

ผลของการใช้บทบาทสมมติ ต่อการพัฒนาทักษะการพูด
ภาษาอังกฤษเพื่อการสื่อสาร ของนักศึกษาระดับประกาศนียบัตรวิชาชีพชั้นสูง

THE EFFECTS OF USING ROLE-PLAYING ON DEVELOPING SPEAKING
SKILLS IN ENGLISH FOR COMMUNICATION
OF DIPLOMA STUDENTS



วิทยานิพนธ์นี้เป็นส่วนหนึ่งของการศึกษาตามหลักสูตรปริญญาศิลปศาสตรมหาบัณฑิต
สาขาวิชาภาษาศาสตร์ประยุกต์ - ภาษาอังกฤษเพื่อวิทยาศาสตร์และเทคโนโลยี

คณะครุศาสตร์อุตสาหกรรม

สถาบันเทคโนโลยีพระจอมเกล้าเจ้าคุณทหารลาดกระบัง

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SKILLS IN ENGLISH FOR COMMUNICATION OF DIPLOMA STUDENTS



A THESIS SUBMITTED IN PARTIAL FULFILLMENT
OF THE REQUIREMENT FOR THE DEGREE OF
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คณะครุศาสตร์อุตสาหกรรม
สถาบันเทคโนโลยีพระจอมเกล้าเจ้าคุณทหารลาดกระบัง
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ผลการใช้บทบาทสมมติต่อการพัฒนาทักษะการพูดภาษาอังกฤษ
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The Effects of Using Role-Playing on Developing
Speaking Skills in English for Communication
of Diploma Students

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เอกสารนี้เป็นเอกสารที่สงวนไว้สำหรับการใช้งานเพื่อการศึกษาเท่านั้น ไม่อนุญาตให้นำไปใช้ประโยชน์ด้านการค้า
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บทคัดย่อ

จุดประสงค์ของการศึกษานี้ คือ 1) เพื่อศึกษาผลการใช้บทบาทสมมติต่อการพัฒนาทักษะการพูดภาษาอังกฤษเพื่อการสื่อสาร และ 2) เพื่อตรวจสอบทัศนคติของนักศึกษาต่อบทบาทสมมติ กลุ่มตัวอย่างเป็นนักศึกษาระดับประกาศนียบัตรวิชาชีพชั้นสูงชั้นปีที่ 1 สาขาวิชาพีชศาสตร์และสัตวศาสตร์ วิทยาลัยเกษตรและเทคโนโลยีขอนแก่น จำนวน 34 คน นักศึกษาได้รับการสอนโดยใช้วิธีการสอนแบบบทบาทสมมติทั้งหมด 3 บทเรียน ใช้เวลาในการวิจัย 9 สัปดาห์ๆ ละ 3 ชั่วโมง เครื่องมือการศึกษาคือ แผนการสอนแบบใช้บทบาทสมมติ แบบทดสอบก่อนเรียน แบบทดสอบหลังเรียน ซึ่งใช้แบบทดสอบแบบคู่ขนาน และแบบสอบถามทัศนคติของนักศึกษา การวิเคราะห์ข้อมูลของการศึกษาคือ ค่าเฉลี่ย (Mean) ค่าส่วนเบี่ยงเบนมาตรฐาน (Standard Deviation) และค่า t -test แบบ dependent โดยใช้โปรแกรมสำเร็จรูปทางสถิติ ผลการศึกษาพบว่าความสามารถทางทักษะการพูดของนักศึกษามีความแตกต่างทางสถิติอย่างมีนัยสำคัญที่ระดับ 0.00* (t -test = 14.88, $P = 0.00^*$, $P < 0.05$) จากการสอบถามทัศนคติ พบว่านักศึกษามีทัศนคติที่ดีต่อ เทคนิคการสอนแบบใช้บทบาทสมมติ และเห็นด้วยกับการใช้วิธีการสอนแบบบทบาทสมมติ ($\bar{X} = 4.56$ และ $S.D. = 0.50$) ดังนั้นจึงสามารถสรุปได้ว่าความสามารถในการพูดของนักศึกษาที่ใช้เทคนิคการสอนแบบบทบาทสมมติ มีการพัฒนาดีขึ้น ($\bar{X} = 10.00$ และ $\bar{X} = 18.18$ ตามลำดับ) และนักศึกษามีทัศนคติแบบเห็นด้วยกับการใช้เทคนิคการสอนแบบบทบาทสมมติ ($\bar{X} = 4.20$)

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Thesis Title	The Effects of Using Role-playing on Developing Speaking skill in English for Communication of Diploma Students
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ABSTRACT

The objectives of this study were (1) to study the effect of using role-playing technique on developing speaking skill in English for communication, and (2) to examine the students' attitude on role-playing technique on developing speaking skill in English for communication. The samples were thirty-four first year diploma level students at Khon Kaen College of Agriculture and Technology. The students were taught by role-playing technique through three lesson plans. The period of the study was nine weeks, three hours a week. The instruments were three lesson plans, pre-test and post-test, having parallel questions, and attitude questionnaire. The data analyses of the study were mean, standard deviation and the dependent *t*-test by using a statistical analysis package. The result indicated that there were statistically significant differences in students' English speaking skill at level 0.00* (*t*-test = 14.88, *P* = 0.00*, *P* < 0.05). The study also found that there was moderately positive attitude with role-playing technique. However, they were strongly agreed to use the activities (\bar{x} = 4.56 and S.D. = 0.50). Therefore, it absolutely could see that students' English speaking skill after using role-playing technique was improved (\bar{x} = 10.00 and \bar{x} = 18.18 respectively). Moreover, students agreed with the useful of role-play activity. It indicated that role-playing teaching method affected and were useful for developing speaking skill (\bar{x} = 4.20).

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Thongsuk Leelard

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CHAPTER 1

INTRODUCTION

This chapter consists of seven parts concerning to the study: statement and significance of the problems, goal and objectives, research questions, scope of the study, conceptual framework of the study, research hypothesis, and definitions of terms used.

1.1 Statement and Significance of the Problems

English is an international language. Smith (1979) cited in McKay (2002 p.11) defines the term “international language” that it is one which is used by people of different nations to communicate with one another. English is also currently used in various areas such as international organizations, the media, international travel, international safety, education, and communications (Crystal, 1997). Moreover, access to higher education in many countries is dependent on knowledge of English. Finally, the English language will certainly continue to play an important role as a global language in world communication, international business, and social and cultural affairs (Yano 2000, p.119).

Since English is widely spread and used internationally in various arenas, The Association of South East Asian Nations: ASEAN has an agreement at the ASEAN Summit in November 2007 that the working and official language of ASEAN shall be English. People in ten countries including Thailand should be able to use English to convey their communication among those countries.

In Thailand, English has been in the National Curriculum since 1890. And in 2001 it has been the first foreign language to be introduced from first grade (Luksaneeyanawin, 2005). Since the 1995, international schools and English program schools were promoted by the Ministry of Education. The field of language teaching has moved away from traditional grammar-based method towards a more communicative method. The communicative approach such as using authentic materials and various activities that simulate language used in real-life situation are highly focused. However, Thai students could not use English skills effectively, especially listening and speaking (Jaiyai, Torwong, Usaha, Danvirattana, Luangthongkam and Piyadamrongchai, 2005). They found that students still lack confidence and lack opportunities to use English in their daily life. Moreover, Punthumasan (2007) found that most students do not want to learn English because they find the subject matter boring and the teaching methodology is not interesting.

เอกสารนี้เป็นเอกสารลิขสิทธิ์ส่วนตัวที่จัดทำขึ้นเพื่อการศึกษาค้นคว้าเท่านั้น เมื่อผู้ใดเห็นชอบใจหรือมีข้อสงสัย กรุณา
ไม่ว่ากรณิดีๆ ทั้งสิ้น อีกทั้งห้ามมิให้ดัดแปลงเนื้อหา และต้องอ้างอิงถึงเจ้าของเอกสารทุกครั้งที่มีการนำไปใช้

Meanwhile, The Secretary-General of the Office of the Vocational Education Commission, Mr. Chaiprug Sereerak (2013) said that the decision would increase job opportunities for entrepreneurs and skilled personnel, so that the vocational students' skills and standards would be recognized in the ASEAN labor market. Although the standards of Thailand's vocational education system are considered high, students at various educational institutions at the vocational level need to improve their communication skills in English and the languages of other ASEAN nations. In this connection, Mr. Chaiprug Sereerak said that the Vocational Education Commission would open English and "mini-English" programs to enhance language skills for both students and teaching staff, to prepare them for the ASEAN Community, which will be in place in 2015. However it is a serious problem of the students because of a lack of interest and poor basic principles of English (Chalernporn & Usa, 2011). In addition, the outcome of the English V-NET test in 2013 was quite low ($\bar{x} = 29.30$, S.D. = 14.70). This was lower than Thai and Science subjects. The Office of Vocational Education Commission reported that Vocational College students have limited abilities in speaking, reading, writing and understanding the English language (The Office of Vocational Education Commission, 2008). Vocational students do not realize how important the English language is and have carried on bad attitude towards English (Boonrangsri, 2004).

From the reasons above, to support an idea that Thai teachers at all levels especially vocational level should use more interesting activities or teaching technique to supplement their teaching process. Teachers should change the field of language teaching towards a more communicative method. This research revealed important reflection on role-playing technique effects students' ability in English speaking and their attitude on learning English. However, to my experience there is no research that described a proven effective method for doing role-play activities with vocational education in Diploma level students in agriculture program. Hence, this study attempted to fill the constructivist learning paradigm to the use of communicative instruction, which can develop students' capability in communication and students' attitude in studying in vocational diploma students at Khon Kaen College of Agriculture and Technology.

1.2 Goal and Objectives

The goal of this research was to study the effect of using role-playing technique and the attitude on developing speaking skill in English for communication of the diploma level students at Khon Kaen College of Agriculture and Technology. The objectives of the study are as follows:

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1. To study the effect of role-playing technique on developing speaking skill in English for communication.

2. To examine the students' attitude toward role-playing technique on developing speaking skill in English for communication.

1.3 Research Questions

1. Can role-playing technique improve speaking skill in English for communication?

2. What are the students' attitudes on role-playing technique?

1.4 Scope of the Study

1.4.1 The sample included all first-year diploma level major in Animal and Plant Science students at Khon Kaen College of Agriculture and Technology who were enrolled in the course Developing Skills for English Communication II in the second semester of the academic year 2013. The sample was taught by using role-playing technique; for three hours a week.

1.4.2 Variables:

1) Independent variable: teaching methods based on role-playing activity.

2) Dependent variable: the students' attitude for using role-playing activity.

1.4.3 The three topics of real-life situations: going shopping and bargaining, asking and giving directions, and giving instructions were chosen from the text books based on Developing Skills for English Communication II course syllabus according to the Diploma Education Curriculum, B.E 2546 of the Vocational Education Commission.

1.5 Conceptual Framework of the Study

1.5.1 Concept Role-Playing Technique

Role-playing technique is the one of instructional teaching methods type to develop students' ability (Graves, 2008). Students can apply knowledge in class to their real social life. Role-playing is also the process of critical thinking and problem solving. Students use learning experience to make it more grounded in reality. Cherif (1998) indicated that role-playing technique can be divided into four stages as shown

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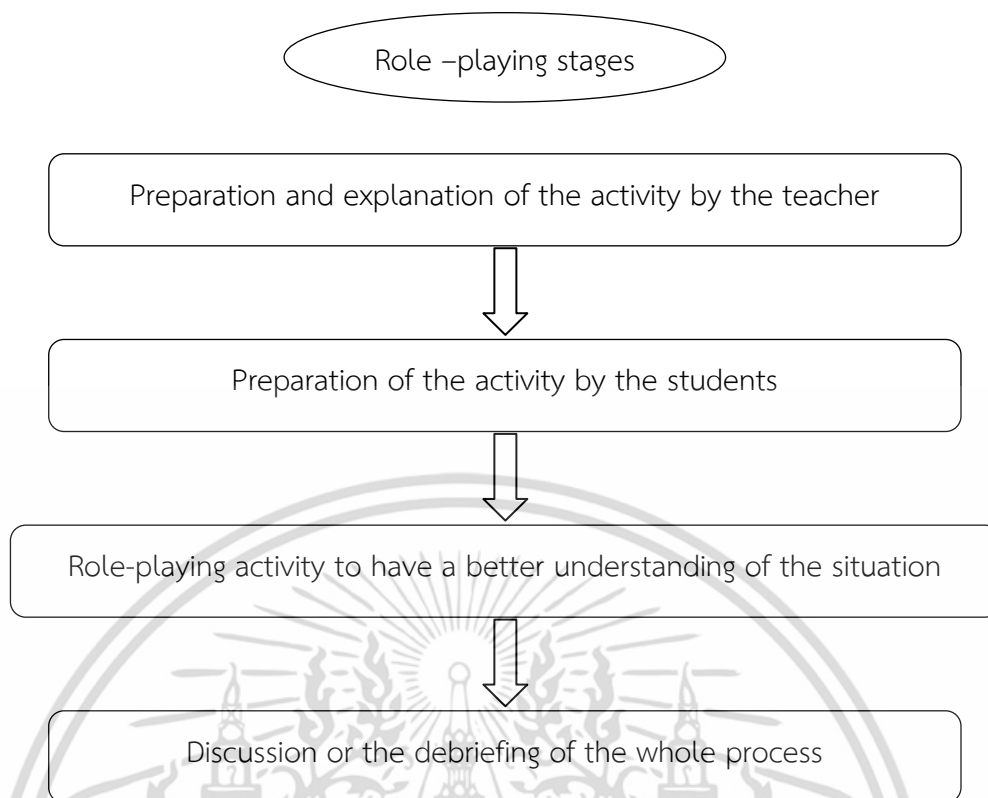


Figure 1.1 Role-playing Stages

Source: Cherif, 1998, p. 613-617

1.5.2 Benefit of Role-playing

Many researchers found the benefit of role-playing technique in many areas of teaching. Newman (2003) integrated role-playing through the implementation of fantasy sport programs; Shaw (2004) use role-playing to aid students in understanding the complexities of international relations in peacekeeping operations; Oberle (2004) used role-playing technique in college geography classes; Giralt-Mas (2005) developed a role-lay scenario that required groups of students working as external consultants to solve a specific telecommunications issue for a company.

There are many benefits of using role playing teaching technique. Furness (1976) stated that a child can enjoy and profit from a role play experience in terms of improved communication skills, creativity, increased social awareness, independent thinking, verbalization of opinions, and development of values and appreciation of the art of drama (p.19). Ladousse (2004) indicated that role play is one of a whole gamut of communicative techniques which develops fluency in language students, which promotes interaction in the classroom, and which increases motivation (p.7). In addition, he pointed out that role play encourages peer learning and sharing the responsibility for learning between teacher and student. He

suggested role play to be perhaps the most flexible technique in the range of

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communicative techniques and with suitable and effective role-play exercises; teachers can meet an infinite variety of needs (Ladousse, 2004, p. 7). Stern (1983) suggested that role playing helps the individual to become more flexible and develop a sense of mastery in many situations (p.213). She suggested through role play, L2 learners can experience many kinds of situations in which they will use the language; and as they develop a sense of mastery in them, they should be able to apply the language more easily to new situations (p.213).

In conclusion, these are many advantages and disadvantages of role-playing technique.

Table 1.1 the Advantages and Disadvantages of Role-playing Technique (Stern, 1983)

Advantages	Disadvantages
Fun enjoy and profit	Shyness is a barrier
Independent thinking, verbalization of opinions, and development of values and appreciation of the art of drama and confidence building.	Could damage confidence
Easily recordable	Can cause discomfort
Provides a good opportunity to mix within the group- work with a variety of partners	May not suit learning individual styles
Good for practicing vocabulary and pronunciation	Can be embarrassing
Good for peer coaching	
Provides a supportive environment	
Adds “reality”	
Apply the language more easily to new situations.	

1.6 Research Hypothesis

Hypothesis: The students’ mean scores of post-test when they were taught through role-playing technique is higher than that of pre-test mean scores.

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1.7 Definitions of Term Used

In this study, definitions of terms used are presented as follows:

Role-playing technique	A technique involves using activities for defining students to act out and speak to imitate a certain situation. It can also be used for defining activities in which people do and say things while pretending to be someone else or while pretending to be in a particular situation
Speaking skill	The ability to communicate, ask and answer questions based on each situation. It is an action of giving information or expressing one's thought and feelings in a spoken language. Students' can impart words, phrases, sentences, situations, expressions and convey their feeling in each situation to make the listeners understand clearly.
Attitude	The way people view something by individual's opinions about outcome. An attitude can be defined as positive and negative evaluation. It is a realistic perception of oneself. An attitude has three components -What you think. -What you do. -What you feel.
Role-playing technique lesson plan	A lesson plan which is designed based on role-playing activity to inspire students to practice more in speaking English. Students are motivated to speak and act out by a variety of social real-life situations; this will help them to develop their English speaking skills.
Developing Skills for English Communication II course	An English course syllabus according to the Diploma Education Curriculum, B.E 2546 of the Vocational Education Commission

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CHAPTER 2

LITERATURE REVIEW AND RELATED STUDY

The purpose of this chapter is to provide information concerning this study, which is obtained from reviewing related literature and studies. The first section explores the theory of speaking. The second section reviews communicative language teaching and speaking activities. The third section reviews capability of speaking English. The fourth section explores students' attitudes towards learning English language. The fifth section examines role-playing technique. The last section explores related research.

