and practice.**
Listen and then practice the above dialogues.

**3. Vocabulary (Useful Expressions)**
Study the following expressions. How are they pronounced?

- Excuse me……
- Where is,…..please?
- Turn right/left.
- Pass the intersection.
- Across from
- Between
- Go straight
- In front of

- Could you tell me……?
- Go down the road.
- Walk along this street.
- The traffic lights.
- On the right/left.
- next to/beside
- on the corner
- just after/before
4. Language Focus

Requests

- Could you tell me……….
- Where is …………, please ?

Imperative Sentences

- Walk past three intersection.
- Walk along the street etc.

5. Listen and mark the stress. (Pronunciation)

Example:

post  office

direction  cinema  traffic lights
intersection  corner  drugstore
supermarket  museum  library

Listen to the following words. Note how to mark the stress on these words. Circle the word which has a different stress pattern. The first one is done for you.

1) forty  agree  bring  story
2) smaller  simple  really  prefer
3) design  ugly  discuss  afraid
4) crazy  central  airport  hotel
5) expensive  important  location  marketing

Now listen again, and repeat.
Study the diagram.
Study these expressions. They are used to give directions. Then listen and repeat.

1) Turn right at the traffic lights.

2) Turn left.
3) Go straight ahead.

4) Cross the bridge.
5) Go to the roundabout and take the first street on the left.


6.1 Listen to the dialogue.
   A: Excuse me, is there a supermarket near here?
   B: Yes, turn right at the second intersection.
       Walk along First St. It’s on the corner next to the laundromat.
   A: Thank you very much.
   B: You’re welcome.

6.2 Practice the dialogue with a partner.

6.3 Look at the map on the previous page. With your partner, ask each other for directions from the start to the following places.
   a. the library       b. Burger King       e. the drugstore
   d. the bookstore     e. the pay phone     f. Mc Donald’s
7. Practice.

7.1 Information gap

- Excuse me, I’m lost.

Student A: Excuse me, I’m lost.

Ask your partner how to get to the places. Then mark them on your map.

<table>
<thead>
<tr>
<th>The tourist office</th>
<th>the department store</th>
<th>the parking lot</th>
<th>McDonald’s</th>
</tr>
</thead>
<tbody>
<tr>
<td>The gas station</td>
<td>the laundromat</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Now use your map and give your partner the information she or he asks for.

Student B: Excuse me, I’m lost.

Use your map and give your partner the information she or he ask for.

Now ask your partner how to get to the following places below. Then, mark them on your map.

<table>
<thead>
<tr>
<th>The plaza Hotel</th>
<th>the bookstore</th>
<th>the library</th>
</tr>
</thead>
<tbody>
<tr>
<td>Burger King</td>
<td>the restroom</td>
<td>the pay phone</td>
</tr>
</tbody>
</table>
7.2 Role – play

Role card A

You are a stranger in this town. You want to visit many interesting places such as the supermarket, the department store and the museum. Ask someone in the street how to get to one of these places.

Role card B

You are going to meet your friend in front of the post office. A stranger stops you and asks how to get to somewhere in your town. You offer directions.
Unit 2  Directions in a building.

1.  Listening.

Look at the map in a building, and listen to the dialogue.

1st Floor

2nd Floor

(Adapted from Barnard and Cady, Business Venture 1, p. 22)
Dialogue A.

A: Excuse me. How can I go to ABC Company? I’d like to use the Accounts.

B: Go along the corridor, then turn left. The Accounts is on your left, next to the soda machine.

A: Thank you very much.

B: My Pleasure.

Use the map above and ask directions to the following offices in the building.

<table>
<thead>
<tr>
<th>The manager’s office</th>
<th>the personnel</th>
<th>the secretary’s office</th>
</tr>
</thead>
<tbody>
<tr>
<td>The engineer’s office</td>
<td>the President’s office</td>
<td></td>
</tr>
</tbody>
</table>

Use the following expressions to help you.

- on the left/right
- across from
- straight ahead
- next to
- down the corridor
- opposite

2. Listen and practice.

Listen and practice the above dialogue.

3. Vocabulary

Study the following vocabulary.

manager president corridor
personnel  engineer  opposite
secretary  accounts  administrative
conference  reception  president
marketing  department  lift
stairs  cafeteria  lobby
stores  meeting room  ground floor
first floor  financial director  IT (Information Technology)
PR (Public relations)  sales  conference room
purchasing

4. Language Focus

Useful expressions
- Asking for and giving directions.
- Could you tell me where………………is?
- Could you tell me how to get to………………?
- Go past, go up, turn left, ……
- How can I go to………………?
- I’d like to…………………………
- Go up to the second floor.

5. Pronunciation

Listen and mark the stress.

| manager | president | corridor |
| personnel | engineer | opposite |
| secretary | accounts | financial director |
| accounts | president | marketing |
| personnel | conference | purchasing |
| cafeteria | reception |     |

Now listen again, and repeat.
Showing a visitor around.

Student A: Look at the plan on the first floor. Show Student B around the building. Use the following expressions to help:

- on the left/right
- across from
- down to the corridor
- straight
- ahead
- next to

Start like this. *Here we are at the elevator. On the left is………………*


6.1 Listen to the dialogue.

A: Excuse me. Could you tell me where the President’s office is?
B: Certainly. Go up to the second floor. Then turn left. The President’s office is in front of you opposite the conference room.
A: Thank you very much.
B: My pleasure.

6.2 Practice the dialogue with a partner.

6.3 Then look at the parts of the building. Ask each other for directions to the following offices.

<table>
<thead>
<tr>
<th>the conference room</th>
<th>the secretary’s office</th>
<th>the marking</th>
</tr>
</thead>
<tbody>
<tr>
<td>the financial director</td>
<td>the personnel</td>
<td>the Sales Manager’s</td>
</tr>
</tbody>
</table>
7. Practice.

7.1 Information-gap

Student A

1st Floor

Ask Student B how to get to the following places in the building.

1) the personnel

(Adapted from Barnard and Cady, *Business Venture 1*, p. 22)
2) the sales manager  
3) the marketing  
4) the conference room  

**Student B**

Use your map and give directions to the places Student A asks for.

1\textsuperscript{st} Floor

![Map of 1\textsuperscript{st} Floor]  

2\textsuperscript{nd} Floor

![Map of 2\textsuperscript{nd} Floor]  

(Adapted from Barnard and Cady, *Business Venture 1*, p. 22)
1) the Secretary’s office  
2) the President’s office  
3) the Editor’s office  
4) the Administrative department  

7.2 Role - play  

Situation 1  
Role card A

You are a client of ABC Company. You want to see the President.  
Ask the receptionist at the main entrance of the building where his office is.  

Situation 2  
Role card A

You are Sumalee, a secretary of ONEC Company which is one of the leading hi – tech company. You are introducing and showing the visitors your departments and offices in the building. Use the map of the building.

Situation 1  
Role card B

You are a receptionist of ABC Company. A client comes to you and ask how to get to the president’s office. You give directions.
Situation 2  
Role card B

You are a visitor from Palm Company. You would like to visit ONEC Company which is one of the leading hi-tech in Thailand. You join the company tour with the other visitors.

Situation 2  
Role card C

You are a visitor from ON-LINE Company. You would like to visit ONEC Company which is one of the leading hi-tech company in Thailand. You join the company tour with the other visitors.
2. Directions in a University

1. Listening

Look at the map of a University and listen to the dialogue.

Dialogue.

A: Excuse me, could you tell me where the library is?

B: Walk along this road, then turn right. Turn left in front of the 70th Building, and go straight on that road. It’s on you left.

A: Turn right first, then turn left in front of the 70th Building, then go straight and it’s on the left.

B: That’s right.

A: Thank you very much.

B: You’re welcome.
2. **Listen and practice**

Listen and then practice the dialogue.

3. **Vocabulary**

Study the following vocabulary.

- Car park
- Library
- Hotel
- Computer Centre
- Department of Electronics
- Canteen
- Cultural Centre
- Faculty
- Building

4. **Language Focus**

**Expressions**

**Request for directions**

- Could you tell me where……………is ?
- How do I get to the…….?  
- Where is the…….please?

**Giving directions:**

- Go along this road/street.
- Walk
- Turn left
- Turn right

**How to respond to the questions**

- You’re welcome.
- Not at all.

**Prepositions**

- across the street
- in the middle of the street/block
- next to
- on the left/right
- between

5. **Pronunciation**

5.1 Listen and mark the stress.
5.2 Listen to the pronunciation again and repeat.

6. Speaking practice

6.1 Look at the following dialogue, and fill in the missing expressions.

A: Excuse me, ________ ________ near here?
B: Yes, ______ ________, then ________ in front of the hotel. ______ ________ that road. It’s ________ next to the AM/PM.

A: Thanks.
B: ______.

6.2 Practice the dialogue with your partner.

6.3 Look at the map on the previous page with your partner, ask each other for directions from the start to the following places.

a. the canteen
b. Faculty of Humanities and Social Sciences
c. the Hall
d. The Demonstration School

7. Practice

7.1 Information – gap

Student A.
Use your map and ask for directions to the following places. Then give directions to the places Student B asks.

- Computer Centre
- the Science Centre
- the dormitory
- the car park

Student B.

Use your map and ask for directions to the following places. Then give directions to the places Student A asks.

- Building 8
- The Agriculture Building
- The Veterinarian Hospital
- Faculty of Management Science

7.2 Role-play

Role card A

You are a visitor from a secondary school in a country.
You want to know the places in the institute.
Ask how to go to the places inside the campus.

Role card B

You are a student here at the institute.
A group of visitors from a secondary school in a country come for a visit. Give directions how to go to the interesting places Inside the campus.
APPENDIX C  Statistic Formulas of mean, standard deviation and t-test

Dependent

Statistic Formulas of mean, standard deviation and t-test Dependent Mean

\[ \bar{X} = \frac{\sum X}{N} \]

Standard Deviation

\[ S = \sqrt{\frac{\sum (X-\bar{X})^2}{n-1}} \]

t-test for Dependent sample

\[ t = \frac{\sum D}{\sqrt{\frac{n\sum D^2 - (\sum D)^2}{n-1}}} \]

\[ df = n - 1 \]

D = Differences between scores of each pair

N = the number of pairs

SPSS version 10.01
Student diaries

Note: Week 1 – 10 means Week 3 – 12 in Table 3.2 in CHAPTER 3

Participant H1
July 1, 02, Week 1
I took the Speaking Test. First of all to start this course. I felt a bit stressful because this was the first time for me to do this kind of test. My partner and I went together into the Lab. We were asked to talk together in English according to the instructions given. I read the instructions on the worksheet about how to ask directions. I couldn’t understand well about the directions. I tried to solve problem by opening the conversation and get the task done. We started speaking English according to the given tasks. I stammered at first. Then we tried to practice speaking English again until it sounded better to finish the tasks. Then we did the recording of short conversation. I promised myself to try to practise speaking more next time. I learned good impressions of the phrase ‘communication break down’ today. I was satisfied with the new arrangement of classroom environment in this course.

All of us were asked to break into groups of four. Then I tried to read and understand the instructions in the worksheet. Then I looked at my pair and started the talking. We rehearsed several times until we felt that we could speak a bit fluently. Though I felt I still stammered when talking, I tried again. Now I felt I could do it and I asked my pair to change the script and both of us tried to practice speaking again. This time it sound better. I felt I had fun talking in this way.

July 8, 02, Week 2
This week all of us had to change the group. We were a bit surprised, but the teacher told us the reason for a better learning, so nobody resisted. Fortunately, I was in the group of my close friends. I had a lot of fun. As soon as the teacher gave us the worksheets, we read them and started the talking. We had conversation and spoke out freely as soon as the teacher gave us the worksheets. First, I had a bit trouble speaking English with Dum; he seemed nervous, but later it was better. Dum and I rarely looked at each other because both of us were afraid that we might laugh. I was afraid that I wouldn’t speak the right thing on the tape. Fortunately, the teacher told us not to be anxious, relaxed, then I could make it, speak comfortably. The /r/ sound was corrected.

I felt I made some mistakes in pronunciation when talking. I was very excited in studying this speaking course, and I thought I must practice speaking more. This class is very new to me, and the teacher encouraged us that we could do it if we tried.
July 15, 02, Week 3
This week I had a lot of fun in studying this course. Four of us came to class early. When the class began, four of us looked at each other while practicing speaking English, we couldn’t help laughing. I don’t know why?. Maybe it looked strange for us to communicate in English among Thai students. But everyone in class had a cheerful feeling, laughed out loud. Everybody seemed to speak fluently, no worries, no nervous and no shyness! It was GREAT!! I really enjoyed doing the ‘Giving direction in a Building’ today. My partner and I sat back to back and spoke English as if we were native speakers. No anxious of making mistakes, particularly when the teacher gave us the worksheets, read it and looked at our pair, then speak out freely without fear. Amazing!! How dare I acted like that? I wish I could speak English like what I was doing now!! I needed more practice outside class. I’ll try practicing harder. Sometimes I stressed incorrectly so my teacher helped me how to pronounce it.

The same problem occurred – some students came late and a few were absent. There were only 3 people today because one member did not come. We could solve this problem. It was very funny because my pair made some mistakes about giving directions in the building. Instead of saying ‘Turn right’, he said ‘Turn left’ and I argued that I couldn’t do it because it was at the end of the corridor. It was such fun talking today.

At the end of the class today, the teacher mentioned problems occurred and I summarized my own what happened such as, some students were late or did not come on time. The teacher also talked to us that we could understand faster what to do and did the practice as – fast immediate response in talking. That was great to hear comments like this! I had never heard this kind of things in any classes I learned. Thank you, teacher!

July 22, 02, Week 4
Today it was not good at all. A member of our group didn’t come. This meant there was not the right pair. The topic today was so wonderful. What a pity Nitiporn was absent! The content was more complexed and more difficult. I really enjoyed speaking English with Dew, though he sometimes get confused with directions. He did a good job anyway. His accent in speaking English was so good, I loved to hear it.

As a whole, I think I had more confidence in speaking English; I was aware of my pronunciation, tried to understand the instructions in the worksheet, and was able to make immediate respond to pair. This was so great for me! Surprised!!

I felt I really enjoyed studying this class. I could have a chance to speak English more – more than the other classes. I felt I would be able to improve my speaking ability though I had to get rid of my incorrect pronunciation. But I felt I could speak to my friend in English! How nice to produce that language fluently?? But I could!
I really enjoyed working in pair with Dew, though sometimes he got confused with directions. He did a good job anyway. His accent was so good, I loved to hear it as being good example for me.

**July 29, 02, Week 5**
I’m so glad that everybody in my group came. I really enjoyed speaking English on the phone. I think I could respond to the telephone conversation well. I really enjoyed studying this course because I had a chance to speak English. The topic today was more complex and more difficult. It is ‘Fixing an appointment, more expressions to learn, more sentence patterns to be applied. The teacher explained so clearly what we were going to do. I feel relaxed and have more confident in practicing speaking. Some of my friends in class got stunned, didn’t understand what to do, we tried to solve problems, finally, we could make it out! This was the first time for us to do the Self-assessment form. Why?

**August 5, 02, Week 6**
I had to pay more attention because the topic was more difficult. The dialogue was too long! How could I make it? - Worried?? I feel the language used looked more formal. First I felt nervous and confused, but later I could make it. This time I spent more time to manage things before starting talking.

**August 12, 02, Week 7**
I was sick today so I rarely speak. The activities today were so wonderful. We practise speaking English, enjoyed practicing stress and intonation as usual. I felt I was able to speak English more confidently and more fluently. We had so much fun when the teacher made conversation with all of us by asking various kinds of questions and we were very eager to join this activity. I wish I had this particular activity again!! I really enjoyed studying ‘Sharing ideas’. It seemed I had a chance in speaking in the authentic situations. I really enjoyed the Information gap and Role – play.

**August 19, 02, Week 8**
Everything seemed to flow, everybody in class had so cheerful feeling, laughed out loud. The Information – gap and Role – play were really more enjoyable than last week. Everybody seemed speaking fluently, no worried, no nervous, no shyness or reluctant when speaking. All the pairs seemed to get together well. Dew laughed again, why? Today I felt more confident, no shyness. This might be I had more chance to practice speaking English with the 2 activities and talk in a small group like this.

**August 26, 02, Week 9**
I’m so happy today because four of us were here. We enjoyed practicing speaking by using the Information – gap and Role – play. Dum acted as if he were the Chair of the meeting and spoke in that type of manner. Dew looked at
the worksheet and started the conversation without delay. Wow! So much confident!!

*Sept. 2, 02, Week 10*
Today I think I did a good job. I felt more confident when starting speaking. We felt we were in the real situation in determining to choose a person for a job. I think Dew produced his so excellent accent today; smooth and fluent. Some students were worried that they might forget what they were going to say so they kept looking at the worksheet. It seemed not natural. However, the teacher gave us feedback about our speaking. I was very proud to study this class. I wish I had this kind of class again. Thanks to the teacher.

**Participant H2**
*July 1, 02, Week 1*
I feel so good that I had a chance to take the Speaking Test. I feel very proud to be able to speak English even though I could speak very little. I made a lot of mistakes while speaking; problems with grammar, vocabulary and tenses. I didn’t know how to build up sentences. Therefore I was afraid of speaking in front of my friends. Today it was very good because I learned more vocabulary, to know how to write a diary. Actually I hated writing it. I think it’s a waste of time. But later it seemed to me that I could know what I did in class, and I could improve my speaking English. I stammered today while talking to my friend, but the atmosphere in class is different. Everybody smiled and had a lot of fun. It was so different from the former classes I studied. I noticed some of my friends speak English fluently… how can I do it? Today we sat in groups. I wish I were with my close friends. Anyway I felt OK to be with some other friends, and I learned new vocabulary ‘communication break down’ great! Some friends didn’t come today so some groups have only 3 members instead of four. I agreed with the teacher about the punctuality. What a nuisance!! Today the atmosphere was so excellent. I can adapt myself with the other three in the group no problem! We asked about directions today. I feel I can give directions a bit but I feel I stammered, pronounce the sound wrongly, not fluent at all. I feel this type of studying is challenging. It seemed I have known how to develop my speaking. I had a chance in asking and answering about direction with Tingly. He can speak English quite fluently. Sometimes I didn’t understand what he said. I hope if I practice speaking more often, I might be able to speak in a good manner.

*July 8, 02, Week 2*
What a nuisance to work only three of us!! I felt annoyed with friends who often cut class. This is the real problem. The atmosphere is still excellent. We practiced making conversation about giving directions in a building.

Since I was afraid that I might make mistakes when speaking, I practiced speaking English from the given worksheet before coming to class.
**July 15, 02, Week 3**
I still made some mistakes, particularly how to stress. I felt so bad today because I couldn’t produce the language correctly by using the rolecard. I couldn’t speak at all. I was so puzzled! I didn’t know how and when to start. I felt so confused and worried today. Today I felt more confident because the teacher taught how to give directions in an Institute. It might be inside my campus so I could give directions well. I really enjoyed the activity today because all of us stood up and walked around the class asking directions. No one used Thai, English only! A lot of fun!! We enjoyed talking in English. This might be we felt we had something to ask. Though not fluent, we had conversation in English and understood what we said, did the Self-assessment to assess myself. If was quite confusing because I had never done this kind of things before. Today the teacher told us that we did better jobs, had more confidence, not shy to speak English, don’t be afraid to make mistakes, be more cooperative, pay more attention and be more careful in pronunciation. I felt I dare speak English with my friends in class without being afraid of being laughed at. I had never felt like this before. The activity helped me a lot. I know what to say. This is great for me.

**July 22, 02, Week 4**
The new topic today. Again I could follow the worksheet. Without it I felt unsure, it was quite difficult. Today it was a bit serious because some students behaved improperly. The seat arrangement was excellent today; everybody helped each other. To lay I didn’t do well with the tape recording; twisted tongue, made mistakes, so we redo it again. The members in the group were willing to produce the best job, so no moody, smiled. Sometimes Tingly talked so loud I couldn’t hear the others. Anyway it was fun – more fun.

