

An Action Research Study of Promoting Students' Confidence in Speaking English

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Declaration of Authorship

I, Montha Songsiri, formally declare that the Doctorate of Education thesis entitled *An Action Research Study of Promoting Students' Confidence in Speaking English* is no more than 60,000 words in length, exclusive of tables, figures, appendices, references and footnotes. This thesis contains no material that has been submitted previously, in whole or in part, for the award of any other academic degree or diploma. Except where otherwise indicated, this thesis is my own work.

25 March 2007

Signed

Date

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List of Abbreviations

B.E.	Buddhist Era
BG1	Bachelor students Group 1
BG2	Bachelor students Group 2
BG3	Bachelor students Group 3
BG4	Bachelor students Group 4
BG5	Bachelor students Group 5
BG6	Bachelor students Group 6
CAI	Computer-Assisted Teaching
CBI	Content-Based Instruction
CL	Cooperative Learning
CS	Communication Strategy
CULI	Chulalongkorn University Language Institute
EFL	English as a Foreign Language
ELT	English Language Teaching
ESL	English as a Second Language
ESP	English for Specific Purposes
EST	English for Science and Technology
KMITNB	King Mongkut's Institute of Technology, North Bangkok
KMUTT	King Mongkut's University of Technology, Thonburi
L1	A Learner's First Language
L2	Second Language
L3	Third Language
O1	Observer 1
O2	Observer 2
O3	Observer 3
SBI	Strategies-Based Instruction
S1	Subject 1
TBL	Task-Based Learning

TEFL	Teaching English as a Foreign Language
TESL	Teaching English as a Second Language
TESOL	Teaching English Speakers of Other Languages
TPR	Total Physical Response
VG1	Vocational Students Group 1
VG2	Vocational Students Group 2
VG3	Vocational Students Group 3
VG4	Vocational Students Group 4
VG5	Vocational Students Group 5
VG6	Vocational Students Group 6
W1	Activity 1
W2	Activity 2
W3	Activity 3
W4	Activity 4
W5	Activity 5
W6	Activity 6

ABSTRACT

This study investigated students' attitudes towards language learning, especially speaking, at King Mongkut's Institute of Technology, North Bangkok, Thailand. One of the important factors needing change in Thai education is the improvement of language teaching, especially speaking. The aims of the research are to improve Thai students' motivation to speak English through a range of materials and activities used for promoting students' confidence in speaking English. Action research procedures (plan, act, observe, reflect and revise) were used to study the processes and participant outcomes.

Three English teachers took part in the project to assist in its implementation and to observe the outcomes. The study was conducted in two cycles: the first cycle involved teaching a program to a class of engineering students for one semester. The teacher used new student centred techniques to teach differently from traditional teaching using six activities as a tool to motivate students to speak. These were: Self-Introduction, an English Movie, a Popular Song, My Favourite Story, Foreigner Interview and a Coffee-break Discussion. The second cycle followed the reflection on the first cycle to further develop materials, activities, teaching techniques and teacher's roles. It involved a further semester teaching the six activities to a new class of engineering students.

Data from Cycle I were analysed and used to make improvements for Cycle II. Observers played a role in evaluating, suggesting and revising the program. Data from Cycle II were presented to show the final outcomes and changes. Data were collected through the teacher's journal, observers' sheets, students' worksheets, students' diaries and self-rating scales. The data are presented through narrative and through interpretation of students' responses. Data were also used to construct a model for promoting students' confidence in speaking English for King Mongkut's Institute of Technology, North Bangkok.

The results of the research indicated that students' increased confidence in speaking English was influenced by teaching learning strategies, using authentic materials and presenting the activity in non-threatening terms. Student centred approaches including pair and group work, cooperative learning, giving the opportunity to practise, time to rehearse and promoting positive attitudes towards language learning also contributed to improve outcomes. Further factors included a general interactive approach to teaching and teacher roles, using communication strategies, promoting positive attitudes and a positive atmosphere. Finally, the action research process itself helped students and teachers to reflect on their successes and failures in teaching and learning.

CHAPTER 1

Introduction

1.1 Preliminary Investigation

This project is an action research study of promoting students' confidence in speaking English. It was undertaken by the researcher as a teacher of Communicative English and Report Writing at King Mongkut's Institute of Technology, North Bangkok. Following informal talks to undergraduate technical students from several classes in 2004, I discovered that most of them had problems with speaking English. They want to speak but they lacked confidence to speak. Investigating students' attitudes towards learning English, I asked the question "Which skill do you want to improve most?" I found that most of them wanted to improve speaking but they were not brave enough and did not know how to express their ideas. I thought, however, that informal conversation was still not enough to confirm that, so I decided to investigate students' attitudes toward four skills, collecting data from two bachelor programs before starting the project. I asked 'Which skill do you want to improve most? The reason behind the question was to identify their language learning requirements. I also asked twenty-five technical teachers. Teachers and students had to identify only the one skill they wanted to improve most.

In one 4 year bachelor program the students studied the English I course; and in the other 2 to 3 year bachelor program the students studied a course on Communicative English and Report Writing in semester I, 2004. The difference between the former and the latter program was the students' English learning background. In the 4-year bachelor program, students had graduated from high school. The number of English learning hours was more than the 2 to 3 year bachelor program where students had graduated from a vocational certificate and focused on technical subjects. The level of students' English proficiency in the latter program therefore, was at the lower intermediate level and they had more negative attitudes towards language learning. The data confirmed that speaking was still the students' highest requirement.

Table 1. Preliminary Data of Students' Learning Requirements in English.

4 year bachelor program (n=161)		2-3 year bachelor program (n=147)	
Speaking	50.93%	Speaking	49.65%
Listening	34.16%	Listening	31.29%
Reading	9.93%	Reading	16.32%
Writing	4.96%	Writing	2.72%

Deleted: ¶

The data showed that students in both programs gave similar responses to speaking, listening, reading and writing skills. Students preferred to improve speaking, listening, reading and writing in that order. This applied not only to students but also to technical teachers according to data obtained from a minor investigation in 2001 for a course on the Advanced Study of Education and Training (Songsiri, 2001, p. 2).

Table 2. Preliminary Data of Technical Teachers' Learning Requirements in English.

Skills (n=25)	Percentage %
Speaking	41.0%
Listening	29.1%
Writing	16.6%
Reading	12.5%

Table 2 shows that speaking was the skill, which technical teachers wanted to improve most. Listening, writing and reading were required respectively.

I was awarded a full scholarship from my college to undertake research through a professional doctorate to find ways of meeting these needs. I wanted to find out which skill ought to be focused on urgently by the administrators of the College.

To obtain this information in 2004, I interviewed five administrators about their attitudes towards teaching English. These were the Director, Deputy Director for Administration, Deputy Director for Academic Affairs, Deputy Director for Planning and Development and Deputy Director for Special and Activities. By asking the question: *"From observing students learning English, what do you want to recommend?"* I found that most of them had similar ideas. They recommended that students should be able to speak English at survivor level after finishing their programs.

1.2 Thai National Education Act of B.E. 2542 (1999) and Educational Reform

The Eighth National Education Development Plan: 1997-2001 (Wongsothron, 1999, p. 54) comments on the need for more language learning especially English. Section 4 of The National Education Act of B.E. 2542 (1999, p. 3) defines the role of teachers as taking a great deal of responsibility for learning, teaching and encouraging students to learn. Thus encouraging students to learn with enjoyment and participation is to be encouraged more than learning by heart. Moreover, the reform of Thai education placed the highest importance on learners (National Education Act of B.E. 2542, p. 35). As a result, it also influenced teaching methods to become more focused on learner-centred teaching so the methods gradually were changed from grammar-translation into participatory methods. However, it does not mean that grammar-translation was a bad method and should disappear from language learning. All theories can be adapted to encourage students to achieve their goals.

Section 6 of the Education Act states that:

Education shall aim at the full development of the Thai people all aspects: physical and mental health; intellect; knowledge; morality; integrity; and desirable ways of life so as to be able to live in harmony with other people.
(National Education Act, 1999, p. 4)

In this project, an important aspect of the activities emphasized students' cooperation, interaction and participation in pairs and in groups. They now had more opportunity to practise working together with their friends. In doing so, I assumed that the objectives of education in Section 6 were also being met.

The Ministry of Education's Foreign Language Education Policy 1996 (Wongsothorn, 1999, pp. 56-57) identified teaching and learning procedures for the 1996 English Language Curriculum.

The goal is to create communicative proficiency required for social, personal, academic purposes. Classroom interactions using integrative skills are emphasized. Language materials are varied and conducive for language developments. Various media, authentic materials, audio-visuals, newspapers, pictures etc. are to be utilized together with video, CAI, distance learning, language labs. These aids are to be selected to best fit each situation and learning needs to give maximum benefit to the students.

In my own situation, all the aspects except CAI and distance learning were used in the project. However, before, during and after the project, students were introduced to and encouraged to make use of CAI and distance learning in terms of varieties of e-learning from various sources. They could further develop learning by themselves.

In April 1997, the Ministry of University Affairs (Wongsothorn, 1999, p. 58) passed the policy framework and measures for language learning in Thai higher education for 1996-2006. Methods of assessment should utilize various types of test, portfolios, records and observations of continuous development (Wongsothorn, 1999, p. 57). One aim related to this project is to “develop student capacity by using at least one foreign language for academic and communicative purposes.”

Two goals of language education in higher education in 1996-2005 relating to the project are that undergraduate students should have the capacity to communicate in English and that they should be provided with the opportunity to learn a second foreign language for communicative purposes.

In the above policy, we notice that the trend of language teaching in the 20th to 21st century changes dramatically from grammar translation to communicative purposes. Students should be motivated to practise speaking with confidence in order to further develop to higher English proficiency levels. Also the policy of teacher development in Thai higher education in 1996-2005 is to promote research in curriculum development in terms of teaching and learning techniques, area studies, textbook and material (Wongsothorn, 1999, p. 62). Therefore teachers have more opportunity to take part in developing their curriculum.

However, American policies are moving against this trend. Achinstein and Ogawa (2006, p. 31) identified that,

It has become a timely issue because current policies in the United States limit teacher autonomy by setting curriculum standards, establishing accountability systems, and prescribing instructional methods.

In contrast, teacher based academic standards and responsibility for decision making are signs of curriculum progress and promote collaboration among teachers and increased teaching quality and achievement. Achinstein and Ogawa (2006, p. 31) also commented that:

Critics counter that these policies can have deleterious effects, that they narrow teacher discretion, discourage effective instruction and focus on lower-order learning.

Fortunately, in my workplace my colleagues and I have the power to make decisions about English language learning and teaching policy. As a result, the more my colleagues and I are involved in practice and theory in language learning and teaching, the more we can work towards improving the English language policy. Action research procedures (plan, act, observe, reflect and revise) enabled me to improve policy.

Encouraging Students to Learn

The Ministry of University Affairs provided the policy and implementation framework for language teaching and learning by “Encouraging every student to study English and to be able to effectively communicate in English” (Wongsotthron, 1999, p. 60). In this research, encouraging students to learn was defined as persuading students to participate in the activities, by making activities easier for them, making them believe that they will be able to speak, if they think they can speak, enabling students to achieve their goals, sympathizing with students’ failure while they were participating in the activities and praising them when they succeeded in their language learning, especially in speaking. The teacher is one of the main factors to promote students’ confidence in language learning. Therefore, it is very important for a teacher to know theories about psychology, adult learning, learning styles and language teaching. If a teacher does not pay much attention to that, he/ she may face students’ responses in terms of unexpected behaviour. If a teacher requires respect and trust from students, he/she has to respect and trust them as well. In doing so, it is easier for teachers to make students respect and trust in them. In addition,

encouraging students to learn might depend on the ability of teachers' reflection towards students' responses in various situations.

Learner-Centred Teaching at All Levels

It is very important for teachers to analyse, reflect on and to make use of their own situations. In Thailand at present, learner-centred teaching is only theoretical. Learner-centred teaching is where learners are negotiators and interactors while the teacher functions as a facilitator, needs analyst, counselor and process manager (Nunan, cited in Ha, 2006, p. 13). In the real situation, a lot of people, including me, have misunderstood this approach before this research. When this method was first introduced to Thai education, teachers only assigned worksheets to students and then left them to work by themselves without observing, analysing, and reflecting on them while they participated in the task. That is a dangerous idea because some students do not have the maturity to do the task by themselves. They may need some help to finish the task. If they do not receive help from anybody, especially a teacher, they might develop negative attitudes towards language learning which are very difficult to change. If teachers are not clear about this approach, they may create dangerous gaps unconsciously. In turn, they may promote students' confidence in language learning, especially speaking, if they are concerned about what this approach means exactly.

1.3 Significance

Edge (1993, p. 17) identified the importance of communication that communication is at the heart of modern English Language Teaching (ELT), the goal of language teaching and part of the learning process. Luoma (2004, p. ix) added that "the ability to speak in a foreign language is at the very heart of what it means to be able to use a foreign language." Wongsuwana (2006, p. 44) stated that speech can be trained and it does not depend on talent. Wiriyaichitra (2003, p. 25) said that one reason why English learning in Thailand is not very successful is that most learners lack the opportunity to learn English in an English environment and for interaction in daily life. Wiriyaichitra (2002, p. 4) reported that several researchers investigating the need for English in workplaces had suggested that the English curriculum in Thai

universities should focus most on listening and speaking. Chayanuvat (2003, p. 2) observed that Thai graduates could not serve the needs of their employers in terms of the English level required in the workplace. Anantaset reported that, 200 business people and 100 representatives from various enterprises who attended a seminar organized by Chulalongkorn University Language Institute voiced their disappointment at the English ability level of Chulalongkorn University graduates. They admitted that these graduates may have a good knowledge of the English language but they could not use it effectively to do their jobs and Konantakul mentioned that one communication problem was the fact that Thais are unable to speak English fluently (as cited in Chayanuvat, 2003, p. 2).

Speaking English is one of the most important skills for engineering students and will help them find a job in the future. Over several years I have found that students would like to speak but they felt they lacked confidence in speaking. As a result, they think that English is very difficult for them and they become bored with learning the skills. The action research study of how to promote students speaking English is very important because it may also help them to develop other skills. Moreover, Richards (2004, p. 3) states, “Employers too insist their employees have good English language skills and fluency in English is a prerequisite for success and advancement in many fields of employment in today’s world.” This project plays a small part in reforming Thai education methods to incorporate more participation and a student-centred approach also challenged traditional teacher-student relations, where students have listened passively while the teacher gives instruction. It is hoped that some incidents that happened in the project may be relevant to other teachers’ situations to adapt the experience to their own situations.

1.4 Contribution to Knowledge

This project contributed to the practice of teaching spoken English and communication in English for Thai students. It tested the value of a range of activities, which may contribute to confidence and competence in speaking. Whilst based on the needs of students at King Mongkut’s Institute of Technology North Bangkok

(KMITNB) the outcomes may assist other teachers of English in improving their language teaching. Using action research procedures (plan, act, observe, reflect and revise) not only enhanced students' confidence in language learning but also helped me to improve my language teaching. Brown (2005, p. 395) argued that the outcomes of research should resonate with teachers' own experience, be translated into practical classroom strategies and be passed through teachers' networks. The procedures of action research can help both researchers and teachers to achieve in that situation.

1.5 Aims and Research Questions

Previously, both students and I did not pay much attention to dialogues in the text book. My colleagues and I agreed that we did not teach dialogues in the class but let students practise speaking the dialogues by themselves. The students only read and did the exam by writing on the paper. When the students were asked to express ideas, most of them were quiet and did not respond. From the evidence, I assumed that students lacked the opportunity to practise speaking, which is one of the main factors to promote confidence in speaking English. As a result, I proposed to find a way to motivate them to speak English through a series of activities that I identified from the literature of language teaching (see chapter 2). These were self-introduction, an English movie, a popular song, my favourite stories, foreigner interview and a coffee-break discussion. These activities and related materials were used to promote students' confidence in speaking English. In language teaching, each teacher has to teach according to her style. Teachers lack the opportunity to exchange ideas about their experience of success or failure and how to solve problems that arise in the classroom. Action research procedures (plan, act, observe, reflect and revise) were used to study the process and development of two classes. The research questions are shown below.

1. What are the factors that promote students' confidence in speaking English?
2. What are the obstacles that inhibit students gaining confidence in speaking?

3. Is students' confidence increased as a result of change in teaching approaches?
4. What strategies or techniques suit each student and which do they favour?
5. How can a teacher help students to identify strategies to help them learn most?

1.6 Context of the Study

King Mongkut's Institute of Technology North Bangkok (KMITNB) is located at 1518 Phibulsongkram Road, Bangsue, Bangkok 10800. The Institute was officially established on February 19, 1959, from economic and academic co-operation between Thailand and the Federal Republic of Germany focussing on industrial development. The Institute was a vocational school of the Ministry of Education, with the original name of *The Technical School of Northern Bangkok* or more widely known as *The Thai-German Junior Technical Institute*. In general, the school aimed at training skilled technicians using the German system, emphasizing plant practice and real experience in the workplace.

In 1964, the school extended teaching to a higher level, resulting in its upgrading to the *Thai-German Technical Institute*. The Institute received fundamental support in terms of equipment, machinery, instructional items as well as experts and scholarships from the Federal Republic of Germany.

In 1995, KMITNB acquired a campus in Prachinburi and established the Faculty of Technology and Industrial Management. Currently, KMITNB provides 80 courses, ranging from the certificate level to doctorate. The main units include the Faculty of Engineering, the Faculty of Technical Education, the Faculty of Applied Sciences, the Faculty of Industrial Technology and Management, the Faculty of Information Technology, the College of Industrial Technology and the Graduate College.

Six support departments include the Office of the President, the Institute of Technical Education Development, the Central Library, the Institute of Technological

Development for Industry, the Institute of Computer and Information Technology, and the Thai-French Innovation Centre.

I am one of the lecturers in the College of Industrial Technology. In 1962, the College started to offer courses for a Higher Certificate in Vocational Education, or two-year Diploma level, following the skilled-worker level. That school was then upgraded to 'North Bangkok Technical College' in 1964. At present, the College offers 3 certificate programs, and 17 bachelor's degree programs.

The Mission and the Philosophy of King Mongkut's Institute of Technology, North Bangkok focus on human development in science and technology as follows:

The Mission

A commitment to the development of human resources to reach excellence in the fields of science and technology at advanced levels and with a fair balance of knowledge and morality; creating the capacity to innovate and improve appropriate applications, thereby assisting sustainable economic, social and environment development.

(KMITNB's Bulletin 2002-2003:1)

The Philosophy

Development of People to Create Innovation in Science and Technology

(KMITNB's Bulletin 2002-2003:1)

This project is one significant way to enhance the mission and the philosophy to reach their goals. Excellence in the fields of science and technology at advanced levels means students and all staff should also have language competence, especially English language in terms of listening, speaking, reading and writing. Speaking is now an obstacle for students to overcome because most of them still lack confidence in expressing and presenting ideas both in the class and international forum. The institute will soon inaugurate a graduate international engineering curriculum. At present students have more opportunity to join a variety of technology competitions. For example, students from the Engineering Program were winners at the Robocup

Rescue Robot World Championship in 2006 at Bremen in the Republic of Germany. This is another reason why I had to do this project to promote students' confidence in speaking English. As a result, it is very important for the language department to be aware of the need for research into language teaching.

1.7 Organization of the Dissertation

This dissertation is organized into eight chapters.

Chapter one covers the preliminary investigation, Thai educational reform, the significance of the study, contribution to knowledge, aims and research questions, the context of the study and organization of the dissertation.

Chapter two covers five main categories of literature: theory and strategy of teaching English as a second language; teaching English in Thailand; constructing a curriculum and selecting activities; cooperative learning, understanding group behaviour and moving towards autonomy; and finally cultural barriers to language learning.

Chapter three covers the methodology, the objectives of the study, the meanings of action research, and justification of its use, action research procedures, the action research phases and the teaching program, data collection, data analysis, collaborators and research cycles. It outlines how Cycle I and Cycle II were administered.

Chapter four presents the events that happened in the classroom in Cycle I. Six activities are described.

In Chapter five, the data obtained from Cycle I were analysed into three main categories; first, students' responses towards the teacher's roles, activities and attitudes, secondly, reflection on the processes and the outcomes and teaching approaches; and thirdly, change for Cycle II.

Chapter six presents the events that happened in Cycle II. Again six activities are described.

Chapter seven shows how the experience of Cycle I was used to further develop to Cycle II; also provides an evaluation of the research.

Chapter eight covers the discussion and implications of the findings from Cycle I and Cycle II.

CHAPTER 2

Literature Review

Although this review is presented before the report of the cycles of action research, literature was studied throughout the project to gain a greater understanding of the issues and to resource and improve the teaching approach. At first, a study of research into theories of teaching English as a second language was conducted, with particular focus on participatory and interactive approaches. I also needed to become familiar with research conducted in Thailand in this field. I had to focus this study to help me construct an interactive curriculum with activities appropriate to promote English speaking. These activities had to increase students' confidence in communicative competence, promote students' positive attitudes towards speaking, provide a positive atmosphere and adapt innovative language teaching. During the action stages of the cycles, I needed resources to understand students' behaviour in groups and to define aspects of traditional culture that inhibited second language development, especially speaking.

2.1 Theory and Strategy of Teaching English as a Second Language

There are several theories and strategies of language teaching and learning. In this section, eleven categories are provided to help teachers to comprehend ways to enhance students' confidence in language learning, especially speaking, which was focused in this project. These are: theories of language learning, teaching methods and approaches, learning styles, the learner-centred paradigm, adapting innovative language teaching, using language learning strategies, increasing students' communicative competence, motivating activity, the importance of students' confidence in language learning, attitudes and the teacher's role. In addition, I assumed that this knowledge would enhance language teachers in language learning and teaching and also extend to their professional development. Students' language learning success depends on the teacher's ability in language teaching and learning and reflection on his/her own situation.

2.1.1 Theories of Language Learning

To promote language teaching successfully, we have to consider how people learn. Five assumptions about learning were summarized by Chayanuvat (2003, p.7). First, learning is the interaction of a variety of factors: the learners, the teacher, the curriculum, peers and the experiences that learners have gone through. All people involved in the interaction of language learning should be aware of their individual role. In the second assumption learners themselves play a key role in the process of learning. They should control their learning processes and further develop to become self-directed learners. Then for the third assumption learners should be aware and reflect their goals, beliefs and how to learn for indicating a choice of strategies and learning approaches. Fourthly, the affective domain such as motivation, attitudes and anxiety influences their learning. The last assumption involves culture, especially Thai culture both in general and classroom culture.

2.1.2 Teaching Methods and Approaches

In language teaching, teachers have realized that many theories, students' learning styles and attitudes affect language learning, especially speaking. Some students were hopeless and had negative attitudes towards language learning, but some were not. Therefore, the teacher has to be aware of these issues, treat students in different ways and encourage students' reflection to recognize their own strategies to reach their goals. There is not a perfect method in language learning. It depends on the situation and the ability of the teacher to reflect on the situation. Able teachers can get good results with less effective methods but research tends to favour the communicative approach. Edge (2002, p. 5) argued that teachers develop their language abilities in different ways;

I expected that you are probably not a committed disciple of a specific 'one-method-fits-all' approach to language teaching, because you have noticed, both from your experience and from your reading that learners develop their language abilities in different ways.

I also agreed with him that there is no perfect method in language teaching. It depends on the situation, how much the teacher could interpret and reflect his/her own situation to enhance students' learning most.

Strategies-Based Instruction (SBI) is a relatively recent addition to classroom teaching options (Brown, 2002, p. vii). The most successful learners of languages are those who understand their own abilities and capacities well and who work autonomously to reach self-determined goals. Brown (2002, p. xii) also argued that students should set their own goals, practise outside class, analyse their own mistakes and use different strategies. He sees learners as positive thinkers who take responsibility for their own learning and efforts and are not dependent on the teacher. In my own situation, SBI was very useful when students were able to comprehend the main aspects of the method and gradually use it successfully to become less dependent on the teacher.

Orr (2006, p. 495) identified case- and problem-based teaching methods to introduce situated learning for teachers. I was able to identify with this approach because when students had problems while learning, I had to observe and try to solve students' problems individually. Each student had a different style of learning so they had different problems in language as well. How much the teacher could solve problems depended on the ability of the teacher to reflect in that situation.

2.1.2.1 The Interactive Approach

Kozulin identified that the interactive approach was assumed to help students to gain knowledge and develop cognitive skills (as cited in Mynard & Almarzougi, 2006, p. 13). Brown (2001, p. 165) defined interaction as "the collaborative exchange of thoughts, feelings, or ideas between two or more people..." Interaction is an important factor to promote students to learn and TESOL practitioners have an interest in it (Burton & Clennell, 2003, p. 1). Group interaction creates a situation free of anxiety and reduces inhibitions of L2 learners when they use the target language. Deacon (2000, p. 37) added that if students are clear about what to do, there is less hesitation and they start interacting in English immediately. The main aspects of the interactive approach are the use of speech acts, pairs and repair structures (David & Cheng, 2003, pp. 50-58). In my project, the main characteristic of activities was focused on interactive tasks both in pairs and in groups. The more students were interested to work with their friends, the more their language competence increased. However, it depended on students' attitudes to language

learning. The teacher had to observe students' responses towards their interlocutor and help them to reach their goals.

2.1.2.2 The Participatory Approach

Auerbach defined participatory language teaching as “the dance of teacher and students as they negotiate their respective goals, expectations, and understandings” (as cited in Richard-Amato, 2003, p.70). Participatory language teaching is the way that the teacher performs many roles such as facilitator, helper and encourager to meet students' needs. It is neither a method nor an approach. It is the relationship between students and the teacher. There are many ways teacher and students participate in the classroom together (Richard-Amato, 2003, pp. 71-77) however, it depends on the teacher's attitudes and effort to collaborate with students (Davison, 2006, p. 472). In my project, participatory language teaching is one of the main ideas to generate activities in classroom teaching. The participatory language teaching and learning in terms of listening, initiating, dialogues, feedback and reflection between student-student and student-teacher usually happened in the class. In doing so, students were more relaxed, had less anxiety and had more confidence in language learning, especially speaking, while participating in the tasks. They were brave enough to negotiate with me in some situations in the project.

2.1.3 Learning Styles

Leaver, Ehrman and Shekhtman (2005, p. 66) defined learning styles as convenient shortcuts for talking about patterns of what an individual is likely to prefer as a learner. Each student should have an opportunity to select his/her own ways of language learning at his/her own pace. Also Watson Todd (2000, p.69) recommended, “Please remember that there are no correct ways of learning English and there are no wrong ways of learning English. Any ways of learning English that helps you is good.” Zacharias felt concluded that the learning process will be most successful when learning styles are considered and accommodated in the classroom (2006, p. 35).

Nunan (1995, p. xiii) has followed second language acquisition research which shows that learners acquire a number of features all at once, imperfectly. Therefore learners learned language in different ways. He identified “Learning is organic rather than linear, and language grows in the same way as a flower grows and not step by step in the way that a wall is built.”

Therefore, teachers need to focus more and more on individual needs in order to plan and manage the personal study environment and programs (Wilson, 2001, p. 8 and Khine & Leng, 2005, p. v).

Sookhaphirom (2006, pp. 24-25) identified that in language learning and teaching, activities and materials should be related to students’ learning styles. She divided the benefits of understanding learning styles into two categories in terms of learners and teacher. **Learners:** Students who understand their weak and strong points and obstacles to their learning can adopt and adapt learning strategies to reach their language learning goals, especially speaking goals. **Teacher:** To understand students’ learning styles, it is necessary for the teacher to think of providing a wide variety of language teaching approaches in terms of techniques, activities, materials, content and classroom atmosphere.

Chayanuvat (2003, p. 1) strongly believes that there is no single, magic formula for all learners of English. As a cultural group, Thai students have their own unique way of learning English.

As a teacher and a researcher, I have to be aware of this view. As a result, in this project a variety of activities, techniques and materials were provided to give students more opportunities to select by themselves.

2.1.4 The Learner-Centred Paradigm

Teachers should be aware of a learner-centred paradigm whenever they start to prepare lesson plans, activities and materials because it might affect the outcomes of students’ language learning.

McCombs and Whisler identified two important features of learner-centred instruction (as cited in Lee, 2006, p. 22):

A focus on individual learners (their heredity, experiences, perspective, backgrounds, talents, interests, capacities and needs) and a focus on learning (the best available knowledge about learning, how it occurs and what teaching practices are most effective in promoting the highest levels of motivation, learning and achievement for all learners).

Patrick (2006, p. 28) demonstrated that in America improving learner-centred models is now considered more in language learning. Patrick argued that the federal government's primary role should be to sponsor research on new paradigms of education at all levels.

Caine (2006, p. 44) emphasized the direct experience of good listening to help trigger a shift in the educator's awareness of what a really good learning environment looks and feels like and can be like in a classroom.

Kostos (2006, p. 78) saw learner-centred models as strongly aligned with Toffler's thinking, as they engage individuals in the learning experience in their own way, by understanding and applying how they best learn through their natural dispositions, talents and frames of reference. They position the educator as facilitator and enable, rather than control what learners need to know and how they will learn.

In my project, learner-centred instruction is very useful for language learning, especially speaking, however, a teacher has to have insight to understand it. It does not mean that students should be taught every time in a learner-centred way and high technology used. It depends on how students spend resources in the institutes and how much they apply themselves to reach their goals. Also the teacher must be aware of reflecting on how students can learn most.

2.1.5 Adapting Innovative Language Teaching

Examples of innovative language teaching cover high technology such as learning English in Taiwan through a cell-phone using MMS technology by Pai-Pin

Wang (Khjew Khumjeen, 2006, p.7). Descy (2006, p. 4) stated, “*We had the world at our fingertips...*” High technology can help people learn, however, in the real world there are some places where lack of those technology. Therefore the way people use existing materials to develop most were more considered. Hill and Storey (2003, p. 376) also argue that there was no substitute for the real thing such as a live audience, encouraging and helping from teacher’s feedback.

However, in my project I could not use technology because I lacked the instruments. I just offered students more learning choices. Students who had the potential to afford technological innovation could use it by themselves. There are many innovative teaching methods offered to teachers. Rodgers (2003, p. 3) summarises a range of relative learner roles and methods. Understanding learner roles in each teaching method is very helpful for teachers to prepare lessons, materials and activities. In this project these learner roles were applied in the activities. Tang (2004) says in recent years, task-based learning (TBL) has become orthodox in ESL/ EFL teaching. He describes the principles of teachers’ roles in TBL as preparing lively lessons and giving positive comments in the feedback. Murphy (2003, p. 359) identified that in TBL it is very important for the teacher to develop potential in task-based learning. In my project, the favourite story activity is taken from this method. Gairns and Redman (2002, p. 4) identify the ideas of General Communication Needs providing a framework for speaking. I applied this view to my ‘language input’ step. Moreover, I applied some aspects of the Suggestopedia method in Activity 3: The Popular Song.

Suggestopedia is a method developed by Georgi Lozanov. The most outstanding characteristics of this method are the decoration, furniture, and arrangement of the classroom, the use of music and the authoritative behaviour of the teacher (Richards & Rodgers, 2001, p. 100). They continued to describe that the musical background helps to induce a relaxed attitude and promoted optimal learning, in that anxieties and tension are relieved and the power of concentration for new material is raised. Although this method has been subject to criticism and is rather out of fashion, I decided to apply some its aspects such as musical background and teacher’s talk to lead into the lesson in Activity 3: A Popular Song in order to create a positive and relaxed atmosphere and to attract student interest by a new approach.

Richards and Rodgers (2001, p. 73) also identified that “an important condition for successful language learning is the absence of stress.” Total Physical Response (TPR) is a method that can reduce learner stress. It is a language teaching method built around the coordination of speech and action. I applied this method to help students understand my instructions and directions.

Maurice suggested the 4/3/2 technique (as cited in Muanmood, 1992, p. 9) was also adapted to the lessons to enhance students to speak fluently and to have more confidence while speaking. The main aspect of the 4/3/2 technique is talking about the story from reading texts three times by starting from 4 minutes in the first round and gradually reduced to 3 and 2 minutes respectively. Each time students had to change their partners to talk. In doing so, students could develop fluency and confidence while speaking. Repetition tends to grow confidence and make of performance (Howarth, 2001, p. 43 and Howarth, 2001, p. 39).

Silent Rehearsal Technique (Murphy, 2000, p. 167) was sometimes used to lead in the lessons and when I wanted students to pay attention to my questions. It is a technique on which students imagine what they would say in a given situation. Then, one or some or all of them may be asked to give voice to the language they have rehearsed.

Visual organizers (Kang, 2004, p. 58) were used to enhance students’ comprehension of my instruction as I used ‘Photo Paper Plus Glossy’ in Activity 6: A Coffee-Break Discussion in Cycle II. Kang defined visual organizers as frameworks such as figures, diagrams, charts, etc., which were used to present structural knowledge to enhance students’ comprehension and learning.

Code-mixing (Celik, 2003, p. 361) was adapted to use through teaching new vocabulary in my class. In my project, not only picture, contrast, explanation and translation but also code-mixing was used in the class. Code-mixing involves the use of an L1 word in an L2 utterance. His study showed that careful and judicious use of it can lead to appropriate successful teaching and learning of new vocabulary in the class.

Saetan (1991, p. 17) used role-play in her research because the aspects of role-play are by nature, communicative and student-centred and she expected that role-play was an important key to enhancing students' confidence in using English. I also used it in Activity 2: English Movie to have students perform in various situations.

Chuaymuang (1997, p. 19) introduced 'Scaffolding' or 'Scaffolded-instruction.' She summarized scaffolds from various sources as “ ‘tools’ and ‘techniques’ such as demonstration, modelling, guided questions, feedback, reminder, encouragement, breaking a problem down into small parts, providing examples, getting hints or help from the teacher or peers.” I used all these techniques while participating with students to help them to reach their goals as much as possible.

McCallum (2003, p. 86) identified the 'counselling-learning approach' served by a holistic or emergent approach. He perceived learning as a socially derived process and consequently context is fundamental to its study. Understanding, achieved through listening non-directively, plays a central role in the counselling-learning classroom and affords participants the opportunity for quality interactions. However, in an interaction that allows for 'cooperative development,' the participant who is wishing to understand enters into the speaker's space. Like Auerbach 2000 (see section 2.1.2.2), McCallum also saw the interaction between speaker and listener as “a kind of dance where both participants are moving closer and closer to understanding the speaker's experience” (2003, p. 88). This approach was adapted into Activities 1 and 5.

In short, adapting innovative teaching is very important for English language teachers. I have tried to apply a variety of teaching techniques to my own situation focusing on a learner-centred approach, using participative and communicative techniques.

2.1.6 Using Language Learning Strategies

Nunan (1999, p. 171) defined strategies as “the mental and communicative procedures learners use in order to learn and use language.” Learning from others (a teacher, a book, other language learning) or through reflecting on trial and error is one language learning strategy and if used often enough, such strategies can become spontaneous (Richard-Amato, 2003, p. 73). Richard-Amato also provides a list of

strategies and helpful hints that she has shared with her own students. They are: finding fluent speakers of the language to talk with, thinking about what to say, thinking about grammar use but not letting it interfere with what you want to say and not being afraid of making mistakes. She also suggests using repetition, gestures, similar words, definitions, examples or acting out to help people understand. Other strategies include recording and writing down the conversation you have had with fluent speakers or asking the teacher or another student to help you analyse what was said.

Mc Donough (2006, p. 63) added more support for learning strategies to help learners learn more language. He saw that good language learners have ways of slotting in quite a repertoire of such strategies. Students who have high proficiency have more linguistic competence and strategies to help them to understand and to express ideas in English. Killen (1998, p. xi) stated that “the greater the amount of time students spend actively working on a subject and thinking about it, the greater their learning.” Murray (2003, p. 105) provided ways of learning strategies in language speaking, while Bruner (as cited in Murray, 2003, p. 105) talked about ‘folk pedagogy’ the understandings that everyday have about how you learn and teach people things. A common example of folk pedagogy is that, if you want to learn how to speak a language, you should go and live where the language is spoken. But, a lot people all over the world learn English without this opportunity. How does this happen? It seemed the best way to find out was to ask people how they did it. In other words, to ask people to tell the story of how they learned English. However, Reinders (2004, p. 31) argued that a strategy is only ‘right’ in the right situation and when appropriately applied.

To promote students’ confidence in speaking English in this project, I encouraged students to reflect immediately by using the question “What are the factors that promoted my confidence in speaking English?” If students have broad repertoires of learning strategies in language speaking, they can develop their speaking rapidly. The more students have learning strategy repertoires, the more students’ confidence in speaking English is increased.

Nunan (1999, p. 171) identified the importance of strategies to the learning process. Moreover, if learners understand the knowledge of strategies, they will learn more effectively:

Knowledge of strategies is important, because the greater awareness you have of what you are doing, if you are conscious of the processes underlying the learning that you are involved in, then learning will be more effective.

Mercer identified the importance of learning strategies in the 21st century (as cited in Kostos, 2006, p. 78). Citing Toffler, he argued that “The illiterate of the twenty first century will not be those who cannot read and write, but those who cannot learn, unlearn and relearn.”

Lieberman (in Shamoail, 2005, p. 33) believed that people learn best when they are aware of and think about learning strategies. Processes and policies built on this view of learning are at the heart of a more expanded view of teacher development that encourages teachers to involve themselves as learners in much the same way they wish their students would.

Oxford (in Nunan, 2001, p. vi) added this idea,

Strategies are an important factor to develop communicative competence. Learners developing appropriate learning strategies have greater self-confidence and learn more effectively.

From the various views above, I realized that using language learning strategies could promote students’ confidence in speaking English because they could continue speaking when they had some problems in expressing their ideas.

2.1.7 Increasing Students’ Communicative Competence

Increasing favourable self-conceptions of L2 competence is one of the main factors to promote students’ confidence in language learning (Dornyei, 2001, p. 130). Students may discover that as they acquire greater skill, their confidence will grow and, as they become more confident in their ability to speak, they will take advantage of new opportunities to speak, which will enable them to gain greater skill. As a

result, to increase students' communicative competence, communication strategies should be identified. Other researchers have investigated communication strategies (Bygate, 1987; Bialystok, 1990; Charoenchang, 1991; Nimtiparat, 1993; Dornyei & Thurrell, 1994; Pattison, 1987; Chatupote, 1990; Luangsaengthong, 2002; Paul, 2003; Tangsriwong, 2003 and Paul 2004). The types of communication strategies include: paraphrase or approximation; borrowing or inventing words; gestures; asking for feedback; reduction; appeal for help; asking for repetition; asking for clarification; interpretive summary; checking; use of fillers/hesitation, using the Thai language and L3-switch. The communication strategies are divided into two categories: achievement and avoidance. Avoidance strategies, for example using the Thai language, are not preferred in the research because the purpose of this study is to encourage the students to convey their message and speak English. Therefore, achievement strategies are preferred in the research. However, to promote students' confidence in speaking both students and the teacher could be allowed to use L1, if necessary. Shin (2006, p. 6) said "If it is more efficient to use L1 for a difficult expression or word, just use it." In conclusion, the more students have communicative competence, the greater confidence they have. Therefore communicative strategies will be used as a tool to increase students' competence and activities are needed to enable this.

2.1.8 Motivating Activity

The key to learning is motivation (Edge, 1993, p. 15). Motivation emphasizes basic human need, which is replaced by 'goal' in the current research. It is like an inspiration to drive the process of successful action (Dornyei, 2001, pp. 25). Dornyei also divided motivation into three types. *Intrinsic motivation* deals with behaviour performed for its own sake in order to experience pleasure and satisfaction, such as the joy of doing a particular activity or satisfying one's curiosity. *Extrinsic motivation* involves performing a behaviour as a means to an end, that is, to receive some extrinsic reward (e.g. good grades) or to avoid punishment. Extrinsic motivation increases as rewards are perceived as being more reasonable (Cooper & Jayatilaka, 2006, p. 160). *Amotivation* which refers to the lack of any regulation, whether extrinsic or intrinsic, is characterised by a 'there is no point...' feeling. Vallerand noted that language learning with pleasure was one of intrinsic motivation (Dornyei, 2001:27). Sjoberg, (2006, p. 53) added, "... the more people appear to be

having fun, the greater the level of participation, regardless of any language difficulties”.

Edge (1993, p. 106) also supported this idea, “The more students use their language skills for enjoyment, the more language ability they are likely to acquire.”

Tosti (2006, p. 6) defined two types of feedback: motivational feedback and formative or corrective feedback. He concluded that his research supported the idea that the best time to provide motivational feedback is immediately after the performance. This is when it is most powerful; delay weakens its impact. Edge (1993, p. 115) encouraged the use of correction “to give students useful information at the right time in the right way to encourage further learning.”

In my response to students’ performance, I offered motivational feedback to encourage students to keep going whether their performance was good or unsatisfactory. Motivational feedback in my project meant praising them not only whenever students were able to reach their goal but also in the process of their performance and overlooking little mistakes. Record (2004) suggested, “When working with adults, it is usually best to avoid the authoritative role, your role should be one of assistance and guidance, not control.” Brown (2002, p. 17) said, “Motivation is one of the most important factors in your success in English.” Clydesdale (2006, p. 129) showed that when people were interested in the task, they were intrinsically motivated and their creative thinking was increased. When students were interested in the activities, they were very creative in terms of speaking and further developed intrinsic motivation to be life long learners in the future.

2.1.8.1 Non-threatening Activity

The tasks or activities provided to students are very important factors to be considered. Using humanistic techniques, the non-threatening activities in this project were one of the main factors to encourage students to participate in the class (Legutke & Thomas, 1991p. 33). Richard-Amato, (2003, p. 113) said, “To ease tension that might result in this kind of unpleasant situation, some teachers might feel comfortable using affective activities or humanistic techniques.” The humanistic

approach as defined by Richards, Platt, and Weber (1985, p. 131) and Richards (2002, p. 15) is:

- a. the development of human values
- b. growth in self-awareness and in the understanding of other
- c. sensitivity to human feelings and emotions
- d. active student involvement in learning and in the way learning takes place.

In this project, principle 'd' is more relevant than the others because the main purpose of using the humanistic activities, which I call non-threatening activities, is to promote students' desire to express their ideas and to reduce their anxiety towards speaking. To promote students' confidence in speaking English, non-threatening activities can be seen as a tool to promote students to be aware of their performance and feelings (Legutke & Thomas, 1991, p. 51). Dudrow (2006, p. 26), supports that having fun occurs naturally in learning. As a result, most activities in this project were based on aspects of non-threatening activities.

2.1.8.2 Authentic Material

There are several forms of authentic material in terms of authentic text, video, film, songs etc. Nunan (1995, p. xiii) used authentic text in Atlas 2 and 3 to prepare learners for the kinds of language they would meet outside the classroom. In my project, I used 'Photo Paper Plus Glossy,' an authentic text in Activity 6: A Coffee-Break Discussion in Cycle II to encourage students to learn.

Huimin (2004, p. 34) used video in teaching and reported that:

... it can be used effectively to provide students with rich and authentic language input engaging activities. With careful planning, video can be used to improve students' listening as well as speaking skills in a fun and interesting.

After completing this project in both Cycle I and Cycle II, I realized that the use of authentic materials was one of the factors to motivate students to learn.