2.1 Theory of Speaking

According to Widdowson (1994) cited in Manussanun and Suksan (2012), speaking is the active production skill and the use of oral production. Speaking is the capability of people to communicate with others. Bygate (1987) said that to achieve a communicative goal through speaking, there are two aspects to be considered knowledge of the language, and skill in using knowledge. Moreover to possess a certain amount of knowledge, a speaker should be able to use knowledge in different situations. Harmer (2001) cited in Khadidja (2009-2010) discussed the elements of speaking are necessary for fluent oral production. He distinguishes between two aspects – knowledge of language features, and the mental/social processing. The language features, necessary for spoken production, involves the connected speech, expressive devices, lexis and grammar, and negotiation language. Mental/social processing includes three features – language processing, interacting with others, and on-the-spot information processing.

Therefore, based on the theories and linguists, speaking skill development is involved with knowledge of language features and ability to process information. Role-playing technique is the most important technique to reinforce students to speak.

2.2 Communicative Language Teaching and Speaking Activities

Nunan (1991) cited in Hossen (2008) said communicative language teaching (CLT) means to know a language. Students must be able to use the structural elements appropriate in different social situations. Nunan (1991) focuses on five features of CLT as follows.

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- 1) An emphasis on learning to communicate through interaction in the target language.
- 2) The introduction of authentic texts into the learning situation.
- 3) The provision of opportunities of students to focus, not only on language but also on the learning process itself.
- 4) An enhancement of the students own personal experiences as important contributing element to classroom learning.
- 5) An attempt to link classroom language learning with language activities outside the classroom.

Moreover, these five features are claimed by practitioners in needs and desires of their students as well as the connection between the language as it is taught in classes and as it used outside the classrooms.

Brown (1994) also described communicative language teaching focus on speaking and listening skills, writing for specific communicative purposes, and on authentic reading texts (p.226). Littlewood (1991) categorized activities for communicative language teaching into two groups: pre-communicative activities and communicative activities. The aims of the pre-communicative activities are apart from producing certain language forms in an acceptable way, to help the students to develop links with meanings that will later enable them to use this language for communicative purposes.

To sum up, communicate language teaching often takes the form of pair and group work requiring negotiation and cooperation between students, fluency-based activities that encourage students to develop their confidence in which students practice and develop language functions. It can be said that managing and providing students with as many opportunities to practice language orally as possible is an essential aspect of teaching of this productive skill.

2.3 Capability of Speaking English

Speaking is considered to be the most important in a second language (Khamkhen, 2010). It is the ability that requires the process of communicative competence, pronunciation, grammar, and vocabulary improving. Wongsuwana (2006) believed that speaking skills can be trained and it doesn't depend on the talent. However it still is a problem of many Thai students. According Wiriyaichitra (2003), English learning in Thailand is not very successful because the most students lack the opportunities to learn and practice English in English environment. Chaney (1998) said speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols in a variety of contexts.

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Gower (1995) noted that speaking had many different aspects including two major categories – accuracy involving the correct use of vocabulary, grammar and pronunciation practiced through controlled and guided activities; and fluency, considered to be the ability to keep going when speaking spontaneously.

Here are some characteristics of speaking ability (Yorkey, 1990, cited in Krisnawati, 2010). The speaker has to:

- 1) pronounce the distinctive sounds of a language clearly enough so that people can distinguish them. It includes making tonal distinctions.
- 2) use stress and rhythmic patterns, and intonation patterns of the language clearly enough so that people can understand what is said.
- 3) use the correct forms of words. This may mean, for example, changes in the tense, case, or gender.
- 4) put words together in correct word order.
- 5) use vocabulary appropriately.
- 6) use the register or language variety that is appropriate to the situation and the relationship to the conversation partner.
- 7) make clear to the listener the main sentence constituents, such as subject, verb, object, by whatever means the language uses.

2.3.1 Level of Language Proficiency

Bridget (2009) speaking evaluation helps students to develop their full potential and to encourage them to learn and speak. Teacher can assess periodically with many methods of evaluation which depends on teaching objective, teaching activity and students' English ability. Bridget, ELLs (English Language Learners) divided level of language proficiency as follow:

Level 1 - Basic

The students have very limited or no understanding of English. They rarely use English for communication. They can respond non-verbally to commands, statements and questions in simple form. As their oral comprehension increases, they begin to use simple words and phrases, and may use English spontaneously.

Level 2 - Low Intermediate

These students can understand short conversations on simple topics. They rely on familiarity. They use repetition, gestures and non-verbal cues to sustain conversation.

Level 3 - High Intermediate

At this level students can understand standard speech delivered in most settings with some repetition and rewording. They can communicate orally in most settings. They can present their thoughts in an organized manner, but errors may still be present.

Level 4 – Proficient

Students at this level have adequate language skills for day-to-day communication. Occasional structural and lexical errors still occur. They may still have difficulty with idiomatic expressions and words with multiple meanings. They may still have difficulty with complex structures and abstract academic concepts, but are able to communicate in English in new or unfamiliar settings.

Level 5 - Advanced Proficient

Students at this advanced level have demonstrated English proficiency as determined by state assessment instruments (ELPA -English Language Proficiency Assessment). They are expected to be able to participate fully with their peers in grade level content area classes.

In conclusion, the capability of speaking English is the ability to use and put the words together as a correct sentence and express idea. Speakers have to present the idea directly communicate with other. Moreover speakers beware of pronunciation, stress, form of language, vocabulary, social role and gestures to make more understanding.

2.3.2 Strategies for developing speaking skill

Students usually think that the ability to speak a language is the product of language learning but speaking is also a crucial part of the language learning process (National Capital Language Resource Center, 2010). Effective teachers teach students speaking strategies using minimal responses, recognizing scripts, and using language to talk about language which they can use to help themselves expand their knowledge of the language and their confidence in using it. Teachers help students learn to speak so that the students can use speaking to learn.

1. Using minimal responses

Language students who lack confidence in their ability to participate successfully in oral interaction often listen in silence while others do the talking. One way to encourage such students to begin to participate is to help them build up a stock of minimal responses that they can use in different types of exchanges. Such responses can be especially useful for beginners.

Minimal responses are predictable often idiomatic phrases that conversation participants use to indicate understanding, agreement, doubt, and other responses to what another speaker is saying.

2. Recognizing scripts

Some communication situations are associated with a predictable set of spoken exchanges a script. Greetings, apologies, compliments, invitations, and other functions that are influenced by social and cultural norms often follow patterns or scripts. So do the transactional exchanges involved in activities such as obtaining

information and making a purchase. In these scripts, the relationship between a speaker's turn and the one that follows it can often be anticipated.

Teachers can help students develop speaking ability by making them aware of the scripts for different situations so that they can predict what they will hear and what they will need to say in response.

3. Using language to talk about language

Language students are often too embarrassed or shy to say anything when they do not understand another speaker or when they realize that a conversation partner has not understood them. Teachers can help students overcome this reticence by assuring them that misunderstanding and the need for clarification can occur in any type of interaction, whatever the participants' language skill levels. Teachers can also give students strategies and phrases to use for clarification and comprehension check.

By encouraging students to use clarification phrases in class when misunderstanding occurs and by responding positively when they do, teachers can create an authentic practice environment within the classroom itself. As they develop control of various clarification strategies, students will gain confidence in their ability to manage the various communication situations that they may encounter outside the classroom.

2.3.3 Suggestions for Teachers in Teaching Speaking

Burk (1998) gave suggestions for teaching speaking as follows:

1. Provide maximum opportunity to students to speak the target language by providing a rich environment that contains collaborative work, authentic materials and tasks, and shared knowledge.
2. Try to involve each student in every speaking activity. It is the practicing different ways of student participation.
3. Reduce teacher speaking time in class while increasing student speaking time. Step back and observe students.
4. Indicate positive signs when commenting on a student's response.
5. Ask eliciting questions in order to prompt students to speak more.
6. Provide written feedback.
7. Do not correct students' pronunciation mistakes very often while they are speaking.
8. Involve speaking activities not only in class but also out of class.
9. Circulate around classroom to ensure that students are on the right track and see whether they need your help while they work in groups or pairs.
10. Provide the vocabulary beforehand that students need in speaking activities.

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It can be seen that teacher's role play is the most important in preparing environment both inside and outside the class, authentic materials and many situations or opportunity for practicing speaking English. Rich activities help students be self-confidence.

2.3.4 Activities to Promote Speaking

Burk 1998 cited in Kayi (2006) ESL teachers agreed that teaching speaking skill is based on real-life situations. Students will have the opportunity of communicating with each other in the target language. Therefore, teachers should create a classroom environment where students have real-life communication, authentic activities, and meaningful tasks that promote oral language. The activities to promote students' speaking include discussions, simulations, information gap, brainstorming, storytelling, interviews, story completion, reporting playing cards, picture narrating, picture describing and role play.

Role play is a way of enabling students to speak. Students pretend they are put in various social contexts and have a variety of social roles. In role-play activities, the teacher gives information to the students such as who they are and what they think or feel.

2.3.5 Speaking Assessment

Criteria in speaking assessment are crucial for evaluating students' speaking ability. The following categories (Scottish Qualifications Authority), criteria and pegged marks can be used to assess candidates' performance in speaking.

Content

- 1) Appropriateness to the level
- 2) Communication of information and questions
- 3) Ability to sustain a conversation

The content of speaking assessment is to be able to sustain a natural and flowing conversation. No difficulties in understand questions and following complex trains of thought.

Accuracy

- 1) Grammatical accuracy commensurate with level
- 2) Accuracy of pronunciation and intonation

The accuracy of speaking assessment is using a full range of structures naturally and appropriately, producing consistently accurate structures. At the same time, students make consistently correct pronunciation, clear articulation and good feeling for intonation.

Language resource

- 1) Command and variety of structure

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- 2) Range of vocabulary
- 3) Complexity of language structure

The language resource of speaking assessment means to use a full range of structures naturally and appropriately, produce consistently accurate structures and use good vocabulary which is adequate for natural conversation.

Interaction

- 1) Understanding of what is said
- 2) Fluency of response
- 3) Willingness to offer information

The interaction of speaking assessment means to communicate ideas and viewpoint comprehensible and is able to include details to support those ideas. It is a dependent speaker in interactions, not relying on the other person to clarify or support him/her; can understand speech at a normal place.

Speaking evaluation helps students to develop their full potential and to encourage them to learn and speak. Teacher can assess periodically with many methods of evaluation which depends on teaching objective, teaching activity and student's English ability.

In conclusion, the capability of speaking English in this study: diploma level of vocational education is the ability to use and put the words together as a correct sentence and express idea. Students have to present the idea directly communicate with other. Moreover students beware of pronunciation, stress, form of language, vocabulary, social role and gestures to make more understanding.

2.4 Students' Attitudes towards Learning English Language

In foreign Language learning context, there are various factors that influence the learning process such as motivation, attitudes, anxiety, learning achievements, aptitudes, intelligence, age, personalities, etc. Gardner (1960; Lehmann, 2006, cited in Shams (2008). However, the matter of students' attitude is acknowledged as one of the most important factors that impact on learning language (Fakeye, 2010).

2.4.1 Definition of Attitude

An attitude is an expression of favor or disfavor toward a person, place, thing, or event. An attitude can be defined as a positive or negative evaluation of people, objects, event, activities, and ideas.

Gardner (1985) pointed out that attitude is an evaluative reaction to some referent or attitude object, inferred on the basis of the individual's beliefs or opinions about the referent.

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Wenden (1991) classified the term “attitude” into three interrelated components namely, cognitive, affective and behavioral. The cognitive component involves the beliefs, thoughts or viewpoints about the object of the attitude. The affective component refers to the individual’s feelings and emotions towards an object, whether he/she likes or dislikes. The behavioral component involves the tendency to adopt particular learning behaviors.

2.4.2 Importance of Attitude

Attitude means the individual’s opinions, feeling or emotion toward to something whether he/she likes or dislikes. And attitude in learning English language is the learners’ expression on feelings or emotions on learning English which effect to learners performance.

Reid (2003) p. 33, cited in Abidin (2012) declared that attitudes are important to us because students cannot be neatly separated from study. Attitude is considered as an essential factor influencing language performance (Visser, 2008). Achievement in a target language relies not only on intellectual capacity but also on the students’ attitudes towards language learning. Kiptui and Mbugua (2009) cited in Tella et al (2010) investigated that negative attitude towards English is the most affective and psychological factor that results in the students’ poor performance in English.

2.5 Role-playing Technique

The Importance of Role-playing Technique

According to Wiriyachitra (2003), learning English in Thailand is not very successful because most students lack the opportunities to learn and practice English in English environment. There are also the problems in students’ tension, excitement, and lack of confidence during taking a speaking in the class time constraint in teaching and learning English (Ratanapinyowong, Poonon & Honsa, 2007). Moreover, learning and teaching English with less practicing, students sometimes lack of training and practicing in class. So the transfer knowledge is limited. Some students can speak follow the text in classroom but they cannot speak with the foreigners outside the class or use English in real situation.

As the result, teachers have to develop their teaching technique. Role-playing technique is one of classroom activities that use in communication language teaching. As known that speaking activities in the classroom are one of opportunities to practice the students’ speaking skill, role-playing in the classroom, hence, is used for motivating students who were increased the self-confidence.

2.5.1 Definition of Role-playing Technique

Role-playing technique is a teaching strategy that fits within the social family of models, Joyce & Weil (2000) cited in Jarvis (2002). These strategies emphasize the social nature of learning, and see cooperative behavior as stimulating students both socially and intellectually.

Role play in a simulation exercise where persons take on assumed roles in order to act out a scenario in a contrived setting. The students or participants can act out the assigned roles in order to explore the scenario, apply skills (maybe communication, negotiation, debate etc.), experience the scenario from another view point, evoke and understand emotions that maybe alien to them. It helps to make sense of theory and gathers together the concepts into a practical experience (Kumar, 2012).

The use of role-playing technique emphasizes personal concerns, problems, behavior, and active participation (Silver & Silver, 1989). It improves interpersonal skills (Teahan, 1975), improves communication skills, and enhances communication (Ettkin and Snyder, 1972). The role-playing technique can be used in a variety of settings, including the classroom. The principle behind role-playing technique is that the students assume a particular personality of a different person, such as a historical character. According to Jones (1982), he said students must accept the duties and responsibilities of their roles and functions, and do the best they can in the situation in which they find themselves.

One possible use of role-playing technique might be to introduce a topic, using the students' background knowledge (schema) to introduce and interest them in a new unit of study (Lloyd, 1998). But probably more often, role-playing technique is used as a strategy in which students use their background knowledge in addition to acquiring new information about the character in order to better play the role (Lloyd, 1998).

2.5.2 Advantage of Role-playing technique

Alberta (2002-2014) said role play is learning how the best handle a situation by practicing interactions and trying out different approaches. Students may act out situations, problems, and issues in a safe setting and develop skills that promote themselves. Alberta (2002-2014) also proved that role play is a very effective instructional method proven to increase self-efficacy and impact student behavior. Participation in course role play has led to higher satisfaction of usefulness and greater teaching improvement.

Wacyn-Jones (2002, cited in Badriah Nasser Al-Twairish, 2009) added that these activities are students-centered. Students work dependently and the teacher is not

at the center of attention, he/she can stand back and listen more actively, think up เอกสารนี้เป็นเอกสารที่สงวนลิขสิทธิ์ไว้เพื่อใช้ภายในเท่านั้น มิใช่เอกสารที่เผยแพร่ให้คนอื่น
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strategies for helping the students increase their knowledge. Role play creates positive learning atmosphere in class, it encourages cooperation between students. The language produced here is more natural and authentic.

Poorman (2002) also summarized that role-playing technique as a teaching strategy offers several advantages for both teachers and students.

Firstly, student interest in the topic is raised. Poorman (2002 p. 32) stated that integrating experiential learning activities in the classroom increase interest in the subject matter and understanding of course content.

Secondly, there is increased involvement on the part of the students in a role-playing lesson. Students are not passive recipients of the instructor's knowledge. Rather, they take an active part. Poorman (2002, p. 32) observed that true learning cannot take place when students are passive observers of the teaching process.

Thirdly, it teaches empathy and understanding of different perspectives (Poorman, 2002). A typical role-playing technique would have students taking on a role of a character, learning and acting as that individual would do in the typical setting. Poorman (2002, p.34) found a significant increase among students in feeling another's distress as their own. Role-playing technique has also been seen to be effective in reducing racial prejudice (McGregor, 1993). Students who role-play the part of enslaved African Americans in a class on pre-Civil War history, for example, develop greater empathy and come away with a better idea of the experience than they would in a typical lecture setting (Steindorf, 2001). In role-playing, the student is representing and experiencing a character known in everyday life (Scarcella & Oxford, 1992).

