THE EFFECTS OF AUTHENTIC MATERIALS USING ROLE-PLAYING ACTIVITIES ON ORAL PROFICIENCY: A CASE STUDY OF THAI UNDERGRADUATE STUDENTS

by

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ABSTRACT

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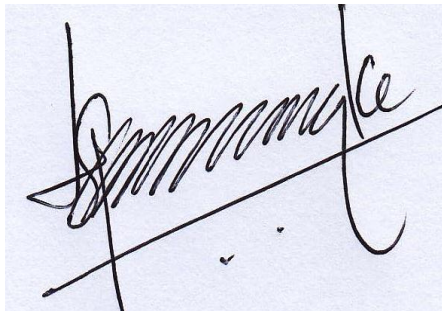Supervisor: Mrs. T. P. Shandu

Abstract

This study investigates the effects of authentic materials and contextually-developed role-playing activities on the oral proficiency of Thai undergraduate students. The study was conducted at Prince of Songkla University, Thailand during the first semester (June to September) of 2010. The study consisted of four research instruments and the data were analyzed using Independent Samples t-test to determine whether the authentic materials and contextually-developed role-playing activities had improved the students' oral fluency and accuracy in the target language. The findings indicated statistically significant differences between the two groups wherein the experimental group performed better on both fluency and accuracy than the control group. Therefore, based on the findings of the current study, it can be concluded that authentic materials and contextually-developed role-playing activities involving a series of sequential events are effective in enhancing learners' oral proficiency in programs of English as a foreign language in the context of Thailand English education.

Key terms: Language proficiency, fluency, accuracy, authentic materials, role-playing activities, real-world tasks, sequential events, recycle of language, language input, interaction

Declaration

"I declare that THE EFFECTS OF AUTHENTIC MATERIALS USING ROLE-PLAYING ACTIVITIES ON ORAL PROFICIENCY: A CASE STUDY OF THAI UNDERGRADUATE STUDENTS is my own work and that all the sources that I have used or quoted have been indicated and acknowledged by means   of complete references. I, furthermore, declare that the statistical calculations were conducted under the expertise of Miss Rungrat Chaoenwisel who is a statistician attached to the faculty of Environmental Science, Prince of Songkla University and she has certified that all statistical information relevant to the study are accurate and up to the standard".

02.06.2012

…………………………………………   ……………
(SARATH WITHANARACHCHI SAMARANAYAKE)   DATE

Dedication

This dissertation is dedicated to my wife, **Ruwani** and son, **Gavindhu** who had to undergo numerous difficulties during my absence. Without their support, affection, and tolerance this dissertation would never have become a reality.

Acknowledgements

There are a great number of persons to whom I should extend my sincere and heartfelt thanks and appreciation for their unstinting co-operation, encouragement and guidance given to me in the pursuit of achieving my qualification.

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1. Chapter one

1.1. Introduction

This chapter provides an introduction of the study. The research questions are outlined and the background to the study is provided followed by a brief introduction in which the link between authentic materials, role-playing activities based on the real-world situations and oral proficiency in English is described. Furthermore, the context of the research problem is explained and then the aims of the study are discussed. Finally, a brief explanation of the research methodology employed in the study is provided.

1.2. Introduction and background to the study

As a teacher of English, I have been preoccupied with helping my students to develop their oral proficiency in the target language. Since I started teaching the English conversation course to Thai undergraduate students at the University of Prince of Songkla towards the end of 2006, I have observed that a majority of my students, who are undergraduates majoring in different subjects such as Engineering, Nursing, Management, Law, and Agricultural Science were proficient in reading and writing, but still struggled with oral proficiency. The problem of oral proficiency for my learners described above is evident in oral tests (which account for 40% of the final course marks) which are conducted in the middle and at the end of the conversation course. Students at my institution have studied English for nearly 13 years at school in addition to the Foundation English course in reading, writing, listening, and speaking offered by the department of Languages and Linguistics. Insightful understanding gained in the modules studied for my BA degree in TESOL and my experience as a teacher at Prince of Songkla University compelled me to investigate critically why a majority of my students fail in oral communication. Given the oral proficiency problem of my students discussed above, I decided to examine the variables that affect my students' achieving accuracy and fluency in oral communication in the context of teaching and learning English.

This study focuses on Thai university students who speak Thai as their first language. Thai is the national language of Thailand. Under the Thai National Education Act (NEA) of 1999, enacted in 2000, the government launched a series of educational reforms with the aim of developing Thailand into a knowledge-based society. According to the Act, the provision of education should be based upon the principles of a lifelong education for all; the participation of all segments of society in educational provision; and continuous development of the bodies of knowledge and learning processes. One of these principles focuses on the nature of the learning process occurring in all subject areas at all levels of education. The Act states that a learner-centered approach should be applied in classroom teaching by schools and higher educational institutions. This learner-centered approach includes concepts of self-education and life-long education. The learner-centered approach also requires teachers to change from the traditional learning system where the teacher is regarded the main 'source' of knowledge to place emphasis on meeting the needs and developing the capabilities of each learner.

Although Thailand has not constitutionally defined the status of English, the importance of English as a global language has been stressed in the Educational Reform Act of 2002 published by the Ministry of Education in Thailand. The Act specifies that "Thai learners should have global literacy which means that they must know and understand English to be qualified as world citizens" (Educational Reform Act of 2002, p. 8). The problem with implementing this Act is that in the Thai teaching context, English is taught as a foreign language. Therefore, the only place that most of the students have access to English is in the classroom. This study, therefore, plays a crucial role in finding ways to improve my learners' oral proficiency in a context where social opportunities to interact in English are limited. In social contexts English is not widely used because Thailand is one of the Expanding Circle countries. Kachru (1996) maintains that the various roles English serves in different countries of the world are best conceived of in terms of three concentric circles: a. the Inner Circle, where English is primary language of the country such as United Kingdom, United states, Australia; b. the Outer Circle, where English servers as a second language (Singapore, India); c. the Expanding Circle, where English is widely studied as a foreign language (China, Korea, Thailand, and Japan) (McKey, 2002).

1.2.1. Research problem

In most of Thailand's government and private schools, English is taught at pre, post primary, secondary, and high school levels. Depending on the level, each school or university can decide on the type of books to be used in classroom teaching. In most cases, commercially produced books are used in teaching English because they come in packages containing a workbook, teacher's guide, and test booklets with compact discs making the materials appealing to buy and use regardless of their appropriateness to the teaching and learning context of Thailand. As indicated earlier, the Inner Circle countries such as the UK, USA, Canada, and Australia play a key role in producing ELT materials such as course books, teaching and learning aids and sending them to Expanding Circle countries. The idea stated above concerning the role of ELT materials is advocated by Isik (2008) who believes that "the periphery assumes the subordinate, dominated role, that is, the technician carries out the ELT process in accordance with the materials and guidelines for teaching English specified by the Inner Circle" (p. 127). However, the Outer Circle countries such as Singapore, India, Malaysia, and Sri Lanka produce their own materials which are culturally and contextually appropriate for their learners instead of using commercially produced ELT materials by the Inner Circle countries.

Thai students generally study English during their school period and also further receive opportunities to study a number of English courses at university provided that they gain entry into a public university. Despite that Thai students spend 13 years studying English at school and another four or five years at a university, a majority of learners do not gain mastery in oral proficiency (Wiriyachitra, 2001). Ruksasat, (1995) and Khamkhien, (2010) have noted that English teaching practices in the context of Thai English education do not necessarily cater for the learners' communicative needs. In the Thai classroom, reading and writing are emphasized while teachers pay less attention to listening and speaking because oral and aural skills are not assessed in school based or public examinations. Therefore, students who enter a public university from a school background described above find it difficult to engage fluently and accurately in conversations. However, the problem of oral proficiency in English is not confined to school or university students but it is even evident in the work place of Thailand. The World Bank Report (2009) cites a survey conducted with owners and managers of Thai firms, who commented that more than 72 percent of employees working in

their firms have identified English language proficiency as the most severe constraint in performing their duties. Another example to support the view that Thai industries demand employees with foreign language skills can be cited from my university's website which publishes academic news. In a meeting held between the Federation of Thai Industries of Songkla province and Prince of Songkla University on the 25th of December, 2006, the main issue discussed was the quality of the graduates which the university produces. The Federation of Thai Industries of Songkla requested that the university should place emphasis on developing graduates' foreign language skills especially English because most of the industries in Songkla are engaged in exporting products to neighboring countries. Therefore, English is one of the most important issues that industries consider when they recruit employees to work in their industries. (http://www.international.psu.ac.th/news/FTI.htm)

Given that university students fail to achieve oral proficiency in the target language, the present study was undertaken with the premise that the results of the study will assist in developing advanced teaching methods and approaches that can be used to help students improve their oral proficiency.

1.2.2. Research questions and hypotheses

In an attempt to engage with the research problem stated above, I formulated the following research questions:

1. Do teaching materials (including contextually-developed role-playing activities based on real-world situations) lead to increased language fluency as measured by the Cambridge listening tests (Cambridge, 2009) and the speaking tests developed by the researcher?

2. Do teaching materials (including contextually-developed role-playing activities based on real-world situations) lead to increased language accuracy as measured by the Cambridge listening tests (Cambridge, 2009) and the speaking tests developed by the researcher?

In an attempt to answer the research questions stated above, the following hypotheses were posed:

1. Teaching materials (including contextually-developed role-playing activities based on real-world situations) lead to increased language fluency.
2. Teaching materials (including contextually-developed role-playing activities based on real-world situations) lead to increased language accuracy.

1.2.3. Authentic materials

Teaching materials in general play a crucial role in language learning (Robinson, 1991; Nunan, 1991). Materials not only provide learners with a wide range of useful and relevant information but also can play a crucial part in enhancing learners' motivation- thus, facilitate language acquisition (Dudley- Evans & St John, 1998; Nonaka, 2001).

In my teaching context, the need to develop my students' language skills for the real world has become crucial. This means that I need to endeavor to bring the real world into my classroom. One way of bringing the real world into my classroom is to use a variety of useful and relevant authentic materials. Authentic texts are "real-life texts, not written for pedagogic purposes" (Wallace, 1992, p. 145) and Little, Devitt and Singleton (1989, p. 25) use the term "authentic materials" to refer to "materials that have been produced to fulfill some social purpose in the language community". I regard my classroom as a language community. Therefore, it is imperative for me to expose my learners to real language used by real people such as native speakers or non-native speakers who use English for communication. The authors above emphasize that exposing students to the language of the real world will help them acquire an effective receptive competence in the target language.

To go beyond the limitation of a given text or lesson, language teachers are continually searching for better ways to improve their students' knowledge and skills. For this purpose, they often adapt or create activities involving authentic materials or media which provide real world experiences.

Since the authentic materials in general are motivating, interesting, culturally enlightening, engaging, and relevant (Day, 2004), during my study, I used authentic materials ranging from print to electronic media with classroom activities to make my learners feel how close the activities they do are to the real world. Authentic materials are beneficial to

foreign language learners and a number of reasons are found in the literature outlining their potential benefits. The idea of exposure to authentic materials is important in the Thai context since my students have limited opportunity for the target language practice. Outside the classroom, exposure to and involvement with the target language is rare or impossible since English is not widely used in social context.

1.2.4. Role-playing activities

Budden (2006) defines role-playing as any speaking activity in which you act either as someone else or put yourself into an imaginary situation. Role-playing activities, therefore, provide students with opportunities to practice communicating in different social contexts and varied social role. During my study, I used two types of role-playing activities such as role-playing activities involving single events and role-playing activities involving a series of sequential events. The role-playing activities I used in classroom instruction allowed learners to engage and interact in meaningful communication because in role-playing activities my learners could work in pairs or in groups. When my learners were working in pairs or groups, I observed that they could negotiate meaning, expand their language resources, seek assistance from group members, and take part in meaningful interpersonal exchange (Richards, 2005). Moreover, I observed that role-playing activities involving a series of sequential events were more interactive, engaging, and related to the real-world than the role-playing activities involving single events. Providing learners with opportunities to play various roles in a sequential manner allows learners to repeat and recycle the language over and again. Repeating and recycling language has been found to facilitate language acquisition (Bygate, 2005). (See Chapter 2 for more information).

Ladousse (1987) indicates that role-play uses different communicative techniques and develops fluency in the language, promotes interaction in the classroom and increases motivation. Furthermore, researchers such as Savignon, (1983), Crookall and Oxford, (1990), and Littlewood, (1992) have asserted that role-playing activities not only help learners develop their oral proficiency in the target language but they also provide opportunities for students to appropriate the kinds of linguistic behavior-patterns which they will need to produce outside the classroom. It is against this background, therefore, I chose to use role-playing activities in my study since my students need to improve oral proficiency in the

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target language. Moreover, role-play, being an activity of experiential learning (Ments, 1999; Joyce, Weil & Showers, 1992) brings the real world into the classroom, transforming the artificial and sterile atmosphere. Through role-playing activities, then, the subjects in this study were able to act out different characters likely to encounter in their day-to-day lives thus bringing the real world into the classroom.

Studies (Lynch & Maclean, 2000; Alwahibee, 2004; Noon-ura, 2007; Ding & Liu, 2009; Muamaroh, 2010) reported by authors stated above have investigated the effects of authentic materials and role-playing activities in enhancing oral proficiency in different teaching contexts and found that there is a link between authentic materials, role-playing activities, and oral proficiency. However, the studies cited above used a few authentic materials (less than five) and role-playing activities involving single events (between three to five) but the current study used three monologues, nine role-playing activities involving single events, and fourteen role-playing activities involving a series of sequential events combined with a wide range and variety of both print and electronic media authentic materials. (See Chapter 3 for more information) Therefore, I wanted to find out how effective and interactive were the instruction I provided to my learners using the materials described above in improving their oral proficiency in the target language.

1.2.5. Oral proficiency

According to a functional definition provided by Spolsky (1968, p. 93), proficiency "is not how much of a language someone knows, but his ability to operate in a specified sociolinguistic situation with specified ease or effect". In other words, proficiency is not a matter of how much language one knows, but how much they can communicate regardless of how many linguistically defined skills they have mastered. In the case of my students, therefore, it is imperative that they should know how to use the target language in different social situations for different purposes. The term "oral proficiency" is used by Richards and Platt (1992) to refer to the degree of skill with which a person can use a language in speaking and understanding. Spolsky (1968) also emphasizes that learners will require achieving oral proficiency in the target language. My students can read and write, but social and business environment necessitate that they need to learn how to communicate in sociolinguistic situations such as work place, school, and other life-related events. As indicated above, the

work place and university study in Thailand require oral proficiency in English where the students not only can operate effectively but also use language appropriately for communicative purposes.

Since my learners had studied English at school and also in the university, they were able to function fluently and accurately in written English but they lacked oral proficiency. Therefore, in order to help my learners, I designed context-specific role-playing activities based on real-world situations and used them in classroom instruction.

1.2.6. The link between authentic materials, role-playing activities, and oral proficiency

Our awareness of the role of authentic materials and role-plying activities in enhancing EFL learners' oral proficiency is largely based upon empirical studies. As indicated above, a growing body of literature has investigated the effects of authentic materials and role-playing activities on oral proficiency of the students in different teaching contexts and has found evidence which suggests that there is a link between authentic materials, role-playing activities, and oral proficiency (Gilmore, 2007a; Noon-ura, 2007; Alwhibee, 2004; Ding & Liu, 2009). A comprehensive literature review is dealt with in Chapter 2.

The current study investigates the effects of authentic materials and role-playing activities on oral proficiency of Thai undergraduate students. The authors cited above have carried out studies under varied teaching backgrounds and they clearly suggest that role-playing activities and authentic materials can provide students with authentic language input that is rich enough to promote language acquisition.

1. 3. Objectives of the Research

By conducting this research, I hoped to achieve the following objectives:

1. To find out if authentic materials and contextually-developed role-playing activities based on real-world situations improve oral proficiency. I wanted to prove that there is a link between authentic materials, contextually-developed role-playing activities, and oral proficiency in my teaching context.
2. To help the students improve their oral proficiency in English.

3. To illustrate that students' oral proficiency in English can be enhanced by exposing students to authentic materials and role-playing activities based on real-world situations presented through less orthodox teaching techniques in classroom situations.

4. To enlighten the department of Languages and Linguistics in the Prince of Songkla University of the extent to which authentic materials and contextually-developed role-playing activities are effective and related more closely to learners' needs. Therefore, I hope that the decision makers would consider replacing the present textbook used in English conversation course to enhance students' oral proficiency in English.

1.4. Methodology

The type of study I carried out was quantitative since it involved statistical comparisons of subjects' pre and posttests scores to determine if there were any statistically significant differences between the mean scores for the two groups on the posttest conducted at the end of the treatment (Nunan & Bailey, 2009). Even though this was an experimental study since it involved experimental manipulation of factors such as experimental treatment, the type and number of subjects who participated in the study, and when and how the subjects performed in the research context (Seliger & Shohamy, 1989), given my pedagogical orientation of SLA and the practical problems I could have faced by selecting totally a qualitative study, I decided to combine both quantitative and qualitative methodologies and approaches in my study so that I can get a better perception of the role that authentic materials and contextually-developed role-playing activities play in promoting oral proficiency of my students (See Chapter 3 for more information). The participants were 80 Thai undergraduate students majoring in different subjects such as Law, Management Science, Nursing, Computer Science, Liberal Arts, Engineering, Thai Traditional Medicine, Economics, General Science, Community Studies, Plant Science, and Animal Science from the third and fourth years at Prince of Songkla University.

The subjects for the study were selected randomly. Before the first semester of 2010 started, I obtained from the student registration office the lists of names of students who had

already enrolled for English conversation course in the sections I was assigned to teach. Generally 40 students are allowed to register in one section and a teacher is assigned with five sections in the first and second semester except the summer semester in which a teacher is assigned only two sections by the Department of Languages and Linguistics where I have been teaching since 2007. Therefore, I had 200 students who had enrolled for the English conversation course in my five sections for the first semester (June to September) of 2010. I then, using the lists of names which included details of the students' majoring subject, faculty, department, and the year they were studying, categorized 200 students according to their subject majors. Using the Simple Random Sampling technique, I selected 80 students and assigned them to experimental and control group with 40 students in each group. (See Chapter 3 for more information).

The study was conducted during the first semester (June to September) of 2010 which lasted for 15 weeks with a total of 45 hours classroom instruction. The study employed four research instruments; pre and posttests, classroom observation, and treatment instrument to gather data. I administered a pretest on speaking and listening for both groups to ensure that both groups were at the same level of language proficiency before any instruction began. For instruction, the experimental group was taught using authentic materials and contextually-developed role-playing activities while the control group was taught using the prescribed materials. It should specifically be mentioned here that for ethical reasons, the control group was not disadvantaged in that they still received regular tuition in the form of the traditional textbook while the experimental group did not receive extra tuition. The only difference was that the experimental group received classroom instruction from the materials I had developed.

During the treatment, I video-recorded three sessions of classroom teaching; the first session during the first week, the second session in the middle and the third session during the last week of the study. These three videos were analyzed to gain a general overview of classroom interaction and how well or weak the subjects had progressed in the target language. Simultaneously, to analyze the fluency and accuracy levels of the subjects, I video-recorded four role-playing activities from the experimental group and five role-playing activities from the control group making a total of 125 recorded role-plays. The four role-

playing activities which I video-recorded from the experimental group were a part of the 23 role-playing activities I designed and used with the experimental group during the study. The five role-playing activities which were video-recorded from the control group were a part of the role-playing activities which the control group practiced with their prescribed textbook (*Person to Person*). The role-playing activities mentioned above were video-recorded when the students were presenting in class (See Table 3 for more information). At the end of the treatment, posttests on speaking and listening were administered. Finally, the results gained from the research instruments were analyzed using Independent Samples t-test to investigate the effects of authentic materials and contextually-developed role-playing activities on oral proficiency of the learners in the target language. (See Chapter 3 for more information).

This study will not deal with other language proficiencies such as reading and writing even though they are also important aspects of language proficiency. This study focuses on oral proficiency because it will allow me to gain in-depth understanding concerning the group of students on which I focused in the current study. Moreover, the outcomes of this study cannot be generalized to learners who are not cognitively mature enough to carry out the tasks suggested in the student materials (See Appendix I) and whose educational level is different from the subjects in the current study even though they study English conversation in similar situations and levels at other educational institutions both in and outside of Thailand.

1.5. Outline of the dissertation

Chapter 1 provides an outline of the study. The research questions are outlined, the background to the study is provided followed by an introduction in which the link between authentic materials, role-playing activities based on the real-world situations and oral proficiency in English is described. Furthermore, the context of the research problem is explained and the objectives of the study are discussed. Finally, a brief explanation of the research methodology is provided.

Chapter 2 is devoted to describing the theoretical, empirical, and pedagogical impact of authentic materials and role-playing activities on the oral proficiency of the EFL learners. First, the crucial role that authentic materials and role-playing activities based on real-world situations play in enhancing learners' oral proficiency is discussed and described with reference to published literature and its relevance to the current study. Then, the use of role-playing activities involving a series of sequential events is critically examined. Finally, the concept of language proficiency is explored in relation to my study with emphasis on the crucial role that the constructs of accuracy and fluency play in EFL communication.

Chapter 3 deals with the research methods used and research design followed in this study with specific reference to subjects, materials and procedures. The four research instruments of data collection used in this study are discussed and explained in detail and the statistical procedures used to analyze the data are outlined.

Chapter 4 is dedicated to the presentation and discussion of the findings of the study. The chapter is aimed at answering the questions posed in Chapter 1. This chapter also presents the results of the study and interprets these results in the light of previous research.

Chapter 5 contains a summary of the major findings and their contribution to the domain of SLA with limitations of the study. This chapter also includes recommendations for EFL practitioners with an outline of the implications for further research.

Chapter Two:

Literature review: Authentic materials and role-playing activities

2.1. Introduction

This chapter is devoted to the theoretical, empirical, and pedagogical impact of authentic materials and role-playing activities on the oral proficiency of the EFL learners. First, the crucial role that authentic materials and role-playing activities based on real-world situations play in enhancing learners' oral proficiency (dependent variable) is discussed and described with reference to published literature and their relevance to the current study. Then, the use of role-playing activities in a new dimension (role-playing involving a series of sequential events) is critically examined. Finally, the concept of language proficiency is explored relevant to my study with emphasis on the crucial role that the constructs of accuracy and fluency play in EFL communication.

2.2. Authentic materials

The necessity to equip students with the skills of proficiently using a foreign language makes it compulsory to increase the quality of teaching and learning process in and out of the classroom. To equip students with the required skills of a foreign language, it is imperative that language teachers should use more creative and effective teaching-learning strategies in the classroom. One way of helping learners to achieve proficiency in the target language is to create an authentic learning environment. In order to create an authentic environment for the learners, I used authentic materials in classroom instruction during my study. Newman and Wehlage (1993) state that the more there is a connection to the real-world students live in, the more a lesson gains authenticity. Morrow (1977, p. 13) defines an authentic text as "a text that is a stretch of real language, produced by a real speaker or writer for a real audience and designed to convey a real message of some sort." As this definition reveals, authentic texts are practical because they are samples of real language used by real speakers, for real situations, with the key term being reality beyond the classroom. Therefore, students who are exposed to a similar situation will be able to use what they have learned in class. Empirical studies (Alwahibee, 2004; Gilmore, 2007a; Noon-ura, 2007; Ding & Liu, 2009;

Muamaroh, 2010) carried out to investigate the effects of authentic materials on language proficiency show evidence that authentic materials can help EFL/ESL learners improve their proficiency in the target language provided that authentic materials are properly selected and used in the class.

2.2.1. Authenticity

Gilmore (2007b) states that there are possible inter-related meanings of authenticity which the literature has identified to date in the EFL domain. He describes three dimensions of authenticity that relate to the language. Firstly, authenticity is described as the language produced by native speakers for native speakers in a particular language community (Porter & Roberts, 1981). The second refers to the language produced by a real speaker or writer for a real audience, conveying a real message (Morrow, 1977) while the third, Gilmore asserts, refers to the qualities bestowed on a text by the receiver, in that it is not seen as something inherent in a text itself, but is imparted on it by the reader or listener (Breen, 1985). Kramsch (1993) views authenticity as the ability of a person to behave or think like a target language group in order to be recognized and validated by them. However, of all the definitions given by different authors stated above concerning authenticity, Kramsch's (1983) view is relevant to the main objective of my study.

Regarding the use of authentic materials, Nunan (1989) articulates that the argument for using authentic materials is derived from the notion that the most effective way to develop a particular skill is to rehearse that skill in class. While agreeing with the general acknowledgement that authentic materials have a place in the classroom, Nunan argues that teachers should take into account the issue of activity authenticity in classroom teaching because it is possible to use authentic texts in non-authentic ways. What Nunan (1989) states regarding the use of authentic texts in non-authentic ways is that the activities learners are required to do with the authentic materials should also be authentic. In other words, the activities should reflect the real-world. However, Day's (2004) view of using the term 'authentic' is an expansion to what Nunan states in that Day proposes that language teachers, researchers, and material designers should use the concept of appropriateness rather than authenticity because he stresses that materials need to be appropriate in terms of both the type or variety or dialect, and in terms of the activities, tasks and exercises that students are

asked to do. Concerning Day's assertion about the appropriateness of materials, I feel that appropriateness and authenticity are two concepts which do not coincide. In my opinion, the materials that are appropriate may not always be authentic.

Rogers and Medley's (1988) definition of authentic materials is descriptive in that it emphasizes "appropriate and quality in terms of goals, objectives, learner needs and interests and natural in terms of real life and meaningful communication" (p. 467). Rogers and Medley explicitly emphasize the characteristics inherent in authentic materials. Among those characteristics, authentic materials are natural in terms of real life and meaningful communication is overtly relevant to the context of my study.

Gilmore (2007b) ascribes the credibility of first using authentic texts to Henry Sweet (1899) who used authentic texts in his books and was well aware of their potential advantages over contrived materials. The extract given below from Henry Sweet's book '*Practical study of Languages'* confirms Gilmore's claim.

The great advantage of natural, idiomatic texts over artificial
'methods' or 'series' is that they do justice to every feature of the
language . . . The artificial systems, on the other hand, tend to
cause incessant repetition of certain grammatical constructions,
certain elements of the vocabulary, certain combinations of words
to the almost total exclusion of others which are equally, or
perhaps even more, essential. (Sweet, 1899, p. 177)

What Sweet illustrates in his writing is the futility of contrived materials which lack the natural features inherent in a given conversation. He, furthermore, elaborates that by using authentic materials in classroom teaching, teachers can train their learners to capture the natural features of the language they undertake to study. As suggested by Sweet, I determined to use authentic materials during my study with the premise that I can train my learners to use authentic language in their academic and social contexts. Cook (1981) also argues that authentic materials are a highly effective way of bringing a target culture closer to the students who are interested in it. Then a question will arise concerning the use of authentic materials with students who are not interested in a target culture. Cook (1981) again providing a subtle reason for the question mentioned above says that all language syllabuses are defective representations of the target language; English has changed since the course was written or the grammatical description itself was inadequate. Given the condition of English and language acquisition process, Cook (1981) moreover, urges that the only way

we can make sure that we are giving the students all they need to know is by giving them authentic materials.

Gilmore (2007b) also emphasizes the gap between authentic language and textbook language while Crystal and Davy (1975, p. 2) observe that the language presented to students in textbooks is a poor representation of the real thing, "far away from the real, informal kind of English which is used very much more than any other during a normal speaking lifetime". The argument advanced by Porter and Roberts (1981) regarding the use of authentic materials in teaching conversational English is very relevant to the present study. They illustrate that conversations recorded for language texts often have a slow pace, have a particular structure which recurs with obtrusive frequency, and have distinct turn-taking of speakers. Furthermore, they observe that hesitations such as "uhs" and "mms" are often missing, and sentences are well-formed. Therefore, what learners hear in the class from scripted dialogues is different from the language they are likely to hear and use in the real world. This view can be authenticated from an example drawn from a commercially produced book which is currently used for the English conversation course offered by the department of Languages and Linguistics at Prince of Songkla University. By listening to the recorded conversation, one can easily understand and decide the extent to which it deviates from authentic speech which generally consists of paralinguistic features such as eye-contact, facial expressions, body language, tempo, pauses, voice quality changes, and pitch variation (Thornbury, 2005) and visual aspects which cannot be captured on cassette, CD or writing (Cook, 1989).

An example from *Person to Person* textbook

Unit 1 Conversation 1   CD 1 track 1 (p. 2)

Haven't we met before?

Pete: This is a great film festival, isn't it?

Liz: It sure is. This film looks wonderful.

Pete: Yes, it does. Have you been to this film festival before?

Liz: Yes, I was here last year.

Pete: This is my first time. You know, you look familiar. Haven't we met before?

Liz: I'm not sure.

Pete: I think we were in the same computer class last year. With Ms. Clark?

Liz: I remember you now!

Pete: My name's Pete. Pete Wilson.

Liz: I'm Liz Wu. It's good to see you again.

   Sorry I didn't recognize you at first.

Pete: Well, my hair was a bit longer then, and I wore glasses.

(Recorded dialogue from "*Person to Person*", (p. 2) can be heard (http://www.youtube.com/ watch?v=joJc24AxRCU) or by entering "Recorded dialogue from Person to Person in the www.youtube.com"

(http://www.youtube.com/watch?v=joJc24AxRCU)
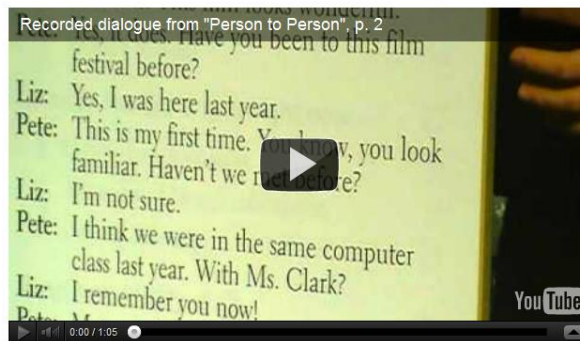
2.2.2. Paralinguistic features in spoken language

Teaching paralinguistic and spontaneous features embedded in English to EFL learners and getting them to speak naturally is one of the problems that EFL teachers constantly face in their teaching practices. Paralinguistic features are the aspects of spoken communication that do not involve words. These may add emphasis or shades of meaning to what people say. Body language, gestures, facial expressions, tone and pitch of voice are all examples of paralinguistic features. Paralinguistic features of language are extremely important as they can change message completely. Tone and pitch of voice is commonly dealt with at all language levels.

As Tench (1990) points out, the speaker's attitude is conveyed through factors which include not only the choice of words and the context of situation but also the choice of prosodic and paralinguistic features, besides body gestures or movements. Bombelli and Soler (2006) observe that foreign language students are usually unaware of paralinguistic features and hardly use then in activities such as oral presentation or reading aloud. Therefore, they, furthermore, assert that students should engage in listening and oral production activities to make aware of the importance of paralinguistic features in spoken language. They recommend that language teachers should ask their students to prepare their own speeches or conversations on subjects of their interest and also to read aloud and practice conversations with their peers so that they can make their own decisions as to what features to use and where and when to use them.

Willis (1986, p. 88) indicates that "textbooks contain mainly written language, cassettes mainly carefully edited spoken language, a lot of which is scripted." Burns (2001) also notes that scripted dialogues rarely reflect the unpredictability and dynamism of conversation, or the features and structures of natural spoken discourse, and that students who encounter only scripted spoken language have less opportunity to extend their linguistic repertoires in ways that prepare them for unforeseeable interactions outside the classroom.

In order to communicate, students need knowledge of the linguistic forms, meanings, and functions. Furthermore, they need to know how and when to use those linguistic forms in different social contexts to achieve their desired communicative purposes. Communication is a process, knowledge of the forms of language is insufficient (Larsen-Freeman, 2000). Clarke and Silberstein (1977) have suggested that what students learn in the classroom

should be parallel to the real world as closely as possible so that students can transfer what they learn in the classroom to the outside world. To ease the process of transferring what L2 learners learn in the classroom to the real world, proponents of CLT (Crystal & Davy, 1975; Schmidt & Richards, 1980; Morrow, 1981; Gilmore, 2007b) generally agree that authentic materials should be employed in the EFL class to provide learners with opportunities to experience the language used by actual speakers in different social situations and contexts. Moreover, proponents of CLT hold a common view that authentic materials contain genuine input data which the L2 learners can make use of for real communication (Brosnan et al, 1984). One of the pressing needs that prompted me to use authentic materials in classroom instruction is that my students do not have the advantage of interacting with native speakers inside or outside the classroom. As indicated earlier, English is not widely used in social context since Thailand is an Expanding Circle country.

2.2.3. The input and output hypotheses

The authentic materials and contextually-developed role-playing activities involving a series of sequential events I used in classroom instruction are consistent with the input and output hypotheses proposed by Krashen (1983, 1985) and Swain (1985, 2000) respectively. Some of the activities I included in the instructional materials demanded more involvement in finding facts, allocating roles to each member of their group, preparing a script, editing the script, practicing the role-play within the group, and finally performing the situation until all sequential events involved in the given situation are played by all members in the group. Krashen's (1983, 1985) input hypothesis suggests that language acquisition occurs when one is exposed to language that is comprehensible and that contains i + 1. The 'i' represents the level of language already acquired while '+ 1' is a metaphor for language (words, grammatical forms, aspects of pronunciation) that is just a step beyond that level (Lightbown & Spada, 2006). However, concerning comprehensible input, Schachter (1983) claims that in order for people to learn a language, they must not understand each and every word in each and every utterance they hear. She, furthermore, states that in order for learners to incorporate a structure a lexical item into their productive capacity, they must have understood it as meaningful in some way.

Given the output hypothesis proposed by Swain (1985, 2000), it might be important to see the relevance of the current study and what implications the output hypothesis had in the context of my teaching. Swain (1985, 2000) suggested that perhaps one function of output in second language learning might be to force the learner to move from the semantic processing prevalent in comprehension to the syntactic processing needed for the production. In other words, it may be that producing language forces learners to recognize what they do not know or know partially. This may trigger an analysis of input, or it may trigger an analysis of internal linguistic resources, in order to fill the knowledge gap (Bot, Lowie & Verspoor, 2005). VanPattern (2003) claims that output plays a facilitative role in acquisition and that making output pushes learners "to be better processors of input" (p. 69). However, VanPattern maintains that de-contextualized output practice such as mechanical pattern practice plays a limited role in L2 acquisition.

In a class-based study conducted with a group of Japanese adult learners, Nobuyoshi and Ellis (1993) provide evidence to support the claim that comprehensible output (CO) has some effect on the performance. Concerning the success of their subjects who could improve their performance in using past form accurately, they state when learners are given an opportunity to produce the language, they process the language more deeply and as a result of language processing, learners need to pay more attention to how meaning is expressed through the language than they try to understand the meaning of the language (Swain, 2000).

Even though the Output Hypothesis provides a useful pedagogical implication, Muranoi (2007), however, warns that output hypothesis has not been extensively verified yet. Only a few studies have empirically investigated the role of output in noticing (The registration of the occurrence of a stimulus event in conscious awareness and subsequent storage in long term memory- DeKeyser, 2007, p. 309) and output modification, the impact on other internal processes such as hypothesis formulation and testing, cognitive comparison, and syntactic processing has not been directly examined. Therefore, teachers should be careful not to assume that output practice can be useful for any learner with any linguistic form under any condition because output practice leads to L2 development heavily depends on various factors, including learners' psycholinguistic readiness and linguistic features of the target form (Muranoi, 2000).

2.2.4. Proficiency

In Burt and Dulay's (1978, p. 178) words; Proficiency refers to the degree to which a person has control over the use of the rules of language for one, some or all of its diverse aspects. Included in those rules are phonological, syntactic, lexical, and semantic systems as well as discourse rules for oral and written communication in various domains and social circumstances (p. 178). The term "oral proficiency" in particular, refers to the degree of fluency and accuracy with which a person can speak a language (Richards & Platt, 1992).

Cummins (1979) describes two kinds of language proficiencies, cognitive academic language proficiency (CALP) and basic interpersonal communication skills (BICS). Cummins suggests that students should have a special kind of L2 proficiency (CALP) because many classroom tasks are cognitively demanding.

2.2.4.1. Accuracy

Brumfit (1984, p. 59) defines accuracy as, "a focus on issues of appropriateness and other formal factors such as usage, language for display and knowledge, and judging communication by linguistic competence". As Brumfit defines, the construct of accuracy constitutes of several features such as language for display purposes which means the learner should produce examples of language according to the requirement of the teacher. In other words, a learner should produce phonologically, syntactically, lexically, and functionally correct language which may be based on a specified or unspecified norm. Furthermore, a learner is expected to demonstrate language usage, not language use. According to Widdowson (1978), producing grammatically correct language is a feature of usage while producing language appropriate to the context in which it is used is a feature of use. Arguing about the distinction between accuracy and fluency, Brumfit (1984) states that such a distinction is concerned with methodology rather than psychology or linguistics in that a teacher can make decision about the content of lessons and allocation of time between various types of activities. Brumfit clarifies the construct of accuracy on a pedagogical ground as;

a. Ability to produce spoken language may not be accurate language.

b. There is a definite role for accuracy work in language teaching but its over-use will impede successful language development.

c. Accuracy refers to all language skills such as listening, speaking, reading and, writing. However, extensive reading work is aimed at accuracy, free and some situational writing exercises are aimed at accuracy. Listening exercises are also aimed at accuracy.

Referring to accuracy in language production, Canale (1983) states that grammatical competence concerns the mastery of the language in the verbal and non-verbal modes. Non-verbal mode includes features such as vocabulary, word formation, sentence formation, pronunciation, spelling, and linguistic semantics while the verbal mode then includes pronunciation and vocabulary as constituent parts of grammatical competence. As can be inferred from Canale (1983), accuracy in oral production should include a sound knowledge of vocabulary, grammatical structures and, correct pronunciation.

Richard and Platt (1992) observe that accuracy refers to the ability to produce grammatically correct sentences. Advocates of CLT proposed that syllabi and materials should be designed to develop learners' major language skills (Listening, speaking, reading, and writing) and an integrated-skills approach to teaching of the skills (Richards, 2005). Since communicative competence is viewed as mastery of functions needed for communication across a wide range of situation, it is argued by Widdowson (1978), Brumfit and Johnson (1979), and Littlewood (1992) that learners should be able to carry out functions in English. Therefore, vocabulary and language structures are chosen according to the functions being taught in the class.

2.2.4.2. Fluency

Beardsmore (1974, p. 323) states that for ESL learners' fluency involves the ability to produce "sustained oral production implying a certain communicative competence, as well as the unstilted spontaneous use of English conversational lubricants". These "lubricants" are the sort of semantically empty or redundant bits of language that speakers might use to fill time. For Sajavaara (1987, p. 62), L2 fluency consists of two factors, "linguistic acceptability and smooth continuity of speech." Sajavaara makes clear that the former means primarily "communicative acceptability," that is, whether a speaker's utterance fit well with his or her listener's expectations in a particular social context.

Brumfit (1984, 2000) takes a pedagogical and learner-oriented approach to L2 fluency. He defines fluency as "natural language use, whether or not it results in native speaker-like

language comprehension or production" (2000, p. 56). He adds that fluency "can be seen as the maximally effective operation of the language system so far acquired by the student" (p. 57). Brumfit admits that by putting students into positions, they will encounter situations and these situations force students to use language as fluently as possible. Brumfit's position with regard to fluency training   is important and relevant to the context of my study. Because in a role-play, a student is assigned a role and he is expected to play the specific role to achieve the desired communicative purpose. Therefore, a student has to use the language relevant to the situation. In a more recent study, Lennon (2000) proposed that "a working definition of fluency might be the rapid, smooth, accurate, lucid, and efficient translation of thought or communicative intention into language under the temporal constraints of on-line processing" (p. 26). Moreover, given the different definitions provided by authors stated above for fluency and its crucial importance in terms of my students' oral language production, I tend to probe into the construct of fluency in little more detail below.

Regarding language, Brumfit (1983) states that primacy of speech is on fluency rather than on accuracy. Therefore, he suggests that fluency should be used as the basis for a language curriculum. The reasons he offers for a shift from accuracy-based syllabus to fluency-based syllabus is that "a natural learner operates more on an oral basis of fluent and inaccurate language than on a careful building up analytically of accurate items according to a descriptive model." (p. 188).   In other words, what Brumfit (1983) suggests is that by placing emphasis on fluency in curriculum design, material development, and classroom methodology will lead us to perceive how learners use what they know about the language rather than what they know about language form. Specifying the drawbacks of fluency-based curriculum, he asserts that such a curriculum, which is not student-centered, does not start with what the students can do with the language since its starting point does not start from communication.

Gatbonton and Segalowitz (1988) observe that there are a number of advantages to developing fluency. Fluency appears to improve self-confidence which allows students to take more risks with the language. Taking risks with the language in turn allows students to participate in more conversation leading to more practice and hence greater fluency (Kirkland, 1984). Fluency also allows students to circumlocute around linguistic gaps in their own knowledge, such as when they do not have the appropriate vocabulary to express an

idea, enabling them to negotiate for meaning with native speakers. More negotiation in turn leads to more input which is rich in target features, thus improving the chances of noticing and acquiring the lexis and/or grammar that they were lacking in the first place (Swain, 1985). Finally, the increase in confidence and participation in conversation that comes with fluency can lead to greater interest and pleasure in language learning (Gatbonton & Segalowitz, 1988). Furthermore, Gatbonton and Segalowitz (1988) have suggested that there are two broad aspects of fluency. One is the "skills concerned with selection of utterances" (i.e. knowing what to say and what is appropriate) and the other is the "skills concerned with the actual production of these utterances" (p. 473). Students may know what to say and be able to plan the necessary forms in advance of a forthcoming communication situation but still be unable to articulate the actual production of utterances fluently when these actual productions of utterances are actually needed. This is a common situation most students have experienced whereby they feel they have the necessary grammar and lexis to express their ideas, but find they cannot use these to speak in English when the need arises.

The second component of fluency, Gatbonton and Segalowitz state, develops through a process of automatization which comes through "extended and consistent practice, of rapid, smooth, comfortable speaking skills" (p.474). I observed that the two aspects of fluency which Gatabonston and Segalowitz have suggested above could be tackled using role-playing activities involving a series of sequential events.

Given the theoretical, empirical and pedagogical views of fluency, I included a number of fluency-based role-playing activities in my study with the premise that fluency is primary whereas accuracy is secondary. As indicated earlier, the main objective of this study was to help my students to achieve oral proficiency in the target language. Oral proficiency constitutes of both the constructs of accuracy and fluency. As Brumfit (1984) makes the point that accuracy and fluency are not opposite, but complementary. Therefore, the both aspects of fluency and accuracy which constitute proficiency were treated in a balanced manner during my study.

2.3. Empirical evidence of authentic materials

Several studies conducted in different teaching contexts have found that authentic materials are effective in enhancing EFL learners' oral proficiency. Noon-ura (2007) investigated the results of an intervention program designed to improve the listening and speaking skills of first year undergraduate students of Thammasat University in Thailand. In her study, she developed materials and used them to supplement the textbook and she reports that the listening and speaking test scores of her subjects increased by 57%. The student sample included 28 undergraduate students and the study lasted for 60 hours over three weeks and the classroom activities included role-plays and simulations including a day trip to a tourist attraction where students had to communicate with foreigners in order to complete two tasks they had been assigned. The target language functions involved were giving directions, shopping, and talking about likes and dislikes.

The results showed that the students' listening and speaking average of speaking test scores increased. Before taking the course, it was found that 28 subjects were rated low in their average speaking test scores. However, at the end of the course, more than a half of the participants (16 out of 28) were found to be fluent speakers.

The study which Gilmore (2007a) carried out at Kansai Gaidai University in Japan over a four month period with ninety two second year English major students investigated the potential of authentic materials on the development of learners' communicative competence. The researcher used authentic materials such as films, documentaries, web-based sources, home-made video of native speakers, and newspaper articles with the experimental group and the control group was taught using two commercially produced textbooks; *Inside English* (Maggs, Kay, Jones & Kerr, 2004) and *Face to Face* (Fuller & Fuller, 1999). Teaching materials for the experimental group was developed by the researcher and at the end of the study, both groups were posttested on the language components such as listening, pronunciation, and speaking. However, the subjects' speaking proficiency was measured on the aspects of conversation management, conversation behavior, interaction, and fluency.

Univariate (ANCOVA) analysis of the pre and posttest results of the two groups indicated statistically significant differences between the two groups. The experimental group outperformed the control group on listening, pronunciation, vocabulary tests, the oral interview, and the student-student role-play. The researcher asserts the reason for the

experimental group to outperform is that the authentic materials and their associated tasks allowed the subjects to notice a wider range of discourse features than those generally available in the textbook input.

Another study conducted by Muamaroh (2010) with a group of university undergraduate students to investigate the effects of authentic materials and role-plays on oral proficiency in the target language is relevant in its structure and context to the present study. The study was conducted with a group of university undergraduate students who were enrolled at the English Department of Muhammadiya University of Surakarta, Indonesia. The objective of the study was to investigate the effective ways and means through which oral proficiency in English can be enhanced in Indonesian students. The study sample consisted of 28 participants and the instruments the researcher used were questionnaires, interviews, classroom treatment, observation, and a teacher's journal. For classroom treatment, the researcher used authentic materials such as newspapers, brochures and pictures, along with role-playing activities. The study was conducted in an English conversation class for one semester.

For speaking activities, role-plays based on real-world situations and picture descriptions, and selected topics for group discussion were employed. The group activities were tape-recorded by the researcher for post analysis. Although the researcher does not reveal real numbers, it is reported that five groups out of seven became proficient in speaking at the end of the treatment, whereas two groups did not show any remarkable improvement in oral communication. Moreover, the researcher asserted that asking students to perform role-plays by giving them the topic directly during class activities improved students' autonomy in speaking English and prevented them from memorizing chunks of sentences they had learnt before. The researcher concluded that role-playing activities and authentic materials had a positive impact on the participants' oral proficiency in the target language.

A school-based study which investigated the effects of role-playing activities on developing oral fluency of Omani students by Al-Senaidi (n.d.) is relevant to the current study in its objectives. The researcher conducted her study in an Omani school with three students who were 9-10 years old from grade 4 for a period of four months. She adapted role-playing activities from *Simple Speaking Activities* by Hardfield and Hardfield (1999). In her study, she used four role-playing activities which included three roles in each. She wrote the

role-plays on cards and distributed them to the students a day before the activity and the students performed their role-plays the next day.

She video-recorded the students' role-playing activities while the students were performing and the recorded spoken data from the four role-plays were analyzed quantitatively at the end of the study. She measured the lengths of the runs (the average number of syllables spoken by learners without lengthy pauses and counted the number of the turns in each role-play. After analyzing the spoken data, she found that the length of runs had increased gradually over the four months. She reported, in the first role-play, her three students' length of runs was 1.45 syllables and this number increased up to 2.2 syllables by the fourth role-play. However, the researcher found no particular improvement in the number of turns for each learner in the four role-plays. The researcher suggests that the number of turns may not be an indication of fluency because the number of turns each learner took would also have been influenced by the particular role they had in each role-play. The researcher concluded that the length of runs of all the three students became longer in a consistent fashion from one role-play to the next. Longer runs mean that learners improved their ability to produce a stream of speech without lengthy pauses which testifies that role-playing activities that the researcher used during her study helped learners improve their fluency in the target language.

Concerning the gap between the textbook language and authentic language, there has been a constant debate over the past two decades among authors, linguists and teachers of EFL. Therefore, what follows is a critical discussion concerning the gap between textbook language and authentic language with reference to related studies that have examined this aspect from pedagogical and empirical viewpoints of a number of authors.

2.3.1. The gap between authentic language and textbook language
Empirical studies which have investigated textbook language readily confirm that textbook language is inadequate in developing learners' overall communicative competence. Authors such as Holmes (1988), Tannen, (1989), Altman, (1990), McCarthy (1991), and Wajnryb (1996) have found that a majority of textbooks that claim to focus on developing learners' communicative competence lack adequate models for practicing spoken language. To support the view that textbook language does not provide adequate spoken language, Holmes

(1988) provides evidence on the relative frequencies of lexical items expressing doubts or certainty in written and spoken corpora from a survey of ESL textbooks. She reports that more common modal lexical items are often under-represented in comparison to modal verbs so that this kind of condition can potentially have serious consequences for learners because the pragmatic function these modal lexical items play in the language is important. Moreover, McCarthy and Carter (1995) present the results on distinctions between spoken and written grammar found in CANCODE (Cambridge and Nottingham Corpus of Discourse in English), a spoken corpus of around five million words collected between 1995 and 2000. They illustrate how standard grammar fails to account for pervasive features in spoken discourse such as ellipsis or 'slots' at the beginnings and ends of clauses for speaker orientation and stress importance of an interactive interpretation on verb-form choices in real data (Gilmore, 2007b, pp. 99-100).

Basturkmen (2001) demonstrates how learners are often misled by descriptions of questioning found in ELT materials and argues for authentic texts to be used with higher-level learners to give more realistic models. Commenting on the agreement/disagreement speech acts, Pearson (1986) also notes that agreement/disagreement speech acts are frequently given equal emphasis in language textbooks, perhaps presenting a misleading picture for learners since native speakers are more likely to agree with each other than disagree and frequently employ face-saving strategies when they do disagree. Powell's (1992) analysis of spontaneous conversation from the London-Lund corpus finds high frequencies of evaluative, vague, intense or expressive language in informal contexts. This meets the interactional and affective needs of speakers in informal contexts and contrasts sharply with the 'safe, clean, harmonious, benevolent, undisturbed world presented to learners in textbooks (Wajnryb, 1996).

Williams (1988) compared the language used for meetings in authentic business interactions with the language taught for meetings in 30 business English textbooks. She found almost no correspondence between the two, with only 5.2% of the 135 exponents presented in the classroom materials actually occurring in genuine meetings. She criticizes material writers for relying on introspection rather than empirical research when selecting which exponents to present in the classroom. Bardovi-Harlig, Hartford, Mahan-Taylor, Morgan and Reynolds (1991) surveyed conversational closings in 20 ESL textbooks and

found that, despite claims of naturalness or authenticity, the models presented were often only partially complete, with the pre-closing or closing moves missing. They criticize the lack of pragmatic information available to learners in textbook materials. Furthermore, Boxer and Pickering (1995) assess the presentation of complaint speech acts in seven EFL textbooks, finding that all deal with direct complaints rather than indirect complaints. (in direct complaints, the addressee is seen as being responsible for the perceived offence whereas in indirect complaints they are not). This is despite the fact that, in normal conversation, indirect complaints are much more common and play an important affective and discoursal role. Indirect complaints give an addressee the opportunity to show rapport by commiserating with the speaker's complaint and open up the subject of 'what's wrong with X' to further topical development. The authors also criticize the lack of contextualization in the textbooks examined, without which it is impossible for learners to know in what situations, and with whom, the target language is appropriate.