2.1.8.3 Providing a Positive Atmosphere

Baird (2002, p. 30) suggested that the atmosphere for teaching and learning is also a major factor to promote students to learn. A good and encouraging atmosphere can promote students' confidence in language learning. The Suggestopedia method

(Richards & Rodgers, 1986, p. 142) helps to create a good atmosphere. Auksaranukhoath suggested that classroom atmosphere should be relaxed and comfortable (cited in Prasongporn, 2004, p. 42). Filipowicz (2006, p. 151) adds that under certain conditions, a positive effect manipulation leads to higher performance on a creative task. The researcher assumes that if students feel more relaxed or comfortable while learning, they feel more confident to speak English. In conclusion, the researcher realized that promoting the students' positive attitude towards language learning was assisted by providing positive atmosphere.

2.1.9 The Importance of Students' Confidence in Language Learning

In language learning, especially speaking, students' confidence is one of the factors to improve their learning (Kelly and Watson, 1986, p. 4). Dornyei (2001) suggested the ways to promote students' confidence were through providing experience of success, encouraging the learners and reducing anxiety.

Gander (2006, pp. 13-14) argued that many individuals appear most satisfied and successful when they have gained at least the independent or fluent levels of proficiency, where they feel confident in their work.

Keller has developed a model that specifies four kinds of strategy (as cited in Aik & Tway, 2006, p. 31). This is called the ARCS model (Attention, Relevance, Confidence and Satisfaction) and was summarized and discussed by Small (as cited in Aik & Tway, 2006, p. 31).

Confidence strategies help students develop positive expectations for successful achievement of learning objects. One confidence strategy is to inform the learner about the learning and performance requirements and assessment criteria. A second confidence strategy is to provide challenging and meaningful opportunities for successful learning. A third strategy is to link learning success to personal responsibility, for example, providing positive feedback to the learner about his or her efforts to learn.

Saetan (1991, p. 8) identified self-confident learners as likely to rely on selective monitoring or none whereas others tend to rely on use of the monitor. It means students who are self-confident learners tend to choose ways to self-check their

learning whereas others require someone to check their understanding of language learning.

Sjoberg (2006, p. 53) saw that less confident learners, or shy members may initially be gently encouraged to participate by the facilitator and introduced to a few of the other more confident members.

Students' confidence in language learning, especially speaking, is one of the main factors to drive or to inspire students to reach their goals. In my project, I could see students' confidence in language learning making them brave enough to keep going in activities whenever they met some tough situations such as in Activity 4, Activity 5 or Activity 6. If teachers are always aware and reflect on their teaching and try to promote students to achieve their task, students' language learning repertoires and confidence will be gradually increased.

2.1.10 Attitudes

An attitude can be defined as 'a feeling... towards a fact or someone's opinions and feelings' (Webster's New Universal Dictionary of the English Language). According to Gagne's taxonomy of learning outcomes, attitudes relate to choosing personal action based on internal states of understanding and feeling (as cited in Driscoll, 2000, p. 350). Learners' performance depends on their understanding and feelings. In this project, feelings towards language learning, people and events were investigated in terms of positive, negative or neutral views.

O' Grady observed that

the hardest thing to change is a hardening of attitudes: nothing kills change faster than attitudes that resist it. High self-esteem results from making small positive changes in spite of fear. Confidence comes from conquering fear of change (as cited in Edison, 2005, p. 30)

Nunan and Benson (2004, pp. 155-156) observed that "language learning practices and attitudes towards learning are unstable and change over time." Therefore in my project, I had to try to help and encourage students to reach their goal, particularly at their own pace, as much as possible to enhance stable and positive attitudes towards

language learning, especially speaking. Lack of recognition and a feeling of under achievement can cause stress and affect language learning (Howarth, 2002, p. 42).

Elyildirim and Ashton (2006, p. 2) reported that most members of the language teaching profession realized that their students' learning potential increased when attitudes were positive and motivation ran high. Saetan (1991, p. 8) reported that relaxed and comfortable students can learn more in shorter periods of time and the less anxieties the learners have, the better language acquisition proceeds. However, if learners have negative attitudes towards learning, this can make it more difficult to learn (Aik & Tway, 2006, p. 30).

There are three types of attitudes that can influence communication: attitudes towards yourself, attitudes towards others, and attitudes towards communication (Kelly & Watson, 1986, p. 12). The main aim of the project is to study promoting students' confidence in speaking English. Confidence in this project is about feeling sure of the ability to do things and be successful in language learning, especially speaking. Gardner stated that attitudes were one of the main factors that made students successful or not. They influenced students' language learning, especially speaking (as cited in Stern, 1983, p. 379). Stern (1983, p. 386) identified the value of positive attitudes towards language learning, "learners who have positive attitudes learn more, but also learners who learn well acquire positive attitudes." If students have positive attitudes towards language learning, they will probably want to learn the language, especially speaking.

2.1.11 The Teacher's Role

The teacher's role is one of the main factors to promote language teaching effectively in terms of preparing lesson plans, materials and activities and sometimes, acting as a facilitator in language learning. Teachers should research to increase their effective teaching by reflecting in the classroom (Hatch, White, & Capitelli, 2005, p. 323, McIntyre, 2005, p. 360, and Ruthven, 2005, p. 407). In addition, successful educational reform depends on teachers (Prasongporn, 2004, p. 2). Panphet (2003, p. 4) reported that a teacher is the most important agent of change in the classroom. The more a teacher can modify plans if students are learning more quickly or more slowly than expected, the more students will come out of each lesson feelings much more

confident and powerful (Bress, 2006, p. 15). A teacher can build up students' confidence in their own ability and encourage them to do what students want to do (Sudharsan, 2006, p. 26) and a teacher is also the factor to make students have positive or negative attitudes in language learning (Wiriyachitra, 2003, p. 25).

In the real classroom, students have such varied learning styles and attitudes that I had to be aware of this view to promote students' confidence in language learning, especially speaking. Calsoyas (2005, p. 307) stated that the learner and the teacher should learn and exchange knowledge together.

Williams identified critical thinking skills as crucial for future teachers (as cited in Pass, 2006, p. 36). He stated that those preparing future teachers need to recognize the importance of empowering those candidates to teach constructivist, critical thinking skills so that a better society can be built. Critical thinking is very significant for teachers in this area because they are one of the factors to make use of activities and materials for students to have experience in language learning. Students who were not familiar with language learning got more knowledge about strategies, techniques to improve them further and students who tend to be autonomous learners have the opportunity to face various choices to learn and develop at their own pace.

Kostos (2006, p. 76) demonstrated that teachers can increase students' awareness towards language learning in terms of making decisions in designing learning activities and provide fun and enjoyment in activities. Teachers help children to develop awareness of their talents and ways in which they learn more effectively, thereby assisting the children with making decisions about the types of learning activities they find engaging and enjoyable. Also, teachers' sincerity and trustworthiness are the key to open the door to the students mind if teachers' reflective practice is to be successful (Chu, 2001, p. 250).

Imsri (2003, p. 83) found that there was a positive implication for having a non-native teacher as a model for language teaching. However, her research focused on Thai speakers who had been residing in the United States for more than five years. There was a need to investigate further whether Thai speakers who have never been in any English speaking country can produce effective English stimuli. She anticipates that

the outcomes of this project will provide data to give a clearer picture as to what Thai teachers need to do in order to provide good language models for their students.

Prodromou and Clandfield (2006, p. 31) saw enthusiasm as the key to success and the 'presence' of the teacher can inspire enthusiasm in the learners. Teachers need to be conscious of their body language, make inclusive, direct eye contact with students, project clearly, experiment with different tones, use pauses and give the lesson a clear form.

Edge (1989, p. 15) argued that teachers' feedback should encourage students' learning steps:

Our job as teachers is not just to point out differences between our students' language and Standard English. That is too negative a role. Our job is also to encourage the growth of the language by appreciating the learning steps.

Creese (2006, p. 451) identified that the teacher's responsiveness and negotiation are important skills, therefore she/he should have knowledge of accessing and facilitating language learning and second-language learning processes which are important in any classroom. The comment in Harmer (2006, p. 6) reminds us "You can lead a horse to the water, but you can't make it drink." In this view, as a teacher and researcher I had to be aware of providing various activities to have students participate. However, I had to realize that some students just participated in the activities without commitment so the question "How to motivate students to join the activity and really enjoy it from the bottom of their hearts" is very important. In doing so, I can lead students to the water and get them to drink. Thus, the teacher's role expanded beyond that of instructor to help students to achieve their learning goals (Lawrence, 2000, p. 18 and Reigeluth, 2006, p. 53).

In my project, I played several roles such as encourager, helper, monitor (or checker), controller and facilitator to promote students to learn the language, especially speaking and I also accepted that it was very useful for me to comprehend the significant theories of both language teaching and language learning.

2.2 Teaching English in Thailand.

At the time of this research, many authorities in Thailand were discussing the reform of Thai education to ensure that students' training was relevant to real world situations. How are we to teach students to have the potential to stand on their own feet and compete with others both in national and international forums? Language lecturers in Thai universities, especially English language lecturers, were also a significant factor to reach the policy goals. Policy reform required that language learning should be focused on communication. Ang Wattanakul observes that of the four skills (listening, speaking, reading and writing), speaking is a significant skill for people to communicate in daily life and in business, so speaking is also an important part of the curriculum (in Luangsaengthong, 2002, p. 2). Luangsaengthong, (2002, p. 2) said that speaking is an important skill and to be used widely, however, most students are also not good at it. This might follow from the teacher's ability, teaching techniques, inefficient curriculum or students' ability in using communication strategies to help them to express ideas. Prasongporn (2004, p. 6) said that speaking skill is significant for people who want to communicate in real life situations and business and it could enhance reading and writing skill. However, speaking skill is still complicated and takes time to practise, comprehend and memorise. Speaking is a basic skill for human beings in communication. Most people who want to learn a language require skills to use the language to communicate with others (Suebsaila, 2001, p. 2). The Thai Educational Department claims that at present, the aim of English language teaching in Thailand is focused on finding more information in education and business and especially on communication in international forums with confidence and positive attitudes towards foreign culture and language (as cited in Thakhong, 2003, p. 1). The Eighth Thai National Education Development Plan in BE. 2540-2544 (as cited in Buaprachum, 2004:1) noted that to improve the potential of Thai education, students had to have an opportunity to develop at their own pace, focused on varied and learner centred teaching methods to support students' language learning. In my project, varied learner-centred teaching methods were applied in all six activities to promote students' confidence in speaking English.

Many Thai teachers as researchers have encountered similar problems of how to motivate students to learn English, particularly spoken English. They tried to find ways to enhance and encourage students to express ideas in English such as Chanprasert (1998), Som-in (1998), Prabpairee, (2000) and Tepsuriwong & Pichaipatanasophon (2002, p. 27). Srisakda (2003, pp. ii-iii) describes the result of research in which the teacher took a key role that helped students deal successfully with both synthetic and analytic tasks. Therefore, when a new task or new syllabus is implemented, the teachers should be educated both in terms of theory and practice so they can effectively launch it as well as deal with and provide relevant assessment tasks in the new syllabus. It means that she is advocating action research. Moreover, the ancient Chinese proverb cited in Andreotti (2006, p. 7) said “Theory without practice is idle, practice without theory is blind.” In doing research, theory and practice have to come together. Thai research in the 21st century focuses on theory and practice. Thus the main aspects of action research which were used in this project are related to fill the gap between theory and practice (see more details in chapter 3).

2.3 Constructing a Curriculum and Selecting Activities

This section covers general aspects of the English curriculum in Thailand and reasons for selecting activities.

2.3.1 General Aspects of English Curriculum

The trend of English curriculum is to focus on the communicative classroom. After students finish each level, they should be able to communicate at a suitable standard which they can reach at their own pace. The atmosphere of communicative activities in terms of group working in the classroom enhances language learners’ speaking. Group-work decreases students’ anxiety about speaking and facilitates the development of spoken discourse skills (David & Cheng, 2003, p. 49).

2.3.2 Reasons for Selecting Activities

In selecting activities, I was influenced by Sudharsan (2006, p. 25) who found that in the process of language learning, any knowledge that was not assimilated and related to their own experience was soon forgotten. As a result, the aspects of all

activities were based on promoting interaction and participation such as Self-Introduction in Activity 1, My Favourite Story in Activity 2. Chami-Sather and Kretschmer (2005, p. 10) talked about group problem-solving which was applied in Activity 5 and Activity 6. Group problem-solving is at the heart of American education from early childhood to university and colleges. Dornyei and Murphy (2003, p. 161) described communicative activities as a process of group development:

By the nature of the communicative language teaching activities, like icebreakers, role-play, pair and group work of field trips, class members come to know one another and group development tends to take place whether intended to or not.

Davies (2006, p. 9) adds that tasks should be full of variety and challenge. Lee (2006, p. 31) said that in Korea the policy of education in terms of problem-solving activities promoted students to have creative and critical thinking for future work and life.

In Activity 5 and Activity 6, students had more opportunity to involve problem-solving, creative and critical thinking to finish their tasks. It was very challenging for them and they had more confidence in speaking when they had finished their tasks and reached their goal. The next section outlines various theories relating to each activity.

2.3.2.1 Self-Introduction

The use of ice-breakers at the beginning of a new course to set members at ease, to get them to memorize each other's names and to learn about each other and warm-ups at the beginning of each class is advocated by Dornyei and Malderez (as cited in Dornyei, 2001, p. 138). They talked about a set of group building strategies. The self-introduction activity is a kind of ice-breaking activity to encourage students to know each other and exchange some information.

2.3.2.2 English Movie

Murray (2003, p. 113) saw that video can show learners how to use language in socially appropriate ways and demonstrate conversation strategies. Mill (1999, p. 4) felt that students enjoyed learning by watching an English movie. She thought it was a rewarding language learning experience for students.

Briggs-Everson (2006, p. 29) considered that English speaking films and television programs provide a rich source of real, natural English. Film can also allow many more characters speaking at the same time than an audiotape. Students also need to develop more confidence in their ability to make informed guesses about what people are actually saying in English.

There are a lot of advantages of using an English movie to teach students in the class. It not only provides authentic material to comprehend western culture but also shows how to pronounce vocabulary. It can motivate students to express ideas in English. In my project, I used an English movie as a tool to motivate students to learn English. However, as a teacher and researcher, I had to reflect on my own situation to decide to choose a movie in terms of my students. What was the level of my students? What kind of movies interested them? I had to anticipate these questions first. It was very useful for me to have knowledge of others using an English movie as authentic materials in the class. However, I had to reflect and analyze it before taking one to the class.

2.3.2.3 A Popular Song

The reason why I used music in this project was to motivate and to have students relax. Zacharias (2006, p. 35) also used music to motivate students to relax and to open up their minds to the input while writing. Songs are wonderful source material for the English classroom and can be used to improve communicative competence (Wrenshall, 2002, p. 43). Moreover, Walker (2006, p. 19) argued that:

The use of songs in the classroom is a very powerful technique: vocabulary, grammar, listening, speaking discussion-songs offer a world of language practice.

Rajbhandaraks (2001, p. 91) saw value in the use of songs because there are few opportunities for students to listen to English outside the classroom. The use of song can be a great help in teaching listening skills as it could be considered as another form of spoken language. A song also provides listeners with concrete example of weak forms, sound reduction and linkage, either between words or between sentences. Teaching the rhythms of language and the stress patterns are very important to teach,

however, encouraging students to speak as much as possible was more focused in this project.

2.3.2.4 My Favourite Story

Prabpairee (2000, p. 9) agreed that presenting a favourite story helped students to organise ideas or content coherently and accurately. When a student knows what he will talk about and attempts to organise his ideas, he will probably be fluent in using the language. Hayton, (2005, p. 1) saw presentations as a great way to have students practise all language system areas (vocabulary, grammar, discourse and phonology) and skills (speaking, reading, writing and listening). They also build confidence and presenting is a skill that most people will need in the world of work. He found that students who were good presenters were better communicators all round, since they were able to structure and express their ideas clearly. Due to problems with timing, he recommended only one presentation per term, building confidence bit by bit throughout the year (2005, p. 3). Christensen (2002, p. 27) also used a presentation assignment to develop his students' communicating.

2.3.2.5 Foreigner Interview

The Foreigner Interview was adapted from 'Contact Assignment' by Bailey (2005, p. 44). It is a type of short, focused interview. The aspects of the tasks promote language learners to contact speakers of the target language. Bailey identified that contact assignments and interviews were two strategies that encourage students to talk in English. Therefore it is very important for teachers to create tasks which promote students to have the opportunity to speak with foreigners outside the classroom and learn from them unconsciously. With a view to encourage students to speak more English, I decided to apply this in Activity 6: Foreigner Interview. They can introduce themselves and others at that time. It means that they could apply knowledge they learned in the class in the real situation.

2.3.2.6 A Coffee-Break Discussion

A Coffee-Break Discussion was adapted from 'Cocktail Party Technique' by Bailey (2005, p. 40) and 'the Coffee Hour' by Schoon (2000, p. 156). Bailey defines the aspects of this technique as a quick way to get students talking to new partners and break up the routine of sitting during language lessons. She

provides three principles to keep in mind when teaching speaking to beginning students. First provide something for learners to talk about, then create an opportunity for students to interact by using group work or pair work. Finally manipulate the physical environment to promote speaking practice. Schoon provides the objective of ‘the coffee hour’ to have participants enjoy using English for a specific purpose and to bring learning into a social and more closely real-life situation. The ideas above were the reasons why I decided to adopt the coffee-break discussion.

Some aspects of this activity were based on group discussion which Reinders, Lewis and Tsang (2003, p. 6) saw as a popular way of promoting the opportunity for authentic talk by language learners. In the project I provided plenty of controlled, semi-controlled and free practical activities for students such as Activity 1 to Activity 4. I started from easy tasks by providing input language and then moved to more challenging forms of participation, especially Activity 5 and 6. However, I had to make sure that students were ready to do the task and could reach their goal. Therefore, I changed my role whenever students needed my help. I agreed that the presentation activity promoted students to have confidence when they reached their goal because they thought that it was very challenging and worthwhile for them to prepare themselves. The procedures they had to prepare mixed input language provided by the teacher with various sources found by themselves, then they rehearsed many times until they thought that they could do it and finally they had opportunity to show their performance in the real class.

2.4 Cooperative Learning, Understanding Group Behaviour and Moving Towards Autonomy

This section covers three categories: cooperative learning, understanding group behaviour and moving towards autonomy and situational leadership.

2.4.1 Cooperative Learning

Cooperative learning is one of the main factors to promote students’ communication. Prasongporn (2004, p. 72) noted the advantages of cooperative

learning as promoting members' relationships and providing equal opportunity to all members to think, speak and act while working together. It also helps members listen to other ideas and to brainstorm to make decisions in doing something, adjust to living and working together and promote communication among members. Brown and Lee (2006, p. 17) asked about the characteristics of both a successful and an unsuccessful collaborative project and

The overwhelming response always includes discussion of whether or not the projects are based on a shared vision or goals. These responses reflect that people work well together when their passions are aligned and their goals are congruent.

Holmes (2003, p. 254) conducted a study of pair work in a Malaysian university covering phonetics and phonology projects. The study compared students working in pairs and students working alone. He found that students who worked together produced better results and had more positive attitudes. However there were some shortcomings about conflict manipulation or deception. The overall results of the research indicated that most students regarded pair work positively. Fifty-five (80%) of the pairs reported that they had had a good experience working with a partner and 38 (57%) said they enjoyed doing the project (2003, p. 257).

Johnson, Johnson and Smith (1991, p. 21) observed that college students, especially freshmen, often feel hopeless and discouraged when facing a difficult class, therefore cooperative learning should be provided. They also note that the most important aspect of college faculty life is empowering students by organizing them into a cooperative team. In my project, all students of Cycle I were newcomers, so it was very useful for them to create cooperative learning in the classroom.

Jacobs and Ratmanida (as cited in Holmes, 2003, p. 254) felt that the use of 'Collaboration' in a variety of learning situations has apparently been widely accepted throughout South-East Asia. Tavella and Artusi (2006, p. 11) showed that cooperative learning is extremely useful in mixed-ability classes because it takes into account individual learning styles, learning speeds, personality differences, language levels and affective issues. The characteristics of cooperative learning were positive interdependence, individual accountability, social skills, and there was a need for the

monitoring of behavioural criteria for grouping. Group compositions and interaction patterns could change with goals. They concluded that cooperative learning is more than just an approach to learning a language; it is a way of working, behaving and even reflecting society and life itself. Dornyei (2001, p. 40) believes that to achieve common learning goals, cooperation learning in group activities is a very important factor to be considered.

Edge (1992, p. 4) identified cooperative development in terms of language teaching, “Cooperative development is a way of working together with someone in order to become a better teacher in your own terms.”

In my project cooperative development is not only for language teaching but also language learning. It provided a way of students working together with their friends in order to become a better learner who learned best at his/ her own pace. The various views about cooperative learning show that cooperative working with the same passion and goals influenced project success. As a result, it could apply to language learning in terms of cooperative learning in this project.

2.4.2 Understanding Group Behaviour and Moving Towards Autonomy

Nunan and Lamb (1996, p. 142) described the advantages of using small groups and pair work:

One of the major changes to the dynamics of classroom interaction wrought by student-centred teaching has been an increasing emphasis on pair and group work. Pair and group work can greatly increase the amount of active speaking and listening undertaken by students in the class.

Wichaidij (1992, p. 6) supported the idea that Thai students must be sensitized and encouraged to use English in groups instead of being pushed to get the ‘answer’ or ‘product’ of the task. Rujiketgumjorn (2000, p. 81) and Gray (2000, p. 163) add that group-work activities enhance language interaction and cooperation among students.

Dornyei and Malderez outlined group building strategies. These included conscious attention to group processes, the use of icebreakers to promote peer relations, the use of pairs and small groups, and promotions of cohesiveness, positive norms and goals.

They saw the need to prepare for conflict, encourage autonomy and prepare for closure at the end of the course (as cited in Dornyei, 2001, pp. 138-139).

In this project, pair work and group work enhanced students' participation and interaction. Students had more opportunity to practise speaking. If the teacher provides facilitation in appropriate positions, students will increase relationships among members in their groups.

Eheman and Dornyei on group norms in Dornyei (2001, p. 39) demonstrate that:

Norms are a constant of classroom life. They specify acceptable behaviour in the class group and contribute to conditions assumed by the group and/ or its leadership to be optimal for effective learning. Norms are the standards by which group members regulate their own behaviour to make task accomplishment possible. Most important from an educational perspective, group norms (many of them impact) regarding learning effort, efficiency and quality substantially enhance or decrease the students' academic goal striving, work morale and learning achievement.

Jacobs (2000, p. 20) used group activities as part of his teaching because such activities gave students more opportunities to speak than when a teacher-fronted mode of instruction was used. While teaching, I had to be aware of the stages of group development to help me to understand students' behaviour when participating in the activities. Tuckman's model identified stages of forming, storming, norming and performing (as cited in Smith 2005, p. 3). In my project, initially, all students were newcomers and they did not know each other so the forming step involved anxiety and excitement. During the ***storming period of conflict*** some students argued and had problems with the group's work. Without help and encouragement, students might have quit and failed their task so the teacher had to be aware of this and be careful in her response towards students.

Norming: Regulation Agreements: After passing the storming step, students helped together to set rules to achieve their tasks. The teacher acted as coach and facilitator to help students to pass this step.

Performing: The Outcomes of Group Development Students could now solve their problems and show their performance at their own pace. The teacher praised their strength and recommended their weak points in terms of sharing and caring.

However, the processes might not follow step by step, they might be flexible to move forward and backward all the time. Therefore the teacher's reaction was very significant to help students to reach their goals. Dornyei and Murphey (2003, p. 72) noted that the relationship between members while working in the group was a very important factor to promote group development. Liu, (2006, p. 313) identified that "The students, generally speaking, seemed relaxed in talking in English with each other during pair work and group discussion and most of them actually actively participated in both activities."

After students had a chance to work in pairs and groups they gradually further developed into autonomous learners through Stevick's five development stages (1998, pp. 75-76). *Stage I* is called 'Womblike security.' Students depended much on the teacher while learning. In *Stage II*, 'The Kicking Stage,' students still depended on the teacher. Most of the time the teacher had to walk to students and ask them about their problems first. At *Stage III*, 'The Birth Stage' students participated in the activities with fun and enjoyment. They were brave enough to ask for help from the teacher. However, some of them still hesitated to ask for any help. At this stage, I had to be careful to join with students. In *Stage IV*, the role of the knower and the learners are revised. Students and I exchanged knowledge and learned together by reflecting. In *Stage V*, students had more confidence to freely express ideas about their problems and shared ideas together when meeting achievement and failure. However, progress does not always follow from *Stage I* to *Stage IV*, as students may shift from one to another from moment to moment.

2.4.3 Situational Leadership

Hershey and Blanchard's work (in Johnson & Johnson, 1987, pp. 60-61) was of assistance in understanding how to modify the teacher's approach to help develop group autonomy. The essence of the theory is that when group members have low maturity in terms of accomplishing a specific task, (have not been together for long as a group or are unfamiliar with the task) the leader should engage in high-task and low-relationship behaviour which they term '*telling*' or directing. When members are moderately mature, the leader moves to high-task and high-relationship behaviour which they term '*selling*' or coaching and then to high-relationship and low-task behaviour, '*supporting*'.... When group members are highly mature in terms of

accomplishing a specific task, then low-task and low-relationship behaviour is needed, '*delegating*'. My approach to the class changed as it reached greater maturity, finally delegating responsibility for much of the activity to students as in the case of Activity 5.

2.5 Cultural Barriers to Language Learning

Harumi (2002, p. 36) argued that the relationship between language and culture could not be separated and is now challenged by the global spread of English as a means of wider communication. Language is a part of culture. Language reflects culture and is influenced by culture. Therefore, I think it is very important to comprehend culture while students are learning a language.

Jakobovits observed that sociocultural factors might also affect failure of language learning (as cited in Suebsaila, 2001, p. 6). Suebsaila (2001, p. 13) identified Thai cultural traits from the analysis of questionnaires from 148 first year Liberal Arts Undergraduates at Rajamangala Institute of Technology selected by simple random sampling technique. The traits were as follows: freedom loving, playful, polite and gentle, friendly, considerate, generous, respectful especially to the elderly, peaceful and responsible. She found that the students' perception of consideration (*Kreng Jai*) was high: 4.24 for the item "I tried to avoid making other people get into trouble" and 3.77 for the item. "I deeply consider other people's feelings." This data obtained from the rating scales were calculated for arithmetic means (\bar{x}) and the maximum score was 5. Supub provided the definition of 'respectful of elders.' Thai parents always teach their children: "Don't argue with older people because it is impolite and bad manners" (as cited in Suebsaila, 2001, p. 26).

Hinenoya and Gatbonton studied the cultural relationship of Japanese (shy, introvert, group working and love one another) and they found that cultural aspects were obstacles to Japanese people's language learning. Shy and introverted manners are similar to Thai culture (as cited in Suebsaila, 2001, p. 35). Weerayudh concluded that consideration influenced people's confidence in making decisions and resulted in underestimating themselves (as cited in Suebsaila, 2001, p. 140).

As a result, Thai cultural aspects might inhibit students' confidence in expressing ideas and they lacked the opportunity to take a risk to speak in various situations and then tried to avoid speaking to their teachers in the class and also other people outside the class. McIntyre and Rudduck (2005, p. 296) suggest that teachers should have knowledge of, or a respect for and a readiness to learn about students' community cultures. Therefore, as a teacher and researcher I needed to be aware of these views

Stevick (1998, p. 77) felt that the criticism offered by learners is a product of the moment. Therefore perceiving students' feelings by asking them directly may help teachers to understand some tough situations that happened in the class as I recognised in the research. It was very difficult for Thai students to be brave enough to criticise their teacher. If they did that, it was a good sign for students' confidence in language learning.

Pearce (2006, p. 75) likewise concluded that the ability of both White and Chinese American students to weather school transitions and to remain on track for high achievement and attainment can be explained by both social structural and cultural factors. Cultural factors are seen as either leading to or limiting achievement and attainment (2006, p. 85). Not only students have to break cultural barriers but also the teacher has to be brave enough to take a risk to change for the better.

Johal (2006, p. 11) argued that development education has a history of including a variety of perspectives, all aiming to create change. However there are certain ideas which tend to dominate and it is the experiences coming from outside these dominant ideas which can bring about some of the most exciting new ways of thinking and doing. As a teacher and a researcher I had to be aware of this view to be brave enough to improve language teaching and thinking which are very important for Thai university teachers.

Chayanuvat (2003, p. 4) observed that in the power structure in a Thai class, it is still the teacher who reigns. While one advantage is that the discipline is perfect, the disadvantage is students tend to depend on the teachers all the time, reducing their opportunity to develop as independent learners who keep learning and growing by

themselves paving the way towards lifelong learning. Students do not usually talk about their learning problems with the teachers. Students choose the people on the same level, their friends, to discuss their problems.

I quite accept that for students to make decisions by themselves will help them develop to be autonomous and life-long learners in the future. However, as Stevick says, there are five stages of development. The teacher has to reflect and analyse which stage students have reached. If students are in the first stage, the teacher has to treat them as beginners. She should act as encourager even helper; tell students immediately to help them reach their goals first and after that she has to observe students' responses after getting help from the teacher. If they can pass to the second stage of development, the teacher gradually lets them take a risk and develop at their own pace. In doing so, students feel confident in language learning with positive attitudes and may further develop to be truly autonomous and life-long learners in the future.

In the language classrooms of Thailand, some teachers took theories to their language teaching without prior reflection and analysis, so some Thai students felt bitter while learning the English language in the past and it gave them negative attitudes towards language, especially speaking. As a result, teachers should be aware of this view and try to develop themselves by doing action research in the class for professional development. Moreover, teachers have to encourage and be aware of cultural factors that may have a significant influence on the way individuals respond (Mc Loughlin, 2003, p. 102 and Chang, 2000, p. 12).

In short, as a learner (learning from students' feedback), teacher (providing students materials and activities) and researcher (analysing and reflecting on data) at the same time, the language teacher should realize that theories and strategies of teaching a second language need to be understood. Using theories such as the interactive approach, the participatory approach, the learner-centred approach, cooperative learning and the strategies in language learning etc. as background knowledge to plan the activities and materials were a good way to enhance students to learn most. Cultural barriers were also necessary to consider in language teaching. If the teacher

does not pay attention to them, his/her language teaching might face problems in students' responses because of limited understanding in the culture.

CHAPTER 3

Research Methodology

The design of the research is based on the concept of promoting students' confidence in speaking English by using action research procedures to investigate how their confidence in speaking could be improved. The data were obtained by using both quantitative and qualitative methods.

3.1 Objectives of the Study

The aims of the project are to explore the following questions.

1. What are the factors that promote students' confidence in speaking English?
2. What are the obstacles that inhibit students gaining confidence in speaking?
3. Is students' confidence increased as a result of change in teaching approaches?
4. What strategies or techniques suit each student and which do they favour?
5. How can a teacher help students to identify strategies to help them learn most?

3.2 Action Research

In this section, two categories are addressed. They are the rationale for action research and the key elements of action research.

3.2.1 Rationale for Action Research

Action research is the process of systematic collection and analysis of data in order to make changes and improvement or solve problems (Wallace, 1998, p. 1 and Coles & Quirke, 2001, p. 14). There are several forms of action research, however Nunan (1992, p. 17) saw it as, "A form of research which is becoming increasingly

significant in language education.” Warrican (2006, p. 2) saw the heart of action research as the promotion of collaboration between a researcher-innovator and his or her clients. This drive for collaboration is grounded in the epistemological assumptions that knowledge does not only exist objectively outside the ‘knower’, but that it is also subjectively created by experiences and that knowledge is generated and formalized through the sharing of different perspectives about experiences. People who want to bring about change therefore must learn about the situation that they wish to influence and then consult closely with the people most likely to be affected by the project who have first-hand knowledge of it. The Education Ministry in B.E. 2542:16 (cited in Soonthornroj, 2006, p. 69) promotes classroom action research at all levels, especially at the university level, where a teacher as a researcher now has more authority to create language curriculum. Pasongporn (2004, p. 2) found that a teacher’s knowledge could develop from his/her action research conducted in the class.

This study is an action research project of promoting students’ confidence in speaking. Soonthornroj (2006, p. 69) used action research as a tool to enhance six primary school teachers in doing classroom-based research because all of them needed to analyse and solve problems in their own situations. There are several purposes of action research for development such as school-based curriculum development, professional development strategies, in pre-service and graduate courses in education and in system planning and policy development (Beverly, 1993, p. 1). All of these purposes are related to my career development especially the professional development strategies. Action research is designed to bring change for the better and all people participating in the study will benefit as ‘stakeholders’ (Dick and Swepson, 1997).

Action research can help a researcher fill the gap from theory to practice (McNiff, Lomax & Whithead, 1996, p. 13 and Zuber-Skerritt, 1992, p. 16). Action research is widely used in language teaching but also as an approach for external innovators who seek to effect educational change (Warrican, 2006, pp. 1-14). Nunan (1991, p. 62) said that the classroom could become a laboratory for experimenting with, contesting, and evaluating the materials and classroom tasks in a teacher’s own context and situation. Elyildirim and Ashton (2006, p. 4) support that action research can improve

the current teaching situation in terms of boosting teachers' professional development, teacher training and presenting to an institution evidence of the need for change.

In this study, I used action research procedures (plan, act, observe, reflect and revise) to help me to improve my professional knowledge and skill. Doing action research helped me to become a systematic and critical thinker and to reflect on expected and unexpected situations that happened in and outside the class. Nunan (1990, p. 63) supported the advantages of doing action research: "one way of encouraging teachers to develop research skills is to get them to adopt an action research orientation to their classroom." Moreover, the main aspect of action research, collaboration, helped me to understand how to work more effectively with colleagues and other staff in the college. My colleagues, students and I developed together because of this collaboration (Kemmis & Mc Taggart, 1988, p. 19, Burns, 1999, p. 13 and Wallace, 1998, p. 254).

All participants worked together to achieve similar goals and also to improve themselves. As Watson (cited in Wadsworth, 1991, p. 31) said, "If you've come to help me, you're wasting your time. But if you've come because your liberation is bound up with mine, then let us work together." Warrican (2006, p. 11) said "The more collaboration involved, the more committed the participants are likely to be". Action research provides teachers with the opportunity to gain knowledge and skill in research methods and their application and to become more aware of the options and possibilities for change (Beverly, 1993, p. 2).

Oja, Pine and Street noted that teachers participating in action research become more critical of their own practice (cited in Beverly, 1993, p. 2). Kofi Annan (cited in Blackburn & Najmndin, 2006, p. 16) said

Our biggest challenge in this new century is to take an idea that sounds abstract - participative sustainable development and turn it into reality for all the world's people.

This view gave me the idea to apply theories or abstract ideas to my own situation and then report them to others to help review their own situations. We should not adopt theory or abstract ideas into practice without analysing and reflecting. In my project,

I tried to apply those theories and abstract ideas to my own situations as much as possible.

Brown (2005, p. 397) suggested that teachers will learn most effectively and change behaviour in circumstances where there is personal engagement in identifying a practical concern as the focus of the research, designing the study, taking action, collecting evidence, formulating conclusions and feeding these back to practise. This action could be an incentive for teachers to discover the literature of other research.

Edge (2003, p. 39) saw action research as:

A rigorous investigation which sets out to improve the quality of experience and outcome available to participants in a given situation, while also enhancing their ability to articulate an understanding of what they have learned, thus increasing their potential to continue to develop in this and other situations, as well as contributing to the sources of knowledge available to others.

Hoey (2003, p. 66) felt that a dialogue could be established between teaching and research in the field of linguistics.

This brief consideration of the previous use of action research convinced me that this was the appropriate method to use to investigate how to increase confidence and improve the speaking skills of my students.

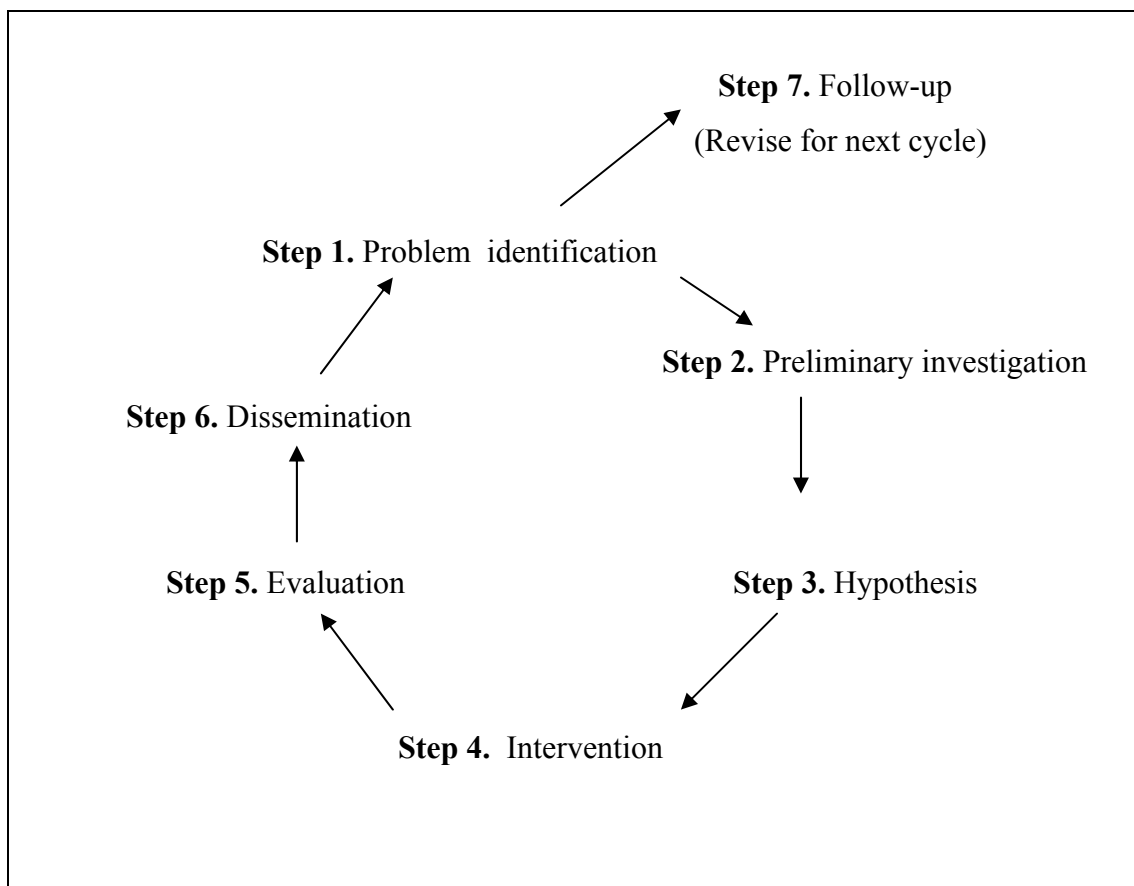
3.2.2 Key Elements of Action Research

Action research should be used not only by the researcher but also by students. The more students were familiar with action research, the more they could further develop into autonomous learners. Warrican (2006, p. 2) argued that the core goal of action research was to create sustainable learning capacities and give participants the option of increasing control over their own situation. Burns (2002, p. 5) states, “Action research is one of a group of activities associated with the idea of reflective teaching.” Frost (2004) saw that research on task-based learning promoted students’ communication. Students had more opportunity to practise communicating during a task-based lesson, whereas the accuracy of the language is not as influenced. If this is

so, then it seems sensible to give students preparation time when encouraging them to use new language.

Nunan (1992, p. 19), Nunan, (1993, pp. 41-42) and Bailey, Curtis & Nunan, (2001, p. 137) described the process of action research as a series of steps.

Figure 1. Steps in the Action Research Cycle



Seven steps of action research were planned¹ for this project.

Step1: Problem Identification. I identified problems that had occurred in the classrooms from previous experience.

¹Planning was undertaken by myself with my three colleagues who volunteered to act as observers. See section 3.3.1

Step 2: Preliminary Investigation. I further investigated students' feelings towards their problems and consulted other departments about problems.

Step 3: Hypothesis. I formed the hypothesis that most students lacked confidence in language learning, especially speaking, because they had developed negative attitudes toward language learning in previous classes, such as being nervous, being afraid of making mistakes and losing face, being afraid of taking a risk etc.

Step 4: Intervention. After observing the class and forming the hypothesis, we planned the lessons and identified strategies which may solve problems defined by the hypothesis.

Step 5: Evaluation. In this step, my observer colleagues and I worked through the stages of: act, observe, reflect and revise to evaluate the outcomes in terms of activities, materials, classroom atmosphere and teacher's role.

Step 6: Dissemination. Reporting the results was the focus of this step.

Step 7: Follow-up. Changing to improve for the next cycle was discussed in this step.

Farrell (2002, p. 25) provides six ways of sharing private reflections with others: getting a group of teachers together to talk about teaching, collecting data from actual classroom teaching situations and sharing this data with the group for discussion, self-observation with audio and /or video cameras; observation by critical friends, journal writing for reflection and comments by group members. In this project, the first four ways were applied and used for sharing data reflection. Moreover, I think it is a good idea for me to further develop to the others in the future.

3.3 Research Design

This section describes an overview of the procedures of action research phases in teaching program adapted from Gebhard (2002, pp. 20-23) and the research instruments used in the study.

3.3.1 The Procedures of Action Research Phases in the Teaching Program

In the lesson plans, action research procedures were analysed by students, the teacher and observers. The role of each is described in the following stages.

A. Planning: Goal-Setting

Goal-Setting involved determining goals for each participant (What did learners and the teacher want to achieve?). Students determined their goals in terms of what did they expect to do? For example, they expected to express ideas in at least five words. The teacher tried to answer the question *How did she help students to reach their goal?* The teacher had to achieve the overall goals of improving confidence and speaking. She had to plan the program, anticipate what problems might happen in the class and find ways to solve problems beforehand. Before teaching each activity, the teacher had to reflect on the events that had happened and then plan a revised step. Observers had to be aware of the question *How did they contribute to the project and meet their own goals?* The observers were peer teachers of the researcher and as well as providing data about the action of the project, were also committed to applying outcomes to their own teaching.

B. Action and Observation

The processes which students and the teacher performed while doing the activities were focused. The important question to be used was ‘What happened while students and the teacher were participating in the classroom?’ Students took part in the activities and tried to be aware of what happened in the real situation. The teacher observed and provided the steps of teaching including language input. In the steps of teaching, especially in the early stages of the learning, it is very important to provide appropriate lessons and a positive atmosphere because it persists for the duration of the lesson (Nunan, 1996, p. 43). I adapted from Nunan starting with receptive tasks which “take the pressure off learners and help to lower the anxiety...” (2001, p. V). I provided language input such as sound, vocabulary, sentence patterns and a framework of language practice from various sources (English movies, popular songs, foreigner interview) and then provided time to rehearse. Finally, I had students perform in terms of pair work, group work, role-play or presentation. The aim of language input was to enhance students’ practice of listening, reading and speaking using authentic materials and real-life situation. These processes of teaching are intended to enhance students’ ability to reach their goals. They are the main factors to promote students’ confidence in language learning especially speaking.