Cherif and Somervill (1998) found that the educational advantages from using role-playing in teaching include the followings:

1. It encourages individuals, while in role, to reflect upon their knowledge of a subject. As such, role-playing technique is an excellent teaching method for reviewing material at the end of a course of study.
2. Individuals are required to use appropriate concepts and arguments as defined by their role. As roles change, so might relevant concepts and arguments. Students may come, as a consequence, to appreciate more fully the relevance of diverse opinion, where and how it is formed.
3. Participation helps embed concepts. The importance of creating an active learning environment is well recognized if the objective is one of deep, rather than surface learning. Role-playing technique can make a value contribution in this process. It gives life and immediacy to academic material that can be largely descriptive and/or theoretical.

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4. It can encourage students to empathize with the position and feelings of others - something that, in the normal process of teaching, is likely to be missed.
5. According to Ladousse (1989), role-playing technique also supports the confidence of shy students because here they are provided with a mask and they can learn the structures and use them in the familiar setting of their classroom. They learn how to interact with other people without being afraid that their mistakes might cause some misunderstanding.

Role-playing technique is a far better way to make learning memorable than simple transmission. The excitement of the role play, the interaction and stimulation to visual, auditory and kinesthetic styles of learning helps a broad range of students.

Students' prior knowledge, experience and the reality they bring to a concept, help to make the concept being taught to be constructed and then reflected on. It helps to move beyond any comfort zones and helps bring on attitudinal change through different viewpoints too. It helps to develop all domains of learning, cognitive (knowledge), psychomotor (skills) and affective (emotional) as shown:

Process of Role-playing Technique

The process of the role-play relies on the learning agenda and has to have clear aims and objectives. Role-playing technique includes the following six steps.

1) Observation: learning through observation and reflection happens when a group of students watch a specifically constructed role-play using actors, simulators or even played by the tutors.

2) Modeling: Helps to learn a concept or an idea through participation. For example children can learn about history and historical figures by acting out scenes. While adults can participate in a constructed scenario- like an angry customer, worried patients etc.

3) Contemplation: It helps to stimulate analysis through exploring complex concepts and debating issues- usually ethical problems where there is no clear right or wrong.

4) Skills development: The participant can practice and develop skills such as breaking bad news, calming down an angry client, negotiating with customers etc.

5) Self-reflection: through participating in role-play the students are bring many of their hidden attitudes to the surface and it helps them understand their own prejudices biases and assumptions. It helps to see the world through the other person's eyes and understand methods of communicating.

6) Re - enaction: By re-enacting a past experience it helps to bring recall, catharsis and also helps to identify creative solutions to a problem that could have previously difficult due to emotional distress.

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In conclusion, the effective of role-playing activity in teaching English as above, role-playing technique could help students to have good attitude in learning English and develop students' speaking skill too. In particular, students have opportunity to be in real situation and involve in the learning process by analyzing relevant language issues. Students can actively participate in language formulation learning process through role-playing technique in which they represent involve real-life situation and make decisions based on available information.



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2.6 Related Research

The role-playing technique has been examined by many researchers. The followings are summaries of some research which have been done in concerning the communicative skill.

2.6.1 International Related Research

Thinthanhn (2011) studied role-play as an approach in enhancing advanced students' comprehension of English and American short stories. The researcher found that role-play was very effective to the students. The students had gotten the pleasure or satisfaction in literature.

Graves (2008) studied whether role-playing was an effective teaching method. The researcher found that seventy – five students enjoyed role-playing.

Eklova (2007) studied role play in upper primary classes in the Czech Republic to investigate into the potential teaching procedures of role play as one of the techniques of the communicative approach. He found that role-play teaching method really improved pupils' speaking abilities.

Alwahibee (2004) studied the effectiveness of role-play activities to facilitate the learning of English as a foreign language by Saudi College students. He indicated that role-play activity is one of the classrooms teaching techniques that encourage students to participate activity in the process of learning English.

Kodotchig (2001) studied role play in teaching culture. He found that role-play is one ways of co-teaching language and culture. He addressed the issue of role play in teaching foreign language and foreign culture. It introduced a step-by-step guide to making up a successful role play and examined role play in preparing students for intercultural communication.

Robertson and Judy (2000) studied the effectiveness of a virtual role-play environment as a preparation activity for story writing. It improved that dramatic role-play activities were used in classrooms to encourage children to explore the feelings of the characters in a story. Role play exercises can give a story personal significant to each child, and an insight and understanding of the characters which is reflected in stories written afterwards. It examined the effects the virtual role-play environment has on the characterization in children's imaginative writing. It also investigated the social interactions which children engage in and the moral decisions they make during the role-play; and the motivational effects of the virtual role play. The main result was that the stories written after the virtual role-play contained more dialogue and more indications of relationships between the characters than normal classroom stories. Expert evaluation supports the view that the virtual role-

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play environment was particularly beneficial to children with low literacy standards. Finally, it also benefited children with low literacy motivation and little interest in school work.

Blank (1985) studied the effectiveness of role-play technique, case studies and stimulation games in teaching Agricultural Economics. Results indicate that each aid could improve student performance when used in appropriate situations. He also found that role-playing technique helped in giving students a better understanding of the decision-making environment.

2.6.2 Domestic Related Research

There are many studies related to the role-playing technique.

Phuetphon (2012) investigated the effects of using unscripted role play to improve speaking ability of Thai EFL students of Tapee College, Surathani. The results showed that the students improved speaking ability by situations given during unscripted role play activities. They could act out while speaking with fluency, pronunciation accuracy and appropriate language use.

Ruangsang (2003) studied the effect of role-playing technique on intercommunication for grade fourth students at Amnuay Vidthaya School. The result was role play activities improved interpersonal communication.

Kanjunda (2003) studied using role-playing technique based on communicative approach to promote English listening speaking abilities and motivation of Mathayom Suksa three students. The students' English listening-speaking abilities were assessed during the role-play activity in each lesson plan. And the student's motivation was higher after they were taught role-play activities based on communicative approach.

Somdee and Suppasetsee

In conclusion, role-playing technique is the teaching technique could empower the students to communicate, make students feel comfortable during topics and foster interaction with others. Students tend to be confident and have positive attitude in learning English. According to my knowledge, there is a few studies have been done on doing role-play activities to enhance speaking skill abilities on vocational education in Diploma level students in agriculture program in Thailand. Hence, this study conducted on attempted to fill the constructivist learning paradigm to the use of communicative instruction, which can develop students' capability in communication and students' attitude in studying in vocational diploma students at Khon Kaen College of Agriculture and Technology.

CHAPTER 3

RESEARCH METHODOLOGY

This study illustrates how the study was carried out and how the data were obtained. This chapter consists of five sections: Population and Sample of the Study, Research Design, Research Instruments, Procedures, and Data Collection and Data analysis.

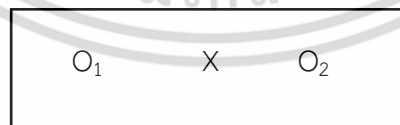
3.1 Population and Sample of the Study

Population: The population of this study was forty-three first year diploma students at Khon Kaen College of Agriculture and Technology. It consists of students who have various majors: two from Accounting and Business Computer, another two from Farm Mechanic, three from Agro-Industry, and eighteen from Plant Science and sixteen from Animal Science.

Samples: thirty-four of population was used as the sample of the study. The sample was enrolled in the course Developing Skills for English Communication II in the second semester of the academic year of 2013. They were the students majoring in animal science and plants science department.

3.2 Research Design

This study was to investigate the role-playing technique and students' attitude towards studying English into Developing Skill in English for Communication II Course. The study was conducted over nine weeks with three hours a week. The design was implemented as follows:



O₁ Pre-test

O₂ Post-test

X Instruction of lesson plan

3.3 Research Instruments

Research instruments were divided into two categories.

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3.3.1 Role-playing technique's lesson plan

The social and real-life of the situations were based on the course syllabus of Developing Skills for English Communication II according to diploma level in vocational curriculum B.E 2546 of the Vocational Education Commission. The contents of the text consisted of seven topics. Therefore the lesson plan concerning role-playing technique were 1) students can use English effectively as a communication tool in their daily and 2) students can apply the rules of English usage to appropriate communication skills. Three lesson plans were chosen. Each one took three hours per week and each lesson took three weeks. So the lesson plans were conducted over a period of nine week (See Appendix A, p. 47).

The lesson plan was designed based on the essentials of language teaching of the National Capital Language Resource Center (2007) to support role-playing technique. The students were provided with lists of words and phrases to consider for role-play activity (See Appendix A, p. 47). Class activities and task were prepared to students in pair or in small group based on the situations.

According to Cherif (1998) the instructional procedures for each lesson plan followed four steps:

- 1) Introducing, and explaining students what the role-play activity is.
- 2) Preparing and presenting the activity to the students. Students were provided the useful words or phrases according to each lesson.
- 3) Providing and producing the role-playing activity to make a better understanding of the situation. The students practiced role-play activity follow the instruction.
- 4) Evaluating and discussing or the debriefing of the whole process. The students were provided the role-play test by doing in pair or small group.

The speaking assessment which uses for evaluate students' speaking ability based on Scottish Qualifications Authority (See Appendix A, p. 47) was designed and modified. The criteria of role-playing assessment are: eye contact, body language, content (content and understanding), accuracy (pronunciation: stress and intonation, voice and grammatical), language resources (word used or express ideas, vocabulary), interaction (speaking task).

3.3.2 Data Collection Instrument

There are two data collection instrument.

3.3.2.1 Tests : Pre-test and Post-test

The pre-test was parallel to the post-test. There were 60 four-multiple choices questions both for the pre and post-test. The objectives in each topic of both the pre-test and the post-test were written. Here are the pre-test and the post-test

constructions:

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First, course objectives were studied and the level of it was noted with Bloom's Taxonomy: knowledge, comprehension, application, analysis, synthesis, or evaluation. Then, sixty questions were written for with four multiple choices alternative answers. Next, the test was given to the advisor and three experts in English to check the IOC (See appendix E p. 111) and to adjust its content. Then, the test was thirty six because of the IOC checking. After it had been approved, the test was tried out with forty students who were not the sample group to statistically check its validity and reliability again. Finally, the tests were given to the sample before and after the instruction of role-playing technique to check the development in students' English speaking ability by comparing the value the mean and standard deviation.

3.3.2.2 Attitude Questionnaire

Questionnaire was designed to measure students' attitudes towards the role-playing teaching method. The questionnaire divided into 3 parts:

Part 1: Personal Information: gender, age, major, and reviewing or using English outside the class.

Part 2: Instructions of overall activities (questionnaire no. 1 to no. 10).

Part 3: Development on speaking skill with role-playing activities (questionnaire no. 11 to 15).

The five-rating scales of Likert (Likert, 1932) were used as follow:

- 1 = Strongly disagree
- 2 = Disagree
- 3 = Neither agree nor disagree
- 4 = Agree
- 5 = Strongly agree

First, the twenty-four attitude questionnaires were designed and written based on the role-playing technique. Then, the questionnaire was sent to the advisor and three experts in English for content validity check. After the validity and reliability checking, it was rewritten for fifteen questions (See appendix D, p. 105) were tried out with fifty students who were not the sample group. Finally, the questionnaire was provided to students after studying through role-playing technique. The mean and the standard deviation were analyzed by computer program.

3.4 Procedures

This research was one group pre-test post- test design (See Appendix B, C, p 74 and 90). The sample was taught by using the role-play technique. The study took place during the second semester of the academic year 2013 and was conducted over a period nine-week. The process of the study was as follows:

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1. The sample was 34 students. The sample was taught by using role-playing technique with the contents of three social communication topics based on Developing Skill in English for Communication II course outline.
2. The pre-test was given to the samples at the beginning of the course to measure students' pre-instructional English speaking ability level.
3. The sample was taught through role-playing technique according to three lesson plans (asking and giving directions, going shopping, and giving instructions).
4. During the class, social situations, new vocabulary, phrases and sentences was presented to the sample. The sample was divided into pair work or small group based on each situation.
5. The sample practiced role-playing activity as based on the given situations given.
6. At the end of each lesson, they created their own role-play activity.
7. The speaking assessment was taken after the role-playing activity in each topic.
8. The sample took the post-test at the end of each lesson plan to evaluate the achievement at the end of the study. The attitude questionnaire was also given to them at the end of the course.

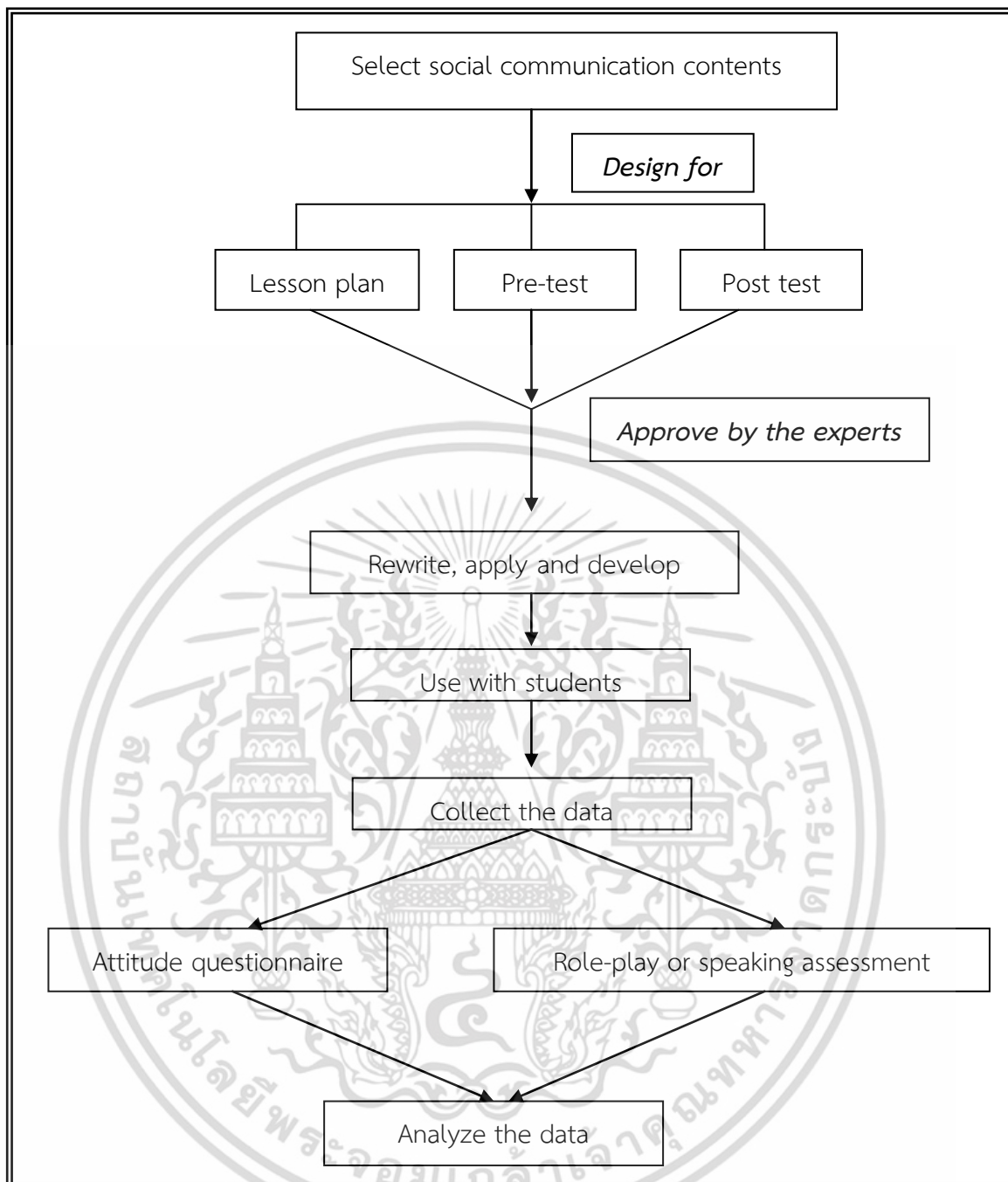


Figure 3.1 Process of Teaching Based on Role-playing Technique Lesson Plans

3.5 Data Collection

The 40 first year diploma level students at Khon Kaen College of Agriculture and Technology who enrolled in the course Developing Skills for English Communication II in the second semester of the academic year of 2012 were used for the pilot data. These were not the sample. The results of pre-and post-test, and the attitude questionnaire were used for reliability and validity check.

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The sample was 34 students (18 for Plant Science and 16 for Animal Science) of first year diploma students at Khon Kaen College of Agriculture and Technology. They enrolled in the course Developing Skills for English Communication II in the second semester of the academic year of 2013.

