

THE USE OF COMMUNICATIVE ACTIVITIES TO DEVELOP ENGLISH SPEAKING  
ABILITY OF THE FIRST YEAR DIPLOMA VOCATIONAL STUDENTS



Presented in Partial Fulfillment of the Requirements for the  
Master of Arts Degree in Teaching English as a Foreign Language  
at Srinakharinwirot University

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AN ABSTRACT  
BY  
KITTIYA PHISUTTHANGKON

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Dr. Walaiporn Chaya.

Communicative language teaching focuses on communicative activities which aim to encourage learners to speak and listen to others learners in the classroom setting. The teacher provides opportunities for learners to speak while the learners will have a desire to communicate in real situations. The author therefore conducted a quasi-experimental study to investigate the effectiveness of communicative activities on the first year diploma students' English speaking ability. The study also examined students' perceptions and attitude toward the use of communicative activities in the classroom. The participants consisted of 32 first year diploma students from Intrachai Commercial College, selected by convenience sampling. The researcher carried out the experiment using communicative activities to encourage students to speak based on 6 language functions. The duration of the implementation was 8 weeks excluding the pre-test and post-test. The questionnaire for students' perceptions and attitudes toward communicative activities were administered after the experiment.

The results revealed statistical difference between the students' scores of their English speaking ability before and after learning through communicative activities. The findings also showed that the learners had the positive perceptions and attitude toward the use of communicative activities. Their satisfactions toward the communicative activities were at the very high levels. The implications drawn from the study were the effectiveness of teaching communicative activities on students' speaking performance, the importance of developing students' speaking ability and the possibility of encouraging students to improve their speaking ability by using a variety of communicative activities in EFL classroom.

การพัฒนาความสามารถด้านการพูดภาษาอังกฤษโดยใช้กิจกรรมการสื่อสารของนักศึกษา  
ระดับประกาศนียบัตรวิชาชีพชั้นสูงปีที่ 1



เสนอต่อบัณฑิตวิทยาลัย มหาวิทยาลัยศรีนครินทรวิโรฒ เพื่อเป็นส่วนหนึ่งของการศึกษา  
ตามหลักสูตรปริญญาศิลปศาสตรมหาบัณฑิต  
สาขาวิชาการสอนภาษาอังกฤษในฐานะภาษาต่างประเทศ  
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การสอนภาษาแบบสื่อสารมุ่งเน้นการใช้กิจกรรมการสื่อสารซึ่งมีวัตถุประสงค์ในการส่งเสริมทักษะการพูดและการฟังภาษาอังกฤษในห้องเรียนแก่ผู้เรียน ผู้สอนให้โอกาสผู้เรียนในการพูดในขณะที่ผู้เรียนมีวัตถุประสงค์ในการสื่อสาร ดังนั้นผู้วิจัยจึงทำการวิจัยทดลองเพื่อศึกษาประสิทธิภาพของกิจกรรมการสื่อสารที่มีต่อทักษะการพูดของนักศึกษาระดับประกาศนียบัตรวิชาชีพชั้นสูงปีที่ 1 นอกจากนี้ยังศึกษาการรับรู้และทัศนคติของผู้เรียนที่มีต่อกิจกรรมการสื่อสารที่นำมาใช้ในห้องเรียน กลุ่มตัวอย่างที่ใช้ในการทดลองเป็นนักศึกษาระดับประกาศนียบัตรวิชาชีพชั้นสูงปีที่ 1 จำนวน 32 คน จากวิทยาลัยพณิชยการอินทราชัย กรุงเทพมหานคร โดยการเลือกกลุ่มตัวอย่างแบบการสุ่มเพื่อความสะดวก เครื่องมือที่ใช้ในการทดลองและเก็บรวบรวมข้อมูล คือ แผนการจัดการเรียนรู้จำนวน 6 แผน แบบทดสอบก่อนเรียนและหลังเรียน เกณฑ์การประเมินการพูดภาษาอังกฤษแบบรูปรีด แบบสอบถามวัดทัศนคติของนักศึกษาที่มีต่อกิจกรรมการสื่อสาร และแบบสอบถามวัดการรับรู้ของนักศึกษาที่มีต่อการเรียนโดยการใช้กิจกรรมการสื่อสาร ผู้วิจัยทำการทดลองสอนนักศึกษากลุ่มตัวอย่างพูดภาษาอังกฤษโดยใช้กิจกรรมการสื่อสารเป็นระยะเวลา 8 สัปดาห์ รวมระยะเวลาในการทดลองทั้งหมด 8 สัปดาห์ ไม่รวมระยะเวลาการทดสอบก่อนเรียนและหลังเรียน

ผลการศึกษาพบว่า ความสามารถด้านการพูดภาษาอังกฤษโดยใช้กิจกรรมการสื่อสารของนักศึกษาระดับประกาศนียบัตรวิชาชีพชั้นสูง หลังการทดลองสูงกว่าก่อนการทดลองอย่างมีนัยสำคัญทางสถิติที่ระดับ .05 นักศึกษามีการรับรู้ที่ดีต่อกิจกรรมการสื่อสารที่นำมาใช้ในห้องเรียน และมีทัศนคติที่ดีต่อกิจกรรมการสื่อสารที่ใช้ในห้องเรียนในระดับสูงมาก ผลการทดลองมีผลมาจากประสิทธิภาพของกิจกรรมการสื่อสาร ความสำคัญของการพัฒนาทักษะการพูดของนักศึกษา และการบูรณาการกิจกรรมการสื่อสารที่หลากหลายมาใช้ในห้องเรียน

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# CHAPTER ONE

## INTRODUCTION

### Background of the Study

In the context of globalization, English is one of the most widely used languages in the world. It has been regarded as a global language that people around the world use for communicating, cooperating and developing the world together. According to Soares (2011), 400 million people speak English as their first language and over 900 million people speak English as their second language. It is likely that the number of people who speak English will grow continually as English is used as a global means of communication for several purposes and in a variety of contexts such as the world organization including the United Nation, the International Monetary Fund, and the Asia- Europe Meeting. English has also been used as a medium for communication for international business contexts, professional contexts, including the tourism and travel industry, and specifically in educational settings in various fields.

The needs of English in Thailand are similar to those countries in the modern world. Every year, a large number of foreigners visit Thailand for many purposes including business, tourism, and education. Therefore, the demand for Thai people to be able to communicate in English is increasing dramatically. Consequently, the Thai government has supported Thai students to learn English from kindergarten to the tertiary level for many decades. The government has also supported vocational students, who will become the man- power for the labor market to study English. Vocational students are required to enroll in many English courses focusing on using English for communication in their daily lives and prospective workplaces.

According to the Office of Non Formal and Informal Education (ONIE) (2011), Thailand has committed to labour mobility under the ASEAN Framework Agreement on Services (AFAS) in 2015. The labourers and professionals from member countries must be able to work throughout the association in the Southeast Asian nations. It is likely that labor mobility will be increased in the future. Therefore, vocational students who will be the important man powers of the country should be prepared for this change. Mongkonwanich (2009) mentions the WISE model for competitive workforce to help vocational students to improve their global competency. The model also includes English language skills. Hence, more and more students, including vocational college students, need to be more qualified to work in many types of businesses with the ability to speak English well, since English proficiency has been one of the main qualifications required for the workplace.

However, Utawanit (1999, as cited in Jing, 2010) points out that many Thai students have a low level of proficiency in English although they have learnt English for more than 10 years. Most of them can not express themselves fluently. They appear to be deficient in their English speaking ability.

Khemkhien (2010) points out the causes of Thai students' deficiencies in both listening and speaking.

*It is extremely difficult for Thai learners to master the English language in terms of speaking and listening. This is because the medium of instruction in the classroom is mostly Thai, as many teachers teaching English to Thai learners are mainly non-native speakers, leading to the use of unnatural language and creating the failure of genuine interaction in the language classroom. Also, Thai learners in general have few chances to interact with English native speakers. The exposure to English of Thai learners is thus somewhat limited. (p.184)*

Many researchers (Wongsuriya, 2003; Promshoit, 2010; Phuphanpet, 2004 & Kethongkum 2005), who have conducted research on vocational students' listening and speaking abilities agree that vocational students have deficiencies in their speaking ability. They cannot communicate in English. The researchers also indicate that the causes of their deficiencies come from many sources: first, students have few opportunities to use English outside the classroom; second, students cannot apply the knowledge learnt from the classroom to use in real life situations, and they have a limited repertoire of vocabulary, so they cannot communicate using appropriate vocabulary in different contexts; third, students do not have confidence in their ability to speak in English; fourth, many English teachers do not focus much on speaking because it takes time to practice; fifth, schools do not provide effective teaching materials for teaching speaking ; and lastly, students have a negative attitude towards learning English based on their past experiences.

Grounded by my two- year teaching experience at Intrachai Commercial College, many vocational students have deficiency in speaking English shown from their low to moderate grades in English conversation courses. Students' problems in speaking come from three sources: students themselves, teachers and the curriculum. For students, they have less motivation to speak English and have no clear goal for speaking English. For teachers, due to the time constraints, they do not arrange communicative activities to give students opportunities to practice speaking. Also, the teachers mostly use the traditional teaching approaches that emphasize grammatical structures. Therefore, even in the classroom, students rarely practice speaking English and have less chance to interact with other students. Lastly, the curriculum is also problematic. According to the intentions of Office of the Vocational Education

Commission (2010), the high certificate vocational curriculum indicates that students are required to study English for only two to three periods per week. The time allocated for the English course is not adequate for practicing language, particularly speaking skill. Moreover, if the vocational students still have the deficiency in speaking English, they are a barrier for developing the country because they will not have the potential to compete in global workplaces such as in business, travel and hospitality industries, education, science and technology and so forth. Therefore, Communicative Language Teaching (CLT) has been brought to the classroom to develop students' speaking ability through using communicative activities.

The goal of communicative language teaching is communicative competence, which emphasizes the use of language for a wide range of different purposes and functions: varying the use of language according to different settings and participants, producing and understanding different types of text, and maintaining communication even if having limitations in one's language knowledge (Richards, 2006).

According to Moss and Ross-Feldman (2003), communicative activities include any activities that encourage and require the learners to speak with and listen to other learners. Communicative activities serve two important language needs: preparing learners to use language in real life situations and supporting the atomization of language knowledge (Thornbury, 2008). By using communicative activities, students can also receive whole-task practice, improve their motivation, have opportunities to learn natural language and create a social context which supports learning (Littlewood, 1998). The communicative activities that can engage students to focus on speaking include jig-saw activities, role play, simulation, games, interviews, information gap activity, problem-solving activity, discovering sequence activity, and conversation



grid. Many researchers (Promshoit, 2010; Phuphanpet, 2004; Kethongkum, 2005; Domesrifa, 2008; Ponglangka, 2007; Klanrit, 2010 and Noon-Ura, 2008) claim that communicative activities can increase students' English speaking ability at the secondary level, vocational certificate student level, and tertiary level.

As mentioned above, the use of communicative activities can develop students' speaking ability. However, there are very few studies investigating the use of communicative activities on diploma vocational students. Therefore, it is of interest to examine whether the use of communicative activities can develop diploma vocational students' speaking ability.

### **Objectives of the Study**

This study aimed to

1. examine the effectiveness of communicative activities on the first year diploma students' English speaking ability.
2. explore students' perceptions towards the use of communicative activities in the classroom.
3. investigate students' attitudes towards communicative activities used in the classroom.

### **Research Questions**

This present study addressed three research questions as follows:

1. Do the first year diploma students from Intrachai Commercial College develop their English speaking ability after learning through communicative activities?

2. What are students' perceptions towards the use of communicative activities in the classroom?

3. What are students' attitudes towards communicative activities used in the classroom?

### **Significance of the Study**

This study can be used as a guideline for developing vocational students' speaking ability through the use of communicative activities. It suggests many communicative activities that are effective and applicable to be used with vocational students in the English classroom environments. The outcome of effective communicate activities applicable for developing communicative language abilities, specifically speaking in English, might be beneficial to people involved in the field of English language teaching in many aspects:

1. For curriculum developers, English teachers, educators, course developers and administrators who attempt to help students with speaking problems can benefit from the results of this study by using the findings of this study. The findings can be used as the guidelines for developing and revising the English courses of vocational students who tend to have low motivation to learn English.

2. The results of the study can be useful for classroom teachers in the vocational institutes. The effective communicative activities can be applied in their classroom setting to improve vocational students' speaking ability so that these vocational students can be well-equipped and well-prepared for the labor mobility in the modern world.

## **Scope of the study**

### **Population and Sample**

#### **Population.**

First year diploma vocational students, from Intrachai Commercial College, Bangkok were the population in this study. They were enrolled in the course Developing Skills for English Communication 1 (3000-1201).

#### **Sample.**

The participants were 32 students from the Accounting 1 class, enrolled in Developing Skills for English Communication 1 (3000-1201) which was a compulsory course in the first semester of the academic year 2011. The participants were selected by a convenience sampling procedure due to the fact that the researcher was assigned from the college to teach in this class.

#### **Variables.**

The independent variable was the use of communicative activities to develop students' English speaking ability, and the dependent variables were the students' speaking ability, students' perceptions towards the use of the communicative activities in the classroom, and students' attitudes towards communicative activities used in the classroom.

## **Definition of Terms**

The following terms are defined because they are used repeatedly and frequently and specifically in this study.

### **Communicative Activities**

Communicative activities refer to activities for developing students' speaking ability and requiring students to communicate with other students in the classroom. The communicative activities used in this study included jigsaw activity, discovering sequence activity, discovering identical-paired activity, role play, mapped dialogue, and information gap activity.

### **English Speaking Ability**

English speaking ability refers to the students' ability to consistently and continuously speak without pauses or hesitation; consistently communicate all ideas without difficulty; pronounce words correctly and clearly; use varied and correct vocabulary and be able to communicate them properly; consistently use correct grammatical structures and use gestures appropriately. This ability can be measured by the scores from the pretest and posttest English speaking test. The scores can be evaluated by using the rubric of speaking ability adapted from Phuphanpet (2004), Scanlon and Zemach (2009), and Domesrifa (2008).

### **Student Attitudes towards Communicative Activities Used in the Classroom**

Students' attitudes towards communicative activities used in the classroom refer to students' satisfaction and personal feelings towards the communicative activities used in the classroom.

## **Students Perceptions towards the use of Communicative Activities in the Classroom**

Students' perceptions towards the use of communicative activities in the classroom refer to students' views, opinions, and beliefs towards the improvement in their speaking ability, and learning through the integration of communicative activities.

### **Summary of the Chapter**

This chapter presented the rationale of the study, the context and the direction of the study. This chapter first discussed the background of the study including the problems of vocational students on their speaking ability and the effectiveness of the communicative activities on students' speaking ability. The chapter concluded with the objectives of the study, the research questions, the significance of the study, the scope of the study and the definitions of key terms used in the present study.

### **Organization of the Research**

The rest of this research is organized as follows:

Chapter 2 discusses the literature related to the study as the ground theory for concepts described in this present study. First, the chapter discusses communicative language teaching including characteristics of communicative language teaching and the concepts of communicative activities as well as types of communicative activities. Then, the chapter describes the concept of speaking ability, the way of developing speaking ability, the method of evaluating and assessing speaking ability, and rubric

of speaking ability. The chapter finally describes the concept of attitude, the concept of perception, and the related research on the use of communicative activities.

Chapter 3 explains the research design and methodology used in the study. It also highlights the research instruments employed in collecting both quantitative and qualitative data. Data collection procedures and data analysis are also presented in this chapter.

Chapter 4 presents the results of the study showing the difference between students speaking ability before and after the experiment. Then, the students' perceptions and attitudes towards the implementation of the communicative activities are discussed.

Chapter 5 summarizes the finding of the study, discusses the effectiveness of the communicative activities on students' English speaking ability, the improvement in the students' speaking ability after the experiment, the students' positive perceptions towards the use of communicative activities and student's positive attitudes towards the use of communicative activities. Recommendations and implications for further studies are also presented.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

The main purposes of this study were: (a) to examine the effectiveness of communicative activities on the first year diploma students' speaking ability, (b) to study students' perceptions towards the use of communicative activities in the classroom and (c) to investigate students' attitudes towards communicative activities used in the classroom. This chapter provides the theoretical foundations and the previous studies on the use of communicative activities to promote English speaking ability. It consisted of three parts. Firstly, it discusses communicative language teaching including characteristics of communicative language teaching and the concept of communicative activities as well as types of communicative activities. Secondly, it conceptualizes speaking ability, the way of developing speaking, the method of evaluating and assessing speaking ability, and a rubric of speaking ability. In the last section, the concept of attitude, the concept of perception, and the related research on the use of communicative activities are presented.

### **Communicative Language Teaching**

#### **Characteristics of Communicative Language Teaching**

Communicative language teaching (CLT) begins with a theory of language as communication which aims to develop learner's communicative competence based on the approach of teaching called the communicative approach (Richards & Rodgers, 1986 as cited in Rao, 2002). Richards (2006) points out that communicative language teaching has influenced approaches of language teaching practice around the world.

The term “communicative competence” has been defined as the knowledge of both rules of grammar and rules of language use appropriate to a given context. (Hymes, 1972 as cited in Uso-Huan & Martinez-Flor, 2008, p.158). According to Larsen-Freeman (1986), the characteristic of communicative language teaching are concerned the communicative intent. To develop learners’ communicative competence, learners first learn how to convey meaning, and how to participate in speech events. Grammar should not be the main focus. The experience of communication may lead learners to a structural or functional analysis of the language (Savignon, 1983).

Savignon (1983, p.8) points out characteristic of communication competence as follows:

1. Communicative competence is a dynamic rather than a static concept. It is interpersonal because it relies on the negotiation of meaning between two or more people who share degree with the same symbolic system.
2. It applies to various other symbolic systems including both written and spoken language.
3. It is context specific. This is because communication happens in many situations and its success depends on one’s understanding of the context and on previous experience, and same kind of knowledge.
4. The word ‘competence’ and ‘performance’ are different. Competence means what one knows but performance means what one does. Only performance can be observed whereas competence can be improved, maintained and assessed through performance.

Chomsky (as cited in Harmer, 1985) mentions that native speakers know all the rules. With this knowledge, the native speaker can create an infinite number of



sentences. This is called grammatical knowledge competence. However, Hymes (as cited in Harmer, 1985) disagrees with him. He argues that Chomsky misses some important points. Native speaker knowing all the rules is not enough because it can not explain all that native speakers' knowledge; they need to know the functions of language as well. Hymes coined the concept called communicative competence.

Hymes (as cited in Harmer, 1985) separates native speakers' knowledge on language into four categories as follows:

1. *Systematic* this is similar to Chomsky's original competence. The native speaker has a system that can produce unlimited language.

2. *Appropriacy* The native speaker knows the appropriateness of using language in a given situation.

3. *Occurrence* The native speaker knows what language is commonly used. If the native speakers use a common piece of language, it will be clear and understandable.

4. *Feasibility* The native speaker knows if something is possible to use in a language. For example, native speakers know that using too many adjectives does not make sense when producing language even though there is no rule to limit how many adjectives can be used before a noun.

Canale and Swain (1980, cited in Manajitt, 2008) identify four components of communicative competence in their framework: first, grammatical competence referring to the ability to use a grammatical rule, but not necessarily explain it explicitly; second, sociolinguistic competence referring to an ability to understand the social context in which language is employed; third, discourse competence referring to an ability to interpret a series of sentences or utterances for forming a meaningful

whole and to produce a coherent text that is related with a given context ;and strategic competence referring to an ability that one uses to compensate for incomplete knowledge of rules or limiting factors in their application such as fatigue, distraction and inattention.

### **Communicative Activities**

Communicative activities are any activities that support and require a learner to speak with and listen to other learners in the classroom (Moss & Ross-Feldman, 2003). The characteristics of truly communicative activities encourage learners to use language. Learners are motivated to communicate to achieve a goal. Their aim is to focus on what to say not the form being used, and they will have to deal with a variety of language structures not just one language structure (Harmer, 2007).

Morrow (1981 as cited in Manajitt, 2008) points out that there are three elements in communicative activities: information gap, choice and feedback. First, information gap encourages exchanging of information and negotiation of meaning between the speaker and the listener. In the classroom in doing an information gap activity, one student must have some information that the second student does not know. The purpose is to bridge the information gap. The concept of information gap is regarded as one of the most fundamental in communicative teaching. Second, choice points to how speakers can use language in a variety of ways. There is no restriction of how to convey meaning. The last one is feedback which refers to the response from interlocutors which can determine the success of language use. The purpose that the participants have in mind is the successful completion of the task.

The aim of communicative activities is to encourage purposeful and meaningful interaction between learners. Communicative tasks are created so learners will have a goal or reason for speaking; they can bridge an information and opinion gap and can ask for or provide real information, or find out about their friends' opinions.

Communicative activities can motivate the classroom and prepare the learners for real-life interaction (Gower, Phillips & Walters, 2005).

Littlewood (1998) concludes the purpose of communicative activities under the following four headings:

1. Communicative activities provide whole-task practice through many kinds of communicative activities in order to suit the learners' levels of ability.

2. Communicative activities improve motivation. The learner's ultimate objective is to take part in communication with others. The more students see their classroom learning related to their objective, the more their motivation increase.

3. Communicative activities allow natural learning. Many aspects of language learning can happen only through natural processes which work when the learner is involved in using the language for communication. That is why communicative activities are a vital part of the total learning process.

4. Communicative activities can create a context which supports learning. Communicative activities create positive personal relationships among the learners and between learners and the teacher, which encourages individuals to learn better.

Thornbury (2008) characterizes the communicative activities motivate students to complete specific outcomes and express language without any restrictions. It requires the interaction between the participants in order to achieve the task. The activity occurs in the real time; therefore, the outcome can not be exactly predicable.