C. Reflection

Both students and the teacher reflected on ‘What strategies help students to reach their goals? How did both students and the teacher achieve or fail to participate in the activities?’ Students reflected on what problems they faced and how they solved their problems and what strategies helped them to reach their goals. The teacher reflected on in and on action. She had to reflect while and after teaching in the class. At this stage, students had a chance to exchange ideas within a caring and sharing atmosphere.

D. Revision

Both students and the teacher prepared to change for the better by using the question ‘What would you have done, if you had had a chance to participate in the activity again?’ Students had to think back to what problems inhibited and promoted them to speak and then find ways to improve and the teacher had to find ways to improve actions and then start to plan again for the next cycle.

3.3.2 Collaborators (or Subjects or Participants)

Two groups of students participated in this project. The twenty-six students in group I in Cycle I, studied for a 2 to 3 year bachelor’s degree of Industrial Technology in Power Technology and the twenty- seven students of the second group in Cycle II studied for a 2 to 3 year bachelor’s degree of Industrial Technology in Electronics Technology. Both groups were enrolled in 393352 (Communicative English and Report Writing). In Cycle I, the class was taught three hours a week, from June to September, 2005. In Cycle II, the class was taught three hours a week from November, 2005 to March, 2006.

After I briefed the concept of the project to five teachers who also teach this subject, three of them were willing to join the program as observers. In this project, I was the teacher and researcher as well.

3.3.3 Data Collection

In this research, self-rating scales (see Appendix 1) students’ worksheets (see Appendix 2) and students’ diaries (see Appendix 3) were used to provide data about students’ attitudes towards speaking, especially students’ confidence. The Standard

University Quality Assurance surveys (see Appendices 4 and 5) were used to indicate the level of students' satisfaction with the subject and teacher. Students' worksheets and diaries were written after students finished participating in each activity and handed in at the end of each cycle. Self-rating scales were used before and after each cycle. Student's language learning diaries provided teachers with useful knowledge about students' feelings towards language learning. The use of diaries in research into attitudes is supported by Jane (2001) and Peck (1996). There were two types of observer's sheet used before and during the teaching activities. Observer's Sheet 1 (before collecting data see Appendix 6) was used to discuss, analyze and reflect among three observers and myself about all six activities before using them in the class. Observers' Sheet 2 (completed while students were participating in each activity, see Appendix 7) and the Teacher's Journal (see Appendix 8) were used to provide data about the events which happened in the class. The Teacher's Journal is described as an excellent way to monitor teaching practice in a systematic but flexible way (Miller, 2004, p. 41).

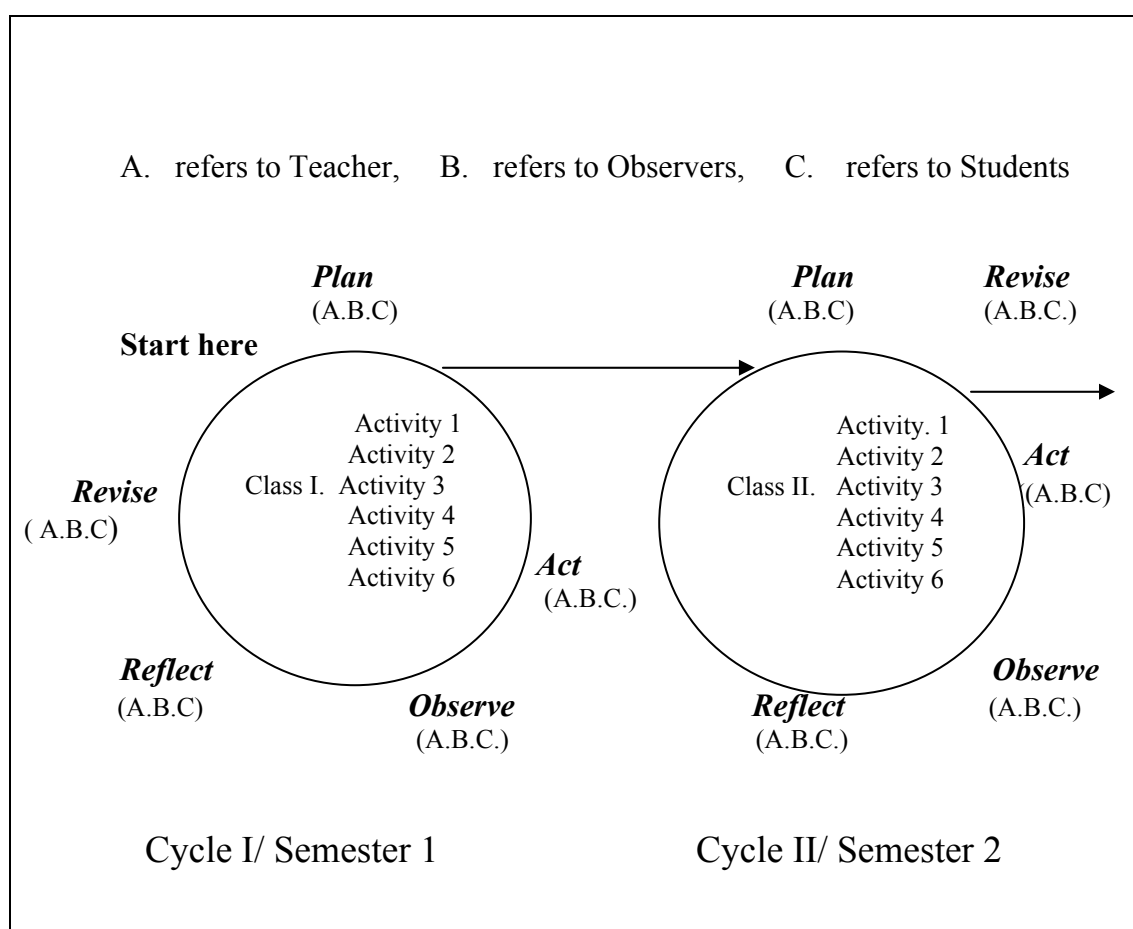
3.3.4 Data Analysis

To analyse data obtained from diaries and self-rating scales, Strauss's ideas of open coding and axial coding were used (Sarantakos, 1993, p. 304 and Neuman 1997, pp. 422-424). Achinstein and Ogawa, (2006, p. 34) Chayanuvat, (2003) Mynard, (2003) also used this approach to coding for their research. In this project, open coding was used to label concepts from the data. This process helped me to compile data into categories, then axial coding was used to identify broader categories and connections.

3.3.5 Research Cycles

There were two cycles in this study. In the first cycle, all six activities were provided. All participants, in terms of teacher, observers, and students, performed their duties: plan, act, observe, reflect and revise as shown in Figure 2. A refers to the teacher, B refers to the Observers and C refers to the students (see Figure 2 below). After the collection and analysis of data, activities and the teaching approach were revised to improve the program for the next cycle. The procedures are summarised below.

Figure 2. Research Cycles



3.3.5.1 Cycle I: (conducted in Semester 1 from June to September, 2005)

From Discussion Timetable Cycle I (see Appendix 9)

There were three steps to be described: before collecting, while collecting and after collecting data.

Before Collecting Data:

Students had the opportunity to plan some of the activities in the goal-setting stage. The three observers and the teacher/researcher met and discussed the tentative plan, activities and materials before conducting activities in the classroom. The details of conducting research before collecting data are described below.

First, I had to read about theories of language learning, teaching, Thai education reform and the trend of English curriculums in speaking English. The philosophy and commitment of King Mongkut's Institute of Technology, North Bangkok was also very important and had to be interpreted and applied to the activities under the main goal 'Promoting students' confidence in speaking English.' Providing a variety of non-threatening and authentic materials and activities was one of the main factors intended to promote students' speaking. As a result, I decided to provide six activities to be used as a tool to promote students' speaking. The course length, three hours per week for fifteen weeks in a semester, provided sufficient time for these particular activities. They are Activity 1: Self- Introduction (Appendix 10), Activity 2: An English Movie (Appendix 11), Activity 3: A Popular Song (Appendix 12), Activity 4: My Favourite Story (Appendix 13), Activity 5: Foreigner Interview (Appendix 14) and Activity 6: A Coffee-Break Discussion (Appendix 15).

Secondly, I took all six activities to discuss with the three observers to analyze and reflect on them and we changed them before using them in the real classroom. The following section describes how exercises and materials in each activity were selected and explains the reasons behind them (see more details in section 3.4). After creating all six activities, I consulted and discussed with the three observers before taking them to the real class. The schedule is described in Appendix 9.

After Collecting Data:

After finishing all six activities, the observers and I discussed and reflected on the events that happened in the class and then worked together to make improvements for Cycle II in terms of lesson plans, activities and materials. The time schedule for conducting data analysis of all six activities was shown in Appendix 9.

3.3.5.2 Cycle II (Conducted in Semester 2 from November, 2005 to February, 2006)

From Discussion Timetable Cycle II (see Appendix 16).

Before Collecting Data:

The observers and I worked together to plan lessons, activities and materials after reflecting on data from Cycle I. The reasons behind the exercises of each activity for Cycle II are described in the summary of changing for Cycle II in Appendix 17.

After Collecting Data:

The observers and I discussed and reflected together on data from Cycle II and then evaluated the outcomes of students' attitudes, especially confidence towards speaking. The time schedule for conducting data of all six activities is shown in Appendix 16.

3.4 The Rationale for Six Activities in Cycle I

There are six activities in this project. They were self-introduction, English movies, a popular song, favourite stories, the foreigner interview and the coffee-break discussion. The purposes of these activities were to encourage and promote students' confidence in speaking. The rationale for selecting and developing these activities is given in Chapter 2.

Activity 1: Self-Introduction (see Appendix 10).

Situations: All students were newcomers. They had just passed the entrance examination to study in this Institute. As a result, the self-introduction activity had to be provided in the first period. Moreover, the content about self-introduction was also contained in the students' books.

Exercise 1: I decided to create exercise 1 adapted from Imsam-Ang (2002, p. 19) to encourage students to speak by adding the example of the answers in the blanks.

Exercise 2: To create a participatory atmosphere, I had students summarize their new friends' information and walk around to introduce others. Sentence patterns provided

were used as language input to enhance them to speak. Students, who could speak more, were fine and were praised while participating.

Exercise 3: adapted from David and Cheng (2003, p. 59), “We have shown that a reading comprehension task can be used as a stimulus to talk among students.” To provide more language input, I had students read ‘My Life Story’ from Imsam-Ang (2002, p. 3), which was relevant to them. It was used as language input to introduce general and technical information, especially the latter. Most students could not do this introduction. To increase students’ confidence in speaking, students had to change and apply their own information by writing in the box provided first.

Exercise 4: After I was quite sure that students had enough language input to introduce themselves, they walked around to speak to others.

Exercise 5: All students were asked to walk around to practise speaking with their friends before doing the next activity.

Exercise 6: Three students were randomly selected to present in front of the class. That was finally to check that students’ confidence in speaking English would be increased.

Activity 2: An English Movie (see Appendix 11)

Situation: Technical students might like to watch innovative technology so I thought a film involving a robot should be suitable for them, even though they had the opportunity to watch only seven minutes. I hoped they might further develop themselves to find more opportunity to watch English movies another time. Then I introduced them to several sources for them to access English at leisure such as the resource centre, centre library and technology information building. I believed that few students would use them, if I did not introduce them.

Exercise 1: I wanted students to be brave enough to write words, phrases or sentences they identified from listening. I knew that most students lacked confidence to write and to speak. If students have more opportunity to write and to speak, their confidence will be increased.

Exercise 2: I wanted to provide language input to have students recognize pictures and meanings of sentences provided in an English version. In the past, students lacked confidence to finish English exercises because some tasks did not promote them to reach their goal. As a result, helping students reach their goal was my first aim. I had to change my role in terms of helper, encourager, or facilitator.

Exercise 3: I provided an example of conversation from the movie scripts in exercise 2. I tried to make use of previous exercises as much as possible. Increasing students' recognition in language input and to help students comprehend my instructions clearly was my aim. However, students who were good at English could create a story by themselves.

Exercise 4: I wanted to arouse and motivate students to have confidence in speaking and to create a short story by themselves. In addition, I always made it clear that everything they created and however they expressed their ideas was good. It was a good sign to develop their language learning, especially speaking.

Exercise 5: I used the 4/3/2 technique (Maurice in Muanmood, 1992, p.9) to help students to speak fluently and to increase students' confidence in speaking.

Exercise 6: Only one group was randomly selected to show in front of the class because of limited time.

Activity 3: A Popular Song (see Appendix 12)

Situations: I tried to provide a variety of authentic materials because I realized that students had various learning styles so the more the teacher provided varied materials and exercises, the more students could identify which strategy promoted them to learn most. An English song should be one authentic material to motivate students to practise listening and then develop speaking. The reason why I chose this song was that students were adult learners. Their ages were about 19-25 years old. It might be a motivating situation to discuss the question in the song. (In this situation, it was just a girlfriend or a boyfriend) "Are you gonna stay with the one who loves you or are you going back to the one you love" and the music of the song was very beautiful to motivate students to express their feelings.

Exercise 1: Filling the blank was a rather easy way to help them to achieve their listening.

Exercise 2: I developed those ideas by asking a lot of people (see extra exercise in Appendix 10) and some of them were selected to provide language input.

Exercise 3: It was time for students to be brave enough to express ideas about the topic. I decided to have them express ideas by writing first to promote students' confidence before letting them speak without practising.

Exercise 4: To make sure that students knew how to start speaking, I provided language patterns for them. Students who were good at English could freely express ideas by themselves.

Exercise 5: I used the 4/3/2 technique to help students to speak fluently and to increase students' confidence in speaking.

Exercise 6: Three pairs were randomly selected to show in front of the class because of the limited time.

Activity 4: My Favourite Story (see Appendix 13) This was based on Holme and Chaluisaeng (2006, p. 415)

It was hoped that by finding their own needs, the students might themselves help to set the learning targets that such needs provided.

Situations: The activity was focused on students' feelings towards their favourite story. It was easy for them to express ideas about their favourite story. However, I provided three stories as an example. Two of them were about business and the last story was about technical topics in which two technical university students presented their award winning projects. I used this material to motivate students to speak because it was relevant to them. Some day, students might have their own business and present their technical projects in contests.

Exercise 1: I provided more opportunity to practise listening and then further develop to write words, phrases or sentences.

Exercise 2: I provided a little model to help students to speak and gave them one week for rehearsing to present their favourite story.

Exercise 3: They had a chance to practise presenting in English.

Exercise 4: I used the 4/3/2 technique to help students to speak fluently and to increase students' confidence in speaking.

Exercise 5: Three pairs were randomly selected to show in front of the class because of the limited time.

Activity 5: Foreigner Interview (see Appendix 14)

Situations: I had it clearly in mind that the main purpose of this project was to promote students' confidence in speaking English. In doing so, students had more opportunity to practise speaking as much as possible. I realized that I should provide

various materials and activities and increase challenging and interesting activities so I decided to have students talk to foreigners and give them a chance to work as a maturer group. It meant that they had to take more responsibility in terms of planning, acting, observing, reflecting and revising by themselves. The main goal was to finish their task.

Exercise 1: To make sure students knew how to start talking to foreigners, I provided some language input to help them to speak.

Exercise 2: To give students more opportunity to use the language they had to help each other to create questions to ask foreigners to make everyone familiar with the task as much as they could.

Exercise 3: To motivate students to access high technology to get information, some students did not know how to use the internet to search for information. In doing so, I hoped they might learn together to obtain more information.

Exercise 4: To give students a chance to speak English in the real situation I hoped that they could learn from their experience and give feedback to and reflect on their success and failure.

Activity 6: A Coffee-Break Discussion (see Appendix 15)

Situations: After students experienced various activities and materials participating with their friends and real foreigners, I then gave them the chance to have a discussion in a problem solving atmosphere. I had to be aware of

1. How to simplify discussion to be suitable for students.
2. How to make the discussion atmosphere enjoyable and relaxed.
3. How to motivate students to speak as much as possible.
4. How to have observers and students participate together because it was like a farewell party for them.

As a result, the coffee-break discussion was created.

Exercise 1: To have students try to think first.

Exercise 2: To provide language input to increase students' views. It depended on them to select foreigners to talk to.

Exercise 3: I provided role play activity to have students become familiar with this party.

Exercise 4: I think this activity was a challenge and students had a chance to talk to friends who were willing to talk and explain topics to them.

3.5 Summary

To promote students' confidence in speaking English, action research procedures (plan, act, observe, reflect and revise) were one of the main factors to be used in this project. It is widely used in language learning and teaching for promoting both students and the teacher's development. There were two cycles in this project. In each cycle, students gradually progressed in using language-learning strategies at their own pace through action research procedures. As a teacher and researcher I also developed in language teaching. In short, students, observers and I had the opportunity to exchange our learning together through action research procedures and then the observers and I were able to take a lot of experience and knowledge obtained from Cycle I to further develop for the next cycle.

However, a different group of students took part in each cycle and the teacher had to be flexible in all situations. Therefore, students, the teacher and observers worked and learned together through action research procedures, they all progressed in both language learning and teaching at their own pace. In short, I can offer no more fitting conclusion to this section than the following extract from Nunan (cited in Elyidirim and Ashton, 2006, p. 4)

Classroom action research occurs when teachers reflect critically about the teaching situation, identify learning or instructional problems and institute methods to solve them. The basic steps include exploring and identifying a problem in the classroom, collecting data and reflecting on the problem, thinking about something that will possibly fix the problem, developing and instituting a plan of intervention, and reporting on the final results.

CHAPTER 4

Data Presentation for Cycle I

Cycle 1: The Events That Happened in the Activities

There were six activities provided in this cycle. While teaching and participating in the activity, I observed at the same time. I needed to know students' reactions towards the activities and the outcomes that happened in the class. The events were as follows:

4.1 Activity 1: Self-Introduction

Self-introduction was the activity that I provided to students for the first period of the course. As the teacher, I intended that the activity would be a tool to motivate students to speak because it was not too difficult for them to participate. It involved students' personal information.

In the first period of the semester, I introduced myself and the course description to the students in English and then I introduced Activity 1: Self-Introduction. I encouraged them to use nine questions to effect introductions (see Appendix 10). Class members were worried, enthusiastic and confused while listening to all instructions in English but they followed my directions and tried to participate in the activity. While observing, I found that most of them didn't know each other before the class.

Step 1: Students used nine questions to interview their friends

There were three rounds in the process.

Round 1: students walked around to interview their friends.

Round 2: they changed their partners as often as possible.

Round 3: two pairs were randomly selected to interview each other in front of the class.

All students had to stand up and walk around. Most of them felt surprised but believed in me. After just a few minutes they felt happier and enjoyed participating in the activity. While walking around, they had to ask some questions and I noticed that students did not ask all the questions. They used the questions they could remember and felt confident to speak or ask their friends. I knew because they spoke louder and clearer to their friends. I walked around, observed and encouraged them to speak. The room was rather narrow but the temperature was comfortable. The approach was fairly cooperative. They helped each other to learn. I noted one exchange as follows:

Student 3: *When were you born?*

Student 17: *[วันที่ 3 กันยายน 1983 ‘ กันยายน’
ภาษาอังกฤษแปลว่าอะไร]*

(What does กันยายน [September] mean in English?)

Students 3: *Um! กันยายน [September] กันยายน [September]*

(He turned round to ask another [กันยายน

ภาษาอังกฤษแปลว่าอะไร] What does กันยายน [September] mean in English?

Student 6: *September! September!*

Student 17: *(He looked at his sheet and spoke)*

Oh! I was born on the three of September in nineteen eighty-three

Student 3: *The third! The third!*

Student 17: *I was born on the third of September in nineteen eighty-three*

My first instinct was to intervene myself but I waited just a minute and Student 6 came by and helped them instead. When student 17 changed his partner and was asked the same question again, he replied immediately. I think he felt more confident to speak. The sharing and caring atmosphere was one of the factors to promote students' confidence in speaking.

Step 2: Introduce Others

Students were asked to introduce their friends to others by sentences.

‘His name is and his nickname is He was born on.....ofinand he comes from’

The processes of talking were again divided into three rounds. Before beginning round 1, I had to ensure that students understood and could remember the sentences by providing time to practise.

Round 1: students walked around with their partners to introduce the other pair.

Round 2: the students with pairs changed their partners to introduce themselves to someone else.

Round 3: Finally, pairs were randomly selected to introduce their friends in front of the class.

At this point, while observing by walking around, I noticed that most students talked more fluently. Some of them introduced others without looking at their sheets. It might have been because it was the second time of speaking. However, when I randomly selected three of them to talk in front of the class, one student still looked at the sentences written on the whiteboard. I did not complain but I praised him instead and I smiled at him. I said, “It’s OK, because this is the first time that you speak in front of the class. You did a good job.”

I saw that he felt relaxed and smiled at me too, so the atmosphere at that time was one of rapport. I enjoyed it and was satisfied with the lesson. I spent a lot of time managing the activity but most students felt happy because all of them were newcomers. In doing so, I wanted to make sure that students were able to have language input and that they had time to rehearse their speaking and finally were able to speak in front of the class. I found that if they could remember the steps above they felt more confident to speak. Apart from the ‘4/3/2 technique,’ the teacher’s role encouraged students to speak. I helped them to speak when they did not know some of the vocabulary.

Step 3: Reading

Students read ‘My Life Story’ (see Appendix 10) for eight minutes and then tried to understand the story as much as possible. The teacher walked around and acted as a helper, facilitator, coach and supporter to encourage students to speak as much as possible. The processes are shown below:

Round 1: Students changed Somchai Rakdi's Information to their own information.
 eg. *My name is Somchai Rakdi.* *My name is(his/her name)*
I'm twenty one years old and single. *I'm.....years old and*
 Students were free to add more information to express their ideas.
 There was no right and no wrong response.

Round 2: Students walked around to introduce themselves to others and changed their partners as much as possible (There were three sub-rounds. In the first round students could look at their notes, the second round they could look at their notes a little and the third round they were not allowed to look at their notes at all)

Round 3: Three of students were randomly selected to introduce themselves in front of the class. At this point, two sentences were provided to help students' confidence in finishing speaking. They are; *"That's all! Thank you for listening."* They need speak only one or two sentences if they wanted and could end with these two sentences.

Most students had problems with the vocabulary of their parents' occupations and I had not anticipated this before so it made me felt guilty when some of them asked about the occupations I did not know. For example, หมอนวดแผนโบราณ [maseuse] I knew only after checking in the English dictionary. I think next time I will have to provide a list of various occupations attached to the exercise. The atmosphere was caring and sharing. They helped each other to exchange ideas.

4.2 Activity 2: An English Movie, "I, Robot"

The English movie is one of the tools to help students to enjoy their language learning (Mill, 1999, p. 4). It provided native dialogue in an entertaining context. There were five steps in the lesson plan. Step 1 to step 4 were the input language processes and step 5, which was the following week, showed the students' performance (see Appendix 11). A brief outline of the "I, Robot" story is given in Appendix 11.1.

Step 1

I had students work in groups of four and spend ten minutes listening to the movie. While watching the movie, they had to write down as many words, phrases or sentences that they heard in the box provided in the worksheet. Students felt excited about listening to English from the movie and they tried to write down words, phrases or sentences but they could understand only a little because they had no opportunity to practise listening beforehand, so they paid close attention. Whenever students

understood the dialogue from the movie such as “**Stop! Freeze! Move!**” or a short dialogue, “**Good morning sir! Are you crazy?**” they repeated it immediately following the movie without hesitation. For example, some students turned their faces to talk to their friends “**Are you crazy? Move!**” While speaking, they laughed and smiled to each other. However, there were some problems. The sound was not clear and some sentences were too long to remember to repeat. Thus, they paid much more attention for a very short time and then they started being quiet and talking Thai with their friends.

Step 2

I had students in each group translate some scripts from the movie into Thai (See Appendix 11). I noticed that most of them liked to join in this stage because they paid much attention to the activity and they felt keen to know the meanings of sections of the scripts. They were bold enough to ask me to translate them into Thai. For example, “**Get off my face**”. Also they were assertive to ask their friends outside of a group. The atmosphere was rather relaxed and cooperative. At that time I acted as helper, coach, supporter and encourager. While observing quietly, I found that many students paid much attention to help each other to translate into Thai and they tried to play the actor. They spoke loudly and said, “**Excuse me sir!**” “**Good morning sir!**” I felt rather satisfied with this action and the students were satisfied too. They understood the meaning of the action. For example, one student asked me the [ประโยคนี้หมายถึงอะไร] “**What do these sentences mean**” “**Ma’am! Is that your purse? Of course, this is my purse.**” I tried to explain the meanings by having them recognize the scene where the detective jumped on the robot and the robot threw the purse to the woman. She got it and took something out of the purse to breathe immediately and the policeman said, “**Ma’am is that your purse?**” (The students did recognize and understand the meaning immediately without translating it in to Thai). I helped students to think back to the picture of the movie and helped them to recognize the feeling of the sentences. At this stage, I think it worked. After the students finished this task, I asked them to repeat after me to make sure that they could pronounce all sentences.

Step 3

I wanted students to create a short story and write their own scripts but before doing so I wanted to make sure the students understood the task. Therefore I provided an example of a conversation created from the scripts (see Appendix 11).

Step 4

I had to walk around to help and encourage them to write their own scripts. While observing, I found that most of the groups lacked confidence to write or create the story by themselves. They thought that they could not do it. At this stage, I had to speak and cheer them up to feel confident to think and create dialogues. In the Thai culture, one of the teaching problems is '*How to motivate students to be assertive learners in creative thinking.*' In traditional teaching, students just listened and followed the teacher. We had a saying, "*Every thing the teacher says is correct.*" Students had no opportunity to participate in creative thinking activities. However, I was quite sure that they could do it because the main purpose of this activity was to encourage students to be assertive and to create a short story by themselves. I did not want them to write a long story. Just writing a short script is sufficient for them. I think it depended on their own progress. I did not want to push or rush them. I wanted them to reach their goals step by step and develop good attitudes towards speaking. In doing so, it may affect their confidence in speaking. Then I provided one week for them to practise and rehearse. The total time from step 1 to step 4 took forty-five minutes (Language-Input processes) and I had them ready to start showing the performance (step 5) in the following week.

Step 5 (One week later)

At this point, the observers' time was rather limited because they had classes to teach at the same time, so it was necessary to ask them to observe not more than 20 minutes each time. At that time, a big problem occurred. The observers and I agreed to observe the class at 1 o'clock on time and to finish not later than 1.20 p.m. I came to the class five minutes before and I found that only a couple students were there. I realized that it was impossible for all students to arrive on time. I thought there was something wrong with the students but I did not know the reasons. When the time arrived, as I thought only about a half class appeared. I decided to ask that if the observers had started observing the class at 1.30 p.m., the students would have been

ready. They could not do that because they had told their students that they would come to the class 25 minutes late. So one of the observers said, '*The show must go on.*' I had to change the groups from the matches I had prepared.

Round 1: Group 1 matched group 2 and group 3 matched group 4, and then each group took turns to show their performance.

Round 2: Group 1 matched group 3 and group 4 matched group 2, and then each group took turns to show their performance.

Round 3: Only one group was to be randomly selected to give their performance in front of the class.

The classroom atmosphere was rather uncomfortable and tense. I felt that both students and I were very upset. I did not know exactly what students' feelings were but I knew my feelings exactly that I was very angry, embarrassed and disappointed with them. I thought that I would like to blame and scold them because they did not take responsibility and I would like to shout loudly at them, "*Why do you do this? Why didn't you take responsibility? Why didn't you prepare well at home? You have a lot of time to rehearse! Why didn't you come to class on time? Why did you make me embarrassed in front of the observers?*" But I did not say anything. I controlled myself and I realized why the students made me embarrassed. The main purpose of this project is to promote students' confidence in speaking English. I had to listen and find the reasons why students came late and try to solve the problem. I thought that they had to work in groups and they had to work together outside the classroom. They might have had some problems to plan and practise together. However, "*The show must go on*" "*What will be will be*"

A group who prepared well felt confident while showing their performance but the groups which did not prepare well were less confident to perform. While students participated, I did the same. This meant that I tried to encourage them to speak and did not blame them. I praised them when they performed well and encouraged them when they lacked confidence to speak. The atmosphere was less stressful and tense but the class was rather chaotic because of the limited space of the room. After finishing, when the observers had gone, I started asking them "*What was going on?*"

At that time, it was about 1.40 p.m. Almost all students had now come to the class. They told me the reasons why they came late. They did not rehearse because they could not work in a group together. All of them were still not familiar with each other. They wanted more time to develop a working relationship with their friends. However, I felt surprised they felt brave enough to ask me to postpone the time of the performance. In Thai culture, there are very few situations in which students negotiate with a teacher to change the lesson plan. It was a wonderful thing for me. Finally, the students and I agreed to have the observers observe them at 3.40 p.m. and the observers thought this was a great time. They could let their students go home at that time and my students had time to practise together again before presentation time.

In this situation, I learned two things. Firstly, I quite believe that next time they would be better because I saw their eyes and knew that they felt very sorry about coming late or not practising before. I thought it was fine if I started following the plan but changed a little. I found that students who prepared well felt more confident while having the opportunity to give their performance in front of the class. I did not know exactly what students thought but next time I expected that they would practise and rehearse better. Secondly, however bad the situation, my ability to control my feelings was very important for me. What happened? Why? and How to find the ways to solve problems were very significant questions. What would have happened, if I had blamed them immediately without asking their reasons? The students might lack confidence forever and they and I might not be comfortable to learn together. They might not trust me anymore. This might affect students' attitudes towards language learning, especially speaking. Allocating blame was not a good idea to promote students' confidence in speaking.

4.3 Activity 3: A Popular Song, “The One You Love”

The main purpose of this activity was to motivate students to relax as much as possible and then encourage them to express ideas as much as they could. The idea of the song was to encourage students to discuss questions about the song. (see Appendix 12). The question was, “*Are you gonna stay with the one who loves you or are you Going back to the one you love?*”

This is a simple question involving the expression of feelings and ideas. There is no right and no wrong answer. The features of the activity - comfortable, relaxed and creative - were a tool to motivate students to express ideas. It was adapted from the Suggestopedia Method (Richards & Rodgers, 1986, p. 142) using music and dim lighting.

The Warm-up Step

While preparing the materials such as the CD of the song and setting the tape recorder, I felt curious about how students will react to ‘music and dim lighting.’ I tried to imagine what words, phrases or sentences of love students might use to express ideas. Will ‘music and dim lighting’ motivate students to speak? How many words, phrases or sentences will students use to express their ideas? I well remember the atmosphere and my curious feelings at that time. I walked slowly to turn off the light and said very clearly, slowly and softly, *“Everyone! Please close your eyes! Relax!.... Relax!..... as much as you can. Breath!.....inhale!....and.....exhale!.....inhale!.....andexhale! From now on, you will listen to the music and try to express ideas how do you feel about the music?” Just listen to the leading music of the song for about three minutes.”* A saxophone played the music very beautifully, softly, and sorrowfully. The atmosphere at that time was positive and students felt excited and curious even though they did not know the purpose. They just followed the teacher, were enthusiastic when they listened to the music and relaxed when they finally knew the purpose of the activity. They tried to express ideas a little:

Teacher: How do you feel about this music?

Student: I feel I feel...เศร้า [sad]sad.

Student: I I..... คิดถึงบ้าน..... [I missed my home].

Student: The song! Oops! The music!.... เพราะจัง [very beautifully] ...etc.

Teacher: What do you think the song is about?

Student: (Most students expressed in Thai)

เกี่ยวกับความรักอะไรสักอย่าง การคิดถึงบ้าน ความรัก

อาจจะเป็นความรู้สึกอกหัก [The song might be about thinking of home, something, someone or love; moreover, it might be about broken heart of someone.]

While observing, I found that most students did not express ideas in English. They used L1 (mother language) to express ideas. Nevertheless, they tried to begin the sentences in English, which might show that they would like to speak in English. Whenever they had to express some difficult ideas in English and did not know how to express ideas, they decided to choose L1 to expressed their ideas instead.

Step 1

I had students listen to the song and complete the sentences provided. The first time I noticed that students could complete very little. While talking to them, I found that students were not familiar with listening to English before, even though the English movie offered a good opportunity for them to practise listening. When I asked one of the students who didn't write anything on the sheet. He said, *"I can't follow and can't catch anything from the song. This is the first time I have to listen and write down any sentence or word to complete the sheet and I had little chance to practise listening to an English song before but I like it."* (S12W3 8/7/05) I felt satisfied with him because he was assertive enough to tell me the truth. Sympathy and encouragement were very significant things to offer him.

Step 2

I had students express some ideas about the questions (see Appendix 12). Four people expressed their ideas (see Appendix 12). I had students read and try to understand the meaning as much as they could, and then they had to make a decision to choose or create the sentences by themselves and take the next step.

Step 3

At this point, I thought it was very important for the teacher to encourage them to express their ideas by writing on the paper first because they felt they lacked confidence to write anything. Many students came to me and asked questions. For instance, Student 11 asked me in Thai and wanted me to translate his scripts into English,

“ผมคิดว่าผมเลือกที่จะอยู่กับคนที่เขารักผม
และในเวลาเดียวกันผมก็อยากจะกลับไปหาคนที่ผมรักอาจารย์คิดว่าผมเห็นแก่ตัวหรือเปล่า”

[I think I would like to choose the one who loves me and at the same time I would like to come back to the one I love. Do you think I am selfish?]

Another student wrote some things in English and wanted me to tell him whether it was correct or not. I felt very happy because he started to express his ideas in English, so it was not a good idea to correct his grammar immediately. I praised and encouraged him about his content and then I talked to the class *“Everyone! This is an example of a good student. He felt bold enough to ask me whether in English or in Thai. Just try to find the way to help yourself to reach your goal. That is very amazing.”* After finishing step 1 to step 3, they performed a little in step 4. I had students prepare and rehearse for one week later.

Step 4 (One week later)

I hoped and expected more students to prepare well to show their performance. They had to talk about the questions and their feelings towards the dilemma situation. At this stage, I provided an example to encourage students to speak; however, I told them that they could say everything they would like to say.

- Eg. **A:** *What do you think about this question? Do you want to stay with the one who loves you or with the one you love?*
 B: *I think, I would like to stay with the one who loves me or I would like to stay with the one I love because...*

Students who had more ideas could freely express everything but students who did not, used the dialogue to help them to speak. While walking around to observe students, suddenly, some questions came into my mind. *“Does language input help them to speak? Could they apply language input relating to them?”* In order to obtain students’ transcriptions which showed whether language input helped students to speak or not, I decided to use my telephone to video some students who practised expressing following their scripts. Some transcriptions are shown below.

Student 3:

*I....I ... think I ... like to stay with....with.... the one I....I....love because she...**she is the....the...number one in my heart....** and how about you?*

Student 8:

*For me....In....my opinion, I....I.... will stay with the one who love me. she **can do every thing**....every thing....I....I need and....uh... she tries to do every thing to satisfy me and don’t disappointed me. I...**I...won’t take risk to the one I love.***

Student 25:

*In my opinion, I will stay with the one I love.... I love her very much ...
because ...because...I know that **she can do every thing....every thing.***

Student 28:

*I think...I... I would like to stay with the one...the one who loves me because...because.... **she always....she...always... accept whatever I am.***

From the transcriptions, I knew that language input (words highlighted in bold above) helped students to speak as a guideline and they could apply them to speak further even though they speak only a little. I assume that stimulating students to speak bit by bit may increase students' confidence in speaking.

4.4 Activity 4: My Favourite Story

The purpose of this activity is to promote students' free thinking to create their favourite story from various sources such as texts, magazines, internet or English newspapers. Students had the opportunity to plan everything from their own thinking after I provided some language input. I had students watch the TV program, *Morning Talk* broadcast on channel 5 on Tuesday morning, 5/5/05. The program was about business owners talking about their successful projects. The first business owner talked about his hotel, the Phuja Hotel. The second talked about his coral business and the last two university students talked about computer programs which each of them had created. The first student was studying in the third year of the bachelor program at Chulalongkorn University, the most famous university in Thailand. The second student was studying in the fourth year of the bachelor program at Krasatesert University. (see Appendix 13).

Step 1: Language Input Step

The atmosphere

Students watched the *Morning Talk* program. Some students made fun of participants' accents but some of them were interested and paid attention to the program. They tried to understand the English. Some of them laughed while watching TV. They had to jot down as many words, phrases or sentences that they could understand. While students tried to listen and jot words down I found that some of them understood only when the speaker said something with which they were familiar such as the name of a province, people or a place. They felt excited and tried

to pay more attention but when the business owners talked about their business, which was more difficult to understand, the students paid less attention.

At this point, I concluded that students needed to practise listening not only speaking. They paid more attention watching TV, when they could understand. Some students understood some parts of the program and they wanted to listen again. I had to think how could I help students reach their goals. Maybe I had to provide the script to students first, then have them work together to translate and summarize scripts. Finally, I had to check their understanding first before having them watch the TV program again.

By providing this program, I wanted to show why all the people in the program could speak English. I noticed that Thai accents could encourage students to have more confidence in speaking because most students thought that foreigners could not understand the Thai accent so it was hopeless for them to practise speaking like a native speaker. As a result, I decided to identify the process of those people's speaking. The conversations between students and myself are provided (see Appendix 13.1).

Step 2

After providing motivation materials (*Morning Talk* program) I asked them to find and read articles from various sources about any topic they would like to present in front of the class. They had a week for preparing the presentation.

Step 3

In the class before the presentation was due, I noticed that most of them were not ready to speak. A few had only just prepared at that time and most of them tried to make up sentences immediately. However, they had prepared the plot of their stories before the class. They asked me how to speak in English from their Thai scripts. I decided to walk around to advise them to think in English first but they could not. They told me that they could not think in English because they lacked vocabulary, but some of them prepared stories or scripts in English and they were not sure how to rewrite or reorder words, phrases or sentences in the correct order so they lacked confidence to speak English. So when I walked around and helped them to write scripts and provided more time to practise, they felt happy and more confident in speaking. I knew that because I saw them come back to their seats and try to speak

alone first and then they talked to their friends. First, the atmosphere was rather excited and then relaxed later.

Step 4

When the observers were in the class, I started the activity by having students practise talking as an individual first, then they worked in pairs and finally four students were randomly selected to speak in front of the class. At that time, I felt surprised because before the observers came into the class, most students felt nervous and excited. They tried to rehearse. Some felt hopeless to speak because they had not prepared the topics but when they saw most of their friends try to speak, they decided to ask me to help them write scripts. Most of them tried to participate in the activity so it made the class noisy and chaotic but the atmosphere was very positive. I learned that whether there was a bad or good situation, sincerity and frankness could motivate students to learn.

4.5 Activity 5: Foreigner Interview

The aims of the activity were to promote students to speak and plan to work by themselves. All of them had to set the schedule, find places and plan the task before interviewing foreigners. The activity needed fairly mature groups where responsibility could be delegated by the teacher and decision-making made by the group. Students worked in four groups for this activity. (see Appendix 14).

Step 1: Describing Purposes of The Tasks

In this activity, I did not provide the opportunity for students to practise role-play or undertake simulated interviews in the class beforehand. I had only informed them of the purpose. While describing the purpose, student 14, who is the leader, raised his hand and expressed ideas in Thai, **“มันเป็นงานใหญ่และยากและใช้เวลามากอาจารย์น่าจะให้คะแนนพิเศษ”** [It is a big and hard job and very challenging for us. We have to spend much time doing this job. Perhaps we should get special marks.] Most students agreed with him and they were bold enough to ask me to give special marks for doing this job. At that time, I

thought that it was fine to use marks as extrinsic motivation before it further develops into intrinsic motivation.

So I asked them back, *“How many marks do you want?”* (The scores are divided into three categories: Midterm test 30%, Final exam 40%, and Attendance and Assignments 30%). The students waited just a minute and then started to discuss all together and the leader said, *“Five... Five marks, Five marks every one OK?”* All students said, *“OK!”* So I agreed. At this point I realised that it was a good idea for the teacher to wait and listen to the students’ response first. It gave me a chance to analyze whether the marks were suitable or not. About five marks! This answer had happened in my mind before the student asked. I thought it was reasonable for the task and the answer was *“Yes!”* I think the outcome was worth more than five marks. As the time went by, I noticed that students had more confidence from negotiating the lesson plan and I was quite satisfied with them. It meant that cultural barriers were gradually broken bit by bit.

Step 2: The Semi-Structured Interview

In this activity, the observers and I could not observe the real situation so there is no observers’ data. Transcriptions of interviews with each group provided data instead. The questions for the interview were as follows.

1. How did you plan to work?
2. Did you have any problems while doing the activities? If so, how did you solve problems?
3. Tell me interesting events while interviewing foreigners.
4. What did you learn from the activity?
5. If you had a chance to interview foreigners again, what would you have changed? Please identify.

While interviewing foreigners, each group tape recorded themselves but it was not possible to identify each student so I decided to summarize the major issues which emerged from the activity. Recordings helped identify planning, the major approaches, to determine if one approach was more successful than others and identify strengths and limitations in the work of some groups.

1. How did you plan to work?

In general the answers were about talking together in terms of what scripts to talk to foreigners, when, where and how to interview. For example, group 3 told me that they started talking informally about how to plan the work with all members in the classroom, then they made an appointment to seriously discuss the plan outside the class. In conclusion, they planned to interview foreigners at the Grand Palace, one of the major tourist sights of Bangkok; and they practised pronouncing questions they prepared beforehand. While planning, several issues were argued such as places, time, topics etc.

2. Did you have any problems while doing the activities? If so, how did you solve problems?

Many problems happened while doing the tasks. Group 3 had problems agreeing on places and time to interview, so all of them took a vote. Before voting, each of them had to describe the reasons why he decided on his choice. Sometimes, reason could solve the problems, sometimes it could not. Many factors helped to solve problems such as sympathy, rapport and having the same goal. Group 1 showed interesting problem-solving skills. They had a problem about who was the first one to introduce himself and others to foreigners. They argued among the group first and finally, they agreed together to have the one who got the highest mark in the midterm examination to talk first and he accepted their consensus.

Group 2 could not follow the tasks so they did not do anything until the deadline for the presentation came very close. As a result, one of the group members could not stand it anymore and he asked all members to discuss the tasks and finally they decided to consult other groups to solve their problems.

I learned interesting things from Group 4. At first, group 4 said nothing about problems. I observed that they were afraid of making mistakes, so I told them about the main purpose of the activity again. *“There was no right and no wrong outcome for your result”* The more you have an opportunity to solve problems, the cleverer

you are. Therefore, one of them told me that while planning the tasks, they always argued within the group in terms of time and place, and the content of the conversation. However, they could handle the problems every time because all of them were thinking about ‘finishing the task.’ It meant that they started to comprehend the words, *“Sink or Swim Together.”*

From this point, I realized that if I had provided the opportunity for students to role-play or undertake a simulated interview in the class as preparation, students would not have encountered so much anxiety before doing the task

3. Tell me of interesting events while interviewing foreigners.

All groups had similar problems. Foreigners were not willing to be interviewed. Group 3 told me that when they tried to say, *“May I interview....”* The sentence was not completed. The foreigners waved their hands and said, *“No! No! No!”* and walked away very quickly. In the second round, they changed the words by saying, *“Excuse me sir!”* (the foreigners stopped for a while and said, *“Yes?”* And a student said, *“My I interview you just a minute?”* After they knew the purpose, they pointed to their wristwatches, waved their heads and said, *“Sorry!”* and they walked away. They did it the same way several times and foreigners’ responses were the same each time. Therefore, all students felt much less confident and hopeless. They felt very much more nervous and anxious at that time. The more that foreigners rejected them, the less students were confident in speaking. I asked their feelings at that time. I continuously asked them, *“What factors promoted you to persist doing the task?”* They told me that if they had not thought about the special five marks in doing this task, they would have quit, come back home and would not have talked to foreigners ever again. Fortunately, they did not do that and continued to find foreigners to interview. In this situation, I think that reward was one of the factors to motivate students to learn and be willing to take a risk for reaching their goal.