After attending this class for a few weeks, my confidence in speaking English gradually increased, particularly in the Information – gap. We had a lot of fun engaging in the two activities. It seemed everyone forgot that we had to attend this class for only three hours (only 150 minutes) until the teacher said the time was over!! How come!!

**July 29, 02, Week 5**
I learned how to put stress on the correct syllable. I’m very glad today because I could fill in the gaps with expressions in the speaking practice before practicing with my pair. First I felt very worried with the intonation of the sentences in the dialogue. Later my partner and I helped each other how to produce it, then engaged into the situation of the dialogue. I felt certain with how to pronounce ‘messages,’ ‘manager’, and ‘company’, and I could pronounce them correctly. Great! I also learned how to pronounce ‘accurately’ and I could use it correctly because the teacher taught us how to do it. We did the Self-assessment again. I am still uncertain to do it. I had to read the statements carefully and determined whether to what extent I think I agree or disagree with those statements. It is so wonderful today. I was so surprised! Everything seemed easy for me. I
understand everything the teacher said. I didn’t feel bored like the other day. This might be because I prepared myself well before coming to class. I felt more and more confident when speaking English or dealing with the conversation. I really enjoyed talking the dialogue with my pair - Wannapa. We got along well and enjoyed talking without looking at the worksheet. It worked quite well, and both of us felt so proud that we could do it. I found out that if I spent some time on practicing speaking English. I could do well.

August 5, 02, Week 6
Today I did the Information- gap and Role- play with talking on the phone. I read the instruction what to do and started practicing with my pair. It was fun and we smiled if we did some mistakes, but we could help each other correcting some expressions. I felt still couldn’t speak fluently though I understood the instructions. One thing I felt very happy was I could get along well with speaking with Wannapa. It’s opposite if I paired with Vissanu I didn’t know why. Anyway I felt I have developed my speaking English. I knew hot to use strategies in helping me carry on the conversation though it’s rather slow. But I know I have to try more and more. In this week I spoke English directly without writing the lines of the dialogues. I had never thought I could make it!!! But I did it successfully!!

August 12, 02, Week 7
My partner and I felt so proud that we could have conversation in English without looking at the worksheet after 6! This meant we had more time to practise speaking English, and I felt at erase when participating in the Information-gap and Role-play.

I felt happier today because the teacher reviewed what we had studied. I did the Self-assessment again to express my feeling how I felt with the speaking ability. I did agree that I felt more confident in speaking English with the use of Information-gap. This is because I was taught some vocabulary, expressions needed, and also had some time to practice before starting activities. When we started the real one, I felt relaxed and could speak without delay and didn’t feel shy in case I made some mistakes in pronunciation. This is the really new thing I’ve ever had. I was so glad that I could engage in ‘Question & Answer’ game the teacher asked the whole class. I answered it correctly! No mistakes at all! This activity seemed to make students alert all the time and we had to catch up with the questions. I made a little mistake I said, “My hobby is read a magazine.’ Instead of ‘My hobby is reading a magazine’. I think I need to review more about my basic grammar I always missed. The new topic is ‘Sharing ideas’. We had a chance to express ideas about one topic. We worked in group of four. It was superb to have a chance to talk like this. It looked real, seemed we were in real situation. I really loved this type of activity because I had a chance to speak as it was in reality, in real situations. I could use vocabulary and expression and
engaged in real situation. It really looked real. Everybody loved and enjoyed it a lot!

*August 19, 02, Week 8*

Today the teacher gave feedback to us. Most of us spoke English more confidently and in a much better manner. We were given rolecards. I really loved this type of activity because I could understand the instructions, know what to do. It seemed we could start talking without delay, no hesitation, didn’t feel afraid we might make mistakes in speaking English. Our group got along well and could engage in conversation successfully. The Information-gap activity today about the drama class was interesting. I felt I could express my ideas naturally as if I was sitting in the meeting or engaging conversation with my friends. I was very glad I brought with me my worksheet so I had no problems while talking. If I forgot the lines, I could glance at the worksheet. This helped my confidence in speaking though I rarely looked at it now. In the Role-play activity today, I could do a bit well, but still had a little nervous with the camera. But I felt quit sure I could make it well. I didn’t have to write the lines, I spoke directly as if I were in real situation. I have never thought I could make it!! I think this is one step I felt more confident in speaking English which is once the toughest job I scared. Now I have learned how to make it out. This might be we were taught how to practice our speaking English with the two activities. We had a lot of fun. Everybody laughed most of the time while practicing speaking. Some corrected their pair with the intonation, others tried to speak in a what so called ‘natural’ manner. Today is so successful in studying. I wish we had this type of lesson of the Listening and Speaking course.

*August 26, 02, Week 9*

The atmosphere in class was so wonderful. Everybody was active and felt like participating in the lesson. We did the Role-play about the meeting and discussion. It was very difficult because we had to think carefully. It was more advanced activity. First I felt terrible, couldn’t think what I should start with. I was so puzzled, not confident what to say. We had to help with the group who was who and what to discuss. “It is difficult I need to think in Thai” Problems arose today were: pronunciation. Some students were still made alien sounds because of their uncertainty in pronouncing. The intonation was the same. It seemed that if we felt unsure in the topic we were going to discuss, the rhythm, stress and intonation became ‘Thai’ accent. We practice in group first, then did the recording.

*Sept. 2, 02, Week 10*

Today it was quite difficult for me to do the Information-gap and Role-play. I felt not sure to engage in conversation, T thought I got stuck could not create anything to discuss with the group. I thought that thought I practice through the 2 communicative activities, I felt panic if the topics, vocabulary, expressions are new to me. At the same time I had to talk not only in pair, but in group of four. It
meant I had to understand the instruction carefully I still felt I had developed my speaking ability a bit, but I lacked confidence in having limited vocabulary because I rarely had a chance to use them frequently. I strongly agree that I could better speak English because of the Information-gap and Role-play. I do agree that without these two activities, I will never be able to develop my speaking ability. In my opinion, these two activities should be incorporated in other subjects. They will certainly help Thai students not shy in speaking the language. I’m so glad that I learned in this course. Thanks for letting me know how to do it.

**Participant H3**

*July 1, 02, Week 1*

The first time I knew I was going to take the Speaking Test, I felt very worried and stressed. While taking the test, I felt nervous though my pair is Wachansa, my close friend. I felt better because if I made some mistakes, I wouldn’t be shy because she’s my close friend. As soon as I saw the camera, I felt very worried again. Unfortunately the teacher created good atmosphere as friendly to me, so I felt relaxed. Then I was given a sheet with instructions and 5 mins to prepare. I could remember that in asking direction, I should start ‘Excuse me, where’s the…please? Then my pair and I realised that how and what we are going to talk.

Nervousness because less. The second task was about talking on the phone. Fortunately I remembered the expressions I used “Could I take a message? After that vocabulary and expressions flew to me. Great!! The last task was about the meeting, which hard to deal. From the Speaking Test, I realised that what we knew could be transferred. After completion of this course, I’d know I have been developed or not.

*July 8, 02, Week 2*

I came to class earlier today because I’d like to help arrange the chairs into groups. I also like this room because it is spacious and cool and it’s at the end of the corridor. Nobody walks past. It’s so good.

I really like studying in this new room because it is spacious, cool with air-conditioning, and it is at the end of the corridor, nobody walked past, it’s so good. Because of a great number of students (38), we had to discuss how to manage and arrange the classroom. We were divided into groups of four and each group arranged the tables and chairs themselves. So the seats in this class are different from other classes. It is very good for the speaking class. We could move the chairs to make discussions with other friends in other groups as well. I was very excited to start studying this course because the teacher told us the purpose of the course and also how to make good productions. We were taught how to ask and give directions today. We practiced by starting with “Excuse me……..” This way made me realise the fact that to speak politely I must start with “Excuse me” first. My reflection is I’m not accustomed to this style of teaching and learning. This is the first time we sat in groups. I believe that sitting
in groups may arouse me to develop my speaking English. Because we sat together, some friends in the group might be very good at speaking, I think I could learn from them and tried to speak English correctly.

*July 15, 02, Week 3*
We did the revision of what we learnt from last week. I talked to Sonthaya as my pair. It seemed I could speak English a bit fluently, better than last week. We were taught how to speak the dialogue more naturally. That was not to look at the worksheet all the time, but we had to look at our pairs while talking. This is true, I agree. When we talk to someone, we must look at their eyes to indicate that we are talking to them. I think I got this point and tried to do it. For the pronunciation, the /r/ and /l/ were discussed how to pronounce them, students practiced pronouncing them and they did well. My reflections is I learned how to pronounce the correct sounds in English /r/ and /l/ and I also learned tow to speak English naturally. I needed to learn how to make the eye-contact while talking to the other people. Today I felt I could go further step in developing my speaking English. Great!!

*July 22, 02, Week 4*
Everybody in our group is ready to study. I was very happy that we didn’t have any problems like some other groups which some were absent. I am very happy today to study how to give directions in a building. This function is very important when we graduated we must know and use these kinds of expressions fluently and accurately. The activity today needed 3 students working together: a guide and 2 visitors. We acted out as if we were in real situation. It was very amazing that we did such excellent job without stammering. It was so smooth we had never thought out. Moreover, we learned more useful expressions and essential vocabulary used in offices. I learned how to pronounce the correct stress on the vocabulary. Most of us in class always stressed on the wrong syllables. Teacher helped us with this. That’s great! My reflections is I really enjoyed this activity today because it was so interesting and exciting. We had a chance to talk to other friends from the group nearby. We could use new words which we must use them when we graduate and work. It really worked well today. We enjoyed the activity of practicing speaking English without knowing that the time was out. So fun and energetic all the time. Never thought of ‘boring”.So impressed !!! I wish we had this type of class more and more. Today my partner (M3) carried out the conversation successfully. Both of us were very satisfied with our speaking through both activities. We felt we relaxed, the talking was so smooth!

*July 29, 02, Week 5*
I was sick today so I couldn’t come to class. What apity! I heard that my friends did the Self-assessment. I was eager to do it. When I was better, I ‘m sure I’m going to see the teacher and asked him for this matter. Four of us came to class and today we started the new topic “Answering a phone call” We learned how to speak politely on the phone and did the tape recording. I learned how to start the
conversation as “Could/May I……….please? which is the polite way in addressing the requests. I learned more expressions how to respond, to answer the phone. The Role-play activity was interesting. I acted as a secretary and I paired with Sonthaya. I felt both of us made a flow on conversation more that we did at the very beginning. This might be we understand the situation well what we were going to do and we were not shy while speaking. This might be we felt we were not strangers anymore. I did the Self-assessment which I didn’t do it last time. There are a number of statements I had to read and understand before I checked in the grid according to my point of view. And I did it well.

My pair (L3) is rather quiet. She tried very hard and looked eager to participate in the activity. It seemed she was very satisfied with this special activity. I noticed her sparkling eyes and tried to fix everything in case some vocabulary were salient with we were discussing. Finally we could get through it perfectly!!

August 5, 02, Week 6
Today the topic is “Taking & Leaving messages”. I learned how to take a message if someone asked, and practice leaving a message. I learned the sentence patterns to be used. I also leaned stages in dealing with this topic. I worked out the exercise with my group, and I did it correctly. I did enjoyed filling in the Speaking Practice with expressions, and I did it excellently. All are correct. I felt proud to be the one who led the correct answer in the dialogue before practicing speaking. My reflections is today I strongly felt that I spoke English with high confidence. This might be because what I did in the dialogues was all correct. I felt so happy today! I have never had such feeling like this before. I couldn’t believe it, but I can do it really well, so natural. How happy I am! We continued working out the activity with the Information-gap. I felt relaxed and very confident in starting the activity. No worries, no threat, just relaxed, and practiced speaking with my pair without looking at the worksheet. The reason why I could do this because I had seen and practiced using these expressions and vocabulary before. Therefore, as soon as I saw them, I could act out using them fluently and correctly, also appropriately with the given situations.

- The Role-play activity is about taking & leaving a message. Sonthaya and I carried out the conversation successfully. Both of us were very satisfied with our speaking. We felt relaxed, the talking was so smooth.

My reflection is The Role-play I performed was so smooth, no problems with the sound or intonation, nor appropriate expressions. This might be because my pair and I had practiced performing it for many times. I felt I could use appropriate English when taking and leaving messages.

August 12, 02, Week 7
Today the topic is “Sharing ideas”. My friends and I had practiced how to share ideas during the meeting. We learned a lot of useful expressions to be used. Not only that, we had to know the pace in talking, who’s first, who’s next. I think it’s
quite difficult because this is the real new thing we are studying. I also learned many interesting vocabulary to be used such as: ‘I agree, I disagree, in my opinion, etc. My reflection is I had learned many new vocabulary and use them in real situation in the dialogue. This is another step I have learned. I have never known before that studying ‘Listening & Speaking’ course we must have strong background of grammar and vocabulary to be accompany with the functions of the language used. I felt I am very lucky to study this course. This is the type of subject I have been looking for!!! Thanks a lot!!

**August 19, 02, Week 8**

Today we did the Role-play of ‘Sharing ideas’ I had to think carefully what I was going to say to make the conversation flows and carried on well. I expressed my negative point which my pair Sonthaya responded appropriately and correctly. Both of us felt satisfied with our job. How wonderful it is to participate in this kind of activity. I strongly agreed with this activity to be used in the Speaking course. My reflection is I really loved the Role-play because I myself could build up phrases and expressions and I could use them correctly and appropriately; for example: ‘I think it’s boring,’ or I don’t like it at all’. I felt I could express my feeling freely according to the given situations. I felt I could engage in the genuine English conversation in classroom. So impressed and so proud to learn English!!

**August 26, 02, Week 9**

Today we were studying how to express opinions about the decision of buying things. I have never known before that in expressing opinions, we had to use ‘Adjectives’ to indicate that this thing is good or bad, suitable or not. This meant that ‘Parts of speech such as noun, verb, etc, are necessary for us to know and be able to use them accurately. We performed 2 activities of the Role-play today. The first activity was quite difficult. I had to spend some time to think and plan what I was going to say (The Information-gap). Finally Kannikar and I could get through it perfectly!! How wonderful to do this activity! We had to think of vocabulary to be used, spent some more time to discuss to make the conversation go through and got meaning across. Though Kannikar is quite quiet, she tried hard and eager to participate in this activity. It seemed she appreciated doing this type of activity. I noticed her sparkling eyes and tried to fix everything in case some vocabulary were salient with the topic we were discussing. The Role-play was the second activity today. After getting the rolecards, each of us read and tried to get what it was. Then we worked in group of three, so one member of us had to join with another group. This activity was quite challenging and difficult, more advanced. We had to think of specific vocabulary and expressions such as ‘spacious’ ‘marvellous’. The time was so limited so we were quite slow in recording the tape. But it’s OK. My reflection is I felt I wasn’t fluent today because of the time consuming. Everybody had to hurry speaking. Some spoke in a stammered manner. However, it was good in some way. In reality we do not
have more time to prepare before talking. This is good exercise for us to practice close to genuine situation.

**Sept. 2, 02, Week 10**
Today was about ‘Determining advantages & disadvantages’. The Information-gap activity was very advanced-difficult. We were given the worksheets with blank spaces. We needed to ask our pairs about the missing parts, and the conversation went on and on until we got the exact information we needed. So it took me quite sometime to note down some vocabulary I needed and also expressions as well. Because it was quite more advanced activity, I needed to write some words or phrases first, then start engaging with the conversation with Kannikar, my pair. My reflection is the activity increased with more difficulty, which is very good, in my opinion. We were able to improve and develop our speaking abilities with immediate responses due to the given situations. I do agree with this particular type of speaking activity that they work well in The Thai classroom. As one student in this class, I owe my teacher who allowed me to learn to speak English in this relaxed atmosphere and guided me the way to develop my speaking ability. Thank you so much!!

**Participant M1**

**July 1, 02, Week 1**
I got a diary from my teacher for noting down what I earned in class. We helped arrange the whole class into groups of four. The members in my group are: Pimonwan, Nitiporn, Uangnapha, and me. Discussing about when and how to start this lesson. Because very few students came today, it rained heavily too, so just quit the class and let’s start the next week. Great! Today was the beginning of the class. Unfortunately, one member didn’t come so the teacher put Suppakorn to be in place, much better. I paired with Pimonwan how to ask and give directions in a town. I felt it’s quite easy and after that we recorded in the tape. The we did the Role-play by walking around the class, ask the way to go according to the given places in the worksheet, which each of us receive differently. First I felt confused, but later I could work I out. Finally I came to Pimonwan again. I felt so-so, it’s quite easy to find your own pair.

**July 8, 02, Week 2**
The activity today was not easy as I expected. We had to find the appropriate connectors to join statements to complete the activity. The Role-play activity, I acted out as a secretary explaining where to go in the building. I felt hungry today so it seemed uncomfortable and felt dull. The teacher seemed serious today because some students cut class so the atmosphere seemed stressful.

**July 15, 02, Week 3**
Study the map and ask and give directions in the Mahachulalongkornraja-vidyalaya University, Nongkhai Campus. I felt relaxed today because it was the place I knew well. The letter of the places seemed so small I couldn’t read well. I
could use many phrases such as go along, walk along, go ahead etc. We engaged in conversation. I could answer well sometime, but in some cases I felt bored. But I agreed that I learned more vocabulary and expressions, and could participate in conversation.

July 22, 02, Week 4
Study talking on the phone. I could take a message and I could solve the problem. I could do the Information-gap well, and it seemed easy for me. The Role-play activity is fun, some students forgot their lines, so everybody laughed.

July 29, 02, Week 5
Today studying ‘Fixing an appointment’. I learned about the language focus of greetings, requests, suggestions. I practiced with my pair and then did the recording Today it seemed I spoke too fast. My partner couldn’t catch up with my words. So I had to repeat the same sentences. Spending time to practice a lot made me remember the lines, and I could speak more fluently. Today I studied ‘taking and leaving message. I read and try to understand the dialogue and produce the language. It seemed it’s too slow, then the time is too short for practice.

August 5, 02, Week 6
Today I acted as a secretary and tried to fix the appointment. The sentence is easy to pronounce, but it seemed a bit difficult because the members couldn’t agree. We didn’t know which sentence should come first. But finally we could solve it. As a whole, our group could go through without too much difficulty.

August 12, 02, Week 7
I paired with my partner, trying to use expressions like ‘I agree with’ ‘I disagree with…’ to express opinions, and it was fun to pair with my friend. Sometimes I had to add some more expressions like’ Pardon? Because I could hear or understand what my pair said. Or ‘shall we start again because it’s not clear’ etc…Today we felt we could speak English and used various kinds of expressions when we didn’t understand. I myself felt surprised why and how I could do it, it seemed the same as we were speaking Thai. And I am very glad today that we did the Information - gap and it worked well. Is it because I could practice with my friend many times that make me feel confident when speaking English???

August 26, 02, Week 8
Today I felt I couldn’t help laughing while pairing with my friend. This might be we practiced speaking with the same type of situation we did the week before. I felt familiared with the situations that made me produce English as if I were in real situation as we were attending the meeting and discuss about something. Great fun!! I haven’t realized that speaking English through this type of activity
makes me feel more real, confident, no shy, no feeling of losing face. It is really common while talking with friends in English. So strange!!

*August 26, 02, Week 9*
Today we performed the Role-play with how to express opinions. First I thought the teacher mixed up the worksheet because I didn’t understand what to do with it. Later our my pair and I tried to solve the problem by rereading it again. I looked around to observe what happened. The other groups looked the same. Finally, our group found out that we had to work in group of three because it is we had to discuss about one topic which one to buy. So I had to join with another group nearby. I really liked the way we could share with other group because I could talk and practice speaking English with other friends outside my group. This meant I could have a chance to hear various accents and I also could adapt myself to be ready to participate and engage in the real conversation. We had a lot of fun today. I noticed the other groups in class too. All of us looked happy, laughed while engaging in conversation. Of course some friends might make a little bit of mistakes but it seemed we were not so serious. We could correct ourselves, by our pair or other friends in the group. It was so much fun to have the activity like this. I wish we had these types of activities while studying the Listening & Speaking course!!!