Communicative activities can encourage students to use language, and students are motivated to communicate with others because they have an aim for speaking, and creating the interaction among students. However, there are many types of communicative activities that the teacher can adjust to use in the classroom.

### **Type of Communicative Activities**

Richards (2006) states three different kinds of communicative activities: mechanical meaningful and communicative.

*Mechanical practice* involves a controlled practiced activity which students can complete successfully without truly understanding the language they contribute via repetition drills and substitution drills, designed to practice using a particular grammatical or other specific item.

*Meaningful practice* involves an activity in which students are required to make meaningful choices when practicing with the controlled language.

These two kinds of activities are similar to the pre-activity, which aim to equip the learner with some skills that are necessary for communication (Richards, 2006). The pre-communicative activities are created to help learners acquire linguistic forms and relate them to the communicative function, nonlinguistic reality, and social context (Littlewood, 1998).

The pre-communicative activities are activities that prepare students to relate linguistic structures to communicative functions before doing the communicative activity. Each kind of activity helps learners to develop both fluency of behavior and clarity of comprehension in their use of the target linguistic system. This type of activity contains drills, substitution labels, structure-based practice such as reversal, controlled, medium-oriented, and pseudo-or pre-communicative (Pattison, 1989)

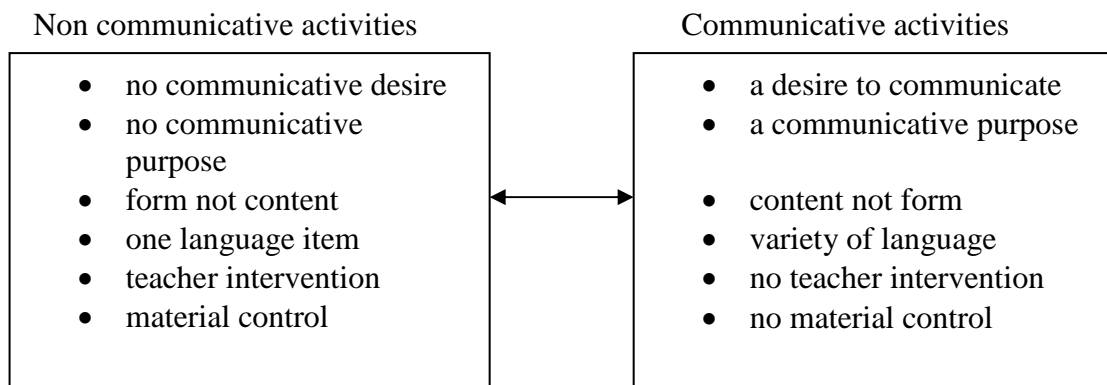
*Communicative practice* is similar to the communicative activity (Richards, 2006). It involves activities that focus on practice using language within a real communicative context. It encourages students to exchange real information with language that is unpredictable.

Littlewood (1998) states that the distinction between pre-communicative activities and communicative activities can be concluded as follows:

1. With pre-communicative activities, learners practice elements of knowledge or skills which develop communicative abilities separately. Hence, the learners are being trained in the partial skills of communication rather than the total skill. For example, different types of drills or questions and answer practice. The main purpose is to encourage learners to produce language which is acceptable rather than to communicate meaning effectively. This kind of activity creates a link between the language form being taught and its functional meaning. These activities can be subcategorized as quasi-communication because they take account of communicative and structural facts about language which is opposite to purely structural activities.

2. Through communicative activities, the learner has to activate and integrate their pre-communicative knowledge and skills and use them for communicating meaning. It is an opportunity to practice overall communication skills. Learners are expected to raise their skills from an intended meaning, select appropriate language forms from their total repertoire, and produce them fluently.

Harmer (1985, p.70) states six characteristics of communicative activities which can be seen as forming one end of a continuum of classroom activities in language teaching in opposition to the other end of the continuum of non-communicative activities, which are shown in Figure 1.



*Figure 1.* The Communication Continuum

Source: Harmer (2007, p. 70)

Harmer (1985) states that teaching speaking can be divided into three major stages: introducing new language, practice and communicative activities.

The introduction of new language is an activity that often falls at the non-communicative end of the continuum. The teacher will use controlled techniques and ask learners to repeat and perform drills at this stage. The teacher can focus on accuracy and correct learners' mistakes. However, the teacher should not spend a long time in this stage and abandon the drills as soon as possible. They are necessary in supporting learners to assimilate new language and help them to produce new language for the first time.

The practice stage falls somewhere in between the two ends of continuum. In this stage, the teacher may intervene to help slightly guide and identify inaccuracy. The teacher should ask the learners to use the new language in different contexts especially in combination with what language students already know. The use of the language will be close to real life usage.

Communicative activities are the last stage and are important in the teaching of speaking because when the teacher uses communicative activities, the learners can do

their best to use the language as individuals and arrive at a degree of language autonomy. The learners will retrieve English in their language store so they will use all the language that they know. Therefore, they will gradually improve strategies for communication. The focus gradually changes from emphasizing accuracy to concentrating on the successful outcome of communication. The role of the teacher in this stage is as facilitator and monitor.

Non-communicative activities are used in drills or in repetition. They focus on the form of the language, not its content. However, not all classroom activities use either communicative or non-communicative activities. It can be said that at the beginning of teaching language, the new language stage and practice stage are introduced more than communicative activities. The balance should change dramatically when the standard of students' English increases. At this stage, the teacher should focus on communicative activities rather than on presentation. The teacher can adjust the balance from what the students need on a particular day in a particular situation (Harmer, 1985).

Gower, Phillips and Walters (2005) divide speaking activities into three types: first, controlled activities representing the repetition practice for improving the accurate use of words, structures, and pronunciation; second, guide activated activities representing activities that are created for helping students continually using language that they have learnt before; third, creative or freer communicative activities representing activities that are created to give the learners creative practice opportunities for practicing language items, or general fluency practice. The learners must have an aim for communication and there must be a gap to be filled between the speakers in these activities.

Littlewood (1998) classifies communicative activities into two types: functional communicative activities and social interaction activities.

**Functional communicative activities.**

These activities are created to encourage learners to use the language they know in order to get meaning across as effectively as possible. Their success can be measured by whether they can deal with the communicative demand of the given situation. The functional communicative activities are divided into four main groups: sharing information with restricted cooperation, sharing information with unrestricted cooperation, sharing and processing information, and processing information.

*Sharing information with restricted cooperation* is carried out by one learner or group, who possesses information which another learner or group must find out. The one who knows the information is not allowed to cooperate fully in order to maximize their language practice and encourage student interaction.

Littlewood (1998) propose examples of this type of activities as follows:

*1. Discovering identical pairs:* The teacher gives one card to each student in the group. There are, for example, six different pictures with three copies of each. The students must find out and ask each other about their card until each has found partners with a card similar to their own. (See Littlewood p. 24-25)

*2. Discovering sequences or locations:* Learner A has a set of, for example, six pictures of patterns which are arranged into a sequence from one to six while learner B must find out the sequence of learner A's pictures and arrange his/her pictures in the same way as learner A. (See Littlewood p. 23-29)

*Sharing information with unrestricted cooperation* encourages the learners to become fully cooperative to help them create more realistic interaction. The learners



produce various communicative functions. Besides asking and answering questions, learners can use language for describing, suggesting, asking for clarification, and helping each other. (See Littlewood, p. 29-32)

*Sharing and processing information* is created to encourage the learners not only to exchange information but also discuss or evaluate the information for solving the problem or completing the activities. (See Littlewood, p.33-36)

*Processing information* requires the learners to share information. The learners now have access to all relevant facts. They need to communicate in order to discuss or evaluate the facts they have in pairs or groups for dealing with a problem or making a decision.

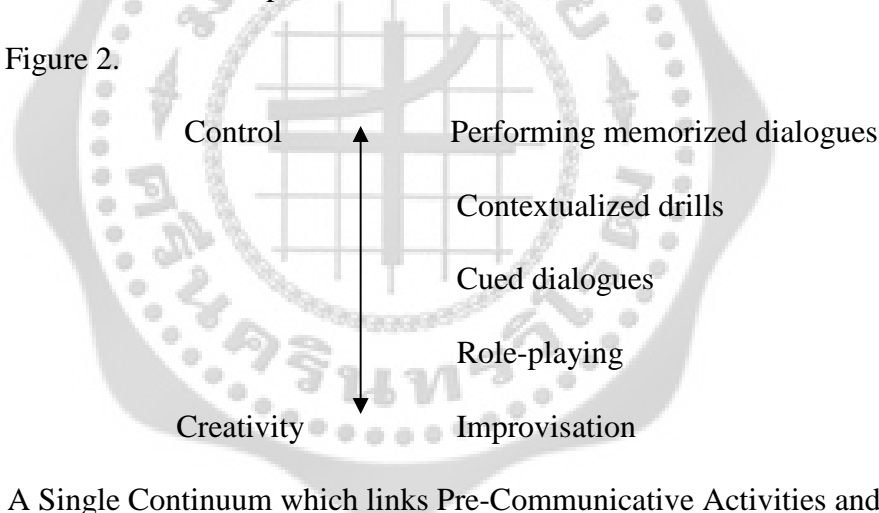
#### **Social interaction activities.**

These are activities that take into account the social meaning and the functional meaning of different language forms. These activities aim not only encourage learners to convey meaning effectively but also to focus on the social context in which the interaction emerges. Consequently, the activities closely approximate the characteristics of communication used outside the classroom. Social acceptability is flexible and relies on what yardstick is being used. For the beginner, while the learners perform the communicative activity, social acceptability may mean students use a satisfactory level of grammatical accuracy. As the learner progresses, it might mean producing language which is suitable for a particular situation in which communication occurs. Role play is when the learners take the part of a particular person in a given situation and act out a conversation. Pattison (1989) states that participants act in a role or situation that is partly or wholly different from their real

life. Even though the interlocutor may share the same mother tongue, they pretend that only the foreign language is their means of communication.

Gower, Phillip and Walters (2005) point out that role play can remind the learners of situation they might be in; provide learners a chance to try out language they have learnt recently or practice and revise in a more controlled way; provide learners a chance to develop their fluency when faced with various situations and a wide range of language; and help the teacher to diagnosis both strength and weakness of learners when they produce language.

Littlewood (1998, p.50) points out that the activities can be presented as part of a single continuum which links pre-communicative and communicative activities, as shown in Figure 2.



*Figure 2.* A Single Continuum which links Pre-Communicative Activities and Communicative Activities

Source: Littlewood (1998, p. 50)

From the single continuum, the teacher's control is at a maximum and the learner's creativity is at a minimum in dialogue-performance. In the contextualized drill, even though the students produce sentences that may be new to them, the teacher has to predetermine those sentences. In cued dialogues, the teacher controls the meaning but not the language that is use for expressions. For more creative type of

role play the teacher controls just the situation and the learner's role and then let the students to create the interaction (Littlewood, 1998)

Littlewood (1998) creates role playing techniques as follows:

*Role-playing controlled through cued dialogues or mapped dialogues* can be both pre-communicative and communicative activities depending on the teacher creating the activity. For communicative activities, the learners generally have their separate cued card. Learner must listen to their partners before giving a response. This creates interaction which is similar to real communication. However, the cue helps them to predict the general message of what other will say which helps them prepare the general gist of their own responses. The cued dialogue can help learners elicit the forms that they have just learnt. Littlewood (1998:51) presents the example of cued dialogue shown in Figure 3.

Learner A	Learner B
You meet B in the street	You meet A in the street
B:	B: Greet A.
A: Suggest somewhere to go together	A:
B:	B: Reject A's suggestion. Make a different suggestion.
A: Accept B's suggestion	A:
B:	B: Express pleasure

*Figure 3. The Example of Cued Dialogue*

Source: Littlewood (1998, p.51)

*Role-playing controlled through cues and information* is more flexible. Only one learner has detailed cues, whereas the other has information that is necessary for the other to respond. For example, one student is given the role to play as a hotel guest who needs information about the hotel room. The other plays a role as the receptionist who has information on room size, room price, and hotel facilities. For this kind of activity, the teacher is less able to predict what the learner will say in detail and less able to provide them all the language forms they need. To deal with this situation, students should practice using some communicative strategies such as paraphrasing. (See Littlewood p.52-55)

*Role-playing controlled through situation and goals* are activities that the teacher would like to create for a specific kind of interaction and elicit a specific range of functional meanings and forms by increasing the scope with a looser structure. This allows students to have a chance to create the interaction themselves. Therefore, there is less control on the specific meaning the learner expresses. It focuses on the higher levels of a situation and the goals that the learner has to complete through communication (See Littlewood p. 55-57).

*Role-playing in the form of debate or discussion* is a debate or discussion about a real simulated issue. Students must have adequate shared knowledge about the issue in their role and different opinions or interests to defend. They may have to reach a concrete decision or vote on an opinion at the end of the activity.

There are many activities that Richards (2006), Pattison (1989), Harmer (2007) and Thornbury (2008) have in common which are information gap activities, jigsaw activities, and opinion gap activities.

*Information gap activities* include a transfer of giving information from one to another which means decoding or encoding information from or into language. For example, the students work in pairs and one student has a part of the information and tries to convey it verbally to the other. Also, the activity also always relates to the selection of relevant information. Students might be required to meet the criteria measured by the completion and correctness in transferring the information.

Klanrit (2010) mentions the goal of information-gap activity is to encourage the learner using the target language to generate real communication in solving a task. In an information gap activity, the learners finally realize that the aim is not to find specific information from their classmates but to practice given language items (Pattison, 1989).

In order to complete the task outcome, the learners have to communicate (Thornbury, 2008). The information gap activity is often used in communicative activities. It is necessary that learners does not see the material of their partners, thus the teacher should organize the class so that learners can sit opposite to their partner (Gower, Philips & Walters, 2005)

In addition, Richards (2006) states that in real communication, people generally communicate in order to get information they do not know. This is called the information gap. The activity can be more effective when authentic communication is used in the classroom. Students should be supported to go beyond practice of language forms and use their linguistic and communicative abilities to receive information.

Richards proposed the implementation of information gap activities as follow:

*Find the difference* First, students are divided into A-B pairs. The teacher has copied two sets of pictures. One set (for student A) contains a picture of a group of

people. Another set (for student B) contains a similar picture but it contains a number of slight differences from the A-picture. Students then sit back to back and ask questions to find out how many differences exist between the two pictures. (See Richards p.9)

The examples above encourage students to practice speaking rather than using grammatical and lexical features. They also acquire a social dimension when one partner simulates a specific role because they have to negotiate by using appropriate expressions.

*Jigsaw activities* are based on the information-gap concept. The teacher divides the class into groups. Each group has some of the information that helps to complete the activity. To complete the activity, the class has to gather some parts of information from each group member by using the target language to communicate meaningfully (Richards, 2007). Harmer (1985) mentions that the aim of this activity is to give learners only some information and then ask them, for example to use that information as part of a story which they have to ask other learners in order to complete the task. Thornbury (2008) suggests that the teacher can use pictures instead of information.

*Opinion gap activity* involves identifying and combining a personal preference, feeling or attitude in response to a provided situation. One example is discussing a social issue. Doing the activity may include justifying one's opinion by using factual information and formatting arguments. However, the outcome can not be justified as right or wrong and it is unnecessary to expect the same outcome from different individuals or occasions (Pattison, 1989). Richards (2006) concludes that the students compare their opinions, values, and beliefs to complete the activity.

Pattison (1989) mentions six other types of communicative activities as follows:

*Matching Activity* allows students to recognize matching items or complete pairs or groups, including “find your partner” and split dialogues.

*Communicative strategies* are needed in order to help students to compensate for the gap in their knowledge when students face the difficulties in communication. The strategies can be categorized as paraphrases or approximations, borrowing or inventing words, gestures, asking for feedback and reduction.

*Picture and picture stories* are widely used for oral practice, especially for free practice. The students are asked to describe a picture or re-tell a story which everyone can see.

*Puzzle and problem* involve the students making guesses, draw on their general knowledge and personal experience, use their imagination, and test their logical reasoning. There are various types of which the learners can find at least one type that suits them.

*Discussion and decision* focus on characteristics of natural communication covering content of communication, reason for communication, result of communication, participants in communication, and the means of communication, all of which can help to solve problems of class discussions such as artificial organized discussions, large groups, and gaining knowledge on a given topic.

Additionally, Harmer (1985) divides the oral communication into seven areas: reaching a consensus, relaying instructions, communicative games, interpersonal exchange, story construction, simulation and role play, and problem solving. In addition, Harmer (2007) also classifies speaking activities in terms of purpose, participation and planning into six categories, which are acting from a script,

communication game, discussion, prepared talks and questionnaires, and simulation and role play.

Many teachers start teaching language with pre-communicative activities for learners to practice using certain language forms and functions correctly. The pre-communicative activities will bring students to communicative activities later. Therefore, they can use the new language they have practiced. During this time, the teacher can measure learners' progress. This is the sequence from controlled practice to creative language use.

In order to select the activities to use in the classroom, the teacher should consider both methodological consideration and situation specific factors or situations in the classroom (Littlewood, 1998). The teacher should use a balance of fluency activities and accuracy, and use accuracy to support fluency activities. Accuracy work could either come before or after fluency work (Richards, 2006).

In conclusion, the teacher should integrate the activities by supporting the learners to use the appropriate forms and to know how and when to use them appropriately. For this research, the researcher will use jigsaw activity, information activity from Thornbury (2008), discovering sequence activity, discovering identical pair activity, role play, and mapped dialogue adapted from Littlewood (1998).

## **Speaking Ability**

### **The Concept of Speaking Ability**

For most people, the ability to speak a language is the most basic means of human communication (Celce & Murcia, 2007). Speakers need to be able to pronounce phonemes correctly, use appropriate stress and intonation patterns, and



speak in connected speech if they want to be able to speak fluently in English.

However if they want to speak English as a second language fluently, they have to be able to use a range of conversational and conversational repair strategies. They also need to be able to engage in exchanging typical language functions (Harmer, 2007).

When speaking, speakers need to estimate the listener's knowledge and assumptions for selecting language that will be sent in accordance with the intended meaning (Littlewood, 1998). Speakers of a language can use all appropriate language to convey their ideas clearly and use structure and vocabulary correctly. They can speak consistently without pauses or hesitation, consistently communicate all ideas without difficulty, pronounce sounds correctly and clearly, use varied and correct vocabulary, consistently use correct grammatical structure, and use gestures appropriately (Phupanpet, 2004, Scanlon & Zemach, 2009 & Domesrifa, 2008).

Speakers do not commonly have time to produce their utterances carefully. In conversation, many things are happening at once. For example, understanding what other is saying, saying what we want to when we have the opportunity to speak, being prepared for unpredictable changes of topic, and thinking of something to say when there is a long silent period (Davies & Pearse, 2000). The learners who are good at listening and understanding might not speak well (Broughtton et al., 1980).

In conclusion, those who are competent in English have the ability to speak English fluently and correctly by using accurate vocabulary and structures and know how to use the language in various functions and situations appropriately.

In order to improve their speaking ability, the teacher should adjust their teaching approach in order to develop students' speaking ability.

### **The Ways to Improve Speaking Ability**

Celce & Murcia (2001) point out that generally children are more holistic learners who need to use language for authentic communication in the classroom. This means students should speak about something in which they are interested. They should be provided a rich context including movement, the senses, objects and pictures, and a variety of activities.

In addition to activities, the teacher should treat learners appropriately to their age and interest. Many modern textbooks focus on speech which provides many drills, exercise and dialogues for oral practice, but learners still feel that they are not learning a foreign language. Activities should be created based on communication in real life (Pattison, 1989). The teacher can help the learners succeed in this field by designing the materials carefully.

The teacher must be able to encourage the learners' motivation at the beginning by using the new challenging ways. (Klanrit, 2010). The teacher can improve the learners' speaking ability by providing them every opportunity to speak in classroom, helping them to realize their need for language ,and encouraging their confidence by giving the positive feedback(Gower, Phillips & Walters, 2005). The teacher needs to make English a communicative language in the classroom by giving opportunities in class for students to share ideas in the target language, exposing them to various kinds of language such as video and audio tapes, and encouraging them to be independent by suggesting ways of learning English outside the classroom (Rost, 1991).

Nunan (2003) also states principles for teaching speaking as follows: first, understand the differences between second language and foreign language learning contexts; second, provide students practice in both fluency and accuracy; third, use

group work and pair work to encourage students to talk; fourth, use speaking tasks involving negotiation for meaning; and lastly, use communicative activities involving both transactional and interactional speaking. Moreover, Thornbury (2008) sets the criteria for speaking tasks covering productivity, purposefulness, interactivity, challenge, safety and authenticity.

In order to improve the learners' speaking ability, the teacher should have well-planned activities, and encourage students to talk as much as possible. The teacher should evaluate and assess student's speaking ability after teaching to find out if they can improve their abilities.

### **Evaluating and Assessing Speaking Ability**

Both formal and informal testing takes place at the beginning and at the end of most language courses. It also takes place at various times during the course itself. There are many different criteria for testing speaking depending on different situations. A placement test that does not include speaking is inadequate for assessing speaking skills (Thornbury, 2008).

When assessing speaking, the teacher guides the learners' output according to the task that is given. Different purposes and contexts vary language usage, so designing the task is very vital in developing assessment of speaking ability. The construct-related information that the scores must deliver is the most important factor when designing tasks. To put their speaking tasks into practice, the task designer has to provide the instructions and task materials such as pictures or role play cards to learners (Luoma, 2004). Clear instructions are important. If the learners do not understand the test procedure, the assessor can not measure their language ability

successfully. With low-level students, the instructions can be their first language (Underhill, 2003).

Moreover, Broughton et al. (1980) state that when intending to assess learners' speaking ability in a particular situation, the assessor should set the simulation of those situations for assessing ones' performance.