Finally, they found a group of foreigners who were sitting on a bench and talking together. While talking, all of them laughed and smiled among themselves (I saw them in the video recorded by students). So the students decided to choose this group to interview. They said to me

It is like a sky after heavy rain. Everything is clear and bright to us. The foreigners were really willing to talk to us. They tried to repeat and teach us whenever we showed confusion on our faces. They spoke very slowly and used body language to help us to comprehend their speaking and we tried to use body language and a talking dictionary to help us to understand as well. Oh! moreover, the actions that encouraged us to speak are sincerity, willing manners, and warm and soft voices with sympathy because they knew that we are not good at English and all of us are very nervous and anxious while talking with them. We will remember those actions forever.
(Students of group 3 W5, 29/8/05)

From this view, I realized that I need to give more advice in the preparation of the activity. Perhaps I could have offered introductions to foreigners or exchange students.

4. What did you learn from the activity?

Students told me that they learned a lot of things in terms of linguistic knowledge, teamwork, and attitudes.

Linguistic Competence: Group 1 learned that they should not pronounce words following their reading. For example, “the **temperature** is very hot” They should not say [tem-per-ra-ture]. If they say that, foreigners will not understand. They knew that because the foreigners guessed and repeated it again. Group 2 told me that they had to be aware of the pronunciation of the sentence “How about **food**?” but the student said, “How about [**foot**]?” **Food** was another example of students learning from the task. Group 3 learned the sentence “Where do you **live**?” They should not pronounce “Where do you [**leave**] ? Students knew that they should not say those words without thinking about final sound. In this situation, I was surprised that the content of the Key to Phonetic Symbols, to which students had never paid attention while learning in the class, was used and completely understood while talking to the foreigners. This confirmed the words, “*Tell me, I forget. Teach me, I remember. Involve me, I learn.*”

Team Work: Group 4 learned about team work and that controlling emotions and listening were very significant factors for reaching goals. For example, all of them were arguing about the time to discuss the plan and places to interview because each of them had several other assignments to finish, so it was very difficult for them to match their free time. After arguing for a long time, one of them decided to cancel his

other appointment and to join the English task. As a result, they were able to proceed with further plans. Therefore they realized that not only logical reasons and ability to control feelings, but also sacrifice were factors to help them reach their goal. Group 2 told me that they almost failed this task because of a lack of teamwork. All members depended on the leader, so they did not pay much attention to the task. Finally, they had to work together to finish the task.

Attitudes: Group 1 knew that if they were still shy to talk to foreigners, they would learn nothing. Group 4 learned that making mistakes did not made them lose face. Group 3 realized that negative attitudes towards speaking such as hopelessness, anxiety and underestimation did not help them to improve speaking.

5. If you had a chance to interview foreigners again, what would you change?

Group 1 told me that if they had a chance to interview foreigners again, they would have practised pronouncing words by checking the English dictionary first and then find more information about the venue of the interview. In doing so, it might help them to speak more. Group 2 said that they would like to speak with foreigners longer, prepare well and observe whether foreigners understood them or not. Group 3 told me that they would like to try to find the opportunity to practise speaking with foreigners, or people who were good at speaking English, before doing the task. Group 4 said that they would read an English tourist guide in order to know more vocabulary. This might help them to speak English more.

4.6 Activity 6: A Coffee-Break Discussion

The purpose of this activity was to promote students to speak by providing a comfortable and relaxed atmosphere and feelings of rapport. Three steps were described from the activity: language input, the atmosphere before participating and the participation stage (see Appendix 15).

Step 1: Language Input

I told students that in the following week there was to be a special activity, the ‘coffee-break discussion’ where they would have a chance to eat and drink while participating in the activity. They felt excited and enthusiastic to join the activity. I

explained further that they had to ask questions and talk to guest speakers who were also invited to join the activity. All of the guest speakers had a lot of experience while staying abroad. I thought that the topic ‘Interesting Experiences While Staying Abroad’ was useful for students. I provided examples of questions to ask people who had experience abroad (see Appendix 15). I had students work in groups of four to five, read aloud and help each other to comprehend all questions. I noticed that after they finished Activity 5: the Foreigner Interview, the atmosphere of students’ participation was good. They laughed and smiled while talking to friends.

Step 2: (One Week Later)

From the original plan, observer 2 was asked to be one of the guest speakers to talk first in front of the class for ten minutes about her experience while staying abroad and after that it was time for the coffee-break. She was to be joined by observer 1 for discussion. All three observers were the guest speakers to talk about their experience abroad and they were asked to talk about an interesting object to show students while talking to them. However, the plan was not followed as one of my colleagues who is the senior in the language department invited her foreign friend, a doctor of electricity from Germany, to join the activity. I was proud to have both of them as my honoured guest speakers to share their experiences. Observer 2 asked me to have the Professor share ideas in front of the class first of all. While observing students’ listening, I noticed that they tried to pay much attention to the speaker but most of them could not follow him. They often looked at me as if they would like me to translate for them. After ten minutes it was time for the coffee break. All students had to take coffee provided at the back of the hall and then form groups to talk and discuss with the guest speakers, one of them in each corner. The feelings of the four guest speakers are included. (see Appendix 15.1).

Step 3: After Finishing The Activity

After finishing the activity, I noticed that they felt relieved and relaxed; however, they still laughed and smiled while talking to friends. Suddenly, I heard one of them say,

“It is good thing I had opportunity to interview foreigners beforehand. In doing so, I feel brave enough to ask the speaker today”

[ดิฉันที่ได้ไปสัมภาษณ์ฝรั่งมาก่อนถึงได้กล้าถามอาจารย์เป็นภาษาอังกฤษ] However, students' progress depends on their own pace. Most of them felt happy and satisfied with their performance.

CHAPTER 5

Cycle 1: Data Presentation and Analysis

There are three sections covered in this chapter. The first section covers the students' responses after finishing the activities, the second, my reflection on the processes and the outcomes, and finally, changes made for Cycle II. The data were mostly identified from the students' worksheets, the students' diaries, the teacher's journals and the observers' sheets.

5.1 Students' Responses

Three main categories are presented in this section. They are the student's responses towards the teacher, their knowledge and competence and other interesting themes.

5.1.1 Students' Responses Towards the Teacher

In this section, the issues considered are the teacher evaluation, the teacher's role and approach. The data of teacher evaluation were obtained from the Education Quality Assurance Department data and for the teacher's role and approach were obtained from students' responses written immediately after finishing participating in the activities in students' diaries and work sheets. These were analysed to explain the students' perceptions of the teacher's role and approach and of their own knowledge, competence and confidence.

A. Teacher Evaluation

In this section, students' responses were presented for Education Quality Assurance of Teaching. In each semester, all teachers are evaluated by students through a website (<http://www.cit.kmitnb.ac.th>. See Appendix 5). The questionnaires are divided into four categories. They are students' feelings towards the course,

ability, contents and teacher's role. I decided to select only 9 from 22 items because some items are similar such as students' feelings towards the teacher's role.

In Table 3, they refer to the following: students' feelings towards the course (item 1), ability (item 2), contents (items 3-4) and teacher's role (items 5-9). (See the whole list of items in Appendix 4).

Table 3. Quality Assurance for Semester 1/ 2005, Cycle I

Items	Number of Students' completing evaluation	Means	S.D
1. Satisfied with subject	35	4.6	0.650
2. Know more knowledge	35	4.628	0.546
3. Materials and Equipment are suitable for the subject	35	4.514	0.612
4. The contents can apply to real life situation	35	4.542	0.657
5. Teacher's Voice is clear	35	4.628	0.598
6. Teaching from easy to difficult	35	4.342	0.802
7. Teacher used principles of reason more than learning by heart	35	4.457	0.852
8. Prepared the lesson well	35	4.714	0.518
9 Provide opportunity to think and ask	35	4.4	0.811

Mean	1.00-1.49	1.50-2.49	2.50-3.49	3.50-4.49	4.50-5.00
	Very least	Least	Medium	Much	Very much

The result of students' evaluation was a rather outstanding overall mean of 4.501. It showed students were satisfied with the course, the contents, my teaching and had more knowledge. I felt really proud of myself and delighted to get this document. It

relates not only to my career development but also to my professional development. It is one of the factors to increase my salary. Later I realized that this is just the first cycle and I have to develop further and should not expect too much of the outcomes for the next cycle. There is no perfect teaching but it depends on how much I could reflect and handle problems which happen and then revise later, or how much I understand the words ‘reflect-in-action,’ (the ability to solve unpredictable problems and situations while teaching and participating in the activities) and ‘reflect-on-action,’ (the ability to think over in retrospect the situation which happened in the class).

B. The Teacher’s Role

From Activity 1: Self-introduction, students seemed to understand that the teacher’s role was one of creating strategies to promote them to speak and they showed positive attitudes towards the activity. They saw the teacher as less than conventionally strict:

The teacher taught me well and she was not strict while participating in the activity. (S29W1 3/6/05)
She is a good teacher. She was willing to teach me.
(One of students from Teacher Evaluation Assurance, semester 1/2005)

The observer described and confirmed the students’ feelings as follows:

Very energetic and motivating! You spoke loud and clear and I can see that your enthusiasm motivated the students to participate in the activities successfully. (O2W1 3/6/05)

C. The Teacher’s Approach

The various techniques and teacher’s response encouraged and promoted students to participate in the activities and to develop rather positive attitudes towards language learning. Therefore, several techniques which students recognized while participating in the activities were provided.

C.1 The Process of Teaching: Planning a Logical Sequence

The process of teaching, the steps of the teaching plan, was also one of the strategies to promote students' speaking. It is very clear that students learn easily if the processes of teaching were very logical.

She started from easy to difficult. (S11W1 3/6/05)

She provided time to understand the information first and then have students convert it into their own information and finally express ideas. (S14W1 3/6/05)

The teacher introduced new vocabulary and taught how to pronounce English by referring to phonetic symbols. (S26W1 3/6/05)

In Activity 2: English Movie, the first observer told me that I prepared the lesson plan well and helped students understand unclear points. I think the main role of the teacher is to prepare the lesson and try to encourage students to reach their goal. I expected that if students reach their goal, they will have more confidence in language learning, especially speaking.

The teacher is well-prepared and tried to help clarify unclear points to the students. (O1W2 17/6/05)

But the second observer expressed her feelings that,

I don't see much of the teacher's role today, maybe you guide the students before this class already. Maybe before the observation you can give us some background of the activity and what you have been practising with the students before this class. (O2W2 17/6/05)

The ideas illustrated above show that two of the observers had different interpretations of what they had observed but observer 2's idea of briefing and discussing the purposes of the activities with the observers for a few minutes before going to the class was a good idea. Language input and instruction were provided in the first stage and the students' opportunity to participate in the class was provided later. I tried to decrease my input and act as a facilitator and encourager instead. The third observer commented that the teacher was enthusiastic to encourage students to speak (O3W2 17/6/05). This was my intention as observing students learning and participating many times, I found that if I lacked enthusiasm or was unwilling to join

with students in the class, it will affect students' learning and participation. They would be indifferent and not eager to join in the activity. That means students learn nothing. The old Chinese proverb (in Vilmi, 2001, p. 63) said, "*Tell me and I'll forget. Teach me and I'll remember. Involve me and I'll learn.*" Through Activity 1: Self-introduction and Activity 2: English Movie I tried to encourage and motivate students as much as I could. From previous experience, most students who enrolled in this course lacked confidence in speaking and they really wanted me to encourage them to speak. In my experience, I found that if I did not motivate and encourage them in language learning, they just wanted to pass the exam and would not do anything further. Student 14 showed that the process of teaching helped him to learn language skills in terms of listening, writing, reading and speaking.

I liked the process of teaching. For example, while watching the movie I jotted down some words I heard on paper and then worked in groups to translate them in step 2 to enhance me to get more vocabulary by understanding. In doing so, I could match picture and words in my mind and then I tried to express myself in English. (S14W2 17/6/05)

C.2 Encouraging Students' Learning

Students 14 and 30 felt that the teacher's considerate response promoted them to speak.

The teacher encouraged and gave suggestion every time whenever I had problems. (S14W2 17/6/05)

The teacher was the important factor to promote me to speak. (S30W2 17/6/05)

In Activity 3: The Popular Song, I found that as with the previous two activities, Self-introduction and the English Movie, students still counted on the teacher to help them to speak and the teacher's role was still one of the factors to promote them to speak.

The teacher got along well with students and she was not too stressed while teaching. (S3W3 8/7/05)

She was very kind and good. She always made suggestion me when I needed some help and she did not blame me, she praised me instead. (S7W3 8/7/05)

Would you please teach me slowly? (S15W3 8/7/05)

C.3 Explaining Difficult Words

Student 20 felt that the teacher's explanation helped him to have more confidence to speak.

She provided good activities and gave me a chance to practise. Moreover, she explained some difficult words and helped me to write scripts. In doing so, it made me more confident in speaking. (S20W2 17/6/05)

C.4 Preparing the Lesson Plan Well

Observers identified that the teacher's role in terms of preparing lesson plans, participating with students, and providing positive atmosphere in the class were factors to promote students to speak.

The teacher is very well prepared and can lead the activity processes step-by-step. The encouragement and tolerance help learners be more confident and could lessen their anxiety. (O1W3 8/7/05)

The teacher is doing a great job in encouraging students' response and participation. The teacher seems to be able to cope with the time-constraints better. There are a lot of movements in the room; the students are walking around switching partners. There is a lot of noise in the room too. (O2W3 8/7/05)

Pretty noisy today but in a good way. Classroom atmosphere was rather fun and lively. Students were willing to participate in the activity. Teacher tried to help students to ask and when students had no partners to speak. (O3W3 8/7/05)

C.5 Providing a Positive Atmosphere

I could not expect all students to be able to read aloud. When they found it difficult, I had to calm them down and concentrate to find the way to help them to read. Encouraging students' reading was very important for them. I dare not even laugh or be sarcastic to them, especially when students had negative attitudes towards speaking.

The teacher was the main factor to create a positive atmosphere. If she was strict and stressed while teaching, the students felt anxious and nervous. It made me learn nothing. If the teacher was kind, it promoted me to speak, as

*the more I was stressed and tense, the less I learn. The more you complain to me, the less I cooperated. Finally, there is nothing to learn. Those were the previous **bitter** experiences from language learning. But now those experiences do not happen to me. I liked the way you teach. (S34W4 15/7/05)*

5.1.2 Student Responses to the Activities

After students participated in all six activities, they were asked to answer the question “Which activity did they like most?” The reason why I used this simple question to check off only one most preferred activities was to identify the most popular activities. They had to make decision to write only one answer. In retrospect, a rank order process would have given a clearer outcome. The result is shown in Table 4 below.

Table 4. The Activity Which Students Liked Most, Cycle I

Activities	N (26)	Percentage (%)
Act.1: Self-Introduction	1	3.84
Act.2: An English Movie	1	3.84
Act.3: A Popular Song	1	3.84
Act.4: My Favourite Story	1	3.84
Act.5: Foreigner Interview	18	69.12
Act.6: A Coffee-Break Discussion	4	15.36

As the above data shows, most students (69.12%) liked Activity 5: Foreigner Interview and four students (15.36%) Activity 6: Coffee-Break Discussion. One student only (3.84%) each selected Activity 1 to Activity 4. This might be because of the aspects of the activities. Activity 5 was the most participatory activity. Students’ group work reached maturity at this time and the relationship between teacher and students was Low-task-low relationship leadership behaviour. Students had more responsibility for their own tasks. Whenever students could solve problems and reach their goal, they felt more proud of themselves and their confidence increased as well. Therefore, the weak points of Activity 5: Foreigner Interview and Activity 6: A Coffee-Break Discussion were considered to improve the activities in the next cycle.

However, Activities 1 to 4 were also developed to increase linguistic competence. If students had participated in Activity 5 and Activity 6 in the early stage, they might have lacked confidence because of limited linguistic repertoires.

5.1.3 Knowledge, Competence and Confidence

In this section, the data were presented in two categories: students' ability and attitudes towards language learning. The data were obtained from pre-and post self-rating scales, students' work sheet items 1 and 3, and students' worksheet, which was focused on knowledge and competence.

A. Knowledge and Ability

Table 5. Data from Pre and Post Self-Rating Scales about Students' Ability, Cycle I

Items	N	Mean (\bar{X})	t-Test	Sig. (2-tailed)
1. Ability to speak English Pre Post	26	1.54 2.58	-7.35	P<0.01
2. Knowledge about speaking English Pre Post	26	1.62 2.58	-5.952	P<0.01
3. Confidence in speaking English Pre Post	26	1.54 2.73	-10.722	P<0.01
4. Enjoyment in speaking English Pre Post	26	1.88 3.50	-10.245	P<0.01
5. Anxiety in speaking English Pre Post	26	3.15 2.42	4.503	P<0.01

The paired sample t-test results show significant difference ($P<0.01$) between pre- and post self-rating scales about students' attitudes towards speaking in terms of ability, knowledge, confidence, enjoyment and anxiety. It might be that students were asked their feelings immediately after finishing participating in Activity 6: A Coffee-Break Discussion when the atmosphere was fairly enjoyable, participatory and like a farewell party. Therefore, they rated items 1 to 4, ability, knowledge, confidence and enjoyment, quite high and item 5 about anxiety in speaking quite low. The mean

value of students' views of their ability in English speaking increased from 1.54 to 2.58 and their knowledge about speaking also increased from 1.62 to 2.58. This means that the students think they have more ability to speak and more knowledge about English. It may be interpreted that they started to be aware of their ability and knowledge. The action research phases and the teaching program may be the factor to increase students' ability. This might affect students' attitudes towards speaking, especially confidence in turn. As Kelly and Watson, (1986, p.17) said, ... *"You become more skillful, your confidence will increase."*

From the data above, positive attitudes towards speaking increased and negative attitudes towards speaking decreased. The feelings towards their confidence and enjoyment increased from 1.54 to 2.73 and 1.88 to 3.50. The feelings towards their anxiety decreased from 3.15 to 2.42. The six activities in the teaching program and the action research process were probably factors that changed students' attitudes towards speaking and increased confidence. It appears that the six activities as an innovative language teaching approach and students' reflection on their linguistic competence, communication strategies, cooperative learning, the positive atmosphere and the teacher's role encouraged them to learn.

B. Increase in Use of Words

Step 1: Plan

Item 1: How many words do you expect to use to express your ideas?

I expect to speak English about.....word(s)

Step 3: Reflection

Item 3: How many words did you use to express your ideas?

I expressed my ideas aboutword(s)

Table. 6 Data Analysis of Students' Worksheet Items 1 and 3, Cycle I

Items	N	Mean (\bar{X})	t-Test	Sig. (2- tailed)
Act. 1: Self-Introduction Pre Post	26	11.50 24.31	-6.441	P<0.01
Act. 2: An English Movie Pre Post	26	11.77 18.23	-4.162	P<0.01
Act. 3: A Popular Song Pre Post	26	10.92 15.31	- 3.593	P<0.01
Act. 4: My Favourite Story Pre Post	26	15.73 23.04	- 4.914	P<0.01
Act. 5: Foreigner Interview Pre Post	26	16.54 24.46	-4.074	P<0.01
Act. 6: A Coffee-Break Discussion Pre Post	26	21.69 24.46	-1.728	P= 0.96*

The paired sample t-test results show significant difference between pre-and post of the number of words, except Activity 6 ($P= 0.96$), however the mean of students' expectation in speaking after participating in all activities was increased. The paired sample t-test results of Activity 6 shows insignificant difference ($P= 0.96$). It might be because of the limited time to practise. The aspects of Activity 5 and activity 6 were most maturity but in activity 5 students had more opportunity to practise speaking several times until they were satisfied the task or the number of words may not exactly reflect the real situation, as it was just students' estimation. However, the difference between the words before and after participating shows that they felt they could speak more. As a result, in five of the six activities, positive attitudes, the stage of group development, teacher's role and methods of teaching might be factors to promote students to speak.

C. Changes in Students' Awareness and Confidence

Initial analysis of qualitative data identified a number of issues related to increased knowledge and confidence which were later reduced to three major areas (through axial coding). These were increased awareness of knowledge, range of attitudes to learning and understanding strategies for learning.

C.1 Students' Knowledge

In this section, there are two sub-categories. They are increased awareness of knowledge and students' confidence.

C.1.1 Increased Awareness of Knowledge

In Activity 1: Self-introduction, after finishing the activity, the students reported they had more understanding of a specific topic (S2W1 3/6/05). They also had increased linguistic competence in terms of vocabulary and pronunciation.

I felt good and know more vocabulary and learned more about how to pronounce English by asking the teacher. (S13W1 3/6/05)

The observer also confirmed the students' feelings:

At the end of all activities, I believe that the students are comfortable with introducing themselves in English; they can use the structures the teacher reinforced without having to look at the paper. (O2W1 3/6/05)

In Activity 2: An English Movie, students started being aware of their knowledge while participating in the activity. They repeated words following the movie and they realized that they understood the meanings by recognizing some parts of the scene.

It was fun to speak English correctly because I spoke following from the movie. I understood completely some action words in the movie such as "Freeze! Move! Relax!" (S14W2 17/6/05)

Even though they felt excited, they learned something. Being aware of learning something encouraged them to have more confidence in speaking. I concluded that even though they felt excited, they were aware of knowing something and they could reach their goal. It could promote them to speak:

I felt excited but I learned from them when I had opportunity to write the scripts. (S33W2 17/6/05)

Feelings of knowledge and competence prompted students to have more confidence in speaking English:

After finishing the activity I realized that I knew more words, phrases and sentences. Therefore, I was more confident in speaking. (S12W2 17/6/05)

When students realized that they lacked knowledge and competence, they lacked confidence as well:

I felt worried in reading and talking. I did not understand the meanings. (S15W2 17/6/05)

In Activity 3: A Popular Song, students' feelings towards their activities were one of the main factors that might help them to be more confident towards speaking as student 2 expressed:

Knowing more vocabulary promoted me to have more confidence in speaking English. (S2W3 8/7/05)

In addition, observer 2 identified that the provided language input promoted students to speak and have more confidence while talking to their friends.

Students got things to say to each other. Students talked a lot more in English (As far as I can hear). The teacher seems to give a lot of background and input-language for this activity to the students... so they had a lot of things to say!" (O2W3 8/7/05)

In Activity 6: A Coffee-Break Discussion, talking to the guest speaker gave students a new experience to practise speaking as student 20 said,

I felt good to have a chance to speak with the speakers because all of them had interesting items to show and to explain to me such as a genuine pearl necklace. I could touch and smell it. That was great! (S20W6 2/9/05)

C.1.2 Students' Confidence

Students gave many reasons for their increased confidence in speaking English. In Activity 1: Self-Introduction, after finishing the activity, students reported "... the activity gave me more confidence to speak." (S12W1 3/6/05). Moreover, observer 1 confirmed this. "They showed some levels of confidence when talking in front of the class." (OIW1 3/6/05). In Activity 2: English Movie, one student felt more confidence because he was aware of his increased knowledge of vocabulary (S3W2 17/6/05). The students started being aware of his competence of speaking. At this point, if I helped him to speak fluently or explain how to develop speaking, it might encourage him to improve further. Speaking fluently comes to students who are good at English, but he mentioned speaking fluently to show that he was aware of finding the way to improve speaking by himself.

I felt only a little more confident because I wasn't able to speak fluently. (S3W2 17/6/05)

Some students were willing to present their performance and thought that taking part in the activity was a challenge. Students started to take a risk to participate in the activity. I concluded that taking a risk is one of the main factors to increase students' linguistic competence and students' confidence as well.

I was willing to present the role-play. Because of this I began to feel confident. (S27W2 17/6/05)

It was challenging to have the opportunity to create scripts by myself first. In doing so, I have more confidence to speak. (S33W2 17/6/05)

If the student reaches his goal, he will have more confidence and he will be prepared to give his performance again.

Before doing the activity, I felt nervous but after finishing the performance I would like to do it again. (S4W2 17/6/05)

One observer argued that students were not very confident but performed more naturally and the other was not sure if the other groups could perform the show.

While observing, I found that when students prepared well, they had more confidence. However, in this activity many students were not ready to show their performance (O1W2 17/6/05). Many students showed signs of increased confidence as the observer 1 described.

Students become more confident than in the former period. Their loud noise and smiling faces indicated less embarrassment. (O1W3 8/7/05)

It showed that students felt more confident than the past because they volunteered to talk in front of the class and they could reach their goals, so they could speak every time whenever they were asked to speak in front of the class.

The students seem to be more at ease than the last two times I came to observe. Maybe it is the teacher. (O2W3 8/7/05)

Even the most shy students speak out with their peers. (O1W38/7/05)

In Activity 4: My Favourite Story, students started to be more aware of their confidence to speak.

Willingness to participate and enjoyment of the activities increased my confidence and also the more I felt confident, the more I liked to participate in the activity. (S1W4 15/7/05)

C. 2 Students' Attitudes to Learning

Three sections are provided. They are fun and enjoyment, enthusiasm and students' doubts and hesitation.

C.2.1 Fun and Enjoyment

Students enjoyed participating in the activity. Working with their friends was fun. Moreover, students could learn from each other. The feeling of enjoyment further motivated them and provided a positive attitude towards learning English.

I liked it very much because if I enjoyed the lesson, I would like to learn more in English. So I don't think English is very boring and difficult. (S17W1 3/6/05)

One student felt that the participative activity not only promoted speaking but

understanding.

It was fun to speak English and I had to know the meanings as well. In doing so, I spoke by understanding but did not learn by heart. (S22W1 3/6/05)

This early activity indicated that they already made a little change in their attitudes towards learning English. Observer 1 confirmed that students were having fun and enjoyed participating in the activity, “They laughed more often” (O1W1 3/6/05). Students enjoyed participating in the activity. Working with their friends was fun. Moreover, students could learn from each other. The researcher assumed that fun and enjoyment promoted students to speak and also enhanced students’ learning and was one of factors to promote students to speak:

It was fun and not stressful to learn from them in terms of words, phrases and sentences while they were talking in the show. (S12W2 17/6/05)

In Activity 3: The Popular Song, students showed satisfied feelings towards participating in the activities. They had fun and enjoyed participating in the activities. Student 4 showed that he was a little apprehensive but this was overtaken by fun:

I felt a little apprehensive but it was fun to have an opportunity to talk to many friends. In doing so, it made me have more knowledge. (S4W3 8/7/05)

There are several approaches to promote students’ fun and enjoyment such as varied activities, teacher’s roles, linguistic competence and cooperative learning as students 15 and 23 noted:

I enjoyed learning much more and I was less stressed while participating in the activities because the teacher taught me well. (S15W3 8/7/05)

The atmosphere was rather fun and I had the opportunity to create cooperative learning with friends and the teacher. (S23W3 8/7/05)

Observer 1 confirmed that students felt happy while participating in the activity:

They talked, expressed their feelings, laughed and smiled. (O1W3 8/7/05)

Observer 3 reiterated this:

Students had fun and enjoyed it when the teacher called their friends to talk in front of the class (O3W3 8/7/05)

C.2.2 Enthusiasm

The word “*enthusiastic*” just appeared in the observers’ work sheets.

I concluded that enthusiasm might encourage students to speak. Enthusiasm in this project means students were very willing to participate in the activities.

Students felt enthusiastic to participate in the activity and they had fun when they were selected to talk in front of the class. I noticed that students were enthusiastic to participate in the activity. (O3W3 8/7/05)

Observer 1 found that the activity media promoted speaking:

The activity stimulated them greatly and they tried to talk more and more in English. Even the most shy students spoke out with their peers. Students are attentive... I think they are stimulated by the media of the topic and the nature of the activity. There are very participative and willing to join the activity. (O1W3 8/7/05)

Observer 2 agreed that the activity promoted students to talk:

The first round is nice, students walk around the room changing partners. (O2W3 8/7/05)

C.2.3 Students’ Doubts and Hesitation

In spite of attitudes of fun and enjoyment and enthusiasm, some students reported that they were nervous while participating in the activity because they had negative attitudes towards learning English. They thought they were not good at English:

*... atmosphere was rather tense because I felt afraid in English (S19W1 3/6/05)
I felt so nervous that I couldn’t speak. (S23W1 3/6/05)*

Student 27 was also apprehensive when he was selected to talk in front of the class but finally he liked the activity because he could express himself freely and I did not complain:

I felt very apprehensive when I was selected to talk in front of the class; however I liked it because there was no right and no wrong and even though my information was rather short the teacher did not complain to me. I like it. (S27W1 3/6/05)

In Activity 2: English Movie, attitudes towards language learning were still the main factor inhibiting students' performance. Students' doubts and hesitation inhibited them from expressing their ideas:

I was not good at English in terms of accents, the meanings of vocabularies and sentence patterns. These feelings inhibited me from speaking. (S3W2 17/6/05)

Doubts and hesitation might have resulted from a lack of communicative strategies as is seen with student 6. He could not express his difficult ideas so he decided instead to avoid finding ways to speak.

I tried to think of difficult vocabulary and I didn't know how to express ideas. In doing so, it inhibited me from speaking. (S6W2 17/6/05)

Student 17 thought that the activity was above his level of skill and he had negative attitudes towards language learning. The activity should be suitable for students' ability level. However, I tried to explain that I did not expect perfect outcomes. I just wanted the students to have the opportunity to create a short story from their understanding and show their performance according to their ability. It means that they could reach their goal. I did not want them to compete with others. I just wanted them to think that they could develop themselves even though a very little.

The activity was rather good for students who were good at English but students who couldn't speak and write English were not able to do it, especially me. I could not read and speak whereas you had me write scripts and show drama. I think it was very difficult for me so I decided to do nothing. (S17W2 17/6/05)

The observer showed me that the activity was not clearly organized. This might have affected the student's perception.

It's not clear to me how this activity is organized or built on from other activities. (O2W2 17/6/05)

In Activity 3: A Popular Song, some students still showed doubts and hesitation while participating. Students' negative attitudes towards language learning did not have a good effect on students' performance progress. They inhibited students' speaking and reduced students' confidence as well.

I felt nervous because of being afraid of making mistakes so it made me forget some vocabulary; however, I could pass over that situation. (S25W3 8/7/05)

However, reports of doubts diminished as the semester continued and students became involved in activities with more group autonomy.

C.3 Understanding Strategies for Learning

Three sections are provided. They are motivating activity, opportunity to practise and cooperative learning

C.3.1 Motivating Activity

A motivating activity is one that promoted students to join in and learn through the activity. I provided the English movie as authentic material to motivate students to speak. I assumed that the action and accents from the movie might promote students to learn and speak clearly and correctly. In Activity 1: Self-introduction, students reported that the activity was not difficult for them and they liked it. The students' reaction showed that they paid much attention and were willing to participate in the activity:

It was not difficult for me because it was about my personal information. (S20W1 3/6/05)

Observer 1 reported that students paid close attention (O1W1) and that there was a lot of noise and movement going on in the classroom. (O2W1 3/6/05).

In Activity 2: An English Movie, students reported that they were motivated to participate in the activity as students 9 and 27 said,

Watching the English movie and understanding some words or sentences enhanced my ability to speak. (S9W2 17/6/05)

I would like to learn more than in the past. (S27W2 17/6/05)

The observer confirmed that the activity promoted students to speak.

Students are supported by the activity to express themselves and speak in English. (O1W2 17/6/05)

In Activity 3: The Popular Song, I found that authentic materials were tools to promote students to speak.

Having more up-date materials aroused me to participate in the activities. (S8W3 8/7/05)

C.3.2 Opportunity to Practise

Students were aware of the opportunity to practise so that they could increase their knowledge and competence. Some students reported that they liked activities because they had a chance to practise speaking. I assumed that if I provided the opportunity to practise, students' knowledge and competence might be increased as follows. In Activity 1: Self-Introduction, students reported that they liked the activity because they had a chance to practise speaking:

I felt good to have a chance to practise speaking and reading... (S11W1 3/6/05)

Traditional English teaching in Thailand places less emphasis on speaking and more on listening to the teacher. Students began to realize the value of interaction in the language even if they were not too good:

I liked it because I had opportunity to exchange information in English; however; I am not good at speaking English. (S6W1 3/6/05)

In Activity 2: English Movie, students were aware of the opportunity to practise so that they could increase their knowledge and competence. I assumed that if I provided the opportunity to practise, students' knowledge and competence would be increased as:

Rehearsing before and trying to communicate with friends in the group prompted me to speak. (S24W2 17/6/05)

Many students thought that the opportunity to practise speaking was their favourite strategy to help them to speak:

Having the opportunity to show action was my favourite teaching technique. (S4W2 17/6/05)

However, student 30 did not feel good when he lacked a chance to practise speaking:

My speaking was still not good because of the limited time to rehearse. (S30W2 17/6/05)

Observer 2 confirmed this view:

The students seem not to have enough time for practising maybe because of the time-constraints on the part of the observers. They got off their seats to rehearse at the bottom of the class on many occasions. (O2W2 17/6/05)

In Activity 3: The Popular Song, I concluded that the more the students had the opportunity to speak, the better they performed:

I had fun but was rather too nervous to speak, however, if I had the opportunity to practise speaking every day, I could speak better. (S36W3 8/7/05)

The opposite also applied when one student showed that lacking the opportunity to practise made him less confident to speak:

I felt less confident while speaking in the activity because I did not rehearse before. (S26W3 8/7/05)

C.3.3 Cooperative Learning

Cooperative learning is one of the main factors to promote students' confidence in speaking English. This started with work in pairs. Student 31 recognized that changing interlocutor both in pairs and in a group enhanced him to learn.

Changing partners in pairs and groups was my favourite strategy to learn. (S31W2 17/6/05)

The main aspect of cooperative learning was every one could reach their goal: 'sink or swim together.' In Activity 5: Foreigner Interview, all members in each group helped together to interview foreigners because all of them wanted to reach their goal. Student 5 showed that cooperative learning made him brave enough to talk to foreigners. Cooperative learning promoted group development as he showed his feeling after finishing the task by using the word "we".

I felt nervous but I could do it because of working with friends. If I did not work with friends, I could not have done it. Before being brave to interview, my friends and I had to encourage each other for a long time. After finishing the task I felt relieved and say, Yes! We made it.

(S5W5 26/8/05)

Student 6 reported that after finishing the task, they celebrated together. Moreover, he showed the feelings that 'sink or swim together' is one of the main factors of cooperative learning:

To have a chance to work with friends outside the class, that was very amazing. We planned together, solved problems together and performed together, so we felt very impressive my friends and I because we were tired, with much stress and tension before interviewing. However, after finishing the task all of us felt relieved and celebrated together. We learned and got a lot of knowledge and experience from the activity forever that all at once we were tired, ashamed, embarrassed, having fun and happy together. (S6W5 26/8/05)

In Activity 4: My Favourite Story, students just worked in pairs to practise speaking. They listened to each other and each of them felt good as Student 8 showed:

I enjoyed participating in the activities with my friends. We worked together and got along well. All of them were so nice to me. (S8W4 15/7/05)

In Activity 3: A Popular Song, cooperative learning is one of the main factors that promoted students' confidence in speaking English. Working together with their friends, and caring and sharing among students promoted students talking:

Having opportunity to speak with my friends promoted me to speak. (S13W3 8/7/05)

Observer 1 supported the idea that students felt brave enough to express ideas to their friends in a caring and sharing atmosphere. This encouraged students to speak more.

Students seem to be closer when they join the activity together. All students contribute to the activity: It is obvious they enjoy and learn something from their peers. The class is filled with encouragement, peer support (clapping hands, big smiles). (O1W3 8/7/05)

In Activity 2: An English Movie, cooperative learning emerged as one of the main factors to promote students to speak. Students showed their brave feelings to join the activity because they were familiar with the teacher and their friends:

I felt apprehensive and nervous but it's good to know how much knowledge I had and I felt brave to perform and to talk a short dialogue in front of the teacher and friends. (S4W2 17/6/05)

The data showed that cooperative learning promoted students' confidence in speaking English:

Working with my friends promoted me to have more confidence. (S4W2 17/6/05)

Moreover, students thought that working with their friends was their favourite strategy to promote them to speak:

Working together with my friends in terms of writing scripts and creating a short story in our group was my favourite strategy. (S15W2 17/6/05)

The observers noted that students liked to work with their friends.

Some of them are quite shy and dependent on peers. But they tried to perform their best. (O1W2 17/6/05)

Students paid attention to listen and watch their friends to show their role-play. (O3W2 17/6/05)

From Activity 1 to Activity 6, cooperative learning was still one of the main factors to promote students' speaking.

Talking to friends first and talking to guest speakers later helped me to have more confidence in speaking. (S11W6 2/9/05)

5.2 Reflection on the Processes and the Outcomes

The main categories discussed in this section are the stages of group development including group dynamics, communication strategy and cultural barriers.

5.2.1 Reflection on the Stages of Group Development

The type of introductory exercise I used is often applied to help groups get to know each other and come together, even without the language learning goals. One of my ways to build students' trust was to give clear instructions, and check students' comprehension by using simulation. I knew that trust is not high in the first week but it should improve. I was likely to have some resistance. In the process of forming groups students were shy to work together and I provided the opportunity to work in pairs first to promote interpersonal communication. Interpersonal communication promotes group trust.

Jacobs (2000, p. 21) said, "Remember, a pair is a group too" Moreover, Reinders, Lewis and Tsang (2003, p. 62) recommended, "Small group interaction is often

recommended as a more helpful means of acquiring oral language proficiency than the up-front teaching model.”

Ehrman and Dornyei (in Dornyei & Murphey, 2003, p. 50) said, “... in classroom contexts it was particularly useful to distinguish four primary development stages, group formation, transition, performing and dissolution.” Smith, (2005), identified Tuckman’s model, forming, storming, norming and performing and the fifth stage added by Tuckman and Jensen 1977 (in Smith, 2005, p. 2) which was called adjourning. The model described the stages of group development. This was of value in understanding how groups worked in the activities. For example, a group which prepared well felt confident while showing their performance but the groups which did not prepare well were less confident to perform. They didn’t rehearse because they could not work in a group together. All of them were still not familiar with each other. They wanted more time to develop a working relationship with their friends.

However, most students who were not ready to show their performance came late to the class and were less confident when they were asked to show in front of the class (an example of storming). The consequence was students who prepared well felt upset with students who didn’t. So cooperative learning did not happen in those groups. The reasons might be each of them had only just got to know each other over only two weeks, which was a very short time for them. As the data above show, the group which succeeded in the task, was in the performing stage of group development but the group which avoided the task by leaving the class was still in the storming and resistant stage and finally, they did not reach their goal. It meant that they did not reach the performing stage at this time. If this situation happens in the class I might help them to solve the problem but it did not, so this was one of the main points I had to be aware of for the next cycle.

In Activity 3: A Popular Song, because student 30’s confidence was not enough to express his ideas, he blamed the use of the microphone as a factor that inhibited him from speaking.

The microphone provided by the teacher should not be too loud. It made me nervous. (S30W3 8/7/05)

This is an example of the student's resistance. The group was in the storming stage. He showed the reasons why he felt nervous while speaking. If I had been angry and blamed him, the student would have argued with me. It was not a serious point. To solve this problem, I reduced the volume to help him have more confidence to reach his goal first and then I talked to him about the real problem and helped him to solve it. Ehrman and Dornyei (1998, p. 129) observed

Thus the 'storming' and the 'norming' processes in classroom settings usually go hand in hand, and if properly handled, can lead to the development of trust and an increased cohesiveness.

Tuckman's model, forming, storming, norming and performing, provided a context for me to understand how group relations enhanced students' learning and how to make appropriate intervention to help their learning. Initially, groups started forming (getting to know each other) and moved into a period of storming (to fight by arguing or fight by avoiding the task and eventually discussing together the next step), norming (to set the rules for reaching their goal) and performing (to present the achievement tasks). Finally, most of the group members developed into a team from immaturity (stage1) through to maturity (stage 4). The teacher acted as the leader focusing on task or relationship as the group increased in maturity in relation to the task. This involved telling (providing activities and explaining the purpose), selling (convincing students to participate in the activities), participating and delegating (let students do the activities by themselves). Data show that all groups could finish the task and had varied experiences. However, it depended on how much they learned and reflected on their experience.

By the time of the final activity, most students knew more and got along with each other well. They felt more confident to work with their friends (feelings of achievement) as student 1 said after Activity 6, *"It is a good thing I had opportunity to interview foreigners beforehand. In doing so, I feel brave enough to ask the speaker today"* (S1W6 2/9/05). This showed the student could evaluate himself that he could reach his goal.

5.2.2 Communication Strategy

The observer reported students spoke Thai sometimes but students did not report this. After the first activity, the observer noted “*Some may speak in Thai occasionally*” (O1W1 3/6/05). “*Students were ... talking to each other both in Thai and English*” (O2W1 3/6/05). I realized that students did not comprehend the communication strategy. I noticed that most students chose avoiding and the L1 strategy to help them to communicate in English. It was not a good idea to allow them to do that. Communication strategy might be one of the factors to enhance students’ speaking English. As student 25 said,

When I did not understand the speaker I usually asked them, again please! Slowly please! (S25W6 2/9/05)

Students 1 and 3 showed that they lacked a communication strategy to help them to continue speaking.

I could not catch what they said so I did not understand and could not respond to them immediately. (S1W6 2/9/05)

I lacked vocabulary to help me to communicate with speakers. (S3W6 2/9/05)

Observers 1, 2, 3 and a guest speaker reported students’ ability to use communication strategy while speaking.

Some students may speak in Thai occasionally. (O1W1 3/6/05)

The students were standing and talking to each other both in Thai and English. (O2W1 3/6/05)

I can remember that it was very difficult for the students to ask questions in the English language. They can’t explain what they want to ask. Perhaps they can read text in this language but to speak they must practise much more. I am not sure if they can follow a lecture in the English. It is important for them to practise more the colloquial language. It is problem for them to formulate sentences. Nobody had used a communication strategy, they could not formulate even their sentences. (Guest speaker W6 2/9/05)

All of the observers and a guest speaker reported that most students lacked a communication strategy to enable them to keep talking or expressing some difficult ideas. Students did not know ways to help them keep talking in English. Most of them used L1 or avoided topics when they could not express difficult ideas. As a result, I had to solve this problem so I decided to guide the students' communication strategy more strongly in Activity 3: The Popular Song for Cycle II. Following the activity, students had to practise expressing ideas so it was a suitable time to guide them into a communication strategy. In Cycle 1, when the group reached the performing stage, some students had developed their learning using communicative strategies as the transcription of student 25 indicates:

*In my opinion, I will stay with **the one I love.... I love her very much** (**communication strategy: paraphrase**)... because ...because...I know that she can do every thing....every thing. (S25W3 8/7/05)*

Some students tried to communicate in English and they achieved their tasks and felt more confident but some did not. I tried to find the reasons why some students did not reach their goal and I found that most of them were not aware of a communicative strategy to help them keep their speaking flow and help them to know how to express their difficult ideas as shown in the warm-up stage. So the question I had to think of for the next cycle was “*How do I help them to be familiar with communicative strategy?*” I decided to create a communication strategy sheet (see appendix 18) in the following way. I wanted to know how students, who had a good command of English, expressed ideas when they encountered difficult ideas so I had three observers and students, who were studying a masters degree in English, complete the questionnaires. “*If you want to keep conversations flowing while talking to foreigners what words, phrases or sentences do you use to express ideas?*” Most of them completed the task and the data were selected for use in Activity 5: Foreigner Interview of Cycle II.