*Sep, 2, 02, Week 10*
We had a chance to attend the meeting again. The topic is how to determine the advantages and disadvantages of 2 applicants to work in a company. This was the challenge in discussing by using English. Though we had some guidelines to help, but to engage in the meeting we had to try to find the best reason to express. It was such an excellent activity!! We had to use some other expressions we studied in the previous lessons without looking at the worksheet!! So strange I could remember and use them automatically and naturally. Again this is exactly so puzzled! But I did it and could do it well. The meeting went on so well!! Or this is the way we Thai students should use when learning to speak English? Thank you very much, my teacher.

*Participant M2*
*July 1, 02, Week 1*
Today is the first day of the lesson. I spoke stammerly, not fluent at all, both the pronunciation and accent. Sometimes I couldn’t follow the instructions, I then asked my friend nearby. After that I could participate with the other members in the group. I think I had to pay more attention to the lesson.

We got a worksheet and the teacher started the lessons. She taught us how and what to do including expressions we could use appropriately. This is so excellent because I’ll try to practice and bring in to use. Today felt shy and a little nervous because this was the first time in class that all of us had to speak English almost of the time. But I promised myself to be more confident in speaking English. I
think I’ll practice before coming to class. This means I might make some mistakes with my pronunciation. I don’t want to be laughed at in class. I’ll try.

July 8, 02, Week 2
Today I didn’t come to class because I was sick.

July 15, 02, Week 3
I was late today. We were divided into groups of 4. It was so interesting to sit in group like this. Then we were given some worksheet to study and practice. I still felt nervous because I was not confident at all in engaging in conversation. Some members in the group were able to express in English like Vissanu. It seemed he didn’t care whether it’s right or wrong as far as he could communicate with friends in English. I felt a bit nervous because we had to record what we spoke in conversation. I myself felt that I could join the other members in the group, and could continue the conversation well. I think I should try to practice speaking more than this.

July 22, 02, Week 4
Today Vissanu was absent so we had only 3 persons. What we did was share pair for practicing, but it was fun. We got some more new expressions to learn and practice with the given situations. They were very interesting to study. And we knew how to produce English with the assigned situation that we had never known before that we could do it. This made this class so interesting and we had never felt bored. We didn’t realize that the time was over because we still enjoyed speaking English several times with friends.

July 29, 02, Week 5
Today I enjoyed performing the Information-gap with how to give directions in the Institute very much. I paired with Vissanu and I felt that I could speak more fluently. I think it might be because we had learned and practiced vocabulary and expressions from the previous lessons. That’s why I felt so confident that I spoke English correctly. No grammatical mistakes, no stammer!! How come? I have never been like this before. But I still had some problems with the intonation and some stress. My teacher concluded what we did in this class in 5 items:

1) Students have developed their speaking abilities; they can speak English much better than before in terms of having more confidence in engaging in conversation.
2) Students learned more how to pronounce the sounds correctly.
3) Working in groups helps the members in solving problems such as if a friend made some mistakes in responding or engaging in conversation, the other members can help each other.
4) There is very good cooperation.
5) Students have learned how to study by using the communicative activities. They can understand the directions well and eager to engage in conversation.
**August 5, 02, Week 6**

I felt I could read the directions and understand much better what we were going to do. I could read the worksheet myself without asking the other members in the group. Today it was so funny. I enjoyed working with the group a lot. I paired with Supaporn today. She can speak English so well and clearly. I felt I could respond to her fluently and felt more confident in speaking English much more than the former classes. I didn’t know why and how I could do it, but I did it!! So surprised!!

It rained heavily today so some students didn’t come. For my group, we had no problems about this, so we were ready to start learning. Today I enjoyed doing the Role-play about how to answer the phone, how to leave the message, which I really love it. Dealing with talking on the phone in English is something very important in my opinion. Because we could learn how to speak correctly and appropriately. This is very difficult if we hadn’t practiced using expressions, we might not be able to communicate with other foreign people.

**August 12, 02, Week 7**

Again I was sick. I was so sorry. I missed the speaking class. I think I tried to make it up to catch up with my friends, but I’m not sure whether I could do it or not.

**August 19, 02, Week 8**

I paired with Supaporn again and I was really happy because I could learn how to speak, how to start the conversation, and her accent is so good. She is that sort of attention-getting person. In case I missed something, it meant we had to start over again, and tried to make our best. M1 really liked this style of learning, I could practice speaking with care attention in pronouncing, how to make the eye-contact not to look at the worksheet all the time. This way I could learn to practice speaking English more naturally. It seemed that we speak English as if forgot that we are Thai students.

**August 26, 02, Week 9**

Today I paired with Suparorn again and we had to record the tape too. We couldn’t finish with the recording within 15 minutes as the teacher told us because the other pair in the group was too slow. We didn’t have enough time to practice speaking before recording. This might be we spent too much time in initiating the dialogue, we were nervous again because this activity is more difficult. We had to think carefully before we started speaking. The feeling of fear was still with us when we confronted with new situations. Next class, I’ll try more and more to develop my speaking English to be much better than today.

This lesson is more difficult. We had to create the dialogues we were going to use in the conversation. I mean both activities: The Information-gap and Role-play. We were given only the situation. Then we had to think and discuss with
our pairs how and what we were going to say. We spent some time to finish them and after that we recorded.

One thing which was not good was some students forgot to bring their worksheet, so they had to share with some friends. It was awkward to study in this type of class.

**Sept. 2, 02, Week 10**

Today the topic is very interesting. It’s about ‘Sharing ideas’. We mixed up the pairs with different groups. It was so wonderful to engage in conversation with other friends from other groups. I had a chance to speak English with different friends, whom each of them spoke naturally like all of us forgot we are Thai. Vissanu seemed not to hesitate to start the conversation, but sometimes it was confusing. The other friends spoke more fluently and naturally. I myself could do the same, more confident, I think I could speak with more appropriate accent. This lesson was very good because we could be able to express our opinions as we thought. It looked more natural and fluent.

Today I felt a bit confused because I couldn’t come to class twice.

-Luckily Supaporn helped me a lot to try to finish the dialogue.- I felt a little excited because I had a very limited time and I had to prepare myself with my role and tried not to miss anything when carrying out the conversation.

Finally I did it!! I talked to Supaporn about the sharing ideas to recruit people to work in a company. I could speak naturally and appropriately. The lines are quite ling this time and the vocabulary is quite long and new to me. I could do it satisfactorily. But Supaporn did it so superbly. She speaks so naturally, as if both of us were discussing in the real situation. In conclusion, we could learn how to speak English and how we could make eye-contact while speaking, so it looked more natural and fluent.

**Participant M3**

*July 1, 02, Week 1*

As soon as I was told how to study this course, I accepted that I felt worried, nervous, and afraid. Because my background of Listening & Speaking English is exactly poor. I always feel shy to speak English in front of class. I fear that my friends might laugh at me because I am so weak in pronunciation, stress, and also my speaking is broken English all the time. So I have no confidence at all to speak though my major subject is English. I work part time in a small restaurant, so I know that speaking English is very important, particularly the customers are from various countries all over the world. This means their accent is very difficult to understand. I tried to study and learned some vocabulary and expressions to be used at work. But in the very real situations, I couldn’t do it well because I had a very limited expressions to use. I, therefore, tried hard to
solve my problem, and I’ll do my best to develop my speaking abilities in English for my work and my future career.

I was very impressed with the Speaking Test the teacher gave us a try. I’ve never had this kind of test before, so it was really NEW to all of us. We were very excited and at the same time, I felt scared that I might not be able to do it well. How to test the learners’ speaking performance is very difficult to deal with. The tester must be ready to engage in conversation with the partner or anybody. It was so authentic that we’ve never done it before. Let’s imagine that the speaker must understand what they were discussing, and he or she must respond to questions correctly. It’s impossible to prepare the dialogues before hand. This means we must have not only good knowledge in grammar and vocabulary, but also whatever the situations might be. I myself had a terrible failure in this test because I couldn’t understand directions what I should do with my pair or even in group. While doing the task given, I tried to listen to my pair what she said. I tried very hard to respond to her talking, but I knew I couldn’t do it well. The other friends in the group did so successfully and smoothly. This was because they understood the directions well and knew what to do and how to engage in conversation. From this event, I felt nervous and shy, worried. It seemed that I was dumb and I was afraid that I might drag my other friends in the group behind. When I went back home, I tried to think why I acted like that? Why I couldn’t engage in conversation in English? Why I couldn’t respond in English? Then I concluded that, firstly, I couldn’t understand the directions. This meant I have problems in reading!! Secondly, I couldn’t speak out and didn’t know what to speak?? I must try harder and join the conversation with my friends. Try to practice speaking English in various kinds of situations.

July 8, 02, Week 2
(Actual Performance)
The classroom atmosphere today was much, much better. Everybody looked fresh and lively. The teacher reviewed the former lesson how to give directions. We were rearranged the groups again, I don’t know why? The real reason was everybody could have the chance to practice speaking English comfortably. After we got the worksheet, four of us talked and had conversation without worrying about mistakes. We recorded in the tape and we were videotaped as well. First we felt strange that somebody videotaped us, later we didn’t pay attention to it because we enjoyed speaking English with the activities given including The Information-gap and Role-play.

- I felt I could speak more fluently but not much. Something still annoyed me. I tried to correct myself with my mistress and intonation. Sometimes I still speak English in Thai accent so I need improve it. For example, /r/ I always pronounced as /l/ which is wrong, so I must be very careful next time.

July 15, 02, Week 3
I started stammering again while speaking with my pair in the Information-gap.
I think that this class was much better in that all of us in class had more opportunities in practicing speaking English. It is real speaking English because almost of the time we worked out in group of 4 and we were given some worksheet and we worked in pair. I felt afraid that I might make mistakes in speaking such as miss-pronunciation, stress, etc. In my opinion, we should be able to use various kinds of expressions, vocabulary and change some patterns of sentences in speaking. I wish the teacher should simulate some situations and let students think and let them familiarize the expressions they were going to use. The topic ‘Giving directions’. We learned some vocabulary and expressions about how to give directions and study the map. My friends in the group worked well, but they still looked at the worksheet because they felt afraid that they say something differently. Another problem was everybody spoke out loud with his pairs. This sometimes made me lose my concentration and couldn’t carry on my conversation well enough. Finally everybody in the class seemed more confident in speaking English, more and more than ever before. This was so fantastic in my opinion!! So great!!

July 22, 02, Week 4
In managing classroom, there were some problems: some students were absent, others were late. Therefore it was a bit difficult in organizing the class. But the teacher could solve it, Great! Today we studied how to give directions in a building. The expressions and vocabulary are more complex and difficult. But everybody in the class paid more attention because were anxious to know what the teacher are going to tell us to do. The members in my group did have problems with some pronunciation, but we tried practicing more. We adapted some words which are new to us and practice before starting talking in the dialogue. Most vocabulary which students had problems in pronouncing are: personnel, manager, etc. I tried to produce the correct sentences and expressions because I think it might make misunderstanding. Some friends in my group made contribution by helping others with correct accent and pronunciation. I think this is so excellent because it made us feel more safe, no shy, no embarrassment. We felt that we should help each other and it worked out well. All of us in the group enjoyed practicing speaking English through the activities. Also we tried to speak in the way as natural as possible. The activities the teacher gave us were so superb!! Although we used to study The Listening & Speaking course with the foreign teachers, we have never had such kind of opportunity like these before. Everybody in this class has equal chance in practicing speaking English. We didn’t have time to hide ourselves at the back of the class. We haven’t noticed ourselves that we could speak English with friends without shyness, nervousness. Sometime out of class, we greeted our friends in English, even not think that we might make some mistakes. We felt that we could communicate in English though sometimes it was not in complete sentences. But we could understand each other. Is this real English they use? We could be able to speak with some parts of the whole sentences?? I appreciated my teacher’s help so much. It is my real feelings with the teacher of this course. I wish I could
study with this type of the teacher in this Institute!! I reviewed what I study from this course every evening because I think that I can use them in the future for sure. So I’d rather prepare myself before the time comes.

July 29, 02, Week 5
Today the lesson was more difficult. But later after studying the directions, everybody in the group could engage well in conversation. Some pronunciation and stammer were with some of us. It seemed interrupted and unnatural. All students paid more attention and had a lot of fun with the speaking activities. This made the atmosphere in classroom was more interesting and not boring. The most interesting thing today was the teacher gave us some feedback what we did and performed:

‘Students felt more confident in speaking English.’
‘Students were more careful in pronunciation.’
‘There were more cooperative in working in the group.’
‘Friends knew how to help other.’
‘Students had more concentration in practicing speaking English.’

The most outstanding thing today was students were able to read directions and understood rapidly as soon as the teacher gave them the worksheet of the Role-play. Students knew how to locate the role of the members in the group, and we felt that we could develop our abilities in how to carry out the task successfully and correctly.

August 5, 02, Week 6
We still had problems with some friends who cut class, which affected some groups. I was so glad that one member of our group helped us correct our mistress and intonation. This made some friends felt more confident and could speak louder than usual because she felt that she could do it. Happy for her!! “May I help you?”, an example of using intonation wrongly for Thai students. We use Thai accent to pronounce this expressions. One of my friend in the group showed us how to say it. We had to make the sound go up. Thanks for her. The teacher tried to introduce and how to produce some problem sounds and let students practice. I felt that today the teacher seemed to rush, gave us very limited time to work out the activities. Therefore we couldn’t do well because we felt worried with the time assigned. Finally, the teacher gave some feedback what we performed today and offered some suggestions what should do next time.

August 12, 02, Week 7
It rained heavily so some friends came late, so we had to wait a little while. The topic is’ Fixing an appointment.’ I felt this topic is very useful because it is very important to make an appointment with customers or other people. The model dialogue was rather long, so when we started talking through the Information-gap, we were still not sure that we could talk on the phone and made correct statements. The conversation through the activity was unnatural because we felt worried with long sentences to respond. Some lines we didn’t understand so we
had to discuss what we should say. The teacher acted by explaining more about the situation given. We also learned more how to address, the name of the Western people; Mr. Ms, Mrs, etc. I felt the members of my group worked out well, much better than before. If we had more time to practice with these activities, I am sure we could do it well. No wonder.

August 19, 02, Week 8
I had a lot of fun with the new topic of the lesson today, “Taking and leaving messages.” Though the model dialogue is rather long and the content is more difficult, I felt I could produce English fluently. This might be because I felt familiar with expressions and vocabulary that I had learned and I could use them appropriately. But I still had some problems with stress and intonations on new items, but I’ll try to practice my stress and intonation again and again.

August 26, 02, Week 9
We studied the same topic from the last class. We were given the worksheet with the Information-gap first. The conversation was long but everybody in the whole class could do it well. This lesson the teacher started chattering with the whole class. I was terrified because the teacher asked me first, but I could respond to her naturally with a bit stammer. I knew that it’s common if we engage in conversation without preparing before hand. I think I had developed my ability in thinking rapidly, responding to questions rapidly and naturally. Still I had problem with some sounds to pronounce. How can I get rid of this thing?? Other friends in the class could do better as well. Particularly in my group, Wachansha, she could speak English and respond rapidly without looking at the worksheet. She is the one who always helped us in the group while performing the activity. For the Role-play, I felt our group members could do well. We helped each other prepare the lines before start practicing before recording the tape. Today I felt very happy because everybody in the group spoke English as if we were not Thai students. We spoke with confidence, much better accent and much more natural.

Sept. 2, 02, Week 10
We did the Self-assessment and discussed a little bit about the assessment form. The topic was ‘Sharing ideas.’ Just look at the model dialogue, I felt more difficult because it was long and long in my opinion. But when I read the directions I learned that we had to work out the activity in bigger group, not in pair or three people. How come hat was so interesting and exciting because all of us in the group had a chance to share opinions as if we were in real situation. We had to learn how and when to speak. We had to learn about the pace and waited until it was your time to engage in the conversation. How wonderful to do this Role-play!! I felt I was so impressed with this activity because I had a real chance to participate and engage in the dialogue. We had so wonderful time, more fruitful than we studied with the native speakers. I think the main point in this course was that students must have the opportunity to speak as much as possible in order to be familiarize with expressions and vocabulary they are
going to use. Certainly the Information-gap and Role-play helped us a lot. We were not shy anymore in speaking English and had confidence in speaking English with the foreign teachers though sometimes a little bit mistakes appeared but we could continue the conversation with them. I felt uneasy today because I had 2 classes in a row this morning, so I felt tired. But I couldn’t miss this particular class because it was the special class that I really need. I felt attending this class was more advantages because the teacher was so well-planned. She prepared the lesson so wonderfully, the worksheet, the activities, everything was ready to be used. She was so good-disciplined. I wish I could be like her just a bit, I would feel satisfied. In this lesson I felt I had developed my ability, that is ‘listening skill’. I noticed myself that I could understand every word the teacher said in English When she explained or discussed something with all of us. In engaging in conversation without preparation, I had a little stammer but I think this is natural?? I’m not sure. Today I tried not to look at the worksheet and tried to make up my own sentences to respond. My friends in the same group did the same. We tried to speak in a natural way. We made eye-contact while talking and sharing ideas. It was so wonderful to perform this types of activities. They really help me in developing my English speaking.

Today we learned how to express opinions among 4 people. The Role-play activity was very interesting, but I think it was more advanced. I hardly understand the directions and the teacher urged us to hurry in recording the tape. I had to ask my friends in the group many times before starting speaking according to the given roles.

I felt I couldn’t do it as well as I thought today. This activity emphasized in expressing opinions. We had to think carefully and build up expressions and lines of the dialogues. Finally we could work it out though I felt less satisfied today. But I’ll try hard again to do it better next time. It might be some new and advanced vocabulary that I had just learnt so I felt not sure in using them.

I felt very happy today. Everybody in the whole class could speak English much better, taking risk in pronouncing some alien vocabulary they had never met before. I observed there was very little hesitation in their speaking today. I felt I could understand anything spoken in the class. The last topic was very difficult, long and we had to think carefully before creating the lines to participate in the conversation. Everybody tried not to look at the worksheet. The Information-gap was very difficult today as well as the Role-play. We had to discuss the given situation before starting the conversation. I still had some worried about the missing stress and intonation.

I would really like to speak English fluently and more naturally by making the eye-contact, gestures, tried to communicate with the other members. We did the Self-assessment which is the last time for the whole class. I missed this type of class that made me able to take risk in speaking English without worrying too
much about the mistakes that might occur. Thank you for the teacher in presenting the Information-gap and the Role-play for us to have a good opportunity to practice speaking English.

**Participant L1**

*July 1, 02, Week 1*

We were asked to sit in a group of four as we liked. I sat with my close friends. Then the teacher taught us the first lesson about how to give directions in a town. I could learn new vocabulary, expressions. Then the teacher gave us some worksheets to work out in pair. I didn’t understand clearly first thing as well as the others in class. But we tried reading the instructions in the worksheets. What a shame! I didn’t know what to say. We looked at each other! Then we tried to talk in English. I was afraid that I would make mistakes with pronunciation and didn’t know when to speak. I was also worried about the lines I was going to say. However, my pair and I could pass the first day clumsily!! I’ll try again.

*July 8, 02, Week 2*

Today we were divided into group of four. I felt nervous because all of my friends in the group are very good at English. They can speak English much better than me. What shall I do?? I don’t want to drag my group behind. I promised myself that I’ll try harder by reading and practicing speaking English with the worksheet I got before I came to class. I know that I am not in good group because I always spoke with broken English all the time. I tried hard to produce and listen to the other friends in the group, how they pronounce words and also the sentences in responding to questions. We had to work in pairs. After reading directions, we took turn in asking and answering questions according to the given situations. I paired with Dew, who helped me a lot in engaging in conversation. I think pairing with the good student helps a lot. She can correct some mistakes if I pronounced something differently. I think she’s unfortunate because she worked with weak student like me.