Thornbury (2008) also points out six types of spoken test: interviews, live monologues, recorded monologues, role play and collaborative tasks, and discussion.

In summary, in order to create effective speaking assessment, the teacher should construct tests that can measure students' speaking ability effectively. Hence, it is necessary to set rubrics of speaking ability as a tool for measuring their speaking ability. The next section describes this in detail.

### **Rubric of Speaking Ability**

According to Thornbury (2008), there are two main types of scoring for assessing speaking ability: holistic scoring and analytic scoring. Holistic scoring is done by giving a single score on the basis of an overall impression. The advantage of this type of scoring is that it is quick and adequate enough for informal testing of progress. However, there should be more than one assessor in order to discuss any significant differences. On the other hand, analytic scoring is done by giving a separate score for different aspects of the task. It takes much longer than holistic scoring, but forces the tester to take score according various factors. It is necessary to select the appropriate criteria in order to assess the speaking performance fairly and reliably.

The Cambridge certificate in English language speaking skills (CELTS) test of speaking constructs their rubric covering five categories: grammar and vocabulary,

discourse, management, pronunciation, and interactive communication (Thornbury, 2008) whereas Scanlon and Zemach (2009) stated five levels in the speaking assessment criteria including communication, fluency, accuracy, language, and interaction.

Hildons, FSI (Foreign Service Institute), Clark (as cited in Phuphanpet, 2004) propose five categories covering fluency, pronunciation, grammar, vocabulary and gestures for measuring speaking ability.

In the present study, the researcher will use holistic scoring by using rubric for evaluating students' speaking ability including five categories: fluency, pronunciation, vocabulary, grammar, and communication strategy adapted from Phuphanpet (2004), Scanlon and Zemach (2009) and Domesrifa (2008) (See Appendix B).

### **The concept of Attitude**

The concept of attitude is so important and useful that many proposed definitions have been offered to describe its essence.

According to Allport (1954, as cited in Gardner, 1985, p.8), attitude is “a mental and neural state of readiness, organized through experience, an exerting and directive or dynamic influence upon the individual's response to all objects and situations”.

Chave (1928, as cited in Fishbein and Ajzen, 1975, p.9) states “ An attitude is a complex feeling, desires, fears, convictions ,prejudices, or other tendencies that have given a set or readiness to act to a person because of varied experience.”

Sarnoff (1960, as cited in Firshbein and Ajzen, 1975, p.9) defines attitude as “a disposition to react favorably or unfavorably to a class of objects.”

Oskamp (1977, p.19) proposes that “an attitude can be defined as a readiness to respond in a favorable or unfavorable manner to a particular class of objects.”

According to Oskamp (1977), there are three components of attitude which are a cognitive component referring to the ideas and beliefs that a person has towards the attitude object, an affective component referring to the feelings and emotions a person has about the object , and a behavioral component referring to how a person act towards the attitude object.

However, Fishbein and Ajzen (1975) propose that beliefs, attitudes and behavioral intentions are not necessary relevant. They point out that when a person says “I like this book” (attitude), it might not mean the book is inexpensive (belief) and does not imply that he is going to buy that book (behavior intention). On the other hand, when a person said “I like this book” it does imply that he enjoy reading it.

Fishbein and Ajzen (1975) then suggest that “attitude be reserved solely for the affective dimension, indicating evaluation or favorability towards an object.” However, Fishbien and Ajzen (1980, as cited in Troudi, 2006) propose that “attitudes exert a directive individual on the behavior of individuals”.

Katz (1960, as cited in Oskamp, 1977) mentions that attitudes can perform many functions for an attitude holder. First, attitudes can help people to understand situations and events around them. They help people to interpret and explain events consistently and clearly. However, an attitude holder can change their previous attitude when they have new information or are in a changed situation.

Second, attitudes are created as the result of an attitude holder’s past reward and punishment for doing or saying specific things. For example, a student likes English class because the teacher praises him when he has done well in the class. On the other

hand, the attitude can change when the holder's goals or needs have changed or that attitude is no longer being satisfied.

Third, attitudes can aid to improve people's self-esteem and help the attitude holder to feel superior. This attitude can be changed if people receive new information and a supportive atmosphere is created.

Lastly, a value-expressive attitude can help to form a person's self-identity which classifies a group of people. The value-expressive attitude can be changed if a person who holds it is strongly dissatisfied with his self-concept or former values.

Gardner (1985, as cited in Al-Tamimi and Shuib, 2009: 33) consider attitude as "components of motivation in learning." Karahan (2007, as cited in Al-Tamimi and Shuib, 2009, p. 33) state that "positive language attitudes let learners have positive orientation towards learning English."

Moon (2000) also states that students' attitudes are influenced by the social environment in which they grow up and by people around them. Students can sustain their interest in and motivation to continue learning English for the longer term if they have positive attitudes at an early stage.

According to Gardner (1985), attitudes play a very important role in language learning since it influence students' success or failure in their learning. If the students' attitudes towards language learning are favorable, it can predict that the students' experience in language learning will be satisfactory. Positive attitude and greater motivation lead to improved student language proficiency. Generally, when students hold favorable attitudes, it causes students to perceive experience positively. On the other hand, if students have negative attitude, their experiences are likely to be perceived unfavorably. In the classroom, the teacher and the methodology also

influence student attitudes. If the teachers are experts in language, interested in students' needs and feelings, and their teaching methodology is attractive, this can increase students' positive attitudes.

According to Oskamp (1977), there are five types of attitude scaling methods commonly used: Bogardus' social-distance scale, Thurstone's method of equal-appearing intervals, Likert's method of summated rating, Guttman's scalogram analysis and Osgood's semantic differential.

Oskamp (1977) proposes two types of questions which are used to gather statements of attitudes, open-end questions and closed-end questions. The former type of questions allows people to give their answer freely. This type can help the investigator to elicit the view of the respondent towards the attitude object deeply. The respondents can express their own ideas and their preferences. On the other hand, close-end questions allowed the respondent to select two or more alternative answers. They are easy to answer. However, they force the respondent to the terms, concepts and alternative answers from the view of the investigator. The investigator then generally uses both open -ended and closed -ended because they have different advantages for obtaining people's attitude. McGuire (1969, as cited in Fishbein & Ajzen, p.1-2) points out that "most investigators intuitively select a particular measurement procedure that seems to fit the purpose of their study."

As discussed above, attitudes are feelings that people have towards something which is affected by people's experience in the world. Attitude can influence the attitude holder by helping them understand the situation around them, improve their self-esteem, and form their self -identify. Attitudes also affect learners' success and failure in their learning depending on their favorable or unfavorable feeling towards



their learning. Learners' satisfaction with teaching activities, classroom environment, and teacher teaching techniques can foster students' positive attitudes towards language learning in the classroom. This present study investigates students' attitudes towards the use of communicative activities by examining study students' satisfaction and their personal feelings towards the use of communicative activities.

Lefton (1997, as cited in Troudi, 2006) proposes that "attitudes are often formed as a result of an individual's unique perceptions of things." Therefore, it is also interesting and useful to study perception. The following section then will discuss perception in detail.

### **The Concept of Perception**

Robbins (2005, p.4) defines perception as "a process by which individuals, organize and interpret their sensory impressions in order to give meaning to their environment."

Brignall (2001) considers perception as the process to which people attach meaning to the world. Therefore, perception refers to the way people try to comprehend the world around them.

Mosher (1998, p.1) proposes that perception is not only a gathering of input from the sensory system, but also the brain's interpretation of stimuli depending on an individual's genetics and former experience. He concludes that "perception is actually a message constructed using outside input, inner neuron processes and past, relevant information stored in the brain."

As discussed above, perception is the way that people try to understand something by organizing and interpreting their sensory impressions in order to create their beliefs, opinions and views towards that particular thing.

Brianall (2001) points out the three stages of the perception process as follows:

*Selection* is the first stage in which we select stimuli attended through five senses: sight, sound, smell, taste and touch.

*Organization* is the second stage in which we psychically organize the stimuli or information we attend to so we understand the stimuli.

*Interpretation* is the last stage in which we provide meaning to the stimuli. The interpretation of stimuli depends on our values, beliefs, needs, experiences, involvement, self-concept and expectations.

According to Robbins (2005), there are three factors influencing perceptions: first, the perceiver referring to attitudes, motives, interests, past experiences and expectations; second, the target being perceived made up of novelty, motion, sound, size, background and proximity, and third, the context of the situation referring to time, setting and social setting.

Therefore, perception refers to people's views, opinions, and beliefs towards things, events or situations. The meanings they attach to the environment is also interpreted from their past experience, expectation interest, and attitude. Consequently, students' experience in language learning, their expectations and interest towards the class environment and teaching methodology also affect their views, beliefs and their opinions towards learning language in class. If students have the good perceptions towards language learning, they are likely to learn English successfully. This study explores students' perceptions towards the use of

communicative activities in the classroom by referring to study students' views, opinions and belief towards the use of communicative activities in the classroom.

### **Related Literature on Communicative Activities**

Since the reception of communicative language teaching, communicative activities are brought to use in the classroom in order to improve students' speaking ability. The following reviews the studies related on communicative activities.

Promshoit (2010) evaluated the development of learners' listening and speaking abilities through using pair work and information gap activity. The subjects were 30 students studying in the second year vocational level in Hotel Management of Samutprakarn Institute of Commerce and Technology School. The experiment was conducted for 12 hours within a 4 week period from February to March 2010. The instruments used in collecting data were lesson plans, English language activities, pre-test and post-test, and teacher-rating for communicative English speaking competence. It was found that there was a significant difference between the mean score of the pretest and posttest at the .01 level after students learned through the communicative activities.

Phuphanpet (2004) investigated the development of first year certificate students' ability in speaking English by using communicative activities including "spot the differences", information gap activities, role play, mapped dialogues and jigsaw activities. The subjects were 20 students at Samutprakan Technical College who were taught for 34 hours. The instruments used in this study were lesson plans, the English speaking ability test, the self-evaluation form, and the observation form. The data were statistically analyzed by mean, percentage and t-test dependent sample.

The finding of this study revealed that the learners' ability in speaking English were significantly different at the .01 level.

Wongsuriya (2003) improved English the speaking and listening communicative competence of the first year diploma vocational students at Rajamangala Institute of technology Sakonakorn Campus, through real life situations. The participants of the study were seven first year diploma vocational students, who were selected by simple random sampling. The instruments used in this study were communicative English lessons with communicative activities, pretest and posttest conversation outlines, and a teacher-rating form for communicative English speaking and listening competence, students' self-rating scale attitude towards English learning, reflective diaries, and audio-recorder. The finding of this study revealed that after learning through the real life situation project, the students' speaking and listening communicative competence before and after the experiment was significantly different at the level of .01. The students' attitudes towards learning English were excellent with mean scores at 4.50 using a 5 scale rating evaluation.

Ketthongkum (2005) studied the effect of using English supplementary materials including role play and information gap activity on developing listening and speaking competence of the third year certificate vocational level students in the Tourism and Hotel major at Premruetai Administration Technology School. The sample of this study was 18 third year certificate vocational students in the Tourism and Hotel major. The instruments used in this study were six lesson plans, a pre-post test, and supplementary materials on developing listening and speaking competence and a students' pleasure questionnaire. The finding of the study indicated that the students' abilities in listening and speaking competence before and after the experiment were

significantly different at the level of .01. Students' attitudes towards English supplementary material on improving listening and speaking competence were good at the level of 3.82.

Domesrifa (2008) investigated whether Mattaymsuksa 1 students could improve their communicative English speaking ability after learning through communicative activities including information gap, mapped dialogue, jigsaw activities, "spot the difference", and role play. The participants were 20 Mattaomsuksa 1 students from the English program at Lertlah Kanchnapisek Road School. The instruments consisted of six lesson plans on oral communicative activities, pre-post tests of communicative English speaking, the students' self-assessment form, and observation form. The results of the study revealed that students' communicative English speaking ability before and after the experiment was significantly difference at the .01 level.

Ponglangka (2007) studied whether Mattayomsuksa 5 students developed their communicative English speaking ability after learning through role play. The sample was 20 Mattayomsuksa 5 students from Wachirathamsopit School who were enrolled in an elective course in listening and speaking skills. The instruments consisted of eight lesson plans, pretest and posttest of communicative English speaking, and students' self-assessment form. The finding of the study indicated that the students' communicative English speaking ability before and after the experiment was significant different at the .01 levels.

Klanrit (2010) investigated whether students in the English major program under the faculty of Humanities and Social Sciences at Udonthani Rajaphat Institute improved their English speaking proficiency after learning through communicative activities: information gap and role play. The participants were nine students from

different levels: 3 students with a high level of proficiency in English, 3 students with a medium level of proficiency in English, and 3 students with a low level of proficiency in English. The data were collected from four sources; speaking test as pretest and posttest, student diaries, teacher's journal, and ethnographic interview. The score variations indicated that the development in speaking proficiency for the students was significantly difference at the .05 level.

Noom-Ura (2008) investigated whether the course designed to improve a low level of English proficiency students' listening and speaking ability could promote students' positive attitudes towards learning English. The sample was 28 students who were selected randomly from 360 first year students from the lowest ability group at Thammasat University. The instruments used in this study were pre- post test, pre-post questionnaire, a self-reflection check sheet, and a course evaluation form. The result revealed that students' listening ability was significantly increased from 17.82 to 22.61 and students' speaking ability was significantly increased from 22.71 to 33.75. The results of the study identified that students had positive attitudes towards learning English. The t-test result shows the positive cognitive (the mean from 3.87-4.04), affective (the mean from 3.21-3.38), and behavioral changes (the mean from 2.66-3.03).

Wan Yu (2010) investigated students' perceptions of the English Village Programme at the Fong Shan Elementary School in Kaohsiung Country, Taiwan. The research combined quantitative and qualitative research approaches. The instruments used in this study included a student questionnaire, student interviews, classroom observations, and teacher interviews. The results revealed that the themed classrooms with communicative activities, the native English-speaking teacher's authentic style

and the communicative language teaching approach motivated students to learn English. Students had positive attitude towards communicative activities used in the classroom and also had highly positive motivation and attitudes towards the English Village Program.

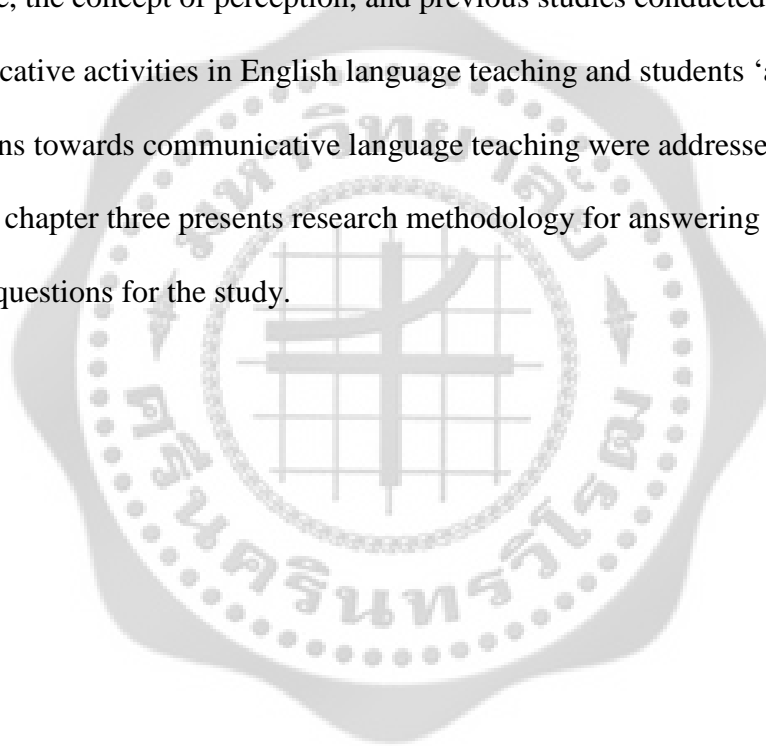
Troudi (2006) investigated into the change in perceptions of and attitude towards learning English in a Malaysian college. The study focused on investigating the changes in attitude towards learning English during the critical transition period from the secondary school, where they used Malay as a medium for instruction, to college, where they used English as a medium for instruction. The participants were 100 first year certificate and diploma students majoring in business studies and computer science. The instruments used in the study were student weekly journals and student interviews. The results revealed that there was a change in students' attitudes from the time that they were in the secondary school to the time that they studied at the college. Students had more positive attitudes when they studied at the college because of the environments that encouraged them to use English for communication and learning. Their self-confidence also increased when speaking English in the college.

In summary, the studies revealed above show that the use of the communicative activities in the classroom was effective in developing students' speaking ability. Students improved their speaking abilities when they were encouraged to speak when they had the desire to communicate. It was also revealed in the classroom that teaching English through communicative activities caused students to have positive attitudes and perceptions towards learning English.

## Summary of the Chapter

This chapter described the theoretical background used as the foundation of this present study. In the first part, a review of communicative language teaching and its characteristics and activities were covered. Next, conceptualization speaking ability, the way of developing speaking, the methods of evaluating and assessing speaking ability, and rubric of speaking ability were discussed. In the last section, the concept of attitude, the concept of perception, and previous studies conducted on communicative activities in English language teaching and students' attitudes and perceptions towards communicative language teaching were addressed.

Next, chapter three presents research methodology for answering three main research questions for the study.





## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

The main objective of the study was to examine the use of communicative activities in developing the English speaking ability of the first year diploma vocational students. This study also explored the students' perceptions as well as attitudes towards the use of communicative activities in the classroom. This chapter discusses the research methodology including population and sample, research instruments, data collection procedures and data analysis.

#### **Research Methodology**

##### **Research Design**

This research was a quasi-experimental study, a single group pretest-posttest design combining quantitative and qualitative data collection.

##### **Variables**

The independent variable was the use of communicative activities to develop students' English speaking ability, and the dependent variables were the students' speaking ability, students' perceptions towards the use of the communicative activities in the classroom, and students' attitudes towards communicative activities used in the classroom.

##### **Data**

The data collected in this study consisted of the scores of the pre-test and post-test, self-ratings scores for the questionnaire and the qualitative data.

## **Population and Sample**

### **Population.**

The population of this study was the first year diploma vocational students from Intrachai Commercial College, Bangkok, who were required to study the Developing Skills for English Communication 1 (3000-1201) course.

### **Sample.**

The participants were 32 students from the Accounting 1 class, enrolled in Developing Skills for English Communication 1 (3000-1201), which was a compulsory course in the first semester of academic year 2011. The participants were selected by a convenience sampling procedure due to the fact that the researcher was assigned from the college to teach in this class.

### **The Context of the Study**

Intrachai Commercial College provides all courses under the vocational curriculum and high vocational curriculum for students. Students in each level range from the first year certificate vocational level to the second year diploma vocational level students have to enroll in English subjects in every semester. The English subjects that are provided for students include the English for communication 1, the English for communication 2, the Developing skills for English communication 1, and the Developing skill for English communication 2. However, many vocational students have the deficiency in speaking English shown in their low to moderate grades from English conversation courses. Therefore, the researcher chose to investigate whether the use of communicative activities could develop the first year diploma vocational students' speaking ability. The participants were 32 students who were enrolled in the Developing English for communication 1 course which aimed to

develop students' communication skills, including speaking and listening related to the objectives of this study.

### **Research Instruments**

The research instruments being applied in this study for quantitative and qualitative data collection consisted of lesson plans, English speaking test, rubric of speaking ability for evaluating speaking ability, learner's perception questionnaire, and learner's attitude questionnaire. The description, steps, and procedures for constructing each of the instruments are discussed as follows:

#### **Lesson plans.**

There were six lesson plans involving six types of communicative activities: jigsaw, discovering sequence, discovering identical pairs, role play, mapped dialogue and information gap. The language functions for teaching were 1) asking for and giving directions, 2) describing people, 3) ordering a meal, 4) making a phone call, 5) making an appointment and 6) making a reservation for a hotel room. Language functions and examples of expression are illustrated as follows in Table 1.