For students to learn how to manage conversation effectively in the target language, they need to have realistic models of proficient users (Brown & Yule, 1983). To develop conversational management in the learners, Eggins and Slade (1997) argue that the best model is the casual conversation but this is largely ignored in textbooks because casual conversation is thought to be unstructured. Language teaching materials tend to concentrate on monologues or dialogues in which turn-taking is structured and predictable, with some kind of transactional goal. However, more interactional, non-goal oriented language, used to develop relationships, is much less common and it is hardly surprising, therefore, we find that learners experience more difficulties with carefully chosen and structured language.

Concerning the accuracy of spoken genres represented in textbooks, there have been some arguments. Yule (1995, p. 185) reported that there 'continues to be a considerable mismatch between what tends to be presented to learners as classroom experiences of the target language and the actual use of that language as discourse. Scotton and Bernsten (1988) compared how people give directions in natural conversations with textbook dialogues and found that authentic interactions were much more different and complicated than the three-step model presented in the textbooks (request for directions – direction-giving – thanks). This was evident even in my study where students were required to give directions. When my

students were giving directions, they typically used other elements such as an opening sequence which could be a filler, a pause, a repetition of the question, an interjection or a comment such as *"Can I walk?"*, a pre-closing where the direction-giver provides a kind of an evaluative comment such as "This is a one way, use the way on the other side of the hospital". Given this kind of complicated generic structure in the natural discourse, Scotton and Bernsten (1988) suggest that learners be given authentic interactions in the classroom with awareness-raising tasks to highlight the discourse structure involved in giving directions.

Wong (2002) examined model telephone dialogues in eight ESL textbooks and assessed their faithfulness to the correct way of sequencing identified by the conversational analyst, Emanuel Schegloff (1993), in American English. The opening of a telephone conversation is typically composed of four parts: (a) a summons-answer sequence, where the telephone rings and the receiver answers, typically with a 'Hello', which provides the caller with a voice sample for recognition purposes; (b) an identification-recognition sequence, where the caller identifies him/herself with a voice sample such as 'Hi' or by name, depending on the relationship with the receiver; (c) a greeting sequence; an adjacency pair, often 'Hi' or 'Hello', and (d) a how-are- you (hay) sequence, where the caller normally produces the first 'How are you?' inquiry (to which the receiver can reply with a neutral response, such as 'Fine', that closes down the topic, or a plus/minus response, such as 'Great' or 'Terrible', that invites further topical moves), followed by a second 'How are you?' from the receiver. However, Wong found that none of the textbook telephone dialogues she examined contained all four canonical sequences and concludes that telephone openings were not designed in a more authentic fashion by textbook writers. This is usually the pattern, even though in real life, humans are much more complex and unpredictable.

Given the findings from various studies described above concerning the gap between textbook language and authentic language, what can be concluded is that the lack of realistic models in course books means that learners are unlikely to experience the typical patterning of spoken discourse and as a result learners will not be able to use the target language properly for communicative purposes once they leave the sheltered confines of the classroom.

In sum, the main advantages of using authentic materials are as follows (Philips & Shettlesworth, 1978; Clarke, 1989):

- They relate closely to learners ' needs.
- They support a more creative approach to teaching.

Even though the merits of using authentic materials in classroom instruction has been highly favored and empirically proven, the argument against the use of authentic materials in EFL classroom situation seems to be quite tense especially in terms of reading and listening.

2.3.1.1. Arguments against authentic materials

It should be noted that there are some conflicting views concerning the use of authentic materials in the teaching of English. Williams (1984) and Morrison (1989) maintain that using authentic materials may lower student motivation while Bacon and Finnemann (1990) investigated the attitudes, motives, and strategies of university foreign language students and their disposition to authentic oral and written input. They found that their subjects reported somewhat negative reactions to the use of authentic oral and written input. Peacock (1997) investigated the impact of authentic materials on the classroom motivation of his students. His results were mixed. On the one hand, he did find evidence in support of authentic materials, on the other hand, the results of a questionnaire revealed that, "overall, learners found authentic materials to be significantly less interesting than artificial" (p. 151).

The criticisms leveled against authentic materials are mostly based on studies which have investigated the effects of authentic materials on motivation in classroom situation. Therefore, the effects of authentic materials cannot be extended or generalized to other situations, other skills or subjects who learn English in different contexts. Based on the positive results that emerged from the present study which used authentic materials ranging from print media to electronic media, it can be stated that the authentic materials provided the learners with more authentic language they are likely to meet in real-world situations. Therefore, the present study provides further evidence to support the notion that authentic materials are more effective and useful in foreign language courses aimed at improving

students' oral proficiency provided that they are properly selected, controlled, and designed with relevant teaching activities taking learner variable into account.

2.4. Role-playing activities

The concept of role-play has been in existence, long before we even gave it a name. Shakespeare (1564-1616) affirmed that "…one man in his time plays many parts…" while Wordsworth (1807) also talked of the child as 'The Little Actor' who "fits his tongue to dialogues of business, love or strife…" (Kaur, 2002). In our daily social encounters, we put on varied roles to fit the contexts. In the language class, role- play is an imaginative enactment, where learners assume a part (either their own or somebody else's) when they take on a role, either prepared or impromptu. Ladousse (1987) who provides a word-based definition for role-play asserts:

When students assume a 'role', they play a part (either their own or

somebody else's) in a specific situation while 'Play' means that the role

is taken on in a safe environment in which students are as inventive

and playful as possible (p. 5).

Ments (1989) also defines role-play as, "... one particular type of simulation that focuses attention on the interaction of people with one another. It emphasizes the functions performed by different people under various circumstances" (p.19). The way how Ments (1989) also defines role-play has some relevance to my study as Ments emphasizes the functions performed by different people under various circumstances. The role-playing activities in my study focused on a number of functions which students needed to use for different situations and contexts such as asking for and giving directions, asking for information about study programs, checking into hotels, describing technical processes, and making appointments (See Appendix I for more information about functions).

Ladousse (1987) states that role-play uses different communicative techniques and develops fluency in the language, promotes interaction in the classroom and increases motivation. Advocating for the interactive elements that role-plays bring to the classroom, Joyce, Weil and Showers (1992) and Ments (1989) state that role-play can brings the real world into the classroom, transforming the artificial and sterile atmosphere into an interacting and real-life environment where students can negotiate meaning and participate in

meaningful communication. Furthermore, researchers, (Savignon, 1983; Crookall & Oxford, 1990) have asserted that role-playing activities not only help learners develop their oral proficiency in the target language but they also provide opportunities for students to appropriate the kinds of linguistic behavior-patterns which they will need to produce outside the classroom.

Commenting on the possible advantages of using role-plays in an EFL class, Snarski (2007) states that role-plays help less talkative students to speak, improve communicative competence, promote co-operative learning, and provide practice for real life. Willis and Willis (2007) suggest that the teacher does not pre-determine what language will be studied and the lesson is based on around the completion of a central task and the language studied is determined by what happens as the students complete the task. The procedure I used for teaching a lesson is illustrated in the flow chart below.

Teaching procedure of a role-play involving a series of sequential events

Teacher presents the situation with necessary instructions both in writing and verbal (10 minutes). Depending on the role-playing activity, setting the scene may vary from the teacher explaining the activity verbally to providing students with audio-visual materials relevant to the situation under discussion.

↓

Grouping of students: For each situation, grouping is heterogeneous. (Students with low and high proficiency together) (5 minutes)

↓

Students work in their groups. They select their roles. They can make changes on the roles as they wish without changing the event. Each student is required to ultimately play all the roles involved in the given situation. (5 minutes)

↓

Planning stage: The group discusses what language each role needs. They prepare a script (optional). Teacher monitors each group and assists if necessary. (10 minutes)

↓

Practice stage: Each group practices within their group. (10 -15 minutes)

↓

Production stage: (video-recording is done). Each group makes its presentation (First round). In the second round, the roles are exchanged. (5 minutes)

↓

Evaluation of group performance: Both good and weak points are discussed so that students can avoid them in the second presentation. (5 minutes) Learners are shown the video of their role-playing activity the following day and a feedback is provided.

↓

The next group makes its first presentation. Likewise, presentations of all groups rotate until all roles are performed. (5 minutes to 15 or more)

2.4.1. The value of group work

Cohen (1994, p. 1) defines group work as, "students working together in a group small enough so that everyone can participate on a task that has been clearly assigned". Cohen (1994), furthermore, observes that learning of language and the improvement of oral communication in any language teaching context, in bilingual, or for students of any age who need to improve skills in oral communication, active practice is essential. Therefore, in order to provide students with opportunities to practice and use the target language, group work is an effective teaching technique because students in group work can communicate about their activity with each other and this kind of communication involves a number of functions such as asking questions, explaining, making suggestions, criticizing, listening, agreeing, disagreeing, or making joint decisions.

Long and Porter (1985) present five pedagogical arguments for the use of group work in second language learning such as 1. group work increases language practice opportunities, 2. group work improves the quality of student talk. 3. group work helps individualize instruction. 4. group work promotes a positive affective climate in the classroom. 5. group work increases student motivation. Since these arguments are relevant to the current study, I examine them in detail. Long and Porter (1985) argue that one of the main reasons for low achievement by many L2 learners is simply that they do not have enough time to practice the new language. Therefore, they assert that even though group work cannot provide each learner with more time to practice entirely, group work can help each learner to receive a fair amount time for practice the new language compared to the time each learner is likely to receive in a teacher-led class.

In a teacher-led class, Flanders (1970) reports that each learner receives 30 seconds as the talk time per lesson in a class of 30 students in a 50-minute lesson. However, in my study, my students received adequate time to practice new language and produce it in the class because my role-playing activities were all done in groups except a very few pair work. Moreover, my role-plying activities included more than one event so that students received more time for practice and production. Concerning the second argument, Long and Porter point out that a teacher-led class can limit not only the quantity of talk students can engage in but also its quality because teacher-led lessons are mostly based on conventionalized variety of conversations. In other words, a teacher asks a series of known information or display

questions from the students and they answer with one word or two. Long and Porter maintain that the kind of conversations described above which the teacher conducts with the learners may not improve the conversational skills students will need outside the class. To improve the quality of talk, they suggest that students should do group work in which they sit or stand facing each other and work together to accomplish a given activity. This argument seemed true for my experimental students because face to face interaction with each other demanded a response or attentive behavior when they were working in groups consisting of four or five students.

The next argument which Long and Porter advanced addresses the potential of group work that can help individualize instruction. They say that in a given group of students, there are individual differences in language abilities. Therefore, students with low proficiency can benefit working with a different set of materials suited to their proficiency levels thereby avoiding the risk of boring other students who have high proficiency and need less time to complete a given activity.

The fourth argument proposed by Long and Porter concerns a positive affective climate. They agree that students who are shy or linguistically insecure, experience considerable stress when they learn a foreign language in a teacher-fronted classroom because the shy students feel that they must respond accurately and above all quickly to the teacher's questions. In contrast to the atmosphere of teacher-fronted instruction, they argue that a small group of peers provides a relatively intimate setting and, usually, a more supportive environment in which shy students can develop their foreign language skills. In other words, small group interaction provides learners with an opportunity to enjoy freedom from the requirement for accuracy at all costs and entry into the richer and more intimate relationships with their group members. A condition of the type described in small group above promotes a positive affective climate which in turn allows for shy and linguistically insecure students to develop their aural-oral skills in a given target language.

In view of the last argument which suggests that group work motivates learners, Long and Porter admit that group work allows for a greater quantity and richer variety of language practice which is better adapted to individual needs and conducted in a more positive affective climate. Students are individually involved in lessons more often and at a more personal level. For all the reasons stated above, Long and Porter believe that group work

motivates the classroom learner. In order to support the belief that group work motivates learners, they provide empirical evidence from several studies. Littlejohn (1983) found that small-groups in which learners studied independently led to increased motivation to study Spanish among beginning students while another study in 1982, Littlejohn reports that learners responding to a questionnaire reported that they felt less inhibited and freer to speak and make mistakes in the small group than in the teacher-led class. Similarly, in a study of children's attitudes to the study of French in an urban British comprehensive school Fitz-Gibbon and Reay (1982) found that three quarters of the pupils ranked their interest for French as a school subject.

In addition to the above pedagogical arguments, Long and Porter (1985) assert that there is a psychological rationale for group work in second language learning. Referring to psychological rationale for group work, Long (1977) posits that group work increases the intellectual and emotional involvement of the individual pupil in learning a foreign language. He, furthermore, argue that learners with different personal characteristics such as intelligent, gifted, outgoing, communicative, shy, withdrawn, extroverted, and introverted can meet and mix, compensating for one another's strong points and deficiencies as language learners.

Emphasizing the research findings that support the quantity of practice stated above, Long and Porter (1985) illustrate that students receive significantly more individual language practice opportunities in group work than in lockstep lessons. They also receive significantly more practice opportunities in non-native/non-native speaker than in native/non-native speaker dyads (Porter, 1983), and more in two-way than in one-way tasks (Doughty & Pica, 1984). In addition to the merits of group work as an effective classroom technique that can be used to help students improve their oral proficiency in the target language, research has shown that group work can facilitate error correction (Porter, 1983; Bruton & Samuda, 1980).

2.4.2. Effect of group work on error correction

Lightbown and Spada (2006) note that errors are a natural part of language learning and errors reflect the patterns of learners' development in a second language. Therefore, teachers have a responsibility to help learners correct their errors by providing with explicit instruction and feedback on errors. Even though error correction of the learners' oral communication is a responsibility of the teachers, studies mentioned below have found that group work helps learners to correct each other's oral language in classroom interaction. Pica and Doughty (1986) found, from their study, that the frequency of other-correction and completions by students was higher in group work than in lockstep teaching and was not significantly different with native speaker and non-native speaker interlocutors in small-group work. Bruton and Samuda (1990) state that learners seem more apt to repair lexical errors, whereas teachers pay an equal amount of attention to errors of syntax and pronunciation during group work while Porter (1983) observes that learners almost never mis-correct during unsupervised group work.

Given the results of studies that investigated the effects of group work on error correction, it can be emphasized that the use of group work can help learners enhance their oral proficiency in the target language provided that role-playing activities are used methodically in line with the learners' communicative needs and interests.

2.5. The role of interpersonal communication

Interpersonal interaction is regarded as a fundamental requirement of Second Language Acquisition (SLA). Researchers have asserted that language instruction requires the development of interactional competence and interaction is the key to language teaching for communication (Kramsch, 1986; Ellis, 1988). The interactionist perspectives in SLA place considerable attention on the role of interaction in general, and meaning negotiation in particular, with respect to the conditions considered theoretically important for SLA. In particular, Pica (1994) claims that meaning negotiation, as a particular way of modifying interaction can accomplish a great deal for SLA by helping learners make input comprehensible and modifying their own output, and by providing opportunities for them to access second language form and meaning. In other words, when a proficient speaker is engaged in oral communication with a non-proficient speaker, a proficient speaker asks

questions from the non-proficient speaker to see if he/she understood the message (comprehension checks), if the non-proficient speaker has not understood the message or finds difficulty in understanding, he/she can request the proficient speaker to clarify the message (clarification requests). In most cases, the proficient speaker repeats the message for the learner either partially or completely (self-repetitions).

Students are not passive recipients of the instructors' knowledge rather, they take an active part in their learning. In highlighting the active participation of learners, Poorman (2002) observes that true learning cannot take place when students are passive observers of the teaching process. Making learners interact in the class through pair or group work not only helps learners acquire language skills but also it helps learners become empathetic and understandable of different social-cultural and religious values so that making learners of different races and religions can help reduce racial prejudice (McGregor, 1993). The idea of reducing racial prejudice became very important and relevant to my teaching context because there were six Malay Muslim students (two male and four female) who came from three provinces in the Southern part of Thailand where there has been an on-going ethnic conflict between Malay Muslim insurgents and the Thai government for the past few years. International Crisis Group (2010) reports the aforesaid conflict as follows:

The conflict in the Deep South remains on the margins of Thai politics and unresolved. A paradigm shift is needed to acknowledge that assimilation of Malay Muslims has failed and that recognition of their distinct ethno-religious identity is essential.
http://www.crisisgroup.org/en/regions/asia/south-east-asia/thailand/B113)

2.5.1. Empirical studies on oral proficiency

Omaggio (1986) states that oral proficiency includes the ability to communicate verbally in a functional and accurate way in the target language. Literature related to EFL/ESL domain records several studies conducted from various socio-cultural and educational backgrounds to investigate the effects of role-playing activities in promoting EFL/ESL learners' oral proficiency. The studies reported below are relevant to my study in that they also investigated the effects of using authentic materials and role-plays on oral proficiency but my study is different in design, classroom treatment and the kind of authentic materials I employed. Noon-ura, (2007) who investigated the results of an intervention program designed to improve the listening and speaking skills of first-year undergraduate students of

Thammasat University in Thailand, has used role-plays and simulations in classroom instruction. At the end of the treatment, the results showed that the students' listening and speaking average speaking test scores increased notably. Before taking the course, it was found that 28 subjects were rated low in their average speaking test scores. However, at the end of the course, more than half of participants (16 out of 28) were found to be fluent speakers.

Another study was conducted by Ding and Liu (2009) to investigate the effects of role-play in improving oral proficiency in Chinese students at Qindao University of Science and Technology. The study consisted of 30 Chinese first-year students learning English as a foreign language in one class and classroom instruction lasted for two weeks covering 8 hours in total. The students were divided into ten groups each having three students. During the instructional procedure, each group was given a situation based on a real-world scenario such as talking about college life and their majoring subjects, helping someone who has missed lessons due to illness, and talking about the differences between their home towns and the city in which the university they studied was located. In order to make a comparison between the students' ideas concerning the same situation, two groups shared the same topic/situation. The teacher's explanation of the activity was followed by the students' preparation time which lasted for 10-15 minutes. Once they finished preparing, each group was required to present its role-play in front of the class. When each group was presenting, the other groups were observing and recording their comments concerning the good and weak points which were discussed during the last 30 minutes. Based on their observation and evaluation, the researchers report that the activities were performed successfully due to the fact that the topic/situations which the students had to deal with were familiar to their life and experience.

Analyzing the results of the experiment, the researchers further asserted that their students avoided using formal speech; instead they used authentic language in their conversations which included gestures, facial expressions, hesitations, discourse markers, and simple sentences. However, some errors were occasionally made and those serious grammatical errors were corrected by the teacher or by students during the discussion. Based on the success of their experiment, the researchers concluded that 24 students out of 30 could

communicate freely and fluently in English compared to what they could do at the beginning of the instruction. However, the accuracy of their speaking needed to be improved.

Alwahibee (2004) also conducted an empirical study to investigate the effects of role-play activities on enhancing oral fluency of Saudi College students who were learning English as a foreign language. When the results were analyzed at the end of the study, the researcher found a significant difference on the mean of scores of each category (the three interviews conducted over the course of the semester and short survey). The $p < .001$ value was highly significant which indicated that the use of role-play activities had improved the speaking ability of Saudi students. The researcher, further, found that the control group did not show any improvement in their oral skills. Based on the analysis of all results, the researcher concluded that the use of role-play activity was effective in enhancing students' oral skills in the target language.

As a learning methodology, role-playing attempts to help students discover personal meanings within their social worlds and to resolve personal conflicts with the aid of their social group. When role-playing is taken as a more intensive and personal way than other teaching-learning methodologies, Harbour and Connick (2004) maintain that role-playing activities are pedagogically advantageous in that they allow students to understand each other's perspectives and encourage them to work together. Furthermore, role-playing activities help students solve problems and find answers through a collective effort. I have practically observed what Harbour and Connick (2004) have highlighted as advantages of role-playing.

As indicated above, for learners to work in pairs or groups, they need communicative activities in classroom situation where they can engage in interaction and meaningful communication. It is for this purpose, the current study used contextually-developed role-playing tasks and activities to enhance learners' oral proficiency in the target language. Krashen and Terrell (1983) argue that comprehensible input is essential condition for language acquisition. In addition to input, it is also accepted that interaction plays a crucial role in the process of learning a second language (Gass & Toress, 2005).

2.5.2. Using role-playing activities involving a series of sequential events

The concept of role-playing activities involving a series of sequential events is linked to role-playing activities in which an instructor combines the related events involved in a given speech situation in a sequential manner. According to Hymes (1972, p. 56), in a sociolinguistic description, a speech situation needs to "deal with activities which are in some recognizable way bounded or integral." Hymes (1972), furthermore, writes that a speech event "will be restricted to activities that are directly governed rules or norms for the use of speech" (p. 56). A speech situation may consist of just one speech event or a number of events (Coulthard, 1985).

Proposing five specific design criteria to help teachers develop their own activities to promote oral fluency of L2 learners within a communicative context, Gatbonton and Seagalowitz (1988) identify repetition as one of the crucial features which should be integrated with a group or a pair activity. They propose that teachers select a communicative activity (role-playing) whose nonlinguistic goal requires carrying out a series of related activities in a specific sequence. They also provide an example (*How to get a photocopier repaired*?) in which a series of related activities are carried out in order: (a) Bring the problem to the attention of the first appropriate person (e.g., secretary in a workplace setting), who (b) in turn notifies a superior, who (c) instructs someone to get in touch with the appropriate company, who (d) notifies the appropriate staff person (e.g., a repairman), who (e) comes to repair it, and then (f) reports back to his company. As each stage is carried out, the individual making the report is required to re-explain the nature of the problem with the machine (p. 488). They claim that by fostering repetition through a series of related activities in a specific sequence, L2 learners receive more opportunities to hear, use, or attempt to use many tokens of the same utterances thus facilitating them to improve oral fluency.

In role-playing activities involving a series of sequential events, the students have to engage simultaneously in all the series of sequential events involved in the situation given. It can be assumed that students who are exposed to role-playing activities involving a series of sequential events receive more opportunities to repeat and recycle the language in different contexts than those who are likely to engage in role-playing activities with single speech situations. In other words, a role-playing activity with a single event (buying something from a shop) will generally limit the opportunities for the learners to repeat and recycle the

language. Therefore, given the context in which my students study oral English, to maximize the opportunities to repeat and recycle the language, contextually-developed role-playing activities involving a series of sequential events based on real-world situations were applied in the classroom instruction on the assumption, as Jenkins et al. (1984) and Honig (1996) suggest that students do not learn a new language that is heard, seen, or used only once. Furthermore, advocating what Jenkins et al and Honig suggest above, Bygate (2005) maintains that meaningful recurrence seems to help other types of human learning while Peters (1983) suggests that both other-repetition and self-repetition are important strategies for the formation and automatization of production routines. The extract below illustrates that recycling and repetition can play a crucial role in language acquisition:

Second-language acquisition is gradual and incremental.
Learners don't learn one thing perfectly one at a time.
Learners learn numerous things imperfectly all at once. Acquisition is not a linear
process. It is a recursive process which demands recycling and
repetition. For this reason, learners need multiple exposures to new
material for assimilation.
(GlobalEnglish Corporation 2005, p. 12)

Emphasizing the importance of interactive features of classroom behaviors, Chaudron (1988) admits that (a). "only through interaction can the learners decompose the target language structures and derive meaning from classroom events, (b). interaction gives learners the opportunity to incorporate target language into their own speech and (c). the meaningfulness for learners of classroom events of any kind, whether thought of as interactive or not will depend on the extent to which communication has been jointly constructed between the teacher and the learners" (p. 10). Richards (2005) observers that language acquisition takes place when learners are engaged in interaction and meaningful communication while Nunan (1989) and Lynch and Maclean (2000) view that one of the best ways to promote effective learning is by setting up classroom tasks that reflect as far as possible the real-world tasks. Nunan, moreover, (1989) states that real-world tasks can provide learners with language input which is assumed to be essential for language acquisition while Strevens (1988) believes that gaining practical command of a language requires multiple presentations as well as multiple opportunities for the learner to practice. As described above, the context-specific role-playing activities combined with authentic materials can be used in classroom instruction in order to maximize opportunities for EFL

students to repeat and recycle the language in different contexts. (See Chapter 4 for more information).

Although extensive research has been carried out to investigate the effects of role-playing activities involving single events, little exists which has adequately focused on the effects of role-playing activities involving a series of sequential events on oral proficiency in a foreign language to date.

Commenting on the importance of sequential organization of speech, Schegloff (2007, p. 2) states that "Sequences are the vehicle for getting some activity accomplished". Describing the process how the brain organizes information, Thomas and Thorne (n.d.) assert that there are two main types of organizations, namely simultaneous and successive. Simultaneous organization is the process our brain uses to organize information visually in space while successive organization is the process our brain uses to organize in time and sequence. They moreover, report that sequence allows us to understand and remember a series of things in order and successive organization takes place mainly in the left side of our brain which handles verbal information and has been called the analyzer because it looks at each piece of information as it comes. Therefore, given the crucial role of the successive organization that our brain plays, it is imperative that we, being teachers, should help our learners improve sequential skills because they are needed in many areas of home, academic, and professional work. Furthermore, sequential skills make it easier to remember and follow not only complex directions but also make it easier to remember large chunks of information at time.

Stevick (1988) writes about short term memory which lasts only 20-30 seconds, long-term memory lasting hours or days and permanent memory. He further asserts that in order for information to move from short term memory to permanent memory, learners need repeated exposure and practice of language. Judging from what Stevick's (1988) stance on the nature of human memory, my study provided learners with opportunities to interact and recycle the same linguistic features over and again in different contexts. Maximizing opportunities for students to recycle the target language structures and functions in a given role-playing activity can be regarded as an additional advantage over role-playing activities involving a single event in which the chances of language recurrence is limited.

Chamot and O'Malley (1994) emphasize that by recycling and reviewing (periodically re-teaching and practicing information from previous lessons), one can more confidently

hope that students retain what is being taught. In addition, contextually-developed role-playing activities involving a series of sequential events make the student cognitively prepared for different events that follow in a sequential manner in a given situation. Another important characteristic that is inherent in the role-playing activities involving a series of sequential events is that they do not make students feel bored or disinterested because the students may not repeat the same situation at a stretch. However, given the positive effects of role-playing activities involving a series of sequential events over role-playing activities involving single events which are commonly performed in EFL classroom situations, one may come to realize that a role-playing activity with a single event will limit the students' interaction to that particular event only. This kind of pedagogical constrains imposed by the use of role-playing activities involving single events is likely to affect the learners' acquisition process specifically in contexts where the target language is not widely used for social communication.

Another potential benefit of role-playing activities involving a series of sequential events is that they naturally demand the learners to engage in a series of processes. This series of processes includes organizing, selecting roles, preparing a script (optional), practicing and presenting the activity. In so doing, students employ a number of learning strategies such as metacognitive strategies which involve thinking about the learning process, planning for learning, monitoring of comprehension or production while it is taking place, and self-evaluation of learning after the language activity is completed (O'Malley, Chamot, Stewner-Manzanarers, Russo & Küpper, 1985). These researchers suggest that strategy training should be provided to EFL learners by special instructional presentation in classroom situation to enhance language skills. However, given the classroom management constraints, as suggested by Dansereau (1978), learning strategy instruction should be incorporated into interactional programs rather than teaching them separately. Therefore, given the assumption that learning to use metacognitive, cognitive and social mediating strategies have considerable potential to contribute to language learning, the role-playing activities involving a series of sequential events used in this study play a crucial role in terms of strategy training.

However, role-playing activities should be designed contextually depending on the learners' linguistic needs, interests, age level and other social and affective factors. The authors such as (Jenkins et al., 1984; Stevick, 1988; Bygate, 2005) support the notion that

providing learners with opportunities to repeat and recycle the language over and again will facilitate the language acquisition process.

Chamot, Barnhardt, El-Dinary & Robbins (1999) claim that by recycling and reviewing (periodically re-teaching and practicing information from previous lessons), one can more confidently hope that students retain what is being taught. Therefore, given the effects of language recurrence and task repetition, the following studies seem consistent with the present study.

Lynch and Maclean (2000) studied the changing talk of students through a phase which was naturally repeated during the implementation of an activity. In one lesson, the researchers set the students an activity called a 'poster carousel'. Before the lesson, students worked in pairs to prepare a poster and then in the lesson, the posters were all pinned to the wall around the classroom, and the lesson turned into a session in which the students visited each other's posters. One student from each pair stayed by their poster and acted as host, while the other students of the pairs went around the room visiting each of the posters. This allowed each host to answer a series of questions about their poster from one visitor at a time. The host had to describe the same thing over and again for one visitor after another. The researchers studied the talks of the hosts, as a series of case studies. In five students' studies, they found changes in the pronunciation, grammar, and vocabulary through the cycle of six visits. Based on the findings, they concluded that those changes were the results of either input from the visitors or the increasing familiarity with the activity.

In a study conducted by Van den Branden (1997) asked young second language learners of Dutch to perform an information gap task. The subjects were asked to describe drawings that depicted what four suspects in a murder had done on the night of the crime. One group of subjects was asked to perform the task twice. On the second performance, the range of vocabulary they used (measured by the number of different words used) was higher than the first performance. However, Van den Branden reports that the effects of repetition were much stronger when the subjects had been interactionally supported during the first performance, either by peers or by a teacher because the quantitative analysis of his results had shown that the subjects during the second performance readily recycled new words they had been offered by their interlocutor during the first performance.

Referring to perceived benefits of task repetition, Van den Branden (2007) claims that while learners tend to focus on meaning construction during the first performance, they can free processing space during the second performance and during the second performance, learners focus more on the forms they are using. Given Van den Branden's assumption, it can then be inferred that if learners fail to focus on the forms they are using on the second performance, they will be at a disadvantage. However, the model (role-playing activities involving a series of sequential events) I proposed in my study has a solution to the problem discussed above. In other words, a student can focus on the forms on his third or fourth performance depending on the number of events the role-playing activity includes (See Chapter 4 for more information).

Bygate (2001) also investigated whether the repeated use of the same and similar communication tasks promoted development of an L2. Using overseas non-native students in the United Kingdom, Bygate investigated the effects of task type practice (10 weeks' exposure to either narrative or interview tasks), repetition (of a version of each task 10 weeks earlier), and task type (narrative or interview). Bygate investigated learner performances on one repeated and one new version of each of the task types by three groups- one participating in narrative tasks, one in interview while another one receiving no treatment. In terms of fluency (the number of unfilled pauses per t-unit), accuracy, (the incidence of error per t-unit), and complexity (number of words per t-unit) were calculated in the analysis of the spoken data. Results indicated that there was a strong effect of task repetition. Bygate reports that a brief encounter with a task 10 weeks earlier affected subsequent performance of the same task. He moreover, reports that the results of his study partially confirmed the hypothesis that different versions of the same type of task had positive effect on learner performance.

Bygate's findings imply that repetition of task is effective to help learners perform the task in more fluent and complex manners because task repetition can change learners' allocation of attention; learners can pay more attention to linguistic aspects, including syntactic and phonological processing, during the second and later performances of a task (Muranoi, 2007). While the studies conducted by Van den Branden (1997), Lynch and Maclean (2000), and Bygate (2001) contribute to potential of repetition and recycling of language will lead to oral English development of learners, those studies, however, fail to

consider the potential of using role-playing activities involving a series of sequential events combined with authentic materials to enhance EFL learners' oral proficiency. Therefore, the current study which investigated the effects of authentic materials and context-specific role-playing activities based on real-world situations in the Thai context will suffice to fill some of the gaps existing in the domain of literature on SLA.

Given all the theoretical, empirical and pedagogical underpinnings of input, output, negotiated interaction, task repetition, as shown in the examples and success of previous studies on the use of authentic materials and role-playing activities in classroom situation, I used authentic materials and role-playing activities based on real-world situations in my study to investigate their effect on my learners' oral proficiency. The studies described earlier are consistent with the present study because they were conducted in the context of Expanding Circle countries and the studies cited above have proven that there is a link between role-plays and authentic materials and oral proficiency. I wanted to find evidence to test the hypotheses which I had formed, "if the authentic materials and role-playing tasks and activities can have an effect on oral proficiency of my students who are non-English major Thai undergraduates". I designed my own context-specific materials and used them in my study to investigate the link existing between the independent variables namely authentic materials, contextually-developed role-playing activities based on real-world situations, and the dependent variable; oral proficiency. In other words, the students engaged in contextually-developed role-playing activities involving a series of sequential events in which students received opportunities to repeat and recycle the language. (See Appendix D).

2.6. Conclusion

The chapter is a review of the literature related to a research study conducted in order to investigate effects of authentic materials and contextually-developed role-playing activities on oral proficiency of EFL university students. Reports by Gilmore (2007b), Nunan (1989), and Rogers and Medley (1988) concerning the usefulness of authentic materials in teaching a foreign language as well as the studies by Alwahibee (2004), Gilmore (2007a), Noon-ura (2007), and Muamaroh (2010) who used authentic materials and role-playing activities in classroom instruction indicated that authentic materials and role-playing activities are effective in improving ESL learners' oral proficiency in the target language. Since students

engage in role-playing activities either as pairs or groups in class, they receive opportunities to interact with their peers and the teacher. As indicated by Long (1985), interactional modification which the students receive as a result of interaction makes the language input comprehensible and comprehensible input promotes language acquisition.

Literature review, furthermore, gives an indication that learning to speak a foreign language involves a number of factors. Among those factors, instructional materials and classroom activities occupy a prominent place because instructional materials and classroom activities can provide EFL learners with adequate opportunities to practice and use the target language in communicative contexts. However, the results of a few studies that investigated the effects of authentic materials on oral proficiency of EFL learners cannot be regarded as conclusive. It is clear that more research which will investigate the effects of authentic materials and role-playing activities in new dimensions in the area of oral proficiency is needed. The next chapter is a discussion of the methodology of the current study in which such research is undertaken.

<center>**Chapter Three**</center>

<center>**Research Methodology**</center>

3.1. Introduction

This chapter deals with the research methods used in this study with specific reference to subjects, materials and procedures. The four research instruments of data collection used in this study are discussed and explained in detail and the statistical procedures used to analyze the data are outlined. This chapter also describes the teaching and testing materials used in the study.

3.2. Research method

When referring to the research methods in second language studies, one may find that there are many ways of grouping second language research. However, in general classroom research has two broad approaches namely quantitative research and qualitative research.

3.2.1. Quantitative research

Quantitative research involves setting up of formal experiments to test hypotheses using psychometric data collection and analytic procedures. The data are generally numeric in nature and the numeric data consist of measurements, tabulations, ratings or rankings (Nunan & Bailey, 2009). A researcher using a quantitative method investigates the effects of different methods, materials, teaching techniques on language learning. Furthermore, a researcher working on quantitative method focuses on a research problem relevant to his teaching context. He selects an appropriate research design depending on what he intends to study. Moreover, it is imperative for a researcher to conduct a pilot test to test his research instruments before the main study is carried out so that he can revise his instruments. According to the researcher's research problem, he formulates research question/s which he seeks to answer through his study (Mackey & Gass, 2005).

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3.2.2. Qualitative research

In qualitative research, a researcher hopes to obtain insights into the complexities of teaching and learning through uncontrolled observation and description rather than to support the claim that Method A works better than Method B or that Course Book A is better than Course Book B (Nunan & Bailey, 2009). In classroom research, the qualitative approach is centrally concerned with documenting and analyzing what goes on in naturally occurring classrooms. Therefore, qualitative inquiry is seen subjective in nature while quantitative inquiry values objectivity. Objective information is verifiable, factual, and therefore, valuable while subjective information is not usually verifiable by an external observer, therefore, is considered less valuable in the psychometric tradition (Nunan & Bailey, 2009). However, in action research and in some qualitative enquiries, the participants' viewpoints are valued (Nunan, 1992). Another characteristic in qualitative research is that it uses a wide variety of techniques such as "ethnographies, interviews, diaries/journals, case studies, questionnaires, and observational techniques" to collect data (Mackey & Gass, 2005, p. 167). All qualitative research studies, though, are unique and thus demand unique strategies for analysis. Qualitative data analysis consists of identifying, coding, and categorizing patterns found in the data. The clarity and applicability of the findings, however, depend on the analytic intellect of the researcher (Bryne, n.d.).

In accordance with my pedagogical orientation of SLA and given the practical problems I could have faced by selecting totally a qualitative study, I opted to combine both quantitative and qualitative methodologies and approaches in my study so that I can get a better understanding of the role that authentic materials and contextually-developed role-playing activities play in enhancing oral proficiency of my students.

3.2.3. Combining quantitative and qualitative research methodologies

Nunan and Bailey (2009) argue that both qualitative and quantitative research consist of a wide range of research methods and procedures that can be helpful in investigating language classroom research while Mackey and Gass (2005, p. 164) observe that "the practice of utilizing qualitative and quantitative data in a research should not be viewed as opposing

poles in a dichotomy, but rather as complementary means of investigating the complex phenomenon at work in second language acquisition."

Given the importance of applying both methods and procedures involved in quantitative and qualitative research, in my study, even though it was experimental, I used qualitative data collection methods such as classroom observations, video-recording of students' interaction, and conducting structured interviews. In the pre and posttests which were conducted during the first and the last week of the study respectively, the structured interviews (See Appendix C for pretest interview questions and Appendix K for posttest interview questions) were administered by the researcher. The pretest structured interview included ten questions of which five were based on monologues while the other five were dialogues relating to real-world situations, whereas the posttest structured interview consisted of two monologues and eight conversational activities. The students in the experimental and control groups were interviewed individually. For conversations in which the students had to role-play a given situation, the researcher played one role while the other role was assigned to the student. At the end of each interview task, the researcher entered marks using a scoring rubric which consisted of a five-point Likert scale (1 for "poor" to 5 for "excellent") (See Appendix D). The five-point scales included pronunciation, fluency, accuracy, style of expression, relevance of ideas, adequacy of ideas, clarity in expression, appropriate choice of words, manner of expression, ability to interact (Mohtar (2005). As indicated above, the quantitative data collection methods included the use of subjects' test results to quantify the students' performance on the speaking and listening. The fluency and accuracy levels of the students were measured using statistical procedures commonly applied in second language acquisition research. Therefore, my study was a combination of both quantitative and qualitative research (See 3.6.2. for more information).

Teachers can bring a wealth of background knowledge and experience to the research process by investigating problems related to their own teaching practices. In order to investigate a specific problem or problems within the teachers' classrooms, they should be ready to conduct action research in their teaching contexts.

3.2.4. Action research

Wallace (1998) maintained that action research is "basically a way of reflecting on your teaching by systematically collecting data on your everyday practice and analyzing it in order to come to some decisions about what your future practice should be" (p. 4). According to the view expressed by Wallace, it is evident that action research is undertaken by teachers to search for solutions to everyday, real problems experienced in schools, or looking for ways to improve instruction and increase student achievement. Rather than dealing with the theoretical, action research allows practitioners to address those concerns that are closest to them, ones over which they can exhibit some influence and make change. Even though the common assertion that action research is a collaborative activity (Kemmis & McTaggart, 1988). Nunan (1992) argues that collaboration should not be seen as a defining characteristic of action research because many teachers who are interested in exploring processes of teaching and learning in their own context are either unable or unwilling, for practical reasons, to do collaborative research. Nunan (1992) illustrates the various stages involved in an action research. In the first place, a teacher initiates a research derived from a real problem in the classroom. He, then, informs his colleague/s and together with a college conducts a preliminary investigation and collects baseline data through observation and recording classroom interaction. After reviewing data, they form a hypothesis concerning the problem of the students. The teacher devises strategies to help students overcome the problem. After several weeks, teacher evaluates his students. Evaluation can be done in the form of a test (oral or written) or if the teacher has facilities, he can video-record learners' interaction and watch the videos to see if there is any progress. Finally, the teacher can hold a meeting or a workshop for his colleagues to inform the results of his action research. It should specifically be acknowledged that even though my study meets the requirements for action research set out by Nunan (1992), an action research protocol has only partially been adopted in it.

3.3. Type of research

As defined by Mackey and Gass (2005, p. 364), "Research is a systematic process of collecting and analyzing information that will investigate a research problem or question, or help researchers obtain a more complete understanding of a situation". In accordance with the definition provided for research by Mackey and Gass, to obtain a more complete understanding as to why a majority of my students fail to achieve oral proficiency in the target language even though they were proficient in reading and writing, I decided to examine the variables that affect my students' mastering oral proficiency in my teaching context. As indicated in Chapter 1, in an attempt to engage in the research problem, I formulated two research questions; 1. Do teaching materials (including contextually-developed role-playing activities based on real-world situations) lead to increased language fluency as measured by Cambridge listening tests (2009) and the speaking tests developed by the researcher? 2. Do teaching materials (including contextually-developed role-playing activities based on real-world situations) lead to increased language accuracy as measured by Cambridge listening tests (2009) and the speaking tests developed by the researcher?

3.3.1. Research design

Nunan and Bailey (2009) point out the experimental method in research paradigms as a collection of research designs and experimental methods including threats to internal and external validity of the research. They propose that a researcher should select a suitable design in order to counteract the possible confounding variables that can influence the internal and external validity of a study. To answer the research questions I formulated in Chapter 1, I selected True experimental class and Pretest Posttest Control Group design because my study included more than one group of subjects. I selected the subjects for my study randomly from a university student population and assigned them randomly to two groups. I conducted a pretest for both groups before any formal instruction began and then administered a treatment for a period of 15 weeks.

I used contextually-developed role-playing activities combined with authentic materials (independent variable) as classroom instruction in order to help my students improve their oral proficiency (dependent variable) in the target language. I conducted pretests on listening and speaking to determine whether the subjects were similar in L2 proficiency while a

posttest was held at the end of the treatment to determine if the treatment with specific materials had improved the students' oral proficiency.

3.3.2. Subject selection and allocation

As noted in Chapter 1, the subjects for the study were selected randomly. Before the first semester of 2010 started, I obtained from the student registration office of my university (Prince of Songkla University) the lists of names of students who had already enrolled for the English conversation course in the sections I was assigned to teach. Generally 40 students are allowed to register in one section and a teacher is assigned with five sections in the first and second semester except the summer semester in which a teacher is assigned only two sections by the Department of Languages and Linguistics where I have been teaching since 2007. Therefore, I had 200 students who had enrolled for the English conversation course in my five sections for the first semester (June to September) of 2010. Using the lists of names which included details of the students' majoring subject, faculty, department, and the year they were studying, I then categorized 200 students according to their subject majors.

I observed that the 200 students represented 12 subject majors such as Law, Management Science, Nursing, Computer Science, Engineering, Thai Traditional Medicine, Medicine, Economics, Animal Science, General Science, Plant Science, and Community Studies. Table 1 shows the number of students enrolled for the English conversation course from each subject major.

Table 1: Number of students enrolled for the English conversation course from each subject major

Name of the Faculty/ Department/Major	No of students enrolled	Year of study
1. Law	20	¾
2. Management Science	19	¾
3. Nursing	17	4
4. Computer Science	14	4
5. Engineering	16	¾
6. Thai Traditional Medicine	18	¾
7. Medicine	10	3
8. Economics	15	¾
9. Animal Science	21	4
10. General Science	17	4
11. Plant science	19	4
12. Community studies	14	4
Total	200	

I then computerized the students' admission numbers beginning from Law students to the Community Studies as shown in the Table 1 above and then using the computerized list of students' admission numbers, I drew the first 10 numbers from the Law students, last eight numbers from the Management science, first eight numbers from Nursing, last six numbers from Computer Science, first six numbers from Engineering, last seven numbers from Thai Traditional medicine, first five numbers from medicine, last five numbers from Economics, first seven numbers from Animal Science, last six numbers from General Science, first six numbers from Plant Science, and the last six numbers from Community Studies making a total of 80 students.

I assigned a serial number to each student beginning from 1 to 80 in the same way as they the way they had been drawn from the computerized list. I used the Random Integer Generator, a website designed to help with the selection of random samples (http://www.random.org), to generate random sampling of the students into two groups. The following is the web generated random sampling of the two sets of numbers I received. P stands for the subject.

Set 1- Experimental group

p1=**34**, p2=**47**, p3=**53**, p4=**74**, p5=**62**, p6=**65**, p7=**49**, p8=**35**, p9=**37**, p10=**38**, p11=**18**, p12=**19**, p13=**78**, p14=**7**, p15=**6**, p16=**75**, p17=**5**, p18=**32**, p19=**27**, p20=**25**, p21=**1**, p22=**4**, p23=**22**, p24=**21**, p25=**16**, p26=**76**, p27=**29**, p28=**33**, p29=**40**, p30=**64**, p31=**14**, p32=**44**, p33=**50**, p34=**43**, p35=**80**, p36=**67**, p37=**20**, p38=**60**, p39=**69**, p40=**8**.

Set 2-Control group

p41=**71**, p42=**30**, p43=**48**, p44=**39**, p45=**52**, p46=**2**, p47=**46**, p48=**28**, p49=**55**, p50=**36**, p51=**23**, p52=**12**, p53=**10**, p54=**72**, p55=**61**, p56=**77**, p57=**41**, p58=**63**, p59=**31**, p60=**73**, p61=**24**, p62=**3**, p63=**79**, p64=**17**, p65=**59**, p66=**68**, p67=**42**, p68=**57**, p69=**70**, p70=**26**, p71=**66**, p72=**54**, p73=**51**, p74=**11**, p75=**15**, p76=**58**, p77=**45**, p78=**56**, p79=**9**, p80=**13.**

(http://www.random.org/integers/?num=200&min=1&max=200&col=5&base=10&format=)

Using the two sets of computer generated numbers; I assigned the first set of students which consisted of 40 students to the experimental group and the second set of students (40) to the control group. Table 2 shows the composition of the two groups after students were randomly allocated to the two groups using Random Integer Generator program. In the selection and allocation of subjects for my study, I used Stratified Random sampling technique which is a sub category of Simple Random Sampling because I first divided the student population into homogeneous sub groups (according to their subject majors) and then I drew a simple random sample from each sub group (http://www.socialresearchmethods.net). Simple random sampling is considered as a fair way of selecting a sample from a given population since every member is given equal opportunities being selected. Furthermore, an unbiased random selection and a representative

sample are important in drawing conclusion from the results of a study. However, stratified random sampling ensures better coverage of the population than the simple random sampling (http://www.experiment-resources.com/simple-random-sampling.html). Given the advantages described above of sampling techniques used in research, I used stratified random sampling technique in selecting a study sample for my study so I could gain better insights into the performance of target language by subjects representing different subject majors in my university. Table 2 displays the composition of the two groups after random allocation.

Table 2: Composition of the two groups after random allocation

Name of the Faculty/ Department/Major	Experimental (n=40)	Control (n=40)
1. law	6	4
2. Management Science	3	5
3. Nursing	5	3
4. Computer Science	3	3
5. Engineering	5	1
6. Thai Traditional Medicine	3	4
7. Medicine	3	2
8. Economics	1	4
9. Animal Science	2	5
10. General Science	3	3
11. Plant science	2	4
12. Community studies	4	2
Total	40	40

3.3.3. Pretest and posttest, and class treatment

Since pretest, posttests, and a classroom treatment are important aspects of a Pretest Posttest Control Group Design research, I conducted pretests on listening and speaking for both experimental and control groups before the two groups were exposed to any formal instruction. The purpose of the pretests was to determine if the subjects in the two groups

were similar in their language proficiency. I then started classroom instruction for both groups. The experimental group was taught using the developed materials while the control groups received instruction from their prescribed textbook-*Person to Person* for a period of 15 weeks with a total of 45 hours of classroom instruction. At the end of the classroom instruction, posttests on listening and speaking were administered to the two groups. At the end of the study, the data gathered from the four research instruments indicated in Chapter 1 were analyzed using Independent Samples t-test (SPSS 14.0, 2010) to determine if there was any statistically significance difference between the mean scores of the two groups.

3.3.4. Ethical issues

"It's important to consider any ethical issues affecting the subjects of your study" (Jefferies, 1999). The statement preceding this sentence which Jefferies (1999) writes in his website (http://www.cwu.edu/~jefferis/PEHL557/pehl557_ethics.html) states that ethical issues in human subject research have received increasing attention for the past two decades. Therefore, concerning the current study, it should specifically be mentioned here that for ethical reasons, the control group was not disadvantaged in that they received regular tuition in the form of their prescribed textbook (*Person to Person*) while the experimental group received instruction from the contextually-developed role-playing activities and authentic materials which I developed using the same themes taken from the prescribed textbook *(Person to Person)*.

At the end of the treatment, I administered a posttest on listening and speaking to both groups similar in structure to the pretest but not the same one administered in the pretest. (See 3.7 for more information). I then analyzed the results of the pre and posttests of both speaking and listening. Both pre and post listening tests were objectively scored using the answer key provided with the Pet-Handbook (2009) published by Cambridge ESOLE examinations while the pre and post speaking tests were scored by two raters from my department using the speaking scoring rubric which consists of a five-point Likert scale (1for "poor" to 5 for "excellent"). To test the subjects' speaking skills, oral assessment criteria extracted from Mohtar (2005) was used. The accuracy and fluency levels of both the experimental and control groups were not separately measured at the pretest. However, the

aspects of fluency and accuracy were scored based on the performance of the subjects along with the other components included in the oral assessment criteria of Mohtar (pronunciation, fluency, accuracy, style of expression, relevance of ideas, adequacy of ideas, clarity in expression, appropriate choice of words, manner of expression, and ability to interact) (See Appendix E for more information). The accuracy and fluency levels of experimental and control groups were separately measured using the criteria for the temporal measures of fluency and accuracy stated below because the oral assessment rubric extracted from Mohtar does not provide us with adequate information on how to quantify the constructs of fluency and accuracy in spoken data. Therefore, to measure the fluency level, the following six factors related to fluency and four factors related to accuracy were analyzed. These factors were decided based on the criteria in standardized tests such as American Council on the Teaching of Foreign Languages (ACTFL) (Breiner-Sanders, Lowe, Miles & Swender, 2000) and Scholarship Selection Test (SST) administered by Australian Council for Educational Research. The criteria given below were adapted to suite to my teaching context because none of the testing agencies mentioned above provides criteria for the temporal measures of fluency and accuracy. To measure fluency and accuracy levels of the subjects, spoken data (role-playing activities) gathered from four videos were analyzed using the criteria stated below.

Criteria for the temporal measures of fluency and accuracy

Fluency

1. The total number of words spoken in a fixed time.

2. The total number of words spoken per minute.

3. The number of silent pauses for thinking.

4. The number of repetition of words, phrases or clauses.

5. The number of repair or reformulation for correction.

6. Mean length of utterances (MLU) (Number of intelligible utterances spoken within the given period of time is divided by the number of morphemes contained in the utterances).