The first week we had to work in a group of four, we were given directions to act out the Role-play. It seemed some of us got confused, especially me. I didn’t understand my role so I felt uncertain what to say and when to engage myself in the conversation! In working out the Role-play with the whole class, it was so terrific!! Why? Because we didn’t look at the worksheet. It seemed we spoke English in the real world. We walked around asking the way to go and tried to find the one who could answer me. It took time, but it’s worth because we felt relaxed while acting like that. Though some of us did it stammerly, not fluent at all, but our friends tried to help. It was such fun activity and felt in reality, not pretending! Today no sleep, no boring!! Everybody in class talked, discussed what to say and what to do most of the time. No time to switch out of class thinking of the next concert to come to Nongkhai. I haven’t been like this before?? So strange?
July 15, 02, Week 3
We did the speaking activity with asking and giving directions in the building. I had to learn more vocabulary about the rooms in the building. I could talk a little bit, and I had got some good advice from my friends. Thanks a lot. I was lucky to pair with good student. I felt very happy today that we worked in group of 4. I could do it so smoothly. Now I won’t be the dumb any more!!

July 22, 02, Week 4
I did the Self-assessment form to assess myself how much I could speak English. Why I could do that? The form is done easily because I just checked in the grids whether I agree or disagree. BUT the statements are not easy at all for me. I had to spend more time to read and think carefully before I marked them. Today we worked out talking on the phone. I think I could do much better. I tried to learn special expressions to be used. Then I spoke out though I had some problems with stress and intonation. So it was exactly strange! I spoke English with Thai accent! Oh! How can I improve my pronunciation? Sometimes a friend in the group came and asked me for some advice though I am the weakest in English in the group. Now I felt tried to practice speaking English by myself. I tried to remember what and how to pronounce expressions and patterns of English which we used them in the given situations. I think this week I could catch up with my friends.

July 29, 02, Week 5
Telephoning again, but it was more difficult. Now I could read and understand directions without asking for suggestions from the friends in the group. I could start acting out in the Information-gap activity, and I think I could do it well. But I didn’t like to work in pair with Dum. Whenever we worked together, there were some problems. When I started speaking Dum didn’t pay attention to what I said. He tried to ask me to say it again and again. First I felt frightened. I think that I made some mistakes or I spoke incorrectly. I started my role again, now he understood and responded as usual. I felt very happy to work in pair with Dew. Particularly with Pui, we could practice and acted out the activity and could record our task rapidly especially with the Information-gap.

August 5, 02, Week 6
Today we studied how to take and leave messages. It seemed not too difficult. I had good advisors so I could understand directions quickly. As soon as we got the worksheet, everybody read it, then start speaking according to the roles given. Today I felt I could do the pronunciation much better and I felt I could speak English in an immediate situations as if I were in authentic situations. I felt very proud of myself today. I could speak English with my confidence. So surprised!!

August 12, 02, Week 7
Today I learned some new expressions and vocabulary such as:
‘What do you think of…………………?"
‘In my opinion, I think it’s…………….?
‘And what about you? etc.
We were given the worksheets again and we did the Information-gap. We in the
group assigned to work in pairs working out how to share ideas about something.
We work in group of four and engaging in conversation about this topic was so
exciting but smoothly. I made mistakes with stresses in some words so it seemed
I stammered a little bit. The way in producing the sentences was not fluent
because I was worried about the stress on the correct stress syllables.

August 19, 02, Week 8
Today the topic was very interesting. It’s about How to express ideas to buy
things for the office. Some more special expressions were introduced to practice
today. For example;
‘We plan to ……………’
‘Personally, I think I prefer……………’
‘I agree with…………’ Etc.
I felt I could use these expressions quite fluently after I had practiced in pairs
with my friends in The Information-gap activity. I felt much more confident
today because I could engage in conversation without looking at the worksheet or
worried about making mistakes while speaking. One thing I had to be more
careful was I still made mistakes with the stress sounds on the stressed syllables.
I think I need to practice pronouncing particular vocabulary and also some useful
expressions more and must try not to miss them again.

August 26, 02, Week 9
Today was about ‘Determining advantages and disadvantages’ I had a good
chance to practice using expressions how to express opinions about people. I
learned more vocabulary including more sentence patterns. I haven’t ever learned
these kinds of patterns before. A lot of expressions such as: ‘I think we should
hire……………….’ This is the way to express ideas who’s the best and appropriate
to be chosen. This lesson was rather difficult. The sentences are quite long. I had
to spend more time to practice with friends in artificial situations, but I felt I was
certain to speak out. Because I practiced in the Information-gap first, then when
the Role-play comes, my friends and I felt more confident in producing the
language.

Sept. 2, 02, Week 10
Because the sentences are quite long, we tried to use eye-contact, no looking at
the worksheet. Unfortunately, I had to glance at the worksheet sometime because
the sentences are quite long. In this activity, it was excellent in terms of we could
help ourselves by reading directions carefully, then we could use our own ideas
more. My stress was much better. Because I was careful when pronouncing and
speaking in the group. As a whole I think the Information-gap helps me most.
Because I could learn more vocabulary. Then I was familiar with those then I
could use them fluently and appropriately. Thanks the teacher to let us know how interesting the Listening & Speaking was so interesting, no boring at all!!!

Participant L2

July 1, 02, Week 1

Today I took a Speaking Test in the Lab Room. I entered the room where my teacher was waiting for me. I paired with Jaa. As soon as we sat, the teacher gave us a worksheet and gave us some time to read and understand what the directions were told. I tried my best, but I couldn’t respond to questions my pair asked. It seemed we talked about different stories in the first task. In the second task, I could understand and knew what to do and what to say, so I could engage in conversation with my friend. In the last task, it was so terrible because 4 of us worked together and it seemed we spoke differently in different directions. I accepted that I could hardly understand what to do and to say, so sometimes I felt like a dumb. The test today didn’t affect to my study. It was tested just to know in the first place how well the learners could speak English well. The teacher is very kind and she was not angry at all when some students didn’t answer or respond to the partner’s questions. I wish I like to study with this type of classroom because I had a chance to practice my speaking English. It was really NEW to us and it was very exciting as well. In conclusion, There was a lot of fun. I had a chance to evaluate my speaking ability though I knew that I am weak in English when coming to the other friends in class.

The teacher gave us notebooks for writing diaries. We were arranged into groups of four and learned how to talk in English according to the given worksheets. I was surprised that I could speak English in a better manner. I did not feel terrified to speak English in class. So surprised! I could do it! I had fun talking in English today!

July 8, 02, Week 2

Today I learned how to give directions on campus. As soon as the teacher gave us the worksheets, it looked familiar to me – the names of places, buildings, etc. I felt confident to have conversation in English. I was so impressed to learn some useful vocabulary and learn how to pronounce the correct stress. This made me gain more confidence in producing the language.

I felt very worried because my English speaking is very poor. I always made strange sounds with incorrect stress and intonation. But this class was arranged into small group- this might be good for me to speak to the whole class.

I felt I had a lot of fun to learn in this type of classroom. It was not stressful at all! The most important thing was that I had more confidence in speaking English in class!! What I think I had developed my own ability was: we could help one another in learning, have more confidence in speaking, pay more attention in
studying, understand and have a try to learn using new types of activities in practicing speaking. It was great to be in this class! I loved it!

July 15, 02, Week 3
Today I could practise pronouncing ‘I’ll’ and some more expressions. Pronunciation practice today made me more confident in participation in the activities. Particularly vocabulary in business field, I must practice more.

Once a performance was going on, some of my friends possessed it. I had no chance to speak English or join the conversation. What should I do?? I’m afraid that I might make my group slower because I need more time to prepare before I speak.

I felt I had no confidence a bit in producing the language today, but it was Correct! So surprised! The more I practised, the more I could speak naturally!! So glad to learn that I could speak English much better!

July 22, 02, Week 4
I came to class early today. So excited to study this course! I felt relaxed, no stress at all when speaking! It rained heavily, so I was late a bit, but it was Ok. I could attend class in time. Great!

July 29, 02, Week 5
I was glad today because I learned how to take and leave the message on the phone. I paired with Tingly so I was not trembling with fear of making mistakes. This is because he is such a kind person and easy-going. I was very glad today because the teacher helped me with how to put stress on the correct syllable and produced it. However, I must practice speaking more and develop my pronunciation.

Today, again I could fill in the dialogue faster! How come! I could do it! With the help of my friends. I was glad to study in this small group like this. Most importantly I learned I could speak English much better than before! So great!!

August 5, 02, Week 6
Today was the great day for me. When the teacher asked questions, I answered immediately! Surprised! I could talk to the teacher! I didn’t feel frightened any more. So naturally!

What I learned was if I wanted to be good at speaking I need to practice more and more! I myself need to learn by myself at home before coming to class. I did agree with this idea.

August 12, 02, Week 7
I really enjoyed studying ‘Sharing Ideas’, working in group of 4. It was great to
do this. We had a lot of fun. All practiced with confidence and enjoyed the activities a lot! I could express my opinion in English naturally. Surprised to be able to do this!

Today I again had a lot of fun. Though the dialogues were more advanced and I was worried that I might forget the lines when speaking. So I looked at the worksheet and tried to participate in the activities. This time it was rather unnatural because I looked at the script too often! The sentences are long too. It was fine for me today. I could do it.

**August 19, 02, Week 8**
A friend in the group was absent today, but we could make it out. I wrote the lines I was going to say with the help of my friends in the group. Then we practiced several times to make the conversation smooth.

I enjoyed both activities because they could help me be able to speak English with learning how to make eye-contact while engagement occurred. How wonderful I could engage in the conversation smoothly today!! Later entry – I had more confidence when having been trained and practiced with pronunciation of some particular expressions I need more time to practice before engaging in the activities.

I was glad today. I could use new vocabulary and expressions in expressing opinions. At least I could improve my speaking ability in a much better manner. Great!

**August 26, 02, Week 9**
Whole class activity today was very interesting! All were very happy! Laughter was heard all over the class! No Thai was heard, all spoke English so naturally! No one feared of making mistakes, though some broken English occurred. We corrected each other and laughed, but we could do it! I felt I had much more confident in speaking English. I didn’t feel afraid nor shy!

**Sept. 2, 02, Week 10**
I was very happy to speak English and express my opinion naturally. I didn’t feel tense any more and I really want to study in this type of class again.

**Participant L3**

**July 1, 02, Week 1**
Today I came to class to study how to speak English. We were told to sit in a group of four. Arranging to sit like this-in this class-was very interesting. Because I could practise speaking English with my friends in a small group. How nice!

My first impression when entering this class was very nervous because it is the Listening & Speaking course! This meant I had to speak English! I’m very poor
in this thing! Though I felt I couldn’t speak smoothly, I tried to notice my friends in the group and imitate them to pronounce correctly. I was very impressed with the teacher because she is nice teaching us the way to speak English. And I learned how to pronounce correctly, noticed the way the teacher spoke and tried to follow her. I felt a bit relaxed now and learned that speaking English was interesting and exciting to learn.

I learned how to give directions in a town with my pair in the group. I felt excited, stammered, forgot the lines in the script. I felt shy and I was afraid that I might make mistakes and speak English but other students won’t understand me. I was also nervous and had no confidence in speaking. However, having practised speaking for several times, I learned that I could speak English with correct information which made me feel confident.

I also learned new vocabulary and expressions such as ‘Excuse me, do you know how to go to the post office? I haven’t had a chance to speak English like what I did today. So great!

We practised how to pronounce /r/ and /l/ in order to make them different. I enjoyed speaking English with friends and I wish I could learn in this type of class that made me practise speaking. My feelings was that I was scared that I might drag the group behind. But I tried harder by asking for some suggestions how to respond to pair in the two activities. And I could do it well!!

July 8, 02, Week 2
Today several friends were absent. It was not good at all because we couldn’t work out the activities. Fortunately, everyone in my group came so we could continue the practice. That’s great!

I was very impressed with Sontaya. He suggested me when engaging in the practice. I could learn special expressions in giving directions. I was very attentive with the script when Son asked me the direction to the post office. I immediately answered him without knowing that I used English in explaining the situation there. So surprised! I really enjoyed this class with the small group. I could speak English in real situation which was very exciting for me because I could practise speaking most of the time. Still I felt I scared that I might be the person who made the group behind! I promised myself to practise more. Thanks to the teacher to let me have this chance! I’ll try to practise speaking more!

July 15, 02, Week 3
Today I learned how to give directions in my University. I didn’t feel tense nor too much exciting today. This may be that I could learn to speak in a small group that made me feel safe, not to be shy, afraid nor making mistakes in front of others.
Today I learned that I had no confidence at all when pronouncing strange or new words. I was afraid that I might make strange sound that made the others laugh. I tried to use the dictionary which I brought it with me to help, but it took times. So I noticed friends in the group and tried speaking out. Surprised! I could respond to them without nervousness. I could talk in English naturally!! Great!

July 22, 02, Week 4
I learned how to answer the phone call and practised pronouncing ‘I’ll. I also learned many expressions today such as ‘I’ll put you through.’ And ‘I’ll get him/her.’ These are very useful for me when I dealt with the talking. New vocabulary were also provided and I was glad that I had something to say when engaging in the conversation. I also learned to raise my tone and voice when speaking English to show my understanding what my partner said. This was very great for me because I could learn and notice what my friends in the group did and I followed them. We could get along well when speaking. Particularly when doing the Role-play, I felt I were the person I took role in the given situation. I wish I could learn to speak in this kind of situation that would make me speak fluently.

This week I felt so proud that some of my friends asked me what to say and how to pronounce some expressions in the dialogues. HOW com?? I’m the weakest in class!! But I could do it!!!! I felt I could speed up my speaking.

July 29, 02, Week 5
I was late today because it rained heavily. However, I came to class in time to practise speaking. How lucky I am! What I did today was when I performed the activity, I still had some exciting feelings a bit. The teacher suggested me to speak louder than this. I did what she told me to. But I found myself a bit excited so my voice sounded strange that I had to repeat what I said twice. Anyway I could do it successfully because my friends in the group laughed and we ran the activity productively. Superb!!

I felt more confident in speaking English because the teacher facilitated us when we did not understand the instructions clearly. She monitored the class to carry on the activity smoothly and gave feedback on our performance after class. I felt we could develop our relationship in the group rapidly. We helped each other write the scripts, rehearsed several times to make sure that we could run the conversation smoothly. Besides my friends in the group helped me when I got stuck with some phrases or intonation or produced something strange. Thanks friends.

August 5, 02, Week 6
First I thought today must be boring; however, it was the opposite. Though the class moved to the afternoon session, I enjoyed with the speaking practice with my friends without noticing that the time ran so fast!! I felt that I just sat down
and took the lesson. But the teacher said time was up today, see you next week!! How come!! So strange that I spent whole three hours practicing speaking English! Thanks, Teacher. I learned how to take and leave the messages with a new partner. First I thought it might not work well. Unexpectedly, Tip could get along well with the talking which both of us could run the conversation successfully. Both were very surprised that we could do it! However, I realised that I myself had to improve my speaking ability more. I need to practise more with new words or expressions. Not only this I had to learn how to look at my pair when talking which it would make the situation real. I wouldn't look at the worksheet all the time. I had to practise how to glance at the script when talking.

Today it was so smooth in participating in the activities. Everyone in the group worked out and wrote down what we were going to say as soon as we got the activity worksheet.

One thing I was very proud today was I could fill in the blanks of the script correctly. Surprised I could do it! I learned now that if I like to be better in speaking, I need to practise at home too.

August 12, 02, Week 7
Today the teacher asked all of us about what we did at home or the weekend. I didn’t know that I answered the teacher automatically!! I could continue the conversation with the teacher and my friends in a very longer continuity. I didn’t feel tense nor afraid to speak. Like the others in the class, they kept on answering questions the teacher said. No one felt that this was the formal study in the classroom. It seemed they felt we were having conversation about some topic. So great to perform this kind of activity! The teacher taught us how to look at the listener when talking, how to make the sound appropriate. What I gained now was I felt more confident in speaking English. I knew how to bring the words and expressions to use in conversation. I didn’t feel I knew nothing and could not speak any more. I really enjoy this participation a lot! I think I could develop my speaking in a oral advanced in terms of naturally. The teacher’s feedback to our group made us anxious to do more in a better manner. So while waiting for the other group to rehearse we had conversation about things we were interested, we kept the conversation in English-say-naturally! HOW come!! But I did it!

August 19, 02, Week 8
I really enjoyed the Role-play today. I changed my pair and learned how to express opinions. I could share my opinions with friends. I had a lot of fun talking with friends in another group nearby. So exciting! Particularly, Dum, who never get things seriously. Sometimes I didn’t want to pair with Dum because he seemed not to be interested in my talking. Compare with pairing with Dew, he was so NICE!! We did the same activity, helped one another write the script, practise speaking several times to be fluent, then rehearsed to the whole class. It
was such fun talking! Though I still made a little mistakes, I didn’t feel upset, I felt I could be in real life situation. Thanks for this activity.

*August 26, 02, Week 9*

Again I learned more vocabulary and expressions in a more advanced dialogues. Today the Information-gap activity was quite difficult because the sentences were long and also vocabulary. So we need to take more time to practise. The content from the situation given was what we had to think carefully before start talking. We had to solve the problem too.

It was great to participate in this activity. We had to concentrate in the instructions and also bring vocabulary and expressions to use. In the Role-play. I could express my opinions naturally in the discussion given as well as the others. We enjoyed this activity a lot. I felt I forgot about grammar mistakes that might appear while talking. Great! Great to study this course!

*Sept. 2, 02, Week 10*

Again I came a bit late because of the rain. Fortunately, I entered in time for the speaking practice. I learned how to express ideas with advantages and disadvantages. After the teacher’s explanation, we started speaking from the script we had written. No one looked at the script but the conversation flows. It was such a great experience I had in this course. Now I felt I could make it out. I was not shy any more to speak English with friends or the teacher. I think I had more confidence in producing the language. NO worries, NO shyness, but had energy to practise speaking. I learned that to be good at speaking, I must keep on practising outside the classroom, may be at home or with friends out of class. It was worth studying with the Information – gap and the Role-play. Thanks to these two activities.
**APPENDIX E Table 4.9 Frequency of themes and sub-themes from student diary entries**

*Table 4.9:* Frequency of themes and sub-themes from student diary entries

<table>
<thead>
<tr>
<th>Themes</th>
<th>1. Motivation</th>
<th>Frequency of themes mentioned by participants</th>
<th>Total occurrences</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>H1</td>
<td>H2</td>
</tr>
<tr>
<td><strong>Sub-themes</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.1 Enjoyment</td>
<td></td>
<td>8</td>
<td>7</td>
</tr>
<tr>
<td>1.2 Tasks</td>
<td></td>
<td>1</td>
<td>8</td>
</tr>
<tr>
<td>1.3 Language teaching methods and teacher’s role</td>
<td></td>
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<td>5</td>
</tr>
<tr>
<td>1.4 Noticing others as good language learners</td>
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<td>4</td>
</tr>
<tr>
<td>1.5 Authentic knowledge</td>
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<td>5</td>
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<tr>
<td>1.6 Intellectually stimulating</td>
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<td>2</td>
<td>3</td>
</tr>
<tr>
<td>1.7 Pride</td>
<td></td>
<td>-</td>
<td>5</td>
</tr>
<tr>
<td>1.8 Classroom environment</td>
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<td>5</td>
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<tr>
<td>1.9 Goal</td>
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<td>1</td>
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<tr>
<td>1.10 Change habit</td>
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<td>2</td>
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<tr>
<td>1.11 Engrossing</td>
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<td>-</td>
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<td>1.12 Self-image</td>
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**Total references to theme of motivation** 323
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<th>Themes</th>
<th>Frequency of themes mentioned by participants</th>
<th>Total occurrences</th>
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</thead>
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<td></td>
<td>H1</td>
<td>H2</td>
</tr>
<tr>
<td>2. Power of speaking the language</td>
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<tr>
<td>Sub-themes</td>
<td>2.1 Self-confidence</td>
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<td></td>
<td>2.2 Linguistic knowledge</td>
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<td></td>
<td>2.3 Technical competence</td>
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<tr>
<td></td>
<td>2.4 Fluency</td>
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<tr>
<td></td>
<td>2.5 Self-satisfaction</td>
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<td>2.6 Effort</td>
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<td></td>
<td>2.7 Awareness of non-verbal communication</td>
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<tr>
<td>Total references to theme of power of speaking the language</td>
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<td></td>
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<tr>
<td>Themes</td>
<td>3. Interaction</td>
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<tr>
<td>Sub-themes</td>
<td>3.1 Practice</td>
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<td></td>
<td>3.2 Opportunities to speak</td>
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<td>Sub-themes</td>
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<td></td>
<td>4.2 Ease</td>
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<td></td>
<td>4.3 Fear of new environment</td>
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<td></td>
<td>4.4 Lack of linguistic knowledge</td>
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<tr>
<td>Total references to theme of level of anxiety</td>
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APPENDIX F Interview schedules

Interview Questions (Ethnographic Interview)

Semi-structured Individual Interview (30 minutes with each student)

Areas to be covered include the followings:

1. Why did you volunteer to participate in this class?
   What goals did you have in mind when you came to this class?
   Do you think you have achieved these goals upon completion of the program?
   What goals do you have for yourself in Spoken English?
   Do you want to sound like native speakers? Why or why not?
   How much do you want to sound like native speakers?
   Do you want exactly like the native speakers? Or almost the same?
   Or intelligible, even with very strong Thai accent? If you are asked to rate, 100 is native speaker, how close you want to be like native speakers?