5.2.3 Cultural Barriers

In this section, three items are discussed. In Activity 1, I observed that students still are influenced by ‘Kreng Jai’ (careful not to hurt or upset others) to freely express their ideas towards the teacher’s teaching such as materials, activity etc.

They were afraid to make me upset so the outcomes of the students' responses were rather positive, so I was not convinced that their feelings were true. However, I was aware of this point and cross-checked with the observers' sheets. In Activity 2: English Movie, I thought the cultural barrier was one of the main factors for some students failing to reach their goal because they were afraid to ask me what they had to do. In Thai traditional culture, if students question a teacher in the early stages of teaching, it might mean that students are not showing respect to the teacher because they might be testing the teacher's knowledge. Therefore I had to deliberately explain to them again that the more they truly expressed their ideas towards my teaching and their real feelings, the more they gained advantages to develop their language learning. Because all of them were newcomers, they thought they had to be careful to behave respectfully towards my teaching.

I thought I could achieve students' trust through the events that happened in Activity 3: The Popular Song. As students started to come to ask me to help them to translate Thai into English, I realized that I could break the ice between students and myself by using four techniques. First, **hard work** to prepare and predict problems that might happen in advance. Secondly, **sincerity** to praise students when they did well and tell them frankly with reasons when they did not do the right thing. Thirdly, **avoiding** using emotion to judge students' behaviours and finally, **scaffolding** them whenever they needed my help. As I acted as a teacher, an observer and a researcher, I found that culture was one of the factors that inhibited the improvement of students' speaking ability. Several times, the words '*don't panic! Relax! Encourage! Understand! Compromise!*' have encouraged me to tackle problems as can be seen in Chapter 4. Thai culture may be one of the factors to inhibit students' confidence in speaking.

I felt that my questions might be impolite for asking the speaker, so I stop asking them. I would like to ask her, "How old are you?" because I felt very amazed one of the speakers had graduated PhD abroad. She looks very young. (S27W6 2/9/05)

From this, I noticed that in Thai culture students had to be aware of being impolite to elder persons, as we were taught to respect and obey them, especially as teachers were

described in Thai words ‘ครูคือปราชญ์บุคคล’ [venerable person] so when students had a chance to talk to the teacher, they had to be careful about the questions to ask. As a result, I had to be aware of this view so I had to predict questions which students would like to ask. For example, *How old are you?* changed to *you look very young would you mind me asking you about your age?*

From Activity 1 to Activity 4, I observed that none of the students dared to negotiate with me. In the case of the students’ special mark negotiation in Activity 5: Foreigner Interview, if I had rejected the students’ request immediately without thinking at that time, the students would have lacked confidence to express their ideas or feelings. In general, Thai students, especially technical students, do not dare enough to discuss or negotiate language teaching or evaluate the language course with the teacher, so it was a very good opportunity for students to practise expressing ideas.

The extent to which I could tackle cultural barriers depends on my belief and the purpose of language learning. If the main purpose of language learning is to motivate students’ confidence in speaking English, the teacher has to try to answer the question “*How does he/she help students to speak English as much as they can?*” Therefore, cultural barriers will disappear. Student 33 felt more confident to express ideas about the teacher’s weak point (speaking too quickly). That was a very good sign of a start in changing students’ attitudes towards ‘Kreng Jai’ (Careful not to hurt or upset others) “I would like you to speak slowly” (S33 W2 17/6/05). One student asked me to teach him slowly (S15W3 8/7/05). In Activity 4: My Favourite Story, student 22 wanted to speak but he thought he couldn’t. This was the fourth activity but there were still some students who couldn’t speak English and so did not participate the activity. I have to think about this point. However, I still felt satisfied with the student who was brave enough to tell me the truth that he could not speak and would like me to help him.

I could not speak English. Would you please help me? (S22W4 15/7/0)

5.3 Changes for Cycle II

After reflecting on the outcomes, seven topics were identified as needing some change or improvement.

A. Timing of classes to ensure observers can attend: In Cycle I, all three observers and I had the classes at the same time so it was rather inconvenient for them to observe my class and it was too difficult to change the schedule because it impacts on other teachers. Therefore, we solved the problem by discussing our schedule. We agreed that all three observers had to let their students leave twenty minutes before time when they observed my class. That was not a good thing for them as a good teacher. As a result, before beginning Cycle II I had to talk to the department secretary to help to set the schedule in which all three observers were free while observing my class. This was one of the lessons to learn to plan to contact others if I want to do something, especially doing other research I had to plan carefully before doing it.

B. Giving Clear Instructions: In Cycle I, I observed that most students relied on me very much. They often asked me about my directions and what they had to do for the next activity. For example, in Activity 2: English Movie, most students failed to reach their goal not only because of insufficient group development but also because instructions were unclear so they felt confused to participate and prepare the assignment. Therefore, I will add simulation activity and questions to check students' comprehension before having students perform the task.

C. Improving Explanation of Vocabulary: when students had problems about meanings of words, I tried to explain them in L1 (Thai language) to make them understand very quickly. After reflecting, I realized that this approach encouraged some students to learn who had very negative attitudes towards language learning but it did not apply to every student. Some students may require only a little English explanation and they could understand. That was a good opportunity for them to be treated like that. I thought it depended on students' learning styles, if students needed more time to adjust to be familiar with the English explanation. They deserved to

have one explanation in Thai first and after that when their confidence increased they would develop by an English explanation. Also I myself had to prepare and predict some vocabulary which might be a problem for students by simplifying them as much as possible. I found that each student had a unique learning style so they should be treated differently. That was the reason why reflection is very important for teacher development.

D. Guiding students towards applying a communication strategy: From observing students participating in the activities, especially in Activity 6: Coffee-Break Discussion, the guest speaker complained that most students could not express themselves when they met difficult ideas. He was quite unsatisfied with students' speaking ability. Students did not use a communication strategy to help them to keep talking with him. I noticed that students lacked communication strategies to help them to express ideas, however, it might be that the conversation between the students and the guest speaker was rather complicated to understand when talking about electrical academic issues in English. Observing students talking to other guest speakers, I saw that they could communicate and tried to participate in the activity. However, I had to think about guiding communication strategy to enhance them to speak in English.

E. Development of group autonomy and cooperative learning: The situation in the second semester was quite different. In Cycle II, students already had the opportunity to learn together for one semester and their relationship was closer than students in Cycle I who were all newcomers. So the aspects of each activity in Cycle II would be adjusted to be more challenging than in Cycle I. I reflected on observers' recommendations and many theories to adjust the weak points of all six activities for the next cycle. However, subjects and situation would be different from Cycle I. Outcomes depend on if I can solve the problems at that time. One question I had to think of for the next cycle was ***“How do I provide language input suitable to different students' background knowledge?”*** The more knowledge I have of teaching methods and experience of problem solving in Cycle I, the more I can solve problems in Cycle II. Changes in each activity are described in the next chapter.

F. The Number of Exercises: Observer 2 gave me some interesting suggestions in terms of activities being too long, (O2W1 3/6/05). The numbers of exercises was also rather too many. There were too many self-introduction activities. Students had to participate in several activities of self-introduction. For example, ask and answer, introduce the others, then they were randomly selected to speak in front of the class. After that they had to read the story and then change it using their own information and finally, they had to talk to their friends again.

G. Changing the Classroom Structure: Observer 1 and 2 agreed that structure in the classroom was one of the factors to inhibited students' performance, so there would be changes for the next cycle.

I think the classroom was not appropriate for this kind of activity; it's too small and too many desks, so when the students got into many groups. They did not have enough space. The classroom looked pretty crowded for me today. (O2W2 17/6/05)

In the next cycle, I will have students practise more working in groups in the class and I will act as facilitator, encourager and helper to have students reach their goal. I will walk around and give close advice to students to have students reach their goal and comprehend the sentence "Sink or Swim together." The summary of changes for Cycle II is included in Appendix 17.

CHAPTER 6

Data Presentation for Cycle II

Cycle II: The Events That Happened in the Activities

This chapter covers the adaptations made following Cycle I to the activities used in Cycle II (see Appendix 17). Each activity is described step by step.

6.1 Activity 1: Self-Introduction

First, I summarized and analyzed the first cycle to determine what things I had to change and what things should remain the same. (see Appendix 18).

Action and Observation Stage

The process which was different from Cycle I and the events which happened were as follows:

Warm-up Stage

When I came into the class, I welcomed students to the new subject, Communicative English and Report Writing (393352) by communicating in English for five minutes. I tried to speak very softly and smiled to encourage them to speak. I noticed that while I was talking in English they felt very worried and nervous to begin with but later when they noticed that I smiled and spoke softly and slowly at the same time, they felt better and were keen to introduce themselves. The atmosphere at that time was relaxed by laughing and enjoyment. While I was running the lesson, suddenly, two students without knocking, walked into the class. They did not ask my permission when they walked into their seats. I knew that I could not let this situation pass so I had to do something. I said and smiled at the same time, "*Excuse me! Do you learn in this class?*" Their faces showed confusion and responded to me, "*yes!*" The atmosphere at that time was fairly positive because I did not complain to them, I encouraged them to respond to me in English instead. The students in the class were

quite satisfied with this situation because they would like to practise speaking in English but they lacked the chance to practise. All students in the class smiled and laughed. I continued to ask both of them, *“If you want to come in, what are you supposed to say?”* They then understood and said, *“Oh! Excuse me! May I come in please?”* I responded, *“Wow! Excellent!”* and continued to ask, *“Would you please tell me the reasons why are you late.. in English?”* They were nervous and worried about my questions. They were silent and said nothing for a few minutes. I thought I had to break the ice by encouraging them to say something. *(I learned from Cycle I that ‘Gradually English speaking bit by bit is better than saying nothing’)* so I encouraged them to speak by asking short questions *“Traffic jam? Get up late? or cannot find the classroom!”* One of them rushed to respond me, *“Cannot find the classroom!”* And the second one said, *“Me too!”* At the end of the conversation all students smiled and clapped hands for both students. I observed that both of them felt proud of themselves.

I then started to talk about setting norms. I asked students what they should do if they come to class late. They were quiet again so I proposed that students who came late had to express reasons in English of at least 5-6 sentences *(I intended to propose a lot of sentences because I would like to motivate them to engage with me about my teaching. I learned from Cycle I that it was a long time before students started to be brave enough to negotiate about my teaching)*. So I continued to ask, *“Do you agree with me?”* *“Yes! OK!”* They responded and smiled at me but one of them spoke very loud, *“Only 2-3 sentences! Are you OK?”* I asked all students in the class, *“What do you think?”* All of them agreed but I provided more choices, *“If you want to speak more than 2-3 sentences, that’s fine!”* While I was introducing the next topic, I saw a student whose name I did not know gradually raise his hand and say, *“How about you if you came late?”* Everybody was surprised because there was a student brave enough to ask a teacher that. I said, *“Wow! It was a good question”*. I asked them back *“What should I have to do?”* One of them said, *“Let us out of the class 15 minutes before time!”* I asked all students, *“What do you think?”* All students said, *“OK!”* I was really satisfied with this negotiation. Students’ trust towards me was gradually increased. It was a good sign to happen in the first period of this course. After finishing negotiation, I came back to the lesson.

Students' Seating Change

(In Cycle I, students' seating was rather packed. They sat only in the traditional structure so the space for participating was rather limited). Next, when I said, *"OK! class . Everybody! Please stand up!"* (not forgetting smiling to them), students' faces showed curiosity and excitement, but they were willing to follow my directions. *"Please set the seating into a semi circle"* (While talking I used body language to explain my directions adapted from Total Physical Response, TPR theory, by Richards & Rodgers, 2001, p. 73). Students' faces were curious and excited again. The atmosphere was positive with smiles and laughter from the students. They helped each other to set the seating into a semi circle. After finishing setting the seats, I observed that they tried to sit very close and to hide their faces from me. Then I gave a handout to them, had them repeat after me and then made sure that students understood all interactive questions by explaining and asking them.

Step 1: Students ask and answer by using questions adapted from Cycle I

Round 1 (about seven minutes): Starting from interactive activity, I had students stand up, get out from their seats and walk around to talk to their friends who stood far away from them. While students participated I observed that most students read from their scripts. However, they enjoyed participating in the class.

Round 2 and Round 3 (about seven minutes each round): I had students change their partners. Observing, I found that students tried to use input language to practise speaking as much as possible, however, some students could apply more knowledge and spoke more than I required.

Student 24: Hi! Sak What's up man? (noisy, smiling, laughing and checking hand with S21)

Student 21: Oh! Hi! Hello! Chai Great! (while checking his hand he reached his hand to touch student 24's shoulder and laughed)

Student 24: What is your favourite food?

*Student 21: "Somtom"Papaya Pok! Pok! [papaya salad]
You Know! E-san food [East Northern food](he smiled! and laughed!)*

I felt very satisfied with the students because they started to create dialogue by themselves and I noticed that the students who could speak freely as much as they wanted felt relaxed and more confident. However students who had less knowledge

tried to speak following the script. I did not blame those students, but I tried to encourage them to speak instead. The atmosphere was fun. Students felt happy to participate in the activity and I felt happy too.

Step 2: Three pairs were randomly selected to speak in front of the class.

When I asked students to volunteer to talk in front of the class, I expected that no one would volunteer as in Cycle I, in which every time I had to randomly select students to speak. It was not surprising to me that the response was silence. At that time, I thought about the stages of group development, forming, storming, norming, and performing. I thought that students were moving from forming to storming and now I ought to set norms in the class. So I decided to explain the course requirement to them by telling them that the Midterm test scored 30%, the Final 40%, attendance and participation 10% and assignments 20%. However, I would separate attendance marks into attendance 5% and participation 5%. A student who volunteered would get a special mark recorded in the students' participation sheet. I called this one plus (+) and I drew the table to explain them (see Appendix 18.1). *I learned from Cycle I that an extrinsic motivation could encourage students to participate in the activity. I had a goal in mind to promote students to speak as much as they could because I assumed that the more students spoke, the more students' confidence in speaking would increase as well.*

After proposing the norm, I asked for volunteers again. A lot of pairs raised their hands to be volunteers. It occurred to me again, that time was rather constrained and it was not fair if I chose only three pairs to present in front of the class. The rest of the students looked at me and waited to see how I solved this problem. Therefore I decided to have all pairs who raised their hand to be volunteers get one plus because I was quite sure that all of them could introduce each other and not lie to me, so they deserved getting the plus. Then I randomly selected only three pairs of volunteers to speak in front of the class and all of them got two plus. Students and I were happy with my decision and I felt relieved in this situation. I found something interesting from one pair. I observed that student 2 felt less confident than Student 33. Perhaps, he was forced to speak with his pair because they would like to get one plus, however student 33 tried to help her pair to speak and finally, both of them reached their goal at their own pace.

Student 2: [ไม่รู้ว่าจะพูดอย่างไร] (I don't know how to speak)
[จะให้ถามอะไรก่อน]
(What question would you like me to ask?)

Student 33: OK! This is Sudarat (pseudonym). My nick name is Pick. I come fromNakornsawan. I like to eat omelette. I would like to be...to be...Cheer! My super movie star! and how about you! [พูดอย่างนี้]
(Say like this!)

Student 2: Um.... I ... I ... Thamarat (pseudonym).... I come from... I ... come from from.. Lampang . I... I ... like I liketo eat....[แกงไก่]
(chicken curry)
(Looked at student 33)

Student 33: OK! that's all.

As I observed students' participation several times, I found that students who had less linguistic background used L1 and avoided communication strategy whereas students who had more linguistic competence tried to use achievement communicative strategy. Most students decided to use the first language to communicate to their friends or stop speaking immediately. Nevertheless, in Cycle II, I felt it was easier to teach the students than in Cycle I. In Cycle I, all students were nice and paid much attention to the activity but they had more negative attitudes towards language learning, especially speaking. As a result, the activity provided in Cycle II would be more challenging and interesting than the past.

6. 2 Activity 2: An English Movie, “I, Robot”

Step 2: Act and Observe

Warm-up Stage: (see Appendix 19)

I had students listen only to the sound track without watching the pictures from the movie for five minutes. All of them did not know the name of the movie. They could try to imagine what the story was about. I found that most students felt enthusiastic to listen and felt happier to discuss the story in Thai and some groups tried to discuss in English. For example, I heard the members in group 1 talk about the movie.

- S10 *Action!Action! Action movie, because I...I... hear..... move! Move! I... I... police officer.*
- S18 *about [ขโมย]....um! something ขโมยอะไรสักอย่าง [about thieving something]*

Group 4

- S8 *about ...about ...song.... song.... Movie song! Because ได้ยินเสียงเพลง [I heard a song]*
- S12 *ไม่น่าใช่ [I don't think so]*
- S15 *It's about movie....movie.... excited ตื่นเต้น [exciting movie]*

Then I had students watch only a short scene without hearing the soundtrack. They tried to create the story by themselves, however some students could remember what the movie was about. They talked together both in Thai and in English. The atmosphere was rather enjoyable. They laughed and smiled while participating in the activity. They paid much attention in the activity and I learned that students enthusiastically participated when the activity was rather short and varied. Whenever students could express ideas in English no matter how much or little, they felt happy to participate.

Task 1: Students worked in groups of four and watched the English movie for seven minutes. They had to work together to write down as many sentences, phrases or words as they could. I noticed that the students tried hard to understand the movie because they wanted to check the story they imagined in the warm up activity whether it was close to the original movie or not. I thought this step worked and I was satisfied with it.

Task 2: Students tried to recognize the meaning of some scripts provided in the sheet (see Appendix 19). While observing, I heard one student shout very loudly “You!... get off my face” and he laughed to his friends and all students were quiet and looked at him and laughed later too.

Task 3: Students had to provide an example of a conversation created from the scripts. In Cycle I, I just explained the scripts to students and then had them work by themselves outside the class and the results showed some groups could not finish the

task. They solved the problem by coming to the class very late. Therefore in this cycle, after explaining the conversation, I had students work in groups and try to create a short story and then perform their action in the class. While observing, I found that some groups could handle problems well. Group 2 was a good example. First they had problems about how to create a story. No one did anything until one of them changed his role to be the leader to initiate an easy story. Then the other members tried to work together to complete the story and to be a volunteer group to show their performance in front of the class. After finishing their performance, all of them were really proud of themselves. At that time I just acted as a facilitator and encourager to promote them to reach their goal. Some groups could not manage their problems. For example, Group 3 did not take any action about the task for a long time. Nobody was brave enough to ask me for help. I observed them quietly for seven minutes because I wanted them to handle problems by themselves first. I did not want to interrupt them. After a few more minutes passed, they still did not try to tackle the problem so I decided to talk to them in a friendly way.

Teacher: *Excuse me! Where are you now? (All students said nothing.) They just smiled and were quiet. I asked myself "How do I solve this problem?" I continued to ask "What can I do for you? Do you have any problems?" They were still quiet and I asked, "What do you do now? What are you doing?" I'm really and willing to help you to solve your problems*

Student: *We are not sure what we have to do now.*

After I knew the real problem, I explained to them and waited to have them do the task by themselves. After three minutes one of this group was brave enough to stand up and walk to me to ask about some sentences they did not understand. I was satisfied with this situation and I realized that sincerity could help to identify the real problem and build students' trust. After finishing the class, some students asked me to talk with them for a few minutes. They told me that they lacked the opportunity to practise listening to English, especially English movies, because all of them stayed in a dormitory with no facilities such as radio or television. However, they would like to practise listening English by coming to the class very early before class. I thought it's fine because in this semester I had to arrive at the class before 8.30 am to check

materials and set the instruments. I felt curious to know the following week whether these students would come to the class very early to watch the English movie or not.

Task 4: One week later. Students had to present their performance. With enthusiasm and curiosity, I came to the class at eight o'clock to set materials for teaching and the television for the students who came very early to watch the movie. At 8.30 am all those students came on time to watch the English movie. They kept their word. It was a good sign for improving their learning, especially listening. They came to practise listening by themselves. Students worked in groups of four and sat in ad hoc clusters. They enjoyed sitting in a group wherever they wanted. They felt free to rehearse again before the show time. Using a video recorder, I assumed that a little anxiety would promote students to pay more attention and I found that it was true. Students paid more attention to rehearsal. However, I had to make sure that students had enough time to rehearse and understood the directions. Most groups came to the class before time to rehearse. Finally when the time arrived, all groups came to the class and could perform well even though some of them were still excited and nervous. However, they felt more confident because all of them could reach their goal though some spoke much and some spoke little. The processes of presenting the performances were as follows.

Round I: Group 1 & Group 4, Group 2 & Group 5 and Group 3 & Group 6
Round II: Group 1 & Group 6, Group 2 & Group 4 and Group 3 & Group 5
Round III: Students were asked to be volunteers to show in front of the class.

Because of limited time, only one group was randomly selected to perform in front of the class. I had to randomly select this group by drawing lots because every group was willing to volunteer to perform in front of the class. The transcription is in Appendix 19.1. After the performance, all students laughed, smiled and clapped their hands. The atmosphere was one of fun and enjoyment. After finishing the class, a lot of students talked and complained to me. They told me that it was a great pity for them not to have an opportunity to present in front of the class because they had rehearsed and prepared well. I showed how much I was sorry about that event because I agreed with them. It would have been fine if I had provided the opportunity for all groups to show their performance in front of the class. When they perceived

my sorry feelings, they felt better. A lot of sentences were beyond the language input. It meant that they could apply the language input and develop at their own pace.

6.3 Activity 3: A Popular Song, “The One You Love”

The popular song activity was used as a tool to motivate students to think freely to express ideas and as material to create communication strategy activities to help students to express difficult ideas. I spent more time to finish this activity. In order to find out about their favourite songs and let students choose a song, I decided to ask students informally what kind of songs they liked. They liked various styles of songs but most of the favourite aspects for practising listening to the song were the same. They are beautiful, slow, clear, easy and with not many lyrics. I thought that the song I used last cycle had similar aspects to what the students described and there were several reasons for using this song to motivate students to pay more attention in language learning. In Cycle I, students lacked confidence in listening to this song because they got a few scores such as 1/10, some got 0/10 and this affected their speaking as well. In order to increase students’ confidence in listening, I provided more blanks and more easy words to have students complete (see Appendix 18). I assumed that completing more easy words may help students reach listening goals and this may motivate students’ speaking as well. The example is shown below. (All exercises are in Appendix 20).

Action and Observation Step

Use the Song as Motivation

Warm-up Stage:

I created the same atmosphere as the last cycle because it was a strong point so the outcomes were rather similar to the last cycle. While observing, I found that most students got more scores and they felt proud of themselves, so I thought that my assumption was true. I had students discuss a little about the question “*Are you gonna stay with the one who loves you or are you going back to the one you love?*” I provided some language input. “*I would like to stay with the one who loves me*

because.....or I would like to stay with the one I love because..... ” In this cycle, I observed that their English background knowledge was better than the previous group, which had a more negative attitude than students in Cycle II. Whenever I encouraged them to speak, they could do it. Building students’ trust in the first period affected their present performance. After that I thought that it was time to provide a communication strategy activity for them because in the following activities 4, 5 and 6 students had more opportunity to express ideas naturally. Thus I decided to provide a communication strategy activity to intervene in the popular song activity in this week. The activities provided should be more of a challenge. The purposes of the communication strategy activity were divided into two categories: to help students keep talking with interlocutors (Task 1 and Task 2) and to help students practise expressing ideas when they met difficult ideas (Circumlocution or paraphrase Task 3 and Task 4).

Communication Strategy Task 1 (see Appendix 20.1) Students had to group words, phrases or sentences into a similar idea. Students worked in groups of four and helped each other to complete the task.

Communication Strategy Task 2 (see Appendix 20.2) After that they had to create a short story by using the words, phrases or sentences in the task or event they could create beyond the task. For example, students in group 1 created a short dialogue when student 10 asked, “*What are you doing?*” Student 17 answered, “*Pardon?*” In Group 2: Student 13 asked, “*What is your name?*” Student 21 answered, “*Excuse me! I can’t catch your words please say that again?*” Group 3: Student 8 asked, “*I’m reading a book! Turn your radio down!*” Student 19 “*Are you kidding? I’m singing a song*”. I thought it worked even though students expressed only a little but they showed their comprehension of the language input provided.

Communication Strategy Task 3 (see Appendix 20.3) I had students practise expressing ideas about a word extracted from the popular song such as phone, love, star, heart...etc. They could use an English dictionary which they had learned to use in the normal lessons to help them to express ideas, but it depended on them. They spent one week preparing how to hint the words and practising speaking.

One week later, Communication Strategy Task 4 (see Appendix 20.4) I used the words extracted from the popular song to apply to a crossword game. That day I changed students' seating structure as shown below.

Round 1:	A	B	A	B	A	B
	A	B	A	B	A	B
	A	B	A	B	A	B
	A	B	A	B	A	B

Student A got sheet A and student B got sheet B. Student A had to hint to student B about his words by using anything that he wanted such as words, phrases, sentences or using body language to have student B get scores as much as possible and student B had to take a turn as student A. While observing, I heard some students use opposite words to hint to their friends. For example, student 2 explained the word 'girl' as 'the word opposite boy' and his friend could guess it. I think it was fine because the main purpose of this activity was to express ideas and try to make the interlocutor understand as much as possible.

Round 2: I had all students stand up, clear the space and walk around to talk to anybody they would like to talk to even if they both had sheet A or Sheet B. I assumed that if they were both A or both B, they would express themselves in different ways. For instance, student 6 hinted a word 'star' "*Thongchai McIntyle is a super..... in Thailand.*" And student 16 hinted at the word 'star' in a different way and with a different meaning "*You can see..... what? ..what? in the sky uh.... In the night!what?... think...think.. see what? ...It has light in the night* " I was satisfied with this situation. I observed that when they could guess the word they were delighted and said, "Yes! Yes!" Then they felt more confident to hint at the other words.

Round 3: Three pairs were randomly selected to talk in front of the class. I did not forget to tell them "*Don't be nervous or excited! You can talk however much you want. You can finish talking anytime if you want! Just say that's all, thank you for listening.*" These sentences worked in Cycle I and also Cycle II. Students felt relaxed and enjoyed participating in the activity. Some interesting transcriptions

showed that students tried to use communication strategies to help them to express ideas.

Pair 1: Used an opposite word to express ideas

Student 12: It's opposite difficult (He spoke unclearly)

*Student 17: Pardon! (At this time, I observed that all students smiled and laughed because student 17 used **pardon!** to have student 12 say it again. Therefore I praised him immediately I said, "Wow! It's wonderful you could take a thing you had learned in the last activity to apply here. This is a good example" I found that the features of smiling and laughing were really admired)*

Student 12: It's opposite difficult (He spoke louder).

Student 17: easy.

Pair 2: Used circumlocution to express ideas

Student 30: You give something to friend. Your friend talk what? to you.

Student 15: Uh.... (He smiled and quiet just a minute and then said) Give something to friend! Give a gift to friend! And what? he talked to me? Thank!Thank!

Pair 3: Used mime to express ideas

Student 22: Look at this! What is it in this? (He point his finger to his breast)

Student 12: Heart!

Student 22: hinted the word by using body language.

6.4 Activity 4: My Impressive Gift

The purpose of this activity was used to provide a tool to motivate students to speak. It was another activity which has various exercises to have students take part in the activity. They had an opportunity to plan, act, observe, reflect and revise while participating in the activity. The activity was adapted from Cycle I where the topic was concerned to give alternative ways of describing an object. The details are described below and the worksheet is in Appendix 21.

Action and Observation Step

Warm-up Stage:

When I came to the class, I observed that students felt enthusiastic to know about the activity. I greeted them and then showed them a beautiful bag and asked, “*Can you guess what is in this bag?*” Students paid much more attention to listen and feel excited to know what is it in the bag. I continued to talk to them. “*You can ask me anything that you want to know about what is it in the bag except asking me the question ‘What is it in the bag?’ For example, what does it look like? What colour is it? Anything that you want to ask*”. All students smiled and were quiet but they seemed to want to ask some questions and I did not know the real reasons why so I decided to use the one plus technique to help me to motivate them to speak. It worked again. They started to ask me a lot of questions and finally they guessed what it was in the bag. After that I described it as follows:

This is my impressive gift. It’s a piggy bank. My close friend gave me as a gift when I graduated with a master’s degree in 1998. At that time, I really liked shopping. Whenever I had time, my close friend and I had to go shopping and I spent a lot of money buying everything I liked. Thus my close friend thought that it was not a good idea to do that, so she decided to give me a piggy bank as a symbol of saving. I think this gift is really precious and means a lot to me. I will keep it forever. That’s all. Thank you for listening.

And then I provided the language input as a guide to speak but they could apply beyond, as they wanted. It depended on them. They spent one week to prepare this task. After finishing explaining the activity I also provided the example of sentences to start speaking in the activity (Students were free thinking to create sentences by themselves, if they would.).

A: *Hi! Hello! or Good morning every body!, I would like to talk about ‘My impressive gift’ [ของขวัญของหวง] Can you guess what it is? Ask me as much as you can!*

I provided a simulation of the activity for next week because I learned from the last cycle that I have to check students’ understanding before having students present their performance. It was better than checking them by only asking and the students answering.

Students' Performance (One week later)

Before being observed, I had them rehearse just a minute to check their comprehension and I walked around to act as helper, coach, facilitator and encourager as usual. I found that the atmosphere in this cycle was different from Cycle I, my role had changed from helper to encourager and they could do it by themselves with a little support from me. That was a wonderful thing, which most teachers would like to happen. I realized that it might be happening because my instructions were clearer and because of using simulation to check students' comprehension. In the final round, students were required to briefly explain their objects. I changed the way to select three students to talk in front of the class by asking each observer to randomly select each student instead of using the one plus technique to urge them to speak. In doing so, students had to be always alert to prepare themselves to speak.

The name of the first student was called three times and no one responded until I was quite sure that that one was absent. Suddenly, I observed that there was something wrong at the bottom of the class. Some students were beginning to feel distinctly uneasy about this call. So I decided to walk up to them immediately and said, *Who is student 7? Don't be shy! Talk to me!* I noticed that two of them looked at one, so I knew that it was him sitting in the group. Two ways to solve this problem happened in my mind. First, to let him sit as normal, do nothing and call another one. Secondly, to keep trying to encourage him to get up and walk to talk in front of the class. I decided to choose the latter. I said *"Don't be shy! Just talk a little. You can finish anytime if you want. Just say, This is ... I got it from... That's all Thank you!"*

It worked! He stood up and walked to the front of the class. When he stood in front of the class, I noticed that he was very nervous and stressed. Suddenly, he spoke in Thai, *Teacher! I could not speak. Could you please call other ones? I could not do it. Please! I did not want to speak. I could not do it.* His face was rather red and worried and then he stood in silence with his head bowed. At that time I felt very anxious and worried whether he could pass over this situation and was afraid of losing face because all three observers were there. I knew that it was not a good idea to feel like that so I had to take it easy! *Whatever will be will be!* If I had given up and let him back to his seat, he would have failed in that situation and this might affect his confidence towards language learning, especially speaking. I did not want this to

occur to my student. The atmosphere was rather stressed and tense. I knew that all students and three observers were enthusiastic to know how I would solve this problem.

Teacher: *Do you like it? (I tried to use the easiest question to motivate him to speak) The object in your pocket! (I knew he kept the object in his pocket because he told me first before being in front of the class)*

Student 7: *Yes! (He started to speak and tried to listen to the next questions)*

Teacher: *What colour is it?*

Student 7: *Ur... Black! Black!*

(I started to look at all the rest students and encourage them to ask other questions. It worked!)

Students: *How much does it cost?*

Student 7: *Five thousand baht*

Students: *How do you get it?*

Student 7: *Father buy! Father buy! Father buy and give me!*

Students: *What is it used for?*

Student 7: *To talk! To talk to someone, to people not here!*

Students: *A phone! A phone! A mobile phone!*

Student 7: *Yes! (And he showed his mobile phone and continued to talk). This is my mobile phone. Father give me. It 5000 Baht! I like it! Thank you!*

I would never forget his face when student 7 said, “Yes!” He expressed his feelings like everything was clear to him. He felt really relieved. He reached his goal! That’s all! All students clapped their hands. I really appreciated the supportive atmosphere at that time.

After student 7 finished speaking, most students felt more relaxed and enthusiastic to participate in the activity. Therefore, the lesson, which I had planned, was adjusted in that situation. At the end of the class, all students left but I asked student 7 to talk to me. First of all, I apologized to him to have him talk even though he was not ready to talk and admired him in doing a good job. He also apologized to me because he thought that he almost made me lose face. He told me the reasons why he was not ready to speak. He was absent last week so he did not know the assignment and he felt sorry not to follow up the assignment by asking friends. As a result, he lacked confidence in speaking because of limited time to practise. He promised me that he would not be absent if it was not necessary. I had to explain to him that he need not be sorry about almost making me lose face because the main purpose of this activity

was just speaking and expressing ideas as much as possible. After talking with him, I love my job more and I promised that I would try to do my best. I knew that there is no perfect result every time in teaching, however the ability to reflect on my teaching will be developed.

6.5 Activity 5: Foreigner Interview

The foreigner interview was used not only as a tool to promote students to speak in English but also to advance group development to promote students' confidence. It was developed from Cycle I (see Appendix 22).

Planning Steps:

Preparation through role play

I planned to simulate the situation when students interview foreigners. This was to increase familiarity with events, which might happen even in advance of the real situation. It was to make sure that students understood what they had to do. In this cycle, students had to advance group maturity. It meant I was giving high task/ low relationship leadership. I just instructed them and provided the materials for them. In Cycle I, students did not have a chance to simulate the situation before doing the task so they met a lot of problems.

Selecting foreigners who were unlikely to reject students or preparing them in advance (eg. Exchange students or teachers)

In the last cycle, some foreigners were not willing to be interviewed so it made students lose confidence and this also affected their attitudes towards speaking with foreigners in English. Thus I provided choices to have them make a decision. I think it was more challenging because in the last cycle, Activity 5: Foreigner Interview, was ranked as the students' favourite activity. Thus there were three choices offered. First, to interview a foreigner (developed from last cycle). Secondly, to interview technical teachers who have a good command of English. Finally, they could interview foreign lecturers who were on the campus.

Ensuring that the group has reached sufficient maturity for this task.

I planned to provide more language input in terms of training and give more advice about places and sources of information for interviews. I planned to have them discuss this together in the class in order to make sure each group had reached sufficient maturity for the task.

Action and Observation Step

There were three weeks allocated to prepare students for the activity.

Week 1 Collecting Information: Which option would they like to choose!

While I was stepping into the class, I heard two students talking together, *"We are very lucky to come to the class on time, so we don't have to apologise to the teacher in English and we don't have to try to express reasons in English."* The second student responded, *"Um! I think so"* and he said to me *"I'm here on time"* both of them smiled at me. I found that 'norming' was one of the main factors to encourage students to come to the class on time. All of them were willing to respect the rules set by the whole class. I had to be aware that in the norming stage, not only the power of the leader but also aspects such as kindness, generosity and achievement of goals could encourage students to be willing to participate by the rules. When I entered the class, I noticed that all students were enthusiastic to know the next task in which they had to participate. Moreover, I found that the norm that we all had set together in activity 1 about how to behave when we came to the class late still affected the present. Almost all students came to the class on time and were eager to know the next task.

I was silent, walked to the board and wrote, 'Interview Foreigner' I had to shout in my mind *"Wow! All of them were very lovely"*. The students' reaction made me think like that. They laughed, smiled and were excited to talk about interviewing foreigners. I had to explain students' backgrounds which meant that most of them lacked an opportunity to talk to foreigners. They were familiar with learning a language by traditional methods so I understood how much they felt enthusiastic and excited to do this task. I told students that there were three alternatives for students to choose.

- 1: Interview a foreigner,**
- 2: Interview a technical teacher who has good command of English; and**
- 3: Interview foreign lecturers on the campus.**

For the first choice, students could interview foreigners on any topic in the Institute or anywhere they would like to go. I told them about problems which students met in the last cycle. Therefore, I suggested that they should go to places where foreigners tended to be free and relaxed such as The Grand Palace, Pho Temple or Khaosarn Road, which were recommended by students last cycle. They had one week to prepare the contents. For the second choice, students could talk about any topic or read articles related to their main subject and then find problems to ask their technical teachers who have a good command of spoken English. Both teachers and students had to communicate in English as much as they could. For the last choice, students could interview foreigners on any topic in the Institute or anywhere they would like to go. For choice 2 and 3, I had to identify those technical and foreigner teachers to make clear my purpose that encouraging students' confidence in speaking was the main goal. Students had one week to prepare the contents by themselves. The outcome was that all four groups decided to choose option 1. The reasons they explained were rather similar. *"To speak with native speakers and have a chance to make new friends and to be excited and challenged to participate."* Group 1 decided to go to JJ market, Group 2 decided to go to 'Khaosarn Road,' Group 3 decided to go to the Grand Palace and Group 4 decided to go to 'Thaphrachun' (The famous place for buying and selling antiques). It is near the Grand Palace and Thammasert University. Students formed groups on the basis of relationships. I let them do so freely and I did not intervene or interrupt them.

Week 2 Simulation Practice: Role-play

The language input is provided below and the example questions for asking foreigners are shown in Appendix 22.

Excuse me! May I interview you just a minute or Excuse me! Would you mind me talking to you just a minute. My name is You can call me..... We are students from KMITNB (King Mongkut's Institute of Technology North Bangkok). Talking to foreigners is a partial requirement of English assignments.

To check students' understanding by simulation, I walked around and found that group 2, whose members' English background was much the same, was nervous and worried about the task. They were arguing about how to speak and how to interview foreigners. I walked to them and smiled at them. (Let me explain why I had to smile to students every time when they met any tough situation. In Thai culture smiling relieves any difficult situation). I asked, "*Are you OK? Do you have any problems?*" They looked at each other and no one responded to me. So I changed the question, "*What are you doing now?*" One of them responded, "*We are not sure about our group because we are all weak at English communication. And we are worried if we can do this task.*" I was quite satisfied with this response because they had enough confidence to tell me their problems so I helped and encouraged them to solve their problems and let them show their practice. In doing so, I was quite sure that they could do the task and I also was sure that using questions and letting students respond by doing was a good way to check students' comprehension.

Week 3 Students' Performance

In this activity, the observers and I could not observe the real situation so there is no observers' data. Transcriptions of interviews with each group provided data instead. The questions for the interview are as follows.

1. How did you plan to work?
2. Did you have any problems while doing the task? If so, how did you solve problems?
3. Tell me interesting events while interviewing foreigners
4. What did you learn from the activity?
5. If you had a chance to interview foreigners again, what would you have changed? Please identify.

While interviewing foreigners, each group tape-recorded themselves but it was not possible to identify each student so I decided to summarize the major issues which emerged from the activity. Recordings helped identify planning, the major approaches, to determine if one approach was more successful than others and identify strengths and limitations in the work of some groups.

1. How did you plan to work?

The processes of planning of Group 1, 2 and 3 were rather similar. They all started planning the place, time and how to find more information so I will discuss only events that differ from others. Group 4 (Snamluang/ The Grand Palace) discussed what they had to do and distributed work to each member. One was appointed to be the leader by voting. He searched for more information about how to communicate in various situations from the Internet. (While interviewing, I observed that the leader did not talk too much but all members replied to me instead. However, all members admired him a lot because he could lead them to reach their goal.)

2. Did you have any problems while doing the task? If so, how did you solve problems?

Five topics were discussed:

Technical Problems: Group 1 had problems with their equipment.. The videotape recorder was out of order when they arrived at Snamluang. However, they did not stop working. They tried to keep working to obtain as much experience as possible.

Difficulty of Finding a Foreigner to Interview: Group 2 had a problem about finding foreigners to interview, though I told them about this problem beforehand. However, it was fine because they anticipated this problem might happen so they did not panic as I had warned them. They kept going to talk to foreigners and finally they met one who was generous.

Foreigners' Accent: Group 2 told me that one of foreigners interviewed was German. His accent was rather difficult to understand. Both he and the students tried to use body language to understand the conversation. After trying to communicate for a few minutes, they decided to leave and did not forget to thank him.

How to Contact Foreigners: Group 3 had problems such as place, time and how to contact to foreigners. For example, student 9 suggested that it would be better if only one man walked up to a foreigner to introduce himself and explain the purpose of the interview. In doing so, he would check whether the foreigner would have time to be

interviewed or not. If the foreigner had time to talk, the rest of the members would come to talk to them. Student 27 suggested that all members should do that, not only one. They tried both ways and found that the former recommendation was better than the latter because it streamlined the process. However, another problem arose. *Which one should be that man?* They drew straws to select who should introduce and explain the purpose to the foreigner.

Anxiety: Group 4 had a lot of problems such as anxiety, knowledge of speaking, the instrument to record while interviewing, arguing about who first talked to the foreigners, etc. However, anxiety and being nervous to talk to foreigners were big problems. To solve these problems, they had to endure and to be brave enough to throw anxiety and nervousness away and try to think, yes! They can! After that other problems could be handled easily.

3. Tell me interesting events while interviewing foreigners

Most interesting events which students faced were foreigners' responses. They are divided in to two groups: kind and unwilling to be interviewed

A. Kindness: Group 1: While they were talking to foreigners, there was a bad smell from a video recorder and after that it was out of order. Everybody was shocked and knew that everything that they had recorded was gone. The foreigner they interviewed was not upset or irritated, he helped them fix it and told them to take it easy and take time to interview him instead. They much appreciated him and thought that it was a great experience to do this task. Finally, they exchanged e-mail addresses with him and had a new foreign friend who is kind and generous. Group 2 had a chance to interview three foreigners. Two of them were very nice, kind and friendly. They taught students when they pronounced incorrectly by repeating correctly after students. Group 4 students were really proud of themselves because they could understand a foreigner's speaking. For example, they knew that she was a university student. She had been travelling in a lot of countries such as Mynmar, Laos, Germany, Norway, Vietnam and Thailand. In Thailand, she had been in Nongkai and Chiangmai. She likes to eat 'Pad Thai' (the famous Thai noodle). She enjoyed living in Bangkok. She gave them her email address and they were absolutely sure they would contact her. They worked together to remember and express the information.

While interviewing, one of students observed that they talked while smiling and laughing.

B. Unwilling to Be Interviewed: Group 2 continued to explain that students felt that the last one was not willing to continue talking to them when he realised that they were not good at English. They knew that because they could not respond to him. His accent was not clear so they could not understand him. He did not try to make them comprehend even though they tried to use “*Pardon!*” *What do you mean by that?*’ He raised his shoulders and said, “*OK! Bye Bye!*” And he walked away from them. However, they thought that they were still lucky because two out of three people were good.