Accuracy

1. The total number of utterances spoken in a given period of time.

2. The total number of utterances with global errors.

3. The total number of utterances with local errors.

4. The total number of error free utterances within a given period of time.

To calculate a numerical value of fluency levels of the subjects, all the six variables (The total number of words spoken in a fixed time, The total number of words spoken per minute, the number of silent pauses for thinking, the number of repetition of words, phrases or clauses, the number of repair or reformulation for correction, Mean length of utterances (MLU)) were first computed separately and then the six values were integrated into one value which was rated on a five-point Likert scale (1 for "poor" to 5 for "excellent"). In order to measure accuracy levels of each subject, the four variables (The total number of utterances spoken in a given period of time, the total number of utterances with global errors, the total number of utterances with local errors, the total number of error free utterances within a given period of time) were first computed separately and then the four values were integrated into one value which was rated on the five-point scales as it did for accuracy (See Chapter 4 for more information).

I first transcribed the four role-playing activities selected from three consecutive presentations in which each subject had an opportunity to elicit spoken data more than two minutes and the total duration of the four role-playing activities was more than 10 minutes and for segmenting data in this study, I used the method suggested by Foster, Tonkyn, and Wiggleseworth (200) which they call, "Analysis of Speech Unit" (AS-unit). They define AS-unit as "a speaker's utterance consisting of an independent clause or sub-clausal unit, together with any subordinate clause(s) associated with either" (Foster et al., 2000, p. 365). The total number of AS-Units in four role-playing activities within two minutes for the experimental group and five role-playing activities for the control group were marked for analysis.

3.4. Analysis of the results

Finally, the results obtained from the four research instruments were analyzed using Independent Samples t-test because I wanted to determine the possible effects of contextually-developed materials (role-playing activities and authentic materials-independent variable) on oral proficiency (dependent variable) of my learners. In order to determine whether the treatment caused a difference in the performance of the experimental group, I needed to compare the performance of experimental group with the performance of control group which did not receive instruction from the contextually-developed materials. Since my study was an experimental enquiry which consisted of two groups and included interval data, I wanted to look for the difference between the pretest and posttest scores. Nunan and Bailey (2009) report that when there are two different groups contributing data, Independent Samples t-test is used to calculate the descriptive statistics. They, moreover, assert that the t-test which works well with small data sets is only used if the measurements consist of interval data. Therefore, given the characteristics of t-test and the design of my study (pretest posttest control group design), I selected Independent Samples t-test to calculate the descriptive statistics in my study in order to answer the two research questions; 1. Do teaching materials (based on contextually-developed role-playing activities based on real world situation) lead to increased language fluency as measured by the Cambridge listening tests (2009) and the speaking tests developed by the researcher? 2. Do teaching materials (based on contextually-developed role-playing activities based on real world situation) lead

to increased language accuracy as measured by the Cambridge listening tests (2009) and the speaking tests developed by the researcher? All statistical analysis were carried out using 'SPSS 14.0 (2010) [Software]' to determine whether the contextually-developed role-playing activities combined with authentic materials had any effect on the oral proficiency of the subjects. In other words, to investigate whether the treatment with contextually-developed materials caused the experimental group to score on the proficiency tests higher than the control group which was taught using their prescribed textbook. The diagram below represents the type of research I carried out.

Non-English major undergraduates in 3rd and 4th years at Prince of Songkla University-Hatyai Campus, Thailand

(N=80)

Experimental group	**Control group**
Treatment with contextually-developed materials	Regular teaching method with the prescribed textbook
(n=40)	(n=40)
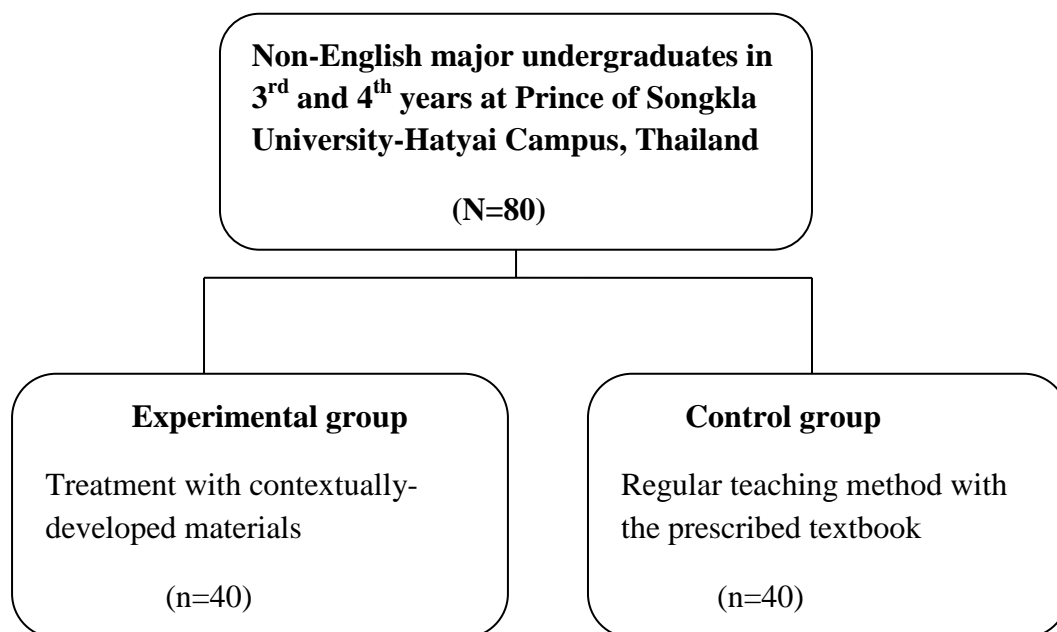
3.5. Participants of the study

As indicated in 3.3.2 above, the participants in this research study were Thai undergraduate students studying in third and fourth years at Prince of Songkla University, Hatyai Campus, Thailand. The sample consisted of both male and female students aged between 21 to 22 years majoring in Law, Management Science, Nursing, Computer Science, Engineering, Traditional Thai Medicine, Medicine, Economics, Animal Science, General Science, Plant Science and Community Studies. It should be noted that since 2003, the Commission of Higher Education of Thailand requires that university students take at least 12 credits of

English before they graduate (Wiryachitra, 2002). Therefore, students can study English courses offered by the Department of Languages and Linguistics either in their third or fourth years by registering for an English course prior to a semester starts. Since English conversation is one of the courses offered by the Department of Languages and Linguistics, the students themselves enroll for the English conversation course every semester and the Department assigns five groups to each teacher whose responsibility includes teaching and evaluation of students as per instructions issued by the department.

Moreover, I observed that some participants had limited but effective command of the spoken language similar to Threshold level B1 (Cambridge ESOL Common Scale for Speaking, Pet handbook for teachers, 2009, p. 43 available at www.cambridgeesol.org) because it is a requirement that high school students in Thailand should appear for the English Proficiency test conducted by the Ministry of University Affairs in order to gain admission to a faculty of a public university. Universities can use the scores from the English Proficiency test to place students according to their level of proficiency. Students with low proficiency should take a remedial course conducted by their respective universities first with no credit while students with average proficiency are required to take the first compulsory English course. However, if a student enters a university with a high proficiency, the student will be placed in the second or third compulsory course or can take other advanced English courses to make up the required credits. Since 2003, the Commission on Higher Education of Thailand requires that university students take at least 12 credits of English before they graduate (Wiryachitra, 2002). Therefore, most participants had already taken their Foundation English course or more than one course in addition to receiving formal instruction of EFL for nearly ten years at school. However, the participants were a mixed ability group so that the students with an ability to speak supported the relative beginners in classroom activities. Emphasizing the importance of mixed ability groups in oral English programs, Brown and Yule (1983, p. 33) emphasize that, "It seems likely that any serious attempt at practicing spoken English would involve mixing learners at different levels for conversation practice". Based on the assumption that students with high or moderate proficiency can help students with low proficiency or relative beginners, I always encouraged heterogeneous groups throughout my study.

3.6. Materials used in the study

As I discussed in Chapter 1, a majority of my students were not orally proficient in the target language even though they had studied English in schools as well at a university. I hypothesized that my students' oral proficiency could be developed by using authentic materials and contextually-developed role-playing activities based on real-world situations. EFL teachers face a problem when designing course materials because many higher education institutions in Thailand require students to purchase a commercially produced textbook which is often not written for a specific group of students. However, instructional materials in a given language program plays a very important role and is generally considered the next important factor in EFL classrooms after the teacher (Riazi, 2003). Evan and John (1998) state four reasons for using materials; 1. as a source of language 2. as a learning support 3. for motivation and stimulation 4. for reference. Given the pedagogical value of materials as indicated by Riazi (2003) and Evan and John (1988), I decided to develop context-specific materials that would enhance my learners' oral proficiency by engaging them in real-life communication. Evan and John (1988) argue that materials as a learning support need to be reliable and consistent and have some recognizable pattern but they should not follow a fixed format. However, the common assertion concerning the organization and presentation of materials should follow a logical order which helps learners take part in various activities based on speaking, listening, reading or writing skills. Hutchinson and Waters (1987) suggest that the process of material production for a specific language course involves a number of stages. Therefore, material production should be based on the syllabus while syllabus should reflect the language features of the target situation and learner needs (Hutchinson & Waters, 1987). Concerning the theoretical view of material production and use in an EFL class, I designed teaching materials based on role-playing activities and authentic materials and used them with the experimental group to investigate the effects of my instructional materials in improving my students' oral proficiency in the target language.

3.6.1. Contextually-developed materials

Since the main objective of my study was to investigate the effects of authentic materials and contextually-developed role-playing activities on oral proficiency of my learners, I used the materials I developed as instructional materials for the experimental group and the prescribed textbook-*Person to Person* with the control group. The themes for developing role-playing activities were selected from the prescribed textbook-*Person to Person.* Therefore, the themes for both the control and experimental groups were the same. As discussed and described the pedagogical and theoretical usefulness of role-playing activities in developing EFL learners' oral proficiency, I developed 26 activities of which 15 were role-playing activities involving a series of sequential events based on real-world situations while eight role-playing activities involved single events including three monologues. All the activities mentioned above centered on different social situations where learners sought to communicate either for interactional or transactional purposes (Brown & Yule, 1983). The distinction between interactional and transactional functions of speech is that speech as an interaction refers to conversations which serve primarily social functions while the speech as transaction refers to situations where the focus is on what is said or done. In other words, in transaction, the message is the central focus rather than the participants and how they interact socially with each other (Richards, n.d.).

All of the role-playing activities I used with the experimental group were piloted with a previous group of students who were studying English conversation during the summer semester (March-May) of 2010 at the department of languages and linguistics, Prince of Songkla University. The pilot study group was similar in language ability to the subjects in the current study. While some role-playing activities were being piloted, I observed that they still needed revision because the originally developed activities showed some practical problems. For example, the role-playing activity "*Why should we hire you*?" (p. 53) had three roles including an applicant, a HR manager in a company, and a railway ticketing clerk. When the students were role-playing the situation mentioned above, I noticed that the applicant directly entered the HR manager's office and appeared for an interview. I later found the situation stated above to be awkward and inconsistent with what actually happens in the real world. Therefore, I included a receptionist in the role-play so that the applicant could first contact the receptionist for information he needed. Furthermore, to make it easy

for the applicant to find the location of the company, a city map illustrating the location of the specific companies was included.

The role-playing activities which I used during my study were consistent with suggestions which Lee (1995) has made concerning the use of authentic materials in classroom activities. He states that the activities or tasks we design by using authentic material should be accessible to the learner. He, moreover, suggests that contexts for the activity have to be provided with so that learners can practice the skill in a natural, meaningful, and relevant way. It should, furthermore, be stated that the role-playing activities involving a series of sequential events as well as single events which I developed and used in my study are consistent with Ortega's (2007) model for the design of activities. In his model, he proposes three principles to be considered when designing activities for EFL learners to practice in class as follows;

1. Practice should be interactive in which learners can practice either in pairs or in groups because learner-learner interaction affords better opportunities for the expression of a wider variety of meanings and functions than is possible with teacher-fronted instruction.

2. Practice should be meaningful in a way that it engages learners personally and cognitively in the practice events.

3. There should be a focus on task-essential forms. What Ortega means by the third principle is that teachers should design interactive activities in which learners can practice both form and function which are essential for successful communication.

In designing role-playing activities, I maintained the principles stated above such as providing context to the learner in a natural and meaningful way, providing forms and functions relevant to the activities, and making the content of the activity related to the authentic materials selected. In addition to the factors mentioned above, I specifically considered my students' current and future language needs, their interests and language ability levels in the target language. Together with the contextually-developed materials, I used a wide variety of authentic materials that range from print to electronic media as shown in Table 3 below.

Table 3: Types of print and electronic media authentic materials used in the study

Travel, transport, and leisure	Hotel and accommodation	Health and public safety	Education and work	Family events
City map World map Industry location map Airline and railway time tables Air and railway tickets Tourist brochures Movie time table Movie tickets Pictures of movies	Hotel flyers Hotel menus Telephone directory	Information leaflets on infectious diseases Information on drugs Public safety instruction High ways signs Pictures of vegetables * a stethoscope * a thermometer *some medication	Flow charts Technical glossary Email Job advertisements Language course flyers	Birthday cards Birthday greetings
Electronic media materials		***** Students brought into the class for "*Can I see a doctor*?"		
Videos from Youtube.com, Classroom presentation videos, PowerPoint presentations Audio files from BBC Radio 5 live				

As electronic authentic materials, I downloaded nine video clips from www.youtube.com and used them in classroom instruction depending on the role-playing activity the students were supposed to do. Tschirner (2002) states that rich authentic input in class may be provided by native speakers of the target language or through the use of authentic audio and video documents. I had to use Youtube videos and audio files downloaded from BBC Radio 5 live to provide my students with rich authentic input as Tschirner indicates because my students do not have ready access to native speakers of English in Thailand.

However, I observed that the videos I used in the class were effective in providing both visual images and auditory messages that helped learners engage their cognition in the planning and performing the given activity in a creative and meaningful way. My study also

provides evidence to support the view expressed by Tschirner (2002) that using videos in an EFL classroom can provide learners with authentic input they need to acquire a foreign language provided that the videos with good sound quality (whether native or non-native, pronunciation is clear and audible) with better pictures. Electronic materials intended to be used in a language course need to be selected with caution because learners' attention may deviate from the course objectives.

In addition to the Youtube video clips and audio files from BBC Radio 5 live, classroom performance videos recorded by the researcher from the previous students of English conversation course were used (I obtained my previous students' consent to use their performance in writing). The reason I decided to show my students a selected classroom presentations I had video-recorded from my previous students is twofold. In the first place, I wanted to encourage my students with the feeling that they also could do better than what their senior brothers and sisters did. Secondly, I wanted my students to modify the role-playing activities which their seniors did by adding new and creative ideas to them. Furthermore, I used eight *PowerPoint* presentations which were based on tenses such as simple present, present continuous, present perfect, future, simple past and past continuous to explain differences present in between the students' first language (Thai) and English. Presentations were shown to the subjects when the need arose especially when they found it hard to understand confusing forms which are not present in their home language such as continuous form, non-existence of irregular verbs, and no singular plural difference in nouns.

I got the role-playing activities photocopied (40 copies) and distributed to the subjects as handouts at each instructional session. Every handout had the format given below.

Table 4: Format of the experimental group handout

<table>
<tr><td>
<div align="center">

Topic of the role-play

A picture relevant to the topic
</div>

Topics: topics related to the activity are stated.

Functions: language functions covered in the role-play is provided.

Structures: language structures required to accomplish the activity.

The language you may need: a few examples of language structures

<div align="center">are provided.</div>

Roles: roles needed for the activity.

Role-play: procedure is explained with instruction for each role.

Authentic materials: material needed to accomplish the activity is

<div align="center">given.</div>

        End
</td></tr>
</table>

3.6.2. Testing materials

I used two listening sample tests (See Appendices A and H) from the Preliminary English Test administered by the University of Cambridge ESOL Examinations (2009) as pre and posttests. This test was selected because University of Cambridge Local Examination Syndicate (UCLES) is one of the world's largest educational assessment agencies. Cambridge ESOL examinations are designed around four essential qualities: validity, reliability, impact and practicality (Preliminary English Test: Handbook for teachers, 2009, p. 2). The listening test included four parts with different task types such as multiple choice items, gap fill and true/false questions. There were 25 questions with 30 minutes duration. All texts were based on either monologues or dialogues based on a variety of listening situations. The Preliminary English Test (PET) is an examination for intermediate level learners (See pet_handbook.pdf at www.esol.org for more information). The listening tests were objectively scored using the answer key provided in the PET hand book (See Appendix B).

The speaking pre and posttests which comprised of 10 questions each (See Appendices B and I) were used for structured interviews. The pre speaking test was designed to measure the subjects' existing oral proficiency before they were exposed to formal instruction while the post speaking test measured the subjects' oral proficiency in the target language after the instruction. The pretest speaking questions were based on real-world activities and the activities 1, 2, 3, 5, 8, and 10 measured the examinee's ability to use oral language for transactional purpose (transferring of information) while the activities 4, 6, 7, and 9 measured the examinee's ability to use oral language for interactional purpose in which the subjects were required to role-play different situations. A scoring rubric which consisted of a five-point Likert scale (1 for "poor" to 5 for "excellent") was used to measure examinee's language proficiency levels. The five-point scales included pronunciation, fluency, accuracy, style of expression, relevance of ideas, adequacy of ideas, clarity in expression, appropriate choice of words, manner of expression, ability to interact. The scoring rubric was extracted from Mohtar (2005).

When designing the pre and posttests on speaking, factors such as practicality, validity, and reliability (Kubiszyn & Borich, 2000) were taken into account in order to make the tests more objective. Practicality was considered in advance because administering a test involves both institutional and students' needs and constraints. Other parameters such as time, facilities, and equipment as well as the scoring procedure also were considered. Since the speaking test comprised of ten structured questions, it was assumed that it would take 10 minutes to interview one student and six hours to interview the 40 students in one group. The classrooms in my department are limited and they generally tend to occupy from 8.a.m to 4.p.m during the week days and after 4.p.m all the classroom are closed and locked. Therefore, I had to get permission to use a classroom to conduct the speaking interviews after 4.p.m. As discussed earlier, both speaking and listening tests were piloted with a group of fifty students who were similar in language abilities to the subjects in the current study on two occasions. The pilot study was conducted during the summer semester (March-May) in 2010. I calculated the mean scores for listening and speaking using Detail Statistics/One variable (SPSS 11.0, 2009) and found that the mean scores between the first and the second measurements of the same group were consistent. Listening first and second measurements mean scores were (M= 9.56, M= 9.36) while speaking first and second measurements mean

scores were (M= 19.24, M= 21.32). Therefore, it can be asserted that both speaking and listening tests were reliable.

3.6.3. The equipments used in the study

My study aimed to investigate the effects of authentic materials and role-playing activities on the oral proficiency of my students. As I described earlier, therefore, I had to conduct an experimental study in which I used two groups; experimental and control. Since the experimental group was instructed using contextually-developed materials, I had to use electronic and multi-media equipment in order to facilitate my students to acquire language. A computer installed in the classroom along with the multi-media projector were the most extensively used electronic equipment throughout my study. The computer was used to show *PowerPoint* presentations as well as students' presentation videos which were recorded using a portable JVC camcorder (JVC Everio GZ-MG 645). Students' presentation of role-playing activities from both experimental and control groups were video-recorded once a week and these videos were shown to the students the following day or another day in the following week. The main purpose of showing the recorded videos was to review their oral performance. Easton and Anderson (2000) state that video viewing can enhance understanding of concepts that are intricate to verbally explain while Gurian and Henley (2001, p. 19) also add that instructors should "help the learners become comfortably and fully themselves – accepting their differences, celebrating their natural strengths, and aiding them in compensating their natural weakness". Most of all, from psychological point of view, Brown and Yule (1983) emphasize that students prefer naturally to hear what they said in a given activity, rather than what the characters in a recorded tape say. Moreover, I observed that providing learners with an opportunity to view how and what they produced in a given interaction (role-play) was one of the effective ways of providing feedback because the learners can evaluate themselves of their strengths and weaknesses in terms of error correction rather than the instructor try to correct the learners while they are engaged in a communicative activity.

Every day, I carried the video camera into the class to avoid any distraction which can be caused from a video camera being present in the classroom. I observed that it was not causing them any distraction. When the students finished practicing the given role-play, they were asked to perform it in the class group by group. While each group was performing, I video-recorded their role-plays. On some occasions when the background noise was very high inside the classroom, I moved the performing group to another room and video-recorded while the other groups were practicing.

3.7. Research Instruments

For this study, four research instruments were used:

1. **Speaking and listening pretests**: I developed the speaking pretest and administered it before and after the treatment respectively to measure the students' ability in speaking. I extracted a listening sample test (See Appendices A and E) from the Preliminary English Test administered by the University of Cambridge ESOL Examinations. I used one sample listening test from Cambridge ESOLE as pretest to measure listening skills of my students before the classroom instruction began. The purpose of the pretest was to identify the existing language proficiency of the students before they were treated with a specific instructional method using contextually-developed material over a period of one semester. The pretest results were further used to determine whether the subjects of the two groups were at the same level of proficiency before treatment began.

2. **Speaking and listening posttests:** Following the same structure of speaking pretest, I developed the speaking posttest (See Appendix K). However, I did not include the same testing activities as I did for the speaking pretest because the students from both experimental and control groups had been exposed to speaking activities for 45 hours. Therefore, at the end of the study, the students' language proficiency should be different from the pretest which was administered before the students were formally instructed. For listening posttest, I used another sample listening test from Cambridge ESOLE (See appendix J). Even though the number and the types of questions in the listening posttest were similar in structure to the listening pretest, the questions were different from the pretest. I administered both the speaking and listening posttests at the end of the study. The posttest revealed whether the specific treatment had helped the subjects improve the target language more proficiently. All

statistics were calculated using 'SPSS 14.0 (2010) [Software]'. As described in 2.2 in this Chapter, fluency and accuracy levels of the students were measured.

Finally, the results obtained from the four research instruments were analyzed using Independent Samples t-test to determine if the independent variables (authentic materials and contextually-developed role-playing activities) had any effect on the dependent variable (oral proficiency of the students). Statistics were calculated using 'SPSS 14.0 (2010). "A number of statistical packages designed for analyzing experimental research data are available" (Seliger & Shohamy, 1989, p. 238). I used the SPSS 14.0 (2010) package to analyze the data in the current study because this statistical package can be used to perform advanced statistical tests such as frequency statistics (Chi square), t-tests, ANOVA, regression correlations, and other more complex statistics. SPSS is often used in second language research (Mackey & Gass, 2005). The listening test was objectively scored using the answer key provided in the PET handbook.

In order to find the reliability of the speaking tests, at the end of the study, I randomly selected five students each from the experimental and the control group and they were evaluated by two teachers who were assistant professors in the department of Languages and Linguistics. The raters were not informed to which group the students belonged. These ten subjects were interviewed and their performances were rated according to the speaking evaluation criteria for the structured interview which was provided to the interviewers together with ten score sheets (See Appendices D and E). After the raters had rated the ten subjects and sent me back their raw scores, I calculated the inter-rater reliability using SPSS 14.0 (2010) and the results showed that the Pearson's r = 0.75 at p < 0.001 between the two raters concerning the five subject form the experimental group while the agreement between the two raters concerning the five subjects from the control group was r = 0.86 at p < 0.001. Therefore, based on the statistical results, general agreement between the raters were Pearson's r = 0.86 at p < 0.001 which can be considered as a high reliability.

3. **Classroom observation**: This included the researcher's observation of students' activities and keeping observational notes in a notebook. Keeping observational notes about the students' activities helped me learn how the learners under study used the target language in classroom setting when they were exposed to different types of social and academic

situations. I specifically observed my students' behavior when they were preparing a given role-playing activity either as pairs or groups and then performing it before the class. I noted down what strategies my learners used to overcome communication breakdowns (checking comprehension, clarification request, repetition of words/utterances, using paralinguistic features), whether a pair or a group used natural language in their conversation, and the types of language errors the learners made. The observational notes I kept were useful in identifying the communication problems some of my students had and what capabilities some of them were endowed with. Furthermore, during the study, I video-recorded three sessions of classroom teaching; one during the first week, the second in the middle and the third during the last week. These three videos were analyzed to gain a general overview of classroom interaction and how the subjects had progressed in the target language. In addition, I video-recorded four role-playing activities from experimental group and five role-playing activities from control group totaling 125 when they were presenting in class as shown in Table 5 below. As discussed in Chapter 1, the four role-playing activities which I video-recorded from the experimental group were a part of the 23 role-playing activities I designed and used with the experimental group during the study while the five role-playing activities which were video-recorded from the control group were a part of the role-playing activities which the control group practiced with the prescribed textbook (*Person to Person*). The role-playing activities mentioned above were video-recorded when the students were presenting in class (See Table 5 for more information).

8/9/10 (section 06)

Today I showed the role-play activities they did yesterday and pointed out the good al weak points that were present in them. Some role-playing tasks were natural in the sense that they reflected a sense of real world-tasks. However, Some students still need to improve certain skills relating to spoken Language such as discourse markers, Conversational Strategies and a degree of authenticity in their speech or utterances.
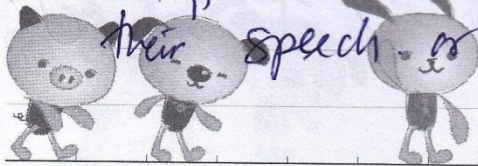
Double A

A page from my observational notes I kept during my study

The students struggled for sometime but they didn't come up with solutions of their own. This shows that students either have difficulty in analyzing the problem and thinking for solutions. Later, I suggested some solutions for the situation described in the text. They immediately copied down to their notes books which I view ~~is not the way to learn~~ the general way they rely on. ~~It~~ the lesson didn't go well. Although ~~it was a pair~~ I set it as a pair activity. This further indicates that some lessons in their prescribed text either disinteresting or hard for them to deal with. One reason for this, may be that students don't read anything in English except the text book and it is also in the classroom only. I feel that if students take to reading, this situation may greatly improve.
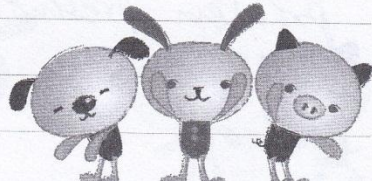
Another page from my observational notes

Table 5: The procedure followed in video-recording of the subjects' oral presentations

Experimental group-contextually-developed role-playing activities			
Role-playing activity and its URL. You can watch the videos listed below by accessing the URL or by typing the video name in the www.youtube.com (uploaded by gavi876)	No of students involved and duration of the role-play	No of video recorded	Total no of videos evaluated
1. Let's make a salad-experimental group	3 –(5.06 minutes)	13	43
2. Can I see a doctor, please?- experimental group	4- (2.50 minutes)	10	
3. Why should we hire you?- experimental group	4- (6.13 minutes)	10	
4. What would you like to start with? 1 experimental group	4- (5.04 minutes)	10	
Control group-(*Person to Person*) text based activities			
1. What can we do? 2-control group (*Person to Person*, p. 28)	2- (1.33 minutes)	14	*82
2. Asking for help-control group (*Person to Person,* p. 33)	2- (0.50 seconds)	20	
3. Wait a minute. Was she hurt?-control group (*Person to Person*, p. 40)	2-(1.39 minutes)	20	
4. Asking for directions–control group (*Person to Person*, p. 14)	2-(1.08 minutes)	14	
5. Haven't we met before? –control group (*Person to Person*, p. 2)	2-(0.50minutes)	14	
Total number of videos evaluated for both groups = 125			
* Role-playing activities were based on the prescribed textbook. Therefore, some of the role-playing activities were short in length (2 or less than 2 minutes).			

Experimental group-videos

Let's make a salad-experimental group

gavi876 | Subscribe | 49 videos

1:38 / 5:06

(http://www.youtube.com/watch?v=qUYUyKdWCmY)

Can I see a doctor, please?-experimental group

gavi876 | Subscribe | 49 videos

1:38 / 2:50

(http://www.youtube.com/watch?v=gCY-BhGS17A)

Why should we hire you? 2-experimental group

gavi876 | Subscribe | 49 videos

3:55 / 6:13

(http://www.youtube.com/watch?v=QjQOnIV_1Mc)

(http://www.youtube.com/watch?v=VCg7ZWa5dhY)

Control group-videos

(http://www.youtube.com/watch?v=t2np4aR-3Gc)

(http://www.youtube.com/watch?v=jgfanNkolhQ)

(http://www.youtube.com/watch?v=DrmyoaS0Xss)

(http://www.youtube.com/watch?v=lqnrMT9NYcY)

(http://www.youtube.com/watch?v=XaMkwkbzQKw)

I then uploaded all the recoded role-plays onto my computer and saved them in a file and later I transcribed the spoken data using transcription devices (See Appendix H) At the end of the study, I copied two role-playings activities from the four video recordings totaling eight from the experimental and another eight from the control group onto six CDs and then the six CDs together with the transcriptions of the relevant role-plays and evaluation criteria for the temporal measures of fluency and accuracy (See Appendix F) were sent to the same two raters who interviewed and rated the ten subjects for the purpose of finding inter-rater reliability of the post-speaking test based on a structured interview. (See Appendix K) as indicated earlier. The two raters did not know which role-playing activity was performed by which group.

After the two raters had evaluated videos using the criteria for the temporal measures of fluency and accuracy, an agreement between the two raters was calculated using Pearson's Product Moment (SPSS 14.0, 2010). The statistical results indicated that the Pearson's r = 0.98 at $P < 0.001$ between the two raters concerning fluency of the experimental subjects while accuracy was Pearson's r = 0.89 at $P < 0.001$. Therefore, the general agreement between the two raters concerning fluency and accuracy of the experimental subjects (16) was 0.93 which is a higher agreement. With regard to the control group, interrater agreement between the two rates concerning fluency was Person's r = 0.95 at $P <0.001$ while accuracy was rated as Pearson's r = 0.75 between the two raters. After calculating the both values of fluency and accuracy of the control subjects, the general agreement was Pearson's r = 0.84 which can be inferred as a high value. "Pearson's Product Moment or Spearman rank Correlation Coefficients, may be used to calculate interrater reliability" (Mackey & Gass, 2005, p. 244). Using the criteria for the temporal measures of fluency and accuracy, I evaluated all the other videos of students' presentations. By following the kind of evaluation procedure described above, a second language researcher can avoid some pitfalls involved in judging role-play activities by a rater whose judgment might be unfair in terms of language fluency (Bailey, 1992). This is to emphasize that some raters may award more marks for a student who acts well in a scenario even though his speaking is not fluent or accurate or award less marks to a shy student whose acting is not so good but her speaking is fluent and accurate.

4. Treatment instrument: I used authentic materials and contextually-developed role-playing activities (See Appendix D), "Role-play and other types of simulations are considered to be very effective procedures for collecting oral and written language data in research" (Seliger & Shohamy, 1989, pp. 178-79) with the experimental group in classroom instruction to help students improve their oral proficiency in English. At the end of the treatment, I investigated whether there was any effect of the treatment instrument on the subjects' oral proficiency in the target language (See Chapter 2 and Table 7 for more information).

3.8. Research Procedures

The study was carried out in the following manner:

1. I obtained the permission to conduct the study from the Department of Languages and Linguistics, the faculty of Liberal Arts, Prince of Songkla University (Hatyai Campus).

2. I reviewed the relevant literature to establish the theoretical background of the study.

3. I developed the instructional materials (contextually-developed role-playing activities) to be used with the experimental groups. I piloted the contextually-developed role-playing activities and with a group of 50 students who studied English conversation course during the summer semester (March- May) in 2010. The students in the pilot study group were similar in language abilities to the subjects in the current study. The results of the pre and posttests on   listening and speaking as illustrated in the Table 6 below showed that the mean scores on both listening and speaking skills of the participants' posttests had increased.

Table 6: Pilot test group's pretest and posttest Means and Standard deviations on listening and speaking tests (N=50)

	Listening		Speaking	
	Pretest	Posttest	Pretest	Posttest
Mean	9.32	12.06	18.38	23.82
Standard deviation	2.664	2.671	4.939	4.607

4. As indicated above, I developed the speaking pre and posttest while the listening pre and posttests were extracted from the Preliminary English Test (2009) published by the University of Cambridge Local Examination Syndicate (UCLES).

5. Mackey and Gass (2005) stress that "The notion of informed consent has become a cornerstone of ethical practice in research involving human subjects" (p. 26). Since my study was an experiment, I needed to obtain my students' consent to participate in it. Therefore, on the first day of the program, I spoke to both the experimental and control groups and explained to them the purpose, type of research, type of data that would be collected and requested their participation in my study. Furthermore, I pointed out foreseeable risks and discomforts involved in agreeing to cooperate in the study. I discussed the type of materials and activities which the experimental group was expected to do during the study and how the activities were related to the themes of their prescribed textbook- *Person to Person*. In a similar discussion I conducted with the control group, I explained to them the number of units they were going to study from their prescribed textbook and told that both groups would study the same themes. I convinced that the both groups would be pretested on listening and speaking before the study began and posttested after the study was over. I asserted that their participation was voluntary and that there was no penalty for refusing to participate and they might withdraw from the study at any time with no penalty. I specifically told them that the study would have no effect on their mid semester and final examinations of English conversation course. Finally, I told them that they could contact me for any problem of clarification about the study at any time during my office hours on weekdays or using any other mode of communication (phone or email). I gave them my contact information and got the letters of consent signed.

6. I implemented the instructional program for both experimental and control groups. During the first week of the program, I conducted pretests on listening and speaking for both experimental and control groups. The experimental group was taught using authentic materials and contextually-developed role-playing activities while the control group received instruction based on the prescribed materials (*Person to Person*) (See Chapter 3 for more information).

7. During the instructional period, I video-recorded 3 sessions of classroom teaching from both experimental and control groups; one during the first week, the second in the middle and the third during the final week of the program. These three videos were analyzed to gain a general overview of classroom interaction. At the end of the classroom instruction, posttests on listening and speaking were administered (See Chapter 3 for more information).

8. As described in 3.2.3, the speaking and listening tests were administered before and after the study. The results of both instruments were statistically analyzed using Independent Samples t-test (SPSS 14.0).

9. The classroom treatment lasted for 15 weeks with a total of 45 hours.

10. The findings of the study were analyzed and discussed.

Table 7 illustrates the procedure involved in the research method.

Table 7: Sequence of Experimental procedure

	Group (N=80)	
	Experimental (n=40)	**Control (n=40)**
1. Group selection and allocation of students for groups (Information of the subject selection criteria is discussed in the participant section in detail)	√	√
2. Conducting pretest (Listening & speaking) (The two tests were piloted with a group of students similar in language abilities to the subjects in the current study)	Collected data	Collected data
3. Classroom treatment for both groups (One semester)	Instructional method Communicative Language Teaching approach **Materials** Contextually-developed materials: (See Appendix I)	Instructional method General teaching method- students listened to a recorded conversation - practiced the conversation in pairs or groups and produced the conversation (See the teaching procedure used for the control group below) **Materials** Prescribed materials- "*Person to Person*" textbook and the accompanying CD for listening

4. During the treatment-Conduct observations	Video-recorded 43 students' presentations based on the contextually-developed role-playing activities. Made observational notes	Video-recorded 82 students' presentations based on the role-plays given in the prescribed text. Made observational notes
5. Administering posttest	Similar to the pretest	Similar to the pretest
6. Analyzing the results of pre and posttests of both listening and speaking	Using the scoring rubric, two raters first evaluated aspects of pronunciation, style of expression, relevance of ideas (See Appendix B and I) except fluency and accuracy of the spoken data in addition to the researcher Inter-rater reliability was measured	Using the scoring rubric, two raters first evaluated the aspects of pronunciation, style of expression, relevance of ideas (See Appendix B and I) except fluency and accuracy of spoken data in addition to the researcher Inter-rater reliability was measured
7. Analyzing the spoken data from recorded videos	Transcribed spoken data from 43 videos of students' presentations to measure fluency and accuracy Two raters evaluated the spoken data in addition to the researcher Inter-rater reliability was measured	Transcribed spoken data from 82 videos of students' presentations to measure fluency and accuracy Two raters evaluated the spoken data in addition to the researcher Inter-rater reliability was measured
7. Analyzing the 3 video data	Analyzed 3 recorded videos on classroom teaching sessions to gain a general overview of classroom interaction and how well or weak the subjects had progressed in	Analyzed 3 recorded videos on classroom teaching sessions to gain a general overview of classroom interaction and how well or weak the subjects had progressed in

	the target language	the target language
8. Carrying out statistical performance	Carried out statistical analysis to investigate which materials were more effective	Carried out statistical analysis to investigate which materials were more effective

3.9. Conclusion

As indicated above, the current study used an experimental design to investigate the effects of authentic materials and role-playing activities on the oral proficiency of the target participants in the study. The participants for the study were selected from an existing group of university student population and allocated to either an experimental or control groups. Both groups were pretested to determine whether the two groups were similar in their L2 proficiency. During the study, the experimental group was instructed using context-specific materials while the control group was taught using the prescribed textbook. Technology such as a multi-media computer, video clips, and a video camera were used in class to make learning more interactive and varied than a traditional classroom where the use of modern equipment is limited. At the end of the study, the data obtained from the research instruments were analyzed to determine if the authentic materials and contextually-developed role-playing activities were effective in improving learners' oral proficiency in the target language.

Chapter Four

Research findings and discussion

4.1. Introduction

This chapter is dedicated to the presentation and discussion of the collected data. The chapter aims at answering the research questions posed in Chapter 1. This chapter also presents the results of the study and interprets these results in the light of previous research.

4.2. Findings related to the first research question

> Do teaching materials (based on contextually-developed role-playing activities based on real-world situations) lead to increased language fluency as measured by the Cambridge listening tests (2009) and the speaking tests developed by the researcher?

The first research question in the study addressed the effects of contextually-developed role-playing activities on the fluency of the subjects' target language. In language research, measures of frequency are used to indicate how often a particular behavior occurs (Mackey & Gass, 2005). Therefore, in second language research, frequencies and measures of central tendency provide a summary of the basic characteristic of the data. The most common measure of central tendency is the mean which provides information on the average performance of a group on given tasks, and helps the researcher obtain insight by condensing a large amount of data (Seliger & Shohamy, 1989). Even though the mean does not provide information on the performance of each individual on a given task, the mean tells the researcher how the group as a whole performed in a given task or tasks. However, measures of central tendency are important; they present only information on the average performance of the subjects on a given task or tasks. The other necessary element a researcher needs to know is how the measurements in a data set differ from one another because the amount of variability provides information on the spread of the behavior in a given sample of population (Nunan & Bailey, 2009). Variability, moreover, indicates how heterogeneous or homogeneous subjects are with regard to the behavior (Seliger & Shohamy, 1989). Therefore, to measure variability between two groups, a researcher can calculate the standard deviation on a given data set to find out how different is the spread of scores among the

subjects of a given task. As discussed above, therefore, mean and standard deviation are important statistics in a research because they help a researcher to express his findings.

Other important basic concepts that relate to the statistical procedures are standard error of the mean (SEM) and standard error of the difference between samples means (SED) because they are important for conceptualizing the statistics presented in a research (Mackey & Gass, 2005). The SEM gives the researcher an idea of how close his sample mean is to other samples from the same population while SED is based on the assumption that the distribution of differences between sample means is normal.

On applying the concepts relating to the descriptive statistics described above, in order to answer the first research question, "Do teaching materials (based on contextually-developed role-playing activities based on real-world situations) lead to increased language fluency as measured by the Cambridge listening tests (2009) and the speaking tests developed by the researcher?" an Independent Samples t-test was used to analyze the interval data gathered from pre and post structured interviews. The "SPSS 14.0 (2010) statistical package was used for all the data calculations in the current study.

Table 8: Descriptive statistics on pre and posttests of listening and speaking for experimental and control groups

	Group	N	Mean	Std Deviation	Std Error Mean
Listening pretest (25)	Control	40	9.65	3.15	0.50
	Experimental	40	9.93	3.46	0.55
Listening posttest (25)	Control	40	11.93	3.53	0.56
	Experimental	40	12.75	3.50	0.55
Speaking pretest (50)	Control	40	19.30	2.28	0.36
	Experimental	40	21.43	3.51	0.56
Speaking posttest (50)	Control	40	21.93	2.47	0.39
	Experimental	40	28.98	4.34	0.69

It should be emphasized at the outset that even though the subjects for the current study were randomly selected and allocated to two groups using simple sampling technique, proficiency levels of the subjects were not determined before students were assigned to the two groups. Therefore, the variance of the scores between the two groups as shown in Table 8 in the pretests on listening and speaking can partly be ascribed to the fact that it is always possible that some students in one group, by chance, have been exposed to earlier FL learning. Table 8 indicates the descriptive statistics calculated from the scores obtained from the pre and posttest on listening and structured interviews conducted for both the experimental and control groups. As shown in Table 8, the mean scores and standard deviations difference between the experimental and control groups on speaking pre and posttests was statistically significant at ($\alpha = 0.05$). According to Nunan and Bailey (2009, p. 380), "a significant difference is one that is too substantial to have occurred by chance." They, furthermore, clarify that in L2 research, the outcomes of statistical analysis are considered to be significant if there are fewer than five chances out of a hundred that the results have occurred by chance. In other words, if the study is repeated 100 times, a researcher would only get substantially different results fewer than 5 times out of 100. When the results of a study are analyzed quantitatively, statistical significance of data indicates that findings of that research are stable. Therefore, given the description provided by Nunan and Bailey (2009), findings of my study related to the first research question as stated above can be trustworthy.

The descriptive statistics in Table 8, furthermore, show that the experimental group performed much better from the pretest (M= 21.43, SD= 3.51) to posttest (M= 28.98, SD= 4.34) with a mean difference of 7.55 within the group. When compared to the control group, the difference of means between the two groups was 7.05 which were statistically significant. However, even though the experimental group made an improvement on listening from pretest (M= 9.93, SD= 3.46) to posttest (M= 12.75, SD= 3.50) with a mean difference of 2.82 within the group, compared to the control group it was relatively small because the difference of mean between the two groups was 0.82. Given the average performance of the experimental group on listening, it can be inferred that the experimental group did better than the control group. However, given the higher value of SD in the control group (SD= 3.53) compared to the SD value of experimental group (SD= 3.50), it was evident that the average

performance of the individual subjects in the experimental group on listening was lower than the average performance of the individual subjects in the control group.

Concerning the control group's improvement on listening, it can be stated that the control group also improved from pretest (M= 9.65, SD= 3.15) to posttest (M= 11.93, SD= 3.53) with a mean difference of 2.28 which was a little lower than the improvement made by the experimental group (2.82). The difference of means (0.28) between the two groups on listening pretest was minimal. Therefore, it can be implied that the two groups were similar in listening proficiency before the classroom instruction began. As shown in Table 8, statistics related to both pre and post listening tests (Cambridge, 2009) indicate that both groups showed similar performances.

Table 9: Comparison between control and experimental groups on listening pre and posttests

Statistical value	Listening pretest		Listening posttest	
	Control	Experiment	Control	Experiment
N	40	40	40	40
Mean	9.65	9.93	11.93	12.75
Std. Deviation	3.15	3.46	3.53	3.50
Std. Error Mean	0.50	0.55	0.56	0.55
Minimum	5	1.00	5	7
Maximum	17	17	19	20
Mean difference (Cont-Experiment)	0.27		0.83	
Independent sample t-test value	-0.372		-1.049	
Sig (2-tailed)	0.711		0.297	

4.2.1. Performance of the control and experimental groups on listening

Table 9 presents the results of the comparison made between the control and experimental groups on listening pre and posttests. The results indicate that both groups had shown different performance on listening at the pretests conducted before classroom instruction commenced. According to the descriptive statistics indicated in Table 9, the control group's mean score was 9.65 for the listening pretest while the experimental group obtained 9.93 as mean score for the listening pretest. Therefore, the difference of means between the two groups on listening in the pretest was (0.27) which was not statistically significant. Since the

means differences between the two groups on listening is not statistically significant, it can be concluded that the two groups were similar in their listening proficiency before the study began. However, a comparison of means on listening at the posttest between the two groups indicated that the mean score of experimental group (M= 12.75, SD= 3.50) was higher than the control group (M= 11.93, SD= 3.53) with a mean difference of 0.83. The mean differences shown between the two groups on listening suggests that the experimental group performed better than the control group on listening. The mean differences (2.83) between the pre and posttest on listening, moreover, indicated that the experimental group made a significant improvement on listening but compared to the control group which also recorded a mean difference of 2.27 between the pre and posttests, experimental group's gain on listening was not significant. Given the SD differences between the two groups, it can be inferred that the average performance of the individual subjects in the control group was higher than the experimental group because the SD value of experimental group (3.50) was lower than that of the control group (3.53).

Table 10: Comparison between control and experimental groups on speaking pre and posttests

Statistical value	Speaking pretest		Speaking posttest	
	Control	Experiment	Control	Experiment
N	40	40	40	40
Mean	19.30	21.43	21.93	28.98
Std. Deviation	2.28	3.51	2.47	4.34
Std. Error Mean	0.36	0.56	0.39	0.69
Minimum	15	15	18	22
Maximum	26	29	30	39
Mean difference (Cont-Experiment)	2.13		7.05	
Independent sample t-test value	-3.209		-8.933	
Sig (2-tailed)	0.002**		0.000***	

4.2.2. Performance of the control and experimental groups on speaking

Table 10 presents the results of a comparison made between the control and experimental groups on speaking pre and posttests. Statistics were calculated using an Independent Samples t-test (SPSS 14.0, 2010) and the results indicated that the difference of means between the two groups on speaking posttest was statistically significant at $\alpha = 0.05$ with a higher mean value of 7.05 compared to the difference of means between the two groups in the speaking pretest (M= 2.12). The results indicated that both groups had performed differently on speaking both in the pre and posttests which were based on structured interviews. However, the statistics in Table 10 show that the experimental group performed better on speaking in the posttest than the control group because the difference of means between the two groups was of 7.05 which was a high value. Table 10, furthermore, illustrates that two groups varied in their speaking proficiency at the pretest even though the two groups were similar on their listening proficiency as discussed earlier.

Descriptive statistics, furthermore, indicated that the experimental group made a significant improvement on speaking from pretest to posttest with a mean difference of 7.55 within the group and of 7.05 between the groups while the control group demonstrated a limited performance compared to the experimental group on speaking in the posttest. However, control group performed better in the posttest (M= 21.93, SD= 2.47) than in the pretest (M= 19.30, SD= 2.28) with a mean difference of 2.63 between the two tests. Concerning the average performance of the individual subjects in the control group, it can be stated that the average performance of the individual subjects on speaking within the group was low because the SD difference between the pre and posttests was 0.19 which was a low value. However, given the experimental group's SD difference from pretest to posttest, it can be concluded that the average performance of the individual subjects increased from 3.51 to 4.32 with a difference of 0.83 which was a higher value.

In sum, therefore, given the comparison between the pre and posttests performances on speaking, it can be asserted that the experimental group recorded a higher improvement in speaking than the control group which did not claim much gain on speaking.

Table 11: Comparison between pre and posttests on listening and speaking for experimental group

	Listening –Experimental group		Speaking –Experimental group	
	Pretest	Posttest	Pretest	Posttest
N	40	40	40	40
Mean	9.93	12.75	21.43	28.98
Std. Deviation	3.46	3.50	3.51	4.34
Std. Error Mean	0.55	0.55	0.56	0.69
Minimum	1	7	15	22
Maximum	17	20	29	39
Mean difference (pre-post)	2.82		7.55	
Std. Deviation of Mean difference	3.92		2.11	
Min of mean difference	-5		3	
Max of mean difference	12		13	
Dependent sample t-test value	4.556		22.61	
Sig (2-tailed)	0.000***		0.000***	

4.2.3. Comparisons of the performances on listening and speaking for experimental group

Table 11 compares the statistics on pre and posttests on listening and speaking for the experimental group. The statistics on listening and speaking were calculated using Dependent Samples t-test. Descriptive statistics indicate that the means differences between pre and posttests on both listening and speaking are statistically significant at $\alpha = 0.05$. As described earlier, the means differences from pretest (M= 9.93, SD= 3.46) to posttest (M= 12.75, SD= 3.50) on listening indicate that the average performance of experimental group improved because the mean gains between the two tests were of 2.82 and the means differences from the speaking pretest (M= 21.43, SD= 3.51) to the posttest (M= 28.98, SD= 4.34) also indicated that the experimental group improved significantly. It can, furthermore, be inferred that the average performance of the individual subjects in the experimental group on speaking also improved significantly because (SD= 3.92) was greater. However, the experimental group's gains on listening from pretest (M= 9.93, SD= 3.46) to posttest (M= 12.75, SD= 3.50) showed a lower mean of 2.82.

Table 12: Comparison of the improvement of the subjects' pre and posttests on listening and speaking

	Listening		Speaking	
	Control	Experimental	Control	Experimental
N	40	40	40	40
Mean	2.28	2.83	2.63	7.55
Std. Deviation	3.19	3.92	1.48	2.11
Std. Error Mean	0.50	0.62	0.23	0.33
Minimum	-7	-5	0	3
Maximum	8	12	6	13
Mean difference – (Experimental and control)	0.55		4.93	
Independent sample t-test value	-0.688		-12.08	
Sig (2-tailed)	0.493		0.000***	

As shown in Table 12, after comparing the means differences of the subjects in the control and experimental groups on both pre and posttests on listening and speaking using Independent Samples t-test (SPSS 14.0, 2010), Table 12 illustrates that the experimental group gained a significant development in oral proficiency at $\alpha = 0.001$. However, compared to the means differences in speaking, the experimental group did not show a better performance on listening and also the results, furthermore, indicate that both groups had not been able to claim much gain on listening.

Table 13: Descriptive statistics on fluency and accuracy of control and experimental groups

	Fluency		Accuracy	
	Control	Experimental	Control	Experimental
N	40	40	40	40
Mean	2.29	4.38	2.17	4.20
Std. Deviation	0.54	0.70	0.56	0.72
Std. Error Mean	0.09	0.11	0.09	0.11
Minimum	1.25	1.00	1.00	1.25
Maximum	5.00	5.00	4.30	5.00
Mean difference (Ex-Con)	2.09		2.03	
Independent sample t-test value	14.89		14.01	
Sig (2-tailed)	0.000***		0.000***	

Table 13 shows the descriptive statistics on fluency and accuracy levels of both experimental and control group. At the end of the study, to measure the fluency and accuracy levels of the subjects, spoken data obtained from four role-playing activities (video-recordings) of the experimental group and five role-playing activities of the control group were analyzed using Independent Samples t-test. As described in Chapter 1, the four role-playing activities which I video-recorded from the experimental group were a part of the 23 role-playing activities I designed and used with the experimental group during the study while the five role-playing activities which were video-recorded from the control group were also a part of the role-playing activities which the control group practiced with the prescribed textbook (*Person to Person*). The spoken data for control group had to be obtained from five role-playing activities because the role-playing activities in the control group were based on the prescribed text (*Person to Person*) and those role-playing activities were short in length (2 minutes or less than 2 minutes).