2. Can you tell me how you feel about this class? Is it different from other oral class or your previous learning experience? If so, how is it different?
   Can you give me some examples of this?

3. Can you give me a detailed description of what you have learnt from this class?

4. Do you find this special English class interesting or helpful or difficult?
   What do you find the most helpful in this class? What do you find the most difficult in this class? Why?
   Besides the linguistic difficulties, what are some of the other things you find difficult?

5. Were there any moments during the program, in or after class, when you feel nervous or uncomfortable? If so, what troubled you?
6. What do you think are your improvements? What do you think are your weaknesses?
7. Does the class influence you in some way?
8. How do you feel about the use of Information-gap and Role-play in assisting you improve your English speaking skills? Which of these two activities do you find most helpful/less helpful/least helpful?
9. Did you spend any time reviewing what you had learned in class? If so, how much time did you spend and how did you review?
10. Do you think if I had been a native speaker, not a Thai teacher, if would have made any different to you? Would you feel the same, or more nervous, or more relaxed and why?
11. What do you think of the mini-lectures in each lesson? Are they helpful? Are they necessary? What do you think of the teacher’s lecturing and the exercise? What would have it been like if we had only the dialogue without the mini-lectures?
12. What do you think of the use of props?
13. What do you pay more attention to: lines or gestures and movements? Or you paid equal attention. I noticed that sometimes, especially at the beginning of the program, when I asked the students to try to imitate what the characters said and did, mainly the students would imitate the lines, but keep still, i.e. Without trying to copy the characters’ facial expressions, gestures and other movements. What did you do in class? Did you copy them? Why is the case?
14. I noticed the first time when I asked you to work with another students, you were a bit reluctant. Do you mind working with other students in groups? Will you have a better performance with partners?
15. What do they feel about having the 150 – lessons per week? Are bored? Do you like studying this program in the morning session or afternoon session?
16. I noticed on Week 3- the third session, some of you feel tired and abit
bored. Why was that? Is it because it is too long to practice? Or you don’t find the class interesting any more?

17. If the classes are formal ones and they need to be assessed, will it make any different?

18. What do you think of the teacher’s performance? Is my teaching different from other teachers? How different is it? Are you comfortable with this kind of teaching? How do you feel about the teacher’s and students’ relationship in class?

19. Is there any resistance in your learning process?

20. If you can choose, what kind of classes would you like to have? Including teaching methods, teacher and students’ relationship, etc.

21. Do you have any other comments on the class?

***Questions may also be generated by specific incidents on the video - a sudden improvement in performance, for example,--and from diary entries.
APPENDIX G Translated version of the Interviews

**Translated version of the Interviews**

| H1   | - The teacher gave an orientation of the course first of all. There were no textbooks, but there were some worksheets to carry on (out) the activity. While learning, I practiced speaking English in pair and a group of 4. I practiced speaking English by using Information-gap and Role-play activities. -Classroom management played an important role in this particular course because it made students feel more confident in learning English. I was given some worksheets of the language functions from the units of learning. The teacher presented each language function. -We sat in groups of 4. -We used the worksheet for practice speaking in pairs. -I tried not to read the lines of the dialogues. -I try to use eye – contact while speaking to my partner. Learning to speak English with the tape recorder doesn’t work! It is so passive, no response, no feedback. I didn’t learn how to improve my speaking ability. -I had NEW ways of studying speaking by using the communicative activities -The new method is very impressed to practice speaking in a group of 4. -I was very happy to have opportunity in speaking English most of the time of the 150-minute period of time. -I could participate in the ‘scenario’ of the business meeting with more than 2 persons – THIS made the situations ‘real’ for me. I could learn to prepare myself in the future! -I felt eager to attend this class because it was challenging. I want to compare with the former speaking courses how it is different. -I felt like to study this course because everyone seemed to be more active in classroom! -I was able to have a chance to speak English with my friends in the group. -I (feel) like very much to study in a group of 4 because it is much better than
I really love the process of teaching in this course because I can understand clearly what I am going to learn; I can practice speaking in pairs first, then many more people join the activity!

I feel more confident in speaking English with the members of the group. I felt being encouraged to speak. I could express opinions about the topics, and share ideas among friends. THIS is VERY NEW in this course!

I learn more how to be a speaker and also a listener.

I feel the Information-gap is very good in that it offers models and expressions to be used in the given situations. This made me gain more confidence to speak when working out in a pair and in a group of 4.

I was not familiar with the Role-play at first. After performing it, I learned how to speak out and carry on the conversation successfully!! Particularly the topic “Sharing ideas”, I really love this unit because I felt I could express my opinion and thought which is very close to me. I absolutely believe that this particular unit will be useful for me in the future. And the Role-play helped me a lot.

Another topic ‘Determining advantages and disadvantages’ is very interesting. I could learn how to make decision and express in English, to argue for or against, give reasons to support my ideas. This helps me learn more how to speak and also have more confidence in speaking English!!!

I LOVE these activities that made me feel much more confident in speaking! This particular style of classroom management should have been arranged for the Speaking courses. I had been taught with these 2 activities and with a small group of 4, I could speak English more fluently and efficiently!!!

I really enjoyed studying “Telephoning” because it looked so ‘real’ that I think I must practice using the useful expressions to be used in the future and we did it so successfully!

A native teacher is very good for the listening skill. I could practice my ears to listen to what happened, BUT in more details it failed. I couldn’t even ask him some questions because I am afraid that he might not understand my talking.
-I am able to learn more vocabulary according to the situations given. I am also able to express ideas when engaging in conversation with the partner. I learned new way for practicing speaking English through dialogues. I know more about vocabulary in business field. I have got the format or model, eg. Dialogue with vocabulary and sentence patterns or expressions to be applied in that particular situation. This made me be able to speak more fluently!

-I felt I had more chance to speak Eng. Through the 150-period of time. I was able to think by myself first, then express in English. THIS is very different from the PAST! I thought quietly in my mind.

-I practice speaking in pair and a group of 4 which made me feel more relaxed, confident, not shy to express ideas.

-I feel VERY HAPPY with the Role-play activity because I had opportunity to think carefully, express my opinions freely with the help of models, sentence patterns from the Information-gap.

-I practice speaking, English with my friends outside the class. It’s fun to do this because some friends in the group helped correcting mistakes and offer suggestions how to improve it. THIS helps me too.

-I study in the BIG speaking class with 38 students, no chance to speak or practice speaking with the application of the activities to encourage students to speak.

-I am very shy of speaking in big class because I might be laugh at when making mistakes!! Difficulties in speaking is my pronunciation. I had Thai accent, felt afraid of making mistakes in front of the whole class, and also worried that the others might not understand what I said!

-Another important point is I am very anxious about grammar and the appropriate vocabulary.

-Performing the Role-play ALONE! Without the Information-gap! Can’t be???

-In Week 5, it seemed boring because of the changing time to be in the afternoon-Friday afternoon- they would like to go back home in the countryside.

-I learned how to make eye-contact while participating in the group. I also used
nodding so successfully while engaging in conversation.

-I used other body movements as well so naturally!!

-The speaking class in the past: text-based, study with native teacher, read the patterns of sentences or dialogues from text, no new techniques.

-I studied this particular course in pair and in group of 4. It was great contribution to the speaking practice because it made me feel that I was in the ‘real situation’ and used English all the time when engaging in conversation.

-In my opinion, these 2 activities MUST be used as supporting activities to help improve students’ speaking abilities!!

-The Information-gap offers new vocabulary, sentence patterns and expressions to be applied in the speaking practice.

- In the Role-play, I could draw things from the Information-gap to be applied whereas I could think of my own from the given situations and express my opinions about the topics.

-I learned strategies in developing speaking English by using the Information-gap and Role-play.

-I practised speaking by using the 2 communicative activities. I loved this type of classroom (management). This was because I had more opportunity to practise speaking English – with pairs and friends.

-I practised in pair and in a group of 4.

-I had speaking practice through the whole period of 150 minutes.

-I tried to create fluency in speaking English in that particular situation – I don’t like to study about more difficult topics.

-I need to study the Listening and Speaking course because I wanted to be able to speak English fluently.

-So I loved this type of classroom because I could study and practice speaking English in a small group of 4. Amazing! I could speak English more than before!

-While practising speaking, I could think of my own then speak out immediately.
<table>
<thead>
<tr>
<th>-For me, I felt inferior in speaking: I was afraid that I can’t communicate in English. I think I had problems in listening. I was not confident in vocabulary. And grammar, particularly in the real situation and more advanced ones.</th>
</tr>
</thead>
<tbody>
<tr>
<td>-I felt afraid of speaking incorrectly. I was worried that other students might annoy me. I loved the Information-gap more than Role- play because the former one has model dialogues, useful expressions to guide how to create authentic situations when speaking English.</td>
</tr>
<tr>
<td>-I think I can develop my speaking English- a little bit. I could pronounce words, phrases correctly. I think I must have strong background of vocabulary in business, grammar, then threading them into sentences(when) in the real situations occur.</td>
</tr>
<tr>
<td>-My idea in speaking English is to be concised and completely correct. (vocab.+grammar+situations) I can’t make sentences so can’t speak English. My basic knowledge of English isn’t firm. In more advanced situations, I was unable to think, then speak English Immediately. I needed to translate into Thai first then back to English, which takes time.</td>
</tr>
<tr>
<td>-I could learn how to use nodding, eye-contact while explaining or describing events or things that occurred. I felt relaxed while engaging in conversation. I tried to use gestures while speaking, explaining. These looked more natural when speaking. I had more anxiety, if entering in new situation that had never seen or anticipated before.</td>
</tr>
</tbody>
</table>

CONCLUSION

- I had a lot of worries about vocabulary and grammar in new situations that might occur.
- I had more opportunities in practicing speaking English in more authentic situations though artificial.
- The Information-gap is excellent in helping me have more confidence in speaking.
- The Role-play is good in that I could create and make up sentences of my own
and act out as the given roles for the practice of English Speaking in classroom.

H3
- Grammatical background of English is very important.
- I learned to speak English by using the Information-gap and Role-play.
- The contents provided various situations to practise speaking, eg. Talking on the telephone, sharing ideas in the meeting.
- I had more time to practise speaking in pairs and in group.
- I learned how to use body language to support the speaking ability, which helped me a lot in producing the language fluently and naturally.
- I was able to practise speaking English in class for most of the class time.
- I could practise speaking English in pairs and in group of 4.
- This made me have opportunity to speak English for most of the 150-minute lesson.
- I was able to create my own sentence patterns, expressions to be applied in the dialogues, then speak out naturally without looking at the worksheet.
- I wrote the lines of the dialogue at first, BUT later NO WRITING at all!!
- I would like to be able to speak English as the native speaker in terms of accent, correct sentence patterns, intonation, pronunciation, and be able to communicate with foreigners effectively.
- I loved this type of classroom management in studying the Speaking course.
- I was serious and worried at the very beginning of this lesson because I didn’t understand what the process of learning and teaching would be like!! After the orientation, I felt like learning how to speak English by using the Information-gap and Role-play. I enjoyed practicing speaking with friends most of the time in class. I felt that the process of teaching and learning was very different from what I had done before.
- I really liked the Role-play because I had a chance to speak English With my pair in the form of a dialogue. I could speak English by using the model patterns and then adapt some parts of the dialogue, then act out and engaging in the conversation. This provided me to be able to use different expressions and
patterns in various situations.

-I loved both activities in encouraging me to have something in mind and then speak out and carried on the conversation in English. So wonderful to be like this! I haven’t done this before! So much confident in speaking English with different situation!!

-I like the Information-gap because I could have some expressions from the worksheet with correct statements to be applied when engaging in conversation.

-I had much more confidence when using this activity because I could glance at the worksheet if I forgot some lines and I felt I spoke English fluently.

-Actually I like Role-play more than the Information-gap because I could adapt some parts of the model dialogue such as some expressions or sentence patterns to be used in conversation. It seemed to be more natural while speaking English, not just speak out as the worksheet provide!

-Another reason is I felt free in constructing sentence patterns to be used in the conversation! I can develop my speaking ability a lot after learning to speak English by using the Information-gap and Role-play.

-After studying each lesson, I had a chance to practise speaking in pair and in group of 4. I felt I could SPEAK FLUENTLY and NATURALLY 1.

-I also learned how to make eye-contact while speaking. This helped me much in producing the language more naturally. I felt much more confident in speaking English, make eye-contact while engaging in conversation.

-Studying in a small group like 4 helped me a lot in speaking fluently and naturally. Besides, practice speaking frequently makes me be able to speak out with writing the lines to talk!

-First I was very shy to speak English in front of class. I felt afraid I might make my friends annoyed when speaking awkwardly and in broken English.

-If study in the BIG group like 38 students for the Speaking course, it is USELESS because very FEW students could have a chance to speak! Just to ANSWER the teacher’s questions – THAT’S ALL!

-Learning to make eye-contact while engaging in conversation, using gestures
and other types of body movement helped me a lot when speaking. And I did not looking at the worksheet while speaking.
- I need to improve my speaking ability because the content is clear; vocabulary, expressions, and sentence patterns of different situations are provided; have more opportunities to practice speaking in pairs and in group of 4; given situations are “real” to “authentic” situations; have a lot of fun while studying this particular course; feel relaxed, practice speaking English without worried some.
- The 2 activities are the most suitable ones for the Speaking Lesson. The Information-gap must come first then the Role-play.

M1
- I learned strategies in practising speaking English in class. I used the Information-gap and Role-play to help practicing speaking English.
- I learned to practise speaking in a small group of 4 and learned how to use eye-contact, facial expressions gesture, and other body movement when speaking.
- I used to study the Speaking course with the native teacher. What I did was I studied from a textbook. I prepared to tell the story in front of class.
- Learning to speak English in a group of 4 is very interesting and motivating. Everyone had a chance to practise speaking. This caused us enjoy studying this course. It’s so meaningful to be able to practise speaking most of the time.
- It was so wonderful to understand what I was studying and learned more vocabulary, sentence patterns, and model dialogues, then brought them to use when engaging in conversation.
- It seemed we were in the REAL SITUATIONS so we could talk about the topic fluently and meaningfully! That was GREAT!!
- It’s not fun at all in that we didn’t practise speaking English in the Speaking class!! I really enjoyed studying this Speaking course because it’s REAL speaking; all of us had a chance to practise speaking English in a group of 4 – that’s FANTASTIC!!
- I felt I could speak English fluently- much – much better than before!!
-I really like to practice speaking English with the Information-gap and Role-play.
- I enjoyed the Role-play activity with the WHOLE class-walking around the class and tried to ask questions given in the worksheet until I could find the answer. It was GREAT and FUN!! I felt I could speak English as it should be, not stammer, had something in mind to engage in conversation with friends.
- I felt the Information-gap helped me with useful expressions to be used when engaging in conversation. THIS makes me again more confidence and not shy, not excited to speak English, though, sometimes I made some mistakes, but I could correct my speaking and be able to communicate with my pair.
- I had a chance to practise speaking English in a small group. This made me have more confidence and it seemed I could speak fluently!
- The Information-gap is very NEW to me, but later I was able to practise speaking English. I could learn how to develop my pronunciation and intonation from the teacher and then from my friends in the group. If they said something and it was strange, I told them to correct it. I wondered why I did that! We discussed how to and decided to make a change in the pronunciation.
- As soon as I got the worksheet of the Information-gap, I read it and tried to understand the expressions given and I could start the conversation.
- I rarely looked at the worksheet after Week 5. I felt I understand the situations and could use expressions correctly and appropriately.
- With the Role-play, I need to write the script first, then tried to talk to my pair and see whether she understood what I said or not. IF NOT we helped each other to improve it and did some discussions.
- I got nothing from the second native teacher because he talked alone in class.
- I couldn’t practise speak English because the teacher just asked some questions and I wasn’t chosen to answer.
- I learned how to make eye-contact while speaking English. I used nodding to show agreement of something, I also used other body movement including facial expressions to show my feelings at that moment.
I love BOTH activities because they helped me a lot in developing my English speaking ability.

The Information-gap provides me vocabulary and useful expressions to be used in the assigned language functions like Talking on the phone, eg.

The Role-play provides me how to understand the situations and think carefully and made decisions which to use and what to say—which makes me produce the language naturally!

BOTH activities must be used in the Speaking course because they provide ways to develop speaking skills.

The content of this course is very helpful because students will be able to be familiar with vocabulary and expressions to be applied with the spontaneous situations.

M2

I learned strategies in developing speaking English by using the Information-gap and Role-play in the Speaking class.

I loved this particular type of classroom organisation-forming in a group of 4! I loved the contents presented in this course because they are very relevant to real life situations: eg. Talking on the phone, asking and giving directions in different places. These will help me a lot when I work as a receptionist, for example.

I could practise speaking according to the given situations, including how to pronounce NEW vocabulary and expressions.

I also practise speaking English out of class. I practised at home because I wanted to catch up with my friends.

I learned how to engage in conversation and make the conversation ran successfully.

I had a chance to learn to practise speaking in pairs and in a group of 4.

I tried to listen to my friends who can pronounce and speak English well as my model.

I tried to learn how to pronounce NEW vocabulary and expressions, then
practise speaking out.

-I tried very hard to be able to engage in conversation with the group members
-NO Thai while practising speaking. If question arose, I asked for some suggestions from the other members
-I needed to be able to speak English close to the native speaker.
-I wanted to have accent like the native, to be able to communicate in English and like to understand what he said.
-I had to be alert and active all the time in this class.
-I enjoyed studying in this type of classroom – small group and particular activities to practise speaking.
-I needed to be able to speak English naturally and fluently.
-First I was very shy to speak English in class because I was afraid that my friends might laugh at me because of my incompetence in speaking English.
-But I liked to perform the activity in this class.
-I loved studying speaking English with the Information-gap because it provided appropriate vocabulary, correct sentence patterns with the right situations.
-I felt like participating in the Information-gap because I felt relaxed, no nervous to speak.
-I had a lot of fun to practise speaking with friends in class.
-I did not fear to speak English with friends with the Information-gap activity.
-I was not afraid of speaking English With this activities because it offers models and patterns in the form of the dialogue for students to practise speaking.
-I felt much more confident in speaking English because the Information-gap gave me several expressions and patterns for me to choose to speak when engaging in conversation, eg. Talking on the phone, there are a lot of sentence patterns and expressions.
-In the Role-play, I liked it too because it offered me the opportunity to think by myself, then I could use sentence patterns and expressions from the Information-gap to help me speak more fluently and engage in conversation smoothly.
-Really loved studying the Speaking course with a small group like this(4)
-I felt everybody in class had good opportunity to practise speak with different situations that helped us a lot!

-Learning in a small group like this made me have more confident in producing English. In order to communicate with my friends; I could express my ideas about several things.

-The more I speak, the more I feel more confident in engaging in English conversation!!

-I was very IMPRESSED with the Unit of “Sharing ideas in the Meeting” – I was able to express opinions what and how to do things. It looked real that I think I could bring with me to use in the future.