**Table 1***Language Functions and Examples of Expressions*

<b>Language Functions</b>	<b>Example of Expressions</b>
Asking for and giving directions	<p><b>Asking for directions</b></p> <p>Excuse me, where's the hotel?</p> <p>Excuse me, can you tell me the way to the hotel?</p> <p>Excuse me. How do I get to the hotel from here?</p> <p><b>Giving directions</b></p> <p>Go along this road and turn right.</p> <p>That's Berry Street. Go past the pub and the newsagent's on the right, opposite the supermarket.</p>
Describing people	<p><b>General Questions</b></p> <p>What does she look like?</p> <p>How old is she?</p> <p>How tall is he?</p> <p>How long is her hair?</p>

Table 1 (Continued)

Language Functions	Example of Expressions
	<p>What color is her hair?</p> <p>What is she wearing?</p> <p><b>Describing people</b></p> <p>She has long black hair and brown eyes.</p> <p>She is about 32.</p> <p>He is very tall.</p> <p>It's medium length.</p> <p>It's pink. / He has pink hair.</p> <p>She is wearing a white T-shirt, a red skirt and green high heels.</p>
Ordering a meal	<p><b>Taking orders and offering food</b></p> <p>Are you ready to order?</p> <p>Would you like anything to drink?</p> <p>Would you like dessert?</p> <p><b>Ordering a meal</b></p> <p>I'd like the seafood spaghetti.</p> <p>I'll have a coke, please.</p> <p>I'd like a piece of cheesecake.</p>

Table 1 (Continued)

Language Functions	Example of Expressions
Making a phone call	<p data-bbox="853 504 1093 548"><b>Identify yourself</b></p> <p data-bbox="853 571 1029 616">This is John.</p> <p data-bbox="853 649 1053 694">John speaking.</p> <p data-bbox="853 728 1149 772"><b>Identifying the caller</b></p> <p data-bbox="853 795 1157 840">Who's calling, please?</p> <p data-bbox="853 873 1181 918">Who's speaking, please?</p> <p data-bbox="853 952 1236 996"><b>Asking for your connection</b></p> <p data-bbox="853 1019 1181 1064">I'd like to speak to John.</p> <p data-bbox="853 1097 1228 1142">Can I speak to John, please?</p> <p data-bbox="853 1176 1380 1288">Could I speak to someone in the English Department?</p> <p data-bbox="853 1321 1149 1366"><b>Asking caller to wait</b></p> <p data-bbox="853 1388 1204 1433">Hold on a moment, please.</p> <p data-bbox="853 1467 1204 1512">Just a second. I'll get him.</p> <p data-bbox="853 1545 1069 1590">Hold on, please.</p> <p data-bbox="853 1624 1117 1668"><b>Negative response</b></p> <p data-bbox="853 1691 1189 1736">He's busy at the moment.</p> <p data-bbox="853 1769 1252 1814">I'm sorry. He's out right now.</p>

**Table 1** (Continued)

<b>Language Functions</b>	<b>Example of Expressions</b>
Making an appointment	<p><b>Making an appointment</b></p> <p>Can I make an appointment for 7 a.m. on Sunday?</p> <p><b>Accepting an appointment</b></p> <p>That's fine.</p> <p>That'll be fine.</p> <p>That would be fine.</p> <p><b>Refusing an appointment</b></p> <p>I'm afraid I can't.</p> <p>I'm busy on Friday.</p> <p>I'm sorry, but I can't.</p>
Making a reservation for a hotel room	<p><b>Asking for a hotel room</b></p> <p>I'd like a room, please.</p> <p>I'd like a double room, please.</p> <p>I need a single room, please.</p> <p>Do you have any vacancies?</p> <p>I'd like to book a room, please.</p>

Table 1 (Continued)

Language Functions	Example of Expressions
	<p style="text-align: center;"><b>Common questions</b></p> <p>Would you like a single room or double room?</p> <p>What kind of room would you like?</p> <p>How long will you be staying?</p> <p>How many nights would you like to stay?</p> <p>May I have your name, please?</p> <p>How many are in your party?</p> <p>How will you be paying?</p>

The lesson plans were constructed along the following procedures:

1. The researcher studied the curriculum, the course objectives, course description, and the use of communicative activities.
2. The researcher selected the language functions which were relevant to the course objectives from textbooks which contained authentic text and published materials.
3. The researcher designed lesson plans based on three principles of teaching: presentation, practice and production by using the authentic content from the textbooks. The communicative activities included six activities: jigsaw, discovering sequence, discovering identical pairs, role play, mapped dialogue, and information gap.



4. The experts in English language teaching and learning examined the lesson plans in terms of the correctness of the content, and relevancy to the course objectives. The experts included experienced school teachers and a native speaker of English. The thesis advisor discussed, checked the lesson plans and provided feedback. To examine the practicality of the lesson plans, the lesson plans were pilot tested with 30 students in another class who also were the first year students in the college. They were not the participants of this study.
5. The researcher revised, modified and made some changes to the weak points of the lesson plans that needed to be improved after doing the pilot study.

#### **English Speaking Test.**

The English speaking test comprised two tests: pretest and posttest for measuring students' speaking ability. These two tests were the same. There were six tasks with different language functions and situations, including asking for and giving directions, describing people, ordering a meal, making a phone call, making an appointment, and making a reservation for a hotel room. The first sixteen students were tested on the pretest on the first three functions: giving directions, describing people, and ordering a meal, whereas the last sixteen students were tested on the pretest on the last three functions: making a phone call, making an appointment, and making a reservation for a hotel room. After that, all thirty-two students learnt all six lesson plans together before taking the posttest. Students did not know which tasks they were going to take at the posttest and they were informed to prepare for all six language function tasks. However, for the posttest, the students were required to do the same tasks as their pretest. In administering the pretest, students were assigned to communicate with their partner in order to complete each task. Their scores from all

tasks were converted into mean scores. The pretest was conducted during the week after the orientation, while the posttest was conducted the week after the end of the experiment. The researcher and another English teacher, who were both oriented towards the use of instruments for evaluating students' speaking ability, conducted both the pretest and the posttest.

### **The construction of the pre-test and post-test of speaking ability.**

1. The researcher studied the curriculum, the course objective, and the course description, then reviewed how to construct a speaking test from *Assessing Speaking*, written by Laoma (2004), *Assessing Language Ability in the classroom* written by Cohen (1994), *Testing Spoken Language* written by Underhill (2003) and *How to teach speaking* written by Thornbury (2008) for designing the test.

2. The experts including the thesis advisor, an experience school teacher and a native speaker of English examined the test, and then the researcher did the pilot study with one first-year student class, consisting of 30 students who were not the participants of the study to check the practicality of the test.

3. The researcher revised the test based on the experts' comments and the results of the pilot test. The test then was revised to improve in the weak points.

### **Rubric of Speaking Ability.**

The rubric of the speaking ability was adapted from Phuphanpet (2004), Sacanlon and Zemach (2009), and Domesrifa (2008). The components of the speaking rubric focus on fluency, pronunciation, vocabulary, grammar and communication strategy. (See Appendix B)

### **Learner's Perception Questionnaire.**

The questionnaire was designed to elicit the first year diploma students' perceptions towards the use of communicative activities in the classroom. The questionnaire consists of twelve Likert -type items using a five point rating scale and eight open -ended items. The questionnaire deals with students' views, beliefs and opinions on the improvement in their speaking ability and learning through the use of communicative activities in the classroom. For the twelve Likert - type items, the students rated each item using the five point scale ranging from 'really true' to 'really untrue'. The eight open –ended questions addressed the students' perceptions and gave plausible explanations regarding their experience learning through the use of communicative activities in the English speaking classes. (See Appendix C).

### **Learner's Attitude Questionnaire.**

The questionnaire was designed to obtain information on the first year diploma students' attitudes towards the communicative activities used in the classroom. The questionnaire consisted of 10 Likert-type items with the five point rating scale. The students rated each item based on their satisfaction and feelings towards the communicative activities used in the classroom by using the five point scale ranging from 'very high' to 'very low'. The questionnaire was adapted from Gardner (2004) and Ketthongkum (2005). (See Appendix D)

## **Procedures for the Experiment and Data Collection**

The procedures for the experiment and data collection are as follows:

1. The researcher reviewed the curriculum, the course objectives, and the course description.
2. The researcher constructed the instruments for the research: 1) lesson plans, 2) English speaking test, 3) rubric of speaking ability which adapted from Phuphanpet (2004), Sacanlon and Zemach (2009), and Domesrifa (2008), 4) students' attitudes towards the communicative activity questionnaire, and 5) students' perceptions towards the use of communicative activities in the classroom.
3. The experts including an experienced school teacher, a native speaker, and the thesis advisor, examined the instruments for content validity.
4. The researcher pilot tested two lesson plans, the speaking test and the questionnaire with another class of the first year students who were not the participants of the study, in order to check the practicality of the instruments.
5. The students were taught using communicative activities with six lesson plans based on the presentation, practice, and productions (PPP) principle. Each lesson plan was carried out over three periods per week. In total, there were 18 periods.
6. The students responded to the student attitude questionnaire and the student perception questionnaire.
7. The posttest was administered during the last week of the experiment.
8. The data obtained was then analyzed to answer the research questions.

The planned schedule for collecting the data is illustrated in Table 2.

**Table 2***The Planned Schedule for Collecting the Data*

Week	Hrs.	Procedures for the Data Collection	Instruments	
			Students	Researcher
1	3	Orientation		
2	3	- The students take the pretest.	Pre-test	
3	3	- The researcher teaches students using the asking for and giving directions lesson plan.		Lesson plan
4	3	- The researcher teaches students using the describing people lesson plan.		Lesson plan
5	3	- The researcher teaches students using the ordering a meal lesson plan.		Lesson plan
6	3	- The researcher teaches students using the making a phone call lesson plan.		Lesson plan
7	3	- The researcher teaches students using the making an appointment lesson plan.		Lesson plan
8	3	- The researcher teaches students using the making a reservation for a hotel room lesson plan.		Lesson plan
9	3	- The students take the posttest	Posttest	
10	3	- The students respond the student perception questionnaire.	Student perception questionnaire	
		- The students respond the student attitude questionnaire.	Student attitude questionnaire	

## Data Analysis

The data obtained were analyzed as follows:

1. The scores from both the pretest and posttest on speaking skill were converted into mean scores and standard deviations. Then the mean scores and standard deviations from the pretest and posttest were calculated to determine whether the means scores of the pretest and posttest were significantly different by using a paired t-test to compare the students' speaking ability before and after learning with the communicative activities by using the Statistical Package for the Social Sciences (SPSS). The results revealed the improvement of students' English speaking ability and how it was affected by the learning with communicative activities

2. Students' self-rating score from the perception questionnaires and attitude questionnaires were analyzed and calculated for the mean and standard deviation and interpreted into five levels as follows.

4.21-5.00 = very high

3.41-4.20 = high

2.61-3.40 = moderate

1.81-2.60 = low

1.00-1.80 = very low

3. Qualitative data obtained from the open-ended part of the learners' perception questionnaire were analyzed qualitatively. Further, the results of the self-rating were interpreted.

## Summary of the Chapter

Chapter 3 first discussed the research design, a quasi-experiment that combined quantitative and qualitative data collection and analysis. The participants were 32 first year students from Accounting 1 class, enrolled in Developing Skills for English Communication 1 (3000-1201) which was a compulsory course in the first semester of academic year 2011. In the quantitative part, the data collection from the students' mean scores of the pretest and posttest and self-ratings from student attitude and perception questionnaires were discussed. In addition, this study involved qualitative data collection from open-ended questions from the student perception questionnaire. Finally, data analysis methods for analyzing the results were discussed.

Chapter 4 presents the results of the quantitative data analysis, the pre and post test scores and self-rating from the attitude questionnaire as well as the perception questionnaire. It also describes the results of the qualitative data analysis from the open-ended question.

## **CHAPTER FOUR**

### **RESULTS OF THE STUDY**

The main objective of the study was to examine the use of communicative activities in developing the English speaking ability of the first year diploma vocational students. The participants of the study were 32 first year diploma vocational students at Intrachai Commercial College, Bangkok. Data from this study were obtained through English speaking tests and questionnaires answered by the participants. This study also explored the students' perceptions towards the use of communicative activities in the classroom as well as their attitudes towards communicative activities used in the classroom. This chapter presents the quantitative results of the study showing the difference between students speaking ability before and after the experiment. In addition, the students' perceptions and attitudes towards the implementation of the communicative activities are also discussed.

The following section presents the findings for Research Question 1: Do the first year diploma students from Intrachai Commercial College develop their English speaking ability after learning through communicative activities?

#### **The Effectiveness of Communicative Activities on Students' Speaking Ability**

##### **The difference between the overall mean scores of the pretest and posttest.**

The mean scores of the first year diploma students' English speaking ability on the pretest and posttest were calculated using descriptive statistics for the means and standard deviation, and then the mean scores of the pretest and posttest of the



participants were compared using a paired t-test in order to investigate the effectiveness of the communicative activities on students' speaking ability.

The analysis of the paired t-test calculated on the mean scores of the pretest and posttest showed that there was a statistically significant difference between the mean scores of the pretest and posttest. Table 3 illustrates the comparison between the overall means of the pretest and posttest scores of the first year diploma vocational students.

**Table 3**

*A Comparison of the Overall Mean Scores on Pretest and Posttest*

English speaking ability	n	M	S.D.	t	p-value
Pre-test	32	10.59	3.291	-22.501	0.000*
Post-test	32	21.51	2.338		

Regarding Table 3, the results show a significant difference between the pretest and posttest of the first year diploma students' speaking ability at the .05 level. The mean scores of post-test (M= 21.51, S.D. =2.338) were higher than the mean scores of pretest (M=10.59, S.D. =3.291).

### **The Improvement in Speaking Ability after the Experiment**

#### **The Difference between the Mean Scores of the Pretest and Posttest in each Function.**

In order to study the level of improvement in speaking ability after the experiment, thirty-two students had to take both pretest and posttest on three functions

out of six functions. The first sixteen students were tested on the first three language functions: asking for and giving directions, describing people and ordering a meal, whereas the last sixteen students were tested on the last three language functions tasks : making a phone call, making an appointment and making a reservation for a hotel room.

The analysis of the paired t-test calculated on the mean scores of the pretest and posttest in all functions showed that there was a statistically significant difference between the mean scores of the pretest and posttest in every function. Table 4 and Table 5 illustrate the comparison between the means of the pretest and posttest scores of the first year diploma vocational students on the first and last three language functions respectively.

Table 4 shows the mean score of pretest and posttest of first three functions

**Table 4**

*The Mean Score of Pretest and Posttest of First Three Functions*

Language Functions	n	Pretest		Posttest		t	p-value
		(M)	S.D.	(M)	S.D.		
Asking for and giving directions	16	11.09	3.251	20.75	3.224	-17.898	0.000*
Describing people	16	11.13	3.951	19.69	2.977	-10.044	0.000*
Ordering a meal	16	12.72	3.229	22.00	2.387	-14.563	0.000*

As shown in Table 4, the mean scores of the posttest were higher than the mean scores of the pretest in all functions. The highest mean score of the posttest among the first three functions was the mean score of ordering a meal function (M=22.00), which was higher than the mean score of the pretest (M=12.72), followed by the mean score of asking for and giving directions function (M=20.75), which was higher than the

mean score of the pretest (M=11.09) , and the mean score of describing people function (M=19.69) which was higher than the mean score of the pretest (M=11.13).

Table 5 illustrates the comparison of pretest and posttest of last three functions.

**Table 5**

*The Comparison of Pretest and Posttest of Last Three Functions*

<b>Language Functions</b>	<b>n</b>	<b><u>Pretest</u></b> <b>(M)</b>	<b>S.D.</b>	<b><u>Posttest</u></b> <b>(M)</b>	<b>S.D.</b>	<b>t</b>	<b>p-value</b>
Making a phone call	16	9.97	4.108	21.94	2.048	-13.811	0.000*
Making an appointment	16	7.34	3.048	21.53	2.819	-16.250	0.000*
Making a reservation for a hotel room	16	11.44	2.874	22.28	2.121	-14.657	0.000*

As shown in Table 5, the mean scores of the posttest were higher than the mean scores of the pretest in all functions. The highest mean score of the posttest among the last three functions was the mean score of making a reservation for a hotel room function (M=22.28) ,which was higher than the mean score of the pretest (M=11.44), followed by the mean score of making a phone call function (M=21.94) which was higher than the mean score of pretest (M=9.97) ,and the mean score of making an appointment function (M=21.53), which was higher than the mean score of the pretest (M=7.34).

The following section presents the findings for Research Question 2: What are students' perceptions towards the use of communicative activities in the classroom?

## Students' Perceptions towards the Use of Communicative Activities

**Students' perceptions towards the use of communicative activities from self-ratings questionnaire.**

To explore students' perceptions towards the use of communicative activities, students were required to answer the student perception questionnaire by rating each item on five-rating scale from "very untrue" to "very true". Students' self-rating scores from the perception questionnaires were analyzed and calculated for the mean and standard deviation and interpreted into five levels from very low to very high. The results showed that students had a positive perception towards the use of communicative activities used in the classroom, rated at a very high level (M=4.34). Table 6 shows students' perceptions towards the use of communicative activities in classroom.

**Table 6**

*Students' Perceptions towards the use of Communicative Activities in Class*

Questionnaire Items	M	S.D.	level
1. Learning through communicative activities provides a relaxed atmosphere and you are happy to learn English.	4.53	0.5070	very high
2. Learning through communicative activities help you to improve your speaking ability.	4.40	0.4980	very high
3. Learning through communicative activities increase your self-confidence in speaking English.	4.12	0.6590	high
4. You understand the procedure of doing the communicative activities clearly.	4.06	0.7156	high
5. The communicative activities encourage learners' classroom participation.	4.56	0.5644	very high
6. Learning through communicative activities promote the good relationship among learners as well as between learners and the teacher.	4.40	0.4989	very high
7. Learning through communicative activities activates learner's needs and interests.	4.37	0.5535	very high

Table 6 (Continue)

Questionnaire Items	M	S.D.	Level
8. You realize that English is important after learning through communicative activities.	4.31	0.4709	very high
9. Learning through communicative activities encourage you to think and increase your self-confidence.	4.25	0.6221	very high
10. Learning through communicative activities help you to learn English naturally.	4.21	0.7063	very high
11. You like to learn English using communicative activities.	4.43	0.5644	very high
12. You can apply the knowledge in the classroom to use in your daily life after learning through communicative activities.	4.46	0.6213	very high
<b>Total</b>	<b>4.34</b>	<b>0.5813</b>	<b>very high</b>

As shown in Table 6, the overall mean scores of students' perceptions towards the use of communicative activities in the classroom was very high with the mean score at 4.34. The results revealed that students had positive perceptions towards the use of communicative activities. The learners had the highest perception towards item 5 (M=4.56). They responded that the communicative activities encourage learners' classroom participation. Next, the learners had the second highest perception towards item 1 (M= 4.53). They believed that learning through communicative activities provided a relaxing atmosphere and happiness for learning English. However, the learners had a low level of positive perception towards item 4 (M= 4.06). The learners responded that they understood the procedure of doing the communicative activities clearly.

**The students' perception towards the use of communicative activities on eight open -ended questions.**

In order to acknowledge students' perceptions toward the use of communicative activities more clearly, the students had to answer eight opened-ended questions on the perception questionnaire in the second part. Tables 7 to Table 14 illustrate students' perceptions towards the integration of the communicative activities used in the classroom.

**Table 7**

*Students' Reasons for Their Fondness towards Communicative Activities*

**Table 7**

<b>Do you like to learn English through the use of communicative activities? Why?</b>	<b>n=32</b>	<b>Percentage</b>
Yes, I do	32	
<b>The reason</b>		
Increasing learners' self- confidence	7	21.87
Applying to use in daily life	3	9.38
Understanding easily and gaining more knowledge	8	25.00
Practicing speaking ability	10	31.25
Fun activities	15	46.88
Encouraging learners' interaction	3	9.38
Encouraging unity	1	3.13
Feeling activated to learn English	3	9.38
Relaxing atmosphere	2	6.25
Learning new vocabulary	1	3.13
Promoting classroom participation	2	6.25

According to table 7, all learners displayed that they liked to learn English using communicative activities. The first four reasons that students gave were fun activities

(46.88%), followed by practicing speaking ability (31.25%), understanding easily, and gaining more knowledge (25.00%), and increasing learners' self-confidence (21.87%) Other reasons were applying the knowledge to use in daily life and encouraging learners' interaction (both at 9.38%), creating a relaxing atmosphere, and promoting classroom participation (both at 6.25%). The last two reasons were encouraging the unity, and learning new vocabulary (both at 3.13%)

**Table 8**

*The Advantages of Learning through Communicative Activities*

<b>The advantages of learning through communicative activities</b>	<b>n=32</b>	<b>Percentage</b>
Practicing speaking ability	4	12.50
Increasing self-confidence	5	15.62
Practicing other abilities	1	3.13
Gaining more knowledge	5	15.62
Understanding easily	5	15.62
Applying the knowledge to use in daily life	6	18.75
Knowing own weaknesses	1	3.13
Practicing situations that similar to real life situations	3	9.38
Learning new vocabulary	4	12.50
Having fun and enjoyment	3	9.38
Practicing grammar	1	3.13
Practicing pronunciation	1	3.13
Promoting classroom interaction	1	3.13

As illustrated in Table 8, the first six advantages of learning through communicative activities were applying the knowledge to use in daily life (18.75%), followed by increasing self-confidence, gaining more knowledge and understanding easily (15.62%) , practicing speaking ability ,and learning new vocabulary (12.50%). Furthermore, there were other advantages of learning through communicative activities that the learners responded including practicing situations which are similar to the real life situations, and having fun and enjoyment (9.38%), and practicing other abilities, knowing learners' own weaknesses, practicing grammar, pronunciation and promoting classroom interaction (3.13%).

**Table 9**

*The Problems with Learning through Communicative Activities*

<b>The problems with learning through communicative activities</b>	<b>n=32</b>	<b>Percentage</b>
Mispronunciation	8	25.00
Being unable to translate the conversation	5	15.62
Having vocabulary limitation	13	40.62
Absent partner	4	12.50
Noisy room	2	6.25
Time constraint	3	9.38
Being unable to understand the procedure of the activities	2	6.25
technical problems	2	6.25
Lack of confidence in speaking	4	12.50



As shown in Table 9, the first three problems that the learners faced while learning through communicative activities were having limited vocabulary (40.62%), followed by their mispronunciation (25.00%), being unable to translate the conversation (15.62%). The more minor problems that the learners faced in the classroom were noisy classroom, being unable to understand the procedure of the activities and technical problems (6.25%)

**Table 10**

*The Learners' Reasons for Supporting the Use of Communicative Activities in an English Class*

<b>Do you agree with using communicative activities in English class?</b>	<b>n=32</b>	<b>Percentage</b>
Agree	32	
<b><u>The reasons</u></b>		
Promoting speaking ability	4	12.5
Gaining more knowledge	7	21.87
Understanding easily	7	21.87
Being happy to learn English	1	3.13
Interesting activities	10	31.25
Promoting self- confidence	3	9.38
Applying the knowledge to use in daily life	6	18.75
Feeling activate to learn English	1	3.13
Creating an enjoyable and relaxing atmosphere	4	12.5
Promoting self-centered learning	1	3.13
Promoting learners' interaction	2	6.25

According to Table 10, the results indicate that all learners agreed that the communicative activities should be used in English class. The first six reasons given

by students were interesting activities (31.25%), understanding easily (21.87%), being able to apply knowledge to use in their daily life (18.75%), promoting speaking ability, creating enjoyable and relaxing atmosphere (12.50%). The learners responded that the communicative activities help to promote learners' interaction (6.25%) and activate them to learn English as well as encourage their self-centered learning (3.13%).