4. What did you learn from the activity?

Learning From Mistakes: Group 1 learned from making mistakes. For example, they had to check all equipment before going to interview. The first time, they felt very nervous and worried about how to talk to foreigners but the second time they felt more relaxed and spoke more fluently than the past. They could learn English outside the classroom. It was challenging and exciting.

Learning by Experience: Student 15 in group 2 thought that an example was when he was uncomfortable to talk to someone and just said, “*Thank you for your help*” he could leave in a polite manner. They could talk and interact with real foreigners and that was a wonderful thing to happen in their group. They liked it.

Learning by Doing Enhances Deeper Comprehension: Group 3 reported the most wonderful experience they had ever had in their life. They learned a lot about pronunciation. For example, when they talked about a beautiful place in Thailand and they asked, Do you like ‘*pee pee*’ /*pi pi*/ ? The foreigner was so confused and asked them back, “*pee pee?*” One of them replied, *island... PiPi island*. At that time, he still did not know the meaning until student 6 got back home and looked up *pee! pee!* in the English dictionary and he then told them. They would remember it forever. They learned that they should be careful about similar sounds that have different meanings such as PiPi Island. They had a good memory of their first time of talking

to foreigners. They had a good opportunity to work with their friends. They were tired and successful together.

Risk-Taking Helped to Reach Goals: Group 4 learned that good teamwork and risk-taking could push them to reach any goal.

5. If you had a chance to interview foreigners again, what would you change? Please identify.

Group 1 would like to practise listening and speaking more by watching the English movie before doing the task. Group 2 realized that speaking English with foreigners was not too difficult to practise, so they would like to speak more than the past because it was very difficult to come back to the interview again. Group 3 would have prepared more questions and practised speaking among friends. Group 4 felt that they should prepare the task very early because they would have several interviews to conduct. Some groups had a chance to interview twice and they told me that they gained a lot of experience in doing this task.

6.6 Activity 6: A Coffee-Break Discussion

Because this activity is the last activity of this course, I wanted to create a memorable event to promote students' positive attitudes and motivate them to speak. The aspects of the activity were adapted to be better than Cycle I. (see Appendix 23).

Planning Step

I decided to arrange a party by having two different student levels join together: the vocational certificate and my students. Vocational certificate students studied theories two hours a week and one hour in the laboratory. I took responsibility to teach their laboratory for one hour a week. It is only 20% score of the main course. So I thought "*how could I get those students who were at a different level but had the same goal (confidence in speaking English) to join this activity?*" It meant my students, who studied in the third year Bachelor of Industrial Technology in Electronic Technology and the vocational students, who studied in the

second year of the vocational certificate in Electricity and Electronics program, would join together in this activity. The activity was divided into two tasks. Task 1 (see Appendix 23) was for my subjects and Task 2 (see Appendix 23) for vocational students. Two weeks were allocated to prepare for this activity.

Action and Observation Step for Subjects

Week 1: Language Input

Warm-Up for leading into the lesson

I took a set of Photo Paper Plus Glossy PP-101 to show in front of the class and then distributed it to have students touch it. Then I showed a big colour chart (see Appendix 23.1).

Exercise 1: I had Bachelor students work in groups of four to understand the photo manual provided as much as possible. After that they had to assign each member to take responsibility to present one topic each. I provided a time of thirty minutes to comprehend the story and ten minutes for preparing the presentation. Then I had each member present in his own group. After that I had each group present to the other. After finishing those processes, I asked the whole class *what problems they had while they were presenting*. Most of them told me that the Handling Precaution topic was easy to understand because they showed authentic material while presenting. The other topics did not have the real thing, so *it was very difficult for them to have friends understand their presentation*. I continued to ask, *What will you do if you want your presentation to be clear in communication?* A student said he had to comprehend the text first and then take the real thing to show while presenting. I realized that learning by doing was worth more than I had expected. However, I had to wait for the outcomes next week. I provided the next assignment, which they could spend one week to prepare.

Directions for Exercise 2: I had Vocational students work in groups of four to present any technical topic they chose. Everyone in each group had to take responsibility to present. The guideline questions were provided but they could extend them if they could.

- What technical topic are you interested in? General ideas about the topic!
- Identify a ‘thing’ you would like to present?
- How does it work? What is it used for?
- What are the advantages of it?

Week 2 Simulation:

I wanted to check students’ comprehension, so I decided to use both simulation and questions.

Round 1: Group 1 presented to Group 2, Group 3 presented to Group 4 and Group 5 presented to Group 6.

Round 2: Each group could freely choose any group to present.

Week 3: Vocational Students’ and Bachelor Students’ Performance

Finally, the coffee-break discussion was held after preparing for two weeks. I felt very enthusiastic to see the outcomes that would happen in the class. When I came to the class I found my students also very excited and enthusiastic to meet the visitors and to join with them. Most students said to me that they were afraid of making mistakes and confusing the visitors. They tried to rehearse to present in their group. Sometimes, anxious and excited feelings could encourage students to pay more attention to participate in the activity. I had learned that. After a few minutes, vocational students gradually walked into the class. I observed that all of them were anxious and excited as well. So I gave both classes ten minutes to practise speaking. After I was quite sure that both classes were ready to present their projects, I had vocational group 1 work with bachelor group 1 and vocational group 2 work with bachelor group 2 etc. as follows. VG1 means Vocational Group1, BG1 means Bachelor Group 1

Round 1:	VG1 and BG1, VG4 and BG4,	VG2 and BG2, VG5 and BG5,	VG3 and BG3 VG6 and BG6
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Round 2: Both classes could freely choose a group to present. The atmosphere was full of excitement and fun. They smiled and laughed all together. As the time went

by, their noise was louder and louder. I was quite sure that they tried to participate in the activity. For example, vocational group 3 presented on a DVD remote. They made a DVD remote from a big board. It was an amazing remote. All members in this group used it to present. They presented fluently and clearly. Both classes spoke beyond the topics provided. For example bachelor group 1 presented on an MP 3 (a digital audio player/ a portable audio device). They showed it, explained how it worked and expressed their feelings towards it with happiness. I was very surprised and satisfied with their presentation because they managed the topic by themselves. Expressing feelings towards the things was not a topic in the guideline. It meant that they started thinking about it and created beyond the lesson plan. The maturity of each group progressed at its own pace. While observing in the class, I felt very happy with the activity. However, when I came back to read one of the observers' recommendations, she told me that I had students change groups before most of them finished presenting their project. It made both her and the students irritated. At that time, I did not believe her and felt curious to know what exactly happened in the class so I rushed to come back home to watch the video which was recorded because I thought it was a party I would like to remember forever. I had to accept that it was true. I had students change groups before they had finished presenting. I myself was also not satisfied with this.

The Party: After finishing round 2, I told students that it was time to party. Both classes, observers, a video technician and I joined the party happily. While talking informally to students, I observed that students of both classes tried to introduce themselves to each other. Some introduced themselves in English while some did not. I thought that it was a wonderful time to encourage students to speak in English because at that time all of them felt eager to speak. As a result, I announced, "*Don't speak Thai! Speak only English!* " The atmosphere at that time was sharing, caring and enjoyable. They were more confident in speaking English and exchanging their information. I saw some students exchange telephone numbers and email addresses. I thought it was an amazing ending party I would remember forever. However, the themes from observers' data and students' responses are discussed in Chapter 7.

CHAPTER 7

Cycle II: Data Presentation and Analysis

There are three sections covered in this chapter. The first section covers students' responses after finishing the activities, the second, my reflection on the processes and the outcomes, and finally, evaluation of each activity of Cycle II. The data were mostly obtained from the students' worksheets, the students' diaries, the teacher's journals and the observers' sheets.

7.1 Students' Responses

The main categories presented in this section are students' responses to the teacher, their knowledge and competence, and other interesting themes.

7.1.1 Students' Response Towards the Teacher

In this section, the main categories are teacher evaluation, teacher's role and approach. The data for teacher evaluation were obtained from the Education Quality Assurance Department and those for the teacher's role and approach were obtained from students' diaries and worksheets. These were analysed to explain students' perception of the teacher's role and approach and their own knowledge, competence and confidence.

A. Teacher Evaluation

There is an evaluation after the end of each course. Every semester, all students have to evaluate all teachers who teach in the semester. Totally without bias, students completed questions on the internet website (<http://www.cit.kmitnb.ac.th>) without interference from their teacher and all students know that the result will show in the next semester so they can absolutely be free in expressing ideas about their teachers. The results of students' evaluation of my teaching are in Appendix 5. The questionnaires are divided into four categories. They are students' feelings towards

the course, ability, contents and teacher's role. I decided to select only 9 from 22 items because some items are similar such as students' feelings towards teacher's role. In the table below, they are students' feelings towards the course (item 1), ability (item 2), contents (items 3-4) and teacher's role (items 5-9).

Table 7 Quality Assurance for Semester 2/ 2005, Cycle II

Items				Students' number of evaluation	Means	S.D
1. Satisfied with subject				31	4.677	0.701
2. Know more knowledge				31	4.612	0.715
3. Materials and Equipment are suitable for the subject				31	4.516	0.811
4. The contents can apply to real life situation				31	4.580	0.672
5. Teacher's Voice is clear				31	4.774	0.497
6. Teaching from easy to difficult				31	4.483	0.724
7. Teacher used principles of reason more than learning by heart				31	4.548	0.623
8. Prepared the lesson well				31	4.645	0.550
9 Provide opportunity to think and ask				31	4.677	0.540
Mean	1.00-1.49	1.50-2.49	2.50-3.49	3.50-4.49	4.50-5.00	
	Very least	Least	Medium	Much	Very much	

The mean for Cycle II is 4.563. When compared with cycle I (4.501), it means that students were still very satisfied with the course content and my teaching. It might not be difficult for me to develop my teaching step by step but to keep the level of evaluation at the 'very much' level is very hard for me. I was able to do that after I applied action research procedures to my teaching. Moreover, students' comments about my teaching showed that their attitude towards language learning was positive because they thought that their English knowledge had been so much improved. Therefore I assumed that their confidence in language learning, especially speaking, would be increased as well. Students in each semester do not have the same characteristics so I as a teacher have to plan, act, observe, reflect and revise to be

suitable to the students in each semester as much as possible. In this section, the data show students' responses after finishing all six activities. Categories presented are the teacher's role and approach and knowledge, competence and confidence.

B. Students' Responses to the Teacher's Role

The data presented here cover all six activities. In this cycle, my duties were changed somewhat. In Cycle I, students needed my help much more for many reasons such as students' background knowledge, attitudes and my unclear instructions. Therefore, those strong points were continued and weak points revised in this cycle. However, as a researcher and a teacher at the same time, I had to try to motivate students to learn and to express ideas as much as possible and the outcomes were satisfactory. For example, student 6 in Activity 4: My Impressive Gift expressed his feelings towards my role while participating in the classroom. He realized the real importance of English language learning by using it and communicating, not just trying to pass the examination. This might be further developed into intrinsic motivation, which is very useful for language learners.

The teacher was one of the main factors to promote me to speak. Have you ever heard the sentence 'Love at first sight' It did not mean that I fell in love with her but it meant the teacher made me interested in learning English. In the past, I thought about language learning that just getting C+, C, D+ or D but not F. That was enough for me but now I think about the real importance and purpose of learning English. (S6W4 30/11/05)

Student 7 passed through an awful situation, which was also my problem. Finally, he and I learned together how to solve the problem. I used easy questions to help him to answer the question and he tried to express ideas in English and he could do it. It meant he could gradually reach his goal and I learned not to underestimate students' knowledge. If students say nothing when they are asked to speak, it does not mean that they cannot do it. It might be that they need some help to encourage them to speak. I have to be aware of this point.

I felt very nervous, shocked and stressed when I was randomly selected to talk in front of the class because I was absent last period so I did not prepare the assignment. However, the teacher helped me pass the terrible situation by encouraging and asking me easy questions, so I just answered following the

real things which enhanced me to speak easily. The teacher did a good job. (S7W4 30/11/05)

Observer 2 confirmed that,

The teacher did a good job in encouraging and asking him to elicit his response. (O2W4 30/11/05)

C. The Teacher's Approach

The various techniques and teacher's response encouraged and promoted students to participate in the activities and to develop rather positive attitudes towards language learning. Therefore, several techniques which students recognized while participating in the activities were provided.

C.1 The Process of Teaching: Planning a Logical Sequence

In language teaching, planning the lessons, especially providing clear instruction step by step, encouraged students to prepare the assignments well as student 3 in activity 6 observed:

In this activity, the teacher stayed away from students. She just walked around, observed and encouraged us while participating. She let us freely speak with friends. I thought most students prepared well because of her clear instructions. (S3W6 21/12/05)

Observer 1 in Activity 2 and 3 confirmed that students comprehended the task well and followed their role and duties because of clear instruction.

The teacher tried to give clear and understandable instructions. Therefore students can do the task by themselves. (O1W2 16/11/05)

Students know their role very well and understand what is expected from the activities. (O1W3 23/11/05)

However, student 11 in Activity 6 noted that teacher's confusing directions made him frustrated while participating in the activity.

I was also confused while participating in the activity because the time you set to present was rather too short and you asked each group to change very quickly. For example I was explaining about how to operate my telephone, which had various options, and I had not finished explaining yet and you asked me to change to a new group. This made me a little frustrated.

*Therefore, I thought my speaking was not as good as speaking last week.
(S11W6 21/12/05)*

Preparing pronunciation of new vocabulary by checking in the English Dictionary first was emphasized. Student 17 in Activity 1 said

*Her accent motivated me to speak and helped me to improve my speaking.
(S17W1 9/11/05)*

C.2 Encouraging Students' Learning

Encouraging students' learning could promote students to speak. In this project, there were several roles that encouraged students' learning in terms of helper, encourager, facilitator and motivator. **Helper** meant when the teacher was asked to pronounce some difficult words or to translate Thai into English, she did it immediately. **Encourager** meant the teacher's responses to students' performance. The teacher praised them when they performed well and sympathized when they failed and encouraged them not to give up. **Facilitator** meant providing for students' convenience and comfort while they were participating in the activities. **Motivator** meant the teacher acted as a model to provide clear intonation and pronunciation and she tried to speak English in the class as much as possible.

Helper

Student 20 in Activity 4: My Impressive Gift, identified that the teacher acted as a helper to help him to express ideas in English.

The teacher helped me to express ideas in English by translating (□□□□□) into English [cheat on]. This helped me very much to keep going speaking in English. (S20W4 30/11/05)

Observer 1 in Activity 2, said that the teacher acted as a helper to encourage students to speak.

Students have capability to develop themselves. The teacher is mainly the 'supporter' who gives advice when students needed help. I thought the performance was quite natural as students don't have paper in hand. They don't memorize as the former time. Rote memorization made the performance a bit unnatural. (O1W2 16/11/05)

Encourager

Student 6 in Activity 6 showed that the teacher encouraged him not to give up when he made mistakes.

My teacher encouraged me to keep going speaking English without being afraid of making mistakes. I liked her encouraging because depressing feelings inhibited me to speak.

Observer 2 confirmed that the teacher tried to encourage students to speak English as much as possible.

Encouraging as always. She always said "No Thai in this class! English only!" (O2W6 21/12/05)

Facilitator

Student 4 in Activity 5 said that the teacher acted as a facilitator to encourage him to find more information before interviewing foreigners.

It was very convenient to find more information about attractive places in Thailand. The teacher gave me a lot of tourist books and she let us search for more information by using her computer at her office. (S4W5 14/12/05)

Motivator

Student 9 in Activity 1 said that the teacher acted as a motivator to motivate him to speak because she tried to speak English in the class as much as possible.

She made me more interested in language learning. She encouraged me to speak. The more she spoke English, the more I was eager to speak in English. (S9W1 9/11/05)

Observer 2 in Activity 1 confirmed that

The teacher spoke English with clear voice and students were satisfied with this. (O2W1 9/11/05)

C.3 Using Various Questions to Promote Students' Speaking

In language teaching, reflection on action was a very important factor to promote students' speaking. I used various questions to help students to speak after I reflected on how to help students to speak English as much as possible, but success depended on students' proficiency.

Thai and English Questions

Student 3 in activity 1 identified that the teacher helped him to speak by asking him questions both in Thai and English.

She helped me to speak by asking both English and Thai questions when I could not express ideas. (S3W1 9/11/05)

Yes / No and Short Question

Student 7 in Activity 4 identified that using various questions such as yes/ no questions or short questions helped him to speak.

Without various questions such as yes/ no questions or short questions and encouraging from the teacher, I could pass this awful situation. For example, Do you like it? A phone? Black or white? (S7W4 30/11/05)

C. 4 Providing a Positive Atmosphere

Students also expressed their feelings towards the classroom atmosphere. Most students told me that classroom atmosphere affected their language learning (S17W2 16/11/05). Student 28 in Activity 2 told me that the positive atmosphere made him feel better while participating in the activity.

In the early period, I felt nervous but later I felt better because the atmosphere was not stressful and tense. All friends helped together to arouse others to speak. As a result, I could speak and express my ideas as much as possible. (S28W2 16/11/05)

Student 15 in Activity 3 agreed that the atmosphere encouraged him to speak.

The atmosphere was rather better than the past because all students had more opportunity to speak like a real situation. The activity motivated me to express my ideas as much as possible. (S15W3 23/11/05)

Observer 1 confirmed that the atmosphere affected students' language learning. For example, changing seating structure made them comfortable to participate in the activity.

The atmosphere is filled with joy and relaxation. It's fun with some laughs and big smiles on students' faces. I think this atmosphere promotes students' speaking. (O1W6 21/12/05)

C. 5 Classroom Management

Classroom Management was also a factor to promote students to speak. In this project it covered seating structure and the teacher's management in terms of conductor and organizer in the classroom.

Structured Seating

Student 4 in Activity 1 said that the semi-circle seating encouraged him to participate in the activity.

Having all students stand up and walk around to talk to other students in the middle of semi-circle seating structure was an interesting activity in which to participate. (S4W1 9/11/05)

Observer 1 in Activity 1 and Activity 2 confirmed this view.

The place is set appropriately. Students have free space. I think it's fun. I like setting the space semi-circle like this. Everyone joined the activity. If the space is full of tables and desks, some would chat among themselves. (O1W1 9/11/05)

In addition, observer 2 confirmed that the students enjoyed participating in the activities more after changing the students' seating structure.

Nice! I like the round-table set up; it looks nicer and facilitates the activity better than the previous room. The students seem more relaxed and more outreaching; maybe because they've known each other for one semester already. (O2W1 9/11/05)

Conductor and Organizer

Student 10 in Activity 2 identified that I conducted them first and then let them do it by themselves.

The teacher acted as a conductor to control the activity such as when, where and matching groups for the first round and after that we matched groups to perform by ourselves. (S10W2 16/11/05)

Observer 2 in Activity 2 and observer 1 in Activity 6 confirmed that the teacher gradually let students do the tasks by themselves.

It's good that the teacher give some 'free space', letting students perform without excessive help. (O2W2 16/11/05)

The teacher could organize the activity very well. She managed the time allocation. This time she does not need to give a lot of help. (O1W6 21/12/05)

7.1.2 Students Responses to the Activities

After students participated all six activities, they were asked to answer the question "Which activity did you like most?" The result is shown below.

Table 8. The Activity Which Students Liked Most, Cycle II

Activities	N (27)	Percentage (%)
Act.1: Self-Introduction	1	3.70
Act.2: An English Movie	1	3.70
Act.3: The Popular Song	2	7.40
Act.4: My Impressive Gift	4	14.80
Act.5: Foreigner Interview	13	48.10
Act.6: Coffee-Break Discussion	6	22.20

Thirteen students (48.10%) most liked Activity 5: Foreigner Interview and six students (22.20%) Activity 6: Coffee-Break discussion. Four students (14.80%) selected Activity 4, two students (7.40%) Activity 3 and one student (3.70%) each selected Activity 1 and Activity 2. In this cycle, choices were spread more broadly than in cycle 1. The reasons why this happened emerged in the semi structured-interviews. Using the question “*Which activity did you like most?*” I found that most students told me that they would like to choose more than one activity and some students told me that they liked every activity because they could participate and enjoyed working together with their friends. However, Activity 5 and Activity 6 were selected most because students had more opportunity to plan and do everything together with their friends and they were proud of themselves when they finished the tasks.

7.1.3 Knowledge, Competence and Confidence

In this section, the data were organised into three categories: students’ ability, attitudes towards language learning and understanding learning strategies. The data were obtained from the pre- and post-self-rating scale, students’ worksheets items 1 and 3, and students’ worksheets that focused on knowledge, competence and confidence.

A. Knowledge and Ability

Table 9. Data from Pre and Post Self-Rating Scale about Students' Ability, Cycle II

Items	N	Mean (\bar{X})	t-Test	Sig. (2-tailed)
1. Ability to speak English Pre Post	27	1.85 2.59	-7.322	P<0.01
2. Knowledge about speaking English Pre Post	27	1.85 2.44	-6.150	P<0.01
3. Confidence in speaking English Pre Post	27	1.93 2.89	-9.669	P<0.01
4. Enjoyment in speaking English Pre Post	27	2.59 3.56	-6.596	P<0.01
5. Anxiety in speaking English Pre Post	27	3.22 2.37	6.164	P<0.01

The paired sample t-test results show significant difference again between pre- and post-self-rating scales about students' attitudes towards speaking in terms of ability, knowledge, confidence, enjoyment and anxiety. Investigating students' feelings towards activities immediately after finishing Activity 6: Coffee-Break Discussion may influence their positive feelings because the atmosphere was very enjoyable and students who studied in different programs joined in the party. As a result, the data were highly significant. The mean value of students' views of their ability in English speaking increased from 1.85 to 2.59 and their knowledge about speaking also increased from 1.85 to 2.44. This means that the students think they have more ability to speak and more knowledge about English. It may be interpreted that they had started to be aware of their ability and knowledge. The action research phases and the teaching program may be a factor to increase students' ability. This might affect students' attitudes towards speaking, especially increased confidence. As Kelly and Watson (cited in Prabpairee, 2000, p. 25) said, ... *"when the speaker becomes skillful, his confidence will increase."*

From the data above, the positive attitudes towards speaking have increased and the negative attitudes towards speaking have decreased. The feelings of confidence and enjoyment have increased from 1.93 to 2.89 and 2.59 to 3.56. The feelings of anxiety have decreased from 3.22 to 2.37. This means that all six activities as tools promoted students to speak and the action research phases and the teaching program contributed to change in students' attitudes towards speaking, especially confidence. It might indicate that all six activities formed an innovative language teaching program that promoted them to learn and that students' reflection on their linguistic competence, communication strategies, cooperative learning, the positive atmosphere and teacher's role provided evidence for this.

B. Increase in Use of Words

Step 1: Plan

Item 1: How many words do you expect to use to express your ideas?

I expect to speak about..... English word(s)

Step 3: Reflection

Item 3: How many words did you use to express your ideas?

I expressed my ideas aboutword(s)

Table 10. Data Analysis of Students' Worksheet Items 1 and 3, Cycle II

Items	N	Mean (\bar{X})	t-Test	Sig. (2-tailed)
Act. 1: Self-Introduction Pre Post	27	11.41 20.81	-7.004	P<0.01
Act. 2: English Movie Pre Post	27	15.41 23.85	-4.625	P<0.01
Act. 3: The Popular Song Pre Post	27	14.56 21.91	- 7.828	P<0.01
Act. 4: My Favourite Story Pre Post	27	16.56 23.30	- 8.829	P<0.01
Act. 5: Foreigner Interview Pre Post	27	12.78 19.48	-8.303	P<0.01
Act. 6: Coffee-Break Discussion Pre Post	27	17.59 25.07	-6.687	P<0.01

The paired sample t-test results show a significant difference between pre and post of the number of words which students expected before participating and after immediately participating in each activity. The mean of students' expectations in speaking after participating all activities was increased. The number of words may not be calculated exactly from the real situation, it was just students' estimation. However, the difference between the words before and after participating shows they could speak more. As a result, all six activities, positive attitudes, the stage of group development, teacher's role, methods of teaching might be factors to promote students to speak. I assumed that the more students participated in the activities, the more the students' speaking ability was increased. The more students' speaking ability increased, the more students' confidence in speaking English increased as well.

C. Students' Increased Knowledge and Confidence

Initial analysis of qualitative data identified a number of issues related to increased knowledge and confidence, which were later reduced to four major areas (through axial coding). These were increased awareness of knowledge, increased confidence, a range of attitudes to learning and understanding strategies for learning.

C.1. Increased Awareness of Knowledge

Students' qualitative data identified an increased ability in language learning after finishing the activities. Students expressed their feelings towards linguistic competence after participating in the activities. For example, student 14 reported that he had more ability in language. Student 24 learned language by observing others. Student 33 got a lot of idioms and could apply them to his real life situation and student 31 was proud of himself because he could present a technical project in English.

Student 21 in Activity 2 stated that various activities gave him a lot of knowledge which he could apply to his real life situation.

She is very good. She made me know a lot of knowledge by providing various activities. I could take this knowledge to apply to my real life situation as shown in the role-play. (S21W2 16/11/05)

Observers 2 and 3 confirmed that students' linguistic competence increased.

The students whom I overheard speaking seem to have a very good command of using vocabulary in explaining and describing the 'Gift.' They used some vocabularies from the input and also not from the inputs. (O2W4 30/11/05)

Students had a chance to practise their English and increase the repertoire of their vocabularies. (O3W3 23/11/05)

Observer 3 continued to talk about the development of students' communicative competence while participating in Activity 4.

...lot of noises come from their oral production. From the talk, I would say all the students seem to enjoy this activity. They seem to regard the activity as meaningful. I felt impressed the way they tried to give the meaning of the gift. Very active and seem to get engaged in the activity a lot.

Limiting Factor

Most students identified things that inhibited them from speaking. Student 14 in Activity 4 told me that not preparing well inhibited him from speaking (S14W4 30/11/05).

Student 9 in Activity 5 reported that limited linguistic competence inhibited him.

Limited knowledge of vocabulary, dialogues and sentence patterns inhibited me to speak. When I wanted to express difficult or complex ideas, I could not do that. I thought it was a big problem I encountered. (S9W5 16/11/05)

Student 2 in Activity 1 said that lacking linguistic competence in terms of grammar inhibited him to speak.

I did not know about the grammar of speaking and how to pronounce English correctly. This inhibited me to speak. (S2W1 9/11/05)

If students thought that they lacked linguistic competence, it affected their confidence in speaking

I knew a little about speaking so it made me lack confidence to speak. I was afraid of making mistakes. These feelings inhibited to speak. (S9W3 23/11/05)

C.2 Students' Confidence

There are several factors promoting students' confidence. Students' confidence also enhanced them to further develop in speaking. Student 1 in Activity 1 said *"practising speaking in several rounds made me more confident in speaking and moreover, the topic was relating my life so it was easy to express ideas in English"* (S1W1 9/11/05). Observer 1 confirmed students seemed confident with this activity (O2W1 9/11/05). Student 9 in Activity 4 expressed that caring and sharing made him more confident (S9W4 30/11/05). Student 11 in Activity 5 said that he felt more confident whenever he reached his speaking goal. Student 7 in Activity 4 expressed a very interesting view.

Confidence had never occurred to my mind in language learning, especially speaking. In my opinion, I would have been confident in language learning if I had got a good grade and I had been able to speak English fluently and correctly, which had never happened in my life. But now after participating in all activities provided by the teacher, the meaning of confidence is gradually changed and also gradually increased even though very little because I try to set my speaking goals quite low. Therefore I tried to reach my goal bit by bit and feel proud of myself whenever I reach my goal. (S7W6 21/12/05)

Observer 1 confirmed students' confidence in speaking

Some students showed their talent in speaking. They seemed confident and knew how to explain the point, which their peers did not get. Body gestures were used naturally. (O1W6 21/12/05)

As student 7 showed his feelings about confidence, I learned that promoting students' positive attitudes towards language learning is a very significant factor of which all teachers have to be aware. Students' positive feelings towards language learning, especially speaking, can powerfully affect students' confidence in language learning and develop increased student diligence in language learning.

C. 3 Students' Attitudes to Learning

After students participated in the activities, a lot of feelings emerged. These included fun and enjoyment, excitement and enthusiasm, and embarrassment.

Fun and Enjoyment:

Student 7 in Activity 1 reported that he had fun while learning (S7W1 9/11/05), student 15 in Activity 3 (S15W3 23/11/05) said that he liked to participate in the activity and the atmosphere was positive and full of rapport. Student 1 in Activity 6 (S1W6 21/12/05) also reported that it was fun and visitors encouraged him to prepare well. He liked to participate in the activity.

Excitement and Enthusiasm:

Student 6 in Activity 1 (S6W1 9/11/05) told me that he was excited and enthusiastic to speak, while student 33 in Activity 2 showed me that he changed his style of learning (S33W2 16/11/05). Observers confirmed that students were enthusiastic to participate in the activities. (O3W1 9/11/05)

The atmosphere was filled with excitement. Students from different levels looked eager and enthusiastic. The wide-space room made it nice, easy and proper for this kind of activity. After the activity, students enjoyed snacks and refreshments. It's fun with some laughter and big smiles on students' faces. (O2W6 21/12/05)

Embarrassment and Fear

However, some students still had negative attitudes towards participating in the activities such as embarrassment, fear of making mistakes and confusion while participating in the activities. Student 5 in Activity 1 felt embarrassed to speak English (S5W1 9/11/05). Student 22 in Activity 1 did not want to practise speaking (S22W1 9/11/05). Student 11 in Activity 2 reported

I felt confused while participating in the activity because I can't remember the words, phrases or sentences in the role-play. (S11W2 16/11/05)

Student 4 in Activity 4 reported that

Negative attitudes towards myself inhibited me to speak. I liked to compare myself to others. When I saw others speak well, I was not brave enough to speak. I tried to avoid speaking in English and speak Thai instead. (S4W4 30/11/05)

C. 4 Understanding Strategies for Learning

In this section, four categories were identified. They are motivating activity, opportunity to practise, cooperative learning and recognizing personal learning strategies.

C.4.1 Motivating Activity

Students were aware of motivating activity promoting them to speak.

Student 13 in Activity 1 told me that the activity promoted him to speak freely (S13W1 9/11/05). Student 28 in Activity 6 reported that aspects of the activity were interesting.

It was a great idea to have other groups to join the activity. It encouraged me to prepare to speak a lot. It was new to me to participate with. Presenting a project in English promoted me to speak. (S28W6 21/12/05)

Observers 1, 2 and 3 confirmed that the aspects of the activities motivated students to speak and to participate in the activities.

The students seemed to participate very well. The activity sheets: gap-filling games are truly interesting. (O1W3 23/11/05)

It's a good sample of learner-centred task-based activity. Students learn not only natural language, but also interesting matters from peers' presentation. (O2 W6 21/12/05)

It seem to me that the activity is very informative as well as education. (O3W3 23/11/05)

C.4.2 Opportunity to Practise

Students showed that opportunity to practise speaking English was one of the factors to promote them to speak and to have more confidence in speaking.

In my opinion, every group should have an opportunity to show in front of the class because I observed that they rehearsed the action several times. In doing so, we could see each group strong and weak points and I could learn from them. (S5W2 16/11/05)

I had a little time to remember and I could not remember any thing in a short time. This inhibited me to speak. (S3W1 9/11/05)

Observer 3's recommendations confirmed that the opportunity to practise increased their speaking.

C.4.3 Cooperative Learning

After finishing the activities, students told me that cooperative learning in their groups enhanced their ability to handle problems.

Working in groups with friends helped me to perform fairly well, especially with close friends. We learned new words, phrases and sentences together when we created the story beyond the sheet. We laughed, smiled and never minded when we made mistakes because we are close friends. (S6W2 16/11/05)

Student 6 in Activity 5 told me that he was impressed about working with his friends. He got a lot of experience while doing the activity and finally he was very proud of himself and his group that his friends and he could reach his goal.

I will never forget when my friends and I had to interview foreigners. A lot of feelings happened to us. For instant, 'tired' and 'hungry' when we had to find foreigners to interview for three hours. 'Depressed and hopeless' when foreigners denied us to be interviewed. 'Delighted' when we met a very friendly foreigner to interview. 'Impressed' when he understood our English background knowledge and taught us a lot. 'Proud of ourselves' when we could communicate to foreigners though a little and we celebrated when finished the job. If you asked, "Would you like to do this job again?" I had to respond, "Yes I will!" because I had a lot of experience which I could not find in the classroom. (S6W5 14/12/05)

C.4.4 Recognizing Personal Learning Strategies

Students recognized their own learning strategies after they participated in the activities. In Activity 1, student 7 noted that providing linguistic competence promoted them to have more confidence in speaking English (S7W1 9/11/05). Student 14 reported that he was willing to take a risk that stimulated him to speak (S14W1 9/11/05). Student 29 told me that exchanging information with his friends and finding an opportunity to speak developed his speaking.

I had the opportunity to evaluate my speaking ability. This inspired me to develop myself further because I could develop at my own pace step by step, though it was a little. (S29W1 9/11/05)

Student 11 in Activity 3 reported that he could speak more because the rhythm of the song was not too fast to listen to and the content of the activity was also not too difficult for him to practise.

The song was very slow and beautiful so I could catch and follow it though not much. Maybe because the words in the blanks were not too difficult to complete such as you, talk, say, he...etc. When the score increased because of those words, I felt excited and proud of myself. However, I could not get full scores because my listening skill was very weak but I would try to keep practising. (S11W3 23/11/05)

Student 13 in Activity 4 noted that listening to the sound track several times helped him to comprehend English. Moreover, he thought the way to comprehend the English movie was by listening to the Thai version first and switching to English version later.

I realized that if I want to understand the English movie as much as possible I had to watch that movie several times. First I had to invest money by buying both Thai and English versions. Watching the Thai version first and then the English version, I did this several times so every time before deciding to buy VCD movies, I had to make sure that the movie was my most favourite movie. (S13W4 30/11/05)

Student 28 in Activity 5 told me that speaking without being afraid of losing face helped him to speak. He realized that learning only reading and grammar made him bored so finding an opportunity to speak would develop his language learning.

I tried to speak without thinking of 'losing face' I spoke by understanding, however, I did not know whether I spoke correct or not but at least, I started speaking. In the past, I lacked opportunity to speak just learned to read and did grammar as my homework. I was very bored and had never got a good grade in a single term. Perhaps those were the reasons why I was still weak at English. (S28W5 14/12/05)

Student 9 in Activity 4 suggested that it would be better if I had them choose a song by themselves.

It is a good idea if you have each group find a song and sing among each group. Which group sang most beautiful and had accent like the original song as much as possible, that group would be the winner. They should get three or five pluses and then send them to sing in the Loy Krathong Festival or Christmas Party. In doing so, students would try to practise listening and singing as much as they could. PS. Don't tell them first about sending them to sing in the party. They might be shy! Tell them later, it would be much fun. (S9W4 30/11/05)

Student 18 in Activity 6 noted that inviting international students to join the party would motivate students to participate in the activity. In doing so, it would encourage him to prepare better than the past.

I tried to imagine if the visitors were international students to join to the party, how hard I had to prepare to present. I would like to have new friends from international school. After this time, I might try to find an opportunity to speak with them. (S18W6 21/12/05)

7.2 Reflection on the Processes and the Outcomes

In this section, I describe reflection on the stages of group development, communication strategies and cultural barriers.

7.2.1 Reflection on the Stage of Group Development: Group Dynamics

In Cycle II, from Activity 1 to Activity 3, students had fewer problems about working in a group than in the first cycle because they were more familiar with each other and they spent less time forming a group so it was easier to encourage them to work in groups. From experience, I found that in the first period of each course, the aspects of activities and teacher's reaction towards students were very significant for students. They affected students' attitudes towards language, especially speaking. Therefore I tried to promote them to develop trust and build group cohesiveness step by step. Student 18 told me that my reaction encouraged him to trust me.

You were acquainted with us and made me trust to participate in the activities provided. In doing so, I felt brave enough to ask you when I could not follow your instructions. (S18W1 9/11/05)

In Activity 2: students started to work in groups and they developed their group building. Student 23 identified that he could work in a group with friends though he was not familiar with doing that in the English subject.

Forming a group was not easy for me, especially in English. I was familiar with learning English by lecturing. However, my friends and I could do it because of your help such as encouraging, motivating, consulting...etc. We were not newcomers so we could adjust to work together. Working in a group encouraged me to speak. (S23W2 9/11/05)

In Activity 1: Self-Introduction, student 3 felt more relaxed and brave enough to talk about private information.

First I felt nervous to talk but later when I had more opportunity to exchange self-information with my friends, I felt more relaxed to express my feelings even though it was rather secret information. (S3W1 9/11/05)

It showed that relations were developing. Student 24 showed that friends encouraged him to speak.

Friends encouraged me to speak a lot. They usually told me, Just talk to friends! Don't worry! That's all! (S24W1 9/11/05)

In Activity 3 and Activity 4, students worked in pairs and groups with more cohesion so the atmosphere was positive and the outcomes were rather satisfying for me. In Activity 5 and 6, students had reached the stage of performance because they had to take more responsibility to work in-group and they could manage their problems. As a result, they could reach their goal at their own pace.

From Activity 1 to 6, aspects of leadership started gradually from high-task/low relationship leadership behaviour as **telling**. I began the activities with language-input. Next, high-task/ high relationship behaviour referred to **selling**. I tried hard to have students comprehend my instructions. Then, low-task/ high-relationship leadership behaviour referred to **participating**. I had students participate and exchange ideas and finally low-task/low relationship leadership referred to delegating. Students had more opportunity to do the tasks in terms of planning, doing, observing, reflecting and revising by themselves, especially in

Activity 5: Foreigner Interview and Activity 6: A Coffee-Break Discussion. Students had more opportunity to develop group autonomy than in Cycle I because the aspects of each activity and material were adapted to be more challenging.

7.2.2 Communication Strategies

In Cycle II, students were provided with more knowledge about communication strategies so they tried to use anything to help them to communicate as much as they could.

One student tried so hard to use English vocabulary to explain to her pair what the word was. The students seemed concentrated on the task at hand; they appeared to be enjoying the activity. (O2W3 23/11/05)

Though they can't talk fluently, they try to speak out, arranging word by word. One can't find the right words so he speaks his native language and then switch to L2. He used every method possible. Showing his real attempt to communicate to the classmates! (O1W4 30/11/05)

A student tried to express his ideas about the gift he brought. Sometimes he spoke in phrases, or sentences and code-switched the language. (O3W4 30/11/05)

7.2.3 Cultural Barriers

In traditional teaching, when having students do something in front of the class, the teacher usually evaluates students' performance so it makes them lack confidence in language learning. Student 2 working in Activity 4 described his feelings towards his last traditional teaching which affected his language learning. Therefore, the style of my teaching was encouraging, consulting and analyzing to reflect their learning styles as much as I could. In doing so, I could adopt, adapt and provide materials and activities which were suitable for students. However, I had to recognise some cultural barriers which might inhibit students' performance.

When I had a chance to talk in front of the class, the teacher did not blame or look at me like a checker to check whether I made a lot of mistakes or not. If I had done something wrong, she would have written something in her paper like an evaluator to evaluate whether I could pass the job. Those were my bad experiences when I had to do something in front of the class but in this class the teacher did not do that she encouraged and looked at me smiling when I made mistakes. She always told me that making mistakes was not a big deal and we could learn from it. She encouraged me to take a risk in speaking and try to find more opportunity to speak. I liked that way. (S2W4 30/11/05)

At this point, I realized that students need much encouragement to learn a language, especially speaking and could develop themselves after their confidence increased. When they had more confidence, their linguistic competence would increase until they could learn and to stand on their own feet. For a long time in traditional Thai culture, a teacher was the centre of teaching and it was believed that everything the teacher said was correct. Nowadays, those views have changed. We try to learn together with students. I believe that sometimes a teacher learns new things from students.

7.3 Evaluation of Cycle II

Activity 1: Self-Introduction: I should be aware of using the one plus technique.

The self-introduction activity was provided to have students know each other more, so the aspects of the activity were not stressful and tense. From the experience in Cycle I, I realized that in the first period of a course, especially an English course, it was very necessary for me to analyse students' attitudes towards language learning, background knowledge, and learning styles to prepare and adjust materials and activities for the following periods. It was not enough to introduce the course description and let students go. That is all I did in the past for the first period. There were many problems with the one plus technique. When I called students to be volunteers to talk in front of the class, a lot of students were willing to be volunteers because they would like to get one plus so it made it very difficult for me to manage the situation to be fair for all students. I had to think about how to use the one plus technique in a suitable situation, because if I used it several times, it might be boring for them so it depended on the situation.

Activity 2: An English Movie: I provided an extra English schedule in the laboratory to develop students' language learning skills. Most students came to watch anything in English such as movies, news, a documentary and a music video. I provided this at 8.30 am every Wednesday before the class. It would have been better if the head of the English department, my colleagues and I had discussed together about hiring a

technician or taking turns to stay in the laboratory room 30 minutes before the class every day.

Activity 3: A Popular Song: I provided more opportunity to have students think and let them create words by themselves. It would be better if I had used the popular song to initiate the activity as a model or example to help students to understand what they had to do and finally, they could create situation by themselves.

Activity 4: My Impressive Gift: Encouraging all group members to follow up the assignment by having each member help together was very successful. They enjoyed it and were happy to participate in the activity. They took their impressive gift to show friends. In doing so, they could express more ideas in English. However, there was a problem in the class. A student who had been absent was afraid to speak when he was randomly chosen to speak in front of the class and he told me the reason that he was absent and did not follow up the assignment. As the result, my students and I had to set a rule about what students had to do when they were absent. Members of each group had to tell or warn students who were absent to follow up the assignment.

The Things That Ought to be Adjusted

I needed to have all groups give their performance in front of the class because all of them prepared well so they would like to show their action. It meant that students started to be enthusiastic to learn English. If I had had them all show their performance, they would have been more proud of speaking English. Observer 2 confirmed that all students could have creative ideas and were enthusiastic to participate in the activity.

All students can be creative and extrovert when they got things that they enjoy doing and participating. (O2W 16/11/05)

Activity 5: Foreigner Interview: In the future there may be value to provide an opportunity for students to join interesting activities with international students. I would have to train them first. To do this might be more challenging and interesting to participate in. However, it depends on students' attitudes and background knowledge.

Activity 6: A Coffee-Break Discussion: I thought it worked for my students to have an opportunity to exchange ideas with other classes, so if we also provide an opportunity for observers' students to join the party, they would have more knowledge because in this course there were many students' departments such as students from FDT (Furniture and Decoration Design Technology), AMT (Automotive Technology), IPT (Industrial Power Technology), etc. Observer 3 commented that only one or two leaders in each group had an opportunity to present so it made the rest of the students feel less interested to participate in the activity. I anticipated this view so I divided the topic into four sections and had all of them take responsibility to present. Perhaps it was too short a time to have all students to present because my weak point in this activity was that I had each group change the presentation to the other groups too quickly.