-It’s quite difficult for me to deal with this particular situation, BUT I think I needed to practise more with it

-I had never realized that when the 3-hour lesson is up!! So much attention and fun and concerned!!

-I was very surprised that I had never felt sleepy though we studied in the afternoon!!

-I didn’t like to study with tape because it is very fast. I could not catch up with words. I did not know what the speaker say, etc.

-After studying how to engage in conversation by using the Information-gap and Role-play for 2 weeks, I felt I dare to speak out and engage in conversation with my friends.

-The more I had an opportunity to practise speaking English with the given situations through the activities, the more fluent I could speak English.

-Practicing in group and pair made me have more confidence in participating in the activity.

-I learned to improve my accent and also my pronunciation from friends in class who speak quite much better than me.

-I used to study the speaking course in a BIG class, but it didn’t work because I couldn’t have a chance to speak.

-First I was terrified with the Role-play because just only the situation was given
and I had to think of my own before engaging in conversation with my pair and my group, so I kept quiet and listen to my friends.
- I felt afraid of having conversation with native speakers.
- I was afraid of making mistakes because I had very limited vocabulary though I could understand what they said.
- I was worried a bit with the very NEW topic of how to share and express opinions because I had never been taught with this language functions before! But It’s very interesting!!
- I learned how to nod when agree with the topic discussed. I practised to haven eye-contact when working out in pair or in group.
- I felt relaxed while speaking English with friends.
- I tried to use gestures when speaking -If looked natural as if I were in that particular situation.

For me I needed to help myself by practising speaking English out of class, at home, for example. The 2 activities helped me a lot in improving my speaking ability.
- The Information-gap MUST come first, then the Role-play. These two activities are the most appropriate ones for Thai students to develop their speaking abilities because they can contribute fluency and accuracy in speaking!! These 2 activities offer students to have a chance to speak most of the time in class. This certainly make them speak English more fluently and appropriately due to the given language functions offered.
- Working in group of 4 and pair work encourage students to speak and engage in conversation, so we felt relaxed, eager to speak, to be one in the group.

M3 - I think studying with the Thai teacher is better.
- I could learn more vocabulary to be used in speaking English.
- Studying this course is excellent! This is because everybody had EQUAL opportunities to practice speaking English!
- Active participation really occurred in the classroom activity.
I was very appreciate with the 3 language functions in this course: Giving directions, Scheduling an appointment, Meeting & discussion

Because these language functions are very relevant and important for students to be familiar with expressions in different situations to be used in the future.

Everyone had a chance to practice speaking English since the very beginning of the lesson till the end! Great!

I participated in speaking practice in group of 4. I had a great chance to practise speaking English. I also had extensive participation in learning in the class.

I was able to practise speaking English most of the time in class.

Studying speaking in a group of 4 was a GREAT HELP!!

I felt much more confident in practising speaking English in classroom. I had more opportunity to participate in the activities. I felt that I had a role in carrying out the speaking task.

I felt like the Information-gap most because it provided details to help in engaging in conversation such as vocabulary, expressions, sentence patterns, etc.

In the Role-play, I sometimes didn’t understand the instruction clearly, so I needed to ask my friends in the group.

I had to construct what I was going to say when engaging in the dialogues.

I had NO confidence AT ALL whether I was going to speak was correct. Therefore I like the Information-gap activity more than the Role-play!!

I had more opportunity for practice speaking in class for most of the time. (150 mins.)

I had more confidence in speaking English because I had a chance in practising speaking with the given activities.

I also enjoyed practising speaking English with the Information-gap MOST!!

Because I could have some vocabulary, expressions and also the model dialogues, sentence patterns to be used in the given situations.

BUT if the Information-gap is applied FIRST, then followed by the Role-play, it will be GREAT!! Because I could practise speaking English from the easy way to the more difficult ones! No information given such as vocabulary, model
dialogues, useful expressions, I couldn’t participate in the speaking activity!!!
-No model sentence patterns like in the Roe-play is very TOUGH for me!!
-No confidence AT ALL to engage in conversation like in the Role-play, it is TOO difficult for me!!
-First, I looked at the worksheets ALL the time. Then I learned to practise how to glance at the worksheets while making eye-contact while speaking practice.
-After Week 5, I could have much more confidence in speaking English so after I read the instructions, then I could start the conversation with the other members of the group without looking at the worksheet!!

In the past: I didn’t have a chance to speak English because Teacher asked only the students sitting at the front of the class. Most of the time is listening to the teacher. It’s impossible to be able to speak because I didn’t have any chances to speak English.

At Present: after studying by using the Information-gap and Role –play, I thought I was able to speak English much much BETTER than BEFORE!!
-chance in practising speaking English.
-I could practise speaking most of the time in class. The Information-gap and Role-play helped me a lot in speaking practice. I think I could develop my English speaking about 70% from I COULDN”T be able to participate in conversation AT ALL!!!

L1
-I learned new vocabulary, useful expressions and sentence patterns from the language functions o f the course.
-I practised speaking English by using the Information-gap and Role-play.
-I worked out in group of 4 and in pairs.
-I learned relevant language functions to be applied in real-life situations.
-I practised speaking English by using the Information-gap and Role-play.
-I learned more and NEW vocabulary, expressions and also sentence patterns
from the given situation and language functions.
-I understood the situation more so I could speak more and be able to engage in
conversation longer.
-I learned to make discussion with friends in the Role-play.
-I learned to share opinions with friends what and how to create speech to talk.
THIS is FUN! I could express my ideas about that topic correctly.
-I could make discussions with friends in the group in creating speech to use.
-I needed to be able to speak English fluently and smoothly.
-I was able to communicate with the native speakers.
-I needed to have many more models of patterns of speaking that I could pick
them out to use in various situations.
-I needed to be able to listen and respond successfully.
-I needed to be able to listen competently with different accent of English.
-The 2 activities in this course are very NEW to me, so it’s challenging to join.
-First it looked difficult, later I felt I could speak English in long-long
sentences? Surprised!!
-I loved the Information-gap because I could learn how to speak out and engage
in conversation with friends. I had a lot of fun because with the model dialogue,
we helped each other to fill in the dialogue, then practise speaking in pair and
group. If not fluent at first, we tried speaking again until it was fluent and we
could understand what we were taking about.
-I felt more confident and relaxed when using the Information-gap to practise
speaking because I was able to practice speaking according to the
given situations. There are more sentence patterns and expressions for me to
choose and sometimes I added some vocabulary that make sense with the model
dialogue. I felt I were in the “REAL” situation!!
-The Role-play is very good to help speaking fluently, in my opinion. I needed
much more time to plan and create speech to talk because it offered only the
situation and role to act out. NO expressions and sentence patterns to choose!
FIRST I felt very worried with the Role-play because there was nothing, just the situation.

Later we learned by discussing among each other, then helped write down what we were going to say, then practice according to our roles. It’s FUN to talk to friends like this!

I practise speaking in pair and in group of 4, then I found out that I could speak more fluently, correctly and concretely!! And NOT looking at the worksheet!!

I did successfully in pronouncing stress and intonation which were strange to me at the very beginning

I made more development in speaking English by using the Information-gap and Role-play.

As soon as we got the worksheet, we discussed among the group members, then write down some expressions to be used in the conversation.

I used to have much stress when studying with the native teacher because I was very afraid that I couldn’t understand what he said.

I could not learn anything if I didn’t know and understand what I am going to do!

Listening ONLY in the Speaking course is very crucial!! Because students do not have opportunity to speak!

I felt worried very much about incorrect pronunciation, stress, and intonation

First I looked at the worksheet for most of the time because I was not confident that I could pronounce the sentence correctly or not

I learned how to do nodding when I felt I understood what my pair said to me.

I used gestures when engaging in conversation with the members of the group

I also had eye-contact appropriately while talking.

I think Role-play helped me to know how to think and then speak English in longer duration of time-much longer than in the Information-gap. Though I felt uncertain with the expressions or sentence patterns I talked.

But the Information-gap made me have much more confidence in speaking out, had something in mind to speak out correctly by following the given models
The language functions are relevant to be applied in Business field. The former speaking courses emphasize on listening only, NO speaking practice???

I think I could speak English more fluently an appropriately because (1) I understood what I was going to study; (2) I practised speaking in pair and in group of 4 which is very small and I was not shy any more to speak English; (3) I had more opportunity to practise speaking in class;(4) I felt relaxed when participating in the activities which make me feel confident and had a lot of fun.

I also felt the 2 activities MUST go along because Thai students really need something to be taught first, then practise by drawing expressions and patterns, models to be applied.

The Information-gap MUST come first, followed by Role-play

If Role-play only, it IS too difficult for her!!

In this class the teacher gave instructions, no textbook, but only the worksheets to carry on the activities for speaking practice.

- I participated in the activities in a group of 4.
- I engaged in the Information-gap and Role-play for speaking practice.
- Classroom arrangement plays important role in helping me have more confidence in speaking English.
- I got the worksheets of the language functions.
- Teacher-fronted first, gave instructions
- I studied in a group of 4, which is a small group.
- I practised speaking English by using the Information-gap and Role-play activities. I had to write the lines of the dialogues to use in conversation.

Later practice speaking more and rarely looked at the worksheet.

- I asked friends in the group if I couldn’t understand some parts of the instructions.
- I practised speaking English and engaged in conversation for most of the time.
- I liked to study with the NATIVE teacher, BUT I couldn’t speak because I couldn’t understand a word of what he said.
- The speaking activities are very motivating for me to learn to speak English more fluently and naturally.
- I was able to practise speaking English for MOST of the time. This made me speak English all the time in class, NO Thai!! THIS is REAL Speaking Course!
- I really liked to study in this speaking course because I could practise speaking by using the Information-gap and Role-play activities.
- I liked very much practice speaking English in a small group of 4.
- Speaking in a small group increased my confidence in speaking English.
- I needed to **prepare** by writing what I was going to speak **BEFOREHAND**, otherwise I couldn’t engage in conversation with my friends.
- I liked the Information-gap **MOST**!
- Because I had learned some vocabulary, model dialogues as examples, to follow. I felt I could speak English- say **quite fluently and naturally!!** At this point! I had a lot of fun in speaking English with the Information-gap activity.
- First 2 weeks, I felt stressed because I didn’t know what to say, not confident AT ALL!! I felt uneasy to talk to some friends in the group because they are from other groups.
- LATER we could get along so well and felt impressed to talk to them.
- Role-play is good, but I felt **tense** a bit to write sentences first, then practise speaking and engaging in conversation, I have **MORE** confidence with the Information-gap activity!!
- I was able to pronounce vocabulary and expressions in the given situations correctly.
- I practised pronouncing some words or expressions used in the speaking practice. I enjoyed practicing speaking with the Information-gap and Role-play activities which helped me MOST in developing my speaking skills!
- I learned how to make eye-contact, gestures, and some other body language while speaking English.
- I rarely looked at the worksheet while engaging in conversation after Week 6.
- I was able to have English conversation with friends more naturally and
fluently after the speaking practice.
- I didn’t understand what the native teacher said.
- I couldn’t catch up with what he said.
- The Role-play activity is VERY DIFFICULT for me because I had to construct sentence patterns and what I was going to say first, then I am not sure AT ALL they are correct and appropriate for the given situations!!!
- I couldn’t speak English at all IF there are no model dialogues, useful expressions, and sentence patterns to use in spontaneous situations.
- At the very beginning, I looked at the worksheet all the time.
  -I read the model dialogue out loud, not having conversation!
- later I learned how to make eye-contact while speaking English with my friends. This helps me participate in the activity more naturally.
- I tried to use body language and gestures to help while practicing speaking.

-BEFORE
- Textbook-based was used and did the exercises in the book. Some pronunciation practice was drilled. Then I repeated after the teacher. The teacher tested by interviewing individually.

NOW
- I learned to practise speaking English by using the Information-gap and Role-play. I had a chance to engage in conversation with friends. I practised speaking English by using the model dialogues.
- I worked out in group of 4. my friends from different group helped much in working out the activity. I really enjoyed speaking English MOST!!!
- My friends in the group help each other in constructing, planning and preparing what is going to say in the speaking practice.
- The activities helped me a lot not only having confidence in speaking English but also can engage in English conversation smoothly and meaningfully.
- The more I had a chance to practice speaking, the more I could speak English
FLUENTLY and make immediate response.

-NO SHYNESS!
-In my opinion, the Information-gap MUST be applied FIRST, the followed by Role-play. The content is excellent, can be applied in various situations. I enjoyed the unit of ‘Sharing opinions and ideas’ most.
I think I could speak English naturally, NO STRESS, NO STAMMER!!!

L3

-I learned how to develop her English speaking abilities.
-Using the Information-gap and Role-play helped me improve my speaking abilities. I practiced speaking in pairs and in group of 4.
-The teacher provided more time for students to plan and practise speaking as if they were in ‘real’ situations.
-Let students have a chance to express opinions and share ideas among friends-kind of cooperative learning!
-The teacher taught the language functions first. Then use the Information-gap and Role-play for speaking practice. These 2 activities provided me a practice for speaking most of the 150-minute time.
-I learned to share ideas and try to express opinions in the business meeting.
-I also learned how to engage in telephone conversation.
-I would like to be able to speak English to communicate with foreigners, not only the native speakers of English but the other nationalities as well because English is an international language.
-I needed to practise my pronunciation more because I still had problems with my native accent??
-When I learned to speak English by using the Information-gap, I felt more confident in producing the language because the expressions and sentence patterns were taught first.
-I couldn’t participate in the activity at the beginning because I needed to translate from my Thai then speak out so it took time.
I liked the Role-play because I could speak English according to the given situation, and I felt I was in the ‘real’ situation.

I felt I could respond to questions my friends asked, though sometimes it was broken English.

I felt I had spent more time to practise speaking English by using expressions and sentence patterns due to the given situations, which made me have more confident when engaging in conversation.

I really liked to study speaking English in a group of which is very small. Besides this activity provides chances to engage in conversation and everybody in class can practice speaking English at the same time.

I also liked this particular classroom management because if I couldn’t respond what to say, the other members in the group could help sharing some ideas! This is GREAT!!

I really loved participating in the activity that everyone walked around the class and acted out the given roles. It was no NATURAL like we were in the business conference!!

After learning to speak English by using the Information-gap and Role-play, I felt I have much more confidence in speaking with my friends.

After practising speaking according to the given situations, I could engage in conversation longer.

I know more how to pronounce words or expressions correctly.

I was able to use various expressions in different situations effectively!

I was not shy any more when pronouncing the wrong stress because I knew how to make it right by repeating those expressions again! It was FUN!

I learned to speak English, but didn’t speak, just READ!

I followed the commercial textbook. I did not know what to learn and how to speak. I had much anxiety if was asked by the teacher!! I felt too much excited if the teacher asked general questions to warm up students before starting the lesson!

It was very difficult when I had to express my opinions in longer sentences. I
couldn’t think what to say?

- Studying speaking English in a very BIG class without the particular activities as the Information-gap and Role-play is a WASTE OF TIME!! Because students did not have opportunity to practise speaking!

- First I was worried about the lines from then dialogue. I was afraid that I might make mistakes so I looked at the worksheet most of the time.

- I didn’t know how to make the eye-contact while speaking to others! Later I tried to look at my partner and glanced at the worksheet to make sure that I didn’t miss any words.

- I could engage in conversation with my friends without shyness, reluctance, or fear of making mistakes. I can’t BELIEVE it! BUT I could do it!!

Conclusion:

Through the involvement of the 2 activities, I could speak English much better and looked natural while speaking, THOUGH I needed to adapt and improve my way of producing the language.

- I felt more confident when I did the information-gap because I felt relaxed to have expressions and sentence patterns to choose when engaging in conversation.

- I also liked the Role-play because it could make me feel that I was part of the conversation and it looked ‘real’ to me and felt relaxed in the involvement.

- I could learn a lot from my friends while engaging in conversation such as how to stress correctly, how to pronounce the words, etc.

- I had a good chance to talk to most of my friends that make them learn from each other! THIS is WONDERFUL opportunity to learn to speak English!!
### APPENDIX  H Table 4.10 Frequency of themes and sub-themes from Ethnographic interviews

<table>
<thead>
<tr>
<th>Themes</th>
<th>1. Motivation</th>
<th>Frequency of themes mentioned by participants</th>
<th>Total occurrences</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>H1</td>
<td>H2</td>
</tr>
<tr>
<td>Sub-themes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.1 Language Teaching Methods</td>
<td>57</td>
<td>3</td>
<td>7</td>
</tr>
<tr>
<td>1.2 tasks</td>
<td>57</td>
<td>7</td>
<td>5</td>
</tr>
<tr>
<td>1.3 Enjoyment</td>
<td>41</td>
<td>8</td>
<td>3</td>
</tr>
<tr>
<td>Sub-themes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.4 Unit of learning</td>
<td>20</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>1.5 Classroom management</td>
<td>17</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>1.6 Goal</td>
<td>14</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>1.7 Classroom environment</td>
<td>7</td>
<td>1</td>
<td>-</td>
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<tr>
<td>1.8 Effort</td>
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<tr>
<td>Total</td>
<td>215</td>
<td></td>
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</tr>
<tr>
<td>2. Sense of progress</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sub-themes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.1 Learning styles</td>
<td>38</td>
<td>4</td>
<td>6</td>
</tr>
<tr>
<td>2.2 Capacity in speaking the language</td>
<td>34</td>
<td>5</td>
<td>2</td>
</tr>
<tr>
<td>Total</td>
<td>72</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Themes</td>
<td>Sense of progress</td>
<td>Frequency of themes mentioned by participants</td>
<td>Total occurrences</td>
</tr>
<tr>
<td>------------------------</td>
<td>-------------------</td>
<td>----------------------------------------------</td>
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</tr>
<tr>
<td></td>
<td></td>
<td>H1</td>
<td>H2</td>
</tr>
<tr>
<td>2.3 Positive feeling</td>
<td></td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>2.4 Preferred activities</td>
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<td>2</td>
<td>2</td>
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**Total**

<table>
<thead>
<tr>
<th>3. Difficulties Sub-themes</th>
<th></th>
<th>H1</th>
<th>H2</th>
<th>H3</th>
<th>M1</th>
<th>M2</th>
<th>M3</th>
<th>L1</th>
<th>L2</th>
<th>L3</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1 Apprehension</td>
<td></td>
<td>4</td>
<td>5</td>
<td>2</td>
<td>1</td>
<td>4</td>
<td>3</td>
<td>3</td>
<td>1</td>
<td></td>
<td>22</td>
</tr>
<tr>
<td>3.2 Nervousness / worriedness</td>
<td></td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>-</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>3</td>
<td>15</td>
</tr>
<tr>
<td>3.3 Negative feeling</td>
<td></td>
<td>5</td>
<td>1</td>
<td>-</td>
<td>1</td>
<td>1</td>
<td>4</td>
<td>1</td>
<td>-</td>
<td>1</td>
<td>14</td>
</tr>
<tr>
<td>3.4 Lack of linguistic knowledge</td>
<td></td>
<td>-</td>
<td>1</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>1</td>
<td>1</td>
<td>-</td>
<td>-</td>
<td>3</td>
</tr>
<tr>
<td>3.5 Teacher</td>
<td></td>
<td>1</td>
<td>-</td>
<td>1</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>2</td>
</tr>
<tr>
<td>3.6 Settings</td>
<td></td>
<td>1</td>
<td>-</td>
<td>1</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>2</td>
</tr>
<tr>
<td>3.7 Aware of non-verbal communication</td>
<td></td>
<td>-</td>
<td>-</td>
<td>1</td>
<td>-</td>
<td>-</td>
<td>-</td>
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<td>-</td>
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<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
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<td></td>
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<td></td>
<td></td>
<td></td>
<td>59</td>
</tr>
</tbody>
</table>

**Note:** The frequency count of mentions when the 9 target participants referred to them or sub-theme emerged as their feeling and attitudes towards the use of the Information-gap and the Role-play activities, both of which they said they had a positive affect in improving their speaking skills.
## Teacher’s Journal