**Table 11**

*Learners' Developed Aspects after Learning through Communicative Activities*

<b>learners' developed aspects after learning through communicative activities</b>	<b>n=32</b>	<b>Percent</b>
Self-confidence	19	59.38
Speaking ability	19	59.38
Thinking	4	12.5
Gesture	3	9.38
Knowledge	4	12.5
Pronunciation	8	25
Vocabulary	3	9.38
Grammar	1	3.13
Fluency	2	6.25
Listening ability	2	6.25
Writing ability	1	3.13
Reading ability	1	3.13
Interaction with other learners	1	3.13

As shown in table 11, the results clearly reveal that 59.38 % of the learners thought that the communicative activities improved their self-confidence and speaking

ability. Next, 25% of the learners responded that their pronunciation was improved. Then, 12.5% of the learners believed that their thinking and their knowledge were developed. Moreover, 9.38% of the learners responded they improved their gestures and vocabulary. Furthermore, 6.25% of students also thought they improved their fluency and listening ability after learning through communicative activities. Lastly, 3.13% of the learners thought they developed their writing ability, reading ability and interaction with other learners.

**Table 12**

*Learners' Favorite Topics*

<b>Which topic do you like most? and why?</b>	<b>n=32</b>	<b>Percentage</b>
<b>Topic: Ordering a meal</b>	23	71.87
<b><u>The reason</u></b>		
Gaining more knowledge	1	3.13
Fun and enjoyment	4	12.50
Being able to use in daily life	5	15.63
Having attractive pictures	1	3.13
Learning the new vocabulary	2	6.25
<b>Topic: Making phone call</b>	3	9.38
<b><u>The reason</u></b>		
Fun	1	3.13
<b>Topic: Making a reservation for a hotel room</b>	3	9.38
<b><u>The reason</u></b>		
Fun	1	3.13
Being able to use in daily life	1	3.13

Table 12 (Continued)

<b>Which topic to you like most? and why?</b>	<b>n=32</b>	<b>Percentage</b>
<b>Topic: Asking for and giving directions</b>	3	9.38
<b><u>The reason</u></b>		
Important topic	1	3.13
Understanding easily	1	3.13
Being able to use in daily life	3	9.38
Increasing self confidence	1	3.13
<b>Topic: Making an appointment</b>	2	6.25
<b><u>The reason</u></b>		
Being able to use in daily life	2	6.25
<b>Topic: Describing people</b>	1	3.13
Gaining more knowledge	1	3.13
Understanding easily	1	3.13
Fun	1	3.13

According to Table 12, it was found that the most favorite topic of the learners was ordering a meal (71.87%). Table 12 shows that 15.63% of the learners liked this topic because they could apply this topic to use in their daily life. Next, 12.50% of the learners liked this topic because the topic was fun and enjoyable. Then, 6.25% of the learners liked this topic because they learnt the new vocabulary. Lastly, 3.13% of the learners liked this topic because of having attractive pictures and their gaining more knowledge.

**Table 13***Learners' Ways of Applying the Knowledge in Class to Use in Daily Life*

<b>Can you apply the knowledge in the classroom to use in daily life?</b>	<b>n=32</b>	<b>Percentage</b>
Yes, I can	32	
<b><u>The reason</u></b>		
The topics are related to daily life	21	65.62
Communicating with foreigners	7	21.87
Using at work	2	6.25
Using for studying	1	3.13

As illustrated in table 13, it was found that all learners thought they could apply the knowledge in the classroom to use in their daily life. The first reason of the learners was the topics are related to their daily life (65.62%). Next, they could communicate with foreigners (21.87%). Third, they could use it at their workplace (6.25%). Lastly, they can use it for studying (3.13%).

**Table 14***Suggestions*

<b>Suggestions</b>	<b>n=32</b>	<b>Percentage</b>
The communicative activities should be used in the classroom continually.	10	31.25
There should be more kinds of communicative activities.	5	15.63
The learners should have time to study the vocabulary before attending the class.	1	3.13
The activities should be more attractive	1	3.13
The period of class should be extended.	1	3.13
The documents used in class should be more concise.	2	6.25
The communicative activities are fun.	1	3.13
The communicative activities activate learners' needs and interests.	1	3.13
The communicative activities make the learner enjoying learning English.	1	3.13

Regarding table 14, the results displayed that 31.25 % of the learners suggested that the communicative activities should be continually used in the classroom.

Moreover, 15.63% of the learners suggested that there should be more kinds of communicative activities, and 6.25% of the learners suggested that the documents used in class should have been more concise.

The following section presents the findings for research question 3: What are students' attitudes towards the use of communicative activities in the classroom?

## Students' Attitudes towards the Use of Communicative Activities

To investigate students' attitudes towards the use of communicative activities, students were required to answer the student attitude questionnaire by rating each item with a five- scale rating from very low to very high.

Students' self-ratings score from the attitude questionnaires were analyzed and calculated for the mean and standard deviation and interpreted into five levels from very low to very high. The results showed that students had a positive attitude towards the communicative activities used in the classroom at very high level (M=4.45) Table 15 shows students 'attitudes towards the communicative activities used in classroom

**Table 15**

*Learners' Attitudes towards the Communicative Activities*

Questionnaire Items	M	S.D.	Level
1. The communicative activities are interesting.	4.56	0.5042	very high
2. The communicative activities are varied, enjoyable, and fun.	4.53	0.5670	very high
3. The content of communicative activities and the activities themselves are suitable for your proficiency level.	4.46	0.6213	very high
4. The procedure of using communicative activities is clear.	4.18	0.6444	high
5. The topics and the content of communicative activities suit your needs.	4.46	0.5670	very high
6. The pictures provided in the communicative activities help you understand the activities.	4.43	0.7156	very high
7. The communicative activities are challenging.	4.31	0.5922	very high
8. You understand the purpose of communicative activities clearly.	4.37	0.6090	very high
9. The communicative activities motivate you to speak English.	4.68	0.4709	very high

Table 15 (Continued)

Questionnaire Items	M	S.D.	Level
10. The communicative activities are appropriate for using in English class.	4.56	0.5644	very high
<b>Total</b>	<b>4.45</b>	<b>0.5856</b>	<b>very high</b>

As illustrated in table 15, the overall mean scores of the learners' attitudes towards the communicative activities used in the classroom were very high with the mean scores at 4.45. It was found that the learners had positive attitudes towards the communicative activities used in the classroom. The learners had the highest positive attitude towards item 9 (M= 4.68). The learners responded that the communicative activities motivate them to speak English. Next, the learners had the second highest positive attitude towards item 1 and item 10 (both at M=4.56). The learners responded that the communicative activities are interesting and they are appropriate for use in English class. However, the learners had the least positive attitude towards item 4 (M=4.06). The majority of them responded that the procedure of using communicative activities is clear.

### Summary of the Chapter

This chapter presented the results of the study showing the difference between students' speaking ability before and after the experiment. In addition, the students' perceptions and attitudes towards the implementation of the communicative activities were also presented. The next chapter summarizes the results of the study with the discussion, implications of the study as well as recommendation for further studies.



## **CHAPTER FIVE**

### **CONCLUSION AND DISCUSSION**

This study investigated the effectiveness of the communicative activities on first year diploma vocational students' English speaking ability. In addition, the study explored students' perceptions towards the communicative activities used in the classroom and also study students' attitudes towards the communicative activities used in the classroom. This chapter presents the summary of the research and the findings regarding the effectiveness of the communicative activities on students' speaking ability, the improvement in speaking ability after the experiment, students' positive perceptions towards the use of communicative activities and students' positive attitudes towards the use of communicative activities. In the last section, the conclusion of significant findings of the present study, the implications and recommendation for the future research are also discussed.

#### **Summary of the Research**

The purpose of this study was to (1) examine the effectiveness of communicative activities on the first year diploma students' English speaking ability; (2) explore students' perceptions towards the use of communicative activities in the classroom; (3) investigate students' attitudes towards communicative activities used in the classroom. The participants were 32 first year diploma students selected by using a convenience sampling procedure. The experiment was carried out for 24 hours within a two - month period excluding the pretest and posttest. The instruments used in this study including a pre-post test, six lesson plans, rubric of speaking ability for

evaluating speaking ability, student perception questionnaire and student attitude questionnaire. Thirty-two students had to take the pre-test by working in pairs to communicate with their partner following the tasks. Student had to complete three tasks out of six tasks. The assessor assessed students speaking ability using the rubric of speaking ability. Then, students learnt six lesson plans over six weeks before taking the posttest which was the same test as the pretest. The data were statistically analyzed by mean, standard deviation, and t-test for dependent samples by comparing students' mean scores of the pretest and posttest to determine whether there was a significant difference. In addition, students were required to respond to a student attitude questionnaire and perception questionnaire to explore their perceptions towards the use of communicative activities and investigate their attitudes towards the communicative activities used in the classroom.

### **Summary of the Main Findings**

Students' English speaking ability was significantly different at the .05 level after learning through communicative activities. The scores of students' posttest (M= 21.51) was higher than the score of the students' pretest (M=10.59). According to the results, there was the effectiveness of communicative activities on students' English speaking ability. The effectiveness of communicative activities included encouraging students to speak English, providing students opportunities to practice a variety of activities, encouraging student to learn language subconsciously, being taught from easy to difficult one, supporting students' self confidence, and suiting to students' needs and interest.

As shown in the results, there was the improvement in speaking ability after the experiment. In the first three language functions; asking for and giving directions, describing people, and ordering a meal, the mean scores of the posttest were higher than the mean scores of the pretest. The highest mean score of posttest among those three functions was the mean score of ordering a meal function (M=22.00) which was higher than the mean score of the pretest (M=12.72). In addition, in the last three functions, the mean scores of the posttest were also higher than the mean scores of the pretest. The highest mean score of the posttest among those last three functions was the mean score of making a reservation for a hotel room (M=22.28), which was higher than the mean score of the pretest (M=11.44). Students developed not only their speaking ability, fluency, pronunciation, grammar, vocabulary and gesture but also their self-confidence and classroom participation.

Moreover, the students had positive perceptions towards the use of communicative activities used in the classroom at very high level (M=4.34). According to students' perception questionnaire, students believed that the activities helped them improve their speaking ability, self confidence, classroom participation, interaction with their classmates and the knowledge to apply in their real life. Through open-ended questionnaire, students answered that the activities had the clear purpose, helped students understand the lesson easily, created the relaxing atmosphere, classroom participation ,and students' interaction, built students' confidence, promoted self-centered learning ,and provided opportunities for them to practice speak English.

Also, the students had positive attitudes towards the communicative activities used in the classroom at very high level (M=4.45). Students had positive attitudes

towards the communicative activities used in classroom. They were satisfied with the use of communicative activities because the communicative activities were interesting, varied, fun, challenging and suited to students' language proficiency and interest.

The following section will discuss the findings in detail including the effectiveness of communicative activities on students' English Speaking ability, the improvement in speaking ability after the experiment, students' positive perceptions towards the use of communicative activities, students' perception towards the use of communicative activities through open ended questions and students' positive attitude towards the use of communicative activities.

## **Discussion**

### **The Effectiveness of Communicative Activities on Students' English Speaking Ability**

The following discussion demonstrates the effectiveness of communicative activities on students' English speaking ability.

First of all, the activities encouraged students to speak English. Activities students learned including jigsaw, discovering sequence, discovering identical pairs, role play, mapped dialogue, and information gap encouraged the students to speak English. Therefore, after learning each activity, they could successfully perform the task. In addition, all activities also had a clear purpose which motivated students to achieve the activities. The findings were consistent with Phuphanpet's study (2004). Phuphanpet indicated that the clear aim of communicative activities can help students to understand how to use the language to accomplish the task and motivate students to speak English. In other words, the students knew why they had to speak English.

According to Harmer (2007), the communicative activities can be indeed communication when the students have a desire to communicate something. To put it simply, when students are ready and would like to use language, they set the goal for themselves and create real communication. When speaking, students need both a desire and a clear aim for communication.

Secondly, students had opportunities to practice a variety of activities including jigsaw, discovering sequence, discovering identical pairs, role play, mapped dialogue and information gap. Using English language through activities helped students enjoy learning English particularly speaking. Students were excited to learn the new activities. In each language topic or function, the researcher presented more than one communicative activity. For example, for the function 'giving and asking directions' two communicative activities including information gap ,and jigsaw were presented and the topic like describing people consisted of three activities such as discovering identical pairs , information gap ,and discovering sequence. Every activity encouraged students to think, and some activities encourage them to move around, so students were enthusiastic when performing the language task in class. This was consistent with the study of Promshoit (2010). Promshoit indicated that students enjoyed learning through a variety of communicative activities; therefore, they were willing to learn English leading to an effective learning process.

In addition, communicative activities encouraged the students to learn language subconsciously. For example, students did the information gap activity. They had to take turns asking for and giving directions from their partner in order to complete the map. The students focused on the task. They communicated in English by using the sentences that had just learnt by focusing on the meaning, not the form,

which is similar to communication in real life. By the time they finished their activities, their speaking ability had gradually increased. Gao (2008) stated that in communicative activities, the focus is on producing language that the situations require, not on the specific language structure, which helps students to acquire the language subconsciously. According to Pattison (1989), in information gap activity the learners finally realize that the aim is not to find specific information from their classmate but to practice given language items.

The researcher taught language functions and topics that ranged from easy to the difficult. Consequently, the students gradually learnt and improved their speaking ability. Kethongkum (2005) mentioned that starting out teaching students easy topics and ending with difficult ones helps students to learn language effectively. The students could also apply the knowledge from the previous functions to use in the next functions. For example, the students learnt the function 'making a phone call' before 'making an appointment'. Consequently, they knew how to make an appointment over the phone.

The communicative activities encouraged students' self confidence. Students responded that their self-confidence had increased after learning through communicative activities (59.38%). They were confident when speaking English because the communicate activities encouraged students to practice speaking English as much as possible. This helped students to build their self- confidence. If some students made some mistakes, the researcher and their friends would help them to correct those mistakes. Students did not laugh at their friends' mistakes but tried to help their friends improve their speaking ability because they had to work together in order to complete the task. This created a friendly atmosphere.

Moreover, the language functions and topics suited to students' needs and interests. The six language topics learned: asking for and giving directions, describing people, ordering a meal, making a phone call, making an appointment and making a reservation for a hotel involved students' daily lives. According to Rogers (1969, as cited in Harmer 2007), it is necessary for students to feel that they are learning something that relates to them in order to help them feel positive about their learning. According to Richards (2006), when students process the content that is relevant, meaningful to them and interesting, true communication occurs among the students.

In conclusion, communicative activities are useful and effective for students in improving their English speaking ability. This will be further discussed in the next section.

### **The Improvement in Speaking Ability after the Experiment**

As students' English speaking ability was significantly different at the .05 level after learning through communicative activities, the following discussion reveals improvement in speaking ability of the students.

At the beginning of the experiment, the researcher informed the students the objectives of the study. The students seemed to worry about their speaking performance. They were afraid of making mistakes in their speaking. They did not want to lose face in front of their friends. The students first were not familiar with learning through communicative activities in the classroom which led the researcher to spend time explaining the procedure of doing the activities. The researcher had to explain the procedure and demonstrate and check their understanding to ensure that the students knew how to do the activities. Based on the researcher's observations, at the beginning students tried to produce language by looking at the language on the

board or their paper. Their language was not fluent and their pronunciation was not correct. Some of them lacked confidence. However, when taking a lot of time to practice the language, students became familiar with the communicative activities. Their self - confidence increased. They enjoyed doing the activities which could be noticed from the smiles on their faces and their laughs. Furthermore, the researcher acted as a facilitator and monitor which helped establish the rapport. The students felt relaxed, which established the good atmosphere in the classroom. Gower, Philips and Walters (2005) stated that rapport is the main factor in managing a classroom successfully. Students will produce language more when learning in a relaxing atmosphere and rapport also build a good relationship between the teacher and the students.

A few weeks later, the students were more familiar with this learning approach. They were willing to learn English and excited to learn with the new activities every week. They asked what the researcher would teach and what activities they would do in class. Some of them volunteered to help the researcher prepare the teaching tools. The research spent less time explaining the procedure of the activities because students were accustomed to the process. While doing the activities, the students increased their self- confidence for speaking English. Their language was more fluent and their pronunciation improved. They tried to produce the language with rising and falling intonation like the conversation they listened to in the video clip. When producing the language, they rarely looked at the language on the paper. Mostly, the researcher asked the students to work in pairs or in groups because the activities encouraged them to communicate with their partner or their group members in order to complete the activities. The students focused on the task and tried to use the



language that they had learnt for communication. Working in pairs or in groups while doing the activities also increased the interaction among the students, which was similar to communication outside the classroom. This is in line with Rivers' comment (1987 as cited in Shumin, 1997) discusses that being able to interact in a language is essential. She also suggests that language instructors should provide learners with opportunities for meaningful communicative behavior about relevant topic by using learner-learner interaction as the key to teaching language for communication because communication derives essentially from interaction (p.10). The students with more proficiency in speaking helped the ones with less proficiency to correct the mistakes in pronunciation and grammatical structures. When the students felt confident and were not afraid of making mistakes, their speaking ability gradually and naturally improved because they dared to practice and speak English. According to Gower, Phillips and Walters (2005), working in pairs is very useful for students. While doing pair work or group work, students have plenty of opportunities to practice language and establish rapport. It also gives a chance for less confident students to participate in the classroom and allow time for the teacher to monitor students' performance. Richards (2006) states that learners will receive many advantages from working in pairs or small groups. They can learn from listening to the language from other learners, and they have plenty of opportunities to produce language and develop their fluency.

The students also learnt the new vocabulary every week and they had a chance to apply vocabulary learned in conversation, which could help them remember the vocabulary better. Moreover, their gestures were more appropriate. When students acted the role play following the role card, they acted like they were in a real-life

situation. For example, with the topic “ordering a meal” they acted as if they were the waitress. They greeted and invited the customer to sit and then pretended to serve food. They had to practice their body language appropriately. Therefore, they were not only developing their speaking ability but also the suitable gestures which also helped them to increase their self-confidence.

To sum up, all the factors that mentioned above were particularly vital for students’ improvement in their speaking ability; therefore, at the end of the experiment the students had developed their English speaking ability.

### **Students’ Perceptions towards the Use of Communicative Activities**

The results showed that students had positive perceptions towards the use of the communicative activities in the classroom (M=4.34). It was found that the students’ views on communicative activities were that learning through communicative activities helped them to improve their speaking ability, self-confidence, classroom participation, interaction with their classmates, and the knowledge to apply in their real life. This was consistent with Park’s study (2005). Park stated that students felt free and confident to speak, participated in class and, enjoyed doing activities freely while joining in a natural communicative situation.

Based on the questionnaire, students believed that the communicative activities encouraged classroom participation at the highest level. This was because all students had a chance to participate in the classroom. Both strong and weak students did not feel that they were left behind. The activities put every student on task which also created a relaxing atmosphere and unity among all the whole students.

In summary, the various, enjoyable and clear communicative activities: interesting topics; relaxing classroom atmosphere; teacher and student interaction ;and

the teacher's role and rapport affected students' perceptions towards the use of communicative activities in the classroom.

In order to understand students' perceptions towards the use of communicative activities more clearly, their perceptions were further elaborated on through the open-ended questions. The next section explored them in detail.

### **Students' Perception towards the Use of Communicative Activities through Open Ended Questions**

Based on the open-ended questions, all students responded that they liked to learn English using communicative activities and agreed that the communicative activities should be used in the classroom. Students responded that they liked the communicative activities because they are fun and interesting. Some activities encouraged them to move around and interact with their friends and encouraged them to work in groups or pairs to solve the tasks. Students were urged to be active and ready to take on the new challenging activities every time; therefore, they were having fun during the time to complete the communicative activities. This was in conjunction with the study of Wongsuriya (2003). She mentioned that enjoyable, varied and interesting activities helped students feel enthusiastic to learn, created a relaxing atmosphere and motivated students to use language in real life after learning language in classroom. All activities had clear aims that motivated students to speak. For example, discovering identical pairs, which students had to walk around the classroom with a picture of one person and ask other students questions until they could find their partner who had the same picture as theirs. The students were not only practicing language but also having fun together. Allright (1987 as cited in Ponglanka, 2007)

mentioned that creating activities with the clear goal motivated students to communicate with others in order to achieve the goal.

One student responded that she did not like English but after learning through communicative activities she enjoyed learning English. Domesrifa (2008) stated that communicative activities are fun and this can create a good relationship between the teacher and students. Students are willing to learn through the activities which can improve their English speaking ability effectively.

Some students also said that the communicative activities helped them understand the lesson easily, and their knowledge and vocabulary increased. For instance, mapped dialogues assisted the students to recall the sentences that they had just learnt before speaking. This helped them to activate their knowledge from their memory very well. Thus, learning through communicative activities helped students understand the lesson more easily. Littlewood (1998) stated that the mapped dialogue helps students to predict the general message of what other will say which helps them prepare the general gist of their own responses. The mapped dialogue can help learners elicit the forms that they have just learnt.

Some students responded that the communicative activities built their self-confidence. This was because the students had plenty of chances to practice many language structures with various language functions. They have to practice speaking as much as possible every week while the researcher monitored their performance without interrupting their performance. However, students received feedback from the researcher after class to help improve their speaking ability. When students have the plenty of opportunities to speak and receive support from the teacher, their confidence in speaking improved. This was in line with Kethongkum's study (2005), she revealed

that after students had done many communicative activities, they improved their self-confidence in speak English which could noticed from their faces while doing the activities.