3.6 Data Analysis

The data analysis was divided into two sections:

1) To check whether the pre-test and the post-test were reliable and valid or not, the tests were tried out with other 40 students who were not the samples by using the research instrument. For checking content validity the Item-Objective Congruence (IOC) (Hambleton and Rovinelli, 1977) was used. The results of Pre- and Post-tests showed the reliability of 0.697. The reliability was checked by using KR20 (Khajornsinsin, 1996). The value range of reliability can be interpreted as good reliability for a classroom test (Nunnally, 1967).

2) Descriptive statistics was used to report the personal information in term of percentages. Inferential statistics: analysis of dependent *t*-test was used to find the value of means and standard deviations of both pre-posttest and attitude questionnaire.

CHAPTER 4

RESULT OF STUDY

This chapter presents the result of the study to answer the following research questions: 1) Can role-playing technique improve speaking skill in English for communication? 2) What are the students' attitudes on role-playing technique? The data was analyzed for the means score (\bar{x}) and the standard (S.D.) of the Pre-Posttest, and attitude questionnaire.

4.1 Personal Information of the Students

Table 4.1 Personal Information of the Students

Data		Sample (N=34)	
		N	Percent
Gender	Male	24	70.59
	Female	10	29.41
Age	17-18 years old	12	35.29
	19-20 years old	20	58.82
	More than 20	2	5.89
Field of Study	Plant Science	18	52.94
	Animal Science	16	47.06
Period of time for reviewing or using English outside the class a week.	Less than one hour	17	50.00
	More than one hour	17	50.00

Table 4.1 indicated that of all 34 students, there were 70.59% males and 29.41% females. Most of students were from 17-18 years old (35.29%), 19-20 years old (58.82%), and more than 20 years old (5.89%). Their majors are Plant Science (52.94%) and Animal Science (47.06%). Their period of time to review English outside the classes per week was the same. Some students used less than one hour a week (50%) to practice English outside the class while the other used more than one hour (50%).

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4.2 Result of Research Question One:

Can role-playing technique improve speaking skill in English for communication?

The pre-test, post-test were calculated the mean and standard deviation for the population to prove that role-playing technique can improves speaking skill in English communication as shown in table 4.2.1 below.

Table 4.2.1 Mean and Standard Deviation of Pre-test and Post-test

Test	Mean	Standard Deviation	t-test	P-value (P<0.05)
Pre-test	10.00	3.77	14.88	0.00*
Post-test	18.18	3.89		

* Significance at level P<0.05

The table 4.2.1, showed that there was a significant difference in mean scores of pre- test and post-test (\bar{x} = 10.00 and 18.18, t-test = 14.88, P = 0.00*, P <0.05). The mean of pre-test was lower than the mean of post-test.

Table 4.2.2 Means and Standard Deviation of Speaking Assessment

Speaking assessment	Mean	S.D.
Unit 1 (24 point)	17.97	2.82
Unit 2 (24 point)	18.09	2.13
Unit 3 (24 point)	20.06	1.70

Table 4.2.2 showed that there was the increasing of the mean scores of speaking assessment from unit one to unit three (\bar{x} = 17.97, 18.09, 20.06 respectively). And also the S.D was 2.82, 2.13, and 1.70 respectively.

Therefore, it absolutely could see that role-playing technique improved students' speaking skill.

4.3 Result of Research Question Two:

What are the students' attitudes on role-playing technique?

The mean, the standard deviation of each item was calculated as shown in table 4.3.1 and 4.3.2 below.

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Table 4.3.1 the Mean and Standard Deviation of Overall Role-playing Activities

Statement	Mean	Standard Deviation	Attitude Level
1. I think that the role-playing activities are useful.	4.56	0.50	Strongly agree
2. Role-playing activities help me understand more English in different situations.	4.18	0.67	Agree
3. I prefer to do role-playing activities.	3.85	0.74	Agree
4. I am motivated to use more English by the role-playing activities.	4.26	0.67	Agree
5. I can improve my real life English speaking skill through the role-playing activities.	4.24	0.66	Agree
6. I enjoy practicing English via role-playing activities.	4.12	0.69	Agree
7. Role-playing activities foster creative thinking and create opportunities for learners to interact with one another.	4.29	0.63	Agree
8. Role-playing activities promote teamwork and build up relationship with the group.	4.21	0.73	Agree
9. Role-playing activities encourage me to use language appropriately.	4.50	0.56	Agree
10. Role-playing activities increase my self-confidence.	4.09	0.57	Agree
Total	4.23	0.64	Agree

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Table 4.3.2 the Mean and Standard Deviation of Development on Speaking Skill with Role-playing Activities

Statement	Mean	Standard Deviation	Attitude Level
11. Role-playing activities improve my English speaking ability even more.	4.00	0.65	Agree
12. Role-playing activities help me to speak English fluently.	4.24	0.70	Agree
13. Role-playing activities help me to express feeling and opinion in English context even more.	4.24	0.74	Agree
14. Role-playing activities help me to say the correct pronunciation of words and sentences.	4.18	0.72	Agree
15. Role-playing activities help my real life English speaking skill more natural.	4.02	0.74	Agree
Total	4.14	0.71	Agree

Criteria of Students' Attitude Questionnaire

Scale no.	Mean	Rating
5	4.50 – 5.00	Strongly Agree
4	3.50 – 4.49	Agree
3	3.00 – 3.49	Neutral
2	2.00 – 2.49	Disagree
1	1.00 – 1.49	Strongly Disagree

Table 4.3.1 and 4.3.2 presented how the role-playing teaching method affected to students' attitude. The fifteen questionnaire items were about the students' thinking toward role-playing teaching method toward speaking skill development. For 4.3.1 the overall role-playing activities, most students perceived agrees attitude level. And also table 4.3.2 it shows the development on speaking skill with role-playing activities. Students also agreed with the useful of role-play activity. It indicated that role-playing teaching method affected and were useful for developing speaking skill.

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One more specifically stated on attitude questionnaire, as showed in item one, “I think that the role-playing activities are useful.” The students perceived strongly agree on it ($\bar{x} = 4.56$). On the other hand, there was no item show that students perceived neutral, disagree or strongly disagree in any item.



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CHAPTER 5

CONCLUSION, DISCUSSION AND SUGGESTION

Chapter five presents conclusion, discussion and suggestion. The suggestions are for pedagogical instruction and further studies. The details are as follows:

The purposes of this study were: 1) To study the effect of role-playing technique on developing speaking skill in English for communication. 2) To examine the students' attitude on role-playing technique on developing speaking skill in English for communication. The samples were thirty-four first year diploma students in the second semester of the 2013 academic year at Khon Kaen College of Agriculture and Technology. The research instruments consisted of three lesson plans, pre-and post-test, and attitude questionnaire. The three lesson plans were selected by the samples. The samples were taught three hours a week for nine weeks. Both pre-test and post-test were paralleled with thirty six items which concerned with daily life situations. The speaking assessments were done during each role-play activity in each unit. In addition, the attitude questionnaire was given to the samples after the last unit of role-playing technique. The data were analyzed by using mean score, standard deviations and dependent t-test.

5.1 Conclusion

Research questions one: Can role-playing teaching method improves speaking skill in English for communication?

As the result of the study, there was significant difference between the mean scores of pre-test and post-test ($\bar{x} = 18.18$, $t\text{-test} = 14.88$, $P = 0.00^*$, $P < 0.05$). The mean and the standard deviation of pre-test were lower than the mean and the standard deviation of the post-test. The mean score of speaking assessment from unit one to unit three also increased which paralleled to the mean of post test ($\bar{x} = 18.71$). Therefore, it indicated that the role-playing teaching method could improve speaking skill in English for communication.

Research questions two: what are the students' attitudes on role-playing technique? To investigate this research question, the researcher analyzed the mean score of the attitude questionnaire. The mean score is 4.20 and the standard deviation is 0.68. It meant that most students agreed toward role-play technique which could improve speaking skill. The result especially indicated that students

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thought that the role-playing technique is useful for developing speaking skill ($\bar{x} = 4.56$).

5.2 Discussion

The study showed that role-playing technique could improve speaking skill in English communication. Role-play activities could also be successfully used with the students. That is the students seemed to be able to use language skills in real world situations. Moreover the students seemed to be able to use exact vocabulary, accuracy in pronunciation, stress and intonation.

The previous research, M. Chester and R. Fox (2003) indicated that role-playing has been used effectively by many teachers to help solve classroom interpersonal problems and to teach human-relations skills in the classroom. M. Chester and R. Fox (2003) said role-playing also has been used to facilitate subject-matter learning through the dramatization to practice real world skill, social skill or basic fact of life. Role-playing is a way of organizing the education, students' background and experiences. It is also possible to teach comprehension and to take student's opinion that is very difficult to literary works or do the current events. M. Chester and R. Fox (2003) found that role-playing activity helps to develop new skills for dealing with problem in human relations. The students not only hear about a problem or tell about it, but also live through it.

Huff (2012) said that role-play activities can be successfully used with low-level learner students when taught using simple activities to more increasingly complex activities. Huff (2012) also expressed that the students found that the role-play activity was a positive experience. The students enjoyed the role-play activity and felt that role-play activity was helpful in their learning. Eklova (2007) indicated that role-play could be an effective tool for developing pupils' communicative abilities, provided that it is combined with other teaching methods. And he said more complicated role-play activities are suitable for older pupils at upper primary school who already have some basic knowledge of the language.

Skelton (2014) said that role-playing technique which has been widely used not only in teaching for communication but also in training for doctor, nurse, salesman and others. It is the way of presenting the students' experience in real life situation. Teacher being the controller of the learning environment that regard students as having knowledge and using experience that need to be filled with information that causes learning to occur: therefore, the students think of action and think for themselves to do role-play activity. Skelton (2014) agreed that role-play has the

power to be a very emotive and challenging resource and it is probably best to use it occasionally. In all these uses, role-playing provides the student with a dramatic confrontation and clarification of (1) his relations with others, (2) his information about and expectations of society, (3) his evaluation of himself and his life style, and (4) the ways in which academic material may be relevant to his daily tasks (Chester and Fox, 2003).

Role-play activity could be successfully used with students. They were able to use language that would be similar to real world language. The students were able to incorporate vocabulary, language resource, accuracy in pronunciation, stress and intonation, and interaction. It is also being the great occasional and experience for vocational students to use language in real life situations.

5.3 Suggestions

5.3.1 Suggestions for pedagogical instruction

According to this study it is likely that role-playing technique is effective in communicate teaching, however, it may have difficulties if students lack of experiences in English and knowledge in basic English such as vocabulary, and words expression. Therefore, doing role-play activities makes students be comfortable during the role-play presentations. Hence, teacher should emphasize that:

- 1) role-play activities need more background in using language. Therefore, teacher should spend more time for them to make them understand language. Students should have learned some grammar, vocabulary and key phrases previously taught.
- 2) role-play activities more interesting and motivate students to learn, therefore teachers should select and start with daily life situations which are easy to understand the task.
- 3) student learns to use English through action and they need more time to think and practice. Teachers should control and help them to manage their creative thinking.

5.3.2 Suggestions for Further Studies

This research indicates that role-playing technique could promote on speaking skill and focus on communication. The suggestions for further studying are as follow:

- 1) this study emphasize only speaking skill, further study should use role-playing technique to emphasize on all four English skills: speaking, listening, reading and writing.

- 2) this study emphasize only small group of the sample, further study should use role-playing technique with large sample to get more reliability and more validity.
- 3) Further study should emphasize on valid fields and/or levels. Since, students in different fields/levels may have different affect on using role-playing technique in studying English language.



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The scope and framework of lesson plan

Lesson plan/ topic	Language functions	Activities	Amount of week
Going shopping and bargaining	Asking for help Asking for price, bargaining, size, etc.	Role-play communicative activity	3 weeks
Asking and giving directions	Giving information about place and direction	Role-play communicative activity	3 weeks
Giving instructions	Giving instruction “how to” about operating tool or processing.	Role-play communicative activity	3 weeks

Lesson Plan
Going shopping and bargaining

Lesson objectives	<ul style="list-style-type: none"> - Students know the names of the common commodities - Students understand and master the useful expressions ongoing shopping - Students use useful expressions on buying and bargaining. - Students communicate with the salesperson successfully
Language level	Intermediate.
Patterns of interaction	Whole class, pair-work.
Materials/Equipment	Pictures of places, clothes, pictures of shopping mall, department store or supermarket, going shopping video, role-play cards, and sentences script.

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The structure of lesson plan as follows:

Topic	Procedures	What teacher will do	What students will do
Week 1			
Offering for help	Warm up	- Show some items of goods, and pictures of clothes, and point to things in class. Ask questions: What is this? What are they?	Name of items of goods
		- Show pictures of places for going shopping. - Ask questions: where can you buy(things)...? Where can you go shopping?	Name the places of (shopping mall, department store or supermarket)
		- Provide going shopping video	Watch going shopping video
Offering for help	Presentation	- Present them some new vocabulary, useful phrases, expressions and sentences with sentences scripts. Offering help - May I help you? - Is there anything I can help you? - Would you like me to help you? - Can I help you with something? Responses: Accept Yes, I'm looking for(the luggage)..... Refuse No, thank you. I'm just looking. Asking for size and color What size do you wear? color do you take? do you prefer?	Pronounce, read and understand the expressions and response.
Asking for size and color		Responses	

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ไม่ว่ากรณีใดๆ ทั้งสิ้น อีกทั้งห้ามมิให้ดัดแปลงเนื้อหา และต้องอ้างอิงถึงเจ้าของเอกสารทุกครั้งที่มีการนำไปใช้

		<p>I wear/ take/ prefer size 12. I wear/ take/ prefer black.</p> <p>Other expressions (fitting room)</p> <p>Would you like to try it on? Can I try it on? Where can I try them on?</p> <p>Response</p> <p>You can try on at the fitting room. This shirt is fit for you. The fitting room is over there.</p>	
	Practice	Let every student practices the expressions.	Pair work: Student A offers for help, student B responds.
Asking for price	Presentatio	<p>Present them some new vocabulary, useful phrases, expressions and sentences with sentence scripts.</p> <ul style="list-style-type: none"> - How much is this (shirt)...? - How much are these ...(shoes).....? - How much does cost? - How much is it? - How much are they? - Could you tell me how much.....? - Could you tell me the price of.....? <p>Examples:</p> <p>It's 200 baht. It's 80 dollars. They are 500 dollars.</p>	Pronounce, read and understand the expressions and response.

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ไม่ว่ากรณีใดๆ ทั้งสิ้น อีกทั้งห้ามมิให้ดัดแปลงเนื้อหา และต้องอ้างอิงถึงเจ้าของเอกสารทุกครั้งที่มีการนำไปใช้

	Practice	- Let every student practices the expressions.	Pair work: Student A asks for price, and student B responds.
Week 2			
Bargaining	Presentation	<p>Present useful expressions with sentence scripts.</p> <ul style="list-style-type: none"> - <i>This shirt</i> is too expensive. - <i>That is</i> very expensive. - Can you give me lower price? - Can you give me a discount? - Could I have a special price? <p>Response:</p> <p>Accept for bargaining:</p> <ul style="list-style-type: none"> - I will give you 20% discount if you have a member card. - I will give you 10% discount if you pay in cash. <p>Refuse for bargaining:</p> <ul style="list-style-type: none"> - I'm sorry. It's a reasonable price. - I'm sorry. It's a final offer. 	Pronounce, read and understand the expressions and response.
How to pay	practice	Let every student practices the expressions.	Pair work: Student A asks for price, student B responds.
	presentation	<p>Present useful expressions with sentences scripts.</p> <p>How to pay:</p> <ul style="list-style-type: none"> - How can I pay? - Can I pay by.....? (cheque, credit card) - Can I pay in cash? 	Pronounce, read and understand the expressions and response.
	practice	Let every student practice the expressions.	Pair work: Student A asks for price, student B responds.
Role-play activity	Practice	<p>Practice with (Practice A)</p> <p>Give them a role-play script.</p> <p>Teacher will help and give some</p>	Work in pair: Match the sentence in column A to the right answer in

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		suggestions about role-playing.	column B in order to the situation given then read and speak out loud.
		Provide them another role-play script. (<i>Practice B</i>)	Work in pair: Give them rearrange the sentences to make a complete situation. Then read out loud. And role-play.
Week 3			
Production	Role-play activity: 1) Give students another role-play card. 2) Give them to read their role-play situation cards.		Student will think about what they are going to say, and what language they will need to complete their situations. And start the role-play activity.
Evaluation	Role-play or speaking assessment		

Remark: Teacher can use a handy camera to record student's role-play activities because it will be useful in the feedback session too.

Discussion: Teacher will give them some suggestions to make sure that students understand deeply. The mistake will be corrected by teacher. Teacher will check for any vocabulary or language problems that students have during the role play.