### Classroom Instruction START

**July 1, 2009 (Week 1)**

<table>
<thead>
<tr>
<th>Date/Time</th>
<th>Teacher action</th>
<th>9 target students</th>
<th>Whole class</th>
<th>Reminder/Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>8.00</td>
<td>- Arrange the seats, group of 4 (not fixed)</td>
<td>- excited to see what was going to be like in the class.</td>
<td>- Students are excited to study in this class.</td>
<td>- Ask students to be responsible and punctual to attend class.</td>
</tr>
<tr>
<td>8.30</td>
<td>- Start orientation of the course</td>
<td>- very excited to study with the new type of teaching speaking</td>
<td>- Try making eye-contact while working in pairs.</td>
<td>- Some students don’t understand and don’t know how to use dialogues to practice speaking English.</td>
</tr>
<tr>
<td></td>
<td>- Tell students to be responsible and punctual</td>
<td>- study the first lesson by listening to the model dialogue from tape, and then practice the model dialogue</td>
<td>- Use the map of a town while speaking.</td>
<td>- Using body movement seems NEW to them, but they try.</td>
</tr>
<tr>
<td>10.00</td>
<td>- Break</td>
<td>- try to learn how to make the eye-contact while talking to their pairs.</td>
<td></td>
<td>- Some laughed when pronouncing words and expressions they were not familiar with.</td>
</tr>
<tr>
<td>10.15</td>
<td>- Start teaching by introducing “Giving directions to town”</td>
<td>- try to use more body language such as get closer to their pairs, etc., to help while having speaking practice.</td>
<td></td>
<td>- Use more gestures and eye-contact.</td>
</tr>
<tr>
<td></td>
<td>- Introduce some new vocabulary and expressions to be used.</td>
<td>- use the map of a town to help in asking and giving directions.</td>
<td>- Some try using Map to help their speaking.</td>
<td>-Students’ seats are freely chosen. They sit with their close friends in the group.*</td>
</tr>
<tr>
<td>10.40</td>
<td>- Explain more how to speak English using the model dialogue</td>
<td>-do the tape recording with their pairs.</td>
<td>- Students do the same things they used to do; be silent, shy, dare not speak loudly, not confident.</td>
<td>- They still were silent and quiet, very shy, speak softly, not confident to speak English; just say ‘Yes’ or ‘No’.</td>
</tr>
<tr>
<td></td>
<td>- Introduce them how to make eye-contact, gestures and other body movements</td>
<td>- practice dialogues in pairs.</td>
<td>-Students enjoy practicing speaking English</td>
<td>- They still have the same behavior: practice the dialogue one round; Student A and Student B, that’s all.</td>
</tr>
<tr>
<td></td>
<td>- Encourage students to pick out new vocabulary and expressions to</td>
<td>- do some recording on Page 5.</td>
<td></td>
<td>- No turn-taking the</td>
</tr>
</tbody>
</table>
construct new dialogue  
- Ask them to use eye-contact, body movement and gestures to help  
- Practice dialogues in pairs.  
- Students do the same things they used to do; be silent, shy dare not speak loudly, not confident.  
- Students enjoy practicing speaking English  
- do some recording on Page 5 of the text  

<table>
<thead>
<tr>
<th>Date/Time</th>
<th>Teacher action</th>
<th>9 target students</th>
<th>Whole class</th>
<th>Reminder</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Use “20 Q’s”</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Check stress &amp; intonation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Apply Information-gap activity (30 minutes) Ss sit in a group of 4</td>
<td>Ss use eye-contact to ask for directions. Still look at the Worksheet. Some Ss in Group 1 laughed out loud because they pronounced some words and expressions incorrectly. Ss in Group 2 enjoyed practicing speaking and using gesture. Ss in Group 3 fixed to worksheet because they are afraid of missing the lines.</td>
<td>Good participation Some groups didn’t practice speaking after finishing the Video recording. It seems to be the old habits of EFL Ss that they practice speaking English one round, that’s all, stop!</td>
<td>Tape-recording</td>
</tr>
<tr>
<td></td>
<td>T. checks again individually.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Role-play</td>
<td>T joins the activities – a lot of fun,</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Ss feel relaxed when speaking English with friends, a lot of fun. In brief, Ss are able to use suitable sentence patterns. They laughed and had a lot of fun in practice speaking English.

well (Ss walked around the class) -As for the target participants.

Tape-recording

- /r/ problem sound
* Ss aren’t afraid of speaking English
  Ss can make eye-contact and produce English more naturally.

Class ended at 11.30

---

**July 8, 2009 (Week 2)**

<table>
<thead>
<tr>
<th>Date/Time</th>
<th>Teacher action</th>
<th>9 target students</th>
<th>Whole class</th>
<th>Reminder</th>
</tr>
</thead>
<tbody>
<tr>
<td>9.00</td>
<td>Review Unit 1</td>
<td>- Group 2 –</td>
<td>- pronunciation-problems with some words; Ex. Company</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Teach Unit 2 –</td>
<td>Vinussanan was</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Directions in a building</td>
<td>absent</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- pronunciation problem with ‘Excuse me’</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9.30</td>
<td>T. keeps journal</td>
<td>Ss participated well, but some looked bored, yawn. This might be early in the morning.</td>
<td>Ss participated well, but some looked bored, yawn. This might be early in the morning.</td>
<td></td>
</tr>
<tr>
<td>10.00</td>
<td>T explains how to mark stress on vocab. Ss enjoyed it so much that T. had to ask them to continue the lesson. T suggests Ss to use dictionary how to mark stress on each vocab.</td>
<td>Ss enjoyed practice pronouncing vocab. Ss spoke out loud practicing Group 3 L+M help each other, H+M as well</td>
<td>Enjoyed the same TOO!!! Fun practice pronouncing words with careful stress and pronunciation</td>
<td>Video recording</td>
</tr>
<tr>
<td>10.30</td>
<td>Continue Speaking practice Card A + Card B Rehearse Ss practice in turns asking directions to 2 places in the map * a lot of vocabulary to learn</td>
<td>Ss practice IG activity- speaking loudly - try to speak English - high attention</td>
<td><em>Ss who finished practicing speaking stopped doing it Why? Inf. Gap – 15 - 20 mins. Ss sit back to back</em>*</td>
<td></td>
</tr>
<tr>
<td>Time</td>
<td>Action</td>
<td>Role-play Situation 1 (20 mins)</td>
<td>Role-play Situation 1 – in pair Situation 2 – a group of 3 (25 mins)</td>
<td>Role-play Situation 1- in pair Situation 2- a group of 3 (25 mins)</td>
</tr>
<tr>
<td>------</td>
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<td>--------------------------------</td>
<td>-------------------------------------------------</td>
<td>-------------------------------------------------</td>
</tr>
<tr>
<td>11.00</td>
<td>Give Worksheet of Role-play</td>
<td>Role-play</td>
<td>Role-play</td>
<td>Role-play</td>
</tr>
<tr>
<td>11.25</td>
<td>Role – play ( Situation 2)</td>
<td>- good participation in practicing. - Some use map while describing giving direction in a building</td>
<td>- good participation in practicing. - Some use map while describing giving directions in a building</td>
<td>* Ss submit diaries every 2 weeks * Video recording each group</td>
</tr>
</tbody>
</table>

### Feedback

* Ss enjoy acting out in Role-play. 
* Put NAMES Tag on Ss-easy to recognize them.

** Great!!!

Ss enjoy acting out in Role-play. Some use map while describing giving directions in a building.

---

### July 15 2009 (Week 3)

<table>
<thead>
<tr>
<th>Date/Time</th>
<th>Teacher action</th>
<th>9 target students</th>
<th>Whole class</th>
<th>Reminder</th>
</tr>
</thead>
<tbody>
<tr>
<td>9.00</td>
<td>- Discussion with the whole class 1. problems- absent, late, unpunctual 2. Writing diaries 3. Adapt target Ss because some were absent…</td>
<td>Join discussion</td>
<td>Join discussion</td>
<td></td>
</tr>
<tr>
<td>9.30</td>
<td>- teach ‘Directions in an University’</td>
<td>- Listen to model dialogue</td>
<td>- Listen to model dialogue</td>
<td></td>
</tr>
<tr>
<td>Time</td>
<td>Activity</td>
<td>Notes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>------</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>10.00</td>
<td>Let Ss practice walk around the class to be available if in need</td>
<td>While practice - Ss cling to the script all the time. - Ss need to fill in the space provided first before engaging in conversation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10.45</td>
<td>Ss talking dialogues - Do the activities: Inf-gap, Role-play</td>
<td>Video recording - Problems emerged - Pronun. Right – light - Thai intonation (accent)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10.40 – 10.55</td>
<td>Role-play (25 mins) - Use space at the back of the room</td>
<td>- Good participation* - Some Ss talked about something else.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Ss act out their roles; Visitors/students *laughter and work - willing to ask and to be asked the text. - Fill in expressions in the dialogue. - Practice - Do the recording</td>
<td>- Ss enjoyed this activity very much - * laughed out loud while producing the language -Ss look eager at participating this type of activity. ***GREAT FUN!!! <em>This will make Ss feel more confident and break ice of their shyness, confidence. -</em> T can created promoting atmosphere in the language classroom. - a lot of laughter - some correct</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Time</td>
<td>Activity Description</td>
<td>Observations / Suggestions</td>
<td></td>
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<tr>
<td>-------</td>
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<td>-----------------------------</td>
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<td></td>
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</tbody>
</table>
| 10.35 | - T introduces ‘Information-gap activity.’  
- T gives worksheets to Ss in groups.  
- Let them do the activity and the recording.  
- T explains the ‘instruction’ of the task again.  

- Some Ss don’t understand ‘instruction’ in the worksheet.  
- Tape – recording  
- Video recording |
|        | Example: “OK”, “That’s right.” Then write down what they heard.  
- They understand giving directions in the Worksheet clearly.  
- Ss can use expressions correctly, but still have some strange sounds like /r/, /l/ |
| 10.50 | - apply the Role-play  
Some Ss like making the sound: “Ring-ring” before start talking on the phone  
* Problems  
- pronunciation, stress  
Ex. Good morning, Can I help you? – low  
- consonant cluster, ex. Brown  
- good participation  
- good cooperation  
- pay more attention to the ‘instruction’ of the task.  

* a little bit improve in having confidence in speaking English  
* At the end of the lesson:  
- Feedback – conclusion of the content  
- Things should be improved.  
- Attendance – 4Ss |
| 11.25 | Do Self-assessment 1  
Do Self-assessment 1  
- Self-assessment 1  
- Class ended at 12.00 |
### July 22, 2009 (Week 4)

<table>
<thead>
<tr>
<th>Date/Time</th>
<th>Teacher action</th>
<th>9 target students</th>
<th>Whole class</th>
<th>Reminder</th>
</tr>
</thead>
<tbody>
<tr>
<td>9.00</td>
<td>- teach “Unit 2.1” Scheduling an appointment – Answering a phone call</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9.30</td>
<td>- introduce the model dialogue of a telephone conversation by the tape</td>
<td>- Ss listen to the model dialogue from the tape</td>
<td>- Ss listen to the model dialogue from the tape</td>
<td>* Still look at the worksheet - forget to make eye-contact while engaging in conversation</td>
</tr>
<tr>
<td>9.50</td>
<td></td>
<td>- Ss work out the dialogue from the model in pair</td>
<td>- work out the dialogue from the model in pair</td>
<td>Video recording</td>
</tr>
<tr>
<td>10.00</td>
<td></td>
<td>- Do exercise on vocabulary and expressions. (10 mins)</td>
<td>- Do exercise on vocabulary and expressions. (10 mins)</td>
<td></td>
</tr>
<tr>
<td>10.20</td>
<td></td>
<td>- Ss do No. 6. Speaking Practice in</td>
<td>- Do No. 6. Speaking Practice in</td>
<td>Absent Class ended at 11.30</td>
</tr>
</tbody>
</table>

### July 29, 2009 (Week 5)

<table>
<thead>
<tr>
<th>Date/Time</th>
<th>Teacher action</th>
<th>9 target students</th>
<th>Whole class</th>
<th>Reminder</th>
</tr>
</thead>
<tbody>
<tr>
<td>9.00</td>
<td></td>
<td>- come late because of heavy rain</td>
<td>- the same</td>
<td></td>
</tr>
<tr>
<td>9.20-10.10</td>
<td>- Start the lesson. Unit 2.2 Fixing an appointment - ask Ss to listen to the tape - ask some questions for comprehension - give some new vocabulary and expressions</td>
<td></td>
<td>- some Ss don’t understand ‘instructions’ how to use phrases to build up sentences (pp. 10-13)</td>
<td></td>
</tr>
<tr>
<td>Time</td>
<td>Activity</td>
<td>Details</td>
<td>Notes</td>
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<td></td>
</tr>
<tr>
<td>10.10</td>
<td>Start No. 6. Speaking Practice</td>
<td>T. explains more how to do it</td>
<td>* They are able to share ideas among their group and apply appropriate expressions in the Speaking Practice. It seems they can speak naturally.</td>
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<tr>
<td></td>
<td></td>
<td>- Ss have problems</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>- Don’t understand the content of ‘Speaking Practice’, can’t fill in appropriate expressions</td>
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<td></td>
<td></td>
<td>- work in group of 3-4, then practice.</td>
<td></td>
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</tr>
<tr>
<td>10.30</td>
<td>apply the Information-gap (15+20=35 mins)</td>
<td>- Ss’ preparation for 15 mins</td>
<td>* Points:</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>- Ss rehearse (speaking) the task</td>
<td>1) The context of dialogues variety which is sensible</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>- do the same</td>
<td>2) How to address people, eg. Not Mr. John, but Mr/Mrs/Ms + family name</td>
<td></td>
</tr>
<tr>
<td>11.05</td>
<td>End the Information-gap activity</td>
<td>- Ss discuss what to do and how to build up sentences and apply expressions to use in conversation</td>
<td>- Good participation</td>
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<tr>
<td></td>
<td></td>
<td>- Ss take more time to prepare what they are going to talk.</td>
<td>- Ss said that they feel confident when using the script on hands and use gesture, eye-contact.</td>
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<tr>
<td></td>
<td></td>
<td>- do the same</td>
<td>- Some like to make the sound of telephone ringing.</td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td>- Ss are more confident in making eye-contact* while speaking</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>-* Some of them still look at the script.</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>** This task of the Role-play needs more time for preparation</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>- Some don’t understand ‘instruction’ in</td>
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</tbody>
</table>
the worksheet, so they ask their friends.
- Because the roles are quite difficult and more information to consider, so they ask for more time to prepare before acting out.

- Video recording
- Tape-recording

Note: During this lesson, teacher lets Ss choose their pairs.
- weak student works with the weak one
- high student works with the high one
- So teacher rearrange the new matching pairs;
  
  H + L students
  H + M students
  M + L students

* Observation from pairs
- L + L speak English by looking at the script most of the time, NO eye-contact, feel stressed and afraid of making mistakes.
- L + H use gestures, eye-contact, but both still look at the script.

Class ended at 11.50

August 5, 2009 (Week 6)

<table>
<thead>
<tr>
<th>Date/Time</th>
<th>Teacher action</th>
<th>9 target students</th>
<th>Whole class</th>
<th>Reminder</th>
</tr>
</thead>
</table>
| 8.30      | - ask about Ss’ activities last weekend  
- Start Unit 2.3 – Taking and leaving messages | - answer questions about what they did last weekend  
- listen to the model dialogue  
- study some vocabulary and expressions to be used  
- practice speaking by using the model dialogue and use right expressions | - answer questions about what they did last weekend  
- listen to the model dialogue  
- study some vocabulary and expressions to be used  
- practice speaking by using the model dialogue and use right expressions | Problems:  
- grammar mistakes, eg. ‘I…homework’  
‘I visit parents’  
Ss forget to use the past form of verb to indicate what they did last weekend.  
- are willing and eager to participate in the activity |
- voice is soft because of being afraid of making mistakes
* Ss really like this activity because they think have the chance in participating in the speaking activity. Also they are able to practice speaking English individually.

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity/Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>9.20</td>
<td>- T. suggests more strategies in practicing speaking English (eye-contact, gesture, and body movement)</td>
</tr>
<tr>
<td>9.40-10.10 (30 mins)</td>
<td>- apply the Information-gap activity</td>
</tr>
<tr>
<td>10.15</td>
<td>- ask Ss to work out the vocabulary part</td>
</tr>
<tr>
<td>10.25 – 11.15 (50 mins)</td>
<td>- start the Role-play - help Ss when ask to check their lines in the</td>
</tr>
<tr>
<td>dialogues they have constructed</td>
<td>- act out the roles</td>
</tr>
<tr>
<td>--------------------------------</td>
<td>---------------------</td>
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<tr>
<td>- Ss need more time to practice speaking in real situations.</td>
<td></td>
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<tr>
<td>- They seem to finish earlier with the Role-play.</td>
<td></td>
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<tr>
<td>- They enjoyed speaking a lot today because they felt more confident!!</td>
<td></td>
</tr>
<tr>
<td>*** Class look attentively!!</td>
<td></td>
</tr>
<tr>
<td>*** Overall – Today</td>
<td></td>
</tr>
<tr>
<td>- Ss improved a lot in ‘eye – contact’</td>
<td></td>
</tr>
<tr>
<td>- speaking more confidently</td>
<td></td>
</tr>
<tr>
<td>- be familiar with the activity to help them practice speaking English</td>
<td></td>
</tr>
<tr>
<td>- This activity makes Ss have more concentration on the process of the activity.</td>
<td></td>
</tr>
<tr>
<td>- Ss have to complete the tasks.</td>
<td></td>
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<tr>
<td>- Ss think &amp; plan carefully before talking.</td>
<td></td>
</tr>
<tr>
<td>- Ss made discussion.</td>
<td></td>
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<tr>
<td>- Ss follow the rules.</td>
<td></td>
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<tr>
<td>- Ss not look at the others’ worksheet while performing the activity.</td>
<td></td>
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<tr>
<td>Class ended at 11.30</td>
<td></td>
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</tbody>
</table>
NOTE: Ss are late from the morning class, so we look 15 mins rest before starting the lesson.