In addition, students believed that the communicative activities encouraged students' interaction, classroom participation unity in the classroom. It also establishes a relaxing atmosphere and promoted self-centered learning. According to Phuphanpet (2004), learning through communicative activities created a relaxing atmosphere which students did not feel that they were learning English and felt free to speak English with their classmates. It also supported students' participation in class.

Furthermore, the students thought that they gained many advantages from learning through communicative activities. They said they could apply the knowledge in the classroom to use in daily life. Some students responded that they worked part-time as a waitress. So learning, the topic 'ordering a meal' was very useful for them because they could take an order from foreign customers.

Additionally, the results showed that the students' most favorite topic was ordering a meal because they could apply the knowledge to use in daily life. They thought the activities were fun and they learnt the new vocabulary through the attractive pictures. For this topic, at the beginning, the researcher taught the names of food through pictures and asked students to classify food into categories. Students enjoyed doing this activity. They tried to create their own restaurant name and a menu. At the end of the lesson, students had to do role plays following the cue card. One student acted as a waitress while another one acted as a customer. The researcher also set up a restaurant scene in the classroom which motivated the students to act appropriately. This was a new experience in learning English in a situation that was

close to a real situation. Phuphanpet (2004) revealed that teaching material including attractive picture, realia, and authentic material could help students learn language effectively and remembered vocabulary easier.

Students had opportunities to practice language in situations that were similar to real life. They practiced the language used in many situations such as at the hotel, on the phone, and describing people. This also helped students prepare themselves before facing real situation. Morrow (1981 as cited in Wongsuriya, 2003) discussed that allowing students to use language in real situation helped creating natural language learning and developed students' speaking ability. Students also responded that their speaking ability and self- confidence improved after learning through communicative activities. Learners also responded that after learning through communicative activities, their pronunciation, grammar, vocabulary, gesture, thinking and other abilities: listening; reading and writing were further developed.

However, although students liked and agreed to learn English through communicative activities, some students also had problems while learning through communicative activities. They responded that they had difficulties with limited vocabulary and mispronunciation.

Although the results of the research showed that the communicative activities could develop students' speaking ability, there were some comments from the students, who faced problems during the experiment. Students responded that they had limited vocabulary (40.62%) and students responded that their problem was mispronunciation (25%). Some learners attended the class late resulting in missing the time the researcher reviewed and taught new vocabulary. Although, the researcher provided and reviewed the vocabulary that was related to the topic at the beginning of the class

every time, some learners still did not know how to pronounce other vocabularies that the researcher thought that they should have known before; for example, the words 'second' and 'of course'. Accordingly, the teacher should not overestimate the learners' fundamental knowledge. Apart from having limited vocabulary, the learners also face difficulties in understanding the meaning of the sentences in conversation.

Another problem was that some students were missing from the class. When this occurred, some learners did not have a partner for working in pairs. The researcher then put them in a group of three instead of working in pairs to deal with this problem. There were also technical problems; for example, there was a problem with the video clip that the researcher had prepared. However, the students suggested that communicative activities should be used in the classroom continually with other kinds of activities.

In conclusion, after learning through communicative activities, the learner had positive perceptions of learning English. The ones who used to have negative perceptions towards learning English changed into having positive perceptions. Students believed that the integration of communicative activities could improve their English speaking ability.

### **Students' Positive Attitudes towards the Use of Communicative Activities**

According to the student attitude questionnaire, the results showed that the students had positive attitudes towards the use of communicative activities in the classroom at a very high level ( $M=4.45$ ). According to Gardner (1985), positive attitude and greater motivation help to improve students' language efficiency.

Attitudes play a very important role in language learning since it influences students' success or failure in their learning. From the data, it was found that the

communicative activities satisfied the students in all aspects. Most students agreed that the communicative activities were interesting, varied, fun and challenging which motivated them to learn English. The topics and the content provided in the activities were appropriate for their language proficiency level and there were attractive pictures and clear procedures for doing the activities.

In addition, a large number of students believed that communicative activities motivated them to speak English. Students were willing to speak English if they had a clear goal for communication and purpose for speaking. Learning through communicative activities helped students had a purpose for communication; thus, they had motivation for speaking English.

Overall, the communicative activities were appropriate to use in the classroom. Accordingly, students' positive attitudes towards the communicative activities in classroom could affect the development of the English speaking ability of the students. This was relevant to the study of Kethongkum (2005). Kethongkum revealed that students' positive attitudes towards the activities used in the classroom could increase students' confidence towards the activities that the activities could help them develop their speaking and listening abilities.

## **Conclusion**

Teaching speaking using the communicative language teaching approach is a very important part of teaching English as a foreign language teaching. The result of this study revealed that the communicative activities had a positive effect on the first year diploma students' English speaking ability. The students also had positive perceptions and the positive attitudes towards the communicative activities used in the



classroom. Apart from English speaking ability, students improved other abilities including listening, writing and reading, their self confidence, their motivation, interaction, and classroom participation. Their perceptions and attitudes towards learning English finally were positive. Above all else, the most important thing beyond the improvement of students' English speaking ability was their ability to apply the knowledge in the classroom to use in their daily lives which is regarded as a success of language teaching for communication.

### **Implications of the Study**

The results illustrated that learning through communicative activities improved students' speaking ability. However, the teacher should adjust the students' proficiency level before designing the lesson plans. For example, if the students have limited vocabulary, teachers should spend time teaching the new vocabularies before starting the lesson. Attractive pictures can be an effective material for presenting new vocabulary. Alternatively, the teacher should provide them with a list of vocabularies to study at home before starting the lesson. Moreover, every time after the class finishes, teachers should let the students summarize what they had learnt in the class including the new vocabularies and the language structures that they have studied in order to check their understanding and help them to retrieve their knowledge.

Having clear procedures for doing the activities is very vital. The teacher should explain the procedure before letting the students doing the activities and should not give them any work before finishing giving the instructions because the students will not listen to the teachers but focus on the work instead. Besides giving the instructions, the teacher should demonstrate how to do the activities and then check

the students' understanding by asking them to repeat the procedure of doing the activities. For example, in the ordering meal topic, the teacher should ask the students questions 'who is the waitress?' and 'Who take the order?'. According to Gower, Phillips and Walters (2005), when giving instructions, the teacher should first attract the students' attention, next use simple language or short expressions, then support instruction by using visual clues, followed by demonstration and checking students' understanding.

Furthermore, teachers should maximize the students' practice speaking English, because "practice makes perfect". The teacher should ensure that the students spend time practicing speaking as much as possible. Asking the students to work in pair is an effective way to let them practice speaking English. It also creates interaction between the students in the classroom.

The students also should have a chance to work in groups because it creates good relationships between the students and also promotes unity in the classroom. In order to create a relaxing atmosphere, the teacher should support the students by giving them compliments. In contrast, if the students make mistakes, the teacher should not blame them but giving them suggestions or feedback after finishing the activity.

In addition, while the students are doing the activities, the teacher should walk around the classroom in order to monitor the students' performance. The students will think that the teacher is paying attention to everyone in the class, which could help them focus on the activities more completely. This is a good time to observe whether students understand the teacher's instructions. According to Richards (2006), while students do communicative activities, the teacher should act as a facilitator or monitor

instead of just correcting students' mistakes. Moreover, in the role play activity, the teacher should set a situation that is similar to a real life situation for example, setting up the classroom as a restaurant to motivate the students to perform as if they were in a real situation. The teacher should also use authentic materials as a model for students such as video clips, advertisements, newspapers, and magazines. Richards (2006) stated that authentic materials are interesting and provide students with a valid model of language.

Although, the experiment was carried out following the planned experiment, there were the limitations of the study which will be discussed in the next section.

### **Limitation of the Study**

There was a limitation in selecting the participants due to the course arrangement. The study aimed to investigate the students' English speaking ability. Therefore, the researcher had to select the class enrolling in Developing Skills for English Communication 1. The participants of the study were selected by convenience sampling which decreased the generalizability of the findings. The time used for this study was also a limitation of the study. The time given for the experiment was only two months, which is significant because research conducted by a different period of time may yield different findings.

### **Recommendations for Further Studies**

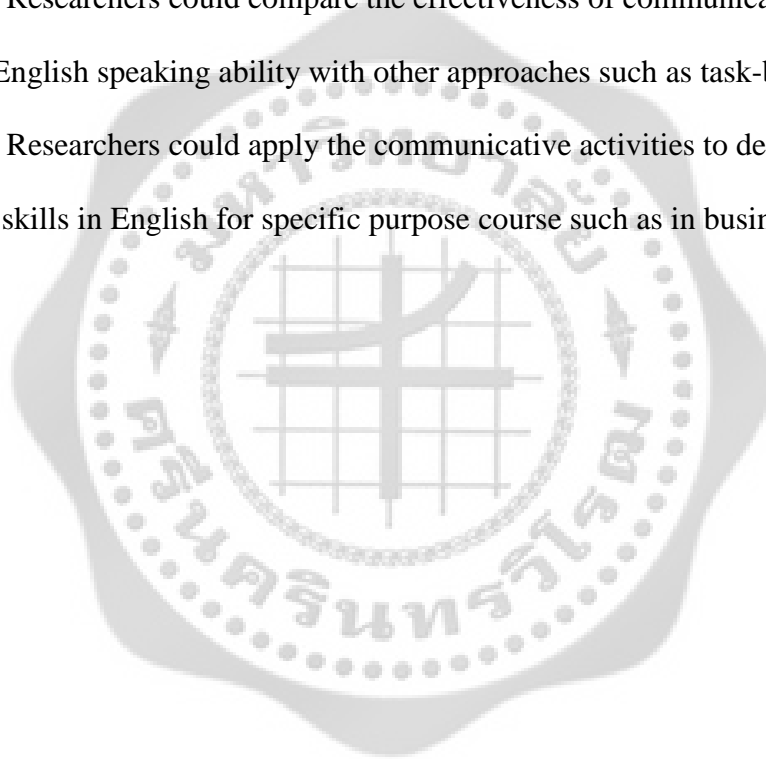
In order to provide a clearer picture of the integration of the communicative activities used for learning English, the recommendations for further studies are discussed as follows:

1. Researcher could apply the communicative activities in order to develop workers' speaking ability in the workplace such as in a hotel, restaurant or factory in order to prepare them for dealing with the trend of the ASEAN Economic Community to use English as the main language of communication.

2. Researchers could apply the communicative activities to develop other English skills including listening and reading.

3. Researchers could compare the effectiveness of communicative activities in learning English speaking ability with other approaches such as task-based learning.

4. Researchers could apply the communicative activities to develop students' language skills in English for specific purpose course such as in business or tourism.



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## Speaking Test

### 1. Asking for and giving directions

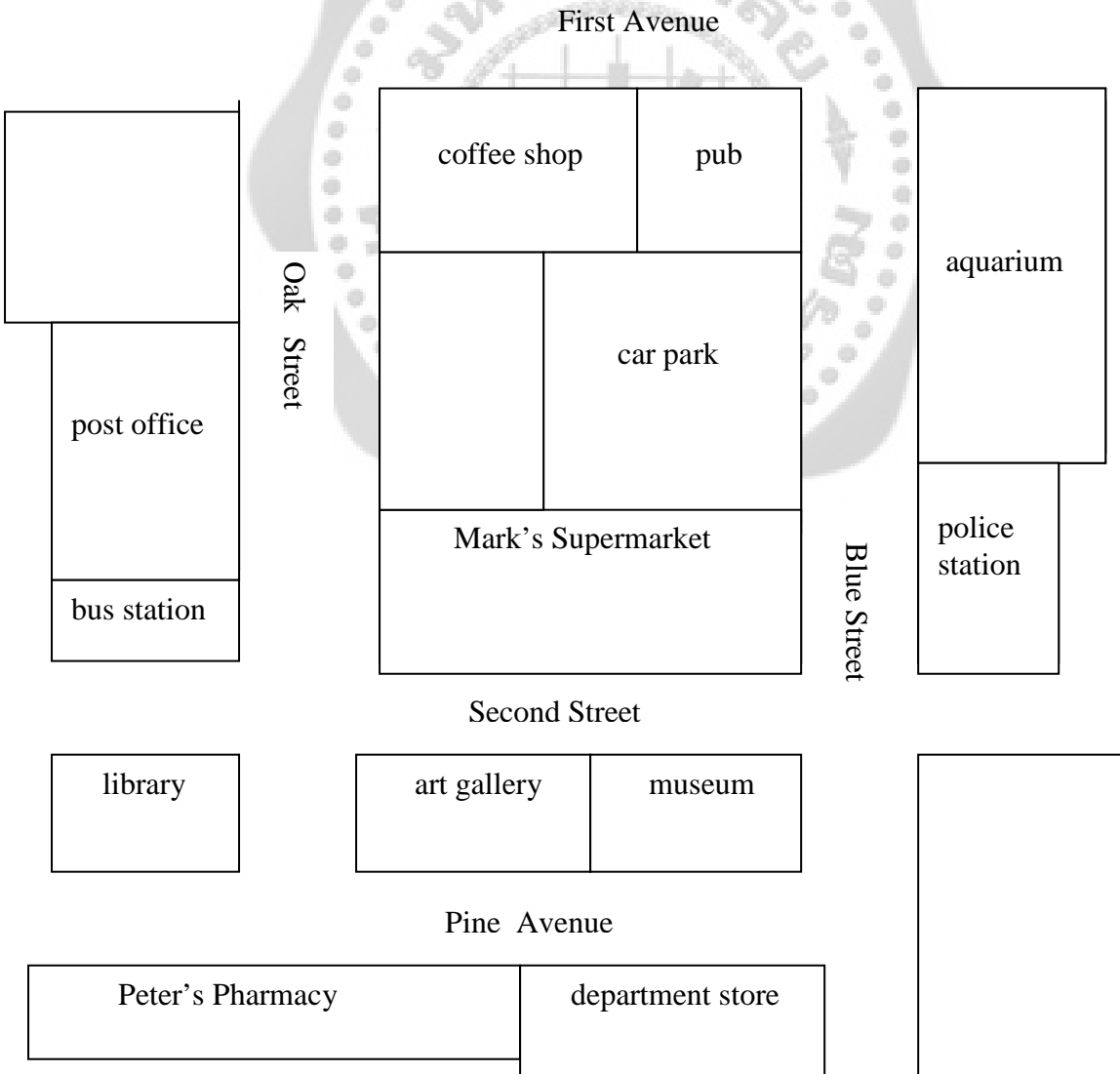
**Student A**

**Instruction:** Ask your partner for directions to the following places in order to complete the map.

1. Hollywood theatre
2. Chinese restaurant
3. Star Video
4. Beauty Shoes

hospital	high school		Future Computer
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☉ Start here



### 1. Asking for and giving directions

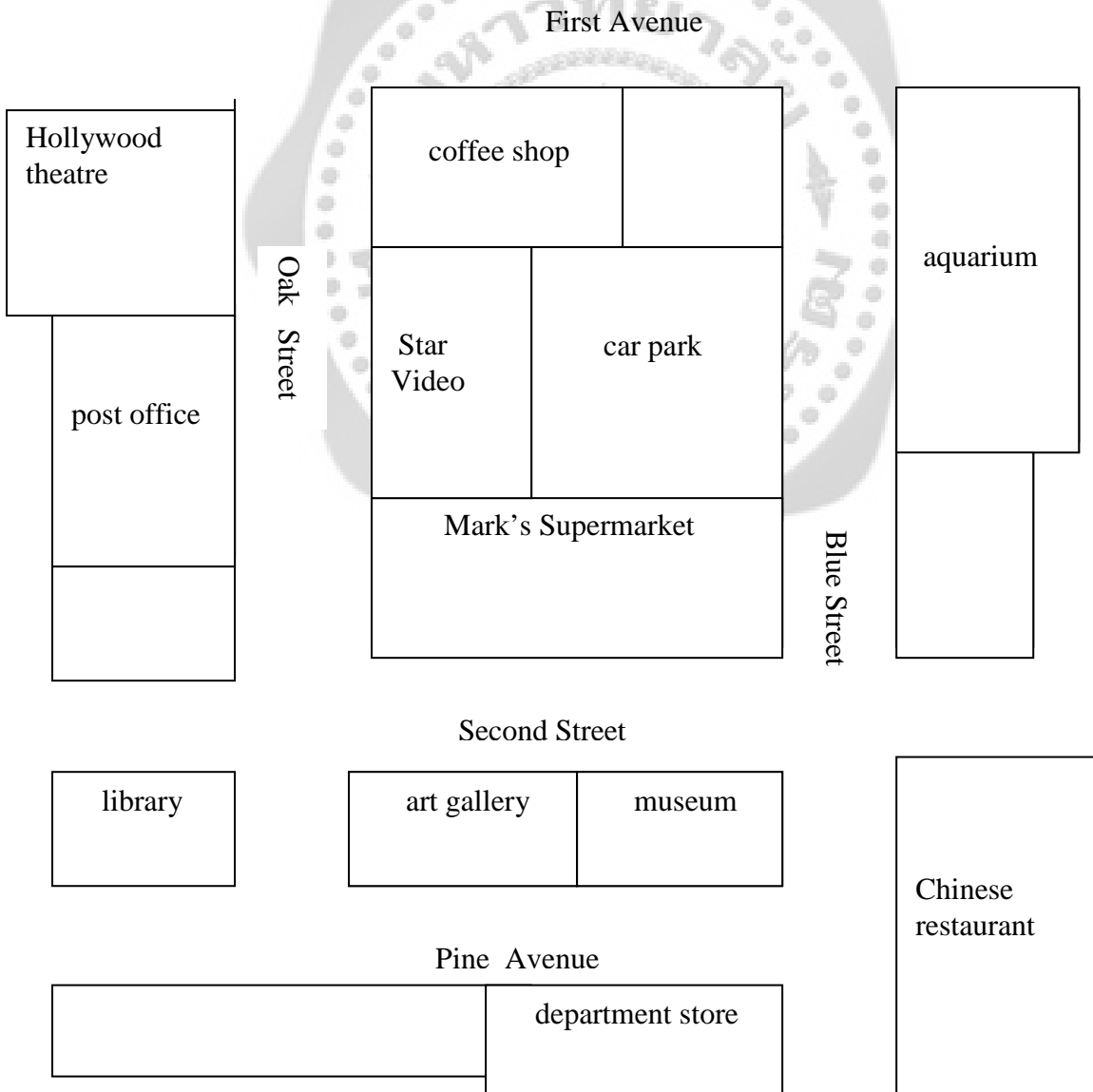
**Student B**

Ask your partner for directions to the following places in order to complete the map.

- The bus station
- The pub
- The police station
- Peter's Pharmacy

hospital	high school	Beauty Shoes	Future Computer
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☉ Start here





## 2. Describing People

**Student A:** Imagine you are a police officer in London. Student B's brother is missing. His name is Bobby. Try to find out his information by asking the appropriate questions.

Name ...Bobby...

### Hair

**The length of his hair is**

- short       medium       long

**The color of his hair is**

**His age is**

- young       middle age       elderly

**His height is**

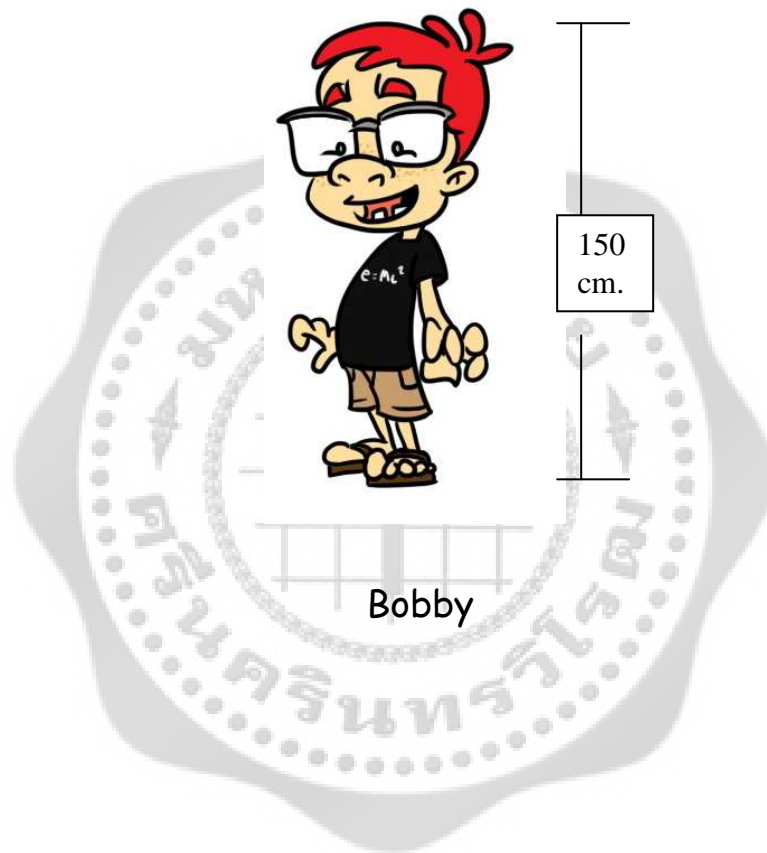
- very short     fairly short     medium height  
 pretty tall     very tall

**What is he wearing today? (Clothes)**

.....  
 .....

## 2. Describing People

Student B: You are travelling in London but your brother, Bobby, is missing. He is 15 years old. You have to describe your brother to the police officer (Student A) so that he can help to find him for you.



### 3. Ordering a meal

Student A

Imagine you are a waiter/waitress at Yummy restaurant.