The results in Table 13 indicate that the experimental group performed better than the control group on fluency and accuracy because the means differences (2.24) between the two groups were significant at ($\alpha = 0.001$). The significance level at ($\alpha = 0.001$) implies that there is only one chance in a thousand this phenomenon (the results) could have happened by chance. Statistics in Table 13, moreover, show that the experimental group as a whole demonstrated higher gains on both the constructs of fluency (M= 4.38, SD= 0.70) and accuracy (M= 4.20. SD= 0.72) than the control group whose performances on both fluency (M= 2.29, SD= 0.54) and accuracy (M= 2.17, SD= 0.56) did not improve as that of the experimental group. Concerning the average performances of the individual subjects in the experimental group on fluency and accuracy, it can be inferred that the average performances of the individual subjects in the experimental group were better than the average performances of the individual subjects in the control group on fluency and accuracy because the SD differences on fluency (0.70) and accuracy (0.72) of the experimental group were higher than the SD differences on fluency (0.54) and accuracy (0.56) of the control group.

Therefore, taking the performances of the experimental group on fluency and accuracy as a whole, it can be concluded that the experimental group improved on fluency and accuracy better than the control group.

Figure 1: Mean scores and standard deviations on fluency and accuracy levels for control and experimental groups. (Fluency and accuracy were rated on a five-point Likert scale: Excellent=5 Very good=4 Good=3 Fair=2 Poor=1)
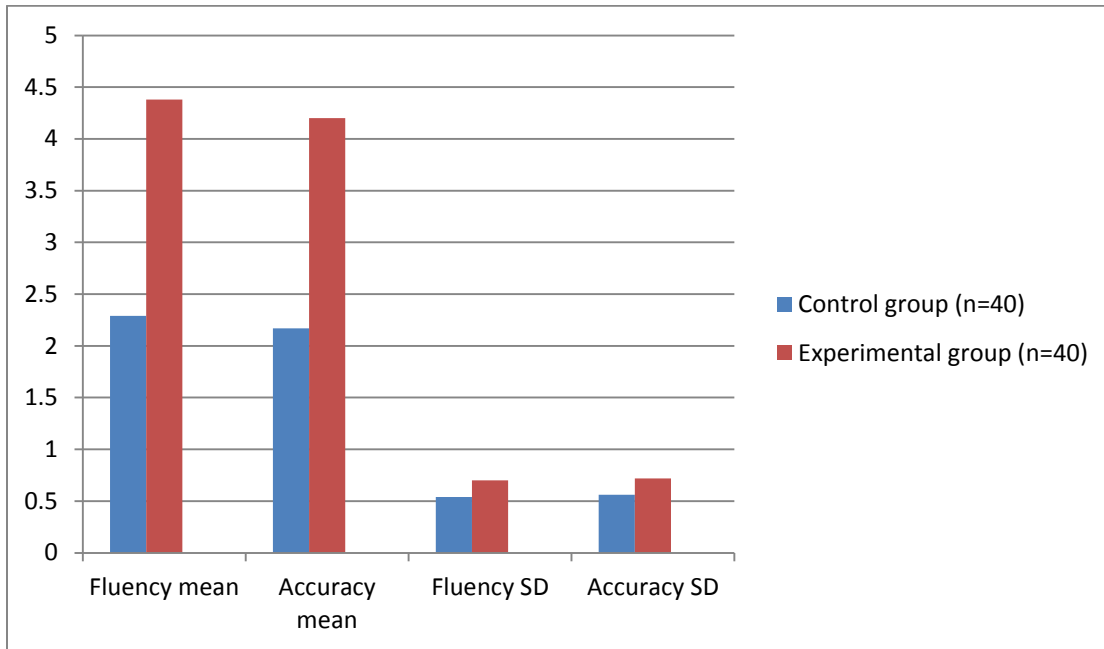
To further illustrate the information on Table 13 which displays the descriptive statistics on the fluency and accuracy levels of the experimental and control group, Figure 1 also indicates the improvements gained on fluency and accuracy by the two groups as a result of using two different kinds of materials; contextually-developed role-playing activities and authentic materials with the experimental group and the prescribed textbook with the control group in the classroom instruction of the current study.

Figure 1 also illustrates that the experimental group made a greater improvement both on fluency and accuracy on the basis of the average performance of the whole group. Furthermore, the average performance of the individual subjects of the experimental group on the constructs of fluency and accuracy was higher than the average performance of the individual subjects in the control group.

Figure 2: Mean scores and standard deviations for control and experimental groups on listening pre and posttests
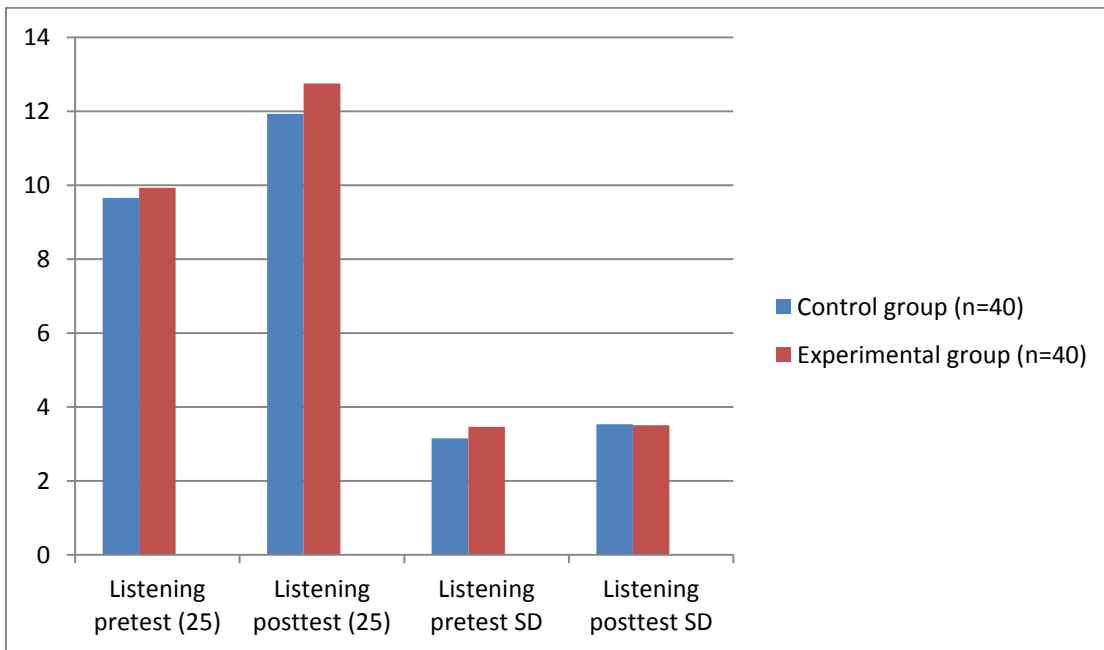
The performances of the control and experimental groups on listening pre and posttests as described in 4.2.1, Figure 2, in support of the descriptive statistics given in Table 9, graphically presents the data relating to the performance of both control and experimental groups in the pre and posttests on Cambridge (2009) listening test. Figure 2 illustrates that the experimental group achieved a greater improvement on listening than the control group. However, control group also showed some improvement on listening even though it was not greater than the experimental group. As discussed above, the average performance of the individual subjects in the control group on listening in the posttest was higher than the average performance of the individual subjects in the experimental group (See 4.2.1 and 4.5 for more information).

Figure 3: Mean and standard deviation scores for control and experimental groups on speaking pre and posttests
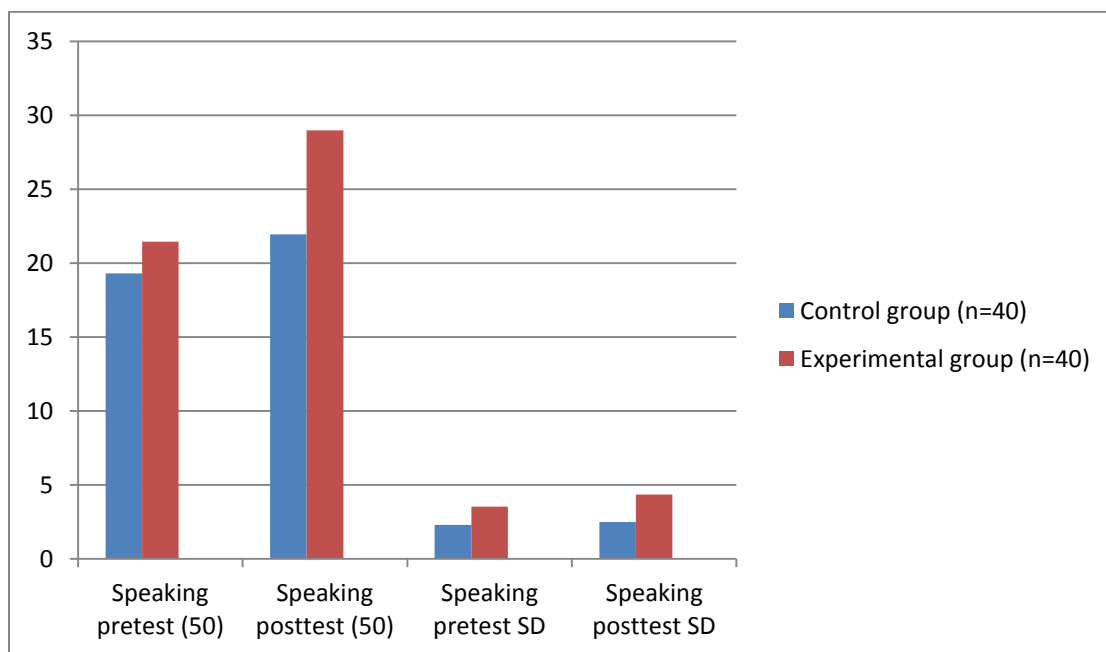
Figure 3 illustrates the performances of the control and experimental group on speaking in the pre and posttests. As noted in 4.2.2, the detail depicted in Figure 3 should be read in conjunction with Table 8 which indicates the descriptive statistics relevant to the performance of the experimental group both in the pre and posttests on listening and speaking. Figure 3, moreover, illustrates that the experimental group achieved a greater improvement on speaking in the posttest than the control group with a mean difference of 7.05 which was statistically significant. However, as discussed in 4.2.2 in detail, the control group also improved on speaking even though it was not greater than the experimental group. It was observed that not only the average performance of the experimental group as a whole but also the individual performance of the subjects of the experimental group on speaking both in the pretest and posttest were higher than the average performance of the control group (See 4.2.2, 4.3, and 4.3.3 for more information).

4.2.4. Discussion of the findings related to the first research question

The first research question examined the effects of contextually developed role-playing activities on the students' oral fluency in the target language. Table 8 shows that there is a statistically significant difference ($\alpha = 0.05$) between the means of the students' scores on speaking pre and posttests due to the instructional procedure used with the experimental group. However, it should be acknowledged at the beginning of the discussion that, as discussed in Chapter 3, the fluency levels of both the experimental and control groups were not separately measured at the pretest because the classroom instruction for the subjects in the study had not begun. Therefore, it was not necessary to quantify the students' fluency and accuracy levels separately. The construct of fluency was scored based on the subjects' performance along with the other components included in the oral assessment criteria proposed by Mohtar (2005) (pronunciation, fluency, accuracy, style of expression, relevance of ideas, adequacy of ideas, clarity in expression, appropriate choice of words, manner of expression, and ability to interact) (See Appendix E). The fluency levels of experimental and control groups were separately measured using the criteria for the temporal measures of fluency and accuracy at the end of the study (See Appendix F). In order to measure the fluency levels of the subjects, the spoken data from the students' role-playing activities were analyzed (See Chapter 3 for more information). Given the oral evaluation of both pre and post speaking tests based on the structured interviews evaluated using the oral assessment criteria (Mohtar, 2005) which also included the aspect of fluency, the experimental group gained a better improvement on fluency in the posttest (M= 28.98, SD= 4.34) than the pretest (M= 21.43, SD= 3.51) with a mean difference of 7.55 or by 46.66% compared to 34.50% of the control group.

The results can, moreover, be explained by the fact that the materials I used with the experimental group (contextually-developed materials) were closer to the real-life situations which the students are likely to encounter outside the classroom.

In designing the role-playing activities based on real-world situations, emphasis was placed to make the activities central to the learning process because a number of hypotheses, theories, and models for explaining second language learning acquisition have been inspired by the cognitivist/developmental perspective (Lightbown & Spada, 2006). The theoretical, empirical, and pedagogical views on second language acquisition suggest that to acquire a

foreign language, learners should be provided with language input that is rich in linguistic data (Krashen & Terrell, 1983). In order for the learners to receive language input that helps them acquire language in class, they should engage in interaction and meaningful communicative activities in which learners can negotiate meaning, receive feedback, and take part in interpersonal exchange of ideas. With the premise that context-specific role-playing activities combined with authentic materials will help learners to develop their oral proficiency, the experimental subjects were exposed to a variety of real-world situations that enabled the learners to work in pairs or in groups to accomplish the given activity. As a result of learners' meaningful interaction with their peers and the teacher, they were able to receive language input necessary for them to function fluently in different social contexts. Most of the role-playing activities used with the experimental subjects in my study helped learners achieve fluency first and then they were moved to accuracy unlike the conventional approach which moves the learner from accuracy to fluency. In the conversation class, I made every possible attempt to make the atmosphere comfortable, cooperative and non-threatening. Consequently, even less confident students who normally refused to speak in public at the beginning of the instructional program were induced to perform activities because they benefited from the contextually-developed role-playing activities and authentic materials so much that all the psychological barriers such as stress, anxiety and fear were diminished as a result of group and pair work. To support the view that cooperative group work can lower anxiety which is associated with negative feelings such as uneasiness, frustration, self-doubt, apprehension, and tension (Arnold & Brown, 1999), my study provides concrete evidence and I describe it below.

On the first day of my class, I asked everyone to introduce who he/she is to the class and most students did quite well except a few who had limited proficiency in the target language. However, I found one female Law student who stood in front to give a speech began to tremble soon after she had told the class her name. Tears dropped out her eyes and suddenly she sat on the floor. I was shocked to see what was happening since it was the first time I encountered an incident of that nature. I quickly approached the student and told her to be calm and she became normal soon. I advised her not to be shy or anxious to speak before an audience. At the end of the course, she became more self-confident and could lower her anxiety as a result of working with peers and eventually she could speak before an audience

without undergoing any physical or psychological constraints as she had experienced earlier. The incident I described above, even though it is a single case, provides evidence which suggests that teachers can help foreign language learners with a high level of anxiety reduce their anxiety levels. However, one way of helping learners reduce high levels of anxiety can be through carefully designed group activities which should be presented in a less threatening classroom environment.

The instructional program designed and implemented for the experimental group included various types of role-playing activities with authentic materials and instructions which focused on the language use for both interactional and transactional purposes (Brown & Yule, 1983). In addition, all of the activities were purposeful because they were based on real-world situations. As mentioned in the research questions and hypotheses, I used authentic materials (See Table 4) in the classroom instruction and observed that the subjects in the experimental group had engaged in activities more energetically and enthusiastically than the students in the control group that was taught using a commercially produced material. For example, when the experimental group was assigned with the role-playing activity "*Why should we hire you*", (p. 53) they were provided with a real railway time table used in Thailand railway department. The applicant in the role-play was supposed to travel to Bangkok from Hatyai by train because the interview was conducted in a company located in Bangkok (See Appendix I). The role-playing activity stated above generated authentic language which led to a real world interaction between a passenger who wanted to reserve a seat and a railway ticketing clerk. Being able to cope with train time table, inquiring about train times, about different trains leaving and arriving at a particular station, knowing which notices are important and addressed to them and which are not, all these were vital to my learners' communicative purpose. Once the applicant got to the company, he was received by a receptionist who directed him to the manager's room for the interview. The manager greeted the applicant and asked him to sit down. The process described above involved a number of activities which happened in a sequential manner. Therefore, judging from how students behaved in the activity described above, it can be asserted that engaging students in real-world activities using authentic materials can promote EFL learners' oral proficiency.

4.2.5. Examples of spontaneous spoken discourse from the experimental group

Examples of spontaneous spoken discourse produced by the experimental subjects in their role-playing activities are cited below. The following extracts which are relevant to the first research question (Do teaching materials (based on contextually-developed role-playing activities based on real-world situations) lead to increased language fluency as measured by the Cambridge listening tests (2009) and the speaking tests developed by the researcher?) display that experimental students can use authentic language fluently in their oral language production. With the students' permission, I have published some of the video-rerecorded activities in www.youtube.com in my account (gavi876) and they can be accessed by visiting the respective URL addresses or entering the name of the role-playing activity indicated below (See Table 5 for more information).

1. Expressions of opinions

   A: Potato, really. I have some onions. I think we need some more.
   B: No…no. I think. Let's eat it at (.) <R> my dining……dining room
   A: Yes. I want to see your new movie
   ("*Let's make a salad*-experimental group")

   (http://www.youtube.com/watch?v=qUYUyKdWCmY)

   A: How about your work?
   D: Oh! I'm free. I don't have work….I don't have a job
   A: Must be so sad
   ("*What would you like to start with*?")

   (http://www.youtube.com/watch?v=VCg7ZWa5dhY)

2. False starts and omission

  1. B: Well (..) would you (..) would you help me go to hospital?
      ("*Can I see a doctor, please*?")

    (http://www.youtube.com/watch?v=bB03Pg9XvSU)

  2. B: Mmm..it's near Sanik Club opposite …opposite…opposite Sugar Beat <r>
      ("*Why should we hire you?*")

    (http://www.youtube.com/watch?v=528NnUOOYIM)

3. The use of fillers

1. C: (.) ah.. two thousand and two hundred baht
   ("Why should we hire you?")

2. C: Mmm. One hundred baht
   A: Ok. One hundred baht. Here you are
   ("*I'm looking for a T-shirt*")

4. Interactive phrases and discourse markers

1. A: Ok, Yes, Right, Hey, Great, No-no, All right

   ("*Let's make a salad*")

5. The use of sentences that tend to be joined with simple conjunctions such as

   and, but, then, and so.

1. C: Oh, so you come to my shop.
   ("*Let's make a salad*")

2. B: Ah.. Ok. Miss Palida, please come and see doctor this afternoon at 1.30p.m.
   (*Can I see a doctor, please*?)

   (http://www.youtube.com/watch?v= gCY-BhGS17A)

6. Verb-less 'sentences'

1. D: Oh, fried rice bad…..
   (*What would you like to start with*?)

2. B: Pin, we have a lot of time. I think (.) we go to see the movie. Are you ok?
   A: Oh, It's a good idea. Ok. What movie?
   ("*Would you like to see a movie*?")

3. C: Could you….<R> excuse me I want to know. Could you tell me the
   direction how to go to Leegarden (.) Plaza. Because my friend house
   near Leegarden Plaza
   ("*Happy birthday to you*")

   (http://www.youtube.com/watch?v=cIWwPTV_E2Y)

Therefore, given the success of the instructional program which was based on authentic materials and contextually-developed role-playing activities based on real-world situations, it can be concluded that the hypothesis which the researcher had formed at the beginning of the study in an attempt to answer the research question, 1. The teaching materials (including contextually-developed role-playing activities based on real-world situations) lead to more fluent language use, can be accepted.

4.3. Findings related to the second research question

Do teaching materials (including contextually-developed role-playing activities based on real-world situations) lead to increased language accuracy as measured by the Cambridge listening tests (2009) and the speaking tests developed by the researcher? The second research question in the study addressed the effects of contextually-developed role-playing activities on the accuracy of the target language production. To answer the second question, an Independent Samples t-test was used to calculate the interval data gathered from pre and post structured interviews conducted for both the experimental and control groups. As noted in Chapter 1, in order to test the subjects' speaking skills, oral assessment criteria extracted from Mohtar (2005) was used. The accuracy and fluency levels of both the experimental and control groups were not separately measured at the pretest. However, the aspects of fluency and accuracy were scored based on the performance of the subjects along with the other components included in the oral assessment criteria of Mohtar (pronunciation, fluency, accuracy, style of expression, relevance of ideas, adequacy of ideas, clarity in expression, appropriate choice of words, manner of expression, and ability to interact) (See Appendix E). The accuracy and fluency levels of experimental and control groups were separately measured using the criteria for the temporal measures of fluency and accuracy at the end of the study.

As shown in Table 8, the mean scores and the standard deviations differences between the experimental and control groups on speaking pre and posttests were statistically significant at ($\alpha = 0.05$). The results indicated that both groups had performed differently on speaking both in pre and posttests which were based on structured interviews. However, the statistics in Table 8 show that the experimental group performed much better on speaking at the posttest than the control group because the means differences between the two groups was 7.05 which was a high value. Table 8, furthermore, illustrates that two groups varied in their speaking proficiency in the pretest.

The results in Table 13 indicate that the experimental group performed better than the control group on accuracy because the means differences (2.03) between the two groups were significant at ($\alpha = 0.001$). Statistics in Table 13, moreover, show that the experimental group as a whole demonstrated higher gains on accuracy (M= 4.20, SD= 0.72) than the control

group whose performances on accuracy was (M= 2.17, SD= 0.56). Concerning the average performances of the individual subjects in the experimental group on accuracy, it can be inferred that the average performances of the individual subjects in the experimental group were better than the average performances of the individual subjects in the control group because the SD differences on accuracy (0.72) of the experimental group were higher than that of the control group (0.56).

With regard to accuracy, the average performance of the group as a whole and the average performance of the individual subjects, the control group also showed some improvement. When the improvement of the control group on fluency was taken as a percentage, it was 43.4% compared to the experimental group which was 84%.

Therefore, taking the performances of the experimental group on accuracy as a whole, it can be concluded that the experimental group improved on accuracy better than the control group.

4.3.1. Discussion of the findings related to the second research question

The second research question in the study examined the effect of authentic materials and contextually-developed role-playing activities based on real-world situations on the students' accuracy in the target language. The related hypothesis claims that teaching materials (including contextually-developed role-playing activities based on real-world situations) lead to more accurate language use.

Table 11 and Figure 1 show that there is a statistically significant difference ($\alpha = 0.05$) between the mean scores of control and experimental group on the construct of accuracy. These results can be justified since the students of the experimental group were taught using the contextually-developed material in an organized manner as stated below.

The materials included an introduction in which the basic function of a language was discussed with reference to spoken language and how spoken language deviates from written language. The introduction also provided the learners with an awareness of some important components such as context, exponent, and function while the pronunciation focus presented a description of why correct pronunciation is considered a crucial aspect of discourse. The prescribed textbook (*Person to Person*) which the control group studied with highlights pronunciation aspects such as sentence stress, intonation, rhythm, blending and reduction in

each unit (*Person to Person-teacher's book* 2, p. x). Therefore, the students in the control group   received an awareness of the features of American English. When I developed context-specific materials for the experimental group, I also included pronunciation practice exercises which highlighted features of American English such as stress, intonation, and some confusing sounds which I had identified causing problems for my past English conversation students.

After the pronunciation practice exercises, in my materials, I included the topics, vocabulary, language functions, and structures needed to perform the activity along with the procedure of the activity. In one of his seminal articles on communicative approach, Swan (1985) writes, "We must make sure that our students are taught to operate key functions such as, for instance, greeting, agreeing or warning to communicate appropriately in specific situations" (p. 79).

However, the role-playing activities were not tightly controlled but there were some guidelines suggesting how the activity should be carried out using the authentic materials provided. Some of the role-playing activities especially the group activities involving series of sequential events were video-recorded and copied onto a CD and the following day or another day in the following week, I showed the students to evaluate their language use in the particular role they acted on. While the classroom was watching a video, I paused it and explained if any grammatical error, use of inappropriate word/s or mispronunciation occurred. After viewing, I invited the students' comments to see how well they could evaluate their own speech.

Therefore, given the organizational presentation of the materials and exposure to modified interaction (Long, 1983) and corrective feedback (Lyster & Ranta, 1997) provided by their peers, the experimental group could demonstrate an improvement in accuracy with a mean difference of 2.03 in their oral production. As discussed in Chapter 3, the accuracy and fluency levels of both the experimental and control groups were not separately measured at the pretest. However, the aspects of fluency and accuracy were scored based on the subjects' performance along with the other components included in the oral assessment criteria of Mohtar (pronunciation, fluency, accuracy, style of expression, relevance of ideas, adequacy of ideas, clarity in expression, appropriate choice of words, manner of expression, and ability to interact) (See Appendix E). As noted earlier, the accuracy and fluency levels of

experimental and control groups were separately measured using the criteria for the temporal measures of fluency and accuracy at the end of the study (See Appendix F). In order to measure the accuracy and fluency levels of the subjects, the spoken data from the students' role-playing activities were used (See Chapter 3 for more information). The oral evaluation which based on the pre and post structured interviews showed that the experimental group gained a better improvement on accuracy in the posttest (M= 28.98, SD= 4.34) than the pretest (M= 21.43, SD= 3.51)) with a mean difference of 7.55.

The possible explanation for differences between the mean scores of the experimental group can be partly ascribed to input which the experimental group received form contextually-developed role-playing activities and authentic materials. As indicated above, role-playing activities involving a series of sequential events maximized the opportunities for the learners to repeat and recycle the forms, functions, features of pronunciation, and lexical items relevant to a given activity. Therefore, it can be inferred that the type of EFL practice described above contributed to the observed difference in the accuracy levels of experimental group. To support the second research question; Do teaching materials (based on contextually-developed role-playing activities based on real-world situations) lead to increased language fluency as measured by the Cambridge listening tests (2009) and the speaking tests developed by the researcher? I present examples from the spoken data obtained from the role-playing activities performed by the experimental subjects during the study. The following data is drawn from either from different role-playing activities or form different groups which role-played the same activity.

Examples of well-formed utterances from students

1. D: Good morning Sir. What are you looking for?
   ("*I'm looking for a T-shirt*")

2. A: I think you should go to the hospital
   ("*Can I see a doctor, please*?")

3. D: Yes, you have to take it with food and you don't drink any alcohol. Are you
   allergic to Aspirin?
   A: No, I'm not
   ("*Can I see a doctor, please*?" another group)

4. D: This is one fried rice, two pizza, three KFC and Pepsi for you. ..and you (?) and
   iced tea for you. And a set of pizza and papaya salad for you and orange juice.
   Enjoy your meal
   A: Ok. Thank you very much

D: Pic. How about your food?
A: Oh. It looks good. I want to taste. (*tastes*). Yes. How about your fried rice?
   ("*What would you like to start with*?")

5. A**:** I'm Lakshamee. I'm calling to inquire information about the job that you
   advertised in the newspaper. Could you tell me about the job?
   (*Why should we hire you*? –experimental group)

   (http://www.youtube.com/watch?v=QjQOnIV_1Mc)

6. Evidence of complex language use

1. D: Here's your medicines. The doctor has given you
       two sets of anti-biotic. Ah..take them before meals three times a day. Drink
       plenty of water. <r> Also…also try not to drive after taking them. They would
       make you drowsy. This is first packing is for your headache (mispronounces).
       Make sure you take all (   ) the medicines until there is no left
       ("*Can I see a doctor, please*? 1)

2. D: Ok. May be, we can call Gift and ask for help. She told me last night she has a
       friend who is a tour guide
       ("*Can you suggest where I can find tourist attractions in Hatyai*?")

4.4. A new dimension to role-playing activities

As I described in the literature review, I designed and used two types of role-playing activities in my study. One type was the role-playing activities involving single events in which my students in the control group were required role-playing the given situation either in pairs or in groups while the other category dealt with the role-playing activities involving a series of sequential events in which the students in the experimental group mostly did in addition to role-playing activities involving single events. In other words, in role-playing activities involving a series of sequential events, the students needed to role-play all the events involved in a given situation. Therefore, the role-playing activities involving a series of sequential events provided my experimental students with adequate opportunities to repeat and recycle the language over and again thus maximizing opportunities for them to interact with their peers and engage in communication within a real communicative context.

However, after I had analyzed the spoken data obtained from both types of role-playing activities stated above, I discovered that the experimental subjects who mostly engaged in role-playing activities involving a series of sequential events had produced more fluent and

accurate language than the control group which performed role-playing activities involving single events. There is little research to be found in the recorded literature to date which has used the role-playing activities involving a series of sequential events to improve EFL learners' oral proficiency. Nevertheless, I found three studies conducted by Van den Branden (1997), Lynch and Maclean (2000), and Bygate (2001) who have investigated the effects of task repetition (See Chapter 2 for more information) under different teaching contexts and based on their findings, they suggest that to enhance the recurrence of particular items is to have students repeat the same task. Even though repetition of the same task provides students with more opportunities to repeat and recycle the language, I observed that students in my teaching context become exhausted and disinterested in the activity as a result of repeatedly playing the same role with no change in roles or physical setting of the activity. However, role-playing activities involving a series of sequential events eliminate the condition that can possibly lead students to a state of exhaustion or disinterest as a result of repeatedly playing the same role in a given role-play.

Table 14 below shows a possible structure of a role-playing activity involving a series of sequential events I used with my experimental students. The example given below, moreover, illustrates the approximate number of roles that a single student played and the possible number of events included in the situation (*visiting a doctor*) as well as the type of interaction each student had to involve in role-playing given.

Speech situation- Visiting a doctor

Table 14: Series of sequential events involving in visiting a doctor (situation)

Visiting a doctor- Situation			
Series of sequential events			
Event 1	**Event 2**	**Event 3**	**Event 4**
Making an appointment to see a doctor on the phone or in person	Going to the clinic and speaking to a receptionist/ nurse	Seeing the doctor. The patient describes his/her symptoms to the doctor	Receiving/ buying medication from a pharmacy /drug store
Participant and interaction type	**Participant and interaction type**	**Participant and interaction type**	**Participant and interaction type**
Patient Receptionist In a clinic/ Hospital On the phone	Patient Receptionist Face to face	Doctor Patient Face to face	Pharmacist Patient Face to face

Table 15 below shows the presentation cycle of the role-playing activity, "*Visiting a doctor*" and the number of rounds which each character played in each event. Table 15 also shows the number of roles that a student required playing by the time he had finished playing the role-play along with the approximate number of utterances used by each student in the entire interaction in the first round. After a student had finished playing all the four rounds as shown in the table, the approximate number of utterances was 58 which I considered as an advantage for my students in terms of maximization of opportunities to practice and use the target language. It is, furthermore, evident in case of the activity is repeated once, a student will use 116 utterances with a probability of a certain linguistic item (function/structure) may recur four times or more.

Speech situation (visiting a doctor)
Roles: a patient, a receptionist, a doctor, and a pharmacist
* Approximate number of utterances
Table 15: Presentation cycle of a role-play involving a series of sequential events

First round	Patient *24	Receptionist *11	Doctor *12	Pharmacist *11
Second round	Receptionist *11	Patient *24	Pharmacist *11	Doctor *12
Third round	Doctor *12	Pharmacist *11	Patient *24	Receptionist *11
Fourth round	Pharmacist *11	Doctor *12	Receptionist *11	Patient *24
The approximate number of utterances used by each role in the entire interaction in all four rounds	58	58	58	58
The total number of roles that a student played by the time student had completed the role-play	4	4	4	4
In case the activity is repeated once, the approximate number of utterances expected to be produced by each learner	58X2=116	58X2=116	58X2=116	58X2=116
Probability of a certain linguistic item (function/structure) to recur at a time	4 or more times	4 or more times	4 or more times	4 or more times

To make a comparison between the role-playing activities involving a series of sequential events and the role-playing activities involving single events which the control group was mostly exposed to during the study, I illustrate below the possible presentation cycle of a role-playing activity involving a single event so that one can have a better understanding about the perceived advantages of role-playing activities involving a series of sequential events. Most of the role-playing activities which the control group did were dyads in which students were required working in pairs. The example below was extracted from the prescribed textbook (*Person to Person,* p. 44) and it includes a single event (*Giving advice*) with two characters (Li-Wei and Jay).

Speech situation- Giving advice (Single event)
Unit 6
Person to Person, (p. 44) "*I feel terrible*"
Roles: A. Li-Wei   B. Jay

Table 16: Presentation cycle of a role-play involving a single event

No of turn	Interaction pattern between two roles	
First round	A (Li-Wei) ↓	B (Jay) ↓
Second round (exchange roles)	A (Jay)	B (Li-Wei)
The total No of roles that a student will have played by the time the student completes the activity	2	2
The approximate number of utterances used by each speaker in the first and second round	10+10=20 Li-Wei	10+10=20 Jay
In case the activity is repeated for the third time, the approximate number of utterances to be produced by each speaker	20+10=30 Li-Wei	20+10=30 Jay
Probability of a certain linguistic item that can recur at a time	2	2

Role-play

Person to Person, (p. 44)

Li-Wei: You look a little feverish. Are you ok? (2)

Jay: To tell you the truth, I feel terrible. (1)

Li-Wei: Why? What's the matter? (1)

Jay: I have a horrible headache and a sore throat (1)

Li-Wei: Did you take anything for it? (1)

Jay: I took some aspirin, but it didn't do any good

    I feel awful. My whole body aches (3)

Li-Wei: Why didn't you call the doctor? (1)

Jay: I thought I might feel better after a good night's sleep, but

    I feel worse this morning (2)

Li-Wei: You know, there's a pretty bad flu going around. Maybe

      you shouldn't go to class today (2)

Jay: But I have a test this afternoon (1)

Li-Wei: Why don't you call the doctor and see what she says?

      You'd better take your temperature first. Then maybe

      you should lie down (3)

Jay: That's a good idea. I think I'll lie down for a while (2)

Table 16 above indicates possible limitations of a role-playing activity with a single event in terms of characters. As a result of limitation imposed on characters, the opportunities to repeat or recycle the language became limited for the control group.

I observed that role-playing activities involving a series of sequential events were more interactive and cognitively demanding for the experimental subjects. Therefore, as discussed earlier in detail, when my students were engaged in performing role-playing activities involving a series of sequential events, they were required to play more than one role to accomplish the given activity in different contexts. The role-playing activities I used with the experimental group were based on speech situations with three or four speech events (See Appendix I) so that the students had more opportunities to repeat and recycle the language than they would get in a role-playing activity involving a single event which limits the

opportunities to repeat or recycle the same linguistic elements more than once (See Chapter 2 for more information).

Therefore, given the findings that emerged from the current study concerning the potential advantages of role-playing activities involving a series of sequential events and the improvement of the constructs of fluency and accuracy of the experimental subjects, it can be inferred that role-playing activities involving a series of sequential events are more effective than role-playing activities involving single events in improving EFL learners' oral proficiency (See page 107 for examples drawn from the transcribed spoken data from the role-playing activities performed by the experimental students above).

Table 17: Comparison between pre and posttests on listening and speaking for the control group

	Listening –Control group		Speaking –Control group	
	Pretest	Posttest	Pretest	Posttest
N	40	40	40	40
Mean	9.65	11.92	19.30	21.93
Std. Deviation	3.15	3.53	2.28	2.47
Std. Error Mean	0.43	0.45	0.36	0.39
Minimum	5	5	1	15
Maximum	17	19	17	29
Mean difference (pre-post)	2.27		2.63	
Std. Deviation of Mean difference	0.38		1.48	
Min of mean difference	-2		0	
Max of mean difference	7		6	
Dependent sample t-test value	5.598		4.556	
Sig (2-tailed)	0.000***		0.000***	

4.5. Findings and discussion related to the control group

As discussed in Chapter 3, control group was taught using the prescribed textbook, '*Person to Person'*. In accordance with the course guide issued by the Department of Languages and Linguistics, I taught six units namely, "*Haven't we met before*?" (p. 2), "*Where can I get this cleaned*?" (p. 10), "*Could I please speak to Jo*?" (p. 18), "*What can we do*?" (p. 28), "*Haven't you heard yet*?" (p. 36), "*I feel terrible*" (p. 44) from the textbook. Each unit included two or three scripted conversations and the activities related to the topic of each unit. I followed the teaching procedure suggested in the teacher's book.

Descriptive data analysis carried out by using Dependent Samples t-test as shown in Table 17 indicates that there are observed differences between the listening pretest (M= 9.65, SD= 3.15) and posttest (M= 11.93, SD= 3.53) mean scores for the control group. There were mean gains of 2.28 by the control group which was significant while the control group's performance of speaking too improved significantly from speaking pretest (M=19.30, SD= 2.28) to posttests (M= 21.93, SD= 2.27). Concerning the average performance of the control group on listening activities the students did from the prescribed textbook (*Person to Person*), it can be inferred that the whole group improvement on listening was significant at (α = 0.000). However, it should be specifically noted that the average performance of the individual subjects in the control group on listening did improve more than the average performance of the individual subjects in the experimental group because the control group recorded a higher (SD= 3.53) than experimental group whose SD was 3.50 in the listening posttest. Higher value of SD indicates that the subjects are homogeneous with regard to a particular behavior. Given the statistical assertion of SD, it can be inferred that a majority of the subjects in the control group improved on listening skills as measured by the Cambridge listening test (2009).

Possible explanations for lower SD difference between the pre and posttests on listening can be partly ascribed to the following two variables; 1. the difficulty of the Cambridge listening test (2009). 2. the amount and type of listening activities. Regarding the first variable, while the test was being administered, I observed that a majority of students in the control group had difficulty in understanding the contents in part three in which the students needed to write one or more words in each blank and part four in which the students needed

to listen for detailed meaning and identify the attitudes and opinions of the speakers. As a result of the difficulty described above the control group scored lower marks from the pretest (M= 9.65, SD= 3.15) to posttest (M= 11.93, SD= 3.53) than the experimental group whose mean scores at the pre and posttests were (M= 9.93, SD= 3.46) and (M= 12.75, SD= 3.50) respectively.   The second variable is concerned with the amount and type of listening activities. As stated above the students in the control group studied six units and those six units included 11 conversations and one monologue. Therefore, students listened to 11 recorded conversations (most conversations were short in length 2 or less than 2 minutes with talking by the same two or three persons) and one monologue. Given the number of conversations spoken by the same persons all through the 11 conversations and one monologue to which the students listened during the study, it can be observed that the practice which the students received was not adequate to improve their listening skills because the Cambridge listening test included both dialogues and monologues spread over a number of social contexts and situations.

However, I believe if the students in the control group had been exposed to authentic listening materials such as video presentations by native and proficient speakers, international TV and radio programs, the control group could have gained more improvement in listening skills. Even though the experimental group's average performance on listening is slightly higher at the posttest (M= 12.75, SD= 3.50) than the control group (M= 11.93, SD= 3.53) with a mean difference of 0.83 (0.01%), which is not statistically significant. However, comparing the control group's SD (3.53) on listening with the experimental group's SD (3.50), it can be assumed that the individual improvement of the control group was slightly higher than the experimental group. Possible explanation for the differences of SD between the two groups on listening may be attributed partly to the subject's improvement in listening skills or another variable that must have intervened at the time of testing.

As the descriptive statistics in Table 17 show, the control group, however, made a better improvement at the posttest (M= 21.93, SD= 2.47) than the pretest (M= 19.30, SD= 2.28) on speaking with a mean difference of 2.63 (52.6%) but compared to the experimental group (M= 28.98, SD= 4.34), control group's performance in speaking was far below. Concerning the fluency and accuracy levels of the subjects in the control group, as the descriptive data in Table 13 indicate, it can be inferred that the control group's improvement in fluency (M=

2.29, SD= 0.54) and accuracy (M= 2.17, SD= 0.56) was relatively much lower than the experimental group which recorded a mean of 4.38 (SD= 0.70) for fluency and a mean of 4.20 (SD= 0.72) for accuracy respectively. As discussed above, the possible explanations for limited performance of the control group both on the structured interviews and measures of the fluency and accuracy levels can be ascribed to the reasons stated below;

1. No authentic materials were used with the control group. Therefore, the students in the control group did not have opportunities to engage in activities similar to real-world situations (See Chapter 2 for more information).

2. Most of the role-playing activities suggested in the prescribed textbook (*Person to Person*) involved a single event which required pair work rather than group work. As a result, most of the time students were deprived of group work which has more potentials than pair work (See Chapter 2 for more information).

3. All of the role-playing activities suggested in the textbook did not involve the learners' cognitive process of thinking because they have already been scripted finely. Therefore, the learners did not require thinking of any linguistics resources they needed to accomplish the activity except practicing the role-play given. My experience as teacher suggests that learners rarely have an opportunity to speak any of the scripted dialogues they practice in classrooms and outside the classroom, they may meet people who speak fast, or slow, who use vague language which the learners never covered in the class (Willis & Willis, 2007).

4. Since no classroom strategies to prevent the students from rote-memorization practice were employed in classroom instruction, I observed that most students in the control group tended to rote-memorize the conversations in their production stage or read the scripted conversation as the way it appeared in the book or with some modifications. I can provide concrete evidence to prove that the students in the control group who studied with the textbook tended to chunk the scripted conversation form the textbook.

Unit 4 conversation 1

What can we do? (*Person to Person*, 2005, p, 28)

Jane: Is that your cell phone? It's really loud!

Pat: Yeah- sorry, just a minute, I'll turn it off.

Jane: You know, it's really a problem when people bring their cell phones to class. Some students even answer their phones and have conversations while the class is going on!

Jim: I know what you mean. It's not polite and it disturbs everyone. What can we do?

Jane: We can have a sign up on the wall, like they do in the movie theatre, that says, "Remember to turn off your cell phones"

Pat: That's a good idea, but maybe we could put the sign on the door so you see it before you come into class.

Jim: Let's have a fine for anyone whose phone rings in class.

Pat: Oh, yeah? Like how much? And who would collect the money? That's too complicated.

Jim: We can have a box, and when your phone rings, you put in a quarter. How does this sound?

Pat: Yeah, we can use it to buy drinks for the end-of-semester party!

Jane: Leave it to you to think of that.

When the students in the control group were role-playing the situation given above, I video-recorded some group presentations and how they role-played this particular situation with the help of the textbook can be viewed by accessing the URL addresses stated below or entering the name of the activity in the www.youtube.com

1.   What can we do? 1 at http://www.youtube.com/watch?v=Bk9_JEiNBl0

2.   What can we do? 2 at http://www.youtube.com/watch?v=t2np4aR-3Gc (See page 81)

3.   What can we do? 3 at http://www.youtube.com/watch?v=bsyKwZDiEOo

Nevertheless, one thing should be specifically mentioned here. The students who performed the role-plays stated above are not incapable of acquiring a foreign language.

5. Some conversations suggested in the textbook included longer stretches of sentences which were not manageable for the students. Therefore, many students could not remember these sentences and they struggled with them. For example,

a.

Jane: You know, it's really a problem when people bring their cell phones to class. Some students even answer their cell phones and have conversations while the class is going on (*Person to Person*, p. 28).

b.

Tamara: Well, he never gave me any money for his ticket. Then he went to the snack bar and came back with popcorn and soda…for himself! He never even asked me if I wanted anything! (*Person to Person*, p. 32).

c.

Young-hee: She broke her arm. But listen, the important thing is that she fell in
love with the doctor who fixed her arm. Now, as soon as she feels a little
better, they are going to start dating (*Person to Person*, p. 40).

Given the possible explanations stated above as to why the control group in my study could not achieve oral proficiency to the degree as the experimental group achieved in the target language and the results emerged from the current study, it can be inferred that my study supports the findings of the previous studies cited in Chapter 2 (Alwahibee, 2004; Gilmore, 2007a; Noon-ura, 2007; Ding & Liu, 2009; Muamaroh, 2010) Furthermore, it can be inferred that the context-specific role-playing activities and authentic materials are effective in improving English oral proficiency of the university undergraduate students studying English as a foreign language particularly in Expanding Circle countries where English is not socially used widely.

4.5.1. Local and global errors in the speech production

After transcribing the spoken data from the role-playing activities, I noticed that some students still make both local and global errors (Burt & Kiparsky, 1974) in their speech production. Burt and Kiparsky (1974) identify two kinds of errors namely local errors and global errors produced by language learners. Local errors include omission of article or misuse of a preposition while global errors deal with situations where learners use faulty word order or the use of wrong logical connector. They claim that local errors do not usually cause problems with communication, whereas global errors can contribute to miscommunication. Some examples of local and global errors produced by the experimental subjects in their speech production are cited below:

Examples of local errors

1. Missing pronoun 'me' (accusative)

A: Ok. Mew do you want to go with to buy a gift for Mint's birthday. Tomorrow's
Mint's birthday. Do you remember?
("*Happy birth day to you*")

2. Use of a wrong adverbial phrase (anymore instead of anything else?)

D: Sushi 12pieces and blue label (A name of a drink)
   Spaghetti and hot coffee. Hot coffee and chicken steak
   Anymore?
   (*"What would you like to start with*?")

3. Missing preposition (for)

B: Please wait 5 minutes
  ("*Can I see a doctor, please*?")

4. Use of prepositions and articles unnecessarily

 B: What about the ……<R> what about the position do you want.. do you want to
  work?
  ("*Why should we hire you*?")

5. Missing articles

 A: <r> I..<r> I come to…I come to <R>I come for interview today
  ("*Why should we hire you*?")

 6. Use of wrong noun (birthday present or gift)

 D: Ok. Here's your prize and this is your credit card
  ("*I'm looking for a T-shirt*?")

Examples of global errors

1. Use of wrong tense –present verb form instead of past

A: Yes, I don't feel well and I have appointment yesterday
  ("*Can I see a doctor, please*?")

2. Missing 'be' verb

 D: Aman. Where you from?
  ("*Why should we hire you*?")

3. Wrong use of Wh-question word

 A: How many colour instead of what color?
 ("*I'm looking for a T shirt*?")

4.5.2. Strategies employed to avert the students' rote-memorization practice

At the beginning of the study, I observed that some students in the experimental group tried to rote-memorize previously learnt sentences and phrases with no awareness of the relationship between language and the context in which it is used. Therefore, I employed some strategies to see if students could genuinely produce language depending on a given situation. In this regard, the following classroom strategies were followed;

1. Requested student/s to take up a different role/s soon after the activity they performed was over. For example, in a role-playing activity such as going shopping, once the pair finishes, I extended the activity by assigning the shopkeeper a different role.

2. Once the students finished five or six role-playing activities, I assigned pairs or groups to role-play the same activities not in the same way they did it earlier. They were asked to change either the beginning or the end of the role-play. At this time, grouping or pairing was changed so that the students paired or formed groups with different proficiency levels, different majoring subjects with different or the same sex.

3. Once a group or a pair finished a given role-playing activity, I commented on the good points that were present in their presentation and pointed out the weak points too.

4. Students with low or limited proficiency in English often tried to avoid role-playing before the class because they suffered from anxiety and did not wish to take a risk. In a situation like the one above, I explained to the students who often tried to avoid role-playing before the class that they should take a risk in speaking to become a good language learner.

By applying the classroom strategies described above, I was able to help my learners overcome negative affects and build up self-confidence, which I perceived, was very helpful for my learners to achieve oral proficiency in the target language. Even though the affect was not the focus of this study, I observed that some of my students were suffering from anxiety. Therefore, I had to allay some of my students' anxieties for the role-playing activities to work.

Table 18: Test statistics: Pre and post tests on listening and speaking for experimental group (n-40)

Subject Serial No	Listening pretest-Total scores 25	Listening posttest- Total scores 25	Speaking pretest- Total scores 50	Speaking posttest- Total scores 50
1	14	20	29	39
2	4	8	16	25
3	11	19	23	32
4	6	12	19	24
5	7	13	22	27
6	11	12	20	26
7	11	18	25	33
8	7	11	20	24
9	9	8	20	26
10	11	9	23	34
11	7	9	19	27
12	15	18	26	33
13	11	11	21	27
14	1	13	19	26
15	3	12	19	30
16	8	7	15	22
17	11	11	22	29
18	9	10	22	29
19	16	16	25	33
20	10	14	20	26
21	10	12	24	33
22	16	19	26	39
23	13	10	21	27
24	10	16	25	33
25	9	12	21	27
26	6	12	20	27
27	11	18	24	34
28	13	11	22	27
29	10	9	23	29
30	12	10	20	26
31	8	12	24	30
32	6	13	26	33
33	13	8	18	26
34	9	14	27	36
35	8	19	24	35
36	17	16	24	27
37	10	12	15	22
38	10	11	16	25
39	13	14	17	26
40	11	11	15	25

Table 18 displays the test statistics which the experimental subjects obtained from the pre and posttests on listening and speaking. Both pre and post listening tests were extracted from Cambridge ESOL Examinations-Preliminary English Test (2009) and each test consisted of 25 questions. The total scores for each test were 25. Both tests were scored objectively using the answer key provided with the Pet-Handbook for teachers (2009) while the speaking tests (pre and post) comprised of two structured interviews. Both pre and post speaking tests were scored out of 50 using the oral assessment criteria extracted from Mohtar (2005).

Test statistics in Table 18, furthermore, indicates that the individual subjects in the experimental group had performed differently on listening and speaking tests. Of the 40, 3 subjects scored between 1 to 5, 19 subjects scored between 6 to 10, 15 subjects scored between 11 to 15, and 3 subjects scored between 16 to 17 in the listening pretest. 17 was the maximum while 1 was the minimum score in the listening pretest. With regard to listening posttest, scoring procedure of the experimental subjects became different because no one scored below 5 and maximum scores were 19. 10 subjects scored between 6 to 10, 20 subjects received between11 to 15, and 10 subjects scored between 16 to 19. The scoring pattern of the subjects, however, showed an improvement in listening.

With regard to the speaking pretest of the experimental group, of 40, 11 students scored between 15 to 19, 21 students received scores between 25 to 29 while 8 students scored between 25 to 29. 29 were the maximum scores obtained. When it came to speaking posttest, there was an observed difference in scores because the 11 students who scored between 15 to 19 had moved to higher scores levels. Therefore, there were no students between 15 to 19 score range. 4 students received scores between the range of 20 to 24, 23 students got marks between 25 to 30, and 11 students were rated between 31 to 34 while 4 students received scores between 35 to 39. 39 was the maximum and 22 were the minimum scores out of 50 obtained in the speaking pretest.

Therefore, in sum, it can be concluded from the test statistics obtained by the experimental group for both the pre and posttests on listening and speaking, the experimental group had performed not only better than the in the pretests but also better than the control group on the basis of the average performance as a whole as well as the average performance of the individual subjects in the group.