Practice A:

- 1) Give some going shopping situations to students
- 2) Let them match the expressions in column A to the expressions in column B

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Column A

Column B

1	Can I help you?	a	Wait a minute. I'll have a look.
2	How much is it?	b	Brown. Dark brown.
3	How much are they?	c	No, I don't like it.
4	What size do you want?	d	Yes, I'll take it.
5	What color would you like?	e	It is 30 pence.
6	Here you are.	f	Yes. Of course. The changing rooms are over there.
7	It's too small. Have you got this T-shirt in a bigger size?	g	I am looking for a cookery book.
8	What about this one?	h	They are £1.40 each.
9	Can I try it on?	i	Thank you.
10	Anything else?	j	Sure.
11	Is it all right?	k	I need thirty-eight.
12	How do you want to pay?	l	Yes, can I have half a kilo of orange?
13	Can you give me a	m	It is a reasonable price.
14	Could you give me lower price?	n	By credit card.

Key

Column A

Column B

g	1. Can I help you?	I am looking for a cookery book.
e	2. How much is it?	It is 30 pence.
h	3. How much are they?	They are £1.40 each.
k	4. What size do you want?	I need thirty-eight.
b	5. What color would you	Brown. Dark brown.
i	6. Here you are.	Thank you.
a	7. It's too small. Have you got this T-shirt in a bigger size?	Wait a minute. I'll have a look.

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c	8. What about this one?	No, I don't like it.
f	9. Can I try it on?	Yes. Of course. The changing rooms are over there.
l	10. Anything else?	Yes, can I have half a kilo of oranges?
d	11. Is it all right?	Yes, I'll take it.
n	12. How do you want to pay?	By credit card.
j	13. Can you give me a	Sure.
m	14. Could you give me lower? price?	It is a reasonable price.

Practice B:

- 1) Students work in pairs: one of them is the customer, the other one is the shop assistant.
- 2) Give each one the appropriate handout.
- 3) Allow 10 minutes to finish rearranging the conversation.
- 4) Let them practice the conversation.

Here is the handout. Let student rearrange the sentences to make a complete conversation.

1. Good morning. Can I help you?	a. Oh, that's nice. How much is it?
2. What color would you like?	b. No, that's too dark.
3. Blue. I see. And your size is ...?	c. Oh, all right. I'll take it.
4. Medium. Right. How about this one?	d. £55? That's a bit expensive.
5. Yes, here it is.	e. Blue, please.
6. I'm afraid these are the only two kinds of blue we have.	f. Yes, please. I'm looking for a shirt.
7. Oh, wait a minute. We do have this one—it has blue and white stripes	g. That's a pity. I really wanted something blue.
8. Fifty-five pounds.	h. I don't think so. Have you got anything darker?
9. But it's very good quality.	i. Medium.
10. Thank you.	
•Key:	

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1. Good morning. Can I help you?	f	Yes, please. I'm looking for a shirt
2. What color would you like?	e	Blue, please.
3. Blue. I see. And your size is ...?	i	Medium.
4. Medium. Right. How about this one?	h	I don't think so. Have you got anything darker?
5. Yes, here it is.	b	No, that's too dark.
6. I'm afraid these are the only two kinds of blue we have.	g	That's a pity. I really wanted something blue.
7. Oh, wait a minute. We do have this one—it has blue and white stripes	a	Oh, that's nice. How much is it?
8. Fifty-five pounds.	d	£55? That's a bit expensive.
9. But it's very good quality.	c	Oh, all right. I'll take it.
10. Thank you.		

Samples of role-play cards

This activity gives learners the opportunity to use language in a role-play situation.

The tasks of going shopping are at four shops.

- a computer shop
- shoe shop
- clothes shop
- Jewelry shop

Preparation

Before the class, let them make a group of 4 students, so that there are an equal number of shoppers and shop owners.

Procedure

- Hand out the cards to the students.
- Give the learners time to read their cards and ask you about any language problems. They also need to think about what they are going to say, and what language they will need. You can group the shoppers together and shop owners together to do this.

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A	B
<p>At computer shop Your friend and you want to buy a new computer. Ask the spec, price, color. Ask them for discount or bargaining. And pay them by credit card.</p>	<p>At computer shop Set your class as a computer shop. Your friend and you are shop assistants. The customers ask you about the spec, price, and color. Tell them about discount, promotion and payment.</p>
<p>At shoe shop Your friend and you want to buy a new pair of shoes. Ask about the style, price, size and color. Ask them for discount or bargaining. And pay them in cash.</p>	<p>At shoe shop Set your class as a shoes shop. Your friend and you are shop assistants. The customers ask you about the style, price, size and color. Tell them about discount, promotion and payment.</p>
<p>At clothes shop Your friend and you want to buy clothes. Ask about the style, price, size and color. You want to try it/them on. Ask them for discount or bargaining. And pay them in cash and you have a member card.</p>	<p>At clothes shop Set your class as a clothes shop. Your friend and you are shop assistants. The customers ask you about the style, price, size and color. Tell them about discount, promotion and payment. Give them the change.</p>
<p>At jewelry shop Your friend and you want to buy jewelry. Ask about the style, price, and size. Ask them for discount or bargaining. And pay them by cheque and you have a member card.</p>	<p>At jewelry shop Set your class as a jewelry shop. Your friend and you are shop assistants. The customers ask you about the style, price, and size. Tell them about discount, promotion and payment.</p>

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Lesson plan
Asking and giving directions

Lesson objectives		<ul style="list-style-type: none"> - To know the vocabulary concerning places in town, traffic signs and directions. - Students can ask about and tell the directions. - Students can use useful expressions for asking and giving directions. - Students understand the situations of asking and giving directions. 	
Language level		Intermediate.	
Patterns of interaction		Whole class, pair-works.	
Materials /Equipment		Asking and giving directions video, city's map, vocabulary cards, and bingo game, strips with split sentences, role-play cards 'Asking the way'.	
Topic	Procedures	What teacher will do	What students will do
Week 1			
	Warm up	<ul style="list-style-type: none"> - Show the city's map - Point to places on the map and ask students to say out loud vocabulary such as hospital, market, post office, police box, restaurant, coffee shop, train station, bus station, school, park, university, clinic, bank, roundabout, etc. 	<ul style="list-style-type: none"> - Look at the city's map. - Name the places out loud.
Giving direction	Presentation (Vocabulary)	<ul style="list-style-type: none"> - Present the vocabulary about direction such as left, right, traffic light, junction, next to, opposite, between, across from, face to, turn left, turn right, go straight, , across the road, make U-turn, go over the bridge, walk along, etc. - present prepositions of giving 	<ul style="list-style-type: none"> - Pronounce, read and understand the vocabulary - Play bingo games

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		<p>directions such as on the left/right, on Venture Street, at the corner, etc.</p> <p>Examples: The hospital is opposite to the bank. My school is face to the park.</p>	
Asking the way, Direct question	Practice	<p>Present useful expressions such as:</p> <ul style="list-style-type: none"> - Where is the.....(place)....? - Where is the nearest... (place).....? - Can you give me the nearest...(place)? - Could you show me the way to? - Is there a ... (place)..near here? - Are there any... (places).. near here? - How do I get to the.....(place)..... ? <p>Introduce the activity by asking</p> <ul style="list-style-type: none"> - which places are in your neighborhood, e.g.: - Where is the supermarket/post office/cinema? <p>Elicit answers such as:</p> <ul style="list-style-type: none"> - It is in ... Street opposite the ... - It is next to the ..., etc. 	<ul style="list-style-type: none"> - Pronounce, read and understand the useful expressions. - Pair work: Student A asks for directions to the place in school, and student B responds. <p>Answer the questions, using the language patterns given.</p>
Week 2			
Indirect question	Presentation	<p>Present questions of asking indirect form.</p> <ul style="list-style-type: none"> - Can you tell me where the ..(place)...is? - Could you tell me where 	<p>Pronounce, read and understand useful expressions.</p>

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ไม่ว่ากรณีใดๆ ทั้งสิ้น อีกทั้งห้ามมิให้ดัดแปลงเนื้อหา และต้องอ้างอิงถึงเจ้าของเอกสารทุกครั้งที่มีการนำไปใช้

		<p>the ..(place)..is?</p> <ul style="list-style-type: none"> - Do you know where a ...(place) ..is? 	
		<p>Responses:</p> <ul style="list-style-type: none"> - Walk / Go (direction) to (place/ street) and turn left / right. - Walk / Go (direction) until you get to (place / street). - Walk / Go (direction) for about 10 minutes. - Go west to Satorn Road, and turn left at the first traffic light. - Keep going south until you get to Klang Muang Street, and then turn right. - Go north for about ten minutes. 	<p>Pronounce, read and understand useful expressions.</p>
<p>Asking for transportation</p>		<p>Present the questions asking about transportation:</p> <p>How can I get to Bangkok?</p> <p>How can you go to school?</p> <p>Responses:</p> <p>You can get there by car. bus. train. plane.</p> <p>I go to school on foot. by bicycle.</p>	
<p>Ask about distance</p>		<p>Present the questions about distance:</p> <p>How far is it from Khon Kaen to Bangkok?</p> <p>How far is it?</p> <p>How long does it take?</p> <p>Response:</p>	

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		<p>It is 400 kilometers.</p> <p>It's about 50 kilometers.</p> <p>It takes about 1 hour.</p> <p>It takes you 30 minutes by car.</p>	
		Present them with a video about asking directions.	Watch video
	Practice	<p>Let every student practices the expressions, asking and giving directions</p> <p>(Practice: A) Matching parts of the sentences.</p>	<p>- Pair work: Student A asks for direction, student B responds.</p> <p>- Let them make complete sentences.</p>
		<p>- Role-play card will be provided to students.</p> <p>- Teacher gives them some suggestions about useful words, phrases and sentences.</p>	<p>- Students work in pairs.</p> <p>- Students practice the role-play activity by following the conversation provided.</p>
Week 3			
	Production:	<p>A new role-play card will be provided to students again.</p> <p>- Give them the appropriate handouts.</p> <p>- Explain to them that they will make the dialogues according to the role-play card.</p> <p>- Allow them some times to prepare their roles.</p> <p>- Encourage students to use the structures and vocabulary from the preceding activities.</p> <p>- Note down any mistakes students make because it will be useful in the feedback session.</p>	<p>- Students work in pairs.</p> <p>- Start role – play activity.</p>
	Evaluation	Role-play or speaking assessment	

เอกสารนี้เป็นเอกสารที่จัดทำขึ้นโดยศูนย์วิจัยและพัฒนาการเรียนการสอนเพื่อใช้ในการเรียนการสอนเท่านั้น

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Remark: Teacher can use a handy camera to record student's role-play activity because it will be useful in the feedback session too.

Discussion: Teacher will give them some suggestions to make sure that students understand deeply.

Practice A: Teacher splits sentences into parts, then post them on the board. Let students try to match the parts. And practice with partner.

A	B
Excuse me, is there	a police station near here?
Excuse me, where	is the nearest bus stop?
Take the first	street on the left.
Go past the hospital until	you come to the traffic lights.
The post office is between	the car park and the hospital.
Go over	the bridge.
Go along this street	and at the crossroads turn right.
It is on the other	side of the park.
There is a library	opposite the school.
Excuse me, how	can I get to the railway station?

Practice B: Print out and hand out different BINGO cards for each student (each card should be different). Teacher will pronounce the vocabulary. Students try to match it. Students must make a horizontal, diagonal or vertical line to get a BINGO.

Sample of bingo game (set 1)

B	I	N	G	O
Turn left	Make U - turn	restaurant	Traffic light	Next to
Bank	opposite	behind	Cross road	corner
On the right	Over the bridge	Coffee shop	Inter section	On the left
Over there	Go a long	Round about	near	university
Post office	hotel	Go straight on	junction	Super market

Set 2
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B	I	N	G	O
behind	junction	restaurant	Traffic light	Make U - turn
Bank	opposite	On the right	Cross road	Super market
Round about	Over the bridge	Coffee shop	Post office	On the left
corner	Over there	hotel	near	university
Inter section	Next to	Go straight on	Turn left	Go a long

Set 3

B	I	N	G	O
Super market	corner	behind	Traffic light	Make U - turn
Coffee shop	opposite	On the right	hotel	Post office
university	Inter section	Turn left	On the left	Cross road
Go a long	Over there	Round about	near	junction
restaurant	Next to	Go straight on	Bank	Over the bridge

Sample of role-play cards

Students work in pair. One student is A and other is B. They try to make a conversation about the situation card.

1A You have just arrived in town. You are in front of the car park and you want to know how to get to the Chinese restaurant. Stop a passer-by and ask.	1B You live in town. Now you are in front of the car park. A man/woman stops you and asks you for help.
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<p>2A</p> <p>You have just arrived in town by train. You are at the railway station and you want to go to the Swan hotel. Ask Someone for help.</p>	<p>2B</p> <p>You live in town. You are at the railway station and someone asks you for help.</p>
<p>3A</p> <p>You stay at the Swan Hotel. Tonight you want to go to the cinema. Ask the receptionist the way to get there.</p>	<p>3B</p> <p>You are a receptionist at the Swan Hotel. One of the guests asks you how to get to the cinema. Explain the route.</p>
<p>4A</p> <p>You are in this town for the first time. You have lost your way. Now you are in front of the Red Lion pub. Ask someone how to get to the fashion boutique.</p>	<p>4B</p> <p>You have just come out of the Red Lion pub. Someone stops you and asks you for help.</p>
<p>5A</p> <p>You are in this town on holidays for two weeks. You stay at your aunt's house which is next to the bookshop. You want to send a letter. Ask your aunt how to get to the post office.</p>	<p>5B</p> <p>Your niece/nephew stays at your house for two weeks. She/he wants to send a letter. Give her/him some advice.</p>
<p>6A</p> <p>When you are going out of the snack bar, you fell down and injured your hand. Ask the waiter where the hospital is.</p>	<p>6B</p> <p>You are a waiter at the snack bar. One of your guests has had an accident. He/she asks you for help.</p>
<p>7A</p> <p>You have come to this town on a short trip. You are cycling. When you are buying a newspaper at the newsagent's someone stole your bike. Ask how to get to the police station.</p>	<p>7B</p> <p>You work at the newsagent's. One of the customers has had an accident – someone has stolen his/her bike. Help him/ her.</p>

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Lesson plan

Giving Instructions

Lesson objective-	<ul style="list-style-type: none"> - Students learn vocabulary about giving instructions. - Students are able to give instructions how to operate some machines or tools. - Student can use the sequence or linking words in order to give instructions.
Language level	Intermediate.
Patterns of interaction	Whole class, pair - work.
Materials/Equipment	The tools or equipment operating sentences strips.

Topic	Procedures	What teacher will do	What students will do
Week 1			
Giving Instructions	Warm up	Provide some instructions as commands. <ul style="list-style-type: none"> - Peter: Close the door! - Anny: Give that pencil back to your partner! Provide some instructions as requested. <ul style="list-style-type: none"> - Prawit: Open the window, please. - Ladda: Please pass these books to the person next to you. 	Study the instructions Follow the commands. Follow the requests.
Imperative verb	Presentation	Provide instructions using the imperative verbs. Example: How to repair the wires. <ol style="list-style-type: none"> 1. Join the two wires together. 2. Cover the joint with the tape carefully. 	Work in small groups to brainstorm the vocabulary necessary to provide instructions.

เอกสารนี้เป็นเอกสารที่เผยแพร่ให้ใช้ฟรีเพื่อการเรียนการสอนเท่านั้น ไม่อนุญาตให้นำไปใช้เพื่อวัตถุประสงค์ทางการค้า
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Negative form		<p>Present the negative form (Do not/ Don't + verb stem)</p> <p>Examples:</p> <ol style="list-style-type: none"> 1. Don't forget to turn the volume down. 2. Don't use a one - amp fuse with a toaster. 	<p>Students use imperative verb to explain the instructions.</p>
Passive form		<p>Present the passive form.</p> <p>Subject + verb to be + past participle</p> <p>Examples:</p> <p>The electricity is switched off before you change the light bulbs.</p>	<p>Students make sentences by using negative form.</p> <p>Students make sentences by using passive form.</p>
Modal verbs + verb stem		<p>Present the modal verbs + verb stem</p> <p>Examples:</p> <ol style="list-style-type: none"> 1. You must record the results accurately. 2. You should switch off the electricity before you change light bulbs. 	<p>Students make sentences by using modal verbs + verb stem.</p>
Modal verbs +be + past participle (V3)		<p>Present the modal verbs + be + past participle (V3)</p> <p>Example:</p> <p>The electricity must be switched off before you change the light bulbs.</p>	<p>Students make sentences by using modal verbs + be + past participle.</p>
Week 2			
Sequence or linking words &	Presentation	Beginning The first thing you do is ... To begin with, ...	Students make sentences using linking words and

expressions		<p>To start with, ... First, ...</p> <p>Continuing And ... Then ... And then ... Next ... After this ... Following this ... When, Once, After (this is done) / (you've done this) ... While (something else is happening) ...</p> <p>Ending Finally ... Lastly ... To finish ...</p>	<p>expressions.</p> <p>Use the sequence words: “Firstly, secondly, then, after that, finally”</p>
<p>Imperative Verb</p> <p>Modal verbs +be + past</p>	Practice	<p>Present verb in imperative form (infinitive without to)</p> <p>Demonstrate many activities</p> <p>For example: Have students practice in imperative form. (Practice 1)</p> <p>Have students practice in form of modal verbs + be + past participle (Practice 2)</p>	<p>Students work as a whole class activity.</p> <ol style="list-style-type: none"> 1. Rearrange the instructions. 2. Use linking words. 3. Practice the role-play activity. 4. One student acts as professional and other student asks for instructions.