Not all students had a chance to speak out, but they helped and encourage their group member. Students wanted to communicate in English but it's too hard for them to get the floor for their English interaction. They seemed to get less interested and motivated to produce any English words. (O3W6 21/12/05)

CHAPTER 8

Discussion and Implications

This chapter presents the discussion, implications and suggestions of the findings from Cycle I and Cycle II. The issues which I consider are:

- 8.1 The Factors That Promote Students' Confidence in Speaking English.
- 8.2 The Obstacles to Students' Gaining Confidence in Speaking
- 8.3 How Students' Confidence Increased as a Result of Changes in Teaching Approaches
- 8.4 Strategies or Techniques Which Students Favoured Most
- 8.5 Ways in which the Teacher Helped Students to Identify Strategies to Help Them Learn
- 8.6 Implications for Curriculum Development in Speaking English in Thailand
- 8.7 A Possible Model for Promoting Students' Confidence in Speaking English in Thailand.

8.1 The Factors That Promote Students' Confidence in Speaking English.

This section addresses research question 1 'What are the factors that promote students' confidence in speaking English?' Major factors that promote students' confidence in speaking English were as follows:

Students' Positive Attitudes towards Themselves and Others

In Cycle I, most students had negative attitudes towards language learning, especially speaking, because of many reasons such as English background, teacher's roles, teaching approaches, activities and materials. They often thought that they were not able to study English well because they had never got good grades. They always thought that speaking was out of their reach. Therefore it was very important

for me to encourage students to have positive attitudes towards themselves first by using positive feedback. This matches the work of Kelly and Watson (1986) who saw positive attitude to self and others as important for communication. I found that sincerity and trustworthiness on my part were a key to opening students' minds in my project, as was also found by Chu (2001, p. 250). Teachers' feedback was also seen by Edge (1989, p.15) as encouraging the growth of language. In the case of shy and less confident students who performed with doubts and hesitation while participating in the activities, I applied gentle encouragement to help them to speak as much as possible as did Sjoberg (2006).

Next, I had to promote students' positive attitudes towards others. Students in both Cycle I and Cycle II usually thought that their interlocutors were better than them so students decided to avoid speaking in English. I overcame this problem by using cooperative learning to increase students' relationships as did Prasongporn (2004, p. 72) and I used a cooperative team to help students to solve their problems as found in the Activities 5 and 6. This follows the approach of Johnson, Johnson and Smith (1991, p. 21).

Students' attitudes towards communication were increased by using extrinsic motivation. In my project, I used the one plus technique (see Appendix 18.1) and special mark negotiation in Activity 5: Foreigner Interview in Cycle I and Cycle II to motivate students to do the tasks. After they had reached their speaking goals (the completed tasks meant that they interviewed only one or two foreigners, that was all), from an informal interview, I found that several groups continued to interview more than three foreigners because of their pleasure and satisfaction. It meant that extrinsic motivation further developed to intrinsic motivation as Dornyei (2001, p. 25) recommends.

Positive Atmosphere Motivated Students' Learning

Further factors identified included a positive classroom atmosphere and the use of activities and authentic materials to motivate students. In Activity 3: A Popular Song, I used dim light and leading music to motivate students to speak and used it as a non-threatening activity to increase students' speaking. I told students that there

was no right and no wrong about their feelings while expressing ideas. This approach was also used by Legutke and Thomas (1991, p. 51).

I realized that students had positive attitudes towards those aspects and enjoyed learning; they were eager and enthusiastic to find more opportunity to speak and rehearse. As a result, whenever students enjoyed learning and expressing or participating in the activities, there was evidence that their linguistic competence increased as was also found by Edge (1993, p. 106). I found that when students' communicative competence increased, their confidence in language learning, especially speaking, increased as well, as was also found by Dornyei (2001, p. 130).

8.2 The Obstacles to Students Gaining Confidence in Speaking

This section addresses research question 2 'What are the obstacles that inhibit students gaining confidence in speaking?'

The Factors that Inhibit Students Gaining Confidence in Speaking English are as follow:

A. Students had negative attitudes towards language learning

Students' negative attitudes towards language learning, especially speaking, were caused by bitter prior experience of language learning that made them underestimate themselves. They thought that it was impossible to develop their speaking ability because they thought that they could not read or pronounce English correctly. To overcome these problems, scaffolding in terms of demonstration, modeling, guided questions, feedback, reminders, encouragement, breaking down into small parts, providing examples, getting hints or help from the teacher or peers were used in this project, and also they were used by Chuaymuang (1997, p. 19). For example, if students did not understand my instruction, I tried to demonstrate by using body language (TPR) when I had students sit in a new seating structure. I used guided questions when students could not keep talking and used breaking into small parts to help students to reach their goal at their own pace when I had students fill the blank in

Activity 3: A Popular Song, Cycle II. Students felt more confidence in listening to the song. That was the first step to further develop speaking.

B. Students Lacked Opportunity to Practise

In my own situation, English language did not focus on speaking even though the name of the course is ‘Communicative English and Report Writing.’ Students still lacked the opportunity to practise speaking because all teachers focused on sentence analysis and technical text. Therefore the teaching processes were changed to encourage and motivate students to speak more. I started to have students plan to set their speaking goals at their own pace. At this stage, the teacher had to observe each student in terms of learning styles as much as possible as shown in the Warm-up stage in Activity 1: Self-Introduction, Cycle II. After I had experience in teaching Cycle I when my colleagues complained to me that most students usually came to the class late, especially the language class, I tried to solve problems by having them to express the reasons why they came late in English in two or three sentences. In doing so, students had more opportunity to practise speaking English, however, most students tried to come to the class on time as shown in the Action and Observation Step in Activity 5: Foreigner Interview. I set the norm in the first period and it worked until almost the last activity as in Tuchman’s model in the stage of norming (in Smith, 2005, p. 3).

C. Cultural Barriers

Cultural barriers were also important obstacles. Some students were still fixed into the culture of ‘*Kreng Jai*’ ‘*shy*’ and ‘*losing face*.’ I knew that ‘Kreng Jai’ is good Thai traditional culture but too much ‘Kreng Jai’ was one of the factors to inhibit students to speak. The student (27W6 2/9/05) was afraid to ask impolite questions to the speakers so he decided to avoid asking and stop speaking. In the case of shy students or students who were afraid of making their teacher losing face, they felt ‘Kreng Jai’ in relation to their teacher, so it was very important for the teacher to identify and explain to them immediately that too much ‘Kreng Jai’ was not a good idea to develop speaking, as I told student (7W4 30/11/05). This was also found by Hinenoya and Gatbonton (in Suebsaila 2001, p. 35). In addition, I tried to encourage them to negotiate about their learning needs and I provided short sentences to help shy students

to speak with confidence. After I encouraged and helped students to reach their speaking goals at their own pace, I found that they felt more confident to find another chance to speak because they knew that if they had some problems they could solve their problems by using their language learning strategies such as asking the teacher, friends or studying by themselves. This finding contradicted Chayanuvat, (2003, p. 4) who saw the teacher as the power in the Thai class but was supported by Nunan (1999, p. 171) who felt that the more learners understand the knowledge of strategies, the more they will learn effectively.

8.3 How Students' Confidence Increased as a Result of Changes in Teaching Approaches

This section addresses research question 3 'Is students' confidence increased as a result of change in teaching approaches?'

Several approaches were used in my project such as strategies-based instruction, the interactive approach and the participatory approach. The main aspects focused on students' interaction. I applied these approaches to all six activities to motivate students to speak as much as possible. In my project, I found that students had more opportunity to practise speaking and were more willing to participate in the activities than the past. In doing so, they obtained more knowledge of speaking. Kozulin (in Mynard & Almarzougi, 2006, p. 13), found similar improvements from interactive approaches.

Students were encouraged to negotiate with the teacher. In Activity 1: Self-Introduction in Cycle II, one of students was brave enough to ask for the class to leave 15 minutes before time if the teacher came to the class late. This showed that students acted as negotiators and tried to negotiate with the teacher as was also found by Auerbach (in Richard-Amato, 2003, p. 70)

I used action research procedures to promote students' self-reflection, understand their language learning and try to change for the better, particularly in Activity 5: Foreigner Interview and Activity 6: A Coffee-Break Discussion in both Cycle I and

Cycle II. In every activity, students had the opportunity to take part in procedures, plan, act, observe, reflect and revise. These procedures helped them to improve their linguistic competence as was also found by Edge (2003, p. 39). In the planning stage, students planned to participate in the activity and set their English goals. In the action stage, they followed their plans. In the observation stage, students observed their performance while participating in the activity. In the reflection stage, students tried to reflect on what strategies or techniques promoted them to speak most. In the revision stage, students revised their processes to reach their goal as much as possible. Students who could reach their goals had more confidence in language learning, especially speaking. Whenever students could not reach their goals, students and teacher took part in solving their problems. It was an easier way to find obstacles and problems, which inhibited students to speak.

While learning, students gradually decreased dependence on the teacher and some of them further developed as autonomous learners. They started to reflect on their goal-setting and tried to reach it through language learning strategies. In the classroom culture, students were brave enough to ask both the teacher and their friends. This meant that students' confidence in language learning, especially speaking, increased. The atmosphere at that time was positive because the teacher tried to give positive feedback to help students to reach their speaking goals.

Therefore I confirmed that students learned most when they interacted as was found by Burton and Clennell (2003, p.1). Also their confidence in speaking English increased.

8.4 Strategies or Techniques Which Students Favoured Most

This section addresses research question 4 'What strategies or techniques suit each student and which do they favour?'

Tables 2 and 6 show that the favourite activities were Activity 5: Foreigner Interview and Activity 6: A Coffee-Break Discussion. The aspects of Activity 5 and Activity 6 required the most mature groups and were the most participatory activities of the

activities. I delegated assignments to students. They had to take much responsibility for planning, acting, observing, reflecting and revising (action research procedures). The relationships between students and teacher were low-task and low relationship. It means little support from the teacher and a low relationship between teacher and students. All students had to achieve their tasks by themselves. It was very challenging to participate in the tasks. For example, student 6 in Activity 5: Foreigner Interview, Cycle II showed his very impressive feelings towards the tasks done with friends. He had various feelings while doing the tasks such as being tired, hungry, depressed and hopeless, impressed and proud of himself. It obviously showed that they obtained a lot of experience in terms of bad and good things because it was impossible for them to face only a good side in the real world. However, he wanted to take a new chance to speak with foreigners again. This showed that the action research procedures (plan, act, observe, reflect and revise) and working in a mature group with cooperative learning were the aspects of the activities which students most favoured. In this project, I realized that action research procedures helped students to have more critical thinking to reflect on their own learning as found by Oja, Pine and Street (in Beverly, 1993, p. 2). Mature groups and low-task and low-relationship leadership challenged students' learning as Hershey and Blanchard found (in Johnson and Johnson, 1987, pp.60-61). Cooperative learning helped them to reach their goals at their own pace as Dornyei (2001, p. 40) indicated.

8.5 Ways in Which the Teacher Helped Students to Identify Strategies to Help Them Learn.

This section addresses research question 5 'How can a teacher help students to identify strategies to help them learn most?'

My experiences from the research encouraged me to have a greater understanding of students' responses towards language. I found that most students were willing to participate in the activities, could reflect on their language learning strategies and obtained more knowledge at their own pace as is seen in students' responses in both Cycle I and Cycle II. The processes used in this project were as follows.

First of all, I had to prepare the lesson well before teaching the real class. Anticipating problems beforehand was a good way to help students understand the lessons as found by Bress (2006, p. 15).

Next, I found that using a variety of teaching techniques motivated and helped students to reach their speaking goals at their own pace. For example, I used Strategies-Based Instruction (SBI) such as communication strategies tasks (see Appendices 20.1-20.4). The Suggestopedia Method used music and dim lighting to lead into the lesson and to have students feel relaxed. When they felt relaxed they were ready to study further in the next lessons as was found by Richards and Rodgers (2001, p. 73).

In my project, I found that using teaching techniques such as Scaffold Instruction (Chuaymuang, 1997, p. 19), providing a Pronunciation Model, Short Sentence Patterns, the 4/3/2 Technique (Maurice in Muanmood, 1992, p. 9) and the Silent Rehearsal Technique (Murphy, 2000, p. 167) were helpful. Other approaches included Visual Organizers (Kang, 2004, p. 58), Code-Mixing (Celik, 2003, p. 361), Counselling Learning Approach (Mc Callum, 2003, p. 86) and Total Physical Response (TPR, Richards & Rodgers, 2001, p. 73) which were all useful to motivate and help students to reach their speaking goals.

I had to create trust with sincerity and frankness at the beginning of each lesson in terms of encouraging, as was also used by Chu (2001, p. 250).

I encouraged students whenever they were failing, depressed or had negative attitudes towards their language learning and this increased students' confidence in language learning, especially speaking. While encouraging students immediately whenever they needed help, I found that they were prepared to take more risks later.

I employed coaching: when students were confronted with problems, I made a few suggestions and after that they could reach their goal. To be a facilitator when students were in inconvenient or uncomfortable situations prompted them to speak. For example, I changed to another room to set up the party in Cycle II after I reflected that it was not suitable for this activity. I changed the seating structure into a semi-

circle to promote students to speak. I had to be an expert when students did not understand the contents. I had to explain to them immediately and then provide another similar exercise to have them try again.

After finishing the project, I found that whenever students could solve their problems by themselves or if the teacher helped them to reach their goal, they would take another chance to take a risk in a similar situation again. However, it depended on the teacher's reflection. The more teachers practise reflecting, their teaching becomes more professional. In my project, I found that the teacher should be aware of his or her role in various situations. Like Lawrence (2000, p. 18) and Reigeluth (2006, p. 53), I found that the teacher's role expanded beyond instruction to include the achievement of language learning goals.

8.6 Implications for Curriculum Development in Speaking English in Thailand

In language learning curriculum, especially speaking, the learner-centred paradigm, which focuses on language learners, emphasizes an interactive, participatory and corroborative approach. Child-centred learning is used to be the pilot for the new reform curriculum countrywide in Thailand. (Fredrickson, 2002). "Child-centred learning as mandated by the National Education Act of 1999 has become a controversial issue in Thailand. Few of its critics, however, appear to have a solid grasp of what this approach really involves" (Fredrickson, 2002). Some teachers felt confused about this method. In my project, the interactive approach was used to increase students' performance in terms of pair work and group work. They had more opportunity to practise speaking from Activity 1 to Activity 6 because the main aspects of activities focused on an interactive approach. Activity 2: An English Movie provided students with a role-play performance as was also used by David and Cheng (2003, pp. 50-58). In Activity 5 and Activity 6, students had more chance to practise speaking and could develop at their own pace. I used the participatory approach with students. It was very useful for me to comprehend students' responses in the activities. I acted as teacher, helper, encourager and facilitator to help students to reach their goals in line with Richard-Amato (2003, pp. 71-77). There are many

details in various theories in language learning and teaching. The best ways to know what learners need are close interaction and participation with them as much as possible. As a result, teachers who do action research in the class with learners are a significant factor in developing language curriculum which is one of the main factors to promote students' confidence in language learning, especially speaking.

In my own situation, the trend of curriculum development is to have content teachers and language teachers collaborate in language learning and teaching in terms of providing authentic English technical texts. Language teachers and content teachers, especially in the English for Specific Purposes Curriculum, should work collaboratively because language teachers may confuse technical contents and technical teachers may be weak at language comprehension. Therefore, it is very useful for both teachers to exchange knowledge and problems they meet while teaching.

Kostos (2006, p. 76) observed that this accords with

Innovative Schools (are) integrating learner-centred models into the curriculum, while at a local level, it may be one maverick teacher who is making small changes to their teaching style, anticipating that others will follow their lead. Decisions about program design are made with the learner's individual differences in mind, as well as the objectives, content and learning environment.

Lefstein (2005, p. 350) said teachers could be invited to participate in the authorship of curricular materials. They could take their knowledge and problems collected from conducting action research to create a curriculum. Learners' needs, the authority's policy, community requirements, the institute's philosophy, and problems happening in real situations can be used as data to create an English language curriculum, as has been shown in this project.

Nunan (1988, p. 20) identified the need to focus on both the process and product of curriculum development. They have to develop together. This was the experience of my project. The learner-centred approach is a factor to develop the curriculum (Nunan, 1989, p. 19). Nunan (1992, p. 243) also noted that curriculum development needs collaboration between different stakeholders in educational groups including

teachers, researchers, curriculum specialists, and program managers and administrators.

Nunan (1989, p. 3) identified that curriculum would be better developed if teachers acted as action researchers. This was my experience after I undertook action research and asked colleagues to cooperate. We then knew the problems of the course in terms of students' feelings towards language learning, especially speaking. Students would like to speak but they lacked confidence in speaking English so it made me think of how to provide interacting and participatory activities, materials and the opportunity to practise speaking.

In short, implications for curriculum development in speaking English, particularly for technical students in Thailand, should be much considered. All stakeholders in curriculum development such as learners, teachers, researchers, educators, policy makers and entrepreneurs should have a chance to meet together to develop the curriculum. In my situation, after my colleagues and I did the project together, we agreed to adapt the results of Cycle I and Cycle II to develop the language curriculum in the next semester, 2007 in terms of adding speaking tasks and action research procedures (plan, act, observe, reflect and revise) to the processes of learning and teaching.

8.7 A Possible Model for Promoting Students' Confidence in Speaking English in Thailand

There are eight steps of a possible model for promoting students' confidence in language learning, especially speaking.

Students' English Background Knowledge and Learning Styles

Students' confidence in speaking English is varied. It depends on each student's English background knowledge and learning styles. In my project, I found that the more I understood each student's background knowledge and learning styles, the more my ability to reflect students' responses towards language learning increased as was also found by Zacharias (2006, p. 35). Students responded to me in various styles

of language learning such as asking me in Thai immediately or asking their friends to help them reach their goals. Therefore, steps for a possible model for promoting students' confidence in speaking are described below:

Step 1: Motivation

Motivation must be considered in terms of intrinsic, extrinsic and amotivation. The teacher should know well when and why to apply intrinsic, extrinsic or amotivation in her/ his own situation because the main purpose of the project is how to help students to reach their goal. In doing so, students' confidence in speaking English will be increased as well. In my project, I used a one plus technique and special mark negotiation as extrinsic motivation to motivate students' speaking and I found that most students tried to further develop to take new chances to practise speaking by themselves as was also found by Dornyei (2001, p. 25)

Step 2: Motivation Factors

Motivation factors to encourage learners to learn English language, especially speaking, are as follows:

•**Teacher:** First of all the teacher must have a positive attitude towards language learning and teaching, be open-minded to accept flexible language learning and teaching and to change rapidly. Accepting this, it was easier for me to be a motivator in a variety of situations. I could change my role such as teacher, helper, knower, encourager and facilitator to motivate students to learn and finally to achieve their learning goals, especially speaking goals. I used action research procedures (plan, act, observe, reflect, and revise) to develop my language learning and teaching to help students reach their goals.

•**Teaching Theories:** A variety of language learning and teaching theories in terms of interactive, participatory, learner-centred paradigm, adapting innovative language teaching can be used to plan the activities and the lessons. Learning styles theories were used in my project to observe each student while they were participating in the activities. Language learning strategies were used to help students' reflection to reach their speaking goal at their own pace. Collaborative language learning was used to encourage students to achieve their learning, particularly in tough situations.

•**Teaching Techniques:** Teaching technique is one of the factors to enable students to reach speaking goals. In this project, several new teaching techniques were tried. The successes or failures in using them depended on the teacher's reflection. In my project, I found that no teaching technique was perfect for all students. Teaching techniques enable students to learn most when they understood their own learning styles. For example, student 11 in Activity 3: A Popular Song in Cycle I, student 7 was brave enough to ask me to translate Thai sentences into English. After that I noticed that he felt more confident to further practise speaking by himself because he thought that he could solve his problems whenever he faced them. The more he kept practising speaking, the more his linguistic competence increased. Some students asked their friends to solve their problems. It depended on students' reflections to help them to reach their goals.

•**Culture:** The teacher must be aware of different cultural issues in terms of being shy, 'Kreng Jai', or being over respectful learners. I had to understand them and find ways to encourage students to speak.

•**Positive Atmosphere:** The teacher must try to create a positive atmosphere in terms of caring and sharing. In my project, a positive atmosphere involved positive feedback, teacher's smiling, encouraging and praising motivated students to participate in the activities and increasing cooperative learning as well.

•**Activities:** Pair work, group work and non-threatening activities can be used to motivate students to speak. The level of challenge of the activity should be considered. The aspects of Activity 1 to Activity 6 were gradually developed from a little challenge to a bigger challenge.

•**Materials:** Interesting materials must be found from various sources such as the internet, magazines, English newspapers, leaflets and texts. Authentic materials are applied in language teaching to motivate students to desire to speak.

Step 3: Enjoying Language Learning

After students were motivated in various ways, they enjoyed their language learning, especially speaking. In this project, students were trained to be aware of using action research procedures (plan, act, observe, reflect and revise) to develop their language learning and to reflect on how they could learn and reach their goals, particularly speaking goals.

Step 4: Positive Attitudes Towards Language Learning

Teachers need to develop a positive attitude. Students' attitudes towards language learning, especially speaking, gradually changed in my project. They started to be brave enough to ask and negotiate while participating in the class. That was a good sign for language learners. They gradually became brave enough to take risks to find more opportunities to practise speaking. At this stage, students also used action research procedures to develop their attitudes: they planned to have positive attitudes, spoke without being afraid of making mistakes, observed how to speak, reflected on why and how to fail or reach speaking goals and revised to further develop positive attitudes towards speaking.

Step 5: Students' Knowledge and Ability Increases

Teachers need to ensure that students enjoy learning and have more positive attitudes towards language learning, especially speaking. In my project, they took risks and found more opportunity to practise speaking. The more students practise speaking, the more students' communicative competence increases as well. Teachers should use action research procedures to develop communicative competence: plan to find more opportunity to speak, practise speaking, observe while speaking consciously, reflect on why and how to fail or reach speaking goals and revise to further develop communicative competence.

Step 6: Students' Confidence in Speaking English Increases

After students' communicative competence increases, their confidence increases as well. They can plan to speak with confidence, observe while participating, reflect on

why and how to be confident while speaking and revise to further develop confidence in speaking English.

Step 7: English Speaking Curriculum Development

After students, observers and the teacher obtained knowledge about how to promote confidence in speaking English by sharing knowledge together, the observers and I took this knowledge to discuss with the policy decision makers to develop the English language curriculum, especially the speaking curriculum. The more students, observers and the teacher exchange knowledge about language learning, especially speaking, the more the curriculum can be developed. The more the language curriculum develops, the more students improve their language learning and further develop to autonomous and life-long learners at their own pace in the future.

Step 8: Students Become Autonomous and Life-Long Learners at their own

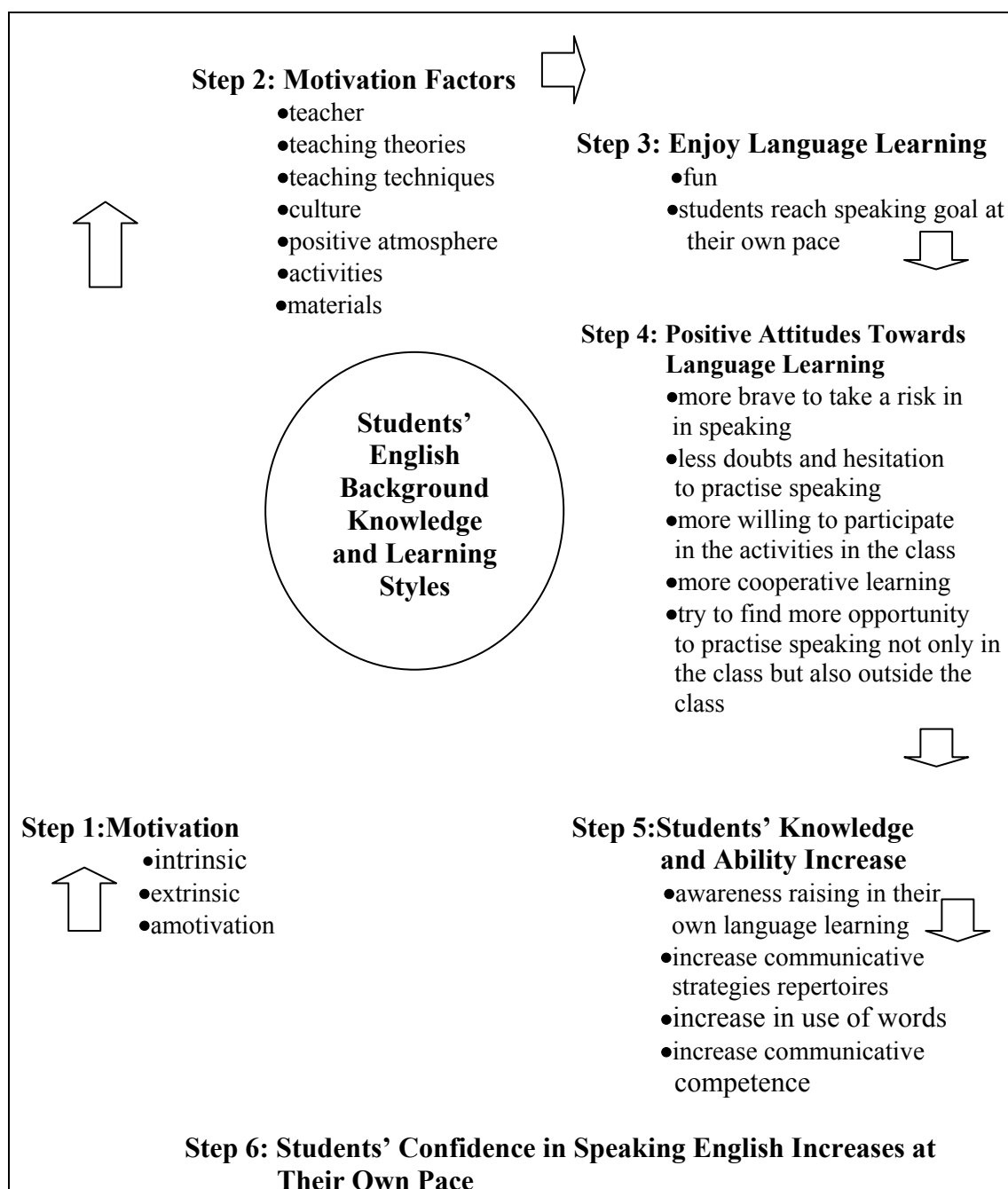
Pace

After students are motivated to enjoy language learning, their attitudes gradually change to positive in language learning. They find more opportunity to practise speaking. In doing so, their communicative competence is increased. I assume that if communicative competence increases, their confidence in speaking English increases as well. When students' confidence in speaking English increases, they gradually develop to become autonomous and lifelong learners because of increasing confidence and understanding how to learn from action research procedures.

In short, after completing this project, besides outlining a possible model for promoting students' confidence in speaking English provided above, I realized that in language learning and teaching among students, observers and the teacher we had a good opportunity to learn and exchange knowledge together without being afraid of losing face. All of us felt more confident to improve ourselves at our own pace.

A summary of the possible models for promoting students' confidence in speaking English is shown in Figure 3.

Figure 3. Promoting Students' Confidence in Speaking English





Step 7: English Speaking Curriculum Development



Step 8: Students Become Autonomous and Life-Long Learners at Their own Pace

Conclusion

Promoting students' confidence in speaking is a contributory factor to developing students to be life long learners in language learning. (Special Reporters, 2006 p. 47) 'Life Long Learning' is one of the keys of eight educationally successful countries: Singapore, Korea, India, Switzerland, Canada, British, Denmark and Australia. Moreover, they can develop good habits and personal growth. In Thailand, 'Life Long Learning' is much considered. It is one of the main Principles of Section 8 in National Education Act of B.E. 2541(1999, p. 5). In this project, to obtain more knowledge about the educational system and language teaching theories, the teacher applied them to her teaching, particularly promoting students' confidence in speaking English.

Kemp (2006, p. 20) identified new changes in the educational system:

For students, they include the development of initiative, creativity and skills in critical thinking and problem-solving, mental and physical skills needed for productive work, using advanced technologies, engaging in group-processes and developing good habits for self-direction and personal growth.

I tried to practise as a teacher and a researcher simultaneously. Therefore I realized that creativity and skills in critical thinking and problem-solving are required for productive work so these aspects were applied to activities in my project. If I know about classroom and educational information, I will have the potential to reflect on and analyze my own teaching in real situations, which are very important for Thai university teachers who have more opportunity to create curriculum by themselves.

My experience accords with that of Kane and Maw (2005, p. 314) who recognized that if we want to find out how to improve teaching practice to enhance student learning, we need to ask the students.

If a teacher does not know about students' problems, she must ask students immediately without thinking of losing face and she might get unexpected answers that could be very useful to develop her own learning and teaching.

As a teacher and researcher, I gained significant benefits from students' feedback to improve my teaching. I could understand students' responses and their behaviour in terms of passive and active learners and sometimes in terms of aggressive learners after I had a chance to talk informally and get feedback from them. However, it is very difficult for teachers to accept students' responses to their language teaching but it is worth doing as I discovered in the project. Richter and Reigeluth (2006, p. 36) argue that,

Systemic change does not come easily, and the products of change will take years to show fruition, but the end result promises to be well worth the effort.

Leftstein (2005, p. 346-347) also felt that different pupils learn through multiple learning styles and intelligence and that what works for one may not succeed with another. The same applies to teachers as well. Each classroom is a necessarily unique interaction of teacher's and pupils' unique backgrounds, gifts and interests.

Entwistle, in the context of higher education, also concluded that effective teaching was likely to be achieved by helping teachers to understand how to interpret research findings within their own context and circumstances and so how to identify the strongest influences on their own students (in Brown, 2005, p. 390).

There are several factors to promote students' confidence in speaking English such as motivation, enjoying language learning and positive attitudes towards language learning. Students need to be aware of their language learning styles and try to find what strategies can help them to speak and then further develop to increase their confidence in speaking English. Both students and teacher in this project used action

research procedures (plan, act, observe, reflect and revise) to help them to develop their language learning and teaching and promoting confidence in speaking English. Attitudes towards confidence can empower students and also the teacher to reach any goal in language learning and teaching in or outside the class. Therefore, the more teachers or people around students try to encourage and help them with any technique to reach their goals at their own pace, the more students develop their confidence and develop to be autonomous and life-long learners.

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Appendix 1

Self-Rating Scales

Class **Code** **Date**

Opinion-Questions

Purpose: To survey students' attitudes towards English language learning

Mark X on 1, 2, 3, 4, 5 as you think best matches/ reflects your opinion

Rating Scale: 4 means very much 2 means little
 3 means much 1 means very little

Items	Very Much 4	Much 3	Little 2	Very Little 1
How would you rate your:				
1. Ability to speak English				
2. Knowledge about speaking English				
3. Confidence in speaking English				
4. Enjoyment in speaking English				
5. Anxiety in speaking English				

Thank you for your co-operation
 Montha Songsiri

Appendix 2

Students' Worksheet

Step 1: Plan

1. With how many words do you expect to express your ideas?

I expect to speak Englishword(s)

Step 2: Action and Observation

2. What happened while you were participating in the activity?

.....
.....

Step 3: Reflection

3. With how many sentences did you express your ideas?

I expressed ideas in aboutword(s)

4. What are the factors which promote your confidence in speaking English?

.....
.....

5. What are the obstacles which inhibit you gaining confidence in speaking?

.....
.....

6. What strategies or techniques suit you and which do you favour?

.....
.....

7. How does a teacher help you to identify strategies to help you learn most

.....
.....

Step 4: Revision

8. If you had had a chance to join the activity again, what would you have changed?

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.....
.....

Appendix 3

Students' Diary Form

Express your feelings towards: an activity, a classroom atmosphere, your speaking (Can you reach your goal?), your confidence in speaking, and a teacher while working with you.

1.An activity :

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2. A classroom atmosphere

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3. Your speaking

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4.Your confidence

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5. A teacher while working with you

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Appendix 4

Students' Course Evaluation Semester 1/2005, Cycle I

The Standard University Quality Assurance for Semester 1/ 2005,Cycle I

Items	N	Means	S.D
1. Be satisfied with subject	35	4.6	0.650
2. Acquire more knowledge	35	4.628	0.546
3. Text or documentary is suitable for the subject	35	4.571	0.698
4. Using materials and equipment in appropriate way	35	4.542	0.560
5. Providing clear criteria for evaluation	35	4.542	0.610
6. Identifying clearly about course descriptions, purposes and supplementary	35	4.228	0.770
7. Explaining teaching approach and how to evaluate the course clearly	35	4.542	0.610
8. The contents could be applied to real life situations	35	4.542	0.657
9. Teaching contents covered course description	35	4.514	0.562
10. The teacher provided a suitable number of assignments	35	4.342	0.639
11. The teacher gave feedback to students' assignments regularly	35	4.428	0.654
12. The teacher came to the class regularly	35	4.742	0.443
13. The teacher taught for the whole assigned period, according to the lesson plan.	35	4.628	0.490
14. The teacher taught with clear voice	35	4.628	0.598
15. The teacher explained principles of contents easily to understand	35	4.342	0.639
16. The teacher could identify students' problem and answered their problems	35	4.485	0.658
17. The teacher taught content from easy to difficult	35	4.342	0.802
18. The teacher emphasized principles of reason more than learning by heart	35	4.457	0.852
19. The teacher prepared the lesson well	35	4.714	0.518
20. The teacher provide opportunity to think and ask	35	4.4	0.811
21. The teacher provided enough time to consult	35	4.428	0.654
22. The teacher taught moral and ethic at a proper time	35	4.372	0.689

Appendix 5

Students' Course Evaluation Semester 2/2005, Cycle II

The Standard University Quality Assurance for Semester 2/ 2005, Cycle II

Items	N	Means	S.D
1. Be satisfied with subject	31	4.677	0.701
2. Acquire more knowledge	31	4.612	0.715
3. Text or documentary is suitable for this subject	31	4.612	0.715
4. Using materials and equipment in appropriate way	31	4.516	0.811
5. Providing clear criteria for evaluation	31	4.451	0.888
6. Identifying clearly about course descriptions, purposes and supplementary	31	4.548	0.623
7. Explaining teaching approach and how to evaluate the course clearly	31	4.677	0.652
8. The contents could be applied to real life situations	31	4.580	0.672
9. Teaching contents covered course description	31	4.451	0.888
10. The teacher provided a suitable number of assignments	31	4.322	0.871
11. The teacher gave feedback to students' assignments regularly	31	4.548	0.722
12. The teacher came to the class regularly	31	4.580	0.620
13. The teacher taught for the whole assigned period, according to the lesson plans.	31	4.580	0.672
14. The teacher taught with clear voice	31	4.774	0.497
15. The teacher explained principles of contents easily to understand	31	4.580	0.672
16. The teacher could identify students' problem and answered their problems	31	4.709	0.461
17. The teacher taught contents from easy to difficult	31	4.483	0.724
18. The teacher emphasized principles of reason more than learning by heart	31	4.548	0.623
19. The teacher prepared the lesson well	31	4.645	0.550
20. The teacher provide opportunity to think and ask	31	4.677	0.540
21. The teacher provided enough time to consult	31	4.709	0.528
22. The teacher taught moral and ethic at a proper time	31	4.193	0.980

Appendix 6

Observer's Sheet 1

(Before Collecting Data for Cycle I & II)

Observer's Name.....Date.....

Recommendations

Activity 1: English Movie

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.....

(Materials/Classroom Management/Atmosphere

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.....

Activity 2: Self-Introduction

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(Materials/Classroom Management/Atmosphere

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.....

Activity 3: Popular Song

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.....

(Materials/Classroom Management/Atmosphere

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.....

Activity 4: Favorite Story

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.....

(Materials/Classroom Management/Atmosphere

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.....

Activity 5: Foreigner Interview

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.....

(Materials/Classroom Management/Atmosphere

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.....
Activity 6: Coffee-Break Atmosphere

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(Materials/Classroom Management/Atmosphere

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Others:.....
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Advantages:.....
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Disadvantages:.....
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Application:.....
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Appendix 7

Observer' s Sheet 2

(While Students Participating in The Activity)

Observer's name.....Date.....Time.....

What happen while students are participating the activity?

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Classroom Atmosphere

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Students' Performance

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Teacher's Performance

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Activities

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Others

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Appendix 8

Teacher's Journal Form

Activity.....

DateTime.....Class.....

1. Classroom Atmosphere

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2. Interesting Events

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Student Number..... (What Happened)

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Student Number..... (What Happened)

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Student Number..... (What Happened)

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.....

Student Number..... (What Happened)

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NB. (Reflection)

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Appendix 9

Research Schedule of Cycle I

Discussion Timetable Semester I Cycle I

Before Collecting Data (May, 05)	After Collecting Data (September, 05)	Data Analysis (October, 05)
People in the meeting All three observers and a teacher	People in the meeting All three observers and a teacher	About the lesson plans and materials

Observation Schedule While Collecting Data Semester I Cycle I

Activities	Weeks	Dates
Act. 1 Self Introduction	Week 1	3 rd June, 05
Act. 2 An English Movie (Language Input)	Week 2	10 th June, 05
Act. 2 An English Movie (Students' Performance) (Language Input Act. 3 A Popular Song)	Week 3	17 th June, 05
Act. 3 A Popular Song (Students' Performance) (Language Input Act. 4 My Favorite Story)	Week 4	8 th July, 05
Act. 4 My Favorite Story (Students' Performance) (Language Input Act. 5 Foreigner Interview)	Week 5	15 th July, 05
Act. 5 Foreigner Interview (Students' Performance) (Students express their feeling after interview foreigners) (Language Input Act. 6 A Coffee-Break Discussion)	Week 6	29 th August, 05
Act. 6 A Coffee-Break Discussion	Week 7	2 nd September, 05

Appendix 10

Activity 1: Self-Introduction, Cycle I

(Adapted from Imsam-Ang, 2002, p. 19)

Exercise 1: Ask and answer by using the following questions as a guide to speak

(Using Scaffolding technique)

Questions

Personal Background

- | | |
|--|---|
| 1. What is your name? | My name is..... |
| 2. When were you born? | I was born on the ...(first).....of
(January).....in 19...(90)..... |
| 3. Where do you come from? | I come from.....(Suratthani)..... |
| 4. Where do you live now? | Now! I live in(Bangkok)..... |
| 5. Do you have any nickname? | Yes, my nickname is..... |
| 6. What is your height and weight? | I'm(178) cm tall and I weigh...(56).....kg |
| 7. How old are you? | I'm(21)years old. |
| 8. How many brothers and sisters
do you have? | I have.....(no/one)....brother and
....(no/one)...sister. (I'm the only child in my
family) |
| 9. What are your parents?(father and mother) | My father is(a gardener).....and my
mother is(a housewife)..... |

Exercise 2: Introduce your friends

His/her name isand his/her nickname is
She/he isyears old and single. She/he was born on theof.....
in He/she comes from Now he/she lives in

Exercise 3: Use the following story as the guide line to introduce yourself and then apply to your information

My life Story

(from Imsam-Ang, 2002:3)

My name is Somchai Rakdi. I am twenty years old and single. I was born on the tenth of August, 1975 at Sakon Nakorn province. I have two brothers and three sisters. My father is a soldier and my mother is a nurse. Now I am living with my uncle at 423/40 Charansanitwong Road 33, Bangkok Noi.

After I finished Matayom 3 from Sakonraj Wittayanukul School, I studied at Rajamangala Institute of Technology, Khon Kaen Campus and got a Certificate in Vocational Education in Machine Mechanics in 1992. Then I continued my study until I graduated with a Diploma in Machine Mechanics in 1994. Then I worked at J.M. Company in Bangkok as a fitter for a year. Now I am studying in the third year of the Undergraduate Course in Machine Design Technology at the College of Industrial Technology, King Mongkut's Institute of Technology, North Bangkok. I study only in the evenings and on Saturdays. During the day I work as a technician at Charoen Chai Trading Co. Mr. Charoen Songchai, the Manager, knows me well. In the future, after I get my Bachelor Degree in Machine Design Technology, I want to become an engineer.

For myself, I can use Auto CAD/ CAM efficiently. I have a driving license. I have good interest in football playing and stamps collecting. My hobby is gardening.

Exercise 4: Write your information in the box below

Exercise 5: Walk aloud to introduce yourself to others

Exercise 6: Three of you will randomly introduce yourselves in front of the class

Appendix 11

Activity 2: An English Movie, “I, Robot” Cycle I

Exercise 1. Students work in group of four and watch DVD for 7 minutes. Students have to write down sentences, phrases or words as much as they can.

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Exercise 2: Recognize the meanings of some scripts provided below (To check students’ understanding)

Some Scripts in The Movie	Thai Meanings
1. Good morning Sir!	
2. Get off my face!	
3. Have a nice day!	
4. Welcome to the dream destination	
5. Excuse me sir!	
6. What is that you mean?	
7. You talk to Mercy.	
8. No. Gee Gee! I haven’t talked to Mercy	
9. Give me a key.	
10. Where have you been?	
11. I’m a police officer	
12. Relax! Relax!	

13. I said stop.	
14. Ma'am! Is that your purse?	
15. Of course! That is my purse.	
16. Oh! I'm sorry I made you misunderstand.	
17. Hold on!	
18. On vacation	
19. Hey stop! Move! Freeze!	
20. I need your car.	
21. You know what it means.	
22. Del! Don't play with me!	
23. No, thank you very much.	
24. You should know better.	
25. Are you crazy?	
26. What do you do?	
27. What is that on your feet?	
28. Converse all stars, 2004	
29. Have a lucky day! Ma'am!	

Exercise 3: Example of a conversation created from the scripts

There is someone trying to unlock a car.

A: Hey! That is my car (Chai is trying to pass a crowd and say) Excuse me!

Move! What are you doing? This is my car.

B: I need a car. Give me a key and get off my face! I know this is not your car. You talked to Sak? It's his. (During time, a police goes straight on to them and says..)

C: Excuse me sirs! What happened here? I am a police officer.

A: This guy is trying to steal my car.

B: It is not his car. You should know better!

C: Relax! Relax! (While they are arguing, Sak arrives and say...)

D: Oh I'm sorry officer I made you misunderstand. This is my car. Both of them are stealing my car

C: Oh my god! I have a lucky day!

Exercise 4: Students have to create a short story, using some scripts provided and can add more dialogues as much as possible.

Appendix 11.1

A Brief Outline of the “I, Robot ” Story

“Intense, Thrilling and Action-Packed... I, Robot Rock!”

Tony Toscani, Talking Pictures

In 2035 A.D., robots are programmed to live in perfect harmony with humans and have become part of every day life on earth. When a brilliant scientist at the U.S. Robotics corporation is found dead, Chicago detective Del Spooner (Will Smith) is called in to investigate. Aided by robot psychologist Dr. Susan Calvin (Bridget Moynahan), detective Spooner uncovers the possibility that a robot may be the primary suspect in the case. But as Spooner gets closer to the truth, he gets caught up in a race for his life, when robot intelligence attempts to shut down his investigation. With time running out, a deeper threat emerges from the core of a mechanized world that challenges the very existence of mankind.

Appendix 12

Activity 3: A Popular Song, Cycle I

“The One You Love”

Exercise 1: Listen carefully and then complete the following sentences below.