Table 19: Test statistics: Pre and post tests on listening and speaking for control group (n-40)

Subject Serial No	Listening pretest-Total scores 25	Listening posttest- Total scores 25	Speaking pretest- Total scores 50	Speaking posttest- Total scores 50
1	5	8	20	22
2	10	15	18	20
3	7	9	16	20
4	9	10	20	20
5	7	6	19	22
6	16	9	20	24
7	13	10	22	26
8	12	9	26	30
9	9	10	20	24
10	11	6	23	25
11	7	12	20	20
12	10	14	18	20
13	5	5	17	19
14	10	11	19	21
15	8	13	20	20
16	6	8	19	23
17	11	14	18	24
18	5	9	17	23
19	10	13	16	20
20	8	9	19	22
21	17	19	15	19
22	7	8	17	19
23	15	17	18	18
24	9	10	20	23
25	11	12	22	24
26	12	13	23	25
27	9	14	17	20
28	7	14	18	20
29	15	16	18	21
30	8	16	20	22
31	12	15	20	20
32	9	16	19	23
33	10	17	23	26
34	10	14	21	24
35	9	14	22	23
36	15	17	21	23
37	6	13	18	20
38	5	7	17	19
39	8	10	17	21
40	13	15	19	22

Table 19 indicates the test statistics of the control group for listening and speaking pre and posttests. Of the 40, in the listening pretest, 4 subjects received scores between1 to 5, 23 subjects scored between 6 to10, and 11 subjects received between 11 to 15 while 2 subjects received between 16 to 17. Concerning the posttest, 2 subjects received scores between 1 to 5, 15 subjects received between 6 to 15, and 16 subjects scored between 11 to 15 while 7 subjects received between 16 to 20. 19 scores were the maximum while 5 was the minimum.

In the speaking posttest, the subjects in the control group showed an improvement because the number of students who received scores between 15 to 19 in the speaking pretest reduced to 5 students in the speaking posttest and 30 students received scores between 20 to 24. However, the number of students who got scores between 25 to 30 was only 5. The minimum scores obtained by the control group in the speaking posttest were 18 while the maximum were 30.

Therefore, in sum, it can be stated from the test statistics obtained by the control group for both the pre and posttests on listening and speaking, the average performance of the individual subjects in the control group had improved better than the pretests.

4.5.3. Role-playing activities for the analysis of fluency and accuracy

As noted in Chapter 1, the accuracy and fluency levels of both the experimental and control groups were not separately measured at the pretest because the classroom instruction for the subjects in the study had not begun. Therefore, it was not necessary to quantify the students' fluency and accuracy separately. However, the aspects of fluency and accuracy were rated based on the performance of the subjects along with the other components included in the oral assessment criteria of Mohtar (2005) (pronunciation, fluency, accuracy, style of expression, relevance of ideas, adequacy of ideas, clarity in expression, appropriate choice of words, manner of expression, and ability to interact) (See Appendix E). In order to measure the fluency and accuracy levels of the experimental and control groups, the video-recorded role-playing activities stated below from both groups (See Table 3 for more information) were analyzed using the criteria for temporal measures of fluency and accuracy. For rating the students' performances on fluency and accuracy, a 5-point Likert scale was used (Excellent=5 Very good=4 Good=3 Fair=2 Poor=1).

The videos listed below can be watched by accessing the www.youtube.com (See Table 5, pages 80, 81, 82, 83, and 122 for more information).

Role-playing activities from the experimental group

1. *Let's make a salad* –experimental group (*Students' materials*, p. 70)
2. *Can I see a doctor, please*? –experimental group (*Students' materials,* p. 85
3. *Why should we hire you*?-experimental group (*Students' materials,* p. 52)
4. *What would you like to start with*? 1 – experimental group (*Students' materials,* p. 96)

Role-playing activities from the control group

1. *What can we do*? 2 – control group (*Person to Person,* p. 28)
2. *Asking for help* – control group (*Person to Person,* p. 33)
3. *Wait a minute. Was she hurt*? – control group (*Person to Person*, p. 40)
4. *Asking for directions* –control group (*Person to Person*, p.14)
5. *Haven't we met before*? – control group (*Person to Person*, p. 2)

The descriptive statistics obtained from analyzing the fluency and accuracy levels of the two groups are shown in Table 11 and graphically presented in Figure 1. Discussion related to the subjects' performances on fluency and accuracy is found in 4.2, 4.3, and 4.3.2.

Table 20: Measures of fluency and accuracy levels of the experimental and control groups after converting into a single value

Subject Serial No	Experimental group		Control group	
	Fluency	Accuracy	Fluency	Accuracy
1	5.00	5.00	2.20	2.10
2	4.75	4.75	3.10	2.00
3	4.70	4.65	2.40	2.10
4	4.60	4.70	2.10	2.00
5	5.00	5.00	3.10	3.00
6	3.70	3.75	2.10	2.00
7	4.75	3.65	1.50	1.00
8	4.60	4.50	2.20	2.10
9	3.70	3.60	3.00	2.40
10	4.85	4.85	2.10	2.00
11	3.75	3.70	3.10	3.00
12	5.00	4.85	2.25	2.20
13	4.75	4.60	2.10	2.00
14	3.85	3.50	2.20	2.10
15	4.75	4.60	4.00	4.25
16	2.80	2.70	2.15	2.00
17	3.85	3.55	2.00	2.00
18	4.80	4.35	2.20	2.20
19	3.85	3.45	3.00	2.25
20	4.75	4.45	2.10	2.00
21	5.00	5.00	3.10	3.00
22	4.80	4.50	1.70	1.50
23	4.60	4.80	2.20	2.30
24	3.75	3.75	2.00	2.00
25	5.00	4.80	2.10	2.10
26	2.75	2.75	2.00	2.00
27	4.85	4.85	1.50	1.10
28	4.75	4.70	2.10	2.00
29	3.95	3.80	2.30	2.00
30	3.75	3.70	2.00	2.20
31	2.75	2.80	2.15	2.15
32	5.00	5.00	2.00	2.00
33	4.85	4.75	2.10	2.10
34	4.65	3.50	2.25	2.00
35	2.75	2.60	3.00	3.00
36	4.75	4.70	2.00	2.10
37	4.85	3.60	2.00	2.00
38	4.80	4.85	3.10	3.10
39	5.00	4.75	2.00	2.10
40	4.75	4.50	1.25	1.25

Table 20 shows the measures of the fluency and accuracy levels converted to a single value after measuring the fluency and accuracy of both groups using the criteria for temporal measures of fluency and accuracy (See 4.2, 4.3, and 4.3.2 for more information).

4.6. Conclusion

In conclusion, this chapter has presented the major findings of the study based on both quantitative and qualitative data gathered during the study. The major findings of the study include the results of comparing the listening and speaking performance in the pretest and posttest between the experimental and control groups, and also the comparison of the fluency and accuracy levels of both. On the whole, as the comparisons of the mean and standard deviation values of listening and speaking as well as the fluency and accuracy levels between the two groups indicated that the experimental group which was instructed using contextually-developed materials had performed better than the control group which received instruction from the prescribed textbook (*Person to Person*). Therefore, given the results that emerged from the current study, contributing factors leading to possible answers were found for the two research questions posed in Chapter 1, 1. Do materials (including contextually-developed role-playing activities based on real-world situations) lead to increased language fluency as measured by the Cambridge listening test (2009) and the speaking tests developed by the researcher? 2. Do materials (including contextually-developed role-playing activities based on real-world situations) lead to increased language accuracy as measured by the Cambridge listening test (2009) and the speaking tests developed by the researcher? In other words, the instructional materials which included authentic materials and contextually-developed role-playing activities based on real-world situations were more effective in promoting EFL university undergraduate students' oral proficiency in the target language. The mean scores between the experimental group and control group on both listening and speaking posttests were significantly different at $\alpha = 0.05$. Among the current study's most significant contributions are the findings that the role-playing activities involving a series of sequential events are more effective in improving EFL university students' oral proficiency in the target language. Therefore, the current study can be credited as contributing to the field of applied linguistics in general and to the foreign language acquisition research in Thailand in particular.

Chapter Five

Conclusion

5.1. Introduction

This chapter contains a summary of the major findings and their contributions to the domain of SLA with recommendations for EFL practitioners. The chapter also provides an outline of the implications for further research.

The purpose of the current study was to investigate the effects of contextually-developed role-playing activities based on real-world situations and authentic materials on the oral proficiency of Thai undergraduate students. As noted above, in order to investigate the effects of role-playing activities on oral proficiency, I designed a research study in which I posed two research questions; 1. Do materials (including contextually-developed role-playing activities based on real-world situations) lead to increased language fluency as measured by the Cambridge listening test (2009) and the speaking tests developed by the researcher? 2. Do materials (including contextually-developed role-playing activities based on real-world situations) lead to increased language accuracy as measured by the Cambridge listening test (2009) and the speaking tests developed by the researcher? In order to answer the two research questions stated above, in this study, I used four research instruments including pre and posttests on listening and speaking, classroom observation, and treatment instruments to collect data. The subjects for the current study were third and fourth year Thai undergraduate students studying in different subject majors such as Law, Management Science, Nursing, Computer Science, Medicine, Engineering, Thai Traditional Medicine, Economics, Animal Science, Plant Science, General Science, and Community Studies.

The current study was conducted during the first semester (June to September) of 2010 which lasted for 15 weeks with a total of 45 hours of classroom instruction. Using the Simple Random Sampling technique, 80 participants for the study were selected randomly from a group of university undergraduate students and then the 80 participants were allocated to two groups (experimental and control) consisting 40 each using Random Integer Generator, a website designed to help with the selection of random samples. Before the classroom instruction began, I conducted pretests on listening and speaking. I then started classroom

instruction for both groups. The experimental group was taught using contextually-developed materials while the control group received instruction from the prescribed textbook (*Person to Person*) for one semester (June to September, 2010).

At the end of the study, the data gathered from the four research instruments stated above were analyzed using Independent Samples and Dependent Samples t-tests to determine whether the instructional materials used with the experimental group caused a difference on the oral proficiency of the experimental subjects within the same group and between the two groups (experimental and control).

Pre and posttests measured the subjects' listening and speaking skills while the classroom observation included video-recording of three classroom teaching sessions which were closely observed to see the subjects' interactional patterns including negotiation of meaning and taking part in meaningful interpersonal exchange. In addition, four role-playing activities representing all subjects from both experimental and control groups were selected and analyzed to determine whether the contextually-developed role-playing activities involving a series of sequential events had improved the subjects' fluency and accuracy as measured by the Cambridge Listening tests (Cambridge, 2009) and the speaking tests developed by the researcher. The findings indicated that the experimental group improved on oral proficiency significantly at ($\alpha = 0.05$) from speaking pretest (M= 21.43, SD= 3.51) to speaking posttest (M= 28.98, SD= 4.34) with a mean difference of 7.55, an increase of 18.87%. When compared the improvement percentages on speaking between the experimental and control groups, the percentage difference between the two groups were 11.42% which was a further evidence to confirm that the experimental group's achievement on oral proficiency was statistically more significant than the control group. However, the control group did not improve significantly because the control group's increase from the speaking pretest (M= 19.30, SD= 2.28) to posttest (M= 21.93, SD= 2.47) with a mean difference of 2.63 was relatively small.

I, moreover, observed that the role-playing activities involving a series of sequential events and authentic materials were more effective than role-playing activities with single events in enhancing learners' oral proficiency in the target language. Therefore, based on the findings that emerged from the current study, it can be concluded that the contextually-developed role-playing activities based on real-world situations involving a series of

sequential events and authentic materials are more effective in improving EFL learners' oral proficiency than commercially produced materials in teaching oral communication skills in programs of English as a foreign language in the context of Thai English education.

5.2. Conclusion on the first research question

The study covered two main research questions 1. Do materials (including contextually-developed role-playing activities based on real-world situations) lead to increased language fluency as measured by the Cambridge listening test (2009) and the speaking tests developed by the researcher? The researcher proposes that the results for the first research question reveal that teaching materials including contextually-developed role-playing activities based on real-world situations and authentic materials led the experimental subjects to use more fluent language. Context-specific role-playing activities provided the students with opportunities to interact with their peers and the teacher in the classroom. By engaging in negotiated interaction, my students received corrective feedback either from peers or the teacher in the context of communicative activities which gradually helped the students receive language input. Moreover, by maximizing opportunities for students to engage in meaningful interaction in different social contexts with different social roles, as suggested in role-playing activities involving a series of sequential events, allowed the students to repeat and recycle the language over and again. The process of repeating and recycling the language made the learners acquire the target language with confidence and ease.

Therefore, the classroom activities (contextually-developed materials) which the experimental group engaged with, as described above, led the experimental subjects to improve their fluency in language use by 87.6% at the end of the study. When comparing the percentage of the experimental group with that of the control group which improved fluency by 45.8% at the end of the study, the difference was 41.8% which was significantly a higher value.

Fluency levels of the experimental and control groups were measured using the criteria for temporal measures of fluency at the end of study as shown in Table 13. There were significant differences between the experimental group's mean scores (M= 4.38, 0.70) and the control group's mean scores (M= 2.29, SD= 0.54). There were mean gains of 2.09 on fluency by the experimental group indicating that experimental group gained more

improvement on fluency than the control group (M= 2.29, SD= 0.54) . When the mean gains of 2.09 of the experimental group were expressed as a percent, it was 41.8% which was significantly a higher value on fluency.

Therefore, given the mean and percentage difference on fluency between the two groups from speaking pretest to posttest and the improvement of fluency levels measured using the video-recorded role-playing activities, as noted above, indicated that the experimental group's achievement on oral fluency was statistically more significant than the control group.

However, the control group showed different performance in the pre and post speaking tests in that the pretest mean was of 19.30 (SD= 2.28) and posttest mean was of 21.93 (SD= 2.47). There were mean gains of 2.63 from pretest to posttest. The descriptive statistics stated above indicated that the control group also improved on speaking. However, the improvement on speaking was not significant because from pretest to posttest, the control group's development on speaking was 5.26% which was lower than the experimental group which recorded an increase of 11.42%.

With regard to the improvement in fluency, the control group demonstrated limited performance in that the control group's mean was 2.29 (SD= 0.54) compared to experimental group's mean score (M= 4.38, SD= 0.70). The difference of means between the two groups on fluency was 2.09, which was a higher value when expressed as a percent (41.8%).

Therefore, given the performance of the control group from pretest to posttest on speaking, it can be inferred that the control group made some improvement but it was relatively limited and lower than the experimental group. Concerning the fluency levels of the subjects in the control group, their results showed that the general performance of the individual subjects had improved. However, the control group's gains on fluency compared to the fluency levels achieved by the experimental subjects were limited. Possible explanations for the limited performance of the control group can be attributed to the factors mentioned below. The control group had limited opportunities to interact with peers and the teacher in the class because most of the conversations given in the textbook were based on single events which involved two partners. An example extracted from the prescribed textbook (*Person to Person*) in support of the view I have expressed above is found in Chapter 4.

Furthermore, no authentic materials were used with the control group. Therefore, the role-playing activities which the students in the control group did from the prescribed textbook were not interactive or engaging in that students received a limited language input. Another observed reason that prevented the control group from receiving adequate language input to improve their fluency was that the role-plays in the prescribed textbook were not authentic. Therefore, the students in the control group read conversations rather than they spoke (See Chapter 4 for the videos).

Therefore, given the limited improvement as shown by comparing the mean scores of the pretest and posttest of the control group in respect of fluency, I can conclude that in the absence of language programs designed in line with the target learners' language needs, interests, and proficiency level, improvement in fluency in the target language may be limited for EFL learners who study conversational English in contexts similar to the current study.

5.3. Conclusion on the second research question

The results for the second research question 2. Do materials (including contextually-developed role-playing activities based on real-world situations) lead to increased language accuracy as measured by the Cambridge listening test (2009) and the speaking tests developed by the researcher? were also significant in that the experimental group performed better than the control group on accuracy. As noted in Chapter 1, the accuracy and fluency levels of both the experimental and control groups were not separately measured at the pretest. However, the constructs of fluency and accuracy were scored based on the performance of the subjects along with the other components included in the oral assessment criteria of Mohtar (2005) (pronunciation, fluency, accuracy, style of expression, relevance of ideas, adequacy of ideas, clarity in expression, appropriate choice of words, manner of expression, and ability to interact) (See Appendix E for more information). The accuracy and fluency levels of experimental and control groups were separately measured at the end of the study using the videos recorded from the subjects in both groups. (See Table 3 for more information).

The results obtained from the analysis of fluency and accuracy levels of the control group indicated that the control group also made some improvement on accuracy (M= 2.17) with 43.4%. However, when compared the mean scores of the accuracy level of the control group, with that of the experimental group of which the mean score was 4.20 (84%), it was evident that the accuracy levels achieved by the subjects in the control group were limited.

Given the higher improvement on accuracy by the experimental group and limited improvement on accuracy by the control group, I give below some possible explanations. In the first place, providing students with activities which cater for their present and future linguistic needs is useful in terms of interaction. In the case of the experimental group, the context-specific materials I used with classroom instruction allowed the students to interact with their peers and the teacher in a communicative context. Therefore, the students were exposed to modified interaction and corrective feedback in the class. In addition, I provided corrective feedback using some videos which included both current and past students' performance. I observed that displaying the way in which the students acted in a given role and what they produced as a stream discourse was very effective and useful in terms of improving accuracy. Most of the experimental subjects in my study benefited from the way I provided them with feedback. Even though the control group was also provided the feedback using the same procedure as for the experimental group, the accuracy levels achieved by the control group were limited.

The possible explanations for the limited achievement in accuracy by the control group can be partly ascribed to the type of role-playing activities which the control group carried out with the prescribed textbook because it included role-plays with single events where students required doing pair work rather than group work. Therefore, the control group did not have an opportunity to experience the potentials of group work. Furthermore, the role-plays suggested in the prescribed textbook were scripted so that students did not need to think of any linguistic resources they needed to accomplish the given activity except practicing role-plays. As a result, students' attention was not focused on the form.

The study on the effects of authentic materials and contextually-developed role-playing activities on oral proficiency is of vital importance for language teachers in terms of improving oral proficiency of their learners. Therefore, given the merits of using context-specific role-playing activities and authentic materials in language programs for developing

EFL learners' oral proficiency, it can be assumed that context-specific materials designed for a target group are effective in improving EFL students' oral proficiency. Because the context-specific materials delivered in a less orthodox teaching approach can create the classroom environment conducive for learners to acquire the target language Therefore, based on the results that emerged in the current study, I suggest that teachers wishing to enhance their learners' oral proficiency in the target language should develop context-specific materials taking the learners' needs, interests and proficiency levels into account and use the context-specific and authentic materials to facilitate learners to acquire the language in a classroom.

5.4. Limitations of the study

The current study, which was conducted at Prince of Songkla University, Hatyai Campus, Thailand with a group of undergraduate students for one semester (June to September) of 2010 lasted for 15 weeks with a total of 45 hours of classroom instruction. It was a case study in nature and true experimental in design and it investigated the effects of authentic materials and contextually-developed role-playing activities based on real-world situations on oral proficiency of the learners. Even though the results of the study were encouraging in respect of using authentic materials and contextually-developed role-playing activities based on real-world situations in enhancing learners' oral proficiency in the target language, there are limitations which must be acknowledged. The first limitation is the sample selection. Even though I selected a student sample for my study from a university student population which shares the same characteristics such as age, sex, and first language was limited to 200. Therefore, it cannot be implied that the population sample is representative of the entire university student population either in Thailand or outside of Thailand. Because of the reason stated above, the results in this study cannot be generalized to a bigger population of university students who study English in EFL contexts.

However, since the current study was a foreign language class-based research which focused on a specific linguistic aspect of a given group of students, the size of the subject population is not always a relevant factor (Seliger & Shohamy, 1989).

The second limitation is that the outcomes of this study cannot be generalized to learners who are not cognitively mature enough to conduct the role-playing activities involving a

series of sequential events suggested in the students' materials (See Appendix I) which were used in the current study. In other words, the learners with low proficiency in English may find the role-playing activities suggested in the students' materials difficult to accomplish even though they study English conversation at other educational institutions either in or outside of Thailand. Therefore, readers will have to judge the applicability and usefulness of what this study proposes to their own foreign language teaching contexts.

Further research is needed to investigate the effect of authentic materials on other language skills including listening and writing in Thai context so that one can make more informed decisions about the success of authentic materials in enhancing learners' overall proficiency in the target language.

5.5. Significance of the study

From arguments, discussions and critiques advanced by authors such as Sukamanson (1990), and Ruksasat (1995) concerning the present status quo of English teaching practices carried out in the classrooms in the context of Thailand English education seems ineffective in that English teaching practices do not cater for the learners' communicative needs. Therefore, I have observed that a majority of students both at schools and universities fail to communicate orally in English even though they can read and write it. However, given the Thai university students' career and academic goals, it is imperative that they do improve their oral proficiency in an international language such as English in order to fulfill not only their individual goals but also to contribute to the development process of their country. Among the key aspects of the Second 15-Year Long Range Plan for Higher education laid out by Thai government (2008-2022), teaching and learning have been accorded a prominent place because the World Bank Report (2009) emphasizes that there is a mismatch between the knowledge and skills provided to students by universities, and those demanded by employers in the Thai labor market. Furthermore, the World Bank Report (2009), citing the findings of a survey conducted on Thai firms in 2006 comments that more than 72 percent of employees surveyed identified English language proficiency as the most severe constraint in carrying out their jobs. Given the context discussed above, therefore, the present study is significant since it seeks to enhance the oral proficiency of the university students.

The present study, furthermore, used authentic materials in classroom instruction to enhance oral proficiency of the learners and found it support the findings of the previous studies conducted by Alwahibee (2004), Gilmore (2007a), Noon-ura, (2007), Ding and Liu (2009), Muamaroh (2010), and Al-Senaidi (n.d.) in different teaching contexts using authentic materials and role-playing activities to improve EFL learners' oral proficiency.

Furthermore, McCarthy and Carter (1994) argue how inadequate the current language textbooks are in developing learners' overall communicative competence and they have explicitly illustrated that language textbooks are biased towards linguistic, rather than sociolinguistic, rules. Therefore, the present study used, given the condition of commercially developed textbooks, contextually-developed role-playing activities based on real-world situations to enhance oral proficiency of my learners and the results from this study showed a marked difference in the performance of oral proficiency. Therefore, this study can be used as a guideline for teachers wishing to use contextually-developed role-playing tasks and activities to teach oral proficiency of Thai learners in particular and other foreign language learners in general rather than depending on commercially produced materials which fail to account for pervasive features in spoken discourse (McCarthy & Carter, 1994).

Based on the assumption that one of the best ways to promote effective learning is by setting up classroom tasks that reflect as far as possible the real-world (Nunan, 1989), the present study used contextually-developed role-playing activities involving a series of sequential events in classroom instruction in which the students had to engage simultaneously in all of the series of sequential events involved in the role-playing activity given. Therefore, my students got more opportunities to repeat and recycle the language. Jenkins, et al, (1984) and Honig, (1996) suggest that students do not learn a new language that is heard, seen, or used only once. The current study supports the assumption that learners should be exposed to activities in which they can repeat and recycle of language over and again.

Given the results that emerged from the current study, it can be asserted that this study aimed to provide some evidence for those who are interested in carrying out further studies to investigate the effects of authentic material and contextually-developed role-playing activities over commercially developed materials on oral proficiency of foreign language learners. This study has potentials to serve as a guideline or a threshold for educators,

language teachers, administrators, policy makers, material writers to use the findings to develop language programs, materials, and curricula concerned with the teaching of oral proficiency in a target language.

5.6. Practical implications and applications for the EFL classroom

Providing a functional definition for proficiency, Spolsky (1968) states that proficiency is not how much of a language someone knows, but one's ability to operate in a specified sociolinguistic situation with specified ease or effect. The linguistic components include phonology, syntax, semantics and lexicon; modality involves comprehension and production through the oral channel and reading and writing through the written channel; sociolinguistic performance involves the dimensions of style, function, variety and domain while Richards and Platt (1992) refer to oral proficiency as the degree of skill with which a person can use a language in speaking and understanding.

In answering the research questions, the researcher not only implemented the suggestions offered by the literature on how to enhance oral proficiency of the EFL learners but also investigated on how to enhance their oral proficiency using contextually developed role-playing activities and authentic materials with the experimental group.

The major concern of this study has been to assist in improving future instructional material design and implementation for EFL language teaching programs in the universities of Thailand in order to help improve university students' oral proficiency in particular and also the university students' studying in the Expanding Circle countries in general. This study examined the effectiveness of role-plying activities involving a series of sequential events on oral proficiency of university students and the results of the study indicated that role-playing activities involving a series of sequential events were effective in enhancing learners' oral proficiency in the target language. During the investigation, it was, furthermore, found that effects of commercially produced materials on oral proficiency of the students were limited.

Therefore, judging from the effectiveness of role-playing activities involving a series of sequential events and authentic materials on oral proficiency of the students, this study suggests that context-specific role-playing activities and authentic materials should be developed by instructors in line with their students' language needs, age level, interests, and knowledge and used in class to enhance oral proficiency in the target language.

Moreover, the current study has provided some further insights into a new dimension to role-playing activities in that they should not be limited only to pair activity with a single event but role-playing activities should be extended in ways that learners can use those activities to do group work in which they receive more opportunities to interact with their peers and teachers in the class (See Chapter 4 for more information).

The evidence from the current study suggests that monotony and disinterests which the students are likely to experience in the EFL class as a result of repeatedly practicing a given conversation can be overcome by using role-playing activities involving a series of sequential events in that the students do not practice the same conversation over and again. Instead, role-playing activities involving a series of sequential events and authentic materials adequately provide learners with more opportunities to repeat and recycle (Bygate, 2001) the language in different contexts.

Retaining learners' attention focused on a given activity until it is accomplished in the class may be seen as one of the most difficult tasks that most teachers experience in their teaching practices every day. The present study shows that learners' attention can be kept focused until a given activity is complete by employing role-playing activities involving a series of sequential events because those activities involve group work in which the students have to discuss and allocate the roles depending on the number of characters given in the activity, organize how the activity should begin, decide the appropriate language needed for each characters for the situation given, prepare a script for practice, edit the script for clarity, students practice the role-play within the group, students present their role-play to the class-first round and then the next group presents its first round and this process goes on until all the groups finish their respective presentations (See Chapter 2 for more information).

Concerning the application, the researcher concludes that the techniques used in the study were found to be effective in promoting oral proficiency in EFL learners in the class. Therefore, the researcher advocates the use of following practices and techniques in the EFL classroom to promote students' oral proficiency.

a. Provide learners with adequate opportunities to interact with their peers and the teacher in the target language in the class.

b. Engage learners in pair and group activities in the class as this reduces teacher talk time and creates a context in which students are encouraged to negotiate meaning,

exchange ideas, receive feedback both from their peers and the teacher.

The researcher practically found that the use of pair and group work resulted active student involvement in accomplishing the given activity.

c. Use authentic materials which are learner authentic so that learners can use them to produce authentic language that is spoken by real people outside the classroom. Select authentic materials depending on the learners' linguistic needs, interests, and proficiency level. Therefore, the claim that the language used in authentic materials causes comprehension difficulties for learners can be avoided.

d. Use role-playing activities involving simple conversations first allowing learners to get certain language elements such as short phrases used for agreeing and disagreeing, Wh-question words, and using modal verbs personalized so that learners realize that their ability to express themselves in the target language is increasing (Krashen & Terrell, 1983). After that, use role-playing activities involving a series of sequential events which will help learners to improve their fluency because these activities provide learners with more opportunities to repeat and recycle the language over and again with no boredom. Bygate (2005) maintains that recycling and repetition help other types of human learning (See Chapter 2 for more information).

e. It is recommended, if facilities are available, to video-record learners' role-playing activities at least three times and show these to the learners and provide feedback so that learners can not only watch how well they communicate in a particular situation but also help them understand the types of errors they had made. If video-recording facilities are not available, the teacher can audio-record and let the learners to listen to themselves. Video-recording learners' classroom presentation in my study was found highly effective in terms of providing corrective feedback as well as in making the learners' feel more interested and self-confident in speaking the target language.

f. Instructors should adopt the role of facilitator and guide and be flexible and open to new approaches and techniques which are more effective in promoting the learners' oral proficiency in the classroom.

g. The creation of a positive, relaxed, and non-threatening atmosphere in the classroom is vital for reducing negative affects such as anxiety, fear, and shyness. Students who feel secure and comfortable with each other and their instructor

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who provides the students with appropriate materials and activities are more willing to communicate in the classroom, and more open to share information with others. On the whole, the students who engage in learning a foreign language in an environment described above, enjoy learning and benefit from learning more than those students who experience constraints imposed by orthodox teaching methods and materials that do not cater for their language needs.

5.7. Suggestions for further research

Taking the findings of this study and my classroom observations, it can be concluded that one of the more significant findings to emerge from this study is the effectiveness of the role-playing activities involving a series of sequential events on the oral proficiency of the EFL learners. The previous studies reviewed in the current study had used only role-playing activities involving dialogues between two speakers. However, the present study investigated the potentials of role-playing activities in a new dimension in that it used contextually-developed role-playing activities involving a series of sequential events and found to be more effective in improving EFL learners' oral proficiency in my teaching context.

Therefore, using contextually-developed role-playing activities involving a series of sequential events, as discussed above, is worth further investigating in different teaching contexts with different groups of learners using a bigger sample representing a different population group and more instruments than the present study used in order to make a more informed conclusion with regard to the effects of role-playing activities involving a series of sequential events on oral proficiency of EFL learners.

This study, moreover, can be used as a guideline for researchers wishing to investigate variables that can impact on learners' achieving oral proficiency in situations and contexts where English is studied as a foreign language.

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Appendix A: Pretest Listening test materials
A sample paper retrieved May 25, 2010, from pet_handbook.pdf at www.esol.org
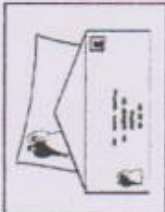
Turn over ▶

Part 1

Questions 1 – 7

There are seven questions in this part.
For each question there are three pictures and a short recording.
Choose the correct picture and put a tick (✓) in the box below it.

Example: How did the woman hear about the wedding?

A ☑   B ☐   C ☐
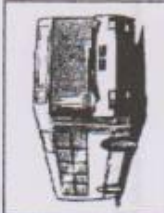
1 What has the girl bought today?

A ☐   B ☐   C ☐

2 What have they forgotten?

A ☐   B ☐   C ☐

3 How will the girl get home?

A ☐   B ☐   C ☐

4 Which room are the flowers in?

A ☐   B ☐   C ☐

5 What is at the art gallery this week?

A ☐   B ☐   C ☐

Part 2

Questions 8 – 13

You will hear a radio interview with Darren Hubbard, a runner who takes part in athletics competitions.
For each question, put a tick (✓) in the correct box.

8 At the February competition, Darren
- A ran in a new event.
- B hurt himself.
- C came last.

9 Darren's situation began to improve when he
- A started a job with fewer hours.
- B was offered a place on the British team.
- C signed a contract with a sportswear company.

10 Darren got fit again quickly because he
- A changed the way he trained.
- B started to work with a new trainer.
- C increased the time he spends training.

11 Darren wants to win his next athletics competition so that he can
- A retire early.
- B pay for his wedding.
- C show people that he is fit.

12 In the next competition, Darren will run the 400-metre race on
- A the first day.
- B the second day.
- C the third day.

13 In the future, Darren
- A hopes to write about his career.
- B wants to change the distance he runs.
- C would like more people to recognise him.

Turn over ▶

---

6 Which is the woman's suitcase?

A ☐   B ☐   C ☐

7 What time does the woman's flight leave?

A ☐   B ☐   C ☐

Questions 14-19

You will hear a tour guide talking to some new guests at their hotel.
For each question, fill in the missing information in the numbered space.

The Riverside Hotel

Tour Guide

The office is (14) .... the reception desk.

Meals

Breakfast: in the Green Room on the first floor beside the lifts.

Food for trips: collect from the (15) .... at 9.00 a.m.

Dinner: hotel restaurant famous for its (16) .... dishes.

Riverboat Trip

Day: (17) ....

Time: afternoon and evening

Cost of Holiday

Everything is included except (18) ....

Facilities

It's possible to swim from (19) .... a.m. until 10.00 p.m.

Questions 20-25

Look at the six sentences for this part.
You will hear a conversation between a girl, Lucy, and a boy, Edward, about pocket money.
Decide if each sentence is correct or incorrect.
If it is correct, put a tick (✓) in the box under **A** for **YES**. If it is not correct, put a tick (✓) in the box under **B** for **NO**.

	A YES	B NO
20 At first, Edward thinks Lucy gets enough pocket money.	☐	☐
21 Lucy's friends get more pocket money than she does.	☐	☐
22 Lucy is happy to pay for her own music.	☐	☐
23 Edward understands why Lucy's mother refuses to pay for housework.	☐	☐
24 Lucy's mother has promised her more pocket money next year.	☐	☐
25 Edward thinks that Lucy should stop asking for more pocket money.	☐	☐

Appendix B: Answer keys for Cambridge preliminary English listening pre and posttests (pet_handbook.pdf at www.esol.org).

Answer key for Listening tests

Pretest	Posttest
PART ONE	**PART ONE**
1 B	**1** C
2 C	**2** A
3 B	**3** B
4 C	**4** C
5 B	**5** A
6 A	**6** C
7 C	**7** B
PART TWO	**PART TWO**
8 B	**8** B
9 C	**9** B
10 A	**10** A
11 B	**11** C
12 B	**12** A
13 C	**13** C
PART THREE	**PART THREE**
14 elephant(s)	**14** opposite
15 14(th) May	**15** (the) kitchen
16 night	**16** Fish)correctly spelled (dishes)
17 France	**17** Saturday
18 Beechwood	**18** Lunch(s) allow Sandwiches
19 0163 55934	**19** 6.30 (in the morning)
Brackets ( ) indicate optional words or letters	Allow six thirty
PART FOUR	Brackets ( ) indicate optional words or letters
20 B	**PART FOUR**
21 A	**20** A
22 A	**21** B
23 B	**22** B
24 B	**23** A
25 A	**24** B
	25 B
1 mark for each correct answer=25	**1 mark for each correct answer=25**

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Appendix C: Pretest Speaking

<div align="center">

Interview questions

</div>

1. Please introduce yourself.

2. What do you do for Songkran festival with your family?

3. Could you tell me something about one of your friends?

4. *Interviewer shows a map to the interviewee and asks some questions about the locations of some places/ building*. Then, the interviewer should ask for directions to a certain place given in the map.
   Where's the book shop?
   How can I go to …………?

5. *Interviewer asks some questions about the interviewee's likes and dislikes*
   What Thai food do you like?
   What sports do you like to play?

6. *Interviewer presents a situation in which the interviewee has to act out a role assigned by the interviewer.*
   Imagine you want to buy a shirt/ T-shirt or any other item/s.
   You are a customer and I'm a shop keeper.

7. *Interviewer presents a situation-* Ordering food in a restaurant. This activity is the same as number 6. Interviewer can play the role of customer or a waiter/ess. Please use the menu provided with this.

8. Interviewer should ask some future activities that the interviewee hopes to do (At least 3 or 4 activities needed).

9. Role play (Doctor and patient) *Interviewer can play the doctor's role while the student can be the patient.*

10. *Ask the interviewee to give instruction on any of the following topics.*

    How to withdraw money from an ATM machine?

    How to make an omelet?

    How to make a glass of orange juice?

    Or any other you would prefer.

Appendix D: Score sheet for structured interview–Pre and posttests speaking

Student's ID No…………………………………….. Year………….

Major…………………………………………….. Date…………..

	m	a	r	k	s
	5	4	3	2	1
1. Pronunciation					
2. Fluency in speaking					
3. Grammatical accuracy					
4. Style of expression (variety in sentence patterns)					
5. Relevance of content or ideas (related to topic)					
6. Adequacy of content or ideas					
7. Clarity in expressing ideas (meaning is clear)					
8. Appropriate choice of words (range of vocabulary)					
9. *Using strategies to deal with the situation when they cannot communicate					
10. Ability to interact (respond well)					

(Extracted from Mohtar, T. M. T. (2005, p. 224)
*Adopted to suit to my teaching context because no. 9 is manner of expression (interesting/monotonous)

Evaluator's name:………………………………………

Signature:………………………………………………

Date:………………………………………………………

Appendix E: Criteria for the assessment of oral proficiency

Criteria for the assessment of oral proficiency					
	Excellent: 5 marks	**Very good: 4 marks**	**Good: 3 marks**	**Fair: 2 marks**	**Poor : 1 mark**
1. pronunciation	All words are clearly and correctly pronounced	One or two words are incorrectly pronounced but meaning is not affected	A few words are incorrectly pronounced but meaning is not affected	One or two words which are mispronounced cause meaning to be affected	Most of the words are not correctly pronounced
2. Fluency	Able to speak without any hesitation or break in a sentence	Hesitates or pauses at a few places in a few sentences but fluency is not seriously affected	Hesitation is shown in almost every sentence. Ends sentence half-way and then repeats it	Hesitates a lot that message is not very clear. A lot of repetition of sentences	Shows a lot of hesitation that speech is not clear
3. Accuracy	Grammar is correct	A few minor grammatical errors. Meaning not affected	One or two major errors which affect meaning	Almost every sentence contains a grammatical error	A lot of grammatical errors are made that meaning of message is not clear
4. Style of expression	Uses a variety of sentence patterns and a variety of coordinating and subordinating conjunctions	Uses a variety of sentence patterns and a few coordinating and subordinating conjunctions	Uses mostly simple sentences and a few complete and compound sentences	Uses mostly simple sentences and one or two complete and compound sentences	Uses mostly simple sentences
5. Relevance of content or ideas	Ideas or points expressed are directly related to the topic	Most of the ideas or points expressed are directly related to the topic. One or two ideas are indirectly related	Some ideas are directly related to the topic. Others are indirectly related	At least one idea or point related to the topic. Most are indirectly related and some area not related	Ideas or points are not related to the topic

6. Adequacy of content or ideas	Ideas or points are adequately expressed to support the topic	Most of the ideas or points are related to the topic. One or two ideas are indirectly related	Some ideas are directly related to the topic. Others are indirectly related	Most of the ideas or points expressed are not related to the topic	Ideas or points are not related to the topic
7. Clarity in sequencing an idea	Ideas or points expressed are directly understood	Most of the ideas or points support the topic	Some ideas or points support the topic	Most of the ideas or points do not support the topic	Ideas or points expressed are hardly understood
8. Appropriate choice of words	A wide range of words is correctly used	A fairly wide range of words is used	A fairly wide range of words is used. Some content words are repeated several times	Range of words used is fairly narrow	Range of words used is limited and not enough to express an idea
*9. Using strategies to deal with the situation when they cannot communicate	Uses a wide variety of strategies to deal with the situation when failed to communicate	Uses some strategies to deal with the situation when failed to communicate	Uses limited strategies to deal with the situation when failed to communicate	Uses one or two strategies to deal with the situation when failed to communicate	Uses no strategies to deal with the situation when failed to communicate
10. Ability to interact	Respond excellently to all questions asked. Ask questions	Respond well to most of the questions asked	Responds fairly well to some Wh questions asked. Able to ask Yes/No questions	Responds very briefly to questions asked. Respond well to Yes/No questions but not to Wh questions	Responds mostly to Yes/No question. Can answer a very few Wh questions.

*Adopted to suit to my teaching context
(Extracted from Mohtar, T. M. T. (2005, p. 225). Teachers' Perceptions Towards oral assessment and their implications for teaching: *New Dimensions in the Teaching of Oral Communication. Anthology Series 47*. Singapore: RELC).

Appendix F: Criteria for the temporal measures of fluency and accuracy

Fluency

1. The total number of words spoken in a fixed time.
2. The total number of words spoken per minute.
3. The number of silent pauses for thinking.
4. The number of repetition of words, phrases or clauses.
5. The number of repair or reformulation for correction.
6. Mean length of utterances (MLU) (Number of intelligible utterances spoken within the given period of time is divided by the number of morphemes contained in the utterances).

Accuracy

1. The total number of utterances spoken in a given period of time.
2. The total number of utterances with global errors.
3. The total number of utterances with local errors.
4. The total number of error free utterances within a given period of time.
5. Sociolinguistic competence or pragmatic competence.

To calculate a numerical value of fluency levels of the subjects, all the six variables mentioned under fluency measures above need to be integrated into one value and this particular value is rated on the Likert scale (1for "poor" to 5 for "excellent").

To measure accuracy level, the five variables sated above need to be integrated into one value and this particular value is rated on the Likert scale as is for fluency.

Appendix G: Lesson plans for the control and experimental groups for the first week

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Lesson plan for the control group-First week

Classroom instruction will last for 12 weeks excluding time for mid-semester, final exam, government holidays and PSU week.

Section:
Duration: 3 hrs per week

Objectives: To help students learn how to start a conversation using conversational openings and extend a conversation.
To help students learn how to introduce friends and make a small talk.

Topics: Events, leisure activities, introductions

Functions: Starting a conversation, extending a conversation, asking if you've met before, introducing friends, making a small talk
Structures: Tag questions, YES/No questions, short answers and responses, simple past, present perfect, strong adjectives

Teaching aids: Prescribed materials, computer or cassette recorder

Procedure:

Step 1: First greet and introduce myself to the class and give necessary information about the conversation course. (Materials, examinations, evaluation procedures, grading criteria, attendance, and assignments)   (5 minutes)

Step 2: Have students introduce to one another. Students move freely around the classroom and introduce themselves (greet, say nice to meet you or nice meeting you, tell his/her name and nick name, where he/she comes from, his/her major and any other information they would like to share with others.   (10 minutes)

Step 3: Pre-teach the phrases they will find in the first conversation given in their book (*Person to person- Student book* 2).

Step 4: Have students open their books and look at the picture. I ask some pre-listening questions about the picture such as "What kind of a situation is this?
"What do you think they are talking?" "What places can people meet?" to elicit from the students.   (5 minutes)

Step 4: Play the CD with the book closed and asks some comprehension questions such as "Where are they?"   "What's the event?" "What's the man's name?"   (5 minutes)

Step 5: Play the recorded conversation again, pausing for choral repetition   (5 minutes)
Step 6: Ask some questions to check students' comprehension such as "Is the man enjoying the film festival?" "How has speaker B changed?"   (5 minutes)

Step 7: (Student's book page 3) Have students look at the function box. I explain the example given. Model the exchanges and have students repeat chorally
Practice a few exchanges with various students.   (10 minutes)

Step 8: (Practice 1) Have students read the directions and the lists of openings and responses. Play the example conversation twice and do pair work. Students pair with their peers from different subject majors. Students take turns beginning a conversation using the openings and responses listed.   (10 minutes)
(First period is over- a period generally lasts for 50 minutes)
Continuation from step 8-Practice the language

Step 9: Ask several pairs to demonstrate for the class.   (20 minutes)

Step 10: (Practice 2) Have students read the directions and look at the words in the box and explain any world/s students don't know.   (5 minutes)

Step 11: Give students time to think of conversational openings for each situation.
                                                                                       (5 minutes)
Step 12: Pair work. Students take turns opening a conversation and responding for each of the situation.   (10 minutes)

Step 13: Have some pairs demonstrate for the class. A few role-plays using the language presented in the text will be video-recorded for feedback and analysis at the end the study. (15 minutes)

(Second period is over)
Continuation for step 13

Step 14: Extending the conversation. Get the students to look at the functions box. Give the time to read the examples. Model the exchanges and have students repeat chorally. Students do pair work.   (20 minutes)

Step 15: Have students read the direction. Play the example conversation twice.
Divide the class into new pairs and do pair work. Several pairs demonstrate for the class.
                                                                                       (10 minutes)
(Third period is over)

The rest of the work in the first unit will be covered during the second week following the same procedure suggested in the plan outlined above. One unit will spread over two weeks and six units from the textbook will be taught during the semester.

The same procedure will be followed in the subsequent weeks.

Lesson plan for the experimental group-First week

Classroom instruction will last for 12 weeks excluding time for mid-semester, final exam, government holidays and Prince of Songkla University open week*
* An annual event organized by the university
Section:
Duration: 3 hrs per week

Objectives: To help students learn how to introduce themselves to others in social situations, how to start a conversation, how to ask questions using Wh-questions words, how to use conversational strategies such as opening, turn taking, holding a turn, passing a turn, closing, and repair both self and other.
To help students learn how to introduce friends and make a small talk

Topics: Events, social gatherings, leisure activities, introductions

Functions: Starting a conversation, extending a conversation, asking if you've met before, introducing friends, making a small talk
Structures: Tag questions, YES/No questions, short answers and responses, simple past, present perfect, strong adjectives

Teaching aids: Specially-developed materials, prescribed materials, computer or cassette recorder, class realia and authentic materials (video clips) to provide students with variety of language inputs

Procedure:

Step 1: First greet and introduce myself to the class and give necessary information about the conversation course. Distribute specially developed material and explain what they are supposed to do with it and other information concerning examinations, evaluation procedures, grading criteria, attendance, and assignments. Furthermore, I will explain to the class all information pertaining to the study such as the purpose, type of research, type of information that will be gathered, possible benefits, foreseeable risks and discomforts involved in agreeing to cooperate in this study. Moreover, I will tell them that I need to video-record some of their classroom presentations and the data gathered from them will be used for study purposes only and their participation is voluntary, that there is no penalty for refusing to participate, and that they may withdraw at any time without penalty. After getting their consent, I will ask them to sign a letter of consent.   (10 minutes)

Then, in order to conceptualize the situation, I ask some questions from the classroom such as "When you meet someone for the first time, what do you generally do and what do you want to know?" I try to elicit from the students and based on their responses, I show some

video clips in which people introduce by themselves and then set the scene for the task given in their material. (Depending on the role-playing task/activity, setting the scene may vary)

(5 minutes)

Step 2: Pre-teach the phrases and language they may need to do the activity. Have students introduce to one another. Students move freely around the classroom and introduce themselves (greet, say nice to meet you or nice meeting you, tell their names and nick names, where they come from, their majoring subjects and any other information they would like to share with their classmates. (10 minutes)

Step 3: Each student introduces to the class. They now can add more information such as name, nick name, where they come from, name of the faculty, their majors, their interests, and their future ambitions. While each student is introducing, the class also can ask questions to find out more information about the person. (10 minutes)

Step 4: The class will next do a group activity so class needs grouping. I then, group the students in a way that no same majoring subject students are allocated into one group. Instead, the group is made of different majoring subjects. Grouping is changed for each task depending on the number of characters it needs. The groups are heterogeneous in that they are comprised of students with low and high proficiency levels. Students have the freedom to select members for each role. For the activity suggested in the student material, each group has 4 members. (3 minutes)

Step 5: I explain that they need to introduce their members to the class so they first should talk with their partners and get necessary information about them. While students practice the activity, I monitor and offer any help they need. (5 minutes)

Step 6: When each group is ready, I call out a pair to perform the activity.
In the introduction, both should introduce each other to the class and both need to give more information about their partners (their names, nick names, where they come from, the name of their faculty, their majors, interests, and future ambitions. (15 minutes)

 (First period is over)
Continuation from step 6

Step 7: Have students do the suggested activities in the student material (page 14-15). I monitor and offer if any language structure they may need. (5 minutes)

Step 8: Introduce the role-play on page 16 of the student's material "How can I go to Sakura hotel?" I pre-teach the words and expressions associated with asking for and giving directions and giving locations of buildings and places. Students are provided with Hatyai map for this activity). (5 minutes)

Step 9: Pair students and explain the situation they have to role-play. I allow them to study the landmarks and other useful phrases along with the prepositions to describe the locations of places. Students should develop the role-play relevant to the situation given. Students can choose their characters and get help from mer. If they need, they can prepare a transcript and

the transcript should contain spoken language rather than written language. They can use the transcript for practicing but when it comes to presentation, they should speak naturally with no transcript. However, each pair (group) is required to role-play the activity by exchanging the roles until every member gets a chance to play all the roles involved in the task given. Adequate planning time for the role-play is given while I monitor each pair (group) to see if they have any problem with the language. (10 minutes)

Step 10: Once the each pair is ready, they can present their role-plays. While presenting students' role-plays, I video-record a few of them for feedback and analysis at the end of the treatment. (20 minutes)

Step 11: I provide a general feedback on the good and weak points of the students' performances. However, the following day, students can see how they did their role-plays by watching the videos. At the end of the lesson, students can do pronunciation practice suggested in the students' material. (10 minutes)

(Second period is over)
Continuation for step 11

Step 12: I provide the situation with necessary instructions both in writing and verbal. As described in the previous role-play, I pre-teach the words and other expressions the students may need to do the role-play, "Would you like to see a movie?" as suggested on page 41 in the students' material. (5 minutes)

Step 13: Same as in step 9 (10 minutes)

Step 14: Same as in step 10 (20 minutes)

Step 15: Same as in step 11 (10 minutes)

Step 16: At the end of each week, experimental group will be provided with a review of tasks and activities they have done during the week. (10 minutes)

(Third period is over)

The same procedure will be followed with modification and alteration wherever necessary depending on the task type and situation during the subsequent weeks.

(See the flow chart in Chapter 2 for more information).