**August 12, 2009 (Week 7)**

<table>
<thead>
<tr>
<th>Date/Time</th>
<th>Teacher action</th>
<th>9 target students</th>
<th>Whole class</th>
<th>Reminder</th>
</tr>
</thead>
</table>
| 13.30     | - Start Unit 7 – Sharing Ideas  
  - Do the “20 Qs” first (about hobbies) – **Warm up activity** |  - Listen to the tape carefully  
  - answer Qs eagerly |  - Listen to the tape carefully  
  - answer Qs eagerly | *Ss are eager and interested in answering Qs. Some laughed because friends made mistakes with “listen…to” – without ‘to’ |
| 14.30     | - Teach Unit 7  
  - Use tape-recording in presenting dialogues  
  - explain vocabulary and expressions  
  - ask Qs for comprehension  
  - explains more about this expression of ‘listen to’  
  - explains and writes the ‘CHART’ on the board (at the end of this journal)*  
  - ask Ss to be in group of six  
  - ask Ss to act out the dialogue* |  - form into group of six  
  - act out the dialogue  
  - some said, “I listen music” without ‘to’  
  - have a lot of fun, laughed loudly while practicing sharing ideas by using roles of people in the real meeting situations |  | *20 mins for practicing  
  - more confident  
  - not reluctant to answer Qs as naturally as possible  
  - STILL have problems with using ‘listen to’ |
| 14.40     |  - After practicing, Ss act out as if they were attending the meaning  
  - Use body movement, gestures and eye-contact (without worksheet)*  
  - Group 2 on the right did a very good job:  
  - clear pronunciation  
  - natural speaking in meeting  
  - use body |  |  - While practicing Ss in Group I laughed because they really liked speaking English with friends and act out a bit.  
  - Ss had a lot of |
<table>
<thead>
<tr>
<th>movements, eye-contact</th>
<th>fun today WHY??</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>- They were taught to practice in the authentic situations, eg. In the real meeting and made discussion - they had more confident in speaking English because vocabulary and expressions were taught first before using them in the real situations. - they enjoyed practicing speaking English because they felt that they had a chance to help add some expressions in sharing ideas in the meeting. - Ended at 15.50</td>
</tr>
</tbody>
</table>
Chart of the Meeting

- a part of the meeting
- six people attending
- T tells Ss about how to express ‘agree/disagree’
  how to express ‘for’ mean ‘agree’
  how to express ‘against’ mean ‘disagree’

**August 19, 2009 (Week 9)**

<table>
<thead>
<tr>
<th>Date/Time</th>
<th>Teacher action</th>
<th>9 target students</th>
<th>Whole class</th>
<th>Reminder</th>
</tr>
</thead>
<tbody>
<tr>
<td>13.00</td>
<td>- Start class</td>
<td>- Rehearse the</td>
<td>- Rehearse the</td>
<td>* Results:</td>
</tr>
<tr>
<td></td>
<td>- Review how to</td>
<td>Speaking Practice</td>
<td>Speaking Practice</td>
<td>- Ss read the</td>
</tr>
<tr>
<td></td>
<td>‘Share Ideas’,</td>
<td></td>
<td></td>
<td>dialogues</td>
</tr>
<tr>
<td></td>
<td>vocabulary &amp;</td>
<td></td>
<td></td>
<td>- Ss forgot the</td>
</tr>
<tr>
<td></td>
<td>expressions</td>
<td></td>
<td></td>
<td>lines in their</td>
</tr>
<tr>
<td></td>
<td>- Explains more</td>
<td></td>
<td></td>
<td>worksheet, so not</td>
</tr>
<tr>
<td></td>
<td>about how to</td>
<td></td>
<td></td>
<td>confident when</td>
</tr>
<tr>
<td></td>
<td>act out as</td>
<td></td>
<td></td>
<td>engaging in</td>
</tr>
<tr>
<td></td>
<td>Student A, B, C,</td>
<td></td>
<td></td>
<td>conversation</td>
</tr>
<tr>
<td></td>
<td>…</td>
<td></td>
<td></td>
<td>- Group 1 and 2</td>
</tr>
<tr>
<td></td>
<td>- Ask Ss to</td>
<td></td>
<td></td>
<td>did good jobs:</td>
</tr>
<tr>
<td></td>
<td>use their</td>
<td></td>
<td></td>
<td>(eye-contact)</td>
</tr>
<tr>
<td></td>
<td>names, eg. Sonthaya</td>
<td></td>
<td></td>
<td>- know their</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>turns to speak,</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>- speak more</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>naturally,</td>
</tr>
<tr>
<td>Time</td>
<td>Activity</td>
<td>Notes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-------</td>
<td>---------------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------------</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| 13.30 | - Start ‘Information-gap’  
  - Use Worksheets  
  - Urge Ss to use correct expressions in ‘Sharing Ideas’ | - be cooperative, though some seemed a bit boring today  
  - some (2-3 Ss) felt bored- (most weak Ss)  
  - stress & intonation-weak Ss not better  
  - Ss in some groups laughed and tried to practice again and again  
  - they tried to speak the correct things* 40 mins. |
| 14.10 | - Start Role-play  
  - 3 people in a group | - work out in group of 3  
  - concentration on the Role-play  
  - discuss their roles with friends in group  
  - pay more attention  
  - plan by writing down some lines they’re going to say  
  - some laughed while preparing the lines  
  - Group 1- Sonthaya and friends are very active*  
  - Notice some weak Ss, Utoomporn, look better, more confident, look comfortably while speaking* |
|       | - Start the Role-play & videotaping | - Ss work in group  
  - enjoy working together  
  - some didn’t know how to end up the activity eg. Solution the place to go  
  - at the end, Ss write the script of the Role-play  
  - Ss are cooperative and willing to try  
  - they hope (believe) they’ll be better in speaking English  
  - some laughed while videotaping  
  - they looked happy and had fun while performing this activity  
  - * Group 1 finished first & they laughed & practice over and over again. I think they’d like to practice speaking for fluency in this topic.*  
  - * Viriyaporn – |
one very poor S, did much better, more confident in speaking, willing to practice, very cooperative and attentive
* Vinussanan – another weak S- enjoys speaking, have more confident. It seemed she spoke English for most of the time in the class.
* Dum ended perfectly with ‘Let’s go.’ For a while, Ss have more confidence while speaking, engaging in conversation

<table>
<thead>
<tr>
<th>Date/Time</th>
<th>Teacher action</th>
<th>9 target students</th>
<th>Whole class</th>
<th>Reminder</th>
</tr>
</thead>
</table>
|           | - Start the lesson  
- Teach Unit 8, through dialogues  
- Ask about the meeting first.  
- Presents vocabulary, sentence patterns | - answer questions correctly  
- enjoy practicing the roles in the meeting. (GREAT!) | - enjoyed practicing speaking English with the members.  
- Some Ss played 2 roles because there are 4 Ss in a group.  
- Some had to move to another group to join the roles. |         |
|           | - explains more expressions used, including more vocabulary  
- *I, as the teacher & researcher, don’t know what to do while Ss doing these activities.  
- I walked around from groups to groups, to observe what they are doing.  
- I noticed Ss made discussion in Thai first | - Practice pronouncing together with friends in the group.  
- before starting speaking practice, Ss asked for preparation time: to fill in the blank space provided, practice acting out the roles in the meeting & expressing opinions.  
- practice expressions they’re going to use in | | * 20 mins – Speaking practice  
- Ss’re cooperative – GREAT!  
- very much confident with this lesson today |
<table>
<thead>
<tr>
<th>Activity</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>to choose or pick out the <strong>appropriate</strong> useful expressions</td>
<td>-give Worksheet of Information-gap activity</td>
</tr>
<tr>
<td></td>
<td>- This activity is rather advanced, so Ss feels <strong>unsure</strong>, not confident because it’s new situation, not like the model dialogue they had.</td>
</tr>
<tr>
<td></td>
<td>- Then do the presentation of performance on dialogues.</td>
</tr>
<tr>
<td></td>
<td>- do the Information-gap activity</td>
</tr>
<tr>
<td><strong>Start Role-play in group of 3</strong></td>
<td>Ss do the Role-play activity. Each group needs preparation time- 15 mins, recording- 15 mins Total: 30 mins depends on how difficult it is.</td>
</tr>
<tr>
<td></td>
<td>- T wraps up</td>
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<td></td>
<td>- After class today</td>
</tr>
<tr>
<td></td>
<td>- Feedback on their speaking performance.**</td>
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<tr>
<td>Date/Time</td>
<td>Teacher action</td>
</tr>
<tr>
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</tr>
<tr>
<td>13.00</td>
<td>- Warm-up activity by ’20 Questions’ of what you have done this week?</td>
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<tr>
<td>13.20</td>
<td>- Start Unit 9</td>
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<tr>
<td></td>
<td>- explains and discussed the model dialogue</td>
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<td>- asked some questions for comprehension</td>
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<tr>
<td></td>
<td>- explained more about expressions, vocabulary, and sentence patterns</td>
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<td>14.00</td>
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<tr>
<td>14.30</td>
<td>- give the Information-gap activity-worksheet - advanced level</td>
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<td></td>
<td>- T visited each group to offer more explanation in case they had some</td>
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<tr>
<td></td>
<td>problems in doing the activity.</td>
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<tr>
<td>15.00</td>
<td>- Start Role-play in group of 2</td>
</tr>
</tbody>
</table>
- ask Ss to do Role-play on Monday!!
- Give the Self-assessment No. 3

activity & eager in practicing speaking English.
- they are worried about the script.
- they learned how to make a solution in discussion.
- some Ss missed some words, eg. Of – say ‘for’
*Vinussanan did a very good job– concise and clear!

Make an appointment for Ethnographic Interview

Students are asked to come for the Interview in Thai for 30 minutes each according to the time allocated afterwards. Tape-recording will be used; students will be asked by using the 21 Interview Schedules.
เรื่อง     ขออนุญาตทำการวิจัยในชั้นเรียน

กรมวิชาการ  รองอธิการวิทยาเขตหนองคาย

ด้วยข้อเท็จจริง  นายวิวัฒน์  ทองวาด  ตําแหน่งอาจารย์  ภาควิชาภาษาต่างประเทศ  คณะมนุษยศาสตร์ มหาวิทยาลัยมหาจุฬาลงกรณราชวิทยาลัย วิทยาเขตหนองคาย และเป็นนักศึกษาระดับปริญญาเอก สาขา TESOL, Faculty of Arts มหาวิทยาลัยปูเณร ประเทศอินเดีย ขณะนี้กำลังดำเนินการวิจัยเรื่อง “The role Communicative Activities in developing Proficiency in English: A study With Reference to the students from Mahachulalongkornrajavidyalaya University, Nongkhai Campus, Thailand” เพื่อใช้เป็นวิทยานิพนธ์ตามหลักสูตรความเรียน

ผลของการวิจัยในครั้งนี้จะเป็นแนวทางในการพัฒนาทักษะการพูดภาษาอังกฤษของนักศึกษาในประเทศที่มีการเรียนการสอนภาษาอังกฤษเป็นภาษาต่างประเทศโดยเฉพาะอย่างยิ่งประเทศไทยให้มีประสิทธิภาพยิ่งขึ้น

การวิจัยครั้งนี้เป็นการวิจัยในชั้นเรียน ซึ่งต้องมีการทดลองในห้องเรียนมาเพื่อทดลองสอนโดยมุ่งมั่นกลุ่มประชากรเป็นนักศึกษาระดับปริญญาตรี โปรแกรมวิชาภาษาอังกฤษ ชั้นปีที่ 1 โดยการทดลองจะเริ่มดำเนินการในภาคที่ 1/2552 เป็นเวลา 14 สัปดาห์

ในการเที่ยววิจัยจะดำเนินการทดลองสอนในห้องเรียนปกติ และจะไม่มีผลกระทบต่อผลการเรียนของนักศึกษามาแต่ filsการใด ซึ่งอาจส่งผลต่อผลการเรียนของนักศึกษาในชั้นเรียน และหวังอย่างยิ่งว่ายังไม่ส่งผลกระทบต่อผลการเรียนของนักศึกษาในชั้นเรียน

ขอแสดงความเคารพอย่างสูง

(นายวิวัฒน์ ทองวาด)
APPENDIX K Consent form (English)

THE UNIVERSITY OF PUNE
DEPARTMENT OF ENGLISH

Consent form for Students participating in research projects

PROJECT TITLE: Communicative Activities for developing English Speaking proficiency in Thailand

Name of participant: __________________________________________

Name of investigator(s): Mr. Wiwat Thongwad

1. I consent to participate in the project named above, the particulars of which – including details of Pretest-Posttest, classroom instruction, and interviews – have been explained to me. A written copy of the information has been given to me to keep.

2. I authorise the researcher to video-tape and audio-tape my participation and interaction with the classroom activities, and to conduct a fifteen-minute interview with me.

3. I acknowledge that:

   (a) the possible effects of the Pretest-Posttest and interviews have been explained to me to my satisfaction;
   (b) I have been informed that I am free to withdraw from the project at any time without explanation or prejudice and to withdraw any unprocessed data previously supplied;
   (c) The project is for the purpose of research.
   (d) I have been informed that the confidentiality of the information I provide will be safeguarded subject to any legal requirements.
   (e) The consent to interviews being audio-taped, acknowledgement that copies of transcripts will be returned to me for verification, I will be referred to by pseudonym or identified by name in any publications arising from the research, and in instances where a dependent relationship is involved confirmation that I will have no affect on grades.

Signature          Date
               (_________________)
หน้าอิสระให้กลับลง

ภาควิชาภาษาอังกฤษ
คณะศิลปศาสตร์
มหาวิทยาลัยปูเน่ ประเทศอินเดีย

ชื่องานวิจัย บทบาทของกิจกรรมต่อการพัฒนาความชำนาญในการพูดภาษาอังกฤษในประเทศไทย
กรณีศึกษา: นิสิตมหาวิทยาลัย มหาจุฬาลงกรณราชวิทยาลัย วิทยาเขตหนองคาย

ชื่อผู้เข้าร่วมการวิจัย

ชื่อผู้วิจัย  นายวิวัฒน์ ทองวาด
อาจารย์ที่ปรึกษา ดร. นิทธา วาล์เก้

ข้าพเจ้ายินยอมเข้าร่วมในกิจกรรมต่างๆของงานวิจัย และเซ็นลายชื่อไว้เป็นหลักฐานดังรายละเอียดต่อไปนี้

1. ข้าพเจ้ายินยอมเข้าร่วมในโครงการการทัวร์จัดดังกล่าวข้างต้น โดยเข้าร่วมทดสอบการพูดภาษาอังกฤษ ถอดเรียนและเรียนซ้ำเรียนในชั้นเรียนปกติ และร่วมทัศนศึกษาเพื่อการสื่อสาร เขียนบันทึกแสดงความคิดเห็นต่อกิจกรรมที่ใช้ในการพัฒนาการพูดภาษาอังกฤษ

ทบทวนประเมินตนเอง และเข้าร่วมสัมภาษณ์

2. ข้าพเจ้าอนุญาตให้ผู้วิจัยถ่ายวิดีโอ อัดเสียงด้วยเทป ในการทดสอบการพูดภาษาอังกฤษ การทัศนศึกษา ตลอดจนการสัมภาษณ์

3. ข้าพเจ้ายินยอมเข้าร่วม ตลอดจนการทดสอบการพูด การเรียนในชั้นเรียน การสัมภาษณ์ จะไม่มีผลใดๆ ต่อการเรียนในวิชานี้ของข้าพเจ้า

4. ข้าพเจ้าอนุญาตให้ผู้วิจัยให้ข้อมูลเพียงข้อมูลในการทัวร์จัดดังกล่าวเท่านั้น ไม่ได้มีผลกระทบใดๆต่อข้าพเจ้า

ลายเซ็น วันที่

APPENDIX L Consent form (Thai)
Dear Students,

I am undertaking studies to gain a Doctorate degree in English from Faculty of Arts, the University of Pune, India. The study I want to undertake with you will be devoted to testing ways to develop speaking proficiency using Information-gap and Role-play with three language functions: giving directions, scheduling an appointment and meeting and discussion. Through classroom instruction, I can develop a methodology to us in the future. These communicative activities provide opportunities for participants to engage in interaction and learners can acquire the target language. I am asking you to participate in this study, and if you agree to do so, you will be asked to do the followings:

1. participate in classroom activities that will be in 150-minute sessions of three language functions in your regular schedule,
2. take a Speaking Test as a Pretest,
3. attend classroom instruction,
4. be video-taped during a Speaking Test (Pretest), classroom instruction, and the Speaking Test (Posttest), and
5. be audio-taped during the Speaking Test and the interviews.

You are also informed that:

(a) you relationship with the researcher as student and teacher will have no effect on grades either in the case of participation or non-participation in the research;
(b) the possible effects of the activities in classroom participation, interviews, audio-tape and video-tape recording have been explained to you to your satisfaction;
(c) you are free to withdraw from the project at any time without explanation or prejudice and to withdraw any unprocessed data previously supplied;
(d) the project is for the purpose of research;
(e) the confidentiality of the information you provide will be safeguarded subject to any legal requirement;
(f) the transcripts of the interviews and the interpretation of the classroom activities will be returned to you for verification. Moreover, you will be referred to by pseudonym in any publication arising from the research.

If you have any problems, you may contact the following people:

1. Mr Wiwat Thongwad  
   Lecturer of the Foreign Language  
   The English Progra  
   Faculty of Humanities  
   Mahachulalongkornrajavidyalaya University, Nongkhai Campus,  
   219 M 3 Mitrapap Rd. T. Kaybokhwan A.Muang Nongkhai Province, Thailand 43000  
   Office phone: 042-495333  
   Mobile phone: 086-2334626  
   Email address: thongwadwiwad@yahoo.com

2. Dr. B S Valke  
   University of Pune  
   Department of English  
   Ganeshkhind,Pune 411 007 India  
   Mobile phone: 9422746258  
   Email address: drbsvalke@gmail.com

Please note that if you have any concerns about this research project, you can contact the Executive Officer  
   International Students Centre  
   The University of Pune  
   Faculty of Arts Building  
   Ganeshkhind,Pune 411 007 India  
   Telephone: (020) 25696061  
   Fax: (020) 25691954  
   Email. Intcent. @unipune. ernet. In

Signature __________________________ Date __________________________

( Mr.wiwat Thongwad )
การเข้าร่วมกิจกรรมการที่วิจัย

เรียน นิสิตโปรแกรมวิชาภาษาอังกฤษชั้นปีที่ 1 มหาวิทยาลัยมหาจุฬาลงกรณราชวิทยาลัย วิทยาเขตหนองคาย

ขณะนี้ข้าพเจ้ากำลังศึกษาในระดับปริญญาเอก สาขาการสอนภาษาอังกฤษ ภาควิชาภาษาอังกฤษคณะศิลปศาสตร์ มหาวิทยาลัยปูเน่ ประเทศอินเดีย หัวข้อการวิจัยคือ "บทบาทของกิจกรรมต่อการพัฒนาความรู้ในการพูดภาษาอังกฤษในประเทศไทย" การศึกษาได้ผลที่วิทยาลัยวิทยาศาสตร์ วิทยาเขตหนองคาย โดยการนำกิจกรรมสองชนิดมาใช้ในการเรียนการสอนพูดภาษาอังกฤษ ซึ่งได้แก่ กิจกรรมการแลกเปลี่ยนข้อมูล และบทบาทสมมุติ.

ข้อคิดเห็นที่ได้มาจากนิสิตมีวิธีการเรียนรู้ในการพูดภาษาอังกฤษได้อย่างมีประสิทธิภาพ ข้าพเจ้าจึงขอชี้แจงรายละเอียดข้อมูลที่เกิดขึ้นในกิจกรรมการเรียนการสอนนี้โดยมีรายละเอียดดังนี้

1. เข้าเรียนในชั่วเรียนปกติครั้งละ 150 นาทีเป็นเวลา 9 สัปดาห์
2. เข้าร่วมทดสอบการพูดภาษาอังกฤษครั้งแรก 2 สัปดาห์ก่อนเริ่มการเรียนการสอน
3. ในขณะที่มีการเรียนการสอนในชั่วเรียนจะมีการจัดกำหนดและจัดกิจกรรมการเข้าร่วมกิจกรรมการฝึกพูด โดยใช้กิจกรรมการแลกเปลี่ยนข้อมูลและบทบาทสมมุติ
4. นิสิตเข้าร่วมแสดงความสามารถในการคิดและพัฒนาทักษะที่เกิดขึ้นในระหว่างการเรียนการสอน
5. นิสิตตอบแบบประเมินตนเองเกี่ยวกับกิจกรรมที่เข้าร่วม
6. เข้าร่วมทดสอบพูดภาษาอังกฤษหลังจากสิ้นสุดกระบวนการเรียนการสอนในปลายภาคเรียนเป็นเวลา 2 สัปดาห์
7. เข้าร่วมการสัมภาษณ์เกี่ยวกับการใช้กิจกรรมในการพัฒนาการพูดภาษาอังกฤษ

ทั้งนี้ข้าพเจ้าจึงขอเปิดเผ่าการเข้าร่วมกิจกรรมในครั้งนี้จะเกิดเป็นความสุข กรุณาระบุการตอบแบบประเมินตนเอง การเข้าสังเกตการนี้ การถ่ายภาพ การถ่ายคลิป ไม่มีผลใดๆ กับคะแนนการวิเคราะห์ข้อมูลข้างต้นไม่ใช่เพื่อการวิจัยนี้เอง ในการเข้าสู่งาน ข้าพเจ้าจะไม่แสดงชื่อของนิสิตและจะกล่าวถึงข้อมูลดังกล่าวในภาพรวม.

ที่อยู่ของนิสิต:
นายวิวัฒน์ ทองวาด ภาควิชาภาษาต่างประเทศ คณะมนุษยศาสตร์ มหาวิทยาลัยมหาจุฬาลงกรณราชวิทยาลัย วิทยาเขตหนองคาย 219 หมู่ 3 อ. จันทบุรี จ. จันทบุรี 43000
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ลายเซ็น  
วันที่

(นายวิวัฒน์ ทองวาด)