I know you need a (1), someone you can talk to
Who will (2)..... what you're going through
When it comes to love, there's no easy (3)
Only you can say what you're gonna do

I heard you on the (4)....., you took his number
Said you were alone but you call him (5).....
Isn't he the guy, the guy who left you crying?
Isn't he the one who made you blue?

When you (6)..... those nights in his arms
You know you gotta make up your mind

- **Are you gonna stay with the one who loves you**
Or are you going back to the one you love?

Someone's gonna (7)..... when they know they've lost you
Someone's gonna (8)..... the star above

What you gonna say when he comes over?
There's no easy way to see this through
All the broken (9)....., all the disappointment
Oh girl! what you gonna do?

Your (10)..... keeps sayin' it's just not fair
But still you gotta make up your mind

(Repeat*)

Exercise 2: Read the following ideas towards the questions below

“Are you gonna stay with the one who loves you or
Are you going back to the one you love?”

I’m going to stay with the person who truly loves me rather than going back to the past. In such dilemma situation, we need to accept the fact the one cannot make control over other persons’ mind nor soul. Suppose I fell in love madly with a guy/ gal and found out later that he/ she didn’t love me, undoubtedly I would feel upset and disappointed. Anyway I’d turn my mind to the real world where I still have other significant ones who always accept me whatever I am. It’s much easier and much more comfortable to make up one’s mind to cope with trouble inside rather than attempting to change others’ attitudes or to manipulate him / her to turn to us. I’d not lost my energy in vain (for sure).

By B. G.

What does a woman need? Apart from love, she needs safety, protection, wealth, good status and so on. With the one who loves you, you can have an expected life, provided by the one who loves you. But if you stay with the one you love, you will have an unexpected life, very risky and challenging because you don’t know whether he also loves you, adore you. So why do you take a risk? My love is reasonable. That’s why if I can choose, I will stay with the one who loves me. I won’t take a risk by going back to the one I love and may suffer.

By S. I.

I will stay with the one who loves me because I know that he can do everything as I need or he tries to do everything to satisfy me. Maybe, for the first time, I may not love him but when time pass, I will love him finally. In contrast ,if I go back to the one I love and try to do everything for him, I don’t know that when he will love me.

By T. J.

In my opinion, we should stay close to those or anyone who loves us, for they value us as beloved ones, thus giving us sincerity, a helping and warm-heartedness. But the best way is that we should not attach ourselves to any expectation for love or hatred,

for this will lead us to more sufferings, disappointment and infestation. Consequently, detachment from any expectation, love and hatred can uplift our minds above all secular suffering and happiness I regret them as deceptive things (cheating us) or chains of bondage making humans slaves or prisoners of untrue selves or ourselves. “It’s better to stay with the one loving you but it’s the best not to love nor to hate anyone.”

P.S. Let’s detach our minds from everything that we cannot possess at all.

By P. A.

I’m gonna stay with the one who loves me because the one who loves me will definitely take good care of me and care for me and my feeling a lot better than the one I love. Although many people will choose to stay with the one they love because they feel that they can’t live without the one they love, for me, I never feel yet that I can’t stand not living with someone. Maybe because I never love someone that much in my life! Moreover, I love it when being with someone who care for me more than I care for him. That way I can guarantee that I won’t get hurt that much and if there is someone who will be hurt, it’s gotta be him instead of me!

By The Bitchy

I’m going to stay with the one who loves me because this is the one I also love. Love is more than just a romantic feeling. It is especially a choice and commitment to a relationship that is forever. I do not want to keep following feelings of love that change with time and situations, I want a love relationship that grows because it is based on a commitment to love with a love that is patient, kind and not selfish. I want to learn to love others the way that God loves me. When I love others this way, I do not need to worry about whether I will be loved by others in return.

By S.

I would choose to stay with the one who loves me. This is because I would like to be taken care of, to be loved which I can get from the one who loves me.

By P.P.

Exercise 3: Express your ideas or feelings about this question. If you were in this situation, what would you do? Why?

.....

.....

.....

.....

.....

.....

.....

Exercise 4: Talk to your friends by using the patterns below or you can create the patterns by yourself.

A: What do you think about this question?

B: **I think / In my opinion,** I would like to stay with **the one who loves me / the one I love** *because*

.....

.....

And how about you?

A: **For me / In my opinion / I think,** I would like to stay with **the one who loves me / the one I love** *because*.....

.....

.....

Exercise 5: Walk around and change partners to talk.

Exercise 6: Three pairs were randomly selected to speak in front of the class.

Extra exercise: Please express your ideas or feelings. If you were in this situation, what would you do? Why? *(for asking other people to obtain various ideas before using in the class)*

“Are you gonna stay with the one who loves you or
Are you going back to the one you love?”

.....

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.....

(Name.....)

Activity 4: My Favourite Story, Cycle I

Exercise 1: Students watch TV program “Morning Talk” broadcasting on 5th May, 2005 in the morning.

[illegible]

Good morning/ afternoon teacher and my friends, today I would to talk about “My Favourite Story.” My favourite story is “.....”

Thank you for listening.

Exercise 3: Prepare and rehearse the story they like most. You have one week to find information and rehearse before talking in the class and then three of you will be randomly selected to talk in front of the class.

Appendix 13.1

Conversations in Activity 4: My Favourite Story, Cycle I

- Teacher:** Do you know why all those business owners could speak English? (I did not want to specify only one student to answer because the atmosphere at that time was rather rapport and they felt more confident to help together to answer my questions.)
- Students:** (Quiet)
- Teacher:** **What story did each of them talk about?**
- Students:** One of them said, “his business” Some one answer me in Thai and someone answer me in English.
- Teacher:** Why could they speak English about their own business?
- Students:** **เขาต้องรู้เรื่องของตนเอง** [They had to know their own business]...his business.
- Teacher:** Why did they know about their business?
- Student:** Experience! Studying! Reading!
- Teacher:** Have they read only Thai sources?
- Student:** No! ... English... Not only Thai
- Teacher:** **Yes! Good! That’s right! Would you like to speak English?**
- Student:** Yes! **อยากพูดแต่ไม่ค่อยมีความรู้ทางด้านภาษาอังกฤษ** [I love to speak but I have a little knowledge about English]
- Teacher:** Can you guess why they can speak English?
- Students:** (They helped together to tell)
เป็นงานของเขา [It’s his job!]... his job. **เขาต้องรู้เรื่อง** [He has to know about his business]
เขาต้องศึกษาและอ่านหลายอย่างกว่าจะพูดได้ [He has to study and read a lot till he can express his ideas]....Read English!
....**เขาต้องฝึกพูดบ่อยๆ แบบเป็นชีวิตประจำวันของเขา** [They have to often practice in daily life]practise often!
.....speak English!
เขาต้องมีโอกาสได้ติดต่อธุรกิจกับชาวต่างชาติเป็นประจำ [They have opportunity to contact with foreigners about their business] speak with **ฝรั่ง** [foreigners]
ตอนแรกอาจจะต้องใช้สามมาช่วยแปลแต่พอหลังๆ เขาก็
คงศึกษาด้วยตนเองบ้างเขาถึงได้พูดภาษาอังกฤษได้ [First, they

may ask translator to translate to them, then they have to develop themselves to speak because they are the owners.]

Appendix 14

Activity 5: Foreigner Interview, Cycle I

Exercise 1: Read examples of an introductory passage and questions to interview foreigners provided below.

Excuse me! May I interview you just a minute or Excuse me! Would you mind talking to you just a minute. My name is You can call me We are students at KMITNB (King Mongkut's Institute of Technology North Bangkok). Talking to foreigners is partial of English assignments.

.....
.....
.....

Thank for your cooperation

Sentences in Various Situations

- Where are you from?
- How long have you been in Thailand?
- How long are you going to stay?
- How do you find the food?
- What is your favorite food in Thailand?
- Use the pattern "Would you like to + V1"

Eg. Would you like to come with me?

Would you like to join with me

Asking Direction

Eg. A: Excuse me, sir, Is there a bank near here?

B: Yes, it is a Thai Farmers Bank. You walk along this road about two block, then turn left. The bank is across the road, next to the post office. There is a big sign in front of it. You can't miss it.

A: Thank you very much

Exercise 2: What questions would you like to ask foreigners? Please write down at least 10 questions.

- 1.....
- 2.....
- 3.....
- 4.....
- 5.....
- 6.....
- 7.....
- 8.....
- 9.....
- 10.....

Exercise 3: Search more information about the place where would you like to go?

I would like to talk to foreigners at.....

Information about that place

.....

.....

.....

.....

.....

.....

Exercise 4: Interview foreigners, then answer the questions below

1. How do you plan your work?
2. What are your problems while participating the activity?
3. Describe ways to solve your problems
4. What did you learn from this activity? Does information provided help you to talk to foreigners? If yes, how?
5. Express your feelings before and after doing the activity

Thank you for your cooperation

Appendix 15

Activity 6: A Coffee-Break Discussion, Cycle I

(Interesting Topics While Staying Abroad)

Exercise 1: What questions would you like to ask guest speakers?
Write them down at least 10 questions.

Thai Version	English Version
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	
11.	
12.	
13.	
14.	
15.	

Exercise 2: Read following example questions provided below

1. How do you like Australia?
2. How do you like Australian people?
3. What is your favourite food in Australia?
4. Where was your favourite place in Australia?
5. Would you like to come back to Australia?
6. What do you think of Australian transportation?
7. What do you think of Australian food?
8. What do you think of Australian people?
9. What do you think of Australian traffic?
10. Did you live alone in Australia?
11. Did you live in a house, an apartment or a dormitory room?
12. What does it look like?

13. Did you have a roommate?
14. What is his/her nationality?
15. How did you spend your free time when you stay in Australia?
16. What countries have you visited?
17. What country do you like most?
18. Did you have any problem while staying abroad?
19. How did you solve your problems?
20. How do you prepare yourself before going abroad?
21. If I want to study abroad, how will I prepare myself?
22. What's the best memory when you stayed in Australia?
23. What's the worse memory when you stayed in Australia?
24. What are Australian people like?
25. What's your address?
26. What's your e-mail address?
27. What's your telephone number?
28. How many languages can you speak?
29. Are women in Australia beautiful?
30. What's the weather in Australia?
31. How did you get it? (If guest speakers show their favourite or impressed things.)

Exercise 3: Practice Speaking (Role play)

Suppose some students to be guest speakers and the others talk and ask them.

Exercise 4: You have one week for rehearsing and preparing question to talk to guest speakers

Appendix 15.1

Guest Speakers' Feelings Towards Activity 6: A Coffee-Break Discussion, Cycle I

An Honoured Guest Speaker

I was explaining things belonging to the situation of Germany. Classroom atmosphere: For me, it was no classroom atmosphere. There was no board and the students were sitting in a large conference room with no tables. It was a relaxed atmosphere. The students were listening in the first time but after some time they become restless. I think it was difficult for them to follow the explanation in English. It is also not very interesting to hear from a country that is far away they can't come in their whole live. All the other present teachers were acting in a conventional. After the short lecture there was a coffee for all. The students were asked to formulate questions about the things I told from my country. That was very difficult for them regarding the English language. I can remember that it was very difficult for the students to ask questions in the English language. They can't explain what they want to ask. Perhaps they can read text in this language but to speak they must practice much more. I am not sure if they can follow a lecture in the English language. It is important for them to practice more the colloquial language. Others: It is very difficult to teach students speaking in a foreign language. They have to force themselves to speak no matter if it is right or wrong. The students have not enough contact to foreign people. It is a problem for them to formulate sentences. There is an attitudes to speak but they don't have enough practice. Some students tried to speak to me but it was difficult to find the meaning of that they said. I asked to explain more but that was in most of the cases too much. It was too short time to overcome. It was the right atmosphere at the coffee for speaking but too short. There are always students who are speaking but the majority don't try. It takes time for starting a conversation. No body had used a communication strategy, they could not formulate even their sentences. How to improve students speaking that is a question? It will be good to have a group talking together in the foreigner language. After some time the students will participate. It takes time, you have to wait.

There was very interesting ideas to discuss here as the speaker said, "They cant' explain what they want to ask" These words made me very considered about. I as a teacher and researcher had to be aware about this view. How to help student responded in difficult ideas. How to promote students to be aware of using communication strategy when they would like to express difficult ideas? In general, students could express ideas by their own words but in this situation Germany accent may be one of the problems to made them excited to response. Moreover, three hours a week to learn English Language was not enough for them to improve language in lecture level. Students had to train to practice listening together. These are the

reasons why I had to provide variety of English speaking activities to initiate students' confidence in speaking English. However, students' attitudes towards language learning were fairly changed into positive. They felt brave enough to talk to foreigners even though it was rather difficult for them. I realized that in language skills students had to take time to improve, but in this situation students' willingness to take a risk was improved. After I know more about the principle of group development, I learned that I was in storming stage, which my colleagues and I had to discuss various views for developing to the next stage. So the words of Dornyei and Murphey, (2003:52) said "Don't panic! Relax! Have patience!" These words helped me to clam down very much and tried to find ways to solve problem. There was nothing perfect in teaching, but how to improve and solve problems for the next time was more significant to consider.

Guest Speaker 1 (Also observer 1)

Students were interested in my pearl necklace. They listened and seemed to understand the story I told them about the origin of pearls (from oysters), and they listened attentively when I told them about the ancient belief that some queens ate powdered pearls for beautiful skin and long life. They were not shy to ask questions about pearls. Students tried to check the genuineness of pearls by feeling them with their cheeks. They looked at the item carefully under the light. Some smelt it and touched it as it is something they are eager to know about. They were interested in the item and asked me about the price and the place where I got the pearl necklace. They were excited to know it's a real one. The pearl is quite strange and rare for these male students. They were excited and interested. I think the students were friendly and ready to learn new things. They tried their best to speak out. They understood English from clues, sight, touch as well as from listening. Things I have learned from supervising, are that real materials make activities fun and students very happy. Students are willing to share ideas and answer the questions.

Guest Speaker 2 (Also observer 2)

Each group of students (a big group) talked to each guest speaker who brought something from foreign countries to show them. The students seemed to be very interested in listening and looking at things. Also the groups did not move around to get to talk to every teacher. I myself got to talk to only one group of students, it would have been nicer to switch around and get to talk to more groups. The room that we used is very too big! The atmosphere was also too formal. I think the usual classroom that the students learned in might be more comfortable for them. The food was great though! Students were good listeners and nice students. However, at this point in the semester, I would expect more talk from them. Some were doing well. (asking a lot of question), but many still did not talk. It was nice that some guest speakers have brought many interesting things to show and they also had a lot of interesting stories to tell. The activities should be designed to get the students to participate more. I think Thai students will always be passive when it comes to speaking English and they will always and always be threatened by a foreigner.

I was rather satisfied with students' progress. They started to have positive attitudes towards language learning as shown in the students' response section, "fun and enjoyment. Moreover, they could develop speaking at their own pace. As you see Observer 2' comments, she had rather negative attitudes towards Thai students' response to foreigners. She thought that students are always passive learners while participate in speaking activities. I think it was one of the problems I tried to change teacher's attitudes towards language teaching. She had rather high expectation of students' performance, so "Learning styles" and Developing by their own pace" were described to her. When students could not develop following her plan, she felt disappointed in them. Unfortunately, if she had complained to students immediately without knowing their real problems and without trying ways to the solve problems, what would have happened? Students might have gained negative attitudes towards language learning and created a very difficult situation for teachers who encountered them later. However, her comments were rather interesting in terms of finding ways to improve students' responses.

Guest Speaker 3

Students were walking round the class. They circled round the speaker, talking to them and asking them questions. They seemed to be interested in listening and speaking English and learnt many new things from the speakers. The room used is a big meeting room, so it was not very noisy. Students were studying, walking and talking. Some speakers were standing and some were sitting talking to them. Some students were brave to talk to the speakers in English and some were not, just listening.

Appendix 16

Research Schedule of Cycle II

Discussion Timetable Semester II Cycle II

Before Collecting Data (August, 05)	After Collecting Data (December, 05)	Data Analysis
People in the meeting All three observers and a teacher	People in the meeting All three observers and a teacher	About the lesson plans and materials

Observation Schedule While Collecting Data Semester II Cycle II

Activities	Weeks	Dates
Act. 1 Self Introduction (Language Input Act. 2: English Movie)	Week 1	9 th November, 05
Act. 2 English Movie (Students' Performance) (Language Input Act. 3 Popular Song)	Week 2	16 th November, 05
Act. 3 Popular Song (Students' Performance) (Language Input Act. 4 Favorite Story)	Week 3	23 th November, 05
Act. 4 My Impressive Gift (Students' Performance) (Language Input Act. 5 Foreigner Interview)	Week 4	30 th November, 05
Act. 5 Foreigner Interview (Students' Performance) (Students express their feeling after interview foreigners) (Language Input Act. 6 Coffee-Break Atmosphere)	Week 5	7-14 th December, 05

Act. 6 Coffee-Break Atmosphere	Week 6	21 st December,05
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Appendix 17

The Summary of Changes for Cycle II

Activity 1: Self-Introduction

Two main categories were discussed. The are ‘reducing repetition’ and ‘applying different methods of self introduction’. In this activity, a number of introduction exercises in terms of “*what is your name? Where are you from?*” and writing information about them were provided so I would reduce and adjust it by applying from Renandya’s ideas into the activity in Cycle II. For example, the questions such as asking about favourite sports, food, hobbies...etc. would be added. The revised activity was in appendix 18.

Activity 2: English Movie

After discussion with my colleagues, observer 3 suggested that students ought to have opportunity to guess the end of the movie by themselves. It might promote more fun and challenge to participate in the group.

For motivating students’ speaking, follow-up activity should be a good idea for students such as guessing how movie end if you had had opportunity to be a director. (W2O3 3/10/05)

Moreover, the teaching techniques to motivate students to participate in the next cycle are adapted from Huimin (2004, p.31), Coniam (2003, pp. 38-41), Karpinski (2003, pp. 61-65), Mills (1999), Briggs-Everson (2006, p. 26) and Fukunaga (1998). Therefore, in Cycle II I would provide opportunity for student if they had a chance to be a director to suggest how movie end and had opportunity to create a short story by themselves. Moreover, I would apply new techniques from Huimin’s view (2004, p. 34) in Cycle II. The more details of teaching method were described in chapter 6:

the events, which happened in the activity and the revise materials, were in appendix 19

Activity 3: A Popular Song

In Cycle I, using the popular song was really successful to motivate students to learn, however, some recommendations were provided in terms of letting students have a chance to choose a song. I thought it was a good idea to do that in cycle II and moreover, Rajbhandaraks (2001, p. 34) said,

In most cases, teachers introduce songs either as warm-up or wrap-up activities. A song can be used to lead students to a topic of discussion and the main part of a lesson and can also be employed as a refresher at the end of class after students have been loaded with a lot of grammar and reading tasks.

In the next Cycle, I will use a song as a motivation in the beginning of the class and at the end of the class to refresh the class before I let students go home and prepare tasks for the following week. Richards (in Kittaweesomboon, 2002, p. 7) agree with Budden (2003) that songs can be an instrument for promoting learner autonomy in highly motivating activities because students can enjoy themselves until they get familiar with the structural and functional elements presented in songs. As this idea, the song can be an instrument for promoting learner autonomy in highly motivating activities. I thought I would like to adjust the popular song activity into a game by adding communicative strategy guiding. The more details and teaching methods were described in chapter 6: The events that happened in the activity and the revised material was in appendix 20.

Activity 4: My Favourite Story

In cycle I, students tried to participate in the activity, however, they still had problem while talking. While talking about their favourite story, someone tried to described thing by imagination so the observer 3 suggested that the ideas of presentation was rather good, but it would be better if students take some interesting thing or picture to describe or present to their friends. I thought it was an interesting idea not only to enhance students to speak but also to motivate the audiences to listen

the presentation. My observers and I agreed to give students alternative of describing object, so the name of the activity was changed to “My Impressive Gift.” The procedures of teaching were described in chapter 6 and the revised materials were in appendix 21.

Activity 5: Foreigner Interview

After reflecting from interviewing students and reading students’ worksheet, I found that most students encountered a lot of problems, especially foreigners’ rejection. Because this activity was a maturity activity, students had to take a lot of responsibility in terms of planning, acting, observing, reflecting and revising by themselves while doing this job. Moreover, from the supervisor and observers’ recommendations, some things had been revised for Cycle II as follows.

Prepare students more thoroughly through role-play: I planed to have students to simulate the situation in the classroom to make sure students would be familiar to interview foreigners.

Select foreigners who are unlikely to reject students or prepare them in advance (eg. Exchange students or teachers). I planned to contact foreigner teachers in the institute to talk to students. Because of the time limited and complicated procedures, I could not provide exchange students to join this activity, however, I might take this idea to further develop for the following cycle.

Ensure group has reached sufficient maturity for tasks: I planned to provide materials about talking to foreigners (see Appendix 22) and suggested more information sources in the websites and Authority Tourism in Thailand Books. The procedures of teaching were described in chapter 6: The events that happened in the activity. The revised materials were in Appendix 22.

Activity 6: A Coffee-Break Atmosphere

As a lot of comments from various observers, especially, a guest speaker, he quite unsatisfied with students’ ability speaking. He gave me a lot of suggestions such as group working, communication strategies would be help students to develop academic speaking. In Cycle II, six items were discussed for better as follows.

Guiding communication strategy activity to students: I prepared students were familiar to communication strategy in the third activity: The Popular Song.

Selecting more suitable room: In Cycle I, the place where was held the activity was so big that the atmosphere was too formal to join. Students felt uncomfortable to participate so I planned to change the party to a suitable room by reserving it beforehand. I need to brief guest speakers to ensure students have the opportunity to speak: I plan to have students work in group of four and find their favorite technical project to present and each member of each group had to take responsibility an item per each person. Two groups of students were different. The former was my subject 2-3 year bachelor program students (ECT-R11) and the latter was vocational students (E21 and E22).

Providing students to have a greater role in managing the activity: Students have to find their favourite technical project and I had to simulate them first and then let them plan, act, observe, reflect and revise by themselves. This activity was another maturity activity. So I have to be aware and ensure that student have been ready to do the task. I will check students' comprehension by simulating and asking questions. The activity is to be a terminating event, to celebrate the end of the course: I plan to set the activity as the ending of the course by providing coffee and a snack for them to create positive atmosphere.

Appendix 18

Activity 1: Self-Introduction, Cycle II

(Adapted from Imsam-Ang, 2002, p.16)

Exercise1: Ask and answer by using the following questions

A:	Hello!.....
	Hi!
	How are you doing?.....
B:	I'm fine! Great! and how
	about you?
A:	Fine!

Questions

- | | |
|--|--|
| 1. What is your birthday? | My birthday is on...(the second).... of
...(January)... |
| 2. Where do you come from? | I come from(Chonburi)... |
| 3. How many brothers and sisters
do you have? | I have(no/one)....brother and
....(no/one)....sister. / (I'm the only child in my
family) |
| 4. What is your favourite food? | My favourite food is(Tom Yom Kung and
omelette) |
| 5. What is your favourite sport? | My favorite sport is(tennis).... |
| 6. What do you do in your free
time? | I like ...(playing tennis)... in my free time. |
| 7. Do you like to listen to music? | Yes, I like it / No I don't like it. |
| 8. What kind of music do you like? | I like ...(Jazz music!)... |

Exercise 2: Introduce someone to others using sentence below as a guide line to speak.

His name is and his birthday is.....(on the second of January)..... He comes from.....(Chonburi)..... He has... (one brother and two sisters).... His favorite food is(TomYom Kung)... and his favorite sport is(Tennis)..... He likes ...(playing tennis).... and he likes(Jazz music).....

Appendix 18.1

One Plus Technique

Table 15. Students' Participation Sheet

Students' name	Participating Marks	Total Marks (whole semester)	Average 5%
Student 1	+ + +		
Student 2	+ + + +		
Ect.			

Appendix 19

Activity 2: An English Movie “I, Robot” Cycle II

Exercise 1: Work in group of four and watch DVD then guess and create the story by listening to the movie without picture.

Exercise 2: Watch picture without voice and create story by yourselves

Exercise 3: Watch the English movie with sound and picture again to compare your story with the original.

Exercise 4: Watch the English movie with sound and picture again and then write down sentences, phrase or words as much as you can.

Exercise 5: Recognize the meanings of some scripts provided below (To check students' understanding).

Some Scripts in The Movie	Thai Meanings
1. Good morning Sir!	
2. Get off my face	
3. Have a nice day!	
4. Welcome to the dream destination!	
5. Excuse me sir!	
6. What is that you mean?	
7. You talk to Mercy.	
8. No! Gee Gee! I haven't talked to Mercy.	
9. Give me a key.	
10. Where have you been?	
11. I'm a police officer.	

12. Relax! Relax!	
13. I said stop.	
14. Ma'am! Is that your purse?	
15. Of course! That is my purse.	
16. Oh! I'm sorry I made you misunderstand.	
17. Hold on!	
18. On vacation.	
19. Hey stop! Move! Freeze!	
20. I need your car.	
21. You know it means.	
22. Del! Don't play with me!	
23. No, thank you very much.	
24. You should know better.	
25. Are you crazy?	
26. What do you do?	
27. What is that on your feet?	
28. Converse all stars, 2004	
29. Have a lucky day! Ma'am!	

Exercise 6: Read an example of a conversation created from the scripts. Work in group of four and then show your actions.

A Lucky Day!

There is someone trying to unlock a car.

A: Hey! That is my car (Chai is trying to pass a crowd and say) Excuse me!

Move! What are you doing? This is my car.

B: I need a car. Give me a key and get of my face! I know this is not your car. You talked to Sak? It's his. (During time, a police goes straight on to them and says..)

C: Excuse me sirs! What happened here? I am a police officer.

A: This guy is trying to steal my car.

B: It is not his car. You should know better!

C: Relax! Relax! (While they are arguing, Sak arrives and says...)

D: Oh I'm sorry officer I made you misunderstand. This is my car. Both of them are stealing my car.

C: Oh my god! I have a lucky day!

Exercise 7: Create a short story, using some scripts provided and you can add more dialogues as many as possible.

Appendix 19.1

Conversations of Group 4 in Activity 2: An English Movie in Cycle II

The Story was in the Market

- Seller:** Come on! Come on! Look here! I have many things to show you.
- Buyer 1:** Excuse me! You have shoes size 36?
- Seller:** Size 36? Wait! I try to find it.
(While a seller tries to find the shoes, buyer 2 was coming)
- Buyer 2:** Oh! That is a nice shirt. How much?
- Seller:** Oh! That shirt 250 Baht.
(Suddenly a thief ran to attack buyer 1 and grasped her wallet and said, Oh! Excuse me! And he ran away)
- Seller:** Oh! I found it. shoes size 36!
- Buyer 1:** How much?
- Seller:** 124 Baht
- Buyer 1:** (Try to find her wallet to pay money) Oh! I can't find it. My wallet!
(While talking, she looked at buyer 2 who have the identical wallet to her so she shouted) My wallet! My wallet! You take my wallet! Take it back!
- Buyer 2:** Are you crazy? This is my wallet!
- Police officer:** Excuse me sir! What happened here! I'm a police officer.
- Buyer 1:** He took my wallet!
- Buyer 2:** She took my wallet!
- Police Officer:** Clam down! Relaxed! And give me that wallet, sir! How much money do you have in the wallet? (Both buyer 1 and Buyer 2 said, 2000 Baht) Do you have anything special in the wallet? (They said together Buyer 1: No! but Buyer 2: a key) A key! You correct! It's your!
- Buyer 2:** Yes! It's me!
- Buyer 1:** Oh! I'm so sorry
- Buyer 2:** Shouted! Get of my face!
(All students laughed and clapped to them)

Appendix 20

Activity 3: A Popular Song, Cycle II

“The One You Love”

Name.....Class.....Date.....

Exercise 1: Listen to the cassette carefully and then complete the blanks below

Listen carefully and then complete the following sentences below

I know (1).....need a friend, someone you can (2).....to
Who will understand what (3).....’re going through
When it comes to (4)....., there’s no easy (5)
Only you can (6).....what you’ re gonna (7).....
I heard you on the (8), you took his number
Said you were alone (9)..... you call him (10).....
Isn’t (11)..... the guy, the guy who left you (12).....?
Isn’t he the one who made (13) blue?
When you (14) those nights in his arms
You know you gotta make up your mind

***Are you gonna (15)..... with the one who (16) you
Or are you going back to the one you (17)**

Someone’s gonna cry when they know they’ve lost (18).....
Someone’s gonna (19)to the star above
What you gonna (20)..... when he comes over?
There’s no easy way to see this through
All the broken (21)....., all the disappointment
Oh (22).....! What you gonna do?

Your (23)..... keeps saying, it ‘s just not fair
But still (24)..... gotta make up your (25).....

(Repeat *)

Appendix 20.1

Communication Strategy Task 1

Exercise 2: Communicative Strategy (Task 1)

Read words, phrases or sentences that help you to keep your English speaking flowing below (Collected by master students and three observers)

1. Pardon?
2. What did you just say?
3. Would you mind repeating what you've just said?
4. Excuse me, I can't catch your words. Could you please say it again?
5. Well, I think this is a good question. Give me more time to answer your question.
6. That's a good idea.
7. Could you please speak slowly?
8. Can you say that again?
9. I couldn't agree with you. I think.
10. What did you just say? Could you please spell it?
11. I don't know that word. What does it mean?
12. Hmm....!
13. What can I say?
14. How would I explain this to you?
15. Kind of.....
16. How can I explain?
17. It's difficult for me to say, but I will try.....
18. Thing like that!
19. Let me state that again in other word!
20. Do you get it?
21. Say it again please!
22. Some thing like that
23. Let me start again!
24. Do you understand what I mean?
25. So do I! How about you?
26. Really?
27. Do you? Am I?
28. You must be joking!
29. Tell me that's not true!
30. Can you believe that?
31. I swear to God!
32. I don't think so!
33. Don't you agree?
34. Don't you agree with me?
35. I'm off my mind. Could you say that again, please?
36. Was my understanding correct?
37. I'm not quite clear about that.
38. Could you repeat it?
39. Would you mind giving me more details?
40. I'm so confused!
41. I've never heard about that!
42. Could you explain more?
43. Could you give me some details about that?
44. It's so confusing.
45. What?
46. It can't be like that.
47. Are you kidding?
48. Are you joking?
49. Do you make a joke? I don't believe that!

Exercise 3: Group these words, phrases or sentences into the similar idea.

Group 1: Pardon?

.....
.....
.....
.....

Group 2: That's a good idea.

.....
.....
.....
.....

Group 3: I don't know that word. What does it mean?

.....
.....
.....
.....

Group 4: Was my understanding correct?

.....
.....
.....
.....

Group 5: Would you mind giving me more details?

.....
.....
.....
.....

Group 6: I'm so confused!

.....
.....
.....

Group 7: Are you kidding?

.....
.....
.....

Group 8: Others.

.....
.....

Communication Strategy Task 2

Create a short story by using communication strategy in task 1 as a guideline.

[illegible]

Appendix 20. 3

Communication Strategy Task 3

Exercise 5: Express your ideas about the following words.

1. Thank

.....

2. Say

.....

3. Know

.....

4. Blue

.....

5. Night

.....

6. Love

.....

7. Easy

.....

8. Girl

.....

9. Phone

.....

10. Dream

.....

11. Arms

.....

12. Understand

.....

13. Stars

.....

14. Friend

.....

15. Talk

.....

16. Cry

.....

17. Heart

.....

18. See

.....

19. Comes

.....

20. He

.....

Appendix 20. 4

Communication Strategy Task 4

The One You Love

(Teacher Version)

1	2	3	4	5	6	7	8	9	10	11	12
			17 S	2 U					18 N		
	11 T	H	A	N	K				I		
			Y	D					G	4 L	
	7 G			E		6 T		3 P	H	O	N E
	I		1 D	R	E	A	M		T	V	
2 C	R	Y		S		L				E	
O	L			T		K					
M				A			10 F				9 K
E				N			R		8 B		N
S				D			I		L		O
							E		U		W
		20 E	A	15 S	Y		N	14 H	E		
				T			D	E			
				A				5 A	R	M	16 S
				R				R			E
				S				T			E

Sheet A

11. Thank
18. night
3. phone
(Down)
15. stars
14. heart

17. Say
4. Love
1. Dream
10. Friend
16. See

Sheet B

9 know
20. Easy
5. arms
6. Talk
2. Comes

8. Blue
7. Girl
2. Understand
2. Cry (Cross)
14. He

Exercise 6: Hint and ask your interlocutor to complete both of your sheet as quick as possible.

Sheet A

1	2	3	4	5	6	7	8	9	10	11	12
			17 S	2 _					18 N		
	11 T	H	A	N	K				I		
			Y	_					G	4 L	
	7 _			_		6 _		3 P	H	O	N E
			1 D	R	E	A	M		T	V	
2 C	_	_		_		_				E	
							10 F				9 _
							R		8 _		
							I				
							E				
		20		15 S				14 H			
				T			D	E			
				A				5 A			16 S
				R				R			E
				S				T			E

Sheet B

1	2	3	4	5	6	7	8	9	10	11	12
			17	2 U					18		
	11			N							
				D						4	
	7 G			E		6 T		3			N E
	I		1	R		A					
2 C	R	Y		S		L				-	
O	L			T		K					
M				A			10				9 K
E				N					8 B		N
S				D					L		O
									U		W
		20 E	A	15 S	Y			14 H	E		
								5 A	R	M	16 S

Appendix 21

Activity 4: My Impressive Gift, Cycle II

Name Class..... Date

Exercise 1: Giving A Model

Direction: Look at the black bag. There is my impressive gift in it. You have to try to guess what it is by asking me as much as you can like a “Twenty Questions” game. You try to use communicative strategy as provided in activity 3: The popular song and the examples of questions provided below.

The examples of question

1. How did you get it ?
2. How much does it cost?
3. Where is it from?
4. What colour is it?
5. What is it used for?
6. What does it look like?
7. What is it's shape?
8. What is it made of?
9. What is it made from?
10. Is it a kind of souvenir?

The example of sentences to start speaking in the following week are follows.

(You have free thinking to create sentences by yourselves, if you can.)

A: Hi! / Hello! / Good morning every body!, I would like to talk about “My impressive gift” [ของขวัญของหวง] Can you guess what it is? Ask me as much as you can!

B: (You try to ask questions as many as you can)

Exercise 2: (One Week Later) Work in groups of three and then each of members of each group has to take turn to have the rest of others guess what his impressive gift is as “Twenty Questions” game.

Exercise 3: One of groups was randomly selected to present in front of the class.

Appendix 22

Activity 5: Foreigner Interview, Cycle II

Name.....Class Date.....

Step 1 Week 1: Making Decision

- ☐ Interview foreigners
- ☐ Interview technical teachers

Step 2 Week 2: Simulation Practice. The process is shown below.

Making Conversation (Choice One)

Excuse me! May I interview you just a minute or Excuse me! Would you mind talking to you just a minute. My name is You can call me..... We are students from KMITNB (King Mongkut's Institute of Technology North Bangkok). Talking to foreigners is a partial requirement of English assignments.

Checking students' understanding by simulation

Directions: Work in group of four. Suppose a member of your group is a foreigner and the rest members of your group have to help together to interview him. After finishing interviewing, all of you have to think back about your questions which you tried to ask a foreigner. Write the questions below.

.....

.....

.....

.....

Making Conversation (Choice Two)

Excuse me sir! Would you mind discussing with you about? (Wait just a minute for the answer YES! Or No!). As we read articles about, we found some problems.

Checking students' understanding by simulation

Directions: Work in group of four. Suppose a member of your group is a technical teacher and the rest members of your group have to help together to interview him. After finishing interviewing, all of you have to think back about your questions which you tried to ask a teacher. Write the questions below.

.....

.....

Language Input Provided

1. Where are you originally from?
2. Have you know anyone in Thailand?
3. Where do you stay and who do you stay with?
4. Where is your favorite place in Bangkok?
5. What is your favorite food/ restaurant in Bangkok?
6. How do you like Bangkok?
7. How do you like Thai people?
8. Where is the first place you go when you come to Thailand?
9. Would you like to come back to Thailand?
10. What do you think of Thai transportation?
11. What do you think of Thai food?
12. What do you think of Thai people?
13. What do you think of Thai traffic?

By Observer 2

Getting to Know Each Other

1. Are you good at cooking/ swimming etc.?
2. Do you like baseball etc.?
3. Do you live alone?
4. Do you live in a house or an apartment?
5. Have you ever lived in another country?
6. Have you ever met a famous person?
7. How do you spend your free time?
8. How long have you been studying English?
9. How old are you?
10. How tall are you?
11. Tell me about a favourite event of your adulthood.
12. Tell me about a favourite event of your childhood.
13. What are your hobbies?
14. What countries have you visited?
15. What country are you from?
16. What do you do on Sundays?
17. What do you do? What's your job?
18. What do you like to do in your free time?
19. What hobbies do you have?
20. What is the nearest bus stop or train station to your house?
21. What is your motto?
22. What is your religion? (Perhaps not a good question in some situations.)
23. What kind of food do you like?
24. What kind of people do you like?
25. What kind of people do you not like?
26. What language do you speak?
27. What two things could you not do when you were a child, but you can do now?
28. What's something you do well?
29. What's your address?
30. What's your father like?

31. What's your mother like?
32. What's your phone number?
33. When did you start to study English?
34. Where are you from?
35. Where do you live?
36. Where do you live? How long have you lived there?
37. Where were you born?
38. Which sports do you like?
39. Who do you live with?
40. Who do you respect the most?
41. Who has the most influence in your life?
42. Why did you decide to take this course?
43. Why do you want to learn English?
44. Would you like to be famous?
45. What do you think you will be doing five years from now?
46. Where do you think you'll be living five years from now?
47. What is your goal in life?
48. What is the best memory of our country that you will take back home with you?
49. What is the worst memory of our country?
50. How many times did you move as a child?
51. Are you a task oriented person or a people oriented person?
52. What is the profile of the wife/ husband you would meet?
53. What kind of woman/ man would you like to marry?
54. Have you ever appreciated a sunset?
55. Were you alone or with someone special?

Collected by Observer 1

After collecting all information, I had to summarize the questions above and the questions applied from students' and observers' ideas in Activity 5 (Foreigner Interview) as shown below.

1. How do you like Australia?
2. How do you like Australian people?
3. What is your favorite food in Australia?
4. Where was your favorite place in Australia?
5. Would you like to come back to Australia?
6. What do you think of Australian transportation?
7. What do you think of Australian food?
8. What do you think of Australian people?
9. What do you think of Australian traffic?
10. Did you live alone in Australia?
11. Did you live in a house, an apartment or a dormitory room?
12. What does it look like?
13. Did you have a roommate?
14. What is his/her nationality?
15. How did you spend your free time when you stay in Australia?
16. What countries have you visited?
17. What country do you like most?

18. Did you have any problem while staying abroad?
19. How did you solve your problems?
20. How do you prepare yourself before going abroad?
21. If I want to study abroad, how will I prepare myself?
22. What's the best memory when you stayed in Australia?
23. What's the worse memory when you stayed in Australia?
24. What are Australian people like?
25. What's your address?
26. What's your e-mail address?
27. What's your telephone number?
28. How many languages can you speak?
29. Are women in Australia beautiful?
30. What's the weather in Australia?
31. How did you get it? (If guest speakers show their favorite or impressed things.)

Some Interesting Patterns

Would you like to + infinitive without to

- e.g. Would you like to join with us?
 Would you like to have lunch with us?
 We would like you to join with us

Step 2: Practice Speaking (Role play)

Step 3: Week 3: Students' Performance

Directions: Work in groups of four and help together to make decision which choice you choose to participate in the activity and then express your ideas the following items.

1. How do you plan your work? (Please tell me the processes of your planning)

.....

.....

.....

.....

2. Write your problems while participating in the activity.

.....

.....

.....

.....

3. Describe ways to solve your problems.

.....

.....

.....

.....

4. Things you learned from the activity.

.....

.....

.....

.....

5. Express your feelings before and after participating in the activity

Before participating in the activity, I feel

.....

.....

After finishing participating in the activity, I feel

.....

.....

Appendix 23

Activity 6: A Coffee-Break Discussion, Cycle II

For Engineering Students

Name Class Date

Group.....

Step 1: Language Input (Week 1)

Directions: Work in a group of four and read English texts and articles from various sources as much as possible. Then you have to discuss together about a task which all of you are interested. You have to prepare to present the thing which all of you help together to create or invent it to visitors. The main questions you have to remember while doing the task are:

- What topic are you interested in?
- What “thing” would you like to present?
- How does it work?
- What is it used for?
- What are the advantages of it?

Step: 2 Simulation (Week 2)

Directions: Group 1 presents to Group 2, Group 3 presents to Group 4, and Group 5 presents to Group 6.

Step: 3 Students' Performance (Week 3)

Direction: Present your task to visitors in the meeting room on December, 2005

For Vocational Students

Directions: Work in a group of four and then walk around to present your project to other groups (Bachelor students) who will also present you an interesting thing they create. You have to help together to get information from Bachelor groups as much as you can and then you have to send me back to the normal class.

Work Sheet

Group

What is the topic?

.....

How does it work?

.....

.....

.....

What is it used for?

.....

.....

What are the advantages of it?

.....

.....

.....

.....

Appendix 23.1

Visual Organizers, Cycle II

Photo Paper Plus Glossy PP-11 By Canon

Handling Precautions

- When handling the paper, hold it by the edges and avoid touching the print surface. Dirt or scratches on the print surface can impair print quality.
- Avoid bending the paper, scratching it, or getting fingerprints on the print surface.
- Cover unused paper with the protective sheet and return it to its package. Store the paper away from high temperature, humidity and direct sunlight. Protect the paper against accidental creasing during storage.

Printing Precaution

- Avoid damaging the glossy surface of the paper.
- If the paper is curled, flatten each sheet individually, taking care not to get fingerprints or dirt on the paper.
- Print on the glossy side of the paper.
- Load one sheet at a time when printing on A3 or A3+ (13" x 19") paper.
- To continue printing, remove the previously printed page from the Paper Output Tray.
- In your printer driver, select Photo Paper Plus Glossy as the Media type setting.
- If irregularities appear with some images, Set Print Quality to High

About Printed Images

- Colours may bleed if images are placed in clear photo sleeves before they are completely dry. Also note that the colours in printed images may change if images are stacked immediately after printing.
- Allow printed images to dry for approximately 24 hours, or allow printed images to dry for 15 minutes, then stack them between sheets of standard copy paper.
- Avoid drying printed images with a hairdryer or in direct sunlight.

Recommendations for Print Storage

- When stacking prints for storage, we recommend inserting a sheet of plain paper over the printed surface of each individual print.
- Store your printed images in albums, clear photo sleeves, or glass frames to protect them from direct exposure to air.
 - Storing prints in clear photo sleeves helps prevent fading
 - Avoid using photo albums with self-adhesive pages, since prints cannot be easily removed from such albums once they have been inserted.
- When using photo albums with clear pockets, insert the print all the way into the pocket. With some pocket-type photo albums and clear photo sleeves, the edges of the paper may turn yellowish in colour over time.

- Avoid storing prints in locations that are exposed to high temperature, high humidity, or direct sunlight. Store prints at normal room temperature.
- Avoid displaying or posting images outdoors or in areas that are exposed to direct sunlight.