Appendix H: Scope and sequence of role-playing activities and materials used with the control and experimental groups

Week	Name of role-playing activity		Type of materials/aids	
	Control group- *Person to Person*	Experimental group- Specifically-developed materials	Control group	Experimental group
1-2 (6hrs)	1. Haven't we met before? 2. I have heard a lot about you. 3. Introducing Friends. Pronunciation Focus. 4. Conversational Openings. 5. Making small talk.	1. Hi, everybody. My name is Virat. 2. This is my Friend. 3. I have 5 Members. 4. I'm looking for a T-shirt. 5. Happy birthday to you. Pronunciation Practice.	Prescribed textbook- *Person to Person* and listening materials	Specifically-developed Materials (Main), video clips, family photos, photos of attractive places, sales advertisements
3-4 (6hrs)	6. Where can I get this cleaned? 7. Where can I find a clothing store? 8. Asking where services are located. 9. Describing Buildings. Pronunciation Focus. 10a. Asking for directions in a store. 10b. Listen to this.	6. How can I go to Sakura hotel? 7. Where can I find a pet shop here? 8. Can you suggest where I find tourist attractions in Hatyai? 9. I'd like to check in, please 10. Which airline would you prefer? Pronunciation Practice.	Prescribed textbook and listening materials	Specifically-developed Materials (Main), city maps, tourist brochures, pictures of attractive places in and around Hatyai, airline time tables, video clips, hotel flyers, email messages
5-6 (6hrs)	11. Could I please speak to Jo?	11. Would you like to see a	Prescribed textbook	Specifically-developed

	12. I'm sorry, Her line is busy now 13. Taking a Message. 14. Calling for information. Pronunciation Focus.	movie? 12. I'm sorry. He is in a meeting. 13. I'm interested in taking a basic Chinese course. 14. Why should we hire you? Pronunciation Practice.	and listening materials	Materials (Main), service advertisements, recorded listening materials, course information, job advertisements, railway time table,
7-8 (6hrs)	15. What can we do? 16. Identifying a Problem. 17. What would you do? 18. Making Suggestions.	15. Your TV is too loud. 16. I want to lodge a complaint. 17. How should I operate this machine? 18. Let's make a Salad.	Prescribed textbook and listening materials	Specifically-developed Materials (Main), instruction manuals, pictures depicting processes, web contents, video clips, high ways signs and safety rules, recipes
9-10 (6hrs)	19. Haven't you heard yet? 20. Wait a minute, Was she hurt? 21. Asking about other people. 22. Reacting to good and bad news.	19. How can we help him? 20. Do you know what happened to Parker? 21. Have you heard about Rusna? 22. Where did you go on your vacation last year?	Prescribed textbook and listening materials	Specifically-developed Materials (Main), pictures, recorded listening materials, stories about courageous people, pictures of attractive places
11-12 (6hrs)	23. I feel terrible. 24. What do you think I should take? 25. Talking about Symptoms. 26a. Asking for Advice. 26b. Listen to this.	23. Can I see a doctor? 24. What would you recommend for fever? 25. What would you like to start with?	Prescribed textbook and listening materials	Specifically-developed Materials (Main), instruction leaflets on diseases, health tips on how to prevent diseases, labels, posters, safety tips in work place, menus, flow charts of production processes, technical

	26c. Let's talk
	  d. Advising
	    someone not to
	    do something.
		26. Why is a latex
		  Glove a better
		  choice of
		  protection?
				glossaries, videos
				describing the
				process of
				manufacturing
				rubber gloves
				(http://www.youtube.
				Com/watch?v=h-
				sLHYvqT71)

13-14 (6hrs)	Review: Units 1-6 Classroom instruction ends.		Review: Activities 1-26 Classroom instruction ends.	
15-16 (6hrs)	Administer posttest Speaking and listening		Administer posttest Speaking and listening	

Contextually-developed Role-playing activities

FOR ENGLISH CONVERSATION COURSE

(Photo by Thofun Choosuwan from the Faculty of Management Science, PSU)

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Department of Languages and Linguistics
Faculty of Liberal Arts
Prince of Songkla University

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1. Introduction

The basic function of a language, as has been extensively discussed, argued and described in the literature related to ELT domain during the past decades, is for human communication which might take place either in spoken or written form between or among speakers in a given speech community using their mother tongue or an additional language which can be understood by the respective speakers in a mutual way.

If a conversation occurs between speakers whose mother tongue is the same, there arises no communication problems or barriers. However, if a speaker wishes to share his/her ideas with someone who cannot understand the language which the speaker is using, it is likely that there can arise communication problems and it is presumed that there exists a gap between the said two speakers. To bridge this gap, it seems important that a speaker of a given community should have proficiency in an international language like English which is in wider communication the world over.

As indicated by a good number of authors (Krashen & Terrell, 1983; Richards, 2006; Larsen-Freeman, 2000; Luoma, 2004; Nunan, 1989) achieving oral proficiency in the target language is the prime goal of ESL/EFL learners. However, many fail to attain that sort of proficiency in classroom situations despite that fact they work hard and teachers teach with their all efforts. This failure can be attributed to a number of factors which are internal and external to the learners. Advances in linguistics based on the nature of spoken discourse have revealed how spoken discourse differs from written discourse (McCarty & Carter, 1997). These differences reflect the different purposes for which spoken and written language are used. Jones (1996, p. 12) asserts:

> In speaking and listening we tend to be getting something done,
> exploring ideas, working out some aspect of the world, or simply being
> together, In writing we may be creating a record, committing events or
> moments to paper.

Luoma (2004) points out some of the features of spoken discourse as follow:

- Composed of idea units (short phrases and clauses
- May be planned (e.g. a lecture) or unplanned (e.g. conversation)
- Employs more vague or generic words than written language
- Employs fixed phrases, fillers and hesitation markers
- Contains slips and errors reflecting on-line processing
- Involved reciprocity (i.e. interactions area jointly constructed)
- Shows variation (e.g. between formal and casual speech), reflecting speaker roles, speaking purpose, and the context

With this background knowledge, now let us examine what learners should do to speak a second or a foreign language. Writing a preface to *Assessing Speaking* by Luoma (2004), Alderson and Bachman point out that in order to speak a second or a foreign language, learners are required to master the sound system of the language, select appropriate

vocabulary and put words together intelligibly. In addition, they must also understand what is being said to them, and be able to respond appropriately to maintain social relations to achieve their communicative goals. The basic aim of this introduction is to provide an overview of the nature of spoken discourse and how much it is complex in terms of mastering the art of talk as interaction as well as transaction.

Austin (1962) and Searle (1969) pointed out that in the same way that we perform physical acts, such as having a meal, opening a door, we could also perform acts by using language. It is clear that we can use language to make requests, to give orders or to give advice and these are called speech acts or functions. A function is a reason why we communicate (Spratt et al, 2005). To understand this concept, let us consider the example given below;

Context	Exponent-The language we use to express a function	Function
Na wants to go shopping with her friend.	Na says to her friend: 'Let's go shopping' 'Why don't we go shopping?' 'Shall we go shopping?' 'Would you like to go shopping'	Suggesting/ making a suggestion about going shopping
Na meets someone for the first time. She wants to get to know him/her.	Na says to him/her 'Hello, my nick name is Na	Introducing yourself
Jo doesn't understand what the teacher has just said.	Jo says to the teacher: Sorry, what do you mean?'	Asking for clarification

An exponent can express several different functions. It all depends on the context in which it is used. E.g. 'I'm tired'. This describes feelings. But who is saying it? Who is he/she saying it to? Where is he/she saying it? (The context in which it is being said)

Study the different contexts in which this exponent is used

Context	Function
A boy talking to his mother while he does his homework	Requesting to stop doing home work
A patient talking to her doctor	Describing her feelings
A boy inviting his girlfriend to go out to a dinner	Refusing boy's invitation

What is stress and intonation?

The English words consist of syllables. E.g. **pen** cil (This word has two syllables) so when we pronounce it we pronounce the first syllable (pen) with greater energy than the other syllable/s.
Another example, children   **chil** dren but in this word important - im **por** tant, we have stress the second syllable not the first or third.

Connected speech means you join all the words to make a connected stream of sounds.

Intonation is the movement of the level of the voice. We use intonation to express emotions and attitudes or to signal to others the function of what we are saying (to show we are starting or stopping speaking or asking a question or making a statement.

Try saying this sentence, 'School's just finished' with these meaning: as a statement of fact, with surprise, with happiness, as a question, to emphasize 'just' you should hear the level of your voice rising and falling in different patterns.
As a statement of fact, your intonation should follow a falling tone as follows:

School's just finished

 When you say it as a question, it has a rising tone.   School's just finished

And when you say it with surprise, you should say it with a fall-rise tone

   School's just finished.

2. Pronunciation Focus

The principal organs of articulation

nasal cavity
alveolar ridge
palate
oral cavity
nose
velum
uvula
lips
tongue back
teeth
pharyngeal cavity
epiglottis
tongue blade
vocal folds
tongue tip
glottis
larynx (voicebox)
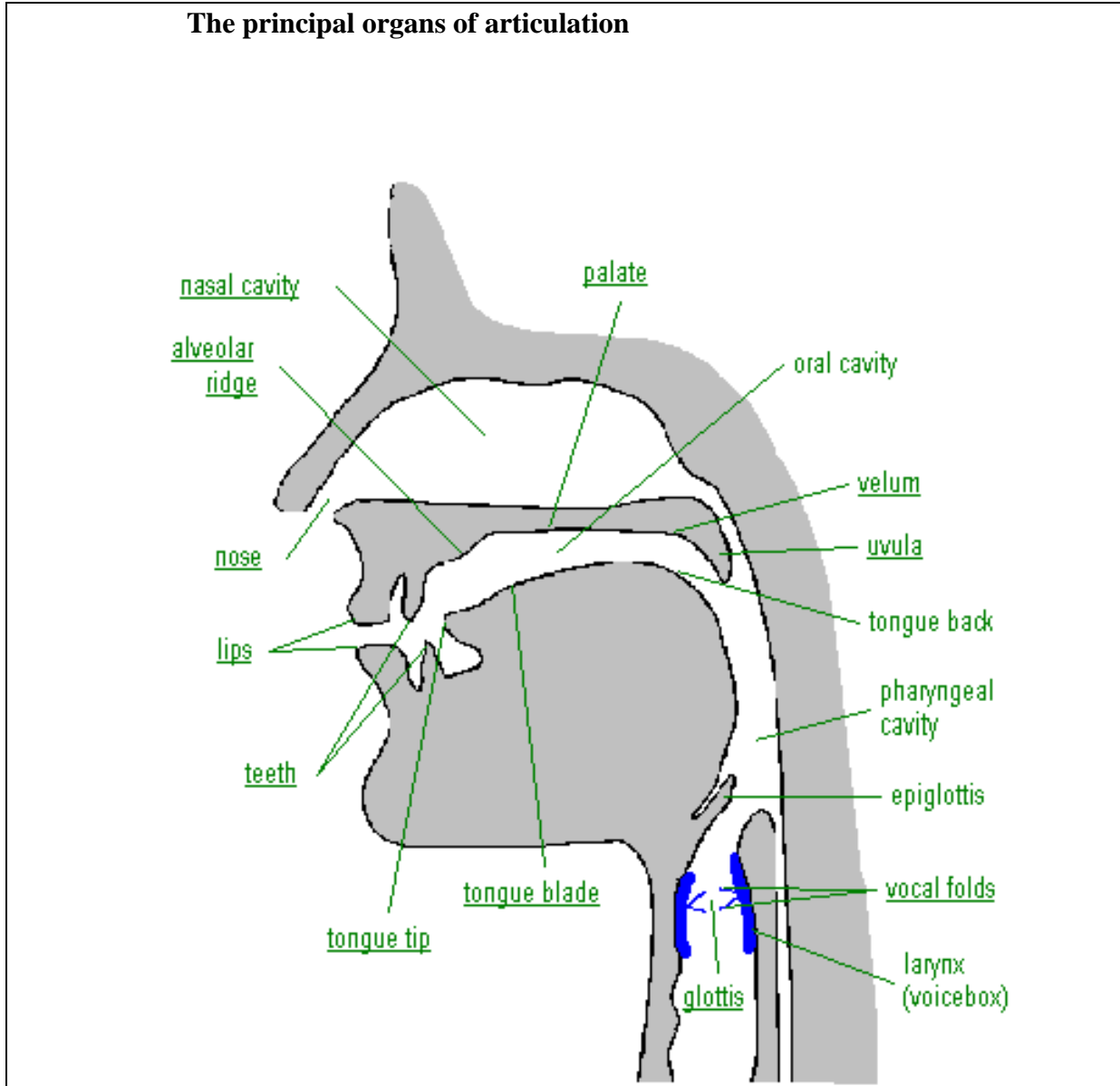
Pennington and Richards (1986) argue that pronunciation is important as an aspect of discourse oriented language teaching and that these three areas or components should be addressed: segmental features (phoneme-based), voice setting features, and prosodic (intonational) features. It is said that language starts with the ear. When a baby starts to talk he/she does it by hearing the sounds his/her mother makes and imitating. If a baby is born deaf he/she cannot hear these sounds and therefore cannot imitate them and will not speak. This gift of imitation gives us the gift of speech. In order to improve your pronunciation, you must hear English. But just hearing is not enough, you must listen to it, and you must listen to it not for the meaning but for the sound of it. Try to pick it out and when you think you have got it, then, say it loud. It is no use practicing silently.

Pronunciation practice

Sound: /dʒ/

Jacket, dangerous, large, jump, job, joke, German, age, change, damaged, passenger.
Contrast with **/tʃ/**
Jeep – cheap   Jane – chain   Joyce – choice
Jeered – cheered   joke – choke   ridge – rich
German – chairman
Contrast with **/j/**
Jet – yet   jot – yacht   jaw - your

Phrases
In June and July
Not just yet
Jill's job makes Charles jealous
George is changing his job again
You must be joking!
Which job would you chose?
Sound- /ʃ/
Station, ship, Spanish, shirt, shoes, sugar, sure
Should, delicious, machine, demonstration, French

Contrast with /ʃ/

Sheep- cheap   shoes- chose   shop- chop
Wash- watch   wish- witch   cash- catch.

Contrast with /s/

She- see   sheets- seats   share- save
Fashion- fasten   push –puss

Phrases: Fish and chips   Fashions change
Sugar's cheap.   Some delicious Swiss chocolate
Is this the switch?
I'm sure she's the French Tennis champion.
I was so sure those were Sue's shoes.
That sort of person is never ashamed so she needs a short, sharp shock

Sound /0/

Thank you, method, month, think, thirsty, nothing
Thursday, author, bath, south, growth

Contrast with /t/

Thin – tin   Three – tree   Thanks – tanks
Thought - taught

Contrast with **/f/**
Three – free   thirst – first   thought – fought
Thumb – some   theme – seem   teeth – tease
Worth – worse   forth – force
North and south,   Thirty-three, six months,
Through thick and thin,   they fought to be free
I think Thursday's the third this year.
There were between thirty and forty there
I think I'll get them something for their birthdays.
They are thought to be free

Sound /ð/

Then, father, with, the, this, that, these, those, their, then, though
It also occurs in the middle and at the end of a number of other common words
E.g. either, father, another, together, rather, rhythm, smooth,

Contrast with /d/

They – day   there – dare   those- doze

Contrast with /s/ or /z/
Though- sew   they –say   that –sat   these-seize
Breathe- breeze
This and that   then and there   this is theirs
They're over there
My mother, father and brother were there
Brown's is the best café in the Eastern region. That's the best bathing place in the Southern region.
He went to Spain yesterday.
There's a very nice plastic one over there.

Combination of /d/ and /ð/

He said the situation would get worse
They thought the weather would get worse.
We speak like that here
This is for my brother's party.
Sound /z/
Zoo, lazy, please
Zip, easy, busy, noisy, cause, is isn't, does, these, those, his, hers, theirs, as, has

Contrast with /s/

Pens- pence   prize- price   plays- place
Knees- niece   peas- piece   please- police

He's lazy   It wasn't hers   His shoes
It's theirs, not yours.   Whose shoes are those?
Socialism is based on optimism.
I'm annoyed by silly children.
We gave Mary some flowers. We gave Susan a dozen of roses.
He has lots of property.

Sound /h/

Hat, behind, half, hand, head, hear, heavy, high, home, horse, house, hundred, anyhow, rehearse, perhaps, unhappy
Contrast with initial /h/
Hand – and   hear –ear   hold –old   high – I
Heart –art   hair- air   hill- ill

Phrases:

He's unhappy, awfully heavy, we all hurried home, I asked her how she heard, how did it happen?

Consonants groups in these words

Clothing   **dru**gst**ore**   u**mbr**ella   es**c**alator

Stressed syllables

1ˢᵗ syllable   **2ⁿᵈ syllable**   **3ʳᵈ syllable**

Institute   ad**mis**sion   appli**ca**tion

Interested   a**vail**able   regi**stra**tion

To gain a better understanding of how the sounds of English are produced by the organs of articulation, please visit the website at http://www.uiowa.edu/~acadtech/phonetics. This site contains animated libraries of the phonetic sounds of English, German, and Spanish. For each consonant and vowel, you can see animated articulatory diagram, a step by step description, and video and audio of the sound spoken in context.

3. Role-playing activities involving single events

Nolasco and Arthur (1987) assert that many students have to overcome a psychological barrier before they are prepared to speak in the foreign language because speaking in the classroom involves some kind of threat. Therefore, it becomes crucial for an EFL teacher to help learners overcome a psychological threat which may come from the audience. "Threat reduction is possible by building up personal security through the use of 'getting to know you' activities which promote trust and confidence" (Nolasco & Arthur, 1987, p. 23). To help learners build up trust and confidence about themselves, it is suggested that at the beginning they should be given an opportunity to engage in role-playing activities with single events before exposing them to role-playing activities involving a series of sequential events. Fluency in EFL learners can be developed by using classroom activities in which students must negotiate meaning, use communication strategies, correct misunderstandings and work to avoid communication breakdowns (Richards, 2005). Once they achieve basic level of fluency, the role-playing activities involving a series of sequential events may be introduced so that learners will ultimately be able to achieve proficiency which consists of both fluency and accuracy in the target language. In classroom instruction, the teaching procedure suggested for role-playing activities involving a series of sequential events is encouraged to apply.

Scope and sequence of role-playing activities and materials used with the experimental group

Week	Name of activity	Type of materials
1-2 (6hrs)	1. Hi, everybody. My name is Virat. 2. This is my friend. 3. I have 5 members. 4. I'm looking for a T-shirt. 5. Happy birthday to you. Pronunciation practice.	Specifically-developed role-playing activities combined with authentic materials, video clips in which people introduce by themselves and others, family photos, photos of attractive places, sales advertisements
3-4 (6hrs)	6. How can I go to Sakura hotel? 7. Where can I find a pet shop here? 8. Can you suggest where I can find tourist attractions in Hatyai? 9. I'd like to check in, please. 10. Which airline would you prefer? Pronunciation practice.	Specifically-developed role-playing activities combined with authentic materials, city maps, tourist brochures, pictures of attractive places in and around Hatyai, airline time tables, video clips, pictures of pets, a video clip (http://www.youtube.com/watch?v=Wy qfYJX231), email messages
5-6 (6hrs)	11. Would you like to see a movie? 12. I'm sorry. He is in a meeting. 13. I'm interested in taking a basic Chinese course. 14. Why should we hire you? Pronunciation practice.	Specifically-developed role-playing activities combined with authentic materials, service advertisements, recorded listening materials, course information, job advertisements, railway time table
7-8 (6hrs)	15. Your TV is too loud. 16. I want to lodge a complaint. 17. How should I operate this machine? 18. Let's make a salad.	Specifically-developed role-playing activities combined with authentic materials, instruction manuals, pictures depicting processes, web contents, video clips, high ways signs and safety rules, recipes, recipes
9-10 (6hrs)	19. How can we help him? 20. Did you know what happened to Parker? 21. Have you heard about Rusna? 22. Where did you go on your vacation last year?	Specifically-developed role-playing activities combined with authentic materials, pictures of attractive places, travel itineraries, recorded listening materials, stories about courageous people
11-12 (6hrs)	23. Can I see a doctor? 24. What would you recommend for fever? 25. What would you like to start with? 26. What's vulcanization?	Specifically-developed role-playing activities combined with authentic materials, instruction leaflets on diseases, health tips on how to prevent diseases, labels, posters, safety tips in work place, menus, flow charts of production processes, technical glossaries, videos describing the process of manufacturing rubber gloves

		(http://www.youtube.com/watch?v=h-sLHYvqT7I), company location maps
13-14 (6hrs)	Review: Activities 1-26 Classroom instruction ends	
15	Administer posttest	

Topics, functions, and structures of role-playing activities used with the experimental group

Week	Experimental group		
	Topic	Functions	Structures
1-2 (6hrs)	People, work, hobbies, interests, family, shopping, family events	Greetings, introducing oneself, giving personal details Talking about one's family, asking for help, offering help, accepting an offer, giving and responding to invitations, asking prices for consumer goods, asking for discounts, making appointments, accepting and rejecting invitations	Be verbs, simple present(plural form) Be verbs Simple present (singular form) Requests with could, use of will for offers, Would you like…
3-4 (6hrs)	Directions, building, landmarks, Locations of places, tourist information, transport	Asking where buildings, roads, shopping malls are located, asking for and giving directions, receiving guests, booking seats in a plane	Modal verbs-Requests with can, could, may, and would Preposition of place, simple present
5-6 (6hrs)	Talking on the telephone, work place, interests, education	Asking to speak to someone, offering help, calling for information, inviting someone Greeting people and responding to greetings, asking for help, offering help, accepting an offer	Requests with could, use of will for offers, Would you like… Indirect speech (past tense) She said….. She asked you to…

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7-8 (6hrs)	Public and private issues, solutions and consequences	Identifying a problem, asking for and giving advice, describing consequences, giving instructions	Modal verbs- can, would, should, conditionals, Why don't……? Sequence words
9-10 (6hrs)	Life events and problems	Asking about other people, reacting to good and bad news, asking for more details, saying what someone should have done, interrupting and getting back to the story, expressing opinions and making choices, expressing needs and wants, persuading and asking people do things, talking about past events	Present perfect, simple past, past continuous, future with be+ going to, should+ perfect infinitive (should have done), adverbs of time and manner, strong adjectives
11-12 (6hrs)	Illnesses, remedies, medications, and prescription, Preparing food, manufacturing processes, rubber industry	Talking about symptoms, giving accepting and refusing advice, advising someone not to do something, asking for advice, giving and asking about instructions, describing processes	Modal verbs-should, 'd better, must, could, can't, What would you recommend, use of sequence words, simple present
13-14 (6hrs)	Review: Activities 1-26 structures		

4. Hi, everybody. My name's Virat

Topics: People, work, education, interests, hobbies
Functions: Introducing oneself and other people, asking for and giving personal
                   details
Structures: Be verbs, simple present, Wh-questions and yes/no questions
The language you may need (see below)

> Hello, my name's Virat.
>
> I come from Chaingmai.
>
> I'm a waiter.

> Good morning,
>
> my name's Sampan. I come from Hatyai.
>
> I'm a doctor at PSU hospital

> Hi, my name's Sirporn. My nick name is Nok. I'm from Trang.
>
> I'm a student at PSU.

1. **First introduce yourself to the class. In your introduction, you have to include the following:**

   First, greet the class
   Tell your name and nick name
   Tell where you come from (province)
   The faculty you study
   Your major
   What you like to do in your free time
   What you want to be in the future
   Any other information you think is relevant
   Thank the class/audience

5. This is my friend

(Photo by Thofun Choosuwan from the Faculty of Management Science, PSU)

Topics: People, work, education, interests, hobbies
Functions: Introducing others, asking for and giving personal
                  details of others
Structures: Be verbs, simple present, Wh-questions and yes/no questions

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The language you may need

Hi, good morning everybody. This is my friend, Sunisa.
He comes from Yala.
He studies at the faculty of Liberal Arts.
He likes watching TV and playing football.
He wants to be a tour guide in the future.

Now introduce one of your friends in the same way as you did for yourself
First, greet the class.

Tell your friend's name and nick name.
Tell where he/she comes from (province).
The faculty he/she studies.
His/her major.
What he/she likes to do in his/her free time.
What he/she wants to be in the future.
Any other information you think is relevant.
Thank the class/audience.

Next, imagine the people who appear below are known to you. Introduce them one by one. Use the information given below each picture.

Hi, ………………………………………

………………………………………………

Name: Peter Smith
Country: Australia
Age: 50
Job: Sales Manager
Civil status: Married
Interests: Traveling/ playing golf

Hello, ………………………………………………

……………………………………………………..

Name: Norio
Country: Japan
Age: 47
Job: Businessman
Civil status: Divorced
Interests: Playing computer games/meeting people

Name: Nirmala Kajal
Country: India
Age: 35
Job: Accountant
Civil status: Married
Interests: gardening/eating out

Write a few sentences about yourself in the speech bubble below.

……………………………………………….

……………………………………………….

……………………………………………….

Write a few sentences about one of your friends in the speech bubble below.

……………………………………………….

……………………………………………….

……………………………………………….

6. I have five members

(Retrieved May 3, 2010 from http://familyphotocollage.com/Family-Photo-)

Topics: Family**,** leisure activities, work, family events
Functions: Practicing conversational strategies such as opening a conversation, taking
             turns, holding a turn, passing a turn, closing, pre-sequence, repair (self-
             other)
             Asking 'Wh-questions, Yes-No questions
Structures: Simple present, present continuous, simple past

The language you may need

This is my grandfather.
You look like your mother.
Who is this?
My grandparents are no longer alive.
This picture was taken 5 years ago.

Procedure:
1: Tell each learner in the class to bring five photographs showing different events in their family life (birthday party, graduation ceremony, funeral, a photo taken during a visit to an interesting place either within or outside the country etc.).

2: As indicated above, the teacher asks students to get into pairs and take turns, to tell each other the highlights of the photo.

For example, A takes a picture from his/her collection and tells B,

   A: "This is my elder brother."
   B: "Oh! He looks smart. He looks just like you."
   A: "Yes. Everybody says so"
   A: What does he do?
   B: He is an engineer now. He works in a company in Bangkok.
   A: ………………………………………………………………..
   A: (The conversation to be continued for 4-5 minutes)

   (With a different picture)

   A: "Did you see this photo?"
   B: "Oh! Not yet"
   A: (A shows the photo) "this is my grandfather."
   B: "Really, how old is he."
   A: ………………………………………………….
   B: …………………………………………………..
    (The conversation to be continued for 4-5 minutes)

3: After pair work, learners move to a group discussion where each student is going to say something about one or two of their family photos to the whole class.

4: Each student completes the following table with information of two members in their group. In order to complete the table, they should ask relevant questions from their partners such as "May I know your mother's name?"

	Name	Age	Job	Place of work	Likes
Father or Mother					
Brother or sister					

5: Write a short description about each person. Use the information you completed in step 4 above.

1……………………………………………………………………………………….

…………………………………………………………………………………………

6: A is going to talk about one member of B's family in front of the class.

e.g. "This is my grandmother. She is 70 years old and now she lives with my uncles. She loves me very much. …………………………………………………………………

7. I'm looking for a T-shirt

(Photo by author)

Topics: Dresses, shoes**,** food items, department stores, and bargain sale

Functions: Greeting people and responding to greetings, asking for help, offering help, accepting an offer, giving and responding to invitations, asking prices for consumer goods, asking for discounts, making appointments, accepting and rejecting invitations, inquiring about movies, and rejecting offers politely

Structure: Simple present, requests with can/may/could, offers with will/would you like? Wh-questions/ yes-no questions, conditionals -if you buy two, you will get one free

When we do shopping, we buy various items such as food, vegetables, fruit, dresses, electronics and electrical appliances.

The language you may need

I want to buy a shirt /I'm looking for a shirt.
How much is this blouse?
No thanks.
Anything else?
Do you have other colors?

This is an imported one.
Is this locally made?
Can you give me a discount?
Sorry, we don't have it at the moment.
It is out of stock.
Do you have a home delivery service?

Roles: A: you   B: your friend   C: a salesperson   D: a ticketing clerk at a cinema
Role-play

A: Suppose today is Sunday and you are free so you want to go shopping with one of your friends in a department store.

First, call your friend and ask if he/she is free today and tell that you want to buy a pair of shoes. So you would like to go with him/her. If he/she accepts your invitation, make an appointment to meet him/her at a designated place and time.

Example: Hello Mai, are you free today? I want to go shopping with you.

Accepts the invitation: Yes, definitely, I'd love to.
Rejects invitation: Oh, sorry, Mew. I'm busy cleaning my room right now. How about later? Where would you like to go shopping?

B: You see your friend waiting for you at the designated place. Greet him/her and thank him/her for coming. Then go for shopping at the place you have chosen.

C: You are a salesman at a shoe shop. Greet the customers and ask if you could help them. Attend to their requirement and finish the transaction.

Now you have bought the shoes and come out of the shop. Your friend suggests seeing a movie at the theatre housed in the same shopping center on the 6th floor.
Both of you go to the theatre and enquires about the film.

D: You are at the ticket counter and someone is enquiring about the film. Tell him/her that all the seats are full and if he/she likes the tickets can be issued for the next show.
A&B: You both don't like to wait until the next show so turn down her request politely and leave the shopping center.

8. Happy birthday to you!

(A family photo by author)

Topics: Family events, social gatherings, and food and beverages
Functions: Talking about birthday parties, introducing oneself and other people, inviting and accepting invitations for social events, calling for information, shopping for gifts
Structures: Simple present, requests with would you like…?, conditionals, future expression with going to/will, wh/yes-no questions

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The language you may need

What are you going to do for your birthday this time?
Would you like to join my party?
I have planned to have a small party at my home.
What kind of gift are you looking for?
Sorry, we don't sell gift items in our shop. Why don't you try at the shop opposite Hatyai Plaza Hotel?
I'd like to introduce my family members to you.

---

birthday cake   candles   paper plates   party hats   presents/gifts

punch   refreshments

Roles: A: a friend   B: is the one who is going to celebrate his/her birthday next Saturday. C: is A's friend   D: a gift shop owner   E: a resident of Hatyai Nai Soi 7

Role-play

A**:** Imagine that last year your friend celebrated his/her birthday at Leegarden, Hatyai. But this year you don't know what he/she is going to do on his/her Birthday.

First, call him/her and ask about his/her plan.
Inquire about what she/ he has planned for his/ her birthday this year.

B**:** This year you have planned to have a small party at your house to celebrate your birthday. You want to invite a few friends. You know that some of your close friends will call you. Be ready to answer their calls about your plan and why you opted for a smaller party this year. When they call you, tell them what you are going to do/ where/ and what time and other information they need. Ask your friend to bring one of his/her friends to the party.

A: After you called your friend, you got to know that your friend has planned to have a small party at his/her home. Now you are at the Diana department store and you suddenly meet one your friends. You talk to him/her and tell him/her about your friend's birthday party. Invite him/her to accompany you.

C: You meet your friend at Diana department store and she tells you about her friend's birthday party. You like to go to. You accept her invitation and suggest to him/her that both of you should buy a present for him/her. Both of you should go and buy a gift. One of you should ask what kinds of gifts are available at the shop and their prices.

D: You are a sales assistant at a gift shop at Diana. Two customers have come to your shop. Welcome them and ask what they are looking for. You should show them all types of gifts they want to look at in your shop and then complete the sale.

A&C: Now you are out of Dina and ready to go to your friend's birthday party. Your friend's house is close to Diana but…. you don't know where it really is. You decide to ask someone for directions. While you are looking around, you see someone waiting at a nearby bus stop. Go to him/her and ask for directions.

E: You are a resident living in Soi 7 which is close to Diana. Two persons want to know how to go to a certain house in Soi 7. You know where the house is. Give them directions correctly.

A&C: Now you are at the door of your friend's house. Knock on the door and enter the house. Then give the present to your friend and wish her.

B: Now you find that your friends have come to your party. Welcome them warmly and thank them for their gifts. Next, introduce them to your family members and ask them to join the party and enjoy themselves.

Birthday cards

(Retrieved March 17, 2010, from http://www.imajine.in/birthday_cards.aspx)

Birthday gifts

(Retrieved March 17, 2010, from http://www.redenvelope.com/birthday-gifts-rbdbs)

Birthday messages

I hope your birthday was all that you hoped for.
Wishing you a belated birthday.
I hope your birthday was as special as you are.
I hope all your birthday wishes come true.
I'm so lucky to have such a great friend like you... who'd forgive me if I forgot his/her birthday. Happy Belated Birthday!
May the years continue to be good to you. Happy Birthday!
May this year bring with it all the success and fulfillment your heart desires.
(Retrieved March 16, 2011, from http://birthdaymessages.com/happy/inspirational1.htm)

9. How can I go to Sakura hotel?

(Photo by Pichnaree Kraikaew from the Faculty of Science, PSU)

Topics: Places, hotels, locations, and landmarks
Functions: Asking for and giving directions, requesting information, talking about
               locations of places
Structures: Modal verbs-Requests with can, would, and may
               E.g. Can I help you?
               Requests with embedded questions
               E.g. Do you know where I can find a seafood restaurant?

The language you may need (See below).

First study the following phrases which will be useful for you.

➡

            Go/walk straight on.

Go/walk down this way.
Go/walk up this road.

Go/walk through the crossroads/intersection.
Go past the intersection.
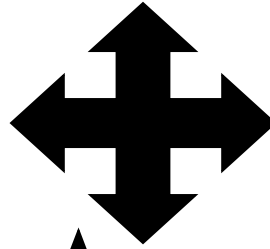
Take the first turn to your left.

Take the second turn to your.right.
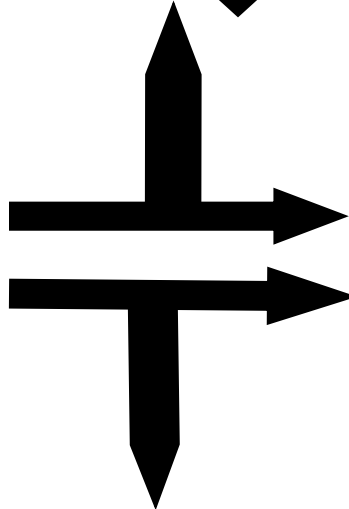
At the T-junction, turn left/right.

Go past the roundabout/ Pass the roundabout.
Turn left at the roundabout/turn right at the roundabout.
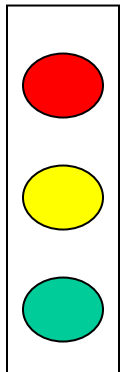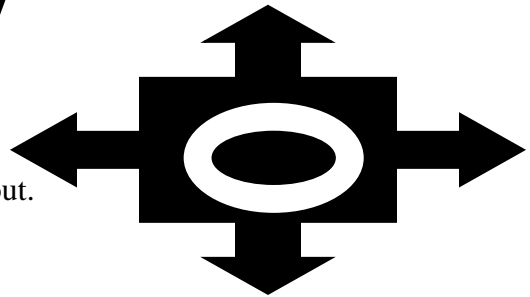
At the traffic lights, go right/take the right.
Go left/ take the left.
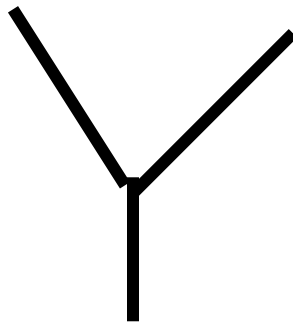
At the fork, Go left/ Go right/ take the right.

Other landmarks
Overhead –
Bridge –
Km Post -
Light post – Tunnel – Clock tower – An apartment – subway (Underground)- sky train – temple- church – mosque – Railway crossing – Bus station – port – jungle- river – reservoir – lagoon – mountain – hill – golf court – Dam -

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Locations of places/building

The bank is **next to** the police station.
The bank is **opposite** the hospital.
Robinson is on (…………) street/road.
Robinson is **on** the Rose road **next to** the McDonalds.
It is **in the corner** of this road.
It is **near** the market.
It is **on** the hill/ **on the top** of the hill.
It is **at the bottom** of the hill.

More prepositional phrases to describe the location of places

On the bank   beside the tank   around the garden   below the hill
Away from the city   through the fields

Other expressions you will need:
Walk/ go along this road until you come to an intersection.
Don't turn anywhere, walk straight.
If you are not sure, please ask someone. Anybody will tell you the way.
Why don't you take a taxi from here? It is far. You can't walk.
It's a ten-minute walk from the Tesco.
It's a two-hour journey by train/plane/bus etc.

How to ask for directions:
Could you please tell me where the hospital is?
Do you know where the hospital is?
Do you have any idea where the hospital is?
Can you tell me where the hospital is?
Could you tell me how to get to the bank?
Where's the bank, please?

You will be provided with a Hatyai map to use with the activity below.
Roles: A: a foreigner   B: a local resident in Hatyai

Role-play

A is a tourist who has just arrived at Hatayi Bus station and want to go to Sakura hotel.

A: Approach B and excuse, then introduce yourself (while introducing, you should handshake with B.

B: Introduce and ask A how you can help him/her.

A: Ask for directions to Sakura Hotel.

B: Give directions.

A: Thank B.

B: Ask some more information about A such as "Where do you come from?"
   "When did you come to Thailand?" "How long will you stay in Hatyai?"
   "What places do you want to visit in the South of Thailand?"

A: Answer B and say goodbye to B.

B: wish A 'a nice day' and leave.

10. Where can I find a pet shop here?

(Author's photo)

Topics: Hobbies, pets, and preferences
Functions: Asking for locations of buildings and places, giving locations of places, talking about personal preferences
Structures: Simple present, question with be verbs (Is there …..) and do/does

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The language you may need

Is there a post office hear here?
Does your shop sell pets?
I'd like to have a pair of rabbits.
Have a nice day/trip/journey/flight.
Which way is the shortest?
The nearest Bangkok bank is on Petkasem Road next to PK mansion.

Roles: A: a foreigner from Malaysia   B: a local resident (Hatyai)

Role-play

A: You came to Hatyai with a group of Malaysians for a four day tour. You like pets very much and you want to buy a pair of rabbits but you don't know where a pet shop is located. Therefore, you have to ask someone for help.

B: You are a local resident in Hatyai and you meet a foreigner at the Kimyong market. He/she asks about a pet shop. You know there is one on Niphatuthit 1 Road opposite Robinson department store. Tell him/her the location of the pet shop.

A: Thank B and you further want to know where you can find a Japanese restaurant
B: You suggest him/her the one at Carrefour department store. Tell him/her to take a 'Tuk Tuk' or a motor bicycle from Kimyoung market.

A: Thank B and say, "Good bye".

B: Wish A "Have a nice time".

Spay/Neutered Rabbit

Oryctolagus coniculus

PETCO
Where Animals Always Come First

CARE SHEET

Developed with and approved by a Qualified Veterinarian

Rabbits are intelligent, affectionate and social animals that need daily interaction with humans or other rabbits. However, chewing is a rabbit's favorite hobby, so make sure your home is rabbit-proofed! Rabbits spayed or neutered by a veterinarian tend to be healthier, live longer, are better companions and help prevent unwanted rabbits.

Is a spayed/neutered rabbit the right companion animal for you?

Yes	No		
❑	❑	1.	I have an appropriate location and space for a rabbit.
❑	❑	2.	I understand that spaying and neutering this rabbit is an important part of responsible pet ownership.
❑	❑	3.	I will provide daily, supervised time for this rabbit outside the habitat.
❑	❑	4.	I can commit to providing proper care for this rabbit.
❑	❑	5.	A mature person will provide responsible and primary care for this companion animal.

Check "Yes" or "No" after reading the following statements:

If you answered, "Yes" to these statements, a spay/neutered rabbit may be the right choice for you! Continue reading about how to care for a rabbit and consult with a PETCO associate to learn more. PETCO is committed to responsible companion animal care.

Before deciding to purchase a rabbit, consider adoption! Your local PETCO will be able to provide you with additional information.

Average Size	12+ inches long

Life Span Up to 10+ years with proper care

Diet High-quality rabbit food

Provide constant supply of fresh timothy hay and small amounts of fruits and vegetables

Treats should not exceed 10% of total food intake

Clean, fresh, filtered, chlorine-free water changed daily

Do not feed chocolate, alcohol or caffeine as these can cause serious medical problems

Feeding Fresh food and water should always be available

Fruits and vegetables not eaten within 24 hours should be discarded

Many house plants are toxic and a rabbit should not eat grass treated with pesticides

Housing Rabbits acclimate well to average household temperatures; be cautious of extreme temperature changes; habitat should never be in direct sunlight or in a drafty area

Habitat should be at least four times the size of the rabbit, escape-proof with an area that has a solid surface; it is best to provide the largest habitat possible. Use baby gates or an indoor play yard during play time, while house training or if your house is not rabbit-proofed

1–2 inches of bedding should be placed in the habitat; proper bedding includes hardwood shavings or pelleted or recycled product; cedar-based bedding may cause harm and is not recommended; rabbits can be trained to use a litter box.

Different types of small animals should not be housed together

Recommended Supplies

❑ Appropriately sized cage	❑ Ceramic food bowl	❑ Toys
❑ Bedding	❑ Water bottle	❑ Chew stick
❑ High-quality rabbit food	❑ Vitamins	❑ Indoor play yard
❑ Book about rabbits	❑ Timothy hay	❑ Litter box / litter

Spay/Neutered Rabbit
Oryctolagus coniculus

PETCO
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CARE SHEET
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Normal Behavior and Interaction	Always exercise caution when handling a rabbit as they do not like to be handled; ensure you are fully supporting the body, especially the hind legs; it is best to keep them on the floor
	Can be litter box trained
	Chew on objects to maintain incisor teeth, which grow constantly; ensure have plenty of chew sticks available
Habitat Maintenance	Remove wet spots daily; change bedding weekly or more often, if necessary
	Clean the habitat and its contents at least once a week with mild soap and water, rinse and allow to dry completely before placing rabbit back into the habitat
Grooming and Hygiene	Rabbits stay clean and rarely need baths but may be bathed using shampoo designed for rabbits and kittens, if necessary; clean outside the ears frequently with a cotton ball
	Consult with a veterinarian if a rabbit's teeth or nails seem too long
	Because all rabbits are potential carriers of infectious diseases, always wash your hands before and after handling your rabbit and/or the habitat contents to help prevent the potential of spread of diseases.
	Pregnant women and people with weakened immune systems should contact their physician before purchasing and/or caring for a rabbit and should consider not having a rabbit as a pet. For more information regarding rabbits and disease, contact the Center for Disease Control at http://www.cdc.gov/healthypets/ and PETCO at http://www.petco.com/pet care info/companion animal care sheets.

Signs of a Healthy Animal

- Active, alert, and sociable
- Healthy fur
- Clear eyes
- Eats and drinks regularly
- Communicates by making soft noises
- Hops normally

Common Health Issues

Health Issue	Symptoms or Causes	Suggested Action
Diarrhea	Loose stools caused by poor diet, stress, internal parasites, unclean housing or other illness.	Consult with an exotic animal veterinarian to determine cause and treatment.
Heat Stroke	Emergency condition; can occur if rabbit is left in hot room. Symptoms include heavy panting, seizures and loss of consciousness.	Can be fatal; consult with an exotic animal veterinarian immediately.
Malocclusion	Overgrown teeth.	Consult with a veterinarian to possibly have teeth trimmed regularly.
Mites	External parasite that causes rabbits to lose patches of hair.	Contact an exotic animal veterinarian for treatment.
Tumors	Abnormal lumps.	Consult with an exotic animal veterinarian for treatment.

Red Flags

- Weight loss
- Distressed breathing
- Skin lesions
- Abnormal hair loss
- Lethargic
- Overgrown teeth
- Diarrhea or dirty bottom
- Eye or nasal discharge

If you notice any of these signs, please contact your exotic animal veterinarian.

Sources
Choosing a Small Mammal by Dennis Kelsey-Wood
Dwarf Rabbits by Monica Wigler
Rabbits as a New Pet by Barry Martin
House Rabbit Handbook by Marinell Harriman

Note: The information on this Care Sheet is not a substitute for veterinary care. If you need additional information, please refer to the above sources or contact your veterinarian as appropriate.

(Retrieved March, 16, 2010, from http://www.pet.com/caresheet/samll%20animals/Rabbit)

Hatyai Map

Retrieved February 10, 2010, from http://phil.uk.net/hatyai/maps/map1.html

11. Can you suggest where I can find tourist attractions in Hatyai?

(Extracted from the tourist brochure published by the tourism authority of Thailand, Hatyai office, 1/1, Thanon Nipatuthit 3, Soi 2, Hatyai, Songkla 90110)

Topics: Holidays activities, trips, excursions, and tourism
Functions: Asking for and giving travel information, giving location of places,
            offering help, asking for clarification, describing places,
Structures: Modal verbs- can, may, could
            Requests with can, may, and could
            Requests with embedded questions as in the previous lesson
            Prepositions + locations
            E.g. Leegarden Plaza is on the corner of Sahehanosorn road opposite
                Novotel central

The language you may need
Can you suggest where I can find a hotel with a good view?
Do you know any place where I can find some cheap electrical goods?
What can I see on the top of Thang Kuan hill?
Do you arrange tours for tourists?
What activities I can do if I visit Songkla?
Do you have any information leaflets about interesting places in the South?
Can I hire a tour guide?
What's this place called?   How far is it from here?

Roles: A: an official working at Hatyai Tourism Authority
B: a tourist from Taiwan   C: a tourist form Australia

Role-play

B: wants to know some tourist attractions in and around Hatyai. He decides to go to Hatyai Tourism Authority office and gets information.

C: wants to visits two or three places in Hatyai because he is on his/her way to Penang and he/she is going to stay only two days in Hatyai.

A: should provide the tourists with information concerning the places of interest in and around Hatyai. He/she should mention why a place is worth visiting, its historic and cultural importance, things to be seen at the place, accessibility, the cost and accommodation, the time will take to get there from Hatyai, items to be taken with him/her, entrance fee and so on. Furthermore, the official should answer any questions which may be asked by the tourists and use tourist brochures, maps, leaflets or any other materials in his explanation (Detailed maps of Hatyai and Songkla, and brochures will be provided to the students).

(Retrieved March 16, 2010, from www.songkhalaacquarium.com)

พระพุทธมงคลมหาราช เป็นพระพุทธรูปปางห้ามญาติองค์ใหญ่ที่สุดในภาคใต้ หล่อด้วยทองเหลืองบริสุทธิ์ ขนาดองค์พระมีความสูง ๑๙.๙๐ เมตร ความสูงรวมฐาน ๒๕ เมตร น้ำหนัก ๒๐๐ ตัน เนื่องในวโรกาสพระราชพิธีมหามงคลเฉลิมพระชนมพรรษา ๖ รอบ ๕ ธันวาคม ๒๕๔๒ (๗๒พรรษา) และพระบาทสมเด็จพระเจ้าอยู่หัว ทรงพระกรุณาโปรดเกล้าฯ พระราชทานพระนามพระพุทธรูป ว่า "พระพุทธมงคลมหาราช" และมีพระบรมราชานุญาตให้ ใช้ตราสัญลักษณ์งานพระราชพิธีมหามงคลเฉลิมพระชนมพรรษา ๖ รอบ ๕ ธันวาคม ๒๕๔๒ ประดิษฐาน ณ ฐานพระพุทธมงคลมหาราช

Phara Buddha Mongkol Maharaj seems to be the biggestBuddha statue of "Bpang Haam Yaat" ปางห้ามญาติ (Buddha staute in the posture of persuading relatives not to quareel) in southern Thailand with the height of 19.90 meters (25 meters hight including its base) and 200 tons in weight which was established on the occasion of His Majesty King Bhumibhol's 6th Cycle Birthday Celebration in 1999 with permission to have the emblem of the event attached on the basement of the Buddha statue and was bestowed the name "Phra Buddha Mongkol Maharaj".

(Extracted from the tourist brochure published by the tourism authority of Thailand, Hatyai office, 1/1, Thanon Nipatuthit 3, Soi 2, Hatyai, Songkla 90110)

H HOTELS รายชื่อโรงแรม

Name	ชื่อ	Phone
Amarin Hotel	อัมรินทร์	0 7424 4012
Ambassador Hotel	แอมบาสซาเดอร์	0 7423 4411-7
Asian Hotel	เอเชียน	0 7435 3400-14
B.P. Grand Suite Hotel	บี พี แกรนด์สวีท	0 7435 4520-7
B.P. Grand Tower Hotel	บี พี แกรนด์ทาวเวอร์	0 7435 5655-62
Century Hotel	เซนจูรี่	0 7442 4100
Cholatarn Hotel	ชลธาร	0 7435 4580-6
City Park Hotel	ซิตี้ ปาร์ค	0 7434 5491-5
Crystal Hatyai	คริสตัลหาดใหญ่	0 7420 9500
Daiichi Hotel	ไดอิชิ	0 7423 0730
Diamond Plaza Hotel	ไดมอนด์พลาซ่า	0 7423 0130-41
Dusit Hotel	ดุสิต	0 7423 2141

มหาเจดีย์ไตรภพไตรมงคล ณ ควนเจดีย์เขาคอหงส์ หมู่ 8 บ้านในไร่ ถ.ปุณณกัณฑ์ ต.คอหงส์ อ.หาดใหญ่ จ.สงขลา สร้างขึ้นเพื่อใช้เป็นสถานที่ประกอบกิจกรรมทางศาสนา ศึกษาและปฏิบัติธรรมตามคำสอนของพระสัมมาสัมพุทธเจ้า ส่งเสริมเผยแพร่ให้พุทธบริษัท ได้เห็นความสำคัญของหลักธรรม และนำไปเป็นแนวทางการปฏิบัติ เพื่อให้เกิดสันติสุขในชุมชน มีจุดเด่นตรงเจดีย์ซึ่งทำมาจากสเตนเลสทั้งองค์และพระพุทธรูปปางประจำวันเดือนปีเกิด

Maha Chedi Traiphop Traimongkol (Chedi of 3 Worlds 3 Auspiciousnesses) is located at Moo 8 of Ban Nai Rai on Punnakan Road in Tambon Khor Hong of Amphur Hatyai. The temple was established for religious functions and to promote Buddhism doctrines. The most distinguished landmark is its stainless chedi where Buddha statues in many positions following to date of birth are located in.

(Extracted from the tourist brochure published by the tourism authority of Thailand, Hatyai office, 1/1, Thanon Nipatuthit 3, Soi 2, Hatyai, Songkla 90110)

12. I'd like to check in, please

(Photo by Thofun Choosuwan from the Faculty of Management Science, PSU)

Topics: Holiday activities, guests, use of internet, accommodation, and tours
Functions: Receiving guests, reserving a hotel room, inquiring about facilities in a
                hotel,
Structures: Simple present, Wh-questions, conditionals, relative pronouns, requests
                with can/may/could, future expressions with will

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The language you may need

We'd like to book a room.
How much do you charge per night? How much are your rooms per night?
What facilities do they have?
Is breakfast included?
What time do you open your restaurant?
How long will you be staying?

Roles: A: you   B: your friend   C: your guest   D: a receptionist in a hotel

Role-play:
Imagine your guest who lives in Singapore has sent you the email below saying that he/she will visit your city next Friday.

A message from Lu Sang

FROM: Sarath Wickramarathna +

TO: mailwita@yahoo.com

Dear Tarn,

I arrive at Hatyai airport around 7.30pm on Friday this week by flight no SQ 495. Could you please fetch me?

Regards,
Lu Sang

(Author's picture)

A: You have decided to go the airport with one of your friends to welcome your guest. First, call your friend and ask him/her if he/she could come with you to go the airport on Friday evening. Tell him/her the reason you need to go there.

B: Your friend is calling you to ask if you could go with him/her to the airport on Friday evening. Agree to go with him/her.

A&B: Now both of you are at the airport and you see your guest coming through the arrival gate. Call him/her by his/her name and welcome him/her. (Handshake is appropriate) and introduce your friend to your guest.

Next, take him/her to a hotel in Hatyai.
Now one of you should reserve a room for your guest.