1. Give a menu to your customer.
2. Take an order.
3. Give the bill to the customer.



Student B

Imagine you are a customer.

1. Order food from the menu.
2. Order three main courses, two desserts and one drink.
3. Ask for the bill.





## Menu



### Main courses

Spaghetti meatballs .....	79 Baht
Spicy soup .....	90 Baht
Roasted duck .....	200 Baht
Grilled fish .....	250 Baht
Wonton soup .....	50 Baht
Grilled steak .....	69 Baht
Steak teriyaki .....	59 Baht
Seafood spaghetti .....	99 Baht
Chicken Fried rice .....	49 Baht

### Desserts

Yogurt .....	20 Baht
Cheese cake .....	45 Baht
Fresh fruit .....	40 Baht
Pineapple pie .....	59 Baht
Pudding .....	19 Baht
Strawberry Ice cream .....	29 Baht
Chocolate Ice cream .....	29 Baht

### Drinks

Milk .....	29 Baht
Mineral water .....	30 Baht
Apple juice .....	20 Baht
Orange juice .....	20 Baht
Coffee .....	25 Baht
Coke .....	20 Baht
Beer .....	35 Baht

#### 4. Making a phone call

**You are the caller**



- Your name is Paul Parker.
- Your telephone number is 098-564-9989
- You want to speak to Mr. David Wang.
- Your message is

**“There is a meeting tomorrow. Please call me back at 4 p.m.”**

**You are the operator.**
















- Your name is Lola.
- The caller wants to speak to Mr. David Wang who is not in the office.
- You offer to take a message.
- Find out his/her name and telephone number.
- Take the message.

**5 Making an appointment**

**Student A**













**Task: Invite your partner to go and watch a movie. Try to find 3 available hours for it. The theater opens from 11.00 a.m. - 9.00 p.m.**

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
<p>Go to a dance class from 9.00 a.m.-11.00. a.m.</p>  <p>Play tennis from 5.00 p.m.-7.00. p.m.</p> 	<p>Go to school from 8.00 a.m.-4.00 p.m.</p>  <p>See movie from 7.00-9.00 p.m.</p> 	<p>Go to school from 10.00 a.m.-2.00 p.m.</p> 	<p>Go to the mall with mom from 9.00 a.m.-1.00 p.m.</p>  <p>Have dinner with friends from 6.00 p.m-7.30 p.m.</p> 	<p>Have lunch with my brother from 11.00 a.m-1.00 p.m.</p>  <p>Go to a party from 7.00 p.m.-8.00 p.m.</p> 	<p>Go to school from 8.00 a.m.-10.00 a.m.</p>  <p>Go to a Karaoke bar with your sister from 3.00 p.m.- 7.00. p.m.</p> 	<p>Go swimming from 3.00 p.m.-8.00 p.m.</p>  <p>Have a family dinner from 8.00 p.m.-10.00 p.m.</p> 

**5. Making an appointment**

**Student B**

**Task: Try to find 3 hours of available time to go shopping with your partner. The department store opens from 11.00 a.m.-9.00 p.m.**

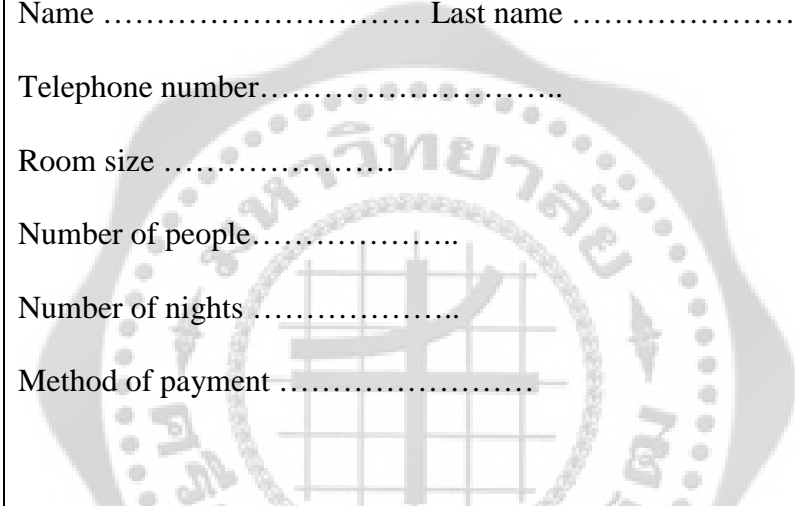
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
<p>Go jogging from 7.00 a.m.-10.00 a.m.</p> 	<p>Go to school from 8.00 a.m.-4.00 p.m.</p> 	<p>Play tennis from 10.00 a.m.-3.00 p.m.</p> 	<p>Go to school from 10.00 am. to 1.00 p.m.</p> 	<p>Have lunch from 10.00 a.m.-12.00 p.m.</p> 		<p>Play badminton from 9.00 a.m.-11.00 a.m.</p> 
<p>Go to work from 11.00a.m. - 4.00 p.m.</p> 	<p>Have a family dinner from 6.00 p.m- 8.00 p.m.</p> 	<p>Go to a Japanese class from 5.00 p.m.-6.00p.m.</p>	<p>Have dinner with friends from 5.00p.m -6.00 p.m.</p> 	<p>Play soccer from 2.00-4.00 p.m.</p> 	<p>Go shopping from 4 p.m.-7.00 p.m.</p> 	<p>Go swimming from 3.00 p.m. – 7.00 p.m.</p> 

## 6. Making a reservation for a hotel room

### Student A

Imagine you work as a receptionist at the Holiday Hotel. You have to ask the guest for the following information.

Holiday Hotel	
Name .....	Last name .....
Telephone number.....	
Room size .....	
Number of people.....	
Number of nights .....	
Method of payment .....	





## 6. Making a reservation for a hotel room

### Student B

You want to book a hotel room. You have to give the receptionist the following information below.

Your name is Jacky Brook  
Your telephone number is 03-249-2928  
You want a double room for two nights.  
You will stay with your sister.  
You want to pay in cash.





**APPENDIX B**

### Rubric of Speaking Test

	5	4	3	2	1
<b>Fluency</b>	Speaks consistently without pauses or hesitation; consistently communicates all ideas without difficulty	Speaks with minimal pauses or hesitation ;has slight difficulty in communicating all ideas	Speaks with some pauses and hesitation; is able to communicate some ideas with some difficulties.	Often is unable to speak or speak with frequent pauses and hesitation; is unable to communicate most ideas	Is unable to speak or give only one word or very short utterance with a long pause; unable to communicate ideas
<b>Pronunciation</b>	Pronounces correctly and clearly	Pronounces almost clearly without interfering comprehension	Sometimes pronounces unclearly; errors interfere with communication	Often pronounces with errors; difficult to understand; have to repeat frequently	Pronounces unclearly interfering with communication; is unable to communicate ideas
<b>Vocabulary</b>	Uses varied and correct vocabulary; is able to communicate properly	Uses varied and almost correct vocabulary; often communicate properly.	Has adequate vocabulary; minor errors do not interfere with communication	Has limited vocabulary; has difficulty in communicating	Has insufficient vocabulary resulting in comprehension breakdown
<b>Grammar</b>	Consistently uses correct grammatical structures	Rarely uses incorrect grammatical structure, minor errors do not interfere with communication	Uses some incorrect grammatical structure. Some errors interfere with communication	Often uses incorrect grammatical structure; errors interfere with communication	Is unable to use grammatical structure to communicate correctly.
<b>Communication Strategy</b>	Uses gestures appropriately	Tries to use gestures to help in speaking when having difficulty in using vocabulary	Tries to use gestures but they are inappropriate	Speaks rarely using gestures	Never uses gestures when speaking

Adapted from Phuphabet (2004), Scanlon and Zemach (2009) and Domesrifa (2008)



**APPENDIX C**

## Student's Perception towards the Use of Communicative Activities in the Class Room

แบบสอบถามการรับรู้ของนักศึกษาที่มีต่อการเรียนโดยการใช้กิจกรรมการสื่อสารในห้องเรียน

เลขที่.....

เพศ.....

กลุ่ม.....

**คำชี้แจง** ให้นักศึกษาทำเครื่องหมาย ✓ ลงในช่องที่ตรงกับความรู้ของนักศึกษาที่มีต่อการเรียนโดยการใช้กิจกรรมการสื่อสารในห้องเรียน

ข้อความ	ระดับการรับรู้				
	จริงที่สุด 5	จริง 4	ไม่แน่ใจ 3	ไม่จริง 2	ไม่จริงเลย 1
1. การเรียนโดยการใช้กิจกรรมการสื่อสารส่งเสริมบรรยากาศที่ดีในห้องเรียน นักศึกษามีความสุขกับการเรียนภาษาอังกฤษมากขึ้น					
2. การเรียนโดยใช้กิจกรรมการสื่อสารช่วยพัฒนาทักษะการพูดภาษาอังกฤษของนักศึกษา					
3. การเรียนโดยการใช้กิจกรรมการสื่อสารช่วยให้นักศึกษามีความมั่นใจในการพูดภาษาอังกฤษมากขึ้น					
4. นักศึกษาเข้าใจลำดับขั้นในกิจกรรมการสื่อสารอย่างชัดเจน					
5. กิจกรรมการสื่อสารส่งเสริมให้นักศึกษาได้มีส่วนร่วมในการเรียนมากขึ้น					
6. การเรียนโดยการใช้กิจกรรมการสื่อสารส่งเสริมสัมพันธภาพที่ดีระหว่างนักศึกษาด้วยกัน และระหว่างนักศึกษากับครูผู้สอน					
7. การเรียนโดยการใช้กิจกรรมการสื่อสารทำให้นักศึกษาสนใจและกระตือรือร้นในการเรียนมากขึ้น					
8. หลังจากการเรียนโดยการใช้กิจกรรมการสื่อสาร นักศึกษาเล็งเห็นความสำคัญของการเรียนภาษาอังกฤษมากขึ้น					

ข้อความ	ระดับการรับรู้				
	จริงที่สุด 5	จริง 4	ไม่แน่ใจ 3	ไม่จริง 2	ไม่จริงเลย 1
9. การเรียนโดยการใช้กิจกรรมการสื่อสารส่งเสริมให้นักศึกษามีความคิดและกล้าแสดงออกมากขึ้น					
10. การเรียนโดยการใช้กิจกรรมการสื่อสารช่วยให้นักศึกษาเรียนภาษาอังกฤษอย่างเป็นธรรมชาติ					
11. นักศึกษาชอบการเรียนภาษาอังกฤษโดยการใช้กิจกรรมการสื่อสาร					
12. หลังจากการเรียนโดยการใช้กิจกรรมการสื่อสาร นักศึกษาสามารถนำความรู้ที่เรียนในห้องเรียนไปใช้ในชีวิตประจำวันได้					

## ตอนที่ 2

คำชี้แจง ให้นักศึกษาตอบคำถามต่อไปนี้

1. นักศึกษาชอบเรียนภาษาอังกฤษโดยการใช้กิจกรรมการสื่อสารหรือไม่ เพราะเหตุใด

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2. นักศึกษาได้รับประโยชน์จากการเรียนโดยการใช้กิจกรรมการสื่อสารหรือไม่ จงอธิบาย

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.....

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3. นักศึกษาพบปัญหาใดบ้างในการทำกิจกรรมการสื่อสาร

.....

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.....

4. นักศึกษาเห็นด้วยหรือไม่กับการนำกิจกรรมการสื่อสารมาใช้ในห้องเรียน เพราะอะไร

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.....

5. หลังจากการเรียนรู้ด้วยการใช้กิจกรรมการสื่อสาร นักศึกษาได้พัฒนาตนเองด้านใดบ้าง

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6. นักศึกษาประทับใจกิจกรรมการสื่อสารในหัวข้อใดมากที่สุด เพราะอะไร

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7. นักศึกษาคิดว่าสามารถนำความรู้ในห้องเรียนมาประยุกต์ใช้ในชีวิตประจำวันได้หรือไม่ จงอธิบาย

.....

.....

.....

.....

8. ข้อเสนอแนะ

.....

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## Student's Attitude towards the Communicative Activities

แบบสอบถามความพึงพอใจนักศึกษาที่มีต่อกิจกรรมการสื่อสารที่นำมาใช้ในห้องเรียน

เลขที่ .....

เพศ.....

กลุ่ม.....

คำชี้แจง ให้นักศึกษาทำเครื่องหมาย ✓ ลงในช่องที่ตรงกับความคิดเห็นของนักศึกษาที่มีต่อกิจกรรมการสื่อสารที่นำมาใช้ในห้องเรียน

ข้อความ	ระดับความพึงพอใจ				
	มากที่สุด 5	มาก 4	ปานกลาง 3	น้อย 2	น้อยที่สุด 1
1. ความน่าสนใจของกิจกรรมการสื่อสารที่นำมาประกอบการเรียนการสอน					
2. กิจกรรมการสื่อสารมีความหลากหลาย สนุก และไม่น่าเบื่อ					
3. กิจกรรมการสื่อสารมีเนื้อหาและกิจกรรมทางภาษาที่เหมาะสมกับความสามารถของนักศึกษา					
4. กิจกรรมการสื่อสารมีลำดับขั้นตอนที่ชัดเจน ไม่ซ้ำซ้อน					
5. กิจกรรมการสื่อสารมีเนื้อหาที่ตรงกับความ ต้องการของนักศึกษา					
6. กิจกรรมการสื่อสารมีภาพประกอบ ทำให้นักศึกษาเข้าใจกิจกรรมมากยิ่งขึ้น					
7. กิจกรรมการสื่อสารเป็นกิจกรรมที่ทำทลายความสามารถของนักศึกษา					
8. นักศึกษามีความเข้าใจในจุดประสงค์ของการทำกิจกรรมที่ชัดเจน					
9. กิจกรรมการสื่อสารกระตุ้นให้นักศึกษาได้ฝึกพูดภาษาอังกฤษมากขึ้น					
10. กิจกรรมการสื่อสารเหมาะสมกับการนำมาใช้กับการเรียนภาษาอังกฤษในห้องเรียน					



**APPENDIX E**

**Lesson plan (Asking for and giving directions)**

Aim	Time		What the learners do	What the teacher does Activities/language/Item etc.	Material	Assessment& evaluation
	plan	actual				
Students will be able to ask for and give directions appropriately.	3 hrs.			<p><b>Level:</b> diploma 1 Students: 32 students Pattern used in asking for and giving directions</p> <p><b>Asking the way</b> Excuse me, where's the hotel? Excuse me, can you tell me the way to the library? Excuse me. How do I get to the bank from here? Where is the museum? Do you know where the post office is?</p> <p><b>Giving Directions</b> Go Down /Go up Go down Pine Street to Broadway. Turn right Turn right on (street's name). Turn left Turn left on (street's name). It's on your right. It's on your left.</p>		<ol style="list-style-type: none"> <li>1. Students are able to ask for and give directions fluently.</li> <li>2. Students are able to pronounce correctly and clearly</li> <li>3. Students use the varied and correct vocabulary and are able to communicate properly.</li> <li>4. Students use correct grammatical structure.</li> <li>5. Students use gestures appropriately.</li> </ol>

**Lesson plan (Asking for and giving directions)**

Aim	Time		What the learners do	What the teacher does Activities/language/Item etc.	Material	Assessment & evaluation
	plan	actual				
			-Practice pronouncing the direction phrases.	<p><b>Giving Nearby Landmarks</b>            The department store's <b>on</b> Main Street.            It's <b>on the corner of</b> Main St. and First St.            It's <b>across from</b> the park.            It's <b>next to</b> the bank.            The bank's <b>between</b> the department store and the restaurant.</p> <p><b>Vocabulary</b>            newsagent , bridge, avenue, law courts , museum, art gallery, aquarium, church department store, gas station ,fire station, pet store, drug store</p> <p><b>Presentation</b></p> <ul style="list-style-type: none"> <li>- Teacher reviews the vocabulary about places.</li> <li>- Teacher shows the map on the board and asks students how to get to Big C from the school.</li> <li>- Teacher elicits the useful expressions for giving directions to Big C with students.</li> <li>- Teacher teaches the direction phrases for asking for and giving directions.</li> </ul>	Vocabulary cards  The map	

**Lesson plan (Asking for and giving directions)**

Aim	Time		What the learners do	What the teacher does Activities/language/Item etc.	Material	Assessment & evaluation
	plan	actual				
			<ul style="list-style-type: none"> <li>- give the directions to several places on the map on the board.</li> <li>- rearrange the conversation in the correct order.</li> <li>- listen and check their answer. Find the places on the map.</li> <li>- Fill the gaps in the exercise.</li> <li>- Listen and practice the sentences.</li> <li>- do the information gap activity with the partner to complete the map.</li> </ul>	<p><b>Practice</b></p> <ul style="list-style-type: none"> <li>-Teacher asks students to give directions to several places on the map on the board.</li> <li>-Teacher gives students the city map. Tell them that Sue is at bus station. She is asking for directions. Put each conversation in order.</li> <li>-Then, ask them to listen and check their answer. Find the places on the map. What number are they?</li> <li>-Teacher asks student to fill the gaps in the exercise asking for and giving directions.</li> <li>-Teacher asks students to listen and practice the sentences in the exercise.</li> <li>- Teacher asks students to work in pairs to do the information gap activity about asking for and giving directions. Give one student A sheet and one student B sheet, but some places on the maps are missing. They have to ask the directions of those places from the partner to complete their map.</li> </ul>	<ul style="list-style-type: none"> <li>Exercise 1</li> <li>Exercise 2</li> <li>Exercise 3</li> <li>Information gap activity</li> <li>worksheets</li> </ul>	

**Lesson plan (Asking for and giving directions)**

Aim	Time		What the learners do	What the teacher does Activities/language/Item etc.	Material	Assessment & evaluation
	plan	actual				
			<p>- work in group of four to do the jigsaw activity by collecting information about the places from the group and writing it on their own map and giving directions to the student's own house to the group to complete the map.</p>	<p><b>Production</b></p> <p>- The teacher asks students to work in group of four to do the jigsaw activity. Each student has the locations of some places on downtown map. The group has to collect the location of all places from the group members to complete the downtown map.</p> <p>- Then, the teacher asks each member to give the directions to his/her own house to the group to complete the map.</p>	<p>Jigsaw activity worksheets</p>	

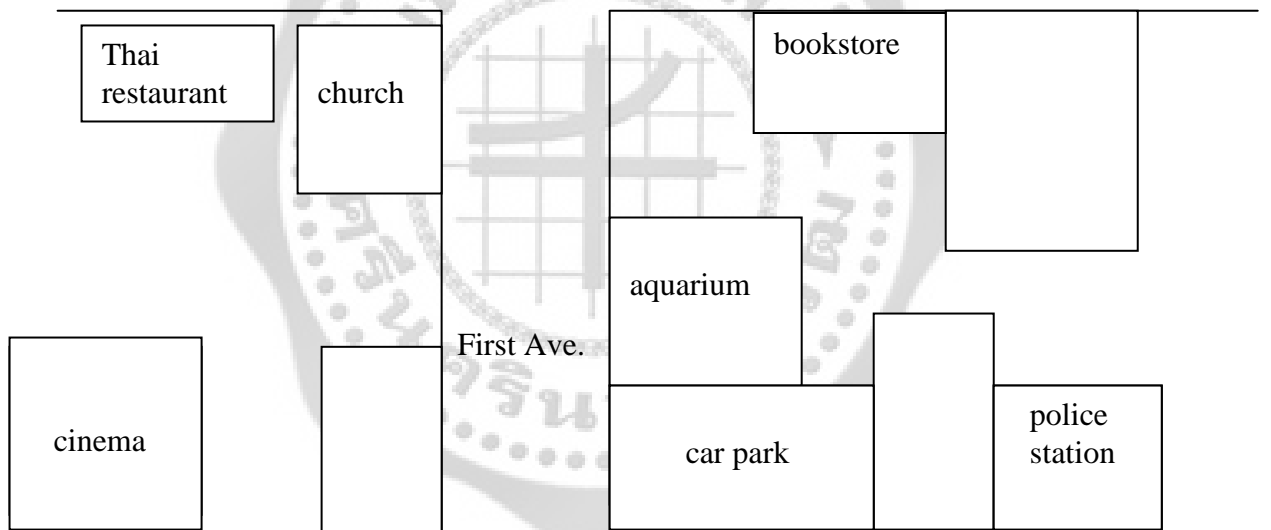
**Student A**

Find out the following places by asking your partner.

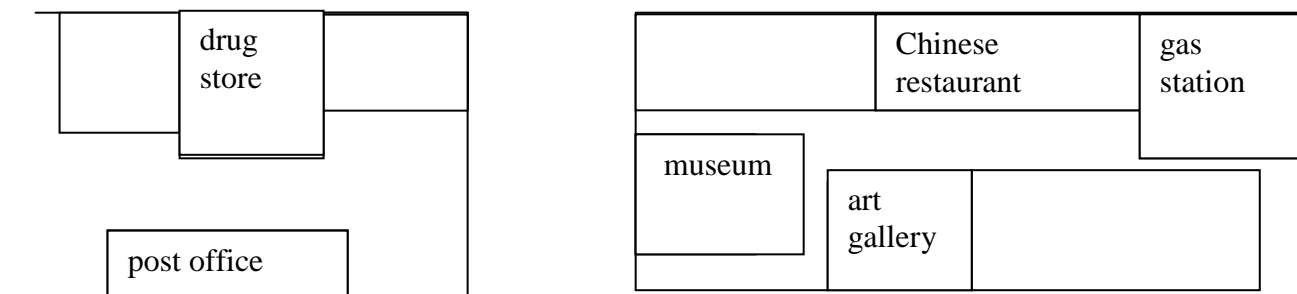
1. The hospital
2. ABC hotel
3. The bank
4. The school
5. The shoe store
6. The law courts
7. The fire station
8. The pet store
9. The coffee shop
10. The pub

⊗ Starting point

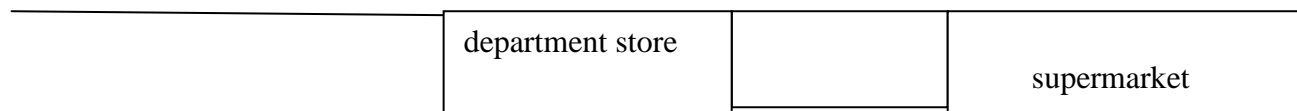
Park St.