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participle (V3)			
Week 3			
	Production	<p>1) Give students think about giving instructions concerned with their major.</p> <p>2) They will think about what they are going to say, and what language they will need to complete their situations.</p>	<ul style="list-style-type: none"> - Students work in pairs, - think about giving instructions. - use the suitable language and expressions. - prepare tools or material concerned. - practice with partner. - start role – play activity.
	Evaluation	Role–play or speaking assessment	

Remark: Teacher can use a handy camera to record student’s role-play activity because it will be useful in the feedback session.

Discussion:

Teacher will correct them for some mistake. Check for any vocabulary or language problems that students have during the role play.

Practice 1 (Sentence strips)

“How to use printer”

...4..... Insert paper in the tray.

...2..... Turn on the printer.

...3..... Connect a printer to your computer with the USB port.

...6..... Take out paper from your printer.

...1..... Plug in the computer.

...5..... Press the “Print” command from your computer.

Practice 2

Change each imperative to Modal + verb and modal + passive voice

1. When you use the chemical, follow the instructions carefully.

2. Clean the tools after use.

3. Wear the boots in the farm.

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4. Wear safety glasses in the factory.
 5. Check the label on the bottle to make sure that it contains the correct chemical.
1. **When you use the chemical, follow the instructions carefully.**
 - When you use the chemical, you must follow the instructions carefully.
 - The instructions must be carefully followed when you use the chemical.
 2. **Clean the tools after use.**
 - You must clean the tools after use.
 - The tools must be cleaned after use.
 3. **Wear the boots in the farm.**
 - You must wear the boots in the farm.
 - The boots must be worn in the farm.
 4. **Wear safety glasses in the factory.**
 - You must wear safety glasses in the factory.
 - The safety glasses must be worn in the factory.
 5. **Check the label on the bottle to make sure that it contains the correct chemical.**
 - You must check the label on the bottle to make sure that it contains the correct chemical.
 - The label on the bottle must be checked to make sure that it contains the correct chemical.

Sample of Role-play cards:

A: You are a professor from Australia. You come to visit Agriculture College. You are interested in students' farm. They are making a vegetable bed. Ask them how to do it.	B: You are making a vegetable bed. The professor comes to visit your college and asks how to do a vegetable bed. Tell him the steps of doing a vegetable bed.
A: Ask your friend how to connect the wireless internet.	B: Tell your friend how to connect wireless internet.
A: You are a veterinarian. Ask a junior veterinarian how to make vaccine.	B: Tell the veterinarian how to make vaccine.

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Assessment of Speaking Form

Unit.....

Name:.....

Major:

Criterion Rating	Need Improvement	Satisfactory	Good	Excellent
	Point 1	Point 2	Point 3	Point 4
Appearance				
1. Eye contact	Little or no eye contact	Eye contact with audience less than 70 % of the time.	Eye contact most of the time but frequently returns to notes.	Maintains eye contact with audience, seldom returning to notes.
2. Body language	Body language, gestures, and facial expressions are lacking.	Body language, gestures, and facial expressions lack variety and spontaneity.	Body language, gestures, and facial expressions moderate supporting to the message.	Body language, gestures, and facial expressions add greatly to the message.
Content				
3. Content and Understanding	Provide many irrelevant content and significant difficulty in understanding questions and following trains of thought.	Provide some irrelevant content and occasional difficulty in understanding questions and following simple trains of thought.	Provide enough content to meet the requirement of the conversation and ability to trains of thought without difficulty.	Provide various types of content with appropriate for the conversation and sustain natural conversation.

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Accuracy				
4. Pronunciation: stress, intonation	- Frequently unintelligible articulation. - Frequent phonological errors.	- By and large intelligible articulation. - Phonological errors which occasionally obstruct communication and understanding.	- Mostly correct and clear pronunciation. - Hardly any errors.	- Consistently correct pronunciation and articulation. - Good feeling for intonation
5. Voice	- Student mumbles, incorrectly pronounces terms. - Student speaks too quietly.	Student's voice is low, incorrectly pronounces terms and difficult to hear.	- Student's voice is clear. - Student's pronunciation of most words is correct.	Student uses clear voice and correct pronunciation of terms.
6. Grammatical	High number of errors in grammar that is difficult to understand.	Use basic grammar to communicate.	Errors in grammar but don't lead to misunderstanding.	Minor errors in grammar but these do not interfere with effective communication.
Language resource				
7. Word used or express ideas.	- The details in ideas are difficult to express clearly. - The ideas are difficult to understand.	The details in communicates ideas may struggle a bit to understand.	Word used often lead to misunderstandings .	The words are used; expresses ideas smoothly.

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7. Vocabulary	An elementary or simple vocabulary to convey the conversation.	A basic vocabulary which is adequate for sustaining basic conversation.	A basic vocabulary which is adequate for conversation.	A good vocabulary which is adequate for natural conversation.
Interaction				
8. Speaking task	- The student is unable to accomplish the task or fails to demonstrate acceptable mastery of concept.	- The student accomplishes the assigned task with difficulty. - He/she demonstrates minimum oral competence. - He/she hesitates frequently and shows little creativity. - He/she offers only minimal predictable responses.	-The student accomplishes the assigned task with a few errors. - The student is able to communicate effectively in spite of these errors. - The student offers meaningful responses.	- Student accomplishes the assigned task successfully. - Student speaks clearly and accurately. - Student brings additional linguistic material to the basic situation.

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Pre – test

Choose the correct answer.

Part I: Going shopping and bargaining

1. In the Ladies' Wear Department, the customer gets into the shop.

Shop assistant : Hello.

Customer : Yes. I'm looking for a pair of jeans.

- Can I help you?
- Can you help me?
- Do you help me?
- Can you give me some help?

2. You are shopping at the shopping mall and are looking for something.

You : I'm interested in these boots.

Salesperson :

You : I'm size 34, please.

- How much are they?
- Which pair do you want?
- What size do you wear?
- What are you looking for?

3. Nida is looking for a pair of new jeans. She is making a decision for color.

Salesperson : What color would you like?

Nida :

- It's 1,550 baht.
- I love that one.
- I think blue suits me.
- Let me try no. 12, please.

4. Linda would like to buy a new jacket at the shopping mall.

Linda : This jacket is nice, but it looks too small.

Salesperson :

Linda : Ok. Where is the changing room?

- Would you like to change?
- May I have a new one for you?
- Would you please come this way?
- Would you like to try it on, madam?

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5. At a shoe shop:

Nikorn : I'd like to buy these shoes but I haven't got enough cash.

.....

Salesperson : Certainly, sir. We accept all credit cards.

- Can I try these shoes on?
- Can I have another shoe?
- Can I pay you tomorrow?
- Can I pay by credit card?*

6. Ann goes shopping and finds a nice handbag. She asks the price.

Ann : This handbag is nice.

Street vender : It's 800 baht.

- Is this handbag expensive?
- How much does it cost?*
- Do you have the black one?
- Can you give me 20% discount?

7. At a ladies' shop:

Shop assistant: Hello. Is there anything I can help?

Customer : Well, I'm looking for earrings. Umm, yellow is a good color for me.

Shop assistant: They are 700 baht.

Customer : Oh 700, that is too expensive!

- Could you give me discount?
- Could you tell me the price of them?*
- Could you give me a special price?
- Could you tell me your special offer?

8. At a jeans shop:

Customer : Well, I actually prefer black jeans.

Shop assistant : That's okay. We have very nice black jeans here. They're on sale this week.

Customer :

Shop assistant : They are \$250.

- Can you help me, please?
- Do you give a special price?
- Can you tell me how much they are?*
- Can you tell me where the fitting room is?

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9. At a ladies' shop:

A: This blouse is \$52.50. It's too expensive and I haven't got enough money!

.....

B: I'm sorry. It is my last offer and it's a reasonable price.

- a. What is your last offer?
- b. Can I give you the offer?
- c. *Can you give me a lower price?*
- d. What is your reasonable price?

10. At a jewelry shop:

Shop assistant: This ring isn't too expensive because it's made of real silver.
And it's on sale this week.

Customer : Oh, I love it.

Shop assistant: Yes, I'll give you 10% discount if you have a member card.

Customer : Absolutely yes!

- a. How much is this ring?
- b. Can you tell me the price?
- c. Can you tell me how much it is?
- d. Can you give me a special price?

11. Komsan wants to buy a new suitcase in the shopping mall.

Komsan : I like the blue suitcase. Can you give me a special price?

Shop assistant :

Komsan : Thank you for your kindness. I take this one.

- a. I'm sorry. It's a reasonable price.
- b. *OK. I'll give you 20% discount.*
- c. I'm charging reasonably from you.
- d. Let me think first but it's my last offer.

12. Jenny is looking for Christmas gifts for her family. She is at the accessory shop.

Jenny : I'd like to buy ten sets of Christmas gift.

.....

Shop assistant : OK. I'll give you 10% discount if you pay in cash.

Jenny : Thank you for your offer. I'll take ten sets of them.

- a. *What is your special offer?*
- b. Do you know how much it is?
- c. Could you give me a new price?
- d. Could you give me more reasonable price?

Part II: Asking and giving directions

13. Wan would like to fill the gas. He asks the direction to the gas station.

Wan : Excuse me, because the gas is empty?

You : Certainly. You only go along the Klang Muang Street, find the U turn,
The gas station is on the right.

Wan : Oh, I think it's not far away from here. Thank you.

You : You're welcome.

- a. can you take me to the gas station
- b. can you give me where the gas station
- c. can you show me where the gas station
- d. can you tell me the way to the gas station

This situation is for questions nos. 14 and 15.

Tony would like to go to Duangkamon Book Store. He asks the direction.

Tony : Excuse me, (14).....

Robin : Well, it's in front of Jensen's shoe store on the left.

Tony : How far is it?

Robin : (15).....

Tony : OK. Thank you.

14.
 - a. *where is the Duangkamon Book Store?*
 - b. *is the Duangkamon Book Store far from here?*
 - c. *can I go to the Duangkamon Book Store on foot?*
 - d. *can you take me to the Duangkamon Book Store?*

15.
 - a. *You can get there on foot.*
 - b. *It's about 1 kilometer from here.*
 - c. *It takes about 20 minutes to get there.*
 - d. *You can take the bus no. 5 to get there.*

16. Nikorn is a visitor. He asks Janpen the direction to the central post office.

Nikorn : Excuse me, could you help me, sir?

Janpen : Yes.

Nikorn : Can you tell me..... the central post office?

Janpen : Sure. Just go straight on this road then turn left on Denver Street.

You'll see the central post office on the left.

- a. where is
- b. how do I go to
- c. where can I go to
- d. *how to get to*

17. Suda asks Bulan the direction to the nearest market.

Suda : Excuse me, could you tell me.....?

Bulan: Certainly. Go straight to the first traffic lights. Then, turn left.

- a. where to the nearest market
- b. *where the nearest market is*
- c. where is the nearest market
- d. where is the nearest market located

18. Bangorn will have an interview at the Personal Manager's Office. She asks Nikom the direction.

Nikom : Good morning, may I help you?

Bangorn : Good morning, do you know.....?

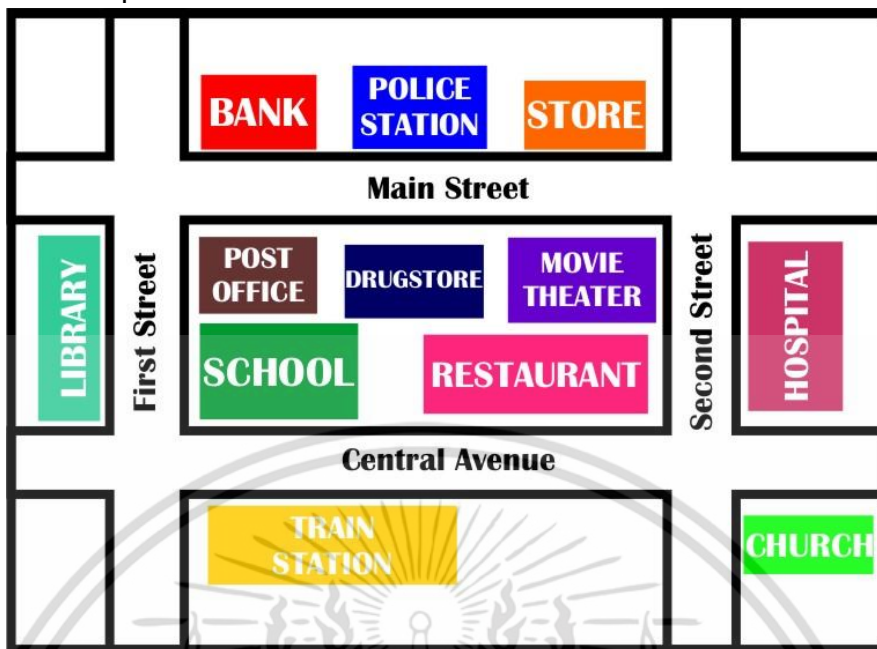
NiKom : Sure. It's on the second floor, at the end of the hall. You can use the elevator.

Bangorn : Thank you.

Nikom : You're welcome.

- a. where to the Personal Manager's Office?
- b. *where the Personal Manager's Office is?*
- c. where is the Personal Manager's Office?
- d. where is the Personal Manager's Office located?

Look at the map and select the correct directions. (nos.19-21)



19. Tom is at the police station. Please tell him the direction to the church.
- Go straight on Main Street. Then, turn left on Second Street. Go two blocks. You'll see it's on the right.
 - Go straight on Main Street. Then, turn left on Central Avenue. Go one block. Next, turn left. It's on the right.
 - Go straight on Main Street. Then, turn right on Second Street. Go straight and turn left on Central Avenue. It's on the right.
 - Go straight on Central Avenue. Then, turn left on Second Street. Turn right again. It's on the right.
20. Marry is at the school. Please tell her how to get to the movie theater.
- Turn left onto First Street. Then, go past the hospital and go one block. It's on the right.
 - Turn right onto First Street for one block. Turn right on Main Street. Then, go past the post office and the drugstore. It's on the right next to the drug store.
 - Go straight on Central Avenue. Turn right onto Second Street. Go on for two blocks, it's on the left.
 - Turn right onto First Street. Then, go on Main Street. It's on your left next to the police station.

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21. Peter is at the movie theater. Please tell him how to get to the library.
- Go straight on the Main Street. Go past drug store and post office. Then, turn left at the intersection. It is on the corner of Main Street and First Street.
 - Go straight on First Street. Then, turn left. Go one block. And go past the hospital. It's on the left, next to the restaurant.
 - Go straight on Main Street to the intersection. Then, turn left onto First Street. Go one block. It is on the left corner of Central Street and First Street.
 - Go straight on First Street. And turn right at the intersection. Then, go one block. After that, turn left. It's on the left.

Complete the following dialogues by choosing the correct answer. (no. 22-24)

Situation : Yang is a new student. He would like to go sightseeing near his college.

- Yang : Excuse me, I am new here. Where should I visit around here?
- Rapee : There are many attractive places in Majakiri District such as Wild Orchid Park the Tortoise Village and Huay Ke Waterfall.
- Yang : How can I get there?
- Rapee : (22).....
- Yang : Great. (23)
- Rapee : For the Wild Orchid Park, it is about 4 kilometers from the college. The Tortoise Village is about 10 kilometers and Huay Ke Waterfall is about 30 kilometers away.
- Yang : How long does it take to Huay Ke Waterfall?
- Rapee : (24).....
- Yang : Thank you very much.
- Rapee : You're welcome. Have a nice day.

22.
 - Sure! You can stay there.
 - Sorry, I really don't know.
 - You can get there by car.
 - You can arrive there on time.
23.
 - And how far is it?
 - And how far it is?
 - And how can I get there?
 - And how long does it take?

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24. a. It can get there by car.
 b. It's quite near my village.
 c. It's about 30 kilometers.
 d. *It takes you 20 minutes.*

Part III: Giving instructions

25. A student asks the teacher how to repair the wires.

Student: Excuse me teacher, could you tell me how to repair the wires?

Teacher: Sure. the two wires together.

..... the joint carefully with tape.

..... the wires.