D: You are a receptionist in the hotel. A customer wants to book a room in your hotel. Give him information about the prices and facilities in your hotel rooms. Finish the transaction.

A&B: You leave the hotel wishing your guest to enjoy the time and promising to return the next day morning to take him/her to Samila beach in Songkla.

C: The guest should thank his/her friends for all that they have done for him/her and bid them goodbye.
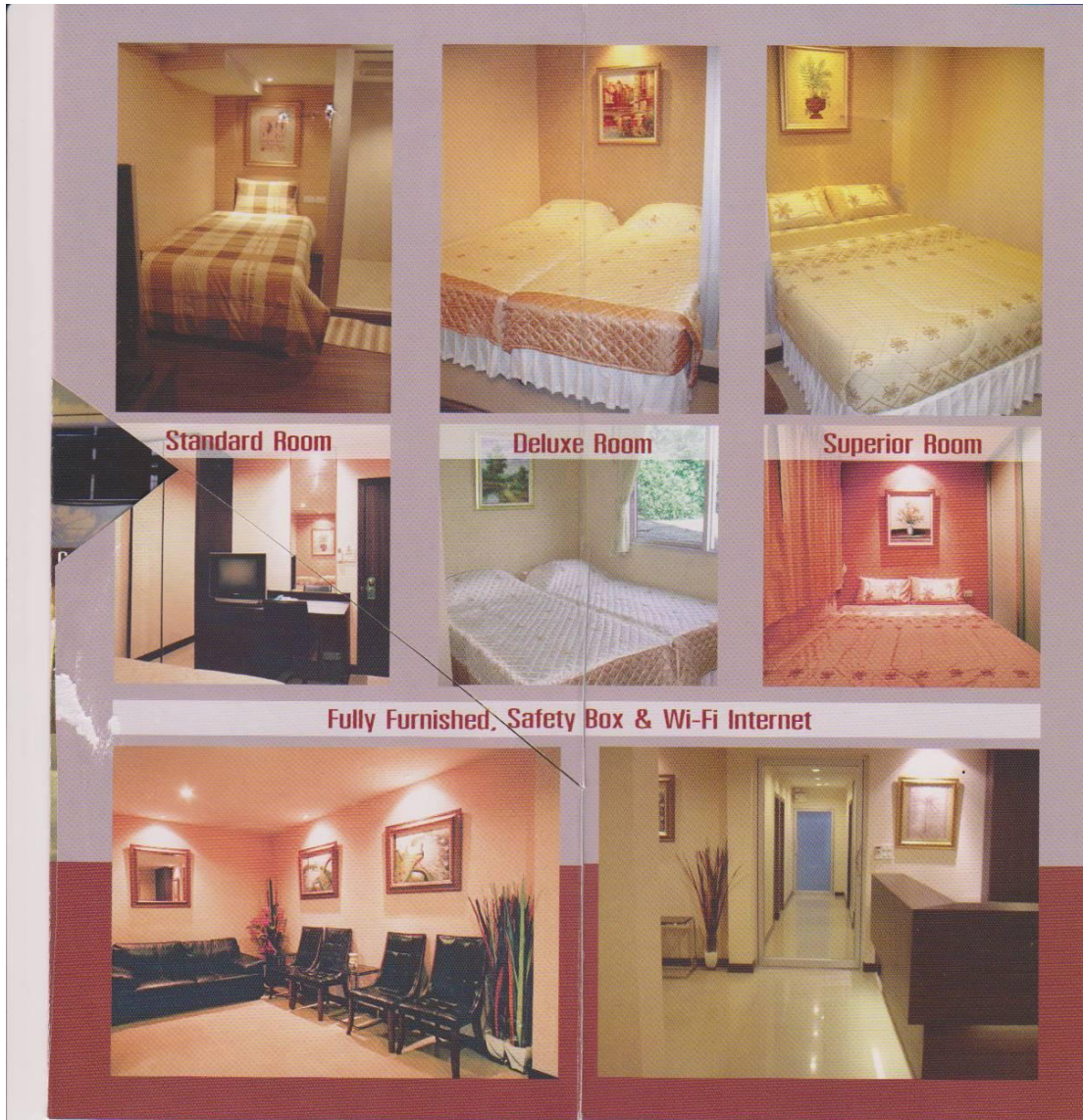
(Extracted March 10, 2010, from a brochure published by Lilla Hotel, Bangkok)

Thai Traditional Massage

Coffee shop

Wi-Fi Internet

Welcome to Lilla Hotel.

Our hotel is located in a very convenient area of Sukhumvit Road, approximately 30 minutes from Suvarnabhumi Airport, and it is just a minute walk from Phrakhanong BTS Sky Train which connects you to all the major points of interest in Bangkok, such as Chatuchak Weekend Market, Shopping Centers (e.g. Emporium, Siam Paragon, Central World, Central Chidlom, and MBK), as well as the Jim Thompson Museum.

The hotel offers 23 fully-furnished luxury guest rooms with warm Thai hospitality from our staff for your enjoyable stay in Thailand.

ยินดีต้อนรับสู่โรงแรมลิลล่า

โรงแรมลิลล่าตั้งอยู่ในทำเลที่ สะดวก ที่สุด ติดกับสถานีรถไฟฟ้าพระโขนง ซึ่งจะ ช่วยให้ท่านเดินทางไปยัง แหล่งท่องเที่ยว และช็อปปิ้งต่าง ๆ เช่น ตลาดนัดจตุจักร, ห้างดิเอ็มโพเรี่ยม, สยามพารากอน, เซ็นทรัลชิดลม, มาบุญครอง, และอื่น ๆ อีกมากมาย ได้อย่างง่ายดายและรวดเร็ว

โรงแรมของเรามีห้องพักสวยหรู ตกแต่งครบครันไว้บริการท่าน ถึง 23 ห้อง และการบริการต้อนรับ ด้วยรอยยิ้ม อย่างอบอุ่นจากพนักงานทุกคน

(Extracted March 10, 2010, from a brochure published by Lilla Hotel, Bangkok)

13. Which airline would you prefer to travel?

(Photo by Thofun Choosuwan from the Faculty of Management Science, PSU)

Topics: Travel, public transport, Airline time tables, banking matters, relatives, and illnesses

Functions: Asking for and giving travel information, reserving a seat in a flight, asking for a withdrawal of money, and reporting what people say

Structures: I would like to…, Wh/ Yes-No questions, simple present, future expressions with will/going to

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The language you may need

I would like to book a seat.
I would like to make a seat reservation.
What airline would you like to travel?
Do you have a morning flight?
Do you prefer an isle or a window seat?
Can I pay by credit card?
How long is the flight to Bangkok?
What time does it leave Hatyai?
How about baggage allowance?

Roles: A: you   B: a bank clerk (teller)   C: a ticketing agent   D: your relative
        E: your mother/father
Role-play:

A: You want to travel to Bangkok tomorrow morning for an urgent business matter and you need to be there by 11 o'clock in the morning and travel back to Hatyai in the same day evening.

Before you go to the airline office, you decide to withdraw some money from the bank. Therefore, first go to the bank.
B: You are a bank clerk and a customer has come to your counter so attend to his/her requirement.
(Greet the customer and ask if you could help him/her)
(Conduct your conversation as brief as possible with the bank clerk)

A: Next go to an airline office. Now you are at a travel agency. Ask for flight information and do the booking.

C: You work at a travel agency. A passenger wants to book a seat in a flight to travel to Bangkok from Hatyai. Give him/her relevant information. First greet him/her and attend to his/her requirement.
Close the transaction.
You can use the timetables given below

Outbound: Bangkok-Hat Yai Thu, June 07		HOT DEAL	SAVER	SAVER PLUS	FLEX SAVER	FLEX SAVER PLUS	FULL FLEX
06:05 Bangkok (BKK) 07:35 Hat Yai (HDY)	Thai Airways Intl(TG231) 1:30 0 stop(s) e Flight details	฿3,165.00	฿3,405.00	฿3,650.00	฿3,890.00	฿4,135.00	฿5,255.00
10:05 Bangkok (BKK) 11:35 Hat Yai (HDY)	Thai Airways Intl(TG233) 1:30 0 stop(s) e Flight details	฿3,165.00	฿3,405.00	฿3,650.00	฿3,890.00	฿4,135.00	฿5,255.00
13:25 Bangkok (BKK) 14:50 Hat Yai (HDY)	Thai Airways Intl(TG235) 1:25 0 stop(s) e Flight details	฿3,165.00	฿3,405.00	฿3,650.00	฿3,890.00	฿4,135.00	฿5,255.00
18:05 Bangkok (BKK) 19:30 Hat Yai (HDY)	Thai Airways Intl(TG237) 1:25 0 stop(s) e Flight details	฿3,165.00	฿3,405.00	฿3,650.00	฿3,890.00	฿4,135.00	฿5,255.00

Return: Hat Yai - Bangkok Sat, June 09		HOT DEAL	SAVER	SAVER PLUS	FLEX SAVER	FLEX SAVER PLUS	FULL FLEX
08:15 Hat Yai (HDY) 09:40 Bangkok (BKK)	Thai Airways Intl(TG232) 1:25 0 stop(s) e Flight details	฿3,165.00	฿3,405.00	฿3,650.00	฿3,890.00	฿4,135.00	฿5,255.00
12:15 Hat Yai (HDY) 13:40 Bangkok (BKK)	Thai Airways Intl(TG234) 1:25 0 stop(s) e Flight details	฿3,165.00	฿3,405.00	฿3,650.00	฿3,890.00	฿4,135.00	฿5,255.00
15:35 Hat Yai (HDY) 17:00 Bangkok (BKK)	Thai Airways Intl(TG236) 1:25 0 stop(s) e Flight details	฿3,165.00	฿3,405.00	฿3,650.00	฿3,890.00	฿4,135.00	฿5,255.00
20:15 Hat Yai (HDY) 21:40 Bangkok (BKK)	Thai Airways Intl(TG238) 1:25 0 stop(s) e Flight details	฿3,165.00	฿3,405.00	฿3,650.00	฿3,890.00	฿4,135.00	฿5,255.00

(Retrieved April 7, 2010, from http://www.thaiairways.com/homepage/en/home.htm)

(Retrieved March 3, 2010, from http://www.airasia.com/th/en/home.html)

Flight Schedule

Flight	Depart	Arrive
	Bangkok (BKK) -	**Hat Yai (HDY)**
FD 3131	06:30	08:05
FD 3133	10:25	11:50
FD 3133	10:25	11:50
FD 3133	10:25	11:50
FD 3135	12:10	13:30
	Hat Yai (HDY) -	**Bangkok (BKK)**
FD 3132	08:35	10:00
FD 3134	12:30	13:55
FD 3134	12:30	13:55
FD 3134	12:30	13:55
FD 3136	14:00	15:25

Bangkok (BKK) - Singapore (SIN)

FD 3501	07:05	10:25
FD 3503	10:40	14:05
FD 3507	13:10	16:40

Singapore (SIN) - Bangkok (BKK)

FD 3502	10:55	12:15
FD 3504	14:40	16:05
FD 3506	20:40	22:05

Phuket (HKT) - Bali (DPS)

FD 3943	11:40	14:10
FD 3943	11:40	14:10

Bali (DPS) - Phuket (HKT)

FD 3942	06:30	11:10
FD 3942	06:30	11:10

(Retrieved March 3, 2010, from http://www.airasia.com/iwov-resources/my/common/pdf/AirAsia/flightschedule/ThaiFlightScheduleReport.pdf)

A&D: You have finished your seat reservation and now you are on your way back to the car park. On the way, you meet one of your relatives, who lives in another province. He/she tells you that his mother has been hospitalized.

A: You should ask some information about the patient and other relevant information and Tell him/her that you will visit her the next day.

A: When you are about to get into your car, you receive a call. It is from your mother/father/ or brother. He/she asks you where you are now and what you are doing. Tell them what you are doing and what your relative told you.

E: You are the mother/ father and give your son/daughter who went to the city to book a seat in a flight a call to see what he/she is doing. Then you get to know that one of your close relations has been admitted to the hospital. Ask your son/daughter to come soon.

(Author's document)

14. Would you like to see a movie?

(Photo by Thofun Choosuwan from the Faculty of Management Science, PSU)

Topics: Talking on the phone**,** getting information over the phone, inviting someone over the phone,

Functions: Asking to speak to someone, offering help, conveying messages, calling for information, leaving a message, asking for additional information

Structures: Requests with could, use of will for offer

The language you may need

Could I speak to Mai, please?
I'm sorry. She is out now.
What do you want me to do?
Would you like to leave a message with me?
When will she be at home?

Roles: A: You   B: Your friend's mother   C: Your friend (Mai/Pat)
Role-play
Imagine you want to see a movie with your friend. Today he/she is absent so call him/her to see why he/she is absent.

A: Calls B. But B's mother answers your call. Identify yourself and ask about your friend.
B: You are mother of C and one of C's friends calls you and asks about C. Tell A that he/she is not at home because he/she has gone to Satun to see his/her grandparents.
A: Ask when C will return home.
B: Tell A when C will be back home and ask if A has any message to leave with you for C.
A: Ask B to tell C to call you back when C comes home.
B: Assure A that you will convey the message to C.
A: Thank and say "goodbye" to B.
B: Say "goodbye"
Later C comes home and a conversation takes places between B and C.
B: Ask about grandparents' condition first.
C: Tell B how they are and what they said.
B: Tell C that her friend, Mai/Joe called and left a message with you.
C: Asks what A told.
B: Tell the message (Call him/her back).

Next, your friend (C) calls you (A)

C: Calls you.
A: Answer your friend and tell him/her that you called him/ her but your friend was not at home and your phone was answered by your friend's mother.
C: Tell A why she went to Satun and when he/she came back home. C asks why A called her.
A: Tell your friend the reason and invite him/her to see a movie with you.
C: Accepts A's invitation and asks all information such as when, what time, the kind of a movie (fantasy, romantic, horror, comedy, action movie, mysteries, science-fiction), what cinema hall and how to go there.
A: Provides C with necessary information about the movie (A can use the movie guide below).
A: Greets C and ends the conversation.
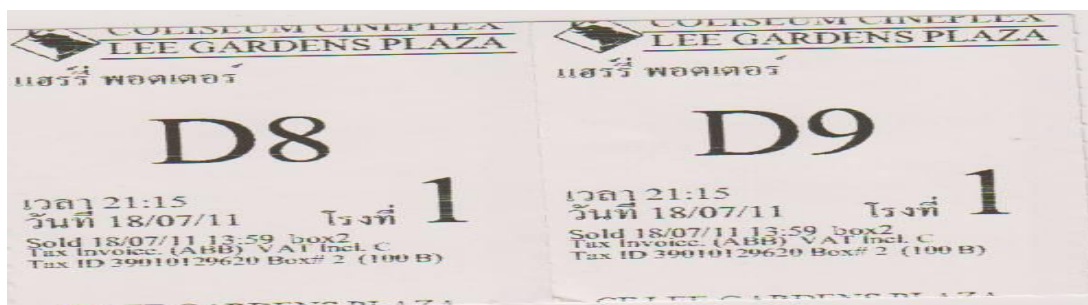
Cinema tickets issued at Lee Garden Plaza

Movies now showing at PARAGON CINEPLEX

Kungfu Panda
Animation
Romantic/Comedy

Jak Ka Ran
Action/Comedy

Scream 4
Horror

Nang Pee
Horror

Just Go with it
Romantic/Comedy

Love Julinsee
Comedy/Romantic

Rapunzel
Animation

Season of the witch
Action/Fantasy

Roommate
Drama/Thriller

King Naresuan 3
Epic/ Historical event

Battle: Los Angelese
Action/Science fiction
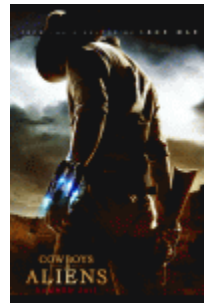
Cowboy Destination
Action/ Science fiction

Day	Show Time PARAGON CINEPLEX					
Everyday	AM	PM	PM	PM	PM	PM
Time	11.20	13.35	15.50	18.05	20.20	22.35

(Retrieved March 11, 2010, from http://www.majorcineplex.com/paragoncineplex/movie)

15. I'm sorry. He is in a meeting

(Photo by Pichnaree Kraikaew from the Faculty of Science, PSU)

Topics: Life events, funeral, conveying messages
Functions: Inquiring about people, taking down messages, asking to speak to
             someone, offering help, conveying messages, calling for information, leaving
             a message, asking for additional information
Structures: Requests with could, use of will for offer

The language you may need

Could I speak to Mr. Kritiporn, please?
I'm sorry. He is not in the office now.
What can I do for you?
Could I leave a message with you?
Please call him after 10 minutes.

**Roles: A: You   B: Your friend (Kritiporn)   C: An official in the Hatyai
                                                                                  Municipality office**

Role-play

You want to speak to your friend, Kritiporn because you want to tell him that Boonchai, a
relation of Kritiporn has passed way and you want to convey him the message below.

A: Calls at your friend's office.

B: You are an official at Hatyai Municipality office and you answer the phone.

A: Ask if you could speak to Kritiporn.

B: Reply that he is in a meeting now and ask the name of the caller.

A: Tell your name and ask if you could leave a message with him.

B: Tell A that he/she can leave a message with you for Kritiporn, ask the message.

A: Tell B the message, "Please tell him that Mr. Boonchai from Songkla has passed away.
Tell him to call me back as soon as he comes to the office".

B: (Writes down the message) Agrees to convey the message.

A: Thank the official.

16. I'm interested in taking a basic Chinese course

(Photo by Pichnaree Kraikaew from the Faculty of Science, PSU)

Topics: Education, language courses
Functions: Requesting information about language courses over the phone, providing
information
Structures: Requests with can, may, could, simple present tense, Wh/Yes-no
questions

The language you may need

Hello, good morning. This is Songkla Language School.
I'm interested in taking a dancing course.
How long is the course?
What days do you have classes?
How can I register for the course?
If there is a possibility for me to change the time?

Roles:
A: a first year PSU student   **B: a teacher at Confucius Institute- The faculty of**
                                                        Liberal Arts

A: You are interested in taking a basic Chinese course at Confucius Institute at the faculty of Liberal Arts during the summer so you need to know some information about it.

A: Call Confucius Institute at the Faculty of Liberal Arts.
B: Greet and tell the name of your place and ask if you can help the caller.
A: Identify yourself and tell your requirement.
B: Tell the types of courses that the institute conducts and asks which course A wants to study.
A: Tell the type of course you intend to study and ask the following;
    The duration of the course
    The days per week/ time
    Registration fee
    The registration procedure
B: Provide all information that A requests and any other information that B thinks is necessary (To visit the institute's website (tell the web address) and download the application, fill it with the applicant's information and submit it to the institute on line or personally).
A: Request B to send an application to your email address and give B your email address.
B: Agrees to send you an application.
A: Thank B.
B: Thank for A's enquiry.

Confucius Institute at Prince of Songkla University

Chinese for beginners- Summer Course
Apply now until 11 March, 2011
(Only 30 students will be enrolled for the summer course)
Teaching schedule: March 21 to 29th April
Day: Monday to Friday
Time: 9am to 11.30am
Duration of the course: 60 hours
Registration fee: 3,200 baht
To apply, please click here to download the application
For more information, please contact the institute at 074286674 or 6675.
Website: http://www.confucius.psu.ac.th
Email: info@confucius.psu.ac.th

(Retrieved March 11, 2010, from http://www.confucisu.psu.ac.th)

17. Why should we hire you?

(Retrieved March 12, 2010, from http://www.indiangovtjobs.co.in)

Topics: Employments, interviews, private and public sector
Functions: Inquiring about vacancies, introducing oneself, reserving a seat in train,
                giving information about a job vacancy, inviting for an interview, and
                describing education, qualifications and skills
Structures: Simple present, conditionals, relative pronouns (who/which)
                 simple past, requests with can/could/may, future expression using
                 will/going to

The language you may need

What date do you plan to travel?
Do you want one way or a return ticket?
Is this an express train?
Where does it start?
How long does it take to get to Bangkok?
What is your greatest weakness?
What is your greatest strength?
Describe a typical work week.
How many hours do you normally work?
How would you describe the place at which you work?
How do you handle stress and pressure?

What motivates you?
What are your salary expectations?
What do you find are the most difficult decisions to make?
Tell me about yourself.
What has been the greatest disappointment in your life?
What do people most often criticize about you?
Do you prefer to work independently or on a team?
What type of work environment do you prefer?
Describe a difficult work situation / project and how you overcame it.
Describe a time when your workload was heavy and how you handled it.
What interests you about this job?
What applicable attributes / experience do you have?
What can you do for this company?
Why should we hire you?

Following are job advertisements published in the www,jobjob.co.th website Read the advertisement.

The AFM Group

The AFM Group is based in Bangkok, and specializes in Breeding, Production and Distribution of Flower Seed and Floricultural Products. We are searching for a

Farm Manager

Duties: to plan and manage activities at our research and breeding station.

Requirements: Between 25-35 years of age, Advanced English language skills

Accounting & business administration background advantageous

Dynamic and stable, Ability to travel and work overseas within Asia

An interest in floriculture would be an advantage

Starting Salary 30000 Baht per month

Interested applicants should contact the AFM manager at his office

AFM Group, No. 234, Don Muang high way, Bangkok   TP No: 02387659

Basic qualifications: Education: Bachelor's degree
Experience: 2 years work experience as a manager

APPLY NOW   PRINT

(Retrieved March 3, 2010, from www.jobjob.co.th)

International Agriculture

AGRICULTURE FIELD OFFICER

International Agriculture Co. looking for

• 3 Agricultural trainees with Bachelor or Master's degree to work in the up country.

• Sales person with 4 years of experiences in agricultural products, age 25-45.

Applicants must be honest, hardworking and a team player. If interested, please contact HRM Manager for more information

Director
4th floor, Lake Rajada Office Complex
193/23 Rajadaphisek Rd., Bangkok

Basic Qualifications:

Job Type: Not Specified   **Contact person:** HRM manager
No. of Position: 3826   **Contact No:** 02372661
Salary: Monthly
Education: Bachelor's degree
Location: Thailand Bangkok

APPLY NOW   PRINT

(Retrieved March 3, 2010, from www.jobjob.co.th)

Imagine you have the required qualifications and experience for the posts advertised above.

**Roles: A: You   B: Human Resource Manager   C: Railway clerk
          D: Receptionist**

Role-play

A: First, you call the manager of the AFM Group or International Agriculture and enquire about the job vacancy you are interested in. Then, get information you may need.

B: You are the manager of Human Resources department of AFM group or International agriculture and your company has a vacancy for a farm manager/Agricultural trainee. An applicant calls you asking about your job vacancy. Provide him/her with all information he/she asks for.
- Tell him/her about your company briefly.
- Ask the applicant if he/she has the required qualifications/experience.
- Ask the applicant to come in for an interview.
- Tell him/her a date/time and where your company is located and how to reach there. (The AFM Group is located on Sukhumvit Road next to the Imperial Queen's Hotel opposite Benjarsiri Park. International Agriculture is located on Don Muang Airport highway behind Sukhumvit train station. See the map below).
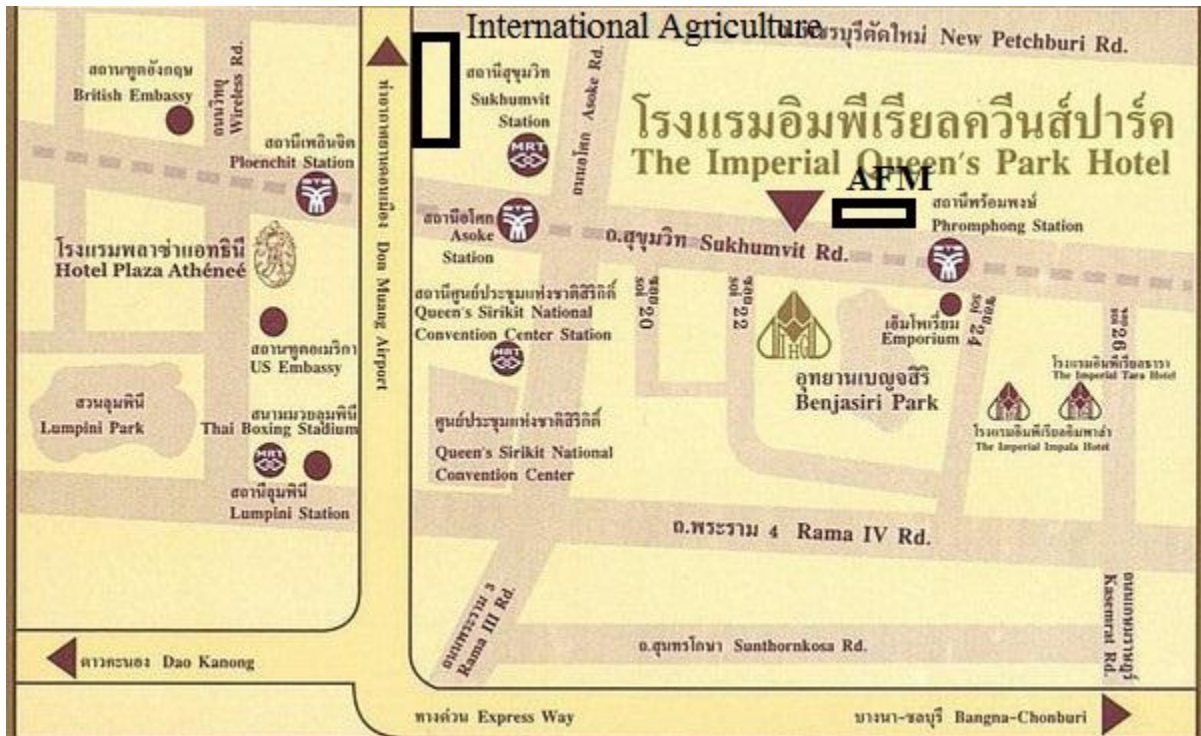
(Retrieved March 20, 2010. from http://mappery.com/Bangkok-Tourist-Map-3)

A: You plan to travel to Bangkok by train. Go to the station and reserve a seat.

C: You are the ticketing clerk and a passenger wants to book a seat in a train. Attend to his requirements.

Ask when he wants to travel.
Ask which class ticket he needs.

A: The passenger should ask about train times.
   Ask what kind of a train it is (regular or an express one).
   Ask where it starts from.
   Ask how much the train fare is and how long it takes to get to Bangkok.
   (Railway ticketing clerk can use the train timetable below)

6. Appearing for an interview

Go for the interview.
First, find the company's location with the help of the city map provided and go to the place.
Then, contact the receptionist and tell her your requirement.

D: Greet and welcome the applicant. Offer to help him/her with what he/she needs. (*She asks applicant's name/ if he/she has an appointment/the position he applies /the date and time of his/her appointment with the HRM manager*)

(*Receptionist makes the applicant sit and calls the HRM manager. She informs him about the applicant's interview*)
(*HRM manager replies the receptionist and asks the receptionist the direct the applicant to his/her office or to accompany him/her to his office*
Finally, the receptionist requests the applicant to follow her or directs him/her to HRM manager's office)

A: (***Enters the HRM manager's room and greets***)
Answer all questions the interviewer will ask.
Ask about the duty you are expected to do.
Ask about the facilities the company gives for employees.
Ask any other questions you want.

7. Now the applicant has come for the interview.

First welcome him/her and then interview him/her.
Start with some general questions such as name/where he/she comes from/ interests.
Ask about his/her education/where he/she graduated.
Ask about experience/ where he/she worked earlier/ why he/she left his/her previous job.
Ask about skills/ languages can speak/ computer skills.
Why he/she likes to work in your company.
Any other question you think is relevant.
Answer his/her questions too if he/she has.
Tell him/her about your decision or tell him/her that you will inform him/her later.
Thank the applicant for coming to the interview.
Conclude the interview.

A railway ticket issued by the state Railway of Thailand

Train Time Table - Southern Line

SOUTHERN LINE

FROM BANGKOK - BUTTERWORTH

STATIONS		SP EXP DRC 43 (2)	DRC 261 (3)	RAP 171 (2-3)	SP EXP 35 (1-2)	SP EXP 37 (1-2-3)	RAP 169 (2-3)	EXP 83 (1-2-3)	RAP 173 (2-3)	RAP 167 (2-3)	EXP 85 (1-2-3)	SP EXP DRC 39 (2)	SP EXP 41 (2)	ORD 257 (3)	ORD 259 (3)
Bangkok	dep	08.05	09.20	13.00	14.45	15.10	15.35	17.05	17.35	18.20	19.30	22.50	22.50	→	→
Thon Buri	arr	→	→	→	→	→	→	→	→	→	→	→	→	07.45	13.55
Nakhon Pathom	arr	09.17	10.37	14.42	16.08	16.39	17.17	18.29	19.09	19.51	20.54	00.03	00.03	08.53	14.54
Kanchanaburi	arr													10.25	16.19
River Kwae Bridge	arr													10.55	16.26
Nam Tok	arr													12.20	18.30
Rachaburi	arr	09.55	11.29	15.25	16.53	17.28	18.18	19.13	20.03	20.36	21.40	00.42	00.42		
Phetchaburi	arr	10.28	12.06	16.07		18.14	19.12	.	20.45	21.13	22.24	01.14	01.14		
Hua Hin	arr	11.11	13.00	17.10		18.21	20.11	20.43	21.37	22.02	23.19	02.08	02.08		
Prachuap Khiri Khan	arr	12.08		18.25		20.27	21.37	.	22.56	23.17	00.45	03.27	03.27		
Ban Krut	arr	12.47		.		22.27		.	23.56	00.32	04.18	04.18	04.18		
Chumphon	arr	14.19		21.01	21.47	23.22	00.36	01.10	02.29	03.05	03.47	05.47	05.47		
Lang Suan	arr	15.08		22.12		.	01.54	.	03.38	04.08	04.52	06.48	06.48		
Surat Thani	arr	16.30		00.03	00.40	01.53	03.18	04.02	05.14	05.43	06.27	08.11	08.11		
Thung Song Jn	arr			02.14	02.37	03.44	05.26	06.13	08.06	08.31	09.11				
Trang	arr							07.55	10.20		10.35		09.46		
Kantang	arr								11.05						
Nakhon Si Thammarat	arr													953 10.35	BW 14.50
Phatthalung	arr			04.06	04.40	05.34	07.11							11.08	
Hat Yai Jn.	arr	05.36	06.27	07.13	09.07		09.25	11.20	11.25					12.27	14.25
Yala	arr			08.42			10.45								
Sungai Kolok	arr			11.25										17.50	
Padang Besar	arr	08.50													21.30
Butterworth	arr	11.55													

FROM BUTTERWORTH - BANGKOK

STATION		RAP 174 (2-3)	EXP 168 (1-2-3)	SP EXP 954 (2)	SP EXP DRC 44	SP EXP DRC 42 (2)	RAP 86 (2-3)	RAP 170 (2-3)	EXP 84 (1-2-3)	RAP 172 (2-3)	SP EXP 38 (1-2)	SP EXP 36 (1-2-3)	DRC 262 (3)	SP EXP DRC 40 (2)	ORD 260 (3)	ORD 258 (3)
Butterworth	dep			06.34												
Padang Besar	dep															
Sungai Kolok	dep					14.55		12.10		11.30	14.20					
Yala	dep									13.18	16.06					
Hat Yai Jn.	dep			11.15		16.20	14.18			15.26	18.05	18.20				
Phatthalung	dep				SP	17.27	15.57			16.51	19.53	19.39				
Nakhon Si Thammarat	dep	13.00			15.10		15.00									
Kantang	dep		12.40													
Trang	dep		13.25						17.20							
Thung Song Jn	dep	14.20	15.10			18.49	16.16	17.49	19.02	19.16	21.32	21.10				
Surat Thani	dep	16.46	17.42			20.25	18.22	19.45	20.47	21.07	23.19	23.08		10.40		
Lang Suan	dep	18.18	19.21			21.33	19.44	21.13		22.39	.	.		11.52		
Chumphon	dep	19.24	20.32			22.31	20.44	22.20	23.24	23.53	02.32	01.57		12.46		
Ban Krut	dep	21.21				.					.	.		14.24		
Prachuap Khiri Khan	dep	22.30	23.27			00.47	00.04	01.40		02.49	05.06	.		15.04		
Hua Hin	dep	00.13	00.49			01.45	01.19	02.59	03.38	04.07	06.23	05.47	14.10	16.01		
Phetchaburi	dep	01.17	01.52			02.30	02.13	03.58		05.04	.	.	15.02	16.44		
Rachaburi	dep	02.09	02.38			03.06	02.57	04.47	05.22	05.56	08.02	07.24	15.47	17.32		
Nam Tok	dep														05.20	12.50
River Kwae Bridge	dep														07.12	14.36
Kanchanaburi	dep														07.19	14.44
Nakhon Pathom	arr	03.04	03.30			03.54	04.07	05.49	06.31	06.52	08.54	08.18	16.59	18.15	09.01	16.23
Thon Buri	arr	→	→			→	→	→	→	→	→	→	→	→	10.10	17.35
Bangkok	arr	04.45	05.15		05.40	05.40	06.05	08.05	08.25	08.45	10.30	09.55	18.45	19.45		

FARES:

STATIONS	1st CLASS SLEEPER AC	2nd CLASS SLEEPER UP	2nd CLASS SLEEPER LOW	2nd CLASS SLEEPER AC/UP	2nd CLASS SLEEPER AC/LOW	2nd CLASS SEAT AC	2nd CLASS SEAT FAN	3rd CLASS SEAT AC	3rd CLASS SEAT FAN
Hua Hin	922	352	402	522	622	382	292	294	234
Chumphom	1,134	440	490	680	770	480	380	342	272
Surat Thani	1,279	498	548	758	848	578	438	397	297
Hat Yai Jn	1,494	555	605	855	945	675	535	439	339
Butterworth	-	-	605	1,120	1,210	-	-	-	-

State Railway of Thailand / August 01, 2008

FARES:
* ORD 257/258,259/260
Thon Buri - Nam Tok — 100 Baht
Tha Kilen - Nam Tok — 50 Baht

NOTES:
ORD = ORDINARY TRAIN
DRC = DIESEL RAILCAR
RAP = RAPID TRAIN
EXP = EXPRESS TRAIN
SP EXP = SPECIAL EXPRESS TRAIN
SP EXP DRC = SPECIAL EXPRESS DIESEL RAILCAR

(Retrieved April 21, 2010, from http://www.railway.co.th/English/Time_PDF.asp)

SOUTHERN LINE

FROM BUTTERWORTH - BANGKOK

STATION		RAP 174	EXP 168	SP EXP 954	SP EXP DRC 42	RAP 86	RAP 170	EXP 84	RAP 172	SP EXP 36	SP EXP 38	DRC 262	SP EXP DRC 40	ORD 260	ORD 258
		2-3	1-2-3	2	2	2-3	2-3	1-2-3	2-3	1-2-3	1-2	3	2	3	3
Butterworth	dep			06.34						13.45					
Padang Besar	dep									17.15					
Sungai Kolok	dep								11.30		14.20				
Yala	dep				14.55		12.10		13.18		16.06				
Hat Yai Jn.	dep			11.15	16.20		14.18		15.26	18.20	18.05				
Phatthalung	dep				17.27		15.57		16.51	19.39	19.53				
Nakhon Si Thammarat	dep	13.00		SP		15.00									
Kantang	dep		12.40	EXP											
Trang	dep		13.25	DRC				17.20							
Thung Song Jn	dep	14.20	15.10	44	18.49	16.16	17.49	19.02	19.16	21.10	21.32				
Surat Thani	dep	16.46	17.42	20.25	20.25	18.22	19.45	20.47	21.07	23.08	23.19		10.40		
Lang Suan	dep	18.18	19.21	21.33	21.33	19.44	21.13	.	22.39	.	.		11.52		
Chumphon	dep	19.24	20.32	22.31	22.31	20.44	22.20	23.24	23.53	01.57	02.32		12.46		
Ban Krut	dep	21.21	.	.	.	.	.	.	.	.	.		14.24		
Prachuap Khiri Khan	dep	22.30	23.27	00.47	00.47	00.04	01.40	.	02.49	.	05.06		15.04		
Hua Hin	dep	00.13	00.49	01.45	01.45	01.19	02.59	03.38	04.07	05.47	06.23	14.10	16.01		
Phetchaburi	dep	01.17	01.52	02.30	02.30	02.13	03.58	.	05.04	.	.	15.02	16.44		
Rachaburi	dep	02.09	02.38	03.06	03.06	02.57	04.47	05.22	05.56	07.24	08.02	15.47	17.32		
Nam Tok	dep													05.20	12.50
River Kwae Bridge	dep													07.12	14.36
Kanchanaburi	dep													07.19	14.44
Nakhon Pathom	arr	03.04	03.30	03.54	03.54	04.07	05.49	06.31	06.52	08.18	08.54	16.59	18.15	09.01	16.23
Thon Buri	arr													10.10	17.35
Bangkok	arr	04.45	05.15	05.40	05.40	06.05	08.05	08.25	08.45	09.55	10.30	18.45	19.45		

(Left edge of the page is cropped, showing partial columns for two additional ORD trains ...57 / 259, class 3, with times: Padang Besar 7.45 / 13.55, Sungai Kolok .53 / 14.54, Yala .25 / 16.19, Hat Yai Jn. .55 / 16.26, Phatthalung 2.20 / 18.30.)

STATIONS	1st CLASS SLEEPER AC	2nd CLASS SLEEPER				2nd CLASS SEAT		3rd CLASS SEAT	
		UP	LOW	AC/ UP	AC/ LOW	AC	FAN	AC	FAN
...Hin	922	352	402	522	622	382	292	294	234
...thom	1,134	440	490	680	770	480	380	342	272
...Thani	1,279	498	548	758	848	578	438	397	297
...ai Jn	1,494	555	605	855	945	675	535	439	339
...worth	-	-	-	1,120	1,210	-	-	-	-

State Railway of Thailand / August 01, 2008

(Retrieved April 21, 2010, from http://www.railway.co.th/English/Time_PDF.asp)

18. Your TV is too loud

(Photo by Thofun Choosuwan from the Faculty of Management Science, PSU)

Topics: Public and private issues, solutions and consequences
Functions: Identifying a problem, asking for and giving advice, describing
consequences
Structures: Modal verbs- can, would, should, conditionals, Why don't……?

The language you may need

Can I talk to you about a personal matter?
Why is your TV very loud?
Can you turn down the volume to a low level?
It is no good to listen to loud noise.
It really is a disturbance to me/our neighbors/my studies.
Why don't you try to read a book instead?
I hope you can understand now.
You should try to read a book.

Roles: A, B and C (university students)

Role-play
A, B, and C are university students at Prince of Songkla University who stay at Greenway apartment close to the university. A and B stay together in one room while C stays in the adjoining room. A and B are engineering students while C studies at the Faculty of Liberal Arts. His/her major is Community Studies. C often goes out at night and comes to the room very late. He/she then starts watching TV with the TV turned to a high volume and it disturbs A and B. One day, A and B decide to talk to C and tell him/her about this problem.

A and B go to the door of C's room and knock on the door.

C: Opens the door.

A&B: Tell that they want to talk to C.

C: Asks about what?

A&B: Tells C that they are preparing for the semester end final exam and it is hard to concentrate on their studies as C' TV is very noisy at night.

C: Says that he/she does not know it is very noisy and apologizes to A and B.

B: Explains that C also should pay attention to his/her studies rather than watch TV, which is a waste of time.

C: Accepts B's advice and agrees to do so hereafter.

A: Tells that their parents spend so much money for their education so that they should study well.

C: Agrees with A and C says that his last semester examination scores for all subjects were low because he didn't do well in the exam.

B: Points out the reason how it happens.

C: Accepts both A and B's ideas and promise not to disturb them again and to concentrate on his/her studies well.

A&B: Thanks C for accepting their advice and leave.

C: Determines not to go out at night and watch TV a lot but to work hard and get good scores for all his subjects at every exam until he graduates.

19. I want to lodge a complaint

(Photo by Thofun Choosuwan from the Faculty of Management Science, PSU)

Topics: Loss of items, robberies, thefts, and law and order
Functions: Lodging complaints about lost items, talking about emotional feelings, describing an incident, giving warnings, giving reasons, cancelling appointments, making inquiries, expressing degrees of certainty and doubts
Structures: Simple past, simple present, conditionals, should have + past participle

The language you may need

I want to complain about a robbery/theft/ a murder/shooting/death of a person/ an arrest of a person by the police/violation of human   rights/rape…..etc.
I'd like to lodge a complaint.
I lost my camera/motor bicycle.
Someone has stolen my camera.
It costs 7000baht.
I forgot to lock my bicycle.
How did it happen?
I was robbed last night.
Someone hit me with a stick/club/iron bar.
Our neighbor stabbed me/my brother.
A hand bomb was thrown at me by a gang of protesters.
I was shot.
Do you suspect anyone?
Can you identify the person?
How was he dressed?
They showed me a knife.
They pointed a revolver at me.
They were blindfolded.
I could not recognize anyone.
A man was shot dead.
A man was hacked to death.

Roles: A: You   B: a police officer   C: your friend   D: your mother/father   E: your girl/boy friend
Role-play:

A: Today is Sunday and you want to go to the market to buy your weekly groceries. You go to the market on your motor bicycle and park it by the side of the road. Then, you go into the market and do some shopping. After shopping, you come out of the market and walk to the place where you parked your motor bicycle. To your shock, you find that your bicycle is not there so you search for it around the market but you can't find it. Now you realize that you forgot to lock it and someone must have stolen it.

A: Call your friend and inform him/.her about it/ask him/her to come to the place where you are now on his motor bicycle because you want to go the police to lodge a complaint.

C: Your friend calls you and informs you that his motor bicycle has been lost. Ask some information about the incident and tell him/her that you are coming soon.

C&A: Your friend comes in his motor bicycle and you tell him what has happened. Next, both of you should go to the police station to lodge a complaint. First, go to the reception counter and tell the officer what has happened.

A&C: You are the police officer on duty at this time. A person has come to your counter.
   Inquire his requirement and attend to it.
   Ask about the incident before you take it down.
   Ask as many questions as you can.
   Where did you park your bicycle?
   Did you lock it?
   Did you search everywhere?
   Did you ask people who happened to be there at that time?
   Did you suspect anyone?

6. When you get home

You should tell your mother/father/brother/sister what has happened. You are the mother/father/sister or brother. Now listen to what your son/daughter/brother/sister tells you and be ready to ask some questions about it and what he/she had already done.

A: Now you remember you promised your girl/boyfriend that you would go and see a movie with her/him today afternoon. Call her/him and tell her/him what has happened and cancel the appointment.

E: You are the girl/boyfriend of the above. She/he promised that she/he would go and see a movie together today afternoon. She/he is now speaking on the phone and wants to cancel the appointment.

(Retrieved May 29, 2010, from http://www.google.co.th/search?q=hatyai+police+station&hl)

Public Safety Advisory

Crime prevention tips to reduce your risk of becoming a robbery victim

- Use all of your senses to be aware of your surroundings at all times. Pay close attention to suspicious activities and persons. Carry yourself with confidence and alertness.
- Avoid using headphones, cell phones, and i-Pods which limits your ability to be aware of what's going on around you. Also, **thieves target these items to steal**.
- Try to travel with someone, or travel when there are other people around.
- Walk in well lit areas and avoid dark alleys, shortcuts and deserted areas.
- Remain alert before entering and exiting your vehicle and home.
- Park your vehicle in a well-lit area with plenty of walking traffic.
- Using Public Transportation:
    - Try to wait at bus stops or BART stations that are well lit and populated;
    - Find out ahead of time when the next bus arrives so your wait time is limited;
    - Do not use headphones, cell phones or i-Pods while waiting;
    - Pay attention to those who exit the bus/train with you; also pay attention to those waiting at the stop as you exit.
- Limit your valuables that you carry – such as cash, identification, and credit cards; keep them in separate areas in your purse or clothing. In the event you are a victim, your identification will remain with you if your purse or wallet is taken.
- A handbag or purse with a strap should not be worn across the body. It should be carried under the arm and released if grabbed. This will prevent you from being pulled to the ground.
- Remember to trust your instincts; if you feel uncomfortable or threatened, seek help immediately. Use a noise device such as a whistle to call attention to yourself.
- If you suspect suspicious persons or activities, do any of the following: change your walking direction; do not get off the bus/train; go into a public place; seek help; call 9-1-1.
- Try to remember the suspect's description. Look to see if a vehicle is involved and concentrate on obtaining the license plate of the vehicle.

Remember:

- If you are robbed, try to stay calm and cooperate. Call 9-1-1 afterwards on land line or on your cell phone.
- 9-1-1 for Emergencies; (415) 553-0123 for Non-Emergencies.
- If English is not your first language, inform the operator what language to speak.
- For more information on how you and your community can be safe, contact San Francisco SAFE, Inc. at (415) 673-SAFE or www.sfsafe.org

These crime prevention tips are being provided to you courtesy of the San Francisco Housing Authority.
ALWAYS BE SAFE!

(Retrieved May 29, 2010, from http://www.sf-police.org)

20. I want to withdraw some money

(Photo by Thofun Choosuwan from the Faculty of Management Science, PSU)

Topics: Operating simple machines, banking matters, money transaction
Functions: Introducing oneself, making small talk, giving instructions, asking for
          help, offering help, accepting an offer, inviting people for a drinks, talking
          about food and drinks, and ordering food and drinks
Structures: Simple present, sequence words, adverbs
          Verb + object + adverb

The language you may need

Excuse me, I don't know how to operate this machine.
What is this function?
How should I cancel this?
You should first insert your ATM card.
How much do you want to withdraw?
Don't forget to take your card out of the machine.
This machine is out of order.

Giving instructions/ commands
When we give instructions/commands, we can generally use the following structures.

Activity (Verb)	Thing (Object)	Manner (Adverb)
Open	the door	slowly
Read	this passage	carefully
Do	your work	neatly

When giving instructions/commands;

1. Join a verb with a suitable noun.
   E.g. Repair this car.
2. Join a verb with a suitable adverb.
   E.g. Walk quickly.
3. Join a verb with a noun or pronoun and a suitable adverb.
   E.g. Telephone the police immediately.

Order or sequence is important in instructions
   A. We can use sequence words as follows
      How to open a door?
      First, insert the key in the keyhole.
      Then, turn the key.
      Now, open the door.

Study the following sequence words		
First	Secondly	Eventually
Firstly	Subsequently	Finally
First of all	Next	Last of all
To begin with	After that	
	Then	
At the same time		
Simultaneously		

What do the following signs tell us?

Tell the following warnings using modal or other verbs to give the idea of prohibition.

NO SMOKING   NO ENTRY   NO SHOES   NO FIRE   NO SHOOTING

NO PETS   NO FOOD OR DRINKS   NO FISHING   DON'T FEED ANIMALS

NO MOBILE PHONES   DON'T THROW GARBAGE HERE

Role-play

Roles: A: a tourist   B: a local resident   C: a waiter/ess   D: a guide
Procedure:

A: Suppose you are a tourist who has just arrived in Hatyai and you want to withdraw some money from an ATM machine using your international credit card. Now you are at an ATM machine but you don't know how to operate it because the instructions are in Thai. So you approach a local who happens to be there at that time and ask for help.

B: You are a local resident in Hatyai and a tourist needs your help. First, introduce yourselves to each other and then give him instructions on how to withdraw money from the ATM machine step by step. You need to use the sequence words you have studied previously.

Once the tourist takes the money, he/she invites you to have a snack with him/her. You accept his/her invitation and take the foreigner to a nearby restaurant in the city.

C: (At the restaurant) ask you what you would like to eat and drink. You both tell the waiter what you would like to eat and drink. (The waiter can ask some more questions)
D: (While both of you are drinking) approach the foreigner and introduce himself/ herself and tell the foreigner that he could help the foreigner to find a good hotel or guest house.

A: Agree and pay the bill and say goodbye to the local and leave the restaurant with the guide

21. Let's make a vegetable salad

(Photo by Thofun Choosuwan from the Faculty of Management Science, PSU)

Topics: Holidays, food and drinks, recopies
Functions: Giving instructions, discussing needs and requirements, asking prices for
                food items, and describing simple processes
Structures: Infinitive verb, sequence adverbs, simple present tense, requests with
                 can/may/could

The language you may need

The language you may need at the vegetable market

I would like to buy two kilos of carrots/ I would like 2 kilos of oranges.
How about broccoli?
Anything else?
No, that's all, thank you.
How much is a kilo of onions?
How much is the total?

Do you have cucumbers?
Sorry, it is not available.

Recipe method

Cut the vegetables into small pieces.
Put the contents into a container.
Add salad cream and mix well.

1. Study the names of the vegetables and verbs given below.

(Retrieved March 7, 2010, form http://www.freedigitalphotos.net/images/Vegetables_g63)

To bake: to cook by dry heat in an oven or similar.
To boil: to cook something in very hot water.
To chop: to cut something into pieces.
To cook: to prepare food for eating by the use of heat.
To cut: to divide food with a sharp instrument.
To dice: to cut something into cubes.
To peel: to remove the skin/rind/outer covering of fruit/vegetables.
To prepare: to make food ready in advance of eating or cooking it.
To skin: to remove the outer covering from fruit/meat/fish etc.
To slice: to divide or cut something into slivers.
Add, mix, put, stir, serve.

Roles: A: you   B: your friend   C: vegetable seller   D: another friend (optional)

Role-play:

A: Imagine today as holiday and you want to make a vegetable salad with one of your friends. Your friend stays in No 12 dormitory which is quite far from yours in the campus. First, call him/her and share your idea and invite him/her to join you. As you need some vegetables for your salad, you need to buy them at the supermarket. Therefore, tell your friend that you will come and pick him/her up at his/her dormitory to go to the market in ten minutes on your motor cycle.

Next, you go to his/her dormitory and pick him/her up to go to the market.

A&B: Now you and your friend are at the supermarket. Talk and decide what vegetables you need to buy. Ask the prices of vegetables and buy.

C: You are a vegetable seller and you have to help the two customers who have come to buy vegetables at your shop. You finish the transaction.

A&B: Finally, you and your friend should then go to your dormitory and prepare the salad. If you like, you can invite another friend on the phone or only the two of you can enjoy the salad.

22. How can we help him?

(Photo by Pichnaree Kraikaew from the Faculty of Science, PSU)

Topics: Asking about other people, reacting to good and bad news,
Functions: Asking about other people, reacting to good and bad news, asking for more details, saying what someone should have done, interrupting and getting back to the story
Structures: Present perfect, simple past, past continuous, future with be+ going to, should+ perfect infinitive (should have done), adverbs of time and manner, strong adjectives

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Language you may need

What's the matter with him?
He should have been careful about his studies.
She shouldn't have borrowed money from her friend.
His friends should tell him the bad effects of heavy smoking and drinking.
Oh, I'm sorry to hear that.
How long has he been ill?
He is going to see a doctor tomorrow.
How is his condition now?
He is addicted to smoking.