Second Ave.



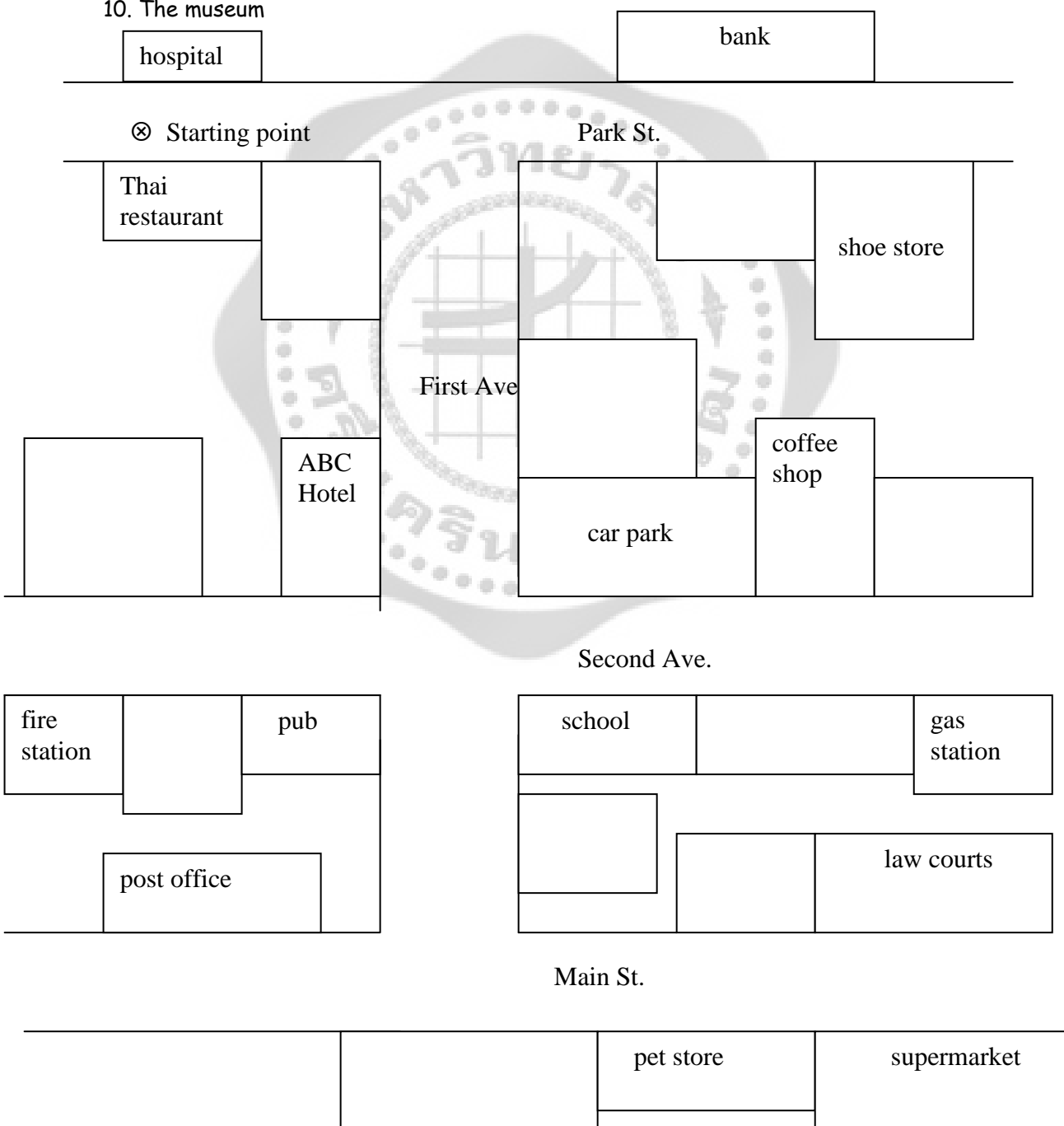
Main St.



**Student B**


Find out the following places by asking your partner.

1. The church
2. The drug store
3. The book store
4. The Chinese restaurant
5. The cinema
6. The art gallery
7. The aquarium
8. The police station
9. The department store
10. The museum






**Edo Sushi**



"The freshest fish in town!"



1st Avenue DEPARTMENT STORE EDO SUSHI

**Apollo's Greek Taverna**



THE FRESHEST KALIMARI IN TOWN!



law courts Cedar Street APOLLO'S

**Crabby Bob's Seafood**



The largest lobsters in town.


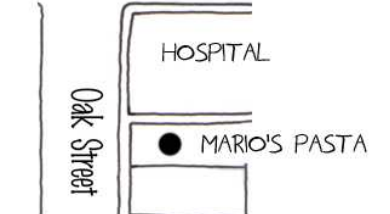


police station Pine Street 2nd Avenue CRABBY BOB'S

**Mario's Pasta**

The best pasta in town!

Italian

Oak Street HOSPITAL MARIO'S PASTA

**Taj Mahal Indian**

The spiciest food in town




MAHATMA aquarium Oak Street 2nd Avenue park TAJ MAHAL

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**SEOUL GARDEN KOREAN BBQ**

The juiciest BBQ ribs in town

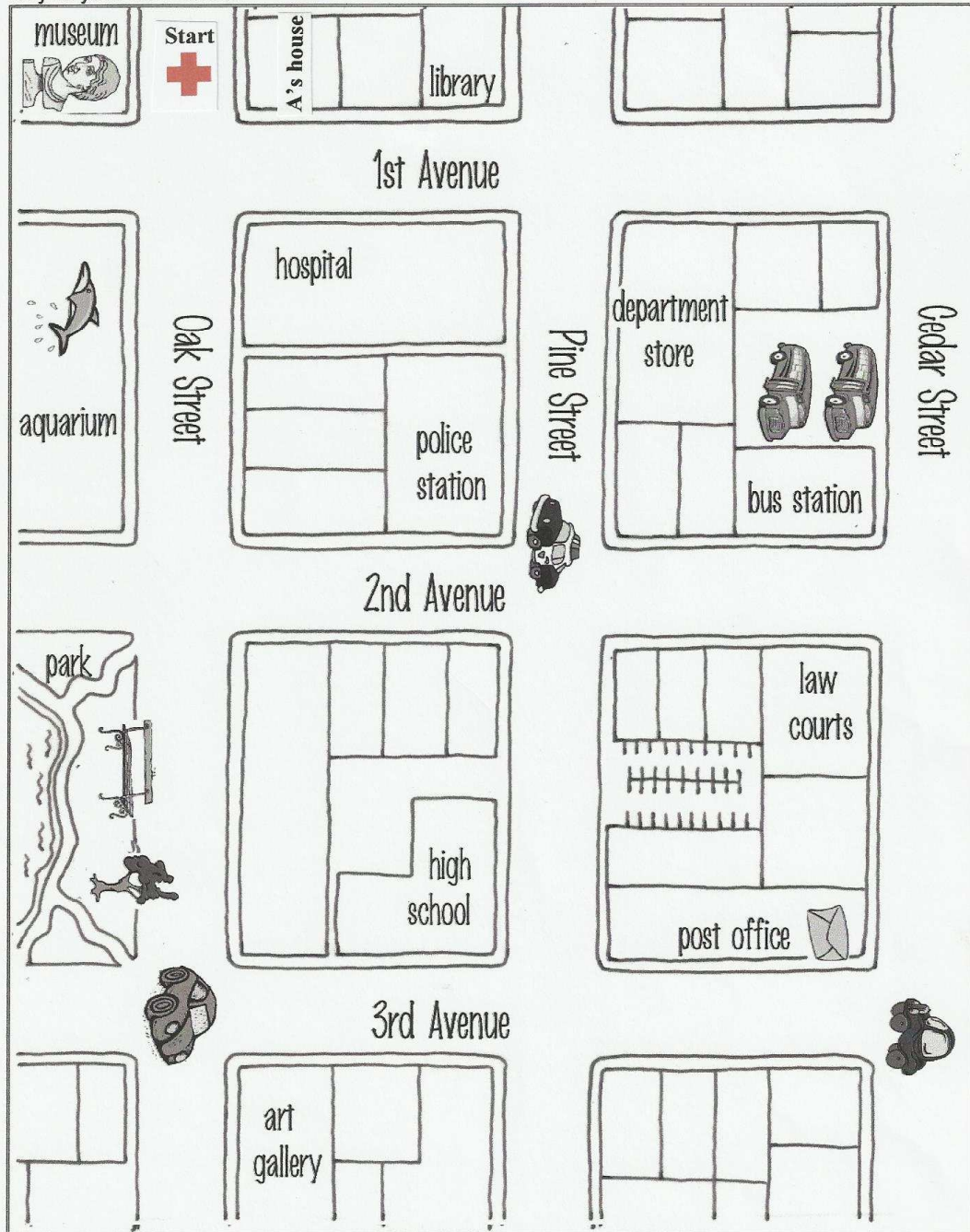



park Oak Street 2nd Avenue SEOUL GARDEN

Student A

### Map of Downtown

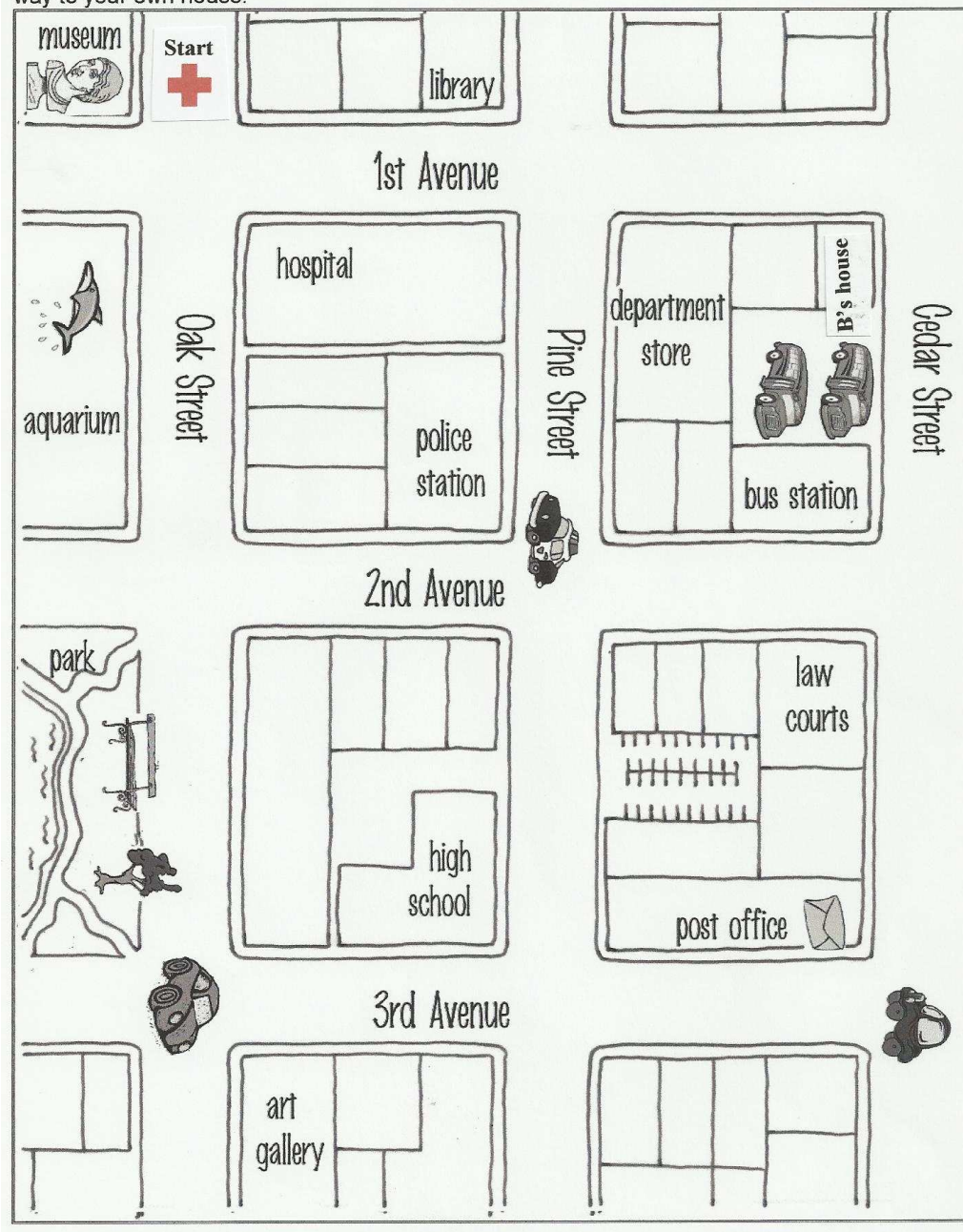
Mark the locations of the restaurants that your partners recommends on the map and then tell the way to your own house.



**Student B**

**Map of Downtown**

Mark the locations of the restaurants that your partners recommends on the map and then tell the way to your own house.

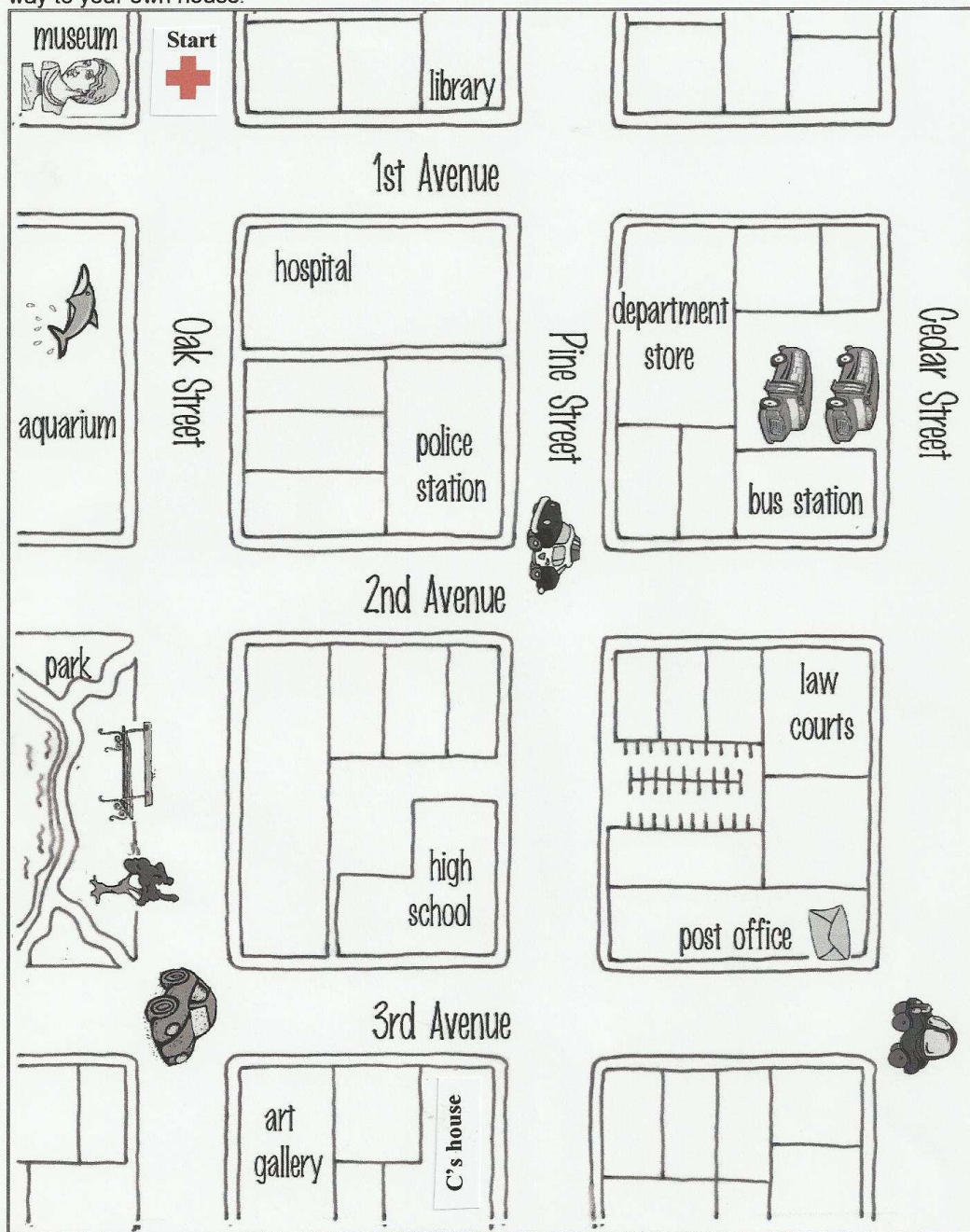




Student C

### Map of Downtown

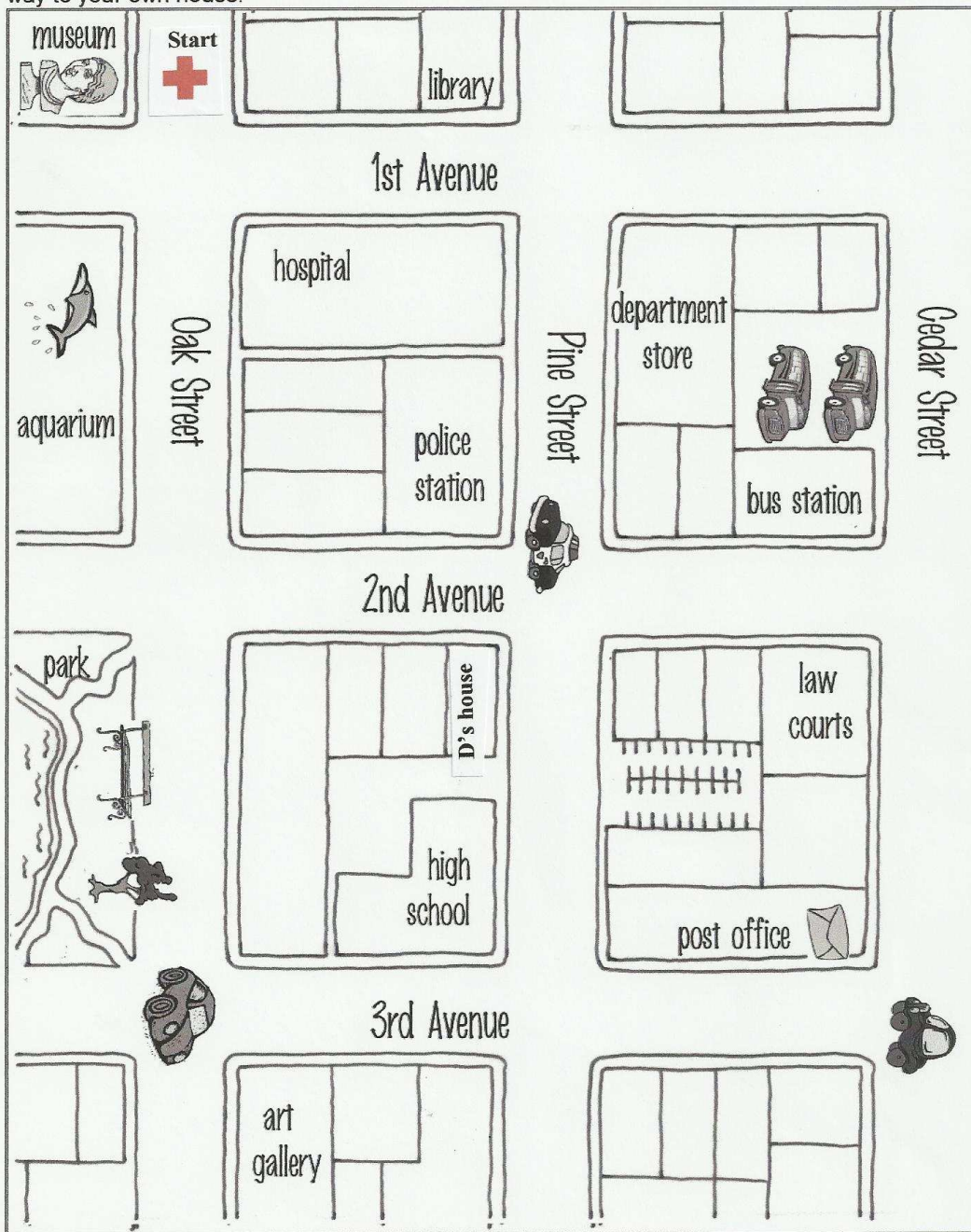
Mark the locations of the restaurants that your partners recommends on the map and then tell the way to your own house.



**Student D**

**Map of Downtown**

Mark the locations of the restaurants that your partners recommends on the map and then tell the way to your own house.







## Classroom Environment

















## VITAE

Name: Miss Kittiya Phisutthangkoon  
Date of Birth: January 26, 1986  
Place of Birth: Phatthalung  
Address: 20 M.1 Nongbo-Nanglad Road, T. Khaojiak Muang,  
Phatthalung 93000

## Education Background:

2004 High School from Phatthalung School, Phatthalung  
2009 Bachelor of Arts degree in English Major from  
Mahidol University, Nakhonpathom  
2012 Master of Arts degree in Teaching English as a Foreign  
Language from Srinakharinwirot University, Ba