- a. *Join, Cover, Don't forget to plug off*
 b. Joins, Covers, Don't forget plugging off
 c. Joined, Covered, Don't forget to plug off
 d. Joining, Covering, Don't forget plugging off
26. Nipon would like to learn how to start a car. He asks for an advice.
 Nipon : I would like to start a car. What should I do first?
 Korn :
- a. The key puts into the slot.
 b. The key must put into the slot.
 c. The key should put into the slot.
 d. *The key should be put into the slot.*
26. Before you leave your car, otherwise, you will lose your car.
- a. no forget locking the car
 b. *don't forget to lock the car*
 c. not forget locking the door
 d. it is not forget locking the door
28. To repair a plug, what must you do with the earth terminal?
- a. Electrical tape puts around the green wire.
 b. Electrical tape must put around the green wire.
 c. *Electrical tape must be put around the green wire.*
 d. Electrical tape must be putting around the green wire.

29. To be safe while sitting in a car,
 a. seat belt fastens.
 b. seat belt should fasten.
 c. *seat belt should be fastened.*
 d. seat belt should be fastening.
30. If you want to change the bulb in a torch, you should the electricity before you the light bulbs.
 a. switched off, changed
 b. be switched off, changed
 c. *switch off, change*
 d. be switched off, be changed
31. Here is the procedure of petrol manufacture.
 First, the petrol from crude oil.
 Then, it to a temperature of 300 C.
 After heating, the oil through charcoal.
 a. manufactures, heats, passes
 b. is manufacturing, is heat, is passing
 c. be manufactured, be heated, be passed
 d. *is manufactured, is heated, is passed*
32. To operate the printer, first
 a. the printer is on.
 b. the printer switches on.
 c. *the printer is switched on.*
 d. the printer is switching on.

Read the passage below then fill in the blank with the words given.

Here are Carrie's instructions for making snack called "Stripy Tigers". For each stage of the process, choose the correct linking word or expression from the options below. 33)....., cut as many slices of bread as you need - white bread is best, when it is not too thin or it will end up soggy. Then, grill some rashers of bacon. 34)..... the bacon is being grilled, break two eggs in to a bowl. Next, add about 142 milliliters of milk and beat the milk and the eggs together. 35)....., dip the bread in to the bowl of eggs and milk and leave for a few seconds to soak up the mixture. After you've done this, heat some oil in a

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frying pan. 36)....., take the bread out of the bowl and put it into the frying pan. Once the bread is golden brown on both sides, take it out of the frying pan. Eat while it's hot, topped with the rashers of bacon. If you don't like bacon, try spreading on some jam or tomato ketchup!

33. a. First thing,
 b. At the begin,
 c. *To begin with*,
 d. To begin by ,
34. a. Next
 b. Then
 c. *While*
 d. At the same time
35. a. After
 b. When
 c. *Then*
 d. At the same time
36. a. After the oil has heated,
 b. If the oil is hot,
 c. While the oil is hot,
 d. *When the oil is hot*,

Answer sheet of Pre-test

Name Major.....

Choose the correct answer and put a mark (X) in a, b, c or d on the answer sheet provided.

Items	a	b	c	d
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				
16				
17				
18				
19				
20				

Items	a	b	c	d
21				
22				
23				
24				
25				
26				
27				
28				
29				
30				
31				
32				
33				
34				
35				
36				

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Answer Key of Pre – test

- | | | | |
|-----|---|-----|---|
| 1. | a | 31. | d |
| 2. | c | 32. | c |
| 3. | c | 33. | c |
| 4. | d | 34. | c |
| 5. | d | 35. | c |
| 6. | b | 36. | d |
| 7. | b | | |
| 8. | c | | |
| 9. | c | | |
| 10. | d | | |
| 11. | b | | |
| 12. | a | | |
| 13. | d | | |
| 14. | a | | |
| 15. | b | | |
| 16. | d | | |
| 17. | b | | |
| 18. | b | | |
| 19. | c | | |
| 20. | b | | |
| 21. | a | | |
| 22. | c | | |
| 23. | a | | |
| 24. | d | | |
| 25. | a | | |
| 26. | d | | |
| 27. | b | | |
| 28. | c | | |
| 29. | c | | |
| 30. | c | | |

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Post - Test

Choose the best answer.

Part I: Going shopping and bargaining

1. In the Ladies' Department, Nicky gets into the shop.

Shop assistant : Hello.

Nicky : I'm looking for a pair of jeans.

- a. Do you give me a hand?
- b. Can you give me some help?
- c. Can you help me with anything?
- d. *Is there anything I can help you?*

2. Paul is shopping at the shopping mall and he is looking for something.

Salesperson : Can I help you with something?

You :

- a. *Oh no, thank you.*
- b. I'd like blue, please.
- c. Oh you, you're welcome.
- d. This coat is too expensive.

3. Pracha is looking for a new pair of jeans. He is making a decision for size.

Salesperson : What size do you wear?

Pracha :

- a. I love that one.
- b. *I think 32 suits me.*
- c. Let me try, please.
- d. There are three sizes.

4. Kanda would like to buy new a new sweater at the shopping mall.

Kanda : This sweater is nice but it looks too small.

Salesperson :

Kanda : OK. Where is the changing room?

- a. *Would you like to try it on?*
- b. May I take a look, please?
- c. Would you like to change?
- d. Would you come this way, please?

5. At a shoe shop:

Nikorn : I'd like to buy these shoes but I haven't got enough cash.

.....

Salesperson : Certainly, sir. We accept for all credit cards.

- a. Can I try them on?
- b. Can I change them?
- c. *Can I pay by credit card?*
- d. Can I pay tomorrow?

6. Kingkaew is shopping at street venders. She wants to buy a new belt.

Kingkaew : This belt is nice.

Street vender : It's 299 baht.

- a. Is it a new belt?
- b. *Can you tell me the price?*
- c. Can you give me a new belt?
- d. Can you give me 20% discount?

7. At a jewelry shop: The customer is looking for a new ring.

Shop assistant: Hello. Is there anything I can help?

Customer : Well, I'm looking for a ring. Umm, the silver one is nice.

.....

Shop assistant: It is 370 baht.

Customer : 370 baht, that is a bit expensive!

- a. Is this the price?
- b. What is your offer?
- c. *How much does the ring cost?*
- d. Could you give me a special price?

8. At a jeans shop:

Customer : Well, I actually prefer blue jeans.

Shop assistant : That's okay. We have very nice blue jeans here. They're on sale now.

Customer :

Shop assistant: They are 990 baht.

- a. Can you help me, please?
- b. Do you have a fitting room?
- c. Do you give me a special price?
- d. *Could you tell me the price of them?*

9. At a ladies department in the shopping mall:

A: This dress is 3,550 baht. It's quite expensive.

B: I'm sorry. It is my last offer and it's reasonable.

- a. What is your last offer?
- b. Can I give you the offer?
- c. What is your reasonable price?
- d. *Can you give me a special price?*

10. At a jewelry shop:

Shop assistant: This ring is not too expensive because it's made of real gold.

And

it's guaranteed for a year.

Customer : Oh, I love it.

Shop assistant: Yes, I'll give you 10% discount if you have a member card.

Customer : Thank you.

- a. Can you tell me the price?
- b. *Can you give me a discount?*
- c. Can I give you the special offer?
- d. Can you tell me how much it is?

11. Pradit wants to buy a big Christmas tree at the Mall.

Pradit : This Christmas tree is 1,500 baht. Can you give me a special price?

Shop assistant :

Pradit : Thank you for your kindness. I take this one.

- a. *OK. I will give you 10% discount.*
- b. I'm sorry. It's a reasonable price.
- c. I'm sorry. They are on sale this week.
- d. OK. I would like to find the new one, please.

12. Jane is looking for New Year presents for her friends. She is at the accessory shop.

Jane : I would like to buy three sets of them.

.....

Shop assistant : OK. I will give you 10% discount if you pay in cash.

Jane : Thank you for your offer. I'll take three sets of them.

- a. *Do you have any special offer?*
- b. Do you know how much it is?
- c. Could I give you a lower price?
- d. *Could you give me a new price?*

Part II: Asking and giving directions.

13. Yupa would like to go to the post office. She asks Bob for direction.

Yupa : Bob,

Bob : Certainly. You only go on Klang Muang Street, find the U turn, the post office is on the right.

Yupa : I think it's not too far away from here. Thank you.

Bob : You're welcome.

- a. can you take me to the post office?
- b. do you know where the post office?
- c. please tell me, where the post office is?
- d. can you show me the way to the post office?

This situation is for question no. 14 and 15

Tom would like to go to BB Bakery's. He asks for the direction.

Tom : Excuse me, (14).....

Robin : Well, I know that place. It's next to Tomson's shoe store on the left.

Tom : How far is it?

Robin : (15).....

Tom : O.K. Thank you.

14.
 - a. where is the BB Bakery's?
 - b. is the BB Bakery's far from here?
 - c. can you take me to the BB Bakery's?
 - d. can I go to the BB Bakery's on foot?

15.
 - a. It's about 1 kilometer.
 - b. You can get there by car.
 - c. It takes about 20 minutes.
 - d. You can take the bus no. 8 to get there.

16. Anan is a new visitor in town. He asks for the direction to the university.

Anan : Excuse me. Could you help me, sir?

Boy : Yes.

Anan : I'm a visitor in town. Could you tell me..... the university?

Boy : Sure. Just go straight on this road, then turn left on Denver Street.

You'll

see the university on the left.

- a. how do I go to
- b. how to get to
- c. how can I go to
- d. where is the

17. Kanok asks for the direction to the nearest hospital.

Kanok: Excuse me. Could you tell me.....

Bulan: Certainly. Make a left turn at the traffic lights. It's opposite to the park.

- a. where the nearest hospital is?
- b. where the nearest hospital?
- c. where is the nearest hospital?
- d. where can I go to the nearest hospital?

18. Pornpimon is going to the Personal Manager's office for her new job. She asks

Nikom for the direction to get there.

Nikom : Good morning, can I help you?

Pornpimon : Good morning, do you

know.....?

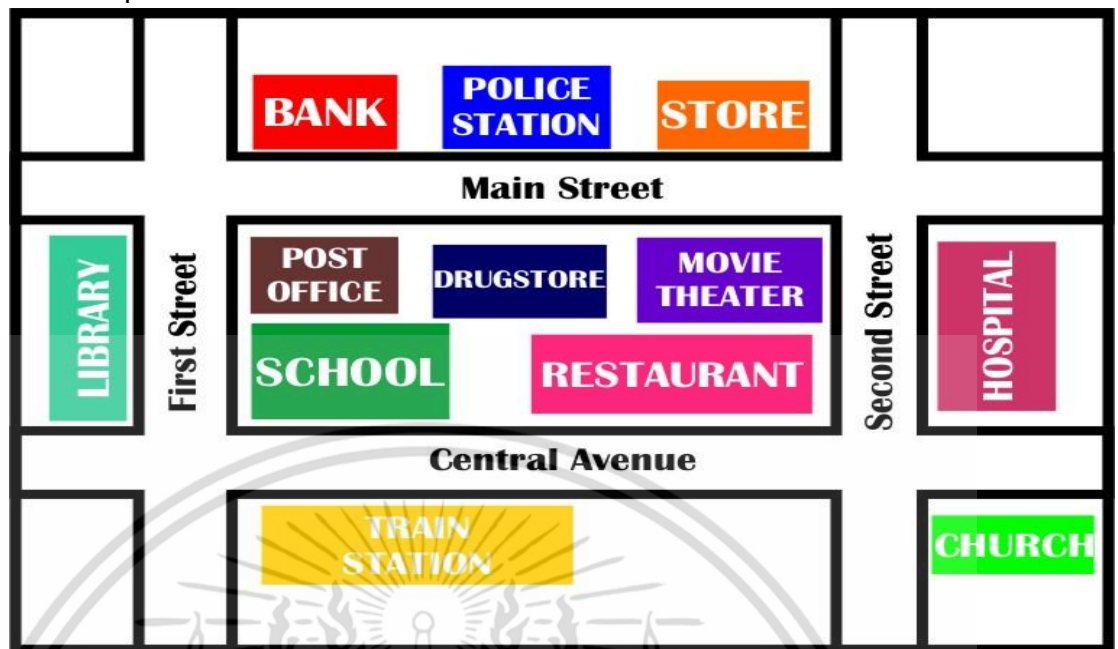
NiKom : Sure. It's on the third floor, near the elevator.

Pornpimon : Thank you.

Nikom : It's my pleasure.

- a. where the personal manager office?
- b. where the personal manager office is?
- c. where is the personal manager office?
- d. where to the personal manager office?

Look at the map and select the correct directions. (19-21)



19. You are at the drugstore. A stranger asks you how to get to the church.

You say:.....

- Walk along Main Street. Then, turn left to Second Street. Walk along the street for two blocks. The church is on the right.
- Walk along Main Street. Then, turn left to Central Avenue. Go along for one block. After that, turn left. The church is on the right.
- Walk along Central Avenue. Turn left to Second Street. Then, turn right to Main Street. The church is on the right.
- Walk along Main Street. Turn right to Second Street. Then go straight on and turn left to Central Avenue. The church is on the right.

20. Panya is at school. A couple asks him how to get to the movie theater.

He says:.....

- Go on First Street. Then, turn right to Main Street. Go past the post office and the drugstore. You'll see the movie theater. It's next to the drugstore.
- Go on Central Avenue. Go past the restaurant. Walk cross the Second Street. You'll see the movie theater on your right.
- Go on Central Avenue. Then, turn right onto Second Street. You'll see the movie theater on the left corner.
- Go on First Street. Then, turn right onto Main Street. You'll see the movie theater on your left, next to the police station.

21. Peter is at police station. He would like to go to the train station. Tell him the direction.

a. Go straight on Main Street. Then, turn left on First Street. Turn left again onto

Central Avenue. Go on the street. You'll see the train station on the left. It's

on the corner of Central Avenue and Second Street. It's on the left.

b. Go straight on First Street. Turn left on First Street. Go two blocks. You'll past the hospital. And the train station is on your left. It's next to school.

c. *Go on Main Street. Then, turn right at the junction to Second Street. Go along the street to the second junction then turn right again. Go on Central Avenue. You'll see the train station on your left.*

d. Go straight on First Street. Then, turn right. Go along the street for one block.

Then, turn left. You'll see the train station on the right. It's next to the restaurant.

For the question no. 22-24, Hideko is a Japanese exchange student. She would like to go sightseeing around town. Complete each blank with the correct choice.

Hideko : Excuse me, where should I visit around here?

You : There are many attractive places near here such as zoo, Village Homestay and Tad Tone Waterfall.

Hideko : How can I get to those places?

You : (22).....

Hideko : (23).....

You : For the zoo, it is about 4 kilometers from here. The Village Homestay is about 10 kilometers and Tad Tone Waterfall is 30 kilometers away.

Hideko : How long does it take to get to Tad Tone Waterfall?

You : (24).....

Hideko : Thank you very much.

You : You're welcome. Have a nice day.

22. a. It is about 30 kilometers.
 b. It is not far from my village.
 c. You can stay overnight there.
 d. *You can get there by motorcycle.*

23. a. *And how far is it?*
 b. *And how far I get it?*
 c. *And how can I get there?*
 d. *And how long does it take?*
24. a. *It is near my village.*
 b. *It is about 30 kilometers.*
 c. *It takes about 20 minutes.*
 d. *You can get there by car.*

Part III: Giving instructions

25. Sompong asks the teacher how to repair the wires.
 Sompong: Excuse me teacher, could you tell me how to repair the wires?
 Teacher: Sure. the two wires together. the joint with
 tape carefully. the wire.
- a. *Joins/ Covers/ Don't forget to switch off.*
 b. *Join/ Cover/ Don't forget to switch off.*
 c. *Joined/ Covered/ Don't forget to switch off.*
 d. *Joining/ Covering/ Don't forget to switch off.*
26. Noppon would like to know how to open the safety locker. He asks for
 suggestion. Noppon: I would like to open the safety locker. What
 should I do first?
 Korn:
- a. *The code dials correctly.*
 b. *The code must dial correctly.*
 c. *The code should dial correctly.*
 d. *The code should be dialed correctly.*
26. During a long holiday, you would like to travel,
- a. *no forget to lock the door.*
 b. *not forget to lock the door.*
 c. *don't forget to lock the door.*
 d. *it is not forget to lock the door.*

28. For cutting plant, what should you do with the branch?
- The branch puts around with plastic tape.
 - The plastic tape must put around the branch.
 - The branch must put around with plastic tape.
 - The branch must be put around with plastic tape.*
29. To save the world from the global warming,
- the paper reuses.
 - the paper should reuse.
 - the paper should be reused.*
 - the paper should be reusing.
30. You want to change the fuse in the kettle.
You should the electricity before you fuse.
- plug off, change*
 - be plug off, have changed
 - have plugged off, changed
 - be plugged off, be changed
31. Here is the procedure of operating the fax machine.
- Paper face-down in the tray.
 - The fax number
 - The transmission report from the tray.
 - places, presses, takes out
 - place, press, take out
 - is placed, is pressed, is taken out*
 - be placed, be pressed, be taken out
32. In the last step for printing paper,
- the printer plugs off.
 - the printer is plugging off.
 - the printer is plugged off.*
 - the printer should off.

Read the passage below then fill in the blank with the words given.

Here are Carrie's instructions for making a snack called "Stripy Tigers". For each stage of the process, choose the correct linking word or expression from the options below.

To begin with, cut as many slices of bread as you need - white bread is best. The bread should not too thin or it will end up soggy. 33)....., grill some rashers of bacon. While the bacon is grilling, break two eggs into a bowl. Next, add about 142 milliliters of milk then beat the milk and the eggs together.

34)....., dip the bread into the bowl and leave for a few seconds to soak up the mixture.35) heat some oil in a frying pan. When the oil is hot, take the bread out of the bowl and put it into the frying pan.

36)..... golden brown on both sides, take it out of the frying pan. Eat while it's hot, topped with the rashers of bacon. If you don't like bacon, try spreading on some jam or tomato ketchup!

33. a. After
b. When
c. Then
d. At the same
34. a. After
b. After that
c. When
d. At the same
35. a. After you've done this,
b. After do this,
c. After done that,
d. After that,
36. a. At the final stage,
b. Once the bread is
c. Finally,
d. Lastly,

Answer sheet of Post-test

Name.....

Major.....

Choose the correct answer and put a mark (X) in a, b, c or d on the answer sheet provided.

Items	a	b	c	d
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				
16				
17				
18				
19				
20				

เอกสารนี้เป็นเอกสารที่สงวนไว้สำหรับการใช้งานเพื่อการศึกษาเท่านั้น ไม่อนุญาตให้นำไปใช้ประโยชน์ด้านการค้า ไม่ว่าจะกรณีใดๆ ทั้งสิ้น อีกทั้งห้ามมิให้ดัดแปลงเนื้อหา และต้องอ้างอิงถึงเจ้าของเอกสารทุกครั้งที่มีการนำไปใช้

Items	a	b	c	d
21				
22				
23				
24				
25				
26				
27				
28				
29				
30				
31				
32				
33				
34				
35				
36				

เอกสารนี้เป็นเอกสารที่สงวนไว้สำหรับการใช้งานเพื่อการศึกษาเท่านั้น ไม่อนุญาตให้นำไปใช้ประโยชน์ด้านการค้า
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Answer Key of Post – test

- | | | | |
|-----|---|-----|---|
| 1. | d | 36. | a |
| 2. | a | 37. | b |
| 3. | b | | |
| 4. | a | | |
| 5. | c | | |
| 6. | b | | |
| 7. | c | | |
| 8. | d | | |
| 9. | d | | |
| 10. | b | | |
| 11. | a | | |
| 12. | a | | |
| 13. | d | | |
| 14. | a | | |
| 15. | a | | |
| 16. | b | | |
| 17. | a | | |
| 18. | c | | |
| 19. | d | | |
| 20. | a | | |
| 21. | c | | |
| 22. | c | | |
| 23. | d | | |
| 24. | b | | |
| 25. | b | | |
| 26. | d | | |
| 27. | c | | |
| 28. | d | | |
| 29. | c | | |
| 30. | a | | |
| 31. | c | | |
| 32. | c | | |
| 33. | c | | |
| 34. | c | | |
| 35. | b | | |

เอกสารนี้เป็นเอกสารที่สงวนไว้สำหรับการใช้งานเพื่อการศึกษาเท่านั้น ไม่อนุญาตให้นำไปใช้ประโยชน์ด้านการค้า
ไม่ว่ากรณีใดๆ ทั้งสิ้น อีกทั้งห้ามมิให้ดัดแปลงเนื้อหา และต้องอ้างอิงถึงเจ้าของเอกสารทุกครั้งที่มีการนำไปใช้



เอกสารนี้เป็นเอกสารที่สงวนไว้สำหรับการใช้งานเพื่อการศึกษาเท่านั้น ไม่อนุญาตให้นำไปใช้ประโยชน์ด้านการค้า
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แบบสอบถามทัศนคติ
เกี่ยวกับการสอนโดยใช้บทบาทสมมติต่อการพัฒนาทักษะการพูดภาษาอังกฤษเพื่อการสื่อสาร
The Attitude Questionnaire
Students' view on Role-playing
Technique in Developing Speaking Skills in English for Communication

แบบสอบถามแบ่งเป็น 3 ส่วนคือ

ส่วนที่ 1 ข้อมูลส่วนตัว

ส่วนที่ 2 ความคิดเห็นเกี่ยวกับวิธีการสอนโดยใช้บทบาทสมมติ

ส่วนที่ 3 ความคิดเห็นเกี่ยวกับกิจกรรมบทบาทสมมติกับพัฒนาการด้านทักษะการพูด

This questionnaire will be divided into 3 parts:

Part 1: Personal Information

Part 2: Instructions of Overall activities

Part 3: Development on Speaking Skill with Role-playing Activities

ส่วนที่ 1 ข้อมูลส่วนตัว

คำชี้แจง: โปรดทำเครื่องหมาย ✓ ใน () และ/หรือเขียนคำตอบลงในช่องว่าง

Part 1: Student's personal information

Directions: Please give your information and mark (✓) in the parentheses.

1. เพศ (Gender) () ชาย (Male)
() หญิง (Female)
2. อายุ (Age) () ระหว่าง 17-18 (between 17-18)
() ระหว่าง 19-20 (between 17-18)
() มากกว่า 20 (More than 20)
3. วิชาเอก (Major) () พืชศาสตร์ (Plant Science)
() สัตวศาสตร์ (Animal Science)
4. การทบทวนหรือใช้ภาษาอังกฤษนอกห้องเรียน (Reviewing or using English outside the class)
() น้อยกว่า 1 ชั่วโมง (less than an hour)
() มากกว่า 1 ชั่วโมงขึ้นไป (more than an hour)

เอกสารนี้เป็นเอกสารที่สงวนไว้สำหรับการใช้งานเพื่อการศึกษาเท่านั้น ไม่อนุญาตให้นำไปใช้ประโยชน์ด้านการค้า
 ไม่ว่ากรณีใดๆ ทั้งสิ้น อีกทั้งห้ามมิให้ดัดแปลงเนื้อหา และต้องอ้างอิงถึงเจ้าของเอกสารทุกครั้งที่มีการนำไปใช้

ส่วนที่ 2 ความคิดเห็นเกี่ยวกับวิธีการสอนโดยใช้บทบาทสมมติ

คำชี้แจง: โปรดทำเครื่องหมาย (✓) ลงในช่องที่เห็นว่าเป็นความจริง

Part 2: Instructions of overall activities

Directions: Please mark (✓) in the column that represents the fact.

5 = เห็นด้วยอย่างยิ่ง 4 = เห็นด้วย 3 = ไม่แน่ใจ 2 = ไม่เห็นด้วย 1 = ไม่เห็นด้วยอย่างยิ่ง

5 = strongly agree, 4 = agree, 3 = Neither agree nor disagree, 2 = disagree, 1 = strongly disagree

ที่ No.	รายการ Statement	ระดับความคิดเห็น Level of Agreement				
		5	4	3	2	1
ภาพโดยรวม ของกิจกรรมบทบาทสมมติ Overall role-playing activities						
1	ฉันคิดว่า กิจกรรมบทบาทสมมติมีประโยชน์ต่อฉันอย่างยิ่ง I think that the role-playing activities are useful.					
2	กิจกรรมบทบาทสมมติช่วยให้ฉันเข้าใจภาษาอังกฤษในสถานการณ์ต่างๆ Role-playing activities help me understand more English in different situations.					
3	ฉันชอบทำกิจกรรมบทบาทสมมติ I prefer to do role-playing activities.					
4	ฉันได้รับการกระตุ้น ให้ใช้ภาษาอังกฤษมากขึ้นโดยกิจกรรมบทบาทสมมติ I am motivated to use more English by the role-playing activities.					
5	ฉันสามารถพัฒนาทักษะการพูดภาษาอังกฤษในชีวิตประจำวันได้ โดยผ่านกิจกรรมบทบาทสมมติ I can improve my real life English speaking skill through the role-playing activities.					
6	ฉันสนุกกับการฝึกภาษาอังกฤษผ่านกิจกรรมบทบาทสมมติ I enjoy practicing English via role-playing activities.					

เอกสารนี้เป็นเอกสารทรัพย์สินทางปัญญาของโรงเรียนเพื่อใช้ในการศึกษาเท่านั้น ไม่อนุญาตให้นำไปใช้ประโยชน์ด้านการศึกษา

ไม่ว่ากรณีใดๆ ทั้งสิ้น อีกทั้งห้ามมิให้ตัดแปลงเนื้อหา และต้องอ้างอิงถึงเจ้าของเอกสารทุกครั้งที่มีการนำไปใช้

The Attitude Questionnaire (Continued)

ที่ No.	รายการ Statement	ระดับความคิดเห็น Level of Agreement				
		5	4	3	2	1
ภาพโดยรวม ของกิจกรรมบทบาทสมมติ Overall role-playing activities						
7	กิจกรรมบทบาทสมมติส่งเสริมความคิดสร้างสรรค์ และสร้างโอกาสในการทำงานร่วมกับคนอื่น Role-playing activities foster creative thinking and create opportunities for learners to interact with one another.					
8	กิจกรรมบทบาทสมมติส่งเสริมการทำงานเป็นทีม และสร้างความสัมพันธ์กับคนอื่น Role-playing activities promote team-work and build up relationship with the group.					
9	กิจกรรมบทบาทสมมติทำให้ฉันได้ใช้ภาษาอังกฤษที่เหมาะสม Role-playing activities encourage me to use language appropriately.					
10	กิจกรรมบทบาทสมมติทำให้ฉันมีความมั่นใจในตัวเอง Role-playing activities increase my self-confidence.					

เอกสารนี้เป็นเอกสารที่สงวนไว้สำหรับการใช้งานเพื่อการศึกษาเท่านั้น ไม่อนุญาตให้นำไปใช้ประโยชน์ด้านการค้า ไม่ว่าจะกรณีใดๆ ทั้งสิ้น อีกทั้งห้ามมิให้ดัดแปลงเนื้อหา และต้องอ้างอิงถึงเจ้าของเอกสารทุกครั้งที่มีการนำไปใช้

ส่วนที่ 3 ความคิดเห็นเกี่ยวกับกิจกรรมบทบาทสมมติกับพัฒนาการด้านทักษะการพูด

Part 3: Development on Speaking Skill with Role-playing Activities

Directions: Please mark (√) in the column that represents the fact.

5 = เห็นด้วยอย่างยิ่ง 4 = เห็นด้วย 3= ไม่แน่ใจ 2 = ไม่เห็นด้วย 1 = ไม่เห็นด้วยอย่างยิ่ง

5 = strongly agree, 4 = agree, 3 = Neither agree nor disagree, 2 = disagree, 1 = strongly disagree

ที่ No.		ระดับความคิดเห็น Level of Agreement				
		5	4	3	2	1
Development on Speaking Skill with Role-playing Activities						
11	กิจกรรมบทบาทสมมติ ช่วยให้ ความสามารถด้านการพูดของฉัน พัฒนาขึ้น Role-playing activities improve my English speaking ability even more.					
12	กิจกรรมบทบาทสมมติ ช่วยให้ฉัน สามารถพูดภาษาอังกฤษได้ คล่องแคล่วขึ้น Role-playing activities help my English speaking fluently.					
13	กิจกรรมบทบาทสมมติ ช่วยให้ฉัน แสดงความรู้สึก ความคิดเห็น ใน บริบทของภาษาอังกฤษ ได้ดียิ่งขึ้น Role-playing activities help me to express feeling and opinion in English context even more.					
14	กิจกรรมบทบาทสมมติช่วยให้ฉัน ออกเสียงคำ และประโยค ภาษาอังกฤษถูกต้องมากขึ้น Role-playing activities help me the correct pronunciation in words and sentences.					

เอกสารนี้เป็นเอกสารที่สงวนไว้สำหรับการใช้งานเพื่อการศึกษาเท่านั้น ไม่อนุญาตให้นำไปใช้ประโยชน์ด้านการค้า
ไม่ว่ากรณีใดๆ ทั้งสิ้น อีกทั้งห้ามมิให้ดัดแปลงเนื้อหา และต้องอ้างอิงถึงเจ้าของเอกสารทุกครั้งที่มีการนำไปใช้

The Attitude Questionnaire (Continued)

15	กิจกรรมบทบาทสมมติ ช่วยให้การพูดภาษาอังกฤษในชีวิตประจำวันของฉันเป็นธรรมชาติมากขึ้น Role-playing activities help my real life English speaking skill more natural.					
----	--	--	--	--	--	--



เอกสารนี้เป็นเอกสารที่สงวนไว้สำหรับการใช้งานเพื่อการศึกษาเท่านั้น ไม่อนุญาตให้นำไปใช้ประโยชน์ด้านการค้า ไม่ว่าจะกรณีใดๆ ทั้งสิ้น อีกทั้งห้ามมิให้ดัดแปลงเนื้อหา และต้องอ้างอิงถึงเจ้าของเอกสารทุกครั้งที่มีการนำไปใช้



เอกสารนี้เป็นเอกสารที่สงวนไว้สำหรับการใช้งานเพื่อการศึกษาเท่านั้น ไม่อนุญาตให้นำไปใช้ประโยชน์ด้านการค้า
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Item-Objective Congruence Index (IOC) Check of the test Perceptual Learning
Styles test

Items	Expert no.1	Expert no.2	Expert no.3	Total	IOC	Result
1	1	1	1	3	1	√
2	1	1	1	3	1	√
3	1	1	0	2	0.67	√
4	1	1	1	3	1	√
5	1	1	1	3	1	√
6	1	1	1	3	1	√
7	1	1	1	3	1	√
8	1	1	0	2	0.67	√
9	1	0	1	2	0.67	√
10	1	1	1	3	1	√
11	1	1	1	3	1	√
12	0	1	1	2	0.67	√
13	1	1	1	3	1	√
14	1	1	1	3	1	√
15	1	1	1	3	1	√
16	1	1	1	3	1	√
17	1	1	1	3	1	√
18	1	1	1	3	1	√
19	0	1	1	2	0.67	√
20	1	1	1	3	1	√
21	1	0	1	2	0.67	√
22	1	1	1	3	1	√

เอกสารนี้เป็นเอกสารที่สงวนไว้สำหรับการใช้งานเพื่อการศึกษาเท่านั้น ไม่อนุญาตให้นำไปใช้ประโยชน์ด้านการค้า
ไม่ว่ากรณีใดๆ ทั้งสิ้น อีกทั้งห้ามมิให้ดัดแปลงเนื้อหา และต้องอ้างอิงถึงเจ้าของเอกสารทุกครั้งที่มีการนำไปใช้

Item-Objective Congruence Index (IOC) Check of the test (Continued)

Items	Expert no.1	Expert no.2	Expert no.3	Total	IOC	Result
23	1	1	1	3	1	√
24	1	1	1	3	1	√
25	1	1	1	3	1	√
26	1	1	0	2	0.67	√
27	1	1	1	3	1	√
28	1	1	1	3	1	√
29	1	1	1	3	1	√
30	1	1	1	3	1	√
31	1	1	1	3	1	√
32	1	1	1	3	1	√
33	1	1	1	3	1	√
34	1	1	1	3	1	√
35	1	1	1	3	1	√
36	1	0	1	2	0.67	√
Total	34	33	33	100	33.33	

- Notes: 1. "1" for the item is congruence with objective
 2. "-1" for the item is not congruence with objective
 3. "0" for the expert not sure

Result of IOC: $(IOC = \Sigma R / N)$

Item number: 36

$R = 34+33+33 = 100$ (Scores from experts)

$N = 3$ (Numbers of expert)

$IOC = 100/3 = 33.33$

Percentage: $33.33/36 \times 100\% = 92.58\%$

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Item-Objective Congruence Index (IOC) Check of the Questionnaire
Perceptual Learning Styles Questionnaire

Items	Expert no.1	Expert no.2	Expert no.3	Total	IOC	Result
1	1	1	1	3	1	✓
2	1	1	1	3	1	✓
3	1	1	0	2	0.67	✓
4	1	1	1	3	1	✓
5	1	1	1	3	1	✓
6	1	1	1	3	1	✓
7	1	1	1	3	1	✓
8	1	1	0	2	0.67	✓
9	1	1	1	3	1	✓
10	1	1	1	3	1	✓
11	1	1	1	3	1	✓
12	0	1	1	2	0.67	✓
13	1	1	1	3	1	✓
14	1	0	1	2	0.67	✓
15	1	1	1	3	1	✓
Total	14	14	13	41	13.67	

- Notes: 1. "1" for the item is congruence with objective
2. "-1" for the item is not congruence with objective
3. "0" for the expert not sure

Result of IOC: $(IOC = \Sigma R / N)$

Item number: 15

$R = 14 + 14 + 13 = 41$ (Scores from experts)

$N = 3$ (Numbers of expert)

$IOC = 41 / 3 = 13.67$

Percentage: $13.67 / 15 \times 100\% = 91.13\%$

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