Roles: A and B are female students from the Faculty of Law   C: another female student from the same faculty. (Students can substitute names they like when role-play is performed)

Role-play

A and B are having lunch at Rong Chang cafeteria and A sees C coming to the cafeteria but she is not in their group. A tells B about C who is heavily addicted to smoking and drinking.

A: Begin the conversation with "Have you heard about C's boyfriend?

B: Reply, "No, I don't know much about him. What's the matter with him?

A: Tell B that C's boyfriend has been hospitalized and has been diagnosed that he has a liver disease because he is addicted to smoking and drinking.

B: Exclaim and asks B why didn't care of his health.

A: Tell that C's boyfriend had borrowed some money from one of his friends but he had not returned it yet.

B: Suggest that C should have talked to him about his drinking and smoking.

A: Agree with B and A tells that his parents also should have taken care of him.

B: approve what A says.

A: Say that she feels sorry for C but she cannot do anything.

A&B: decide to visits C's boyfriend at the hospital the next day. They end the conversation.

23. Do you know what happened to Parker last night?

(Photo by Thofun Choosuwan from the Faculty of Management Science, PSU)

Topics: Robberies, social crimes, law and order, personal safety
Functions: Asking about other people, reacting to good and bad news, asking for more
details, saying what someone should have done or shouldn't have done
Structures: Simple present, simple past, past continuous,
Should/ shouldn't + perfect infinitive (should have done), adverbs of time and
manner

Roles: A: You   **B: Your friend**   **C: Parker, a foreigner working in a company in Hatyai**

Role-play

You are a student at PSU. You met Parker who is known to both of you this morning. He told you that he was robbed last night while he was going to his apartment.
(A and B are having lunch at Rongchang cafeteria)

A: Ask if B knows what happened to Parker last night.

B: Reply that she does not.

A: Tell B what Parker told A this morning (*Parker was robbed last night*).

B: Ask for more information such as
    What time it happened
    How it happened
    Where did he go/ what did he lose?
    Whether he informed the police

A: Answer B's questions.

B: Say what Parker should have done and shouldn't have done.

A: Agree with B.

A&B: Leave Rongchang.

24. Have you heard about Rusna?

(Photo by Thofun Choosuwan from the Faculty of Management Science, PSU)

Topics: Family events, life related functions, achievements, lives of famous people
Functions: Asking about other people, reacting to good and bad news, asking for
more details, talking about achievements of others
Structures: Present perfect with for and since, personality characteristic words,
simple present, simple past, past continuous, past perfect, used to +
be/study, joining words (when/while)

The language you may need

I haven't seen her for a long time.
She has received a scholarship to study in a foreign university.
He is very lucky.
I'm happy to hear that.
She is very diligent in her studies.
He is determined/energetic/extroverted/inquisitive/optimistic/outgoing/gentle.
He used to live in Patani when he was young.

Roles: A and B are Law students   **C: a friend of A and B**

Role-play

Students A and B study at the faculty of Law in PSU. Their friend C (Rusna) is a student at the faculty of Liberal Arts. She studies Languages for development and she has been offered a scholarship to study in a foreign university. A tells B the news of Rusna's scholarship.

A and B are at their dormitory.
A: Ask if B has heard about Rusna.
B: Reply that he/she hasn't met her for a long time.
A: Tell that Rusna has received a scholarship to study in a Chinese university.
B: Express her happiness over the news and B ask A for more information:
    When she will go to China
    How long she will study
    Her plan after graduation
A: Answer B's questions.
B: Talk about Rusna's good qualities such as her commitment to studies, how her
    parents help her although they cannot afford Rusna's expenses.
A: Agree with Band says that they also should work hard to achieve their educational
    goals.
B: Continue to talk and tells a story she has heard. It is about a poor boy/girl who
    could achieve great success in education although his/her family was poor.
A: Thank B for encouraging story and words. They finally go to bed.

25. Where did you go on your vacation last year?

Where did you go on your vacation last year?

Last year, I went to Phuket and had a wonderful time there. Pathong beach is the most beautiful in Phuket. I spent many hours there. ……

(Photo by Thofun Choosuwan from the Faculty of Management Science, PSU)

Topics: Past events**,** achievements, work, holiday activities, happy and sad memoirs
Functions: Talking about past events and completed actions, understanding and producing narratives
Structures: Simple past, past continuous, past perfect, and ability with could

The language you may need

I saw a movie yesterday.
I didn't see Abdulla yesterday.
Last year, I traveled to Japan with my family.
Last year, I didn't go to see my uncle in Bangkok.
Did you have dinner last night?
She washed her car by herself.
What did you do on Sunday?

1. Now, use the picture below to tell what Mr. Sampan did from the morning until late night. Use sequence words.
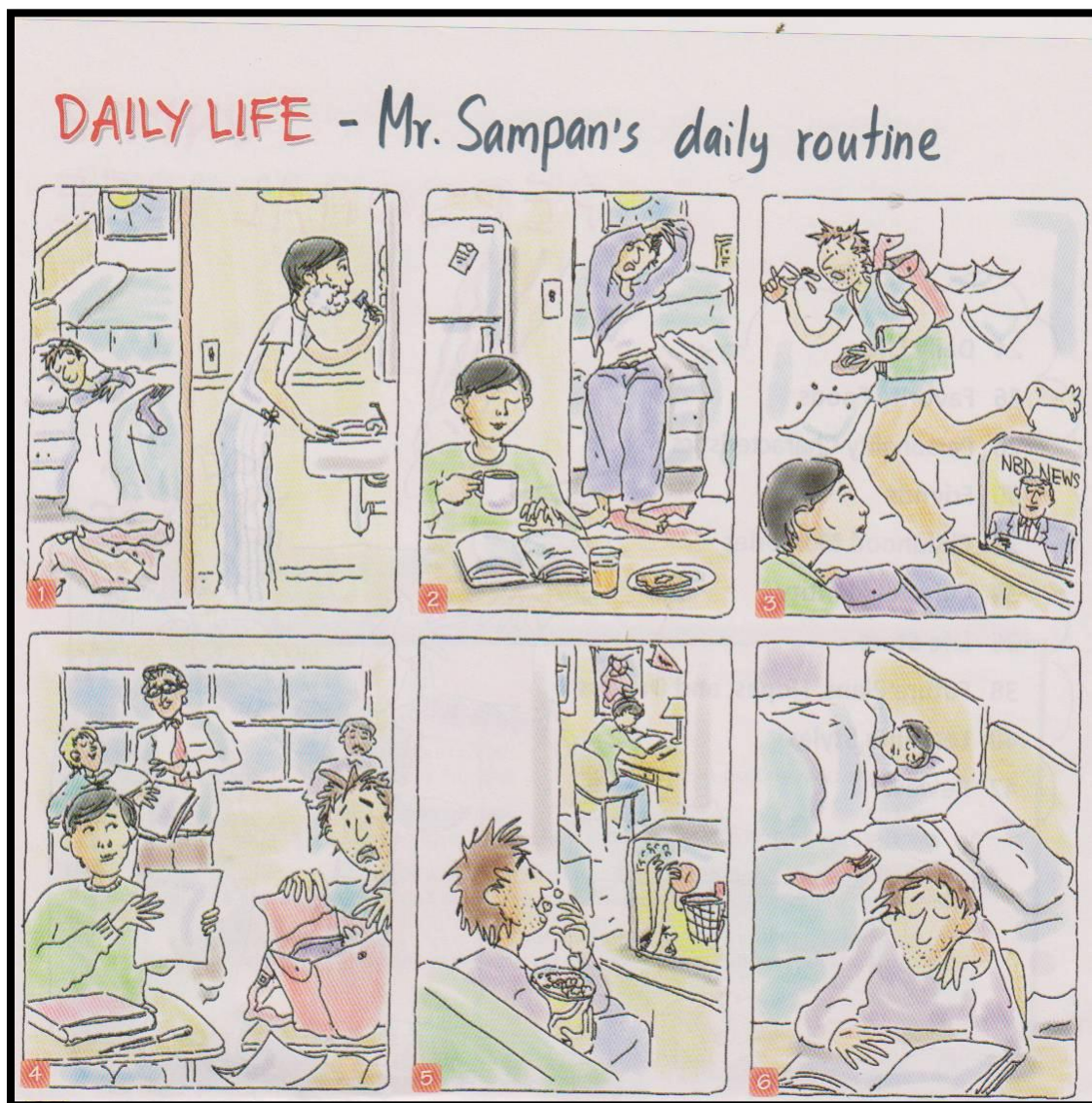
(Extracted from Kasloff & Fontinos, 1998, p. 24)

2. Write your yesterday's daily routine here.
   Begin like this, "I got up at 7 a.m. and then…………………………………………

…………………………………………………………………………………………..

…………………………………………………………………………………………..

…………………………………………………………………………………………..

…………………………………………………………………………………………..

3. Ask your partner what he did last weekend and report to the class.

4. Ask why your friend was absent from the class yesterday/ day before yesterday/ or last Monday.

5. Think about your last summer vacation (Where you went/ how you went/ when you went/ who you went with/ why you went there/ what you did there/ when you came back). Now talk about your past experiences.

6. Read the story below and try to remember it. Then narrate it in the way you remember. You do not need to produce the same story.

Yesterday I <u>saw</u> a cat. She was <u>running</u> in the street. She <u>had</u> a fish in her mouth. A dog <u>was running</u> after the cat. The dog <u>wanted</u> to <u>eat</u> the fish too. Then the cat <u>climbed</u> up a tree. The dog <u>stopped</u> under the tree. He could not <u>climb</u> the tree. At last the cat <u>ate</u> the fish.

1. Here is a list of things that your friend did yesterday and the times at which he/she did them.

Time	Place	Activity
1. 7.00 – 7.15	home	had breakfast
2. 9.15 -10.00	library	read the newspaper
3. 10.00 -11.00	home	watched TV
4. 11.00 -12.00	home	cleaned his/her room
5. 12.45 -1.30	restaurant	had lunch
6. 2.30 – 3.30	home	washed some clothes
7. 4.00 – 6.00	gym	exercised

Suppose you want to know where he/she was and what he/she was doing at the times given below. So ask him/her questions.

Q: Where were you at 7 o'clock yesterday morning?
A: I was at home
Q: What were you doing at 7.10 am yesterday?
A: I was having my breakfast

1. At 9 o'clock   2. At 9.30 am   3. At 10.15 am   7. At 5 o'clock

4. At 11.10 am   5. At 12.50 am   6. At 3 o'clock

2. A group of tourists were staying in Sakura hotel last night. Around 7.30 pm, a thief entered one of the rooms and stole money and jewelry of a guest. At that time the guest was taking a shower in the bathroom so she did not hear the thief entering her room. Suppose you are a police officer from Hatyai Police station and you have been assigned to make an inquiry into this incident. Therefore, you should go to Sakura hotel and make an investigation.

The table given below shows the kind of tourists and what they were doing when this incident happened at the hotel.

Tourists	Activity
A Malaysian couple	have dinner
A Singaporean	have a drink
An Australian	get ready to go out
A Thai	make a phone call
A Japanese	take a shower
A Chinese	sleep
An American	read a book
An Indian	play a computer game
A Pakistani	pray
An African	pack my bag

3. Study the situation given below and then talk about it as if it was you who faced the situation. Now tell it making necessary changes to the verbs given in brackets.

Yesterday, I went to see a film. While I (watch) I fell asleep so I came out before it (finish) and went to the bus stop. When I (stay) at the bus stop, it (start) to rain. It (be) about **7** p.m. It (be) (get) dark. There (be) nobody at the bus stop except me. I (feel) afraid so I (start) to walk towards the street. While I (walk), a motorcyclist (come) and (stop) by me. He (ask) me where I (be) (go). I (tell) him I (want) to go to my apartment. He (take) me there. When I (get) to my apartment, it (be) about 9 p.m. My room (be) very dark because there (be) no lights. I (wait) outside for 10 minutes. Then the lights (came) and I (be) very happy. When I (enter) the room, my phone (ring). I (answer) it. It (be) one of my old friends. When I (be) in my province, we (do) everything together such as (play), (go to school), (go to the park).

I (not feel) hungry so I (not eat) anything. I (make) some coffee. While I (make) coffee, someone (knock) on my door. When I (open) it, I (see) it (be) my neighbor. He/she (tell) that somebody (come) to meet me during the day. I (wonder) who it (be). Next, I (go) to bed. While I (lie) in the bed, I (hear) a loud noise outside my room. But I (not go) because I (be) very tired. I (start) to watch TV. While I (watch) TV suddenly, the lights (go out) so I (switch off) the TV and (go) to sleep.

Read the following incident. Suppose it was you who happened to face it. Now narrate the incident making necessary changes to the verbs given in brackets.

Last weekend, I (decide) to visit my friend in Paththlung province because I (see) him for a long time. So I thought of (go) there on my motor cycle. I (start) about 8a.m. and (ride) at a normal speed. While I (pass) an intersection, I (see) a car (come) at a full speed from the opposite direction. So I (take) my bike to the edge of the road. Just then, my bike (go) out of the road and (fall) into a ditch. Luckily, I (not injured). I (have) some scratches on my arms and legs. But they (not hurt). While I (try) to take my bike out of the ditch, a man (come) and (ask) me what (happen). I (tell) him the incident. He (help) me to pull the bike out of the ditch to the road.

The bike (not damage). I (feel) happy and I (thank) the man who (help) me. Then I (begin) to ride to my friend's house carefully. I (give) him a call on the way and (tell) him that I (come). He (be) very happy to hear me. When I (get) his home, it (be) nearly 11 a.m. They (have) their lunch.

In the afternoon, we (go) to catch fish at the Songkla Lake. While we (catch) fish, the wind (blow) hard. Our boat (begin) to sway from side to side but it (not capsize). We (can) catch about 10 fish. They (are) quite big. Then, we (return) home and (give) them to his mother to cook. While she (cook), we (watch) TV. About 6.30 p.m. we (have) our dinner together. After that we (play) cards. While we (play) cards, my friend's father (listen) to the radio. About 11p.m. we (go) to bed. The next day morning, I came back to Hatyai.

Songkla Lake

26. Can I see a doctor, please?

(Photo by Thofun Choosuwan from the Faculty of Management Science, PSU)

Topics: Illnesses, different kinds of doctors, prescriptions, medications**,** diseases
Functions: Talking about symptoms, giving advice, accepting and refusing advice,
advising someone not to do something, asking for advice, giving and
asking about instructions

Structures: Modal verbs-should, had better + base form, must, could, can't
The language you may need (see below)

1. Minor ailments

Illness: cold   cough   fever   sore throat
headache   earache   stomachache backache
toothache   skin rash
(Symptoms)
pain in my arm   pain in my back   pain in my right eye   sharp pain in the ear
stiff neck

2. Describing your symptoms

I have fever and cold.
I have a pain in my back/ my back hurts.
I have a stomachache.
………………………………………..

3. Different types of doctors

Pediatrician
Ophthalmologist
Gynecologist
Dermatologist
Hematologist
ENT Specialist
Dentist
Heart specialist
Orthopedist
Neurologist
Urologist

4. Common medicines/drugs

paracetamol   aspirin   tablets
capsules   syrup   injection   antibiotics balm
ointment sprays

5. Prescription instructions and dosages

Take two tablets three times a day after/before meals.
Apply to the affected area up to three times a day.
Take one capsule every six hours.
Take one teaspoonful three times a day.

6. The language you may need to make an appointment to see a doctor and for other transactional and interactional purposes

I would like to make an appointment with a doctor.
Could I see a doctor today?
What's wrong with you?
I have fever and cold.

When would you like to see a doctor?
How about this evening?
Sorry, the doctor is not available today.
How about tomorrow?

**Roles: A: a patient   B: a receptionist in a clinic   C: A doctor in a clinic/hospital
          D: A pharmacist**

Role-play:

First, call a clinic in your city and make an appointment to see a doctor. Prepare a conversation that would take place between you and a receptionist in a clinic.

Then, go to the clinic and tell the receptionist that you have made an appointment with a doctor and you would like to see the doctor. The receptionist should direct you the doctor.

Now prepare a conversation that would take place between you and the doctor. The doctor should ask questions from you to diagnose your illness and after checking you, the doctor should prescribe medications.

Next you have to go to the pharmacy and take the medications.

The pharmacist should be able to give necessary instructions concerning how to use the medications.

A. Have minor ailments such as fever, cold or sore throat and call a clinic and make an appointment to see a doctor.

B: Answer the phone call by a patient who wants to make an appointment to see a doctor in your clinic.
(Ask why the patient needs to see a doctor and give necessary details to the patient)

C: A patient comes to see you. Ask relevant questions about his/her ailment. Check the patient's pressure and pulse rate. Prescribe medicines and give instructions.

A: Go to the pharmacy, give the prescription to the pharmacist and buy the medications.

D: A patient has come to your pharmacy to buy some medication. Greet him/her and attend to his/her work. Give instructions how to use the medication (tablets, capsules, syrup and other medication) and close the transaction.

27. What would you recommend for fever?

(Photo by Thofun Choosuwan from the Faculty of Management Science, PSU)

Topics: Viral diseases, remedies, medications
Functions: Talking about symptoms, seeking medical advice, accepting advice,
                advising someone to do something, asking for advice, giving and
                asking about instructions
Structures: Modal verbs-should, must, could, can't, what would you recommend
                for…..?, avoid + ing

The language you may need
The language you may need You look feverish. What would you recommend for a headache? You should see a doctor. You must not take any antibiotics. Avoid close contact with persons who are infected with influenza. Avoid drinking cold water.

Roles: A: a patient   B: a pharmacist

Role-play

A has been suffering from fever, headache, body aches, and sore throat for 2 days. A took some Paracetamol but A' condition has not improved. Therefore, A goes to a pharmacy to seek some medical advice.

A: Suffer from fever, headache, body aches, and sore throat so A goes to see a pharmacist

B: Ask A what brought him/her there

A: Describe his/her symptoms

B: Ask some more questions to verify the type of disease A has been suffering from. E.g. "Do you have cough, nausea or diarrhea?

A: Reply that he/she has all the symptoms B has asked

B: Diagnose that A has influenza A (H1N1). A describes B's illness and advices A to take medications that B gives. B gives medications and necessary advice to A including how to prevent from infection (B can use the instruction leaflet printed below)

A: Take medications, pay the bill, thank the pharmacist, and finally leave the pharmacy

Influenza A (H1N1)

Prevention of Virus Spreading

- Ill persons should stay at home or seek medical care for 3 – 7 days. This will prevent spreading of influenza.
- Avoid close contact with others.
- Wear mask when happen to be with others or cover nose and mouth with tissues after coughing and sneezing. Throw used tissues in a trash can. Clean hands with soap and water right after.

For more information :

- Contact DDC Call Center 24 hours at Tel. 02 590 3333
- Visit http://beid.ddc.moph.go.th

Bureau of Emerging Infectious Diseases

Department of Disease Control

Ministry of Public Health

Influenza A (H1N1)

Influenza A(H1N1), a novel influenza virus, is contagious and transmitted person to person. Outbreaks in human first occurred in Mexico and the United States in March 2009. The disease then spreads to other countries in many parts of the world through international traveling.

Causative Agent

The disease is caused by a novel influenza A(H1N1) virus. From current evidence, the virus is a result of re-assortment between human, swine and avian influenza viruses never before been found in human.

Transmission of Influenza Virus

Influenza A(H1N1) virus in a patient's nose and throat excretion is passed to other persons directly through coughing and sneezing. Another person within 1 metre in distance can also be exposed to the virus by breathing in contaminated air. Indirectly, a person can be infected by touching contaminated hands, surfaces and utensils such as glasses, telephone and door knob etc. The virus infects a person while they touch their nose, eyes and mouth.

A patient can even transmit the virus 1 day before symptom appears. The most contagious period is the first 3 days of illness. The longest contagious period normally does not exceed 7 days.

Signs and Symptoms

Incubation period of influenza is 1-3 days, In a very rare case that incubation period approaches 7 days. After getting infected, a person will have fever greater than 37.5 Celsius. Symptoms of this new influenza A(H1N1) is quite similar to seasonal influenza starting with fever, headache, body aches, chills, fatigue, cough, sore throat, and in some cases, nausea, vomiting and diarrhea.

Most patients have only mild symptoms and do not require any hospitalization. A patient will gradually recover within 5 – 7 days. However some ill individuals might have severe complications such as pneumonia which can be observed through rapid and trouble breathing.

Treatment

Patients with severe illness should seek medical care at a nearby hospital immediately. Antiviral drug such as oseltamivir prescribed within 48 hours after onset on illness under care of a physician usually gives good treatment result.

Patients with mild sickness i.e. low grade fever and appetite should seek care at a private clinic or consult a pharmacist for proper medicine and advice. Home care of a sick person are as follows :

• Take prescribed medicine for relief of symptoms such as paracetamol etc. Wipe the patients' skin gently and intermittently using towel soaked with clean water to help relief fever.

• Drink plenty of clean water and fruit juice. Avoid drinking cold water.

• Eat soft nutritious food including eggs, vegetables and fruits. In case of low appetite, supplement vitamins will be helpful.

• As the disease is caused by a virus, there is no need to take any antibiotics. Only in case of bacterial complications, antibiotics will be prescribed and a patient must take all of the medicine to prevent drug resistance problem.

Prevention from Infection

- Avoid close contact with influenza ill persons.
- if you have to care for an ill person, you should wear a mask. Wash your hands with soap and water thoroughly after each contact with the ill person.
- Avoid sharing the same glasses, straw, spoon, handkerchief etc. with other persons especially influenza ill persons.
- Use common spoon when eating with other persons.
- Wash hands with soap and water thoroughly and often especially after coughing and sneezing. Alcohol-based gel hand cleaners are also effective disinfectants.
- take actions to stay healthy including nutritious food, proper and regular exercises, adequate safe water and sleep and avoidance of cigarettes and alcoholic drink.

(Retrieved March 7, 2010, from http://beid.ddc.moph.go.th)

Drug Facts

Therapeutic substance in drug →

Active ingredient (in each tablet)   **_Purpose_**
Chlorpheniramine maleate 2 mg . . . . Antihistamine

← **Product type**

Uses temporarily relieves these symptoms due to hay fever or other upper respiratory allerigies:
■ sneezing   ■ runny nose   ■ itchy, watery eyes
■ itchy throat

← **Symptoms or diseases the drug treats**

Warnings

Ask a doctor before use if you have
■ glaucoma
■ a breathing problem such as emphysema or chronic bronchitis
■ trouble urinating due to an enlarged prostate gland

Ask a doctor or pharmacist before use if you are taking tranquilizers or sedatives

When using this procuct
■ You may get drowsy   ■ Avoid alcoholic drinks
■ Alcohol, sedatives, and tranquilizers may increase drowsiness
■ Be careful when driving a motor vehicle or operating machinery
■ Excitability may occur, especially in children

If pregnant or breastfeeding, ask a health professional before use.

Keep out of reach of children. In case of overdose, get medical help or contact a Poison Control Center right away.

← **When not to use this drug, when to stop using it, when to see a doctor, and possible side effects**

Directions

Adults and children 12 years and over	Take 2 tablets every 4 to 6 hours; not more than 12 tablets in 24 hours
Children 6 years to under 12 years	Take 1 tablet every 4 to 6 hours; not more than 6 tablets in 24 hours
Children under 6 years	Ask a doctor

← **Read carefully: how much to use, how often to use it, and when to stop using it**

Other information   Store at 20-25° C (68-77° F)
■ Protect from excessive moisture

← **More information on how to store the drug**

Inactive ingredients D&C yellow no. 10, lactose, magnesium stearate, microcrystalline cellulose, pregelatinized starch

← **Other things in the drug, such as colors or flavorings**

(Retrieved March 9, 2010, from
http://www.womenshealth.gov/aging/images/otcLabel.jpg)

Drug Facts

Active ingredient (in each tablet) — **Purpose**
Chlorpheniramine maleate 2 mg . . . . .Antihistamine

Uses temporarily relieves these symptoms due to hay fever or other upper respiratory allergies:
■ sneezing   ■ runny nose   ■ itchy, watery eyes   ■ itchy throat

Warnings
Ask a doctor before use if you have
■ glaucoma   ■ a breathing problem such as emphysema or chronic bronchitis
■ trouble urinating due to an enlarged prostate gland

Ask a doctor or pharmacist before use if you are taking tranquilizers or sedatives

When using this product
■ You may get drowsy   ■ avoid alcoholic drinks
■ alcohol, sedatives, and tranquilizers may increase drowsiness
■ be careful when driving a motor vehicle or operating machinery
■ excitability may occur, especially in children

If pregnant or breast-feeding, ask a health professional before use.
Keep out of reach of children. In case of overdose, get medical help or contact a Poison Control Center right away.

Directions

adults and children 12 years and over	take 2 tablets every 4 to 6 hours; not more than 12 tablets in 24 hours
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children under 6 years	ask a doctor

Other information store at 20-25° C (68-77° F)   ■ protect from excessive moisture

Inactive ingredients D&C yellow no. 10, lactose, magnesium stearate, microcrystalline cellulose, pregelatinized starch

(Retrieved March 9, 2010, from http://www.fda.gov/ucm/groups/fdagov-public/documents/image/ucm143629.gif)

28. What would you like to start with?

(Photo by Thofun Choosuwan from the Faculty of Management Science, PSU)

Topics: Food and drinks, social gatherings, restaurants, and menus
Functions: Inviting and accepting invitations for eating out, calling for information,
ordering food and drinks, asking information about food and drinks,
expressing likes and dislikes about food and drinks.
Structures: Wh/yes-no questions, simple present, requests with can/could/may
What would you like to….?

Types of food and drinks

Rice soup salad orange juice French fries				
Fried rice iced tea coffee dessert curry fast food				

Roles: A, B, and C are friends   D: Manager of a restaurant   E: a waiter/ess

Role-play
A: Call B and inform him/her that A would like to go out for a dinner with B next Sunday evening. A invites him/her to have dinner with him/her in a restaurant or a hotel.

B: Your friend, A calls you and invites you to a dinner. Accept his/her invitation and gets more information about the restaurant, the other person/s who will accompany A, the mode of travelling, the time and place where you will meet A.

A: Call another friend C and invite him/her for a dinner with him and his friend B who is also a friend of C. C accepts the invitation and gets necessary information as B does.

(*A, B, and C meet at the designated place. They then go to a restaurant*)

D: Welcome A, B &C to their restaurant and make them seated

E: Approach them and hand them the menus and wait for a while.
   (*When they are ready, he/she takes the order*)

A, B & C: Engage in a chat.

E: Bring food and drinks and serve.

A, B & C: Enjoy meals. When they finish, they call the waiter and ask for the bill.

E: Bring the bill and one of them pays it.

D: Come and ask A, B &C about the food and thanks them.

(You can use the menu below)

APPETIZERS

Code	Name & Description	Price
A1	**CHICKEN SATAY** <4pcs> Chicken strips on wooden skewers marinated with coconut milk & curry powder, grilled, and served with peanut sauce & cucumber salad.	150.00
A2	**FRIED WONTON** (Keow Tod) <4pcs> Ground beef, potato, and onion in wonton skin, fried, and served with sweet & sour sauce.	70.00
	SOUP	
SO1	**WONTON SOUP** (Keow Nam) Chicken dumpling soup with napa cabbage, mushroom, cilantro, and scallion.	120.00
SO2	**KING OF THE SEA SOUP** (Poh Taek) Seafood soup with mushroom, onion, and bell pepper flavored with lemon grass, kaffir lime leave, galanga, and lime juice.	130.00
	SALAD	
SA1	**THAI GREEN SALAD** (Salad Puk) Fresh lettuce, tomato, cucumber, and red onion served with Thai peanut dressing.	200.00
SA2	**SQUID SALAD** (Yum Pla Muek) Sliced squid cooked with red onion, lemongrass, cilantro, lime juice, and roast chili paste.	275.00
	MAIN COURSE	
M1	**BASIL LEAVES** (Pad Gra Prao) Chili-garlic sauce with fresh basil leaves, onion, and bell pepper.	300.00
M2	**BROCCOLI** (Pad Ka Nar) Thai-Am brown sauce with broccoli, straw mushroom, carrot, and onion.	275.00
	CURRY	
C1	**RED CURRY** (Gaeng Daeng) Spicy red curry paste cooked in coconut milk with sliced bamboo shoot, cabbage, bell pepper, and fresh basil leave.	180.00
C2	**EMERALD CURRY** (Gaeng Koew Wan) Spicy green curry paste cooked with sweet pea, eggplant, bamboo shoot, cabbage, bell pepper, and fresh basil leave.	200.00
	OUR HOUSE SPECIALS	
SP1	**SEAFOOD POT** (Mor Din Talay) Shrimp, scallop, squid, crabmeat & green mussel simmered in a clay pot with bean noodle, celery, napa cabbage, onion, bell pepper, fresh ginger, and scallion.	300.00
SP2	**SHRIMP TAMARIND** (Goong Makarm) Deep-fried jumbo shrimp sautéed with Thai-Am Tamarind sauce, topped with crispy shallot, and served with stir-fried vegetables.	450.00

	NOODLES	
N1	**PAD THAI** (CHICKEN) Rice noodle stir-fried with Thai-Am Pad Thai sauce, chicken, egg, bean sprout, and scallion, and topped with ground peanut.	150.00
N2	**SOY SAUCE NOODLE** (Pad Ce-ew) Wide rice noodle stir-fried with egg, broccoli, sweetened black bean sauce and a choice of meats.	160.00
	FRIED RICE	
K1	**CHICKEN FRIED RICE** (Khao Pad Gai)	120.00
K2	**BBQ PORK FRIED RICE** (Khao Pad Moo B.B.Q.)	140.00
K3	**SEAFOOD FRIED RICE** (Khao Pad Talay)	140.00
	BEVERAGES	
	THAI ICED TEA (Sweetened, with cream)	20.00
	ORANGE JUICE	25.00
	HOT COFFEE	25.00
	BEERS	
	SINGHA (Thailand)	70.00
	ASAHI (Japan)	70.00
	HEINEKEN (Holland)	80.00
	WINES	
	CHARDONNAY (White Wine, Sutter Home)	120.00
	SAKE (Japanese rice wine, served warm, Gekkikan)	120.00
	WHITE ZINFANDEL (White Wine, Beringer)	350.00
	DESSERT	
	FRIED BANANA Banana wrapped with rice skin, deep-fried to a golden brown, topped with honey, and sprinkled with sesame seed.	120.00
	MANGO WITH SWEETENED STICKY RICE Fresh ripe mango served with sticky rice sweetened with coconut milk syrup	120.00
	ICE CREAM Select your desired flavor (Vanilla, or Chocolate.)	40.00
	Lychee fruit in syrup served over ice.	30.00

(Retrieved February 15, 2010, from http://www.thaiam2.com/menu_th.htm)

29. Why is latex glove a better choice of protection?

(Retrieved March 13, 2010, from http://www.topglove.com)

Topics: Rubber gloves manufacturing, raw materials, production process, finished products, and export goods

Functions: Describing technical processes, asking for clarification, giving information, explaining technical terms

Structures: Simple present, passive constructions, sequence words, requests with can/may/could

---

The language you may need:

How does it work?
Why is this different from that?
I would like to know what raw materials are used in manufacturing rubber gloves
What is vulcanization? Can you explain it to me?
What chemicals are added to latex for stopping microbiological spoilage?
How many workers do you employ to work in this section?
What countries do you export your product?

What factors do we need to consider when we select a glove?
Why is latex glove a better choice of protection?
What quality control do you have in your factory?

Role-play

Roles: A: a personal manager   B: a factory manager   C: a production manager
4 students form the faculty of science, Prince of Songkla University: D, E, F, and G

A: You are the personnel manager in a foreign company situated in Satun. Your factory makes rubber gloves and exports. The top management of your company consists of foreigners. A group of university students who study at the faculty of science in Prince of Songkla has come to visit your factory because they study polymer science and they want to gain a practical knowledge of the process involved in making rubber gloves.
Welcome the group and give a brief introduction about your company and other managers.
(4 students introduce themselves and they go with the factory manager)

B: First, take the students to the place where latex is treated with chemicals to stop microbiological spoilage and curdling of the latex and explain the students it in detail. (students are free to ask any question if they have)

Then the students go to visit the next stage. This stage is called compounding in which nearly a dozen chemicals are added, including accelerators which help control the later vulcanization process and antioxidants which prevent deterioration of the rubber molecules in the final product by heat, moisture and ozone.

 C: Next, the students go with the production manager who explains them how hand-shaped formers are dipped into the latex to coat them with a thin film of latex. After that, the production manager tells the students why Pre-vulcanization   Leaching is done (the process of immersing the latex-coated formers into a bath or spray of water, to wash out excess additives from previous stages, such as coagulant).

The next stage is called vulcanization. In this stage, the latex film is heated, and the combination of sulphur, accelerator and heat cause cross-linking of the rubber,   giving strength and elasticity to the film.

A: Take the students to show them the next stage which is called Chlorination. In this   stage gloves are dipped into a chlorinated solution. This makes the glove surface slippery, and therefore negates the requirement to add a powdered lubricant.

Finally, they visit the packaging section which is the last stage before the gloves are distributed to the user.

At the end, one student from the group thanks the all staff members at the factory for giving them an opportunity to visit the factory and gain a firsthand knowledge of the glove manufacturing process. They leave the factory'

Manufacturing process of gloves
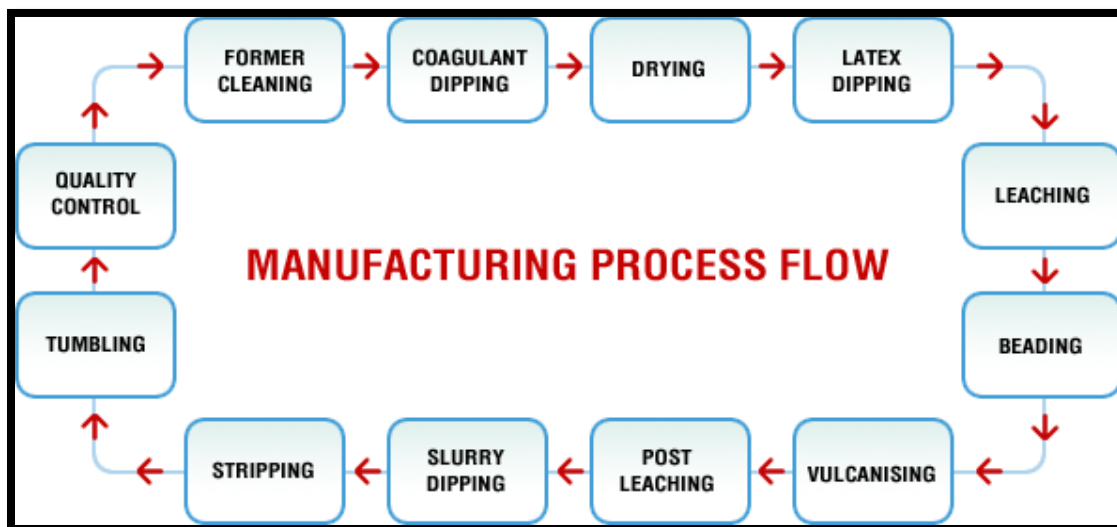
(Retrieved March 13, 2010, from http://www.topglove.com.my/media_flowchart.htm)

General information

Q: Why is latex glove a better choice of protection?

A: Latex, being the main raw material in rubber gloves manufacturing, is the gold standard for durability. It demonstrates superior elasticity, strength and barrier protection. It outperforms vinyl as well as any synthetic rubber in terms of maintaining barrier integrity in routine and high risks procedures. Research shows that latex gloves provide up to 9 times more protection during normal use than non-latex gloves.

Q: What quality controls do you have in your factory?

A: We emphasize on stringent quality control procedures in line with MS ISO 9001, QSR regulation system, and in compliance with ASTM D3578 and EN455 standards. We strongly stress on Total Quality Management and the Quality Control tests are conducted from the point we receive our raw materials straight through the production processes and the finished products points. Compulsory pre-shipment inspections are carried out before the delivery of each order.

Q: How many factories and lines are currently in operation and what is the production volume?

A: Presently, Top Glove has 18 gloves factories with 379 production lines with a production capacity of 33.75 billion pieces of gloves per annum, and 2 latex concentrate plant, presently with 82 latex centrifuge machine and production capacity of 93,200 ton concentrate latex per annum.
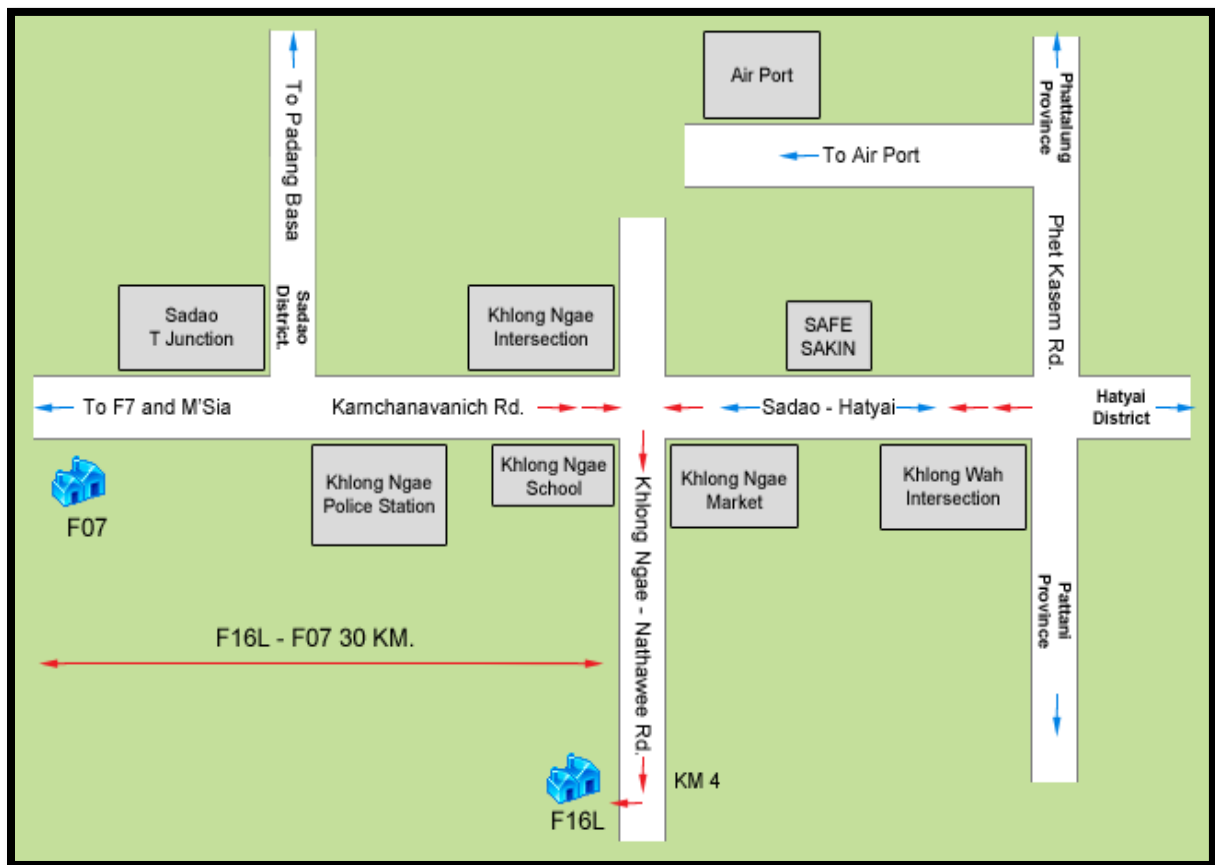
(Retrieved March 13, 2010, from http://www.topglove.com.my/faqs.htm)

Glossary

No	Term	Explanation
1	**Air Pump Test**	Air pump test serves to check for holes and visual defects in gloves.
2	**Allergic Reaction**	Allergy is defined as abnormal or exaggerated and sometimes harmful reactions to external substances called allergens.
3	**Chlorination**	A process of producing powder free gloves by treating these gloves with chlorine. It also removes the first layer of protein to an acceptable level.
4	**Coagulant dipping**	Formers are molds dipped into the coagulant tank to extract the protein from the previous glove dipping. This dipping is done once for every production cycle.
5	**Compounding**	It is the process where chemicals are added to produce a good mixture of latex for the production of gloves.
6	**Former, hand**	Former is the mold used to produce gloves.
7	**Latex**	Commonly, it is referring to a milky (usually whitish) fluid obtained from over 1,000 species of trees and plants. It is the most important raw material used for the production of latex gloves, natural rubber latex, which is derived from the Hevea Brasiliensis tree species found mainly in South East Asia though they originated from Brazil.
8	**Latex Dipping**	It is one of the stations in the production process of latex gloves manufacturing whereby the tank is filled with compounded latex. Once the formers go through this tank, it will pick up and form a latex layer on it.
9	**Leaching**	A washing process commonly used during the glove manufacturing process using hot water to remove the protein, residue chemicals and particles from the glove.
10	**Slurry Dipping**	Slurry dipping tank consisting of solution of corn-starch to prevent gloves sticking inside.
11	**Vulcanizing**	It is curing process, whereby the latex particles are modified by adding in chemicals to it. In particular, the sulfur atoms are chained with the rubber molecules to form a cross-link that strengths the physical properties of the rubber. Without vulcanization, rubber will tear and melt easily.
12	**Surgical Gloves**	This glove is meant for the usage in surgery room for the surgery operation. Need to be sterilized and it is

		hand-specific to prevent hand fatigue during surgery process.
13	**Cuff**	Cuff is the opening of gloves.
14	**Donning**	Donning means the act of putting on the gloves on the hand.

(Retrieved March 13, 2010, from http://www.topglove.com.my/GK_glossary)

Note: To get an idea of how the rubber gloves are manufactured, watch this video at http://www.youtube.com/watch?v=h-sLHYvqT7I

Top glove factory 16L in Songkla province

(Retrieved March 13, 2010, from http://www.topglove.com.my/map_Thailand_Songkhla)

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Future directions for classroom research

The fact that the language classroom is specifically designed for the purpose of facilitating language learning should constitute sufficient justification for studying what goes on there. Despite the opportunity for studying second language acquisition through classroom research, and despite the growing attention the second language acquisition field is receiving, there is still comparatively little research that is actually carried out in language classrooms. More research is needed that focuses on what does or does not take place in the language classroom. The existence, and indeed persistence, of this state of ignorance may seem surprising given the frequency with which attempts are made to import insights into the second language classrooms from research conducted outside the classroom. The most pressing need at the moment is for contextualized research, that is, research that is carried out in real classrooms, not in simulated environments that are constituted for the purposes, not of teaching and learning, but of research. Finally, much current research is couched within a tradition that assumes that learning takes place in a social vacuum; and there is, in consequence, the need for counterbalancing research that takes cognizance of social and interpersonal variables and their effects on the language that learners use and learn.

(Nunan, 1990)

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Thank you for participating in this study

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Contextually-developed Role-plays

FOR ENGLISH CONVERSATION COURSE

A: Hello Pin, are you free?
B: Yes, I' free. What do you want?
A: I want shopping at Leegarden Plaza. Can you come with me?
B: Yes, (.) what time?
A: Ah.. tomorrow at (.) 5p.m
B: Ok. See you (?)
Later
B: Hi Pin. Sorry, I'm late.
A: Oh..never mind. Today I want (.) to buy a new T-shirt
B: New T-shirt
A: Yes
B: Ok, we'll go (?)
A: Ok
(Author's data 2010)

Appendix J: Posttest Listening test materials
Retrieved May 2, 2010, from www.esol.org.uk PET_HB_Samplel.pdf

6. What's the weather like in the mountains?

A ☐   B ☐   C ☐

7. How did the woman learn about the fire?

A ☐   B ☐   C ☐

Questions 8-13

You will hear someone reviewing tonight's television programmes. For each question, put a tick (✓) in the correct box.

8 The film about insects is
A badly photographed.
B unsuitable for some people.
C much too long.

☐☐☐

9 Tonight's *Miller and Edwards* programme
A has fewer jokes than usual.
B is longer than usual.
C is continued next week.

☐☐☐

10 *Policewatch* is not on television tonight because
A another programme has taken its place.
B Andy McKay is ill.
C you can't see it on Thursdays any more.

☐☐☐

11 What does the reviewer say about *Stardate 3000*?
A It has expensive scenery.
B It took two months to make.
C The stories could be better.

☐☐☐

12 What is different about *Doctors in Town*?
A The main actors have changed.
B It is now filmed in Australia.
C There is a new director.

☐☐☐

13 From tomorrow, *TV Diary* will be shown
A after the tennis matches.
B at a later time.
C at 6.30 in the evening.

☐☐☐

[Turn Over]

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Questions 14 – 19

You will hear a radio announcer giving details about a photography competition.
For each question, fill in the missing information in the numbered space.

Photographer of the Year Competition

First prize: £2,000 and a painting of **(14)** .... by John Stevens

Second prize: £1,000 and camera equipment worth £200

Competition closing date: (15) ....

Subjects: 1 - British Nature

2 - Wild Places

3 - Animals at **(16)** ....

Exhibition: Victoria Museum

Countries which the exhibition will tour:

UK, USA, **(17)** .... and Japan

To enter, write to: Radio TYL
63 **(18)** .... Road
London
6TY 9JN

Tel: (19) ....

Questions 20 – 25

Look at the six sentences for this part.
You will hear a boy called Jack, and a girl called Helen, talking about a rock festival.
Decide if each sentence is correct or incorrect.
If it is correct, put a tick (✓) in the box under A for YES. If it is not correct, put a tick (✓) in the box under B for NO

	A YES	B NO
20. The festival was better than Jack expected it to be	☐	☐
21. Helen bought her ticket for the festival in advance	☐	☐
22. Jack was disappointed that he had to change his plans	☐	☐
23 Helen complains about having to wait a long time for food	☐	☐
24 They both say that it was the sunshine that made the afternoon enjoyab	☐	☐
25 Jack prefers listening to loud bands	☐	☐

Appendix K: Posttest Speaking

Interview questions and procedure

1.   Please introduce yourself

2.   Imagine you want to introduce your friend to someone who does not know anything about your friend. When you introduce, you have to tell all information about him/her. *Interviewer gives necessary information such as His/her name, nick name, where he/she comes from, the faculty he/she studies, His/her major, what he/she likes doing in his/her free time, what he/she plans to do after graduation, about his/her family, what his/her father and mother do/number of brothers and sisters, what they do, where they study if they are students or if they are working where they work, about grandparents or any other information you think is important*

3.   *Interviewer presents a situation in which two students have to role-play.*
     A: Imagine you are foreigner from Malaysia who came to Hatyai two days ago and you want to go to Diana shopping mall. Although you have a map, you don't know how to get there. Now you are standing opposite Tesco Lotus. You ask A for directions

     B: You are a student at PSU. A foreigner asks you for directions to go to Diana shopping mall. Give him/her directions. You can use the map which the foreigner has

4.   Role-play (between two friends). *Interviewer presents a situation.*
     A
     Suppose you want to go to see a dentist tomorrow afternoon and you want your friend to go with you. Call him/her and ask if he/she can go with you
     You need to tell all information such as why you want to see the dentist, which dental clinic you want to go, what time, how you will go, how you will meet you friend

     B
     You are A's friend and your friend calls you. Answer his/her call and agree to go with him/her. Get all information you need

5.   *Interviewer gives a picture to the interviewee and asks to study the picture carefully and identify the problem it presents*. Next, interviewee should talk about the problem
     After that, interviewer asks interviewee to suggest a solution for the problem identified in the picture (See appendix L for the picture)

6. *Interviewer tells a personal problem to the interviewee and asks his/her advice for it.*

Problem 1
E.g. Last week, I went to Klongrian market on my motor bicycle about 6.30 p.m. I parked my bike in the parking area near the market and went inside. After 30 minutes, I came out of the market and I found my bike was not there. I think someone stole it. What should I have done? What shouldn't have I done?

Problem 2
My boyfriend/girlfriend dates with another girl/boy. What should I do?

Problem 3 (optional)
I want to speak Thai but I can't. What should I do to learn it? Can you suggest to me some advice?

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7. *Interviewer gives a prompt such as "Pom had an accident last night. Don't you know?" to two students and ask them to have a conversation with one student asking about the incident and the other giving information about it*

8. Role-play (Doctor and patient). *Interviewer presents a situation in which one is a patient and the other is a doctor.* Now do the role-play

9. A role-play (a patient and a pharmacist). *Interviewer presents the situation.*
   A: You are a patient and you have sore throat and fever. Ask the pharmacist what medication he/she would recommend you and his/her advice

   B: You are a pharmacist. A patient tells you that he/she has sore throat and fever and asks what medications you would recommend for him/her. Give him/her necessary advice regarding medication and how to use it

10. *Interviewer asks the interviewee to talk about any past incident that he/she still remembers.* The interviewee should talk for 2 minutes minimally (The student is given time to prepare for this activity) The incident can be something he/she had experienced or heard from someone, an accident he/she had seen

Note: (Please use the score sheet for structured interview and the criteria for oral assessment when conducting the interview)

Appendix L: Posttest speaking test material
(This picture was used with the role-playing activity suggested in number 5 of the posttest speaking)

(Retrieved February 2, 2010, from http://www.freedigitalphotos.net)

Appendix M: Transcription devices used to transcribe the spoken data in the study

All the video-recorded speech samples were transcribed with the following tags inserted in them	
(.)	silence, less than half a second
(. .)	silence, less than one second
….	lengthening of a sound
….	
[	overlapping talk begins
]	overlapping talks ends
<r>	repetition
<R>	repair or reformulation
((laughter))	laughter
(?)	talk too obscure to transcribe
CAPITALS	emphasis

Appendix N: Letter of consent

Letter of consent

I, ……………………………………………………………………………., hereby express my consent to participate in the research study, "The Effects of authentic materials and role-playing activities : A Case study of Thai undergraduate students at Prince of Songkla University", conducted by Aj Sarath W. Samaranayake, the researcher, who has explained to me the purpose, type of research, type of information that will be gathered, possible benefits, foreseeable risks and discomforts involved in agreeing to cooperate in this study.

Furthermore, the researcher has explained to me that the data gathered from me will be used for study purposes only and my participation is voluntary, that there is no penalty for refusing to participate, and that I may withdraw at any time without penalty.

I do hereby give my consent to the researcher to publish the data (samples of my work-spoken data) anonymously in any referred journal published by either a local or international organizations/institutions that promote education in ESL/EFL domains in printed or electronic format.

Signature: Date: